

Appendix 2 – Children’s emerging literacy: a taxonomy

		Examples in child-initiated play/activity
Early emergent literacy	Print awareness	‘Talking at’ print in books. Demonstrating awareness of difference between picture and print. ‘Talking at’ contextualised print associated with provision, for example, “The Gingerbread House” in the role play area. Recognising and responding to contextualised familiar environmental print e.g. name labels associated with routines (often supported with an image) on coat pegs, snacks & drinks, labelling on toy storage boxes & shelves, instructions to “wash your hands”. Making marks on paper/technology <i>to record speech</i> in ways that has meaning for the child. Selecting technology based games/activities using icons.
	Mark making	Making marks using various materials/technology: paint, foam, water, pens/crayons, whiteboard/computer screen/tablet. Marks may be unrepresentative, or be moving towards and/or include drawing that is recognisable and/or has meaning for the child (first order representation).
	Emerging phonological /metalinguistic awareness	Hearing and labelling environmental sounds. Word play, use of nonsense words, jokes, rhyming, enjoying alliteration and onomatopoeia. Contextualised use of words such as, reading – writing – letter –word.
Emergent literacy that reflects conventional literacy in English	Emergent book reading	When engaged with books: tracking left-right, top-bottom; turning pages one-by-one; moving through the book front-to-back; re/telling stories sequencing elements of the story; naming and maintaining characters in the re/telling. Using remembered vocabulary and phrasing to retell known stories. Using patterned language of stories such as, “Once upon a time”.
	Metalinguistic awareness	Accurate use of a language-for-language and language-of-literacy. Language play that indicates intentional control of language use and/or recognition of particular elements of language use in jokes, rhyming, alliteration, onomatopoeia etc.
	Decoding (including phonemic awareness)	Recognition and labelling of some phonemes in words around the setting. Identifying phonemes in own name in/out of predictable contexts. Phonetically plausible attempts at environmental/familiar print that includes elements of decoding. Tracking left-right, top-bottom
	Mark making/emergent writing	Demonstrates awareness of when marks are letters/numbers. Marks used include increasingly recognisable letters/numbers. Phonetically plausible attempts at phoneme-grapheme correspondence. Attempts at writing own name (2 nd order representation). Tracking left to right, top-bottom.
	Print awareness in play sequence or activity	Accurate use of variable tracking, print, and other signifiers when interacting with digital sources. Demonstrating awareness of contextualised meaning of print in play activity. Mark making of writing-like marks and/or letters and numbers and ‘reading’ print as recognisably contextualised part of play activity. Tracking text left-to-right and top-to-bottom when mark-making or ‘reading’ text in context in play sequences.

This taxonomy reflects observable aspects of children's emerging literacy. To enable a more fine grained analysis it is organised into two sections: early emergent literacy and emergent literacy that reflects conventional literacy in English. The organisation of the taxonomy is drawn from evidence across a range of sources, including, but not limited to: Adams, 1990; Author, date; Baroody and Diamond, 2016; Bissex, 1980; Bryant et al., 1989; Clay, 1991; Christie and Roskos, 2013; Crystal, 1998; Ehri, 1975, 1976, 1986; Gombert, 1992; Goswami, 2001; Kress, 1997; Melby-Lervag, Lyster and Hulme, 2012; National Reading Panel, 2000; NELP, 2008; Neuman and Roskos, 1992; Neumann et al., 2011; Purcell-Gates, 1994, 1996, 2001; Roskos and Christie, 2001, 2011; Sulzby, 1985; Teale and Sulzby, 1986; Vygotsky, 1967; Yaden, Rowe and Mac Gillivray, 1999; Zipke, 2008.