



# Exploring of Literature Review on Early Reading and Writing

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**Abstract.** Understanding early childhood literacy, specifically reading and writing, is a pedagogical skill. Literacy is essential for children to master because it impacts their reading and writing abilities, which depend on the teacher's skills in organizing learning and the school environment as a source and medium of knowledge. This research aims to explore various research findings on early childhood reading and writing abilities. The research method used is a literature review of primary sources. The literature review findings indicate multiple ways to develop literacy skills in early childhood, especially in reading and writing activities. This research provides new insights by examining reading and writing literacy information from 70 recent research studies. The findings of this research demonstrate that the exploration of teaching materials needs in early childhood education by prospective teachers can be done through reading and writing literacy.

**Keywords:** Early Reading, Early Writing, Literature Review

## 1 Introduction

Please note that the first paragraph of a section or subsection is not indented. The first paragraphs that follows a table, figure, equation etc. does not have an indent, either.

Subsequent paragraphs, however, are indented. Early childhood education aims at children from birth to six years old, providing educational stimulation to support their physical and spiritual growth and development, preparing them for further instruction. One aspect that needs to be developed in early childhood education is language development. Language skills are closely related to the underlying thought processes of a language, and one of the components of speech is reading.

Efforts in early childhood education are intended for children from birth to six years old, providing educational stimulation to facilitate their physical and spiritual growth and development, preparing them to enter the next level of education. In early childhood education, it is essential to develop the aspect of language development, as language skills are closely related to the thought processes in a language. One crucial component that needs to be developed in language development is the ability to read

and write. However, there is no requirement to expect children to be able to read and write fluently at this age. It is necessary to introduce them to early reading and writing learning, where they can at least recognize the sequence of letters and understand letter forms—the aim is to facilitate children in learning to read and write fluently in the future.

According to [1], early reading and writing are crucial language skills for students from an early age. Without mastery of these skills, students may face difficulties in other subjects, impacting their ability to progress to higher grades. Language learning, including reading and writing, can be provided through a whole language approach. This approach emphasizes the child as the learning centre and immerses children in concrete communication. This approach aims to provide meaningful learning experiences for children, allowing them to develop a comprehensive understanding of language, including reading and writing skills, in a natural and meaningful way [2].

According to [3], reading is an integrated activity that involves several aspects, such as recognizing letters and words, connecting them with sounds and meanings, and drawing conclusions about the purpose of the text. Additionally, according to Leonhardt, cited by [4], reading literacy is vital for early childhood. Through reading, children expand their knowledge and master various fields of science and expertise. One effective medium for enhancing early reading skills is picture books. Using picture books can increase children's interest and attraction to reading.

According to [5], the introduction to reading is an important activity that should be provided to children. Through early reading activities, children learn to recognize letter symbols, letterforms, and letter sounds and read words. This statement is supported by Gray's opinion cited by [6], which reveals that early reading refers to the introduction to reading or written symbols, such as understanding words accurately, timing of introduction, speed of word and phrase comprehension, and eye movements between lines of sentences. Furthermore, according to Gray, reading comprehension also involves accurately recognizing meaning elements and understanding that aligns with the knowledge in the first category. As stated by [7], in early childhood, reading activities include letter and word recognition, imitating simple sentences, storytelling based on pictures, connecting pictures or objects with words, and reading images with simple words or sentences.

Regarding writing, [8] states that writing is a form of communication that involves using written language to convey ideas. Additionally, [9] emphasizes the importance of teaching children to learn writing from an early age. Although writing skills may not be the main focus in Early Childhood Education, children will face demands to read and write at higher levels of education. Therefore, teachers must focus on developing children's writing abilities according to their developmental stages. This statement is supported by Kurnia's opinion cited by [10], stating that writing skills are an essential aspect to be developed by teachers and parents in early childhood. With writing skills, children can express their ideas, feelings, and experiences through writing so that readers can understand and align with the writer's intended purpose.

This research brings new perspectives that have not been previously discussed. The novelty of this research includes: (1) The focus on providing information about reading and writing literacy for prospective teachers in Early Childhood Education, (2)

Unlike previous research methods on similar topics, this research uses a qualitative literature review method, (3) The study examines 70 research journals from the past five years, from 2020 to 2023, focusing on reading and writing literacy.

