

## Interactions: Speech, Language and Social Development

Age	Understanding	Expression	Sound System	Social Development + Play	Examples
6 mnths	Responds to familiar adults by turning head	Varied babble patterns	Wide range of sounds, mainly b, p, d m	Holds objects, smiles, shows pleasure	baba dada
9 mnths	Recognises a word or phrase by looking :“Time for dinner” Will react to a phrase with an action “Wave bye bye”	Pre-words - same sound pattern is always used for an object or event	Combining different sounds in strings "bada" "daba"	Copies faces, copies 'raspberries' and intonation patterns Takes turns in ritualised games, looks for hidden objects	“eye ah” = cot, sleep, I'm tired, I want to go to sleep
12-18 mnths	Will select real objects by name if familiar - cup, ball, cat	Single word used to express a whole idea	Few, often repeated, sounds used: dodo = dog	Stage 2 attention Realises that vocalisation get response	“da” (cat) “di” (sleep) “wo da?” (what’s that?)
18-24 mnths	Will select dolls’ house-sized toys by name - can recognise a toy or model person or animal as a symbol for the real thing	Sentences with two elements, where words are used in a certain order to convey relationship and meaning	New sounds used: m, n, ng Words still simplified - ends/syllables missed, clusters reduced: spoon = poon	Stage 2 attention continues Relates real object to self - brushes hair Begins to play with real objects -drinks pretend tea	“ma goh” (man gone) “dada duh” (daddy running) “wa bibi” (want biscuit) “we dada?” (where’s daddy?) “ki boar” ([you] kick ball)
2-3 years	Can relate two objects together: “Put the doll on the chair” Can select some objects by function: “Which do we sit on?” This involves inner language - an internal idea used to answer a question Beginning to understand attributes “Which one barks?”	Sentence with three elements where sentences are expanded with extra words + some grammar: Negatives: 'no' 'not' 'can't' pronouns: 'me' 'you' 'he' descriptive words: colours, size and 'more' 'dirty'	Further new sounds are added: k, g, f, s, h, w, y, l Many sound simplification patterns operate, and speech may be difficult to understand Simple sounds may replace more complicated ones: soo = shoe dup = jump dein = train	Throws tantrums and is less easily distracted Emotionally dependent on adults More sustained role play: putting doll to bed, washing clothes, driving cars, but with frequent reference to friendly adult Watches others play, may join for a few minutes but little notion of sharing toys or adult's attention	Sentence types include: Statements “di on dair” (sit on chair) Negatives “no ball go” Questions “where my mummy?” “why it be jumping?” “where my daddy gone?” Commands “let me go” Adjectives “bi we boar” (big red ball) Is “ca be er” (the cat’s hurt) Pronouns “me do it” “e lot e du” (he lost his shoe) “e cying” (he’s crying)
3-4 years	Starting to comprehend sentences involving:	Four element sentences, with:	Clusters of sounds start: sn, sp, mp, nt (3½ years)	Affectionate and confiding	Errors to be expected at this stage: Pronouns “her doing

	<p>colour size: 'longest' 'shortest' 'biggest' 'smallest' number: "take two out" negatives prepositions up to four pieces of information: "Put the big red cup in the box"</p>	<p>word ending (-ing) plurals past (-ed) past participle (-en) third person singular (he wants tea) possessives (John's) negatives (n't) is (he's happy) auxiliary (he's coming) comparatives (bigger) superlatives (biggest) -ly (quickly) Sentences may now be strung together to give complex sentences with two verbs Use of and, but, so, because Language is mostly adult, but listen out for some errors</p>		<p>Likes to help with adult domestic activities, make believe play, including invented people and objects Enjoys floor play alone or with siblings Joins in make believe play with other children</p> <p>Understands sharing</p>	<p>it" Determiners this/that: "this one is hers" (should be 'that one') Irregular nouns "mouses" Adjective order "a red new chair" Modals "he better n't do it"  Verb tenses "caught" Concord "the man are" "they is" Word order "neither I did"</p>
<b>4-5 years</b>	<p>Understanding lengthy commands involving prepositions: 'behind' 'beside'</p> <p>Size and colour used in the same sentence</p> <p>Should rely less on the situation to help understanding Beginning to understand more abstract complex commands, things beyond the here and now and cause and effect "Bobby pushes the baby over. Who's naughty?"</p>	<p>Language is largely fluent and grammatically correct</p> <p>Sentences are lengthened and made more complex: "I should have been able to" Development continues in the way that language is used and in vocabulary development</p>	<p>New sounds: ch, j, sh, z, v</p> <p>Clusters: sk Blends: pl, kw, tw</p> <p>Three sound clusters correct by 6 years: spl, str, skw th and r may not be used until 7 years old</p> <p>Child can self-correct errors in multi-syllabic words</p>	<p>Independent and can be strongly self-willed</p> <p>Shows sense of humour in talk and activities</p> <p>Likes dramatic make believe play and dressing up</p> <p>Needs companionship with other children with whom is alternately cooperative/aggressive</p> <p>Beginning to appreciate consequences of actions</p> <p>Shows concern</p> <p>Appreciates past and future</p>	<p>Discourse: the way sentences are strung together to give structured conversation, achieved through sentence connectivity: 'actually' 'however' Takes listener's knowledge into account to keep on the topic and remain appropriate and relevant</p>