

Early Literacy Checklist: _____

Part One: Supporting Literacy in Young Children

A. Environments – Demonstrating a commitment to preparing the environment to support literacy acquisition in young children.

The following items are available:	F	O	S	Comments
Children’s books, including: <ul style="list-style-type: none"> · Picture books · Art books (including books about artists, music, instruments, musicians) · Fairy tales · Rhyme books · Concept books · Information books (illustrated and non-illustrated on a range of issues children face such as divorce, illness, etc.) · Atlas · Cookbooks · Books that reflect all aspects of diversity and are non-sexist, anti-racist and non-stereotypical · Books that cater to a variety of ages and skills · Board books 				
Books available for loan to children and families				
Books written/compiled by children				

The following items are available:	F	O	S	Comments
<p>Props essential for re-telling stories and simple rhymes and folk tales. Prop boxes containing necessary materials to promote dramatics related to:</p> <ul style="list-style-type: none"> · Daily living · Specific story books · Community events · Occupations · Recreational activities (camping, ball games) · Felt boards · Musical instruments, including home made and reflective of diverse cultures · Cooking equipment reflective of diversity · Other 				
<p>Paper, including, for example:</p> <ul style="list-style-type: none"> · Lined paper · Construction paper · Cardboard · Bristol board · Tissue and tracing paper · Newspaper and newsprint · Photographic paper · Fingerpaint paper · Pads of paper · Calendars – wall and personal · Charts, maps · Flip chart paper · Post-it Notes · Notebooks · Other 				

The following items are available:	F	O	S	Comments
<p>Writing/Drawing Tools, including, for example:</p> <ul style="list-style-type: none"> · Pens · Pencils, wax and crayon · Crayons · Markers · Paint – including finger paint · Charcoal, pastel and chalk · Tape recorders and tapes – video and audio · Cameras and video-cameras · child friendly computers are available to children · children are encouraged to use appropriate computer programs · Slide and Overhead projector and screens · Easels · Other 				
Physical Set-Up:				
<p>Photographs, posters and pictures for display that depict real events/things relevant to children's lives (reflecting their family composition, holidays and other events) including:</p> <ul style="list-style-type: none"> · Illustrations from Children's Books · Nature, music and other cultural items · Non-stereotypical representations of the above 				
<p>Letters of the alphabet in English/French and/or in other languages including:</p> <ul style="list-style-type: none"> · Braille and Sign language 				
<p>Reading Centres/Corners:</p> <ul style="list-style-type: none"> · Child sized chairs, tables, as well as sofas and other comfortable seating for reading and/or listening to stories · Bookshelves that display as well as store books that are accessible to children 				

B. Interactions – Facilitating the emergence of knowledge and skills that support literacy acquisition in young children

The following occur:	F	O	S	Comments
Time and staff support for each child, individually and in groups, to express ideas or feelings during an activity or routine				
Use of total communication approach (aural, oral, visual) during daily activities and routines: <ul style="list-style-type: none"> · Symbols/written words · Signs · Gestures · Concrete objects · Pictures · Songs/chants · Role play · Facial expressions · Other 				
Adult language adjusted to match and support extension of the communication styles of each child, for example: <ul style="list-style-type: none"> · Simplify and slow down language · Repeat and expand on child's speech · Use consistent words for same objects or activities · Use of key words and phrases from the languages spoken by children and families in the program, including sign language, Braille and augmentative communication systems · Teaching key words and phrases from the languages spoken by children and families to other children and families and staff · Use of a variety of positive responses when children speak in their first language, including smiling and showing interest in what they are 				

saying				
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The following occur:	F	O	S	Comments
Use of varied strategies to help children try new items/materials related to literacy, including: <ul style="list-style-type: none"> · Modelling the behaviour, including appropriate word choice and avoidance of slang · Repeating child's words in grammatically correct format · Encouraging peer interaction · Playing with the child · Using open-ended questions to encourage conversations · Introducing a familiar item that links to a new one · Promoting awareness of the connection between oral and written language i.e. stories dictated by child · Using correct language/grammar · Using sign language 				
Offering a variety of experiences that promote language development in a positive and joyful manner: <ul style="list-style-type: none"> · through art, music, drawing, painting, dramatic play etc. · Puppetry · Felt board · Story telling · Other 				
Opportunities for listening to ensure children appreciate the communication function of written language such as reading stories, poetry				
Seeking an appropriate response to a variety of				

materials read aloud				
The following occur:	F	O	S	Comments
Demonstration of how oral and written language connects i.e., I'm writing what I'm saying				
Demonstrating that writing communicates a message i.e., adult points out print in the environment and converts it to words "open", "close", "exit"				
Discussion of conventions linked to written materials, such as left to right text; upper and lower case letters				
Discussion of features of books and other written materials, such as telling stories by looking at pictures; title/illustrations				
Exploration of letters, demonstrating that letters represent sounds and written words convey meanings				
Use of sound patterns to identify and predict words				
Encouraging children to recognize, print and identify letters in their names				

