



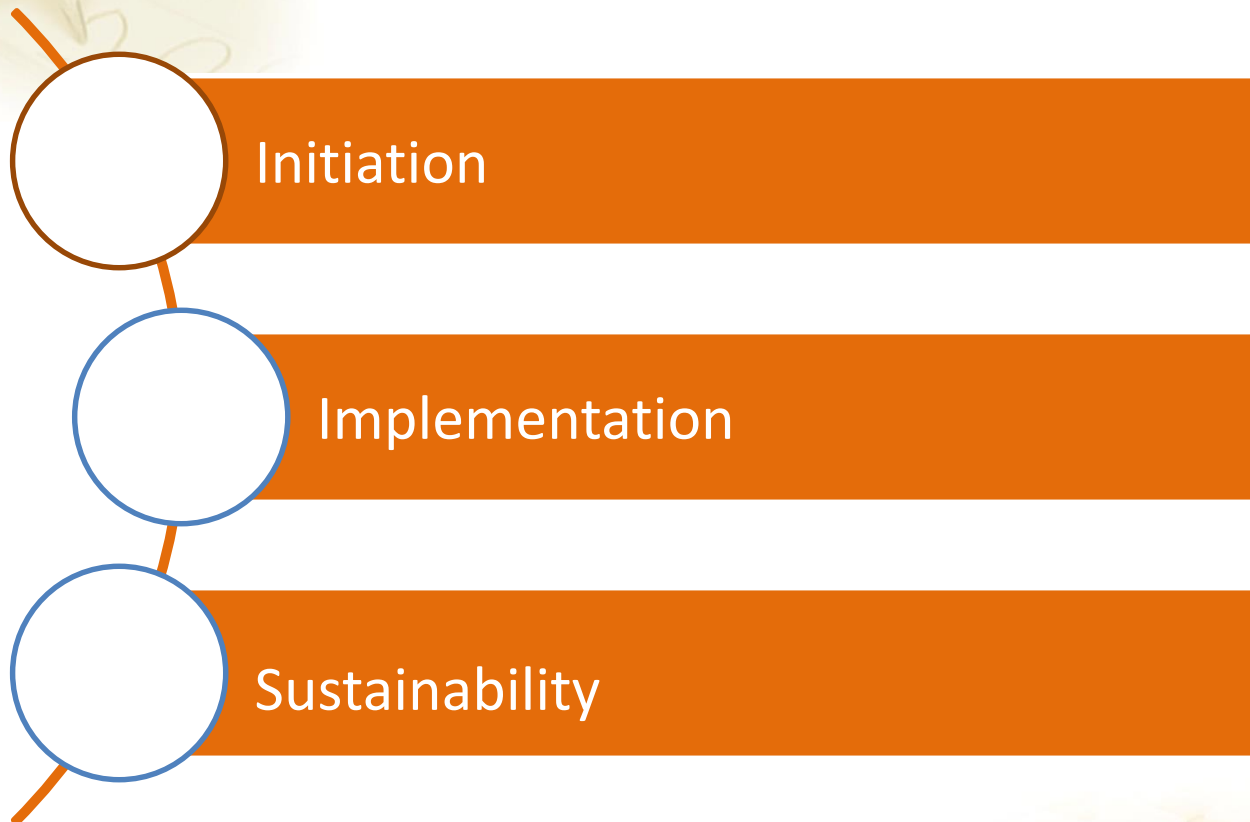
# Beginning Literacy

Workshop in Síðuskóli, March 2017

# Centre of School Development (CSD)

- Primary emphasis
  - introduce innovation and provide advisory services to schools at all school levels (teachers, leaders, other school professionals, and district offices (Local Education Authorities LEAs)
  - provide consultation for school development, and short and long term improvement projects – often in partnership with LEAs
  - organise professional development courses for school staff
  - research on educational practice and organising annual conferences
- A leading role (nationally) in developing literacy education

# A school development model



# Beginning Literacy



Pioneered by Rósa Eggertsdóttir in four schools in 2004-2006.

A balanced literacy approach.

[BL moodle](#)

Facebook groups

# The PD programme – an overview I

## Teachers – year one

- Two days course in August
- Five workshops over the school year
- Eight classroom observations

## Teachers – year two

- One day course in August
- Five workshops
- Six classroom observations

Both years: Regular year group meetings – Regular key stage meetings – Access to Moodle – Literacy materials – Practical handbook – DVD – BL newsletter

## Leaders – year one

- Two days course in June
- Five whole day courses over the year
- Attend all programs BL teachers go to
- Eight classroom observations
- Eight phone/Skype meetings with CSD

## Leaders – year two

- One day course in August
- Four whole day courses over the year
- Attend all programs BL teachers go to
- Six classroom observations
- Six phone/Skype meetings with CSD

Both years: All materials teachers get and materials used in workshops – Leadership material – Run most workshops for teachers, supported by CSD consultants

# The PD programme – an overview II

## The CSD consultants

- Always conduct in-service days in June and August
- Visit each school twice a year, visit classrooms, meet with teachers, leaders and head-teacher
- Regular contact with leaders in each school
- Phone/Skype meetings with the leaders

