



By 8-9 months the child should be demonstrating the following:

- Turns towards sounds and locates a range of sounds accurately
- Stops and looks when heard own name
- By 6 months responds to different tones of voice
- By 6 months engages in sound play with familiar adult copying sounds/taking turns
- Babbles in strings of connected sounds eg “ba-da-ga”
- Enjoys games like “peek a boo” and “pat a cake”
- Starts to use gesture to communicate

Observations	Yes	Sometimes	No
1. Does the child babble? ie says “dadada” or “agagaga”	0	1	2
2. Does the child call out to attract attention?	0	1	2
3. Does child imitate any sounds?	0	1	2
4. Does child use eye gaze (looking at you and then to an object/ person and back again) to direct your attention to something?	0	1	2
5. Does the child enjoy games such as “peek a boo”?	0	1	2
Total Score			

Scores 0-3	What to do: Access children’s centre activities for general support around speech and language support Go to “Hillingdon Talks” website for advice /ideas
Scores 4-5	What to do: Access communication support through children’s centre activities; including rhyme times and stay and plays Go to “Hillingdon Talks” website for advice sheets and tips for parents eg Getting ready for communication sheets: preparing your child for talking/ attention and listening games/ games to help children to look and listen Monitor Child’s progress using the development tool for referral at 18 months
Scores 6-10	What to do: Access communication support through children’s centre activities; including rhyme times and stay and plays Go to “Hillingdon Talks” website for advice sheets and tips for parents eg Getting ready for communication sheets: preparing your child for talking/ attention and listening games/ games to help children to look and listen Monitor child’s progress using the speech, language and communication development tool at 18 months Discuss concerns with health Visitor



By 18 months, the child should be demonstrating the following:

- Has vocabulary of approximately 5-20 words although these may not be clear
- Uses some pretend noises e.g. brrm for car
- Vocabulary made up chiefly of nouns
- Some echolalia (repeating a word or phrase over and over)
- May use babble or nonsense words
- Is able to follow simple commands
- Understands some single words
- Can respond to questions such as “where’s mummy”/”where’s your nose?”
- Attends to own choice of activity for approximately 2 minutes, tolerates limited adult involvement
- Should be able to chew and swallow a range of different textured foods without choking.

Observations	Yes	Some Times	No
1. Does the child show or give you the correct item when asked e.g. “where is the ball?” or “give me nappy” (without the adult looking at or pointing to the item)?	0	1	2
2. Does the child use approximately 5- 20 words?	0	1	2
3. Does he/she ask for something by pointing and making sounds?	0	1	2
4. Does he/she play in a pretend way e.g. feed a teddy, give Mum a drink?	0	1	2
5. Does the child use pretend noises e.g brrrm for car and “mooo’ for a cow?	0	1	2
Total Score			
Scores 0-3	What to do: NO REFERRAL NEEDED Access children’s centre activities for general support around speech and language support Go to “Hillingdon Talks” Website for more ideas		
Scores 4-5	What to do: NO REFERRAL NEEDED-Access communication support through children’s centres Go to “Hillingdon Talks” for advice sheets: eg Getting ready for communication sheets: preparing your child for talking/ attention and listening games/ games to help children to look and listen If you need to discuss your concerns or call the CITS advice line or come to drop in session		
Scores 6-10	What to do: REFER TO SPEECH AND LANGUAGE THERAPY Go to “Hillingdon Talks” website for advice sheets and tips for parents as above Access support at your children’s centre		



By 2 years (24 months) , the child should be demonstrating the following:

- Recognises and points to body parts
- Understands single words e.g. 'find car' and some action words e.g 'sleep', 'jump'
- Understanding of two words developing e.g. " show me dolly's nose"
- Starting to use two word combinations e.g. 'more juice', 'Mummy car'
- Starting to ask questions e.g 'where drink?'
- Has vocabulary of approximately 20-50 words

