

## Phonology Development

0 - 3 Months	3 - 6 Months	6 - 9 Months	9 - 12 Months
<ul style="list-style-type: none"> <li>• Birth cry – undifferentiated</li> <li>• Reflexive sound making produces glottal catch and vowels (ah, eh, uh)</li> <li>• Some variety in non-crying sounds</li> <li>• Differentiated cry (true vocal communication begins)</li> <li>• Coos and gurgles</li> <li>• Produces single syllables</li> <li>• Begins blowing bubbles</li> </ul>	<ul style="list-style-type: none"> <li>• Babbling begins Double syllables – VCV, aga Puts lips together – says “m” Nasal tone is heard</li> <li>• Vocalizes pleasure and displeasure</li> <li>• Stops vocalizing when adult enters</li> <li>• Self-initiated vocal play</li> <li>• Coos, chuckles, gurgles and laughs</li> <li>• Babbles to self, others, and objects</li> <li>• Babbling show pitch and inflection change</li> <li>• Vocally expresses eagerness</li> </ul>	<ul style="list-style-type: none"> <li>• Uses m, n, t, d, b, p, y in babbling multiple syllables</li> <li>• Babbles tunefully – singing tones</li> <li>• Uses wide variety of sound combinations including non-English sounds</li> <li>• Inflected vocal play – intonation patterns heard</li> <li>• Imitates intonation and speech sounds in his/her own repertoire</li> <li>• Reduplicative babbling begins – bababa</li> </ul>	<ul style="list-style-type: none"> <li>• Vocalizes during play</li> <li>• Vocalizes to mirror</li> <li>• Jabbers loudly – wide variety of sounds and intonations</li> <li>• Uses most sounds (C&amp;V) in vocal play – beginning of phonetic drift</li> <li>• May acquire first true word –0-18 months</li> <li>• Variegated babbling begins – combines different syllables in vocal play</li> </ul>
1 - 1½ Years	1½ - 2 Years	2- 2½ Years	2½- 3 Years
<ul style="list-style-type: none"> <li>• Uses sentence-like intonations (jargon)</li> <li>• Some echolalia</li> <li>• Uses most vowels and consonants and some initial consonants</li> <li>• Basically unintelligible with exception of a few words</li> <li>• Omits final consonants and some initial consonants</li> <li>• Words produced with VC structure (bo/boat emerge)</li> <li>• Accurately imitates some words</li> </ul>	<ul style="list-style-type: none"> <li>• Words increasing in frequency – jargon almost gone by 2 years</li> <li>• Asks questions by raising intonation at end of phrase.</li> <li>• Improvement in intelligibility – now approximately 65% intelligible by 2 years</li> <li>• Appearance of words produced with CVC structure (hot)</li> </ul>	<ul style="list-style-type: none"> <li>• Approximately 70% intelligible</li> <li>• May omit final consonant, reduce consonant blends; substitute one consonant for another</li> </ul>	<ul style="list-style-type: none"> <li>• Still some substitutions and distortion of consonants</li> <li>• Continuing to improve intelligibility – now approximately 80% intelligible</li> <li>• Consonants mastered: p, m, n, w, h</li> </ul>
3- 3½ Years	3½ - 4 Years	4- 4½ Years	4½- 5 Years
<ul style="list-style-type: none"> <li>• Uses final consonants most of time</li> <li>• Phonological processes disappearing by age 3: consonant assimilation, diminutization, doubling, final consonant deletion, prevocalic voicing, reduplication, unstressed syllable deletion, velar fronting</li> </ul>	<ul style="list-style-type: none"> <li>• Becoming very intelligible in connected speech</li> <li>• Continued refinement of articulatory skills taking place</li> <li>• Consonants mastered: b, d, k, g, f, y</li> <li>• Phonological processes continuing after age 3: cluster reduction, deplatalization, epenthesis, final devoicing, gliding, stopping, vocalization</li> </ul>	<ul style="list-style-type: none"> <li>• Should be few omissions and substitutions of consonants</li> <li>• Very intelligible in connected speech</li> </ul>	<ul style="list-style-type: none"> <li>• Most consonant sounds used consistently and accurately, though may not be mastered in all contexts</li> <li>• More errors present in difficult blends</li> </ul>
5- 6 Years	6 - 7 Years		
<ul style="list-style-type: none"> <li>• Consonants mastered: t, ing, r, l</li> </ul>	<ul style="list-style-type: none"> <li>• Consonants mastered: voiceless th, sh, ch, j (by 8 years, voiced th, v, s, zh are mastered)</li> </ul>	<p>From: <a href="#">Speech and Language Development Chart (2<sup>nd</sup> Ed.)</a> by Addy Gard, Leslea Gilman, and Jim Gorman, Pro-Ed.</p>	

