

# Beacon Media

## Supporting worldwide education

### Primary Literacy Overview

# The elements of literacy

- Reading
- Listening
- Speaking
- Writing

# Reading: aloud to others



# Reading: silently



# Reading on a screen: computer or mobile phone





# Reading: signs



**FLOODING AHEAD  
TURN AROUND  
DON'T DROWN**



# Writing: putting words together



# Writing:

- hand writing
- writing a story or a report
- sending a text message on a phone
- typing on the computer

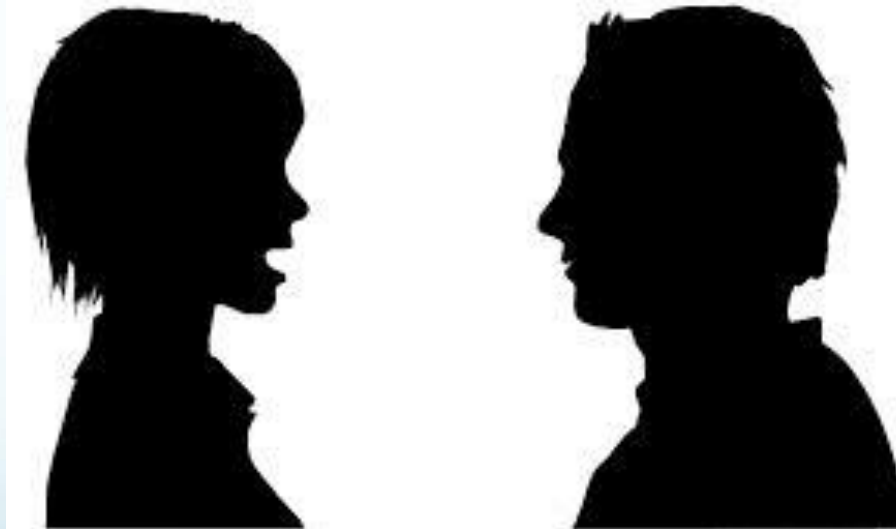
Writing involves spelling.





# Speaking and listening

Communicating through the spoken word

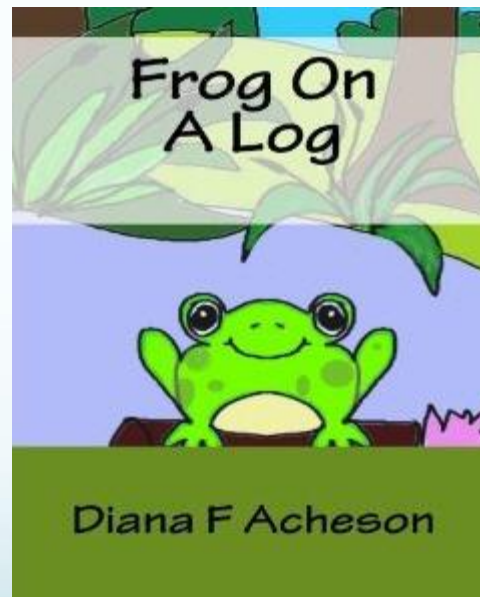


# Literacy is a tool for communicating with others

- There is power in the spoken word.
- Writing is another way of communicating.
- Writing a book, an article, a blog, a face book message are all potential ways of sharing a message.

# stories

Children need to hear 1000 stories before they are ready to read.



# Stories are part of culture

- Stories teach us about culture.
- There are stories from cultures all around the world that have very similar information
- For example, stories that tell us about God as a Creator.
- And flood stories that tell us that once the whole earth was covered in water.

# A fish called Vishnu (Hindi)

- A man called Manu found a fish while washing his hands in the river
- The fish said that he was God, and warned Manu that a big flood was coming.
- He sent Manu a large boat and ordered that two of every living species, plant and animal, board the boat.
- The flood came and covered the whole earth.
- When the waters receded the boat landed on a mountain top.
- Manu took the plants and animals out of the boat.
- The flood had destroyed everything.



