* **Please note that any description is based on the child’s use of their home or main language.**
* Please refer to audiology if there are concerns about hearing.
* Please refer to paediatrician if there are concerns about interaction and the child is 2;6 or over.

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| **18 months - 24 months** |
| Referral guidance  | Understanding  | Talking Chat outline | Speech sounds Volume with solid fill  | Social interaction Handshake outline |
| Referral **not** required at this time. | * Idea with solid fillUnderstands and responds to simple instructions containing familiar vocabulary.
* Can point to familiar items in picture books.
* Can point to body parts.
 | Beginning to use some familiar single words that are not always clear.  | * Using different sounds when babbling.
* Words used can be unclear.
 | * Enjoys interactions with adults/shows an awareness of others.
* Smiles at others.
* Uses gestures e.g points, waves.
 |
| **Child will need support with their speech and language development.** Please follow links on our website for advice and monitor progress. | Some concerns in this area but not meeting the ‘red’ criteria. | No recognisable words. |  | Some concerns in this area but not meeting the ‘red’ criteria. |

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| **Child will need support with their speech and language development.** Please follow links on our website for advice, monitor progress and then Refer to Speech & Language Service.  | No response to frequently used words and language within routines. |  |  | * Not yet able to show enjoyment in social interactions.
* Not using body language and movement (e.g pulling person or person’s hand), facial expression, or sounds, aimed at another person, to get their needs met (intentionally communicate).
* Not pointing things out that interest them or bring things to show an adult.
* Doesn’t look when an adult points to an object that they can both see.
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| **2 years – 2:3 years** |
| Referral guidance  | Understanding | Talking | Speech sounds  | Social interaction |
| Referral not required at this time. | * Understands a range of words including objects e,g ball, door, spoon, simple action words e.g clap, eat, wash and describing words e.g wet, hot.
* Beginning to understand instructions with two key words e.g where’s the dog’s nose, where’s the teddy’s tummy.
 | * Has fifty words or more.
* Beginning to use two words together e.g my baby, want more.
 | * Speech can be difficult to understand for parents/ carers/ close family.
* Uses early developing sounds i.e ‘b’, ‘m’, ‘n’ ‘w’, ‘p’ ‘t’ ‘d’ in words such as ‘**m**ore’ ‘**m**e’ ‘**b**all’ ‘**b**ook’ ‘**P**eppa’ ‘**n**ose’ ‘**w**ater’ ‘**t**e**dd**y’ ‘**D**ad’.
 | * Shows enjoyment in interactions with adults.
* Shows an awareness of and interest in others.
* Interested in others’ play and plays alongside them.
* Able to take turns with an adult.
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| **Child will need support with their speech and language development.** Please follow links on our website for advice and monitor progress. | Some concerns in this area but not meeting ‘red’ criteria. | No or few words. | Some concerns in this area but not meeting ‘red’ criteria. | Some concerns in this area but not meeting the ‘red’ criteria. |
| **Child will need support with their speech and language development.** Please follow links on our website for advice, monitor progress and then Refer to Speech & Language Service.  | Unable to point to ten familiar objects when asked “where is the --?” in home language e.g playing with toys, looking at a picture book, doing an inset puzzle, body parts. |  |  | * Not yet able to show enjoyment in social interactions.
* Not using body language and movement (e.g pulling person or person’s hand), facial expression, or sounds, aimed at another person, to get their needs met (intentionally communicate).
* Not using gestures to get their needs met or interact (e.g pointing at something they want, waving goodbye).
* Not pointing things out that interest them or bring things to show an adult.
* Doesn’t look when an adult points to an object that they can both see.
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| **2:3 years – 2:6 years** |
| Referral guidance  | Understanding  | Talking  | Speech sounds  | Social interaction  |
| Referral notrequired at this time. | * Understands a range of words including familiar objects e,g ball, door, spoon, simple action words e.g clap, eat, wash, describing words e.g wet, hot.
* Beginning to understand instructions with two key words e.g where is the dog’s nose? where is the teddy’s tummy?
 | * Has fifty words or more.
* Beginning to use two words together e.g my baby, want more.
 | * Speech can sometimes be difficult to understand for parents/carer/close family members.
* Uses early developing sounds i.e ‘b’, ‘m’, ‘n’ ‘w’, ‘p’ ‘t’ ‘d’ in words such as ‘more’ ‘ball’ ‘Peppa’ ‘nose’ ‘water’ ‘teddy’
 | * Shows enjoyment in interactions with adults.
* Shows an awareness of and interest in others.
* Interested in others’ play and plays alongside them.
* Able to take turns with an adult.
 |
| **Child will need support with their speech and language development.** Please follow links on our website for advice and monitor progress. | Some concerns in this area but not meeting ‘red’ criteria. | Only a few words. | Some concerns in this area but not meeting ‘red’ criteria. | Some concerns in this area but not meeting the ‘red’ criteria, please read and watch: |

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| **Child will need support with their speech and language development.** Please follow links on our website for advice, monitor progress and then Refer to Speech & Language Service.  | * Unable to point to ten familiar objects when asked “where is the --?” in home language e.g playing with toys, looking at a picture book, doing an inset puzzle, body parts.
 | No words in home language. |  | * Not yet able to show enjoyment in social interactions.
* Not using body language and movement (e.g pulling person or person’s hand), facial expression, or sounds, aimed at another person, to get their needs met (intentionally communicate).
* Not using gestures to get their needs met or interact (e.g pointing at something they want, waving goodbye).
* Not pointing things out that interest them or bring things to show an adult.
* Doesn’t look when an adult points to an object that they can both see.
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| **2:6 years – 2:11 years** |
| Referral guidance  | Understanding | Talking | Speech sounds  | Social interaction |
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| Referral not required at this time.  | * Beginning to understand instructions with three key words e.g “give mummy a cup and plate”, “give teddy an apple and banana”.
* Understands action words
* Beginning to answer simple questions using ‘who?’ and ‘what?’ e.g ‘who is here?’ ‘what do you want for snack?’.
 | * Beginning to combine words into short sentences using two - four words.
* Continues to miss out small, grammatical words e.g is, the.
 | * Speech can sometimes be difficult to understand for parents/carer/close family members.
* Uses early developing sounds i.e ‘b’, ‘m’, ‘n’ ‘w’, ‘p’ ‘t’ ‘d’ in words such as ‘more’ ‘ball’ ‘Peppa’ ‘nose’ ‘water’ ‘teddy’
 | * Initiates interaction with known adults and beginning to initiate with peers.
* Beginning to share and cooperate with adult support.
 |
| **Child will need support with their speech and language development.** Please follow links on our website for advice and monitor progress. | Some concerns in this area but not meeting the red criteria. | Some concerns in this area but not meeting the red criteria. | Some concerns in this area but not meeting red criteria.   | Some concerns in this area but not meeting the red criteria.  |

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| **Child will need support with their speech and language development.** Please follow links on our website for advice, monitor progress and then Refer to Speech & Language Service. | * Unable to follow any simple two key word instructions e.g show me mummy’s eyes, show me daddy’s shoes.
* Does not understand any action words e.g eat, run, sleep, cry.
 | * Less than fifty words.
* Not joining words into two - word phrases.
 |  | * Not yet able to enjoy adults’ attempts to join in their play.
* Not using body language and movement (e.g pulling person or person’s hand), facial expression, or sounds, aimed at another person, to get their needs met (intentionally communicate).
* Not using gestures to get their needs met or interact (e.g pointing at something they want, waving goodbye).
* Not pointing things out that interest them or bring things to show an adult.
* Doesn’t look when an adult points to an object that they can both see.
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