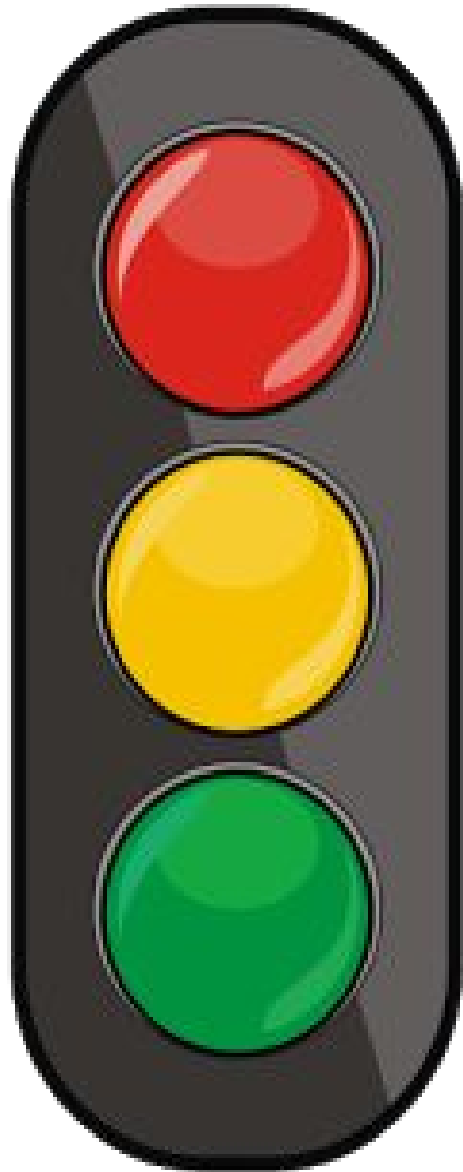


# Speech, language and communication Developmental Tool



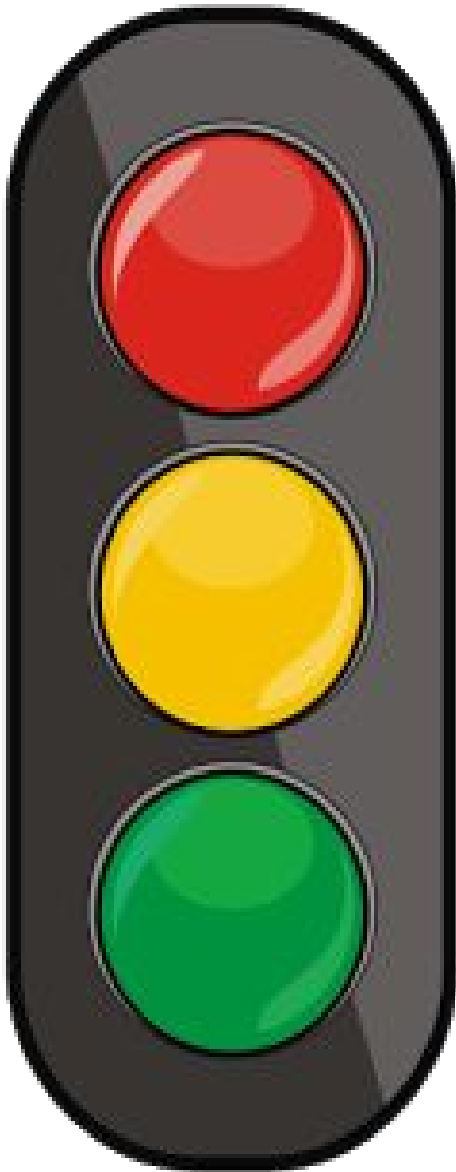
## Contents

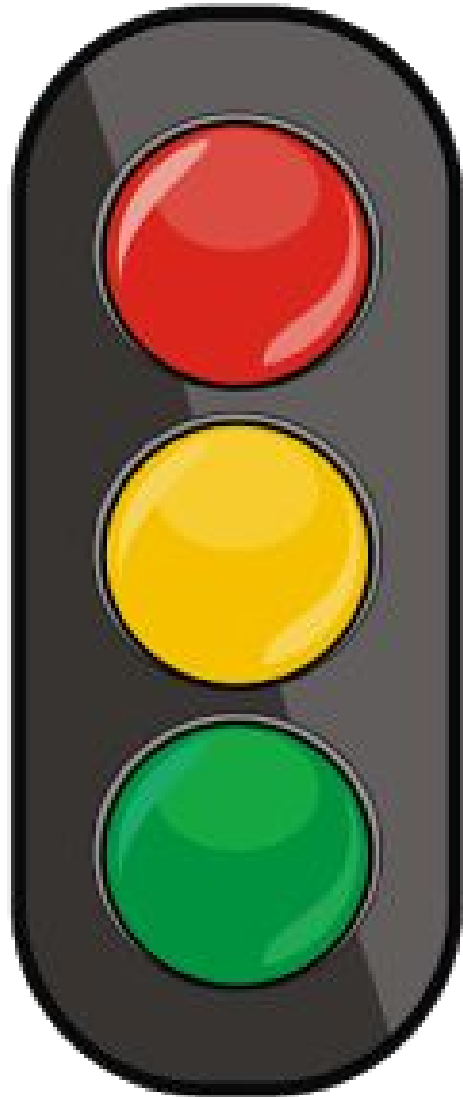
1. How to use the development tool
2. Speech, Language and Communication Needs (SLCN) care pathway
  - SLCN pathway glossary
  - Explanation of terms used
3. Blank copy of individual Children's development tool summary table
  - Blank copies of development tool for each age: 8-9 months/ 18 months/ 2 years/ 2:6 years/ 3 years/ 3:6 years/ 4 years
4. Examples of sample profiles
5. Language for life contact details including link SLC practitioner and speech and language therapist
6. Advice sheet for red, amber and green advice

## 1. How to use the Development Tool

If you are concerned about a child's speech, language or communication, use the developmental tool to decide which care pathway (intervention) will be most suitable. This is intended as a guideline to support you in your decision making. Please also use your knowledge of the child and family to guide your decision.

