

# Language Development 1 - 2 years

RECEPTIVE	EXPRESSIVE
<ul style="list-style-type: none"><li>• Understands simple commands and prohibitions (13-18 months) in context</li><li>• Recognizes familiar objects, persons, pets (14-18 months)</li><li>• Identifies 1 body part (at 18 months); 5 body parts (at 22 months)</li><li>• Fast-mapping words from context and adult utterances</li></ul>	<ul style="list-style-type: none"><li>• Average sentence length: 1.5 words (1, 2 and 3 words)</li><li>• 50% of the words are nouns at 18 months, 39% at 24 months</li><li>• 2 or 3 word combinations emerge at 18 months<ul style="list-style-type: none"><li>- noun modifiers: the, a, my, more, big; my truck, the car</li><li>- possessive forms: Daddy chair, baby book, etc.</li><li>- adjective-noun combinations: big boy, broken doll, etc.</li></ul></li><li>• 10 - 20 word vocabulary at 18 months, 200 words at 24 months</li><li>• Jargon peak at 18 months, gone at 24 months. Uses telegraphic speech (omission of articles, helping verbs, etc.)</li><li>• Uses adjectives and adverbs alone (good, bad, nice, hot, cold)</li><li>• Simple verb forms appear: see, want, go</li><li>• First simple phrases emerge</li><li>• First pronouns emerge; I, me, you</li><li>• Imitates many words (word echolalia)</li><li>• Uses stereotyped phrases: don't cry, be careful, etc.</li></ul>

## Language Development 2 – 2-1/2 years

RECEPTIVE	EXPRESSIVE
<ul style="list-style-type: none"> <li>• Demonstrates an understanding of several action words by selecting appropriate pictures (24 -27 months)</li> <li>• Recognizes and identifies general family name categories (24-27 months); such as baby, grandma, mother, etc.</li> <li>• Distinguishes prepositions <i>in, on</i> and <i>under</i></li> <li>• Distinguishes between <i>one</i> and <i>many</i></li> <li>• Listens to simple stories</li> <li>• Identifies object by use (ex. cup for drink)</li> <li>• Understands <i>come-go, run-stop, give-take</i></li> <li>• Understands semantic differences of subject-object by position of noun (the <i>car</i> pushing the <i>trucks</i>, the <i>truck</i> pushing the <i>car</i>)</li> <li>• Comprehends all sentence structures Understands big, little (27-30 months)</li> <li>• Can follow one step commands with limited context</li> </ul>	<ul style="list-style-type: none"> <li>• Average sentence length 2-3 words</li> <li>• Names familiar objectives in environment (24 months)</li> <li>• 200-300 word vocabulary; 40% nouns; 20% verbs; adverbs, 15% pronouns</li> <li>• Asks simple questions; where ball</li> <li>• Says full name</li> <li>• Uses early semantic relations               <ul style="list-style-type: none"> <li>- Action-object - roll ball</li> <li>- Agent-action-object - I eat cookies</li> </ul> </li> <li>• Improvises own syntax: look me no</li> <li>• Repeats 2 digits from memory</li> <li>• Articles used correctly (a, the)</li> <li>• <i>Uses and:</i> "mommy <i>and</i> daddy"</li> </ul>

## Language Development 2-1/2 - 3 years

RECEPTIVE	EXPRESSIVE
<ul style="list-style-type: none"> <li>• Rapid increase in comprehension vocabulary (400 words at 30 months, 800 words at 36 months)</li> <li>• Responds to commands using <i>on, under, up, down, over here, and jump</i></li> <li>• Responds to commands using two related actions; run fast</li> <li>• Understands taking turns</li> <li>• Can execute simple 2-step commands</li> <li>• Identifies 7 body parts</li> <li>• Shows an interest in explanations of <i>why</i> and <i>how</i></li> <li>• Demonstrates an understanding of most common adjectives</li> </ul>	<ul style="list-style-type: none"> <li>• Begins to use verb contractions (30 months) (<i>isn't, don't, won't</i>)</li> <li>• Imitates 2-word combinations (30 months)</li> <li>• Rapid vocabulary expansion (900+ words)</li> <li>• Uses short simple sentences (3.1 word average)</li> <li>• 90% of speech readily understood</li> <li>• Relates simple stories</li> <li>• Carries on purposeful conversations with adults and simple conversations with peers</li> <li>• Talks when playing alone</li> <li>• Talks about immediate experiences</li> <li>• Describes action in a book</li> <li>• Begins to ask questions about people and events</li> <li>• Identifies objects by name and use</li> <li>• Uses personal pronouns (most use first and second person pronouns correctly)</li> <li>• Begins to use verb inflections (simple past tense (-ed), <i>ing</i> for present progressive verb form)</li> <li>• Beginning to use noun inflections (simple plurals, possessives)</li> <li>• Continued increase in use of adjectives with nouns</li> <li>• Verbalizes toilet needs</li> <li>• Asks for <i>another</i></li> <li>• Can name 3 objects in a picture</li> <li>• Knows a few rhymes</li> <li>• Repeats 3 digits</li> </ul>

