Slide 1

IT'S ALL ABOUT RELATIONSHIPS!

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Slide 2

OVERVIEW

Background Information

Foundational learning

Critical role of learning in writing

How can we help?

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Slide 3

BACKGROUND INFORMATION

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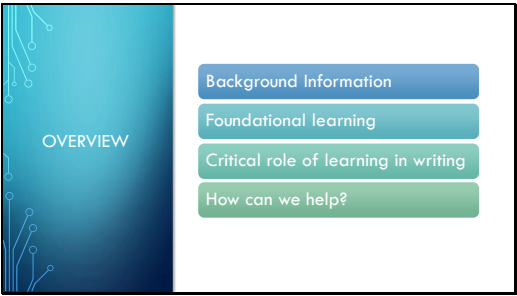
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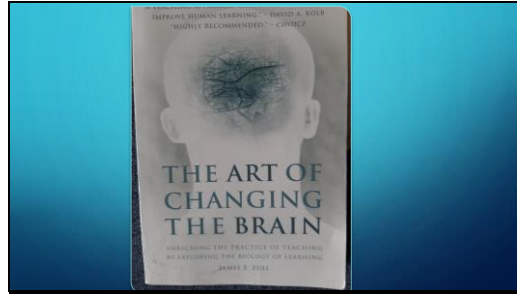
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Slide 4

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Slide 5

ZULL

- No one can understand anything if it isn't connected in some way to something they already know. (p 93-94)

- Part of the teachers job is to find ways to combine the established networks, or parts of them with new networks (p. 119)

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Slide 6

- Patterns get our attention, p191

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Slide 7

"Learning by analogy is another important form of learning that is present early in life. Analogies involve noticing similarities between one situation and another, or between one problem and another." p3

Goswami, U. (2015) Children's Cognitive Development and Learning. York: Cambridge Primary Review Trust.

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Slide 8

"Relying on analogies between words enables readers to make leaps in learning as they use phonemic, visual and morphemic strategies to solve words."

Pinnell and Fountas Word Matters p78

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Slide 9

Use of analogy reduces the memory load through the use of pronounceable units of more than one letter.

Wang and Gaffney,1998

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Slide 10

Only about 50% of the words in English are phonetically regular so working letter by letter will not always work!

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Slide 11

ANALOGY

A COMPARISON OF TWO OTHERWISE UNLIKE THINGS BASED ON RESEMBLANCE OF A PARTICULAR ASPECT.

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Slide 12

SYNONYMS

- Relationship
- Likeness
- Similarity
- Resemblance

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Slide 13

WHAT DOES
CLAY SAY?

Slide 14

"……. VISUAL CUES ARE
BASIC FOR CORRECT,
FLUENT FUNCTIONING."

Becoming Literate, p235

Slide 15

"ADEQUATE LEARNING MUST
PROCEED IN THE DIRECTION OF
MORE AND MORE
RECEPTIVENESS TO VISUAL CUES
WHICH MUST EVENTUALLY BE A
CRITICAL COMPONENT OF THE
READING PROCESS."

Becoming Literate, p256

Slide 16

- The child who reads well effectively searches for different sources of visual cues in print, makes decisions using this information , and shifts rapidly to using chunks or patterns of information because this is highly efficient .

- Becoming Literate, p261

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Slide 17

- "The larger the pronounceable units the child can discover and use the less learning effort will be required."

- Becoming Literate, p290

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Slide 18

EXTENDING A WORKING SYSTEM

"Changes occur from single-word and single letter processing to using parts of words in clusters/chunks/syllables/roots. Pieces from 'known items' are used to construct 'new knowns' as children build up their word knowledge and letter cluster knowledge sources. If that is not occurring the system cannot readily extend itself."

Change over time, p134

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Slide 19

I think it is useful to explore and think about how we can help children to see relationships in print and to use analogy.

Slide 20

FOUNDATIONAL LEARNING

Slide 21

ALL OF THESE ARE FOUNDATIONAL ASPECTS OF EARLY LEARNING

DOS

One-to-one matching

Letter knowledge

Reading and writing vocabulary

Slide 22

BUILDING A READING/WRITING VOCABULARY

Very important learning

Hard for some children

We have to work to get them holding on to words

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Slide 23

"ISLANDS OF CERTAINTY"

Keep track of where words and letters are in terms of a gradient of knowing, from
- new
- only just known
- successfully problem-solved
- easily produced but easily thrown
- well-known and recognized in most contexts
- known in many variant forms

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Slide 24

THE WORDS CHILDREN KNOW PROVIDE EXEMPLARS IN MANY DIFFERENT WAYS:

- A word that begins with the same letter
- A word that rhymes
- A word that has a similar part
- Inflectional endings
- Prefixes or suffixes

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Slide 25

WHAT MIGHT HELP?

