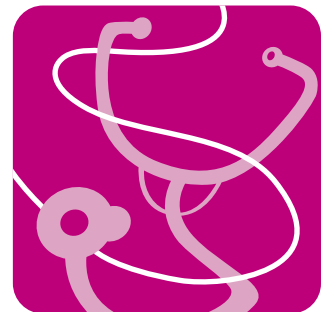


# Early Support

Helping every child succeed

## How to use this protocol



## Acknowledgements

The Early Support *Monitoring protocol for deaf babies and children* was devised to help families of deaf children (and the professionals that support them) document the progress that children make, in the first three years or so after deafness has been identified.

It was devised in consultation with families of deaf babies and children (and the professionals who work with them) from across the length and breadth of England. We are extremely grateful for all their contributions and suggestions, which were essential to the progress and development of the *Monitoring protocol*.

This is what families themselves have to say about the *Monitoring protocol*:

*'It is great to have the central document so I would feel in control of what was happening. It's hard to have teachers of the deaf, audiologist and in some cases social workers all having an input and parents left to try and work out what is happening. I do hope this document is used by all professionals and that the parents can keep it.'*

*'It provides a valuable tool for identifying where your child is doing well and where they aren't. Where areas of weaker progress are identified it enables the parent to put more effort into those areas. When you are with other children you compare development but this protocol gives you a clear idea of which stage of development your child is up to. It also helps you recognise those little changes in development that you might have not noticed. Sometimes you doubt your judgement, but noting the steps of progression backs up belief in what you are doing and fosters a positive attitude that your child is progressing.'*

*'It helps us understand what stage our son is at and what sort of things we should look out for.'*

*'I can see the difference in the amount of vocalisation she makes and changes in the way she uses it, eg to get my attention. It shows her attention skills are well developed.'*

*'Lovely as record/diary of development. It provides a useful benchmark to see where your child is at. It helps you to pick up any problems that you might have otherwise missed.'*

*'Very encouraging to be able to chart E's progress in developing communication skills – and reassuring to be able to place this in the context of her general development.'*



## Introduction

### The monitoring protocol for deaf babies and children:

- tracks development and progress over the first three years or so after identification of a hearing difficulty or deafness
- recognises the important information that families have to share about their child, enables professionals and families to share their observations
- provides a record for families of their child's achievements, progress and development
- helps everyone to be clear about the significance of what a child is now able to do, what the child will go on to do next and how this can be supported
- supports professional understanding of the child and provision of services to the child and family through shared and ongoing collection of evidence
- in conjunction with other Early Support materials, enables swift provision of appropriate services and support targeted on child and family need and family wishes, wherever the child and family are.

### Why and how it was devised

The purpose of the **Monitoring protocol** is to help families, and the professionals that support them, to monitor the progress of their children, to celebrate their children's successes, to share this with others and to know what to do next.

The introduction of newborn hearing screening means that hearing difficulties and deafness in babies may now be identified soon after birth. When hearing loss is identified so early, there are huge benefits in terms of the progress and achievements of deaf children in the areas of development that we know are at risk because of early childhood deafness, such as language and communication. However, we also know that such progress is very much linked to what happens after identification and the services that are then put into place. In particular, it is important that as much evidence as possible is gathered to help families to make the decisions they need to make, and to help professionals provide appropriate equipment (including hearing aids), advice and support. Everyone, including the family, needs to be clear about the child's hearing loss, how the child is doing, why particular ways forward are being suggested and what now needs to be put into place to support the child and family further.

In the case of small babies and toddlers, it is families who have most of the evidence about their child's progress and needs. Monitoring the progress of babies and very young deaf children, whether in using the hearing they have or in the ways in which they play and communicate, is not something that can simply be done at a clinic. We need to understand how they behave and communicate in everyday situations in order to be sure that we are meeting their needs. Families share almost all of their child's experiences and the ways in which he or she respond to them. Professionals will be experienced and skilled observers of babies and have their own evidence to add, but a key part of their role will be enabling families to record their own evidence about their child, and to appreciate its significance as evidence of the child's development.



The team who worked with professionals and families to devise this material have been very careful to seek their views as to what was needed and what was already in use. They initially explored checklists and assessment procedures available nationally and internationally and sought the views of services for deaf babies and children as well as families as to their usefulness. However, very few procedures were available to enable the progress of very young deaf children and babies to be documented and evaluated in the detail that was felt necessary. Where there were useful procedures available they were not considered to be readily accessible to families and to all who supported them. Some families (and indeed professionals) said that this lack of readily accessible materials had contributed to the uncertainty they feel that they were 'doing the right things'.

In particular families have indicated that they would like answers to the following questions in relation to their child and to key areas of child development that might be affected by having a hearing loss.

- How is my child doing?
- Are the hearing aids working? (ie making a difference)
- Is he or she making enough progress?
- How do you know?
- What will he or she do next?
- What can we do to make this happen?

Families require informed advice from professionals that helps them understand the nature of their child's difficulties, what the child can currently do, its significance and what now needs to be done for the child to progress further. This is what the **Monitoring protocol** helps practitioners, parents and carers to do. It is not designed simply to be filled in; we expect it to form the basis for discussion and sharing of ideas. Ideas about what the child is doing and will do next and the sorts of things everyone can do to help. It will help parents to understand why a particular way forward is being suggested. It should also ensure that their voice is listened to and that they become increasingly confident that what they do matters and helps – because they have the information about what their child can do, has learnt to do and increasingly understand its significance.

### A 'common' monitoring protocol

Families say that sometimes they are confused by the different tests, jargon and terminology that professionals use. Having a common set of material helps ensure that all concerned use the same point of reference and 'talk the same language'. Families can share progress and concerns with all the professionals they meet and know that these professionals, whether teachers of the deaf, paediatricians, speech and language therapists or others, are all using similar yardsticks and have access to the same information. This should make asking questions at appointments easier and ensure families feel up to date, listened to and informed. Families have told us this is important and it is:

*'useful to have a common protocol as everyone is following the same path to achieve a common goal. It enables everyone to see what normal development is and how your child is achieving/working towards these goals'*

*'good to have consistency'*

*'useful that everyone measures deaf children in the same way. This would be particularly useful if I move area or our teacher of the deaf changes or leaves'.*



### **If you are a parent or carer the Monitoring protocol is designed to help you to:**

- share your observations of your baby/child
- recognise the importance of what they are doing now
- support you in asking questions and gaining reassurance about your child's progress
- be clear about what sorts of things everyone is expecting your baby/child to do next
- have ideas as to what you and others can do to help.

If you move house, or the professionals that work with you and your child change, then the **Protocol** can be shared with the new services you receive. Since the material is being used all over England, it should help the support services in the new area you're living in to be clear about exactly where your child is with their development. Along with the other **Early Support** materials, like the *Family pack* and *Family file*, it will help the services you need to be provided as quickly and as smoothly as possible.

### **If you are a professional it's designed to:**

- provide a consistent way of monitoring progress that covers all the areas of development that need to be tracked
- identify any area which might need to be followed up further
- support your discussions with and advice to families and other professionals.

### Which areas of development are included and why?

The **Monitoring protocol** covers all areas of child development, but is particularly detailed in those areas we know can be affected by the presence of a hearing difficulty. In order to meet deaf children's needs effectively, professionals and parents need a lot of specific information. Most of this is about how the child is behaving and responding – information about the sounds and gestures they make, the sorts of games they play, the ways in which they make contact with people. This detail all helps supplement what the professionals have learned from the various tests and observations they themselves carry out.

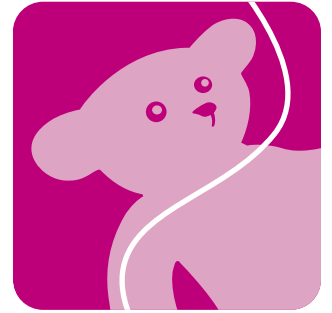
In particular this material helps collect evidence about:

- communication
- attending, listening and vocalisation
- social and emotional development
- play
- and in less detail
- other developmental milestones.

When children's deafness is identified later in life we know that they may have difficulties in any or all of these areas. When we monitor the development of deaf babies we are looking to minimise these difficulties and ensure their development is as 'smooth' as possible.

Collecting together such evidence should ensure that the child and family have the best amplification equipment, advice and support at any one time. It also means that children's progress is recognised and celebrated and that parents' confidence in what they are doing and the decisions they are taking now, and will take in the future, can be supported. For example, later, when school and nursery placements are considered, everyone will have available a detailed record of the child's progress over time, showing their strengths and current abilities. This can be shared with schools and others





to help their understanding of the child. It will also influence decisions as to how much, if any, additional support a child might need to ensure progress continues and that they are fully included in all that the school does.

We know how important each of the areas in the **Monitoring protocol** is in any child's development and how good parents normally are at providing for them. Parents and carers are particularly good at supporting their child's development as they move from being highly dependent babies to children with strong likes and dislikes and a real curiosity about the world. They know their child very well and instinctively support their child's move on to the next stage of development, through everyday family and social experiences and play opportunities. Parents of deaf children are no exception to this. However, sometimes the presence of a disability, or need, means that parents become less confident in what they do with their child and in their own abilities.

Research and experience tells us that it is parents who are the most important supporters of their deaf children throughout their life and who contribute most to their child's achievement. Sometimes parents think they need to do very different things with their children, because their child is deaf. Although it is vital that parents and carers work closely with their specialist support workers (audiologists, teachers of the deaf and speech and language therapists) and listen to what they have to say about the sorts of things that will help the child, it's important that parents don't underestimate how important they are, how much they know too, and how the ordinary things they do will support their child's development. To help with this, we have included some explanation and suggestions at each stage about what it is that children are learning, and what parents can do to support development further. We have provided this information in the text and on 'fridge' or development cards covering three key areas – communication, attending, listening and vocalisation and play – that can be easily consulted. Your support teacher of the deaf, other parents and the other professionals working with you will also be sources of many more ideas.

### **Families tell us the Monitoring protocol encourages and helps them because it:**

*'is a useful benchmark for monitoring progress. Also very encouraging to fill in. It is a great way of recording my child's progress and makes me realise all the new things he learns to do, say and understand'*

*'allows immediate and extended family and friends to realise that our child is indeed making 'normal' progress in many areas. This protocol gives us lots of potential to rejoice in what is achieved'*

*'is something to measure by. You need to see that your own child is getting on'*

*'helps understanding of what communication is and how we interact to help develop communication and language'.*



## Finding your way around the protocol materials

There are three parts to the Monitoring protocol:

**1. Handbook - *How to use this protocol***

**2. The *Monitoring protocol for deaf babies and children*** – Families and professionals fill this in separately or together.

**3. *Level 2 materials*** – Professionals fill these in with families

**This booklet (*How to use this protocol*) outlines:**

- how to use the **Monitoring protocol** including advice as to who should use the various parts or 'layers' of the Protocol and when
- background information about the stages set out within the Protocol and information about how the material was devised.

**The monitoring protocol comprises:**

- development records, laid out as tables, in five main areas:
  - communication
  - attending, listening and vocalisation
  - social-emotional development
  - other developmental milestones
  - play
- summary sheets (called summative records) to allow comparisons to be made between the detail of development in different areas
- a developmental profile to colour in to provide a visible record of progress
- additional developmental profiles that allow progress within individual areas of development to be compared.
- a glossary of key words.

### Level 2 materials

(for use by professionals and parents together) include:

- more detailed checks of significant areas of development, which can be referred to either at key stages or whenever any of the adults have concerns about a child's development
- further evidence gained about the child's development in communication by exploring:
  - pragmatics (communicative intentions)
  - early words and meanings
  - early grammatical development
  - parent child interaction
- further evidence gained to support the child's hearing aid fitting and to explore their use of hearing to listen and attend.

The **Level 2 materials** are designed to be used by professionals with parents. They facilitate further discussion around what the information discovered means and enable either reassurance that the child is moving forward appropriately, or suggest appropriate action to be taken if progress is not as expected.



## Ages and stages

Throughout the protocol we have used 'B' stages. This refers to 'baby' stages, reflecting the fact that hearing loss and deafness are identified soon after birth for many children.

There are 11 'B' stages (B1, B2, B3...), looking at development from the very first behaviours to those of an average three year old. However, it's important to recognise that there is a huge variance in the age at which individual children first do things. This is particularly so when we think about babies' first words and actions. Babies might walk at nine months or at 22 months – and still turn out to be gymnasts. Similarly, first words are reported by parents at hugely varying ages. In considering the development of deaf babies the most meaningful comparison we make is whether the baby or child is moving through the stages, and is further on since the last time we filled in the summary charts. The indicators that tell us which stage the child is in, are exemplars of very small but significant steps towards communication, language, effective listening, social interaction and so on.

The indicators for each stage are clusters of behaviour usually seen during that stage. A child may miss out, or 'rarely do' some but still move smoothly to the next stage.

Families and professionals have requested that we make clear the ages that stages refer to and they are indicated below. **However, it is important that these are recognised as guidelines, not rules – they are broad guidelines about the 'average' rather than about any specific child.**

**Timescales for development:** approximate age/developmental level that each stage refers to

Stage	Age of child/timescale after identification
B1	0–2 months (approx)
B2	2–4 months (approx)
B3	4–6 months (approx)

Therefore, six months or so after identification we are looking for a deaf child to 'definitely' have most of the behaviours identified in B3, unless we know of other reasons why this should not be the case. Reasons why a child may not yet have some of the behaviours are explored in the **Level 2 materials**.

<b>Stage</b>	<b>Age of child/timescale after identification</b>
B4	6–9 months (approx)
B5	9–12 months (approx)
B6	12–15 months (approx)
B7	15–18 months (approx)
B8	18–21 months (approx)
B9	21–24 months (approx)

These are **overlapping stages** and no two children will cover all aspects of each area we check at the same rate – for example, some children may make rapid physical progress and be very adept at certain types of play; others are quick to recognise certain types of sound and not others. Again, what matters is that the child is moving forward on all fronts and within a reasonable timescale. Children may spend longer in one stage than another – some make steady progress, others move in spurts. The above are **guidelines, not rules**. The Level 2 checks that are identified in the text of the Protocol can highlight a particular area to be explored further if there is felt to be any concern.

<b>Stage</b>	<b>Age of child/timescale after identification</b>
B10	24–30 months (approx)
B11	30–36 months (approx)

For many children there will be some aspects of the Protocol that still need to be filled in as they enter nursery school or even beyond and we recommend that the material be made available during this time. In addition, in our trials of the Protocol it was used with a number of deaf children who have additional difficulties and/or who have been very premature. Families have said that they find this useful, but it's important to recognise that for these children the 'time' spent achieving the indicators in a particular stage may vary considerably from those suggested above.



## Who keeps the Protocol and who decides who it can be shared with?

The family holds the Protocol. Professionals have access to it and may decide to keep parallel copies of the record or of the summary sections for their own purposes. Professionals contribute their evidence to the family's copy of the Protocol and explain the significance of what is being recorded. Parents say:

*'We are pleased that it is held by the family to show to other people as we want them to see it.'*

*'Parents are going to know their child better than anyone else and I feel it is good to be in control.'*

### How do we use it to monitor progress?

There are a number of ways in which you might decide to fill in the Protocol. As parent or carer you may decide to:

- fill in the record on your own and then ask the professional to help complete the summary sheets with you
- ask professionals to fill in the protocol with you on an ongoing basis
- give observations to a professional and ask them to fill it in for you.

### How often is it filled in?

Most parents say they prefer to fill in the **Monitoring protocol** by themselves or with their teacher of the deaf on a regular basis, so as not to forget the particular ways in which their child does things. For some this means filling it in weekly and for others fortnightly or longer. It is important to fill it in within the time frames of the stage your child is at. If for example your child is very young, then at least twice monthly is what we recommend and preferably more often. Some families make notes of things in a diary before transferring to the Protocol, others look back at video samples, others store up things their child is doing in their memory. Further on in this booklet there are examples of how the tables might be filled in.

There is text accompanying the various tables to add background information. The text explains the significance of the development children are making at each stage and why we have asked you to look out for and record certain things your child does. It explains the skills your child is acquiring at each stage and their significance.





*'It helped me to compare what my son is doing to what he should be doing. I refer to it once a month to see what boxes I can fill in.'*

*'This exercise hit me as a bit of a reality check – there it was in front of me on a chart, confirmation as to how little my daughter has developed her speech/listening/communication skills. I am keen to keep monitoring as I am sure that as time passes I will be marking a lot more 'Ds' which will boost my confidence no end. There is a great deal of satisfaction when you move in the right direction while having that reassurance if you aren't moving along as predicted – this will be picked up sooner rather than later.'*

*'By breaking down areas of development it makes you more aware of areas that may need more attention.'*

*'There is space to allow us, as parents, to 'monitor' where our child may not be completely fulfilling their potential/highlighting areas to develop and reminding us to keep up 'good practice', eg does she join in nursery rhymes or does she say 'bye-bye?'*

## The protocol

### Filling in the tables/checklists

Stage B3	Possibly	Definitely	What my child does and what it tells me; how I know my child can do this
<b>Foundations of communication</b>			M lifts up her hands towards grandma when she comes, to be picked up. It is her way of saying hello
Cries to express needs, eg when hungry, angry or in pain			
Reaches towards <b>objects</b> /people	23.3.03	10.4.03	
Uses voice to make contact with people and keep their attention			
Uses attention-getting <b>gestures</b> and eye contact/facial expression to make contact with people and to keep their attention			

In this example, taken from the Communication area:

**The first column** in the table above is called 'Foundations of communication' and lists the behaviours you are looking out for in your child's communication at this stage. For example do you notice your child 'reach towards objects or people'?

**The second column** – to record a 'possible' behaviour

If you think the answer to the above example is 'possibly' or 'I think so but am not totally sure' or 'I've only seen him do this once' then it is a 'possible' behaviour. It is important to record it as this reflects the time when your child is beginning to practice this skill.

**The third column** – to record a 'definite' behaviour

When you are sure you have 'seen' your child do this in his or her own way, maybe several times in different situations you can record 'definitely' for a behaviour.



**The fourth column** – is for you to write examples of the things your child does. Each child has their own way of doing things and this is what makes the protocol a record of your child's development. It will reflect your child's achievements and personality.

It is important to date each entry, so that you can record progress over time. You will need to do this to reflect on whether your child has made enough progress in the time expected of them.

## The summary sheets

The **summary sheets** record where your child is up to in all areas of development but on one page. It is easier then to compare development across areas.

We suggest that the parent, family or carer complete the **summary sheets** with the key worker/teacher of the deaf and recommend that this is done in line with the stage intervals as key developments occur within these time frames:

- every two months until the end of stage B3
- every three months until the end of stage B9
- 6 monthly after that

It is important that you and your key professional share the progress your child has made and document it together. Not all children will progress at the same pace as others and children themselves may progress more in one area than another at any stage. You can celebrate your child's achievements and raise concerns as you feel necessary.

You will need time to do this together – time undisturbed to concentrate and to discuss areas that come up as you share information. As a parent/carer you will have spent the most time with the child seeing them at different times of day, in different situations and with different people. Your observations are crucial and are the most valuable and the professionals will often be guided by you as to exactly what the child can do.

## How to use this protocol

Filling in the **Monitoring protocol** and **summary sheets** in this way allows you to plan forward, looking at what to expect your child to do next. If you are using other **Early Support** materials, it will inform your **Family service plan** and the summary sheets can be transferred into your **Family file**, which you take with you to appointments and share with any new people involved with your child. Professionals working with you may take copies of some sheets for their records describing how your child is progressing.

### Stage B2

<b>Attending/listening/vocalisation</b>	<b>P</b>	<b>D</b>	<b>Social-emotional</b>	<b>P</b>	<b>D</b>
<b>Attending</b> Attends to familiar sounds or sights – running bath, dishes, footsteps, the vacuum cleaner, getting the dishes out, the return of an excited brother or sister	<b>P</b>	<b>D</b>	<b>Self-other awareness</b> Responds to others by vocalising	<b>P</b>	<b>D</b>
Watches speaker/signer’s face carefully (up to 30cm)	<b>P</b>	<b>D</b>	Responds to facial expression	<b>P</b>	
Looks briefly from one object to another. Objects may be moving or still – this is termed shifting visual attention	<b>P</b>		Gazes a long time at picture of mother’s face	<b>P</b>	<b>D</b>

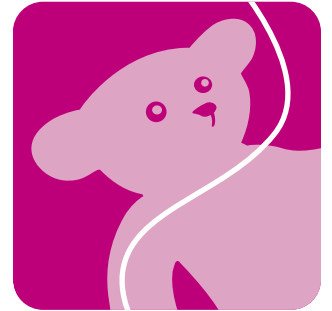
Plot **P (possibly)** and **D (definitely)** on the chart.

You can colour code the date, making sure there’s a key at the bottom of each sheet to match the colour to the date of achievement (in this example, **blue** means May 2003 and **red** means August 2003). Or, if you need to photocopy the sheets, it may be better to simply write the date or use a different symbol everytime you review progress. For example, □ could be used in May 2006 - marking the chart with a □ means your child has possibly learnt something. Marking the chart with a ■ means they have definitely learnt it. In August 2006, you could use a circle, like this - ○

## The developmental profile

Families have told us it is:

*‘Easy to use and gives quick picture of progress – we liked this.’*



### Filling in the developmental profile

This is one sheet of paper and gives a quick visual picture of progress, one area relative to another and over time. It too can become part of the family held record and a copy is kept by professionals.

When filling in the **developmental profile** concentrate on the last stage in which you have identified the *majority* of indicators as being '*definitely*' there.

For example, if this is B2 in Communication:

- colour in the corresponding cell on Developmental profile
- colour code the date or code with symbols
- colour in the corresponding cell for each area of development.

There is a key at the bottom of each sheet to match the colour to the date of achievement. We suggest you use the same colours as you used on the summary sheets for the same time period. What you should have is a visual representation of your child's progress and development over time.

	Communication	Attending listening vocalisation	Social-emotional	Other developmental milestones	Play
Stage 11					
↑	↑	↑	↑	↑	↑
Stage 2	▲			▲	▲
Stage 1	●	▲	●	●	●

#### Key:

Colour	Date	Colour	Date	Colour	Date	Colour	Date
●	End May 06						
▲	Mid August 06						

### Developmental profiles for individual development areas

Sometimes even within an individual area of development it is important to check in more detail that things are progressing as they should. In the **Monitoring protocol** this is done in two ways – firstly, by a **developmental profile** chart for each area and then through the **Level 2 materials**.

The **developmental profiles** for each area are behind the main **developmental profile** chart at the beginning of the **Monitoring protocol**.

Fill these in, in the following way:

- Look at each subsection of a particular area – for example, the three areas of attending, listening and vocalisation.
- For ‘attending’, identify the stage at which your child has ‘definitely’ got most of the ‘attending’ behaviours. Colour this in on the profile chart.
- Now do the same for ‘listening’ and then ‘vocalisation’.

This allows comparisons to be made within an area of behaviour and almost all areas within the **developmental profile** can be looked at this way. Often a child will be at the same level for each of the elements. However, sometimes one area (for example, ‘listening’) may ‘lag behind’ or be much further ahead than others. It’s important to discuss why this is with the practitioners who are supporting you. A deaf child who has some difficulties or delay with the fitting of hearing aids, or who has had problems with ear infections may well show less developed listening skills compared with more visual attending skills. Similarly, a deaf child where a more visual approach or a visual language is being used (for example, British Sign Language), ‘attending’ skills may be very well-developed and ‘listening’ and ‘vocalisation’ less so. What’s important is that you understand why your child’s profile looks as it does. In the two examples of **developmental profiles** give below, Profile A illustrates a situation where all aspects of development are moving forward at a similar rate. Profile B, which looks in detail at the area of attending, listening and



vocalisation indicates that a child's 'listening' skills seem to be 'plateauing'. In this instance, the parent and teacher of the deaf used the Level 2 materials to explore this further, before referring the child back to Audiology for investigation. It's important to recognise that Child B was still making progress in many other areas at this time (See [developmental profile C](#)).

A

Monitoring protocol for deaf babies and children

### Developmental profile

Child's name: \_\_\_\_\_ D.O.B: \_\_\_\_\_

Please shade boxes when you have entered 'Definitely' for most of the behaviours in that stage:

	Communication	Attending, listening and vocalisation	Social-emotional	Other developmental milestones	Play
Stage 11					
Stage 10					
Stage 9					
Stage 8					
Stage 7					
Stage 6					
Stage 5					
Stage 4					
Stage 3					
Stage 2					
Stage 1					

Key:

Colour	Age/Date	Colour	Age/Date	Colour	Age/Date	Colour	Age/Date

B

Monitoring protocol for deaf babies and children

### Developmental profile for attending, listening, and vocalisation

Child's name: \_\_\_\_\_ D.O.B: \_\_\_\_\_

Please shade boxes when you have entered 'Definitely' for most of the behaviours in that stage:

	Attending	Listening	Vocalisation
Stage 11			
Stage 10			
Stage 9			
Stage 8			
Stage 7			
Stage 6			
Stage 5			
Stage 4			
Stage 3			
Stage 2			
Stage 1			

Key:

Colour	Age/Date	Colour	Age/Date	Colour	Age/Date	Colour	Age/Date

C

Monitoring protocol for deaf babies and children

### Developmental profile

Child's name: \_\_\_\_\_ D.O.B: \_\_\_\_\_

Please shade boxes when you have entered 'Definitely' for most of the behaviours in that stage:

	Communication	Attending, listening and vocalisation	Social-emotional	Other developmental milestones	Play
Stage 11					
Stage 10					
Stage 9					
Stage 8					
Stage 7					
Stage 6					
Stage 5					
Stage 4					
Stage 3					
Stage 2					
Stage 1					

Key:

Colour	Age/Date	Colour	Age/Date	Colour	Age/Date	Colour	Age/Date

## The 'fridge'/development cards (suggestions for supporting development)

These provide suggestions for, and ideas to support development at each stage, in three areas of the **Monitoring protocol**: communication; attending, listening and vocalisation; and play. They give an outline of potentially useful activities and strategies. Use them as a springboard for your own ideas. Make them personal: adapt them to reflect your family traditions and heritage and your present situation and personality.

There is a card for each stage, for each area. So you can select the one that is helpful at any particular time and share it with others. You will be able to put it in an 'easy to see' place like on the fridge with a magnet, on the notice board, near where you change your child's nappy etc.

Families tell us:

*'It helps parents to focus better and helps you to identify weaknesses and strengths. By referring to the suggestions for the different stages it helps you to identify and reach targets and see that your child has progressed through the stages.'*

*'As my child is coming up to three there are areas where she is still coming up to scratch. The suggested activities help encouraging these areas.'*

*'I take the fridge cards to the child minder's house and to the nursery. They help everyone feel confident in playing with my son and to know it's the ordinary play things and games that help him the most.'*





## Level 2 checks

These second level materials are designed to be looked at, and completed, together with your key professional, eg teacher of the deaf or speech and language therapist.

The **Level 2 materials** look in more detail at aspects of your child's development at certain stages. They provide a snapshot or cumulative look at particular areas of development that may be at risk, such as listening, and enable us to check that all the aspects are proceeding at the rate they should. In some cases professionals and parents may use the checks on an ongoing basis, for example, the listening Level 2 checks may be used in the earliest months to help gather the evidence as to the effectiveness of the child's amplification package and to inform hearing aid fitting.

### Do we need to do it?

Many parents will feel adequately supported by using the main **Monitoring protocol** and will not feel the need for an ongoing check in relation to the second layer materials. Their child's progress will 'speak for itself' as it is highlighted by the main **Monitoring protocol**. If, however, the parent or professionals have any concerns or the parent just wants more reassurance it is possible to use the checklists as outlined in the Level 2 materials. At key points in the **Monitoring protocol for deaf babies and children** we have identified when these Level 2 checks should take place, so the specific behaviours that should be in place are checked on.

**Level 2 checks are built into the Monitoring protocol for all deaf children at the end of B5, B8, B9 and B11.**

Guidance on this is given in each section.

### How do we do this?

A first step is to use the **developmental profiles** with your professional. There is one for each area of development in the monitoring profile, except for play. These allow you to shade in each sub-component of that area of development separately. Shade in the stage for each level that has the *majority* of 'definitely' aspects achieved so that you can compare development in each sub area, ie are all sub areas at the same stage or

is one out of step? If so you will definitely want to explore further using the **Level 2** materials. These materials have their own introductory text, discussions and suggestions, which can be explored at any point or you might like to look at them with your key professionals.

For most families the **Level 2** charts and tables simply offer an opportunity to recognise the significance of their child's behaviour and provide them with confidence that what they are doing makes a difference and is supporting their child toward increasingly effective communication.

Occasionally, using these tables identifies an area in which your child does not seem to have made quite so much progress. This will then mean that the results can be shared with others, further and additional information gathered and questions asked, so that as quickly as possible, you will feel these concerns are addressed and suggestions are made as to how best to help you and your child to move on.

*'It gives you confidence that everything is being carefully watched and if something isn't quite right, it will be noticed and responded to.'*

## Glossary

Families have told us that they don't always understand some of the more technical language but want the opportunity to have it explained, as they feel they need to be able to use it when talking about their child to professionals, and when reading reports. They acknowledge that in some cases, 'only the technical word will do'. For example using the term 'decibels', when discussing their child's hearing loss with an audiologist.

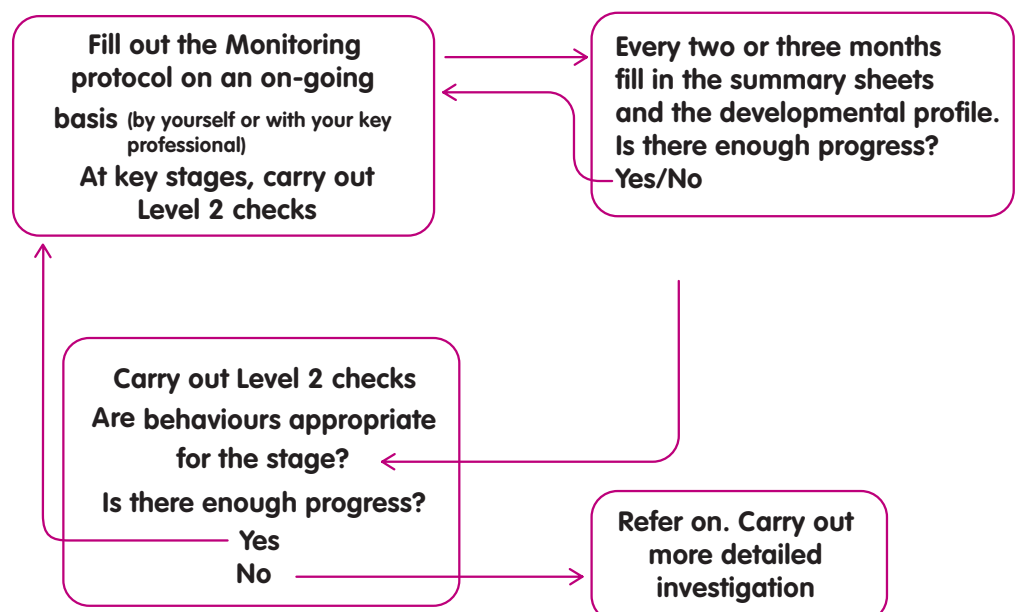
If you come across a word or term you are not sure about look it up in the glossary – these words will generally be highlighted in the text the first time they occur. Your key worker may be able to add to the explanation and examples we have given and may help relate the ideas specifically to your child.

*'L moved up two stages in play, listening and attending, but very little in vocalisations particularly with regard to consonants. This may be linked to chewing difficulties. The speech and language therapist was alerted to this and plans to try some chewing exercises.'*

*'Noted progress but also highlighted that we are not moving on in the listening/attending/vocalisation area. This is probably as a result of S' recent cochlear implant and the adjustment process but am now watching this area very carefully.'*

*'The monitoring sheets were beneficial as L had a couple of appointments at the CI team. And I feel more confident talking to the audiologist about L's development. It is a useful tool for discussion with the medical team.'*

### Decision making: using the different protocol materials



## How to use this protocol

The Early Support *Monitoring protocol for deaf babies and children* was devised with families and professionals by the following consultants in 2003 and 2004:

Sue Lewis, The Ewing Foundation, The University of Manchester  
(Project Leader)

Dorothy Moralee, Northumberland local education authority,  
(research assistant)

Amy Skipp, National Deaf Children's Society, London (research assistant)

Tricia Moffat, Middlesbrough local education authority (research assistant)

Margaret Brown, University of Melbourne, Australia

Ros Herman, City University, London

Wendy McCracken, The University of Manchester

Gary Morgan, City University, London

Helen Robinshaw, Brunel University

Meg Shepherd, Wrexham Maelor Hospital, Wales

Jacqueline Stokes, Auditory Verbal UK

With thanks also to the many colleagues who also contributed.

If you're using the materials as a parent and have questions to ask, raise these with your support professionals. [Early Support](#) has worked with parents and professionals in 2004 and 2006 to refine the materials and has developed a training programme for those wishing to use the [Monitoring protocol](#). To find out more, visit [www.earlysupport.org.uk](http://www.earlysupport.org.uk).

*'It provided reassurance that our child is progressing. It is good to have this confirmation especially if it is your first child and you are more naïve about child development.'*

*'It helped us identify progress in communication when perhaps we would not have been so quick to acknowledge that progress had occurred.'*

Copies of this booklet can be obtained from:

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# About this material

The *Early Support Monitoring protocol for deaf babies and children* is to help families understand their child's development better and share their observations of their child's learning and development with other people. The *How to use this Protocol* booklet explains how to use the material.

A linked set of 'fridge cards', help users think about what they can do to help children develop.

The Protocol is divided into a number of different sections to enable users to think about different aspects of their child's behaviour and to celebrate progress. The sections are:

- Communication
- Attending, listening and vocalisation
- Social-emotional development
- Other development milestones
- Play

However, separating out behaviour in this way is artificial. The same behaviour, for example, 'Reaching out to something or someone' is important for communication, for physical development and for play. Some behaviours have therefore been included in more than one section of the material. To make it easier for these indicators to be identified and filled in, we have cross-referenced them, using the following coding system:

- C** This item is also to be found in the equivalent stage in the **Communication** section
- A** This item is also to be found in the equivalent stage in the **Attending listening and vocalisation** section
- S** This item is also to be found in the equivalent stage in the **Social-emotional development** section
- O** This item is also to be found in the equivalent stage in the **Other developmental milestones** section
- P** This item is also to be found in the equivalent stage in the **Play** section













# A checklist of communicative development

Babies are born with a basic ability to communicate their needs. At first they are only able to cry when hungry, when they feel uncomfortable and when they need companionship. Amazingly, through **interaction** with parents, friends and family, this ability soon develops and babies communicate more complex messages, using **gestures** and vocalisations. Before long, most babies have learned the building blocks of **language** and begin to use the language of those around them, whether the language is English, Turkish, Urdu or British Sign Language (BSL).

The language learning process continues well beyond the first few years of the baby's life. However the foundations of communication that are laid in the early months and years will form the basis for later development. This checklist guides you through the early stages of the development of **communication**, from birth to the age of three years. The first four stages contain aspects of gestural and vocal communication which help to lay the foundations for all languages, spoken or signed. However, during the later stages, features specific to certain languages, eg **grammar** emerge. It is impossible to provide examples from all the world's languages. At this point we are illustrating the later stages with examples from the development of English and British Sign Language only. Further editions of the protocol will contain exemplars from other languages.

Parents will soon get to know what their baby can do and what they enjoy. By observing their baby and filling in the checklists at each stage, it is possible to:

- follow their baby's progress in communication
- learn more about the communicative significance of their baby's behaviour
- understand what they can do to help their baby's development.

We hope that you will find these checklists useful. Most importantly, we hope that it will help you to understand and enjoy communicating with your baby.

## Communication

### Development of communicative behaviour: Stage B1

#### At this stage

Newborn babies have very limited means of expressing themselves, for example crying in response to hunger or pain. However, 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.

This interest in faces is mirrored by parents, who spend a lot of time watching their baby's face for any reactions. However, parents do more than just look, they act as if their baby is intending to communicate with them. Parents talk to their baby, imagining what the baby is thinking or feeling, and describing what is happening to them; parents also copy the baby's movements and encourage the baby to copy theirs.

