

## Developmental sequence for oral language ideas and conventions

	the emergence of meanings	the emergence of the conventions	
Age range		Phonological development	Grammatical and discourse development
1	<p>The children</p> <ol style="list-style-type: none"> <li>1. use 3-4 single real words consistently in jargon-like sentences.</li> <li>2. combine voice and gesture meaningfully.</li> </ol>	<p>The children</p> <ul style="list-style-type: none"> <li>• learn to say the sounds m, p, b l, u, o /t/n/ in the initial position only and the vowels a, oo,</li> <li>• repeat sound patterns and begin to control volume.</li> </ul>	
2	<p>The children</p> <ul style="list-style-type: none"> <li>• Use 20-100 words</li> <li>• 1/4 of their utterances are understood by others.</li> <li>• respond to commands</li> <li>• don't understand questions</li> <li>• begin to transfer what they say in one situation to others.</li> </ul>	<p>The children</p> <ul style="list-style-type: none"> <li>• Show more contrasts in consonants made using the lips in initial positions</li> <li>• practise perfecting sounds.</li> <li>• Can say Most vowels but not all perfectly</li> <li>• Begin to use medial and final consonants.</li> </ul>	<p>The children</p> <ul style="list-style-type: none"> <li>• use spontaneously single word utterances and</li> <li>• imitate 2-3 word sentences, that have nouns, few verbs, adjectives and a few pronouns</li> </ul>
	<p>The children</p> <ul style="list-style-type: none"> <li>• Have average vocabulary of 896 words.</li> <li>• Use mainly egocentric speech</li> <li>• Dramatize; they combine words and actions for their own pleasure.</li> <li>• Ask questions about persons, things and actions.</li> <li>• Name common colors and can say their full name and sex</li> <li>• Verbalize toilet needs.</li> </ul>	<p>The children</p> <ul style="list-style-type: none"> <li>• can say 2/3 of adult speech sounds and shows fairly intelligible speech, substitutes, omits and distorts many sounds inconsistently,</li> <li>• use final consonants more regularly</li> <li>• shows speech melody and usually well controlled voice</li> </ul>	<p>The children</p> <ul style="list-style-type: none"> <li>• Say sentences of mean response length up to 3.4 words.</li> <li>• develop and try out their own grammatical rules</li> <li>• use personal pronouns (<i>I, me, his</i>) and demonstrative pronoun (<i>that</i>), use combined 2-word noun +verb p The children</li> <li>• qwwwwwşes; <i>That boy naughty: Mummy car stop</i></li> <li>• Begin to use phrases to designate; <i>What that thing go round ?</i></li> <li>• begin to use negation (<i>no, can't, don't</i>),</li> </ul>
4.0	<p>The children</p> <ul style="list-style-type: none"> <li>• have average vocabulary of 1540 words,</li> <li>• use slang.</li> <li>• understand isolated word meanings, but deal with whole sentences without analysing words.</li> <li>• Use many <i>how</i> and <i>why</i> questions in response to what others say.</li> <li>• Show a perceptual, realistic, first person focus in the topic of their speech but increasingly refer to objects, persons, events not in immediate environment.</li> </ul>	<p>The children</p> <ul style="list-style-type: none"> <li>• Use speech that is 98% intelligible</li> <li>• Use all English vowels and following consonants: /m-/ , /-m- /, -m/; /n-/ , /-n- /, /-n/; /t-/ , /-t- /, /-t/; /k-/; /p-/ , /-p- /, /b-/ , /-b- /; /f-/ , /-f- /; /h-/; /w-/ , /-w- /.</li> <li>• omit some medial consonants and syllables from many words</li> <li>• often do not recall unstressed parts of words.</li> <li>• frequently show interrupted rhythm and <i>Speech melody</i> due to blocking on initial syllables</li> <li>• speak at an increased rate.</li> </ul>	<p>The children</p> <ul style="list-style-type: none"> <li>• develop sentence structure, use complex and compound sentences up to 6-8 words long, say sentences of mean length 4.2 words.</li> <li>• begin to experiment with alternative ways of saying a sentence idea, can modify or transform kernel sentences.</li> <li>• use speech that now contains nouns, verbs, adjectives, adverbs, pronouns, conjunctions, prepositions, interjections and articles.</li> </ul>

	<ul style="list-style-type: none"> <li>• Have collective monologues with other children but there is little co-operative thinking.</li> <li>• Tell tales; talks much.</li> <li>• Count 3 objects.</li> </ul>		
5.0	<p>The children</p> <ul style="list-style-type: none"> <li>• Have average vocabulary of 2072 words and define simple words</li> <li>• Use responsive talk and move from egocentric speech to exchanging information.</li> <li>• Talk about the perceptual features of number, speed, time, and space.</li> <li>• Retell the plots in children's plays (television and theatre).</li> <li>• Name and describe common items, objects in pictures.</li> <li>• Use some imaginative thinking, but are mainly realistic with little abstraction.</li> <li>• Categorize concrete events using similarity or difference.</li> </ul>	<p>The children</p> <p>articulate in generally intelligible ways but phonemes /z/, /v/, /r/, and /s/ are not stabilized in all positions or in all contexts</p>	<p>The children</p> <p>Show a sentence structure and grammar that is expanding rapidly in accuracy and complexity, with many spontaneous self corrections made. They are aware of the types of grammatical classes that need to be in a sentence, but often use inappropriate words from the class, for example, <i>Daddy took me at the circus</i> (difficulty distinguishing between prepositions expressing time or place) and <i>Them childs are happy</i>" (poor awareness of some plural nouns).</p> <ul style="list-style-type: none"> <li>• Begin to experiment with alternative ways of saying a sentence idea, can modify or transform kernel sentences.</li> <li>• Elaborate sentence by using conjunctions and show embedding and more common, relative clauses. They learn to comprehend sentences that have (1) the relative clause following the main clause, for example, <i>"The girl spoke to the man who was here"</i> and (2) adverbial clauses, such as <i>"He opened the door before he turned on the lights"</i>.</li> <li>• Say responses of mean length 4.8 words</li> </ul>
6.0 - 7.0	<p>The children</p> <ul style="list-style-type: none"> <li>• Have a vocabulary of 4000 words; mean number of words is 2562</li> <li>• Form synonyms and antonyms for word meanings, for example, girl-boy, black-white, big-little, sweet-sour, etc</li> <li>• Comprehend morphemic sequences well</li> <li>• Anticipate closure in speech of others</li> <li>• ask for explanations, motives</li> </ul>	<p>The children</p> <ul style="list-style-type: none"> <li>• use the sounds /l-/, /-l/. /-l-/, /-t-/, /-o-/, /-r/, /-t-/, /j-/.</li> <li>• Show adult melody and experiment with rhythmic patterns.</li> <li>• Use facial expression that accompany rhythm changes in their speech.</li> </ul>	<p>The children</p> <ul style="list-style-type: none"> <li>• develop sentence length and complexity.</li> <li>• know every form of sentence structure. They learn to comprehend sentences with relative embedded clauses, for example, <i>"The girl who hit the boy went home"</i>. Their sentences include all grammatical categories but</li> </ul>

	<ul style="list-style-type: none"> <li>action, etc.</li> <li>Understand differences between time intervals, seasons of year</li> <li>Distinguish left from right in himself.</li> <li>Talk about causal relationships.</li> </ul>		<ul style="list-style-type: none"> <li>continue to select particular words incorrectly, for example, they may not distinguish between "mass nouns" (milk, water, etc.), and "count nouns" (dolls, toys, etc.), for example, "I want much water".</li> <li>say sentences of average length 6.5 words.</li> </ul>
7.0 - 8.0	<p>The children</p> <ul style="list-style-type: none"> <li>comprehend 6000 -8000 words and uses 2600 words</li> <li>replace egocentric speech by inner language.</li> <li>Complex and compound sentences should be used easily</li> <li>Follows fairly complex directions with little repetition</li> <li>develops true communication, share ideas; understand causal or logical relations.</li> <li>Can relate rather involved accounts of events, many of which occurred at some time in the past</li> <li>Can carry on conversation at rather adult level</li> </ul>	<p>The children</p> <ul style="list-style-type: none"> <li>All speech sounds, including consonant blends should be established use the sounds /-z-/; /ʔ-/;/-ʔ/; /-st/; /lz/; /-lʔ/; /-tr/; /-kt/.</li> <li>Control of rate, pitch, and volume are generally well and appropriately established uses subtle rhythms and intonational contours in speech melody.</li> </ul>	<p>The children</p> <ul style="list-style-type: none"> <li>use sentences of mean length 7.2 words.</li> <li>Should be few lapses in grammatical constrictions-tense, pronouns, plurals</li> <li>learn to use the appropriate terms and devices to connect sentences into longer text units.</li> </ul>
8.0 - 9.0	<p>The children</p> <ul style="list-style-type: none"> <li>understand generalizations, causality and consequence in relation to real life contexts</li> <li>comprehend word meanings in functional ways.</li> </ul>		<p>The children</p> <ul style="list-style-type: none"> <li>understand and use more complex grammatical forms with relative and subordinate clauses</li> <li>understand the link between two or more sentences in connected prose, use sentence connectors such as "however".</li> </ul>
9.0 - 10.0	<p>The children</p> <ul style="list-style-type: none"> <li>understand logical inclusivity in language and can identify a sentence that is more general/specific than another.</li> <li>comprehend word meanings in abstract ways</li> </ul>		