

Teaching According to the Stages of Literacy Development



Slides Available for Download at:

<https://www.theliteracybug.com/s/Teaching-Routines-Stages.pdf>



Objectives

- to emphasise the developmental nature of literacy;
- to emphasise how literacy instruction and learning changes across the lifespan, particularly as certain skills are consolidated and new skills and expectations arise;
- to outline literacy as both a cognitive and social achievement that involves both the mastery of skills and the exploration of content; and
- to outline the various texts and routines that are applicable to Chall's Stages of Literacy Development.

For information on Chall's Stages of Literacy Development, visit [https://
www.theliteracybug.com/stages-of-literacy/](https://www.theliteracybug.com/stages-of-literacy/)



“Being literate is a very different enterprise for the skilled first grader, fourth grader, high school student, and adult.”

— Catherine Snow, et al, 1991, pg 9

Snow, C. E., Barnes, W. S., Chandler, J., Goodman, I. F., & Hemphill, L. (1991). Unfulfilled expectations: home and school influences on literacy. Cambridge, MA: Harvard University Press.



Therefore, at every stage ...

“Literacy can be seen as dependent on instruction [and practice], with the corollary that quality ... is key. This view emphasizes the developmental nature of literacy – the passage of children through successive stages of literacy, in each of which the reading and writing tasks change qualitatively and the role of the instructor has to change accordingly.” (Chall, 1996 as referenced in Snow, 2004)

For detailed discussion, visit <https://www.theliteracybug.com/stages-of-literacy>.

Chall, J. S. (1996). Stages of reading development (2nd ed.). Fort Worth: Harcourt Brace Jovanovic College Publishers.

Snow, C. (2004). What counts as literacy in early childhood? In K. McCartney & D. Phillips (Eds.), Handbook of early child development. Oxford, UK: Blackwell Publishers.



If we hold decoding skills constant ...

“In readers who have acquired enough facility in ... word-level skills (i.e., word recognition and letter-sound decoding),

“Then ... language comprehension and related skills, such as vocabulary knowledge and syntactic competence, account for more of the variance in reading comprehension.” (Snow, 2002, pp. 102-103)

Snow, C. (2002). Reading for Understanding: Toward an R&D Program in Reading Comprehension. Santa Monica, CA: RAND Corporation, 2002. http://www.rand.org/pubs/monograph_reports/MR1465.html



"Word reading is the best predictor of reading comprehension level in the early years (Juel, Griffith & Gough, 1986); but other skills (e.g. background knowledge, inferring, summarising, etc) become more important predictors of comprehension level as word reading ability develops through experience (Curtis, 1980; Saarnio, et al., 1990). Thus, the relative importance of different skills may change during the course of development." (Cain, Oakhill & Bryant, 2004, p. 32)

Juel, C., Griffith, P.L., & Gough, P.B. (1986). Acquisition of literacy: A longitudinal study of children in first and second grade. *Journal of Educational Psychology*, 78(4), 243–255. doi:10.1037/0022-0663.78.4.243

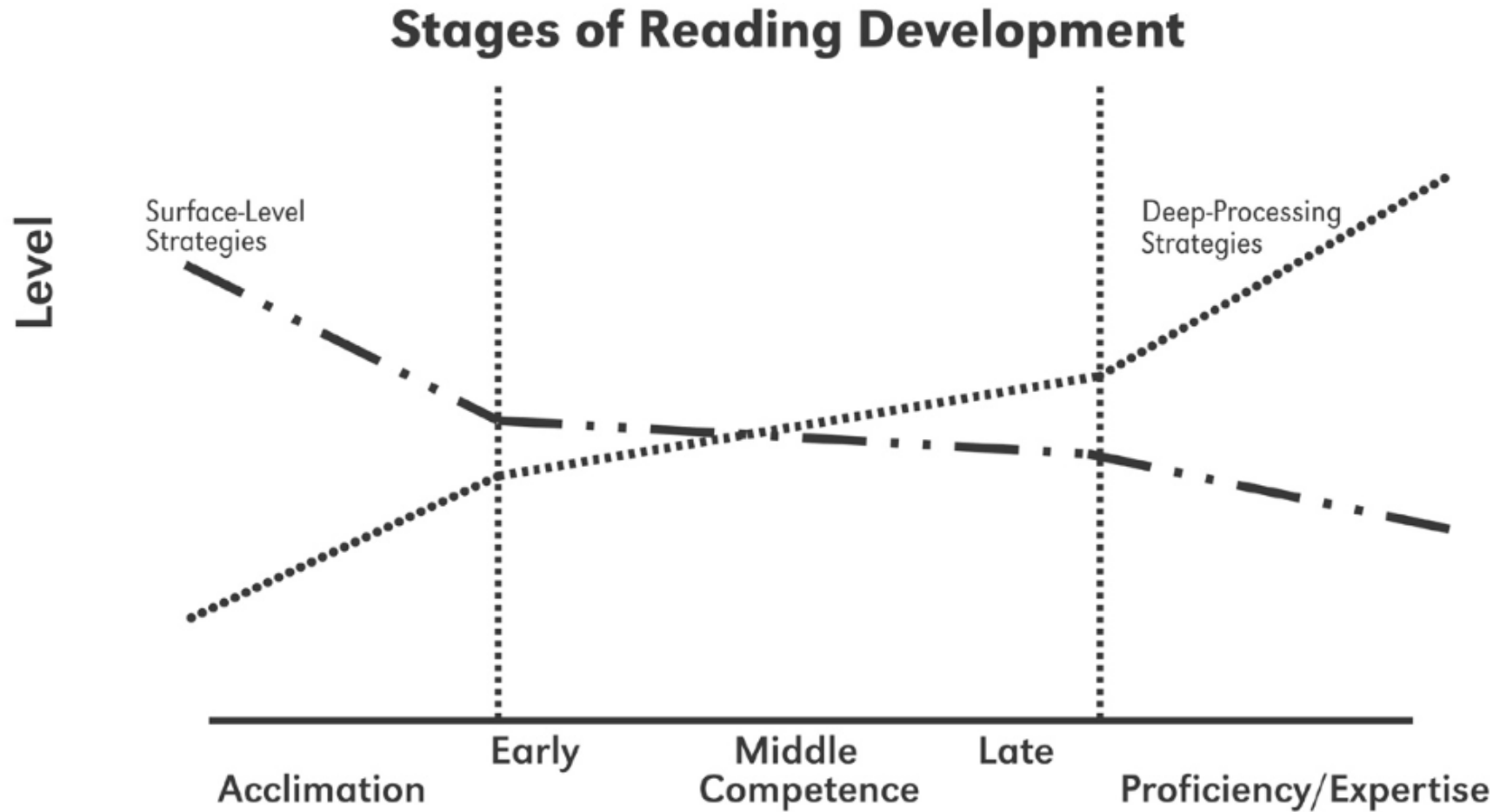
Curtis, M. E. (1980). Development of components of reading skills. *Journal of Educational Psychology*, 72, 656–669.

Saarnio, D. A., Oka, E. R., & Paris, S. G. (1990). Developmental predictors of children's reading comprehension. In T. H. Carr & B. A. Levy (Eds.), *Reading and its development: Component skills approaches* (pp. 57–79). New York: Academic Press.

Cain, K. E., Bryant, P. E., & Oakhill, J. (2004). Children's reading comprehension ability: Concurrent prediction by working memory, verbal ability, and component skills. Retrieved from <http://dx.doi.org/10.1037/0022-0663.96.1.31>



Instructional Focus Changes Across Time



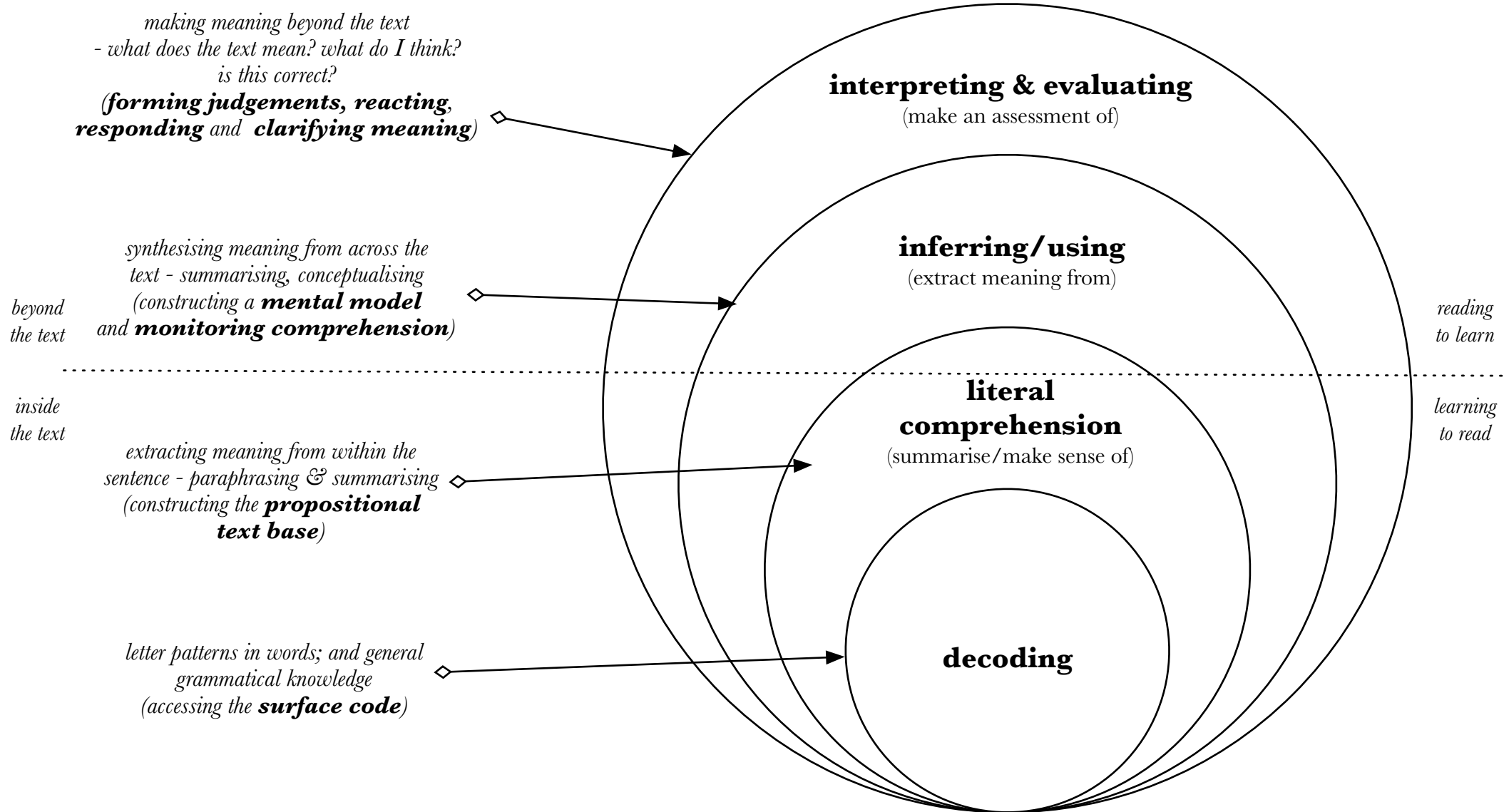
Alexander, P. A. (2005). The Path to Competence: A Lifespan Developmental Perspective on Reading. *Journal of Literacy Research*, 37(4), 413–436.



Over time ...



LEVELS OF PROCESSING FOR READING COMPREHENSION



Name: _____ Class: _____

The Boy Who Cried Wolf

By Aesop
620-560 B.C.

Aesop was a slave and story-teller who was believed to have lived in ancient Greece between 620 and 560 BCE. This story is part of his collection of tales known as "Aesop's Fables" which have influenced children's literature and modern storytelling culture. As you read, take notes on the details in the text that shape the main character, and how readers can learn from him.

- [1] There once was a shepherd boy who was bored as he sat on the hillside watching the village sheep. To amuse himself he took a great breath and sang out, "Wolf! Wolf! The Wolf is chasing the sheep!"



"Romania; the boy who cried wolf" is licensed under CC BY-NC 2.0.

The villagers came running up the hill to help the boy drive the wolf away. But when they arrived at the top of the hill, they found no wolf. The boy laughed at the sight of their angry faces.

"Don't cry 'wolf', shepherd boy," said the villagers, "when there's no wolf!" They went grumbling back down the hill.

Later, the boy sang out again, "Wolf! Wolf! The wolf is chasing the sheep!" To his naughty delight, he watched the villagers run up the hill to help him drive the wolf away.

- [5] When the villagers saw no wolf they sternly said, "Save your frightened song for when there is really something wrong! Don't cry 'wolf' when there is NO wolf!"

But the boy just grinned and watched them go grumbling down the hill once more.

Later, he saw a REAL wolf prowling about his flock. Alarmed, he leaped to his feet and sang out as loudly as he could, "Wolf! Wolf!"

But the villagers thought he was trying to fool them again, and so they didn't come.

At sunset, everyone wondered why the shepherd boy hadn't returned to the village with their sheep. They went up the hill to find the boy. They found him weeping.

- [10] "There really was a wolf here! The flock has scattered! I cried out, 'Wolf!' Why didn't you come?" An old man tried to comfort the boy as they walked back to the village.

"We'll help you look for the lost sheep in the morning," he said, putting his arm around the youth, "Nobody believes a liar...even when he is telling the truth!"

Text-Dependent Questions

Directions: For the following questions, choose the best answer or respond in complete sentences.

- Why did the boy first call out "wolf" in paragraph 1? [RL.2]
 - He was afraid
 - He was bored
 - He wanted to see what he could get away with
 - He was practicing
- In the end of the story, why didn't the villagers come help the boy chase off the wolf? [RL.2]
 - They were mad at him
 - They thought he deserved his fate
 - They didn't believe him
 - They were tired from running back and forth all day
- PART A: How does the boy's relationship with the villagers change over time? [RL.3]
 - At first, the villagers support the boy, but by the end, they lose their trust in him
 - At first, the boy disrespects the villagers, but in the end, he gains their trust
 - In the beginning, the boy works with the villagers to protect the sheep, but in the end, he is left all alone
 - At first, the villagers love the boy, but in the end they refuse to support him
- PART B: Which detail from the text best supports the answer to Part A? [RL.1]
 - "When the villagers saw no wolf they sternly said..." (Paragraph 5)
 - "But the villagers thought he was trying to fool them again..." (Paragraph 8)
 - "I cried out, 'Wolf!' Why didn't you come?" (Paragraph 10)
 - "We'll help you look for the lost sheep in the morning," he said..." (Paragraph 11)
- Explain the line, "Nobody believes a liar...even when he is telling the truth!" [RL.2]

Literacy is ...

Componential: made up of many components (e.g. oral language, phonemic awareness, alphabetic knowledge, spelling/decoding skills, fluency, etc).

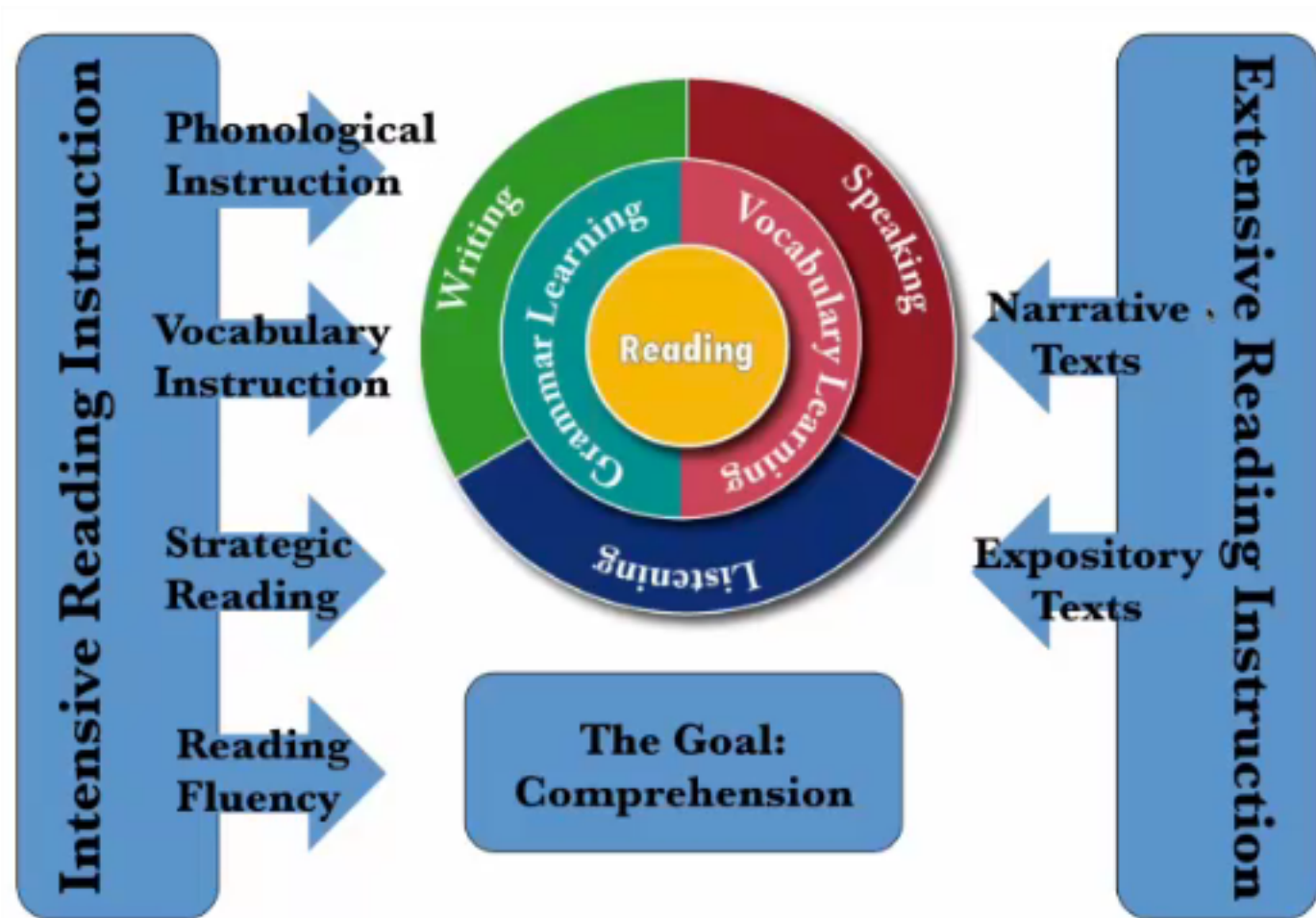
Cumulative: skills are built progressively over time through many opportunities to practice, refine and extend knowledge.

