LEARNING TO LOOK: A CRITICAL ELEMENT TO GETTING UNDERWAY SUCCESSFULLY WITH READING

http://education.gsu.edu/RR/
“There is no reading in any language without first having some visual input.”

Clay, Change Over Time, p 174
“……. visual cues are basic for correct, fluent functioning.”

Becoming Literate, p235
“Visual perception is hard to think about because it occurs very fast, and it is hidden from sight!”

Clay, 2001, COT p.148
“The visual perception of an object involves getting some information and doing something with it.”

Clay, Change Over Time, p. 154
“Speedy access to visual information in print is of the greatest importance in literacy learning...... Teaching at this early stage provides the foundation for later progress” p31
Much attention | Little attention

Unknown | Known

Increasingly fast responding
Scale of Knowing

Experience

High Attention
- New
- Seen before
- Worked with
- Almost under control
  - Controlled with lapses
  - Controlled and correct
  - Controlled with almost no attention

Minimal Attention
“The visual perception of print:

• becomes more detailed, more differentiated, and then more richly patterned (chunked or clustered or unitised), and we may be conscious or not of this patterning,
• and it becomes faster as we have more encounters with print.”

Clay, Change Over Time, p166
“If teachers try to increase the speed when the rich patterning is not occurring this will not work.”

Clay, Change Over Time, p 166
In reading and writing you have to learn to “limit your behavior”.
“Where to look and what to look for, how to fixate and move the eyes across print are among the first things a novice reader learns.”

Clay, 2001, COT p. 155
"Am I paying attention to what?"

March 5, 1993
Children are mostly seeing ‘squiggles’ in the beginning.
the
The
teh
t the e
are
here
me
Learning to look is about:

where to begin the search for information

how to control movement across a string of letters or line of print

where to go next

Clay, 2005, LLDI, Part Two, p. 4
The child must
✓ learn to attend to some features of print
✓ attend to letters in a word left to right in sequence.
“Until a child attends to print in an organised way the teacher’s moves or questions or comments will confuse him.”

Clay Literacy Lessons, p. 3.
“Verbal Instructions almost always get in the way of a fast visual response—emphasis on fast perception then limit instructions.”

Clay, Change Over Time, p174
Critical early control is needed over:

- Direction
- Orientation
- Sequence
Direction

Front of the book to the back

Left page before right page

Top of the page downwards

Left to right across a line

Return sweep to the left of the next line
Left to right across a word

The use one can make of spaces

What is ‘the first letter’
“This is as serious as driving on the correct side of the road.”

Clay, Literacy Lessons, p 105
Directionality

Clay 1991, p. 115
Orientation

“One simply has to learn that in the world of print, orientation is of critical importance.”

*Clay, 2001, COT, p. 169*
Sequence

“Visual information is stored in print in a particular order and going in search of helpful information must somehow take account of order.”

Clay, 2001, COT, p. 168
umbrella
Children “...have to learn to scan the symbols in a visual sequence in an unalterable order.”

Clay, 2001, COT, p. 168
Attend to words in a line in sequence

I like to eat honey.
Attend to letters within words in sequence

like

was/saw
on/no
How do we teach for DOS?

✓ Be aware and do not ignore evidence;

✓ Use consistent, brief instructional language;

✓ Use language that matches what the child needs to attend to;

✓ Foster the child taking the action or making the decision.
Learning to Look at Print
Teacher’s Role

“...teachers must introduce new learning under conditions which make the orienting encounter clear, rather than confusing.”

Clay, 2001, COT, p. 158
"...new learning should be presented with visual clarity."

*Clay, 2001, COT, p. 158*
Learning to Look at Print

Teacher’s Role

“Think how helpful it would be:

• If magnetic letters were stored away from the working space and out of direct view of the learner
• If the child worked at this or her eye level
• If the working space was clear and not cluttered, especially when a new task begins
• If things to be compared were placed close together, with big spaces to separate things not being considered together.”

Clay, 2001, COT, p. 167
“Intervene to prevent the occurrence of an old unwanted response.”

“Organise things so that the correct response does occur.”
Extending a meagre knowledge of letters

“Fast recognition of letters allows the reader to make faster decisions about words” p24
Family Circus

This letter "M" is for "magic!"

Upside down it's a "W".

On its side it's an "E".

...And on its other side an "E".

7-6
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“The learner must attend to familiar letter features until each letter can be rapidly distinguished from all similar letters.”

“At first use only the letters the child can already identify. Give him lots of practice with these.”

“Introduce new letters into an array of letters the child already knows. Add easy to see letters first.”
Expand the meagre knowledge of words

“Keep in mind the need to extend two vocabularies (reading and writing) at any time during the lesson” p41

“Known words are a rich source of information of several kinds for the novice reader.” p41
ЕЛДЖ
BREAKING

- Is not about learning the word

- It mainly involves looking and moving

- It is not much about saying
Breaking letters out of words...

With the child on your left, demonstrate with deliberate movements breaking out the letters, sliding them from first to last:

- above
- or below
- or to his left

Clay, Literacy Lessons, p. 19
Taking words apart:

concepts of letter and word

breaking words apart

taking words apart while reading
“The reader uses understandings of what can happen in the world (meaning) and language knowledge (of words, structures and sound sequences) and several approaches to phonological information from oral and written sources. He mediates the appropriateness of possible responses through attention to visual information.”

Becoming Literate, p 292
Bent Offerings

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E
FTLXBI
JYQMOZ
NCHPAG
VERSONE!

OH, NO!
I'VE FORGOTTEN
HOW TO READ!
References


