

Success from the start

A developmental resource for families of
deaf children aged 0-3

For families



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A note about terms

We use the term 'deaf' to refer to all types of hearing loss, from mild to profound. This includes deafness in one ear or temporary hearing loss such as glue ear. We include pupils the school may identify as having a 'hearing impairment' in the school census.

We use the term 'parent' to refer to all parents and carers of children.

How to use Success from the start

Introduction

This resource was initially written as the *Early Support Monitoring Protocol for deaf babies and children* and it was created to help the families of deaf children and the people that support them to observe, monitor and record the progress that children make. This resource has been revised in consultation with families and professionals and is for the families of deaf children from birth to three years old.

Purpose

This resource supports you and professionals to:

- monitor the progress of your child's development
- celebrate their successes
- share this information with others
- help you to think about what might happen next.

The newborn hearing screening programme allows deafness in babies to be identified soon after birth. When hearing loss is identified so early, there are huge benefits in terms of promoting the progress and achievements of deaf children.

However, your child's progress is very much linked to what happens after identification. It's important that the support you receive is both timely and appropriate and that as much information as possible is gathered:

- to help you to make the decisions you need to make
- to help identify appropriate equipment (including hearing technology)
- to help ensure that the right advice and support is provided.

Everyone needs to be clear about your child's hearing loss, how your child is doing, what advice and support is being suggested and what needs to be put into place to support you and your child further.

It's you and your family who have the most knowledge and influence on your child's progress and needs. Monitoring your child's development is not something that can simply be done at a clinic, it's also about how your child behaves and communicates in everyday situations. Professionals will be experienced and skilled in observing babies and have their own information to add, but a key part of their role will be enabling you to share your own knowledge about your child's development.

The framework can help answer questions such as:

- How is my child doing?
- Is their hearing equipment making a difference?
- Is my child making enough progress?
- How do I know if my child is making enough progress?
- What might my child do next?
- What can be done to help support this development?

Success from the start is designed to help you:

- share your observations of your child
- recognise the importance of what they're doing now
- support you in asking questions and understanding your child's development
- be clear about what sorts of things your child may do next
- have ideas as to what you and others can do to help.

Which areas of development are included and why?

Success from the start covers all areas of child development, but is particularly detailed in areas that may be affected by hearing loss. To help meet your child's needs, it's important for everyone to know what your child can do. This resource helps to share information about how your child is behaving and responding, the sounds and gestures they make, how they play and the ways in which they make contact with people. This information helps to add to what is learnt from observations and assessments.

Information is grouped into the five areas of development:

- Communication and language
- Listening and vocalising
- Social development and wellbeing
- Play and understanding

- Physical development

This information:

- helps you to access advice and support for you and your child, for example, when they start early years education
- recognises and celebrates your child's progress
- supports you to feel confident in the decisions that you're making now and in the future.

Finding your way around the materials

There are four parts to Success from the start:

- **How to use Success from the start**
- **The developmental profiles:** These give a quick visual picture of progress - one area relative to another and over time.
- **The 11 steps with checklists**
- **Summary sheets:** These will help you get an all-round picture of your child's development and to see the strengths and challenges they may face across the different developmental areas.

The 11 steps

The 11 steps show the development of young babies and children from birth to three years old. Remember, there is a huge variation in the age at which different children first do things. This will be affected by many things including when their hearing loss was diagnosed, their hearing technology and how they use it and whether they have additional needs. For example, babies might walk or say their first words at nine months or at twenty months.

Each section provides:

- **Information** on each of the five areas of development
- **'You can'** statements - ideas, games and activities that you may want to do with your child
- **'By the end of this step'** statements

- **Developmental checklists** in the five areas

You'll know which step your child is at by identifying the clusters of behaviour usually seen during each step. A child may miss out, or 'rarely do' some of the statements but still move smoothly on to the next step. It's important that these steps are seen as guidelines and not rules. They give information about the 'average' child rather than about a specific child.

Timescales for development:

Step	Age
1	0-2 months
2	2-4 months
3	4-6 months
4	6-9 months
5	9-12 months
6	12-15 month
7	15-18 months
8	18-21 months
9	21-24 months
10	24-30 months
11	30-36 months

Filling in the developmental profiles

The developmental profiles record your child's progress in all areas of development and across all steps. It helps you get an all-round picture of your child's development and can be an easy way to share information about your child with others. If you use the developmental profiles, complete them with the key worker, Teacher of the Deaf or Speech and Language Therapist at regular intervals.

Developmental profile

The example below shows how you can fill the developmental profiles out with the appropriate dates for your child.

	Communication and language	Listening and vocalisation	Social development and wellbeing	Play and understanding	Physical Development
Step 11					
Step 10					May 2019
Step 9			May 2019	May 2019	Nov 2018
Step 8	May 2019	May 2019	Feb 2019	Feb 2019	Sept 2018

Filling in the checklists

The example below is taken from the communication and language checklist:

Step 3 Communication and language	Possibly	Definitely	Notes
Reaches towards objects/people	23.03 19	10.04.03	M lifts up her hands towards grandma when she comes, because she wants to be picked up. It's her way of saying "hello" or "I want to be picked up".
Puts arms up to be lifted			
Uses voice, gesture and eye contact and facial expression to make contact with people and keep their attention			

- **The first column** in the table lists the behaviours you're looking out for.
- **The second column** is to record a 'possible' behaviour.
- **The third column** is to record a 'definite' behaviour.
- **The fourth column** is to record what you've observed your child doing in relation to each step.

Remember different children develop at different rates so you may see children developing behaviours in the following step before you have recorded all the behaviours from the previous step.

Filling in the summary sheets

The summary sheets record your child's progress in all areas of development in one step and on one page. These sheets make it easier to get an all-round picture of your child's development and to see strengths and challenges across the different developmental areas within the step. Complete the summary sheets with the key worker/teacher of the deaf or Speech and Language Therapist at regular intervals.

Communication and language	Date P D	Listening and vocalising
<p>Vocalises. E.g. gurgles and coos to communicate when happy</p> <p>Cries to express needs. E.g. when hungry or in discomfort</p> <p>Copies facial expressions and mouth shapes. E.g. poking out, opening mouth wide, widening eyes</p>	<p>✓</p> <p>✓</p> <p>✓</p>	<p>Shows a reaction to sound by changing behaviour/actions:</p> <ul style="list-style-type: none"> – eyes widen – limbs move or slow down – facial twitch – cry – change in sucking patterns during feeding – stirs from sleep – change in breathing pattern – quietens

2. The developmental profiles

Developmental profile

Child's name: _____ Date of birth _____

Please date boxes when you have entered 'definitely' for most of the behaviours in that step:

	Communication and language	Listening and vocalising	Social development and wellbeing	Play and understanding	Physical development
Step 11					
Step 10					
Step 9					
Step 8					
Step 7					
Step 6					
Step 5					
Step 4					
Step 3					
Step 2					
Step 1					

Developmental profile for communication and language

Child's name: _____ Date of birth _____

Please date boxes when you have entered 'definitely' for most of the behaviours in that step:

	Foundation of communication and social communication	Understanding spoken language	Using spoken language	Understanding BSL	Using BSL
Step 11					
Step 10					
Step 9					
Step 8					
Step 7					
Step 6					
Step 5					
Step 4					
Step 3					
Step 2					
Step 1					

Developmental profile for listening and vocalising

Child's name: _____ Date of birth _____

Please date boxes when you have entered 'definitely' for most of the behaviours in that step:

	Listening	Vocalising
Step 11		
Step 10		
Step 9		
Step 8		
Step 7		
Step 6		
Step 5		
Step 4		
Step 3		
Step 2		
Step 1		

Developmental profile for social development and wellbeing

Child's name: _____ Date of birth _____

Please date boxes when you have entered 'definitely' for most of the behaviours in that step:

	Social development and wellbeing
Step 11	
Step 10	
Step 9	
Step 8	
Step 7	
Step 6	
Step 5	
Step 4	
Step 3	
Step 2	
Step 1	

Developmental profile for playing and understanding

Child's name: _____ Date of birth _____

Please date boxes when you have entered 'definitely' for most of the behaviours in that step:

	Playing and understanding
Step 11	
Step 10	
Step 9	
Step 8	
Step 7	
Step 6	
Step 5	
Step 4	
Step 3	
Step 2	
Step 1	

Developmental profile for physical development

Child's name: _____ Date of birth _____

Please date boxes when you have entered 'definitely' for most of the behaviours in that step:

	Physical development
Step 11	
Step 10	
Step 9	
Step 8	
Step 7	
Step 6	
Step 5	
Step 4	
Step 3	
Step 2	
Step 1	

The 11 Steps

Step 1: Communication and language

Babies are able to communicate their needs from birth. They use different cries to tell you whether they are hungry, tired or uncomfortable. Even at this early stage, babies show their natural instinct to be sociable by their special interest in human faces and voices – turning towards faces or becoming quiet on hearing a familiar voice or touch. These behaviours are the foundations of communication and language. It's important to communicate with your baby right from the start.

The way in which you communicate and play with your baby varies from culture to culture and according to your language background. It's important that you use whichever language you feel is most natural for you.

When you communicate with your baby, you use language, touch, gesture and facial expressions in a way that interests babies. This is often called 'child-directed language or speech'. It involves lots of repetition, varying the tone/pitch of voice, using facial expressions, bigger or more exaggerated gestures and rhythmic hand movements. Babies respond to your communication by communicating back.

You can:

- use speech, signs touch, gesture and facial expression
- use 'baby talk' or 'child directed speech'. You should think about using:
 - short simple sentences
 - a lively tone of voice
 - lots of facial expressions and gestures
 - your baby's name or nickname
- repeat things and allow time and space for the baby to join in
- talk to your baby about what they are doing and might be thinking
- sing songs and rhymes and vary the rhythm and pitch
- copy your baby's facial expressions and mouth movements and encourage your baby to copy yours.

By the end of this step babies will show the beginnings of social behaviour. They will look at and listen to the communication and copy you. This shows that they will soon try to join in.

Step 1			
Communication and language	Possibly	Definitely	Notes
Vocalises. E.g. gurgles and coos to communicate when happy			
Cries to express needs. E.g. when hungry or in discomfort			
'Copies' facial expressions and mouth shapes. E.g. poking out tongue, opening mouth wide, widening eyes			
Looks intently at nearby faces (approx. 20 cm)			
Attention is attracted and held when you use: <ul style="list-style-type: none"> lively facial expressions child-directed speech 			
Smiles or quietens to familiar voice/face			

Step 1: Listening and vocalising

Very young babies have a range of listening abilities that start to develop in the womb. Even babies with a severe to profound hearing loss are likely to sense the vibrations of very low frequency sounds, before birth. Some children only begin to learn to listen when they are fitted with hearing technology and wear it most of their waking hours. This stage is often referred to as a child's 'listening' age. It may take some time for your child to learn to listen, so it helps to think of your child's listening progress in terms of their listening age rather than their chronological age.

Hearing technology really helps a child on their listening journey and they start to display a range of listening behaviours. You may notice how loud sounds disturb your baby or how your baby reacts to the sounds around them that start or stop. The most important sound is your voice which they will hear through talking, singing, humming or child directed speech. Make sure you're looking at you baby when you talk and they can see your face. More information about child directed speech can be found in the section on communication and language.

Babies' ears are small and soft and they spend a lot of time lying down. Don't worry if your child's hearing technology becomes dislodged, just replace when you can. Babies' ears grow very quickly so make sure you have regular appointments to replace ear moulds.

You can:

- develop your baby's listening skills through using your baby's hearing technology as much and as often as possible
- think about your baby's listening environment. Your baby will listen to you best when you're close and it's quiet, so turn off the radio or TV
- talk to your Teacher of the Deaf or audiologist about radio aids, what they are, how they work, and whether they might help your baby listen
- make sure ear moulds fit well and talk to your Teacher of the Deaf or audiologist if your baby's hearing technology keeps falling off or is making a noise
- rock your baby rhythmically to songs and music
- use lots of baby talk during daily routines, you may want to use signs and gesture as well.

By the end of this step:

- Babies show a consistent reaction to sound through a change in behaviour or actions.

Step 1 Listening and vocalising	Possibly	Definitely	Notes
Shows a reaction to sound by changing behaviour/actions: <ul style="list-style-type: none"> - eyes widen - limbs move or slow down - facial twitch - cry - change in sucking patterns during feeding - stirs from sleep - change in breathing pattern - quietens 			
Recognises and is most responsive to a familiar voice. E.g. may become more vocal, active or make more eye contact			
Shows awareness of voices close to them (usually less than one metre) by a change in behaviour. E.g. smiles, stops vocalising, turns head towards person speaking			
Arm, hand and leg movements may match rhythm of speakers voice			
Sensitive to tone and rhythm of voices – livelier to happy sounds, unsettled by loud/sad voices			
Startled by loud noises (door, vacuum, washing machine)			
May be soothed by particular music or songs			

Step 1: Social development and wellbeing

Close, affectionate relationships with family members are just as important to babies as their basic need for warmth, food and physical care. Responding sensitively to your baby helps them to learn and manage their emotions. This then helps them to calm themselves or settle themselves to sleep. Right from birth, babies are beginning to notice other people and show interest in other people's faces, particularly when their face is lively.

During this step babies mainly use their voice and bodies to express strong feelings such as pain, hunger and anger. Even babies with a profound hearing loss cry like this. Babies also begin to smile in their sleep and at people. They begin to show us what they're interested in, particularly faces. You and your baby enjoy spending time looking and communicating with each other. This is the start of your baby's first relationship.

You can:

- touch, cuddle, stroke and massage. These are all important ways of comforting, soothing, communicating and showing love
- play games such as 'pat a cake' and tickling
- find out what interests your child such as faces, bright lights and colours, stripes, dots and patterns and watch their reaction

By the end of this step:

- Babies smile when they see an interesting object or when touched.
- They show they are aware of other people as well as family members.
- Babies cry to get the attention of others.

Step 1 Social development and wellbeing	Possibly	Definitely	Notes
Smiles when drowsy or asleep			
Moves hanging rattle or soft toy while moving arms and legs			
Smiles in response to touch and sound			
Smiles or quietens to familiar voice or face			
Shows interest. E.g. smiles at interesting object or new experience			

Step 1: Play and understanding

Babies are learning and developing skills from the moment they're born. They have a natural curiosity about the world and their creative development can be stimulated by every day sensory experiences. They copy you if you stick out your tongue, make shapes with your mouth, react differently to sweet, sour or bitter tastes and sense differences in touch. Children learn through all their senses so use touch, vision, hearing, smell and taste in their play.

Babies may spend most of their time asleep, feeding or even crying, but they also begin to use skills to learn new things. You may see this when your child starts to recognise your face from those of strangers and when they mimic some facial expressions and hand movements. Remember, your baby enjoys it if you copy their facial expressions and gestures back. Make sure they can see your face and you are close.

You can:

- stimulate all your child's senses, sight, touch, hearing and smell by:
 - hanging a colourful mobile above their bed
 - encouraging them to hold or shake a rattle
 - gently touching and tickling them
 - playing with them in a variety of positions
 - providing plenty of skin-to-skin contact
 - playing or singing songs
 - hanging a mirror on the cot or using one during play.
- use lots of facial expressions and give your baby plenty of opportunities to see your face

By the end of this step:

- Babies can distinguish some colours, for example they look for longer at blue and green objects.
- They expect a voice to match the face and lip patterns of the speaker.
- They can distinguish the outlines of shapes, people and objects.

Step 1 Play and understanding	Possibly	Definitely	Notes
Watches an object moving in front of their face at close range (20 cms)			
Stills or becomes more active in response to touch 'games'			

Step 1: Physical development

Newborn babies are born with a range of reflex actions, for example sucking, stepping, grasping, and blinking. From birth, your baby's reflexes will allow them to turn their head to suckle when you touch their cheek. By one-month-old babies eyes can follow a moving light, they will shut them to a bright light and they're able to distinguish shapes and outlines. There will be differences in their behaviour depending on their maturity and physical condition and how alert or drowsy they are.

You can:

- gently touch your baby, e.g. stroke their cheek or kiss their tummy – talk as you do this and be aware of how your baby shows their enjoyment of this close physical contact
- make time for your baby to spend time on their tummy, this helps to develop upper body strength

By the end of this step:

- Babies may turn head to one side when placed on tummy and turn elbows away from the body.
- They may make a walking movement when standing on a hard surface.
- They kick their legs enthusiastically.
- Their eyes move together and they can watch and follow a moving face.

Step 1 Physical development	Possibly	Definitely	Notes
Sucking is strong and rhythmic and swallowing happens at the same time			
Opens mouth to feed when corner of mouth is touched			
Can lift head from side to side when lying down			
Makes large movements with all limbs			
Active arms and legs but with arms more active than legs			
Closes eyes to bright light			

Step 2: Communication and language

Children now begin to express their needs in a greater variety of ways. They find ways to show you that they're happy or sad, hungry or tired, excited or bored. This helps you understand what your baby wants or means. Children begin to make a range of sounds and expressions and use these to express different things. They may blow raspberries, squeal, grunt, giggle and laugh.

Children often appear fascinated by faces at this time, particularly those of family members. Babies reply to families' communication by moving their legs, making a noise, making a mouth movement or changing their facial expression. This turn-taking is the beginning of conversation.

You can:

- copy your babies' noises and facial expressions, remember to leave a space to let your baby reply
- spend time in face-to-face contact and talk about what your baby is doing or how they're feeling, for example: 'Was that a yawn? Are you tired?'
- use speech, touch and your face to communicate with your child, play games such as peek-a-boo
- use familiar words for regular routines such as nappy time or feeding time
- look at books together and talk about what you see

By the end of this step:

- Babies are able to tell their family more clearly what they need, using different cries and facial expressions and making a range of sounds.
- They're interested in communication and now begin to take turns, talking back when talked to.

Step 2	Possibly	Definitely	Notes
Communication and language			
Increased range of sounds/cries to show enjoyment, hunger, tiredness, pain and to gain adult attention			
Makes mouth movements when talked to			
Laughs to express pleasure			
Makes and copies non-speech sounds such as coos, raspberries, grunts and squeals			
Watches speakers/signer's face carefully (up to 30cms)			
Begins to maintain eye contact for longer periods of time during interactions			
Responds when talked to. E.g. moves arms, legs, or body and changes facial expressions			
Makes noises back when talked to by family. Most responsive to smiling face and happy tone of voice			
Looks briefly from one object to another. Objects maybe moving or still. This is known as 'shifting visual attention'			
Vocalises for longer and makes 'talking' to or turn-taking with a familiar adult			

Step 2: Listening and vocalising

Children begin to respond to the different sounds around them in a range of ways. For example, they may:

- react differently to loud, soothing or the playful tones of a voice
- respond to other people's voices by making sounds themselves
- show an interest in familiar voices and events in the home, such as water running for a bath
- begin to enjoy rattles, bells and musical toys, songs and rhymes.

This is the beginning of them being able to anticipate events from hearing a sound. Seeing, feeling and watching help babies associate sounds with events, games and noisy toys and predict what may happen next.

Babies might make cooing sounds, usually when they are calm, and these become more frequent and varied. They're often in response to seeing you, your touch, your speech and your smiles. It's important that your child hears themselves and also that they get a response to the sounds that they make. Hearing their own sounds copied back or even changed slightly, encourages listening and increases their knowledge range of sounds. They might even start to look towards the sound source and to anticipate where the sounds are coming from.

Check your baby's hearing technology is working and is on for as much time as possible. Also think about the noise levels in your house. Background noise from the TV, or the washing machine, can make it more difficult for your baby to listen. Remember, hearing and listening are not the same thing. Your baby may be able to hear some sounds and your voice without their hearing technology but they need to be able to listen, using their hearing technology for most of their day, in a quiet environment, to develop good spoken language. Sometimes babies cry when their hearing technology is first put on. If your baby continues to show distress, or startles in response to every day sounds, speak to your Teacher of the Deaf, Speech and Language Therapist or audiologist.

