Literacy for All
Malkara Specialist School
Emergent Literacy

• Reading, writing, speaking and listening influence each other so that literacy emerges across time.

• Emergent literacy is “…the reading and writing behaviours that precede and develop into conventional literacy” (Sulzby, 1991)
Conventional Literacy

• Traditional reading and writing behaviours
A Traditional/Readiness View of Literacy

- Literacy is learned in a predetermined, sequential manner that is linear, additive and unitary
- Literacy learning is school-based
- Literacy learning requires mastery of certain prerequisite skills
- Some children will never learn to read
Traditional Model of Literacy Learning (Erickson, 1999)
Current/Emergent View of Literacy

• Literacy development is constructive, interactive, recursive, and emergent;
• Literacy development is a process that begins at birth and perhaps before;
• Emergent literacy is “...the reading and writing behaviours that precede and develop into conventional literacy”;
• Emergent literacy is appropriate for all children.
Oral and Written Language Development

(Koppenhaver, Coleman, Kalman & Yoder, 1991. Adapted from Teale and Sulzby, 1989)
Emergent Literacy

Written language activities and experiences should not be withheld while speech, language, motor or other skill(s) develop to arbitrary, prerequisite levels.

Koppenhaver and Erickson (2000)
Emergent Literacy

- Emergent Literacy behaviours are fleeting and variable depending on text, task and environment.
- The functions of print are as integral to literacy as the forms.
Kade and Georgia
What have we been doing at Malkara?
Assessment

• Assessed two students from each classroom at beginning of year
• These students will be re-assessed at the end of the year
• Assessed on elements such as alphabet knowledge, phonological awareness, concepts about print, work knowledge, listening comprehension, reading comprehension, writing.
Emergent Literacy

- Every student has a pencil!
- Providing a literacy rich environment
- Ensuring links between environment and print are constantly reinforced
- Alphabet books
- Phonological awareness activities
Emergent Literacy
Emergent Literacy
Emergent Literacy
Emergent Literacy
Emergent Literacy
Four Blocks

• Guided Reading
• Self Selected Reading
• Writing
• Working with Words

www.four-blocks.com
Guided Reading

• Primary purposes are to assist students to:
  – Understand that reading involves thinking and meaning-making.
  – Become more strategic in their own reading.

• Must use a wide variety of books and other print materials.
Guided Reading

Rosie's Walk
By Pat Hutchins
Guided Reading

Read to discuss how the turkey should have worn the clothes (two pages for this purpose – one for the clothes and one for where we wear them)

- coat
- socks
- shirt
- swimming costume
- hat
- shoes
- pants
Self-Selected Reading

• Primary purposes are to assist students to:
  – Understand why they might want to learn.
  – Become automatic in skill application.
  – Choose to read after they learn how.

• It isn’t self-selected if you don’t choose it yourself.

• You can’t get good at it if it is too difficult.
Self Selected Reading
Self Selected Reading
Self Selected Reading
iPads and Reading

Go to: http://www.janefarrall.com/blog/2012/06/21/ipad-apps-for-guided-reading/
Writing

• Students who write become better readers, writers and thinkers.

• Learn in classroom writing communities:
  – Write for real reasons
  – See others do so
  – Interact with peers and teachers about written content, use and form.
Writing
Writing
Writing
Writing
Letter writing

[Image of a boy holding a letter]
Letter writing
Letter writing
Dear Braython,
It's sunny today.

With gratitude,

[Name]
Letter writing

Dear Trifon

a Big food worker

Today

From Linh

19.6.12
Letter writing
Malkara Post
Malkara Post
Abilipad

Fox puppet. I. Like. The. Fox puppet.
Abilipad

adfvyvgv sozzxqww dd

I went to The shops.
I like watermelon. It tastes juicy.

I don't like lemons. It tastes sour.

I like oranges. It tastes juicy.
Working with Words

• Primary purpose is to help students become strategic in reading words.

