

# Communication Checklist

If a child does not do every item for his/her age consult a Speech-Language Pathologist.

**Please note:** missing an item for his/ her age does not necessarily indicate a speech or language impairment.

## Age: 1 year

- Child uses gestures, vocalizations, and/or words for each of these purposes:
  - Refuse or reject objects or actions (example: pushing away an offered item).
  - Requesting objects or actions (example: bringing a bag of snacks to an adult).
  - Commenting (example: pointing to an object while looking at an adult).
  - Communicative games (example: peek-a-boo).
- Child demonstrates understanding of at least 3 words.
- Child demonstrates babbling (speech sounds without clear words).

## Age: 2 years – in addition to the items above...

- Child uses words for these additional purposes:
  - Requesting information (example: “That?” while pointing to a photo).
  - Answering questions (example: pointing when asked, “Where’s mommy?”).
  - Acknowledging (example: nodding head when adult says, “You like that toy”).
- Child uses hundreds of single-words (example: naming most of his/her toys when asked, “What’s that?”).
- Child demonstrates understanding of words out of sight (example: going to get a toy an adult named).
- Child is beginning to add words together (example: “Bear cup” to say *That’s the bear’s cup*).
- Child makes frequent speech sound errors, but familiar adults understand at least **50%** of what he/she says.
- Child correctly says the following speech sounds:
  - b** as in “ball”
  - d** as in “dad”
  - h** as in “hi”
  - p** as in “pop”
  - n** as in “no”
  - m** as in “more”

## Age: 3 years – in addition to the items above...

- Child begins using symbolic play (example: pretending a block is food).
- Child responds to request for clarification (example: providing an answer when an adult asks, “What?”).
- Child uses and demonstrates understanding of spatial terms (examples: in, on, under).
- Child begins using 3-word phrases (example: “That my cup”).
- Child makes frequent speech sound errors, but familiar adults understand at least **75%** of what he/she says.
- Child correctly says the following speech sounds:
  - f** as in “fish”
  - g** as in “go”
  - k** as in “car”
  - t** as in “two”
  - w** as in “water”

## Age: 4 years – in addition to the items above...

- Child uses a variety of phrases with 4 or more words (example: “Can I have more cake?”).
- Child uses and answers “when” and “how” questions (example: “How did your shoes get wet?”).
- Child uses simple conjunctions (examples: and, but).
- Child makes speech sound errors, but adults rarely have difficulty understanding what he/she says.
- Child correctly says the following speech sound:
  - kw** as in “queen”

# Communication Checklist

(continued)

## Age: 5 years – in addition to the items on the front side...

- Child uses hints and polite social forms (example: “Those smell good” to request or “More, please”).
- Child tells stories with characters, setting, and actions, though without a high point or resolutions.
- Child demonstrates knowledge of letter names and their sounds.
- Child demonstrates use of additional conjunctions (examples: when, so, because, if).
- Child rarely makes grammatical errors.
- Child only occasionally makes speech sound errors.
- Child correctly says the following speech sounds:
  - ch** as in “chilly”
  - sh** as in “shoe”
  - s** as in “sun”
  - j** as in “jacket”
  - y** as in “yes”
  - bl** as in “blue”

## Age: 6 years – in addition to the items above...

- Child plays cooperatively with peers (example: building a tower together).
- Child is able to read age-expected words and sentences.
- Child correctly says the following speech sounds:
  - r** as in “rocket”
  - fr** as in “frog”
  - kr** as in “crayon”
  - v** as in “van”
  - gl** as in “glue”
  - pl** as in “plate”
  - br** as in “brown”
  - gr** as in “green”
  - st** as in “stop”
  - fl** as in “flower”
  - kl** as in “clap”

## Age: 7 years – in addition to the items above...

- Child plays and works cooperatively with peers.
- Child engages in imaginative play (example: pretending to be a knight fighting a dragon without any toys).
- Child understands and follows most classroom directions.
- Child is able to read and comprehend age-expected sentences and stories.
- Child correctly says all speech sounds.

## Age: 8 years – in addition to the items above...

- Child is able to learn through listening and reading in school.
- Child has at least a couple close friends.
- Child is able to answer a variety of questions age-expected text and stories (examples: who, what, why).

## References:

- Goldman, Ronald, and Fristoe, Macalyne. *Goldman-Fristoe Test of Articulation, Third Edition*. Pearson, 2015. Print.
- Paul, Rhea. *Language Disorders from Infancy Through Adolescence: Assessment & Intervention, Third Edition*. St. Louis: Mosby, 2007. Print.
- Zimmerman, Irla, Steiner, Violette G, and Pond, Roberta. *Preschool Language Scales, Fifth Edition, Screening Test*. Pearson, 2015. Print.

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