You can:

- watch and think about your baby's behaviours. Are they different when your baby is wearing their hearing technology?
- think about the noises in your house – turn off the TV or close the door if it's noisy
- use your baby's hearing technology as much as possible. If they cry try and distract them with their favourite toy
- use your voice and touch to get your baby's attention. Make your voice fun to listen to and try changing the sounds you make
- make sure you are close to your baby when you're talking and they can see your face
- sing, rock and use lots of repetition and rhyme while you change or feed your baby
- stress parts of everyday phrases, e.g. '**all** gone' and 'let's **go**'
- play with rattles, bells and sound making toys
- watch and wait for your child to pause before you comment - remember to give your child plenty of time to reply.

By the end of this stage:

- Babies begin to anticipate events from hearing a sound.
- They are motivated to attend to familiar sounds.
- They'll be aware of and be able to detect a wider range of sounds.

Step 2	Possibly	Definitely	Notes
Listening and vocalising			
Shows they're aware of sounds by changes in behaviour: <ul style="list-style-type: none"> - extending limbs - eye widening or searching - stilling/quietening or stopping - crying - smiling - other facial expressions 			
Turns eyes and or head towards voice/sound			
Reacts differently to soothing and negative tones			
Is noticeably more active when listening to voices/sounds in quiet surroundings			
Likes listening to music			
Enjoys rattles and sound making toys			
Shows an awareness of own voice			
May make vowel sounds			
Makes more varied sounds time when 'talking to' or taking turns with a familiar person			
Responds to everyday sounds when wearing hearing technology without startling or showing distress			

Step 2: Social development and wellbeing

Children are now beginning to express a wider range of emotions. They find ways to show you they are happy or sad, hungry or tired, excited or bored. When you respond to them, they learn to trust you as a source of affection, comfort and security and to soothe themselves.

Babies begin to recognise the special people in their lives and react differently to being held or comforted by them rather than others. They watch faces for longer periods and show more involvement in interactions. They may reach towards people or look away when they lose interest. This helps you to work out more easily what your baby likes and dislikes and to play favourite games and routines.

You can:

- respond to your baby's signals for interest, enjoyment, anger, pain and disgust. These include crying, vocalising and body movements combined with facial expression
- observe your baby's actions and working out what they like and don't like
- use the same routines and games at nappy and feeding time - does your baby show excitement at what's happening next?

By the end of this step:

- Babies recognise a wide range of people and everyday routines.
- Sometimes they get excited before feeding or when they recognise a familiar person.
- They may begin to self-soothe.

Step 2 Social development and wellbeing	Probably	Definitely	Notes
Maintains eye contact during interaction with familiar person			
Smiles and makes sounds in response to eye contact			
Responds when talked to			
Gains physical and emotional comfort from snuggling in			
Makes sounds or smiles to initiate social interaction			
Recognises and is most responsive to familiar family members			
Calms from being upset when held, rocked spoken or sung to			

Step 2: Play and understanding

Babies can now follow a moving object with their eyes, both up and down and side-to-side and they may hit objects dangling in front of them. They're also beginning to be interested in objects that don't move. They discover their hands and fingers and may press their hands together clasping and unclasping them. This helps them to handle objects later. Babies' favourite games involve physical contact with their family and imitation games. They can't look at a toy and you at the same time yet.

You can:

- play games that help your child become aware that the world is three dimensional, including:
 - touch and tickle games (tickle arms, legs and tummy)
 - bouncing your child on your knee or rocking them
 - holding them up in the air
 - moving their arms and legs up, down and from side-to-side
- when your child smiles, laughs or moves in response to you, respond with words, facial expressions or repeat the game
- use toys, interesting objects and books to encourage your baby to reach out, look at and touch
- place dangling objects such as mobiles or rattles in your baby's pram or cot, where they can reach out and grip or hit

By the end of this step:

- Babies are developing control over their eye movements and are finding it easier to track moving objects.
- They may shift their gaze between two objects, for a few seconds
- They're more aware of what they can do with their hands.

Step 2 Play and understanding	Possible	Definitely	Notes
Watches a moving object or person			
Looks from one object to another and back again			
Look around a room, visually scanning for new and interesting objects and events			
Moves arms and legs and laughs when played with			
Explores hands and fingers and watches them			
Uses movement and senses to focus on, reach for and mouth objects			
Uses hands and mouth to explore objects			
Stares at pictures. E.g. photos of familiar faces, and tries to touch them			
Begins to understand cause and effect. E.g. foot knocks mobile, mobile moves			

Step 2: Physical development

Babies now have better control over their bodies. They can control their neck muscles and hold their head steady and turn to follow sights and sounds. They also start to reach for objects and grasp them. This is an important step for babies as they develop some control over what they can touch and bring it closer to their vision and mouth.

You can:

- use interesting objects, textures, for example, shaving foam and sound making toys to encourage your babies to reach out, touch and explore
- encourage your baby to explore when lying on their tummy, by placing interesting objects just out of their reach

By the end of this step:

- Babies can control their heads and turn them to follow interesting sights and sounds.
- Babies reach out and grasp objects and bring into their field of vision or into their mouth.

Step 2			
Physical development	Possibly	Definitely	Notes
Able to control head when supported in an upright position; head does not flop forwards or backwards			
When lying on tummy lifts head up and uses forearms to support			
Sits with firm back when supported			
Kicks legs vigorously, alternate legs			
Closes hand firmly around objects placed in palm			
Puts hand on breast/bottle when feeding			
Sleeps more at night than during the day			
Visually alert			

Step 3: Communication and language

Babies are now more active and beginning to explore their world. They respond to their surroundings and reach out towards things that interest them. Your baby is communicating their interests so you can share them.

Babies begin to recognise objects and people and link them to actions, smells and sounds. For example, putting on a coat means going out. Even though they've not yet developed language, babies are learning a lot about communication and language through the way people communicate with them. They respond best to short, simple sentences with lots of expression, which are used to talk or sign about something they are interested in. Everyday gestures such as pointing or an open-handed shrug will also help your baby learn about communication. Gestures direct your baby's attention to the things that are interesting to others. Babies learn to follow the direction of a pointing finger. This is the beginning of joint reference – that's when you and your baby look at and communicate about the same thing.

As your baby moves through this step they may copy noises, signs and gestures which will be recognisable to you. Remember, babies still need multi-sensory information and experiences to work out what things mean.

You can:

- comment on the things that your child looks at and is attending to, such as family members, pets or favourite toys
- make links by pointing to what you're talking about
- use child directed speech or signs to keep your child's interest
- play visual tracking games - moving toys in your child's line of vision
- continue to play touch and anticipation games, for example, 'peek-a-boo'

By the end of this step:

- Babies can show their family what interests them and the family can talk or sign about this.
- Their behaviours show that they recognise their home environment, familiar objects and favourite toys.
- They respond to certain voice/hand patterns, facial expressions and familiar gestures such as pointing.

Step 3 Communication and language	Possibly	Definitely	Notes
Reaches towards objects/people			
Puts arms up to be lifted			
Uses voice, gesture and eye contact and facial expression to make contact with people and keep their attention			
Shows understanding that familiar objects are related to actions and events. E.g. gets excited upon seeing a spoon as it's a signal that food will appear			
Responds differently to certain voice patterns and facial expressions			
Follows adult's pointing gesture, head turn or eye gaze			
Very early imitation of adults, for example, opens arms, when adult holds arms wide			

Step 3: Listening and vocalising

Once a baby can tell the difference between two sounds, they may then recognise a sound and link it with an activity or object. For example, when your child sees the hairdryer they know which sound will follow. Your baby will also respond differently to the voices around them, showing that they recognise the people in your family by their voices. They may react differently according to whether they sound happy, cross and so on. You should be able to notice a difference in behaviour when your child is wearing their hearing technology in combination and able to see your face.

Babies play with sounds and these maybe different, steadier or longer than before. They may consist of a vowel plus a consonant, for example, 'gagagagag.' These may be high pitched or change from high to low. Your baby appears to be practising new sounds and enjoying making them. The sounds babies make depends on the language they see and hear every day. They can change their vocalisations to match the sounds around them. This is often called 'babble'.

You can:

- make technology part of your baby's routine. If you can, use their hearing device only for certain times of the day:
 - pick times when you are free to spend time with your baby, talking or singing
 - pick a quiet place where there is no background noise, and turn off the television and radio
 - if you can, position your baby so that there's nothing up against their ears, so that the hearing aids do not whistle
 - try to make sure your baby can see your face and mouth as you speak
- watch and think about your child's behaviours, focus on the same thing as your child
- talk about what you are doing and what your child's doing
- share books with your child, using key phrases and noises as you do so
- change the pitch of your voice, for example, make your voice a higher pitch as you climb the stairs
- say and sing rhymes, play music to and with your child

By the end of this step:

- Babies begin to recognise it's their turn to communicate from the rising tone of voice at the end of an adult turn.
- They know there's link between lip movements and speech sounds.
- They demonstrate awareness of when things sound different - new objects and new people.

Step 3 Listening	Possibly	Definitely	Notes
Shows awareness and discrimination of happenings and events in their environment. E.g. searches when they hear a familiar person come into the room.			
Looks puzzled or changes behaviour when they hear something new, different or unexpected			
Prefers child-directed talk and vocalises more. Shows less interest in talk between adults			
Coos or stops crying in response to music with a strong beat			
Recognises familiar environmental sounds			
Beginning to discriminate between: -fast and slow sounds -loud and quiet sounds -long and short sounds (shown by changes in behaviour, searching, movement)			
Beginning to relate a sound heard to the object making it			
Enjoys playing with noise making toys and objects and repeats action to make sound again			
Turns quickly to familiar voice across a room			
Responds to the different tones of your voice (tone of voice helps understanding)			
Listens to familiar voice even if the person can't be seen			

Vocalising	Possibly	Definitely	Notes
Uses voice to make contact with people and keep their attention			
Laughs and squeals			
Begins to use some of the vowel and consonant sounds found in the home language			
Makes sounds for pleasure, e.g. vocalises with tuneful voice for minutes at a time to self when in bed or at play			
Changes sounds and enjoys listening to the difference. This is auditory feedback, that is listening to and monitoring own voice			
Vocalisations start to sound like the child is talking to you, even though you can't understand what they are saying yet.			
Vocalisation increase when using hearing technology			

Step 3: Social development and wellbeing

Babies show more signs of picking up on other people's behaviour. They respond more clearly to facial expressions, how you talk and your emotions. Your baby may show they recognise you by 'greeting' you and by behaving differently with strangers. They may actively try and get your attention.

Babies begin to explore the world and show signs of wanting things and expressing their needs, likes and dislikes. For example, they may cry when a favourite activity is stopped. As they gain more control over their movements, babies are able to indicate what they want to do and so they appear much more sociable. As a result people are more social towards them, playing turn taking games with them and telling them about what's happening around them.

You can:

- respond to your baby's attempt to communicate with an encouraging voice or game they enjoy
- play turn-taking games and talk about what your baby is looking at or might be thinking and feeling and encourage other family members and friends to do the same

By the end of this step:

- Babies are responsive to the emotions of people in their family.
- They've started to understand what their world is normally like and what they can expect.
- They've started to be cautious of new things, unfamiliar people or events

Step 3	Possibly	Definitely	Notes
Social development and wellbeing			
Uses voice, gesture and eye contact/facial expression to make contact with people			
Wary of new people and events			
Laughs and gurgles			
Shows an emotional response to other people's emotions. E.g. smiles when smiled at and distressed if another child cries			
Likes cuddles and being held.			
Shows pleasure at return of familiar adult			

Step 3: Play and understanding

Babies can co-ordinate their vision and their hands and although they're not always successful when they reach for an object. When they do get it they may put it in their mouths, bang it, shake it, or turn it around. They're very interested in the taste, feel, and smell of objects. Your child will now be linking information from their different senses and learning to recognise objects and people from how they look, feel, smell and sound.

As you and your baby continue to play together they should get better at anticipating what comes next and taking turns. Babies are still very single-channelled, which means they're unable to attend to information from more than one sense at a time. Don't be surprised if your baby seems to be ignoring you, they can only concentrate on one thing at a time.

You can:

- choose toys that build upon your baby's interests in a range of textures and fabrics and mirror play, for example activity centres and play mats
- continue to develop your baby's turn taking skills through physical play - repeat the same actions again and again so your child sees how they can effect adult behaviour – remember to follow your baby's lead
- use rhyme and songs linked to rhythmic movements, such as rocking, bouncing and swinging - this creates a link between rhythms in language and in movement

By the end of this step:

- Babies have improved hand-eye-coordination – they're increasingly aware of whether they can reach a toy or not.
- Babies are getting better at showing you what they want by reaching out for it.
- Babies now expect a thing to look, feel or taste the same each time they explore it.
- They link objects and events, for example, get excited when they see their food.

Step 3 Play and understanding	Possibly	Definitely	Notes
Responds to facial expressions of happiness and sadness, e.g. copies an adult smiling or frowning			
Interested in small objects or the detail of a toy, for example gaze at small beads in a rattle			
Reaches for or grasps objects			
Moves limbs, laughs in anticipation of being lifted			
Shows turn taking, through body language and sound making, when playing games			
Manipulates objects by banging, shaking and turning			
Passes objects from hand to hand			
Smiles at image of self in mirror, but may not realise this is them			
Predicts or anticipates familiar activity <ul style="list-style-type: none"> - opens mouth for food - notices if familiar game is changed 			

Step 3: Physical development

Babies now have more control over their hands, arms, legs and feet. They're able to hold objects and turn them round while they look at them. They're more accurate when they reach for things and grasp them and may be able to start putting pieces of food in their mouth. Your baby has greater control over their body and begins to sit with support and roll from side-to-side. They're finding it easier to turn their head and to raise it when lying on their front or their back. This means they are now seeing the world from different angles.

You can :

- put some scrunchy sounding toys in front of your baby or something they can smear – this is to hold their interest and develop their strength in the tummy, arms and fingers
- gently bounce your baby on your knee, or just move their arms around as you sing

By the end of this step:

- The early reflexes governing movement are gone and children have greater control of their limbs.
- They reach for objects using two hands.
- Children sit up needing less and less support.

Step 3 Physical Development	Possibly	Definitely	Notes
Rolls from front to back and back to front			
When lying on back, lifts legs into vertical position and grasps a foot, and may play with toes			
Raises head and chest when lying on tummy			
Puts arms up to be lifted			
Bounces up and down			
Uses whole hand to grasp objects			
Passes toys from hand to hand			
Reaches out to objects to try and grasp them at a distance of 15cm to 25cm			

Step 4: Communication and language

Children are now much more involved and active in communication. For example, they start to use gesture and or eye contact and head movements purposefully, such as looking and pointing towards something they want. This helps you and others understand what your child wants. All children, deaf and hearing, use gesture such as reaching, pointing, nodding and head shaking. These gestures allow them to express more complicated meanings than they could otherwise. Gesture also helps you to understand what your child does and doesn't want.

Babbling is another important stage in developing communication and language. Children may already have been vocalising or making hand and arm movements but now they begin to produce repetitive sounds and movement. These 'strings' of sound and movement look increasingly like the sounds and signs that they would be seeing and hearing in the language used around them. For children using sign, these sequences are called 'hand babble.'

Children's attention span continues to be short, but is gradually improving. They can still only focus on one thing at a time. They look and reach for objects to direct attention towards the thing they're interested in. They may then look back at the adult to see if there's a response. Talk and signs need to be about what your child is doing or looking at.

Your child may sometimes look at and follow what you're interested in. This is the beginning of joint attention and helps children to make connections between word's events and meaning. Children now try to join in songs, rhymes and communication games, using gesture, actions and sounds. For example, they bounce up and down to persuade you to sing or act out a favourite action rhyme again and again.

You can:

- watch and respond to your child's attempts to communicate with you, using your voice, gesture, sign and facial expression
- put into word or signs what you think your child is trying to tell you
- copy the sounds, movements and gestures your child makes
- sing and sign action games, rhymes and songs -children will copy and respond
- play give-and-take games where toys and objects are exchanged
- share books with your child - this is an ideal way for you to share a focus of attention and for them to direct your attention.

By the end of this step:

- Children are able to communicate with and sometimes combine some gestures and vocalisations. This makes it easier for you to understand what they want or mean.
- They're tuning into the home language, producing babble that resembles speech or sign.
- They choose what to attend to. They still have single-channelled attention at this time.
- Children use what they've seen others doing and may copy sounds, actions and behaviours such as pointing or pushing away a spoon at meal times.

Step 4 Communication and Language	Possibly	Definitely	Notes
Vocal babble and/or hand babble emerges			
Uses voice or gesture to <ul style="list-style-type: none"> - attract attention - ask for things - refuse 			
Uses two gestures or gesture and vocalisation to: <ul style="list-style-type: none"> - attract attention - ask for things - refuse 			
Uses voice and or gesture to join in with familiar rhyme or game			
Recognises and responds to their own name. E.g. looks up			
Eyes move together to look at or watch people and objects			
Looks at an object and then back to direct attention to it			
Follows another's gaze to an object and sometimes shows interest in it – joint attention.			
Reaches towards people and objects			

Step 4: Listening and vocalising

All children need to hear sounds over and over again in order to recognise and then understand them. Daily routines such as changing nappies, bath time and being in the car all provide excellent opportunities for repetition, recognition, understanding and anticipation.

Children now locate sounds quickly and turn to the side sounds come from.. They're increasingly interested in speech and sounds in the environment, trying to understand their meaning. They use sound combinations in their vocalisations when 'talking' to themselves and to you, for example, they combine consonants and vowels 'ba', 'bu', 'um'. At first they make repeated sounds at the front of the mouth, for example, 'mamama' and 'bababa.' These become more complicated with the sounds changing with the vocalisation, for example, 'dadiduda.'

Importantly, children will be listening to and monitoring their own voice at this time, making links between the tongue and mouth movements they see and the sounds that they hear. At first they practice sounds from all languages. However, gradually the tone and rhythm of their vocalisation will start to sound like the language they hear spoken at home.

Children will now have discovered their ears and just as many children find it interesting to pull off their shoes and socks, some babies love to pull off their hearing device. Replace the hearing device if your baby pulls it off. If replacing it develops into a struggle, put it away for 15 minutes and try again later. This will help avoid a situation where your baby gets your attention by pulling their hearing device off.

You can:

- check your child's hearing technology is working and help your child to use it as much as possible during the day
- make animal sounds and other sounds of objects (cars and trains)
- use bubbles to encourage repetitive 'pop pop pop' sound which you say when the bubbles burst
- share books with your child adding sounds to story or pictures, e.g. 'toot' toot' for a car
- use strings of repeated syllables 'da da da, di di di' and change rhythm to make it fun

By the end of this step:

- Children using spoken language understand when it's their turn to 'talk' by noticing the rising tone at the end of the speaker's comment.
- They're aware of the familiar and unfamiliar and demonstrate this in their behaviour.
- Children enjoy listening to the home language, especially the ups, downs and rhythm.

Step 4 Listening	Possibly	Definitely	Notes
Ignore sound/voice while concentrating on something else: listening selectively			
Listens increasingly to own voice and sounds			
Practises sounds over and over in different tones, lengths, volumes and combinations (auditory feedback)			
Listens to the conversations of others. E.g. turns head/looks towards the speaker			
Enjoys singing, rhyme and games			
Begins to anticipate actions such as tickles from the sound and rhythm of songs and rhymes			
Responds to music by swaying and bouncing			
Begins to copy rhythm and actions of rhymes and songs			
Vocalisations increase when using hearing technology			
Will use different vowel sounds for different things. E.g. 'oo' when they see train, and 'aah' when they cuddle a teddy			

Vocalising	Possibly	Definitely	
Begins to imitate the voices of others especially the vowels and intonation ('ups' and 'downs' of speech)			
Shouts to attract attention, listens, then shouts again			
Communicates friendliness or annoyance through vocalisation			
Vocalises frequently – sounds are practised for fun			
Voice is tuneful and expressive			
Voice starts to have the tone and rhythm of the language spoken at home			
Voice babble is increasingly speech-like, containing consonants and vowels such as 'ba ba' and 'gaga'			
Uses consonants with a vowel sound. E.g. 'ba' and 'um'			
<p>Tries lots of ways of making consonants in babble:</p> <p>most common:</p> <ul style="list-style-type: none"> - 'b' 'd' 'g' <p>less common</p> <ul style="list-style-type: none"> - 'm' 'n' 'ng' - 's' 'sh' 'f' 'th' - 't' 'p' 'k' 			
Practices sequences of the same sound. E.g. 'bubububub' or 'dadada'.			
Begins to use varied sounds. E.g. 'dadi'.			

