

**IF A CHILD CAN'T LEARN  
THE WAY WE TEACH,  
MAYBE WE SHOULD  
TEACH THE WAY  
THEY LEARN.**

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## Early Years Language and Literacy Development

Providing Optimal Opportunity  
for Growth

## Overview

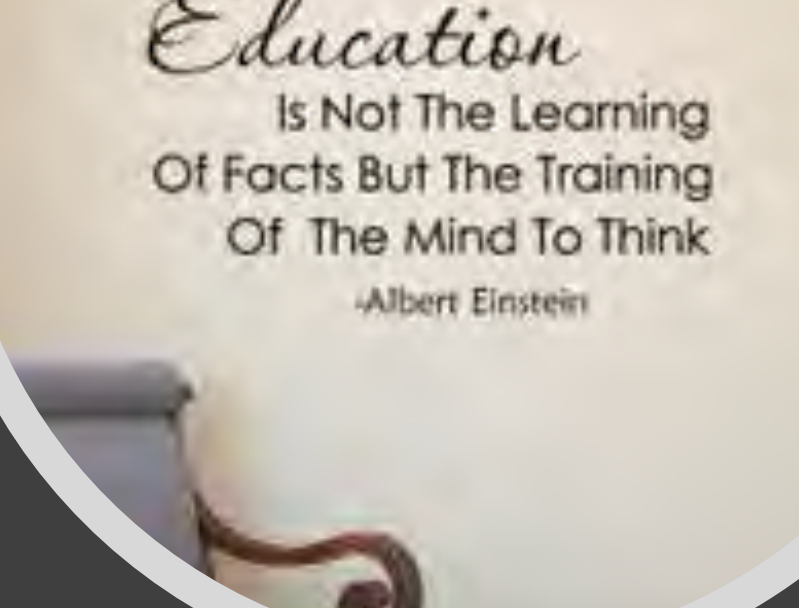
- What is 'Language' and 'Literacy' and how does one impact the other?
- Language development and what impacts this for better or worse?
- Teaching language in the school setting
- The BIG Questions

alone we can  
do so little;  
together we can  
do so much.

- Hellen Keller







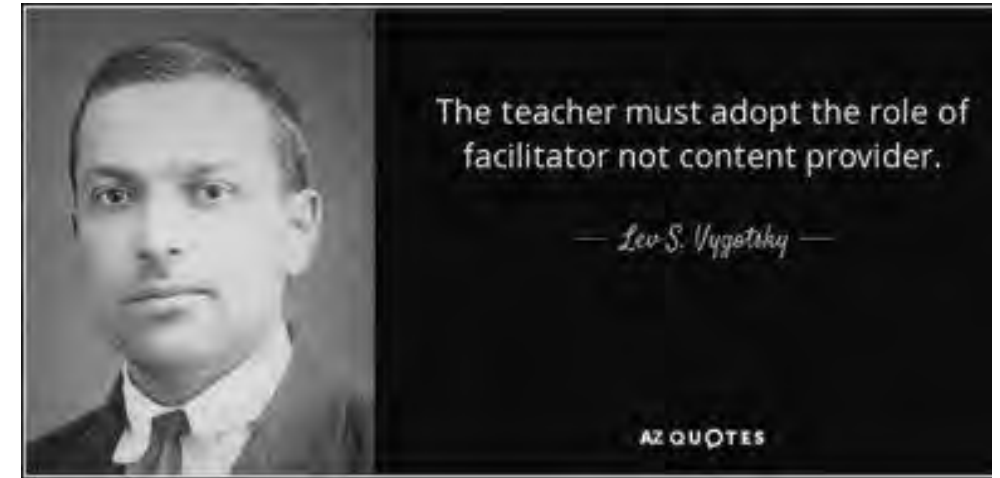
*Education*  
Is Not The Learning  
Of Facts But The Training  
Of The Mind To Think  
—Albert Einstein



