**02b – PIL - Emergent literacy - Supporting all learners**

TRANSCRIPT

Narrator: We know seeing what students find easy or challenging is critical for teaching and learning. In fact, it is what you say and do next that has the most impact on a child's learning. This video provides some simple strategies you can use to support all learners to build their emergent literacy skills through shared reading. One scenario you might see is that when asked to point to the words in the title, the student goes too fast and doesn't point to every word, or they don't point from left to right. Educators can prompt students to point to each word as they say them and explicitly model the directionality of text. One way of prompting is to point to the words in the title together. You might say this is the title. The words start over here to the left and end here on the right. Let's point to them together and go slowly as I say them. Point to the words in the title together.

Adult: Now, can you show me the title and read that for me?

Child: Space in Chooks Chicken Funky.

Adult: So when we read, we actually read from the left, which is this side, to the right and from the top to the bottom. So what we would actually do if we had our finger out, we'd read this way, we'd read Funky Chicken Chooks in Space. So from left to right and from top to bottom. Can we do it together? Ready? Let's do it together.

Adult & Child: Funky Chicken Chooks in Space.

Adult: Good job. Can you do it by yourself? Remember? Read from left to right. Top to bottom.

Child: Funky Chicken Chooks in Space.

Adult: Good job.

Narrator: Another scenario you might see could be that the student has difficulty identifying the syllables or parts in words. Model the syllables clearly to the student. Clapping or counting the syllables in words with the student may help them identify them easier. Remember, we want to encourage students to not only identify the sound structures in words, but to also segment blend and manipulate them.

Adult: So we're going to look at the syllables in family. Can you clap the syllables in family for me?

Child: Family

Adult: Good try. But family actually has a lot of parts or syllables. Fa - mi - ly. See the parts. Fa - mi - ly. Let's do it together. Say it as you clap it.

Adult & Child: Fa - mi - ly.

Now let's put it on our fingers, fa - mi - ly. Say it with me,

Adult & Child: fa - mi - ly.

Adult: Now, blend it together to say the word.

Adult & Child: Fa - mi - ly. Family.

Narrator: Some students may have difficulty identifying the sounds in a word. You can prompt the student by modelling or eliciting the correct response. Say the sounds in the word, then ask the student to tell you the sounds that they heard.

Adult: All right. So, we've got our word here on our page. Now, our word is chook. Okay. Now, what was the first sound in the word chook?

Child: 'Ook'.

Adult: Oh, listen again. The first sound in the word chook is a /ch/. /ch/ /oo/ /k/ chook. What's the first sound in the word chook?

Child: /ch/.

Adult: Good job.

Narrator: Sometimes a student may have difficulty identifying or recalling letter names. You can prompt the student by modelling or eliciting the correct response.

Adult: On this page we've got the word have. Now, do you know the first letter in the word have?

Child: Uh, no.

Adult: Okay. So the first letter in the word have is 'h'. What's the letter?

Child: 'h'.

Adult: Now, what's the first letter in the word have?

Child: 'h'.

Adult: Good job.

Narrator: You could also prompt the student by offering a choice of two. You are still modelling the correct response, but this is a slightly less structured prompt than the previous example.

Adult: Now, on this page, we've got the word voyage. Now, what's the first letter in the word voyage?

Child: I don't know.

Adult: Okay. So do you think it's the letter 'v' or it's the letter 'm'? Do you think it's a 'v' or an 'm'? Have a look.

 Child: A 'v'.

Adult: It's a 'v'. Good job. It is the letter 'v'.

Narrator: Remember, there are number of strategies we can use to support all of our learners to participate in learning tasks or activities. Keenly observing how your student engages with and responds to the teaching will guide you to use the right strategy at the right time.