

# Primary Age Developmental Checklist

Place a tick in the white box if you have observed the student/child having difficulties with this skill

Attention and Listening		Understanding Language	Using Language and Speech	Phonological Awareness / Literacy	Social / Emotional Communication
4 – 6 Years	At 4, attention is mature and integrated, able to attend to two different things at once within a group setting (e.g. continuing an activity while listening to the speaker give directions). Concentration span can be short for non-preferred tasks.	Can understand and answer who, what, where and why questions.	By 6 years, all speech sounds should be accurate in conversation with the exception of 'r' and 'th'.	Aware that letters make sounds and learning to match letters with the sounds they make.	Can use and understand non-verbal social skills such as eye contact, facial expressions, tone of voice, and gesture.
		Can understand abstract concepts such as <i>before/after, many/few, first/second/last, same/different, left/right</i> .	May have difficulty with long words (e.g. <i>hospital</i> ) and words with 3 consonant blends (e.g. <i>splash</i> ).	Begins to be able to recognise words that rhyme.	Can play games with other children, take turns and share.
	By 6 years, attention is established, flexible and sustained.	Can understand sentences containing 'if', 'because' and 'when'.	Can use sentences of 5+ words in length, with words in the right order.	Begins to be able to clap out the syllables in words.	Can identify basic feelings of themselves and others.
		Can follow instructions with 3 unrelated steps (e.g. put your bowl in the sink, get your bag, and put on your coat).	Begins to use simple descriptive language and detail when telling stories, but stories can be jumbled and lack planning.	Begins to be able to tell the first, middle and last sounds in words, and can tell the first sound in a familiar word (e.g. their name).	Can use tactics in disagreements with peers and adults (e.g. negotiating, bribes, insults, praise, commands and promises).
		Has basic understanding of concepts related to number, size, weight, colours, textures, distance, position.	Can use irregular plurals (e.g. mice, ran, drank), and a range of pronouns (e.g. he, she, they) correctly.	Begins to be able to break short words into their sounds (e.g. 'c-a-t').	Begins to use indirect speech, for example saying: "Gee it's cold in here", instead of "Can you close the door?"
		Can understand instructions that contain negatives (e.g. 'point to the ones that are <u>not</u> orange').	Can use specific verbs (e.g. eat, walk) instead of general verbs (e.g. do, go).	Understands how books work and that written words mean something.	Can adapt language style depending on who they are talking to (e.g. talking to babies vs adults).
		Can understand the relationship between common items (e.g. pillow and blanket both used for sleeping).	May overgeneralise past tense like; 'goed', 'runned'.	Can write own name without help.	Enjoys telling jokes.
			Uses <i>and, then, because, so, when</i> and <i>but</i> to link ideas when they are talking.	Shows emerging understanding of vowel digraphs (e.g. ai, ea, ow, a_e).	Can generally stay on topic in conversation.
			Can define familiar words by function, and name word categories (e.g. animals).	Has a sight vocabulary of 100+ words.	Can understand some non-literal language/idioms with exposure (e.g. butterflies in my tummy).
			Asks lots of questions.	Can read and understand simple sentences.	

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	Processing Speed, Working Memory and Independence	Understanding Language	Using Language and Speech	Phonological Awareness / Literacy	Social / Emotional Communication
7 – 11 Years	Is able to self-organise for day with a little reminding (e.g. pack bag, get dressed, remember lunch).	Can understand a huge variety of words, including abstract concepts, and topic specific vocabulary.	By 8 years of age, all speech sounds are correct, and children can be understood 100% of the time.	Can delete and substitute sounds from words to create a new word.	Will ask for help/ clarification when needed.
	Is able to focus on complex tasks for extended periods of time, despite background noise.	Can identify words with multiple meanings and considers multiple meanings of a word when heard.	Uses large and descriptive vocabulary during everyday conversation.	Reads with appropriate pace and fluency, and is confident to read aloud.	Understands a wide variety of figurative language (e.g. idioms: “it’s raining cats and dogs”) and jokes.
	Is able to begin and complete tasks independently.	Can monitor understanding and is aware when they have misunderstood.	Will clarify the meaning of unknown words.	Is able to write in full sentences using some conjunctions.	Is able to start conversations and keep them going, building on what others have said.
	Is able to complete all steps of an instruction and keep track of where they are up to.	Can follow long and complex instructions containing multiple steps and variables.	Can identify synonyms of common words (e.g. big: massive, huge, gigantic).	Is able to copy information from the board with few mistakes.	Is able to adapt speaking behaviours to suit different situations.
	Is able to complete problem solving tasks in their head/ hold information in mind in order to manipulate it (e.g. mental maths, planning a story, spelling a dictated word).	Can understand questions at all levels of difficulty, especially being able to predict, infer information, problem solve and reason.	Is able to speak in long sentences containing complex conjunctions (e.g. <i>however, otherwise, in order to</i> ), without the use of filler words (e.g. <i>umm, ah, thingy</i> ).	Is able to understand large chunks of text, summarise the information and answer a range of age-appropriate comprehension questions.	By 11 years, children are able to express their feelings clearly and recognise the feelings of others.
			Can pronounce multi-syllabic words correctly (e.g. <i>specific</i> ).	Able to show sustained focus on reading and writing tasks.	Is able to repair friendships and resolve small arguments.
	Is able to keep up with the pace of learning in the classroom, actively engaging in learning opportunities.		Can tell full narratives with integrated events, central theme, characters, setting, problem and resolution; using appropriate language to begin and end the narrative (e.g. once upon a time; the end).	Reads actively: predicting what happens next, visualising what is described, and speculating about characters’ actions and motive.	Has a range of friends, and can interact appropriate with them in the classroom and playground.
				Able to spell regular words consistently.	Is able to work effectively in groups. Can negotiate with peers.
		Speaks fluently.	Demonstrates correct formation of all letters and letter combinations. Can write clearly in joined script.	Able to take the perspective of another person or thing in order to decide their actions or what they might say.	