

Contents

List of figures	x
List of tables	xi
About the authors	xii
Acknowledgements	xiv
CHAPTER 1: INTRODUCTION	1
Our theoretical framework	4
Myths and legends of literacy teaching	9
What this text covers	10
A few words on how to use this book	14
 PART 1: LITERACY ACQUISITION: THE CHILD, THE FAMILY AND DIVERSITY IN THE MODERN WORLD	 17
CHAPTER 2: LITERACY ACQUISITION IN THE EARLY YEARS: PAST, PRESENT AND FUTURE	19
Looking back: a brief history of literacy in the early years	20
The reading wars	25
How do children gain essential literacy skills? A psycholinguistic perspective	27
Social practice perspectives on literacy acquisition	29
A sociocultural perspective on literacy acquisition	32
Conclusion	33
CHAPTER 3: WHEN SHOULD CHILDREN START LITERACY LEARNING?	35
Overview	36
Precocious readers	36
What is the ‘right’ age at which to learn to read?	39
Teaching babies to read	42
When is the best time to teach children to read?	42
Conclusion	46
Appendix	47
CHAPTER 4: FAMILY LITERACIES AND RELATIONSHIPS WITH CENTRES AND SCHOOLS	48
What is family literacy?	49
Literacy in the home setting	50

Contents

	Helping families to support children’s literacy achievements	56
	Engaging families in children’s literacy learning	60
	Conclusion	63
CHAPTER 5:	MULTILITERACIES: GROWING THE NEXT GENERATION OF READERS	65
	What are multiliteracies?	66
	A new generation of readers: skills and abilities of children in the new millennium	68
	Thinking about technology and teaching for the next generation of learners: multimodal approaches	72
	Multiliteracies in schools: some examples	76
	Conclusion	80
CHAPTER 6:	DIVERSE CLASSROOMS AND LEARNING IN BILINGUAL AND MULTICULTURAL/MULTILINGUAL SETTINGS	82
	Diversity: what does it mean?	83
	Indigenous Australian students	87
	Differentiated instruction	88
	Another face to diversity: students who are different in terms of how you might teach them	93
	Conclusion	96
PART 2	LEARNING ABOUT LITERACY IN EARLY CHILDHOOD SETTINGS	99
CHAPTER 7:	EFFECTIVE PRACTICE AND THE ROLE OF TEACHERS IN SUPPORTING LITERACY	101
	High-quality literacy environments: what are they and how can you create one?	102
	Literacy in the curriculum: Te Whāriki and the Early Years Learning Framework	107
	The role of teachers: knowledge calibration and effective teaching of the very young	112
	Access <i>and</i> mediation: making the most of a literacy-rich environment	114
	Conclusion	119
CHAPTER 8:	‘SOUND’ FOUNDATIONS FOR LEARNING LITERACY	121
	A starting point	122
	Phonological awareness	122
	Alphabet knowledge	126

Contents

	Vocabulary	128
	Comprehension	133
	Writing	135
	Continuity between home and centre literacy learning	137
	Conclusion	138
CHAPTER 9:	USES OF ASSESSMENT BEFORE, DURING AND AFTER TRANSITION TO SCHOOL	140
	Setting the scene for assessment	141
	Learning to use assessment wisely	142
	Assessment before and during a child’s transition to school	146
	Methods for assessing and documenting children’s developing literacy skills and strategies	148
	Conclusion	156
PART 3	LITERACY LEARNING IN THE PRIMARY SCHOOL	159
CHAPTER 10:	THE FIRST YEAR OF PRIMARY SCHOOL: BUILDING ON FOUNDATIONS	161
	The importance of the transition to primary school	162
	Exploring issues during the transition from early childhood to primary	162
	The important role of the early childhood educator in the transition process	169
	The important role of the primary school teacher in the transition process	171
	Children’s ongoing language and literacy development – a crucial period	173
	Recommendations for the construction of the initial reading and writing program	174
	Building partnerships between the teacher, child and the family	177
	Literacy assessment: developing records of the child’s literacy development	178
	Key understandings about children’s literacy learning in the early years of school	181
	Conclusion	185
CHAPTER 11:	ESTABLISHING A COMMUNITY OF READERS	187
	Strategies for cooperation	188
	How do you set up your own reading program?	191

