

## Developmental Milestones for Speech and Language

| <i>AGE</i> | <i>LANGUAGE AND SPEECH BEHAVIORS</i>  |
|------------|---|
| 1 yr.      | recognizes his or her name<br>understands simple instructions<br>initiates familiar words, gestures, and sounds<br>uses "mama," "dada," and other common nouns  |
| 1 1/2 yrs. | uses 10 to 20 words, including names<br>recognizes pictures of familiar persons and objects<br>combines two words, such as "all gone"<br>uses words to make wants known, such as "more," "up"<br>points and gestures to call attention to an event and to show wants<br>follows simple commands<br>imitates simple actions<br>hums, may sing simple tunes<br>distinguishes print from nonprint  |
| 2 yrs.     | understands simple questions and commands<br>identifies body parts<br>carries on conversation with self and dolls<br>asks "what" and "where"<br>has sentence length of two to three words<br>refers to self by name<br>names pictures<br>uses two—word negative phrases, such as "no want"<br>forms some plurals by adding "s"<br>has about a 300-word vocabulary<br>asks for food and drink<br>stays with one activity for six to seven minutes<br>knows how to interact with books (right side up, page turning from left to right)   |
| 2 1/2 yrs. | has about a 450-word vocabulary<br>gives first name<br>uses past tense and plurals; combines some nouns and verbs<br>understands simple time concepts, such as "last night," "tomorrow"<br>refers to self as "me" rather than name<br>tries to get adult attention with "watch me"<br>likes to hear same story repeated<br>uses "no" or "not" in speech<br>answers "where" questions<br>uses short sentences, such as "me do it"<br>holds up fingers to tell age<br>talks to other children and adults<br>plays with sounds of language |

- 3 yrs.
- matches primary colors; names one color
  - knows night and day
  - begins to understand prepositional phrases such as "put the block under the chair"
  - practices by talking to self
  - knows last name, sex, street name, and several nursery rhymes
  - tells a story or relays an idea
  - has sentence length of three to four words
  - has vocabulary of nearly 1,000 words
  - consistently uses m, n, ng, p, f, h, and w
  - draws circle and vertical line
  - sings songs
  - stays with one activity for eight to nine minutes
  - asks "what" questions
- 4 yrs.
- points to red, blue, yellow, and green
  - identifies crosses, triangles, circles, and squares
  - knows "next month," "next year," and "noon"
  - has sentence length of four to five words
  - asks "who" and "why"
  - begins to use complex sentences
  - correctly uses m, n, ng, p, f, h, w, y, k, b, d, and g
  - stays with activity for 11 to 12 minutes
  - plays with language, e.g., word substitutions
- 5 yrs.
- defines objects by their use and tells what they are made of
  - knows address
  - identifies penny, nickel, and dime
  - has sentence length of five to six words
  - has vocabulary of about 2,000 words
  - uses speech sounds correctly, with the possible exceptions being y, th, j, s/z, zh, and r
  - knows common opposites
  - understands "same" and "different"
  - counts ten objects
  - uses future, present, and past tenses
  - stays with one activity for 12 to 13 minutes
  - questions for information
  - identifies left and right hand on self
  - uses all types of sentences
  - shows interest and appreciation for print
- 6-7 yrs.
- identifies most sounds phonetically
  - forms most sound-letter associations
  - segments sounds into smallest grammatical units
  - begins to use semantic and syntactic cues in writing and reading
  - begins to write simple sentences with vocabulary and spelling appropriate for age
  - uses these sentences in brief reports and creative short stories
  - understands time and space concepts, such as before/after, second/third
  - comprehends mathematical concepts, such as "few," "many," "all," and "except"

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| 8, 9, 10 yrs.                                 | <p>by second grade, accurately follows oral directions for action and thereby acquires new knowledge<br/> substitutes words in oral reading, sentence recall, and repetition; copying and writing<br/> dictation are minimal<br/> comprehends reading materials required for various subjects, including story problems and simple sentences<br/> by fourth grade, easily classifies words and identifies relationships, such as "cause and effect"<br/> defines words (sentence context)<br/> introduces self appropriately<br/> asks for assistance<br/> exchanges small talk with friends<br/> initiates telephone calls and takes messages<br/> gives directions for games; summarizes a television show or conversation<br/> begins to write effectively for a variety of purposes<br/> understands verbal humor</p> |
| 11, 12, 13,<br>14 yrs.                        | <p>displays social and interpersonal communication appropriate for age<br/> forms appropriate peer relationships<br/> begins to define words at an adult level and talks about complex processes from an abstract point of view; uses figurative language organizes materials<br/> demonstrates good study skills follows lectures and outlines content through note taking paraphrases and asks questions appropriate to content</p>   |
| Adolescence<br>expressions and<br>young adult | <p>interprets emotions, attitudes, and intentions communicated by others' facial and body language<br/> takes role of other person effectively<br/> is aware of social space zones<br/> displays appropriate reactions to expressions of love, affection, and approval<br/> compares, contrasts, interprets, and analyzes new and abstract information<br/> communicates effectively and develops competence in oral and written modalities</p>   |

Source: Ohio Statewide Language Task Force. (1990). Developmental milestones: Language behaviors. *In Ohio Handbook for the Identification, Evaluation and Placement of Children with Language Problems (1991)*. Columbus: Ohio Department of Education. Reprinted by permission.