

Speech & Language Tracker Tool

Child's Name: D.o.B:

Completed by: Date:

Age	Attention & Listening	Understanding	Talking & Speech Sounds	Social Communication
6-12 months	<input type="checkbox"/> looks towards the source of a sound, such as a person's voice <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	<input type="checkbox"/> understands words such as 'all gone', 'no', 'bye-bye' <input type="checkbox"/> Recognises their own name <input type="checkbox"/> understands simple instructions in context or when supported with gesture/object (reaching out arms out means 'up', keys mean going in the car)	<input type="checkbox"/> Babbles to communicate – 'bababa, 'gogo', 'dadada' <input type="checkbox"/> waves and points to communicate <input type="checkbox"/> may use single words or protowords e.g. 'mama', 'dada', 'ball'	<input type="checkbox"/> enjoys action rhymes and songs <input type="checkbox"/> tries to copy adults communication (e.g. watches mouth and copies mouth movements, gestures, laugh) <input type="checkbox"/> has conversations by babbling
12-15 months	<input type="checkbox"/> maintains focus on activities of own choice for a few minutes <input type="checkbox"/> engages in songs and rhymes <input type="checkbox"/> is aware of sounds around them and experiments with making sounds e.g. banging drums, sound making toys	<input type="checkbox"/> understands single words such as 'cup' and 'milk' when the object is present <input type="checkbox"/> understands more words than they can say <input type="checkbox"/> understands simple instructions e.g. 'stop', 'give to me' (although may not carry out instruction!)	<input type="checkbox"/> says about 10 single words although these may be unclear <input type="checkbox"/> makes sounds when reaching or pointing to something they want	<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	<input type="checkbox"/> listens and responds to simple instructions e.g. 'Harry, put your shoes on'	<input type="checkbox"/> understands single words and some 2 short phrases e.g. 'time to go', 'shoes on', 'nappy time' <input type="checkbox"/> gives adult familiar objects when asked e.g. 'car', 'cup', 'book'	<input type="checkbox"/> says about 20 single words although these may be unclear and may continue to be babble <input type="checkbox"/> copies words and gestures from	<input type="checkbox"/> engages in simple pretend play e.g. pretends to drink from a cup, talk on the telephone <input type="checkbox"/> enjoys playing alone but likes to be near a familiar



			<p>adults</p> <ul style="list-style-type: none"> <input type="checkbox"/> talks to himself during play (includes babbling) <input type="checkbox"/> uses tone, pitch and volume to express different emotions 	<p>adult</p>
<p>18-24 months</p>	<ul style="list-style-type: none"> <input type="checkbox"/> can focus on an activity of own choice and can play with this on their own for 5-10 minutes 	<ul style="list-style-type: none"> <input type="checkbox"/> understands between 200 and 500 words (about four times as many words as they say) <input type="checkbox"/> understands simple instructions e.g. 'put your shoes on', 'put the bricks in the box' <p>(although they may not carry out the instructions all the time)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> uses about 50 words <input type="checkbox"/> begins to put a few words together e.g. 'mummy gone', 'big truck', 'juice daddy' <input type="checkbox"/> asks simple questions e.g. 'what's that?' 	<ul style="list-style-type: none"> <input type="checkbox"/> pretend play is developing e.g. feeds toys pretend food <input type="checkbox"/> points at objects or events that interest them and looks at another person in order to share them <p>e.g. when an aeroplane is in the sky, the child points and looks at someone to show them</p>
<p>2 - 2 ½ years</p>	<ul style="list-style-type: none"> <input type="checkbox"/> focuses on an activity of their own choice and can play with this on their own for 5-10 minutes <input type="checkbox"/> sometimes listens to people talking when it is interesting <input type="checkbox"/> often responds when you use child's name used first, then to listen e.g. 'Harry... come and look at this' 	<ul style="list-style-type: none"> <input type="checkbox"/> understands phrases and instructions which are part of their everyday routine e.g. 'it's snack time', 'we're going outside to play', 'home time soon', 'put your shoes on,' <input type="checkbox"/> has a developing understanding of simple concepts e.g. can put something 'in', 'on' and 'under', knows what 'big' and 'little' mean <input type="checkbox"/> understands hundreds of words for different objects, places, people and actions, unlikely to use 	<ul style="list-style-type: none"> <input type="checkbox"/> uses hundreds of words to describe and talk about where things are, what they do and when things happen <input type="checkbox"/> joins 2-4 words together <input type="checkbox"/> may experience transient non-fluency when thinking what to say <input type="checkbox"/> may have difficulty saying some speech sounds but main carer understands what they are 	<ul style="list-style-type: none"> <input type="checkbox"/> shows an interest in other children, even though they may prefer to play alone <input type="checkbox"/> expresses emotions towards adults and peers using words and actions <input type="checkbox"/> able to hold a few communication turns but may jump topics <input type="checkbox"/> points at objects or events that interest them and looks at another person in order to



