



An invitation to second childhood: Learning through Beginning Literacy

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Beginning Literacy

CSD/MSHA website:

www.msha.is



[Beginning Literacy on Youtube](#)



[Slides – UKLA 53rd Int.conf. 2017](#)

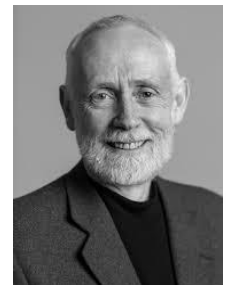
An invitation to second childhood:
Learning through Beginning Literacy



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Beginning Literacy

An Icelandic version of interactive, balanced approach to literacy education in the first two years of primary education.



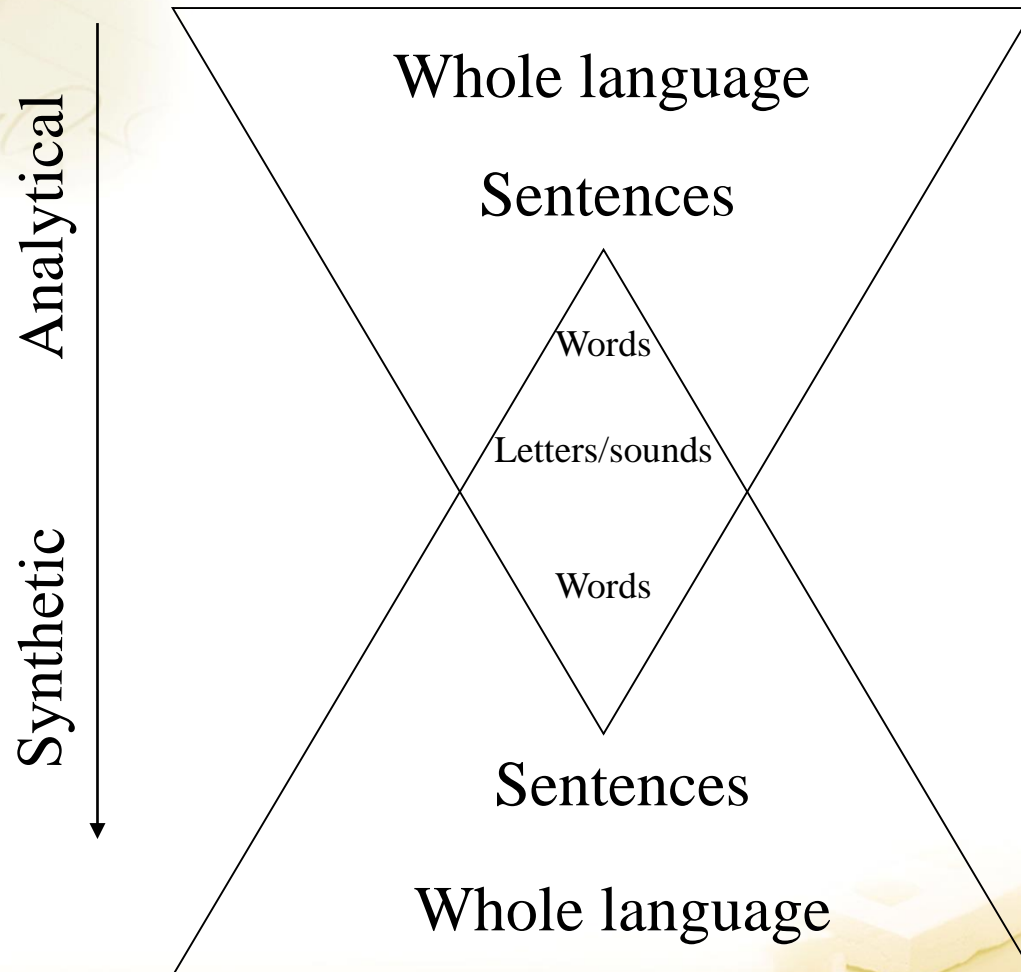
The founder Rósa Eggertsdóttir, a former specialist at the Centre for School Development, at the University of Akureyri.

Interactive learning model and a two year professional development model.

The basic elements of Beginning literacy

- Comprehensive literacy learning.
- Texts and activities with meaning for the pupils.
- Collaboration and dialogues between the pupils.
- Helpful strategies for comprehension and vocabulary learning.
- Lesson planning and explicit learning goals.
- Formative assessment, closely linked to teaching and learning.
- Focus on inclusion - the learning needs of all pupils are met in the classroom.
- Focus on scaffolding.
- The pupils' learning success has a strong relation with the quality of the school work.