Contents

	Teaching in small groups	194
	Creating a community of readers	196
	Teaching beginning reading	197
	Phonemic awareness	204
	Conclusion	205
	Appendix	207
CHAPTER 12:	USES OF ASSESSMENT IN THE PRIMARY SCHOOL YEARS	209
	The roles of assessment during the primary school years (assessment <i>for</i> , <i>as</i> and <i>of</i> learning)	210
	The roles of self-assessment within the assessment process (assessment <i>for</i> and <i>as</i> learning)	212
	Accountability (and accountability for <i>what</i> in the assessment <i>of</i> learning)	213
	The key domains of literacy assessment	214
	Methods for assessing and documenting pupils' developing literacy skills and strategies	216
	Conclusion	233
CHAPTER 13:	READING AND WRITING IN THE PRIMARY SCHOOL: FOCUS ON NARRATIVE WRITING	234
	Setting the scene	235
	What are pupils interesting in reading?	236
	How do you hook your class into reading?	237
	Reading books to the class to create a community of readers	238
	Why is it so hard to write stories?	239
	Looking at exemplars of writing: what is it that makes the writing effective?	242
	The reciprocal relationship between reading and writing	245
	Teaching about the structure of stories	246
	Conclusion	249
PART 4	LITERACY LEARNING IN THE SENIOR PRIMARY SCHOOL	251
CHAPTER 14:	EXTENDING READING AND WRITING IN THE SENIOR PRIMARY SCHOOL: FOCUS ON FACTUAL WRITING	253
	What are the issues?	254
	Challenges in teaching writing skills, especially for factual writing	256

Contents

What writing targets or ‘standards’ should we expect of pupils at each year of school?	257
Strategies for teaching students how to read and write factual texts	262
Writing in the classroom: some examples of turning mathematics problems into writing	265
How can teachers build vocabulary for comprehension in the senior primary school?	267
Attitudes to reading	270
Attitudes to writing	272
Conclusion	273
Appendix	275
CHAPTER 15: STRUGGLING READERS: ISSUES AND SOLUTIONS	276
The origins of reading failure	277
Emotional and behavioural disorders	282
Dyslexia – what is it and what can teachers do about it?	283
Challenges for families and other concerned parties	287
Conclusion	290
CHAPTER 16: CONCLUSION	292
What is different about this book?	293
What have we tried to explain in the book?	294
Concluding statement	302
References	303
Index	327

List of figures

2.1	Dorothy Harrow’s <i>School Journal</i> , Part 1, nos. 1–3, nos. 5–9, 1911, pp. 12–13	23
2.2	Progressive Primer, Book 3, pp. 12–13	23
2.3	Janet and John, <i>I Went Walking</i> , pp. 12–13	24
2.4	Ready to Read reader, <i>The Fire Engine</i>	25
3.1.	A comparison of reading levels of children in New Zealand and the United States	43
3.2	A comparison of reading levels for below-average and above-average reading groups in New Zealand and the United States	44
4.1	Sénéchal’s home literacy model	53
4.2	Family strengths model	58
5.1	The New Learning Environments curriculum framework, including pedagogical cycle	75
6.1	<i>The Very Hungry Caterpillar</i> – old and new diets	90
7.1	Cover of the Te Whāriki curriculum document	108
7.2	Cover of the Early Years Learning Framework curriculum document	110
8.1	Phonological awareness continuum – early part	123
10.1	A typical school-day timetable	165
10.2	Framework for the construction of a literacy program	175
10.3	Child’s alphabet chart	181
11.1	Setting up a reading classroom	192
11.2	The colour wheel in the Ready to Read series	197
11.3	Skills-based teaching – scope and sequence	207
12.1	Relationships between oral and written receptive and expressive languages	216
13.1	‘School Dog’s Big Mistake’ story web	248
13.2	‘The Monster and the Mice’	248
14.1	Percentage of students at or above the reading standards in 2010	255
14.2	Percentage of students at or above the writing standards in 2010	256

List of tables

1.1	Structure and audience for chapters in this text	14
5.1	Dimensions of ICT use in teaching and learning	74
7.1	Structural and process features of quality	106
7.2	Mediation of literacy	117
7.3	Features of high-quality literacy-rich classrooms	118
8.1	Scope and sequence of phonological instruction	126
10.1	Engaging strategies and activities	183
12.1	Assessment types, purposes and audience	211
14.1	Reading by year level	275
14.2	Writing by year level	275