

Chall's reading stages (0-3 only)				Phonics approach	
0	Pre-reading and pseudo-reading	Up to 6	‘Pretend reading (turning pages and repeating stories previously read to them) Some letter and word recognition, especially letters in own name	<b>Analytic phonics</b>  <b>Children learn:</b> <ul style="list-style-type: none"><li>To break down whole words into phonemes and graphemes, looking for phonetic or orthographic patterns.</li><li>To decode words by segmenting them into smaller units.</li><li>To use rhyme or analogy to learn other words with similar patterns, e.g. c-at, m-at, p-at</li><li>To recognise one letter sound at a time, seeing pictures showing words beginning with the same letter sound</li></ul> Children learn initial letter sounds first, then middle sounds, followed by the final sounds of words and consonant blends.  Children are competent readers within three years, breaking down and sounding out unfamiliar words. This phonics method runs alongside whole-word approaches and graded reading schemes.	<b>Synthetic phonics</b>  <b>Children learn:</b> <ul style="list-style-type: none"><li>To remember up to 44 phonemes and their related graphemes (one phoneme can be represented by different graphemes, for example ‘ough’, ‘ow’ and ‘oa’)</li><li>To recognise each grapheme, sound out each phoneme in a word, blending the sounds together to pronounce a word phonetically</li><li>To memorise phonemes quickly (up to five or six sounds a week)</li><li>Often through a multi-sensory approach whereby they: (1) see the symbol (2) listen to the sound (3) use an action</li></ul> Children learn in whole-class teaching groups. Reading schemes are not used in the early stages of learning synthetic phonics, as the method can be taught in a few months.
1	Initial reading and decoding	6-7	Reading simple texts (containing high-frequency lexis)		
2	Confirmation and fluency	7-8	Reading more quickly, accurately and fluently, paying attention to meaning		
3	Reading for learning	9-14	Reading for knowledge and information		
Cues					
Graphophonic		Looking at the shape of words, linking these to familiar graphemes/words to interpret them			
Semantic		Understanding the meanings of words and making connections between words in order to decode new ones			
Visual		Looking at the pictures and using the visual narrative to interpret unfamiliar words or ideas			
Syntactic		Applying knowledge of word order and words classes to see if a word seems right in the sentence			
Contextual		Searching for understanding in the situation of the story – comparing it to their own experience			
Miscue		Making errors when reading: a child might miss a word or substitute another that looks similar, or guess a word from pictures			
Ways of simplifying texts (features of graded readers)				<b>Whole word approach</b> <ul style="list-style-type: none"><li>Also called the ‘look-and-say’ approach.</li><li>Exposure to written texts with heavy pictorial support.</li><li>Children gradually learn to identify the shapes of words without breaking them down into their phonemes/graphemes.</li><li>Children also practise using contextual and textual clues to help them read.</li></ul>	
Graphology		White space, pictures, clear font, lineation that does not break up phrases or clause elements			
Orthography		Short words; fewer silent letters or digraphs			
Lexis		Concrete words; familiar words; high frequency words			
Grammar		Short sentences; simple and compound sentences; active voice; subject next to verb; simple verb phrases			
Biemuller's miscue stages				<b>Features of picture storybooks</b>	
1	The word the child says fits contextually, but has no similarity to the actual word in the text, e.g. child says ‘horse’ because of picture, when word is ‘pony’.			<ul style="list-style-type: none"><li>Unusual/long names for characters</li><li>More complex sentences</li><li>Pictures cover whole page and writing on and around them; interesting artwork</li><li>Vocabulary more varied – not just high frequency</li><li>Alternatives to ‘said’, e.g. ‘gasped’</li><li>For parents to read</li><li>Use more exciting language to engage child</li><li>Poetic devices like similes and metaphors</li><li>Phonological devices like rhyme, alliteration,, onomatopoeia help develop phonemic awareness</li><li>More descriptive language, modification</li><li>May have a moral message or help social and emotional development</li></ul>	
2	The word the child says looks similar to the actual word but may not fit contextually, e.g. child says ‘house’ when word is ‘horse’.				
3	The word the child says fits contextually <i>and</i> is similar in shape to the actual word, e.g. saying ‘upstairs’ because of picture of stairs when word is ‘upset’.				
