**01 - PIL – Oral language development - introduction**

TRANSCRIPT

- While reading instruction typically begins when children enter formal schooling, reading success is founded in strong oral language competency. A great deal of research has demonstrated strong links between early oral language skills and subsequent literacy achievements. Children learn language by hearing language around them. Whether they speak early or late, are learning one language or more, are learning to talk along typical lines or are experiencing difficulties, the language acquisition of all children occurs gradually through interaction with people and the environment. Early language development occurs in every setting to which the child is exposed. The more experiences the child is exposed to, the more language they will learn to describe their thoughts, feelings and ideas. Just as being exposed to language-rich environments is important for the development of oral language, literacy-rich environments provide children with opportunities to learn about, interact with and experiment with print. A literate environment begins with the presence of easily accessible reading and writing materials and is shaped by the child's experiences with print materials, family attitudes about literacy and adult modelling of reading and writing skills. Language and literacy development can be promoted through interactive shared reading experiences in which the adult and child actively participate in the construction of a conversation surrounding a story book. The collaborative potential of interactive shared reading is increased when the adult is highly sensitive to the child's level of engagement, interest and language competence. Strategies for engaging children in interactive shared reading include: observing. Look out for verbal initiations, facial expressions, body posture and eye gaze. These can indicate how well the child is engaged and understanding new concepts. Waiting. Remember children need more time to formulate responses to questions and comments. Listening. Pay close attention to what the child is saying so you can respond appropriately. And finally, being face-to-face. When you are face-to-face, you can read the child's cues to find out what interests them about the book. The child will know you are interested in sharing the book with them if you are looking at them with interest.