The Process of Literacy Development and the Reading-Writing Correlation

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Literacy means the ability to be well-educated. Literacy frequently develops from childbirth through exchanging ideas with different people and bringing up an adolescent atmosphere. The literacy development systems allow students to learn the connections between writing and reading practices effectively (Neuman & Dickinson, 2011).

The process of literacy development begins earlier than primary schooling. A lot of initial familiarities of the child establish the step for the growth of literateness. Knowledge of reading and writing is significant for a kid's achievement in education institutions and lifetime throughout life. Reading and writing are connected and improve simultaneously. These skills alone can't help in development. Literateness improves in daily actions (Neuman & Dickinson, 2011).

Word Recognition in Literacy Development

The University of Leicester has revealed that the phase in which we pick up words is significant in discovering the reading pattern throughout people's lives. Dr. Tessa Webb has expressed in one of her studies that kids speak in a different way from adults; however, when they become mature, they adopt a similar approach to reading. Older people have also learned reading patterns during childhood, and kids pick up quickly. Therefore, the word mastering stage is a significant characteristic of reading (Joseph). Without adequate word recognition skills, a child cannot effectively read or write any word, and for this, the instructors must conduct useful practice sessions. Through an interactive learning session, an instructor can know more about the issues an individual student faces and be better able to address them according to their needs (Ylvisaker, 2008).

Language Comprehension in Literacy Development

Language assimilation includes a variety of abilities, expertise, procedures, data, and tendencies used to originate sense out of verbal, print, and signed language. In its broader sense, language assimilation embraces reading assimilation. Meaning development from verbal linguistics includes more than getting familiar with the knowledge of words and appreciating the intention of the words when they are kept together. The divisions of capability, acquaintance, talent, and temperaments mentioned below are used to entirely grasp the other person's words (Ylvisaker, 2008).

- Conversation consciousness
- Audible range and audio handling
- Word awareness and world information
- Understanding of word formation
- Discourse
- Intellectual roles that maintain linguistic conception include concentration, functioning knowledge, speediness of processing, association, perception, technical thinking capability, and enchanting outlook (Ylvisaker, 2008).

Strategic Knowledge in Literacy Development

Strategic knowledge provides an invincible extensive benefit to an institute in the open market. Strategic intelligence is typical of the type that supports the selection of choice (Bonaccorsi & Daraio, 2007). Strategic intelligence can only be developed through reading and writing on various topics. It helps to sharpen our minds and solve problems. Therefore, strategic knowledge plays a part in literacy development.

Connection between Reading and Writing

Writing and reading have been considered and are still considered distinctively for several years. However, both of these are taught by the same instructors. The instructors could hardly develop the relationships between reading and writing among the students. During the past ten years, a study has revealed that writing and reading are much more dependent than we assume. Adolescents' literacy development depends on the relationship between writing and reading (Linger & Flihan).

Connecting the Reading-Writing Correlation to Help Youngsters Learn

Merely identifying that writing and reading are closely linked with each other is not even sufficient. Parents and teachers must relate this information when teaching to support youngsters in progressing these two vital abilities. Here are a few approaches:

Genre Study

The most effective method that could be used to develop a valid connection between writing and reading is the promotion and awareness of literacy development.

- Parents and teachers should spot a type
- They should revise this type with the kid

- Kids should be given chances to write in the type with the support of their parents

By doing so, the children will be able to develop productive and robust knowledge that will help them strengthen their basic writing and reading skills (Linger & Flihan).

Reading for the Development of Effective Writing Skills

Manuscripts can be used practically to assist kids in finding out and reinforcing precise writing talents. It is the responsibility of the teachers and parents to identify the level of writing skills each student has and arrange sessions in which reading is encouraged to attain useful writing skills. Efficient models should be formulated to demonstrate to them the logic behind and the connection between reading and writing skills (Linger & Flihan).

Integration of “Sound” Instruction with Writing and Reading

A person cannot develop an association between letters and sounds if he/she is unable to read them correctly; therefore, it is critical that they understand the correct relationship between writing and reading. The instructors are responsible for assisting the youth in reading and writing activities on a continual basis; only then would they be able to learn and use it in their daily lives. Teachers and parents have different duties and responsibilities, but they all must integrate sound into their reading and writing instructions (Linger & Flihan).

Conclusion

From the above pieces of evidence, we can judge that reading and writing are both connected with each other. One can’t accomplish developing literacy if he/she tries to improve just one out of them. When initially starting to learn, children pass by each step, i.e., starting with recognizing words, then comprehending language and developing strategic knowledge. All these steps are necessary for the development of literacy.

References

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