

Development of Expression (Use of Language)  
Developmental Norm Chart

Age	Would usually have /use	Concerns if	Don't worry if
1;6- 1;11	<ul style="list-style-type: none"> <li>Minimum of 25 words</li> <li>Desire to communicate both non verbally and non verbally</li> <li>Attempting to copy sounds and words</li> </ul>	<ul style="list-style-type: none"> <li>No desire to communicate</li> <li>Only 5-10 words</li> <li>See risk factors overleaf</li> </ul>	<ul style="list-style-type: none"> <li>Child's words are not completely clear</li> <li>Baby talk is still used for some words</li> </ul>
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;06	<ul style="list-style-type: none"> <li>Using a minimum of 50 words and some two word combinations</li> <li>Using early action words</li> <li>Shows and names body parts</li> </ul>	<ul style="list-style-type: none"> <li>Less than 50 words reported</li> <li>No attempt to join words</li> </ul> <p>3 or more relevant risk factors</p>	<ul style="list-style-type: none"> <li>Sounds are still unclear</li> <li>Continues to use some baby talk</li> </ul>
2;06- 2;11	<ul style="list-style-type: none"> <li>Has approx 300 words</li> <li>Ask simple questions</li> <li>Is linking words together</li> <li>Using action words</li> <li>Stammering common</li> <li>Describes what an object is for</li> <li>Using own name</li> <li>Using adjectives / position words</li> </ul>	<ul style="list-style-type: none"> <li>Child makes no attempt to interact / communicate</li> <li>Child's vocabulary is not increasing</li> <li>Child is not beginning to join words e.g. "more juice"</li> </ul>	<ul style="list-style-type: none"> <li>Lots of sounds are still unclear</li> <li>Child is beginning to join words</li> <li>Child uses baby talk for some words e.g. bikki for biscuit</li> <li>Child misses out little words in sentences e.g. a / the / tense endings</li> </ul>
3;00- 3;05	<ul style="list-style-type: none"> <li>Sentences of 4 + words in length</li> <li>Good vocabulary</li> <li>Simple story / event telling</li> <li>Having conversations</li> <li>Asks lots of questions</li> </ul>	<ul style="list-style-type: none"> <li>Any of the above</li> <li>Child does not use everyday words e.g. cup , car</li> <li>Child is not using any action words</li> <li>Child echoes sentences</li> </ul>	<ul style="list-style-type: none"> <li>Child can be a little shy with strangers</li> <li>Child still has some speech difficulties</li> <li>Child misses off / confuses verb tense endings</li> </ul>
3;06;- 3;11	<ul style="list-style-type: none"> <li>Sentences of 5-6 words in length</li> <li>Knows wide range of vocabulary</li> <li>Starting to describe past / present experiences</li> <li>Completes analogies</li> </ul>	<ul style="list-style-type: none"> <li>Sentences are very short</li> <li>Child uses non specific words a lot e.g. "it / "there" / "do"</li> <li>Child is not communicating with others</li> <li>Not having a conversation</li> </ul>	<ul style="list-style-type: none"> <li>Still has some speech difficulties (see speech sheet)</li> <li>Makes grammatical errors e.g. "I runned to the shop"</li> </ul>
4;00- 5.00	<ul style="list-style-type: none"> <li>Sentences of 6-8 words in length</li> <li>Knows wide range of vocabulary</li> <li>Uses full sentences with the words in the right order</li> <li>Speaks of imaginary conditions</li> <li>Uses joining words e.g. and</li> </ul>	<ul style="list-style-type: none"> <li>Any of the above</li> <li>Child misses out most grammatical markers</li> <li>Child cannot tell a simple story</li> <li>Child cannot talk about the past and future</li> </ul>	<ul style="list-style-type: none"> <li>Makes mild grammatical errors</li> <li>Confuses he/she / him / her</li> </ul>

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 ear infections
- 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