

Literacy Milestones

3 Year Olds

develop emergent literacy by:



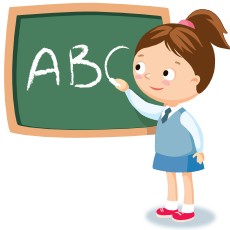
- discovering letters and words around them
- identifying the first letter of their name and noticing how other words also start with the same letter
- recognizing environmental print, e.g. familiar logos or store names
- demonstrating curiosity about written words (e.g. asking, “what’s that word?”)
- 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 (eg. “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.



Year 1 students

commence formal literacy learning by:

- knowing all alphabetic letter sounds with accuracy and with speed
- moving from “sounding out” words when reading to silent reading
- using consonant blends sh, ch, th, ing, oo, ee, ar, or, all, 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 digraphs ee, oo, ay, 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.