

# Early Years Speech, Language and Communication Checklist: 2-3 year olds

Name of pupil: .....

Name of person completing the form: ..... Date completed .....

Reason for referral / main concerns: .....

**Place a tick in the white box if any of these apply:**

Attention and Listening	✓	Play	✓	Understanding	✓	Using Words	✓	Using Speech sounds	✓	Social Communication	✓
Requires physical or verbal prompts to switch attention away from own play		Has a 'conversation' with self and toys during play		Can identify at least 5 body parts (e.g. 'where is your leg?')		Has a vocabulary of around 450 words (by the age of 3)		2+ years: p (pig) b (bed) m (more) n (no) ng (sing) t (tea) d (dog) w (window) h (horse) y (yes)		Talks to other children and adults	
Can attend to objects and people		Engages in roll play activities		Starts to understand time concepts such as 'now' and 'later'		Puts 2-3 words together when talking, especially combining noun and verb (e.g. 'mummy go')				Seeks adult attention, e.g. 'watch me'	
Is able to take turns in play and conversation		Symbolic play - substitutes an item for another (e.g. uses block as a car)		Understands prepositions in, on, and off		Asks and answers lots of who, what, and where questions				Greets others/ Responds to greetings	
Is able to share an experience with another person		Parallel play – plays near or beside other children, but not with them		Can follow 2-step instructions, in context, with visual clues (e.g. give the car to mum) (2.5)		Names common objects and actions from pictures (e.g. cup, flower, eating)		Still developing /k/ and /g/		Requests items and actions	
Will turn to you when his/her name is called		Listens eagerly to stories and asks for favourites over and over		Can follow 3-step instructions (e.g. give mum the big horse) (3)		Holds correct number of fingers up when asked age		Uses gestures / pointing more than speech or words		May take turns but only some idea of sharing toys or attention	
Will be inquisitive (follow you finger) when you point at an object		Enjoys playing alone or in company of others		Can understand questions about who, what, and where (2.5)		Developing ability to talk about problems as opposed to crying/ becoming frustrated		Able to get his/her message across most of the time, using speech		Begins to show empathy	
Can attend to a short story with pictures		Represents daily experience (e.g. plays house)		Can understand questions about what someone / thing is doing (2.5)		Can tell name, age and gender (by 3 years) and can identify at least 4 colours		Speech has numerous articulation errors and immaturities		Uses eye contact to gain attention	
		Hands toys to an adult if unable to operate it.		Can understand questions about whose and how many (3)		Imitates phrases of others				Requires reassurance in unfamiliar situations	

# Early Years Speech, Language and Communication Checklist: 3-4 year olds

Name of pupil: .....

Name of person completing the form: ..... Date completed .....

Reason for referral / main concerns: .....

**Place a tick in the white box if any of these apply:**

Attention and Listening	✓	Play	✓	Understanding	✓	Using Words	✓	Using Speech sounds	✓	Social Communication	✓
Child is in control of their focus of attention		Dramatic make-believe play and dressing up		Can identify large and small body parts (e.g. 'where is your ear')		Vocabulary develops to around 1000 words by the age of 4		<b>3+ years:</b> t (tap) d (duck) k (car) g (gone) ng (sing) y (yes) f (fish) w (window)		Asks permission and uses polite language (e.g. 'please')	
		Able to build 3D structures with blocks, and imagine their function (e.g. building a plane/car)		Understands the concepts 'big/little', 'tall/short', 'empty/full'		Uses sentences 4-5 words in length, beginning to use and to join sentences				Takes a few turns in conversation	
				Understands prepositions <i>under, out, away, in front, next to, and up</i>		Begins to use basic grammar consistently (e.g. <i>-ing</i> , plural <i>-s</i> , past tense <i>-ed</i> )				Can identify basic feelings (happy, sad)	
Can alternate attention between speaker and a task		Sequenced play, such as mixing a cake, baking it, and serving it.		Can follow 2-3 step instructions, in and outside of context		Can tell colour, shape and function of objects		<b>4+ years:</b> v (van) s (sock) z (zoo) l (lolly) sh (shop) ch (cheese) j (jelly)		Able to demand their wants and needs with other children when they don't get their way	
Can attend to a story without needing too many prompts		Uses imaginative props		Can understand questions about <i>what doing</i>		Constantly asking questions: <i>who, where, why, how</i>				Both cooperates and quarrels with other children	
Can attend to a short verbal instruction		Uses dolls to act out scenes		Can identify simple similarities and differences between objects		Can count by rote up to 20 or more, 1:1 correspondence up to 5					
Remains focused on a chosen activity for up to 5 minutes		Understands concept of 'mine' 'his/hers' and can share when in the right mood		Understands some abstract concepts: <i>before/after, if</i>		Begins to use connecting words <i>and, but, if, because, then...</i>		<b>By 4 years, speech is clear and understandable by an unfamiliar listener 75%-100% of the time</b>		Understands the need to argue with words rather than physically	
Able to attend to and complete a puzzle with at least 12 pieces		Shows a desire to play with (not alongside) other children		Understands concepts of past, present and future						Understands rules and the need for fair play	
		Shows an interest in having friends								Shows sense of humour	