

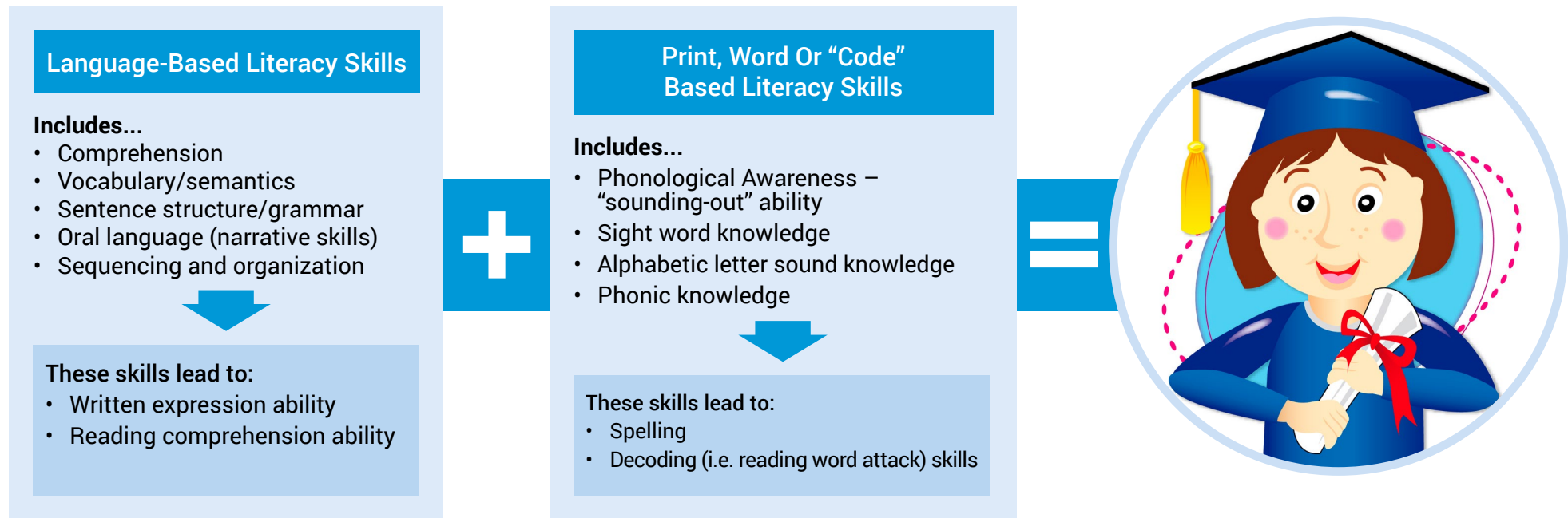
Key Area: Literacy

Language Literacy Link



Too often parents and educators associate early literacy success with alphabetic and sight word knowledge. Literacy development is often viewed in terms of phonics, spelling and decoding ability. However this ignores the role of oral vocabulary, sentence structure, oral language and comprehension ability. For a student to develop interpretative reading and writing skills it is essential both language based literacy skills (i.e. oral language) and print based literacy skills (i.e. alphabetic, phonic, spelling and decoding ability) are recognised and targeted.

DELAYED LANGUAGE ➡ Complications and “Middle Grade Slump” in Year 3
when the curriculum content kicks in and the content of reading material also increases.



Low language skills will not prevent an individual from learning to read, but it will heavily impact an individual's reading achievement when texts demands increase and an individual is required to interpret, predict, reason and infer information.

- **Fact:** Children will have difficulty with written tasks if they have difficulty expressing themselves.
- **Fact:** Children will have reduced reading comprehension ability if they have difficulty following instructions and comprehending the deeper themes contained in picture books which are read to them.

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