


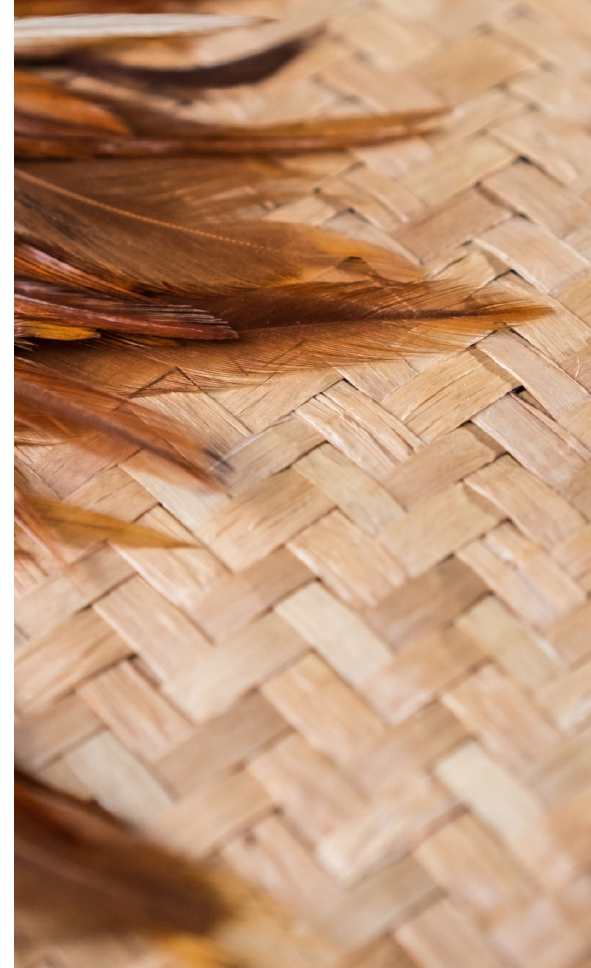
Concord School

Structured Literacy

Thursday 7 March - Whānau Literacy evening



- 
- Structured literacy approach
 - Literacy terms
 - Supporting your child's literacy learning at home





A structured approach to literacy

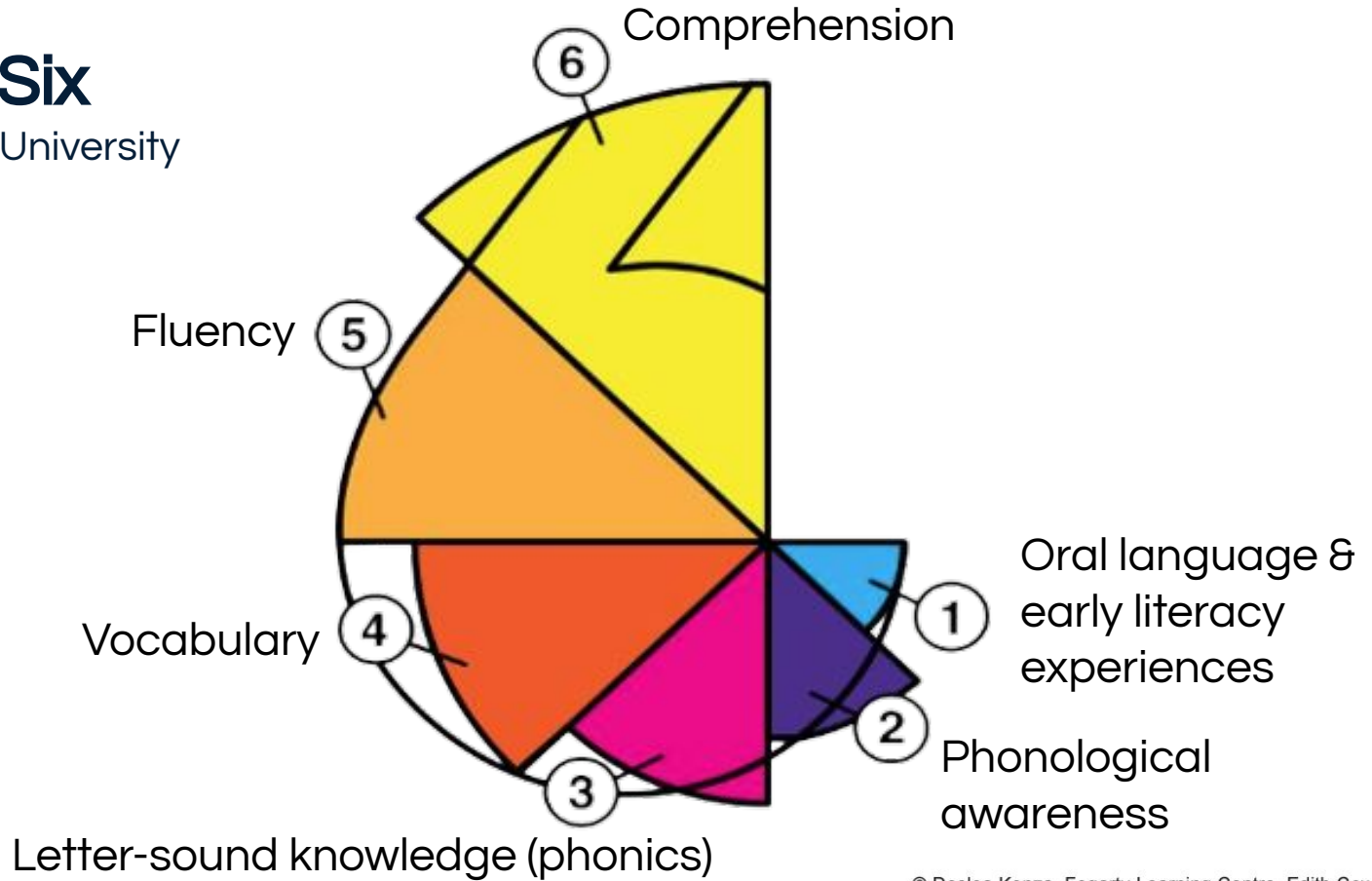
Highly explicit and systematic teaching of all the important components of literacy