From: [Speech and Language Development Chart \(2<sup>nd</sup> Ed.\)](#) by Addy Gard, Leslea Gilman, and Jim Gorman, Pro-Ed.

## Semantics Development Chart

0 - 3 Months	3 - 6 Months	6 - 9 Months	9 - 12 Months
<ul style="list-style-type: none"> <li>● Startle response to loud sound</li> <li>● Visually tracks while on back</li> <li>● Moves eyes toward source of sound</li> <li>● Attends to voice – turns head toward voice</li> <li>● Fixes gaze on spoon or bottle</li> <li>● Orients to light</li> <li>● Briefly holds and inspects two objects (1-4 months)</li> <li>● Mouths some objects</li> </ul>	<ul style="list-style-type: none"> <li>● Anticipates feeding upon sight of bottle</li> <li>● Watches or closely attends to movement patterns</li> <li>● Smiles on sight of face</li> <li>● Recognizes spoon or bottle</li> <li>● Laughs when playing with objects</li> </ul>	<ul style="list-style-type: none"> <li>● Attempts to imitate gross gestures</li> <li>● Comprehends parental gestures</li> <li>● Looks at some common objects when names are spoken</li> <li>● Comprehends “no” – inhibits on command</li> <li>● Interest in pictures maintained for full minute while they are name</li> <li>● Searches for partially hidden object (4-8 months)</li> <li>● Bangs objects together</li> <li>● Performs many actions on objects – shakes, tears, slides, mouths, rubs</li> <li>● Sight of object or person produces gross gesture (emerging nomination)</li> <li>● Imitates ringing of bell</li> </ul>	<ul style="list-style-type: none"> <li>● Begins to relate symbol and object – first true word</li> <li>● Will give block, toy or object on request</li> <li>● Understands and follows simple commands regarding body action</li> <li>● Responds with searching movements to simple questions</li> <li>● Looks in correct place for toys out of sight</li> <li>● Turns heads immediately to own name</li> <li>● Understands the meaning of “hot”</li> <li>● In presence of more than one object, shows awareness of more than one</li> <li>● Indicates displeasure when object is removed</li> </ul>
<p style="text-align: center;">← <i>Attending Phase (0 – 9 Months)</i> →  <i>Prerequisite of Semantic Development</i></p>			<ul style="list-style-type: none"> <li>● <i>Can name or look for subject out of sight – first true word</i></li> <li>● <i>Gestures and/or vocalizes to indicate wants and needs (emerging state, recurrence, nomination)</i></li> <li>● <i>Recognizes inverted object – emerging awareness of top/bottom, front/back</i></li> </ul>
1 – 1½ Years	1 ½ - 2 Years	2- 2 ½ Years	2½- 3 Years
<ul style="list-style-type: none"> <li>● Follows simple one-step commands</li> <li>● Points to recognized objects (emerging nomination)</li> <li>● Point to wanted objects (emerging state)</li> <li>● Begins to claim certain objects (emerging possession)</li> <li>● Points to one to three body parts on command</li> <li>● Identifies two or more objects or pictures from a group</li> <li>● Perceives other’s emotions</li> </ul>	<ul style="list-style-type: none"> <li>● Comprehends approximately 300 words</li> <li>● Listens as pictures are name</li> <li>● Listens to simple stories – especially likes ones heard before</li> <li>● Points to five body parts on self or doll</li> <li>● Responds approximately to yes/no questions (head shake)</li> <li>● Object permanence fully acquired</li> <li>● Discriminates food from other objects (unwraps candy before eating)</li> <li>● Imitates only events that are present to the senses, not those from past experiences</li> </ul>	<ul style="list-style-type: none"> <li>● Comprehends approximately 500 words</li> <li>● Listens to 5 to 10 minute story</li> <li>● Carries out series of two related commands</li> <li>● Identifies action in pictures</li> <li>● Has concept of “one” and “all”</li> </ul>	<ul style="list-style-type: none"> <li>● Comprehends approximately 900 words</li> <li>● Points to pictures of 10 objects described by their use</li> <li>● Listens to 20 minute story</li> <li>● Knows own sex and difference</li> <li>● Knows in/on/under</li> <li>● Knows big/little</li> <li>● Matches colors</li> <li>● Completes three piece form board, matches shapes</li> <li>● Is cautious of common dangers, such as stairways, animals</li> <li>● Has complicated, sequenced routines for daily activities (bedtime, meals); objects to change (beginning of time/sequence awareness)</li> </ul>

