ASSIGNMENT

PHASE 2

TEACH READING SKILLS MORE EFFECTIVELY.

INTRODUCTION

It is most concerning to read this article on how at least 20% percent of American

citizens have a literacy problem. Sadly, figures show it is the same in the UK and in this 21st

century it final needs to be addressed. It almost appears like I was reading an article from

Charles Dickens era. The key problem lies with the culture, background, and the educational

system. If the parents can not read well, then he progressively transfers through the

generations, unless something changes.

This article provides teachers, parents, and students a view of teaching skills. We

have a case study of Connie LuVenia Williams who since a small child recalled that letters

causing problems. How the symbols and letter combination, in conjunction with sounds held

a significant stumbling blockage. From the knowledge I have gained from the curriculum

design courses, I feel it appears to be slightly to do with how the brain processes the

information. The brain is of course like a computer, and it is how we programme the

computer will help in cases such as Connie.

When learning Italian as a young child for my theory of music examinations, my

would break up these complex Italian words into short manageable structures. If a phrase

such as ‘Allegro ma non troppo’, had to be read, understood, translated, and spelt, singing

often helped me to grasp the language. Singing is so useful in many forms for the brain,

from stroke patients to mental health via music therapy.

I was shocked at the percentages and numbers of adults in America with low

functional skills in English. Teaching in schools in England, reading and writing is of

paramount concern. The standard of students handwriting is very poor. It is exciting to read

how Oakland REACH is working in collaboration to campaign for better reading assistance in

schools.

The political hatred of various cultures and colour of someone’s skin has been a major

problem in society even up until today. Fortunately, the issues that were prevalent of Black

children, has disappeared, but it was still very much a social problem during the 1960’s and

1970’s. Children and families experienced horrendous experiences, just because of the

colour of their skin. Black children went to one school and white children to another, yet the

education was not the same standard and this would cause resentment.

Williams doesn’t know whether they fooled teachers or gave them a way out of

dealing with the problem. Either way, she graduated from McClymonds High School in 1978

without ever really learning to read.

Over the years she made other attempts to learn through community colleges and adult

literacy programs. But mostly she found ways to get around the fact she couldn’t read.

To get her driver’s license she took the test multiple times, memorizing the different exam

sheets until one repeated. When she needed spelling help, she called 411. “I would call the

operator and say, ‘I need to know how to spell so and so and so’ and they would spell it for

me,” she said.

In time, it became increasingly clear to Williams that she wasn’t alone in her struggle, and

she decided telling her story might help lead to change.

When she first spoke openly about her experience in front of her church community**,**people

both older and younger began confiding in her. “They tell me, ‘I graduated and couldn’t read

either’ or I was like, ‘Wow.’”

**Push for Effective Reading Instruction**

When it came time for Williams’ three daughters to learn to read in the ‘80s, a new

theory of reading instruction called “[Whole Language](http://www.donpotter.net/pdf/why-not-phonics-and-whole.pdf)” was spreading through classrooms

around the world. It shares ideological roots with the theory behind the Dick and Jane style

books Williams grew up with.

The theory embraced reading as a natural process, like learning to talk, and assumed

surrounding children with stimulating books was all they needed to pick it up.

By 1987[California embraced whole language ideology](https://scholar.harvard.edu/files/jameskim/files/bookch2.pdf) and adopted new textbooks that

minimized phonics instruction.  A few years later, California’s reading scores were

[among the worst in the country](https://www.amazon.com/Left-Back-Century-Battles-School/dp/0743203267/ref=pd_lpo_14_t_1/144-8805916-4002157?_encoding=UTF8&pd_rd_i=0743203267&pd_rd_r=d69e3d00-3c90-44b1-baf4-76637d8266e1&pd_rd_w=CDc8j&pd_rd_wg=OIyeT&pf_rd_p=7b36d496-f366-4631-94d3-61b87b52511b&pf_rd_r=ZDF97623FJJ84ZT8R9KF&psc=1&refRID=ZDF97623FJJ84ZT8R9KF), falling across race and class lines. Whole language wasn’t

the only factor, but many saw it as a[major contributor](https://scholar.harvard.edu/files/jameskim/files/bookch2.pdf).

It has taken years of family generations to improve upon their education due to the poor

education that is presented. I think that this issue is a major issue, and it is not just in

America. I have seen the educational cuts in the UK, teaching assistance posts are being

reduced. Therefore, one teaching assistant to 30 students, yet pre Covid-19, it was 3

teaching assistants per class of 30

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**Perhaps sing- speak is a better approach**

I think the idea of music therapy using phonics would really be advantageous to these

children. Singing sounds help the brain in such a way that it can retain sounds. Sing reading

would be so helpful. My mother was born in 1934, but sadly she passed away of 3 years ago.

She went to a small private school in which to teacher would implement various ways to

teach English. The alphabet was sung, and this seems to assist with the remembering of the

letters, the sing song like melody helped immensely. When starting to read, it was all

broken up into syllables and once again it was sung, The class would apparently sing the

sentence in broken up syllables and then take away the melody and read without producing

any melody. The progress was exponential. My mother told me that the ethos of the school

Start with the phonics. Phonics is the base for interpreting and reading languages. Creating a

good base for understanding phonics is very important in developing the skill of reading.

1. Familiarise with books. When children first look at books, they randomly pick a page to read, most likely choosing the page with bright and colourful pictures.
2. Start small. When it comes to toddlers, their attention span is usually calculated as their age plus three minutes.
3. Read aloud. Reading for the child from a very young age is a very healthy practice that many parents follow. ...
4. Add the drama. When you read books to kids, make sure you help them imagine the story. ...
5. Learn on the go. Most of the times, we confine ourselves to reading from books. Some kids cannot concentrate for more than a few minutes.
6. Discover fun ways to learn. Children pick up things when taught in a fun way. Anything to learn can be wrapped in a game and taught to kids effectively.
7. Give life to letters. It can be very exciting for children to see the alphabets take form and talk. ...
8. Be a good role model. Children learn by watching adults. modelling the right kind of behaviour is very important in parenting.
9. Get those apps. Although screen time is not good for children, some mobile and computer applications are very effective in teaching children to read.

IN CONCLUSION

We need to try to alter the current cycle of how education literacy is taught, and I feel it

must be down to the education authorities. Combined with that of behavioural patterns

within the family, which might be due to social, cultural, and economic situations. Free

educational literacy and numeracy courses would help in patterns of non-educational

individuals. The greater we can work together to produce a more modern approach to the

progression of literacy.

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