

# Early Literacy Planning Tool based on Every Child Ready to Read2©

## Phonological Awareness/Ability to hear and play with the smaller sounds in words

**Goal: Children demonstrate phonological awareness, the ability to hear and play with the smaller sounds in words.**

### Birth to 18 months

Storytime Provider/Educator/Adult	Children
<ul style="list-style-type: none"> <li>Exposes children to a variety of sounds by reciting rhymes, singing songs, and reading books</li> <li>Models use of “parentese” while talking with babies till about 9 months old (higher pitch, elongated vowels, clear speech, repeat words)</li> <li>Uses exaggerated expressions to emphasize sounds</li> <li>Repeats rhymes and songs within storytime and in consecutive programs so that children become familiar with them and join in</li> <li>Uses movements such as clapping, stomping to songs to indicate rhythm of language</li> </ul>	Respond to sounds and rhythms of language Respond to environmental sounds Attempt to vocalize or imitate environmental sounds
<ul style="list-style-type: none"> <li>Encourages children to imitate sounds and noises in their environment (including animal sounds)</li> <li>Encourages children to imitate sounds while reading books and singing songs.</li> <li>When children babble/talk, takes time to interpret what the child is saying; allows time for children to respond</li> </ul>	Imitate vocalizations and sounds
<ul style="list-style-type: none"> <li>Reads to children from books with developmentally appropriate content and pauses, providing children time to insert the sounds of familiar words/sounds</li> </ul>	Vocalize familiar words/sounds when read to
<ul style="list-style-type: none"> <li>Uses rhymes in stories, songs, points out rhyming words</li> </ul>	Attend to sounds of language

### 18 to 36 months

Storytime Provider/Educator/Adult	Children
<ul style="list-style-type: none"> <li>Repeats books, songs, fingerplays and rhymes within storytimes and in consecutive programs so that children become familiar with them and join in</li> <li>Sings rhyming songs, points out rhyming words</li> <li>Encourages children to join in with rhyming words or repeated, rhythmic phrases in books, songs and rhymes</li> <li>Encourages children to imitate sounds while reading books and singing songs</li> <li>Encourages sound play with children (e.g. tap drums, clap hands, shaking shakers)</li> <li>Demonstrates and encourages movements such as clapping, stamping, dancing to rhythms of language</li> </ul>	Respond to patterns of rhythm and repetition of familiar voices, sounds, rhymes and songs Recite phrases from favorite rhymes.
<ul style="list-style-type: none"> <li>Uses reading style (e.g. pauses, providing children time to respond) where children can say the last word of familiar rhymes/songs</li> </ul>	Complete a familiar rhyme or fingerplay by providing last word, may be with assistance
<ul style="list-style-type: none"> <li>Invites children to act out a variety of tempos or speeds of sounds (e.g. clapping hands rapidly and clapping hands slowly; speaking rapidly and speaking slowly)</li> </ul>	Imitate tempo and speed of sound, clapping, etc.

### 36 to 60 months

Storytime Provider/Educator/Adult	Children
<ul style="list-style-type: none"> <li>Builds on rhyming pairs in books and songs by playing word games, encouraging children to come up with new rhymes, including non-sense words</li> <li>Encourages children to say the second word of a rhyming pair using books, songs, rhyming and word games</li> </ul>	Begin to identify words that rhyme, recognizes matching sounds, completes familiar rhyming word, produces original rhymes
<ul style="list-style-type: none"> <li>Helps children focus on hearing specific sounds in playful ways, e.g. clapping each time they hear a certain sound in a rhyme</li> <li>Uses clapping or musical instruments to help them hear syllables, clap syllables in names</li> </ul>	Show growing ability to hear and discriminate separate syllables in words
<ul style="list-style-type: none"> <li>Reinforces recognition of beginning word sounds (e.g. “Book begins with the /b/ sound.)</li> </ul>	Identify initial sounds of words, with assistance
<ul style="list-style-type: none"> <li>Encourages children to find multiple objects in a picture with the same beginning sound</li> </ul>	Find objects in a picture with the same beginning sound, with assistance
<ul style="list-style-type: none"> <li>Points out the differences between similar-sounding words (e.g. “three” and “tree”)</li> <li>Plays word games changing one sound in word</li> </ul>	Differentiate between similar-sounding words

### All ages

<ul style="list-style-type: none"> <li>Models the activities and articulates their importance for language and literacy development to parents and caregivers</li> </ul>
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