LITERACY LEARNING FROM SCHOOL TO HOME: A SINGLE CASE STUDY

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INTRODUCTION

✓ Aims of the study:
  To learn how teachers support (print-based) literacy learning of reception-aged children in Nottingham, England.
  To find out the influence of the EYFS Profile on creating literacy activities in a class

✓ Study

✓ Questions and answers
LITERATURE REVIEW

Globalisation + neo-liberalism

- Changes in the educational structure of countries (Vujakovic, 2009)

- Setting high learning goals that can be assessed by national tests (Hursh, 2005) starting from very early years
THE EARLY YEARS FOUNDATION STAGE PROFILE (THE EYFS PROFILE)

• National assessment, completed for each child at the end of the reception year, evaluated against 17 early learning goals

• Arguments on the EYFS Profile
  • Pre-determined literacy, math skills above reception children’s capabilities (Roberts-Holmes and Bradbury, 2016).
  • Planning activities for only pre-defined ELGs, thus, limiting creative activities to be done (Hutchings, 2015).
  • Disregarding children cultural and social background since one national assessment system for all diverse groups (Rogoff, 1998).
  • Tests applicable for physical skills assessment but not relevant in evaluating children’s emotional, and social skills, which are more abstract (Woodhead, 1996).
• **In the EYFS Curriculum:** “Literacy development involves encouraging children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.” (DfE, 2017, p. 8).

• Two early learning goals [ELGs] are specified for the specific area, literacy. Teachers have to assess Reception class children’s literacy skills against those two ELGs. Below are two ELGs related to literacy that all children have to achieve before entering Key Stage

  **Reading:** children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.

  **Writing:** children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.” (DfE, 2017, p.11).
THEORETICAL FRAMEWORK

• The ecological system theory, (Bronfenbrenner, 1979)

• Child development being influenced by different, yet interrelated environmental factors.

  • **Literacy Learning Context**

    • **Macrosystem**: Globalisation + Neo-liberalism, national curriculum (EYFS + EYFS Profile), British literacy culture

    • **Exosystem**: Family SES; parents’ education, their work places

    • **Mesosystem**: Home-school partnership, parent involvement activities

    • **Microsystem**: home and school

Figure 1: The picture is taken from the book of Coke and Cole (2001).
RESEARCH QUESTION

1. How do teachers support children’s literacy development in a Reception classroom?
   1.a What influence does the EYFS Profile have on creating literacy activities in a class?
METHODODOLOGY

Research Design: A single case study with embedded units

Research Site: A reception class & six children in that class

Data Collection Methods:
- Classroom and individual observations
- Semi-structured interviews with parents, teachers, and children
- Secondary data (children’s drawings, writings, electronic diaries of teachers, communication materials between teachers and parents, six case children’s EYFS Profile results).

Duration of Data Collection:
- September 2017 – July 2018

Data Analysis:
- Thematic Analysis
EMERGING FINDINGS

1. English literacy is intensely and in a very structured way being taught in the Reception class.

   - Everyday whole-class phonics session (between 20-30 minutes) and math
   - Phoneme teaching is divided into 6 phases
   - Starting from teaching single letter sounds (-d), then, two letter sounds or diagraphs (-ea), after, three letter sounds or triagraphs (-ear)
   - At each phase, teaching different high frequency words or tricky words (e.g., was, I, go, the, to)
2. USING TECHNOLOGIC TOOLS A MEDIUM FOR PRINT-LITERACY TEACHING

2.A. TEACHING LITERACY

- Writing sounds in different colours, helping children to differentiate sounds
- Spots for counting the sounds
- Pictures for understanding the meaning of the word

(Classroom Observation, 18/01/2018)

- Clicking on the pictures and, if it is correct, clapping sounds encouraging children
2.B. CAMERA AS A TOOL FOR ASSESSMENT

• Camera: taking the pictures of children’s work samples as an evidence, for both formative assessment and summative assessment (the EYFS Profile)

(2/11/2017, classroom observation)
REFERENCES


Roberts-Holmes, G. (2015) The ‘datafication’ of early years pedagogy: ‘if the teaching is good, the data should be good and if there’s bad teaching, there is bad data’, Journal of Education Policy, 30(3), pp. 302-315.


Thank You Very Much.

Any Questions?