There are various ways to develop literacy skills in early childhood, especially in reading and writing activities. Reading and writing are fundamental and should be a primary concern for educators in the early grades. Reading and writing are essential skills that students need to master before they receive instruction in other subject areas. Reading and writing abilities are a strong foundation for preparing students to acquire further knowledge. Writing can also be understood as expressing ideas, conveying thoughts, or communicating concepts to others. Reading and writing have numerous benefits, including increased knowledge, the ability to present information, and the development of critical thinking skills.

## 2 Method

This research adopts a qualitative research design using a literature review approach. This method was chosen to examine 70 relevant pieces of literature aligned with the research objectives. The literature review approach was conducted by collecting information from primary sources, which included journals published within the last five years and available across six continents. The data collection method involved searching keywords on journal search websites, such as ScienceDirect, ResearchGate, Tandfonline, Wiley & Sons, and Google Scholar. The researcher cited relevant references related to "Exploration of Teaching Material Needs on Reading and Writing Literacy: A Study on Prospective Teachers in Early Childhood Education" within the past five years, from 2020 to 2023. The data collection period spanned (duration) months, starting from (start month) to (end month). The data analysis technique employed in this research follows the Miles & Huberman analysis technique: (1) data selection, (2) data display, and (3) data verification. The research process is depicted in Figure 1.

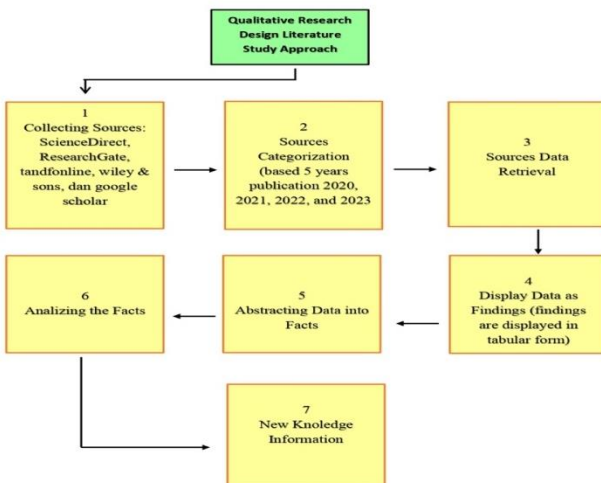


Fig. 1. Research Flow

### 3 Result and Discussion

This study employed a literature review approach to obtain relevant findings. The content analysis was derived from research journals as the primary source and then classified based on the publication years from 2020 to 2023. The results were visualized and represented in Figure 2.

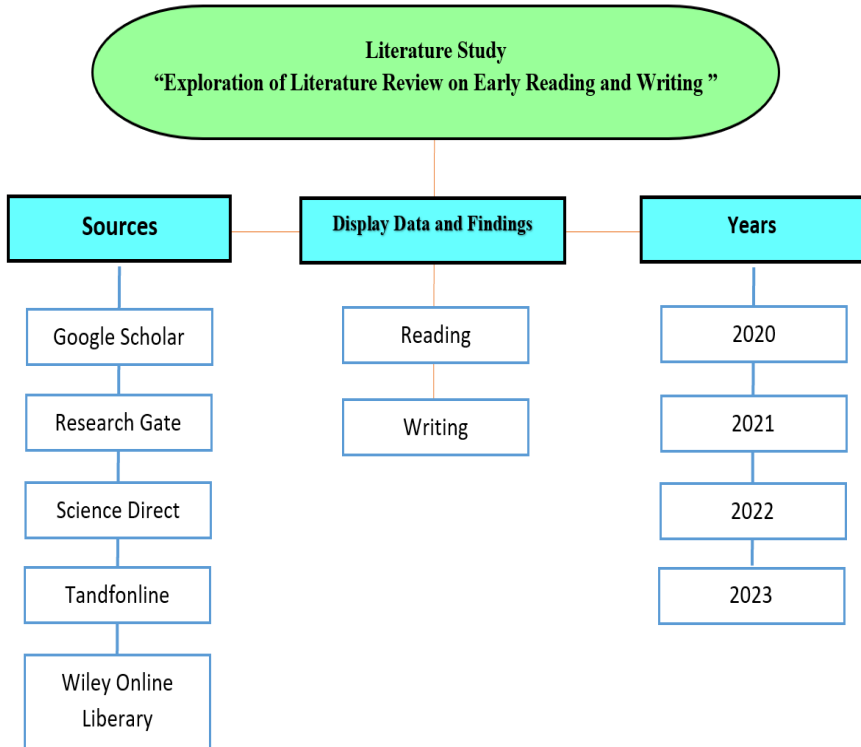


Fig. 2. Result Study

The graph below illustrates the research findings obtained from analyzing 70 literature sources. All the literature was gathered from five journal search platforms: Google Scholar, ScienceDirect, ResearchGate, Wiley Online Library, and Taylor & Francis Online. The search was conducted for two months by accessing these platforms. The research focused on journals published in the past four years, from 2020 to 2023. This four-year period was selected based on the researcher's aim to obtain the most recent and relevant literature related to the discussed topic, which is "exploring

literature review of early reading and writing". Here is the complete illustration in Figure 3.

