Literacy and Numeracy for Learning and Life
Literacy Session 3

Hospital Schools

Literacy and Numeracy for Learning and Life
Link Teacher

Leading Literacy Core Team
Support & CPD
Raising Awareness & Understanding
Assessment
Communication
Collaboration
Resource Building
SSE
Literacy
Handout - Reflection
Outline

1. *big picture* understanding

2. *good assessment*

3. *focused and purposeful interventions*

Handout: Challenges and Strategies
Teaching Strategies
Language and the Curriculum

“Language has a vital role to play in children's development. Much learning takes place through the interaction of language and experience. Language helps the child to clarify and interpret experience, to acquire new concepts, and to add depth to concepts already grasped.”

(Ireland 1999,p.15).
SEDL Framework
The Cognitive Foundations of Learning to Read

Words can be classified into three “tiers” (Beck, McKeown and Kucan, 2002)

- **Tier 1**
  - High frequency.
  - Objects. Rarely taught at secondary level.

- **Tier 2**
  - Describing
    - Abstract words.
    - Cross curricular.
    - Often descriptive — adjectives, adverbs, vocabulary of time.
    - Can usually be explained using easier and more familiar words.

- **Tier 3**
  - Specialised
    - Low frequency.
    - Topic specific vocabulary.
Strategies to Support Tier 2 Words

**Tier 2**

**DESCRIBING**

Abstract words.
Cross curricular.
Often descriptive – adjectives, adverbs, vocabulary of time.
Can usually be explained using easier and more familiar words.
Key Vocabulary

Key Words List

- Pre-teach key words
- Subject Words
- Word Walls
- Question Words

<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
<th>Hint</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**www.languageforlearning.com**

Special Education Support Service
Word Webs

Create links...

- Meaning
- Synonym
- Syllables?
- Opposite
- Personal link
- Picture
- Rhymes with
Word Wise Whizz

Think of a meaning

Think of a sound

Think of a sentence
More Strategies for Vocabulary Development

Word Storm – Connections - Choice
Word Bluff
Barrier Games
Vocabulary Maps
Attribute Web
Multiple Word Tree
Strategies to Support Grammatical Development

Modelling
Self-monitoring
Barrier games
Colour coding
- I went home
Board games
Echo games.

Gap cards
The ___ is ______.
Strategies to Support Grammatical Development

Extended sentences
Feely bag
Sequencing
Pictures

First → Then → Next

Special Education Support Service
Strategies to Support the Development of Abstract Language and Verbal Reasoning

Blank, Rose and Berlin (1978) devised the Language of Learning model which encourages the development of children's verbal reasoning and abstract language.

It breaks this area of language into four steps:

- Naming
- Describing
- Re-telling
- Justifying
<table>
<thead>
<tr>
<th>Naming</th>
<th>Describing</th>
<th>Re-Telling</th>
<th>Justifying</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching materials</td>
<td>Language matches materials, looking at the whole object.</td>
<td>Language relates to the materials but child focuses selectively on parts of the object.</td>
<td>Language does not map directly to materials. Use language &amp; materials to reorganise a response. See object in its context.</td>
</tr>
</tbody>
</table>

Language of Learning model. Blank, Rose and Berlin (1978)

Elklan (2012) use the headings **Naming, Describing, Re-Telling, and Justifying** in order to make the table more accessible.
Supporting a Child Working at Level III of the Language of Learning Model

- Follow a set of directions
- Sequencing
- Predicting
- Understanding others

Special Education Support Service
Supporting a Child Working at Level IV of the Language of Learning Model

The child begins to be able to justify why or how events may have occurred

- Problem solving
- Problem solving from another’s perspective
- Justifying a decision
- Justifying a prediction
- Inference
Challenges for the Student

- Mismatch between Ability and Performance
- Processing Speed
- Understanding key Message/s
- Decoding and Encoding Skills
- Memory
- Information Storage and Retrieval
- Organisation and sequencing
- Self-Confidence, Self-Esteem, Motivation
Oral Language Development Strategies

- Assignments: Oral and Written
- Allow for Discussion
- Themes and Topics
- Role-Play
- Debate
- Presentations
- Games
- Programmes and Initiatives
Written Language Development Strategies

- Graphic Organisers
- Group-Work
- Planning
- Structuring
- Writing Frames
- Genres
- Drafting, re-drafting and re-drafting
- Interpret Mood, Emotion, Atmosphere in various forms of Media
Classroom Environment

- Print Rich
- Key Words/Phrases in Context
- Subject-Specific Vocabulary
- Social Vocabulary
- Show-case Student Work
- Appropriate Books, Magazines, Newspapers, Films and Programmes
- Explore Software
Classroom Environment

- Apply Wait-Time
- Homework and Classwork
- Pitch at an Appropriate Level
- Check for Understanding
- Model Good Practice
- Value Opinions
- Encourage and Reward
School Environment

- Cross-Curricular Approach
- Whole-School Approach
- Home/School Communication
- Guest Speakers
- Library
- Clubs and Societies
• Communication and Language are core skills for literacy

• Many students face challenges in communication and language

• Assessment informs learning and teaching

• We need to explicitly teach communication and language in order to improve literacy.
• big picture understanding

• good assessment

• focused and purposeful interventions
The link teacher for literacy is a facilitator of change for improvement.

A number of key components inform the planning, teaching and assessment of literacy in the context of your school.
Working Together

Norms

When?
First meeting but always thereafter

What?
Procedural & Interpersonal

Why?
Open dialogue, trust, productive work
‘A river without banks is a pond. Likewise, a team without relationship norms leaves itself open to potential interpersonal problems.’
Your next step is...
Final Word.....

‘To effectively communicate, we must realise that we are all different in the way we perceive the world and use this understanding as a guide to our communication with others’

Contact Details

Special Education Support Service

c/o Cork Education Support Centre
The Rectory, Western Road
Cork

Website:  www.sess.ie
Telephone: 021 4254241
Callsave: 1850 200884