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## RAZVOJ OSNOVNE PISMENOSTI KOT DVOREDNE STRATEGIJE (DE)KODIRANJA

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### *IZVLEČEK*

*V prispevku je predstavljen model branja, na podlagi katerega so bila oblikovana teoretična izhodišča in model začetnega opismenjevanja v prvem, drugem in/ali tujem jeziku. Predstavljeni model branja je osnovan na strategijah, ki ju otrok uporablja za dekodiranje pomena prebranega: leksikalna strategija otroku omogoča neposreden dostop do pomena besede in jo uporablja pri branju znanih in pogosto rabljenih besed; glasovno strategijo pa uporablja pri branju neznanih in/ali redkeje rabljenih besed. Dvoredni model branja temelji na podmeni, da je branje proces, v katerem se dejavniki branja razvijajo vzajemno, pri čemer se dekodiranje pomika v smeri od pretežno glasovnega proti sočasnemu glasovnemu in leksikalnemu dekodiranju.*

Ključne besede: razvoj osnovne pismenosti, začetno opismenjevanje, prvi jezik, drugi/tuji jezik, dvoredni model branja

## SVILUPPO DELL'ALFABETISMO DI BASE COME DOPPIA STRATEGIA DI (DE)CODIFICAZIONE

### *SINTESI*

*È qui presentato un modello di lettura, sulla base del quale sono stati formulati dei principi teorici e un modello di alfabetizzazione iniziale nella prima lingua, nella seconda e/o in una straniera. Il modello di lettura presentato si basa sulle strategie usate dal bambino per decodificare il significato di quello che ha letto: la strategia lessicale, che gli permette di arrivare direttamente al significato della parola ed usata nella lettura delle parole conosciute e usate di frequente e la strategia fonologica, usata nella lettura di parole sconosciute e/o usate meno di frequente. Il doppio modello di lettura si basa sul presupposto che la stessa sia un processo nel quale gli elementi della lettura si sviluppano vicendevolmente e quindi la decodificazione si sposta da quella principalmente vocale a quella simultanea vocale/lessicale.*

Parole chiave: sviluppo dell'alfabetismo, alfabetizzazione iniziale, prima lingua, lingua seconda/straniera, doppio modello di lettura

## THE DEVELOPMENT OF EARLY LITERACY AS A DUAL (DE)CODING STRATEGY

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### *ABSTRACT*

The dual route reading model explains the strategies used by children in the early stages of literacy acquisition and the development of those strategies that may be used as a basis for the formation of

theoretical principles in the development of literacy in the first, second and/or foreign language. On the alphabetic writing system level a child uses two strategies of (de)coding, phonological and lexical. Lexical strategy or rapid word recognition strategy allows him to access phonological representation (reading) and orthographic representation (writing) of the perceived stimuli directly. This strategy is used to decode familiar and frequently used words that appear in familiar context, so that a child comprehends the word perceived on the basis of his experience and world knowledge. When decoding unknown and/or infrequently used words as well as non-words a child uses the phonological strategy. Firstly, he analyses the word phonologically to be able to access their phonological or orthographic representation. Early literacy development researches have made note of the phonological strategy being the prevailing (de)coding strategy in the early stages of alphabetic writing system literacy acquisition. In accordance with the development of factors involved in reading, decoding shifts from predominately phonological reading, typical of initial reading stages, to the simultaneous phonological and lexical decoding. From researching correlations between abilities, skills and knowledge involved in word decoding and early literacy development it emerged that early literacy is crucially influenced by abilities to process language phonologically, namely segmenting and blending abilities and ability to convert sounds to letters (phonological awareness) phonological recoding in lexical access and short-term phonological memory. Besides the abilities to process language phonologically, early literacy is significantly influenced by vocabulary and lexical access speed. Based on these findings, a development of abilities to process language phonologically in early stages of organized literacy acquisition is founded as to allow for a congruent development of early and higher levels of literacy as well.

Key words: literacy development, literacy instruction, first language, second/foreign language, dual route reading model