

## Developmental Guidelines

**Language :**  
**(the way we use and understand words)**

<b>Age 0-1 Years</b>	<ul style="list-style-type: none"><li>▪ Good eye contact,</li><li>▪ Responds to sounds &amp; voices</li><li>▪ Babbling</li></ul>
<b>1-2 Years</b>	<ul style="list-style-type: none"><li>▪ Able to follow simple 1-2 step instructions</li><li>▪ Starting to use words.</li></ul>
<b>2-3 Years</b>	<ul style="list-style-type: none"><li>▪ Use 2-3 word sentences.</li><li>▪ Mixes easily with other children.</li></ul>
<b>3-4 Years</b>	<ul style="list-style-type: none"><li>▪ Able to tell stories</li><li>▪ Easily understood by people, other than mother and father.</li></ul>
<b>4-5 Years</b>	<ul style="list-style-type: none"><li>▪ Speech grammatically correct</li><li>▪ Count up to 20</li><li>▪ Recite common nursery rhymes</li><li>▪ Able to sit and listen to a story for at least 10 minutes.</li></ul>

<p style="text-align: center;"><b>6 Years</b></p>	<p>Your child should:</p> <ul style="list-style-type: none"> <li>▪ Be able to correctly use these sounds in words: f, v, sh, zh, th, l</li> <li>Speech should be completely intelligible and socially useful</li> <li>▪ Be able to tell a rather connected story about a picture, seeing relationships between objects and happenings</li> <li>▪ Answer "why" questions with an explanation. ("Why did you hide the ball?")</li> <li>▪ Put together and tell a three to five part sequence story. (know the specific order of events.)</li> <li>▪ Ask the meaning of new or unfamiliar words.</li> <li>▪ Describe the location or movement of objects using the words "through, away, from, toward, over."</li> <li>▪ Use irregular plurals. (e.g. mice, teeth)-E</li> </ul>
<p style="text-align: center;"><b>7 Years</b></p>	<p>Your child should:</p> <ul style="list-style-type: none"> <li>▪ Understand 6000-8000 words and use 2500-2800 words</li> <li>▪ Be able to appreciate and participate in riddles and jokes</li> <li>▪ Understand opposites like 'girl-boy', 'short-long' etc</li> <li>▪ Understand such terms as: same, different, beginning, end, etc</li> <li>▪ Give acceptable answers to questions involving problem solving (eg 'What would you do if another child hit you without meaning to?')</li> <li>▪ Be able to tell the time to quarter hour</li> <li>▪ Be able to do simple reading and to write or print many words</li> </ul>
<p style="text-align: center;"><b>8 Years</b></p>	<p>Your child should:</p> <ul style="list-style-type: none"> <li>▪ Tell detailed stories about events, many of which occurred in the past</li> <li>▪ Use complex and compound sentences easily</li> <li>▪ Have few errors in grammatical</li> </ul>

	<p>constructions-tense, pronouns, plurals</p> <ul style="list-style-type: none"> <li>▪ Use all speech sounds correctly including consonant blends</li> <li>▪ Be reading with considerable ease and now writing simple compositions</li> <li>▪ Be using social amenities in appropriate situations</li> <li>▪ Have well established control of rate, pitch, and volume</li> <li>▪ Follow fairly complex directions with little repetition</li> <li>▪ Have well developed time and number concepts</li> </ul>
<b>9 Years</b>	<p>Your child should:</p> <ul style="list-style-type: none"> <li>▪ Carry on conversation at an adult level</li> <li>▪ Have comprehension of far off places</li> <li>▪ Know money and which is worth more</li> <li>▪ Be able to impersonate other people/characters</li> <li>▪ Know how to introduce people to each other</li> </ul>
<b>10 Years</b>	<p>Your child should:</p> <ul style="list-style-type: none"> <li>▪ Be able to tell you what is absurd/wrong with a sentence</li> <li>▪ Ask for and follow complex directions</li> <li>▪ Be able to present an organized, prepared talk</li> <li>▪ Remember a message for a lengthy period of time</li> <li>▪ Obtain current events information from TV/radio</li> </ul>

## Speech:

(the way we make and use sounds)

Children should be able to use these sounds correctly in words by the following ages:

2	h, p, m, w, b, n, t, d
4	y, k, g, f
5	l, sh, ch, j
6	r, v, s, z, th & all blend sounds

Often children can make these sounds but they don't use them in their talking. This should be investigated by a speech pathologist.

Handy Hint: a person unfamiliar with your child should be able to understand most of what your child is saying by the age of 4.

### Lisps

A lisp sounds cute when used by a 3 year old (you're a thsee those thsix thsilly thsausages), but when your child is 17 or 18 and dating Sophie (Thsophie) or Simon (Thsimon), it won't be cute! If your child still lisps by the time they start grade one, see a speech pathologist.

Stuttering.

All children go through a period of stuttering around the age of 2 ½ - 3. If stuttering continues on past 3 it is **STRONGLY RECOMMENDED** you seek out speech pathology intervention.

Stuttering is relatively easy to correct in a young child but very hard to correct in older children and can have significant impact on their confidence and self-esteem.

(Reference: Speech Pathology Australia, Developmental Guidelines)