

Early and Emergent Literacy

2 to 7 years

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Age	Hearing	Vision	Muscle Development
2-3 years	<ul style="list-style-type: none"> • /ing, k, g, h/ and // sounds are emerging. • Sings simple rhymes, songs. • Vocabulary grows rapidly—she learns about 8 new words per day. • Uses 4 to 5 word sentences. • Others can understand most of what the child says. • Begins to learn the rules of grammar; knows word order. • Recites whole phrases or stories. 	<ul style="list-style-type: none"> • Sorts objects by size and shape. • Attends to details in books, and looks for the same characters from page to page. • Studies pictures more than print. 	<ul style="list-style-type: none"> • Running, kicking, jumping, throwing, catching, balancing all improve at this age. • Enjoys finger plays. • Learns to pour. • Putting things together, stacking and scribbling improve. • Can hold a paintbrush and finer crayons. • Turns pages of a paperback book one at a time • Rips paper.
3-4 years	<ul style="list-style-type: none"> • /f, v, sh/ sounds are emerging. • Makes up rhyming words. • Listens attentively to a story read by an adult for 10 minutes. • Can retell a familiar story using a book or pictures. • Uses 5 to 8 word sentences. • Others can understand all of what the child says. • Understands that words are read, and that text has different functions (recipe, signs, stories). • Begins to recognize some letters (e.g. letters in name). • Recognizes words like stop sign. 	<ul style="list-style-type: none"> • Begins to pay more attention to print on each page. • Understands humour in pictures. • Identifies 10 letters. • Realizes that sentences can be broken apart into single words. 	<ul style="list-style-type: none"> • Begins to use rhythm to sound out syllables. • Holds paper with one hand and draws with the other. • Draws a person (with a face and maybe arms and legs). • Snips with scissors. • Does up buttons, zippers and snaps. • Can do jigsaw puzzles. • Uses a keyboard.

Age	Hearing	Vision	Muscle Development
4 - 5 years	<ul style="list-style-type: none"> • Consonant blends /s, r, l/ blends and letter combinations /ch, j, th/ and /r/ sounds such as /ar/, /rah/, /er/ are emerging. • Changes a sound in a word to make a new word. • Knows stories have a beginning, middle and end. • Uses extensive vocabulary (2000 or more words) and adult-like grammar. • Predicts a story line. 	<ul style="list-style-type: none"> • May print letters backwards. • Can remember the meaning of the letter symbols he or she has used to tell a short story. • Spends time looking at books independently. • Begins to associate letters with the sounds they make. • Asks what the print says. • Understands that text flows in a consistent direction (in English, from left to right). 	<ul style="list-style-type: none"> • Takes part in activities (e.g. t-ball, ballet) that develop muscle strength, balance and coordination. • Enjoys dancing or movement to music. • Copies letters. • Starts to print and write (writes own name first). • Holds paper with one hand and cuts with the other.
5 - 6 years	<ul style="list-style-type: none"> • Can segment words into syllables (din-o-saur). • Can segment words into onsets and rimes (/b/oat, /g/oat). • Can identify different sounds at the beginning of words (rock, sock). • At the end of words (stem, step). • In the middle of words (dig, dog). 	<ul style="list-style-type: none"> • Recognizes all (or almost all) letters in the alphabet in both upper and lower case. • Begins to decode (read) print. • Recognizes some punctuation markings. 	<ul style="list-style-type: none"> • Creates more art work. • Creates stories. • May use only consonants to write words. • Begins to use punctuation in own writing.
6 - 7 years	<ul style="list-style-type: none"> • Can hear, segment and say phonemes in a word separately (/c//a//t/). • Children can hear, delete and move phonemes in a word (/t//u//b/, /u//b/, /b//u//t/). • At 6 years, may know up to 13,000 words. 	<ul style="list-style-type: none"> • Reads accurately and understands text that is written for grade 1. • Recognizes combinations of letters that are in word families (e.g. ite, ate). • Recognizes by sight common irregular words that are not in word families (e.g. have, said). 	<ul style="list-style-type: none"> • Is approaching standard spelling.