When parents talk to babies, they use speech, touch, gestures and facial expression in a very special way that is different to **communication** with adults. This style of talking is called **child-directed language** or **child-directed speech** and makes

parents' communication and language noises more interesting to babies. The way parents do this varies from culture to culture, for example nodding one's head may mean different things in different cultures. It is important that parents use whichever language they feel is most natural for them.

Communication with babies involves lots of repetition, varying the tone of voice (often using a higher pitch voice) and using facial expression and gestures. Deaf parents who use sign language also make special adaptations when talking with babies. As a result of what parents do, babies watch and listen for increasingly longer times.

#### By the end of this stage

The baby is already showing the beginnings of social behaviour.

They will look and listen to the communication and by copying, show that they will soon be trying to join in.

Stage B1	Possibly	Definitely	What my baby does and what it tells me; how I know my baby can do this
<b>Foundations of communication</b>			
Cries to express needs, eg when hungry, angry or in pain	AS		
'Copies' facial expressions and mouth shapes, eg poking out tongue, opening mouth wide, widening eyes	AOP		
Looks intently at nearby faces (approx 20 cm)	AOP		
Turns towards the speaker/signer	S		
Smiles or quietens to familiar voice/face	S		

## Communication

### Development of communicative behaviour: Stage B2

#### At this stage

Children now begin to express their needs in a greater variety of ways: a tired cry, a more insistent hungry cry, laughing to show pleasure. In this way, parents can understand what they mean more easily. Children also produce a greater range of sounds and expressions, many of which are quite different from the sounds of speech. Both hearing and deaf parents copy these sounds, which encourages the child to make such noises again.

Children often appear fascinated by faces at this time, particularly those of their family members. They watch and listen more carefully and are more actively involved in the whole process of communication. Parents have 'conversations' with their children, leaving pauses as if it were the child's turn to reply. This is called **turn taking**. For their part, children when talked to, use their voices, make mouth movements, move their arms and legs and change their facial expression. In this way, we see the earliest form of conversation emerging.

#### By the end of this stage

Children are able to tell parents or carers more clearly what they need, using different cries and facial expressions and producing a range of sounds.

They are interested in conversation and now begin to take turns, talking back when talked to.

Stage B2	Possibly	Definitely	What my child does and what it tells me; how I know my child can do this
<b>Foundations of communication</b>			
Increased range of sounds/cries to show enjoyment, hunger, tiredness, pain and to gain adult attention	AS		
Laughs to express pleasure	S		
Cries at angry voices Cries at angry faces	A		
Copies non-speech sounds, eg coos, raspberries, effort grunts, shrieks, squeals	A		
Watches the speaker/signer's face carefully (up to 30 cm)	AP		
Maintains eye contact for more than fleeting periods during interactions with adults			
Responds when talked to, eg moves arms and legs, changes facial expression, moves body etc			
Makes mouth movements when talked to			
Vocalises back when talked to especially to mother/carer and when an approving voice or smiling face is used	A		

## Communication

### Development of communicative behaviour: Stage B3

#### At this stage

Children now become more interested in their surroundings. They look around and reach towards things that interest them. These reaching gestures and searching movements help parents to know what their child is interested in. As a result parents usually talk about whatever it is that has caught their child's attention; in other words, the topic of conversation follows the child's interests and needs.

During this stage, children develop other kinds of understanding. They learn what familiar objects are for. They start to link what they see, smell, touch or hear with what might happen next; for example when they see a spoon or bottle, they get excited, connecting it with being fed.

Parents continue to use child-directed language ('baby talk' and/or 'baby sign') with their child: repeating short, simple sentences and using lots of varied expression in their voices and on their faces. Parents also use pointing and other gestures, such as open hands to mean 'all gone'. These sorts of gestures are produced more slowly and on a larger scale than would be used with another adult. Pointing gestures direct the child's attention to things that the parent is talking about and children soon learn to follow the direction of the point. This lays the foundation for **joint reference** – when parent and child look at and talk about the same thing.

#### By the end of this stage

Children are able to show parents what interests them and in this way, tell parents what they want them to talk about.

Their behaviour shows that they recognise their home environment, familiar objects and favourite toys.

They respond to certain voice patterns, facial expressions and familiar, repeated gestures such as pointing.

Stage B3	Possibly	Definitely	What my child does and what it tells me; how I know my child can do this
<b>Foundations of communication</b>			
Reaches towards <b>objects</b> /people and puts arms up to be lifted OP			
Puts arms up to be lifted			
Uses voice to make contact with people and to keep their attention AS			
Uses attention-getting <b>gestures</b> and eye contact/facial expression to make contact with people and to keep their attention			
Shows understanding that familiar objects are related to actions and events, eg gets excited upon seeing a spoon as a signal that food will soon appear; anticipates a game from seeing a familiar toy O			
Responds differently to certain voice patterns ( <b>intonation</b> ), particularly if accompanied by facial expression, eg warnings, anger, friendly tones and expressions, songs A			
Follows adult's pointing gesture and/or head turn A			
Vocalisation now has vowel sounds and sometimes <b>consonants</b> A			

## Communication

### Development of communicative behaviour: Stage B4

#### At this stage

By now, children are increasingly involved in communication. Their behaviour is more complex. In particular, they start to use and sometimes combine gestures in very purposeful ways: this helps adults to understand more about what the child is intending to communicate. All children, deaf and hearing, use gestures – for example, reaching, pointing, nodding, showing things and head-shaking. Such gestures allow them to express a more complex range of needs and meanings than they would otherwise be able to do. Gestures also help parents to understand more what the child does and does not want. Parents respond to gestures by interpreting them as best they can (there can be lots of misunderstandings at this stage!). Often, parents will express what they think the child is trying to say in short sentences (spoken and/or signed). We call this **recasting** the child's meaning. In this way, the child has the chance to see and hear how their meaning would be expressed in the language used by others.

Another key communicative behaviour to emerge at this stage is babbling. Children may have been vocalising a lot previously, but now they produce strings of sounds increasingly like the sounds of the language used in their home. Children exposed to a **sign language** also begin to babble in sign, practising repetitive **sequences** of hand and arm movements. We will call these sequences 'hand babble'.

Children now show a developing interest in songs, **rhymes** and communication games. They try to join in, using gestures, actions and sounds. For example, they bounce on their parent's knee to persuade them to sing and act out a favourite action rhyme again and again.

#### By the end of this stage

Children are able to communicate with and sometimes combine a wider range of gestures and vocalisations making it easier for their parents to interpret their intentions.

They are tuning in to the language of the home, producing vocal babble that resembles speech or hand babble that resembles sign.

Stage B4	Possibly	Definitely	What my child does and what it tells me; how I know my child can do this
<b>Foundations of communication</b>			
Voice is tuneful and expressive, starting to have the tone and <b>rhythm</b> of the <b>language</b> spoken at home (first language), ie what goes in is influencing what comes out	A		
<b>Vocal babble</b> is more and more like speech containing consonants and <b>vowels</b> such as 'ba ba', 'gaga', etc	A		
<b>Hand babble</b> emerges and is produced on or in front of the body, eg repeated opening and closing hand movements, repeated tapping of the hand			
Uses voice to: <ul style="list-style-type: none"> <li>– attract attention</li> <li>– ask for things</li> <li>– refuse</li> </ul>			
Uses gestures to: <ul style="list-style-type: none"> <li>– attract attention, eg holding up objects</li> <li>– ask for things, eg reaching, opening and shutting hands</li> <li>– refuse, eg pushing objects away, shaking head</li> </ul>			



## Communication

### Development of communicative behaviour: Stage B4

Stage B4 (continued)	Possibly	Definitely	What my child does and what it tells me; how I know my child can do this
<b>Foundations of communication</b>			
Uses two or more behaviours (two gestures or gestures and vocalisation) alongside each other to: – attract attention – ask for things – refuse			
Uses voice to join in with a familiar rhyme or game			
Uses gestures to join in with a familiar rhyme or game			
Uses two or more behaviours to join in with a familiar rhyme or game			
Plays give-and-take games with an object	P		
Recognises and responds to own name, eg turns or looks up in response to name	S		
Seems to know whose turn it is e.g. shows excitement as their turn is coming up, waits for adult to take turn	P		

## Communication

### Development of communicative behaviour – British Sign Language and English: Stage B5

Because the development of grammar is very different in different languages, from this stage forward, we provide examples from English and British Sign Language separately.

Deaf children often learn BSL from adults who are not themselves fluent signers. Where parents wish to use BSL with their children it is important for families to have as much contact as possible with other people (children and adults) who sign, and ideally with fluent signers. Where this does not take place, children's BSL acquisition may proceed more slowly.

Whether you are using English, BSL 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, it is worth considering both the BSL and English checklists to monitor your child's communicative development.

#### At this stage

Children start to learn that things have names and begin to understand what some of these are (in certain situations). They show their understanding by selecting toys when parents ask them to and by pointing when parents talk about pictures in books or ask them where things are. Much communication is still gesture-based; gestures are used, with or without

vocalisation, to express a whole range of meanings. Some of these are used consistently so close family members understand and say 'that's his noise for .....' or 'when he does that he means/wants .....

When children communicate more systematically in this way they are moving towards using their gestures and/or vocalisations 'symbolically'. Symbols are 'true' words and signs that the child uses consistently in different situations. Initially these may differ considerably from how we might 'say' or 'sign' them. Increasingly, the sounds children make and the gestures they use resemble words and signs from the language(s) around them.

Some parents are very skilled at recognising these first attempts at words – however, the child's more accurate use and articulation of the word or sign will happen much later. These 'baby-words' or 'baby-signs' are not simply used as labels for things but, like their other vocalisations, to express a whole range of meanings. For example, 'Daddy' can mean 'That's my daddy', 'where's daddy?', 'I want my daddy', 'there's a man, look at him', 'that's daddy's car', and so on.

Stage B5 – British Sign Language	Possibly	Definitely	What my child does and what it tells me; how I know my child can do this
<b>Foundations of communication BSL</b>			
Uses voice/gesture/sign to direct attention to objects and people, as well as self			
Begins to point to objects, self and others close by <sup>A</sup>			
Copies some baby signs, eg LIGHT, CLOCK, WHAT/WHERE			
Makes it clear through gesture/sign/vocalisation when they want something to happen again, eg, play a game or wants more to eat			
Continues to enjoy give and take games but these become more complex <sup>S</sup>			
Uses own gestures with or without voice, eg sucking movement as if asking for dummy/milk; sad face plus vocalisation to indicate unhappy; ruffling hair to mean hair wash			
Looks more at the adult in expectation of language			
<b>Receptive language (understanding) BSL</b>			
Understands names of some common objects, eg picks up or points to a toy when it is signed			
Stops what they are doing in response to a signed 'no' or 'no' gesture			

## Communication

### Development of communicative behaviour – British Sign Language and English: Stage B5

Stage B5 – BSL (continued)	Possibly	Definitely	What my child does and what it tells me; how I know my child can do this	
<b>Receptive language (understanding) BSL</b>				
Will stop in response to a tap or vibration made near to them by the adult				
Shows understanding of familiar objects through use, eg pretends to drink from an empty cup <sup>p</sup>				
Hands over an object when asked to, 'give me' – through an open hand gesture or signed sentence: BALL GIVE-ME				
<b>Expressive language (production) BSL</b>				
Copies and uses gestures and signs spontaneously as part of, or to investigate, games/familiar routines, eg clapping hands, waving 'bye', blowing kisses, WHERE, ALL-GONE				
Produces some baby signs spontaneously, eg MUM WHAT/WHERE				
Uses the signs 'MUM', 'DAD', or a gesture for 'bye-bye' meaningfully				

## Communication

### Development of communicative behaviour – English and British Sign Language: Stage B5

#### By the end of this stage

Children have learnt that things have names and are beginning to try some 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 means for communicating their meanings, but often even close family can only understand some of these.

They are paying attention to the sounds and actions of those around them and will increasingly be influenced by these in producing their own communications.

#### Level 2 check

#### Pragmatics, interaction, early words/signs

	P	D
Communicates for a range of different purposes		
Some gestures/vocalisations have systematic meanings		
'Conversational like' behaviour is in place		

Stage B5 – English	Possibly	Definitely	What my child does and what it tells me; how I know my child can do this
<b>Foundations of communication English</b>			
Uses voice/gesture to direct attention to objects and people, as well as self			
Begins to point to objects close by	A		
Makes it clear through gesture/vocalisation when they want something to happen again, eg play a game or wants more to eat			
Continues to enjoy give and take games but these become more complex	P		
Uses own gestures with or without voice, eg sucking movement as if asking for dummy/milk; ruffling hair to mean hair wash; sad face plus vocalisation to indicate unhappy			
Copies and uses gestures spontaneously as part of (or to find out more about) games and familiar routines, eg clapping hands, waving 'bye', blowing kisses, 'where is it/all gone'	S		
<b>Receptive language (understanding) English</b>			
Understands names of some common objects, eg picks up or points to a toy when it is named			
Stops what they are doing in response to 'no'	A		
Shows understanding of familiar objects through use, eg pretends to drink from an empty cup	P		
Hands over an object when asked to, 'give me' – prompted by an open hand gesture			
<b>Expressive language (production) English</b>			
Copies and uses voice spontaneously as part of (or to find out more about) games/familiar routines, eg 'bye-bye', 'all gone'			
Copies symbolic noises and baby words, eg bow-wow, choo-choo			
Produces symbolic noises and baby words spontaneously, eg 'aaah!' when cuddling toy			
Uses 'mama', 'dada', 'bye' meaningfully			

## Communication

### Development of communicative behaviour – British Sign Language and English: Stage B6

#### At this stage

The first true words or signs emerge during this stage and mark a significant **milestone** in language development. These first words/signs are used to name things that are important to children, eg objects, food, actions and people in the immediate environment. However, the way the child produces these first words or signs is often not the same as how adults do. Indeed some words and signs may be completely invented by your child, although they are recognised by most family members. It is also normal for children exposed to more than one language to mix words from each language at this stage.

Children now begin to indicate they want to play favourite rhymes or games using words, gestures and/or signs and generally show greater interest in communication by watching, listening and waiting their turn. They often try out new words or signs, – and do a lot of copying, even when they have no real idea as to what the words/signs mean. Parents begin to use language specifically to direct their child's actions and also use more elaborate language, eg talking about what people are doing rather than just naming and describing objects or people. This is because children can understand much more complex language than they are able to use themselves. However, the use of short, simple

sentences continues to be helpful, particularly when what children are being expected to do or when they are asked to understand something new or quite challenging for them.

It is important that children get the chance to overhear (or oversee) communication taking place between other people, even when they are not directly involved. This is an additional opportunity for language learning and is called **incidental learning**. Incidental learning plays an important part in **extending** children's language experiences. Later learning, eg at school, will expect that children take notice of what is said and happening around them, not simply what is said directly to them.

#### By the end of this stage

Children are now able to use a small number of recognisable words or signs (depending on the language(s) they have been exposed to). Better still, they can use single words and/or signs with tone of voice and facial expression to convey a range of meanings.

Children will understand more language than they are able to express, still relying heavily on gestures to make much of their meaning clear. They will now be able to take a proper turn in conversation.

Stage B6 – British Sign Language	Possibly	Definitely	What my child does and what it tells me; how I know my child can do this
<b>Foundations of communication BSL</b>			
Waits for signer to finish before taking their turn			
Pays attention to what people have to say for longer periods of time			
Sometimes copies a new sign or features of it (eg the hand shape or movement) immediately after it has been used, eg on seeing the sign BUS, may copy the movement of the hand at the side of the head without getting the whole sign correct			
Uses hand babble freely when alone or playing			
Points to desired objects to direct attention and/or to find out about things in distance – over 3m			
<b>Receptive language BSL</b>			
Shows understanding of at least 15 signs: eg – looks at named person – picks up toy when asked – searches for an object in its usual place			
Shows understanding of – simple questions eg SHOE WHERE – simple commands eg SIT DOWN			

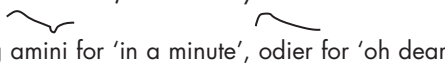
## Communication

### Development of communicative behaviour – British Sign Language and English: Stage B6

Stage B6 – BSL (continued)	Possibly	Definitely	What my child does and what it tells me; how I know my child can do this
<b>Expressive language BSL</b>			
Uses approximately five signs to express different meanings: – refers to familiar people – refers to objects – requests objects – greets – plays communicative games – protests – comments on absence or disappearance of things/people – shows things – requests more/again			
Asks for favourite games, eg book reading, or toys using sign/gesture			

## Communication

### Development of communicative behaviour – English: Stage B6

Stage B6 – English	Possibly	Definitely	What my child does and what it tells me; how I know my child can do this
<b>Foundations of communication English</b>			
Waits for speaker to finish before taking their turn			
Points to desired objects to direct attention and/or to find out about things in distance – over 3m <sup>o</sup>			
Pays attention to what people have to say for longer periods of time			
Sometimes copies a new word or features of it, (eg intonation, rhythmic pattern, and/or some of the sounds) immediately after it has been used,  eg amini for 'in a minute', odier for 'oh dear' <sup>A</sup>			
Babbles freely when alone or playing			
<b>Receptive language English</b>			
Shows understanding of at least 15 words: eg – looks at named person – picks up toys when asked – searches for an object in its usual place etc			
Shows understanding of: – simple questions, eg where is the ball? – simple commands, eg bring me the ball when accompanied by gesture			

## Communication

### Development of communicative behaviour – English: Stage B6

Stage B6 – English (continued)	Possibly	Definitely	What my child does and what it tells me; how I know my child can do this
<b>Expressive language English</b>			
Will vocalise freely when alone or playing, sometimes with recognisable words in the vocalisation			
Uses approximately five words to express different meanings: <ul style="list-style-type: none"><li>– refers to familiar people</li><li>– refers to objects</li><li>– requests objects</li><li>– greets</li><li>– plays communicative games</li><li>– protests</li><li>– comments on absence or disappearance of things/people</li><li>– shows things</li><li>– requests 'more'/'again'</li></ul>			
Asks for favourite games, eg peek-a-boo by saying 'boo' or hiding face			

## Communication

### Development of communicative behaviour – British Sign Language and English: Stage B7

#### At this stage

Having discovered that things and people have names, the child's small vocabulary in words, signs or both grows steadily. There are times when these words or signs are not used in the same way as adults might use them. For example, the child might say/sign 'doggy' when pointing to a horse because for them 'doggy' means a label for a range of different animals, rather than just a four-legged canine companion!

This is called **over-generalisation** and is a normal part of learning. Gradually the child works out when the word 'dog' is appropriate and when another word should be used but,

for now, they are finding the boundaries of words and meanings. Usually it is adult 'feedback' that helps them to do this, eg we often laugh and say 'no, that's not a doggie, that's a horse'.

This is the time too when children may often come out with much longer communications, in the middle of which there are individual words or signs that are recognisable. We often refer to this as 'scribble talk' or 'expressive jargon'. Similarly they often have favourite 'words' which they use extensively. Sometimes these sound like **phrases** but for the child they may just seem like a long word, eg allgone, havealook, thatone.

Stage B7 – British Sign Language	Possibly	Definitely	What my child does and what it tells me; how I know my child can do this
<b>Foundations of communication BSL</b>			
Tugs adult or pulls their hand to indicate what they want or mean			
Is highly imitative of adult and others' <ul style="list-style-type: none"> <li>– actions</li> <li>– gestures</li> <li>– vocalisations</li> </ul>	ASO		
<b>Receptive language BSL</b>			
Understands more new signs each week Understands familiar signs in new contexts			
Selects familiar objects, eg will go and find objects when asked to or identifies objects in a group			
Follows simple instructions, particularly if accompanied by points to places, things or people, eg BOOK (point) GIVE DADDY			
Identifies body parts on self (hair, eyes, ears, nose)			



## Communication

### Development of communicative behaviour – British Sign Language: Stage B7

Stage B7 – BSL (continued)	Possibly	Definitely	What my child does and what it tells me; how I know my child can do this
<b>Expressive language BSL</b>			
Signs which are produced by adults with two fingers extended, such as BUS and AGAIN are signed with the whole hand or just one finger by the child			
Uses at least 10 signs consistently			
Signs include <b>verbs</b> and <b>adjective-type</b> words, eg DRIVE, SLEEP, HOT, BIG			
Uses some signs to name a whole class of objects, eg uses CAR for all vehicles, MUMMY for all women			
Combines signs with pointing and reaching gestures to: <ul style="list-style-type: none"> <li>– attract attention</li> <li>– ask for or comment on an object, eg 'DOG' + points at toy</li> </ul>			
Uses signs individually and with facial expression to: <ul style="list-style-type: none"> <li>– comment on what's happening</li> <li>– ask simple questions/query</li> <li>– refer to non-present people or objects</li> </ul>			
Has favourite signs that they use often, eg MILK, TEDDY			

## Communication

### Development of communicative behaviour – English and British Sign Language: Stage B7

The child's understanding has also moved on considerably; for example they can now follow simple instructions in familiar situations, especially if gestures (eg pointing) or facial expression are also used. Parents do a lot of repeating (recasting) what their children say at this stage, within a longer phrase or sentence. This provides a model of an acceptable adult sentence (containing the sense of what the

child originally said). It helps the child to learn about the structure of sentences, paving the way for the next major event in language development, the onset of **grammar**.

#### By the end of this stage

Children are regularly using a small vocabulary of words or signs and there is evidence of a steady increase in their understanding of language.

Stage B7 – English	Possibly	Definitely	What my child does and what it tells me; how I know my child can do this
<b>Foundations of communication English</b>			
Tugs adult or pulls their hand to indicate what they want or mean			
Is highly imitative of adult and others' <ul style="list-style-type: none"> <li>– actions</li> <li>– gestures</li> <li>– vocalisations</li> </ul>	ASO		
<b>Receptive language English</b>			
Understands more new words each week			
Understands familiar words in new contexts each week			
Selects familiar objects, eg will go and find objects when asked or identifies objects in a group			
Follows simple instructions, particularly if accompanied by gestures, eg pointing to places, things or people	A		
Identifies body parts on self (hair, eyes, ears, nose)			
<b>Expressive language English</b>			
Uses at least 10 words consistently	A		
Words include <ul style="list-style-type: none"> <li>– verb types eg go, sleep</li> <li>– adjective types eg hot, big</li> </ul>			
Uses some words to name a whole class of objects, eg uses 'car' for all vehicles, 'apple' for all fruit, 'mummy' for all women			
Combines words with pointing and reaching gestures to: <ul style="list-style-type: none"> <li>– attract attention</li> <li>– ask for or comment on an object, eg 'mummy' + points at toy</li> </ul>			
Uses words individually and in longer intonated vocalisations to: <ul style="list-style-type: none"> <li>– comment on what's happening</li> <li>– ask simple questions/query</li> <li>– refer to non-present people or objects</li> </ul>			
Has favourite 'words'/'phrases' that they use often, eg 'thatone'			

## Communication

### Development of communicative behaviour – British Sign Language and English: Stage B8

#### At this stage

Children now chat more frequently, although not necessarily to people they do not know well. A key feature towards the end of the stage is that children start to string single words or signs together. This is one step away from producing little sentences. Children may use mainly words or mainly signs, according to the approach you have chosen. However, many deaf children who use sign will mix words and signs together. Similarly children using spoken language will continue, like every other child, to use gesture to support what they are saying.

Children will very soon start to use elements of the grammar system of the language(s) that surround them, whether English, British Sign Language, Urdu, French or any other language. Much of what children say may still be difficult to understand by people who do not know them well.

This is perfectly normal because children are using many words and signs for the first time and experimenting with their sounds and shapes. Copying what adults say is one way of practising and improving skills in this area and children often do this spontaneously; in time, they will learn to communicate more clearly.

By now children are showing that they understand more of what is said to them. They show that they understand many more words, phrases and signs and even some simple questions and instructions.

Stage B8 – British Sign Language	Possibly	Definitely	What my child does and what it tells me; how I know my child can do this
<b>Receptive language BSL</b>			
Recognises and identifies many objects and pictures when signed			
Picks out two or more objects from a group of four if asked to do so, eg when putting toys out'			
Points to body parts on others	A		
Understands simple questions/directions without accompanying gestures, eg SHOES WHERE?			
Follows directions during play, eg TEDDY FEED			
<b>Expressive language BSL</b>			
Signs used are recognisable but many are still produced in a 'babyish' fashion, eg RABBIT is made with whole hands rather than two fingers			
In general, signs are made with whole hand, fist and index finger			
Uses up to 20 signs and gestures: – names things and people, eg CAR, BIRD, MUM, DAD – comments on what is happening, eg LIGHT when door lights are flashing – tells someone something – asks questions, (may only use a general question sign, eg open-hands rather than WHO, WHAT, WHEN, etc) – responds to adult's questions/comments – protests – expresses likes and dislikes – describes actions, eg EAT, WALK, BITE			
Copies signs seen in conversation			
Uses a quizzical facial expression when requesting			
Uses a negative facial expression to indicate 'no'			
Begins to make little sentences by joining two signs, eg CAT GONE			

## Communication

### Development of communicative behaviour – English and British Sign Language: Stage B8

#### By the end of this stage

Children have a small, but steadily increasing vocabulary that they use to tell you things and to get what they want.

They are beginning to string together words and/or signs and are on the way to making little sentences.

Children understand much more and as a result, there are now more opportunities for you both to communicate – even more so, because they demand it!

#### Level 2 check

#### Pragmatics, interaction, early words and meanings

	P	D
Uses their language for a range of different purposes		
Conversational turn-taking through language established		
Has 20+ words/signs recognisable to others		

Stage B8 – English	Possibly	Definitely	What my child does and what it tells me; how I know my child can do this
<b>Receptive language English</b>			
Recognises and will identify many objects and pictures when named using speech			
Picks out two or more objects from a group of four, eg 'give me the cup and the doll', 'where's the...?'			
Understands simple questions/directions without accompanying gestures, eg fetch your shoes <span style="color: red;">A</span>			
Follows directions during play, eg 'feed teddy' <span style="color: red;">A</span>			
<b>Expressive language English</b>			
Uses up to 20 words: <ul style="list-style-type: none"> <li>– names things and people</li> <li>– comments on what's happening</li> <li>– tells someone something</li> <li>– asks questions</li> <li>– responds to adult's questions/comments</li> <li>– protests</li> <li>– expresses likes and dislikes</li> <li>– describes actions</li> </ul>			
Copies words overheard in conversation <span style="color: red;">A</span>			
Words used are more recognisable, but these may still be produced in a 'babyish' or 'immature fashion', eg 'goggy' for 'dog'			
Begins to make little sentences by joining two words together, eg daddy gone			
Uses a mixture of words/vocalisation/gesture (sometimes in very long utterances) to: <ul style="list-style-type: none"> <li>– accompany play</li> <li>– express a range of meanings (though the exact meaning may be unclear)</li> </ul>			

## Communication

### Development of communicative behaviour – British Sign Language and English: Stage B9

#### At this stage

Language is really taking off. There is a spurt in vocabulary growth and many parents begin to lose track of the words or signs their child knows- there are so many.

Little sentences are now used more frequently, but can sometimes be difficult to understand. This may be because children want to say more than they can express with the words and grammar they know, or it may be because individual words or signs are used alongside other less clear words or

signs. Sometimes children may use voice and/or facial expressions to make their meaning clearer, eg 'nanny gone', as opposed to 'nanny gone?'

Parents help to extend their child's language experiences by recasting and also by talking about things beyond the 'here and now', eg talking about things in the immediate past or future, and asking questions like 'where did we go today?' 'Who did we see?'

Stage B9 – British Sign Language	Possibly	Definitely	What my child does and what it tells me; how I know my child can do this
<b>Receptive language BSL</b>			
Recognises most common objects and pictures			
Understands more complex BSL sentences, eg GO SHOP SHOES BUY			
<b>Expressive language BSL</b>			
Rapid growth in vocabulary – at least 50 signs and becoming more difficult for parents to keep track of new signs			
Starts to combine facial expression and gesture close hand gesture + quizzical face 'give it to me mum'			
Curved <b>handshapes</b> start to be used, eg BALL, BALLOON, CAT			
'Thumbs-up' and 'bent' hand used more in appropriate signs, eg GOOD, BOX			
Most signs continue to be 'baby-signs'			
Makes little sentences by joining signs, eg CAT GONE, DOLLY SLEEP			
Uses little sentences by joining signs and spoken words, eg 'mum MILK'			
Starts to combine headshakes with signs to mean 'no' or 'not' eg MILK + headshake			
Starts to talk about how things move using classifier handshapes, eg the index finger for people and the flat palm for a car, but makes mistakes with handshapes			
Some finger spelled signs used, but these are used as wholes rather than true 'spellings', eg I-F, or S-A-M			

## Communication

### Development of communicative behaviour – English and British Sign Language: Stage B9

At this stage children use more features of the grammar of the language(s) they are learning. Grammar is the way that a language combines words or signs into sentences, and changes words or signs to make different meanings. Different languages have different grammars and you will recognise your child's developing language as having more and more of the features of the language you are using with them. For example in English, we use word endings such as 's' to mean 'more than one'. BSL does not form plurals in this way, but may use a sign like MANY to mean 'more than one'. Some aspects of grammar emerge relatively early. However many continue to develop well into a child's school years.

The teacher of the deaf and/or the speech and language therapist can help you to keep a record of the types of words/signs and sentences that your child uses.

#### Level 2 check

##### Grammar

Uses an appropriate range of grammatical features at:	P	D
Clause level		
Phrase level		

#### By the end of this stage

Children have a large vocabulary and seem much more grown up because they are now able to use little sentences in conversation with their parents and others.

Stage B9 – English	Possibly	Definitely	What my child does and what it tells me; how I know my child can do this
<b>Receptive language English</b>			
Recognises most common objects and pictures			
Understands familiar action words, eg 'sit down', 'come here', 'stop that'			
Understands more complex sentences, eg 'we are going to the shop now to buy some new shoes'			
<b>Expressive language English</b>			
Rapid growth in vocabulary – at least 50 words and becoming more difficult for parents to keep track of new words			
Uses more little sentences, eg 'daddy come', 'there it is', 'play with car', 'me got one'			
Refers to self by name	A		
Begins to use some 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"> <li>– provide information</li> <li>– comment on what the other speaker has just said</li> </ul>			
Starts to know their own mind and expresses this, eg 'nowant bath', 'nogo bed'	S		

## Communication

### Development of communicative behaviour – British Sign Language and English: Stage B10

#### At this stage

During this stage, children are using longer sentences and start to experiment with grammar. Although some parts of grammar may seem to be used correctly, this is often because they have been learned as set phrases, eg the English phrase 'going to go' becomes 'gonna'. There are also plenty of times when parts of grammar are missing or are used incorrectly.

#### This is a normal part of any child's language development.

The child needs time to work out the complex rules of grammar for themselves. It is important to recognise that all children make lots of mistakes as they use new words and try to express their meanings in grammar – this is

developmentally appropriate and an essential part of learning. If your deaf child makes a grammatical mistake, eg by saying 'my gotted one' or 'she big' (when the person was very definitely male), this should be celebrated as a normal part of their learning rather than be seen as problematic.

Children are now using their language in more varied ways – they come into contact with many more people, and have themselves, many more needs. In addition, their language begins to be part of their play. This is the time when nursery rhymes and stories come into their own.

Stage B10 – British Sign Language	Possibly	Definitely	What my child does and what it tells me; how I know my child can do this
<b>Receptive language BSL</b>			
Some understanding of quantity, eg ONE/MANY			
Understands size differences, eg BIG/SMALL			
Understands sentences with location descriptions, eg DOG-IN-BOX			
<b>Expressive language BSL</b>			
Able to use signs with more difficult handshapes correctly, eg ASK, CHOCOLATE, and AEROPLANE			
Uses specific question signs WHO? WHAT? with appropriate facial expression			
Uses language to ask and find out about things			
Uses language during play and almost all activities			
Uses language to ask for help, eg washing hands, going to the toilet			
Consistently combines points to people with other signs, eg YOU CAR			
Uses points instead of signs for pronouns YOU, HE/SHE, but may reverse the points (indicating YOU when meaning I)			
Uses the sign MINE			
Uses <b>negation</b> signs, eg DON'T-KNOW, DON'T-LIKE as set phrases			
Starts to move some signs with action meanings towards the person or thing it is tied to, eg LOOK-YOU, GIVE-YOU, but makes some mistakes (eg a verb which shouldn't move such as LIKE may be produced as LIKE-YOU)			
Movement changes are used to distinguish between objects and actions, eg DRIVE (longer movement) vs CAR (shorter movement)			

## Communication

### Development of communicative behaviour – English and British Sign Language: Stage B10

Recasting what a child has said continues to be important and allows them increasingly to draw on what you say either through **imitation** or by later trying it out in a different way.

Children spend a lot of time listening and watching other people's conversations – it is often surprising how much children can take in! However, at other times don't be surprised if they are too busy playing to pay attention to what you are saying. When they are paying attention, they can now answer questions more fully and are also asking more questions of you.

#### By the end of this stage

Children can understand most of what parents say, can use longer sentences and are starting to use more parts of grammar. They use language to express many different meanings. At this point in the child's development it is a good idea for parents and teachers of the deaf/speech and language therapists to use the Level 2 checklists again (Level 2 grammar, Level 2 pragmatics, Level 2 interaction) to check that the breadth of understanding and expression needed for future development has been established.

Stage B10 – English	Possibly	Definitely	What my child does and what it tells me; how I know my child can do this
<b>Receptive language English</b>			
Shows understanding of prepositions 'in', 'on'			
Some understanding of quantity, eg 'one/all'			
Understands size differences, eg big/small			
Will point to smaller parts of the body (eg chin, elbow, eyebrow) when told to do so			
Answers simple questions, eg 'how old are you?' A			
<b>Expressive language English</b>			
Uses longer sentences (three to four words), eg 'mummy go shops now'			
Uses language to ask and find out about things			
Uses language during play and almost all activities A			
Uses language to ask for help, eg washing hands, going to the toilet			
Uses different verb forms, eg 'play', 'played'			
Uses several pronouns correctly, 'I', 'me', 'you'			
Uses plurals, eg 'cats'			
Uses set phrases, eg 's mine', 'wanna/canna', without full understanding or use of the grammar			
Uses negatives 'no', 'not', 'no more'			
Uses over 200 words			
May repeat the first parts of words 'w-w-where doggie?'			



## Communication

### Development of communicative behaviour – British Sign Language and English: Stage B11

#### At this stage

Children can understand language well, have a large vocabulary and can produce fairly complex sentences. Their sentences are much clearer and they can usually be understood by people who do not know them well. Children use language to get what they want and are able to negotiate with others, eg sharing toys. Sometimes there may be confusion because of how they put the different parts of a sentence together, eg in BSL, simultaneously combining the use of facial expression, movement and pointing; in English, they may try to join up several sentences but miss out words. However many of the 'little' words in English have started to appear – words like 'is, am, do, a, of, the' – although they will not always be included.

Children's use of language widens considerably and they begin to offer simple explanations for their behaviour. Because of the developments in their play at this time they begin to use language for imaginative purposes – and to keep other people playing the game they want to play. This is the age of loving stories whether told or shared from books; of singing and nursery rhymes; of action games and hide and seek; of hunt the thimble.

Children will use their language clearly to establish their identity and to express their will. They will still use words inappropriately because they do not quite understand how and where they should be used and exactly what they mean.

Stage B11 – British Sign Language	Possibly	Definitely	What my child does and what it tells me; how I know my child can do this
<b>Receptive language BSL</b>			
Understands all pronouns, I, YOU, HE/SHE			
Understands plurals in BSL through number and repetition of classifiers			
<b>Expressive language BSL</b>			
Uses first person reflexive MYSELF			
Uses many signs which have difficult handshapes and movements, eg AEROPLANE, FOX			
Some handshapes still inaccurate, especially those involving any of the three outer fingers, eg BAD, ASK			
Able to contrast objects and things through classifiers, eg animals vs humans, long thin objects vs solid objects			
Uses many verbs with movement towards an object or person as well as towards the self, eg LOOK-AT-ME			
Uses plurals in BSL through number and repetition of classifiers, eg CAR MANY or CAR FLAT-HAND X3 (repeats three times)			
Uses all pronouns, I, YOU, HE/SHE			
Begins to use a part of sign space to one side of the body to move verbs towards or away from, eg I-GIVE-HIM			
Uses language for: <ul style="list-style-type: none"> <li>– giving reasons</li> <li>– negotiating</li> <li>– playing with others</li> <li>– directing others</li> <li>– telling others about things</li> </ul>			
Able to retell simple past events eg DOG RUN THERE			

## Communication

### Development of communicative behaviour – English and British Sign Language: Stage B11

#### By the end of this stage

Children are very skilful communicators, able to express their needs to others, often without parents there to help. They are beginning to use more complex grammar and you can tell that they are experimenting with the rules of the language from the mistakes they still make, eg in English ‘we goed to the shops’. 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, eg by asking endless questions and talking alone during play.

