

Pedagogical practices and classroom dynamics in the teaching of early literacy in Spain

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Children's success in learning to read in the first grade is crucial for their ultimate success in schooling. We discuss a series of studies aimed at identifying self-declared teaching practices and the interactions that occur in the classroom while performing reading and writing tasks in preschool and first grade. These practices and ways of interaction were then contrasted with the official recommendations for the initial teaching of reading and writing in Spain. The characterization of the ways of teaching and interacting as well as of the broader institutional context which can support or hinder teachers' work is fundamental for determining the best conditions for successful literacy learning.