

Literacy For All in our Playrooms Talking and Listening



Early Literacy Strategies:

Provocations for talk and addressing the vocabulary gap



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’
- Expanding children’s understanding of stories



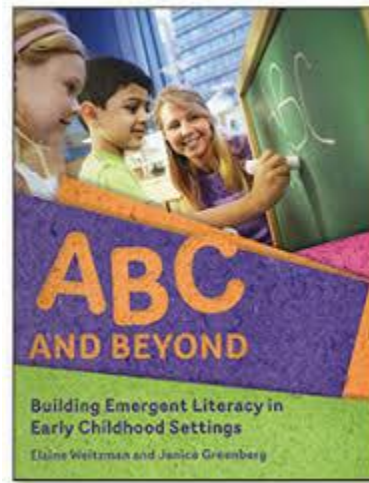
Key reference

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 educators, 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 an educator’s 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 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?

Think....

- Are the available books appropriate?
- Are they in good condition without pages missing?
- Are all staff familiar/confident to read them with the children?
- Have the children been shown how to handle them?



Evidence-based Strategies



Turn Book reading into a conversation

- Three stages.....
 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

- **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.”



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: Extending Conversations

TURN 2

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

TURN 3

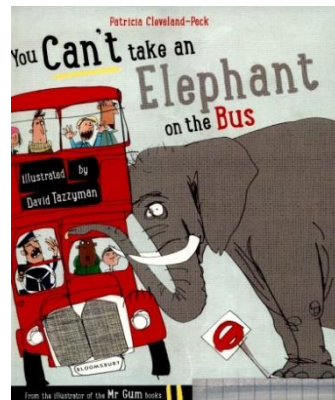
Ali: I think my elephant is too big... I will try...

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...

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

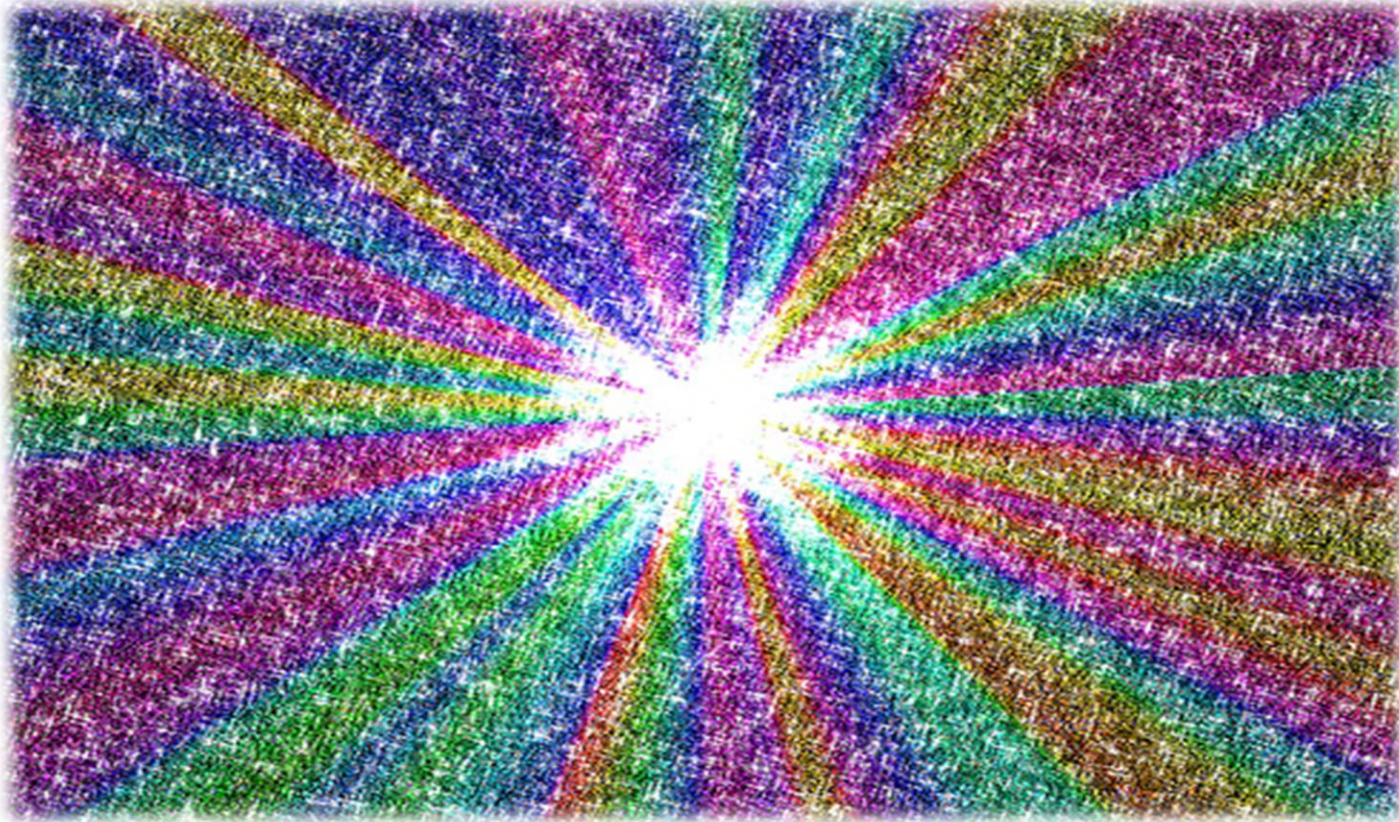
Moira: All the way to
Africa! Africa is very far.
I think it will take you a
long time to get there.