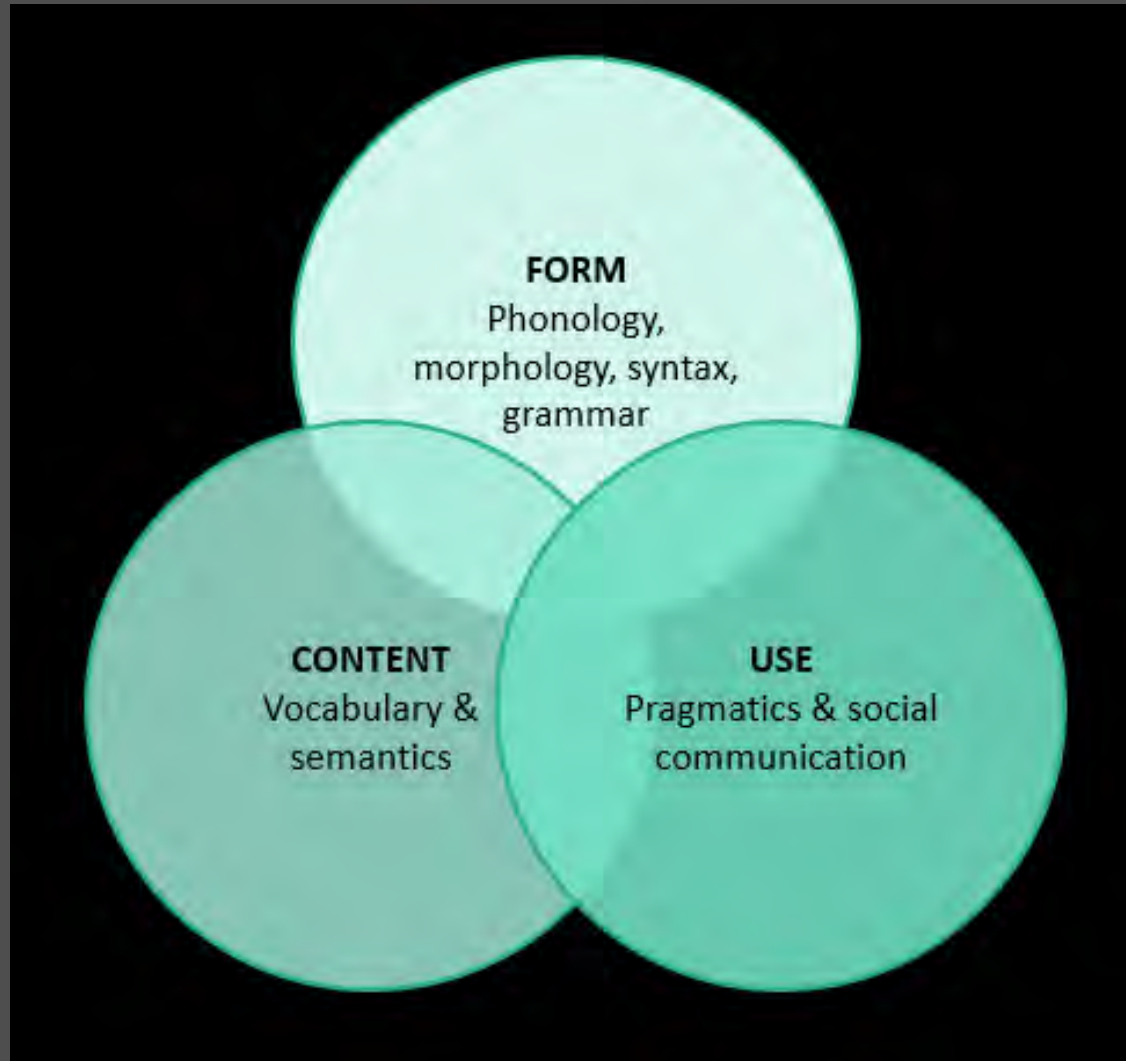


Literacy is the ability to identify, understand, interpret, create, communicate and compute, using printed and written materials associated with varying contexts.

