

Literacy For All in our Playrooms Talking and Listening



Early Literacy Strategies:

Provocations for talk and addressing the vocabulary gap





Glasgow's Improvement Challenge (GIC) Health & Safety

“Distance Aware” Encouraging people to take care and respect the space of others

All participants should choose a seat on entry and use this space for the full training session. **Please wipe desks/communal tables before leaving.**

Doors and windows will be opened to increase natural ventilation where it is practical, safe and secure to do so while maintaining appropriate internal temperatures.

Tea and toilet facilities should be used at designated areas, following signage





House-Keeping

- **Fire Alarm:** Tested Wednesday at 10am. No other fire alarm planned so in the instance of hearing it please take guidance from the trainer and make your way to the nearest exit. Be mindful of the children attending Royston Primary, if you feel you could support the class teacher in getting the class out safely please do so.
- **Parking:** Please be considerate of residents and that if parking attendants do patrol the area they will give tickets to cars parked on the pavement or on yellow lines during restricted times.
- **Refreshments:** Please ensure that at the end of training all cups, spoons etc are placed in the bins provided.
- **Facilities:** male/female toilet locations



Task

- Discuss observation task on conversational styles of children.
 - What did you learn about children?
 - What might you change as a result?



Aim

- To consider evidence based interventions to enhance listening and talking skills and develop vocabulary.



Content

- The building blocks for Emergent Literacy
- Turning book reading into a conversation
- Building vocabulary by making words ‘sparkle’
- Developing children’s understanding of stories
- Play and provocations for talk



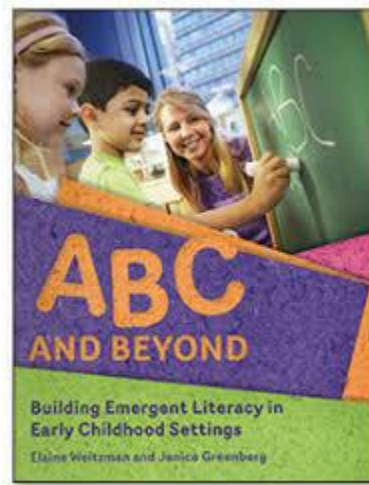
Key reference

Weitzman, E, Greenberg, J (2010)

ABC and Beyond:

Building Emergent Literacy in Early Childhood Settings.

A Hanen Centre Publication



Emergent Literacy



The Building Blocks For Emergent Literacy

Phonological awareness

Language of learning

Print knowledge

Conversation

Vocabulary

Story comprehension



Conversations – letting the child lead

‘for some teachers, the difficulty isn't so much in finding opportunities to let the child lead but in changing long standing patterns of interaction, as well as changing ideas about what a teachers role really is.’

Weitzman, E, Greenberg, J (2010) ABC and Beyond. A Hanen Publication





Conversations – letting the child lead





Conversations – letting the child lead

- Listening
 - Active listening
- Being face to face
 - Adult on the floor and child on a chair
 - Adult on their stomach and child on the floor
 - Adult on their side and child on the floor
 - Adult with legs crossed on the floor



Importance of the Right Story





Storytelling and Reading Aloud

- Helps to build **language** and **communication skills**
- Fosters **positive relationships**
- Introduces new **vocabulary**
- Allows opportunities to **express thoughts and feelings**
- Helps children make **sense of the world**
- Develops **empathy** for others
- Develops understanding of the **purpose of print**
- Exposes children to the **mechanics of reading**



Choosing your book

- It is important to think carefully about the book you choose to read aloud to a group;
 - Choose something you enjoy and something that will work for your audience. Is it **suitable and engaging**?
 - Make sure you have **read it yourself** and are **familiar** with it, so that your face can tell the story too.
 - Read it to find your own **voice, rhythm and style**.



Choosing and planning your book

- **Story:** is it interesting and engaging?
- **Characters:** will children identify with them? Is there diverse cultural representation?
- **Pictures:** are they attractive and how do they add to the story?
- **Theme:** can children relate to the theme or central message?
- **Experiences:** how can you extend the story? Can you add an active element?