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



Building Vocabulary: Sparkle Words



Building Vocabulary: Making Words ‘Sparkle’

- 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: Making Words 'Sparkle'

- Do all children's books promote vocabulary learning?
- 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: Making Words ‘Sparkle’

- 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
- Consider the three step approach



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.....



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 an understanding of **story elements** (character, setting, problem, actions, resolution) and structure (beginning, middle, end)
 - To develop more elaborate interactions and extend **thinking and language skills** further

Story Comprehension

Story Elements

- **Characters** – what we learn about the characters, personalities, how they think, feel
- **Setting** – identify and describe setting
- **Problem** – motivate children to figure out how problem will be resolved
- **Actions** – consequences of actions, how this builds excitement
- **Resolution** – how the situation comes to an end.

Story Comprehension: 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 extend thinking on **Story Elements**
 - I'm thinking that...I am wondering why....



Story Comprehension: Second Read

- 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: Third Read

- 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 Comprehension: Provocations for talk

- To recap:
 - Frequent
 - Interactive
 - Promote dialogue
 - Story elements
 - Think alouds

Make the story come alive



Story Comprehension Provocations for talk



- High level of adult initiation
- High maintenance required.

Story Comprehension Provocations for talk



Story Comprehension Provocations for talk



I See... I Think... I 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)?

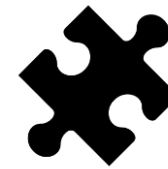


What questions or puzzles do you have?



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





Early Level Tracker 1

Reading

<p>Enjoyment & Choice</p> <p>LIT 0-01a LIT 0-11a LIT 0-20a LIT 0-01b</p>	<p>Become increasingly aware that there are different types of texts e.g. stories, non fiction</p>	<p>With support, start to select texts that can be explored for enjoyment</p>	<p>With support, discuss a story through illustrations and share likes and dislikes</p>	<p>Begin to develop vocabulary through listening to and exploring different text forms</p>	<p>Be supported to select appropriate texts within collaborative and play contexts</p>	<p>Enjoy exploring and reciting nursery rhymes, songs or chants</p>	<p>Generate a short string of rhyming words (can be nonsense rhymes)</p>
	<p>Enjoy exploring, identifying and generating rhyme using familiar words e.g. own name</p>	<p>Enjoy exploring the rhythm of language and listening to stories read aloud by reading role model</p>	<p>Interact with predictable, patterned texts through repetition of rhyme, refrain and identify deliberate mistakes</p>	<p>Begin to keep a steady beat along with familiar songs and rhymes</p>	<p>Begin to develop confidence to clap out syllables in own name and familiar 1-3 syllable words</p>	<p>Begin to develop confidence with book handling skills e.g. holding book correctly</p>	<p>Begin to become aware that print conveys meaning</p>
<p>Tools for Reading</p> <p>ENG 0-12a LIT 0-13a LIT 0-21a</p>	<p>Can recognise own name and some other familiar words as appropriate</p>	<p>With support can aurally identify most familiar initial sounds starting with own name and friends' names</p>	<p>With support begin to generate some words with same initial sound</p>			<p>Begin to recognise the difference between a letter and a word</p>	
	<p>Begin to use knowledge of sounds, patterns and word shapes to recognise some words and some sounds within words</p>			<p>Begin to use context clues such as illustrations to support understanding of stories.</p>			<p>Begin to be aware of some basic punctuation when sharing a story</p>
<p>Understanding Analysing and Evaluating</p> <p>LIT 0-07a ENG 0-17a LIT 0-16a LIT 0-19a</p>	<p>Explore and discuss features such as title, author, blurb, illustrator and pictures</p>		<p>Discuss the basic differences between fiction and non fiction and begin to develop understanding</p>		<p>With support, use what is known already about subject and text type to help understanding</p>	<p>Ask and answer simple open ended questions about events and ideas in a text</p>	
	<p>Use knowledge of familiar patterns and answer questions to help predict what will happen next</p>	<p>Shares thoughts and feeling about stories and other texts during and after reading</p>	<p>Contribute to discussion about events, characters and ideas relevant to the text and begin to make some links with own experiences and other texts</p>		<p>Retell familiar stories in different way e.g. role play, puppets and drawings</p>		
<p>Finding & Using Information</p> <p>LIT 0-14a</p>	<p>Identify some familiar print from environment</p>	<p>Begin to show an awareness of features of fiction and non fiction texts when choosing texts for a particular purpose</p>	<p>With support, find information in a text to learn new things</p>		<p>Begin to answer simple open ended questions about what has been explicitly stated in specific sections of non-fiction texts</p>	<p>Retell some key events from a familiar story</p>	

