

# Queensland kindergarten learning guideline

Professional development | Resources



## Early literacy and numeracy: Annotated resource list

### Oral language and early literacy

#### Oral language skills in the early years (Julie Dockrell et al.)

Explores the importance of oral language skills for later learning and key components of early years oral language programs.

Dockrell, J, Sylva, K, Huxford, L & Roberts, F 2009, *Oral language skills in the early years* (Early Talk Programme), I CAN, London, accessed 21 March 2011

[www.ican.org.uk/early%20talk/resources/~/\\_/media/ICAN%20website/4%20Early%20Talk/Research/OralLangSkillsintheEYCh4July09PDF.ashx](http://www.ican.org.uk/early%20talk/resources/~/_/media/ICAN%20website/4%20Early%20Talk/Research/OralLangSkillsintheEYCh4July09PDF.ashx)

#### *Supporting oral language and reading development in the early years (Deslea Konza)*

Provides a review of evidence-based practices and strategies for promoting oral language and reading development in the early years. This is the first of two related monographs.

Konza, D 2011, *Supporting oral language and reading development in the early years* (research monograph 5), Victorian Literacy and Numeracy Secretariat — Department of Education and Early Childhood Development (Victoria), Melbourne.

[www.eduweb.vic.gov.au/edulibrary/public/teachlearn/student/vlnsresmono05.pdf](http://www.eduweb.vic.gov.au/edulibrary/public/teachlearn/student/vlnsresmono05.pdf)

#### *Strategies to support oral language and reading development in the early years (Deslea Konza)*

The second of the two related monographs builds on research identified in the first monograph to suggest ways carers and teachers can support the development of oral language and reading development.

Konza, D 2011, *Strategies to support oral language and reading development in the early years*, (research monograph 6), Victorian Literacy and Numeracy Secretariat — Department of Education and Early Childhood Development (Victoria), Melbourne.

[www.eduweb.vic.gov.au/edulibrary/public/teachlearn/student/vlnsresmono06.pdf](http://www.eduweb.vic.gov.au/edulibrary/public/teachlearn/student/vlnsresmono06.pdf)

#### *Oral language and beginning reading: Exploring connections and disconnections (Susan Hill)*

Examines the complex relationship between oral language learning and early reading and writing success, including research involving learners who speak English as a second language.

Hill, S 2009, *Oral language and beginning reading: Exploring connections and disconnections*, available through Education Resources Information Center, accessed 21 March 2011.

[www.eric.ed.gov/PDFS/EJ870077.pdf](http://www.eric.ed.gov/PDFS/EJ870077.pdf)

# Early literacy and numeracy

## Early childhood literacy and numeracy: Building good practice (Marilyn Freer and Bridie Raban)

Supports early years educators to improve literacy and numeracy learning for young children through reflection on their practice.

Fleer, M & Raban, B 2007, *Early childhood literacy and numeracy: Building good practice*, Department of Education, Science & Training, Commonwealth of Australia.

[www.dest.gov.au/NR/rdonlyres/072400D9-3172-460A-910BC190C3C21FDA/18862/ecl\\_buildinggoodpractice.pdf](http://www.dest.gov.au/NR/rdonlyres/072400D9-3172-460A-910BC190C3C21FDA/18862/ecl_buildinggoodpractice.pdf)

## *Literacy and numeracy that counts from birth to five years: A review of the literature* (Marilyn Freer and Bridie Raban)

Explores research into quality early educational experiences that have lasting effects on children's achievements. The review emphasises the teacher's role in building pathways to enable children from diverse cultural, language and social contexts to develop their literacy and numeracy skills to their maximum potential.

Fleer, M & Raban, B 2005, *Literacy and numeracy that counts from birth to five years: A review of the literature*, Department of Education, Training & Science, Commonwealth of Australia, (available through the Department of Education, Employment and Workplace Relations website).

[www.deewr.gov.au/Earlychildhood/Resources/Documents/LiteratureReview.pdf](http://www.deewr.gov.au/Earlychildhood/Resources/Documents/LiteratureReview.pdf)

## Meeting kids at the school gate: The literacy and numeracy practices of a remote Aboriginal and Torres Strait Islander Community (Jennifer Rennie)

Identifies the importance of valuing, acknowledging and understanding family and community literacy and numeracy practices. The paper highlights the importance of building on these experiences to promote continuity of learning in educational settings.

Rennie, J 2005 'Meeting kids at the school gate: The literacy and numeracy practices of a remote Aboriginal and Torres Strait Islander Community', paper presented to *Redesigning Pedagogy Conference*, National Institute of Education, Singapore, 30 May – 1 Jun. 2005.

<http://conference.nie.edu.sg/paper/Converted%20Pdf/ab00124.pdf>

## Literacy and numeracy in the early years (Royal Children's Hospital Education Institute)

Examines research into early literacy and numeracy development, noting the importance of oral language development and the central role parents play in early language, literacy and numeracy development. This paper also explores literacy and numeracy in the 21st century and the role of early years educators.

Royal Children's Hospital Education Institute 2010, *Literacy and numeracy in the early years*, (research monograph 1), Victorian Literacy and Numeracy Secretariat — Department of Education and Early Childhood Development (Victoria), Melbourne.

<http://www.eduweb.vic.gov.au/edulibrary/public/teachlearn/student/shinespotlightlitnum.pdf>

## Early literacy

### Alphabet and phonological awareness: Can it be enhanced in the early childhood setting? (Claire McLachlan and Alison Arrow)

Explores the importance of developing young children's knowledge of the alphabet and phonological awareness. The article highlights the need for professional development to enable teachers to build children's alphabetic and phonological awareness within a holistic curriculum and within the context of children's play.

