



SCIENCE OF READING



The Science of Reading in early childhood emphasizes that literacy starts at birth, focusing on building foundational skills like phonological awareness (sounds in words), phonics (letter-sound connections), vocabulary, and print awareness, through explicit, research-based instruction embedded in play and rich language experiences to help ensure future reading success. By teaching the essential components of reading systematically, using research-based knowledge, helps to ensure all children develop strong decoding and comprehension skills.

KEY COMPONENTS



Conversations and discussions help to build vocabulary and background knowledge.



Understanding the directionality of print and creating a love of reading and stories.



The sounds of language, connecting letters to their sounds, and building those sounds into words.



Why does this matter?



Birth through five years of age is the period of the most significant brain development in early childhood. Using research-based information to provide an informed plan to implement the foundational activities which will help children develop the skills they will need to increase comprehension and fluency in later elementary years



Georgia Dept
of Early Care
and Learning

