

# The Literacy Guarantee Unit

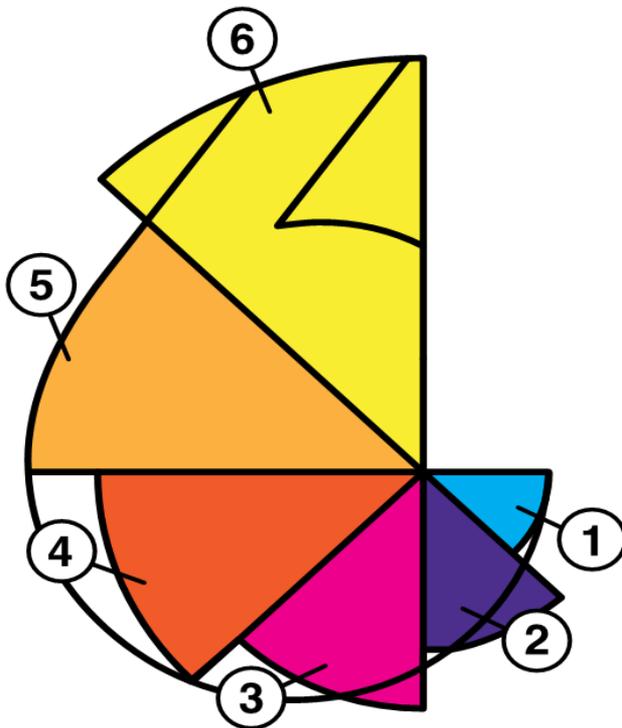
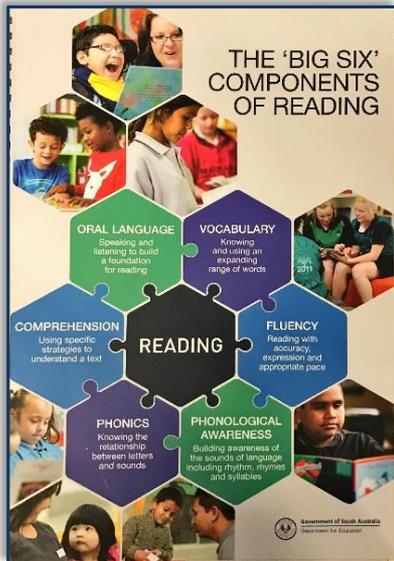
What is the role of the Literacy Guarantee Unit?

# Oral Language

**What** do you notice about the oral language?

**Why** is it important for our students?





## 6. Comprehension

## 5. Fluency

## 4. Vocabulary

## 3. Phonics

## 2. Phonological Awareness

## 1. Oral language

**1.1 | BEST ADVICE | LEADING LEARNING IMPROVEMENT** DEPARTMENT FOR EDUCATION AND CHILD DEVELOPMENT

Oral language abilities are not only closely related to the development of early reading skills, but there are also substantial long-term correlations with reading in the middle years of primary school.

**Oral language**

*Drake Kavan, Associate Professor, Faculty of Education and Arts, Edith Cowan University, Western Australia*

**"We live at the level of our language. Whatever we can articulate we can imagine or understand or explore"**  
— Alan Watts, 1956.

**Why oral language development matters**

The link between oral language and broader literacy development is well established. Reading proficiency is built on a solid knowledge and skills base of oral language and teachers can do much to support students in this area at all school levels and at all year levels. Engaging in conversations with children in other settings, providing many opportunities for them to engage with their family, teachers, and learning buddies together are simple and rewarding ways to help develop these critical skills.

**Some general principles of oral language development**

**Building oral language across all the year levels**

Oral language skills continue to be important throughout all the school years. In fact, throughout life. Oral language proficiency needs to be established and maintained personal and social relationships, communicating and meeting everyday needs, managing our business, recreational, health and financial affairs, and in getting employment opportunities in other words, in every part of our lives.