UNESCO

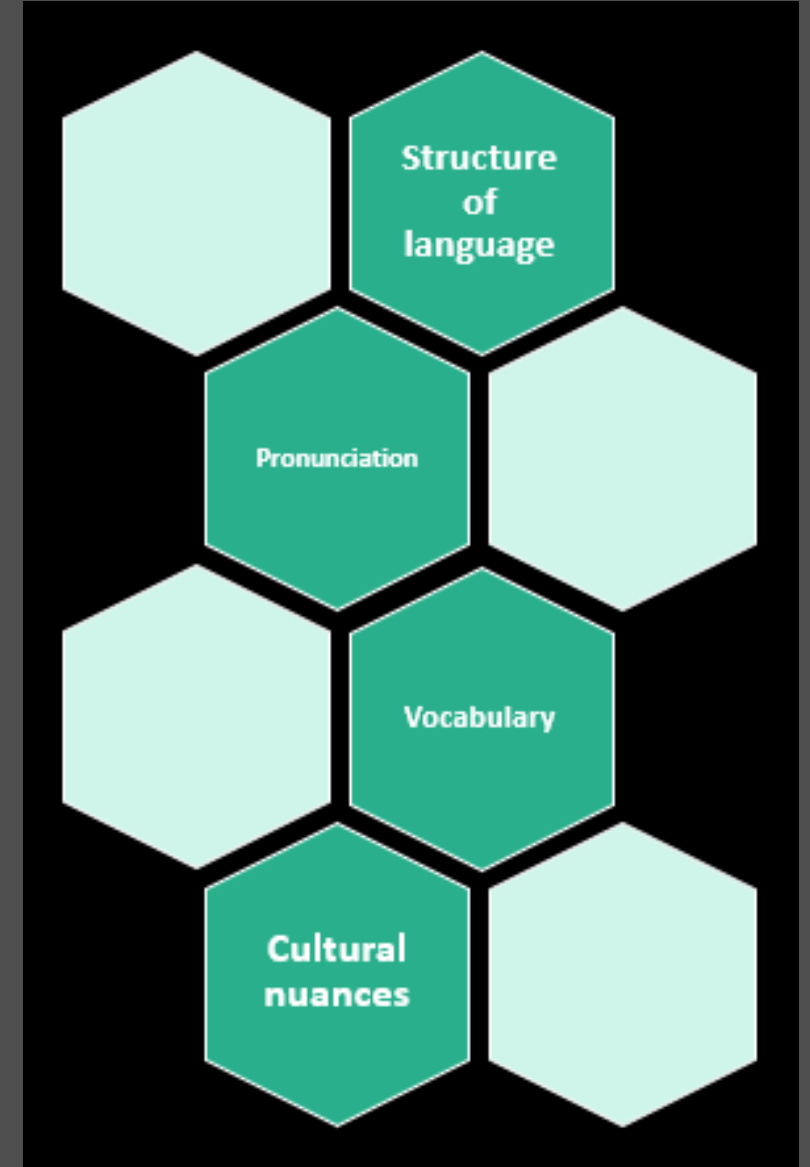


Level	Student's Capabilities	Goal Ideas					
LEVEL 3a Use conventional behaviours and/or abstract symbols consistently in different contexts and with different people for: - Create texts with familiar structures such as speeches, simple print texts, lay-outed texts and illustrations - Comment on people, events and objects in the past, present and future and to ask questions	I can talk about objects	Student can use AAC or spoken language to comment on objects in the present (e.g. "red bike")	Student can use AAC or spoken language to ask questions about objects in the present (e.g. "what colour is the bike?")	Student can use AAC or spoken language to comment on objects in the past (e.g. "I miss my old bike")	Student can use AAC or spoken language to ask questions about objects in the future (e.g. "what colour is the bike going to be?")	Student can use AAC or spoken language to comment on objects in the past (e.g. "I miss my old bike")	Student can use AAC or spoken language to ask questions about objects in the future (e.g. "what colour will my new bike be?")
	I can talk about people	Student can use AAC or spoken language to comment on people in the present (e.g. "Ben is tall")	Student can use AAC or spoken language to ask questions about people in the present (e.g. "how tall are you, Ben?")	Student can use AAC or spoken language to comment on people in the past (e.g. "Ben was the same height as me")	Student can use AAC or spoken language to ask questions about people in the future (e.g. "Ben will be taller than me")	Student can use AAC or spoken language to comment on people in the past (e.g. "Ben was the same height as me")	Student can use AAC or spoken language to ask questions about people in the future (e.g. "Ben will be taller than me")
	I can talk about events	Student can use AAC or spoken language to comment on events in the present (e.g. "I'm standing up on the bus")	Student can use AAC or spoken language to ask questions about events in the present (e.g. "why am I standing up on the bus?")	Student can use AAC or spoken language to comment on events in the past (e.g. "I stood up on the bus last night")	Student can use AAC or spoken language to ask questions about events in the future (e.g. "I'm going to stand up on the bus tomorrow")	Student can use AAC or spoken language to comment on events in the past (e.g. "I stood up on the bus last night")	Student can use AAC or spoken language to ask questions about events in the future (e.g. "I'm going to stand up on the bus tomorrow")
	I can talk about a topic	Student can use AAC or spoken language to share one key point about a topic (e.g. tectonic plates)	Student can use AAC or spoken language to ask questions about a topic (e.g. 3 points about tectonic plates)	Student can use AAC or spoken language to share a range of points about a topic (e.g. more than 3 points about tectonic plates)	Student can use AAC or spoken language to ask questions about a topic	Student can use AAC or spoken language to share a range of points about a topic (e.g. more than 3 points about tectonic plates and bones)	Student can use AAC or spoken language to ask questions about a topic
Level 3d Continued	I can share my ideas using a variety of forms (create texts with	Student can compose written texts (e.g. plans, drawings, maps in story, certificates,	Student can compose written texts (e.g. plans, drawings, maps in story, certificates,	Student can compose written texts (e.g. plans, drawings, maps in story, certificates,	Student can compose written texts (e.g. plans, drawings, maps in story, certificates,	Student can compose written texts (e.g. plans, drawings, maps in story, certificates,	Student can compose written texts (e.g. plans, drawings, maps in story, certificates,



