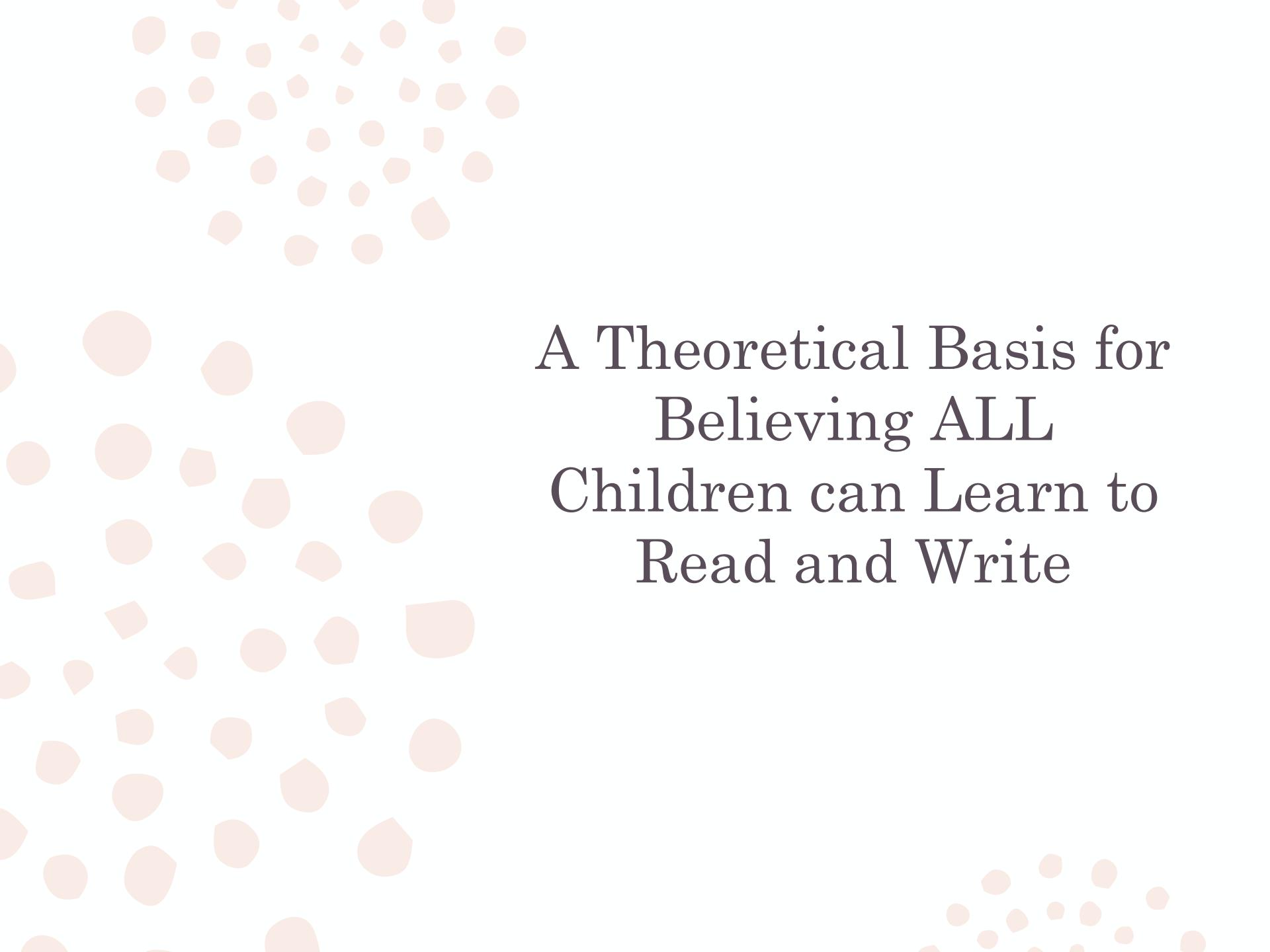


# Emergent literacy

---

Jane Farrall

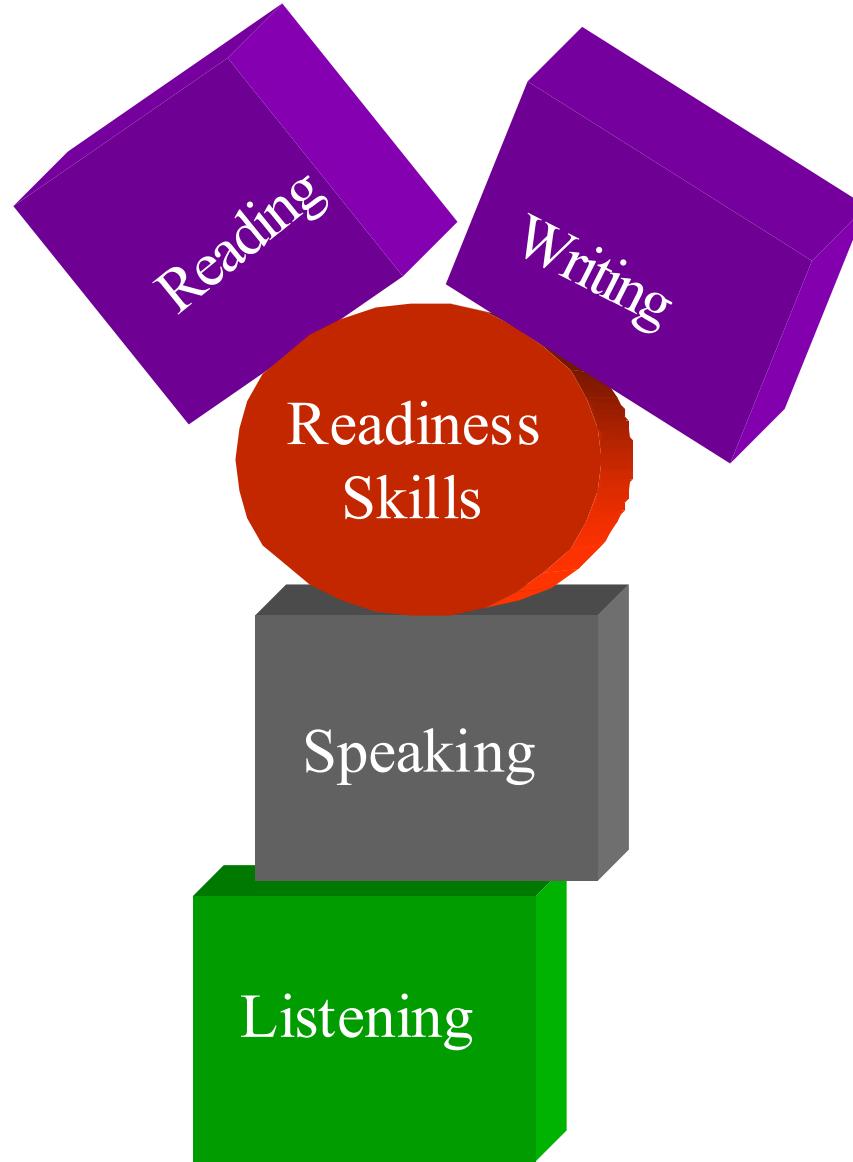


# A Theoretical Basis for Believing ALL Children can Learn to Read and Write

# A Traditional/Readiness View of Literacy

---

- Literacy is learned in a predetermined sequential manner that is linear, additive, and unitary.
- Literacy learning is school-based.
- Literacy learning requires mastery of certain prerequisite skills.
- Some children will never learn to read.



Traditional Model of Literacy Learning (Erickson, 1999)

# A Current/Emergent View of Literacy

---

- Literacy is constructive, interactive, recursive, and emergent.
- Literacy is a process that begins at birth and perhaps before.
- Emergent literacy is “...the reading and writing behaviors that precede and develop into conventional literacy”.
- Emergent literacy is appropriate for all children.

# Literacy

---

- Emerges from children’s oral language development
- Emerges from children’s initial unconventional attempts at reading (usually based on pictures)
- Emerges from children’s initial unconventional attempts at writing (at first, scribbling)



*Oral and Written Language Development*  
(Koppenhaver, Coleman, Kalman & Yoder, 1991  
adapted from Teale & Sulzby, 1989)

# 6 important conclusions of emergent literacy research

---

- Reading, writing, speaking/AAC and listening abilities develop concurrently and interrelatedly rather than sequentially.
- The process of learning to read and write is a continuum that begins at birth.
- Children learn written language through active engagement with their world.
- Emergent literacy behaviours are fleeting and variable depending on tech, text, task and environment.
- The functions of print are as integral to literacy as the forms.
- Technologies, media and materials can dramatically impact emergent literacy demonstrations.

# Two Primary Aims

---

- To promote children’s positive regard for literacy and their understanding of the functional, intentional use of literacy.
- To increase children’s skills in discrete skill areas that are critically linked to later reading success.

Justice & Kaderavek (2004)

# Emergent Literacy

---

- Emergent literacy behaviours are fleeting and variable depending on text, task and environment;

# Emergent Literacy

---

- The functions of print are as integral to literacy as the forms.

