

*The table outlines typical development of skills, however, children will vary. It is important to consider these skills in the context of their general development and acquisition of other milestones.*

<b>18 months- 2 years</b>		
<p><b><u>Understanding</u></b></p> <p>Can point to a wide range of everyday objects on request</p> <p>Performs simple actions on request e.g. clap, dance, wave</p> <p>Can follow simple instructions in context e.g. “put the juice on the table.”</p>	<p><b><u>Expression &amp; Interaction</u></b></p> <p>Has a spoken vocabulary of 30 + words (often with immature speech sounds)</p> <p>May copy much of what they hear</p> <p>May start to make simple 2 word combinations e.g. “bye bye Daddy,” “more juice.”</p> <p>Developing skills of interaction e.g. approaching adult to share objects, using eye contact to share interests and make requests</p> <p>Learning that their voice &amp; actions have an effect on others</p>	<p><b><u>Refer</u></b></p> <p>If unable to follow simple instructions</p> <p>If using less than 15 words</p> <p>If there has been a loss/ regression in skills</p> <p>If child is not interested in interacting with familiar adults</p>
<b>2 years – 2 ½ years</b>		
<p><b><u>Understanding</u></b></p> <p>Follows simple short stories</p> <p>Responds to 2 words in an instruction without clues e.g. “give the <u>brush</u> to <u>teddy</u>.”</p> <p>Can select pictures or follow simple instructions showing everyday actions e.g. sleeping/ running/ washing.</p>	<p><b><u>Expression &amp; Interaction</u></b></p> <p>Uses a wide range of 2 word combinations and some 3 word sentences</p> <p>Uses more action words e.g. “sleep, run, play.”</p> <p>Begins to ask simple questions e.g. “What that?” “Where Daddy?”</p> <p>Looks to others for their responses</p>	<p><b><u>Refer</u></b></p> <p>As above plus:</p> <p>If not understanding 2 word instructions without clues such as routine or gesture</p> <p>If not putting words together</p> <p>If not responding to simple/ familiar questions appropriately</p>
<b>2 ½ years- 3 years</b>		
<p><b><u>Understanding</u></b></p> <p>Can select an object/ picture by function e.g. “which one do we eat?”</p>	<p><b><u>Expression &amp; Interaction</u></b></p> <p>Uses 3 + words together including a range of action words</p>	<p><b><u>Refer</u></b></p> <p>If not following simple conversations</p>

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<p>Understands simple prepositions “in/on/under” and adjectives “big/little.”</p>	<p>Asks more questions using “why?” and “when?”</p> <p>Enjoys being with and talking to adults and other children</p> <p>Joins in with others’ play</p>	<p>If still echoing lots of what is heard without appearing to understand</p> <p>If not using short sentences</p> <p>If appears to be reluctant to engage with others and not keen to join in with others’ play</p>
<p><b>3 years- 4 years</b></p>		
<p><b><u>Understanding</u></b></p> <p>Can respond to 3-4 key words in an instruction e.g. “give <u>teddy</u> the <u>big plate</u>” and “put the <u>spoon under</u> the <u>blue plate</u>.”</p> <p>Developing understanding of concept words e.g. first, after, last.</p> <p>Developing early awareness of past, present and future e.g. things that happened yesterday &amp; will happen soon/ later</p> <p>Responds appropriately in everyday conversation</p>	<p><b><u>Expression &amp; Interaction</u></b></p> <p>Uses longer sentences, still some grammatical immaturities.</p> <p>Links statements using “and/ because”</p> <p>Using talking to connect their ideas, explain what is next and what might happen</p> <p>Initiates conversations and more consistent at sticking to main theme</p> <p>Developing skills of turn taking in group situations</p>	<p><b><u>Refer</u></b></p> <p>If not following conversation and/or instructions</p> <p>If using sentences of less than 4 key words</p> <p>If not using language in a variety of ways e.g. to ask, retell events and request</p> <p>Switches topics and discusses irrelevant subjects</p> <p>Interaction remains very self referenced and no interest on joining in games/ play or interacting with others</p>

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