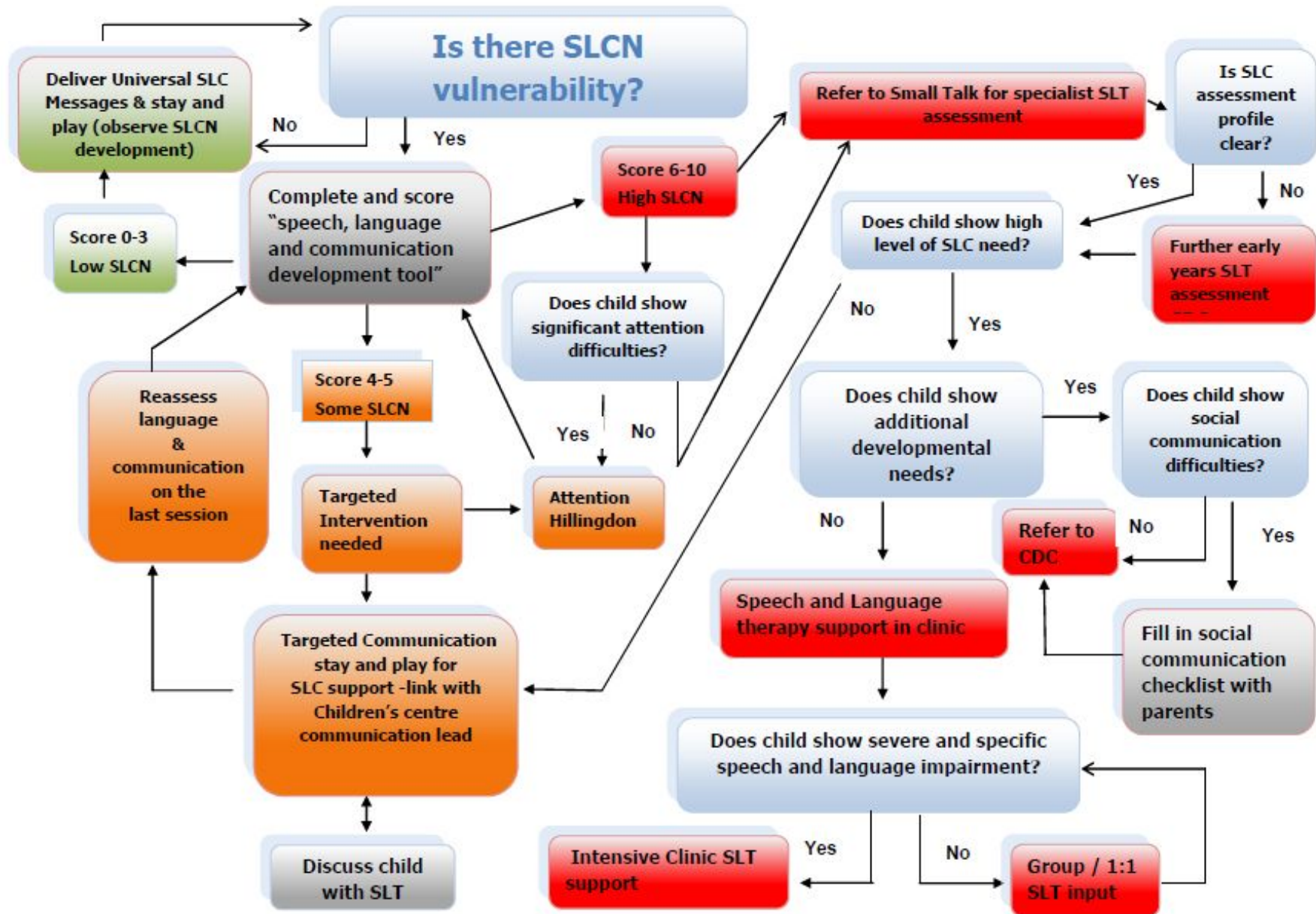
1. Check child's age (years and months) and find the correct sheet.
2. Fill in the questions on the sheet, and add examples of the child's language. **NB** Remember, when checking if a child understands a command, make sure there are no other clues- e.g. other children doing it/ gestures or looking at it etc
3. Follow the scoring guide and circle the child's scores
4. Calculate the child's overall score to find out if the child has a green, amber or red profile
5. If the child's age is between sheets, try using the sheet below their age to see if they gain a "green" score- then look at the next sheet to see what they should be developing next
6. Follow the red/ amber/ green advice on the advice sheet at the back of this tool.
7. The advice sheets can be found in the Early Years Speech and Language folder
8. If a child shows any of the red flags that are highlighted in the corner and is **over** 18 months, refer to speech and language therapy
