

## An Analysis of Early Literacy Skills among Indian Children at Lower Kindergarten

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### ABSTRACT

*The present study is about the early literacy skills among children in the lower kindergarten in India. The study seeks to identify the areas where inadequacy exists in the Indian scenario where the medium of instruction is not the first language/mother tongue of the child. The study found that children were proficient in the skills taught in class such as letter recognition and letter sounds but as isolated tasks they seemed to lack in generalizing the knowledge of phonological awareness for reading and spelling of new words. The study calls for effective intervention in the form of effective teaching of early reading skills in order to avoid failure in literacy skills later in school.*

**Keywords:** Early Reading Skills, Phonological Awareness, Letter-Naming, Letter-Sound Association, Sequential Memory.

### INTRODUCTION

One of the very basic issues in India, many researchers in educational and cognitive fields concerned with, is how young children learn to read and write so many languages and how to teach them when they fail to do so. In the light of ongoing economic growth and liberalization in India the number of schools that impart education in English is becoming more and more common even in rural areas. For many of those children who attend such schools, English becomes first language at school though their exposure to English otherwise could be minimal. Even in urban localities, the real first language of such children will be local lingua franca, which is used with family and friends. Reading readiness skills are expected to undergo systematic development at the lower kindergarten level where children get exposed to print and