## The head-teachers

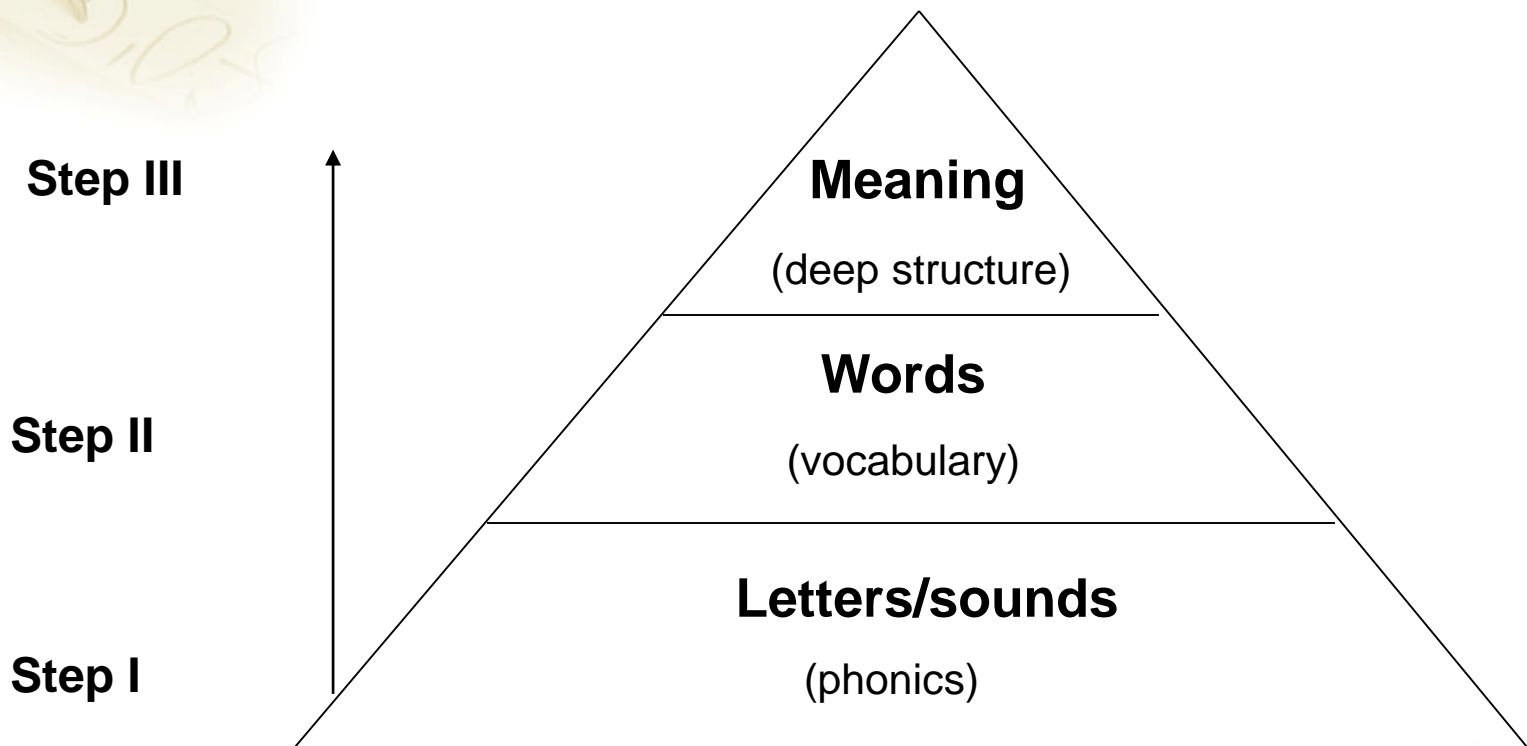
- No planned involvement so far
- Organise the initial introduction to staff
- Oversee the formal agreement with SDC at UNAK
- Meet with the consultants when they visit the schools
- Expected to support the implementation process and BL teachers involved, and meet regularly with the school's development leader

# BL – the basic elements

- Comprehensive literacy learning.
- Texts and activities with meaning for the pupils.
- Collaboration and dialogues between the pupils.
- Helpful strategies for comprehension and vocabulary learning.
- Explicit and visible aims and formative assessment, closely linked to teaching and learning.
- Focus on inclusion - the learning needs of all pupils are met in the classroom.
- Focus on scaffolding.
- The pupils' learning success has a strong relation with the quality of the school work.