# Emergent Literacy and Learners with Disabilities

---

- We can provide a great emergent literacy environment for learners with disabilities
- We can make sure they are engaged, have appropriate communication supports, have repeated readings and get lots of literacy input – both incidental teaching and explicit.
- This can happen at any age if emergent literacy input is appropriate

# Emergent Literacy Intervention

---

- Shared Reading
- Independent Reading
- Writing by myself (Independent Writing)
- Writing with (Shared writing)
- Writing for (Modelling writing)
- All of the above include incidental instruction around letters, sounds and print concepts
- Explicit instruction around letters, sounds and print concepts  
(Hall & Willilams (2000))

# Shared Reading

---

It's all about the interaction

# Shared Reading

---

- In the beginning we need to teach students how we interact around books
- We get them interested and involved
- We model, model, model
- And THEY learn how to do it ☺

# Shared Reading

---

- Shared reading is a collaborative learning activity, based on research by Don Holdaway (1979), that emulates and builds from the child's experience with bedtime stories (Parkes, 2000)
- Can be done individually or in small groups
- Books can (and should) be read repeatedly
- Rich, interaction with emergent readers over books to promote language development and concepts about print

The goal is to maximise interactions page-by-page.

---

[www.med.unc.edu/ahs/clds](http://www.med.unc.edu/ahs/clds)

# Comment, Ask, Respond (CAR)

---

- The CAR strategy (Notari-Syverson, Maddox, and Cole, 1999) encourages adults to support students during shared reading by ‘following the car’.

# CAR

---

- Comment on what the student is doing e.g. “Oooh, a dog” (then wait 5 seconds)
  - Ask a question e.g. “Do you like the dog?” (then wait 5 seconds)
  - Respond by adding more e.g. “I like the dog. He looks very friendly”.

<http://www.walearning.com/products/language-is-the-key/car-strategies/>

# Why Attribute Meaning?

---

- A natural response to children without disabilities
- Teaches students to be less random.
- Builds cognitive understandings over time.
- Sends message of competence and high expectations.

# Yeah But ...

---

- “My students won’t sit and attend”.
- “My students will not engage with books”.

It’s all about finding the right book ...

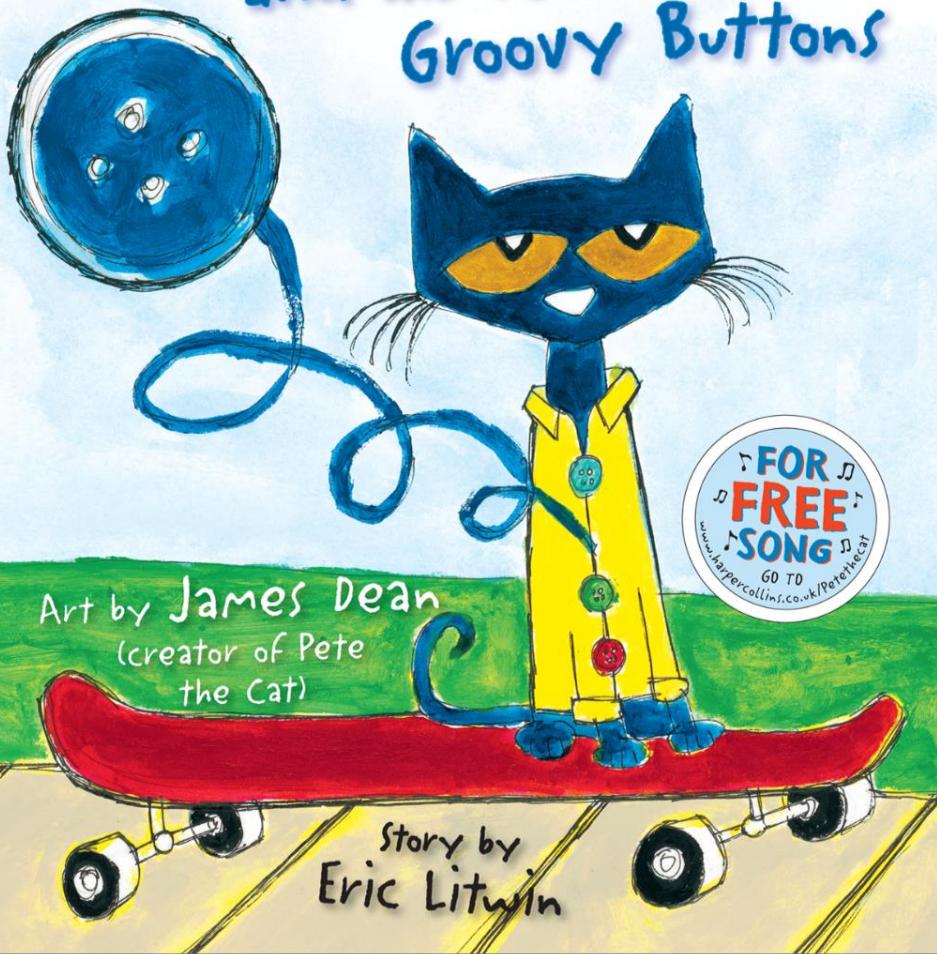
# Pete the Cat and His Four Groovy Buttons

---

- Great example of a text for shared reading
- Watch the video
- Read the book as a shared reading with a prop

# Pete the Cat

and His Four  
Groovy Buttons



Art by James Dean  
(creator of Pete  
the Cat)

Story by  
Eric Litwin

FOR  
FREE!  
SONG

GO TO  
[www.harpercollins.co.uk/PeteTheCat](http://www.harpercollins.co.uk/PeteTheCat)

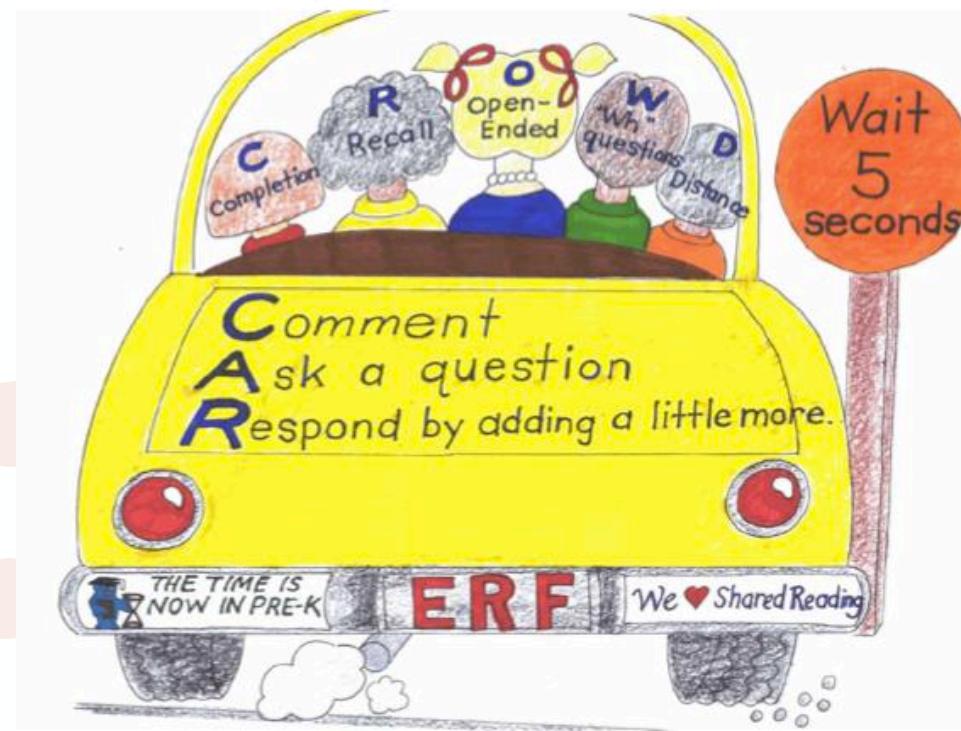
# Props

---

- There is one study indicating that use of 1 or 2 props can help emergent students' engagement (Roy, 2006)
- Never more than 1 or 2 props
- The props are for the adult to call attention to the book, not for the students
- Need to make sure the focus remains with the book.

# Put the CROWD in the CAR

---



Corinne Gandy Watson (2008)

# Teen CROWD in CAR

---



Based on an image created and shared by the CLDS <http://www.med.unc.edu/ahs/clds/files/early-childhood-resources/CROWDinCARPoster.jpg/view>

Yvette Theodorsen CPSP, Interactive Speech Pathology, 136 Le Souef Drive Kardinya WA 6163,  
Phone 0416 167 788, Email [yvette@interactivespeech.com.au](mailto:yvette@interactivespeech.com.au)



# CROWD

---

- Completion
- Recall
- Open-Ended
- Wh- Questions
- Distancing

Rotate through  
as it makes  
sense!

# Completion

---

- Leave a blank at the end of a sentence and child fills it in.
- These are typically used in books with rhyme or books with repetitive phases.
- Example, "Brown bear, brown bear, what do you see? I see a white dog looking at \_\_\_\_," letting the child fill in the blank with the word me.
- Completion questions help students begin to understand the structure of language in books.

# Recall

---

- Questions about what happened in a portion of the book that has just been read.
- Example, “Tell me what the little truck did.”

# Open-Ended

---

- Questions that do not have specifically right/wrong answers.
- Usually focus on the pictures in books.
- Example, "Tell me what's happening in this picture."

# Wh- Questions

---

- Questions that begin with what, where, when, why, and how.
- Typically focus on the pictures in books.
- Example, "What does the man have?"

