



Key Area: Oral Language Skills

Speech and Language Developmental Milestones

Now that I am 6 months old... I should be able to;

Tips For Home

- Talk to your child all the time. Talk about what you are doing, what you have done and what you are about to do.
- Sing songs and nursery rhymes. You can make up your own songs.
- Play games such as peek-a-boo.
- Show them books, talking about what you see. Also encourage them to explore books by turning the pages, chewing them and looking at the pictures.

Causes For Concern

- They don't make sound other than crying.
- They don't look at the person's face talking to them.
- They don't smile.
- They don't startle at an unexpected loud sound.
- They don't react by smiling, looking or moving when they hear a familiar person's voice.

Should you have any concerns about your child's development, consult a Speech Pathologist.

Understanding/Listening

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

Speaking

- Make sounds and noises e.g. coos, gurgles
- Makes sounds back when you talk to me
- 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 me

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...



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Now that I am 12 months old... I should be able to;

Tips For Home

- Talk to your child all the time. Talk about what you are doing, what you have done and what you are about to do.
- Sing songs and nursery rhymes. You can make up your own songs.
- Play games such as peek-a-boo.
- Show them books, talking about what you see. Also encourage them to explore books by turning the pages, chewing them and looking at the pictures.

Causes For Concern

- If your child has had a severe ear infection.
- If they do not startle at an unexpected loud sound.
- They are not pointing or using sounds other than crying to gain your attention and make requests for items.
- If they don't look at people when they are talking to them.
- If you are concerned as it is never too early to have a child assessed by a speech pathologist.

Should you have any concerns about your child's development, consult a Speech Pathologist.

Understanding/Listening

- Turn my head when my 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 and Social Skills

- 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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Now that I am 18 months old... I should be able to;

Tips For Home

- Talk to your child and tell them what you are doing.
- When they say a word copy them to let them know that you have understood what they have said.
- Let them help with the household chores.
- Share books together. Talk about the pictures, ask them to point to objects that are familiar to them.

Causes For Concern

- They have not started to point or use sounds.
- They were using words but have since stopped.
- They have had ear infections.

Should you have any concerns about your child's development, consult a Speech Pathologist.

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 I say "boo"
- Request 'more' either by using words or actions such as pointing
- Protest, eg: shake my 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 and Social Skills

- Repeat what I have said or done until someone understands me
- Initiating play with someone by looking at a person and pointing or looking at an object I want to play with
- Play with toys in many different ways, eg: a box is for hiding in or banging on
- Role play what I see others doing, eg: stirring a spoon in a cup, drinking from a cup



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Speech and Language Developmental Milestones

Now that I am 2 years old... I should be able to;

Tips For Home

- Read regularly to them.
- Sing songs together.
- Explain why you/they can and can't do things, eg: "Mummy is tall so she can reach the cup"..
- Play listening games. Stop and take turns identifying what you can hear, eg: car, aeroplane, vacuum, running water.

Causes For Concern

- Your child has not started to pretend to play with toys, eg: feed dolly a bottle.
- They are only using about 10 words.
- They are having a hard time understanding what you are saying and following instructions.
- They don't seem to understand what you are saying to them unless you make it very simple.

Should you have any concerns about your child's development, consult a Speech Pathologist.

Understanding/Listening

- Follow simple instructions, eg: "Put teddy on the table.", "Go and get your ball."
- Understand more than I can say, eg: I 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, buckle, button

Speaking

- Say at least 50 words, eg: names of objects, actions and people
- Join two words together, eg: 'more milk', 'more choc'
- Be understood most of the time by my parents when I talk. Others may have trouble understanding me
- Refer to myself by name, eg: 'Tom turn!'
- Describe objects, eg: 'big ball', 'cold milk'
- Start to comment on or talk about things that have happened or things that are going to happen, eg: 'dinner soon', 'park later'
- Use the word 'no'

Play and Social Skills

- Imitate domestic activities, eg: cooking in a fry pan, answering the phone
- Singing simple songs, eg: 'twinkle, twinkle little star', 'Baa, Baa black sheep'
- Build a tower with four cubes
- Enjoy simple picture books, eg: material or flap books



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Speech and Language Developmental Milestones

Now that I am 3 years old... I should be able to;

Tips For Home

- Talk about experiences and places before you go, while you are there and when you get home.
- Look at your child when they talk to you.
- Let them do things for themselves but be there to guide them if they get frustrated.
- Give them opportunities to play with other children.