Step 4: Social development and wellbeing

Children are observers of the world and the people around them. Their curiosity is what makes them try and understand what other people are feeling or doing. New things interest children greatly. Although they still want to explore the world around them, they need to know that adults can be relied upon for comfort, sympathy and general understanding of their up and downs. Being sensitive and responsive to your child's needs and how they express them is a key part of building a secure relationship.

As children move through this stage, the behaviours and facial expressions of other people start to mean something. For example, they recognise the same emotional expressions in different people and begin to respond to these. A sense of fun emerges. They'll laugh at enjoyable games, favourite toys, and with their favourite people. Children are now becoming more social.

You can:

- follow your child's lead, remain flexible and try not to teach or correct - this helps your child to feel secure and reduces stress
- provide opportunities for your child to watch and be with others
- share book and talk about what the characters are feeling
- play games which involve touch, this promotes feelings of belonging and being valued

By the end of this step:

- Children begin to show through their behaviours that they have goals.
- They know the importance of social interaction in order to achieve these goals.
- They may show emotion when they're unable to achieve their goals.

Step 4 Social development and wellbeing	Possibly	Definitely	Notes
Smiles at image of self in mirror, shows a developing awareness of themselves and others			
Uses voice or gesture to attract attention or refuse something			
Recognises and responds to others feelings			
Adapts to care-giving routines. E.g. allows clothes to be put on.			
Starting to become aware of other children. E.g. watching and smiling or moving closer to them			
Shows more emotions and feelings			
Laughs with favourite people and during games			
Likes to be close to an adult but wary of strangers			

Step 4: Play and understanding

One of the reasons children are communicating more at this stage is that their thinking and understanding has developed. Introducing toys and activities can bring more variety and new challenges. Children now use objects purposefully. They know you can use an object to interact with someone else, for example, rolling a ball or pushing a car. They continue to learn about cause and effect, for example, pushing a button causes something to pop up. They benefit from lots of repetition which helps them to consolidate learning.

Children learn a surprising amount through watching as well, so they need plenty of opportunity to watch people going about their everyday lives. Their memory is improving and they recognise people and things for the first time. Children are learning a lot about the wider world and about the things in it. They are beginning to understand that objects exist even when they can't be seen and may start to find hidden objects.

You can:

- provide your child with a variety of toys they can handle in several different ways and talk about how the toys look, feel, smell and taste
- share books with bright colours and different textures
- play funny face games and comment on the faces your child pulls in response
- play peek-a-boo and hiding games to develop anticipation
- play dropping games asking questions such as 'where's it gone?'
- use playful exclamations and exaggerated intonation to show surprise when children push buttons or cause something to happen
- continue to repeat the language and actions you use in everyday routines and play to help develop understanding of sequences of actions and sounds

By the end of this step:

- Children use their eyes and hands as well as their mouth to explore objects and things.
- They know that the same object and person looks, feels, and smells the same each time. This is called 'object permanence'.
- Children are beginning to relate objects to pictures.
- Children continue to have a short attention span and move quickly from one object to the next.

Step 4 Play and understanding	Possibly	Definitely	Notes
Bangs two toys together or pushes buttons for something to happen			
Knows whose turn it is in familiar turn-taking games. E.g. shows excitement as their turn is coming up or waits for adult to take their turn			
Play give and take games with an object. E.g. pass a toy if a hand is held out			
Can release toy from grasp if attention distracted			
Actively explores toys using all senses			
Reaches out to mirror image or smiles. May not realise that image is themselves.			
Handles book, turning several pages			
Reacts to an audience. E.g. repeats action/activity which is positively received			

Step 4: Physical development

Children begin to develop more control over the movements of the lower body, finding new ways to move around, crawling and pulling themselves up to stand. This opens up whole new areas to explore and investigate. Children are also able to pick up objects and do new things with them.

You can:

- support your child while they practise moving
- introduce toys which your child can press or open, for example, a Jack in the box
- provide a wide variety of toys and places to explore

By the end of this step:

- Children begin to understand cause and effect, for example, when they touch a button a light flashes.
- Children realise that they can have an effect on their environment, for example, pulling a rug towards them to get an out of reach toy.

Step 4 Physical Development	Possibly	Definitely	Notes
Sits unsupported on the floor			
When sitting can lean forward and pick up small objects			
Pulls to standing, holding onto furniture or person for support			
Can move from sitting position to hands and knees (crawl position)			
Picks up toy without losing balance			
Passes toy from hand to hand			
Starts to pick up things between thumb and finger			
Looks for a fallen or partially hidden object			

Step 5: Communication and language

Children now use language for all sorts of purposes. They begin to use their own sounds/words/signs/gestures for things and clearly show that they understand simple things that are said/signed to them. They show their understanding by selecting toys when asked, by pointing to pictures in books and pointing at familiar objects and things. Gestures are used with or without vocalisation, to express a whole range of meanings. You may recognise the meaning your child is trying to express and respond. It's important that this communication is valued.

When children communicate in this way they're moving towards using their gestures and or vocalisations 'symbolically'. Symbols are true words and signs that the child uses consistently in different situations. At first these may be different from how we might 'say' or 'sign' them, but they will begin to resemble words and signs from the languages around them. These first attempts at words or signs are more about communication than accurate labels for things. Baby words or signs, like other vocalisations, can express a whole range of meaning. For example, 'daddy' may mean:

- "That's my daddy"
- "Where's Daddy?"
- "I want my daddy."
- "There's a man, look at him."

Children continue to learn a lot from hearing and seeing other people talk or sign about what they're experiencing, seeing, hearing, feeling and doing. It's important that adults expand on what the child is saying. For example, if your child says 'daddy,' you may say 'Yes that's daddy's car. He must be home.'

Pragmatics or social communication

Social communication or pragmatics refers to the way in which children use language in social situations. It's important that children are able to use communication socially as well to as learn words and signs. Social communication has three parts.

- The ability to communicate for different purposes. For example, requesting through gesture, sign or words, or bringing something to show an adult.
- The ability to adapt communication to meet the needs of the listener or situation. For example, initiating communication or waving and clapping in different situations
- Following the often 'unspoken' rules of conversation such as taking turns, looking at the speaker, using facial expressions and gestures. The rules of conversation are often different across cultures, within cultures and within different families

Grammar

The development of grammar is very different in different languages. From this stage forward, examples from spoken and sign language are provided separately. Deaf children often learn signs or a signed language such as British Sign Language (BSL) from adults who aren't fluent signers. Where families wish to learn BSL with their children it's important to have as much contact as possible with other people who use BSL fluently (children and adults). Where this isn't possible, children's language development may be slower.

Whether you're using spoken language, signed language or a combination of speech and signs with your child, they may still use a combination of words, gestures and signs to communicate. Because of this, think about using both BSL and spoken language checklists to monitor your child's development. Remember it's not just the quantity of language your child see and hears every day but the quality, which is important for successful language learning.

You can:

- communicate about what your child does when they play, naturally providing them with opportunities to hear/see a range of vocabulary and language
- share books and name objects, people and pictures
- see what your child is looking at and talk/sign about what they're doing
- continue to use a range of speech, gesture and sign in everyday routines and social situations
- expand 'child words' and or signs so they see/hear the adult version, for example, child says 'mo' parents says 'more, you want more?'
- play games which encourage children to wait, pause before rolling the ball, or pushing the swing

By the end of this step:

- Children have learnt that things have names and are beginning to try them out.
- They know how language can be used to make contact with people, to direct their attention to things and to order them about.
- They have lots of way for communicating what they mean and close family understand what some of these are.
- They're paying attention to the sounds and actions of those around them but are influenced most by family.

Step 5 Social communication and language	Possibly	Definitely	Notes
Uses voice/sign/gesture to direct attention to objects and people, as well as themselves			
Follows through eye gaze or head turning when an adult points to near objects			
Begins to point to objects, self and others close by			
Makes it clear through gesture/sign/vocalisation when they want something to happen again. E.g. play a game or more food			
Continues to enjoy give and take games but these become more complex			
Uses own gesture with or without voice. E.g. sad face plus vocalisation to mean unhappy or reaching out with an open hand to request more			
Copies and uses gestures spontaneously as part of (or to find out more about) games and familiar routines. E.g. clapping hands, waving and blowing kisses			
Shows interest and pays attention to what people do or say for longer periods of time			

Understanding spoken language	Possibly	Definitely	Notes
Responds to own name by turning or looking up at speaker when name is called			
Understands names of some common objects. E.g. picks up or points to toy when named			
Stops what they're doing in response to 'no'			
Hands over object when asked to, 'give me' – prompted by open hand gesture			
Using spoken language	Possibly	Definitely	Notes
Copies and uses voice spontaneously as part of (or to find out more about) games/familiar routines, for example, 'bye, bye' and 'all gone'			
Vocalisations have the ups and downs (intonation) of adult speech			
Uses the sounds of the home language			
Uses these sounds, both consonants and vowel sounds, confidently and frequently as if joining in a conversation			
Vocalisations that sound like speech are beginning to emerge, for example, 'din' for drink			
Copies symbolic noises and baby words, for example, 'woof-woof' or 'meow'			
Produces symbolic noises and baby words spontaneously, for example, 'aaaah' when cuddling a toy			
Uses names of family members, for example 'mama' meaningfully, or says 'bye' when someone leaves			

Understanding British Sign Language	Possibly	Definitely	Notes
Understands names of some common objects. E.g. picks up or points to toy when it's signed			
Stops what they're doing in response to a signed 'no' or 'no' gesture			
Hands over an object when asked to 'give me' – through open handed gesture or signed request: BALL GIVE ME			
Will stop in response to a tap or vibration made near to them by the adult			
Using British Sign Language	Possibly	Definitely	Notes
Copies and uses gesture and signs spontaneously as part of, or to investigate, games/familiar routines. E.g. waving bye, blowing kisses, WHERE, ALL-GONE			
Copies some early signs. E.g. light, bed, sleep and eat			
Produces some early signs spontaneously. E.g. MUM, WHAT, WHERE			
Uses the signs for family members meaningfully. E.g. MUM or DAD, or a gesture for bye, bye			

Step 5: Listening and vocalising

You'll now begin to hear differences in the melody, rhythm and tone of your child's voice. You'll be able to give meaning to these utterances, such as when your child is questioning, calling, greeting, or wanting. Individual sounds are produced clearly although it's often not possible to know what they mean. Children will begin to use specific sounds to achieve or get particular things. This is an important milestone as it demonstrates that they're getting ready to start using sounds in their language to express meaning.

Children will now be much better at locating the direction sounds come from and may show this by turning towards the sound source, but they may become so engrossed in their own activity that they may appear to ignore their family. This is because they're able only to concentrate on one thing at once. Check your child's hearing technology is working and help your child to use it as much as possible during the day. Think about the listening environment both in your house and when you're out. Remember children find it more difficult to hear when it's noisy and they need to be close to the person talking to hear them clearly.

You can:

- watch and listen to your child and respond to the sounds they make
- look at your child when they're talking and make sure they can see you when you're talking to them
- sing, use rhymes, tell stories and talk about events to your child
- share books with your child – they'll often like the same book many times
- respond to word-like sounds with words
- ask your child to pass you objects and then give them back
- use movement alongside your voice like saying 'up' when you pick your child up or 'whee' as they come down a slide

By the end of this step:

- Children pay attention to things, events or people for an extended period.
- They can increasingly control their focus of interest.
- Children know about following others' focus of attention and how to direct the attention of others.

Step 5	Possibly	Definitely	Notes
Listening and vocalising			
Locates the direction sounds come from. E.g. turns head or looks towards sound			
Recognises and understands what's going to happen through rhythm and intonation of speech. E.g. 'let's go,' child looks towards door or 'bedtime,' child looks towards stairs			
Responds to key words in play. E.g. 'where's the ball?' Child looks for the ball			
Understands a few familiar words or phrases by listening alone. E.g. 'clap hands,' or 'I'm coming'			
Understands the meaning associated with some environmental sounds. E.g. hears a car and looks towards front door expectantly for family member			
Relates symbolic sounds such as 'meow' or 'brm brm' to an animal, object or toy			
Recognise the voices of key adults/children in their life			
Imitates and joins in the babble of others			

Step 5 Speech sounds - English	Possibly	Definitely	Notes
Short vowel sounds are now well established including: <ul style="list-style-type: none"> - <u>l</u>ip - ca<u>t</u> 			
Uses consonants in babble including <ul style="list-style-type: none"> - often 'm', 'p', 'b', 'd', 't', 'n', 'g', - less often 'k', 'w', 'h', 'f', 'r', 's', 'z', 'l' sh as in <u>sh</u>oe th as in <u>th</u>ink th as in <u>th</u>e			
Makes a range of contrasting sounds Contrast in voicing - 'p' vs 'b' Contrast in place - 'p' vs 'k' Contrast in manner 'p' vs 'm'			

Step 5: Social development and wellbeing

Children show strong attachment to their family and those they have a close relationship with. They behave differently towards strangers and may show anxiety when a stranger appears or when they're left for a while. Giving children comfort and support helps them to cope with these new feelings. It also helps them to learn that people can be relied on to return, even if they're out of sight for a while. They may become more assertive at this time, for example, trying to get you to play a game. They make it clear when they don't want to do something by stiffening their body, hiding their face or breaking eye contact.

You can:

- look at, share and talk about photos of you and your child or make photo books of special events and every day routines
- follow your child's point or gaze and communicate about what they're interested in
- respond to attempts to get your attention and take part in games
- allow your child to explore and then come back to you
- encourage your child to do things independently and don't be too quick to solve problems, but offer several possible solutions
- express the feelings that your child may be experiencing and help them understand their own feelings

By the end of this step:

- Children are more able to work things out because they now understand common language patterns used in everyday situations, such as each time they're changed or bathed.
- They can imitate more things and join in games.

Step 5	Possibly	Definitely	Notes
Social development and wellbeing			
Is more visibly aware of others' feelings			
Gazes at a picture of self			
Likes to be close to adult and may cry or try to follow (by looking, reaching or crawling) when familiar adult leaves room			
Seeks to gain attention in a variety of ways, drawing others into social interaction			
Builds relationships with special people. E.g. by showing affection or holding attention by vocalising			
Shows stranger anxiety: needs reassurance from parents when with strangers			
Points to draw other people's attention to things of interest			
Shows interest in the activities of others and responds differently to children and adults			

Step 5: Play and understanding

Children know objects have names and look at a familiar object when someone talks about it. They can find a toy if partially hidden, although their understanding of objects that can't be seen is still at an early stage. They may think that if they can't see you, you can't see them. Children are now much better at sharing their attention and play will play together with an adult. Children use their index fingers to point at things they want or to show someone. They also let go of an object and wait for the adult to pick up. Imitation is becoming much more deliberate. Children copy an action and work out the effect. Many children now enjoy fitting things inside other things and like taking off lids. They're learning early concepts such as in and out and big and little.

Many children like picture books especially when shared with an adult and they recognise pictures of familiar things. Books help grow your child's vocabulary, understanding of stories and understanding of how other's may feel when you talk about the characters and events. Children learn best by exploring with all their senses, so looking at books with flaps that can be lifted or with different textures to be felt, helps them to remember and learn.

You can:

- play games like rolling a ball, pushing a car or throwing an object
- stay close to your child as you play, giving them the opportunity to explore things but allowing you to show them new ideas or activities
- play games where your child needs to wait for a short time before you act such as hiding and finding games
- look at books together and share information about what you can see

By the end of the stage:

- Children use their hands, eyes and mouths to explore things.
- Children explore new objects and categorise them. This will be according to what they have done with them during play.
- Children are learning about early reading and early maths skills.

Step 5 Play and understanding	Possibly	Definitely	Notes
Creates variations on familiar games			
Watches toy being partially hidden and finds			
Rolls object to one others			
Puts toys inside each other. E.g. brick in bucket			
Knows that different toys are played with in different ways			
Enjoys knocking down towers built by adults			
Uses objects to imitate and copy adult's actions with toys			
Understands how familiar objects are used. E.g. pretends to drink from empty cup			
Stays absorbed in activities for at least 30 seconds			
Recognises pictures of things in own experience. E.g. may pat picture of baby and then go and get own doll			

Step 5: Physical development

Children are now much more mobile, crawling and moving with more steadiness and sometimes cruising around furniture. Children's muscles can be strengthened and physical skills developed by playing active games. Children need safe play spaces and a stimulating environment that encourages them to explore.

They now show signs of linking things together, for example, picking up small objects and fitting them into a puzzle or posting them into a box or shaking a rattle purposefully.

You can:

- offer your child toys of different sizes, textures and shapes so they learn what different toys do when, for example, they are thrown
- offer a wide variety of activities to motivate your child to use different skills, like pushing, pulling, hitting and kicking
- dress your child in comfortable, unrestrictive clothing so it's easier to practice and perfect crawling techniques and other motor activities
- give your child wide-open spaces to practice crawling, free from dangerous obstacles
- place toys on a low table, encouraging your child to use their hands to play with the toy, this helps develop balance and is good preparation for walking.

By the end of this step:

- Children begin to pick up very small objects between their finger and their thumb.
- They begin to imitate movements, for example clapping.
- They crawl in some fashion or another and move toward desired objects or toys.
- Children can now move from sitting to crawling and may be able to pull themselves upright to a standing position.
- They may now begin to sit upright independently, although this can happen as early as eight months or as late as twelve, and move from sitting to lying down and vice versa.

Step 5 Physical development	Possibly	Definitely	Notes
Crawls, bottom shuffles or rolls continuously to move around			
Throws toys or objects deliberately			
Opens mouth for spoon			
Holds own bottle or cup			
Picks up small objects between thumb and finger			
Stretches out with one hand to grasp toy if offered			
Knows where a moving object is likely to go and looks there			

Step 6: Communication and language

Talking and signing about things that your child is interested in helps to build up their store of words and signs. The first true signs or words appear more clearly during this stage and mark a significant milestone in language development. These first words/signs are used to name things that are important to the child, for example, objects, food, actions and people in their immediate environment. Some of these signs and words may be invented by the child but be recognised by the family. It's also normal for children who use more than one language at home to mix words from each language.

Children are likely to be interested in copying signs and words and are beginning to learn how they can be put together. They now begin to show they want to use words/gesture/signs in their favourite games or to join in songs and rhymes. At this stage, children are generally better at understanding language than speaking or signing it. You can now use language to tell your child what to do.

Children will understand simple, short sentences, usually linked to what they're doing or are about to do. Even though you may use short sentences, think about using appropriate and varied vocabulary and expand and build upon what the child is interested in. Language can also be used to talk about what people are doing rather than just naming and describing objects or people. It's important that children get to overhear or oversee communication taking place between other people, even when they are not directly involved.

You can:

- use language and gesture to comment upon and direct your child's behaviour - extend your arms as you ask your child to come
- expand your baby's single words and/or signs to develop and enhance language skills and vocabulary - if they point to the door and say 'Daddy' respond 'Yes, daddy just left the house'
- continue to increase the length and complexity of your language, your child will understand much more than they can say or sign
- use every day routines to repeat simple signs, words and phrases over and over again as well as the sounds that represent objects or things, like 'meow' for cat
- follow your child's lead, even when it's difficult to understand what they're trying to say - they may repeat a request and try to clarify it for you through a gesture, a change in tone or a facial expression
- tell your child the names of objects, people and pictures in books

By the end of this stage:

- Children are now able to use a small number of recognisable words and or signs.
- They may use a combination of word/sign tone of voice and facial expression to convey different meanings.
- Children will understand more language than they're able to express.
- They may now take part in a simple conversation.

