

## Reading Early Communication Action Tool

This tool is intended for use when a child is not making the expected progress in the area of communication and language. When this happens a more detailed assessment can be useful to help understand any barriers and to plan additional support.

Stage	Listening and Attention	Understanding (Receptive Language)	Talking (Expressive Language)	Social Communication	Bilingual Considerations
0-11 months	Turns toward a familiar sound then locates range of sounds with accuracy. Listens to, distinguishes and responds to intonations and sounds of voices. Quietens or alerts to the sound of speech. Fleeting Attention – not under child’s control, new stimuli takes whole attention.	Stops and looks when hears own name. <a href="#">(by 12 months)</a>	Gradually develops speech sounds (babbling) to communicate with adults; says sounds like ‘baba, nono, gogo’. <a href="#">(by 11 months)</a>	Gazes at faces and copies facial movements, eg. sticking out tongue. Concentrates intently on faces and enjoys interaction. Uses voice, gesture, eye contact and facial expression to make contact with people and keep their attention. <a href="#">(by 12 months)</a>	Children exposed to two languages from birth- <b>Simultaneous bilinguals</b> <ul style="list-style-type: none"> <li>start to show signs of understanding words from the age of four months onwards</li> <li>usually learn to respond to their name first</li> <li>6 to 7 months start to babble in what sounds like nonsense words</li> <li>babbling is not clearly linked to a particular language.</li> </ul>
8-20 months	Concentrates intently on an object or activity of own choosing for short periods. Pays attention to dominant stimulus – easily distracted by noises or other people talking. Moves whole bodies to sounds they enjoy, such as music or a regular beat. Has a strong exploratory impulse.	Responds to the different things said when in a familiar context with a special person such as ‘ <i>where is mummy?</i> ’ and ‘ <i>where is your nose?</i> ’ Understanding of single words in context is developing e.g. ‘ <i>cup</i> ’, ‘ <i>milk</i> ’, ‘ <i>daddy</i> ’.	Uses single words. <a href="#">(by 16 months)</a> Frequently imitates words and sounds. Enjoys babbling and increasingly experiments with using sounds and words to communicate for a range of purposes e.g. ‘ <i>teddy</i> ’, ‘ <i>more</i> ’, ‘ <i>no</i> ’, ‘ <i>bye- bye</i> ’	Likes being with a familiar adult and watching them. Developing the ability to follow an adult’s body language, including pointing and gesture. Learns that their voice and actions have effects on others. Uses pointing with eye gaze to make requests, and to share an interest. <a href="#">(by 18 months)</a>	<b>Simultaneous bilingual children</b> <ul style="list-style-type: none"> <li>understand as many as 250 different words in total, (in both their languages combined) by the age of 13 months.</li> <li>say their first words between the ages of 8 and 15 months</li> <li>may start out saying words only in a single language, or in both.</li> <li>at 15 months, may be delayed by 2 or 3 months in their ability to distinguish new words that differ in small ways e.g., ‘bit’ vs. ‘bet’) in comparison to monolingual children</li> </ul>
16-26 months	Listens to and enjoys rhythmic patterns in rhymes and stories. Enjoys rhymes and demonstrates listening by trying to join in with actions or vocalisations. Rigid attention – may appear not to hear.	Selects familiar objects by name and will go and find objects when asked or identify objects from a group.	Beginning to put two words together e.g. ‘ <i>want ball</i> ’, ‘ <i>more juice</i> ’. <a href="#">(by 24 months)</a> Uses different types of everyday words (nouns, verbs and adjectives) e.g. <i>banana</i> , <i>go</i> , <i>sleep</i> , <i>hot</i> Beginning to ask simple questions.	Gradually able to engage in ‘pretend’ play with toys (supports child to imagine another’s point of view). Looks to others for responses which confirm, contribute to, or challenge their understanding.	<b>Simultaneous bilingual children</b> <ul style="list-style-type: none"> <li>usually reach the 50-word mark before the age of 20 month (relates to total vocabulary in both languages)</li> <li>delay of 6 months in the vocabulary development of each language is normal.</li> <li>most bilingual children start putting two words together by 24 months but word combinations may consist of two words from the same language, or one word from each language</li> </ul>

