

# SSC 18 February 2016

## Supporting Literacy Development

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# Where do we go from here?

- Preparing for literacy
- Early identification of hearing loss
- Early amplification through hearing aids or cochlear implants
- Access to spoken language and natural communication
- Give deaf children the opportunities to access the skills necessary for supporting literacy
- Improve our knowledge of language acquisition and literacy acquisition

# Barriers to good literacy outcomes

- Historically, deaf children do not go on to develop age-appropriate literacy skills
- Long periods without auditory stimulation
- Deaf children are in the 'at risk' group for acquiring early literacy skills
- “Children learn to read and write by ear more than eye”?
- With early identification and amplification it should be possible to see these gaps close

# Strong indicators of future literacy success

- Fluency in first language (spoken or signed, English or other spoken language)
- Phonological awareness - rhyme and alliteration
- Grapheme awareness – knowledge of books and print, letters and words. Holds book the right way up!
- Strong oral skills lead to strong reading and writing skills

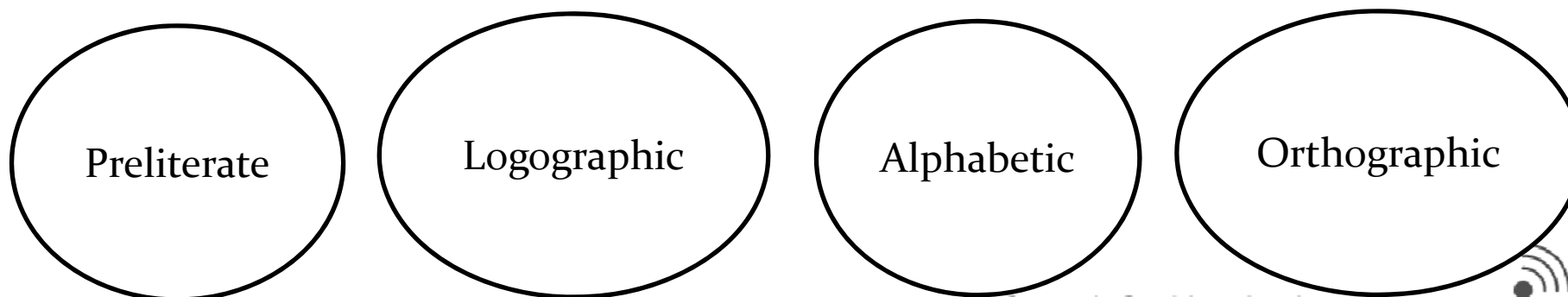
**Take home message – language learning comes first then literacy**

# The critical early years

- Learning to read starts with learning to speak!
- There needs to be excellent language exposure
- Good quality and high quantity
- Has to be accessible to the learner
- There needs to be meaningful engagements
- Providers (caregivers) need to be capable users of language themselves
- Language is acquired – an amazing 80% of it by 3 years of age

# Development of literacy

- Same principles as with hearing children apply
- English is an auditory oral language but make it visually accessible too
- Need to work through objects to pictures to symbols
- The alphabetic principle
- \*Uta Frith Model (1985)



| Phase        | Skills  |
|--------------|---|
| Preliterate  | Speech & Language<br>Symbolic Representation<br>Communication   |
| Logographic  | Interest in Print<br>Pretend Reading & Writing  |
| Alphabetic   | Auditory Discrimination<br>Auditory Memory & Sequencing<br>Phonological Representations<br>Articulatory Skills<br>+<br>Alphabetic Knowledge<br>Orthographic Experience<br>Visual Memory |
| Orthographic | As above +<br>Morphophonological Awareness<br>Orthographic Representations  |

# Preliterate

- Good speech & language skills
- Good communication skills
- Role Play
- Pretend play





# Logographic

- Concept of print
- Letter recognition
- Directionality
- Book holding
- Will draw a picture of print
- Can tell a story from memory
- Not letter to sound matching
- Whole word recognition - Look



# Alphabetic

abcdefghijklmnop  
ghijklmnopqr  
stuvwxyz

- Letter knowledge and naming
- Knows most letters and how they should sound
- Uses their memory to make sense of words and story
- Recognises words by sight
- Some decoding strategies
- Spelling based on alphabetic knowledge, e.g. fone

# Orthographic



|   | SPELLING      |
|---|---------------|
|   | 1. dinosaur   |
|   | 2. pollution  |
| ● | 3. qualify    |
|   | 4. disconnect |
|   | 5. exercise   |
| ● | 6. secretary  |

- Consolidated knowledge
- Increased sight vocabulary
- Ability to attach meanings to words, prefixes and suffixes etc
- Automatic and fluent reader
- Spelling is conventionally recognised

# How to support

- Early input
- Advise and educate parents
- Music, Books, Stories
- Talking
- Vocabulary learning
- Accept differences in learning and adapt
- Utilise strategies other than normal if progress not as expected
- Seek advice from other professionals

**Take Home Message – start at the beginning!**



# Resources - Beginner

- Baby Beats
- Musical Journey
- Nursery Rhymes
- Fairy Tales
- Favourite topics – Food, Clothes, Body parts, Transport, Animals, Toys, People
- Games – Peekaboo, Hide and Seek, Puppets, Doll's House, Kitchen, Cars, Jigsaws
- Books, books, books, books, books, books, books!

# Resources – Early Stages

- More books! And toys!
- Drawing and Painting
- Magnetic letters and pictures
- Role Play – Café, Supermarket, Garage, Airport, Holidays, Seaside, House,
- Imagination – think and plan using language
- Role reversal; Mummies and Daddies, Nurses and Doctors, Fetch the Vet, Bob the Builder, Dora the Explorer
- Flash Cards

# Resources - Intermediate

- More books!
- On the road to Literacy
- Blackboard/Magnetic Board and letters
- Board Games and Jigsaws
- Sound Lotto
- Memory and Sequencing games
- Listen and Do
- Dictation
- TV and computers?

# Resources – Advanced

- Basic literacy is established
- Dictionaries and encyclopaedias
- Word searches
- Crosswords
- Projects
- Self directed learning
- Novels
- Educational and Leisure





# What do you use?