

Stages of Speech and Language Development

	Listening and attention	Understanding	Speech sounds and talk	Social skills
Up to 3 months 	- Turns head to a familiar sound - Startled by loud noises	- Recognises parent's voice - Often responds by familiar sounds or movements, e.g. coo and cry	- Frequently cries, especially when uncomfortable or uncomfortable - Makes some sounds, e.g. cooing, gurgling	- Responds to sounds and makes some movements, e.g. sticking out tongue - Makes eye contact for feeding or comfort
3 – 6 months 	Reaches face when someone talks	Shows excitement at sound of approaching words	- Makes much noise in get attention - Makes sounds like when talking to - Laughs, burps, coos - Responds to song	- Responds differently to parent's speech and may respond differently, for example, smile, coo, laugh - Shows different ways to express different needs
6 – 12 months 	- Looks at source of sound with interest - Focuses on different sounds, e.g. telephone, domestic noise	- Understands simple words such as 'no', 'all gone', 'hot', 'cold', 'bye-bye' - Shows what he/she wants with noise, e.g. 'mama' when mother is near - Understands simple words when responding to questions with interest	- Uses speech sounds (babbling) to get attention and may sound like 'ba-ba, ma-ma, ga-ga' - Shows babbling when mother is near - Uses gestures such as reaching to something to help communication - Responds to simple words and gestures, e.g. 'Mummy', 'Daddy', 'bye-bye'	- Shows when happy and upset - Shows eye contact and speech and responsiveness - Shows 'mama' and 'daddy' (babbling)
12 – 15 months 	- Attends to music and singing - Imitates sound-making independently	- Understands simple words in context, e.g. 'good', 'milk', 'daddy', when they appear in them - Understands more words than they can use - Understands simple instructions, e.g. 'Take something', 'Give to daddy', 'Stop'	- Repeats up to 10 single words, although these are mostly 'mama' and 'daddy' - Repeats or points to something they want when making speech sounds	- Interacting with familiar adults - Uses reaching out for short periods of time
15 – 18 months 	Shows independent response when asked questions, e.g. 'How, just on your own', 'Mummy', 'Daddy'	- Understands a wide range of single words and simple instructions, e.g. 'Give me', 'What is', 'Bring me', 'Put it down' - Recognises and points to objects and pictures in books or cards - Shows some simple words in adult, e.g. 'milk', 'daddy', 'daddy', 'daddy'	- Has at least 50 words and uses 20 single words to make simple sentences, e.g. 'Mama', 'Daddy', 'Give me', 'What is', 'Bring me', 'Put it down' - Shows some simple words in adult, e.g. 'milk', 'daddy', 'daddy', 'daddy'	- Shows some simple words in adult, e.g. 'milk', 'daddy', 'daddy', 'daddy' - Shows some simple words in adult, e.g. 'milk', 'daddy', 'daddy', 'daddy'
18 months to 2 years 	- Focuses on an activity of their own choice but finds it difficult to be directed by an adult - Uses phrases to name beginning to help identify things to all or an adult, e.g. 'Daddy', 'Mama', 'Daddy', 'Daddy'	Understands simple words in context, e.g. 'Take something', 'Give me', 'What is', 'Bring me', 'Put it down'	- Uses up to 50 words - Repeats up to 10 single words together - Understands simple questions, e.g. 'What is the name of the object', 'What is the name of the object', 'What is the name of the object' - Shows speech sounds in adult	- Shows up to 50 words - Repeats up to 10 single words together - Understands simple questions, e.g. 'What is the name of the object', 'What is the name of the object', 'What is the name of the object' - Shows speech sounds in adult
2 – 3 years 	- Beginning to play with other children, but mostly alone - Shows to play with other children, but mostly alone - Shows to play with other children, but mostly alone	Understands simple words in context, e.g. 'Take something', 'Give me', 'What is', 'Bring me', 'Put it down'	- Uses up to 50 words - Repeats up to 10 single words together - Understands simple questions, e.g. 'What is the name of the object', 'What is the name of the object', 'What is the name of the object' - Shows speech sounds in adult	- Shows up to 50 words - Repeats up to 10 single words together - Understands simple questions, e.g. 'What is the name of the object', 'What is the name of the object', 'What is the name of the object' - Shows speech sounds in adult
3 – 4 years 	- Shows to play with other children, but mostly alone - Shows to play with other children, but mostly alone - Shows to play with other children, but mostly alone	Understands simple words in context, e.g. 'Take something', 'Give me', 'What is', 'Bring me', 'Put it down'	- Uses up to 50 words - Repeats up to 10 single words together - Understands simple questions, e.g. 'What is the name of the object', 'What is the name of the object', 'What is the name of the object' - Shows speech sounds in adult	- Shows up to 50 words - Repeats up to 10 single words together - Understands simple questions, e.g. 'What is the name of the object', 'What is the name of the object', 'What is the name of the object' - Shows speech sounds in adult
4 – 5 years 	- Shows to play with other children, but mostly alone - Shows to play with other children, but mostly alone - Shows to play with other children, but mostly alone	Understands simple words in context, e.g. 'Take something', 'Give me', 'What is', 'Bring me', 'Put it down'	- Uses up to 50 words - Repeats up to 10 single words together - Understands simple questions, e.g. 'What is the name of the object', 'What is the name of the object', 'What is the name of the object' - Shows speech sounds in adult	- Shows up to 50 words - Repeats up to 10 single words together - Understands simple questions, e.g. 'What is the name of the object', 'What is the name of the object', 'What is the name of the object' - Shows speech sounds in adult

