

How the Brain Learns to Read- Fostering Joyful Literacy Experiences

Caulfeild- June 2019



Our plan for today

- How the Brain Learns to Read
- Oral Language
- Language Arts Curriculum – What can we do to enhance literacy skills at home?

Game Time!



Learning to read is a complex cerebral process

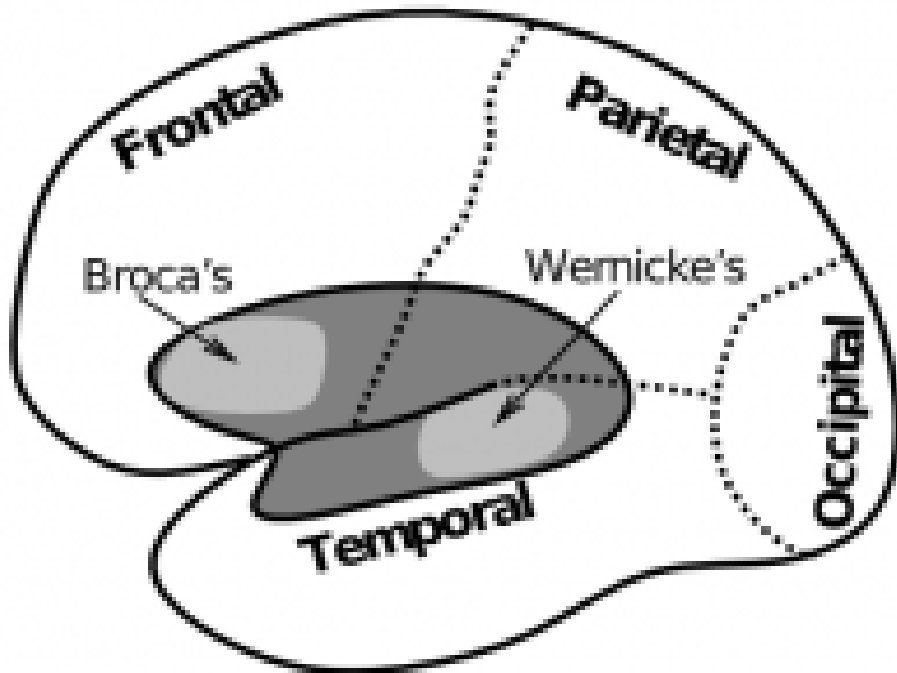
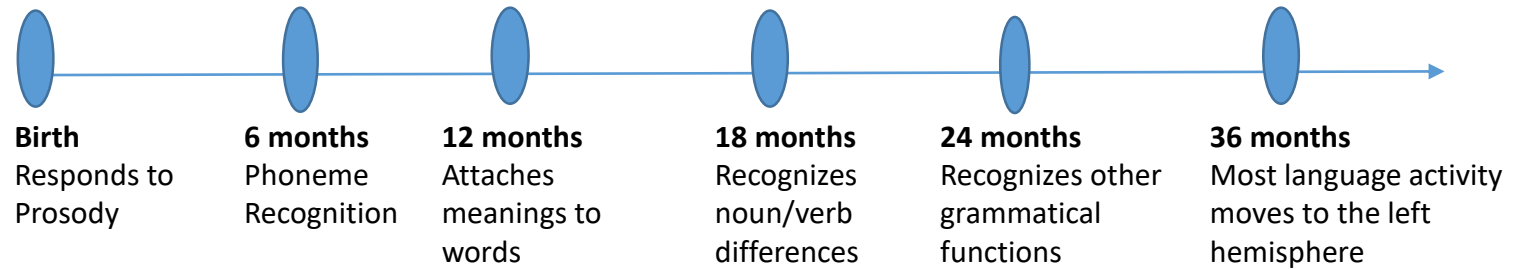
In its simplest form...

Learning to read involves connecting two cerebral capacities that are present in young brains:

