
TALKING WITH LETTERS

THE RELATIONSHIP BETWEEN ORAL AND WRITTEN LANGUAGE

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and

Learning Centre

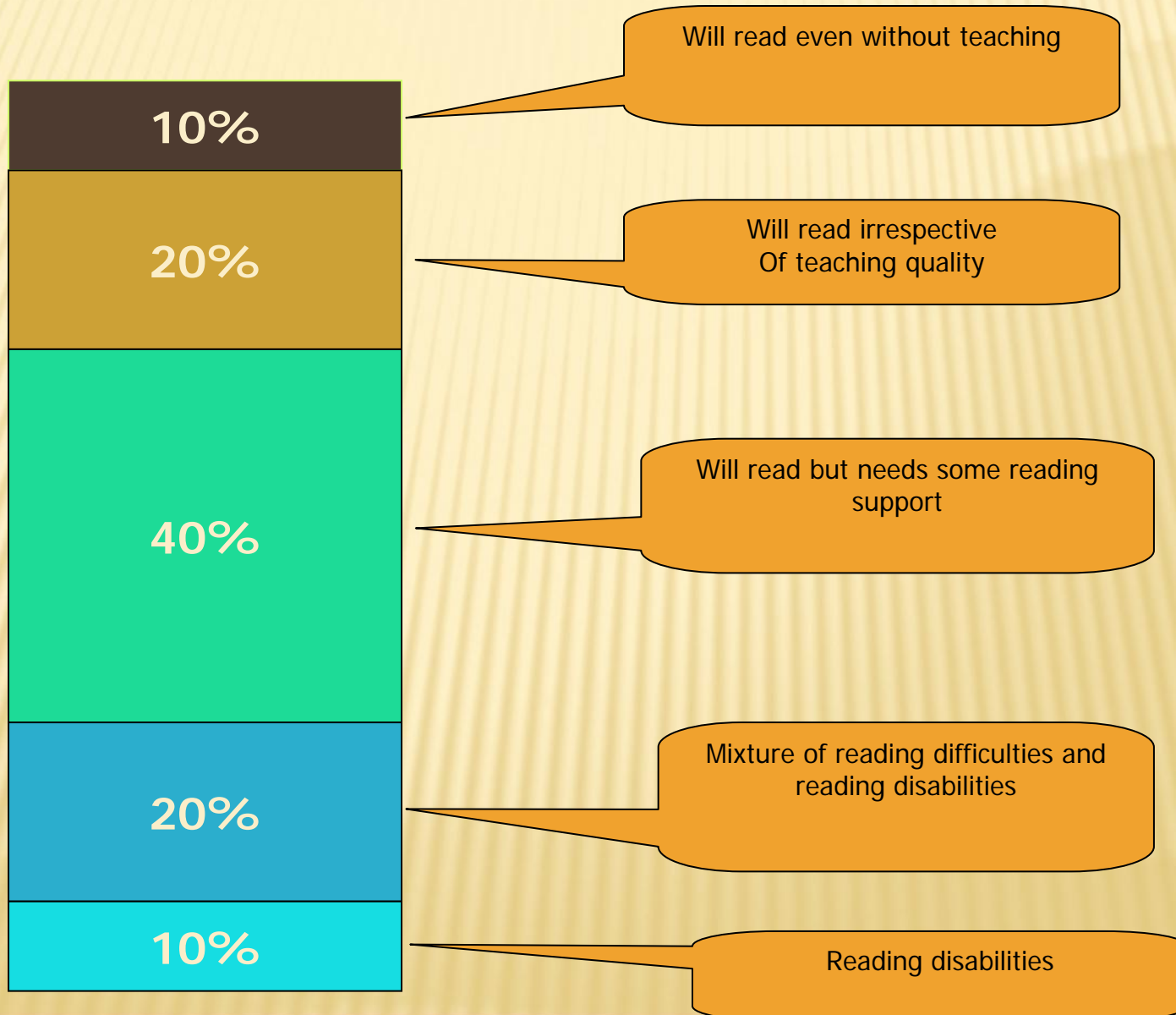
CONTENT

Background Concepts – Language & Reading

Identifying Language & Reading Deficits

Treating Language & Reading Deficits

Reading Difficulties / Disabilities



WHAT IS LANGUAGE?

