

## BASIC CHILD DEVELOPMENT STAGES

Some parents have been wondering out loud about their child’s developmental stages – well here’s a holistic look at what to expect at which age. Remember that this is just a guideline and children develop at different paces, however if you do have any concerns about their development then certainly do discuss it with their doctor.

Lastly, for those of us in the multi-lingual space, the secret to helping your child learn languages is very simple: talk lots and listen lots but above all else **be consistent with the chosen language**. You will be amazed to see that as your child learns and develops, he will associate you with that particular language thereby making it easier for him to learn it (chopping and changing languages especially in early stages will only confuse them, consistency is key).

Age	Physical	Emotional	Intellectual	Social	Language
<b>Birth to 3 months</b>	Holds head up, kicks, rolls from side to back, holds a rattle	Extreme reactions, very attached to mother	Knows mother, responds to certain colours	Will start to smile	Starts make cooing sounds
<b>3 to 6 months</b>	Rolls back to front, grasps, plays with feet, holds sitting position with arm held	Pushes away things, gets cross if things are taken away, shows rage by stiffening body	Recognises individuals, focuses on objects any distance, picks up using both hands	Copies simple action	Has conversation using sounds (babble)
<b>6 to 9 months</b>	Rolls over and over, sits	Frightened of loud noises, enjoys being played with	Responds to human voices without cues by turning his head and eyes, responds to peek-a-boo games	Offers things to people but does not let go	Babbles repetitive string of syllables
<b>9 to 12 months</b>	Crawls, pulls up to stand position	Becomes distressed if other people are cross	Searches for hidden toy, learns to poke and point, waves bye-bye,	Grabs spoon when being fed	Plays with sounds and imitation in general, babbles with the

			grips finger/thumb		intonation influenced by mother-tongue, uses one or more words with meaning (this may be a fragment of a word) Understands simple instructions, especially if vocal and physical clues are given (e.g. no, bye)
<b>12 to 18 months</b>	Stands, walks, puts things in and out of containers	May show fear, can get into a rage/have tantrums, can be co-operative or also very un-cooperative	No understanding of danger, understands simple instructions, learns 1-3 new words a month, builds 3 block tower, recognizes objects in a book	Takes socks off, picks up trainer cup, chews well, takes other people's things, able to bring spoon to mouth	Recognizes and prefers the structure of mother-tongue, begins to understand word boundaries or individual words within phrases, has vocabulary of approximately 5-20 words, repeats a word or phrase over and over
<b>18 to 24 months</b>	Scribbles with crayons, bends down, throws ball	Wants to do things by self, gets cross also shows loving and affection, independent one day/dependent the next	Turns pages, repeats words to make short sentences, points to body parts, matches shapes and identical objects, very simple puzzles	Chatters to self, plays next to other children not with them	Understands some 100-150 words in context and even a few independently of context, learns new words by associating them to here and now references (objects, people, etc.), can name a number of objects common to his surroundings
<b>2 to 3 years</b>	Potty training begins, 20 teeth, climbs	Periods of tantrums, gets very frustrated if	Vocab of 50 to 300 words, draws and	Says no and can be defiant, can be	Uses some plurals and past tenses, knows at

	confidently, rolls head over heels, learns to paddle tricycle, tries to jump, stands on one leg and balances	unable to do things, can become shy and wary of strangers	scribbles, interested in doing rather than making, plays simple pretend games, speech 60% understandable	disruptive in a group, not ready to share but takes from others, wants to do themselves	least three prepositions (usually in, on, under), knows chief parts of body and should be able to indicate these, understands most simple questions dealing with his environment and activities, should not be expected to answer all questions even though he understands what is expected
<b>3 to 4 years</b>	Kicks moving ball, rides tricycle well, climbs, jumps, can balance on one leg, starts hopping, catches ball with whole body, cuts with scissors, uses tools, draws initial shapes	Ready to stay in a group without mother, responds to adult emotions, gets cross with other children	What and where questions, remembers sequence of actions, attention span 3 minutes	Tries to dress themselves, deliberately naughty, prefers alone time, very active imagination, watches and copies other children, needs to be taught to take turns and co-operate	Understands some 500 words on average and can distinguish between categories of words, starts to understand most aspects of the language and begins to figure out the grammatical rules, knows names of familiar animals, can use at least four prepositions or can demonstrate his understanding of their meaning when given commands, much repetition of words, phrases, syllables, and even sounds

<b>4 to 5 years</b>	Competent at jumping, climbing, running, balancing on one foot, kicking, catches ball away from body, tries to skip with difficulty	Tests limits and rules, develops sense of humor, exaggerates and shows off, starts to show simple empathy and sympathy, unpredictable moods	Begins to think in abstract patterns with concepts like time, space, numbers, concentrates 4 mins, learns spatial relationships	Uses language to negotiate, manipulate and lead, confident with others, may be boastful and bossy, pretend play elaborate	Can use many descriptive words spontaneously-both adjective and adverbs, knows common opposites (big-little, hard-soft, heavy-light, etc), speech should be completely intelligible in spite of articulation problems
<b>5 to 6 years</b>	May begin to lose baby teeth, walks backward along a line, starts using bat/club/racket to hit a ball, more skills with hands and fingers in preparation for writing, learns to swim well	Learns to postpone and wait for satisfaction, starts to compare achievements with that of others, issue of acceptance very important	Attention span 5 mins, learns and repeats telephone numbers, writes own name	Shows rivalry, more structure to games, starts needing privacy, learns to share and take turns, may exaggerate, assumes responsibility happily and effectively	Extensive vocab – 2000 words, speech should be completely intelligible and socially useful, should be able to tell a rather connected story about a picture, seeing relationships between objects and happenings
<b>6 to 7 years</b>	Enjoys more boisterous games, skillful with ball games	Craves attention, self centered, confident and capable	Enjoys colour and pattern work, enjoys dramatisation, enjoys number work	Verbal jokes, wants to win and always be first, plays with best friend and gangs up against others	Should handle opposite analogies easily (girl-boy, man-woman, flies-swims, blunt-sharp; short-long, sweet-sour, etc), should be about to tell time to quarter hour, should be able to do simple reading and to write or print many words

Sources: Think Toys, Child Development Institute, LLC