

# EDUC371- Reading Acquisition in The Primary Classroom

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## Lecture 1: NSW Primary Syllabus, Orality to Literacy

### 5 Components of Reading Acquisition

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

### Socioeconomic Factors & Literacy

- "Literacy involves students in listening to, reading, viewing, speaking, writing and creating oral, print, visual and digital texts, and using and modifying language for different purposes in a range of contexts" (Australian Curriculum, overview)
- Often assumed it is 'autonomous'
- Viewed as a physiological and cognitive process of skills acquisition, therefore it is a neutral process that can be universally taught
- But this is not the case, it does not count for inequality in social and cultural structure (Street, 1995, 2000) it is not a natural skill it must be learned
- Reading is a complex process because it is 'ideological' → development is as relevant to being situated in particular social and cultural communities and practices as being taught in school
- Social class and family background have a strong impact on how literacy practices are being found by young children and young people

### Theoretical perspectives to reading (Fellowes & Oakley, 2014)

- Maturational → biological development of a child, a child is not ready to start reading until the age of 6 and then they will automatically want to read
- Cognitive developmental → if a child is exposed to reading it will help them develop
- Emergent → early models of reading will make a child want to read
- Cambourne's seven conditions of literacy →
  - o Immersion: classroom needs to be text rich, lots of reading material
  - o Demonstration: teachers need to show how to read
  - o Expectation: teachers need to expect children to be able to read using certain strategies
  - o Responsibility: give students the responsibility to read
  - o Approximation: imitate teachers reading techniques
  - o Employment: to try and use strategies

- Feedback: teachers to provide feedback on child's reading
- Socio-cultural →
  - Code breaker: use strategies to decode letter sound correspondent
  - Text participant: make meaning/personal connection
  - Text user: understand different text type will have diff audiences and needs
  - Text analyst: think critically to understand texts are not neutral, they have values and agendas
- 'Evidence-based' approaches → research focused, understanding systematically how children learn to read

### **Affective factors**

- Motivation to read
- Attitudes towards reading
- Feelings of self-efficacy
- Confidence about reading and writing
- How do we motivate and engage children to read?

### **Lecture 2: Understanding Reading**

According to research team at Cambridge University, it doesn't matter what order the letters are in a word, the only important thing is that first and last letters are the same eg. I cdn'oult blveiee that I cluoud aulactly uesdnatnrd waht I was rdanieg

### **Brief history of reading**

- Pre 1950s: very strong idea of oral capacity (someone who can speak well is an educated, well read person), focused on accuracy and expressive fluency, a lot of guided reading in school, don't discuss how you feel after you read, post-reading discussions are focused on what is in the text
- 1950s-1975: text difficulty and readability (discussions about sentence structure, genre), rise in importance of teaching reading skills, not just looking at the text but focused on how to develop skills to interpret texts
- 1975-1990: cognitive turn, schema theory (the idea that one person prior knowledge of the world/subject has an impact on how that person can read), describe and intervene the process
- From 1990s: socio-cultural perspective (every child has a different background and has different interests and cultural knowledge), strategy instruction, literature based reading, integrated instruction, whole language approach (Pearson, 2009), socio economic perspective (certain discussions will not impact every child the same because of socio economic influences, eg some children may not be interested in dinosaurs because they have never seen a dinosaur, whereas some children may love dinosaurs because their parents take them to the museum regularly)
- After all these years one thing that remains constant is an interest in the assessment of reading

### **NAPLAN**

- Year 3 national test
- 45 minutes
- A reading magazine (7 different texts)
- 36 multiple choices based on the texts

### **2017 NAPLAN trends**

- Indigenous students not performing as well as non-indigenous students
- Males not performing as well as females
- LBOTE students performing better than non-LBOTE students (potentially because the school puts a large focus to assist the LBOTE students to acquire English skills)

- Students in a major city perform better than those in regional or remote areas
- Students who have parents with a Bachelor degree are more likely to perform better in NAPLAN
- Students who have parents in a senior management and qualified professional role perform better than those who have parents in lower qualified jobs