<p>22-36 months</p>	<p>Single channelled attention. Can shift to a different task if attention fully obtained – using child’s name helps focus. <a href="#">(by 36 months)</a> Listens with interest to the noises adults make when they read stories. Recognises and responds to many familiar sounds e.g. turning to a knock on the door, looking at or going to the door.</p>	<p>Understand between 200-300 words. Identifies action words by pointing to the right picture, e.g., “Who’s jumping?” <a href="#">(by 30 months)</a> Understands ‘who’, ‘what’, ‘where’ in simple questions e.g. “What’s that?” Developing understanding of simple concepts such as big and little.</p>	<p>Learns new words very rapidly and is able to use them in communicating. Can use up to 300 words towards their 3<sup>rd</sup> birthday. Uses action, sometimes with limited talk, that is largely concerned with the ‘here and now’ e.g. reaches toward toy, saying ‘I have it’. Uses a variety of questions e.g. ‘what?’ and ‘where?’ Uses simple sentences such as ‘mummy gonna work.’ Beginning to use word endings e.g. ‘going’, ‘cats’.</p>	<p>Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts. Holds a conversation, jumping from topic to topic. Enjoys being with and talking to adults and other children. Interested in others’ play and will join in. Responds to the feelings of others.</p>	<p><b>Simultaneous bilingual children</b></p> <ul style="list-style-type: none"> <li>from as early as 24 months using their two languages differentially and appropriately with others</li> <li>a delay of 6 months (in the vocabulary development of each language) is normal.</li> </ul>
<p>30-50 months</p>	<p>Listens to others in one to one or small groups, when conversation interests them. Listens to stories with increasing attention and recall. Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. Focusing attention – still listen <b>or</b> do, but can shift own attention. Is able to follow directions (if not intently focused on own choice of activity).</p>	<p>Understands use of objects e.g. “What do we use to cut things?” Shows understanding of prepositions such as ‘under’, ‘on top’, ‘behind’ by carrying out an action or selecting correct picture. Beginning to understand ‘why’ and ‘how’ questions.</p>	<p>Linking up to 5 words together towards their 3<sup>rd</sup> birthday. Beginning to use more complex sentences to link thoughts e.g. using <i>and</i>, <i>because</i>. Can retell a simple past event in correct order e.g. <i>went down slide, hurt finger</i>. Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. Questions why things happen and gives explanations. Asks ‘who’, ‘what’, ‘when’, ‘how’. Uses a range of tenses such as <i>play, playing, will play, played</i>.</p>	<p>Beginning to accept the needs of others, with support e.g. ‘ah, Josie sad.’ ‘She need a hug.’ Can initiate conversations. Shows confidence in linking up with others for support and guidance. Talks freely about their home and community. Forms friendships with other children.</p>	<p><b>Simultaneous bilingual children</b></p> <ul style="list-style-type: none"> <li>typically say sentences of up to four words around the age of 36 months.</li> <li>a delay of 6 months (in the vocabulary development of each language) is normal.</li> </ul> <p><b>Sequential bilingual children</b></p> <p>For some children starting nursery will be their first real exposure to English. These children are known as <b>Sequential bilinguals</b>. They are likely to go through a ‘<b>silent period</b>’ when they are first exposed to the new language. This can last from a few months up to 1 year. Following 3 months of exposure to the new language a child should be beginning to show some basic understanding of the new language.</p>
<p>40-60+ months</p>	<p>Sustains attentive listening, responding to what they have heard with relevant comments, questions or actions. Maintains attention, concentrates and sits</p>	<p>Understands humour, e.g. nonsense rhymes, jokes. Demonstrates understanding of “how?” and “why?” questions by giving explanations.</p>	<p>Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. Links statements and sticks to a main</p>	<p>Has confidence to speak to others about their own wants, interests and opinions. Initiates conversation attends to and takes account of what</p>	<p><b>Sequential bilingual children</b></p> <p>After 18 months of exposure to a new language a sequential bilingual will begin to use single words and phrasal structures in the new language.</p>

	<p>quietly when appropriate. Two-channelled attention – can listen and do for short span. Integrated attention – can listen and do in range of situations with range of people; varies according to the demands of the task.</p>	<p>Able to follow a story without pictures or props. Understands instructions containing sequencing words such as first, after, last. Understands more abstract concepts such as long, short, tall, hard soft, rough.</p>	<p>theme or intention. Uses language to imagine and recreate roles and experiences in play situations. Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. Introduces a storyline or narrative into their play.</p>	<p>others say. Explains own knowledge and understanding and asks appropriate questions of others. Shows awareness of the listener when speaking. Expresses needs / feelings in appropriate ways. Forms good relationships with adults and peers. Works as part of a group or class, taking turns</p>	
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**This Early Communication Action Tool was developed by Speech Language and Communication Champions in Reading with reference to the following documents:**

