**02 - PIL - Emergent literacy – Introduction**

TRANSCRIPT

Emergent literacy may be defined as literacy like behaviours that develop before formal instruction in reading and writing. As children age, more advanced emergent literacy skills emerge. These emergent behaviours simulate actual reading and writing activities, such as pretending to read, naming letters, writing their own name, asking questions about print that they see, scribbling a note as part of play, asking to be read to, and connecting stories to real life events. A student's first experiences with print and early reading activities typically occur in the home within parent child interactions.

Early exposures to letters and print happen through picture and storybooks, children's television programming and other electronic media, as well as through language play in the form of songs and nursery rhymes.

Shared book reading plays a critical role in the development of emergent literacy skills because during shared book reading interactions, young children learn about picture and symbol representation.

Concepts of print or print knowledge is the understanding of how books and written language work. It is an important element of emergent and early literacy development. Print knowledge involves children's knowledge about printed letters, words and book conventions. Other areas of print knowledge include understanding the difference between the words on the page and the pictures. Understanding that the written words carry meaning, and understanding how to hold a book, turn the pages in the book and read from left to right. Developing these important understandings about print is important for children to learn to read.

Children who develop a solid understanding about how print works before entering formal schooling will be interested in print and want to participate in reading activities, use print in their play through the use of storybooks and writing materials, explore print concepts through their own writing and drawing, and make faster progress in beginning reading instruction.

The amount of knowledge that a child has about print is an important predictor of how easily he or she will learn to read in the primary grades. Children who begin learning to read with little knowledge about how print works will find learning to read difficult.

Concepts of print can be taught to children during shared book reading experiences. Alphabet knowledge is one component of concepts of print. It includes recognising all the letters of the alphabet by name and recognising upper and lower case letters. Understanding the difference between a word and a letter is also an important component of alphabet knowledge. Learning the letters of the alphabet is an important event in the life of a young child. Children who arrive at school knowing many, if not all, of the letters of the alphabet develop reading skills quicker then students who know fewer letters.

In the emergent stage of literacy development, children learn letter names by saying the alphabet, reciting rhymes, and by learning to recognise and write their own name.

Before children enter school, an important skill that helps them to learn to read is phonological awareness. Phonological awareness is the awareness of the phonological structure, or sound and sound patterns, of spoken language or speech. It's the ability to think about the sounds in a word separate from the meanings of the word. So, for example, when asked what rhymes with pig, a phonological task, the child must consider the sound structure of the word pig, /p/ /ig/, rather than the meaning of the word pig to think of another word that ends with /ig/.

Phonological awareness includes both the awareness of the sound structure of a language and the ability to manipulate the sound structure. Phonological awareness tasks require students to segment, blend or make judgments of phonological or sound similarity or difference. When we produce speech, we are actually linking segments of sounds together. Phonological awareness is a child's awareness of these segments. The segments that are linked together to form speech are called phonemes. A phoneme is the smallest meaningful unit of sound in speech. Phonemes include both vowels and consonants. The English language uses 44 phonemes that are combined in various ways to make syllables and words.

Phonological awareness is the broad concept that relates to the sound structure of spoken language. It includes a number of areas: rhyme, syllables, onset and rhyme and sounds or phonemic awareness. Phonological awareness is one of the most important areas of literacy development for young children. It impacts children's later reading skills. Phonemic awareness, children's awareness of different sound units within spoken language, leads children to understand how sounds are mapped onto letters. Mapping sounds to letters is a very important skill that then leads children to develop reading skills.