

ORAL LANGUAGE SKILLS

Speaking

By 6 - 7 years, children should be **independent communicators** using adult like speech and language skills to express ideas in detail. 6 - 7 year olds should be able to...

- Speak clearly without errors and be understood by anyone, including strangers.
- Use over 3000 different words.
- Use sentences of 8+ words.
- Independently tell news or stories clearly and in great detail.
- Easily explain why something happened.
- Use complex sentences that contain many joining words to connect ideas.
- Ask a range of questions within conversation.
- Enjoy conversation with adults and peers and be able to maintain a conversation for at least 5 turns in the conversation.

For a full overview of the development of speech sounds and how to help a child who is difficult to understand, refer to the PLD sheet <http://pld-literacy.org/product/speech-sound-development-milestones-fact-sheet/>

Understanding / Listening

By 6 - 7 years, children should have a receptive vocabulary (understanding) of over 20,000 words and be able to...

- Listen to lengthy picture books or a chapter of a story book which has no illustrations.
- Follow a series of complex instructions independently.
- Show interest and understanding when an adult is explaining rules or information to a group.
- Understand concepts such as: second, third, all, except, unless, neither, either.
- Understand humour and laugh at jokes.
- Answer questions of increasing complexity.



Year 1 & 2

Lower Primary,
6 to 7 year olds

Language & Literacy Milestones

Children in years 1 and 2 are characterised by curiosity and a desire to share their ideas with others. Literacy becomes a focus with children learning the power of reading to gain information and writing as a way to share ideas with others. Oral language skills, particularly narrative (storytelling) skills are also very important at this stage as children refine their language and transfer oral language to a written form. Initially written work is phonetic, however over time students should integrate their phonics and sight words and writing becomes more accurate. Oral reading should transition from a reliance on 'sounding-out' to reading in a fast and automatic manner. Over this period the processes of reading, spelling and writing should develop into a more "effortless" process. While literacy is a major focus within this period, for many students the development of refined motor and language skills may still require attention.

How to Use...

This booklet has been designed to give an overview of the language, literacy and motor milestones to be expected in a child in the lower primary years (Years 1-2). Please keep in mind however, that every child's development is unique and complex and a child may not follow these developmental milestones exactly. Although each child may develop skills at different rates, there is a predictable sequence of development. It is therefore important to consider the individual child when using these milestones.

Use these milestones and the associated tips and activity ideas to:

1. Gain a sense of your child's strengths and areas requiring development.
2. Get tips for helping your child to develop strong language and literacy skills.

REMEMBER: Always join in activities with your child. It is more fun to play together plus your child will learn so much more!

A Note on Screen Time...

Technology is a big part of our world today, however it is very important for a child's language, literacy and physical development that screen time is limited and children are encouraged to engage in a variety of activities. Overuse of technology limits a child's imagination and creativity and can lead to delays in attaining developmental milestones in the areas of language, literacy and motor skills.

If You Have Concerns...

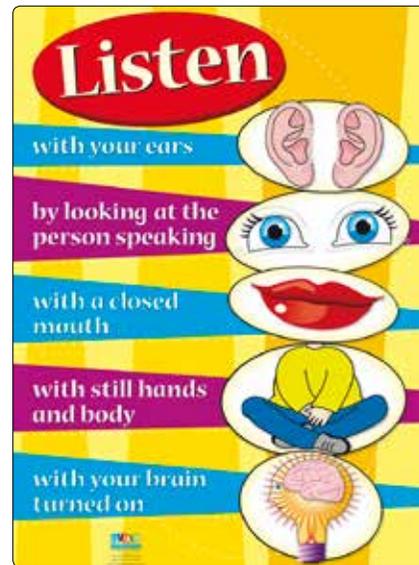
It is recommended that if your child has not attained the skills outlined for his/her age, that a school-based meeting be scheduled. If you have concerns regarding oral language or literacy skills, consult a Speech Pathologist. If you have concerns regarding motor skills, consult an Occupational Therapist. Research clearly states that the earlier intervention commences the better the outcomes for the child.

