**1. What are the implications for the teaching of literacy when most children seem to be successful language learners out of school, yet the same cannot be said for their progress at school?**

Students’ exposure to language may have been limited, so in their own environment it works, but when put in a different environment, they are behind in their vocab skills.

Many schools require children to use language in ways their out-of-school experiences may not have prepared them for, which leaves them open to failure.

Primary purpose of learning language is to make and share meaning.

Cambourne’s Conditions of Learning includes “use” and “engagement”.

Use: Students literacy learning is enhanced when the learning is related to their experiences and links with their needs and purposes.

Engagement: Students need to be fully tuned in to or engaged in the experiences if they are to actively participate in literacy learning. Building on their prior knowledge and experiences and helping them make links between these and the new learning helps to engage them.

Teachers need to provide lots of opportunities for students to refine skills and knowledge.

Teachers should explicitly teach phonemics, syllables (letter & word sounds), syntax (organising letters to communicate) and semantics (meaning of words) to give children greater success in reading and writing and talking and listening skills.

Rather than give students more language or attempt to change their language, extend their experiences through new interactions so the process of making and sharing meaning can continue with new forms of experience and a wider world of others.

Devise activities that require students to take on the demands of the uses of languages (explain, describe, persuade and report). Teachers need to be well informed about how these ends can be accomplished in language.

Classroom should be a place where:

* Language is whole and meaningful
* Different types of language are demonstrated and used purposefully
* Atmosphere is collaborative and non-compettivei
* Learners have lots of opportunities to use language
* Supportive feedback

References for Question 1

Emmit, M., Komesaroff, L., & Pollack, J. (2007). Learning language.

In *Learning language: An Introduction to teaching* (4th ed., pp. 162–

190). South Melbourne, Vic.: Oxford University Press.

Jan, L. W. (2010). *Write ways: Modelling writing forms* (3rd ed.). South Melbourne: Oxford University Press Australian and New Zealand (pp 12-13)

**11. When writers engage in the four sets of writing practices, they draw on language resources. Define and describe the three elements of the cueing system and why effective writers must draw heavily on their knowledge of these language resources to compose and read a text meaningfully.**

The four sets of writing practices relates to Luke & Freebody four resources model

(The sets of resources or literacy practices that literate people draw upon and use).

Text encoder and text decoder practices: involves using the conventions of written or visual text. Text encoders/decoders consider the conventions of the language system such as grammar, spelling, punctuation, handwriting, text layout and directionality. They draw on the concepts of print at letter, word, sentence and whole text level, and on their phonological, alphabetic, graphophonic and visual knowledge.

How do I write this?

What patterns, rules and conventions do I need to know?

How does a teacher assess and support the writer at this stage?

By explicit teaching of purpose, structure, language features (words and grammar) and spelling.

Text participant practices: Involves gaining meaning from or composing meaning into written and visual texts. Text participants apply their knowledge about the topic and their understanding of how texts are structured, or organised, to effectively create or convey meaning. They consider the purpose of each text and how the information in each is organised to meet the purpose.

What meanings do I want to convey – personal or functional?

What text will suit me best in this context?

Using prior knowledge of how texts work in the world to construct the text.

Use prior knowledge of the world for ideas and experiences.

Brainstorming, plan using graphic organisers, draft, edit, revise, conference.

Text user practices: Involves selecting and using written and visual text for specific purposes, audiences, contexts and subject matter. Text users draw on their knowledge about different types of texts (their structure and language features) and the social purposes of each so that they can select and use texts that achieve their intended purpose for a particular audience and context.

Why am I writing this text?

What purpose will my text achieve?

Choice of literacy or factual texts.

Choice to adhere to conventions or exploit or combine.

Know metalanguage to support discussion and analysis.

Text analyst practices: Involves thinking critically about the way language is used and texts are created to put forward points of view and to position the reader or viewer. Text analysts understand the interrelatedness of reading and writing and that of the readers and writers. They read texts critically and with the writer in mind. They understand that the writer has used language to position the reader and, as readers, they evaluate the effectiveness of the writer.

Reflecting on how writing presents particular values about the world.

What position do I want my readers to adopt?

How do I want to construct that position?

The question doesn’t ask to define these four sets of writing practices but just thought I would put it in as it might help relate the meaning of the cueing systems.

Reference: Jan, L. W. (2010). *Write ways: Modelling writing forms* (3rd ed.). South Melbourne: Oxford University Press Australian and New Zealand (pp 5-7)

Lecture 5 notes

**Three cueing systems of language**

The semantic cue system: relates to prior knowledge and experiences that writers bring to the tasks. This system refers to the meaning in the text and in the mind of the writer, which include word meanings, subject specific vocabulary, common expressions and figurative writing. It is the cue system that encourages writers to ask themselves ‘Does this make sense?’

The syntactic cue system: relates to grammatical structures such as how words are arranged in sentences and how texts are organised to construct meaning. It is the cue system that encourages the writer to say ‘Can we say it that way?’

Graphophonic cue system: relates to information about what is written language looks like and how it sounds (its relationship to spoken language).

*Phonological = sound*

*Graphological = letter*

*Graphophonic = sound-letter correspondence*

It is the cue system that encourages writers to say ‘Does it look right?’

The three elements of the cueing system are:

Graphophonic: Knowledge about the relationship between sounds and letters in reading and writing. (Sounds and symbols)

Syntactic: Knowledge of the grammatical and organisational structures of language. (Words and structure).

Semantic: Knowledge of word meanings and concepts and personal, general knowledge to create meaning. (Meaning)

These three elements of the cueing system are used to create, compose, interpret and respond to texts. Effective writers must draw heavily on their knowledge of these language resources to compose and read a text meaningfully. If the writer doesn’t know these language resources, they will not be able to make sense of what they reading and writing. These three elements need to be taught explicitly by the teacher so the writer can be successful. It is important that teachers connect with children’s diverse sociocultural experiences, and understand and build on children’s resources as writers.

Reference

Reading 5 Harris,P., Mckenzie,B., Fitsimmons,P., & Turnbull, J. (2003). A social      model of writing. *In Writing in the primary years school years* (pp.38-67).      Tuggerah, NSW: Social Science Press.