Beginning Literacy – Interactive model



Interactive model:

„Falls in between the bottom-up and top-down models and takes the best from both models. The reader relies simultaneously on knowledge and skills with vocabulary, orthography, meaning and syntax.’

(Rósa Eggertsdóttir, 2007).

Beginning literacy

Phase 1: Content of the text. Whole class

Real text
Reading aloud, recalling, shared reading, study of print

Phase 2: Technical aspects of literacy study. Whole class, groups.

Analytical and synthetic tasks
Phonemic awareness, study of print, letter, word parts, words....

Phase 3: Reconstruction of text. Groups, individuals

Guided reading, independent reading
Writing of words and sentences
New thoughts, texts written

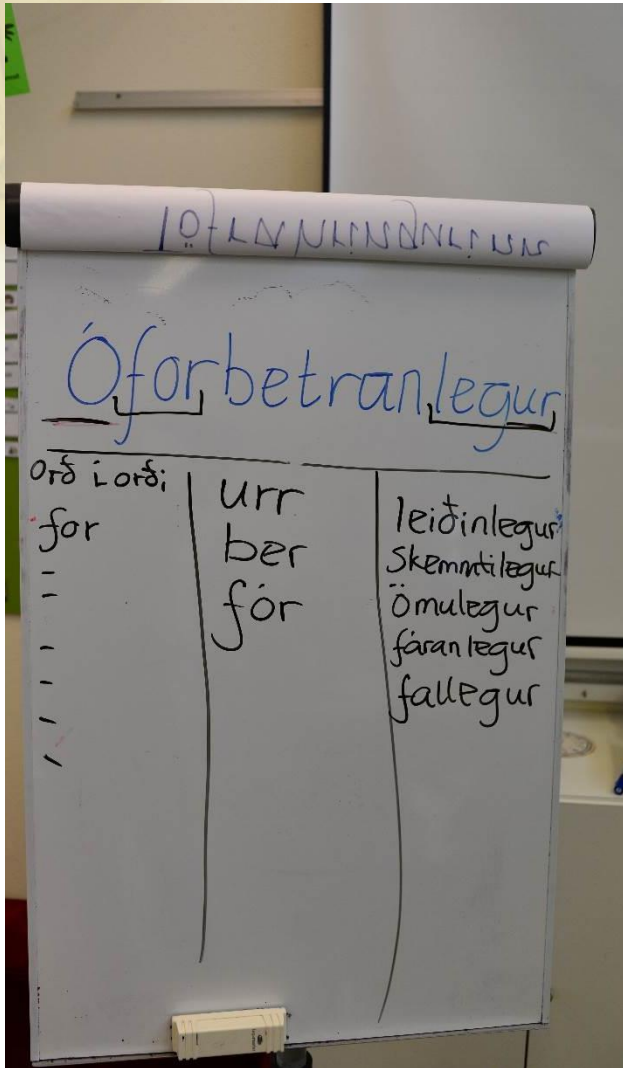
Phase 1: Content of a text. Real text, reading aloud, summarising and shared reading.

Reading starts with predicting the story from the cover of the book, explaining chosen issues and then the teacher read the story to the pupils.



Phase 2: Technical aspects of literacy. Analytical and synthetic tasks.