× Oral Language

- + Receptive Language

 - × Understanding what is said

- + Expressive Language

 - × Expressing thoughts

× Written Language

- + Reading

- + Writing

LANGUAGE

WRITING

Most complex skill in language

Reading to
Comprehension

READING

Reading for Meaning

Language to
Reading

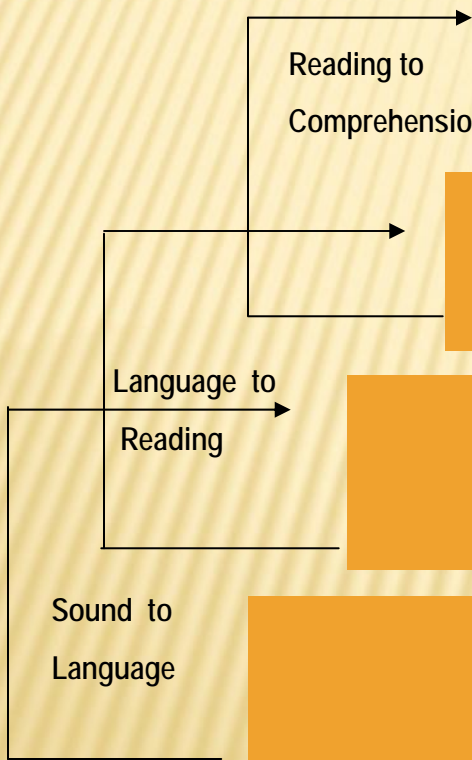