#### Remember by:

- continuing to talk with your child
- helping them to find out the answers to their questions
- helping them to further explore the world around them

You are the key to your child’s future learning.

#### Level 2 check

#### Grammar, pragmatic intentions, interaction

	P	D
Uses a range of grammatical features: – clause – phrase – word		
Uses their language for a range of different purposes, including early reasoning		
Conversational turn-taking through language established		

Stage B11 – English	Possibly	Definitely	What my child does and what it tells me; how I know my child can do this
<b>Receptive language English</b>			
Understands prepositions ‘under’, ‘on top’, ‘behind’, ‘next to’			
Understands use of objects, eg ‘what do we use to cut with?’			
Understands objects by description, eg ‘wet’, ‘dirty’			
Understands all pronouns, eg ‘they’, ‘he/she’, ‘him/her’			
<b>Expressive language English</b>			
Answers what, where and yes/no questions, eg ‘what is she doing?’, ‘where is the dog?’, ‘is he running?’			
Retells a simple past event			
Uses several sentences linked with ‘and’			
Uses a range of verb forms, eg ‘play’, ‘playing’, ‘will play’, ‘played’			
Answers questions more fully, using two or more sentences, eg in response to ‘tell me about your dog’			
Uses language for: – giving reasons – negotiating – playing with others – directing others – telling others about things			
Uses possessives, eg ‘the boy’s teddy’			
Retells a simple story – recalling events and characters			

A



# Attending, listening and vocalisation

The child is already learning lots about the world around them and, with parents' help, will be able to explore it. Children who need to use hearing aids can develop listening skills but they will need parents, with the help of a good practitioner, to help them learn to use their **residual hearing** in order to listen.

Hearing aids are only useful if they are working properly and worn consistently. The teacher of the deaf will explain the importance of daily checks, show you how to do this and leave guidance and spares so parents can sort out any simple problems that come up. Once you have checked the hearing aids are working properly you should gently insert the ear moulds and secure the aids. All this will be explained to you in person. These tasks may feel very odd at first but you will soon become expert at this. It will eventually become as simple as changing a nappy or feeding your child. Like all new skills it just takes some practice. You should not be afraid to ask for help in checking the hearing aids and inserting the moulds several times until you feel more confident about what to do.

Once your child has hearing aids fitted you need to establish that they are working, comfortable and are being worn most of the day. You need to make sure that there is not too much noise in the room, as this will make learning to listen much harder.

Hearing aids will make all sounds louder. Learning to listen is much harder for a child when the sounds parents want them to hear are competing with household or environmental sounds – for example when more than one person is talking at a time, or the washing machine is on full cycle or the television is on.

The final, but perhaps the most important thing is to ensure there is something worth listening to! – something that the child enjoys and finds meaningful. This is your voice! Parents and the family are the most important people in any child's life and they are fascinating to them. By talking, just as they would to any other child, parents are providing a rich and exciting sound that their child will enjoy and which is an important source of learning. Talking to a child about everyday things around and what he or she is doing is just as important for a deaf child as a hearing child. Remember hearing children spend over a year learning to listen before they start to use spoken **words**. During this time they are learning about listening, about sound and about how children communicate. To start with parents may find it particularly helpful to notice changes in attending, listening and vocalisation when the child is wearing hearing aids compared to when they are unaided. The teacher of the deaf or early intervention supporter will help and support parents with this.

## Attending

### Development of attending, listening and vocalisation behaviour: Stage B1

#### At this stage

Very young babies present an extraordinary range of listening abilities that probably start to develop in the womb, when the lower frequency sounds are 'getting through'. For children with severe to profound hearing loss access to this low frequency information in the womb may be very limited or may simply not be accessible. This does not mean they have no access to sound; babies are likely to perceive vibrations of very low frequency information, before birth. It is only possible for deaf children to start to learn to listen when they are fitted with hearing aids and wear them most of their waking hours. This stage is often referred to as a child's **hearing or 'listening' age**. It is often more useful to think of the child's progress in listening in terms of their listening age rather than **chronological age**.

For a child who is a hearing aid wearer, whether a baby or older, they too will start to display a range of listening behaviours and it is important that we recognise them for what they are. For example, parents will notice how loud sounds disturb the child or how the child reacts to sounds around them that start or stop. Over the first few weeks of life the sounds a baby makes directly reflect its biological state and activities, eg hunger, pain or discomfort. They are known as **'reflexive noises'**. Noises such as sucking, swallowing, coughing and burping are concerned with survival. They are known as **'vegetative noises'**.

<b>Attending B1</b>	<b>Possibly</b>	<b>Definitely</b>	<b>What my baby does and what it tells me; how I know my baby can do this</b>
Looks intently at nearby faces (approx 20 cm) <small>CSOP</small>			
Attention is attracted and held when you: – use lively <b>facial expressions</b> – use <b>child-directed speech</b> (voice with varied tone and volume)			
Copies facial expressions and mouth shapes, eg sticking out tongue, opening mouth, widening eyes, etc <small>COP</small>			

<b>Listening B1</b>	<b>Possibly</b>	<b>Definitely</b>	<b>What my baby does and what it tells me; how I know my baby can do this</b>
Shows a reaction to sound by changing behaviour/actions: – eyes widen – limbs move or slow – facial twitch – cry – change in sucking patterns during feeding – stirs from sleep – change in breathing pattern – quietens			
Recognises and is most responsive to mother's voice, eg may become more vocal, active or make more <b>eye contact</b> <small>S</small>			
Shows awareness of voices close to them (usually less than one metre) by a change in behaviour, eg smiles, stops vocalising, turns head towards person speaking <small>S</small>			
Arm, hand and legs movements may match rhythm of parent/carer's voice			
Sensitive to tone and rhythm of voices – livelier to happy sounds, unsettled by angry/sad voices <small>S</small>			
Startled by loud noises (door, vacuum, washing machine)			
May be soothed by particular music or songs <small>SC</small>			

## Attending

### Development of attending, listening and vocalisation behaviour: Stage B1

Babies love to imitate parents and even at this early stage they copy adult facial expressions, tongue and other movements.

Babies are particularly interested in their parents' voices. So it is important that they talk to (interact with) them from the moment they are born. When a child gets their hearing aids it is the beginning of their listening experience – the most important aspect of this is your voice.

#### Child-directed speech (baby talk)

Many parents do not talk to their children in the same way that they talk to other adults. Instead they change the way they speak to the child and this makes it easier for the child to join in (interact) and learn. This is called 'caregiver' or 'child-directed' speech. This speech is like 'baby talk', where the utterances are shorter and simpler, and it often has a singsong quality and a lot of expression is involved, often with the sounds going up and down. Child-directed speech is also higher pitch than usual and special words are used, such as 'choo-choo', 'doggie', 'bunny'.

The form of child-directed speech helps the child to learn not only about what people mean, but also about how to have a conversation. Because of the way that intonation is used (the ups and downs and melody of the voice) and the way that we pause, the child is given clues that it is their turn to speak. The child will increasingly pick up on these clues and start to take turns by vocalising or responding in other ways at the end of the parents' turn, rather than 'speaking' over you.

#### By the end of this stage

Babies love to imitate parents; even at this early stage they will try to copy adult facial expressions and tongue movements.

They can now tell the difference between male and female voices.

Vocalisation B1	Possibly	Definitely	Sounds my baby makes and enjoys
Gurgle and coos			
Cries to tell you their needs, eg hunger, discomfort	CS		
Screaming/whimpering in extreme need			

## Attending

### Development of attending, listening and vocalisation behaviour: Stage B2

#### At this stage

Children start to respond to the different sounds around them in a range of ways. For example they react differently to angry, soothing or playful tones of voice; they may respond to other people's voices by making sounds themselves. They also show a fascination for faces, watching for prolonged periods of time and begin to look at objects with interest.

They will also start to develop an interest in familiar sounds in the home, eg running a bath and may, towards the end of this stage, even show that they are excited by them. This is the beginning of being able to anticipate events from hearing a sound. When you are cradling your baby you could, for example, have a musical toy in the other hand and switch it on and then off. They may change behaviour and even search for the source of sound; this shows the parents that the child has heard the sound.

Children now begin to produce **cooing** sounds, generally when they are in a settled state. These sounds develop alongside crying, gradually becoming more frequent and varied, and are often a response to the carer's speech and smiles. The sounds are quieter, lower **pitched** and more musical than crying, usually consisting of short vowel like sounds or sounds produced towards the back of the mouth or through the nose. It is important at this stage not only that the child can hear themselves, but also that they get a response from those around them to the sounds they make, in other words, that parents coo back.

Attending B2	Possibly	Definitely	What my child does and what it tells me; how I know my child can do this
Attends to familiar sounds or sights – running bath, dishes, footsteps, the vacuum cleaner, getting the dishes out, the return of an excited brother or sister			
Watches speaker/signer's face carefully (up to 30 cm)			
Looks briefly from one <b>object</b> to another. Objects may be moving or still – this is termed ' <b>shifting visual attention</b> '			

Listening B2	Possibly	Definitely	What my child does and what it tells me; how I know my child can do this
Shows they are aware of sounds by changes in behaviour: – extending limbs – eye widening or searching – stilling/quieting or stopping – crying – smiling – other facial expression, eg frowns, squealing			
Turns eyes and/or head towards voice/sound			
Reacts differently to soothing and negative tones			
Is noticeably more active when attending to voices/sound in quiet surroundings			
Likes listening to music			
Enjoys rattles and other sound-making toys			
Shows some awareness of own voice			

## Attending

### Development of attending, listening and vocalisation behaviour: Stage B2

#### By the end of this stage

Children begin to anticipate events from hearing a sound. They are motivated to attend to familiar sounds and with parents' help are increasing detection and awareness of a wider range of sounds. They may even start to look towards the source of a sound, starting to anticipate where sounds are coming from.

Children are more able to control their attending, as they begin to search for a sound source, look towards it or watch something that 'catches' their attention for a longer time.

Vocalisation B2	Possibly	Definitely	What my child does and what it tells me; how I know my child can do this
Increased range of sounds/cries to show enjoyment, hunger, tiredness, pain and to gain adult attention			
'Copies' non-speech sounds, eg coos, raspberries, effort grunts, squeals			
Produces non-speech sounds, eg coos, raspberries, effort grunts, shrieks, squeals			
May make vowel like sounds, eg /a/ as in car /ɔ/ as in board			
Gurgles to get attention			
Vocalises back when talked to (making own sounds) especially to mother/carer and when an approving voice or smiling face is used	C		
Makes more varied sounds when 'talking' to/taking turns with a familiar adult			
Vocalises for longer when 'talking' to/taking turns with a familiar adult			



## Attending

### Development of attending, listening and vocalisation behaviour: Stage B3

#### At this stage

As parents help the child to become more and more aware of the different sounds around, the child also learns to **discriminate** between them. For example they may look at the hairdryer rather than the vacuum cleaner, which they have learnt makes a different sound. Once the child can discriminate between two sounds the next **auditory skill** is **recognition** of that sound. The child learns to recognise that sound and to associate that sound or word with an activity or object. When the child sees the hairdryer they know what sound is likely to follow.

Similarly the child will respond differently to the voices around them – showing that they recognise mummy or daddy’s voice and reacting differently according to whether they sound, happy, cross and so on. For a deaf child parents should be now noticing considerable differences in behaviour when the child is wearing hearing aids.

Attending B3	Possibly	Definitely	What my child does and what it tells me; how I know my child can do this
Looks around a room <span style="float: right;">O</span>			
Explores objects using vision, touch, hearing, taste, eg a child mouths a rattle and hears the noise made as the rattle moves			
Tries to attract your attention through: – increasing own body movements, – moving arms and legs vigorously – vocalisation <span style="float: right;">C</span>			
Briefly follows the eye gaze of the adult but does not attend for long			
Very early <b>imitation</b> of adults, eg tries to move object if adult does this too			
Turns to follow a moving toy			
Follows adult’s pointing gesture and/or head turn <span style="float: right;">CS</span>			

## Attending

### Development of attending, listening and vocalisation behaviour: Stage B3

The sounds of **vocal play** are much steadier and longer than those of cooing. They tend to consist of vowel + consonant sequences that are frequently repeated ('gagagaga'). They are often high pitched and sometimes change from high to low. A range of sounds is produced from all parts of the mouth.

The child will appear to be 'practising' new sounds, and be getting enjoyment from making them. The particular sounds children make at this time are influenced by a number of things. For example younger babies spend a lot of time lying on their backs and so their early sounds are influenced by

this, as well as their tongue control and the shape of their mouths etc. Sounds such as 'agagag' and 'oo' and 'ah' are often heard. Some children will not begin to wear hearing aids until a later stage and this will mean that early sounds may be different. If a child is already sitting by the time hearing aids are established, sounds will be different because the child's position is different. The vowels will be made further forward in the mouth and may be 'ee' or 'uh'.

Listening B3	Possibly	Definitely	What my child does and what it tells me; how I know my child can do this
Shows awareness and <b>discrimination</b> of happenings and events in their environment eg searches when hears familiar person come into the room			
Looks puzzled or changes behaviour when they hear something new, different or unexpected			
Displays much more interest in talk, which has the features of 'child-directed speech' (eg is more excited or appears to be paying attention) and is less interested in talk between adults			
Vocalises more when adults use 'child-directed speech'			
Coos or stops crying in response to music with a strong beat			
Recognises familiar environmental sounds – washing machine, microwave, footsteps			
Beginning to discriminate between: <ul style="list-style-type: none"> <li>– fast and slow sounds</li> <li>– loud and quiet sounds</li> <li>– long and short sounds</li> </ul> (revealed by changes in behaviour, searching, movement or preference for particular songs/ <b>rhymes</b> )			
Beginning to relate a sound heard, to the object which makes the sound, eg searches for it			
Enjoys playing with noise-making objects and toys			
Will repeat action to make sound again eg shaking rattles, squeezing noise makers; kicking at baby gym			
Turns quickly to mother's voice across room			
Responds to different tones of your voice: <ul style="list-style-type: none"> <li>– sing-song</li> <li>– questioning</li> <li>– soothing</li> <li>– playful</li> </ul> (tone of voice helps child with meaning)			CS
Listens to a parent's voice even if they can't see them			
Changes in behaviour when hearing aid/implant is switched on			

## Attending

### Development of attending, listening and vocalisation behaviour: Stage B3

What matters is that a broader range of sounds begins to be made, and that occasionally consonants start to intrude. It is towards the end of this stage that a child's sounds start to sound more like the parents, ie the vowels sound like English vowels or Welsh vowels or Urdu vowels – clear evidence of what the child 'hears' influencing the noises they are now starting to make.

They now show that they are more aware of the sounds that they themselves are making. For example, they begin to change their vocalisations to match sounds around them and they will often play with sounds by themselves. They are beginning to understand that they can change their vocalisations to hear something different. This is called using their 'auditory feedback'.

#### By the end of this stage

Children begin to recognise it is their turn to communicate from the rising tone of voice at the end of the adult turn.

They begin to 'choose' what they will attend to.

They know that there is a link between lip movements and speech sounds

They demonstrate awareness of when things sound different: – new objects, sounds, and people

Vocalisation B3	Possibly	Definitely	What my child does and what it tells me; how I know my child can do this
Uses voice to make contact with people and keep their attention CS			
Laughs and squeals			
Beginning to use the vowel sounds of the language used at home /æ/ as in <u>h</u> at /ɛ/ as in <u>p</u> et If the child is older and sitting, sounds are made towards the front of the mouth: <b>vowels</b> and <b>diphthongs</b> may include: /u/ as in <u>b</u> oo /i/ as in <u>m</u> e /ɪ/ as in <u>p</u> it /eɪ/ as in <u>f</u> ace C			
Beginning to use some consonant sounds: e.g. babies /gu gu/ <u>g</u> oo <u>g</u> oo /mm/ <u>m</u> when mouthing objects when sitting up – /h/ <u>h</u> uhuhu C			
Makes sounds for pleasure, eg vocalises with tuneful voice for minutes at a time to self when lying in cot, at play			
Changes sounds, enjoying listening to the differences. This is 'auditory feedback', ie listening to and <b>monitoring own voice</b>			
Starts to sound like they are 'talking to you' (even if you can't understand them yet)			
Begins to imitate; may copy you if you copy the child's sounds first			
Vocalisation increases if wearing hearing aid/ cochlear implant			

## Attending

### Development of attending, listening and vocalisation behaviour: Stage B4

#### At this stage

All children need to hear sounds over and over again in order to recognise and ultimately understand them – and fortunately, while they are small we do not tire of making them! Whether we are changing the nappy, jiggling them up and down on our knee or singing a rhyme, daily routines and games provide excellent opportunities for **repetition**, recognition, understanding and anticipation, as the child starts to work out what is coming next.

Children now locate sounds quickly and will turn to sounds made at the side. Parents will notice that their **attention span** is still short, ie is easily distracted, but is gradually expanding. Children are 'single channelled' at this stage, ie they can only attend to one thing at a time (using one sense at a time). For example they can't look and listen at the same time or

explore a toy and listen at the same time, and they will choose what they want to focus on. We call this '**selective listening**'. They look at or reach towards objects to direct adult attention to the thing they wish to communicate about. They may look back to the adult to judge adult response. Talk needs to be related to what a child is doing/looking at, although on occasions they start to follow what you are looking at and talking about.

In this way, '**joint reference**' develops and helps children to make connections between words, events, meanings etc. They are increasingly interested in speech and sounds in the environment, trying to understand their meaning. Look out for this stage – it's important because it means the child is one step nearer using words.

Attending B4	Possibly	Definitely	What my child does and what it tells me; how I know my child can do this
Eyes now move together to look at people and objects			
Watches and follows adult movements <span style="float: right;">SO</span>			
Looks at an object and then back to adult to direct adult attention to it			
Follows another's gaze to an object and sometimes attends to it for a while – 'joint reference'			
Reaches towards people/objects			
Looks at and pokes small objects like crumbs with index finger <span style="float: right;">O</span>			
Watches and follows people/objects/happenings in the environment up to 3m away <span style="float: right;">O</span>			
Watches own hand movements intently			
Stares at new object <span style="float: right;">S</span>			
Watches toy/object as it falls down			

## Attending

### Development of attending, listening and vocalisation behaviour: Stage B4

Children now use sound combinations in their vocalisations when 'talking' to themselves and to you, ie they combine consonants and vowels – 'ba', 'bu', 'um'. At first they will vocalise longer and longer with 'repeated sounds'. These are often made at the front of the mouth and are easy to produce, eg mamama, bababa, (reduplicated vocalisation). Later these will become more complicated with the sounds changing within the vocalisation, eg dadiduda (**variegated vocalisation**).

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

#### By the end of this stage

Children will understand when it is their turn to 'talk' by noticing the rising tone at the end of an adult's comment.

They can now choose what to attend to, eg can choose to ignore sound/voice while concentrating on something else. They have single channelled attention at this stage, ie attends to only one thing at once, eg cannot listen to an adult and do something else at the same time.

Children use what they have seen others doing and try some of it for themselves – imitates sounds, actions, behaviours.

They are very aware of the familiar and unfamiliar and demonstrate this in their behaviour.

Children will enjoy listening to talk which is in the language used at home, especially the ups and downs and rhythm of the language.

Listening B4	Possibly	Definitely	What my child does and what it tells me; how I know my child can do this
Ignores 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 as if trying to make the sound more how they want it to be (demonstrates use of auditory feedback)			
Listens to the conversations of others, eg turns head/looks towards the speakers			
Enjoys singing or rhyme games			
Listens, dances, begins to anticipate actions, tickles etc from sound and rhythm of rhymes			
Responds to music by swaying, bouncing etc			
Begins to copy rhythm and actions of rhymes/songs			
Uses objects to make sounds; will bang them together			
Vocalisations increase when hearing aids are in use			
Shows awareness of differences between vowel sounds 'oo' and 'ah' for example cuddles teddy – 'ah', points to picture of train – 'oo'			

## Attending

### Development of attending, listening and vocalisation behaviour: Stage B4

Vocalisation B4	Possibly	Definitely	What my child does and what it tells me; how I know my child can do this
Begins to imitate the voices of others, especially the vowels and 'ups and downs' of speech ( <b>intonation</b> )			
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 (first language)			
Vocal <b>babble</b> is increasingly speech-like, containing consonants and vowels such as: /ba ba/ /gaga/			
Uses consonants with a vowel sound eg /ba/, /um/			
Tries lots of ways of making consonants in babble: – most common /b/, /d/, /g/ called <b>stops</b> – less common /m/, /n/, /ng/ called <b>nasals</b> /s/, /sh/, /f/, /th/ called <b>fricatives</b> /t/, /p/, /k/ called <b>voiceless</b>			
Practises <b>sequences</b> of the same sounds, eg/bubububub/, /dada/, /mamama/ These repeated sounds are called <b>reduplicated babble</b>			
Begins to use varied sounds, eg dadi. This is called <b>variegated babble</b>			

## Attending

### Development of attending, listening and vocalisation behaviour: Stage B5

#### At this stage

Variations in the **melody**, rhythm and tone of voice become a major feature of a child's utterances. Parents can often attribute meaning to these utterances, such as questioning, calling, greeting or wanting. Individual sounds are produced clearly although it is often not possible to know what they mean, these are called 'proto-words'.

At this stage a child is often so engrossed in its own activity that they may appear to ignore an adult. This is because the child can concentrate on their chosen activity for longer but can only attend to one thing at once – still 'single channelled'.

However, they are now far more skilled at locating the directions that sounds come from and will show this by turning towards the **sound source**.

It is around this stage that you should be noticing that your child is using particular noises to achieve or get particular things (see **Communication** strand for more detail). This is an important **milestone** as it shows they are aware of the relationship between the sounds we make and the meanings we want to express and that they are getting ready for using sounds in language to express meaning.

Attending B5	Possibly	Definitely	What my child does and what it tells me; how I know my child can do this
Stops what they are doing in response to 'no' ie can inhibit activity C			
Follows when an adult points to near objects			
Begins to point to objects close by using index finger C			
Watches people and events for longer time S			
Looks at object named by an adult S			
Searches for named object			
Watches toy being partially hidden and finds it – this is known as 'object permanence' P			
Shows interest and pays attention to what people have to say for longer periods of time			
Can get absorbed in an activity and will ignore other <b>stimuli</b> .			

## Attending

### Development of attending, listening and vocalisation behaviour: Stage B5

Listening B5	Possibly	Definitely	What my child does and what it tells me; how I know my child can do this
Locates the direction sounds come from eg looks appropriately in that direction			
Recognises and understands contrasting rhythm and intonation in speech, eg 'Shall we go to the shops?' And 'dinner-time!' Child anticipates what is going to happen, may look at the door (shops) or towards high chair or table (dinner-time) – (recognises the different intonation of question and command)			
Responds to key words in play, eg 'Where's the ball?' Child looks to find the ball			
Stops what they are doing when hears 'No' C			
Wants a familiar activity and noise made again C			
Understands a few familiar words, phrases, by listening alone, eg 'clap hands' or 'I'm coming'			
Answers to own name, eg by looking, stopping activity or vocalising			
Continues to associate quieter more distant sounds, links with their source in the environment, eg squeals when the vacuum is turned on and is not in view, looks towards the microwave when it pings			
Recognises symbolic vocalisations and relates to appropriate animal, object or toy, eg 'brm brm', 'miaow'			
Recognises the voices of key adults/children in their life			
Imitates and joins in babble of others			
Understands the meaning associated with some environmental sounds, eg hears a car and looks towards door expectantly for daddy/mummy			



## Attending

### Development of attending, listening and vocalisation behaviour: Stage B5

#### By the end of this stage

Children attend to things, events or people for an extended period.

They can control their focus of interest.

Children know about following others' focus of attention and how to direct the attention of others.

#### Level 2 check

	P	D
Produces range of vowel sounds		
Produces some consonant sounds		
Can localise sounds		
Beginning to imitate sounds including symbolic vocalisations, intonation and parts of words		

Vocalisation B5	Possibly	Definitely	Sounds my child makes and enjoys
Uses sounds like those in the language used in the home			
Uses these sounds confidently and frequently as if joining in a conversation – 'expressive jargon'			
Own spontaneous vocalisations have the ups and downs of adult speech. (These are called the intonation contours)			
Uses a range of vowels from the home language			
Short vowels are now well established /ɪ/ in lip /æ/ in cat			
Uses many consonants in babble and communication attempts: eg in English – most frequent /m/, /p/, /b/, /d/, /t/, /n/, /g/ – less frequent /k/, /w/, /h/, /f/, /r/, /s/, /z/, /l/ /ʃ/ as in shoe /θ/ as in think /ð/ as in the			
Uses 'contrastive' sounds in vocalisations: eg Contrast in voicing – /p/ vs /b/ Contrast in place – /p/ vs /k/ Contrast in manner – /p/ vs /m/			
Sometimes copies a new word or features of it (eg the intonation, the vowels) immediately after it has been used C			
Imitates familiar consonants and vowels sounds associated with frequently used toys C			
Vocalisations that sound like speech are beginning to emerge ('proto' words) eg 'din' (for drink)			

## Attending

### Development of attending, listening and vocalisation behaviour: Stage B6

#### At this stage

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 will respond to many words, involving a wide range of vowels and consonants, but their ability to pronounce these words is still very limited. Children simplify new words, eg they may say 'dod' or 'gog' instead of 'dog'. Some children have favourite sounds that they will introduce into many words, whether they've heard a word like that before or not!

A child's attention span may appear very variable, for example, they may pay only brief attention to an adult, especially when they are engrossed in their own activity.

In a favourite game, however, the adult may tire before the child. The child may notice any slight difference in the game they are playing with the adult and protest loudly. They can still only attend to one thing at a time and so may ignore comments that you know they understand if these are not immediately relevant to what they are doing.

Many of the activities that we do with children at this stage continue to be repetitive – routines and simple stories, games and everyday experiences; these allow the child to hear lots of familiar language and sounds many times and support their emerging listening with their hearing aids.

Attending B6	Possibly	Definitely	What my child does and what it tells me; how I know my child can do this
Follows the points of others to distant objects – over 3m COS			
Concentrates intensely on an object or activity of own choosing ('concrete task') for short periods			
Watches and listens to others, copying some behaviours into own play			
Attends to pictures for a short time, labelling and making a comment and may sometimes do this by themselves			
Looks at and shares picture books O			
Begins to recognise favourite toys, games and activities, eg character in video or TV programme or brings same favourite toy for you to play with			

Listening B6	Possibly	Definitely	What my child does and what it tells me; how I know my child can do this
Knows and immediately turns to own name			
Enjoys listening to the same story over and over again O			
Bounces rhythmically when being sung to or listening to music			
Responds when adult makes symbolic vocalisations, eg points to relevant object, toy, animal, picture in a book; reactivates relevant toy			
Points to pictures in a book when named eg Where's the <u>dog</u> ? Child points to dog C			
Points to or finds an object when asked to, eg Where are your <u>shoes</u> ? Child tries to locate shoes			
Responds appropriately to an increasing range of: <ul style="list-style-type: none"> <li>– sounds</li> <li>– words</li> <li>– phrases</li> </ul> by listening alone			
Plays vocal games with mum/carer – copying their noises			

## Attending

### Development of attending, listening and vocalisation behaviour: Stage B6

#### By the end of this stage

On hearing an adult say something the child may imitate 'words' and phrases. They may also change their own way of saying these so that they are closer to the adult pattern of speech. They have an increasing number of words and phrases that they recognise through listening alone – although this will also be linked to the length of time they have been wearing their hearing aids and the degree of hearing loss.

They are more focused when playing with an adult ('interactive play') than when playing on their own ('solitary play').

Children can integrate information from several senses, eg vision, hearing, touch, but only if they relate to the same object or activity.

They use pointing to direct adult attention and find out about things. When they do this, adults often name what they point to and sometimes they repeat what they say. The sounds they use in this repetition tell us what they are attending to and how their hearing aids are helping.

Vocalisation B6	Possibly	Definitely	Sounds my child makes and enjoys
Longer vocalisations have recognisable words and sounds in them, but the whole meaning is unclear			
Own vocalisations sound more like speech and are recognised as own 'words' – that's his word for .....			
Uses 'nana' for banana; 'ain' for train: these are called <b>approximations of words</b>			
Imitates familiar words, eg from daily <b>routines</b> like feeding, changing, bathing or familiar stories or games			
Imitates key words or last words said to him/her, eg "Daddy is going in the <b>car</b> " Child repeats 'daddy' or 'car'			
Uses a wide range of <b>consonants</b> and vowels in babble/ <b>jargon</b> but /p/, /d/, /b/ (stops) are the most common sounds used in first words, eg 'bibi' for biscuit			
Conversations take place between adult and child mainly focusing on the here and now			

## Attending

### Development of attending, listening and vocalisation behaviour: Stage B7

#### At this stage

A key sign of this stage is that a child will start copying much of what they hear around them. 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 that you stress in your speech will be copied, probably over and over again. This is the child's way of savouring the sounds and meanings around him and trying out new sound combinations. It is also the point when many children's language use really starts to take off.

The range of sounds the child uses increases considerably and in particular consonants are much more frequent. There is often quite a contrast between how clearly a child appears to be saying some 'words' when they are 'copying' others and what they say for themselves. Some pronunciation of

individual words is quite accurate, but at other times it may be impossible to work out what the word or meaning was that the child said. When a child is at this stage adults often help by using 'acoustic highlighting', ie emphasising slightly the important part of what they want the child to do or to understand. This may be through intonation or varying the rhythm or emphasising the key words. Adults themselves often copy the child and **extend** what they say. Children often enjoy silly sounds, new sounds and seem to love the sound of particular words or phrases, and there can be lots of fun exchanges as raspberries are blown, symbolic vocalisation shared and sound games played.

Attending B7	Possibly	Definitely	What my child does and what it tells me; how I know my child can do this
Looks at adult to gain attention before pointing			
Imitates things they see and hear around them, sometimes phrases, parts of games and actions			

Listening B7	Possibly	Definitely	What my child does and what it tells me; how I know my child can do this
Enjoys nursery rhymes and demonstrates listening by trying to join in with actions or vocalisations			
Understands and follows simple instructions in context such as 'Give me the ball' or 'Kiss Daddy ni-night'	C		
Plays 'ready steady go' or '1, 2, 3, go' games. Listening and waiting or sometimes imitating alongside speaker	P		
Plays 'give it to me' activities (can be used to support hearing assessment)			
Shows anticipation in relation to key phrases games, eg 'I'm coming' (in hide and seek)	P		
Begins to fill in familiar missing word when adult leaves a pause, especially in rhymes and when sharing stories/books			
Starts to help with checking hearing aids – vocalises for checking			
Is aware when aid is not working or not switched on, eg shakes head, pushes ear mould in further; tries to move switches			
Shows is aware of new sound by, eg pointing to ear, looking puzzled, pointing towards sound etc			

## Attending

### Development of attending, listening and vocalisation behaviour: Stage B7

#### By the end of this stage

Enjoy this quite delightful time with your child and encourage this learning process as much as possible. It is time when nursery rhymes and action games begin to be copied as your child demonstrates their awareness of what adults are doing with and saying to him or her.

Vocalisation B7	Possibly	Definitely	Sounds my child makes and enjoys
Makes animal sounds such as 'moo', 'woof' and other symbolic vocalisations			
Uses lots of 'word-like' babble in a tuneful way			
Imitates simple words/phrases, but not always accurately, eg 'amin' for 'in a minute'			
Uses single words to communicate but in immature forms, eg 'dink' for drink, 'og' for dog			
Chatters loudly to self when playing			
Uses a wide range of ups and downs (intonation) and rhythms to reflect mood, eg excitement, level of interest and involvement			
Sounds at the beginning of words tend to include low frequency information and are louder (voiced), eg babit for 'rabbit'			
Sounds at the end of words tend to be quieter (or unvoiced) eg hat for 'had'			
Uses most common early consonant sounds in their 'words': /p/, /d/, /b/, /t/, /g/ /n/, /m/			
Uses most common early vowel sounds in their 'words': /i/ as in <u>see</u> /ʊ/ as in <u>put</u> /ʌ/ as in <u>but</u> /a/ as in <u>car</u>			

## Attending

### Development of attending, listening and vocalisation behaviour: Stage B8

#### At this stage

Children at this stage are rapidly developing their communication skills and most are now using single words that sound increasingly like those of the adults around them. Most are mobile and so they come into contact and occasionally conflict with more people and situations. Adults have a very important role to play at this time in enabling children to hear their own imperfectly formed words and meanings said more accurately, and indeed in modelling listening behaviour, in the way that they respond to what the

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

**Localisation** skills are becoming more fine-tuned. At this stage children will still have rapid shifts in their focus of attention, but sometimes concentrate for a long time on a chosen object or game. They dislike being interrupted when absorbed.

Attending B8	Possibly	Definitely	What my child does and what it tells me; how I know my child can do this
Follows directions if they are seen as part of a game and relate to what they are doing			
Shows <b>sustained interest</b> in looking at pictures/books with adult eg may go and get or identify specific one when requested; maintains interest in picture shared with adult			

Listening B8	Possibly	Definitely	What my child does and what it tells me; how I know my child can do this
Attends to speech directed to him or her and listens with interest to general talk			
Learns to wait for others to finish what they are saying, fewer vocal clashes ( <b>turn-taking</b> more established)	S		
Points to items you name and most body parts, eg 'where's your nose?'			
Follows simple predictable instructions by listening alone			
Copies simple patterns of noises, such as claps			
Remembers little bits of tunes and will 'sing them' for self or others			
Copies familiar expressions such as 'Oh dear', 'all fall down'	C		
Imitates two-word combinations and phrases, eg 'bibi allgone' for 'biscuits all gone'	C		
Repeats key words heard in conversation with adults, eg adult says 'Oh dear it's all gone', child repeats 'all gone'			
Imitates intonation of what they hear			
Imitates the pattern (rhythm) of what they hear			
Imitates speech sounds by copying correct number of <b>syllables</b>			
Joins in nursery rhymes and songs			
Will copy simple counting activity '1,2,3 go'			
Plays simple <b>co-operative listening games</b> – 'go', 'give it to....'			

## Attending

### Development of attending, listening and vocalisation behaviour: Stage B8

#### By the end of this stage

Children accurately locate the target of an adult's gaze.

They listen to an adult while they are doing something, as long as it relates to their own activity.

They show increased interest in the adult's focus of attention, unless absorbed in their own play.

#### Level 2 check

	P	D
Vowel system wide ranging		
Produces range of different types of consonant sounds		
Can localise sounds		
Imitates sounds, phrases and actions		
Recognises small number of sounds and words by listening alone		

Vocalisation B8	Possibly	Definitely	Sounds my child makes and enjoys
Talks to self continuously when playing, although this may not be readily understood by adults			
Produces over 20 words with the correct meanings and increasing accuracy in pronunciation	C		
Uses a range of consonant sounds in 'words' including: /p/, /d/, /b/, /t/, /g/ /n/, /m/ /w/, /h/			
Produces a wider range of vowel sounds in 'words' including: /i/ as in <u>see</u> /ʊ/ as in <u>put</u> /ʌ/ as in <u>but</u> /ɑ/ as in <u>car</u> /ɔ/ as in <u>caught</u> /u/ as in <u>soon</u> /ɛ/ as in <u>set</u> /ɪ/ as in <u>sit</u>			

## Attending

### Development of attending, listening and vocalisation behaviour: Stage B9

#### At this stage

Children are now very vocal. They show a developing ability to make sense of some things through listening alone (**auditory comprehension**) and have plenty to say for themselves. At this stage they may be using anything from single words to simple phrases. Not all of what the child is trying to say will be intelligible (understandable) to the parents and many sounds will still be missed out or in the wrong place. This is normal and, with the teacher of the deaf, parents will be checking that the 'mistakes' the child makes in pronunciation are appropriate mistakes to make at this stage, or whether there is a need to recheck hearing aid settings and fittings, because sounds are not developing as freely as they should.

Part of what children are learning to do is to take part in conversations by carefully listening and then turn-taking.

