

# About this material

The *Early Support Monitoring protocol for deaf babies and children* is to help families understand their child's development better and share their observations of their child's learning and development with other people. The *How to use this Protocol* booklet explains how to use the material.

A linked set of 'fridge cards', help users think about what they can do to help children develop.

The Protocol is divided into a number of different sections to enable users to think about different aspects of their child's behaviour and to celebrate progress. The sections are:

- Communication
- Attending, listening and vocalisation
- Social-emotional development
- Other development milestones
- Play

However, separating out behaviour in this way is artificial. The same behaviour, for example, 'Reaching out to something or someone' is important for communication, for physical development and for play. Some behaviours have therefore been included in more than one section of the material. To make it easier for these indicators to be identified and filled in, we have cross-referenced them, using the following coding system:

- C** This item is also to be found in the equivalent stage in the **Communication** section
- A** This item is also to be found in the equivalent stage in the **Attending listening and vocalisation** section
- S** This item is also to be found in the equivalent stage in the **Social-emotional development** section
- O** This item is also to be found in the equivalent stage in the **Other developmental milestones** section
- P** This item is also to be found in the equivalent stage in the **Play** section











# A checklist of communicative development

Babies are born with a basic ability to communicate their needs. At first they are only able to cry when hungry, when they feel uncomfortable and when they need companionship. Amazingly, through **interaction** with parents, friends and family, this ability soon develops and babies communicate more complex messages, using **gestures** and vocalisations. Before long, most babies have learned the building blocks of **language** and begin to use the language of those around them, whether the language is English, Turkish, Urdu or British Sign Language (BSL).

The language learning process continues well beyond the first few years of the baby's life. However the foundations of communication that are laid in the early months and years will form the basis for later development. This checklist guides you through the early stages of the development of **communication**, from birth to the age of three years. The first four stages contain aspects of gestural and vocal communication which help to lay the foundations for all languages, spoken or signed. However, during the later stages, features specific to certain languages, eg **grammar** emerge. It is impossible to provide examples from all the world's languages. At this point we are illustrating the later stages with examples from the development of English and British Sign Language only. Further editions of the protocol will contain exemplars from other languages.

Parents will soon get to know what their baby can do and what they enjoy. By observing their baby and filling in the checklists at each stage, it is possible to:

- follow their baby's progress in communication
- learn more about the communicative significance of their baby's behaviour
- understand what they can do to help their baby's development.

We hope that you will find these checklists useful. Most importantly, we hope that it will help you to understand and enjoy communicating with your baby.

## Communication

### Development of communicative behaviour: Stage B1

#### At this stage

Newborn babies have very limited means of expressing themselves, for example crying in response to hunger or pain. However, even at this early stage, babies show their natural instinct to be sociable by their special interest in human faces and voices – turning towards faces or becoming quiet on hearing a familiar voice.

This interest in faces is mirrored by parents, who spend a lot of time watching their baby's face for any reactions. However, parents do more than just look, they act as if their baby is intending to communicate with them. Parents talk to their baby, imagining what the baby is thinking or feeling, and describing what is happening to them; parents also copy the baby's movements and encourage the baby to copy theirs.

When parents talk to babies, they use speech, touch, gestures and facial expression in a very special way that is different to communication with adults. This style of talking is called **child-directed language** or **child-directed speech** and makes

parents' communication and language noises more interesting to babies. The way parents do this varies from culture to culture, for example nodding one's head may mean different things in different cultures. It is important that parents use whichever language they feel is most natural for them.

Communication with babies involves lots of repetition, varying the tone of voice (often using a higher pitch voice) and using facial expression and gestures. Deaf parents who use sign language also make special adaptations when talking with babies. As a result of what parents do, babies watch and listen for increasingly longer times.

#### By the end of this stage

The baby is already showing the beginnings of social behaviour.

They will look and listen to the communication and by copying, show that they will soon be trying to join in.

Stage B1	Possibly	Definitely	What my baby does and what it tells me; how I know my baby can do this
<b>Foundations of communication</b>			
Cries to express needs, eg when hungry, angry or in pain	AS		
'Copies' facial expressions and mouth shapes, eg poking out tongue, opening mouth wide, widening eyes	AOP		
Looks intently at nearby faces (approx 20 cm)	AOP		
Turns towards the speaker/signer	S		
Smiles or quietens to familiar voice/face	S		



## Communication

### Development of communicative behaviour: Stage B2

#### At this stage

Children now begin to express their needs in a greater variety of ways: a tired cry, a more insistent hungry cry, laughing to show pleasure. In this way, parents can understand what they mean more easily. Children also produce a greater range of sounds and expressions, many of which are quite different from the sounds of speech. Both hearing and deaf parents copy these sounds, which encourages the child to make such noises again.

Children often appear fascinated by faces at this time, particularly those of their family members. They watch and listen more carefully and are more actively involved in the whole process of communication. Parents have 'conversations' with their children, leaving pauses as if it were the child's turn to reply. This is called **turn taking**. For their part, children when talked to, use their voices, make mouth movements, move their arms and legs and change their facial expression. In this way, we see the earliest form of conversation emerging.

#### By the end of this stage

Children are able to tell parents or carers more clearly what they need, using different cries and facial expressions and producing a range of sounds.

They are interested in conversation and now begin to take turns, talking back when talked to.

Stage B2	Possibly	Definitely	What my child does and what it tells me; how I know my child can do this
<b>Foundations of communication</b>			
Increased range of sounds/cries to show enjoyment, hunger, tiredness, pain and to gain adult attention	AS		
Laughs to express pleasure	S		
Cries at angry voices Cries at angry faces	A		
Copies non-speech sounds, eg coos, raspberries, effort grunts, shrieks, squeals	A		
Watches the speaker/signer's face carefully (up to 30 cm)	AP		
Maintains eye contact for more than fleeting periods during interactions with adults			
Responds when talked to, eg moves arms and legs, changes facial expression, moves body etc			
Makes mouth movements when talked to			
Vocalises back when talked to especially to mother/carer and when an approving voice or smiling face is used	A		

## Communication

### Development of communicative behaviour: Stage B3

#### At this stage

Children now become more interested in their surroundings. They look around and reach towards things that interest them. These reaching gestures and searching movements help parents to know what their child is interested in. As a result parents usually talk about whatever it is that has caught their child's attention; in other words, the topic of conversation follows the child's interests and needs.

During this stage, children develop other kinds of understanding. They learn what familiar objects are for. They start to link what they see, smell, touch or hear with what might happen next; for example when they see a spoon or bottle, they get excited, connecting it with being fed.

Parents continue to use child-directed language ('baby talk' and/or 'baby sign') with their child: repeating short, simple sentences and using lots of varied expression in their voices and on their faces. Parents also use pointing and other gestures, such as open hands to mean 'all gone'. These sorts of gestures are produced more slowly and on a larger scale than would be used with another adult. Pointing gestures direct the child's attention to things that the parent is talking about and children soon learn to follow the direction of the point. This lays the foundation for **joint reference** – when parent and child look at and talk about the same thing.

#### By the end of this stage

Children are able to show parents what interests them and in this way, tell parents what they want them to talk about.

Their behaviour shows that they recognise their home environment, familiar objects and favourite toys.

They respond to certain voice patterns, facial expressions and familiar, repeated gestures such as pointing.

Stage B3	Possibly	Definitely	What my child does and what it tells me; how I know my child can do this
<b>Foundations of communication</b>			
Reaches towards <b>objects</b> /people and puts arms up to be lifted OP			
Puts arms up to be lifted			
Uses voice to make contact with people and to keep their attention AS			
Uses attention-getting <b>gestures</b> and eye contact/facial expression to make contact with people and to keep their attention			
Shows understanding that familiar objects are related to actions and events, eg gets excited upon seeing a spoon as a signal that food will soon appear; anticipates a game from seeing a familiar toy O			
Responds differently to certain voice patterns ( <b>intonation</b> ), particularly if accompanied by facial expression, eg warnings, anger, friendly tones and expressions, songs A			
Follows adult's pointing gesture and/or head turn A			
Vocalisation now has vowel sounds and sometimes <b>consonants</b> A			

## Communication

### Development of communicative behaviour: Stage B4

#### At this stage

By now, children are increasingly involved in communication. Their behaviour is more complex. In particular, they start to use and sometimes combine gestures in very purposeful ways: this helps adults to understand more about what the child is intending to communicate. All children, deaf and hearing, use gestures – for example, reaching, pointing, nodding, showing things and head-shaking. Such gestures allow them to express a more complex range of needs and meanings than they would otherwise be able to do. Gestures also help parents to understand more what the child does and does not want. Parents respond to gestures by interpreting them as best they can (there can be lots of misunderstandings at this stage!). Often, parents will express what they think the child is trying to say in short sentences (spoken and/or signed). We call this **recasting** the child's meaning. In this way, the child has the chance to see and hear how their meaning would be expressed in the language used by others.

Another key communicative behaviour to emerge at this stage is babbling. Children may have been vocalising a lot previously, but now they produce strings of sounds increasingly like the sounds of the language used in their home. Children exposed to a **sign language** also begin to babble in sign, practising repetitive **sequences** of hand and arm movements. We will call these sequences 'hand babble'.

Children now show a developing interest in songs, **rhymes** and communication games. They try to join in, using gestures, actions and sounds. For example, they bounce on their parent's knee to persuade them to sing and act out a favourite action rhyme again and again.

#### By the end of this stage

Children are able to communicate with and sometimes combine a wider range of gestures and vocalisations making it easier for their parents to interpret their intentions.

They are tuning in to the language of the home, producing vocal babble that resembles speech or hand babble that resembles sign.

Stage B4	Possibly	Definitely	What my child does and what it tells me; how I know my child can do this
<b>Foundations of communication</b>			
Voice is tuneful and expressive, starting to have the tone and <b>rhythm</b> of the <b>language</b> spoken at home (first language), ie what goes in is influencing what comes out	A		
<b>Vocal babble</b> is more and more like speech containing consonants and <b>vowels</b> such as 'ba ba', 'gaga', etc	A		
<b>Hand babble</b> emerges and is produced on or in front of the body, eg repeated opening and closing hand movements, repeated tapping of the hand			
Uses voice to: <ul style="list-style-type: none"> <li>– attract attention</li> <li>– ask for things</li> <li>– refuse</li> </ul>			
Uses gestures to: <ul style="list-style-type: none"> <li>– attract attention, eg holding up objects</li> <li>– ask for things, eg reaching, opening and shutting hands</li> <li>– refuse, eg pushing objects away, shaking head</li> </ul>			

## Communication

### Development of communicative behaviour: Stage B4

Stage B4 (continued)	Possibly	Definitely	What my child does and what it tells me; how I know my child can do this
<b>Foundations of communication</b>			
Uses two or more behaviours (two gestures or gestures and vocalisation) alongside each other to: – attract attention – ask for things – refuse			
Uses voice to join in with a familiar rhyme or game			
Uses gestures to join in with a familiar rhyme or game			
Uses two or more behaviours to join in with a familiar rhyme or game			
Plays give-and-take games with an object	P		
Recognises and responds to own name, eg turns or looks up in response to name	S		
Seems to know whose turn it is e.g. shows excitement as their turn is coming up, waits for adult to take turn	P		

## Communication

### Development of communicative behaviour – British Sign Language and English: Stage B5

Because the development of grammar is very different in different languages, from this stage forward, we provide examples from English and British Sign Language separately.

Deaf children often learn BSL from adults who are not themselves fluent signers. Where parents wish to use BSL with their children it is important for families to have as much contact as possible with other people (children and adults) who sign, and ideally with fluent signers. Where this does not take place, children's BSL acquisition may proceed more slowly.

Whether you are using English, BSL or a combination of speech and signs with your child, they may still use a combination of words, gestures and signs to communicate. Because of this, it is worth considering both the BSL and English checklists to monitor your child's communicative development.

#### At this stage

Children start to learn that things have names and begin to understand what some of these are (in certain situations). They show their understanding by selecting toys when parents ask them to and by pointing when parents talk about pictures in books or ask them where things are. Much communication is still gesture-based; gestures are used, with or without

vocalisation, to express a whole range of meanings. Some of these are used consistently so close family members understand and say 'that's his noise for .....' or 'when he does that he means/wants .....

When children communicate more systematically in this way they are moving towards using their gestures and/or vocalisations 'symbolically'. Symbols are 'true' words and signs that the child uses consistently in different situations. Initially these may differ considerably from how we might 'say' or 'sign' them. Increasingly, the sounds children make and the gestures they use resemble words and signs from the language(s) around them.

Some parents are very skilled at recognising these first attempts at words – however, the child's more accurate use and articulation of the word or sign will happen much later. These 'baby-words' or 'baby-signs' are not simply used as labels for things but, like their other vocalisations, to express a whole range of meanings. For example, 'Daddy' can mean 'That's my daddy', 'where's daddy?', 'I want my daddy', 'there's a man, look at him', 'that's daddy's car', and so on.

Stage B5 – British Sign Language	Possibly	Definitely	What my child does and what it tells me; how I know my child can do this
<b>Foundations of communication BSL</b>			
Uses voice/gesture/sign to direct attention to objects and people, as well as self			
Begins to point to objects, self and others close by <sup>A</sup>			
Copies some baby signs, eg LIGHT, CLOCK, WHAT/WHERE			
Makes it clear through gesture/sign/vocalisation when they want something to happen again, eg, play a game or wants more to eat			
Continues to enjoy give and take games but these become more complex <sup>S</sup>			
Uses own gestures with or without voice, eg sucking movement as if asking for dummy/milk; sad face plus vocalisation to indicate unhappy; ruffling hair to mean hair wash			
Looks more at the adult in expectation of language			
<b>Receptive language (understanding) BSL</b>			
Understands names of some common objects, eg picks up or points to a toy when it is signed			
Stops what they are doing in response to a signed 'no' or 'no' gesture			

## Communication

### Development of communicative behaviour – British Sign Language and English: Stage B5

Stage B5 – BSL (continued)	Possibly	Definitely	What my child does and what it tells me; how I know my child can do this
<b>Receptive language (understanding) BSL</b>			
Will stop in response to a tap or vibration made near to them by the adult			
Shows understanding of familiar objects through use, eg pretends to drink from an empty cup <sup>p</sup>			
Hands over an object when asked to, 'give me' – through an open hand gesture or signed sentence: BALL GIVE-ME			
<b>Expressive language (production) BSL</b>			
Copies and uses gestures and signs spontaneously as part of, or to investigate, games/familiar routines, eg clapping hands, waving 'bye', blowing kisses, WHERE, ALL-GONE			
Produces some baby signs spontaneously, eg MUM WHAT/WHERE			
Uses the signs 'MUM', 'DAD', or a gesture for 'bye-bye' meaningfully			

## Communication

### Development of communicative behaviour – English and British Sign Language: Stage B5

#### By the end of this stage

Children have learnt that things have names and are beginning to try some out.

They know how language can be used to make contact with people, to direct their attention to things and to order them about!

They have lots of means for communicating their meanings, but often even close family can only understand some of these.

They are paying attention to the sounds and actions of those around them and will increasingly be influenced by these in producing their own communications.

#### Level 2 check

#### Pragmatics, interaction, early words/signs

	P	D
Communicates for a range of different purposes		
Some gestures/vocalisations have systematic meanings		
'Conversational like' behaviour is in place		

Stage B5 – English	Possibly	Definitely	What my child does and what it tells me; how I know my child can do this
<b>Foundations of communication English</b>			
Uses voice/gesture to direct attention to objects and people, as well as self			
Begins to point to objects close by	A		
Makes it clear through gesture/vocalisation when they want something to happen again, eg play a game or wants more to eat			
Continues to enjoy give and take games but these become more complex	P		
Uses own gestures with or without voice, eg sucking movement as if asking for dummy/milk; ruffling hair to mean hair wash; sad face plus vocalisation to indicate unhappy			
Copies and uses gestures spontaneously as part of (or to find out more about) games and familiar routines, eg clapping hands, waving 'bye', blowing kisses, 'where is it/all gone'	S		
<b>Receptive language (understanding) English</b>			
Understands names of some common objects, eg picks up or points to a toy when it is named			
Stops what they are doing in response to 'no'	A		
Shows understanding of familiar objects through use, eg pretends to drink from an empty cup	P		
Hands over an object when asked to, 'give me' – prompted by an open hand gesture			
<b>Expressive language (production) English</b>			
Copies and uses voice spontaneously as part of (or to find out more about) games/familiar routines, eg 'bye-bye', 'all gone'			
Copies symbolic noises and baby words, eg bow-wow, choo-choo			
Produces symbolic noises and baby words spontaneously, eg 'aaah!' when cuddling toy			
Uses 'mama', 'dada', 'bye' meaningfully			

## Communication

### Development of communicative behaviour – British Sign Language and English: Stage B6

#### At this stage

The first true words or signs emerge during this stage and mark a significant **milestone** in language development. These first words/signs are used to name things that are important to children, eg objects, food, actions and people in the immediate environment. However, the way the child produces these first words or signs is often not the same as how adults do. Indeed some words and signs may be completely invented by your child, although they are recognised by most family members. It is also normal for children exposed to more than one language to mix words from each language at this stage.

Children now begin to indicate they want to play favourite rhymes or games using words, gestures and/or signs and generally show greater interest in communication by watching, listening and waiting their turn. They often try out new words or signs, – and do a lot of copying, even when they have no real idea as to what the words/signs mean. Parents begin to use language specifically to direct their child's actions and also use more elaborate language, eg talking about what people are doing rather than just naming and describing objects or people. This is because children can understand much more complex language than they are able to use themselves. However, the use of short, simple

sentences continues to be helpful, particularly when what children are being expected to do or when they are asked to understand something new or quite challenging for them.

It is important that children get the chance to overhear (or oversee) communication taking place between other people, even when they are not directly involved. This is an additional opportunity for language learning and is called **incidental learning**. Incidental learning plays an important part in **extending** children's language experiences. Later learning, eg at school, will expect that children take notice of what is said and happening around them, not simply what is said directly to them.

#### By the end of this stage

Children are now able to use a small number of recognisable words or signs (depending on the language(s) they have been exposed to). Better still, they can use single words and/or signs with tone of voice and facial expression to convey a range of meanings.

Children will understand more language than they are able to express, still relying heavily on gestures to make much of their meaning clear. They will now be able to take a proper turn in conversation.