Evidence-based Strategies



Turning book reading into a conversation - the role of the adult

Weitzman, E, Greenberg, J (2010) ABC and Beyond. A Hanen Publication

In an early childhood setting, children's language learning depends on the quality and quantity of their interactions with their teacher

Children who are distractible, as well as those with a reluctant conversational style, miss out on a great deal of learning if they are not fully engaged during book reading



Turn Book reading into a conversation

1. Set the stage for conversation....

- comfortable
- all children can see
- small half circle

2. Follow the children's lead....

- children set the pace
- relaxed

3. Observe Wait Listen





Turn Book reading into a conversation: **Observing, Waiting and Listening**

- **Observe**
 - Face to face to encourage interaction
 - Place quieter children in front of you
 - Stop every now and then to observe children
- **Wait**
 - 5-10 seconds
 - Very important in encouraging interactions
 - This may be before or after you turn the page, after you point out a particular characters expression, after a turning point in the story, after you ask a question
- **Listen**
 - Active listening
 - Trying to understand without making assumptions or interrupting
 - Listening carefully in order to build on what the child says.





Turn Book reading into a conversation: **Extending Conversations**

Strategy for keeping the conversation going

“studies show that children who participate frequently in extended conversations with adults have better language and literacy outcomes.”



Turn Book reading into a conversation: Extending Conversations

TURN 2

Karen: that's a great big bus... I wonder if we could fit an elephant on it!

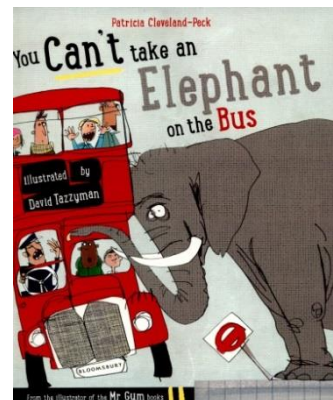
TURN 3

Ali: I think my elephant is too big... I will try...

TURN 4

Karen: oh the poor elephant! She is too big to fit! Would any of her friends fit?

TURN 1
Ali: My bus...



TURN 5
Ali: the dog is smaller and I have seen dogs on buses before...

Turn Book reading into a conversation: **Extending Conversations**

TURN 1

Jordan: Moira,
look! I made a
giant car with the
blocks.

TURN 3 Jordan: I
am going to drive
to Africa to see the
elephants.

TURN 5 Jordan: No it
won't. My car can fly
and it can go really
fast

TURN 2

Moira: Jordan, what
an amazing car!
Where are you going
to go in your car?

TURN 4

Moira: All the way to
Africa! Africa is very far.
I think it will take you a
long time to get there.



Turn Book reading into a conversation: Encourage conversation using “think – pair – share”

- THINK – at appropriate points, pause to ask a question or encourage children to think about something. Encourage children to think about it in their heads for a while.
- PAIR – encourage the children to tell their thoughts to a partner.
- SHARE – ask some of the children to share their thoughts with the group.





Turn Book reading into a conversation: **Effective Questioning**

- Try to:
 - ask questions which are relevant to the child and linked to the story and follow the child's interest
 - encourage children to think and give opinions e.g. what would you do if you were Jack?
- Avoid:
 - too many questions
 - asking testing/right or wrong questions
 - questions which are too easy or obvious





Turn Book reading into a conversation



Discuss what a quality book area looks like and decide on 5 key aspects.



Evidence-based Strategies: Literacy Rich Environments





Quality

The following tips may be useful for anyone wanting to set up a book corner:

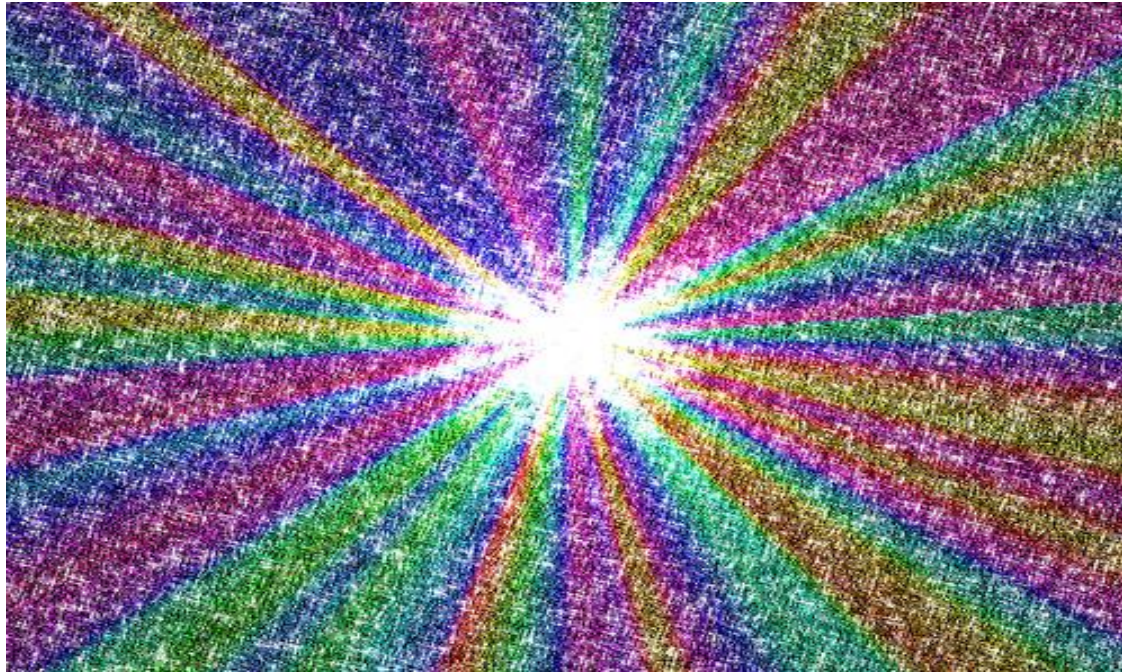
- An **open, accessible** bookcase or shelving to display or store books with the cover showing. A carpet and cushions with space for sitting to make the book corner **cosy** and **inviting**.
- **Children** should be **involved** in the **organisation** and **maintenance** of the book corner to encourage **responsibility** for the care of books
- **Selection of books**, fiction/non-fiction, big books, sensory books... relevant to planned **interests** of children and **seasonal/cultural** events.
- Children's choice of **favourite stories**
- **Multicultural** selection of books (EAL languages of interest/relevance)
- **Puppets, story sacks** or **story telling sets**
- Listening station?
- Opportunities for mark making?







Building Vocabulary: Sparkle Words





Building Vocabulary: Sparkle Words

- Why does vocabulary matter?
 - will impact on their ability to communicate, make sense of their word and will impact on the type of learner they will become.
 - vocabulary is a tool for thinking and understanding the world
 - children with rich vocabularies have an enormous educational advantage





Building Vocabulary: Sparkle Words

- Do all children's books promote vocabulary learning?
- Select a book and consider does this book:
 - include interesting new topics?
 - include unfamiliar words and use repetition to emphasise them?
 - help to clarify unfamiliar words through attractive illustrations?
 - have a well written exciting storyline?





Building Vocabulary: Sparkle Words



- Plan ahead to select best focus vocabulary
 - Consider how you will explain the words
- Select no more than five focus words
- Ensure that there is a variety of words.

Verbs

Adjectives

Adverbs

Nouns

- Choose a book and identify up to 5 sparkle words, consider how and when you would introduce these words.



Three steps to making words sparkle

Step 1

- **Everyday words** e.g. cold, cat, car, fast
- Useful for new to English learners

Step 2

- **More sophisticated words** e.g. release, delighted
- **More precise words** e.g. exhausted
- Words that introduce a new concept e.g. engineer, election

Step 3

- **Specialised words** e.g. liquid, evaporate, exhaust



Shooting for the SSTARs

- **S**tress the new word to focus children's attention
- **S**how the children what the word means
- **T**ell the children what the word means
- **a**nd
- **R**elate the word to child's own experiences and other situations
- **S**ay it again.....





Building Vocabulary: Sparkle Words



- Consider how you would plan for vocabulary development:
- Choose a book from your nursery which has exciting vocabulary.
- Use the hand-out to consider how you will ‘shoot for the SSTARs’





Story Comprehension

- Interactive, shared reading approach
- Research from the National Early Literacy Panel (2009) showed that interventions that are **frequent** and **interactive** have a positive effect on **oral language** and **print knowledge**





Story Comprehension

Interactive, shared reading approach

- **INTERACTIVE** and **planned**
- *Small groups* of 5 (or less)
- *Same group* of children meet (at least?) three times with the *same book*.
- Emphasises sensitive interactions which:
 - Model 'think alouds'
 - Use effective questioning (open and closed)
 - Follow the child's lead and encourage thinking and conversation (strive for 5)





Story Comprehension

Interactive, shared reading approach





Story Comprehension

Interactive, shared reading approach

Stage of development

Relevance of book choice

Selecting vocabulary

Model 'think alouds'

