

# Typical Speech and Language Development Preschool-Kindergarten

At age 3, the following skills should be emerging. By age 6, skills should be mastered.

## Receptive Language

- ✓ Understand increasingly complex sentences.
- ✓ Understand increasingly large vocabulary (including understanding of most words used to label things in familiar environments such as at home and at school).
- ✓ Listen/attend to language for increasingly longer periods of time (when books are read, during games, during conversations with adults and other children, etc).
- ✓ Consistently respond to their names, requests for action or information
- ✓ Understand many types of questions ("Yes or No?" "Who?" "What?" "Where?" "Why?" "Yes or No?") and understand what type of response is required.
- ✓ Can hear and understand most of what is said at home and in school.
- ✓ Follow 1-2 simple directions in sequence.

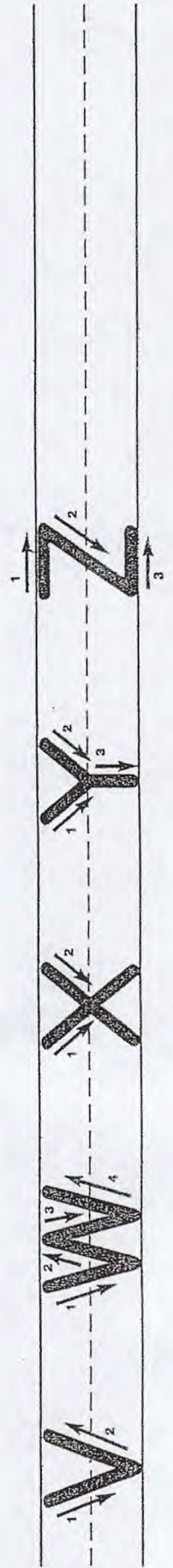
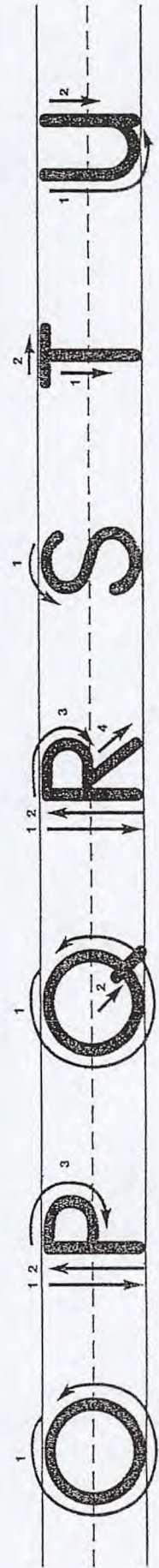
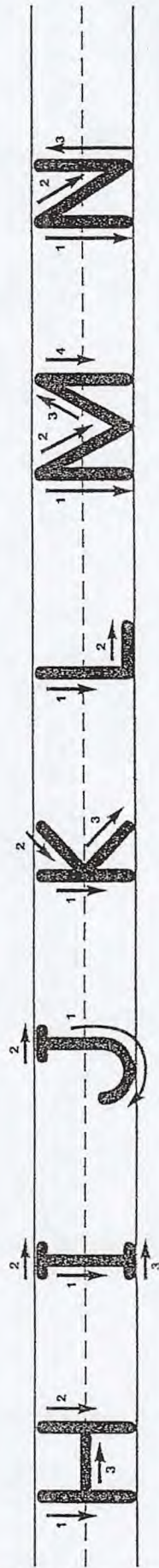
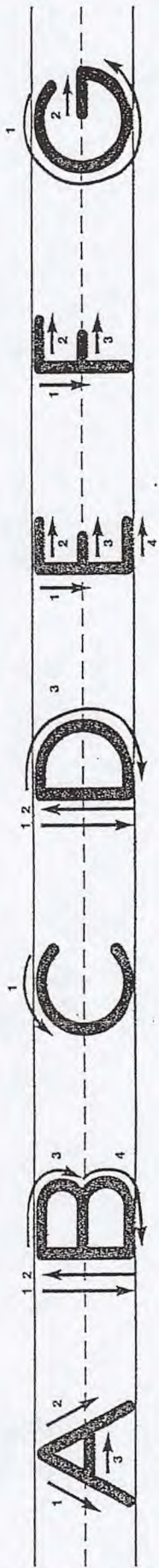
## Expressive Language

