

LANGUAGE DEVELOPMENT CHECKLIST

Instructions: Answer all questions up to your child's current age bracket by answering 'Yes' or 'No'.

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| 0-6 MONTHS | YES | NO |
| Attending to sounds and voices. | | |
| Recognising facial expressions and tones of voice. | | |
| 6-12 MONTHS | YES | NO |
| Attending to sounds and voices. | | |
| Recognising facial expressions and tones of voice. | | |
| Responding to familiar requests (e.g. come here). | | |
| Responding to their own name. | | |
| Understanding gestures (e.g. wave for 'bye'). | | |
| Understanding simple questions (e.g. Where's daddy?). | | |
| Babbling (e.g. ma-ma, da-da). | | |
| Taking turns vocalising with others. | | |
| Recognising the names of a few objects. | | |
| 1-2 YEARS | YES | NO |
| Responding to familiar requests (e.g. come here). | | |
| Responding to their own name. | | |
| Taking turns vocalising with others. | | |
| Understanding simple questions (e.g. Where's daddy?). | | |
| Following simple instructions (e.g. Give ball to daddy). | | |
| Understanding approximately 50 words. | | |
| Comprehending one key word in a sentence (e.g. Where's your nose ?). | | |
| Saying some simple first words (e.g. mine, no, mum, dad, ta). | | |
| Pointing to common objects when named. | | |
| Having approximately 50-100 words in their vocabulary by 2 years. | | |
| Joining 2 words together (e.g. car go, bye daddy) by 2 years. | | |
| 2-3 YEARS | YES | NO |
| Following simple instructions (e.g. Give ball to daddy). | | |
| Following 2 part instructions (e.g. Go to your room and get your shoes). | | |
| Pointing to main body parts, clothing items, toys and food when asked. | | |
| Understanding and asking What and Where questions. | | |
| Comprehending position concepts: on; off; in; out; up; down; under; top; open; shut. | | |
| Comprehending size concepts: big; small/little; long. | | |
| Comprehending quantity concepts 1 and 2. | | |
| Comprehending concepts: stop; go/start; loud; quiet; heavy; soft; fast; hot; cold. | | |
| Naming actions (e.g. go, run). | | |
| Using at least 50-100 words in their vocabulary. | | |
| Using a minimum of 2-3 words in a sentence (e.g. Daddy go work). | | |
| Talking about present events. | | |
| Using regular plurals (e.g. 1 dog, 2 dogs). | | |
| Using articles 'a' and 'the'. | | |
| Using progressive -ing (e.g. The boy is jumping). | | |
| Using pronouns : you, I, me, mine. | | |
| Using regular past tense (e.g. I climbed). | | |
| Using possessive's (e.g. Daddy's car). | | |
| 3-4 YEARS | YES | NO |
| Following 2 part instructions (e.g. Go to your room and get your shoes). | | |

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| Following 3 part instructions (e.g. Point to the cat, the dog and the monkey). | | |
| Pointing to main body parts, clothing items, toys and food when asked. | | |
| Understanding longer, more complex sentences. | | |
| Understanding What, Where and Who questions. | | |
| Comprehending position concepts: on; off; in; out; up; down; under; top; open; shut; bottom; behind; first; near. | | |
| Comprehending size concepts: big; small/little; long; short (length) – emerging; short (height). | | |
| Comprehending quantity concepts: 1-3; every; none. | | |
| Comprehending concepts: stop; go/start; loud; quiet; heavy; soft; fast; hot; cold; hard; slow; light (weight); many colours. | | |
| Asking What, Where, Why, When & How questions. | | |
| Using a minimum of 3-4 words in a sentence. | | |
| Telling you what they are doing. | | |
| Telling you the function or use of an object. | | |
| Using nearly 1500 words in their vocabulary by 4 years. | | |
| Using regular plurals (e.g. 1 dog, 2 dogs). | | |
| Using articles ‘a’ and ‘the’. | | |
| Using progressive -ing (e.g. The boy is jumping). | | |
| Using pronouns you, I, me, mine, he, she. | | |
| Using regular past tense (e.g. I climbed). | | |
| Using possessive’s (e.g. Daddy’s car). | | |
| Using auxiliary ‘is’ (e.g. The girl is skipping). | | |
| Using connector ‘and’ (e.g. I want a banana and an apple). | | |
| Using 3rd person singular (e.g. He wants the ball; The rabbit eats grass). | | |
| Using contracted negative (e.g. isn’t, doesn’t, haven’t, shouldn’t). | | |
| Using contracted copula (e.g. He’s happy). | | |
| Using past participle (e.g. It’s broken). | | |
| 4-5 YEARS | YES | NO |
| Following 3 part instructions (e.g. Point to the cat, the dog and the monkey). | | |
| Understanding longer, more complex sentences. | | |
| Understanding questions. | | |
| Following the meaning of others’ conversations. | | |
| Understanding What, Where, Who and How questions. | | |
| Comprehending position concepts: bottom; behind; first; near; middle; around; away from; between; through; next to/beside; last by mid-late 4 years. | | |
| Comprehending size concepts: short (length); short (height); tall; fat by mid-late 4 years. | | |
| Comprehending quantity concepts: 4; most; few by mid-late 4 years. | | |
| Comprehending position concepts: in front; in a line; corner; middle by late 4-5 years. | | |
| Comprehending size concept thin by late 4-5 years. | | |
| Comprehending quantity concepts 5 and pair by late 4-5 years. | | |
| Comprehending concepts : same; different (size); different (function) by late 4-5 years. | | |
| Asking Why, When and How questions. | | |
| Asking the meanings of words. | | |
| Using a minimum of 4-5 words in a sentence. | | |
| Understanding color words (e.g. red, green). | | |
| Understanding shape words (e.g. square, triangle). | | |
| Sorting objects into simple categories (e.g. animals, food). | | |
| Talking about past and future events. | | |
| Using auxiliary ‘is’ (e.g. The girl is skipping). | | |
| Using pronouns he; she; his; hers; theirs. | | |
| Using connectors ‘and’ (e.g. I want a banana and an apple) and ‘because’ (e.g. The boy was crying because he fell over and hurt his knee). | | |
| Using 3rd person singular (e.g. He wants the ball; It eats grass). | | |

