

Infant Toddler Early Literacy Checklist

Part One: Supporting Literacy in Young Children

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

The following occur:	Frequent	Occasional	Seldom	Comments
Time and staff support for each child, individually and in groups, to express ideas or feelings during an activity or routine.	<input type="checkbox"/>			
Use of total communication approach (aural, oral, visual) during daily activities and routines:	<input type="checkbox"/>			
➤ Symbol/written words	<input type="checkbox"/>			
➤ Signs	<input type="checkbox"/>			
➤ Gestures	<input type="checkbox"/>			
➤ Concrete objects	<input type="checkbox"/>			
➤ Pictures	<input type="checkbox"/>			
➤ Songs/chants	<input type="checkbox"/>			
➤ Role- play	<input type="checkbox"/>			
➤ Facial expressions	<input type="checkbox"/>			
➤ Face-to-face	<input type="checkbox"/>			
Adult language adjusted to match and support extension of the communication styles of each child, for example:	<input type="checkbox"/>			
➤ Simplify and slow down language	<input type="checkbox"/>			
➤ Give children time to respond non-verbally / verbally	<input type="checkbox"/>			
➤ Repeat and expand on child's speech	<input type="checkbox"/>			
➤ Use consistent words for same objects or activities	<input type="checkbox"/>			
➤ 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	<input type="checkbox"/>			
➤ Teaching key words and phrases from the languages spoken by children and families to other children and families and staff	<input type="checkbox"/>			

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Use of a variety of positive responses when children speak in their first language, including smiling and showing interest in what they are saying	<input type="checkbox"/>			
Use of varied strategies to help children try new items/materials related to literacy, including:	<input type="checkbox"/>			
➤ Modelling the behaviour, including appropriate word choice and avoidance of slang	<input type="checkbox"/>			
➤ Use of positive and encouraging talk and tone of voice	<input type="checkbox"/>			
➤ Imitate non-verbal children’s attempts at communication, (i.e. babble)	<input type="checkbox"/>			
➤ Playing with the child	<input type="checkbox"/>			
➤ Talk to infants/toddlers as if they can talk to you	<input type="checkbox"/>			
➤ Introducing a familiar item that links to a new one	<input type="checkbox"/>			
➤ Expand vocabulary	<input type="checkbox"/>			
➤ Using correct language/grammar	<input type="checkbox"/>			
➤ Using sign language	<input type="checkbox"/>			
Offering a variety of experiences that promote language development in a positive and joyful manner:	<input type="checkbox"/>			
➤ Through art, music, sensory play, painting, dramatic play, etc.	<input type="checkbox"/>			
➤ Toy microphones, telephones	<input type="checkbox"/>			
➤ Puppetry	<input type="checkbox"/>			
➤ Felt board			<input type="checkbox"/>	
➤ Story telling	<input type="checkbox"/>			
➤ Chanting and singing	<input type="checkbox"/>			
Opportunities for listening to ensure children appreciate the communication function of language such as reading stories, role-playing nursery rhymes and fingerplays,(i.e. This little piggy).	<input type="checkbox"/>			
Seeking an appropriate response to a variety of materials	<input type="checkbox"/>			
Demonstration of how oral and written language connects, (i.e. I’m writing what I’m saying)	<input type="checkbox"/>			
Demonstrating that writing communicates a message, (i.e. adult points out print in the environment and converts it to words “open”, “close”, “exit”)	<input type="checkbox"/>			
Routinely read aloud to each child.	<input type="checkbox"/>			

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The following occur:	Frequent	Occasional	Seldom	Comments
Relay respect for books.	<input type="checkbox"/>			
Routinely sing the Alphabet Song	<input type="checkbox"/>			
Sing songs while clapping out the syllables.	<input type="checkbox"/>			
Encouraging children to recognize print and identify letters in their names by saying the letters of a child's name while in the process of writing it.	<input type="checkbox"/>			
Noise level is moderately quiet so children can hear language, (i.e. purposeless and meaningless background music is avoided).	<input type="checkbox"/>			
TOTAL INTERACTIONS FOR SUPPORTING YOUNG CHILDREN'S LITERACY POSSIBLE RATINGS (Part 1 B)	/41	/0	/1	

