

CATHOLIC EDUCATION
WESTERN AUSTRALIA

Please sit in groups according to year level



Literacy in the Early Years in Light of the NQS



Objective

To understand how to address the key elements of balanced literacy in light of the NQS and EYLF.



Corinthians 1:13- A Teacher's Paraphrase

LOVE IS PATIENT, LOVE IS KIND. IT DOES NOT ENVY, IT DOES NOT BOAST, IT IS NOT PROUD. IT IS NOT RUDE, IT IS NOT SELF-SEEKING, IT IS NOT EASILY ANGERED, AND IT KEEPS NO RECORD OF WRONGS. LOVE DOES NOT DELIGHT IN EVIL BUT REJOICES WITH THE TRUTH. IT ALWAYS PROTECTS, ALWAYS TRUSTS, ALWAYS HOPES, ALWAYS PERSEVERES.

Fr. Ron Nuzzi



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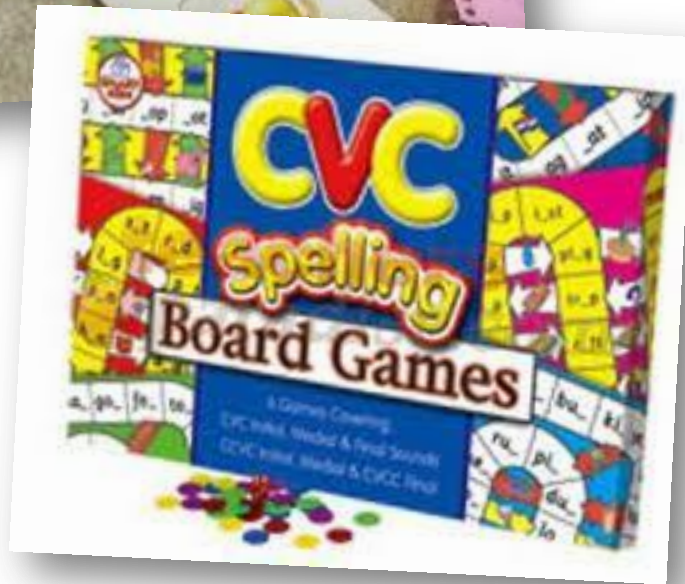
If I could explain everything perfectly to my students, but did not love each one of them, I might as well be talking to an empty room.





If I could find all the answers to educational problems and did not love, my efforts would be futile.





If I could buy every kind of educational aid and sacrificed to do so,

but did not have love for my students, it would be a complete waste.





Love is patient when it is necessary to repeat a concept over and over to a student who is having difficulty.





Love is kind when an irate parent accuses and berates other teachers or me.





Love is not jealous when the other teacher has an entire class of well-behaved and extremely intelligent children while mine are not so great.





Love is not proud or boastful when my students improve greatly and really want to come to my class.



Love is being willing to yield my schedule and plans to fit in with the needs of others.





Love does not scream at my class when they misbehave, but seeks to help them understand the importance of self-discipline.





"It's not the kids I hate...
It's the parents for having them."

**Love does not
broadcast all of
my students'
problems and
misdeeds to those
in the staff room.**



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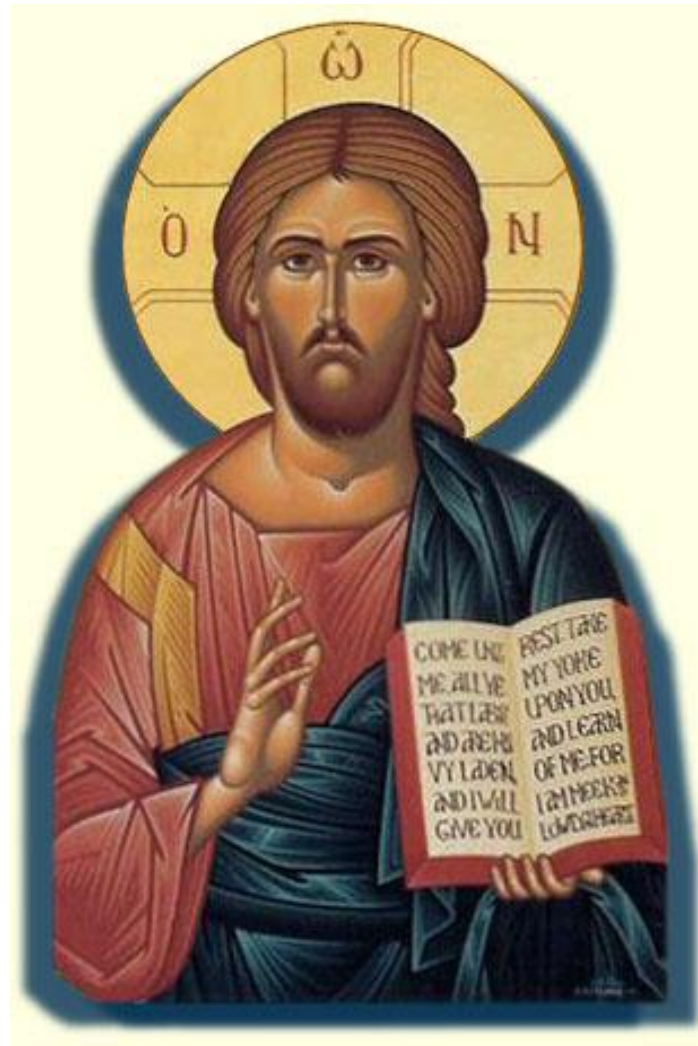
Love keeps trying, even when it seems a student will never understand long division or the difference between an adverb and an adjective.





Teaching methods, bulletin boards, textbooks, yes, even computers, will eventually be discarded, but love is everlasting.





These three things
I have learned
through teaching:

- endurance
- patience
- love
- And the greatest of these is love.



Lord,

Let me be just what they need.

If they need someone to trust, let me be trustworthy.

If they need sympathy, let me sympathise.

If they need love, (and they do need love), let me love, in full measure.

Let me not anger easily, Lord, but let me be just.

Permit my justice to be tempered in your mercy.

When I stand before them, Lord, let me look strong and good and honest and loving.

And let me be as strong and good and honest and loving as I look to them.