Thus oral language development is not just the domain of the early childhood teacher; teachers can continue to learn the lessons become more articulate and sophisticated users of the language throughout their school years and to help them for fuller and more rewarding participation in life.

**Referring children for assessment of significant speech and language delays**

Refer to a speech pathologist at the school hearing system is recommended if a child's speech or language is significantly delayed or different from peers, particularly in the early years of school. Knowledge also whether a hearing assessment has been conducted. Hearing problems can be an outcome of a range of causes, including otitis media with effusion during pregnancy, both difficulties and chronic ear infections; they need to be identified as early as possible.

**Teaching strategies**

**Teaching active listening**

Listening is a core component of oral language. Some students can hear, but are not active listeners.

Active listening requires selective and sustained attention, working memory, cognitive processing, and information storage and recall mechanisms.

Teachers can help students develop these skills by giving them tasks, such as listening for specific key phrases, listening to answer specific questions, and listening to follow instructions (such as during literacy games and story grammar activities) require active listening. For older students, teaching note-taking skills can also help develop listening skills.

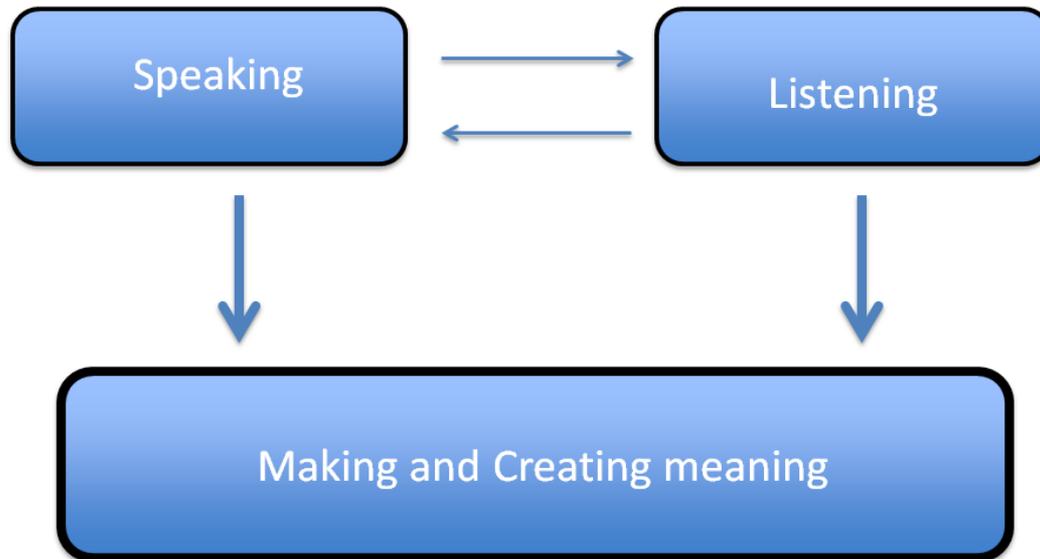
LITERACY | Oral language | <https://doe.sa.gov.au>

Government of South Australia  
Department for Education and Child Development

Best Advice Paper,  
Department for  
Education 2016

# What is Oral Language?

“ .....The process of speaking and listening in order to make and create meaning. They are complementary skills and equally important”



Sheena Cameron

# Research shows...

- Clinically significant language impairment is present in ~ 50% of young male offenders
- Undetected language impairment will make being a witness, suspect or victim more challenging for a young person
- High link between behaviour difficulties and language / learning impairments

ATSI students whose first language is an Indigenous language

May have limited or excellent Literacy experience of first language

May have limited 'schooling' or continuous schooling in first language

First language is NOT English (overseas or Australian born)

*Who are our **EAL/D** learners?*

May have had some exposure to English – written vs spoken

May have good social language skills but lacks academic – vice versa

May have learned one or more languages or dialects other than English



Learned, used, taught



	Listening	Speaking	Reading	Writing
Learned	1st	2nd	3rd	4th
Used	<b>most</b>	next most	next least	<b>least</b>
Taught	<b>least</b>	next least	next most	<b>most</b>