"Explicit teaching of alphabetic decoding skills is helpful for all children, harmful for none, and crucial for some."

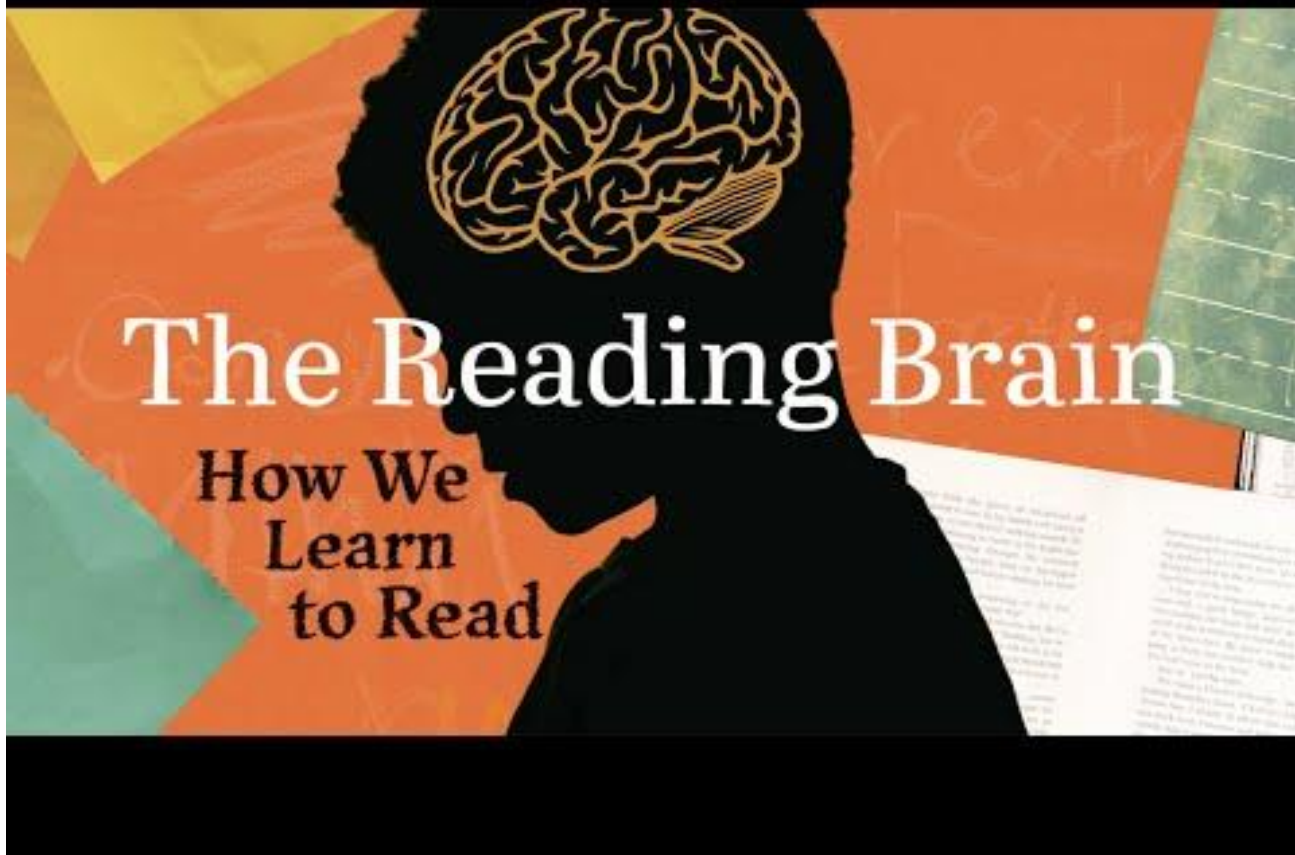
C. Snow and C. Juel (2005) Harvard Graduate School of Education.

