

	+	+/-	-	Notes				
0-3 months								
Phonology								
Reflexive soundmaking: produces glottal catch and vowels (ah, eh, uh)								
Some variety in non-crying sounds								
Differentiated cry (true vocal communication begins)								
Coos and gurgles								
Produces single syllables								
Begins blowing bubbles								
Semantics								
Startle response to loud sound								
Visually tracks while on back								
Moves eyes toward source of sound								
Attends to voice-turns head to voice								
Fixes gaze on spoon or bottle								
Orients to light								
Briefly holds and inspects 2 objects (1-4 months)								
Mouths some objects								
Play								
Long spells of staring vacantly at large masses (windows, walls)								
Hands predominantly closed. No reaching to grasp objects								
If hand is touched, either opens or clenches								
Reacts to paper or cloth on face								
Raises head when prone								
Will grasp object when placed in hand								
Reaches for object but misses (3 months)								
Pragmatics								
Briefly looks at people								
Follows moving person with eyes								
Quiets in response to sound (responds more readily to speech than nonspeech sounds)								
Smiles/coos in response to another smile/voice (1-4 months)								
Excites when caregiver approaches (1-4 months)								
Aware of strangers and unfamiliar situations (1-4 months)								
Cries differently when tired, hungry, in pain (1-4)								

**Adapted by S. Forbes and G. LoGrande from Speech and Language Development Chart (Pro-Ed: Second Edition)*

	+	+/-	-	Notes					pg 2 of 14
3-6 months									
Phonology									
Babbling begins									
Double syllables (VCV, aga)									
Puts lips together –says “m”									
Nasal tone is heard									
Vocalizes pleasure and displeasure									
Stops vocalizing when adult enters									
Self-initiated vocal play									
Coos, chuckles, gurgles, and laughs									
Semantics									
Watches or closely attends to movement patterns									
Smiles on sight of face									
Recognizes spoon or bottle									
Laughs when playing with objects									
Play									
Puts objects in mouth									
Watches hands									
Plays actively when propped in play area 10-15 min									
On visual cue, free hand comes forward but does not grasp rattle									
Pays attention to cube on table									
Generally inspects surroundings									
Smiles, fingers mirror image									
Increases activity at sight of toy									
Works for toy out of reach									
Exploitative in string play									
Head control established in midline									
Bangs with object held in hand									
Transfers object from one hand to the another									
Pragmatics									
Fixes gaze on face									
Responds to name by looking for voice source (4-8)									
Regularly localizes sound source/speaker									
Occasionally vocalizes in response to speech									

**Adapted by S. Forbes and G. LoGrande from Speech and Language Development Chart (Pro-Ed: Second Edition)*

	+	+/-	-	Notes					pg 3 of 14
6-9 months									
Phonology									
Uses m, n, t, d, b, p, y in multiple syllables									
Uses wide variety of sound combinations including non-English sounds/ Babbles tunefully									
Inflected vocal play-intonation patterns heard									
Imitates intonation and speech sounds in his/her own repertoire									
Reduplicative babbling begins-bababa									
Semantics									
Attempts to imitate gross gestures									
Comprehends parental gestures									
Looks at some common object when names are spoken									
Looks at family member when named									
Comprehends "no"-inhibits on command									
Interest in pictures maintained for 1 minute while									
Searches for partially hidden object (4-8 months)									
Bangs objects together									
Performs many actions on objects-shakes, tears, slides, mouths, rubs									
Sight of object or person produces gross gesture									
Play									
Grasps dangling object									
Explores toy with fingers and mouth									
Will bounce when supported in standing position									
Uses pincer grasp to pick up small object									
Drinks from cup									
Eyes and hand function in close interaction									
Imitates arm movements									
Bangs spoon on table									
Pragmatics									
Initiates vocalizing to another person									
Enjoys being played with (4-8 months)									
Different vocalizations for different states-anger, contentment, hunger (4-8 months)									
Recognizes familiar people									
Imitates familiar sounds and actions									

