



THE UNIVERSITY OF  
SYDNEY

# Literacy

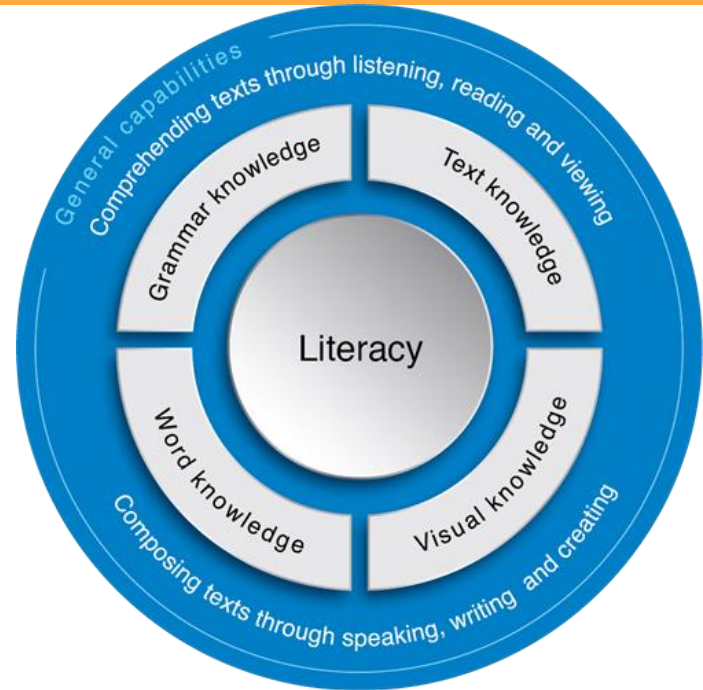
How can we help children read more efficiently?



*Presented by  
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# What is literacy?

- Ability to read and write
- Make meaning out of written language
- Part of the curriculum



*"Literacy is the ability to identify, understand, interpret, create, communicate and compute, using printed and written materials associated with varying contexts." - UNESCO*

# Reading and Spelling

**Reading** - making meaning from print

- Identifying words
  - Constructing an understanding of them
  - Making meaning from words
- 

**Spelling** - applying knowledge of letter-sound awareness

- Using symbols to communicate thoughts and ideas



# Why is literacy important?

- For learning and communicating
- To participate meaningfully in society
- Children can use and modify their language for different purposes in a range of contexts
- For education
- To successfully participate and navigate in modern society



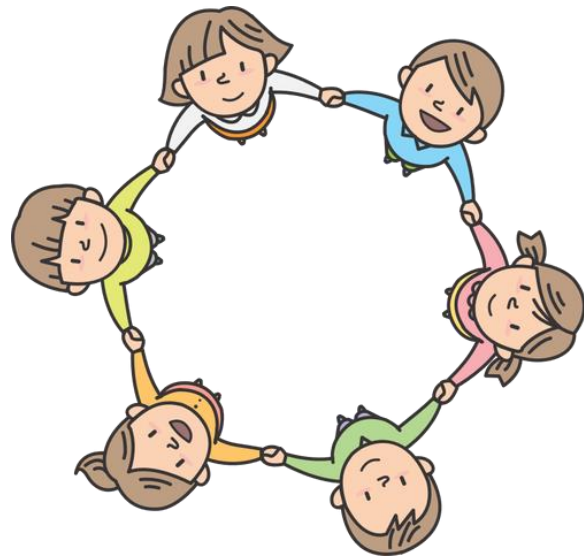
# Typical development and acquisition of literacy skills

*Chall's stages of Reading Development (Chall, 1983)*

Stages	Approximate age and grade
Stage 0: Pre - reading	6 months to 6 years (Preschool)
Stage 1: Initial reading and decoding (learning to read)	6 to 7 years old (1st grade to early 2nd)
Stage 2: Confirmation and fluency	7 to 8 years old (2nd and 3rd grade)
Stage 3: Reading to learn	9 to 13 years old (4th to 8th grade)

# Children who might be at risk

- Diagnosed with language and speech disorders
- Physical or medical conditions
- Developmental disorders
- From families of low socio-economic status
- Family history of learning disabilities
- Limited early language and literacy exposure
- English is not a student's first language or the primary language spoken at home







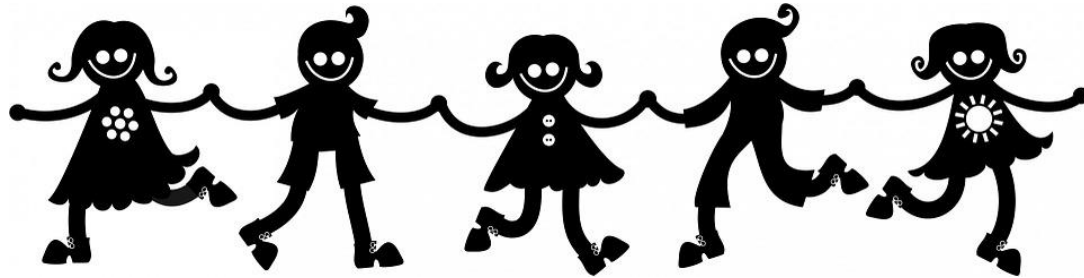
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# Literacy difficulties children might encounter