Help me to counsel the anxious, crack the covering of the shy, temper the rambunctious with a gentle attitude.

Permit me to teach only the truth.

Help me to inspire them so that learning will not cease at the classroom door.

Let the lessons they learn make their lives fruitful and happy.

And Lord, let me bring them to You.

Teach me, through me to love You.

Finally, permit me to learn the lessons they teach.

Amen.

Agenda

- 9:00- 10:30:
- What are essential elements of a balanced literacy program?
 - What do the NQS and EYLF say, and what does this mean for you and the way you teach literacy?
 - Challenges the NQS presents to you and your literacy program
 - The place of explicit teaching in P-2
- 10:30- 10:50: Morning Tea
- 10:50- 11:30: - Teaching phonological awareness & phonics
- 11:30- 12:30: - Teaching reading
- 12:30- 1:00: Lunch
- 1:00- 3:30:
- Teaching writing
 - Reflection and plan for action



Challenge your thinking and ways of working...

Fixed Mindset

intelligence is something you have or don't have

A desire to look smart, which means that you...

- Avoid Challenges
- Give up easily
- See effort as a waste as time
- Ignore criticism
- Feel threatened by the success of others

Growth Mindset

Intelligence can be developed

A desire to learn which means that you...

- Embrace challenges
- keep going when things get difficult
- See effort as the path to mastery
- Learn from criticism
- Learn from and find inspiration from the success of others



The Balanced Literacy Program

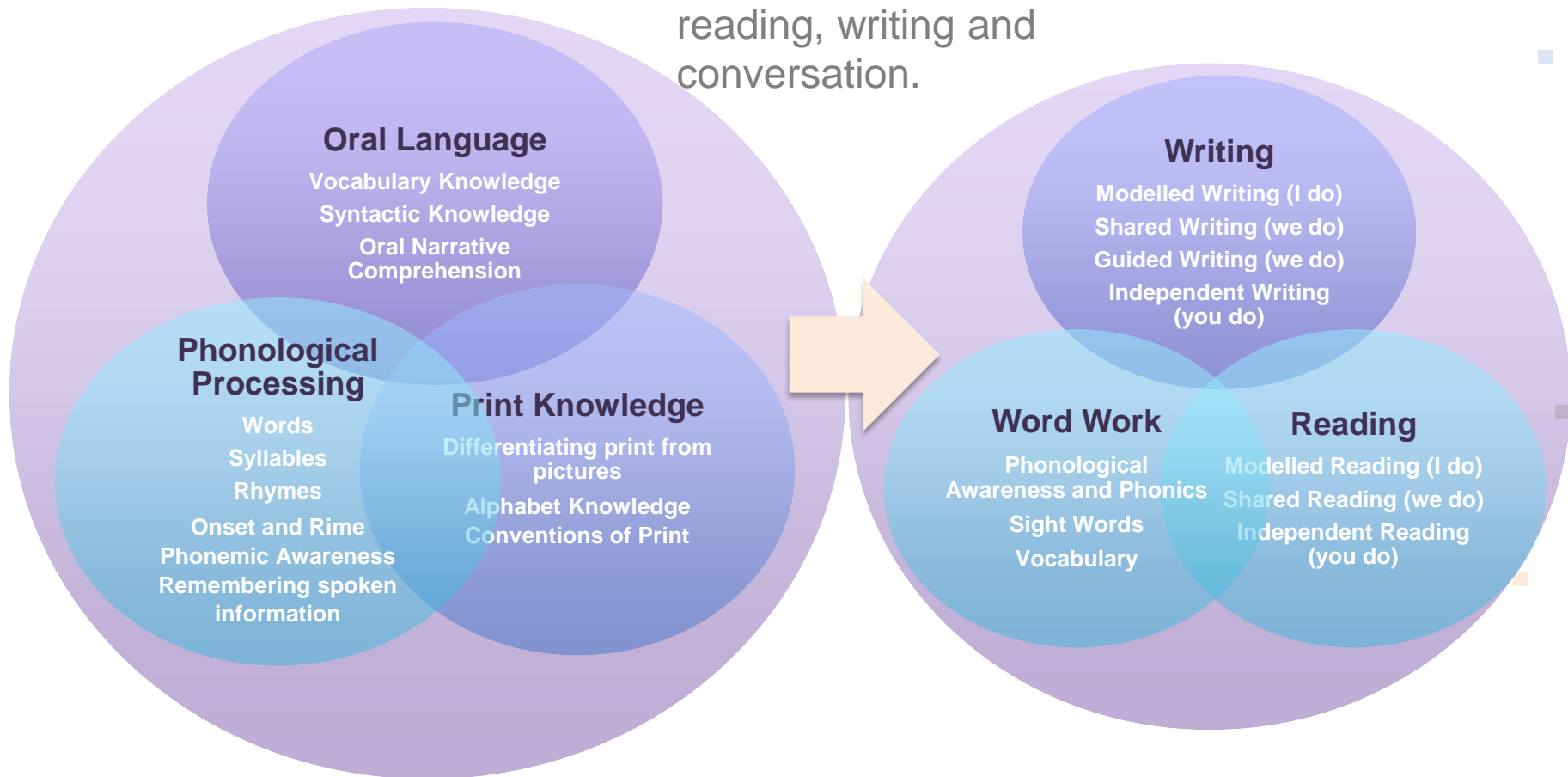
A balanced literacy program:

- incorporates flexible grouping;
- is not driven by one particular educational philosophy or teaching style;
- moves children from dependence to independence; and
- incorporates research-based, essential elements of reading instruction.

