

## EVERY CHILD A TALKER: SPEECH, LANGUAGE AND COMMUNICATION DEVELOPMENT CHART



Age	Attention and Listening	Understanding (Receptive language)	Talking (Expressive Language)	Social Communication and Use of Language	Speech Sounds	Play
0-11 months	<ul style="list-style-type: none"> <li>• Turns towards sounds and locates a range of sounds accurately</li> <li>• By 6m can pay fleeting attention but easily distracted by new event</li> <li>• Stops and looks when hears own name</li> <li>• Is intrigued by new events and actions</li> <li>• Listens to, distinguishes, and responds to intonations and the sounds of voices</li> </ul>	<ul style="list-style-type: none"> <li>• By 6m responds to different tones of voice</li> <li>• Recognises parent's voice</li> <li>• By 10m stops and looks when hears own name</li> <li>• By end of 1<sup>st</sup> year, begins to understand frequently used words such as "all gone", "bye bye", "no"</li> <li>• Understands single signs</li> </ul>	<ul style="list-style-type: none"> <li>• Communicates in a variety of ways including smiling, gurgling, crying, making sounds</li> <li>• By 6m will engage in sound play with familiar adult</li> <li>• Babbling in strings of connected but different sounds, e.g. 'ba-da-ga'</li> <li>• By 12m, may hear "word" like utterances e.g. "dada", "mama", "gogo"</li> <li>• Can point to object or activity to express wants and needs</li> <li>• May have 1 -5 "words" by 12m, related to child's own world and functional needs</li> </ul>	<ul style="list-style-type: none"> <li>• Gazes at faces and copies facial movements e.g. sticking out tongue</li> <li>• Makes sounds with their voice for social interaction</li> <li>• By 12m uses voice, gesture, eye contact &amp; facial expression to make contact with people and keep their attention</li> <li>• Initiates an interaction with adult</li> </ul>	<ul style="list-style-type: none"> <li>• Babbles with range of sound combinations</li> <li>• By 12m consonants such as "b, d, g, m, n, w" predominate</li> </ul>	<ul style="list-style-type: none"> <li>• Exploratory play; mouths, bangs, shakes objects</li> <li>• By 12m, relates 2 objects, e.g. spoon in cup</li> <li>• Plays alone with toys</li> </ul>
8-20 months	<ul style="list-style-type: none"> <li>• Likes to listen to a wide variety of sounds</li> <li>• By 12m concentrates on most powerful stimulus, difficult to re-focus</li> <li>• Is easily distracted by noises or other people talking</li> <li>• By 18m will attend to own choice of activity, tolerates limited intervention</li> </ul>	<ul style="list-style-type: none"> <li>• By 12m understands key words in phrase e.g. "Where's your nose?"</li> <li>• By 12m recognises photos of familiar people and objects</li> <li>• Understands simple words in context and understands more than they can say</li> <li>• Understands naming words e.g. shoe, ball</li> </ul>	<ul style="list-style-type: none"> <li>• Creates personal words as begins to develop language</li> <li>• Uses around 10-20 single words although these may not be clear</li> <li>• Beginning to use words for a range of purposes</li> </ul>	<ul style="list-style-type: none"> <li>• Likes being with familiar adults and watches and copies their body language including gesture and pointing</li> <li>• Realises that their voice and actions have an effect on others</li> <li>• Use pointing with eye gaze to share an interest and make a request</li> </ul>	<ul style="list-style-type: none"> <li>• Speech consists of mix of "jargon" and some real words</li> <li>• May be difficult to understand</li> </ul>	<ul style="list-style-type: none"> <li>• Repeats actions that were enjoyed</li> <li>• Begins "pretend" play with toys e.g. gives doll a drink</li> <li>• Involves others in pretend play</li> </ul>