Causes For Concern

- Your child is frustrated when trying to talk.
- They have a very short attention span.
- They are still using sentences of only 2 words.
- They do not seem to understand what others say.
- Your child does not look at others when talking.
- They stutter or words seem to get stuck when they talk.

Should you have any concerns about your child's development, consult a Speech Pathologist.

Understanding/Listening

- Follow complex instructions, eg: "Find the cup and put it in the red bucket."
- Understand what objects are used for, eg: "Show me something that we can eat."
- Understand simple 'wh' questions, eg: "What is this?", "Where's dolly?"
- Understand basic concepts of size (big/small), position (in/on/under) and shapes (circle/square)
- Identify parts of objects, eg: wheels on a car, legs on a dog

Speaking

- Use verbal language as my main means of communicating. I still use pointing and gesture as well.
- Understand yes/no questions
- Ask 'why' questions
- Be understood by my family members and others when I speak
- I enjoy reading books to others and telling stories
- Say my full name, eg: John Smith
- Count to three
- Use 'I', 'he', 'she', 'we' when talking about myself and others
- Use 's' at the end of words when talking about more than one item, eg: 'two dogs'
- Talk about events that have occurred or are going to occur

Play and Social Skills

- Have favourite books, TV programmes and toys
- Demonstrate imaginative play. I like dressing up
- Role play what I see others doing, eg: washing up, driving a car

Pre-Literacy

Start to notice and focus on print, eg: I start to show interest in signs/labels, may recognize books by their title, look at books from front to back and left to right



Key Area: Oral Language Skills

Speech and Language Developmental Milestones

Now that I am 4 years old... I should be able to;

Tips For Home

- Read stories and ask questions about the book.
- Encourage your child to retell stories using their own words.
- Make up stories using the pictures in books.
- Talk about past, present and future events with your child.
- Talk about what you are doing and ask your child to retell what you did together.
- Plan and rehearse your child's news prior to the school news telling day.

Causes For Concern

- A small vocabulary.
- Only uses short sentences or sentences with grammatical errors.
- Can not retell an event or simple story even with support.
- Difficulty following instructions.
- Difficulty understanding simple 'who', 'what' and 'where' questions.
- Child's speech is difficult to understand.
- Does not enjoy listening to stories.
- Short attention span.

Should you have any concerns about your child's development, consult a Speech Pathologist.

Understanding/Listening

- Follow 2-step unrelated instructions, eg: "Get your bag and put your shoes on."
- Follow instructions with up to 6 key words, eg: "Put the black box and the keys under Daddy's chair."
- Understand words such as 'yesterday' and 'tomorrow'
- Understand why and when
- Know colours and some numbers and shapes

Speaking

- Speak intelligibly with a few speech immaturities remaining
- Tell news with support
- 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

Play and Social Skills

- Make friends
- Use imaginary play
- Play simple games with rules
- Join in and start conversations
- Use an extensive vocabulary to express ideas and request information
- Enjoy social communication with a variety of people



Key Area: Oral Language Skills

Speech and Language Developmental Milestones

Now that I am 5 years old... I should be able to;

Tips For Home

- Read stories and ask questions about the book.
- Encourage your child to retell stories using their own words.
- Make up stories using the pictures in textless books.
- Talk about past, present and future events with your child.
- Give your child the meaning of words they don't know.
- Plan and rehearse your child's news prior to the school news telling day.