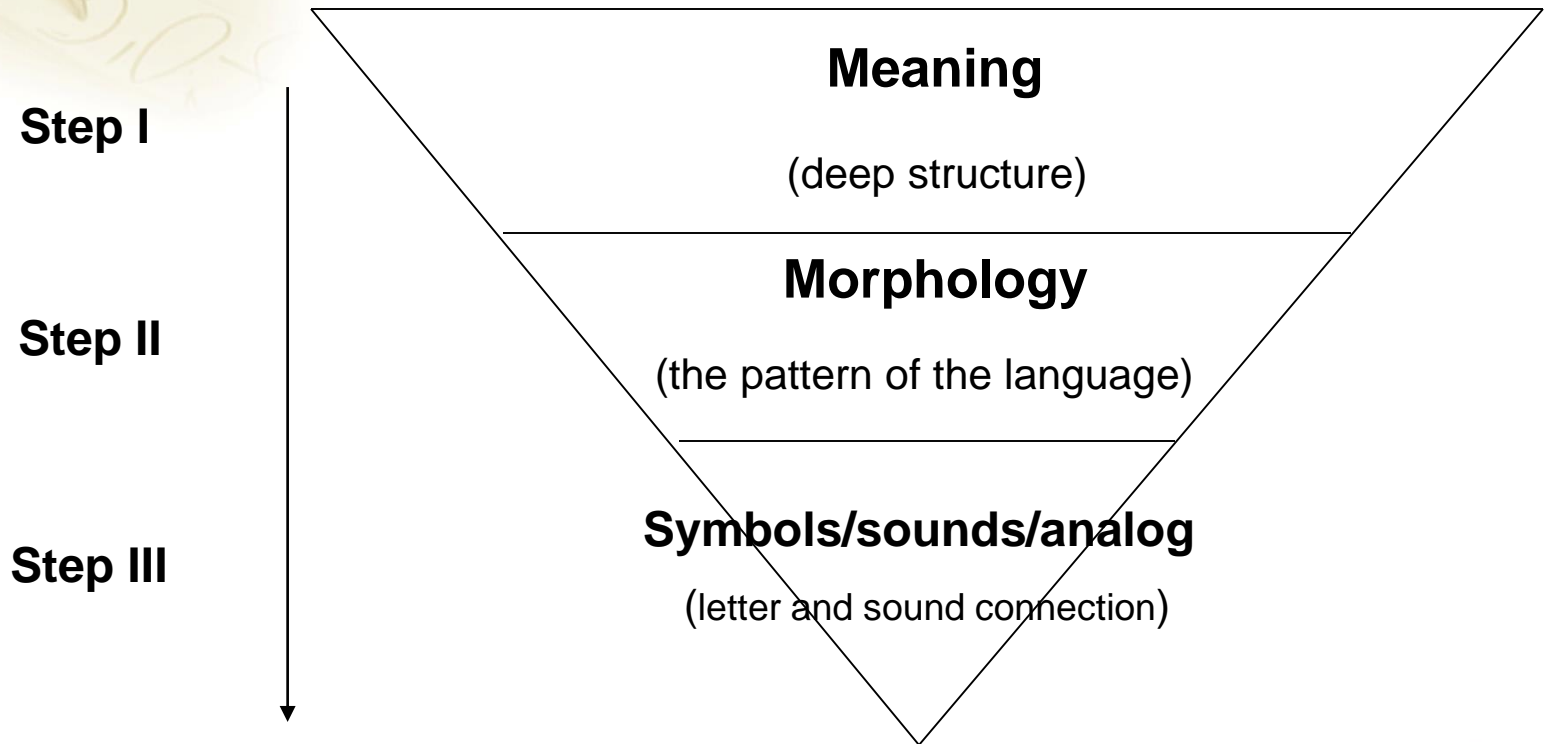


# Bottom-up model

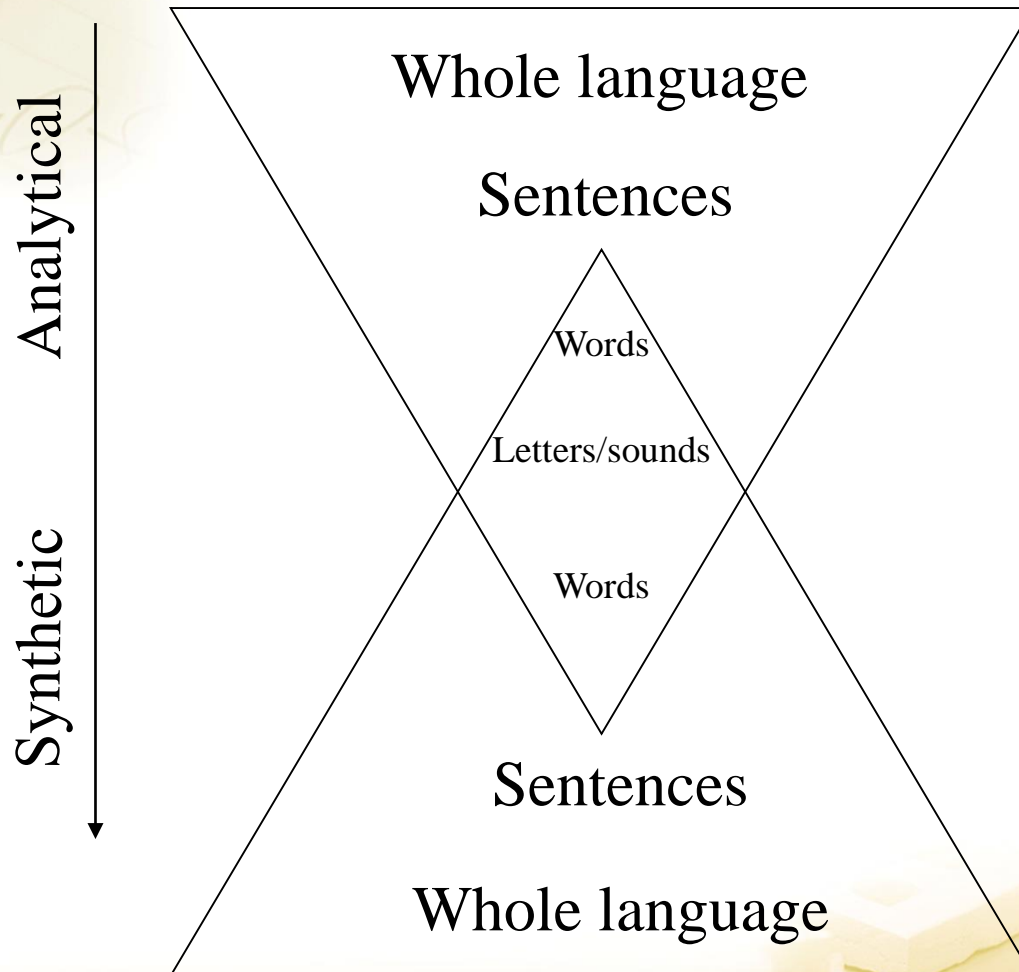




# Top-down model

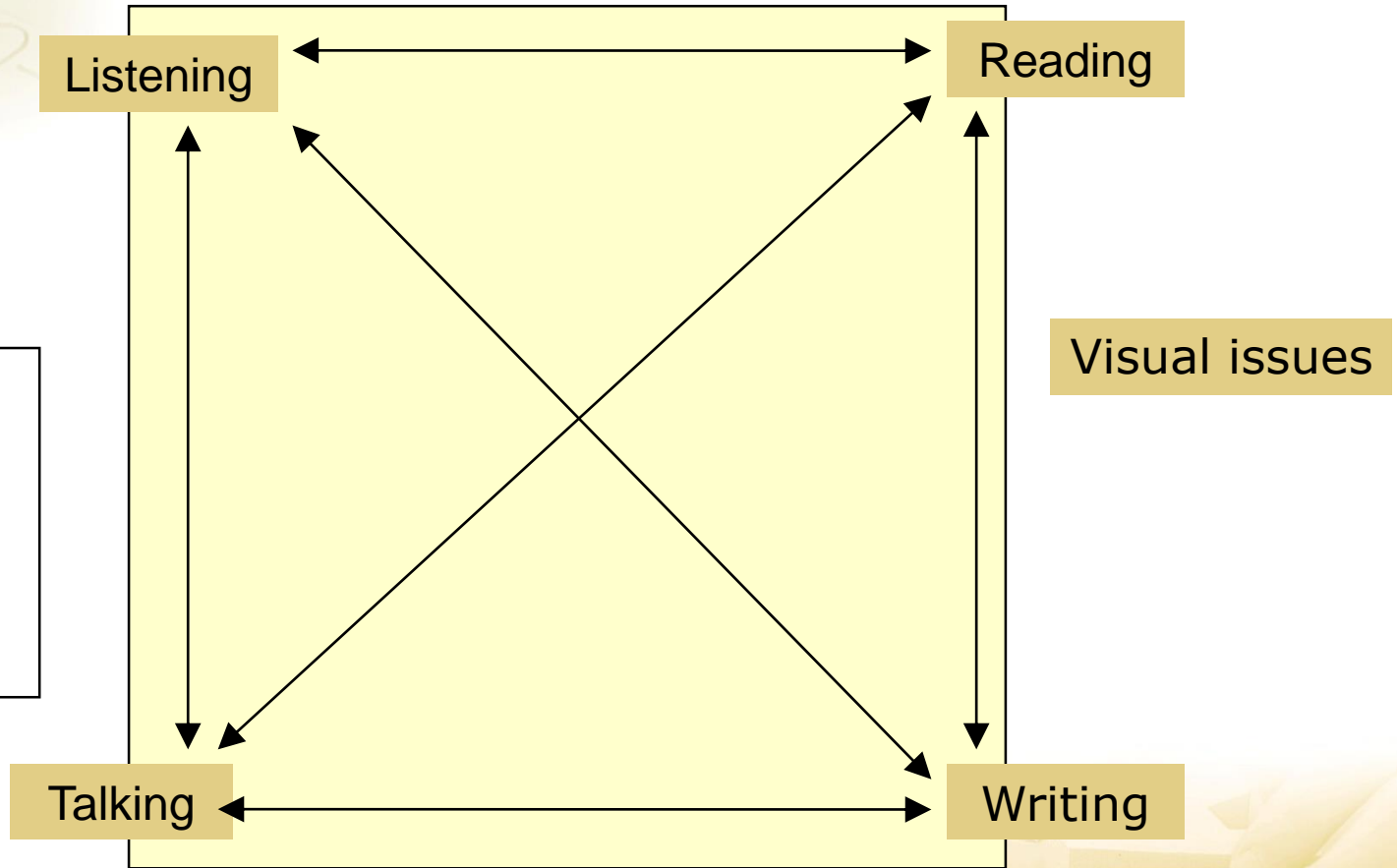


# Beginning Literacy – Interactive model



*Interactive model:*  
,Falls in between the bottom-up and top-down models and takes the best from both models. The reader relies simultaneously on knowledge and skills with vocabulary, orthography, meaning and syntax.'  
(Rósa Eggertsdóttir, 2007).

# Beginning Literacy: *Balanced literacy approach*



*Integrated language arts approach:*

Working simultaneous with all aspects of the language; reading, listening, talking and writing.

