



## Speech, Language and Communication Development Chart

Age	Attention and Listening	Understanding (Receptive language)	Communicating (Expressive Language)	Social Communication and use of language	Speech Sounds	Play
0-11 months	<ul style="list-style-type: none"> <li>Turns towards sounds and locates a range of sounds accurately</li> <li>By 6m can pay fleeting attention but easily distracted by new event</li> <li>Stops and looks when hears own name</li> <li>Is intrigued by new events and actions</li> <li>Listens to, distinguishes, and responds to intonations and the sounds of voices</li> </ul>	<ul style="list-style-type: none"> <li>By 6m responds to different tones of voice</li> <li>Recognises parent's voice</li> <li>By 10m stops and looks when hears own name</li> <li>By end of 1<sup>st</sup> year, begins to understand frequently used words such as "all gone", "bye bye", "no"</li> <li>Understands single signs</li> </ul>	<ul style="list-style-type: none"> <li>Communicates in a variety of ways including smiling, gurgling, crying, making sounds</li> <li>By 6m will engage in sound play with familiar adult</li> <li>Bubbling in strings of connected but different sounds, e.g. 'ba-da-ga'</li> <li>By 12m, may hear "word" like utterances e.g. "dada", "mama", "papa"</li> <li>Can point to object or activity to express wants and needs</li> <li>May have 1-5 "words" by 12m, related to child's own world and functional needs</li> </ul>	<ul style="list-style-type: none"> <li>Gazes at faces and copies facial movements e.g. sticking out tongue</li> <li>Makes sounds with their voice for social interaction</li> <li>By 12m uses voice, gestures, eye contact &amp; facial expression to make contact with people and keep their attention</li> <li>Initiates an interaction with adult</li> </ul>	<ul style="list-style-type: none"> <li>Babbles with range of sound combinations</li> <li>By 12m consonants such as 'b, d, g, m, n, w' predominate</li> </ul>	<ul style="list-style-type: none"> <li>Exploratory play; mouths, bangs, shakes objects</li> <li>By 12m, relates 2 objects, e.g. spoon in cup</li> <li>Plays alone with toys</li> </ul>
18-20 months	<ul style="list-style-type: none"> <li>Likes to listen to a wide variety of sounds</li> <li>By 12m concentrates on most powerful stimulus, difficult to re-focus</li> <li>Is easily distracted by noises or other people talking</li> <li>By 18m will attend to own choice of activity, tolerates limited intervention</li> </ul>	<ul style="list-style-type: none"> <li>By 12m understands key words in phrase e.g. "Where's your egg?"</li> <li>By 12m recognises photos of familiar people and objects</li> <li>Understands simple words in context and understands more than they can say</li> <li>Understands naming words e.g. <i>shoe, ball</i></li> </ul>	<ul style="list-style-type: none"> <li>Creates personal words as begins to develop language</li> <li>Uses around 20-25 single words although these may not be clear</li> <li>Beginning to use words for a range of purposes</li> </ul>	<ul style="list-style-type: none"> <li>Likes being with familiar adults and watches and copies their body language including gesture and pointing</li> <li>Realises that their voice and actions have an effect on others</li> <li>Use pointing with eye gaze to share an interest and make a request</li> </ul>	<ul style="list-style-type: none"> <li>Speech consists of mix of "jargon" and some real words</li> <li>May be difficult to understand</li> </ul>	<ul style="list-style-type: none"> <li>Repeats actions that were enjoyed</li> <li>Begins "pretend" play with toys e.g. gives doll a drink</li> <li>Involves others in pretend play</li> </ul>
18-26 months	<ul style="list-style-type: none"> <li>Listens to and enjoys rhythmic patterns in rhymes and stories</li> <li>Starts to focus on an activity of own choice</li> <li>Responds to own name and can move attention briefly and then re-focus</li> <li>Single channelled attention</li> </ul>	<ul style="list-style-type: none"> <li>Understands action words e.g. "sleep", "jump"</li> <li>By 2y, understands simple instructions/phrases when context apparent, e.g. "get mummy's shoes"</li> <li>Understands instructions with 2 key words (or signs) e.g. "make teddy jump"</li> </ul>	<ul style="list-style-type: none"> <li>By 24m beginning to put 2 words (or signs) together e.g. "Mummy's car", "more juice"</li> <li>Uses different types of everyday words, nouns, adjectives, verbs</li> <li>Uses up to 50 words</li> <li>Asks questions e.g. "where drink?"</li> </ul>	<ul style="list-style-type: none"> <li>Interested in stories, songs and rhymes</li> <li>Begins to express feelings</li> </ul>	<ul style="list-style-type: none"> <li>By 2y6m starting to use "I, is, in"</li> <li>Imitatorities heard e.g. "car" for "car" "ju" for "spoon"</li> </ul>	<ul style="list-style-type: none"> <li>Starts to demonstrate 2 part play sequence e.g. drives car to petrol station + fills petrol</li> <li>Beginning to play with miniature toys e.g. small world</li> </ul>