McLachlan, C & Arrow, A 2010, 'Alphabet and phonological awareness: Can it be enhanced in the early childhood setting?', *International Research in Early Childhood Education*, vol. 1, no. 1, pp. 84–94.

[www.education.monash.edu.au/research/irecejournal/issues/2010/irece2010-vol1-no1-mclachlan.pdf](http://www.education.monash.edu.au/research/irecejournal/issues/2010/irece2010-vol1-no1-mclachlan.pdf)

### Making connections to promote early literacy (Susan McKenzie)

Provides a review of literature and identifies ways early years educators can promote homeschool connections and literacy learning within an emergent curriculum.

McKenzie, S 2006, *Making connections to promote early literacy* (Literacy and Numeracy Innovative Projects Initiative), Department of Education, Science & Training, Commonwealth of Australia.

[www.dest.gov.au/literacynumeracy/innovativeprojects/pdf/mckenzie\\_making\\_connections.pdf](http://www.dest.gov.au/literacynumeracy/innovativeprojects/pdf/mckenzie_making_connections.pdf)

### Early literacy: Policy and practice in the preschool years (Dorothy S Strickland and Shannon Riley-Ayers)

Provides a review of literature and research, and offers recommendations to guide policy and practice. The brief emphasises the importance of early language and literacy development for future learning success.

Strickland, DS & Riley-Ayers, S 2006, 'Early Literacy: Policy and Practice in the Preschool Years', *National Institute for Early Education Research: Preschool Policy Brief*, Ellen Frede & W Steven Barnett (eds), issue 10, April, accessed 21 March 2011.

<http://nieer.org/resources/policybriefs/10.pdf>

### *Making a splash! Will your young learners sink or swim?* (Sandra Lennox and Beverley Broughton)

Reviews literature and practical strategies for building oral language and literacy skills.

Lennox, S & Broughton, B 2007, 'Making a Splash! Will your young learners sink or swim?' (PowerPoint presentation), Early Childhood Teachers Association, accessed 21 March 2011.

[www.ecta.org.au/\\_dbase\\_upl/05\\_07\\_Early\\_Literacy.pdf](http://www.ecta.org.au/_dbase_upl/05_07_Early_Literacy.pdf)

### *Investigating children's early literacy learning in family and community contexts* (Susan Spedding et al.)

Reviews Australian and international research into the relationship between family and community and children's early literacy learning.

Spedding, S, Harkins, J, Makin, L & Whiteman, P 2007, *Investigating children's early literacy learning in family and community contexts* (Final report of the Learning Together Research Program), Department of Education and Children's Services (South Australia), Adelaide.

[www.earlyyears.sa.edu.au/files/links/Learning\\_Together\\_Lit\\_Revi.pdf](http://www.earlyyears.sa.edu.au/files/links/Learning_Together_Lit_Revi.pdf)

# Early numeracy and mathematical learning

## Numeracy in the early years (Sue Thomson et al.)

Reviews research, case studies and recommendations related to building children's early numeracy understandings.

Thomson, S, Rowe, K, Underwood, C & Peck, R 2005, *Numeracy in the early years: Project Good Start* (Final report to the Department of Education, Science and Training), Australian Council for Educational Research, Melbourne.

[www.acer.edu.au/documents/GOODSTART\\_FinalReport.pdf](http://www.acer.edu.au/documents/GOODSTART_FinalReport.pdf)

## A good start to numeracy (Brian Doig, Barry McCrae and Ken Rowe)

Provides a review of research and also identifies practical strategies for building children's early numeracy understandings. This booklet is linked to Project Good Start' (see above).

Doig, B, McCrae, B & Rowe, K 2003, *A good start to numeracy: Effective numeracy strategies from research and practice in early childhood*, Australian Council for Educational Research, Melbourne (available through the Department of Education, Science and Training website).

[www.dest.gov.au/NR/rdonlyres/D2B70D11-FBE8-45CA-8D27-30408C8BF7DF/3986/GoodStart.pdf](http://www.dest.gov.au/NR/rdonlyres/D2B70D11-FBE8-45CA-8D27-30408C8BF7DF/3986/GoodStart.pdf)

## Learning stories and children's powerful mathematics (Bob Perry, Sue Dockett and Elspeth Harley)

Presents a matrix to guide practice in building powerful mathematical ideas that links to the developmental learning outcomes identified in *The South Australian Curriculum, Standards and Accountability (SACSA) Framework* (Department of Education, Training and Employment, 2001). These outcomes align well with those from the *Early Years Learning Framework* and *Queensland kindergarten learning guideline*.

Perry, B, Dockett, S & Harley, E n.d. 'Learning stories and children's powerful mathematics', *Early Childhood Research and Practice* (online), vol. 9, no. 2, accessed 21 March 2011.

<http://ecrp.uiuc.edu/v9n2/perry.html>

## Numeracy enacted (Barbara Clarke and Jill Robbins)

Highlights the importance of early years teachers connecting to and building on the rich base of mathematical experiences that children bring from family experiences, and supporting the family's role in numeracy learning.

Clarke, B & Robbins, J 2004, 'Numeracy enacted: preschool families conceptions of their children's engagements with numeracy', *Proceedings of the 27th annual conference of the Mathematics education research group of Australasia*, Mathematics education research group of Australasia, pp. 175–82.

<http://www.merga.net.au/documents/RP192004.pdf>