# A fish called Vishnu



महाप्रलयके समय भगवान् मत्स्यके सींगमें बँधी हुई मनु और सप्तर्षियोंसहित नौका

Chinese writing characters have origins in stories

船

*boat*

舟 八 口

*vessel eight people*

The Discovery of Genesis, C.J. Keeg and Ethel Nelson, p. 55

# Stories teach us about

- **History**
- **People**
- **Places**
- **Values**

# Stories in the classroom

- develop a wide vocabulary through listening to others.
- develop an interest in books.
- develop the children's powers of imagination.

Many people in the community have stories to tell. Involve them if you can!







# Literacy in the pre-school years

- Reading starts with listening and speaking.
- It is important for children to have exposure to language from the time they are born.
- They are collecting the vocabulary they will need to be ready to read.

# Other ways to develop vocabulary

- Play situations, e.g. shops, restaurants, home corner, building together
- Play involved experimenting with language, making up scripts, using imagination
- Creating together
- Puppets
- Dramatizing stories
- Show and tell











# Beginning to gain an interest in print

- Children will experiment with ‘pretending’ to write.
- Provide plenty of writing materials and let them experiment.
- Point out signs and place them around the classroom.
- Children can be shown that words can be written down and there are spaces in-between, by pointing to words in ‘Big Books’.

# Getting children interested in print

- Place pictures with captions and signs around the room.
- Make charts such as birthdays, days of the week, months of the year.
- Take the opportunity to read the print that is placed around the room

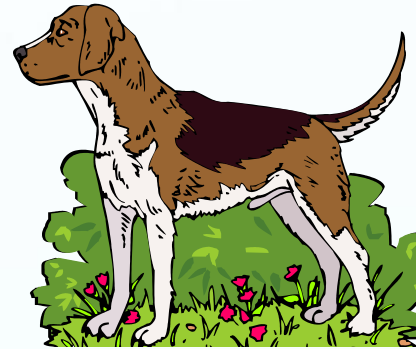
# Word shapes

- Words have shapes
- Children start by identifying shapes around them – circles, triangles, squares
- Jig saw puzzles, play equipment of different shapes help children identify shapes
- Also ‘which is different’ games and activities

# Sounds

- Listening and speaking go together.
- Encourage children to identify sounds in the environment, near/far sounds; high/low sounds in music
- Play listening games
- Around age 5, begin teaching the sounds of the alphabet using pictures or objects first, not alphabet symbols.

# Picture or object collection





# Reading readiness

Readiness is vital.

In the preschool years:

- fine motor skills are being developed ready for writing.
- songs, stories, rhymes develop language enrichment
- puzzles and matching activities help develop visual skills ready for reading.

# Are they ready?

- It is important not to introduce children to formal reading and writing unless they have had plenty of pre-reading experiences.
- If this is the case, then the school needs to recognize this and provide some play-based learning in Year 1. Stories are continued to be read.

# Activity

- Work with a partner.
- Make a list of the things that can prepare a child to read.
- Let's see who gets the most points!

# Literacy in the Primary school

- Phonics or “look and say”?
- These are like two wings of an aeroplane.
- They are equally important.



# Visual or auditory learners?

- Some are naturally visual learners.
- Some are naturally auditory learners.
- Some are equally good at both.
- A visual learner may be fluent, but not always accurate.
- An auditory learner will be able to sound out words but may not be fluent.
- Identify the child's learning strength and work on weaknesses.

- A visual learner will see word shapes easily and identify words and letters easily.
- But may need extra help in phonics.
- An auditory learner will have a good understanding of sounds, but by sounding out every word may lack fluency and comprehension.
- This child will need extra help in reading for fluency.

# Words have shapes





# Sight vocabulary

- There are many words in the English language that are more easily recognized by sight than sounds. These are called “high frequency words”.

Examples:

- the
- was
- here
- one

# Dolch

- Dolch was one of the first people to develop a list of the most frequently used words in the English language, (1936)
- Many people have since developed lists of “high-frequency words” for beginner readers.
- 100 word lists are common
- Dolch made a list of 220

# High frequency words

- Dolch chose not to use nouns in his list, but suggested that the teacher choose the nouns of most interest to the children, making the list appropriate to all cultures.

# How can high frequency words be taught?

For beginner readers:

- Best learned in context of a short sentence.
- Beginner readers need lots of repetition.
- E.g. “Look” and “the”...(pictures included for nouns)
- Look at the tree; look at the dog etc.
- Class books can be made using repetitive high frequency words.