Step 6 Social communication and language	Possibly	Definitely	Notes
Waits for signer/speaker to finish before taking turn			
Pays attention to what people have to communicate for longer periods of time			
Points to desired objects to direct attention and or to find out about things in the distance – over 3m			
Sometimes copies a new word/sign or features of it			
Babbles/hand babbles freely when alone or playing			
Asks for favourite games, e.g. peek-a-boo by saying 'boo' or hiding face			

Understanding spoken language	Possibly	Definitely	Notes
Shows understanding of at least 15 words: - looks at named person - picks up toy when asked - searches for an object in its usual place			
Shows understanding of simple: - questions: where's the ball? - commands: bring me the ball when accompanied by gesture			
Using spoken language	Possibly	Definitely	
Uses about five words to express different meanings: - refers to familiar people and objects - requests objects - greets - plays communication games - protests - comments on things or people, and their absence - shows things - requests more/again			

Understanding British Sign Language	Possibly	Definitely	Notes
Shows understanding of at least 15 signs: - looks at named person - picks up toy when asked - searches for an object in its usual place			
Shows understanding of simple: - questions: SHOE WHERE?			

- commands: SIT DOWN			
Using British Sign language			
<p>Uses about five signs to express different meanings:</p> <ul style="list-style-type: none"> - refers to familiar people and objects - requests objects - greets - plays communicative games - protests - comments on absence or people/object - shows things - requests more/again 			

Step 6: Listening and vocalising

By the time children are at this stage they have learned a great deal about the way adults use sounds to express differences in meaning. Children respond to many words, involving a wide range of vowels and consonants, but their ability to pronounce these are still very limited, for example, they may say 'gog', instead of 'dog.' Some children have favourite sounds that they introduce into many words, whether they have heard a word like that before or not.

Many of the activities that you do with children at this stage continue to be repetitive – routines and simple stories, games and everyday experiences. These allow your child to hear lots of familiar language and sounds many times and supports their emerging listening with hearing technology.

You can:

- talk to your child about their hearing technology as you check it and use language such as 'can you hear?'
- look at your child when they're talking to you
- talk about daily activities, objects, toys and people
- talk about things that are going to happen and that have happened
- rephrase and expand what your child is saying. For example, your child says 'bibi' you say 'biscuit, do you want a biscuit?'
- play interactive games using songs and rhymes with familiar themes - make these more interesting to listen to by using a strong beat, rhythm and lots of repetition
- draw your child's attention to the noises toys and animals make.

By the end of this stage:

- Children may imitate words and phrases to match the adult pattern of speech.
- They have an increasing number of words and phrases they recognise through listening alone.
- They are more focused when playing with an adult than when playing on their own.

Step 6 Listening and vocalising	Possibly	Definitely	Notes
Knows and immediately turns to name			
Enjoys listening to the same story over and over again			
Bounces rhythmically when being sung to or listening to music			
Responds when adult makes symbolic vocalisations. E.g. points to relevant object, toy, animal, picture in book			
Points to picture in book when named. E.g. 'Where's the dog?'			
Points to or finds object when asked to. E.g. 'Where are your shoes?'			
Responds appropriately to a range of words, sounds and phrases, by listening alone			
Plays vocal games with family, copying their noises			

Step 6 Speech sounds – English	Possibly	Definitely	Notes
Uses a wide range of consonants and vowels in babble but 'p', 'b', and 'd' are the most common sounds used in first words			

Step 6: Social development and wellbeing

Children now become a lot more sociable towards other children. There's a lot of new learning involved here such as how to be gentle with other people and how to take turns. Children might need adult support during first encounters to help them learn the rules of playing with others. Many children develop a strong attachment to a particular soft toy or blanket and cuddle it when they feel tired or unhappy.

Children's growing independence means they show their likes and dislikes more strongly. They really start to show their characters at this time and can be very affectionate. Regular routines help children to learn that life is predictable and it's important to have clear boundaries so they become more independent safely. Children begin to feed themselves with a spoon and have a go at other practical skills.

You can:

- offer choices you are comfortable with - 'Do you want carrots or banana?'
- have happy goodbye routines when you and family members leave each other
- provide regular chances for your child to play beside children the same age and also allow them to play on their own
- use "yes" and "no" to clearly set reasonable limits -briefly explain your reasons and be consistent
- comfort your child, especially when they are upset, sick, or hurt
- talk about changes in routines

By the end of this stage:

- Children look for and enjoy familiar people objects and events.
- They become increasingly affectionate and may enjoy being the centre of attention.
- They plays best alone and dislike sharing toys.
- Children copy adult activities, such as driving a car, reading, or cooking.
- They separate from you for brief periods of time.
- They are able to identify themselves in a mirror or photo.

Step 6 Social development and wellbeing	Possibly	Definitely	Notes
Clings to special person and hides face when feeling scared or overwhelmed			
Gets distressed and anxious if left somewhere without a familiar adult			
Looks to familiar adult to check if not sure about something. E.g. if a stranger tries to pick them up			
Uses other person to help achieve a goal. E.g. get an object that's out of reach or activate a wind-up toy			
Uses familiar adult for 'emotional refuelling' when feeling tired, stressed or frustrated. E.g. may seek a cuddle or sit quietly on lap			
Uses comfort toy or object to calm self			

Step 6: Play and understanding

Children are beginning to understand what it means to pretend and enjoy acting out simple and familiar daily routines. They may involve adults or toys in this play, for example, pretending to cook, shop or feed their teddy. Other sorts of imaginative play, like playing with toy cars, are good for developing creativity.

Children investigate how objects relate to one another – pulling toys apart and putting them back together. Children also explore books on their own and enjoy mark-making with a wide variety of materials. At this stage, they are expanding their knowledge of how the world works through investigation, interaction and pretend play.

Children's attention spans and memories continue to develop and they can find a toy even if it's been completely hidden, but there will also be times when it's difficult to maintain their interest. They respond well to praise and encouragement when they're doing well. Self-motivation is growing fast and they need plenty of experience of success.

You can:

- give children opportunities to play on their own and with you
- get involved in pretend play, such as shopping, cooking or getting ready to go out
- vary familiar games and encourage your child to try out the new activities and incorporate them into their play
- play interactive, turn taking games, for example, putting blocks in and out of buckets, posting objects and putting rings on a stick
- make special books with your child and enjoy them together

By the end of this step:

- Children know more symbols/words and understand that pictures and photographs can relate to objects and people that they know.
- Their growing physical independence means that they can now explore their world more independently and this brings them into contact with many more people and things.
- They realise things still exist even when they cannot see them.
- They expect events to follow routines and be predictable.

Step 6	Possibly	Definitely	Notes
Play and understanding			
Early pretend behaviours observed: <ul style="list-style-type: none"> - pretending to be asleep - pretending to feed a toy or adult 			
Copies actions and activities of others as part of their play			
Plays ball cooperatively with adult. E.g. may kick or roll ball back and forth			
Enjoys sharing books			
Looks at pictures and points to them or pats when named			
Understands and follows stories read to them. Has favourite stories and characters			
Enjoys anticipation games such as 'ready steady go' and '1, 2, 3 go' games			
Is aware of routines and begins to anticipate what happens next			
Begins to experiment, tries something and if it doesn't work tries something else			
Very curious, exploring objects, rooms and outside areas			

Step 6: Physical development

Some children now begin to walk which provides opportunities to explore both inside and out. Time outside allows opportunities for children to learn about the world around them. Children's eye-hand coordination is also steadily improving and they now begin to build and draw. They still enjoy toys such as shape sorters as they experiment to get increasingly complex shapes through holes.

You can:

- spend lots of time playing outdoors in safe places - try running and kicking balls
- play favourite music or copy actions and encourage dancing and movement
- build an obstacle course to crawl through using boxes, chairs, big pillows, and other objects
- provide different sized balls to kick and play with
- let your child feed themselves with small pieces of food at mealtimes
- offer plastic bowls for stacking and nesting

By the end of this step:

- Children begin to get about much more and are able to navigate the stairs.
- They can pick up and eat small pieces of food and drink from a cup.
- They are able to turn pages of a book and scribble with a big crayon.

Step 6	Possibly	Definitely	Notes
Physical development			
Pulls self up to standing against furniture and can lower self-down again			
Walks around furniture lifting one foot and stepping sideways			
Takes first few steps; feet wide apart, uneven steps, arms raised for balance			
Crawls upstairs			
Builds tower of two blocks			
Grasps finger foods and places in mouth			
Holds object in each hand and brings them together in middle			
Holds pen or crayon using whole hand and scribbles with different strokes			
Begins to use spoon, but food may fall off before reaching mouth			

Step 7: Communication and language

Children now know that things have names and this is a time when there's a rapid growth in vocabulary. They want to know the names of everything in words, signs or both. As well as learning lots of new names, children may also learn 'action' words that they combine with names to make simple sentences like, 'milk all gone' or 'teddy sleep'. Expanding what your child says and repeating it back to them as part of the conversation can help to develop this.

Once a child has learnt a name like 'dog', they may call all animals 'dogs'. This shows that they are thinking of things that go together, but they may soon sort out the different animals with your help.

Children may:

- produce much longer communications, in the middle of which there are words and signs which are recognisable
- have favourite words which they use extensively. Sometimes these sound like phrases but for the child they just seem like a long word, for example, 'lets go', 'that one'
- follow simple instructions in familiar situations especially if facial expression and gesture like pointing are used.

You may repeat what your child says at this step, but expand and add in extra information. This helps your child learn about sentences, laying the foundations for the next part of language development which is grammar.

You can:

- talk about your child's actions, what they're doing, have done and will do
- name objects, people and pictures in books and relate these to your own child's toys and experiences – 'It's like yours isn't it?'
- look at photos and talk about familiar people and events
- talk about what family members are doing and where they are
- repeat your child's words and gestures with longer phrases, adding in new information and asking questions
- respond to all communication including gesture, facial expression, sign and speech and join in games
- provide plenty of opportunities for your child to see people communicating.

By the end of this step:

- Children will be regularly using a small vocabulary of words or signs.
- There will be evidence of a steady increase in their understanding of language.

Step 7 Social communication and language	Possibly	Definitely	Notes
Tugs adult or pulls their hand to show what they want or mean			
Looks at adult to get attention before pointing			
Copies adults' and others' <ul style="list-style-type: none"> - actions - gestures - vocalisation 			

Understanding spoken language	Possibly	Definitely	Notes
Understands more new words each week			
Understands familiar words in new contexts			
Selects familiar objects, e.g. will find a ball if asked, or identifies an object in a group			
Follows simple instructions – these may be accompanied by gesture such as pointing to places, things or people			
Identifies body parts on self. E.g. hair, eyes, ears and nose			
Using spoken language			
Makes everyday sounds such as 'brrrm brrrm' or 'woof'			
Uses lots of 'word-like' babble in a tuneful way			
Uses at least 10 words consistently including: <ul style="list-style-type: none"> - Names of objects – car, milk - Action words - go sleep - Describing words – big, hot 			
Combines words with pointing and gesture to:			

<ul style="list-style-type: none"> - attract attention - ask for object - comment on object 			
Uses words individually and in longer strings of communication to: <ul style="list-style-type: none"> - ask for or comment on what's happening - ask simple questions - refer to people or things not present 			
Has favourite word/phrases that are used often such as 'lets go'			
Understanding British Sign Language	Possibly	Definitely	Notes
Understands more signs each week			
Understands familiar signs in new contexts			
Selects familiar objects, e.g. will find objects when asked or pick out object from a group			
Follows simple instructions, especially if accompanied by gesture, eye gaze and facial expression. E.g. BOOK (point) GIVE DADDY			
Identifies body parts on self (hair eyes, ears, nose)			

Using British Sign Language			
Handshapes are beginning to develop but two finger signs may be produced using the whole hand			
Will use at least 10 signs consistently			
Signs will include verbs and adjectives. E.g. DRIVE, SLEEP, HOT, BIG			
Uses some signs to name a whole class of vehicle. E.g. uses CAR for all vehicles, 'MUMMY' for all women			
Combines signs with pointing and reaching gestures to:			

<ul style="list-style-type: none"> - attract attention - ask for or comment on an object. E.g. DOG points at soft toy 			
<p>Uses signs individually and with facial expression to:</p> <ul style="list-style-type: none"> - comment on what's happening - ask simple questions/query - refer to people or things not present 			
<p>Has favourite word/phrases that are used lots such as 'MILK' and 'TEDDY'</p>			

Step 7: Listening and vocalising

Children will begin to start copying much of what they hear around them. These may be sounds in the environment, the sound of the vacuum, a door banging, the ping of the microwave or a dog barking, as well as the words you stress in your speech. This is your child's way of making sense of sound and trying out new sound combinations.

The range of sounds the child uses increase considerably and consonants are used much more frequently. As you're telling stories or looking at books with your child, you might notice that they copy your intonation and even words and phrases sometimes. Children will speak more or less clearly at different times. Adults can help to make language clear by emphasising the part they want the child to do or understand, through intonation, rhythm or key words. Children often enjoy silly sounds, new sounds and particular words or phrases, such as raspberries and sounds that match actions such as 'whee' or sound games.

Check your child's hearing device every day, batteries can fail, or the technology may be faulty. You can also label and talk about your child's hearing device and involve them in simple routines such as putting it in a safe place at night.

You can:

- see what your child is looking at and talk about it with them
- give simple directions one at a time
- read to your child from books with a few words on each page, talk about the pictures, pull the flaps and repeat again and again
- respond to your child's vocalisations, by commenting on and expanding - 'Yes Grandad's gone home to have a sleep'
- when playing, or sharing a book, add in sounds such as 'whee' on the slide or animal sounds

By the end of this step:

- Children begin to copy a wide range of sounds.
- They use intonation when they use little 'phrases' and long strings of babble to communicate.

Step 7	Possibly	Definitely	Notes
Listening and vocalising			
Enjoys songs and rhymes and shows listening by trying to join in with actions or vocalisations			
Understands and follows simple instructions in context such a 'give me the ball' or 'wave goodbye to dad'			
Plays 'ready, steady, go' or '1,2,3, go' games showing listening and waiting			
Plays 'give it to me' activities			
Shows anticipation in relation to key phrase game. E.g. 'I'm coming to find you' (hide and seek)			
Begins to fill in a familiar missing word when adult leaves a pause, especially in rhymes and when sharing books/stories			
Starts to help with checking hearing technology and may vocalise			
May shake head or indicate when hearing technology isn't working			
Shows awareness of new sounds. E.g. pointing to ear, looking puzzled or pointing towards the sound			

Step 7 Speech sounds -English	Possibly	Definitely	
Sounds at the beginning of words tend to include low frequency information and are louder, for example, 'babit' for 'rabbit'			
Sounds at the end of words tend to be quieter, for example, 'hat' for 'had'			
Uses most common early consonant sounds in their words: 'b', 'd', 'b', 't', 'g', 'n', 'm'			
Uses most common early vowel sounds in their words: <u>S</u> ee, p <u>u</u> t, b <u>u</u> t, c <u>a</u> r			

Step 7: Social development and wellbeing

Children at this stage of development express their emotions and needs more clearly in words. It's important for you to respond, showing you understand what your child is thinking and feeling, as this helps them understand their own emotions. Children learn from, and with, other children and begin to form more meaningful relationships with others. They play games that involve turn taking and act out daily routines in play although sharing toys is still difficult and they may need adult help with this. They become more cooperative with adults as they understand the routines and expectations of daily life but may also show frustration when things don't go their way.

You can:

- allow your child to help with everyday activities and routines, such as putting clothes in the laundry basket or picking up toys
- play with your child and teach sharing
- give your child opportunities to feel successful
- talk about emotions: "You look happy!"
- read stories and look at pictures that focus on emotions and use a range of words, for example, 'happy', 'excited' and 'delighted'
- create opportunities for your child to concentrate and spend time on something they are interested in

By the end of this step

- Children show a range of emotions including affection and jealousy.
- They're more likely to cooperate and play turn-taking games.

Social development and emotional wellbeing	Possibly	Definitely	Notes
Initiates interaction with other children			
Responds to a small number of boundaries with encouragement and support, e.g. routines around bedtime and meal times			
Is aware of other people's feelings, e.g. looks concerned when hears crying			
Wants to do things independently			
Plays happily alone but near familiar adult			
Imitates some everyday routines			
Reacts to an audience. E.g. repeats an activity which is received positively			

Step 7: Play and understanding

Children not only put words together but actions too, like getting dressed or putting a toy together. Children enjoy moving objects around using buckets and other containers. They also begin to include other people and toys in their pretend play, and may dress up or tell stories with different voices. They become absorbed in activities such as trying to pour water into the bath or 'helping' you do things.

Children will enjoy opening and closing books and helping you to turn the pages, looking at the pictures as they do. They're interested in books that have different textures, make sounds or light up and have flaps that can be lifted.

You can:

- add variation in rhymes and language games - try adding your child's name into a song
- pretend to get things wrong and see what your child does
- allow your child to take the lead and change roles
- share books which are about everyday experiences such as going shopping and let your child lead, turn the pages or lift the flaps
- play games which involve turn-taking, imitating, copying facial expressions and copying actions

By the end of this step:

- Children use play to develop their communication and language, motor skills and thinking skills.
- Children develop categorisation skills and group toys and objects.

Step 7 Play and understanding	Possibly	Definitely	Notes
Begins to include other people and objects in their pretend play			
Watches what other children are doing			
Plays with a toy cooperatively with adult such as kicking or rolling a ball			
Enjoys sharing books			
Understands and follows stories read to them. Has favourite stories and characters			
Solves simple problems, e.g. finding a hidden toy			
Sorts objects. E.g. cars go into garage			
Hands a toy to an adult for assistance when not able to get it to work			

Step 7: Physical development

Now children have learnt to walk, they can learn new things like climbing stairs, running and kicking a ball. Physical games and activities help them to develop these skills. Children are more skilled at holding things such as crayons and fitting objects into shape sorters. They may be able to copy someone building a tower of two to three blocks and will enjoy playing with toys which have smaller parts. Many can drink from a feeder cup and will try to use a spoon unaided.

You can:

- encourage and provide the necessary space for physical activity
- provide safe household items for your child to play with such as pans, pots and tools
- encourage play that involves building and creativity
- provide big crayons and lots of paper
- help your child solve simple, large piece jigsaw puzzles

By the end of this step:

- Children's balance and walking speed have improved.
- Concentration has improved and children become more absorbed especially when exploring.

Step 7 Physical development	Possibly	Definitely	Notes
Walks with shorter steps and legs closer together, no longer needing to hold up arms for balance			
Walks upstairs holding hand of adult			
Comes downstairs backwards on knees			
Builds a tower or row with three blocks			
Develops likes and dislikes with food and drink			
Accepts new textures and tastes			
Scribbles and makes dots on paper			

Step 8: Communication and language

Children now chat more frequently, particularly to family members and familiar people. Towards the end of this step they begin to string single words and or signs together. Mixing words with some signs and gesture at this stage is very common. Children soon start to use elements of the grammar system of the language they use. Much of what is said may still be difficult to understand by unfamiliar people, but this is perfectly normal as children are using words and signs for the first time and experimenting with their sounds and shapes.

Copying adults' communications is one way of practising and improving skills in this area and children will often do this spontaneously. Your child shows how much language they now understand including more words, signs, phrases and simple questions and instructions.

You can:

- play games by making toys carry out every day actions - 'feed teddy, and now let's put teddy to bed.'
- name household objects, pictures in books, food in supermarkets, places you visit
- read short stories about familiar every day events using books with lots of photos and pictures
- talk about holidays you've had or days out, using photos
- repeat you child's words and signs and phrases, adding new information
- join in with games your child wants to play
- provide opportunities to see other people communicating.

By the end of this step:

- Children have a small but steadily growing vocabulary which they use to tell you things and get what they want.
- They're beginning to string together words and or signs and are on the way to making little sentences.

They understand much more and as a result you can have a conversation.

Step 8 Social communication and language	Possibly	Definitely	Notes
Follows directions if they're seen as part of a game and relates to what they're doing			
Shows sustained interest in looking at pictures and books with adults			
Attends to communication directed at them and shows interest in communication around them			
Will wait for others to finish what they're communicating before taking their turn			
Points to items you name. E.g. where's the doll?			

