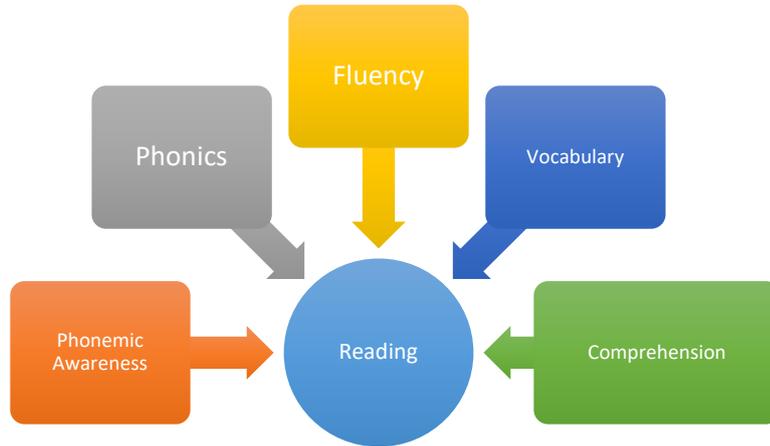


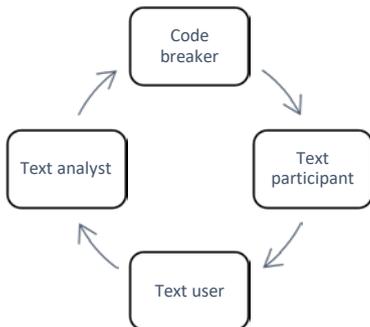
EDUC371 Reading Acquisition in the Primary Classroom

Components of Reading Acquisition:



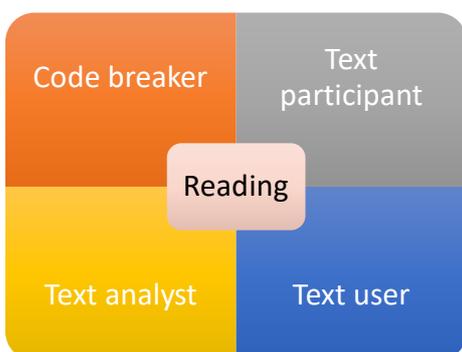
Theoretical Perspectives of Reading:

- Maturational: children cannot learn to read or write until they are sufficiently biologically mature
- Cognitive developmental: children develop in a predetermined way
- Emergent: literacy emerges at early age as children are immersed in literacy practices from birth → early scribbles/contact with storybooks/other texts at home and community seen as emergent reading and writing
- Cambourne's seven conditions of literacy learning:
 - Immersion
 - Demonstration
 - Expectation
 - Responsibility
 - Approximation
 - Employment
 - Feedback
- Socio-cultural: literacy as a social practice; varies according to communicative purposes/socio-cultural context



- 'Evidence-based' approaches: emphasises the role of research in the teaching of literacy; educators need to know what research literature says about 'what works' rather than relying on traditional methods

Pedagogies for Teaching Reading



- Code breaker: breaking the code of the letter-sound correspondence and grammar used in texts
- Text participant: making meanings of and connections with texts
- Text user: understanding different audiences, purposes for different text types
- Text analyst: analysing texts critically

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Affective Factors:

- Motivation to read
- Attitudes towards reading
- Feelings of self-efficacy
- Confidence about reading and writing

Reluctant Readers: can read but do not read → e.g. eyesight, motivation, text difficulty

Slow Readers: may be slow in rate of text speed (could be fluency issue)

Poor Readers: readers with reading difficulties

At-Risk Readers: fail to have the skills and strategies to maintain the ability to read and grow as a reader

Reading is the ability to decode, make meaning from and use a range of texts, including multimodal texts, with purpose and critical awareness.

Intentional teaching: educators use strategies such as modelling and demonstrating, open questioning, speculating, explaining, and engaging in shared thinking and problem solving to extend children's thinking and learning

Code-related skills: phonological awareness, letter recognition naming, knowledge of letter-sound relationships, emergent writing and concepts about print → foundational to reading and writing and include receptive and expressive vocabulary, knowledge of syntax (sentence structure) and semantic knowledge (knowledge about the world and a range of topics) as well as some ability to understand and retell narrative stories