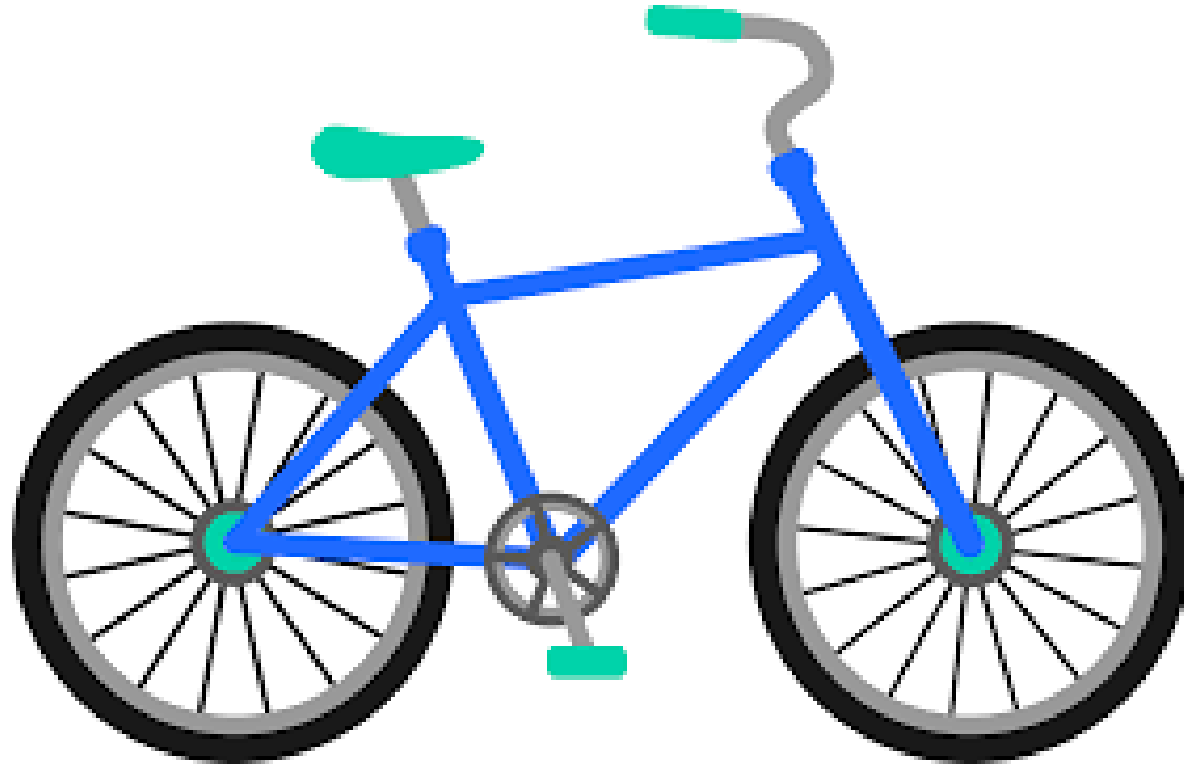


Balanced Literacy in the Early Years

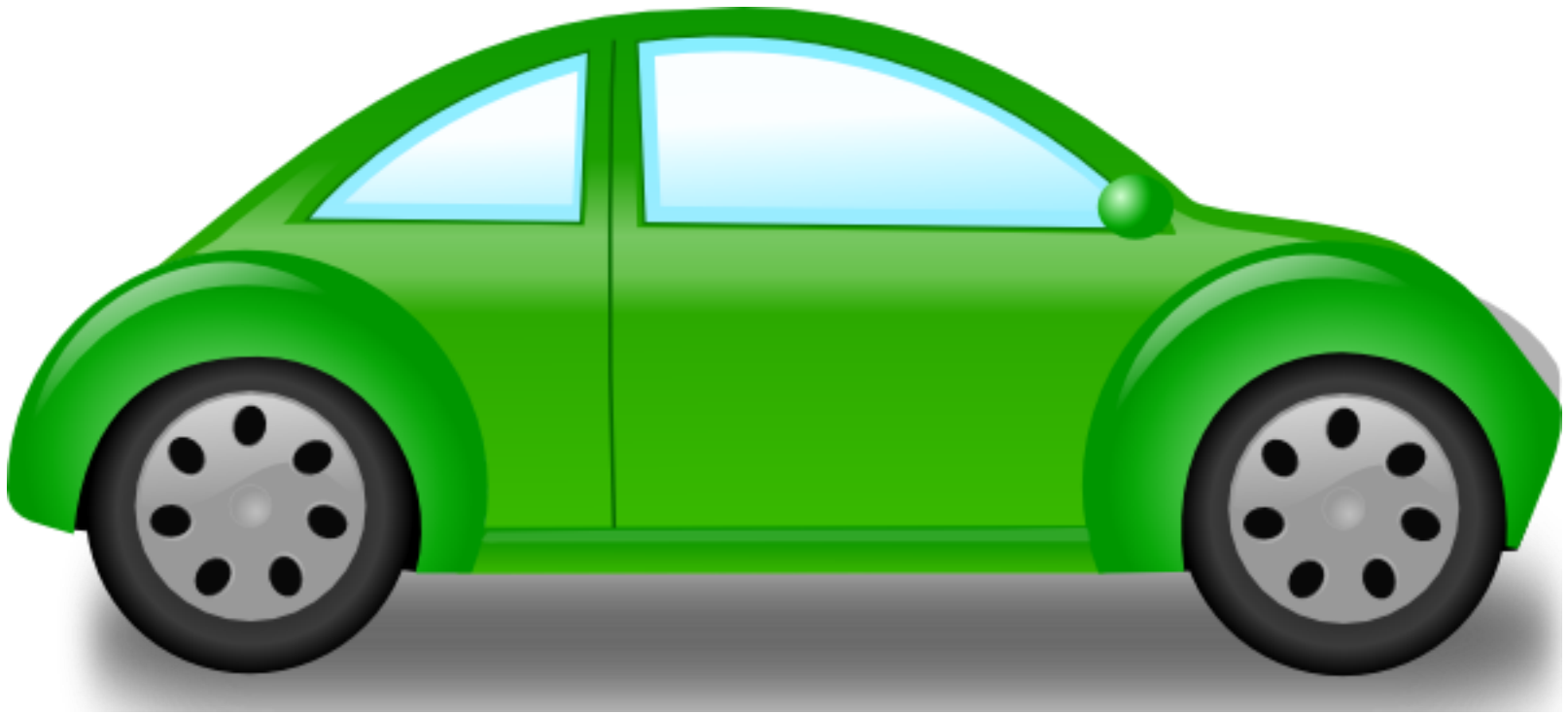
Instruction in specific literacy skills is imbedded in authentic reading, writing and conversation.