Transactional: involves practice between people as meaning is negotiated, scaffolded and constructed with adults and peers.

“Although it took our species roughly 2,000 years to make the cognitive breakthrough necessary to learn to read with an alphabet, today our children have to reach the same insights about print in roughly 2,000 days.” (Wolf, 2008, p 19)



Intensive & Extensive Instruction



A model for a balanced reading curriculum (Anderson, 2014, p. 179)

Anderson, N. (2014). Holding in the Bottom While Sustaining the Top: A Balanced Approach for L2 Reading Instruction. Retrieved July 17, 2014, from <http://www.readinghorizons.com/webinars/holding-in-the-bottom-while-sustaining-the-top-a-balanced-approach-for-l2-reading-instruction>

FIGURE 6
Completed Intervention Reader Lesson Plan for Level 1

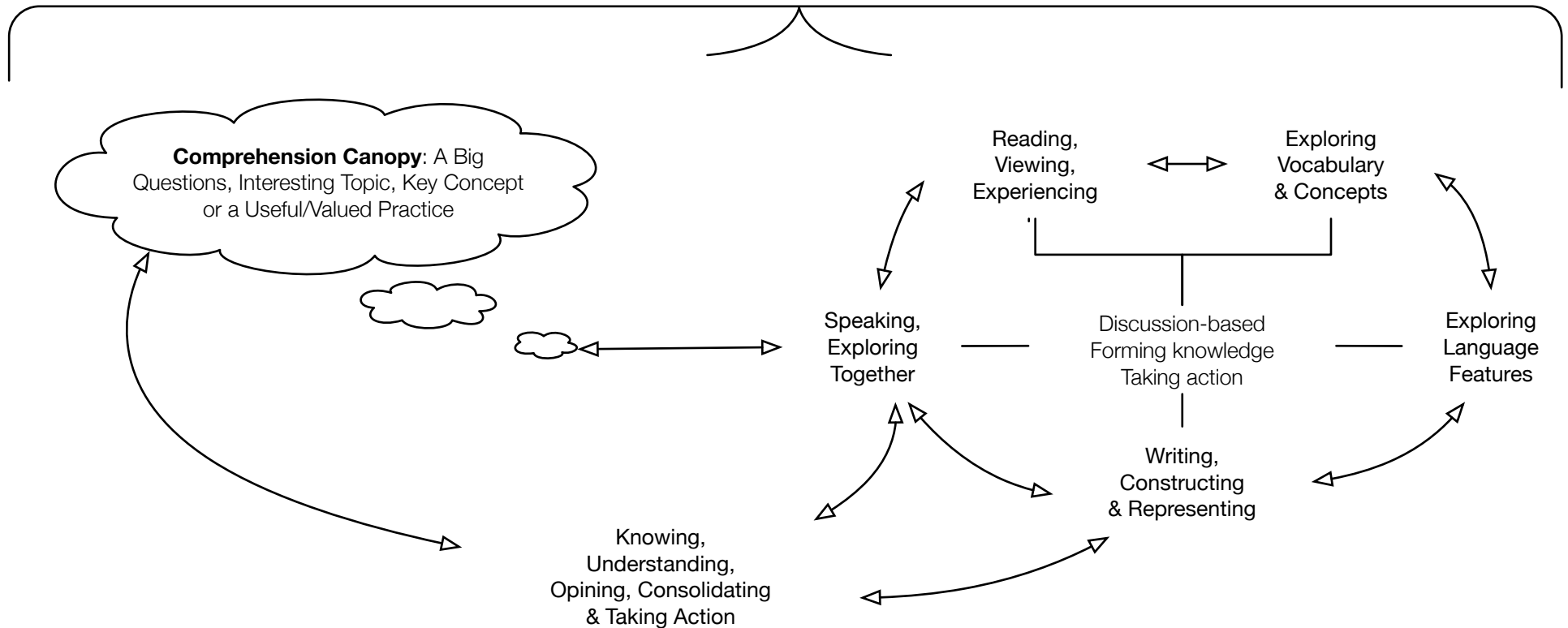
<p>FLUENCY (REREADING)</p> <p><input checked="" type="checkbox"/> Reread text, selected pages, or poetry Text: <u>The Nest on the Beach by Annette Smith</u></p>	<p>FLUENCY EXTENSION(S)</p>
<p>WORD STUDY</p> <p>Level 1 <input type="checkbox"/> Level 2 <input type="checkbox"/> Week: <u>3</u> Vowel Pattern Focus: <u>Short o, a, e, _or</u></p> <p><input checked="" type="checkbox"/> Open Sort: (day 1 only) <input type="checkbox"/> Sound Boxes (day 2) <input type="checkbox"/> Spelling Sort (days 3–5) <input type="checkbox"/> Teacher-dictated sentence: <u>Were you born on the west shore?</u></p> <p>Level 3 <input type="checkbox"/> Feature Focus: _____ <input type="checkbox"/> Open Sort: (day 1 only) <input type="checkbox"/> Spelling Sort <input type="checkbox"/> Word Meaning discussion <input type="checkbox"/> Student-Generated Sentences to show meaning</p>	<p>WORD STUDY EXTENSION(S)</p> <ul style="list-style-type: none"> Sort cards and write sorts in word study notebooks. Choose one word from each pattern and write a sentence.
<p>COMPREHENSION (NARRATIVE TEXT)</p> <p>New text: _____</p> <p>Before Reading <input type="checkbox"/> Activate and build background knowledge <input type="checkbox"/> Preview vocabulary: _____</p> <p><input type="checkbox"/> Set a purpose</p> <p>During Reading <input type="checkbox"/> Teacher/student questions: _____ <input type="checkbox"/> Discussion/teaching points: _____</p> <p>Notes: _____</p> <p>After Reading Summarize <input type="checkbox"/> Plot/story elements <input type="checkbox"/> Character (traits, motivations, point of view) <input type="checkbox"/> Setting (mood, importance) <input type="checkbox"/> Events (sequencing) <input type="checkbox"/> Conflict and resolution <input type="checkbox"/> Theme Notes: _____</p>	<p>COMPREHENSION (INFORMATIONAL TEXT)</p> <p>New text: <u>The Dolphins by Rose Ineserra</u></p> <p>Before Reading <input checked="" type="checkbox"/> Activate and build background knowledge <input checked="" type="checkbox"/> Preview text features and structure <input checked="" type="checkbox"/> Preview vocabulary: <u>breathe, smooth, fin, hole, whole</u></p> <p>During Reading <input checked="" type="checkbox"/> Teacher/student questions: _____ <input checked="" type="checkbox"/> Discussion/teaching points: <u>How do dolphins breathe?</u></p> <p>Notes: _____</p> <p>After Reading Summarize <input checked="" type="checkbox"/> Main ideas and essential details <input type="checkbox"/> Compare and contrast <input type="checkbox"/> Sequence <input type="checkbox"/> Cause and effect, or problem and solution Notes: _____</p>
<p>WRITTEN COMPREHENSION EXTENSION(S): <u>Design a poster: The Top Five Things About Dolphins</u></p> <p>Notes: _____</p>	

FIGURE 8
Completed Intervention Reader Lesson Plan for Level 3

<p>FLUENCY (REREADING)</p> <p><input checked="" type="checkbox"/> Reread text, selected pages, or poetry Text: <u>Never Teach Your Dog to Read</u></p>	<p>FLUENCY EXTENSION(S)</p> <p>Reread poem with partner</p>
<p>WORD STUDY</p> <p>Level 1 <input type="checkbox"/> Level 2 <input type="checkbox"/> Week: _____ Vowel Pattern Focus: _____</p> <p><input type="checkbox"/> Open Sort: (day 1 only) <input type="checkbox"/> Sound Boxes (day 2) <input type="checkbox"/> Spelling Sort (days 3–5) <input type="checkbox"/> Teacher-dictated sentence: _____</p> <p>Level 3 <input checked="" type="checkbox"/> Feature Focus: <u>Prefixes</u> <input type="checkbox"/> Open Sort: (day 1 only) <input type="checkbox"/> Spelling Sort <input checked="" type="checkbox"/> Word Meaning discussion <input checked="" type="checkbox"/> Student-Generated Sentences to show meaning</p>	<p>WORD STUDY EXTENSION(S)</p> <p>Student will write a sentence with selected words (checking for understanding)</p>
<p>COMPREHENSION (NARRATIVE TEXT)</p> <p>New text: <u>The Hare and the Tortoise by Jenny Giles</u></p> <p>Before Reading <input checked="" type="checkbox"/> Activate and build background knowledge <input checked="" type="checkbox"/> Preview vocabulary: <u>boasting, meadow, willow tree, plodded</u> <input checked="" type="checkbox"/> Set a purpose</p> <p>During Reading <input checked="" type="checkbox"/> Teacher/student questions: <u>Encourage students to give evidence to support predictions</u> <input checked="" type="checkbox"/> Discussion/teaching points: <u>What is the illustrator trying to show us in this picture?</u></p> <p>Notes: <u>Discuss point of view from other characters.</u></p> <p>After Reading Summarize <input type="checkbox"/> Plot/story elements <input checked="" type="checkbox"/> Character (traits, motivations, point of view) <input type="checkbox"/> Setting (mood, importance) <input type="checkbox"/> Events (sequencing) <input type="checkbox"/> Conflict and resolution <input type="checkbox"/> Theme Notes: _____</p>	<p>COMPREHENSION (INFORMATIONAL TEXT)</p> <p>New text: _____</p> <p>Before Reading <input type="checkbox"/> Activate and build background knowledge <input type="checkbox"/> Preview text features and structure <input type="checkbox"/> Preview vocabulary: _____</p> <p>During Reading <input type="checkbox"/> Teacher/student questions: _____ <input type="checkbox"/> Discussion/teaching points: _____</p> <p>Notes: _____</p> <p>After Reading Summarize <input type="checkbox"/> Main ideas and essential details <input type="checkbox"/> Compare and contrast <input type="checkbox"/> Sequence <input type="checkbox"/> Cause and effect, or problem and solution Notes: _____</p>
<p>WRITTEN COMPREHENSION EXTENSION(S): <u>Rewrite the story from the tortoise's point of view</u></p> <p>Notes: _____</p>	

Although mastery is important ... students need ...

“Although a mastery [intensive] orientation in the classroom contributes to motivation students need a content focus [as part of extensive practices].” (Guthrie, 2001)



Guthrie, J. T. (2001). Contexts for engagement and motivation in reading. Reading Online, 4(8). Retrieved from <http://www.readingonline.org/articles/handbook/guthrie/>



As a result . . .



“Experts [agree] that readers, no matter which reading philosophy is followed, have to ***practice, practice, practice.***”

<http://www.gse.harvard.edu/news/ed/11/01/you-need-r-ee-d-read>



We take for granted ...

It goes without saying that the experienced language/literacy user takes many items for granted. It is helpful to forget that it was once quite a challenge to read and hear that code; to shape letters with delicacy; to retrieve a word from memory and understand its spelling; to form a sentence; to make sense of sentences whether they appear in poetry or in a textbook; to write in a manner fitting the occasion and the audience; and to allow oneself the time to read-interpret-and-learn.

From Principles of Quality Teaching at <https://www.theliteracybug.com/teaching-introduction>



Reading eventually happens in the background

“People manage to be good at reading without knowing much about how they do it. Most of what goes on in reading is subconscious: we are aware of the result of having read something — that we understood it, that we found it funny, that it conveyed a fact, idea, or feeling — not the mental and neural operations that produced that outcome.” (Seindenberg, 2017, p 3-4)

Seindenberg, M. (2017). *Language at the speed of sight: how we read, why so many can't, and what can be done about it*. New York: Basic Books.



*But not from
the get go ...*



“Becoming virtually automatic does not happen overnight and is not a characteristic of either a novice bird-watcher or a young novice reader. These circuits and pathways are created through hundreds or ... thousands of exposures to letters and words.” (Wolf, 2008, p 14)

Wolf, M. (2008). Proust and the squid: the story and science of the reading brain. Cambridge: Icon Books.



“The **teacher’s role** is to help the child by arranging tasks and activities in such a way that [further skills] are more easily accessible.”

(Verhoeven and Snow, 2001, pg 4-5)



*Let's Get
Started ...*

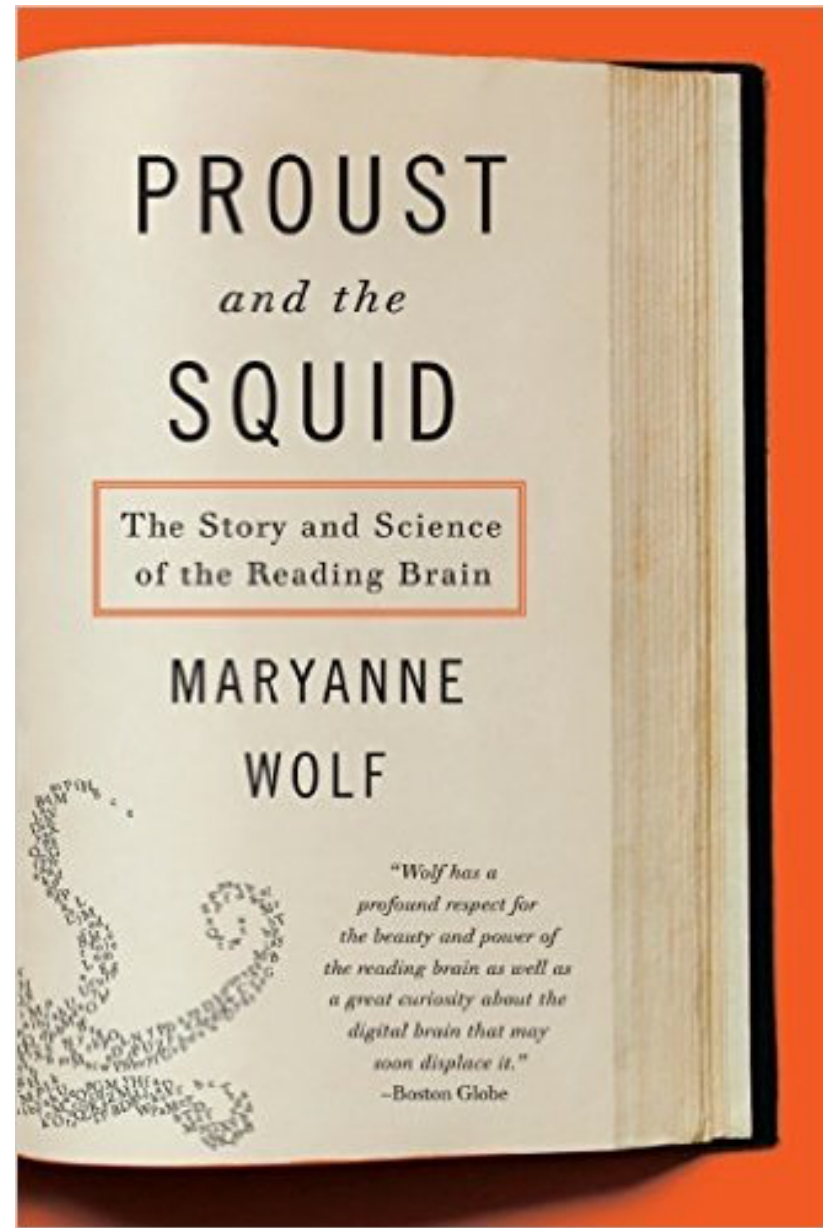


Five Stages of Reading Development

from Maryanne Wolf's excellent book,
Proust and the Squid

1. the emerging pre-reader
(typically between 6 months to 6 years old);
2. the novice reader
(typically between 6 to 7 years old);
3. the decoding reader
(typically between 7 - 9 years old);
4. the fluent, comprehending reader
(typically between 9 - 15 years old); and
5. the expert reader
(typically from 16 years and older).

For further details visit <https://www.theliteracybug.com/stages/>



Wolf, M. (2008). *Proust and the squid: the story and science of the reading brain*. Cambridge: Icon Books.



Chall's Stages of Reading Development
Source: Jeanne S. Chall, *Stages of Reading Development*. N.Y.: McGraw-Hill Book Company, 1983.