**Adapted by S. Forbes and G. LoGrande from Speech and Language Development Chart (Pro-Ed: Second Edition)*

	+	+/-	-	Notes		+	+/-	-	Notes pg 5 of 14
1-1 ½ years									
Phonology					Syntax-Morphology				
Some echolalia					50% of all utterances are nouns				
Uses most vowels and consonants in sentence-like jargon					Mean length of response is one or two words				
Omits final consonants and some initial consonants									
Basically unintelligible with exception of a few words					Pragmatics				
Words produced with CV structure (bo/boat) emerge					Brings object to show an adult				
Accurately imitates some word					Requests objects by pointing and vocalizing or possibly using a words approximation				
Semantics					Solicits another's' attention vocally, physically, or possibly with a word (mommy)				
Follows simple one-step commands					Gesturally requests action/assistance (may give back wind up toy to request recurrence)				
Points to recognized objects (emerging nomination)					Says "bye" and possibly a few other conversational ritual words such as "hi," "thank you," and "please"				
Points to wanted objects (emerging state)					Protests by saying "no," shaking head, moving away, frowning, or pushing object away				
Begins to claim certain objects (emerging possession)					Comments on object/action by directing listener's attention to it with a point and vocalization or word approximation				
Points to one to three body parts on command					Answers simple <i>wh</i> questions with vocal response (may be unintelligible)				
Identifies two or more objects or pictures from a group					Acknowledges speech of another by giving eye contact, vocally responding, or repeating a words said				
Perceives others' emotions					Teases, scolds, warns using gesture plus a vocalization or word approximation				
Uses 3 to 20 words									
Vocalizes with gestures									
Says "all gone" (emerging negation)									
Answers question "What's this?"									
Play									
Solitary or onlooker play-self-play									
Continual walking activities									
Can remove mittens socks, hat; unzips zipper									
Puts object in and out of containers									
Can figure out ways of overcoming some obstacles (opening doors, reaching high places)									
Imitates many things (sweeping, combing hair-self-use)									
Pulls toys; carries or hugs doll, teddy bear									
Very rapid shifts in attention-especially expressed by gross motor shifts					<i>*Adapted by S. Forbes and G. LoGrande from Speech and Language Development Chart (Pro-Ed: Second Edition)</i>				

	+	+/-	-	Notes		+	+/-	-	Notes pg 6 of 14
1 ½ - 2 years									
Phonology					Play				
Words increasing in frequency-jargon almost gone by 2 years					Parallel play-plays near others but not with them				
Asks questions by raising intonation at end of phrase					Talks to self as he/she plays				
Improvement in intelligibility-now approximately 65% intelligible by 2 years					Little social give-and-take-little interest in what others say or do but hugs, pushes, pulls, snatches, grabs, defends rights by pulling hair and kicking				
Appearance of words produced with CVC structure (hot)					Does not ask for help				
					Procrastinates				
					Strings beads				
Semantics									
Comprehends approximately 300 words					Transports blocks in a wagon rather than just building				
Listens as pictures are named					Relates action to object or another person-washes, feeds, combs doll in addition to self				
Listens to simple stories-especially likes ones heard before					Likes to play with flexible materials such as clay-pats, pinches, and fingers				
Points to five body parts on self or doll					Less rapid shifts in attention				
Responds approximately to yes/no questions (head shake)									
Object permanence fully acquired									
Discriminates food from other objects (unwraps candy before eating)					Syntax/Morphology				
Imitates only events that are present to the senses, not those from past experiences					Follows directions using one or two spatial concepts-in/on				
Uses approximately 50 recognizable words					Negation used in form of "no" (no bed)				
Uses names of most familiar objects					Possessives emerging (daddy car)				
Produces animal sound or uses its name					Refers to self with pronoun and name (me Tommy)				
Verbalizes toilet needs (closer to 2 years)-may verbalize need before, during, or after act					33% of utterances are nouns				
Identifies and names five or more pictures by 2 years					Combines two words into phrase (approximately 2 years) in noun + verb or noun + adjective format				
Says own name on request-refers to self with full name					Mean length of response is 1.8 words				
Verbalizes "no"									
Verbalizes immediate experiences					Pragmatics				
Combines two words into phrases, may use three to four-word response (2 years)					Uses single words or short phrases to express the intentions listed at 1-1 ½ year level				
Begins to use some verbs and adjectives					Names objects in front of others				
					Says "What's this?" to elicit attention				
					Begins using single words and two-word phrases to command (move), indicate possession (mine), express problems (owee)				
<small>*Adapted by S. Forbes and G. LoGrande from Speech and Language Development Chart (Pro-Ed: Second Edition)</small>					Much verbal turn-taking				

