

Age of Child	Typical Language Development (Source: www.childdevelopmentinfo.com)
6 Months	Vocalizes with intonation (makes lots of different cooing and gooing sounds) Responds to name Responds to human voices without visual cues by turning head and eyes Responds appropriately to friendly and angry tones
12 Months	Uses one or more words with meaning (may be a fragment of a word) Understands simple instructions, especially if vocal or physical cues are given Imitates voice patterns of others (appropriate changes in tone of voice) Is aware of the social value of speech
18 Months	Has vocabulary of approximately 5-20 words Vocabulary made up chiefly of nouns (objects) Some echolalia (repeating a word or phrase over and over) Much jargon with emotional content Able to follow simple commands
24 Months	Can name a number of objects common to his surroundings Is able to use at least two prepositions, usually chosen from the following: in, on, under Combines words into a short sentences (mostly noun-verb combinations) Approximately 2/3 of what child says should be easily understood Has vocabulary of approximately 150-300 words Rhythm and fluency often poor Volume and pitch of voice not yet well-controlled Can use two pronouns correctly: (although me, you and I are often confused) My and mine are beginning to emerge Responds to such commands as "show me your eyes (nose, mouth, hair)"
36 Months	Use pronouns I, you, me correctly Uses some plurals and past tenses Knows at least three prepositions (usually "in", "on", "under") Knows chief parts of body and should be able to indicate these if not name Uses three word sentences easily Has vocabulary of approximately 900-1000 words About 90% of what child says should be easily understood Begins to use more verbs (action words) Understands most simple questions dealing with his environment and activities Relates experiences so that they can be followed with reason Able to reason out such questions as "what must you do when you are sleepy, hungry, cool, or thirsty?" Able to give name, age, and sex Should not be expected to answer all questions, but understands what is expected
48 Months	Knows names of familiar animals Can use at least four prepositions or can demonstrate understanding of meaning when given commands Has vocabulary of approximately 1500 or more words Has a vocabulary of approximately 1500 or more words Identifies all 8 basic colors Can repeat 4 digits when they are given slowly Can usually repeat words of four syllables Demonstrates understanding of over and under Has most vowels (a, e, i, o and u) and the consonants p, b, m, w, n well established Knows several favorite songs and nursery rhymes Talks almost constantly and during make-believe play Understands such concepts as longer, larger, when a contrast is presented Readily follows simple commands (3-4 steps) even though the objects/cues are not in sight Repeats many words, phrases, syllables, and sounds

Age of Child	Typical Language Development (Continued)
60 Months	<p>Can use many descriptive words spontaneously-both adjectives and adverbs Knows common opposites: big/little, hard/soft, heavy/light, etc.</p> <p>Has number concepts of 4 or more and can count ten objects</p> <p>Asks questions using who, what, when and why</p> <p>Speech is easily understood, in spite of some articulation problems</p> <p>Has all vowels (a, e, i, o and u) and the consonants, m,p,b,h,w,k,g,t,d,n,ng,y (yellow)</p> <p>Able to repeat sentences as long as nine words</p> <p>Able to define common objects in terms of use (hat, shoe, chair)</p> <p>Able to follow three commands given without interruptions</p> <p>Able to give name, age, birthday, sex and address</p> <p>Knows simple time concepts: eg. morning, afternoon, night, day, later, after, while, tomorrow, yesterday, today</p> <p>Uses fairly long sentences (6-8 words)</p> <p>Uses correct grammar and asks meaning to unfamiliar words</p>

How Language and Speech Differ

(Source: American Speech-Language-Hearing Association)

Language is made up of socially shared rules that include the following:

What words mean (e.g., "star" can refer to a bright object in the night sky or a celebrity)

- How to make new words (e.g., friend, friendly, unfriendly)
- How to put words together (e.g., "Peg walked to the new store" rather than "Peg walk store new")
- What word combinations are best in what situations ("Would you mind moving your foot?" could quickly change to "Get off my foot, please!" if the first request did not produce results)

Speech is the verbal means of communicating and consists of the following:

- **Articulation:** How speech sounds are made (e.g., children must learn how to produce the "r" sound in order to say "rabbit" instead of "wabbit").
- **Voice:** Use of the vocal folds and breathing to produce sound (e.g., the voice can be abused from overuse or misuse and can lead to hoarseness or loss of voice).
- **Fluency:** The rhythm of speech (e.g., hesitations or stuttering can affect fluency).

When a person has trouble understanding others (**receptive language**), or sharing thoughts, ideas, and feelings (**expressive language**), then he or she has a **language disorder**.



Compliments of FDLRS Child Find
Charlotte County
1445 Education Way
Port Charlotte, FL 33952
Phone: 941-255-0808 X3082

