

	Expected Development at 6 months old	Expected Development at 9 months old	Expected Development at 1 year old	Expected Development at 15 months old
Communication and Language	<p>Listening and Attention and Understanding</p> <ul style="list-style-type: none">Shows recognition of carer's facial expressions such as happy or fearful and responds selectively to emotional tones of voice.Responds to familiar voices, turn to their own name and 'take turns' in conversations with babbling.Shows anticipation if carer pauses before high points in nursery rhymes and other action song. <p>Speaking</p> <ul style="list-style-type: none">Vocalises tunefully to self and others, using sing-song vowel sounds.Laughs, chuckles and squeals aloud in play, screams with annoyance.Uses speech sounds (babbling) to communicate with adults.	<p>Listening, Attention and Understanding</p> <ul style="list-style-type: none">Responds when name is called and understands 'no' and 'bye-bye'.Reacts to 'where's Mummy/Daddy?' by looking around.Turns to search for sounds on either side and locates low level sounds.Baby will, when asked, responds to request like 'give it to me' or 'put it back'.Watches toy being partially hidden, and then finds it. May find hidden toy.Sustained interest for up to full minute looking at pictures named by adult.Attentive to everyday sounds, particularly voices. <p>Speaking</p> <ul style="list-style-type: none">Vocalises deliberately as a means of communication.Shouts to attract attention, listens, then shouts again.Babbles loudly and tunefully, e.g. 'dad-dad', 'mum-mum'Babble is practised largely for self-amusement, but also within 'conversations' with carerImitates playful vocal and other sounds, e.g. smacking lips, cough.	<p>Listening, Attention and Understanding</p> <ul style="list-style-type: none">Locates sounds from any direction well.Immediately responds to own name.Shows recognition of familiar tunes by trying to join in.Shows behaviour that some words are understood in usual context, e.g. drink, cat.Takes turns by babbling and using single words.Understands simple instructions associated with gesture, e.g. give it to Daddy, come to Mummy.Is able to choose between two objects: 'do you want the ball or the car?'Locates sounds well and responds to own name.Quickly finds toys hidden from view. <p>Speaking</p> <ul style="list-style-type: none">Babbles loudly and incessantly (jargon).Vocalisation contains most vowels and many consonants.Frequently responds to familiar songs by vocalising.Imitates adult vocalisations, e.g. 'uh-oh'.May use a few words.	<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 namedUnderstands 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.
Personal, Social and Emotional Development	<p>Self-Regulation</p> <ul style="list-style-type: none">Likes to look at themselves in the mirror.Respond to their name and respond to the emotions in your voice. <p>Managing Self</p> <ul style="list-style-type: none">Still friendly with strangers but occasionally shows some shyness.Becomes more reserved with strangers from about 7 months.May attempt to grasp cup if used.Beginning to take smooth semi-solids. Initially spits out food using back-and-forth tongue movements.Gradually learns to suck food from spoon.Takes everything to mouth. <p>Building Relationships</p> <ul style="list-style-type: none">Shows delighted response to rough-and-tumble play.Reacts to often repeated games.Attempts to engage with carer in interaction.Holds hands up to be lifted.When offered a rattle, looks closely, reaches for it immediately and shakes deliberately to make a sound.	<p>Self-Regulation</p> <ul style="list-style-type: none">Throws body back and stiffens in annoyance or resistance, usually protesting vocally at same time.Clingy to familiar adultHas a favourite toy. <p>Managing Self</p> <ul style="list-style-type: none">Still takes everything to mouthHolds, bites, and chews a small piece of food and tries to grasp spoon when being fed. <p>Building Relationships</p> <ul style="list-style-type: none">Recognises strangers from familiar adults and requires reassurance, may cling to known person or hides face.Plays 'peek-a-boo' and imitates handclapping.Offers food to familiar people and animals.Grasps toy in hand and offers to adult.Recognises family members.	<p>Self-Regulation</p> <ul style="list-style-type: none">Takes objects to mouth less often.Will put objects in and out of cup or box when shown.Manipulates objects and will shake to make noise.Listens with pleasure to sound-making objects and repeats appropriate activity to reproduce sound.Quickly finds objects hidden from view. <p>Managing Self</p> <ul style="list-style-type: none">Likes to be in sight and hearing of familiar people and shows affection to familiar people.Sits or sometimes stands without support while dressed by carer.Helps with dressing holding out arm for sleeve and foot for shoe.Holds spoon and will attempt to use for feeding, although messy.Drinks well from cup with little assistance. <p>Building Relationships</p> <ul style="list-style-type: none">Enjoys joint play with adults, actively switching attention between objects and adult.Gives toys to adults on request and sometimes spontaneously.Plays 'pat-a-cake' and waves 'good-bye', both on request and spontaneously.	<p>Self-Regulation</p> <ul style="list-style-type: none">Emotionally labile and closely dependent upon adult's reassuring presence.Looks to care-giver to monitor his/her reactions, particularly in unfamiliar situations (social referencing). <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.Repeatedly casts objects to the floor or rejects them and watches where things fall.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.
