

Infant Toddler Early Literacy Checklist

Part One: Supporting Literacy in Young Children

A. Environments – Demonstrating a commitment to preparing the environment to support literacy acquisition in infants and toddlers.

The following items are available:	Frequent	Occasional	Seldom	Comments
Children’s books including:				
➤ Art books (including books about artists, music, instruments, musicians and Black and White contrast books)	<input type="checkbox"/>			
➤ Simple stories	<input type="checkbox"/>			
➤ Rhyme books	<input type="checkbox"/>			
➤ Concept books (I Spy, Colours, Shapes, Alphabet, Opposites, Numbers)	<input type="checkbox"/>			
➤ Books that produce sound (books that rattle, produce sounds of the environment, animals and/or musical instruments)	<input type="checkbox"/>			
➤ Books with textures	<input type="checkbox"/>			
➤ Books that reflect the interest of the children in the group	<input type="checkbox"/>			
➤ Vinyl books	<input type="checkbox"/>			
➤ Books that reflect all aspects of diversity and are non-sexist, anti-racist, and non -stereotypical.	<input type="checkbox"/>			
➤ Books that cater to a variety of ages and skills.	<input type="checkbox"/>			
➤ Board books	<input type="checkbox"/>			
➤ Cloth books	<input type="checkbox"/>			
Toddlers – all of the above including:	<input type="checkbox"/>			
➤ A sampling of reference books (i.e. Bugs)	<input type="checkbox"/>			
➤ A sampling of paperback books	<input type="checkbox"/>			
Books available for loan to children and families	<input type="checkbox"/>			
Teacher- made books containing pictures depicting children and their families currently within the programme	<input type="checkbox"/>			

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Props essential for retelling stories and simple rhymes and folk tales which encompass: ➤ Specific story books (i.e. Mother Goose)	<input type="checkbox"/>			
➤ Felt boards		<input type="checkbox"/>		
➤ Musical instruments, including home-made and reflective of diverse cultures	<input type="checkbox"/>			
➤ Other				
Prop boxes containing necessary materials to promote dramatics related to: ➤ Daily living	<input type="checkbox"/>			
➤ Specific story books	<input type="checkbox"/>			
➤ Special occasions (i.e. birthday party, holidays...)		<input type="checkbox"/>		
➤ Cooking equipment reflective of diversity	<input type="checkbox"/>			
➤ Musical instruments, including home-made and reflective of diverse cultures	<input type="checkbox"/>			
➤ Other				
Paper including, for example: ➤ Textured paper	<input type="checkbox"/>			
➤ Construction paper	<input type="checkbox"/>			
➤ Cardboard	<input type="checkbox"/>			
➤ Bristol board		<input type="checkbox"/>		
➤ Tissue paper	<input type="checkbox"/>			
➤ Newspaper and newsprint	<input type="checkbox"/>			
➤ Finger-paint paper	<input type="checkbox"/>			
➤ Magazines	<input type="checkbox"/>			
➤ Mural paper	<input type="checkbox"/>			

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Mark-making tools including:				
Infants:	<input type="checkbox"/>			
➤ Sensory materials including : play dough, sandpaper, and other non-food items				
➤ Pencils (chunky)	<input type="checkbox"/>			
➤ Crayons (chunky)	<input type="checkbox"/>			
➤ Markers (starting at 24 months)	<input type="checkbox"/>			
➤ Paint - including finger-paint (Non-toxic)	<input type="checkbox"/>			
➤ Chalk (thick and thin)	<input type="checkbox"/>			
Toddlers: All of the above including:				
➤ Light table		<input type="checkbox"/>		
➤ Easels	<input type="checkbox"/>			
➤ Other				
PHYSICAL SET-UP:				
Photographs, posters and pictures for display that depict events/things relevant to children’s lives (reflecting their family composition, holidays and other events) including:				
➤ Illustrations from children’s books	<input type="checkbox"/>			
➤ Nature, music and other cultural items	<input type="checkbox"/>			
➤ Non-stereotypical representations of the above	<input type="checkbox"/>			
Letters of the alphabet including:				
➤ Alphabet books	<input type="checkbox"/>			
➤ Alphabet chunky puzzles	<input type="checkbox"/>			
➤ Toys that include simple shapes	<input type="checkbox"/>			

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Paper, mark-making and creative materials are available to toddlers at all free play times	<input type="checkbox"/>			
Opportunities for children to move on different terrains such as carpet, grass, hard and soft flooring surfaces	<input type="checkbox"/>			
Mobiles are suspended in the playroom and over the change table and changed periodically	<input type="checkbox"/>			
Play room shelves are labelled with real items or photos	<input type="checkbox"/>			
Opportunities to navigate over, under and around obstacles in the room	<input type="checkbox"/>			
Reading Centres/Corners: > Child-sized chairs, tables, as well as couches and other comfortable seating for reading and/or listening to stories	<input type="checkbox"/>			
> Low bookshelves that display, as well as store, books that are accessible to children.	<input type="checkbox"/>			
> Books are in good condition	<input type="checkbox"/>			
> Front covers of the books are visible	<input type="checkbox"/>			
TOTAL ENVIRONMENTS FOR SUPPORTING YOUNG CHILDREN'S LITERACY POSSIBLE RATINGS (Part 1 A)	/52	/4	/0	