# Distancing

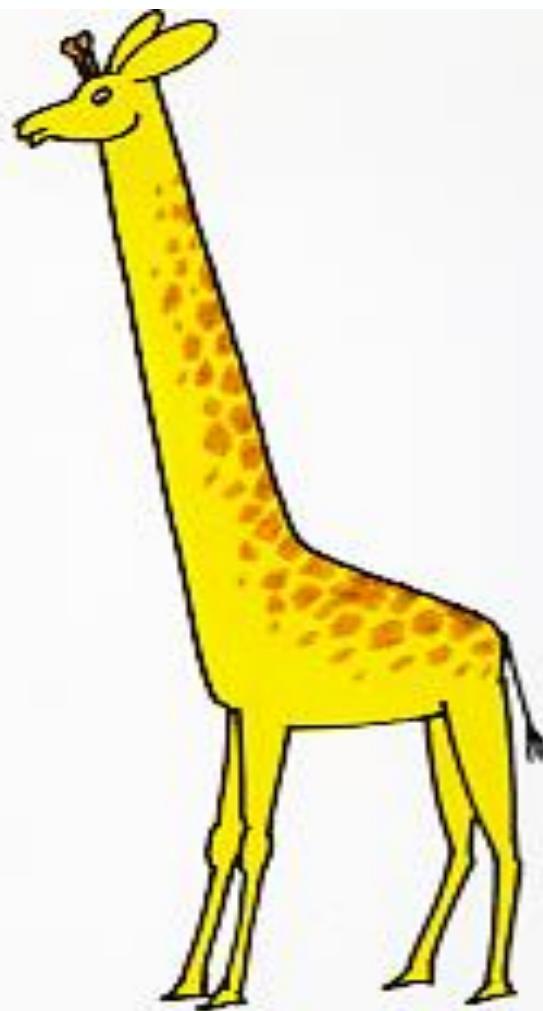
---

- Questions that relate what is in the book to experiences outside the book.
- Form a bridge between books and the real world.
- Example, "You saw animals at the farm. What animal did you see at the farm?"

# So they sent me a . . .



The animals in this story are all from the zoo. What animals have you seen at the zoo? [Distancing]



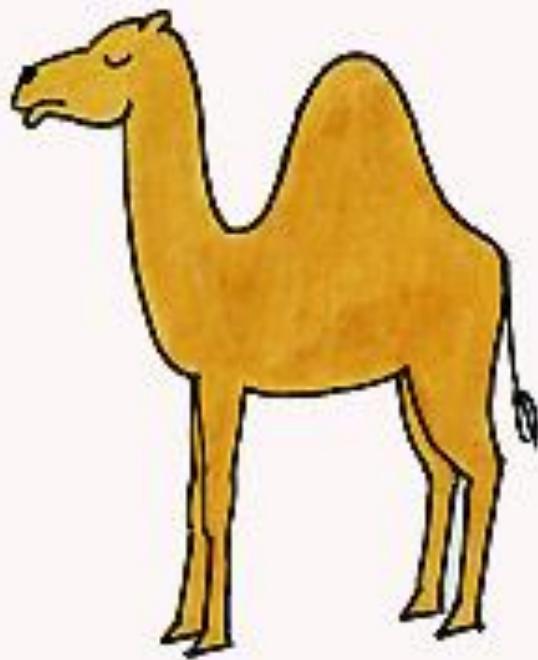
Just pause and get them to tell you the animal. They sent me a \_\_\_\_\_ [sentence completion]

**He was too tall!  
I sent him back.**

# So they sent me a . . .



What animal do you think it might be? [WH Question / Prediction]



Yay! A camel. Do you remember any other animals that were sent?  
[Recall]

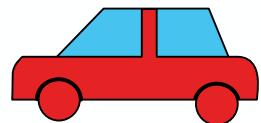
He was too grumpy!  
I sent him back.

Tell me why you think  
the puppy is perfect.  
[Open-Ended]



He was perfect!  
I kept him.

# Put the **CROWD** in the **CAR** Flow Chart

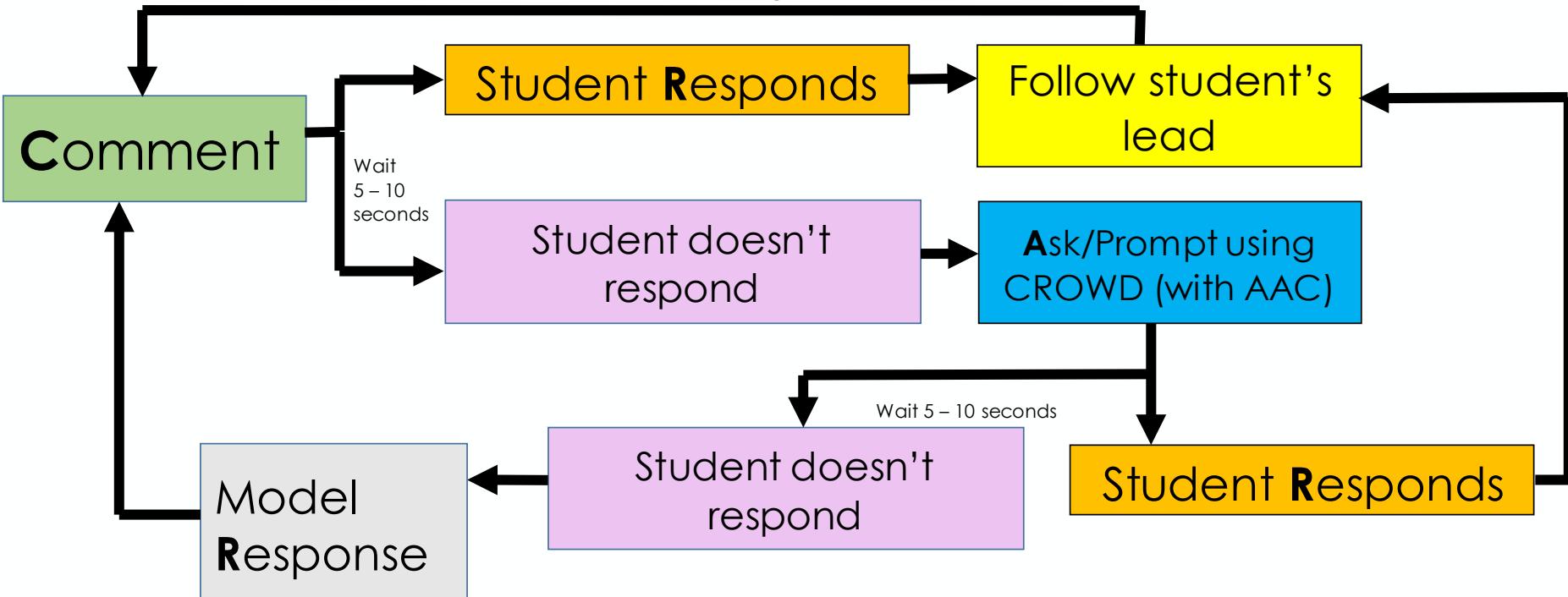


Comment  
Ask  
Respond



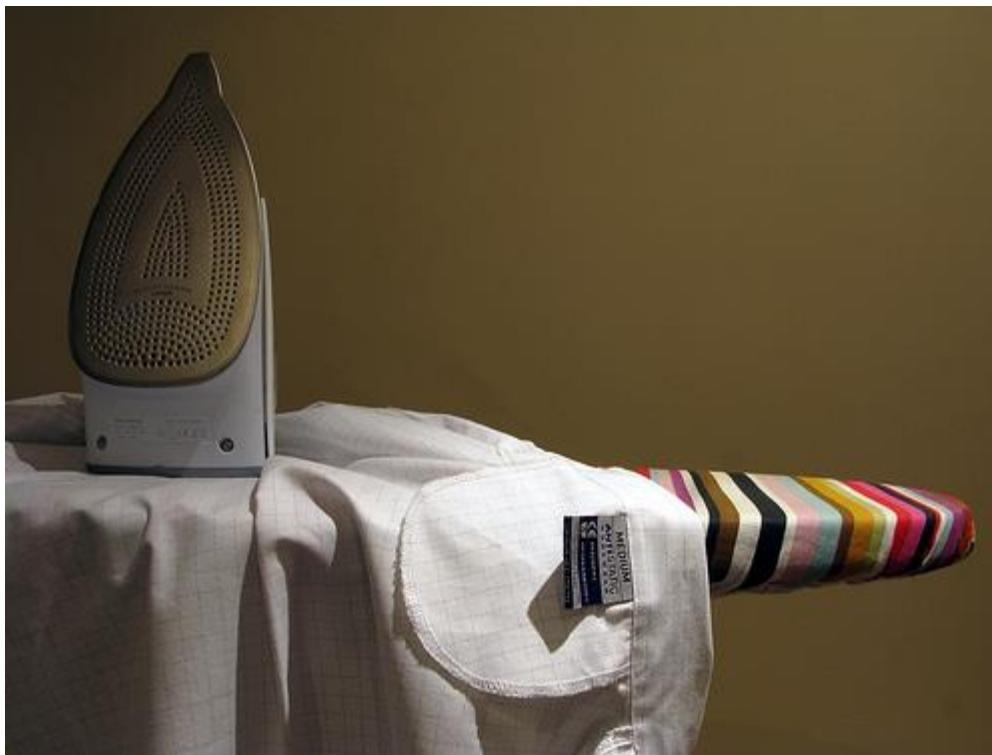
Completion  
Recall  
Open Ended  
Wh questions  
Distancing

