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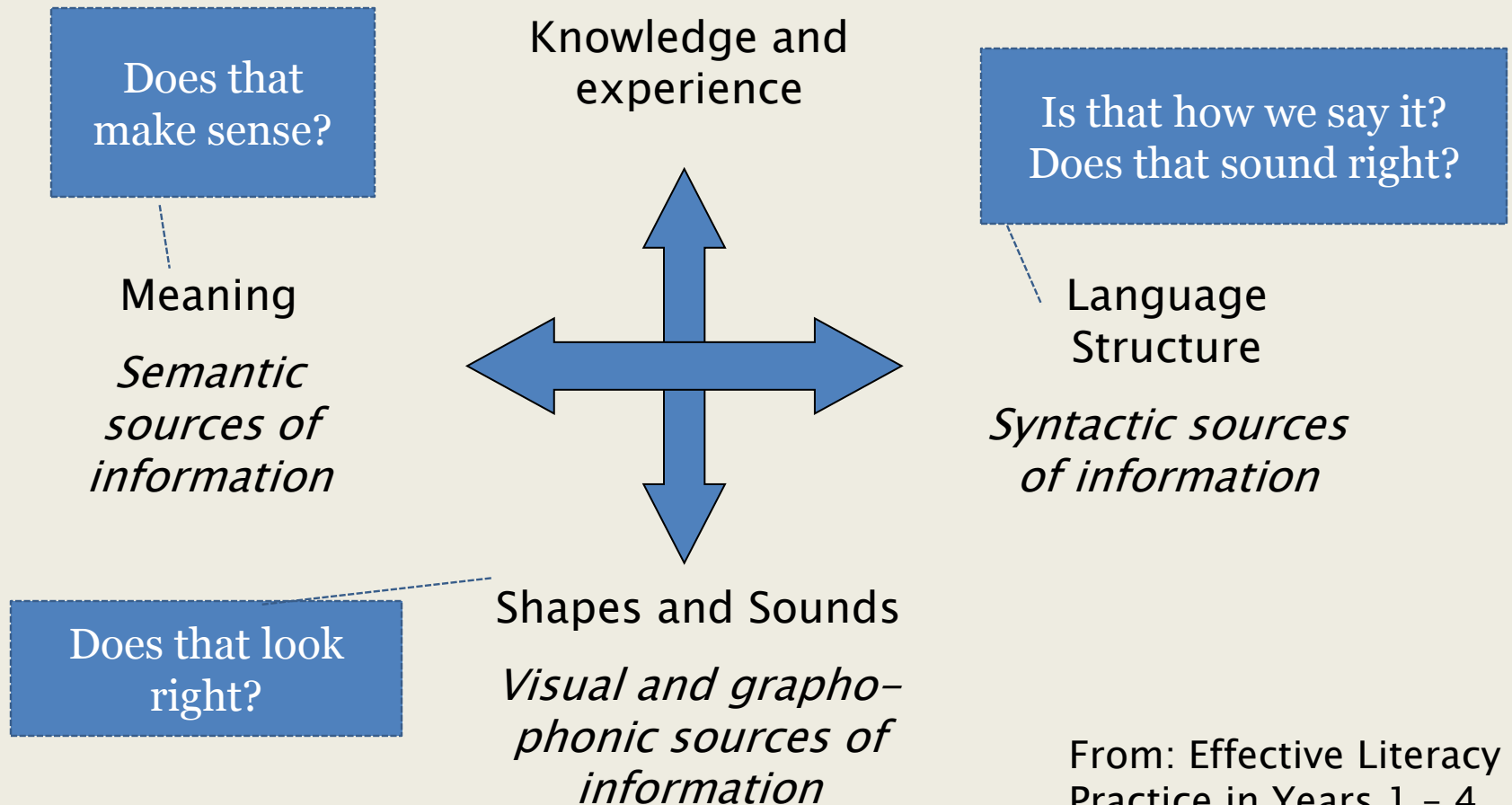
What comes before Reading and Writing? Exploring the Foundation Skills for Literacy

Getting ready for learning



- Activities for fine motor skills – play dough, clay, bean bags, ribbons
- Moving in different ways
- Cross lateral activities
- Movement songs and rhymes
- Body awareness – songs; construction; art
- Balance activities – walking along lines, beams, balancing on things; lying still
- Eye/hand/foot co-ordination – ball skills; tracking activities
- Memory activities
- Swinging; climbing; spinning
- Fitness and body strength

Integrating the Sources of Information in Reading and Writing



From: Effective Literacy Practice in Years 1 - 4

MOE 2003



Does it
sound right?

S



Does it **look**
right?

V



Does it make
sense?

M

FIX IT!

**Don't forget to re-read
and read on**



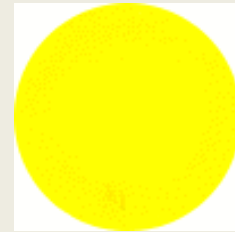
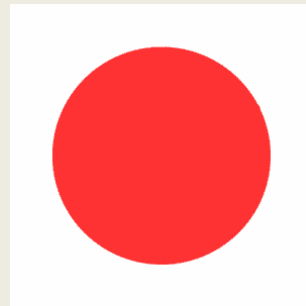
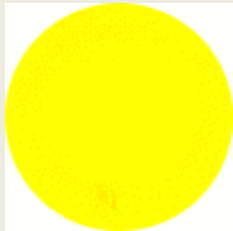
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Memory skills



- Listen – repeat – do
- KIMS game (covering up objects)
- Retelling stories
- Retelling events (use pictures to assist memory)
- Following instructions
- Using picture cards or objects
- Mrs Silly Billy – dress-up and add/take away items
- Barrier games (also great for language)

Patterns



SMART WORDS

Auditory Skills.

AUDITORY (including phonemic awareness) foundation skills are defined in the following sub-skills areas.



These areas are covered in Level A of the Smart Words Word Study Program.

This list also appears in the chapter A Total Program in Smart Start with P.M.P. – A Manual For Teachers

Research shows that phonological awareness has a positive impact on reading and writing




‘Preschoolers who were given training in phonological awareness show significant acceleration in their later acquisition of reading.’

Adams, MJ (1990)

‘The best single predictor of future reading achievement at school entry is phonological awareness.’

Gillon (2004)

The report of the Literacy Experts Group – 1999 – stated that 'Greater Attention needs to be focused on the development of word-level skills and strategies in beginning reading instruction, including the development of Phonological awareness'.



'Phonemic awareness is fundamental to early success in reading and writing. It enables children to develop the understanding of letter-sound relationships that is essential to decoding and encoding. Children have to be able to distinguish sounds before they can match them with the letters that represent them ...An understanding of phonics also underpins children's literacy learning. Children need to learn, through deliberate, focused instruction, which letters represent which sounds.'

Effective Literacy Practice in Years 1–4 (Wellington: Ministry of Education) 2003, p.32.

Sounds



Plosives	Voiced a b d g e i j o q u w y
	Unvoiced p t c h x ə (schwa grunt sound)
Continuous	f l m n r s v z

Colour coded letters: same sound

– one is voiced the other is not. (front back of throat)

Other activities to promote phonological awareness



Rhymes

Songs

Alliteration

Croaker (puppet)

Junk box – sorting