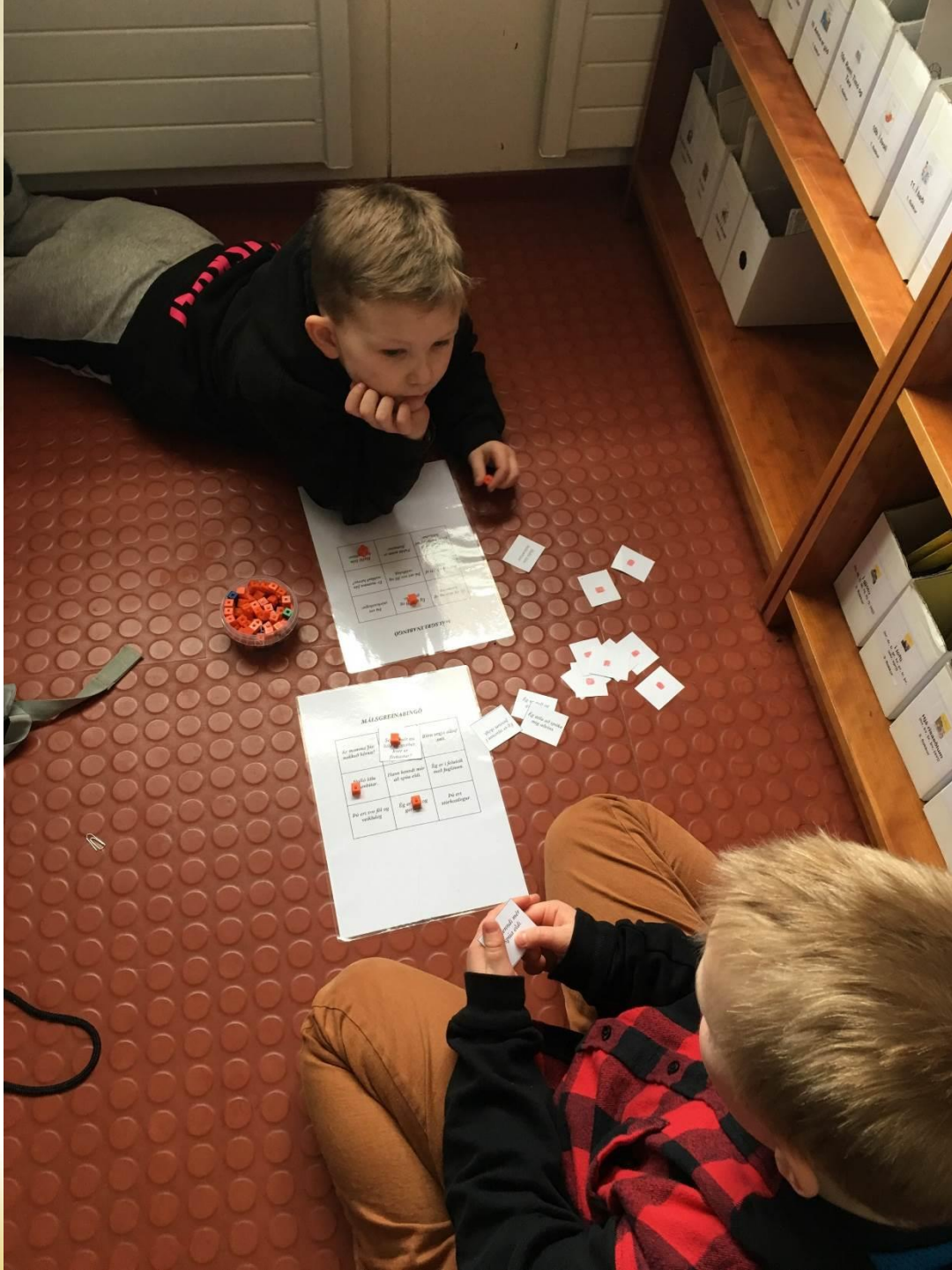
Parallel work stations

1. Reciting
2. Pictures and [sentences from the story](#)
3. Acting out words
4. Bingo
5. Give and take
6. Spelling
7. Reading for pleasure
8. [Words on cards](#)
9. The story in Puppet Pals











Stöð 5 Gefa – taka

(3 saman – 2 spil)

- Dragið miða til skiptis.
- Ef þið dragið mynd, setjið hana efst.
- Ef þið dragið orð, má það fara undir myndina, en fer aftur í bunkann ef engin mynd er komin.
- Sá sem dregur neðsta orðið í lista má taka alla röðina hjá þeim sem er með hin orðin.
- Munið að merkja á stóra blaðið þegar þið eruð búnir með stöðina ☺





