

Age	Social Skills	Phonology	Understanding	Concept Learning	Communication	Play	Gross Motor Skills	Fine motor skills	Independence
1 month	Responds to voice		Adjusts in anticipation of being held				Thrusts arms/legs in play; Makes fists		
2 months	Visually recognizes caregiver				Smiles when someone smiles		Makes crawling movements when on stomach; Holds legs up when on back		
3 months	Smiles in response to other; Holds eye contact with other; Attends to sounds/movement; Recognises parent's voice	Produces mostly gurgling sounds; Produces 2 or more vowel sounds; Sucks well; Good lip closure; Begins blowing bubbles; Cry can be interpreted by mother (discomfort, hunger, anger, etc.); EARLY COMMUNICATION HAS BEGUN.	Responds to sound by attending, quietening or hesitating; Loud sounds produce startled response; Seeks out source of sound (turns towards voices or watches speaker); Stops crying when picked up or attended to		Makes cooing sounds to person when spoken to; Gurgles, coos, grunts and hums to express feelings	Attends to blank wall for long periods (day-dreaming); Attends to brightly-coloured/moving objects; Hands respond to touch by grasping or opening; Uncomfortable when face is covered; Follows movement; Watches own hands closely; begins touching own clothes and hair	Raises head and holds head when held in sitting position; Holds objects when placed in hand; Kicks vigorously; Brings hands together in the middle; Reaches and bats hanging objects; Turns from back, to side, and again on to the back; Attempts to bring hand to mouth		Smiles in response to adult; Sleeps through the night
4 months	Turns head to sound						Inspects own hands; Uses arms to elevate body from stomach position; Sits with support		
5 months							Uses hand-eye co-ordination in reaching; Turns from back position to side position; Shifts weight on arms when on stomach	Picks up objects	
6 months	Repeats nonsense babble; Takes turns; Responds and interacts with other people by	Greater variety of sounds in babble; Squeals to get response; Practices front sounds ('m', 'b', 'p');	Smiles at mirror image; Turns head to look for sound; Interprets the difference between pleasure and anger,	Unaware of objects when they fall out of sight or are covered	Talks to others who copy them with babble; Laughs out loud	Explores objects with the mouth; Explores own hands; Plays happily with stimulating	Bangs in play; Sits alone momentarily; Pulls to sitting position from lying on stomach;	Reaches but does not grasp objects; Holds objects in both hands; Begins to find mouth with hand;	Happy to be held by unknown adults; First tooth; Begins eating solids; Cries when parent leaves the room

	laughing, smiling or crying; Happy to be held by unknown adults; Raises hands to be picked up when adult arms are extended; Recognises familiar faces	Vocalizes pleasure and displeasure; Coos, chuckles, gargles and laughs; Repeats nonsense babble; Enjoys self-play with sounds	by laughing or crying; Smiles on sight of face; Responds to own name; Anticipates activities on sight of familiar objects; Shows displeasure when objects are removed			surroundings for 10-15 minutes; May become distracted by tiny speck; Fascinated by image in mirror; Shows excitement on presentation of familiar object; Reaches for toys out of reach; Bangs and shakes objects; Handles objects with both hands; Drops objects	Raises head and chest when on stomach; Head control secure; Rolls over in both directions; Attempts to crawl; Takes weight on legs when held in standing position (bounces); Visual skills at adult level	Begins to use finger and thumb as opposed to full hand grasp	
7 months							Transfers objects from hand to hand; Turns from back position to stomach position; Makes early stepping movements when standing	Deftly picks up objects	
8 months		Vocalises three different vowel sounds					Raises body to sitting position from back position; Pulls to standing position from back position		