**National Strategies**, Every Child A Talker with **Bilingual Considerations** added by Deeba Akram (Speech and Language Therapist) [deeba.akram@nhs.net](mailto:deeba.akram@nhs.net)

[Development Matters 2021](#)

[Birth to 5 Matters 2021](#)

[ICAN - Universally Speaking](#)

## Using the tool

### Observation and best-fit judgements

- Judgements of a child's stage of development should be made through a process of ongoing observational assessment and conversations with the family about what a child can do at home.
- For children learning English as an additional language, it is important to find out from families about how children use language in their mother tongue and how they communicate at home.
- The assessment is a 'best fit' match to a stage band. This involves considering what is known about the child and matching it to the development described in each range.
- Development of speech sounds need not be assessed specifically, but it is useful to be aware of typical development which is described below.

### Amber Action Point

- Alongside the 'best fit' judgement, 'amber action point' statements are included at a specific age as these are statements which should be noted.
- Where a child has not reached an 'amber action point' by the age indicated, this is not necessarily a sign of difficulty, but where further support may be required to ensure good progress and you should raise your concern with your Early Years Setting SENCo.
- Refer to the corresponding support sheet for ideas to try in the setting, at home, plan a support target and find out about additional resources and when further action may be required.

### Red Check Point

- If after ensuring additional support strategies for the child in the setting and at home and they are still not making good progress or those who know the child well remain concerned, additional steps may need to follow.
- Suggestions for seeking additional advice are detailed in each of the 'red check points' at the bottom of the corresponding support sheet.

## Guidance on typical development of speech sounds

Developing speech and being understood applies to all languages. Order of acquiring specific sounds here in English may vary with other languages.

<b>0-11 months</b>	Babbles using a range of sound combinations, with changes in pitch, rhythm and loudness. Babbles with intonation and rhythm of home language ('jargon').
<b>8-20 months</b>	Speech consists of a combination of 'jargon' and some real words and may be difficult to understand.
<b>16-26 months</b>	Many immature speech patterns, so speech may not be clear. May leave out last sounds or substitute sounds (e.g. 'tap' for 'cap'). Uses most vowels, and <i>m,p,b,n,t,d,w,h</i>
<b>22-36 months</b>	Speech becoming clearer, and usually understood by others by 36 months although some immature speech patterns still evident. May still substitute sounds or leave out last sound. Emerging sounds including <i>k,g,f,s,z,l,y</i> .
<b>30-50 months</b>	Speech mostly can be understood by others even in connected speech. Emerging use of <i>ng, sh, ch, j, v, th, r</i> – may be inconsistent. Sound clusters emerging (e.g. <i>pl</i> in <i>play</i> , <i>sm</i> in <i>smile</i> ) though some may be simplified (e.g. 'gween' for 'green').
<b>40-60+ months</b>	Overall fully intelligible to others. May be still developing <i>r</i> and <i>th</i> . May simplify complex clusters (e.g. <i>skr, str</i> ).