Continue reading book



# Extreme Ironing

## Jane Farrall



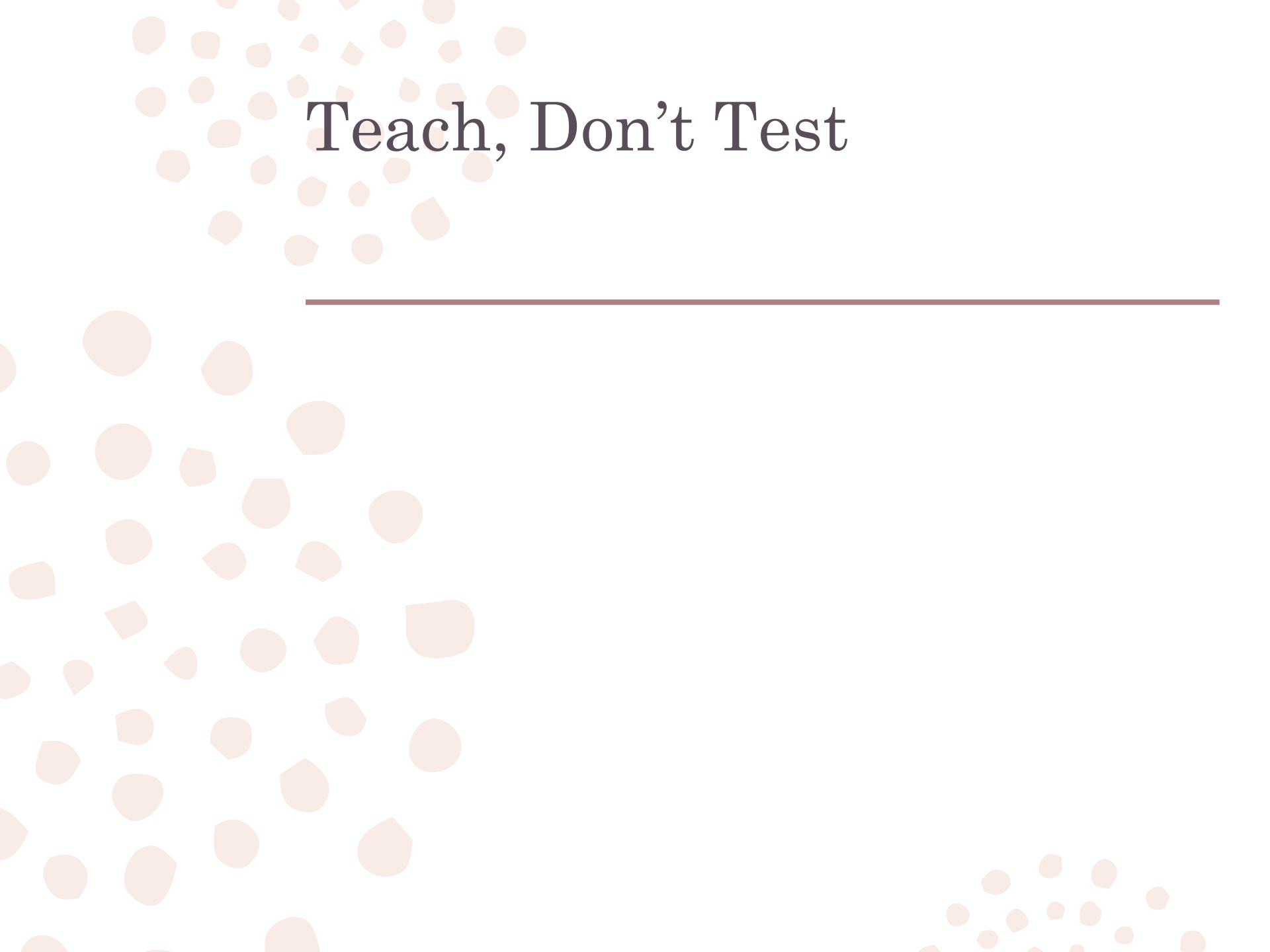
# Now choose a book ...



# Print Concepts

---

- 
- “Knowledge of how print is organized, including relationships between written language units (e.g., letters make up words) and the metalinguistic terminology used to describe print (e.g., letter, word, write). It also includes understanding of how books are organized, the form and functions of environmental print, differential features of various print genre, and developmental writing skills” (Justice & Kaderavek, 2004, p. 202).



# Teach, Don't Test

---

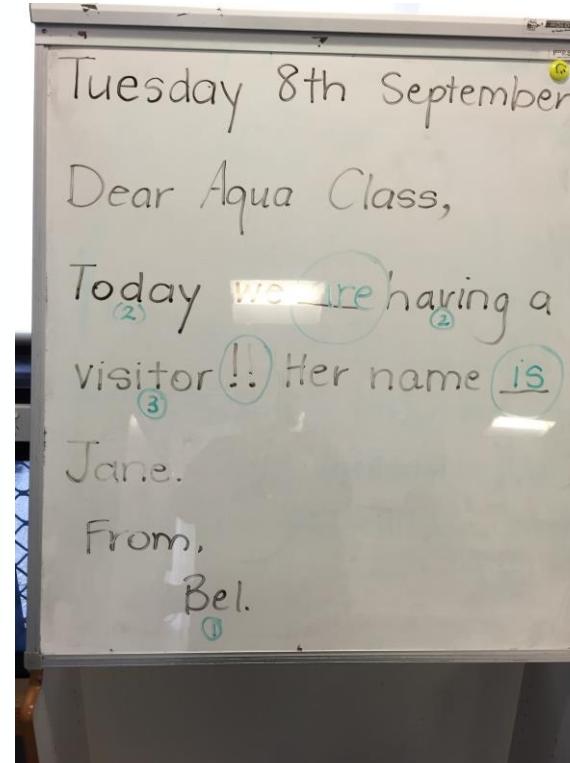
# Print Referencing

---

This is the top of the page. This is where I need to start reading.

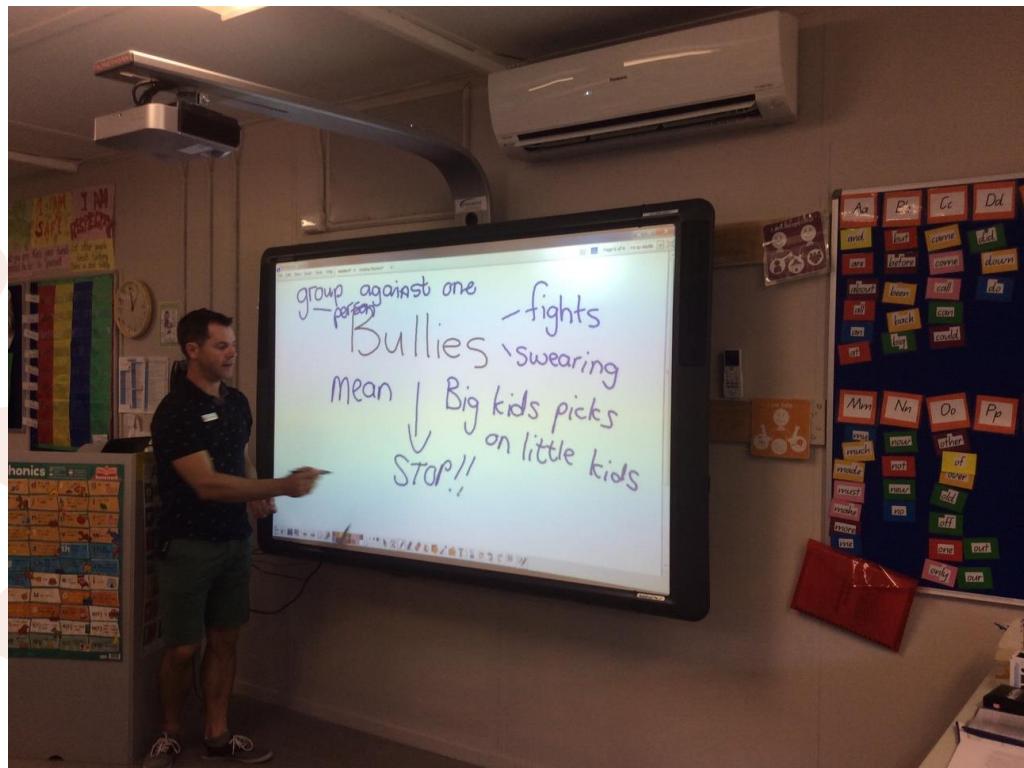
# Morning Message

---



# Write down relevant information

---



# Skills Taught

---

- In the beginning:
- What you say, you can write
- Print has meaning
- Later on:
- Where to start writing and which way the writing goes
- Where to begin the next sentence or line
- Saying the words, then saying each letter, one at a time, as it is written
- Using capital letters

# Skills Taught

---

- Counting words in sentences
- Counting letters in sentences
- Finding about which of the sentences has more words/letters
- Clapping the syllables you hear in words
- Talking about how you start and end a message
- Talking about the things that happen each day
- Talking about special events

# Developing inner voice

---

# Alphabet Knowledge and Phonological Awareness

---



# Letter Name Knowledge

---

- Letter name knowledge is often a better predictor of early reading achievement than phonemic awareness (Gallagher, Frith & Snowling, 2000; Muter & Diethelm, 2001)
- The ability to identify letters is influenced by many factors (Justice, Pence, Bowles & Wiggins, 2006)
- Even children who have not yet learned to read are:
  - 17 times more likely to identify the 1st letter of their first name than any other letter
  - 7 times more likely to identify any letter in the first name than they are to identify letters not in their first name
  - More likely to identify letters that appear early in the alphabet than late in the alphabet

# How does letter-name knowledge contribute to reading?

---

- Powerful predictor of later literacy abilities.
- Helps children learn letter sounds, which may facilitate acquisition of alphabetic principle (Burgess & Lonigan, 1998; McBridge-Chang, 2004)
- At least some letter-name knowledge is a precursor to phonemic awareness (Johnston, Anderson & Holligan, 1996)
  - Letters “provide visible, permanent and discrete correspondents to phonemes” (Foulin, 2005, p 43)
- Many letter names help to cue children in to letter sounds. This assists them to figure out the alphabet principle which in turn helps them to decode and spell words (Kim, Petscher, Foorman, & Zhou, 2010).

