

## Development of Comprehension (Understanding) Developmental Norm Chart

Age	Would usually	Concerns if	Don't worry if
1;6- 1;11	<ul style="list-style-type: none"> <li>Understands basic everyday instructions e.g. where is your shoe /show me your nose</li> <li>Knows and turns to own name</li> </ul>	<ul style="list-style-type: none"> <li>Child struggles to follow basic instructions</li> <li>Does not turn to own name</li> <li><b>See risk factors overleaf</b></li> </ul>	<ul style="list-style-type: none"> <li>Child does not understand complex instructions</li> <li>Does not know colours/numbers</li> <li>Cannot respond to questions</li> </ul>
<b><i>At this stage (1;6 -1;11) monitor progress and provide general language and play advice and signpost to Children's Centres</i></b>			
2;0- 2;5	<ul style="list-style-type: none"> <li>Understands single words and most simple two word level commands (objects and actions)</li> <li>Understands questions such as what /where/who</li> <li>Understands basic concepts such as big/little</li> </ul>	<ul style="list-style-type: none"> <li>Does not respond to what /where questions (responses can be verbal or non verbal)</li> <li>Understanding at a one to two word level.</li> </ul> <p>Also refer to risk factors</p>	<ul style="list-style-type: none"> <li>Child struggles to follow some longer complex instructions with abstract concepts</li> <li>Does not know their colours / numbers</li> <li>If they do not understand more complex vocabulary</li> <li>Cannot respond to why questions</li> </ul>
2;06- 2;11	<ul style="list-style-type: none"> <li>Understand more complex instructions (2-3 word level)</li> <li>Follows routines well</li> <li>Understands words such as "wet" "dry" "big" "little"</li> <li>Understands simple stories</li> <li>Listens with interest when spoken to</li> </ul>	<ul style="list-style-type: none"> <li>Vague look when asked a simple question</li> <li>Always follows what others are doing</li> <li>Shows little interest in what is happening around them</li> <li>Responses are not what you would expect e.g. "Where's mummy?" child responds "Jack"</li> </ul>	<ul style="list-style-type: none"> <li>Child struggles to follow some longer complex instructions</li> <li>Does not know their colours / numbers</li> <li>If they do not understand more complex vocabulary</li> <li>Cannot respond to why questions</li> </ul>
3;00- 3;05	<ul style="list-style-type: none"> <li>Begins to understand the word "not"</li> <li>Can start to identify objects in categories (e.g. can you find me the animals)</li> <li>Understands simple stories</li> </ul>	<ul style="list-style-type: none"> <li>Any of the above</li> <li>Child does not understand a simple story</li> <li>Appears to only understand if shown what you mean in pictures /gestures</li> <li>Finds it difficult to cope with change</li> <li>You need to repeat yourself a lot</li> <li>You need to break instructions down</li> </ul>	<ul style="list-style-type: none"> <li>Does not know their colours / numbers</li> <li>If they do not understand more complex vocabulary</li> <li>Cannot respond to why questions</li> <li>Child is unable to easily follow an adult conversation but does try</li> </ul>
3;06;- 3;11	<ul style="list-style-type: none"> <li>Answers questions such as "how did you get here"</li> <li>Understands opposites</li> <li>Beginning to understand the concept of time</li> <li>Follows requests of several parts</li> </ul>	<ul style="list-style-type: none"> <li>Any of the above</li> <li>Only seems to understand naming words</li> <li>Finding it difficult to interact with peers; play tends to be more physical than imaginative</li> </ul>	<ul style="list-style-type: none"> <li>Does not know their colours / numbers</li> <li>If they do not understand more complex vocabulary</li> <li>Cannot respond to why questions</li> <li>Child is unable to easily follow an adult conversation but does try</li> </ul>
4;00- 5.00	<ul style="list-style-type: none"> <li>Follows adult conversation</li> <li>Understands many time concepts</li> <li>Follows conversations which may include the past or future</li> </ul>	<ul style="list-style-type: none"> <li>Any of the above</li> <li>Child talks in long sentences but it doesn't seem related to the topic</li> </ul>	<ul style="list-style-type: none"> <li>Does not know their colours / numbers</li> <li>If they do not understand more complex vocabulary</li> <li>Child is unable to easily follow a complex adult conversation but does try</li> </ul>

For children under the age of 2½ years please indicate any risk factors.

In view of recent research on late talkers, take into consideration the following risk factors;

- quiet as an infant/limited babbling
- family history of communication delay
- recurrent otitis media
- limited consonant repertoire
- lack of sequenced pretend play
- mild delay in receptive skills
- lack of, or reduced use of, communicative gestures
- lack of verbal imitation
- limited vocabulary consisting of mostly nouns and few or no verbs
- poor social skills (difficulty initiating and participating with peers)
- limited change over time

Three or more risk factors are significant