UNDERSTANDING		Amber Action Point: Stops and looks when hears own name (by 12 months)	
Things to try in the setting and at home.	<ul style="list-style-type: none"> <li>• Show that you are present and tuned in by using eye contact and touch to create shared moments of interaction</li> <li>• Be attentive and leave space for the child to a 'serve and return' conversation</li> <li>• Use a range of facial expressions to show that you are interested in them</li> <li>• Use lively voice with ups and downs to help the child tune in</li> <li>• Say the child's name to help get their attention before giving an instruction or prompt</li> <li>• Check the distractions in the room ensure there is not any background noise when you are trying to hold shared moments.</li> </ul>		
Support plan target  Support plan targets are examples only. Please personalise for individual children.	<p><b>Outcome:</b> Child A will stop and look when s/he hears own name 3 out of 4 times.</p> <p><b>Provision:</b></p> <ul style="list-style-type: none"> <li>• Say the child's name whilst being close to them at the child's level i.e. sitting on the floor together.</li> <li>• Adults with the child will spend time with child A to create opportunities for sharing attention daily.</li> <li>• Ensure you are in the child's clear line of sight but do not demand they look at you as this might add unnecessary pressure.</li> <li>• You could provide a light touch to their hand or shoulder as you say their name to help gain their attention.</li> <li>• Provide some positive reinforcement when the child responds to their name with smiles, animated facial expressions and voice intonations whilst continuing your play.</li> <li>• Engaging in peekaboo games, singing songs and enjoying some fun time together creates opportunities to build positive relationships, engage in early interactions and initiate attention grabbing games</li> </ul>		
Website Support Links	<a href="#">Baby names: How do babies learn their names? - BBC Tiny Happy People</a> <a href="#">Babies connecting &amp; communicating   Raising Children Network</a>	<a href="#">talk-together-2020.pdf (ican.org.uk)</a>	
Community links	<a href="#">Children's Centre - Time Table of Events</a> <a href="#">Local Baby and Toddler Groups</a> <a href="#">Local Libraries</a>	<a href="#">Local Library Rhymetime</a> <a href="#">Duty Health Visitor</a> <a href="#">Reading Family Information Service</a>	
Red Checkpoint Next Steps	<ul style="list-style-type: none"> <li>• Is the child not making the expected progress?</li> <li>• Have the things to try in the setting and home been consistent?</li> <li>• Have you implemented the above support plan target for a period of at least 6 weeks?</li> <li>• Do parents/practitioners continue to be concerned?</li> </ul> <p><b>Further advice</b></p> <ul style="list-style-type: none"> <li>• Parents speak to the Health Visitor or GP about their concerns.</li> <li>• Book <a href="#">EY SEND Surgery Slot</a> for advice from the EY SEND Advisory Team.</li> </ul>		

**TALKING****Amber Action Point: Gradually develops speech sounds (babbling) to communicate with adults (by 11 months)****Things to try in the setting and at home.**

- Mirror the sounds your child is making and repeat this back, copying their sounds in a turn taking or “serve and return” interaction.
- Model babble or speech sounds during everyday scenarios for example during lunch you might model “mmmm” as you taste the food.
- Motivate opportunities for speech sounds by joining the child’s play and engaging in their interests
- Sing songs that encourage repetition and actions.
- During play exaggerate the ups and downs (intonation) of your voice, experiment with making silly sounds and pause leaving a gap for responses.
- Pay attention to children’s communications including facial expressions, gestures and vocalisations, be responsive to these efforts.
- Identify how parents prefer communicating at home, especially if English is not their first language and note of what language they do speak. Ensure parents understand the importance of talking in their home language with their child. Ask parents for some key words and phrases in their home language to create familiarity.

**Support plan target**

**Outcome:** Child A will use speech sounds to communicate with an adult.

Support plan targets are examples only. Please personalise for individual children.

**Provision:** Utilise one to one routines within the day to engage in shared moments where adults can focus their attention on the child. Ideal moments could include personal care routines, greeting from sleep and meal times. Ensure the adult is positioned face to face with the child to provide best opportunity for eye contact. Allow the child to take the lead and mirror their facial expressions and gestures. As the adult is engaging and talking to the child, responding to cues allowing gaps for return communications.

**Website Support Links**

[Tools for Talking 6-9 months: Responding to baby babble - BBC Tiny Happy People](#)  
[talk-together-2020.pdf \(ican.org.uk\)](#)  
[Developing listening and attention \(earlyyearsdpdp.com\)](#)

[Hungry Little Minds – Simple fun, activities for kids aged 0 – 5 \(campaign.gov.uk\)](#)  
[Look, Say, Sing, Play - Brain-building tips | NSPCC](#)

**Community links**

[Register with a Children’s Centre](#)  
[Children’s Centre - Time Table of Events](#)  
[Local Baby and Toddler Groups](#)  
[Local Libraries](#)

[Local Library Rhymetime](#)  
[Duty Health Visitor](#)  
[Reading Family Information Service](#)

**Red Checkpoint**  
**Next Steps**

- Is the child not making the expected progress?
- Have the things to try in the setting and home been consistent?
- Have you implemented the above support plan target for a period of at least 6 weeks?
- Do parents/practitioners continue to be concerned?