They recognise when it is their turn to speak and begin to comment on things others have said or simply repeat parts of what has been said.

Children at this stage are learning very quickly, are fascinated by many things and notice small differences in their usual routines. We can use this to good effect when we draw their attention to sounds and events around them or play 'deliberate mistakes' or 'silly games'.

Children particularly enjoy teasing and love the excitement of anticipatory games, such as early hide and seek and finding games, and much loved rhymes. In playing these they learn to listen out for key phrases, 'Is he here?', 'I'm coming' and often try them out themselves.

<b>Attending B9</b>	<b>Possibly</b>	<b>Definitely</b>	<b>What my child does and what it tells me; how I know my child can do this</b>
Frequently repeats what they hear, one or more key words repeated			
Frequently repeats <b>signs</b> that they see; one or more key signs repeated			

<b>Listening B9</b>	<b>Possibly</b>	<b>Definitely</b>	<b>What my child does and what it tells me; how I know my child can do this</b>
Listens with interest to and enjoys the noises adults make when they read stories to them			
Recognises and joins in with songs and actions, eg Wheels on the bus			
Carries out simple instructions			
Understands 'where's mummy/daddy?'			
Hears when called from another room and responds vocally – (depends on hearing loss and amplification)			
Identifies known objects in simple pictures by listening alone, by looking, pointing, vocalisation, gesture or sign			
Responds to different tones of voice, eg 'no' as an answer to a question and 'NO!' when warning of danger			
Picks out a familiar sound even when there is some background noise, eg 'dinnertime', 'no!' 'Stop now'			
Shows awareness of loud and soft sounds and reflects these in their speech, eg tries to whisper			
Responds appropriately to familiar expressions by listening alone, eg 'don't touch'; 'come on'; 'one for .....			
Identifies known objects in picture/book by listening alone			



## Attending

### Development of attending, listening and vocalisation behaviour: Stage B9

#### By the end of this stage

Children can tell the difference between sounds that are made in a similar position in the mouth, eg pat and mat, and are using a wide range of consonants and vowels, although some are still muddled and consonants, in particular, are left out sometimes.

Children will attend to comments about what they are thinking about, doing, and are interested in. Hearing and seeing their thoughts put into words demonstrates to children how we think about what is around us, how we listen to others and think about what they say/communicate and also allows them to hear a more accurate rendering of their own ideas.

Children attend to meaningful language. They have extended their listening skills and now show they are remembering things they have heard before. The imitations they make show this as do their growing abilities in following simple instructions such as finding and doing things for parents.

Vocalisation B9	Possibly	Definitely	Sounds my child makes and enjoys
Call themselves by name	S		
Tries to repeat many things adults say either saying the actual word or making a close match, eg for umbrella 'um-beya'	C		
Uses words more often than 'word-like' approximations			
Tries to make many speech sounds, sometimes will do this correctly and at other times will make a sound like it, eg 'wabbit' or 'babbit' for 'rabbit'			
Now produces more consonant sounds including: /p/, /d/, /b/, /t/, /g/, /k/ /n/, /m/ /w/, /h/, /f/ /ng/ as in song /ŋ/			
Can now produce a wider range of vowel sounds including: /i/ as in <u>see</u> /ʊ/ as in <u>put</u> /ʌ/ as in <u>but</u> /ɑ/ as in <u>car</u> /ɔ/ as in <u>caught</u> /u/ as in <u>soon</u> /æ/ as in <u>sæt</u> /ɪ/ as in <u>sit</u> /ɛ/ as in <u>set</u> /ɒ/ as in <u>not</u>			

## Attending

### Development of attending, listening and vocalisation behaviour: Stage B10

#### At this stage

Children at this stage love to join in simple activities like washing up, making sandwiches, helping to mend things and so on. These all provide many opportunities for them to listen to and share sounds and attend to the detail of what is happening. At this stage too there is often a rapid development of **expressive vocabulary**. The child's interest in the world and in what is happening allows many opportunities for them to listen to others and see how things work. In addition, socially they will meet many more people who do not so readily understand them and this is a great motivator towards bringing their use of sounds closer to those of others around them, as they want to be understood. The games we play and stories that we share at this time often

have repetitive elements and lots of direct speech; as the child listens to mummy, daddy and baby bear they have many opportunities to listen to key language and sounds in a number of ways. In their play we may hear their attempts to change to 'daddy bear's' voice and they themselves may well adopt a different **pitch** or tone of voice when talking to a baby.

Children still need time to switch their attention from their own task to a new activity of an adult's choosing. They will want to complete their own activity first. They are still single channelled, but are learning to shift their attention between various things and events.

Listening B10	Possibly	Definitely	What my child does and what it tells me; how I know my child can do this
Answers simple familiar questions by listening alone – 'where's the .....', 'what colour is it?'			
Follows two-part requests, eg 'can you pick up the ball and give it to mummy'			
Recognises and responds to many familiar sounds, eg knows when it's a fire engine			
Listens to music and knows if it's on or off, eg when the radio's switched off			
Enjoys dancing to music and will do this rhythmically			
Responds to yes-no questions by listening alone, eg 'do you want more?' – (may be recognising the intonation, not necessarily the sense)			
Waits when told to: 'just a minute'			
Identifies some action words by pointing to the right picture, eg 'who's jumping?'			
Fills in the missing word or phrase in a known rhyme, story retell or game, eg 'Humpty Dumpty sat on a .....			
Notices a deliberate mistake in story telling or a rhyme			
Responds appropriately to simple two-part instructions, eg 'get your shoes and put on your coat'; go upstairs and get your hat			

## Attending

### Development of attending, listening and vocalisation behaviour: Stage B10

#### By the end of this stage

Children can now shift attention from their own activity to another one and back again with help/prompt from an adult. To do this they have to stop the first activity while they concentrate on the 'new' one.

Children are still 'single channelled', ie they cannot attend to different activities at the same time, eg they cannot listen to an adult's directions about something else while they are playing. A child must stop playing, listen to the adult and then start playing again.

Children are interested in the world and may well be asking 'Why?' questions' They are great little helpers and communicative partners and have an increasing repertoire of words, phrases that they respond to by listening alone. They notice when parents make a deliberate mistake when telling a favourite story and join in parts of favourite rhymes. These show that their **auditory memory** is developing and they are using it to help them to work out what is happening as well as what they need to do. In other words they are thinking about what they hear (and see) and are trying to work out what it means.

Vocalisation B10	Possibly	Definitely	Sounds my child makes and enjoys
Uses appropriate intonation to ask one or two word questions			
Asks 'whassat' a lot	C		
Talks aloud to themselves when playing alone	C		
Speaks with a loud voice			
Has more of a sing-song quality to speech to add expression			
Words are now easier to understand, as they sound more like adult forms			
Produces more accurate consonant sounds in 'words' including: /p/, /d/, /b/, /t/, /g/, /k/ /n/, /m/, /ŋ/ /w/, /h/ /s/, /f/, /v/			
Produces a wider range of vowels more accurately in words			
Begins to use (emerging): /ə/ as in <u>a</u> bout			

## Attending

### Development of attending, listening and vocalisation behaviour: Stage B11

#### At this stage

Children at this stage have many skills, which they can bring to their listening, attending and vocalising. For example because their memory is developing they are able to draw on past experiences and increasingly they seem to bring their **thinking skills** in to what they do. When we talk with them for example we expect them to respond to some of the ideas that we have talked about and to answer our questions more accurately.

In addition, this is a very important stage where the child often demonstrates that they are working out what follows what in stories and rhymes and everyday experiences. This is an important skill and children will often at this time correct parents if they mention animals in a story in the wrong order. This, in relation to hearing and listening, is called **auditory sequencing** and children use it in retelling stories, rhymes,

or in remembering the order that we ask them to do things in. This is clearly an important skill that they will use later in their learning at school as well as at home. We support it when we retell stories with them, explain how to do things or make things with them whether cakes or imaginary boats!

Children who wear hearing aids will find learning language through listening in noisy situations very hard, for example, talking while the vacuum cleaner or washing machine are on, or walking along a road. Parents should try to be close to their child when talking and keep noise down to make it easier for their child to hear them. It is important to remember that seeing their parent's face in noisy situations will be important. Children can still only focus on one thing at a time and are still highly distractible.

Attending B11	Possibly	Definitely	What my child does and what it tells me; how I know my child can do this
Follows instructions and accepts direction more easily when attention is not so intently focused on activities	S		
Retells story or happening to others with prompts from adult	C		
Demonstrates they remember content of a story eg can put three pictures in correct order			

Listening B11	Possibly	Definitely	What my child does and what it tells me; how I know my child can do this
Listens eagerly to stories and demands favourites over and over again			
By listening alone can identify picture or object with three critical elements – big girl jumping			
Notifies if parents make 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 'Happy birthday', 'Baa baa black sheep' ...			
Remembers a short list of objects or names (three or four words) eg in a card game – I'm looking for a man, a horse, and a dog			

## Attending

### Development of attending, listening and vocalisation behaviour: Stage B11

#### By the end of this stage

Children will be able to hold a simple conversation.

They can break own focus of attention, listen and return to task/play – less adult help needed.

The child shows they are listening by responding appropriately to simple instructions when not looking at parents.

They imitate the noises parents make and the words and phrases parents use.

The child enjoys music and rhymes and will repeat small parts of the sounds or tunes in them.

#### Level 2 check

	P	D
Vowel system is stable		
Wide range of consonants in place including: – plosives – nasals Increasing number of fricatives Other sounds		
Responds to a number of familiar phrases and instructions appropriately through listening alone		

Vocalisation B11	Possibly	Definitely	Sounds my child makes and enjoys
Starting to realise the correct volume to talk at (not always too loud)			
Speech is more accurate although word endings may still be left off			
Uses ups and downs in tone of voice appropriately for questions, eg 'my ball gone?' when asking 'where's my ball gone?'			
Changes speech to the person being spoken to, eg uses simpler words with younger children			
Likes saying learnt expressions such as name and age or address			
Begins to add -s to end of word to show more than one, such as shoes and socks but may use some incorrectly, eg mouses or sheeps			
Begins to add -ed to end of word to show something that has happened, such as jumped and walked but may use some incorrectly, eg goed or eated			
Sings on own			
Produces wider range of consonant sounds in words more accurately: /p/, /d/, /b/, /t/, /g/, /k/ /n/, /m/, /ŋ/ /w/, /h/, /s/, /f/, /v/, /l/			
Produces almost all vowel sounds including diphthongs (see Level 2 check)			

# What is social-emotional development?

When we are born we have no idea of who we are, what feelings we have or how to behave. We have to learn to do this. We also have to learn what other people are like and how they behave with others so that we can **interact** and develop relationships with them. All of this is what we call social-emotional development and it takes a long time to develop fully, right into our adult years. Even so, there are some very important trends that we can see developing early in babies and toddlers.

## Awareness of self and others

Finding out about ourselves is called **self-concept** and is important for knowing how and why we behave in the way we do. Understanding other people and seeing their point of view helps us to interact better with them. Babies come into the world with no understanding of who they are or that there are other people out there. Concept of self and others begins in the first two years of life and continues into early adulthood. It is believed that the first two years of development are the most important for this.

## Showing other people how we feel

The baby's first kinds of feelings are all about how they feel physically, such as being tired, hungry, in pain and so on. Because the baby is very uncomfortable, they can't help but cry. When parents listen to these cries and begin to understand how the baby might be feeling they respond to the baby and the baby starts to realise that vocalising will bring help or comfort. As babies grow, they begin to develop other sorts of feelings, such as happiness, anger. These feelings are different from physical feelings – they are **emotions**. As we get older we feel more emotions and we have to learn that there are ways that we can express those emotions.

## Attending to other people

For the baby to learn about other people they have to attend to other people's behaviour. This is important for understanding what another person is feeling, thinking and wanting to do. At first, **facial expression** and tone of voice give them lots of clues. Then they get ideas from the other person's actions. When they begin to understand **language** they get even more clues.

### Developing a relationship with other people

Babies come into the world almost helpless and dependent on their parents to keep them safe, warm, and well fed so that they can continue to survive. During the regular **routines** of feeding, bathing, and sleeping, the baby and parents begin to develop a **bond**, sometimes called **attachment**. This bond gives the child a secure base so that later they have confidence to find out about the unfamiliar world. This relationship helps children to understand themselves, have good self-esteem and have relationships with other people besides their parents.

### Imitating other people

**Imitation** is a very important skill that helps the child to learn. Young children want to understand the world around them, interact with other people and be a part of their family and community. Early imitation helps children interact with important people in their lives, and learn how to behave socially.

### Learning about social scripts

To be accepted by other people socially we have to learn how to behave in different circumstances. These are called **social scripts**. Early on the baby learns some simple scripts, like bathing and feeding. Later on they learn short games such as 'peek-a-boo' and 'Round and round the garden'. Knowing that there are rules to the game helps the baby to join in the **interaction** with another person. Gradually, children will use this skill to help them in more difficult situations, such as how to behave when their favourite toy is broken; how to behave when meeting someone new; how to respond to someone who hurts you.

## Social-emotional development

### Becoming aware of the outside world and developing a bond: Stage B1

#### At this stage

We can see that the baby is starting to develop an awareness of the outside world. Right from birth babies show us that are beginning to notice other people (awareness of self and others). We see the baby showing a lot of interest in other people's faces, particularly when their face is animated. It is believed that this interest in faces helps the child develop patterns of eye contact during social **interaction** and **communication**.

In this stage babies mainly use their voice to express strong feelings such as pain, hunger and anger (showing other people how we feel). Even babies with profound hearing loss cry like this. At this time babies also begin to smile. They don't yet smile at people, but they smile when they are asleep. Gradually the child smiles more when they are drowsy but not asleep. Later on, smiles will be used as a response to people and things that happen in the outside world.

Later babies begin to show us what they are interested in. In particular the baby is most interested in faces, usually the mother's (**attending** to other people). Also the baby prefers

to listen to its mother's voice, particularly when she talks in a melodic fashion. Parents and their baby enjoy spending time looking at each other and these times are important because the mother or father can interest their child by using their face and voice. This helps the baby to recognise the parent and for the two of them to show how important they are to each other. This is the start of the baby's first relationship (developing a relationship with other people). We know when the adult and baby are beginning to develop a relationship if sometimes the baby stops crying when picked up and spoken to. Also babies begin to smile when they hear their mother's or father's voice.

#### By the end of this stage

Babies smile when they see an interesting object or when touched.

They show they are aware of other people as well as the parent.

Babies cry to get the attention of others.

Self-other awareness B1	Possibly	Definitely	Things my baby does and enjoys
Prefers faces to objects			
Holds <b>eye contact</b> with parents	CAOP		
Appears to recognise mother's voice	AO		
Looks at mother/carer for long periods	P		
Enjoys melodic (tuneful) voice	A		
Turns towards speaker/signer	C		

Social-emotional expression B1	Possibly	Definitely	Things my baby does and enjoys
Cries to express needs, eg when hungry, angry or in pain	CA		
Smiles when asleep			
Smiles when drowsy			
Is soothed by familiar sound or voice	CA		
Cries for attention	CA		
Smiles in response to touch or sound	P		
Smiles or quietens to familiar voice/face	A		
Smiles at interesting object			

Attachment B1	Possibly	Definitely	Things my baby does and enjoys
Stops crying when picked up			



## Social-emotional development

### Responding and beginning to interact: Stage B2

#### At this stage

Children now start showing an interest in things that are not as dynamic, such as a non-moving object. They sometimes respond to other people using their voice and also begin to smile at other people, objects and events that take place. Some new feelings are expressed. They may show anger if they are restrained or gurgle when happy. At the beginning of this stage, children start to recognise some routine events that they have experienced several times, and they may take part in the event or show a response.

A further sign that the child is developing a relationship is when the child stops fretting when left alone. This means they are beginning to develop a sense of trust in their world.

Later in the stage children show more interest and engagement with other people. They recognise special people in their lives. The child turns their head to look around them, although they still like to spend a long time looking at the mother or father. Because children have more control of eye gaze they can now track other people if they are close. They smile at people to try and get a smile back, particularly familiar people. Children in this stage expect other people's faces to be lively and interesting: if there is no expression they can become upset. This shows us that the child now wants to interact with those around them, especially face to face.

Self-other awareness B2	Possibly	Definitely	Things my child does and enjoys
Responds to others by vocalising CAP			
Responds to facial expression C			
Gazes a long time at picture of mother's face O			
Moves head to look around AO			
Watches adult's movements P			
Smiles to get a person to smile back			

Social-emotional expression B2	Possibly	Definitely	Things my child does and enjoys
Smiles at non-moving object			
Smiles at another person CAP			
May become angry if physically restrained			
Laughs to show pleasure CP			
Shows more feelings (excitement, distress, delight) CA			

## Social-emotional development

### Responding and beginning to interact: Stage B2

**Imitation** is an important skill that helps children learn in their early years. Early imitation helps children to learn ways of interacting with special people in their lives, and learn acceptable social behaviours. Their first imitations are of the adult's arm movements and facial expressions.

#### By the end of this stage

Children recognise a wider range of people and everyday routines.

They sometimes get excited before feeding or when they recognise a familiar person.

As children master everyday routines, they develop confidence and positive self-esteem.

<b>Attachment B2</b>	<b>Possibly</b>	<b>Definitely</b>	<b>Things my child does and enjoys</b>
Shows no anxiety in mother's/carers absence			
Smiles more often to familiar rather than unfamiliar people eg parents, carers, siblings			

<b>Imitation B2</b>	<b>Possibly</b>	<b>Definitely</b>	<b>Things my child does and enjoys</b>
Imitates face or arm movements	C		

<b>Knowledge of social scripts B2</b>	<b>Possibly</b>	<b>Definitely</b>	<b>Things my child does and enjoys</b>
Gets excited before being fed			

## Social-emotional development

### Becoming selective: Stage B3

#### At this stage

Children start to pick up clues from the way other people behave. They start to notice where other people are looking and they try to look in the same direction to find out what the other person is interested in. They begin noticing things that are the same and show that they like certain people.

Recognising and picking out things that are the same is the basis for an important later development – **object permanence**. This tells us that an object that moves in space and over time is still the same object, not a new one.

#### By the end of this stage

Children not only recognise things that are alike but also start to feel wary of unfamiliar people or events.

They have started to understand what their world is normally like and what they can expect. They have started to be cautious of new things.

Self-other awareness B3	Possibly	Definitely	Things my child does and enjoys
Follows parent's pointing gesture and/or head turn <small>CA</small>			
Uses voice, gesture, and eye contact/facial expression to make contact with people			
Uses voice, gesture, and eye contact/facial expression to keep people's attention <small>CA</small>			

Social-emotional expression B3	Possibly	Definitely	Things my child does and enjoys
Wary of new people and events			
Laughs at intense sounds			
Responds differently to certain voice patterns ( <b>intonation</b> ), particularly if accompanied by facial expression, eg warnings, anger, friendly tones and expressions, songs <small>CA</small>			

Attachment B3	Possibly	Definitely	Things my child does and enjoys
Prefers particular people			

## Social-emotional development

### Recognising the known and the unknown – establishing meaning: Stage B4

#### At this stage

Children are sharper observers of the world and the people around them. They are curious and this is what makes the child try and understand what other people are feeling or doing.

Children now have individual behaviours that are becoming part of the way that they normally behave – like their own particular style. This shows they are developing an idea of their self as an individual person, different from others. They begin to draw attention directly to themselves and show strong feelings such as fear of new things and people. They may show their disgust at new food tastes.

New things interest children greatly. Although they want to explore the world around them, they still look back to their mother to make sure they are safe. The skill of recognising ‘what I already know and understand and what I don’t know, but want to know and understand’ is a very powerful force in a child’s overall learning. Later on, young children will use this skill to learn spoken [language](#).

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

#### By the end of this stage

Children may show anger when they expect something to happen but it does not – they have a goal in mind but this has been blocked. Having a goal in mind is important for later social success. The child needs to know the purpose of a social interaction and what behaviours will achieve their goals.

Self-other awareness B4	Possibly	Definitely	Things my child does and enjoys
Watches another person very closely	AO		
Seeks attention	CA		
Has a style of behaving			
Recognises and responds to own name (eg turns or looks up in response to name)	CA		
Recognises and responds to other people’s feelings			
Recognises same facial expression in different people			
Turns immediately to familiar voices across a room			
Growing awareness of separateness from other objects around them			
Starting to become aware of other children, eg watching and smiling or moving closer to them			

Social-emotional expression B4	Possibly	Definitely	Things my child does and enjoys
Shows more feelings like fear of disgust			
Stares at new object	A		
Shows delight at active play	P		
Shows anger and frustration more			
Laughs with favourite people			
Laughs during games			

Attachment B4	Possibly	Definitely	Things my child does and enjoys
Likes to be close to adult			
Wary of strangers			
Checks back to mother when not sure			

## Social-emotional development

### Recognising the social and communicative importance of objects, feelings and events: Stage B5

#### At this stage

Now some major **milestones** have started to occur. Children now know that particular events mean something: the next step is learning that they are important socially and worth talking about.

Stage B5 children seek out information and use these clues to understand what others are talking about and looking at. They learn that adults get things by looking at them, pointing to them or referring to them. Watching other people do this is called **social referencing**.

#### By the end of this stage

Children are more able to work things out because they now understand that speech patterns are often repeated in the same everyday situations, like each time they are changed or bathed.

They can imitate more things and join in games.

Self-other awareness B5	Possibly	Definitely	Things my child does and enjoys
Is more visibly aware of others' feelings, eg looks concerned if hears crying, looks excited if hears a familiar happy voice			
Looks at object named by adult	A		
Cooperates in games and <b>routines</b>			
Watches people and events for a long time	A		
Gazes at a picture of self			
Uses gesture or voice to respond	C		
Looks at person speaking			

Social-emotional expression B5	Possibly	Definitely	Things my child does and enjoys
Makes body stiff and vocalises when protesting			
Continues to enjoy give and take games but they become more complex ie uses objects to <b>interact</b>	C		

Attachment B5	Possibly	Definitely	Things my child does and enjoys
Explores but looks back to parent			
Needs reassurance from parent with strangers			
Clings to parent and hides face			

Imitation B5	Possibly	Definitely	Things my child does and enjoys
Can imitate using an object	PO		
Can imitate clapping hands			

Knowledge of social scripts B5	Possibly	Definitely	Things my child does and enjoys
Plays peek-a-boo			
Waves 'bye-bye' when asked			

## Social-emotional development

### Expressing the self and learning social communication: Stage B6

#### At this stage

Children start to communicate with a purpose, at first by pointing, or using other **gestures**. Successful communication happens when both people make their meaning clear. At this stage the adult and child act together to try and understand each other. We see this when a child plays the game of 'give and take' with something as a way of interacting with an adult. This is the true start of **intentional communication**.

From now on, children are able to imitate facial expressions or actions, the way objects are used, as well as gestures and sounds. They are getting ready to develop language as their

preferred way of communicating. They learn **social communication rules** such as taking turns, waving 'bye-bye', saying 'ta', and looking directly at the person speaking.

#### By the end of this stage

Children especially look for and enjoy familiar people, objects and events.

They become affectionate.

Self-other awareness B6	Possibly	Definitely	Things my child does and enjoys
Learns that their actions affect others			

Social-emotional expression B6	Possibly	Definitely	Things my child does and enjoys
Points towards desired objects out of reach			
Uses person to get an object they want	CA		
Laughs at discrepancies and in anticipation – distressed if intended action is thwarted			
Smiles and laughs spontaneously			
Expresses happiness and affection			
Repeats enjoyable activity			

Attachment B6	Possibly	Definitely	Things my child does and enjoys
Prefers to be with familiar people			

Imitation B6	Possibly	Definitely	Things my child does and enjoys
Imitates others use of object, gesture or voice			

Knowledge of social scripts B6	Possibly	Definitely	Things my child does and enjoys
Co-operation in everyday routines like dressing			
Gives toy to adult when asked			
Sometimes offers toy spontaneously			
Waves 'bye' spontaneously			

## Social-emotional development

### Understanding social scripts: Stage B7

#### At this stage

Children clearly understand social scripts. We know this because they can act out daily routines in play (like feeding a teddy with a spoon). They also remember the routines that they do less often, like going shopping. They know that showing someone they are thirsty will probably get them a drink. Co-operating with adults is easier as children learn the different sequence of events in a script (for example, getting dressed). Now they try to do this independently.

#### By the end of this stage

Children are not only affectionate but they can also show signs of jealousy.

Along with more co-operation the other side of the coin can also be seen when they demonstrate defiance!

Self-other awareness B7	Possibly	Definitely	Things my child does and enjoys
Wants to do things independently, eg – feeding using utensils – undressing self	<input type="radio"/>		
Hands a toy to an adult for assistance. eg when unable to get it to work, they see adult as someone who can help	<input type="radio"/>		

Social-emotional expression B7	Possibly	Definitely	Things my child does and enjoys
Shows signs of jealousy			
Shows defiance			

Attachment B7	Possibly	Definitely	Things my child does and enjoys
Plays happily alone but near familiar adult			

Imitation B7	Possibly	Definitely	Things my child does and enjoys
Imitates some everyday routines	<input type="radio"/>		

Knowledge of social scripts B7	Possibly	Definitely	Things my child does and enjoys
Remembers where objects belong			
Anticipates everyday routines			
Joins in simple routines spontaneously			
Understands social scripts, eg can act out daily routines in play			

## Social-emotional development

### I am unique and powerful: Stage B8

#### At this stage

Children have a real idea of being a separate person. They can recognise themselves and other people in photographs and refer to themselves by name.

For both Stages B8 and B9, a lot of children's behaviour is the result of powerful emotions. Rebellion or tantrums happen often if they cannot do what they want to do. Stage B8 children like to be the centre of attention and they may be jealous of others taking attention away from them. When frightened they cling tightly to an adult. They learn what

belongs to them and will strongly defend their possessions from others. Sometimes intentional hurting may happen as the child is curious to find out how others respond.

There are also strong positive feelings towards others.

#### By the end of this stage

Children understand simple rules but may challenge them. They recognise regular routines and these make them feel secure.

Self-other awareness B8	Possibly	Definitely	Things my child does and enjoys
Will pause and wait for turn	A		
Seeks to be the centre of attention			
Recognises familiar adult in photo			
Recognises self in mirror or photo			
Plays alongside other children sometimes copying their actions			

Social-emotional expression B8	Possibly	Definitely	Things my child does and enjoys
Shows joy			
May intentionally hurt another person			
May tantrum if frustrated/misunderstood			
Defends own possessions			

Attachment B8	Possibly	Definitely	Things my child does and enjoys
Clings for affection, tiredness or fear			

Imitation B8	Possibly	Definitely	Things my child does and enjoys
Imitates everyday actions in pretend play – brushing doll's hair, making beds, tasting food	P		

Knowledge of social scripts B8	Possibly	Definitely	Things my child does and enjoys
Begins to ask if hungry, thirsty			



## Social-emotional development

### I am unique and powerful: Stage B9

#### At this stage

Children play happily beside other children and sometimes try to help. Sometimes they may show signs of understanding other people's feelings (empathy) such as patting a person who is feeling sad or upset. They show joy with great feeling.

#### By the end of this stage

Children's growing independence becomes more obvious as they try to express their feelings.

Self-other awareness B9	Possibly	Definitely	Things my child does and enjoys
Plays alongside other children and occasionally allows them into play, eg hands toys to them P			
May try to help			
Pats person who is upset			
Refers to self by name CA			
Enjoys dressing up, eg putting on hats, daddy's shoes, dressing up as favourite character in story or on TV P			
Talks and/or signs aloud when playing with others			

Social-emotional expression B9	Possibly	Definitely	Things my child does and enjoys
Defends own possessions			
Tells about causes of some feelings, eg why they feel happy or sad			
Starts to know their own mind and expresses this, eg 'nowant bath' 'nogo bed' C			

Attachment B9	Possibly	Definitely	Things my child does and enjoys
Searches out adult when distressed			

Imitation B9	Possibly	Definitely	Things my child does and enjoys
Imitates longer sequences in play – pretends to make tea, gives to adult or dolls P			

Knowledge of social scripts B9	Possibly	Definitely	Things my child does and enjoys
Asks if hungry, thirsty ○			
Sometimes indicates need for toilet ○			
Recognises and anticipates everyday routines, eg looks for coat or gets in buggy when mum is getting ready to go out ○			
Begins to say/sign please/thank you with prompts			

## Social-emotional development

### Stepping out into the world: Stage B10

#### At this stage

The limits of a child's world are expanding although children can still be clingy in new situations. They need to be watched carefully, as they are adept at opening doors and making a dash for freedom. Children are intrepid explorers and often heedless of the dangers around them. They are curious about people too.

Children will people-watch with real interest and may even imitate others' behaviour. They are growing more and more independent of adults, particularly in feeding and toileting, and will defend their own space and the right to do things his or her way.

Children are now using daily routines as part of their own play, even when there is no adult to imitate.

They continue to be gripped by strong emotions, getting angry and frustrated when their communication skills cannot keep up with what they want to get across to you.

#### By the end of this stage

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

Self-other awareness B10	Possibly	Definitely	Things my child does and enjoys
Is fearless – climbing, running, jumping with little understanding of danger			
Is curious about others and will change behaviour to fit in with what others are doing (eg removing shoes and socks before going on slide after seeing others doing this)			

Social-emotional expression B10	Possibly	Definitely	Things my child does and enjoys
Still unable to control frustration and anger when crossed or not able to convey what they want			
Still clings in new situations			

Attachment B10	Possibly	Definitely	Things my child does and enjoys
Jealous of sharing parents' attention			
Shows affection and concern for other children and younger siblings			

Imitation B10	Possibly	Definitely	Things my child does and enjoys
Will imitate unfamiliar ways of behaving when these seem appropriate to them			

Knowledge of social scripts B10	Possibly	Definitely	Things my child does and enjoys
Co-operates with adult in dressing, feeding			
Will ask for toilet			
Actively helps adult in everyday tasks, eg dusting and cleaning			

## Social-emotional development

### Moving from the familiar to the new: Stage B11

#### At this stage

Children are increasingly confident in their familiar world. They have learned a great deal about how others expect them to behave and are now more compliant. However a child is still capable of throwing tantrums when crossed. They have a growing awareness of how their actions impact on others and will often show great affection towards other children.

Children enjoy communicating to share ideas and include others in their play. This shared play reflects an understanding of everyday routines and events.

Children are learning to wait and begin to understand that they cannot always have what they want when they want it. A positive approach to new experiences is developing.

#### By the end of this stage:

The child enjoys **imaginative play** with other children.

They are more amenable, having learnt more control over the strong feelings of frustration and anger that had caused difficult moments for parents and themselves in earlier months.

They are able to separate from parents in new situations, although they may be upset at first.

Self-other awareness B11	Possibly	Definitely	Things my child does and enjoys
Knows whether someone is a boy or girl – but might still be getting them confused			
Understands they have to share (eg toys) but might not always be willing to do so			
Understands their actions affect others, eg becomes upset or tries to comfort another child when they realise they have upset them			
Knows when to and begins to wait while others are talking, ie can control the urge to butt in			

Social-emotional expression B11	Possibly	Definitely	Things my child does and enjoys
Generally more compliant with adult requests and amenable to family rules (fewer tantrums)			
Likes to sit, have a cuddle and share events of the day with adult			
Knows they cannot always have what they want when they want it			
More confident in new social situations, eg playgroup, but may be anxious at first			

Attachment B11	Possibly	Definitely	Things my child does and enjoys
May form a special friendship with one child			

Imitation B11	Possibly	Definitely	Things my child does and enjoys
Detailed knowledge of everyday routines and events shown in play by self and with others			

Knowledge of social scripts B11	Possibly	Definitely	Things my child does and enjoys
Joins in make-believe play with other children			
Begins to play around with familiar routines, eg pretending to spill drink as sets table			

## Other developmental milestones

Newborn babies have a range of **reflex actions** and skills, important not only for survival but also for making relationships with those around them and for exploring the world. We know for example that newborn babies can distinguish between a picture of a real face and one in which the face parts are mixed up. Babies will look at the picture of the face in preference to the other. Through other research we know that babies can detect differences in and recognise things by touch and taste. Babies are ready to learn from birth. As they grow, parents and other adult carers help them develop these skills, enabling them to explore their world and become independent.

We know that children learn in a variety of ways; for example, some children will learn by doing, others by listening, and others by observing etc. They will blend these and other learning styles together to form their own unique way of approaching new and familiar tasks. Children have their own particular strengths and preferences for areas of 'learning'. They may be budding artists, scientists, linguists, mathematicians, musicians, chefs, nurses ..... Parents will have a lot of knowledge about their child's growth and development in a range of situations. They will know what the child can do and what they enjoy. They recognise how their child approaches tasks and their preferences for different activities. These may change over time as the child develops their understanding of how the world works and their part in it.

The focus of this strand is on the development of skills that support the child's learning, independence and knowledge of the world.

### **Motor co-ordination:**

**Large movements** – such as how the child begins to move around, first by turning, then crawling or rolling, then walking.

**Fine movements and hand-eye co-ordination** – such as how the child holds and uses objects.

### **Vision**

Such as how the child notices, watches and observes people and objects.

### **Cognitive**

Such as how the child's thinking develops.

### **Self-help**

Such as how the child may feed and dress themselves.

## Other developmental milestones: Stage B1

### At this stage

Newborn babies are born with a range of **reflex actions**, eg sucking, stepping, grasping, and blinking, as well as skills to begin learning about people, themselves and how the world works. For example, babies recognise mother's voice and music heard while in the womb. They already have and use memory. They will mimic tongue thrusting and mouth shapes and will react differently to sweet, sour or bitter tastes. Similarly we know newborns sense differences in touch and reach.

It seems they are pre-programmed to show interest in human faces especially when they are animated; for example, they gaze at a parent's face and are rewarded with close face-to-face 'talking'. This early instinct supports the 'bonding' relationship of parent and baby.

A baby may spend most of their time asleep, feeding or even crying, but they also begin to use skills to learn new things. Parents will see this when the child starts to distinguish their faces from those of strangers and when they mimic some facial expressions and hand movements.

### By the end of this stage

The baby can distinguish some colours, for example he or she looks for longer at blue and green objects.

They expect voice to match face and lip patterns of the speaker.

They can distinguish the outlines of shapes, people and objects.

They expect touch and voice to be synchronised.

Their reflex movements are beginning to fade.

Motor co-ordination B1	Possibly	Definitely	What my child does and enjoys
<b>Large movements</b>			
Floppy head and neck			
Lagging head when pulled to sit till body vertical, head 'holds' momentarily before falling forward			
Can lift head from prone and move head from side to side			
Jerky large movements of limbs			
Active arms and legs but with arms more active than legs			
Presses down feet/straightens body when held standing on a hard surface			

Vision B1	Possibly	Definitely	What my child does and enjoys
Turns head/eyes to diffuse light			
Closes eyes to bright light			
Watches nearby face when being fed <span style="color: green;">CASP</span>			
Sees strong contrasts – able to distinguish shape outlines, ie where an object begins and ends – eye movements trace outside edges of <b>objects</b>			

Cognitive B1	Possibly	Definitely	What my child does and enjoys
Reflex movements			
Is interested in faces <span style="color: green;">CASP</span>			
Copies facial expressions and mouth shapes, eg sticking out tongue, opening mouth, widening eyes, etc. <span style="color: green;">CAP</span>			
Recognises carer/mother <span style="color: green;">CAS</span>			
Smiles <span style="color: green;">CS</span>			

## Other developmental milestones: Stage B2

### At this stage

Children are developing strength and muscle control from the head down. This parallels the brain's development, ie the part of brain that controls head and chest grows faster than that for arms and legs.

A child will move their head from side to side when lying down, and is interested in all that they see. They reach out to objects and will grasp them if put in their hand.

Children are now awake for longer spells and put this time to good use. They begin to see **causal relationships**, eg the link between their hand movements and the rattle making a sound. They show pleasure when they hear or see familiar people or things.

Their memory is improving. Parents will realise this when they see children anticipate 'food' coming or when they 'still' during or after a tickle or peek-a-boo game. The adults interpret this as meaning that the child wants it to happen again. Parents may notice children exploring objects and toys with their mouth and hands. They use all senses in their explorations and in doing so learn much about these objects and their properties.