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

1 – 1½ Years	1 ½ - 2 Years	2- 2 ½ Years	2½- 3 Years
<ul style="list-style-type: none"> <li>• Uses 3 to 20 words</li> <li>• Vocalizes with gestures</li> <li>• Says “all gone” (emerging negation)</li> <li>• Answers question “what’s this?”</li> <li>• Asks for “more” (emerging recurrence)</li> </ul>	<ul style="list-style-type: none"> <li>• Uses approximately 50 recognizable words</li> <li>• Uses names of most familiar objects</li> <li>• Produces animal sound or uses its name</li> <li>• Verbalizes toilet needs (closer to 2 years) may verbalize need before, during, or after act</li> <li>• Identifies and names five or more pictures by 2 years</li> <li>• Says own name on request – refers to self with full name</li> <li>• Verbalizes “no”</li> <li>• Verbalizes immediate experiences</li> <li>• Combines two words into phrases, may use three to four word responses (2 years)</li> <li>• Begins to use some verbs and adjectives</li> </ul>	<ul style="list-style-type: none"> <li>• Uses 200 intelligible words</li> <li>• Names six objects by use</li> <li>• Repeats two numbers correctly</li> <li>• Answers “where” questions</li> <li>• Answers “what....doing” questions</li> <li>• Answers “what do you hear with?”</li> </ul>	<ul style="list-style-type: none"> <li>• Uses 500 intelligible words</li> <li>• Answers six to seven agent/action questions (what runs?)</li> <li>• Answers simple “who, why, where, how many” questions (3 years)</li> <li>• Answers one of three questions (what do you do when you’re hungry, sleepy or cold?)</li> <li>• Can ask simple questions (what’s that?)</li> <li>• Yes/No questions emerging (is he sleeping?)</li> <li>• Repeats sentence of six to seven syllables accurately</li> </ul>
3- 3 ½ Years	3 ½ - 4 Years	4- 4 ½ Years	4½- 5 Years
<ul style="list-style-type: none"> <li>• Comprehends 1,200 words</li> <li>• Knows “in front of” and “behind” when object with logical front and back if used</li> <li>• Identifies hard/soft, rough/smooth</li> <li>• Identifies circle and square</li> <li>• Responds to commands involving two actions</li> <li>• Responds to commands involving two objects</li> <li>• Able to match sets (42 months)</li> </ul>	<ul style="list-style-type: none"> <li>• Comprehends 1,500 – 2,000 words</li> <li>• Knows front and back of clothes</li> <li>• Responds to commands involving three actions</li> <li>• Recognizes one color</li> </ul>	<ul style="list-style-type: none"> <li>• Understands concept of the number three (give me just three)</li> <li>• Knows between, above, below, top, bottom</li> <li>• Names one color (54 months)</li> <li>• Can recognize two to three primary colors (54 months)</li> </ul>	<ul style="list-style-type: none"> <li>• Comprehends 2500 to 2800 words</li> <li>• Answers two complex comprehension questions</li> <li>• Executes three commissions in sequence</li> <li>• Points to red, yellow, green, and blue on request (60 months)</li> <li>• Knows heavy/light, loud/soft, like/unalike, discriminates /long/short</li> <li>• Classifies according to form, color or use</li> </ul>
<ul style="list-style-type: none"> <li>• Uses 800 words</li> <li>• Responds appropriately to simple “how” question</li> <li>• Can answer two or three questions (what do you do when you’re hungry/sleepy/cold?)</li> <li>• Beginning of question-asking stage – asks mainly “what” and “who” questions</li> <li>• Names 8 to 10 pictures</li> <li>• States action</li> <li>• Supplies last word of line (the apple is on the...)</li> <li>• Counts three objects, pointing to each</li> </ul>	<ul style="list-style-type: none"> <li>• Uses 1000 to 1500 words</li> <li>• Answers 13 agent + action questions</li> <li>• Can do simple verbal analogies (Daddy is a man, Mommy is a ....)</li> <li>• Answers (responds appropriately) to “how much” and “how long” (length of time) questions – not necessarily correctly</li> <li>• Tells two events in order of sequence</li> <li>• Long, detailed conversations</li> <li>• Repeats 12 to 13 syllable sentence – one of three trials</li> <li>• Can answer three of three questions (what do you do when you’re hungry/sleepy/cold?)</li> </ul>	<ul style="list-style-type: none"> <li>• Answers 14 agent + action questions</li> <li>• Responds appropriately – not necessarily correctly, to “how far” questions</li> <li>• Defines four words in terms of use</li> <li>• Counts four objects</li> <li>• Rote counts to 10</li> <li>• Repeats four digits in one of three trials</li> <li>• Uses “what do...does...did” questions</li> </ul>	<ul style="list-style-type: none"> <li>• Uses 1500 to 2000 words</li> <li>• Repeats two nonsense syllables</li> <li>• Answers simple “when” questions (when do you sleep?)</li> <li>• Answers 15 agent + action questions</li> <li>• Responds appropriately to “how often, how long” questions</li> <li>• Asks meaning of words</li> <li>• Tells long story accurately</li> <li>• Counts 10 objects</li> <li>• Can name first/middle/last</li> <li>• Identifies missing objects from group of three</li> <li>• Repeats days of week in sequence</li> </ul>

