

## Literacy is...



..." the ability to identify, understand, interpret, create, communicate and compute, using printed and written materials associated with varying contexts."

(UNESCO)

So....literacy has **changed**

It has gone far beyond  
**reading & writing**

## Why is literacy key?

Writing was once seen as a skill primarily taught to reinforce other language skills. However, in many settings writing has now moved to a more central place in the curriculum.'

(Reid, 2001)

## So what does this mean for us?



1. A child is a blank slate
2. L1 literacy skills are transferable to L2
3. L2 learning development follows the same patterns as L1 literacy development.
4. YLs need plenty of practice opportunities
5. YLs learn best through direct teaching



## Young learners need to...

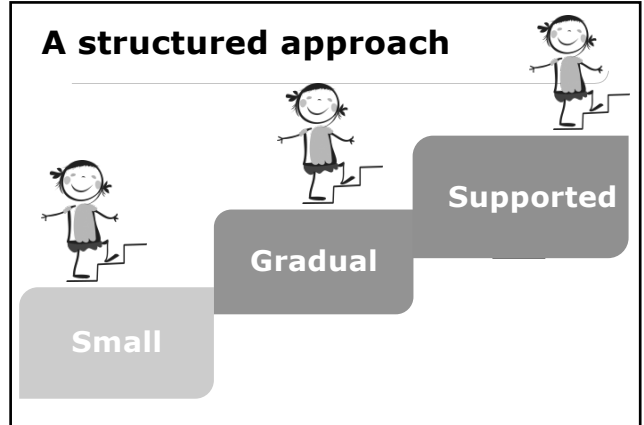
- **Hear** a word before they can **say** it.
- **Say** a word before they can **read** it.
- **Read** a word before they can **write** it.

(Linse, 1995)

young learners need a firm foundation and an understanding of the spoken language before they can become proficient readers and writers of any language.

## How to teach literacy?


## A structured approach



**Reading** boy girl doll computer train game ball

## A toy shop

It is a toy shop. Look, a boy and a girl.



**Look.** It is a ball.  
It is blue and green.  
It is big.

**Oh!** It is a train. It is red.  
It is a car. It is small.  
A boat! It is very big.

**Look.** It is a doll.  
It is pink and purple.  
A teddy! It is orange.

**Look.** It is a computer.  
It is white.  
**Oh!** It is a game. It is fun!

**Writing** Look. It is a teddy...  
a capital letter a full stop

1 Look and write.

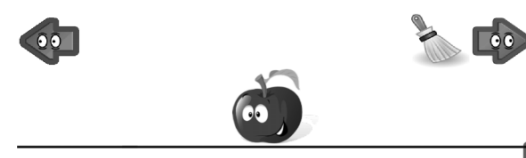
It is a \_\_\_\_\_ It is \_\_\_\_\_

It is a \_\_\_\_\_ It is \_\_\_\_\_

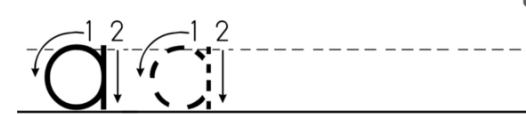
It is a \_\_\_\_\_ It is \_\_\_\_\_

Unit 1 Reading: a description of toys. This page has been downloaded from www.macmillanenglish.com/younglearners © Macmillan Publishers Limited 2010.

## Letter gym



1 2 1 2



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**She's got a green pen.**

**She's got a red pencil.**

## Story Dictation

**Grammar**

1 Look! **Say/ wear/ go/ have/ see**



**Correct the sentences.**

- 1 Yesterday the children were at the beach.
- 2 Their grandmother was with them.
- 3 The weather was cold and wet.
- 4 The sky was grey and the clouds were black.
- 5 The moon was high in the sky.
- 6 Two cats were on the wall.

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## Dictogloss

Young learners should write about what they have talked or read about; listening, speaking and reading activities can be used to prepare for writing. It is also key to develop writing skills to express ideas rather than just using writing to reinforce language points.

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## Scaffolding



**English World**

4 Read the notes. Fill in the gaps. Use your own ideas.

Yesterday Sam went to Football Club and Candy went to Basketball Club. They played games.

2 Write Sam's email to Pete or Candy's email to Anna. Use your notes from exercise 4 on page 8 and your words from the boxes above.

Hi \_\_\_\_\_ Club on \_\_\_\_\_

I went to \_\_\_\_\_

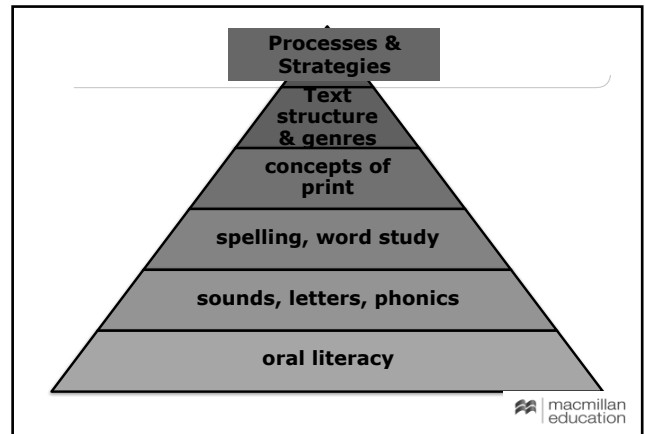
Our coach was \_\_\_\_\_

Captain black team: \_\_\_\_\_

Captain grey team: \_\_\_\_\_

Score (goals): Black team \_\_\_\_\_

Football competition: \_\_\_\_\_

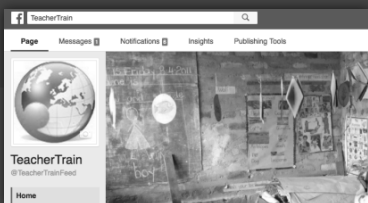


## Effective teachers of literacy

- Give it plenty of **T**ime
- Select appropriate **T**exts
- **T**each reading & writing explicitly
- Use **T**alk to *think aloud* & model
- Are selective with **T**asks: less can be more
- **T**est for progress **a**nd to identify next steps



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**Thank you for your active participation!**

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