SPEAKING

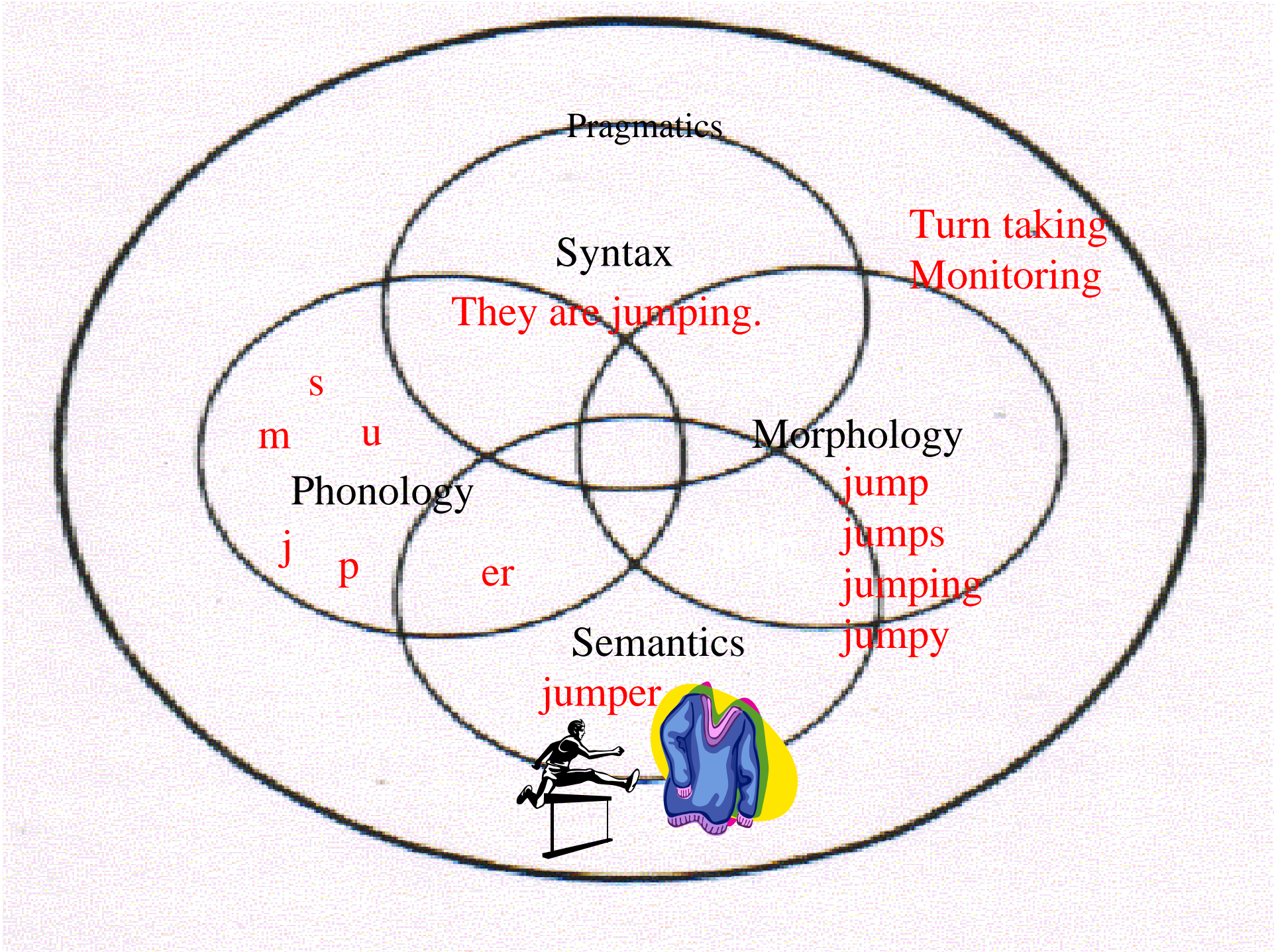
Expressive Language

Sound to
Language

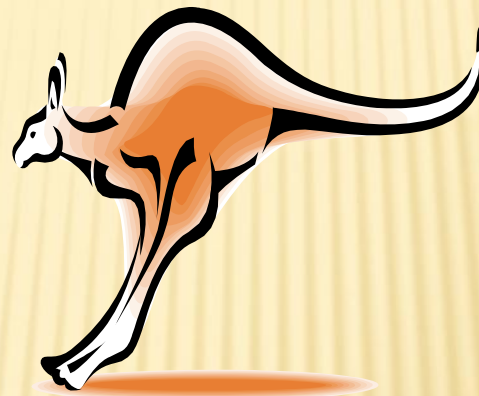
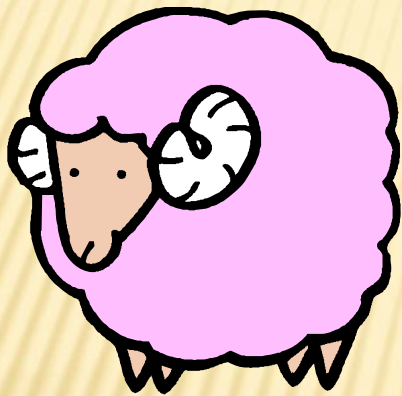
UNDERSTANDING

Receptive Language

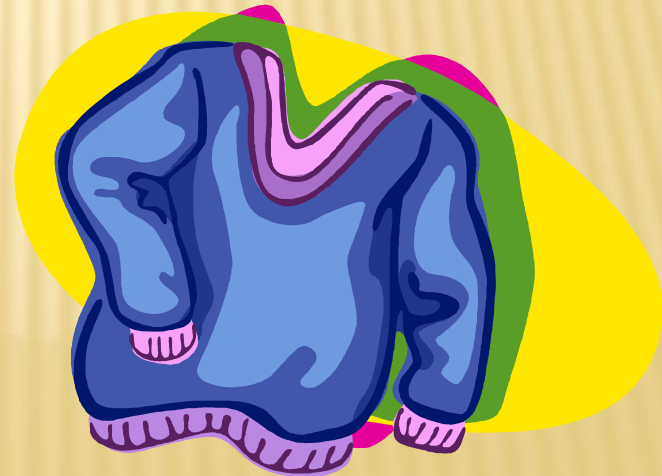




WHAT DO YOU GET WHEN YOU CROSS A SHEEP AND A KANGAROO?



