



Child Development Milestones – 6 to 8 years

The majority of children will achieve these milestones by the time they turn 6 to 8 years. All children develop at different rates. Some children are slower than others (developmentally delayed) but catch up with time. Other children, however, may have an underlying problem that causes their delayed development, and they may not catch up. It is important for these children to get as much treatment (early intervention) as possible. So if you are concerned about any aspect of your child's development, see your child health nurse or doctor for help without delay. If in doubt, it is better to have your concerns checked than to 'wait and see'.

✓ An average child	✓ Signs of possible problems
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Gross motor

<input type="checkbox"/> Riding a two-wheeler bike (without trainer wheels by seven)	<input type="checkbox"/> Not able to jump, skip, hop, run in a coordinated way
<input type="checkbox"/> Becoming skilled with hopscotch and rope skipping	<input type="checkbox"/> Bumping into objects (such as furniture and people), tripping and falling over
<input type="checkbox"/> Getting skilled with a small-sized ball (and can catch it in one hand)	<input type="checkbox"/> Uncoordinated with ball skills
<input type="checkbox"/> Running up and down stairs	<input type="checkbox"/> Not able to ride a bike without trainer wheels after the age of eight years
<input type="checkbox"/> Enjoying participation in team games	<input type="checkbox"/> Gets tired easily with every activity
<input type="checkbox"/> Gradually becoming aware of own body and movement, and comparing to friends	

Fine motor

<input type="checkbox"/> Holding and using pencil easily	<input type="checkbox"/> Finds it difficult and tiring to grasp and use pencil
<input type="checkbox"/> Using fingers to write and draw rather than the whole arm	
<input type="checkbox"/> Learning to write within the lines	<input type="checkbox"/> Difficulty writing in lines
<input type="checkbox"/> Gradually making letters smaller, more well-spaced and well lined-up	<input type="checkbox"/> Letters still large, not becoming smaller
<input type="checkbox"/> Able to cut out irregular shapes, glue accurately and use sticky-tape	<input type="checkbox"/> Difficulty using scissors
<input type="checkbox"/> Demonstrate independent dressing skills including shoelaces (usually by the end of first grade)	<input type="checkbox"/> Unable to tie shoelaces and dress self independently by end of schooling year
<input type="checkbox"/> Able to brush and comb hair	
<input type="checkbox"/> Independent in all other aspects of self-care by the age of seven years	<input type="checkbox"/> Relies greatly on caregiver for bathing, grooming and feeding
<input type="checkbox"/> Aware of left and right	<input type="checkbox"/> Confusion between left and right (beyond first grade)

Talking and understanding

<input type="checkbox"/> Understanding similarities, opposites	<input type="checkbox"/> Concerns from teachers about expressive abilities
<input type="checkbox"/> Communicating effectively in classroom and playground social settings	<input type="checkbox"/> Frustration in the classroom or playground due to not being able to express self properly
	<input type="checkbox"/> Trouble finding the right word
	<input type="checkbox"/> Grammatically incorrect sentences
	<input type="checkbox"/> Lack of awareness of what the listener already knows
<input type="checkbox"/> Understanding within the classroom	<input type="checkbox"/> Concerns from teacher about understanding
<input type="checkbox"/> Understanding conversation amongst other children	<input type="checkbox"/> Child reports confusion in conversation with friends or in the classroom
<input type="checkbox"/> Understanding more complex grammar	<input type="checkbox"/> Difficulties with learning to read





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✓	<i>An average child</i>	✓	<i>Signs of possible problems</i>
Social			
<input type="checkbox"/>	Participating in well established, rule-based group games	<input type="checkbox"/>	Prefers playing alone.
<input type="checkbox"/>	Resolving conflicts without seeking adult intervention	<input type="checkbox"/>	No problem-solving skills if frustrated, or doesn't get their own way
<input type="checkbox"/>	Understanding the individual strengths and interests of other children	<input type="checkbox"/>	Lack of interest in other children or play
		<input type="checkbox"/>	Persisting self-centred focus (problems are always somebody else's fault)
Intellectual			
<input type="checkbox"/>	Able to tell right and left, days of week	<input type="checkbox"/>	Struggle with early curriculum expectations
<input type="checkbox"/>	Able to repeat three digits backwards	<input type="checkbox"/>	Teacher concerns (e.g. the suggestion of repeating first grade)
<input type="checkbox"/>	Able to count backwards from 20	<input type="checkbox"/>	Child is frustrated about learning or the classroom
<input type="checkbox"/>	Understand time and how to tell the time		

If you have any concerns about your child's development, see your child health nurse or GP.

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