The Gradual Release of Responsibility Model

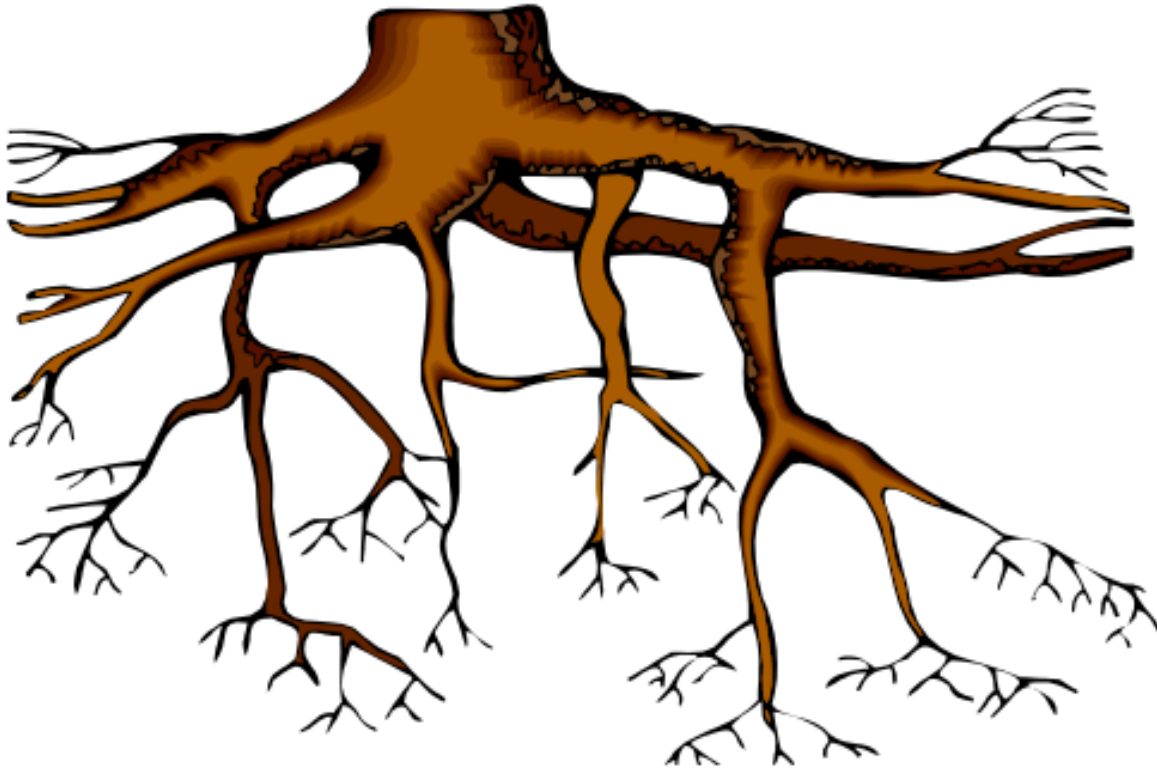






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Balanced literacy is deep-rooted in the belief that teachers should be constantly aware of students' individual needs and progress.



“In a truly balanced literacy program, **how** you teach is as important as **what** you teach.” ~Dorothy Strickland



Average Attention Span of Young Children

The average attention span of children is difficult to determine, as it can vary from child to child and subject to subject. Therefore no conclusive study has consistently measured a child's ability to stay focused on a task.

A rough estimate of attention span is 1-3 minutes for every year of a child's age (Schaefer and Millman, 1981).

Children tend to focus their attention longer on activities they choose over those imposed by adults.



Literacy Dedicated Time

LITERACY DEDICATED TIME

	An Example
Whole Class focus	<p>Shared Reading (15 min)</p> <p>Interactive reading session initiated by teacher. This session should center the children on the task of reading, recalling specific strategies or ideas already presented in class. A new skill or concept could also be introduced briefly, but should not be laboured. The teacher demonstrates reading strategies on texts inviting participation from the class. Unless it is a specific strategy, the content of the text takes a back seat to the strategies of reading the text.</p>
Teacher Led Focus Groups/ Independent Activities	<p>Small Groups/ Indep. Activities (25 min)</p> <p>The teacher selects a reading strategy from- Read To, Language experience (reading), Shared Reading, Guided Reading, Guided Reading-Reciprocal Teaching, and Independent Reading. Monitoring of student reading should occur at this time. Activities are organized for students to practise reading skills and knowledge. Activities should involve reading more than writing. Activities can be completed in small groups/ individually, however small group interaction is favoured.</p>
Whole Class Focus	<p>Word Work (5 min)</p> <p>Teacher initiated focus on words, allows students to investigate common word construction/knowledge. Investigation should involve texts, rather than the construction of isolated word lists. The focus highlights how words work, rather than how a specific word is spelt. This session may involve small group investigation after being initiated by the teacher.</p> <p>& Shared/ Modeled Writing (15 min)</p> <p>This session should center the students on the task of writing. An aspect of writing should be introduced or further discussed as a text is constructed. Connection to the aspect of word work already discussed provides the opportunity to see the reciprocal nature of reading and writing. Teacher selects either Shared Writing or Modeled Writing in reference to the aspect of writing under demonstration.</p>
Teacher Led Focus Groups/ Independent Activities	<p>Small Groups/ Indep. Activities (25 min)</p> <p>The teacher selects a writing strategy from- Modeled Writing, Shared Writing, Language experience (Writing), Interactive Writing, Guided Writing and Independent Writing. After the small group focus, teachers should rove in order to assist students with individual writing tasks (Activities are organized for students to practise writing skills and knowledge (word work, handwriting). Activities should involve writing more than reading. This time provides an opportunity for students to write individual texts based on teacher defined text type or student interest. Texts may be constructed in small groups.</p>
Whole Class Focus	<p>Reflection (5 min)</p> <p>Students have an opportunity to articulate the learning that has taken place during the session. The importance of metacognition is well documented and should have a valued place in the program daily. At first, such thinking and articulation may need to be modeled. This time is not an opportunity for students to show completed work without the direction to articulate learning.</p>



Thinking about your students and their rough attention spans, which components of LDT may be problematic?

How could this be solved?



