

# NZRA Conference 2011

## Literacy from preschool to the workplace.

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# I have been privileged....

- To have worked as a speech language therapist in all sectors:
  - Preschool
  - Primary
  - Intermediate
  - Special needs
  - Workplace

Have a good overview of what happens to language & literacy development

# Most make it.....many don't

- My years of experience has taught me...
- Little NZ research to link early language delay with literacy attainment.
- Lip service to “oral language” underpinning literacy development.
- “Words must be in student’s listening vocabulary first”
- By 5 years most language structures developed.

# Expectations at school entry

Speech

Language

- Vocab
- Grammar
- Social language
- Independent listening
- Independent speaking
- Discussion skills

# Grammar

- Present, past, future tense
- Irregular past tense
- Pronouns
- Questions

From “Learning Through Talk” MOE 2009

# Social language

- Range of purpose
- Types of audience
- Greet range of people
- Stay on topic
- Respond appropriately

From “Learning Through Talk” MOE 2009

# Independent listening

- Follow directions
- Answer questions
- Enjoys games
- Rhyme-detect, use,
- Beginning sound (onset)
- Rhythm of words and phrases

From “Learning Through Talk” MOE 2009

# Independent speaking

- Describe/ask questions
- Picture sequence (3 or 4)
- Retell a story
- Talk about recent event

From “Learning Through Talk” MOE 2009

# Discussion skills

- Seek/give clarification in conversation
- Talk about what MIGHT happen
- Beginning to develop ideas
- Modify own behaviour in response to reasoning

From “Learning Through Talk” MOE 2009

# Preschool

- PLAK-development.
- Intergenerational literacy
- Private clients-transitioning from SLT to school.

# Games checklist

## **Communication**

- Interacting
- New vocabulary
- Negotiating rules
- Taking turns
- Correcting each other
- Problem solving

## **Motor coordination**

- Gross
- Fine

## **Emotional consequences**

- Handling loss
- Being a gracious winner
- Helping a friend handle losing

## **Self esteem**

- Confidence
- Cooperation
- Focused

# Primary

- 6 yr net
- Assessment?
- Programmes?
- SL needs integrated into the classroom

# At the end of Year Three

- Speech-articulate all sounds clearly
- Vocabulary-new vocab in talk and writing  
consciously drawing on own vocab  
knowledge in writing, Appreciates humour,  
wordplay and jokes
- Grammar Confident using range, uses  
past tense, some help with pronouns,  
recognises need for complete sentences

From “Learning Through Talk” MOE 2009

# End of Year Three cont

- Social Language
  - asks questions to clarify meaning, adjusts speaking according to purpose and audience, expresses opinions, can give simple instructions
- Independent Listening
  - can follow instructions, can follow stories or factual information and ask questions to clarify understanding, recall factual information

# Year Three cont

- Independent speaking
  - conveys ideas and information logically, talk appropriately about past events, enjoys plays, memorise and recite short poems
- Discussion skills
  - participate in pair or group discussions, work within role in group, summarise main points of discussion, think critically about what is heard.

# Intermediate

- You take what you have from here. Scary!
- RRR-Rap on the Road to Reading

# Expectations at the end of year 8

- Speaks using grammar that is usually correct
- Participates readily in classroom talk using appropriate non/verbal language  
confident and competent in asking questions with un/familiar people.
- Draws on their background knowledge, linguistic and cultural knowledge to make connections and gain meaning from extended talk.

# Expectations at the end of year 8

- Thinks critically about what they hear-make inferences and provides justification
- Gives a complex set of instructions
- Memorises and effectively performs poems and drama roles for an audience.
- Initiates and sustains group discussions
- Uses social courtesies specific to group discussion, including turn taking, listening to the speaker, making connections between ideas.

# Workplace

- Workplace Literacy-TEC
- Manufacturing
- PLAK
- Ngati Whakaue

# Skill sets taken into the workplace

- Build up from early childhood.
- Most students manage to make it.
- Many don't.

# Main skill difficulties in workplace

- Listening
- Pragmatic (communication)
- Memory (auditory/visual)
- Following instructions
- Reading
- Writing
- Irlen screening

# Technology and beyond.

- Help or hindrance?
- Reading/writing reduced to grabs of SMS, instant messages, Twitter micro messages, status updates.
- Multi tasking (horizontal learning) vs deep thinking (vertical learning)
- Implications of this in the workplace.

# What I have learnt.....

- “I will follow you.....”
- Early language development is crucial for scaffolding literacy
- What many leave Intermediate with will mostly be what they take into the workforce.
- Males must have movement, music & competition to learn.
- Parents with low educational achievement want better things for their kids-they just don't know “how”

# Contact

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