Professional competence development programme for teachers

"Reading skill development in the age group from 1.5 to 12: needs, action, achievements"

The project "Work system for pedagogues to develop children's reading literacy" No. 2019-1-LV01-KA201-060438

Title of the programme
Reading skill development in the age group from 1.5 to 12: needs, action, achievements
Amount, implementation time, type and form of the programme
Professional competence development programme for teachers
Amount of the programme: 8 hours (online) or 12 hours (face to face)

Annotation:

Modern requirements for education determine that a child acquires knowledge, skills, forms attitudes and experiences that would be important in shaping the quality of life in the future. The skill to read is one of the most important components in the process of developing knowledge, skills, experience and attitudes. The content of the professional development programme "Reading skill development in the age group from 1.5 to 12: needs, action, achievements" is designed to form an understanding of different age groups, needs and solutions, as well as to demonstrate practically tested techniques, their differentiation possibilities for reading skill development for pre-schoolers and pupils.

The content of the professional development programme consists of the four module principle.

Module 1 explains the concept of the reading skill; the process of a child's self-awareness as a part of nature; a child's need to analyse the environment; a child's need to identify the body in relation to environmental learning.

Module 2 explains how reading technique is learned, starting with learning letters, reading syllables, word formation, hearing sounds, remembering information, etc.

Module 3 focuses on how to use the acquired reading technique to obtain information and understand it. Attention is also paid to ways for learning to read different texts. The basic principle of this module is the understanding of the word in different contexts.

Module 4 emphasizes the text as a single set of information in which different items can be distinguished. Special attention is paid to the possibilities of text content analysis, the need for interpretation. It is explained how to use the reading skill to acquire learning content.

Target audience: pre-school and primary school teachers

Goal:

To improve knowledge, skills, experience and attitudes of the teachers involved in the pre-school and school pedagogical process about the development of the respective pre-schooler's and pupil's reading skills, development opportunities, analyzing in the context of the age 1.5 to 12.

Tasks:

1) To improve the professional development programme participants' theoretical knowledge about age differences, paying attention to the aspect of reading skill development.

2) To deepen the understanding about various needs at different ages, explaining it in the context of reading skill development.

3) To expand the professional development programme participants' experience with diverse pedagogical solutions in the context of reading skill development at different ages of children.

4) To form the professional development programme participants' expanded vision about the development of reading skill as a whole, in the aspect of mutual age coherences.

Planned outcomes (acquired or improved competences):

1) Pre-school and primary school teachers will have improved knowledge of a child's age in the context of the reading skill development, an idea of a teacer's contribution to the reading skill development from one level of education into the next stage from age 1.5 to 12.

2) Teachers will have improved skills to apply proven techniques, their differentiation opportunities for the development of pre-schooler and pupil reading skills in practice.

3) Teachers will have improved skills to provide support to children in learning reading at its different stages.

Theoretical basis:

Being aware of the variability, diversity of today's educational system, as well as the requirements set by various factors (Clark-Chiarelli, 2018), it is necessary to provide support to both, parents and teachers to promote the development of a child's reading skill (Kim, Boyle, Zuilkowski, 2016). A set of procedures is one of the support types, which is significant in the promotion of a child's reading skill development (Kim, Boyle, Zuilkowski, Nakamura), as well as methods and methodological techniques (Starsser del Rio, 2013).

In scientific research the reading skill is explained mainly as the ability to associate a sound with a corresponding graphic symbol – a letter; to connect the letters in words, perceive, understand, analyze and evaluate the information provided in different ways; to be aware of the purpose of reading and to choose the appropriate way of reading independently or with support and respect the reader's culture.

Development of the reading skill at the age from 1.5 to 5 is considered as a child's new skill development. It is like an awareness of the world, environment and oneself, cognition, broadening of experience, creating a connection from an understandable, real image to an abstraction. This stage is like preparing to read abstractions (symbols).