### **Foundations of reading** (Fellowes & Oakley, chap. 9)

1. Oral language → if children have good oral language it will help them with reading acquisition, oral language involves children knowledge about words and sentences, phonological awareness, means to discuss texts and discuss how to read/write, cueing system: semantic (word), syntactic (sentence), and graphophonic (sound)
2. Vocabulary and conceptual knowledge → the responsibility of the teacher to expand a students vocabulary, provide variations to words a child would hear everyday, conceptual knowledge is what a child already knows before they start reading a text, can teachers provide pre-reading activities to excite children about reading materials/establish a good base of conceptual knowledge
3. Concepts about print and books → book handling, directionality (ways you read a sentence, left to right), concept of word, concept of letter, punctuation
4. Phonological awareness → prerequisite of the application of graphophonic knowledge (letter-sound relationship), speech can be broken down into smaller parts
5. The alphabetic principle → (NOT the alphabetical order), distinguishing the shape of the letter from other letter shapes, being able to recall and recognise the shape of a letter from its name, writing the shape of the letter with the correct movement, orientation and relationships to other letters, naming the letter, recognising and articulating a sound associated with the letter shape, recalling the shape of the letter when given its sound

Reading tip: read aloud for at least 15 minutes a day!

Side Note: Bilingualism is good for cognitive development- if a child is happy at school and confident in their L1 proficiency then they are more likely to pick up English – common misconception is that parents stop speaking native language at home to help child develop English- this is not necessarily a good thing because this means that the child will lose their native language, the child will pick up English no matter what as they are attending an Australian school – this also negatively impacts communication between family, particularly grandparents who often are not fluent in English and can only speak native language → as a teacher it is important if you have a child who English is not their first language to reassure parents and grandparents to talk to the child in their native language

### **Phases of early reading development**

1. Awareness and exploration (preschool and Kindy)
2. Experimental reading (before year 1)
3. Early reading (year 1)
4. Transitional reading (year 2)
5. Independent and productive reading (year 3)

### **Lecture 3: Phonemic and Phonological Awareness**

**Literacy Levels** → overall the literacy levels in Australia are above international average BUT .....

- 20% of students and 30% from disadvantaged areas do not understand enough words when they start school
- Children in advantaged households have heard 30 million more words than their peers by age 4 and developed a spoken vocabulary twice as big
- Parents in professional employment speak 2000 words an hour to their toddlers, compared to 600 words an hour for those in welfare-dependent homes

- Reading to children 6-7 days a week has the same effect as being 12 months older
- (Research correlated by the Centre for Independent Studies)

### **Progress in International Reading Literacy Study (PIRLS)- Year 4**

- 61 participants from 50 different countries
- in total 580 000 students worldwide
- female students more likely to do better
- non-indigenous students more likely to do better
- no significant difference between English and LBOTE students
- students who reported only having access to a few books at home had over 3 times the odds of being a poor reader to compared to students with more books at home
- \*See lecture slides for exact figures (wed 14<sup>th</sup> march)

### **Phonological awareness**

- “The understanding that speech can be broken down into smaller parts” (Fellowes & Oakley, 2014, p.193), something you can do with your eyes closed
  - o Word level- single distinct meaningful element of speech or writing, used with others to form a sentence eg. Ask how many words do you hear?
  - o Syllable level- Ask how many syllables can you hear in the word? Eg. Get them to clap the syllables
  - o Onset-rime level- onset (beginning of the sound of a single syllable word), rime (last sound of the word, the rhyme)
  - o Phoneme level- smallest unit of sound, being able to identify number of phonemes equates to phonemic awareness
- When teaching phonological awareness you can use picture cards, but be sure to only have pictures because if the word is on the card then you may unintentionally move into a phonics activity
- Early stage 1: aural discrimination of syllables and sounds, rhymes, poems, chants, songs, initial sounds, blending sounds, word
- Stage 1: knowledge of syllables and sounds, one syllable words: segment cv, vc, cvc words into separate sounds, blend single sounds to form a word, delete onset to sound out to rime, segment consonant blends, blend single sounds to form a spoken word

### **Sequence of phonological awareness development**

1. Can recognise whether two words rhyme
2. Can think of a rhyme for a simple word
3. Can isolate and pronounce the initial sound of a word
4. Can blend the sounds in 2 phoneme words
5. Can isolate and pronounce all the sounds in 2 and 3 phoneme words
6. Can blend the sounds in 4 phoneme words containing initial consonant blend
7. Can isolate and pronounce the sounds in 4 phoneme words that contain initial blends
8. Can blend the sounds in 4 and 5 phoneme words containing initial and final blends

(Torgeson & Mathes, 2007, p.7; cited in Fellowes & Oakley, 2014, p.209)

### **Phonemic awareness**

- ‘The ability to detect, count, segment, blend and manipulate individual phonemes’ (Fellowes & Oakley, 2014, p.217)
- The ability to focus on and manipulate phonemes in the spoken word
- When teaching phonemes:
  - o Isolate the sound
  - o Orally segment the sounds
  - o Orally blend the sounds
  - o Manipulate the sounds