

## Communication & Language Child Monitoring - Audit Tool (Southampton)

Child's Name:					
Date of Birth:					
M / F	SEN	EAL	2 YO	LAC	EYPP

Date reviewed		Age in months		Key Worker/SENDCo	
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Listening, Attention, Understanding Milestones	Speaking Milestones	
Checkpoints 0-3 Years		
<ul style="list-style-type: none"> <li>turn towards familiar sounds - they are also startled by loud noises and accurately locate the source of a familiar person's voice, such as their key person or a parent</li> <li>gaze at faces, copying facial expressions and movements like sticking out their tongue</li> <li>make eye contact for longer periods</li> <li>watch someone's face as they talk</li> <li>copy what adults do, taking 'turns' in conversations (through babbling) and activities</li> <li>try to copy adult speech and lip movements</li> <li>enjoy singing, music and toys that make sounds</li> <li>recognise and are calmed by a familiar and friendly voice</li> <li>listen and respond to a simple instruction</li> </ul>	<p>Around <b>6 months</b>, does the baby respond to familiar voices, turn to their own name and 'take turns' in conversations with babbling?</p> <p>Around <b>12 months</b>, does the baby 'take turns' by babbling and using single words? Does the baby point to things and use gestures to show things to adults and share interests?</p> <p>Around <b>18 months</b>, is the toddler listening and responding to a simple instruction like: "Adam, put on your shoes?"</p>	<p>Is the baby using speech sounds (babbling) to communicate with adults?</p> <p>Around <b>12 months</b>, is the baby beginning to use single words like mummum, dada, tete (teddy)?</p> <p>Around <b>15 months</b>, can the baby say around 10 words (they may not all be clear)?</p> <p>Around <b>18 months</b>, is the toddler using a range of adult-like speech patterns (jargon) and at least 20 clear words?</p>
<ul style="list-style-type: none"> <li>understand single words in context – 'cup', 'milk', 'daddy'</li> <li>understand frequently used words such as 'all gone', 'no' and 'bye-bye'</li> </ul>	<p>Around <b>12 months</b>, can the baby choose between 2 objects: "Do you want the ball or the car?"</p>	<ul style="list-style-type: none"> <li>make sounds to get attention in different ways (for example, crying when hungry or unhappy, making gurgling sounds, laughing, cooing or babbling)</li> <li>babble, using sounds like 'baba', 'mamama'</li> <li>use gestures like waving and pointing to communicate</li> <li>reach or point to something they want while making sounds</li> <li>copy your gestures and words</li> <li>constantly babble and use single words during play</li> <li>use intonation, pitch and changing volume when 'talking'</li> </ul>
<ul style="list-style-type: none"> <li>understand simple instructions like "give to nanny" or "stop"</li> <li>recognise and point to objects if asked about them</li> </ul>	<p>Around <b>18 months</b>, does the toddler understand lots of different single words and some two-word phrases, such as "give me" or "shoes on"?</p>	<ul style="list-style-type: none"> <li>use the speech sounds p, b, m, w</li> <li>learning to pronounce: <ul style="list-style-type: none"> <li>l/r/w/y</li> <li>f/th</li> <li>s/sh/ch/dz/j</li> <li>multi-syllabic words such as 'banana' and 'computer'</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>generally focus on an activity of their own choice and find it difficult to be directed by an adult</li> <li>listen to other people's talk with interest but can easily be distracted by other things</li> <li>make themselves understood and can become frustrated when they cannot</li> <li>start to say how they are feeling, using words as well as actions</li> <li>start to develop conversation, often jumping from topic to topic</li> <li>develop pretend play - 'putting the baby to sleep' or 'driving the car to the shops'</li> </ul>	<p>By around <b>2 years old</b>, is the child showing an interest in what other children are playing and sometimes joins in?</p> <p>By around <b>3 years old</b>, can the child shift from one task to another if you get their attention? Using the child's name can help: "Jason, please can you stop now? We're tidying up".</p> <p>Can the child follow instructions with 3 keywords like: "Can you wash dolly's face?"</p>	<p>Towards their <b>second birthday</b>, can the child use up to 50 words?</p> <p>Is the child beginning to put 2 or 3 words together: "more milk"?</p> <p>Is the child frequently asking questions, such as the names of people and objects?</p> <p>Towards their <b>third birthday</b>, can the child use around 300 words? These words include descriptive language. They include words for time (for example, 'now' and 'later'), space (for example, 'over there') and function (for example, they can tell you a sponge is for washing).</p>

		<p>Is the child linking up to 5 words together?</p> <p>Is the child using pronouns ('me', 'him', 'she'), and using plurals and prepositions ('in', 'on', 'under') – these may not always be used correctly to start with.</p>	
<ul style="list-style-type: none"> <li>listen to simple stories and understand what is happening, with the help of the pictures</li> <li>identify familiar objects and properties for practitioners when they are described, for example, 'Katie's coat', 'blue car', 'shiny apple'</li> <li>understand and act on longer sentences like 'make teddy jump' or 'find your coat'</li> <li>understand simple questions about 'who', 'what' and 'where' (but generally not 'why')</li> </ul>	<p>Around the <b>age of 2</b>, can the child understand many more words than they can say – between 200 to 500 words?</p> <p>Around the <b>age of 2</b>, can the child understand simple questions and instructions like: "Where's your hat?" or "What's the boy in the picture doing?"</p> <p>Around the <b>age of 3</b>, can the child show that they understand action words by pointing to the right picture in a book. For example: "Who's jumping?"</p>	<p>Watch out for children whose speech is not easily understood by unfamiliar adults. Monitor their progress and consider whether a hearing test might be needed.</p>	
Listening, Attention, Understanding Milestones		Speaking Milestones	
Checkpoints 3-4 Years			
<ul style="list-style-type: none"> <li>enjoy listening to longer stories and can remember much of what happens</li> <li>pay attention to more than one thing at a time, which can be difficult</li> <li>use a wider range of vocabulary</li> <li>understand a question or instruction that has 2 parts, such as: "Get your coat and wait at the door"</li> <li>understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</li> </ul>	<p>Around the <b>age of 3</b>, can the child shift from one task to another if you fully obtain their attention, for example, by using their name?</p>	<p>Around the <b>age of 4</b>, is the child using sentences of 4 to 6 words – "I want to play with cars" or "What's that thing called?"</p> <p>Can the child use sentences joined up with words like 'because', 'or', 'and'? For example, "I like ice cream because it makes my tongue shiver".</p> <p>Is the child using the future and past tense: "I am going to the park" and "I went to the shop"? Can the child answer simple 'why' questions?</p>	<ul style="list-style-type: none"> <li>sing a large repertoire of songs</li> <li>know many rhymes, be able to talk about familiar books, and be able to tell a long story</li> <li>develop their communication but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'</li> <li>develop their pronunciation but may have problems saying: <ul style="list-style-type: none"> <li>some sounds: r, j, th, ch, and sh</li> <li>multi-syllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'</li> </ul> </li> <li>use longer sentences of 4 to 6 words</li> <li>be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions</li> <li>start a conversation with an adult or a friend and continue it for many turns</li> <li>use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver"</li> </ul>
Notes:			