• Make words instruction:
  – Words based
  – Experience based
  – Age-appropriate

• Should result in students who read and write
  – More
  – More successfully and independently
  – With greater enjoyment
Working with Words
Working with Words
Working with Words
Working with Words
Working with Words
The pig is big.
The mouse is little.
What Can You Do?

• Make reading and writing part of your home schedule.

• Think about reading and writing times and how they could fit in your schedule.

• Let them see you using literacy e.g. Shopping lists, emails, reading a book, reading signs.
What Can You Do?

• For earlier readers, during reading focus on predictable, patterned and alphabet books. Look at these books together and interact with your child while you read. Use your finger to guide your child’s eyes from left to right across the page as you read, and point out certain words or phrases. Ask questions about the pictures, and ask your child to point to different things.
What Can You Do?

• For later readers, encourage them to read as a leisure activity.
• Aim for silent reading – but discuss the book with them.
• Talk about what they did and didn’t like the book.
• Ask your teacher for ideas of other books they could read.
What Can You Do?

• For earlier readers, make your own alphabet book together e.g. A is for Aunt Sarah, B is for Brian, C is for Coles, D is for Dad.
What Can You Do?

• For all students, send in photos and (if needed) information about significant events to be used in school writing activities.
• Encourage your children to write – start a diary or write to a family member or friend.
What Can You Do?

• For earlier readers - children love reading the same book over and over again. Let them chose the book – and then get them to direct the book reading – for example, ‘Where do we start from?’ Every so often, stop reading and ask your child what they think will happen next.
What Can You Do?

• Play word games that encourage children to learn sounds. For example, ‘I Spy’ – ‘I spy with my little eye something beginning with f-f-f. What do you think I’m looking at that starts with that sound?’

• Ask your child about words that rhyme. For example, ‘What other words sound like car?’
What Can You Do?

• Ask your child to pick a letter and then think of words that start with that letter. Focus on words which have meaning to them e.g. family names, places you visit.
What Can You Do?

• Link books with real-life experiences. If you’ve read a book about playing in a park, you might like to take your child to the local park and point out swings that look like the ones from the book.
What Can You Do?

• Visit the library with your child, and encourage them to choose books he’d like to take home.
• Ask for readers to come home from school.
• Use TarHeel Reader to find books on topics of interest (requires a computer and internet connection)
What Can You Do?

• When out and about with your child, take a book along.

• For earlier readers, read books with rhymes to help your child develop awareness of sounds and words. Dr Seuss and Pamela Allen books are a hit with many children – try *The Cat in the Hat* or *Doodledum Dancing*. 
What Can You Do?

• Don’t worry if your child becomes distracted when you’re reading, or if you don't get through the whole book. Follow their lead – encourage, but don't push them. Experiment with different books to see what they like.
What Can You Do?

• For earlier readers - focus on a letter when you read a book - ask your child to tell you words that start with the same sound as the letter you’re focusing on.

• When you’re out and about, ask your child to identify or sound out letters or words on billboards and shop fronts.

• Encourage your child to read the names of items at the supermarket.
What Can You Do?

• Make your own family storybooks. Take photos or use remnants from family trips. Help your child to write the words or at least some letters in the story.
What Can You Do?

• For earlier writers, encourage your child to draw and write using pens, pencils, crayons and markers. He’ll probably be excited to add a scribble or drawing on birthday cards or letters in a big swirl of colour.

• Ask your teacher what your child is using as a “Pencil” at school and use that at home too in writing activities if possible

• If appropriate, ask for your own flip chart
What Can You Do?

• For earlier writers, encourage your child to attempt some letters or write his/her name on all the artwork she creates.

• For earlier writers, give your child opportunities to use letters of the alphabet in different forms – on blocks, magnetic letters that stick on the fridge and puzzle pieces.
What Can You Do?

• Value every child as a reader and writer.
• Be proud of their reading and writing skills and praise them as they develop.

• jane@janefarrall.com