

At 24 months

Key skills	Cause for concern
Attention and play <ul style="list-style-type: none"> • Can concentrate for a short time on one toy and not flit from one activity to another. • Is interested in playing with small toys, eg farm sets, small dolls. • Will carry out simple make believe activities, eg tea party. • Enjoys nursery rhymes and action songs. 	Attention and play <ul style="list-style-type: none"> • Never pays sustained attention to an activity of his/her own choice. • Does not show any pretend play. • Lacks social interest.
Receptive language/understanding of spoken language <ul style="list-style-type: none"> • Continual increase in new words the child understands as reported by parents. 	Receptive language/understanding of spoken language <ul style="list-style-type: none"> • Does not seem to understand the names of everyday objects.
Expressive language/use of spoken language <ul style="list-style-type: none"> • Has an expanding single word vocabulary. • At this stage the child is beginning to put words together, eg 'daddy gone'. 	Expressive language/use of spoken language <ul style="list-style-type: none"> • Has less than 25 words (see Appendix 1 Late talkers- risk factors). • Never links two words together.
Speech Speech is becoming clearer to familiar adults.	

Management options

- Provision of Speech and Language Therapy information leaflets
 - Tips for talking: children aged 2-3 years.
 - What your tot says about learning to talk
- Hearing assessment
- Onward referral to:
 - CDC
 - community paediatrician
 - ENT*
 - Sure Start (if available).

If you have concerns in more than one area, refer to speech and language therapy or, prior to referral, discuss with your local speech and language therapist.

- * **Referrals for voice problems need ENT assessment prior to referral.**
- * **If at 24-28 months the only cause for concern is speech sounds then referral is not appropriate at this stage.**

At 30 months

Key skills	Cause for concern
Attention and play <ul style="list-style-type: none"> Will play alongside other children. Play will include short sequences of imaginative play, eg with Duplo, dolls etc. 	Attention and play <ul style="list-style-type: none"> Does not want you to play with him. Does not show any pretend or imaginative play.
Receptive language/understanding of spoken language <ul style="list-style-type: none"> Can select an object by its function, eg 'What do you drive?' Can follow more complex directions, eg 'put teddy on the box', 'give me the big spoon'. 	Receptive language/understanding of spoken language <ul style="list-style-type: none"> Does not seem to understand what you say unless you use very simple language.
Expressive language/use of spoken language <ul style="list-style-type: none"> Can have a two way conversation. Using a rapidly growing number of words and joining words in simple phrases and sentences. 	Expressive language/use of spoken language <ul style="list-style-type: none"> Is not showing an increase in the number of words they use. Is still mostly using single words rather than two together.
Speech <ul style="list-style-type: none"> Most of what the child says is understood by familiar adults. Most children will use the p/b/d/m/n/w sounds in words but may not yet use k/g/f/s/sh l/r. 	Speech <ul style="list-style-type: none"> Parent cannot understand what the child says.
	Other <ul style="list-style-type: none"> The child stumbles, repeats sounds at the beginning of words or gets stuck on words (ie stammers). The child has a habitually hoarse voice.

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