



TIAKINA TE KŌRERO

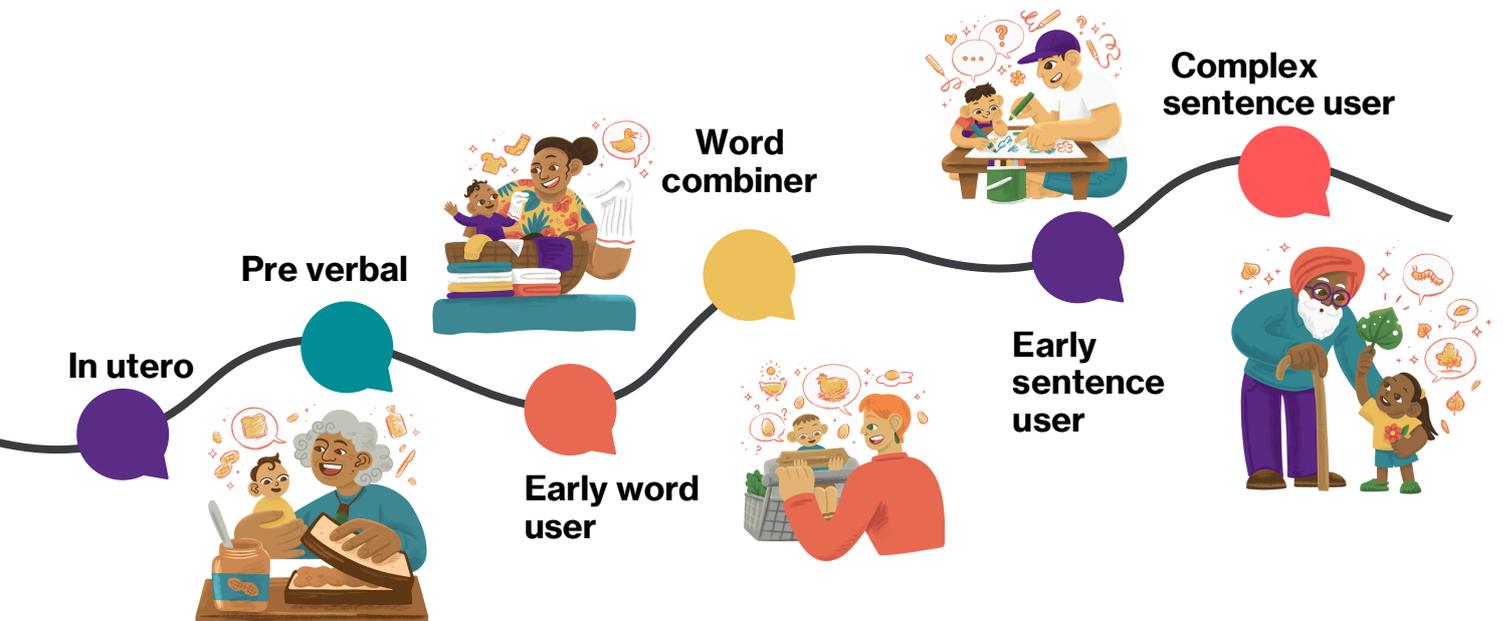
Supporting adults to build Language Rich Environments

Communication Profile supporting document

Phases of communication development

Ā tōna wā

Each child is unique - each child can be supported according to who they are and where they are at.



Most children move through phases in a similar accumulative pattern, but the journey of each child is unique and the ages for milestones in communication are immensely variable. For more information, scan the QR code to access Te Kōrerorero online



talking matters

www.talkingmatters.org.nz

In utero

- Pēpi hears muffled sounds in utero
- From around six months in utero baby can detect the voices of their closest whānau and other sounds
- Pēpi is learning the sounds and rhythm of the languages they are hearing every day



