

## ENGLISH SPEAKING

### P1(i)

Blinks defensively  
Turns towards touch on face  
Closes fingers when palm touched  
Closes eyes to sudden bright light  
Responds to physical touch  
Physical activity reduced by touch  
Vocalises  
Vocalises contentedly  
Reacts to pain  
Vocal activity reduced by touch  
Distress reduced by physical contact  
Startled by sudden loud noise  
Shows an awareness of sounds  
Momentarily frozen by quiet sound  
Momentarily frozen by new sound  
Sometimes responds to sound next to ear ie bell  
May give momentary attention to someone speaking close and in direct line of vision.  
Is informed of what is happening  
Experiences a range of vocal styles  
- story  
- rhyme  
- instructions  
- discussion  
Encounters puppets  
Encounters pictures in the environment  
Is assisted to participate in action rhymes  
Is assisted to feel materials  
Is assisted to use different actions for different purposes ie stroking, tapping, waving

### P1(ii)

Turns towards bright light  
Briefly follows bright light  
Cries for attention  
Aware that crying brings response  
Responds to human voice  
Turns towards sound but cannot localise  
Turns towards human voice  
Quietens at familiar voice or sound  
Attends briefly to speech from a familiar person  
Interacts with familiar person briefly  
Responds to music with heavy beat  
Responds to music with quiet rhythm  
Signs of intentional communication  
Demonstrates an awareness of the presence of others  
Shows pleasure in the presence of others  
With help takes part in action rhymes  
With help takes part in action rhymes showing some awareness  
Attention fleetingly drawn to moving object  
Attention fleetingly drawn to colourful picture  
Attends briefly to familiar voice saying -  
- stories  
- rhymes  
- instructions  
- discussions  
Vocalises repeating same sound  
May responds to name  
Passively accepts bathing and dressing

### P2(i)

Watches person directly in line of vision  
Smiles at familiar person

### Smiles at people

Smiles in response to facial expression of others  
Smiles in response to attention  
Gives a positive response to attention  
Attempts to copy facial expression  
Follows light by moving head  
Claps hands  
Waves goodbye  
Turns head away to indicate enough  
Objects when attention is withdrawn  
Wants to continue an enjoyable experience  
Follows adult with eyes when in line of vision  
Follows adult by turning head  
Turns eyes towards human voice  
Responds to variety of sounds  
Vocalises to self  
Makes cooing sounds  
Makes babbling sounds  
Babbles to music  
Shouts to attract attention  
Responds to human voice with gentle guttural sounds.  
Listens to comforting voice  
Responds to familiar voice or sound  
Listens to sound of object ie bell  
Looks for sound  
Attends to physical sensory input related to story or rhyme  
Attends to audio sensory input related to story or rhyme  
Attends to visual sensory input related to story or rhyme

P2(ii)

Vocalises to indicate pleasure  
Vocalises to indicate discomfort  
Vocalises to indicate displeasure  
Uses gesture to indicate pleasure  
Uses gesture to indicate discomfort  
Uses gesture to indicate displeasure  
Facial expression indicating pleasure  
Facial expression indicating discomfort  
Uses facial expression to indicate displeasure  
Vocalises to gain attention  
Different needs indicated by different noise  
Makes choices  
Reaches out to request attention  
Imitates adult in simple action  
Claps hands in imitation  
Enjoys taking part in action rhymes with assistance  
Makes some movements independently in action rhymes  
Remembers an action over a short period  
Greets favourite visitor through gesture or vocalisation  
Reaches out for favourite adult or friend  
Responds to visual stimulus ie puppet  
Has a favourite puppet or object and shows pleasure when it appears.  
Reaches for objects with both hands  
Leads with one hand when reaching for objects  
Holds object with palmer grip  
Imitates facial expression of familiar adult  
Copies playful sounds  
Joins in vocal play - coughs, car noise  
Plays peek-a-boo

P3(i)

