

Revised ECaT (Every Child a Talker) Assessment Tool Child's name:

Date of Birth:

| Age | Listening and Attention | Understanding (Receptive Language) | Talking (Expressive Language) | Social Communication |
|--------------|--|---|---|---|
| By 12 months | <ul style="list-style-type: none"> Quietens or alerts to the sound of speech (e.g. recognises and is calmed by a familiar and friendly voice). Turns toward a familiar sound then locates range of sounds with accuracy (e.g. turns to the noise of door opening, looks to familiar person when hears their voice). Enjoy singing, music and toys that make sounds. Fleeting Attention – not under child's control, new stimuli takes whole attention. | <ul style="list-style-type: none"> Listens to, distinguishes, and responds to intonations and sounds of voices. Stops and looks when hears own name. (By 12 months ☒) Responds to the different things said when in a familiar context with a special person (e.g. 'Where's Mummy?', 'Where's your nose?'). | <ul style="list-style-type: none"> Gradually develops speech sounds – babbling with a range of sounds and vowels. (By 6 months ☒) Regularly using babble to communicate with adults (e.g. to gain attention, point things out, make something happen again); says sound combinations like 'baba, nono, gege' with intonation and rhythm of home language ('jargon'). (By 11 months ☒) | <ul style="list-style-type: none"> Gazes at faces and copies facial movements (e.g. sticking out tongue, try to copy adult speech and lip movements). Concentrates intently on faces and enjoys interaction (e.g. taking 'turns' in conversations through babbling, looking, reaching; watches someone's face as they talk). Uses voice, gesture, eye contact and facial expression to make contact with people and keep their attention. (By 12 months ☒) |
| By 24 months | <ul style="list-style-type: none"> Concentrates intently on an object or activity of own choosing for short periods. Pays attention to dominant stimulus – easily distracted by noises or other people talking. Moves whole bodies to sounds they enjoy, such as music or a regular beat. Has a strong exploratory impulse. Listens to and enjoys rhythmic patterns in rhymes and stories. Enjoys rhymes and demonstrates listening by trying to join in with actions or vocalisations. Rigid attention – may appear not to hear, very focused on the immediate activity. | <ul style="list-style-type: none"> Understanding of single words in context is developing, e.g. 'cup', 'milk', 'daddy' and starting to make choices when shown (e.g. "Do you want the ball or the car?"). Selects familiar objects by name and will go and find objects when asked or identify objects from a group. Listening and responding to a simple instruction like: "find your hat", "shoes on". | <ul style="list-style-type: none"> Frequently imitates words and sounds. Enjoys babbling and increasingly experiments with using sounds and words to communicate for a range of purposes (e.g. teddy, more, no, bye-bye). Uses single words recognised by familiar people, they may not all be clear (e.g. around 10 words by 16 months; around 20 words by 18 months; around 50 words by 24 months ☒). Beginning to put two words together (e.g. 'want ball', 'more juice'). (By 24 months ☒) Uses different types of everyday words (nouns, verbs, and adjectives, e.g. banana, go, sleep, hot). Beginning to ask simple questions (e.g. what's that? Where mummy?). <u>English speech sounds</u>: Uses most vowels, and m, p, b, n, t, d, w, h are emergent in words but not in all positions (e.g. may miss off last sounds or substitute sounds such as 'tap' for 'cap'). | <ul style="list-style-type: none"> Likes being with familiar adult and watching them. Developing the ability to follow an adult's body language, including pointing and gesture. Learns that their voice and actions have effects on others. Uses pointing with eye gaze to make requests, and to share an interest. (By 18 months ☒) Gradually able to engage in 'pretend' play with toys (e.g. large teddy play, this supports the child to imagine another's point of view). Looks to others for responses which confirms their action, adds to an idea, or extends their understanding. |
| By 3 years | <ul style="list-style-type: none"> Single channelled attention. Can shift to a different task if attention fully obtained – using child's name helps. (By 36 months ☒) Listens with interest to noises adults make when they read or tell stories. Recognises and responds to many familiar sounds (e.g. going to a knock at the door, goes to watch the rubbish truck when they hear the bins moving). | <ul style="list-style-type: none"> Identifies action words by pointing to the right picture (e.g. Who's jumping?). (By 30 months ☒) Understands 'who', 'what', 'where' in simple questions (e.g. Who's hiding? What's that? Where is...?). Developing understanding of simple concepts (e.g. big/little, on/under). Following instructions that have 3 key words (e.g. 'put <u>daddy's cup</u> in the <u>sink</u>' or 'help <u>grandma</u> find the <u>big book</u>'). | <ul style="list-style-type: none"> Learns new words rapidly and can use them in communicating. Speech is becoming clearer and is usually understood by others by 36 months although some immature speech patterns still evident. Uses actions, sometimes with limited talk, that is largely concerned with the 'here and now' (e.g. reaches toward toy saying 'I have it'). Uses a variety of questions (e.g. what, where, who). Uses simple sentences (e.g. 'Mummy gonna work'). Beginning to use word endings (e.g. <u>going</u>, <u>cats</u>). <u>English speech sounds</u>: k, g, f, s, z, l, y emergent in words but may still substitute sounds or miss off last sound. | <ul style="list-style-type: none"> Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts. Holds a conversation, jumping from topic to topic. Enjoys being with and talking to adults and other children. Interested in others' play and will join in. Responds to the feelings of others. |