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| Using contracted negative (e.g. isn't, doesn't, haven't, shouldn't). | | |
| Using contracted copula (e.g. He's happy). | | |
| Using past participle (e.g. It's broken). | | |
| Using comparative -er and superlative -est (e.g. big, bigger, biggest). | | |
| Using ' is ' vs ' are ' (e.g. The monkey is eating a banana vs The monkeys are eating the bananas). | | |
| Using past tense 'to be' (e.g. I was running; They were running). | | |
| Using adverb -ly (e.g. quickly, slowly, quietly). | | |
| Using irregular plurals (e.g. mice, children, men). | | |
| 5-6 YEARS | YES | NO |
| Comprehending position concepts in front; in a line; corner; middle. | | |
| Comprehending size concepts short (length); short (height); tall; fat thin. | | |
| Comprehending quantity concepts 5; most; few; pair. | | |
| Comprehending concepts: same; different (size); different (function). | | |
| Comprehending time concepts : yesterday; tomorrow; morning; afternoon; later. | | |
| Understanding colour words (e.g. red, green). | | |
| Understanding shape words (e.g. square, triangle). | | |
| Using How & When questions. | | |
| Using more complex sentences. | | |
| Sorting objects into categories (e.g. animals, food). | | |
| Using imaginative language in play – likes to pretend and act out stories. | | |
| Telling several attributes about an object. | | |
| Talking about past and future events. | | |
| Using pronouns his, hers, theirs (e.g. It is his/hers/theirs). | | |
| Using comparative -er and superlative -est (e.g. big, bigger, biggest). | | |
| Using ' is ' vs ' are ' (e.g. The monkey is eating a banana vs The monkeys are eating the bananas). | | |
| Using past tense 'to be' (e.g. I was running; They were running). | | |
| Using connectors 'and' (e.g. I want a banana and an apple) and ' because ' (e.g. The boy was crying because he fell over and hurt his knee). | | |
| Using adverb -ly (e.g. quickly, slowly, quietly). | | |
| Using irregular plurals (e.g. mice, children, men). | | |
| Using irregular past tense (e.g. fell, broke, ate). | | |
| 6-7 YEARS | YES | NO |
| Comprehending position concepts left and right. | | |
| Comprehending concepts: same; different; season; time of day. | | |
| Understanding the difference between reality and fantasy. | | |
| Making predictions, justifying decisions, providing solutions & giving explanations. | | |
| Giving short oral reports. | | |
| Writing descriptive paragraphs and stories. | | |
| Using appropriate grammar (e.g. presents with immaturities). | | |
| 7-8 YEARS | YES | NO |
| Comprehending position concepts left and right. | | |
| Comprehending concepts: same; different; season; time of day. | | |
| Understanding the difference between reality and fantasy. | | |
| Making predictions, justifying decisions, providing solutions & giving explanations. | | |
| Classifying objects according to more specific traits (e.g. form, colour, use or composition- what it is made of). | | |
| Giving short oral reports. | | |
| Using language at a higher level to make jokes, tease, engage in sarcasm, argue point of view, explaining complex situations, talking about movies or past events in detail. | | |
| Writing descriptive paragraphs and stories. | | |
| Listening for a sustained period of time (e.g. attending to a guest speaker at school). | | |
| Asking questions to clarify information. | | |
| Problem solving. | | |

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| Expressing their opinion. | | |
| Retelling both imaginary and real events. | | |
| Using appropriate grammar in their speech and written work. | | |