- ✓ Use verbal language to communicate for many purposes, such as: expressing wants and needs, ideas, opinions, feelings, talking about things in view and out of view, talking about new and varied topics, and for telling stories.
- ✓ Use increasingly large number of words (including ability to name most items in familiar environments such as at home and at school).
- ✓ Ask questions and make comments related to the topic of discussion.
- ✓ Describe experiences and create and /or retell stories.
- ✓ Start, maintain, and end conversations with other children and adults appropriately.
- ✓ Use a lot of sentences that have 4 or more words.

- ✓ Use the same grammar as the rest of the family.

### Speech Intelligibility

- ✓ By 36 months a child's speech is normally 75-100% intelligible
- ✓ People outside the family usually understand child's speech
- ✓ Say most sounds correctly (except, for some children, sounds such as l, s, r, v, z, ch, sh, th)



## Uppercase Letter Formation

**A** — slant down, slant down, across

**B** — pull down, up, around and in, back and around

**C** — pull back and around

**D** — pull down, up, around

**E** — pull down, across, across, and across

**F** — pull down, across, across

**G** — pull back, around, across

**H** — pull down, pull down, across

**I** — pull down, across, across

**J** — pull down, curve around, across

**K** — pull down, slant in, slant out

**L** — pull down, across

**M** — pull down, slant down, slant up, pull down

**N** — pull down, slant down, pull up

**O** — pull back and around

**P** — pull down, up, and around

**Q** — pull back and around and cross

**R** — pull down, up, around, in, and slant down

**S** — pull back, in, around, down, and back around

**T** — pull down, across

**U** — pull down, around, up, and down

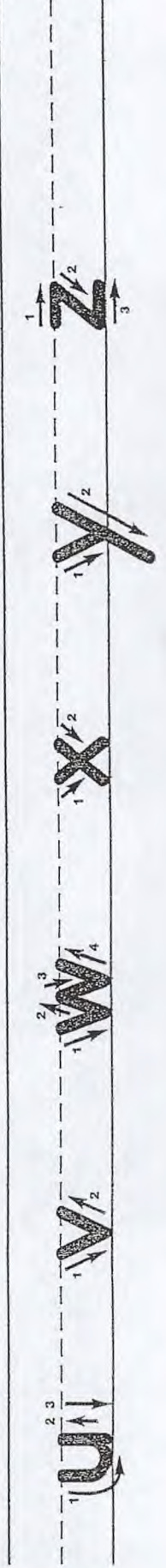
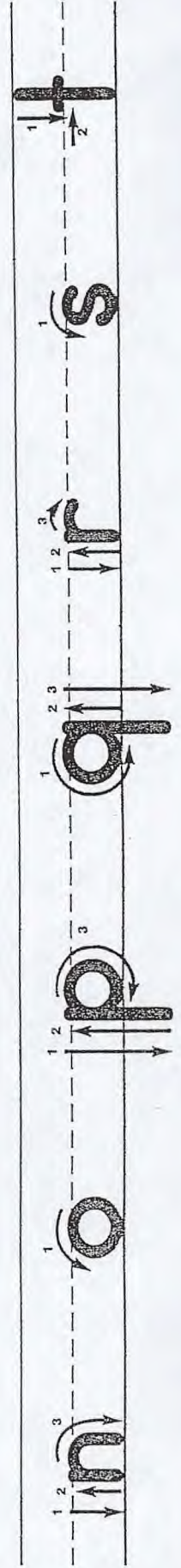
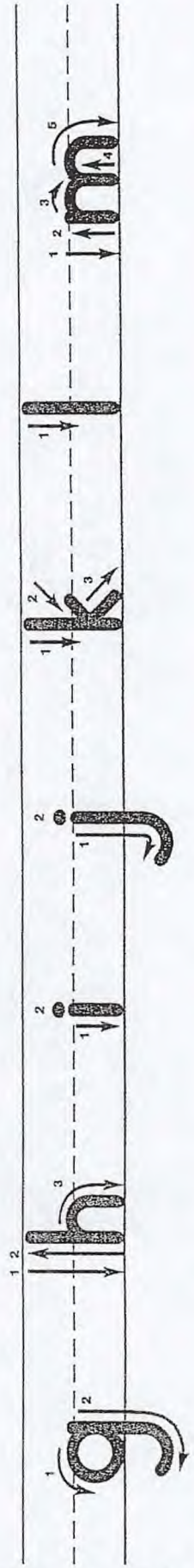
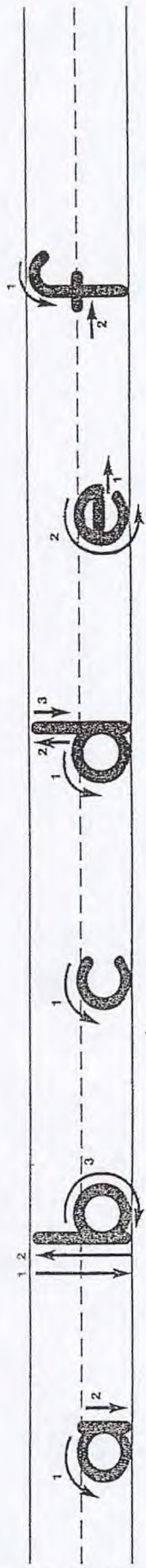
**V** — slant down, slant up