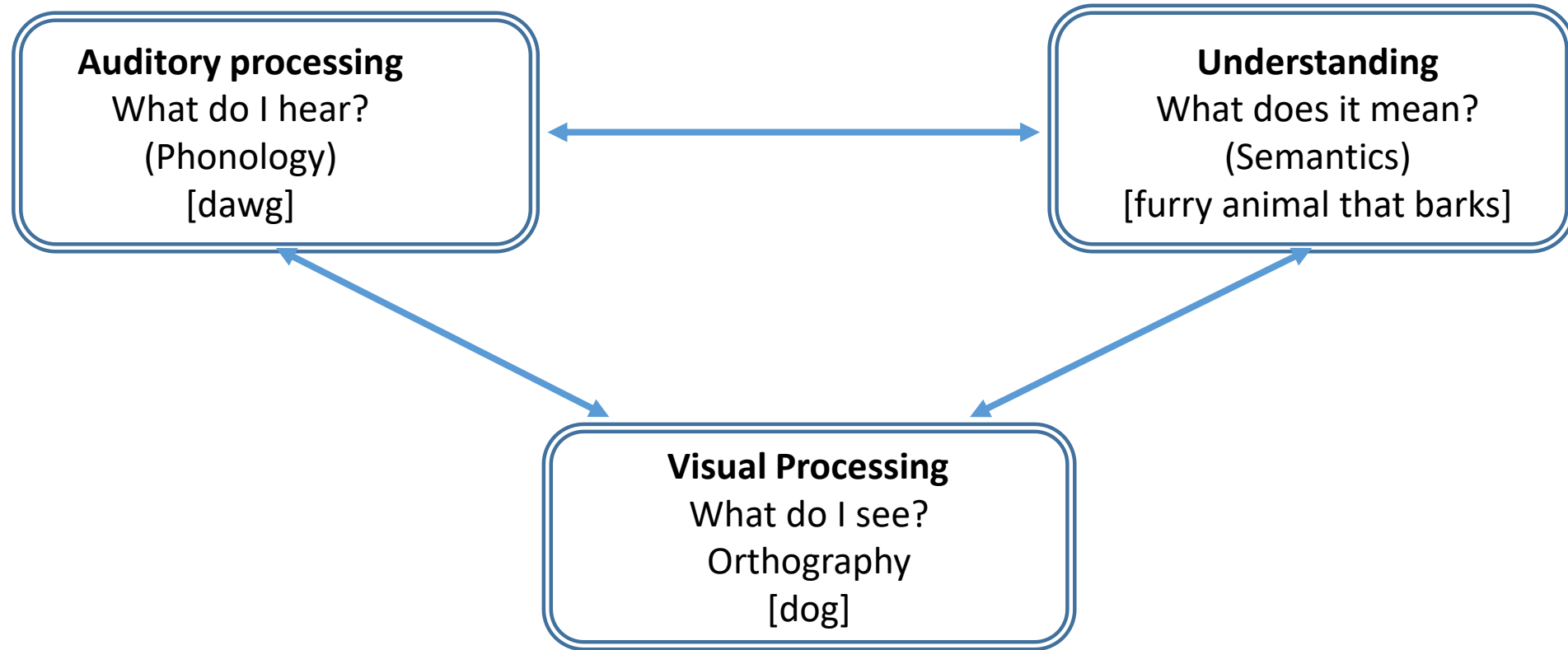
- The spoken language networks
- The visual recognition circuits

