
Literacy: Guided Writing, Guided Reading, Shared Writing And Shared Reading

This essay is going to give a definition and description of Guided Writing, Guided Reading, Shared writing and Shared reading with some Strategies Example how it will strengthen the children with language and structure organisation. How does Reading Writing help children with punctuation and Grammar? Importance of comprehension and writing and how will it impact children lives. This essay describes the importance of vocabulary at an early age of children and how teacher applies these Strategies in Classroom settings. It will also describe comprehension strategies in children and How it will enhance vocabulary and comprehension in children. The strategies have been described concisely by given some examples.

Shared reading can be used in a small group or for a whole class. It will support children with language structure and organisation of written texts and with their vocabulary. Children get familiar with sounds and patterns of English (Education Department of Western Australia, 2004).

The strength of the shared reading is that it builds the children semantic knowledge and vocabulary by using pictures to be discussing the topic.

The teacher uses shared reading for the children to engage them and make them a better reader. An example is reading aloud: It improves the classroom climate, by reading aloud children are more engaged in listening and reading. It put a significant impact on their reading levels when they see the picture's and ask question's and make comments. Reading aloud helps children understand what's being read and it internalise their language and structure when they do their reading one day.

There are three comprehension strategies for the class read aloud:

Firstly children can think about the story while reading, and teacher can stop on various points and ask children about what's happening and what they think will happen next.

Then the second one is Mapping the Character: While reading the story to the children, teacher refers back to what they already know about the character and add new ideas and information.

Moreover, the third strategy is Mapping the story: This includes information about the role, problems and the main events, the children review the story and map it before going to the new chapter.

These strategies will apply while reading aloud, so children support each other's and build confidence to try strategies on their own (Education World, 2018). It will support EYLF Outcome 5: Children are effective communicators- Children use information and communication technologies to access information, investing ideas and represent their thinking (Developmental milestones Early Year Learning Framework, 2012, p.44).

Shared reading will help children who have some difficulty learning concept about print, convention and the reading strategies. Research has shown that these kinds of children need

systematic, explicit teaching (National Institute of Children Health and Human Development, 2000). Children can learn a lot about phonological awareness informally at home and in the school through listening to the rhymes, playing with words and songs, listening to the music or clapping games (edge & Schwazer, 2011, Moritz et al., 2013).

The limitation of Shared reading is that it can be used in a small group of children. Moreover, follow the same path for all the children in the group whether some of the children are better from others teacher to have to use the same story in shared reading.

Children are not able to select the different books while the teacher is reading aloud to other children in the classroom. Children have to stick to the same book which teacher is reading. Children will be disengaged while the teacher is doing most of the work, It may not help children to think more in-depth as discussed are primarily focused on one and two aspects of skills. Guided reading is that in which teacher works with a small group of children. Guided reading is conveyed by Vygotsky's (1978). Reading helps the children read simple text independently and onwards, It evolves selecting a book at the readers zone of proximal development (Vygotsky, 1978) and by providing support to the children with their reading, the ZPD is applied where a child with another support can achieve a task which can be difficult for child to achieve it alone. Teacher grouped the children according to their reading needs and give texts at an instructional level to a child when they can read 90-94 percent of the words accurately then it will be challenged as 'just right' (Clay, 1991).

The strength of guided reading is it focuses on engaging children with stories and developing strong comprehension and strong word reading skills with the weak word reading and weak comprehension children. Example: If there is a child who cannot read correctly, and he/she is just sitting and flipping pages and struggling with his reading, their skills will not improve it does not matter how much time they will spend sitting flipping the papers they are not going to start reading without any support. Then guided reading will help the child to improve his/her reading skills. Guided reading is an excellent approach to literacy education. Guided reading provides children sensitive support to the children to "talk' read and think their way purposefully through" the text (Reading for Life, 1997, p.80).

The teacher works closely with relatively in a small group of children in guided reading, in guided reading teacher monitor each child very carefully and adjust their further teaching and text selections.

Guided reading provides many more opportunities to support children language/ literacy development and develop their awareness of the particular forms of expertise that the individual children bring to the language of literacy experiences (The Guided Reading Approach,2002). Guided reading helps children improve their ability and strategies. "A guided reading group offers a supportive environment in which to promote such active participation in meaning-making" (Fisher, 2008, p.20).

EYLF Outcome 5: Children are effective communicators- Children express ideas and make meaning using a range of media. E.g. "use language and engage in play to imagine and create roles, scripts, and ideas." (Developmental milestones Early Year Learning Framework,2012).