| Age | Listening and Attention | Understanding (Receptive Language) | Talking (Expressive Language) | Social Communication |
|------------|--|---|---|--|
| By 4 years | <ul style="list-style-type: none"> • Listens to others in one to one or small groups, when conversation interests them. • Listens to stories with increasing attention and recall. • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. • Focusing attention – still listen or do but can shift own attention. • Is able to follow directions (if not intently focused on own choice of activity). | <ul style="list-style-type: none"> • Understands use of objects e.g. "What do we use to cut things?". • Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture. • Beginning to understand 'why' and 'how' questions. | <ul style="list-style-type: none"> • Beginning to use more complex sentences including pronouns and ways to link thoughts (e.g. using and, because). Speech mostly can be understood by others even in connected speech. • Can retell a simple past event in correct order (e.g. went down slide and hurt my finger). • Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall, and relive past experiences. • Questions why things happen and gives explanations. Asks who, what, when, how. • Uses a range of tenses (e.g. play, playing, will play, played). • <u>English speech sounds</u>: Sound clusters emerging (e.g. <i>pl</i> in play, <i>sm</i> in smile) though some may be simplified (e.g. 'gween' for green'). Th and r sounds emergent, but may be inconsistent. | <ul style="list-style-type: none"> • Beginning to accept the needs of others, with support. • Can initiate conversations. • Shows confidence in linking up with others for support and guidance. • Talks freely about their home and community. • Forms friendships with other children. |
| By 5 years | <ul style="list-style-type: none"> • Sustains attentive listening, responding to what they have heard with relevant comments, questions, or actions. • Maintains attention, concentrates and sits quietly when appropriate. • Two-channelled attention – can listen and do for short span. • Integrated attention – can listen and do in range | <ul style="list-style-type: none"> • Understands humour (e.g. nonsense rhymes, jokes). • Demonstrates understanding of 'how?' and 'why?' questions by giving explanations. • Able to follow a story without pictures or props. • Understands instructions containing sequencing words; first...after...last, and more abstract concepts – long, short, tall, hard, soft, rough. | <ul style="list-style-type: none"> • Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. • Links statements and sticks to a main theme or intention. Overall, fully intelligible to others. • Uses language to imagine and recreate roles and experiences in play situations. • Uses talk to organise, sequence and clarify thinking, ideas, feelings, and events. | <ul style="list-style-type: none"> • Has confidence to speak to others about their own wants, interests, and opinions. • Initiates conversation attends to and takes account of what others say. • Explains own knowledge and understanding and asks appropriate questions of others. • Shows awareness of the listener when speaking. • Expresses needs / feelings in appropriate ways. • Forms good relationships with adults and peers. • Works as part of a group or class, taking turns. |

**This assessment tool is based on The National Strategies ECaT document with additional examples, priorities and info from Development Matters 2021 and Speech and Language Therapy*

Checkpoint Alert ☒ A child may not reach a checkpoint by the age indicated. This checkpoint ALERTS you to the need for further action such as closer monitoring, discussions with the family, further interventions, or may include discussion with other services.

Speech sounds - Developing speech and being understood applies to all languages, however the order of development will vary in each language.

1. If the pattern is typical, continue to support expressive language development as this will help mature the child's speech sounds.
2. If workers or parents/carers are concerned about the clarity of a child's speech, please support the development of phonological awareness (listening, syllables, rhyme, and initial sounds) as a first point of action.
3. If the child is at least 30-36 months old and the parents/carers cannot understand any of what their child is trying to say, please seek advice from your local Speech and Language Therapy (SALT) service. Please note this may not result in a referral to the service at this point.

Revised ECaT (Every Child a Talker) Assessment Record Sheet

Child's name
Date of birth

Initial assessment date:

Age year/months:

Person completing assessment:

Review date:

Age year/months:

Person completing assessment:

Review date:

Age year/months:

Person completing assessment:

| Development age and decision | Listening and Attention | Understanding (Receptive Language) | Talking (Expressive Language) | Social Communication |
|--|-------------------------|------------------------------------|-------------------------------|----------------------|
| By 12 months: No intervention | | | | |
| By 12 months: Intervention | | | | |
| By 12 months: Intervention plus | | | | |
| By 24 months: No intervention | | | | |
| By 24 months: Intervention | | | | |
| By 24 months: Intervention plus | | | | |
| By 3 years: No intervention | | | | |
| By 3 years: Intervention | | | | |
| By 3 years: Intervention plus | | | | |
| By 4 years: No intervention | | | | |
| By 4 years: Intervention | | | | |
| By 4 years: Intervention plus | | | | |
| By 5 years: No intervention | | | | |
| By 5 years: Intervention | | | | |
| By 5 years: Intervention plus | | | | |

Note:

“**Intervention**” indicates less than 50% of the expected descriptors are not yet achieved e.g. a child who is 3 ½ years old would expect to achieve 3/5 descriptors so less than 50% would be 1/3 descriptors yet to be achieved. PLAN intervention through a Priority focus or Quality first teaching (QFT), including quality and responsive interactions within provision throughout the day.

“**Intervention plus**” indicates more than 50% of the expected descriptors are not yet achieved e.g. a child who is 3 ½ years old would expect to achieve 3/5 descriptors so more than 50% would be 2/3 descriptors yet to be achieved. PLAN focused intervention with specific outcome in mind, including quality and responsive interactions within provision to generalise skills.