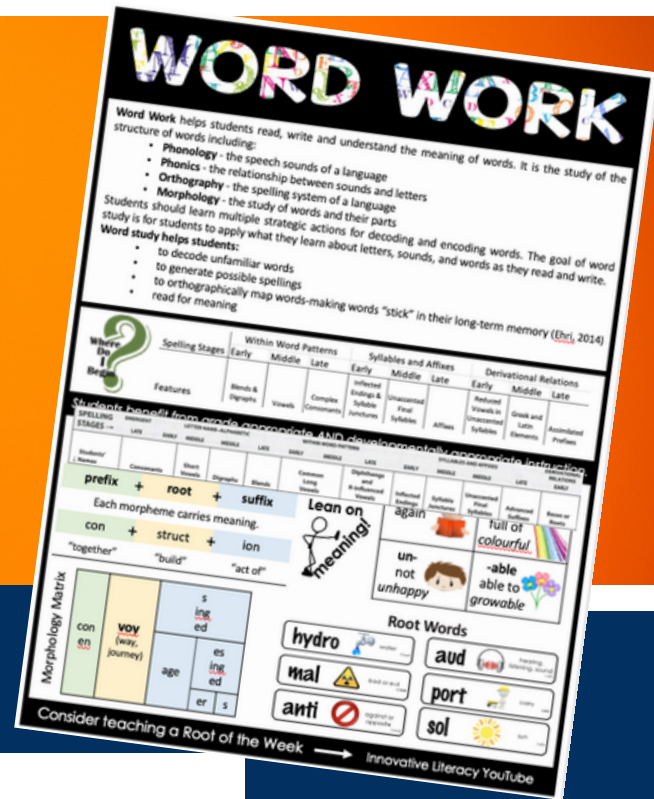




# LITERACY IN THE MIDDLE YEARS



## Curriculum Department Word Work in the Middle Years

### Supporting Word Work in the Middle Years

Striving for a comprehensive approach to teaching literacy in the middle years, we supported english language arts teachers with the assessment and instruction of word work. Word work helps students read, write and understand the meaning of words. It is the study of the structure of words including:

- Phonology - the speech sounds of a language
- Phonics - the relationship between sounds and letters
- Orthography - the spelling system of a language
- Morphology - the study of words and their parts

This year, our middle years teachers implemented a Word Inventory assessment and our Literacy Support Teachers, Hollie Redden and Nikita Tournier provided professional development on multiple strategies for decoding and encoding words. It is important in the middle years for students to engage in word work experiences with authentic reading and writing.

Some of the strategies teachers are using in their middle years classrooms include:

- Analogy Charts
- Morning Message
- Making Words
- Word Hunts
- Word Games (eg Wordle)
- Word Ladders
- Sound Boxes

Our goal is for our students to develop **graphophonological semantic cognitive flexibility**- the ability to simultaneously attend to, and flexibly switch between the letters and sounds in words (graphophonological) and the meanings of words (semantic).

*"At one magical instant in your early childhood, the page of a book-- that string of confused, alien ciphers-- shivered into meaning. Words spoke to you, gave up their secrets; at that moment, whole universes opened.*

*You became, irrevocably, a reader"*

~Alberto Manguel



*By using the Word Inventory assessment, I see the word work skills that the students needed and could target my instruction for reading and writing.*

~ Grade 8 Teacher

- ✓ Literacy
- ✓ Collective Responsibility