

Module Two:

Methods, Philosophies and Perceptions

Module Two: Part 1

a) Methods, philosophies and personal experiences

To appreciate that the teaching profession internationally has received a plethora of methods for teaching reading over time - and this still continues

To consider that not only methods but also 'philosophies' of providing for children influence the way that we approach the teaching of reading, spelling and handwriting

Module Two: Part 1 continued

a) Methods, philosophies and personal experiences

To consider our own experience of learning to read as children and how this might have influenced our views and methods as teachers and /or parents and carers

To understand the desirable long-term habits we need as life-long readers

Methods and Philosophies

Reading instruction: Phonics with initial sight vocabulary, whole word recognition by global shape, analytic phonics, synthetic phonics, systematic phonics, incidental phonics, onset and rime phonics, top down, bottom up, real books, whole language, mixed methods, balanced literacy, look and say, reading schemes, keywords, predictable text, repetitive text, cumulative decodable books, multi-cueing range of reading strategies (guessing words from cues), multi-sensory, Searchlights model, Simple View of Reading model, phonological awareness, catch up programmes, reading partnerships, VAK learning styles, no one size fits all, direct instruction, explicit teaching, group learning, unique child, whole class, homogenous grouping, teacher-led, discovery learning, child-initiated, learning through play, personalised learning, individual education plan, formal schooling, osmosis, constructivist, didactic, developmental readiness, mnemonic systems, basic skills, embedded learning, paired learning...etc.

Methods and Philosophies

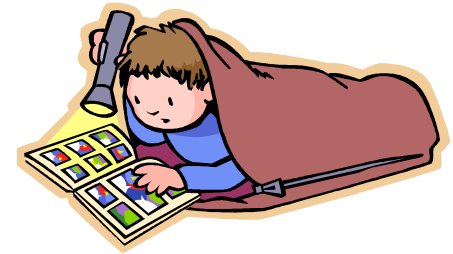
The reading and spelling instruction that children receive **should not be left to**
'chance'

The teaching profession has been showered with a plethora of not only **'methods'** but also **'philosophies'**.

This complexity can confuse and misguide us regarding **what to teach to whom, and why, how and when.**

Our experience?

How were we taught,
or how did we learn,
to read?



Think back!

Book after book after book?

Whatever the prevailing method
or philosophy, many of us learnt



from **experience of book after book ...**



**... not systematic, explicit
phonics instruction**



Long-term habits

What we teach, and **how** we teach, may be fundamentally important to the **long-term habitual** reading and spelling practices of each learner.

Long-term habits

So, how do we **read** and **spell** as literate adults ...

- words that we know already
- words that are new and unknown to us?

Reflect