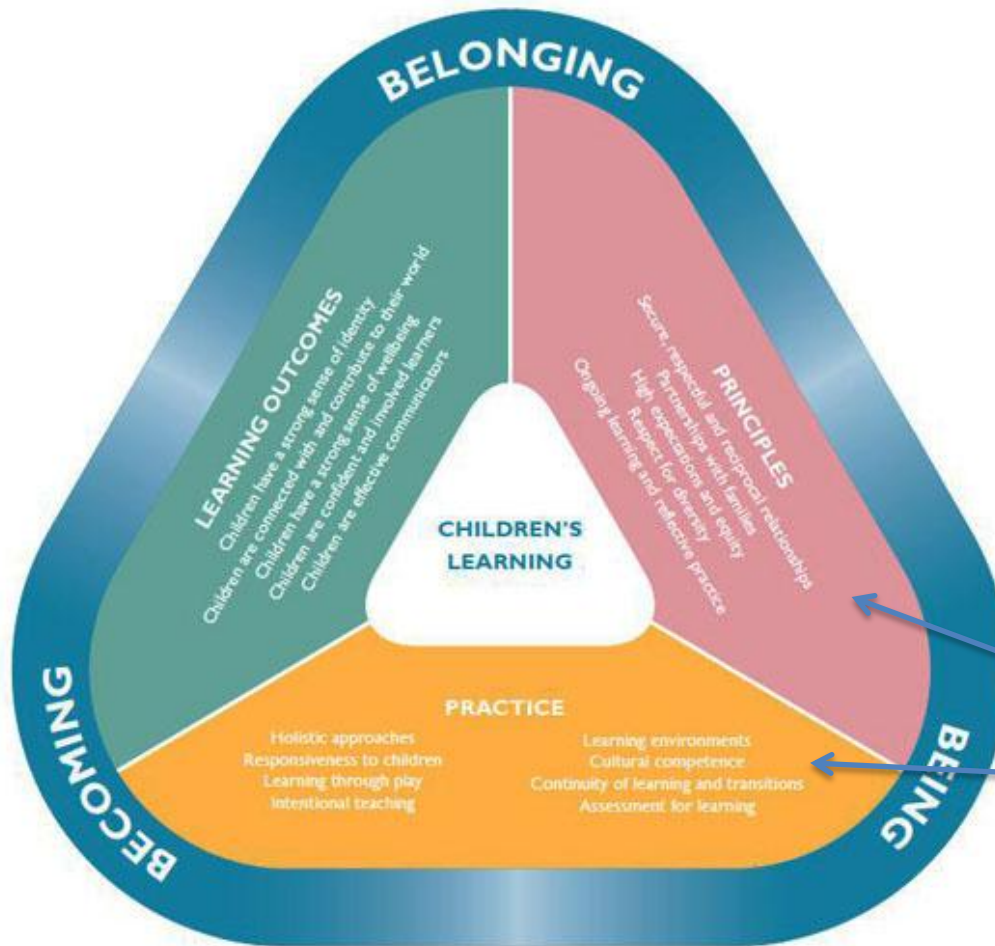
“If a child
can't learn
the way we teach,
maybe we
should
teach the
way they learn.”

~ Ignacio Estrada

An Everyday Story



EYLF



**PP, Year 1
and
Year 2**



A reminder...

Principles	Practices
Secure, respectful and reciprocal relationships	Holistic approaches
Partnerships with families	Responsiveness to children
High expectations and equity	Learning through play
Respect for diversity	Intentional teaching
Ongoing learning and reflective practice	Learning environments
	Cultural competence
	Continuity of learning and transitions
	Assessment for learning



What does the NQS say?

It is about improving the quality of education for young children

It set a national benchmark standard for early childhood education and care

Create a culture of continuous improvement



NQS

Quality Area 1

The Quality Area Educational program and practice requires education and care services to have an educational program that meets children's individual learning and development needs.



Relevant Elements

Standard 1.1

An approved learning framework informs the development of a curriculum that enhances each child's learning and development.

Element

- | | |
|-------|--|
| 1.1.1 | Curriculum decision making contributes to each child's learning and development outcomes in relation to their identity, connection with community, wellbeing, confidence as learners and effectiveness as communicators. |
| 1.1.2 | Each child's current knowledge, ideas, culture, abilities and interests are the foundation of the program . |
| 1.1.5 | Every child is supported to participate in the program . |
| 1.1.6 | Each child's agency is promoted, enabling them to make choices and decisions and to influence events and their world . |



But wait there's more...

Standard 1.2

Educators and co-ordinators are focused, active and reflective in designing and delivering the program for each child.

Element	
1.2.1	Each child's learning and development is assessed as part of an ongoing cycle of planning, documenting and evaluation.
1.2.2	Educators respond to children's ideas and play and use intentional teaching to scaffold and extend each child's learning.
1.2.3	Critical reflection on children's learning and development, both as individuals and in groups, is regularly used to implement the program.

