

## Speech & Language Developmental Chart

	<i>Speech Sounds (Articulation)</i>	<i>Vocabulary &amp; Basic Concepts</i>	<i>Hearing and Understanding (Receptive Language)</i>	<i>Verbal Language (Expressive Language)</i>
<b>0-6 month</b>	<ul style="list-style-type: none"> <li>·coos</li> <li>·produces some sounds</li> </ul>		<ul style="list-style-type: none"> <li>·startles or cries at loud noises</li> <li>·listens to speech</li> <li>·turns head toward sounds</li> <li>·responds to “no” and his/her name</li> </ul>	<ul style="list-style-type: none"> <li>·uses cries, sounds and/or gestures to indicate wants</li> <li>·repeats same sounds often</li> </ul>
<b>7-12 month</b>	<ul style="list-style-type: none"> <li>·babbles using a variety of sounds (e.g. baba, dada) and imitates inflection patterns</li> <li>·likes to make the sounds of familiar animals and noises</li> </ul>	<ul style="list-style-type: none"> <li>·recognizes words for common objects (e.g. cup, shoe, juice)</li> <li>·recognizes pictures of familiar persons</li> </ul>	<ul style="list-style-type: none"> <li>·responds to own name</li> <li>·responds to simple requests</li> <li>·understands “no”</li> <li>·listens when spoken to</li> </ul>	<ul style="list-style-type: none"> <li>·begins to use jargon (babbling that sounds like real talking)</li> <li>·uses speech intentionally for the first time</li> <li>·uses gestures to communicate (waving bye, pointing)</li> </ul>
<b>13-18 month</b>	<ul style="list-style-type: none"> <li>·speech is difficult to understand</li> <li>·omits some beginning &amp; most ending consonant sounds (e.g. “_at” for “cat”)</li> </ul>	<ul style="list-style-type: none"> <li>·uses 3-20 words, primarily nouns</li> <li>·recognizes pictures of familiar persons</li> </ul>	<ul style="list-style-type: none"> <li>·follows simple commands (e.g. “come here”)</li> <li>·responds to simple questions through use of gesture (e.g. head shake/nod, pointing)</li> </ul>	<ul style="list-style-type: none"> <li>·enjoys imitating sound</li> <li>·expresses wants by using gestures and vocalizations</li> </ul>
<b>19-24 month</b>	<ul style="list-style-type: none"> <li>·speech is understood 25-50% of the time</li> </ul>	<ul style="list-style-type: none"> <li>·uses 50-100 + words</li> <li>·understands 300+ words</li> <li>·knows 5 body parts</li> </ul>	<ul style="list-style-type: none"> <li>·answers “What’s that?”</li> <li>·enjoys listening to stories</li> <li>·follows two-step commands (e.g. “get the ball and put it on the table”)</li> </ul>	<ul style="list-style-type: none"> <li>·uses 2-word phrases (e.g. more cookie”)</li> <li>·pronouns emerge (e.g. mine, me)</li> <li>·uses at least 15 words</li> <li>·asks questions (e.g. “Go bye-bye?” “Where mommy?”)</li> </ul>
<b>2-3 years</b>	<ul style="list-style-type: none"> <li>·speech is understood 50-70% of the time</li> <li>·uses consonant (p, b, m, n, h, w) correctly</li> <li>·uses vowels correctly</li> <li>·uses beginning consonants, although may not be clear</li> <li>·frequently omits middle and final consonants or substitutes ending consonants (e.g. “dod” for “dog”)</li> </ul>	<ul style="list-style-type: none"> <li>·uses 50-250+ words</li> <li>·understands 500-900+ words</li> <li>·understands concepts such as one/all and on/off</li> </ul>	<ul style="list-style-type: none"> <li>·continues to notice environmental sounds (e.g. telephone, doorbell)</li> <li>·able to identify objects/pictures in books</li> <li>·answers simple questions</li> <li>·understands most things which are said to him/her</li> </ul>	<ul style="list-style-type: none"> <li>·uses 200-300 words</li> <li>·uses 3 to 4-word phrases</li> <li>·asks questions (e.g. why and what)</li> <li>·uses some pronouns, past tense verbs, and possessives (e.g. he, walked, baby’s)</li> <li>·uses the verb “is” and its contracted form (e.g., “It is mine.”)</li> </ul>
<b>3-4 years</b>	<ul style="list-style-type: none"> <li>·speech sounds are 80% intelligible</li> </ul>	<ul style="list-style-type: none"> <li>·understands 800-1500 words</li> <li>·concepts such as size and time</li> </ul>	<ul style="list-style-type: none"> <li>·follows 3-step directions</li> <li>·answers “wh” questions</li> </ul>	<ul style="list-style-type: none"> <li>·asks “wh” questions</li> <li>·consistently uses: plurals, possessives, verbs</li> </ul>
<b>4-5 years</b>	<ul style="list-style-type: none"> <li>·speech can be understood majority of the time</li> </ul>	<ul style="list-style-type: none"> <li>·uses 1000-2000 words</li> <li>·understands 2800+ words</li> </ul>	<ul style="list-style-type: none"> <li>·answers questions regarding object function (“what do you do with a spoon?”)</li> <li>·answers complex “wh” questions</li> </ul>	<ul style="list-style-type: none"> <li>·communicates easily with peers and adults</li> <li>·uses 8-10 word sentences</li> <li>·uses grammatically correct sentences</li> </ul>

Information compiled by CA Speech-Language Hearing Assoc. Dist. 2 Better Hearing and Speech Month Committee (1997) from a variety of sources which include ASHA (1983); Shipley & McAfee (1993); and Lippe, Dickey, Selmar, and Soder (1997).