Step 8	Possibly	Definitely	Notes
Understanding spoken language			
Recognises and will identify many objects and pictures when named using speech			
Picks out two or more objects from a group of four, e.g. give me the cup and the ball			
Understands simple questions and directions without accompanying gesture, e.g. fetch your shoes			
Follows directions during play, e.g. feed teddy			
Using spoken language			
Uses up to 20 words: <ul style="list-style-type: none"> - names things - comments on what's happening - tells someone something - ask questions - responds to adults questions or comments - protests - expresses likes and dislikes - describes actions 			
Copies words overheard in conversation			
Words are more recognisable, but these may still baby talk e.g. 'goggy' for 'dog.'			
Uses a mixture of words/vocalisation/gesture <ul style="list-style-type: none"> - when playing - to express a range of meanings 			

Step 8	Possibly	Definitely	Notes
Understanding British Sign Language			
Recognises and will identify many objects and pictures when signed			
Picks out two or more objects from a group of four			
Understands simple questions/directions without accompanying gesture. E.g. CHEESE, HAM WHICH?			
Follows directions during play. E.g. TEDDY EAT			
Using British Sign Language	Possibly	Definitely	
Uses up to 20 signs and gestures: <ul style="list-style-type: none"> - names things - comments on what's happening - tells someone something - ask questions - responds to adults questions/comments - protests - expresses likes and dislikes - describes actions 			
Copies signs seen in conversation			
Uses a quizzical face when requesting			
Uses a negative face to indicate 'no'			
Begins to make little sentences by joining two signs together			

Step 8: Listening and vocalising

Children's listening skills are rapidly developing and they now copy simple sound patterns, take part in simple 'ready, steady, go' games and remember parts of tunes. Their words will now sound increasingly like those of the adults around them. You have a very important role to play at this time by repeating words and meanings back to them more accurately and modelling good listening behaviours through your responses.

Children show that they remember things from before – noises, games and parts of rhymes. They will follow simple instructions related to words and objects they know, for example, 'give it to mummy.'

Your child may still have rapid shifts in attention, but then focus for a long time on a chosen object or game. They still dislike being interrupted when absorbed. Make sure your child is wearing their hearing device for as much time as possible. It is now they will begin to know where sounds are coming from and how far away they are.

You can:

- talk about the sounds your child hears, are they loud or quiet?
- talk about the activities your child is absorbed in
- when you go out, talk about what you are doing before, during and after
- continue to play and sing action rhymes and songs
- tell simple repetitive stories which give lots of opportunities for your child to join in
- when helping your child to get dressed or wash, talk about what you are doing

By the end of this step:

- Children listen to an adult while they're doing something as long as it relates to what they're doing.
- They show increased interest in adult's focus of attention unless absorbed in their own activity.

Step 8 Listening and vocalising	Possibly	Definitely	Notes
Follows simple predictable instructions through listening alone			
Copies simple patterns of noises, such as claps			
Remembers parts of tunes and 'sings them' for self or others			
Copies familiar expressions			
Imitates two word combinations and phrases, e.g. biscuits all gone			
Repeats key words heard in conversations e.g. oh no			
Imitates speech intonation			
Imitates speech sounds by copying correct numbers of syllables			
Joins in rhymes and songs			
Copies simple counting activity '1, 2, 3 go!'			
Plays simple cooperative listening games – 'go', 'give it to...'			

Step 8 Speech sounds-English	Possibly	Definitely	Notes
<p>Uses a range of consonant sounds in words including:</p> <p>'p', 'd', 'b', 't', 'g', 'k', 'n', 'm', 'w', 'h'</p>			
<p>Produces a wide range of vowel sounds including:</p> <p><u>see</u> <u>put</u> <u>but</u> <u>car</u> <u>caught</u> <u>soon</u> <u>sit</u> <u>set</u></p>			

Step 8: Social development and wellbeing

Children now have a sense of their separate identity as people and they clearly recognise the different people in their lives. They can recognise themselves and other people in photographs and refer to themselves by name. They're more affectionate towards the important people in their lives and are growing in independence. Children may become frustrated at times and this brings with it strong emotions. It's important to support your child to manage these powerful feelings. Children need comfort and emotional support as well as clear messages about what is and isn't acceptable at these times.

Encourage and support your child with daily life activities such as feeding, washing and dressing. Success builds self-confidence and helps your child to feel good about themselves.

You can:

- talk to your child ahead of time about new routines and events – 'At playgroup, we'll sing songs and listen to stories'
- watch your child whilst they play with other children – they may still prefer to play on their own
- talk about the play of other children – 'Look, Ishaan is building a block tower'
- have fun with your child - laughing together builds good feelings
- sing/sign simple songs about emotions, such as *If You're Happy and You Know It*
- offer your child choices to help them cope with their feelings – 'You're feeling sad, do you want to cuddle or be alone?'

By the end of this step:

- Children understand simple rules even if they challenge them.
- They recognise regular routines and this helps them to feel secure.

Step 8 Social development and wellbeing	Possibly	Definitely	Notes
Can tolerate brief separations from special people			
Helps with dressing, e.g. holds out arm for sleeve, foot for shoe			
Uses a familiar adult as a secure base from which to explore independently			
Expresses emotions and seeks reaction, e.g. for minor injury			
Starts to share			
Responds to others pleasure and distress; shows empathy			

Step 8: Play and understanding

Children's growing understanding and thinking means that play becomes more varied and complex. As their attention span increases, they're able to tackle more challenging activities. This may be shape fitting puzzles, stacking blocks or putting cups on saucers. They begin to sequence play by, for example, collecting and organising cars, or giving everyone some food at a pretend picnic. Children learn lots from games when daily activities are acted out, such as cooking with pretend food and utensils. They enjoy it more if you join in and talk about what's happening.

Children will enjoy books made with family photos and with short sentences. Reading books about your child's experiences will help them to develop an interest in books and words which is an important part early literacy.

You can:

- use old clothes and objects to encourage pretend play and dressing up
- play pretend games with your child, for example, cook using leaves and grass
- encourage your child to start creating their own pretend play stories - these might be from books you've read together or experiences you've shared
- continue to share books - you can make your own scrap books - these may include your own drawings, pictures from magazines, photos of family members, family holidays, special occasions or daily routines
- provide a range of materials for your child to play with - activities could include digging sand, building with mud or squeezing paint between fingers and toes
- use bath time to find out what different toys can do. Pour water from one to another, dunk them underwater, or using them to empty the bath
- think about contact with other children, either at a group or through friends and relatives - children may learn different ways of playing through copying or joining in.

By the end of this step:

- Children use pretend play to learn about their world.
- They play alongside other children, watching and copying what they're doing.
- Children begin to think and plan, before doing.
- They begin to develop early literacy skills through sharing books that they're interested in.
- Their hand eye skills continue to develop so they can complete more tasks.

Step 8 Play and understanding	Possibly	Definitely	Notes
Plays pretend games			
Imitates everyday actions in pretend play such as making food, washing toys			
Makes a pretend sequence. E.g. <ul style="list-style-type: none"> - pouring a drink then drinking - washing then drying a toy 			
Repeats the same pretend actions with more than one person			
Thinks before doing, e.g. looks around and then goes and gets what is needed			
Anticipates what might happen next because of what others say or sign			
Likes to put objects together <ul style="list-style-type: none"> - cups on saucers - cars in a row 			
Fills and empties containers			
Fits large, simple puzzle pieces together			
Builds tower of three or more blocks			
Appears to be working out problems. E.g. <ul style="list-style-type: none"> - how to switch something on - get something out of reach 			

Step 8: Physical development

Most children are now moving around the house and outdoors. They may now start to jump and move around, over and under objects. Children are still learning so it's important to make sure they can see and get to plenty of interesting toys and activities - this will encourage them to move. Children are able to move and do something at the same time, for example, walk while pretending to talk on the phone.

You can:

- play with your child by pretending to be an animal - 'hop like a frog, fly like a bird, and jump like a rabbit'
- describe your child's movements and actions as they do them, such as climbing the stairs
- play different kinds of music for your child to dance to, move to or feel
- provide lots of containers during bath time
- provide a wide variety of objects and items, these can be from around the house, and encourage your child to explore and sort them

By the end of this step

- Children practise activities until they master them and are upset if they can't do them.
- Children sort things and put certain objects together.
- They learn about volume and quantity through filling and emptying containers e.g. at bath time.

Step 8 Physical development	Possibly	Definitely	Notes
Runs without bumping into obstacles			
Squats			
Walks up and down stairs holding on			
Throws small ball overhand			
Can get into a child's chair without help either backwards or sideways			
Holds cup with both hands and drinks without spilling much			
Brushes own hair			
Knows where clothes are kept e.g. outdoor coats or shoes.			

Step 9: Communication and language

Language is now really taking off. Your child starts to use lots of new words and you may begin to lose track of how many words and signs they know. Little sentences are now used more frequently, although they may still be difficult to understand. This may be because your child is trying to communicate more than they can express with the language they have. You help extend your child's language by building upon what they're saying and by talking about things that happened yesterday or earlier that day, or events that are going to happen.

At this stage children will be using more of the grammar of the language(s) you're using with them. Grammar is the way language combines signs or words into sentences and changes word or signs to make different meanings. Different languages have different grammars. Your child's language will contain more and more of the features of the language you're using with them. For example, we use 's' on the end of words to describe more than one (plurals) but BSL does not form plurals in this way but may use a sign like 'many' instead. Children will use some parts of grammar early in their development, however this will continue to develop over many years.

You can:

- ask simple questions starting with 'what' or 'where'
- repeat your child's words/signs/sentences adding new information so they can see how a longer sentence can be made - 'nana upstairs' could be 'yes nana's gone upstairs to get some cream for your sore knee'
- Put what you think and what you think your child is thinking about into words – this helps show children how we think about the world around us
- carry out everyday activities in the home together talking about what you are doing. For example, when you're making a meal ask your child to fetch things for you, teach them the names of different bits of food, let them help with preparation and tasting food items, describing what they're like
- make sure your child has opportunities to see others communicating
- continue to spend time talking about books and reading short stories, using pictures to help

By the end of this step

- Children have a large vocabulary and seem much more grown up because they're now able to use little sentences in conversation with their families and others.
- Children are more interested in comments about what they're thinking about or doing.
- Children will pay attention to language and will remember what they've heard and seen before.

Step 9 Social communication and language	Possibly	Definitely	Notes
Commenting or informing by telling someone something <ul style="list-style-type: none"> - people/objects - what's happening 			
Requests objects <ul style="list-style-type: none"> - 'ball please' 			
Requests action <ul style="list-style-type: none"> - 'stop it' - 'want teddy' 			
Requests information – asking simple questions about: <ul style="list-style-type: none"> - people - objects - what's happening and where 			
Responding to adults questions and comments more fully			

Step 9	Possibly	Definitely	Notes
Understanding spoken language			
Recognises most common objects and pictures			
Understands familiar action words, e.g. 'sit down', 'come here', 'stop that'			
Understands more complex sentence, e.g. 'we're going to the shop to buy some new shoes'			
Using spoken language	Possibly	Definitely	Notes
Rapid growth in vocabulary – at least 50 words and becoming more difficult to keep track of new words			
Frequently repeats what they hear, one or more key words repeated			
Uses more little sentences. E.g. 'daddy come', 'there it is', 'me got one'			
Refers to self by name			
Begins to use pronouns, 'I', 'me', 'you'			
Asks simple questions (two/three words plus intonation and or quizzical face)			
Makes statements that: <ul style="list-style-type: none"> - provide information - comment on what the other speaker has just said 			
Starts to know own mind and express this			

Understanding British Sign Language	Possibly	Definitely	Notes
Recognises most common objects and pictures			
Understands more complex sentences E.g. GO SHOPS SHOES BUY			
Using British Sign Language	Possibly	Definitely	
Rapid growth in vocabulary – at least 50 signs and becoming more difficult for family to keep track of new signs			
Frequently repeats signs that they see; one or more key signs repeated			
Starts to combine facial expression and gesture e.g. 'MUM GIVE ME'			
A range of handshapes will be used. E.g. 'curved' – BALL, BALOON CAT 'thumbs up' – GOOD 'bent' - BOX			
Most signs continue to be baby signs			
Makes little sentences by joining signs. E.g. CAT GONE SLEEP KITCHEN			
Uses little sentences by joining signs and spoken words, e.g. 'mum MILK'			
Starts to use signs/gesture for 'no and 'not'			
Starts to talk about how things move using classifier handshapes. E.g. Index finger – people Flat palm – car			
Some fingers spellings, but these are used as a whole rather than 'true spellings' E.g. I-F or S-A-M			

Step 9: Listening and vocalising

At this stage children may be using anything from single words to simple phrases. Sometimes these may be difficult to understand and sounds may be missed out or in the wrong place. It's important to keep a check of developing sounds as they can show whether the child is able to access all the sounds they need for speech, or whether hearing technology and/or other factors need attention.

Children will be fascinated by many things and notice small differences in their usual routine. You can draw their attention to sounds and events around them or make silly mistakes and observe their reaction. Children particularly enjoy anticipatory games, finding games and familiar songs and rhymes. They learn to listen out for key phrases such as 'where is he' and 'I'm coming to get you' and may try them out themselves.

Children also show a developing ability to make sense of some things through listening alone when they are wearing their hearing technology for longer periods of time. This also allows them to overhear conversations and learn about real life experiences. They'll use their listening to take part conversations through turn-taking. They recognise when it's their turn to speak and begin to comment on things others have said.

You can:

- let your child choose books to read and talk about pictures in books and about the stories you are reading
repeat what has been said correctly and then build upon your child's comments, for example, 'Look tat' – 'Yes there's a cat, a big black cat. Sam has a cat, what's his name?'
- talk about events that have happened, are happening or will happen
- use toys, puppets and other objects to encourage interaction
- look and talk about family photos
- play simple anticipation games, encouraging your child to join in, e.g. 'are you ready, steady, go!'

By the end of this step:

- Children may be able to hear the difference between sounds made in a similar position in the mouth, for example 'p' and 'm'.
- They'll be using a wide range of consonants and vowels.

Step 9	Possibly	Definitely	Notes
Listening and vocalising			
Listens with interest to and enjoys the noises adults make when they share books			
Recognises and joins in with songs and actions			
Carries out simple instructions			
Understands 'where's mummy or daddy?'			
Hears when called from another room and responds vocally – (dependent on hearing loss and amplification)			
Identifies known object in simple pictures by listening alone, by looking, pointing, vocalisation, gesture or sign			
Responds to different tones of voice, e.g. 'Give me' as a command or 'Give me?' as a question			
Picks out familiar sound even when it's noisy. E.g. 'bed time'			
Shows awareness of loud and quiet sounds. E.g. may whisper			
Responds to familiar expressions by listening alone. E.g. 'don't touch' and 'come on'			
Identifies known objects in picture book by listening alone			

Step 9 Speech sounds – English	Possibly	Definitely	Notes
<p>Now produces more consonant sounds including:</p> <p>‘p’, ‘d’, ‘b’, ‘t’, ‘g’, ‘k’, ‘n’, ‘m’, ‘w’, ‘h’, ‘f’ ‘ng’ as in song</p>			
<p>Can now produce a wide range of vowel sounds including:</p> <p><u>see</u> <u>put</u> <u>but</u> <u>car</u> <u>caught</u> <u>soon</u> <u>sat</u> <u>sit</u> <u>set</u> <u>not</u></p>			

Step 9: Social development and wellbeing

Children will now be experiencing a wide range of emotions and will be trying to express them. Sometimes it's hard to work out what they're feeling from what they say and do. It's important to show them warmth and affection whilst encouraging them to put their feelings into words.

Children will be developing self-help skills and may begin to take part in dressing themselves, washing, eating and drinking. They also begin to join in with everyday routines like tidying up, or putting away the shopping. Children play happily beside other children and sometimes try to help. They may show some signs of understanding other people's feelings such as patting a person who's sad or upset.

You can:

- share with your child ahead of time about new routines and events or things that happened before
- let your child help with jobs, such as tidying up, placing clothes in drawers, or putting away toys
- model social language such as hello, goodbye, please and thank you
- communicate about your child's emotions – 'Your face tells me you're feeling sad or upset'
- suggest ways to deal with feelings: 'When you feel angry, come and get a grown up for help'
- read stories that explore emotions and discuss them

By the end of this step

- Children express their feelings more freely.
- Children will show that they are more independent.

Step 9	Possibly	Definitely	Notes
Social development and wellbeing			
Demonstrates sense of self as an individual. E.g. wants to do things independently			
Is caring towards others			
Understands that some things are theirs, some are shared and some belong to other people			
Wants to help with dressing and keeping clean			
Notices the similarities and difference between them and others			
Actively draws others into social interaction			
Begins to say/sign please and thank you with prompts			
Talks about causes of some feelings. E.g. why they feel happy or sad			

Step 9: Play and understanding

Children are becoming more organised and they plan ahead what they want to do. They look around for things they need and find them. They look at what other people are doing and may offer them an object. Children enjoy playing with another person and copying their actions, or watching what other children are doing and playing alongside them. They use one object in place of another, like pretending a wooden block is a car. Things that happen throughout the day form a large part of their pretend play.

Children enjoy homemade books like 'My favourite toys' or 'My visit to Grandma's'. They're becoming more interested in drawing and enjoy expressing themselves in this way. They match and sort objects and develop an interest in construction toys which are large and easy to fit together. They can build a tower of six or seven blocks or make a long row.

You can:

- show your child ways in which toys can be used and then let them try them out for themselves
- play throwing games with several people to encourage turn taking
- talk about your child's activities as they're investigating things - pouring water from one container to another or finding out what floats and sinks
- continue to personalise rhymes and activities – include words that are familiar
- let your child help you shop
- play hunting for things, or pretend to hide - these games are now more fun than 'peek-a-boo' or anticipation games
- talk during your child's play - ask about what the toys are doing and what's going to happen next and extend your child's play by introducing or sharing ideas

By the end of this step

- Children play side by side with other children, often copying the actions and sequences of their play.
- Children use early concepts such as quick, slow, closer, further, first and last.
- Children start to take some responsibility for tasks and they're proud of this.
- Children may use one object to represent another if the real object isn't there.
- They test out ideas in their pretend play.

Step 9	Possibly	Definitely	Notes
Play and understanding			
Becomes more organised, gathering together the toys they want to play with. E.g. collecting pretend food for meal			
Uses one object to represent another in pretend play. E.g. uses a lid as a cup			
Dresses up in other's clothes or uses found materials			
Imitates longer sequences in play e.g. pretends to make tea			
Plays lots of interactive games with adults or older child, may involve running, hiding or chasing			
Plays alongside other children and will occasionally allow them into their play. E.g. shares a toy			
Copies the actions and sequences of other children's play			
Builds tower or row of six or seven blocks			
Uses one object to stand for another			
Scans pages of books looking at detail on pictures			

Step 9: Physical development

Children are now more aware of the signals their body gives them such as needing to drink, eat or go to the toilet. Children will also become more adventurous in their play. They will start to push and pull things and be more physically active including jumping, throwing, catching and kicking.

You can:

- kick a ball to each other
- help your child to ride a small-wheeled toy
- provide objects to climb over, under or go around
- offer toys which can be pushed or pulled
- provide a range of different sizes containers with lids, so your child can remove the lids and place containers inside each other
- allow your child to take off shoes, hat, and socks and encourage them to put them on
- encourage your child to drink from a cup, then put it on the table

By the end of this step:

- Children have developed a range of self-help skills including drinking, feeding and dressing.
- Children have a wide range and variation in their 'athletic ability.'

Step 9	Possibly	Definitely	Notes
Physical development			
Runs safely on whole foot, stopping, starting and avoiding objects with ease			
Squats steadily to rest or play with an object, and then rises to feet without using hands			
Hold pencil between thumb and two fingers, no longer using a whole hand grasp			
Feeds self competently with spoon			
Drinks without spilling contents of cup			
Can put on a hat and slip on shoes			
Unzips a coat or jacket			
Indicates need for toilet			

Step 10: Communication and language

Children are using longer sentences and begin to experiment with grammar. It's perfectly normal to see a range of correct and incorrect grammar at this time as children learn how words fit together. It's important to allow children time to work out the complex rules and experiment as they use new words and express meaning. This is developmentally normal and an essential part of learning.

Children are now using their language in more varied ways as they come into contact with more people and have more needs. In addition their language becomes part of their play. This is the time when rhymes and stories come into their own. Building upon what your child has said continues to be important.