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5- 6 Years	6 – 7 Years
<ul style="list-style-type: none"> <li>● Comprehends 13,000 words (by age 6)</li> <li>● Can answer “what happens if...”</li> <li>● Understands “opposite of” (the opposite of hot is...)</li> <li>● Differentiates am from pm</li> <li>● Understands yesterday/tomorrow, more/less,</li> <li>● Some/many, several/few, most/least, before/after, now/later, across, a pair</li> <li>● Has number concepts of 10 (give me blocks)</li> <li>● Can point to a penny, nickel, quarter, dime</li> <li>● Points to half and whole</li> <li>● Knows right from left (by age 6)</li> <li>● Can shift classification – classifies according to shape, then color, shift in mental set</li> </ul>	<ul style="list-style-type: none"> <li>● Comprehends 20,000 to 26,000 words</li> <li>● Understands roughly the difference in time intervals</li> <li>● Understands seasons of the year, what you do in each</li> <li>● Prints phone numbers and own full name with no model</li> <li>● Puts numerals 1-10 in proper sequential order</li> <li>● Forms letters left to right – reversals and inversions common</li> <li>● Prints alphabet and numerals from previously printed model</li> <li>● Writes one syllable words related to sight vocabulary</li> <li>● Grasps the basic ideas of additions and subtraction</li> </ul>
<ul style="list-style-type: none"> <li>● <i>Counts 12 objects correctly</i></li> <li>● <i>Recite (rote counts) numbers up to 30</i></li> <li>● <i>Repeats four digits correctly</i></li> <li>● <i>Names basic colors</i></li> <li>● <i>Name five letters of alphabet (by age 6)</i></li> <li>● <i>Can state similarities and differences of objects</i></li> <li>● <i>Describe location or movement: through, away, from, toward, over</i></li> <li>● <i>Names position of objects: first, second, third</i></li> <li>● <i>Names days of week in order</i></li> </ul>	<ul style="list-style-type: none"> <li>● <i>States preceding and following numbers and days of week</i></li> <li>● <i>Is aware of mistakes in other people’s speech</i></li> <li>● <i>Apt to use slang and mild profanity</i></li> <li>● <i>Can tell address, both street and number</i></li> <li>● <i>Second emergence of question state (why)</i></li> <li>● <i>Recites the alphabet sequentially – names capital letters; names lower case by 7; matches upper to lower case</i></li> <li>● <i>Sight reads 10 printed words</i></li> <li>● <i>Names numerals 1-10</i></li> <li>● <i>Tells time related to a specific daily schedule</i></li> </ul>