Seeks eye contact  
Uses gesture to gain attention  
Acts in order to gain attention ie drops object  
Responds to facial expression  
Waves goodbye appropriately  
Looks for a familiar adult  
Recognises familiar voices  
Listens to familiar person not in sight  
Recognises familiar noises  
Attentive to everyday sounds  
Enjoys appropriate physical contact  
Enjoys the company of others  
Repeats own sound  
Repeats action to observe effect  
Imitates sound  
Repeats sound when repeated by carer  
Makes a range of sounds  
Begins to be more independent when taking part in action activities.  
Can concentrate for a complete action activity  
Requests repeat of action activity  
Requests specific activity by pointing etc  
Uses sound cues to anticipate event  
Uses tactile cues to anticipate event  
Uses place cues to anticipate event  
Aware of sequence of events  
Aware of daily routine  
Responds appropriately to daily routine  
Looks at a book handled by an adult  
Looks at pictures with staff  
With assistance uses drawing tools

P3(ii)

Greet staff in a conventional manner

Greet peers in a conventional manner

Shows pleasure in joint activity

Instigates joint activity

Willing participates in small adult led group activity

Wants others to join activity

Offers object to others

Shows pleasure in achievement

Aware of praise

Strings 2 sounds together

Laughs

Makes sound and babbles at different volumes

"Talks" to mirror image

Discriminates between friendly and angry voices

Babbles to familiar people

Imitates gesture

Responds to gesture

Responds to gesture with a gesture

Recognises own name when spoken

Knowledge of what is self and not self

Calls for attention to indicate need

Select item to indicate a preference

Find an item to show what they want to do

Anticipates what is going to happen

Remembers simple actions or sounds to a familiar poem

Remembers responses in an experienced activity

Looks at a computer screen

Look at a picture and point to objects

Turns pages when sharing a book

Pauses to look at pictures in a book

Hands book to staff to read or share

Uses whole hand to hold pencil

Has the opportunity to use drawing tools

Makes marks on paper

P4

Use familiar object to communicate

Imitates sounds / signs / symbols - animal, car

Imitates names / signs / symbols of 5 objects

Imitates names / signs / symbols of 10 objects

Imitates names / signs / symbols of 20 objects

Imitates names / signs / symbols of 30 words

Imitates names / signs / symbols of 50 words

Combines sound and gesture to indicate need or object

Uses sound / gesture to indicate need

Uses sound / gesture to indicate object

Uses word / sign to indicate need

Uses word / sign to indicate object

Strings together sounds / signs / symbols

Says a few "words / signs / symbols" understood by familiar adults

Creates long babbling sentences

Indicates if help acceptable

Show when they have had enough of an activity

Expresses anger at a person

Asks for help with word or gesture

Greets familiar peers when asked to

Gives familiar people a name

Says / gestures hello

Uses yes and no in word / sign appropriately

Has names for objects

Joins in rhymes or jingles with a few recognisable words / signs / symbols

Joins in songs with babble and a few recognisable words / signs / symbols

Responds to music by vocalising

Vocabulary of 5 words / signs / symbols

Vocabulary of 10 words / signs / symbols

P5

Speaking / Expressive Communication

Combines 2 words / signs / symbols

Communicates with a range of listeners

Expresses 2 concepts ie more drink, coat on.

2 word string of -

- Adjective + noun - "big car"

- Verb + noun - "go toilet"

- Noun + verb - "knee hurt"

- Noun + noun giving possession - "Tom's book"

Repeats phrase when misunderstood

Repeats phrase when misunderstood adding expression

Indicates preferences

Indicates personal need ie toilet

Uses yes and no to indicate need or preferences

Enjoys the sounds of words

Repeats rhymes

Joins in familiar poems / songs

Says rhymes with recognisable words when playing by themselves

Raises and lowers volume of voice

Use some expression when talking to self

Talks while playing or working

Says own name

Refers to self by name ie Peters drink

Uses names of family or carers

Begins to use the term "mine"

Begins to use "me"

Indicates need with words / signs / symbols like "more" "again"

Gesture a fundamental part of communication

Asks question - What ...

Asks question - Who ...

