

## **Welcome to Supporting Your Child In Literacy Development**



Thank you so much for taking the time to view this information. We know as educators that we cannot do this work without the support of families. In Grades K-5 we typically see a lot of parent involvement in reading and writing. This starts to wane usually around grade 6 and up because of the assumption that students are doing well, or we see a lack of interest in reading among students. We want to offer parents the opportunity to become more involved in their children's reading development with easy tools and conversation starters that will help support them. I will be providing 6 information PDF documents and recording 6 video sessions in addition to this one; coming out each month until June. Each session will focus on a specific reading comprehension strategy and ways in which you can support your child at home.

This month I will be giving you an overview of Literacy development, how it begins, and what you will notice as your child develops. I will also list strategies that may work for you and your family to support the development of your child. If you have any questions please don't hesitate to contact me via email at [april.zakresky@psd.ca](mailto:april.zakresky@psd.ca) or call Prescott Learning Centre at **780-571-8079**.

Language and communication are highly tied to reading and writing development. If you know what the characteristics of each phase of development are, you will have a better understanding of where your child is in their literacy development. It all begins with oral Language and communication Development.



## Phase 1: Beginning Language

### What you will notice:

- Crying, babbling, gurgling
- Responds to own name, non-verbal gestures like pointing or reaching
- Single words, mispronunciation of words eg. tup for cup
- Understands simple questions and follows simple directions

## Phase 2: Early Language (Language and Thinking) and (Speech Development)

### What you will notice:

- Shows an interest in explanations like how and why
- Express opinions eg. I don't like....
- See the relationship between objects eg. put toys together
- Begin to understand cause and effect, express feelings
- May confuse tenses eg. I going shopping yesterday, talks out loud to self
- Engages in imaginary play, shows interest in talking and learning about stories
- Tells stories about the pictures in books, retells simple stories, draws symbols
- Shows interest in words encountered in books.

## Phase 3: Exploratory Language

### What you will notice:

- Has grasped most grammatical rules, uses more lengthy and complex sentences
- Contributes to classroom interactions, adapts language for seeking information or social control,
- Includes When, Where, Who and What recounts when conversing
- Distinguishes and describes past and present experiences
- Can suggest alternatives for solving problems, can make inferences eg. I can't go outside because it is raining.

## Phase 4: Emergent Language for Learning

### What you will notice:

- Judges whether a sentence is grammatically correct,
- Uses slang and jargon with peers, can sustain a conversation with a variety of audiences, and responds to classroom expectations
- Shows knowledge of a story structure can predict and retell, can describe similarities and differences
- Demonstrates abstract thinking (thoughts, hypothesis, wishes)
- Language literacy - develops a specific vocabulary to suit different purposes eg. comparison, an argument, and can give sequenced retells of a story
- Can sustain a conversation on the topic



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## Phase 5: Consolidated Language for Learning

### What you will notice:

- Recognizes that language can be adapted to meet social, situational, and educational needs e.g language of reporting is different from interviewing or storytelling.
- Can express opinions and draw conclusions

## Phase 6: Extended Language for Learning (Where we like Junior High Students to be)

### What you will notice:

- Can summarize main ideas from written or spoken text using precise language
- Can draw conclusions and make inferences based on what is read or discussed
- Can listen and respond to alternative perspectives
- Can give thoughts on world views.

## Phase 7: Proficient Language Use

### What you will notice:

- Can critically reflect and analyze spoken and written text
- Can use note-taking strategies

## Phase 8: Advanced Language

### What you will notice:

- Interacts responsively, critically, and confidently with both familiar and unfamiliar audiences on specialized topics informal situations.

## **This is a lot of info about language development, so how can you help???**

- Set aside 10-15 minutes daily to discuss what has happened during the day
- Involve your child in conversations, plans, and discussions
- Encourage your child to give reasons for their decisions
- Talk about topics of mutual interest
- Actively model good listening and speaking by engaging in focused conversation (phones away and eye contact)
- Teach your child to talk on the telephone
- Read to your child and talk about the print and illustrations eg. What do you see in this picture? How are the words written?
- Ask your child to retell a story and explain their favorite section
- Focus on the messages of your child's writing instead of correct letter formation or spelling
- Watch and discuss television programs and videos
- Include Meal times as talking times and encourage family members to join and participate.