

## Literacy Milestones

### 3 year olds:

Develop emergent literacy skills 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
- Recognising environmental print e.g. familiar logos or store names
- Demonstrating curiosity about written words (e.g. asking "whats that word?")
- Recognising 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 letters 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 with CVC words (e.g. "c-a-t")
- Learning high frequency sounds (s a t p l 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 (el-e-phant)
- Beginning to spell CV (e.g. 'me') and VC (e.g. 'am') words from left to right on the page.
- Using a combination of scribble, real letters and pictures when "writing" their own stories.

### Year 1 Students:

- 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-t) CCVC (s-k--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 (s-c-r-u-n-ch)
- 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
- Making guesses about the perspectives of characters.