# Games

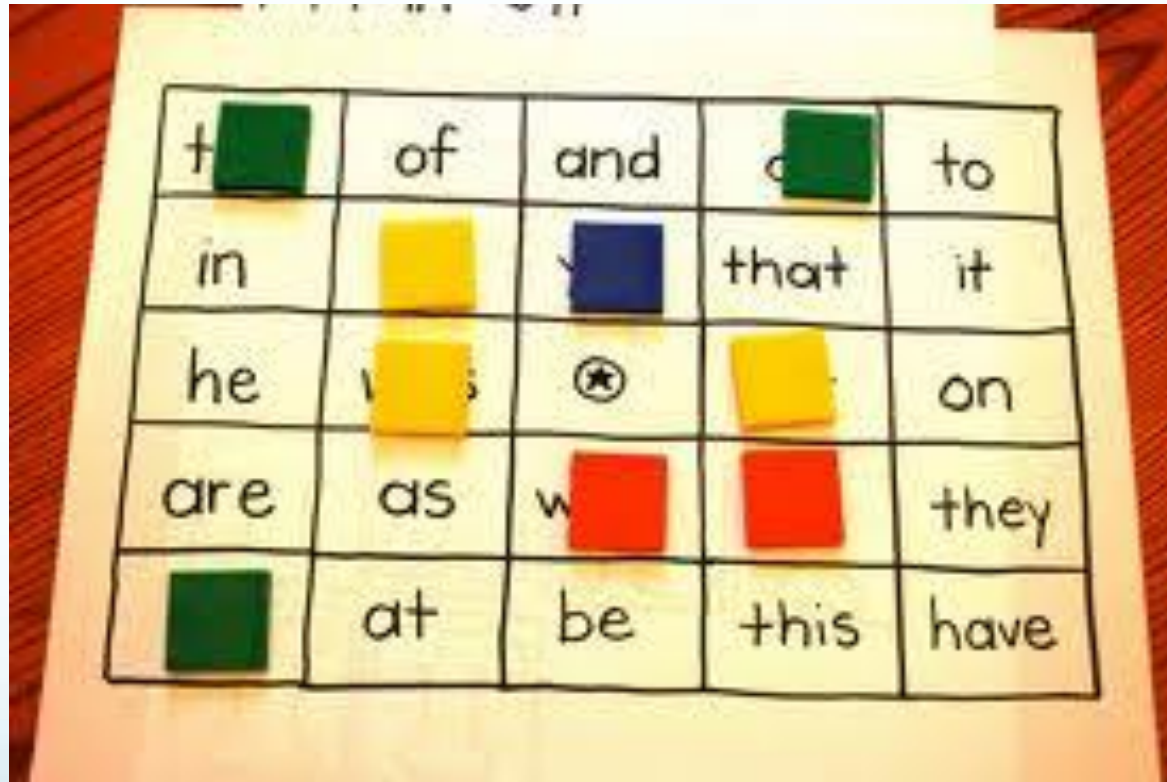
- High frequency words (sight words) can also be learned through games
- For games, start with 5 words and build up to 10.

