

## Developmental checklists – adapted from Communication Trust “Universally Speaking”

0–5 years

<b>By 6 months, babies will usually:</b>	
Make sounds, like cooing, gurgling and babbling, to themselves and with other people	
Make noises to get your attention	
Watch your face when you talk to them	
Get excited when they hear voices coming, showing their excitement by kicking or waving their arms or making noises	
Smile and laugh when other people smile and laugh	
Make sounds back when talked to	

<b>By 1 year, babies will usually:</b>	
<b>Talking</b>	
Make talking noises - babble strings of sounds, like ‘ma-ma-ma’, ‘ba-ba-ba’; point and look at you to get your attention	
Many, though not all 1 year olds, will be saying their first words and they may also use gestures	
<b>Listening</b>	
Start to understand words like ‘bye-bye’ and ‘up’ especially when a gesture is used at the same time	
Recognise the names of familiar objects, things like ‘cup’ and ‘bowl’, ‘teddy’ and ‘mummy’	
<b>Taking part</b>	
Look at you when you speak or when they hear their name called	
Take turns in ‘conversations’, babbling back and forth	

<b>By 18 months, babies will usually:</b>	
<b>Talking</b>	
Be talking! They will be able to say around 20 words. These are usually things they hear a lot at home or in the setting – such as ‘milk’, ‘doggy’, ‘hurrah’, ‘bye-bye’, ‘more’, ‘no’	
Say words in a baby way, but the words are usually consistent in how they sound	
<b>Listening</b>	
Understand some simple words and short phrases. These are usually things they hear a lot during the day, such as ‘coat on’, ‘drink’, ‘shoes’, ‘bus’, ‘in your buggy’, ‘dinner time’, ‘all gone’	
Recognise and point to familiar objects when you ask them	
<b>Taking part</b>	
Enjoy games like ‘peek-a-boo’ and ‘pat-a-cake’ and toys that make a noise – they still like the comfort of a familiar adult near by	
Be exploring their world and starting to enjoy simple pretend play, like pretending to talk on the phone	

<b>By 2 years, toddlers will usually:</b>	
<b>Talking</b>	
Use over 50 single words like ‘juice’, ‘car’, ‘biscuit’	
Be starting to put short phrases together with two to three words, such as “more juice” or “bye-bye daddy”	
Be asking simple questions such as “what that?”, “who that?”. They might do this quite a lot!	
<b>Listening</b>	

Understand between 200 and 500 words	
Understand simple questions and instructions like “where’s baby”, “go and get your coat”, “mummy’s turn”	
<b>Taking part</b>	
Enjoy pretend play with their toys, such as feeding dolly or pretending to drive a car, usually making noises and talking while playing	
Become very frustrated when they cannot get their message across. This is one reason for toddler tantrums	

<b>By 3 years, children will usually:</b>	
<b>Talking</b>	
Use up to 300 words. They will use different types of words to do different things, e.g. to describe what things look like <ul style="list-style-type: none"> <li>• ‘big’, ‘soft’</li> <li>• where they are – ‘under’, ‘on’</li> <li>• what they are for – ‘eating’, ‘playing’</li> <li>• that say who they are – ‘me’</li> <li>• to describe how many - ‘lots’</li> </ul>	
Refer to something that has happened in the past	
Put 4 or 5 words together to make short sentences, such as “me want more juice”, “him want his coat”	
Ask lots of questions	
Have clearer speech, although they will still have some immaturities such as ‘pider’ instead of ‘spider’. They often have problems saying more difficult sounds like ‘sh’, ‘ch’, ‘th’ and ‘r’. Some children at this age will not yet be using sounds such as ‘k’, ‘g’, ‘s’, ‘z’, ‘f’ and ‘v’, though they should develop during the year they are 3. However, people who know them can mostly understand them	
<b>Listening</b>	
Listen to and remember simple stories with pictures	
Understand longer instructions, such as “put on your coat and get your bag” or “where’s mummy’s coat?”	
Understand simple ‘who’, ‘what’, and ‘where’ questions	
<b>Taking part</b>	
Play more with other children and join in with play	
Play more complex imaginative games	
Be able to have a proper conversation, though they may flit around the topic a bit and be difficult to follow at times	
Be able to recognise how other people feel and will try to do something about it, e.g “Ah, Josie sad. She need a hug.”	

