

# Communication Milestones

12 months CHILDREN CAN USUALLY...	18 months CHILDREN CAN USUALLY...	2 years CHILDREN CAN USUALLY...	3 years CHILDREN CAN USUALLY...	4 years CHILDREN CAN USUALLY...	5 years CHILDREN CAN USUALLY...
<ul style="list-style-type: none"> <li>understand about 10 words</li> <li>respond to their name</li> <li>recognise greetings and gestures, such as 'hi' and 'bye-bye'</li> <li>recognise a few familiar people and objects (e.g., mummy, blankie, teddy)</li> <li>make eye contact</li> </ul> <p><i>understanding</i></p>	<ul style="list-style-type: none"> <li>understand up to 50 words and some short phrases</li> <li>follow simple instructions (e.g., 'throw the ball')</li> <li>point to familiar objects when named</li> <li>point to some pictures in familiar books</li> </ul> <p><i>understanding</i></p>	<ul style="list-style-type: none"> <li>follow simple two part instructions (e.g., 'give me the ball and the car')</li> <li>respond to simple wh-questions, such as 'what' and 'where'</li> <li>point to several body parts and pictures in books when named</li> <li>understand when an object is 'in' and 'on' something.</li> </ul> <p><i>understanding</i></p>	<ul style="list-style-type: none"> <li>follow more complex two part instructions (e.g., give me the teddy and throw the ball)</li> <li>understand simple wh-questions, such as 'what', 'where' and 'who'</li> <li>understand the concepts of 'same' and 'different'</li> <li>sort items into groups when asked (e.g., toys vs food)</li> <li>recognise some basic colours</li> </ul> <p><i>understanding</i></p>	<ul style="list-style-type: none"> <li>answer most questions about daily tasks</li> <li>understand most wh-questions, including those about a story they have recently heard</li> <li>understand some numbers</li> <li>show an awareness that some words start or finish with the same sounds.</li> </ul> <p><i>understanding</i></p>	<ul style="list-style-type: none"> <li>follow three part instructions (e.g., put on your shoes, get your backpack and line up outside)</li> <li>understand time related words (e.g., 'before', 'after', 'now' and 'later')</li> <li>start thinking about the meaning of words when learning</li> <li>understand instructions without stopping to listen</li> <li>begin to recognise some letters, sounds &amp; numbers.</li> </ul> <p><i>understanding</i></p>
<ul style="list-style-type: none"> <li>start to use sounds, gestures, and say a few words</li> <li>continue to babble</li> <li>copy different sounds and noises.</li> </ul> <p><i>speaking</i></p>	<ul style="list-style-type: none"> <li>say 6 to 20 single words – some easier to understand than others, but becoming more consistent</li> <li>copy lots of words and noises</li> <li>name a few body parts</li> <li>use objects in pretend play (e.g., hold toy phone to their ear and say 'hello?').</li> </ul> <p><i>speaking</i></p>	<ul style="list-style-type: none"> <li>say more than 50 single words</li> <li>put two words together (e.g., 'bye teddy', 'no ball')</li> <li>use their tone of voice to ask a question (e.g., 'teddy go?')</li> <li>say 'no' when they do not want something</li> <li>use most vowel sounds and a variety of consonants (m, n, p, b, k, g, h, w, t, d)</li> <li>start to use 'mine' and 'my'.</li> </ul> <p><i>speaking</i></p>	<ul style="list-style-type: none"> <li>say four to five words in a sentence</li> <li>use a variety of words for names, actions, locations and descriptions</li> <li>ask questions using 'what', 'where' and 'who'</li> <li>say 'no' when they do not want something</li> <li>talk about something in the past, but may use '-ed' a lot (e.g., 'he goed there')</li> <li>have a conversation, but may not take turns or stay on topic.</li> </ul> <p><i>speaking</i></p>	<ul style="list-style-type: none"> <li>use words, such as 'and', 'but' and 'because', to make longer sentences</li> <li>describe recent events, such as morning routines</li> <li>ask lots of questions</li> <li>use personal pronouns (e.g., he/she, me/you) and negations (e.g., don't/can't)</li> <li>count to five and name a few colours</li> </ul> <p><i>speaking</i></p>	<ul style="list-style-type: none"> <li>use well formed sentences to be understood by most people</li> <li>take turns in increasingly longer conversations</li> <li>tell simple, short stories with a beginning, middle and end</li> <li>use past and future verbs correctly (e.g., 'went', 'will go')</li> <li>use most speech sounds, but still may have difficulties with 's', 'r', 'l' and 'th'.</li> </ul> <p><i>speaking</i></p>

**OUR SPEECH PATHOLOGISTS ARE HERE TO HELP**  
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