# Recent Advances In The Psychology Of Language Pt A Language Development And Mother Child Interactions

**M Woodhall**



## **Recent Advances In The Psychology Of Language Pt A Language Development And Mother Child Interactions:**

## **Recent Advances In The Psychology Of Language Pt A Language Development And Mother Child Interactions**

Book Review: Unveiling the Magic of Language

In an electronic digital era where connections and knowledge reign supreme, the enchanting power of language has become more apparent than ever. Its power to stir emotions, provoke thought, and instigate transformation is really remarkable. This extraordinary book, aptly titled "**Recent Advances In The Psychology Of Language Pt A Language Development And Mother Child Interactions**," compiled by a very acclaimed author, immerses readers in a captivating exploration of the significance of language and its profound effect on our existence. Throughout this critique, we will delve to the book is central themes, evaluate its unique writing style, and assess its overall influence on its readership.

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### **Table of Contents Recent Advances In The Psychology Of Language Pt A Language Development And Mother Child Interactions**

1. Understanding the eBook Recent Advances In The Psychology Of Language Pt A Language Development And Mother Child Interactions
  - The Rise of Digital Reading Recent Advances In The Psychology Of Language Pt A Language Development And Mother Child Interactions
  - Advantages of eBooks Over Traditional Books
2. Identifying Recent Advances In The Psychology Of Language Pt A Language Development And Mother Child Interactions
  - Exploring Different Genres
  - Considering Fiction vs. Non-Fiction
  - Determining Your Reading Goals
3. Choosing the Right eBook Platform
  - Popular eBook Platforms
  - Features to Look for in an Recent Advances In The Psychology Of Language Pt A Language Development And

Mother Child Interactions

- User-Friendly Interface

4. Exploring eBook Recommendations from Recent Advances In The Psychology Of Language Pt A Language Development And Mother Child Interactions

- Personalized Recommendations
- Recent Advances In The Psychology Of Language Pt A Language Development And Mother Child Interactions User Reviews and Ratings
- Recent Advances In The Psychology Of Language Pt A Language Development And Mother Child Interactions and Bestseller Lists

5. Accessing Recent Advances In The Psychology Of Language Pt A Language Development And Mother Child Interactions Free and Paid eBooks

- Recent Advances In The Psychology Of Language Pt A Language Development And Mother Child Interactions Public Domain eBooks
- Recent Advances In The Psychology Of Language Pt A Language Development And Mother Child Interactions eBook Subscription Services
- Recent Advances In The Psychology Of Language Pt A Language Development And Mother Child Interactions Budget-Friendly Options

6. Navigating Recent Advances In The Psychology Of Language Pt A Language Development And Mother Child Interactions eBook Formats

- ePub, PDF, MOBI, and More
- Recent Advances In The Psychology Of Language Pt A Language Development And Mother Child Interactions Compatibility with Devices
- Recent Advances In The Psychology Of Language Pt A Language Development And Mother Child Interactions Enhanced eBook Features

7. Enhancing Your Reading Experience

- Adjustable Fonts and Text Sizes of Recent Advances In The Psychology Of Language Pt A Language Development And Mother Child Interactions
- Highlighting and Note-Taking Recent Advances In The Psychology Of Language Pt A Language Development And Mother Child Interactions
- Interactive Elements Recent Advances In The Psychology Of Language Pt A Language Development And Mother

Child Interactions

8. Staying Engaged with Recent Advances In The Psychology Of Language Pt A Language Development And Mother Child Interactions
  - Joining Online Reading Communities
  - Participating in Virtual Book Clubs
  - Following Authors and Publishers Recent Advances In The Psychology Of Language Pt A Language Development And Mother Child Interactions
9. Balancing eBooks and Physical Books Recent Advances In The Psychology Of Language Pt A Language Development And Mother Child Interactions
  - Benefits of a Digital Library
  - Creating a Diverse Reading Collection Recent Advances In The Psychology Of Language Pt A Language Development And Mother Child Interactions
10. Overcoming Reading Challenges
  - Dealing with Digital Eye Strain
  - Minimizing Distractions
  - Managing Screen Time
11. Cultivating a Reading Routine Recent Advances In The Psychology Of Language Pt A Language Development And Mother Child Interactions
  - Setting Reading Goals Recent Advances In The Psychology Of Language Pt A Language Development And Mother Child Interactions
  - Carving Out Dedicated Reading Time
12. Sourcing Reliable Information of Recent Advances In The Psychology Of Language Pt A Language Development And Mother Child Interactions
  - Fact-Checking eBook Content of Recent Advances In The Psychology Of Language Pt A Language Development And Mother Child Interactions
  - Distinguishing Credible Sources
13. Promoting Lifelong Learning
  - Utilizing eBooks for Skill Development
  - Exploring Educational eBooks
14. Embracing eBook Trends

- Integration of Multimedia Elements
- Interactive and Gamified eBooks

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