As mentioned above, at this age the reading skill is like cognition of the world around oneself and self-awareness as a unit of the world. Therefore, it is the sensorimotor activity that is very important in order to develop cognitive abilities through various sensory activities (sensory). A child is aware that he/she can control the body, taking different directions, objects, etc. into account. A child learns the order of different things, their interrelation and how the individual (child) inquires, influences and changes this order.

At the age of 5 – 7 the reading skill is improved by being aware of the concept of abstraction, for example, a letter as a symbol for some unit of information. Phonematic hearing and pronunciation are improved, various linear text reading techniques and principles are acquired.

A child is aware that the acquisition of information and the broadening of experience take place not only with practical activities, but also through the reading process.

At the age of 7 – 9 a pupil is aware of the word and word combination formation, the meaning of use, its variability in the context of the text content. The informative significance of a sentence as a content unit, a set of sentences as a content unit, and the possibility of their interpretation is mastered.

At the age of 9 – 12 a pupil uses the reading skill already as a way of obtaining information, an improvement resource and a learning tool.

Practical use:

The content of the teacher professional development programme is designed so that there is a coherence between theoretical findings and those observed and tested in practice. The content of the programme envisions teachers' professional development both, on the characteristics of pupils' age and on the course of reading process in the context of different age, as well as various methods are analyzed that help to diversify and improve a pre-schooler's and a pupil's reading skill.

The acquired knowledge and skills can be immediately used in the pedagogical process, linking to the handbook developed within the project. It is also possible to apply the experience viewed in other modules to the module in which the course participant has an active practical activity.

List of teaching methods and their description:

Lecture. The aim of the method is to go deeper into the topic. A lecture is a suitable method of providing information if there is a lack of time or a large amount of information to be looked at. The duration of a lecture should not exceed 15-20 minutes. The main part of a lecture should be clearly structured, putting forward subpoints on the main topics. Listeners find it easier to understand information if it is based on existing knowledge and if they see it as useful and usable, and if illustrative material is used. In order to ensure more effective perception of the provided information, it is useful to link a lecture with active working methods, such as work in groups, discussions, situation modelling.

Group work. The aim of the method is to go deeper into the topic, to exchange and structure information. Work in groups consists of three stages: preparation, group work and evaluation. For successful group work, it is necessary to acquaint the participants with the goals to be achieved in group work and to give clear work instructions: a precise description of the task, the time limit, how group reports will be presented. It is important to determine the size of the group (a group of 4-6 people is optimal). If the group members are little known, it is useful to start working in groups with mutual acquaintance.

Discussion. A discussion is a purposeful conversation in which all of the group or a part of it engages in to exchange thoughts on a common topic. Participants seek answers by moving towards a constructive solution to the problem. It is an approach in which each participant has the opportunity to talk to each other and hear out the answer. The lecturer usually inspects the interactions of the participants, acting as a leader, advisor, initiator, compiler and arbiter, if necessary. A discussion allows participants to work more and receive feedback; it is more effective than a lecture in developing understanding of concepts and developing problem-solving skills. However, information in discussion classes is delivered more slowly than in lectures. It is recommended to raise ambiguous and problematic issues for discussions.

Examples of discussion questions:

- What do you think the learning motivation is based on for children aged 1.5 – 5?
- At what age should letters appear in the environment?
- What methods can be used to determine if a child understands what they have read?

- What letters to introduce the child with first? Uppercase letters, lowercase letters, hand-written letters.
- Why is it important to generate interest in the written word and promote reading in the junior forms of primary school?
- How can we describe a skilled reader who learns by reading?

Situation modelling. The aim of the method is to obtain feedback, to go deeper into the topic and to solve practical pedagogical situations. Situation modelling - a description of a situation is given (situation, participants, time, etc.) and, using the offered resources, this situation is modeled from various aspects, for example, reading in groups, radio theater, etc. Participants are both the teacher and the pupils in the respective roles. At the end there is a discussion on alternatives for action.

Quality ensuring measures (feedback, programme mastery assessment):

Self-assessment test.

The objective of the self-assessment test is to assess the knowledge of course participants. The test can be performed before and after the training. After completing the test, the correct answers can be clarified.