Children spend a lot of time listening and watching others conversations – however sometimes if they're busy they may not pay attention to what you're saying or signing. Children still need time to switch their attention from their own task to a new activity of an adults choosing but with encouragement and support they learn to shift their attention between various things and events. When they're paying attention, they can now answer questions more fully and will also your questions.

You can:

- discuss events, what you're going to do, where you're going or what you've done - remember to talk about thoughts and feelings
- let your child choose what they want to do or play
- use books to tell longer stories which include fantasy elements such as fairy tales - use the pictures and see if your child can tell you the story
- watch TV, DVDs and, videos online together and discuss what you've seen
- continue to build upon what your child says/signs -this shows you're understanding and valuing what they're communicating and also helps them to hear/see a more grown up version of their language
- help your child get their needs met using language, for example, if they want to play a game or with a toy, discuss what they could say to another child and model it for them

By the end of this step:

- Children understand much of what families say or sign.
- They use longer sentences and more parts of grammar.
- They use language to express many different meanings.

Step 10 Social communication and language	Possibly	Definitely	Notes
Protests or rejects. E.g. 'don't want' and 'no going'			
Greets – says/signs social greetings			
Imagining. E.g. Talking to an imaginary friend or acting out imaginary play			
Predicting what will happen next. E.g. What will happen if you touch that?			
Projecting. E.g. If something is broken 'mummy cross'			

Step 10 Understanding spoken language	Possibly	Definitely	Notes
Shows understanding of prepositions such as 'in ' and 'on'			
Some understanding of quantity. E.g. one/all			
Understands size difference. E.g. big/small			
Will point to smaller parts of the body. E.g. chin, elbow, eyebrow			
Answers simple questions. E.g. What's your name?			

Step 10	Possibly	Definitely	
Using spoken language			
Uses longer sentences (three to four words). E.g. Mummy goes shops now			
Uses appropriate intonation to ask one or two word questions			
Uses language to ask and find out about things			
Uses language during play activities including when they are alone			
Uses language to ask for help. E.g. washing hands			
Uses different verb forms. E.g. play and played			
Uses several pronouns correctly. 'I', 'me', 'you'			
Uses plurals. E.g. 'cats'			
Uses set phrases. E.g. 'mine', 'wanna'/'canna'			
Uses negatives. E.g. 'no', 'not', 'no more'			
Uses over 200 words			

Step 10 Understanding British Sign Language	Possibly	Definitely	Notes
Some understanding of quantity. E.g. 'ONE/MANY			
Understands size difference. E.g. 'BIG/SMALL			
Understands sentences with location descriptions. E.g. 'DOG IN BOX			

Step 10 Using British Sign language	Possibly	Definitely	
Able to use signs with more difficult handshapes. E.g. ASK, CHOCOLATE , AEROPLANE			
Use question signs with appropriate facial expressions E.g. 'WHO?' 'WHAT ?'			
Use language to ask and find out about things			
Use language during play and activities, even when alone			
Use language to ask for help. E.g. washing hands			
Consistently combines sign and pointing to person. E.g. 'YOU CAR?'			
Uses pointing to indicate pronouns – 'YOU, HE, 'SHE. May reverse 'YOU and 'I'			
Uses the sign 'MINE			
Use negatives as set phrases. E.g. 'DON'T KNOW', 'DON'T LIKE'			
Begins to direct some action signs towards the person or things it belongs to. E.g. 'LOOK YOU' 'GIVE YOU'			

Length of sign changes with meaning. E.g. 'DRIVE'(longer movement), 'CAR' (shorter movement)			
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Step 10: Listening and vocalising

Children love to join in with simple activities such as washing up, making sandwiches and helping mend things. These all provide opportunities to listen and share language. The child's interest in the world and what's happening allows many opportunities for them to listen to others and see how language works. They meet many more people now, who may not always understand them. Making sure your child is wearing their hearing device for as much time as possible as this helps them to adapt and adjust the sounds that they make to be more like those around them.

The games you play and the stories you share at this time will often have a repetitive elements and lots of direct speech, for example, *Goldilocks and the Three Bears*. Opportunities to listen to key language and adjust the way they speak means they may talk in the different bears' voices. They'll notice when you get things wrong - this shows that their auditory memory is developing.

You can:

- encourage your child to deliver messages
- encourage friendships with other children and support communication
- play hide and seek with objects by hiding them under, on top, behind and help your child to find them
- give a warning before expecting your child to change their focus of attention on something else
- wait until your child's attention is focused on you before you speak
- give directions and information immediately before something's due to happen - when you're about to go out talk about where you're going and what you'll need

By the end of this step:

- Children can now shift their attention from their own activity to another one and back again with help or prompt from an adult.
- Children are still single-channelled, for example, they can't listen to an adult's directions about something else whilst they're playing
- Children are interested in the world and may well be asking 'why?' questions
- Children notice if you make a deliberate mistake when telling a favourite story or in parts of a favourite rhyme.

Step 10 Listening and vocalising	Possibly	Definitely	Notes
Answers simple familiar questions by listening alone. E.g. 'Where's the?' and 'What's that?'			
Follows two part requests. E.g. 'Can you pick up the ball and give it to mummy?'			
Recognises and responds to many familiar sounds. E.g. Knows when it's a fire engine			
Listens to music and knows when it is on or off. E.g. When the radio is on			
Enjoys dancing to music and does this rhythmically			
Responds to yes/no questions by listening alone. E.g. 'Do you want more?'			
Waits when told 'in a minute'			
Identifies some action words by listening alone. E.g. 'Who's jumping?'			
Fills in the missing word or phrase in a known rhyme, story or game			
Notices a deliberate mistake in a story or rhyme			
Respond to simple two part instructions. E.g. 'Get your shoes and put on your coat. '			

Step 10 Speech sounds-English	Possibly	Definitely	Notes
Produces more accurate consonant sounds in words including: 'p', 'd', 'b', 't', 'g', 'k', 'n', 'm', 'ng' 'w', 'h' 's', 'f', 'v'			

Step 10: Social development and wellbeing

The boundaries of children's world are expanding although they still need the security of their families in new situations. They're curious about people and often 'people watch' and imitate their behaviours. They're growing more independent, particularly with feeding, dressing and toileting and defend their own space and toys.

Children can now be involved in everyday routines out in the wider world like putting shopping in the supermarket trolley. They may still get frustrated when they can't communicate what they want to say. At the same time they're more likely to show affection and concern for other people.

You can:

- share quiet times together by reading, telling stories, or cuddling
- give lots of praise for positive behaviours, like helping to find or fetch something
- move your child to a quieter place when they're having difficulty coping with emotions
- encourage pretend play with dolls and stuffed animals to help practice emotional responses
- allow your child to do things by themselves, such as getting dressed and helping with jobs
- read books that show how children or animals experience a range of emotions and have conversations with your child about how characters may be feeling and what they may be thinking
- discuss how your child's behaviour may affect others – 'You took away Tom's toy, I think this made Tom feel sad'
- let your child know ahead of time when you will be interrupting play to help them refocus their attention

By the end of this step:

- Children are intensely interested in the world and people around them and share an activity with others for increasingly longer periods of time.

Step 10	Possibly	Definitely	Notes
Social development and wellbeing			
Responds positively to a variety of familiar adults			
Shows affection towards other children and younger siblings			
Maintains attachment with special people. E.g. shows affection, prefers to interact with them and uses them for comfort and security			
Shows understanding of some rules and routines			
Uses others as a source of information by asking questions			
Makes choices that involve challenge, when adults ensure their safety			

Step 10: Play and understanding

Children enjoy pretending to be another person, usually someone in the family or the family pet. They copy the way they act and talk and may dress up as them. Sometimes children invent an imaginary person or imaginary friend that they communicate with. They use imaginary objects as well, for example, pretending to drive the car or eat food. Children give objects a role, for example, teddy will hold out his arm for the ball. When they play their actions follow an order like having a bath, brushing their teeth, story time and bed. This growing sense of order helps them to structure and develop their language and extends their memory span.

Construction activities become increasingly elaborate and children are able to use small blocks to create towers and sometimes bridges.

You can:

- get involved in imaginary play – your suggestions will help to extend and develop ideas
- notice that sometimes your child will want to lead or do their own thing
- share stories about the familiar events in their lives, discuss past and future events
- choose books with colourful and realistic pictures - your child can now observe details in more complex illustrations
- use junk modelling and construction toys to create imaginary games
- provide lots of crayons and pencils and paper for pretend writing so your child learns that mark making can be meaningful
- invite your child to help with simple cooking jobs, for example, stirring cake mixture

By the end of this step:

- Children perform a variety of play sequences with the same toys. E.g. cook with play food, tidy up, put toys to bed. They remember whole sequences and actions.
- Children begin to have a sense of time, for example, understanding 'later' and 'tomorrow'.
- They acquire new skills from watching 'talk' between and with other children and benefit from opportunities to be with them.
- They watch and observe people and events very carefully.
- They want to do everything for themselves even if they can't, refusing help.

Step 10	Possibly	Definitely	Notes
Play and understanding			
Adopts voice or manner of another person, or animals in play. E.g. moves like a cat and meows			
Uses others' belongings in pretend play. E.g. bag, brush			
Creates imaginary objects, characters and scenes during play. E.g. Pretends to put shopping through the till			
Begins to include another child in their play sequence			
Play actions follow a specific order. E.g. packing bags, putting them in car, travelling to Grandparents house			
Shares books with adult or other child, making comments on the events, characters and illustrations			
Participates in creative activities telling you what they have made: <ul style="list-style-type: none"> - using blocks, dough, paint - cutting and pasting - cooking - drawing - making music/sounds - simple jigsaws 			
Enjoys turn-taking play with ball			
Can kick and catch a large ball			
Begins to develop a sense of time. E.g. understands terms such as 'later', 'tomorrow' and 'yesterday'			
Appears to be more organised in approach to solving problems			
Begins to understand explanations and reasons given by others			

Step 10: Physical development

Children now have improved coordination. They can negotiate objects whilst running and will try out outside play equipment by themselves. Children need plenty of exercise and lots of opportunity to develop their bodies and movement skills.

You can:

- spend lots of time playing outdoors in safe places, try running and kicking balls
- encourage your child to try new movements, such as jumping, rolling, stretching, marching, and walking
- set up some plastic bottles for bowling pins so your child can knock them down with a ball
- play simple movement games where your child can stop and go, change directions, and move quickly or slowly

By the end of this step:

- Children can walk backwards and sideways and run without falling.
- They can copy – drawing up and down, side to side and horizontal lines.
- They can build a tower of seven or more blocks.

Step 10	Possibly	Definitely	Notes
Physical development			
Pushes and pulls large toys			
Can kick a large ball			
Can stand on tiptoe when holding onto something			
Can build a tower with seven or more cubes			
Fits small shapes and objects into holes E.g. posting activities			
Shows control in holding and using books and mark making tools			
Uses one hand more than the other			

Step 11: Communication and language

Children are becoming better at communicating; they understand language well, have a large vocabulary and can produce more complex sentences. Their language is much clearer and usually they can be understood by people who do not know them well. Many of the 'little' words in English have started to appear, for example, 'is', 'am', 'do', 'a', 'of', 'the.' Children use language to get what they need and are able to negotiate with others, for example, sharing toys.

Children's use of language widens considerably and they begin to offer simple explanations for their behaviour. Because of the developments in their play, they use language for imaginative proposes and to engage others in their play. They really enjoy stories whether told or shared from books, singing and rhymes, action games and hide and seek. Children use their language to establish their identity and to express their will. They may still make mistakes as they're still learning about the meaning of certain words and how and when to use them.

You can:

- continue to communicate with your child - respond to their questions, requests, comments and observations
- help them to find out the answers to their questions through descriptions and explanations
- help them to further explore the world around them by providing opportunities to play and communicate with other children and discussing what each day holds
- encourage your child to describe the pictures and objects they've created
- continue to read stories together - remember to talk about the characters and events including how the characters may be feeling
- tell and retell stories and encourage your child to do so as well
- collect items from everyday experiences and put them in boxes or scrapbooks to discuss and share together or with others
- make things together - cooking, junk modelling, in the sand tray or cutting and sticking with found materials. While you're doing this talk about what you're doing and what you're going to make.

By the end of this step

- Children are now skilful communicators, able to express their needs to others, often independently of their family.
- They're beginning to use more complex grammar and experiment with the rules of language, for example, 'go' and 'goed' instead of 'went.'
- Children show a keen interest in everything around them and have a huge capacity to take in new ideas.
- They now use language to help them understand the world, for example, by asking lots of questions or talking alone during play.

Step 11 Social communication and language	Possibly	Definitely	Notes
Uses language for: <ul style="list-style-type: none"> - giving reasons - negotiating - playing with others - directing others - telling others about things 			

Step 11 Understanding spoken language	Possibly	Definitely	Notes
Understands prepositions 'under', 'on top', 'behind', 'next to.'			
Understands use of objects. E.g. What do we use to cut with?'			
Understands objects by description. E.g. 'wet', 'dirty'			
Understands all pronouns. E.g. 'they', 'he' 'she' 'him' 'her'			
Follows instructions and accepts direction when not focused on an activity			
Using spoken language			
Starts to find the correct volume to talk at			
Speech is more accurate although word endings may still be left off			
Uses ups and downs in tone of voice for questions. E.g. 'Where's my ball gone?'			
Changes speech according to the person being spoken to. E.g. Simpler words with younger children			
Answer's what, where, yes/no questions. E.g. 'What is she doing?' 'Where is the dog?'			
Retells a simple past event			

Uses several sentences linked with 'and'			
Begins to use plurals E.g. add 's' to the ends of words			
Uses a range of verb forms. E.g. 'play', 'playing', 'will play', 'played'			
Answers questions more fully, using two or more sentences in response to: e.g. 'tell me about your dog.'			
Uses possessives. E.g. 'the boy's teddy'			
Retells a simple story – recalling events and characters			

Step 11	Possibly	Definitely	Notes
Understanding British Sign Language			
Understands all pronouns, I YOU HE SHE WE YOU THEY			
Understands plurals through number and repetition of classifiers			
Using British Sign Language			
Uses first person reflexive- MYSELF			
Uses many signs which have difficult handshapes and movements. E.g. 'AEROPLANE, FOX'			
Some handshapes still inaccurate, especially those involving any of the three outer fingers. E.g. 'BAD, ASK'			
Able to contrast objects and things through classifiers. E.g. animals versus humans			
Uses many verbs with movement towards an object or person as well as towards self. E.g. 'LOOK AT ME'			
Uses plurals in BSL through number and repetition of classifiers. E.g. 'CAR MANY' or 'CAR 3x' with flat hands			
Uses all pronouns. 'I' 'YOU' 'HE' 'SHE'			
Able to retell simple past events. E.g. 'DOG RUN THERE'			

Step 11: Listening and vocalising

Children show that they're able to work out what will happen next in stories, rhymes and everyday experiences. This is an important skill and children may correct you if you mention objects or events in the wrong order. This is called auditory sequencing and children need to be able to do this to retell stories or remember songs and rhymes. Children use this skill in their future learning as well as at home. You can support them by retelling stories with them or explaining how to do things or make things.

Children are now able to break their focus, listen and then return to their activity. They show that they're listening by responding appropriately to simple instructions even when they are not looking at the speaker. They imitate the noises families make and the words and phrases they use. Children also enjoy music and rhymes and repeat small parts.

Children who use hearing devices may find learning through listening difficult in noisy environments, such as when the TV or washing machine is on, or outside near the road. Try to keep close to your child and if possible reduce the noise levels either by turning off the TV or moving away from a noisy road. Being able to see your face is also more important in noisy conditions.

You can:

- discuss with your child the activities they're involved with and everyday things around the house
- encourage your child request things, such as when you're out shopping
- read books with lots of repetition that your child can join in with, for example, 'We're Going on a Bear Hunt'
- play games so your child develops their ability to listen to and follow simple instructions, e.g. 'Simon Says' and 'musical statues.'
- explore a variety of musical toys and practice making rhythms and copying them

By the end of this step

- Children are able to hold a simple conversation.
- They can break their own focus, listen and return to the activity.
- Children can respond to simple instructions through listening alone.
- They imitate the noises families make and that words and phrases they use.
- Children repeat parts of songs and rhymes.

Step 11 Listening and vocalising	Possibly	Definitely	Notes
Listens eagerly to stories and demands favourites again and again			
By listening alone can identify a picture or object with three key words. E.g. 'big girl jumping'			
Notices if parents makes the wrong sounds in relation to a picture			
Listens carefully to other speakers in order to join in with conversation			
Concentrates and listens for more than two minutes and responds appropriately to things that have been said			
Remembers phrases from stories and rhymes and uses them appropriately			
Recognises the tunes of familiar songs and rhymes and joins in			
Remembers a short list of objects or names (three or four words) E.g. 'I went to the shops and bought a hat, a dog and a sausage'			

Step 11 Speech sounds – English	Possibly	Definitely	Notes
Produces wider range of consonant sounds in words more accurately: 'p', 'd', 'b', 't', 'g', 'k', 'n', 'm', 'ng' 'w', 'h', 's', 'f', 'v', 'l'			

Step 11: Social development and wellbeing

Children are increasingly confident in their familiar world. They have a growing awareness of how their actions impact on others and understand how others expect them to behave. Children are learning to wait and they're beginning to understand that they cannot always have what they want, when they want it. Children enjoy communicating to share ideas and include others in their play. This shared play shows an understanding of everyday routines and events.

Children are now more able to cope with being apart from their family and for longer periods of time. Families continue to build a secure relationship with their children by showing warmth and affection, praising their successes, being consistent with expectations and boundaries and building trust. Children at this stage of development often have fears and worries which may appear silly to an adult, but are very real to them. When you listen and take your child's fears seriously, it helps them to develop confidence and trust and meet future challenges.

You can:

- provide opportunities to play with other children
- encourage your child to wash, dress and feed toys to teach caring for others
- encourage imaginary play and join in with questions –'Is the tea ready?'
- stay nearby to help your child and solve problems while playing with other children
- praise your child's new skills and when they do something without help
- accept your child's feelings and talk about them
- give and use words for feelings: 'disappointed,' 'hurt,' 'thrilled,' 'excited' and discuss your own feelings simply
- sing songs and read stories about emotions - talk about the characters and ask your child why the characters might feel that way.

By the end of this step:

- Children enjoy imaginative play with other children.
- They're more able to control strong feelings.
- They're able to separate from their families in new situations, although they may be upset at first.

Step 11	Possibly	Definitely	Notes
Social development and wellbeing			
Seeks out others to share experiences			
Beginning to be able to share on occasions			
Recognises self in mirror or photo			
Shows concern for others when they're upset			
Willingly takes part in activities which are about looking after themselves			
More confident in new situations although may still seek reassurance			
Participates and helps with familiar routines with help from adult			

Step 11: Play and understanding

Children continue to play near other children, watching what they do and copying their actions. They may offer children things in a helpful way – this is the beginning of playing together. Children still act out familiar events and routines, but they love to surprise you by introducing unexpected elements into familiar games. A game can grow out of anything, but playing the same games again and again in different forms allows your child to find out about objects, practice key language and build strong relationships based on love, fun and trust.

Children now make marks on paper, using a wide variety of tools. They add in their knowledge of size, colour, shape and texture. Their ability to use their hands continues to develop and they're much better at opening and closing toys and handling small objects. They're less likely to flit from one activity to another, instead they try out a variety of activities with a small number of toys.

You can:

- show different ways of playing with toys and materials - use every day events to form a starting point for your shared play
- play hide and seek, hunt the teddy and build on a child's curiosity, interest and anticipation of what is to come
- rhymes and stories can be used as a starting point for pretend and role play - you could be the Big Bad Wolf or Goldilocks
- as you walk to the shops or school talk about what you can see
- play finger games and counting games
- explore local groups for children of a similar age.

By the end of this step:

- Children enjoy having familiar books read again and again. They're able to follow short stories containing two or three main events.
- Play is likely to be highly imaginative and may involve pretend friends and characters.
- They can pretend to be people, animals and recreates stories.
- Children now play with others and enjoy the company of children of a similar age.
- Their drawings begin to represent objects and people, for example, a person with head and legs.

