



Beginning literacy – an interactive approach is a teaching method aimed towards teaching basic reading to young children. The main incentive of Beginning literacy is that children will become well adapt at reading as early as possible in their academic career. Beginning literacy covers all the cornerstones of ones native language, working with reading, listening, spoken language and writing as a whole. It is assumed that the children will require reading materials that sparks their interest, that the text is meaningful, engages their imagination and supports the basis for critical thinking. An increase in vocabulary, understanding of reading materials and writing is also a focal point.

The modus operandi of Beginning literacy are flexible and call for student cooperation. Student training and teaching is approached through various forms of play. This method assumes that children of various literacy stages can be taught simultaneously and thus it is easily adapted to each individual in the group. Every student will get the same basic education, but a childs personal need will be met within the student body as whole.

Beginnig literacy is divided into three steps. The first step addresses understanding of written text, for example, thought stories with large vocabulary and an intriguing storyline. The story is read, then discussed and certain words and concept that might be confusing or difficult for the student are addressed. The second stage and Beginning literacy works on the technical aspects of a language. There, focus is placed on assorted assignments in groups where students will get a chance to examine small parts of the text, be it single characters or story, or simply single letters or phonetic sounds. The third step of Beginning literacy concerns reconstruction. There, the focus moves from the details to the text as a whole, working with writing skills and creative abilities in relation to what was done in the first and the second step. Students are asked to write a continuation of the story they worked with, create short plays, write character descriptions or write about their own conception of the original text. Common working timeframe for all three steps is approximetly a week or two.

It is highly important that students will be given the opportunity to practice reading on all levels of Beginning literacy, as well as to underline the importance of the students choice in reading material at the same time as their personal strenghts and interests are used in all aspects of the teaching.

Research has shown that the participation of parents in their childrens studies has an undeniably positive effect on their progress in their all around studies, but a more profound impact on their learning how to read. It is important that parents:

- Read with their children
- Read for their children
- Listen to their children read
- Discuss the course material with their children
- To go over previous reading material and discuss with their children what is likely to



happen next in the story they are reading

- Look at pictures and discuss them in relation to the everyday life of the family.

Foreign parents are supposed to place importance on reading for their children and encourage them to read in their own, native language. The better a child knows it's native tongue, the more easier it becomes for him or her to grasp a new language.

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