

FOLLOWING AND CELEBRATING YOUR CHILD'S PROGRESS AS HE/SHE WILL SOON BE ATTENDING KINDERGARTEN



LANGUAGE

O=oui N=non A=with my help

My child can :	Early Spring	Early Summer	Early Fall
▪ say their own name and the names of family members, as well as their age.			
▪ pronounce most speech sounds correctly and are easily understood.			
▪ make complete sentences that “sound right” in English.			
▪ use sentences that give lots of details and are understood by others.			
▪ initiate/maintain/participate in real conversations more and more.			
• provide examples and use words from a variety of basic categories such as colors, clothing, animals, vehicles, etc.			
▪ retell a story that was previously read to them or answer questions about the story.			
• follow longer instructions such as “put on your sweater, take your schoolbag, and go sit in the car.”			
• provide examples and use words from a variety of basic categories such as colors, clothing, animals, vehicles, etc.			
▪ use increasingly precise vocabulary, such as “firefighter” and “tiger” instead of “man” or “big cat.”			
▪ describe the steps of an activity such as brushing their teeth.			
• use language more and more to communicate a wider variety of things – ask questions, express opinions, negotiate, and talk about ideas and feelings.			
• distinguish between French and English words.			

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Références: [Éditions du CHU Ste-Justine](#) & [Naître et grandir](#)

Note :

- Children aged 4–5 will develop these language skills in the language or languages spoken to them.
- If your child has primarily or mostly spoken French since birth, please consider their progress using the language development chart for French only.
- If your child has primarily spoken English since birth, please begin by using the English language chart. This will help you identify any potential language difficulties.
Then, consider your child's French skills using the French language chart. This will help you identify areas you might want your child to develop further in French. Perhaps basic vocabulary? Simple basic sentences?
- If your child is bilingual, please reflect on both languages as a whole and try to identify what might help them get ready for starting French school in September.

FIRST STEPS IN READING & WRITING

O=oui N=non A=avec mon aide

My child is interested in books and print.	EARLY SPRING	EARLY SUMMER	EARLY FALL
• He/she enjoys being read to.			
• He/she recognizes their favorite books and asks to hear them again.			
• He/she browses through books independently and sometimes “pretends” to read them, especially the ones I’ve read to them.			
• He/she holds the book the right way and turns the pages from left to right.			
• He/she can talk about what is happening in the story, including the characters’ emotions.			
• He/she tries to read road signs or words in the environment.			
• He/she recognizes their written name and can identify some letters.			
My child is interested in the sounds of language			
• He/she knows nursery rhymes and children’s songs.			
• He/she can tell whether certain words rhyme or not.			
• He/she can “tap” for each syllable heard in words with 1, 2, and sometimes 3 syllables.			
• He/she can identify the beginning sound of a word (with help).			
My child is interested in writing			
• He/she makes attempts to communicate through writing by drawing, adding a few letters or letter-like forms, and trying to “read” what they wrote.			