



**COMMUNICATION & LANGUAGE AUDIT**  
**October 2021**  
**Jan Stevens and Sarah Steedman**

A city of growth and opportunity, where everyone thrives

# Outcomes

- **Introduce the new communication and language monitoring / tracking tool and updated audit process**
- **Consider English as an Additional Language**
- **Review speech sound development**
- **View the Online audit questionnaire**
- **Contact details**

# Communication & Language Tracking Audit

| 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>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 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>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>  |   |  |

| Listening, Attention, Understanding Milestones  | Speaking Milestones   |  |
|---|---|--|
|   | Checkpoints 0-3 Years   |  |
| <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?<br/>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?<br/>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> |

# Guidance on typical development of speech sounds

| Guidance on typical development of speech sounds |   |
|--|---|
| <b>Stage</b>                                     | <b>Speech sounds: <i>(Developing speech and being understood applies to all languages. Order of acquiring specific sounds – here in English – may vary with other languages)</i></b>  |
| <b>0-11 months</b>                               | Babbles using a range of sound combinations, with changes in pitch, rhythm and loudness.<br>Babbles with intonation and rhythm of home language ('jargon').   |
| <b>8-20 months</b>                               | Speech consists of a combination of 'jargon' and some real words and may be difficult to understand.  |
| <b>16-26 months</b>                              | Many immature speech patterns, so speech may not be clear.<br>May leave out last sounds or substitute sounds (e.g. 'tap' for 'cap')<br>Uses most vowels and m,p,b,n,t,d,w,h.  |
| <b>22-36 months</b>                              | Speech becoming clearer, and usually understood by others by 36 months although some immature speech patterns still evident.<br>May still substitute sounds or leave out last sound.<br>Emerging sounds including k,g,f,s,z,l,y.                    |
| <b>30-50 months</b>                              | Speech mostly can be understood by others even in connected speech.<br>Emerging use of ng, sh, ch, j,v,th, r – may be inconsistent. Sound clusters emerging (e.g. pl in play, sm in smile) though some may be simplified (e.g. 'gween' for 'green') |
| <b>40-60+ months</b>                             | Overall fully intelligible to others.<br>May be still developing r and th.<br>May simplify complex clusters (e.g. skr, str)   |

|                       |            |            |             |            |             |
|-----------------------|------------|------------|-------------|------------|-------------|
| <b>Child's Name:</b>  |            |            |             |            |             |
| <b>Date of Birth:</b> |            |            |             |            |             |
| <b>M / F</b>          | <b>SEN</b> | <b>EAL</b> | <b>2 YO</b> | <b>LAC</b> | <b>EYPP</b> |

|               |          |               |  |                   |  |
|---------------|----------|---------------|--|-------------------|--|
| Date reviewed | 20.10.21 | Age in months |  | Key Worker/SENDCo |  |
| Date reviewed | 20.6.22  | Age in months |  | Key Worker/SENDCo |  |
| Date reviewed |          | Age in months |  | Key Worker/SENDCo |  |
| Date reviewed |          | Age in months |  | Key Worker/SENDCo |  |
| Date reviewed |          | Age in months |  | Key Worker/SENDCo |  |

# Summary of key points

- **Terminology now – ‘On track’ and ‘not on track’.**
- **On track baseline only unless things change.**
- **Use as a monitoring tool but also as a start point for how to support the not on track child.**
- **The aim is for it to be easier and less work for practitioners.**
- **EAL process is the same – monitoring their English development.**
- **Ages and stages have gone. More fluid representation of language development**

# Communication & Language Audit

## Communication & Language Audit - autumn 2021

November 2021

\* Required

1. What is your provision?

- Early Years Group Setting (PVI)
- Childminder
- Early Years Maintained Setting

2. Name of Setting/Childminder/School: \*

Enter your answer

3. Name of person completing the Audit:

Enter your answer

4. Total number of children audited? \*

The value must be a number

5. Total number of children NOT on track? \*

The value must be a number

6. Of the children NOT on track, how many are BOYS?

The value must be a number

7. Of the children NOT on track, how many have SEN (Special Educational Needs)?

The value must be a number

8. Of the children NOT on track, how many have EAL (English as an additional/second language)?

The value must be a number

9. Of the children NOT on track, how many are 2 year olds?

The value must be a number

10. Of the children NOT on track, how many are LAC (Looked After Children)?

The value must be a number

11. Of the children NOT on track, how many have EYPP (Early Years Pupil Premium)?

The value must be a number

12. Has this Communication & Language Audit identified any training needs? If so, please give details:

Enter your answer

13. If you have identified training or support needs, please include your email address:

Enter your answer

Submit

# Communication & Language Audit – guidance

The key statements on the Child Audit Tool are taken from Development Matters and should be familiar to providers.

To establish whether a child is on track, providers should highlight the statements that apply to the child in the Checkpoint column. This will inform whether a child is reaching the *Listening, Attention, Understanding Milestones* and the *Speaking Milestones*. Checkpoints should be highlighted in a colour to match the date the child is reviewed/age in months (in the header).

If children are found to be 'on track', they should not be included in the Communication & Language Audit, unless general observation over time indicates that things may have changed.

Children who are currently 'NOT on track' should be included in the Communication & Language audit, which replaces the ECaT Audit. To access the Audit, click here: [C&L Audit - autumn 2021](#)

Completing the Child Audit Tool and Communication and Language Audit may highlight training/support needs. These can be added to the audit and will be reviewed by the Early Years & Childcare Team.

# Contact details

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**Children's Therapy Service**

0300 300 2019

# Any questions?

Please complete and submit an evaluation of the session by clicking on the link below, or scanning the QR Code:

[Evaluation - Communication & Language Child Monitoring Tool](#)

