

# Language Development

## 0-2 YEARS OF AGE

### 1. Vocab

- First words usually emerge around 12 months old.
- By 18 months, children are typically using around 50 words
- By 24 months children are typically using between 200-300 words
- Between 12-26 months children will use one, two or three word phrases

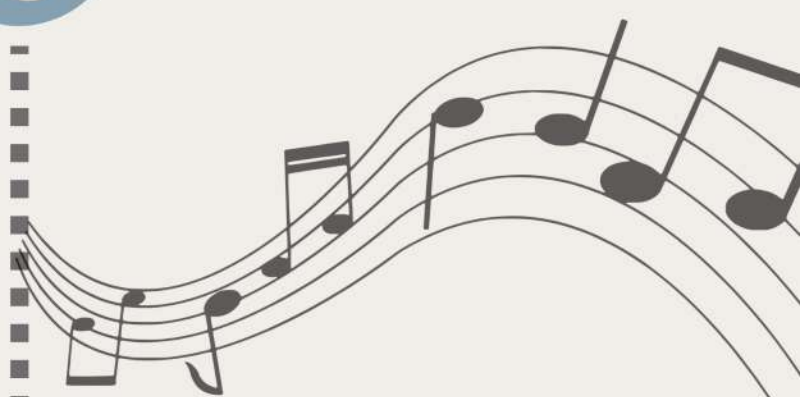


### 2. Grammar

- Pronouns "I" and "it" appear around 12-26 months
- By 19-28 months children typically can use -ing (e.g., sleeping)

### 3. Q+A's

- By 1-2 years will:
  - respond to simple "where" Q's by pointing or looking
  - respond to simple "what" questions with a single word (e.g., "ball")
  - pick an option intentionally when given two choices
  - nod to yes/no questions
  - ask some simple "what" questions and use appropriate rising intonation



### 4. Concepts

- By 1-2 years will:
  - use 2-3 prepositions (e.g., on, in, under)
  - use simple directions (e.g., "up" and "down")
  - understand the concepts "another", "on" and "in"



# LANGUAGE DEVELOPMENT

## 2-3 Years of Age



### 1. Vocab

- By 2 years, children have approximately 200-300 words
- By 3 years, children have approximately 1,000 words



### 3. Q+A's

- By 2-3 years will:
  - point to described objects (e.g., what do you wear on your feet-> shoes)
  - answer simple wh-questions appropriately
  - answer questions that require critical thinking (e.g., what do you do when you are hungry?)
  - answer or understand "can you....?" questions
  - asks "where", "what", and "what...doing" Q's.



### 2. Grammar

- Pronouns
  - 27-30 months: my, me, mine, you
  - 31-34 months: your, she, he, yours, we
  - 35-40 months: they, us, hers, his, them, her
- Grammatical Markers
  - 19-28 months: -ing (e.g., sleeping)
  - 29-38 months:
    - plural -s (e.g., balls)
    - -ing without "is" (e.g., daddy sleeping)
    - semiauxiliaries (e.g., wanna)
    - overuse past tense -ed (e.g., goed)
    - possessive -s (e.g., cat's)
    - present tense auxiliary (e.g., will)

### 4. Concepts

- By 2-3 years will:
  - differentiate between
    - "in" and "under"
    - "one" and "many"
  - understand differences in size (e.g., big/little)
  - understand number concepts "one" and "two"
  - understand time concepts like "soon, later, wait"
  - distinguish the odd one out from a set of 4
  - start to use adjectives (e.g., color/size)
  - understand concepts:
    - in/out
    - on/off
    - under
    - together
    - away from



# LANGUAGE DEVELOPMENT

3 - 4 YEARS OF AGE



## VOCABULARY

By 3 years old, children should have approximately 1,000 words. By 4 years old they should be close to 1,600 words.