Overarching focus

Time and Place





Story Comprehension

Interactive, shared reading approach

- **Book handling skills** and **concept of print** will be a feature of each 'read' before the reading begins.
- Overarching focus could be:
 - Introducing new **vocabulary**
 - Developing a basic understanding of **story elements** (character, setting, problem, actions, resolution) and **structure** (beginning, middle, end)
 - To develop more **elaborate interactions** and begin to extend **thinking and language skills**





Story Comprehension:

Interactive Shared Reading: First Read

- Help children to understand ‘big picture’
- Try to keep the story moving
- By the end of the story discuss
 - Who are the main characters?
 - What is the problem in the story?
 - What has happened?
 - What are the lessons?
- Use comments and questions to explore thinking on **story elements**
 - I'm thinking that...I am wondering why....





Story Comprehension: Interactive Shared Reading: Subsequent Reads

- Same story
- Further understanding of the story
- Revisit **story elements**
- Ask ‘after reading’ questions – why? What do you think about?
- Encouraging children to explain more about their thinking





Story Comprehension: Interactive Shared Reading: Subsequent Reads

- Read story again, continuing to reinforce comprehension
- Children taking more active role
- Children reconstruct story events and also talk about feelings and motivations of characters
- Using illustrations, extend comprehension with questions
 - Why did this happen?
 - Why did he do that?
- Encourage children to make connections



Story Planners

Literacy Story Planner – Commotion in the Ocean – Phonological Awareness

<p>Title – Commotion in the Ocean Author- Giles Andreae</p> 	<p>Experiences and Outcomes- I enjoy exploring and playing with the patterns and sounds of language and I can use what I learn. LIT 0-01a/LIT0-11a/LIT0-20a As I listen and take part in conversations and discussions I discover new words and phrases which I use to help me express my ideas, thoughts and feelings LIT0-10a</p>
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Learning Intention	Identify rhyming words Generate rhyming words
Success Criteria	Listen for words that rhyme Suggest words that will make the rhyme Create new rhymes

Introduction - Connect the learning

<p><i>How will you introduce the book? (build excitement, wonder, curiosity)</i></p>	<p>Share some toy animals appropriate to the story (shark, polar bear ,penguin etc) Talk about how there are lots of different creatures in the book Consider sea themed play in other areas e.g., sea creatures and seaweed in the water play.</p>
<p><i>How will you build on children's own experiences to help them enjoy and relate to the text?</i></p>	<p>As if anyone knows what the ocean is Ask if anyone has been to the seaside Talk about all the things you might see and do at the seaside Ask if anyone has seen crabs or fish or shells Ask if the children like nursery rhymes Talk about favourite rhymes Talk about how we are going to find out about lots of different creatures Have the children tell you a fact about themselves. Talk about how the creatures are all going to share facts about themselves, but they are going to do it with rhymes.</p>

Development- Learners are actively involved in their learning and demonstrate learning

<p><i>What shared interactive reading approaches will you focus on during the experience?</i></p>	<p>i.e. - building phonological awareness - turning book reading into a conversation - Shoot for the SSTaRS – vocabulary development - CSPAR – story comprehension - E's an P's – language for thinking and learning Commotion in the Ocean is a collection of short poems with many opportunities to illustrate rhyme. There are also examples of alliteration which can be shared e.g., "curious commotion" "pitter patter" "clippety clap" and "snippety snap".</p>
<p><i>What vocabulary will you highlight/draw attention to during the shared interactive reading experience? (Max of 5)</i></p>	<p>Scamper, jiggle, cling, waddle, slither SSTaRS - Scamper Show – demonstrate how an animal might scamper from one place to another Show video/pictures of animals scampering Tell-talk about how small animals sometimes scamper when they are scared or excited. Talk about reasons why animals might scamper Talk about why the turtles might scamper in the sand</p>