# Example of a sight word game





# Bingo



## Concentration

and

and

go

go

to

to

like

like

# Concentration





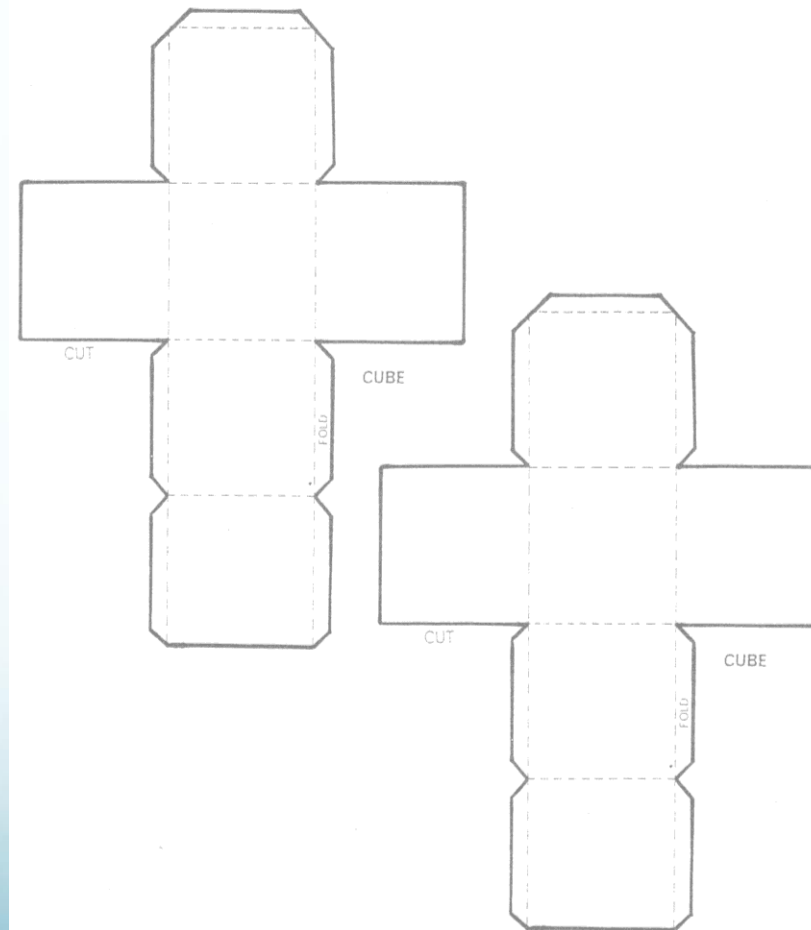
# Word wheels



# 3-letter word flippers



# Cubes

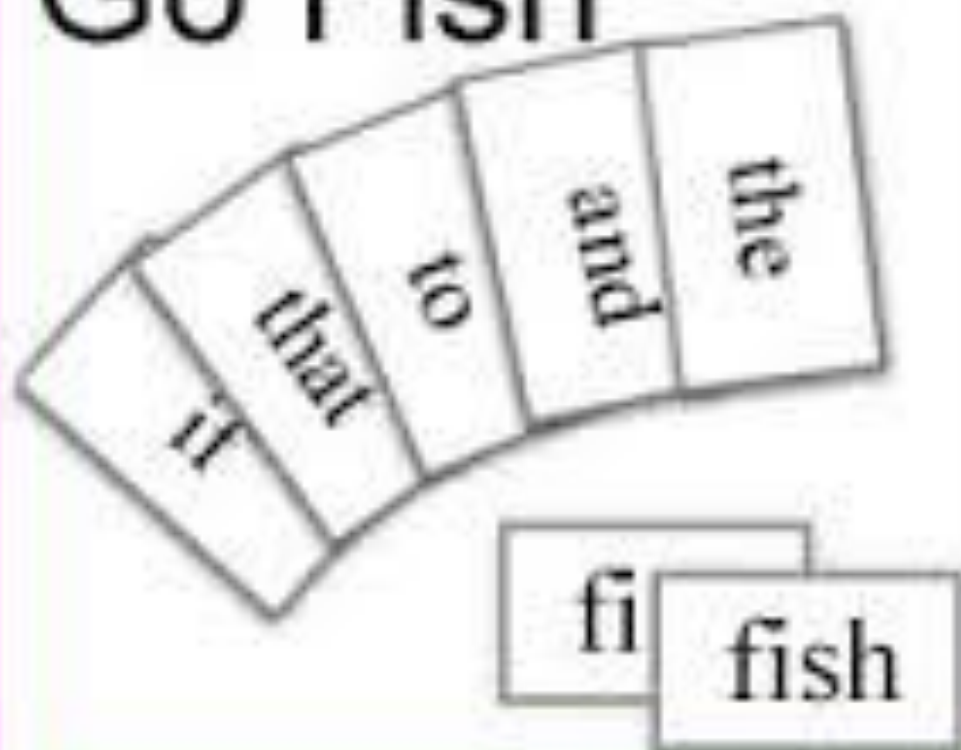




# Throw the box



# Sight Word Go Fish



# Word banks

- Lists of interest words displayed around the room.
- Words from the class topic of interest.
- Teacher can lead the class in “reading around the room” using a pointer.
- Teacher’s aide can make an individual chart for a child.



arm



elbow



mouth



back



eyes



neck



face



finger



nose



hair



foot



shoulder





# Sight words for more advanced readers

- Sentence flashcards can be made using Dolch words in sentences, with added nouns.
- Children love to read these if you call it “speed reading”.

e.g.