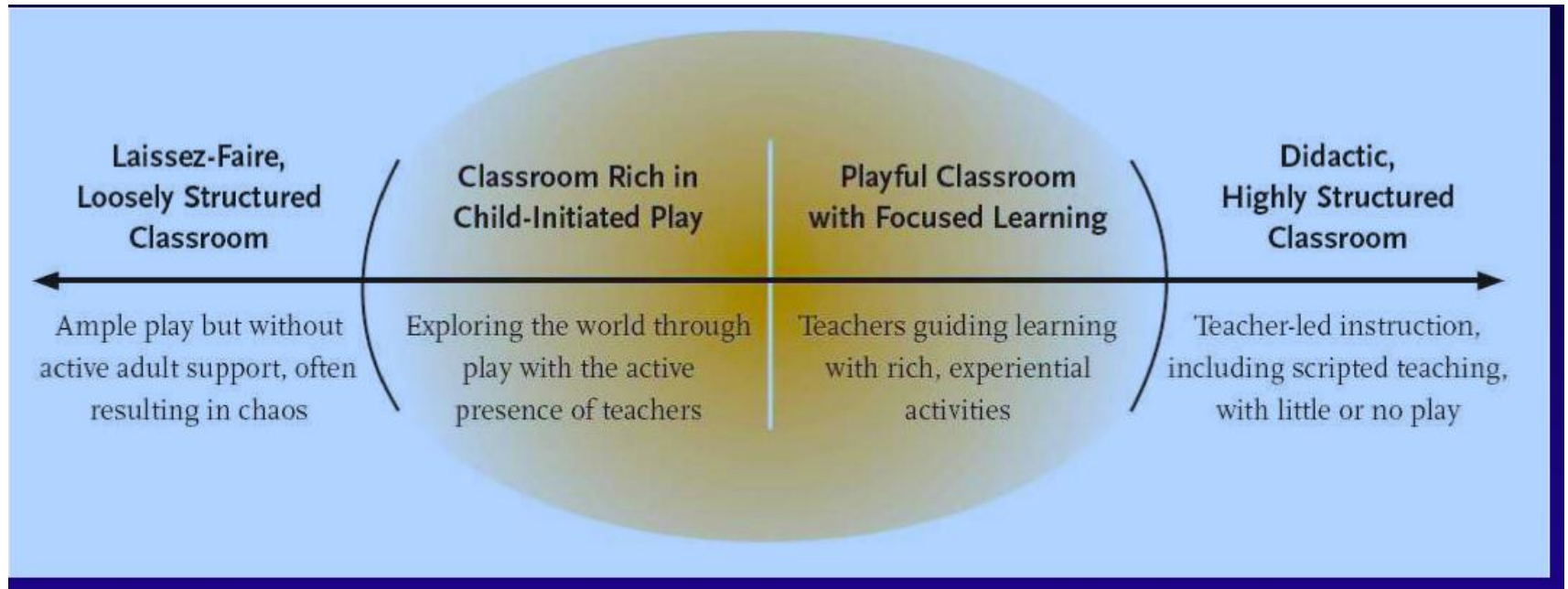




Challenges



The Pedagogical Continuum



Crisis in the Kindergarten Why Children Need to Play in School

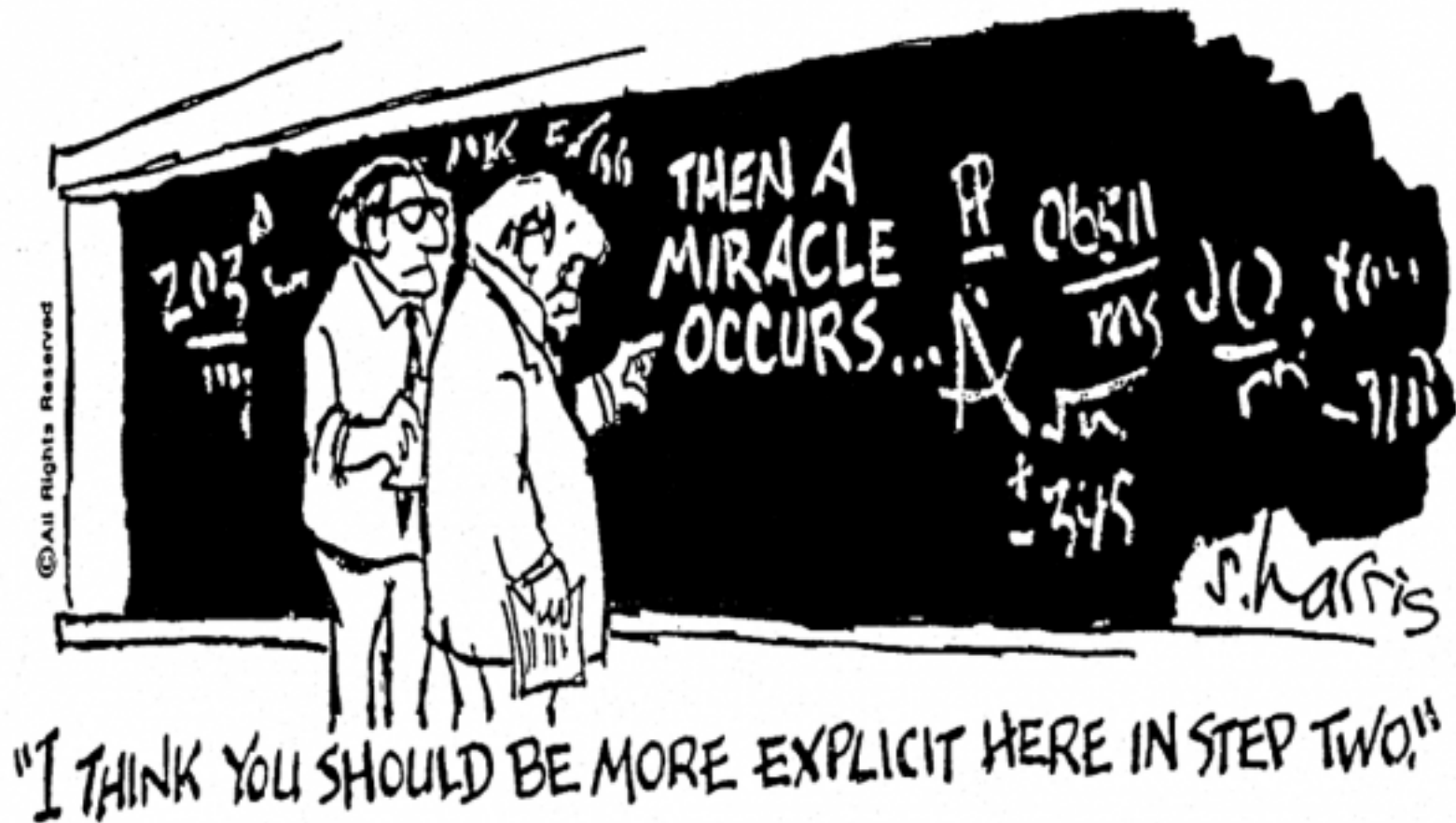
Edward Miller and Joan Almon

Foreword by David Elkind Afterword by Vivian Gussin Paley

Alliance for Childhood



The Place of Explicit Teaching in Early Years/ Lower Primary



Learning Centres



Networking

How do you use learning centres in your class? Consider...