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Part Two: Supporting Literacy within the Family

A. Environments – Demonstrating a commitment to preparing the environment to support literacy within the family

The following occur:	F	O	S	Comments
Posted written communications with family members, are presented in a format that will be understood by all families, including letters, notices and other signage				
Informal and formal opportunities and facilities are available to accommodate: <ul style="list-style-type: none"> · parent networking and mutual support · parents and children together 				
Physical set-up of the program, including bulletin boards, posters, decorations and other cultural items display evidence of the diversity of families in Ontario and are 'print-rich'				
Drop-off/Pick-up times and locations are designed to support informal discussions among staff and parents				
Families provided with information – through direct face-to-face discussions and by telephone and in writing through postings, notices and letters – about upcoming literacy workshops and events				
Program newsletters reflect diversity of Ontario's families and respect literacy levels of readers				

B. Interactions – Facilitating the emergence of knowledge and skills that support literacy within the family

The following occur:	F	O	S	Comments
Opportunities for families/practitioner interactions on a spontaneous basis				
Verbal communications with family members are conducted in a way that will be understood by all families, including those whose first language is neither French nor English				
Practitioners greet families warmly and regularly invite them to spend time together				
Practitioners encourage parents and other family members to include their children in gatherings				
Literacy events for families are planned on a regular basis with parent involvement and keeping families' schedules in consideration				
Opportunities provided to work with each family to identify their strengths, goals, interests and resources regarding literacy through: <ul style="list-style-type: none"> · Family-focussed interviews · Informal discussions · Home visits · Other 				
Documented information regarding a child's progress in literacy skills development shared with families at times convenient to them				

The following occur:	F	O	S	Comments
Resources – strategies and materials – are available to parents to assist them in supporting their child’s early literacy and language development <ul style="list-style-type: none"> · Available on-site · Available for loan/take home Alternate forms of communication are provided for families who speak a language other than English or French or communicate through Braille or who experience other barriers				
Parents involved in development of literacy materials, activities and events				
Family literacy activities reflect families’ lives: <ul style="list-style-type: none"> · Culturally · Socially · Economically · Other 				
Parents’ input sought in development of Community Literacy Plan				

Early Literacy Checklist: _____

Part Three: Community partnerships in supporting child and family literacy skills

A. Collaboration - Demonstrating a commitment to forming and strengthening partnerships that promote child and family literacy within the community

The following occur:	F	O	S	Comments
Regular communication and information sharing with the range of early years programs in the community				
Planning, implementation and hosting of community-based early and family literacy events open to those outside your program				
Staff resources shared with other early years programs in the community including: <ul style="list-style-type: none"> · Staff-shadowing opportunities so that staff in one program learn about another · Staff-exchange programs so that programs with strong literacy components can support programs with literacy challenges · Professional development activities extended to staff in other programs, promoting cross-sectoral collaboration and information sharing · Two or more staff from different programs and services share a conference registration 				
Funding resources shared with early years programs in the community, including: <ul style="list-style-type: none"> · Proceeds from funding and/or fundraising shared with other early years programs, where possible 				

The following occur:	F	O	S	Comments
In-kind and volunteer resources shared with early years programs in the community, including: <ul style="list-style-type: none"> · Volunteer sharing · Providing space for literacy activities · Sharing on-line access, email addresses, etc. 				
Formal protocols or agreements developed, maintained and tracked for the above resource-sharing				
Participation (attendance) in literacy events sponsored by 'other' sectors				
Participation in literacy organization by serving on boards, committees, etc.				
Promoting Early Literacy Specialist role in the community				
Contribution to development of the Community Literacy Plan				

Early Literacy Action Plan: _____

Date: _____

	Goal(s)	How to Achieve	Resources Required	Timeline	Comments
Supporting Literacy in Young Children					
Environments					
Supporting Literacy in Young Children					
Interactions					
Supporting Literacy in Families					
Community Partnerships					
Collaborations					

Early Years Program Staff: _____ Date: _____

Early Literacy Specialist: _____

Date: _____