

Literacy

SLPs' knowledge of normal and disordered language acquisition, and their clinical experience in developing individualized programs for children and adolescents, prepare them to assume a variety of roles related to the development of reading and writing. Appropriate roles and responsibilities for SLPs include, but are not limited to (a) preventing written language problems by fostering language acquisition and emergent literacy; (b) identifying children at risk for reading and writing problems; (c) assessing reading and writing; (d) providing intervention and documenting outcomes for reading and writing; and (e) assuming other roles, such as providing assistance to general education teachers, parents, and students; advocating for effective literacy practices; and advancing the knowledge base (ASHA, 2001).

This chart lists reasonable expectations of literacy skills in children from infancy through seven years of age.

Age	Milestones
3 – 12 months	<ul style="list-style-type: none"> • Likes to chew and pat books • Can focus on large and bright pictures in a book • Shares books with an adult as routine part of life
1 – 2 years	<ul style="list-style-type: none"> • Recognizes certain books by their covers • Listens to simple stories, songs, and rhymes • Likes to turn pages • Attends to a book or a toy for two minutes • Points to and labels pictures independently • Pretends to read books
2 – 3 years	<ul style="list-style-type: none"> • Likes to listen to books/stories for longer periods of time • Holds a book correctly • Begins to recognize logos (e.g., McDonald's Golden Arches) • Begins to show a difference in writing versus drawing
3 – 4 years	<ul style="list-style-type: none"> • Begins to pay attention to specific print, such as the first letter of his name • Recognizes logos and other environmental print and understands that print carries a message • Identifies some letters and makes letter/sound matches • Participates in rhyming games • Talks about characters in a book • Likes to "read" stories to herself and others • Protests if an adult changes the story • Produces some letter-like forms in scribbles that resemble letters
4 – 5 years	<ul style="list-style-type: none"> • Understands story sequence • Understands the function and purpose of print • Knows many letter names • Uses more letter-like forms than scribbles

