

	Expected Development at 15 months old	Expected Development at 18 months old	Expected Development at 2 years old	Expected Development at 2.5 years old
Communication and Language	<p>Listening, Attention and Understanding</p> <ul style="list-style-type: none"> • Appears to understand some new words each week. • Will sustain interest for two or more minutes in looking at pictures in a book if they are named. • Understands and obeys simple instructions, such as 'Don't touch', 'Come for dinner', 'Give me the ball'. • Points to familiar persons, animals or toys when requested. • Looks for hidden toy. <p>Speaking</p> <ul style="list-style-type: none"> • Makes many speech-like sounds. • Says a few recognisable words (usually a range of between two to six) spontaneously in correct context, understanding of many more. • Communicates wishes and needs by pointing and vocalising or screaming. 	<p>Listening, Attention and Understanding</p> <ul style="list-style-type: none"> • Hands familiar objects to adult when requested. • Obeys simple instructions, e.g. 'get your shoes' or 'shut the door'. • Points to own, carer's or doll's hair, shoes, nose, feet. • Enjoys nursery rhymes and tries to join in. <p>Speaking</p> <ul style="list-style-type: none"> • Chatters continually to self during play, with conversational and emotional tone. • Uses between six and twenty recognisable words and understands many more. • Echoes prominent or last word in short sentences addressed to self. • Demands a desired object by pointing accompanied by loud, urgent vocalisations or single words, checking back to adult that request has been noted. • Attempts to sing. 	<p>Listening, Attention and Understanding</p> <ul style="list-style-type: none"> • Responds to being spoken to and listens with interest to more general conversation. • Joins in nursery rhymes and action songs. • Indicates hair, hand, feet, nose, eyes, mouth, shoes, etc. in pictures. • Carries out simple instructions such as 'Go and see what the postman has brought'. • Follows a series of two simple but related commands, e.g. 'Get your teddy and put it in the bag'. • The child understands many more words than they can say – between 200-500 words. • Enjoys picture books, recognising fine details in favourite pictures. • Can name and match pictures with toys or with pictures. <p>Speaking</p> <ul style="list-style-type: none"> • Uses fifty or more recognisable words appropriately. • Puts two or more words together to form a simple sentences. • Refers to self by name and talks to self continually during play but may be unrecognisable to others. • Repetition of speech almost constant as they use as they repeat what the adults have said. • Constantly asking names of objects and people. • Names familiar objects and pictures. 	<p>Listening, Attention and Understanding</p> <ul style="list-style-type: none"> • Recognises minute details in picture books. • Can select pictures of actions, e.g. 'Which one shows eating?'. • Recognises general family name categories, e.g. 'baby', 'mother', 'granny'. • Enjoys simple familiar stories read from picture book. • Requires physical or verbal prompts in order to switch attention to looking and listening if engrossed in play. <p>Speaking</p> <ul style="list-style-type: none"> • Uses 200 or more recognisable words, but speech shows numerous immaturities of articulation and sentence structure. • Usually intelligible to familiar carers. • Knows full name. • Talks audibly and intelligibly to self at play, concerning events happening here and now. • Continues to imitate phrases (echolalia). • Says a few nursery rhymes. • Makes frequent comments on objects and events of interest, directed to caregivers. • Continually asking questions beginning 'What?' or 'Who?'. • Uses pronouns 'I', 'me' and 'you' correctly most of the time. • Stuttering in eagerness common. • Plays meaningfully with small world items adding in running commentary.
	Personal, Social and Emotional Development	<p>Self-Regulation</p> <ul style="list-style-type: none"> • Emotions change often and closely dependent upon adult support. • Looks to care-giver to monitor his/her reactions, particularly in unfamiliar situations (social referencing). • Repeatedly casts objects to the floor or rejects them and watches where things fall. <p>Managing Self</p> <ul style="list-style-type: none"> • Holds and drinks from a cup. • Attempts to hold spoon, brings it to mouth and licks it but is unlikely to prevent it turning over. • Chews well but continues to spill from mouth as lip closure not maintained. • Helps more constructively with dressing. • Needs constant supervision for protection against dangers owing to extended exploration of the environment. • Engages in functional play, e.g. pushing toy car, pretends to drink from empty cup, bangs with toy hammer. • Explores possibilities of toys, household objects and sound-makers with lively interest. <p>Building Relationships</p> <ul style="list-style-type: none"> • Enjoys 'give and take' games, including initiating teasing by offering and then withdrawing an object. • Physically restless and intensely curious regarding people, objects, and events. • Points to share interest. • Is affectionate to familiar people. 	<p>Self-Regulation</p> <ul style="list-style-type: none"> • No longer takes toys to mouth. • Still casts objects to floor in play or anger, and not interested where the object lands. <p>Managing Self</p> <ul style="list-style-type: none"> • Explores environment energetically and with increasing understanding. • No sense of danger. • Remembers where objects belong. • Holds spoon and gets food safely to mouth, although may play with food. • Holds cup between both hands and drinks without much spilling. • Lifts cup alone but usually hands back to adult when finished. • Assists with dressing and undressing, taking off shoes, socks and hat, but seldom able to replace. • Beginning to give notice of urgent toilet needs by restlessness and vocalisation. • Bowel control may be attained but very variable and may indicate wet or soiled pants. <p>Building Relationships</p> <ul style="list-style-type: none"> • Treats dolls and teddies as babies, hugging, feeding, putting to bed. • Fascinated by household objects and imitates simple, everyday activities such as feeding doll, reading book, brushing floor, washing clothes. • Plays contentedly alone but likes to be near familiar adult or older sibling. • Emotionally still very dependent upon familiar adult, alternating between clinging and resistance. • Exchanges toys, both cooperatively and in conflict with peers. • Recognises familiar people at a distance and points to distant interesting objects when outdoors. 	<p>Self-Regulation</p> <ul style="list-style-type: none"> • Recognises familiar adults in photograph after once shown, but not usually self yet. • Constantly demanding parent's or carer's attention. • Clings tightly in affection, fatigue, or fear, although resistive and stubborn when frustrated. • Shows outbursts of frustration when trying to make self-understood but is easily distracted. • Defends own possessions with determination. <p>Managing Self</p> <ul style="list-style-type: none"> • Little understanding of common dangers. • Curious about the environment. • Beginning to show meaningful short play sequence and using equipment in an appropriate way. • Unwilling to accept or change what they want to do at that time. • Feeds self competently with a spoon but is easily distracted. • Lifts cup and drinks well without spilling and replaces cup on table without difficulty. • Asks for food and drink. • Puts on hat and shoes. • Usually attempts to verbalise toilet needs in reasonable time, but still unreliable. <p>Building Relationships</p> <ul style="list-style-type: none"> • May take turns but has little idea of sharing either toys or the attention of adults. • Follows parent or carer around house and imitates domestic activities in play. • Parallel play present; plays contentedly near other children but not usually with them. • Engages in simple role play or make-believe activities. • Resentful of attention shown to other children, particularly by familiar people. • The child shows an interest in what other children are playing with and sometimes joins in.
