



**TOWER HAMLETS**

**EVERY TOWER HAMLETS CHILD A TALKER**

**Monitoring Tool**

## EYFS 2012: Communication and Language (adapted April 2013, with links to Personal, Social and Emotional Development)


| Stage                | Listening and Attention   | Understanding<br>(Receptive Language)   | Speaking<br>(Expressive Language)   | Social Communication<br>(from PSED, MR & SC &SA)  |
|----------------------|---|---|---|---|
| <b>0-11 months</b>   | Turns toward a familiar sound then locates range of sounds with accuracy.<br>Listens to, distinguishes and responds to intonations and sounds of voices.<br>Quietens or alerts to the sound of speech.<br>Fleeting Attention – not under child's control, new stimuli takes whole attention.  | Stops and looks when hears own name. <i>(by 12 months ☒)</i><br>Starts to understand contextual clues e.g. familiar gestures.   | Gradually develops speech sounds (babbling) to communicate with adults; says sounds like <i>'baba, nono, gogo'</i> . <i>(by 11 months ☒)</i><br>Communicates needs and feelings in a variety of ways including crying, gurgling, babbling and squealing.<br>Makes own sounds in response when talked to by familiar adults.   | Gazes at faces and copies facial movements, eg. sticking out tongue.<br>Uses voice, gesture, eye contact and facial expression to make contact with people and keep their attention. <i>(by 12 months ☒)</i><br>Responds when talked to e.g. moves arms and legs or changes facial expression,  |
| <b>8-20 months</b>   | Concentrates intently on an object or activity of own choosing for short periods.<br>Pays attention to dominant stimulus – easily distracted by noises or other people talking.<br>Moves whole bodies to sounds they enjoy, such as music or a regular beat.<br>Has a strong exploratory impulse.   | Responds to the different things said when in a familiar context with a special person (e.g. <i>'Where's Mummy?', 'Where's your nose?'.</i> )<br>Understanding of single words in context is developing, e.g. <i>'cup', 'milk', 'daddy'</i>   | Uses single words. <i>(by 16 months ☒)</i><br>Frequently imitates words and sounds.<br>Enjoys babbling and increasingly experiments with using sounds and words to communicate for a range of purposes (e.g. <i>teddy, more, no, bye-bye</i> )<br>Uses sounds in play, e.g. <i>'brrrr'</i> for toy car.   | Seeks to gain attention in a variety of ways, drawing others into social interaction.<br>Learns that their voice and actions have effects on others.<br>Uses pointing with eye gaze to make requests, and to share an interest. <i>(by 18 months ☒)</i>   |
| <b>16-26 months</b>  | Listens to and enjoys rhythmic patterns in rhymes and stories.<br>Enjoys rhymes and demonstrates listening by trying to join in with actions or vocalisations.<br>Rigid attention – may appear not to hear.   | Selects familiar objects by name and will go and find objects when asked, or identify objects from a group.<br>Understands simple sentences (e.g. throw the ball)   | Beginning to put two words together (e.g. <i>'want ball', 'more juice'</i> ) <i>(by 24 months ☒)</i><br>Uses different types of everyday words (nouns, verbs and adjectives, e.g. <i>banana, go, sleep, hot</i> )<br>Beginning to ask simple questions.<br>Copies familiar expressions, e.g. <i>'Oh dear', 'All gone'</i> .   | Gradually able to engage in 'pretend' play with toys (supports child to understand their own thinking may be different from others)<br>Uses a familiar adult as a secure base from which to explore independently in new environments e.g. venture away to play with others but returns for a cuddle.   |
| <b>22-36 months</b>  | Single channelled attention. Can shift to a different task if attention fully obtained - using child's name helps focus. <i>(by 36 months ☒)</i><br>Listens with interest to the noises adults make when they read stories.<br>Recognises and responds to many familiar sounds e.g. turning to a knock on the door, looking at or going to the door.<br>Shows interest in play with sounds, songs and rhymes. | Identifies action words by pointing to the right picture, e.g., <i>"Who's jumping?" (by 30 months ☒)</i><br>Understands 'who', 'what', 'where' in simple questions (e.g. <i>Who's that/can? What's that? Where is.?</i> )<br>Developing understanding of simple concepts (e.g. <i>big/little</i> )<br>Understands more complex sentences.             | Learns new words very rapidly and is able to use them in communicating.<br>Holds a conversation, jumping from topic to topic.<br>Uses a variety of questions (eg <i>what, where, who</i> ).<br>Uses simple sentences (eg <i>Mummy gonna work.</i> )<br>Beginning to use word endings (e.g. <i>going, cats</i> )<br>Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts.<br>Uses gestures, sometimes with limited talk e.g. reaches toward toy, saying <i>'I have it'</i> . | Seeks out others to share experiences.<br>Shows affection and concern for people who are special to them<br>Interested in others' play and will join in.<br>Responds to the feelings of others.   |
| <b>30-50 months</b>  | Listens to others in one to one or small groups, when conversation interests them.<br>Listens to stories with increasing attention and recall.<br>Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.<br>Focusing attention – still listen or do, but can shift own attention.<br>Is able to follow directions (if not intently focused on own choice of activity). | Understands use of objects (e.g. <i>"What do we use to cut things?"</i> )<br>Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture.<br>Beginning to understand 'why' and 'how' questions.<br>Responds to simple instructions e.g. to get or put away an object.              | Beginning to use more complex sentences to link thoughts (e.g. using <i>and, because</i> ).<br>Can retell a simple past event in correct order (e.g. <i>went down slide, hurt finger</i> ).<br>Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.<br>Questions why things happen and gives explanations. Asks e.g. <i>who, what, when, how</i> .<br>Uses a range of tenses (e.g. <i>play, playing, will play, played</i> )                  | Initiates play, offering cues to peers to join them.<br>Confident to talk to other children when playing and will communicate freely about their home and community.<br>Is more outgoing towards unfamiliar people and more confident in new social situations.<br>Keeps play going by responding to what others are saying or doing.<br>Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults. |
| <b>40-60+ months</b> | Sustains attentive listening, responding to what they have heard with relevant comments, questions or actions.<br>Maintains attention, concentrates and sits quietly during appropriate activity.<br>Two-channelled attention – can listen and do for short span.<br>Integrated attention – can listen and do in range of situations with range of people; varies according to the demands of the task.       | Understands humour, e.g. nonsense rhymes, jokes.<br>Able to follow a story without pictures or props.<br>Listens and responds to ideas expressed by others in conversation or discussion.<br>Follows instructions involving several ideas or actions. Answers 'how' and 'why' questions about their experiences and in response to stories or events. | Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.<br>Links statements and sticks to a main theme or intention.<br>Uses language to imagine and recreate roles and experiences in play situations.<br>Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.<br>Introduces a storyline or narrative into their play.  | Confident to speak to others about their own wants, interests and opinions.<br>Initiates conversation, attends to and takes account of what others say.<br>Explains own knowledge and understanding, and asks appropriate questions of others.<br>Forms positive relationships with adults and other children.<br>Initiates conversations, attends and takes account of what others say.  |

