

Emerging Literacy



Early Reading and Writing

How can you support your child as they develop their reading and writing skills?

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Let's start with an easy task . . .

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Was that an easy task?

What did you have to be able to do in order to do that?

- Knowledge
- Skills
- Other things?

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It is easy if:

Many different skills

- Co-ordinated
- In the right order
- Automated



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Automated skills



- Takes practice for skills to become automatic
- Effortless



- Does not use “capacity”
 - Room to think about other things



- Suppose a child has to think effortfully about:
 - Holding a pencil



- Spacing, or going from left to right
- Where one word ends or another begins

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Similar for reading?

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Forgetting how to read
Not as easy as it seems . . .



Mo st pe ople c an rea d t h is

No rdo est hisg ive ma nypr obl ems

Xvxn xf yxx txkx xxt lxttxrs

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What was it like at first?



&%* &~#£ #\\$ *ou &~#nk
%>ad#ng #£ >a£*



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ב

אנשי תתברא אלהים אתב

הנשמים את הארץ:

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ahtemiholearabtisereb
steraahteevmiyamahs

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ah te mihole arab tisereb
steraah te ev miyamahs

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**Phonological
Awareness**

**Oral
Language**



**Fine Motor
Skills**



**Concepts
of Print**



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Rhyme



When developing phonological awareness skills, we will develop a number of skills including your child's ability to listen to instructions, their ability to hear and produce rhyme, their awareness of the syllables within words and their awareness of the sounds within words.

**Phonological
Awareness**

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Playing with your child for ten minutes a day will support the development of your child's oral language.



**Oral
Language**

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Clicky Pens

Fine Motor Skills

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Every day is special when you

**Read,
Write,
Count**

Read, Write, Count is here for parents with young children. It's packed with ideas that make children happier and more confident - giving them the best start in life.

www.readwritecount.scot



**Concepts
of Print**

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Research shows that children whose parents engage with their reading regularly tend to be much better readers than whose parents do not.

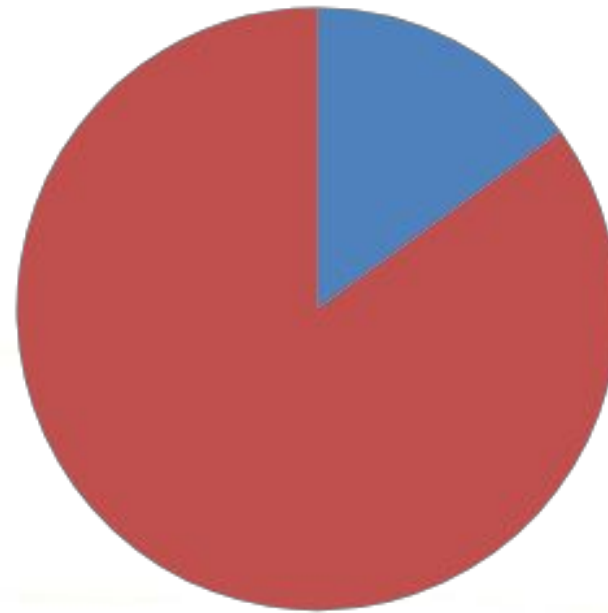


**What do you think has the biggest contribution towards academic achievement?
School factors or home factors?**



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Relative influence of home and school



■ School
■ Home



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- The greater the book experience that the primary school child has, the greater the likelihood of literacy success
- Opportunities for reading at home are about teaching your child how to enjoy and engage with reading - bedtime stories, magazines/comics, recipes for home baking etc.
- Reading role models at home can have a big impact on children's attitude towards reading.

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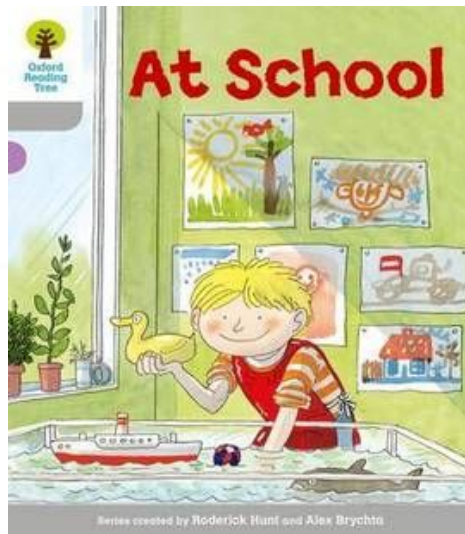


In Term 1, your child was given several picture book packs to share with you at home. Along with these books, you have been given a “suggested activity” card which will give examples of short tasks that you may wish to use with your child to develop their early literacy skills.

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Along with this, we will also be introducing the children to a more structured phonics programme as they become ready.

When they are ready, your child will begin taking their own reading book home to “show off” their literacy learning. Along with these books, you will be given examples of again short tasks that you can do together at home.



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With writing, children are being encouraged to build their fine motor skills through a large variety of different play experiences that will help them to develop their pencil grip.



At the same time, we are encouraging children to develop their 'writing voice' and to be able to orally tell a story. This will include a variety of both real and imaginative contexts.



As your child becomes more confident in putting their sounds together to create words (blending) they will begin to create their own texts.



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Evolution of a Child's Writing

(Drawings are an important part of a child's writing and often a child will repeat the theme of his writing or drawing on subsequent pages)



 <p>1. Scribble Stage (Starting point any place on the page)</p>	 <p>2. Scribble (Left to right progression)</p>	 <p>3. Mock Letters (Can be personal or conventional)</p>
 <p>4. Letter Strings (Left to right and progressively downward)</p>	 <p>5. Groups of letters with space in between to resemble words</p>	 <p>6. Picture Labeling (Matching beginning letter to sound)</p>
 <p>7. Copies Environmental Print</p>	 <p>8. Uses first letter of a word to represent the word</p>	 <p>9. Uses beginning letter and ending letter to represent the word</p>
 <p>10. Hears medial sounds (Writes word with beginning, medial and ending letters)</p>	 <p>11. Phrase writing</p>	 <p>12. Whole sentence writing</p>

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Talking and listening activities are critical at this early stage in their development. We need to be build up their vocabulary so that they can identify these words in their reading and be able to use them in their writing.



It is important that we encourage children to analyse/question what they have read or heard so that they can gain a deeper understanding.

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Questions?