

2. To be able to communicate their experiences effectively and to demonstrate curiosity in the wider world

Pre-Milestones

- Cries to express needs – for example, when hungry, or in discomfort
- Uses sounds – for example, gurgling and cooing to communicate when relaxed
- Turns eyes and/or head towards adult when they speak
- Makes sounds in response when adults talk
- Vocalises back when talked to (making own sounds) especially to familiar adult and when a smiling face is used
- Begins to develop and use some consonant sounds – for example, 'g', 'm', 'p', 'd'
- Begins to develop and use vowel sounds – for example, 'aa'
- Uses simple sounds or gestures to mean a particular thing – for example, "da" for daddy
- Uses voice or gesture to attract attention
- Babbles by repeating a series of the same sounds – for example, "ba-baba", "ma-ma-ma"
- Asks for favourite games using sounds or gestures – for example, playing peek-a-boo, saying "Boo" or hiding face in hands
- Copies the speech of others, especially the vowels and 'ups and downs' (intonation)
- Babbles, using varied consonants and vowels – for example, "baga", "maba"
- Uses pointing with eye gaze, and then fingers or hands, to make requests and to share an interest
- Points to objects and people, using first finger
- Creates personal words as they begin to develop language
- 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
- Uses sounds instead of words to represent different objects - for example "brmm" for 'car', "yum" for 'dinner', "dodi" for 'dummy'
- Voice has the 'ups and downs' (intonation) of the language spoken at home even though individual words may not be clear
- 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"