# Factors that support initial language acquisition

1. Amount of language spoken to a child
2. Extent to which adults cue in and respond sensitively to what a child is trying to communicate
3. The way adults talk with children
4. Reminiscing about events
5. Sharing rhymes, songs and books
6. Avoiding background noise
7. Opportunities for interaction with other children
8. Continued use of home language



# Promoting oral language at school

- **Listen** to students & teach them to listen attentively and respectfully to each other
- **Value** the diversity of **home languages** in the class
- Allow **thinking time / wait time**
- students **ask questions** as well as the teacher
- Encourage **risk taking**
- Plan **partner/small group work**
- Encourage **speaking in sentences**
- Encourage a **'think, pair, share'** culture



# When surrounded by conversations, children...

- expand their vocabulary
- increase the complexity of the language structures they use
- become language risk-takers
- develop confidence in the way they communicate
- clarify their thinking and deepen their understanding of their world
- tune into the sounds of standard Australian English language.

*There is now convincing evidence that **explicit instruction** is effective for vocabulary learning.*

1. Build vocabulary instruction into everyday routines and model high quality language.

2. Select the best words to teach.

3. Explicitly teach word meanings in a vocabulary teaching sequence.

4. Teach students to use graphic organisers.



# Initiate & respond to student talk

## Closed questions

- How many hundreds are there?
- Where is the story set?
- What happened when we mixed flour with water?

## Open questions

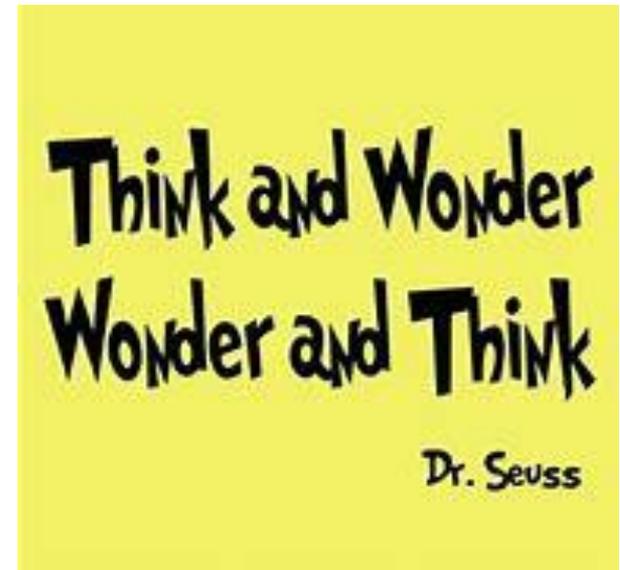
- How do you think he might be feeling?
- Why do you think this happened?
- Are there any other possible solutions?
- What would you do in this situation?

