

Birth to Eight Matters :

Reading Between the Lines

Prof. Lesley Abbott OBE
Manchester Metropolitan University

TACTYC Matters

- Support Matters
- Quality Matters
- Practitioners Matter
- Lobbying Matters
- Change Matters

Communication Matters

- Sharing Meanings
- Talking Matters
- Reading Matters
- Playing Matters

Reading Between the Lines

Engaging young children in interesting and worthwhile pre-reading activities paves the way for the great majority to make a good start on systematic phonic work by the age of five.



Reading Between the Lines

Regular exposure to good books well before the age of five, by sharing and enjoying them with trusted adults, is a time-honoured benefit for children that should be strongly encouraged. In doing this, parents and carers should be reassured that they are contributing massively not only to children's literacy but also to their education in general.



Reading Between the Lines

It is widely agreed that reading involves far more than decoding words on the page.



Reading Between the Lines

Obviously, developing children's positive attitudes to literacy, in the broadest sense, from the earliest stage is very important... stimulate children's early interest in literacy by exploiting play, story, songs and rhymes and provide lots of opportunities, and time, to talk with children about their experiences and feelings.



Reading Between the Lines

For the youngest children, well before the age of five, sharing and enjoying favourite books regularly with trusted adults, be they parents, carers, practitioners or teachers, is at the heart of this activity. Parents and carers should be strongly encouraged in these pursuits and reassured that, in so doing, they are contributing massively to children's literacy and to their education in general.



Reading Between the Lines

...work in music, drama, art, science and mathematics and so forth is valuable not only in its own right but also rich in opportunities for children to listen, speak, read, write and rapidly increase their stock of words.



Reading Between the Lines

Worthwhile pre-reading activities ensured that children had wide exposure to print, for example, by seeing their names on models and paintings, noticing labels and words on displays, playing freely with solid letters and, importantly, hearing and seeing text simultaneously when stories and interesting non-fiction material were read to them. Well before they were able to read, children were thereby getting the idea that print carried a message that could be read separately, for example, from the attractive pictures in story books.



Words Matter

*‘When I read about the perils of
drink I gave up reading!’*

Oscar Wilde

Reading Between the Lines The Conference

Prof. Lesley Abbott OBE
Manchester Metropolitan University