				<b>Adult input</b> <ul style="list-style-type: none"><li>Encouraging child to sound out the word</li><li>Encouraging child to look at the word</li><li>Asking questions to aid engagement and comprehension</li><li>Positive reinforcement</li></ul>	
				<b>Research on the benefits of being read to</b> <ul style="list-style-type: none"><li>Children encounter ‘special’, literary vocabulary and sentence structures</li><li>Victoria Purcell-Gates found that children who had been read to five times a week used more literary vocabulary in their own storytelling</li><li>Literary devices like metaphor and simile aid cognitive development (understanding analogy)</li><li>Rhyme, etc., help develop phonemic awareness</li></ul>	

<u>Noam Chomsky –innateness/nativism</u> Chomsky theorised that language is an innate ability or function within the human brain. Chomsky suggests there is an optimal learning age (between 3 and 10) known as the critical period and outside of this time it is almost impossible to grasp a language in its entirety. This is supported by Genie, who at the age of 13 was unable to grasp anything beyond basic word strings and never fully developed the ability to communicate fully. He also believed that we are pre-programmed to develop language and that we possess a Language Acquisition Device (LAD) Chomsky also found it significant that different language shared a similar grammatical traits (universal grammar) despite there being differences in phonology and lexis			<u>J. Bruner – social interactionist theory</u> Bruner emphasised the importance of social interaction in helping children to acquire language. He coined the term LASS (language acquisition support system) which refers to a child’s social support network. Bruner highlighted the importance of adult interaction in developing a child’s language. Bruner believed that with the right scaffolding and support, children would be able to develop not only their language use, but any skill or understanding of a concept. He highlighted the role of structured, helpful interaction in supporting a child to achieve a specific goal.	
<u>Pre-linguistic stages of talk</u>			<u>Jean Burko – The Wug Test</u>	
Stage	Features	Approx. age (months)	The Wug test was devised to test a child’s understanding of grammatical rules. It uses nonsense words and made up animals to test the child’s ability to pluralise using the regular form. It also tests other common grammatical functions. It was found that from a very young age, children have a grasp of grammatical rules and were able to use the endings to create grammatically correct utterances. This implies that children have an internalised understanding of grammatical concepts. However, in younger children, it was found that children could only apply the rules to words they already knew, suggesting that there is an element at the start of children memorising key words.	
Vegetative	Sounds of discomfort or reflexive actions	0 – 4		
Cooing	Comfort sounds and vocal pay using open mouthed vowel sounds	4 – 7		
Babbling	Repeated patterns of consonant and vowel sounds	6 – 12		
Proto-words	Word like vocalisations, not matching actual words but used consistently for same meaning	9 – 12		
<u>Halliday’s functions of language</u> Halliday put forward the following categories to describe the functions of language and to chart the development of child language in terms of increasing range of these functions. Instrumental: language used to fulfil a need on the part of the speaker (e.g. ask for drink) Regulatory: Language used to influence the behaviour of others. Concerned with persuading/ commanding/ requesting other people do things you want Interactional: Language used to develop social relationships. Concerned with phatic dimension of talk Personal: Language used to express personal preferences and identity of the speaker Representational: Language used to express information Heuristic: language used to learn and explore the environment – often uses questions and answers, or a running commentary Imaginative: language used to explore imagination. Often accompanies play as children create imaginary words			<u>B. F. Skinner – Behaviourism</u> Skinner believed that language development could be influenced by environmental influence. Reinforcement is seen as a central concept and is an essential mechanism in the shaping and control of behaviour. Can be through positive or negative reinforcement. Skinner argued children learn language through learning to associate words with meaning. When used correctly, this is reinforced by the reaction of the caregiver and the successful accomplishment of their task.	
			<u>Vygotsky –</u>  Vygotsky's theory is comprised of concepts such as culture-specific tools, private speech, and the Zone of Proximal Development. Vygotsky's theories stress the fundamental role of social interaction in the development of cognition (Vygotsky, 1978), as he believed strongly that community plays a central role in the process of "making meaning." Vygotsky (1978) sees the Zone of Proximal Development as the area where the most sensitive instruction or guidance should be given - allowing the child to develop skills they will then use on their own - developing higher mental functions.	
<u>Jean Piaget – Cognitive Theory</u> Piaget believed children were born with an inherited and genetically evolved mental structure which all learning and development stems from. He focuses on the developmental process that children go through. Piaget did not believe that intelligence was a fixed point but that cognitive development was supported by interaction with the environment as well as being part of the maturing process. He propose discrete stages for development. He theorised that all children went through the same stages in the same order, but as a child has to be ready to move on, they do not go through these at exactly the same time.				