Referral criteria for understanding, talking, and communication and interaction for children aged 3;6 to 3;11

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| Age  3;6-3;11 | Communication and Interaction | Understanding | Talking | Pronunciation |
| **No cause for concern** | Enjoys imaginative and pretend play alongside and with other children  More able to pause their activity to listen to an adult, but may still need help to stop and listen if they are engaged in a motivating activity  Focuses on an activity of their own choice for up to 15 mins | Understands longer sentences and instructions with 3 - 4 key words e.g. put the cup under the table  Understands size, colour and position words  Answers ‘who’, ‘where’, ‘what’ questions | Uses longer sentences of 4-5 words  Ask lots of questions ‘why?’, ‘how?’, ‘when?’  Can tell a simple familiar story  Has a wide vocabulary  Starts to use pronouns (e.g. he, she, me) but may not always use these correctly | Saying ‘s’ as ‘th’  Saying ‘ch’ and ‘j’ as ‘t’ or ‘d’  Simplifying 2 consonants together them to 1 sound e.g. ‘nake’ for ‘snake’  Saying ‘k’ and ‘g’ as ‘t’ and ‘d’ e.g. ‘tat’ for ‘cat’  May not yet use ‘r’, ‘l’, ‘y’ and ‘th’ |
| **Monitor and follow up in 3 months if the child:** | Shows pretend and organised and social play  Attends and listens to adult led and group activities for a short time | Consistently follows instructions with 2 key words (e.g. ‘give the apple to teddy’) and is beginning to follow instructions with 3 key words | Uses 3 words together |  |
| **Refer to SLT if the child:** | Has little/no pretend play or social play  Doesn’t share interest with an adult  Has poor eye-contact  Has little interest in other children  Displays unusual or overly repetitive play/behaviours | Does not follow simple instructions  Doesn’t understand early concepts such as big/little, hot/cold, happy/sad  Does not consistently understand sentences with 2 key words | Has no 3 word combinations | Has pronunciation errors other than the above  stammers and I am concerned |