

SPRINGBOARD CONNECT: ORAL LITERACY FOR READING AND WRITING



CLASSROOM IMPLEMENTATION GUIDE

Oral literacy skills provide the crucial foundation for developing reading and writing skills.

Talk allows a student to:

- build their vocabulary
- make appropriate vocabulary choices
- develop their ability to process complex sentences
- question what they hear
- persuade others to their point of view and build on others' points of view
- voice opinions
- develop fluency and expression
- recount experiences
- structure ideas
- manage interactions.

These skills are linked to reading and writing development.

Springboard Connect: Oral Literacy for Reading and Writing provides resources to build students' oral literacy skills in meaningful and engaging ways. These resources create a rich language-learning environment with multiple opportunities for the development of oral interaction:

- to practise re-telling strategies
- to improve vocabulary development
- to develop literal comprehension skills and contextual reading strategies.

The resources are designed to provide:

- a bank of easy-to-implement oral language activities, which provide opportunities for students to engage in conversation
- fun and authentic oral language-learning situations which assist with the development of students' vocabulary, word knowledge and literal comprehension skills
- a flexible structure so teachers can integrate these resources into their existing literacy program.

The program offers digital and print material providing an engaging and balanced approach to oral literacy.

CURRICULUM ALIGNMENT

The program aligns with the expectations of the Australian Curriculum: English/NSW Syllabus, which recognises the importance of oral language in an integrated literacy approach. The two main processes of the Literacy Continuum are:

- comprehending texts through listening, reading and viewing
- composing texts through speaking, writing and creating.

The resources are based around the acquisition of oral literacy skills developed in the following areas:

- vocabulary and conceptual knowledge
- listening and responding/speaking
- auditory memory
- variety of spoken texts.

THE RESOURCES

There are three types of resources offered in this product:

- Big Books (in print and digital format)
- Interactive eBooks
- Instructional Strategy Cards.

IMPLEMENTATION SUGGESTIONS FOR USING THE RESOURCES

RULES OF CONDUCT

Students begin by learning the rules of conduct implicit in oral language, such as turn taking, listening respectfully, correct tone of voice and expression, and so on. Once they have learned these basic principles, they learn the purpose of oral language in different contexts. The instructional strategies in these resources are built around these purposes.

ASSESSMENT

While using the resources, teachers will be gathering evidence of student achievement through:

- oral readings
- answers to questions
- engagement in oral language tasks such as vocabulary games
- printed responses

The assessment rubrics provided with the interactive eBooks allow teachers to identify whether students are meeting standards. As they carry out teacher observation, they will be able to reference the rubrics to ensure skills coverage.

Assessments should be carried out at regular intervals in order to track progress. Assessment rubrics can be used to ascertain a student's skill level as well as provide useful information about future learning goals.

GETTING STARTED

Students are active participants, sharing thoughts and ideas. The active processes of communication are listening, speaking, viewing and reading.

BIG BOOKS

Rhymes and poems provide rich texts for developing students':

- understanding of the rhyme and rhythm of our language
- ability to identify language patterns and structures
- knowledge of how punctuation affects how we express what we read
- vocabulary.

Before, During and After Reading notes are provided for each text, which can be utilised in a whole-class or small-group teaching session.

The Big Books are also provided in eBook format (PDF) for projection.

The Teacher Notes, which can be found inside the front cover of the Big Books, provide an explicit teaching focus for each of the texts. Explicit teaching ideas focus on rhyme, descriptive language, the influence of word choices on the tone of a text, language devices, such as alliteration, visualisation and emotional responses to texts.

When reading the Big Books, highlight words that rhyme and also link the spelling patterns (rimes). Unfamiliar words should be decoded using a phonic approach. Target unknown graphemes by creating a word wall for these graphemes and explicitly teach the connections between letters and sounds.

Descriptive language can be expanded through the creation of semantic maps. Choose key words within the texts and find other words associated with each of these terms. Teach students how to visualise and verbalise the images that are created in each of the texts. Ask students to describe then draw what they visualise when reading or listening to the texts.

INTERACTIVE eBooks

Refer to the Teacher Notes included for each interactive eBook text.

The interactive eBooks can be used by teachers for modelling purposes and guided practice, or by able students for independent practice (with teacher support available). There is a strong focus on phonics and vocabulary knowledge and awareness, with additional phonics, vocabulary and comprehension material embedded throughout.

The interactive eBooks allow students to:

- retell the story (text is removed and own recount can be typed)
- complete cloze activities
- answer literal comprehension questions to test auditory memory
- listen to the audio of the text and definitions of glossary words
- watch videos
- utilise annotation tools.

Also included for each eBook:

- teacher notes
- three reproducible worksheets (Phonics and Vocabulary, Comprehension, Writing)
- activity answer keys
- assessment rubrics.

Focused active listening is a crucial aspect of learning to understand text. The interactive eBooks contain audio to develop students' aural skills and reinforce oral language development. Working in groups or individually, students can listen to audio of a text, interact with each other as they discuss specific aspects of the text, and then complete a worksheet activity.

Consider the listening skills of each student when students listen to audio of a text within a group. Initially, some students may need the audio recording stopped at regular intervals to allow them to recall the text and clarify any unknown words. It can be useful to provide students with key questions linked to the text, prior to listening to the audio. These questions help students to focus on the main elements in the audio.

INSTRUCTIONAL STRATEGIES CARDS

The cards in each box are divided into three broad areas: vocabulary, speaking and listening, oral literacy basics and everyday interactions.

They are ideal to use as additional activities during literacy blocks, either with a whole-class or small teaching group.

Each card includes the purpose for the activity, and simple teacher directions; curriculum links are included on the back of each card.

Incorporate Instructional Strategies Card activities into the daily classroom program. Opportunities to play with words increase word consciousness and provide structured opportunities for all students to engage in oral language tasks. Structured activities allow those students who are shy or have limited language skills to participate. There is considerable research which shows that oral language skills are linked to literacy skills.

Encourage students to provide feedback about the activities that they enjoy the most. Once students are familiar with an activity, encourage them to expand the activity and create variations. This provides an opportunity to develop their language and creative thinking skills further.

When engaging in activities that have a retelling component, ask students to take turns retelling a story with a partner. Record their responses. Ask students to write their retelling then compare their oral and written retellings, noting similarities and differences.

When playing barrier games, where a student has to provide information to another student, without looking at each other, it can be useful to organise groups into trios. The third person in the group observes both participants and provides encouragement or clarification when needed. This is a useful way for students to learn about providing specific information and asking for clarification.

The Instructional Strategies Cards provide a range of activities to develop oral literacy skills in an engaging and purposeful way. When linked with the other literacy resources in the series, they provide a powerful tool for developing students' oral literacy skills.