The period from 2-3 years is predominantly one of transition, when jargon type speech is replaced with real words and sentences and when objects and pictures are noticed. A child can now combine 3 words to build a sentence.

# Language Development 3 - 4 years

RECEPTIVE	EXPRESSIVE
<ul style="list-style-type: none"> <li>• Improving in listening skills and beginning to learn from listening</li> <li>• Understands up to 1500 words by age 4</li> <li>• Recognizes plurals, gender difference pronouns (he/she)</li> <li>• Comprehends complex and compound sentences</li> <li>• Learns to appreciate social meaning of oral communication</li> <li>• Can follow 2 step commands containing <i>after, before, and</i></li> </ul>	<ul style="list-style-type: none"> <li>• Expressive vocabulary 900-1500 words</li> <li>• Talks in 4-5 word sentences</li> <li>• Speech usually 90-100% intelligible in context; still slight trouble with sentence structure</li> <li>• Can carry on long conversations with adults and moderate conversations with peers</li> <li>• Bosses and criticizes others</li> <li>• Articulation skills improving; still has difficulty with fricatives (/f/ /v/), sibilants, /r/, and /l/</li> <li>• Uses more compound and complex sentences that are more grammatically complete</li> <li>• More consistent and correct use of plurals and possessives</li> <li>• Consistent use of imperative and emphatic sentences</li> <li>• Consistent use of verb contractions</li> <li>• Question asking <i>why</i> stage</li> <li>• Uses <i>what, where, and how</i> correctly</li> <li>• Uses pronoun <i>we</i></li> <li>• Can complete opposite analogies: brother/sister wet/dry</li> </ul>

# Language Development 4 - 5 years

## RECEPTIVE

- Comprehends 2000+ words
- Carries out more complex commands, with 3 actions
- Understands dependent clause: *if*, *because*, *when*, and *why* including *first*, *then*

## EXPRESSIVE

- Vocabulary of approximately 1500-2000 words
- Talks in 5-6 word sentences
- Articulation (consonants, vowels, diphthongs) is 80% correct
- Can define words in terms of use
- Language is fairly complete in structure and form
- Uses most conjunctions and understands most prepositions
- Uses longer, more complex sentences
- Carries on conversations with peers
- Engages in role-based talk during dramatic play
- Will reply to simple questions: What is a house made of?
- Will tell a story about himself or environment with slight stimulation
- Continues to make grammatical errors (though less frequently)

## Language Development 5 - 6 years

RECEPTIVE	EXPRESSIVE
<ul style="list-style-type: none"><li>• Understands vocabulary of 2500-4000 words</li><li>• Responds correctly to more complicated sentences, but is still confused at times by involved sentences</li><li>• Can learn meaning of words from verbal definitions</li></ul>	<ul style="list-style-type: none"><li>• Expressive vocabulary 2500+ words</li><li>• Talks in sentences of 6 or more words</li><li>• Uses almost all phrase structure and transformational rules of adult English, although incorrect forms still occur periodically</li><li>• All pronouns used consistently and correctly</li><li>• Comparative adjectives are used: big-bigger, loud-louder, etc.</li><li>• Can answer telephone and carry on conversation</li><li>• Relates fanciful tales and makes up stories</li><li>• Exchanges information, asks questions, and relates stories</li><li>• Uses irregular verbs correctly; be, go, do, get, can, have, will, etc.</li><li>• Articles <i>an</i>, <i>a</i> and <i>the</i> correct</li><li>• Uses prepositions to, of, in, up, on, etc.</li><li>• Can tell a familiar story</li></ul>