Observations	Yes	Some times	No
1. Does the child put two words together to make a simple sentence, e.g. ' me jump'?	0	1	2
2. Will child point to parts of their body?	0	1	2
3. Can child correctly follow the adult's instructions 'give the <u>cup</u> to <u>sam</u> ' (making sure there is a choice of item and person)?	0	1	2
4. Does child play in a pretend way e.g. filling a truck with cars/bricks and pushing it along?	0	1	2
5. Does child understand basic adjectives e.g. big/small, dirty/clean?	0	1	2
Total Score			
Scores 0-3	What to do: NO REFERRAL NEEDED Access children's centre activities for general support around speech and language support Go to "Hillingdon Talks" Website for more ideas		
Scores 4-5	What to do: NO REFERRAL NEEDED-Access communication support through children's centres Go to "Hillingdon Talks" for advice sheets: eg Getting ready for communication sheets: preparing your child for talking/ attention and listening games/ games to help children to look and listen : Play Time/ play skills/ five tips for talking First words and beyond: encouraging first words/ helping children put two words together If you need to discuss your concerns or call the CITS advice line or come to drop in session		
Scores 6-10	What to do: REFER TO SPEECH AND LANGUAGE THERAPY Go to "Hillingdon Talks" website for advice sheets and tips for parents as above Access support at your children's centre		



By 2 ½ years (30 months) , the child should be demonstrating the following:

- Understanding of two words consistent e.g.” show me dolly’s nose”
- Understands “you” and “I” and concepts of size big/little or location under/in/on
- Knows what objects are for
- Learning to use lots of new words
- Has 150-300 words
- More able to link words into short phrases
- Starting to use “I” “Me” “You”
- Using consistently two word combinations e.g. ‘more juice’

Observations	Yes	Some times	No
1. Does the child put two words together to make a simple sentence, e.g. ‘ me run’ ?	0	1	2
2. Does the child use language for a range of purposes e.g. commenting, greeting, asking?	0	1	2
3. Can child correctly follow the adult’s 2 part instructions ‘give the <u>cup</u> to <u>Jack</u> ’ (making sure there is a choice of item and person)?	0	1	2
4. Does child put together sequences of pretend play e.g. tea party with teddy?	0	1	2
5. Does child show an understanding of early concepts e.g. in/on/under and big/little?	0	1	2
Total Score			
Scores 0-3	What to do: NO REFERRAL NEEDED Access children’s centre activities for general support around speech and language support Go to “Hillingdon Talks” Website for more ideas		
Scores 4-5	What to do: NO REFERRAL NEEDED-Access communication support through children’s centres Go to “Hillingdon Talks” for advice sheets: eg Getting ready for communication sheets: preparing your child for talking/ attention and listening games/ games to help children to look and listen : Play Time/ play skills/ five tips for talking First words and beyond: encouraging first words/ helping children put two words together/helping children put three words together If you need to discuss your concerns or call the CITS advice line or come to drop in session		
Scores 6-10	What to do: REFER TO SPEECH AND LANGUAGE THERAPY Go to “Hillingdon Talks” website for advice sheets and tips for parents as above Access support at your children’s centre		



By 3 years (36 months), the child should be demonstrating the following:

- Putting words together to make short sentences of 3-4 words
- Uses pronouns I, you, me correctly
- Uses lots more action words not just names
- Asks lots of questions/ Still makes mistakes with grammar
- Knows at least three prepositions, usually in, on, under
- A range of clear speech sounds -about 80% of what child says is intelligible
- Understands three word sentences easily “put your shoes under your bed”
- Begins to understand the names of colours
- Able to talk about what they have done in their day
- Uses more describing words in their language e.g .cold/ hot/ dirty
- Can shift attention from one activity to another and back again

Observations	Yes	Sometimes	No
1. Does the child put three words together to make a simple sentence, e.g. ‘ teddy go park’?	0	1	2
2. Does the child use language for a range of purposes e.g. commenting, greeting, asking?	0	1	2
3. Can child correctly follow the adult’s 3 part instructions ‘give the <u>big cup</u> to <u>Jack</u> ’ (making sure there is a choice of size, item and person)?	0	1	2
4. Does child join in make believe play with other children eg tea party/ super heroes?	0	1	2
5. Does child show an understanding of harder concepts eg behind, in front of, colours, size?	0	1	2

Total Score

Scores 0-3	<p>What to do: NO REFERRAL NEEDED</p> <p>Access children’s centre activities for general support around speech and language support Go to “Hillingdon Talks” Website for more ideas</p>
Scores 4-5	<p>What to do: NO REFERRAL NEEDED-Access communication support through children’s centres</p> <p>Go to “Hillingdon Talks” for advice sheets: eg Getting ready for communication sheets: preparing your child for talking/ attention and listening games/ games to help children to look and listen :Play Time/ play skills/ five tips for talking First words and beyond: encouraging first words/ helping children put two words together/helping children put three words or more together</p> <p>If you need to discuss your concerns call the CITS advice line or come to a drop in session</p>
Scores 6-10	<p>What to do: REFER TO SPEECH AND LANGUAGE THERAPY</p> <p>Go to “Hillingdon Talks” website for advice sheets and tips for parents as above</p>