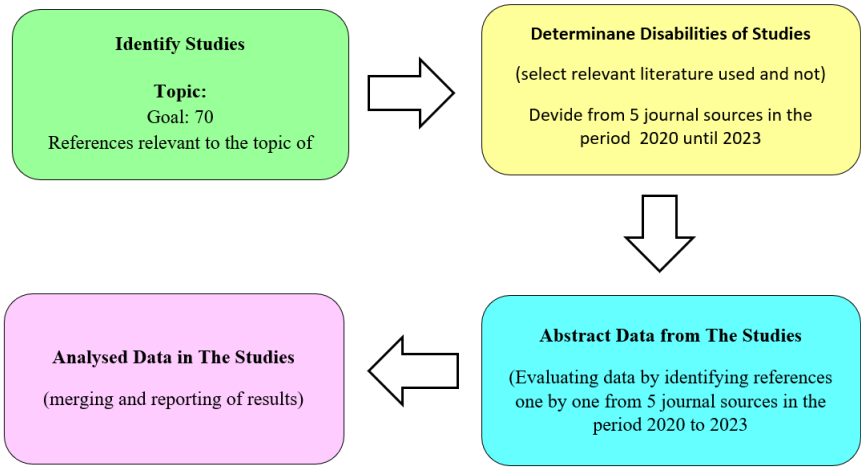


Fig. 3. Implementation of Systematic Review

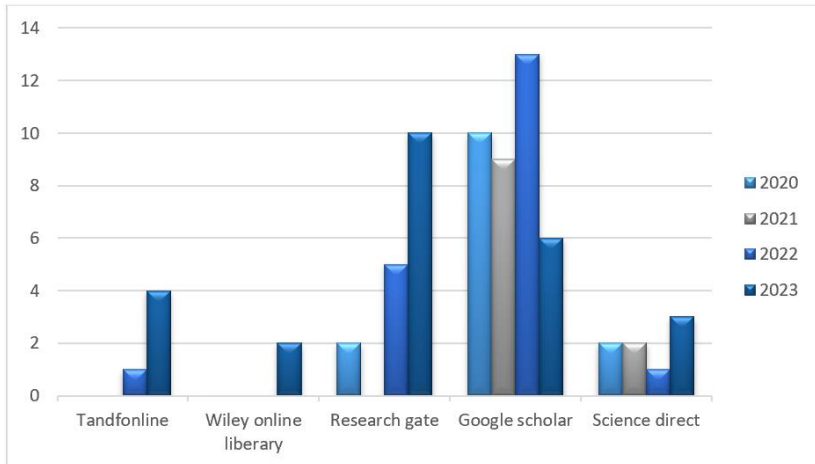
This study's literature analysis process was conducted through a four-stage systematic review. The first stage is Study Identification, where the researcher determines the research topic and objectives. The issue investigated in this study is "Exploration of Literature on Early Reading and Writing ", and the research objective is to review 70 relevant literature on this topic.

The second stage is Study Relevance Determination, where the researcher sifts and selects literature that is relevant to the research topic. This stage involves selecting literature from five journal sources covering 2020 to 2023. This process uses relevant keywords on journal search platforms such as ScienceDirect, ResearchGate, Taylor & Francis Online, Wiley & Sons, and Google Scholar.

The third stage is Data Abstraction from the Studies, where the researcher identifies the 70 journal articles one by one from the search results of the five journal sources in the past five years. In this stage, the researcher creates a table to facilitate data abstraction from each journal article. The identification criteria for each journal article include the journal source, publisher, country, year, and research findings. After identifying the 70 journals based on the predetermined criteria, the researcher individually examines the research findings' relevance to the topic. The results of the data abstraction on the number of journal sources reviewed in the past five years can be depicted in Figure 4.