Physical Development	<p>Gross Motor</p> <ul style="list-style-type: none">Lying on back, raises head up and moves arms up to be lifted.When hands grasped, will pull self to sitting.Sits with support with head and back straight and turns head from side to side to look around.Can roll over from front to back and back to front.Baby will be able to get to a crawling position.Plays with feet while lying on back.Placed on abdomen, lifts head and chest well up, supporting self on extended arms and flattened palms. (tummy time)Bears weight on feet and bounces up and down actively when held in supported standing with feet touching hard surface.Moves head and eyes eagerly in every direction when attention is distracted. Eyes move in unison.Follows adult's or child's activities across room with purposeful alertness. Baby moves with ease and enjoyment.Manipulates objects, passing them frequently from hand to hand. <p>Fine Motor</p> <ul style="list-style-type: none">Immediately stares at interesting small objects or toys within easy reach.Stretches out both hands simultaneously to grasp with competency.Reaches for small object using their finger and picks up using their thumb and all fingers.Uses two hands but will occasionally use a single hand.Uses whole hand to palmar grasp and passes toy from one hand to another.Drops one object if another is offered.When toy falls from hand within visual field, watches to resting place.When toy falls outside visual field, searches around with eyes and hands, or forgets it.	<p>Gross Motor</p> <ul style="list-style-type: none">Pulls self to sitting position.Sits unsupported on the floor and when leaning forward to pick up and manipulate a toy without losing balance.Can turn body to look sideways while stretching out to pick up toy.Moves on floor by rolling, wriggling on abdomen, or crawling.Pulls to standing, holding on to support for a few moments but cannot lower self and falls backwards with a bump.When held standing, steps purposefully on alternate feet.Only needs intermittent support when sitting on parent's or carers lap and being dressed.When being carried by an adult, supports self in upright position and turns head to look aroundVisually very attentive to people, objects, and the environment.Will pay attention to moving objects, e.g. ball, car. <p>Fine Motor</p> <ul style="list-style-type: none">Immediately stretches out to grasp a small toy when offered, with one hand leading.Manipulates toy with interest, passing from hand to hand and turning over.Observes objects/toys before grasping, especially if unfamiliar.Can reach and grasp a moving object by moving towards it.Begins to point and poke at small objects with index finger.Grasps string between finger and thumb and pulls toy towards self.Picks up small object between finger and thumb with 'inferior' pincer grasp.Can release toy from grasp by dropping or placing on a surface.Enjoys dropping objects over the side of cot or chair.Looks in correct direction for falling or fallen toys (object permanence).Shows understanding of things, e.g. plays with cause-and-effect toys.Watches people or animals with interest for several minutes at a distance.Shakes a rattle, explores it with a finger and bangs on floor.	<p>Gross Motor Skill</p> <ul style="list-style-type: none">Sits on floor and can rise to sitting position from lying down with ease.Crawls on hands and knees, shuffles on bottom.May crawl upstairs.Pulls to standing and sits down again.Walks around furniture lifting one foot and stepping sideways.May stand alone for a few minutes.Walks forwards and sideways with one or both hands held.May walk alone.When shown will put objects in and out of container.Manipulates toys and will shake to make noise.Drops and throws toys forwards deliberately and watches them fall to ground. <p>Fine Motor Skills</p> <ul style="list-style-type: none">Has a mature grasp.Picks up small objects with neat pincer grasp between thumb and tip of index finger.Looks in correct place for toys which falls out of sight.Points with index finger at objects of interest.Be able to pick up a piece of string with first finger & thumb.Outdoors, watches people, animals, or vehicles for prolonged periods.Shows interest in pictures.	<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.Stands at window and watches outside happenings with interest.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.