<b>By 4 years, children will usually:</b>	
<b>Talking</b>	
Ask lots of questions using words like ‘what’, ‘where’ and ‘why’	
Be able to answer questions about ‘why’ something has happened	
Use longer sentences and link sentences together, e.g. “I had pizza for tea and then I played in the garden”	
Describe events that have already happened, E.g. “We got dressed up and we went to the hall and singed songs. All the mummies and daddies did watch”	
Have mostly clear speech, though will continue to have difficulties with a small number of sounds – for example ‘r’ – as in ‘rabbit’, ‘l’ – as in ‘letter’, ‘th’ as in ‘thumb’, ‘sh’ as in ‘show’, and ‘j’ as in ‘jam’. Words with clusters of sounds such as ‘st’, ‘sl’, ‘sp’ will often be unclear at this point	
<b>Listening</b>	
Listen to longer stories and answer questions about a story they have just heard, for example, simple questions such as “Who did Cinderella dance with at the ball?”, “Were Cinderella’s sisters kind?”	

Understand and often use colour, number and time related words, for example, 'red' car, 'three' fingers	
<b>Taking part</b>	
Use talking to meet new friends and work out problems	
Enjoy make-believe play	
Start to like simple jokes – though often their own jokes make little sense	
Start to be able to plan games with others	

<b>By 5 years, children will usually:</b>	
<b>Talking</b>	
Take turns in much longer conversations	
Use sentences that are well formed, for example, "I had spaghetti for tea at Jamilia's house"	
Be learning more words all the time as well as thinking more about the meanings of words, such as describing the meaning of simple words or asking what a new word means	
Be able to re-tell short stories they have heard in roughly the right order and using language that makes it sound like a story	
Use most speech sounds. However, they may have some difficulties with more difficult words such as 'scribble' or 'elephant'. Some speech sounds such as 'r', 'th', and clusters of sounds such as 'sl', 'pr', 'tw', 'sk', may still be difficult	
<b>Listening</b>	
Enjoy listening to stories, songs and rhymes and will start to make up their own	
Ask relevant questions or make relevant comments in relation to what they have heard	
Understand spoken instructions without stopping what they are doing to look at the speaker	
Understand more complicated language such as 'first', 'last', 'might', 'maybe', 'above' and 'in between'	
Understand words that describe sequences such as "first we are going to the shop, next we will play in the park"	
<b>Taking part</b>	
Choose their own friends	
Use talk to take on different roles in imaginative play, to interact and negotiate with people and to have longer conversations	
Use talk to help work out problems, to organise their thinking and take part in activities	

5–11 years

<b>By age 5</b>	
<b>Attention, listening and understanding</b>	
Understand they need to look at who's talking to them and think about what they're saying	
Listen to and understand instructions about what they're doing, whilst busy with another task	
Understand longer 2 to 3 part spoken instructions, e.g. <i>"Get your coat, then choose a partner and line up by the door"</i>	
Understand 'how' or 'why' questions, e.g. <i>"How did the family escape from the bear in the story?"</i>	
<b>Vocabulary</b>	
Understand that words can be put into groups or categories, and give examples from each category, e.g. animals, transport, food, etc	
Understand a range of words to describe the idea of time, shape, texture, size and know in which context to use them, e.g. Soon, early and late; square, triangle and circle; soft, hard, and smooth; big, tiny and tall	
Name objects, characters and animals from a description, e.g. <i>"It lives in the jungle and is fierce with big teeth and is stripy."</i> Children at this age will ask if they are unsure	
Use words more specifically to make their meaning clear, e.g. <i>"I didn't want my yellow gloves, I wanted the spotty ones that match my hat"</i>	
<b>Speech Sounds</b>	
Produce speech that is clear and easy to understand, though may still have some immaturities: <ul style="list-style-type: none"> <li>- 'th' sounds – typically produced as 'f' and 'v', and 'r' sound – typically produced as 'w'</li> <li>- Combinations of consonant sounds e.g. 'pider' (spider), 'fower' (flower), 'bikkit' (biscuit)</li> <li>- Words with 3 or more syllables may be mixed up e.g. 'pasketti' for spaghetti, 'efalent' for elephant.</li> </ul>	
Develop good knowledge and understanding of sounds and words, which are important for reading and spelling	
Break words up into syllables, e.g. <i>"Fri..day"</i> – 2 syllables, <i>"Sat...ur..day"</i> – 3 syllables	
Recognise words that rhyme or sound similar, e.g. <i>"Cat and hat – they rhyme", "Bananas and pyjamas – they sound similar"</i>	
Work out what sound comes at the beginning of a word, e.g. <i>"Sit begins with 's'. Sun, silly, Sam and sausage all begin with 's'."</i>	
<b>Sentence building and grammar</b>	
Use well formed sentences, longer sentences and sentences with more details, E.g. <i>"I made a big round pizza with tomato, cheese and ham on top"</i> . Some immaturities may still be seen e.g. "sheeps", "I bringed".	
Use <u>some</u> irregular past tense words, e.g. <i>"I drank all my milk", "She took my teddy"</i> . However, they may still overgeneralise the past tense rules e.g. using "fihged" instead of "fought".	
Join phrases with words such as 'if', 'because', 'so', 'could', e.g. "I can have a biscuit if I eat all my dinner"	
Ask and answer 'what', 'where', 'when', and 'what could we do next' questions	
Show that they can use language to reason and persuade, e.g. <i>"Can I go outside because it's stopped raining?"</i>	
<b>Storytelling and narrative</b>	
List events with some detail, e.g. <i>"We went to the seaside and I made the biggest sandcastle ever and we ate fish and chips on newspaper"</i>	
Re-tell favourite stories - some parts as exact repetition and some in their own words, E.g. <i>"...going on a bear hunt, going to catch a big one, we're not scared...and he chased them all the way home"</i>	