Stage B6 – British Sign Language	Possibly	Definitely	What my child does and what it tells me; how I know my child can do this
<b>Foundations of communication BSL</b>			
Waits for signer to finish before taking their turn			
Pays attention to what people have to say for longer periods of time			
Sometimes copies a new sign or features of it (eg the hand shape or movement) immediately after it has been used, eg on seeing the sign BUS, may copy the movement of the hand at the side of the head without getting the whole sign correct			
Uses hand babble freely when alone or playing			
Points to desired objects to direct attention and/or to find out about things in distance – over 3m			
<b>Receptive language BSL</b>			
Shows understanding of at least 15 signs: eg – looks at named person – picks up toy when asked – searches for an object in its usual place			
Shows understanding of – simple questions eg SHOE WHERE – simple commands eg SIT DOWN			



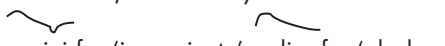
## Communication

### Development of communicative behaviour – British Sign Language and English: Stage B6

Stage B6 – BSL (continued)	Possibly	Definitely	What my child does and what it tells me; how I know my child can do this
<b>Expressive language BSL</b>			
Uses approximately five signs to express different meanings: – refers to familiar people – refers to objects – requests objects – greets – plays communicative games – protests – comments on absence or disappearance of things/people – shows things – requests more/again			
Asks for favourite games, eg book reading, or toys using sign/gesture			

## Communication

### Development of communicative behaviour – English: Stage B6

Stage B6 – English	Possibly	Definitely	What my child does and what it tells me; how I know my child can do this
<b>Foundations of communication English</b>			
Waits for speaker to finish before taking their turn			
Points to desired objects to direct attention and/or to find out about things in distance – over 3m <sup>o</sup>			
Pays attention to what people have to say for longer periods of time			
Sometimes copies a new word or features of it, (eg intonation, rhythmic pattern, and/or some of the sounds) immediately after it has been used,  eg amini for 'in a minute', odier for 'oh dear' <sup>A</sup>			
Babbles freely when alone or playing			
<b>Receptive language English</b>			
Shows understanding of at least 15 words: eg – looks at named person – picks up toys when asked – searches for an object in its usual place etc			
Shows understanding of: – simple questions, eg where is the ball? – simple commands, eg bring me the ball when accompanied by gesture			

## Communication

### Development of communicative behaviour – English: Stage B6

Stage B6 – English (continued)	Possibly	Definitely	What my child does and what it tells me; how I know my child can do this
<b>Expressive language English</b>			
Will vocalise freely when alone or playing, sometimes with recognisable words in the vocalisation			
Uses approximately five words to express different meanings: <ul style="list-style-type: none"><li>– refers to familiar people</li><li>– refers to objects</li><li>– requests objects</li><li>– greets</li><li>– plays communicative games</li><li>– protests</li><li>– comments on absence or disappearance of things/people</li><li>– shows things</li><li>– requests 'more'/'again'</li></ul>			
Asks for favourite games, eg peek-a-boo by saying 'boo' or hiding face			

## Communication

### Development of communicative behaviour – British Sign Language and English: Stage B7

#### At this stage

Having discovered that things and people have names, the child's small vocabulary in words, signs or both grows steadily. There are times when these words or signs are not used in the same way as adults might use them. For example, the child might say/sign 'doggy' when pointing to a horse because for them 'doggy' means a label for a range of different animals, rather than just a four-legged canine companion!

This is called **over-generalisation** and is a normal part of learning. Gradually the child works out when the word 'dog' is appropriate and when another word should be used but,

for now, they are finding the boundaries of words and meanings. Usually it is adult 'feedback' that helps them to do this, eg we often laugh and say 'no, that's not a doggie, that's a horse'.

This is the time too when children may often come out with much longer communications, in the middle of which there are individual words or signs that are recognisable. We often refer to this as 'scribble talk' or 'expressive jargon'. Similarly they often have favourite 'words' which they use extensively. Sometimes these sound like **phrases** but for the child they may just seem like a long word, eg allgone, havealook, thatone.

Stage B7 – British Sign Language	Possibly	Definitely	What my child does and what it tells me; how I know my child can do this
<b>Foundations of communication BSL</b>			
Tugs adult or pulls their hand to indicate what they want or mean			
Is highly imitative of adult and others' <ul style="list-style-type: none"> <li>– actions</li> <li>– gestures</li> <li>– vocalisations</li> </ul>	ASO		
<b>Receptive language BSL</b>			
Understands more new signs each week Understands familiar signs in new contexts			
Selects familiar objects, eg will go and find objects when asked to or identifies objects in a group			
Follows simple instructions, particularly if accompanied by points to places, things or people, eg BOOK (point) GIVE DADDY			
Identifies body parts on self (hair, eyes, ears, nose)			

## Communication

### Development of communicative behaviour – British Sign Language: Stage B7

Stage B7 – BSL (continued)	Possibly	Definitely	What my child does and what it tells me; how I know my child can do this
<b>Expressive language BSL</b>			
Signs which are produced by adults with two fingers extended, such as BUS and AGAIN are signed with the whole hand or just one finger by the child			
Uses at least 10 signs consistently			
Signs include <b>verbs</b> and <b>adjective-type</b> words, eg DRIVE, SLEEP, HOT, BIG			
Uses some signs to name a whole class of objects, eg uses CAR for all vehicles, MUMMY for all women			
Combines signs with pointing and reaching gestures to: <ul style="list-style-type: none"> <li>– attract attention</li> <li>– ask for or comment on an object, eg 'DOG' + points at toy</li> </ul>			
Uses signs individually and with facial expression to: <ul style="list-style-type: none"> <li>– comment on what's happening</li> <li>– ask simple questions/query</li> <li>– refer to non-present people or objects</li> </ul>			
Has favourite signs that they use often, eg MILK, TEDDY			

## Communication

### Development of communicative behaviour – English and British Sign Language: Stage B7

The child's understanding has also moved on considerably; for example they can now follow simple instructions in familiar situations, especially if gestures (eg pointing) or facial expression are also used. Parents do a lot of repeating (recasting) what their children say at this stage, within a longer phrase or sentence. This provides a model of an acceptable adult sentence (containing the sense of what the

child originally said). It helps the child to learn about the structure of sentences, paving the way for the next major event in language development, the onset of **grammar**.

#### By the end of this stage

Children are regularly using a small vocabulary of words or signs and there is evidence of a steady increase in their understanding of language.

Stage B7 – English	Possibly	Definitely	What my child does and what it tells me; how I know my child can do this
<b>Foundations of communication English</b>			
Tugs adult or pulls their hand to indicate what they want or mean			
Is highly imitative of adult and others' <ul style="list-style-type: none"> <li>– actions</li> <li>– gestures</li> <li>– vocalisations</li> </ul>	ASO		
<b>Receptive language English</b>			
Understands more new words each week			
Understands familiar words in new contexts each week			
Selects familiar objects, eg will go and find objects when asked or identifies objects in a group			
Follows simple instructions, particularly if accompanied by gestures, eg pointing to places, things or people	A		
Identifies body parts on self (hair, eyes, ears, nose)			
<b>Expressive language English</b>			
Uses at least 10 words consistently	A		
Words include <ul style="list-style-type: none"> <li>– verb types eg go, sleep</li> <li>– adjective types eg hot, big</li> </ul>			
Uses some words to name a whole class of objects, eg uses 'car' for all vehicles, 'apple' for all fruit, 'mummy' for all women			
Combines words with pointing and reaching gestures to: <ul style="list-style-type: none"> <li>– attract attention</li> <li>– ask for or comment on an object, eg 'mummy' + points at toy</li> </ul>			
Uses words individually and in longer intonated vocalisations to: <ul style="list-style-type: none"> <li>– comment on what's happening</li> <li>– ask simple questions/query</li> <li>– refer to non-present people or objects</li> </ul>			
Has favourite 'words'/'phrases' that they use often, eg 'thatone'			

## Communication

### Development of communicative behaviour – British Sign Language and English: Stage B8

#### At this stage

Children now chat more frequently, although not necessarily to people they do not know well. A key feature towards the end of the stage is that children start to string single words or signs together. This is one step away from producing little sentences. Children may use mainly words or mainly signs, according to the approach you have chosen. However, many deaf children who use sign will mix words and signs together. Similarly children using spoken language will continue, like every other child, to use gesture to support what they are saying.

Children will very soon start to use elements of the grammar system of the language(s) that surround them, whether English, British Sign Language, Urdu, French or any other language. Much of what children say may still be difficult to understand by people who do not know them well.

This is perfectly normal because children are using many words and signs for the first time and experimenting with their sounds and shapes. Copying what adults say is one way of practising and improving skills in this area and children often do this spontaneously; in time, they will learn to communicate more clearly.

By now children are showing that they understand more of what is said to them. They show that they understand many more words, phrases and signs and even some simple questions and instructions.

Stage B8 – British Sign Language	Possibly	Definitely	What my child does and what it tells me; how I know my child can do this
<b>Receptive language BSL</b>			
Recognises and identifies many objects and pictures when signed			
Picks out two or more objects from a group of four if asked to do so, eg when putting toys out'			
Points to body parts on others	A		
Understands simple questions/directions without accompanying gestures, eg SHOES WHERE?			
Follows directions during play, eg TEDDY FEED			
<b>Expressive language BSL</b>			
Signs used are recognisable but many are still produced in a 'babyish' fashion, eg RABBIT is made with whole hands rather than two fingers			
In general, signs are made with whole hand, fist and index finger			
Uses up to 20 signs and gestures: – names things and people, eg CAR, BIRD, MUM, DAD – comments on what is happening, eg LIGHT when door lights are flashing – tells someone something – asks questions, (may only use a general question sign, eg open-hands rather than WHO, WHAT, WHEN, etc) – responds to adult's questions/comments – protests – expresses likes and dislikes – describes actions, eg EAT, WALK, BITE			
Copies signs seen in conversation			
Uses a quizzical facial expression when requesting			
Uses a negative facial expression to indicate 'no'			
Begins to make little sentences by joining two signs, eg CAT GONE			

## Communication

### Development of communicative behaviour – English and British Sign Language: Stage B8

#### By the end of this stage

Children have a small, but steadily increasing vocabulary that they use to tell you things and to get what they want.

They are beginning to string together words and/or signs and are on the way to making little sentences.

Children understand much more and as a result, there are now more opportunities for you both to communicate – even more so, because they demand it!

#### Level 2 check

#### Pragmatics, interaction, early words and meanings

	P	D
Uses their language for a range of different purposes		
Conversational turn-taking through language established		
Has 20+ words/signs recognisable to others		

Stage B8 – English	Possibly	Definitely	What my child does and what it tells me; how I know my child can do this
<b>Receptive language English</b>			
Recognises and will identify many objects and pictures when named using speech			
Picks out two or more objects from a group of four, eg 'give me the cup and the doll', 'where's the...?'			
Understands simple questions/directions without accompanying gestures, eg fetch your shoes <span style="color: red;">A</span>			
Follows directions during play, eg 'feed teddy' <span style="color: red;">A</span>			
<b>Expressive language English</b>			
Uses up to 20 words: <ul style="list-style-type: none"> <li>– names things and people</li> <li>– comments on what's happening</li> <li>– tells someone something</li> <li>– asks questions</li> <li>– responds to adult's questions/comments</li> <li>– protests</li> <li>– expresses likes and dislikes</li> <li>– describes actions</li> </ul>			
Copies words overheard in conversation <span style="color: red;">A</span>			
Words used are more recognisable, but these may still be produced in a 'babyish' or 'immature fashion', eg 'goggy' for 'dog'			
Begins to make little sentences by joining two words together, eg daddy gone			
Uses a mixture of words/vocalisation/gesture (sometimes in very long utterances) to: <ul style="list-style-type: none"> <li>– accompany play</li> <li>– express a range of meanings (though the exact meaning may be unclear)</li> </ul>			

## Communication

### Development of communicative behaviour – British Sign Language and English: Stage B9

#### At this stage

Language is really taking off. There is a spurt in vocabulary growth and many parents begin to lose track of the words or signs their child knows- there are so many.

Little sentences are now used more frequently, but can sometimes be difficult to understand. This may be because children want to say more than they can express with the words and grammar they know, or it may be because individual words or signs are used alongside other less clear words or

signs. Sometimes children may use voice and/or facial expressions to make their meaning clearer, eg 'nanny gone', as opposed to 'nanny gone?'

Parents help to extend their child's language experiences by recasting and also by talking about things beyond the 'here and now', eg talking about things in the immediate past or future, and asking questions like 'where did we go today?' 'Who did we see?'

Stage B9 – British Sign Language	Possibly	Definitely	What my child does and what it tells me; how I know my child can do this
<b>Receptive language BSL</b>			
Recognises most common objects and pictures			
Understands more complex BSL sentences, eg GO SHOP SHOES BUY			
<b>Expressive language BSL</b>			
Rapid growth in vocabulary – at least 50 signs and becoming more difficult for parents to keep track of new signs			
Starts to combine facial expression and gesture close hand gesture + quizzical face 'give it to me mum'			
Curved <b>handshapes</b> start to be used, eg BALL, BALLOON, CAT			
'Thumbs-up' and 'bent' hand used more in appropriate signs, eg GOOD, BOX			
Most signs continue to be 'baby-signs'			
Makes little sentences by joining signs, eg CAT GONE, DOLLY SLEEP			
Uses little sentences by joining signs and spoken words, eg 'mum MILK'			
Starts to combine headshakes with signs to mean 'no' or 'not' eg MILK + headshake			
Starts to talk about how things move using classifier handshapes, eg the index finger for people and the flat palm for a car, but makes mistakes with handshapes			
Some finger spelled signs used, but these are used as wholes rather than true 'spellings', eg I-F, or S-A-M			



## Communication

### Development of communicative behaviour – English and British Sign Language: Stage B9

At this stage children use more features of the grammar of the language(s) they are learning. Grammar is the way that a language combines words or signs into sentences, and changes words or signs to make different meanings. Different languages have different grammars and you will recognise your child's developing language as having more and more of the features of the language you are using with them. For example in English, we use word endings such as 's' to mean 'more than one'. BSL does not form plurals in this way, but may use a sign like MANY to mean 'more than one'. Some aspects of grammar emerge relatively early. However many continue to develop well into a child's school years.

The teacher of the deaf and/or the speech and language therapist can help you to keep a record of the types of words/signs and sentences that your child uses.

#### Level 2 check

##### Grammar

Uses an appropriate range of grammatical features at:	P	D
Clause level		
Phrase level		

#### By the end of this stage

Children have a large vocabulary and seem much more grown up because they are now able to use little sentences in conversation with their parents and others.

Stage B9 – English	Possibly	Definitely	What my child does and what it tells me; how I know my child can do this
<b>Receptive language English</b>			
Recognises most common objects and pictures			
Understands familiar action words, eg 'sit down', 'come here', 'stop that'			
Understands more complex sentences, eg 'we are going to the shop now to buy some new shoes'			
<b>Expressive language English</b>			
Rapid growth in vocabulary – at least 50 words and becoming more difficult for parents to keep track of new words			
Uses more little sentences, eg 'daddy come', 'there it is', 'play with car', 'me got one'			
Refers to self by name	A		
Begins to use some pronouns 'I', 'me', 'you'			
Asks simple questions (two/three words plus intonation and/or quizzical face)			
Makes statements that: <ul style="list-style-type: none"> <li>– provide information</li> <li>– comment on what the other speaker has just said</li> </ul>			
Starts to know their own mind and expresses this, eg 'nowant bath', 'nogo bed'	S		

## Communication

### Development of communicative behaviour – British Sign Language and English: Stage B10

#### At this stage

During this stage, children are using longer sentences and start to experiment with grammar. Although some parts of grammar may seem to be used correctly, this is often because they have been learned as set phrases, eg the English phrase 'going to go' becomes 'gonna'. There are also plenty of times when parts of grammar are missing or are used incorrectly.

#### This is a normal part of any child's language development.

The child needs time to work out the complex rules of grammar for themselves. It is important to recognise that all children make lots of mistakes as they use new words and try to express their meanings in grammar – this is

developmentally appropriate and an essential part of learning. If your deaf child makes a grammatical mistake, eg by saying 'my gotted one' or 'she big' (when the person was very definitely male), this should be celebrated as a normal part of their learning rather than be seen as problematic.

Children are now using their language in more varied ways – they come into contact with many more people, and have themselves, many more needs. In addition, their language begins to be part of their play. This is the time when nursery rhymes and stories come into their own.

Stage B10 – British Sign Language	Possibly	Definitely	What my child does and what it tells me; how I know my child can do this
<b>Receptive language BSL</b>			
Some understanding of quantity, eg ONE/MANY			
Understands size differences, eg BIG/SMALL			
Understands sentences with location descriptions, eg DOG-IN-BOX			
<b>Expressive language BSL</b>			
Able to use signs with more difficult handshapes correctly, eg ASK, CHOCOLATE, and AEROPLANE			
Uses specific question signs WHO? WHAT? with appropriate facial expression			
Uses language to ask and find out about things			
Uses language during play and almost all activities			
Uses language to ask for help, eg washing hands, going to the toilet			
Consistently combines points to people with other signs, eg YOU CAR			
Uses points instead of signs for pronouns YOU, HE/SHE, but may reverse the points (indicating YOU when meaning I)			
Uses the sign MINE			
Uses <b>negation</b> signs, eg DON'T-KNOW, DON'T-LIKE as set phrases			
Starts to move some signs with action meanings towards the person or thing it is tied to, eg LOOK-YOU, GIVE-YOU, but makes some mistakes (eg a verb which shouldn't move such as LIKE may be produced as LIKE-YOU)			
Movement changes are used to distinguish between objects and actions, eg DRIVE (longer movement) vs CAR (shorter movement)			

## Communication

### Development of communicative behaviour – English and British Sign Language: Stage B10

Recasting what a child has said continues to be important and allows them increasingly to draw on what you say either through **imitation** or by later trying it out in a different way.

Children spend a lot of time listening and watching other people's conversations – it is often surprising how much children can take in! However, at other times don't be surprised if they are too busy playing to pay attention to what you are saying. When they are paying attention, they can now answer questions more fully and are also asking more questions of you.

#### By the end of this stage

Children can understand most of what parents say, can use longer sentences and are starting to use more parts of grammar. They use language to express many different meanings. At this point in the child's development it is a good idea for parents and teachers of the deaf/speech and language therapists to use the Level 2 checklists again (Level 2 grammar, Level 2 pragmatics, Level 2 interaction) to check that the breadth of understanding and expression needed for future development has been established.

Stage B10 – English	Possibly	Definitely	What my child does and what it tells me; how I know my child can do this
<b>Receptive language English</b>			
Shows understanding of prepositions 'in', 'on'			
Some understanding of quantity, eg 'one/all'			
Understands size differences, eg big/small			
Will point to smaller parts of the body (eg chin, elbow, eyebrow) when told to do so			
Answers simple questions, eg 'how old are you?' A			
<b>Expressive language English</b>			
Uses longer sentences (three to four words), eg 'mummy go shops now'			
Uses language to ask and find out about things			
Uses language during play and almost all activities A			
Uses language to ask for help, eg washing hands, going to the toilet			
Uses different verb forms, eg 'play', 'played'			
Uses several pronouns correctly, 'I', 'me', 'you'			
Uses plurals, eg 'cats'			
Uses set phrases, eg 's mine', 'wanna/canna', without full understanding or use of the grammar			
Uses negatives 'no', 'not', 'no more'			
Uses over 200 words			
May repeat the first parts of words 'w-w-where doggie?'			

## Communication

### Development of communicative behaviour – British Sign Language and English: Stage B11

#### At this stage

Children can understand language well, have a large vocabulary and can produce fairly complex sentences. Their sentences are much clearer and they can usually be understood by people who do not know them well. Children use language to get what they want and are able to negotiate with others, eg sharing toys. Sometimes there may be confusion because of how they put the different parts of a sentence together, eg in BSL, simultaneously combining the use of facial expression, movement and pointing; in English, they may try to join up several sentences but miss out words. However many of the 'little' words in English have started to appear – words like 'is, am, do, a, of, the' – although they will not always be included.

Children's use of language widens considerably and they begin to offer simple explanations for their behaviour. Because of the developments in their play at this time they begin to use language for imaginative purposes – and to keep other people playing the game they want to play. This is the age of loving stories whether told or shared from books; of singing and nursery rhymes; of action games and hide and seek; of hunt the thimble.

Children will use their language clearly to establish their identity and to express their will. They will still use words inappropriately because they do not quite understand how and where they should be used and exactly what they mean.

