

Development of Comprehension (Understanding) Developmental Norm Chart

Age	Would usually	Concerns if	Don't worry if
1;6-1;11	<ul style="list-style-type: none"> Understands basic everyday instructions e.g. where is your shoe /show me your nose Knows and turns to own name 	<ul style="list-style-type: none"> Child struggles to follow basic instructions Does not turn to own name See risk factors overleaf 	<ul style="list-style-type: none"> Child does not understand complex instructions Does not know colours/numbers Cannot respond to questions
At this stage (1;6 -1;11) monitor progress and provide general language and play advice and signpost to Children's Centres			
2;0-2;5	<ul style="list-style-type: none"> Understands single words and most simple two word level commands (objects and actions) Understands questions such as what /where/who Understands basic concepts such as big/little 	<ul style="list-style-type: none"> Does not respond to what /where questions (responses can be verbal or non verbal) Understanding at a one to two word level. <p>Also refer to risk factors</p>	<ul style="list-style-type: none"> Child struggles to follow some longer complex instructions with abstract concepts Does not know their colours / numbers If they do not understand more complex vocabulary Cannot respond to why questions
2;06-2;11	<ul style="list-style-type: none"> Understand more complex instructions (2-3 word level) Follows routines well Understands words such as "wet" "dry" "big" "little" Understands simple stories Listens with interest when spoken to 	<ul style="list-style-type: none"> Vague look when asked a simple question Always follows what others are doing Shows little interest in what is happening around them Responses are not what you would expect e.g. "Where's mummy?" child responds "Jack" 	<ul style="list-style-type: none"> Child struggles to follow some longer complex instructions Does not know their colours / numbers If they do not understand more complex vocabulary Cannot respond to why questions
3;00-3;05	<ul style="list-style-type: none"> Begins to understand the word "not" Can start to identify objects in categories (e.g. can you find me the animals) Understands simple stories 	<ul style="list-style-type: none"> Any of the above Child does not understand a simple story Appears to only understand if shown what you mean in pictures /gestures Finds it difficult to cope with change You need to repeat yourself a lot You need to break instructions down 	<ul style="list-style-type: none"> Does not know their colours / numbers If they do not understand more complex vocabulary Cannot respond to why questions Child is unable to easily follow an adult conversation but does try
3;06;-3;11	<ul style="list-style-type: none"> Answers questions such as "how did you get here" Understands opposites Beginning to understand the concept of time Follows requests of several parts 	<ul style="list-style-type: none"> Any of the above Only seems to understand naming words Finding it difficult to interact with peers; play tends to be more physical than imaginative 	<ul style="list-style-type: none"> Does not know their colours / numbers If they do not understand more complex vocabulary Cannot respond to why questions Child is unable to easily follow an adult conversation but does try
4;00-5.00	<ul style="list-style-type: none"> Follows adult conversation Understands many time concepts Follows conversations which may include the past or future 	<ul style="list-style-type: none"> Any of the above Child talks in long sentences but it doesn't seem related to the topic 	<ul style="list-style-type: none"> Does not know their colours / numbers If they do not understand more complex vocabulary Child is unable to easily follow a complex adult conversation but does try

For children under the age of 2½ years please indicate any risk factors.

In view of recent research on late talkers, take into consideration the following risk factors;

- quiet as an infant/limited babbling
- family history of communication delay
- recurrent otitis media
- limited consonant repertoire
- lack of sequenced pretend play
- mild delay in receptive skills
- lack of, or reduced use of, communicative gestures
- lack of verbal imitation
- limited vocabulary consisting of mostly nouns and few or no verbs
- poor social skills (difficulty initiating and participating with peers)
- limited change over time

Three or more risk factors are significant