Literacy and Numeracy for Learning and Life
Literacy Session 2

Hospital Schools

Literacy and Numeracy for Learning and Life
Communication and Language Seminar Outline

1. Overview

2. Challenges

3. Assessment

4. Strategies / Interventions
Link Teacher

Leading Literacy Core Team
Support & CPD
Raising Awareness & Understanding

Communication
Assessment
Literacy
SSE
Resource Building
Collaboration

Learning
Teaching
Literacy and Numeracy for Learning for Life

Definition of Literacy

Literacy includes the capacity to read, understand and critically appreciate various forms of communication including spoken language, printed text, broadcast media, and digital media.

*Literacy & Numeracy for Learning and Life 2011, p.*
Literacy in Early Childhood and Primary Education

NCCA Literacy Report

Skill in oral language a developmental pre-cursor to reading acquisition

Planned language learning experiences can enrich vocabulary
The Cognitive Foundations of Learning to Read: A Framework

The Cognitive Foundations of Learning to Read: A Framework

1. *big picture* understanding

2. good assessment

3. focused and purposeful interventions

Handout 2: Framework
What do we mean when we talk about communication and language?

How do we communicate?
Communication is the exchange of ideas, information, thoughts and feelings
Communication Process

Sender

Encoding

Intention

Idea

Message

Receiver

Decoding

Acknowledge

React

Respond
Channels of Communication
Communication

Non-linguistic

• Gesture
• Posture
• Eye Contact
• Facial Expression
• Head / Body Movement

Linguistic

Speech

language

Non-Linguistic/Social Awareness

Verbal

Non-verbal
Human Communication

Rule governed communication system

Made up of sounds, words, and signs which can be combined according to the rules to express an infinite range of meanings.

Language is symbolic, the words used have no direct relationship to the objects to which they refer.

When a group of individuals use the same rules and symbols then communication is possible.
Components of Language

In the broadest terms language is usually considered as having two elements:

**Expressive language and Receptive language**

- Expressive language is usually speech or perhaps sign language, and grammatical structure
- Receptive language refers to decoding, understanding and meaning
Model of Language

Form

Content

Use
Components of Language

Language

- Phonology
- Morphology
- Semantics
- Syntax
- Pragmatics
Components of Language

**Phonology:** Study of the sound system of language and includes;
- What the sounds are
- The rule system for combining and sequencing the sounds

**Phoneme:** The smallest unit of sound

**Morphology:** Rules governing the use of morphemes and word formation

**Morphemes:** The smallest unit of meaning. The use of a morpheme changes the meaning

**Syntax** The grammatical rules of language including word order. Change in word order, can change the meaning.
Components of Language

Semantics
The study of the meaning system of language includes:
• Vocabulary development
• Concept development
• Meaning of words used in combination

Pragmatics
Use of language in a social context and involves three major communication skills:
• Using language for different purposes
• Changing language according to the needs of the listener
• Following rules for conversations
Communication Skills Usually Achieved by 5 year-old-children

- Holds conversation easily on a number of topics with a variety of people
- Shows mature attention and listening
- Understands most grammatical structures
- Understands and responds appropriately to “How?” and “Why?” questions, starts using “When?” questions
- Can still make grammatical errors
- Speech is clear

(Adapted from Children’s Communication Skills From birth to five years Belinda Buckley)
Importance of Language

• Develops cognitive skills such as reasoning and thinking
• Enables us to make our needs, opinions and ideas known
• Facilitates social interactions with other people
• Regulates our own behaviour and responses (self-talk)
• Cultivates other aspects of the child’s personality and potential

(adapted from Westwood, 2003)
Speech Language & Communication Needs

- Expressive Language: Word Finding Difficulties
- Pragmatics: Social Use of Language
- Receptive language: Processing & Comprehension
- Speech Clarity & Fluency:

Diagram showing the relationships between different aspects of speech, language, and communication needs.
Stop and Think..

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

Handout - Reflection
The Cognitive Foundations of Learning to Read: A Framework

1. big picture understanding

2. good assessment

3. focused and purposeful interventions

Handout 2: Framework
Assessment
What is Assessment?

Assessment is the process of gathering, recording, interpreting, using and reporting information about a child’s progress and achievement in developing knowledge, skills and attitudes.

