TALKING WITH LETTERS
THE RELATIONSHIP BETWEEN ORAL AND WRITTEN LANGUAGE

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Background Concepts – Language & Reading

Identifying Language & Reading Deficits

Treating Language & Reading Deficits
Reading Difficulties / Disabilities

- 10% Will read even without teaching
- 20% Will read irrespective Of teaching quality
- 40% Will read but needs some reading support
- 20% Mixture of reading difficulties and reading disabilities
- 10% Reading disabilities
WHAT IS LANGUAGE?

- Oral Language
  - Receptive Language
    - Understanding what is said
  - Expressive Language
    - Expressing thoughts

- Written Language
  - Reading
  - Writing
UNDERSTANDING
Receptive Language

SPEAKING
Expressive Language

READING
Reading for Meaning

WRITING
Most complex skill in language

Language to Reading
Reading to Comprehension
Sound to Language
They are jumping.

Turn taking
Monitoring

Phonology

Morphology

Semantics

Syntax
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
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
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

Route 1: Direct
Visual
'Reading by eye'

Route 2: Indirect
'Spoken word 'assembled pronunciation''

'Spoken word 'addressed pronunciation''
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

Decoding

Word recognition

Comprehension

Written language
AUDITORY ANALYSIS

Number of sounds or syllables

Order of sounds within syllables

Sameness / difference of sounds

Lindamood-LiPS

Rosner
READING

Phonological Awareness

Auditory Analysis

Decoding

Word recognition

Comprehension

Written language
**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
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

Tip Tappers

Scrappers

p b t d

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

<table>
<thead>
<tr>
<th>Greek and Latin Roots</th>
<th>Prefixes and suffixes</th>
</tr>
</thead>
<tbody>
<tr>
<td>mort = death</td>
<td>know</td>
</tr>
<tr>
<td>mortal</td>
<td>known</td>
</tr>
<tr>
<td>immortal</td>
<td>knowing</td>
</tr>
<tr>
<td>mortuary</td>
<td>knowingly</td>
</tr>
<tr>
<td>mortician</td>
<td>unknown</td>
</tr>
<tr>
<td>post-mortem</td>
<td>unknowingly</td>
</tr>
<tr>
<td>Voldemort</td>
<td>knowledge</td>
</tr>
<tr>
<td></td>
<td>knowledgeable</td>
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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
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
- Linguistic Concepts
- Metalinguistics
- Compare and contrast
- Categorisation
- Analogy

Vocabulary
- Multiple meanings
- Figurative language
- Greek and Latin Roots
- Sentence types
- Conjunctions
FIGURATIVE LANGUAGE

- Similes
- Metaphors
- Idioms
<table>
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<td>He’s as high as a kite.</td>
<td>&quot;She’s a dark horse&quot;</td>
<td>&quot;I’m all tied up at the office&quot;</td>
<td>&quot;Hit the books&quot;</td>
</tr>
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</table>
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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