What does Emerging Literacy look like in the Early Learning and Childcare (ELC)?

When ELC 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 early years 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.

When planning for phonological awareness in ELC settings, practitioners can focus on:
- hearing different sounds in the environment
- hearing words in a sentence
- rhyme and rhythm.

### 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.

When planning for oral language in ELC settings, practitioners can focus on:
- modelling vocabulary across all areas of the setting (indoors and outdoors)
- retelling the same story a number of times in a week.

### 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?**
When planning for pre-handwriting in ELC settings, practitioners can focus on:
- play opportunities focused on developing gross and fine motor skills
- play opportunities, with the appropriate scissors, focused on developing scissor 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?**
When planning for concepts of print in ELC settings, practitioners can focus on:
- big and small mark making across the setting (indoors and outdoors)
- providing and sharing a range of engaging developmentally appropriate texts.