Literacy

Oral Language

Movement & Motor

Key Area: Oral Language
Semantic Development Milestones

PLD™

A 3 year old child should be able to:

1. Name objects or pictures.
2. Name parts of objects e.g. The tail on a dog or the wheels on a car.
3. Sort real objects into common groups e.g. Use real items or figurines to sort into common groups such as food, clothes and animals.
4. Locate matching items.
5. Identify items that are different (the one that doesn't belong).
6. Identify items by exclusion (the ones that are not...) e.g. Find the ball that is NOT red.
7. Concepts - Know common shapes and colours and understand size concepts big and little, and location concepts in, on and under.

When working on any of these elements with 3 year old children, use whole objects or items rather than pictures. Please note however that the picture cards can be used for older children or for 3 year old children who are excelling at tasks with whole objects.

A 4 year old child should be able to:

1. Describe an item by 3 elements, usually visual or tactile e.g. Size, colour, shape or parts. Later, they may describe by taste, feel or smell, **where** the item can be found and **what** an item is **used for**.
2. Recognise the function of common objects.
3. Sort real objects into common groups e.g. Use real items or figurines to sort into groups |such as clothes, animals, food.
4. Name the group when given some examples from a common category e.g. sheep, dogs and frogs are all... "animals".
5. Name 3 items that belong in a group e.g. Name 3 things that belong in the food group "sausage, apple, biscuits".
6. Identify obvious **differences and similarities** e.g. The colour or size of items. For example: "This elephant and this hippo are both big".
7. Location concepts - Understand next to, behind, in front.
8. Identify things that go together (associations) e.g. Knife and fork.
9. Give common antonyms e.g. Hot vs cold.

A 5 year old child should be able to:

1. Describe an item by 3 elements, usually the category it belongs to, then the parts it has, what it is made from, where it can be found or what it is used for. For example, "A cow is an **animal** that **lives on a farm** and **gives us milk**".
2. Name functions of common objects.
3. Sort items into common closely related groups e.g. Sort items into zoo and farm and bush animals rather than just an animals group.
4. Name less common categories e.g. Pets, body parts, toys, transport.
5. Name 5 items that belong in a group e.g. Name 5 things that belong in the clothes group "shirt, shorts, singlet, hat, jumper".
6. Identify less obvious differences and similarities e.g. The parts of items or where the items are found. For example: "A spider is different from a bee because a spider has 8 legs and a bee has 6 legs". Or "A pencil is different from the paints, because pencils are kept in the pencil tin and the paints aren't".
7. Concepts - Understand before, after, near, far, first, last.
8. Name things that go together (associations) e.g. Shoes and socks.
9. Define familiar words e.g. "Comfort" means to make someone feel better.

A 6 year old child should be able to:

1. Describe an item by 4 elements, usually the category it belongs to, then the parts it has, what it is made from, where it can be found or what it is used for. For example: "A cow is an **animal** that **lives on a farm, gives us milk** and **goes moo**".
2. Sort items into closely related groups e.g. Fruit and vegetables, or winter and summer clothes.
3. Name less common categories e.g. Appliances, furniture, transport.
4. Name 6 items that belong in this group e.g. Name 6 things that belong in the toy group "ball, doll, puzzle, hula hoop, blocks, tea set"
5. Identify less obvious differences and similarities e.g. The function or category of items. For example: "a car is different from a motorbike, because a motorbike carries one person and a car carries lots of people". Or "a giraffe is different from a cow, because a giraffe is a zoo animal and a cow is a farm animal".
6. Understand concepts – Second, third, all except, unless, neither/nor, either/or.
7. Give synonyms and less common antonyms e.g. Rough vs smooth.
8. Explain homophones (multiple meanings) e.g. Bear vs bare.