

## What should my child be doing 0-3 years of age?

*This is a basic checklist to be used as a guide, remember you know your child best so if you are concerned about their development please give us a call to make an appointment.*

### By 9-12 months of age

#### **Social Interaction**

- Copy actions and sounds (e.g. clapping hands)
- Seek attention from others around them
- Plays simple games like peek-a-boo

#### **Fine Motor**

- Uses their index finger and thumb to pick up small items
- Manipulates objects within their hand
- Brings toys to mouth
- Passes toys from one hand to the other
- Feeds self (finger food)
- Releases objects into containers

#### **Gross Motor**

- Sitting independently & playing with toys with both hands ('W' sitting is not an appropriate way of sitting)
- Crawling
- Changes positions easily between sitting, lying, standing, rolling etc
- Pulling self-up on furniture
- Cruising on furniture
- Rolls a ball along the ground (imitating an adult)

#### **Receptive Language (Listening and Understanding)**

- Look at you when you call their name
- Respond when you say "no" (will stop what they are doing)
- Look at toys or people when attention is given to them (e.g. pointing to a person or to an object such as a bird in a tree)
- Turn their head and look for a noise when they can not see where the noise is coming from (e.g. a noise coming from outside or behind them)
- Hold your hand and say "let's go" when they want to go somewhere.

#### **Expressive Language (Speaking)**

- Respond to someone by smiling or waving
- Use gestures, such as pointing and pulling to communicate what they want
- Makes some vowel like sounds (e.g. ee, oo, ar)
- Makes one or two sounds (e.g. b, m, t, d, p)
- Joins sounds to form a syllable (e.g. da, pa)

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### By 12 months to 2 years of age

#### Social Interaction

- Can calm themselves down without parental assistance at times (not all the time - kids still need hugs and love)
- Playing well independently as well as some interaction with other children
- Wants to help with domestic chores or imitates in domestic play

#### Fine Motor

- Plays with blocks and builds towers at least 6 blocks tall
- Can play with toys that require turning, sliding, posting, joining, pushing and pulling
- Drinks from a cup
- Can feed themselves using a spoon and fork (with mess)
- Starting to form a hand dominance
- Scribbles in vertical, circular & horizontal motions when drawing
- Takes shoes and socks off independently

#### Gross Motor

- Walks and runs well around objects
- Ride a push along bike
- Kicks, throws and catches medium – large balls
- Can climb on lounges, beds, chairs, over pillows etc
- Walks up and down stairs with support

#### Receptive Language (Listening and Understanding)

- Identifies everyday objects and pictures (e.g. points to pictures in books)
- Responds to "NO", "wait", "stop"
- Identifies body parts (nose, ears, tummy)
- Understands simple "what's this?" questions
- Understands simple instructions such as (Give me the...., Show me the..., Point to the..., Where is the.....)
- Play with toys and use objects appropriately in play

#### Expressive Language (Speaking)

- Copies your actions and actions they see in books/TV (like jumping, hand actions in nursery rhymes)
- Repeats a lot of common words
- Holds out toys or objects to show people
- Using more words than gesture by age 2.
- Babble and blend sounds together which sounds similar to real words by 1 year
- Uses 50-200 words by 2 years of age

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### By 2 to 3 years of age

#### Social Skills

- Participates in pretend play
- Can separate from parents reasonably well
- Shows interest in playing with other children

#### Fine Motor

- Can imitate & copy vertical and horizontal lines as well as circles
- Holds the pencil with finger tips and fingers near the tip of the pencil
- Can snip paper with scissors and can cut through a piece of paper (not on lines)
- Can do and undo zippers and velcro
- Uses fork and spoon well
- Screws and unscrews bottle & container lids well

#### Gross Motor

- Jumps, gallops, walks on toes (with intent), walks on balance beam
- Catches ball (with help of chest)
- Balances on 1 foot for a small length of time
- Rides a pedal bike

#### Receptive Language (Listening and Understanding)

- Understand describing words (Big/little, cold/hot, wet/dry, same/ different, open/close)
- Understand place words (up/down, on/off, in/out, under/over, top/bottom)
- Understand quantity words (more, gone, one, full, empty)
- Understands Yes/no questions (e.g. "Is this your drink?")
- Understand "wh" questions (e.g: what is this, where is teddy, what is daddy doing)
- Understand what objects are used for (e.g: What do we do with a phone)
- Understand a lot of nouns and verbs
- Understand gender (e.g: is it a boy or girl)

#### Expressive Language (Speaking)

- Label a large range of pictures and actions
- Asks lots of questions (e.g. "What is that?", "Where is .....?")
- Uses 2-4 word sentences often when talking
- Answer simple questions (e.g "What's this?" "What is the cat doing?" and "Where is .....?")
- Answer "yes" and "no" questions
- Uses "-ing" at the end of action words (e.g. running, drinking, eating)
- People other than family members can understand 75% of the child's speech by 3 years of age