Stage	Approximate Age/Grade	Characteristics and Masteries by End of Stage	How Acquired	Relationship of Reading to Listening
Stage 0: Pre-reading "pseudo reading"	6 months – 6 years Preschool	Child "pretends" to read, retells story when looking at pages of book previously read to him/her, names letters of alphabet; recognizes some signs; prints own name; plays with books, pencils and paper.	Being read to by an adult (or older child) who responds to and warmly appreciates the child's interest in books and reading; being provided with books, paper, pencils, blocks, and letters. Dialogic reading.	Most can understand the children's picture books and stories read to them. They understand thousands of words they hear by age 6 but can read few if any of them.
Stage 1: Initial reading and decoding	6 – 7 years old 1 st grade and beginning 2 nd	Child learns relation between letters and sounds and between printed and spoken words; child is able to read simple text containing high frequency words and phonically regular words; uses skill and insight to "sound out" new one syllable words.	Direct instruction in letter-sound relations (phonics) and practice in their use. Reading of simple stories using words with phonic elements taught and words of high frequency. Being read to on a level above what a child can read independently to develop more advanced language patterns, vocabulary and concepts.	The level of difficulty of language read by the child is much below the language understood when heard. At the end of Stage 1, most children can understand up to 4000 or more words when heard but can read about 600.
Stage 2: Confirmation and fluency	7 – 8 years old 2 nd and 3 rd grade	Child reads simple, familiar stories and selections with increasing fluency. This is done by consolidating the basic decoding elements, sight vocabulary, and meaning context in the reading of familiar stories and selections.	Direct instruction in advanced decoding skills; wide reading (instruction and independent levels) of familiar, interesting materials that help promote fluent reading. Being read to at levels above their own independent reading level to develop language, vocabulary and concepts.	At the end of Stage 2, about 3000 words can be read and understood and about 9000 are known when heard. Listening is still more effective than reading.
Stage 3: Reading for learning the new Phase A Phase B	9 - 13 years old 4 th – 8 th grade Intermediate 4 th – 6 th Junior high school 7 th – 9 th	Reading is used to learn new ideas, to gain new knowledge, to experience new feelings, to learn new attitudes, generally from one viewpoint.	Reading and study of textbooks, reference works, trade books, newspapers, and magazines that contain new ideas and values, unfamiliar vocabulary and syntax; systematic study of words and reacting to the text through discussion, answering questions, writing, etc. Reading of increasingly more complex text.	At beginning of Stage 3, listening comprehension of the same material is still more effective than reading comprehension. By the end of Stage 3, reading and listening are about equal for those who read very well, reading may be more efficient.
Stage 4: Multiple viewpoints	15 – 17 years old 10 th – 12 th grade	Reading widely from a broad range of complex materials, both expository and narrative, with a variety of viewpoints.	Wide reading and study of the physical, biological and social sciences and the humanities, high quality and popular literature, newspapers, and magazines; systematic study of words and word parts.	Reading comprehension is better than listening comprehension of materials of difficult content and readability. For poor readers listening comprehension may be equal to reading comprehension.
Stage 5: Construction and reconstruction	18+ years old College and beyond	Reading is used for one's own needs and purposes (professional and personal); reading serves to integrate one's knowledge with that of others, to synthesize it and to create new knowledge. It is rapid and efficient.	Wide reading of ever more difficult materials, reading beyond one's immediate needs; writing of papers, tests, essays, and other forms that call for integration of varied knowledge and points of view.	Reading is more efficient than listening.

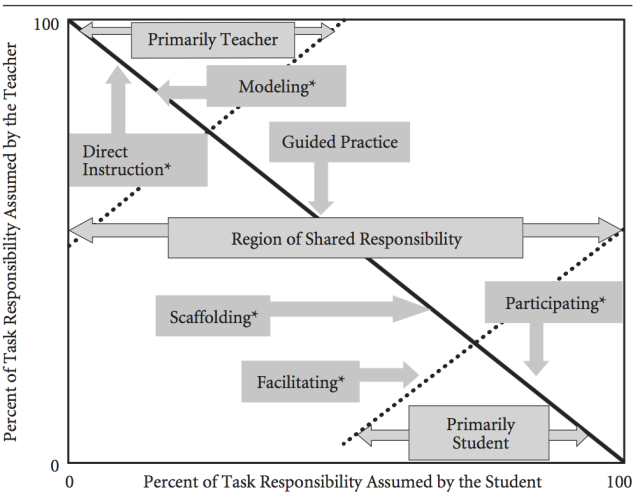
So ...

*what does teaching
and learning look like
across the stages?*



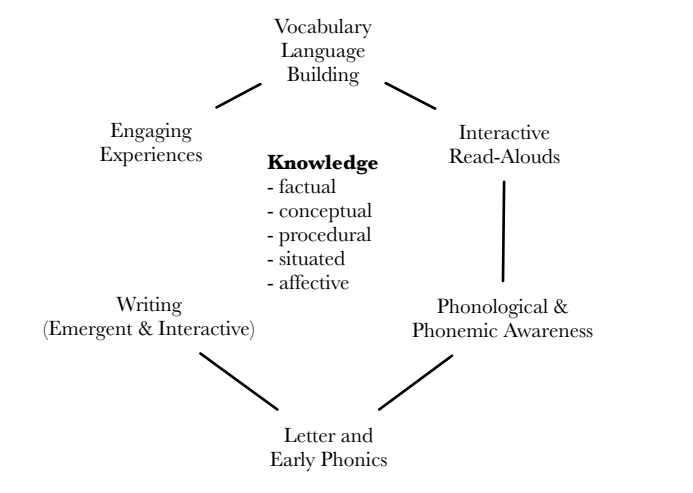
<p>Stage 4</p> <p>Typically, 15 to 18 years old (Grade 10 to 12) for L1 learners. And achieved in 4.5 to 7 years for ELLs and adult learners.</p>	<p>“Literacy can be seen as dependent on instruction, with the corollary that quality of instruction is key. This view emphasizes the developmental nature of literacy – the passage of children through successive stages of literacy, in each of which the reading and writing tasks change qualitatively and the role of the instructor has to change accordingly.”</p>						<p>STAGE 4: 15 to 18 years old</p> <p>Comprehension Capacity (Disciplinary in Nature) → Knowledge (factual, conceptual, procedural, situated, meta-cognitive) → Examining, Applying, Comparing, Judging → Writing & Composing to Represent Knowledge</p> <p>Research & Evaluation</p>	<p>complex syntax and fluency, continued language & vocabulary development, formal speaking & listening skills, sophisticated reading & writing skills with the ability to synthesise information & apply disciplinary perspectives.</p>		
<p>Stage 3b</p> <p>Typically, 12 to 14 years old (Grade 7 to 9) for L1 learners. And achieved in 2.5 to 5 years for ELLs and adult learners.</p>	<p>– (Chall, 1996 as referenced in Snow, 2004)</p>	<p>Grade 7: (147); (158); (167) Grade 8: (156); (167); (171) Silent Reading Gr 9: 214c4pm</p> <p>Oral fluency rates should plateau at the end of Grade 8. Learners may increase their silent reading rate, but their oral reading rates stay fairly steady thereafter. At Stage 3b, students need to read fluently, with comprehension and with stamina.</p>	<p>Abstract dictionary definitions given for words. Learners are exploring “shades of meaning”. Learners are exploring complex academic language (Tier Three words) in information & academic texts. Learners often encounter diverse Tier Two words in humanities (English language arts) texts = 12 - 14 yrs old</p>	<p>Halliday’s ‘synoptic/dynamic complementarity’ stage, learners become more adept at moving between spoken and written discourse = 12 yrs old+ Poetry, fictional narratives, short & historical fiction, test writing such as extended responses, biography, essays, expositions, hybrid/multimedia texts, feature articles, disciplinary literacy (science reports), and more.</p>	<p>By end of Yr 8: Reads a wide range of increasingly complex subject texts for sustained periods; Identifies multiple purposes for which texts are constructed. — Pennies for Hitler by J French; After by M Gleitzman; The Ink Bridge by N Grant; The Wrong Boy by S Zail; Are You Seeing Me? by D Groth; The Protected by C Zorn</p>	<p>Students study concepts associated with distinct disciplines; It also includes contemporary contexts in which the discipline can be learned and issues impacting the understanding of different disciplines in the world; In a subject like science, the unifying ideas of energy, sustainability of systems, and equilibrium 12–15 yrs old</p>	<p>STAGE 3b: 12 to 14 years old</p> <p>Vocabulary & Conceptual Development → Reading to Learn → Collaborative Knowledge Building → Critical Discussion → Writing & Composing to Represent Knowledge → Examining, Applying, Comparing, Judging → Knowledge (factual, conceptual, procedural, situated, meta-cognitive) → Research & Evaluation</p>	<p>learners are consolidating general reading, writing & learning strategies whilst being required to develop more sophisticated disciplinary knowledge & perspectives. Reading a range of complex materials</p>		
<p>Stage 3a</p> <p>Typically, 9 to 12 years old (Grade 4 to 6) for L1 learners. And achieved in 1.5 to 3 years for ELLs and adult learners.</p>	<p>reading to learn</p>	<p>• Spell it by rule = 9 - 11 yrs old • States 70 sight words in 45 seconds* = 9 - 12 yrs old • Coordinate several strategies & Derivational Relations (Advanced) Spelling = 11 - 14 • States 80 sight words in 45 seconds* = 12 - 13 yrs old • Knows Stress Rules (yellow jacket vs. yellow jacket) 12 - 14 • Spell it from knowledge = 13 yrs and old</p> <p>Grade 4: (99); (112); (118) Grade 5: (105); (118); (128) Grade 6: (118); (132); (145)</p> <p>In Stage 3a, students should be consolidating their ability to read age-appropriate trade and academic texts fluently. Fluency is defined by three qualities: accuracy, speed and prosody. Fluency readers also have strong vocabularies.</p>	<p>Vocabulary in school texts is more abstract & specific than in conversation (Tier Two & Three words). Explains multiple-meaning words. Vocabulary is learned in context in wide reading, creates a virtuous or vicious cycle. By the end of Stage 3, reading & listening are equal for those who read very well, reading may be more efficient.</p>	<p>Conventional writing (plan, form & intent) = 8 yrs old+ Full development step into cursive script; legible and fluent handwriting so learner can focus on the form, purpose and delivery of messages = 9 - 10 Learner increasingly identifies difference between spoken and written language; is acquiring discourses reinforced by experience & social context</p>	<p>By end of Yr 4: Reads short novels with minimal illustration, unfamiliar content, settings and characters and challenging and unusual vocabulary; Adjusts rate of reading to suit text complexity and reading purpose. — The Bimba Bimba Man by M McDonald & B Pryor; The Arrival by S Tan; The Killing Sea by R Lewis; Flood by J French and B Whitley</p>	<p>Understanding develops by examining these smaller components and how they are related = 8–12 yrs old Children are grasping, applying and discussing a number of quite abstract concepts = 9 - 12 yrs old Identifies the difference between description and explanation = 10 - 12 yrs old</p>	<p>STAGE 3a: 9 to 12 years old</p> <p>Vocabulary & Conceptual Development → Reading to Learn → Collaborative Knowledge Building → Critical Discussion → Writing & Composing to Represent Knowledge → Examining, Applying, Comparing, Judging → Knowledge (factual, conceptual, procedural, situated, meta-cognitive) → Research & Evaluation</p>	<p>consolidation of constrained skills whilst providing ample opportunities to explore topics through reading, writing, speaking, listening & viewing for a range of purposes in diverse knowledge areas.</p>		
<p>Stage 2</p> <p>Typically, 7 to 9 years old (Grade 2 to 3) for L1 learners. And achieved in 6 months to 2 years for ELLs and adult learners.</p>	<p>learning to read</p>	<p>• Sound deletion (initial and final positions) = 7 yrs old • Sound deletion (initial position, include blends) = 8 yrs old • Sound deletion (medial and final, blend positions) = 9 yrs old • Ages when 80–90 % of typical students achieved a phonological skill.</p> <p>States 50 sight words in 45 seconds* = 7 - 8 yrs old Consolidated (orthographic) phase = 7 - 9 yrs old Within-Word Pattern (Transitional) Spelling = 7 - 9 Spell it by pattern = 7 - 9 yrs States 60 sight words in 45 seconds* = 8 - 9 yrs old Morphological (by meaningful units) = 9 yrs old+</p> <p>Grade 2: (40); (62); (92) Grade 3: (79); (93); (114)</p> <p>In Stage 2, there is a considerable emphasis on children learning to read fluently so they can successfully make the transition to reading to learn in Stage 3.</p> <p>Partner reading; fluency practice</p>	<p>School introduces new words not encountered in conversation (Tier Two and Tier Three words). Word definitions include synonyms and categories. At the end of Stage 2, about 3000 words can be read and understood and about 9000 are known when heard. Listening is still more effective than reading.</p>	<p>Can print many words with dexterity and correct slope, size, shape and spacing; move to the Mature Tripod Grasp = 7 - 8 Shows conventions of print (punctuation, capitals) = 7 - 8 Can construct two consecutive, correct sentences = 7 - 8 yrs old Children are entering into the written world (NB: children’s written language may lag up to 3 years behind oral language)</p>	<p>Quality Read-Aloud Books (for instructional purposes), Age-Appropriate Books to Practice Independent Reading, Age-Appropriate Information Books to Challenge Thinking , Engaging Book Series (diverse cultural perspectives) — Year of the Dog by G Lin; Ancient Thunder by L Yerba; Uno’s Garden by G Base; Mirror by P Baker</p>	<p>Children learn about how things grow, live and change; and can carry out guided investigation involving several steps; Children should be guided to use diagrams and models as well as tools to collect data = 7 - 8 yrs old As they progress, children will begin to work in a more systematic way, 8–12 yrs old</p>	<p>STAGE 2: 7 to 9 years old</p> <p>Vocabulary Language Building → Reading Practice (Use of It) → Shared & Guided Reading Practice → Phonics & Orthography → Writing (Meaning, Intent, Conventional Forms) → Engaging Experiences → Comprehension Capacity</p>	<p>continuing practice in constrained skills (phonics, spelling & grammar) with increased practice on reading for fluency, reading to learn, writing to express ideas, and writing purposefully; consolidating learning to read</p>		
<p>Stage 1</p> <p>Typically, 6 to 7 years old (Grade 1) for L1 learners. And achieved in 0 to 1 years for ELLs and adult learners.</p>		<p>Compound word deletion & Syllable deletion = 6 yrs Blending 2-3 phonemes = 6 yrs Segment phonemes in words with simple syllables with 2–3 phonemes (no blends) = 6 yrs Segment phonemes in words that have up to 3–4 phonemes (include blends) = 6.5 yrs old Substitute phoneme to build words with simple syllables (no blends) = 6.5 yrs old</p> <p>Partial alphabetic phase (by visual & salient parts) = 4 - 6 Spell it like it sounds = 4 - 7 Letter-Name-Alphabetic (Semi-Phonetic) Spelling = 4 - 7 States 40 sight words in 45 seconds* = 6 - 7 yrs old Decoding (alphabet) phase (by grapheme & phoneme) = 6 - 7 yrs old States 50 sight words in 45 seconds* = 7 - 8 yrs old</p> <p>Grade 1: (WCPM 20); (40)</p> <p>In Stage 1, children require regular practice with connected text to develop fluency and literal comprehension.</p> <p>Children should also expand their sight word vocabulary and reading common phrases with accuracy, speed and prosody.</p>	<p>Organisation of lexical knowledge from episodic to semantic networks. Average expressive vocabulary size: 5,000 words. = 5 - 7 yrs</p> <p>Focus on consolidating Tier One words and introducing Tier Two words. Most children can understand up to 4000 words when heard but can read about 600.</p>	<p>Invented spelling = 5 - 7 yrs Beginning writing = 6 - 7 yrs Children develop skills to convey info to others beyond immediate moment = 36–72 mths New functions emerge, including reporting on past events, reasoning, predicting, expressing empathy, creating imaginary roles and props, and maintaining interactions = 42 - 60 mths</p>	<p>More Alphabet Books, More Counting Books, More Word Books, More Animal Books, as well as “Decodable” Texts, Information Books, Great Stories, Popular Nursery Rhymes & Songs, and Books About Common Experiences — Discovering Nature’s Alphabet by K Castella & B Boyl; Dirty Bertie by D Roberts; Penguin by P Dunbar</p>	<p>Young children have an intrinsic curiosity about their immediate world and a desire to explore and investigate things around them; Exploratory, purposeful play is a central feature of their investigations; Observation, using the senses in dynamic ways, is an important skill in these years = 5–8 yrs old</p>	<p>STAGE 1: 6 to 7 years old</p> <p>Engaging Experiences → Interactive Read-Search → Phonological & Phonemic Awareness → Letter and Early Phonics → Initial Reading/Decoding → Writing (Meaning, Intent, Conventional Forms) → Engaging Experiences</p>	<p>direct, systematic instruction in letter/sound (phonic) patterns; developing basic/intermediate vocabulary; basic writing; shared/guided/interactive reading/writing; decodable texts - learning to read</p>		
<p>Stage 0</p> <p>Typically, birth to 6 years old for L1 learners. And achieved in 0 to 6 months for ELLs and adult learners.</p>		<p>Awareness of rhyme emerges & Ability to produce rhyme emerges = 24 - 36 mths Rote imitation of rhyme/aliteration = 4 yrs old Rhyme recognition, odd word out, phonemic changes in words. Clap, count syllables = 5 yrs old Ability to segment words into phonemes begins = 5 - 7 yrs old Noticing/remembering separate phonemes in a series = 5.5 yrs</p> <p>Pre-alphabetic phase (by visual/contextual cues) = 3 - 5 yrs old Emergent (Print Concept) Spellers = 3 - 5 yrs old Knowledge of letter names and sounds emerges = 4 - 5 yrs old Partial alphabetic phase (by visual & salient parts) = 4 - 6 Spell it like it sounds = 4 - 7 Letter-Name-Alphabetic (Semi-Phonetic) Spelling = 4 - 7 yrs Recognises 15 sight words = 5</p> <p>fluency in reading individual sight words</p>	<p>3–50 words. Name people & objects = 8 - 12 mths Average expressive vocab: 50–100 = 12 - 18 mths Average expressive vocab size: 200–300 = 18 - 24 mths Uses/knows spatial terms (in, on) = 30 - 36 mths Knows colours & kinship terms = 36 - 42 mths Knows shapes & size words (small) = 42 - 48 mths</p>	<p>Scribbling/drawing/attempts at representing —> non-phonetic letter strings / Mock writing —> Writing the known / Writing letters —> Uses a palm grasp, often long-sighted, eye strain with close attention (large format important) —> Moves from palmer grip to incomplete tripod grip</p>	<p>Alphabet Books, Counting Books, Word Books, Tactile Books, Animal Books, Simple Object Books, Great Stories, Popular Nursery Rhymes & Songs, Books About Common Experiences (e.g Gardening or Cooking) e.g Does a Cow Say Boo? by Judy Hindley; Wanted! Have You Seen This Alligator? by Richard Waring</p>	<p>Students explore familiar topics such as “Family, Friends, Animals, Wind and Water, The World of Colours, Things That Grow, Numbers in Our World”. Students learn to predict, categorise, observe, solve problems, measure, investigate and manipulate materials = 2 - 5 yrs old</p>	<p>STAGE 0: Birth to 6 years old</p> <p>Engaging Experiences → Interactive Read-Search → Phonological & Phonemic Awareness → Letter and Early Phonics → Initial Reading/Decoding → Writing (Meaning, Intent, Conventional Forms) → Engaging Experiences</p>	<p>early language, early vocabulary, print awareness, shared reading, letter recognition, phonemic awareness, early phonics, emergent writing, rich experiential learning</p>		
<p>Note: ELL & adult rates of learning are impacted by (a) levels of existing literacy (e.g in first language) , (b) the quality and intensity of current instruction/opportunities, and (c) motivation/perseverance.</p>	<p>Concepts of Print</p>	<p>Phonemic Awareness</p>	<p>Alphabetic Principle (including spelling)</p>	<p>Fluency (connected texts)</p>	<p>Vocabulary</p>	<p>Writing Development</p>	<p>Stage-Appropriate Reading Material</p>	<p>Discussion and Knowledge Development</p>	<p>Key Teaching Practices/Routines</p>	<p>Key Teaching Principles</p>

Figure 10.1. Gradual release of responsibility



In each stage, teachers should encourage a **Gradual Release of Responsibility** model. The teacher models skills, which - through practice - students master and apply independently. If students master subskills, this permits teachers to introduce/build more advanced and comprehensive reading, writing, and learning practices.

