

### **Ways to Promote Literacy Learning Amongst Students**

- Create ample opportunities for students to engage in reading, writing, speaking and listening.
- Reading should be a daily activity. Get student to read in all the content areas and from different types of material ( They may read lists, environmental prints, jingles, songs, mathematical problems, etc)
- Engage students in discussion. Get them to tell you how they solved a problem, to give their views about situations and characters, to make predictions about what they are about to read. Acknowledge that children come to the learning environment with a wealth of experiences which you can use to help them make connections as they learn the new information. Also acknowledge that other children may have limited background knowledge. In this case they will need more support. Use stories, games, practical examples, films, pictures etc. to introduce new concepts to children.
- Use community personnel as resources for the class. You may invite, for example, a nurse to talk about health issues, the fireman and police officer to talk about safety. Children may be encouraged to interview their parents to get important information about the family.
- Have students do projects that relate to their lessons. They may have garden plots which they should be encouraged to observe and to make recordings of observations. They could keep scrapbooks, portfolios, journals etc. Students may want to share their work with others. These books could also be displayed on Open Day. Send home the books to parents so that they may make their comments.
- Children may keep Word Dictionary with key words. Words may also be placed on Word Walls. Encourage the children to know the words and to use them in sentences.
- Remember to support the struggling learner. More able students may be asked to offer assistance. The struggling learner may also need more practical

activities- for example, concrete objects, demonstrations, role play, hands on experiences, games, field trips. The more able students need challenge.

Provide additional work for them, pose questions in problem format.

- Learning is a social activity so create opportunities for students to work in groups.
- Model tasks for students e.g. students should see and hear you read, see you write, hear you speak. This sets the pattern for them.
- Create opportunities for students to practice what they have been taught e.g. They should practice rules that they made, practice a grammatical pattern that was taught, practice a word recognition skill that they learned. Make connections to real life situations.
- A deliberate attempt must be made to teach comprehension. Ask questions at the literal, inferential and critical levels. For example, What do you think happened? Why do you say so? Was it right for him to do so and so? Help children to locate answers in the text and elsewhere. Students may give their responses by drawing, dramatizing, in oral and written formats.
- Reward students for work done. You may have an Award Board on which you may place the name of the Student of the Week.
- Create opportunities for students to ask questions.
- Have a structured reading plan. Also help students to become strategic readers by teaching them strategies that they can apply when they are working independently. For example, phonics to help in decoding, re-reading a sentence to get the meaning of a word, questioning whether the word makes sense. Also model how you overcome problems in your own reading and writing and use Think Out Loud strategies to demonstrate how you decode a word or find answers to a question.



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- Teach Phonics in context for example, in a story, jingle, song, sentence. Have students practice the phonic concept orally by calling words with the target sound.
- Help students to create Language Experience stories. Students are encouraged to share their experiences which may be written on the chalkboard and used as reading material. Because the story comes from the children it is more likely that the words are within their speaking vocabulary hence they would be more familiar. Encourage students to ‘share the pen’ by going to the board to write a sentence or two. Encourage students to do repeated readings of what is written so that the words and text become familiar.
- Infuse assessment into instruction. As you teach you need to assess through observing children, questioning them, getting them to ask questions, getting them to do various activities. Students’ responses will inform you about what they have grasped or did not grasp. You need to adjust your content and strategies to meet the students’ needs. The able students may work independently while you offer individual assistance to the struggling learner.
- Children learn to write by writing so create multiple opportunities for students to write each day. At the early stage the aim is not on correctness of spelling but on the message that students are conveying. Talk to them about what they want to say in their writing and what they have written. You may help your beginning writer by engaging them in **Controlled Writing**.

In this case you may present the writing frame for the students and they fill in the missing bits of information. For example, I live with my - \_\_\_\_\_ and \_\_\_\_\_ . Mother \_\_\_\_my dinner and -----my uniform.

Expose the students to various forms of creative writing. They may write poems, songs, stories, conversations. Pictures, stories, films, may be used to stimulate thinking. For example, students may do a rewrite of a story or use the pictures in a book as stimuli for writing a story. Help students to engage in functional writing, for example, writing letters, shopping lists, notices, brief summaries.

Help students to edit their work. Able students may become peer editors.

Students may also draw to express their ideas.

Students may write independently, in small groups or in pairs. Encourage children to share their compositions with the rest of the class.

- Get students to talk a lot. They could talk about keeping their bodies healthy, or the weather; repeat grammatical patterns; introduce resource personnel; read aloud. These activities create opportunities for students to practice using the language and to hear how language sounds. The activities also help them to increase their store of words.
- Students learn to read by reading. Have students practice reading aloud to the class, in small groups or independently. Use a variety of reading strategies/ techniques. Some suggestions are:
  - Choral reading- The class reads together. This kind of reading supports the less able and shy reader. Observe the children to see who needs most help.

- Shared reading- the teacher or able reader reads and the others join in when they feel comfortable. This is best used with predictable texts or with texts that have repetitive language.
- Echo reading- The teacher or able reader reads and the class repeats what was read.
- Repeated reading-a story is read repeatedly by students.
- Guided reading- Selected text is read and teacher moves around to note strategies students are using and to provide additional strategies to sort out problem areas.
- Read Aloud-Teacher reads a story or get an able student to read a story out loud to the rest of the class. Students may talk or write about their favourite parts of the story, continue the story, retell the story etc.

Reading should be a fun activity for these children so do not ask too many questions. As you read to the class convey the idea that reading is fun.

- Story telling is also an exciting activity. Get students to tell stories and engage them in role play and dramatic presentations. They may dress as their favourite characters. Use props like puppets to add life to Story Telling. Real life stories and fictions provide opportunities for students to engage in dramatization.
- Try to institute a Drop Everything and Read (DEAR) time in your class. At a specified time each day students and the teacher stop what they are doing and read something. Reading material may include magazines, newspaper, labels, environmental prints, content area material, story



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books or any thing that has information that you consider interesting, informative and suitable to the age and interest of the student

- Young children love a pretty class. Make your class look alive by displaying students' work and having colourful charts which the students must help to make. Use these charts to support learning. If possible have a reading, writing, art, science etc. corners in which students' work should be displayed.

**Enjoy teaching. Remember, “Every child can learn and every child must learn.”**



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