Motor co-ordination B2	Possibly	Definitely	What my child does and enjoys
<b>Large movements</b>			
Lifts head and chest in midline when lying on front			
Kicks legs vigorously – legs alternate			
No head lag from four months when pulled to sit and holds head steady for several seconds			
Sits with firm back when supported			
<b>Fine movements and hand-eye co-ordination</b>			
Holds rattle for few moments when placed in hand			
Clasps and unclasps hands			

Vision B2	Possibly	Definitely	What my child does and enjoys
Stares at fingers	P		
Visually alert			
Recognises bottle			
Looks at small objects 15–25 cm away for one to two seconds	P		
Follows movement of a toy 15–25 cm from face	P		
Watches movement of hands in front of face			
Blinks in defence			
Looks briefly from one object to another. Objects may be moving or still – this is termed 'shifting visual attention'	A		

## Other developmental milestones: Stage B2

### By the end of this stage

Children can scan the whole of an object visually – they will see more detail and appear to be much more aware of or interested in the world.

Cognitive B2	Possibly	Definitely	What my child does and enjoys
Mouthing to explore objects			
Hand and mouth movements maximise sensory input: <ul style="list-style-type: none"> <li>– follow contour to give shape</li> <li>– pressure for hardness</li> <li>– lateral motion for texture</li> <li>– touch for temperature</li> <li>– wraps hands round to explore size (enclosure)</li> <li>– unsupported holding for weight</li> </ul>			
Stares at pictures, eg photos of familiar faces, and will try to touch them	P		
Begins to make causal links – foot knocks mobile – does it again etc			

## Other developmental milestones: Stage B3

### At this stage

Children are now more adventurous and notice a wider world, striving to reach out to it. They look around and appear to search for something and reach for objects that interest them.

During this stage they begin to know which objects they can reach and which they can't. They use two hands together for this. They begin to link information from different senses, learning to recognise how objects and people look, feel, smell and sound.

A child will recognise 'sameness' in people, objects and events and show preference for particular ones.

They begin to anticipate what will happen next by recognising some sounds and movements, for example opening their mouth when they see a spoon and food.

The early reflexes governing movement have gone and children have a greater degree of control over the arms, legs, head and chest. Children begin to sit up, needing less and less support.

Motor co-ordination B3	Possibly	Definitely	What my child does and enjoys
<b>Large movements</b>			
Starts to roll: – back to front – front to back			
Sits propped up			
Lifts legs into vertical position and grasps one foot (later two)			
Plays with toes			
Raises head to look at feet if lying on back			
Move arms in purposeful fashion – copying movements of others			
Puts arms up to be lifted			
Bounces up and down			
<b>Fine movements and hand-eye co-ordination</b>			
Uses whole hand or <b>palmar grasp</b> to hold objects			
Passes toys from hand to hand			
Holds two toys – one in each hand	P		
Reaches out to objects to try to grasp them (15–25 cm)	P		

Vision B3	Possibly	Definitely	What my child does and enjoys
Fixes gaze on interesting toys/objects at 15–25 cm and watches them for some time			
Follows movements and activities across the room			
Deliberately turns head/eyes			



## Other developmental milestones: Stage B3

### By the end of this stage

Children have **perceptual constancy**, ie expect a thing to look, feel or taste the same each time they explore it.

They are aware of **depth of field** now, ie know if they can reach toy or not.

Their eyes move together – a squint is unusual.

They begin to pass objects from one hand to another and to link familiar objects and events, eg get excited when they see their bottle or a bowl and spoon.

<b>Cognitive B3</b>	<b>Possibly</b>	<b>Definitely</b>	<b>What my child does and enjoys</b>
Stares at same person in different photographs			
Predicting/anticipating familiar activity: – opens mouth for food – disturbed if familiar game changes etc			

## Other developmental milestones: Stage B4

### At this stage

Children begin to develop more control over the movements of the lower body, finding new ways to move around leading eventually to crawling. Children do this in their own way, ie bottom shuffle, roll, and commando or conventional crawl. Not content with this, each child watches adults and/or siblings move around and begins to have ambitions on the next target, usually walking.

This opens up whole new areas to explore and investigate. They recognise what they already know and understand and what they don't, but want to. They will concentrate on new things for longer periods.

Children begin to understand cause and effect, eg 'when I hear the microwave ping, food appears'; 'when I press that button the toy pops up'. This reinforces the desire to investigate.

They also realise they can have an effect on their surroundings – in experiments children work out that they can reach a distant toy on a rug by pulling the rug towards them.

Motor co-ordination B4	Possibly	Definitely	What my child does and enjoys
<b>Large movements</b>			
Starts to roll, crawl or bottom shuffle			
Sits alone without support			
Can lean forward when sitting			
Pulls self up to standing but cannot lower self down again (falls backward with a bump)			
Picks up a toy without losing balance			
Sits and manipulates toys			
<b>Fine movements and hand-eye co-ordination</b>			
Continues to get better at using hands, eg – can use both hands together to explore a toy – transfers objects from one hand to another			
Starts to pick up things between thumb and fingers – tripod or immature pincer grasp			
Stretches out with one hand to grasp toy if offered			

Vision B4	Possibly	Definitely	What my child does and enjoys
Looks at and pokes small objects like crumbs with index finger <span style="color: red;">A</span>			
Picks up a partially hidden toy, eg a car hidden under blanket, part showing			
Watches and follows people/objects/happenings in the environment up to 3m away <span style="color: red;">A</span>			
Looks for fallen objects			

## Other developmental milestones: Stage B4

Children can now remember people for up to a fortnight – hence they may be hesitant with strangers.

They know that things are still there, even if they can't see them (object permanence).

### By the end of this stage

Children can pick up a toy, but can't put it down voluntarily.

They become 'explorers' using all senses.

They are developing object and person permanence, eg understanding that the same object looks, feels and smells the same each time it is met. Children show that they remember people and an object's properties (for example getting excited when they see something again they enjoyed playing with) up to a week later.

Cognitive B4	Possibly	Definitely	What my child does and enjoys
Knows object or person is still there when they are out of sight. May search for it/them, (object and person permanence)			
Actively explores objects using all senses, eg links together different ways of handling objects: shaking, hitting, looking, feeling, tasting, mouthing <sub>p</sub>			
Remembers faces of people seen regularly			
Pays attention to picture when named by adult, eg 'look, there's a duck, you like ducks' - looks towards picture			
Stops turning pages to feel textures in a book <sub>p</sub>			

Self-help B4	Possibly	Definitely	What my child does and enjoys
Begins to finger feed			
Waves bye-bye			

## Other developmental milestones: Stage B5

### At this stage

Crawling is perfected while children also work towards walking. They will pull themselves to standing, reach for objects and may 'cruise' the furniture.

Children now develop a more focused approach to learning, examining each object in more detail.

They start to realise that particular objects, pictures, words, gestures, signs or sounds occur over and over in the same situation. They work out that they represent something, ie are 'symbols' for things, and learn that things have names.

They show signs of knowing which things go together, eg spoon with a bowl, shapes with the sorter. This is an early **categorisation skill**.

Children become more interested in feeding themselves although with limited success.

Motor co-ordination B5	Possibly	Definitely	What my child does and enjoys
<b>Large movements</b>			
Can rise to sitting position from lying down			
Crawls on hands/knees, shuffles on buttocks			
May crawl upstairs			
Cruises around furniture lifting one foot and walking sideways			
Walks with one or both hands held by adult			
Stands by themselves for a few seconds			
Throws toys/objects deliberately			
<b>Fine movements and hand-eye co-ordination</b>			
Picks up small objects easily with pincer grasp (between finger/thumb)			
Attempts to pick up larger objects (eg teddy, ball)			
Drops toys/objects			
Helps turn pages in a book	P		
Improved hand-eye co-ordination, eg removes block from puzzle; peg from pegboard			

Vision B5	Possibly	Definitely	What my child does and enjoys
Predicts trajectory of object (knows where moving object is likely to go and looks there)			
Watches people and events for a long time	A		
Gazes at picture of self			

## Other developmental milestones: Stage B5

### By the end of this stage

Children systematically explore the 'world'.

They infer meaning from limited information, eg see part of toy and know what it is.

They begin to categorise objects/events.

Cognitive B5	Possibly	Definitely	What my child does and enjoys
Appears to be systematically exploring new objects, eg first banging, then mouthing, then turning over; this leads to growing awareness of <b>cause and effect</b>			
Knows there are different ways to play with different toys, eg ball is for rolling or throwing, not mouthing	P		
Knows what a number of objects are used for, eg pretends to drink from an empty cup, brushes hair with hairbrush			
Interested in things that go together, eg cup and saucer, parts of a puzzle			
Realises one object can act as container for another, eg puts objects in and out	P		
Recognises pictures of objects related to own experience, eg may pat picture of baby, go to get own doll			
Explores books on own			
Makes marks on paper			
Imitates actions of adult	SP		

Self-help B5	Possibly	Definitely	What my child does and enjoys
Drinks from feeder cup with help			
Attempts to use spoon. Can guide towards mouth but food often falls off			

## Other developmental milestones: Stage B6

### At this stage

Most children take their first few steps. They are tentative and ungainly but bring with them a sense of achievement. We know that children who bottom shuffle or commando crawl are so good at getting around that they often start to walk at a later stage. Watch out for signs of progress towards walking as listed in Stage B5. Crawling upstairs is another challenge. As children begin to be 'into everything', curiosity takes them everywhere.

Eye-hand co-ordination is steadily improving. Children now begin to build and draw. Although they use a sophisticated pincer grasp to pick things up, they may use a palmar grasp still with drawing tools.

Children return time and time again to toys such as the shape sorter as they persevere to get increasingly complex shapes through the holes. They experiment as they do this and other activities.

Motor co-ordination B6	Possibly	Definitely	What my child does and enjoys
<b>Large movements</b>			
Usually taking first few steps – feet wide apart, uneven steps, arms raised for balance			
Sits down from standing with a bump			
Kneels			
Crawls upstairs			
May come downstairs backwards on knees (crawling)			
<b>Fine movements and hand-eye co-ordination</b>			
Attempts to build with blocks – putting one block on top of another, or next to another			
Scribbles with crayon with palmar grasp (crayon between all fingers and palm of hand) P			
Enjoys fitting pieces into an inset board and shape sorter P			

Vision B6	Possibly	Definitely	What my child does and enjoys
Points to desired objects out of reach C			
Watches actions outside and points to show interest C			
Looks with interest at coloured pictures in books			

## Other developmental milestones: Stage B6

### By the end of this stage

Children start to show hand preference in some activities.

They 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.

Cognitive B6	Possibly	Definitely	What my child does and enjoys
Aware of <b> routines</b> and begins to anticipate what will happen next from seeing or hearing something, eg if the expected doesn't happen, then they cry or become disturbed			
Experimentation, eg tries something and then reflects on it, and tries something else			
Intensely curious, exploring objects, rooms and outside areas – they are into everything			
Looks at pictures and points to or pats them when named			
Enjoys picture books and simple stories			
Play demonstrates understanding of use of objects. Child may: <ul style="list-style-type: none"> <li>– put telephone to their ear</li> <li>– turn the pages of a book</li> <li>– stir a spoon in the cup</li> <li>– attempt to place pieces in a puzzle</li> </ul>	P		

Self-help B6	Possibly	Definitely	What my child does and enjoys
Drinks from feeder cup without aid			
Tries to use spoon to feed themselves			

## Other developmental milestones: Stage B7

### At this stage

Children's balance and walking speed improve. Some use one hand more than the other for certain activities, eg for feeding with spoon.

A child's concentration is growing and they play with toys for longer. They may become absorbed in particular activities. They experiment within play, looking for new properties of familiar objects. This is often described as being a 'little scientist'.

Children know more symbols/words now and begin thinking in 'symbols'. Memory is improving especially in the short term and they will often demonstrate that they remember a person or an activity by trying to repeat something they enjoyed or producing an object they associate with an event. Children will have 'short sequences' within their play.

Motor co-ordination B7	Possibly	Definitely	What my child does and enjoys
<b>Large movements</b>			
Walks with shorter steps and legs closer together			
Runs taking care			
Starts to climb			
Walks upstairs holding hand of adult			
Creeps backwards downstairs			
Bumps down a few steps on bottom			
Gets onto child's chair themselves backwards or sideways			
<b>Fine movements and hand-eye co-ordination</b>			
Can build a tower or row with two to three blocks			
Begins to show hand preference, eg uses one hand more than the other for picking things up, holding spoon for feeding, drawing etc			
Holds pencil in the middle, between fingers and palm			
Scribbles and makes dots on paper			

Vision B7	Possibly	Definitely	What my child does and enjoys
Recognises <b>symbols</b> in the environment eg labels on food products, and retailers' signs outside shops/restaurant chains			
Watches small moving toy/object at 3m +			



## Other developmental milestones: Stage B7

### By the end of this stage

Children are beginning to develop categorisation skills, eg often grouping toys and objects in play, although not always able to explain what their categories are.

Their walking style changes to more stable, balanced movement.

Cognitive B7	Possibly	Definitely	What my child does and enjoys
Experiments with different objects to look for other new properties – they are like a 'little scientist'			
Solves simple problems, eg retrieving hidden or out-of-reach toys			
Can now sort objects into categories, ie links things that go together in everyday activities, eg spoons go with plates, cars go in the garage			
Hands a toy to an adult for assistance, when unable to get it to work and sees adult as someone who can help	CS		
Imitates some everyday routines	CS		

Self-help B6	Possibly	Definitely	What my child does and enjoys
Wants to do things independently: – feeding – may use utensils – undressing self			

## Other developmental milestones: Stage B8

### At this stage

A child begins to be able to move around while doing something else at the same time, eg walking while pretending to talk on the phone. They now start to jump and negotiate objects.

They practise activities till they master them and are upset if they can't do them.

Children sort things; they put more objects together, for example plates and cups with spoons.

They learn about volume and quantity through filling and emptying containers, especially with water in the bath.

Motor co-ordination B8	Possibly	Definitely	What my child does and enjoys
<b>Large movements</b>			
Runs without bumping into obstacles			
Squats			
Walks up and down stairs holding on, putting two feet on each step			
Throws small ball overhand			
'Walks into' large ball when trying to kick it			
Sits on small tricycle, moving it with feet pushing on floor			
<b>Fine movements and hand-eye co-ordination</b>			
Builds a tower of up to six cubes	P		
Holds pencil near point with tripod grip (between thumb and two fingers)			
Scribbles in lines and circles			

Vision B8	Possibly	Definitely	What my child does and enjoys
Shows sustained interest in looking at pictures/books with adults	A		
Can scan quickly so trips over objects less often			

## Other developmental milestones: Stage B8

### By the end of this stage

The child plays alongside other children, watching and sometimes copying what they are doing.

They are much more mobile – most children are walking, but a few are still very efficient crawlers.

They begin to think before doing.

They use vision continually to scan in front.

They are beginning to understand the concept of volume and quantity.

Cognitive B8	Possibly	Definitely	What my child does and enjoys
Has established pretend play	P		
Thinks before doing, eg looks around and goes to get what is needed			
Appears to be trying to work out problems eg how to switch something on; how to get something out of reach			
Anticipates what might happen next because of what others say/sign			

Self-help B8	Possibly	Definitely	What my child does and enjoys
Competent with spoon or other feeding process – less mess			
Puts on hat and shoes			
May indicate wet or soiled pants			
May indicate urgent need to go to toilet by restlessness and vocalisation			

## Other developmental milestones: Stage B9

### At this stage

Children are in the early stages of jumping, throwing, catching, and kicking. There is a wide variation in 'athletic ability' at this stage.

Memory span is now longer term – adults can talk about yesterday and children will remember some events. There are longer sequences in children's pretend play. They are more organised, thinking ahead and looking for things they need.

A child will frequently 'voice' their curiosity at this stage, eg asking 'Why?', 'What?'.

Children are developing representational play skills. For example they use one object to represent another if the 'real' object isn't there.

They test out ideas in their pretend play.

Motor co-ordination B9	Possibly	Definitely	What my child does and enjoys
<b>Large movements</b>			
Stands on one foot while kicking ball with other foot			
Can catch a ball when sitting			
<b>Fine movements and hand-eye co-ordination</b>			
Picks up tiny objects accurately/quickly			
Turns pages singly			
Scribble writes including 'V' shape and vertical lines			

Vision B9	Possibly	Definitely	What my child does and enjoys
Scans pages and looks at books studying each picture for details			
Remembers visual sequences of events and enacts the sequence in pretend play			

## Other developmental milestones: Stage B9

### By the end of this stage

Children start to take responsibility for some tasks and they are proud of this.

They are about half as tall as they will be when they are adults.

Cognitive B9	Possibly	Definitely	What my child does and enjoys
Recognises and anticipates everyday routines – eg looks for coat or gets in buggy when adult is getting ready to go out S			
Begins to use social formalities of family culture with prompt, in situations outside the family, eg 'hello', 'bye-bye', 'please', 'thank you'			
Uses one object to represent another in pretend play, eg uses a lid as a cup, a brick as a hairbrush, brick as a car P			
Displays curiosity about the world by asking questions about and looking intently at objects, events and people			
Remembers a sequence of activities and events, eg 'tells' parents what they have done or seen			

Self-help B9	Possibly	Definitely	What my child does and enjoys
Enjoys responsibility of carrying out small tasks			
Asks if hungry, thirsty S			
Sometimes indicates need for toilet by behaviour, eg dancing movements S			

## Other developmental milestones: Stage B10

### At this stage

Children have much improved co-ordination. They can negotiate objects while running now. They have a go on climbing and adventure frames by themselves. They still need help from time to time when they overreach themselves.

They begin to understand the reasons and explanations for things.

Children often have strong opinions about the order in which things are done. Although this may be inconvenient for adults it is an important skill in a child's learning. For example their growing sense of 'order' helps them structure and develop their language and extend their memory span.

Children expand their representational play in two ways. They adopt the characteristics of other people, animals or objects in their play, eg they may walk like a monster, talk like a lion. They also develop their imagination, eg they create imaginary events, objects and people; they place an imaginary cake on a plate.

Many children have an imaginary friend at this stage.

Motor co-ordination B10	Possibly	Definitely	What my child does and enjoys
<b>Large movements</b>			
Pushes and pulls large toys – has difficulty steering around obstacles			
Jumps with two feet together			
Can stand on tiptoe when holding onto something			
<b>Fine movements and hand-eye co-ordination</b>			
Can build a tower of seven or more cubes			
Imitates writing: lines + circles + T + V			
Uses one hand more than the other			

Vision B10	Possibly	Definitely	What my child does and enjoys
Watches and observes people carefully			
Begins to match colours			
Searches out the minute detail in pictures			

## Other developmental milestones: Stage B10

### By the end of this stage

Children begin to have a sense of time, ie understand 'later', '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 will want to do everything for themselves even if they can't, refusing help.

Cognitive B10	Possibly	Definitely	What my child does and enjoys
Begins to develop sense of time, ie understands terms such as 'later', 'tomorrow' refer to the future and 'yesterday' to the past			
Appears to be more organised in how approaches solving problems			
Begins to understand explanations and reasons given by others			
Adopts voice or manner of another person or animal in play, eg moves like a cat and 'miaows' <sup>p</sup>			
Creates imaginary objects, characters and scenes in play, eg hands you an imaginary cup to drink from; talks to an imaginary shopper as if they are the shop assistant <sup>p</sup>			
May invent imaginary person and talk to them as a friend <sup>p</sup>			

Self-help B10	Possibly	Definitely	What my child does and enjoys
Can undo large buttons and Velcro fasteners			
Eats more carefully, aware of social expectations at mealtimes			
Will start to use knife and fork or other eating utensils where appropriate			

## Other developmental milestones: Stage B11

### At this stage

Children now can climb up steps with one foot on each step. They start to use the pedals on tricycles.

Children begin to describe and interpret their own experiences to others and this helps them to become more confident in groups. They may now have started at a playgroup.

They are thirsty to know more about the world and people in it, for example, asking increasingly detailed questions to find out information.

Children's drawings are less random, for example they begin to represent a person with 'head and legs'.

Motor co-ordination B11	Possibly	Definitely	What my child does and enjoys
<b>Large movements</b>			
Walk upstairs using alternating feet, one foot per step			
Walks downstairs two feet to each step while carrying a toy			
Jumps down single step			
Negotiates obstacles when running and pushing toys			
Walks backwards, forwards, sideways			
Rides tricycle using pedals			
Can walk on tiptoe			
Kicks ball forcibly			
<b>Fine movements and hand-eye co-ordination</b>			
Can build tower of 10 or more cubes			
Holds pencil near point between first two fingers and thumb			
Begins to cut paper with scissors and fold it			
Writes an 'X' form and a horizontal line			

Vision B11	Possibly	Definitely	What my child does and enjoys
Recognises/matches two or three primary colours, usually red and yellow. May confuse green and blue			
Compares sizes of objects			



## Other developmental milestones: Stage B11

### By the end of this stage

Children are usually dry during the day.

They have a vivid imagination.

They know the consequences of actions.

They are ready to learn new concepts.

They are independent with dressing, feeding etc.

Cognitive B11	Possibly	Definitely	What my child does and enjoys
Asks increasingly detailed questions to find out information			
Displays curiosity about the world by looking intently at, objects events and people			
Begins to give reasons for own actions			
Begins to see consequences of own actions eg if cup is knocked over the juice is spilt	S		
Drawings more identifiable, eg draws a person with round shape for head and maybe two lines for legs			

Self-help B11	Possibly	Definitely	What my child does and enjoys
Reliably clean and dry during the day			
More confident in new social situations, eg playgroup, but may be anxious at first	S		

## Play is fun!

Little children love to play. In play children can have fun, express their feelings, show us what they know about the world they live in, practise their skills and be imaginative. Really, their play can tell us a lot about them as a person.

I love being into small places – it helps me get an idea of my size and I like feeling cosy.

I love hiding from you and surprising you.

I like tasting, feeling, and smelling things.

I like carrying things around.

I like doing things over and over again.

I want to be able to do things for myself.

I like watching what other people do so that I can understand.

I love to play with keys, and Mummy's purse.

I like the everyday things like collecting the post.

I love going in the car, especially to do the shopping.

I like filling, emptying and pushing and pulling things.

I love playing with water, and sometimes mud!

I like building towers with blocks and knocking them down.

I love pretending – sometimes I pretend to be you.

## Play is important!

Play is not only fun for children but they also use play to work out things that interest or puzzle them. Play is made up of the ways children use objects and the ways they copy people's behaviour. Gradually children learn to pretend. They like to pretend to be Mum or Dad, have tea parties, bath and dress dolls, make food in a pretend house. Sometimes they like to play with toy farm animals and blocks. As they get older their play will become more complicated, like a story they are acting out. But before all this can happen they have to learn about objects (how they feel, taste, look), what shape and size they are and how they are used. They also have to watch how people behave and learn daily routines. A lot of this is learned in the first year of life. In the second year of life they can use what they have learned when they pretend.

But play is important for other reasons. Preschool children with good pretend play skills have better language, particularly in their storytelling, and are better at solving problems. This is because pretend play helps children to use one thing to stand for another (like pretending a block could be a car) and this skill also helps language and thinking. Their social skills are better too and they have better interactions with other children.

## Development of play

### Becoming interested: Stage B1

#### At this stage

A baby comes into the world not knowing that there are objects out there. Babies are mostly interested in human faces, particularly their mother or father's face. They start to notice other objects but only if they are interesting, like moving around or changing shape. Sometimes they will watch a toy moved backwards and forwards in front of their face. It has to be quite close to them. In this stage, babies will try to make eye contact and adults will often respond to this with face-to-face 'talk' and physical contact. One of the things that we do is to make ourselves that first 'plaything' – the way we use our voice, the way we touch and tickle, the very expressive faces we pull all serve to interest and fascinate the baby within a climate of fun and caring.

#### By the end of this stage

Your baby will look briefly, but intently, at people and objects that have caught their attention and will follow a moving object up and down and side to side. At this stage, imitation is a reflex, over which the baby has no conscious control. In later stages, however they will deliberately imitate.

Stage B1	Possibly	Definitely	What my baby does and enjoys
Looks mostly at people's faces CASO			
Watches an object moving in front of their face at close range (20 cms)			
Copies facial expressions and mouth shapes, eg poking out tongue, opening mouth wide, widening eyes CAO			
Stills or becomes more active in response to touch 'games' S			

## Development of play

### Visual tracking: Stage B2

#### At this stage

Children are able to follow where an object is moving, both up and down and side to side. They try to hit out at objects that are dangling in front of them. They really like objects that move, but they are also starting to be interested in objects that don't move. They only look at these non-moving objects for a short time. They discover their hands and fingers and sometimes press their hands together, clasping and unclasping them. This is important because later they will need skills in using their hands to manipulate objects. Play is still focused on physical contact between parents and their child. At this stage, they are not yet able to share their attention between an adult and a toy and will need to focus on one at a time. Smiling in itself can become a game as the child enjoys the attention that it brings and the reactions of others to their smiles and movements.

#### By the end of this stage

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

Stage B2	Possibly	Definitely	What my child does and enjoys
Watches a moving object	○		
Watches a moving person	S		
Smiles or coos in response to eye contact	SC		
Showing more sustained attention to faces, eg gazing at speaker's mouth	CA		
Moves arms and legs and chuckles when played with			
Makes reaching movement towards objects that interest them			
Explores hands and fingers, eg watches them, presses hands together	○		
Gazes at non-moving object for few seconds	○		

## Development of play

### Wanting and exploring objects: Stage B3

#### At this stage

Children show us that they really want to get hold of an object. They will try to reach out for the object, using a grasping movement, so we know that they are starting to co-ordinate their vision and hands (known as hand-eye co-ordination). Although they are not always successful at getting the object, when they do, they will often put it in their mouth, bang or shake it, or turn it around. They are very interested in the taste, smell and feel of objects. At this stage, children are beginning to link information from their different senses, learning to recognise objects and people from how they look, feel, smell and sound. Much of play is still based on one-to-one **interaction** between adult and child, but the child is getting better at anticipating what comes next and at taking turns. The child's growing awareness of their own body and their environment, combined with improved hand-eye co-ordination help play with objects to develop. Children at this stage are very single-channelled and are unable to attend to information from more than one sense at a time. This means that if they are intent on looking at an object, they may not respond to noises around them or what you say.

#### By the end of this stage

Children now have more control over their body and are beginning to sit with support and roll from side to side. They are now finding it easier to turn their head and to raise their head when lying on their front or back. This means they are seeing the world, quite literally, from different angles. Children are getting better at showing parents what they want by reaching out for it. They will be putting objects in their mouth, but will also be looking and exploring with their hands as their hand-eye co-ordination continues to improve. Don't be surprised if your child seems to be ignoring you as they explore objects. They can only concentrate on one thing at a time at the moment.

Stage B3	Possibly	Definitely	What my child does and enjoys
Responds to facial expressions of happiness and sadness, eg smiling or frowning in <b>imitation</b> of adult			
Interested in small objects or the detail of a toy, eg will gaze at small beads in a rattle			
Reaches for and grasps objects	○		
Brings objects to mouth			
Moves limbs, changes facial expression, laughs etc in anticipation of being lifted			
During simple interactive games, eg peek-a-boo, body language and the sounds the child makes show they are beginning to know when it is their turn			
Manipulates objects, by banging, shaking, turning them around in their hands			
Passes objects from one hand to the other	○		
Smiles at image of self in mirror (but does not yet realise that this is reflection of themselves)			

## Development of play

### Becoming co-ordinated – objects used as tools: Stage B4

#### At this stage

Children are much better at using objects. They can use both hands together and sometimes pass an object from one hand to the other. If they drop it they now look where it has fallen. They also start to notice new things around them and stare at them for a long time. They can now shake a rattle showing that they understand how this object is used. They spend a lot more time exploring objects. In Stage B4 children use objects more purposefully. They continue to learn about **cause and effect**, eg discovering that they can bang two objects together to make sounds. They begin to roll objects and throw them. They also find that they can use an object to interact with another person by playing the 'give and take' game. This is another way of using an object as a **tool** – to interact with a favourite person. Parents might find that, when they are playing together, their child begins to follow the direction they are looking in.

#### By the end of this stage

Children are beginning to learn about the function of objects and sequences of events. They are watching others closely and for longer periods. They may initiate interactive games themselves, eg hiding their face behind a blanket for 'peek-a-boo'. Play involves objects more frequently, with the child and an adult jointly attending to them. The child also needs time to explore a variety of toys and safe objects on their own.

Stage B4	Possibly	Definitely	What my child does and enjoys
Shakes rattle			
Bangs two objects together	A		
Continues to love interactive play			
Knows whose turn it is in familiar <b>turn taking</b> games, eg shows excitement as their turn is coming up or waits for adult to take their turn			
Plays give and take games with an object, eg if you hold out your hand will release object into your hand	C		
Can still be surprised by things disappearing and then reappearing suddenly, eg enjoyment of pop-up toys			
Actively explores toys using all senses, eg links together different ways of handling a toy, shaking, hitting, looking, feeling, tasting, mouthing	O		
Reaches out for mirror image, or plays with reflection in mirror. Still doesn't realise this image is themselves			
Will mouth book, turn over several pages at once, may stop momentarily at page that catches eye because of colour or texture	O		
Starts to crawl inside things – greater mobility means child has greater choice over what they can explore			
Reacts to an audience; eg repeats any activity/action which is received positively (a smile, laughed at, applauded, cheered)			

## Development of play

### Objects have names and can be referred to: Stage B5

#### At this stage

Children know objects have names. They look at a familiar object when someone talks about it. They may look round for it if they can't see it straight away. They can find a toy an adult hides if they can see part of it. They recognise pictures of familiar things. Children use their index finger to poke and point at things they want, or want to show someone. They will take an object from a person with one hand. They can copy other people using objects. In this stage children love taking the lid off a box to find a surprise inside. They can also let go of an object on purpose, and use this game of dropping objects for the adult to pick up. Children's understanding of objects that cannot be seen is still at a very early stage. They still think that if they cannot see you (eg because they have covered their eyes), you cannot see them. Imitation is becoming an increasingly important part of play. In earlier stages, imitation was automatic, now children will copy an action to try and work out for themselves what effects they have. Children are now much better at sharing their attention and can now play together with a toy and an adult. Their improving **motor skills** mean they are able to explore objects in more complex ways and are becoming more aware of concepts such as 'in' and 'out'.

#### By the end of this stage

Children will still be taking things to their mouth, but more and more they will be using their eyes and hands to explore. The child's **exploratory play** is very important in helping to form concepts. The child recognises and classifies toys by what they have done with them during play. They are beginning to categorise objects into things that can be shaken, banged, listened to, have similar textures etc. This early classification helps them to make sense of the world and later on allows them to add **words** to the things they have come to understand. The child is just beginning to relate objects to pictures. Their attention span is very short, and they will move quickly from one toy to the next.

Stage B5	Possibly	Definitely	What my child does and enjoys
Begins to create variations on familiar games eg has repertoire of 'hiding' in peek-a-boo games, frequently trying new ones			
Watches toy being partially hidden and finds it themselves	A		
Rolls object to others			
Knows there are different ways to play with different toys (eg ball is for rolling or dropping, not just putting in your mouth)	O		
Has begun to anticipate body movements that go with <b>rhymes</b> , eg bringing hands together for 'clap hands'			
Realises one object can act as container for another – puts objects in and out	O		
Enjoys knocking down towers built by adult and pop-up toys			
Enjoys using objects to imitate and copies adult's actions with toys	SO		
Enjoys play with soft toys – this is the start of very simple <b>pretend play</b> , eg hugs teddy, pushes doll in buggy			
Shows understanding of familiar objects through use, eg pretends to drink from an empty cup	C		
Helps turn pages in a book	O		
Recognises pictures of objects related to own experience, eg may pat picture of baby, go to get own doll	O		



## Development of play

### Starting to pretend: Stage B6

#### At this stage

Children produce their first **pretend behaviours**. They start to act out simple familiar daily routines and soon start to involve an adult partner and toys in this play, eg pretending to drink from a toy cup. These behaviours are only done to themselves: as yet they can't pretend with a doll or teddy. They may show or offer a toy to others.

Also in this stage children can now find an object after it has been totally hidden showing that they are developing their **memory**. They have growing **manual dexterity**, eg they make their first attempts to build with blocks by putting one block on top of another. They start to use things as tools, eg using a hammer with wooden pegs. Children investigate how objects relate to each other – pulling toys apart and putting them back together. Children begin to look at books much more appropriately – opening them and looking at the pictures.

In this stage children are expanding their knowledge of how the world works through investigative, interactive, and pretend play – often involving interactions with other people. They are motivated by their intense curiosity for objects and people.

#### By the end of this stage

Children will have used play activities to develop their communication, **language**, motor skills and **thinking skills** eg concepts of size, position, object characteristics – bigger, smaller, in, under, rough, smooth etc.

Stage B6	Possibly	Definitely	What my child does and enjoys
Early pretend behaviours observed: eg – pretends to be asleep – covers self with a blanket			
Copies the actions and activities of others as part of their play			
Play demonstrates understanding of use of objects: – puts telephone to their ear – turns the pages of a book – stirs a spoon in the cup – attempts to place pieces in a puzzle ○			
Interactive turn-taking games with adult quite often involve: – toys and other objects, eg plays fetching game – pretend, eg waving bye-bye to each other			
Enjoys teasing games			
Play writes with pencils, chalks and/or crayons ○			
Accepts adult varying a game or pretend play and imitates and joins in with new actions/routines			
Uses 'symbolic sounds' for objects and animals, eg 'brmm brmm' for car in pretend play A			

## Development of play

### Pretending to another: Stage B7

#### At this stage

Children include other people, dolls, teddies and toy animals in their pretend play. They might give a teddy a drink from a cup, put a doll in bed or move toy animals. They will play familiar games co-operatively with adults. Interactive turn-taking games are still enjoyed. They watch what other children are doing and play alongside them.

They like moving objects around and will use buckets and other containers. They like to load up a trolley with blocks and other objects and push it around. They can now build a small tower of two or three blocks. Control over body, manual dexterity and eye-hand co-ordination is increasing. Children will enjoy opening and closing books and helping you to turn pages, looking at pictures as they do so. They will enjoy books that make sounds and have flaps that can be lifted. These kinds of books develop anticipation.

Stage B7 children will also copy another person's actions even though they have never done this action before.

#### By the end of this stage

Children will be more persistent in play. They will relate objects more accurately to each other and pull and push toys. The child will love variation in rhymes and games and may well try to instigate a favourite game, bringing the toy to an adult or moving up and down on the adult's knee to indicate the rhyme they want. The child will watch what other children are doing and play alongside them. This is the start of **parallel play**.

Stage B7	Possibly	Definitely	What my child does and enjoys
Begins to include other people and objects in their pretend play, for example: – puts doll in bed – makes toy animal/car move – feeds a doll or teddy with a spoon or cup – makes animal eat			
Watches what other children are doing			
Plays ball co-operatively with an adult, eg may kick or roll the ball back and forth			
Enjoys sharing books			
Loads trolley to move objects around			
Enjoys 'ready steady go' and '1, 2, 3 go' games <sup>A</sup>			
Enjoys <b>anticipation games</b> /toys such as 'jack-in-the-box' <sup>A</sup>			
Understands and follows stories read to them. Has favourite stories and characters			

## Development of play

### Combining things: Stage B8

#### At this stage

Children like to put objects together. They can now stack more blocks as their hand and eye skills get better. They enjoy arranging cups on saucers, or stirring a spoon in a cup. They can now start to make a play sequence by first doing one action to one person, and then doing it again to another. They like giving a doll a pretend drink, then having a drink themselves. They now like to try out other sequences like pouring pretend tea and drinking it, or washing, and then drying a doll. Sometimes they will bring the cup to a parent and watch with interest and enjoyment as their parents pretend to drink. They enjoy the 'social' aspect of this play – and 'play' at many of the things they observe adults doing.

They will spend a lot of time putting objects in and out of containers and will try to fit large puzzle pieces in the right place, although they find this hard to do.

Children have an infinite capacity to repeat things in play – whether it be rebuilding towers or pretending to do things. When each time something different happens they have 'created' something novel and learn from this in a playful situation.

#### By the end of this stage

Children will group similar objects together during pretend play, eg dolls and clothing, cutlery and dishes, toy vehicles, toy animals, books. Their hand and eye skills are improving so they can now stack more blocks.