‘Assessment in the Primary School Curriculum – Guidelines for Schools’ (NCCA)
Ensure that schools prioritise the **tracking, assessment and analysis** of the **achievement** of students with special educational needs as part of the school’s self-evaluation and improvement process.
Assessment
Communication and Language

What assessment procedures are used in your school?

What assessment tests have you found useful?

What other type of assessment information do you gather?
Principles of Good Assessment

- Clearly specifying what is to be assessed
- Relevance to the characteristics or performance to be measured
- Requires a variety of approaches
- Requires an awareness of their limitations
- Assessment is a means to an end, not an end in itself.

A Continuum of Assessment Methods

Assessment in the Primary School Curriculum NCCA Continuum of Methods

Student leads the assessment

Teacher leads the assessment

- Concept Mapping
- Questioning
- Portfolio Assessment
- Teacher Observation
- Teacher designed tasks and tests
- Standardised Assessment
- Conferencing
- Self-Assessment
Informal assessment
Systematic Observation

- Communication
- Physical / Motor Ability
- Sensory Needs
- Independent Living Skills
- Self-Esteem Measures
- Social Competence
- Attention and Motivation

ABC Charts
Learning Style
Curriculum Profiles
Miscue Analysis
Checklists / Rating Scales
Assessment of Learning

- **Summative** assessment
- Takes place *after* the learning
- Focuses on pupils’ achievements
- Provides feedback to parents based on performance evidence
Assessment *for* Learning

- **Formative** assessment
- Takes place *during* the learning
- Makes pupils active participants in their learning and focuses on *next steps* in learning
- Feeds forward to manage improvements
- Fosters responsibility for and ownership of learning
- Establishes where they *are*, where they need to *go* and *how* to get there

(Adapted from Northern Ireland Curriculum)
High Quality Formative Assessment

High-quality formative assessment emphasises;

• The quality rather than the quantity of pupils work
• Giving advice and guidance rather than giving grades
• Avoids comparing pupils in favour of enabling individual pupils to assess their own learning
• Fosters dialogues that explore understandings
• Encourages multiple iterations of the assessment cycle, each focused on a few issues
• Provides feedback that engenders motivation and leads to improvement

(NCTE, 2010)
Written Feedback

- Structured Feedback
  - Two stars and a wish
  - Tickled pink and green for go
- Enables student to see success and identify an area for improvement
- Feedback can also take the form of prompts
  - Reminder
  - Scaffold
  - Example
Effective Questioning?

Framing, delivering, timing, soliciting and responding to questions to:

• Identify where pupils are currently in their learning
• Expand and deepen the learning
• Inform planning for future learning.

(Adapted from Northern Ireland Curriculum)
Ask Better Questions

- Ask fewer questions
- Ask more ‘open’ questions
- Sequence questions
- Prepare key questions

(Adapted from Northern Ireland Curriculum)
Classroom Strategies: Ask Questions Better

- Involve the whole class
- Think, pair, share
- Provide think time/wait time
- No hands up
- Deal with answers productively
- Use wrong answer to develop understanding
- Prompt pupils
- Listen and respond positively

(Adapted from Northern Ireland Curriculum)
Assessment: Building a picture

- Baseline
- Track / Monitor
- Identify needs
- Planning

Little Chunks
Big Picture
Key to Assessment

What do I already know?

What do I need to find out?
Which Assessments?

- Validity and reliability: suitable for purpose
- Clear focus / maximal information
- Ease of administration
- Screening potential
- Diagnostic potential
- Clear directions
- Set in the context of current educational language and concerns

Does the assessment add to your knowledge and understanding of what to do now??
Formal Language Assessments
Literacy Skills

• Reading
  - Diagnostic Reading Analysis
  - York Assessment of Reading for Comprehension
  - Neale Analysis of Reading Ability
Literacy

• **Phonological Skills**
  - Sound Linkage
  - Phonological Awareness Profile
  - Phonological Abilities Test
  - South Tyneside Assessment of Phonology (STAP)

• **Spelling**
  - Diagnostic Spelling Tests 1–3
  - Graded Word Spelling Test
List of DES Approved Assessments


