## Development of Comprehension (Understanding)
### Developmental Norm Chart

<table>
<thead>
<tr>
<th>Age</th>
<th>Would usually</th>
<th>Concerns if</th>
<th>Don't worry if</th>
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</thead>
</table>
| 1;6-1;11| - Understands basic everyday instructions e.g. where is your shoe/show me your nose  
              - Knows and turns to own name                                                | - Child struggles to follow basic instructions  
              - Does not turn to own name                                                  | - Child does not understand complex instructions  
              - Does not know colours/numbers                                             |
| 2;0-2;5 | - Understands single words and most simple two word level commands (objects and actions)  
              - Understands questions such as what/where/who  
              - Understands basic concepts such as big/little  
              - Follows routines well  
              - Understands words such as "wet" "dry" "big" "little"  
              - Understands simple stories  
              - Listens with interest when spoken to                                     | - Does not respond to what/where questions (responses can be verbal or non verbal)  
              - Understanding at a one to two word level.  
              Also refer to risk factors                                                 | - Child struggles to follow some longer complex instructions with abstract concepts  
              - Does not know their colours / numbers  
              - If they do not understand more complex vocabulary  
              - Cannot respond to why questions                                          |
| 2;06-2;11| - Understand more complex instructions (2-3 word level)  
              - Follows routines well  
              - Understands words such as "wet" "dry" "big" "little"  
              - Understands simple stories  
              - Listens with interest when spoken to                                     | - Vague look when asked a simple question  
              - Always follows what others are doing  
              - Shows little interest in what is happening around them  
              - Responses are not what you would expect e.g. "Where's mummy?"  
              - Child responds "Jack"                                                    | - Child struggles to follow some longer complex instructions  
              - Does not know their colours / numbers  
              - If they do not understand more complex vocabulary  
              - Cannot respond to why questions                                          |
| 3;00-3;05| - Begins to understand the word "not"  
              - Can start to identify objects in categories (e.g. can you find me the animals)  
              - Understands simple stories                                                | - Any of the above  
              - Child does not understand a simple story  
              - Appears to only understand if shown what you mean in pictures /gestures  
              - Finds it difficult to cope with change  
              - You need to repeat yourself a lot  
              - You need to break instructions down                                       | - Does not know their colours / numbers  
              - If they do not understand more complex vocabulary  
              - Cannot respond to why questions  
              - Child is unable to easily follow an adult conversation but does try       |
| 3;06-3;11| - Answers questions such as "how did you get here"  
              - Understands opposites  
              - Beginning to understand the concept of time  
              - Follows requests of several parts                                         | - Any of the above  
              - Only seems to understand naming words  
              - Finding it difficult to interact with peers; play tends to be more physical than imaginative | - Does not know their colours / numbers  
              - If they do not understand more complex vocabulary  
              - Cannot respond to why questions  
              - Child is unable to easily follow an adult conversation but does try       |
| 4;00-5;00| - Follows adult conversation  
              - Understands many time concepts  
              - Follows conversations which may include the past or future                | - Any of the above  
              - Child talks in long sentences but it doesn’t seem related to the topic   | - Does not know their colours / numbers  
              - If they do not understand more complex vocabulary  
              - Child is unable to easily follow a complex adult conversation but does try |
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