- Building on a glimmer
- Linking in reading and writing
- Opportunities for practice
- Making it important

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Slide 26

READING AND WRITING VOCABULARY CANNOT BE DISCRETE POOLS OF KNOWLEDGE
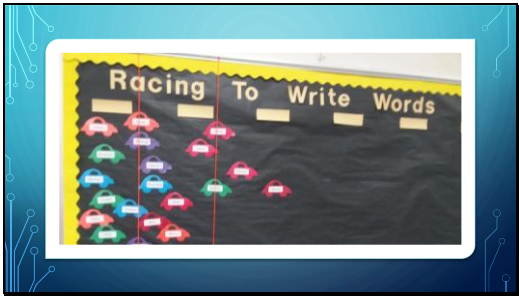
- We have to dig ditches between these sets of knowledge- Diane Deford

- "By helping him make the connection between these two sets of partial knowledge, the knowledge of each word is augmented and becomes more firmly established in his mental lexicon" Noel Jones

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Slide 27

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Slide 28

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Slide 29

"To decode words through the use of analogy during independent reading, readers must have stored words in memory in a fully analyzed manner."

Wang & Gaffney, 1998

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Slide 30

• Once you have the items then seeing relationships is useful and may help you to learn new things

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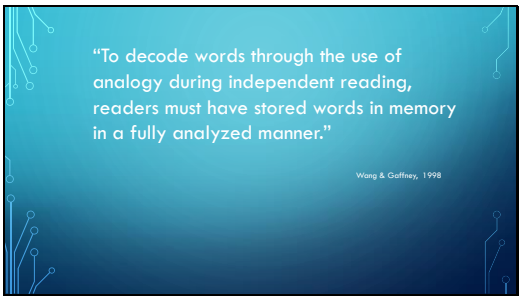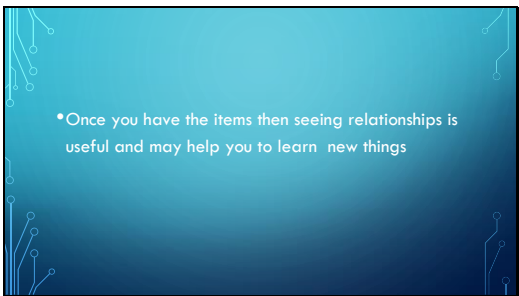**Slide 31**

WRITING IS A KEY TO LEARNING ABOUT PRINT

- Clay said every program has risk areas.
- I think if we do not pay enough attention to writing this could be a risk area.

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Slide 32

WRITING IS A KEY TO LEARNING ABOUT PRINT

- "Gradually the child pays more attention to fine detail in print and becomes sensitive to minor difference in clusters of letters. Learning to write contributes to this."

Literacy lessons, 2nd edition, p60

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Slide 33

WRITING IS A KEY TO LEARNING ABOUT PRINT

Writing is critical in an early intervention as it:

- Prevents the learner neglecting or overlooking attention to print

- And for teacher's reveals the child's ways of working that they need to know about.

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Slide 34

HOW DO WE HELP CHILDREN LEARN AND USE RELATIONSHIPS>

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Slide 35

"The mapping system between sounds and symbols in English is more accurately conceptualized the other way around- as a map between phonemes (sounds) and graphemes(the letters that spell those sounds)"

"There are 26 letters, about 40 sounds and 250 graphemes- ways to spell those sounds."

Moats, How Spelling Supports Reading.

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Slide 36

LEARNING TO HEAR AND RECORD SOUNDS IN WORDS

Helps the child build the relationship between sounds and letters.

But also helps them start to learn the mismatch between sound and orthographic patterns.

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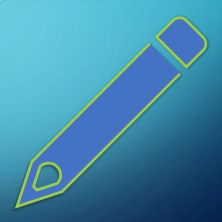
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Slide 37

SUE ROBINSON'S THESIS:

- Showed writing vocabulary was the main predictor of early reading progress across achievement levels between 5.6 and 6.5 years

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Slide 38

Learning to write many different words (at least 40) provides the child with enough generative power to build a much larger writing vocabulary. p148

This works in reading to!

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Slide 39

- Children need to control more than just short words, regular words or word families so they are not restricted when constructing new words.

- Knowing many different words allows the child to notice and learn about regularities in spelling, the rules of orthography and the irregularities.

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Slide 40

LEARNING WORDS IN WRITING

• Help children learn not only high frequency words but also high utility words.