# Letter Name Knowledge

---

- The number of letter names that children know and the order in which they learn them is influenced by a number of factors, e.g., much more likely to know letters in their own names (Justice, Pence, Bowles, & Wiggins, 2006).

# (Most) Letter-Names Provide Clues about Letter Sounds

---

- There are letter names that say their sound at the beginning (called CV letter names): b, d, j, k, p, t, v, z
- There are letter names that say their sound at the end (called VC letter names): f, l, m, n, r, s, x
- Some letter names provide clues about their sound, but these letters also have more than one sound: a, e, i, o, u, c, g
- Of course, there are odd letters: h, w, y, q

# Research supports two strategies

---

- Associate with familiar objects, pictures, experiences
  - B is for boy, ball, bat...
- Associate with pictorial mnemonics (can be negotiated with/made by child).

# Incidental Teaching

---

- Make sure you have lots of alphabet books in your classroom library and that they are available during shared and independent reading.
- Point out letters and print in the environment.
- Talk about letters and sounds when you encounter them in everyday activities.
- Explicitly reference letter names and sounds in shared reading and writing activities, e.g., morning message, signing in, predictable chart writing, independent writing.

# Alphabet Books for your Class Library

---

- The Letter A
- The Letter B
- My C Book
- The Letter D
- The E book
- The Letter F
- The Letter G book
- The Letter H
- I words
- The Letter J
- K words
- Some things about L
- The Letter M
- No, no, no.
- Our O book
- P is for
- The Q book
- The Letter R
- Things to do with S
- The Letter T
- The Letter U
- The Letter V
- The Letter W
- X is a letter of the alphabet
- My Y Book
- My Z Book

- Books from the library, e.g., *Animalia*.
- Tarheel Readers – search “alphabet” or see my blog for some links: <http://www.janefarrall.com/letter-of-the-week-resources-for-older-students/> or <http://www.janefarrall.com/teaching-and-learning-the-alphabet-playing-with-letter-shapes-and-sounds/>

- 
- Books using students' names and photos, e.g.,
    - Food ABC – "Ruby loves raisins. Liam loves lollies. Ben loves bananas."
    - Actions ABC – "Jack jumps. Suzy swings. David dances".
  - Books using students' interests, e.g.,
    - Baseball ABC – B is for Ball, C is for catch".
    - Disney ABC – L is for Lightning McQueen, N is for Nemo".
    - Famous People ABC – D is for Demi Levardo, J is for Justin Bieber".
  - Books for letter-of-the week.
  - Books relating to topics or themes.

# Superhero/Villain Alphabet

## Jess Murray



# Fashion A-Z

## rainierw



K

KASEY

VAN  
EVIMARE

HET  
TWEEDE  
<sup>2e</sup>

02-12-2015

MAAT 22-23

ABC BOEK

# School or classroom or alphabet books



# Alphabet Songs on YouTube

---

Any and every chance to  
interact with the alphabet...

---



# Making/Painting/Drawing the Letters

---

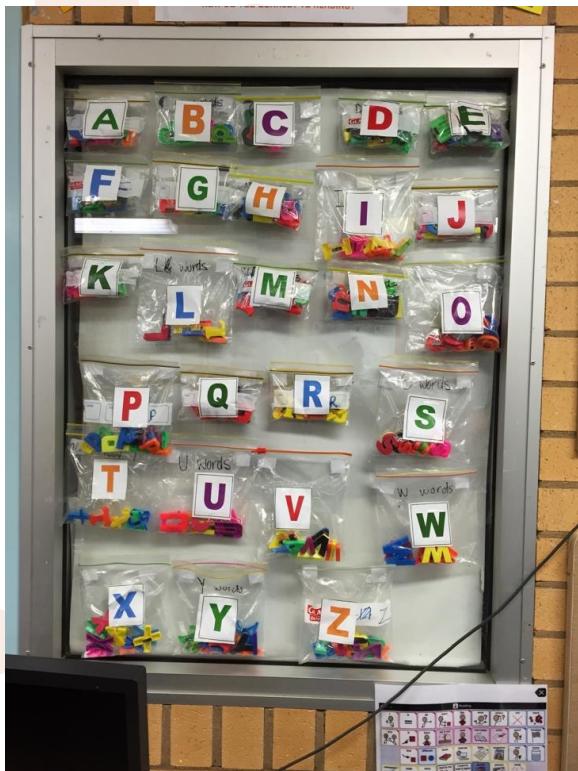


# High Contrast / Tactile

---

# Letter bags

---



Helps to make sure  
you use different  
fonts!



