

Literacy

Literacy focuses on the production and reception of written language (writing and reading skills). Emergent reading and writing in a second language will run in parallel with the skills in the children's own language (or at a slower pace if the children's first language uses a non-Roman alphabet).

Reading starts with the recognition of the sounds and understanding of how they combine to make words. Children then learn the letters that correspond to each sound. Early writing skills tie in to the recognition of letters and also the fine motor skills needed to hold and guide a pencil. The enjoyment of books, recognition of rhyming words, and print awareness also fall under the Literacy umbrella.

Literacy Readiness

To deem a child ready for school in terms of literacy development, he or she should be able to do some or all of the following:

- Demonstrate understanding of the organization and basic features of print.
- Follow text in a book from left to right, top to bottom, and page by page.
- Predict what will happen in a story by looking at the pictures, and answer questions based on the story.
- Recognize that spoken words are represented in written language by specific sequences of letters, and that words are separated by spaces in print.
- Break words into syllables.
- Demonstrate understanding of spoken words, syllables and sounds.
- Recognize and produce rhyming words.
- Identify all the letters of the alphabet and their sounds, as well as some digraphs.
- Read common high-frequency words by sight.
- Blend and segment the three sounds in consonant-verb-consonant (CVC) words.
- Create and read simple sentences built with word cards.
- Copy patterns, words, and letters.
- Attempt to write letters and read their own writing.
- Begin to form lowercase letters correctly.

How to Play?

- Print and cut the name banners. Use the empty ones to paste images or stickers according to your class needs.
- Prepare letters for your students' initials. Paste them around the classroom accordingly.
- Place all the banners on a desk and ask students to come and take the banner of the object that starts with the same letter of their name. For example, Mia will take the banner with the image of a mouse.
- Then give students time to write their names. For lower levels, help them by writing their names with dotted lines and then ask them to trace with a crayon or a pencil.
- Ask students to line up where the initial of their name is placed.
- Once students are in line, ask them to say the initial of their names and the object that appears on their banners. Example: M... mouse.
- Encourage students to say two or three more objects with the same initial. For example, Mia–mouse, man, melon, marker, etc.

Teaching Tips

You can paste or project flashcards with words that have students' names initials for visual support. Also, elicit the sound of letters for better reference and understanding. Ensure students can see, hear and say letters and sound to reinforce their learning process.

When a child struggles to hear the differences between sounds...

The following are fun suggestions targeting a specific perceptual area and are beneficial for all, not only the children experiencing difficulties.

- Call out two words and ask the child if the words rhyme or not, e.g. big/dig; net/ten.
- Call out a word and ask the child to name a rhyming word, e.g., frog (dog, log, fog).
- Call out a list of three to four words and have the child name the one that doesn't rhyme, e.g., tree, free, five, sea.
- Call out three to four words that begin with the same initial sound and ask the child to name that sound, e. g., man, mouse, melon.