Test questions:

(Please choose the correct answer to each question)

1) Which of the mental processes does the cognition of pre-school children begin with?
    - Attention.
    - Thinking.
    - Feelings.
2) The development of the reading skill as a basic skill can be attributed to the pre-school age:
    - 4- 6 years;
    - 5-6 years;
    - 1.5 - 6 years.
3) What is the role of spatial perpception, it enables:
    - to perceive information visually and audibly;

- to perceive the sequence of objects;
- to move in space.

4) At which stage of the reading skill does a child learn that words consist of sounds as units and that there is a connection between these units and their graphic representations?
- in the logography or pre-ABC (book) stage;
- in the alphabetical or ABC stage;
- in the orthography or reading stage.

5) Analyzing from a scientific point of view, the motivation to learn for a 7-10 year old child is determined by:
- competition among peers;
- natural curiosity and desire to get involved in the process;
- adult influence.

6) The main task of primary school in terms of developing reading skills:
- to develop a child's ability to hear sounds in the environment;
- to develop basic reading skills – to decode and understand what is read;
- to improve the pace of reading.

7) Detailed reading is:
- a slow, careful, accurate reading of the text with the goal to understand the meaning and content of the text;
- a speedy, purposeful reading of the text in order to obtain specific, interesting information;
- a speedy reading of the text in order to get a concept of the text and the information contained in it.

8) During the reading skill development period in the 4th to 6th classes, it is most important to
- improve the expressiveness of reading;
- speed up the pace of reading;
- to develop the ability to analyze the content of the text read and to form one's attitude towards the information read.

Questionnaire survey.

The questionnaire survey is anonymous. Questionnaires can be used not only at the end of the course, but also between individual study modules. Based on the obtained results, the course leaders have the opportunity to change something in the teaching methodology.

Questions of the questionnaire:

(The questions 1 to 5 are evaluated in points 1 to 5)

1) The content of the programme met your needs.
2) The teaching methods used ensured the acquisition of the learning content
3) Learning/visual materials promoted acquisition of the content.
4) Assessment of knowledge and skills acquired during the course.
5) Applicability of the knowledge gained during the course in your pedagogical practice.
6) Which of the acquired knowledge will you apply in practice?
7) What did you like the most in this course?
8) What was the most essential that you learned in this course?
9) Your comments, suggestions.

Thematical plan

Topic	Content	Duration	Methods and work forms
Module 1 (age 1.5 – 5) The concept of the reading skill. Peculiarities of cognitive process development in the pre-school age. Gross and fine motor skills. The meaning of sensory experience. Development of the reading skill basis for children under the age of 5.	The content of Module 1 consists of analysis of theoretical and practical examples in the context of the development of pre-school children, paying special attention to the development of the reading skill. The skill to read at this age is explained as self-awareness in the environment, which is a field of information and an opportunity of experience development. The content of this module is designed mainly emphasizing the meaning of sensory in the aspect of a child's development of cognitive processes. Examples of experience (methods) are offered, in which acquisition of the world, self-awareness is stimulated and organized, linking it with the essence of the reading skill in later age. Particularly the aspects of a child's feelings (what I hear, see, smell, feel, taste) are highlighted, how the realized is perceived, retained, used and connected. The significance and role of all the above facts in the further development of the reading skill are explained. Modelling of the information learned in environment and accumulated in experience already in abstraction level, for example, playing different situations, playing games, recognizing and finding similar objects that can be seen	2 h (online) or 3 h (face to face)	Lecture, situation modelling, group work, discussion