Begin to add something that's gone wrong in their own stories, e.g. <i>"...but the little boy dropped his big ice cream on the floor and he was very sad and crying..."</i>	
Describe events. These may not always be joined together or in the right order, E.g. <i>"Daddy was cross. We was late for the football. It was broken. The car tyre"</i>	
Use longer and more complicated sentences within their stories, e.g. <i>"When he got home he saw an enormous crocodile sitting on the sofa and the crocodile said good morning, because he was a friendly crocodile"</i>	
<b>Conversations and social interaction</b>	
Start conversations with other people and join in with group conversations	
Join in and organise role play with friends	
Play co-operatively and pretend to be someone else talking. These games can be quite elaborate and detailed	
Use language to communicate a wider range of things – such as ask, negotiate, give opinions and discuss ideas and feelings, e.g. <i>"Can we go to the park after school today – it's a lovely sunny day and it will be fun"</i>	
Give details that they know are important and will influence the listener, e.g. <i>"Ahmed fell over that stone, Javid didn't push him"</i>	

<b>By age 7</b>	
<b>Attention, listening and understanding</b>	
Understand the key points they need to focus on in order to answer a question or follow an instruction and begin to ignore less important information, e.g. <i>"Four buses have nine passengers each but two trains are empty. How many passengers all together?"</i>	
Be aware of when a message is not clear and ask for an explanation, e.g. <i>"Is the author the one that writes the story and the illustrator does the pictures?"</i>	
Understands complex 2 to 3 part instructions, e.g. <i>"Choose a character from the story we've just read, then talk to your partner about how they feel at the end of the story"</i>	
<b>Vocabulary</b>	
Compare words - the way they look, sound or mean, e.g. <i>"It's weird, bare and bear sound the same, but you spell them different and they mean different things"</i>	
'Guess the word' when provided with clues using shape, size and function, E.g. <i>"It's a wild animal, grey and quite fat with thick skin, it isn't an elephant, it has a long name and starts with 'h'"</i>	
Use newly learnt words in a specific and appropriate way, e.g. <i>"Do you know what symmetry means? If you draw a line down a shape and it's exactly the same on each side of the line, then it's symmetrical"</i>	
<b>Speech Sounds</b>	
Use speech that is consistently clear and easy to understand. There may still be occasional errors with longer words, with words with 2/3 consonants together at the start (e.g. <b>scramble</b> , <b>stranger</b> ), and with the 'r' and 'th' sounds.	
Show good knowledge and understanding of sounds and words, which are important for reading and spelling, e.g. Can identify beginning and end sounds in words	
Spot more complex rhymes, E.g. Happy/snappy	
Split up short words into sounds, E.g. D-i-nn-er	
Count syllables in words, E.g. Ca-ter-pill-ar: 4 syllables	
Use sound and letter links to read and spell unfamiliar words	
<b>Sentence building and grammar</b>	
Ask lots of questions to find out specific information including 'how' and 'why', e.g. <i>"How do we know burglars can't get in?"</i>	
Use an imaginative range of descriptive words in sentences, e.g. <i>"Suddenly, he saw a huge hairy creature"</i>	

