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If your child is **not** doing the following at the appropriate age consider a referral to a Speech Language Pathologist

A 12 month old should:

- Recognize their name
- Understand “no”
- Babble
- Try to imitate familiar words
- Use several words – “mama”, “bye”, “dada”
- Share a toy upon request

An 18 month old should:

- Use 10 to 20 words
- Use 2 words together – “Mommy bye-bye”, “More banana”
- Knows body parts – toes, eyes, nose
- Points to show wants and get attention of others
- Follows simple commands – “Bring me \_\_\_”, “Put the \_\_\_ in the \_\_\_\_.”
- Recognize pictures of familiar people and objects

A 24 month old should:

- Say around 300 words
- Use 2 to 3 words in a sentence
- Use words to make their needs known
- Understand simple questions
- Follow simple directions
- Know 10 body parts
- Ask questions

A three year old should:

- Tell stories or relay an idea to others
- Use sentences 3 to 4 words long
- Sing songs
- Match primary colors and name one color
- Make the following sounds in words – p, b, m, n, k, g, w, h
- Ask frequent “what” questions

A four year old should:

- Use sentences 4 to 5 words long
- Begin to use complex sentences
- Use past tense verbs correctly
- Identify 4 to 5 colors and shapes
- Asks “who” and “why” questions
- Follow directions with objects that are not present - “Go get your shoes and come to the door”
- Make the following sounds in words –ing, f, y, p, b, m, n, k, g, w, h

A five year old should:

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- ❑ Use a variety of complex sentences 5 to 6 words long
  - ❑ Be able to define an object by its' use – “You eat with a fork”
  - ❑ Know spatial concepts - on top, under, behind, far, near
  - ❑ Know common opposites – big/little, hard/soft
  - ❑ Understand “same” and “different”
  - ❑ Count 10 objects
  - ❑ Use future, present and past tense verbs
  - ❑ Use most speech sound correctly but may still have difficulty with t, v, l, th, j, z, s, r and zh (as in measure)

A six year old should:

- ❑ Use correct sound productions
- ❑ Use adult-like grammar in sentences and conversations
- ❑ Understand more complex concepts – away, toward, through, between, yesterday, today and tomorrow
- ❑ Tell complex stories with 4 or 5 parts
- ❑ Be able to predict what will happen next in a sequence of events
- ❑ Ask may why and how questions

General red flags for referral are when a child is different from his peers in that he/she is:

- ❑ Difficult for classmates and teachers to understand
- ❑ Having trouble following directions
- ❑ Not understanding what he hears
- ❑ Can't understand classroom vocabulary
- ❑ Unable to express wants and needs
- ❑ Having a difficult time socializing and interacting with peers
- ❑ Experiencing difficulty learning to read
- ❑ Having a hard time with written language

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