

Literacy

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

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.

Language Readiness

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

- 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.

How to Play?

- Print and cut the name banners. Use the empty one to paste an image or a sticker according to your class needs. You can make more copies of the empty banner to add variety and complexity to the activity.
- Divide the class into small groups and give a set of

banners to each group.

- Write the given words on the board. Ask students to find the image of each word and write them within the banner. For lower levels, you can trace words on the banners in advance. Also, you can divide words into syllables.
- Explain to students that they will choose a banner and clap together to divide the word. You can help them with an example: *How can I divide the word classroom? Class-room* (clap twice)
- Tell students they will color the circles according to the number of syllables. They have to color three circles if the word has three syllables.
- Monitor groups and pay attention to their clapping. Bring guidance and support if needed.
- To check their results you can draw three columns on the board and place numbers 1, 2, 3 as headers. Ask students to paste the words in the correct column according to the number of syllables. Review and clap as a class.

Teaching Tips

You can extend this practice and add some movement and fun. Divide a floor area into three columns. Place numbers 1, 2, 3 in each column and explain to students that they will have to jump from one column to another according to the number of syllables/claps. Then project flashcards and clap out words. After clapping, give students time to move to the correct column.

When a child struggles to clap out syllables in longer words...

Here are three tips to work with students that are struggling with syllables:

- Begin by getting children to clap out their names, for example, "I-sa-bel" (three claps).
- Move on to words around the classroom: ta-ble, win-dow, etc.
- Say a word already broken into syllables and ask the child to say what it is, e. g., *Pan-cake, what did you hear? Hel-i-cop-ter, what did you hear?*