

# Language Development

Age	Intention
1;6	Exclamation and call
1;9	Ostention (naming)
2;0	Wanting, direct request, and statement
2;6	Content Question
2;9	Prohibition, intention, content response, expressive state, and elicited repetition
3;0	Yes/no question, verbal accompaniment, and contingent query
3;9	Request permission
4;0	Suggestion
4;6	Physical justification
4;9	Offer and indirect request

Adapted from Wells (1985) - in Owens (1996). Language development: An introduction, ed.4.

## Order of Acquisition Physical Relationships

- Hard/soft
- Big/little, heavy/short
- Tall/short, long/short
- Large/small
- High/low
- Thick/thin
- Wide/narrow
- Deep/Shallow

Source: Owens (1996). Language development: An introduction, ed.4

## Development of Comprehension of location and Temporal Relationships

Age	Relationships Understood
2;0	Locational preposition <i>in</i> and <i>on</i>
3;0	Locational preposition <i>under</i>
3;4	Locational preposition <i>next to</i>
4;0 (approx.)	Locational prepositions <i>behind</i> , <i>in back of</i> , and <i>in front of</i> ; difficulty with <i>above</i> , <i>below</i> , and <i>at the bottom of</i> ; kinship terms <i>mother</i> , <i>father</i> , <i>sister</i> , and <i>brother</i>
5;0	Temporal terms <i>before</i> and <i>after</i>
5;0+ (school-age)	Additional locational prepositions in temporal expressions, such as <i>in a week</i> ; most major kinship terms by age ten; more precise locational directives reference the body ( <i>left</i> and <i>right</i> ).

## Development of Pronouns

Age	Pronouns
1;0 – 2;2	I, it (subjective and objective)
2;3 – 2;6	My, me, mine, you
2;7 – 2;9	Your, she, he, yours, we
2;10 – 3;4	They, us, hers, his, them, her
3;5 – 3;10	Its, our, him, myself, yourself, ours, their, theirs
3;11+	Herself, himself, itself, ourselves, yourselves, themselves

Source: Adapted from Haas & Owens (1985); Huxley (1970); Morehead & Ingram (1973); Waterman & Schatz (1982); and Wells (1985)

## Development of Irregular Past-Tense Verbs

Age	Verb
3;0 – 3;5	<i>hit, hurt</i>
3;6 – 3;11	<i>went</i>
4;0 – 4;5	<i>saw</i>
4;6 – 4;11	<i>Gave, ate</i>
5;0 – 5;5	<i>took, fell, broke, found</i>
5;6 – 5;11	<i>came, made, threw, sat</i>
6;0 – 6;5	<i>ran, flew, wore, wrote, cut, fed, drove, bit</i>
6;6 – 6;11	<i>blew, read, short, rode</i>
7;0 – 7;5	<i>drank</i>
7;6 – 7;11	<i>hid, rang, slept, drew, dug, swam</i>
8;0 – 8;5	<i>left, caught, slid, hung</i>
8;6 – 8;11	<i>sent, shook, built</i>

Note: nine words did not reach criterion by 8;5 through 8;11 years. These were: *bent, chose, fought, held, sang, stood, swang, and swept*.  
Source: Taken from Shipley, Maddox, & Driver (1991)  
\* Age at which 80% of children use verb correctly in sentence completion task.

## Development of Production of Time and Reference

- By age 1½ to 3, children are able to speak of events in the past as well as the present.
- Around age 3 to 3½, the child develops a reference other than the present. Thus, an even may be described in a limited manner from the reference of the past, present, or future.
- By age 3½ to 4, the child develops a flexible system that enables her to describe events in the past, present, or future from the perspective of all three times. Source: Adapted from Weist (1986)

Morpheme	Example	Age Range of Mastery*
Present progressive <i>-ing</i> , (no auxiliary verb)	Mummy <i>driving</i> .	1;7 – 2;4
<i>In</i>	Ball <i>in</i> cup	2;3 – 2;6
<i>On</i>	Doggie <i>on</i> sofa	2;3 – 2;6
Regular plural <i>-s</i>	Kitties eat my ice cream (eg cats, dogs, wishes etc)	2;0 – 2;9
Irregular past	<i>Came, fell, broke, sat, went</i>	2;1 – 3;10
Possessive <i>'s</i>	Mummy's balloon broke	2;2 – 3;4
Articles	I see <i>a</i> kitty. I throw <i>the</i> ball to daddy.	2;4 – 3;10
Regular past <i>-ed</i>	Mummy <i>pulled</i> the wagon.	2;2 – 4;0
Regular third person <i>-s</i>	Kathy <i>hits</i> .	2;2 – 3;10
Irregular third person	<i>Does, has</i>	2;4 – 4;2
Contractible copula	Man's big. Man <i>is</i> big.	2;5 – 4;1
Contractible auxiliary	Daddy's drinking juice. Daddy <i>is</i> drinking juice.	2;6 – 4;2

\* Use correctly 90% of the time in obligatory contexts. Source: Adapted from Bellugi (1984); R. Crown (1979); J. Miller (1991) in Owens (1996). Language development: An introduction, ed.4.