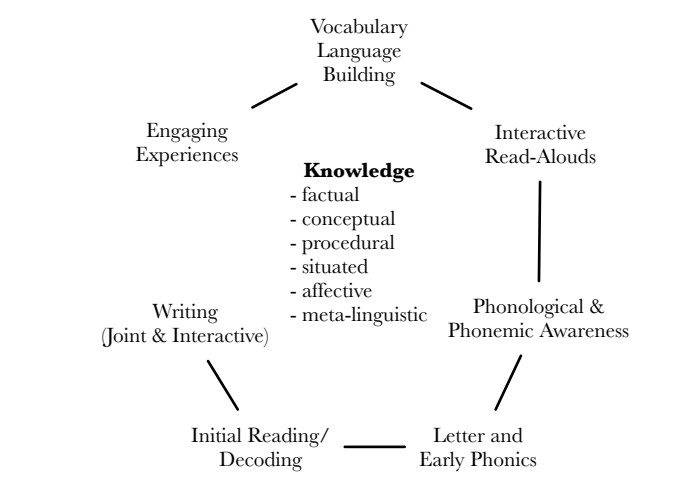
STAGE 0: Birth to 6 years old



Focal Areas
early language, early vocabulary, print awareness, shared reading, letter recognition, phonemic awareness, early phonics, emergent writing, rich experiential learning

Assumptions/Expectations
*- children are progressing developmentally;
- children can access age-appropriate books;
- children are developing a rich vocabulary;
- children's language should be developing;
- children are encouraged to draw, scribble.*

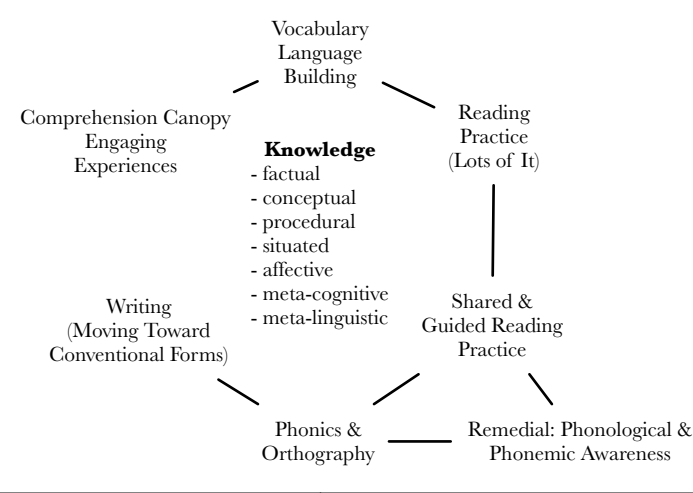
STAGE 1: 6 to 7 years old



Focal Areas
direct, systematic instruction in letter/sound (phonic) patterns; developing basic & intermediate vocabulary; basic writing; shared/guided/interactive reading & writing; decodable texts - learning to read

Assumptions/Expectations
*- can form letters neatly and fluently
- spell consonant blends and digraphs
- spell VC-e long vowel patterns
- listen to and discuss stories read aloud
- write a recount; retell events*

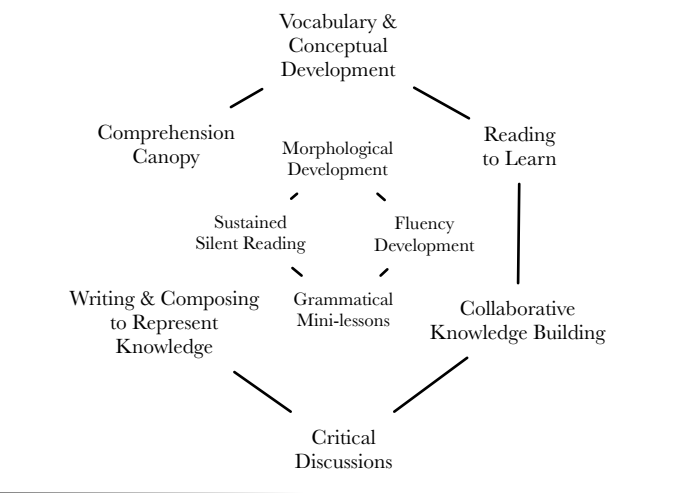
STAGE 2: 7 to 9 years old



Focal Areas
continuing practice in constrained skills (phonics, spelling & grammar) with increased practice on reading for fluency, reading to learn, writing to express ideas, and writing purposefully; consolidating learning to read

Assumptions/Expectations
*- writes a letter, a narrative, an information report, a poem, instructions, a book report, etc
- writes complete, rich sentences
- reads age-appropriate texts with assistance.
- explores interesting, though familiar, topics*

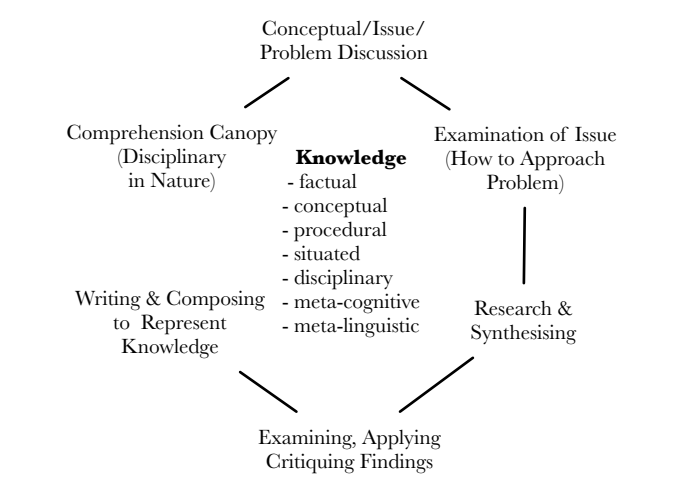
STAGE 3: 9 to 14 years old



Focal Areas
consolidation of constrained skills whilst providing ample opportunities to explore topics through reading, writing, speaking, listening & viewing for a range of purposes in diverse knowledge areas.

Assumptions/Expectations
*- students have learnt to read;
- that differences in reading ability is influenced by "smarts"
- literacy "practice" is replaced by chances to learn how to read/write meaningfully*

STAGE 4: 15 to 18 years old



Focal Areas
learners are consolidating general reading, writing & learning strategies whilst being required to develop more sophisticated disciplinary knowledge & perspectives. Reading a range of complex materials

Assumptions/Expectations
*- can read in a sustained manner;
- can make meaning from what is read;
- has developed techniques to extract, record and assess knowledge;
- is able to compose a range of texts.*

Stage-Appropriate Books/Texts		<p>Key Characteristics and Issues At this stage, learners should be focused on a range of skills that help develop print awareness, oral language, phonological awareness, awareness of the alphabetic principle, dialogic reading, emergent writing, situated cognition, emotional intelligence, knowledge, imaginative play and problem solving. In relation to young children, this development begins at the very moment of birth and even before this event. Also - for children - factors such as the <i>30 million word gap</i>, impoverished environments, congenital and acquired language disorders, language status, equitable access to quality early education and more all have a bearing on a learner's development through this stage. Older learners may also find themselves in this stage; however, they move rapidly through the key elements with explicit, targeted instruction and practice.</p> <p>Topics: To quote eminent literacy academic Catherine Snow, “We really need to flip figure for ground here and stop referring to the 30 million word gap as a gap in access to vocabulary and start thinking about it as a gap in access to knowledge”. Snow emphasises that it is important for children to ask questions and for adults to encourage and respond to questions.</p> <p>Suitable topics for Stage 0 learners are topics that will eventually become academic subjects. For instance, rocks, digging, and dinosaurs will form the basis for geology and palaeontology. Just think of the diverse topics of fairy tales, volcanoes, myths, holidays, foods, animals, family, songs, art, nutrition, gardens, history and more.</p> <p>Vocabulary Average expressive vocabulary size for a 5 to 7 year old is 5,000 words. The majority of these words are known as Tier One words; however, the Stage 0 learner is capable of acquiring an oral language vocabulary of Tier Two words (e.g. “spectacular”) and Tier Three words (e.g. “perspiring”). Children can understand thousands of words they hear by age 6 but can read few if any of them.</p> <p>Recent research has not identified “print vocabulary” as a key objective at this stage. Instead, there is a greater emphasis placed on letter knowledge, oral language development, phonological awareness, dialogic reading and progress with emergent writing (e.g. controlled scribbling).</p>	<p>STAGE 0: Typically birth to 6 years old</p> <pre>graph TD; A[Engaging Language Experiences] --> D[Knowledge
- factual
- conceptual
- procedural
- situated
- affective]; B[Vocabulary Language Building] --> D; C[Interactive Read-Alouds] --> D; D --> E[Writing
(Emergent & Interactive)]; D --> F[Phonological & Phonemic Awareness]; E --> G[Letters and Early Phonics]; F --> G;</pre> <p>Activity Plans</p> <p>Typical instruction for children involves a combination of play-based, discovery activities and teacher-guided, direct instruction.</p> <p>In relation to formal literacy instruction, one might choose a combination of evidence-based educational games/activities (e.g from PALS and FCRR); rich, dialogic shared reading; emergent knowledge of letter and letter-sounds; practice of beginning sounds; practice shaping letters; and interactive writing.</p> <p>In relation to informal instruction, children are exploring environmental print and they are engaged in emergent writing and interactive/joint writing in authentic, purposeful contexts (e.g. letters/cards to grandma). Vocabulary is reinforced in context as well as through flashcards, engaging word walls/ installations and progressive mind mapping.</p> <p>Oral language is vital at this stage, and best learned in active practice as children explore the knowledge of their environments in the <i>joint attentional frame</i>. Adults should talk <i>to</i> and <i>with</i> learners and use dialogic strategies to encourage children to use vocabulary, ask questions, extend on responses and engage in back-and-forth exchanges (at least 5 “exchanges”)</p>
Read-Alouds	Alphabet, Word & Counting Books		
Environmental Print	Emergent Writing		
Functional Texts	Apps & Games		
<p>Students will co-draft written texts with visual support and adult contribution (NB: oral language development to scaffold writing)</p> <ul style="list-style-type: none">- shared/dictated/interactive lists and instructions;- personal & fictional narratives (with drawings and other visual supports);- informational texts (e.g. poster on animals);- recounts and (book) reports;- alphabet books and poems; and- letters and party invitations.			

STAGE 1: -- initial reading, writing and decoding ... stepping into the role of a reader and writer

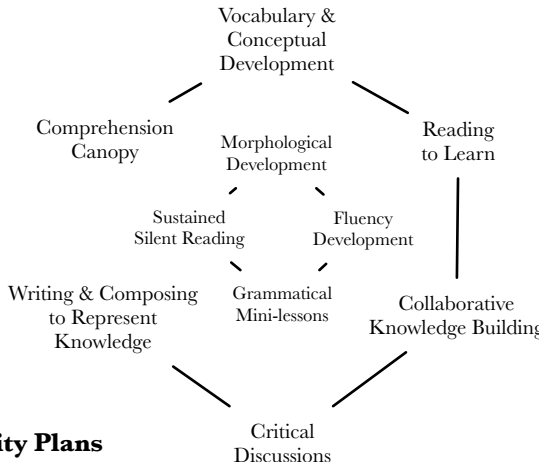
Stage-Appropriate Books/Texts		<p>STAGE 1: Typically 6 to 7 years old (Grade 1)</p> <pre> graph TD VLB[Vocabulary Language Building] --> EE[Engaging Experiences] VLB --> IRA[Interactive Read-Alouds] EE --> WI[Writing Joint & Interactive] WI --> IRD[Initial Reading/Decoding] IRA --> PPA[Phonological & Phonemic Awareness] PPA --> LP[Letters and Phonics] IRD --- LP K[Knowledge] K --- EE K --- IRA K --- WI K --- PPA K --- LP K --- IRD K --- LP </pre> <p>Activity Plans</p> <p>Typical instruction for 6 to 7 year olds includes a continued focus on oral language development, phonological awareness and awareness of letter-sound correspondence. There is a new focus on decoding words, reading connected texts, exploration of familiar topics and guided/interactive writing.</p> <p>In relation to oral language development, teachers must model the kind of complex syntax and vocabulary diversity that you hope to develop in them. In the classroom, teachers should engage learners in theme-oriented activities that provide students with active practice of target vocabulary and topic-related vocabulary.</p> <p>It is common that teachers organise formal “literacy blocks” for learners in Stage 1. Daily class instruction should include 90 min for large- and small-group literacy instruction: 20% on word study (e.g., phonemic awareness, sight-word development, phonics), 60% on reading (e.g., independent reading of self-selected texts, guided reading of instructional-level texts, interactive reading with comprehension instruction), and 20% on writing and grammar (e.g., journal writing, dictated writing) Incidental practice should take place throughout the day. Learners who require additional assistance benefit from 3 × weekly lessons for 35 min each with: letter-sound recognition activities, decoding activities, sight word activities, short story reading activities, and partner reading.</p>
Read-Alouds	Decodable Texts	
Environmental Print	Emergent Writing	
Functional & Information Texts	Apps & Games	
<p>Typically in Grade 1 of school, learners are drafting/writing a range of texts for diverse purposes including:</p> <ul style="list-style-type: none"> - procedural texts, recounts, reports (e.g book reports) and descriptions; - personal & fictional narratives (with drawings and other visual supports); - informational texts (e.g. poster on animals); - alphabet books and poems; and - letters and party invitations. 		<p>Key Characteristics and Issues At this stage, there is direct, systematic instruction in letter/sound (phonetic) patterns with further development of basic & intermediate print vocabulary; shared/guided/interactive reading & writing; and the reading of decodable texts. It is expected that learners can form letters neatly and fluently, can spell consonant blends and digraphs, can spell CVC and CVC-e long vowel pattern words, can listen to and discuss stories read aloud and can write a recount and retell events. Adults are encouraging the child to write about known words and use invented spellings for beginning writing, which can be extended through assisted performance. Instruction should further develop learners’ phonological awareness. To encourage independent reading, teachers should select books that have few words on each page, with a large type size, and with illustrations on each page.</p> <p>Topics: Teaching and learning should build from young children’s intrinsic curiosity about their immediate world and a desire to explore and investigate things around them. Exploratory, purposeful play is a central feature of their investigations, including observations that use their senses in dynamic ways. Students should explore accessible topics such as “Family, Friends, Animals, Wind and Water, The World of Colour, Things That Grow, Numbers in Our World”. Students learn to predict, categorise, observe, solve problems, measure, investigate and manipulate materials.</p> <p>Like with Stage 0, suitable topics for Stage 1 learners are topics that will eventually become academic subjects, such as art, science, history, music, commerce and more.</p> <p>Vocabulary As mentioned in Stage 0, average expressive vocabulary size for a 5 to 7 year old is 5,000 words. In Stage 1, learners are consolidating Tier One words and acquiring an oral language vocabulary of Tier Two words (e.g. “spectacular”) and Tier Three words (e.g. “perspiring”). Most children can understand up to 4000-5000 words when heard but can read about 600.</p> <p>Learners at this stage are beginning to read connected texts with this emerging print vocabulary that is within their independent reading/decoding level. For language enrichment, learners acquire vocabulary through read-alouds, rich-language experiences and direct instruction.</p>

STAGE 2: - confirmation and fluency ... stepping up the practice and expectations

Stage-Appropriate Books/Texts		<p>Key Characteristics and Issues There is continuing practice in constrained skills (phonics, spelling & grammar) with increased practice on reading for fluency, reading to learn, writing to express ideas, and writing purposefully. At the end of this stage, a learner should have consolidated learning to read, and is now an expectation that he/she is ready to read to learn. It is expected that a learner can write in complete, rich sentences; can reading age-appropriate texts with assistance; can explore interesting, though familiar topics; and can write letters, narratives, information reports, poems, instructions, book report, etc with visual aids. In this stage, vocabulary needs to be taught both indirectly and directly. Adults need to engage in conversations with children to help them learn new words and their meanings. And during reading, it is important to pause to define unfamiliar words and discussing the book upon completion of reading.</p> <p>Topics: From 7 - 8 years old, children are learning about how things grow, live and change. They can carry out guided investigation involving several steps. Children are guided to use diagrams and models as well as tools to collect data. As they progress, children will begin to work in a more systematic way from 8–12 yrs old. As they are initiated into these “practices”, children are still learning through discovery/experience in fields like science, arts, music, machines, and more. Children are still in the “concrete” phase yet moving to the operational phase.</p> <p>Vocabulary School introduces new words not encountered in conversation (Tier Two and Tier Three words). Word definitions include synonyms, categories and multiple meanings. At this stage, teaching needs to:</p> <div><div>Foster word consciousness (e.g. being word curious)</div><div>Provide rich & varied language experiences</div><div>Teach individual words (form, function & meaning)</div><div>Teach word-learning strategies (predicting from context)</div></div> <p>At the end of Stage 2, about 3000 words can be read and understood and about 9000 are known when heard. Listening is still more effective than reading. When learners are learning words in context, they are learning to applying pictorial, morphological, syntactical, semantic and contextual cues.</p>	<p>STAGE 2: Typically 7 to 9 years old (Grade 2 - 3)</p> <p>Activity Plans</p> <p>Typical instruction for 7 to 9 year olds is focused on fluency, comprehension, composition and vocabulary. This includes a focus on oral language development, spelling, decoding, reading and writing to explore general knowledge and academic knowledge. A research-based 2nd Grade classroom’s literacy block would include routines such as</p> <div><div>Greeting</div><div>Word Wall / Word Wizard Activities (15 minutes)</div><div>Shared Reading (25 minutes)</div><div>Word Work (15 minutes)</div><div>Guided Reading (with literacy stations) (1 hour)</div><div><div>Beginning Readers</div><div>Developing Readers</div><div>Proficient Readers</div></div><div>Writing</div></div> <p>Learners who require additional assistance benefit from 5 × weekly for 35 min (adult-child ratio: 1:3) including</p> <div><div>Reading fluency activity (e.g., repeated reading activity)</div><div>Phonemic awareness activity</div><div>Reading comprehension activity using decodable books with pre-, during, and post reading activities</div><div>Word study/phonics</div><div>Writing</div></div>
Age-Appropriate Picture Books	Age-Appropriate Chapter Books		
Age-Appropriate Information Books	Early Writing of Learner & Peers		
Typically in Grade 2 to 3 of school, learners are drafting/writing a range of texts for diverse purposes including:			
<div><div>- procedural texts, recounts, reports (e.g book reports) and descriptions;</div><div>- personal & fictional narratives (with illustrations);</div><div>- informational texts (with illustrations, captions, etc);</div><div>- historical fiction, reviewing and responding, persuasive writing, test writing; and</div><div>- poetry</div></div>			