Step 11 Play and understanding	Possibly	Definitely	Notes
Begins to play around with familiar routines. E.g. May pretend to fill the bath up with milk			
Uses toys as partners in play, talking to them and telling them what to do next			
Uses one object to represent many different things. E.g. scarf could be a blanket, dress or cloak			
Imaginary play involves lots of detail and several linked actions. E.g. Getting undressed, washed, putting on pyjamas, having a story			
Dresses up as different people			
Builds 'stories' around toys. E.g. animals getting stuck in gap between cushions on chair and needing rescuing			
Uses construction toys to build and make things and objects			
Asks increasingly detailed questions to find out information			
Displays curiosity about the world by looking intently at objects, events and people			
Understands consequences of actions and begins to give reasons.			

Step 11: Physical development

Outdoor activities that develop physical skills are important at this stage of development. Children play outdoors for extended periods of time particularly if there are other children and adults present.

You can:

- set up a big target for your child to aim at when throwing or kicking a ball
- be physically active with your child by doing things like playing catch or creating a simple obstacle course with blocks and hoops
- provide colourful scarves to move and dance with - show your child movements like galloping and twirling by playing 'follow the leader'
- show your child pictures of different animals and see if you can move like them together
- let your child turn the pages of the book while you're reading
- provide different kinds of dress up clothes with buttons and zips
- show your child safety rules and explain how to use playground equipment carefully

By the end of this step:

- Children now climb the stairs with one foot on each step.
- They kick a ball so it sometimes goes where they wants.
- They take part in circle games and songs with many players.
- They play with different materials such as connecting straws, snap blocks, or folding paper.
- They can put on and take off clothes.

Step 11 Physical development	Possibly	Definitely	Notes
Can walk downstairs whilst carrying a toy			
Negotiates obstacles when pushing toys			
Can stand on one foot for a short period of time, when shown			
Walks backwards, forwards and sideways			
Can catch a large ball			
Increasing control over physical movements E.g. riding a bicycle, kicking and throwing a ball and climbing outdoor equipment			
When mark making can form an 'X' and a horizontal line			
Eat individual pieces of food from a tub or box with lid			
Begins to fold paper and cut it with scissors			
Can build a tower of 10 or more cubes			

Summary sheets

Summary sheet: Step 1

Communication and language		Listening and vocalising		Social development and wellbeing		Playing and understanding		Physical development	
Vocalises. E.g. gurgles and coos to communicate when happy		Shows a reaction to sound by changing behaviour/actions		Smiles when drowsy or asleep		Watches an object moving in front of their face at close range (20 cms)		Sucking is strong and rhythmic and swallowing happens at the same time	
Cries to express needs. E.g. when hungry or in discomfort		Recognises and is most responsive to a familiar voice.		Moves hanging rattle or soft toy while moving arms and legs		Stills or becomes more active in response to touch 'games'		Opens mouth to feed when corner of mouth is touched	
'Copies' facial expressions and mouth shapes.		Shows awareness of voices close to them (usually less than one metre) by a change in behaviour.		Smiles in respond to touch and sound				Can lift head from side to side when lying down	
Looks intently at nearby faces (approx. 20 cm)		Arm, hand and legs movements may match rhythm of speakers voice		Smiles or quietens to familiar voice or face				Makes large movements with all limbs	
Attention is held when you use: <ul style="list-style-type: none"> lively facial expression 		Sensitive to tone and rhythm of voices – livelier to happy sounds,		Shows interest. E.g. smiles at interesting object or new experience				Active arms and legs but with arms more active than legs	

• child-directed speech		unsettled by loud/sad voices						
Smiles or quietyens to familiar voice/face		Startled by loud noises (door, vacuum, washing machine)					Closes eyes to bright light	
		May be soothed by particular music or songs						

Name..... D.O.B.....

Summary sheet: Step 2

Communication and language		Listening and vocalising		Social development and wellbeing		Playing and understanding		Physical development	
Increased range of sounds/cries to show enjoyment, hunger, tiredness, pain and to gain adult attention		Shows they're aware of sounds by changes in behaviour		Maintains eye contact during interaction with familiar person		Watches a moving object or person		Able to control head when supported in an upright position; head does not flop forwards or backwards	
Makes mouth movements when talked to		Turns eyes and or head towards voice/sound		Smiles and makes sounds in response to eye contact		Looks from one object to another and back again		When lying on tummy lifts head up and uses forearms to support	
Laughs to express pleasure		Reacts differently to soothing and negative tones		Responds when talked to		Look around a room, visually scanning for new and interesting objects and events		Sits with firm back when supported	
Makes and copies non-speech sounds such as coos, raspberries, grunts and squeals		Is noticeably more active when listening to voices/sounds in quiet surroundings		Gains physical and emotional comfort from snuggling in		Moves arms and legs and laughs when played with		Kicks legs vigorously, alternate legs	
Watches speakers/signer's face		Likes listening to music		Makes sounds or smiles to initiate social interaction		Explores hands and fingers and watches them		Closes hand firmly around objects placed in palm	

carefully (up to 30cms)								
Begins to maintain eye contact for longer periods of time during interactions		Enjoys rattles and sound making toys		Recognises and is most responsive to familiar family members		Uses movement and senses to focus on, reach for and mouth objects		Puts hand on breast/bottle when feeding
Responds when talked to. E.g. moves arms, legs, or body and changes facial expressions		Shows an awareness of own voice		Calms from being upset when held, rocked spoken or sung to		Uses hands and mouth to explore objects		Sleeps more at night than during the day
Makes noises back when talked to by family. Most responsive to smiling face and happy tone of voice		May make vowel sounds				Stares at pictures. E.g. photos of familiar faces, and tries to touch them		Visually alert
Looks briefly from one object to another. Objects maybe moving or still. This is known as 'shifting visual attention'		Makes more varied sounds time when 'talking to' or taking turns with a familiar person				Begins to understand cause and effect. E.g. foot knocks mobile, mobile moves		
Vocalises for longer and makes 'talking' to		Responds to everyday sounds when wearing hearing technology						

or turn-taking with a familiar adult		without startling or showing distress							
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Name..... D.O.B.....

Summary sheets: Step 3

Communication and language		Listening		Vocalising		Social development and wellbeing		Playing and understanding		Physical development	
Reaches towards objects/people		Shows awareness and discrimination of happenings and events in their environment. E.g. searches when they hear a familiar person come into the room.		Uses voice to make contact with people and keep their attention		Uses voice, gesture and eye contact/facial expression to make contact with people		Responds to facial expressions of happiness and sadness, e.g. copies an adult smiling or frowning		Rolls from front to back and back to front	
Puts arms up to be lifted		Looks puzzled or changes behaviour when they hear something new, different or unexpected		Laughs and squeals		Wary of new people and events		Interested in small objects or the detail of a toy, for example gaze at small beads in a rattle		When lying on back, lifts legs into vertical position and grasps a foot, and may play with toes	
Uses voice, gesture and eye contact and facial expression to make contact with people and keep their attention		Prefers child-directed talk and vocalises more. Shows less interest in talk between adults		Begins to use some of the vowel and consonant sounds found in the		Laughs and gurgles		Reaches for or grasps objects		Raises head and chest when lying on tummy	

			home language						
Shows understanding that familiar objects are related to actions and events. E.g. gets excited upon seeing a spoon as it's a signal that food will appear		Coos or stops crying in response to music with a strong beat	Makes sounds for pleasure, e.g. vocalises with tuneful voice for minutes at a time to self when in bed or at play		Shows an emotional response to other people's emotions. E.g. smiles when smiled at and distressed if another child cries		Moves limbs, laughs in anticipation of being lifted		Puts arms up to be lifted
Responds differently to certain voice patterns and facial expressions		Recognises familiar environmental sounds	Changes sounds and enjoys listening to the difference. This is auditory feedback, that is listening to and monitoring own voice		Likes cuddles and being held.		Shows turn taking, through body language and sound making, when playing games		Bounces up and down

Follows adult's pointing gesture, head turn or eye gaze		Beginning to discriminate between: -fast and slow sounds -loud and quiet sounds -long and short sounds (shown by changes in behaviour, searching, movement)	Vocalisations start to sound like the child is talking to you, even though you can't understand what they are saying yet.		Shows pleasure at return of familiar adult		Manipulates objects by banging, shaking and turning		Uses whole hand to grasp objects	
Very early imitation of adults, for example, opens arms, when adult holds arms wide		Beginning to relate a sound heard to the object making it	Vocalisation increase when using hearing technology				Passes objects from hand to hand		Passes toys from hand to hand	
		Enjoys playing with noise making toys and objects and repeats action to make sound again					Smiles at image of self in mirror, but may not realise this is them		Reaches out to objects to try and grasp them at a distance of 15cm to 25cm	
		Turns quickly to familiar voice across a room					Predicts or anticipates familiar activity			

								<ul style="list-style-type: none"> - opens mouth for food - notices if familiar game is changed 			
		Responds to the different tones of your voice (tone of voice helps understanding)									
		Listens to familiar voice even if the person can't be seen									

Name..... D.O.B.....

Summary sheets: Step 4

Communication and language		Listening		Vocalising		Social development and wellbeing		Playing and understanding		Physical development	
Vocal babble and/or hand babble emerges		Ignore sound/voice while concentrating on something else: listening selectively		Begins to imitate the voices of others especially the vowels and intonation ('ups' and 'downs' of speech)		Smiles at image of self in mirror, shows a developing awareness of themselves and others		Bangs two toys together or pushes buttons for something to happen		Sits unsupported on the floor	
Uses voice or gesture to <ul style="list-style-type: none"> - attract attention - ask for things - refuse 		Listens increasingly to own voice and sounds		Shouts to attract attention, listens, then shouts again		Uses voice or gesture to attract attention or refuse something		Knows whose turn it is in familiar turn-taking games. E.g. shows excitement as their turn is coming up or waits for adult to take their turn		When sitting can lean forward and pick up small objects	
Uses two gestures or gesture and vocalisation to:		Practises sounds over and over in different tones, lengths, volumes		Communicates friendliness or annoyance		Recognises and responds to others feelings		Play give and take games with an object. E.g.		Pulls to standing, holding onto furniture or	

<ul style="list-style-type: none"> - attract attention - ask for things - refuse 		and combinations (auditory feedback)		through vocalisation			pass a toy if a hand is held out		person for support	
Uses voice and or gesture to join in with familiar rhyme or game		Listens to the conversations of others. E.g. turns head/looks towards the speaker		Vocalises frequently – sounds are practised for fun		Adapts to care-giving routines. E.g. allows clothes to be put on.	Can release toy from grasp if attention distracted		Can move from sitting position to hands and knees (crawl position)	
Recognises and responds to their own name. E.g. looks up		Enjoys singing, rhyme and games		Voice is tuneful and expressive		Starting to become aware of other children. E.g. watching and smiling or moving closer to them	Actively explores toys using all senses		Picks up toy without losing balance	
Eyes move together to look at or watch people and objects		Begins to anticipate actions such as tickles from the sound and rhythm of songs and rhymes		Voice starts to have the tone and rhythm of the language spoken at home		Shows more emotions and feelings	Reaches out to mirror image or smiles. May not realise that image is themselves.		Passes toy from hand to hand	
Looks at an object and then back to direct attention to it		Responds to music by swaying and bouncing		Voice babble is increasingly speech-like, containing consonants		Laughs with favourite people and during games	Handles book, turning several pages		Starts to pick up things between thumb and finger	

			and vowels such as 'ba ba' and 'gaga'						
Follows another's gaze to an object and sometimes shows interest in it – joint attention.		Begins to copy rhythm and actions of rhymes and songs	Uses consonants with a vowel sound. E.g. 'ba' and 'um'		Likes to be close to an adult but wary of strangers		Reacts to an audience. E.g. repeats action/activity which is positively received		Looks for a fallen or partially hidden object
Reaches towards people and objects		Vocalisations increase when using hearing technology	<p>Tries lots of ways of making consonants in babble:</p> <p>most common:</p> <ul style="list-style-type: none"> - 'b' 'd' 'g' <p>less common</p> <ul style="list-style-type: none"> - 'm' 'n' 'ng' - 's' 'sh' 'f' 'th' - 't' 'p' 'k' 						

Summary sheets: Step 5

Communication and language		Listening and vocalising		Social development and wellbeing		Playing and understanding		Physical development	
Uses voice/sign/gesture to direct attention to objects and people, as well as themselves		Locates the direction sounds come from. E.g. turns head or looks towards sound		Is more visibly aware of others' feelings		Creates variations on familiar games		Crawls, bottom shuffles or rolls continuously to move around	
Follows through eye gaze or head turning when an adult points to near objects		Recognises and understands what's going to happen through rhythm and intonation of speech. E.g. 'let's go,' child looks towards door or 'bedtime,' child looks towards stairs		Gazes at a picture of self		Watches toy being partially hidden and finds		Throws toys or objects deliberately	
Begins to point to objects, self and others close by		Responds to key words in play. E.g. 'where's the ball?' Child looks for the ball		Likes to be close to adult and may cry or try to follow (by looking, reaching or crawling) when familiar adult leaves room		Rolls object to one others		Opens mouth for spoon	

Makes it clear through gesture/sign/vocalisation when they want something to happen again. E.g. play a game or more food		Understands a few familiar words or phrases by listening alone. E.g. 'clap hands,' or 'I'm coming'		Seeks to gain attention in a variety of ways, drawing others into social interaction		Puts toys inside each other. E.g. brick in bucket		Holds own bottle or cup	
Continues to enjoy give and take games but these become more complex		Understands the meaning associated with some environmental sounds. E.g. hears a car and looks towards front door expectantly for family member		Builds relationships with special people. E.g. by showing affection or holding attention by vocalising		Knows that different toys are played with in different ways		Picks up small objects between thumb and finger	
Uses own gesture with or without voice. E.g. sad face plus vocalisation to mean unhappy or reaching out with an open hand to request more		Relates symbolic sounds such as 'meow' or 'brm brm' to an animal, object or toy		Shows stranger anxiety: needs reassurance from parents when with strangers		Enjoys knocking down towers built by adults		Stretches out with one hand to grasp toy if offered	
Copies and uses gestures spontaneously as part of (or to find out more about) games and familiar routines. E.g. clapping hands, waving and blowing kisses		Recognise the voices of key adults/children in their life		Points to draw other people's attention to things of interest		Uses objects to imitate and copy adult's actions with toys		Knows where a moving object is likely to go and looks there	

Shows interest and pays attention to what people do or say for longer periods of time		Imitates and joins in the babble of others		Shows interest in the activities of others and responds differently to children and adults		Understands how familiar objects are used. E.g. pretends to drink from empty cup			
Understanding spoken language		Speech sounds - English				Stays absorbed in activities for at least 30 seconds			
Responds to own name by turning or looking up at speaker when name is called		Short vowel sounds are now well established including: - lip - cat				Recognises pictures of things in own experience. E.g. may pat picture of baby and then go and get own doll			
Understands names of some common objects. E.g. picks up or points to toy when named		Uses consonants in babble including - often 'm', 'p', 'b', 'd', 't', 'n', 'g', - less often 'k', 'w', 'h', 'f', 'r', 's', 'z', 'l' sh as in <u>sh</u> oe th as in <u>th</u> ink							

		th as in <u>the</u>						
Stops what they're doing in response to 'no'		<p>Makes a range of contrasting sounds</p> <p>Contrast in voicing - 'p' vs 'b'</p> <p>Contrast in place - 'p' vs 'k'</p> <p>Contrast in manner 'p' vs 'm'</p>						
Hands over object when asked to, 'give me' – prompted by open hand gesture								
Using spoken language								
Copies and uses voice spontaneously as part of (or to find out more about) games/familiar routines, for example, 'bye, bye' and 'all gone'								
Vocalisations have the ups and downs (intonation) of adult speech								

Uses the sounds of the home language									
Uses these sounds, both consonants and vowel sounds, confidently and frequently as if joining in a conversation									
Vocalisations that sound like speech are beginning to emerge, for example, 'din' for drink									
Copies symbolic noises and baby words, for example, 'woof-woof' or 'meow									
Produces symbolic noises and baby words spontaneously, for example, 'aaaah' when cuddling a toy									
Uses names of family members, for example 'mama' meaningfully, or says 'bye' when someone leaves									

Understanding British Sign Language								
Understands names of some common objects. E.g. picks up or points to toy when it's signed								
Stops what they're doing in response to a signed 'no' or 'no' gesture								
Hands over an object when asked to 'give me' – through open handed gesture or signed request: BALL GIVE ME								
Will stop in response to a tap or vibration made near to them by the adult								
Using British Sign Language								
Copies and uses gesture and signs spontaneously as part of, or to investigate, games/familiar routines. E.g. waving bye, blowing								

kisses, WHERE, ALL-GONE								
Copies some early signs. E.g. light, bed, sleep and eat								
Produces some early signs spontaneously. E.g. MUM, WHAT, WHERE								
Uses the signs for family members meaningfully. E.g. MUM or DAD, or a gesture for bye, bye								

Name..... D.O.B.....

Summary sheet: Step 6

Communication and language		Listening and vocalising		Social development and wellbeing		Playing and understanding		Physical development	
Waits for signer/speaker to finish before taking turn		Knows and immediately turns to name		Clings to special person and hides face when feeling scared or overwhelmed		Early pretend behaviours observed: <ul style="list-style-type: none"> - pretending to be asleep - pretending to feed a toy or adult 		Pulls self up to standing against furniture and can lower self-down again	
Pays attention to what people have to communicate for longer periods of time		Enjoys listening to the same story over and over again		Gets distressed and anxious if left somewhere without a familiar adult		Copies actions and activities of others as part of their play		Walks around furniture lifting one foot and stepping sideways	
Points to desired objects to direct attention and or to find out about things in the distance – over 3m		Bounces rhythmically when being sung to or listening to music		Looks to familiar adult to check if not sure about something. E.g. if a stranger tries to pick them up		Plays ball cooperatively with adult. E.g. may kick or roll ball back and forth		Takes first few steps; feet wide apart, uneven steps, arms raised for balance	
Sometimes copies a new word/sign or features of it		Responds when adult makes symbolic vocalisations. E.g. points		Uses other person to help achieve a goal. E.g. get an object that's out of		Enjoys sharing books		Crawls upstairs	

		to relevant object, toy, animal, picture in book		reach or activate a wind-up toy				
Babbles/hand babbles freely when alone or playing		Points to picture in book when named. E.g. 'Where's the dog?'		Uses familiar adult for 'emotional refuelling' when feeling tired, stressed or frustrated. E.g. may seek a cuddle or sit quietly on lap		Looks at pictures and points to them or pats when named		Builds tower of two blocks
Asks for favourite games, e.g. peek-a-boo by saying 'boo' or hiding face		Points to or finds object when asked to. E.g. 'Where are your shoes?'		Uses comfort toy or object to calm self		Understands and follows stories read to them. Has favourite stories and characters		Grasps finger foods and places in mouth
Understanding spoken language		Responds appropriately to a range of words, sounds and phrases, by listening alone				Enjoys anticipation games such as 'ready steady go' and '1, 2, 3 go' games		Holds object in each hand and brings them together in middle
Shows understanding of at least 15 words: - looks at named person		Plays vocal games with family, copying their noises				Is aware of routines and begins to anticipate what happens next		Holds pen or crayon using whole hand and scribbles with different strokes

<ul style="list-style-type: none"> - picks up toy when asked - searches for an object in its usual place 								
<p>Shows understanding of simple:</p> <ul style="list-style-type: none"> - questions: where's the ball? - commands: bring me the ball <p>when accompanied by gesture</p>		Speech sounds – English				Begins to experiment, tries something and if it doesn't work tries something else	Begins to use spoon, but food may fall off before reaching mouth	
Using spoken language		Uses a wide range of consonants and vowels in babble but 'p', 'b', and 'd' are the most common sounds used in first words				Very curious, exploring objects, rooms and outside areas		
<p>Uses about five words to express different meanings:</p> <ul style="list-style-type: none"> - refers to familiar people and objects 								

<ul style="list-style-type: none"> - requests objects - greets - plays communication games - protests - comments on things or people, and their absence - shows things - requests more/again 								
Understanding British Sign Language								
<p>Shows understanding of at least 15 signs:</p> <ul style="list-style-type: none"> - looks at named person - picks up toy when asked - searches for an object in its usual place 								

Shows understanding of simple: - questions: SHOE WHERE? commands: SIT DOWN								
Using British Sign language								
Uses about five signs to express different meanings: - refers to familiar people and objects - requests objects - greets - plays communicative games - protests - comments on absence or people/object - shows things requests more/again								

Name..... D.O.B.....