Back

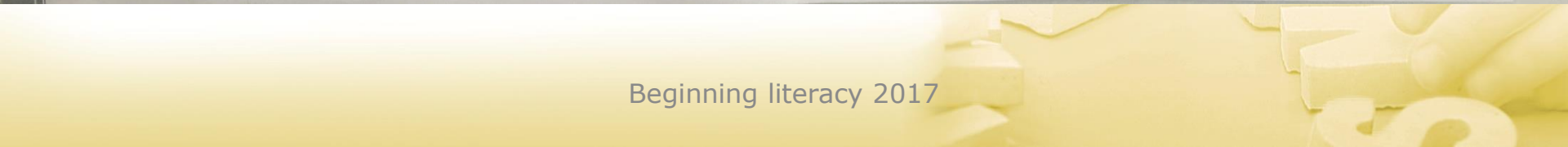


Phase 3: Reconstructing text

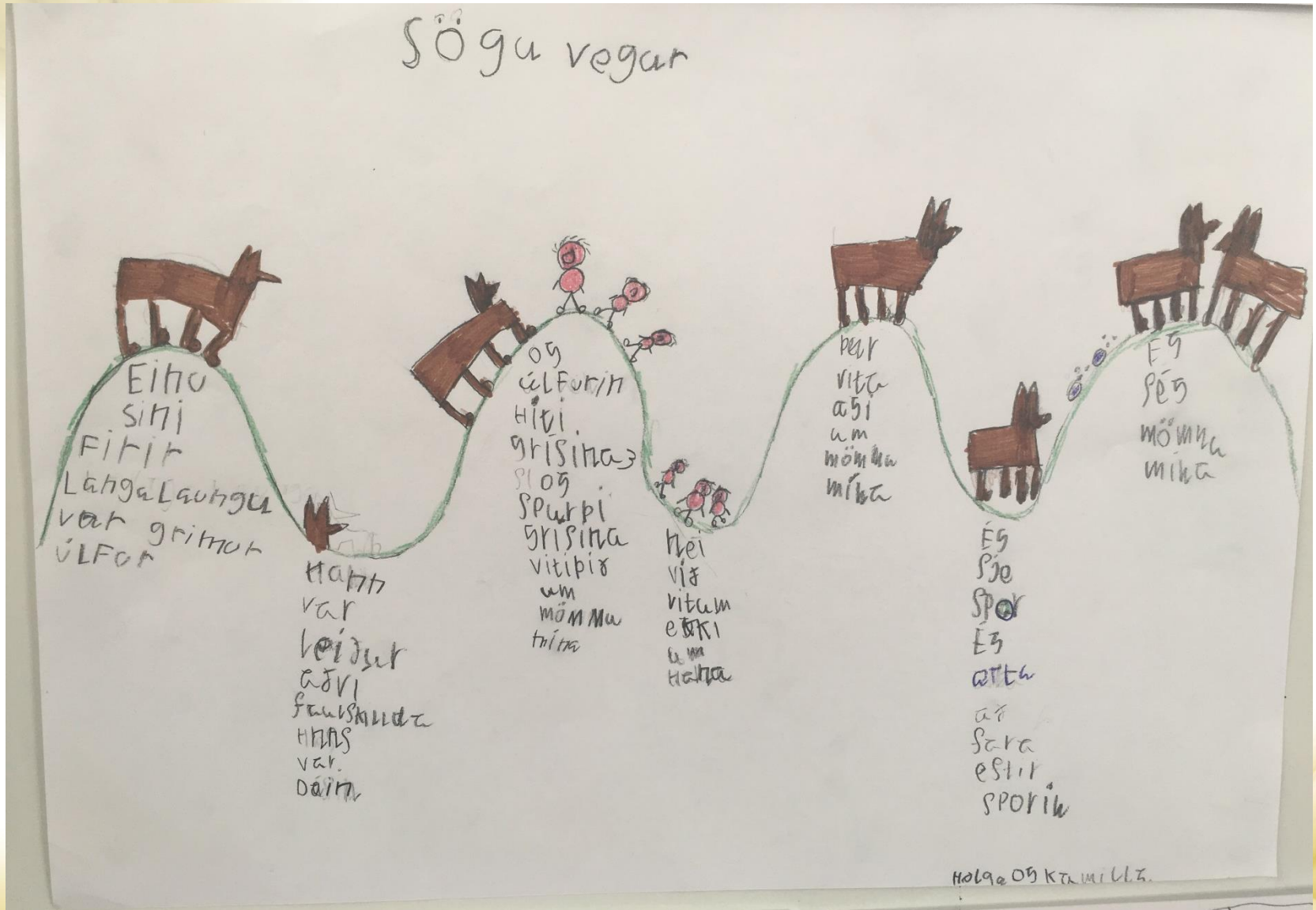
- The focus is on whole text and the reconstruction of meaning.
- Pupils build their own text using the vocabulary and reading skills they learned in phases one and two.
- Pupils are encouraged to express their own ideas, compose their own text, write stories, plays or poems, draw a concept map or interpret a text by means of drawing.



Story road 1 – Aren't I Handsome?



Story road 2 – Aren't I Handsome?



Story road 3 – Aren't I Handsome?



Quate from the teachers in Síðuskóli



“We learned this method several years ago. Both of us had considerable prior experience of teaching at the early stage of the primary school, but BL opened up a new world of teaching strategies and learning opportunities. The teaching became more enjoyable and alive and it provides us with a whole range of strategies we can use as teachers. We have much more resources and opportunities to meet the individual needs of the pupils. Another positive outcome of BL is that the pupils are well motivated and engaged in their learning, and seem to appreciate the diversity of activities inherent in BL. We hardly ever hear from pupils that they are bored or do not feel like doing things.”

Beginning literacy and results from a research project

- Move from a emphasis on decoding, fluency and reading comprehension to a more holistic literacy curriculum.
- Clear vision for literacy and literacy teaching, leadership, collaboration and shared responsibility for pupils' learning.
- More emphasis on lesson planning and effective strategies for inclusion.
- Less seatwork and work with simplified texts and more use of authentic texts.
- Increased pupils' motivation and engagement.

References

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