PRINT KNOWLEDGE



In Preschool it looks like

Understanding that symbols convey meaning and that print is different to pictures

- Chooses favourite books to be read
- Recognises familiar packaging & signs
- Points to words in a book while listening to a story
- Requests their name be written on personal items
- Dictates to a scribe
- Recognises functions of printed/written material eg shopping list, catalogues, story books, birthday cards
- Pretends to read
- Points to where writing starts
- Differentiates letters and numerals
- "Chimes in" during story reading

Noticing that sounds and letters are related

- Recognises rhyming in stories
- Knows words are made of sounds, and written using letters
- Can point to a "letter"
- Recognises first sounds and rhyme patterns in spoken words and may start to link to some letters

Experimenting with print

- Purposefully "writes" as distinct from draws
- 'Reads' what they have 'written' (This says...)
- Asks what words say
- Shows others what has been written
- Scribble "writes"
- Tries to write some letters of the alphabet
- Attempts to copy writing
- Incorporates print, number, symbols and patterns in play
- Writes and recognises own name
- Knows about 10 letters by end of preschool

Beginning to notice some conventions

- Holds books right way and starts from front
- Approaches pages from left to right
- Understands print can represent speech (eg speech bubble = "talking")

In Reception it looks like

- Understanding the alphabetic principle
 Recites the alphabet song
 - Learns the sounds that go with letters (early reception)
 - Says the alphabet while pointing to letters
 - Sounds out the prominent sounds in words
 - Develops some consistent spelling for particular words eg 'war' for where
 - Knows the name of all letters and their most common sounds
 - Knows simple letter patterns (some digraphs)

Understanding print and text concepts:

- Knows letter, sound, word, sentence (eg 'A word is a group of letters with a space at each end')
- Writing includes beginning, middle, end
- Consistently leaves space between words or worklike clusters of letters
- Writes numbers 1 − 10

Developing some writing conventions

- Writes some high frequency words learned from memory
- Writes some of the prominent sounds in words eg 'sa' for snake (semi-phonemic spelling) gradually moving to phonemic spelling
- Orients left to right and top to bottom for print
- Attempts to write brief, simple texts which intersperse conventional and unconventional letters and symbols (invented spelling)
- Copies words that are needed
- Uses repetitive writing formats

Early conventional reading skills

- Reads a range of sight words, frequently used computer symbols and commands, and short predictable texts largely using memory
- Points to words as reads
- Begins to "sound out" unfamiliar words
- Substitutes words during reading based on memory, pictures cues etc

In Years 1 & 2 it looks like

Print conventions

- Understands a wider variety of terminology to do with print eg paragraph, edit
- Recognises upper case letters
- Consistently spaces words
- Correct punctuation in simple sentences
- Developing awareness of audience
- Edits and publishes own work with decreasing assistance from adults
- All sounds in words are represented

Developing text organisation

- Plans what will be written
- Writes a variety of text types eg recount, story, procedure
- Writes a title
- Joins simple sentences and begins to use extended sentences
- Vocabulary becoming more interesting with less reliance on familiar spelling words

Fluency & Accuracy

- Uses cues from letter-sound patterns, sense of story or sentence grammar to self-correct and identify words
- Competent beginner readers may still read new material with difficulty. Reading and spelling conventions are understood but still developing in their application
- Independent readers will use a variety of strategies to decode and predict words and will monitor and self-correct for meaning. Reading and spelling conventions are largely well managed
- Stable sight word vocabulary which steadily increases

DECS Talking Literacy 2009 [Type text]

References

Department of Education Training and Employment, (2001) South Australian Curriculum Standards and Accountability Framework, Part A. DETE Publishing, SA.

Conrick-Smith, R. & Wiseman, K. (2008). Print Knowledge (compilation from various sources). DECS (SA) Wakefield District.

Department of Education Western Australia. (2005). Writing Map of Development. Rigby Heinemann, Melbourne.

Department of Education Western Australia, (1994). First Steps Writing Developmental Continuum. Longman, Melbourne.

Department of Education & Children's Services. (2005). Early Literacy Assessment and Monitoring, draft version.

Justice, L. & Ezell, H. (2007). Preschool word and print awareness (PWPA) assessment tool. In: Pence, Khara (Ed). <u>Assessment in Emergent Literacy</u>. Plural Publishing, San Diego. Pp. 373-375

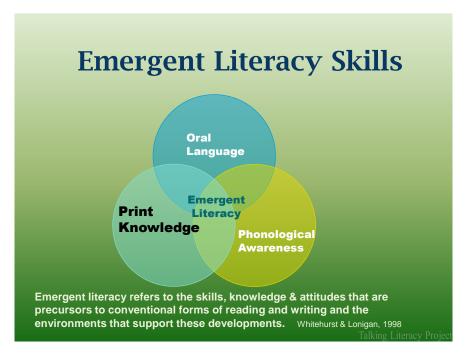
Roskos, K., Tabors, P. & Lenhart, L. (2005). Oral Language and Early Literacy in Preschool. International Reading Association, Newark, DE.

Salinger, T. (2002). Assessing the literacy of young children: the case for multiple forms of evidence. In: Neuman, Susan & Dickinson, David (Eds). Handbook of Early <u>Literacy Research</u>. The Guilford Press, New York. Pp 390 -418.

Schickedanz, J. & Casbergue, R. (2004). Writing in Preschool: Learning to Orchestrate Meanings and Marks. International Reading Association, Newark, DE.

Strickland, D. & Schickedanz, J. (2004). <u>Learning About Print in Preschool: Working with Letters, Words, and Beginning Links with Phonemic Awareness</u>. International Reading Association, Newark, DE.

Topfer, C. (2007). Discovering letters and sounds. Early Childhood Australia Inc. Research in Practice Series, ACT



DECS Talking Literacy 2009 [Type text]