

# English Department Key Stage 5 Knowledge Organiser – Child Language Development (written) Paper 1

AO2: Theories	Approaches to reading: Whole word approach	Approaches to reading: Phonics approach	Approaches to writing	Linguistic terminology (AO1)
<ul style="list-style-type: none"> <li>• <b>Chall (1983): 6 stages of reading;</b> based on studies with children:               <ul style="list-style-type: none"> <li>• Stage 0 – pre-reading and pseudo reading (up to 6 years old)</li> <li>• Stage 1 – initial reading and decoding (6-7 years old)</li> <li>• Stage 2 – confirmation and fluency (7-8 years old)</li> <li>• Stage 3 – reading for learning (9-13 years old)</li> <li>• Stage 4 – Multiplicity and complexity (14-18 years old)</li> <li>• Stage 5 – Construction and reconstruction (18+ years old)</li> </ul> </li> <li>• <b>Reading schemes:</b> deliberately staged in difficulty to help children acquire and extend lexical and semantic knowledge. Key features:               <ul style="list-style-type: none"> <li>✓ <b>Lexical repetition</b></li> <li>✓ <b>Syntactical repetition of structures</b></li> <li>✓ <b>Simple verbs</b></li> <li>✓ <b>One sentence per line</b></li> <li>✓ <b>Limited use of modifiers</b></li> <li>✓ <b>Anaphoric referencing</b></li> <li>✓ <b>Text-image cohesion</b></li> </ul> </li> <li>• <b>Reading cues:</b> <ul style="list-style-type: none"> <li>✓ <b>Graphophonic:</b> Looking at the shape of words, linking these to familiar graphemes/words to interpret them</li> <li>✓ <b>Semantic:</b> Understanding the meanings of words and making connections between words in order to decode new ones.</li> <li>✓ <b>Visual:</b> Looking at the pictures and using the visual narrative to interpret unfamiliar words or ideas</li> <li>✓ <b>Syntactic:</b> Applying knowledge of word order and words classes to see if a word seems right in the sentence</li> <li>✓ <b>Contextual:</b> Searching for understanding in the situation of the story – comparing it to their own experience</li> <li>✓ <b>Miscue:</b> Making errors when reading: a child might miss a word or substitute another that looks similar, or guess a word from pictures</li> </ul> </li> <li>• <b>Jerome Bruner (1915): interactionism;</b> caregivers are key to language development and interaction with them. Stresses the importance of the Language Acquisition Support System (LASS) who scaffold through support to allow children to develop. CDS is key to this process.</li> </ul>	<p><b>Look and Say approach:</b> Children learn to recognise and learn the shape of words rather than breaking them down phonologically. Children recognise whole words or sentences rather than individual phonemes.</p> <ul style="list-style-type: none"> <li>▪ Exposure to written texts with heavy pictorial support.</li> <li>▪ Children gradually learn to identify the shapes of words without breaking them down into their phonemes/graphemes.</li> <li>▪ Children also practise using contextual and textual clues to help them read.</li> </ul> <p><b>Features of picture storybooks:</b></p> <ul style="list-style-type: none"> <li>▪ Unusual/long names for characters</li> <li>▪ More complex sentences</li> <li>▪ Pictures cover whole page and writing on and around them; interesting artwork</li> <li>▪ Vocabulary more varied – not just high frequency</li> <li>▪ Alternatives to 'said', e.g. 'gasped'</li> <li>▪ For parents to read</li> <li>▪ Use more exciting language to engage child</li> <li>• Poetic devices like similes and metaphors</li> <li>• Phonological devices like rhyme, alliteration,, onomatopoeia help develop phonemic awareness</li> <li>• More descriptive language, modification</li> <li>• May have a moral message or help social and emotional development</li> </ul>	<p><b>The Phonics Approach:</b> Children learn the different sounds made by different letters and letter blends. Emphasis is on developing phonological awareness.