By 3 ½ years (42 months), the child should be demonstrating the following:

- Putting words together to make short sentences of 4-5 words
- Can use pronouns I, you, me correctly- but may make mistakes
- Uses “s” to make a plural eg shoes/ buses
- Answers why questions
- Can report what has happened eg “I fall down hurt leg”
- Starting to use tenses but still makes mistakes with grammar
- Understands some time words eg yesterday/ tonight
- Understands 3-4 word sentences eg “put your big ball in the box”
- Uses a range of clear speech sounds -about 90% of what child says is intelligible
- Begins to understand the names of colours
- Able to talk about what they have done in their day
- Uses more describing words in their language e.g .big/ squishy/ slimy/ messy
- Can shift attention from one activity to another and back again

Observations	Yes	Some times	No
1. Does the child put three –four words together to tell you what has happened/ e.g. ‘ fall down hurt leg’?	0	1	2
2. Does the child ask lots of questions using words like “what”, “where” and “why” ?	0	1	2
3. Can child correctly follow the adult’s 3 part instructions ‘give the <u>big ball</u> to <u>teddy</u> ’ (making sure there is a choice of size, item and person)?	0	1	2
4. Does child join in make believe play with other children eg tea party/ super heroes?	0	1	2
5. Does child show an understanding of harder concepts eg behind, in front of, next to, colours, size?	0	1	2

Total Score

Scores 0-3	<p>What to do: NO REFERRAL NEEDED</p> <p>Access children’s centre activities for general support around speech and language support</p>
Scores 4-5	<p>What to do: NO REFERRAL NEEDED-Access communication support through children’s centres</p> <p>Go to “Hillingdon Talks” for advice sheets: eg Getting ready for communication sheets: preparing your child for talking/ attention and listening games/ games to help children to look and listen :Play Time/ play skills/ five tips for talking First words and beyond: encouraging first words/ helping children put two words together/helping children put three words or more together</p> <p>If you need to discuss your concerns call the CITS advice line or come to a drop in session</p>
Scores 6-10	<p>What to do: REFER TO SPEECH AND LANGUAGE THERAPY</p> <p>Go to “Hillingdon Talks” website for advice sheets and tips for parents as above</p>



By 4 years the child should be demonstrating the following:

- Is able to follow instructions with four+ words eg “put big teddy under the chair”
Understands complex language related to time eg yesterday/ tomorrow
- Follows instructions when object is out of sight e.g. go upstairs and find your blue jacket
- Uses “wh” questions eg “why? how? where?”
- Can hold a fluent conversation
- Uses 5+ word sentences and linking words such as because/ then
- Can tell stories
- Can use at least four prepositions
- Can demonstrate understanding of in, on, under, behind, next to, in front of
- Can usually repeat words of four syllables
- Enjoys make-believe
- Uses lots of talking when carrying out activities

Observations	Yes	Some times	No
1. Can the child hold a conversation about past and future events?	0	1	2
2. Can the child answer ‘wh’ questions appropriately?	0	1	2
3. Does the child use grammatical words e.g. I, his, hers, past/future tenses?	0	1	2
4. Does the child enjoy complex imaginative play sequences e.g. a rock is a magical book?	0	1	2
5. Does the child understand more abstract concepts e.g. first/next/last?	0	1	2
6. Does the child use words to explain how they are feeling e.g. angry/sad/happy?			
Total Score			

Scores 0-3	<p>What to do: NO REFERRAL NEEDED Access children’s centre activities for general support around speech and language support</p>
Scores 4-5	<p>What to do: NO REFERRAL NEEDED-Access communication support through children’s centres Go to “Hillingdon Talks” for advice sheets: eg Getting ready for communication sheets: preparing your child for talking/ attention and listening games/ games to help children to look and listen :Play Time/ play skills/ five tips for talking First words and beyond: encouraging first words/ helping children put two words together/helping children put three words or more together If you need to discuss your concerns call the CITS advice line or come to a drop in session</p>
Scores 6-12	<p>What to do: REFER TO SPEECH AND LANGUAGE THERAPY Go to “Hillingdon Talks” website for advice sheets and tips for parents as above</p>