The Big Six

Edith Cowan University



© Deslea Konza, Fogarty Learning Centre, Edith Cowan University



When you were at school

- Letters first
- Learned random word lists
- Memorisation of whole words
- Read the book at school, take it home; a new book every day
- Reading groups
- Separate reading, writing, handwriting and oral language lessons and times
- Greater focus on the meaning of the text rather than accuracy of what is read
- It was thought we got better at reading by reading.
- The point of reading instruction is to get children to love reading.

Learning now

- Oral Language and sounds first
- Heart words/irregular are explicitly taught
- Segment the sounds then blend them
- Reading at different levels to fluency
Sound > word > sentence > book
- Needs based groups that change
- Links between oral language, reading, handwriting and writing.
- Misread words are corrected; focus is on sounding out and blending
- Students get better at reading by learning and practicing the alphabetic code
- The point of reading instruction is to teach children to read.
- Integrated Science of Learning practices

Clean sounds





Concord School's Literacy Glossary

Definitions of
literacy terms for whānau,
that are used during
teaching and learning.

**The teachers at Concord School are happy to talk further about
your child's oral language, reading, spelling and writing learning.**

blending

The merging of sounds together to say a word, eg: "s-a-t" is "sat".



clean sound

The pronunciation of a phoneme without adding a schwa vowel, eg: "t" not "tuh".

consonant

A speech sound that is not a vowel. A consonant is produced when the lips, tongue, teeth etc, partially or completely restrict airflow.

decodable text, decodable book

A text that is controlled by and limited to the phonemes and graphemes that have been learned in a scope and sequence.

grapheme

How a sound is written, eg: "t" is written as t or T. It represents spelling patterns.

heart word (also known as high frequency words, or irregular words)

Words that have irregular spelling patterns as part of the word that we learn to know off by heart.



phoneme

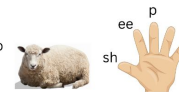
The smallest individual unit of sound in speech, eg: "sheep" has three phonemes, "sh-ee-p".

phonological awareness

The ability to hear and manipulate sounds, and groups of sounds, within words. This includes rhyme, syllables, beginning sounds, separating sounds in words, manipulating sounds in words.

phoneme fingers

Using your fingers to say each individual phoneme (sound) to spell words.



schwa

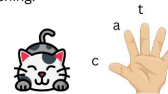
The most common spoken vowel sound in English. There is no consistent way of spelling it and it is heard in an unstressed syllable, eg: "carrit" = carrot, "computah" = computer

scope and sequence

Scope refers to what is taught; sequence is the order of teaching.

segment

Breaking words into their phonemes, eg: "cat" = "c" "a" "t".



syllable

A unit of spoken language that forms an entire word or parts of a word.
eg: computer = "com-pu-ter" cat = "cat"

VC, CVC, CCVC ...

V = vowel, C = consonant

Some common word structures include:

VC: vowel-consonant, eg: am, at.

CVC: consonant-vowel-consonant, eg: cat, dog.

CCVC: consonant-consonant-vowel-consonant, eg: flat.

CVCC: consonant-vowel-consonant-consonant, eg: cats.

CCVCC: consonant-consonant-vowel-consonant-consonant, eg: flats.

vowel

Speech sounds made with unobstructed airflow, eg: "o" as in not; "oo" as in food.



This glossary has been developed as part of Concord School's Literacy Professional Learning with Tātai Aho Rau Core Education.



Supporting Your Tamariki

Why Talking Matters



80% of neural connections are made in the first 1000 days

10 minutes reading a day exposes tamariki to 1.6 million words a year

Hearing more than one language supports brain development

Responsive communication boosts brain development

Talk builds emotional wellbeing

Talk shapes brain architecture



<https://vimeo.com/360140082>

Things that help ...

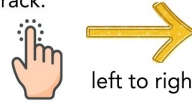
- Speaking and listening
- Playing games - attention, turn taking, oral language, memory
- Reading to and with your child (repeated reading is ok!)
- Discussing what is read
- Building connections and asking questions
- Vocabulary - using sophisticated language
- Showing your tamariki you reading and writing
- Making it memorable and having fun!



When your child misreads a word

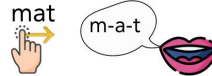
When I read

I use a finger to keep track.



If I get stuck I read the word to the end.

Point to the graphemes and say the phonemes.



Blend the phonemes together.

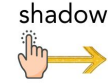


Read the word again using my talking voice.

Does my reading match what is written? If not, slow my thinking down and try again!

If I get stuck

Read the word to the end, thinking of the phoneme/grapheme clusters I know.



Say the phonemes.



Blend the sounds together.



Read the word again using my talking voice.



Does my reading match what is written? If not, slow my thinking down and try again!

Having fun!

<https://www.facebook.com/gregwarren2/videos/1812786172392430/>



Thank you
Tēnā koutou
Fa'afetai lava