Stage-Appropriate Books/Texts		<p>Key Characteristics and Issues Instruction should ensure that there is a consolidation of constrained skills whilst providing ample opportunities to explore topics through reading, writing, speaking, listening & viewing. By this stage, students have learnt to read and literacy “practice” is replaced by chances to learn how to read/ write meaningfully. Comprehension instruction is focusing on key strategies such as summarising, predicting, visualising, paraphrasing, retelling, evaluating and more. In Stage 3a, there is a greater emphasise of gathering information and identifying the main ideas from single texts than there is for completing those tasks to synthesise information across a range of sources. In many ways, Stage 3a is the gateway to academic literacy development.</p> <p>Topics: Topics have evolved to include proto-academic disciplines that will come to resemble biology, history, general science, geography, art history, music, nutrition, geology and more. Whilst these subject may not be studied as seperate, demarcated disciplines in the classroom, children are exploring “disciplinary” content & tools. And children are exploring this content by reading textbooks, reference books, trade books, and sites like Newsela (https://newsela.com), For Your Information (http://textproject.org/classroom-materials/students/fyi-for-kids), Word Generation (http://wordgen.serpmedia.org) and the Florida Centre for Reading Research (http://www.fcrr.org/for-educators/sca_4-5.asp)</p> <p>Vocabulary Vocabulary in school texts is more abstract & specific than in conversation (Tier Two & Three words). Learners are being asked to explains deep word knowledge and differentiate between a word’s multiple-meanings. Vocabulary is being learnt in context in wide reading, which creates either a virtuous or vicious cycle, depending on whether the child is a skilled or struggling reader. By the end of Stage 3, reading & listening are equal for those who read very well, and reading may be more efficient. Vocabulary instruction includes direct instruction as well as multiple opportunities to use words in multiple contexts:</p> <ul style="list-style-type: none">Active practice/studyApplication of word meaningsElaboration/discussion of word meaningsPersonalisation of word meaningsExploring words in context (orally and in reading)	<p>STAGE 3a: Typically 9 to 12 years old (Grade 4 - 6)</p> <p>Activity Plans</p> <p>Typical instruction for 9 to 12 year olds shifts quickly from skill building to meaning making. In this stage and the next, instruction should increasingly scaffold students’ development of deep reading comprehension skills (e.g. academic language, perspective-taking, complex arguments, and relevant content knowledge).</p> <p>Element of the literacy block in a research-based, culturally relevant Fifth Grade classroom should include</p> <ul style="list-style-type: none">Morning routine/debrief on topic/questions (30 minutes)Shared Reading (25 minutes)Guided Reading (small groups & literacy stations 1 hr)<ul style="list-style-type: none">Struggling ReadersProficient But Careless ReadersSkilled ReadersWord Work (15 minutes)Writing Workshop (with mini-lessons) (40 minutes)Reflection and pack up <p>Literacy is also embedded throughout all activities of the school day, including science, history, geography, mathematics, arts, music and other topics. Whilst there is an explicit literacy block, this learning should be reinforced and scaffolded in the other key learning areas.</p>
Age-Appropriate Picture Books	Fiction/ Narratives		
Information Texts	Writing Early Academic Texts		
<p>In Stage 3a (9 - 12 years old), syntax in school (writing) is becoming more complex than in oral. Learners are drafting/writing a range of texts ...</p> <ul style="list-style-type: none">- Biographies, essays, expositions, hybrid/multimedia texts, feature articles and disciplinary forms (science reports)- personal & fictional narratives;- informational texts (with illustrations, captions, etc);- historical fiction, reviewing and responding, persuasive writing, test writing; and- poetry			

STAGE 3b -- an induction into disciplinary literacy ... reading and writing for diverse academic and non-academic purposes

Stage-Appropriate Books/Texts		<p>Key Characteristics and Issues In Stage 3b, the focus turns to “middle school literacy”. Consequently, the emphasise shifts from a focus on general reading and writing accuracy to higher expectation of close reading and critical thinking. By this stage, students are reading and writing for authentic purposes, which introduces students to texts that use a greater diversity of vocabulary, sentence structure, idiomatic language and rhetorical devices. Texts may also stray from strict adherence to genre conventions. As a result, students who may have read skilfully in the primary years (e.g. in Stage 3a), might struggle in Stage 3b if new ways of reading and thinking are not scaffolded for them in their practice. Students should be encouraged to use dictionaries, thesauruses, reference guides, word parts (prefixes, base words) and contextual clues to learn words.</p> <p>Topics: Students are studying concepts associated with distinct disciplines often with specialist teachers. Content includes application of disciplines to contemporary contexts, including an exploration of key issues and the place of the disciplines in the world. In a subject like science, the unifying ideas of energy, sustainability of systems, and equilibrium. In a subject like history, students are required to analyse and explain historical events as well as describe them. Therefore, students are becoming increasingly able to identify the difference between description, explanation and critical analysis. The following are sites which explain learning techniques typical of this stage: Word Generation (http://wordgen.serpmedia.org), Reading to Learn in Science (http://serpmedia.org/rtl/) and Strategic Adolescent Reading Intervention (http://stari.serpmedia.org)</p> <p>Vocabulary Abstract dictionary definitions given for words. Learners are exploring “shades of meaning”. Learners are exploring complex academic language (Tier Three words) in information & academic texts. Learners often encounter diverse Tier Two words in humanities.</p> <p>Learners are required to gain a deep appreciation of key concepts such as sustainability, civic responsibility, hubris, equilibrium, irony, justice and more. Learners are also required to differentiate between cognitive verbs such as remember, describe, identify, explain, analyse, examine, critique, discuss, evaluate and more.</p>	<p>STAGE 3b: Typically 12 to 14 years old (Grade 7 - 9)</p>  <p>Activity Plans</p> <p>In a modern school environment, typical instruction for 12 to 14 year olds shifts dramatically from the primary school to the middle school or high school environment. Students are asked to move from class to class to explore distinct subjects. Each of these subjects presents learners with ways of reading, writing and using language within a discourse community of practice.</p> <p>Classroom discussions and debates foster students’ skills in perspective taking, complex reasoning, and academic language. Information-rich topics relevant to the lives of students tend to generate rich discussion and debate.</p> <p>Teachers must model and scaffold the ways of reading, writing, speaking, listening, thinking and learning in distinct disciplinary ways. It is often a gradual process to bring learners into practices and into forms of knowledge. Teacher can use graphic organisers, questions guides, sequenced tasks, anchored instructions in order to initiate learners into the practices which will be expanded in the latter years of school and into further training and education.</p> <p>Even though there is a movement toward more disciplinary approaches to learning and communicating, teachers are still fostering general comprehension and compositions skills, strategies and cycles.</p>
Age-Appropriate Picture Books	Fiction		
Information Book	Example Student Texts		
<p>By Stage 3b, learners are drafting complex texts that require multiple steps of research, planning, drafting, conferencing, revising, submitting and publishing</p> <ul style="list-style-type: none">- procedural texts (e.g. design portfolios), research reports (e.g book reports);- personal, historical & fictional narratives (with illustrations);- expository texts, including persuasive writing; and- multimedia and hybrid texts			

STAGE 4 -- pathways to the literacies of further study and to the literacies of work and civic participation.

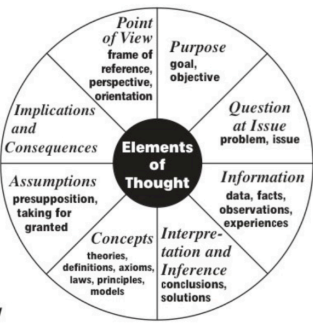
Stage-Appropriate Books/Texts

Fiction

Non-fiction

Newspapers/Magazines

Technical



By late high school, learners are asked to draft a range of texts, including the practical (e.g. resume) to the conceptually abstract (e.g. discussing the theme of death in *Hamlet*)

- procedural texts (e.g. design portfolios), research reports (e.g. book reports), test writing, and expositions; illustrations;
- expository texts, including persuasive writing;
- multimedia and hybrid texts;
- context-specific literacies

Key Characteristics and Issues At this stage, learners are consolidating general reading, writing & learning strategies whilst being required to develop more sophisticated disciplinary knowledge & perspectives. Learners are being required to read a range of complex materials. And learners are starting to specialise in areas of study that will apply to the worlds of work and society. Therefore, adults should encourage learners to refine interest, pursue areas of expertise, and develops the literacies reflective of the years ahead in post-school contexts. It is assumed that students can read in a sustained manner; can make meaning from what is read; have developed techniques to extract, record and assess knowledge; and is able to compose a range of texts. In these areas, adolescents deserve access to and instruction with multimodal as well as traditional print sources.

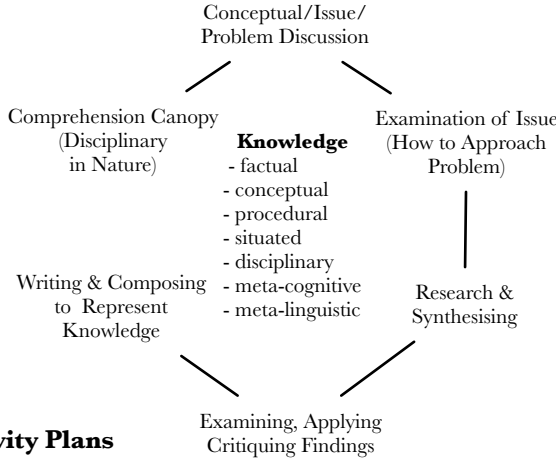
Topics: At this stage, there is the development of depth of understanding of key concepts, processes and contexts related to particular disciplines. There is a greater emphasis on applying different subject knowledge and skills to the worlds of work and society. There is a greater emphasis on students' ability to conduct investigations and engage deeply in decision making. Learning are often beginning to specialise in particular areas at this stage, which require more strategic rather than general approaches to language, literacy and learning.

Vocabulary Vocabulary of high school graduate ranges anywhere between 20,000 to 40,000 words or more. At this stage, there is a systematic study of words and word parts. Reading comprehension is better than listening comprehension of materials of difficult content and readability. For poor readers listening comprehension may be equal to reading comprehension. Learners should be adept at moving between spoken and written discourse and between informal and formal registers. Full adult range of syntactic constructions should be reached by this stage.

Teachers should encourage learning to have developed.:

- word consciousness
- word-learning strategies
- conceptual engagement
- understanding of "shades of meaning"

STAGE 4: Typically 15 to 18 years old (Grade 10 - 12)



Activity Plans

By Stage 4, a teacher expects a learner to have developed general skills of comprehension and composition. As a result, the greatest demand of this stage is as follows: to strengthen the learner's ability to critically examine, discuss, deliberate over and examine ideas using the spoken and written word.

The method behind Promoting Adolescents Comprehension of Text (PACT) includes the following steps

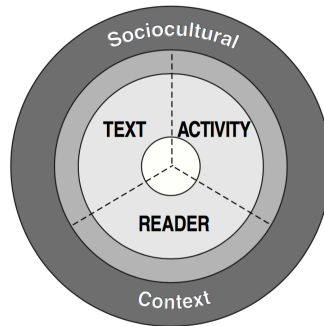
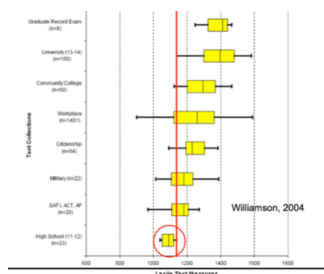
- Comprehension Canopy (including the strategic use of video, images, incursions and excursions)
- Essential Words & Concept Instruction
- Critical Reading Instruction
- Graphic Organisers to Crystallise Information
- Team-Based Learning Comprehension Check
- Team-Based Learning Knowledge Application
- Critical Reflection

Learners need to be given exercises which help them identify the purpose(s) expressed in texts, identify the main questions being examined, detail the information that has been provided, explore interpretations & inferences, explore concepts presented in the text, identify and evaluate the assumptions which are being made, explore the implications & consequences of these ideas/assumptions, and identify the point of view (or perspective) from which the text has been written.

ADULT LEARNERS & EARLY SCHOOL LEAVERS

Stage-Appropriate Books/Texts

Adults engage with a range of texts in their daily lives, including tax bills, voting forms, medicine bottles, popular novels and more. These texts are all highly conventional, diverse in purpose, context dependent and require large amounts of background knowledge.



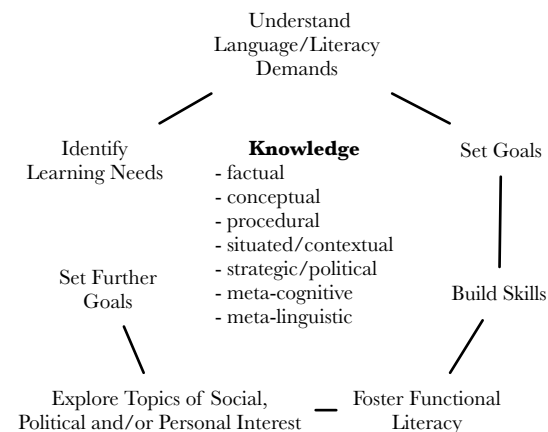
Key Characteristics and Issues Tackling serious literacy and numeracy weaknesses among adults is challenging because there is no ‘one-size-fits-all’ solution. Solutions must address the specific learning needs of each adult learner. The provision of targeted interventions require tailor-made participation incentives and programme designs, and a well-trained teaching workforce pose particular challenges. Adult learning is simple and ongoing in the sense that learning is part of everyday life in contexts. It often hard to find space for learning and drop-out rates of programmes are usually high. Interventions must address a learner’s potential lack the motivation and limitations on time and access to education. Literacy gains positively influence confidence, self-esteem, attitudes towards learning, parenting capacity, & civic engagement.

Topics: The following are core principles of adult learning which need to be adhered to when considering the topics of literacy: Adults are internally motivated and self-directed;; they bring life experiences and knowledge to learning experiences; they are goal oriented; they are relevancy oriented; they are practical; and they like to be respected. The principles must guide the selection of content, regardless of whether focus is on family literacy, workplace literacy, basic skill development or solidarity as a community of practice.

Vocabulary “Literacy” stratifies greatly in adulthood, since our reading and writing habits are shaped by educational, cultural and employment factors that become increasingly diverse in the later-school and post-school landscape. For instance, in professional and specialised settings, individuals are required to apply complex conceptual language in order to synthesise information from a diverse range of sources in order to form conclusions, shapes audiences views, and navigate multiple points of views (or perspectives).

These growing differences have a deep impact on vocabulary and discourse, since individuals come to acquire (or are asked to acquire) the conceptual and everyday vocabulary of the discourse communities of which they are part, whether this is the discourse of teachers, mechanics, scientists and more.