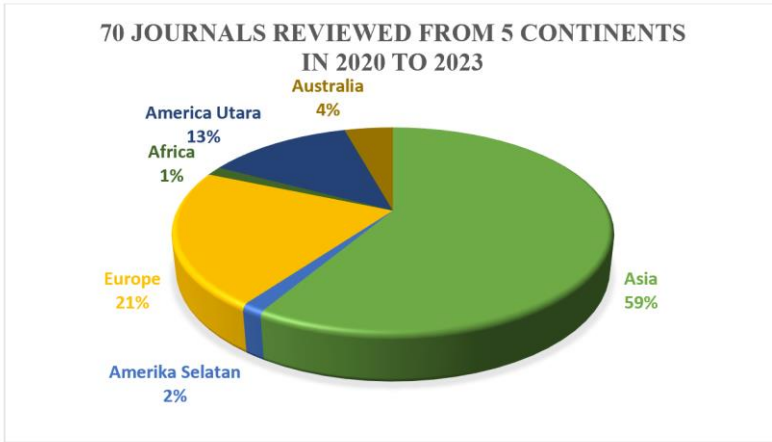
The number of articles accessed from the journal search platform "ScienceDirect" is 8, with 2 articles in 2020, 2 in 2021, 1 in 2022, and 3 in 2023. From "ResearchGate," 17 reports were accessed, with two papers in 2020, 5 in 2022, and 10 in 2023. "Taylor & Francis Online" provided access to 5 articles, with 1 in 2021 and 4 in 2023. The journal search platform "Wiley & Sons" provided access to 2 articles published in 2023. Meanwhile, "Google Scholar" provided access to 38 pieces, with ten

articles in 2020, 9 in 2021, 13 in 2022, and 6 in 2023. From Figure 4, it is evident that the articles accessed the most are from "Google Scholar" and "ResearchGate," followed by "ScienceDirect." The fewest number of reports came from "Taylor & Francis Online" and "Wiley Online Library."



**Fig. 4.** Journal Sources from 2020 until 2023

The data from the abstraction of the 70 reviewed journals, originating from various countries, is categorized into six continents: Asia, Europe, Australia, North America, South America, and Africa. This pie chart depicts the percentage of journals reviewed in each continent. 59% of the reviewed journals from 2020 to 2023 originated from Asia, including Indonesia, Japan, Malaysia, and Saudi Arabia. 21% came from Europe, including countries such as the United Kingdom, Spain, Finland, Hungary, Ireland, Norway, and Madrid. 13% came from North America, including countries such as the United States, Canada, and Chicago. 4% came from Australia, including cities such as Sydney and Brisbane. 2% came from South America, specifically Chile. 1% came from Africa, specifically Nigeria. The percentage data of literature sources from each continent can be seen in Figure 5.



**Fig. 5.** Percentages of Literature Sources from four Continents

The data abstracted in the previous stage is then analyzed in this fourth stage. In this stage, an analysis is conducted on the research findings found in the 70 articles reviewed from 5 journal search platforms over the past four years. The analysis involves identifying the conclusions of each report and studying the details of the results, discussion, and conclusions. Subsequently, these findings are collectively summarized regarding various early childhood numeracy skills principles. The results of the research data analysis can be depicted in Table 1.

**Table 1.** Table Analysis

No	Sources	2020	2021	2022	2023
1.	Google Scholar	Reading, writing	Reading, writing	Reading, writing	Reading, writing
2.	Science Direct	Writing	Reading, writing	Writing	Reading, writing
3.	Research gate	Writing		Reading	Reading, writing
4.	Wiley online library				Reading
5.	Tandfonline			Reading	Reading

Based on the data analysis, research findings regarding prospective teachers' exploration of teaching material needs in early childhood education can be achieved through reading and writing literacy. Both reading and writing play a fundamental role in early childhood education as they establish a strong foundation for learning in the

early stages of development. Reading and writing literacy play a central role in children's development.

Reading is a complex process that involves written words [11] and activities related to letter and graphic symbol recognition, as well as numbers [12]. In the reading process, active thinking is crucial in accessing and understanding conveyed ideas [13]. Additionally, reading involves skills such as letter recognition, proper sequencing, word comprehension, and overall understanding, making it a holistic activity [14]. For young children, reading plays a crucial role in the process and outcomes of learning. Through reading, they can seek information from the text they read and have the opportunity to acquire new knowledge and experiences [15]. Learning to read is a complex process that involves interactions between the visual, verbal, and attentional systems [16]. Early reading in preschool children involves understanding written text, which can be achieved through two approaches [17]. Furthermore, reading is a process that consists in recognizing letters, words, phrases, sentences, and discourse and connecting them to their sounds and meanings [18]. Introducing reading and writing skills in early literacy education involves activities encompassing phonemic awareness, phonics, alphabet knowledge, and writing skills [19].