16-26 months	<ul style="list-style-type: none"> <li>• Listens to and enjoys rhythmic patterns in rhymes and stories</li> <li>• Starts to focus on an activity of own choice</li> <li>• Responds to own name and can move attention briefly and then re-focus</li> <li>• Single channelled attention</li> </ul>	<ul style="list-style-type: none"> <li>• Understands action words e.g. "sleep", "jump"</li> <li>• By 2y, understands simple instructions/phrases when context apparent, e.g. "get mummy's shoes"</li> <li>• Understands instructions with 2 key words (or signs) e.g. "make teddy jump"</li> </ul>	<ul style="list-style-type: none"> <li>• By 24m beginning to put 2 words(or signs) together e.g. "Mummy's car", "more juice"</li> <li>• Uses different types of everyday words, nouns, adjectives, verbs</li> <li>• Uses up to 50 words</li> <li>• Asks questions e.g. "where drink?"</li> </ul>	<ul style="list-style-type: none"> <li>• Interested in stories, songs and rhymes</li> <li>• Begins to express feelings</li> </ul>	<ul style="list-style-type: none"> <li>• By 2y6m starting to use "f, s, sh"</li> <li>• Immaturities heard e.g. "tar" for "car" "pu" for "spoon"</li> </ul>	<ul style="list-style-type: none"> <li>• Starts to demonstrate 2 part play sequence e.g. drives car to petrol station + fills petrol</li> <li>• Beginning to play with miniature toys e.g. small world</li> </ul>

Age	Attention and Listening	Understanding (Receptive language)	Talking (Expressive Language)	Social Communication and Use of Language	Speech Sounds	Play
22 -36 months	<ul style="list-style-type: none"> <li>• Begins to listen to talk with interest, but still distracted</li> <li>• By 30m can attend to adults choice of activity for short time</li> </ul>	<ul style="list-style-type: none"> <li>• Can identify objects by use e.g. "Which one do we eat?"</li> <li>• Understands simple concepts such as in/on/under, big/little</li> <li>• Understands simple "who", "what", "where " questions but <b>not</b> "why" or "when?"</li> <li>• Understands a simple story with pictures</li> </ul>	<ul style="list-style-type: none"> <li>• Is learning new words frequently and rapidly</li> <li>• uses up to 300 words</li> <li>• Can link 3-4 words together</li> <li>• Starting to use past tense e.g. "me <i>fallen over</i>"</li> <li>• Using some question words e.g. "what?", "where?"</li> </ul>	<ul style="list-style-type: none"> <li>• Can hold a short conversation but jumps from topic to topic</li> <li>• Expresses emotions towards adults and peers</li> <li>• Has some favourite stories, songs and rhymes</li> <li>• Uses language to share feelings, experiences and thoughts</li> </ul>	<ul style="list-style-type: none"> <li>• By 3y all vowels are present.</li> <li>• Consonant sounds such as "s, f, sh, z, v, ch " used</li> <li>• Usually understood by others</li> </ul>	<ul style="list-style-type: none"> <li>• Start of symbolic play e.g. box is boat</li> <li>• Plays alongside others</li> <li>• Some make-believe play e.g. tea party, toys lined up, food offered</li> </ul>
30-50 months	<ul style="list-style-type: none"> <li>• By 36m can shift to a different task if attention fully obtained</li> <li>• Listens to others in 1:1 or small groups when conversation interests them</li> <li>• Is able to follow directions (if not intently focused on own activity)</li> <li>• Listens to stories with increasing attention and recall</li> </ul>	<ul style="list-style-type: none"> <li>• By 3y beginning to understand instructions with 3 key words e.g. "Give the <i>big ball to teddy</i>"</li> <li>• Understanding increasing number of "describing" words e.g. "cold", "top"</li> <li>• Beginning to understand negatives e.g. "can't"</li> <li>• Understands "why" questions</li> </ul>	<ul style="list-style-type: none"> <li>• Uses simple statements and questions, often with gesture</li> <li>• Uses sentences with 4-6 words</li> <li>• Beginning to use linking words such as "and", "because"</li> <li>• Increasing vocabulary 500-1500 words (by 4yrs)</li> <li>• Uses complex sentences to elaborate an idea</li> <li>• Uses talk to: connect ideas; explain what is happening; anticipate what might happen next; recall past experiences</li> </ul>	<ul style="list-style-type: none"> <li>• Can initiate conversations</li> <li>• Joins in