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RECOMMENDED BOOKS		
Choose longer stories that contain full story structure. Themes should be relatively simple and repetition may still be present in text.		
	BOOK TITLE	AUTHOR
Ideal for Narrative Retell Tasks	Alexander's Outing	Pamela Allen
	Blossom Possum	Gina Newton
	Chatterbox	Margaret Wild
	Cuddley Dudley	Jez Alborough
	Edward the Emu	Sheena Knowles
	Harry the Dirty Dog	Gene Zion
	Herbert and Harry	Pamela Allen
	John Brown, Rose and the Midnight Cat	Jenny Wagner
	Knuffle Bunny	Mo Willems
	Louisa May Pickett's Best Show and Tell Ever	Rod Clement
	Mr McGee	Pamela Allen
	My Cat Maisie	Pamela Allen
	Pearl Bailey and Charlie Parsley	Aaron Blabey
	Pete the Sheep	Jackie French
	Possum Magic	Mem Fox
	The Potato People	Pamela Allen
	The Rainbow Fish	Marcus Pfister
	The Tiger Who Came to Tea	Judith Kerr
	Too Many Pears!	Jackie French
	Where's Stripey	Wendy Binks
Wombat Divine	Mem Fox	



For more information about comprehension development and tips for helping a child to understand and answer questions, refer to the PLD sheet <http://pld-literacy.org/product/comprehension-development-fact-sheet/>

EXAMPLES OF QUESTIONS	SUPPORTING THE UNDERSTANDING OF QUESTIONS
Why did that happen?	If a child has difficulty understanding a question: 1. Repeat the question using visual cues to support (e.g. pictures and gestures). 2. Rephrase the question or ask it in a different way. 3. Give two alternatives for the child to choose between. 4. Model the correct answer.
What would you do different next time?	
Why couldn't you do it this way?	
What would happen if...?	
Why did you use...?	
What could you do?	

Tips for Home

- Encourage your child to retell you their school reader without reading the words, but remembering what happened.
- Ask your child to tell you what they did at school.
- Encourage your child to ask you when they don't know the meaning of a word.
- Talk a lot about events that have happened, giving detail and emphasise the sequence of events.
- Encourage your child to phone grandparents, other relatives or good friends and tell them about events that have occurred.

Causes for Concerns

- A small vocabulary.
- Only uses short sentences or sentences with grammatical errors (e.g. I runned...).
- Difficulties expressing themselves so that others understand their story.
- Difficulty following instructions and forgets what they were asked to do.
- Child's speech contains articulation errors.
- Does not sit and happily listen to a story.
- Finds it difficult to have a conversation with an adult and needs constant prompting.

LITERACY SKILLS

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. During the lower primary years children should achieve reading fluency (i.e. reading becomes effortless) through lots of reading practice. Writing should also be more automatic with children able to generate ideas and sentences which can be translated into written tasks without prompting.

During Year 1 and 2 children should learn to read, spell and write the following concepts. It is important to note that for each concept, children will initially learn to read the concepts, then after more skill practice will learn to spell the concepts and finally the concepts will become evident in the children's writing.

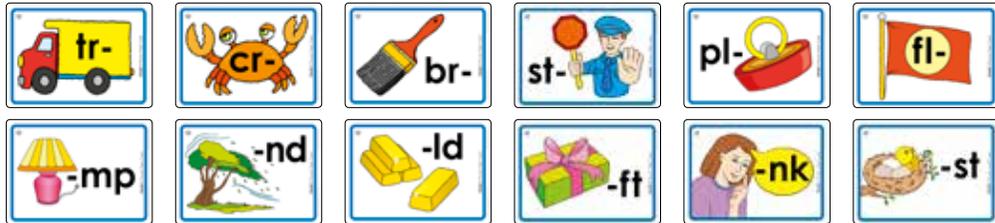
1. CVC (consonant vowel consonant) words.