Adult Learner - any age, including late adolescence



Activity Plans

As mentioned, adult learners can approach literacy with a wide array of existing skills, awareness and practices. Therefore, this section is not a stage, it relates to a cohort of learners. “Becoming literate later in life [often] involves questioning what is held to be true about literacy and ... transforming it from a distant communicative practice performed by others to a collection of practices that may be resorted to in order to fulfil reading and writing needs.” (Salman, 2004, p. 258)

Interventions require working through the bodies that have direct contact with the adults concerned, including employers. Many potential learners prefer more informal learning venues, such as community centres, parish buildings and private homes, over school settings. This learning can occur as part:

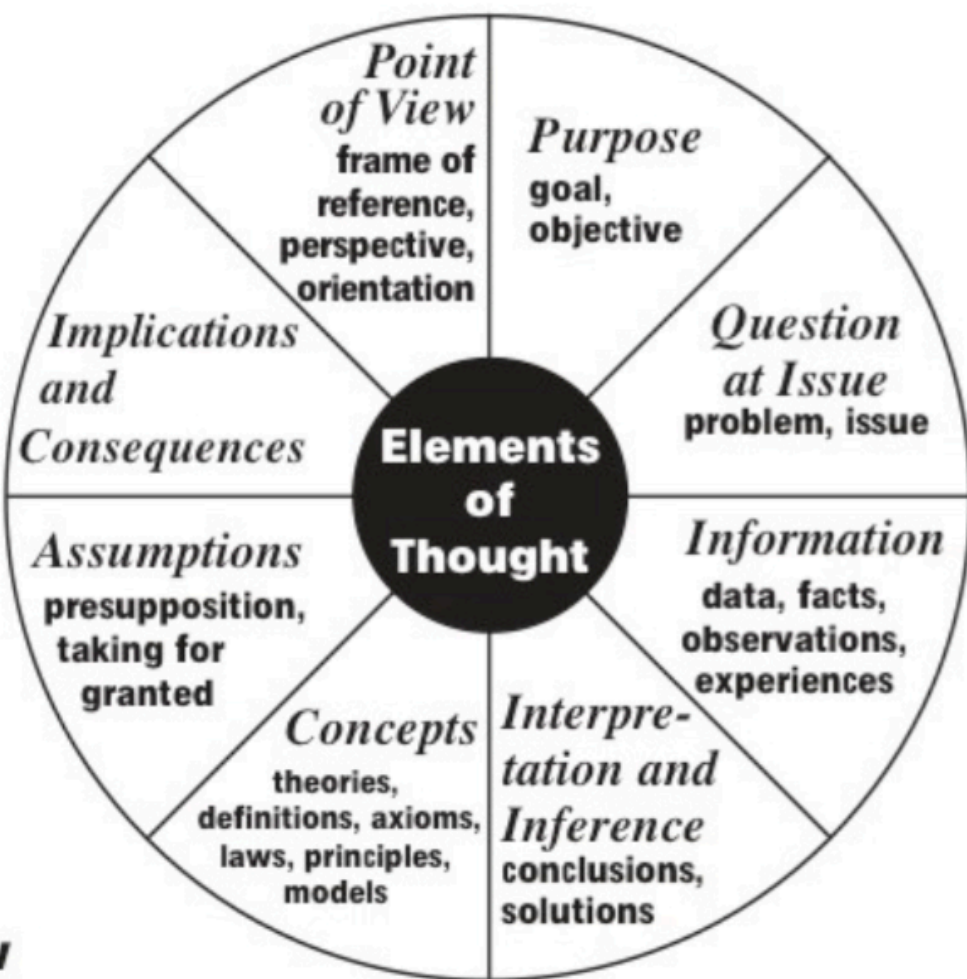
- Family Literacy initiatives in which participants are motivated to pursue literacy to support child(ren)’s literacy
- Adult Education Classes occurring in Community Centres
- Workplace Literacy or Workplace/Vocational Training
- Basic Skills Practice in a formal or informal setting (volunteer teachers or skilled teachers)
- Projects/Programs in which literacy development is embedded within community activities (e.g. local history)
- In a Book Club, Reading Groups, or Writing Group

Workplace texts for young adult and adult learners tend to be context-specific ...

As suggested by the OECD Report on Adult Literacy, adults encounter texts for a greater range of purposes than those encountered in school: tax forms, newspaper articles, OH&S procedures, workplace correspondence and much, much more. These texts require learners to develop a deep understanding of texts, contexts, intentions, conventions and the communities of practice in which literacy events take place. Even though these activities require core literacy skills, they require participants to be able to strategise; problem solve; process, analyse and synthesis information; and produce a sequence of texts, often in communication with another individual (e.g. a colleague, a client, a customer, etc.)

That said, **family literacy** requires that parents/ caregivers read and write a range of engaging texts to support the literacy development of their children and other children in the community.

Over time, we focus on deeper strategies



Cognitive Strategies Sentence Starters

Planning and Goal Setting

- My purpose is. . .
- My top priority is. . .
- To accomplish my goal, I plan to. . .

Tapping Prior Knowledge

- I already know that. . .
- This reminds me of. . .
- This relates to. . .

Asking Questions

- I wonder why. . .
- What if. . .
- How come. . .

Predicting

- I'll bet that. . .
- I think. . .
- If ____, then. . .

Visualizing

- I can picture. . .
- In my mind I see. . .
- If this were a movie. . .

Making Connections

- This reminds me of. . .
- I experienced this once when. . .
- I can relate to this because. . .

Summarizing

- The basic gist. . .
- The key information is. . .
- In a nutshell, this says that. . .

Adopting an Alignment

- The character I most identify with is. . .
- I really got into the story when. . .
- I can relate to this author because. . .

Forming Interpretations

- What this means to me is. . .
- I think this represents. . .
- The idea I'm getting is. . .

Monitoring

- I got lost here because. . .
- I need to reread the part where. . .
- I know I'm on the right track because. . .

Clarifying

- To understand better, I need to know more about. . .
- Something that is still not clear is. . .
- I'm guessing that this means, but I need to. . .

Revising Meaning

- At first I thought ____, but now I. . .
- My latest thought about this is. . .
- I'm getting a different picture here because. . .

Analyzing the Author's Craft

- A golden line for me is. . .
- This word/phrase stands out for me because. . .
- I like how the author uses ____ to show. . .

Reflecting and Relating

- So, the big idea is. . .
- A conclusion I'm drawing is. . .
- This is relevant to my life because. . .

Evaluating

- I like/don't like ____ because. . .
- This could be more effective if. . .
- The most important message is. . .

FIGURE 3. Cognitive Strategies Sentence Starters

Olson, C. B., & Land, R. (2007). A cognitive strategies approach to reading and writing instruction for English language learners in secondary school. *Research in the Teaching of English*, 41(3), 269–303.

BIRD'S EYE VIEW



Hierarchy of Language and Literacy Skills Across the Stages

STAGES 0 & 1

STAGES 2 & 3A

STAGES 3B & 4

Alphabetic Principle

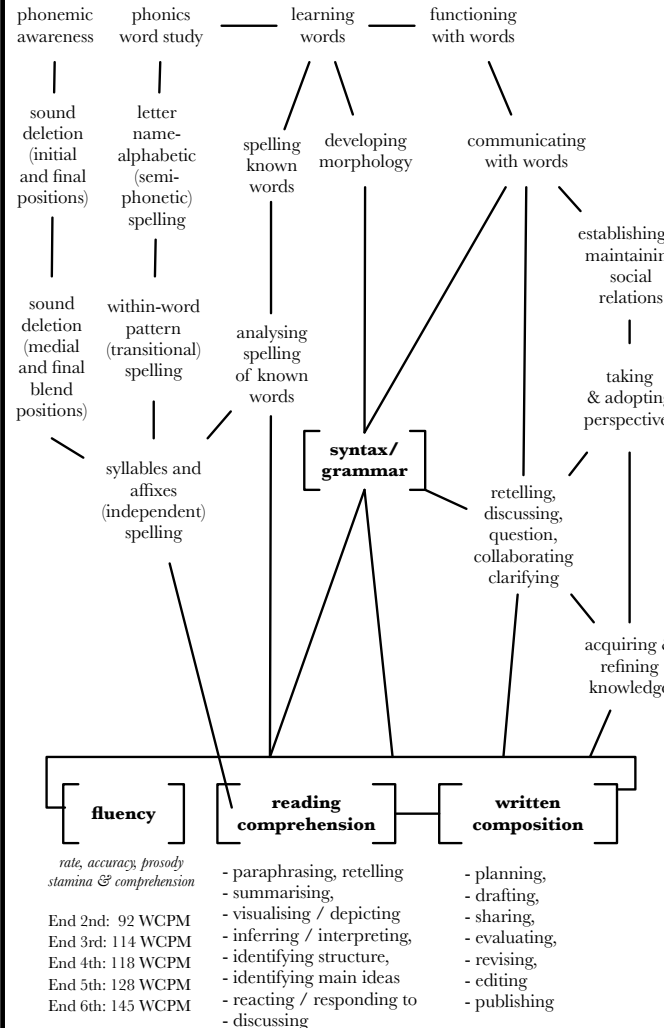
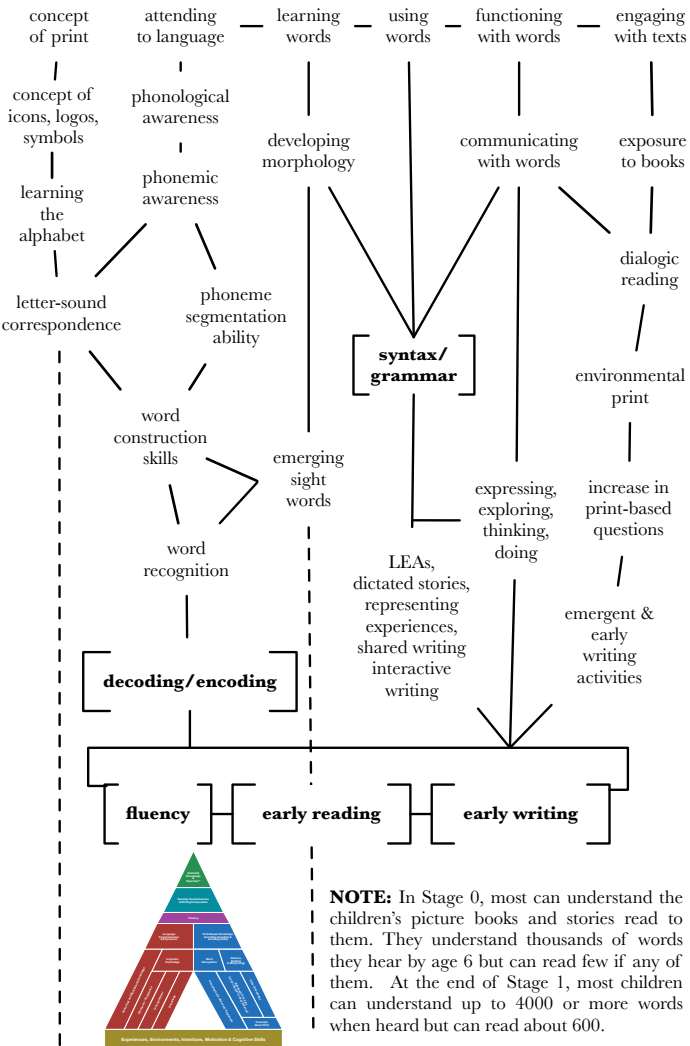
Generic Language and Early Literacy Skills

Constrained Skills

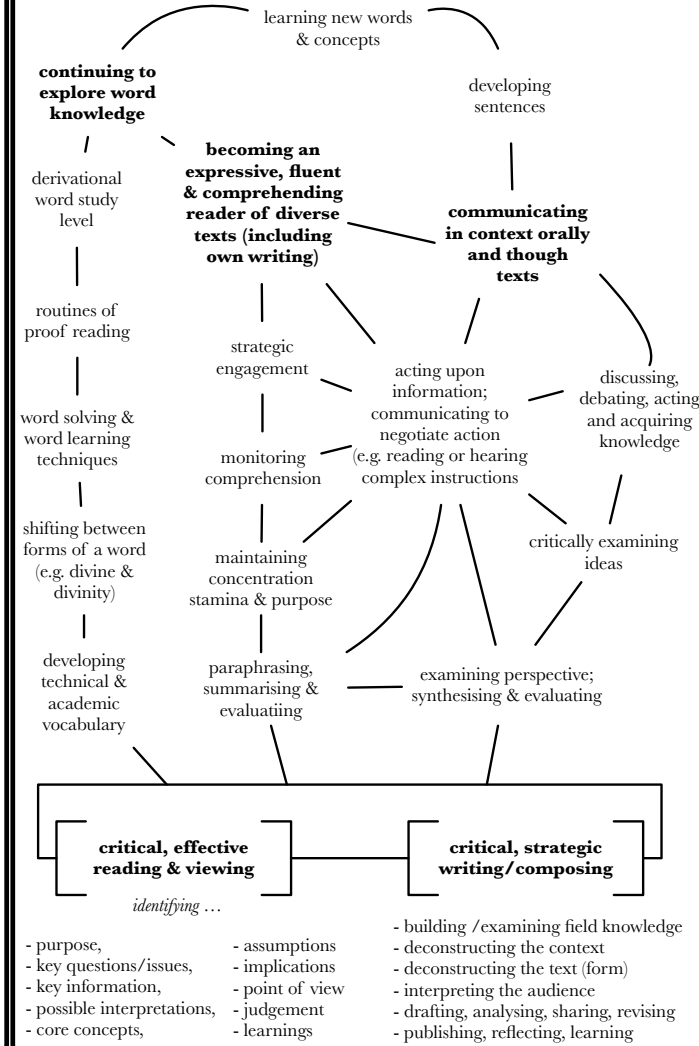
Unconstrained Skills

General Skills

Making Deep Meaning



NB: It is important to practice fluency with texts at learning independent reading level.



An analysis of cognitive skills in language/literacy learning reveal how “**executive function** contributes to reading performance, over and above reading-related language skills. **Working memory** contributes to all components of reading; **attentional switching**, but not problem solving, contributes to isolated and contextual word reading and reading fluency. **Problem solving** predicts comprehension.” (Jacobson, et al., 2016)

Milestones

Phonological Awareness & Phonemic Awareness

Awareness of rhyme emerges = 24 - 30 mths
 Ability to produce rhyme emerges = 30 - 36 mths
 Rote imitation and enjoyment of rhyme and alliteration = 4 yrs old
 Rhyme recognition, odd word out = 5 yrs old
 Clapping, counting syllables = 5 yrs old
 Recognition of phonemic changes in words = 5 yrs old
 Ability to segment words into phonemes begins = 5 - 7 yrs old
 Matching initial sounds; isolating an initial sound = 5.5 yrs old
 Noticing & remembering separate phonemes in a series = 5.5 yrs old
 Blending onset and rime = 5.5 yrs old
 Blending/segmenting of two, three and four phonemes = 6 yrs old
 Substitute phoneme to build words with simple syllables = 6.5 yrs old
 Sound deletion (medial and final blend positions) = 7 - 9 yrs old

Print Concepts + Letter Naming and Letter Shaping

Follows with pictures in shared reading = 18 mths to 6 yrs old
 Engages in pseudo-reading (e.g. page turning) = 2 - 5 yrs old
 Print Awareness: attends to print features = 3 - 5 yrs old
 Knowledge of letter names and sounds emerges = 4 - 5 yrs old
 Knows less than half the alphabet = 4 - 5 yrs old
 Knows you read from left to right (directionality) = 4 - 6 yrs old
 Concept of a Word in Print/Text (watershed moment) = 5 yrs old
 Accurately tracks print = 5 - 6 yrs old
 Knows half or more of the alphabet = 5 - 6 yrs old
 Knows all the alphabet = 6 yrs old
 Identifies beginning & end consonant sounds = 6 - 7 yrs old
 Locates print convention (punctuation, capitals) = 6 - 7 yrs old
 Ultimately, the child knows a book, how books are organised and know what we do with books (e.g. tell stories, explore information)

Writing Development

Scribbling/drawing/attempts at representing = 18 mths to 3 yrs old
 Controlled scribbling / representational intent = 3 yrs old
 Non-phonetic letter strings / Mock writing = 3 - 4 yrs old
 Writing the known / Writing letters = 4 - 5 yrs old
 Uses a palm grasp, long-sighted, eye strain with attention (large format important) = 3 - 5 yrs old
 Moves from palmer grip to incomplete tripod grip = 5 - 6 yrs old
 Invented spelling = 5 - 7 yrs old & Beginning writing = 6 - 7 yrs old
 Print words with dexterity and correct slope, size, shape and spacing = 7 - 8 yrs old
 move to the Mature Tripod Grasp = 7 - 8 yrs old
 Shows conventions of print (punctuation, capitals) = 7 - 8 yrs old
 Can construct two consecutive, correct sentences = 7 - 8 yrs old
 Conventional writing (plan, form & intent) = 8 yrs old & older
 Full development step into cursive script; legible and fluent handwriting so learner can focus on the form, purpose and delivery of messages = 9 - 10 yrs old

Stage 0
 birth - 6 yrs old

Stage 1
 6 to 7 yrs old

Stage 2
 7 to 9 yrs old

Phonics, Decoding, & Spelling

Partial alphabetic phase (by visual & salient parts) = 4 - 6 yrs
 Spell it like it sounds = 4 - 7 yrs
 Decoding (alphabet) phase (by grapheme & phoneme) = 6 - 7 yrs
 Consolidated (orthographic) phase = 7 - 9 yrs
 Spell it by pattern = 7 - 9 yrs
 Morphological (by meaningful units) = 9 yrs+

Reading (Fluency) Rates

Grade 1: (WCPM 20) ; (40)
 Grade 2: (40) ; (62) ; (92)
 Grade 3: (79) ; (93) ; (114)

code-based development
 phonological & phonemic awareness
 print awareness
 developing concept of word
 learning the alphabet
 developing letter-sound knowledge
 word recognition
 full phoneme segmentation
 early sight word learning
 early letter-sound knowledge
 drafting texts with visual aids
 reading single words & connected texts
 code-based fluency
 consolidated skills for basic reading and writing

Activities
 Clapping Syllables
 Tracking Print
 Counting Words & Letters
 Rich, Scaffolded Language Experiences
 Dialogic, Interactive Reading
 "Writing" Letters, Cards, Etc
 language-based development
 phonology
 morphology
 vocabulary
 grammar
 pragmatics
 lower order language skills
 higher order language skills
 early compositions
 early reading
 meaning-making skills

