

Lifting Literacy Lifting Tasmania - 2022 Paper 1 Setting the Scene.

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Below are six dot points in response to LLLF with more extensive explanatory notes attached.

- “Developmentally....” This term reflects back to understandings from the last century and implies that all children learn and develop through the same pattern of stages and ages. This is no longer the prominent view of childrens’ change over time. See attached abstracts Flear (2006) and van Horn & Ramey (2003). Children’s learning and development s impacted differently by cultural, social and family experiences which are not the same for all children.
- “Evidence-based” is a term best used with respect to the natural sciences where consequences of actions are definite, regular and predictable. “Evidence-informed” is the more appropriate use of this concept with respect to the social sciences where outcomes are various depending on immediate and past circumstances which differ from child to child. As mentioned above
- Page 36. B4 Early Years Coalition – what is meant by “... including driving.”?
- Phonics Screening Check. This assessment is best administered as a writing task;
 1. Children as a whole group, therefore no need to pay another teacher to take the class while children are being individually tested.
 2. Good readers are less likely to make mistake, as they do when they think a word has been misspelled and read what they think *should* be there rather than what *is* there (frequently occurring).
- Phenological awareness, Phonemic awareness and Phonics (See notes attached.) These terms are not interchangeable. See Table on page 13 and first paragraph below. It is correct to emphasise that “These skills are not gained in isolation from each other and must be cohesively taught in a coherent, integrated and systematic way.” The sentence at the end of this first paragraph is redundant.
- It is not clear what is meant by “Science of reading” in 2. Non-Government Education Providers pages 40 – 41.
- There is no mention of the use and value of support for failing readers eg. Reading Recovery – see attached abstract: Sirinides, Gray & May (2018).

Selected publications:

1. **Raban, B.** & Scull, J. (in prep). Literacy. In D. Pendergast & S. Garvis (Eds.) *Teaching early years: Rethinking curriculum, pedagogy and assessment*. (2nd Edition) Allen & Unwin.
2. **Raban, B.** (2020). Early literacy. Chapter 12 In A. Kilderry & B.aban (Eds.). *Strong foundations: Evidence ingorming practice in early childhood education and care*. Australian Council for Educational Research.
3. Bevan, A. & **Raban, B.** (2019). *English as an additional language in practice: Supporting language and communication skills in the early years*. Teaching Solutions.
4. **Raban, B.** (2018). Literacy policy in England and Australia determined by evidence or ideology? In M.M. Clark (Ed.) *Teaching Initial Literacy: Politics, evidence and ideology*. Glendale Education pp.40-50.
5. **Raban, B.** (2018). Writing in the preschool. In N. Mackenzie & J. Scull (Eds.) *Understanding and Supporting young writers from Birth – 8yrs*. Routledge. pp 50-70.
6. Clere, L. & **Raban, B.** (2017). *Child-initiated early writing*. Teaching Solutions.Scull, J. & Raban, B. (2016). *Growing up literate: Australian research for practice*. Eleanor Curtain Publishing.
7. Palmer, S., Bayley, R. & **Raban, B.** (2014). *Foundations in early literacy*. Teaching Solutions.Flear, M. & Raban, B. (2005). *Early childhood literacy and numeracy: Building good practice*. Commonwealth of Australia.

Lifting Literacy Lifting Tasmania - 2022 Paper 1 Setting the Scene. p.13

While there are differing views on the best approach to teaching literacy, there is general agreement about the skills needed to become literate. Described as the Big Six, they are:⁹

Oral language: The skills of listening (it is more than hearing), interacting, and speaking.

Vocabulary: Understanding the meaning/s of words that are spoken and read. This includes general (everyday) and academic vocabulary.

Phonemic awareness: Understanding that words are composed of sounds and that these sounds can be isolated, segmented, blended, and manipulated. Phonemic awareness is a listening ability and is the bridge into letter-sound knowledge (phonics).

Letter-sound knowledge (Phonics): The ability to name the sounds for printed letters and to write the letters that represent the sounds heard.

Comprehension: Understanding an author's message may be comprehended by listening, viewing, and/or reading.

Fluency: Being able to read with:

1. accuracy
2. a sound reading rate
3. expression (generally applies to fiction texts).

"These skills are not gained in isolation from each other and must be explicitly taught in a cohesive, integrated, and systematic way. This is especially important for students with English as an additional language, those children who are unfamiliar with written texts, or who have limited oral language so they can understand how they fit together.¹ In the early years of schooling, phonics is important for children to become successful readers and writers."

Report of the National Reading Panel (NICHD, 2000)

The big 5: Phonological Awareness, Letter sound knowledge, Vocabulary, Fluency & Comprehension.