Asks question - Where + noun

Asks for help with personal problem

Asks for specific help with work related problem

Asks for specific help to locate person or object

Says please and thank you when reminded

Says sorry when reminded

Vocabulary of 20 words / signs / symbols

Vocabulary of 30 words / signs / symbols

Vocabulary of 50 words / signs / symbols

P6

Speaking / Expressive Communication

Knows their full name

Joins in adult led group activity

Over 50% of speech clear

Knows some rhymes

Joins in small group rhyme or story activity

Names common objects in:

- the street

- the car

- the classroom

Uses common adjectives -hot, broken, red

3 word string -Tom go bike

Different speaking styles when talking to self

- argument

- anger

- comforting

- instructing

- directing

- questioning

Gives commentary on own activity

Uses discussion with self to work out problems

Uses discussion with self to test out new ideas.

Uses facial expression to enhance meaning

Asks questions raising intonation at the end of the sentences

Generalises words-dog means all dogs / daddy means all men.

Uses some prepositions correctly

Uses some pronouns correctly

Carries on a simple 2 way conversation

Initiates simple conversation

States what they are doing

Acts out action words

Asks for attention-Look at me

Asks simple questions

Answers simple questions

Expresses likes and dislikes

Verbalises feelings -

- happy

- sad

- angry

- love

- scared

- upset

P7

Speaking / Expressive Communication

Gives running commentary on activity

Uses commentary to order and plan activity

Controls volume of speech

Contribute in one to one discussion

Contribute in group discussion

Leaves space for adult to speak

Talks to peers

Leaves space for peer to speak

Waits for response to their speech

Aware of audience

With support answers questions about a story

With support answers questions about an event

With support answers questions about an experience

Acts out simple stories

Uses own experiences to in role play

Greets familiar adult without reminder

Greets familiar peer appropriately

Use 3 key words/ signs/ symbols to communicate information

Different speaking styles when talking to others:

- argument

- anger

- comforting

- instructing

- directing

- questioning

Uses term 'this' to refer to objects in possession

Uses term 'that' to refer to object in view

Uses a form of please and thank you when reminded

Express ideas in statements or phrases

Creates sentences-Here is.....

Creates sentence-This is.....

Talks about present experience

Makes statements or phrases in future tense

Makes statements or phrases in past tense

Use regular plural correctly

Applies knowledge of tense sometimes incorrectly-runned

Applies knowledge of plural sometimes incorrectly-mouses

Refers to self as "me"

Uses I, you and me correctly

Uses common group names ie plants

Uses conjunction 'and' to link ideas

Uses conjunction 'and' to add information

Uses language to express opinion

Uses language to express feelings

Sequences report of on an event

Describes an experience

Relates an experience to event or story

Participates in action rhymes and songs

Enjoys rhymes

Names action

Able to say no

Make requests

Ask a peer if they want to play a game

Ask if they can join an activity

Appreciates slapstick humour

P8

Speaking / Expressive Communication

Answers the phone

Link together 4 key words to convey information in one to one situation

Link together 4 key words to convey information in group situation

Talks about a 2 step sequence of personal event

Retells simple story in one to one situation

Retells simple story in group situation

Acts out simple story in role play

Acts out personal experience in role play

Talks about what they are going to do

Uses short phrases / sentence to communicate idea

Identifies common objects and describes their use

Says their address

Able to give simple reason for actions

Asks simple question about what an adult has said

Asks simple question about what a peer reported

Modifies communication to correct misunderstanding

Uses adjectives in relation to nouns

Uses past tense correctly

Uses future tense correctly

Uses 'the'

Uses 'a'

Uses some irregular plurals

Uses some irregular tense

Use conjunction that suggest cause

Discusses roles in role play

Listens and talks in staff led group

Gives peer space to reply

When asked why is able to give a reason

Joins in familiar rhymes and songs

Asks permission to have object being used by another

Says please and thank you independently most of the time

Apologies appropriately most of the time

Has a sense of humour

Expresses feelings

Expresses views

Expresses anger without being physically aggressive or demonstrative