	in some pictures, heard in a text read, spoken, etc., thus preparing and creating an idea of abstraction as a wide field of acquiring information. Learning of the content of the module is formed as a modelling of situations, in which examples are analyzed. The participants of the programme themselves examine different examples, link them with their own practical activity.		
Module 2 (age 5 – 7) Prerequisites for learning reading skills. Stages of the reading skill development. The environment's impact on the reading skill acquirement. The role of parents and teachers in the learning process of children's reading skills.	Examples based on theories and practice about the reading skill acquirement already as a type of abstraction. A large part of the information is about phonematic hearing improvement exercises, their variety and adaptations. Emphasis is placed on methods in which phonematic hearing is associated with a symbol, such as pronunciation of letters, sound hearing in words (in the beginning, middle and end), hearing short and long sounds, hearing several combinations of sounds, etc. Emphasis is placed on learning the reading technique – tuning, spelling, syllable formation, syllable bonding in words, etc. Before that, methodological techniques for learning letters are viewed, their use in reading information and later in its reproduction. As a method, in connection with the previous module, feelings are involved in memorizing letters. This is a very important part of the module, as it is recquired at any age of learning the reading technique. The word read, its meaning in the initially heard text, later – in the text read, becomes significant.	2 h (online) or 3 h (face to face)	Lecture, situation modelling, group work, discussion

	It is emphasized that the reading skill development happens in three stages: logography or pre-ABC (book) stage, alphabetical or ABC stage, orthography or reading skill stage. In these stages, not only teacher-organized learning activities are important, but also parental example and participation, as well as children imitating peers. It is emphasized that the adult is the one who creates the reading environment by giving children an example, talking to a child, showing pictures and reading for a child, by reading books in front of a child, obtaining infomation through reading, using the skill to read.		
Module 3 (age 7 – 9) Substantive reading skills. Peculiarities of a child's age in the context of the reading skill. The task of primary school in terms of developing pupils' reading skill. Identification and purposeful promotion of children's literary interests.	The content of Module 3 consists of aspects of word reading, the meaning of words and word combinations in a mutual context, in the context of sentences and sentence units. A pupil is aware of what is read, understands and uses it. An understanding forms that the text read is information that can be analyzed and evaluated. Methodological examples are offered on how pupils' interest is generated about reading various texts, learning reading techniques; examples of reading poems and fairy tales, playing out situations in dramatization, such as staging various television programs are highlighted. Various methods are reflected on how to promote co-operation between peers in order to identify and improve quality of the reading skill, to improve it.	2 h (online) or 3 h (face to face)	Lecture, situation modelling, group work, discussion

	The tasks of primary school in the aspect of a pupil's reading skill development are discussed in detail: to improve basic reading skills, to develop the ability to use the acquired technique to obtain information, to create interest in the formed word and to make the transition from "assisted" reading to "substantive-independent" reading. The components required for good reading skills: phonemic hearing, reading pace, vocabulary and text comprehension. In this module, differentiated and personalized teaching of preschoolers, respecting everyone's reading skill learning needs, is actualized.		
Module 4 (age 9 – 12) The reading skill - the indicator of quality of life, the basis of a pupil's career and the key to learning. Reading in different subjects, reading in the learning process. Variety of texts and methods for their use. Use of different reading strategies.	The content of Module 4 is like a summary, conclusion and generalization of the reading process development stage (in the age group 1.5 – 12). This module emphasizes the unit – the text read, the perception, understanding, use and interpretation of its content as a whole. The reading skill is accented not in terms of its acquisition, but as the skill that can be used to acquire the content of various subjects. Different situations are modelled, the use of methods in them, so that a pupil is aware of the reading skill and its quality as a measure for one's own growth. Emphasis is placed on the use of various texts and reading strategies, as well as improvement of the reading skill by changing reading goals and tasks. Reading strategies are emphasized and illustrated with examples of good practice: detailed reading, screening, review.	2 h (online) or 3 h (face to face)	Lecture, situation modelling, group work, discussion

Relation of adolescents' age peculiarities with the development of reading skills. The reading skill as a multifunctional skill.	Peculiarities of the age of adolescents in relation to development of the reading skill are looked at. As peer co-operation plays an important role in adolescence, methods are offered for improvement of the reading skill, where the interaction of pupils is specially important. In conclusion, the reading skill is emphasized as a multifunctional skill involving listening, speaking, writing, thinking and communicating. It is emphasized that the text that has been read leaves a deeper impression if it affects a person's emotions or experience. The cognitive processes already mentioned in the previous modules are discovered, but in a different quality, at a higher level.		