## Beginning literacy

Phase 1: Content of the text. Whole class

Real text  
Reading aloud, recalling, shared reading, study of print

Phase 2: Technical aspects of literacy study. Whole class, groups.

Analytical and synthetic tasks  
Phonemic awareness, study of print, letter, word parts, words....

Phase 3: Reconstruction of text. Groups, individuals

Guided reading, independent reading  
Writing of words and sentences  
New thoughts, texts written



## Beginning Literacy on Youtube

# Phase 1: Whole text, reading aloud, summarising and shared reading

Reading starts with predicting the story from the cover of the book, explaining chosen issues and then the teacher read the story to the pupils.

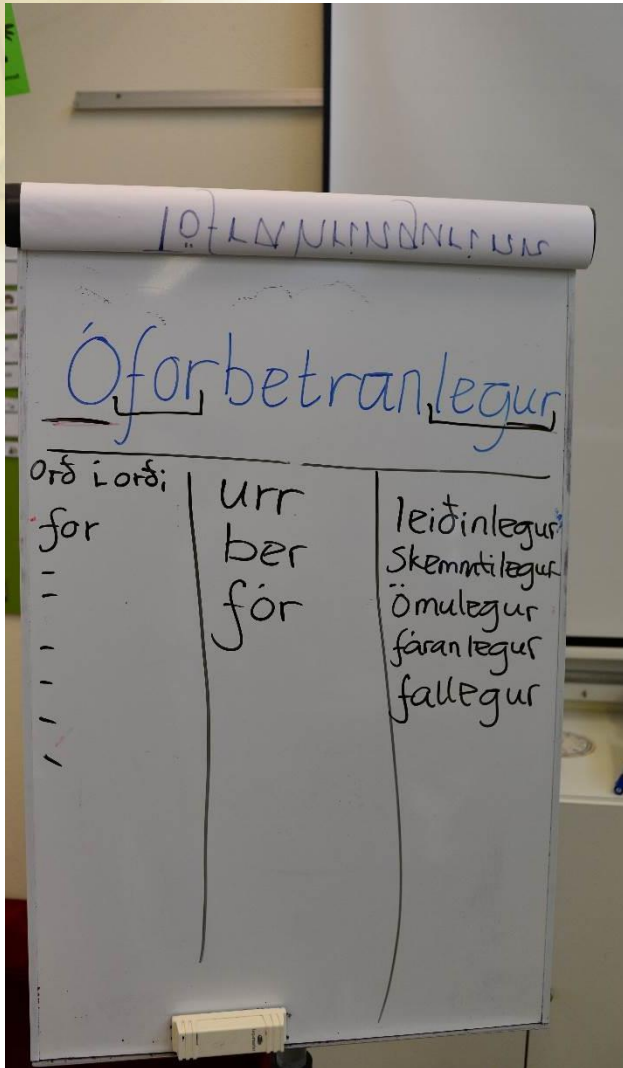
## Second reading



# Phase 2 – Technical aspects of literacy – analytical and synthetic phonics tasks

Working with keyword - Examples of activities:

- pupils put separate letters in order to create the keyword and then write it in their books
- pupils find words within the keyword and make new words by rearranging letters, and writing the words in their books
- pupils find related words, synonyms or similar words, e.g. by adding different stems to the same prefixes or suffixes
- pupils classify words based on their own ideas







