

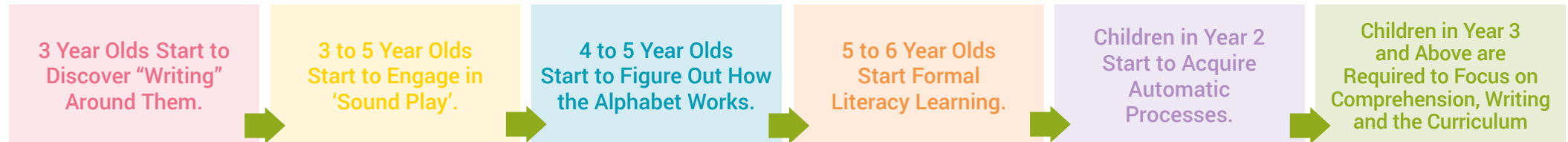
## Key Area: Literacy

# Ages and Stages of Literacy Development



Promoting Literacy  
Development

Many parents wonder if their child's reading skills are developing at the normal rate. While there are individual differences, there is a general progression of skill development. It is recommended that if your child has not attained the skills outlined for his/her age, that a school-based meeting be scheduled. Following this, it is likely that a referral to a specialist (e.g. Speech and Language Pathologist) may be necessary to provide an in-depth check on your child's development. Research clearly states that the earlier intervention commences the better the outcomes for the child.



- They become interested in the print on signs or labels and may come to recognise some of these in particular.
- They may recognise several books by their covers, know the titles, understand that they are read from front to back, from left to right and by looking at the print rather than just the pictures.
- They may understand that one can use writing for communication through cards and notes, for list making, for finding television programs in the guide and for a host of other purposes.
- Through focusing on print, 3 year olds start to become familiar with letters and may learn to recognise and name some.
- Story telling skills are important for literacy. 3 year olds should start to move from just requesting and commanding to explaining their experiences and telling stories.

- They begin to focus on the sounds within words (phonological awareness). 4 year olds begin to appreciate and produce rhymes, clap syllables in words and start to notice how certain words sound the same.
  - They continue to make progress identifying and reproducing letters. They may even be able to write their own name and mix scribble, some letters and drawing in "writing" notes and stories.
  - Story telling skills should continue to develop. Their stories should become fairly easy to follow.
- 1**

- They begin to hear the beginning sound in words. (E.g. 'sun' starts with /s/).
  - They learn that the sounds they hear at the start and end of words are represented by alphabetic letters. (E.g. /s/ at the start of 'sun' is represented by a /s/.
  - They are able to tell a story without support.
- 2**

- Learn to recall the alphabetic letter sounds with accuracy and with speed.
  - Learn to "sound out" words and over the year reading should become accurate and automatic.
  - Are expected to demonstrate their comprehension skills and discuss books they have read or that have been read to them.
  - Initially writing is phonetic in nature. Over the year children integrate early phonic concepts such as sh, ch, th, ing, oo, ee. ar, or, all, ck etc. to written tasks.
- 3**

- The challenge in Year 2 is to achieve fluency. This means reading becomes "effortless". It is through lots and lots of reading practice that children become fast and automatic readers.
  - Writing becomes more automatic and less phonetic as children acquire early vowel digraphs such as ou, oa, ow, ir, ur, ue, ew etc.
- 4**

- Children are required to read and write at length and with relative ease. Children are increasingly expected to read silently rather than aloud and are increasingly expected to write independently.
  - The content of reading material becomes much more complex and the focus of reading shifts to developing comprehension skills.
- 5**

PLD's programs that develop the above skills can be viewed by searching the codes: 1) CCst 2) CCa/CCalc, CCpfa, CCpfr, CCpfs 3) CCfrw, CCfsw, CCsight, Mfwa, Bsw1, CHph1, Md1 4) CCread, CCspell, Bsw2, CHph2, Md2 5) Bsw3, CHph3, Md3 on [www.pld-literacy.org](http://www.pld-literacy.org) mail@pld-literacy.org Phone: +61 (08) 9227 0846

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