

## **Symposium**

### **The initial teaching of literacy across Europe**

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No comparative studies exist about the initial phases of reading and writing instruction in the first weeks and months of school when children are taught the alphabetic code.

Especially little is known about the initial phases of reading instruction in the first weeks and months of school:

- Do children start with letters, words, or texts?
- How are grapheme-phoneme and phoneme-grapheme correspondences taught (if at all)?
- Is the first vocabulary controlled for orthographic regularities (in languages with deep orthographies) so that the words are decodable?
- Are there differences in the teaching of languages with deep and shallow orthographies?
- How are the first pages of reading primers (reading scheme books/basal readers) organised?
- What is the relationship between the teaching of reading and writing?

This symposium will be part of FELA's ongoing continent-wide investigation into the similarities and differences in teaching children the first steps into reading, spelling and writing.

The following languages have already been covered: Estonian, Finnish, Swedish in Sweden and Finland, English in England and Ireland, Czech, German in Germany, French in Belgium, and Hebrew and Arabic in Israel.

The symposium will consist of the following presentations, with ample scope for discussion:

#### **1. Beginning literacy in Portuguese**

Iris Pereira and Maria de Lourdes Dionísio, University of Minho, [iris@ie.uminho.pt](mailto:iris@ie.uminho.pt), [mldionisio@ie.uminho.pt](mailto:mldionisio@ie.uminho.pt)

#### **2. The new early literacy curriculum in Slovakia**

Olga Zapotočná and Zuzana Petrova, Trnavská University, [zapotocna@savba.sk](mailto:zapotocna@savba.sk), [zuzana.petrova@truni.sk](mailto:zuzana.petrova@truni.sk)

### **3. Beginning literacy in Danish**

Jesper Bremholm, University College Copenhagen, [JBRE@kp.dk](mailto:JBRE@kp.dk)

### **4. Beginning literacy in Norwegian**

Bente Hagtvvet and Jørgen Frost, University of  
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