Physical Development		<p>Gross Motor Skills</p> <ul style="list-style-type: none"> • May walk alone, usually with uneven steps: feet wide apart, and use arms slightly flexed and held above head or at shoulder level for balance. • Walks with broad base, high stepping gait and steps of unequal length. • Puts themselves down from standing to sitting by collapsing backward with a bump, or by falling forwards on hands and then back to sitting. • Can get back to feet alone. • Creeps upstairs safely and may get downstairs backwards. • Kneels unaided or with support. • Starts walking voluntarily but frequently stopped by falling or bumping into furniture. Note: infants who 'bottom shuffle' are usually delayed in walking. • Pushes large, wheeled toy with handle on level ground. <p>Fine Motor Skills</p> <ul style="list-style-type: none"> • Watches small toy pulled across floor. • Demands desired objects out of reach by pointing with index finger. • Picks up string or small objects with a precise pincer grasp, using either hand. • Manipulates cubes and may build a tower of two, after demonstration. • Can take objects out of container and replace fairly precisely, e.g. pegs in holes. • Grasps crayon with whole hand, using palmar grasp. • Uses either hand, imitates to-and-fro scribble. • Looks at coloured pictures in book and pats page. 	<p>Gross Motor Skills</p> <ul style="list-style-type: none"> • Walks well with feet slightly apart, starts and stops safely, no longer uses arms to balance. • Runs carefully, head held up, eyes fixed on ground 1–2 metres ahead but finds difficulty in negotiating obstacles. • Can kick a ball. • Pushes and pulls large toys or boxes along the floor. • Can carry large doll or teddy bear while walking. • Backs into small chair or slides in sideways to seat self. • Enjoys climbing and will climb forwards into adult's chair, then turn round and sit. • Walks upstairs with helping hand and sometimes downstairs. • Creeps backwards downstairs or occasionally bumps down a few steps on bottom facing forwards. • Kneels upright on flat surface without support. • Flexes knees and hips in squatting position to pick up toy from floor and rises to feet using hands as support. <p>Fine Motor Skills</p> <ul style="list-style-type: none"> • Picks up small objects immediately on sight with delicate pincer grasp. • Enjoys simple picture books, often recognising and putting index finger on boldly coloured items on page, turning several pages at a time. • Holds pencil in mid- or upper shaft in whole hand. • Spontaneous to-and-fro scribble and dots, using either hand alone or sometimes with pencil in both hands. • Builds tower of three bricks after demonstration and sometimes spontaneously. • Enjoys putting small objects in and out of containers and learning the relative size of objects. • Beginning to show preference for using one hand. 	<p>Gross Motor Skills</p> <ul style="list-style-type: none"> • Runs safely on whole foot, stopping and starting with ease and avoiding obstacles. • Squats with complete steadiness to rest or to play with an object on the ground and rises to feet without using hands. • Pushes and pulls large, wheeled toys easily forwards and usually able to walk backwards pulling handle. • Pulls small, wheeled toys by cord in desired direction. • Climbs on furniture to look out of window or to open doors and get down again. • Shows increasing understanding of size of self in relation to size and position of objects in the environment and to enclosed spaces such as a cupboard or cardboard box. • Walks upstairs and downstairs holding on to rail or wall, two feet to a step. • Throws small ball overhand and forwards, without falling over. • Sits on small tricycle but cannot use pedals; pushes vehicle forward with feet on floor. <p>Fine Motor Skills</p> <ul style="list-style-type: none"> • Good manipulative skills; picks up tiny objects accurately and quickly and places down neatly with increasing skill. • Can match square, circular and triangular shapes in a simple jigsaw. • Holds a pencil well down shaft towards point, using thumb and first two fingers. • Mostly uses preferred hand. • Spontaneous circular scribble as well as to-and-fro scribble and dots; imitates vertical lines and sometimes 'V' shape. • Builds tower of six or seven bricks. • Turns pages individually. • Can string small items, such as beads and pasta onto a string.