## Stage 0 - 6 months to 6 years old

- Difficulties knowing the correct way to hold and handle a book
- Identifying the title of the book
- Recognising half the letters of the alphabets
- May not start to recognize their name in print and other often-seen words
- May not start noticing rhyming words



# Literacy difficulties children might encounter

## Stage 1 - 6 to 7 years old

- Difficulties matching the letters to their corresponding sounds
- Match words they hear to words they see on the page
- Sounding out simple, one syllable words
- May not recognise some high frequency words through reading on texts



# Literacy difficulties children might encounter

## Stage 2 - 7 to 8 years

- Difficulties reading simple, familiar story fluently due to difficulties in basic literacy skills
- Difficulties with spelling
- May not read as fluent and quick as their peers
- May not be able to connect what they read to personal experiences or world events



# Literacy difficulties children might encounter

## Stage 3 - 9 to 13 years old

- May find it difficult to learn through reading
- May have difficulties reading words with more than 1 syllable
- May have difficulties comparing and contrasting different texts
- Understand similes, metaphors and other descriptive devices



# How to promote literacy skills in children?

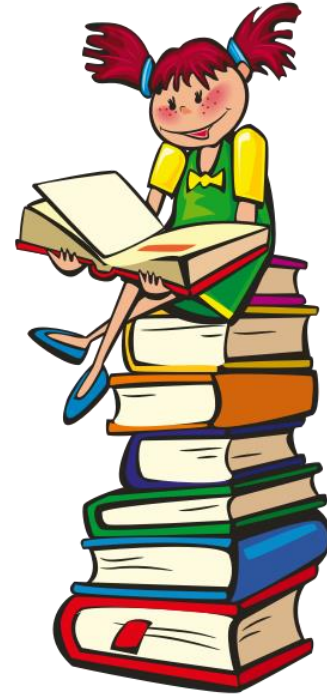
## The 5 elements of Effective Reading

1. Phonemic Awareness
2. Phonics
3. Fluency
4. Vocabulary
5. Comprehension



# What is phonemic awareness?

- the ability to hear the sounds in spoken words and understand that words are made up of sequences of sounds.
- E.g.: hearing and saying that the word cat has three sounds - /k/ /a/ /t/ is an example of phonemic awareness skill



# How can we help children develop phonemic awareness?

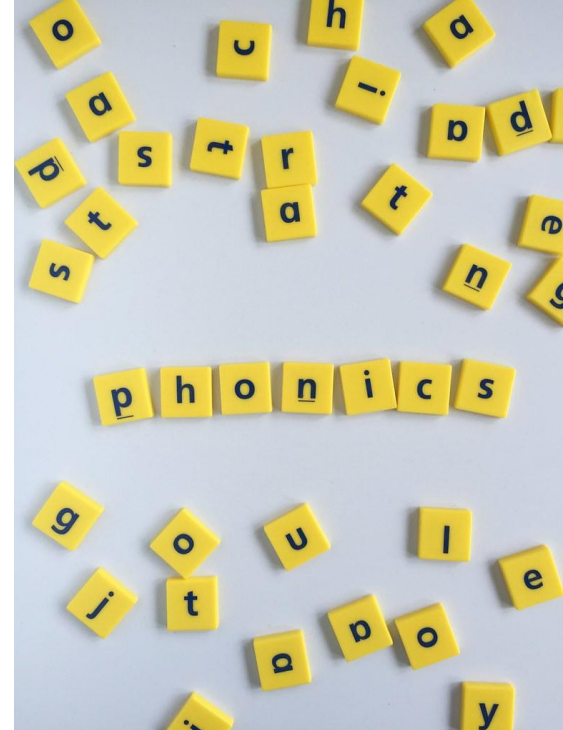
- Isolating phonemes - identifying sounds at the beginning, middle and end of word
- Blending onset-rimes - combining leading consonant(s) in a syllable, and the vowel(s) following consonants, e.g. /s/ - /and/ → sand
- Blending sounds
- Deleting sounds
- Adding sounds





# What is phonics?

- The ability to identify each sound of a written word
- A set of rules that specify the relationship between letters in the spelling of words and the sounds of spoken language



# How can we help children develop phonics skills?

- Sound out words by matching sounds to letters
- Blending the sounds to form words
- E.g. /k/ and letter c, /k - a - t/ → 'cat'



# What is fluency?

- the ability to read quickly and naturally with accuracy and expression
- recognizing the words in a text rapidly and accurately
- using phrasing and emphasis in a way that makes what is read sound like spoken language



# How can we help children develop reading fluency?

*Two strategies that have shown evidence of improving fluency...*

1. Repeated reading - asking children to read and reread a passage or story
2. Guided repeated oral reading - children are provided with direct support to the strategies for fluent reading