- time management
- where they fit into the day
- how often your centres are changed or added to

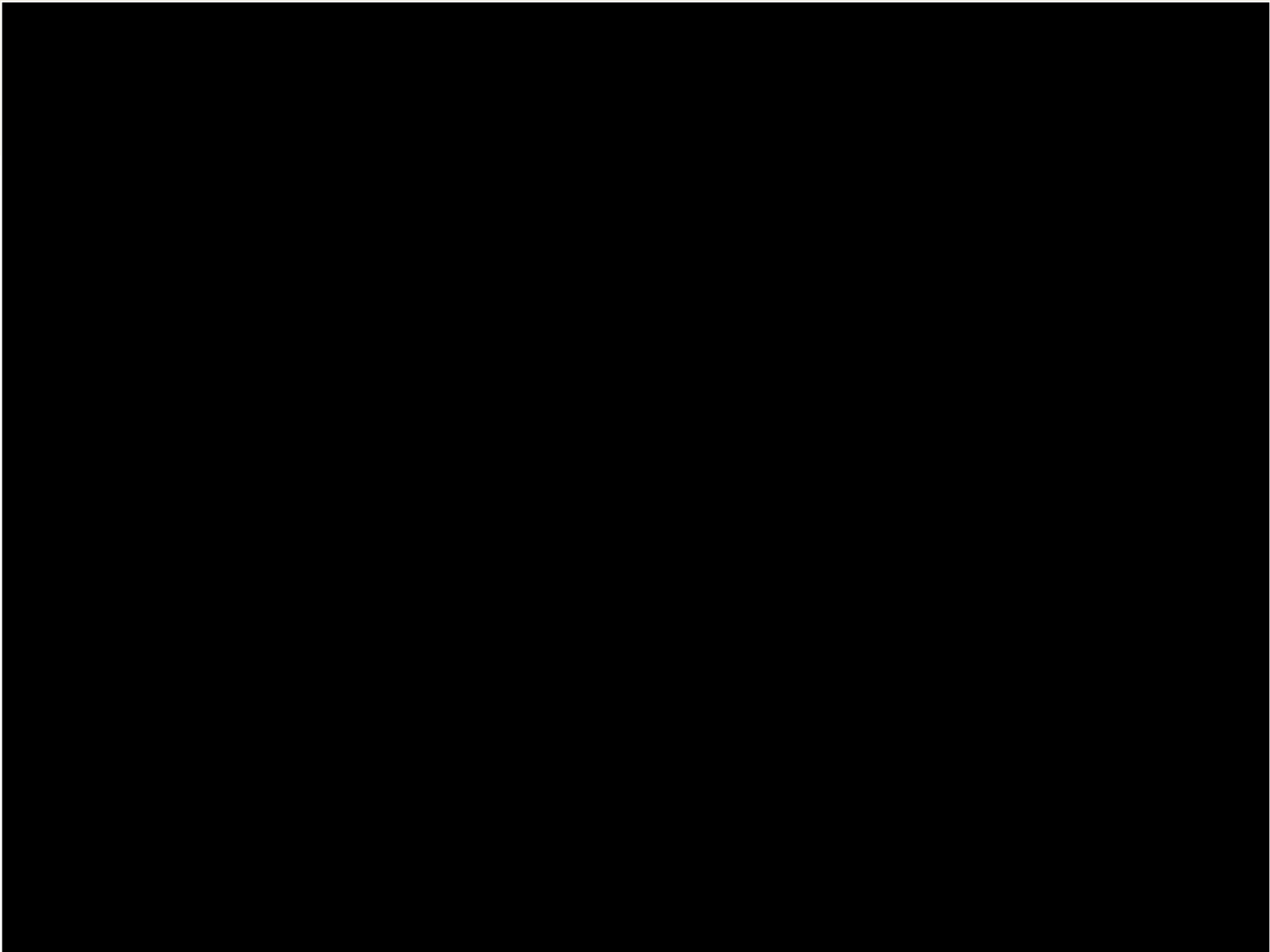
If you use centres, how do the children in your class use them?

How do you respond to your students' interests in your centre?



Morning Tea





NRP Findings

Phonological Awareness instruction is most effective when:

- It's delivered through one-on-one tutoring, small groups and whole-class teaching;
- Instruction is based on students' needs (e.g. levels of difficulty and specific skills proficiency, etc.)

Australia's National Inquiry into Teaching Reading

Recommendation 2

The Committee recommends that teachers provide systematic, direct and explicit phonics instruction so that children master the essential alphabetic code-breaking skills required for foundational reading proficiency. Equally, that teachers provide an integrated approach to reading that supports the development of oral language, vocabulary, grammar, reading fluency, comprehension and the literacies of new technologies.

Fountas & Pinnell:

“In the tug-of-war between direct teaching and discovery, going to extremes can be dangerous. Leaving everything to discovery will almost surely mean that many children will not attend to or acquire the understanding they need. Yet assuming that children learn only through direct teaching may lead us to neglect the power of the learning brain, that is, the excitement that makes learning real.

We believe that well-planned and organised teaching of language principles is critical but that our lessons must also contain an element of inquiry.”

Minilessons (children encouraged to categorise words, notice features of letters and words, search for/ brainstorm examples) → Small group inquiry



Word Work: Phonological Awareness, Phonics & Sight Words

Pre-Primary

- Spells some high-frequency sight words
- Recognises rhyme, syllables and sounds in words
- Recognises the letters of the alphabet
- Uses onset and rime to spell words

Year 1

- Uses visual memory to write high-frequency words
- Manipulates sounds in spoken words, including phoneme deletion and substitution
- Recognises common vowel and consonant digraphs and consonant blends
- Recognises and knows how to use morphemes in word families, for example 'play' in 'played' and 'playing'

Year 2

- Uses knowledge of digraphs, long vowels, blends and silent letters to spell words
- Uses morphemes and syllabification to break up simple words
- Uses visual memory to write irregular words
- Recognises common prefixes and suffixes and how they change a word's meaning
- Knows silent letter combinations
- Knows vowel/consonant digraphs and many less common sound-letter combinations



Alphabetic Principle

PHONOLOGICAL AWARENESS

Words

Syllables

Rhymes

Onsets and Rimes

PHONEMIC AWARENESS

- Isolation
- Identification
- Categorization
- Blending
- Segmentation
- Deletion
- Addition
- Substitution

PHONICS

- Letter/Sound Relationships
- Decoding
- Encoding

How might this look like in your classroom?