Stage B11 – British Sign Language	Possibly	Definitely	What my child does and what it tells me; how I know my child can do this
<b>Receptive language BSL</b>			
Understands all pronouns, I, YOU, HE/SHE			
Understands plurals in BSL through number and repetition of classifiers			
<b>Expressive language BSL</b>			
Uses first person reflexive MYSELF			
Uses many signs which have difficult handshapes and movements, eg AEROPLANE, FOX			
Some handshapes still inaccurate, especially those involving any of the three outer fingers, eg BAD, ASK			
Able to contrast objects and things through classifiers, eg animals vs humans, long thin objects vs solid objects			
Uses many verbs with movement towards an object or person as well as towards the self, eg LOOK-AT-ME			
Uses plurals in BSL through number and repetition of classifiers, eg CAR MANY or CAR FLAT-HAND X3 (repeats three times)			
Uses all pronouns, I, YOU, HE/SHE			
Begins to use a part of sign space to one side of the body to move verbs towards or away from, eg I-GIVE-HIM			
Uses language for: <ul style="list-style-type: none"> <li>– giving reasons</li> <li>– negotiating</li> <li>– playing with others</li> <li>– directing others</li> <li>– telling others about things</li> </ul>			
Able to retell simple past events eg DOG RUN THERE			

## Communication

### Development of communicative behaviour – English and British Sign Language: Stage B11

#### By the end of this stage

Children are very skilful communicators, able to express their needs to others, often without parents there to help. They are beginning to use more complex grammar and you can tell that they are experimenting with the rules of the language from the mistakes they still make, eg in English ‘we goed to the shops’. Children show a keen interest in everything around them and have a huge capacity to take in new ideas. They now use language to help them understand the world, eg by asking endless questions and talking alone during play.

#### Remember by:

- continuing to talk with your child
- helping them to find out the answers to their questions
- helping them to further explore the world around them

You are the key to your child’s future learning.

#### Level 2 check

#### Grammar, pragmatic intentions, interaction

	P	D
Uses a range of grammatical features: – clause – phrase – word		
Uses their language for a range of different purposes, including early reasoning		
Conversational turn-taking through language established		

Stage B11 – English	Possibly	Definitely	What my child does and what it tells me; how I know my child can do this
<b>Receptive language English</b>			
Understands prepositions ‘under’, ‘on top’, ‘behind’, ‘next to’			
Understands use of objects, eg ‘what do we use to cut with?’			
Understands objects by description, eg ‘wet’, ‘dirty’			
Understands all pronouns, eg ‘they’, ‘he/she’, ‘him/her’			
<b>Expressive language English</b>			
Answers what, where and yes/no questions, eg ‘what is she doing?’, ‘where is the dog?’, ‘is he running?’			
Retells a simple past event			
Uses several sentences linked with ‘and’			
Uses a range of verb forms, eg ‘play’, ‘playing’, ‘will play’, ‘played’			
Answers questions more fully, using two or more sentences, eg in response to ‘tell me about your dog’			
Uses language for: – giving reasons – negotiating – playing with others – directing others – telling others about things			
Uses possessives, eg ‘the boy’s teddy’			
Retells a simple story – recalling events and characters			

A



# Attending, listening and vocalisation

The child is already learning lots about the world around them and, with parents' help, will be able to explore it. Children who need to use hearing aids can develop listening skills but they will need parents, with the help of a good practitioner, to help them learn to use their **residual hearing** in order to listen.

Hearing aids are only useful if they are working properly and worn consistently. The teacher of the deaf will explain the importance of daily checks, show you how to do this and leave guidance and spares so parents can sort out any simple problems that come up. Once you have checked the hearing aids are working properly you should gently insert the ear moulds and secure the aids. All this will be explained to you in person. These tasks may feel very odd at first but you will soon become expert at this. It will eventually become as simple as changing a nappy or feeding your child. Like all new skills it just takes some practice. You should not be afraid to ask for help in checking the hearing aids and inserting the moulds several times until you feel more confident about what to do.

Once your child has hearing aids fitted you need to establish that they are working, comfortable and are being worn most of the day. You need to make sure that there is not too much noise in the room, as this will make learning to listen much harder.

Hearing aids will make all sounds louder. Learning to listen is much harder for a child when the sounds parents want them to hear are competing with household or environmental sounds – for example when more than one person is talking at a time, or the washing machine is on full cycle or the television is on.

The final, but perhaps the most important thing is to ensure there is something worth listening to! – something that the child enjoys and finds meaningful. This is your voice! Parents and the family are the most important people in any child's life and they are fascinating to them. By talking, just as they would to any other child, parents are providing a rich and exciting sound that their child will enjoy and which is an important source of learning. Talking to a child about everyday things around and what he or she is doing is just as important for a deaf child as a hearing child. Remember hearing children spend over a year learning to listen before they start to use spoken **words**. During this time they are learning about listening, about sound and about how children communicate. To start with parents may find it particularly helpful to notice changes in attending, listening and vocalisation when the child is wearing hearing aids compared to when they are unaided. The teacher of the deaf or early intervention supporter will help and support parents with this.

## Attending

### Development of attending, listening and vocalisation behaviour: Stage B1

#### At this stage

Very young babies present an extraordinary range of listening abilities that probably start to develop in the womb, when the lower frequency sounds are 'getting through'. For children with severe to profound hearing loss access to this low frequency information in the womb may be very limited or may simply not be accessible. This does not mean they have no access to sound; babies are likely to perceive vibrations of very low frequency information, before birth. It is only possible for deaf children to start to learn to listen when they are fitted with hearing aids and wear them most of their waking hours. This stage is often referred to as a child's **hearing or 'listening' age**. It is often more useful to think of the child's progress in listening in terms of their listening age rather than **chronological age**.

For a child who is a hearing aid wearer, whether a baby or older, they too will start to display a range of listening behaviours and it is important that we recognise them for what they are. For example, parents will notice how loud sounds disturb the child or how the child reacts to sounds around them that start or stop. Over the first few weeks of life the sounds a baby makes directly reflect its biological state and activities, eg hunger, pain or discomfort. They are known as **'reflexive noises'**. Noises such as sucking, swallowing, coughing and burping are concerned with survival. They are known as **'vegetative noises'**.

<b>Attending B1</b>	<b>Possibly</b>	<b>Definitely</b>	<b>What my baby does and what it tells me; how I know my baby can do this</b>
Looks intently at nearby faces (approx 20 cm) <small>CSOP</small>			
Attention is attracted and held when you: – use lively <b>facial expressions</b> – use <b>child-directed speech</b> (voice with varied tone and volume)			
Copies facial expressions and mouth shapes, eg sticking out tongue, opening mouth, widening eyes, etc <small>COP</small>			

<b>Listening B1</b>	<b>Possibly</b>	<b>Definitely</b>	<b>What my baby does and what it tells me; how I know my baby can do this</b>
Shows a reaction to sound by changing behaviour/actions: – eyes widen – limbs move or slow – facial twitch – cry – change in sucking patterns during feeding – stirs from sleep – change in breathing pattern – quietens			
Recognises and is most responsive to mother's voice, eg may become more vocal, active or make more <b>eye contact</b> <small>S</small>			
Shows awareness of voices close to them (usually less than one metre) by a change in behaviour, eg smiles, stops vocalising, turns head towards person speaking <small>S</small>			
Arm, hand and legs movements may match rhythm of parent/carer's voice			
Sensitive to tone and rhythm of voices – livelier to happy sounds, unsettled by angry/sad voices <small>S</small>			
Startled by loud noises (door, vacuum, washing machine)			
May be soothed by particular music or songs <small>SC</small>			



## Attending

### Development of attending, listening and vocalisation behaviour: Stage B1

Babies love to imitate parents and even at this early stage they copy adult facial expressions, tongue and other movements.

Babies are particularly interested in their parents' voices. So it is important that they talk to (interact with) them from the moment they are born. When a child gets their hearing aids it is the beginning of their listening experience – the most important aspect of this is your voice.

#### Child-directed speech (baby talk)

Many parents do not talk to their children in the same way that they talk to other adults. Instead they change the way they speak to the child and this makes it easier for the child to join in (interact) and learn. This is called 'caregiver' or 'child-directed' speech. This speech is like 'baby talk', where the utterances are shorter and simpler, and it often has a singsong quality and a lot of expression is involved, often with the sounds going up and down. Child-directed speech is also higher pitch than usual and special words are used, such as 'choo-choo', 'doggie', 'bunny'.

The form of child-directed speech helps the child to learn not only about what people mean, but also about how to have a conversation. Because of the way that intonation is used (the ups and downs and melody of the voice) and the way that we pause, the child is given clues that it is their turn to speak. The child will increasingly pick up on these clues and start to take turns by vocalising or responding in other ways at the end of the parents' turn, rather than 'speaking' over you.

#### By the end of this stage

Babies love to imitate parents; even at this early stage they will try to copy adult facial expressions and tongue movements.

They can now tell the difference between male and female voices.

Vocalisation B1	Possibly	Definitely	Sounds my baby makes and enjoys
Gurgle and coos			
Cries to tell you their needs, eg hunger, discomfort	CS		
Screaming/whimpering in extreme need			

## Attending

### Development of attending, listening and vocalisation behaviour: Stage B2

#### At this stage

Children start to respond to the different sounds around them in a range of ways. For example they react differently to angry, soothing or playful tones of voice; they may respond to other people's voices by making sounds themselves. They also show a fascination for faces, watching for prolonged periods of time and begin to look at objects with interest.

They will also start to develop an interest in familiar sounds in the home, eg running a bath and may, towards the end of this stage, even show that they are excited by them. This is the beginning of being able to anticipate events from hearing a sound. When you are cradling your baby you could, for example, have a musical toy in the other hand and switch it on and then off. They may change behaviour and even search for the source of sound; this shows the parents that the child has heard the sound.

Children now begin to produce **cooing** sounds, generally when they are in a settled state. These sounds develop alongside crying, gradually becoming more frequent and varied, and are often a response to the carer's speech and smiles. The sounds are quieter, lower **pitched** and more musical than crying, usually consisting of short vowel like sounds or sounds produced towards the back of the mouth or through the nose. It is important at this stage not only that the child can hear themselves, but also that they get a response from those around them to the sounds they make, in other words, that parents coo back.

Attending B2	Possibly	Definitely	What my child does and what it tells me; how I know my child can do this
Attends to familiar sounds or sights – running bath, dishes, footsteps, the vacuum cleaner, getting the dishes out, the return of an excited brother or sister			
Watches speaker/signer's face carefully (up to 30 cm)			
Looks briefly from one <b>object</b> to another. Objects may be moving or still – this is termed ' <b>shifting visual attention</b> '			

Listening B2	Possibly	Definitely	What my child does and what it tells me; how I know my child can do this
Shows they are aware of sounds by changes in behaviour: – extending limbs – eye widening or searching – stilling/quieting or stopping – crying – smiling – other facial expression, eg frowns, squealing			
Turns eyes and/or head towards voice/sound			
Reacts differently to soothing and negative tones			
Is noticeably more active when attending to voices/sound in quiet surroundings			
Likes listening to music			
Enjoys rattles and other sound-making toys			
Shows some awareness of own voice			

## Attending

### Development of attending, listening and vocalisation behaviour: Stage B2

#### By the end of this stage

Children begin to anticipate events from hearing a sound. They are motivated to attend to familiar sounds and with parents' help are increasing detection and awareness of a wider range of sounds. They may even start to look towards the source of a sound, starting to anticipate where sounds are coming from.

Children are more able to control their attending, as they begin to search for a sound source, look towards it or watch something that 'catches' their attention for a longer time.

Vocalisation B2	Possibly	Definitely	What my child does and what it tells me; how I know my child can do this
Increased range of sounds/cries to show enjoyment, hunger, tiredness, pain and to gain adult attention			
'Copies' non-speech sounds, eg coos, raspberries, effort grunts, squeals			
Produces non-speech sounds, eg coos, raspberries, effort grunts, shrieks, squeals			
May make vowel like sounds, eg /a/ as in car /ɔ/ as in board			
Gurgles to get attention			
Vocalises back when talked to (making own sounds) especially to mother/carer and when an approving voice or smiling face is used	C		
Makes more varied sounds when 'talking' to/taking turns with a familiar adult			
Vocalises for longer when 'talking' to/taking turns with a familiar adult			

## Attending

### Development of attending, listening and vocalisation behaviour: Stage B3

#### At this stage

As parents help the child to become more and more aware of the different sounds around, the child also learns to **discriminate** between them. For example they may look at the hairdryer rather than the vacuum cleaner, which they have learnt makes a different sound. Once the child can discriminate between two sounds the next **auditory skill** is **recognition** of that sound. The child learns to recognise that sound and to associate that sound or word with an activity or object. When the child sees the hairdryer they know what sound is likely to follow.

Similarly the child will respond differently to the voices around them – showing that they recognise mummy or daddy’s voice and reacting differently according to whether they sound, happy, cross and so on. For a deaf child parents should be now noticing considerable differences in behaviour when the child is wearing hearing aids.

Attending B3	Possibly	Definitely	What my child does and what it tells me; how I know my child can do this
Looks around a room <span style="float: right;">O</span>			
Explores objects using vision, touch, hearing, taste, eg a child mouths a rattle and hears the noise made as the rattle moves			
Tries to attract your attention through: – increasing own body movements, – moving arms and legs vigorously – vocalisation <span style="float: right;">C</span>			
Briefly follows the eye gaze of the adult but does not attend for long			
Very early <b>imitation</b> of adults, eg tries to move object if adult does this too			
Turns to follow a moving toy			
Follows adult’s pointing gesture and/or head turn <span style="float: right;">CS</span>			

## Attending

### Development of attending, listening and vocalisation behaviour: Stage B3

The sounds of **vocal play** are much steadier and longer than those of cooing. They tend to consist of vowel + consonant sequences that are frequently repeated ('gagagaga'). They are often high pitched and sometimes change from high to low. A range of sounds is produced from all parts of the mouth.

The child will appear to be 'practising' new sounds, and be getting enjoyment from making them. The particular sounds children make at this time are influenced by a number of things. For example younger babies spend a lot of time lying on their backs and so their early sounds are influenced by

this, as well as their tongue control and the shape of their mouths etc. Sounds such as 'agagag' and 'oo' and 'ah' are often heard. Some children will not begin to wear hearing aids until a later stage and this will mean that early sounds may be different. If a child is already sitting by the time hearing aids are established, sounds will be different because the child's position is different. The vowels will be made further forward in the mouth and may be 'ee' or 'uh'.

Listening B3	Possibly	Definitely	What my child does and what it tells me; how I know my child can do this
Shows awareness and <b>discrimination</b> of happenings and events in their environment eg searches when hears familiar person come into the room			
Looks puzzled or changes behaviour when they hear something new, different or unexpected			
Displays much more interest in talk, which has the features of 'child-directed speech' (eg is more excited or appears to be paying attention) and is less interested in talk between adults			
Vocalises more when adults use 'child-directed speech'			
Coos or stops crying in response to music with a strong beat			
Recognises familiar environmental sounds – washing machine, microwave, footsteps			
Beginning to discriminate between: <ul style="list-style-type: none"> <li>– fast and slow sounds</li> <li>– loud and quiet sounds</li> <li>– long and short sounds</li> </ul> (revealed by changes in behaviour, searching, movement or preference for particular songs/ <b>rhymes</b> )			
Beginning to relate a sound heard, to the object which makes the sound, eg searches for it			
Enjoys playing with noise-making objects and toys			
Will repeat action to make sound again eg shaking rattles, squeezing noise makers; kicking at baby gym			
Turns quickly to mother's voice across room			
Responds to different tones of your voice: <ul style="list-style-type: none"> <li>– sing-song</li> <li>– questioning</li> <li>– soothing</li> <li>– playful</li> </ul> (tone of voice helps child with meaning)			CS
Listens to a parent's voice even if they can't see them			
Changes in behaviour when hearing aid/implant is switched on			

## Attending

### Development of attending, listening and vocalisation behaviour: Stage B3

What matters is that a broader range of sounds begins to be made, and that occasionally consonants start to intrude. It is towards the end of this stage that a child's sounds start to sound more like the parents, ie the vowels sound like English vowels or Welsh vowels or Urdu vowels – clear evidence of what the child 'hears' influencing the noises they are now starting to make.

They now show that they are more aware of the sounds that they themselves are making. For example, they begin to change their vocalisations to match sounds around them and they will often play with sounds by themselves. They are beginning to understand that they can change their vocalisations to hear something different. This is called using their 'auditory feedback'.

#### By the end of this stage

Children begin to recognise it is their turn to communicate from the rising tone of voice at the end of the adult turn.

They begin to 'choose' what they will attend to.

They know that there is a link between lip movements and speech sounds

They demonstrate awareness of when things sound different: – new objects, sounds, and people

Vocalisation B3	Possibly	Definitely	What my child does and what it tells me; how I know my child can do this
Uses voice to make contact with people and keep their attention CS			
Laughs and squeals			
Beginning to use the vowel sounds of the language used at home /æ/ as in <u>h</u> at /ɛ/ as in <u>p</u> et If the child is older and sitting, sounds are made towards the front of the mouth: <b>vowels</b> and <b>diphthongs</b> may include: /u/ as in <u>b</u> oo /i/ as in <u>m</u> e /ɪ/ as in <u>p</u> it /eɪ/ as in <u>f</u> ace C			
Beginning to use some consonant sounds: e.g. babies /gu gu/ <u>g</u> oo <u>g</u> oo /mm/ <u>m</u> when mouthing objects when sitting up – /h/ <u>h</u> uhuhu C			
Makes sounds for pleasure, eg vocalises with tuneful voice for minutes at a time to self when lying in cot, at play			
Changes sounds, enjoying listening to the differences. This is 'auditory feedback', ie listening to and <b>monitoring own voice</b>			
Starts to sound like they are 'talking to you' (even if you can't understand them yet)			
Begins to imitate; may copy you if you copy the child's sounds first			
Vocalisation increases if wearing hearing aid/ cochlear implant			

## Attending

### Development of attending, listening and vocalisation behaviour: Stage B4

#### At this stage

All children need to hear sounds over and over again in order to recognise and ultimately understand them – and fortunately, while they are small we do not tire of making them! Whether we are changing the nappy, jiggling them up and down on our knee or singing a rhyme, daily routines and games provide excellent opportunities for **repetition**, recognition, understanding and anticipation, as the child starts to work out what is coming next.

Children now locate sounds quickly and will turn to sounds made at the side. Parents will notice that their **attention span** is still short, ie is easily distracted, but is gradually expanding. Children are ‘single channelled’ at this stage, ie they can only attend to one thing at a time (using one sense at a time). For example they can’t look and listen at the same time or

explore a toy and listen at the same time, and they will choose what they want to focus on. We call this ‘**selective listening**’. They look at or reach towards objects to direct adult attention to the thing they wish to communicate about. They may look back to the adult to judge adult response. Talk needs to be related to what a child is doing/looking at, although on occasions they start to follow what you are looking at and talking about.

In this way, ‘**joint reference**’ develops and helps children to make connections between words, events, meanings etc. They are increasingly interested in speech and sounds in the environment, trying to understand their meaning. Look out for this stage – it’s important because it means the child is one step nearer using words.

Attending B4	Possibly	Definitely	What my child does and what it tells me; how I know my child can do this
Eyes now move together to look at people and objects			
Watches and follows adult movements <span style="float: right;">SO</span>			
Looks at an object and then back to adult to direct adult attention to it			
Follows another’s gaze to an object and sometimes attends to it for a while – ‘joint reference’			
Reaches towards people/objects			
Looks at and pokes small objects like crumbs with index finger <span style="float: right;">O</span>			
Watches and follows people/objects/happenings in the environment up to 3m away <span style="float: right;">O</span>			
Watches own hand movements intently			
Stares at new object <span style="float: right;">S</span>			
Watches toy/object as it falls down			

## Attending

### Development of attending, listening and vocalisation behaviour: Stage B4

Children now use sound combinations in their vocalisations when 'talking' to themselves and to you, ie they combine consonants and vowels – 'ba', 'bu', 'um'. At first they will vocalise longer and longer with 'repeated sounds'. These are often made at the front of the mouth and are easy to produce, eg mamama, bababa, (reduplicated vocalisation). Later these will become more complicated with the sounds changing within the vocalisation, eg dadiduda (**variegated vocalisation**).

Importantly, children will be listening to and monitoring their own voice at this time, making links between the tongue and mouth movements they make and the sounds that they hear (**auditory feedback mechanism**). At first, they practice sounds from all languages. However, gradually, the tone and rhythm of their vocalisation will gradually start to sound like the language they hear spoken at home.