Use more complicated grammar including using different ways to join phrases to help explain or justify an event, E.g. <i>"It was scary because even the man with the dog looked worried, so we decided to get out of there"</i> . Occasional grammatical errors may still be seen.	
<b>Storytelling and narrative</b>	
Tell a story with important key components in place – so they set the scene, have a basic story plot and the sequence of events are generally in the right order	
Describe their own experiences in detail and in the right order, e.g. About a holiday, weekend activities or visits	
Begin to be aware of what the listener knows already and make checks while telling a story, E.g. <i>"You know Mr Jones, he's our caretaker, he always wears a hat, well he wasn't in school today..."</i>	
Accurately predict what will happen in a story	
<b>Conversations and social interaction</b>	
Take turns to talk, listen, and respond in two way conversations and groups	
Use language they hear other people using and begin to be aware of current peer language. They're learning that they need to use different styles of talk with different people. They will use different words when they are talking to friends than when they are talking to a teacher, e.g. Terms like, <i>'in your face'</i> , <i>'wicked'</i> or <i>'yeah right'</i> .	
Exaggerate in an implausible way, to make stories more exciting, e.g. <i>"Last year on my summer holidays I made the biggest sandcastle in the world"</i>	

<b>By age 9</b>	
<b>Attention, listening and understanding</b>	
Listen to information, work out which elements are key and make relevant, related comments, e.g. <i>"So, we need to go home and ask people of different ages what telly was like when they were young and work out how things have changed. I can ask my granny, my dad and my big sister"</i>	
Identify clearly when they haven't understood and be specific about what additional information they need, e.g. <i>"So what do we use to measure liquid again? Is it millimetres or millilitres?"</i>	
Infer meanings, reasons and make predictions, e.g. <i>"Now, class 4, I'm going to count to 10" [Mrs Jones is getting cross, if we don't stop messing around, someone will end up having to go and see the head teacher]</i>	
<b>Vocabulary</b>	
Use a range of words related to time and measurement, e.g. <i>"Next Friday we're going on our school trip. Mrs Malaki says we'll be about an hour on the coach – that's not too bad is it mum?"</i>	
Use a wide range of verbs to express their thoughts, or explain cause and effect, eg. <i>"I think that's a great idea"</i> , or <i>"If you hold the bowl still, I'll be able to pour the mixture in"</i>	
Join in discussions about a visit or activity using topic vocabulary, e.g. <i>"Tutankhamen was about the same age as me when he became a pharaoh. He was buried in the valley of the kings with loads of treasure. Do you believe the mummy's curse?"</i>	
<b>Speech Sounds</b>	
Overall, speech is consistently clear and easy to understand. There may still be occasional errors with complex words, particularly if they have 3+ syllables or are unfamiliar and complex (e.g. technical language).	
<b>Sentence building and grammar</b>	
Use a whole range of regular and irregular grammatical word endings, with few errors being made, E.g. fought, fell, brought, geese, fish	
Use complex grammar and sentences effectively to communicate in different ways to clarify, summarise, explain choices and plan, e.g. <i>"We decided that Jenny would go first because she's the fastest and would get us a good start. Me and Jack will go in the middle and Waleed will go at the end because he does loads of sport and is really fit"</i>	

Uses intonation linked to grammar to help make sense of information, e.g. <i>"Helpful?", she cried, "you must be joking!"</i>	
<b>Storytelling and narrative</b>	
Tell stories that have a good structure with a distinct plot. They usually include an exciting event with a clear resolution and end point. This is reflected in their writing.	
Put interest into their voices to make storytelling exciting and come to life	
Add detail or leave information out according to how much is already known by the listener	
Understand the interests of the listener, e.g. <i>"Guess who I saw yesterday..."</i>	
<b>Conversations and social interaction</b>	
Understand conversation rules – when to talk and when to listen. They also understand when people may need more or fewer details, depending on the situation.	
Use formal language when appropriate in some familiar situations, e.g. Showing a visitor around school	
Keep conversations going with a range of people in different situations, by making relevant comments or by asking questions	
Use language for a range of different reasons. This is important for building friendships, E.g. Complementing or criticising, clarifying and negotiating	