A woolly jumper!



DEVELOPMENT OF HIGHER LEVEL LANGUAGE SKILLS

× 3 year old

- + Express wants, retell information

× 5-6 year old

- + Deal with the language of classroom
- + Reading and writing

× 10 year old

- + Derive inferences.
- + Nonliteral language such as metaphors etc, understanding jokes

× 15 year old

- + Use language to evaluate, critique, analyse, clarify etc

PRIMARY STUDENT

- ✘ Problems with sound discrimination
- ✘ Problems with phonological awareness
- ✘ Delayed reading accuracy and spelling ability
- ✘ Poor reading comprehension
- ✘ Dislikes school

HIGH SCHOOL STUDENT

Difficulties:

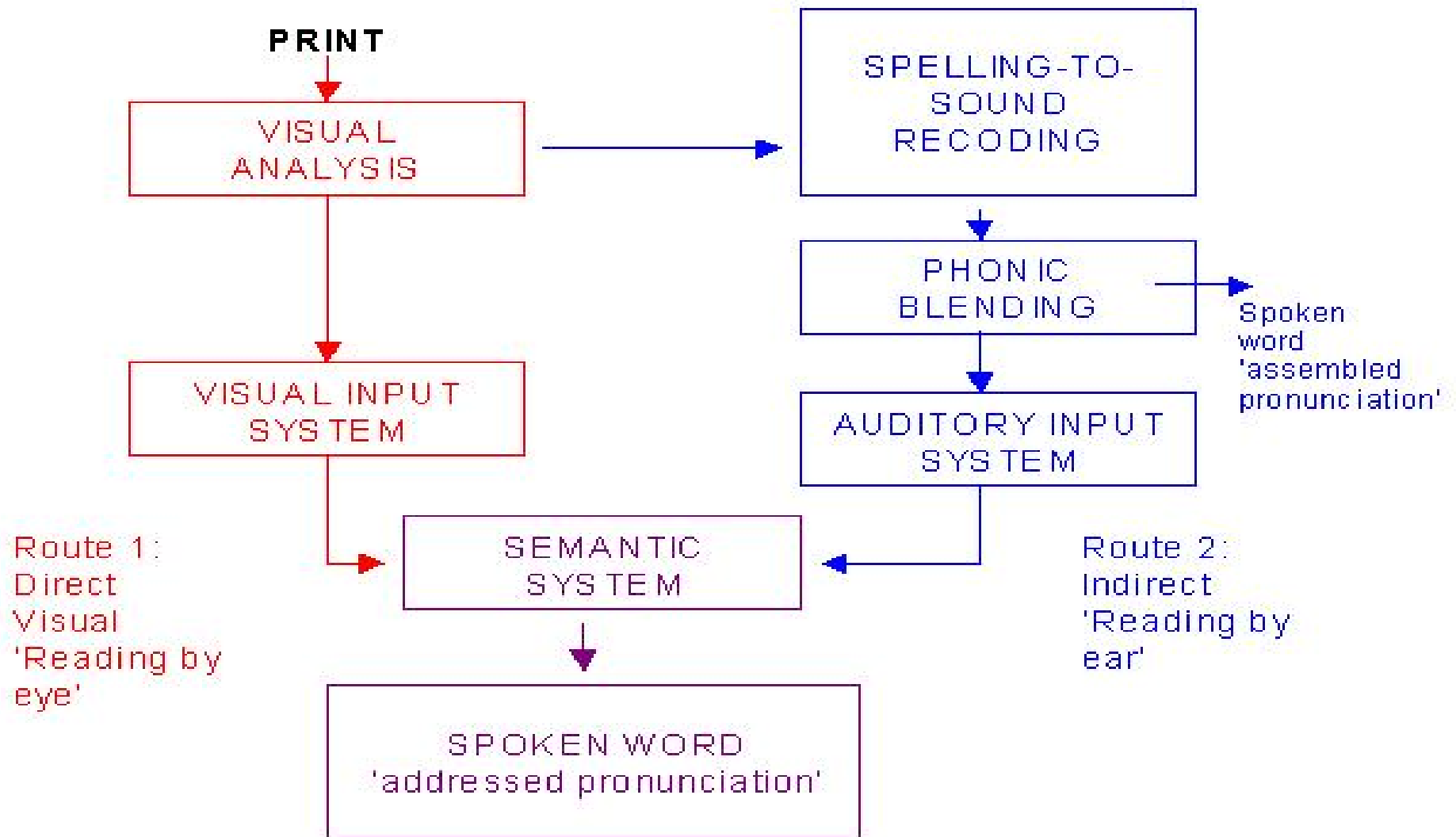
- Understanding sarcasm
- Understanding implied humour
- Understanding figurative language
- Understanding and using words
- Developing critical thinking skills
- Organising him/herself
- Note taking and summarising
- Writing essays and assignments