In developing reading skills, it is essential to provide opportunities for children to connect letters into meaningful and clear sounds [20]. Reading has significant cognitive effects on acquiring language and knowledge in written form. Therefore, reading activities build broad knowledge. The reading process involves systematic instruction, explicit practice, and the ultimate goal of efficient reading comprehension [21]. A critical aspect of reading is the ability to accurately and automatically recognize words, both in and out of context [22]. Thus, reading involves a complex process that includes identifying letters and words, connecting them to their sounds and meanings, and drawing conclusions about the importance of the text [23]. Reading serves as an important foundation for acquiring language and knowledge and provides opportunities for children to develop comprehension skills and critical thinking [24]. Shared reading activities with teacher guidance significantly impact children's reading abilities [25]. They also predict word reading abilities through increased vocabulary and phonological awareness [26]. Storytelling can enhance children's reading interest and make their reading experience more engaging [27]. Appropriate management of literacy spaces and resources that align with children's development also supports literacy development [28].

#### Bottom of Form

Engaging and enjoyable reading activities are essential for developing young children's early literacy and language skills [29]. One effective method is using media such as letter puzzles, which can increase the reading interest of young children and help educators optimize learning time while creating a fun learning process [30]. Additionally, allowing children to choose their storybooks can enhance reading enthusiasm and skills, as well as narrative comprehension, grammar, and story content understanding [31]. The use of interactive games has also been shown to be effective in improving children's reading and language abilities [32]. Illustrations in books also aid in comprehension and connecting with the content for children [33].



Furthermore, picture story methods can enhance children's understanding and vocabulary [34]. These statements align with other research findings, which indicate that home-based learning activities such as storytelling, shared book reading, singing, and parental support are essential factors in supporting children's reading skills [35]. Word games, storytelling, and children's books can also support reading development in early childhood [36]. Similarly, explicit word instruction facilitates automatic reading in children [37].

Reading skills are essential for children at all levels of education [38]. Reading not only enhances comprehension and memory but also benefits children to meet the demands of elementary school [30]. Alphabet principles are essential in the reading and spelling process [39]. Early alphabet knowledge is a factor influencing literacy development [40]. Early vocabulary introduction is vital for children's language development [41]. Sensory and pleasure-based approaches that involve early reading skills, such as letter decoding and phonemic awareness, play a significant role in helping children develop reading abilities [42]. Reading readiness begins when children transition from non-readers to readers [13]. With a solid understanding of reading skills, letter knowledge, early literacy abilities, and appropriate support in vocabulary development, we can assist children in their reading development.

Teachers often face challenges in evaluating and categorizing reading abilities in early childhood [43]. In addition to reading difficulties, children may struggle with spelling, which involves connecting sounds with letters and is closely related to reading. Mastering spelling skills is more challenging compared to reading skills [40]. The negative impact of reading difficulties can lead to a loss of confidence, low self-esteem, and a decline in motivation to learn [14]. Therefore, it is vital to recognize and provide appropriate support to children experiencing reading difficulties from an early age, even in kindergarten, by making spelling activities an integral component of the learning approach [44].

In conclusion, children with language disorders require direct instruction and practice to develop literacy skills, especially in reading. Proficient reading abilities positively affect academic achievement and children's mental well-being. Thus, it is crucial to identify and provide appropriate support to children experiencing reading difficulties from an early age by incorporating spelling activities as an essential component of the learning approach.

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Motivation to read starts with curiosity and enjoyment of books [45]. Teachers must establish reading routines that encourage reading activities at home and in the early childhood education environment. Children must learn phonemic segmentation, grapheme-phoneme correspondence, and decoding skills as they enter the complete alphabetic phase [46]. They also need to associate spelling with word pronunciation to be able to read visually. Reading and spelling skills involve complex cognitive processes [47]. The ability to spell words independently and spell based on sound in kindergarten is related to future reading abilities. One reason for educators' low interest in teaching early reading is the difficulty in understanding initial reading materials and the lack of school support in providing adequate learning resources [48]. Learning activities that involve active participation and provide enjoyment yield better results. If teaching is done well, each child will learn more than if they were not taught to read. The better teachers teach reading, the smoother and faster children become at reading. A literacy movement involving educators, schools, and parents is necessary to enhance interest and early reading skills in children. Implementing the literacy

movement through training, creating a reading culture, providing supportive facilities and media, and involving active parental roles can help create a strong literacy culture that supports children's reading development.