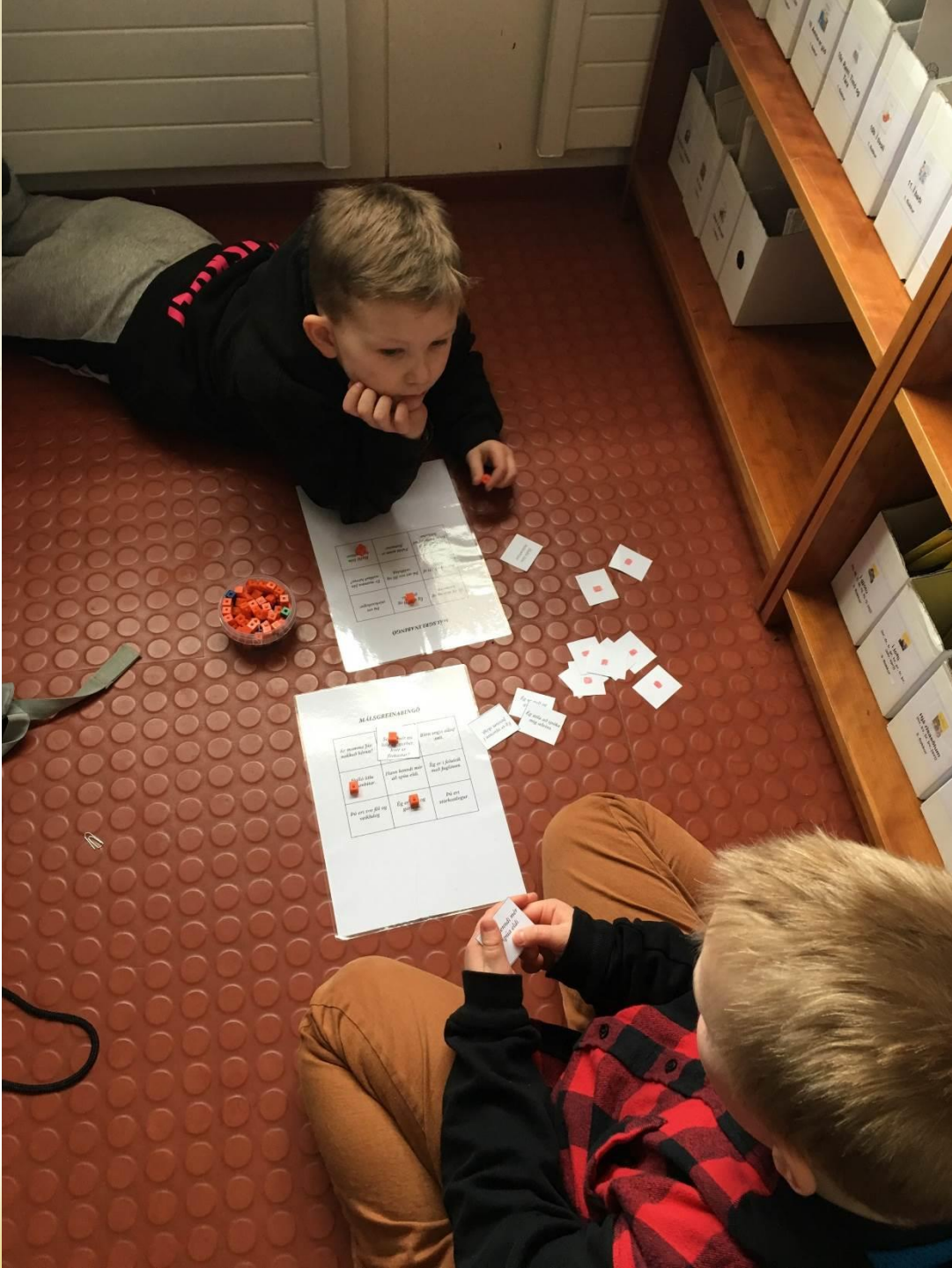
# Parallel work stations

1. Reciting (picture on slide 19)
2. [Pictures](#) and [sentences from the story](#) (video links and pictures on slide 20)
3. Acting out words (picture on slide 21)
4. Bingo (picture on slide 22)
5. Give and take (picture on slide 23)
6. Spelling (picture on slide 24)
7. Reading for pleasure (picture on slide 25)
8. [Words on cards](#) (videolink and picture on slide 26)
9. The story in Puppet Pals (picture on slide 27)