**Further advice**

- Parents speak to the Health Visitor or GP about their concerns.
- Book [EY SEND Surgery Slot](#) for advice from the EY SEND Advisory Team.

**SOCIAL COMMUNICATION  
12 months)**

**Amber Action Point: Uses voice, gesture, eye contact and facial expression to make contact with people and keep their attention (by**

<p><b>Things to try in the setting and at home.</b></p>	<ul style="list-style-type: none"> <li>• Consider the background noise and atmosphere within your environment, aim to create a calming space.</li> <li>• Take time to be with the child creating some special time between you and them where you can be available on their level. This creates a space and opportunity to tune into the messages you are giving one another through vocalisations, body language and gestures.</li> <li>• Following the child’s interests to spark a motivation to communicate.</li> <li>• Model and exaggerate facial expressions to help convey messages and pause for a response.</li> <li>• Use the tone of your voice and highs and lows to get the child’s attention when communication.</li> <li>• Your interactions appear to have a genuine interest in the child’s responses to continue the engagement and their attention for longer.</li> <li>• Notice what children are doing and narrating on what children are doing.</li> </ul>	
<p><b>Support plan target</b></p> <p>Support plan targets are examples only. Please personalise for individual children.</p>	<p><b>Outcome:</b> Child A will initiate eye gaze/contact to gain another person’s attention.</p> <p><b>Provision:</b> Ensure you have quiet calming space where efforts to communicate can be recognised and responded to. Reward any communication with a warm response and genuine interest. Ideal games to develop social communication techniques include; peekaboo, ready steady go and pop up toys.</p>	
<p><b>Website Support Links</b></p>	<p><a href="#">Activities for 9-12 month olds - BBC Tiny Happy People</a>  <a href="#">Baby babble - Why do babies babble? Can you make your baby babble more? - BBC Tiny Happy People</a></p>	<p><a href="#">Why Interaction Matters - Part 1 - YouTube Practitioners: 6-12 months (earlyyearsdpdp.com)</a></p>
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TALKING		<b>Amber Action Point: Uses single words (by 16 months)</b>
<b>Things to try in the setting and at home.</b>	<ul style="list-style-type: none"> <li>• Consider the child’s motivators and interests as a starting point to expand on opportunities for shared attention together.</li> <li>• Any verbal’s attempts a child makes to say a word, repeat this back so they can the word clearly.</li> <li>• Commenting on children’s play at an appropriate developmental level being mindful not overwhelm them. Allow for natural pauses to for the child to process the communication and respond if they wish.</li> <li>• Encourage all adults supporting the child to use common vocabulary for example is at home a comforter is called ‘blankie’ home key carers should use this phase also.</li> <li>• Sing familiar songs that purposely miss out a word to encourage the child to fill the gap. EXAMPLE “Twinkle, twinkle, little .....” Other predictable games such as ready steady go games can create anticipation and support early communication.</li> <li>• Offer the child a choice between two items.</li> <li>• Sharing stories and joining in with singing actions songs and rhymes.</li> </ul>	
<b>Support plan target</b>	<b>Outcome:</b> Child A will increase his single word utterances by 3 single words to communicate his wants or needs.	
Support plan targets are examples only. Please personalise for individual children.	<b>Provision:</b> Adults to comment on children’s everyday play experiences taking the time to notice and talk to children about their interests and motivators. Using key words in a range situation to support children’s understanding. Provide quiet and cozy spaces that enable the adult and child to tune into one another and have time to experiment with the sounds they make.	
<b>Website Support Links</b>	<a href="#">Activities for 12-18 month olds - BBC Tiny Happy People Practitioners: 12-18 months (earlyyearsdpd.com)</a> <a href="#">Build Your Child's Vocabulary (hanen.org)</a>	<a href="#">Using play to develop language (earlyyearsdpd.com)</a> <a href="#">Encouraging talking (earlyyearsdpd.com)</a>
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SOCIAL COMMUNICATION <b>Amber Action Point: Uses pointing with eye gaze to make requests, and to share an interest (by 18 months)</b>			
<b>Things to try in the setting and at home.</b>	<ul style="list-style-type: none"> <li>• Tune into the child knowing their individual way of making their request. Liaise with parents to understand how the child gets parents attention at home. When the child has made their attempt you can model simple language “bottle? Want bottle?”</li> <li>• Adults can model pointing and eye gaze to show the child features within the environment. EXAMPLE when out at the park “Look dog!”</li> <li>• Putting children favorite items slightly out of reach create opportunities for the child to make a request and a hold a shared moment with an adult to meet their need. (Please be mindful that when putting items up out of the way that the child isn’t able to climb or injure themselves)</li> <li>• Offer the child a choice between two items</li> <li>• Gentle use of sabotage techniques and withholding please see examples below for further information.</li> </ul>		
<b>Support plan target</b>  Support plan targets are examples only. Please personalise for individual children.	<p><b>Outcome:</b> Child A will point to make a request for an item 4 out of 5 occasions.</p> <p><b>Provision:</b> Ensure you do not anticipate the child’s needs all the time, leaving opportunity for the child to initiate requests for themselves. Use sabotage to set up problems or situations so that the child needs to communicate with you to get what they want. EXAMPLE: You have set up the road and garage, but you haven’t provided the cars! Use withholding, this is when you purposely keep something away from the child until they say/sign/gesture (as long as this does is not causing high levels of distress). Please see Berkshire Healthcare CYPF Integrated Therapy Speech &amp; Language pack (Sent by EY) for more ideas and information regarding this on page 12.</p>		
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<b>Red Checkpoint</b> <b>Next Steps</b>	<ul style="list-style-type: none"> <li>• Is the child not making the expected progress?</li> <li>• Have the things to try in the setting and home_been consistent?</li> <li>• Have you implemented the above support plan target for a period of at least 6 weeks?</li> <li>• Do parents/practitioners continue to be concerned?</li> </ul> <p><b>Further advice</b></p> <ul style="list-style-type: none"> <li>• Ensure parents have contacted their Health Visitor with these concerns to request a developmental review.</li> <li>• Book <a href="#">EY SEND Surgery Slot</a> for advice from the EY SEND Advisory Team.</li> </ul>		

