

Literacy



Increasing Early Learning Opportunities Staff Development

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Do you remember when you
learned to read and write?

Do you remember how you
learned?

Children come into the world ready to learn
as a part of their developmental
equipment.

The foundations for literacy begin in infancy

What does research say?

Literacy involves:

“Complex cognitive and affective skills that depend on a multitude of experiences and integrate thinking, feeling, and communicating.”

(Bardiage, B.S. & Segal, M.M. (2005.) *Building Literacy with Love*. Washington, D.C: Zero to Three.)

Play and Literacy

Play promotes the ability to learn deliberately.

Play promotes:

- Cognitive skills
- Development of symbolic representation
- Oral Language
- Play is a means of introducing literacy skills and concepts

(Leong, D., Bodrova, E. Hensen, R., & Henninger, M. (1999). Scaffolding Early Literacy through Play. New Orleans, NAEYC 1999 Annual Conference.)

Social Emotional Foundations of Literacy

Attributes important to development and ongoing learning

Efficacy: it is worth trying because success is possible, cause and effect occurs and actions have predictable effect

Security of Exploration: to try new things to know you are supported when reassurance is needed

Social Referencing: Seeking clues from the people you trust about how to approach new experiences

Language Rich Experiences

How well children learn to use language has a direct effect on how easily they will learn to read.

Three categories that contribute to success:

Use of language

Vocabulary

Awareness of word parts and sounds

Phonological Awareness is...

the name for the ability to
recognize and understand the
patterns and sounds in language.

What does research say?

Children develop a sense of the sound structure of language by saying rhymes, singing, and reciting fingerplays (Jenkins & Bowen, 1994).

One of the first skills to develop in phonological awareness is rhyming (Snyder & Downey, 1997).

Alliteration skills typically start developing around the age of three (Bryant & Bradley, 1987).

How quickly children learn to read often depends on how well their phonological awareness skills are developed.

Phonological Awareness Continuum

- Begins with Listening
- Next to develop are rhyming and alliteration
- Understanding develops that language is made up of words that are put together
- Children hear separate syllables in words
- Children blend sounds to make words
- Finally, children play with the sounds of words (phonemes)
- Phonological Awareness lays the foundation for phonics

(Heroman, C & Jones, C. (2004.) *Literacy: The Creative Curriculum Approach*. Washington, D.C:Teaching Strategies.)

Children with language delays

Often have difficulty in their ability to hear and/or process language sounds.

They need more repetition of songs, rhymes, and fingerplay activities to develop an understanding of the meaning of words as well as the sounds.

Rhyme

It is important for children to repeat rhyming songs and poems, identify rhymes, and play rhyming games.

Matt sat with a fat bat.

Alliteration

Involves a child's ability to recognize sounds at the beginning of a series of words and generate words that begin the same way...

Silly Sally Sat Still Sipping Soup

Enhancing Literacy in your Program

“Knowledge of the components of literacy prepares teachers to plan a literacy program.”

Literacy planning involves meeting the individual needs of each child and the needs of the whole group.

(Heroman, C. & Jones, C. 2004, p.45)

It has been stated, without planning, learning is left to chance

Activities should be playful and engaging

- Provide appropriate experiences based on your child's skills
- Use songs, rhymes, and stories that play with language
- Encourage curiosity by making up songs and rhymes
- Share songs and rhymes throughout your day (setting the table for snack, cleaning up, centers)

Successful Early Literacy Experiences

- Quality / Nurturing Caregivers
- Knowledge of Developmentally Appropriate Expectations
- Focus on Language Experiences
- Implementation of specific scaffolding strategies
- Early, Consistent and Meaningful exposure to experiences and books

Thank You



Enjoy teaching,, learning, and
playing with your children!

If I can be of further assistance, please contact me
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