## I wonder statements..

*I wonder why the sky changes colour?*

*I wonder if how many birds there are?*

*I wonder .....?*

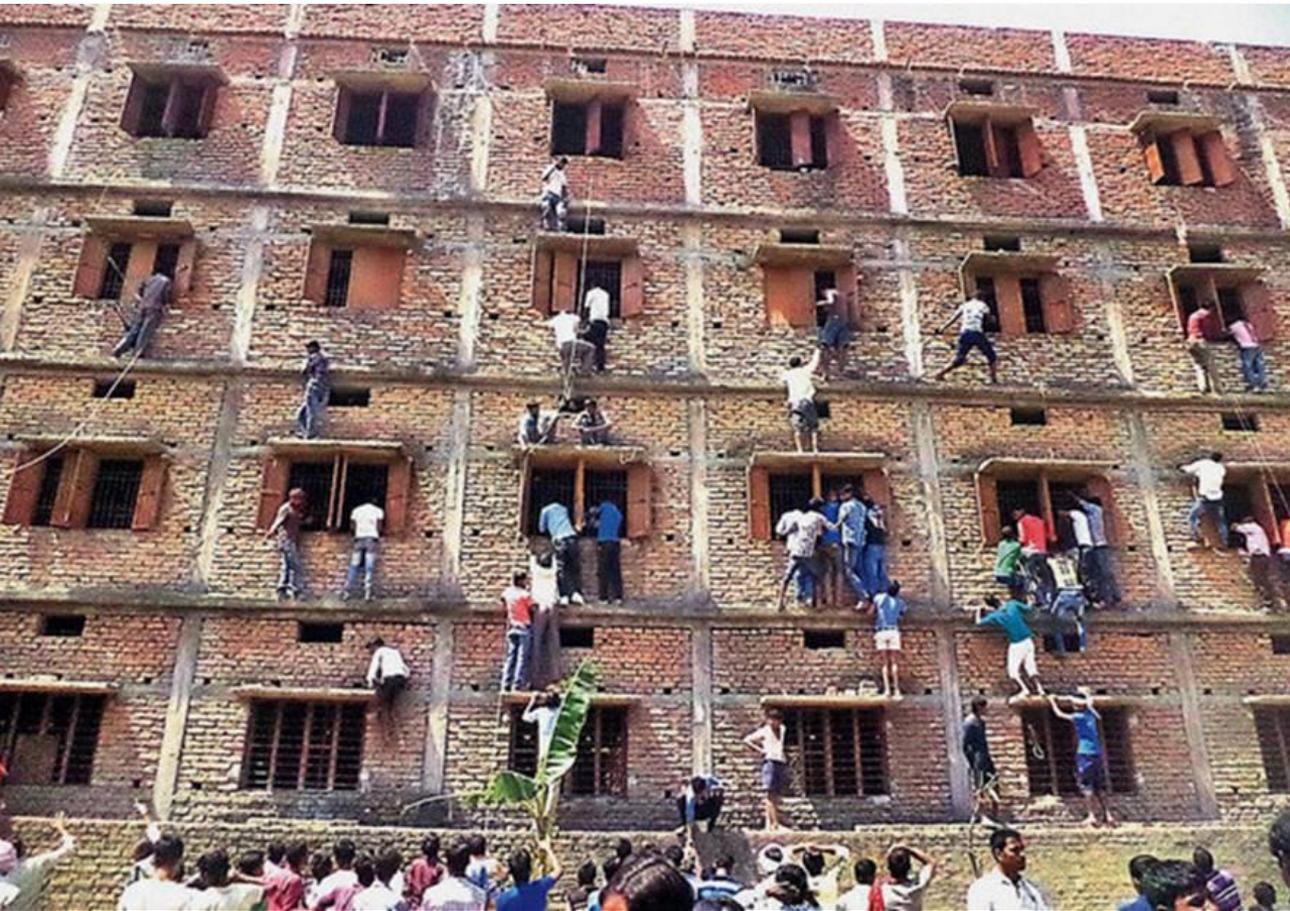


**How**  
**Passive**  
**Low challenge**



**Dialogue**

**How**  
**Active**  
**High challenge**



**What's going on?**

**What do you see  
that makes you  
think that?**

**What else do you  
see?**



# The Literacy Shed Moving pictures



<https://www.literacyshed.com/the-images-shed.html>

# *New York Times* Picture of the Day



<https://www.nytimes.com/slideshow/2016/03/15/blogs/pictures-of-the-day-the-united-states-and-elsewhere/s/20160315POD-slide-M2ZH.html>



