



Introduction to reading development

ECAD4016



Aims:

- ~ to identify the steps to support reading
- ~ awareness of relevant programmes
- ~ possible strategies for how best to support Ella

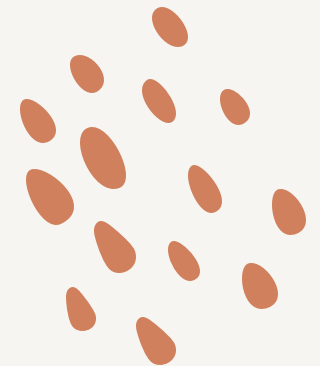
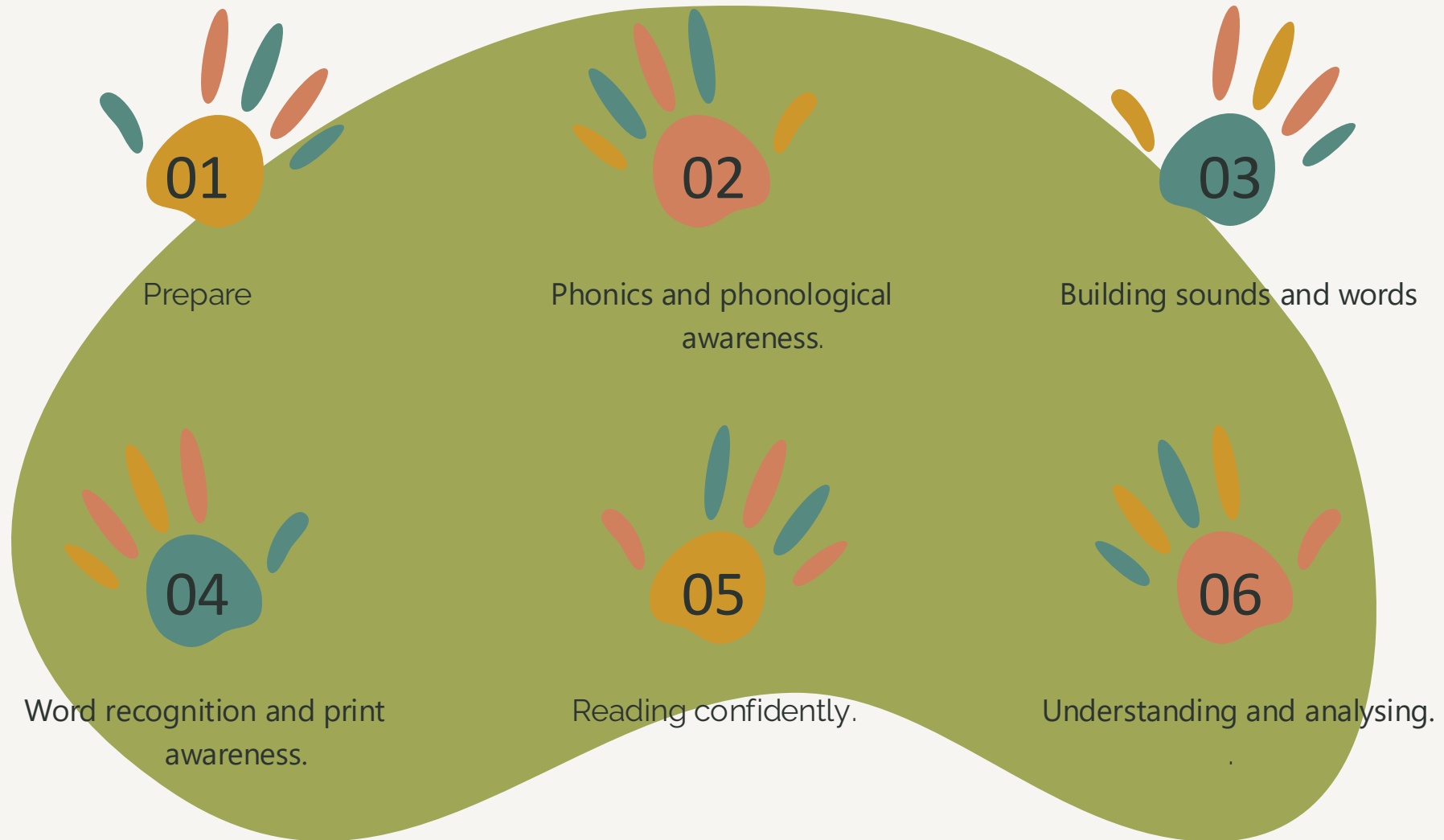


Let's think!

