

Sealing the Deal: Processing at Discontinuing



http://education.gsu.edu/ece/reading_recovery.htm

Children need to be reading at least at the average of their class.

They need to be able to survive with a 'not noticing teacher'.

**“ There is no fixed set of strategies,
and no required levels of text, nor
any test score that can guarantee
successful progress after
discontinuing.”**

So where do we go for help and information about what we should expect processing to look like at discontinuing?

“ The child should be working at or above Level 16 of an approved list of levels that has been field- tested.”

Rereading yesterday's new book

The.. record captures evidence....including how well the child finds clusters of letters embedded within words while remaining attentive to the meaning of text , to the structure of the language and to pace..... smoothly integrated

The new book

“Children solve new challenges including multisyllabic words within more difficult texts at speed, working with clusters of letters. Smoothly operating reading systems”

Clay, Part One, p51

“... he should be able to:

- monitor his own reading and writing,**
- anticipate a possible structure,**
- search for different kinds of information,**
- discover new things for himself,**

- cross-check one source of information with another**
- repeat as if to confirm his reading and writing**
- self-correct taking the initiative for making decisions or getting words right in every respect,**
- solve new words by these means.**

Fast processing with accuracy on more advanced texts

- Takes ownership for solving new words.**
- Problem-solving new and difficult words, and correcting many errors.**

- Integrates information from different knowledge sources: visual, phonological, meaning and structure information.**
- Uses any information sources effectively on well-chosen texts but easily thrown by a challenging text.**
- What is read is processed quickly and is mostly correct.**

- Effective processing deals with chunks of information.**
- Has reached high scores on knowledge sources (or *An Observation Survey*).**
- Controls links between visual/aural, left/right, first/last, semantic/syntactic, picture/story information.**

Writing

“He can write a couple of sentences for his story, requiring help from his teacher with only one or two words.”

Clay, Literacy Lessons, Pt 1,p 58

The messages composed are more complex and varied. Phonological and orthographic analyses of words by the child on his own are more frequent... Expect to see the child rehearse and trial words (or find a word to copy) and break new words into suitable chunks.

Hobsbaum, Peters and Sylva

Phase 3 Teacher is essentially reactive

- child acts more, vocalizes less**
- evidence the child has internalized the teacher's prompts**
- child writes silently or with few utterances of letters**
- child monitors own writing**

Over time children take control of:

Strategy monitoring: holding the message in working memory and reading independently in order to make the next move

Whole word recall: identifying the word and writing it immediately without apparent searching or use of phonemic information

Surface feature control: Self-regulates spacing and handwriting and shows understanding of punctuation

Phonemic segmentation: where a phoneme is articulated, the child goes straight to the written letter without the need to say the name or sound of the letter before writing it

The final confirmation

Retesting using the Observation Survey is done to confirm your decision to discontinue.

The higher the child's level of competence in reading and writing, the better the predictions become, and the lower they are, the more risk you take with his future progress if you discontinue his lessons.

Clay, Part One, p 59

The essence of success with discontinuing judgements is whether the teacher can be confident that this child does discover things for himself, works out some possibilities, and extends his own processing skills in reading and writing.