EARLY LITERACY

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From the time we were born, we begin to acquire literacy information and continue to build our knowledge of oral language, reading and writing as we go through our childhood years. All the things and learning we grasp and acquire during our formative years will all be manifested as we attend formal education.

Literacy learning begins early in life and is an ongoing process. It is viewed as developmental which is exemplified by concurrent development of literacy with oral language, by learning to read and write as social and cognitive endeavors.

As children develop higher mental functions as internalized social relationships, they increase their independent engagement in reading activities and interact more with literate adults such as their parents and other family members.

Early literacy behaviors are not generalized to all kids belonging to the same age group since every child is a unique learner. Not all preschool kids possess the same skill or demonstrate the same behaviors for children come from unique homes, have unique literacy background, have varied exposure to print and reading materials and belong to diverse community with diverse culture.

The child’s readiness to learn affects his or her literacy level. Forcing a child to yield more than expected behavior is not a good thing. Instead, let them explore and develop naturally. Parents and teachers should create an environment and provide opportunities that would positively promote and allow the natural development of a child’s early literacy.

During childhood years, literacy skills are developed with the guidance of parents but in an informal setting. With the teachers’ supervision together with the
parents cooperation, children are being encourage in the formal classroom setting through guided play. However, kids really do have a vast source of imagination and they are active constructors of their learning as a result, they learn best when they are placed in meaningful activities.

Early literacy behavior is manifested through the young learner’s physical abilities, language skills, reading and writing skills, even before they start their formal training in school. These behaviors vary in terms of the readiness of an individual which indicates differences in the stages of reading reached by a child even though he or she belongs to the same age group.

References:

Developmental Reading by Alejandro Bernardo