THE READING PROCESS

As children learn to read, they generally go through four stages:

1. Develop a small sight vocabulary
2. Learn how to sound out, then
3. Use sounding out to build up a bigger sight vocabulary
(a crucial aid to building sight vocabulary & attacking unknown words)
4. Give up sounding out to develop fluency *(it must become automatic)*

Dual Route Model



WRITTEN LANGUAGE HIERARCHY

Phonological Awareness

Auditory Analysis

Decoding

Word recognition

Fluency

Comprehension

Written language

× Pid

× Ploat

× Gouch

× Honce

× Unfreation

× microgracophaly

BUILDING BLOCKS FOR READING

Phonological Awareness

Auditory Analysis

Decoding

Word recognition

Comprehension

PHONOLOGICAL AWARENESS

- ✘ Concepts of rhyme
- ✘ Word segmentation
 - + syllables
 - + phonemes
- ✘ Sound-letter correspondence

READING

Phonological Awareness

Auditory Analysis

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AUDITORY ANALYSIS

Number of sounds or syllables

Order of sounds within syllables

Sameness / difference of sounds

Lindamood-LiPS

Rosner

READING

Phonological Awareness

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DECODING

- ✗ Pid
- ✗ Ploat
- ✗ Gouch
- ✗ Honce
- ✗ Unfreation
- ✗ microgracophaly

SINGLE WORD DECODING

- × Sound-letter correspondence
- × Segmenting
- × Blending
- × Morphology
- × Syllable types
- × Rules
 - + 'c', 'g', silent 'e', adding endings

SOUND-LETTER ASSOCIATION

26 letters in alphabet

44 phonemes

25 consonants

19 vowels

SOUND-LETTER CORRESPONDENCE

- ✘ Phonograms
 - ✘ Single letters a, b, c, d, etc

 - ✘ Vowel and consonant digraphs
 - + ee, oo, ea, oa, ay, ai, oy, oi, ou, ow, er, ir, ur
 - + sh, ch, ng, wh, th