- Time?
 - whole-class 5 minutes, small group investigation another 5-10 minutes? (small group investigation may take place in the small group reading component of LDT)
- Frequency?
 - sight words AND sounds every day? Or alternate?
- Program?
 - whole-class in last column
 - small group may be incorporated into small group reading session as good readers know how to decode
- Location of students?
 - whole-class, then small groups/ play centres
 - less-/ more- able students working on a phonics/ phonological awareness task at their own level while teacher works with majority of the class



Rhyme



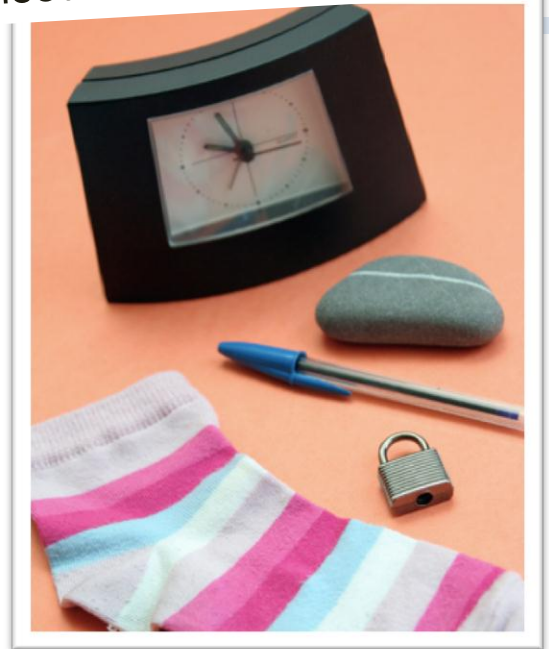
horn



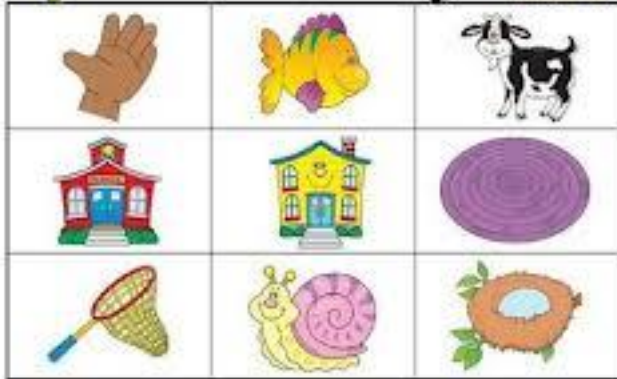
corn



Rhyme bags, where children need to find the odd one out.

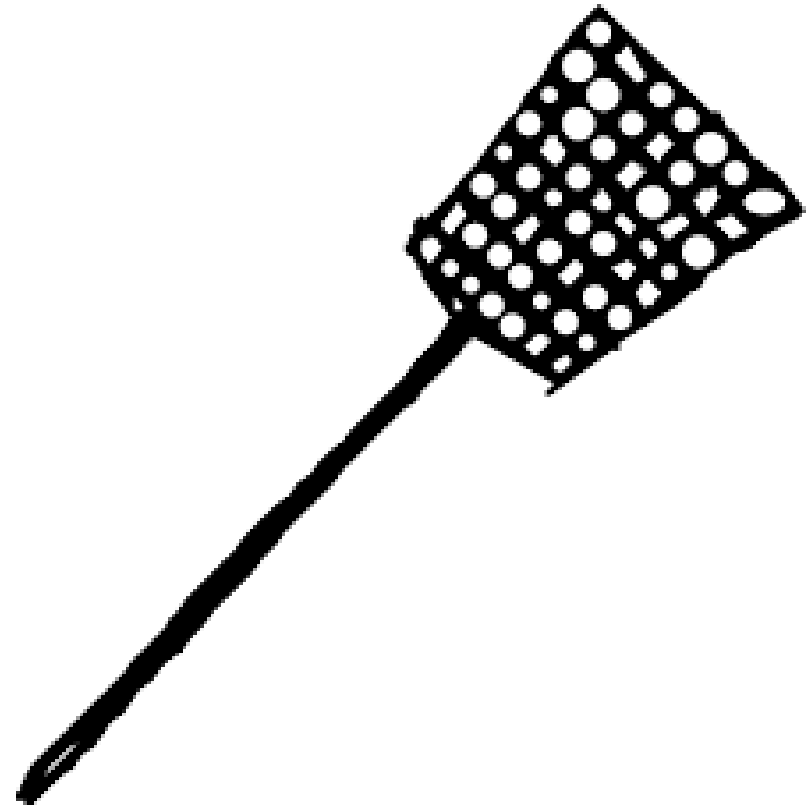


Rhyming Bingo



Rhyming scavenger hunt.





Syllabification



Hoops for children to 'jump out' the syllables.

These boxes are from IKEA. Children may use them to sort 1/2/3 syllable objects from their environment.



Say the name of each picture. Then draw a line to the number of syllables that you hear on the right.



1

2

3

1 ●

2 ●●

3 ●●●



I'd like to buy a ba-na-na.



exchange.smarttech.com

Sorting games could be left on the IWB.



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1 syllable



Onset and Rime



Onset & Rime 'I Spy'

E.g. 'I spy with my little eye, a ch-air.'



Hiding object in calico bag

"In this bag I have a p-en. Can you guess what I have?"



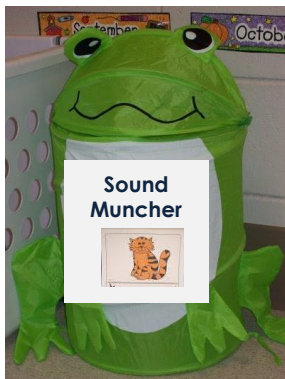
Guess My Card

How would Miko say it?



Phoneme Identification

Recognising initial/ final sound.
sound.



Matching pairs with the same initial/ final sound



Sound Bags

Finding the odd one out.

Say the name of each picture. Then circle the pictures that have the same beginning sounds.



'Guess Who?' or 'Guess What?' Games

'Guess Who?' or 'Guess What?' Games

"I'm going to say a name. Guess whose name I'm going to say now. D-d-d-d-d-d-d... That's right! David!"

"In my hand, I have a picture of an animal that lives on a farm. It's a p-p-p-p-p... That's right! A pig!"

Initial sound 'Memory'



Phoneme Segmenting/ Blending