with rhymes and stories</li> <li>• Enjoys rhythmic activities and shows awareness of rhyme and alliteration</li> <li>• Understands turn taking and sharing</li> <li>• Can describe main story settings, events and principal characters</li> <li>• Talks freely about home and community</li> </ul>	<ul style="list-style-type: none"> <li>• Mostly understood by others, even in connected speech</li> <li>• By 4y uses "f, s, sh" etc consistently</li> <li>• Blends still simplified e.g. "sp" → "p" "tr" → "t"</li> </ul>	<ul style="list-style-type: none"> <li>• Takes on role of another person during play e.g. fireman</li> <li>• Play with construction toys e.g. duplo</li> <li>• Co-operative play with others, turn takes</li> <li>• Loves home corner/ dressing up</li> </ul>
40-60 + months	<ul style="list-style-type: none"> <li>• Sustains attentive listening, respond to what they have heard with relevant comments, questions or actions</li> <li>• Attention is more flexible and able to listen and do at the same time; two channelled</li> <li>• Can take verbal direction without needing to interrupt the task and look up</li> <li>• By 5y, maintains attention, concentrates and sits quietly when appropriate</li> </ul>	<ul style="list-style-type: none"> <li>• Understands "how?" by giving explanations</li> <li>• More aware of abstract ideas including time in relation to past, present and future</li> <li>• Understands humour e.g. <i>jokes, nonsense rhymes</i></li> <li>• Understands a simple story without pictures</li> <li>• Understands instructions with sequence words: "first...next...last"</li> <li>• Understands everyday conversations unless ambiguous</li> </ul>	<ul style="list-style-type: none"> <li>• Sentence length and complexity gradually increasing</li> <li>• More question words e.g. "when?", "how?"</li> <li>• Uses sentences that are easily understood by adults and peers</li> <li>• Uses language to imagine and recreate roles and experiences in play</li> <li>• Will ask the meaning of words</li> <li>• Extends vocabulary, by grouping &amp; naming, exploring the meanings and sounds of new words</li> <li>• By 5yrs using 5000 words</li> </ul>	<ul style="list-style-type: none"> <li>• Has confidence to speak to others about their own wants and interests</li> <li>• Takes account of what others say</li> <li>• Uses language for a range of purposes</li> <li>• Uses talk to pretend and for imaginary situations</li> <li>• Uses language to express needs/feelings in appropriate ways</li> <li>• Works as part of a group or class, taking turns</li> </ul>	<ul style="list-style-type: none"> <li>• By 5y fully intelligible to others</li> <li>• May not use "th"</li> <li>• May swop "w" for "r"</li> <li>• May find it difficult to say 3 consonants together e.g. <i>scratch</i></li> <li>• Multi-syllabic words difficult</li> </ul>	<ul style="list-style-type: none"> <li>• Follows rule-governed games e.g. Simon Says</li> <li>• Engages in longer sequences of pretend play e.g. acting out familiar situations</li> <li>• Increasing use of imagination</li> </ul>

Age	Understanding (Receptive Language)	Talking (Expressive Language)	Social Emotional development
5-7 years	<ul style="list-style-type: none"> <li>Starts to understand metaphor and more literal language</li> <li>Understands gross time periods, e.g. night/day, yesterday</li> <li>Starts to understand the passive tense, e.g. "the man was chased by the dog"</li> <li>Understands absurdities in meaning, i.e. what is possible/impossible</li> <li>Can differentiate fantasy from reality</li> <li>Understands instructions containing a clause, e.g. "show me the box that is red"</li> </ul>	<ul style="list-style-type: none"> <li>Most speech sounds used correctly</li> <li>Uses all pronouns (exceptive reflexive correctly)</li> <li>Starts to use language to make jokes</li> <li>Starts to ask for clarification using words and sentences</li> <li>Constructs complex sentences using more difficult conjunctions, e.g. so that, because etc.</li> <li>Starts to re-word a sentence to repair a conversational breakdown</li> <li>Narrative of an event/story contains a true plot, character development and sequence of events</li> </ul>	<ul style="list-style-type: none"> <li>Good understanding of emotions in self and how to express them using words and sentences</li> <li>Starts to label more complex emotions in others related to the 'here and now'</li> <li>Realises that people can experience different emotions to the same event, e.g. Tom may be scared but Linda may be happy at Bonfire night</li> <li>Can keep a secret</li> </ul>
