

Early Speech and Language Development Chart

Name

Date of birth

Stage and age	Attention and listening	Understanding of language	Speech Sounds And Talk	Social skills and use of language
0-11 months The Early Communicator	<ul style="list-style-type: none"> Turns towards a familiar sound Started by loud sounds Watches face when someone talks 	<ul style="list-style-type: none"> Recognises parent's voice Understands frequently used words such as "all gone", "no", "bye-bye" Stops and looks when hears own name 	<ul style="list-style-type: none"> Communicates in a variety of ways - gurgling, crying, babbling Plays with speech sounds (bababa) > 10 	<ul style="list-style-type: none"> Reaches out and points Makes vocal sounds to get attention Tries to copy adult speech and lip movement Takes turns in conversations using babble Senses different emotions in carers voice and responds differently (quietening, laughing, smiling etc) > 12
8-20 months First Word User	<ul style="list-style-type: none"> Locates source of voice with accuracy Pays attention to dominant stimulus Enjoys music and singing Concentrates intently on an object or activity of own choosing, for increasing periods of time. > 20 	<ul style="list-style-type: none"> Gives named objects to adult (book, apple, car) Understands simple instructions ("kiss Mummy", "where's your nose", "stop") Recognises and points to objects, or pictures in books if asked > 18 	<ul style="list-style-type: none"> Babbling in strings of connected but different sounds ba-ba-no-no-go-go Reaches out or points to objects while making speech sounds Uses around 10 single words although they may not be clear > 20 	<ul style="list-style-type: none"> Uses gestures such as waving and pointing with eye gaze to make requests and share interests Plays alone but likes to be near familiar adult Responds to words and interactive rhymes such as "clap hands" Uses simple pretend play e.g. feeding teddy > 20
16-27 months Combiner	<ul style="list-style-type: none"> Responds to an adult talking and briefly shifts attention from something they are doing to the speaker Recognises and responds appropriately to many familiar sounds e.g. a knock on the door 	<ul style="list-style-type: none"> Understands 200-500 single words Understands simple instructions, containing 2 key words without clues > 24 	<ul style="list-style-type: none"> Uses up to 50 words Begins to combine two or three simple words > 36 Begins to ask simple questions ("where's my drink?") Can be understood by familiar adult > 36 	<ul style="list-style-type: none"> Pretend play developing with toys (feeding a doll or talking on telephone) Follow adult body language including pointing, gesture and facial expression
22-36 months Early sentence user	<ul style="list-style-type: none"> Listens with interest to the noises adults make when they read stories Single channelled attention, can shift to a different task if attention is first gained by adult > 36 	<ul style="list-style-type: none"> Understands who, what, where questions (but not why) Identifies action words by pointing to the right picture e.g. "who's jumping" Demonstrates understanding of the language linked to early concepts including 'in/on/under', 'big/little' > 36 	<ul style="list-style-type: none"> Uses a wide range of words including descriptive language, time, space and function/action Links 4-5 words together Able to use pronouns (me, him, she) Able to use prepositions (in on under) Starting to use word endings ('ing', 's') Can be mostly understood by strangers > 48 	<ul style="list-style-type: none"> Can take several turns in a conversation but jumps from topic to topic Expresses emotion to adults and peers using words not just actions Has some favourite stories, songs and rhymes Uses language to share ideas and experiences Interested in others play and will join in > 36
30-50 months Later sentence user	<ul style="list-style-type: none"> Enjoys listening to stories Can shift attention between listening to others and doing own activity without adult prompt. Anticipates and joins in with familiar actions and phrases in rhymes and stories 	<ul style="list-style-type: none"> Understands use of objects ("what do we use to cut things?") Shows understanding of prepositions (behind, in front) Aware of time in terms of today, yesterday, tomorrow 	<ul style="list-style-type: none"> Uses talk to connect ideas and explain what is happening Asks lots of why questions Can retell a simple past event in correct order Using more complex sentences > 48 	<ul style="list-style-type: none"> Understands turn-taking as well as sharing with adults and peers Initiates conversations Enjoys playing with peers Able to argue with adults or peers if they disagree – uses words not just actions
40 -60 months Skilled Communicator	<ul style="list-style-type: none"> Sustains attentive listening, responding to what they have heard with comments, questions or actions Maintains attention, concentrates and sits quietly when appropriate Two channelled attention- can listen and do at the same time 	<ul style="list-style-type: none"> Able to follow a simple story without pictures Understands questions containing sequencing words (what did you do after tea?) > 60 Understands and enjoys rhyme Laughs at simple jokes Understands adjectives (soft, hard etc) Demonstrates understanding of how and why questions by giving explanations > 72 	<ul style="list-style-type: none"> Easily understood by adults and peers Mostly uses well formed sentences Uses complex linking words appropriately, ('and', 'then', 'because') 	<ul style="list-style-type: none"> Chooses own friends Generally co operative with playmates Able to plan construction and make believe play activities Takes longer turns in conversations Maintains theme/topic of conversation Uses language to organise sequence and clarify thinking Introduces a storyline to their play

Confidence:

Whole group ☺ ☹ ☹ Small group ☺ ☹ ☹ Key person/familiar group ☺ ☹ ☹ One to one ☺ ☹ ☹ One to one (unfamiliar) ☺ ☹ ☹ At home ☺ ☹ ☹

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Shropshire Community
Health NHS Trust
Children's and Specialist Services

SLT Pre-school referral Form/SLT/Masters/referral forms/Review January 2011