Causes For Concern

- A small vocabulary.
- Only uses short sentences or sentences with grammatical errors.
- Can not retell an event or simple story even with support.
- Difficulty following instructions with two or more steps.
- Difficulty answering how, when and why questions.
- Child's speech is difficult to understand.
- Poor conversation and social skills.
- Does not enjoy listening to stories.
- Short attention span.

Should you have any concerns about your child's development, consult a Speech Pathologist.

Understanding/Listening

- Follow 3-step instructions, eg: "Get your book, put it in your bag and then put your bag by the door."
- Follow instructions containing the words 'first', 'last' and 'after'
- Understand everything said to me (age appropriate)
- Answer 'when', 'why' and 'what' questions
- Understand opposites (hot and cold), location words (next to, between, in front)
- Understand humour and laugh at jokes

Speaking

- Speak intelligibly with a few speech immaturities remaining
- Use basically adult like grammar
- Tell news or stories without any assistance
- Retell a story accurately
- Participate in long detailed conversations with a range of people
- Explain why something happened

Play and Social Skills

- Enjoy social communication with a variety of people
- Make friends and engage easily with peers
- Play fairly in simple games with rules
- Engage in complex imaginary play
- Join in and start conversations
- Use an extensive vocabulary to express ideas and request information



Key Area: Oral Language Skills

Speech and Language Developmental Milestones

Now that I am 6 years old... I should be able to;

Tips For Home

- Encourage your child to retell you their school reader without reading the words, but remembering what happened.
- Ask your child to tell you what they did at school.
- Encourage your child to ask you when they don't know the meaning of a word.
- Talk a lot about events that have happened, giving detail and emphasise the sequence of events.

Causes For Concern

- Your child uses very short sentences.
- Your child makes regular grammatical errors such as when talking about he/she, things that have already happened eg. I runned...
- Difficulty expressing themselves so that others understand their story.
- Child's speech is difficult to understand.
- Does not sit and happily listen to a story.
- Has trouble following instructions and regularly forgets what they were asked to do.

Should you have any concerns about your child's development, consult a Speech Pathologist.

Listening and Attention

- Listen to lengthy picture books
- Sit and focus in a class-based mat discussion
- Follow a series of instructions independently
- Listen to a story without a visual aid

Speaking

- Speak with no articulation or speech sound errors
- Use language which contains few or no grammatical errors
- Ask complex questions to find out information
- Provide detailed answers to questions about things I have done
- Explain reasons for things happening
- Retell a story without the need for someone to prompt me along the way
- Independently generate ideas and sentences for assigned written tasks
- Tell news without assistance

Play and Social Skills

- Keep myself occupied alone on a task or activity for 20 - 30 minutes
- Play fairly in complex games with rules
- Talk easily with familiar people
- Be able to maintain a conversation with someone about a topic for at least 5 turns in the conversation
- Use words to explain emotions such as anger, sadness, worry rather than physical actions



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Speech and Language Developmental Milestones

Now that I am 7 years old... I should be able to;

Tips For Home

- Encourage your child to ring grandparents or good friends and tell them about events that have occurred.
- Encourage your child to retell you their school reader without reading the words, but remembering what happened.
- Ask your child to tell you what they did at school.
- Encourage your child to ask you when they don't know the meaning of a word.
- Talk a lot about events that have happened, giving detail and emphasise the sequence of events.

Causes For Concern

- Your child uses very short sentences.
- Your child makes regular grammatical errors such as when talking about he/she, things that have already happened eg. I runned...
- Difficulty expressing themselves to that others understand their story.
- Child's speech contains articulation errors.
- Does not sit and happily listen to a story.
- Has trouble following instructions and regularly forgetting what they were asked to do.
- Finds it very difficult to have a conversation with an adult and needs constant prompting.

Should you have any concerns about your child's development, consult a Speech Pathologist.

