



Expressive Speech and Language Development (use)

By expressive language we mean **WHAT** we say and how we choose to express ourselves.

We need to have an **IDEA** of what we wish to say, be able to choose the appropriate **WORDS**, know the rules of **GRAMMAR** (e.g. word order, word endings) and deliver our message in a clear and fluent manner.

1 month	Crying. Reflexive sound associated with feeding e.g. swallowing, sucking. Sighs and grunts. Whimpering.
1-2 months	Differentiated crying (pain, hunger). Increase on non-crying vocalisations, ie. Throaty noises, mews and squeals as well as sighs and grunts.
2-3 months	Comfort sounds, as opposed to discomfort, 2+ vocalised sounds, e.g. ga, a, l, eh, goo.
3-4 months	Cooing and gurgling. Chuckles, laughs, blows bubbles and 'raspberries'
4-5 months	Repetitive chains of sounds appear e.g. gagagagaga (occasionally increasing in intensity). Nasal sounds appear (m, n, ng). This babble and general vocal play increases.
5-6 months	Responds to social situations by a greater variety of crying and non-crying sounds. Vocalises tunefully using single and double syllables, e.g. ka, muh, goo, der, adah, erleh. Rhythm appears in babble. Reinforcements of babble by parents possible.
6-9 months	Vocalises deliberately as a means of inter-personal communication e.g. shouts to attract attention. Babbles tunefully (i.e. with intonation) repeating strings of syllables e.g. mam, mam/bab, bab/dad. Begins to imitate adult's babble and vocal sounds, e.g. cough, smacking lips.
10-12 months	Increased effort to imitate actions, e.g. shakes head for "no", sounds (e.g. animal noises) and words. The first true word may occur at 10 months and by 12 months the child may be using 2-3 meaningful words.

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12-15 months	Uses up to 6 meaningful and recognisable words. Beginning to express needs and desires verbally. Uses wider range of intonation and babble patterns and 'jabbers' loudly and freely.
15-18 months	Vocabulary 6-20 words. 1 word used to express whole idea e.g. "cup" may mean "I want a drink". Demands desired object by pointing accompanied by vocalisation or single word. Some echolalia i.e. repeating sounds/words. Vocal play is leading to use of jargon by 18/24 months. May be able to fill in final words of familiar nursery rhymes.
18 - 24 months 1½ - 2 years	20-50 words used recognisably. 1 word to label a whole category/generalised words e.g. "Daddy" for all men. Shows interest in continuous and intonated vocalisation – jargon conversations. Echolalia – one or more stressed words repeated. Refers to himself by name not pronoun. i.e. "John" not "me". May invent own words for classifying.
2 – 2½ years	Jargon gradually disappears and is replaced by words. Vocabulary 50-200 words. Uses 2+ word sentences. Begins to use pronouns (mine, me, you). Articulation still faulty, talks to himself whilst playing. Non-fluency may occur in speech attempts due to eagerness.
2½ - 3 years	Vocabulary may increase to 900 words. Articulation clearer and more generally understood. Asks questions; What? Where? Who? Uses words other than content words e.g. in, on. Uses plurals and pronouns. Can hold simple conversation using 4-5 word sentences, giving own name, sex and occasionally age. Begins to verbalise past experiences. Uses monologue during make-believe play. Knows several nursery rhymes and asks for favourite stories. Can define simple objects verbally, e.g. apple – you eat it.
4 years	Vocabulary continues to expand. Uses all types of sentences, including complex sentences with hypothetical and conditional clauses. Defines concrete nouns by their use, e.g. a horse is to ride. Some immaturities in pronunciation of some words. Questions are more meaningful and relevant and he is really interested in their answers.