

Developmental Domain (cont.)

AGES 5, 6, 7, 8

AGES 9, 10, 11, 12

Language	<ul style="list-style-type: none"> • Language is processed musically up to age 7 • Vocabulary expands • Understanding of how language is used increases • Able to follow instructions that involve multiple steps • Children begin to use slang • Use language more abstractly around age 8, including using and understanding jokes • Ability to tell stories – both real and imaginary – develops • Able to learn a second language most easily before the age of 7 	<ul style="list-style-type: none"> • Language processing speed and fluency increases significantly between ages 9-10 and 11-12 • Use of humour develops as they grow in understanding of social norms • Best chance of becoming fluent in a second language prior to age 10
Memory	<ul style="list-style-type: none"> • Developments in the pre-frontal cortex see working memory grow, adding to skills like the ability to follow directions • Children use memory strategies such as rehearsal and organisation 	<ul style="list-style-type: none"> • Children's working memory is developed by ages 10-12
Self-concept	<ul style="list-style-type: none"> • More influenced by comparisons to others from age 7 • Demonstrate pride in their abilities and achievements 	<ul style="list-style-type: none"> • More awareness of others opinions • May become more competitive, aggressive and sarcastic • Growing awareness of own values • May become more egocentric • May experience a drop in self-esteem around ages 9-10 due to increased self-awareness
Self-Control/ Self-Regulation	<ul style="list-style-type: none"> • Beginning to develop their own strategies for coping in social situations and resolving problems, but still like support from parents and other trusted adults • More able to self-regulate and manage their own behaviours • Can identify and name a range of emotions • Can generally express feelings but may become frustrated or aggressive when upset – but are generally able to manage this better than during early years • Behaviour regulation is reinforced by expectations and responses from others around them 	<ul style="list-style-type: none"> • Emotional regulation impacted by onset of adolescence • Understand behavioural norms and social expectations • Able to develop a range of solutions to manage stressful situations • Able to identify mixed or multiple emotions
Responsibility	<ul style="list-style-type: none"> • May begin helping with chores around the home • Increasingly able to self-organise and take care of possessions • Can dress themselves and take on more responsibility for their daily routines e.g. eating, washing 	<ul style="list-style-type: none"> • Better at handling responsibilities on their own • Moving away from reliance on parents

These milestones have been identified through a range of sources which can be found in the bibliography.