## Development of Speech Sounds

Used with Permission - <http://www.speech-language-therapy.com/Table4.htm>

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Age by which 75% of children accurately use the speech sound listed	Speech sounds
3 years	h as in he zh as in measure y as in yes w as in we ng as in sing m as in me n as in no p as in up k as in car t as in to b as in be g as in go d as in do
3 years 6 months	f as in if
4 years	l as in lay sh as in she ch as in chew
4 years 6 months	j as in jaw s as in so z as in is
5 years	r as in red
6 years	v as in Vegemite
8 years	th as in this
8 years 6 months	th as in thing

Bowen, C. (1998). Developmental phonological disorders. A practical guide for families and teachers. Melbourne: ACER Press. Grunwell, P. (1997). Natural phonology. In M. Ball & R. Kent (Eds.), The new phonologies: Developments in clinical linguistics. San Deigo: Singular Publishing Group, Inc.  
Kilminster, M.G.E., & Laird, E.M. (1978) Articulation development in children aged three to nine years. Australian Journal of Human Communication Disorders, 6, 1, 23-30.

## Development of Phonological Awareness

Word Level	
Blending	blend 2 words into 1
Segmenting	segment compound words into 2 words
Deletion	delete words from compound words
Syllable Level	
Blending	blend syllables to make a word
Segmenting	segment words into syllables
Deletion	delete syllables from words
Manipulation	change syllables in a word
Onset-Rime Level	
Judgement	identify matching rhyming words
Blending	blend the 1st speech sounds into words
Segmenting	identify the initial sound
Rhyme Generation	thinking of words that rhyme
Word Generation	generate words given the initial sound
Deletion	delete the initial sound
Manipulation	substitute initial sounds
Phoneme Level	
Judgement	identify the final sound in words
Blending	blend a given sequence of phonemes
Segmenting	segment words into phonemes
Word Generation	generate words given the final sound
Deletion	delete phonemes from words (not 1st sounds)
Manipulation	substitute phonemes in words (not 1st sounds)



## Applebee's Stages Development of Narrative

	Indicators	Example
<b>2 yrs</b> <b>Stage 1</b> Pre-Narrative: Heaps	<ul style="list-style-type: none"> <li>Simple sentences, usually present tense</li> <li>Children label and describe objects, actions, events and activities</li> <li>No relationship between statements</li> <li>No central theme/organisation</li> </ul>	<p>I have a cat. I have a budgie. My dog's name is Spot. Grandma lives with us.</p>
<b>2-3yrs</b> <b>Stage 2</b> Pre-Narrative: Sequences	<ul style="list-style-type: none"> <li>Some association between characters and events</li> <li>No temporal order</li> <li>No overall plot</li> <li>Sequencing is unplanned</li> </ul>	<p>We went to the zoo. I saw a giraffe. He had a long neck. He likes to eat leaves.</p>
<b>3yrs - 4yrs</b> <b>Stage 3</b> Primitive Narrative	<ul style="list-style-type: none"> <li>Statements, characters, actions and events relate to an overall theme</li> <li>Causality may not be recognised but outcomes are included</li> <li>Usually a core person/event</li> <li>Stories usually have an initiating event, an attempt/action and a consequence</li> </ul>	<p>My dog is called Spot. Sometimes he is very bad. He digs up the garden and looks for bones. Daddy tells him to stop and Spot looks sad.</p>
<b>4 - 5 yrs</b> <b>Stage 4</b> Unfocussed Chains	<ul style="list-style-type: none"> <li>Statements are linked sequentially</li> <li>Cause-effect relationships are present</li> <li>A lot of information may be presented</li> <li>Has simple coordination eg: and, and then</li> <li>Focus is on relating statements to each other, not developing central theme/plot</li> </ul>	<p>A wildcat. Then a horse came. Then they had a fight. Then the wildcat was dead. Then the horse went off. Then he met another horse. It was a lady horse. Then they lived with each other. Then another wildcat came. He was the father of the wildcats. He fixed up the father horse and he was dead. They eated him all up. The other cried. Then she washed the clothes. Then a donkey came along. The donkey married the horse.</p>
<b>5yrs - 7 yrs</b> <b>Stage 5</b> Focussed Chains	<ul style="list-style-type: none"> <li>Cause-effect relationships are stronger</li> <li>Events are weakly linked to an overall plot</li> <li>Maybe not strong ties between beginning, middle and end components</li> <li>Endings may be abrupt</li> <li>Plan or character motivation emerging</li> </ul>	<p>Davy Crockett was walking in the woods, then he swimmied in the water to get to the other side. Then there was a boat that picked him up. Then he got to the other side. He went into the woods. He was in a place where the Indians came. The Indians came and got him. Then he got loose. The Indians let him loose.</p>
<b>8 - 12 years</b> <b>Stage 6</b> True Narratives	<ul style="list-style-type: none"> <li>All events, sequences and cause-effect relationships are centred around an overall theme with a well-developed plot</li> <li>Beginning, middle and end all relate to each other and to the theme</li> <li>Include a central character, planning, motives, multiple episodes and action sequences</li> <li>All events flow logically in temporal order</li> <li>Endings are well-formed and involve a resolution to a problem</li> </ul>	<p>There was a little boy. And he wanted to get a frog. And he brought his dog. He saw a frog in the pond. He ran to catch it. But he tripped over a log. And he fell in the water. But instead, he caught his dog. When he was what he caught, he was mad. The little boy, he yelled to the frog. Then the boy went home and left the frog. The frog was sad alone. The he followed the boy's footprints until he got into the house. Then he kept following them into the bathroom where the little boy took a bath with his dog. 'Hi,' said the frog. Then the frog jumped in the tub. And they were all happy together.</p>