The Language Of Children Development In Home And School

Mark Steyvers



The Language Of Children Development In Home And School:

The Language of Children Mathilda Holzman, 1983-01-01 **The Wiley Handbook of Early Childhood Development Programs, Practices, and Policies** Elizabeth Votruba-Drzal, Eric Dearing, 2017-04-17

The first and only comprehensive review of current early childhood development theory practices policies and the science behind them This unique and important book provides a comprehensive overview of the current theory practices and policies in early childhood development within the contexts of family school and community and society at large Moreover it synthesizes scientifically rigorous research from an array of disciplines in an effort to identify the most effective strategies for promoting early childhood development Research into childhood development is booming and the scientific knowledge base concerning early childhood development is now greater than that of any other stage of the human life span At the same time efforts to apply that knowledge to early childhood practices programs and policies have never been greater or more urgent Yet surprisingly until *The Handbook of Early Childhood Development Programs Practices and Policies* there was no comprehensive critical review of the applied science in the field The book begins with in depth coverage of child and family approaches From there it moves onto a consideration of school and community based strategies It concludes with a discussion of current social policies on health and development in early childhood and their implications Provides a comprehensive overview of the state of the knowledge base along with guidance for the future of the field Examines the underlying theory and basic science guiding efforts to promote early childhood development Critically reviews the strength of the empirical support for individual practices programs and policies Explores key opportunities and barriers policymakers and practitioners face when implementing various approaches Pays particular attention to socioeconomically disadvantaged and other disenfranchised populations *The Handbook of Early Childhood Development Programs Practices and Policies* is a valuable resource for practitioners scholars graduate students and advanced undergraduate students across the social sciences who are interested in strengthening their understanding of current strategies for promoting early childhood development and the science informing those strategies

Bridging Family-Teacher Relationships for ELL and Immigrant Students Onchwari, Grace, Keengwe, Jared, 2020-12-05 Recent research suggests that good relationships between parents and their children s providers or teachers could lead to positive outcomes for children and families Positive mutually respectful and collaborative relationships between families and schools and education providers and teachers contribute to young children s school readiness increase positive family engagement in children s programs and strengthen home program connection a critical factor to children s school success *Bridging Family Teacher Relationships for ELL and Immigrant Students* is a comprehensive reference source that focuses on research based pedagogical practices for teaching young English language learners ELL and immigrants It specifically looks at strategies across the curriculum including social emotional development parent involvement language development and more While highlighting major themes that include academic engagement and

achievement among ELL and immigrant children factors affecting partnerships with schools and home the impact of home environments on school readiness and student performance this book shares pedagogical practices across different subjects that use partnerships with families of ELL immigrants It is intended for classroom teachers early childhood and K 12 parents faculty school administrators academicians professionals researchers and students interested in family teacher relationships