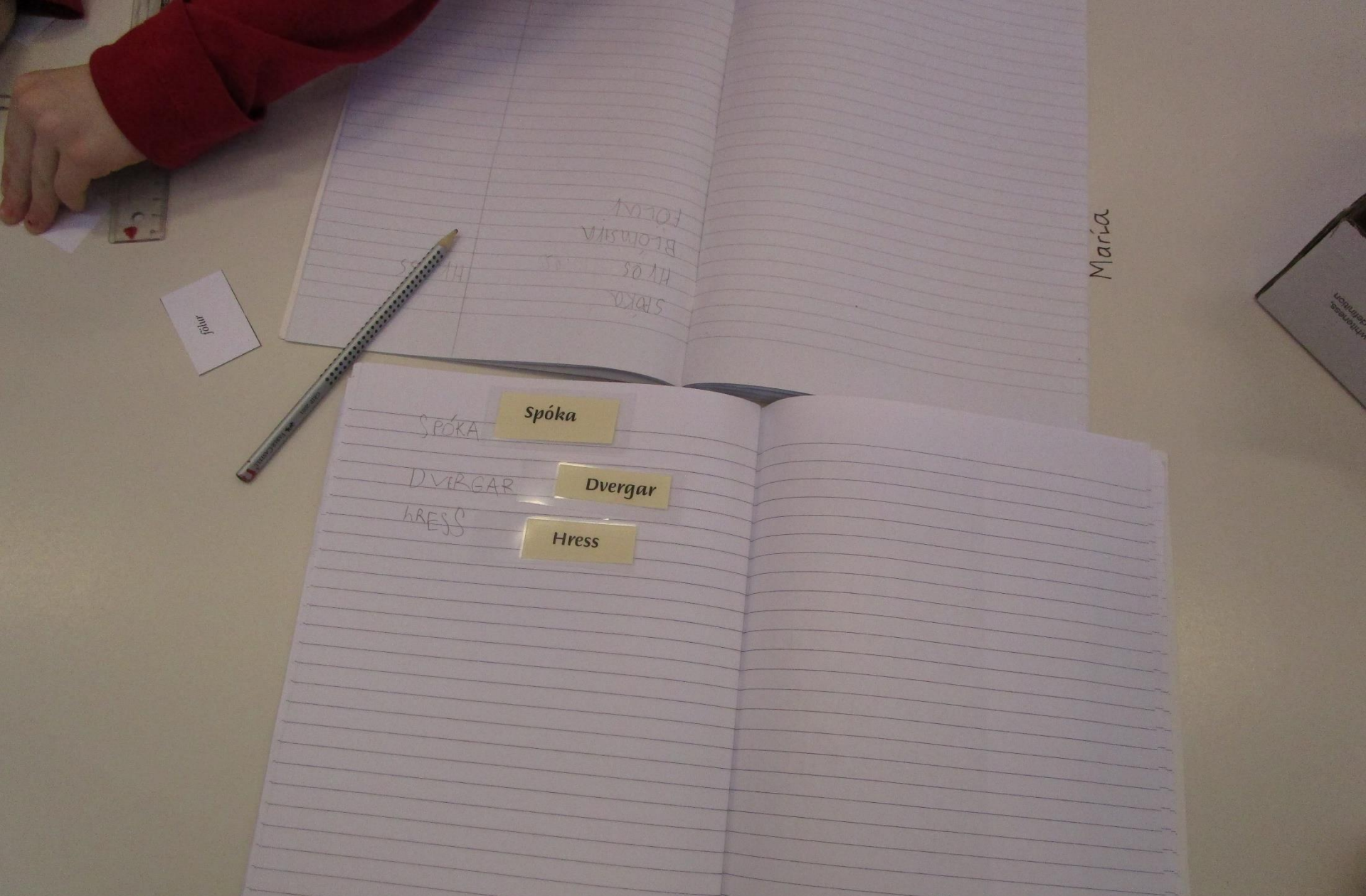






**Stöð 5**  
**Gefa – taka**  
(3 saman – 2 spil)

- Dragið miða til skiptis.
- Ef þið dragið mynd, setjið hana efst.
- Ef þið dragið orð, má það fara undir myndina, en fer aftur í bunkann ef engin mynd er komin.
- Sá sem dregur neðsta orðið í lista má taka alla röðina hjá þeim sem er með hin orðin.
- Munið að merkja á stóra blaðið þegar þið eruð bún með stöðina ☺