# The Communication Trust

Every child understood

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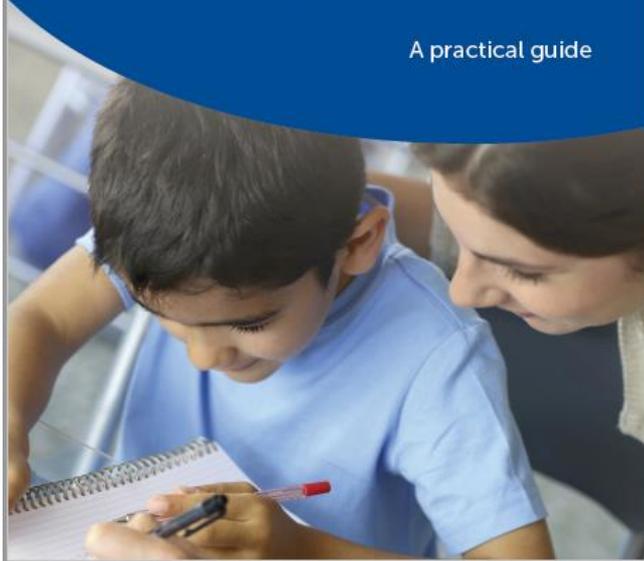
The Communication Trust is a coalition of over 50 not-for-profit organisations. Working together we support everyone who works with children and young people in England to support their speech, language and communication



**Barnardo's**  
BELIEVE IN CHILDREN

# Understanding Learning Difficulties

A practical guide



## Wonderful Words

Encouraging students to take an interest in words; what they mean; where they come from; why they are spelt the way they are; and, what other words they are related to; has been shown to assist students both in terms of their interest in literacy activities and their competencies (including spelling). For younger students, this should be an oral process. There can be a teacher's "Word of the Day" or a Principal's "Word of the Week". Morning news can be replaced with a student presenting their wonderful word. This framework can also be used as a written process for older students to explore words. For adults and older students who would like to use this process independently, various websites such as [www.dictionary.com](http://www.dictionary.com) post a word of the day, along with its definition.

My word is:

It means:

I could use my word in a sentence in the following way:

My word has  syllables.

My word has  sounds.

The first sound of my word is  and the last sound is

My word rhymes with  and it also rhymes with

**(STOP HERE FOR PRE-PRIMARY AND LOWER PRIMARY)**

The onset and rime of the first syllable are  and

The onset and rime of the last syllable are  and

I heard/read this word  (where?)

I think it originally came from  (which language?)

Its base (root) is  and this base is also in the words  and

The base means

My word has a prefix. It is

My word has a suffix. It is

My word is a  noun  verb  adjective  adverb  conjunction (tick)

**Map the syllables and sounds** (1 box = 1 speech sound, / = syllable break)

For example: photosynthesis =

ph o / t o / s y n / th e / s i s

Circle any 'tricky spellings' (e.g., fr*ie*nd)

# ? WOULD YOU RATHER... ?

... have a magic carpet that flies or your own personal robot?

... have one eye in the middle of your head or two noses?

... only be able to crawl on all fours or only be able to walk backwards?

... be able to fly or be invisible?

... have the chance to design a new toy or direct a movie?

... be ten years older or four years younger?

... be able to control the weather or have the ability to talk to animals?

... only be able to whisper or have an incredibly loud voice?

... speak every language or play every instrument?

... live in the desert or on a deserted island?

... have a pet dinosaur or a pet dragon?

... always have to enter rooms by announcing your name or always have to do cartwheels out?

... have wings but you can't fly or have gills but you can't swim underwater?

... be a unicorn or a pegasus?

... meet a superhero or a cartoon character?

... eat a whole jar of mayonnaise or drink a cup of hot sauce?

... live without music or without movies?

... discover a hidden treasure or discover a living dinosaur?

... kiss a frog or hug a snake?

... have lived in the 1870's or in the 1970's?

... shovel snow or rake leaves?

... have a car that can fly or go underwater?

... be trapped in a room with a friendly tiger or with 10 bumblebees?

... have a bucket stuck on your head or a cement block stuck on your foot?

... set the table before dinner or wash the dishes after dinner?

... jump into a pool of chocolate pudding or a pool of strawberry ice cream?

... have really small hands or really big feet?

... read minds or be invisible?

... eat pizza for every meal or ice cream for every meal?

... have a purple nose or green ears?