#### By the end of this stage

Children will understand when it is their turn to 'talk' by noticing the rising tone at the end of an adult's comment.

They can now choose what to attend to, eg can choose to ignore sound/voice while concentrating on something else. They have single channelled attention at this stage, ie attends to only one thing at once, eg cannot listen to an adult and do something else at the same time.

Children use what they have seen others doing and try some of it for themselves – imitates sounds, actions, behaviours.

They are very aware of the familiar and unfamiliar and demonstrate this in their behaviour.

Children will enjoy listening to talk which is in the language used at home, especially the ups and downs and rhythm of the language.

Listening B4	Possibly	Definitely	What my child does and what it tells me; how I know my child can do this
Ignores sound/voice while concentrating on something else: listening selectively			
'Listens' increasingly to own voice and sounds			
Practises sounds over and over in different tones, lengths, volumes, and combinations as if trying to make the sound more how they want it to be (demonstrates use of auditory feedback)			
Listens to the conversations of others, eg turns head/looks towards the speakers			
Enjoys singing or rhyme games			
Listens, dances, begins to anticipate actions, tickles etc from sound and rhythm of rhymes			
Responds to music by swaying, bouncing etc			
Begins to copy rhythm and actions of rhymes/songs			
Uses objects to make sounds; will bang them together			
Vocalisations increase when hearing aids are in use			
Shows awareness of differences between vowel sounds 'oo' and 'ah' for example cuddles teddy – 'ah', points to picture of train – 'oo'			



## Attending

### Development of attending, listening and vocalisation behaviour: Stage B4

Vocalisation B4	Possibly	Definitely	What my child does and what it tells me; how I know my child can do this
Begins to imitate the voices of others, especially the vowels and 'ups and downs' of speech ( <b>intonation</b> )			
Shouts to attract attention, listens, then shouts again			
Communicates friendliness or annoyance through vocalisation			
Vocalises frequently – sounds are practised for fun			
Voice is tuneful and expressive			
Voice starts to have the tone and rhythm of the language spoken at home (first language)			
Vocal <b>babble</b> is increasingly speech-like, containing consonants and vowels such as: /ba ba/ /gaga/			
Uses consonants with a vowel sound eg /ba/, /um/			
Tries lots of ways of making consonants in babble: – most common /b/, /d/, /g/ called <b>stops</b> – less common /m/, /n/, /ng/ called <b>nasals</b> /s/, /sh/, /f/, /th/ called <b>fricatives</b> /t/, /p/, /k/ called <b>voiceless</b>			
Practises <b>sequences</b> of the same sounds, eg/bubububub/, /dada/, /mamama/ These repeated sounds are called <b>reduplicated babble</b>			
Begins to use varied sounds, eg dadi. This is called <b>variegated babble</b>			

## Attending

### Development of attending, listening and vocalisation behaviour: Stage B5

#### At this stage

Variations in the **melody**, rhythm and tone of voice become a major feature of a child's utterances. Parents can often attribute meaning to these utterances, such as questioning, calling, greeting or wanting. Individual sounds are produced clearly although it is often not possible to know what they mean, these are called 'proto-words'.

At this stage a child is often so engrossed in its own activity that they may appear to ignore an adult. This is because the child can concentrate on their chosen activity for longer but can only attend to one thing at once – still 'single channelled'.

However, they are now far more skilled at locating the directions that sounds come from and will show this by turning towards the **sound source**.

It is around this stage that you should be noticing that your child is using particular noises to achieve or get particular things (see **Communication** strand for more detail). This is an important **milestone** as it shows they are aware of the relationship between the sounds we make and the meanings we want to express and that they are getting ready for using sounds in language to express meaning.

Attending B5	Possibly	Definitely	What my child does and what it tells me; how I know my child can do this
Stops what they are doing in response to 'no' ie can inhibit activity C			
Follows when an adult points to near objects			
Begins to point to objects close by using index finger C			
Watches people and events for longer time S			
Looks at object named by an adult S			
Searches for named object			
Watches toy being partially hidden and finds it – this is known as 'object permanence' P			
Shows interest and pays attention to what people have to say for longer periods of time			
Can get absorbed in an activity and will ignore other <b>stimuli</b> .			

## Attending

### Development of attending, listening and vocalisation behaviour: Stage B5

Listening B5	Possibly	Definitely	What my child does and what it tells me; how I know my child can do this
Locates the direction sounds come from eg looks appropriately in that direction			
Recognises and understands contrasting rhythm and intonation in speech, eg 'Shall we go to the shops?' And 'dinner-time!' Child anticipates what is going to happen, may look at the door (shops) or towards high chair or table (dinner-time) – (recognises the different intonation of question and command)			
Responds to key words in play, eg 'Where's the ball?' Child looks to find the ball			
Stops what they are doing when hears 'No' C			
Wants a familiar activity and noise made again C			
Understands a few familiar words, phrases, by listening alone, eg 'clap hands' or 'I'm coming'			
Answers to own name, eg by looking, stopping activity or vocalising			
Continues to associate quieter more distant sounds, links with their source in the environment, eg squeals when the vacuum is turned on and is not in view, looks towards the microwave when it pings			
Recognises symbolic vocalisations and relates to appropriate animal, object or toy, eg 'brm brm', 'miaow'			
Recognises the voices of key adults/children in their life			
Imitates and joins in babble of others			
Understands the meaning associated with some environmental sounds, eg hears a car and looks towards door expectantly for daddy/mummy			

## Attending

### Development of attending, listening and vocalisation behaviour: Stage B5

#### By the end of this stage

Children attend to things, events or people for an extended period.

They can control their focus of interest.

Children know about following others' focus of attention and how to direct the attention of others.

#### Level 2 check

	P	D
Produces range of vowel sounds		
Produces some consonant sounds		
Can localise sounds		
Beginning to imitate sounds including symbolic vocalisations, intonation and parts of words		

Vocalisation B5	Possibly	Definitely	Sounds my child makes and enjoys
Uses sounds like those in the language used in the home			
Uses these sounds confidently and frequently as if joining in a conversation – 'expressive jargon'			
Own spontaneous vocalisations have the ups and downs of adult speech. (These are called the intonation contours)			
Uses a range of vowels from the home language			
Short vowels are now well established /ɪ/ in lip /æ/ in cat			
Uses many consonants in babble and communication attempts: eg in English – most frequent /m/, /p/, /b/, /d/, /t/, /n/, /g/ – less frequent /k/, /w/, /h/, /f/, /r/, /s/, /z/, /l/ /ʃ/ as in shoe /θ/ as in think /ð/ as in the			
Uses 'contrastive' sounds in vocalisations: eg Contrast in voicing – /p/ vs /b/ Contrast in place – /p/ vs /k/ Contrast in manner – /p/ vs /m/			
Sometimes copies a new word or features of it (eg the intonation, the vowels) immediately after it has been used C			
Imitates familiar consonants and vowels sounds associated with frequently used toys C			
Vocalisations that sound like speech are beginning to emerge ('proto' words) eg 'din' (for drink)			

## Attending

### Development of attending, listening and vocalisation behaviour: Stage B6

#### At this stage

By the time children are at this stage they have learned a great deal about the way adults use sounds to express differences in meaning. Children will respond to many words, involving a wide range of vowels and consonants, but their ability to pronounce these words is still very limited. Children simplify new words, eg they may say 'dod' or 'gog' instead of 'dog'. Some children have favourite sounds that they will introduce into many words, whether they've heard a word like that before or not!

A child's attention span may appear very variable, for example, they may pay only brief attention to an adult, especially when they are engrossed in their own activity.

In a favourite game, however, the adult may tire before the child. The child may notice any slight difference in the game they are playing with the adult and protest loudly. They can still only attend to one thing at a time and so may ignore comments that you know they understand if these are not immediately relevant to what they are doing.

Many of the activities that we do with children at this stage continue to be repetitive – routines and simple stories, games and everyday experiences; these allow the child to hear lots of familiar language and sounds many times and support their emerging listening with their hearing aids.

Attending B6	Possibly	Definitely	What my child does and what it tells me; how I know my child can do this
Follows the points of others to distant objects – over 3m COS			
Concentrates intensely on an object or activity of own choosing ('concrete task') for short periods			
Watches and listens to others, copying some behaviours into own play			
Attends to pictures for a short time, labelling and making a comment and may sometimes do this by themselves			
Looks at and shares picture books O			
Begins to recognise favourite toys, games and activities, eg character in video or TV programme or brings same favourite toy for you to play with			

Listening B6	Possibly	Definitely	What my child does and what it tells me; how I know my child can do this
Knows and immediately turns to own name			
Enjoys listening to the same story over and over again O			
Bounces rhythmically when being sung to or listening to music			
Responds when adult makes symbolic vocalisations, eg points to relevant object, toy, animal, picture in a book; reactivates relevant toy			
Points to pictures in a book when named eg Where's the <u>dog</u> ? Child points to dog C			
Points to or finds an object when asked to, eg Where are your <u>shoes</u> ? Child tries to locate shoes			
Responds appropriately to an increasing range of: – sounds – words – phrases by listening alone			
Plays vocal games with mum/carer – copying their noises			

## Attending

### Development of attending, listening and vocalisation behaviour: Stage B6

#### By the end of this stage

On hearing an adult say something the child may imitate 'words' and phrases. They may also change their own way of saying these so that they are closer to the adult pattern of speech. They have an increasing number of words and phrases that they recognise through listening alone – although this will also be linked to the length of time they have been wearing their hearing aids and the degree of hearing loss.

They are more focused when playing with an adult ('interactive play') than when playing on their own ('solitary play').

Children can integrate information from several senses, eg vision, hearing, touch, but only if they relate to the same object or activity.

They use pointing to direct adult attention and find out about things. When they do this, adults often name what they point to and sometimes they repeat what they say. The sounds they use in this repetition tell us what they are attending to and how their hearing aids are helping.

Vocalisation B6	Possibly	Definitely	Sounds my child makes and enjoys
Longer vocalisations have recognisable words and sounds in them, but the whole meaning is unclear			
Own vocalisations sound more like speech and are recognised as own 'words' – that's his word for .....			
Uses 'nana' for banana; 'ain' for train: these are called <b>approximations of words</b>			
Imitates familiar words, eg from daily <b>routines</b> like feeding, changing, bathing or familiar stories or games			
Imitates key words or last words said to him/her, eg "Daddy is going in the <b>car</b> " Child repeats 'daddy' or 'car'			
Uses a wide range of <b>consonants</b> and vowels in babble/ <b>jargon</b> but /p/, /d/, /b/ (stops) are the most common sounds used in first words, eg 'bibi' for biscuit			
Conversations take place between adult and child mainly focusing on the here and now			

## Attending

### Development of attending, listening and vocalisation behaviour: Stage B7

#### At this stage

A key sign of this stage is that a child will start copying much of what they hear around them. Sounds in the environment, the sound of the vacuum, a door banging, the ping of the microwave or a dog barking, as well as the words that you stress in your speech will be copied, probably over and over again. This is the child's way of savouring the sounds and meanings around him and trying out new sound combinations. It is also the point when many children's language use really starts to take off.

The range of sounds the child uses increases considerably and in particular consonants are much more frequent. There is often quite a contrast between how clearly a child appears to be saying some 'words' when they are 'copying' others and what they say for themselves. Some pronunciation of

individual words is quite accurate, but at other times it may be impossible to work out what the word or meaning was that the child said. When a child is at this stage adults often help by using 'acoustic highlighting', ie emphasising slightly the important part of what they want the child to do or to understand. This may be through intonation or varying the rhythm or emphasising the key words. Adults themselves often copy the child and **extend** what they say. Children often enjoy silly sounds, new sounds and seem to love the sound of particular words or phrases, and there can be lots of fun exchanges as raspberries are blown, symbolic vocalisation shared and sound games played.

Attending B7	Possibly	Definitely	What my child does and what it tells me; how I know my child can do this
Looks at adult to gain attention before pointing			
Imitates things they see and hear around them, sometimes phrases, parts of games and actions			

Listening B7	Possibly	Definitely	What my child does and what it tells me; how I know my child can do this
Enjoys nursery rhymes and demonstrates listening by trying to join in with actions or vocalisations			
Understands and follows simple instructions in context such as 'Give me the ball' or 'Kiss Daddy ni-night'	C		
Plays 'ready steady go' or '1, 2, 3, go' games. Listening and waiting or sometimes imitating alongside speaker	P		
Plays 'give it to me' activities (can be used to support hearing assessment)			
Shows anticipation in relation to key phrases games, eg 'I'm coming' (in hide and seek)	P		
Begins to fill in familiar missing word when adult leaves a pause, especially in rhymes and when sharing stories/books			
Starts to help with checking hearing aids – vocalises for checking			
Is aware when aid is not working or not switched on, eg shakes head, pushes ear mould in further; tries to move switches			
Shows is aware of new sound by, eg pointing to ear, looking puzzled, pointing towards sound etc			

## Attending

### Development of attending, listening and vocalisation behaviour: Stage B7

#### By the end of this stage

Enjoy this quite delightful time with your child and encourage this learning process as much as possible. It is time when nursery rhymes and action games begin to be copied as your child demonstrates their awareness of what adults are doing with and saying to him or her.

Vocalisation B7	Possibly	Definitely	Sounds my child makes and enjoys
Makes animal sounds such as 'moo', 'woof' and other symbolic vocalisations			
Uses lots of 'word-like' babble in a tuneful way			
Imitates simple words/phrases, but not always accurately, eg 'amin' for 'in a minute'			
Uses single words to communicate but in immature forms, eg 'dink' for drink, 'og' for dog			
Chatters loudly to self when playing			
Uses a wide range of ups and downs (intonation) and rhythms to reflect mood, eg excitement, level of interest and involvement			
Sounds at the beginning of words tend to include low frequency information and are louder (voiced), eg babit for 'rabbit'			
Sounds at the end of words tend to be quieter (or unvoiced) eg hat for 'had'			
Uses most common early consonant sounds in their 'words': /p/, /d/, /b/, /t/, /g/ /n/, /m/			
Uses most common early vowel sounds in their 'words': /i/ as in <u>see</u> /ʊ/ as in <u>put</u> /ʌ/ as in <u>but</u> /a/ as in <u>car</u>			



## Attending

### Development of attending, listening and vocalisation behaviour: Stage B8

#### At this stage

Children at this stage are rapidly developing their communication skills and most are now using single words that sound increasingly like those of the adults around them. Most are mobile and so they come into contact and occasionally conflict with more people and situations. Adults have a very important role to play at this time in enabling children to hear their own imperfectly formed words and meanings said more accurately, and indeed in modelling listening behaviour, in the way that they respond to what the

child does say. Increasingly children show that they remember things from before – noises, games and parts of rhymes. They will follow simple instructions related to words and objects that they know, for example 'give it to mummy'.

**Localisation** skills are becoming more fine-tuned. At this stage children will still have rapid shifts in their focus of attention, but sometimes concentrate for a long time on a chosen object or game. They dislike being interrupted when absorbed.

Attending B8	Possibly	Definitely	What my child does and what it tells me; how I know my child can do this
Follows directions if they are seen as part of a game and relate to what they are doing			
Shows <b>sustained interest</b> in looking at pictures/books with adult eg may go and get or identify specific one when requested; maintains interest in picture shared with adult			

Listening B8	Possibly	Definitely	What my child does and what it tells me; how I know my child can do this
Attends to speech directed to him or her and listens with interest to general talk			
Learns to wait for others to finish what they are saying, fewer vocal clashes ( <b>turn-taking</b> more established)	S		
Points to items you name and most body parts, eg 'where's your nose?'			
Follows simple predictable instructions by listening alone			
Copies simple patterns of noises, such as claps			
Remembers little bits of tunes and will 'sing them' for self or others			
Copies familiar expressions such as 'Oh dear', 'all fall down'	C		
Imitates two-word combinations and phrases, eg 'bibi allgone' for 'biscuits all gone'	C		
Repeats key words heard in conversation with adults, eg adult says 'Oh dear it's all gone', child repeats 'all gone'			
Imitates intonation of what they hear			
Imitates the pattern (rhythm) of what they hear			
Imitates speech sounds by copying correct number of <b>syllables</b>			
Joins in nursery rhymes and songs			
Will copy simple counting activity '1,2,3 go'			
Plays simple <b>co-operative listening games</b> – 'go', 'give it to....'			

## Attending

### Development of attending, listening and vocalisation behaviour: Stage B8

#### By the end of this stage

Children accurately locate the target of an adult's gaze.

They listen to an adult while they are doing something, as long as it relates to their own activity.

They show increased interest in the adult's focus of attention, unless absorbed in their own play.

#### Level 2 check

	P	D
Vowel system wide ranging		
Produces range of different types of consonant sounds		
Can localise sounds		
Imitates sounds, phrases and actions		
Recognises small number of sounds and words by listening alone		

Vocalisation B8	Possibly	Definitely	Sounds my child makes and enjoys
Talks to self continuously when playing, although this may not be readily understood by adults			
Produces over 20 words with the correct meanings and increasing accuracy in pronunciation	C		
Uses a range of consonant sounds in 'words' including: /p/, /d/, /b/, /t/, /g/ /n/, /m/ /w/, /h/			
Produces a wider range of vowel sounds in 'words' including: /i/ as in <u>see</u> /ʊ/ as in <u>put</u> /ʌ/ as in <u>but</u> /ɑ/ as in <u>car</u> /ɔ/ as in <u>caught</u> /u/ as in <u>soon</u> /ɛ/ as in <u>set</u> /ɪ/ as in <u>sit</u>			

## Attending

### Development of attending, listening and vocalisation behaviour: Stage B9

#### At this stage

Children are now very vocal. They show a developing ability to make sense of some things through listening alone (**auditory comprehension**) and have plenty to say for themselves. At this stage they may be using anything from single words to simple phrases. Not all of what the child is trying to say will be intelligible (understandable) to the parents and many sounds will still be missed out or in the wrong place. This is normal and, with the teacher of the deaf, parents will be checking that the 'mistakes' the child makes in pronunciation are appropriate mistakes to make at this stage, or whether there is a need to recheck hearing aid settings and fittings, because sounds are not developing as freely as they should.

Part of what children are learning to do is to take part in conversations by carefully listening and then turn-taking.

They recognise when it is their turn to speak and begin to comment on things others have said or simply repeat parts of what has been said.

Children at this stage are learning very quickly, are fascinated by many things and notice small differences in their usual routines. We can use this to good effect when we draw their attention to sounds and events around them or play 'deliberate mistakes' or 'silly games'.

Children particularly enjoy teasing and love the excitement of anticipatory games, such as early hide and seek and finding games, and much loved rhymes. In playing these they learn to listen out for key phrases, 'Is he here?', 'I'm coming' and often try them out themselves.

<b>Attending B9</b>	<b>Possibly</b>	<b>Definitely</b>	<b>What my child does and what it tells me; how I know my child can do this</b>
Frequently repeats what they hear, one or more key words repeated			
Frequently repeats <b>signs</b> that they see; one or more key signs repeated			

<b>Listening B9</b>	<b>Possibly</b>	<b>Definitely</b>	<b>What my child does and what it tells me; how I know my child can do this</b>
Listens with interest to and enjoys the noises adults make when they read stories to them			
Recognises and joins in with songs and actions, eg Wheels on the bus			
Carries out simple instructions			
Understands 'where's mummy/daddy?'			
Hears when called from another room and responds vocally – (depends on hearing loss and amplification)			
Identifies known objects in simple pictures by listening alone, by looking, pointing, vocalisation, gesture or sign			
Responds to different tones of voice, eg 'no' as an answer to a question and 'NO!' when warning of danger			
Picks out a familiar sound even when there is some background noise, eg 'dinnertime', 'no!' 'Stop now'			
Shows awareness of loud and soft sounds and reflects these in their speech, eg tries to whisper			
Responds appropriately to familiar expressions by listening alone, eg 'don't touch'; 'come on'; 'one for .....			
Identifies known objects in picture/book by listening alone			

## Attending

### Development of attending, listening and vocalisation behaviour: Stage B9

#### By the end of this stage

Children can tell the difference between sounds that are made in a similar position in the mouth, eg pat and mat, and are using a wide range of consonants and vowels, although some are still muddled and consonants, in particular, are left out sometimes.