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## Play Development Chart

0 - 3 Months	3 - 6 Months	6 - 9 Months	9 - 12 Months
<ul style="list-style-type: none"> <li>● Long spells of staring vacantly at large masses (windows, walls)</li> <li>● Hands predominately closed. No reaching to grasp objects</li> <li>● If hand is touched, either clenches or opens</li> <li>● Reacts to paper or cloth on face</li> <li>● Raises head when prone</li> <li>● Will grasp object when placed in hand</li> <li>● Reaches for object but misses (3 months)</li> </ul>	<ul style="list-style-type: none"> <li>● Raises head and chest when prone</li> <li>● Puts objects in mouth</li> <li>● Watches hands</li> <li>● Plays actively when propped in play area 10-15 minutes</li> <li>● Looks intently at and shakes rattle</li> <li>● On visual cue, free hand comes towards but doesn't grasp rattle.</li> <li>● Pays attention to cube on table</li> <li>● May detect a tiny pellet</li> <li>● Generally inspects surroundings</li> <li>● Smiles, fingers mirror image</li> <li>● Increases activity at sight of toy</li> <li>● Words for toy out of reach</li> <li>● Exploitative in string play</li> <li>● Head control established in midline</li> <li>● Bangs with object held in hand</li> <li>● Transfers object from one hand to another</li> <li>● Rolls over – both ways</li> </ul>	<ul style="list-style-type: none"> <li>● Grasps dangling objects</li> <li>● Explores toy with fingers and mouth</li> <li>● Hitching present</li> <li>● Will bounce when supported in standing position</li> <li>● Sits without support</li> <li>● Uses pincer grasp to pick up small object</li> <li>● Drinks from cup</li> <li>● Eyes and hands function in close interaction</li> <li>● Imitates arm movements</li> <li>● Bangs spoon on table</li> <li>● Pull self to standing position</li> <li>● Crawls – on belly</li> </ul>	<ul style="list-style-type: none"> <li>● Squeezes doll to make it squeak</li> <li>● Regards and pokes clapper of bell (beginning cause/effect)</li> <li>● Deliberately drops toys and watches them fall</li> <li>● Plays ball with another person</li> <li>● Still brings objects to mouth – uses tongue more</li> <li>● Puts objects in and takes them out of large container (beginning awareness of in/out)</li> <li>● Places one block after another on table (prerequisite to counting)</li> <li>● Responds to music</li> <li>● Holds crayon – imitates scribble</li> <li>● Takes a few steps with help</li> <li>● Can bring one object momentarily above another (emerging awareness of spatial concept – precedes block stacking)</li> <li>● Stack rings on pegs</li> <li>● Throw objects intentionally</li> </ul>
1 - 1½ Years	1 ½ - 2 Years	2- 2 ½ Years	2½- 3 Years
<ul style="list-style-type: none"> <li>● Solitary or onlooker play – self play</li> <li>● Continual walking activities</li> <li>● Begins running- still and awkward</li> <li>● Scribbles spontaneous with crayons</li> <li>● Can remove mittens, socks, hat, unzips zipper</li> <li>● Puts objects in and out of container</li> <li>● Can figure out ways of overcoming some obstacles (opening doors, reaching high places)</li> <li>● Imitates many things (sweeping, combing hair – self use)</li> <li>● Pulls toys, carries or hugs dolls, teddy bear</li> <li>● Very rapid shifts in attention – especially expressed by gross motor skills</li> </ul>	<ul style="list-style-type: none"> <li>● Parallel play – plays near others but not with them</li> <li>● Talks to self as he/she plays</li> <li>● 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</li> <li>● Does not ask for help</li> <li>● Procrastinates</li> <li>● Strings beads</li> <li>● Transports blocks in a wagon rather than just building</li> <li>● Relates action to object or another person – washes, feeds, combs doll in addition to self</li> <li>● Likes to play with flexible materials such as clay, put, pinches, and fingers</li> <li>● Less rapid shifts in attention</li> </ul>	<ul style="list-style-type: none"> <li>● Parallel play predominates</li> <li>● Arranges doll furniture into meaningful groups and uses doll figures to act out simple themes from own experience</li> <li>● Aligns three or more cubes to make train; pushes train</li> <li>● Builds tower of six to seven blocks</li> <li>● Imitates drawing of vertical line</li> <li>● Sequences related action in play such as preparing food for doll, feeding it, wiping its mouth</li> </ul>	<ul style="list-style-type: none"> <li>● Dramatization and imagination begin to enter play (make believe and pretend)</li> <li>● Beginning interest in cooperative play – plays with others in small groups</li> <li>● Interest in combining play things</li> <li>● Is willing to wait his/her turn</li> <li>● Will put toys away with some supervision</li> <li>● Watches cartoons on TV</li> <li>● Names own drawing</li> <li>● Builds tower of nine blocks</li> <li>● Puts together four-part nesting toy</li> <li>● Stacks five or more rings on a peg in order of size</li> <li>● Draws horizontal line in imitation</li> <li>● Imitates drawing a circle</li> </ul>