... see a giant ant or a tiny giraffe?

... always be dressed up or always wear your pajamas?

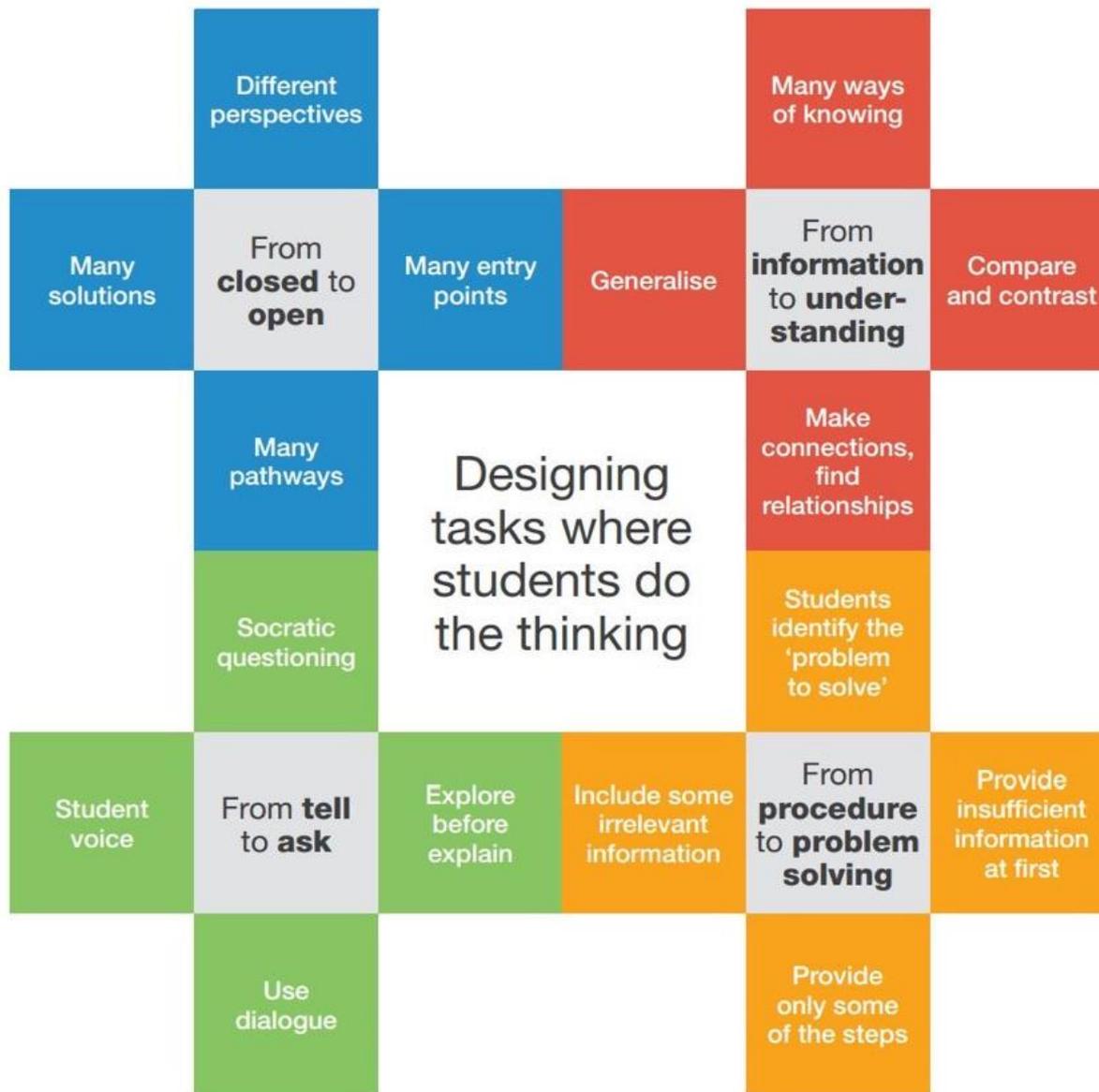
... go for a drive in a convertible or a double decker bus?