		all of these words yet	saying <input type="checkbox"/> uses the 'p' sound accurately (e.g. 'pop')	share attention
2 ½ - 3 years	<input type="checkbox"/> focuses on 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	<input type="checkbox"/> understands the words for hundreds of different objects, places, people and actions, but unlikely to use all of these words yet <input type="checkbox"/> understands simple 'who' 'what' and 'where' questions <input type="checkbox"/> understands cause and effect and is starting to understand reasoning <input type="checkbox"/> understands a simple story when supported with pictures	<input type="checkbox"/> has a large range of words that they use adding new words to their repertoire almost every day <input type="checkbox"/> 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' <input type="checkbox"/> may have difficulty saying some speech sounds, but main carer understands what they are saying	<input type="checkbox"/> talks to them self as they play <input type="checkbox"/> enjoys communicating with people and does so often <input type="checkbox"/> communication is spontaneous and is more than repeating back what others say – talk is for commenting, protesting, asking and responding to questions
3 - 3 ½ years	<input type="checkbox"/> beginning to be able to switch their own attention from play to listening	<input type="checkbox"/> understands questions and instructions with two parts: 'get your jumper and wait by the door' <input type="checkbox"/> understands 'why' questions and can sometimes give an answer	<input type="checkbox"/> often uses sentences of 4-6 words <input type="checkbox"/> uses future and past tense e.g. 'I'm going shopping', 'I walked home' <input type="checkbox"/> may have difficulties with irregular forms of words e.g might say 'runned' for 'ran', 'swimmed' for 'swam', 'goed' for 'went' <input type="checkbox"/> Remembers and enjoys telling long stories or singing	<input type="checkbox"/> communication is spontaneous and is more than repeating back what others say – talk is for commenting, protesting, asking and responding to questions <input type="checkbox"/> uses talk as their main way of communicating <input type="checkbox"/> engages in pretend play that involves several steps and imaginary characters and



			<p>songs</p> <ul style="list-style-type: none"> <input type="checkbox"/> may have difficulty saying some speech sounds, but their main carer understands what they are saying 	<p>objects</p> <ul style="list-style-type: none"> <input type="checkbox"/> understands turn taking and sharing although may find this difficult to do <input type="checkbox"/> enjoys playing with peers <input type="checkbox"/> can use language to disagree or show a different point of view
<p>3 ½ - 4 years</p>	<ul style="list-style-type: none"> <input type="checkbox"/> able to switch attention between playing and listening, but still may only do one or the other – listen or play 	<ul style="list-style-type: none"> <input type="checkbox"/> understands all that is said to them. If the child is unsure, they will ask for you to explain <input type="checkbox"/> 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? 	<ul style="list-style-type: none"> <input type="checkbox"/> uses language to express ideas and feelings, discuss plans, problem solve and negotiate <input type="checkbox"/> says the following sounds accurately in words: p, b, m, d, n, h, t, k, g, w, ng, f, y <input type="checkbox"/> speech is generally understood by everyone <input type="checkbox"/> speech is clear with few sound changes 	<ul style="list-style-type: none"> <input type="checkbox"/> communication is spontaneous and is more than repeating back what others say – talk is for commenting, protesting, negotiating, asking and responding to questions
<p>4 - 5 years</p>	<ul style="list-style-type: none"> <input type="checkbox"/> 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 	<ul style="list-style-type: none"> <input type="checkbox"/> 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' <input type="checkbox"/> able to follow a story without pictures <input type="checkbox"/> can respond to complex questions such as 'what would 	<ul style="list-style-type: none"> <input type="checkbox"/> speech sounds closely resemble that of an adult <input type="checkbox"/> 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' <input type="checkbox"/> answers 'when' 	<ul style="list-style-type: none"> <input type="checkbox"/> able to plan construction and make believe play activities e.g. building models from Lego, imaginative role play with other children <input type="checkbox"/> uses language to gain information, negotiate, discuss

		<p>we do if there were no houses?</p> <p><input type="checkbox"/> understands adjectives such as 'soft', 'hard', 'smooth'</p> <p><input type="checkbox"/> aware of humour and laughs at jokes that are told</p>	<p>questions</p> <p><input type="checkbox"/> uses 'a', 'an' and 'the' accurately in sentences</p> <p><input type="checkbox"/> frequently asks the meaning of unfamiliar words and may use them randomly</p> <p><input type="checkbox"/> no speech sound errors, except may simplify difficult consonant blends e.g. scribble</p> <p><input type="checkbox"/> uses possessive pronouns 'his' and 'hers'</p> <p><input type="checkbox"/> uses comparative language such as 'big', 'bigger'</p>	<p>feelings/ideas and give opinions</p> <p><input type="checkbox"/> communicates on a number of topics with a variety of people</p>
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Summary & Outcome

Child's Name: Chronological Age:

Skill Area	Secure within Age range	Comments
Attention & Listening		
Understanding		
Talking & Speech Sounds		
Social Communication		

Additional Comments & Actions:

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Signed: Date:

Name: Role: