

## Speech Pathology Checklists

These checklists are designed to enable teachers, parents and other professionals working with children to identify those who are experiencing difficulty with speech and language development.

### How to Use

Complete each section of the checklist separately and score by adding the numbers circled as indicated for each section. This is **NOT** a diagnostic tool and is **NOT** designed to identify a specific problem; however, it does give an indication that there may be some difficulties being experienced.

**It is important to note:** If your child is at the beginning of their age range and they score below what is expected for their age range, but are able to do ok with all the skills in the previous age range it is quite possible that they are okay and are demonstrating the normal range of development.

**Please also note:** If you, or a professional who works with your child has expressed concerns about your child's development you should consult a developmental professional (Speech Pathologist, Psychologist, Occupational Therapist or Paediatrician) regardless of how they do on this checklist.

If you identify that your child is having a communication difficulty please discuss it with a Speech Pathologist. Speech Pathologists can:

- Define and describe the difficulty in more depth through rigorous assessment
- Discuss with you the developmental appropriateness of the observed features
- Suggest specific strategies and practical activities for the classroom and at home
- Provide targeted therapy.

If you would like to discuss this further, please don't hesitate to contact Talking Point Speech Therapy Services. We offer a comprehensive service

**Please call / email:**  
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## CHILD'S DETAILS

<b>Child's Full Name:</b>		
Country of Birth:		Date of Birth: / /
Address:		
Suburb:		Postcode:
Home Phone:	Mobile - Parent 1:	Mobile – Parent 2:
Work Phone:		
Email Address:		
<b>Parent 1's Name:</b>		Age:
Country of Birth:		
Current Occupation:		
<b>Parent's 2 Name:</b>		Age:
Country of Birth:		
Occupation:		
<b>School/Preschool child attends:</b>		
Name of Teacher:		Class:
Which days do they attend?		

## WHAT RISK FACTORS ARE PRESENT

Risk Factors	Presence of Risk (please tick appropriate boxes)	
	Previously	Currently
Frequent runny nose / congested nose	<input type="checkbox"/>	<input type="checkbox"/>
Snoring or noisy breathing when sleeping	<input type="checkbox"/>	<input type="checkbox"/>
Frequent ear infections	<input type="checkbox"/>	<input type="checkbox"/>
Frequently unwell	<input type="checkbox"/>	<input type="checkbox"/>
Sucking on a dummy, thumb or fingers (or any other object) during <u>wakeful</u> times and they are under 3 years of age	<input type="checkbox"/>	<input type="checkbox"/>
Using a dummy, thumb or fingers (or any other object) during either waking or sleeping times and they are over 3 years of age	<input type="checkbox"/>	<input type="checkbox"/>
Early birth / prematurity	<input type="checkbox"/>	<input type="checkbox"/>
Others in the family (dad, mum, aunts, uncles, cousins, siblings) have been diagnosed with reading difficulties, being a late talker or any other communication difficulty	<input type="checkbox"/>	<input type="checkbox"/>
Has lots of behavioural difficulties	<input type="checkbox"/>	<input type="checkbox"/>
Is showing difficulty learning / remembering	<input type="checkbox"/>	<input type="checkbox"/>
Has a diet that is high in added sugars (processed foods)	<input type="checkbox"/>	<input type="checkbox"/>
Consumes 2 hours or more of media / day: T.V., youtube, games etc.	<input type="checkbox"/>	<input type="checkbox"/>
Consistently wakes up tired (despite supposedly adequate amounts of sleep)	<input type="checkbox"/>	<input type="checkbox"/>
Inadequate amounts of sleep	<input type="checkbox"/>	<input type="checkbox"/>
Very stressful home environment	<input type="checkbox"/>	<input type="checkbox"/>

SOCIAL SKILLS			
0-3 months			
Skills that Demonstrate Social Understanding	Circle Appropriate Number		
	Does well	Some difficulty	A lot of difficulty
Stops crying when they hear their primary caregiver's voice by 3 months	3	2	1
Develops different forms of crying for pain and hunger	3	2	1
Responds to and imitates facial expressions of others	3	2	1
smiles/coos in response	3	2	1
attends to eyes and mouth - has preference for faces	3	2	1
4-6 months			
<i>All of the skills listed in the section above plus:</i>			
Enjoys hearing their own sounds of gurgling, babbling and laughing	3	2	1
Responds to voices by babbling	3	2	1
After hearing their primary caregiver's voice, crying if they don't appear	3	2	1
Smiles / vocalises to mirror image and reaches out to mirror image	3	2	1
Maintains eye contact appropriately	3	2	1
Takes turns by vocalizing	3	2	1
Laughs while socializing	3	2	1
Maintains topic by following gaze	3	2	1
7-9 months			
<i>All of the skills listed in the section above plus:</i>			
Modifies speech to what was heard	3	2	1
Imitates speech and non-speech (blowing raspberries) sounds	3	2	1
Responds to name	3	2	1
Plays game like "peek-a-boo"	3	2	1
Imitates simple actions e.g. clapping, nodding	3	2	1
Gives, points and shows	3	2	1
Calls to get attention	3	2	1
Demonstrates attachment	3	2	1
Reaches/points to request	3	2	1
10-12 months			
<i>All of the skills listed in the above section, plus:</i>			
Laughs at silly actions e.g. wearing a bowl as a hat	3	2	1
Tries to gain attention by using sounds, gestures, grabbing them by the hand.	3	2	1
Waves to say hello or goodbye or says the word "bye".	3	2	1
Looks at the speaker or responds with facial expression, vocalisation or word/s when someone speaks.	3	2	1
Repeats actions that are laughed at	3	2	1
Uses play routines to give & take	3	2	1
Vocalizes with gesture to protest, reject, request objects or action, call, express feelings, notice/comment, respond to others, refuse	3	2	1
Average frequency of communicative attempts during play: 2.5 attempts per minute	3	2	1

## SOCIAL SKILLS continued

### 1-2 years

All of the skills listed in the above section, plus:	Circle Appropriate Number		
	Does well	Some difficulty	A lot of difficulty
Engages in conversations	3	2	1
Uses words to: protest/reject, greet/call, respond to others, label/notice, request object/action, express feelings, request information, initiate pretend play, comment/tell info, acknowledge/answer	3	2	1
Practices familiar conversational frames and schema (book reading routine, go to restaurant schema).	3	2	1
Average frequency of communicative attempts during play: 7.5 per minute	3	2	1

### 2 years - 2.5 years

All of the skills listed in the section above plus:			
"Please" used for polite request	3	2	1
Different forms of communication: symbolic play, talk about absent objects, misrepresenting reality (lies, teases)	3	2	1
More turn-taking appearing in the conversations	3	2	1
Verbally introduces and changes topics	3	2	1
Uses words to express emotion	3	2	1
Clarifies by repeating	3	2	1
Requests clarification	3	2	1

### 2.5 years-3 years

All of the skills listed in the section above plus:			
Attempts to control situations verbally	3	2	1
Uses polite "nice" intonation patterns	3	2	1
Apologizes by saying "I'm sorry"	3	2	1
Topics are continued by adding new information	3	2	1
Use of language in play increases	3	2	1

### 3-4 years

All of the skills listed in the section above plus:			
Takes 4 to 5 conversational turns	3	2	1
Modifies tone and language for younger children	3	2	1
Requests permission	3	2	1
Uses language for teasing/jokes/fantasies	3	2	1
Consistently uses descriptions to clarify	3	2	1

### 4-5 years

All of the skills listed in the section above plus:			
Long, detailed conversations	3	2	1
Reporting on past events, reasoning, predicting, expressing empathy, creating imaginary roles and props, maintaining interactions.	3	2	1
New functions emerge: reporting on past events, reasoning, predicting, expressing empathy, creating imaginary roles and props, maintaining interactions.	3	2	1
Understands that others can have different beliefs	3	2	1
Changes topics appropriately	3	2	1
Initiates conversations easily	3	2	1
Politely interrupts adult conversation	3	2	1
Understands that s/he can know something that someone else doesn't know	3	2	1
Understands that others can act erroneously based on a false belief	3	2	1

SOCIAL SKILLS continued			
5-6 years			
All of the skills listed in the section above plus:	Circle Appropriate Number		
	Does well	Some difficulty	A lot of difficulty
Gives threats/insults	3	2	1
Issues promises	3	2	1
May give praise	3	2	1
Stays on topic for 10 turns	3	2	1
Negotiates play roles, turns, and ending of play	3	2	1
Child understands that a person can feel one thing but those feelings can be hidden or not apparent on the face	3	2	1

**Scores for Social Skills & When You Should Consider Consulting a Speech Pathologist, Psychologist and / or Paediatrician  
(Consult Your GP first)**

Age Range	How to Get Their Score	When You Consult a Speech Pathologist
0-3 months	Add up the numbers you have circled in the section that relates to their age range <u>only</u>	Score less than 13
4-6 months		Score less than 21
7-9 months		Score less than 24
10-12 months		Score less than 21
1-2 years		Score less than 10
2-2.5 years		Score less than 19
2.5 -3 years		Score less than 13
3- 4 years		Score less than 13
4-5 years		Score less than 24
5-6 years		Score less than 19

## PLAY SKILLS

### 12-18 months

Play skills	Circle Appropriate Number		
	Does well	Some difficulty	A lot of difficulty
Children perform one pretend action at a time on themselves, such as pretending to eat, drink, or sleep. Children tend to use toys that look quite realistic (e.g. a plastic toy spoon) or real-life objects (e.g. a real spoon).	3	2	1
Learns through trial and error for instance banging two objects and finding out the sounds it makes	3	2	1
Repeat actions that they have enjoyed	3	2	1
Starts to play with grown-ups and notice other children (although doesn't tend to play with the other children)	3	2	1

### 18 months -2 years

Perform simple pretend actions on toys or people. Children continue to use realistic-looking toys at this stage. Examples of simple pretend play include feeding a doll with a toy fork or making a toy airplane "fly".	3	2	1
Imitate familiar adult actions at this stage, such as pretending to talk on a toy telephone.	3	2	1
Explore things with his mouth.	3	2	1
Likes repetitive actions such as putting objects in and out of boxes	3	2	1
Stacks rings on peg in order of size and builds towers	3	2	1
Activates mechanical toys	3	2	1
Likes to take things apart	3	2	1
Finds objects even when hidden under two or three covers	3	2	1

### 2-2.5 years

Act out a series of pretend actions related to a familiar routine, such as the steps involved in eating or going to bed. For example, the child may get out a toy bowl and spoon, pretend to pour cereal into the bowl, add some milk, and serve it to a doll.	3	2	1
Use less realistic objects at this stage, as long as they are similar in shape to the real object. For example, a toy ball could be used as an apple to feed a doll.	3	2	1
During this stage of play, children will often play alone (solitary play), with toys different from those of others, and be uninterested or unaware of what others around them are doing.	3	2	1
Starts to show some reasoning skills... may still learn by trial and error.	3	2	1
Begins to sort by shape and colour	3	2	1
Shares toys	3	2	1

## PLAY SKILLS continued

### 2.5-3 years

	Circle Appropriate Number		
	Does well	Some difficulty	A lot of difficulty
Less familiar themes enter children's play at this stage. They may pretend about going to the doctor or being a waiter at a restaurant.	3	2	1
Pretend without an object (they can pretend their hand is a cup and drink out of it). Children can also substitute objects that do not resemble the "real thing". For example, a child can pretend a block is a garbage truck on its way to the dump.	3	2	1
Start to move from solitary play to onlooker play: when a child observes others playing but does not join the play. They will frequently engage in other forms of social interactions such as conversations to learn more about the game or play that is going on.	3	2	1
Parallel play will start to develop: children play side-by-side from one another, but there is a lack of group involvement amongst them. They will typically be playing with similar toys and often times mimic one another. Although it looks like there is very little contact between them, these children are learning valuable social skills and actually learn quite a lot from one another.	3	2	1
Can match an object in the hand or room to a picture in a book	3	2	1
Completes 5+ piece puzzle	3	2	1
Often pretends to be a caregiver	3	2	1

### 3-4 years

Between 3-4 years they develop associative play: children will begin to play together, but not focused towards a common goal. A child will be more interested in playing with other children around them than the individual toys they play with. You may find children playing or trading with the same toys or actively talking with or engaging one another, but no rules of play are being set.	3	2	1
Solves small <b>jigsaw puzzles</b> through mixture of thinking and trial and error.	3	2	1
Starts to take turns with other children.	3	2	1
Shows more reasoning skills and asking questions for instance 'why' and 'how'.	3	2	1
Plays imaginatively for instance playing in the home-corner, dressing up and cooking	3	2	1
Between 3-4 years Develops friendships and the preference to play with some, but not all children.	3	2	1

### 4-6 years

Develop cooperative play: where play finally becomes organized into groups and teamwork is seen. Children are now interested in both the people that they are playing with as well as the activity at hand. The group is more formalized with a leader, as well as other assigned roles, and play organizes around accomplishing group goals or specific tasks	3	2	1
Begins to use and understand symbols for instance writing and reading.	3	2	1
Starts to enjoy table-top games; enjoying cutting and pasting	3	2	1
Pretend about imaginary themes now (things which do not really exist or that the child hasn't experienced yet in real life), such as pirates, castles, and superheroes.	3	2	1
Realistic objects and toys are not needed as children can now pretend using gestures, mime, or unrealistic objects.	3	2	1
Language often drives the play at this stage. Children explain their roles and use language to act out their role. For example, a child pretending to be a doctor might say to another child "I'm the doctor, you be the patient, ok? Where does it hurt?"	3	2	1
Between 5 and 6: arranges objects in order according to size	3	2	1
Can complete a simple maze	3	2	1

**Scores for Play Skills & When You Should Consider Consulting a Speech Pathologist, Psychologist, Physiotherapist or Occupational Therapist (Consult Your GP first)**

Age Range	How to Get Their Score	When You Consult a Developmental Professional
12-18 months	Add up the numbers you have circled in the section that relates to their age range <u>only</u>	Score less than 10
18 months-2 years		Score less than 21
2-2.5 years		Score less than 15
2.5 -3 years		Score less than 19
3- 4 years		Score less than 15
4-6 years		Score less than 21

SPEECH SOUNDS			
0-3 months			
Skills that Demonstrate The Development of Their Speech Sounds	Circle Appropriate Number		
	Does well	Some difficulty	A lot of difficulty
Responds to vowels (a,e,i,o,u) more than other speech sounds (consonants)	3	2	1
Enjoys noise makers	3	2	1
Has rhythmic suck-swallow pattern for breast / bottle feeding	3	2	1
Produces sounds such as fussing, crying, burping and cooing	3	2	1
Produces sounds on breathing out with long vowel-like sounds	3	2	1
Makes single vowel sounds e.g. 'ah', 'eh', 'uh'	3	2	1
Can sustain cooing for 15-20 seconds	3	2	1
4-6 months			
Coos in response to music	3	2	1
Begins vocalising 'ma' or 'mu'	3	2	1
Tries to repeat heard sound sequences	3	2	1
Babbling begins	3	2	1
Experiments and plays with sounds by varying pitch, volume and rate (yells, gurgles)	3	2	1
7-9 months			
Produces sounds in one breath	3	2	1
Enjoys imitating sound sequences	3	2	1
Babbles some consonant-vowel combinations in sequence (e.g. babababa)	3	2	1
Imitates sounds: cough, tongue clicking	3	2	1
Increased tongue-tip activity	3	2	1
Babbling shows variation with pitch and loudness changes	3	2	1
10-12 months			
Uses a variety of consonant-vowel combinations in sequence (e.g. bama dateema)	3	2	1
Begins changing babbling to real words	3	2	1
Continues imitating sounds	3	2	1
12-18 months			
Uses m, n, h, b, t, d in babble	3	2	1
Continues to develop vowels	3	2	1
Will leave off some initial consonant sounds in words e.g. they say 'oo' instead of 'shoe'	3	2	1
Will leave off most final consonant sounds in words e.g. they say 'ru' instead of 'rug'	3	2	1
Copies what others are saying without understanding or applying the real meaning (echolalia)	3	2	1
Will use unintelligible speech / their own "language" (jargon)	3	2	1
An unfamiliar adult (not caregiver) should be able to understand 25% of what they say by 18 months	3	2	1

## SPEECH SOUNDS continued

### 18 months-2.5 years

	Circle Appropriate Number		
	Does well	Some difficulty	A lot of difficulty
Use of their own "language" (jargon) peaks	3	2	1
Start using p, b, w, t, d, (in addition to m, n, h) in words (may not always be heard in conversations)	3	2	1
Uses the initial consonants of most words in conversation	3	2	1
Begins to use the final consonants of words more frequently in conversation	3	2	1
Leaves out the middle consonant sounds e.g. 'watering' is said as 'waring' in conversation	3	2	1
By 2 years an unfamiliar adult (not caregiver) should be able to understand 50% of what they say	3	2	1

### 2.5 years-3 years

Is using g, ng (as in swing) in words said by themselves	3	2	1
Can accurately produce m, n, h, p, b, w, t, d in conversations (lots of words joined together) - particularly at the beginning of words	3	2	1
All vowels are said correctly	3	2	1
May still use a little bit of echolalia when there is difficulties in speech	3	2	1
Consistently uses the initial consonants (though some are misarticulated) in conversation	3	2	1
More frequent use of final consonant sounds (closer to 75%) (though some are misarticulated) in conversation	3	2	1
Still tending to leave out most middle consonant sounds in words in conversation	3	2	1
By 3 years an unfamiliar adult (not caregiver) should be able to understand 75% of what they say	3	2	1

### 3-4 years

Increases speech rate	3	2	1
Substitutes sounds e.g. 'tat' instead of 'sat'	3	2	1
May delete a syllable in a multi-syllabic word e.g. 'bufly' instead of 'butterfly'	3	2	1
May simplify words with blends e.g. 'splash' is said as 'spash'	3	2	1
ALL initial sounds and final sounds in words are present (although they may be misarticulated)	3	2	1
The following sounds are emerging in words (in addition to those above): r,l,s, ch, sh, z, zh(as in pleasure)	3	2	1
The following sounds are mastered in conversation: m, n, h, p, b, w, t, d, k, f, g, y	3	2	1
By 4 years an unfamiliar adult (not caregiver) should be able to understand 90-100% of what they say	3	2	1

### 4-5 years

No longer deleting any sounds or syllables	3	2	1
By 5 years majority of sounds are produced correctly (except 'r' may be still being produced as a 'w'; 'th' will still typically produced as a 'f')	3	2	1
Can begin to self-monitor for speech errors (although still developing this skill - not fully developed until 6 years)	3	2	1
By 4.5 years an unfamiliar adult (not caregiver) should be able to understand 100% of what they say	3	2	1

**Scores for Speech Skills & When You Should Consider Consulting a Speech Pathologist  
(Consult Your GP first)**

Age Range	How to Get Their Score	When You Consult a Speech Pathologist
0-3 months	Add up the numbers you have circled in the section that relates to their age range <u>only</u>	Score less than 19
4-6 months		Score less than 13
7-9 months		Score less than 22
10-12 months		Score less than 9
12-18 months		Score less than 19
18 months-2.5 years		Score less than 16
2.5 -3 years		Score less than 22
3- 4 years		Score less than 22
4-5 years		Score less than 10

## STUTTERING

A very small amount of stuttering is normal, but when it becomes an obvious feature for 6 months or more - then be concerned at any age!

Area of Fluency Difficulty	Circle Appropriate Number		
	Little or no evidence of	Moderate evidence of	Frequent evidence of
Repetitions e.g. b-b-b-ball; I want -I want -I want	3	2	1
Blocks i.e. silence when trying to speak	3	2	1
Prolongations e.g. "Wha-a-a-a-a-t's that?"	3	2	1
Physical strain or effort when stuttering	3	2	1
Aware and concerned about their stutter	3	2	1
Gets words (more stutters) when they are excited or try to speak faster	3	2	1

### Scores for Stuttering & When You Should Consider Consulting a Speech Pathologist (Consult Your GP first)

Age Range	How to Get Their Score	When You Consult a Speech Pathologist
Any Age Range	Add up the numbers you have circled	Score of 10 or less

UNDERSTANDING			
1-2 years			
Skills that Demonstrate Understanding	Circle Appropriate Number		
	Does well	Some difficulty	A lot of difficulty
Follows simple directions e.g. put the ball in the box; throw the ball	3	2	1
Uses objects in play appropriately e.g. uses a ball for rolling, throwing, kicking; uses a spoon for feeding; pushes a car	3	2	1
Identifies familiar objects from a group of objects e.g. will give you a ball when asked to get it from a box of toys	3	2	1
Points to familiar objects in photos e.g. points to ball, shoes, cup, bird when asked	3	2	1
Understands words such as Wait', 'stop', 'my turn'	3	2	1
Identifies 3+ body parts on self, teddy bear or others e.g. will point to nose, eyes, feet, mouth when asked	3	2	1
2-3 years			
<i>All of the skills listed in the section above plus:</i>			
Identifies own or other people's items of clothing e.g. on request will identify shoes, shirt, socks, pants	3	2	1
Understand spatial concepts of 'in' 'off' 'out of' e.g. can take a block off the box when asked	3	2	1
Recognises family member names	3	2	1
Recognises actions in pictures e.g. can show you the child who is sleeping or eating in a picture	3	2	1
Understands pronouns 'me' my' 'you' your' e.g. Will respond correctly if asked 'give the toy to me' and you take a cup'	3	2	1
Understands use of an object e.g. can show you what you drink with, or what you wear on your feet	3	2	1
Understand simple descriptive words e.g. big, wet, little	3	2	1
Understands the concepts of 'one' and 'all' e.g. give me all the cups	3	2	1
Can follow two-step directions where the two steps are related e.g. open the box and give me the bear	3	2	1
Understands questions such as 'where?' and 'what's that?'	3	2	1
Shows interest in explanations of 'why' and 'how'	3	2	1
Shows understanding of 'now', 'soon' and later	3	2	1
3-4 years			
<i>All of the skills listed in the section above plus:</i>			
Understands concepts of quantity one, some, rest, all e.g. 'give me one block'	3	2	1
Understands more pronouns e.g. his, her, she, he; will respond correctly when you say 'show me her jacket'	3	2	1
Understands negative sentences e.g. will respond correctly to 'Look at all the toys. Which toys are not in the basket?'	3	2	1
Identifies colours	3	2	1
Start making 'cause and effect' inferences e.g. To the comments 'Sally is hungry, what do you think she is going to do' the child will respond correctly by saying something like 'eat something'	3	2	1
Identifies categories of objects e.g. will group objects or pictures of animals together, or foods when asked	3	2	1
Understands 'more' and 'most' e.g. understands 'who has more ice-cream'	3	2	1

## UNDERSTANDING continued

4-5 years

Circle Appropriate Number

*All of the skills listed in the above section, plus:*

	Does well	Some difficulty	A lot of difficulty
Understands long sentences	3	2	1
Understands concepts of quality e.g. tall, long, short, longest, thin, different shapes (star, square etc.)	3	2	1
Understands more spatial concepts such as 'under' next to 'behind' 'beside' 'in front' e.g. put your slippers under the bed	3	2	1
Understands time concepts of 'night' and 'day'	3	2	1

5-6 years

*All of the skills listed in the above section, plus:*

Can identify the odd one out e.g. will correctly identify that a carrot doesn't belong with a t-shirt, shorts and dress	3	2	1
Understands numbers at least up to 10	3	2	1
Can order pictures or objects from largest / biggest to smallest when requested	3	2	1
Understands quantity concepts of 'half' and 'whole'	3	2	1
Understands time / sequence concepts of 'first', 'last', 'second', 'next'	3	2	1
Comprehends directional commands using 'left' and 'right'	3	2	1

### Scores for Understanding & When You Should Consider Consulting a Speech Pathologist (Consult Your GP first)

Age Range	How to Get Their Score	When You Consult a Speech Pathologist
1-2 years	Add up the numbers you have circled in the section that relates to their age range <u>AND</u> ALL of the sections for the age ranges before their current age range	Score less than 14
2-3 years		Score less than 45
3-4 years		Score less than 63
4-5 years		Score less than 72
5-6 years		Score less than 90

## WORD & SENTENCE USE

### 1-2 years

Skills that Demonstrate The Ability to Put Together an Age-Appropriate 'Sentence'	Circle Appropriate Number		
	Does well	Some difficulty	A lot of difficulty
Able to vocalize without accompanying arm and leg movements	3	2	1
Participates in play routine with another person for 1 to 2 minutes	3	2	1
Can imitate small words e.g. 'mama' ball 'bye-bye' 'doggie' 'bicky'	3	2	1
Moves from using 1 word sentences around 18 months to using 2 word sentences just before 2 years of age e.g. 'more milk'	3	2	1
Uses vocalizations to request objects	3	2	1
Begins using pronouns like 'my' 'me' 'mine' and refers to self by name close to 2 years of age	3	2	1
Uses a minimum of 20 meaningful words by 18 months; should have 50-100 words by close to 2 years (50% of words are nouns)	3	2	1

### 2-3 years

<i>All of the skills listed in the section above plus:</i>			
Uses 'mummy' and 'daddy'	3	2	1
Names objects in photographs e.g. ball, baby, bird, biscuit, shoes, dog, balloon	3	2	1
Uses words more often than gestures to communicate	3	2	1
Asks simple questions using where, what, when, why, how questions e.g. 'where ball?'	3	2	1
Indicates that he or she wants something to happen again e.g. 'more'	3	2	1
Requests assistance	3	2	1
Answers questions with a 'yes' or 'no'	3	2	1
Uses a word to get someone's attention	3	2	1
Uses three and four word sentences	3	2	1
Starts referring to themselves as me rather than by name	3	2	1
Uses number + naming word sentence e.g. two birdy	3	2	1
Uses -ing ending on doing words e.g. running	3	2	1
Uses subject pronouns such as 'he' 'she' 'we' closer to 3 years	3	2	1
Can state first and last name	3	2	1
Can have simple conversations, tell you simple stories or describe events in short books	3	2	1
900+ words in their vocabulary by the time they are close to 3 years	3	2	1

### 3-4 years

<i>All of the skills listed in the section above plus:</i>			
Uses four and five word sentences	3	2	1
Can tell you how an object is used e.g. can tell you what to do with a spoon or towel	3	2	1
Uses quantity concepts e.g. lots, many, some	3	2	1
Answers questions logically e.g. to 'Her hands are dirty. What would you do if your hands were dirty?' they respond 'wash them' or 'clean them'	3	2	1
Uses words that describe the physical state e.g. 'thirsty' hot 'hungry' sleepy 'cold'	3	2	1
Answers hypothetical questions correction e.g. 'What would you do if you can't find your shoes in the morning?'	3	2	1
Uses can't, not, didn't	3	2	1
Identifies primary colours: red, blue, yellow	3	2	1
Counts to 10	3	2	1
Uses more complete doing sentences e.g. I am running, he is sleeping	3	2	1
Talks about more abstract things such as ideas and feelings	3	2	1
1500+ words in their vocabulary by the time they are close to 3 years	3	2	1

## WORD & SENTENCE USE continued

4-5 years

All of the skills listed in the section above plus:	Circle Appropriate Number		
	Does well	Some difficulty	A lot of difficulty
Asks more lengthy who, what, where, why, how questions with the words do or did	3	2	1
Responds correctly to where and why questions e.g. where do you sleep?; why do we wear shoes?	3	2	1
Completes analogies e.g. 'You cry when you're sad. What do you do when you're happy?'	3	2	1
Can name objects from descriptions e.g. 'What do you call an animal that chases mice, has whiskers and says meow?'	3	2	1
Names categories of objects e.g. will name 'sandwich' chips' 'apple' 'pizza' as food	3	2	1
Uses qualitative concepts 'short' and 'long' little'	3	2	1
Can talk in past tense e.g. 'She washed her hands.'	3	2	1
Will use 'because,' 'when,' 'if,' 'so' in sentences	3	2	1
Uses the words 'before' and 'after'	3	2	1
Uses comparatives e.g. small-smaller	3	2	1
Longer and more complex sentences, but may still have some grammatical errors e.g. The dog ranned around the house before it eated.	3	2	1
Ends conversations appropriately	3	2	1
Close to 5 years of age has 2500+ words in vocabulary	3	2	1

5-6 years

All of the skills listed in the above section, plus:			
Has long (8+ words) grammatically correct sentences that make complete sense	3	2	1
Will use correct irregular plurals (e.g. 1 fish/2 fish) and past tense doing words (e.g. ran, ate)	3	2	1
Uses superlatives (-est) e.g. biggest	3	2	1
Will at -er on to the end of doing words to form naming words e.g. teacher	3	2	1
Describes how things might be similar e.g. the bird and the plane both fly in the sky	3	2	1
Can complete similes e.g. I can swim like a fish, It's as cold as ice	3	2	1
Will correct people who've said the wrong thing e.g. If you point to a girl and say "he is funny" the child will correct you by saying that 'she' is the right word to say	3	2	1

### Scores for Word & Sentence Use & When You Should Consider Consulting a Speech Pathologist (Consult Your GP first)

Age Range	How to Get Their Score	When You Consult a Speech Pathologist
1-2 years	Add up the numbers you have circled in the section that relates to their age range <u>AND</u> ALL of the sections for the age ranges before their current age range	Score less than 18
2-3 years		Score less than 63
3-4 years		Score less than 99
4-5 years		Score less than 138
5-6 years		Score less than 157

## EARLY SKILLS FOR READING & WRITING

### 1-2 years

Skills that Demonstrate Interest / Skills in Literacy	Circle Appropriate Number		
	Does well	Some difficulty	A lot of difficulty
Recognise who is talking without seeing the person, turn towards / search for sudden sounds, identify the difference between a speech sound and an environmental sound, respond physically to music	3	2	1
Scribble spontaneously	3	2	1
Will sit for at least 1 small book and can turn one page at a time	3	2	1
Answers simple questions about a picture or books	3	2	1
Responds when called from another room	3	2	1
Holds the book in the correct orientation	3	2	1

### 2-3 years

<i>All of the skills listed in the section above plus:</i>			
Has the visual processing / cognition to complete 5+ piece puzzle	3	2	1
Answers simple questions about a story that wasn't necessarily in a book (e.g. a personal event)	3	2	1
Remembers what was heard in the correct order e.g. 'Put the fish in the water and the turtle in the grass'	3	2	1
Will hold a book upright	3	2	1
Fills in words that you leave out of a familiar story & protests when the reader says a wrong word	3	2	1
"Reads" to self	3	2	1
May recite phrases and stories	3	2	1
Starts to tell stories considered "Heaps" - a collection of unrelated ideas	3	2	1
Starts to tell stories considered "Sequences" - includes a central character, topic or setting	3	2	1

### 3-4 years

<i>All of the skills listed in the section above plus:</i>			
Can trace / copy figures (e.g. square)	3	2	1
Can draw somewhat recognizable figure that is meaningful to the child - if not to the adult	3	2	1
Listens attentively and retells stories	3	2	1
Can segment sentences into words	3	2	1
Hear stress in words e.g. That is not <i>yours</i> , it's <i>mine</i>	3	2	1
Listens to longer books	3	2	1
Retells familiar story	3	2	1
"Writes" name (scribbled)	3	2	1
They start creating descriptive and action sequence stories with characters, setting and some actions (but not necessarily a central character).	3	2	1

## EARLY SKILLS FOR READING & WRITING

4-5 years

All of the skills listed in the section above plus:	Circle Appropriate Number		
	Does well	Some difficulty	A lot of difficulty
Draws more recognisable picture	3	2	1
Copies more complex figures (e.g. triangle)	3	2	1
Can predict story from book cover	3	2	1
Recalls 5 + facts from a familiar story	3	2	1
Can segment words into syllables	3	2	1
Can discriminate between 2 similar sounding words e.g. Cate and Cake	3	2	1
Can identify rhyme	3	2	1
Can identify the first and last sounds in words	3	2	1
Can give you more words that start with the same sound e.g. kitten and cake both start with a 'c/k'	3	2	1
Says letters of alphabet	3	2	1
Understands letters on a page represent a spoken word	3	2	1
They start to tell stories with a cause-effect element (problem leading to actions)	3	2	1

5-6 years

All of the skills listed in the section above plus:			
Can segment words into the first, middle and last sounds of words	3	2	1
Can complete phoneme deletion tasks e.g. what is cat without the 'c'	3	2	1
Can phoneme blend e.g. what is c-a-t	3	2	1
Recognises and can reproduce many shapes, letters and numbers	3	2	1
Begins to read and write, distinguishing capitals and lowercase	3	2	1
Uses invented spelling	3	2	1
Learns letter-sound associations (phonics)	3	2	1
Able to produce rhyme	3	2	1
They start to tell stories that have a central character with logical sequence of events; often the central character is going on some sort of adventure.	3	2	1

### Scores for Early Reading & Writing When You Should Consider Consulting a Speech Pathologist (Consult Your GP first)

Age Range	How to Get Their Score	When You Consult a Speech Pathologist
1-2 years	Add up the numbers you have circled in the section that relates to their age range <u>AND</u> ALL of the sections for the age ranges before their current age range	Score less than 15
2-3 years		Score less than 41
3-4 years		Score less than 68
4-5 years		Score less than 102
5-6 years		Score less than 128