Talk 2 Me

Preschool Speech and Language ~ Early Identification ~ Intervention ~ Education

Telephone: (519) 252-0636   Fax: (519) 252-7917   Web: connectwithus.ca

Connections Early Years Family Centre   *Children First*   *John McGivney Children's Centre*

Early Literacy Milestones

Child: _____

DOB: _____

Today's Date: _____

Form Completed By: ❑ Mother ❑ Father ❑ Other _____   ❑ SLP: _____

Y/N	Daily Reading Time with my child

Y/N	**By 18 months**
	Begins to recognize and points to familiar people and objects in pictures

Y/N	**By 2 years**
	Recognizes the front of a book; holds book right side up, turns pages
	Pretends to read books
	Enjoys looking at books (attention for "text and stories" may still be limited)
	Asking for favourite books to be read over and over

Y/N	**By 3 years**
	Recognizes and understands familiar print (i.e. McDonalds; Walmart; Tim Hortons)
	Recognizes meanings of common labels (i.e. stop sign, logos; package labels)
	Sings simple songs and rhymes
	Understands the function of "written" language (we read words not just pictures)
	Listens to stories for longer periods of time
	Fills in the blanks of favourite parts to books (i.e. Humpty Dumpty sat on a _____)
	Has beginning awareness of rhyme (words may sound the same i.e. cat and hat)

Y/N	**By 4 years**
	Retells parts of familiar stories using the pictures
	"Reads" memorized text (i.e movie and book titles; package labels)
	Begins to print own name
	Recognizes and names some letters; may begin to match letters with sounds
	Makes up silly rhyming words
	Has emerging awareness of alliteration (words start with same sound i.e. ball, baby, bus)

Y/N	**By 5 years**
	Identifies all the letters of the alphabet
	Understands that text flows in a consistent direction (i.e. we read text from left to right)
	Retells story with a clear beginning, middle, and end; Knows characters; story resolution
	Separates sentences into individual words (claps out the number of words in a phrase)
	Identifies words with different sounds at the beginning (i.e. dog; fish)
	Recognizes his/her own name and some high interest words (in print)
	Separates words into syllables (claps out the number of syllables i.e. ba-na-na)