

Communication and Language Assessment (ECAT)

December 2016



EYFS		Attention and Listening	E	D	Understanding	E	D	Talking (Expressive Language)	E	D	Social Skills and Play / Sensory	E	D
0-11 months	Birth	Startled by loud noises. Turns to familiar sound. Changes body movements in response to sound.			Responds to adult's voice tone – calmed or alarmed.			Frequently cries when unhappy or uncomfortable. Makes cooing/gurgling sounds.			Gazes at the faces of others and makes eye contact. Copies facial movement – sticking tongue out. Tolerates light touch from adult responding to personal care. Tolerates soft touch from smooth textures (flannel, cream) Likes cuddles and being held		
	3 months	Watches face when someone talks. Shows recognition of family member by smiling or cessation of crying.			Responds by turning head towards familiar adult talking.			Cries to express different needs. Makes sounds back when talked to.			Smiles, laughs and shows pleasure. Tolerates light and firm touch to hands and feet. Watches person moving directly in line of vision. Snuggles in and gazes at carers face		
	6 months	Smiles in response to facial expressions of others outside of the family.			Imitates very familiar gestures (shake rattle, bang table) when with a close family member.			Shows pleasure at interaction with others, smiling and gurgling.			Shows pleasure at interacting with others. Tolerates firm touch from rough textures (bristled/nodule toys). Pats and pulls at adult facial features.		
Turns towards familiar everyday sounds e.g. door bell, telephone, clock.				Responds to pointing, gesture, facial expression and body language of others.			Uses a variety of double sound pattern babble e.g. 'baba' 'dodo'. Makes four or more different sounds.			Copies blowing 'raspberries'. Exploratory play – mouthing and chewing objects. Tolerates soft textures/objects to mouth.			
8-20 months	9 months	Stops and looks when hears own name. Listens to, distinguishes and responds to different intonations. Responds to gestures with gestures.			Understands and responds to words used in daily routines. Responds to pointing, gesture, facial expression and body language of others.			Combines different sounds in strings with intonation e.g. 'badade'. Lifts arms to be picked up. Vocalises in response to music. Laughs, chuckles, squeals aloud in play Imitates peek a boo. Claps hands in imitation.			Tolerates harsh textures/hard objects to mouth. Exploratory play using different senses. Takes turns in ritualised games e.g. 'peep bo,' clapping. Takes communicative turn with looks and glances. Laughs during physical play.		
	12 months	Listens to very familiar words or very familiar rhymes and responds accordingly with smile, hand or body. Brief attention (guide approx. 5 minutes) on own choice of activity.			Starts to understand contextual clues, familiar gestures, words and sounds.			Repeats own sounds in response to an adult's voice. Imitates voice intonation pattern of others, combining different sounds in strings. Uses pre words – the same sound pattern is always used for an object or event e.g. 'noo noo' for blanket/sleep. Gestures towards desired object or activity of interest			Extends toy or object to adult and releases Withdraws hand from an object when told 'no'. Can be wary of unfamiliar people. Relational play – stacking cups/rings/bricks. Realises making sounds get a response Communicates to others by actions, gestures or words that they need help e.g. get an object out of reach or activate a toy		
		Pays attention to dominant stimulus TV, musical/popup toys. Shows response to own name by looking or reaching to be picked up. Carries out simple direction when accompanied by gesture.			Acts in response to simple questions e.g. where's your ball? Looks at familiar object when named Will react to a phrase with an action e.g. 'wave bye bye'.								
15 months	Enjoys rhymes and demonstrates listening by trying to join in with actions and sounds.			Selects familiar objects by name and will go and find objects when asked or identify objects from a group e.g. cup, ball, key (1 Key word level).			Uses symbolic/representational sounds e.g. brmm for car, woof for dog etc. Uses 5 different single words spontaneously and reliably (not copied). Shakes head for negative response. Nods head for affirmative response. Pulls at a person to show them a desired object.			Uses pointing, gesture and eye gaze to make requests and share interest. Looks for hidden objects. Interacts with others and explores with support from a familiar person. Hugs or carries soft doll or toy.			