Limitation of Guided reading is that while teacher working with a child with guided reading the other children in the classroom will be working independently. It could be the time consuming

while working with a child with the guided reading teacher do not have enough time to guide all the children from the class. The rest of the class become disengaged. The teacher has to select an appropriate text for the group of children. In guided reading children will read but not without support it will enable children to practice their previous reading strategies what they already know, the teacher will help the children to apply their knowledge to the new reading context. Instead, them teaching new strategies (Hornsby, 2000). When selecting the book for the guided reading teacher must be sure the book is at the appropriate level for the each of the readers in that group.

Shared writing has involvement of the teacher and children working together to compose a written text. Children help supply the contents while teacher scribes the text. Teacher assist the children to think about the text which they are going to the information that should be recorded (McKenzie, 1985). Shared writing is explained by Routman in 2005 as a “quick, fun and easy way to teach and engaged children, of all ages, in all the aspects of their oral and written languages. Shared writing can be under tacked with any writing, whether its narrative or whatever.

The goal of the shared writing is to create a text which written in both contents and form (Morrow, 2012). Shared writing benefits children with their writing development because it allows them to develop the content of text without the task of simultaneously recording ideas. Children can make the decision what should be included in the text and how they are going to express.

Shared writing is planned by the teacher who will develop and extend children background and language knowledge. “Shred writing gives the teacher a way to engage in effective instruction through the construction of text that has personal and collective meaning to students (Button et al., 1996, p.5). Shared writing supports children with reading as well as writing skills, and it also demonstrates the convention of writing, punctuation, spelling and grammar (Shared Writing, 2015).

A great children activity in the classroom would be creating the alphabet tiles. The alphabets tiles are perfect for introducing letter formation, spelling and constructing words (Routman, 2005).

In shared writing, having extensive vocabulary help children write there exciting and precise texts it does not matter to them that what the genre is. The use of comprehensive and the appropriate vocabulary assessed in most of the large scale by writing test such as NAPLAN (Nation Assessment Program-Literacy and Numeracy) in Australia. It is essential for children to build a strong vocabulary in early years. Limitation of Shared writing is that Children are not able to present their work as they are working in a group. It is difficult in Shared writing to accurately identify the contribution of each child. Children want to able to use their reading and writing skills to their maximum potential. It will also disable them to share and express their personal views. Although shared writing has various benefits for developing writing skills for children in view, it has some limitations from both Children and Teachers side, as far as the teachers aside concerned, each child will be able to get the teachers personal attention. The teacher will not be able to access the potential of each child and determine their capability. Now from the children side, they will not be able to share and express there thought to each child will somehow be really on other thought rather than expressing their thought. Guided Writing is that in which teacher provide children with explicit and systematic writing to meet their specific needs. It

involves children and teacher jointly composing a text. It will provide an excellent opportunity for children to work in a group to support each with the teacher as a guide. Guided writing help children who need additional support in writing (Writing and Spelling Strategies, 2007). Guided writing help children in Literacy and numeracy skills. Children develop fluency, expression, comprehension, they identify the sight word and practising with phonics concept. Guided writing is to teach children the necessary skills and conventions of fluent writing skills. In this section, the teacher might engage children in some writing while supervised, and ask children to review what they have already written before to the session. The children need by working with them and analysing their writing (The Balance Literacy and Numeracy Programs, 2010).

The most beneficial factor in these strategies is Guided writing. It is an instructional writing process which teaches the writing process explicitly through practice, support and modelling (Tyner, 2004). (Holdich and Chung 2003). It makes the valuable connections between word level decisions, sentences, texts and dramatically helps children to shape up their redrafted texts with a particular context in their mind.

The most crucial part in the writing strategy relies on the teacher's thinking to find the ways of guiding young children's, leading them into independent writing, helping them discover their abilities to provided choices and peer responses with further scaffolding. (Oczkus, 2007). Guided writing strategy is to

support children during the different stages of the writing process it provides help for children to improve their writing and work independently. "Children's ability with regards to the grammatical system of English should continue to grow during their school years. They should gradually learn to say things in a more precise way and to use the more elaborate sentence form; they should expand on the sentence forms they already use and acquire new ones (Ogle & Beers, 2012, p. 46).

The limitation of Guided writing is that the Teachers need to make sure that other students are on the same level. The text given by the teacher might be too limited. The information which the teacher is trying to share the guided writing can be easily misunderstood and misinterpreted by the children as the information given through that may be a bit complex and hard to understand.

This essay provides the information about the Strategies which apply to daily lives of children. In this Essay it described the Strategies with strength and limitation and how will it support them in the classroom setting. Writing and reading play a vital role in children's lives. Reading aloud and sharing stories with children help them language, literacy and brain development (Raising Children Development, 2018).

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