 - ✘ Trigraphs
 - + igh, ear, dge

 - ✘ ti, si, ci, gi

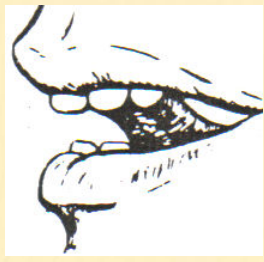
 - ✘ ough, eigh, augh

Lip Poppers



p b

Tip Tappers



t d

Scrapers



k g



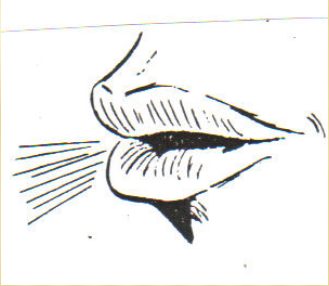
f v



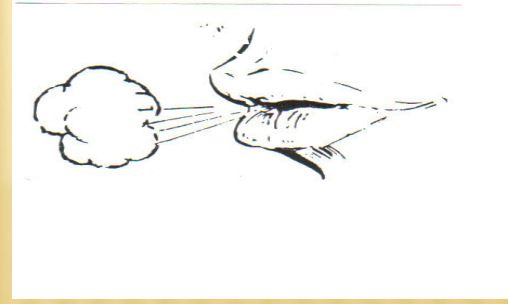
th th



s z



sh zh



ch j

SEGMENTING AND BLENDING

- × CV ip
- × VC var
- × CVC moich
- × CCVCC plest
- × CCCVCC stroops

SEGMENTING AND BLENDING

Real words

man, vet, pig, hot, bug

car, tree, day, boy, moon

made, ride

high

spend, strong, splash

SEGMENTING AND BLENDING

- ✘ Multisyllabic words

- ✘ Chunking

- ✘ Word building

 - + employ

 - + employer

 - + employee

 - + employment

 - + Unemployment

 - + unemployed

MORPHOLOGY OF WORDS

Greek and Latin Roots	Prefixes and suffixes
<p>mort = death</p> <p>mortal</p> <p>immortal</p> <p>mortuary</p> <p>mortician</p> <p>post-mortem</p> <p>Voldemort</p>	<p><i>know</i></p> <p><i>known</i></p> <p><i>knowing</i></p> <p><i>knowingly</i></p> <p><i>unknown</i></p> <p><i>unknowingly</i></p> <p><i>knowledge</i></p> <p><i>knowledgeable</i></p>

READING

Phonological Awareness

Phonemic Awareness

Auditory Analysis

Decoding

Word recognition

Comprehension

Written language

SIGHT WORDS

× yacht

× eye

× colonel

× bouy

READING

Phonological Awareness

Phonemic Awareness

Auditory Analysis

Decoding

Word recognition

Comprehension

Written language

READING COMPREHENSION

Fluent decoding

Adequate language skills

Memory

Visualising skills

Higher order thinking/critical thinking skills

Reading

Decoding

Text Comprehension

Language

Phonological

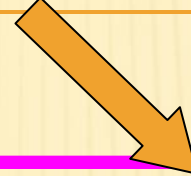
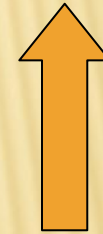
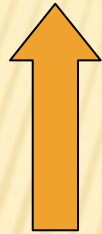
semantics

syntax

morphology

pragmatics

Higher Order Thinking



LANGUAGE FOR READING COMPREHENSION

- × Well developed vocabulary
- × Figurative language
- × Understanding sentence types
- × Understand differences in types of text
- × World knowledge

VOCABULARY

- × Synonyms/Antonyms
- × Multiple meanings
- × Shades of meaning
- × Analogy
- × Morphology of words

VOCABULARY- SYNONYMS

The *pig* was carried in a wicker basket

The *hog* was very hungry.

The first *cage* in the row belonged to the hogs.

He would run around his *pen*.

VOCABULARY- MULTIPLE MEANINGS

rock



STRATEGIES FOR TEACHING LANGUAGE FOR READING COMPREHENSION

Vocabulary Vocabulary Vocabulary

- ✗ Linguistic Concepts
- ✗ Metalinguistics
- ✗ Compare and contrast
- ✗ Categorisation
- ✗ Analogy
- ✗ Multiple meanings
- ✗ Figurative language
- ✗ Greek and Latin Roots
- ✗ Sentence types
- ✗ Conjunctions