9 months	Differentiates between familiar and unfamiliar persons; Becomes shy of unfamiliar persons; Vocalises to indicate needs rather than crying; Recognises intonation and may cry if voices are harsh	Uses many different sounds in babbling (various vowels; p, b, t, d, m, n; non-English sounds; many joined syllables); Uses intonation while imitating adult patterns; Imitates sequences of sounds	Understands 'no'; Understands simple gestures (eg. waving); Understands intonation (eg. happy, grumpy); Listens to speech in environment; Pays attention to whole environment; Gives objects on request; Finds object by looking when asked; Finds person when asked; Looks at pictures in books for a short period	Learns to understand: 'no', 'hot', broken', etc.	Cries when parent leaves the room; Gains attention by shouting; May say: 'Mama, Dada, brrrrm (for car)'; Plays 'peek-a-boo', clapping games, etc. Indicates 'no'	Begins to know objects still exist even when out of sight (will pull cover of an object); Reaches and grasps objects; Becoming aware of consequences (will repeat actions, eg. dropping an object or ringing a bell); Bangs objects together; Plays 'peek-a-boo' type games	Rotates trunk while sitting alone; Crawls (either on tummy, hands and knees, or bottom); Sits without support; Pulls up to standing position; Walks holding onto furniture	Imitates hand movements (waving, clapping); Plays with feet; Places objects where they wish them to be	Feeds self with finger food; Drinks from a cup with assistance; Holds bottle
10 months	Cooperates in games					Cooperates in games			

11 months			Looks at pictures in books		Uses gestures to make wants known		Walks sideways while holding onto furniture; Sits down from standing position		
12 months (1 year)	Expresses needs verbally or non-verbally; Expresses agreement or disagreement; Listens, understands and follows simple requests; Responds to reaction of others by repeating actions, stopping actions, etc.	Jabbers expressively; Varied vocalization during play; Tells stories in babble language with correct adult intonation; Uses only English sounds in babble, and words	Responds immediately to own name; Recognises names of many familiar objects, people and pets; Follows simple commands on request (eg. wave, kiss, give); Identified pictures when asked; Points to object when asked; Finds another object the same; Find objects that are out of sight; Fully understands cause and effect	Can point to three body parts	Makes meaningful first word (eg. mum, dad, bottle, car, etc.); Shakes head appropriately for 'yes' or 'no' Gestures and vocalizes to indicate needs	Enjoys simple songs; Begins taking turns in games (giving toys, rolling balls); Still mouths objects; Repetitive play (eg. putting things in and out of a box, covering and uncovering, dropping, batting a wobbly toy, hoops on a peg, etc); Shows enjoyment of music; Begins to scribble; Carries out actions with objects (rocking a doll, drinking from a cup); Imitates wider variety of adult actions; Places and moves toys in relation to each other; Begins to stack	Walks with help; Stands on their own; Begins to take steps on tiptoe; Continues to crawl; Walks with hands held; Changes position witting to crawling or lying	Turns pages of books; Uses pincer-grasp to pick things up; Holds small objects; Bangs objects together; Reaches and grasps objects accurately with one hand	Drinks from a cup; Wants to feed self (holds spoon but often misses mouth); Holds out arm or leg to assist with dressing or washing
13 months		Vocalises four different vowel-consonant combinations				Pats toy in imitation	Stands alone; Walks alone		Stands alone; Walks alone
16 months		Imitates single words					Walks alone with good co-ordination; Throws ball while standing	Scribbles spontaneously	Walks alone with good co-ordination
18 months	Holds conversations with others (some meaningful);	Imitates animal sounds; Babbling lessens; uses jargon stories;	Follows simple instructions; Increasing vocabulary (points	Developing knowledge of body parts;	Says equivalent of 'thank you'; Vocabulary continues to develop (uses at	Plays on own, watches others play; May take other childrens' toys;	Walks confidently; Crawls on stairs; Begins running; Changes actions rapidly;	Scribbles firmly; Reads book, turns pages inaccurately;	Removes clothes; Feeds self with a spoon

