



Developmental Milestones (6-8 years)

Patient Factsheet

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What is it?

GPs use milestones to track your child's development. Milestones are the skills and tasks children can do at different ages.

If your child is not meeting one or more milestones, there may be a cause for concern. See the developmental concerns in children factsheet for more information and supports.

DOMAIN

MILESTONE

NEEDS ASSESSMENT

Fine Motor



- Draw a detailed picture e.g., of a person and or a house
- Colours in a picture neatly staying within the lines
- Writes letters of the alphabet correctly
- Writes sentences neatly
- Copies written work from the board
- Cuts around complex pictures
- Completes puzzles
- Zips bag or pencil case
- Uses a knife and fork competently
- Dresses and undresses independently
- Ties shoelaces
- Independent with toileting during the day and night

Gross Motor



- Starts and maintains relationships with family, and friendships with peers
- Discloses feelings and regulates emotions
- Shows empathy
- Becoming independent of parent
- Responds to appropriate behaviour management strategies
- Participates in well established, rule-based group games
- Resolves conflicts without seeking adult intervention
- Understands the individual strengths and interests of other children

Social Skills



- Able to tell right and left, days of week
- Able to repeat three digits backwards
- Able to perform simple letter-number sequencing
- Able to count backwards from 20
- Understand time and how to tell the time
- Can perform addition with multiple digit numbers
- Can work independently at a task without getting easily distracted
- Can maintain attention for longer periods of time

- Poor legibility and speed of handwriting compared to peers
- Difficulty using scissors
- Unable to tie shoelaces and dress self independently
- Relies greatly on caregiver for bathing, grooming and feeding
- Continually seeking out certain textures, sounds, or movements
- Sensitive to or avoids certain textures, sounds, or movements

- Aggressive behaviour
- Prefers playing alone
- No problem-solving skills if frustrated, or they don't get their own way
- Lack of interest in other children or play
- Persistent self-centred focus (problems are always somebody else's fault)

- Confusion between left and right (beyond Year 1)
- Struggles with curriculum expectations
- Teacher concerns regarding academic performance
- Child is frustrated about learning or the classroom
- Difficulty maintaining attention
- Child is unable to work independently on tasks

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Speech & Language



- Uses sentences with correct grammar e.g., "I have two feet", not "I have two foots"
- Uses joining words like 'although' and 'if' correctly in sentences
- Uses complex clauses e.g. "the man who was wearing a blue hat was walking to the movies"
- Knows all sounds and letters for reading
- Tells and writes a story with simple beginning, middle and end structures
- Relates events in correct sequence when telling or writing a story
- Understands what they read in books and stories
- Pronounces all sounds including "v", "th"
- Understands indirect instructions e.g. "it's cold in here" to mean "close the door"
- Alter politeness depending on who they are talking to e.g., a peer compared to a school principal

- Concerns from teachers about expressive abilities
- Frustration in the classroom or playground due to not being able to express self properly
- Trouble finding the right word
- Grammatically incorrect sentences
- Lack of awareness of what the listener already knows
- Concerns from teacher about understanding
- Child reports confusion in conversation with friends or in the classroom
- Difficulties with learning to read

Cognitive



- Skips without a rope
- Skips well with a rope
- Jumps over small objects
- Runs downstairs
- Participates appropriately with peers in sporting programs in school and/or the community

- Uncoordinated with ball skills
- Over eight years, not being able to ride a bike without trainer wheels
- Gets tired easily with every activity



This information is to be viewed by someone who has received a diagnosis from their doctor. It is not designed to be used to diagnose a condition or as a substitute for ongoing medical care

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