Summary sheets: Step 7

Communication and language		Listening and vocalising		Social development and wellbeing		Playing and understanding		Physical development	
Tugs adult or pulls their hand to show what they want or mean		Enjoys songs and rhymes and shows listening by trying to join in with actions or vocalisations		Initiates interaction with other children		Begins to include other people and objects in their pretend play		Walks with shorter steps and legs closer together, no longer needing to hold up arms for balance	
Looks at adult to get attention before pointing		Understands and follows simple instructions in context such a 'give me the ball' or 'wave goodbye to dad'		Responds to a small number of boundaries with encouragement and support, e.g. routines around bedtime and meal times		Watches what other children are doing		Walks upstairs holding hand of adult	
Copies adults' and others' - actions - gestures vocalisation		Plays 'ready, steady, go' or '1,2,3, go' games showing listening and waiting		Is aware of other people's feelings, e.g. looks concerned when hears crying		Plays with a toy cooperatively with adult such as kicking or rolling a ball		Comes downstairs backwards on knees	
Understanding spoken language		Plays 'give it to me' activities		Wants to do things independently		Enjoys sharing books		Builds a tower or row with three blocks	

Understands more new words each week		Shows anticipation in relation to key phrase game. E.g. 'I'm coming to find you' (hide and seek)		Plays happily alone but near familiar adult		Understands and follows stories read to them. Has favourite stories and characters		Develops likes and dislikes with food and drink	
Understands familiar words in new contexts		Begins to fill in a familiar missing word when adult leaves a pause, especially in rhymes and when sharing books/stories		Imitates some everyday routines		Solves simple problems, e.g. finding a hidden toy		Accepts new textures and tastes	
Selects familiar objects, e.g. will find a ball if asked, or identifies an object in a group		Starts to help with checking hearing technology and may vocalise		Reacts to an audience. E.g. repeats an activity which is received positively		Sorts objects. E.g. cars go into garage		Scribbles and makes dots on paper	
Follows simple instructions – these may be accompanied by gesture such as pointing to places, things or people		May shake head or indicate when hearing technology isn't working				Hands a toy to an adult for assistance when not able to get it to work			
Identifies body parts on self. E.g. hair, eyes, ears and nose		Shows awareness of new sounds. E.g. pointing to ear, looking puzzled or pointing towards the sound							

Using spoken language	Speech sounds -English							
Makes everyday sounds such as 'brrrm brrrm' or 'woof'	Sounds at the beginning of words tend to include low frequency information and are louder, for example, 'babit' for 'rabbit'							
Uses lots of 'word-like' babble in a tuneful way	Sounds at the end of words tend to be quieter, for example, 'hat' for 'had'							
Uses at least 10 words consistently including: <ul style="list-style-type: none"> - Names of objects – car, milk - Action words - go sleep - Describing words – big, hot 	Uses most common early consonant sounds in their words: 'b', 'd', 'b', 't', 'g', 'n', 'm'							
Combines words with pointing and gesture to: <ul style="list-style-type: none"> - attract attention - ask for object 	Uses most common early vowel sounds in their words: <u>See</u> , <u>pu</u> t, <u>bu</u> t, <u>ca</u> r							

comment on object								
<p>Uses words individually and in longer strings of communication to:</p> <ul style="list-style-type: none"> - ask for or comment on what's happening - ask simple questions <p>refer to people or things not present</p>								
Has favourite word/phrases that are used often such as 'lets go'								
Understanding British Sign Language								
Understands more signs each week								
Understands familiar signs in new contexts								
Selects familiar objects, e.g. will find objects								

when asked or pick out object from a group								
Follows simple instructions, especially if accompanied by gesture, eye gaze and facial expression. E.g. BOOK (point) GIVE DADDY								
Identifies body parts on self (hair eyes, ears, nose)								
Using British Sign Language								
Handshapes are beginning to develop but two finger signs may be produced using the whole hand								
Will use at least 10 signs consistently								
Signs will include verbs and adjectives. E.g. DRIVE, SLEEP, HOT, BIG								

Uses some signs to name a whole class of vehicle. E.g. uses CAR for all vehicles, 'MUMMY' for all women								
Combines signs with pointing and reaching gestures to: <ul style="list-style-type: none"> - attract attention ask for or comment on an object. E.g. DOG points at soft toy								
Uses signs individually and with facial expression to: <ul style="list-style-type: none"> - comment on what's happening - ask simple questions/query refer to people or things not present								
Has favourite word/phrases that are								

used lots such as 'MILK' and 'TEDDY'									
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Name..... D.O.B.....

Summary sheets: Step 8

Communication and language		Listening and vocalising		Social development and wellbeing		Playing and understanding		Physical development	
Follows directions if they're seen as part of a game and relates to what they're doing		Follows simple predictable instructions through listening alone		Can tolerate brief separations from special people		Plays pretend games		Runs without bumping into obstacles	
Shows sustained interest in looking at pictures and books with adults		Copies simple patterns of noises, such as claps		Helps with dressing, e.g. holds out arm for sleeve, foot for shoe		Imitates everyday actions in pretend play such as making food, washing toys		Squats	
Attends to communication directed at them and shows interest in communication around them		Remembers parts of tunes and 'sings them' for self or others		Uses a familiar adult as a secure base from which to explore independently		Makes a pretend sequence. E.g. - pouring a drink then drinking washing then drying a toy		Walks up and down stairs holding on	
Will wait for others to finish what they're communicating before taking their turn		Copies familiar expressions		Expresses emotions and seeks reaction, e.g. for minor injury		Repeats the same pretend actions with more than one person		Throws small ball overhand	

Points to items you name. E.g. where's the doll?		Imitates two word combinations and phrases, e.g. biscuits all gone		Starts to share		Thinks before doing, e.g. looks around and then goes and gets what is needed		Can get into a child's chair without help either backwards or sideways	
Understanding spoken language		Repeats key words heard in conversations e.g. oh no		Responds to others pleasure and distress; shows empathy		Anticipates what might happen next because of what others say or sign		Holds cup with both hands and drinks without spilling much	
Recognises and will identify many objects and pictures when named using speech		Imitates speech intonation				Likes to put objects together - cups on saucers cars in a row		Brushes own hair	
Picks out two or more objects from a group of four, e.g. give me the cup and the ball		Imitates speech sounds by copying correct numbers of syllables				Fills and empties containers		Knows where clothes are kept e.g. outdoor coats or shoes.	
Understands simple questions and directions without accompanying gesture, e.g. fetch your shoes		Joins in rhymes and songs				Fits large, simple puzzle pieces together			
Follows directions during play, e.g. feed teddy		Copies simple counting activity '1, 2, 3 go!'				Builds tower of three or more blocks			

Using spoken language		Plays simple cooperative listening games – ‘go’, ‘give it to...’				Appears to be working out problems. E.g. - how to switch something on get something out of reach		
Uses up to 20 words: - names things - comments on what’s happening - tells someone something - ask questions - responds to adults questions or comments - protests - expresses likes and dislikes describes actions		Speech sounds-English						
Copies words overheard in conversation		Uses a range of consonant sounds in words including: ‘p’, ‘d’, ‘b’, ‘t’, ‘g’, ‘k’,						

		'n', 'm', 'w', 'h'							
Words are more recognisable, but these may still baby talk e.g. 'goggy' for 'dog.'		<p>Produces a wide range of vowel sounds including:</p> <p><u>see</u></p> <p><u>put</u></p> <p><u>but</u></p> <p><u>car</u></p> <p><u>caught</u></p> <p><u>soon</u></p> <p><u>sit</u></p> <p><u>set</u></p>							
<p>Uses a mixture of words/vocalisation/gesture</p> <p>- when playing to express a range of meanings</p>									
Understanding British Sign Language									

Recognises and will identify many objects and pictures when signed								
Picks out two or more objects from a group of four								
Understands simple questions/directions without accompanying gesture. E.g. CHEESE, HAM WHICH?								
Follows directions during play. E.g. TEDDY EAT								
Using British Sign Language								
<p>Uses up to 20 signs and gestures:</p> <ul style="list-style-type: none"> - names things - comments on what's happening - tells someone something - ask questions - responds to adults questions/comments - protests 								

- expresses likes and dislikes describes actions									
Copies signs seen in conversation									
Uses a quizzical face when requesting									
Uses a negative face to indicate 'no'									
Begins to make little sentences by joining two signs together									

Name..... D.O.B.....

Summary sheets: Step 9

Communication and language		Listening and vocalising		Social development and wellbeing		Playing and understanding		Physical development	
Commenting or informing by telling someone something - people/objects what's happening		Listens with interest to and enjoys the noises adults make when they share books		Demonstrates sense of self as an individual. E.g. wants to do things independently		Becomes more organised, gathering together the toys they want to play with. E.g. collecting pretend food for meal		Runs safely on whole foot, stopping, starting and avoiding objects with ease	
Requests objects 'ball please'		Recognises and joins in with songs and actions		Is caring towards others		Uses one object to represent another in pretend play. E.g. uses a lid as a cup		Squats steadily to rest or play with an object, and then rises to feet without using hands	
Requests action - 'stop it' 'want teddy'		Carries out simple instructions		Understands that some things are theirs, some are shared and some belong to other people		Dresses up in other's clothes or uses found materials		Hold pencil between thumb and two fingers, no longer using a whole hand grasp	
Requests information – asking simple questions about: - people - objects		Understands 'where's mummy or daddy?'		Wants to help with dressing and keeping clean		Imitates longer sequences in play e.g. pretends to make tea		Feeds self competently with spoon	

what's happening and where								
Responding to adults questions and comments more fully		Hears when called from another room and responds vocally – (dependent on hearing loss and amplification)		Notices the similarities and difference between them and others		Plays lots of interactive games with adults or older child, may involve running, hiding or chasing		Drinks without spilling contents of cup
Understanding spoken language		Identifies known object in simple pictures by listening alone, by looking, pointing, vocalisation, gesture or sign		Actively draws others into social interaction		Plays alongside other children and will occasionally allow them into their play. E.g. shares a toy		Can put on a hat and slip on shoes
Recognises most common objects and pictures		Responds to different tones of voice, e.g. 'Give me' as a command or 'Give me?' as a question		Begins to say/sign please and thank you with prompts		Copies the actions and sequences of other children's play		Unzips a coat or jacket
Understands familiar action words, e.g. 'sit down', 'come here', 'stop that'		Picks out familiar sound even when it's noisy. E.g. 'bed time'		Talks about causes of some feelings. E.g. why they feel happy or sad		Builds tower or row of six or seven blocks		Indicates need for toilet
Understands more complex sentence, e.g. 'we're going to the shop to buy some new shoes'		Shows awareness of loud and quiet sounds. E.g. may whisper				Uses one object to stand for another		

Using spoken language		Responds to familiar expressions by listening alone. E.g. 'don't touch' and 'come on'				Scans pages of books looking at detail on pictures		
Rapid growth in vocabulary – at least 50 words and becoming more difficult to keep track of new words		Identifies known objects in picture book by listening alone						
Frequently repeats what they hear, one or more key words repeated		Speech sounds – English						
Uses more little sentences. E.g. 'daddy come', 'there it is', 'me got one'		Now produces more consonant sounds including: 'p', 'd', 'b', 't', 'g', 'k', 'n', 'm', 'w', 'h', 'f' 'ng' as in song						
Refers to self by name		Can now produce a wide range of vowel sounds including: - <u>see</u>						

		<ul style="list-style-type: none"> - <u>put</u> - <u>but</u> - <u>car</u> - <u>caught</u> - <u>soon</u> - <u>sat</u> - <u>sit</u> - <u>set</u> - <u>not</u> 							
Begins to use pronouns, 'I', 'me', 'you'									
Asks simple questions (two/three words plus intonation and or quizzical face)									
<p>Makes statements that:</p> <ul style="list-style-type: none"> - provide information <p>comment on what the other speaker has just said</p>									
Starts to know own mind and express this									

Understanding British Sign Language								
Recognises most common objects and pictures								
Understands more complex sentences E.g. GO SHOPS SHOES BUY								
Using British Sign Language								
Rapid growth in vocabulary – at least 50 signs and becoming more difficult for family to keep track of new signs								
Frequently repeats signs that they see; one or more key signs repeated								
Starts to combine facial expression and								

gesture e.g. 'MUM GIVE ME'								
A range of handshapes will be used. E.g. 'curved' – BALL, BALOON CAT 'thumbs up' – GOOD 'bent' - BOX								
Most signs continue to be baby signs								
Makes little sentences by joining signs. E.g. CAT GONE SLEEP KITCHEN								
Uses little sentences by joining signs and spoken words, e.g. 'mum MILK'								
Starts to use signs/gesture for 'no and 'not'								
Starts to talk about how things move								

using classifier handshapes. E.g. Index finger – people Flat palm – car								
Some fingers spellings, but these are used as a whole rather than ‘true spellings’ E.g. I-F or S- A-M								

Name..... D.O.B.....

Summary sheet: Step 10

Communication and language		Listening and vocalising		Social development and wellbeing		Playing and understanding		Physical development	
Protests or rejects. E.g. 'don't want' and 'no going'		Answers simple familiar questions by listening alone. E.g. 'Where's the?' and 'What's that?'		Responds positively to a variety of familiar adults		Adopts voice or manner of another person, or animals in play. E.g. moves like a cat and meows		Pushes and pulls large toys	
Greets – says/signs social greetings		Follows two part requests. E.g. 'Can you pick up the ball and give it to mummy?'		Shows affection towards other children and younger siblings		Uses others' belongings in pretend play. E.g. bag, brush		Can kick a large ball	
Imagining. E.g. Talking to an imaginary friend or acting out imaginary play		Adopts voice or manner of another person, or animals in play. E.g. moves like a cat and meows		Maintains attachment with special people. E.g. shows affection, prefers to interact with them and uses them for comfort and security		Creates imaginary objects, characters and scenes during play. E.g. Pretends to put shopping through the till		Can stand on tiptoe when holding onto something	
Predicting what will happen next. E.g. What will happen if you touch that?		Listens to music and knows when it is on or off. E.g. When the radio is on		Shows understanding of some rules and routines		Begins to include another child in their play sequence		Can build a tower with seven or more cubes	

Projecting. E.g. If something is broken 'mummy cross'		Enjoys dancing to music and does this rhythmically		Uses others as a source of information by asking questions		Play actions follow a specific order. E.g. packing bags, putting them in car, travelling to Grandparents house		Fits small shapes and objects into holes E.g. posting activities	
Understanding spoken language		Responds to yes/no questions by listening alone. E.g. 'Do you want more?'		Makes choices that involve challenge, when adults ensure their safety		Shares books with adult or other child, making comments on the events, characters and illustrations		Shows control in holding and using books and mark making tools	
Shows understanding of prepositions such as 'in ' and 'on'		Waits when told 'in a minute'				Participates in creative activities telling you what they have made: <ul style="list-style-type: none"> - using blocks, dough, paint - cutting and pasting - cooking - drawing - making music/sounds simple jigsaws		Uses one hand more than the other	

Some understanding of quantity. E.g. one/all		Identifies some action words by listening alone. E.g. 'Who's jumping?'				Enjoys turn-taking play with ball			
Understands size difference. E.g. big/small		Fills in the missing word or phrase in a known rhyme, story or game				Can kick and catch a large ball			
Will point to smaller parts of the body. E.g. chin, elbow, eyebrow		Notices a deliberate mistake in a story or rhyme				Begins to develop a sense of time. E.g. understands terms such as 'later', 'tomorrow' and 'yesterday'			
Answers simple questions. E.g. What's your name?		Respond to simple two part instructions. E.g. 'Get your shoes and put on your coat. '				Appears to be more organised in approach to solving problems			
Using spoken language		Speech sounds - English				Begins to understand explanations and reasons given by others			
Uses longer sentences (three to four words). E.g. Mummy goes shops now		Produces more accurate consonant sounds in words including: 'p', 'd', 'b', 't', 'g', 'k',							

		'n', 'm', 'ng' 'w', 'h' 's', 'f', 'v'							
Uses appropriate intonation to ask one or two word questions									
Uses language to ask and find out about things									
Uses language during play activities including when they are alone									
Uses language to ask for help. E.g. washing hands									
Uses different verb forms. E.g. play and played									
Uses several pronouns correctly. 'I', 'me', 'you'									

Uses plurals. E.g. 'cats'								
Uses set phrases. E.g. 'mine', 'wanna'/'canna'								
Uses negatives. E.g. 'no', 'not', 'no more'								
Uses over 200 words								
Understanding British Sign Language								
Some understanding of quantity. E.g. 'ONE/MANY'								
Understands size difference. E.g. 'BIG/SMALL'								
Understands sentences with location descriptions. E.g. 'DOG IN BOX'								
Using British Sign language								
Able to use signs with more difficult								

handshapes. E.g. ASK, CHOCOLATE , AEROPLANE								
Use question signs with appropriate facial expressions E.g. 'WHO?' 'WHAT ?'								
Use language to ask and find out about things								
Use language during play and activities, even when alone								
Use language to ask for help. E.g. washing hands								
Consistently combines sign and pointing to person. E.g. 'YOU CAR?'								
Uses pointing to indicate pronouns – 'YOU, HE, 'SHE. May reverse 'YOU and 'I'								

Uses the sign 'MINE									
Use negatives as set phrases. E.g. 'DON'T KNOW', 'DON'T LIKE'									
Begins to direct some action signs towards the person or things it belongs to. E.g. 'LOOK YOU' 'GIVE YOU'									
Length of sign changes with meaning. E.g. 'DRIVE'(longer movement), 'CAR' (shorter movement									

Name..... D.O.B.....

Summary sheet: Step 11

Communication and language		Listening and vocalising		Social development and wellbeing		Playing and understanding		Physical development	
Uses language for: <ul style="list-style-type: none"> - giving reasons - negotiating - playing with others - directing others - telling others about things 									
Understanding spoken language									
Understands prepositions 'under', 'on top', 'behind', 'next to.'									

Understands use of objects. E.g. What do we use to cut with?									
Understands objects by description. E.g. 'wet', 'dirty'									
Understands all pronouns. E.g. 'they', 'he' 'she' 'him' 'her'									
Follows instructions and accepts direction when not focused on an activity									
Using spoken language									
Starts to find the correct volume to talk at									
Speech is more accurate although									

word endings may still be left off								
Uses ups and downs in tone of voice for questions. E.g. 'Where's my ball gone?'								
Changes speech according to the person being spoken to. E.g. Simpler words with younger children								
Answer's what, where, yes/no questions. E.g. 'What is she doing?' 'Where is the dog?'								
Retells a simple past event								
Uses several sentences linked with 'and'								
Begins to use plurals E.g. add 's' to the ends of words								
Uses a range of verb forms. E.g. 'play', 'playing', 'will play', 'played'								
Answers questions more fully, using two								

or more sentences in response to: e.g. 'tell me about your dog.'								
Uses possessives. E.g. 'the boy's teddy'								
Retells a simple story – recalling events and characters								
Understanding British Sign Language								
Understands all pronouns, I YOU HE SHE WE YOU THEY								
Understands plurals through number and repetition of classifiers								
Using British Sign Language								
Uses first person reflexive- MYSELF								
Uses many signs which have difficult handshapes and movements. E.g. 'AEROPLANE, FOX'								

Some handshapes still inaccurate, especially those involving any of the three outer fingers. E.g. 'BAD, ASK'								
Able to contrast objects and things through classifiers. E.g. animals versus humans								
Uses many verbs with movement towards an object or person as well as towards self. E.g. 'LOOK AT ME'								
Uses plurals in BSL through number and repetition of classifiers. E.g. 'CAR MANY' or 'CAR 3x' with flat hands								
Uses all pronouns. 'I' 'YOU' 'HE' 'SHE'								

Able to retell simple past events. E.g. 'DOG RUN THERE'									
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Name..... D.O.B.....

**We are the National Deaf Children's Society,
the leading charity for deaf children.**

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