

Syntax-Morphology Development Chart

0 – 3 Months	3 – 6 Months	6 – 9 Months	9 – 12 Months
Note: Due to the highly variable nature of syntactic and morphological development and due to the lack of sufficient research in the area, the age levels listed are approximations of when certain forms and constructions may appear			
1 – 1½ Years	1½ - 2 Years	2- 2½ Years	2½- 3 Years
<ul style="list-style-type: none"> 50% of all utterances are nouns Mean length of responses is one or two words 	<ul style="list-style-type: none"> Follows directions using one or two spatial concepts – in/on Negation used in form of “no” (no bed) Possessive emerging (Daddy car) Refers to self with pronoun and name (me Tommy) <hr style="border-top: 1px dashed black;"/> <ul style="list-style-type: none"> <i>33% of utterance are nouns</i> <i>Combines two words into phrase (approximately 2 years) in noun _+ verb or noun + adjective format</i> <i>Mean length of response is 1.8 words</i> 	<ul style="list-style-type: none"> Articles “a” and “the” appear in sentences Present progressive “ing” on verbal Regular plural forms emerging (cat-cats) Uses in/on correctly Irregular past tense emerging Uses come contractions in memorized form (don’t, can’t, it’s, that’s) Appropriate use of at least two pronouns Asks basic questions (Daddy gone?) Understands concept of first and second person pronouns (I, you) <hr style="border-top: 1px dashed black;"/> <ul style="list-style-type: none"> <i>25% of utterance are nouns, 25% verbs</i> <i>Combines three to four words in subject + verb + object format</i> <i>Mean length of response is 3.1 words</i> 	<ul style="list-style-type: none"> Auxiliary “is/am + ing” (girl is running) Regular past tense verbs appear (walk/walked) Uses “s” for possession (Daddy’s car) Uses pronouns – I, me, you, mine (he, she, and it emerging) Negative “not emerging Uses contracted form of “is” (he’s running) Adverbs of location emerging (here, there) Begins to use do, can and will (emerging future tense) Uses imperatives (commands: go get it, don’t) <hr style="border-top: 1px dashed black;"/> <ul style="list-style-type: none"> <i>Understands “est” adjective marker (biggest)</i> <i>Comprehends third person pronouns (he, she)</i> <i>20% nouns, 25% verbs</i> <i>Mean length of response is 3.4 words</i> <i>Infinitive complement (I want to play) emerging</i>
3- 3½ Years	3½ - 4 Years	4- 4½ Years	4½- 5 Years
<ul style="list-style-type: none"> Beginning to use “is” at beginning of questions Third person singular present tense(s) emerging (he runs) Contracted forms of modals (won’t, can’t) Irregular plural forms emerging (child/children) Uses “are” with plural nouns (boys are running) Uses “and” as conjunction Regular plural forms are consistent Uses is, are, am in a sentence 	<ul style="list-style-type: none"> Possessive marker “s” consistent Regular third person singular (-s) consistent Simple past tense (t, d) consistent (walk/walked) Present progressive “is + ing” consistent Contractions used consistently Uses negative “not” consistently Pronouns: he, she, I you, me, mine consistent “Are, they, their” used inconsistently Reflexive pronoun “myself” emerging More adverbs of time/manner are being used Conjunction “because” emerging Uses “got” (I got it) “What was, what were,” questions emerging “Was...were” (yes/no questions) emerging (was he there?) 	<ul style="list-style-type: none"> “If” and “so” appear in sentences Irregular plurals used fairly consistently (child/children) “Our, they, and their” used consistently Uses “could” and “would” in sentences Errors of noun/verb and adjective/noun agreement are frequent 	<ul style="list-style-type: none"> Possessive pronouns – “his, her” emerge Uses “will” to form future tense Fewer errors in agreement between adjective/noun Reflexive pronouns becoming more consistent Comparative (er) emerging (bigger)

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

3- 3 ½ Years	3 ½ - 4 Years	4- 4 ½ Years	4½- 5 Years
<ul style="list-style-type: none"> • Mean length of responses is 4.3 words • Combines four to five words in sentences • Uses compound sentence with “and” 	<ul style="list-style-type: none"> • Mean length of response is 4.4 words • Combines four to five words in sentences • Complex sentences used frequently • Imperatives and emphatics used consistently • Part of speech now in stable relationship 	<ul style="list-style-type: none"> • Mean length of response is 4.6 words • Combines four to seven words in sentences • Passive voice emerging in some children (the dog was kicked by the boy) 	<ul style="list-style-type: none"> • Mean length of response is 5.7 words • Combines five to eight words in sentences
5- 6 Years	6 – 7 Years		
<ul style="list-style-type: none"> • All pronouns used consistently • Superlative (est) used (biggest) • Adverbial word endings emerging (slowly, faster) 	<ul style="list-style-type: none"> • Fairly consistent use of most morphological markers • “If” and “so” developed by most children • Reflexive pronouns developed by most children • Irregular comparatives used more correctly (good, better, best) • Perfect tense “have” and “had” emerging • Nominalization occurring: noun forms are developed from verb forms • Continued improvement on irregular plurals • Iteration emerging (you have to clean clothes to make them clean) • Participial complements emerging 		
<ul style="list-style-type: none"> • Mean length of response is 6.6 words • Syntax nearly normal 	<ul style="list-style-type: none"> • Mean length of response is 7.3 words • Passive voice fully developed in most children • Continued refinement of syntax 		

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