* **Please note that any description is based on the child’s use of their home or main language**
* Refer to audiology if concerns about hearing.
* Refer to Paediatrician if concerns about interaction.

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| **3 years – 3:6 years** | | | | |
| Referral guidance | Understanding | Talking | Speech sounds | Social interaction |
| Referral not required at this time. | * Understands simple questions using ‘who?’ what?’ ‘where?’ in the ‘here and now’ e.g “where is the spade?” “who’s got the bucket?”. * Understands concepts such as: size (big/little) and position (on/under). | * Regularly learning and using new words. * Using at least 3-4 words together in simple sentences. * Starting to take part in conversation, initiating and asking questions. | * Still some sound substitutions e.g car > “dar”, spoon > “boon”, train > “tain”, sun > “dun”. * Speech can generally be understood by familiar adults. | * Beginning to take turns in structured games with some adult support. * Initiates interaction with known adults and peers. * Keeps play going by responding to what others are saying or doing. |
| **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. | Concerns in this area but not meeting red criteria.  Setting staff cannot always understand what the child says. | Some concerns in this area but not meeting 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 simple two key word instructions e.g show me mummy’s eyes, show me daddy’s shoes. * Does not understand action words e.g eat, run, sleep, cry. | * Not able to make their basic needs known. * Not joining words into 2-word phrases. | * Misses off or changes early consonant sounds i.e ‘b’, ‘m’, ‘n’ ‘w’, ‘p’ in words such as ‘more’ ‘ball’ ‘Peppa’ ‘nose’ ‘water’ * Parents cannot understand what the child says. | * Not showing enjoyment in adults’ attempts to join in their play. * Not showing enjoyment in other children’s attempts to join in with their play. * 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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| **3:6 years – 4 years** | | | | |
| Referral guidance | Understanding | Talking | Speech sounds | Social interaction |
| Referral not required at this time. | * Beginning to follow longer instructions (e.g “give the blue cup and plate to Frankie”. * Understands simple questions using ‘who?’ what?’ ‘where?’ in the ‘here and now’ e.g “where is the spade?” “who’s got the bucket?”. * Understands concepts such as size (big/little) and position (on/under). | * Using phrases with more words e.g “I want big biscuit now”. * May be beginning to use more complex sentences. | * Familiar adults can generally understand the child. * Still some sound errors e.g car > “dar”, spoon > “boon”, train > “tain”, sun > “dun”. | * Beginning to share. * Beginning to interact with peers during play. |
| **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.  Less familiar adults cannot always understand what the child says | Some concerns in this area but not meeting 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. | * Only able to follow two key word instructions and longer instructions need breaking down or need to be visually supported. * Unable to understand simple questions using ‘who?’ what?’ ‘where?’ in the ‘here and now’ e.g “where is the bike?” “who’s got the ball?”. | * Not able to make their needs known. * Only using simple two-three word phrases. * Lack of action words. * Using words in wrong order in a sentence. * Can’t name everyday items correctly. | * Misses off or changes early developing consonant sounds i.e ‘b’, ‘m’, ‘n’ ‘w’, ‘p’ in words such as ‘more’ ‘me’ ‘ball’ ‘book’ ‘Peppa’ ‘nose’ ‘water’. * Familiar adults cannot understand what the child says. | * Not showing enjoyment in adults’ attempts to join in their play. * Not showing enjoyment in other children’s attempts to join in with their play. * 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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| **4 years – 4: 11years** | | | | |
| Referral guidance | Understanding | Talking | Speech sounds | Social interaction |
| Referral not required at this time. | * Can follow instructions involving several ideas or actions. * Beginning to answer questions about stories e.g ‘how does goldilocks feel?’ ‘what will she do next?’. | * Able to talk about recent past events. * Beginning to connect ideas and events using ‘linking’ words to join phrases (e.g “mummy buy me ice-cream and it yummy”). | * Speech can be understood most of the time by most people. * Still some sound errors with later developing sounds (i.e sh, ch, l, r, th) and when two sounds come together (e.g train > “tain”, spoon > “poon”). | * Confident to talk to other children when playing. * Beginning to understand and use humour. |
| **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 the red criteria.  Sound substitutions with middle sounds. | 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. | * Not able to join in with a simple conversation about the ‘here and now’ e.g “what are you doing?” “where is all the sand going?” “who needs the spade now?”. | * Not able to join in with a simple conversation about the ‘here and now’ i.e talk about what is happening using simple sentences. | * Misses off or changes early developing consonant sounds i.e ‘b’, ‘m’, ‘n’ ‘w’, ‘p’ in words such as ‘more’ ‘ball’ ‘Peppa’ ‘nose’ ‘water’. * Misses off the ends of words e.g bun > “bu”, nose > “no”. * Familiar adults cannot understand what the child says. | * Not showing enjoyment in others’ attempts to join in their play. * Motivated to interact but struggles to initiate and maintain interactions with others causing social isolation. |