Spoken Language

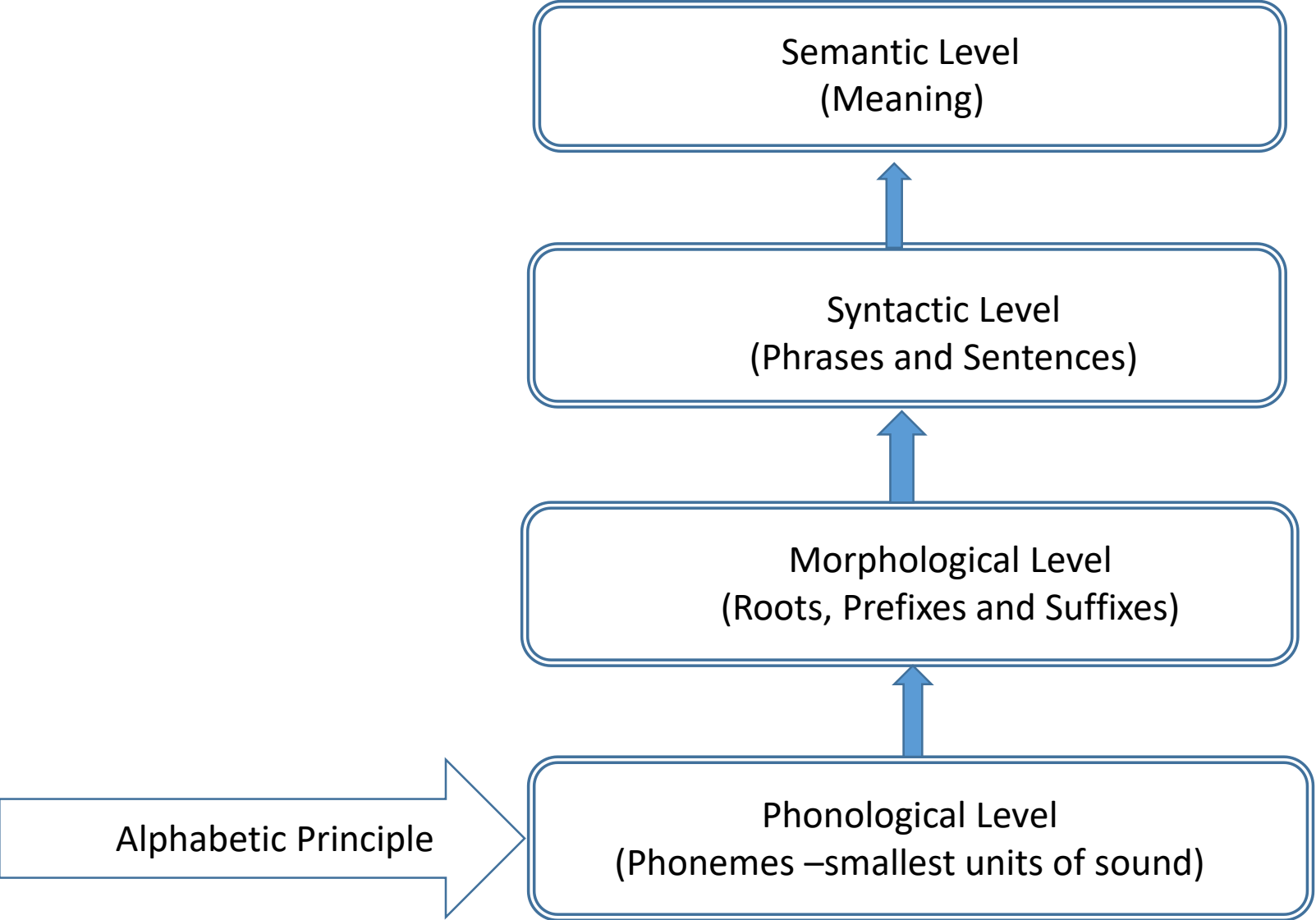
Spoken Language Development



How do we acquire speech and language?



Learning to read successfully is strongly linked to: spoken vocabulary



Reading = Integration of 7 Levels of Brain Processing

1. **Phonological** - knowing the sound system of language, phonemic awareness & letter-sound correspondences
2. **Graphic** - visually perceiving letters and sounds
3. **Lexical** – recognizing words & their component parts, such as prefixes and suffixes
4. **Syntactic** – understanding rules of grammar & discourse
5. **Semantic** – comprehending meaning and detecting thematic structures
6. **Communicative** – expressing purposes & intentions
7. **Cultural** – communicating shared beliefs & knowledge

“Every child, to be educationally successful, needs a language-rich environment, one in which adults speak well, listen attentively, and read aloud every day.”

E. L Boyer



English has a poor correspondence on how a word is pronounced and how it is spelled. This is called deep orthography. The rules of spelling that govern a language are called its orthography

The brain needs to connect the 26 letters of the alphabet to the 44+ sounds of spoken English (phonemes).

| Language | Number of sounds Phonemes | Number of ways to spell sounds | |
|----------|------------------------------|-----------------------------------|---------------------|
| Italian | 33 | 25 | Shallow orthography |
| Spanish | 35+ | 38 | Shallow orthography |
| French | 32 | 250+ | Deep orthography |
| English | 44+ | 1,100+ | Deep orthography |

Balanced Literacy

The Crucial 5 (National Reading Panel)

- **Phonemic Awareness**: the ability to hear and identify sounds in spoken words.
- **Phonics**: the relationship between the letters of written language and the sounds of spoken language.
- **Fluency**: The capacity to read text accurately and quickly.
- **Vocabulary**: All the words students must know to communicate effectively.
- **Comprehension**: The ability to understand what has been read.

Links to the Curriculum- Big Ideas



- Language and story can be a source of creativity and joy.
- Stories and other texts help us learn about ourselves and our families
- Stories and other texts can be shared through pictures and words
- Everyone has a unique story to share.
- Through listening and speaking, we connect with others and share our world.
- Playing with language helps us discover how language works.
- Curiosity and wonder lead us to new discoveries about ourselves and the world around us.

Four Tips for Literacy Success

➤ TALK WITH YOUR CHILD

It is as important to listen to as to talk with your child. Children develop the skills for reading and writing through both talking and listening.

➤ BUILD HABITS OF UNDERSTANDING

You can help your child to learn about himself or herself and the world through reading

➤ READ EVERY DAY

Children who are read to when they are young are more likely to love reading and to be good readers when they are older. Be a good role model.

➤ MAKE IT FUN, MAKE IT MATTER

When children enjoy reading, they read a lot. And in reading a lot, they become good readers. They also read to understand things and to learn more about themselves and the world.



“There is no such thing as a child who hates to read; there are only children who have not found the right book.” – Frank Serafini