Stage B8	Possibly	Definitely	What my child does and enjoys
Likes to put objects together, eg – puts cups on saucers – puts spoon in a cup			
Imitates everyday actions in pretend play – brushing doll's hair, making beds, tasting food	S		
Repeats same pretend actions to more than one person, eg gives Mum and Grandma 'tea' to drink from an empty cup			
Makes a pretend <b>sequence</b> : eg – pouring pretend tea then drinking – washing then drying a doll			
Fills and empties containers			
Fits large, simple puzzle pieces into play trays			
Builds tower or row with three to four blocks	O		

## Development of play

### Planning what to do: Stage B9

#### At this stage

Children are starting to become more organised. They plan ahead what they want to do. They look around for things that they need and will go and search for them if they can't see them. They look at what other people are doing and may offer an object that another person needs. They enjoy playing with another person and copying their actions. They watch what other children are doing and play alongside them. They like to use one object to stand for another like pretending a wooden block is a car, a biscuit, or a bed for a small doll. **Social rituals** (eg what happens in the routines of the day from bathing to dressing and eating) form a large part of their pretend play.

They can now build a tower of six or seven blocks or make a long row. Sometimes they make rows side by side. They match and sort objects and develop an interest in **construction toys**, which are large and easy to fit together – eg large plastic building bricks. They are not trying to build anything yet, but enjoy pulling apart and putting together.

#### By the end of this stage

Children will play side by side with other children, often copying actions and sequences of their play and vice versa. **Parallel play** has become more sophisticated. Adult language will start to influence their play, eg 'You're not going to ..... Are you?' Children will have built on their concepts such as quick, slow, closer, further, first and last.

Stage B9	Possibly	Definitely	What my child does and enjoys
Becomes more organised, gathering together the toys they want to play with, eg getting the doll and the tea set, before they start to play tea-parties			
Uses one object to represent another in pretend play, eg uses a lid as a cup, a brick as a hair brush, brick as car or puts it on a plate as if it were a cake	O		
Enjoys dressing up, eg putting on hats, daddy's shoes, dressing up as favourite character in story or on TV	S		
Imitates longer sequences in play – pretends to make tea, gives to adult or dolls	S		
Plays lots of interactive games with adult or older child, often involving running or chasing: – catch and chase – hide and seek/hunt the thimble			
Plays alongside other children and occasionally allows them into play, eg hands toys to them	S		
Copies the actions and sequences of play of other children			
Plays with play dough – and will tell you what they have made			
Builds tower or row of six or seven blocks			
Use one object to stand for another	O		

## Development of play

### Role play and imagination: Stage B10

#### At this stage

Children enjoy pretending to be another person, usually Mum, Dad, a baby, or a favourite pet. They will copy the way these people act, and talk, and sometimes use their belongings, eg a handbag, clothes or shoes. They enjoy dressing-up.

At this stage some children may invent an imaginary person and sometimes they have an imaginary friend that they talk to. They can pretend to use imaginary objects as well, eg pretending to pour milk or tea, or pretending to iron clothes without an iron. Children will now make objects take an active role, ie teddy will hand back his plate for another cake or dolly will hold out her arms to try and catch the ball. When they play, their actions follow a specific order, like having their evening drink, washing their face and brushing their teeth, listening to a story and going to bed.

Sometimes, using small blocks, they can build a simple bridge putting one block on top of two others. Constructions or activities become so elaborate that they may want them to remain in place overnight so they can continue their game the next day.

#### By the end of this stage

Children perform a variety of play sequences with the same toys, eg may cook with play food, feed dolls with food, wash play dishes, and put the dolls to bed. They will remember whole sequences of actions. The child will not only re-enact events they have seen but will combine them in new ways, ie enact an imaginative sequence of events. The child will sort through toys carefully to select a specific toy and play with them for longer than previously. They have developed concepts like full and empty, soft and scratchy from play activities, ie have compared different objects as playing. The child's sense of curiosity leads them to investigate things. They can match objects to pictures.

Stage B10	Possibly	Definitely	What my child does and enjoys
Adopts voice or manner of another person, or animal in play, eg moves like a cat and 'miaows' ○			
Uses others' belongings, eg bag, brush in pretend play			
Creates imaginary objects, characters and scenes in play, eg hands over an imaginary cup to drink from when having a pretend coffee break; talks to an imaginary shopper as if they are the shop assistant ○			
May invent imaginary person and talk to them as a friend			
Begins to include another child in their play sequence; may talk to them as does so eg gives child a cup to drink from ○			
Play actions follow a specific order, eg mixing a cake; baking it; eating it			
Shares books with adult or other child, making comments on the events, characters and illustrations			
Tries to make a simple bridge			
Enjoys creative activities telling you what they have made: – using dough, paint, blocks – cutting and pasting – cooking – drawing – making music/sounds – simple jigsaws			
Enjoys turn-taking play with ball			
Can kick and catch a large ball			

## Development of play

### Playing alongside other children: Stage B11

#### At this stage

The child continues to enjoy playing near other children. They watch what other children are doing and often copy their actions. They may offer children things in a helpful way. It is the beginnings of playing together. The child likes to make marks on paper, using a variety of pencils, crayons, chalks and paints. They are adding to their knowledge of colours, shapes, sizes and textures and may spend time sorting objects according to these different features. Children may recognise simple shapes, such as a triangle or square. They are less likely to flit from one toy to another and may try out lots of different activities with a small number of toys. They continue to enjoy acting out familiar daily routines, such as setting or clearing the table, or hanging out the clothes to dry. Their skill at using their hands continues to develop and they are much better at opening and closing toys and handling quite small objects.

They love to tease and surprise you, introducing an unexpected element into their parents' familiar games, eg not saying 'boo' in one of the games of 'peek-a-boo', but smiling playfully instead.

A game can grow out of anything – a speck on the floor, or a very expensive car. They will play raucous chase and catch games or finger rhymes – and all with as much enjoyment. Playing games time and time again in different forms allows your child to find out about objects, re-experience stories and events, listen to key language and above all build strong relationships based on love, fun and trust.

#### By the end of this stage

Children enjoy having familiar books 'read' to them again and again. They are now able to follow very short stories containing two or three main events and enjoy having a parent act out the different characters in a story, using different voices. Play is likely to be highly imaginative, and may involve pretend friends and characters. The child may even ask the parents to join in their **imaginative play** sequences. The child's play will have developed in all areas – they now love to play with others and are beginning to enjoy the company of other children of their age. They can 'pretend' to be people, animals and recreate stories. They have favourite toys to return to again and again.

Stage B11	Possibly	Definitely	What my child does and enjoys
Begins to play around with familiar routines, eg may prepare tea and then 'accidentally' spill it on table			
Uses doll, teddy etc as partner in play, talking to it and telling it what to do next			
Uses one object to represent many different things, eg scarf could be blanket, cloak, dress, during the same play sequence			
Imaginary play involves lots of detail and several linked actions, eg getting undressed, bathed, dressed in nightclothes, having a bedtime drink			
Dresses up as different people			
Builds 'stories' around toys, eg farm animals climbing an armchair 'cliff' and having to be rescued			
Uses construction materials as a means to an end (eg making road or house) rather than as something simply to be explored			
Increasing control over physical movements means greater enjoyment in active play, eg riding a bicycle, kicking and throwing a ball, climbing a climbing frame			

# Glossary

## Adjective

A describing word or sign, eg big, wet, dirty

## Anticipation games

Short sequence games that are played so frequently that a child begins to know what to expect next in the routine, often drawn from daily activities or nursery rhymes, eg 'peek-a-boo', 'round and round the garden'

## Approximations of words

Immature or poorly articulated vocalisations that are used to express a meaning consistently in different contexts, sometimes known as 'proto-words'

## Articulation

The way in which language is produced such as manually or vocally

## Athletic ability

Ability to run, jump, throw, catch, kick etc

## Attachment

Bond or relationship developed between parents/carers and their child

## Attend

To pay attention to someone or something so that one might detect an auditory, visual or tactile stimuli

## Attention span

The length of time that one can concentrate on a task without becoming distracted

## Auditory awareness

Detection that there is a sound

## Auditory comprehension

When someone attaches meaning to what they hear and responds appropriately

## Auditory feedback mechanism

How we monitor our own voices; being aware of the sounds we make leads us to modify of these sounds, eg a child uses their auditory perception of a loud or poorly articulated sound and then includes a quieter voice or clearer sound in their next utterance

## Auditory memory

Memory for sounds and speech patterns

## Auditory sequencing

Memory for the order of events as evident in the retelling of stories, rhymes, games and instructions

## Auditory skills

In this context it means a hierarchy of auditory skills – the process, from awareness of sounds to discrimination and recognition of sounds, to the more sophisticated skills of auditory comprehension, memory and sequencing

## Awareness of sound

To be able to attend to and detect a sound, usually demonstrated through some subtle change in behaviour

## Babble – manual

Repetitive sequences of hand or arm movements that look like signs

## Babble – vocal

Repetitive sequences of consonant-vowel syllable-like vocalisations, eg 'dadada'

## Bilingual

Able to use or understand more than one language in everyday communication

## Bond

Close relationship between parents/carers and their child

## Categorisation skill

Knowing which things do and do not go together, examples of early skills – spoon with a bowl, or shapes in a sorter – later, grouping objects or different coloured items in play

## Causal relationships

Cause and effect, eg the link between children's hand movements and the rattle making a sound

## Cause and effect

See causal relationships

## Child-directed language

See child-directed speech

## Child-directed speech

The changes adults make when communicating with babies and small children, eg using a higher pitch of voice; using more varied intonation and facial expression; using short, repetitive sentences; using larger, slower and more repetitive signs

## Chronological age

Someone's real age, beginning at the day they were born

## Classifiers

BSL handshapes that stand for persons or things in sentences

## Closed set task

A task where you give a child a limited choice of responses

## Cognitive skills

How a child's thinking develops

## Communication

The way we tell someone what we mean using language, our voice, our face and our body

## Communicative attempts

Early efforts towards communication, the child may be directing their attention to both you and the subject of his/her communication, but their signals are so brief they may be easily missed

## Communicative intent

The specific purpose or intention of what is communicated

## Consonants

A speech sound formed by restricting, channelling, or directing air flow with the tongue, teeth, and/or lips, eg th, s, f, g, t, p, m etc

## Construction toys

Building toys such as plastic and wooden bricks, railway lines etc

# Early support monitoring protocol for deaf babies and children

## Glossary

### Cooing

Gurgling, vowel-like vocalisations produced as a baby breathes out, also known as 'lalling'

### Co-operative listening games

An auditory stimulus is paired with a task. The child is expected to wait for a sound and then respond by doing something fun, eg splashing a ball into a bowl of water, dropping a block in a bucket and so on

### Cruising

Pulling up to standing against a piece of furniture or an object, and lifting one foot walking sideways while holding on

### Depth of field

Perception of depth and distance, ie knows if they can reach a toy or not

### Diphthongs

A diphthong results when two vowels are produced as a glide. At normal speaking rates neither vowel is distinctly produced since the tongue and lips blur one into the other

### Discrimination of sound

Listening to differences between two or more sounds

### Emotions

Feelings such as happiness and anger

### Empathy

Understanding other people's feelings

### Expand

To increase the length or meaning of the child's utterance

### Exploratory play

Children's spontaneous and repeated activities that lead to discovery

### Expressive jargon

See jargon

### Expressive language

Words or signs that are combined into phrases or sentences that are used by the child

### Expressive vocabulary

Single words or signs that are used in the production of language

### Extend

To use the same word or phrase in other situations

### Eye contact

When two people look into each other's eyes

### Facial expression

The changes we make to our faces by widening the eyes, opening the mouth, smiling etc, used in spoken English and an important part of BSL grammar

### Fricatives

Speech sounds that have restricted, channelled and turbulent air flow, such as f and th

### Frolic play

Merry, jolly, sportive play

### Gestures

Motions of the hands, head or body

### Grammar

The way that a language combines words or signs (word or sign order) and changes words or signs to make different meanings

### Hand babble

Repetitive sequences of hand and arm movements that look like BSL signs

### Hand-eye co-ordination

Ability to see a desired object, and then reach out for it, using a grasping movement

### Handshape

Part of a sign

### Hearing age

The difference between the age of the child when they consistently wear hearing aids and the child's chronological age

### Imaginative play

Where the child creates their own world or game, in isolation or with others using novel or familiar actions and roles

### Imitation

Where children copy the actions of others. Initially this is a reflex, over which the baby has no conscious control. As a baby develops they begin to deliberately imitate

### Incidental learning

Learning which takes place because the child overhears (or overhears) conversations between other people or events

### Intentional communication

The child combines an action toward an object with an action toward a person, such as looking at a person while reaching for a toy. Signalling one's intention to convey an idea or message to someone else is critical to the acquisition of language

### Interact

To be involved in communication or social activity with somebody else

### Interaction

Behaviour which takes place between two people, eg a parent and a child

### Intonation

Variations in pitch patterns (melody/rhythm) and emphasis of spoken language that provide important cues for drawing attention to salient words or syllables

### Intonation contours

See intonation

### Investigative play

See exploratory play

### Jargon

Communications that have similar characteristics to spoken or signed language, but that are not understood by other people

### Joint reference

Where two people both share the topic of conversation or focus of attention

### Language

The use of recognisable words/signs and grammar to express meaning



# Early support monitoring protocol for deaf babies and children

## Glossary

### Little scientist

Behaviours such as experimenting within play and looking for new properties of familiar objects

### Localise sounds

Being able to tell where the sound is coming from

### Localisation

See above

### Manner

The way the vocalisation is made in the vocal tract. Different manners include: plosives (p, b, t, d, k, g), nasals (m, n, ng), liquids (l, r), semivowels (y, w), fricatives (s, sh, f, th) and affricates (ch, j)

### Manual dexterity

Physical skill based on nimbleness of hands

### Melody

Sounds that are pleasant to listen to because of tone or arrangement

### Memory

The ability of the brain to store past knowledge of sounds, words, language etc

### Milestone

A significant stage in development

### Modelling

How what we do or say provides a good example for others to copy

### Monitoring own voice

See auditory feedback mechanism

### Motor skills

Gross motor skills: ability to use the body to move around, first by turning, then crawling or rolling, then walking and so on. Fine motor skills: ability to use the body for small, more precise movements, particularly hand movements

### Nasals

Speech sounds produced with air emitted from the nose, such as m,n,ng

### Negation

Expressing negatives, eg no, not, can't, won't

### Non-speech sounds

Any sounds that are not speech sounds such as humming, musical sounds or environmental noises

### Object

Any item or person that has caught your child's attention

### Object permanence

Recognising that an object that moves in space and over time is still the same object, not a new one

### Open set task

A task where the child is given unlimited scope for response

### Over-generalisation

The inaccurate use of a word or sign to refer to a classification of an action or object, eg 'light' as a label for 'moon'

### Palmar grasp

Using their whole hand to hold objects

### Parallel play

A child may be playing alongside and/or with similar materials as an adult or another child, but without a sharing of toys or ideas

### People permanence

Understanding that the same person looks, feels and smells the same each time they meet

### Perceptual constancy

Expecting an object to look, feel or taste the same each time they explore it

### Phrase

A group of words or signs

### Picture books

Children's books with little, if any, written vocabulary

### Pincer grasp

Picking up small objects between a finger and thumb

### Pitch

Variation in a person's voice, speech sound or instrument from high to low

### Place

The point of greatest constriction in the vocal tract during articulation. Different places of articulation include: bilabials (b, p), labiodentals (f, v), linguadental (th), alveolar (t, d), velar (k, g), glottal (h), palatal (sh)

### Play sequence

When a child does one action to one person and then does it again to another, or does consecutive actions in their play, eg pouring pretend tea for a doll and then drinking it

### Plural

Expressing more than one person, thing or item

### Pragmatics

The study of the relationship between words and signs and the way we use them

### Pretend play

Behaviours such as acting out simple familiar daily routines, often involving an adult partner and toys, eg pretending to drink from a toy cup

### Pronoun

A word or sign which stands in place of a person/object, eg i/he/she/it

### Pronunciation

The way in which a sound, word or language is articulated

### Prosody

Stress, intonation or melodic features of spoken language

### Proto-words

See approximations of words

### Recast

Commenting on, extending and rephrasing their communication to encourage future correct use and fluency, and show the adult is listening, eg if the child pushes something away, say 'you don't like that do you?'

### Receptive language

Words or signs that are combined into phrases or sentences that are understood by the child

# Early support monitoring protocol for deaf babies and children

## Glossary

### Receptive vocabulary

Single words or signs that are understood by the child

### Recognition of sound

A child recognises a sound when they know what the source of the sound is or what makes the sound

### Reduplicated babble

Using consonant-vowel syllable-like repetitions such as 'da-da-da-da'

### Reflex actions

Range of actions babies are born with, eg sucking, stepping, grasping, blinking

### Reflexive noises

Range of noises babies are born with, eg crying, whimpering, exhaling with voice

### Repeated syllables

Units of pronunciation uttered without interruption, eg da da da, di di di

### Repetition

An act of doing something again

### Representational play

Using one object to represent another if the 'real' object isn't there; adopting the characteristics of other people, animals or objects in play; developing imagination, creating imaginary events or friends

### Residual hearing

The hearing that remains after damage or disease in the auditory mechanism – there is almost always some residual hearing, even with the most profound hearing impairments. Residual hearing can be accessed through use of amplification

### Rhymes

Light-hearted verse with a pattern of similar sounds at the ends of the lines, eg a nursery rhyme

### Rhythm

The pattern formed by stressed and unstressed syllables

### Routine

The usual way task or activities are arranged

### Sabotage techniques

Teasing that is used to manipulate the environment to create a need for a child to communicate

### Selective listening

Child chooses which sounds to attend to and which to ignore

### Self-help skills

How children learn to feed and dress and do other things for themselves

### Self-concept

Finding out about ourselves. This is important for knowing how and why we behave as we do

### Senses

The five senses: touch, smell, taste, sight, and hearing

### Sequence

A number of things, actions, object or pictures that are arranged in a particular order

### Shifting visual attention

Looking briefly from one object to another, the objects may be moving or still

### Sibling

Brother or sister

### Sign language

A language based on manual articulation rather than spoken articulation

### Signs

Manual symbols that remain constant across contexts (comparable to spoken words in meaning but are combined in their own grammar)

### Social communication rules

Rules such as, taking turns, waving 'bye-bye', saying 'ta', and looking directly at the person speaking

### Social-emotional development

How children learn who they are, what feelings they have and how to behave. Learning about what other people are like and how they behave and interact with others, learning to develop relationships

### Social referencing

Watching people seek out information and use these clues to understand what others are talking about and looking at. Learning that adults get things by looking at them, pointing to them or referring to them

### Social rituals

What happens regularly in daily routines between child and carer, eg in bathing, eating and dressing

### Social scripts

Behaviours exhibited in different circumstances, in order to be accepted by other people socially. Early simple ones – bathing, feeding, peek-a-boo – later, how to respond to a broken toy or meeting someone new

### Sound source

See localise sounds

### Spontaneous vocalisations

Vocalisations that arise from natural impulse or inclination rather than from imitation or direct response to another

### Stimuli

Something that encourages an activity or process to begin, increase or develop

### Sustained interest

When we attend to a toy or activity for long(er) periods of time

### Syllables

A unit of spoken language such as a vowel and consonant combination, eg biscuit has two syllables

### Symbol

A word or sign associated with a particular object, picture, script, activity or sound that remain constant across contexts or situations

### Symbolic vocalisations

Words or immature words that are used consistently across different contexts to refer to the same action or object

## Glossary

### Thinking skills

Ability to explore concepts such as size, position, and object characteristics – leading on to reasoning skills and understanding of the world

### Tool

Any object used for a purpose

### Tripod grip

Object held between thumb and two fingers, immature pincer grip

### Turn taking

Where one person in a conversation talks and the other watches and listens, then they exchange roles so that the listener becomes the speaker

### Variiegated babble

Varying use of consonant-vowel syllable-like vocalisations such as 'da-di-ga'

### Vegetative noises

Sounds that a baby makes in the act of sucking, swallowing, coughing, burping etc

### Verb

An action sign or word, eg jump, look

### Visual tracking

The ability to follow where an object is moving both up and down and side to side

### Vocal play

Generally when children enjoy experimenting with their voice. More specifically use to denote a period of very early vocal development when children experiment with the changing dimensions of their mouth cavity (as they grow) expressed through use of squeals, growls, yells, whispers, blowing raspberries and babble

### Vocalisation

The production of sounds using our voice

### Voiced/voiceless

See voicing

### Voicing

The presence or absence of vocal fold vibration during articulation. Voiced/unvoiced pairs include: b/p, t/d, g/k, v/f, j/ch, z/s

### Vowels

Generally this includes the five vowels of the English alphabet a, e, i, o, u. More specifically this refers to any speech sound that is identified by its unrestricted voice flow – when discussing children's speech a much wider range of sounds is referred to such as 'ee' and 'uh'

### Words

A symbol or unit of speech or writing that is used consistently across different contexts to refer to objects, food, actions and people etc

This publication is designed to help families understand their child's development better and to share their observations of their child's learning and development with other people. The material was first published in 2004. This edition incorporates suggestions for improvement received from those who used the material in 2004-2006.

## Early Support

**Early Support** is the central government mechanism for achieving better co-ordinated, family-focused services for young disabled children and their families across England. It is developing at a time of significant change, as part of the re-structuring of children's services in response to *Early Child Matters* and alongside new integrated assessment, information and inspection frameworks for children's services.

**Early Support** builds on existing good practice. It facilitates the achievement of objectives set by broader initiatives to integrate services, in partnership with families who use services and the many agencies that provide services for young children.

To find out more about the Early Support programme, visit [www.earlysupport.org.uk](http://www.earlysupport.org.uk).

To get a copy of the **Level 2 materials** which accompany this material, please ring 0845 602 2260 using the reference number ES31.

The reference number for the 'fridge cards' is ES32



## COMMUNICATION B1

- Sharing quiet moments together is important. Babies enjoy the intimacy of being close and looking at each other, and are also learning about people and themselves as they do this.
- It is instinctive to comment when your baby moves or makes sounds, and exactly the right thing to do, eg when baby burps, you can say 'do you feel better now'?
- Touch is a very important part of early communication – stroking, tickling and cuddles all support the baby being aware of you and their enjoyment of being with you and listening to you.
- Use speech, touch and facial expression to communicate with your baby, eg repeat familiar words and phrases, eg 'there's your milk', 'here's mummy'. Vary the melody of your voice; use lively facial expressions (eyes wide, smiles etc).
- Talk about what you and your baby are doing during everyday activities, eg 'you're going to have a bath now, let's take off your vest'; 'ugh look at that nappy' and so on.



## COMMUNICATION B2

- Spend time in face-to-face contact and use these opportunities to talk about what your child is doing, or how he/she is feeling, eg 'Was that a yawn? You're tired.'
- Copy sounds, mouth movements and facial expressions that your child makes, eg pouting expressions – sometimes your child will start to copy you too.
- Continue to use speech, touch and facial expression to communicate with your child; this is often the time when routines such as nappy changing and feeding start to have game elements – repeated touching, tickling and comments, eg 'You rascal – are you laughing at me?'
- Remember to leave spaces in your 'conversation' with your child so that he/she can have a turn.



## COMMUNICATION B3

- Spend time communicating with your child during face-to-face contact.
- Comment on things that your child looks at, eg 'there's daddy'.
- Make links between what you say and the topic of conversation by pointing.
- Use child-directed speech or signs to keep your child's interest, eg short, simple, repetitive words or phrases; varied intonation, animated facial expression (eg smiling) plus head movements (eg nodding); larger, slower and repeated gesture/sign movements.
- Copy any sounds and gestures your child makes while he/she is watching you.
- Play visual tracking games, for example, playing 'Wheeeeeee' games with aeroplanes or spoons as they go into the mouth, or playing with moving toys in front of your child enables him/her to follow the movement.
- Continue to play tickle and anticipation games/rhymes, eg where your baby waits in anticipation for 'boo!'/to be tickled or for a toy/smiling face to appear; include 'here I come' games.



## COMMUNICATION B4

- Watch and respond to your child's attempts to communicate with you, using voice, facial expressions and gestures.
- Put into words what you think your child is trying to tell you.
- Copy the sounds, movements and gestures your child makes.
- Play child rhymes and games with accompanying actions and gestures, these now come into their own and at this stage children are very responsive to them, eg peek-a-boo, pat-a-cake, this little piggy, round and round the garden.
- Play give-and-take games where toys or objects are exchanged.





## COMMUNICATION B5

- Children are much more mobile and active now. Talking about what they are doing in their play naturally provides them with opportunities to hear/see a range of vocabulary, uses of language.
- Now your child is interested in the names of things and it is natural to tell him/her the names of objects, people, pictures in books, etc, for example 'Oh look there's a car, daddy's got a car hasn't he?'
- Talk about what other people are doing.
- Use speech, signs and gestures in social routines, eg greetings.
- Continue to use child-directed speech or sign language according to your approach.
- Continue to 'recast' what your child communicates, comment on and extend your child's gestures/signs/vocalisations and/or words, eg if your child pushes something away, say 'You don't like that do you?'
- Copy 'child words' and/or signs so that they see/hear the adult version, eg child says 'mo', parent says 'more, you want more?'
- Extend the range of activity and anticipation games you play. Expect recognition of the game you are playing when you start to say the words or begin the action, eg pulls hand away before being tickled in round and round the garden.



## COMMUNICATION B6

- Use language and gestures to comment upon and direct your child's behaviour, eg 'come here' extending arms.
- Continue to talk about what your child is doing, but also remind him/her of what they have done or might do soon, eg 'nana's coming in a minute'.
- Tell your child the names of objects, people, pictures in books, etc.
- Talk about what other people are doing.
- 'Expand' your child's words/signs within short phrases.
- Continue to respond to your child's gestures as if they definitely mean something.
- Join in games which your child asks for.
- Make sure your child sees other people communicating, including other children.



## COMMUNICATION B7

- Use language and gestures to comment upon and direct your child's behaviour.
- Talk about your child's actions, what he/she is doing, has done and will do.
- Name objects, people, pictures in books, etc and relate these to your child's own toys and experiences, eg 'it's a..... it's like yours isn't it'?
- Share photograph albums and remind him/her of the people, events and objects in it.
- Talk about what people are doing and about people who are not there, eg 'Pippa's at school'.
- Repeat (recast) your child's words/signs within longer phrases, adding new information.
- Continue to respond to your child's gestures as well as vocal communication.
- Join in games which your child initiates.
- Make sure your child has opportunities to see other people communicating.



## COMMUNICATION B8

- Use language and gestures to describe your child's actions or behaviour and to tell her/him what to do and not to do, eg 'You took off your socks, good girl/boy!' or SAUCEPAN HOT DON'T TOUCH.
- Play games by making toys carry out everyday actions, eg feed teddy, put dolly to bed, make action man swim in the bath!
- Name household objects, pictures in books, food in supermarkets, vehicles in the street, places you visit, eg park, etc.
- Read short stories about familiar, everyday events, using books with lots of photos and pictures to help her/him follow the language you are using.
- Talk about what you are going to do or have just done, take lots of photographs to help this.
- Repeat your child's words/signs within short phrases, adding new information.
- Continue to respond to your child's gestures.
- Join in games your child wants to play.
- Make sure your child has opportunities to see other people communicating.



## COMMUNICATION B9

- Repeat your child's words/signs/sentences within short phrases, adding new information so she/he has a chance to see how a longer sentence can be made (this can improve the clarity of your child's speech or signing) eg 'nana upstairs' could be added to by saying 'Yes, nana's gone upstairs to get the cream for your sore knee.'
- Do things around the house together, talking as you go along, eg when preparing a meal, ask your child to help by fetching things for you, (for example the post). Teach her/him the names of the food items and cooking utensils, let her/him help you to wash vegetables, butter the bread, taste things and then describe what they are like!
- Talk during play about what the toys are doing.
- Extend her/his play by introducing new ideas or asking for her/his ideas on what will happen next.
- Make sure your child has opportunities to see other people communicating.
- Continue to spend time talking about books and reading short stories, using pictures to help your child's understanding, eg ask her/him to point to parts of the pictures, ask her/him to tell you what is happening.



## COMMUNICATION B10

- Talk about what you are going to do, where you are going or what you have just done.
- Give your child opportunities to express her/his choices by asking what game they want to play.
- At the end of the day, talk through the day's events with your child, eg 'what was the best thing they did'?
- Use books to tell longer stories which include fantasy elements, eg fairy tales such as Jack and the Beanstalk, but still make use of pictures to help understanding before and after you read each page.
- Children enjoy reading the same books again and again – see if your child can use the pictures to tell you parts of a familiar story.
- Talk through TV programmes/videos/DVDs you have watched together, children do not always understand what they have seen.
- Carry on 'recasting' what he/she says. This makes it clear you are listening and value what they say but also allows them to hear and/or see a more grown-up version of 'how to say it'.
- Help your child to negotiate with other children using language, eg if she/he wants to join in a game or if another child has a toy they want to play with, talk about what she/he can say and model it for her/him.



## COMMUNICATION B11

- Respond to your child's communications and questions, requests using language that gives descriptions and explanations.
- At the start of the day, talk about what your child is going to do, the places he or she will visit, people they will see. Remind them at the end of the day what they have done.
- Make sure your child has opportunities to play and communicate with other children.
- Encourage your child to describe pictures she or he has drawn or painted.
- Talk about what you will make using plasticine or clay.
- Continue to read stories together and talk about the characters and events, including how the characters might be feeling.
- Encourage your child to tell and retell you the stories he or she knows well.
- Collect photographs, leaflets, tickets and drawings of things your child has enjoyed or been involved in, display them in scrapbooks or photograph albums which you can look through together, talking about what you did.
- Most children at this stage really enjoy arts and crafts activities, eg make a robot together, using a cereal box, cardboard toilet rolls, silver foil and buttons and talk about what you are doing and what the robot will be like.



## ATTENDING, LISTENING, VOCALISATION B1

- Watch and think about your baby's behaviours.
- Spend time in close face-to-face interaction with your baby.
- Use your voice and touching to gain baby's attention. Make your voice fun to listen to.
- Use child-directed speech/sign in response to baby's behaviours, eg using repetition (speech, touching); varied intonation, facial expression and head movements, etc.
- Try singing while feeding or bathing your baby.
- Rock your baby rhythmically to songs, music and in good-night routines.
- As you walk round with your baby comment on the different sounds in the area.
- Talk to your baby in quiet situations, as he/she will find it more difficult to hear your words in a noisy environment.
- Copy the sounds your baby makes.
- Use simple songs and reassuring tones to soothe your baby.
- Talk to your baby during daily routines such as feeding, changing and bathing.





## ATTENDING, LISTENING, VOCALISATION B2

- Watch and think about your child's behaviours, copy the sounds he/she makes, talk about objects he/she is looking at.
- Take part in close face-to-face interaction with your child.
- Use your voice and touch to gain your child's attention, speak tunefully and make your voice fun to listen to.
- Learn to distinguish your child's different cries and respond differently to them.
- Play with sound-making toys (rattle, drum) and noisy things around the house.
- Talk about what you are doing.
- Try different 'touch' routines, child massage, stroking face, hand games and touch rhymes.
- Children enjoy patterns in your speech, so repetitions of rhymes or play routines are very useful.
- Stress parts of utterances using different stress and intonation for example '**WHAT** a good child'! Or '**All** gone'!
- Play tickle games and others that include anticipation: peek-a-boo.
- Watch and wait for your child's pauses and then use the opportunity to make a comment.
- When having a 'conversation' give your child plenty of time to 'reply'.



## ATTENDING, LISTENING, VOCALISATION B3

- Watch and think about your child's behaviours, focus on the same things as your child.
- Take part in close face-to-face interaction with child.
- Play with sound-making toys.
- Talk about what you are doing.
- Share books with your child, using key phrases and noises as you do so.
- Repeat your child's sounds and remember to wait in case they respond further; pauses are as important as sounds.
- Raise pitch of voice, this adds contrast to speech and grabs the child's interest. For example, higher pitch and emphasis on **UP** we go. **Up** the stairs.
- Continue to use child-directed speech.
- Say and sing nursery rhymes, play music to and with child.
- Continue to play anticipation games and action rhymes, where singing is combined with physical activity, eg bouncing 'ride a cock horse!', 'round and round the garden'.
- Talk about what child is attending to. It helps your child understand the language you are using.



## **ATTENDING, LISTENING, VOCALISATION B4**

- Watch and think about your child's behaviours.
- Close face-to-face interaction helps.
- Imitate your child's noises (laughs, vocalisations, rhythm).
- Play clapping, wave 'bye-bye' and pat-a-cake games.
- Practice 1, 2, 3, counting different objects in well-intonated speech/signs.
- Make animal sounds and other sounds of objects (cars, trains).
- Point to and name objects, varying stress and rhythm.
- Use bubbles to encourage repetitive 'pop pop pop' sound which you say as the bubble bursts.
- Share books with your child adding sounds to story or pictures, eg toot toot for train.
- Sharing books is an ideal way for you to share a focus of attention with your child and for him/her to direct your attention.
- Play with musical toys.
- Provide lots of opportunity for your child to watch and be with others.
- Allow your child opportunity to explore toys and objects (this is when everyday household objects and toy libraries come into their own).
- Peek-a-boo and action games support your child's attention, sometimes over long periods of time. They also help to develop anticipation and offer the child many opportunities to imitate and join in which they now do increasingly.



## **ATTENDING, LISTENING, VOCALISATION B5**

- Watch and interpret your child's behaviours.
- Praise word-like sounds.
- Look at your child when she/he is talking.
- Put on tapes of singing/rhymes and favourite 'stories' (parent's own voice is preferable) and sing along sometimes as well!
- 'Read' with your child, usually the same book is preferred, add extra details.
- You will naturally change the way you talk to your child, as she/he understands more. Use simple words and sentences.
- Ask your child to pass you objects, then give praise.
- Repeat new words and phrases as you are doing an activity.
- Use voice, visual, tactile and movement to help your child enjoy what he/she is doing and hearing, eg bouncing on a parent's knee to accompany a song.



## **ATTENDING, LISTENING, VOCALISATION B6**

- Watch and think about your child's behaviours and follow their lead and focus of attention.
- Look at your child while he/she is talking to you.
- Talk about daily activities, objects, toys, people.
- Talk about things that are going to happen and that have happened.
- Read to your child, talking about pictures.
- Rephrase and expand your child's utterances, eg if your child says 'bibi' you might say, 'biscuit, do you want a biscuit'?
- Adjust your speech as your child becomes more competent; increasing both length and complexity of your speech.
- Use pointing to identify objects that you are talking about.
- Talk about what your child is doing or what they are interested in, as he/she will find it hard to attend to unrelated comments.
- Play interactive, turn-taking games, eg putting blocks in and out of buckets, posting boxes, putting rings on a stick.
- Draw your child's attention to the noises toys and animals make.



## ATTENDING, LISTENING, VOCALISATION B7

- Observe the direction of your child's gaze and talk about what he/she is looking at.
- Look at your child while he/she is talking to you.
- Give simple directions one at a time.
- Teach your child 'dos' and 'don'ts' expect them to stop something on hearing a loud 'no' or seeing a headshake.
- Read to your child from books with few words on each page.
- Encourage family to discuss pictures in storybook, use pull the flap books and repetitive language.
- Re-read books over and over again, your child will love the repetition and may start to join in and imitate.
- Enjoy everyday activities together, chat about what you are doing.
- Respond to your child's vocalisations by commenting on them, eg 'dogon'– 'yes the dog's gone home, he might come back later'.
- When playing, working or sharing a book, add in sounds – the splash of water when you are filling the bath or sound of a plane in a story.
- Allow opportunities for him/her to concentrate for sustained periods when he/she chooses.



## **ATTENDING, LISTENING, VOCALISATION B8**

- Observe and interpret your child's behaviours.
- Talk about activities he/she is involved with.
- Look at your child while he/she is talking to you.
- Let your child choose books to read.
- Do not correct child language, it is much better simply for you to repeat correctly.
- When you go out, talk about what you are doing before, during and after, eg going to the shops, to visit a neighbour, to pick up a brother or sister from school.
- Describe what you are doing and what is going on around you.
- Draw your child's attention to what is making a particular noise.
- Your child will enjoy nursery rhymes, action songs and other songs. Try these at home or at the local playgroup or mother and toddler sessions.
- Use simple repetitive stories, these give lots of opportunities for your child to join in.
- When helping your child to get bathed, dressed, etc. chat about it. 'Pop your arms in here' or 'Where's that foot gone? There it is!'
- Put on favourite nursery rhyme and musical tapes, sing along with them. Show your child how much you love to hear music, sounds and so on...and how much they interest you.



