

Long before they come to school, youngsters
leave their mark on foggy car windows and
wet beaches (Graves, 1983).

They leave their mark on the backs of old envelopes,
on living room walls, on shopping lists, and on their
big sister's homework (Calkins,



Emergent Literacy:

- Development takes place within the child
- Emerges from child's natural learning ability
- Literacy – refers to speaking, listening, reading, writing (and viewing)
- Learning to read and write begins very early in life
- Reading and writing develop concurrently
- Writing is easier than reading for young children
- Literacy is functional, meaningful, authentic
- Children learn through active engagement
- Being read to plays a special role
- Learning is a developmental process – stages in reading and writing



Teaching Strategies for Oral Language Development

- Set up exercises which will provide children with the content and motivation for their talk.
- Present children with the language necessary for their talk.
- Encourage a response to the experiences that will enable children to use the language for a range of purposes, one to one dialogue/ audience/drama etc.
 - These experiences can be provided through the medium of literature, poetry, drama, photographs, pictures, audio materials as they will through interactive classroom activity. The children need to be immersed in a language rich environment through literature, discussions, brainstorming, language games and vocabulary activities.
- Creating a classroom environment to meet the needs of children so that they can engage in learning about things that interest them as well as cover curriculum guidelines.
- Flexibility within the structures so that children can engage in meaningful pursuits.
 - Reader/writer workshops
 - Using books for models of their own writing.
 - In this way children are active in their own learning and tend to take responsibility for their own learning.
 - Children will learn skills for interacting with others solving problems and supporting each other in their learning.
- The teacher provides support for learning.
 - By reading big book or picture book to enable them to read whole texts and before they read independently and explain how to achieve things they cannot yet achieve on their own.



Objectives from the English Curriculum

Strand: Developing cognitive abilities through language.

Strand Unit: Writing: clarifying thought through writing.

The child should be enabled to

- write in a variety of genres with greater sophistication Stories, diaries, records of what has been learned, reports, letters, notices, menus, lists.
- read a story and write it in his/her own words
- read a narrative or expository piece and summarise it
- write about an idea and explain it to someone else
- write down directions on how to perform a particular process
- write a list of questions about a particular topic and prioritise them
- explore and clarify his/her thoughts on a particular idea or topic through drafting and re-drafting.

(English Curriculum P43)

