



SPEECH SERVICES SYDNEY & COAST

Speech and Language Developmental Milestones

| Receptive Language (Understanding skills; following instructions and answering questions) | |
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| Age of Acquisition (Years) | Listening Skill Milestones |
| 5-6 | <ul style="list-style-type: none">- Hear and repeat sounds in a sequence- Listen with interest to stories read aloud- Follow one and two step instructions/directions- Use pre-reading skills- Retell, re-enact or dramatize a story read to or by student- Make predictions and confirm after reading or listening to text- Can tell what is happening in a picture |
| 6-7 | <ul style="list-style-type: none">- Listen attentively and ask questions for clarification and understanding- Give restate, and follow simple two-step instructions/directions- Respond to questions designed to aid general comprehension- Inferences and interpretations- Respond to who, what when, where, why and how questions and discusses main idea of what is read- Can apply basic use of semantic and syntax cues |
| 7-8 | <ul style="list-style-type: none">- Give, restate and follow simple two-and three step instructions/directions- Ask and respond to questions to aid comprehension about important elements of fiction and nonfiction- Make inferences about events, characters, and ideas in fictional texts by connecting knowledge and experience to story.- Produce oral or written summaries of text selections- Integrates the use of semantics and syntax cues to gain meaning from text |



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**Expressive Language
(Using language; Vocabulary, Sentence and Grammatical Skills)**

| Age of Acquisition (Years) | Vocabulary Development Milestones |
|----------------------------|---|
| 5-6 | <ul style="list-style-type: none">- Knows time concepts (early, tomorrow etc.)- Labels common objects by use and function- Uses new vocabulary and language in own writing |
| 6-7 | <ul style="list-style-type: none">- Uses and understands many location prepositions (on top, above between)- Knows common opposites e.g. hard-soft- Tells stories about past events- Can name position e.g. first, second, third- Increases on vocab by listening to and reading a variety of literature- Uses new vocabulary and language in own speech and writing- Classify categories of words |
| 7-8 | <ul style="list-style-type: none">- Knows seasons, and categories such as holidays, liquids, punctuation, planets, etc.- Labels curriculum objects and function- Knows curriculum opposites and synonyms- Uses more complex location prepositions e.g. through- Knows basic idioms and metaphors- Synonyms, antonyms and homonyms – understand and explain commons- Affixes – know the meaning of simple prefixes (e.g. anti-) and suffixes (-able) |



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| Age of Acquisition (Years) | Sentence Structure Milestones |
|----------------------------|--|
| 5-6 | <ul style="list-style-type: none">- Sentence in conversation should average 4.5-7 words- Simple sentences are complete- Uses and understands some complex sentences |
| 6-7 | <ul style="list-style-type: none">- Sentences averaging 6-8 words- Uses and understands past and future tense consistently- Usually demonstrates complete and some complex sentences |
| 7-8 | <ul style="list-style-type: none">- Sentence in conversation should average 7-9 words- Use of complete sentences- Uses primarily complex sentences with conjunctions, clauses and/or embedding- Uses correct word order (particularly in questions) |

| Age of Acquisition (Years) | Grammar Milestones |
|----------------------------|--|
| 5-6 | <ul style="list-style-type: none">- Spelling: Recognising that letters have different sounds; recognise and record beginning and ending sounds in words |
| 6-7 | <ul style="list-style-type: none">- Recognise and use appropriate nouns, verbs and adjectives in writing- Demonstrate appropriate punctuation- exclamation points and question marks at end of sentences- Spell correctly three-four letter words and grade level appropriate sight words |
| 7-8 | <ul style="list-style-type: none">- Recognise and use appropriate nouns, verbs and adjectives in writing- Appropriate punctuation – end use, commas, apostrophes, quotation marks and common abbreviations- Spell correctly words with short and long vowel sounds, and consonant-vowel patterns- Spell frequently used words with irregular spelling patterns- Spell prefixes and suffixes correctly- Recognise the use of homophones/homonyms in spelling |



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**Speech Sounds
(Speech Clarity; Articulation and Phonology)**

| Age of Acquisition | Speech Sounds |
|--------------------------|---|
| 3 years | <ul style="list-style-type: none">- /h/ as in <u>h</u>e- /zh/ as in mea<u>z</u>ure- /y/ as in <u>y</u>es- /w/ as in <u>w</u>e- /ng/ as in <u>ng</u>- /m/ as in <u>m</u>e- /n/ as in <u>n</u>o- /p/ as in <u>p</u>up- /k/ as in <u>c</u>ar- /t/ as in <u>t</u>o- /b/ as in <u>b</u>e- /g/ as in <u>g</u>o- /d/ as in <u>d</u>o |
| 3 years, 6 months | <ul style="list-style-type: none">- /f/ as in <u>f</u>i |
| 4 years | <ul style="list-style-type: none">- /l/ as in <u>l</u>ay- /sh/ as in <u>sh</u>e- /ch/ as in <u>ch</u>ew |
| 4 years, 6 months | <ul style="list-style-type: none">- /j/ as in <u>j</u>aw- /s/ as in <u>s</u>o- /z/ as in <u>z</u>is |
| 5 years | <ul style="list-style-type: none">- /r/ as in <u>r</u>ed |
| 6 years | <ul style="list-style-type: none">- /v/ as in <u>v</u>egemite |
| 8 years | <ul style="list-style-type: none">- /th/ as in <u>th</u>is |
| 8 years, 6 months | <ul style="list-style-type: none">- /th/ as in <u>th</u>ing |