“Here is the man who went to the shop.”

“I would not like a green drink.”

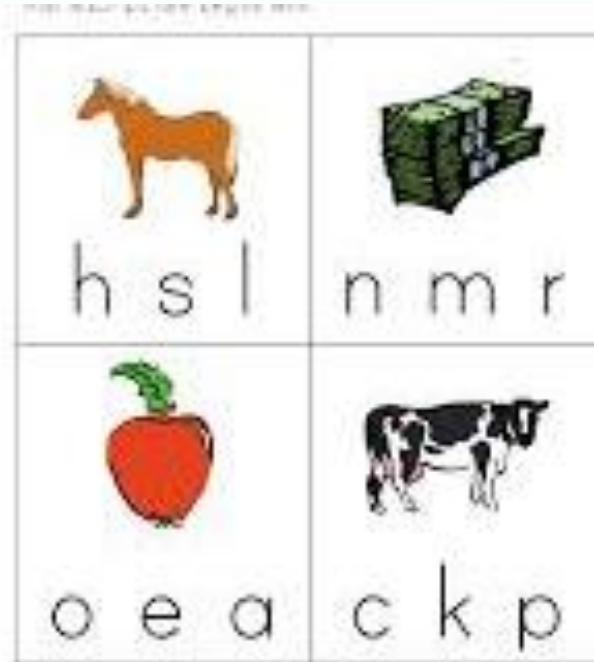
# Activity

Play some sight word games.

Have fun!

# Teaching Phonics

- Stage 1: initial sounds



# Activity

- Work with a partner.
- Make a list of the letters of the alphabet.
- Say the sounds to your partner, (not the letter names).

# Teaching Phonics

- **Stage 2:** Three letter phonetic words

e.g. c - a - t

Attention drawn to:

1. Initial sound
2. End sound
3. Middle sound

At this stage don't call the letters by their actual name. Use the sound.

# 3-letter phonetic words

- Can be sounded using initial sounds

The following are not 3-letter phonetic words:

the

one

was



# Example of a phonics game with 3-letter words



# Phonics

## Stage 3

Consonant blends

e.g.

black

truck

skip



# Phonics

## Stage 4

### More consonant blends:

sh

ch

th

# Phonics

## Stage 5

Vowel combinations

Teach long and short vowel sounds



**oa**

**oat**

<b><u>o</u>ar</b>	<b><u>co</u>at</b>
<b><u>o</u>ak</b>	<b><u>so</u>ap</b>
<b><u>o</u>ath</b>	<b><u>fl</u>oat</b>
<b><u>lo</u>an</b>	<b><u>to</u>ast</b>
<b><u>go</u>al</b>	<b><u>co</u>at</b>
<b><u>ro</u>ad</b>	<b><u>thro</u>at</b>

# Progressive Phonics

- Words are grouped according to their phonetic pattern.

Examples:

- snail, rain, pain
- tree, sheep, feet
- This is a good way to teach spelling.

# Activity

- Play a phonics game.
- View the “Progressive Phonics” document,



# Fluency

- Children must **practice** reading with expression.
- Echo reading – rhymes or stories with repeated lines.
- Children can follow the text while you read to them.
- Then they read to you using expression.
- Use sight word activities
- Sentence flashcards
- Make and read hand-made books.

# Reading buddies

- The whole school can spent half and hour a day working together on reading.
- Pair younger children with older children.



# Practice, practice, practice

Even the same text several times!



# Revision questions

1. Should students know all their sounds before starting to read sight words?
2. What is a 3-letter phonetic word?
3. What is a consonant blend?
4. What is the difference between long and short vowels?
5. When hearing reading, is it wrong to allow the students to guess by looking at the pictures?
6. What are high-frequency words?

# Answers

1. Teach both at the same time.
2. A words that can be sounded using initial sounds, e.g. c-a-t
3. Two consonants blended together, e.g. dr in drink
4. Short vowels, e.g. 'a' in cat; long vowels, e.g. 'a' in make
5. No!
6. The most commonly used words in the English language.

# Activity

- Read to your partner with expression!