Oral Language Development (continued)
 Spoken stories express theme & some temporal order = 36 - 42 mths
 Begins making explanations, expressing attitude, using "because", formulations = 27 - 57 mths (42)
 The conditional form is used (if, when) = 33-60+ mths (48)
 Embedded clauses that use the reflexive profound = 39-60+ mths (57)
 Children develop skills to convey information to others beyond the immediate moment = 36 -72 mths
 New functions emerge, including reporting on past events, reasoning, predicting, expressing empathy, creating imaginary roles and props, and maintaining interactions = 42 - 60 mths
 Language is used to establish & maintain social status. Increased perspective-taking allows for more successful persuasion. Provide conversational repairs: defining terms, giving background information = 5 - 9 yrs old
 Children are entering into the written world (reconstruction of the world in language) (NB: children's written language may lag up to 3 years behind oral language) = 6 - 9 yrs old

general oral language development

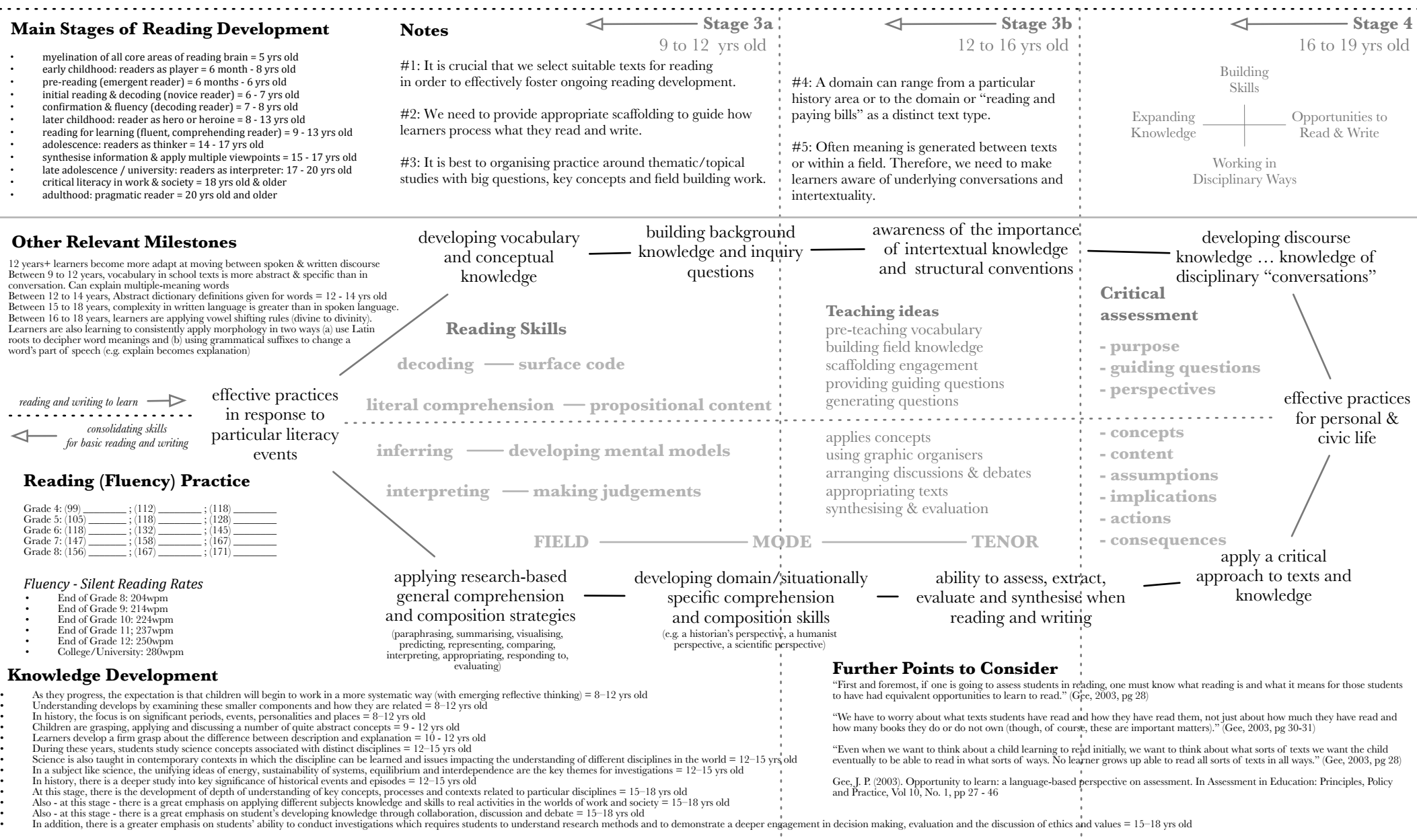
Vocabulary Development

Knows 3-50 words. Words to name people & objects = 8 - 12 mths
 Average expressive vocabulary size: 50-100 words = 12 - 18 mths
 Average expressive vocabulary size: 200-300 words = 18 - 24 mths
 Uses & knows basic spatial terms (in, on, under) = 30 - 36 mths
 Knows basic colours & understand kinship terms = 36 - 42 mths
 Knows basic shapes (circle) & basic size words (small) = 42 - 48 mths
 Knowledge of numbers and counting emerges = 48 - 60 mths
 Organisation of lexical knowledge from episodic to semantic networks = 5 - 7 yrs old
 Average expressive vocabulary size: 5,000 words. = 5 - 7 yrs old
 School introduces new words not encountered in conversation = 7 - 9 yrs old
 Word definitions include synonyms and categories = 7 - 9 yrs old

Oral Language Development

Caregivers attribute intent to child's actions = 0 - 8 mths
 Intent expressed with gestures and vocalizations = 8 - 12 mths
 Frequency of communicative acts: 2.5 per min. of free play = 8 - 12 mths
 Call out, want, point to something, consistency of sign & intention = 9 - 21 mths (21)
 Words replace preverbal means in expressing intent = 12 - 18 mths
 Freq. of communicative acts: 5 per min. of free play = 12 - 18 mths
 Word use increases as preverbal communication decreases = 18 - 24 mths
 New intents include requesting information, answering questions = 18 - 24 mths
 Direct statement/request (e.g. There mummy!) = 12 - 24 mths (21)
 Express a state of affairs (e.g. There [is] doggie, Go [to] shops) = 15 - 30 mths (24)
 Intents include symbolic play, talk about absent objects = 24 - 30 mths (27)
 Express intention/Make an observation or request = 18 - 36 mths (27)
 Request something / Provide initial explanations = 21 - 42 mths (30)
 Requests for clarification / Language in play increases = 30 - 36 mths (30)
 Use the indirect voice (e.g. I thought that ...) / Make a suggestions = 24 - 51 mths (36)

Milestones



STAGE	Cognitive Skills	Alphabetic Principle	Phonological & Phonemic Awareness	Learning Words	Using Words	Functions of Language	Knowledge (Domains), Thinking & Reasoning	Motivation, Interest & Expertise	Environments, Resources & Relationships	EXPLANATION
0	Attention	Concept of Print developed through environmental print and plenty of shared book reading	Developing phonological awareness (7 Steps)	Progressively developing a vocabulary. Often learned in context and/or in topical clusters.	Placing the words in grammatical sentences in acts of communication and exploration.	Learners are performing different functions with language: recounting, requesting, imagining, commanding, explaining, comparing, questioning and more	When learners use language, they use language to speak about stuff, for want of a better term. This stuff could be about breakfast, dinosaurs, gardens, superheroes, fairy tales, and more.	As a learner explores their world, he/she develops interests, passions, expertise and these qualities drive the learner's questioning, researching and learning habits.	We learn to use language with others, in contexts, with materials about stuff. Actual joint practices - such as cooking - can be an activities. Dialogic reading of quality picture/story books is also a source of language learning	In Stage 0, there is a significant priority placed on four distinct skills: oral language development, phonological/phonemic awareness, early alphabetic skills and engaging experiences with books/texts. It is assumed that children have strong language skills by the time they start school.
	Perception	The learner gains a concept of the 26 letters of the alphabet.	Developing phonemic awareness (manipulating words and the 44 phonemes of English)	Helpful to consider words in Tiers 1, 2 & 3. Also, helpful to consider words in traditional grammatical categories.	Receptive & Expressive Oral Language Skills in the Context of Activity	Dialogic-Interactive Reading, Language Experience Approach, Story Dictation, Emergent Writing, Interactive Writing, Shared Writing, Joint Construction and Establishing Communities of Practice				
	Recognising Patterns	The learner is developing an initial understanding of letter-sound correspondence. (consonants & single letter vowels)	Typically developing children enter Kindergarten with 5,000 to 6,000 words. Some children may have as few as 1,000.							
1	Employing Memory - short term - working - long term	NOTE: By age 6, most children understand thousands of words they hear but can read few if any of them. At the end of Stage 1, most children can understand up to 4000 or more words when heard but can read about 600. At the end of Stage 2, about 3000 words can be read and understood and about 9000 are known when heard.	Decoding & Spelling Skills	NOTE: Controversial - yet potentially very true - statement from eminent literacy academic Catherine Snow, "Once you turn your focus to rich, meaningful content (for learning, exploring discussing and debating), then language takes care of itself." (for Learning to Talk by Talking)	A learner's budding fluency is assisted by his/her knowledge of words and of the way words work	A learner's familiarity with diverse grammatical structures (including pronoun tracking and tracking embedded clauses) helps the learner's ability to read fluently	A learner's familiarity with the structure and tones of different ways of writing will help them read similar texts fluently and with appropriate expressiveness.			In Stage 1, there is a targeted focus placed on systematic instruction of decoding skills and a progressive introduction to decodable texts. Teachers can use the Language Experience Approach and rich experiential learning to use collective explorations as prompts for academic learning. Important to foster the imagination and questioning
	Sequencing & Categorising									
	Visualising & Simulating									
2	Conceptualising, Classifying & Exemplifying				Becoming a Skilled and Fluent Reader	Sustained Independent Silent Reading	Writing Workshops	Reading Workshops	Topic-Theme-Based Investigations	By Stage 2, teachers are expecting learners to be making progress toward fluency, independent reading and early textual writing skills. Learners are presented with familiar topics so they apply general learning and note-taking skills. Teachers should provide plenty of opportunities to represent their knowledge and ideas.
	Associating, Comparing, & Contrasting									
	Rule Following & Rule Generation									
3	Situated Cognition	Morphological Awareness in Print Increases			Sustained Independent Silent Reading	Writing Workshops	Reading Workshops	Topic-Theme-Based Investigations	Discussions & Debates	Stage 3 is the known by the oft-cited shift from <i>learning to read</i> to <i>reading to learn</i> . It is assumed that learners have consolidated decoding, spelling and reading skills. Learners should be challenged to read, discuss, record, critically examine, and write about texts. Learners should be challenged to use their imagination and reasoning
	Meta-Cognition									
	Strategic Knowledge & Task Assessment									
4	Critical Thinking Skills	NOTE: By Stage 3 & 4, it is assumed that the learner has truly mastered all of the core literacy components, such as decoding skills, spelling, fluency, core vocabulary, general reading comprehension and general writing procedures and forms. Skilled readers and writers should be able to monitor comprehension, clarify unclear items (e.g. technical words) and collaborate with others to refine interpretations and composition. Consequently, literacy instruction can focus on complex ways reading, engaging, processing, assessing and responding to information and ideas.				Developing Academic Vocabulary, Word-Solving Skills in Text, Analysing Word Meanings	Reading for Diverse Purposes, Gathering Information from Multiple Sources, Critically Examining Perspectives, Beliefs and Ideas	Summarising Ideas, Responding to Ideas, Formulating Connections, Drafting Texts, Participating in Discussions/ Debates, and Applying Critical Perspectives	Navigating Domain-Specific Textual Practices (e.g. applying for a job, completing tax, preparing a film script)	In Stage 4, literacy instruction is completely different from the early reading experiences of Stages 1 to 2. In this stage, learners are required to process, examine, and respond to diverse range of information for domain-specific purposes. At this stage, learners are required to employ multiple learning processes to complete tasks.
	Problem Solving Behaviour									
	Processing & Synthesising Multiple Sources of Information									
	Collaborative Skills & Related Social Skills									

At all stages, we - as
teachers - need to
help learners . . .



Build Skills & Confidence

Expand,
Organise, Apply
& Evaluate
Knowledge

Provide opportunities
to Read & Write,
Speak & Listen,
View & Represent

Develop
Practices



Objectives Re-visited

- to emphasise the developmental nature of literacy;
- to emphasise how literacy instruction and learning changes across the lifespan, particularly as certain skills are consolidated and new skills and expectations arise;
- to outline literacy as both a cognitive and social achievement that involves both the mastery of skills and the exploration of content; and
- to outline the various texts and routines that are applicable to Chall's Stages of Literacy Development.

For information on Chall's Stages of Literacy Development, visit [https://
www.theliteracybug.com/stages-of-literacy/](https://www.theliteracybug.com/stages-of-literacy/)



Through Gradual Practice ...

Success builds on success, because as students gain confidence, they are willing to work harder and can more readily learn.” (Au, 2005, pp 175)



Parting Words . . .

“Every child, scrawling his first letters on his slate and attempting to read for the first time, in so doing, enters an artificial and most complicated world.” (Hermann Hesse, Quoted by Wolf, 2008, p 79)

“To be sure, decoding readers are skittish, young, and just beginning to learn how to use their expanding knowledge of language and their growing powers of influence to figure out a text.” (Wolf, pp 131)

“Through literacy, children are able to construct meaning, to share ideas, to test them, and to articulate questions ... [and have] an active role in their own development. ” (Verhoeven and Snow, 2001, pg 4-5)

“What is important ... is [to provide learners with] ‘the means and methods so that they can organize their own behaviour [e.g. shaping habits].’ (Vygotsky, 1978, p.74)

“[We are] the species that reads, records, and goes beyond what went before, and directs our attention to what is important to preserve.” (Wolf, 2008, p 4)

Verhoeven, L. and Snow, C. (2001). Literacy and motivation: bridging cognitive and sociocultural viewpoints. In Verhoeven, L. and Snow, C. (Eds.), *Literacy and motivation: reading engagement in individuals and groups* (pp. 1 - 22). New Jersey: Lawrence Erlbaum Associates Publishers.

Vygotsky, L. (1978) *Mind in society: the development of higher psychological processes*. M. Cole, V. John-Steiner, S. Scribner, and E. Soubberman (Eds.) Cambridge, MA: Harvard University Press.

Wolf, M. (2008). *Proust and the squid: the story and science of the reading brain*. Cambridge: Icon Books.



Slides Available for Download at:

<https://www.theliteracybug.com/s/Teaching-Routines-Stages.pdf>



www.theliteracybug.com

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www.youtube.com/c/TheLiteracyBugNetwork

Twitter: [@theliteracybug](https://twitter.com/theliteracybug)



APPENDICES

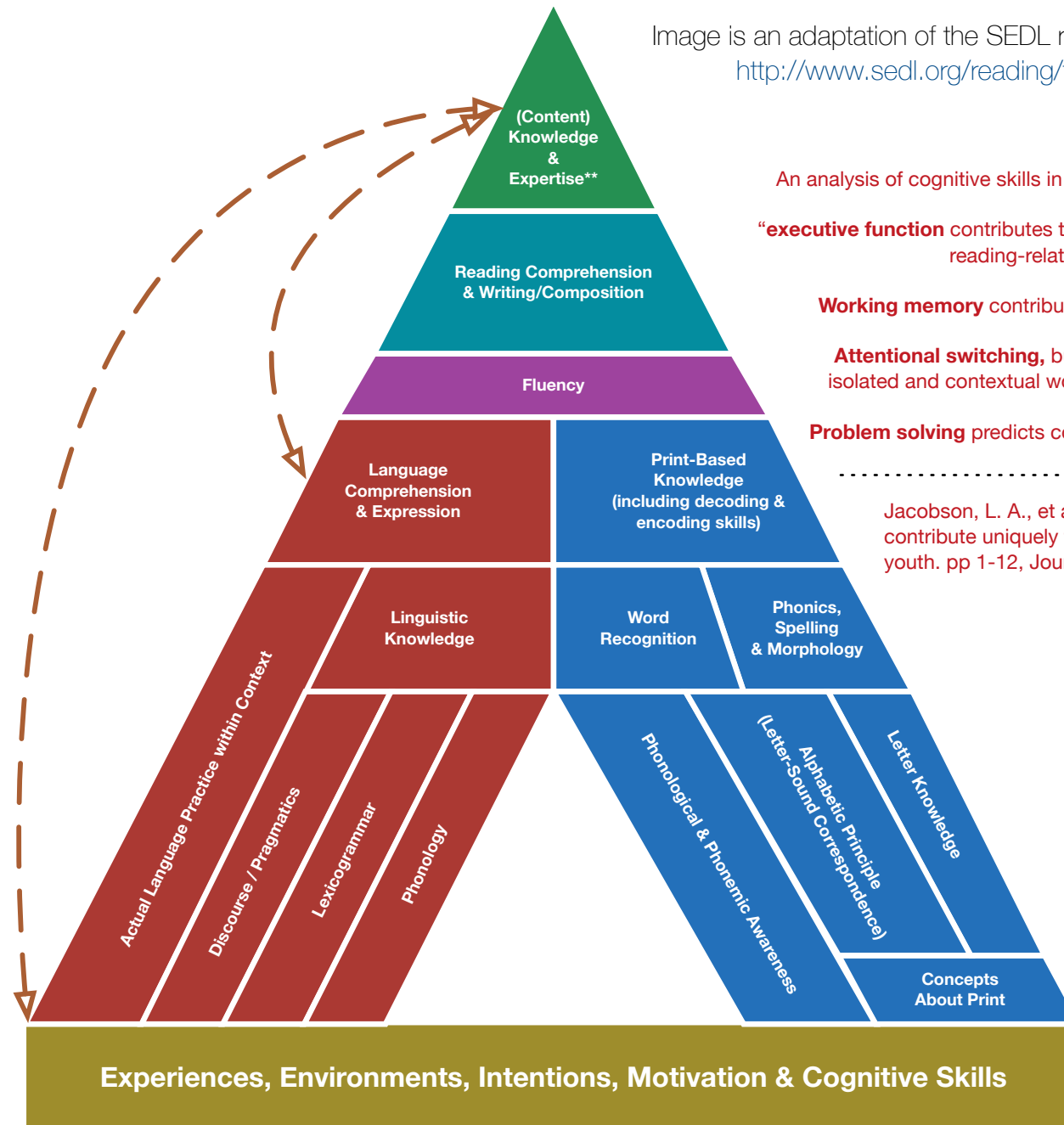
1. Initial Diagram
2. Reading Samples
3. Writing Samples
4. Summary Notes
5. Additional Diagrams



INITIAL DIAGRAM



Image is an adaptation of the SEDL reading framework:
<http://www.sedl.org/reading/framework/>



