

		<b>Listening and attention</b>	<b>Understanding</b>	<b>Speech sounds and talk</b>	<b>Social Communication</b>
<b>Birth to 11 months</b>	<b>Up to 3 months</b>	<ul style="list-style-type: none"> <li>• Turns towards a familiar sound</li> <li>• Startled by loud noises</li> </ul>	<ul style="list-style-type: none"> <li>• Recognises parent's voice</li> <li>• Often calmed by familiar, friendly voice e.g. parent's</li> </ul>	<ul style="list-style-type: none"> <li>• Frequently cries especially when unhappy or uncomfortable</li> <li>• Makes vocal sounds, e.g. cooing, gurgling</li> </ul>	<ul style="list-style-type: none"> <li>• Gazes at faces and copies facial movements e.g. sticking out tongue</li> <li>• Makes eye contact for fairly long periods</li> </ul>
	<b>3 - 6 months</b>	<ul style="list-style-type: none"> <li>• Watches face when someone talks</li> </ul>	<ul style="list-style-type: none"> <li>• Shows excitement at sound of approaching voices</li> </ul>	<ul style="list-style-type: none"> <li>• Makes vocal noises to get attention</li> <li>• Makes sounds back when talked to</li> <li>• Laughs during play</li> <li>• Babbles to self</li> </ul>	<ul style="list-style-type: none"> <li>• Senses different emotions in parent's voice and may respond differently, for example smile, quieten, laugh</li> <li>• Cries in different ways to express different needs</li> </ul>
	<b>6 - 12 months</b>	<ul style="list-style-type: none"> <li>• Locates source of voice with accuracy</li> <li>• Focuses on different sounds e.g. telephone, doorbell, clock</li> </ul>	<ul style="list-style-type: none"> <li>• Understands frequently used words such as 'all gone', 'no' and 'bye-bye'</li> <li>• Stops and looks when he hears own name</li> <li>• Understands simple instructions when supported by gesture and context</li> </ul>	<ul style="list-style-type: none"> <li>• Uses speech sounds (babbling) to communicate with adults; says sounds like 'ba-ba, no-no, go-go'</li> <li>• Stops babbling when hears familiar adult voice</li> <li>• Uses gestures such as waving &amp; pointing to help communicate</li> <li>• Around 12 months begins to use single words e.g. 'mum', 'tete' (teddy)</li> </ul>	<ul style="list-style-type: none"> <li>• Enjoys action rhymes and songs</li> <li>• Tries to copy adult speech and lip movements</li> <li>• Takes 'turns' in conversations (using babble)</li> </ul>
<b>8-20 months</b>	<b>12 - 15 months</b>	<ul style="list-style-type: none"> <li>• Attends to music and singing</li> <li>• Enjoys sound-making toys/ objects</li> </ul>	<ul style="list-style-type: none"> <li>• Understands single words in context, e.g. 'cup', 'milk', 'daddy'</li> <li>• Understands more words than they can say</li> <li>• Understands simple instructions in context, e.g. 'kiss mummy', 'give to daddy', 'stop'</li> </ul>	<ul style="list-style-type: none"> <li>• May say around 10 single words, although these may only be recognizable in context and to a familiar carer.</li> <li>• Reaches or points to something they want whilst vocalizing.</li> <li>• Enjoys babbling and copying sounds and words.</li> </ul>	<ul style="list-style-type: none"> <li>• Likes being with familiar adults</li> <li>• Likes watching adults for short periods of time</li> <li>• Learns that their voice and actions have effects on others</li> </ul>
	<b>15 - 18 months</b>	<ul style="list-style-type: none"> <li>• Listens and responds to simple information/ instructions e.g. 'Ben, put on shoes', 'Mohammed, give to Daddy'</li> <li>• Likes to explore their environment</li> </ul>	<ul style="list-style-type: none"> <li>• Understands a wide range of single words and some two-word phrases, e.g. 'give me', 'shoe on'</li> <li>• Recognizes and points to objects and pictures in books if asked</li> <li>• Gives named familiar objects to adult, e.g. coat, car, apple, book</li> </ul>	<ul style="list-style-type: none"> <li>• Still babbles but using some single words correctly, although may not be clear</li> <li>• Copies gesture and words from adults</li> <li>• Uses sounds and words to communicate for a range of purposes e.g. requesting, naming, refusing</li> </ul>	<ul style="list-style-type: none"> <li>• Simple pretend play</li> <li>• Developing interaction with adults and enjoys sharing experiences</li> </ul>
	<b>16 - 26 months</b>	<ul style="list-style-type: none"> <li>• Focuses on an activity of their own choice but finds it difficult to be directed by an adult</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding of single words develops rapidly during this stage.</li> <li>• Understands instructions with fewer clues e.g. 'get mummy's shoes' (without pointing at or looking at the shoes)</li> </ul>	<ul style="list-style-type: none"> <li>• Uses an increased range of single words</li> <li>• Starting to put words together e.g. "more juice", "daddy car"</li> <li>• Requesting information using words/intonation e.g. the names of people and objects (towards two years old)</li> <li>• Uses speech sounds p,b,m,w, d</li> </ul>	<ul style="list-style-type: none"> <li>• Pretend play developing with toys such as feeding a doll or driving a car</li> <li>• Sometimes becomes frustrated when unable to make self understood – this may result in tantrums</li> <li>• Interprets adult body language including pointing, gesture and facial expression</li> <li>• Looks to others to check responses to their words or actions</li> </ul>

