

<b>Literacy Development</b> <b>6-8 years</b>		
<b>Age</b>	<b>What to expect</b>	<b>What you can do</b>
6 years old/1 <sup>st</sup> year of schooling	<ul style="list-style-type: none"> <li>• Understands basic sequences (e.g. can order 4-picture sequences)           <ul style="list-style-type: none"> <li>• Understands that words can be segmented into sounds</li> <li>• Has print awareness skills including reading print left to right and from top to bottom</li> <li>• Corresponds sounds to letters</li> <li>• Writes their first and last name</li> <li>• Starts to blend separate sounds together to read short words</li> <li>• Starts to segment sounds in spoken words for spelling</li> </ul> </li> </ul>	<p><u>Phonemic (sound) awareness:</u></p> <ul style="list-style-type: none"> <li>• Build sound awareness skills in games and during book reading times. Here are some ideas:           <ul style="list-style-type: none"> <li>○ Play <i>I Spy</i> to practise identifying the first sound in words. Say: "I spy something that starts with the sound <i>mmm</i>"</li> <li>○ Ask: "Find me all the things that start with <i>sss</i> in the picture" with book reading</li> <li>○ Clap the syllables in family and friends' names</li> <li>○ Play guessing games. Say: "Guess what word I am saying <i>e...le...phant</i>. Yes, it's elephant!" or for something harder... "Guess what word I am saying <i>sh....o.....p</i>. You're right, it's shop!"</li> </ul> </li> </ul>



- Reads some sight words
- Recalls language from a few picture books from memory
- Attempts to write simple sentences, spelling some key sounds for each word



- Choose a word in a book you are reading and ask: "What sounds can you hear in that word?". Say the word slowly to help your child.

Sight word knowledge:

- Write sight words down and hide them around the house.
- Ask your child to say the word when they find each word.

Reading accuracy and rate:

The best thing you can do to help your child read and get them to read! Be creative with what reading material you use – get them reading a recipe in the kitchen, reading a procedure for a craft activity or reading instructions for a game.

Reading comprehension at word, sentence and text level:

<p>7 years old/2<sup>nd</sup> year of schooling</p>	<ul style="list-style-type: none"> <li>• Identifies sounds, letters and sentences</li> <li>• Increases sight word knowledge (up to 100 words by the end of the year)</li> <li>• Decodes unfamiliar words more independently</li> <li>• Uses several decoding strategies to read a text (e.g. using picture clues, sentence context, prediction)</li> <li>• Reads aloud with smooth reading rate</li> <li>• Sounds out and represents most sounds in spelling new words</li> <li>• Starts to use punctuation including capitalisation appropriately</li> <li>• Comprehends reading material</li> <li>• Uses writing to express ideas</li> <li>• Writes high-frequency words accurately</li> <li>• Starting to develop story and recount writing skills</li> </ul>	<ul style="list-style-type: none"> <li>• Help your child to understand what they are reading by asking them questions before, during and after they read.</li> <li>• Before reading, Ask: “What do you think the story will be about?” (help them think about clues from the title and the picture).</li> <li>• During reading, encourage your child to make predictions, ask: “What do you think will happen next?”</li> <li>• After reading, ask: “What was the story about?”, “What was the problem?” and “How did they fix the problem?”.</li> </ul> 
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8 years old/3 <sup>rd</sup> year of schooling	<p>Begins to read for learning (rather than learning to read)</p> <ul style="list-style-type: none"> <li>• Reads fluently (i.e. can read unfamiliar words easily, has strong sound awareness)</li> <li>• Uses comprehension strategies (e.g. make predictions, refer to previous events, use own knowledge)</li> <li>• Reads a variety of written texts including narratives, information reports, persuasive texts, letters</li> <li>• Constructs complex and descriptive sentences in written work</li> <li>• Begins to understand figurative (non-literal) language in written work (e.g. humour)</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage your child to retell the story using the pictures or recalling from memory – this will help with their understanding of text level language.</li> <li>• For more questions that are levelled from simple to more complex, you could use Blanks Level of Questions (Marion Blank)</li> </ul> <p><u>Sight Words:</u></p> <p>Practise writing sight words in fun ways that draw your child's attention to the 'look' of the word. One fun way is to put shaving cream on your dining table and practise writing the sight words with your finger in the shaving cream!</p> <p><u>Writing:</u></p> <p>To develop your child's writing skills, encourage them to write in functional and meaningful ways. This could be getting your child to help you write a grocery list, write a text message to a friend or write a letter to a friend (or better yet, join our PenPal club!). These activities will encourage them to develop their writing skills and also help them to see the purpose of writing.</p>
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