	<p>Relate- Ask children to recall times when they had seen an animal (perhaps a pet) scamper Say- Look for opportunities to use the word within the playground.</p>
<p><i>How will you actively involve children in the shared interactive reading experience?</i></p>	<p>i.e. - sound elements - repeated phrases - actions - props Children could be encouraged to predict or create appropriate rhymes at line ends in the poems. Following subsequent reads children can be supported in creating their own creature rhymes</p>
<p><i>What questions/think alouds will you ask/use when reading aloud to promote conversation and comprehension, and to extend thinking?</i></p>	<p>First read As you read the story maintain a flow that makes the rhymes work. On occasion draw attention to particular rhymes and make them explicit e.g., wings and strings or whale and tail. Use questions and think aloud to support comprehension. <i>'I wonder which creatures are in the book?'</i> <i>'Which animals do we think are scary?'</i> <i>'Which animals are big/small?'</i> <i>'I wonder what this creature is called?'</i> <i>'I wonder what the _____ will tell us.'</i> <i>'Can you hear how he spoke in a rhyme?'</i> Second read <i>'Which creatures do we remember?'</i> <i>'Can we remember what they told us?'</i> <i>'Do we remember the rhyme they made?'</i> Subsequent reads <i>'Which creatures do we remember?'</i> <i>'What do they do?'</i> <i>'What did they say?'</i></p>
Plenary Review and Recall	
<p><i>How will you help children to connect further with the story?</i></p>	<p>Sharing enthusiasms – 'What is your favourite creature in the book and why?' Sharing puzzles – 'Why do the fish at the dark bottom of the sea have big teeth and eyes?' Sharing connections - Children can share all the different things that make them individuals or all the things that make them humans Children can play rhyming body part games to mimic the book e.g. <i>'This is my hand and I like sand.'</i> <i>'This is my head and I make my bed.'</i></p>
<p><i>Further play experiences and provocations</i></p>	<p>Children can role play all the creatures in the book Further study can be made of any of the creatures. The various creatures can be represented in small world play. Rhymes can be created about creatures Other animal rhymes and poems can be shared e.g., Rumble in the Jungle by the same author</p>



Story Comprehension: Provocations for talk

- To recap interactive shared reading should:
 - Be frequent
 - Be interactive
 - Develop understanding of story elements
 - Use think alouds to model and promote thinking
 - **Promote dialogue**

Make the story come alive



Making Thinking Visible:

- Creates rich opportunities for thinking
- Using effective questioning through listening and responding with respect and interest
- Documenting thinking in a way which interprets and deepens learners' understanding and helps the practitioner analyse and plan how to extend learning

The Tapestry Programme 2021



See, Think, Wonder

- **Careful observations**
- Thoughtful **interpretations**
- Stimulates **curiosity** and **inquiry**



What do you see?



What do you think
about that?



What does it make you
wonder?



See



Think



Wonder

https://www.onceuponapicture.co.uk/portfolio_page/lets-play-football/

Think, Puzzle, Explore

- Activates **prior knowledge**
- Generate **ideas**
- Stimulates **curiosity** and **inquiry**



What do you think you know about these/this object(s)?

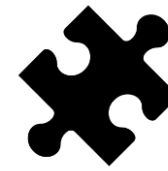


What questions or puzzles do you have?



Explore – senses and investigation

Curiosity Cube



What...?

Who...?

Where...?

When...?

Why...?

How...?



Curiosity Cube

- Motivation for social interaction
- Hook for learning, exploration and investigation
- Effective questioning to develop thinking
- Multisensory approach





Building Vocabulary: Sparkle Words



Consider how you would plan for vocabulary development:

- Choose a book from your nursery which has exciting vocabulary.
- Use the hand-out to consider how you will ‘shoot for the SSTARs’



Dates for your diary

18/08/23	9:30am-12pm	Session 1: Literacy Framework	Gemma
	1pm-3pm	Leadership of Change 1	Gemma & Ana
08.09.23	9:30am-12pm	Session 2: Listening and Talking overview	Gemma
	1pm-3pm	Leadership of Change 2	Gemma & Ana
15.09.23	9:30am-12pm	Education psychologist: Child development	Ed Psych
29.09.23	9:30am-12pm	Session 3: Early Literacy Strategies	Gemma
	1pm-3pm	Leadership of Change 3 (FLO)	Gemma and Ana
06.10.23	9:30am-12pm	Session 4: Phonological Awareness	Ana
	1pm-3pm	Leadership of Change 4	Ana
23.10.23	9:30am-12pm	Session 5: Music and Phonological Awareness 1	CREATE & Gemma
	1pm-3pm	HGIOP – Baseline	Gemma & Ana
27.10.23	9:30am-12pm	Session 6: Meeting the needs of Bilingual Learners	
19.04.24	9:30am-12pm	HGIOP – Final	



Contacts

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- **Blog:** Google Leaders of Early Learning

<https://blogs.glowscotland.org.uk/gc/gccleadersofearlylearning/>



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Provocations for talk and addressing the vocabulary gap

