

# General Outline Of The Milestones On The Road To Reading Success

Children develop at their own pace, but generally can be expected to meet certain milestones. These are typical ages for reading milestones.

## **Age 0-12 months (P1 - P2)**

Children usually begin to:

- reach for soft-covered books
- look at and touch the pictures in books
- prefer pictures of faces
- make cooing or nonsense sounds to respond to a familiar story
- help turn pages

## **Age 12-36 months (P3 - P4)**

Children usually begin to:

- answer questions about and identify objects in books - such as "Where's the cow?" or "What does the cow say?"
- name familiar pictures, such as dog, cup and baby
- use pointing to identify named objects
- pretend to read books by turning the pages and making up stories (24 months +)
- finish sentences in books they know well
- scribble on paper
- know names of books and identify them by the picture on the cover
- turn pages of board books
- have a favourite book and request it to be read often

## **Age 3 (P5 - P6)**

Children usually begin to:

- explore books independently
- listen to longer books that are read aloud
- retell a familiar story
- recite the alphabet
- begin to sing the alphabet song with prompting and cues
- make continuous symbols that resemble writing
- imitate the action of reading a book aloud

## **Age 4 (P7 - P8)**

Children usually begin to:

- recognise familiar signs and labels, especially on signs and containers
- make up rhymes or silly phrases
- recognise and write some of the letters of the alphabet (a good goal to strive for is 12-15 letters)
- read and write their names
- name beginning letters or sounds of words
- match some letters to their sounds
- use familiar letters to try writing words
- understand that print is read from left to right, top to bottom
- retell stories that have been read to them

## **Age 5 (NC Level 1)**

Children usually begin to:

- recognise and produce words that rhyme
- match some spoken and written words
- write some letters, numbers, and words
- recognise some familiar words
- predict what will happen next in a story
- identify initial, final, and medial (middle) sounds in short words (for example, sit, sun)
- decode simple words in isolation (the word with definition) and in context (using the word in a sentence)
- retell the main idea and identify details (who, what, when, where, why, how) of a story
- arrange story events in sequence

## **Age 6-7 (NC Level 2)**

Children usually begin to:

- read familiar stories
- sound out or decode unfamiliar words
- use pictures and context to figure out unfamiliar words
- use some common punctuation and capitalization in writing
- self-correct when they make a mistake while reading aloud
- show comprehension of a story through drawings
- write by organising details into a logical sequence with a beginning, middle, and end

### **Age 7-8 (NC Level 3)**

Children usually begin to:

- read longer books independently
- read aloud with proper emphasis and expression
- use context and pictures to help identify unfamiliar words
- understand the concept of paragraphs and begin to apply it in writing
- correctly use punctuation
- correctly spell many words
- write notes, like phone messages and email
- enjoy games like word searches
- use new words, phrases, or figures of speech that they have heard
- revise their own writing to create and illustrate stories

### **Age 9-13 (NC Level 4 - NC Level 6)**

Children usually begin to:

- explore and understand different kinds of texts, like biographies, poetry, and fiction
- understand and explore expository, narrative, and persuasive text
- read to extract specific information, such as from a science book
- identify parts of speech and devices like similes and metaphors
- correctly identify major elements of stories, like time, place, plot, problem, and resolution
- read and write on a specific topic for fun, and understand what style is needed
- analyse texts for meaning

### **Age 14-17 (NC Level 7 - NC Level 8)**

Children usually begin to:

- relate events in the story to their own lives
- compare and contrast different reading materials
- discuss character motivation
- make inferences/draw conclusions about the story
- support a thesis using examples from the story
- identify examples of imagery and symbolism
- analyse, synthesise and evaluate ideas from texts