

Kid Speak

Paediatric Speech Pathology

Early intervention is best

Children develop literacy with exposure to books, environmental print, songs and structured teaching.

This flyer shows when and how children develop literacy skills.

We can work together to:

- find out if your child is reading and spelling within developmental milestones
- achieve academic success through the development of reading and writing skills

Don't wait and see

Children who do not meet early communication milestones may be at risk of further delay

Speech pathologists provide therapy to help children:



- understand instructions
- use pictures, symbols, signs, gestures, speech sounds, words and sentences to express themselves
- reduce stuttering, voice and feeding difficulties
- take turns and make eye contact
- develop reading and spelling skills
- build social skills

Turn over for literacy milestones

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Literacy Milestones

3 Year Olds

develop emergent literacy by:



- discovering letters and words around them
- identifying the first letter of their name and noticing how other words also start with the same letter
- recognizing environmental print, e.g. familiar logos or store names
- demonstrating curiosity about written words (e.g. asking, "what's that word?")
- recognizing books by their covers and understanding that they are read from front to back and left to right
- pretending to "read" familiar stories
- learning some letter names and sounds.

4-5 Year Olds



develop phonological awareness skills by:

- identifying the beginning sound in words (e.g. "sun" starts with "s")
- orally segmenting sounds within CVC words (e.g. "c-a-t")
- learning high frequency sounds (s a t p i n a e o u), as well as the individual sounds within their name
- identifying and producing rhyming words (e.g. cat rhymes with rat)
- hearing syllables and clapping beats within words (eg. "el-e-phant")
- beginning to spell CV (eg. me) and VC (eg. am) words from left to write on the page
- using a combination of scribble, real letters and pictures when "writing" their own stories.



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Year 1 students

commence formal literacy learning by:

- learning all alphabetic letter sounds with accuracy and with speed
- moving from "sounding out" words when reading to silent reading
- using diagraphs sh, ch, th, ing and ck within words
- giving examples of how a phoneme can be represented by more than one letter or letter combination (e.g. "k" "c" and "ck" all make the same sound)
- spelling CVC (c-a-r), CCVC (s-h-i-p) and CVCC (b-e-s-t) words correctly
- acquiring early vowel patterns ee, oo, ya, ai, ea, oa, ow
- applying and understanding common suffixes (eg. -ing and -ed) in texts
- spelling and reading an increased number of high frequency words by sight (Oxford Sight Words)
- self-correcting when words don't look or sound correct
- requiring less contextual clues to decode unknown words.

Year 2 students



develop automatic literacy processes by:

- reading and spelling CCVCC (t-r-u-s-t), CCCVC (s-c-r-a-p) and CCCVCC words (t-h-r-u-s-t)
- beginning to read and spell multi-syllabic words with little hesitation
- reading and writing high frequency words without hesitation.

Year 3 students



shift their literacy focus towards developing comprehension skills by:

- using their grapheme-phoneme knowledge and blending skills to read unfamiliar words quickly and accurately
- reading silently
- making inferences and predictions about stories
- making guesses about the perspectives of characters.