Family Literacy Jerome E. Lord,1996-07 Explains the supported and expanded reforms designed to broaden every family's access to education Focuses on the production research and information on innovative programs and practices including substantive creative user friendly research that is especially important in the field of family literacy Includes cultural accommodation and family literacy parent and child interactions intergenerational transfer of literacy teaching parenting and basic skills to parents designing and conducting family literacy programs and more *Resources in Education* ,1999-04

Home-School Connections in a Multicultural Society Maria Luiza Dantas,Patrick C. Manyak,2011-02-09 Educators everywhere confront critical issues related to families schooling and teaching in diverse settings Directly addressing this reality Home School Connections in a Multicultural Society shows pre service and practicing teachers how to recognize and build on the rich resources for enhancing school learning that exist within culturally and linguistically diverse families Combining engaging cases and relevant key concepts with thought provoking pedagogical features this valuable resource for educators at all levels Provides detailed portraits of diverse families that highlight their unique cultural practices related to schooling and the challenges that their children face in school settings Introduces key sociocultural and ethnographic concepts in ways that are both accessible and challenging and applies these concepts as lenses through which to examine the portraits Shows how teachers and researchers have worked with diverse families to build positive relationships and develop learning activities that incorporate children's unique experiences and resources Disrupting deficit assumptions about the experiences and knowledge that culturally and linguistically diverse children acquire in their homes and communities this book engages readers in grappling deeply and personally with the chapters meanings and implications and in envisioning their own practical ways to learn from and with families and children The Home-School Connection Flora V.

Rodriguez-Brown,2009-06-02 The Project FLAME program used as the context for this book is a comprehensive family literacy model supported by a strong sociocultural framework based on current research on cultural ways of learning and theories of multiliteracies and discourse The volume is an essential resource for educators community workers and researchers interested in the relevance of the home school connection in relation to children's school success Family Involvement in Early Education and Child Care John A. Sutterby,2016-11-21 This volume encourages reflection on previous volumes Family involvement has been an issue in early education going back to Pestalozzi almost two centuries ago This book looks at what advances in the area of family involvement in early education have been made since the publication of the previous volume Handbook of Research on Family Literacy Practices and Home-School Connections Fox, Kathy R.,Szech,

Laura E.,2022-06-24 Research has shown that families and schools that partner together improve literacy outcomes for their students Family literacy includes homework and shared book reading but goes beyond these school to home activities to encompass family generated practices These literacies include family connections around activities such as cooking play religion social and community groups Further study on the importance of the partnership between the home and school is required to implement best practices and provide students with the best possible education The Handbook of Research on Family Literacy Practices and Home School Connections seeks to understand the connections made and new information learned during the COVID 19 pandemic surrounding family literacy and shares updated practices and new perspectives on what it means to partner with families and embrace diverse family literacies in this new world The book also provides teachers perspectives on how future relationships between the school and home can be shaped through both narrative and research based chapters Covering key topics such as parenting homework and social distancing this major reference work is ideal for administrators school faculty academicians scholars practitioners instructors and students *Handbook of Research on the Education of Young Children* Bernard Spodek,Olivia N. Saracho,2014-01-27 The Handbook of Research on the Education of Young Children is the essential reference on research on early childhood education throughout the world This singular resource provides a comprehensive overview of important contemporary issues as well as the information necessary to make informed judgments about these issues The field has changed significantly since the publication of the second edition and this third edition of the handbook takes care to address the entirety of vital new developments A valuable tool for all those who work and study in the field of early child

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