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3- 3 ½ Years	3 ½ - 4 Years	4- 4 ½ Years	4½- 5 Years
<ul style="list-style-type: none"> <li>• Builds bridge from model</li> <li>• Cooperative play begins</li> <li>• Organizes doll furniture accurately and begins to use in genuinely imaginative ways</li> <li>• Draws two or more strokes for a cross-on imitation</li> <li>• Beginning to share</li> <li>• Reenacts experienced events such as birthday party, baking cookies</li> <li>• Uses one object to represent another (stick = phone or fence)</li> </ul>	<ul style="list-style-type: none"> <li>• Increase in dramatization of play</li> <li>• Complicated ideas but unable to carry out in detail; no carryover from day to day</li> <li>• Prefers to play in group of two to three children; chooses companion of own sex</li> <li>• Suggests turns, but often bossy in directing others</li> <li>• Often silly in play and may do things wrong purposely</li> <li>• Puts toys away</li> <li>• Likes to dress up</li> <li>• Draws a human with two parts. Adds three parts to incomplete human</li> <li>• Builds structures/buildings with blocks</li> <li>• Assumes the role of another person in play (becomes a teacher, animal, parent)</li> </ul>	<ul style="list-style-type: none"> <li>• Make cube gate from model</li> <li>• Identifies parts missing in two pictures</li> <li>• Shows off dramatically</li> <li>• Copies square</li> <li>• Much self-praise</li> <li>• Uses dolls and puppets to act out scripts</li> <li>• Good imaginative play</li> </ul>	<ul style="list-style-type: none"> <li>• Likes cutting out and pasting</li> <li>• Likes working on projects – may carry over from day to day</li> <li>• Definite interest in finishing what he/she starts</li> <li>• Plays in groups of two to five – friendships becoming stronger</li> <li>• Spurred on by rivalry in activity – competition</li> <li>• Interested in going on excursions</li> <li>• Draws unmistakable human with body, arms, legs, feet, nose and eyes</li> <li>• Adds seven parts to incomplete human</li> <li>• Copies a triangle</li> <li>• Watches life situation programs on TV – gains information from verbal contents (60 months)</li> </ul>
5- 6 Years	6 – 7 Years		
<ul style="list-style-type: none"> <li>• Copies drawing of rectangle with diagonals in middle</li> <li>• Copies drawing of diamond</li> <li>• Draws human with neck, fingers, clothes, and two dimensional legs</li> <li>• Adds nine parts to incomplete human</li> <li>• May start collections</li> <li>• Able to play games by rules</li> <li>• Builds elaborate things with blocks</li> <li>• Plans many sequences of pretend event – uses props and language to develop a theme (going on a trip into outer space)</li> </ul>	<ul style="list-style-type: none"> <li>• Obsessive play interests – mania for games, funny books</li> <li>• Can spend hours at one activity</li> <li>• Plays alone better than at 6 years</li> <li>• Groups play similar to 6 year old's with less ability to pretend and more to provide necessary paraphernalia</li> <li>• Demands more realism</li> <li>• Doesn't branch out on many novel adventures</li> <li>• Better at planning actions</li> <li>• Beginning of inventing and designing</li> <li>• Strong return to cutting out and coloring</li> <li>• Fond of table games</li> <li>• Predominant dramatization of experiences and stories</li> <li>• Likes stunts: gymnastics, tumbling</li> </ul>		

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

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

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## Pragmatics Development Chart

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

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

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