Developing Oral Language and Vocabulary; a whole school Approach

2 of the 6 Essential Skills for Reading

> **"Children do not have a larger vocabulary because they are smarter – they are smarter because they have a larger vocabulary."**

Research indicates that children with larger vocabularies have higher school achievement in general and higher reading achievement in particular.

Vocabulary and oral language are 2 of the 6 big Essential skills for reading

Remember:
- Talking is our main method of communication and Vocabulary development is crucial to success in reading.
- Children need to encounter a word on numerous occasions before it can be truly learned.
- poor performing students have a limited vocabulary at school entry and the gap widens without vocabulary

Workshop outline:
The workshop will be practical and will be suitable for Primary and Lower Secondary students.

This PD is intended a full day workshop but can be condensed to a half day or 2.5 hour twilight

Workshop Content Includes:
- The differences between Receptive and Expressive Vocabulary
- Why it is important to develop Vocabulary including the impact on reading, communication and self- confidence
- Advice about creating a scope and sequence for throughout the school
- Different ways to develop Vocabulary in the classroom
- The Most effective ways to teach Vocabulary; direct and indirect instruction
- Morphology; origins and importance
- How to create a language rich environment in class
- Workshop Participants will be playing a number of the games-to see how they can be used in groups and as a class and how they can be adapted for different abilities
- Websites with additional ideas for teachers and interactive sites to use with students
- All the games ideas will be provided as hand-outs

Can be offered as an in-service anywhere in Victoria for up to 50 members of staff.
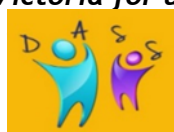
Dyslexia Support Services and Educational Resources

About the presenter

Karen Starkiss

Karen brings over 30 years of experience as a teacher of primary and secondary students in the UK and therefore knows what to recommend and what is practical for teachers.

In England, she was principal of one of the top performing primary schools, despite the fact that she had the highest number of students with severe Learning Difficulties in the county. She has also worked in "failing" schools to quickly improve standards of teaching and learning and helped many schools audit their provision and become inclusive for students with LD.

In 2006 she moved to Australia where she has since established the Dyslexia Assessments and Support Services. Karen has wide experience in assessing dyslexic children, teenagers and adults for learning difficulties and is currently providing in-service professional development to schools regarding creating and implementing dyslexia-friendly schools as well as being part of a number of focus groups contributing ideas and suggestions to improve provision for children and adults with dyslexia and other LDs.

Karen has been interviewed by the Age and ABC radio about her expertise in dyslexia, has advised a government task force in Canberra about supporting children with learning difficulties and run training for school principals, teachers and classroom aides.

During 2013 & 2014 she worked with the education departments in the ACT and the Northern Territory to present a program to help schools become inclusive and accessible to all students; provided training for, School Principals, Expert and Lead teachers and professionals to enable them to implement the program in individual schools

In 2015 Karen was invited by the Wellbeing team at Department of Education and Training Vic to join the Learning Difficulties and Dyslexia Stakeholder Reference Group who advise about supporting schools to become diverse and inclusive for students with Learning Difficulties/Disabilities.

Professional Memberships and Focus Groups:
- 1 of 5 Speld members presenting to the PSD Review Advisory Panel
- Learning Difficulties and Dyslexia Stakeholder Reference Group DET Vic
- VIT Special Needs Stakeholder Reference Group
- Victorian Institute of Teachers
- British Dyslexia Association
- VCAA Special Provision Focus Group

Professional Development Presentations 2016:
SCHOOLS IN-SERVICE for a number of primary and secondary schools throughout Victoria including Government, Catholic and Independent schools.

WORKSHOPS for TAFE and other Organisations for teachers and tutors training teenagers and adults

CONSULTATION WORK IN INDIVIDUAL SCHOOLS

WORKPLACE TRAINING for employers including Defence Force psychologists and other staff about making the workplace inclusive for adults with dyslexia.

Recent Conference Presentations:
- Creating Positive Educational Experiences through Response to Intervention -NDCO conference
- RTI Screening and Assessment- Hume South Network
- Three separate workshops covering areas of Inclusion & the Big 6 of Reading- Critical Agendas Conference
- Keynote RTI and Creating Inclusive School workshops (2015) for Mallee Cluster of Schools
- What's the Problem and What's the Answer for Creating Contemporary Learning Conference for Catholic Schools and colleges in the Wodonga Network

Work with School Principals and Senior Managers
Presenter on behalf Speld Vic & Department of Education and Training Vic
Developed & presented a workshop for school principals and Senior Managers about 'Leading Student Achievement through a Whole School Approach to Response to Intervention.'
5 workshops across Victoria followed by a workshop for SSSO's

Workshop titles include:
- Creating an Inclusive Learning Environment
- Implementing an RTI framework to allow all students to achieve
- Develop Language and Vocabulary direct and indirect Instruction
- Supporting Students with Learning Disabilities in your Class- for TAFES and other organisations.
- For Secondary Schools- supporting students with LD; Modifying the Curriculum
- How to Support your child with learning difficulties at home and school.

Workshops are flexible and can be written to suit the needs of individual schools