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16-26 months	18 months	Shows anticipation of actions in familiar rhymes .e.g. starts rocking to 'row your boat starts or moving fingers to 'twinkle little star'.				Knows what to do in familiar situations/routines (bedtime, bath time, meals).				Understands more words than they can say. Uses representational sounds for animals e.g. moo for cow. Frequently imitates many single words after an adult. Uses 10 single words spontaneously and reliably (not copied). Uses single words meaningfully to label an object or person .				Relates a real object to self e.g. brushes own hair, has pretend drink from empty cup. Plays alone. Shows an interest in the activities of others and responds differently to children and adults. Takes part in a game, pushing car or rolling ball to adult. Co-operates with a small number of boundaries.			
	21 months	Looks for hidden sound e.g. noisy toy hidden under cushion. Looks for source of sound outside room e.g. motorbike, doorbell. Starting to use intonation in certain sections of favourite thymes. Rigid attention to own choice of activity. Can not tolerate adult direction			Will select doll's house sized toys by name. Can recognise a toy as a symbol for the real thing e.g. toy car, farm animals. Touches 3 named body parts on themselves or a familiar adult. Responds to 'up' and 'down' by moving body appropriately. Answers 'yes' or 'no' questions with gestures or words.				Uses different types of early everyday words – nouns, verbs, adjectives e.g. ball, go, hot. Names familiar objects on request Asks for 'more'. Uses familiar phrases e.g. 'all gone' 'oh dear' 'all fall down'. Uses 30 single words spontaneously and reliably (not copied) Enjoys nursery rhymes and joins in with some actions and occasional familiar words.				Pretend play developing with toys e.g. feeding a doll, driving car on pretend road. Plays alongside others. Hands book to adult to read or share. Pulls at an adult to show them an object or person. G greets familiar adults (when reminded). Plays cooperatively with a familiar adult. Enjoys a wide range of sensory activities such as sand, water, playdo, paint and glue.				
	24 months	Demonstrates they are listening by joining in with some words of familiar rhymes or stories. Shows single channelled attention – can attend to adult choice of activity if under the adult's control. Using the child's name helps focus attention.			Points to or touches 6 of their own body parts on request. Can relate a choice of 2 objects together e.g. 'Put the doll/teddy on the chair/bed' (2 keyword level). Understands a range of simple sentences and responds appropriately.				Uses 50+ words spontaneously which can be clearly understood by others. Names 5 family members. Names 4 toys. Puts 2 words together spontaneously e.g. 'Daddy gone' 'more bubbles'. Spontaneously combines verb and object in 2 word strong e.g. 'drink juice'. Spontaneously combines subject and verb in 2 word string e.g. 'daddy go', mummy eat. Answers 'where'? questions. Uses own name in response to questions like 'who wants'.				Can sit for 5 minutes to share a book. Frequently throws tantrums. Less easily distracted. Plays alongside others but is becoming more interested in what others are doing. May mimic other children's play. Will look to an adult for support to respond to changing routines of the day. Enjoys a wider range of foods and textures.				
22-36 months	27 months	Listens to a story with pictures. Listens and waits with interest to noises e.g. animal noises when read stories. Able to sustain listening in small groups for a short period of time. Joining in more in producing simple rhythmic patterns (stamping and clapping).			Identifies action words by pointing to the right picture from a choice of pictures e.g. 'who's jumping?' Will act and move body to action words e.g. clap, jump, lay down. Makes a choice when asked.				Talk is centred in the here and now. Learns new words very rapidly. Uses some common adjectives e.g. hot, big. Names some actions e.g. flying, jumping. Asks simple questions 'what's this?' 'What's that?' Answers 'who's that' questions with names.				Watches others play and may join in for a few minutes. Struggles to share toys or adults attention. Growing sense of will and determination.				