Children will attend to comments about what they are thinking about, doing, and are interested in. Hearing and seeing their thoughts put into words demonstrates to children how we think about what is around us, how we listen to others and think about what they say/communicate and also allows them to hear a more accurate rendering of their own ideas.

Children attend to meaningful language. They have extended their listening skills and now show they are remembering things they have heard before. The imitations they make show this as do their growing abilities in following simple instructions such as finding and doing things for parents.

Vocalisation B9	Possibly	Definitely	Sounds my child makes and enjoys
Call themselves by name	S		
Tries to repeat many things adults say either saying the actual word or making a close match, eg for umbrella 'um-beya'	C		
Uses words more often than 'word-like' approximations			
Tries to make many speech sounds, sometimes will do this correctly and at other times will make a sound like it, eg 'wabbit' or 'babbit' for 'rabbit'			
Now produces more consonant sounds including: /p/, /d/, /b/, /t/, /g/, /k/ /n/, /m/ /w/, /h/, /f/ /ng/ as in song /ŋ/			
Can now produce a wider range of vowel sounds including: /i/ as in <u>see</u> /ʊ/ as in <u>put</u> /ʌ/ as in <u>but</u> /ɑ/ as in <u>car</u> /ɔ/ as in <u>caught</u> /u/ as in <u>soon</u> /æ/ as in <u>sæt</u> /ɪ/ as in <u>sit</u> /ɛ/ as in <u>set</u> /ɒ/ as in <u>not</u>			

## Attending

### Development of attending, listening and vocalisation behaviour: Stage B10

#### At this stage

Children at this stage love to join in simple activities like washing up, making sandwiches, helping to mend things and so on. These all provide many opportunities for them to listen to and share sounds and attend to the detail of what is happening. At this stage too there is often a rapid development of **expressive vocabulary**. The child's interest in the world and in what is happening allows many opportunities for them to listen to others and see how things work. In addition, socially they will meet many more people who do not so readily understand them and this is a great motivator towards bringing their use of sounds closer to those of others around them, as they want to be understood. The games we play and stories that we share at this time often

have repetitive elements and lots of direct speech; as the child listens to mummy, daddy and baby bear they have many opportunities to listen to key language and sounds in a number of ways. In their play we may hear their attempts to change to 'daddy bear's' voice and they themselves may well adopt a different **pitch** or tone of voice when talking to a baby.

Children still need time to switch their attention from their own task to a new activity of an adult's choosing. They will want to complete their own activity first. They are still single channelled, but are learning to shift their attention between various things and events.

Listening B10	Possibly	Definitely	What my child does and what it tells me; how I know my child can do this
Answers simple familiar questions by listening alone – 'where's the .....', 'what colour is it?'			
Follows two-part requests, eg 'can you pick up the ball and give it to mummy'			
Recognises and responds to many familiar sounds, eg knows when it's a fire engine			
Listens to music and knows if it's on or off, eg when the radio's switched off			
Enjoys dancing to music and will do this rhythmically			
Responds to yes-no questions by listening alone, eg 'do you want more?' – (may be recognising the intonation, not necessarily the sense)			
Waits when told to: 'just a minute'			
Identifies some action words by pointing to the right picture, eg 'who's jumping?'			
Fills in the missing word or phrase in a known rhyme, story retell or game, eg 'Humpty Dumpty sat on a .....			
Notices a deliberate mistake in story telling or a rhyme			
Responds appropriately to simple two-part instructions, eg 'get your shoes and put on your coat'; go upstairs and get your hat			

## Attending

### Development of attending, listening and vocalisation behaviour: Stage B10

#### By the end of this stage

Children can now shift attention from their own activity to another one and back again with help/prompt from an adult. To do this they have to stop the first activity while they concentrate on the 'new' one.

Children are still 'single channelled', ie they cannot attend to different activities at the same time, eg they cannot listen to an adult's directions about something else while they are playing. A child must stop playing, listen to the adult and then start playing again.

Children are interested in the world and may well be asking 'Why?' questions. They are great little helpers and communicative partners and have an increasing repertoire of words, phrases that they respond to by listening alone. They notice when parents make a deliberate mistake when telling a favourite story and join in parts of favourite rhymes. These show that their **auditory memory** is developing and they are using it to help them to work out what is happening as well as what they need to do. In other words they are thinking about what they hear (and see) and are trying to work out what it means.

Vocalisation B10	Possibly	Definitely	Sounds my child makes and enjoys
Uses appropriate intonation to ask one or two word questions			
Asks 'whassat' a lot	C		
Talks aloud to themselves when playing alone	C		
Speaks with a loud voice			
Has more of a sing-song quality to speech to add expression			
Words are now easier to understand, as they sound more like adult forms			
Produces more accurate consonant sounds in 'words' including: /p/, /d/, /b/, /t/, /g/, /k/ /n/, /m/, /ŋ/ /w/, /h/ /s/, /f/, /v/			
Produces a wider range of vowels more accurately in words			
Begins to use (emerging): /ə/ as in <u>a</u> bout			

## Attending

### Development of attending, listening and vocalisation behaviour: Stage B11

#### At this stage

Children at this stage have many skills, which they can bring to their listening, attending and vocalising. For example because their memory is developing they are able to draw on past experiences and increasingly they seem to bring their **thinking skills** in to what they do. When we talk with them for example we expect them to respond to some of the ideas that we have talked about and to answer our questions more accurately.

In addition, this is a very important stage where the child often demonstrates that they are working out what follows what in stories and rhymes and everyday experiences. This is an important skill and children will often at this time correct parents if they mention animals in a story in the wrong order. This, in relation to hearing and listening, is called **auditory sequencing** and children use it in retelling stories, rhymes,

or in remembering the order that we ask them to do things in. This is clearly an important skill that they will use later in their learning at school as well as at home. We support it when we retell stories with them, explain how to do things or make things with them whether cakes or imaginary boats!

Children who wear hearing aids will find learning language through listening in noisy situations very hard, for example, talking while the vacuum cleaner or washing machine are on, or walking along a road. Parents should try to be close to their child when talking and keep noise down to make it easier for their child to hear them. It is important to remember that seeing their parent's face in noisy situations will be important. Children can still only focus on one thing at a time and are still highly distractible.

Attending B11	Possibly	Definitely	What my child does and what it tells me; how I know my child can do this
Follows instructions and accepts direction more easily when attention is not so intently focused on activities	S		
Retells story or happening to others with prompts from adult	C		
Demonstrates they remember content of a story eg can put three pictures in correct order			

Listening B11	Possibly	Definitely	What my child does and what it tells me; how I know my child can do this
Listens eagerly to stories and demands favourites over and over again			
By listening alone can identify picture or object with three critical elements – big girl jumping			
Notifies if parents make the wrong sounds in relation to a picture			
Listens carefully to other speakers in order to join in with conversation			
Concentrates and listens for more than two minutes and responds appropriately to things that have been said			
Remembers phrases from stories and rhymes and uses them appropriately			
Recognises the tunes of familiar songs and rhymes and joins in 'Happy birthday', 'Baa baa black sheep' ...			
Remembers a short list of objects or names (three or four words) eg in a card game – I'm looking for a man, a horse, and a dog			

## Attending

### Development of attending, listening and vocalisation behaviour: Stage B11

#### By the end of this stage

Children will be able to hold a simple conversation.

They can break own focus of attention, listen and return to task/play – less adult help needed.

The child shows they are listening by responding appropriately to simple instructions when not looking at parents.

They imitate the noises parents make and the words and phrases parents use.

The child enjoys music and rhymes and will repeat small parts of the sounds or tunes in them.

#### Level 2 check

	P	D
Vowel system is stable		
Wide range of consonants in place including: – plosives – nasals Increasing number of fricatives Other sounds		
Responds to a number of familiar phrases and instructions appropriately through listening alone		

Vocalisation B11	Possibly	Definitely	Sounds my child makes and enjoys
Starting to realise the correct volume to talk at (not always too loud)			
Speech is more accurate although word endings may still be left off			
Uses ups and downs in tone of voice appropriately for questions, eg 'my ball gone?' when asking 'where's my ball gone?'			
Changes speech to the person being spoken to, eg uses simpler words with younger children			
Likes saying learnt expressions such as name and age or address			
Begins to add -s to end of word to show more than one, such as shoes and socks but may use some incorrectly, eg mouses or sheeps			
Begins to add -ed to end of word to show something that has happened, such as jumped and walked but may use some incorrectly, eg goed or eated			
Sings on own			
Produces wider range of consonant sounds in words more accurately: /p/, /d/, /b/, /t/, /g/, /k/ /n/, /m/, /ŋ/ /w/, /h/, /s/, /f/, /v/, /l/			
Produces almost all vowel sounds including diphthongs (see Level 2 check)			



# What is social-emotional development?

When we are born we have no idea of who we are, what feelings we have or how to behave. We have to learn to do this. We also have to learn what other people are like and how they behave with others so that we can **interact** and develop relationships with them. All of this is what we call social-emotional development and it takes a long time to develop fully, right into our adult years. Even so, there are some very important trends that we can see developing early in babies and toddlers.

## Awareness of self and others

Finding out about ourselves is called **self-concept** and is important for knowing how and why we behave in the way we do. Understanding other people and seeing their point of view helps us to interact better with them. Babies come into the world with no understanding of who they are or that there are other people out there. Concept of self and others begins in the first two years of life and continues into early adulthood. It is believed that the first two years of development are the most important for this.

## Showing other people how we feel

The baby's first kinds of feelings are all about how they feel physically, such as being tired, hungry, in pain and so on. Because the baby is very uncomfortable, they can't help but cry. When parents listen to these cries and begin to understand how the baby might be feeling they respond to the baby and the baby starts to realise that vocalising will bring help or comfort. As babies grow, they begin to develop other sorts of feelings, such as happiness, anger. These feelings are different from physical feelings – they are **emotions**. As we get older we feel more emotions and we have to learn that there are ways that we can express those emotions.

## Attending to other people

For the baby to learn about other people they have to attend to other people's behaviour. This is important for understanding what another person is feeling, thinking and wanting to do. At first, **facial expression** and tone of voice give them lots of clues. Then they get ideas from the other person's actions. When they begin to understand **language** they get even more clues.

### Developing a relationship with other people

Babies come into the world almost helpless and dependent on their parents to keep them safe, warm, and well fed so that they can continue to survive. During the regular **routines** of feeding, bathing, and sleeping, the baby and parents begin to develop a **bond**, sometimes called **attachment**. This bond gives the child a secure base so that later they have confidence to find out about the unfamiliar world. This relationship helps children to understand themselves, have good self-esteem and have relationships with other people besides their parents.

### Imitating other people

**Imitation** is a very important skill that helps the child to learn. Young children want to understand the world around them, interact with other people and be a part of their family and community. Early imitation helps children interact with important people in their lives, and learn how to behave socially.

### Learning about social scripts

To be accepted by other people socially we have to learn how to behave in different circumstances. These are called **social scripts**. Early on the baby learns some simple scripts, like bathing and feeding. Later on they learn short games such as 'peek-a-boo' and 'Round and round the garden'. Knowing that there are rules to the game helps the baby to join in the **interaction** with another person. Gradually, children will use this skill to help them in more difficult situations, such as how to behave when their favourite toy is broken; how to behave when meeting someone new; how to respond to someone who hurts you.

## Social-emotional development

### Becoming aware of the outside world and developing a bond: Stage B1

#### At this stage

We can see that the baby is starting to develop an awareness of the outside world. Right from birth babies show us that are beginning to notice other people (awareness of self and others). We see the baby showing a lot of interest in other people's faces, particularly when their face is animated. It is believed that this interest in faces helps the child develop patterns of eye contact during social **interaction** and **communication**.

In this stage babies mainly use their voice to express strong feelings such as pain, hunger and anger (showing other people how we feel). Even babies with profound hearing loss cry like this. At this time babies also begin to smile. They don't yet smile at people, but they smile when they are asleep. Gradually the child smiles more when they are drowsy but not asleep. Later on, smiles will be used as a response to people and things that happen in the outside world.

Later babies begin to show us what they are interested in. In particular the baby is most interested in faces, usually the mother's (**attending** to other people). Also the baby prefers

to listen to its mother's voice, particularly when she talks in a melodic fashion. Parents and their baby enjoy spending time looking at each other and these times are important because the mother or father can interest their child by using their face and voice. This helps the baby to recognise the parent and for the two of them to show how important they are to each other. This is the start of the baby's first relationship (developing a relationship with other people). We know when the adult and baby are beginning to develop a relationship if sometimes the baby stops crying when picked up and spoken to. Also babies begin to smile when they hear their mother's or father's voice.

#### By the end of this stage

Babies smile when they see an interesting object or when touched.

They show they are aware of other people as well as the parent.

Babies cry to get the attention of others.

Self-other awareness B1	Possibly	Definitely	Things my baby does and enjoys
Prefers faces to objects			
Holds <b>eye contact</b> with parents	CAOP		
Appears to recognise mother's voice	AO		
Looks at mother/carer for long periods	P		
Enjoys melodic (tuneful) voice	A		
Turns towards speaker/signer	C		

Social-emotional expression B1	Possibly	Definitely	Things my baby does and enjoys
Cries to express needs, eg when hungry, angry or in pain	CA		
Smiles when asleep			
Smiles when drowsy			
Is soothed by familiar sound or voice	CA		
Cries for attention	CA		
Smiles in response to touch or sound	P		
Smiles or quietens to familiar voice/face	A		
Smiles at interesting object			

Attachment B1	Possibly	Definitely	Things my baby does and enjoys
Stops crying when picked up			

## Social-emotional development

### Responding and beginning to interact: Stage B2

#### At this stage

Children now start showing an interest in things that are not as dynamic, such as a non-moving object. They sometimes respond to other people using their voice and also begin to smile at other people, objects and events that take place. Some new feelings are expressed. They may show anger if they are restrained or gurgle when happy. At the beginning of this stage, children start to recognise some routine events that they have experienced several times, and they may take part in the event or show a response.

A further sign that the child is developing a relationship is when the child stops fretting when left alone. This means they are beginning to develop a sense of trust in their world.

Later in the stage children show more interest and engagement with other people. They recognise special people in their lives. The child turns their head to look around them, although they still like to spend a long time looking at the mother or father. Because children have more control of eye gaze they can now track other people if they are close. They smile at people to try and get a smile back, particularly familiar people. Children in this stage expect other people's faces to be lively and interesting: if there is no expression they can become upset. This shows us that the child now wants to interact with those around them, especially face to face.

Self-other awareness B2	Possibly	Definitely	Things my child does and enjoys
Responds to others by vocalising CAP			
Responds to facial expression C			
Gazes a long time at picture of mother's face O			
Moves head to look around AO			
Watches adult's movements P			
Smiles to get a person to smile back			

Social-emotional expression B2	Possibly	Definitely	Things my child does and enjoys
Smiles at non-moving object			
Smiles at another person CAP			
May become angry if physically restrained			
Laughs to show pleasure CP			
Shows more feelings (excitement, distress, delight) CA			

## Social-emotional development

### Responding and beginning to interact: Stage B2

**Imitation** is an important skill that helps children learn in their early years. Early imitation helps children to learn ways of interacting with special people in their lives, and learn acceptable social behaviours. Their first imitations are of the adult's arm movements and facial expressions.

#### By the end of this stage

Children recognise a wider range of people and everyday routines.

They sometimes get excited before feeding or when they recognise a familiar person.

As children master everyday routines, they develop confidence and positive self-esteem.

<b>Attachment B2</b>	<b>Possibly</b>	<b>Definitely</b>	<b>Things my child does and enjoys</b>
Shows no anxiety in mother's/carers absence			
Smiles more often to familiar rather than unfamiliar people eg parents, carers, siblings			

<b>Imitation B2</b>	<b>Possibly</b>	<b>Definitely</b>	<b>Things my child does and enjoys</b>
Imitates face or arm movements	C		

<b>Knowledge of social scripts B2</b>	<b>Possibly</b>	<b>Definitely</b>	<b>Things my child does and enjoys</b>
Gets excited before being fed			

## Social-emotional development

### Becoming selective: Stage B3

#### At this stage

Children start to pick up clues from the way other people behave. They start to notice where other people are looking and they try to look in the same direction to find out what the other person is interested in. They begin noticing things that are the same and show that they like certain people.

Recognising and picking out things that are the same is the basis for an important later development – **object permanence**. This tells us that an object that moves in space and over time is still the same object, not a new one.

#### By the end of this stage

Children not only recognise things that are alike but also start to feel wary of unfamiliar people or events.

They have started to understand what their world is normally like and what they can expect. They have started to be cautious of new things.

Self-other awareness B3	Possibly	Definitely	Things my child does and enjoys
Follows parent's pointing gesture and/or head turn <small>CA</small>			
Uses voice, gesture, and eye contact/facial expression to make contact with people			
Uses voice, gesture, and eye contact/facial expression to keep people's attention <small>CA</small>			

Social-emotional expression B3	Possibly	Definitely	Things my child does and enjoys
Wary of new people and events			
Laughs at intense sounds			
Responds differently to certain voice patterns ( <b>intonation</b> ), particularly if accompanied by facial expression, eg warnings, anger, friendly tones and expressions, songs <small>CA</small>			

Attachment B3	Possibly	Definitely	Things my child does and enjoys
Prefers particular people			

## Social-emotional development

### Recognising the known and the unknown – establishing meaning: Stage B4

#### At this stage

Children are sharper observers of the world and the people around them. They are curious and this is what makes the child try and understand what other people are feeling or doing.

Children now have individual behaviours that are becoming part of the way that they normally behave – like their own particular style. This shows they are developing an idea of their self as an individual person, different from others. They begin to draw attention directly to themselves and show strong feelings such as fear of new things and people. They may show their disgust at new food tastes.

New things interest children greatly. Although they want to explore the world around them, they still look back to their mother to make sure they are safe. The skill of recognising ‘what I already know and understand and what I don’t know, but want to know and understand’ is a very powerful force in a child’s overall learning. Later on, young children will use this skill to learn spoken **language**.

As children move through the stage, the behaviours and facial expressions of other people start to mean something to them. For example, they recognise the same emotional expressions in different people and begin to respond to these. A sense of fun emerges. They now laugh at enjoyable games, favourite toys, and with favourite people. This important stage means the children are now more social.

#### By the end of this stage

Children may show anger when they expect something to happen but it does not – they have a goal in mind but this has been blocked. Having a goal in mind is important for later social success. The child needs to know the purpose of a social interaction and what behaviours will achieve their goals.

Self-other awareness B4	Possibly	Definitely	Things my child does and enjoys
Watches another person very closely	AO		
Seeks attention	CA		
Has a style of behaving			
Recognises and responds to own name (eg turns or looks up in response to name)	CA		
Recognises and responds to other people’s feelings			
Recognises same facial expression in different people			
Turns immediately to familiar voices across a room			
Growing awareness of separateness from other objects around them			
Starting to become aware of other children, eg watching and smiling or moving closer to them			

Social-emotional expression B4	Possibly	Definitely	Things my child does and enjoys
Shows more feelings like fear of disgust			
Stares at new object	A		
Shows delight at active play	P		
Shows anger and frustration more			
Laughs with favourite people			
Laughs during games			

Attachment B4	Possibly	Definitely	Things my child does and enjoys
Likes to be close to adult			
Wary of strangers			
Checks back to mother when not sure			

## Social-emotional development

### Recognising the social and communicative importance of objects, feelings and events: Stage B5

#### At this stage

Now some major **milestones** have started to occur. Children now know that particular events mean something: the next step is learning that they are important socially and worth talking about.