<p><b>22 - 36 months</b></p>	<ul style="list-style-type: none"> <li>• Single channelled attention</li> <li>• Child can either concentrate on instructions <b>or</b> on task.</li> <li>• Can concentrate on only one speaker</li> <li>• Adult must direct where to attend, using child's name helps focus</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies action words by pointing to the right picture e.g. "Who's jumping?"</li> <li>• Developing understanding of simple concepts including in/on/under, big/little</li> <li>• Understands phrases like 'put teddy in the box', 'get your book, coat and bag', 'draw a big brown dog'</li> <li>• Understands 'who' and 'what' and 'where' questions but not 'why'</li> <li>• Understands a simple story when supported with pictures, individually or in a small group</li> </ul>	<ul style="list-style-type: none"> <li>• They may often use actions or physical means of getting their message across rather than using appropriate language e.g. taking toy and saying "I have it"</li> <li>• Links four to five words together</li> <li>• Learning to engage others in their play</li> <li>• Able to use pronouns (me, him, she), plurals and prepositions (in, on, under)</li> <li>• Speech sounds are still developing and speech may be unclear to an unfamiliar listener</li> </ul>	<ul style="list-style-type: none"> <li>• Holds a conversation but jumps from topic to topic</li> <li>• Interested in others' play and will join in</li> <li>• Expresses emotions towards adults and peers using words, not just actions e.g. saying "no" in a cross voice</li> <li>• Responds to the feeling of others</li> </ul>
<p><b>30 - 50 months</b></p>	<ul style="list-style-type: none"> <li>• Listens to others in one to one or small groups when conversation interests them</li> <li>• Listens to stories with increasing attention and recall</li> <li>• Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories</li> <li>• Focusing attention – still listen <b>or</b> do, but can shift own attention</li> <li>• Is able to follow directions (if not intently focused on own choice of activity)</li> </ul>	<ul style="list-style-type: none"> <li>• Understands use of objects (e.g. "What do we use to cut things?")</li> <li>• Understands questions or instructions with two parts, e.g. 'get your jumper and stand by the door'</li> <li>• Shows understanding of prepositions such as "under", "on top", "behind" by carrying out an action or selecting correct picture</li> <li>• Beginning to understand "How?" and "Why?" questions</li> <li>• Aware of time in relation to past, present and future, e.g. "today we are having banana, yesterday we had rice cakes. I wonder what we'll have tomorrow?" (towards four years)</li> </ul>	<ul style="list-style-type: none"> <li>• Beginning to use more complex sentences to link thoughts (e.g. using <i>and</i>, <i>because</i>)</li> <li>• Can retell a simple past event in correct order (e.g. "went down slide, hurt finger")</li> <li>• Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences</li> <li>• Questions why things happen and gives explanations. Asks <i>who</i>, <i>what</i>, <i>when</i>, <i>how</i> type questions</li> <li>• Uses a range of tenses (e.g. play, playing, will play, played)</li> <li>• Speech should be able to be understood. Some immaturities may persist e.g. 'wed' for red, 'byder' for spider</li> </ul>	<ul style="list-style-type: none"> <li>• Understands turn-taking as well as sharing with adults and peers, may need some adult support with this</li> <li>• Initiates conversations</li> <li>• Enjoys playing with peers and forms friendships</li> <li>• Beginning to express needs/feelings – uses words, not just actions</li> <li>• Talks freely about home and community</li> </ul>
<p><b>40 – 60 months</b></p>	<ul style="list-style-type: none"> <li>• Sustains attentive listening, responding to what they have heard with relevant comments, questions or actions</li> <li>• Maintains attention, concentrates and sits quietly when appropriate</li> <li>• Two-channelled attention – can listen and do for short span</li> <li>• Integrated attention – can listen and do in range of situations with range of people; varies according to the demands of the task</li> </ul>	<ul style="list-style-type: none"> <li>• Able to follow a simple story without pictures or props</li> <li>• Understands instructions containing sequencing words; 'first... after... last'</li> <li>• Understands more abstract concepts - soft, hard, smooth, rough, long, short, tall etc</li> <li>• Demonstrates understanding of "how?" and "why?" questions by giving explanations</li> <li>• Understands humour, e.g. nonsense rhymes, jokes</li> </ul>	<ul style="list-style-type: none"> <li>• Uses well formed sentences e.g. 'I played with Ben at lunchtime' but there may still be some grammatical errors</li> <li>• Easily understood by adults and peers, with only a few immaturities in speech sounds, for example 'th' and 'r' and three consonant combinations, e.g. 'scribble'</li> <li>• Frequently asks the meaning of unfamiliar words and may use them randomly</li> <li>• Introduces a storyline or narrative into their play</li> <li>• Uses language to imagine &amp; recreate roles and experiences in play situations</li> </ul>	<ul style="list-style-type: none"> <li>• Has confidence to speak to others about their own wants, interests and opinions</li> <li>• Initiates conversation, attends to and takes account of what others say</li> <li>• Explains own knowledge and understanding, and asks appropriate questions of others</li> <li>• Shows awareness of the listener when speaking</li> <li>• Expresses needs/feelings in appropriate ways</li> <li>• Forms good relationships with adults &amp; peers and chooses own friends</li> <li>• Works as part of a group or class, taking turns</li> </ul>