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	30 months	Recognises and responds to environmental sounds by pointing or naming what they see e.g. aeroplane, car. Shows interest in playing with sounds, songs and rhymes.			Understands the use of objects. Can select, from a choice e.g. 'which one do we sit on?' 'which one do we cut with?' etc. Responds appropriately to use of common adjectives e.g. happy, cold, tired. Joins in pretend play when given verbal cues.					Uses 200+ words spontaneously and with adults and peer group. Links 3-4 words together e.g. 'mummy gone to work' 'I play with ball'. Uses 'I' 'me' 'mine' rather than own name. Uses some irregular past tense forms consistently 'went' 'did' 'was'.					More sustained pretend play e.g. feeding doll and putting doll to bed, driving cars under bridges and to the shops etc. Starting to seek out others to share some experiences. Begins to respond to the wishes and feeling of others.		
	33 months	Listens with increasing interest to the noises and sounds adults make when they read stories. Is independently able to follow instructions and directions.			Understands simple concepts – Colour: red, blue, green, yellow. Size: big, little. Position: in, on, under. Selects common object described by its use e.g. which one do we sit on? Which one do we eat. Is using language associated with role play when dressing up					Beginning to use word endings e.g. for present tense <u>going</u> and regular plurals <u>cats</u> . Rapidly expanding number of words spoken 350+ used spontaneously and with adults and other children. Enjoys being with and talking to adults and other children.					Enjoys being with adults and other children. Responds to the feelings of others. Beginning to form friendships with other children. Growing ability to distract self when upset.		
30-50 months	36 months	Shows single channelled attention but under the child's control – will automatically look up if adult speaks. Responds well to an adult when attention is fully obtained.			Understand simple 'who?' 'what?' 'where?' questions. Understands sentences involving 3 key word choices 'put the pen/book in/on the box/bag'.					Uses 500+ words spontaneously with adults and children. Links 4-5 words together in sentences e.g. 'me want to play with cars'. Uses language socially to widen contacts, share feelings, experiences and thoughts					Affectionate and confiding. Starts conversations. Forms friendships with other children. Can inhibit own actions/behaviours (stop themselves from doing something they shouldn't),		
	39 months	Listens to others in 1:1 or small groups when activity interests them. Attends to adult led activity (guide approx. 10 minutes).			Points to a boy and a girl on request. Points to objects that are the same on request.					Asks lots of questions particularly 'what?' and 'why?' Able to hold a conversation but may jump from topic to topic.					Talks freely about their home and culture. Shows affection for younger children/siblings. Develops flexibility by adapting behaviour to changing routines or situations.		
	42 months	Independently joins in with repeated refrains and anticipates key events in stories and rhymes. Identifies loud and soft sounds in musical games.			Points to long and short objects on request Finds heavy and light objects from a pair, on request Able to follow a story without pictures or props. Recognises past and future tenses.					Uses past and future tenses and can retell a simple past event in correct order e.g. 'went down slide, hurt finger'. Combines noun, verb and adjective in 3 word string e.g. 'daddy blue car', 'mummy big shoe'.					Likes to 'make believe' a sequence of play with invented people and objects. Accepts the needs of others, taking turns and sharing resources (with some support).		
	45 months	Listens to stories with increasing attention and recall. Listens to other children and adults when conversation interests them. Is able to tune into different environmental sounds. Sings and dances to music. Repeats sequence or series of sounds e.g. bells, shakers, drums, triangle			Understands positional words – on top, behind, in front, beside, inside, outside by carrying out an action or selecting the right picture. Understands how and why questions.					Uses complex sentences including – 'and', 'so', 'but', 'because' to coordinate sentences and link thoughts. Will talk to familiar person on the phone. Tells full name on request. Is using language to count objects, name colours, name 3 shapes.					Joins in simple make believe play with other children. Follows rules in group games, with limited adult support Asks permission to use a toy that another child is playing with.		

