# Communication and interaction

My name is:

My key person is:

My communication method:

My date of birth is:

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|  | **Interaction** | | **Expressive Communication** | | **Receptive Communication** | |
| **Step 1** | Uses sounds – for example, gurgling and cooing to communicate when relaxed | Reacts in interaction with others by looking smiling and moving (B-5) | Cries to express needs – for example, when hungry, or in discomfort |  | Turns eyes and/or head towards you when you speak | Startled by loud noises and accurately locates the source of a familiar person’s voice, such as key person or a parent. |
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| **Step 2** | Shows excitement at sound of approaching voices, footsteps or other familiar sounds | Gazes at faces, copying facial expressions and movements like sticking out their tongue. | Makes sounds in response when you talk |  | Turns quickly to your voice across the room | Reacts in interaction with others by smiling, looking and moving. |
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| **Step 3** | Vocalises back when talked to (making own sounds) especially to familiar adult and when a smiling face is used | Copies what adults do, taking ’turns’ in conversation (through babbling) and activities. | Lifts arms in anticipation of being picked up (B-5) |  | Enjoys listening to nursery rhymes |  |
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| **Step 4** | Begins to develop and use some  consonant sounds – for example, ‘g’, ‘m’, ‘p’, ‘d’ | Babbles, using sounds like “ba-ba-ba”, “ma-ma-ma” | Understands single signs | Uses simple sounds or gestures to mean a particular thing – for example, “da” for ‘daddy’ | Uses voice or gesture to attract attention | Understands words they hear a lot and that are said with gestures – for example,  “all gone” and “bye bye” (U) |
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| **Step 5** | Uses gestures like waving and pointing to communicate. | Babbles, using varied consonants and vowels – for example, “baga”, “maba” | Copies the speech of others, especially the vowels and ‘ups and downs’(intonation) | Asks for favourite games using sounds or gestures – for example, playing peek-aboo, saying “Boo” or hiding face in hands | Recognises some family names such as Mummy, Daddy, names of other carers, brothers and sisters, or pets, and will turn to look when the name is said | Responds to own name by turning or looking up at whoever said their name |
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| **Step 6** | Constantly babbles and use single words during play. | Voice has the intonation of the language spoken at home even though individual words may not be clear | Uses sounds instead of words to represent different objects – for example “brmm” for‘car’, “yum” for ‘dinner’, “dodi” for ‘dummy’ | Takes part in a simple ‘conversation’ with an adult, focusing on things happening in the here and now or frequent events that  are about to happen – for example, meals or bath time | Responds to familiar words and short sentences based on familiar routines – for example, runs to the door when an adult holds their keys and says “It’s time to go | Understanding of single words in context is developing e.g cup, milk, daddy (B-5) |
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| **Step 7** | Uses different single words to comment on what’s happening – for example, says “Bird” if they see one in the garden | Copies expressions they hear a lot – for example, “Oh dear” or “All fall down” | Responds to and follows simple instructions in context – for example, “Give me the ball” or “Kiss Daddy night-night” | Enjoys nursery rhymes and shows they are listening by trying to join in with actions or sounds | Recognises and will identify many objects and pictures (by pointing) when asked questions – for example, “Where’s the ball?” | When asked, can show simple body parts on self by pointing at them on self or others – for example, hair, eyes, ears and nose |
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| **Step 8** | Beginning to put two words together (e.g. ‘*want ball’, ‘more juice’*) | Begins to use words to refer to people and things that are not present | Sings or gestures along with favourite action rhymes, although words may not be clear | Uses words for actions as well as objects and people | Listens and responds to simple information or instructions out of context – e.g. “Ben, find your car” or “Ali, put teddy in bed” | Is learning new words almost every day |
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| Comments |  |  |  |  |  |  |

E Emerging, S Supported and I Independent