... have to wear a clown wig or a clown nose for the rest of your life?

... be able to live 100 years in the past or 100 years in the future?

... go to the doctor or the dentist?

... fly a helicopter or a commercial plane?



AC Leaders site / Transforming tasks

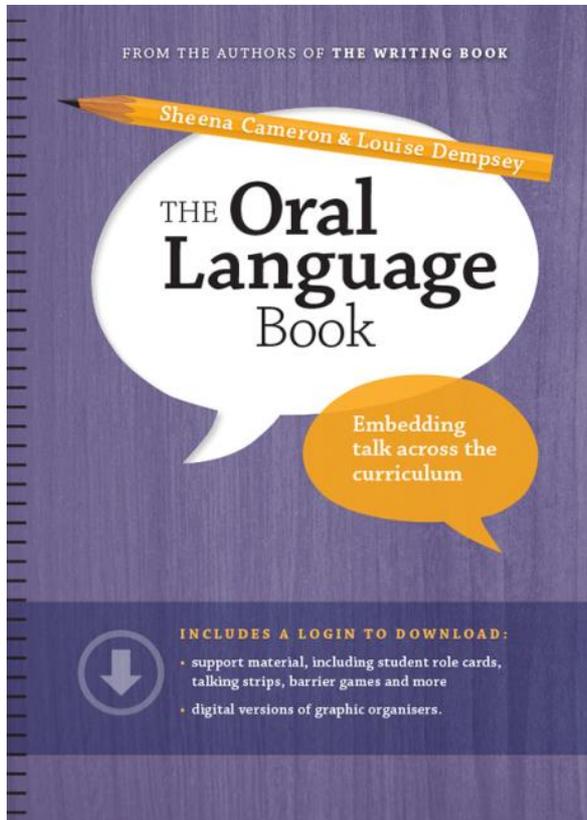
<http://www.acleadersresource.sa.edu.au/>