# What is vocabulary?

- words we need to know to communicate with others

4 types of vocabulary	
<u>Listening</u> : words we understand when others talk to us	<u>Speaking</u> : words we use when we talk to others
<u>Reading</u> : words we know when we see them in print (sight words and words we can decode)	<u>Writing</u> : words we use when we write

# How can we help children expand their vocabulary?

- Teach vocabulary directly
- Teach vocabulary indirectly by teaching word-learning strategies
- Repeatedly expose children to new vocabulary
- Choose words that are encountered in a variety of texts
- Give a child-friendly explanation or definition of the word



# What is comprehension?

- Constructing meaning that is reasonable and accurate by connecting what has been read to what the reader already knows
- Thinking about the the information until the passage or the story is understood



# How can we help children increase their comprehension of texts?

- Using prior knowledge
  - Small group discussions
- Generating questions
  - How would you describe \_\_\_\_\_ in your own words?
  - What does \_\_\_\_\_ mean?
  - Why is \_\_\_\_\_ important?
  - Why did \_\_\_\_\_?
  - How did \_\_\_\_\_?





## To develop word recognition, children need to learn:

- How to break apart and manipulate the sounds in words – this is **phonemic awareness**  
example: *feet* has three sounds: /f/, /e/, and /t/
- Certain letters are used to represent certain sounds – this is the **alphabetic principle**  
example: *s* and *h* make the /sh/ sound
- How to apply their knowledge of letter-sound relationships to sound out words that are new to them – this is **decoding**  
example: ssssspooooon – spoon!
- How to analyze words and spelling patterns in order to become more efficient at reading words – this is **word study**  
example: *Bookworm* has two words I know: *book* and *worm*.
- To expand the number of words they can identify automatically, called their **sight vocabulary**  
example: Oh, I know that word – *the*!

## To develop comprehension, children need to develop:

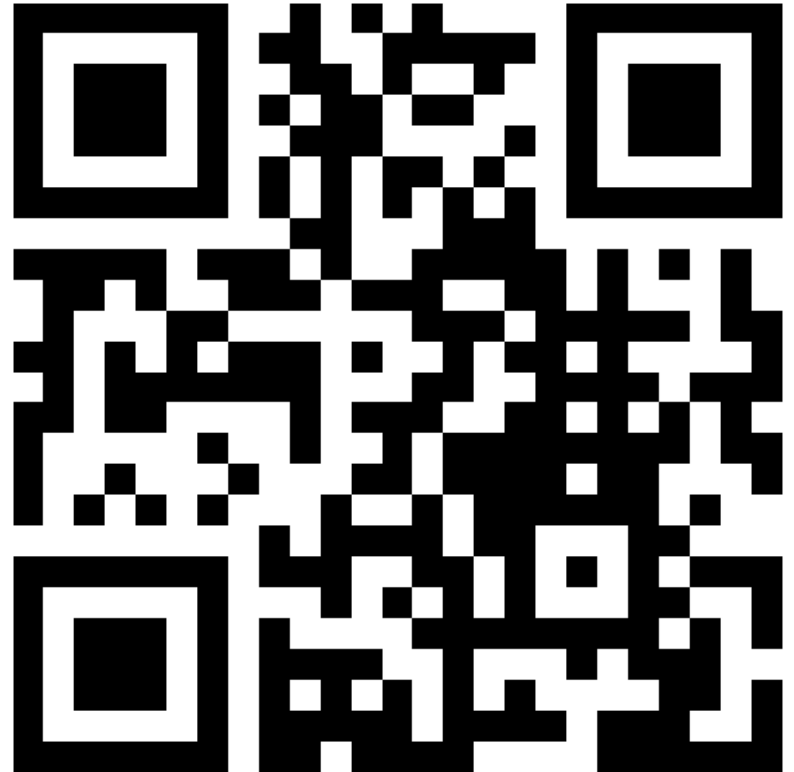
- **Background knowledge** about many topics  
example: This book is about zoos – that's where lots of animals live.
- Extensive **oral and print vocabularies**  
example: Look at my trucks – I have a tractor, and a fire engine, and a bulldozer.
- Understandings about **how the English language works**  
example: We say she *went* home, not she *goed* home.
- Understandings about **how print works**  
example: reading goes from left to right
- Knowledge of **various kinds of texts**  
example: I bet they live happily ever after.
- **Various purposes for reading**  
example: I want to know what ladybugs eat.
- **Strategies for constructing meaning** from text, and for problem solving when meaning breaks down  
example: This isn't making sense. Let me go back and reread it.

## To develop and maintain the motivation to read, children need to:

- Appreciate the **pleasures** of reading
- View reading as a **social** act, to be shared with others
- See reading as an opportunity to explore their **interests**
- Read widely for a variety of **purposes**, from enjoyment to gathering information
- Become comfortable with a variety of different written forms and **genres**

# Short Quiz

<https://www.menti.com/ujq274xawb>



**Any questions?**



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