	Expresses emotions; Enjoys an audience; Says 'no'; Wants things 'now'	Uses all sounds of English; Imitates adult sounds and syllables; Some words may only be clear to mum and dad; Omits or substitutes sounds in words	to many objects on request); Points to desired objects; Points to body parts; Develops ownership of toys; Places objects in relation to each other (eg. put the sock in the shoe); Understands others emotions (laughing, sadness); Short concentration span, changes direction as soon as had enough; Distracted easily	Finds way around objects; All men may be 'dad'	least 10 intelligible words); Has 'conversations' most of which are unintelligible; May repeat common phrases (eg. 'what's that?' and 'all gone'); Responds to 'bye, bye', 'ta', etc.; Requests by pointing, saying name of object, 'more', etc.; May accompany actions by words eg. 'bang', 'bye bye'; Accompanies play with vocalisation	Plays throwing games with self and adults; Imitates real activities (eg. brushing hair, reading, eating); Involves adult in play activities; Carries toys around; Likes pull toys; Develops a favourite toy (and takes it everywhere); Asks for adult help to activate toy or play game; Enjoys toys that 'come apart'; Attempts stacking; Makes 'music'	Few falls (able to avoid obstacles); Changes from one action to another quickly and easily; Begins to climb; Pulls and pushes objects	Enjoys many different media (eg. finger paint, dough, mud, sand, water); Stacks 3 blocks	
19 months		Uses word(s) to make wants known			Uses word(s) to make wants known		Walks up or down stairs with help		
22 months		Combines words with gestures	Points to three of doll's body parts		Combines words with gestures		Stands on right foot or left foot with help		
24 months (2 years)	Responds to questions; Plays by self, but near adult; Has difficulty sharing; May have temper tantrums; Wants things now; Shy around strangers; Aware of distress of others, and attempts to comfort; May be physically aggressive when frustrated; Shows physical affection; Forms attachments to toy or blanket	Most words intelligible but still some substitutions occur; Uses intonation for questions	Follows simple stories; Understands simple questions; Loves repetition of rhymes and stories; Understands present happenings rather than future or past; Completely understands that objects exist even when not present; Distinguishes real from pretend objects; Points to pictures in book; Vocabulary developing rapidly (understands about 300 words);	Understands at least 5 body parts on self and other; All round things are ball; All small animals are 'dog'	Enjoys rhymes; Responds to 'yes', 'no' questions; Uses at least 50 recognisable words - rapid vocabulary development; Names most familiar objects, people and pets; Uses 2 –word utterances; Says own name and uses 'me' and 'mine'; Says a definite 'no'; Answers simple questions to do with environment	Talks to self during play; Simple pretend play; Finds hidden objects; Plays alongside others but not with them; May demonstrate aggression to get what they want; Likes to be near an adult; Enjoys stacking and knocking down blocks, threading beads, physical, sand, water and messy play; Creates disturbance if something is not	Manages stairs with 2 feet on each step; Runs but can't change direction; Jumps; Climbs; Dances; Walks a line or wall with hand held; Walks with adult gait (heel, toe); Rolls large ball; Begins to kick (by may fall over ball); Pushes large objects	Becomes left or right hand dominant; Turns pages of book separately; Strings beads; Opens doors; Refined scribbling into straight lines and circles; Imitates line drawing; Puts lids on items; Completes simple puzzles	Washes and dries hands with support; Feeds self with little spillage; Uses straw for drinking; Verbalises toilet needs, but may be too late; Tries to do everything by themselves; Requires constant adult supervision

			Simple 1-step computer games with adult			working (expects help will be forthcoming); Enjoys picture books; Gets into everything			
25 months		Uses a 2-word utterance; Imitates a 2-word sentence					Runs with co-ordination		
28 months		Uses a 3-word sentence					Walks up stairs or down stairs alone, place both feet on each step	Builds tower of 6 cubes	
30 months (2 ½ years)	Developing acceptance to adults known to parents; Continues to feel comfortable only with known adult nearby; Knows it should share, but chooses to reluctantly	Intelligibility continues to develop; Uses many developmental substitutions for later developing sounds (does not interfere with intelligibility)	Concentration developing (approximately 10 minutes); Begins to understand pronouns (I, your mine); Understands what an object is used for (which one shall we use now?); Knows 'boy' or 'girl'; Can show what is happening in a picture	Understands: 1 of all not plural at least 7 body parts	Answers a wide variety of questions with yes or no, where, what for, what doing; Discover they can control conversation; Repeats rhymes and familiar stories; Sing songs (but not all words are correct); Uses 3 or 4 word utterances; Uses approximately 200 words	Continues to play on own alongside others; Toys become meaningful play; Stacking and drawing becoming more accurate; Produces own fun from activities (eg. rolling ball to knock over objects, hiding objects); Enjoys music/dancing; Simple dressing up	Runs and can avoid obstacles; Jumps from a small height; Ball throwing becomes more controlled; Pedals tricycle; Walks a straight line on tiptoe; Rides on toys	Right/left development; Hand and finger control refining; Large piece puzzles	