<b>By age 11</b>	
<b>Attention, listening and understanding</b>	
Begin to appreciate sarcasm when it's obvious, e.g. <i>"My best vase, broken, now that was really clever"</i>	
Understand different question types: Open questions – <i>"Can you tell me all about your visit to the museum?"</i> Closed questions – <i>"Did you enjoy your trip to the museum?"</i> Rhetorical questions – <i>"Wasn't that a lovely trip to the museum?"</i>	
Understand and enjoy simple jokes and recognise simple idioms, but can't really explain why they're funny or what they mean, e.g. Doing something 'at the drop of a hat'	
<b>Vocabulary</b>	
Continue to grow vocabulary, using a wider range and more varied vocabulary to describe actions and feelings.	
Use sophisticated words but meaning might not always be accurate, e.g. "I had to co-operate really hard to get the work done"	
Know that words can have two meanings, uses them appropriately but can't always explain how they're connected, E.g. 'Watch' (the TV and on your wrist) or 'bark' (like a dog and on a tree)	
<b>Sentence building and grammar</b>	
Use long and complex sentence structures including more sophisticated connectives to join ideas together in conversation, e.g. 'meanwhile', 'therefore' or 'yet'	
Use average sentence length of 7-10 words in conversation, though can be shorter (and also may be longer in storytelling)	
Use questions to help conversations flow	
Explain some rules of grammar and know when a sentence is not grammatically correct	
<b>Storytelling and narrative</b>	
Tell elaborate entertaining stories which are full of detailed descriptions	
Use everyday language that is detailed and about experiences that may have happened some time ago or are planned for the future	
Incorporate a subplot in telling stories and recalling events, before resolving the main storyline	
<b>Conversations and social interaction</b>	
Communicate successfully, able to share ideas and information, give and receive advice, offer an opinion and take notice of the opinion of others.	

Negotiate an agreement explaining other options and possible outcomes	
Manage and organise collaborative tasks with little adult supervision	
Realise when people don't fully understand and try to help them	
Enjoy organising group games and can explain the rules effectively	

**11–18 years**

<b>By 11 years: Young people should be able to...</b>	
<b>Understanding of spoken language and verbal reasoning</b>	
Follow quite complex spoken directions (may include longer sentences with more information, new vocabulary and more complex grammar e.g. “remember to accurately measure the liquid before you add the crystals”	
Understanding common, simple ‘sayings’ in context e.g. “Go on, Jess, nothing ventured, nothing gained”	
See someone else’s point of view when they don’t necessarily agree with it	
Understanding factual information, but may still find it difficult to understand information that needs to be inferred e.g. “So, in year 6, I imagine you did work on coastal erosion?” (meaning “did you work on this topic?”), or “That’s obviously a great joke, David, would you like to share it with the class?” (meaning – pay attention and listen, and I really don’t want you to share it)	
Start to understand sarcasm though it may need to have more exaggerated context, tone of voice and facial expression clues to help them understand.	
<b>Vocabulary</b>	
Pick up new vocabulary needed for learning specific to topic areas and more generally	
Use clearer, more objective definitions of words, more similar to a dictionary (e.g. excited: moving from “I’m excited when it’s my birthday” to “very pleased or thrilled”)	
Understand that words have more than one meaning and can explain this	
Use more interesting vocabulary when prompted e.g. ‘immense’ instead of ‘huge’, ‘stagger’ instead of ‘walk’	
<b>Sentence structure and narrative</b>	
Use sentences of 7-11 words in talking, though during conversation and discussion, shorter phrases are often used	
Use a range of higher level words for joining sentences (in both speech and writing) e.g. before, also, then, so	
Tell interesting, entertaining and original stories, with a clear plot and often sub-plots	
Explain the rules of a game/sequence of events in a simple but accurate way e.g. giving directions of how to get somewhere, or giving instructions about how to carry out a task	
<b>Social interaction</b>	
Enjoy jokes based on double meanings, though may not always be able to explain them e.g. “what do you get when you cross a snowman with a vampire?” Answer: “frostbite”.	
Change their style of language to suit the situation and the listener (e.g. friend vs parent vs teacher)	
Be aware when someone doesn’t understand and try another way to get information across	
Negotiate with friends and others to resolve conflicts	