## Amber Action Point: Beginning to put two words together e.g. 'want ball', 'more juice' (by 24 months)

<p><b>Things to try in the setting and at home.</b></p>	<ul style="list-style-type: none"> <li>• Consider the child's motivators and interests as a starting point to expand and build on communication.</li> <li>• Match + 1: Adults expand on children's single word utterances by adding a word to extend the sentence EXAMPLE if the child says "car" you might add "fast car".</li> <li>• Adults provide a running commentary about the child is doing within their play or routine to build to introduce new vocabulary.</li> <li>• Encourage children to make requests by offering a choice and prompt if they would like more.</li> <li>• Any verbal's attempts a child makes to say a word, repeat this back so they can the word clearly.</li> <li>• Sharing stories and joining in with singing actions songs and rhymes.</li> <li>• Supporting the child with a simple turn taking game such as rolling a ball.</li> <li>• Keep language simple and repetitive to give the child lots of experience of important words and phrases.</li> </ul>	
<p><b>Support plan target</b></p> <p>Support plan targets are examples only. Please personalise for individual children.</p>	<p><b>Outcome:</b> Child A will put two words together to communicate their wants and needs for 5 or more situations</p> <p><b>Provision:</b> Adult tune into topics of interest to expand on children's vocabulary. EXAMPLE if a child says "car" you respond "yes, fast car". Continue with chatting to encourage the child to take a lead, and ensure you pause leaving gaps for the child process what you have said giving them time to respond. Use family photos and favourite stories/rhymes as motivators to inspire communication.</p>	
<p><b>Website Support Links</b></p>	<p><a href="#">Tools for Talking 18-24 months: Expanding on toddlers' words - BBC Tiny Happy People</a></p> <p><a href="#">Developing your child's vocabulary (earlyyearsdpdp.com)</a></p> <p><a href="#">Activities to Encourage Speech and Language Development (asha.org)</a></p>	<p><a href="#">Hungry Little Minds – Simple fun, activities for kids aged 0 – 5 (campaign.gov.uk)</a></p> <p><a href="#">Using scaffolding to help children's language (ican.org.uk)</a></p> <p><a href="#">Verbal communication - Babies and toddlers - Educatall</a></p>
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<p><b>Red Checkpoint</b></p> <p><b>Next Steps</b></p>	<ul style="list-style-type: none"> <li>• Is the child not making the expected progress?</li> <li>• Have the things to try in the setting and home been consistent?</li> <li>• Have you implemented the above support plan target for a period of at least 6 weeks?</li> <li>• Do parents/practitioners continue to be concerned?</li> </ul> <p><b>Further advice</b></p> <ul style="list-style-type: none"> <li>• Has the parent and setting raised concerns at the child's two year integrated review?</li> <li>• Has the parent spoken with the child's GP/Health Visitor?</li> <li>• Consider making a referral to the <a href="#">Early Years SEND Advisory Team</a> for further support and advice.</li> </ul>	