31 months									
						Swings leg to kick ball; Jumps distance of 10 cm	Builds tower of eight cubes		
34 months		Poses questions				Imitates vertical and horizontal strokes; Walks on tiptoe for four steps			
36 months (3 years)	Interested in playmates; Asks for help; Begins to share; Begins to take turns;	Uses p, b, w, m, t, d and n accurately; Is understood clearly by all familiar adults;	Concentration approximately 5 minutes; Needs to concentrate on one activity at a time;	Understands: up big heavy under on stop;	Large vocabulary which is developing daily; Uses 4-5 word utterance;	Enjoys rhythmic activities (eg. songs, rhymes, dance); Pretends objects are actual objects (eg. box	Stands on 1 foot; Catches large ball; Walks up stairs – 1 foot on each step; Climbs equipment at the park; Walks on tiptoe;	Adult grip of pen/pencil/crayon; Builds a tower of nine blocks; Puts together 4 parts of nesting toy;	Greets spontaneously; Says first and last name; Separates easily from parent in

	<p>Begins to obey rules; Simple manners observed (please, thank you); Losing shyness, performs in front of adults; Often gets frustrated; Likes pleasing adults</p>	<p>Substitutions and omissions remain evident; Cluster reduction common (eg. 'pay' for 'play'; 'dop' for 'stop'; 'dool' for 'school'); May have some non-fluency</p>	<p>Follows simple directions; Discusses picture books; Understands all discussion within own environment; Matches objects that go together (eg. shoe and sock; table and chair)</p>	<p>Matches colours and shapes; Counts to 2; Understands a few dangers (eg. hot/stove; cars/road)</p>	<p>Correct pronoun use: he/she, him/her, his/hers; Answers with 'who, why, where, how many' questions; Increasing complexity of questions (eg. Is it broken? Is she sleeping?); Begins to describe things (big, fast, broken, pretty); Begins to use 'I' or 'me' instead of their full name; Begins to use small grammatical words in sentences (eg. a, the, in, is); Gives commands to others (eg. 'get it' or 'give it'); Begins to use tenses (eg. _ed, will, want to, can); Uses possessive in relation to others (eg. Mummy's, Emma's); May make up sentence structures while learning (eg. 'no Emma give block more' for 'I won't give Emma anymore blocks'); Asks simple questions; Uses plurals</p>	<p>for car, block for bus, pot for drum, paper for hat); Tidies up; Begins to play with other children; Understands taking turns; Acts out scenes from books or television; Enjoys large object play (eg. trucks, blocks, roads, washing line, clothes line, pram); Plays games with own set of rules; Looks through a book on own; Laughs at silly ideas; Interactive computer games</p>	<p>Steps large objects; Kicks large ball</p>	<p>Stacks 5 or more rings on peg in order of size; Draws horizontal line, circle in imitation; Cuts with scissors with difficulty; Holds objects and controls with 1 hand</p>	<p>familiar surroundings; Follows daily routines (eg. mealtimes, bedtime, bathtime); Feeds self; Washes and dries hands; Verbalises toilet needs (more accurately); Carries drink without spilling; Understands a few dangers (eg. hot/stove; cars/road); Helps with simple household tasks</p>
37 months									
				<p>Understands concept of 1; Understands 2 prepositions</p>			<p>Walks up stairs, alternating feet</p>		
42 months (3 ½ years)		<p>Developing sounds: ng, k, g, s, y</p>	<p>Names 4 colours; Understands 4 prepositions; Follows 2 instructions at one time; Understands 'they'</p>	<p>Understands: in soft down out of quiet shut open circle off top</p>	<p>Wide vocabulary; Uses 4-5 word utterances; Answers 'how' questions; Can complete sentences: 'the dog is sitting on the _'; Recites full nursery rhymes, sings complete songs;</p>	<p>Enjoys having tasks to do, helping out; Fantasy play, as well as real play; Greater control over action toys; Accurate relation of toys to real life; Dresses dolls;</p>	<p>Rides tricycle confidently; Pushes large toys with control</p>	<p>Copies circle, plus sign or square; Moves fingers independently; Attempts scissor use (using both hands); Simple puzzles</p>	<p>Dresses with minimal assistance; Unbuttons; Goes to toilet by themselves</p>