Writing is a language skill used for indirect communication, and mastering it requires continuous and regular practice [49]. In kindergarten, writing involves various activities such as using lines and curves as letters, imitating known writing or letters, writing one's name, and writing short words or phrases. Writing instruction for young children is adjusted to their developmental stages to build a strong foundation for writing from the beginning [50]. Good motor skills are also essential in improving children's writing abilities [51]. Developing other skills, such as oral language, early reading and writing abilities, and executive functions, is necessary to achieve competence in reading and writing [52]. Efforts to enhance reading and writing interest in children can be made through various activities such as reading aloud, setting dedicated time for reading and writing, and so on [53]. Other research indicates that using letter card media in early instruction can improve children's writing abilities [54].

Furthermore, developing literacy-based digital books is an effective way to encourage children's interest in learning to write [55]. Problem-Based Learning (PBL), a learning method that uses problems as the primary stimulus and focuses on learner activities, mainly benefits children who struggle with writing [56]. Role-playing techniques can also help improve reading and writing literacy skills [57]. Other media, such as Miniature City Letters, effectively enhance early writing abilities [11]. Similarly, using media such as loose parts [58] and picture-based Android apps can also positively influence children's early writing abilities [59].

Language mastery through writing instruction is crucial for children from an early age. Teachers, as guides, play a vital role in every step of improving writing abilities. Fine motor skills are also essential for the success of children's writing processes [60]. By considering the role of teachers, literacy culture, and the development of self-regulation and fine motor skills, a supportive learning environment for children's writing abilities can be created. The result of children's writing abilities is influenced by various factors, including readiness to learn, opportunities for practice, appropriate lesson planning, and encouragement [61]. Understanding a wide range of vocabulary is crucial in acquiring language proficiency, which can increase confidence and motivation in writing [62]. In addition to school, writing activities at home, such as explicit instruction by parents and children's independent writing practices, also encourage early writing skills [63]. A conducive learning environment and facilitative teacher roles are essential to children's learning approaches [64]. Teachers play a crucial role in creating an environment that fosters early writing interest in children [65]. Writing activities for children can be divided into two contexts: formal writing with paper and pencil and digital essays using technology [66]. In writing, children exhibit diverse voices and language styles, experiment, and make creative choices appropriate to the writing context [67].

Writing is a process that involves organizing letters, words, and sentences to convey ideas to readers, with the primary purpose of facilitating effective communication [68]. Writing activities also play a significant role in children's motor development. Children must use the letters they are familiar with when practising writing, as it sig-

nificantly improves their writing abilities [61]. Limited early writing and reading abilities in children can be caused by less varied and innovative teaching methods [69]. This research aims to identify and provide early intervention for literacy difficulties. Early writing ability tests can be conducted by teachers [70]. Unfortunately, reading habits in the family environment often do not take precedence and are usually done out of obligation alone [71]. In addressing early writing stage difficulties, teachers who know the importance of guidance and diverse approaches are essential [72]. Children also need practice and support at home to enhance their reading and writing abilities and variations in learning materials provided by parents [73]. Some children also show a strong interest in digital writing, perhaps due to the influence of adults who use such technology [74]. One tool that can be used to identify writing difficulties in children is early literacy screening, which can serve as a support when children struggle with writing [75]. The novelty of this research is in discovering two categories: early reading and writing for young children based on 70 literature reviews from journals from five continents from 2020-2023. Top of Form

## 4 Conclusion

Young children's reading and writing abilities are based on the findings of 70 literature review studies conducted in the past four years. This research aims to contribute to understanding various ways to develop literacy skills in young children, particularly in reading and writing. The findings of this research can positively impact the roles of prospective teachers, teachers, parents, and stakeholders in supporting the government's movement for literacy among young children in Indonesia.

## 5 Acknowledgments

The research/publication of this article was funded by DIPA of the Public Service Agency of Universitas Sriwijaya 2023. SP DIPA-023.17.2.677515/2023, On November 30, 2022. In accordance with the Rector's Decree Number: 0189/UN9.3.1/SK/2023, On April 18, 2023.

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