2. Early phonic concepts: sh, ch, th, oo, ee, ck.



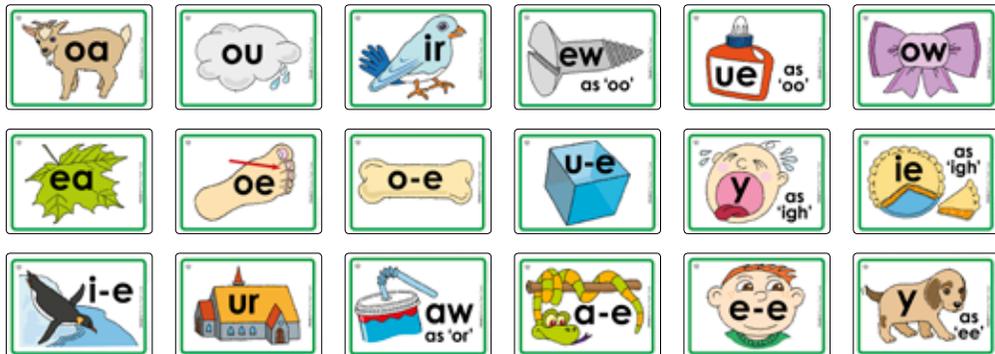
3. Blends such as CCVC (such as: tr, cr, br, st, pl, fl) and CVCC (such as: mp, nd, ld, ft, nk, st).



4. Later phonic concepts: ar, or, er, ay, oi, all.

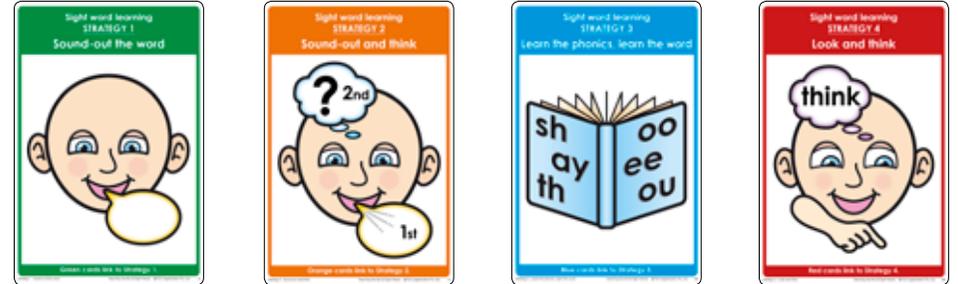


5. Vowel digraphs: oa, ou, ir, ew as oo, ue as oo, ow, ea, oe, o-e, u-e, y as igh, ie as igh, i-e, ur, aw as 'or', a-e, e-e, y as ee.



LITERACY SKILLS

6. Sight words: Learn to read, spell and then transfer into writing.



Look Cover Say Write Check

LOOK LOOK at the sounds in the words as you read the word.

COVER COVER the word. Try to see the word and all its sounds in your head.

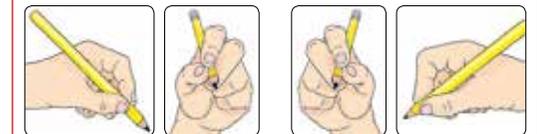
SAY SAY each sound that makes up the word while revealing a finger.

WRITE WRITE the word in alternating colours for each sound.

CHECK CHECK your work.

Good Pencil Grip - What makes it easier?

- Big pieces of paper.
- Big crayons, brushes and markers (larger tools ensure children use the right muscles and hand and finger position for the activity and are less likely to adopt incorrect grasps to control the tool).
- Use thick outlines.



Left hand pencil grip

Right hand pencil grip

Good Posture - Tips

- Sitting back in chair.
- Back straight and leaning slightly forward.
- Feet are flat on the floor.



Tips for Home

Children need much practice to automate their literacy skills and will always benefit from home and school working together to rehearse skills. Within this period children's letter formation, reading, spelling and writing should become automatic and effortless.

- Practice forming letters always showing them how to form letters correctly. (i.e. Where to start and in what direction the lines and curves are made).
- Play phonic bingo and other phonic games as a supplement to reading books.
- Encourage your child to sound-out and spell a phonics based list of words.
- Encourage writing by dictating a section of a reading book for your child to write.