

# PROMOTING EARLY LITERACY AND LANGUAGE SKILLS

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## INTRODUCTION

Infants use their expressive language skills to make sounds or use gestures or speech to begin to communicate. Even preverbal infants use vocalizing or babbling to express themselves. They also imitate the sounds and rhythm of adult speech. As they develop, infants generate increasingly understandable sounds or verbal communication. They demonstrate their expressive language abilities by asking questions and responding to them and repeating of sounds or rhymes.

Vocabulary describes children's receptive and expressive range of words. Children typically should understand about 1,000 words and use



We displayed children's writing samples after reading the book. 'The Pout Pout Fish'



Children created a cave for the bear to sleep using various art materials

## READ IT AGAIN

My infant toddler classroom started to implement a practitioner-friendly, scientifically based curricular supplement designed to develop and strengthen young children's early foundations in language and literacy in October 2018. Our lesson plans were organized around adult-child readings to supplement our instruction with fifteen books that were chosen to use. We could utilize this with the whole-class, small group, or one-on-one instruction, which focused on four instructional objectives: vocabulary, narrative, print knowledge and rhyming skills. After each lesson and storybook, we would document the children's work along with teacher observation notes.

## DOCUMENTATION

Documentation can be written on what you observe the child doing or through dictation as you transcribe what the child explains about a picture, event or experience. Other forms of documentation can include photography, tape recording, and videoing. Documentation is done for the purpose of identifying a child's strengths and their thinking at the time. Teachers use this documentation to scaffold a child's learning.

Teachers displayed the children's work by making it visible to our parents and community around the hallways and bulletin boards within our school. This enhanced the children's learning by preparing and displaying evidence of the children's learning experiences, the children can re-visit their experience and work which may bring new understandings and more in depth thinking, questioning and dialogue. This in turn helped teacher planning and assessment decisions can be made based on what individual or groups of children have found interesting, stimulating, or challenging. The documentation provides ongoing planning and evaluation that can be done by the team of adults who work with the children.

## MONITORING PROGRESS

### 1. Pupil Progress Checklist

-designed to use three times during the year to track each child's individual developmental skill and rate it as acquiring, building or competent.

### 2. Implementation Notes

-After each lesson, the teachers complete notes that record:

- Date of implementation
- Length of activity
- Modifications made to the lesson if any
- Notes about children who seemed to do well
- Names of children who struggled
- Use of the learner's ladder strategies



We read the book, 'Five Little Monkeys Sitting in a Tree' and incorporated this into every developmental area in our classroom including sensory experiences, art and fine motor development.