

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.”

“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

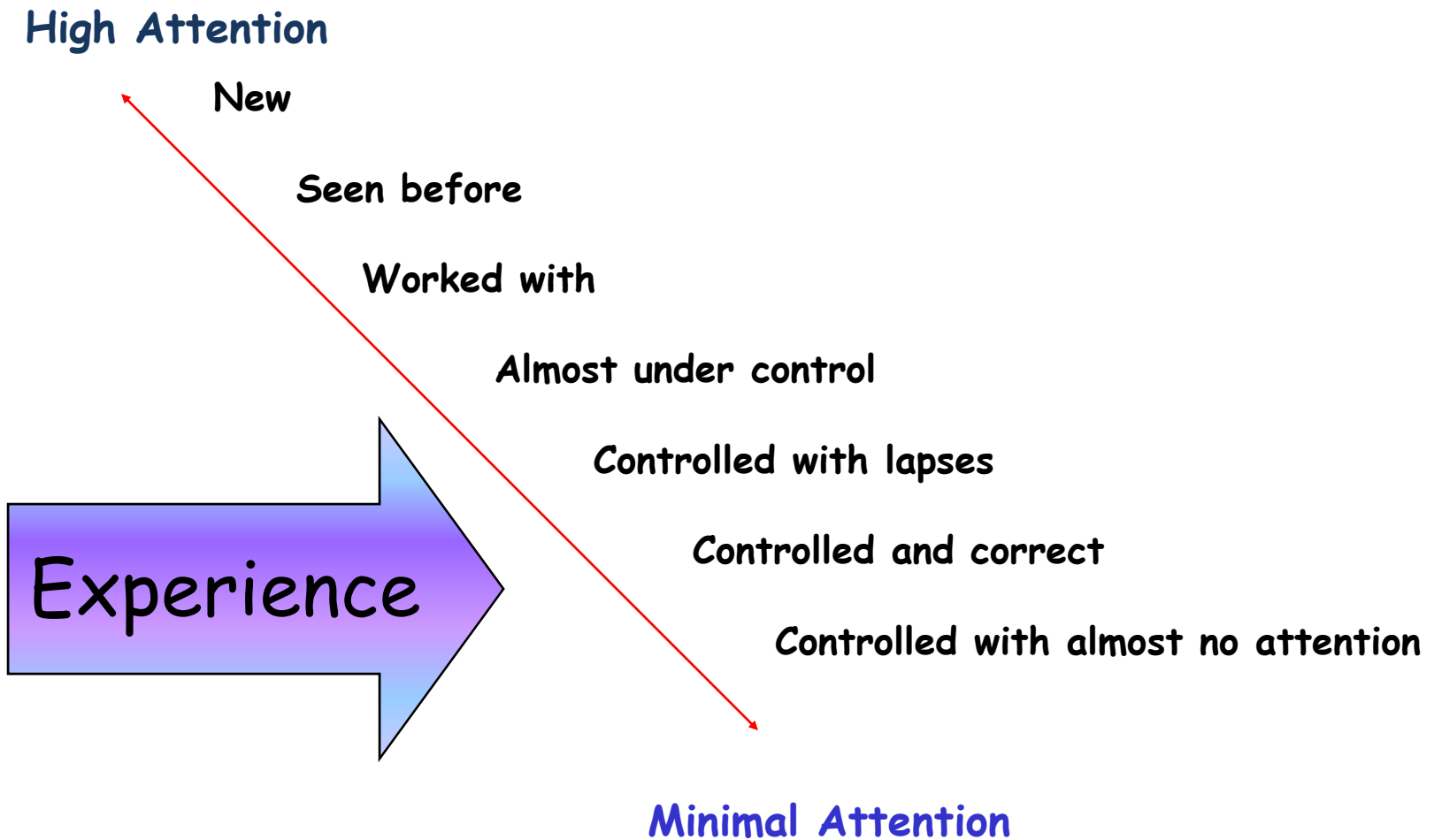
Little
attention



Unknown

Known

Scale of Knowing



“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.”**

“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

FAMILY CIRCUS

by **Bill Keane**



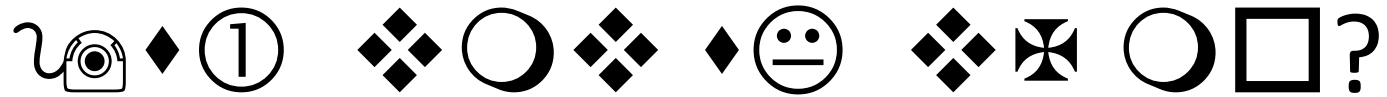
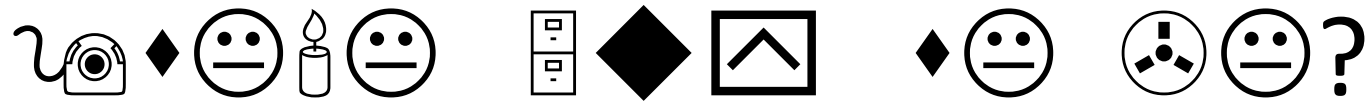
2-28

© 2005 Bill Keane, Inc.
Dist. by King Features Synd.
www.familycircus.com

JEFF
and
BILL
KEANE

“Am I paying attention to what?”