## Notes on monitoring early communication and language

### Observation and best-fit judgements

- Judgements of a child's stage of development are made through a process of ongoing observational assessment.
- Observation involves noticing what children do and say in a range of contexts, and includes information from the family about what children do and say at home.
- For children learning English as an additional language, it is important to find out from families about how children use language in their mother tongue and how they communicate at home.
- The assessment is a 'best fit' match to a stage band. This involves considering what is known about the child, and matching it to the development described in the bands. This should be considered separately for each strand of communication and language.
- Within each band, a judgement will be made in two levels – either 'Emerging' when a child shows some development at that level, or 'Secure' when most of the statements reflect the child's current development.
- Development of speech sounds need not be assessed specifically, but it is useful to be aware of typical development which is described in the table to the right.

### Checkpoints

- Alongside the 'best fit' judgement, certain 'Checkpoint' statements are included. Marked with a flag  and a specific age, these are particular statements which should be noted.
- Where a child has not reached a Checkpoint by the age indicated, this is not necessarily a sign of difficulty. The Checkpoint statements serve as an alert for close monitoring including discussion with the family, and perhaps further assessment or support.

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

### Making good progress

- The goal of monitoring children's development is to plan and provide more accurate support for each child to make good progress.
- How well a setting helps children to make good progress can be determined by analysing the proportion of children who are at risk of delay, as expected, or ahead of expectations in each strand of language and communication. If children are making accelerated progress, the proportion of children at risk of delay should decrease over time.
- In considering whether a child is at risk of delay, as expected, or ahead in each strand of language and communication, it is necessary to consider the child's actual age in months in relation to the overlapping age bands. If a child is within two months of the end of the age band and development is not yet within the band or is judged to be 'Emerging', then a judgement of 'risk of delay' would be appropriate.