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| Language Development | |
| **Age of child** | **Typical language development** |
| **6 months** | Vocalisation and intonation.  Responds to name.  Responds to human voices without visual cues by turning their head and eyes.  Responds appropriately to friendly and angry tones.  Uses a different cry for different situations. For example, one cry says ‘*I’m hungry*’ and another says ‘*I have pain*’.  He or she repeats the same sound a lot and ‘*coos and goos*’ when content.  Babbling occurs. This babbling will sometimes sound like speech/talking. It includes sounds including the bilabial (two lip) sounds ‘p’, ‘b’ and ‘m’. |
| **12 months** | The sound of babbling changes and includes more consonants as well as long and short vowels.  First word is spoken.  Uses one or more words with meaning (this might be a fragment of a word).  Understand simple instructions, especially if vocal or physical cues are given.  Practices inflection.  Is aware of the social value of speech.  Uses speech or other sounds (other than crying) in order to get your attention and hold on to it. |
| **18 months** | Has vocabulary of approximately 5-20 words.  Vocabulary made up mostly of nouns.  Some echolalia (repeating a word or phrase over and over).  Much jargon with emotional content.  Is able to follow simple commands. |
| **24 months** | Can name a number of objects common to their surroundings.  Is able to use at least two prepositions, usually chosen from the following: in, on, under.  Combines words into a short sentence – largely noun-verb combinations.  Length of sentences is given as 1 – 2 words.  Asks two-word questions.  Approximately two-thirds of what the child says should be intelligible.  Vocabulary of approximately 150-300 words.  Rhythm and fluency often poor.  Volume and pitch of voice not yet well controlled.  Can use two pronouns correctly: I, me, and you. Although me and I are often confused.  My and mine are beginning to emerge.  Responds to such commands as ‘*Show me your eyes (nose, mouth, hair)*’.  Has over 20 words.  Understands that word order affects meaning.  75% of children’s two-word utterances can be summarised in the existence of 11 semantic relations:   1. Attributive: ‘*big house*’ 2. Agent-Action: ‘*Daddy hit*’ 3. Action Object: ‘*hit ball*’ 4. Agent Object: ‘*Daddy ball*’ 5. Nominative: ‘*that ball*’ 6. Demonstrative: ‘*there ball*’ 7. Recurrence: ‘*more ball*’ 8. Non-existence: ‘*all-gone ball*’ 9. Possessive: ‘*Daddy chair*’ 10. Entity + Locative: ‘*book table*’ 11. Action + Locative: *‘go store*’ |
| **Age of child** | **Typical language development** |
| **36 Months** | Uses pronouns *I, you, me* correctly.  Is using some plurals and past tenses.  Is able to add ‘*-ing*’ to verbs.  Knows at least three prepositions, usually *‘in*’, ‘*on*’, ‘*under*’.  Knows chief parts of body and should be able to indicate these if named.  Handles three word sentences easily.  Has about 900-1,000 words.  About 90% of what the child says should be intelligible.  Verbs begin to predominate.  Understands most simple questions dealing with their environment and activities.  Relates experiences so that they can be followed with reason.  Able to reason out such questions as ‘*What must you do when you are sleepy, hungry, cool, or thirsty?*’  Should be able to state their sex, name, age.  Should not be expected to answer all questions even though they understand what is expected. |
| **4 years** | Knows names of familiar animals.  Can use at least four prepositions or can demonstrate understanding of their meaning when given commands.  Names common objects in picture books or magazines.  Knows one of more colours.  Can repeat four digits when they are given slowly.  Can usually repeat words of four syllables.  Demonstrates understanding of ‘*over*’ and ‘*under*’.  Has most vowels and diphthongs and the consonants *p, b, m, w, n* well established.  Extensive verbalisation when carrying out activities.  Understands such concepts as ‘*longer*’, ‘*larger*’ when a contrast is presented.  Readily follows simple commands even though the stimulus objects are not in sight.  Much repetition of words, phrases, syllables, and even sounds.  Sentences become longer with the child able to combine four or more words. Talk about things that have happened away from home (e.g. at school, outings). |
| **5 years** | Can you many descriptive words spontaneously – both adjectives and adverbs.  Knows common opposites: *big-little*, *hard-soft*, *heavy-light*, etc.  Has number concept of four or more.  Can count to ten.  Speech should be completely intelligible, in spite of articulation problems.  Should have all vowels and the consonants: *m, p, b, h, w, k, g, t, d, n, y.*  Should be able to repeat sentences as long as nine words.  Should be able to define common objects in terms of use (hat, shoe, chair).  Should be able to follow three commands given without interruptions.  Should know their age.  Should have simple time concepts: *morning, afternoon, night, day, later, after, while, tomorrow, yesterday, today*.  Should be using fairly long sentences and should use some compound and some complex sentences.  Can tell long and involved stories.  Speech on the whole should be grammatically correct.  Has over 200 words. |

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| **Age of child** | **Typical language development** |
| **6 years** | These consonants should be mastered: *f, v, sh, th*.  Speech should be completely intelligible and socially useful.  Should be able to tell a rather connected story about a picture, seeing relationships.  Children are able to communicate in demanding settings, for example, on the telephone. |
| **7 years** | Should have mastered the consonants *s-z, r*, voiceless *th, ch, wh*, and the soft *f* as in George.  Should handle opposite analogies easily: *girl-boy, man-woman, flies-swims, blunt-sharp, short-long, sweet-sour,* etc.  Understands such terms as: *alike, different, beginning, end*, etc.  Should be able to tell time to quarter hour.  Should be able to do simple reading and to write or print many words. |
| **8 years** | Can relate rather involved accounts of events, many of which occurred at some time in the past.  Complex and compound sentences should be used easily.  Should be few lapses in grammatical constrictions – tense, pronouns, plurals.  All speech sounds, including consonant blends should be established.  Should be reading with considerable ease and now writing simple compositions.  Social amenities should be present in their speech in appropriate situations.  Control of rate, pitch, and volume are generally well and appropriately established.  Can carry on conversation at rather an adult level.  Follows fairly complex directions with little repetition.  Has well developed time and number concepts. |
| **8 years +** | Essentially communicate in an adult manner with increasing maturity and sophistication through teenage years.  Teens begin to understand abstract language, including metaphors, puns and other form of figurative language.  Explanations, descriptions and language usage become more figurative and less literal.  Should be able to process most texts.  Can appreciate multiple meaning of words.  Can relate word meanings to contexts.  Master syllable stress patterns that distinguish the difference between similar words.  Able to form complex syntactic structures.  Able to understand complex, multi-clause sentences.  Adolescents use emotive, connotative and socially coded language that identifies them with their peer group (e.g. slang and swearing).  Mastery of a wide range of connectives (e.g. *however, nevertheless*).  Size of vocabulary continues to increase.  Gain knowledge of terminology used in various academic disciplines.  Subtle refinements in grammar. |