María

Fatur

SPÓKA  
DVERGAR  
HRESS

Spóka

Dvergar

Hress

SPÓKA

DVERGAR

HRESS







Back



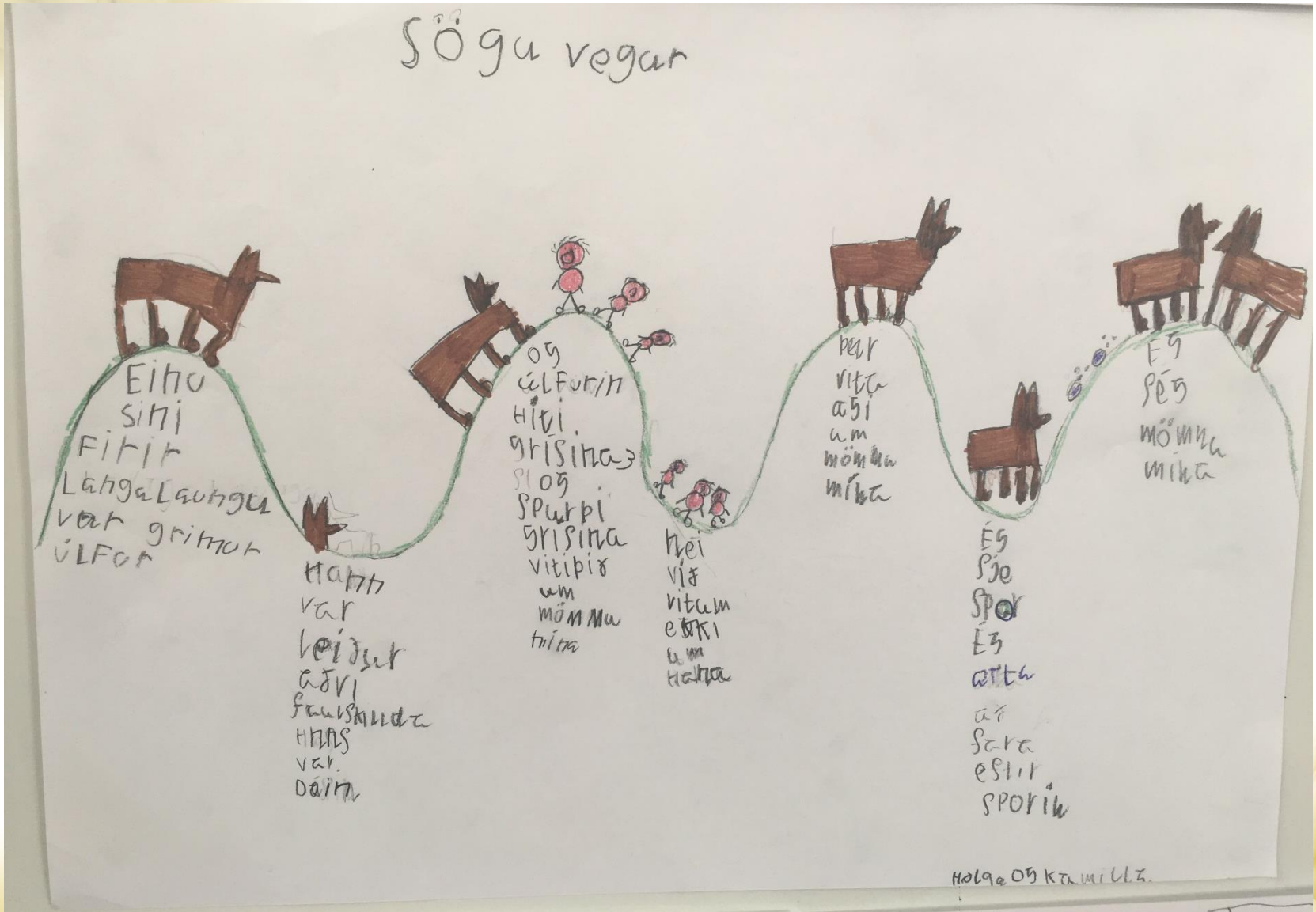


# Story road 1 – Aren't I Handsome?





# Story road 3 – Aren't I Handsome?



# Story road 4 – Aren't I Handsome?

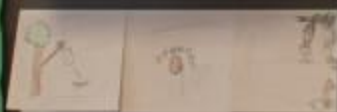
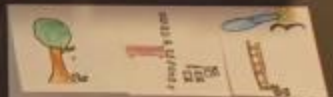
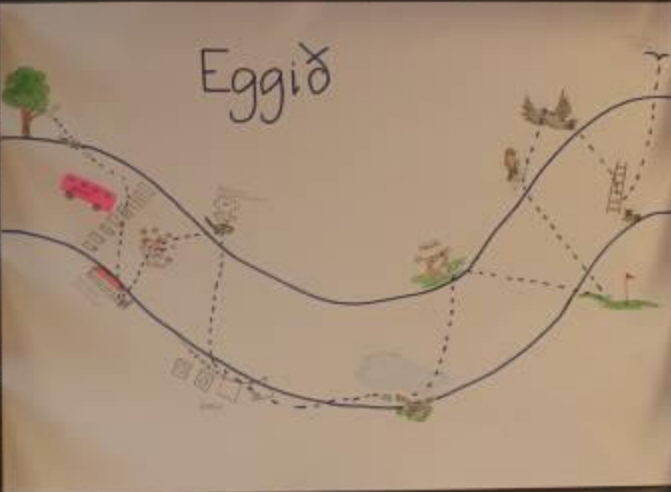




upphaf

miðja

endir



eggjakara

fuglar verpa á  
 egg eru í hreið  
 til eru alls k  
 ungamamma  
 að egginu verð  
 egg kletjast í  
 ungin er tilb  
 ungar geta eh

Fröðlekur um e

for fuglar verpa eggun á  
 eru í hreiðum. Ungamamma  
 eggna með öllu. Hver til hreið  
 klættur mamma og þetta á  
 á eggnum. Hver veltur egg  
 til þess ungar er tilbúna til  
 lífi. Hver ungar þarf þá  
 ungamamma. Hver til þess  
 er þetta um egg og ungar. Hver  
 er þetta um klættur þess  
 ungar og hreið. Hver  
 þetta um hreið og ungar  
 þetta um hreið og ungar  
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 þetta um hreið og ungar  
 þetta um hreið og ungar



Leitinnaf þáfa Gauknum  
DúDDa Hanertveka ára  
Með Gránnklutt Hanerblár  
og Hvitur EFðiðfiniðhanh  
Endileg komi þá LanKholtsu  
LanKholttsvegur44

# TýnDurfugl





Hvað er ólíkt?

Rýr Rálf  
fjórta spenna  
Rýrera sköldotar



Hvað er líkt?

tvo augu  
fjórur fætur  
tvo eiru  
horn

ERKI kindur

tvo spen lömb

kind



Hvað er ólíkt?