What are the key stages to consider when thinking about reading development?



Key Stages in Reading Development



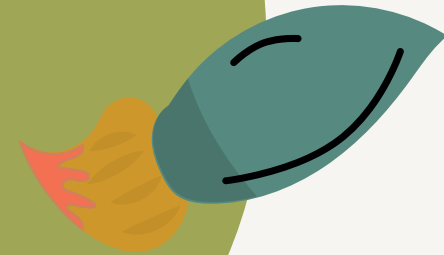


Ella is 4 years old and has
been in the Reception class
for 6 months.

Ella's Language, Literacy and Communication Skills – what do you remember?



- ✓ Ella can speak, although not always clearly, often using single-word responses.
- ✓ She can hear and has good listening skills.
- ✓ Ella uses gestures to communicate her needs, although she can be very reluctant to do so.
- ✓ She rarely initiates conversation, but she will respond when spoken to.
- ✓ Ella plays quietly alongside her peers in the role-play area.
- ✓ At times, she speaks in sentences of five to six words.
- ✓ Ella can remember parts of a story.
- ✓ Ella is not able to retell a short story in full



Phonological Awareness

Hearing and Recognising Sounds

What is it?

The ability to hear, identify and manipulate sounds in spoken language.

Children learn to:

Recognise rhymes and alliteration

Clap syllables in words

Identify beginning and ending sounds

Listen carefully to spoken language

Why is it important?

- ✓ Forms the foundation for phonics and reading

Classroom Activities

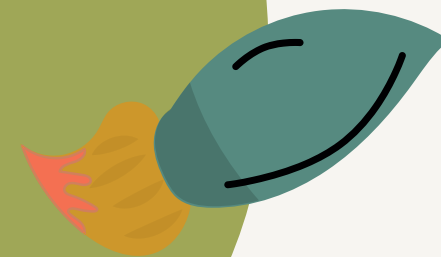
Nursery rhymes

Sound games

Syllable clapping

"I spy" with sounds

Key Message: Before children can read print, they need to understand the sounds of language.





How would you support Ella?

Preparing Ella for reading

Children begin learning about language by listening to and imitating what they hear around them. They also learn about books and writing by watching and listening to adults read. These experiences lay the foundation for the development of oral language skills and a broad understanding of language.



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Phonics

Linking Sounds to Letters - What is it?

Learning the relationship between letters (graphemes) and sounds (phonemes).

Children learn to:

- Recognise letter-sound correspondences
- Blend sounds to read words
- Segment words for spelling
- Decode unfamiliar words

Example

c + a + t = cat

Classroom Activities

- Sound cards
- Magnetic letters
- Word building games
- Shared reading

Phonics helps children crack the alphabetic code.



Word Recognition and Print Awareness

Understanding How Print Works - What is it?

Learning that print carries meaning and recognising common words automatically.

Children learn to:

- Follow text from left to right
- Recognise their name
- Understand books have titles and authors
- Identify familiar sight words

Signs of Progress

Recognises common words

Holds books correctly

Understands that text communicates meaning

Practical Activities

- Environmental print
- Labelling classroom objects
- Shared book experiences

Children begin to see themselves as readers.



Reading Fluency

Reading Smoothly and Confidently - What is it?

The ability to read accurately, quickly and with expression.

Children learn to:

- Read words automatically
- Use expression when reading
- Read without stopping at every word
- Build confidence

Strategies

- Repeated reading
- Reading aloud
- Echo reading
- Paired reading

Why is it important?

Fluent readers can concentrate on understanding the text.

Fluency bridges decoding and comprehension.



Vocabulary and Comprehension

Understanding What is Read - What is it?

Making meaning from text through language knowledge and thinking skills.

Children learn to:

- Understand new vocabulary
- Make predictions
- Ask and answer questions
- Summarise information
- Make connections with prior knowledge

Teacher Strategies

- Rich discussion
- Story retelling
- Vocabulary instruction
- Visual prompts

Example Questions

- What happened first?
- Why did the character feel sad?
- What might happen next?