Stage B5 children seek out information and use these clues to understand what others are talking about and looking at. They learn that adults get things by looking at them, pointing to them or referring to them. Watching other people do this is called **social referencing**.

#### By the end of this stage

Children are more able to work things out because they now understand that speech patterns are often repeated in the same everyday situations, like each time they are changed or bathed.

They can imitate more things and join in games.

Self-other awareness B5	Possibly	Definitely	Things my child does and enjoys
Is more visibly aware of others' feelings, eg looks concerned if hears crying, looks excited if hears a familiar happy voice			
Looks at object named by adult	A		
Cooperates in games and <b>routines</b>			
Watches people and events for a long time	A		
Gazes at a picture of self			
Uses gesture or voice to respond	C		
Looks at person speaking			

Social-emotional expression B5	Possibly	Definitely	Things my child does and enjoys
Makes body stiff and vocalises when protesting			
Continues to enjoy give and take games but they become more complex ie uses objects to <b>interact</b>	C		

Attachment B5	Possibly	Definitely	Things my child does and enjoys
Explores but looks back to parent			
Needs reassurance from parent with strangers			
Clings to parent and hides face			

Imitation B5	Possibly	Definitely	Things my child does and enjoys
Can imitate using an object	PO		
Can imitate clapping hands			

Knowledge of social scripts B5	Possibly	Definitely	Things my child does and enjoys
Plays peek-a-boo			
Waves 'bye-bye' when asked			



## Social-emotional development

### Expressing the self and learning social communication: Stage B6

#### At this stage

Children start to communicate with a purpose, at first by pointing, or using other **gestures**. Successful communication happens when both people make their meaning clear. At this stage the adult and child act together to try and understand each other. We see this when a child plays the game of 'give and take' with something as a way of interacting with an adult. This is the true start of **intentional communication**.

From now on, children are able to imitate facial expressions or actions, the way objects are used, as well as gestures and sounds. They are getting ready to develop language as their

preferred way of communicating. They learn **social communication rules** such as taking turns, waving 'bye-bye', saying 'ta', and looking directly at the person speaking.

#### By the end of this stage

Children especially look for and enjoy familiar people, objects and events.

They become affectionate.

Self-other awareness B6	Possibly	Definitely	Things my child does and enjoys
Learns that their actions affect others			

Social-emotional expression B6	Possibly	Definitely	Things my child does and enjoys
Points towards desired objects out of reach			
Uses person to get an object they want	CA		
Laughs at discrepancies and in anticipation – distressed if intended action is thwarted			
Smiles and laughs spontaneously			
Expresses happiness and affection			
Repeats enjoyable activity			

Attachment B6	Possibly	Definitely	Things my child does and enjoys
Prefers to be with familiar people			

Imitation B6	Possibly	Definitely	Things my child does and enjoys
Imitates others use of object, gesture or voice			

Knowledge of social scripts B6	Possibly	Definitely	Things my child does and enjoys
Co-operation in everyday routines like dressing			
Gives toy to adult when asked			
Sometimes offers toy spontaneously			
Waves 'bye' spontaneously			

## Social-emotional development

### Understanding social scripts: Stage B7

#### At this stage

Children clearly understand social scripts. We know this because they can act out daily routines in play (like feeding a teddy with a spoon). They also remember the routines that they do less often, like going shopping. They know that showing someone they are thirsty will probably get them a drink. Co-operating with adults is easier as children learn the different sequence of events in a script (for example, getting dressed). Now they try to do this independently.

#### By the end of this stage

Children are not only affectionate but they can also show signs of jealousy.

Along with more co-operation the other side of the coin can also be seen when they demonstrate defiance!

Self-other awareness B7	Possibly	Definitely	Things my child does and enjoys
Wants to do things independently, eg – feeding using utensils – undressing self			
Hands a toy to an adult for assistance. eg when unable to get it to work, they see adult as someone who can help			

Social-emotional expression B7	Possibly	Definitely	Things my child does and enjoys
Shows signs of jealousy			
Shows defiance			

Attachment B7	Possibly	Definitely	Things my child does and enjoys
Plays happily alone but near familiar adult			

Imitation B7	Possibly	Definitely	Things my child does and enjoys
Imitates some everyday routines			

Knowledge of social scripts B7	Possibly	Definitely	Things my child does and enjoys
Remembers where objects belong			
Anticipates everyday routines			
Joins in simple routines spontaneously			
Understands social scripts, eg can act out daily routines in play			

## Social-emotional development

### I am unique and powerful: Stage B8

#### At this stage

Children have a real idea of being a separate person. They can recognise themselves and other people in photographs and refer to themselves by name.

For both Stages B8 and B9, a lot of children's behaviour is the result of powerful emotions. Rebellion or tantrums happen often if they cannot do what they want to do. Stage B8 children like to be the centre of attention and they may be jealous of others taking attention away from them. When frightened they cling tightly to an adult. They learn what

belongs to them and will strongly defend their possessions from others. Sometimes intentional hurting may happen as the child is curious to find out how others respond.

There are also strong positive feelings towards others.

#### By the end of this stage

Children understand simple rules but may challenge them. They recognise regular routines and these make them feel secure.

Self-other awareness B8	Possibly	Definitely	Things my child does and enjoys
Will pause and wait for turn	A		
Seeks to be the centre of attention			
Recognises familiar adult in photo			
Recognises self in mirror or photo			
Plays alongside other children sometimes copying their actions			

Social-emotional expression B8	Possibly	Definitely	Things my child does and enjoys
Shows joy			
May intentionally hurt another person			
May tantrum if frustrated/misunderstood			
Defends own possessions			

Attachment B8	Possibly	Definitely	Things my child does and enjoys
Clings for affection, tiredness or fear			

Imitation B8	Possibly	Definitely	Things my child does and enjoys
Imitates everyday actions in pretend play – brushing doll's hair, making beds, tasting food	P		

Knowledge of social scripts B8	Possibly	Definitely	Things my child does and enjoys
Begins to ask if hungry, thirsty			

## Social-emotional development

### I am unique and powerful: Stage B9

#### At this stage

Children play happily beside other children and sometimes try to help. Sometimes they may show signs of understanding other people's feelings (empathy) such as patting a person who is feeling sad or upset. They show joy with great feeling.

#### By the end of this stage

Children's growing independence becomes more obvious as they try to express their feelings.

Self-other awareness B9	Possibly	Definitely	Things my child does and enjoys
Plays alongside other children and occasionally allows them into play, eg hands toys to them P			
May try to help			
Pats person who is upset			
Refers to self by name CA			
Enjoys dressing up, eg putting on hats, daddy's shoes, dressing up as favourite character in story or on TV P			
Talks and/or signs aloud when playing with others			

Social-emotional expression B9	Possibly	Definitely	Things my child does and enjoys
Defends own possessions			
Tells about causes of some feelings, eg why they feel happy or sad			
Starts to know their own mind and expresses this, eg 'nowant bath' 'nogo bed' C			

Attachment B9	Possibly	Definitely	Things my child does and enjoys
Searches out adult when distressed			

Imitation B9	Possibly	Definitely	Things my child does and enjoys
Imitates longer sequences in play – pretends to make tea, gives to adult or dolls P			

Knowledge of social scripts B9	Possibly	Definitely	Things my child does and enjoys
Asks if hungry, thirsty ○			
Sometimes indicates need for toilet ○			
Recognises and anticipates everyday routines, eg looks for coat or gets in buggy when mum is getting ready to go out ○			
Begins to say/sign please/thank you with prompts			

## Social-emotional development

### Stepping out into the world: Stage B10

#### At this stage

The limits of a child's world are expanding although children can still be clingy in new situations. They need to be watched carefully, as they are adept at opening doors and making a dash for freedom. Children are intrepid explorers and often heedless of the dangers around them. They are curious about people too.

Children will people-watch with real interest and may even imitate others' behaviour. They are growing more and more independent of adults, particularly in feeding and toileting, and will defend their own space and the right to do things his or her way.

Children are now using daily routines as part of their own play, even when there is no adult to imitate.

They continue to be gripped by strong emotions, getting angry and frustrated when their communication skills cannot keep up with what they want to get across to you.

#### By the end of this stage

Children are intensely interested in the world and people around them and will share an activity with others for increasingly longer periods of time.

Self-other awareness B10	Possibly	Definitely	Things my child does and enjoys
Is fearless – climbing, running, jumping with little understanding of danger			
Is curious about others and will change behaviour to fit in with what others are doing (eg removing shoes and socks before going on slide after seeing others doing this)			

Social-emotional expression B10	Possibly	Definitely	Things my child does and enjoys
Still unable to control frustration and anger when crossed or not able to convey what they want			
Still clings in new situations			

Attachment B10	Possibly	Definitely	Things my child does and enjoys
Jealous of sharing parents' attention			
Shows affection and concern for other children and younger siblings			

Imitation B10	Possibly	Definitely	Things my child does and enjoys
Will imitate unfamiliar ways of behaving when these seem appropriate to them			

Knowledge of social scripts B10	Possibly	Definitely	Things my child does and enjoys
Co-operates with adult in dressing, feeding			
Will ask for toilet			
Actively helps adult in everyday tasks, eg dusting and cleaning			

## Social-emotional development

### Moving from the familiar to the new: Stage B11

#### At this stage

Children are increasingly confident in their familiar world. They have learned a great deal about how others expect them to behave and are now more compliant. However a child is still capable of throwing tantrums when crossed. They have a growing awareness of how their actions impact on others and will often show great affection towards other children.

Children enjoy communicating to share ideas and include others in their play. This shared play reflects an understanding of everyday routines and events.

Children are learning to wait and begin to understand that they cannot always have what they want when they want it. A positive approach to new experiences is developing.

#### By the end of this stage:

The child enjoys **imaginative play** with other children.

They are more amenable, having learnt more control over the strong feelings of frustration and anger that had caused difficult moments for parents and themselves in earlier months.

They are able to separate from parents in new situations, although they may be upset at first.

Self-other awareness B11	Possibly	Definitely	Things my child does and enjoys
Knows whether someone is a boy or girl – but might still be getting them confused			
Understands they have to share (eg toys) but might not always be willing to do so			
Understands their actions affect others, eg becomes upset or tries to comfort another child when they realise they have upset them			
Knows when to and begins to wait while others are talking, ie can control the urge to butt in			

Social-emotional expression B11	Possibly	Definitely	Things my child does and enjoys
Generally more compliant with adult requests and amenable to family rules (fewer tantrums)			
Likes to sit, have a cuddle and share events of the day with adult			
Knows they cannot always have what they want when they want it			
More confident in new social situations, eg playgroup, but may be anxious at first			

Attachment B11	Possibly	Definitely	Things my child does and enjoys
May form a special friendship with one child			

Imitation B11	Possibly	Definitely	Things my child does and enjoys
Detailed knowledge of everyday routines and events shown in play by self and with others			

Knowledge of social scripts B11	Possibly	Definitely	Things my child does and enjoys
Joins in make-believe play with other children			
Begins to play around with familiar routines, eg pretending to spill drink as sets table			

## Other developmental milestones

Newborn babies have a range of **reflex actions** and skills, important not only for survival but also for making relationships with those around them and for exploring the world. We know for example that newborn babies can distinguish between a picture of a real face and one in which the face parts are mixed up. Babies will look at the picture of the face in preference to the other. Through other research we know that babies can detect differences in and recognise things by touch and taste. Babies are ready to learn from birth. As they grow, parents and other adult carers help them develop these skills, enabling them to explore their world and become independent.

We know that children learn in a variety of ways; for example, some children will learn by doing, others by listening, and others by observing etc. They will blend these and other learning styles together to form their own unique way of approaching new and familiar tasks. Children have their own particular strengths and preferences for areas of 'learning'. They may be budding artists, scientists, linguists, mathematicians, musicians, chefs, nurses ..... Parents will have a lot of knowledge about their child's growth and development in a range of situations. They will know what the child can do and what they enjoy. They recognise how their child approaches tasks and their preferences for different activities. These may change over time as the child develops their understanding of how the world works and their part in it.

The focus of this strand is on the development of skills that support the child's learning, independence and knowledge of the world.

### **Motor co-ordination:**

**Large movements** – such as how the child begins to move around, first by turning, then crawling or rolling, then walking.

**Fine movements and hand-eye co-ordination** – such as how the child holds and uses objects.

### **Vision**

Such as how the child notices, watches and observes people and objects.

### **Cognitive**

Such as how the child's thinking develops.

### **Self-help**

Such as how the child may feed and dress themselves.

## Other developmental milestones: Stage B1

### At this stage

Newborn babies are born with a range of **reflex actions**, eg sucking, stepping, grasping, and blinking, as well as skills to begin learning about people, themselves and how the world works. For example, babies recognise mother's voice and music heard while in the womb. They already have and use memory. They will mimic tongue thrusting and mouth shapes and will react differently to sweet, sour or bitter tastes. Similarly we know newborns sense differences in touch and reach.

It seems they are pre-programmed to show interest in human faces especially when they are animated; for example, they gaze at a parent's face and are rewarded with close face-to-face 'talking'. This early instinct supports the 'bonding' relationship of parent and baby.

A baby may spend most of their time asleep, feeding or even crying, but they also begin to use skills to learn new things. Parents will see this when the child starts to distinguish their faces from those of strangers and when they mimic some facial expressions and hand movements.

### By the end of this stage

The baby can distinguish some colours, for example he or she looks for longer at blue and green objects.

They expect voice to match face and lip patterns of the speaker.

They can distinguish the outlines of shapes, people and objects.

They expect touch and voice to be synchronised.

Their reflex movements are beginning to fade.

Motor co-ordination B1	Possibly	Definitely	What my child does and enjoys
<b>Large movements</b>			
Floppy head and neck			
Lagging head when pulled to sit till body vertical, head 'holds' momentarily before falling forward			
Can lift head from prone and move head from side to side			
Jerky large movements of limbs			
Active arms and legs but with arms more active than legs			
Presses down feet/straightens body when held standing on a hard surface			

Vision B1	Possibly	Definitely	What my child does and enjoys
Turns head/eyes to diffuse light			
Closes eyes to bright light			
Watches nearby face when being fed <span style="color: green;">CASP</span>			
Sees strong contrasts – able to distinguish shape outlines, ie where an object begins and ends – eye movements trace outside edges of <b>objects</b>			

Cognitive B1	Possibly	Definitely	What my child does and enjoys
Reflex movements			
Is interested in faces <span style="color: green;">CASP</span>			
Copies facial expressions and mouth shapes, eg sticking out tongue, opening mouth, widening eyes, etc. <span style="color: green;">CAP</span>			
Recognises carer/mother <span style="color: green;">CAS</span>			
Smiles <span style="color: green;">CS</span>			



## Other developmental milestones: Stage B2

### At this stage

Children are developing strength and muscle control from the head down. This parallels the brain's development, ie the part of brain that controls head and chest grows faster than that for arms and legs.

A child will move their head from side to side when lying down, and is interested in all that they see. They reach out to objects and will grasp them if put in their hand.

Children are now awake for longer spells and put this time to good use. They begin to see **causal relationships**, eg the link between their hand movements and the rattle making a sound. They show pleasure when they hear or see familiar people or things.

Their memory is improving. Parents will realise this when they see children anticipate 'food' coming or when they 'still' during or after a tickle or peek-a-boo game. The adults interpret this as meaning that the child wants it to happen again. Parents may notice children exploring objects and toys with their mouth and hands. They use all senses in their explorations and in doing so learn much about these objects and their properties.

Motor co-ordination B2	Possibly	Definitely	What my child does and enjoys
<b>Large movements</b>			
Lifts head and chest in midline when lying on front			
Kicks legs vigorously – legs alternate			
No head lag from four months when pulled to sit and holds head steady for several seconds			
Sits with firm back when supported			
<b>Fine movements and hand-eye co-ordination</b>			
Holds rattle for few moments when placed in hand			
Clasps and unclasps hands			

Vision B2	Possibly	Definitely	What my child does and enjoys
Stares at fingers	P		
Visually alert			
Recognises bottle			
Looks at small objects 15–25 cm away for one to two seconds	P		
Follows movement of a toy 15–25 cm from face	P		
Watches movement of hands in front of face			
Blinks in defence			
Looks briefly from one object to another. Objects may be moving or still – this is termed 'shifting visual attention'	A		

## Other developmental milestones: Stage B2

### By the end of this stage

Children can scan the whole of an object visually – they will see more detail and appear to be much more aware of or interested in the world.

Cognitive B2	Possibly	Definitely	What my child does and enjoys
Mouthing to explore objects			
Hand and mouth movements maximise sensory input: – follow contour to give shape – pressure for hardness – lateral motion for texture – touch for temperature – wraps hands round to explore size (enclosure) – unsupported holding for weight			
Stares at pictures, eg photos of familiar faces, and will try to touch them P			
Begins to make causal links – foot knocks mobile – does it again etc			

## Other developmental milestones: Stage B3

### At this stage

Children are now more adventurous and notice a wider world, striving to reach out to it. They look around and appear to search for something and reach for objects that interest them.

During this stage they begin to know which objects they can reach and which they can't. They use two hands together for this. They begin to link information from different senses, learning to recognise how objects and people look, feel, smell and sound.

A child will recognise 'sameness' in people, objects and events and show preference for particular ones.

They begin to anticipate what will happen next by recognising some sounds and movements, for example opening their mouth when they see a spoon and food.

The early reflexes governing movement have gone and children have a greater degree of control over the arms, legs, head and chest. Children begin to sit up, needing less and less support.

Motor co-ordination B3	Possibly	Definitely	What my child does and enjoys
<b>Large movements</b>			
Starts to roll: – back to front – front to back			
Sits propped up			
Lifts legs into vertical position and grasps one foot (later two)			
Plays with toes			
Raises head to look at feet if lying on back			
Move arms in purposeful fashion – copying movements of others			
Puts arms up to be lifted			
Bounces up and down			
<b>Fine movements and hand-eye co-ordination</b>			
Uses whole hand or <b>palmar grasp</b> to hold objects			
Passes toys from hand to hand			
Holds two toys – one in each hand	P		
Reaches out to objects to try to grasp them (15–25 cm)	P		

Vision B3	Possibly	Definitely	What my child does and enjoys
Fixes gaze on interesting toys/objects at 15–25 cm and watches them for some time			
Follows movements and activities across the room			
Deliberately turns head/eyes			

## Other developmental milestones: Stage B3

### By the end of this stage

Children have **perceptual constancy**, ie expect a thing to look, feel or taste the same each time they explore it.

They are aware of **depth of field** now, ie know if they can reach toy or not.

Their eyes move together – a squint is unusual.

They begin to pass objects from one hand to another and to link familiar objects and events, eg get excited when they see their bottle or a bowl and spoon.

<b>Cognitive B3</b>	<b>Possibly</b>	<b>Definitely</b>	<b>What my child does and enjoys</b>
Stares at same person in different photographs			
Predicting/anticipating familiar activity: – opens mouth for food – disturbed if familiar game changes etc			

## Other developmental milestones: Stage B4

### At this stage

Children begin to develop more control over the movements of the lower body, finding new ways to move around leading eventually to crawling. Children do this in their own way, ie bottom shuffle, roll, and commando or conventional crawl. Not content with this, each child watches adults and/or siblings move around and begins to have ambitions on the next target, usually walking.

This opens up whole new areas to explore and investigate. They recognise what they already know and understand and what they don't, but want to. They will concentrate on new things for longer periods.

Children begin to understand cause and effect, eg 'when I hear the microwave ping, food appears'; 'when I press that button the toy pops up'. This reinforces the desire to investigate.

They also realise they can have an effect on their surroundings – in experiments children work out that they can reach a distant toy on a rug by pulling the rug towards them.