				<p>bottom together; accurate counting to 3; names colours (but only 2 or 3 correctly); uses plurals correctly</p>	<p>Accurately tells what has happened to them; Has all grammatical parts of speech: nouns, verbs, adjective, adverbs, pronouns, prepositions; Asks questions with accurate grammar; Developing colloquial use of grammar (eg. won't, can't); Irregular forms beginning (eg. ran, children); Uses: are, runs, is, am; Joins words and ideas with 'and'</p>	<p>Plays dress up; Enjoys books</p>			
<p>48 months (4 years)</p>	<p>Interested in 'funny'; Shares and negotiates in simple form; Prefers group play; May show off; May be bossy; Easily over stimulated; May make inappropriate comments; Tells tales; Talks about difficulties rather than reacting physically</p>	<p>Developing: l, sh, j; Speech able to be understood by all adults; Continuing changes to sounds; Substitutions still appropriate</p>	<p>Concentration approximately 10 minutes; Follows 3 instructions; Follows much of adult conversation; Understands: 'we, us, them, their'; Categorises (eg. toys, food, clothes)</p>	<p>Understands: square behind front back full empty new old same different near loud in front at back around; Can discriminate fine differences between objects; Understands 2 descriptors together (eg. big, new); Colours: red, blue, green, yellow; Knows family relationships; Sorts by size, shape and colour;</p>	<p>Names colours; Names piece of clothing, kitchen item, etc.; Can describe objects; Answers 'why' questions; Tells long stories; Has long conversations; Accurate use of 'he' and 'she'; Uses 'because'; Asks advanced questions with correct grammar (eg. can it, were you, how do you, why does it?); Tries to tell jokes</p>	<p>Likes to dress up and dramatise; Enjoys group play; Establishes friendships which may change daily; Knows how to take turns, but finds it difficult; Tidies up on their own; Does 8+ piece puzzles; Colours in, but goes over the lines; Enjoys being silly; Is naughty (but it is to test boundaries – will tell lies even though aware of repercussions); May confuse reality with fantasy</p>	<p>Hops on one foot; Throws ball overhand; Climbs well; Catches ball easily; Kicks accurately; Handles walking, running and stairs in an adult manner; Can roll forward; Walks fine lines accurately; Runs and kicks</p>	<p>Drawing is taking more shape; Eye-hand co-ordination continues to develop (can throw at target with increasing accuracy); Cuts a straight line</p>	<p>Goes to toilet by themselves; Dresses self (sometimes inside out, back to front or wrong foot); Washes self; Independent for all self-cares with little adult supervision</p> <p>ADULT SUPERVISION REQUIRED FOR ALL SAFETY ACTIVITIES</p>

				Draws body with 7 identifiable parts (but may require prompting)					
52 months (4 ½ months)	Co-operative; Takes turns; Individually evident; Plays with other children; Seeks adult approval	Consistent use of: p, b, m, t, d, n, k, g, ng, y; Generally accurate use of: s, sh, ch, z, f; Some substitutions will be present, omissions and distortions should cease; Speech intelligible to all	Understands most adult conversation; Understands use of objects, categories, position, direction, size, quantity, sameness; Understands future, past and present; Understands all prepositions	Understands: beside highest lowest between backwards forwards above below tall short long; Understands to 3, but may count higher; 6 colours	Uses all verb forms (present, future, past, negative); Holds telephone conversations	Looks for details in pictures; Enjoys looking for 'what is wrong'; Like to correct adults; Performs/shows off; May blame imaginary friends for misbehavior; Enjoys pretending	Rides bike with training wheels; Manages sports equipment (child-size); Walks up and down stairs unassisted; Somersaults; Climbs ladders; Bounces balls	Copes a square; Draws pictures; Simple constructions; 20-piece jigsaws	Imitates adults in self-care; Begins to enforce independence with adults; Puts on shoes and socks; Likes to set table; Dresses self except for back fastenings
