

Torbay Speech, Language & Communication Monitoring Sheet 0-5 years

Name of child Date of birth:.....

Language/s spoken at home:

Date/s completed:.....

Completed by:.....

Age of development	Attention & Listening	Understanding	Talk and speech sounds	Social communication
0 - 3 months	<ul style="list-style-type: none"> <input type="checkbox"/> turns head towards familiar sound (by 3 months) <input type="checkbox"/> is startled by loud noises (by 3 months) 	<ul style="list-style-type: none"> <input type="checkbox"/> recognises carer's voice (by 3 months) <input type="checkbox"/> is calmed by a familiar voice e.g. parent's (by 3 months) 	<ul style="list-style-type: none"> <input type="checkbox"/> frequently cries especially when unhappy or uncomfortable (by 3 months) <input type="checkbox"/> makes vocal sounds e.g. cooing, gurgling (by 3 months) 	<ul style="list-style-type: none"> <input type="checkbox"/> gazes at faces and copies facial movements e.g. sticking out tongue (by 3 months) <input type="checkbox"/> makes eye contact with adult for long periods (by 3 months)
3 - 6 months	<ul style="list-style-type: none"> <input type="checkbox"/> watches person's face when they talk (by 6 months) 	<ul style="list-style-type: none"> <input type="checkbox"/> shows excitement at the sound of approaching voices 	<ul style="list-style-type: none"> <input type="checkbox"/> makes vocal noises to get attention (by 6 months) <input type="checkbox"/> makes sounds back when they are talked to <input type="checkbox"/> babbles to them self 	<ul style="list-style-type: none"> <input type="checkbox"/> cries in different ways to express different needs
6 - 12 months	<ul style="list-style-type: none"> <input type="checkbox"/> locates the source of a sound, such as a person's voice, with accuracy (by 8 months) <input type="checkbox"/> focuses on different sounds (e.g. phone, doorbell, clock) <input type="checkbox"/> maintains attention on activities that they choose for a few minutes (by 12 months) 	<ul style="list-style-type: none"> <input type="checkbox"/> understands words such as 'all gone', 'no', 'bye-bye' <input type="checkbox"/> Stops and looks when they hear their own name (by 12 months) <input type="checkbox"/> understands simple instructions when supported with gesture and/or objects (parent holding arms out means 'up', keys mean going in the car) 	<ul style="list-style-type: none"> <input type="checkbox"/> uses babbling to communicate - 'bababa', 'gogo', 'dadada' (by 8 months) <input type="checkbox"/> waves and points to communicate <input type="checkbox"/> starts to use a few single words e.g. 'mama', 'dada', 'ball' 	<ul style="list-style-type: none"> <input type="checkbox"/> enjoys action rhymes and songs <input type="checkbox"/> tries to copy adults communications (this might include watching and copying mouth movements, gesture, laughing) <input type="checkbox"/> has conversations by babbling (by 12 months)

Torbay Speech, Language & Communication Monitoring Sheet 0-5 years

Name of child Date of birth:.....

