

Child Development Chart—First Five Years

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	SOCIAL	SELF-HELP	GROSS MOTOR	FINE MOTOR	LANGUAGE
5 YRS TO 4 YRS	Shows leadership among children. Follows simple game rules in board games or card games.	Goes to the toilet without help. Usually looks both ways before crossing street. Buttons one or more buttons.	Swings on swing, pumping by self. Skips or makes running "broad jumps." Hops around on one foot without support.	Prints first name. Draws a person that has at least three parts-head, eyes, nose, mouth, etc. Draws recognizable pictures.	Tells meaning of familiar words. Reads a few letters (five +). Follows a series of three simple instructions.
4 YRS TO 3 YRS	Protective toward younger children. Plays cooperatively, with minimum conflict and supervision. Gives directions to other children.	Dresses and undresses without help, except for tying shoelaces. Washes face without help. Toilet trained.	Hops on one foot, without support. Rides around on a tricycle, using pedals.	Cuts across paper with small scissors. Draws or copies a complete circle.	Understands concepts—size, number, shape. Counts to five or more objects when asked, "How many?" Identifies four colours correctly. Combines sentences with the words "and," "or," or "but."
3 YRS TO 2 YRS	Plays a role in "pretend" games: mom-dad, teacher, space pilot. Plays with other children—cars, dolls, building. "Helps" with simple household tasks.	Dresses self with help. Washes and dries hands. Opens door by turning knob.	Walks up and down stairs-one foot per step. Stands on one foot without support. Climbs on play equipment-ladders, slides.	Cuts with small scissors. Draws or copies vertical lines. Scribbles with circular motion.	Understands four prepositions—in, on, under, beside. Talks clearly-is understandable most of the time. Talks in two-three word phrases or sentences.
2 YRS TO 18 MOS	Usually responds to correction-stops. Shows sympathy to other children, tries to comfort them. Sometimes says, "No" when interfered with.	Takes off open coat or shirt without help. Eats with spoon, spilling little. Eats with fork.	Walks up and down stairs alone. Runs well, seldom falls. Kicks a ball forward.	Turns pages of picture books, one at a time. Builds towers of four or more blocks.	Follows two-part instructions. Uses at least ten words. Follows simple instructions.
18 MOS TO 12 MOS	Greets people with "Hi" or similar. Gives hugs or kisses. Wants stuffed animal, doll, or blanket in bed.	Insists on doing things by self such as feeding. Feeds self with a spoon. Lifts cup to mouth and drinks.	Runs. Walks without help. Stands without support.	Scribbles with crayon. Picks up two small toys in one hand. Stacks two or more blocks.	Asks for food or drink with words. Talks in single words. Follows simple instructions.
12 MOS TO 9 MOS	Plays patty-cake. Plays social games, peek-a-boo, bye-bye.	Picks up spoon by handle.	Walks around furniture or crib while holding on. Crawls around on hands and knees.	Picks up small object—precise thumb and finger grasp.	Understands words like "No," "Stop," or "All gone." Word sounds—says "ma-ma" or "Da-da."
9 MOS TO 6 MOS	Pushes things away he/she does not want. Reaches for familiar persons.	Feeds cracker to self.	Sits alone . . .steady, without support. Rolls over from back to stomach.	Picks up object with thumb and finger grasp. Transfers toy from one hand to the other.	Wide range of vocalizations (vowel sounds, consonant-vowel combinations). Responds to name—turns and looks.
6 MOS TO BIRTH	Distinguishes mother from others. Social smile.	Comforts self with thumb or pacifier. Reacts to sight of bottle or breast.	Turns around when lying on stomach. Lifts head and chest when lying on stomach.	Picks up toy with one hand. Looks at and reaches for faces and toys.	Vocalizes spontaneously, social. Reacts to voices. Vocalizes, coos, chuckles.

Remember that children develop at different rates and this is only a general guide. If you have concerns about your child's development contact a professional.

Name: _____





































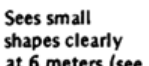






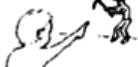
Birth date: _____

Date: _____

EVALUATION OF A CHILD'S LEVEL OF *PHYSICAL* DEVELOPMENT

Note: Although on these guides physical and mental skills are separated, the two are often closely interrelated.

These charts show roughly the average age that a normal child develops different skills. But there is great variation within what is normal.