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40-60 months	48 months	Shows integrated attention for short spells. Can listen and do at the same time. Is able to follow directions unless intently focused on own choice of activity. Listens with increasing concentration and is tuning into sounds in relation to rhyme, rhythm, body percussion, instrumental and voice (auditory discrimination)			Understands sentences involving 4 key word choices. 'Put the big/small red/blue cup/plate in the .. Can find a pair of objects or pictures on request. Can find the top and bottom of items on request. Can understand and tell which object will sink or float.			Uses 1000+ words in sentences, linking 6 + words together e.g. 'I played with Ben at lunch time'. Says 'is' at the beginning of sentences. Uses regular past tense of verbs e.g. jumped, cried, laughed. Expresses future occurrences with 'going to', 'have to', 'want to'. Talks freely about their home, families and culture			Understands sharing. Shows sympathy for playmates in distress. Demonstrates friendly behaviour with children, initiating conversations and forming friendships with others. Initiates play ideas and encourages other children to join in. Developing confidence to talk to other children when playing. More outgoing towards unfamiliar people and more confident in new social situations. Can tolerate delay when needs are not immediately met.						
	51 months	Carries out a series of two unrelated commands without needing to rely on prompts or actions e.g. 'close the book and give me the pencil', 'stand up and clap your hands'. Listens and responds with relevant comments, questions and actions. Shows an interest in sounds and words that rhyme.			Understands more complex question words in relation to why? how? when?			Uses complex well formed sentences and gives explanations. Describes why certain objects are similar or different. Uses language to join in make believe play with other children, involving invented people and objects. Uses intonation, rhythm and phrasing to make the meaning clearer to others.			Likes dramatic make believe play and dressing up. Engages in socially acceptable behaviour. Keeps play going by responding to what others are saying and doing, and by extending and elaborating play ideas. Adapts behaviour to different events, social situations and changes in routine.						
	54 months	Recalls 4 objects seen in a picture once picture is removed. Listens for increasing length of time, and is able to identify different phonic sounds with increasing recall and accuracy. Demonstrates listening skills that enable them to listen and remember sounds in relation to phonics phase 1 (auditory memory and sequencing).			Understands many abstract concepts and comparatives – long/longest short/shortest, tall/tallest, hard, rough, smooth. Able to follow a story without pictures or props.			Uses talk to organise, sequence and clarify thinking feelings and events. Uses 5000+ words with a range of children and adults. Uses compound sentences e.g. 'I hit the ball and it went in the road' Uses complex sentences e.g. 'he wants me to come in because.....'			Shows an awareness of the listener when speaking in conversations. Can work as part of a 'team', problem solving and listening to what others have to say. Explains own knowledge and understanding, asking appropriate questions of others.						
	57 months	Is able to listen and then retell 5 main facts from a story heard three times. Maintains concentration. Concentrates and sits quietly during appropriate activities.			Understands instructions with sequencing words – first, after, last. Listens and responds to ideas expressed by other children and adults in conversation and discussion.			Able to tell their own story/narrate and recount events. Predicts what might happen next. Tells own address on request. Can articulate clearly their feelings about themselves e.g. love, happy, angry, sad. Names days of the week and/or times of the day associated with activities e.g. 'I go swimming on Saturday'			Confident to talk to others and express their own needs, opinions feelings and interests appropriately. Takes steps to resolve conflicts with other children and find a compromise.						
	60 months	Shows fully integrated attention – can listen and do in a range of situations with a range of people.			Understands humour e.g. nonsense rhymes and jokes.			Using high level words eg. toad, owl, etc. Extending vocabulary used in relation to grouping, naming, exploring the meaning and sounds of new words. Language used as a tool for problem solving, thinking, learning and imagining.			Independently works as part of a group or class taking turns. Shows sense of humour in talk and activities.						

NOUN = a word used to identify any of a class of people, places, or things, such as *car, ball, building*
ADJECTIVE = a word naming an attribute of a noun, such as *sweet, red, big*

VERB = a word used to describe an action, state, or occurrence, such as *sing, dance, smell*