

LANGUAGE, LITERACY AND LEARNING

Words	Language mode of reading and focuses on contemporary literacies
Texts	Addresses the language modes of writing and representation and focuses on new forms of literacies and writing processes
Sounds	Language modes of speaking and listening and focuses on the development of oral languages
Images	Addresses viewing and representing and focuses on the features and uses of multimodal language and the expanded ways in which we read and write in contemporary life

LANGUAGE

- Is flexible, dynamic, resource and is evolving constantly
- Perform many functions and the meaning of any language exchange (a text) is described by its
 - Field (what) - ideational/experiential functions (ideas)
 - Tenor (who is involved) - interpersonal function
 - Mode (how) - textual functions (think form & the 6 language modes)
- It operates in a variety of contextual situations (cultural, social) to make meaning
- Requires attention to its audience, purpose and form/structure/modes within specific contexts (the four things we make choices about)
- “Language is human vocal noise used systematically and conventionally by a community for the purposes of communication”

THE LANGUAGE MODES

- “Listening, speaking, reading, writing, viewing and representing”
 - Integrated and independent
 - Any combination for responding to and composing texts

READING: MAKING MEANING

- A reader needs to learn the basic craft of recognising the common signs by which a society has chosen to communicate:
 - = a reader must learn to read

3 level guide to reading comprehension

- Concept is CENTRAL to application of the Four Resources Model in the classroom
- **Literal:** here - on the lines
 - Does the text say this? What words support your answers
- **Inferential:** hidden - between the lines
 - Does the text give you this idea? What words and phrases support your answers?
- **Applied:** in my head - beyond the lines
 - Do you agree with this? Why? Be prepared to share your reasons
- Comprehension
 - Reading comprehension is the ability to read text, process it and understand its meanings

What is reading?

- Being able to carry in the mind intimate libraries of remembered words
- A reader needs to learn the basic craft of recognising the common signs by which a society has chosen to communicate

EXPLICIT INSTRUCTION

What is it?

- Explaining the purpose of the task or unit to students
- Presenting tasks clearly
- Modelling, guiding and demonstrating tasks to be performed
- Making links between the content and strategies employed
- Providing challenging tasks which allow students to progress and refine their skills, knowledge and understandings

Putting it together

- You need to teach in an explicit way (make everything clear) and this needs to be systematically (in planned, purposeful and sequential way / a process)
- Use a balanced and integrated approach with:
 - A variety of pedagogical strategies = not one size fits all
 - Active participation of all students in an across all modes
 - Equal emphasis on the development of semantic, grammatical, phonological-graphological, and visual/pictorial knowledge
 - Linking skills and content to provide authentic learning

1. Modelled teaching

- Direct scaffolding, teacher-led & planned
- Demonstrate new skills and concepts
- show/watch/listen/explain/model/recognise