Understanding/Listening

- Sit and listen to a chapter of a story book which has no illustrations
- Show interest and be engaged for a long class-based mat session
- Follow a series of complex instructions independently over a period of time
- Show interest and focus when an adult explaining rules or information to a group of people

Speaking

- Speak with no articulation or speech sound errors
- Use language which contains few or no grammatical errors
- Provide very detailed answers to questions about things I have done
- Easily explain reasons for things happening
- Retell a story without the need for someone to prompt me along the way
- Generate ideas and sentences which can be translated into written tasks without prompting
- Tell event based news which is clear and detailed without any prompting

Play and Social Skills

- Make up complex games and communicate with peers to play the game
- Enjoy conversation with adults and children and be able to maintain a conversation with someone about a topic that is not chosen by me
- Use words to explain emotions such as anger, sadness, worry rather than physical actions



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From 8 years of age... I should be able to;

Tips For Home

- Try to ensure that your child has a chance to contribute to the conversation at meal times and that they are choosing topics and language appropriate to the company they have

Encourage your child to:

- tell you about events that happened during the day at school. If you ask open ended questions such as 'Tell me about your Art lesson today,' you might have a better response than if you ask "Did you have a good day?"
- ring family members e.g. grandparents, aunts/uncles to tell them about events that have occurred
- play games such as 'making up stories' or 'can you guess what I'm thinking of?'. These can be played in the car or if they have a younger sibling, your 8 year old could make up a story to tell them.

Causes For Concern

- Your child is not using complex sentences containing complex vocabulary.
- Your child's speech has articulation errors or they find it hard to pronounce longer words
- After reading a story or a reader, your child is finding it hard to remember what they have read
- Your child finds it hard to remember instructions
- When talking with adults or unfamiliar children, your child finds it difficult to have a conversation, express themselves or to keep up with the pace of conversations.
- Your child appears 'shy' when talking to others and you have to prompt them to engage in conversation or 'talk for them'
- Your child needs constant assistance when writing.
- Grammatical errors frequently occur in your child's language, e.g. "I gotted this from Grandma"; "She gaved it to me."

Should you have any concerns about your child's development, consult a Speech Pathologist.



116 Parry Street
Perth WA 6000
Australia
T: +61 (08) 9227 0846
F: +61 (08) 9227 0865
www.pld-literacy.org
mail@pld-literacy.org

Understanding/Listening

- Sit still and listen to a range of classroom activities, such as other children's news, a teacher explaining an activity, a story being read with no visual stimulus e.g. a chapter book
- Maintain focus and work independently upon school-based tasks.
- Participate actively in class-based discussions, rather than purely passively watching the class interaction.
- Show interest and focus when peers are talking and show empathy for other children's situations and emotions
- Understand over 25,000 words
- Show an understanding of the concept of time, number and sequence
- Recognize when I don't know a word and ask what it means
- Remember lengthy instructions or information which has been given to me

Speaking

- Speak with no articulation errors
- Use language which contains very few grammatical errors
- Provide information when asked about things I have done, what I have learnt and what I would like, without needing prompting along the way (e.g. so then what did you do?)
- Explain complex ideas to others so that they understand what I mean
- Use sentences which are, on average, about 8+ words long and use words such as 'so' and 'if' to join my phrases e.g. 'I want to play with you this afternoon, so I will ask my Mum and see if it's ok with her' or 'she said we can't play today but if we are really good, we might be able to on Saturday'
- Use a range of vocabulary specific to different topics and use very little non specific language e.g. thing; that one; the "you know.."

Play and Social Skills

- Make friends and engage in social situations with ease.
- Develop and explain complex games and activities with adults and peers
- Use language skills to resolve conflict and explain my emotions rather than being physical
- Infer information from what people say, how they look or what they are doing, without actually being told specifically
- Enjoy and maintain conversations with adults and peers by choosing appropriate topics for my speaking partners, taking turns with others to say something and realise when I need to stop talking

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PLD's programs that develop the above skills can be viewed by searching the codes: **Mc8, Mn68, CCn68, CCgn1, CCgn2** on www.pld-literacy.org

Key Area: Movement and Motor Skills

Fine and Gross Motor Developmental Milestones

Now that I am 4 years old... I should be able to;



Tips For Home

- Encourage your child to undress and dress independently. Help only in the parts they have difficulty with.
- At mealtimes encourage your child to eat their meal independently. Prepare to get messy!
- Provide a range of manipulative activities, eg: play dough, drawing, cutting, gluing, puzzles, beads and pegboards.
- Build some outside playtime into your day, use your local parks or your backyard to run, climb, swing, jump and play ball.
- Join in activities with your child. It is more fun to play together.