PHYSICAL DEVELOPMENT	Average age skills begin	3 months	6 months	9 months	1 year	2 years	3 years	5 years		
Head and trunk control	 lifts head part way up	 holds head up briefly	 holds head up high and well	 holds up head and shoulders	 turns head and shifts weight	 holds head up well when lifted	 moves and holds head easily in all directions			
Rolling		 rolls belly to back	 rolls back to belly	 rolls over and over easily in play						
Sitting		 sits only with full support	 sits with some support	 sits with hand support	 begins to sit without support	 sits well without support				
Crawling and walking		 begins to creep	 scoots or crawls	 pulls to standing	 takes steps	 walks	 runs	 can walk on tiptoe and on heels	 walks easily backward	 hops on one foot
Arm and hand control	 grips finger put into hand	 begins to reach towards objects	 reaches and grasps with whole hand	 passes object from one hand to other	 grasps with thumb and forefinger	 easily moves fingers back and forth from nose to moving object	 throws and catches ball			
Seeing	 follows close object with eyes	 enjoys bright colors/shapes	 recognizes different faces	 eyes focus on far object	 looks at small things/pictures	 Sees small shapes clearly at 6 meters (see p. 453 for test).	 Sees a sign			
Hearing	 moves or cries at a loud noise	 turns head to sounds	 responds to mother's voice	 enjoys rhythmic music	 understands simple words	 hears clearly and understands most simple language				



Speech, Language and Communication Development Chart

Age	Attention and Listening	Understanding (Receptive language)	Communicating (Expressive Language)	Social Communication and use of language	Speech Sounds	Play
0-11 months	<ul style="list-style-type: none"> • Turns towards sounds and locates a range of sounds accurately • By 6m can pay fleeting attention but easily distracted by new event • Stops and looks when hears own name • Is intrigued by new events and actions • Listens to, distinguishes, and responds to intonations and the sounds of voices 	<ul style="list-style-type: none"> • By 6m responds to different tones of voice • Recognises parent's voice • By 10m stops and looks when hears own name • By end of 1st year, begins to understand frequently used words such as "<i>all gone</i>", "<i>bye bye</i>", "<i>no</i>" • Understands single signs 	<ul style="list-style-type: none"> • Communicates in a variety of ways including smiling, gurgling, crying, making sounds • By 6m will engage in sound play with familiar adult • Babbling in strings of connected but different sounds, <i>e.g. 'ba-da-ga'</i> • By 12m, may hear "word" like utterances <i>e.g. "dada", "mama", "gogo"</i> • Can point to object or activity to express wants and needs • May have 1 -5 "words" by 12m, related to child's own world and functional needs 	<ul style="list-style-type: none"> • Gazes at faces and copies facial movements <i>e.g. sticking out tongue</i> • Makes sounds with their voice for social interaction • By 12m uses voice, gesture, eye contact & facial expression to make contact with people and keep their attention • Initiates an interaction with adult 	<ul style="list-style-type: none"> • Babbles with range of sound combinations • By 12m consonants such as "b, d, g, m, n, w" predominate 	<ul style="list-style-type: none"> • Exploratory play; mouths, bangs, shakes objects • By 12m, relates 2 objects, <i>e.g. spoon in cup</i> • Plays alone with toys
8-20 months	<ul style="list-style-type: none"> • Likes to listen to a wide variety of sounds • By 12m concentrates on most powerful stimulus, difficult to re-focus • Is easily distracted by noises or other people talking • By 18m will attend to own choice of activity, tolerates limited intervention 	<ul style="list-style-type: none"> • By 12m understands key words in phrase <i>e.g. "Where's your nose?"</i> • By 12m recognises photos of familiar people and objects • Understands simple words in context and understands more than they can say • Understands naming words <i>e.g. shoe, ball</i> 	<ul style="list-style-type: none"> • Creates personal words as begins to develop language • Uses around 10-20 single words although these may not be clear • Beginning to use words for a range of purposes 	<ul style="list-style-type: none"> • Likes being with familiar adults and watches and copies their body language including gesture and pointing • Realises that their voice and actions have an effect on others • Use pointing with eye gaze to share an interest and make a request 	<ul style="list-style-type: none"> • Speech consists of mix of "jargon" and some real words • May be difficult to understand 	<ul style="list-style-type: none"> • Repeats actions that were enjoyed • Begins "pretend" play with toys <i>e.g. gives doll a drink</i> • Involves others in pretend play
16-26 months	<ul style="list-style-type: none"> • Listens to and enjoys rhythmic patterns in rhymes and stories • Starts to focus on an activity of own choice • Responds to own name and can move attention briefly and then re-focus • Single channelled attention 	<ul style="list-style-type: none"> • Understands action words <i>e.g. "sleep", "jump"</i> • By 2y, understands simple instructions/phrases when context apparent, <i>e.g. "get mummy's shoes"</i> • Understands instructions with 2 key words (or signs) <i>e.g. "make teddy jump"</i> 	<ul style="list-style-type: none"> • By 24m beginning to put 2 words(or signs) together <i>e.g. "Mummy's car", "more juice"</i> • Uses different types of everyday words, nouns, adjectives, verbs • Uses up to 50 words • Asks questions <i>e.g. "where drink?"</i> 	<ul style="list-style-type: none"> • Interested in stories, songs and rhymes • Begins to express feelings 	<ul style="list-style-type: none"> • By 2y6m starting to use "f, s, sh" • Immaturities heard <i>e.g. "tar" for "car" "pu" for "spoon"</i> 	<ul style="list-style-type: none"> • Starts to demonstrate 2 part play sequence <i>e.g. drives car to petrol station + fills petrol</i> • Beginning to play with miniature toys <i>e.g. small world</i>