9. If the child is **under** 18 months old and shows any of the red flags, please discuss with your speech and language therapist
10. When referring to speech and language therapy please attach a copy of the developmental tool for information
11. All children's centres will have a named speech and language therapist and a link SLC practitioner- see table. These professionals will discuss all children attending language for life sessions.
12. Make a copy of the developmental tool for the parents to take home

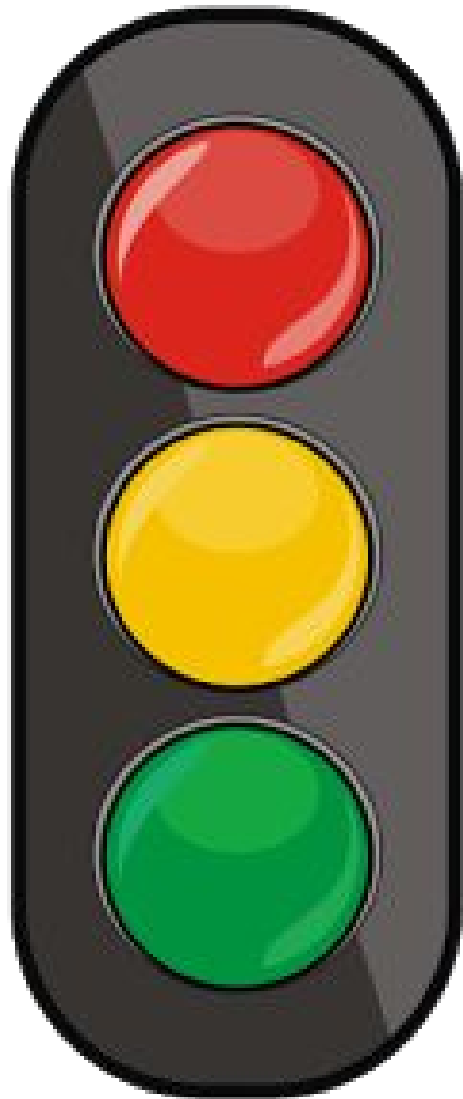




## 2. Speech, Language and Communication Needs (SLCN) care pathway

# Speech, Language & Communication Needs (SLCN): Care pathway for 0-4 years





### 3. Blank Copies of Development Tool and Summary Table



# Speech, Language and Communication Development Tool

**8-9 months**

Name:..... Date of Birth: ..... /..... /..... C.A...../.....  
 Name of person completing this form.....  
 Role..... Date:...../...../.....