Konza, D. (2016) adds Oral Language to these five elements, making The Big Six. Konza also draws attention to the distinction between Phonological Awareness and Phonemic Awareness: (p.155) She outlines the progression of skills, acknowledging that some students do not follow this sequence exactly, and there are some overlaps:

Phonological awareness :-

- Rhythm
- Rhyme
- Onset and rime
- Phonemic awareness
 - Isolation
 - Blending
 - Segmentation
 - Manipulation

Phonological awareness is a broad term, referring to the ability to focus on the sounds of speech as distinct from its meaning: on its intonation or rhythm; on the fact that certain words rhyme; and on the separate sounds. When children play with language by repeating syllables, they are demonstrating an awareness of the phonological element of rhyme.

Phonemic awareness is a subset of phonological awareness and is the most important phonological element for the development of reading and spelling. Phonemic awareness is the ability to focus on the separate, individual sounds in words, the phonemes. 'Phonemes are the smallest unit of sound that make a difference to a word's meaning' (Armbruster et al, 2003, p.2). Thus if you change the first phoneme in the word man from /m/ to /p/, you change the word from man to pan. Phonemic awareness is a prerequisite for learning an alphabetic code: if children cannot hear the separate sounds in words (and certain English sounds do not exist in some other languages, so this can be problematic for children for whom English is not their first language), they cannot relate these sounds to the letters of the alphabet and so cannot use decoding skills to analyse unknown words.

Phonics refers to the relationship between individual sounds (phonemes) and the letters that represent them (graphemes). A phoneme is often represented by a single letter, but can be represented by two letters (*th* or *ck*), by three letters (*igh* in the word high) and even by four letters (*ough* in the word although). Phonics is also the term often used to describe the teaching of letter-sound relationships.

The Impacts of Reading Recovery at Scale: Results From the 4-Year i3 External Evaluation

[Philip Sirinides](#), [Abigail Gray](#), [Henry May](#) (2018).

Educational Evaluation and Policy Analysis

Volume: 40 issue: 3, page(s): 316-335

<https://doi.org/10.3102/0162373718764828>

Abstract

Reading Recovery is an example of a widely used early literacy intervention for struggling first-grade readers, with a research base demonstrating evidence of impact. With funding from the U.S. Department of Education's i3 program, researchers conducted a 4-year evaluation of the national scale-up of Reading Recovery. The evaluation included an implementation study and a multisite randomized controlled trial with 6,888 participating students in 1,222 schools. The goal of this study was to understand whether the impacts identified in prior rigorous studies of Reading Recovery could be replicated in the context of a national scale-up. The findings of this study reaffirm prior evidence of Reading Recovery's immediate impacts on student literacy and support the feasibility of successfully scaling up an effective intervention.

The cultural construction of child development: creating institutional and cultural intersubjectivity

M. Fleer (2006).

International Journal of Early Years Education, 14:2, 127-140, DOI: [10.1080/09669760600661294](https://doi.org/10.1080/09669760600661294)

Abstract

Since its inception in the early nineteenth century, early childhood education has moved beyond European communities and become institutionalized in countries such as Australia, India, Malaysia, New Zealand and Singapore. At the same time, many European countries have experienced migration, and now have broadly based culturally and linguistically diverse communities. Although early education has continued to

evolve over time, some fundamental principles about the nature of learning have remained static. In drawing upon cultural-historical theory, this paper seeks to make visible early childhood institutional practices that may no longer be relevant, particularly when western theory and middle-class practices are not representative of the culturally and linguistically diverse communities they serve. In this paper, an alternative model of child development is offered that takes into account and values the diversity of children's cultural experiences. DAP association with age and stage entirely inappropriate within the mixed social contexts of the 21st century.

Vygotsky argued that development as a continuous process of self-propulsion is characterised primarily by the continuous appearance and information of the new which did not exist at previous stages (Vygotsky, 1998: 190). This perspective sees development as a linear path. However, Vygotsky goes on to argue for a different perspective, suggesting that development is a dialectical process 'in which a transition from one stage to another is accomplished, not as a continuous process (p. 193). His dialectical approach invites the teacher/educator to be continually projecting learning beyond the child's current capacities in ways which connect with the child's growing sense of themselves within their communities.

This view highlights the context of the child's participation and the child's lived experience. It foregrounds the social context of development rather than age or stage.

The Effects of Developmentally Appropriate Practices on Academic Outcomes among Former Head Start Students and Classmates, Grades 1-3.

van Horn, M.L. & Ramey, S.L. (2003).

American Educational Research Journal, Vol. 40, No. 4. pp. 961-990

<https://www.jstor.org/stable/3699414>

The educational ideology of Developmentally Appropriate Practices (DAP) childhood education is influential, despite remarkably little empirical study. This article relates DAP to changes in achievement and receptive language among former Head Start children and classmates in Grades 1-3 (including between 1,564 and 4,764 children in 869-1,537 classrooms). The authors applied multilevel growth curve modelling techniques to estimate overall DAP effects and to examine possible interactions with sex, ethnicity, grade and poverty. The results were consistent across years, with only a few significant effects of DAP, some positive and others negative. Collectively, the results indicate that DAP as observed in classrooms accounts for little or no variation in children's academic performance.