</p> <p><b>KONZA (2011):</b> Phonemic awareness is one of the most important skills for reading successfully.</p> <p><b>Analytic phonics:</b> Children learn:</p> <ul style="list-style-type: none"> <li>▪ To break down whole words into phonemes and graphemes, looking for phonetic or orthographic patterns.</li> <li>▪ To decode words by segmenting them into smaller units.</li> <li>▪ To use rhyme or analogy to learn other words with similar patterns, e.g. c-at, m-at, p-at</li> <li>▪ To recognise one letter sound at a time, seeing pictures showing words beginning with the same letter sound</li> </ul> <p>Children learn initial letter sounds first, then middle sounds, followed by the final sounds of words and consonant blends. Children are competent readers within three years, breaking down and sounding out unfamiliar words. This phonics method runs alongside whole-word approaches and graded reading schemes.</p> <p><b>Synthetic phonics:</b> Children learn:</p> <ul style="list-style-type: none"> <li>• To remember up to 44 phonemes and their related graphemes (one phoneme can be represented by different graphemes, for example 'ough', 'ow' and 'oa')</li> <li>• To recognise each grapheme, sound out each phoneme in a word, blending the sounds together to pronounce a word phonetically</li> <li>• To memorise phonemes quickly (up to five or six sounds a week)</li> <li>• Often through a multi-sensory approach whereby they:           <ol style="list-style-type: none"> <li>(1) see the symbol</li> <li>(2) listen to the sound</li> <li>(3) use an action</li> </ol> </li> </ul> <p>Children learn in whole-class teaching groups. Reading schemes are not used in the early stages of learning synthetic phonics, as the method can be taught in a few months.</p>	<p><b>Stages of spelling:</b></p> <p><b>Exploration:</b> pre-letter writing, random writing on page (letters, symbols, numbers)</p> <p><b>Semi-phonetic:</b> leaves random spaces, uses a few known words.</p> <p><b>Phonetic:</b> Writes quickly, spaces words correctly, total mapping of letter-sound correspondence.</p> <p><b>Transitional:</b> Vowels appear in every syllable, child moves towards visual spelling.</p> <p><b>Common errors in early spelling:</b></p> <ul style="list-style-type: none"> <li>• Phonetic spelling</li> <li>• Under-generalisation</li> <li>• Omission</li> <li>• Substitution</li> <li>• Transposition</li> </ul> <p><b>Writing Stages:</b> Heenman's 5 developmental stages of writing (1985):</p> <ol style="list-style-type: none"> <li>1. Scribble stage</li> <li>2. Isolated letter stage</li> <li>3. Transitional stage</li> <li>4. Stylised sentence stage</li> <li>5. Writing stage</li> </ol> <p><b>The Creative Approach:</b> argue a child should be allowed to experiment creatively with language without strict correction and by trial and error. <b>Abbott (1999):</b> metaphor of battery hens vs. free range – the free-range (i.e. creative) thrive. <b>Rothery</b> undertook research project of genre-focused approach – published influential literary model.</p> <p><b>The Rule-Based Approach:</b> When a child understands the conventions of writing, such as spelling, punctuation and grammar rules, progress will be more rapid.</p>	<ul style="list-style-type: none"> <li>• Phonology</li> <li>• Analytic phonics</li> <li>• Synthetic phonics</li> <li>• Reading cues</li> <li>• Graphology</li> <li>• Orthology</li> <li>• Lexis</li> <li>• Grammar</li> <li>• Phonetic spelling</li> <li>• Under-generalisation</li> <li>• Omission</li> <li>• Substitution</li> <li>• Transposition</li> <li>• Graphemes</li> <li>• Cohesive structures</li> <li>• Emergent writing</li> <li>• Cursive handwriting</li> <li>• Ascender</li> <li>• Descender</li> <li>• Deconstruction</li> <li>• Join construction</li> <li>• Independent construction</li> </ul>

