



Developmental Milestones in Language

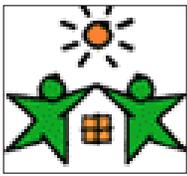
Age of acquisition	Child's receptive skills	Child's expressive skills	Abnormal findings or "red flags" for full assessment
Birth to 2 mos.	<ul style="list-style-type: none"> - Responds to sound and voice - Shows social interest in faces and people - Awakens or stirs at loud sounds - Startles at loud noises 	<ul style="list-style-type: none"> - Cries - Varies crying by state 	<ul style="list-style-type: none"> - Lack of response to sound at any age - Lack of interest in interaction with people at any age
2 to 4 mos.	<ul style="list-style-type: none"> - Alternates vocalizing and listening in face to face interaction - Calms at the sound of a familiar voice - Responds to voice (smiles or coos) - Notices rattle or other sound making toys 	<ul style="list-style-type: none"> - Differentiates crying for pain, hunger, and so on. - Coos (musical sounds) - Reciprocal cooing and turn-taking 	<ul style="list-style-type: none"> - Lack of any drive to communicate after 4 mos. of age
4 to 9 mos.	<ul style="list-style-type: none"> - Deliberately turns head toward sound - Responds appropriately to tone of voice - Responds to name 	<ul style="list-style-type: none"> - 4-6 months - Explores vocal tract (squeals, growls, raspberries, mostly vowels) - Uses 1 or 2 consonants and sometimes strings consonant/vowel sequences together by 9 months (babble) 	<ul style="list-style-type: none"> - Poor sound localization or lack of responsiveness to sound - Limited amount of vocalization - Limited or no use of babble; limited variety in sounds produced
9 to 12 mos.	<ul style="list-style-type: none"> - Comprehends verbal routines, such as "wave bye-bye" - Responds appropriately to "no" - Understands pointing - Smiles and laughs responsively and looks to see if parent is watching them play 	<ul style="list-style-type: none"> - Points for needs and for interesting objects or actions - Lets family know he/she needs help or wants object out of reach with gestures and vocalizations - Creates complicated babbling called jargon which sounds like sentences - By 12 mos: Uses 6 conventional gestures (i.e., wave, nod, point, reach, lift arms) - Uses voice to get help and attention 	<ul style="list-style-type: none"> - Poor comprehension of verbal routines, such as wave bye-bye by 12 mos. - Reaching or pointing for wants or needs but no pointing at interesting objects or actions



A Sound Foundation in the Medical Home

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10 to 16 mos.	<ul style="list-style-type: none"> - Points to body parts or objects to show comprehension - Understands more words than produces - Follows single step command - Responds to name - Understands familiar words and phrases like, "Where's mama?" and "Get your bottle." 	<ul style="list-style-type: none"> - Produces at least 3 consonant sounds (by 12 mos) - Produces single words - Has vocabulary that grows gradually to 30-50 words - Communicates needs or interests by giving, showing and pointing - Plays social games - Makes known what they want and do not want {remove spaces} 	<ul style="list-style-type: none"> - Failure to use words, add new words, or loss of most words previously learned - Slow progress in learning words receptively & expressively - Failure to point to body parts or follow single step commands - Limit variety of sounds and/or limited vocalizations
18 to 24 mos.	<ul style="list-style-type: none"> - Comprehends simple sentences - Points to pictures in response to words - Identifies objects when named - Listens to stories, songs and rhymes 	<ul style="list-style-type: none"> - Experiences vocabulary spurt - Concurrently begins to use two-word phrases - Makes 6 or more different consonant sounds, like p, m, n, b, d, and g - Imitates words spoken by others - Requests information (i.e., asks "what's that?") - Begins to provide information about things in the past 	<ul style="list-style-type: none"> - Minimal comprehension and limited symbolic play, such as doll or truck play - Less than 50 words in expressive vocabulary at 24 mos. - Limited sound repertoire and limited imitation
24 to 30 mos.	<ul style="list-style-type: none"> - Understands personal pronouns - Understands negatives - Understands some prepositions such as in and on - Listens to 5-10 minute story 	<ul style="list-style-type: none"> - Uses two word utterances - Produces simple sentences like "Mommy go outside," and "What's that?" - Shows good intelligibility for familiar people such as family members - Greater mastery of nouns and verbs than grammatical words or markers - Comments increasingly relevant to the remarks of others - Can express emotion verbally 	<ul style="list-style-type: none"> - Less than 100 words at 30 mos. - No two-word utterances when vocabulary is >50 words - > Half of the utterances are unintelligible to family after age 2 years
30 to 36 mos.	<ul style="list-style-type: none"> - Follows 2-step commands - Identifies objects by use - Understands concepts like big/little, high/low 	<ul style="list-style-type: none"> - Converses through asking and answering questions - Use pronouns I, you, mine, my, this, that - Can express emotion verbally 	<ul style="list-style-type: none"> - Frequent immediate or delayed repetition of what others say ("echolalia") - Rote memorization with failure to generate novel sentences



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36 to 48 mos.	<ul style="list-style-type: none"> - Knows colors - Knows what to do if hungry, tired, thirsty - Answers yes/no, which, and what questions 	<ul style="list-style-type: none"> - Shows good intelligibility for unfamiliar adults - Full, well-formed sentences - Shows some developmental dysfluency - Asks many questions - Begins to tease 	<ul style="list-style-type: none"> - 1/4 utterances are unintelligible to strangers after age 4 years - Consistent use of only short, simple sentences - Repetition of individual sounds of words or other signs of stuttering
4 years	<ul style="list-style-type: none"> - Understands same/different - Follows 3-step command - Answers how much, how long, what if? 	<ul style="list-style-type: none"> - Tells stories - Knows colors and numbers - Enjoys rhyming - Reasons with why and because - Talks about the imaginary - Asks what, where, who, why and yes/no? 	<ul style="list-style-type: none"> - Persistent stuttering - Inability to express thoughts and ideas - Poor comprehension - Difficulty understanding or asking questions - Speech intelligibility < 90%
5 years	<ul style="list-style-type: none"> - Comprehends most of what is said, limited only by conceptual development - Comprehends "what happens if?" 	<ul style="list-style-type: none"> - Pronounces all basic consonants correctly - Produces more logical personal stories - Adept at expressing ideas, wants, feelings and beliefs 	<ul style="list-style-type: none"> - Errors in consonants such as b, p, d, t, p, k, m, n, l, r, w, s, by 5 years
7 years	<ul style="list-style-type: none"> - Participates in lengthy conversations 	<ul style="list-style-type: none"> - Pronounces all speech sounds correctly - Begins to develop figurative language and slang - Knows some double meaning words 	<ul style="list-style-type: none"> - Immature production blends such as st, sh, sp at 7 years

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