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Supporting Guidance



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EARLY LEVEL FRAMEWORKS – DIGITAL VERSION

GLASGOW COUNTS IN OUR PLAYROOMS ▶

LITERACY FOR ALL IN OUR PLAYROOMS

GLASGOW OUTDOORS

LEARNING AT HOME

PROMOTING ALTERNATIVE THINKING STRATEGIES

REALISING THE AMBITION

LEARNING FOR SUSTAINABILITY

DIGITAL LITERACY AND COMPUTING SCIENCE (DLCS)

CREATE EARLY LEVEL FRAMEWORK

LITERACY FOR ALL IN OUR PLAYROOMS – YEAR 1

Literacy for All in our Playrooms is a career long professional learning programme designed to support the development of early language development for our young learners. For session 2018-19 the focus will be on listening, talking and early conversational skills.

Literacy For ALL Framework

The Literacy for ALL framework is available below. All early level trackers and supporting back pages are available here.

[Literacy for ALL Framework and Supporting Guidance](#) – updated 3/2/22

Literacy for ALL – Early Level Environment Tool

[Literacy Learning Environment Tool Final](#)


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LITERACY FOR ALL IN OUR PLAYROOMS YEAR 1

LITERACY FOR ALL IN OUR PLAYROOMS – YEAR 2

LITERACY FOR ALL IN OUR PLAYROOMS – YEAR 3

VISION

The pursuit of equity and excellence for Glasgow's young people

ly Learning Team (LELs) are part of Glas-
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 atetic team of teachers who support cur-
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Framework for Literacy

Important Information
& User Guide



Early Level Literacy

Early Level Literacy

Reading

Tracker 1

Writing

Tracker 1

Listening and
Talking

Tracker 1

Additional supporting guidance for all aspects of literacy

Book Area

The following tips may be useful for anyone wishing to set up a book area, you should also consider ensuring access to books in your outdoor space:

- Have an **open, accessible** bookcase or shelving to display or store books with the **cover showing**.
- Ensure there is adequate space for sitting.
- Make the space **cosy and inviting** with rugs, soft furnishings and lighting.
- **Children** should be **involved** in the **organisation** and **maintenance** of the book area. This encourages **responsibility** for the care of books.
- Provide a **wide selection of books**, fiction/non-fiction, big books, sensory/flip books and ensure that texts are relevant to planned areas of learning and **seasonal/cultural** events.
- Ensure the texts available take account of **gender diversity**, **cultural relevance** and the **home languages** spoken by the children in your setting. Texts should also reflect children's **interests** and **language ability**.
- Provide opportunities for children's choice ensuring their **favourite stories** are available.
- Provide children with access to **puppets**, **story sacks** or **props** to support them in retelling the stories they hear.
- A **listening station** can be useful, consider the use of QR codes to enable children to choose which stories they wish to hear.
- Provide opportunities for **mark making** inspired by the stories they hear, a portable mark making kit can be a helpful resource.



Early Level Tracker 1: Spaces

important to support the development of enthusiastic and thoughtful readers.

fiction, magazines, websites, instructions, recipes, menus, digital texts.
diversity, cultural relevance, language diversity and children's interests and language ability.
of a playroom and outdoors.

to see print and understand its meaning e.g. labelling with children's names, labelling of
print.

children to engage in meaningful conversations making use of key strategies, [Observing](#), [Waiting and](#)

[Listening](#), [Extending Conversations](#) and [Making Thinking Visible](#).

- Use [Tell Me: Book Talk – The Three Sharing](#) to encourage children to engage with texts by:
 - talking about their likes, dislikes and thoughts.
 - providing children time and space to ask their own questions about texts and puzzles they may have.
 - supporting children to make connections with texts e.g. their own experience/prior knowledge, with the world around them or with another text.



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