

# Reading Checklist



Please use this ordered list, to see if your child is ready to read.

## 1. Listening Skills

- Can my child distinguish between different sounds in the environment (e.g., different animal noises, voices)?
- Can my child follow simple spoken directions (e.g., "Pick up the red block")?

## 2. Speech and Language Development

- Is my child building a rich vocabulary by learning new words?
- Can my child express thoughts, feelings, and needs clearly?
- Does my child understand spoken words, sentences, and simple stories?

## 3. Memory Skills

- Can my child remember and repeat new information (e.g., a new word or sound)?
- Can my child remember and follow a short sequence of instructions (e.g., "Pick up the red block, then the blue one")?

## 4. Print Awareness

- Does my child know how to handle a book properly (e.g., turning pages, holding it the right way)?
- Does my child understand that print carries meaning and that words are made up of letters?
- Can my child recognise and name most lowercase letters?
- Does my child know that we read from left to right, top to bottom on a page?
- Can my child tell the difference between similar-looking letters (e.g., "b" and "d," "p" and "q")?
- Does my child show interest in books and enjoy looking at them?
- Does my child engage in reading-related activities (e.g., asking questions and inferring)?

## 5. Phonological Awareness

- **Rhyming:**
  - Does my child recognise rhyming words (e.g., "cat" and "hat")?
  - Can my child produce rhyming words on their own?
- **Syllables:**
  - Can my child clap or tap out the syllables in words (e.g., "ta-ble" for "table")?
- **Onset and Rime Awareness:**
  - Can my child recognise the beginning sound of words (e.g., "c" in "cat")?
  - Can my child recognise the ending part of words (e.g., "-at" in "cat")?
- **Alliteration:**
  - Can my child recognise words that start with the same sound (e.g., "Silly Sam" or "Big blue ball")?

## 6. Sound Awareness

- **Initial Sounds:**
  - Can my child identify the first sound in a word (e.g., the "b" in "bat")?
- **Final Sounds:**
  - Can my child identify the last sound in a word (e.g., the "t" in "hat")?
- **Segmenting:**
  - Can my child break a word down into its individual sounds (e.g., "dog" as /d/ /o/ /g/)?
- **Blending:**
  - Can my child blend individual sounds to make a word (e.g., /c/ /a/ /t/ = "cat")?

# Writing Checklist



Please use this ordered list, to see if your child is ready to write.

## 1. Fine Motor Skills

- Can my child hold a pencil, crayon, or marker with a "tripod" grip?
- Does my child enjoy activities that strengthen hand muscles (e.g., playing with playdough, building with blocks, tearing paper)?
- Can my child draw simple shapes (e.g., circles, lines, squares)?
- Can my child trace lines, shapes, or letters with control?
- Can my child make horizontal, vertical, and diagonal lines (e.g., tracing, drawing straight lines)?
- Can my child make basic shapes (e.g., circles, squares, triangles)?
- Can my child imitate or follow basic patterns of strokes (e.g., straight lines, zig-zags, or curved lines)?

## 2. Hand-Eye Coordination

- Can my child copy basic shapes or patterns (e.g., drawing a circle after I demonstrate)?
- Can my child colour inside the lines of a picture?
- Does my child have control over the placement of marks they make on paper (e.g., writing or drawing with accuracy)?

## 5. Pre-Literacy Skills

- **Pretend Writing:**
  - Does my child enjoy scribbling or making marks on paper as an early form of writing?
  - Does my child sometimes mimic writing by pretending to write letters or words?
- **Letter-Sound Connection:**
  - Does my child show interest in connecting letters to their sounds (e.g., making marks that resemble letters when trying to spell words)?

## 3. Attention, Focus and Motivation

- Can my child sit and focus on a writing activity for a few minutes?
- Does my child show persistence in completing writing tasks (e.g., copying letters or drawing pictures)?
- Can my child pay attention to fine details when writing or drawing (e.g., paying attention to where lines start and end)? Does my child show interest in holding a pencil and "writing" (e.g., pretending to write or scribbling on paper)?
- Does my child ask to write or participate in writing-related activities (e.g., making cards, drawing pictures with labels)?
- Does my child enjoy reading stories or looking at books that involve writing (e.g., books with lists, letters, or words)?

## 6. Letter Formation

- Can my child recognise and name letters of the alphabet?
- Can my child write some lowercase letters (except the first in their name), on their own?
- Does my child show interest in trying to write their name?
- Can my child copy simple letters or their name?
- Can my child distinguish between different shapes and letters (e.g., recognising the difference between "b" and "d")?
- Can my child recognise the difference between various sizes and forms of letters (e.g., capital vs. lowercase letters)?

## 4. Creative Expression

- Does my child enjoy drawing pictures or making symbols to represent ideas or objects?
- Does my child use drawing and scribbling to tell stories or express ideas?