Causes For Concern

- Avoids or has difficulty with hand activities, eg: drawing, puzzles, scissor use.
- Has difficulty with dressing or eating.
- Stumbles or falls frequently or often bumps into people or objects.
- Has trouble keeping their eyes on what they are doing.
- Avoids or dislikes messy play or unexpected touch.
- Seems very busy and isn't able to calm or quiet self.
- Avoids or dislikes equipment that is fast moving or off the ground, eg: swings, roundabouts.
- Has difficulty matching colours, sizes and shapes.

Should you have any concerns about your child's development, consult an Occupational Therapist.

Use My Body

- To pedal a small trike
- Run around
- Climb up stairs
- Kick, catch and throw a large ball
- Balance on each foot for a moment
- Stand on tip toe
- Jump with both feet
- Sway and march to music
- Begin to hop on one foot

Use My Hands

- To do simple finger actions to songs
- Build with construction toys
- Hold my pencil with thumb and fingers and draw simple lines
- Manipulate large buttons
- String beads onto a shoelace
- Complete simple puzzles
- Use scissors to make simple cuts

Make Sense Of The World

- Recognise up to 5 colours
- Show my age using my fingers
- Count 5 objects aloud
- Put 2 halves of a picture together
- Understand hot and cold
- Start to remember details on a picture
- Start to sort real objects

Key Area: Movement and Motor Skills

Fine and Gross Motor Developmental Milestones

Now that I am 5 years old... I should be able to;



Tips For Home

- Have your child help with household chores, eg: setting the table, packing away toys, or putting clean crockery and cutlery away. It's great for matching and sorting.
- Encourage your child to be as independent as possible in dressing, eating, and grooming (ie: teeth brushing, hair brushing).
- Try and build some table activity time into your day, drawing, cutting and gluing. Use a wide variety of materials, and writing implements to keep it interesting.
- Grab a ball and throw it, kick it, bounce it and catch it!
- Play some outside games, eg: skipping with a rope, races that involve hopping, skipping, jumping, running, balancing.
- Join in activities with your child. It is more fun to play together.

Causes For Concern

- Avoids or has difficulty with hand activities, eg: drawing, puzzles, scissor use.
- Difficulties with dressing or eating.
- Stumbles or falls frequently or often bumps into people or objects.
- Has trouble keeping their eyes on what they are doing.
- Avoids or dislikes messy play or unexpected touch.
- Seems very busy and isn't able to calm or quiet self.
- Avoids or dislikes equipment that is fast moving or off the ground, eg: swings, roundabouts.
- Difficulty matching colours, sizes and shapes.

Should you have any concerns about your child's development, consult an Occupational Therapist.

Use My Body

- To pedal a small trike around objects and make U turns
- Run around obstacles and turn corners with speed
- Walk up and down stairs with alternate feet
- Begin to bounce a large ball
- Balance on one foot for the count of 10
- Walk on tip toe
- Walk backwards
- Begin to jump rope
- Hop on one foot for several hops
- Balance on a wide beam
- Begin to skip on one foot
- Catch and throw a beanbag

Use My Hands

- Use my pencil to draw a person and some simple objects
- Fasten small buttons and use a zipper
- Cut out large shapes with scissors
- Screw and unscrew lids, nuts and bolts
- Cut food with knife
- Brush my own teeth
- Colour in a simple picture

Make Sense Of The World

- Know most of my colours
- Use my eyes to follow moving objects
- Count up to 10 objects aloud
- Feel objects without looking and can identify simple shapes and objects
- Copy simple patterns
- Differentiate differences in size
- Complete an unfinished drawing
- Start to notice when something is missing