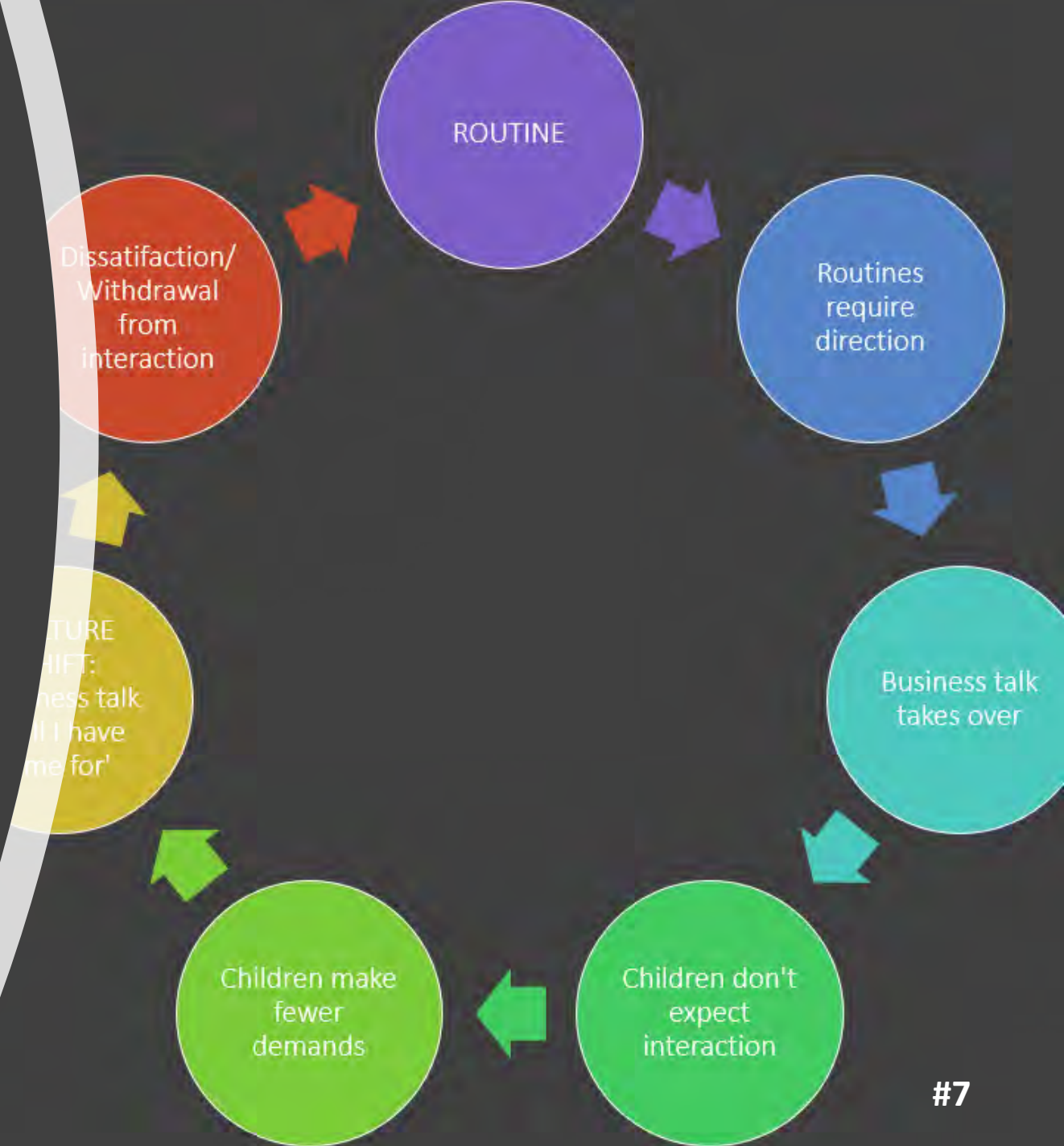
Bloom & Lahey's model

## Language & Literacy



## Factors that influence learning:

- Attention
- Retention
- Reproduction
- Motivation





# Teaching vs Testing

'Teaching' is intentionally increasing another