" A word might be selected because it's spelling pattern could lead the writer to construct other similar words…." p90

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Slide 41

USING KNOWN WORDS TO CONSTRUCT NEW WORDS

"The teacher works with the child in a variety of ways to help him listen to similarities within words to increase his ability to use known words, or parts of known words, to construct a new word."

Literacy lessons, p105

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Slide 42

WAYS YOU MIGHT WORK

"For example, he:
• Wants to write *it* and the teacher points out he has already written *is*
• Knows how to write *look* so he can get to *book*
• Can write *out* so can add some letters and get to *shouted*
• Uses parts from 2 know words to get to *string*" p104

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Slide 43

EARLY ON | Take the opportunity to notice patterns/relationships in both reading and writing

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Slide 44

"…..helping him to make links between what he knows in reading and what he knows in writing, fostering links between what he can hear and what he can see, and what he can write and what he can read" p163

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Slide 45

Using a relationship the child can see/hear is more powerful:

In reading prompt for a link with how it looks

In writing prompt for a relationship with how it sounds

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Slide 46

WHAT MIGHT THIS ATTENDING MORE TO RELATIONSHIPS LOOK LIKE?

Slide 47

WE NEGLECT THESE SECTIONS!

- Attend to first letters

- Final letters, signs and inflections

Slide 48

NOTICING RELATIONSHIPS

Draw attention to first letters:

Some words start the same way- here, he

Some words are the same but look a little different- Go, go

And go beyond first letters to look at confusing words- and/am, this/the

Slide 49

NOTICING RELATIONSHIPS

Draw attention to final letters:

Plurals- cat, cats

Final letters in similar words- it, is, in

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Slide 50

•Notice and respond when children see relationships/ patterns in both reading and writing.

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Slide 51

USING A WORD YOU KNOW TO SOLVE A NEW WORD

As opportunities arise during and after text reading foster the child's ability to relate something he knows to something new that he is working on.

p153

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Slide 52

A PRIME OPPORTUNITY

Text: I took the basket

Child: I look

Slide 53

WHAT HE CAN HEAR AND WHAT HE CAN SEE

- Learning about rhyme- you can hear rhyme and 'see' rhyme

Slide 54

"Teaching for word analysis will be unhelpful if it does not start with what the child knows."

p150

Slide 55

WORD ANALYSIS MUST START WITH WHAT THE CHILD KNOWS:

"the teacher prompts the reader to search for what he already knows to help him solve the new word."

Literacy Lessons, 2nd edition, p152

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Slide 56

HELPFUL WAYS TO ENCOURAGE THE USE OF VISUAL INFORMATION

When the child stops at a new word:
- Look for something that would help you.
- What can you see that might help?
- Do you know a word that looks like that?
- Do you know a word that starts with those letters?
- Look carefully and think what you know that might help.

p152

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Slide 57

THE PREVIOUS PROMPTS ARE MUCH MORE POWERFUL THAN

- Break it

- Where would you break it?

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Slide 58

RIVER EG

- Text   river
- Child   live/river
- Teacher Break it
- Child r

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Slide 59

"Encourage flexibility in thinking about letters and letter groups within words. Competent readers take words apart in many different ways to solve new words." p155

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Slide 60

YOU CAN GET IN THE WAY!

Think about 'candy'. How might a child solve this?

- Using 'can' might help
- Using 'and' might help
- Using 'an' might help
- Using 'Andy' might help
- Using 'sand' might help
- It's almost like 'cat' at the beginning, ca-n

The goal is for the child to use what they know to solve

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Slide 61

- There are many different ways you might break a word. Onset and rime is only one of them.

- Have we mis-construed breaking a word to only mean pulling it apart physically?

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Slide 62

THINK ABOUT THESE PROMPTS

- Look through the word
- Look right through the word

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Slide 63

COULD WE BE MORE HELPFUL, LESS VAGUE?

- Use the scale of help, p152

- Notice what the child uses and prompt for this

- Suggest a link

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Slide 64

OVER TIME CHILDREN NEED TO BECOME COMPETENT IN MANY DIFFERENT WAYS IN SOLVING WORDS

- Change the onset and keep the rime
- Change the rime and retain the onset
- Using two words they know to make a third
- Adding inflections or parts like 'er'

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Slide 65

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Slide 66

IT IS OUR JOB TO HELP THEM BECOME COMPETENT

- Build up a group of known words that are the springboard to others
- Notice what they notice and help them to use it
- Help them to see relationships between what they know and what they want to get to
- Use prompts that help them to use what they know
- Watch creating a straitjacket with the way you prompt

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