Age of development	Attention & Listening	Understanding	Talk and speech sounds	Social communication
12 - 15 months	<ul style="list-style-type: none"> <input type="checkbox"/> <i>maintains attention on activities that they choose for a few minutes (by 12 months)</i> <input type="checkbox"/> engages in music and singing with parent <input type="checkbox"/> is aware of sounds around them and enjoys experimenting with making sounds e.g. banging drums, sound making toys 	<ul style="list-style-type: none"> <input type="checkbox"/> understands single words such as 'cup' and 'milk' when the object is there <input type="checkbox"/> understands more words than they can say <input type="checkbox"/> understands simple instructions e.g. 'stop', 'give to daddy' (this does not mean that the child follows the instructions all the time, but they do understand) 	<ul style="list-style-type: none"> <input type="checkbox"/> says about 10 single words although these may not be clear <input type="checkbox"/> <i>makes sounds when reaching or pointing to something they want (by 12 months)</i> 	<ul style="list-style-type: none"> <input type="checkbox"/> enjoys being with a familiar adult <input type="checkbox"/> watches adults and/or children for short periods of time
15 - 18 months	<ul style="list-style-type: none"> <input type="checkbox"/> <i>listens and responds to simple instructions e.g. 'Harry, put your shoes on' (by 18 months)</i> 	<ul style="list-style-type: none"> <input type="checkbox"/> understands a range of single words and some 2 key word phrases e.g. 'time to go', 'shoes on', 'happy time' <input type="checkbox"/> <i>gives adult familiar objects when named e.g. 'car', 'cup', 'book' (by 18 months)</i> 	<ul style="list-style-type: none"> <input type="checkbox"/> says about 20 single words although these may not be clear and there may continue to be babble <input type="checkbox"/> <i>copies words and gestures from adult (by 18 months)</i> <input type="checkbox"/> talks to them self during play (this may include babble) <input type="checkbox"/> uses tone, pitch and volume to express different emotions and communicate in different situations 	<ul style="list-style-type: none"> <input type="checkbox"/> <i>engages in simple pretend play e.g. pretends to drink from a cup, talk on the telephone (by 18 months)</i> <input type="checkbox"/> enjoys playing alone but likes to be near a familiar adult, or check in with them

Torbay Speech, Language & Communication Monitoring Sheet 0-5 years

Name of child Date of birth:.....

Age of development	Attention & Listening	Understanding	Talk and speech sounds	Social communication
18 months - 24 months	<ul style="list-style-type: none"> □ attends to an activity of their own choice and can play with this on their own for 5-10 minutes (by 2 years) 	<ul style="list-style-type: none"> □ understands between 200 and 500 words (about four times as many words as they say) □ understands simple instructions e.g. 'put your shoes on', 'put the bricks in the box' (this does not mean that the child follows the instructions all the time, but they do understand) 	<ul style="list-style-type: none"> □ uses about 50 words □ begins to put a few words together e.g. 'mummy gone', 'big truck', 'juice daddy' □ asks simple questions e.g. 'what's that?' 	<ul style="list-style-type: none"> □ pretend play is developing e.g. feeds toys pretend food □ points at objects or events that interest them and looks at another person in order to share them <i>e.g. when an aeroplane is in the sky, the child points and looks at someone to show them (by 2 years)</i>
2 - 2 ½ years	<ul style="list-style-type: none"> □ attends to an activity of their own choice and can play with this on their own for 5-10 minutes (by 2 years) □ sometimes listens to people talking when it is interesting □ when you use the child's name first, it supports them to listen e.g. 'Harry... come and look at this' OR the child can sometimes listen to you without you saying their name first 	<ul style="list-style-type: none"> □ understands phrases and instructions which are part of their everyday routine e.g. 'it's time to brush your teeth', 'we're going to nursery now', 'daddy will be home soon', 'get your shoes please,' (by 2 years) □ has a developing understanding of simple concepts e.g. can put something 'in', 'on' and 'under', knows what 'big' and 'little' mean □ understands the words for hundreds of different objects, places, people and actions, however they probably don't say all these words 	<ul style="list-style-type: none"> □ uses hundreds of words to describe and talk about where things are, what they do and when things happen □ can link 2-4 words together (by 2 ½ years) □ may stutter or stammer when thinking what to say (referral straight to SLT if stammering) □ may have difficulty saying some speech sounds, but their main carer understands what they are saying OR the child doesn't seem to have any difficulties with speech sounds □ uses the 'p' sound accurately (e.g. 'pop') 	<ul style="list-style-type: none"> □ shows an interest in other children, even though they may prefer to play alone (by 2 years) □ expresses emotions towards adults and peers using words and actions □ holds a conversation but jumps from topic to topic OR is able to hold a few communication turns □ points at objects or events that interest them and looks at another person in order to share them <i>e.g. when an aeroplane is in the sky, the child points and looks at someone to show them (by 2 years)</i>

Torbay Speech, Language & Communication Monitoring Sheet 0-5 years

Name of child Date of birth:.....

