

EDUC371

Week 1 Lecture

From Orality to Literacy

Literacy

Community and home environment have a strong impact on students' literacy

English is the study and use of the eng language in its various forms

Literacy involves students 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

A set of social practices that exploit the affordances of writing for particular ends

Autonomous → literacy is viewed as a physiological and cognitive process of skills acquisition, and therefore, literacy is a neutral process that can be universally taught

Ideological → literacy development is as relevant to being situated in particular social and cultural communities and practices as being taught in school

Theoretical perspectives

Maturational

Cognitive development

Emergent

Cambourne's seven conditions of literacy learning

Socio-cultural

Oral language key components

Phonological – sound patterns

Syntactic – system of structuring sentences

Semantic – meaning of words and sentences

Pragmatic – use of language in particular contexts

Week 1 Tutorial

Facts

Reading difficulties

America; 20-25%

Australia; 10-20%

Risk factors; low oral language skills, low ses, learning difficulties, low exposure to print, English as an additional language/dialect

Reading and writing are explicitly taught

Phonological awareness; individual's awareness of the phonological structure, or sound structure, of spoken words eg can hear the rime 'at' in the word 'cat'

Phonemic awareness; consciously manipulate the smallest units of speech eg can hear the phonemes /k-a-t/ in the word 'cat'

Phonics; knowledge of sound/symbol relationship eg the letter /c/ says 'c'

Reluctant readers; possibly can read but do not read, may be reluctant for a number of reasons (e.g. eyesight, motivation, text difficulty).

Most common in tween boys

Slow readers; may be slow in rate of text speed. Could be a fluency issue

Poor readers; readers with reading difficulties

At-risk readers; fails to have the skills and strategies to maintain the ability to read and to grow as a reader

How to assist reading

Oral skills

Exposure to print

Reading at a young age

Phonemic and phonological awareness

Week 2 Lecture

Understanding reading

Reading

The ability to decode, make meaning from and use a range of texts, including multimodal texts, with purpose and critical awareness

Reading: A brief historical tour

Pre-1950s: oral capacity (accuracy and expressive fluency); guided reading and post-reading discussion;

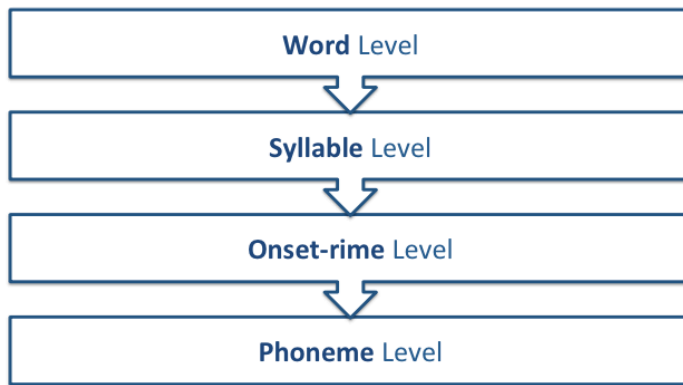
1950s – 1975: text difficulty and readability; reading skills; psycholinguistics

1975 – 1990: cognitive turn; schema theory; describe and intervene the process

From 1990s: socio-cultural perspective; strategy instruction; literature-based reading, integrated instruction, whole-language approach (Pearson, 2009)

Foundations of reading

- Oral language
 - Children's knowledge about words, sentences and phonological awareness
 - Means to discuss texts, how to read/write
 - Cueing systems – semantic (word), syntactic (sentence), and graphophonic (sound)
- Vocabulary and conceptual knowledge
 - Prior knowledge
 - Knowledge of the world
 - Pre-reading activities
- Concepts about books and print
 - Book handling
 - Directionality
 - Concept of word
 - Concept of letter
 - punctuation
- Phonological awareness
 - Prerequisite for the application of graphophonic knowledge (letter-sound relationship)



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- The alphabetic principle
 - Distinguishing the shape of the letter from other letter shapes
 - Being able to recall and recognize the shape of a letter from its name
 - Writing the shape of the letter with the correct movement, orientation and relationship to other letters
 - Naming the letter
 - Recognizing the articulating a sound associated with the letter shape
 - Recalling the shape of the letter when given its sound