A supplementary document for:
Learning to be Literate: An orthographic journey with young students

By Lyn Anderson, Ann Whiting, Pete Bowers and Gail Venable

Links to examples of videos of structured word inquiry instruction / orthographic inquiry in the context of early literacy learning

This document is a supplement to chapter 7 of the book The alphabetic principle and beyond...surveying the landscape (2019, Cox, Feez, & Beveridge Eds.) published by Primary English Teaching Association of Australia (PETAA). That chapter “Learning to be Literate: An orthographic journey with young students” by Anderson et. al provides an account of early literacy instruction through orthographic inquiry (structured word inquiry) over the course of a year. In that account, we see you students study linguistic content that is new to most educators. While the authors have been working with this level of orthographic content with young children for some time, it is reasonable for those being introduced to this content for the first time to be skeptical that such instruction could really engage young children.

This document includes links to videos showing children actively engaged in the kinds of ideas we describe in the account. One value of exploring these videos in conjunction with the chapter is that it provides illustrations of this kind of learning in action with young children. The videos provide a valuable supplement to the chapter for other reasons as well. A key message in the chapter is the importance of instruction addressing the interrelationship of morphology, etymology and phonology. This can be challenging to convey in text. Videos of this instruction can highlight exactly what that can look like. We hope these videos also help show that a specific lesson can use an observation about a very small detail -- like the pronunciation of a suffix in a given word -- can be the way a key orthographic concept is introduced or revisited. The chapter addresses concepts that are addressed and revisited again and again over the course of a school year (and then revisited in following years). It would be easy for the reader to forget that these concepts are not just taught in one lesson and then we move on to the next. The account in the chapter condenses so much information into a short time that it could seem overwhelming. Some of the videos linked below show that sometimes these concepts are addressed with a small observation at an opportune moment. Other videos provide an illustration of a more involved orthographic lesson. Finally, while some of these videos are from the context of instruction by authors in the chapter, some are lessons are by teachers at different stages in their own learning. We hope that seeing other teachers getting started with this work encourages the reader to have a go at investigating orthography with their own students in their own contexts.
Links to videos of other examples:

**Teaching orthographic phonology through morphology -- grapheme-phoneme correspondences in a morphological context:**

- In this video the third author introduces the matrix and word sum to a kindergarten class. Note when he specifically targets the phonology of the <-s> suffix. See the video at this link: [https://tinyurl.com/y8usko8l](https://tinyurl.com/y8usko8l).

- In this video a pre-school teacher teaching about the morphological family of <rain> that plants the seed of the <-s> suffix writing /z/ in <rains>. See the video at this link: [https://vimeo.com/189070725](https://vimeo.com/189070725).

- This video shows the third author addressing the interrelation of morphology and phonology in the context of the base <do> in <does>. See the video at this link: [https://tinyurl.com/hb7438p](https://tinyurl.com/hb7438p).

- This video from Skot Caldwell’s Grade 1 class in a public school shows a lesson that targets investigations of grapheme-phoneme correspondences, but always within the context of morphological structure with the word sum. See the video at this link: [https://tinyurl.com/yc25stof](https://tinyurl.com/yc25stof).

**Etymology: Young children getting excited about stories of words and spellings**

- In this video we see a lesson with Grade 1 students engaging with great enthusiasm as they study the stories of words in the on-line etymology dictionary [Etymonline](https://etymonline.com). This class was co-taught by the first author and Jim Anderson. See that video at this link: [https://tinyurl.com/ydh37ay8](https://tinyurl.com/ydh37ay8).

**“Spelling-out-loud” and “Writing-out-loud”**

This is a practice that is referenced again and again in the chapter. See a document for teachers with more detail on this practice and videos of children and teachers working with this practice at this link: [https://tinyurl.com/mkkutbu](https://tinyurl.com/mkkutbu).