<b>By 13–14 years</b>	
<b>Understanding of spoken language and verbal reasoning</b>	
Understand instructions that don’t follow the same order as words in the sentence, E.g. “Before you get your equipment, decide who you’re working with and what order you need to complete the tasks in”	
Think about how they might persuade other people, including what they’ll say if other views are different from their own, E.g. “I know you aren’t into rugby, but there are a few of us going and after the match we’re going for a pizza – it’ll be a laugh”	
Infer meaning, working out information that isn’t given directly, E.g. “She grabbed her coat and bag and dashed out of the door” (she was in a hurry/late)	
Understand less obvious ‘sayings’, E.g. “Rome wasn’t built in a day, you know”	

Understand and explain words and sayings with double meanings, E.g. “Lemons can leave a bitter taste” / “It was a bitter experience” / “The cold was bitter”	
<b>Vocabulary</b>	
Use words in more and different ways, E.g. “bright kid” / “bright day” / “bright idea”	
Define more difficult words and give examples, e.g. “Justice is about fairness and honesty, where the right thing happens. The law is meant to make sure that justice happens”	
Use spelling rules and patterns in words to get clues to understand word meaning, E.g. “Un...reliable – un means not, so this person isn’t very reliable”	
Use more difficult words when prompted in formal speaking and writing tasks, E.g. Formal situation: “James is incredibly arrogant”. With friends: “James is so full of himself – he’s a pain”	
Confidently explain the meaning of words in different subjects, E.g. In Maths: quadratic equation, factorise, inequality In Science: respiratory, digestion, metamorphosis	
<b>Sentence structure and narrative</b>	
Talk using sentences with an average length of 7-12 words, though during conversation and discussion shorter phrases are usually used	
Join spoken and written sentences using more difficult words, E.g. even though, so that, furthermore, nevertheless	
Produce well-planned, complex spoken stories with different elements and plenty of detail	
Give detailed explanations of rules or break down steps in more complex sequences	
<b>Social interaction</b>	
Understand and use slang with peers. Keep up with rapidly changing ‘street talk’, E.g. “That was sick”	
Use sarcasm as a way to interact with peers and familiar adults, E.g. “Cool dance dad!”	
Keep a topic of conversation going even though the person they’re speaking to finds this skill harder	
Fully understand the difference between the words and style of talk used with friends and the different style of talk needed in the classroom	
Engage in humorous ‘banter’ with friends	

<b>By 18 years</b>	
<b>Understanding of spoken language and verbal reasoning</b>	
Confidently follow complex directions	
Know when and why they don’t understand and ask for help with what they’re struggling with, E.g. “I understand you mix the ingredients together, just not sure what they mean by ‘fold’”	
Be more skilful in discussions and use a range of arguments to persuade others	
Pick out themes in discussions and understand when meaning is inferred and not obvious, E.g. “I thought he was quite arrogant as he always talks about all these things he can do, but I think he’s just busy and trying to impress Laura, you can tell he really likes her”	
<b>Vocabulary</b>	
Understand well the words that are used in questions in exams and the classroom. They’ll know what these words are asking them to do, E.g. evaluate, compile, find themes	
Use a good range of more difficult words and phrases to describe, E.g. exhausted, meandered, noxious, incessant	
Understand more subtle differences between similar words, E.g. severe, considerable	
<b>Sentence structure and narrative</b>	
Talk using sentences with an average length of 9-13 words, though during conversation and discussion shorter phrases are usually used	

Use more advanced 'connecting' words to make complex sentences, E.g. provided that, similarly, conversely, moreover	
Tell long and complex spoken stories ensuring the 'thread' of the story is understood throughout	
<b>Social interaction</b>	
Use their language imaginatively for social interaction, E.g. "That's so many colours of wrong"	
Stay on one conversational topic for long periods and move sensibly from one topic to another	
Switch easily between informal and formal styles of talking, E.g. "Yeah, whatever, you numpty...Oh evening Mr Johnson, how are you?" To friend: "That's our neighbour, what's he doing here?"	
Understand sarcasm by the situation and without the need for a sarcastic tone of voice. Can use sarcasm in humour, E.g. a sarcastic comment for someone who can't sing might be "What a great singing voice you have, you should enrol on X factor"	
Take part in group social interactions, knowing appropriate times to join in conversations	