Emergent Literacy in the Early Years

Guest Editor:

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Deadline for manuscript submissions:
closed (20 March 2024)

Message from the Guest Editor

Examples of topics for this Special Issue can include, but are not limited to, the following:

- Early years settings, including different types of provision, e.g., childminders
- Home learning environment
- Programmes/interventions to enhance emergent literacy and their evaluation
- Professional development for early years practitioners
- Teaching literacy skills
- Early literacy skills including (but not limited to) print motivation, print awareness, letter knowledge, vocabulary, narrative skills, phonological awareness
- Book gifting and reading
- Speech, language and communication
- Children with higher needs
- Children who are English language learners
- Children from under-served populations

We welcome quantitative, qualitative, and mixed methods studies, as well as theoretical papers and those with different national perspectives. Interested authors are welcome to discuss their ideas with the Guest Editor before submitting their manuscripts.

Special Issue

Editor-in-Chief

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Message from the Editor-in-Chief

From its first issue in 2011, *Education Sciences* (ISSN 2227-7102) has grown as a scholarly international open access journal. Its aim remains to publish extended full-length research papers that have the scope to substantively address current issues in education. As a member of the Committee on Publication Ethics (COPE), our goal has been to disseminate high quality research. Our publisher, MDPI, takes the responsibility to enforce a rigorous double-blind peer-review together with strict ethical policies and standards to ensure to add high quality scientific works to the field of scholarly publication.

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