FIGURATIVE LANGUAGE

- × Similes
- × Metaphors
- × Idioms

FIGURATIVE LANGUAGE

Similes

Metaphors

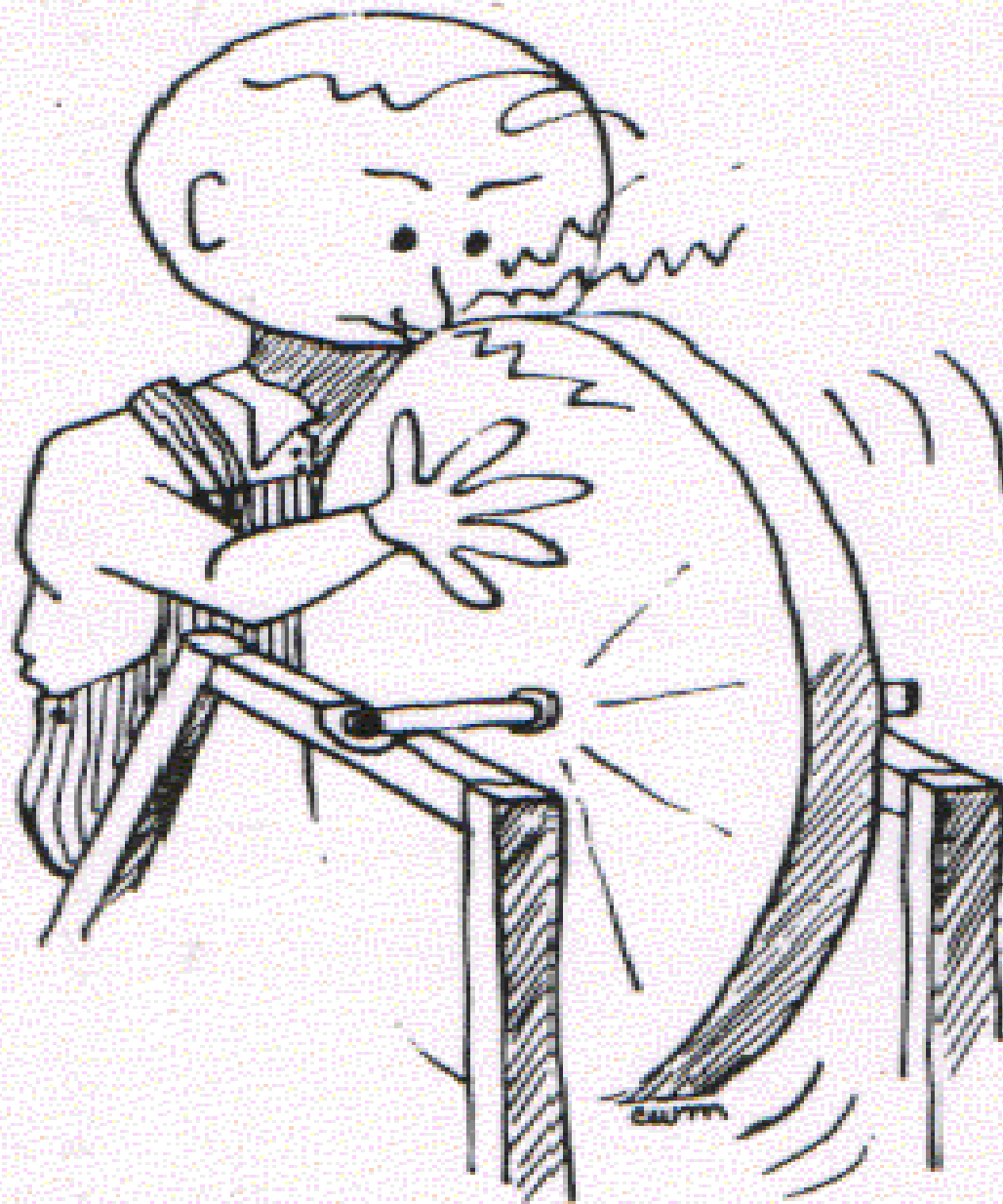
Idioms

“He’s as high as a kite.”

“She’s a dark horse”

“I’m all tied up at the office”

‘Hit the books



KEEP YOUR NOSE TO THE GRINDSTONE

TREATING LANGUAGE & READING DEFICITS

No 'one size fits all" treatment

Best approach :

Work on increasing student's capacity to learn language , then add individual tuition/therapy as needed

✘ Questions?

✘ Further information

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