What does Emerging Literacy look like in Primary 1?
When Primary 1 settings plan for their development of Emerging Literacy they will consider:

Developmentally appropriate interactions between adults and children which support children’s language development both developmentally and across the curriculum.

**Adult/Child Interaction – Words Up (Early)**

**What is it?**
Adult/child interaction is adults responsively playing and talking together with children, following the children’s lead.

**Why is it important?**
Children learn new language through quality adult/child interactions.

**How do we develop it?**
When planning for adult/child interaction in Primary 1 settings, practitioners can focus on:

- The Words Up (Early) key messages for adult/child interaction.

<table>
<thead>
<tr>
<th>Face to face</th>
<th>Quiet time to talk</th>
<th>Play and talk together</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pause and wait</td>
<td>Copy and add</td>
<td>Be careful with questions</td>
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An environment, both indoors and outdoors, which supports the development of foundational literacy skills in the areas below.

### Phonological Awareness

**What is it?**
Phonological awareness is the ability to recognise and work with sounds in spoken language.

**Why is it important?**
Phonological awareness is the foundation for learning to read and spell.

**How do we develop it?**
Some children develop phonological awareness through day to day interactions, but others need explicit input.

- The screening tool is used by practitioners to identify and plan for children’s strengths and gaps.
- Practitioners plan for phonological awareness as part of their literacy framework.
- Practitioners track the ongoing progress of phonological awareness.
- Practitioners plan for phonological awareness development through games, rhymes, songs and stories.

### Oral Language

**What is it?**
Oral language is the ability to understand language and use language to communicate.

**Why is it important?**
Children’s oral language skills underpin their ability to communicate, to comprehend and to create texts.

**How do we develop it?**
Children develop language through quality adult/child interactions.

- Practitioners have identified their strengths and gaps in adult/child interaction using The Words Up Early and Primary Key Messages.
- Practitioners plan for explicit vocabulary instruction. Play is planned for in the primary one environment; adults play with children, modelling language in context.
- Practitioners use developmentally appropriate questions.
- Practitioners plan for opportunities for children to create texts orally.

### Pre-Handwriting

**What is it?**
Pre-Handwriting skills are the essential building blocks for handwriting development in school.

**Why is it important?**
Children require the movement and coordination skills, including fine and gross motor, in order to develop handwriting efficiently.

**How do we develop it?**

- The Pre-Handwriting observation materials are used to identify and plan for children’s strengths and gaps.
- Practitioners plan for pre-handwriting development as part of their literacy framework.
- Practitioners track the ongoing progress of pre-handwriting.
- Practitioners teaching of handwriting includes opportunities for children to develop the thinking-looking-doing skills.

### Concepts of Print

**What is it?**
Concepts of print includes using and enjoying stories, mark making and how to use a book.

**Why is it important?**
Children need to have an understanding of and appreciation of the underlying concepts of print in order to understand and create texts.

**How do we develop it?**

- Through play, children have the opportunity to access texts and make marks.
- Practitioners plan for children’s print awareness through pointing out the features in texts that they share and modelling features in texts that they create.
- Practitioners plan for opportunities to support children’s retell skills as a foundation to creating texts.