* **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. |