

## Communication and interaction

My name is:

My key person is:

My communication method:

My date of birth is:

	Interaction		Expressive Communication		Receptive Communication	
<b>Step 1</b>	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.
	E S I	E S I	E S I		E S I	E S I
<b>Step 2</b>	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.
	E S I	E S I	E S I		E S I	E S I
<b>Step 3</b>	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	
	E S I	E S I	E S I		E S I	
<b>Step 4</b>	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)
	E S I	E S I	E S I	E S I	E S I	E S I

<b>Step 5</b>	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
	E S I	E S I	E S I	E S I	E S I	E S I
<b>Step 6</b>	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)
	E S I	E S I	E S I	E S I	E S I	E S I
<b>Step 7</b>	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
	E S I	E S I	E S I	E S I	E S I	E S I

<b>Step 8</b>	Beginning to put two words together (e.g. <i>'want ball', 'more juice'</i> )	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
	E S I	E S I	E S I	E S I	E S I	E S I
Comments						

E Emerging, S Supported and I Independent