

Developmental Milestones of Early Literacy

(Reach Out and Read National Center)

0 – 12 Months

Motor

- ✓ Reaches for book
- ✓ Book to mouth
- ✓ Sits in lap, head steady
- ✓ Turns pages with adult help

Cognitive

- ✓ Looks at pictures
- ✓ Vocalizes, pats pictures
- ✓ Prefers pictures of faces

What Parents Can Do:

- ✓ Hold child comfortably, face-to-face gaze
- ✓ Follow baby's cues for "more" and "stop"
- ✓ Point and name pictures

12 – 18 Months

Motor

- ✓ Sits without support
- ✓ May carry book
- ✓ Holds book with help
- ✓ Turns board pages, several at a time

Cognitive

- ✓ No longer mouths right away
- ✓ Points at pictures with one finger
- ✓ May make same sound for a particular picture
- ✓ Points when asked, "Where's...?"
- ✓ Turns book right side up

What Parents Can Do:

- ✓ Let the child control the book
- ✓ Be comfortable with toddler's short attention span
- ✓ Respond to child's prompting to read
- ✓ Ask, "Where's the ...?" and let child point

18 -- 24 Months

Motor

- ✓ Turns board book pages easily, one at a time
- ✓ Carries book around the house
- ✓ May use book as transitional object

Cognitive

- ✓ Names familiar pictures
- ✓ Fills in words in familiar stories
- ✓ "Reads" to dolls or stuffed animals
- ✓ Recites parts of well-known stories
- ✓ Attention span highly variable

What Parents Can Do:

- ✓ Relate book to child's experiences
- ✓ Use book in routines and bedtimes
- ✓ Ask, "What's that?" and give child time to answer
- ✓ Pause and let child complete the sentence

24 – 36 Months

Motor

- ✓ Learns to handle paper pages
- ✓ Goes back and forth in books to find favorite pictures

Cognitive

- ✓ Recites whole phrases, sometimes whole stories
- ✓ Coordinates text and pictures
- ✓ Protests when adult gets a word wrong in familiar story
- ✓ Reads familiar books to self

What Parents Can Do:

- ✓ Keep using books in routines
- ✓ Read at bedtime
- ✓ Be willing to read the same story over and over
- ✓ Relate books to child's experiences
- ✓ Provide crayons and paper

3 Years and Up

Motor

- ✓ Competent book handling
- ✓ Turns paper pages one at a time

Cognitive

- ✓ Listens to longer stories
- ✓ Can retell familiar stories
- ✓ Understands what text is
- ✓ Moves finger along texts
- ✓ "Writes" name
- ✓ Moves toward letter recognition

What Parents Can Do:

- ✓ Ask, "What's happening?"
- ✓ Encourage writing and drawing
- ✓ Let child tell the story



Additional information about reading can be found at the following websites:

US Department of Education

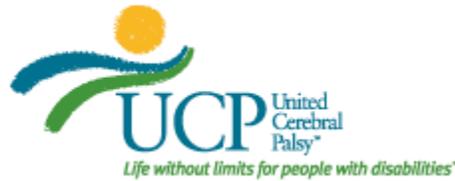
<http://www.ed.gov>

Get Ready to Read

<http://www.getreadytoread.org>

Reach Out and Read

<http://www.reachoutandread.org>



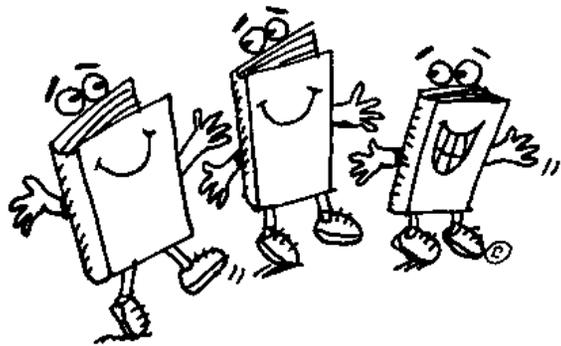
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United Cerebral Palsy

**Understanding Disabilities
Creating Opportunities**

Learning to Love Reading

Learning to love reading begins long before a child learns how to sound out words and read independently.

Read to your child.

Even before birth children learn to listen and respond to spoken words. Reading aloud can help calm a child, increase vocabulary, and increase attention span.

Excite your child about reading.

Listening to books is not a time for a child to sit quietly and be bored. Make reading aloud exciting (even if you are re-reading a book for the 100th time) by changing your voice, asking questions, and mis-reading.

A rich reading environment.

Provide a variety of reading materials (books, magazines, photo albums), comfortable locations, and dedicated time for reading.

Do it!

Your child not only needs to participate in reading activities, but they also need to see **you** reading—a magazine, a grocery list, or even a bill.

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