person's knowledge or skill through planning, conducting activities and talking.

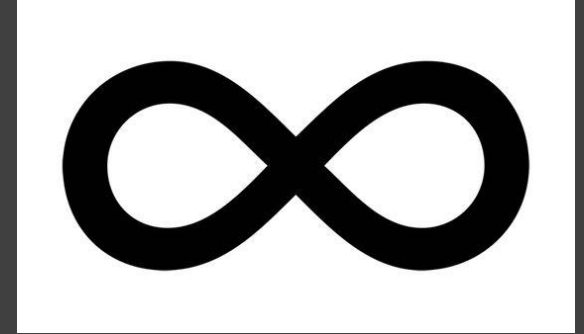
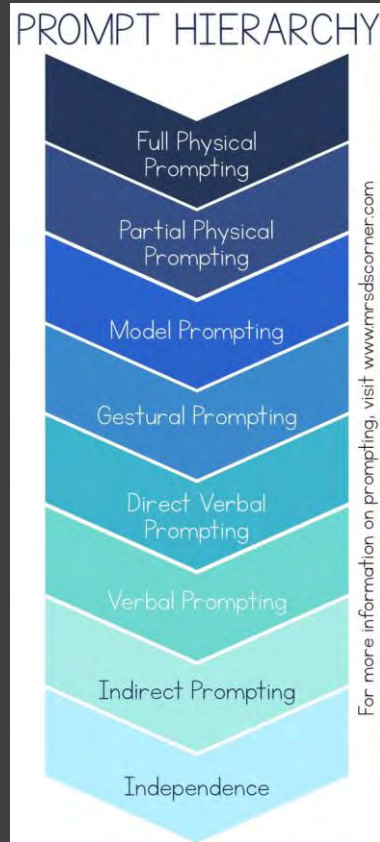
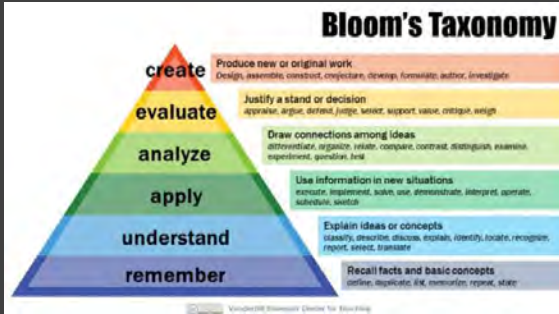
'Learning' is an individual's own sense-making"

