



# Talk Listen & Learn Together

## What should my child be doing at school?

*This is a basic checklist to be used as a guide, remember you know your child best so if you are concerned about their development please give us a call to make an appointment.*

### By 4- 5 years of age

#### Social Skills

- Can sit and attend during group time for 5-8 minutes
- Shows interest in letters and numbers

#### Fine Motor

- Can draw a circle, square, plus sign and rectangle
- Can pick up and manipulate items within the hand
- Holds a pencil using a 3 or 4 fingers (resembling an adults grasp)
- Has a hand dominance (mostly consistent)
- Uses scissors to cut on lines and around basic shapes
- Attempts to draw pictures of specific items (with reasonable resemblance)
- Can draw a person with resemblance and most features (may miss the body)
- Can thread medium beads onto a string with ease
- Colours between the lines, and changing colours for different sections (not perfect colouring)
- Starts to attempt to write name

#### Gross Motor

- Can make an X on chest with arms
- Can climb confidently on play equipment
- Balances on 1 foot for 10 seconds

#### Receptive Language (Listening and understanding)

- Understand between 2000-2600 words
- Understand place words (e.g. first, next, last, above, below, middle)
- Understand difference between day and night
- Beginning to understand comparatives (e.g. "this elephant is big, and this elephant is even bigger")
- Understand difference between day and night
- Starting to understand "when" questions

#### Expressive Language (Speaking)

- Uses 1500-2000 words
- Uses pronouns such as (his, her)
- Uses joining words (if, so, but)
- Combines five to eight words in a sentence
- Can say days of the week in sequence
- Identify the odd one out from a group of three items (apple, banana, foot)
- Attempts to tell a long story in sequence, but may get lost and forget the main idea.



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### By 6 years of age

#### Social Skills:

- Speak easily with familiar people
- Maintain a topic of conversation with someone by taking turns to speak
- Play games with complex rules fairly well
- Understand emotions and use words to describe people's emotions
- Can sit and attend in the classroom well
- Can attend social situations and play with other children independently of adult support

#### Receptive Language (Listening & Understanding):

- Follow multi-step instructions independently
- Listen to and understand age-appropriate stories that are read aloud
- Listen to and participate in simple conversations and class discussions
- Understand a variety of open-ended questions (eg. who, where, when, what, why?)

#### Expressive Language (Speaking):

- Speak with no articulation or speech errors
- Speak with very few or no grammatical errors
- Retell a story or an event
- Tell news without assistance
- Ask questions to gain more information
- Construct full sentences to give answers to questions and explain why or how things happened

#### Gross Motor:

- Skips and hops (moving for at least 2 metres)
- Touch shoulders then touch opposite shoulders (creating an X with arms) repeatedly with speed
- Copy complex body movements/sports (dance steps, karate moves, swimming etc)
- Improved "co-ordination" in all gross motor tasks

#### Fine Motor:

- Able to write most lower case letters, upper case letters and numbers with correct formation (mid-late Kindergarten)
- Letter size is less than 1.5 – 2cm in height
- Increasing speed in fine motor tasks
- Threading around a picture in a "sewing" pattern
- Colouring between lines and cutting on lines well (except very small areas may still be difficult)



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### By 7 years of age

#### Social Skills:

- Start, stay on topic and take turns in conversations with adults and other children
- Make up complex games and communicate with others to play
- Understand emotions and use words to describe people's emotions

#### Receptive Language (Listening & Understanding):

- Remember and follow complex multi-step instructions independently over a period of time
- Listen to and understand a chapter of a story book which has no illustrations
- Listen to and actively participate in lengthy conversations and class discussions
- Understand wh- questions (eg. who, where, when, what, why?)

#### Expressive Language (Speaking):

- Speak with no articulation or speech errors
- Speak with very few or no grammatical errors
- Retell a story or an event clearly by providing details
- Tell news without any prompting
- Use a variety of full sentences to express ideas and provide detailed answers

#### Gross Motor:

- Can complete complex actions with the body in a co-ordinated way
- Can cross their midline with lower limbs (legs)
- Can separate their upper and lower body and complete asymmetric tasks

#### Fine Motor:

- Able to write all lower case letters, upper case letters and numbers with correct formation
- Able to write on a line well, correctly placing tall, short and low letters accurately
- Spacing words and letters well (so writing is easily read)
- Letter size is less than 1.5 – 1cm in size
- Ties Shoelaces independently