

communication milestones

12 months old

- understand about 10 words
- respond to their name
- recognise greetings and gestures, such as 'hi' and 'bye-bye' •
- recognise a few familiar people and objects (e.g., mummy, blankie, teddy) make eye contact.


receptive
language

- start to use sounds, gestures, and say a few words
- continue to babble
- copy different sounds and noises


expressive
language

TIP:

When you talk to me, WAIT for me to respond



communication milestones

18 months old


receptive
language

- understand up to 50 words and some short phrases
- follow simple instructions (e.g., 'throw the ball')
- point to familiar objects when named point to some pictures in familiar books.


expressive
language

- say 6 to 20 single words – some easier to understand than others, but becoming more consistent
- copy lots of words and noises
- name a few body parts
- use objects in pretend play (e.g., hold toy phone to their ear and say 'hello?')

TIP:

Get face-to-face with me when we communicate.

communication milestones

2 years old

receptive
language

- follow simple two part instructions (e.g., 'give me the ball and the car')
- respond to simple wh-questions, such as 'what' and 'where'
- point to several body parts and pictures in books when named
- understand when an object is 'in' and 'on' something

expressive
language

- say more than 50 single words
- put two words together (e.g., 'bye teddy', 'no ball')
- use their tone of voice to ask a question (e.g., 'teddy go?')
- say 'no' when they do not want something
- use most vowel sounds and a variety of consonants (m, n, p, b, k, g, h, w, t, d)
- start to use 'mine' and 'my'

TIP:

Expand my vocabulary by adding another word to what I say.

communication milestones

3 years old

- follow more complex two part instructions (e.g., give me the teddy and throw the ball)
- understand simple wh-questions, such as 'what', 'where' and 'who'
- understand the concepts of 'same' and 'different'
- sort items into groups when asked (e.g., toys vs food)
- recognise some basic colours.

receptive
language

- say four to five words in a sentence
- use a variety of words for names, actions, locations and descriptions
- ask questions using 'what', 'where' and 'who'
- talk about something in the past, but may use '-ed' a lot (e.g., 'he goed there') have a conversation, but may not take turns or stay on topic

expressive
language

TIP:

Figure out what I want to say, and put it into words for me.

communication milestones

4 years old

receptive
language

- answer most questions about daily tasks
- understand most wh-questions, including those about a story they have recently heard
- understand some numbers
- show an awareness that some words start or finish with the same sounds

expressive
language

- use words, such as 'and', 'but' and 'because', to make longer sentences describe recent events, such as morning routines
- ask lots of questions
- use personal pronouns (e.g., he/she, me/you) and negations (e.g., don't/can't) count to five and name a few colours.

TIP:

No need to always read the whole book. Talk about pictures that interest me.

communication milestones

5 years old

- follow three part instructions (e.g., put on your shoes, get your backpack and line up outside)
- understand time related words (e.g., 'before', 'after', 'now' and 'later')
- start thinking about the meaning of words when learning
- understand instructions without stopping to listen
- begin to recognise some letters, sounds and numbers.


receptive
language

- use well formed sentences to be understood by most people
- take turns in increasingly longer conversations
- tell simple, short stories with a beginning, middle and end • use past and future verbs correctly (e.g., 'went', 'will go')
- use most speech sounds, but still may have difficulties with 's', 'r', 'l' and 'th'.


expressive
language

TIP:

Encourage my oral language skills by learning how to create and retell narratives.

m

k

p

d

h

y

b

w

g

t

f

n



age by which 75% of
children typically use the sound



three



age by which 75% of
children typically use the sound



four

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age by which 75% of
children typically use the sound



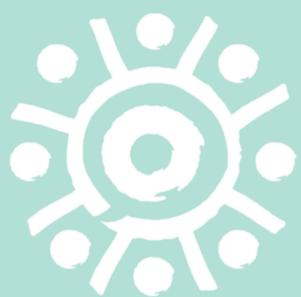
five

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age by which 75% of
children typically use the sound



six

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th
(voiced)

th
(voiceless)

age by which 75% of
children typically use the sound

seven-eight

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FEEDING DEVELOPMENTAL MILESTONES

Age

Feeding Skill

 Birth to 2 months

Latches to nipple on breast or bottle
Sucks and swallows well during feeding
Able to bring hand to mouth
Eats frequently
Baby has several reflexes that support eating

 2-4 months

Semi-upright/cradle positioning in feeding
Interacts with caregiver during feeding by gazing
Begins to put hands on bottle or breast during feeding
Baby is transitioning to volitional sucking instead of relying on their reflex

 5-6 months

Shows more interest in food
Spoon feeding can be introduced (**if able to sit with upright posture and opens mouth for spoon presentation)
Cup drinking introduced
Beginning hand-to-mouth play
Increased reaching skills
Reaches for bottle or spoon when hungry

 6-9 months

More upright positioning during feeding
Increases lip closure around spoon
Begins to finger feed solids
Vertical chewing pattern (munching)
Able to try liquids from cup
Transfers toys and food from one hand to the other
Holds bottle/cup in both hands and drinks from cup held by caregiver
Can introduce drinking from straw

FEEDING DEVELOPMENTAL MILESTONES

Age

Feeding Skill

 9-12 months

Progressing to more textured foods
Increased ability to finger feed self
Chewing matures to more rotary jaw movement
Deliberately reaching for spoon
Uses fingers to self-feed soft, chopped foods
Pincer grasp developing

 12-18 months

More independent spoon feeding self and uses fingers to put food on spoon
Able to chew and swallow wide range of textures
Able to take bites from larger pieces, but still may need to cut up foods into bite-size
More precise oral movements
Able to keep most bites in mouth during chewing

 24-26 months

Holds cup with one hand
Drinks from open cup without spilling
Uses spoon and fork
Able to pick up, dip, and bring foods to mouth
Increasing utensil use (not efficient until after 24 months of age)
Scoops purees with utensil and brings to mouth
Almost completely independent in feeding
Eats all foods from family meal successfully

SHARED BOOK READING

Ask questions:

What you can see in the pictures?
How characters are feeling?
What might happen next?

Expand your child's vocabulary: explain new words and use different examples to illustrate their meaning.

Let your child choose the book - it's okay to make suggestions about which book to read from time to time!

Let your child "read" the book in his own way - some children will look at a few pages or flip through the book for a few moments. Others will want to look at the entire book.

You don't have to read every word on the page. You can simplify the story or just talk about the pictures and not read the words.

Get your child to tell the story back to you OR ask about details.

Develop your child's imagination and creativity; change some details in the story, create a new ending.

Expand your child's message - when your child says something about the book, you can respond by elaborating on their message. Adding on to your child's idea shows your child how to produce longer sentences

Develop problem solving skills; was there a problem? What did they do to solve it? What else could they do? Relate it to your child's life.

HOW CAN I EXPLORE FOOD!?



look at



use a tool



smell



touch with finger



touch with hand or body



touch with lips



touch with teeth



lick



bite or chew and take out



chew and swallow