Age of development	Attention & Listening	Understanding	Talk and speech sounds	Social communication
2 ½ - 3 years	<ul style="list-style-type: none"> □ attends to one thing at a time - has to switch between doing what they are doing and looking at who is speaking to carry out an instruction or answer a question e.g. when playing with a toy, they could answer an unrelated question about having a snack, but they may need to stop what they are doing first 	<ul style="list-style-type: none"> □ understands the words for hundreds of different objects, places, people and actions, however they probably don't say all these words (by 2 ½ years) □ understands simple 'who' 'what' and 'where' questions (by 3 years) □ understands cause and effect and is starting to understand reasons given (by 3 years) □ understands a simple story when supported with pictures 	<ul style="list-style-type: none"> □ has a large range of words that they use to talk with and they seem to pick up and use new words every day (by 3 years) □ can link 3 - 5 words together using simple sentences e.g. 'I got dinosaurs', 'what you doing?', 'my mummy go work today', 'want drink please' □ may have difficulty saying some speech sounds, but their main carer understands what they are saying OR the child doesn't seem to have any difficulties with speech sounds 	<ul style="list-style-type: none"> □ talks to them self as they play □ enjoys communicating with people and does so often (by 3 years) □ communication is spontaneous and is more than repeating back what others say - talk is for showing, saying no to something, asking, responding to questions
3 - 3 ½ years	<ul style="list-style-type: none"> □ beginning to be able to switch their own attention from play to listening 	<ul style="list-style-type: none"> □ understands questions and instructions with two parts: 'get your jumper and wait by the door' (by 3 ½ years) □ understands 'why' questions and can sometimes give an answer 	<ul style="list-style-type: none"> □ often uses sentences of 4-6 words (by 3 ½ years) □ uses future and past tense e.g. 'I'm going shopping', 'I walked home' □ may have difficulties with irregular words e.g might say 'runned' for 'ran', 'swimmed' for 'swam', 'goed' for 'went' OR the child doesn't seem 	<ul style="list-style-type: none"> □ communication is spontaneous and is more than repeating back what others say - talk is for showing, saying no to something, asking, responding to questions □ uses talk as their main way of communicating for a variety of reasons (by 3 ½ years)

Torbay Speech, Language & Communication Monitoring Sheet 0-5 years

Name of child Date of birth:.....

			<p>to have any difficulties with irregular words</p> <ul style="list-style-type: none"> □ Remembers and enjoys telling long stories or singing songs □ <i>may have difficulty saying some speech sounds, but their main carer understands what they are saying OR the child doesn't seem to have any difficulties with speech sounds</i> 	<ul style="list-style-type: none"> □ engages in pretend play that involves several steps and imaginary characters and objects □ understands turn taking and sharing with adults and peers (although may still find this difficult to do at times) □ enjoys playing with peers □ can use communication and words to disagree or show a different point of view
<p>3 ½ - 4 years</p>	<ul style="list-style-type: none"> □ able to switch their own attention between playing and listening, but still may only do one or the other - listen or play (by 4 years) 	<ul style="list-style-type: none"> □ understands all that is said to them. If the child is unsure, they will ask for you to explain □ is aware of time in relation to past, present and future e.g. Today is sunny, yesterday was raining, I wonder what the weather will be like tomorrow? □ no concerns around understanding (by 4 years) 	<ul style="list-style-type: none"> □ uses language to express ideas and feelings, discuss plans, problem solve and negotiate □ says the following sounds accurately in words: p, b, m, d, n, h, t, k, g, w, ng, f, y □ speech is generally understood by everyone (by 3 ½ years) □ speech is clear with few sound changes (by 4 years) 	<ul style="list-style-type: none"> □ communication is spontaneous and is more than repeating back what others say - talk is for showing, saying no to something, asking, responding to questions

Torbay Speech, Language & Communication Monitoring Sheet 0-5 years

Name of child Date of birth:.....

