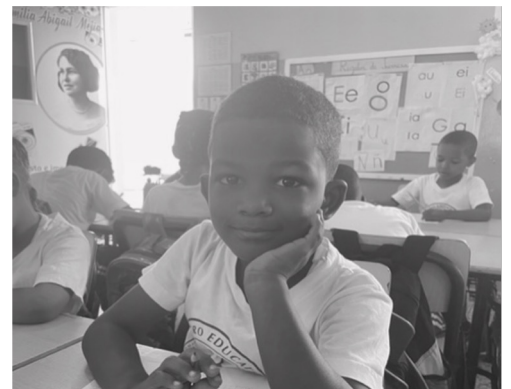
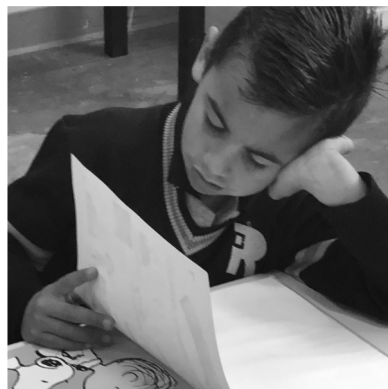


Early Literacy Learning to Read



DEVELOPING LEADERS. STRENGTHENING SCHOOLS. CHANGING LIVES.

Our mission is to change the lives of students in under-resourced communities around the world by developing leaders and teachers who strengthen schools and improve student outcomes.

With deep gratitude to our partners for all we've learned from and with you over the years.

Introduction: Early Literacy/Learning to Read

For decades, we've known that 98% of all children can learn to read in their early years. Yet year after year, millions of children across the world are unable to read a single word even after four years of schooling.

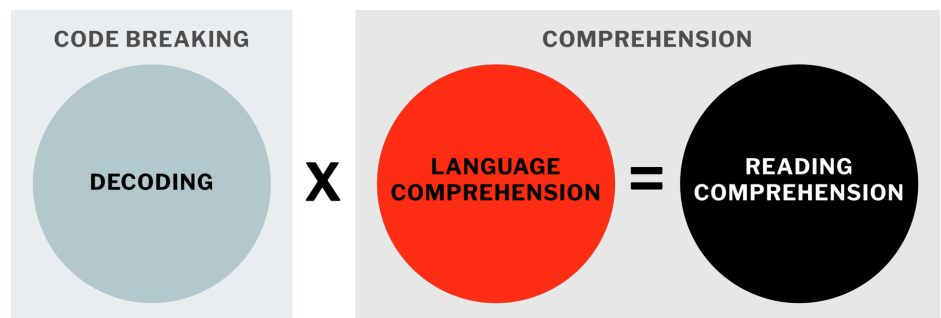
This gap isn't because of ability, nor is it about access to school. Of the 387 million primary-age children unable to read proficiently, 262 million are in classrooms. Thanks to years of work by dedicated researchers and practitioners, we now know what school leaders and teachers need to do to ensure that all their students can read.

The aim of this Toolkit is to provide a roadmap that illustrates how to put the science of reading research into practice for the benefit of all our young readers.

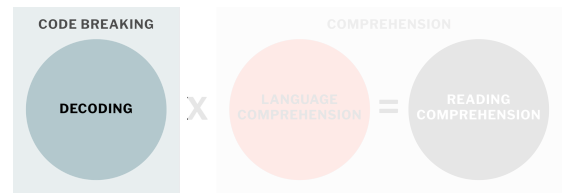
Its foundation is our decade's worth of work with successful teachers and leaders throughout the world and the core ideas in Gough & Tunmer's "Simple View of Reading."

Toolkit Elements:

- 1 Code Breaking
- 2 Comprehension

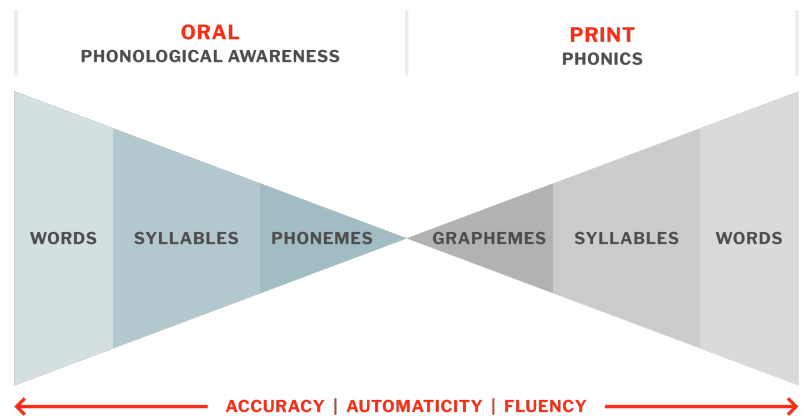


Code Breaking



Because the mental processes involved in reading are hidden from view, adults who learned to read long ago might assume it is a simple visual process that occurs naturally. The reality is quite different: proficient reading requires connecting—quickly and unconsciously—written symbols with spoken language. And since the human brain isn't wired to read, the code must be taught explicitly.

In the journey to unlock meaning in texts, the necessary but insufficient work of code breaking is foundational to our readers' success. They begin by matching sounds correctly to their corresponding symbols and work to do that with growing speed and automaticity. The speed with which students master these emergent literacy skills and learn to read fluently depends on instruction that is explicit, structured and deliberate.



In our work with One World partners, we've found three necessary ingredients for ensuring students break the code: Phonological Awareness; Phonics; and Accuracy, Automaticity & Fluency.

PHONOLOGICAL AWARENESS

How do we support our young readers' ability to play with and identify parts of spoken language orally, including phonemes, the smallest sounds within a word or a syllable?

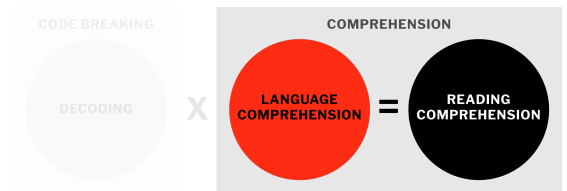
PHONICS

How are we ensuring that our young readers are explicitly taught—and have learned—the link between all phonemes and graphemes in our languages of instruction?

ACCURACY, AUTOMATICITY & FLUENCY

How are we supporting our young readers throughout this process of correctly associating and pronouncing letters and words with increasing ease and expression?

Comprehension

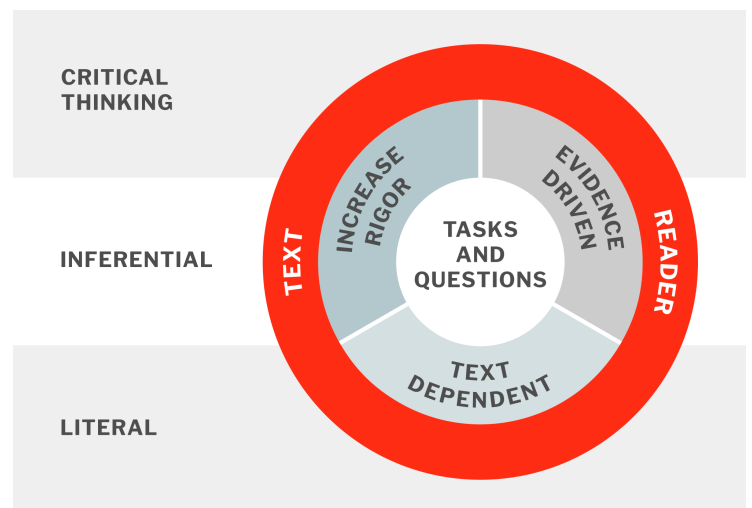


We comprehend when we make meaning of language both orally and in text, so supporting both in the classroom is an intertwined, connected process.

Comprehension is the result of a conversation between the reader and the text, facilitated by smart and specific tasks. Well-designed tasks prompt the reader to engage with and respond to the text, especially its most challenging aspects. Embracing its complexities is how students grow the most. For that reason, effective tasks are structured in three levels of thinking: literal, inferential, and critical.

It is also important to keep in mind that because every text assumes a certain knowledge-base and specific vocabulary, these need to be taught as explicitly as phonics. Providing our students with key word and world knowledge before they grapple with a text accelerates their ability to unlock its meaning.

We consider three aspects in order to nurture our students' reading comprehension: Text, Reader, and Task.



TEXT

What texts are we putting in front of young readers and why?

READER

What ideas and skills are we developing in our young readers with each text?

TASK

How do we ensure that the reader and task engage in meaningful conversation?