# Wheat bag letters

---



# Letter Blobs

---



# Letters in the Garden

---





Run to the letters

---

A

T

# Letter Hopscotch

---



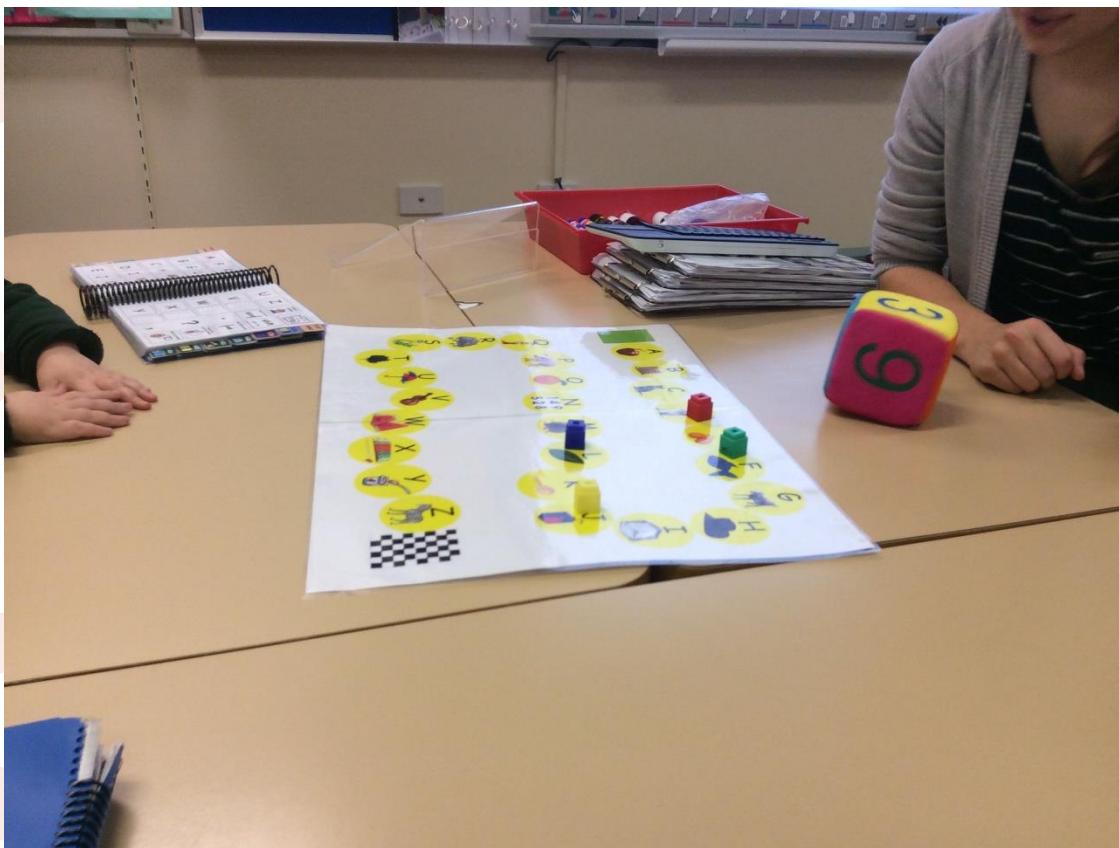
# Alphabet Puzzles

---



# Alphabet AAC

---



# Letter Eggs

---



# Alphabet soup

---



# Other Letters of the Week Ideas:

## Letter bags or boxes



# Letter box M & O

---



# Alphabet Fishing

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# Alphabet scrapbooking

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# Letter Tiles

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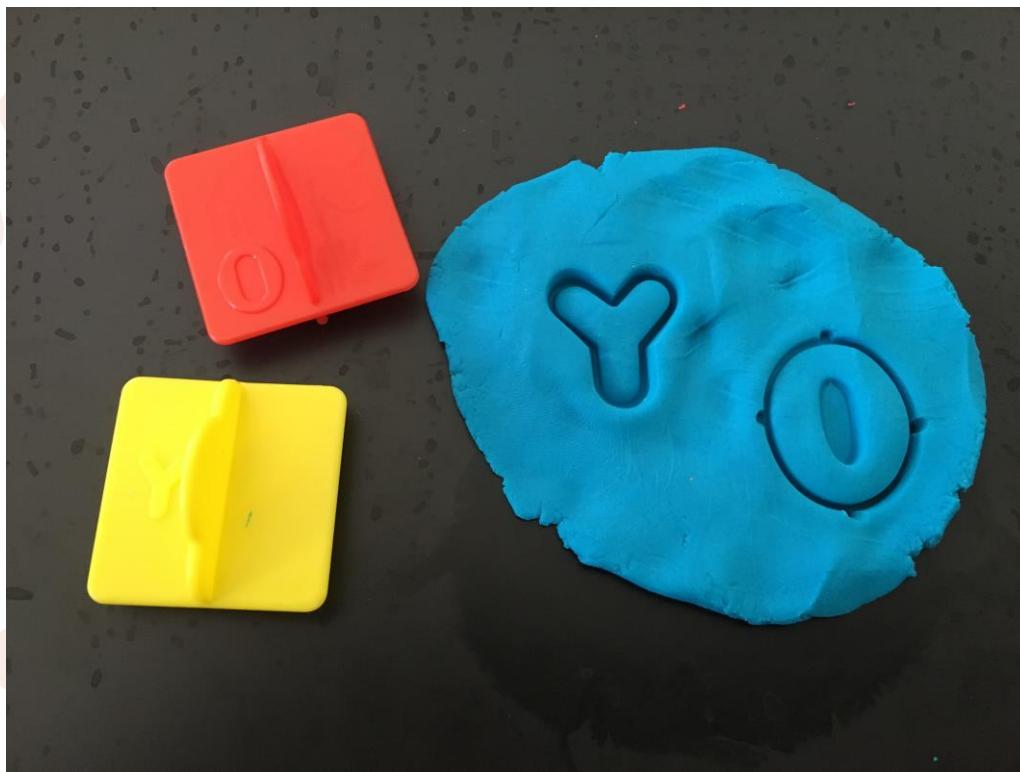
# Magnetic Letters

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# Playdough Stamps

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# Letter Bracelets

---



# Letter Pastry



# Tattoo Pens

---



# Alphabet Wheels

---



# Felt Boards

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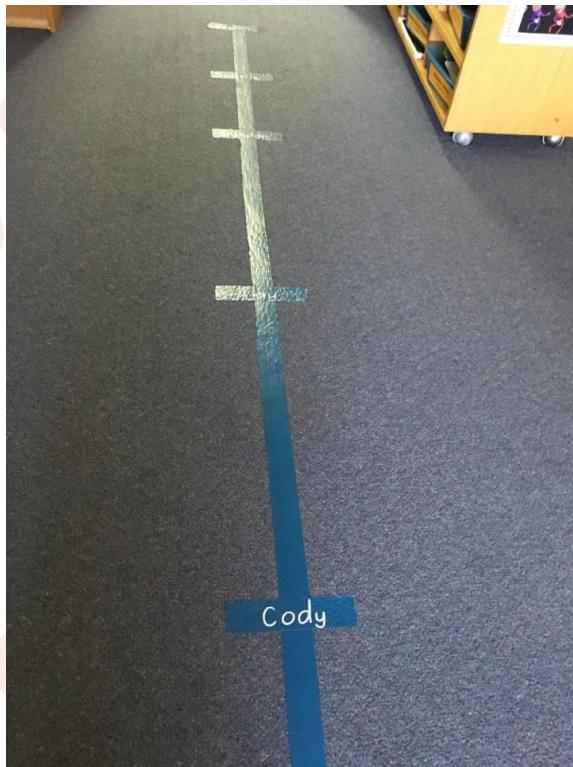


# Name Wall

---

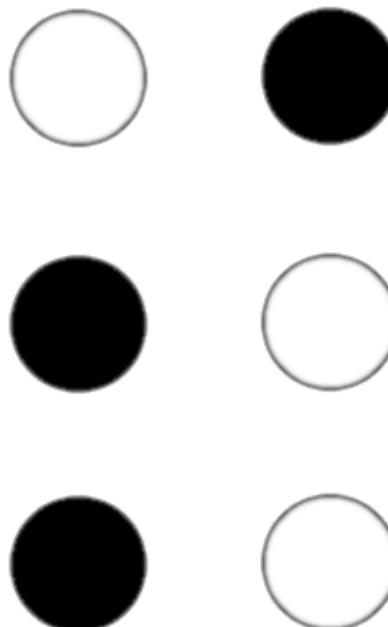
# Name trail

---



# Fingerspelled Alphabet/Braille (if appropriate)

---



# High Contrast

---



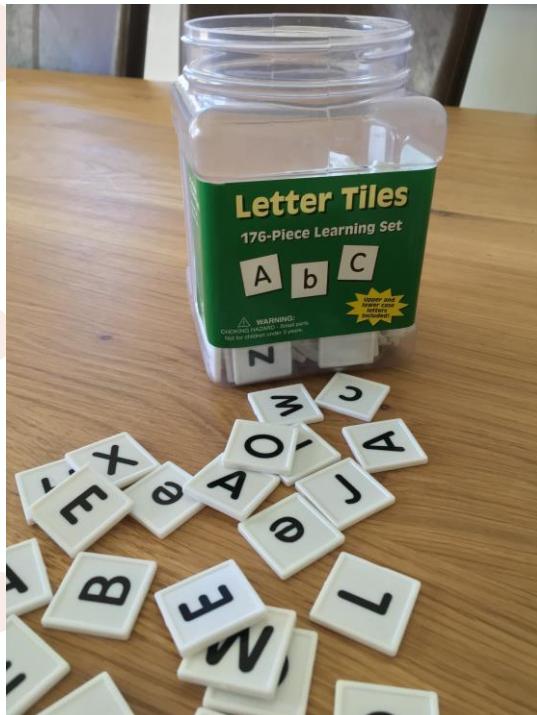
# Upper and Lower Case Match

---



# Upper and Lower Case Memory

---



# Letter Bins

---

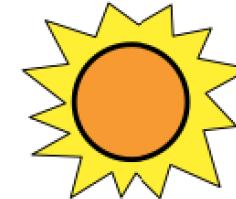


# Visual Word Sorts

## Initial Letters

S

sun



T

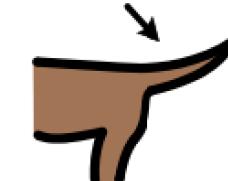
truck



smile

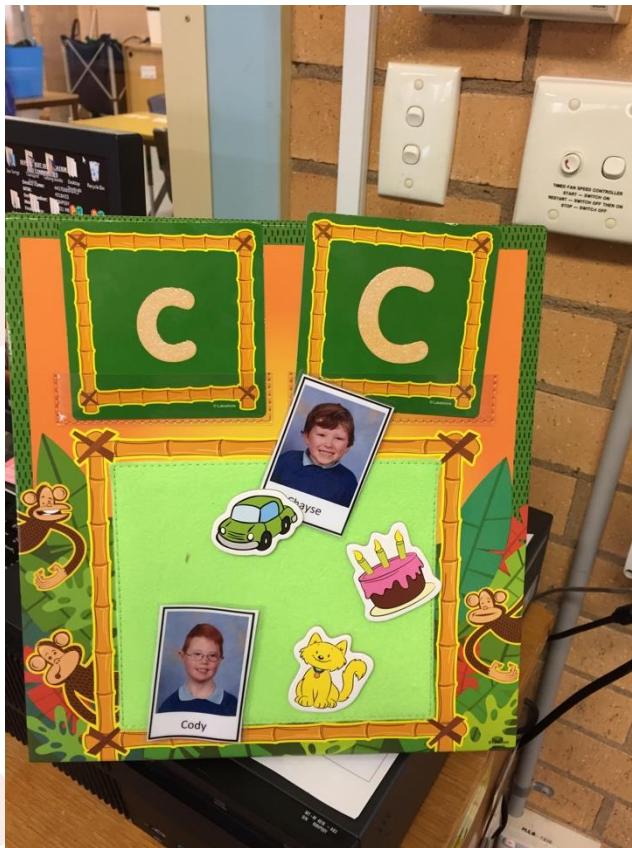


tail



# Word sorts

---



# Phonological Awareness

---

- The purposeful ability to attend to and manipulate the sound structure of spoken words at the syllable, onset-rime, and phoneme level (Gillon, 2004).
- Phoneme awareness allows children to link phonemes to graphemes (alphabetic principle) (Carson, Gillon & Boustead, 2015).
- Phoneme awareness is one of the strongest predictors of performance in word reading and spelling (e.g., Carroll & Snowling, 2004; Hoen, Lundberg, Stanovich, & Bjaalid, 1995; Stanovich, 2000).

# Children with CCN

---

- PA skills are highly variable – many children exhibit significant difficulties, however, some demonstrate skills commensurate with peers.
- Potential influences:
  - Task factors such as memory load, level of verbal cueing support (Larson & Dahlgren Sandberg, 2008).
  - Retrieval and quality of phonological representations (Sutherland & Gillon, 2008).
  - Exposure to voice output (Smith, Dahlgren Sandberg, & Larsson, 2009).

- 
- Children with CCN exhibit significant difficulty applying phonological knowledge to literacy tasks: “What most distinguishes the decoders from the good readers is an apparent disconnect between reading and spelling ...for the good readers, reading and spelling have become integrated boot-strapping developments in both domains, and yield the strong braid of literacy skill that characterizes proficient readers and writers” (Dahlgren Sandberg, Smith, & Larsson, 2010, p. 201).

# Children with CCN - Intervention

---

- A number of studies including one systematic review (Barker, Saunders, & Brady, 2012).
- Targeted a variety of phoneme awareness and early reading and spelling skills.
- Employed direct and explicit instruction.
- Concerns regarding skill generalisation.
  - Future research needs to consider the interaction between PA skills and the quantity and quality of instruction (Dahlgren Sandberg et al., 2010; Smith et al 2009).
  - PA needs to be part of a comprehensive literacy programme. Skills should not be taught in isolation.