## **ATTENDING, LISTENING, VOCALISATION B9**

- Observe and interpret your child's behaviours.
- Talk about activities your child is involved with.
- Look at your child while he/she is talking to you.
- Let your child choose books to read.
- Do not correct child language but repeat it, and 'recast' it correctly.
- Talk about situations you are in, have been in, or are going to be in, with your child.
- Finger and sock puppets can be used to encourage interaction.
- Allow your child to join in everyday activities and talk about them as you do them. 'Help mummy to...'. 'Let's...'. '.
- Talk about pictures in books and about the stories you are reading.
- Children will enjoy looking and chatting about family photographs.
- Use simple games and encourage your child to join in, eg pop up, toys: 'It's waiting – it's waiting – up it jumps – there it is!'
- Use your child's comments and talk about them, eg 'nowant bath' – 'Oh don't you want a bath – I think those hands want a bath and those dirty toes! We could put bubbles in the bath; do you want to choose some bubbles to go in?'





## **ATTENDING, LISTENING, VOCALISATION B10**

- Talk about activities your child is involved with.
- Let your child choose books to read, ask them to find a favourite toy or book.
- Do not correct child language but repeat correctly yourself.
- Encourage your child to deliver messages.
- Use simple things round the house to encourage make believe play – cardboard boxes, plastic containers, and bits of material.
- Encourage friendships at play group/nursery, so they want to listen to other children.
- Play hide and seek with objects by hiding them under, on top, behind, in places, and help your child to find them. 'Where is it?'
- Give warning time for him/her to change focus of attention/activity to one you have chosen.
- Keep background noise to a minimum.
- Wait until your child's attention is focused on you before you speak, eg cue child by saying name.
- Give directions immediately before something is about to happen, eg when washing his/her hair say 'the water's coming now...ready, here it comes...ooh that's all wet now'.



## **ATTENDING, LISTENING, VOCALISATION B11**

- Observe and talk about what your child is doing.
- Talk about activities your child is involved with.
- Talk about all of the everyday things round the house.
- Encourage your child to join in making requests at shops, eg asking for ice-cream.
- Read books with a repeated line that your child can join in with, eg he huffed and he puffed...
- Recast/expand your child's language so that they hear a full and correct pattern. This helps your child to build their skills in a natural way.
- Encourage your child to deliver messages.
- Begin to expect your child to be responsible for their own attending, ie give them less help with making sense of things/attending – this will move them towards 'choosing' to attend to things and activities around them and to the requests of others and to opt in.
- Give your child plenty of warning when they are expected to change activity – when they are so involved it can be hard for them to give an activity up.



## PLAY B1

- When you talk to your baby, make sure it is face to face.
- Use lots of facial expression, as your baby will be interested in the movement of your face, eyes and lips as you speak and play.
- Gently touch your baby, eg 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.



### PLAY B2

- Play 'touch and tickle' games, eg tickle arms, legs and tummy. Bounce your child on your knee or rock them; hold them up in the air; move their arms and legs up and down and from side to side. These types of games help your child to become **aware** that the world is three-dimensional.
- When your child smiles, laughs, or moves their limbs in response to touch and play games, respond with words, facial expression or repetition of the game.
- Encourage your child's awareness of their own body by touching their face, counting their fingers or toes, tickling their tummy, giving them your fingers to grasp.
- Bring toys and interesting objects, including books, close enough for them to reach out for and look at. Talk about what they are reaching for and looking at. Give them time on their own to explore these. Your child will enjoy things she/he can grip, eg rattle and swipe at mobiles/dangling toys in the pram.



### PLAY B3

- Choose toys that build on your child's interest in a range of textures and fabrics and mirror play, eg activity centres and play mats.
- Continue to develop your child's awareness of turn-taking through frolic play. Make it highly repetitive, so that your child sees again and again how her/his actions have an effect on the adult's behaviour (in this way, your child is making some very early discoveries about cause and effect).
- Use rhyme and songs linked to rhythmic movements, such as rocking, bouncing and swinging. This creates a very strong link for the child between the rhythms of speech and the pace and rhythm of the physical movement.



## PLAY B4

- Provide your child with a variety of toys he/she can handle in several different ways. He/she will begin to compare and notice differences between toys. Talk about how the toys look, feel, smell, taste.
- Provide books with bright colours and different textures.
- Play funny face games and comment on the faces your child pulls in response.
- Incorporate 'dropping' games, asking questions like 'where's it gone?'
- Cause and effect toys have a hidden surprise, eg Jack-in-the-Box. Talk about what your child is seeing and the effect of his/her actions.  
Use playful exclamations with exaggerated intonation to reinforce the element of surprise.
- Link your actions, eg as you bounce your child on your knee, with nursery rhymes and action rhymes.
- Use strings of repeated syllables (da da da, di di di), to reinforce the pace of the action. Change rhythm several times to make it more fun.
- Imitate your child's actions to help him/her become more aware of the effects of his actions on other people.
- Continue to make the language and actions you use in interactive play, very repetitive, to help your child develop a sense of the sequence of actions and sounds.



### PLAY B5

- Your child will enjoy games like rolling a ball, pushing a car to someone, where both can share the pushing, rolling and throwing.
- Introduce little variations to increase your child's enjoyment. Once they are familiar with a format they will love slight deviations from it, eg rolling or giving a ball to dolly or big sister instead of them.
- You need to stay close to your child as she/he plays. This gives her/him the opportunity to explore things for her/himself, but also means you can show her different ways of playing with a toy as well.



## PLAY B6

- Children need some time to play alone and opportunities to work things out for themselves. Adult involvement is enormously important – you need to know when to join in and help and when to leave your child to play alone.
- Your child will benefit from your involvement in early pretend play – pretending to eat, drink, bath dolly etc.
- Bring variation into a game. Your child will try out new activities you have modelled for them and incorporate them into their play.
- Interactive play – rhymes, finger rhymes and songs continue to be much enjoyed. Use simple familiar tunes and words relating to people, objects and actions your child is familiar with. Make these more interesting to listen to by using a strong beat, rhythm, and lots of repetition.





### PLAY B7

- Add variation in rhymes and language games. Change wording and routines to suit your child's interests and activities. Personalise them, eg adding your child's name into rhyme or favourite toy.
- Pretend to get things wrong. Your child will love it.
- Encourage them to be an equal partner, often taking the lead. Change roles with him/her.
- Books: content should relate to everyday experiences with pictures containing a lot of detail. Stories should involve little sequences of familiar events, eg shopping or going to the park. Allow your child to take the lead, turning pages, lifting flaps etc.
- Play games for maintaining joint attention, eg taking turns imitating one another, copying facial expressions, copying actions with teddy etc; hiding things – 'there it is'.



## PLAY B8

- Your child may go to a toddler/play group.
- Contact with other children in these settings and at home adds a new dimension to play skills.
- Other children are close and the opportunities to 'join in' are extended.
- Pretend games continue to be a great source of pleasure.
- Expand on 'old' pretend routine, offering new suggestions and dialogue for imaginary roles.
- Continue to share books. Enjoy sharing scrapbooks you have made together. Maybe your child will even show it to other people who come to the house. These books can include your own drawings, pictures from magazines of her/his own toys, photographs of family members/family holidays/special occasions/things you have done together/things that are meaningful and interesting to your child.
- Children love books that build up anticipation, eg books with flaps to lift and books with familiar lines that can be joined in with.
- Hide-and-find games begin to come into their own 'where's my...?'



### PLAY B9

- Adults have an important role in play. Show your child ways in which toys can be used, then withdraw while they try things out for themselves. Children master basic skills and then the adult shows them a variation – how to take the game further.
- Throwing games lend themselves to turn-taking; often with several people.
- Talk about your child's activities as they investigate things, eg pouring water from one container into another; finding out what floats and what sinks. This helps them understand the things they are observing and learn the language to describe them.
- Continue to personalise rhymes and activities – include words that relate to people and objects they know.
- Let them help you shop, in the house, look for things when out – these are all 'games'.
- Hunting for things, pretending to hide, are all games that now take over from 'peek-a-boo' anticipation games.



### PLAY B10

- Get involved in their play – your suggestions will help to extend the range of their play – model actions, roles, imaginative ways of playing with familiar toys etc.
- Be sensitive to times when your child wants to do his/her own thing.
- Swap roles in play with your child – eg take it in turns to be shopkeeper and shopper.
- Your child will still love stories about the familiar sequences of events in their daily life. These can lead to discussion about past and future events. Your child will now be able to stay interested in stories that are a little longer. Choose books with colourful and realistic pictures that your child will recognise easily. Your child can now observe details in more complex pictures.
- Junk modelling and construction toys all help to create imaginary games.
- Have lots of crayons, pencils and paper available for ‘pretend’ writing so your child learns to ‘make marks’ – praise what they have done.



## PLAY B11

- Continue to show different ways of using and combining toys and materials. Daily events and special treats, (visit to the park or the zoo, washing the car, walking the dog), can form a starting point for your shared play, as you help to act out what she/he has experienced.
- Hide and seek and hunt the thimble/treasure games build on the child's curiosity, interest and anticipation of what is to come.
- Who can find a...? Where's the...? games encourage children to explore their environment and look out for special things.
- Rhymes and stories can be used for pretend and role play/lots of playing with sounds – as you pretend to be the big bad wolf – or splash in the puddles – or look for incey wincey spider.
- Allow your child to help you as you go about your everyday tasks – give them a duster, help them to put out knives and forks or fold clothes.
- As you are walking or in the car together encourage looking out for people/objects.
- Sing their favourite songs/rhymes – The wheels on the bus go... and enjoy changing them with other words including nonsense words.
- Play finger rhymes – such as counting through five little speckled frogs, one potato, two potato etc.
- Explore local community groups such as parent toddler groups/gym minis/music clubs etc to ensure that your child has the opportunity to play with other children of their age.

**Monitoring early development**  
**Summative record: B1**

Communication	P	D	Attending/listening/vocalisation	P	D	Social-emotional	P	D	Other developmental milestones	P	D	Play	P	D
<p><b>Foundations of communication</b>            Cries to express needs, eg when hungry, angry or in pain            Copies facial expressions and mouth shapes, eg poking out tongue, opening mouth wide, widening eyes            Looks intently at nearby faces (approx 20 cm)            Turns towards the speaker/signer            Smiles or quietens to familiar voice/face</p>			<p><b>Attending</b>            Looks intently at nearby faces (approx 20 cm)            Attention is attracted and held when using:            – lively facial expressions            – ‘child-directed speech, (voice with varied tone and volume)            Copies facial expressions and mouth shapes</p> <p><b>Listening</b>            Shows a reaction to sound by changing behaviour/actions:            – eyes widen            – limbs move or slow            – facial twitch            – cry            – change in sucking patterns during feeding            – stirs from sleep            – change in breathing pattern            – quietens            Recognises and is most responsive to mother’s voice            Shows awareness of voices close to them (usually less than one metre) by a change in behaviour            Arm, hand and leg movements may match rhythm of parent/carer’s voice            Sensitive to tone and rhythm of voices            – livelier to happy sounds, unsettled by angry/sad voices            Startled by loud noises            May be soothed by particular music or songs</p> <p><b>Vocalisation</b>            Gurgle and coos            Cries to tell parent their needs            Screaming/whimpering in extreme need</p>			<p><b>Self-other awareness</b>            Prefers faces to objects            Holds eye contact with parents            Appears to recognise mother’s voice            Looks at mother/carer for long periods            Enjoys melodic voice            Turns towards speaker/signer</p> <p><b>Social-emotional expression</b>            Cries to express needs            Smiles when asleep            Smiles when drowsy. Is soothed by familiar sound or voice            Cries for attention            Smiles in response to touch or sound            Smiles or quietens to familiar voice/face            Smiles at interesting object</p> <p><b>Attachment</b>            Stops crying when picked up</p>			<p><b>Motor co-ordination</b>  <b>Large movements</b>            Floppy head and neck            Lagging head when pulled to sit till body vertical, head ‘holds’ momentarily before falling forward            Can lift head from prone and move head from side to side            Jerky large movements of limbs            Active arms and legs but with arms more active than legs            Presses down feet/straightens body when held standing on a hard surface</p> <p><b>Vision</b>            Turns head/eyes to diffuse light            Closes eyes to bright light            Watches nearby face when being fed            Sees strong contrasts – able to distinguish shape outlines</p> <p><b>Cognitive</b>            Reflex movements            Is interested in faces            Copies facial expressions and mouth shapes            Recognises carer/mother            Smiles</p>			<p>Looks mostly at people’s faces            Watches an object moving in front of their face at close range (20 cms)            Copies facial expressions and mouth shapes            Stills or becomes more active in response to touch ‘games’</p>		

<b>Child’s name:</b>	<b>D.O.B.</b>
<b>Child/family preferred communication approach</b>	

**Key**  
**P** – Possibly  
**D** – Definitely

Colour	Age/Date	Colour	Age/Date	Colour	Age/Date

**Monitoring early development**  
**Summative record: B2**

Communication	P	D	Attending/listening/vocalisation	P	D	Social-emotional	P	D	Other developmental milestones	P	D	Play	P	D
<p><b>Foundations of communication</b>            Increased range of sounds/cries to show enjoyment, hunger, tiredness, pain and to gain adult attention            Laughs to express pleasure            Cries at angry voices            Cries at angry faces            Produces non-speech sounds            Copies non-speech sounds            Watches the speaker/signer's face carefully (up to 30 cm)            Maintains eye contact for more than fleeting periods during interactions with adults            Responds when talked to, eg moves arms and legs, changes facial expression, moves body etc            Makes mouth movements when talked to            Vocalises back when talked to especially to mother/carer and when an approving voice or smiling face is used</p>			<p><b>Attending</b>            Attends to familiar sounds or sights            Watches speaker/signer's face carefully (up to 30 cm)            Looks briefly from one object to another</p> <p><b>Listening</b>            Shows they are aware of sounds by changes in behaviour:            – extending limbs            – eye widening or searching            – stilling/quieting or stopping            – crying            – smiling            – other facial expression            Turns eyes and/or head towards voice/sound            Reacts differently to soothing and negative tones            Is noticeably more active when attending to voices/sound in quiet surroundings            Likes listening to music            Enjoys rattles and other sound-making toys            Shows some awareness of own voice</p> <p><b>Vocalisation</b>            Increased range of sounds/cries to show enjoyment, hunger, tiredness, pain and to gain adult attention            Produces non-speech sounds            Copies non-speech sounds            May make vowel-like sounds              /a/ as in <u>car</u>              /ɔ/ as in <u>board</u>            Gurgles to get attention            Vocalises back when talked to (making own sounds)            Makes more varied sounds when 'talking' to/taking turns with a familiar adult            Vocalises for longer when 'talking' to/taking turns with a familiar adult</p>			<p><b>Self-other awareness</b>            Responds to others by vocalising            Responds to facial expression            Gazes a long time at picture of mother's face            Moves head to look around            Watches adult's movements            Smiles to get a person to smile back</p> <p><b>Social-emotional expression</b>            Smiles at non-moving object            Smiles at another person            May become angry if physically restrained            Laughs to show pleasure            Shows more feelings (excitement, distress, delight)</p> <p><b>Attachment</b>            Shows no anxiety in mother's/carers absence            Smiles more often to familiar rather than unfamiliar people</p> <p><b>Imitation</b>            Imitates face or arm movements</p> <p><b>Knowledge of social scripts</b>            Gets excited before being fed</p>			<p><b>Motor co-ordination</b>  <b>Large movements</b>            Lifts head and chest in midline when lying on front            Kicks legs vigorously – legs alternate            No head lag from four months when pulled to sit and holds head steady for several seconds            Sits with firm back when supported</p> <p><b>Fine movements and hand-eye co-ordination</b>            Holds rattle for few moments when placed in hand            Clasps and unclasps hands</p> <p><b>Vision</b>            Stares at fingers            Visually alert            Recognises bottle            Looks at small objects 15–25 cm away for 1–2 seconds            Follows movement of a toy 15–25 cm from face            Watches movement of hands in front of face            Blinks in defence            Looks briefly from one object to another. 'shifting visual attention'</p> <p><b>Cognitive</b>            Mouthing to explore objects            Hand and mouth movements maximise sensory input:            – follow contour to give shape            – pressure for hardness            – lateral motion for texture            – touch for temperature            – wraps hands round to explore size (enclosure)            – unsupported holding for weight            Stares at pictures and will try to touch them            Begins to make causal links</p>			<p>Watches a moving object            Watches a moving person            Smiles or coos in response to eye contact            Showing more sustained attention to faces            Moves arms and legs and chuckles when played with            Makes reaching movement towards objects that interest her            Explores hands and fingers            Gazes at non-moving object for few seconds</p>		

<b>Child's name:</b>	<b>D.O.B.</b>
<b>Child/family preferred communication approach</b>	

**Key**  
**P** – Possibly  
**D** – Definitely

Colour	Age/Date	Colour	Age/Date	Colour	Age/Date

**Monitoring early development**  
**Summative record: B3**

Communication	P	D	Attending/listening/vocalisation	P	D	Social-emotional	P	D	Other developmental milestones	P	D	Play	P	D
<p><b>Foundations of communication</b>  Reaches towards objects/people  Puts arms up to be lifted  Uses voice to make contact with people and to keep their attention  Uses attention-getting gestures and eye contact/facial expression to make contact with people and to keep their attention  Shows understanding that familiar objects are related to actions and events, eg gets excited upon seeing a spoon as a signal that food will soon appear; anticipates a game from seeing a familiar toy  Responds differently to certain voice patterns (intonation), particularly if accompanied by facial expression  Follows adult's pointing gesture and/or head turn  Vocalisation now has vowel sounds and sometimes consonants</p>			<p><b>Attending</b>  Looks around a room  Explores objects using vision, touch, hearing, taste  Tries to attract your attention through:  – increasing own body movements  – moving arms and legs vigorously  – vocalisation  Follows briefly the eye gaze of the adult but does not attend for long  Very early imitation of adults  Turns to follow a moving toy  Follows adult's pointing gesture and/or head turn</p> <p><b>Listening</b>  Shows awareness and discrimination of happenings and events in their environment  Looks puzzled or changes behaviour when they hear something new, different or unexpected  Displays much more interest in talk, which has the features of 'child-directed speech' and is less interested in talk between adults  Vocalises more when adults use 'child-directed speech'  Coos or stops crying in response to music with a strong beat  Recognises familiar environmental sounds – washing machine, microwave, footsteps  Beginning to discriminate between  – fast and slow sounds  – loud and quiet sounds  – long and short sounds  Beginning to relate a sound heard to the object which makes the sound  Enjoys playing with noise-making objects and toys  Will repeat action to make sound again  Turns quickly to mother's voice across room</p>			<p><b>Self-other awareness</b>  Follows parent's pointing gesture and/or head turn  Uses voice, gesture, eye contact/facial expression to make contact with people  Uses voice, gesture eye contact, facial expression to keep people's attention</p> <p><b>Social-emotional expression</b>  Wary of new people and events  Laughs at intense sounds  Responds differently to certain voice patterns (intonation), particularly if accompanied by facial expression</p> <p><b>Attachment</b>  Prefers particular people</p>			<p><b>Motor co-ordination</b>  <b>Large movements</b>  Starts to roll:  – back to front  – front to back  Sits propped up  Plays with toes  Raises head to look at feet if lying on back  Lifts legs into vertical position and grasps one foot (later two)  Moves arms in purposeful fashion – copying movements of others  Puts arms up to be lifted  Bounces up and down</p> <p><b>Fine movements and hand-eye co-ordination</b>  Uses whole hand or palmar grasp to hold objects  Passes toys from hand to hand  Holds two toys – one in each hand  Reaches out to objects to try to grasp them (15–25 cm)</p> <p><b>Vision</b>  Fixes gaze on interesting toys/objects at 15–25 cm and watches them for some time  Follows movements and activities across the room  Deliberately turns head/eyes</p> <p><b>Cognitive</b>  Stares at same person in different photographs  Predicting/anticipating familiar activity</p>			<p>Responds to facial expressions of happiness and sadness  Interested in small objects or the detail of a toy  Reaches for and grasps objects  Brings objects to mouth  Moves limbs, changes facial expression, laughs etc in anticipation of being lifted  During simple interactive games, body language and the sounds the child makes show they are beginning to know when it is their turn  Manipulates objects, by banging, shaking, turning them around in their hands  Passes objects from one hand to the other  Smiles at image of self in mirror (but does not yet realise that this is reflection of themselves)</p>		

<b>Child's name:</b>	<b>D.O.B.</b>
<b>Child/family preferred communication approach</b>	

**Key**  
**P** – Possibly  
**D** – Definitely

Colour	Age/Date	Colour	Age/Date	Colour	Age/Date



Monitoring early development  
Summative record: B3

Communication	P	D	Attending/listening/vocalisation	P	D	Social-emotional	P	D	Other developmental milestones	P	D	Play	P	D
			<p>Responds to different tones of your voice:</p> <ul style="list-style-type: none"> <li>- sing-song</li> <li>- questioning</li> <li>- soothing</li> <li>- playful</li> </ul> <p>Listens to parent's voice even if they can't see them</p> <p>Changes in behaviour when hearing aid/implant is switched on</p> <p><b>Vocalisation</b></p> <p>Uses voice to make contact with people and keep their attention</p> <p>Beginning to use the vowel sounds of the language used at home</p> <ul style="list-style-type: none"> <li>/æ/ as in h<u>a</u>t</li> <li>/ɛ/ as in p<u>e</u>t</li> </ul> <p>If the child is older and sitting sounds are made towards the front of the mouth: vowels and diphthongs may include:</p> <ul style="list-style-type: none"> <li>/u/ as in boo</li> <li>/i/ as in me</li> <li>/ɪ/ as in pit</li> <li>/eɪ/ as in face</li> </ul> <p>Begins to develop and use some consonant sounds</p> <p>Makes sounds for pleasure</p> <p>Changes sounds, enjoying listening to the differences</p> <p>Starts to sound like they are 'talking to you'</p> <p>Begins to imitate; may copy parents if they copy their sounds first</p> <p>Vocalisation increases if wearing hearing aid/cochlear implant</p>											

Child's name:	D.O.B.
Child/family preferred communication approach	

**Key**  
P – Possibly  
D – Definitely

Colour	Age/Date	Colour	Age/Date	Colour	Age/Date

**Monitoring early development**  
**Summative record: B4**

Communication	P	D	Attending/listening/vocalisation	P	D	Social-emotional	P	D	Other developmental milestones	P	D	Play	P	D
<p><b>Foundations of communication</b>            Voice is tuneful and expressive, starting to have the tone and rhythm of the language spoken at home (first language) i.e. what goes in is influencing what comes out</p> <p>Vocal babble is more and more like speech containing consonants and vowels</p> <p>Hand babble emerges and is produced on or in front of the body</p> <p>Uses voice to:            – attract attention            – ask for things            – refuse</p> <p>Uses gestures to:            – attract attention            – ask for things            – refuse</p> <p>Uses two or more behaviours (two gestures or gestures and vocalisation) alongside each other to:            – attract attention            – ask for things            – effuse</p> <p>Uses voice to join in with a familiar rhyme or game</p> <p>Uses gestures to join in with a familiar rhyme or game</p> <p>Uses two or more behaviours to join in with a familiar rhyme or game</p> <p>Plays give-and-take games with an object</p> <p>Recognises and responds to own name</p> <p>Seems to know whose turn it is</p>			<p><b>Attending</b>            Eyes now move together to look at people and objects</p> <p>Watches and follows adult movements</p> <p>Looks at an object and then back to adult to direct adult attention to it</p> <p>Follows another’s gaze to an object and sometimes attends to it for a while – ‘joint reference’</p> <p>Reaches towards people/objects</p> <p>Looks at and pokes small objects, like crumbs, with index finger</p> <p>Watches and follows people/objects/happenings in the environment up to 3m away</p> <p>Watches own hand movements intently</p> <p>Stares at new object</p> <p>Watches toy/object as it falls down</p> <p><b>Listening</b>            Ignores sound/voice while concentrating on something else: listening selectively</p> <p>Listens increasingly to own voice and sounds</p> <p>Practices sounds over and over in different tones, lengths, volumes, and combinations as if trying to make the sound more how they want it to be</p> <p>Listens to the conversations of others</p> <p>Enjoys singing or rhyme games</p> <p>Listens, dances, begins to anticipate actions, tickles etc from sound and rhythm of rhymes</p> <p>Responds to music by swaying, bouncing etc</p> <p>Begins to copy rhythm and actions of rhymes/songs</p> <p>Uses objects to make sounds; will bang them together, hit toys with hammer etc</p>			<p><b>Self-other awareness</b>            Watches another person very closely</p> <p>Seeks attention</p> <p>Has a style of behaving</p> <p>Recognises and responds to own name</p> <p>Recognises and responds to other people’s feelings</p> <p>Recognises same facial expression in different people</p> <p>Turns immediately to familiar voices across a room</p> <p>Growing awareness of separateness from other objects around him</p> <p>Starting to become aware of other children</p> <p><b>Social-emotional expression</b>            Shows more feelings like fear or disgust</p> <p>Stares at new object</p> <p>Shows delight at active play</p> <p>Shows anger and/or frustration more</p> <p>Laughs with favourite people</p> <p>Laughs during games</p> <p><b>Attachment</b>            Likes to be close to adult</p> <p>Wary of strangers</p> <p>Checks back to mother when not sure</p>			<p><b>Motor co-ordination</b>  <b>Large movements</b>            Starts to roll, crawl or bottom shuffle</p> <p>Sits alone without support</p> <p>Can lean forward when sitting</p> <p>Pulls themselves up to standing but cannot lower self down again</p> <p>Picks up a toy without losing balance</p> <p>Sits and manipulates toys</p> <p><b>Fine movements and hand-eye co-ordination</b>            Continues to get better at using hands</p> <p>Starts to pick up things between thumb and fingers – tripod or immature pincer grasp</p> <p>Stretches out with one hand to grasp toy if offered</p> <p><b>Vision</b>            Looks at and pokes small objects, like crumbs, with index finger</p> <p>Picks up a partially hidden toy</p> <p>Watches and follows people/objects/happenings in the environment up to 3m away</p> <p>Looks for fallen objects</p> <p><b>Cognitive</b>            Knows object or person is still there when they are out of sight. May search for it/them, (object and person permanence)</p> <p>Actively explores objects using all senses</p> <p>Remembers faces of people seen regularly</p> <p>Pays attention to picture when named by adult</p> <p>Stops turning pages to feel textures in a book</p> <p><b>Self-help</b>            Begins to finger feed</p> <p>Waves bye-bye</p>			<p>Shakes rattle.</p> <p>Bangs two objects together</p> <p>Continues to love interactive play</p> <p>Knows whose turn it is in familiar turn-taking games</p> <p>Plays give-and-take games with an object</p> <p>Can still be surprised by things disappearing and then reappearing suddenly</p> <p>Actively explores toys using all senses</p> <p>Reaches out for mirror image, or plays with reflection in mirror. Still doesn’t realise this image is themselves</p> <p>Will mouth book, turn over several pages at once, may stop momentarily at page that catches eye because of colour or texture</p> <p>Starts to crawl inside things</p> <p>Reacts to an audience</p>		

<b>Child’s name:</b>	<b>D.O.B.</b>
<b>Child/family preferred communication approach</b>	

**Key**  
**P** – Possibly  
**D** – Definitely

Colour	Age/Date	Colour	Age/Date	Colour	Age/Date

Monitoring early development  
Summative record: B4

Communication	P	D	Attending/listening/vocalisation	P	D	Social-emotional	P	D	Other developmental milestones	P	D	Play	P	D	
			<p>Vocalisations increase when hearing aids are in use</p> <p>Shows awareness of differences between vowel sounds 'oo' and 'ah'</p> <p><b>Vocalisation</b></p> <p>Begins to imitate the voices of others, especially the vowels and 'ups and downs' of speech (intonation)</p> <p>Shouts to attract attention, listens, then shouts again</p> <p>Communicates friendliness or annoyance through vocalisation</p> <p>Vocalises frequently – sounds are practised for fun</p> <p>Voice is tuneful and expressive</p> <p>Voice starts to have the tone and rhythm of the language spoken at home</p> <p>Vocal babble is increasingly speech-like, containing consonants and vowels</p> <p>Uses consonants with a vowel sound</p> <p>Tries lots of ways of making consonants in babble:</p> <ul style="list-style-type: none"> <li>– most common /b/, /d/, /g/ called stops</li> <li>– less common /m/, /n/, /ng/ called nasals /s/, /sh/, /t/, /th/ called fricatives /t/, /p/, /k/ called voiceless</li> </ul> <p>Practises sequences of the same sounds</p> <p>Begins to use variegated babble</p>												

Child's name:	D.O.B.
Child/family preferred communication approach	

Key  
P – Possibly  
D – Definitely

Colour	Age/Date	Colour	Age/Date	Colour	Age/Date

**Monitoring early development**  
**Summative record: B5**

Communication	P	D	Attending/listening/vocalisation	P	D	Social-emotional	P	D	Other developmental milestones	P	D	Play	P	D
<p><b>BSL</b></p> <p><b>Foundations of communication</b>            Uses voice/gesture/sign to direct attention to objects and people, as well as self</p> <p>Begins to point to objects, self and others close by</p> <p>Copies some baby signs</p> <p>Makes it clear through gesture/sign/vocalisation when they want something to happen again</p> <p>Continues to enjoy give-and-take games but these become more complex</p> <p>Uses own gestures with or without voice</p> <p>Looks more at adult in expectation of language</p> <p><b>Receptive language (understanding) BSL</b>            Understands names of some common objects</p> <p>Stops what they are doing in response to a signed 'no' or 'no' gesture</p> <p>Will stop in response to a tap or vibration made near to them by the adult</p> <p>Shows understanding of familiar objects through use</p> <p>Hands over an object when asked to, 'give me' – through an open hand gesture or signed sentence</p> <p><b>Expressive language (production) BSL</b>            Copies and uses gestures and signs spontaneously as part of, or to investigate, games/familiar routines</p> <p>Produces some baby signs spontaneously</p> <p>Uses the signs 'MUM', 'DAD', or a gesture for 'bye-bye' meaningfully</p>			<p><b>Attending</b>            Stops what they are doing in response to 'no'</p> <p>Follows when an adult points to near objects</p> <p>Begins to point to objects close by using index finger</p> <p>Watches people and events for longer time</p> <p>Looks at object named by an adult</p> <p>Searches for named object</p> <p>Watches toy being partially hidden and finds it – this is known as 'object permanence'</p> <p>Shows interest and pays attention to what people have to say for longer periods of time</p> <p>Can get absorbed in an activity and will ignore other stimuli</p> <p><b>Listening</b>            Locates the direction sounds come from</p> <p>Recognises and understands contrasting rhythm and intonation in speech</p> <p>Responds to keywords in play</p> <p>Stops what they are doing when hears 'No'</p> <p>Wants a familiar activity and noise made again</p> <p>Understands a few familiar words/phrases by listening alone</p> <p>Answers to own name</p> <p>Continues to associate quieter more distant sounds, links with their source in the environment</p> <p>Recognises symbolic vocalisations and relates to appropriate animal, object or toy</p> <p>Recognises the voices of key adults/children in their life</p> <p>Imitates and joins in babble of others</p>			<p><b>Self-other awareness</b>            Is more visibly aware of others' feelings</p> <p>Looks at object named by adult</p> <p>Co-operates in games and routines</p> <p>Watches people and events for a long time</p> <p>Gazes at a picture of self</p> <p>Uses gesture or voice to respond</p> <p>Looks at person speaking</p> <p><b>Social-emotional expression</b>            Makes body stiff and vocalises when protesting</p> <p>Continues to enjoy give-and-take games but they become more complex, ie uses objects to interact</p> <p><b>Attachment</b>            Explores but looks back to parent</p> <p>Needs reassurance from parent with strangers</p> <p>Clings to parent and hides face</p> <p><b>Imitation</b>            Can imitate using an object</p> <p>Can imitate clapping hands</p> <p><b>Knowledge of social scripts</b>            Plays peek-a-boo</p> <p>Waves 'bye-bye' when asked</p>			<p><b>Motor co-ordination</b></p> <p><b>Large movements</b>            Can rise to sitting position from lying down</p> <p>Crawls on hands/knees, shuffles on buttocks</p> <p>May crawl upstairs</p> <p>Cruises around furniture lifting one foot and walking sideways</p> <p>Walks with one or both hands held by adult</p> <p>Stands by themselves for a few seconds</p> <p>Throws toys/objects deliberately</p> <p><b>Fine movements and hand-eye co-ordination</b>            Picks up small objects easily with pincer grasp</p> <p>Drops toys/objects</p> <p>Attempts to pick up larger objects</p> <p>Helps turn pages in a book</p> <p>Improved hand-eye co-ordination</p> <p><b>Vision</b>            Knows where moving object is likely to go</p> <p>Watches people and events for a long time</p> <p>Gazes at picture of self</p> <p><b>Cognitive</b>            Appears to be systematically exploring new objects</p> <p>Knows there are different ways to play with different toys</p> <p>Knows what a number of objects are used for</p> <p>Interested in things that go together</p> <p>Realises one object can act as container for another</p> <p>Recognises pictures of objects related to own experience.</p> <p>Explores books on own</p>			<p>Begins to create variations on familiar games</p> <p>Watches toy being partially hidden and finds it themselves</p> <p>Rolls object to others</p> <p>Knows there are different ways to play with different toys</p> <p>Has begun to anticipate body movements that go with rhymes</p> <p>Realises one object can act as container for another – puts objects in and out</p> <p>Enjoys knocking down towers built by adult and pop-up toys</p> <p>Enjoys using objects to imitate, and copies adult's actions with toys</p> <p>Enjoys play with soft toys – this is the start of very simple pretend play</p> <p>Shows understanding of familiar objects through use</p> <p>Helps turn pages in a book</p> <p>Recognises pictures of objects related to own experience</p>		

<b>Child's name:</b>	<b>D.O.B.</b>
<b>Child/family preferred communication approach</b>	

**Key**  
 P – Possibly  
 D – Definitely

Colour	Age/Date	Colour	Age/Date	Colour	Age/Date

**Monitoring early development**  
**Summative record: B5**

Communication	P	D	Attending/listening/vocalisation	P	D	Social-emotional	P	D	Other developmental milestones	P	D	Play	P	D
<p><b>Foundations of communication: English</b>            Uses voice/gesture to direct attention to objects and people, as well as self            Begins to point to objects close by            Makes it clear through gesture/vocalisation when they want something to happen again            Continues to enjoy give-and-take games but these become more complex            Uses own gestures with or without voice            Copies and uses gestures spontaneously as part of (or to find out more about) games and familiar routines</p> <p><b>Receptive language (understanding) English</b>            Understands names of some common objects            Stops what they are doing in response to 'no'            Shows understanding of familiar objects through use            Hands over an object when asked to, 'give me' – prompted by an open hand gesture</p> <p><b>Expressive language (production) English</b>            Copies and uses voice spontaneously as part of (or to find out more about) games/familiar routines            Copies symbolic noises and baby words            Produces symbolic noises and baby words spontaneously, eg 'aaah!' when cuddling toy            Uses 'mama', 'dada', 'bye' meaningfully</p>			<p>Understands the meaning associated with some environmental sounds</p> <p><b>Vocalisation</b>            Uses sounds like those in the language used in the home            Uses these sounds confidently and frequently as if joining in a conversation – 'expressive jargon'            Own spontaneous vocalisations have the ups and downs of adult speech            Uses a range of vowels from the home language            Short vowels are now well established            /ɪ/ in lip            /æ/ in cat</p> <p>Uses many consonants in babble and communication attempts: in English            – most frequent            /m/, /p/, /b/, /d/, /t/, /n/, /g/            – less frequent            /k/, /w/, /h/, /f/, /r/, /s/, /z/, /l/</p> <p>Uses 'contrastive' sounds in vocalisations            – contrast in voicing – /p/ vs /b/            – contrast in place – /p/ vs /k/            – contrast in manner – /p/ vs /m/</p> <p>Sometimes copies a new word or features of it immediately after it has been used</p> <p>Imitates familiar consonant and vowel sounds associated with frequently used toys</p> <p>Vocalisations that sound like speech are beginning to emerge ('proto' words)</p>						<p>Makes marks on paper            Imitates actions of adult</p> <p><b>Self-help</b>            Drinks from feeder cup with help            Attempts to use spoon. Can guide towards mouth but food often falls off</p>					

