Benefits of the app …
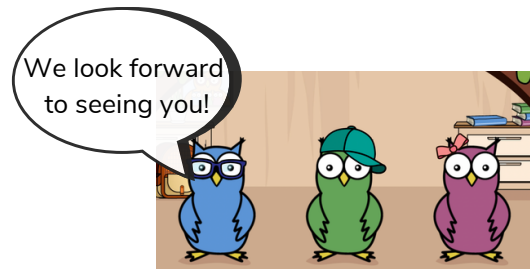
… for children

- playful exploration of the world of words, print and letters
- playful experience of language and print in everyday life
- preparation for a good start in the acquisition of reading and writing in school

We look forward to seeing you!

… for pedagogical professionals

- simplification of monitoring and documentation of the individual child's emergent literacy skills
- treasure chest with impulses for everyday support and playful early literacy activities adapted to children's actual competences

… for parents and caregivers

- regular feedback on your child's results
- ideas to support your child's emergent literacy skills at home

And I look forward to exchange my ideas with you!

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Carl von Ossietzky
Universität Oldenburg

Assessing and supporting the development of emergent literacy skills

Universität Rostock
Traditio et Innovatio

GEFÖRDERT VOM
Bundesministerium für Bildung und Forschung

Project EuLe-F
Assessing and supporting emergent literacy skills

We are developing a tablet-based assessment app (EuLeApp©) as well as a treasure chest including play activities and impulses to assess the emergent literacy skills at the age range of four to seven years to support them in the best possible way.

What is the process of the project?

1. Phase
How difficult are the items?

In the first project phase, we determine the item difficulties for the four- to seven-year-old children. There are five different types of playful tasks embedded in a framing story. For example, the children are asked to select from various pictures by tapping on the one that best matches a statement (e.g., "Tap on the picture with print on it") or to point with their finger where to start reading.

2. Phase
What helps the child to read and write better in the future?

In the second project phase, the individual early literacy profiles are determined. Based on this, playful activities are recommended. The support is provided over a period of 4 months.

3. Phase
Was the intervention successful?

The process of educational assessment is accompanied by regular interviews on the feasibility of implementation with the pedagogical professionals. Moreover, it is accompanied by the repeated use of the SpraBi-App in order to adapt the support to the children's abilities repeatedly, if necessary.

Why is it important to support emergent literacy skills?

Children are interested in books, print and letters long before they start school. The beginnings lie in reading aloud from picture books, storytelling, or regular opportunities to talk about books and the written word.

These preparatory skills play an important role in the child's future academic performance and socio-emotional development.

A child's enrollment in school is **not** the zero hour of literacy acquisition.

Hence, children develop familiarity with books and print in their environment. These experiences enable a better understanding of texts and their meaning in school. Moreover, they play an important role in the child's socio-emotional development.

What skills are assessed by the EuLeApp© and supported later on?

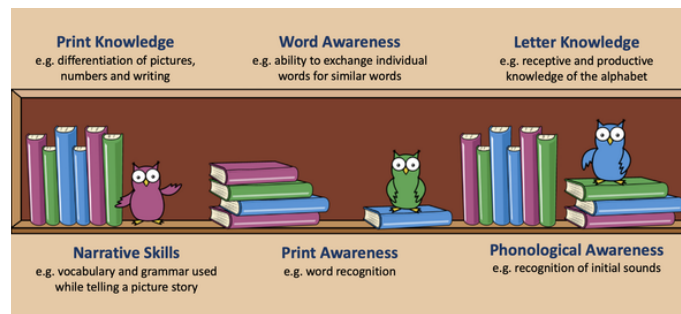The term emergent literacy encompasses different areas:

Figure 1: Emergent Literacy Skills
(cf. Whitehurst & Lonigan, 1998; Meindl & Jungmann, 2019)

What influences the emergent literacy development?

The development of knowledge about spoken and written language is influenced by many factors. Most important are the narrative and print-related activities that you, dear parents, and you, dear pedagogical professionals, create together with the children. This and the learning environment at home and in the daycare center enable children a variety of own writing experiences!

If the child receives only few opportunities to gain early experiences with language, narratives and print, the start of literacy acquisition in school will be more difficult.

Support options

The EuLeApp© helps you to select the support options that best fit the early literacy profiles of the individual child or the group of children. We have already compiled numerous play activities and impulses for various situations in the EuLe treasure chest. This can and should be continuously expanded with your ideas for playful activities you may already use or you may create inspired by the materials and the playful interactions with the children.

Multiple factors within the child and the environment influence the development of emergent literacy skills

Difficulties in the acquisition of emergent literacy skills can be countered preventively