60 months (5 years)	Initiates conversations about appropriate things; Greets people; Offers help; Copies actions of others; Role plays; Holds conversations; Wants to be like others (does not like to stand out); Can deliberately leave out other children; Shares; Takes turns; Aware of mistakes of themselves and others; Sensitive to others' feelings	Developing sounds: th, r and clusters; Speech 100% intelligible to all; Very few substitutions (and will not affect intelligibility)	Follows three instructions; Concentration about 20 minutes; Understands complex instructions with 3 or more content points; Understands why things happen or need to; Can answer questions following a simple story; Understands fine details about situations or activities; Finds what is missing from picture or group of objects; Begins reading and understanding; Can organize things in groups or order	Understands: heavy light loud soft alike high low wet dry first last middle; Knows most colours; Counts to 10 and understands; Knows days of the week; Draws person with 10 or more parts; Begins to learn alphabet	Interested in new words and what they mean; Tells long stories accurate in all aspects; Describes action pictures in detail; Minimal grammatical errors, most structures developing; Copies speech of peers, with colloquialisms, accents; Carries out appropriate conversations with peers and adults; 6 word utterances	Completes activities; Lasting friendships developed; Usually part of a group of 2 or more; Watches, follows and can retell television programmes; Enjoys card games; Reads whole book by interpreting the pictures; Learns and follows rules of games; sometimes makes up or adds their own rules	Skips; Confident on one foot, standing and hopping; Balance improving; can walk a low wall; Uses skipping ropes; Handedness well developed; Throws with accuracy at target	Imitates a triangle; Draws a square; Begins 'writing'; Cuts simple shapes with scissors; Colours within lines	Ties shoes; Dresses and undresses self; Does up buttons (can dress completely); Ties bows; Constant adult supervision not required
6 years		All sounds able to be used correctly; Begins to lose 1 <sup>st</sup> teeth which may affect some sounds (eg. s, z, th, sh)	Time increasing in meaning (eg. before, after, tomorrow, yesterday, later, morning, afternoon, summer, winter, night time...);	Understands: yesterday tomorrow more less before after right	Explains why objects are alike or different in fine detail; Can give directions; Length of utterance 6 plus words; Asks many questions to get full	Follows rules of games and enforces on others; Collections hold interest; Copies television activities;	Skips; Rides a bike; Jumps over a low obstacle	Imitates adult drawing of all shapes; Prints first and last name; Adult pencil grasp; May have letter, word or whole line	Ties shoe laces



			Number developing to 20 plus; Knows age of self and others; Knows date of own birthday; Can interpret conversations and meanings	left some many several few now later most least across pair half whole; knows alphabet; draws an accurate person	explanations from adults	including rough play; Concentration now 20-30 minutes on quiet task; Accepts ownership of objects and asks permission; Assists younger playmates; Enjoys own friends company without adult		reversals in printing	
7 years	Talks about a problem; Explains disagreement; Predicts outcomes; Gives directions; Makes choices; Tells jokes; Opens and closes phone conversations; Expresses needs and feelings	Now uses all adult sounds; No substitutions remaining	Understands time; Understands all conversations which have a child's vocabulary	Advanced concepts develop as discovered in their own conversations and environment	Aware of errors in others speech; Gives full address; Colloquialisms increasing (aware of words they shouldn't be using); Length of utterance 7 plus words; Uses all irregular forms accurately; Uses all grammatical structures in adult form	Increasing self-consciousness in front of others; Enjoys real play rather than fantasy; Concentrates for long periods on play activity; Can entertain themselves; Feels happiest playing in familiar surroundings with familiar toys and games; Enjoys classes (eg, drama, gym); Begins to understand sport; Reads on own; Enjoys cards and boxed games; Makes plans; Invents new games and rules; Enjoys toys, kites, cameras, sports equipment	Hops; Confident with all movement; Develops skills in particular areas; Skates	Draws diagonal lines; Imitates complex shape drawings; Prints full name and telephone number (email address); Prints numbers; Cutting out developed; Draws complex pictures	