# Intervention Research (Outside AAC)

---

- Shift from broad instruction addressing all aspects of phonological awareness, to phoneme-focused intervention.

# Why the Shift?

---

- Broader interventions have improved outcomes immediately post-instruction but have struggled to demonstrate sustained improvements (Carson et al., 2015).
- Larger sound units may develop from general classroom instruction, but phoneme awareness may require more direct and explicit instruction (Fletcher, Parkhill, & Gillon, 2010).
- Focusing on phoneme awareness means that the instructional time is focused on the PA level most strongly associated with early reading success (Carson et al., 2015).
- Shifting from one level of PA to another may confuse children (Ukrainetz, Nuspl, Wilkerson, & Beddes, 2011).

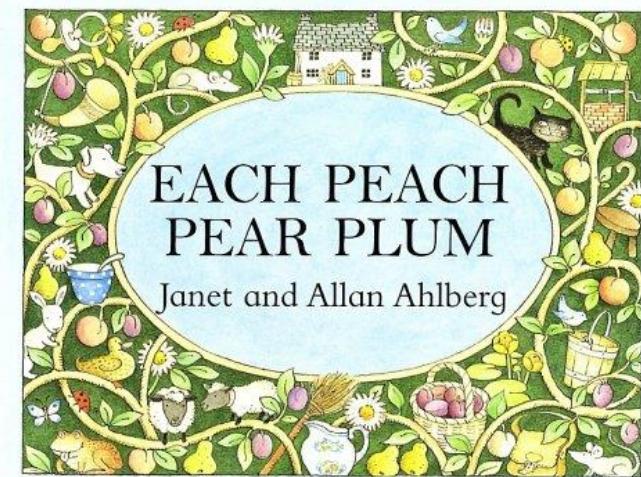
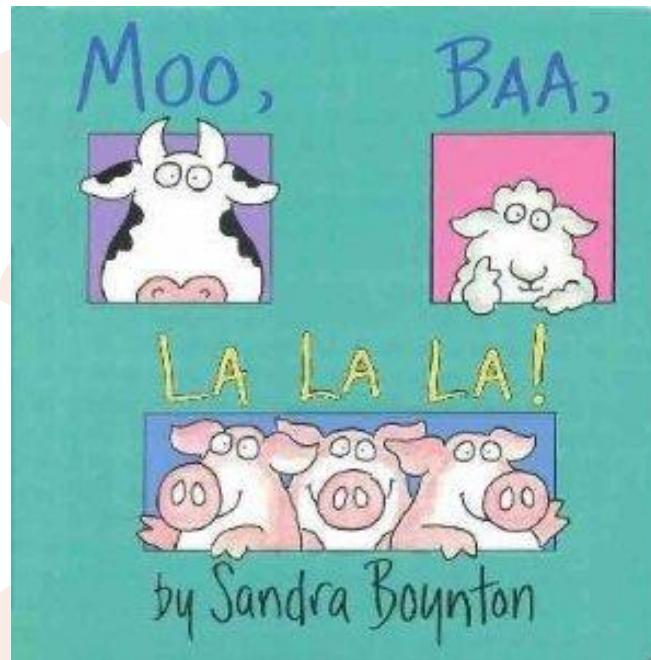
# Watch this Space ...

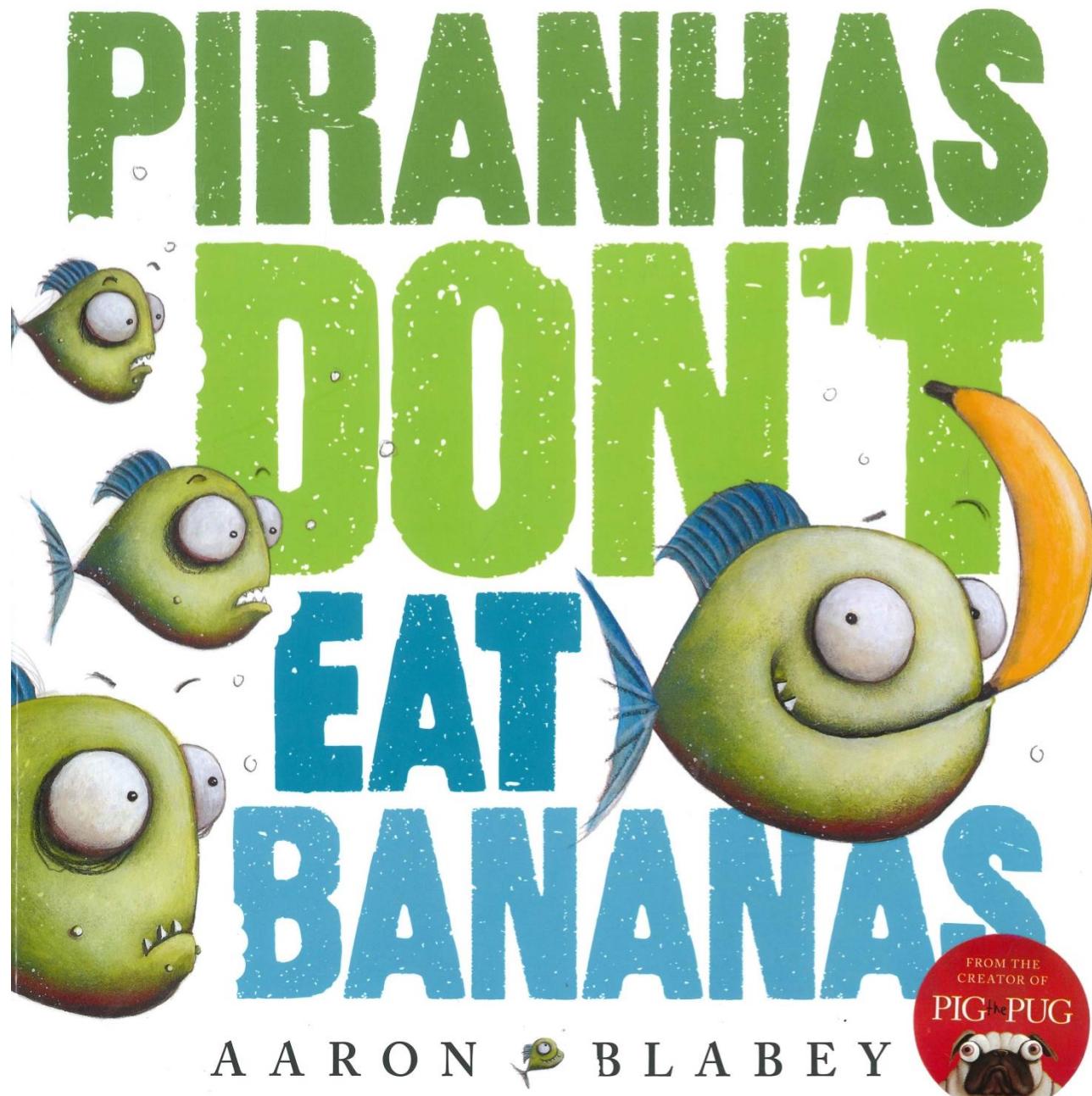
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- Ukrainetz et al. (2011)
- Preschoolers can be introduced to phoneme isolation, blending, and segmentation tasks within the same activity, or in different activities within a single session.
- It is not necessary to teach one skill to mastery before introducing another of these inter-related skills.

# Books

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AARON  BLABEY

# Word and Syllable Boundaries

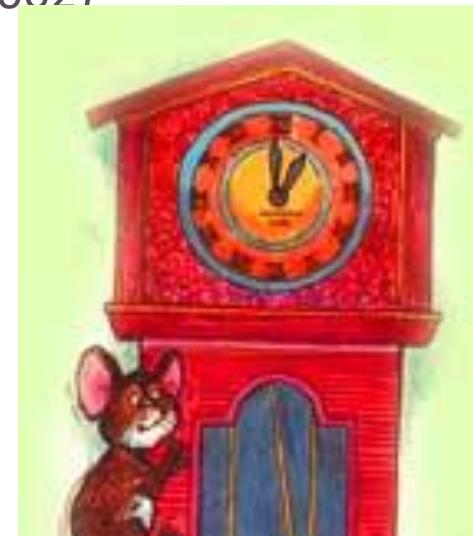
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- Clapping out Names.
- The Longest Word (Love & Reilly, 2002)
- Combining Pictures – Dog + House (Kaderavek & Justice, 2004)
- Robot Talk – but...er...fly (Kaderavek & Justice, 2004)

# Rhyme

---

- Sing songs and read nursery rhymes
- Rhyming riddles (Love & Reilly, 2002)
- Rhyme cloze (Love & Reilly, 2002)
- Rhyme bingo
- I spy
- Guess the word
- Rhyme families



# Riddles

---

- It is something that grows
- You can smell it with your nose.
- It grows in the garden
- It is called a \_\_\_\_\_ (rose)

# Cloze

---

- Help me complete the rhyming sentence. The answer is a body part.
- Mrs Rose has a mosquito on her \_\_\_\_ (nose).
- Jenny Bin has a pimple on her \_\_\_\_\_ (chin).
- Mr Weg has a broken \_\_\_\_ (leg).
- Tommy Weir has a flea in his \_\_\_\_ (ear).

