Six Month Assessment Checkpoint Questionnaire

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Area of Development | Checkpoint | Rarely | Sometimes | Always |
| Communication and Language | Does the baby respond to familiar voices, turn to their own name an ‘take turns’ in conversations with babbling? |  |  |  |
| Is the baby using speech sounds (babbling) to communicate with adults? |  |  |  |
| Personal, Social & Emotional Development | Does the baby respond to their name and respond to the emotions in your voice? |  |  |  |
| Physical Development | Does the baby move with ease and enjoyment? |  |  |  |

Twelve Month Assessment Checkpoint Questionnaire

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Area of Development | Checkpoint | Rarely | Sometimes | Always |
| Communication and Language | Does the baby ‘take turns’ by babbling and using single words? |  |  |  |
| Does the baby point to things and use gestures to show things to adults and share interests? |  |  |  |
| Is the baby beginning to use single words like: mummum, dada, tete (teddy)? |  |  |  |
| Can the baby choose between two objects: “do you want the ball or the car”? |  |  |  |
| Personal, Social & Emotional Development | Does the baby start to be shy around strangers and show preferences for certain people and toys? |  |  |  |
| Physical Development | Can the baby pull to stand from a sitting position and sit down? |  |  |  |
| Can the baby pick up something small with their first finger and thumb (such as a piece of string)? |  |  |  |

Eighteen Month Assessment Checkpoint Questionnaire

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Area of Development | Checkpoint | Rarely | Sometimes | Always |
| Communication and Language | Is the Toddler listening and responding to a simple instruction like: “put on your shoes”? |  |  |  |
| Is the toddler using a range of adult like speech patterns (jargon; gibberish) and at least 20 clear words? |  |  |  |
| Does the toddler understand lots of different single words and some two-word phrases, such as “give me” or “shoes on”? |  |  |  |
| Can the baby say around 10 words? (They may not all be clear) |  |  |  |
| Personal, Social & Emotional Development | Is the toddler increasingly curious about their world and wanting to explore it and be noticed by you? |  |  |  |

Two Year Assessment Checkpoint Questionnaire

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Area of Development | Checkpoint | Rarely | Sometimes | Always |
| Communication and Language | Is the child showing an interest in what other children are playing and sometimes joins in? |  |  |  |
| Can the child use up to 50 words? |  |  |  |
| Is the child beginning to put two or three words together: “more milk”? |  |  |  |
| Can the child understand many more words than they can say – between 200-500 words? |  |  |  |
| Can the child understand simple questions and instructions like: “where’s your hat” or “what’s the boy in the picture doing”? |  |  |  |
| Personal, Social & Emotional Development | Does the child start to see themselves as a separate person? For example, do they decide what to play with, what to eat, what to wear? |  |  |  |
| Does the child start to enjoy the company of other children and want to play with them? |  |  |  |
| Physical Development | Can the toddler run well, kick a ball, and jump with both feet off the ground at the same time? |  |  |  |

Three Year Assessment Checkpoint Questionnaire

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Area of Development | Checkpoint | Rarely | Sometimes | Always |
| Communication and Language | Can the child shift from one task to another if you get their attention. Using the child’s name can help. “Jason, can you stop now? We’re tidying up”. |  |  |  |
| Can the child use around 300 words? These include descriptive language. They include words for time (for example: now, later), space (for example, over there) and function (for example, they can tell you a sponge is for washing) |  |  |  |
| Is the child linking up to five words together? |  |  |  |
| Is the child using pronouns (me, him, she), and using plurals and prepositions (in, on, under) – these may not always be used correctly to start with. |  |  |  |
| Can the child follow instructions with three key words like: “can you **wash dolly’s face**?” |  |  |  |
| Can the child show that they understand action words by pointing to the right picture in a book. For example: “who’s jumping?” |  |  |  |
| Can the child shift from one task to another if you fully obtain their attention, for example, by using their name? |  |  |  |
| Personal, Social & Emotional Development | Does the child start to enjoy the company of other children and want to play with them? |  |  |  |
| Can the child sometimes manage to share or take turns with others, with adult guidance and understanding ‘yours’ and ‘mine’? |  |  |  |
| Can the child settle to some activities for a while? |  |  |  |
| Physical Development | Can the child climb confidently, catch a large ball and pedal a tricycle? |  |  |  |

Four Year Assessment Checkpoint Questionnaire

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Area of Development | Checkpoint | Rarely | Sometimes | Always |
| Communication and Language | Is the child using sentences of 4-6 words – “I want to play with cars” or “what’s that thing called?” |  |  |  |
| Can the child use sentences joined up with words like ‘because’, ‘or’, ‘and’? for example: “I like ice cream because it makes my tongue shiver”. |  |  |  |
| Is the child using the future and past tense: “I am going to the park” and “I went to the shop”? |  |  |  |
| Can the child answer simple ‘why’ questions? |  |  |  |
| Personal, Social & Emotional Development | Does the child play alongside others rather than always wanting to play alone? |  |  |  |
| Does the child take part in pretend play (for example being ‘mummy’ or daddy’?)  |  |  |  |
| Does the child take part on other pretend play with different roles – being the Gruffalo, for example? Can the child generally negotiate solutions to conflicts in their play? |  |  |  |
| Physical Development | Is the child reliably dry during the day? Support children who are struggling with toilet training , in partnership with their parents. Seek medical advice, if necessary from a health visitor or GP. |  |  |  |