

Speech and Language Milestones

| What should my child be able to do? | |
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| Hearing and Understanding | Talking |
| <p>Birth-3 Months</p> <ul style="list-style-type: none"> Startles to loud sounds. Quiets or smiles when spoken to. Seems to recognize your voice and quiets if crying. Increases or decreases sucking behavior in response to sound. | <p>Birth-3 Months</p> <ul style="list-style-type: none"> Makes pleasure sounds (cooing, gooing). Cries differently for different needs. Smiles when sees you. |
| <p>4-6 Months</p> <ul style="list-style-type: none"> Moves eyes in direction of sounds. Responds to changes in tone of your voice. Notices toys that make sounds. Pays attention to music. | <p>4-6 Months</p> <ul style="list-style-type: none"> Babbling sounds more speech-like with many different sounds, including <i>p</i>, <i>b</i>, and <i>m</i>. Chuckles and giggles. Vocalizes excitement and displeasure. Makes gurgling sounds when left alone and when playing with you. |
| <p>7 Months-1 Year</p> <ul style="list-style-type: none"> Enjoys games like peek-o-boo and pat-a-cake. Turns and looks in direction of sounds. Listens when spoken to. Recognizes words for common items like “cup”, “shoe”, “book”, or “juice”. Begins to respond to requests (e.g. “Come here” or “Want more?”). | <p>7 Months-1 Year</p> <ul style="list-style-type: none"> Babbling has both long and short groups of sounds such as “tata upup bibibibi.” Uses speech or non-crying sounds to get and keep attention. Uses gestures to communication (waving, holding arms to be picked up) Imitates different speech sounds. Has one or two words (hi, dog, dada, mama) around first birthday, although sounds may not be clear. |
| <p>One to Two Years</p> <ul style="list-style-type: none"> Points to a few body parts when asked. Follows simple commands and understands simple questions (“Roll the ball”, “Kiss the baby”, “Where’s your shoe?”). Listens to simple stories, songs, and rhymes. Points to pictures in a book when named. | <p>One to Two Years</p> <ul style="list-style-type: none"> Says more words every month. Uses some one- or two- word questions (“Where kitty?”, “Go bye-bye?”, “What’s that?”). Puts two words together (“more cookie”, “no juice”, “mommy book”). Uses many different consonant sounds of the beginning of words. |
| <p>Two to Three Years</p> <ul style="list-style-type: none"> Understands differences in meaning (“go-stop”, “in-on”, “big-little”, “up-down”). Follows two requests (“Get the book and put it on the table”). Listens to and enjoys hearing stories for longer periods of time. | <p>Two to Three Years</p> <ul style="list-style-type: none"> Has a word for almost everything. Uses two- or three- words to talk about and ask for things. Uses <i>k</i>, <i>g</i>, <i>f</i>, <i>t</i>, <i>d</i>, and <i>n</i> sounds. Speech is understood by familiar listeners most of the time. Often asks for or directs attention to objects by naming them. |
| <p>Three to Four Years</p> <ul style="list-style-type: none"> Hears you when call from another room. Hears television or radio at the same loudness level as other family members. Answers simple, “who?”, “what?”, “where?”, and “why?” questions. | <p>Three to Four Years</p> <ul style="list-style-type: none"> Talks about activities at school or at friends’ homes. People outside family usually understand child’s speech. Uses a lot of sentences that have 4 or more words. Usually talks easily without repeating syllables or words. |
| <p>Four to Five Years</p> <ul style="list-style-type: none"> Pays attention to a short story and answers simple questions about them. Hears and understands most of what is said at home and in school. | <p>Four to Five Years</p> <ul style="list-style-type: none"> Uses sentences that give lots of details (“The biggest peach is mine”). Tells stories that stick to topic. Communicates easily with other children and adults. Says most sounds correctly except a few like <i>l</i>, <i>s</i>, <i>r</i>, <i>v</i>, <i>z</i>, <i>ch</i>, <i>sh</i>, <i>th</i>. Says rhyming words. Names some letters and numbers. Uses the same grammar as the rest of the family. |

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