Motor co-ordination B4	Possibly	Definitely	What my child does and enjoys
<b>Large movements</b>			
Starts to roll, crawl or bottom shuffle			
Sits alone without support			
Can lean forward when sitting			
Pulls self up to standing but cannot lower self down again (falls backward with a bump)			
Picks up a toy without losing balance			
Sits and manipulates toys			
<b>Fine movements and hand-eye co-ordination</b>			
Continues to get better at using hands, eg – can use both hands together to explore a toy – transfers objects from one hand to another			
Starts to pick up things between thumb and fingers – tripod or immature pincer grasp			
Stretches out with one hand to grasp toy if offered			

Vision B4	Possibly	Definitely	What my child does and enjoys
Looks at and pokes small objects like crumbs with index finger <span style="color: red;">A</span>			
Picks up a partially hidden toy, eg a car hidden under blanket, part showing			
Watches and follows people/objects/happenings in the environment up to 3m away <span style="color: red;">A</span>			
Looks for fallen objects			

## Other developmental milestones: Stage B4

Children can now remember people for up to a fortnight – hence they may be hesitant with strangers.

They know that things are still there, even if they can't see them (object permanence).

### By the end of this stage

Children can pick up a toy, but can't put it down voluntarily.

They become 'explorers' using all senses.

They are developing object and person permanence, eg understanding that the same object looks, feels and smells the same each time it is met. Children show that they remember people and an object's properties (for example getting excited when they see something again they enjoyed playing with) up to a week later.

Cognitive B4	Possibly	Definitely	What my child does and enjoys
Knows object or person is still there when they are out of sight. May search for it/them, (object and person permanence)			
Actively explores objects using all senses, eg links together different ways of handling objects: shaking, hitting, looking, feeling, tasting, mouthing <sub>p</sub>			
Remembers faces of people seen regularly			
Pays attention to picture when named by adult, eg 'look, there's a duck, you like ducks' - looks towards picture			
Stops turning pages to feel textures in a book <sub>p</sub>			

Self-help B4	Possibly	Definitely	What my child does and enjoys
Begins to finger feed			
Waves bye-bye			

## Other developmental milestones: Stage B5

### At this stage

Crawling is perfected while children also work towards walking. They will pull themselves to standing, reach for objects and may 'cruise' the furniture.

Children now develop a more focused approach to learning, examining each object in more detail.

They start to realise that particular objects, pictures, words, gestures, signs or sounds occur over and over in the same situation. They work out that they represent something, ie are 'symbols' for things, and learn that things have names.

They show signs of knowing which things go together, eg spoon with a bowl, shapes with the sorter. This is an early *categorisation skill*.

Children become more interested in feeding themselves although with limited success.

Motor co-ordination B5	Possibly	Definitely	What my child does and enjoys
<b>Large movements</b>			
Can rise to sitting position from lying down			
Crawls on hands/knees, shuffles on buttocks			
May crawl upstairs			
Cruises around furniture lifting one foot and walking sideways			
Walks with one or both hands held by adult			
Stands by themselves for a few seconds			
Throws toys/objects deliberately			
<b>Fine movements and hand-eye co-ordination</b>			
Picks up small objects easily with pincer grasp (between finger/thumb)			
Attempts to pick up larger objects (eg teddy, ball)			
Drops toys/objects			
Helps turn pages in a book	P		
Improved hand-eye co-ordination, eg removes block from puzzle; peg from pegboard			

Vision B5	Possibly	Definitely	What my child does and enjoys
Predicts trajectory of object (knows where moving object is likely to go and looks there)			
Watches people and events for a long time	A		
Gazes at picture of self			

## Other developmental milestones: Stage B5

### By the end of this stage

Children systematically explore the 'world'.

They infer meaning from limited information, eg see part of toy and know what it is.

They begin to categorise objects/events.

Cognitive B5	Possibly	Definitely	What my child does and enjoys
Appears to be systematically exploring new objects, eg first banging, then mouthing, then turning over; this leads to growing awareness of <b>cause and effect</b>			
Knows there are different ways to play with different toys, eg ball is for rolling or throwing, not mouthing	P		
Knows what a number of objects are used for, eg pretends to drink from an empty cup, brushes hair with hairbrush			
Interested in things that go together, eg cup and saucer, parts of a puzzle			
Realises one object can act as container for another, eg puts objects in and out	P		
Recognises pictures of objects related to own experience, eg may pat picture of baby, go to get own doll			
Explores books on own			
Makes marks on paper			
Imitates actions of adult	SP		

Self-help B5	Possibly	Definitely	What my child does and enjoys
Drinks from feeder cup with help			
Attempts to use spoon. Can guide towards mouth but food often falls off			



## Other developmental milestones: Stage B6

### At this stage

Most children take their first few steps. They are tentative and ungainly but bring with them a sense of achievement. We know that children who bottom shuffle or commando crawl are so good at getting around that they often start to walk at a later stage. Watch out for signs of progress towards walking as listed in Stage B5. Crawling upstairs is another challenge. As children begin to be 'into everything', curiosity takes them everywhere.

Eye-hand co-ordination is steadily improving. Children now begin to build and draw. Although they use a sophisticated pincer grasp to pick things up, they may use a palmar grasp still with drawing tools.

Children return time and time again to toys such as the shape sorter as they persevere to get increasingly complex shapes through the holes. They experiment as they do this and other activities.

Motor co-ordination B6	Possibly	Definitely	What my child does and enjoys
<b>Large movements</b>			
Usually taking first few steps – feet wide apart, uneven steps, arms raised for balance			
Sits down from standing with a bump			
Kneels			
Crawls upstairs			
May come downstairs backwards on knees (crawling)			
<b>Fine movements and hand-eye co-ordination</b>			
Attempts to build with blocks – putting one block on top of another, or next to another			
Scribbles with crayon with palmar grasp (crayon between all fingers and palm of hand) P			
Enjoys fitting pieces into an inset board and shape sorter P			

Vision B6	Possibly	Definitely	What my child does and enjoys
Points to desired objects out of reach C			
Watches actions outside and points to show interest C			
Looks with interest at coloured pictures in books			

## Other developmental milestones: Stage B6

### By the end of this stage

Children start to show hand preference in some activities.

They know more symbols/words, and understand that pictures and photographs can relate to objects and people that they know.

Their growing physical independence means that they can now explore 'their' world more independently and this brings them into contact with many more people and things.

Cognitive B6	Possibly	Definitely	What my child does and enjoys
Aware of <b> routines</b> and begins to anticipate what will happen next from seeing or hearing something, eg if the expected doesn't happen, then they cry or become disturbed			
Experimentation, eg tries something and then reflects on it, and tries something else			
Intensely curious, exploring objects, rooms and outside areas – they are into everything			
Looks at pictures and points to or pats them when named			
Enjoys picture books and simple stories			
Play demonstrates understanding of use of objects. Child may: <ul style="list-style-type: none"> <li>– put telephone to their ear</li> <li>– turn the pages of a book</li> <li>– stir a spoon in the cup</li> <li>– attempt to place pieces in a puzzle</li> </ul>	P		

Self-help B6	Possibly	Definitely	What my child does and enjoys
Drinks from feeder cup without aid			
Tries to use spoon to feed themselves			

## Other developmental milestones: Stage B7

### At this stage

Children's balance and walking speed improve. Some use one hand more than the other for certain activities, eg for feeding with spoon.

A child's concentration is growing and they play with toys for longer. They may become absorbed in particular activities. They experiment within play, looking for new properties of familiar objects. This is often described as being a 'little scientist'.

Children know more symbols/words now and begin thinking in 'symbols'. Memory is improving especially in the short term and they will often demonstrate that they remember a person or an activity by trying to repeat something they enjoyed or producing an object they associate with an event. Children will have 'short sequences' within their play.

Motor co-ordination B7	Possibly	Definitely	What my child does and enjoys
<b>Large movements</b>			
Walks with shorter steps and legs closer together			
Runs taking care			
Starts to climb			
Walks upstairs holding hand of adult			
Creeps backwards downstairs			
Bumps down a few steps on bottom			
Gets onto child's chair themselves backwards or sideways			
<b>Fine movements and hand-eye co-ordination</b>			
Can build a tower or row with two to three blocks			
Begins to show hand preference, eg uses one hand more than the other for picking things up, holding spoon for feeding, drawing etc			
Holds pencil in the middle, between fingers and palm			
Scribbles and makes dots on paper			

Vision B7	Possibly	Definitely	What my child does and enjoys
Recognises <b>symbols</b> in the environment eg labels on food products, and retailers' signs outside shops/restaurant chains			
Watches small moving toy/object at 3m +			

## Other developmental milestones: Stage B7

### By the end of this stage

Children are beginning to develop categorisation skills, eg often grouping toys and objects in play, although not always able to explain what their categories are.

Their walking style changes to more stable, balanced movement.

Cognitive B7	Possibly	Definitely	What my child does and enjoys
Experiments with different objects to look for other new properties – they are like a 'little scientist'			
Solves simple problems, eg retrieving hidden or out-of-reach toys			
Can now sort objects into categories, ie links things that go together in everyday activities, eg spoons go with plates, cars go in the garage			
Hands a toy to an adult for assistance, when unable to get it to work and sees adult as someone who can help	CS		
Imitates some everyday routines	CS		

Self-help B6	Possibly	Definitely	What my child does and enjoys
Wants to do things independently: – feeding – may use utensils – undressing self			

## Other developmental milestones: Stage B8

### At this stage

A child begins to be able to move around while doing something else at the same time, eg walking while pretending to talk on the phone. They now start to jump and negotiate objects.

They practise activities till they master them and are upset if they can't do them.

Children sort things; they put more objects together, for example plates and cups with spoons.

They learn about volume and quantity through filling and emptying containers, especially with water in the bath.

Motor co-ordination B8	Possibly	Definitely	What my child does and enjoys
<b>Large movements</b>			
Runs without bumping into obstacles			
Squats			
Walks up and down stairs holding on, putting two feet on each step			
Throws small ball overhand			
'Walks into' large ball when trying to kick it			
Sits on small tricycle, moving it with feet pushing on floor			
<b>Fine movements and hand-eye co-ordination</b>			
Builds a tower of up to six cubes	P		
Holds pencil near point with tripod grip (between thumb and two fingers)			
Scribbles in lines and circles			

Vision B8	Possibly	Definitely	What my child does and enjoys
Shows sustained interest in looking at pictures/books with adults	A		
Can scan quickly so trips over objects less often			

## Other developmental milestones: Stage B8

### By the end of this stage

The child plays alongside other children, watching and sometimes copying what they are doing.

They are much more mobile – most children are walking, but a few are still very efficient crawlers.

They begin to think before doing.

They use vision continually to scan in front.

They are beginning to understand the concept of volume and quantity.

Cognitive B8	Possibly	Definitely	What my child does and enjoys
Has established pretend play	P		
Thinks before doing, eg looks around and goes to get what is needed			
Appears to be trying to work out problems eg how to switch something on; how to get something out of reach			
Anticipates what might happen next because of what others say/sign			

Self-help B8	Possibly	Definitely	What my child does and enjoys
Competent with spoon or other feeding process – less mess			
Puts on hat and shoes			
May indicate wet or soiled pants			
May indicate urgent need to go to toilet by restlessness and vocalisation			

## Other developmental milestones: Stage B9

### At this stage

Children are in the early stages of jumping, throwing, catching, and kicking. There is a wide variation in 'athletic ability' at this stage.

Memory span is now longer term – adults can talk about yesterday and children will remember some events. There are longer sequences in children's pretend play. They are more organised, thinking ahead and looking for things they need.

A child will frequently 'voice' their curiosity at this stage, eg asking 'Why?', 'What?'.

Children are developing representational play skills. For example they use one object to represent another if the 'real' object isn't there.

They test out ideas in their pretend play.

Motor co-ordination B9	Possibly	Definitely	What my child does and enjoys
<b>Large movements</b>			
Stands on one foot while kicking ball with other foot			
Can catch a ball when sitting			
<b>Fine movements and hand-eye co-ordination</b>			
Picks up tiny objects accurately/quickly			
Turns pages singly			
Scribble writes including 'V' shape and vertical lines			

Vision B9	Possibly	Definitely	What my child does and enjoys
Scans pages and looks at books studying each picture for details			
Remembers visual sequences of events and enacts the sequence in pretend play			

## Other developmental milestones: Stage B9

### By the end of this stage

Children start to take responsibility for some tasks and they are proud of this.

They are about half as tall as they will be when they are adults.

Cognitive B9	Possibly	Definitely	What my child does and enjoys
Recognises and anticipates everyday routines – eg looks for coat or gets in buggy when adult is getting ready to go out S			
Begins to use social formalities of family culture with prompt, in situations outside the family, eg 'hello', 'bye-bye', 'please', 'thank you'			
Uses one object to represent another in pretend play, eg uses a lid as a cup, a brick as a hairbrush, brick as a car P			
Displays curiosity about the world by asking questions about and looking intently at objects, events and people			
Remembers a sequence of activities and events, eg 'tells' parents what they have done or seen			

Self-help B9	Possibly	Definitely	What my child does and enjoys
Enjoys responsibility of carrying out small tasks			
Asks if hungry, thirsty S			
Sometimes indicates need for toilet by behaviour, eg dancing movements S			



## Other developmental milestones: Stage B10

### At this stage

Children have much improved co-ordination. They can negotiate objects while running now. They have a go on climbing and adventure frames by themselves. They still need help from time to time when they overreach themselves.

They begin to understand the reasons and explanations for things.

Children often have strong opinions about the order in which things are done. Although this may be inconvenient for adults it is an important skill in a child's learning. For example their growing sense of 'order' helps them structure and develop their language and extend their memory span.

Children expand their representational play in two ways. They adopt the characteristics of other people, animals or objects in their play, eg they may walk like a monster, talk like a lion. They also develop their imagination, eg they create imaginary events, objects and people; they place an imaginary cake on a plate.

Many children have an imaginary friend at this stage.

Motor co-ordination B10	Possibly	Definitely	What my child does and enjoys
<b>Large movements</b>			
Pushes and pulls large toys – has difficulty steering around obstacles			
Jumps with two feet together			
Can stand on tiptoe when holding onto something			
<b>Fine movements and hand-eye co-ordination</b>			
Can build a tower of seven or more cubes			
Imitates writing: lines + circles + T + V			
Uses one hand more than the other			

Vision B10	Possibly	Definitely	What my child does and enjoys
Watches and observes people carefully			
Begins to match colours			
Searches out the minute detail in pictures			

## Other developmental milestones: Stage B10

### By the end of this stage

Children begin to have a sense of time, ie understand 'later', 'tomorrow'.

They acquire new skills from watching 'talk' between and with other children and benefit from opportunities to be with them.

They watch and observe people and events very carefully.

They will want to do everything for themselves even if they can't, refusing help.

Cognitive B10	Possibly	Definitely	What my child does and enjoys
Begins to develop sense of time, ie understands terms such as 'later', 'tomorrow' refer to the future and 'yesterday' to the past			
Appears to be more organised in how approaches solving problems			
Begins to understand explanations and reasons given by others			
Adopts voice or manner of another person or animal in play, eg moves like a cat and 'miaows' <sup>p</sup>			
Creates imaginary objects, characters and scenes in play, eg hands you an imaginary cup to drink from; talks to an imaginary shopper as if they are the shop assistant <sup>p</sup>			
May invent imaginary person and talk to them as a friend <sup>p</sup>			

Self-help B10	Possibly	Definitely	What my child does and enjoys
Can undo large buttons and Velcro fasteners			
Eats more carefully, aware of social expectations at mealtimes			
Will start to use knife and fork or other eating utensils where appropriate			

## Other developmental milestones: Stage B11

### At this stage

Children now can climb up steps with one foot on each step. They start to use the pedals on tricycles.

Children begin to describe and interpret their own experiences to others and this helps them to become more confident in groups. They may now have started at a playgroup.

They are thirsty to know more about the world and people in it, for example, asking increasingly detailed questions to find out information.

Children's drawings are less random, for example they begin to represent a person with 'head and legs'.

Motor co-ordination B11	Possibly	Definitely	What my child does and enjoys
<b>Large movements</b>			
Walk upstairs using alternating feet, one foot per step			
Walks downstairs two feet to each step while carrying a toy			
Jumps down single step			
Negotiates obstacles when running and pushing toys			
Walks backwards, forwards, sideways			
Rides tricycle using pedals			
Can walk on tiptoe			
Kicks ball forcibly			
<b>Fine movements and hand-eye co-ordination</b>			
Can build tower of 10 or more cubes			
Holds pencil near point between first two fingers and thumb			
Begins to cut paper with scissors and fold it			
Writes an 'X' form and a horizontal line			

Vision B11	Possibly	Definitely	What my child does and enjoys
Recognises/matches two or three primary colours, usually red and yellow. May confuse green and blue			
Compares sizes of objects			

## Other developmental milestones: Stage B11

### By the end of this stage

Children are usually dry during the day.

They have a vivid imagination.

They know the consequences of actions.

They are ready to learn new concepts.

They are independent with dressing, feeding etc.

Cognitive B11	Possibly	Definitely	What my child does and enjoys
Asks increasingly detailed questions to find out information			
Displays curiosity about the world by looking intently at, objects events and people			
Begins to give reasons for own actions			
Begins to see consequences of own actions eg if cup is knocked over the juice is spilt	S		
Drawings more identifiable, eg draws a person with round shape for head and maybe two lines for legs			

Self-help B11	Possibly	Definitely	What my child does and enjoys
Reliably clean and dry during the day			
More confident in new social situations, eg playgroup, but may be anxious at first	S		

## Play is fun!

Little children love to play. In play children can have fun, express their feelings, show us what they know about the world they live in, practise their skills and be imaginative. Really, their play can tell us a lot about them as a person.

I love being into small places – it helps me get an idea of my size and I like feeling cosy.

I love hiding from you and surprising you.

I like tasting, feeling, and smelling things.

I like carrying things around.

I like doing things over and over again.

I want to be able to do things for myself.

I like watching what other people do so that I can understand.

I love to play with keys, and Mummy's purse.

I like the everyday things like collecting the post.

I love going in the car, especially to do the shopping.

I like filling, emptying and pushing and pulling things.

I love playing with water, and sometimes mud!

I like building towers with blocks and knocking them down.

I love pretending – sometimes I pretend to be you.

## Play is important!

Play is not only fun for children but they also use play to work out things that interest or puzzle them. Play is made up of the ways children use objects and the ways they copy people's behaviour. Gradually children learn to pretend. They like to pretend to be Mum or Dad, have tea parties, bath and dress dolls, make food in a pretend house. Sometimes they like to play with toy farm animals and blocks. As they get older their play will become more complicated, like a story they are acting out. But before all this can happen they have to learn about objects (how they feel, taste, look), what shape and size they are and how they are used. They also have to watch how people behave and learn daily  **routines**. A lot of this is learned in the first year of life. In the second year of life they can use what they have learned when they pretend.

But play is important for other reasons. Preschool children with good **pretend play** skills have better **language**, particularly in their story-telling, and are better at solving problems. This is because pretend play helps children to use one thing to stand for another (like pretending a block could be a car) and this skill also helps language and thinking. Their social skills are better too and they have better interactions with other children.

## Development of play

### Becoming interested: Stage B1

#### At this stage

A baby comes into the world not knowing that there are objects out there. Babies are mostly interested in human faces, particularly their mother or father's face. They start to notice other objects but only if they are interesting, like moving around or changing shape. Sometimes they will watch a toy moved backwards and forwards in front of their face. It has to be quite close to them. In this stage, babies will try to make eye contact and adults will often respond to this with face-to-face 'talk' and physical contact. One of the things that we do is to make ourselves that first 'plaything' – the way we use our voice, the way we touch and tickle, the very expressive faces we pull all serve to interest and fascinate the baby within a climate of fun and caring.

#### By the end of this stage

Your baby will look briefly, but intently, at people and objects that have caught their attention and will follow a moving object up and down and side to side. At this stage, imitation is a reflex, over which the baby has no conscious control. In later stages, however they will deliberately imitate.

