



At 6 months your child should be able to ...

Understanding/listening

- Startle with an unexpected loud sound
- Turn her head to look at a person talking
- Stop what he's doing in response to "no" being said sternly

Speaking

- Make sounds and noises e.g. coos, gurgles
- Makes sounds back when you talk to her
- Cry to tell you: I want attention, I'm uncomfortable, I'm hungry, I'm hurt
- Make noises and try to sing along when you sing to him

Play and Social Skills

- Smile at familiar people
- Interrupt others talking by making sounds
- Use toys in various ways, eg. bang, shake, chew, push
- Enjoy playing games over and over again
- Take a turn in games, eg. Parent pokes out tongue then child pokes out tongue then parent pokes out tongue....

***Stuttering, swallowing problems and voice problems are not normal at any age.
Please refer to Speech Pathology if you notice any of these.***



At 12 months your child should be able to ...

Understanding/Listening

- Turn her head when her name is called
- Get excited by familiar sounds, eg. telephone ring, vacuum cleaner, car.
- Understand simple instructions, eg. 'no', 'sit down', 'up'
- Point to and/or give familiar objects when you label them, eg. duck, book
- Look at familiar people and objects when their name is said in conversation, eg. dada, dog, pram

Speaking

- Use at least one word with meaning even if not pronounced correctly, eg. they say 'og' every time they see the dog
- Use sounds for words, eg. brrrm for car, woof for dog
- Copy simple speech sounds, eg. woof, brrrm, mamma, dada, uh-oh
- Shake head for 'no'
- Request items by pointing, looking and/or vocalising a sound
- Protest by making loud sounds

Play/Social

- Copy actions
- Smile and look at others while interacting with them
- Laugh with others
- Enjoy books and songs
- Search for objects that have disappeared, eg. a toy hidden under a blanket

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At 18 months your child should be able to ...

Understanding/Listening

- Understand simple instructions, eg. 'give it to mum', 'stop', 'come here', 'sit down'
- Understand approximately 50 words (common objects – dog, book, block, car, hand, eye)
- Point to body parts when requested, eg. nose, eye
- Point to pictures in a book, eg. *"Show me the car."*

Speaking

- Use 5 to 20 words with meaning even if not pronounced correctly, eg. I say *"mil"* for milk
- Take turns making sounds, eg. you say *"boo"* then s/he says *"boo"*
- Request 'more' either by using words or actions such as pointing
- Protest, eg. shakes his head for 'no'
- Copy simple words and sounds, eg. no, mamma, woof, brrrm
- Use one word for many situations, eg. 'daddy' for all men, 'apple' for all types of fruit

Play/Social

- Repeat what he has said or done until someone understands him
- Initiate play with someone by looking at a person and pointing or looking at an object she wants to play with
- Play with toys in many different ways, eg. a box is for hiding in or banging on
- Role play what she sees others doing, eg. stirring a spoon in a cup, drinking from a cup

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At 2 your child should be able to ...

Speaking

- Say at least 50 words eg. names of objects, actions and people.
- Join 2 words together eg. "more milk", "no sleep"
- Be understood by parents most of the time. Unfamiliar listeners may only understand about 50% of what s/he says.
- Refer to himself by name eg. "sam turn"
- Describe objects eg. "big ball", "cold water"
- Use the word "no"
- Start to talk about events that have occurred or are going to occur eg. "park later"

Understanding

- Follow simple instructions (eg. "put teddy on the bed", "go and get your ball")
- Understand more than what s/he can say. For example she may be able to point to a picture in a book but not be able to say what it is.
- Understand smaller parts of items eg. eyebrow, knee, zip, button

Play/Social

- Imitate domestic activities eg. cooking dinner, answering phone.
- Sing simple songs eg. "Twinkle Twinkle"
- Enjoy simple books eg. lift-the-flap, material books

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At 3 your child should be able to ...

Speaking

- Be understood by an unfamiliar listener 75% of the time
- Use verbal language as his/her main way of communicating. Sentences up to 5 words are common. S/he may still use gesture and pointing as well.
- Ask 'why' questions
- Enjoy telling stories
- Say his/her full name
- Count to 3
- Use 'I', 'he', 'she', 'we' when talking about himself and others
- Use 's' at the end of words when talking about more than one thing (eg. 'two cats').
- Talk about events that have occurred or are going to occur

Understanding

- Understand yes/no questions
- Follow complex instructions (eg. "find the spoon and put it in the green bowl")
- Understand what objects are used for eg. show me something we can eat
- Understand 'what' and 'where' questions
- Know basic concepts of size (big/small), position (in/on/under) and shapes (circle/square)

Play/Social

- Have favourite books, toys, games, TV programs
- Role play what s/he sees others doing eg. washing up
- Use imaginative play
- Have an extensive vocabulary to express ideas and request information

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At 4 your child should be able to ...

Speaking

- Be understood by an unfamiliar listener almost 100% of the time
- Combine 4-7 words sentences
- Speak intelligibly with a few speech immaturities remaining
- Use basically adult-like grammar
- Ask 'what', 'where' and 'why' questions
- Tell a long story, sing songs and retell a story
- Use future and past tense
- Use 'and', 'then', 'because' and 'but' in sentences

Understanding

- Follow 2 step unrelated instructions (eg. "put on your shoes and bring me your bag")
- Understand words such as 'yesterday' and 'tomorrow'
- Understand 'why' and 'when'
- Know colours and some numbers and shapes

Play/Social

- Enjoy communicating with a range of people
- Make friends
- Use imaginary play
- Have an extensive vocabulary to express ideas and request information

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