

3 years

- large vocabulary, intelligible speech
- simple conversation
- many questions
- repeats nursery rhymes
- some pronunciation and sentence errors

4 years

- speech intelligible and grammatically correct
- conversation about recent events
- many questions
- repeats rhymes and songs correctly
- starting to count
- listens to long stories – confuses fact and fantasy
- some confusions common
- r-l-w-y
- p-th-f-s
- k-t

5 years

- fluent speech
- asks meanings of words
- enjoys rhymes and jingles
- enjoys stories
- enjoys jokes and riddles
- some confusions common
- th-f-s

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Bengali

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The Paediatric Audiology Service Patient Information Language Development



Language develops unconsciously and automatically. Babies are 'pre-programmed' to develop the necessary skills in a predictable order. Similarly, parents are 'programmed' to communicate with their baby in a particular way, for example, 'baby-talk'.

Parents believe from birth, that their baby is capable of communicating with them so interpret their baby's behaviour as meaningful and communicative. As a consequence, the infant quickly learns that s/he can affect the way the parent responds towards them.

Example:

Baby feels uncomfortable and cries. Parent interprets crying as "I'm hungry". Parent feeds baby. Baby learns to cry for attention.

This sets in motion a cycle of behaviours and responses between the parent and child that change and develop as skills are acquired - in other words, the process enables the parent to encourage, model and guide their child towards successful communication.

The following is intended as a general guide only.

Remember, individual children acquire language skills at different rates, some variation is normal.

0-1 month

- hears all sounds
- cries when hungry or uncomfortable
- some vowel-like sounds produced
- **not** speech-like or intentionally communicative

2 months

- vocal behaviour paired with social interaction
- prefers and responds to mother's voice

3 months

- vocalises with pleasure or when active – squeals, yells, blows raspberries
- long strings of vowel or consonant sounds associated with activity
- cries when uncomfortable or annoyed
- quietens to mother's voice

6 months

- vocalises to self and others – vowel-sounds, sing-song quality
- begins to recognise emotional tones
- looks to mother's voice
- prefers to listen to "baby-talk"
- begins to self-monitor own vocalisation

9 months

- vocalises to communicate
- shouts for attention
- produces strings of tuneful babble, imitates sounds
- attends to others talking
- understands "no" and "bye-bye"
- learning communication signals
- gesture, for example, waving goodbye, shaking head for "no", reaching up to be picked up
- eye contact
- facial expressions
- joint attention, for example pointing to pictures in story book

12 months

- jargon and intonation with speech-like quality
- enjoys imitating and turn-taking
- knows own name
- understands several words and simple instructions used in context
- producing consonant-vowel sounds, which will develop into words, for example, mama

15 months

- very vocal
- two to six recognisable words, understands many more
- communicates wishes and needs with vocalisations and gestures

18 months

- very vocal
- uses 6 – 20+ words
- copies words and sentences
- attends when spoken to
- enjoys nursery rhymes

24 months

- uses 50+ words
- two+ word sentences
- refers to self by name
- produces long monologues (variable intelligibility)
- joins in nursery rhymes and songs

30 months

- uses 200+ words
- talks intelligibly, stuttering common
- constant questions
- enjoys story books
- some pronunciation and sentence errors