

ESCAL Speech, Language and Communication Tracker for Bilingual Children

Stage	Listening and Attention	Understanding (Receptive Language)	Talking (Expressive Language)	Social Communication	Bilingual considerations
0-11 months	<p>Turns toward a familiar sound then locates range of sounds with accuracy.</p> <p>Listens to, distinguishes and responds to intonations and sounds of voices.</p> <p>Quietens or alerts to the sound of speech.</p> <p>Fleeting Attention - not under child's control, new stimuli takes whole attention.</p>	<p>Stops and looks when hears own name. <i>(by 12 months ☒)</i></p>	<p>Gradually develops speech sounds (babbling) to communicate with adults; says sounds like 'baba, nono, gogo'. <i>(by 11 months ☒)</i></p>	<p>Gazes at faces and copies facial movements, eg. sticking out tongue.</p> <p>Concentrates intently on faces and enjoys interaction. Uses voice, gesture, eye contact and facial expression to make contact with people and keep their attention. <i>(by 12 months ☒)</i></p>	<p>Children exposed to two languages from birth- simultaneous bilinguals</p> <ul style="list-style-type: none"> - start to show signs of understanding words from the age of four months onwards - usually learn to respond to their name first - 6 to 7 months start to babble in what sounds like nonsense words - babbling is not clearly linked to a particular language.
16-26 months	<p>Listens to and enjoys rhythmic patterns in rhymes and stories.</p> <p>Enjoys rhymes and demonstrates listening by trying to join in with actions or vocalisations.</p> <p>Rigid attention - may appear not to hear.</p>	<p>Selects familiar objects by name and will go and find objects when asked, or identify objects from a group.</p>	<p>Beginning to put two words together (e.g. 'want ball', 'more juice') <i>(by 24 months ☒)</i></p> <p>Uses different types of everyday words (nouns, verbs and adjectives, e.g. <i>banana, go, sleep, hot</i>)</p> <p>Beginning to ask simple questions.</p>	<p>Gradually able to engage in 'pretend' play with toys (supports child to imagine another's point of view).</p> <p>Looks to others for responses which confirm, contribute to, or challenge their understanding.</p>	<p>Simultaneous bilinguals</p> <ul style="list-style-type: none"> - usually reach the 50-word mark before the age of 20 month (relates to total vocabulary in both languages) - delay of 6 months in the vocabulary development of each language is normal. <p>Most bilingual children</p> <ul style="list-style-type: none"> - start putting two words together by 24 months but word combinations may consist of two words from the same language, or one word from each language

<p>22-36 months</p>	<p>Single channelled attention. Can shift to a different task if attention fully obtained - using child's name helps focus. <i>(by 36 months ☒)</i></p> <p>Listens with interest to the noises adults make when they read stories.</p> <p>Recognises and responds to many familiar sounds e.g. turning to a knock on the door, looking at or going to the door.</p>	<p>Identifies action words by pointing to the right picture, e.g., "Who's jumping?" <i>(by 30 months ☒)</i></p> <p>Understands 'who', 'what', 'where' in simple questions (e.g. <i>Who's that/can? What's that? Where is.?</i>).</p> <p>Developing understanding of simple concepts (e.g. <i>big/little</i>)</p>	<p>Learns new words very rapidly and is able to use them in communicating.</p> <p>Has a vocabulary of 200+ words by 30 months(monolingual child).</p> <p>Uses action, sometimes with limited talk, that is largely concerned with the 'here and now' (e.g. reaches toward toy, saying <i>I have it</i>).</p> <p>Uses a variety of questions (e.g. <i>what, where, who</i>).</p> <p>Uses simple sentences (e.g. <i>Mummy gonna work.</i>)</p> <p>Beginning to use word endings (e.g. <i>going, cats</i>)</p>	<p>Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts.</p> <p>Holds a conversation, jumping from topic to topic.</p> <p>Enjoys being with and talking to adults and other children.</p> <p>Interested in others' play and will join in.</p> <p>Responds to the feelings of others.</p>	<p>From as early as 24 months simultaneous bilinguals use their two languages differentially and appropriately with others</p> <p>For a simultaneous bilingual a delay of 6 months (in the vocabulary development of each language) is normal.</p>
<p>30-50 months</p>	<p>Listens to others in one to one or small groups, when conversation interests them.</p> <p>Listens to stories with increasing attention and recall.</p> <p>Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</p> <p>Focusing attention - still listen or do, but can shift own attention.</p> <p>Is able to follow directions (if not intently focused on own choice of activity).</p>	<p>Understands use of objects (e.g. <i>"What do we use to cut things?"</i>)</p> <p>Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture.</p> <p>Beginning to understand 'why' and 'how' questions.</p>	<p>Has a vocabulary of 500-100 words between 26-48 months(monolingual child).</p> <p>Beginning to use more complex sentences to link thoughts (e.g. using <i>and, because</i>).</p> <p>Can retell a simple past event in correct order (e.g. <i>went down slide, hurt finger</i>).</p> <p>Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.</p> <p>Questions why things happen and gives explanations. Asks e.g. <i>who, what, when, how</i>.</p> <p>Uses a range of tenses (e.g. <i>play, playing, will play, played</i>)</p>	<p>Beginning to accept the needs of others, with support.</p> <p>Can initiate conversations.</p> <p>Shows confidence in linking up with others for support and guidance.</p> <p>Talks freely about their home and community.</p> <p>Forms friendships with other children.</p>	<p>Simultaneous bilinguals - typically say sentences of up to four words around the age of 36 months.</p> <p>- a delay of 6 months (in the vocabulary development of each language) is normal.</p> <p>For some children starting nursery will be their first real exposure to English. These children are known as Sequential bilinguals. They are likely to go through a 'silent period' when they are first exposed to the new language. This can last from a few months up to 1 year.</p> <p>Following 3 months of</p>

					exposure to the new language a child should be beginning to show some basic understanding of the new language.
40-60+ months	<p>Sustains attentive listening, responding to what they have heard with relevant comments, questions or actions.</p> <p>Maintains attention, concentrates and sits quietly when appropriate.</p> <p>Two-channelled attention - can listen and do for short span.</p> <p>Integrated attention - can listen and do in range of situations with range of people; varies according to the demands of the task.</p>	<p>Understands humour, e.g. nonsense rhymes, jokes.</p> <p>Demonstrates understanding of "how?" and "why?" questions by giving explanations.</p> <p>Able to follow a story without pictures or props.</p> <p>Understands instructions containing sequencing words; first...after...last, and more abstract concepts - long, short, tall, hard soft, rough.</p>	<p>Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.</p> <p>Links statements and sticks to a main theme or intention.</p> <p>Uses language to imagine and recreate roles and experiences in play situations.</p> <p>Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.</p> <p>Introduces a storyline or narrative into their play.</p>	<p>Has confidence to speak to others about their own wants, interests and opinions.</p> <p>Initiates conversation, attends to and takes account of what others say.</p> <p>Explains own knowledge and understanding, and asks appropriate questions of others.</p> <p>Shows awareness of the listener when speaking.</p> <p>Expresses needs / feelings in appropriate ways.</p> <p>Forms good relationships with adults and peers.</p> <p>Works as part of a group or class, taking turns</p>	<p>After 18 months of exposure to a new language a sequential bilingual will begin to use single words and phrasal structures in the new language.</p>