**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

**Red Alert**  
Provide targeted provision through Health Visitor or Children’s Centre

- Not responding to environmental noises- refer to audiology
- Silent most of the time
- No interaction with familiar adults (not responding or seeking adult’s attention, not using eye contact)
- Having difficulties moving food around their mouth and/or swallowing
- Children scoring 6-10 on thresholds below

Observations	Yes	Sometimes	No	Examples:
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		What next?
Scores <b>0-3</b>	<p><b>“Green” Action: Sign posting not needed</b>            Access children’s centre activities for general support- Talk through 5 tips for talking</p>	
Scores <b>4-5</b>	<p><b>“Amber” Action: Offer communication support through Children’s Centre activities</b>            Use speech and language folder 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            Model language tips with parents</p>	
Scores <b>6-10</b>	<p><b>“Red” Action: Advise to access communication support through children’s centre activities; including rhyme times and stay and plays</b>            Use speech and language folder for advice sheets and tips for parents and model language tips with parents            Monitor child’s progress using the speech, language and communication development tool            Discuss with speech and language therapist</p>	



# Speech, Language and Communication Development Tool

**18 MONTHS**

Name:..... Date of Birth: ..... /..... /.....  
 C.A...../.....  
 Name of person completing this form.....

**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.

**Red Alert**  
Refer straight to Speech and Language Therapy Small Talk

- Not responding to environmental noises
- Silent most of the time
- No interaction with familiar adults (not responding or seeking adults attention, not using eye contact)
- Having difficulties moving food around their mouth and/or swallowing.
- Any child who scores 6-10 on threshold below  
See Red Advice

Observations	Yes	Sometimes	No	Examples:
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		What next?
Scores <b>0-3</b>	<b>Action: Referral not needed</b> See <i>‘Green’</i> advice	
Scores <b>4-5</b>	<b>Action: Offer communication support through Children’s Centre</b> Use speech and language folder for advice sheets and tips for parents eg <b>Getting ready for communication:</b> games to help children look and listen. Play Time: play skills/ five tips for talking <b>First words and beyond:</b> encouraging first words Model language tips with parents See <i>‘Amber’</i> advice	
Scores <b>6-10</b>	<b>Action: Refer to Speech and Language Therapy Small Talk</b> See <i>‘red’</i> advice sheets	





24 MONTHS

2 years

Name:..... D ate of Birth: ..... /..... /.....

C.A...../.....

Name of person completing this form.....

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

- Red Alert**  
**Refer straight to Speech and Language Therapy Small Talk**
- Not responding to environmental noises
  - Silent most of the time
  - No interaction with familiar adults (not responding or seeking adult's attention, not using eye contact)
  - Having difficulties moving food around their mouth and/or swallowing
  - Stammering for 4- 6 months
  - No pretend play
  - Any child who scores 6-10 on threshold below  
See Red Advice

Observations	Yes	Sometimes	No	Examples:
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>Jack</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	
<b>Total Score</b>				<b>What next?</b>

Scores <b>0-3</b>	<b>Action: Referral not needed</b> See ' <i>Green</i> ' advice	
Scores <b>4-5</b>	<b>Action: Offer communication support through Children's Centre</b> Use speech and language folder for advice sheets and tips for parents eg <b>Getting ready for communication:</b> attention and listening skills/ games to help children look and listen. Play Time: play skills/ five tips for talking <b>First words and beyond:</b> encouraging first words/ helping children put two words together Model language tips with parents See ' <i>Amber</i> ' advice	
Scores <b>6-10</b>	<b>Action: Refer to Speech and Language Therapy Small Talk</b> See ' <i>red</i> ' advice	



**30 MONTHS**  
**2 ½ years**

Name:..... Date of Birth: ..... /..... /.....  
 C.A...../.....  
 Name of person completing this form.....