**W** — slant down up, down up

**X** — slant down, slant down

**Y** — slant in, slant, and down

**Z** — across, slant down, across



# Verbal Path for the Formation of Letters

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Sometimes it helps children to say aloud the directions for "making" a letter. This "verbal path" helps them to understand the directional movement that is essential. In addition, it gives the teacher and child a language to talk through the letter and its features. Here, we suggest language for creating a verbal path to the distinctive features of letters.

## Lowercase Letter Formation

**a** — pull back, around, up, and down

**b** — pull down, up, around

**c** — pull back and around

**d** — pull back, around, up, and down

**e** — pull across, back, and around

**f** — pull back, down, and cross

**g** — pull back, around, up, down, and under

**h** — pull down, up, over, and down

**i** — pull down, dot

**j** — pull down, curve around, dot

**k** — pull down, pull in, pull out

**l** — pull down

**m** — pull down, up, over, down and up, over and down

**n** — pull down, up, over, and down

**o** — pull back and around

**p** — pull down, up, and around

**q** — pull back, around, up, and down

**r** — pull down, up, and over

**s** — pull back, in, around, and back around

**t** — pull down and cross

**u** — pull down, around, up and down










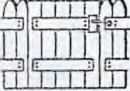





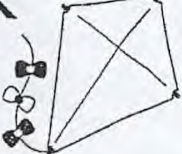








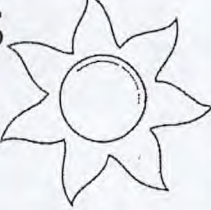



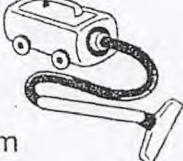




**v** — slant down, up

**w** — slant down, up, down, up

**x** — slant down, slant down

**y** — slant in, slant and down

**z** — across, slant down, across

Alphabet Linking Chart				A a	B b				
abcd	efg	hijk	lmnop	 apple	 ape	 bear			
qrst	uv	wx	yz						
C c	D d	E e	F f	 cat	 celery	 dog	 egg	 ear	 fish
G g	H h	I i	J j	 gate	 giraffe	 hat	 iguana	 ice cream	 jack-in-the-box
K k	L l	M m	N n	 kite	 leaf	 moon	 nest		
O o	P p	Q q	R r	 octopus	 ocean	 pig	 queen	 ring	
S s	T t	U u	V v	 sun	 turtle	 umbrella	 unicorn	 vacuum	
W w	X x	Y y	Z z	 window	 x-ray	 yo-yo	 zipper		