<table>
<thead>
<tr>
<th>Name and date of publication</th>
<th>Type</th>
<th>Description</th>
<th>Age range</th>
<th>Norms</th>
<th>Publisher/distributor website</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expressive Vocabulary Test – 2nd edition, 2007</td>
<td>Individual</td>
<td>A test of expressive vocabulary and word retrieval for Standard English with 190 items and 2 forms.</td>
<td>2 to 90+</td>
<td>British norms</td>
<td><a href="http://www.pearsonclinical.co.uk">www.pearsonclinical.co.uk</a></td>
</tr>
<tr>
<td>Lindamood Auditory Conceptualization Test — 3rd edition, 2004</td>
<td>Individual</td>
<td>Measures ability to perceive and conceptualize speech sounds using a visual medium; measures the cognitive ability to distinguish and manipulate sounds</td>
<td>5 to 18-11</td>
<td>US norms</td>
<td><a href="http://www.proedinc.com">www.proedinc.com</a></td>
</tr>
<tr>
<td>OWLS: Listening Comprehension and Oral Expression Scales, 1999</td>
<td>Individual</td>
<td>Provides assessment of receptive and expressive language with no reading or written responses required.</td>
<td>3 to 21</td>
<td>British norms</td>
<td><a href="http://www.pearsonclinical.co.uk">www.pearsonclinical.co.uk</a></td>
</tr>
<tr>
<td>Special Needs Assessment Profile - Behaviour, Version 2, 2008</td>
<td>Individual; Digital only</td>
<td>Profiling instrument identifies social, emotional and behavioural difficulties and provides practical strategies.</td>
<td>5 to 16</td>
<td>n/a</td>
<td><a href="http://www.hoddertests.co.uk">www.hoddertests.co.uk; www.snapassessment.com</a></td>
</tr>
</tbody>
</table>
Assessment Tests

- Cognitive Ability Test – CAT 4
- Expressive Vocabulary Test 2nd Edition
- Lindamood Auditory Conceptualisation Test
- British Picture Vocabulary Scale 3rd Edition
## Analytical Assessment of Deaf Children’s Writing

**Name:** __________

**Date:** __________

**Class:** __________

**Does the child . . .?**

<table>
<thead>
<tr>
<th>[1] Include spaces between groups of alphabetical letters to resemble words?</th>
</tr>
</thead>
<tbody>
<tr>
<td>No evidence (rakfl eosanch Fevkdsormbir)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>[2] Put words in subject–verb order (e.g. ‘mum put’ or ‘boy go’)?</th>
</tr>
</thead>
<tbody>
<tr>
<td>No evidence</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>[3] Form noun and verb phrases (e.g. ‘clothes in car’ or ‘going holiday’)?</th>
</tr>
</thead>
<tbody>
<tr>
<td>No evidence (uses isolated words, not forming noun or verb phrases)</td>
</tr>
</tbody>
</table>

[www.education.ox.ac.uk/ndcs/](http://www.education.ox.ac.uk/ndcs/)
The New Junior Cycle

- New perspective on Junior Cycle assessment and qualifications
- Curriculum components
- Focus on quality of learning
- Literacy and numeracy outcomes
- Junior Cycle Level 2 and Level 3
- Junior Cycle Level 1
- Statements of learning and Priority Learning Units
New Junior Cycle

Figure 1: Using the framework for Junior Cycle to design a school programme

- Quality learning experiences
- Quality learning outcomes
- Certification

School programme

NCCA Specifications for
- Subjects
  (For Level 3 Certification)
- Short courses
  (For Level 2 and Level 3 Certification)
- Priority learning units
  (For Level 2 Certification)

Other learning experiences
(not for purposes of certification)

- Literacy
- Other key skills
- Numeracy

24 Statements of Learning

- Principles
Key skills

Literacy and numeracy

Literacy and numeracy proficiency is fundamental to a student’s development right across the curriculum and across the other key skill areas noted below. Teachers of all subjects have an important role to play in developing their students’ literacy and numeracy skills, as outlined in the National Literacy and Numeracy Strategy, *Literacy and Numeracy for Learning and Life* (2011). All teachers should therefore contribute to improving the ability of students to create and communicate meaning and to use numbers with confidence.
New Junior Cycle - Level 2

The PLUs focus on developing the social, pre-vocational and life skills of the students involved. There are five PLUs:

- Communicating and literacy
- Numeracy
- Personal care
- Living in a community
- Preparing for work
Priority Learning Units

- PLUs are set out in terms of Elements and Learning Outcomes

- For example, the elements for the PLU ‘Living in a Community’ are:
  - Developing good relationships
  - Resolving Conflicts
  - Using Local Facilities
  - Seeking Help and advice
  - Making Personal Decisions
Stop and Think...

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

Learning

Literacy

Handout - Reflection
Key Messages

- 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.