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’

**Red Alert**  
**Refer straight to Speech and Language Therapy Small Talk**

- Not responding to environmental noises
- Silent most of the time
- No interaction with familiar adults (not responding or seeking adult’s attention, not using eye contact, difficulties with changes to familiar routine)
- Having difficulties moving food around their mouth and/or swallowing
- Stammering for 4- 6 months
- No pretend play
- Any child who scores 6-10 on threshold below**

Observations	Yes	Sometimes	No
1. Does the child put two words together to make a simple sentence, e.g. ‘me jump’ ?	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

Examples:

**Total Score**

**What next?**

Scores <b>0-3</b>	<b>Action: Referral not needed</b> See ‘ <i>Green</i> ’ advice
Scores <b>4-5</b>	<b>Action: Offer communication support through Children’s Centre</b> Use speech and language folder for advice sheets and tips for parents eg <b>Getting ready for communication:</b> games to help children look and listen. <b>Play Time:</b> play skills/ five tips for talking <b>First words and beyond:</b> helping children put two words together/helping children put three words or more together Model language tips with parents See ‘ <i>Amber</i> ’ advice
Scores <b>6-10</b>	<b>Action: Refer to Small Talk</b> See ‘ <i>red</i> ’ advice



**36 MONTHS  
3 Years**

Name:..... Date of Birth: ..... /..... /..... C.A...../.....  
 Name of person completing this form.....  
 Role..... Date:..... /..... /.....

- 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

**Red Alert**  
**Refer straight to Speech and Language Therapy Small Talk**

- Not responding to environmental noises
- Silent most of the time
- No interaction with familiar adults (not responding or seeking adult’s attention, not using eye contact, difficulties with changes to familiar routine)
- Having difficulties moving food around their mouth and/or swallowing
- Stammering for 4- 6 months
- No pretend play
- Familiar adults cannot understand what they say
- Any child who scores 6-10 on threshold below

Observations	Yes	Sometimes	No	Examples:
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 <b>0-3</b>	<b>Action: Referral not needed</b> See <i>‘Green’</i> advice
Scores <b>4-5</b>	<b>Action: Offer communication support through Children’s Centre</b> Use speech and language folder for advice sheets and tips for parents eg <b>Getting ready for communication:</b> games to help children look and listen. <b>Play Time:</b> five tips for talking <b>First words and beyond:</b> helping children put two words together/helping children put three words or more together Model language tips with parents See <i>‘Amber’</i> advice
Scores <b>6-10</b>	<b>Action: Refer to Small Talk</b> See <i>‘red’</i> advice sheets

**What next?**



# Speech, Language and Communication Development Tool

**42 MONTHS**  
**3 ½ years**

Name:.....  
C.A...../.....

Date of Birth: ..... /..... /.....

Name of person completing this form

**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”
- Has 900-1000 words
- 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

**Red Alert**  
**Refer straight to Speech and Language Therapy Small Talk**

- Not responding to environmental noises
- Silent most of the time
- No interaction with familiar adults (not responding or seeking adult’s attention, not using eye contact, difficulties with changes to familiar routine)
- Having difficulties moving food around their mouth and/or swallowing
- Stammering for 4- 6 months
- No pretend play
- Adults (familiar and unfamiliar) cannot understand what they say
- Any child who scores 6-10 on threshold below  
See Red Advice

Observations	Yes	Sometimes	No	Examples:
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 <b>0-3</b>	<b>Action: Referral not needed</b> See ‘ <i>Green</i> ’ advice
Scores <b>4-5</b>	<b>Action: Offer communication support through Children’s Centre</b> Use speech and language folder for advice sheets and tips for parents eg <b>Play Time</b> : five tips for talking <b>First words and beyond</b> : helping children put two words together/helping children put three words or more together Model language tips with parents See ‘ <i>Amber</i> ’ advice
Scores <b>6-10</b>	<b>Action: Refer to Small Talk</b> See ‘ <i>red</i> ’ advice sheets

**What next?**



# Speech, Language and Communication Development Tool

**4 Years**

Name:..... Date of Birth: ..... /..... /.....  
 C.A...../.....  
 Name of person completing this form:.....  
 Role:..... Date:...../...../.....

