



# DO I NEED SPEECH THERAPY?

## 3 years to 8 years Speech/Language Milestones

### Keystone Pediatric Therapy – McKinney

Our Speech Therapists work with families to provide support in the areas of articulation skills, expressive language development, receptive language development, pragmatic skills, feeding skills, and interactions between the child and others. These may include using therapeutic interventions that address the production of sounds, the speech patterns we use, difficulty planning and coordinating movement of sounds, stuttering, understanding vocabulary/grammar concepts, following directions, expressing wants and needs, and social communication. Our Speech Therapists are committed to helping children reach their full developmental potential and realizing their ability to communicate functionally to improve their quality of life.

If you notice that your patient has difficulty with many of these areas please refer your patient to the professionals at **Keystone Pediatric Therapy** for help. Keystone has **speech-language pathologists and occupational therapists** that can assess your child’s skills and help them reach these goals. To find out more about our program or to schedule an initial evaluation, call **(972) 548-1990**.

3 years	4 years	5 years	6 years	7 years	8 years
<ul style="list-style-type: none"> <li>• Average of 900-1000 word expressive vocabulary</li> <li>• Creates 3-4 word phrases</li> <li>• Takes turns with others</li> <li>• Follows instructions with 2-3 steps</li> <li>• Understands words like “in,” “on,” and “under”</li> <li>• Uses: /k/, /g/, /f/, /t/, /d/, and /n/ sounds</li> <li>• Says first name and age</li> <li>• 75% intelligible to unfamiliar listeners</li> <li>• Separates easily from mom and dad</li> <li>• Understands the idea of “mine” and “his” or “hers”</li> <li>• Says words like “I,” “me,” “we,” and “you” and some plurals (cars, dogs, cats)</li> </ul>	<ul style="list-style-type: none"> <li>• Average of 1,500-word expressive vocabulary</li> <li>• Asks many questions</li> <li>• Uses complex sentence forms</li> <li>• Recounts stories/recent events</li> <li>• Understands simple “who, what, when, and why” questions</li> <li>• Talks about activities at friends’ homes</li> <li>• 100% intelligible to unfamiliar listeners</li> <li>• Knows basic rules of grammar, such as using “he,” “she” and present progressive -ing</li> <li>• Sings a song from memory such as “wheels on the bus”</li> <li>• Can say first/last name</li> <li>• Describes the use of objects</li> <li>• Uses /ng/ sound</li> </ul>	<ul style="list-style-type: none"> <li>• Average of 2,100 to 2,200 word expressive vocabulary</li> <li>• Discusses feelings</li> <li>• Understands before and after</li> <li>• Follows three-step commands</li> <li>• 90% grammar acquisition</li> <li>• Shows interest in group activities</li> <li>• Plays purposefully and constructively</li> <li>• By 5-years-old, uses: /ch/, /l/, /s/, /sh/, /j/, and /z/ sounds</li> <li>• By 5 ½-years-old, uses: /r/ and /v/ sounds</li> <li>• Begins to use future tense and past tense</li> <li>• Understands sequences (first, second, last)</li> </ul>	<ul style="list-style-type: none"> <li>• Average of 2,600 word expressive vocabulary</li> <li>• Average of 20,000 to 24,000 word receptive vocabulary</li> <li>• Many well-formed sentences of complex nature</li> <li>• Uses the following blends: /br/, /dr/, /fl/, /fr/, /gl/, /gr/, /kl/, /kr/, /pl/, /st/, /tr/</li> <li>• Recognizes letters and letter-sound matches</li> <li>• Recognizes some words by sight</li> <li>• Understands comparative and superlative adjectives (big, bigger, biggest)</li> <li>• Understands opposites (big/little)</li> </ul>	<ul style="list-style-type: none"> <li>• By 7-years-old, uses: <i>voiced /th/</i> as in “<i>weather</i>”</li> <li>• By 7 ½-years-old, uses: <i>unvoiced /th/</i> as in “<i>without</i>”</li> <li>• Begins to understand multiple meaning words</li> <li>• Begins to decode new words independently while reading</li> <li>• Uses a variety of reading strategies (predictions, asking questions, visual cues such as pictures)</li> <li>• Rhymes words</li> <li>• Retells a story (introduction, sequencing events, and conclusion)</li> <li>• Uses synonyms</li> <li>• Uses irregular plurals</li> </ul>	<ul style="list-style-type: none"> <li>• Produces all sounds correctly</li> <li>• All grammar is acquired</li> <li>• Verbalizes ideas and problems readily</li> <li>• Communicates thought</li> <li>• Learns that others have different perspectives</li> <li>• Knows differences and similarities</li> <li>• Reads spontaneously</li> <li>• Can retell real and imaginary events</li> <li>• Should use adjectives, thinking, and feeling verbs to express themselves</li> <li>• Figurative language increases</li> <li>• Listens attentively in group settings</li> </ul>