Stage B1	Possibly	Definitely	What my baby does and enjoys
Looks mostly at people's faces CASO			
Watches an object moving in front of their face at close range (20 cms)			
Copies facial expressions and mouth shapes, eg poking out tongue, opening mouth wide, widening eyes CAO			
Stills or becomes more active in response to touch 'games' S			

## Development of play

### Visual tracking: Stage B2

#### At this stage

Children are able to follow where an object is moving, both up and down and side to side. They try to hit out at objects that are dangling in front of them. They really like objects that move, but they are also starting to be interested in objects that don't move. They only look at these non-moving objects for a short time. They discover their hands and fingers and sometimes press their hands together, clasping and unclasping them. This is important because later they will need skills in using their hands to manipulate objects. Play is still focused on physical contact between parents and their child. At this stage, they are not yet able to share their attention between an adult and a toy and will need to focus on one at a time. Smiling in itself can become a game as the child enjoys the attention that it brings and the reactions of others to their smiles and movements.

#### By the end of this stage

Children are developing control over their eye movements and are more aware of what they can do with their hands. They are finding it easier to track moving objects. They may be starting to shift their gaze between two objects, for a few seconds at a time.

Stage B2	Possibly	Definitely	What my child does and enjoys
Watches a moving object	○		
Watches a moving person	S		
Smiles or coos in response to eye contact	SC		
Showing more sustained attention to faces, eg gazing at speaker's mouth	CA		
Moves arms and legs and chuckles when played with			
Makes reaching movement towards objects that interest them			
Explores hands and fingers, eg watches them, presses hands together	○		
Gazes at non-moving object for few seconds	○		



## Development of play

### Wanting and exploring objects: Stage B3

#### At this stage

Children show us that they really want to get hold of an object. They will try to reach out for the object, using a grasping movement, so we know that they are starting to co-ordinate their vision and hands (known as hand-eye co-ordination). Although they are not always successful at getting the object, when they do, they will often put it in their mouth, bang or shake it, or turn it around. They are very interested in the taste, smell and feel of objects. At this stage, children are beginning to link information from their different senses, learning to recognise objects and people from how they look, feel, smell and sound. Much of play is still based on one-to-one **interaction** between adult and child, but the child is getting better at anticipating what comes next and at taking turns. The child's growing awareness of their own body and their environment, combined with improved hand-eye co-ordination help play with objects to develop. Children at this stage are very single-channelled and are unable to attend to information from more than one sense at a time. This means that if they are intent on looking at an object, they may not respond to noises around them or what you say.

#### By the end of this stage

Children now have more control over their body and are beginning to sit with support and roll from side to side. They are now finding it easier to turn their head and to raise their head when lying on their front or back. This means they are seeing the world, quite literally, from different angles. Children are getting better at showing parents what they want by reaching out for it. They will be putting objects in their mouth, but will also be looking and exploring with their hands as their hand-eye co-ordination continues to improve. Don't be surprised if your child seems to be ignoring you as they explore objects. They can only concentrate on one thing at a time at the moment.

Stage B3	Possibly	Definitely	What my child does and enjoys
Responds to facial expressions of happiness and sadness, eg smiling or frowning in <b>imitation</b> of adult			
Interested in small objects or the detail of a toy, eg will gaze at small beads in a rattle			
Reaches for and grasps objects	○		
Brings objects to mouth			
Moves limbs, changes facial expression, laughs etc in anticipation of being lifted			
During simple interactive games, eg peek-a-boo, body language and the sounds the child makes show they are beginning to know when it is their turn			
Manipulates objects, by banging, shaking, turning them around in their hands			
Passes objects from one hand to the other	○		
Smiles at image of self in mirror (but does not yet realise that this is reflection of themselves)			

## Development of play

### Becoming co-ordinated – objects used as tools: Stage B4

#### At this stage

Children are much better at using objects. They can use both hands together and sometimes pass an object from one hand to the other. If they drop it they now look where it has fallen. They also start to notice new things around them and stare at them for a long time. They can now shake a rattle showing that they understand how this object is used. They spend a lot more time exploring objects. In Stage B4 children use objects more purposefully. They continue to learn about **cause and effect**, eg discovering that they can bang two objects together to make sounds. They begin to roll objects and throw them. They also find that they can use an object to interact with another person by playing the 'give and take' game. This is another way of using an object as a **tool** – to interact with a favourite person. Parents might find that, when they are playing together, their child begins to follow the direction they are looking in.

#### By the end of this stage

Children are beginning to learn about the function of objects and sequences of events. They are watching others closely and for longer periods. They may initiate interactive games themselves, eg hiding their face behind a blanket for 'peek-a-boo'. Play involves objects more frequently, with the child and an adult jointly attending to them. The child also needs time to explore a variety of toys and safe objects on their own.

Stage B4	Possibly	Definitely	What my child does and enjoys
Shakes rattle			
Bangs two objects together	A		
Continues to love interactive play			
Knows whose turn it is in familiar <b>turn taking</b> games, eg shows excitement as their turn is coming up or waits for adult to take their turn			
Plays give and take games with an object, eg if you hold out your hand will release object into your hand	C		
Can still be surprised by things disappearing and then reappearing suddenly, eg enjoyment of pop-up toys			
Actively explores toys using all senses, eg links together different ways of handling a toy, shaking, hitting, looking, feeling, tasting, mouthing	O		
Reaches out for mirror image, or plays with reflection in mirror. Still doesn't realise this image is themselves			
Will mouth book, turn over several pages at once, may stop momentarily at page that catches eye because of colour or texture	O		
Starts to crawl inside things – greater mobility means child has greater choice over what they can explore			
Reacts to an audience; eg repeats any activity/action which is received positively (a smile, laughed at, applauded, cheered)			

## Development of play

### Objects have names and can be referred to: Stage B5

#### At this stage

Children know objects have names. They look at a familiar object when someone talks about it. They may look round for it if they can't see it straight away. They can find a toy an adult hides if they can see part of it. They recognise pictures of familiar things. Children use their index finger to poke and point at things they want, or want to show someone. They will take an object from a person with one hand. They can copy other people using objects. In this stage children love taking the lid off a box to find a surprise inside. They can also let go of an object on purpose, and use this game of dropping objects for the adult to pick up. Children's understanding of objects that cannot be seen is still at a very early stage. They still think that if they cannot see you (eg because they have covered their eyes), you cannot see them. Imitation is becoming an increasingly important part of play. In earlier stages, imitation was automatic, now children will copy an action to try and work out for themselves what effects they have. Children are now much better at sharing their attention and can now play together with a toy and an adult. Their improving **motor skills** mean they are able to explore objects in more complex ways and are becoming more aware of concepts such as 'in' and 'out'.

#### By the end of this stage

Children will still be taking things to their mouth, but more and more they will be using their eyes and hands to explore. The child's **exploratory play** is very important in helping to form concepts. The child recognises and classifies toys by what they have done with them during play. They are beginning to categorise objects into things that can be shaken, banged, listened to, have similar textures etc. This early classification helps them to make sense of the world and later on allows them to add **words** to the things they have come to understand. The child is just beginning to relate objects to pictures. Their attention span is very short, and they will move quickly from one toy to the next.

Stage B5	Possibly	Definitely	What my child does and enjoys
Begins to create variations on familiar games eg has repertoire of 'hiding' in peek-a-boo games, frequently trying new ones			
Watches toy being partially hidden and finds it themselves	A		
Rolls object to others			
Knows there are different ways to play with different toys (eg ball is for rolling or dropping, not just putting in your mouth)	O		
Has begun to anticipate body movements that go with <b>rhymes</b> , eg bringing hands together for 'clap hands'			
Realises one object can act as container for another – puts objects in and out	O		
Enjoys knocking down towers built by adult and pop-up toys			
Enjoys using objects to imitate and copies adult's actions with toys	SO		
Enjoys play with soft toys – this is the start of very simple <b>pretend play</b> , eg hugs teddy, pushes doll in buggy			
Shows understanding of familiar objects through use, eg pretends to drink from an empty cup	C		
Helps turn pages in a book	O		
Recognises pictures of objects related to own experience, eg may pat picture of baby, go to get own doll	O		

## Development of play

### Starting to pretend: Stage B6

#### At this stage

Children produce their first **pretend behaviours**. They start to act out simple familiar daily routines and soon start to involve an adult partner and toys in this play, eg pretending to drink from a toy cup. These behaviours are only done to themselves: as yet they can't pretend with a doll or teddy. They may show or offer a toy to others.

Also in this stage children can now find an object after it has been totally hidden showing that they are developing their **memory**. They have growing **manual dexterity**, eg they make their first attempts to build with blocks by putting one block on top of another. They start to use things as tools, eg using a hammer with wooden pegs. Children investigate how objects relate to each other – pulling toys apart and putting them back together. Children begin to look at books much more appropriately – opening them and looking at the pictures.

In this stage children are expanding their knowledge of how the world works through investigative, interactive, and pretend play – often involving interactions with other people. They are motivated by their intense curiosity for objects and people.

#### By the end of this stage

Children will have used play activities to develop their communication, **language**, motor skills and **thinking skills** eg concepts of size, position, object characteristics – bigger, smaller, in, under, rough, smooth etc.

Stage B6	Possibly	Definitely	What my child does and enjoys
Early pretend behaviours observed: eg – pretends to be asleep – covers self with a blanket			
Copies the actions and activities of others as part of their play			
Play demonstrates understanding of use of objects: – puts telephone to their ear – turns the pages of a book – stirs a spoon in the cup – attempts to place pieces in a puzzle ○			
Interactive turn-taking games with adult quite often involve: – toys and other objects, eg plays fetching game – pretend, eg waving bye-bye to each other			
Enjoys teasing games			
Play writes with pencils, chalks and/or crayons ○			
Accepts adult varying a game or pretend play and imitates and joins in with new actions/routines			
Uses 'symbolic sounds' for objects and animals, eg 'brmm brmm' for car in pretend play A			

## Development of play

### Pretending to another: Stage B7

#### At this stage

Children include other people, dolls, teddies and toy animals in their pretend play. They might give a teddy a drink from a cup, put a doll in bed or move toy animals. They will play familiar games co-operatively with adults. Interactive turn-taking games are still enjoyed. They watch what other children are doing and play alongside them.

They like moving objects around and will use buckets and other containers. They like to load up a trolley with blocks and other objects and push it around. They can now build a small tower of two or three blocks. Control over body, manual dexterity and eye-hand co-ordination is increasing. Children will enjoy opening and closing books and helping you to turn pages, looking at pictures as they do so. They will enjoy books that make sounds and have flaps that can be lifted. These kinds of books develop anticipation.

Stage B7 children will also copy another person's actions even though they have never done this action before.

#### By the end of this stage

Children will be more persistent in play. They will relate objects more accurately to each other and pull and push toys. The child will love variation in rhymes and games and may well try to instigate a favourite game, bringing the toy to an adult or moving up and down on the adult's knee to indicate the rhyme they want. The child will watch what other children are doing and play alongside them. This is the start of **parallel play**.

Stage B7	Possibly	Definitely	What my child does and enjoys
Begins to include other people and objects in their pretend play, for example: – puts doll in bed – makes toy animal/car move – feeds a doll or teddy with a spoon or cup – makes animal eat			
Watches what other children are doing			
Plays ball co-operatively with an adult, eg may kick or roll the ball back and forth			
Enjoys sharing books			
Loads trolley to move objects around			
Enjoys 'ready steady go' and '1, 2, 3 go' games <sup>A</sup>			
Enjoys <b>anticipation games</b> /toys such as 'jack-in-the-box' <sup>A</sup>			
Understands and follows stories read to them. Has favourite stories and characters			

## Development of play

### Combining things: Stage B8

#### At this stage

Children like to put objects together. They can now stack more blocks as their hand and eye skills get better. They enjoy arranging cups on saucers, or stirring a spoon in a cup. They can now start to make a play sequence by first doing one action to one person, and then doing it again to another. They like giving a doll a pretend drink, then having a drink themselves. They now like to try out other sequences like pouring pretend tea and drinking it, or washing, and then drying a doll. Sometimes they will bring the cup to a parent and watch with interest and enjoyment as their parents pretend to drink. They enjoy the 'social' aspect of this play – and 'play' at many of the things they observe adults doing.

They will spend a lot of time putting objects in and out of containers and will try to fit large puzzle pieces in the right place, although they find this hard to do.

Children have an infinite capacity to repeat things in play – whether it be rebuilding towers or pretending to do things. When each time something different happens they have 'created' something novel and learn from this in a playful situation.

#### By the end of this stage

Children will group similar objects together during pretend play, eg dolls and clothing, cutlery and dishes, toy vehicles, toy animals, books. Their hand and eye skills are improving so they can now stack more blocks.

Stage B8	Possibly	Definitely	What my child does and enjoys
Likes to put objects together, eg – puts cups on saucers – puts spoon in a cup			
Imitates everyday actions in pretend play – brushing doll's hair, making beds, tasting food	S		
Repeats same pretend actions to more than one person, eg gives Mum and Grandma 'tea' to drink from an empty cup			
Makes a pretend <b>sequence</b> : eg – pouring pretend tea then drinking – washing then drying a doll			
Fills and empties containers			
Fits large, simple puzzle pieces into play trays			
Builds tower or row with three to four blocks	O		

## Development of play

### Planning what to do: Stage B9

#### At this stage

Children are starting to become more organised. They plan ahead what they want to do. They look around for things that they need and will go and search for them if they can't see them. They look at what other people are doing and may offer an object that another person needs. They enjoy playing with another person and copying their actions. They watch what other children are doing and play alongside them. They like to use one object to stand for another like pretending a wooden block is a car, a biscuit, or a bed for a small doll. **Social rituals** (eg what happens in the routines of the day from bathing to dressing and eating) form a large part of their pretend play.

They can now build a tower of six or seven blocks or make a long row. Sometimes they make rows side by side. They match and sort objects and develop an interest in **construction toys**, which are large and easy to fit together – eg large plastic building bricks. They are not trying to build anything yet, but enjoy pulling apart and putting together.

#### By the end of this stage

Children will play side by side with other children, often copying actions and sequences of their play and vice versa. **Parallel play** has become more sophisticated. Adult language will start to influence their play, eg 'You're not going to ..... Are you?' Children will have built on their concepts such as quick, slow, closer, further, first and last.

Stage B9	Possibly	Definitely	What my child does and enjoys
Becomes more organised, gathering together the toys they want to play with, eg getting the doll and the tea set, before they start to play tea-parties			
Uses one object to represent another in pretend play, eg uses a lid as a cup, a brick as a hair brush, brick as car or puts it on a plate as if it were a cake	O		
Enjoys dressing up, eg putting on hats, daddy's shoes, dressing up as favourite character in story or on TV	S		
Imitates longer sequences in play – pretends to make tea, gives to adult or dolls	S		
Plays lots of interactive games with adult or older child, often involving running or chasing: – catch and chase – hide and seek/hunt the thimble			
Plays alongside other children and occasionally allows them into play, eg hands toys to them	S		
Copies the actions and sequences of play of other children			
Plays with play dough – and will tell you what they have made			
Builds tower or row of six or seven blocks			
Use one object to stand for another	O		

## Development of play

### Role play and imagination: Stage B10

#### At this stage

Children enjoy pretending to be another person, usually Mum, Dad, a baby, or a favourite pet. They will copy the way these people act, and talk, and sometimes use their belongings, eg a handbag, clothes or shoes. They enjoy dressing-up.

At this stage some children may invent an imaginary person and sometimes they have an imaginary friend that they talk to. They can pretend to use imaginary objects as well, eg pretending to pour milk or tea, or pretending to iron clothes without an iron. Children will now make objects take an active role, ie teddy will hand back his plate for another cake or dolly will hold out her arms to try and catch the ball. When they play, their actions follow a specific order, like having their evening drink, washing their face and brushing their teeth, listening to a story and going to bed.

Sometimes, using small blocks, they can build a simple bridge putting one block on top of two others. Constructions or activities become so elaborate that they may want them to remain in place overnight so they can continue their game the next day.

#### By the end of this stage

Children perform a variety of play sequences with the same toys, eg may cook with play food, feed dolls with food, wash play dishes, and put the dolls to bed. They will remember whole sequences of actions. The child will not only re-enact events they have seen but will combine them in new ways, ie enact an imaginative sequence of events. The child will sort through toys carefully to select a specific toy and play with them for longer than previously. They have developed concepts like full and empty, soft and scratchy from play activities, ie have compared different objects as playing. The child's sense of curiosity leads them to investigate things. They can match objects to pictures.

Stage B10	Possibly	Definitely	What my child does and enjoys
Adopts voice or manner of another person, or animal in play, eg moves like a cat and 'miaows' ○			
Uses others' belongings, eg bag, brush in pretend play			
Creates imaginary objects, characters and scenes in play, eg hands over an imaginary cup to drink from when having a pretend coffee break; talks to an imaginary shopper as if they are the shop assistant ○			
May invent imaginary person and talk to them as a friend			
Begins to include another child in their play sequence; may talk to them as does so eg gives child a cup to drink from ○			
Play actions follow a specific order, eg mixing a cake; baking it; eating it			
Shares books with adult or other child, making comments on the events, characters and illustrations			
Tries to make a simple bridge			
Enjoys creative activities telling you what they have made: – using dough, paint, blocks – cutting and pasting – cooking – drawing – making music/sounds – simple jigsaws			
Enjoys turn-taking play with ball			
Can kick and catch a large ball			



## Development of play

### Playing alongside other children: Stage B11

#### At this stage

The child continues to enjoy playing near other children. They watch what other children are doing and often copy their actions. They may offer children things in a helpful way. It is the beginnings of playing together. The child likes to make marks on paper, using a variety of pencils, crayons, chalks and paints. They are adding to their knowledge of colours, shapes, sizes and textures and may spend time sorting objects according to these different features. Children may recognise simple shapes, such as a triangle or square. They are less likely to flit from one toy to another and may try out lots of different activities with a small number of toys. They continue to enjoy acting out familiar daily routines, such as setting or clearing the table, or hanging out the clothes to dry. Their skill at using their hands continues to develop and they are much better at opening and closing toys and handling quite small objects.

They love to tease and surprise you, introducing an unexpected element into their parents' familiar games, eg not saying 'boo' in one of the games of 'peek-a-boo', but smiling playfully instead.

A game can grow out of anything – a speck on the floor, or a very expensive car. They will play raucous chase and catch games or finger rhymes – and all with as much enjoyment. Playing games time and time again in different forms allows your child to find out about objects, re-experience stories and events, listen to key language and above all build strong relationships based on love, fun and trust.

#### By the end of this stage

Children enjoy having familiar books 'read' to them again and again. They are now able to follow very short stories containing two or three main events and enjoy having a parent act out the different characters in a story, using different voices. Play is likely to be highly imaginative, and may involve pretend friends and characters. The child may even ask the parents to join in their **imaginative play** sequences. The child's play will have developed in all areas – they now love to play with others and are beginning to enjoy the company of other children of their age. They can 'pretend' to be people, animals and recreate stories. They have favourite toys to return to again and again.

Stage B11	Possibly	Definitely	What my child does and enjoys
Begins to play around with familiar routines, eg may prepare tea and then 'accidentally' spill it on table			
Uses doll, teddy etc as partner in play, talking to it and telling it what to do next			
Uses one object to represent many different things, eg scarf could be blanket, cloak, dress, during the same play sequence			
Imaginary play involves lots of detail and several linked actions, eg getting undressed, bathed, dressed in nightclothes, having a bedtime drink			
Dresses up as different people			
Builds 'stories' around toys, eg farm animals climbing an armchair 'cliff' and having to be rescued			
Uses construction materials as a means to an end (eg making road or house) rather than as something simply to be explored			
Increasing control over physical movements means greater enjoyment in active play, eg riding a bicycle, kicking and throwing a ball, climbing a climbing frame			