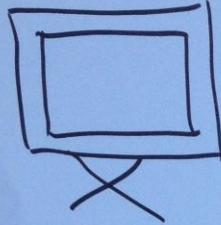
# Phonemes

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- Treasure Hunt
- I spy
- First Sound Shop (Love & Reilly, 2002)
- The Food Game (Love & Reilly, 2002)



Tt - the



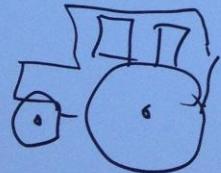
+v



teeth



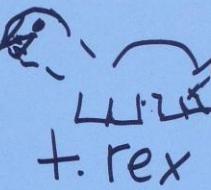
tap



tractor



tiger



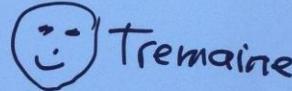
t. rex



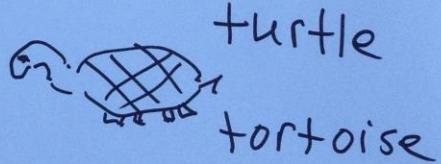
tomato



toothbrush

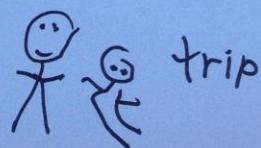


Tremaine



turtle

tortoise



trip

# Sound Sorts

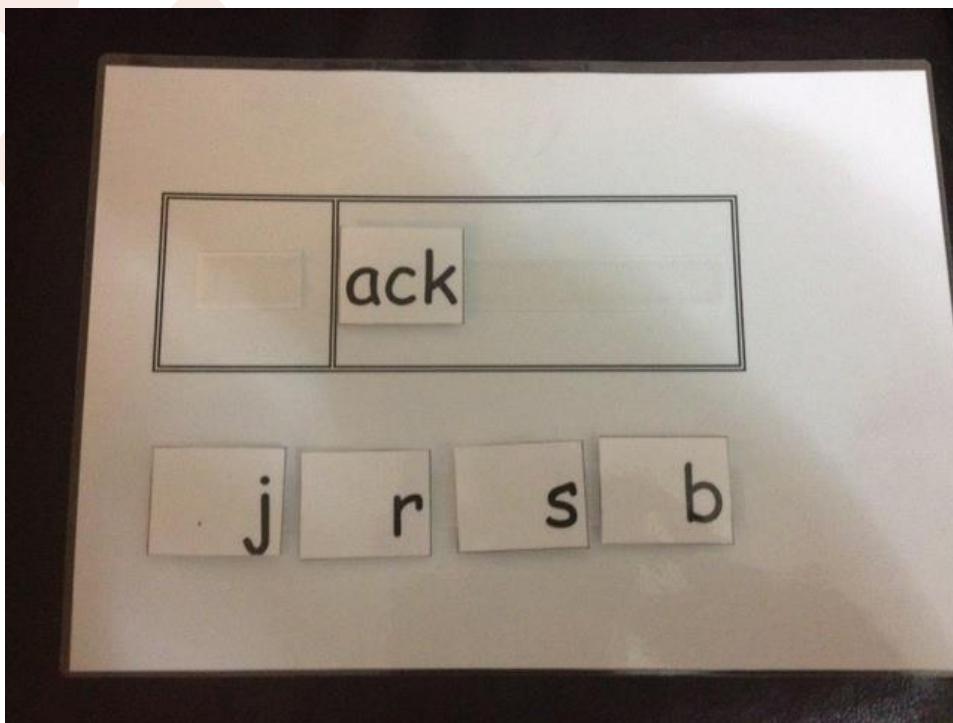
## Initial Letters

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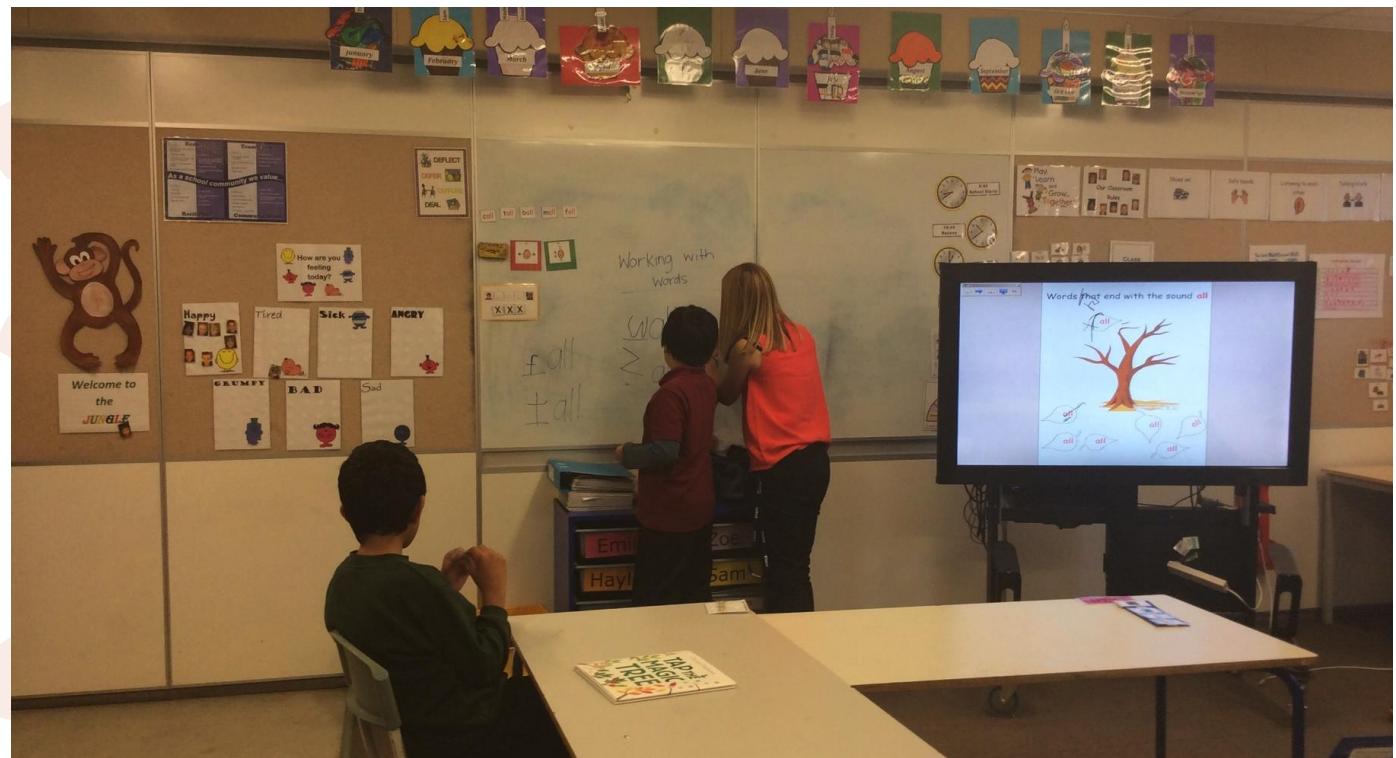
B	S
	
	

# Onset-Rime

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# Introduce with “passive” tasks



# Play with a word family

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# Read word family books

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- Type “onset rime” or “word family” into Tar Heel Reader

# **The Pig Who Drove a Rig**

## **Jane Farrall**



# Word Wall HD & Abilipad

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- Word wall – nice for experimenting and learning about onset rime. Limited to their content.
- Abilipad – nice for experimenting and learning about onset rime. Unlimited content. Onset rime keyboards on Abilipad share.

# Apps

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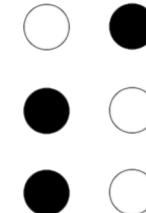
- Difficult to find great apps for teaching these skills.
- The apps tend to have bits that are good, and bits that are not so good.
- When choosing activities consider the following:
  - Is it age appropriate for my students? Lots of the apps are aimed at very young children.
  - Is the activity teaching letter knowledge and/or building phonological awareness?
  - Is the feedback sufficient or do I need to make sure that an adult is sitting with the student(s) to maximise learning?

# Letters of the Week

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- At least 2 letters.
- Considerations for choosing key concepts ...
- Repetition with variety.
- In conjunction with LOTs of incidental teaching.

# Monday



- Introduce the letters of the week, their sounds, and signs.
- Watch and enjoy the ‘Have Fun Teaching’ songs on YouTube (or another song that is appropriate for your students).
- Talk about any students or staff that start with the letters. Take their photos.
- Introduce 5 concepts that start with each letter.
- Send a note home asking students to bring in any objects that start with the letters.

# Tuesday

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- Review letters, sounds, signs, and concepts.
- Read Tarheel Reader alphabet books for the target letters.
- Practice making the lower case and upper case letters. Use a variety of tools/materials, e.g.
  - Markers
  - Playdough
  - Sand
  - Letter stamps
  - Shaving cream

# Wednesday

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- Review letters, sounds, signs, and concepts.
- Talk about any objects that the students have brought from home that start with those letters.
- Put objects that start with one of the letters (and some that don't) into a box or bag. Talk about whether the objects start with the letter ("yes" or "no").

# Thursday

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- Review letters, sounds, signs, and concepts.
- Sound sort activity.

B	S
	
	

# Friday

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- Review letters, sounds, signs, and concepts.
- Create ‘letter of the week’ books that include the targeted concepts and photos of any students or staff that start with the letters.
- You might send a couple of students on a scavenger hunt to see if they can take a photo of something else that starts with the letters.
- Print a copy to add to the class library and email a copy to parents.
- Finish with an activity on the interactive whiteboard or ipad.

# My Blog ...

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– <http://www.janefarrall.com/teaching-and-learning-the-alphabet-playing-with-letter-shapes-and-sounds/>

