

Reading is not a natural act. While reading must be taught, the foundation for reading begins being built at birth, as a baby hears loving words from their mother in the womb. From there, the journey to language becomes intertwined with the pathway to reading – which is the foundation for living the life of our own choosing.

Why Literacy Matters



FEEL: With stories, we cross over into characters and develop empathy, improve decision making and ability to process emotions, and we learn how to self-reflect.



THINK: Through deep relationships, we fully engage our brains. Language promotes growth from infancy and through it we develop imagination, knowledge and wisdom.



THRIVE: Those who cannot read face poor health outcomes. Literacy enables us to live longer. It allows us to read prescriptions, understand instructions, select recipes, and take in general information about our health.



We read to become who we are meant to be.



PROVIDE: Literacy opens us to economic opportunity. We can read job descriptions, apply for and secure jobs with living wages and participate in economic decisions.



ENGAGE: A literate community contributes to its growth, acts as informed citizens and works to protect the needs of the community and its members.

Every person deserves the power to seek and pursue opportunities, to become their best self, and to make the most difference in the lives of others.



For more information
visit coxcampus.org

Rollins Center
for Language & Literacy

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A Program of the Atlanta Speech School

Babies are born with a desire to communicate. From coos to cries, they are eager to connect. The more we respond, the more we bond and continue building on their foundational skills.

How Babies Communicate

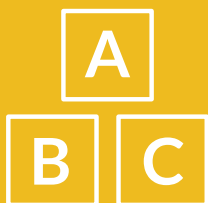


Birth – 3 months



- Reacts to loud sounds
- Coos and makes pleasure sounds
- Stops or starts sucking in response to sound
- Makes eye contact and looks at things in field of view
- Recognizes familiar voices and smiles or calms down when spoken to

4 – 6 months



- Follows sounds with eyes
- Reaches for things and people
- Vocalizes excitement and displeasure
- Looks towards caregiver when name is called
- Babbles in a speech-like way and uses many different sounds

7 months – 1 year



- Uses simple gestures
- Babbles using groups of sounds
- Turns to look towards direction of sounds
- Enjoys games like peek-a-boo and pat-a-cake
- Begins to respond to requests and simple directions

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By talking with, listening to, singing with and playing with your child, you are forming the deep, loving connections that help to build their language skills – and build their brain for reading and all learning.

How Young Children Communicate

1 – 2 years old



- Saying more words every month
- Using some 1 – 2-word questions (“where’s kitty?” “go bye-bye?” “what’s that?”)
- Using many different consonant sounds at the beginning of words
- Putting 2 words together (e.g., “more cookie,” “no juice,” “mommy book”)

3 – 4 years old



- Talking about activities at school or at friends’ homes
- Usually talking easily without repeating syllables or words
- Using a lot of sentences that have 4 or more words

2 – 3 years old



- Having a word for almost everything
- Using 2-3 words to talk about and ask for things
- Often asking for or directing attention to objects by naming them

4 – 5 years old



- Using sentences that give lots of details (e.g., “I like to read my books.”)
- Communicating easily with other children and adults
- Using the same grammar as the rest of the family
- Telling stories that stay on topic



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