**Early Years Checklists**

**Communication and Interaction**

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| By 1 year old the child may need support for some of the following: | | Occasionally | Sometimes | Most of the time | What OAP Strategies have been used? |
| Communication and interaction | Smiling, looking, and moving in response to interactions |  |  |  |  |
| Vocalising back when talked to, babbling and making sounds and gestures, especially to a familiar adult and when a smiling face is used |  |  |  |  |
| Listening to nursery rhymes/action songs with enjoyment |  |  |  |  |
| Showing excitement at sounds e.g. approaching voices / doorbell and other sounds |  |  |  |  |
| By 2 years old the child may need support for some of the following: | | Occasionally | Sometimes | Most of the time | What OAP Strategies have been used? |
| Understanding | Understanding and following simple instructions in context e.e. time for bed, come for a drink |  |  |  |  |
| Pointing to simple body parts e.g. head/nose/tummy |  |  |  |  |
| Speaking | Naming common objects which interests them spontaneously |  |  |  |  |
| Copying expressions they hear a lot e.g. all gone / oh dear |  |  |  |  |
| Listening and Attention | Enjoying nursery rhymes and action songs and trying to join in the actions or sounds by copying |  |  |  |  |
| Interaction | Being aware of other’s feelings e.g. looking concerned if they hear crying or excited if they hear a familiar voice |  |  |  |  |
| Taking turns in a simple conversation |  |  |  |  |
| Pointing to draw attention to things of interest e.g. a toy they want |  |  |  |  |
| By 3 years old the child may need support with some the following: | | Occasionally | Sometimes | Most of the time | What OAP Strategies have been used? |
| Understanding | Understanding simple instructions which have 2 bits of information  e.g. Give the big cup to Jack  Give the cup to the doll |  |  |  |  |
| Speaking | Joining 2-3 words together with meaning e.g.  Mummy drives car  Daddy gone  Jack go park |  |  |  |  |
| Using clear words and being understood by familiar adults |  |  |  |  |
| Listening and attention | Recognising and joining in with songs and actions e.g. the wheels on the bus |  |  |  |  |
| Concentrating on an activity of their own choice for a short period of time |  |  |  |  |
| Interaction | Playing turn taking games co-operatively with an adult e.g. kick a ball or roll a car back and forth |  |  |  |  |
| Starting interactions with and playing alongside other children |  |  |  |  |
| Expressing emotions and looking for a reaction e.g. crying when hurt or seeking help and comfort |  |  |  |  |
| By 4 years old the child may need support for some of the following: | | Occasionally | Sometimes | Most of the time | What OAP Strategies have been used? |
| Understanding | Understanding position words “in”, “on” and “under”  e.g. Jack put teddy on chair, put the book under the table |  |  |  |  |
| Answering who? What? And where? Questions after listening to a story |  |  |  |  |
| Speaking | Talking about who things belong to e.g. My doll / Jamie’s car |  |  |  |  |
| Using simple pronouns correctly e.g. I/you/me |  |  |  |  |
| Being understood by unfamiliar adults |  |  |  |  |
| Talking about what they have done in their day |  |  |  |  |
| Speaking fluently without repeating sounds/words - children who have been stammering for over 6 months – seek SLT support |  |  |  |  |
| Not speaking in certain situations although they use language clearly in other situations e.g. selective mutism/reluctant talker |  |  |  |  |
| Listening and attention | Shifting attention and listening to an adult who has called their name and then refocusing on the original activity |  |  |  |  |
| Attending to an adult led activity for a short period of time |  |  |  |  |
| Interaction | Including another child in their pretend play sequence and talking to them as they do so e.g. tea party / super heroes |  |  |  |  |
| Seeking out others to share their experiences e.g. saying look at this / watch me |  |  |  |  |
| By 5 years old the child may need support for some of the following:  **Use Infant Language Link** | | Occasionally | Sometimes | Most of the time | What OAP Strategies have been used? |
| Understanding | Following an instruction with 3 parts e.g. put teddy under the table |  |  |  |  |
| Identifying an object from a description of its use e.g. which one do we cut with? |  |  |  |  |
| Speaking | Retelling a simple past event or a familiar story in the correct order e.g. went to the park and then to grandmas |  |  |  |  |
| Explaining how they feel e.g. sad/happy/angry |  |  |  |  |
| Speaking fluently without repeating sounds/words - children who have been stammering for over 6 months – seek SLT support |  |  |  |  |
| Not speaking in certain situations when they can speak clearly in others e.g. selective mutism/reluctant talker |  |  |  |  |
| Listening and attention | Remaining focused during a short story/singing session in a large group |  |  |  |  |
| Interaction | Expressing their needs and wishes clearly when these have not been met immediately |  |  |  |  |
| Regularly using adults as a source of comfort/knowledge and shared activities |  |  |  |  |
| Enjoying and joining in with imaginative shared play sequences |  |  |  |  |