

Pragmatics Development Chart

0 – 3 Months	3 – 6 Months	6 – 9 Months	9 – 12 Months
<ul style="list-style-type: none"> • Briefly looks at people • Follows moving person with eyes • Quiets in response to sound (responds more readily to speech than non-speech sounds) • Smiles/coos in responses 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 months) • Quiets when picked up 	<ul style="list-style-type: none"> • Fixes gaze on face • Responds to name by looking for voice source (4-8 months) • Regularly localizes sound source/speaker • Occasionally vocalizes in response to speech 	<ul style="list-style-type: none"> • 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 • Cries when parent leaves room (9 months) • Imitates familiar sound and actions 	<ul style="list-style-type: none"> • Shouts or coughs to attract attention • Shakes head “no” and pushes undesired objects away • Waves “bye” • Affectionate to familiar people • Begins directing others’ behavior physically (pat, pulls, tugs on adult) • Extends arms to be picked up • Moves away from a stranger • Participates in “pat-a-cake”, “peek-a-boo”, “so-big” • Begins to vary behavior according to emotional reactions of others – repeats actions that are laughed at • Reaches to request an object • Imitates novel sounds/actions
1 – 1½ Years	1 ½ - 2 Years	2- 3 Years	
<ul style="list-style-type: none"> • Brings object to show an adult • Request objects by pointing and vocalizing or possibly using a word approximation • Solicits another’s attention vocally, physically, possibly with a word (Mommy) • Gesturally requests action/assistance (may give back wind-up toy to request activation) • Says “bye” and possibly a few other conversational ritual words such as “hi”, “thank you”, and “please” • Protests by saying “no” shaking head, moving away, frowning, or pushing object away • Comments on object/action by directing listeners’ attention to it with a point and vocalization or word approximation • Answers simple wh questions with vocal response (may be unintelligible) • Acknowledges speech of another by giving eye contact, vocally responding, or repeating a word said • Teases, scolds, warns using gesture plus a vocalization or word approximation 	<ul style="list-style-type: none"> • Uses single words or short phrases to express the intentions listed at 1-1 ½ year level • Names objects in front of others • Says “what’s that?” to elicit attention • Begins using single words and two word phrases to command (move), indicate possession (mine), express problems (owee) • Much verbal turn-taking 	<ul style="list-style-type: none"> • Engages in short dialogues • Verbally introduces and changes topic of discussion • Expresses emotion • Begins using language in imaginative ways • Begins providing descriptive details to facilitate comprehension • Uses attention getting words such as “hey” • Clarifies and request clarification • Prenarrative development begins with heaps and sequences: <ul style="list-style-type: none"> heaps – collections of unrelated ideas sequences – story elements linked by perceptual bonds 	

From: Speech and Language Development Chart (2nd Ed.) by Addy Gard, Leslea Gilman, and Jim Gorman (Pro-Ed).

3- 4 Years	4 - 5 Years	5 –6 Years	6 – 7 Years
<ul style="list-style-type: none"> ● Engages in longer dialogues ● Assumes the role of another person in play ● Uses more fillers to acknowledge partner’s message (un-huh, yeah, OK) ● Begins code switching (using simpler language) when talking to very young children ● Uses more elliptical responses ● Requests permission ● Begins using language for fantasies, jokes, teasing ● Makes conversational repairs when listener has not understood ● Correct others ● Primitive narratives emerge: events follow from central core/use of inference in stories 	<ul style="list-style-type: none"> ● Uses indirect requests ● Correctly uses deictic terms such as this, that, here, there ● Uses twice as many effective utterances as 3 year old to discuss emotions and feelings ● Narrative development characterized by unfocused chains – stories have sequence of events but no central character or theme 	<ul style="list-style-type: none"> ● Narrative development characterized by focused chains – stories have central character with logical sequence of events, but ending is unclear ● Gives threats and insults ● Issues promises ● May give praise 	<ul style="list-style-type: none"> ● True narratives – well developed plot and character with sequenced events

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