

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.

Face to face	Quiet time to talk	Play and talk together
Pause and wait	Copy and add	Be careful with questions

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.