<b>Child's name:</b>	<b>D.O.B.</b>
<b>Child/family preferred communication approach</b>	

**Key**  
**P** – Possibly  
**D** – Definitely

Colour	Age/Date	Colour	Age/Date	Colour	Age/Date

**Monitoring early development**  
**Summative record: B6**

Communication	P	D	Attending/listening/vocalisation	P	D	Social-emotional	P	D	Other developmental milestones	P	D	Play	P	D
<p><b>BSL</b>  <b>Foundations of communication</b>            Waits for signer to finish before taking their turn</p> <p>Pays attention to what people have to say for longer periods of time</p> <p>Sometimes copies a new sign or features of it immediately after it has been used</p> <p>Uses hand babble freely when alone or playing</p> <p>Points to desired objects to direct attention and/or to find out about things in distance – over 3m</p> <p><b>Receptive language BSL</b>            Shows understanding of at least 15 signs, eg:            – looks at named person            – picks up toy when asked            – searches for an object in its usual place</p> <p>Shows understanding of simple questions</p> <p>Shows understanding of simple commands</p> <p><b>Expressive language BSL</b>            Uses approximately five ‘signs’ to express different meanings:            – refers to familiar people            – refers to objects            – requests objects            – greets            – plays communicative games            – protests            – comments on absence or disappearance of things/people            – shows things            – requests more/again</p> <p>Asks for favourite games</p>			<p><b>Attending</b>            Follows the points of others to distant objects – over 3m</p> <p>Concentrates intensely on an object or activity of own choosing (‘concrete task’) for short periods</p> <p>Watches and listens to others, copying some behaviours into own play</p> <p>Attends to pictures for a short time, labelling and making a comment and may sometimes do this by themselves</p> <p>Looks at and shares picture books</p> <p>Begins to recognise favourite toys, games and activities</p> <p><b>Listening</b>            Knows and immediately turns to own name</p> <p>Enjoys listening to the same story over and over again</p> <p>Bounces rhythmically when being sung to or listening to music</p> <p>Responds when adult makes symbolic vocalisations</p> <p>Points to pictures in a book when named</p> <p>Points to or finds an object when asked to</p> <p>Responds appropriately to an increasing range of:            – sounds            – words            – phrases            by listening alone</p> <p>Plays vocal games with mum/carer – copying their noises</p> <p><b>Vocalisation</b>            Longer vocalisations have recognisable words and sounds in them, but the whole meaning is unclear</p> <p>Own vocalisations sound more like speech and are recognised as own ‘words’</p>			<p><b>Self-other awareness</b>            Learns that their actions affect others</p> <p><b>Social-emotional expression</b>            Points towards desired objects out of reach</p> <p>Uses person to get an object they want</p> <p>Laughs at discrepancies and in anticipation – distressed if intended action is thwarted</p> <p>Smiles and laughs spontaneously</p> <p>Expresses happiness and affection</p> <p>Repeats enjoyable activity</p> <p><b>Attachment</b>            Prefers to be with familiar people</p> <p><b>Imitation</b>            Imitates others use of object, gesture or voice</p> <p><b>Knowledge of social scripts</b>            Co-operation in everyday routines like dressing</p> <p>Gives toy to adult when asked</p> <p>Sometimes offers toy spontaneously</p> <p>Waves ‘bye’ spontaneously</p>			<p><b>Motor co-ordination</b>  <b>Large movements</b>            Usually taking first steps</p> <p>Sits down from standing with a bump</p> <p>Kneels</p> <p>Crawls upstairs</p> <p>May come downstairs backwards on knees</p> <p><b>Fine movements and hand-eye co-ordination</b>            Attempts to build with blocks – putting one block on top of another, or next to another</p> <p>Scribbles with crayon with palmar grasp</p> <p>Enjoys fitting pieces into an inset board and shape sorter</p> <p><b>Vision</b>            Points to desired objects out of reach</p> <p>Watches actions outside and points to show interest</p> <p>Looks with interest at coloured pictures in books</p> <p><b>Cognitive</b>            Experimentation</p> <p>Intensely curious, exploring objects, rooms and outside areas</p> <p>Looks at pictures and points to or pats them when named</p> <p>Aware of routines and begins to anticipate what will happen next from seeing or hearing something.</p> <p>Enjoys picture books and simple stories</p> <p>Play demonstrates understanding of use of objects</p> <p><b>Self-help</b>            Drinks from feeder cup without aid</p> <p>Tries to use spoon to feed themselves</p>			<p>Early pretend behaviours observed</p> <p>Copies the actions and activities of others as part of their play</p> <p>Play demonstrates understanding of use of objects:            – puts telephone to ear            – turns the pages of a book            – stirs a spoon in the cup            – attempts to place pieces in a puzzle</p> <p>Interactive turn-taking games with adult quite often involve:            – toys and other objects            – pretend</p> <p>Enjoys teasing games</p> <p>Play-writes with pencils, chalks and/or crayons</p> <p>Accepts adult varying a game or pretend play and imitates and joins in with new actions/routines</p> <p>Uses ‘symbolic sounds’ for objects and animals</p>		

<b>Child's name:</b>	<b>D.O.B.</b>
<b>Child/family preferred communication approach</b>	

**Key**  
**P** – Possibly  
**D** – Definitely

Colour	Age/Date	Colour	Age/Date	Colour	Age/Date

**Monitoring early development**  
**Summative record: B6**

Communication	P	D	Attending/listening/vocalisation	P	D	Social-emotional	P	D	Other developmental milestones	P	D	Play	P	D
<p><b>Foundations of communication: English</b>            Waits for speaker to finish before taking their turn</p> <p>Points to desired objects to direct attention and/or to find out about things in distance – over 3m</p> <p>Pays attention to what people have to say for longer periods of time</p> <p>Sometimes copies a new word or features of it (eg intonation, rhythmic pattern and/or some of the sounds) immediately after it has been used</p> <p>Uses babble freely when alone or playing</p> <p><b>Receptive language: English</b>            Shows understanding of at least 15 words:            – looks at named person            – picks up toys when asked            – searches for an object in its usual place etc</p> <p>Accompanied by gestures shows understanding of:            – simple questions            – simple commands</p> <p><b>Expressive language: English</b>            Will vocalise freely when alone or playing, sometimes with recognisable words in the vocalisation</p> <p>Has a small number of words, approximately five ‘words’, which are used to express different meanings:            – refers to familiar people            – refers to objects            – requests objects            – greets            – plays communicative games            – protests            – comments on absence or disappearance of things/people            – shows things            – requests ‘more’/‘again’</p> <p>Asks for favourite games</p>			<p>Uses approximations of words</p> <p>Imitates familiar words from daily routines</p> <p>Imitates key words or last words said to them</p> <p>Uses a wide range of consonants and vowels in babble/jargon but /p/, /d/, /b/ (stops) are the most common sounds used in first words</p> <p>Conversations take place between adult and child mainly focusing on the here and now</p>											

<b>Child's name:</b>	<b>D.O.B.</b>
<b>Child/family preferred communication approach</b>	

**Key**  
 P – Possibly  
 D – Definitely

Colour	Age/Date	Colour	Age/Date	Colour	Age/Date

**Monitoring early development**  
**Summative record: B7**

Communication	P	D	Attending/listening/vocalisation	P	D	Social-emotional	P	D	Other developmental milestones	P	D	Play	P	D
<p><b>BSL</b>  <b>Foundations of communication</b>  Tugs adult or pulls their hand to indicate what they want or need  Is highly imitative of adult and others’  – actions  – gestures  – vocalisations</p> <p><b>Receptive language BSL</b>  Understands more new signs each week  Understands familiar signs in new contexts  Selects familiar objects  Follows simple instructions, particularly if accompanied by points to places, things or people  Identifies body parts on self (hair, eyes, ears, nose)</p> <p><b>Expressive language BSL</b>  Signs which are produced by adults with two fingers extended, are signed with the whole hand or just one finger by the child  Uses at least 10 signs consistently  Signs include verbs and adjective-type words  Uses some signs to name a whole class of objects  Combines signs with pointing and reaching gestures to:  – attract attention  – ask for or comment on an object  Uses signs individually and with facial expression to:  – comment on what’s happening  – ask simple questions/query  – refer to non-present people or objects  Has favourite ‘signs’ that they use often</p>			<p><b>Attending</b>  Looks at adult to gain attention before pointing  Imitates things they see and hear around them, sometimes phrases, parts of games and actions</p> <p><b>Listening</b>  Enjoys nursery rhymes and demonstrates listening by trying to join in with actions or vocalisations  Understands and follows simple instructions in context  Plays ‘ready steady go’ or ‘1, 2, 3, go’ games. Listening and waiting or sometimes imitating alongside speaker  Plays ‘give it to me’ activities  Shows anticipation in relation to key phrases games  Begins to fill in familiar missing word when adult leaves a pause, especially in rhymes and when sharing stories/books  Starts to help with checking aids – vocalises for checking  Is aware when aid is not working or not switched on  Shows is aware of new sound</p> <p><b>Vocalisation</b>  Makes animal sounds and other symbolic vocalisation  Uses lots of ‘word-like’ babble in a tuneful way  Imitates simple words/phrases, but not always accurately  Uses single words to communicate but in immature forms  Chatters loudly to self when playing  Uses a wide range of ups and downs (intonation) and rhythms to reflect mood</p>			<p><b>Self-other awareness</b>  Wants to do things independently  Hands a toy to an adult for assistance, eg when they are unable get it to work and see an adult as someone who can help</p> <p><b>Social-emotional expression</b>  Shows signs of jealousy  Shows defiance</p> <p><b>Attachment</b>  Plays happily alone but near familiar adult</p> <p><b>Imitation</b>  Imitates some everyday routines</p> <p><b>Knowledge of social scripts</b>  Remembers where objects belong  Anticipates everyday routines  Joins in simple routines spontaneously  Understands social scripts, eg can act out daily routines in play</p>			<p><b>Motor co-ordination</b>  <b>Large movements</b>  Walks with shorter steps and legs closer together  Runs taking care  Starts to climb  Walks upstairs holding hand of adult  Creeps backwards downstairs  Bumps down a few steps on bottom  Gets onto child’s chair themselves backwards or sideways</p> <p><b>Fine movements and hand-eye co-ordination</b>  Can build a tower or row with two to three blocks  Begins to show hand preference  Holds pencil in the middle, between fingers and palm  Scribbles and makes dots on paper</p> <p><b>Vision</b>  Recognises symbols in the environment  Watches small moving toy/object at 3m +</p> <p><b>Cognitive</b>  Experiments with different objects to look for other new properties  Solves simple problems  Can now sort objects into categories  Hands a toy to an adult for assistance, when unable to get it to work  Imitates some everyday routines</p> <p><b>Self-help</b>  Wants to do things independently:  – feeding – may use utensils  – undressing self</p>			<p>Begins to include other people and objects in pretend play  Watches what other children are doing  Plays ball co-operatively with an adult  Enjoys sharing books  Loads trolley to move objects around  Enjoys ‘ready steady go’ and ‘1, 2, 3 go’ games  Enjoys anticipation games/toys such as ‘jack-in-the box’  Understands and follows simple stories read to them. Has favourite stories and characters</p>		

<b>Child’s name:</b>	<b>D.O.B.</b>
<b>Child/family preferred communication approach</b>	

**Key**  
**P** – Possibly  
**D** – Definitely

Colour	Age/Date	Colour	Age/Date	Colour	Age/Date



**Monitoring early development**  
**Summative record: B7**

Communication	P	D	Attending/listening/vocalisation	P	D	Social-emotional	P	D	Other developmental milestones	P	D	Play	P	D
<p><b>English</b>  <b>Foundations of communication</b>            Tugs adult or pulls their hand to indicate what they want or need            Is highly imitative of adult and others’            – actions            – gestures            – vocalisations</p> <p><b>Receptive language: English</b>            Understands more new words each week            Understands familiar words in new contexts each week            Selects familiar objects or identifies objects in the group            Follows simple instructions, particularly if accompanied by gestures            Identifies body parts on self</p> <p><b>Expressive language: English</b>            Uses at least 10 words consistently            Words include verb-types            Words include adjective-types            Uses some ‘words’ to name a whole class of objects            Combines words with pointing and reaching gestures to:            – attract attention            – ask for or comment on an object            Uses words individually and in longer intonated vocalisations to:            – comment on what’s happening            – ask simple questions/query            – refer to non-present people or objects            Has favourite ‘words’/‘phrases’ that they use often</p>			<p>Sounds at the beginning of words tend to include low frequency information and are louder (voiced)</p> <p>Sounds at the end of words tend to be quieter (or unvoiced)</p> <p>Uses the most common early consonant sounds in their ‘words’:            /p/, /d/, /b/, /t/, /g/            /n/, /m/</p> <p>Uses the most common early vowel sounds in their ‘words’:            /i/, /u/, /ʌ/, /a/</p>											

<b>Child’s name:</b>	<b>D.O.B.</b>
<b>Child/family preferred communication approach</b>	

**Key**  
**P** – Possibly  
**D** – Definitely

Colour	Age/Date	Colour	Age/Date	Colour	Age/Date

**Monitoring early development**  
**Summative record: B8**

Communication	P	D	Attending/listening/vocalisation	P	D	Social-emotional	P	D	Other developmental milestones	P	D	Play	P	D
<p><b>BSL</b>  <b>Receptive language</b>                      Recognises and identifies many objects and pictures when signed                      Picks out two or more objects from a group of four if asked to do so, eg when putting toys out                      Points to body parts on others                      Understands simple questions/directions without accompanying gestures                      Follows directions during play</p> <p><b>Expressive language BSL</b>                      Signs used are recognisable but many are still produced in a 'babyish' fashion                      In general signs are made with whole hand, fist and index finger                      Uses up to 20 signs and gestures:                      – names things and people                      – comments on what is happening                      – tells someone something                      – asks questions, (may only use a general question sign)                      – responds to adult's questions/comments                      – protests                      – expresses likes and dislikes                      – describes actions                      Copies signs seen in conversation                      Uses a quizzical facial expression when requesting                      Uses a negative facial expression to indicate 'no'                      Begins to make little sentences by joining two signs</p> <p><b>English</b>  <b>Receptive language</b>                      Recognises and will identify many objects and pictures when named using speech                      Picks out two or more objects from a group of four</p>			<p><b>Attending</b>                      Follows directions if they are seen as part of a game and relate to what they are doing                      Shows sustained interest in looking at pictures/books with adult and may go and get or identify specific one when requested</p> <p><b>Listening</b>                      Attends to speech directed to them and listens with interest to general talk                      Learns to wait for others to finish what they are saying, fewer vocal clashes                      Points to items you name and most body parts                      Follows simple predictable instructions by listening alone                      Copies simple patterns of noises, such as claps                      Remembers little bits of tunes and will 'sing them' for self or others                      Copies familiar expressions such as 'oh dear', 'all fall down'                      Imitates two-word combinations and phrases                      Repeats key words heard in conversation with adults                      Imitates intonation of what they hear                      Imitates the pattern (rhythm) of what they hear                      Imitates speech sounds by copying correct number of syllables                      Joins in nursery rhymes and songs                      Will copy simple counting activity '1,2,3 go'                      Plays simple co-operative listening games</p> <p><b>Vocalisation</b>                      Talks to self continuously when playing, although this may not be readily understood by adults</p>			<p><b>Self-other awareness</b>                      Will pause and wait for turn                      Seeks to be the centre of attention                      Recognises familiar adult in photo                      Recognises self in mirror or photo                      Plays alongside other children sometimes copying their actions</p> <p><b>Social-emotional expression</b>                      Shows joy                      May intentionally hurt another person                      May tantrum if frustrated/misunderstood                      Defends own possessions</p> <p><b>Attachment</b>                      Clings for affection, tiredness or fear</p> <p><b>Imitation</b>                      Imitates everyday actions in pretend play</p> <p><b>Knowledge of social scripts</b>                      Begins to ask if hungry, thirsty</p>			<p><b>Motor co-ordination</b>  <b>Large movements</b>                      Runs without bumping into obstacles                      Squats                      Walks up and downstairs holding on, putting two feet on each step                      Throws small ball overhand                      'Walks into' large ball when trying to kick it                      Sits on small tricycle, moving it with feet pushing on floor</p> <p><b>Fine movements and hand-eye co-ordination</b>                      Builds a tower of up to six cubes                      Holds pencil near point with tripod grip                      Scribbles in lines and circles</p> <p><b>Vision</b>                      Shows sustained interest in looking at pictures/books with adults                      Can scan quickly so trips over objects less often</p> <p><b>Cognitive</b>                      Has established pretend play                      Thinks before doing                      Appears to be trying to work out problems                      Anticipates what might happen next because of what others say or sign</p> <p><b>Self-help</b>                      Competent with spoon or other feeding process – less mess                      Puts on hat and shoes                      May indicate wet or soiled pants                      May indicate urgent need to go to toilet by restlessness and vocalisation</p>			<p>Likes to put objects together                      Imitates everyday actions in pretend play                      Repeats same pretend actions to more than one person                      Makes a pretend sequence                      Fills and empties containers                      Fits large, simple puzzle pieces into play trays                      Builds tower or row with three to four blocks</p>		

<b>Child's name:</b>	<b>D.O.B.</b>
<b>Child/family preferred communication approach</b>	

**Key**  
**P** – Possibly  
**D** – Definitely

Colour	Age/Date	Colour	Age/Date	Colour	Age/Date

**Monitoring early development**  
**Summative record: B8**

Communication	P	D	Attending/listening/vocalisation	P	D	Social-emotional	P	D	Other developmental milestones	P	D	Play	P	D
<p>Understands simple questions/directions without accompanying gestures</p> <p>Follows directions during play</p> <p><b>Expressive language: English</b></p> <p>Uses up to 20 words:</p> <ul style="list-style-type: none"> <li>– names things and people</li> <li>– comments on what’s happening</li> <li>– tells someone something</li> <li>– asks questions</li> <li>– responds to adult’s questions/comments</li> <li>– protests</li> <li>– expresses likes and dislikes</li> <li>– describes actions</li> </ul> <p>Copies words overheard in conversation</p> <p>Words used are more recognisable but these may still be produced in a ‘babyish’ or ‘immature fashion’</p> <p>Begins to make little sentences by joining two words together</p> <p>Uses a mixture of words/vocalisation/gesture (sometimes in very long utterances) to:</p> <ul style="list-style-type: none"> <li>– accompany play</li> <li>– express a range of meanings (though the exact meaning may be unclear)</li> </ul>			<p>Produces over 20 words with the correct meanings and increasing accuracy in pronunciation</p> <p>Uses a range of consonant sounds in ‘words’ including:</p> <p>/p/, /d/, /b/, /t/, /g/            /n/, /m/            /w/, /h/</p> <p>Produces a wider range of vowel sounds in ‘words’ including:</p> <p>/i/, /ɪ/, /ʌ/, /a/, /ɔ/, /u/, /ε/, /ɪ/</p>											

<b>Child’s name:</b>	<b>D.O.B.</b>
<b>Child/family preferred communication approach</b>	

**Key**  
**P** – Possibly  
**D** – Definitely

Colour	Age/Date	Colour	Age/Date	Colour	Age/Date

**Monitoring early development**  
**Summative record: B9**

Communication	P	D	Attending/listening/vocalisation	P	D	Social-emotional	P	D	Other developmental milestones	P	D	Play	P	D
<p><b>BSL</b>  <b>Receptive language BSL</b>                      Recognises and names most common objects and pictures                      Understands more complex BSL sentences</p> <p><b>Expressive language BSL</b>                      Rapid growth in vocabulary – at least 50 signs and becoming more difficult for parents to keep track of new signs                      Starts to combine facial expression and gesture with signs to expand meanings                      Curved handshapes start to be used                      ‘Thumbs-up’ and ‘bent’ hand used more in appropriate signs                      Most signs continue to be ‘baby-signs’                      Makes little sentences by joining signs                      Uses little sentences by joining signs and spoken words                      Starts to combine headshakes with signs to mean ‘no’ or ‘not’                      Starts to talk about how things move using classifier handshapes                      Some finger spelled signs used, but these are used as wholes rather than true ‘spellings’</p> <p><b>English</b>  <b>Receptive language</b>                      Recognises and names most common objects and pictures                      Understands familiar action words                      Understands more complex sentences</p> <p><b>Expressive language: English</b>                      Rapid growth in vocabulary – at least 50 words and becoming more difficult for parents to keep track of new words                      Uses more little sentences</p>			<p><b>Attending</b>                      Frequently repeats what they hear, one or more key words repeated                      Frequently repeats signs that they see; one or more key signs repeated</p> <p><b>Listening</b>                      Listens with interest to and enjoys the noises adults make when they read stories to them                      Recognises and joins in with songs and actions                      Carries out simple instructions                      Understands ‘where’s mummy/daddy?’                      Hears when called from another room and responds vocally (depends on hearing loss and amplification)                      Identifies known objects in simple pictures by listening alone, by looking, pointing, vocalisation, gesture or sign                      Responds to different tones of voice                      Picks out a familiar sound even when there is some background noise                      Shows awareness of loud and soft sounds and reflects these in their speech                      Responds appropriately to familiar expressions by listening alone                      Identifies known objects in picture/book by listening alone</p> <p><b>Vocalisation</b>                      Calls themselves by name                      Tries to repeat many things adults say either saying the actual word or making a close match                      Uses words more often than ‘word-like’ approximations                      Tries to make many speech sounds, sometimes will do this correctly and at other times will make a sound like it</p>			<p><b>Self-other awareness</b>                      Plays alongside other children and occasionally allows them into play                      May try to help                      Pats person who is upset                      Refers to self by name                      Enjoys dressing up                      Talks aloud when playing with others</p> <p><b>Social-emotional expression</b>                      Defends own possessions                      Talks about causes of some feelings                      Needs to know that familiar adult is there, checks                      Starts to know their own mind and expresses this</p> <p><b>Attachment</b>                      Searches out adult when distressed</p> <p><b>Imitation</b>                      Imitates longer sequences in play</p> <p><b>Knowledge of social scripts</b>                      Asks if hungry, thirsty                      Sometimes indicates need for toilet                      Recognises and anticipates everyday routines                      Begins to say please and thank you with prompts</p>			<p><b>Motor co-ordination</b>  <b>Large movements</b>                      Stands on one foot while kicking ball with other foot                      Can catch a ball when sitting</p> <p><b>Fine movements and hand-eye co-ordination</b>                      Picks up tiny objects accurately/quickly                      Turns pages singly                      Scribble writes including ‘V’ shape and vertical lines</p> <p><b>Vision</b>                      Scans pages and looks at books studying each picture for details                      Remembers visual sequences of events and enacts the sequence in pretend play</p> <p><b>Cognitive</b>                      Recognises and anticipates everyday routines                      Begins to use social formalities of family culture with prompt in situations outside the family                      Uses one object to represent another in pretend play                      Displays curiosity about the world by asking questions about and looking intently at objects events and people                      Remembers a sequence of activities and events</p> <p><b>Self-help</b>                      Enjoys responsibility of carrying out small tasks                      Asks if hungry, thirsty                      Sometimes indicates need for toilet by behaviour</p>			<p>45 Becomes more organised, gathering together the toys they want to play with                      Uses one object to represent another in pretend play                      Enjoys dressing up                      Imitates longer sequences in play                      Plays lots of interactive games with adult or older child, often involving running or chasing                      Plays alongside other children and occasionally allows them into play                      Copies the actions and sequences of play of other children                      Plays with play dough – and tell you what they have made                      Builds tower or row of six or seven blocks                      Uses one object to stand for another</p>		

<b>Child's name:</b>	<b>D.O.B.</b>
<b>Child/family preferred communication approach</b>	

**Key**  
**P** – Possibly  
**D** – Definitely

Colour	Age/Date	Colour	Age/Date	Colour	Age/Date

**Monitoring early development**  
**Summative record: B9**

Communication	P	D	Attending/listening/vocalisation	P	D	Social-emotional	P	D	Other developmental milestones	P	D	Play	P	D
Refers to self by name Begins to use some pronouns Asks simple questions (two/three words plus intonation and or quizzical face) Makes statements that: – provide information – comment on what the other speaker has just said Starts to know their own mind and expresses this			Can now produce consonant sounds including: /p/, /d/, /b/, /t/, /g/, /k/ /m/, /n/, /ŋ/ /w/, /h/, /f/, Can now produce a wider range of vowel sounds including: /i/, /ɪ/, /ʌ/, /ɑ/, /ɔ/, /u/, /æ/, /ɪ/, /ε/, /ɒ/											

<b>Child's name:</b>	<b>D.O.B.</b>
<b>Child/family preferred communication approach</b>	

**Key**  
**P** – Possibly  
**D** – Definitely

Colour	Age/Date	Colour	Age/Date	Colour	Age/Date

**Monitoring early development**  
**Summative record: B10**

Communication	P	D	Attending/listening/vocalisation	P	D	Social-emotional	P	D	Other developmental milestones	P	D	Play	P	D
<p><b>BSL</b>  <b>Receptive language</b>                      Some understanding of quantity                      Understands size differences                      Understands sentences with location descriptions</p> <p><b>Expressive language BSL</b>                      Able to use signs with more difficult handshapes correctly                      Uses specific question signs WHO? WHAT? with appropriate facial expression                      Uses language to ask and find out about things                      Uses language during play and almost all activities                      Uses language to ask for help, eg washing hands, going to the toilet                      Consistently combines points to people with other signs                      Uses points instead of signs for pronouns YOU, HE/SHE, but may reverse the points                      Uses the sign MINE                      Uses negation signs as set phrases                      Starts to move some signs with action meanings towards the person or thing it is tied to, but makes some mistakes                      Movement changes are used to distinguish between objects and actions</p> <p><b>ENGLISH</b>  <b>Receptive language</b>                      Shows understanding of prepositions 'in', 'on'                      Some understanding of quantity, 'one/all'                      Understands size differences, big/small</p>			<p><b>Listening</b>                      Answers simple familiar questions by listening alone                      Follows two-part requests                      Recognises and responds to many familiar sounds                      Listens to music and knows if it's on or off                      Enjoys dancing to music and will do this rhythmically                      Responds to yes-no questions by listening alone (may be recognising the intonation, not necessarily the sense)                      Waits when told to – 'just a minute'                      Identifies some action words by pointing to the right picture                      Fills in the missing word or phrase in a known rhyme, story retell or game                      Notices a deliberate mistake in story telling or a rhyme                      Responds appropriately to simple two-part instructions</p> <p><b>Vocalisation</b>                      Uses appropriate intonation to ask one or two-word questions                      Asks 'whassat' a lot                      Talks aloud to themselves when playing alone                      Speaks with a loud voice                      Has more of a sing-song quality to speech to add expression                      Words are now easier to understand, as they sound more like adult forms                      Produces more accurate consonant sounds in 'words' including:                      /p/, /d/, /b/, /t/, /g/, /k/                      /n/, /m/, /ŋ/                      /w/, /h/                      /s/, /f/, /v/</p>			<p><b>Self-other awareness</b>                      Is fearless, climbing, running, jumping with little understanding of danger                      Is curious about others and will change behaviour to fit in with what others are doing</p> <p><b>Social-emotional expression</b>                      Still unable to control frustration and anger when crossed or not able to convey what they want                      Still clings in new situations</p> <p><b>Attachment</b>                      Jealous of sharing adult's attention                      Shows affection and concern for other children and younger siblings</p> <p><b>Imitation</b>                      Will imitate unfamiliar ways of behaving when these seem appropriate to them</p> <p><b>Knowledge of social scripts</b>                      Co-operates with adult in dressing, feeding                      Will ask for toilet                      Actively helps adult in everyday tasks</p>			<p><b>Motor co-ordination</b>  <b>Large movements</b>                      Pushes and pulls large toys – has difficulty steering around obstacles                      Jumps with two feet together                      Can stand on tiptoe when holding onto something</p> <p><b>Fine movements and hand-eye co-ordination</b>                      Can build a tower of seven or more cubes                      Imitates writing: lines and circles and T and V                      Uses one hand more than the other</p> <p><b>Vision</b>                      Watches and observes people carefully                      Begins to match colours                      Searches out the minute detail in pictures</p> <p><b>Cognitive</b>                      Begins to develop sense of time                      Appears to be more organised in how approaches solving problems                      Begins to understand explanations and reasons given by others                      Adopts voice or manner of another person, or animal in play                      Creates imaginary objects, characters and scenes in play                      May invent imaginary person and talk to them as a friend</p> <p><b>Self-help</b>                      Can undo large buttons and Velcro fasteners                      Eats more carefully, aware of social expectations at mealtimes                      Will start to use knife and fork or other eating utensils where appropriate</p>			<p>Adopts voice or manner of another person, or animal in play                      Uses others' belongings in pretend play                      Creates imaginary objects, characters and scenes in play                      May invent imaginary person and talk to them as a friend                      Begins to include another child in their play sequence                      Play actions follow a specific order                      Shares books with adults or other children, making comments on the events, characters and illustrations                      Enjoys creative activities telling you what they have made:                      – using dough, paint, blocks                      – cutting and pasting                      – cooking                      – drawing                      – making music/sounds                      – simple jigsaws                      Tries to make a simple bridge                      Enjoys turn-taking play with ball                      Can kick and catch a large ball</p>		

<b>Child's name:</b>	<b>D.O.B.</b>
<b>Child/family preferred communication approach</b>	

**Key**  
**P** – Possibly  
**D** – Definitely

Colour	Age/Date	Colour	Age/Date	Colour	Age/Date

**Monitoring early development**  
**Summative record: B10**

<b>Communication</b>	<b>P</b>	<b>D</b>	<b>Attending/listening/vocalisation</b>	<b>P</b>	<b>D</b>	<b>Social-emotional</b>	<b>P</b>	<b>D</b>	<b>Other developmental milestones</b>	<b>P</b>	<b>D</b>	<b>Play</b>	<b>P</b>	<b>D</b>
<p>Will point to smaller parts of the body when told to</p> <p>Answers simple questions, eg 'how old are you?'</p> <p><b>Expressive language: English</b>            Uses longer sentences (three to four words)</p> <p>Uses language to ask and find out about things</p> <p>Uses language during play and almost all activities</p> <p>Uses language to ask for help, eg washing hands, going to the toilet</p> <p>Uses different verb forms</p> <p>Uses several pronouns correctly 'I', 'me', 'you'</p> <p>Uses plurals</p> <p>Uses set phrases without full understanding or use of the grammar</p> <p>Uses negatives 'no', 'not', 'no more'</p> <p>Uses over 200 words</p> <p>May repeat the first parts of words</p>			<p>Produces a wider range of vowels more accurately in words</p> <p>Begins to use (emerging):            /ə/ as in <u>a</u>bout</p>											

<b>Child's name:</b>	<b>D.O.B.</b>
<b>Child/family preferred communication approach</b>	

**Key**  
**P** – Possibly  
**D** – Definitely

<b>Colour</b>	<b>Age/Date</b>	<b>Colour</b>	<b>Age/Date</b>	<b>Colour</b>	<b>Age/Date</b>

**Monitoring early development**  
**Summative record: B11**

Communication	P	D	Attending/listening/vocalisation	P	D	Social-emotional	P	D	Other developmental milestones	P	D	Play	P	D
<p><b>BSL</b>  <b>Receptive language BSL</b>            Understands all pronouns            Understands plurals in BSL through number and repetition of classifiers</p> <p><b>Expressive language BSL</b>            Uses first person reflexive MYSELF            Uses many signs which have difficult handshapes and movements            Some handshapes still inaccurate, especially those involving any of the three outer fingers            Able to contrast objects and things through classifiers            Uses many verbs with movement towards an object or person as well as towards self            Uses plurals in BSL through number and repetition of classifiers            Begins to use a part of sign space to one side of the body to move verbs towards or away from            Uses language for:            – giving reasons            – negotiating            – playing with others            – directing others            – telling others about things            Able to retell simple past events</p> <p><b>ENGLISH</b>  <b>Receptive language English</b>            Understands prepositions ‘under’, ‘on top’, ‘behind’, ‘next to’            Understands use of objects            Understands objects by description            Understands all pronouns</p>			<p><b>Attending</b>            Follows instructions and accepts direction more easily when not so intently focused on other activities            Retells story or happening to others with prompts from adult            Demonstrates they remember content of a story by putting three pictures in correct order</p> <p><b>Listening</b>            Listens eagerly to stories and demands favourites over and over again            By listening alone can identify picture or object with three critical elements            Notices if you make the wrong sounds in relation to a picture            Listens carefully to other speakers in order to join in with conversation            Concentrates and listens for two or more 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)</p> <p><b>Vocalisation</b>            Starting to realise the correct volume to talk at (not always too loud)            Speech is more accurate although word endings may still be left off            Uses ups and downs in tone of voice appropriately for questions            Changes speech to the person being spoken to            Likes saying learnt expressions such as name and age or address            Begins to add – s to end of word to show more than one but may use some incorrectly</p>			<p><b>Self-other awareness</b>            Knows whether someone is a boy or girl – but might still be getting he/she confused            Understands they have to share (but might not always be willing to do so)            Understands their actions affect others            Knows when to and begins to wait while others are talking</p> <p><b>Social-emotional expression</b>            Generally more compliant with adult requests and amenable to family rules            Likes to sit, have a cuddle and share events of the day with adult            Knows they cannot always have what they want when they want it            More confident in new social situations</p> <p><b>Attachment</b>            May form a special friendship with one child</p> <p><b>Imitation</b>            Detailed knowledge of everyday routines and events shown in play by self and with others</p> <p><b>Knowledge of social scripts</b>            Joins in make-believe play with other children            Begins to play around with familiar routines</p>			<p><b>Motor co-ordination</b></p> <p><b>Large movements</b>            Walk upstairs using alternating feet, one foot per step            Walks downstairs two feet to each step while carrying a toy            Jumps down single step            Negotiates obstacles when running and pushing toys            Walks backwards, forwards, sideways            Rides tricycle using pedals            Can walk on tiptoe            Kicks ball forcibly</p> <p><b>Fine movements and hand-eye co-ordination</b>            Can build tower of 10 or more cubes            Holds pencil near point between first two fingers and thumb            Begins to cut paper with scissors and fold it            Writes an ‘X’ form and a horizontal line</p> <p><b>Vision</b>            Recognises/matches two or three primary colours, usually red or yellow. May confuse green and blue            Compares sizes of objects</p> <p><b>Cognitive</b>            Asks increasingly detailed questions to find out information            Displays curiosity about the world by looking intently at objects events and people            Begins to give reasons for own actions            Begins to see consequences of own actions            Drawings more identifiable</p>			<p>Begins to play around with familiar routines            Uses doll, teddy as partner in play, talking to it and telling it what to do next            Uses one object to represent many different things            Imaginary play involves lots of detail and several linked actions            Dresses up as different people            Builds ‘stories’ around toys            Uses construction materials as a means to an end            Increasing control over physical movements means greater enjoyment in active play</p>		

<b>Child's name:</b>	<b>D.O.B.</b>
<b>Child/family preferred communication approach</b>	

**Key**  
**P** – Possibly  
**D** – Definitely

Colour	Age/Date	Colour	Age/Date	Colour	Age/Date



**Monitoring early development**  
**Summative record: B11**

Communication	P	D	Attending/listening/vocalisation	P	D	Social-emotional	P	D	Other developmental milestones	P	D	Play	P	D
<p><b>Expressive language English</b>            Answers what, where and yes/no questions            Retells a simple past event            Uses several sentences linked with 'and'            Uses a range of verb forms            Answers questions more fully, using two or more sentences            Uses language for:            – giving reasons            – negotiating            – playing with others            – directing others            – telling others about things            Uses possessives            Retells a simple story – recalling events and characters</p>			<p>Begins to add –ed to end of word to show something that has happened, but may use some incorrectly            Sings on own            Produces wider range of consonant sounds in words more accurately            Produces almost all vowel sounds including diphthongs</p>						<p><b>Self-help</b>            Reliably clean and dry during the day            More confident in new social situations</p>					

<b>Child's name:</b>	<b>D.O.B.</b>
<b>Child/family preferred communication approach</b>	

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Colour	Age/Date	Colour	Age/Date	Colour	Age/Date