

Linking up the Learning

Developing readers not reading.

Tactyc

November 4th 2006

Carmen Mohamed

“For better or worse, the whole world
can be revolutionised in one
generation according to how we treat
the children.”

Eglantyne Jebb 1923.

United Nations Convention on the Rights of
the Child.

Rose Recommendations

- Phonic work should be set within a broad and rich curriculum that takes full account of developing the four interdependent strands of language and enlarging children's stock of words.

- EYFS and renewed NPS should provide, as a priority, clear guidance on developing children's speaking and listening skills.

Reading between the lines

- Real books?!
- Gender
- Contextual/ picking it all apart
- 'Barking at print' v 'reading for pleasure'
- Hearing v Teaching
- Top down or bottom up?

Contextualised learning

Well planned play is a key way in which children learn with enjoyment and challenge during the foundation stage.

Curriculum guidance 2000

“It is possible to help pupils to a high level of reading performance and at the same time to kill or inhibit any love or appreciation they may have for the written word.”

Bullock Report

Tell me a story

- Choose a familiar story, traditional tale and tell it to your talking partner.
- Add actions and some interesting connectives.
- Now your partner is going to retell it to us!!

Susan Isaacs

“There is an extraordinary disproportion between the time and trouble put into teaching children to read and write at far too early an age”.

“Children’s most urgent need is freedom to grow and think.”

The Rose Review

It is self-evident that work in music, drama, art, science and mathematics and so forth is valuable not only in its own right but also rich in opportunities for children to listen, speak, write and read and rapidly increase their stock of words.

Children deepen their understanding by playing, talking, observing, experimenting, repeating and reflecting.

Training for early years

- Must give priority to CLL, this calls for carefully structured training that makes it crystal clear how young children develop language.
- How the precursors to reading and writing can help children make a good start on phonics by the age of five.

Warwick University

...many books written for young children have a high degree of repetition anyway, above and beyond high frequency words. Furthermore, the vast choice of available books will potentially contribute to them developing and extending their vocabularies and general knowledge.

Solity, J. and Vousden, J.I. 2006

Usin fonix

- Skwl
- Cwl
- C U 2mora

The science of teaching

$$T1 \times W1 + W2 + W3 = L3$$

From the outside- in

- Greater sensory input stimulates the brain.
- Co-ordination
- Head control
- Visual skills of fixation and tracking
- Cross lateral movement
- Near / far sightedness

Story telling

- Context
- Sequence of stories
- Structure of stories
- Characterisation
- Memory/ meaning
- Words and sounds

Responsive teaching makes
enlightened practitioners

Keeping it all together

- Word level; high frequency sight vocabulary
- Sentence level; active, pronounced punctuation
- Phonics; multi- sensory/ nonsense rhymes
- Characters; feelings, exploring emotions
- Plot; how many variations?

“ Keep in mind always the present you are constructing, it should be the future you want” (Walker. A. 1989, p.236)