# GOAL – Getting the students doing the thinking in English

## Transforming tasks strategy: From tell to ask



Technique	Before	After	Reflection: Why and how?
<p><b>Socratic questioning</b></p> <p>Ask questions that help students dig deeper.</p>	<p><b>Study the annotations below to understand how the individual elements of photographic images help us to create meaning.</b></p> <ol style="list-style-type: none"> <li>The angle and position of the bus makes it prominent on a flat and barren landscape.</li> </ol>  <ol style="list-style-type: none"> <li>The presence of the child gives a human dimension to the story.</li> <li>The distance between the bus and child makes her seem separated and as if she is walking away from the disaster.</li> </ol>	<p><b>We create and infer meaning from the individual elements of photographic images.</b> Use the questions below as a starting point to discuss how the elements in the photograph work together to create meaning.</p> <ol style="list-style-type: none"> <li>What story do you think this photograph is telling us?</li> <li>Why do you think that? What other information can you infer from this photograph? For example, can you determine the: <ul style="list-style-type: none"> <li>country</li> <li>cause of damage</li> <li>time of year. Explain your thinking.</li> </ul> </li> <li>Are you making any assumptions? What have you assumed about the child? Why? What else might be possible?</li> <li>How might editing a photograph change the story? Would you feel differently if the child was facing the bus? Might the story change if the child was not there?</li> <li>What are the possible motives for someone to edit a photograph?</li> </ol> 	<p><b>WHY</b> would you... use Socratic questioning when analysing a visual text? To develop skills in analysis, inference, questioning and connecting ideas.</p> <p><b>HOW</b> does this develop powerful/expert learners? Students develop self awareness as they learn to respond to probing questions and to ask this type of question themselves.</p> <p>Examples of Socratic questions can be found online (For example: <a href="http://courses.cs.vt.edu/cs2104/Summer2014/Notes/SocraticQ.pdf">http://courses.cs.vt.edu/cs2104/Summer2014/Notes/SocraticQ.pdf</a>)</p>
<p><b>Explore before explain</b></p> <p>Ask students to try their ideas first.</p>	<p><b>Try this:</b> Using this photograph of a worker on the Empire State Building, write your own annotations to show how the individual elements work together to create meaning and effect.</p> 	<p><b>We create meaning from the individual elements of photographic images.</b> <b>Try this:</b> Open the image in Photoshop. Experiment to see how editing the image can change the effect. For example:</p> <ul style="list-style-type: none"> <li>zooming in on different elements</li> <li>removing different elements (the bus, or the child)</li> <li>having the child look a different way.</li> </ul> <p>What other changes can you make that have an effect on the story being told? Demonstrate and discuss how the editing of a photograph can change the story.</p> 	<p><b>WHY</b> would you... have students experiment with different visual effects on a photographic image? To develop deep understanding of how meaning is created by exploring the effects of different possible visual arrangements.</p> <p><b>HOW</b> does this develop powerful/expert learners? Students learn to communicate effectively in a variety of forms and be independent in initiating, directing and reflecting on their learning.</p>
<p><b>Use dialogue</b></p> <p>Ask students to interact and build meaning through learning conversations.</p>	<p>Collect some current advertisements and images that promote particular body types as beautiful.</p> <p>Write an explanation of how pictures and language are used to persuade, or influence others of a particular point of view of beauty, using the sourced images and advertisements as a reference.</p>	<p>Look at a diverse range of pictures and advertisements that promote a view of human beauty. Include examples from different eras and cultures to show how perceptions of beauty can vary.</p> <p><b>Discussion</b> (Use a dialogue process such as the Community of Inquiry).</p> <ol style="list-style-type: none"> <li>Who should decide what a 'beautiful human form' is?</li> <li>Do you think media images influence our views? Should they?</li> <li>What might be the underlying motive for media presenting a particular view?</li> <li>What causes our perceptions of beauty to change?</li> </ol> 	<p><b>WHY</b> would you... have students work with peers and grapple with challenging questions through dialogue? To learn to analyse, compare and question different points of view.</p> <p><b>HOW</b> does this develop powerful/expert learners? Students learn to actively listen to their peers, develop argument skills, reflect on ideas and communicate clearly.</p> <p><a href="http://bit.ly/18ng1f">http://bit.ly/18ng1f</a> (Public domain), <a href="http://bit.ly/1wZuR">http://bit.ly/1wZuR</a>, Frank Poyndry 20th C Fox (Public domain)   <a href="http://www.flickr.com/photos/babadivine/351227116/">www.flickr.com/photos/babadivine/351227116/</a>, Kulla Konch 18th C CC BY-SA</p>



<p>Would you rather never have to shower again or never have to brush your teeth again?</p>	<p>Would you rather only be able to whisper or only be able to shout?</p>
<p>Would you rather eat a live spider or a dead worm?</p>	<p>Would you rather always have to say everything that you are thinking or never speak again?</p>
<p>Would you rather have the ability to fly or to be invisible?</p>	<p>Would you rather stay at your current age or be 10 years older?</p>
<p>Would you rather live in the city or the country?</p>	<p>Would you rather help set the table before dinner or help clean up after dinner?</p>
<p>Would you rather have a pet cat or a pet dog?</p>	<p>Would you rather be able to talk to animals or speak all foreign languages?</p>
<p>Would you rather be a kid your whole life or an adult your whole life?</p>	<p>Would you rather go to the dentist or go to the doctor?</p>
<p>Would you rather be a deep-sea diver or an astronaut?</p>	<p>Would you rather have X-ray vision or magnified hearing?</p>

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*Oral language abilities are not only closely related to the development of early reading skills, but there are also substantial long-term correlations with reading in the middle years of primary school.*

*It is impossible to understand the written form of a language without a wide vocabulary and familiarity with language structures.*

*(Dickinson & Tabors, 2001)*