

Information for Parents and Carers:

- Complete each level but if your child is unable to answer more than half the questions correctly do not move on to the next level.
- Praise your child throughout the assessment even if they are struggling 'good listening', 'good trying'.

Foundation skills

Attention – think about your child's attention to activities at home, select the description which fits best

| | | |
|---|--|--------------|
| Difficulty attending to any activity, easily distracted, roams between activities | | 1 year level |
| Attends to an activity of their own choice | | 2 year level |
| Can attend to adult directed activity for short periods | | 3 year level |

Turn-taking - can your child take turns in activities without being told or helped?

Understanding - Single Word Level

To check your child's understanding, gather a selection of these objects from around the house

| | | | |
|------------------------|------------------------|------------------------|-----------|
| Teddy (big and little) | Dolly (big and little) | Bed | Toy Table |
| Cup | Toy Chair | Spoon (big and little) | Sponge |
| Plate | Box | Brush | Car |

- **Real objects**

Put a selection of items on the table at one time (4-5) and ask 'show me the....' or 'where's the....' (Do not name, point or look at any item yourself. Look at your child as you ask them). Note any names that your child doesn't know

- **Actions**

Use the teddy and a sponge, bed and brush. Make teddy do a variety of actions, for example jump, run, sleep, brush, wash, sit.

Show them 'teddy eating' and 'teddy drinking' with the toys, then ask your child to make teddy do different actions.

Note any action words that your child doesn't know

- **Adjectives**

Put a big teddy and little teddy on the table. Ask your child 'show me the little teddy?'

Put a big and little spoon on the table. Ask your child 'where is the big spoon?'

- **Body Parts**

Show your child your leg, knee and mouth. 'Here is my.....' Then ask your child to 'show me your.....' or 'where is your.....'

| | | |
|------|-------|------|
| Face | Hands | Feet |
| Hair | Eyes | Nose |

Understanding – Two Word Level (only complete if able to follow single instructions)

Part 1. Get out teddy, dolly and a sponge. Show your child 'washing dolly's arm', 'washing teddy's nose'. Then give your child the sponge and ask your child....

| |
|--------------------|
| Wash teddy's face |
| Wash dolly's hands |
| Wash dolly's feet |
| Wash teddy's hands |

Part 2. Get out the dolly, teddy, table and chair. Ask your child

| |
|------------------------|
| Put dolly on the bed |
| Put teddy on the table |
| Put teddy on the chair |
| Put dolly on the table |

Part 3. Get out the teddy, dolly, chair and table. Ask your child

| |
|------------------|
| Make dolly jump |
| Make teddy run |
| Make dolly sleep |
| Make teddy sit |

Understanding – Three Word Level – (only complete if able to follow 2 word level instructions)

Part 1. Get out the sponge, hairbrush, toothbrush, dolly and teddy. Ask your child....

| |
|---------------------|
| Wash dolly's hair |
| Brush teddy's hair |
| Brush teddy's teeth |
| Wash dolly's hands |

Part 2. Get out the dolly, teddy, table and box. Ask your child....

| |
|---------------------------|
| Put teddy on the table |
| Put the dolly in the box |
| Put teddy under the table |
| Put the dolly on the box |

Part 3. Get out the dolly, teddy, little plate, big plate, little cup, big cup, little spoon and big spoon. Ask your child....

| |
|--------------------------------|
| Give the little plate to dolly |
| Give the big spoon to teddy |
| Give the little cup to teddy |
| Give the big plate to dolly |

Understanding - Four Word Level - (only complete if able to follow 2 and 3 word level instructions)

Part 1. Get out the dolly, teddy, table and bed. Ask your child....

| |
|--------------------------------|
| Make dolly sit under the table |
| Make teddy walk on the bed |
| Make dolly sleep under the bed |
| Make teddy sit on the table |

Part 2. Get out the teddy, dolly, big bed, little bed, little table and big table. Ask your child....

| |
|--------------------------------|
| Put teddy under the big bed |
| Put dolly on the little table |
| Put dolly under the little bed |
| Put teddy on the big bed |

Understanding - Age range equivalents

As a guide, we would usually expect the following levels of understanding:

| Age | Level of understanding |
|------------------------------------|------------------------|
| 1 year 2 months – 2 years | 1 word level |
| 1 year 8 months – 2 years 6 months | 2 word level |
| 2 years 4 months -3 years | 3 word level |
| 2 years 10 months – 4 years | 4 word level |

If your child's understanding is not where you would expect it to be for their age, please visit our website for some ideas of activities you can try to support their development.

Use of language

Write down examples of your child's language occurring during the activities (make sure you write these samples exactly including any incorrect sentence structure).

Note down roughly how many words in a sentence your child is using.

Note any use of pronouns (e.g. he, she, him), question words (e.g. what, why, who, how), verb tenses (present, past, future), plurals, and describing words (e.g. big, dirty, long).

Use of language - Age range equivalents

As a guide, we would usually expect the following levels of understanding:

| Age | Level of understanding |
|------------------------------------|------------------------|
| 1 year 2 months – 2 years 3 months | Single words |
| 1 year 8 months – 2 years 6 months | 2 words together |
| 2 years - 3 years 6 months | 3 words together |
| 2 years 10 months – 4 years | 4 words together |

If your child's use of language is not where you would expect it to be for their age, please visit our website for some ideas of activities you can try to support their development.