## GRAMMAR

### Pronouns

- 35-40 months: your, she, he, yours, we
- 41-46 months: its, our, him, myself, yourself, ours, their, theirs
- 47+ months: herself, himself, itself, ourselves, yourselves, themselves



## Q+A'S

- By 3-4 years will:
  - answer more complex wh- questions (e.g., who, why, where, how)
  - answer "If...what?" questions
  - answer questions about the function of objects (e.g., why do we have coats?)
  - ask simple "why" questions
  - use "what, where, when, how, and whose"
  - ask "is" questions
  - invert auxiliary and subject in questions (e.g., what is mom doing?)



## CONCEPTS

- By 3-4 years will:
  - follow quantity (e.g., empty) and equality directions (e.g., same/both)
  - understand concepts
    - next to
    - beside
    - between
  - identify colours
  - match one-to-one
  - point to objects different from the rest
  - use prepositions:
    - behind
    - in front
    - around



References: Lanza, J. R., & Flahive, L. K. (2012). Guide to communication milestones: Concepts, feeding, morphology, literacy, mean length of utterance, phonological awareness, pragmatics, pronouns, questions, speech sound acquisition, vocabulary. LinguSystems.

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# Language Development

## 4-5 YEARS OF AGE



### Vocabulary

By 4 years old children should have about 1,600 words.

By 5 years old, children should have between 2,200-2,500 words.

### Grammar

#### Pronouns:

- by 47 months, children should be using most pronouns
  - This includes reflexive pronouns- "herself, himself, itself, ourselves, yourselves, themselves"
- Grammatical markers between 47-50 months:
  - contractible auxiliary (e.g., the child's walking)
  - uncontractible copula (e.g., the books are big)
  - uncontractible auxiliary (e.g., I'm not sad, she is)
  - irregular third person singular (e.g., he has....)
  - past tense "be" verb (e.g., I was...)

### Q+A's

- By 4 years will:
  - answer "when" questions
  - answer "how many" questions (where the answer doesn't surpass four)
  - ask questions that have early infinitives (e.g., do you want to...?), future markers (e.g., are we going to...?) and modals "can/may" (e.g., can you...?)

### Concepts

- By 4-5 years will:
  - understand adjectives that compare (e.g., fast, faster, fastest)
  - understand time concepts (e.g., yesterday, today, first/then) and position concepts (e.g., first, middle, last)
  - understand other more complex concepts like "different, nearest, through, thin, whole"



References: Lanza, J. R., & Flahive, L. K. (2012). Guide to communication milestones: Concepts, feeding, morphology, literacy, mean length of utterance, phonological awareness, pragmatics, pronouns, questions, speech sound acquisition, vocabulary. LinguSystems.

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# Social Language Development

## Milestones Ages 0-5



### 0-6 MONTHS

- responds to voices and sounds
- looks at speaker
- eye contact
- social smile
- babbling for attention



### 6-12 MONTHS

- responds to "no" and their name
- laughs when playing
- uses actions/gestures to try to communicate
- smiles when looking at themselves in a mirror
- plays pee-a-boo games
- copies simple actions
- coos or shouts for attention
- points to learn vocabulary



### 1-2 YEARS

- follows simple directions (helped by a gesture)
- social words emerge (bye, hi)
- pairs gestures with words
- imitates behaviours in play
- turn-taking in conversation
- vocalizes "no" to protest
- simple pretend play and parallel play
- self-talk during play



### 2-3 YEARS

- engages in associative and pretend play
- uses some language for jokes
- tries to repair communication breakdowns
- searches for missing toys
- helps clean up
- participates in a group



### 3-4 YEARS

- follows 2-step directions (without cues)
- engages in turn-taking
- practices conversation with oneself
- expresses ideas/feelings
- acts out scenes
- becomes frustrated when not understood



### 4-5 YEARS

- follows 3-step directions (without cues)
- uses language to invite others to join play and to resolve problems
- imaginary conditions using "what if" or "I hope"
- justifies requests ("Stop it! I don't like that noise")