Reading is about understanding, not just saying the words.



Motivation and Reading for Purpose

Developing Lifelong Readers - What is it?

Creating positive attitudes towards reading and encouraging regular engagement with texts.

Children learn to:

- Read for pleasure
- Read for information
- Choose books independently
- Develop reading habits

How can adults help?

- Read regularly with children
- Provide access to a variety of books
- Share stories enthusiastically
- Celebrate reading success

Reflection Question

How can teachers create a classroom that promotes a love of reading?

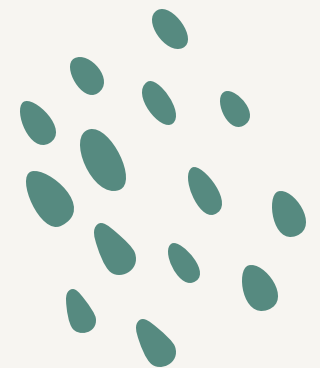
Motivation is the driving force behind successful reading development.



What factors influence
reading development?



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What is the role of the parents and teachers?

- Parents and teachers play a key role in children's reading development.
 - Parents can support children by reading books with them, discussing stories, and encouraging a love of books.
 - Teachers provide the tools and use teaching approaches designed to improve language understanding and promote reading skills.
- 



Vygotsky's theory supports early reading development through the idea that children learn best with support from more knowledgeable others (teachers, parents, and peers). This support, often called scaffolding, helps children achieve tasks that they could not complete independently.

What Ella can do independently

- Listen to stories
- Recognise some pictures
- Talk about parts of a story

What Ella can do with support (ZPD)

- Join in repeated phrases in stories
- Blend sounds with adult guidance
- Retell a simple story using prompts

What Ella cannot do yet

- Read unfamiliar texts independently
- Decode complex words
- Comprehend texts beyond her language level

↑ Scaffolding from adults and peers ↑
Modelling • Questioning • Shared reading • Storytelling