**Children are mostly seeing 'squiggles'
in the beginning.**



the

The

teh

t

h

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

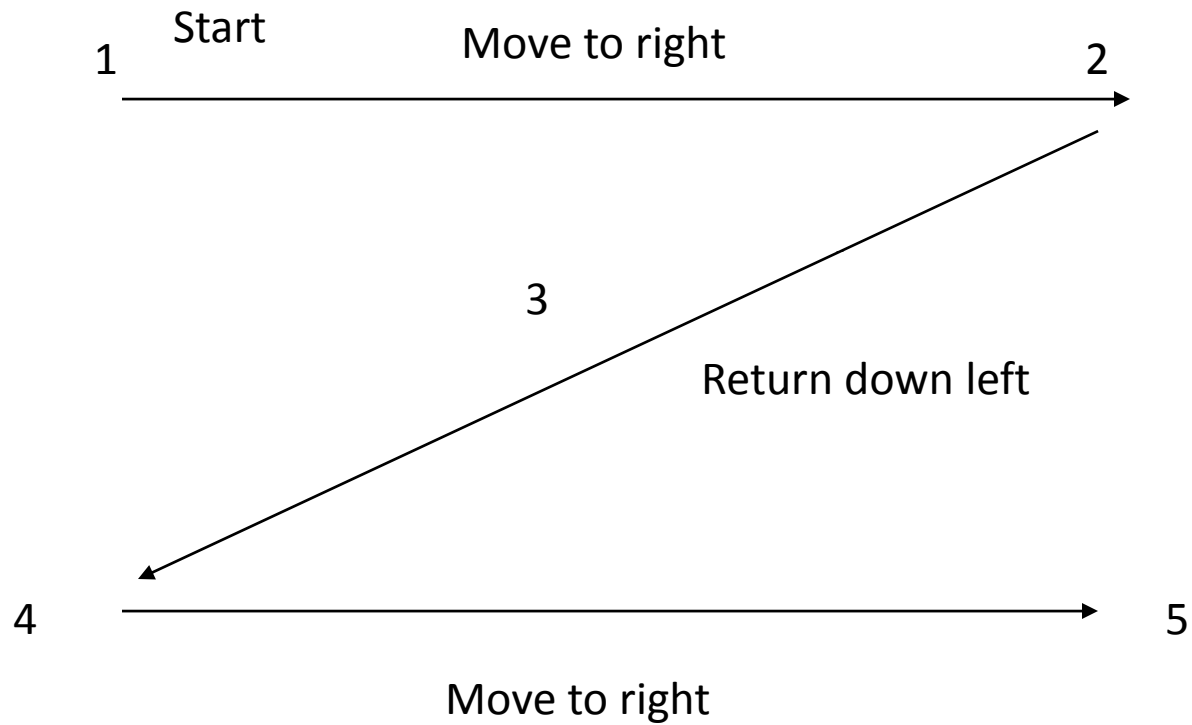
**The use one can make of
spaces**

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

w m

f j t

n u m

k x t

b d p q

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

Learning to Look at Print

Teacher's Role

“...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.”**

Learning to Look at Print

Teacher's Role

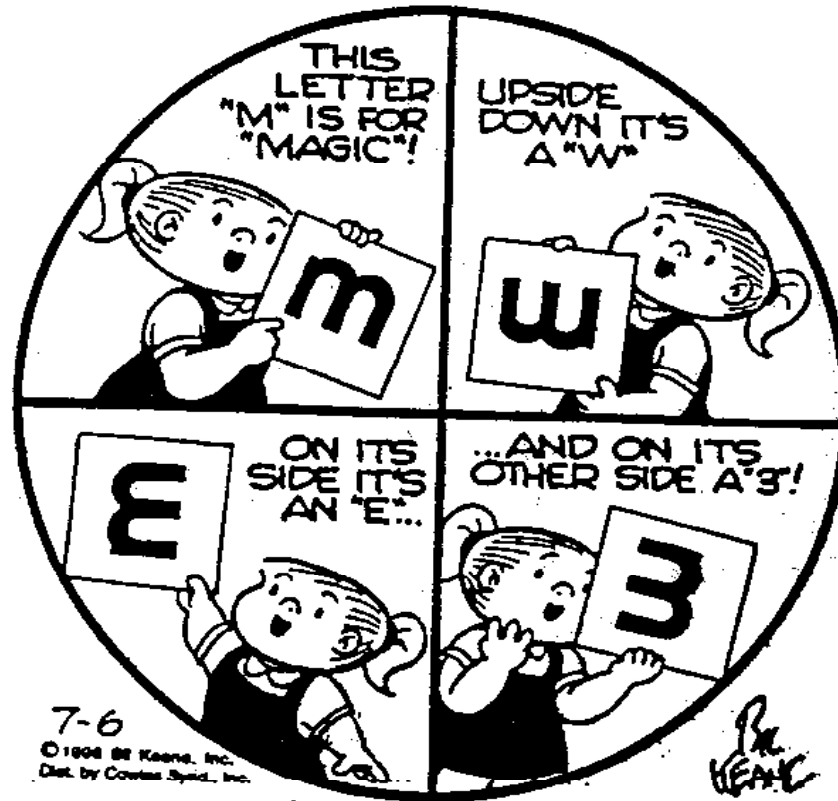
“Intervene to prevent the occurrence of an old unwanted response.”

“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



“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

ЁЛЬЛΞЖ

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.”

Bent Offerings

© 1993 Creators Syndicate, Inc



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



Don Adams

References

- Clay, M.M. (2005) Literacy Lessons Designed for Individuals, Part Two, Auckland, NZ: Heinemann Education
- Clay, M.M. (2002). An observation survey of early literacy achievement. Auckland, NZ: Heinemann Education.
- Clay, M.M. (2001). Change over time in children's literacy development. Auckland, NZ: Heinemann Education.
- Clay, M. M. (1991). *Becoming literate: The Construction of inner control*. Auckland, NZ: Heinemann Education.
- Phillips, G.E. & Smith, P.E. (1997). Closing the gaps: Literacy for the hardest to teach. An abridged version of the major research report : A third chance to learn. Wellington: New Zealand Council for Educational Research.
- Phillips, G.E. & Smith, P.E. (1997). *A third chance to learn: The development and evaluation of specialist interventions for young children experiencing the greatest difficulty in learning to read*. Report on the J.R. McKenzie Senior Research Fellowship 1993-1994. Wellington: New Zealand Council for Educational Research.