Preverbal

- New-born pēpi will recognise their māmā's voice and they prefer to listen to human voice over other sounds
- Babies are born with the ability to learn any language but show preference for the language/s they were exposed to in utero and can distinguish their home language
- Crying is their first form of communication
- Saying and playing with single vowel sounds
 - For example, "aaa, oooo, eeee".
- They experiment with different types of sounds – trills, raspberries
- Babies often start playing with pitch patterns and melodies of speech
- Babble combining vowel and consonant sounds
 - For example, "ba-ba-ba, do-do-do" --> "ba-da-ma"
- Pēpi 'perform' words that are associated with a gesture
 - For example, waving goodbye, clapping hands
- Development of reciprocal gaze and joint reference gaze



Early word user

- First words (~12 months)
- Single word stage: After their first word they continue to learn and use one word at a time
- A single word conveys a whole message, or it has many functions
- Follows familiar instructions,
 - “Get your coat.”
- Responds to simple questions,
 - “What’s this?”, “Where’s ...?”
- When they know ~50 words you will start to see patterns in the ways words are pronounced
- Vocabulary explosion - After the first 50 words, new words come a lot faster



As pēpi learns language they will make more ‘errors’.

Errors are the result of pēpi experimenting with what they are learning

Word combiner

- As their vocabulary increases children start putting two words together (18-24 months)
 - “Bye Mark”, “Daddy gone”, “More drink”
- No one can predict what a child's first two-word combination will be
- Often a combination of different vocab groups e.g.:
 - Action and place words (jump up)
 - Noun and action words (cat run)
 - Noun and descriptive words (dog fluffy)
- Makes simple requests
 - “My turn?” “What’s that?”
- Follows instructions with two key words,
 - “Put the book on the shelf”.
- Understands what things are used for,
 - lunch box holds their lunch.



Early sentence user

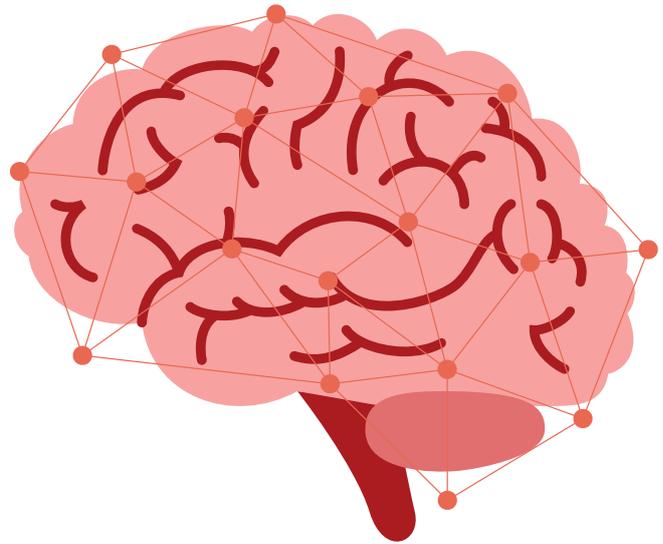
- Children continue to add more language to their sentences as their ability to understand also increases (2-3 years)
- As sentences grow children start to use:
 - Joining words (and), helping words (can, do, is, will), and negatives (no, not, can't, won't)
- Uses sentences of three or more words – may not be grammatically correct or complete.
- Talks about objects and activities that are not present,
 - eg, their bike at home.
- Follows instructions with two related steps without cues
- Understands a variety of questions
 - eg, 'who', 'why', 'where'.



Complex sentence user

- Learns how to play with language: talk in different situations, hint, tell jokes and take on a role (3-4 years)
- Follows instructions with two unrelated steps.
- Understands a variety of concepts,
 - e.g. more, less, same, different, up, down, big, little
- Retells a sequence of events using grammatically correct sentences most of the time.
- Listens to simple stories and answers related questions,
 - eg. 'when'
- Develop early reasoning skills





Understanding where a child is at in their language development helps the adults in their life support their continuous growth.

With this knowledge, caregivers, teachers and other adults can apply strategies to scaffold learning and provide extra support if and as it is needed. They can identify and create opportunities for responsive interactions.

Talking Matters has resources with strategies to support communication development. These vary depending on the phases of communication development. Your knowledge of the child will also be a strong driver of what strategies to use and when.