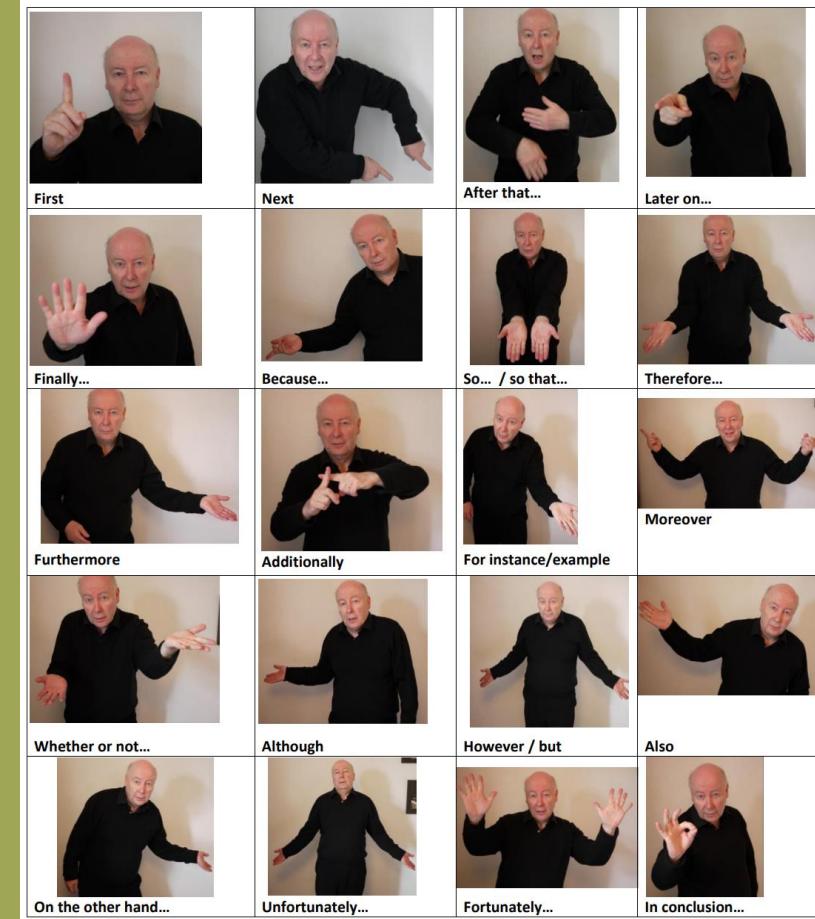
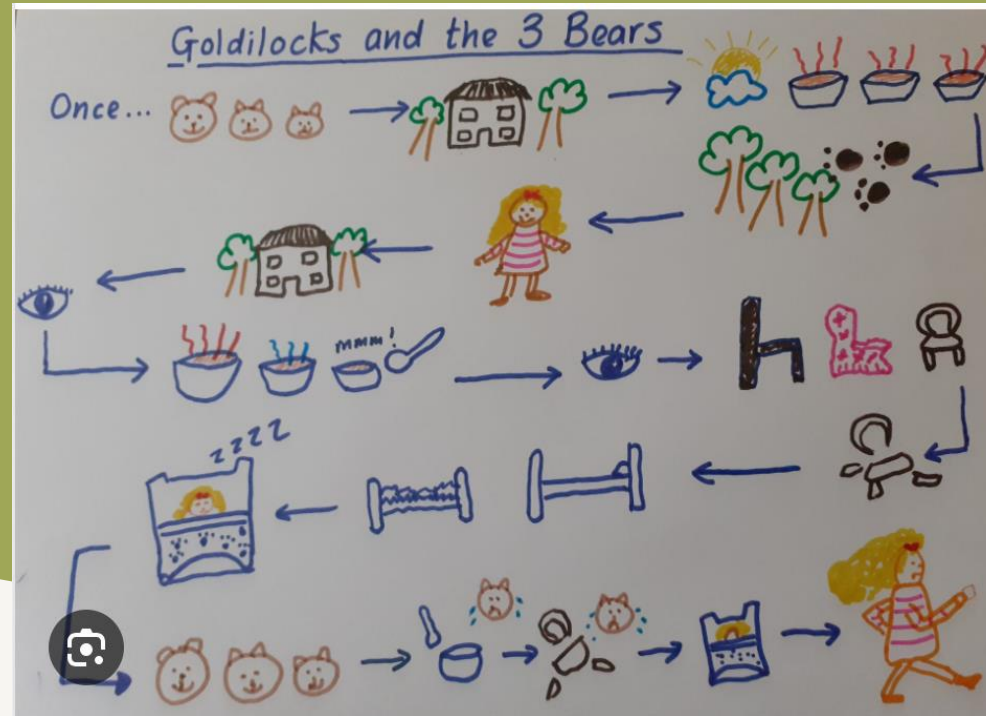
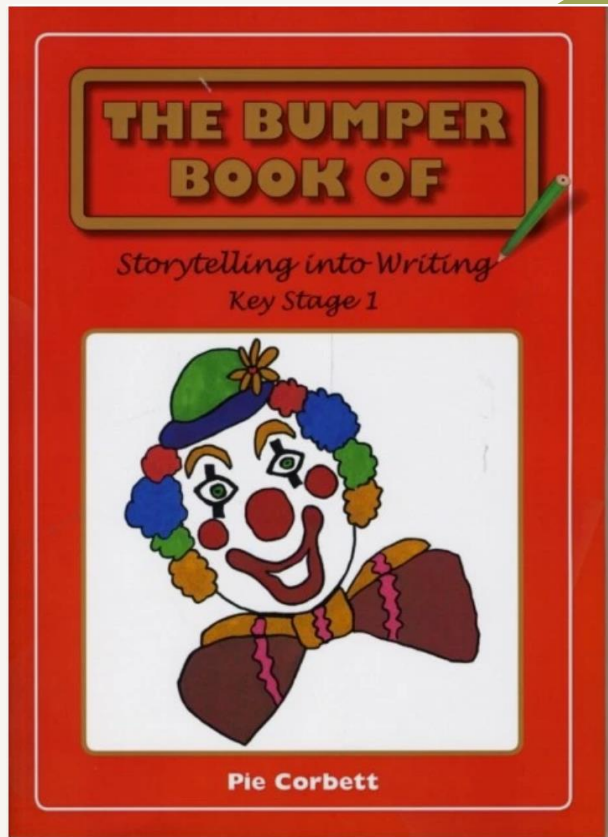
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**The Pie Corbett
approach to
storytelling and
literacy development.**





Your turn!





Diolch!

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