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Pragmatics

# PRAGMATICS

Goal

Emerging

Mastery

Date

## 0-3 MONTHS

Moulds and relaxes body when held by caregiver

Crying diminishes with adult contact

Briefly looks at people

Maintains brief eye contact during interaction such as feeding or playing -  
JOINT ATTENTION

Excites when caregiver approaches

Smiles or coos in response to a smile or voice

Prefers looking at people to looking at objects

Stays awake longer if people interact with him/her - JOINT ATTENTION

Responds differently to parents and/or primary caregivers than to other people

## 3-6 MONTHS

Fixes gaze on a person's face

Smiles spontaneously to human contact

Touches image of self in mirror

Follows moving person or object with eyes (visual tracking)

Follows caregiver's line of regard - looks at what caregiver is looking at -  
JOINT ATTENTION

Attempts to initiate interaction with adult

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## 3-6 MONTHS

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Performs some action in response to a familiar gesture (e.g. moves arms or legs when adult waves to him/her)

Laughs when playing with objects

Produces sounds when excited or unhappy

## 6-9 MONTHS

Demonstrates fear of separation

Produces a variety of facial expressions when interacting with adults

Recognises familiar people

## 9-12 MONTHS

Frowns when scolded

Pushes away undesired objects

Indicates displeasure or resists removal of desired objects

Affectionate to familiar people (e.g. hugs, kisses)

Shows specific preferences for certain people and toys

Moves away from strangers

Cries when parent/caregiver leaves the room

Reacts with enjoyment to playful actions (e.g. caregiver purposefully drops an item on the floor and says "Uh-oh") – HUMOUR

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## 9-12 MONTHS

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Begins directing others behaviour physically (e.g. pats, pulls or tugs)

Begins to vary behaviour according to emotional reaction from others (e.g. smiles at person, person acknowledges and baby repeats smile)

Looks at objects caregiver looks at – JOINT ATTENTION

## 12-15 MONTHS

Laughs when being chased or when found hiding

Initiates interactive activities (e.g. covers eyes to initiate peek-a-boo)

Senses psychological feeling of parent (e.g. parent being happy, parent being angry) - THEORY OF MIND

## 15-18 MONTHS

Imitates adult actions (e.g. crosses legs, pretends to read newspaper)

Returns to a familiar person if an unfamiliar person approaches him/her

Feels secure playing a short distance from familiar people

Shows affection towards dolls or stuffed animals (e.g. hugs)

Brings toys or objects to share with others

## 12-18 MONTHS

Acknowledges speech of another by giving eye contact, vocally responding or repeating a word said - JOINT ATTENTION

Begins to claim certain objects as his/her own (emerging possession)

Laughs at incongruous events (e.g. laughs at sight of a cup on Daddy's head) – HUMOUR

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## 18-21 MONTHS

Indicates pants are wet

Admires self in mirror

Takes some turns during an interaction (e.g. takes turns putting objects into a container)

## 21-24 MONTHS

Recognises self in photographs

Pays little attention to what others do but hugs, pushes, pulls, snatches and grabs at what others have

Attempts to comfort others in distress (e.g. gives a hug)

Understands that people will feel happy if they get what they want and get sad if they do not – THEORY OF MIND

## 18-24 MONTHS

Recognises familiar people in photographs (e.g. mother, father, siblings)

Laughs at incongruous labelling of objects (e.g. calling a nose an ear) – HUMOUR

Begins to show defiant behaviour

## 24-30 MONTHS

Makes constant demands of caregiver's attention

Pretends to talk on the phone

Selects and takes pride in clothing

Shows strong feelings of ownership

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## 24-30 MONTHS

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Tantrums when frustrated but can easily be distracted

Gets upset when predictable routines are changed (e.g. bedtime routine is not followed)

Begins to understand concept of sharing with help

Waits for some turns but not consistent

Prefers interacting with others than being alone

Recognises others may like and want something even if he/she does not – THEORY OF MIND

## 30-36 MONTHS

Shows awareness of some perceived dangerous situations (e.g. traffic, escalators, animals)

Talks about early emotional states (e.g. sad, happy, angry) – THEORY OF MIND

## 24-36 MONTHS

Uses attention getting words such as "hey"

Initiates conversation and changes topic

Talks about what he/she and others like, want or feel – THEORY OF MIND

Acts in a silly manner (e.g. asked to point to his/her nose and he/she points to tummy) – HUMOUR

Laughs at combination of incongruous event and use of words (e.g. milk the dog) – HUMOUR

## 36-42 MONTHS

Starts to play in small groups

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## 36-42 MONTHS

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Expresses preferences when choosing food, clothing or activities

Begins to share

## 42-48 MONTHS

Suggests taking turns but often bossy in directing others

Routinely shares

## 36-48 MONTHS

Shows affection for familiar playmate

Uses more fillers to acknowledge other's message (e.g. "Uh-huh", "OK", "Yeah")

Recognises when listener has not understood and will repeat message

Understands turn-taking and sharing

Begins code switching when talking to younger children (e.g. uses simpler language)

Requests permission

Begins to have a clearer sense of time and wants to know what will happen next

Talks about what others think and know – THEORY OF MIND

Talks about more advanced emotional states (e.g. scared, surprised, worried) – THEORY OF MIND

Talks about thoughts and beliefs and uses these to explain emotions and actions of others – THEORY OF MIND

Recognises that others have minds and their minds may hold different information (e.g. Dad is very knowledgeable about football) – THEORY OF MIND

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## 48-54 MONTHS

Thrives on praise

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Develops a sense of right and wrong

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## 54-60 MONTHS

Begins to develop a sense of fairness

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Motivated by rivalry or competition in activities

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## 48-60 MONTHS

Seeks out a consistent friend

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Gets another child's attention before commenting to them

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Accepts reasonable compromise from adult

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Shows concern and sympathy for others

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Expresses empathy (e.g. child is crying at school and child goes over and says "Come play with me, we will have fun.")

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Gives praise

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Issues promises

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Uses threats and insults

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Understands that someone who appears happy may actually be sad – THEORY OF MIND

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## 66-72 MONTHS

Begins to cope constructively with various emotional states (e.g. disappointment, frustration)

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## 60-72 MONTHS

Likes to sing, dance and act				
Wants to please friends				
Likes to 'boss' younger children				
Imitates social behaviours of others considered to be 'admired'				
Understands that others have the level of knowledge about a certain task that he/she does. False-belief test using Sally-Anne task: Sally and Anne put a marble in a box, Sally leaves and Anne takes the marble out and puts it in a different box. Sally returns and child is asked where Sally will look for the marble. Prior to age 5, children may ascribe their own beliefs to Sally and say that Sally will look in the new location for the marble. Children over 5 should pass false-belief test and say Sally will look in the original location – THEORY OF MIND				

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