(Lindfors, J.)

**"Stretch the ability while maintaining a comfort level"**

(Whitlow C& Buggie T.)

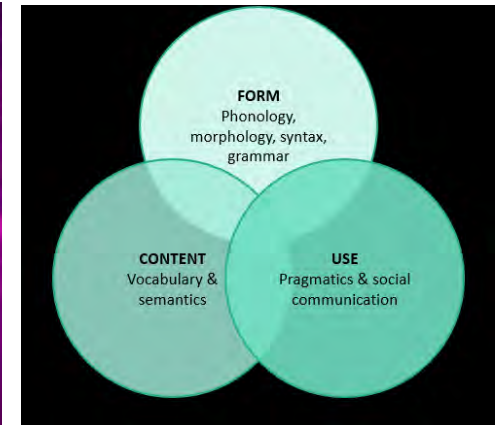




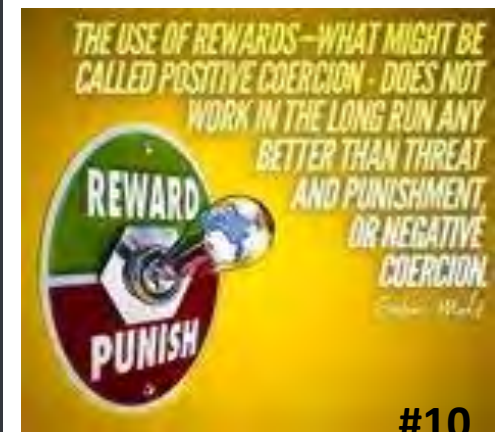
# What is a 'language development' task?

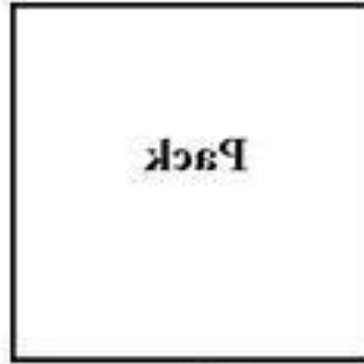
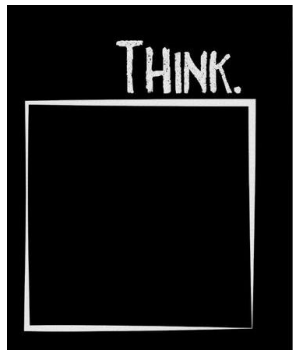
How do you TEACH language?

# Essential Ingredients



- Relationship
- Fundamental Skills of Communication
- Bloom and Lahey's model
- Zone of Proximal Development
- Intent & Motivation





“Look beyond our written curriculum  
to life based outcomes, shaping the  
former based on the latter”

(Whitlow & Buggy)



The **BIG** questions...

1) What?



## 2) How?



- Developing relationships with all stakeholders
  - Team collaboration
- Developmental hierarchies
  - Ongoing learning
- Prescribed frameworks
  - Informal assessment
  - Formal assessment



PEOPLE  
DON'T  
BUY WHAT  
YOU DO...

THEY BUY  
*why*  
YOU DO IT  
SIMON SINEK

### 3) Why?

WHY

HOW

WHAT



# Who?



...y say that you are  
*combination* of the 5  
people you spend the  
most *time* with.  
Surround yourself with  
other *positive, happy*  
teachers and you'll be a  
*happier* teacher, too.



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