WRITING Samples



We must focus on diversity in writing

Suggestions/Examples of Forms of Writing

Formal academic essay	Song
Journal	Eulogy
Editorial	Dialogue
Letter to	Sermon
Politician	Report
Friend	Biographical sketch
Person in authority	Thumbnail sketch of famous people,
Parent	places or historical events
Short story	Personal reaction
Poem	Persuasive essay
Narrative	Letter to imaginary person
Imagist	Request
Ode	Application
Free verse	Resume
Sonnet	Children's book
Haiku	Telegram
Informal essay	Commentary
Exploratory essay	Response/rebuttal
Epitaph	Fact sheet
News story	Case study
Letter to the editor	Scientific report
Diary	Demonstration
Radio play	Poster display and annotation
Review	Lab report
Interview	"You are there" – historical scene
Thank you note	Science notebook
Memo	Math story problem/solution
Announcement	Proposal
Op ed piece	Directions – "how to"
Monologue	Survival manual
Anecdote	Dictionary/lexicon
Free write	Technical report
Research paper	Future options
Novel	Written debates
Play (Storyboard)	Booklet
Docudrama	Informational monograph
Script for chamber theater	Notes for Improvisations
TV script	Puzzles
Advertisement	Predictions/prophecy
Public relations release	Colleges, montages, mobiles using
Press release	written language
Summary	Detective story
Learning log	Fairy tale
Cartoon	Fantasy tale
Photograph	Science fiction story

Audiences for Student Writing

Displays

Hallways
Offices
School central office
Public libraries
Hospital, doctor, or dentist waiting areas
Store windows

Reading Written Work Aloud

In classroom to peers
To other school personnel
To older or younger students
Over public address system
Into tape recorders
To family
To interested community groups

Letters, Messages, Notes

To other students
To teachers
To administrators
To school board members
To family
To authors
To sports figures
To political figures
To consumer advocates
To news editors and columnists
To business people
To radio or TV stations
To prospective employers
To media figures
To fictional characters
To civic groups
In yearbooks

Handmade Books

For classrooms
For personal gifts
For instructional media centers
For nursing homes, waiting rooms, offices

Student Publications

School newspapers
Yearbooks
Literary magazines
Classroom anthologies

Other Publications

Computer bulletin boards
Programs for computers
Printouts
Advertisements
Commercial magazines
Teen magazines
Trade magazines
Scripts for film, video, radio
Informational brochures or fliers
Manuals explaining directions, procedures, and rules
Newspapers
Children's periodicals
Church publications
Electronic mail

Contests

Locally sponsored
Magazines
State and national

Young Authors Conferences

Classroom
Grade level
Multischool
Districtwide



NOTES



ALL-STAGES-CHECKLIST

STAGE 0 - pre-reading - typically between 0 - 6 yrs old

Key Characteristics:

- **Oral Language** Focus on oral language development through diverse play and purposeful activity with a key focus on vocabulary, grammar and pragmatics;
- **Read Alouds** Engagement with shared, dialogic reading that builds toward rich retelling and discussion;
- **Alphabet Principle** Playing with letters and numbers ...
- **Phonological Awareness** Along with language awareness, including phonological and phonemic awareness;
- **Writing** Involvement in emergent writing activities including shared, intentional, interactive drawing/writing with parents to understand the purpose of texts in our lives;
- **Sight Words** An initial focus on regular sight vocabulary though this does not need to be a large corpus of words;
- **Health & Well-Being** Focus on strong health and nutritional outcomes, including ear, nose and throat health;
- **Learning Traits** Fostering the habits of a good learners with a curious heart, a keen eye for interests and routines to enhance knowledge and skills.

Typical Book(s):

- One Woolly Wombat
- Eric Carle's ABC Book
- Going on a Bear Hunt
- Engaging visual information texts on various topics (e.g. animals, machines, planets, etc)
- Nursery rhymes and rhyming texts for choral reading (e.g. Blossom Possum and Each Peach Pear Plum)

Written Samples:

- Emergent Writing Letter (e.g. to Grandma)
- Emergent Writing Birthday Party Card or Invitation
- Emergent Writing Recipe
- Emergent Writing Storyboard/Drawing Narrative (with oral story dictated to adult)

How Do I Know A Learner is Moving Out of Stage 0 and into Stage 1?



- The most telling sign is this ... the learner understands the alphabetic principle, appreciates concept of word, demonstrates consolidated print awareness, and is prepared to start reading connected text. The learner has developed significant Tier 1 vocabulary, and is able to converse about books and common experiences. This includes the ability to retell/recount, identify "story grammar", visualise and interpret.

Closing Statement

- A lot of the "ground work" for literacy learnings occurs in Stage 0, including oral language development, phonemic awareness, alphabetic knowledge, book awareness/reading, joint/emergent writing, learning techniques (e.g. meta cognition) and background knowledge on familiar topics (e.g. animals and animal habitats). Even though Stage 0 may include some systematic learning of literacy essentials, it is really in the next stage (Stage 1) that learners progressively build more complex decoding, spelling and initial fluency skills.

Please Note:

- English Language Learners (ELLs) may be placed in a challenging position in relation to developing school-based literacy in English. Whilst their English speaking peers enter the school classroom with substantial experience with oral English language, ELLs may be learning English for the first time at school. Whilst research suggests that ELLs can "catch up" to English-speaking peers in relation to code-based skills, they - on average - fail to close the gap in language/meaning based skills. Rumberger and Gander (2004) suggest that a number of factors contribute to this fact, including limited access to appropriately trained teachers, curriculum content, instructional time and more.

Rumberger, R., & Gándara, P. (2004). Seeking equity in the education of California's English learners. The Teachers College Record, 106(10), 2032-2056.

STAGE 1 - initial reading & decoding - typically between 6 to 7 yrs old

Key Characteristics:

- **Phonological Awareness** Learners should be extending/consolidating phonemic awareness skills (see *Phonemic Awareness milestones for more*

information)

- **Alphabet Principle** Learners should know all their letters and have a strong handle of basic consonant letter-sound correspondence;
- **Decoding & Spelling** Learners should be able to decode CVC words that use the short vowel form. This includes consonant blend CVC words (e.g. "fresh", "much", "pass") ...
- **Sight Words** Meanwhile, learners are developing high frequency sight words (see Dolche & Fry) in meaningful context;
- **Print Awareness** Learners should have well-establish print awareness and can track print, respond to print-based questions and develop an understanding of punctuation;
- **Sentences** Learners should be developing their ability to draft rich, juicy sentences with the help of appropriate scaffolding (e.g. visual scaffolds);
- **Comprehension** Learners should engage in rich conversations around books and be able to engage in discussion around the various components of story grammar and textual conventions;
- **Fluency** Learners are gradually developing the skills to read basic, decodable texts accurately and fluently;
- **Knowledge/Learning** Learners should be developing a diverse array of knowledge/experiences ...
- **Writing** And be provided with ways to explore knowledge through assisted composition/writing.
- **Knowledge, Motivation & Self-Concept** Young children should have an intrinsic curiosity about their immediate world and a desire to explore and investigate things around them
- Learners should be motivated to read, write, explore topics and acquire vocabulary and identifies themselves as readers, writers and learners.

Typical Book(s):

- Rich, vivid read aloud;
- Engaging visual information texts on various topics (e.g. animals, machines, planets, etc);
- Nursery rhymes and rhyming texts for choral reading (e.g. Blossom Possum and Each Peach Pear Plum);
- Basal Readers & Decodable Texts from sources like TextProject or OxfordOWL; and
- Self-Generated Text using the Language Experience Approach

Written Samples:



- Emergent to Guided to Independent production of the following texts (with visual aids): narratives, information texts, functional text (e.g. recipes), and correspondence texts (e.g. letters, cards).

How Do I Know A Learner is Moving Out of Stage 1 and into Stage 2?

- The child is reading decodable texts. The child can read and spell single consonants and consonant blends. The child is well on his or her way to developing letter-sound correspondence. That said, navigating within-word vowel combinations is the next challenge. Stage 1 is a quite short stage, and it represents the learners' stuttering steps into the world of independent reading and writing.

Closing Statement

- Stage 1 ramps up the learners knowledge of the alphabetic principle with a sustained effort to read CVC words that represent a wide range of word families. Stage 1 learners are reading connected texts, and it is important to provide learners with opportunities to gradually increase the complexity of these early readers (e.g. see TextProject texts). Even though there is an emphasis upon early decoding and fluency skills, it is vital that learners are exploring topics, are engaged in vivid comprehension experiences and are drafting (imaginative) texts

Please Note

- English Language Learners may be "keeping up" English speaking peers in relations to code-based skills/practice; however, English Language Learners require continuous reading, writing and language development in English and mother tongue in order to keep apace and close the gap on meaning-based practices.

STAGE 2 - confirmation and fluency - typically occurs between 7 to 9 yrs old

Opening Statement

- In this stage, there is a great push/expectation that learners will consolidate their constrained skills - such as phonemic awareness, decoding/spelling,

fluency and the mechanics of composition - whilst developing the routines of reading and composing widely.

Key Characteristics:

- **Orthography & Spelling** Learners are developing their knowledge of within-word spelling patterns, including complex vowel patterns ...
- Learners should be moving away from "spelling it like it sounds" and adopting "spelling it by pattern", even though invented spelling continues to be encouraged;
- **Comprehension & Fluency** Learners should be reading for a range of purposes using a variety of comprehension strategies ...
- And benefit from diverse practice in texts sourced from reputable, appropriate sources - for example - TextProject's For Your Information collection;
- **Vocabulary** Learners are developing a rich vocabulary through direct and incidental instruction ...
- And are being trained in ways to develop vocabulary in text through wider reading and (independent) exploration;
- **Sustained Reading** By the end of Stage 2, learners should be exploring chapter books and be encouraged to read independently in sustained silent reading;
- **Writers** Learners should continue in their apprenticeship as writers and be encouraged to respond (voice opinion, identify main ideas) on age-appropriate topics/books.
- **Self-Concept** Learners are developing interests, and are reading independently and writing purposefully. Whilst it may be too early, these learners will soon start to form perception of who is a reader, who is a writer, who is smart and who struggles.

Typical Book(s):

- vivid picture books with intriguing narratives (and more print per page);
- early chapter books (often supported with limited illustrations);
- illustrated information books and reference materials;
- Information texts from the TextProject

Written Sample:

- Students are being apprenticed into a range of text types in order to introduce them to textual conventions and purposes. These text types include reports, narratives, poetry, opinion articles and collaborative functional texts (e.g. a class cookbook or garden guide)



*How Do I Know A Learner is Moving Out of Stage 2 and into Stage 3a?**

- It is quite apparent when the learner has started to read chapter books out loud and silently. The learner should have strategic knowledge of how to spell words, and the learner should be writing a range of familiar texts (e.g. letters, book reviews, information reports, narratives, recipes, etc). As a learner consolidates Stage 2 skills, it is important to provide plenty to read, write and explore. Plenty of scaffolding is to be provided so learners can discuss and learn.

Closing Statement

- It is a cliché ... but a true cliché ... Students will transition between “learning to read” to “reading to learn” when they cross the threshold of Stage 2 into Stage 3a.

Please Note : It is also a sensitive period for English Language Learners, since a renewed gap can develop when the attention shifts from code-based skills to meaning-making skills (inclusive of wide vocabulary knowledge). Whilst English speakers are consolidating skills at school and extending language & reading practices at home, English language learners are often reliant upon school for diverse helpings in both skills.

STAGE 3a - reading/writing for learning the new - typically between 9 - 12 yrs old

Opening Statement

Even though Stage 3a represent the transition from “learning to read” to “reading to learn”, the stage still occurs - by and large - in the primary school years where it is easier to have designated “literacy” blocks. If a learner continues to encounter significant literacy issues into Stage 3b, problems arise. By that time, most learners are in middle school or high school environments where instruction is divided into specialist/disciplinary classes. This is great for the development of disciplinary literacies, but can restrict time spent on core literacy skills.

Key Characteristics:

- **Orthography & Morphology** Phonics instruction - for want of a better time - is melding with vocabulary instruction as learners explore morphology (e.g. prefixes, suffixes and roots) ...
- “Spell it by patterns” will give way to “spell it by rule”, particularly in relation to inflectional endings;
- **Reading/Writing to Learn** Learners are engaged in projects which require that they read, take notes, and discuss ...
- And these project require learners to draft/represent materials using a variety of tools, including diagrams, tables, etc;
- **Comprehension Strategies** Reading comprehension includes the gambit of strategies to make sense of text (e.g. summarising, identifying main idea, identifying cause-and-effect, using text structure, visualising, etc) ...
- **Fluency** And teachers may take advantage of partner reading, radio reading and tape-assisted reading to support fluency;
- **Background Knowledge/Concepts** Learners are developing a wide array of prior knowledge, conceptual understanding and emerging interests, which learners will require in the coming years. As learners progress academically, they will be expected children to work in a more systematic way in order to master domains of learning;
- **Interest/Expertise** It is healthy that learners are developing passions, expertise and interests which will contribute to their development as a sense of self.

Typical Books/Texts:

- This will be the last comment on typical books/texts. Why? The source of texts become quite diverse as of Stage 3b. By Stage 3b, learners are asked to engage with fiction, nonfiction, film, multimedia, newspapers, magazines, and more. The *controlled* texts, which dominated Stage 0, 1 & (to a lesser extent) 2, will give way to authentic, complex texts in Stage 3b and beyond. Therefore, Stage 3a represents a bit of a hybrid of both controlled and authentic texts. For instance, Stage 3a readers are a primary market for outlets like *Time for Kids*, *Newsela*, illustrated classics and more.

Written Sample:

- This will be the last comment on written samples. By the end of Stage 3a, learners have experienced writing in a variety of text types and for a variety of audiences. Learners have had experience with the “Writing Cycle” and have had to complete projects which have required that they take notes from a range of sources to compose descriptive, explanatory and argumentative texts. As of



Stage 3b, learners are required to synthesise more complex topics and materials; however, many of the general procedural principles are the same. What learners need is practice, and lots of it.

*How Do I Know A Learner is Moving Out of Stage 3a and into Stage 3b?**

- You are confident that learners can read and comprehend a range of texts. You are confident learners can interpret texts and extract information from texts when suitable scaffolding is provided. Learners should be able to engage in projects that require that they represent information in a range of written, visual and multimedia forms. Whilst learners at this stage still need support when discussing a text, they should be able to read appropriate texts fluently. Learners should be exploring a range of words in context through word-solving techniques.

STAGE 3b & 4 - synthesising, critiquing and analysing perspectives - 12 - 18 yrs old

*Opening Statement**

- As mentioned in Stage 3a, most literacy learners enter a distinctly new world of learning in Stage 3b. By Stage 3b, most learners are in middle school or high school environments where instruction is divided into specialist/disciplinary classes. Learners are asked to *read between the lines* and so there is an expectation that they can well and truly *read the lines*.

Key Characteristics:

- **Constrained Skills** Not much attention is paid to constrained skills: fluency, spelling, decoding or phonological and phonemic awareness, even though some learners will still require additional practice;
- In relation to spelling, learners are coordinating multiple strategies to spell and decode words, including their wide experience/knowledge of words;
- **Vocabulary** Any vocabulary instruction is couched in the teaching of disciplinary vocabulary or as incidental or vocabulary encountered in the humanities (e.g. English, history or the arts);
- **Content-Area Literacy** Students are learning how to read and interpret information in various disciplines (or communities of practices or knowledge



communities) ...

- Learning to write is focused on disciplinary forms for disciplinary purposes;
- **Deep Knowledge** It is important that learners are developing expertise and are allowed to discuss issues of significance to them and their lives (often prompted by texts, such as fiction, news media and more).
- **Guided Learning** Teachers need to initiate learners into the types of questions that need to be pursued. This should involve carefully scaffolding how learners should collect, process, synthesise and critique information.

*How Do I Know A Learner is Progressing Beyond Stages 3b & 4?**

You are no longer concerned about their literacy abilities in general. You hope learners are able to use morphological knowledge to define new, technical vocabulary, though this is not essential for all learners. The big key is this ... Fully competent individual are highly conscious of purpose, context and disciplinary expectations. They are skilled communicators and critical readers/thinkers. They have practised methods of planning, researching, collaborating and composing.

Please Note: There is no reason why all learners shouldn't have an equal opportunity to develop the literacy skills necessary to meet key ends. Disciplines can sometimes be gate keepers.

Adult Learners - finding the time, space and rationale to recommit to literacy later in life

*Opening Statement**

"Becoming literate later in life involves questioning what is held to be true about literacy and, through participating in new ways in reading and writing events, constructing new meanings for literacy, transforming it from a distant communicative practice performed by others to a collection of practices that may be resorted to in order to fulfil reading and writing needs." (Salman, 2004, p. 258)

Tackling serious literacy and numeracy weaknesses among adults is challenging because there is no 'one-size-fits-all' solution. Solutions must address the specific learning needs of each adult learner. The provision of targeted interventions require tailor-made participation incentives and programme designs, and a well-trained teaching workforce.

Key Characteristics:

- **Time** Adequate time needs to be made available for learning to occur ...
- **Space** Adequate space needs to be made available with suitable comfort and access to required resources ...
- **Trust** Adequate relationships need to be formed;
- **Consistency & Commitment** Life gets in the way. It is important that learners remain committed, learning & developing ...
- And program coordinators design programs that can help secure participation and consistency;
- **Diversity of Options** Many different learning environments can be used as the vehicles around which literacy is developed, whether literacy instruction is regular, direct instruction from a skilled teacher or tutor ... or it is embedded in a more community-oriented activity (e.g. a writer's group or around family literacy) with a skilled, knowledgeable facilitator ...
- **Informed Teaching/Facilitation** Even though anchors can be diverse, the best learning occurs when there is access to well-trained teachers/facilitators ...
- **Instruction is Multifaceted** And the instruction is comprehensive and multifaceted (e.g. builds constrained skills, provides reading/writing opportunities, and reaches out to authentic/purposeful literacy skills);
- **Real Outcomes** And learners become skilled, practiced, knowledgeable and capable ...
- **Diagnostic Teaching Cycle** And principles of assessment and targeted instruction/facilitation still apply.

Teaching & learning is governed by principles of adult learning:

- Adults are internally motivated and self-directed
- Adults bring life experiences and knowledge to learning experiences
- Adults are goal oriented
- Adults are relevancy oriented
- Adults are practical
- Adult learners like to be respected

Programs must:

- motivate adults to take part,
- convey basic skills effectively,
- encourage adults to persist in the programme; and
- the basic skills acquired need to be sustained through use, and put to good use in good jobs.

First goal lies in changing the literacy and numeracy practices of programme participants, which will lead over five to six years to greater proficiency. There is no reason why all learners shouldn't have an equal opportunity to develop the literacy necessary to meet key ends.