**LISTENING AND ATTENTION Amber Action Point: Single channeled attention. Can shift to a different task if attention fully obtained – using child’s name helps focus (by 36 months)**

<p><b>Things to try in the setting and at home.</b></p>	<ul style="list-style-type: none"> <li>Consider your environment within your setting by ensuring your quiet spaces are not next to busier areas, similarly at home, take time to minimize distraction such as turning off the tv when you would like the child to engage in a simple activity.</li> <li>To get the child attention the adult should get to the child on their level in their eye line and say their name. Sometimes giving a light touch their shoulder or hand helps.</li> <li>Develop listening and attention games and strategies with musical instruments, sound lotto and familiar stories with repeated refrains.</li> <li>Use children’s motivators</li> <li>Create opportunities for quiet time and model being a good listener how do we show we are listening, ‘can you hear the tick tock of the clock’.</li> <li>Use visuals to support children transition from activity to another. Visuals can be real objects photographs, symbols, or drawings. Making these personal to the child is likely to have better opportunity for success.</li> </ul>	
<p><b>Support plan target</b></p> <p>Support plan targets are examples only. Please personalise for individual children.</p>	<p><b>Outcome:</b> Child A will shift their attention from the blocks to attend snack time; 4 out of 5 times.</p> <p><b>Provision:</b> Gain the child’s attention by using their preferred name. Adults to use visuals to support the child’s understanding of what is going to happen to prepare the child for the transition to a different task. EXAMPLE Child A is playing with the blocks and snack is being offered. The adult will approach the child, get down to their level and say their name. Show them the apple to support his/her understanding of snack time and shift to a different task.</p>	
<p><b>Website Support Links</b></p>	<p><a href="#">Visual Timelines - Parents factsheet May 2016 (ican.org.uk)</a>  <a href="#">Top tips for building listening skills   PACEY</a></p>	<p><a href="#">Practitioners: 3. Use visual aids (earlyyearsdpdp.com)</a>  <a href="#">Developing listening and attention (earlyyearsdpdp.com)</a></p>
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UNDERSTANDING		Identifies action words by pointing to the right picture, e.g., “Who’s jumping?” (by 30 months)	
<p><b>Things to try in the setting and at home.</b></p>	<ul style="list-style-type: none"> <li>• Adults encourage playing games that include role play and real-life experiences emphasising the actions children are doing.</li> <li>• Adults support children’s learning and development by showing children, modelling and encouraging them to have a go.</li> <li>• Repeating everyday activities helps to consolidate children learning and make new connections.</li> <li>• Allow time for children to process information. Sometimes waiting 7 seconds will allow the child to process and then give a response.</li> <li>• Adults support children to develop their own self-help skills, i.e. wash hands and comment “ you are <u>washing your hands</u>”.</li> </ul>		
<p><b>Support plan target</b></p> <p>Support plan targets are examples only. Please personalise for individual children.</p>	<p><b>Outcome:</b> Child A will understand the action words e.g. ‘jump; catch; down; duck;’ during a relevant activity with 100% success.</p> <p><b>Provision:</b> Provide a range of physical and pretend play experiences so children can practice and develop an understanding of action words. Adults should model actions and provide a running commentary paying particular attention to the action words.</p>		
<p><b>Website Support Links</b></p>	<p><a href="#">Activities for babies, toddlers and children - BBC Tiny Happy People</a>  <a href="#">Hungry Little Minds – Simple fun, activities for kids aged 0 – 5 (campaign.gov.uk)</a>  <a href="https://ican.org.uk/i-cans-talking-point/">https://ican.org.uk/i-cans-talking-point/</a></p>	<p><a href="#">TCT resources (ican.org.uk)</a>  <a href="#">Practitioners: 1. Difficulties understanding language (earlyyearsdpd.com)</a></p>	
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