# TYPICAL DEVELOPMENTAL MILESTONES IN EARLY CHILDHOOD

SPELDNSW

Evidence shows that the rapid growth in young children's development and learning is neither exclusively nor universally dependent upon predetermined biological maturation. However, while it is important to realise that development of the nervous system and life's experiences vary from child to child, some typical developmental patterns are evident.

Typical developmental milestones in early childhood refer to those motor and speech and language achievements which predictably emerge within expected age ranges and underpin the term 'developmentally, or age appropriate'. While children's rate of developmental progress is highly individual, it is only against the typical that we can recognise the atypical.

## TYPICAL DEVELOPMENTAL MILESTONES EXPECTED FOR AGE:

### I) MOTOR

**From Age 4:**

- walk downstairs alternating feet, but may still hold the railing
- 3-5 consecutive hops each foot
- rhythmical skip - step/hop pattern one foot only
- catch and control a large bounced ball against the body with bent elbows
- pencil held between thumb & index finger, resting on middle finger

**From Age 5:**

- walk downstairs alternating feet not holding the railing
- balance on each foot 4-8 seconds
- 5-7 consecutive hops each foot
- skip rhythmically alternating feet
- toss ball overarm with 1 step forward - leg/arm same side
- one hand controlled catch of a bean bag using whole hand
- cut easily with scissors at random

**From Age 6:**

- hop on each foot one meter
- balance each foot with eyes closed for 12 seconds
- kick a ball with good balance and arm / leg opposition
- toss ball overarm with shift of weight, 1 step forward & leg / arm opposition
- catch and control a 25cm. ball in both hands, arms in front of the body
- cut exact straight & curved lines with scissors

### II) SPEECH AND LANGUAGE

**From Age 4:**

- good speech rhythm
- speech 90% intelligible with grammatic rules of word classes & word order essentially mastered
- vocabulary 1500-1600 words
- can reorder words to produce more complex 5-6 word sentences
- uses pronoun to refer to self
- recite at least 1 rhyme or song
- uses - who, what, where, when

**From Age 5:**

- only grammar mistakes on exceptions e.g., "I goed / 2 sheeps"
- use adjectives to compare quality of objects
- listens to & tells long stories
- functional language totally integrated
- uses well ordered 6-8 word sentences
- gives age & home address
- follow 3 stage request, in order
- identify same/different in groups of pictures

**From Age 6:**

- correct use of future tense
- manipulate & shift sounds in words
- blends sounds into whole words
- discriminate place of sounds in words - demonstrate understanding of ordinal position
- asks meaning of abstract words
- remembers details of stories read aloud
- produce simple ending for a story with increased ability to use descriptive words
- compare - more/less than, same as, equal to

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