	+	+/-	-	Notes		+	+/-	-	Notes pg 10 of 14
3½ - 4 years									
Phonology					Syntax-Morphology				
Continued refinement of articulatory skills intelligible connected speech					Possessive marker "s" consistent				
Consonants mastered: b, d, k, g, f, y					Regular third-person singular (-s) consistent				
Phonological processes continuing after age 3: cluster reduction, depalatalization, epenthesis, final devoicing, gliding, stopping, vocalization					Simple past tense (t, d) consistent (walk/walked)				
Semantics					Present progressive "is + ing" consistent				
Comprehends 1,500 – 2,000 words					Contractions used consistently				
Knows front and back of clothes					Uses negative "not" consistently				
Responds to commands involving three actions					Pronouns: he, she, I, you, me, mine consistent				
Recognizes one color					"Are, they, their" used inconsistently				
Uses 1,000 to 1,500 words					Reflexive pronoun "myself" emerging				
Answers 13 agent + actions questions					More adverbs of time and manner are being used				
Can do simple verbal analogies (Daddy is a man, mommy is a ...)					Conjunction "because" emerging				
Answers (responds appropriately to) "how much" and "how long" (length of time) questions – not necessarily correct					Uses "got" (I got it)				
Tells two events in order of sequence					"What was...what were..." questions emerging				
Can tell story mixing real and unreal					"Was...were" (yes/no questions) emerging (was he there?)				
Long, detailed conversations					Mean length of response is 4.4 words				
Repeats 12- to 13-syllable sentence – one of three trials					Combines four to five words in sentences				
Can answer three of three questions (what do you do when you're hungry/sleepy/cold?)					Complex sentences used frequently				
Appropriately answers "what if" questions (what would you do if you fell down?)					Imperatives and emphatics used consistently				
Asks how/why/when questions/ asks for detailed explanations					Parts of speech now in stable relationship				
Play					Pragmatics (3-4 years)				
Increase in dramatization of play					Engages in longer dialogues				
Complicated ideas but unable to carry out in detail; no carryover from day to day					Assumes the role of another person in play				
Prefers to play in a group of two or three children; chooses companion if own sex					Uses more fillers to acknowledge partner's message (uh-huh, yeah, OK)				
Suggests turns, but often bossy in directing others					Begins code switching (using simpler language) when talking to very young children				
Often silly in play and may do things wrong purposefully					Uses more elliptical responses				
Puts toys away					Requests permission				
Likes to dress up					Begins using language for fantasies, jokes, teasing				
Draws a human with two parts. Adds three parts to incomplete human					Makes conversational repairs when listener has not understood				
Builds structures/buildings with blocks					Corrects others				
Assumes the role of another person in play (becomes a teacher, animal, parent)					Primitive narratives emerge: events follow from central core/use of inference in stories				

	+	+/-	-	Notes		+	+/-	-	Notes pg 14 of 14
6 - 7 years									
Phonology					Play				
Consonants mastered: voiceless th, sh, ch, j (By 8 years, voiced th, v, s, zh are mastered)					Obsessive play interests – mania for games, funny books				
Semantics					Can spend hours at one activity				
Comprehends 20,000 to 26,000 words					Plays alone better than at 6 years				
Understands roughly the difference in time intervals					Group play similar to 6-year-old's with less ability to pretend and more to provide necessary paraphernalia				
Understands seasons of the year, what you do in each					Demands more realism				
Prints phone number and own full name with no model					Doesn't branch out on many novel adventures				
Puts numeral 1-10 in proper sequential order					Better at planning actions				
Forms letters left to right – reversals and inversions common					Beginning at inventing and designing				
Prints alphabet and numerals from previously printed model					Strong return to cutting out and coloring				
Writes one-syllable words related to sight vocabulary					Fond of table games				
Grasps the basic idea of addition and subtraction					Predominant dramatization of experiences and stories				
States preceding and following numbers and days of the week					Likes stunts: gymnastic, tumbling				
Is aware of mistakes in other people's speech					Syntax-Morphology				
Apt to use slang and mild profanity					Fairly consistent use of most morphological markers				
Can tell address, both street and number					"If" and "so" developed by most children				
Second emergence of question stage (why)					Reflexive pronouns developed by most children				
Recites the alphabet sequentially – names capital letters; names lower case by 7; matches upper to lower case					Irregular comparatives used more correctly (good, better, best)				
Sight reads 10 printed words					Perfect tense "have" and "had" emerging				
Rote counts to 100					Nominalization occurring: noun forms are developed from verb forms				
Names numerals 1- 10					Continued improvement on irregular plurals				
Tells time related to a specific daily schedule					Iteration emerging (you have to clean clothes to make them clean)				
					Mean length of response is 7.3 words				
					Passive voice fully developed in most children				
<small>*Adapted by S. Forbes and G. LoGrande from Speech and Language Development Chart (Pro-Ed: Second Edition)</small>					Continued refinement of syntax				

