

Speech and Language Milestones Birth to 12 Years

Birth to 5 Months	<ul style="list-style-type: none"> • Reacts to loud sounds • Turns head toward a sound source • Watches your face when you speak • Vocalizes pleasure and displeasure sounds (laughs, giggles, cries, or fusses) • Makes noise when talked to
6 to 11 Months	<ul style="list-style-type: none"> • Understands "no-no" • Babbles (says "ba-ba-ba" or "ma-ma-ma") • Tries to communicate by actions or gestures • Tries to repeat your sounds
1 year	<ul style="list-style-type: none"> • Recognizes his/her name • Attends to a book or toy for about two minutes • Follows simple directions accompanied by gestures • Answers simple questions nonverbally • Points to objects, pictures, and family members • Uses "mama," "dada" and other common nouns • Tries to imitate simple words
1 ½ Years	<ul style="list-style-type: none"> • Enjoys being read to • Follows simple commands without gestures • Points to simple body parts such as "nose." • Understands simple verbs such as "eat," "sleep." • Uses 10 to 20 words consistently • Asks for common foods by name • Makes animal sounds such as "moo" • Starting to combine words such as "more milk" • Begins to use pronouns such as "mine" • Uses words to communicate wants such as "more," "up" • Hums, may sing simple tunes
2 Years	<ul style="list-style-type: none"> • Articulation: correctly produces /m, n, p, b, t, w, h/ • Knows about 200-300 words • Speaks in two to three word phrases • Knows some spatial concepts such as "in," "on" • Knows pronouns such as "you," "me," "her," "I" • Knows descriptive words such as "big," "happy" • Speech is becoming more accurate but may still leave off ending sounds • Strangers may not be able to understand much of what is said • Answers simple questions • Asks "what" and "where" questions • Identifies body parts • Refers to self by name • Uses negatives such as "no," "not" • Begins to use plurals such as "shoes" or "socks" and regular past tense verbs such as "jumped" • Uses question inflection to ask for something (e.g. "My ball?") • Asks for food and drink • Stays with one activity for about 5 minutes • Knows how to interact with books (right side up, turning pages)

2 ½ Years	<ul style="list-style-type: none"> • Articulation: correctly produces /m, n, p, b, t, w, h/ • Knows about 450 words • Tells first name when prompted • Refers to self as "me" and not by name • Will say "watch me" to get attention of adult • Uses some past tense and plurals; combines some nouns + verbs (baby eat) • Understands simple time concepts such as "last night" and "tomorrow" • Answers "where" questions • Uses short sentences such as "me do it" • Holds up fingers to tell age • Talks to other children and adults
3 Years	<ul style="list-style-type: none"> • Articulation: correctly produces /m, n, p, b, t, w, h/ and now /k, g, d, ng/ • Knows about 1000 words • Strangers are able to understand much of what is said • Describe the use of objects such as "fork," "car," etc. • Recognizes language absurdities such as, "Is that an elephant on your head?" • Expresses ideas and feelings rather than just talking about the world around him or her • Uses verbs that end in "ing," such as "walking," "talking." • Answers simple questions such as "What do you do when you are hungry?" • Groups objects such as foods, clothes, etc. • Identifies primary colors; names a few colors • Knows night and day • Begins to understand prepositional phrases such as "put the block under the chair" • Knows last name, gender, maybe street name • Tells a story • Has a sentence length of 3-4 words • Sings songs • Stays with one activity for 8-9 minutes • Asks "what" questions
4 Years (Preschool)	<ul style="list-style-type: none"> • Articulation: correctly produces /m, n, p, b, t, d, w, h, k, g, ng/ and now /f, s, y/ • Understands spatial concepts such as "behind," "under." • Understands complex questions • Speech is understandable but makes mistakes pronouncing long, difficult, or complex words such as "hippopotamus" • Uses some irregular past tense verbs ("ran," "fell") • Lists items that belong in a category such as animals, vehicles, etc • Answers "why" questions • Identifies basic shapes • Knows "next month, year" etc • Uses 4-5 words in a sentence • Asks "who" and "why" questions • Stays with one activity for 11-12 minutes • Understands "same" and "different" • Can describe physical state (tired, hungry, etc.) • Complete analogies such as "my hand is big, your hand is _____" • Answer basic riddles "what is a round toy that bounces?" • Uses qualitative concepts like short/long, big/small, wet/dry

<p>5 Years (Kindergarten)</p>	<ul style="list-style-type: none"> • Articulation: correctly produces /m, n, p, b, t, d, w, h, k, g, ng, f, s, y/ and now /v, z, sh, ch, j, l/ • Understands and uses more than 2,000 words • Understands time sequences (what happened first, second, third, etc.). • Carries out a series of three directions • Understands rhyming • Engages in conversation • Sentences can be 5-6 words in length • Uses compound and complex sentences • Describes objects and how to do things (such as painting a picture) • Uses imagination to create stories • Knows common opposites • Understands "same" and "different" • Counts 10 or more objects • Uses future, present and past tense verbs • Stays with one activity for 12-13 minutes • Shows interest in print
<p>6 to 7 Years (Grades 1 and 2)</p>	<ul style="list-style-type: none"> • Articulation: correctly produces /m, n, p, b, t, d, w, h, k, g, ng, y, f, v, s, z, sh, ch, j, l/ and now most kids should be able to say the /th, r/ sounds some of the time, although they might not be mastered until age 8. Difficult blends like /str/ might also still be emerging at this age. • Identifies most sounds phonetically • Forms most sound-letter associations • Segments sounds in words • Understands most time and space concepts • Understands mathematical concepts such as "few," "many," "all," "except" • Follows oral directions in class
<p>8 to 12 Years (Grades 3, 4, 5, 6)</p>	<ul style="list-style-type: none"> • Articulation: correctly produces all sounds in conversation. May still struggle with /th, r, str/ etc. but they should have those sounds most of the time. • Comprehends reading materials, including story problems • Classifies words and identifies relationships such as "cause and effect," can define words with a sentence • Exchanges small talk with friends • Initiates telephone calls and takes messages • Begins to write effectively for a variety of purposes • Understands verbal humor
<p>Adapted from chart found at: http://www.nidcd.nih.gov/health/voice/</p>	