**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

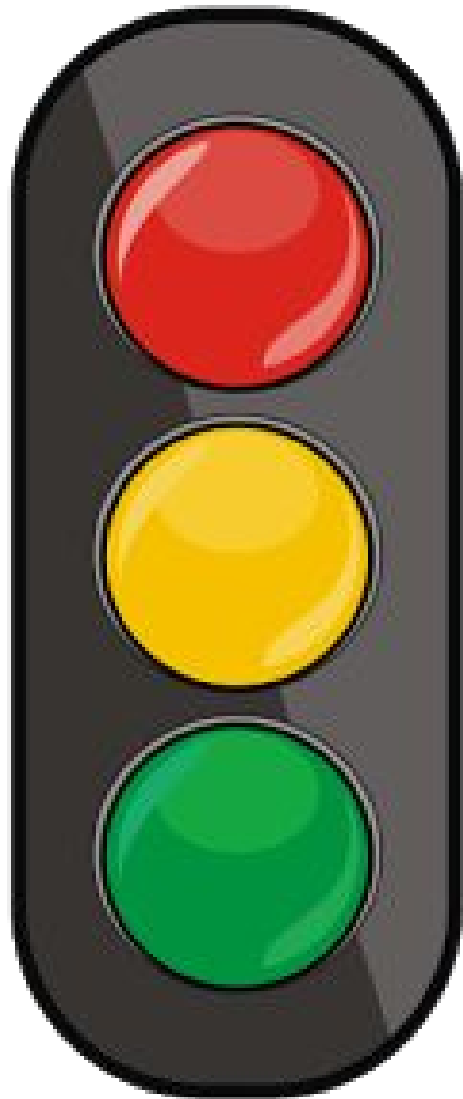
**Red Alert**  
**Refer straight to Speech and Language Therapy Small Talk**

- Not responding to environmental noises
- Silent most of the time
- No interaction with familiar adults (not responding or seeking adult’s attention, not using eye contact, difficulties with changes to familiar routine)
- Having difficulties moving food around their mouth and/or swallowing
- Stammering for 4- 6 months
- No pretend play
- Adults (familiar and unfamiliar) cannot understand what they say
- Any child who scores 6-12 on threshold below

See Red Advice

Observations	Yes	Sometimes	No	Examples:
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?				

<b>Total Score</b>		<b>What next?</b>
Scores <b>0-3</b>	<b>Action: Referral not needed</b> See <i>‘Green’</i> advice	
Scores <b>4-5</b>	<b>Action: Offer communication support through Children’s Centre</b> Use speech and language folder for advice sheets and tips for parents eg <b>Play Time:</b> play skills/ five tips for talking <b>First words and beyond:</b> helping children put two words together/helping children put three words or more together Model language tips with parents See <i>‘Amber’</i> advice	
Scores <b>6-12</b>	<b>Action: Refer to Speech and Language Therapy Small Talk</b> See <i>‘red’</i> advice sheets	



6. Red, amber and  
green advice sheet



### Red Advice

- Refer to Early Years Speech and Language Therapy Small Talk if the child is over 18 months using referral from. Attach the language for life threshold sheet for information
  - If there are concerns about feeding at any age (*i.e. including 0-18 months*) please refer the child to Speech and Language Therapy at the Child Development Centre (CDC).
  - Continue to encourage families to attend Children's centre activities and support, including rhyme times, stay and plays and communication stay and plays.
  - Offer advice and hand outs from the Early Years speech and language folder
- \*\*Referrals of children under 18 months old are not accepted by the Speech and Language Early years Team\*\**

### Amber advice

- Talk through advice sheets from the Early Years speech and language folder .
- Useful advice sheets may be:
  - **Getting ready for communication:** Pre-language skills, Games to help children look and listen, Attention and Listening skills,
  - **Play time:** 5 tips for talking, Play skills
  - **First Words and beyond:** Encouraging first words, Helping your child put two words together, Helping your child to put 3 words together
- Model the language tips with parents- help them to see how they can use these ideas at home in everyday situations
- Encourage parents to attend **Communication Stay and Plays** at their local children's centre
- Monitor progress
- Discuss with local speech and language therapist re progress

### Green advice

- Continue to encourage parents to support language development at home.
- If parents are concerned, use the Early Years speech and language folder to show language norms and talk through appropriate advice sheets
- Encourage parents to attend Stay and Play or Rhyme Time sessions at their Children's Centre