



The role of phonics in learning to be literate

Sydney School of Education and Social Work



Program

10.00am Introduction: Setting the scene

Jackie Manuel & Robyn Ewing AM, University of Sydney

Context for the day and brief snapshot of current research.

10.30am Talking about Code-breaking and other Emergent Literacy Practices

Pauline Jones & Lisa Kervin, University of Wollongong

There is widespread agreement about the importance of phonics and other code-based literacy practices in early years classrooms. However, how teachers integrate 'constrained' skills such as alphabet knowledge, word lists and phonics (Paris 2005) into rich, literacy programs is less well understood outside the profession. This workshop aims to stimulate discussion by drawing on data from TRANSLIT, a recent UOW funded research project investigating literacy transition points to demonstrate the range of ways in which code-breaking practices are folded into lively, engaging literacy programs. Our goal is to assist teachers articulate their work and the place of a balanced approach in supporting young children's entry into school literacy.

11.30am Morphemes won't leave phonemes alone – the essential role of meaning when teaching phonics

David Hornsby

In this session, we will consider the essential role of meaning when teaching phonics. We will see that morphemes are required for phonemes to express themselves. We will also dispel some of the myths about how English orthography works and see why the proposed Year 1 phonics test is problematic.

12.15pm Teacher knowledge and Implications for the classroom

Marie Emmitt AM

It is essential that teachers have a sophisticated knowledge of sound-letter relationships and ways children learn phonics and use sound letter knowledge for spelling and word identification. Teachers, as informed professionals, use this knowledge to ascertain what phonic knowledge children have already learned and determine what next would assist them in their reading and writing. Teachers provide meaningful opportunities for learners to both develop phonic knowledge and to see it being used strategically in assisting word identification and spelling.

Discussion and Q & A

When

Saturday 10 February 2018

10.00am – 1.00pm (Registration from 9.30am)

Where

Education Building

The University of Sydney

Cost

\$110pp (GST Inc.)

ALEA Individual Member \$44pp (GST Inc.)

ALEA Institutional Member \$55pp (GST Inc.)

Enquiries

Nina Goodwin

T 02 9351 6329

E nina.goodwin@sydney.edu.au

Register

Follow the link below to register:

http://sydney.nicheit.com.au/education_social_work/register.php?wsid=ws0756

Presenter biographies

Marie Emmitt AM

Marie trained as an infant teacher and taught five and six year olds before focussing on teacher education, specialising in literacy teacher education. Marie has numerous articles on phonics and other areas of literacy, including one written with David Hornsby and Lorraine Wilson which on the ALEA website, and a key teacher education text *Language and Learning: An introduction for teaching*. Marie was national president of ALEA, was awarded the ALEA medal and recently made a Principal Fellow. Marie's career in teacher education was at Victoria College/Deakin University in Victoria and as Executive Dean at the Australian Catholic University, finishing fulltime employment in 2014. Marie continues to be involved with schools, generally in governance.

Robyn Ewing AM

Robyn is Professor of Teacher Education and the Arts. She teaches in the areas of curriculum, English and drama, language and early literacy development and works with both undergraduate and postgraduate pre-service and inservice teachers. Robyn is passionate about the Arts and education and the role quality arts experiences and processes can and should play in creative pedagogy and transforming the curriculum at all levels of education. In the areas of English, literacy and the arts, Robyn's research has particularly focused on the use of educational or process drama with authentic literary texts to develop students' imaginations and critical literacies. She has been published widely in this area.

Robyn was president of the Primary English Teachers Association Australia from 2001-2006 and the Australian Literacy Educators Association (2011-5) and former vice president of Sydney Story Factory. She is also a council member of the Australian Film, Television and Radio School (AFTRS), an Honorary Associate with Sydney Theatre, Board member of West Words and Visiting Scholar at Barking Gecko

David Hornsby

This is David's 51st year in education. He was with the Ministry of Education (Victoria) for 28 years and taught every year level. During that time, he also lectured at La Trobe University and RMIT University. In 1997, he was a recipient of the Teacher of the Year award.

David was principal of a school he loved, but then returned to curriculum consultancy in primary and secondary schools, and university lecturing. He has completed many work tours of the US and the UK. He has also worked with teachers in China, Costa Rica, Hong Kong, Indonesia, Malta, New Zealand and Singapore.

David has written or co-authored many popular teacher reference books. *A Closer Look at Guided Reading* won "The 2001 Australian Awards for Excellence in Educational Publishing." His latest book (co-authored with Lorraine Wilson) is *Teaching Phonics in Context*.

Pauline Jones

Dr Pauline Jones is Associate Professor, Language in Education in the School of Education and is the Co-ordinator of the Graduate Language and Literacy strand. She is also Convenor of Professional Learning in the School of Education.

Pauline teaches educational linguistics, classroom-based research, English curriculum and policy in undergraduate and postgraduate courses. Her publications cover a range of topics including teacher expertise with respect to

language and literacy, oral language in the classroom, online dialogue, metalinguistic awareness and functional language/semiotics. Her research interests include dialogic teaching, functional linguistics/semiotics, teachers' knowledge about language and multimodality. Pauline completed a Doctor of Philosophy at the University of New South Wales and her research investigated the nature and role of oral language in classroom learning with particular emphasis on the literacy outcomes for disadvantaged students.

Pauline currently leads 'Transforming Literacy Outcomes (TRANSLIT)' \$350,000 research project investigating the nature of students' literacy experiences at key points in schooling from Foundation to Senior Secondary. Pauline is also Chief Investigator on an ARC funded project investigating the use of student generated multi-modal texts in tertiary science classrooms.

Lisa Kervin

Lisa Kervin is an Associate Professor in Language and Literacy in the Faculty of Social Sciences at the University of Wollongong. Lisa is an experienced primary school teacher and has held literacy consultancy roles. At UOW, Lisa is an active member of the Early Start Research Institute. Lisa's current research interests are focused on young children and how they engage with literate practices and she is currently involved in research projects funded by the Australian Research Council focused on Digital Play (DP140100328) and the development and implementation of the Australian English Curriculum (DP1093826).

She has researched her own teaching and has collaborative research partnerships with teachers and students in tertiary and primary classrooms and prior-to-school settings. Lisa has received a number of research awards including the Vice Chancellor's Award for Excellence in Interdisciplinary Research in 2011 and the International Literacy Research Fellowship for work in digital literacies from the International Reading Association in 2006.

Jackie Manuel

Dr Jackie Manuel is Associate Professor in English Education in the Sydney School of Education and Social Work at the University of Sydney. She holds a BA (Hons 1) in English, a DipEd and a PhD in English Literature from the University of New England. She is the Program Director for the Master of Teaching (Secondary), coordinator of secondary English curriculum and an Affiliate of the Department of English.

Jackie has published widely in the field of English Education and her research interests and projects include new teacher motivation; teenagers and reading; creativity in English education; and the history of English curriculum. She has been Chief Examiner of NSW Higher School Certificate English (Standard and Advanced), and a member of the former NSW Board of Studies (2007-2013).

She works extensively with the teaching profession in advancing quality teaching and learning, curriculum development, student engagement and enjoyment in English education, 7-12, and in secondary education more broadly. Her current projects include *Shakespeare Reloaded*.



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