

## Developmental Milestones: Play & Pragmatics

<b>AGE RANGE</b>	<b>PLAY</b>	<b>PRAGMATICS</b>
<b>1 – 1 ½ years</b>	<ul style="list-style-type: none"> <li>• Solitary or onlooker play; self play</li> <li>• Continual walking activities</li> <li>• Begins running-stiff and awkward</li> <li>• Scribbles spontaneously with crayon</li> <li>• Can remove mittens, socks, hat; unzips zipper</li> <li>• Puts objects in and out of containers</li> <li>• Can figure out ways of overcoming some obstacles (opening doors, reaching high)</li> <li>• Imitates many things (sweeping, combing hair-self use)</li> <li>• Pulls toys; carries or hugs doll, teddy bear</li> <li>• Very rapid shifts in attention</li> <li>• Rapid shifts with gross motor movements</li> </ul>	<ul style="list-style-type: none"> <li>• Brings objects to show an adult</li> <li>• Requests objects by pointing and vocalizing or possibly using a word approximation</li> <li>• Solicits another's attention vocally, physically, and/or possibly with gestures</li> <li>• Gesturally requests action/assistance (many may give back wind-up toy for activation)</li> <li>• Says "bye" and possibly a few other conventional ritual words such as "hi," "thank you," and "please"</li> <li>• Protests by saying "no" shaking head, moving away, frowning, or pushing objects away</li> <li>• Comments on objects/actions by directing listeners' attention to it with a point and/or vocalization or word approximation</li> <li>• Answers simple "wh" questions with a vocal response (may be unintelligible)</li> <li>• Acknowledges speech of another person by giving eye contact, vocally responding or repeating a word said</li> <li>• Teases, warns, scolds using gesture plus a vocalization or a word approximation</li> </ul>
<b>1 ½ - 2 years</b>	<ul style="list-style-type: none"> <li>• Parallel play – plays near others but not with them</li> <li>• Talks to self as he/she plays</li> <li>• Little social give and take – little interest in what others say and do, but hugs, pushes, pulls, snatches, grabs, defends rights by pulling hair and kicking</li> <li>• Does not ask for help</li> <li>• Procrastinates</li> <li>• Transports blocks on a truck rather than just building</li> <li>• Relates to an object or another person- washes, feeds, combs doll in addition to self</li> <li>• Likes to play with flexible material such as clay-pots, pinches, and fingers</li> <li>• Strings beads</li> <li>• Less rapid shifts in attention</li> </ul>	<ul style="list-style-type: none"> <li>• Uses gestures with words to get needs met</li> <li>• Uses single words or short phrases to express the intentions listed at 1 – 1 ½ year level</li> <li>• Names/labels objects</li> <li>• Says "what's that?" to elicit attention</li> <li>• Begins using single words and some two-word phrases to command (move), indicate possession (mine), express problems ("Ouch")</li> <li>• Vocal with verbal turn-taking</li> </ul>
<b>2 – 3 years</b>	<ul style="list-style-type: none"> <li>• Parallel play predominates</li> <li>• Arranges doll furniture into meaningful groups and uses figures to act out simple themes from own experiences</li> <li>• Aligns three or more cubes to make a train; pushes train</li> <li>• Builds a tower of six or seven blocks</li> <li>• Imitates drawing of a vertical line</li> </ul>	<ul style="list-style-type: none"> <li>• Begins using and displaying basic emotions: happy</li> <li>• sad, mad</li> <li>• Uses and understands at least 50 words</li> <li>• Uses at least two words together consistently, (without imitating or repeating)</li> <li>• Enjoys being next to children of the same age</li> </ul>