Foundations of reading and writing/Foundational knowledge of reading

Enables children to grow as readers and writers

1. Oral language (how to speak English)
2. Vocabulary and conceptual knowledge (words students know, knowledge about the world)
3. Concepts about print and books (book handling, directionality, concept of word, concept of letter, punctuation)
4. Phonological awareness (the understanding that speech can be broken down into smaller parts)
5. The alphabetic principle (the understanding that sounds are represented by letters)

Oral Language: Cueing systems: when children learn to read they use different 'cues' to help them identify words and make meaning of texts – graphophonic (visual), semantic (meaning) and syntactic (structure)

1. **Syntactic** knowledge: syntax and grammar, or how sentences work
2. **Semantic** knowledge: knowledge about the world and concepts
3. **Graphophonic** knowledge: their knowledge about letters and sounds

Onset-rime: an onset is the initial consonant or consonant cluster in a syllable on single syllable word and the rime is the rest of the syllable (starting with the vowel) e.g. b/at, str/ing

Rime: the rime is the part of a syllable that comes after the first consonant or consonant blend (onset). The rime begins with a vowel.

Word family: groups of words that have features or patterns in common e.g. sank, stank, thank, rank

Phonogram: a combination of letters that represents the same sound in several words e.g. ight in might, sight, right

Part-to-whole approach: explicit teaching of phonics in school; children learning about the 'parts', such as letters and individual words, learn about letters and sounds and how to decode words → move on to reading sentences and whole texts

Whole-to-part approach: reading students a whole text, pointing out text features

Sight words: words that can only be taught by sight; words in print that are recognised immediately e.g. 'the'

Teaching strategies: sentence strips, word shapes, tracing activities, word sorts, word walls, dominoes, bingo, matching games, extensive reading

Phonetic word: a word that sounds the same way it is spelt e.g. cat

High frequency words: words that are used frequently in a language, e.g. 'and'

Digraph: two letters that represent a single phoneme

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Phonological awareness:

The understanding that speech can be broken down into smaller parts → a stream of speech can be broken down into words, and words can be broken down into syllables, onset-rime and phonemes

The ability to manipulate units of sounds in speech (syllables, onsets and rhymes, phonemes), independent of meaning

Phonological awareness = word level → syllable level → onset-rime level → phoneme level

Sequence of phonological awareness development:

1. Can recognise whether two words rhyme
2. Can think of a rhyme for a simple word e.g. cat
3. Can isolate and pronounce the initial sound of a word e.g. /n/ in nose
4. Can blend sounds in two phoneme words e.g. /b/ /oi/ for boy
5. Can isolate and pronounce all the sounds in two- and three- phoneme words
6. Can blend the sounds in four-phoneme words containing initial consonant blends
7. Can isolate and pronounce the sounds in four-phoneme words that contain initial blends e.g. crab
8. Can blend the sounds in four- and five-phoneme words containing initial and final blends e.g. 'crisp'

Phonological Awareness Activities:

Word level: Counting words in a sentence e.g. teacher says "today is Monday" and asks students to clap out how many words in her sentence

Syllable level: children stand in front of a number path that has 1-5 in large writing, educator calls out a multisyllabic word, children repeat the word slowly and take one step per syllable along the number path, e.g. 'how many syllables in dinosaur', children will step three times

Onset-rime level: Identifying rhymes/Rhyme generation: children sit in a large circle, the first child calls out a word e.g. cat and rolls the ball to another child, the second child calls out a word that rhymes with the word given by previous students e.g. bat and continue until teacher calls out a new word

Phoneme level: detect, count, segment, blend and manipulate

Isolation: 'what is the first sound in 'trick' /t/ → if I change the /t/ to a /b/ what does the word become?

Segmenting: breaking up the words into it's phonemes e.g. /t/ /r/ /i/ /ck/

Blending: providing students with the segmentation and asking them to blend it together

Manipulating: take the /t/ out of trick and what does the word become?

Principles for teaching Phonological Awareness:

- Teach beginning sound first, then final sounds, then middle sound
- Teach phonological awareness, letter names and phonics together
- Teach only one or two skills at a time
- Teach phonological awareness early
- Small group teaching is the most effective
- Begin with short words (two phoneme words, then three phoneme words, and so on)

Assessment of Phonological Awareness: occurs informally during teaching; children responses to requests to count, add, delete or manipulate syllables, onsets or rimes or phonemes often speak for themselves and can be recorded through the use of checklists and anecdotal notes → quick assessment would involve checking the child's ability to identify initial phonemes, segment three-, four-, and five-phoneme words, and to blend three-, four- and five-phoneme words