7-11 years	<ul style="list-style-type: none"> <li>Understands some implied meaning, e.g. shouldn't you take an umbrella?</li> <li>Understands more abstract words, e.g. disaster</li> <li>Understands instructions involving the concept of exclusion, e.g. "show me all the ones you've completed except for the one you did yesterday"</li> <li>Can understand more technical vocabulary that is subject-specific</li> </ul> <p>By the end of this developmental age range:</p> <ul style="list-style-type: none"> <li>Starts to understand double negatives e.g. "If I don't work tonight, I shan't be able to complete this by the morning"</li> </ul>	<ul style="list-style-type: none"> <li>Can explain the meanings of words</li> <li>Consistently uses the passive tense, e.g. the lolly was eaten by Jack</li> <li>Beginning to use slang</li> <li>Can construct sentences using time concepts, e.g. "I ate my tea before I went out to play"</li> <li>Starts to use language to negotiate, e.g. "if you do this, I will do that"</li> </ul>	<ul style="list-style-type: none"> <li>Can compare themselves to others and become concerned about own abilities</li> <li>Understanding of rules better established e.g. board games</li> <li>Understanding of justice still one-sided and self-centred</li> <li>Starts being able to feel guilt</li> <li>Realises that people can experience more than one emotion to one event e.g. excited and scared when starting a new school</li> <li>Can use language to explain a problem but may still need adult support to resolve the issue</li> <li>Starts to learn from mistakes but needs adult support to make changes</li> </ul>
11-14 years	<ul style="list-style-type: none"> <li>Understands that words can have multiple meanings in different situations, e.g. 'table' → actual object or grid with information (in Maths)</li> <li>Understands the difference between fact and opinion</li> <li>Begins to understand that people can have different conversational styles/express themselves differently, when getting the same message across</li> </ul>	<ul style="list-style-type: none"> <li>Can use complex conjunctions e.g. although, even though etc.</li> <li>Starts to use subject specific vocabulary out of context</li> </ul>	<ul style="list-style-type: none"> <li>Expresses anger freely but may be inappropriately done</li> <li>Dependent on peer approval to feel confident</li> <li>Starts to resolve own problems independently</li> <li>Learns from mistakes and can change practice accordingly</li> </ul>
14-16 years	<ul style="list-style-type: none"> <li>Organisation skills start improving</li> <li>Starts to plan ahead and think about their future</li> <li>Able to gain meaning from and analyse complex written text</li> <li>Understands fully that people can have different conversational styles/express themselves differently, when getting the same message across</li> </ul>	<ul style="list-style-type: none"> <li>Able to express complex views and thoughts in the written form</li> <li>Able to debate the pros and cons of something/an issue</li> </ul>	<ul style="list-style-type: none"> <li>Starts to become more self-controlled</li> <li>Starts developing own values about world which may not match their parents' ideas</li> <li>Starts to become more tolerant of others</li> <li>Starts to become less sensitive about criticism</li> <li>Starts developing gesture/sincere empathy for wider world issues, e.g. poverty</li> <li>More skilled at resolving conflict</li> </ul>