	<ul style="list-style-type: none"> <li>Sequences related actions such as preparing food for doll, feeding it, wiping mouth</li> <li>Begins pretend play with more than one action</li> </ul>	
<b>3 – 3 ½ years</b>	<ul style="list-style-type: none"> <li>Builds a bridge from a model</li> <li>Cooperative play begins</li> <li>Organizes doll furniture accurately and begins to use in genuinely imaginative ways</li> <li>Draws two or more strokes for a cross-on imitation</li> <li>Begins to share</li> <li>Reenacts experienced events such as birthday parties, baking cookies</li> <li>Uses one object to represent another (stick = phone or fence)</li> <li>Pretends to play different characters</li> </ul>	<ul style="list-style-type: none"> <li>Engages in longer dialogues</li> <li>Assumes the role of another person in play</li> <li>Uses more filters to acknowledge partner's message (uh-huh, yea, ok)</li> <li>Begins code switching (using simpler language) when talking to very young children</li> <li>Uses more elliptical resources</li> <li>Requests permission</li> <li>Begins using language for fantasies, jokes, teasing</li> <li>Makes conversational repairs when listener has not understood</li> <li>Talks about interests and feelings for past and future</li> <li>Corrects others</li> <li>Primitive narratives emerge: events follow from central core/ use of interference in stories</li> </ul>
<b>3 ½ – 4 years</b>	<ul style="list-style-type: none"> <li>Increase in dramatization of play</li> <li>Complicated ideas, but unable to carry out in detail; no carryover from day to day</li> <li>Prefers to play in a group of two or three children; chooses companion of own sex</li> <li>Suggests turns, but often bossy in directing others</li> <li>Often silly in play and may do things wrong purposefully</li> <li>Puts toys away</li> <li>Likes to dress up</li> <li>Draws human with two parts; adds three parts to incomplete human</li> <li>Builds structures/buildings with blocks</li> <li>Assumes the role of another person in play (becomes a teacher, animal, parent)</li> </ul>	<ul style="list-style-type: none"> <li>Listens attentively to conversational partner of age appropriate material</li> <li>Makes relevant comments on familiar stories or events</li> <li>Enjoys riddles, jokes and funny stories with "guessing"</li> </ul>
<b>4 – 5 years</b>	<ul style="list-style-type: none"> <li>Likes cutting out and pasting</li> <li>Likes working projects - may carry over from day-to-day</li> <li>Definite interests in finishing what he/she starts</li> <li>Plays in groups of two to five; friendships become stronger</li> <li>Spurred on by rivalry in activity, competition</li> <li>Interested in going on excursions</li> <li>Draws unmistakable human with body, arms, legs, feet, nose, and eyes</li> <li>Adds seven parts to incomplete human</li> <li>Copies a triangle</li> </ul>	<ul style="list-style-type: none"> <li>Uses prepositions, possessives and some past tense</li> <li>Changes tone of voice to adapt to listeners perspective</li> <li>Shows pride for accomplishments</li> <li>Boasts, exaggerates and blends truths</li> <li>Changes moods rapidly and unpredictably</li> <li>Relies on verbal rather than physical engagement</li> <li>Uses indirect requests</li> <li>Correctly uses terms such as this, that, here, there</li> <li>Uses twice as many effective utterances as three-year old to discuss emotions and feelings</li> <li>Narrative development characterized by unfocused chains of elaborate story telling</li> </ul>

	<ul style="list-style-type: none"> <li>• Watches life simulation programs on TV; gains information from verbal contents</li> </ul>	
<p><b>5 – 6 years</b></p>	<ul style="list-style-type: none"> <li>• Copies drawing of diamond</li> <li>• Copies drawing of rectangle with diagonals in middle</li> <li>• Draws human with neck, fingers, clothes, and two dimensional legs</li> <li>• Adds nine parts to incomplete human</li> <li>• May start collections</li> <li>• Able to play games by rules</li> <li>• Builds things with blocks</li> <li>• Plans many sequences of pretend events; uses props and language to develop a theme (going on a trip to outer space)</li> <li>• Suggests imaginative and elaborate play ideas</li> <li>• Plays cooperatively</li> </ul>	<ul style="list-style-type: none"> <li>• Has vocabulary of over 1500 words</li> <li>• Defines simple words by function</li> <li>• Narrative development characterized by focused chains; stories have central character with logical sequence of events, but ending is unclear</li> <li>• Gives threats and insults</li> <li>• Issues promises</li> <li>• May give praise</li> <li>• Recognizes humor in simple jokes</li> <li>• Takes turns and shares</li> <li>• Participates in shared and group activities</li> <li>• Shows affection and caring toward others</li> <li>• Starts to get self-control over swings of emotions</li> <li>• Has one-two focused friendships</li> <li>• Likes entertaining people and making them laugh</li> </ul>