

Year two (6 – 7)

At this age the child should have acquired all their basic gross motor skills, and an improvement in speed and skills will be seen.

In addition a child this age can:

Talking

- Fully participate in conversations, taking turns appropriately and understanding the rules
- Retell a story that they have recently heard, and is able to make up a story that has a theme and a logical structure
- Recognise that the listener has not understood them and can use clearer language to explain
- Understand how to communicate and behave in school
- Use more adult like language

Speech sounds

Please note that there is a wide range of typical variations in how children and young people say words. These often cause concern, however they do not require a speech and language assessment.

- Children under the age of seven often lisp (use a "th" sound instead of a "S"). This is a common pattern and will disappear as the child matures and grows. It does not require a speech and language therapy assessment unless it goes beyond the age of seven and the child is being teased or cannot be fully understood
- Using "w" instead of "r" is also a common pattern and can be present in speech up to the age of seven. It is not a cause for concern unless it continues beyond seven and the child is being teased
- It is also common for children to leave out "t" in the middle or at the end of words. This does not require speech and language therapy advice if there are no other speech difficulties
- Similarly using "f" and/or "v" for "th". As above it does not require speech and language therapy advice if there are no other speech difficulties.

Big muscles and movement skills (these can be referred to as gross motor skills)

- Co-ordinate using a bat and ball in a variety of activities.
- Use balls skills at speed and when changing direction

Hand and finger skills (these can be referred to as fine motor skills)

- Copy a diamond or rectangle
- Demonstrate an established hand dominance. Some children will use one hand for writing and the other for different tasks; this is a common pattern
- Use a dynamic tripod grip and is able to write short, accurate sentences
- Draw lines and measure with a ruler
- Use Lego blocks to build complex structures

Self care skills

- Choose their clothes and dress themselves without any help
- Manage back buttons
- Tie a bow and tie laces
- Use both hands for cutlery and is able to cut food
- Carry a full glass without spillage
- Brush/comb tangled hair and can make a parting
- Blow and wipe their nose