Age of development	Attention & Listening	Understanding	Talk and speech sounds	Social communication
4 $\frac{1}{2}$ - 5 years	<ul style="list-style-type: none"> □ <i>attention is now more flexible and within the child's control. Child is ready to attend and listen in more formal environments such as the classroom (by 5 years)</i> 	<ul style="list-style-type: none"> □ <i>understands long instructions with up to six pieces of information e.g. 'get a big green crayon from the small box and give it to Sarah' (by 4 $\frac{1}{2}$ years)</i> □ <i>able to follow a story without pictures (by 5 years)</i> □ <i>can respond to complex questions such as 'what would we do if there were no houses?' (by 5 years)</i> □ <i>understands adjectives such as 'soft', 'hard', 'smooth'</i> □ <i>aware of humour and laughs at jokes that are told</i> 	<ul style="list-style-type: none"> □ <i>speech sounds closely resemble that of an adult (by 4 $\frac{1}{2}$ years)</i> □ <i>will provide the definition of a word by its function e.g. when asked 'what is a car?' they might respond 'it's used for driving' (by 5 years)</i> □ <i>answers 'when' questions (by 5 years)</i> □ <i>uses 'a', 'an' and 'the' accurately in sentences (by 5 years)</i> □ <i>frequently asks the meaning of unfamiliar words and may use them randomly</i> □ <i>produces no speech sound errors, although may do in difficult consonant blends e.g. scribble</i> □ <i>uses possessive pronouns 'his' and 'hers'</i> □ <i>uses comparative language such as 'big', 'bigger'</i> 	<ul style="list-style-type: none"> □ <i>able to plan construction and make believe play activities e.g. building models from Lego, imaginative role play with other children</i> □ <i>uses language to gain information, negotiate, discuss feelings/ideas and give opinions</i> □ <i>communicates on a number of topics with a variety of people (by 5 years)</i> □ <i>communication is spontaneous and is more than repeating back what others say - talk is for showing, saying no to something, asking, responding to questions</i>

Torbay Speech, Language & Communication Monitoring Sheet 0-5 years

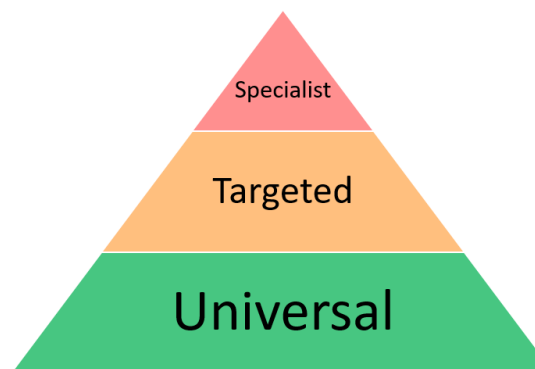
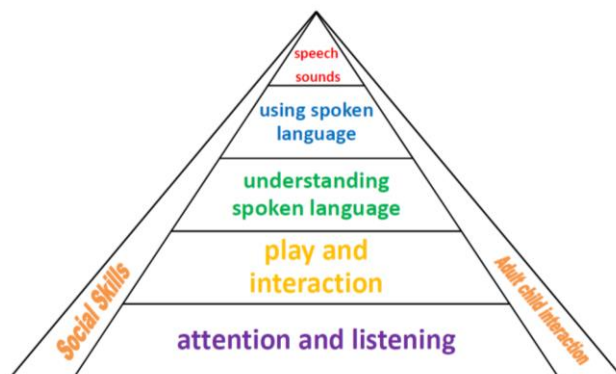
Name of child Date of birth:.....

Date:	Age:
SLC Area	Developmental age
Attention and listening	
Understanding	
Talk and speech sounds	
Social Communication	

Date:	Age:
SLC Area	Developmental age
Attention and listening	
Understanding	
Talk and speech sounds	
Social Communication	

Date:	Age:
SLC Area	Developmental age
Attention and listening	
Understanding	
Talk and speech sounds	
Social Communication	

Dummy use?
Hearing check?
Plan for support:



(Consider the communication pyramid and the level of support e.g. targeted support for attention and listening using ICAN Toddler Talk cards for Attention and Listening)

Referral to SLT? Yes/No

Date of referral: