

April 1994

Dear Parent,

I am a student studying for my Masters Degree in Education. As part of my thesis I am interested in how young children learn to read. In previous work, as a research assistant in the Psychology Department, I have helped to develop a pre-reading kit. What I would like to do, with your approval, is to use this kit along with other resources with your child in order to enhance his/her reading development.

The kit is designed to teach children about the sounds that words are made of through the use of picture posters, cassette tapes and card games. Research has shown that children who understand that words are made up of individual sounds make better progress in reading at school than children who don't.

My research would involve checking how much your child knows about the sounds of language, the alphabet and rhyme before the teaching begins and then rechecking after twelve weeks. The teaching involves a twenty minute session, weekly, in small groups of 5-6 children. All testing and teaching will take place in the preschool.

If you are happy for your child to be part of my study, please sign the form below and return it to your preschool director, who has approved of my research programme. You would be free to withdraw your child from my study at any time. If I continue my studies to a PhD level, I may wish to follow your child's progress in kindergarten. I would of course gain permission from the Education Department and the school principal before testing.

Thank you for your cooperation.

Yours sincerely,

  
Ruth Fielding-Barnsley, Dip.Ed., B.Ed(Spec.Ed.)

I, \_\_\_\_\_ (Parent or Caregiver)  
give permission for my son/daughter \_\_\_\_\_ to be included in the study  
on prereading skills.

Date of birth: \_\_\_\_\_

Days attending preschool: \_\_\_\_\_



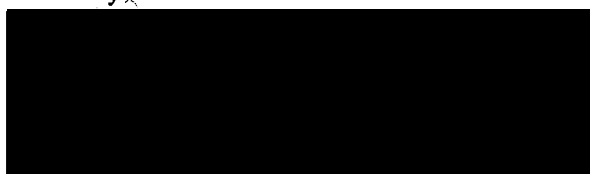
22 June, 1994

Dear Parent,

I have now started the teaching section of my research with your child. Each week I will be sending some homework as revision of the sound that we have been studying. This week, as you will see, we have been learning about words that begin with the *sound 's'*. Next week it will be words that end with the *sound 's'*. You will notice that some of the words that end with the *sound 's'* actually end with an 'e' but do not worry about this as we are listening to the *sounds* and not learning how to spell the words. We will be learning about; s,m,p,t,l and a over the next 11 weeks and in the twelfth week we will be playing games to consolidate what we have learned. I will then be post testing to see what the children have gained from the instruction, lots I hope!!!

So, to sum up, please would you help your child to find things in the worksheets that begin or end with the relevant sound. You can either have your child colour in the worksheets, just mark with spots/crosses or even cut out the relevant pictures, use your imagination! Thanks very much for your assistance, I'm sure you'll find it fun!

Yours sincerely,



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2 February, 1995

Dear Parent,

As you will remember, your child took part in a pre-reading study whilst at preschool. I mentioned in my initial letter to you that I might convert my Masters degree to a Ph.D. This has now happened and I need to do some follow-up studies with your child.


The follow up study will involve seeing your child for ten weeks during first term. I would need to see your child for ten minutes, twice a week. We will be revising what we learned at preschool and then we will be learning to read a few words. I am interested to find out if what they learned at preschool will help them learn to read. As you know we didn't learn to read any words in the first part of the programme.

I have gained permission from The Department of School Education and the school principal to conduct this research. You had signed a permission note for your child to be involved but if you feel, at this time, that you would prefer that your child was not included please let me know. Please contact either the school principal or myself if you have any queries regarding this research.

I hope your child has settled into kindergarten, I look forward to seeing all the children from last year again.

Thank you for your cooperation.

Yours sincerely,

  
Ruth Fielding-Barnsley, Dip. Ed., B.Ed (Spec Ed.)



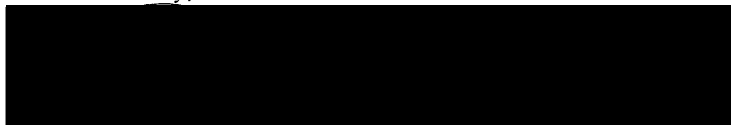
30 November, 1994

Mr A.J. Lind'  
Chair, Research Proposals Committee,  
Department of School Education,  
155 Marius Street,  
TAMWORTH, 2340.

Dear Mr Lind,

I wish to apply for permission to conduct research in NSW primary schools early in 1995. I am enclosing all the relevant information set out in "Conducting Research In Schools." I would be pleased to provide any further information that you may require.

Yours sincerely,



Ruth Fielding-Barnsley

Research Associate

**Researcher**

Ruth Fielding-Barnsley, B.ED ( SPEC. ED.), Psychology Department, The University of New England,  
Armidale, 2351, (067) 73 3777

**Title**

Acquisition of Literacy

**Background / Rationale**

I began my M. Ed (Hons) programme this year and I am now converting to study for a Ph.D. As a result of this decision I now wish to do my follow up research in kindergarten classes in 1995. In the latter part of this year I conducted a study with 70 preschool children in this area ie. Armidale and Uralla. In this study I trialled the effectiveness of a pre-reading kit which I have been instrumental in developing over the past six years. My aim was to add various elements to this programme to make it more explicit to the aim of 'Acquisition of Literacy.' The elements which I added were; explicit instruction of the alphabet and shared book reading. The subjects were, in the main, successful on measures of phonemic awareness, Concepts About Print, knowledge of the alphabet and a forced word choice test.

In previous research conducted by our team at the university we have found that children who have passed phonemic awareness tests at preschool are still failing basic reading tests in third grade. (Refer to enclosed references, Byrne and Fielding-Barnsley.) The question which I would attempt to answer is " What is necessary on top of phonemic awareness and alphabet knowledge for success in early reading?"

**Purpose**

What I propose to find out now is whether these same children are able to generalise this knowledge to the process of reading.

**Design and Procedures**

I propose to instruct part of my original sample of seventy children individually. ( twelve children at St. Joseph's) I would have half of the children learning to read families of words by sight (whole word method). The other group of children would be taught the same family of words but they would be taught to blend individual phonemes to create the words. I may also need to have a control group. The post testing would involve identifying which children could generalise their knowledge to reading novel words. Note that both groups of children will be "phonemically aware" as measured in my original study. The question which I hope to be able to answer is " What is the best combination of skills to teach for acquisition of literacy?" As you are aware The Department of Education now recommends a combination of "whole word and phonics" (See enclosed reference) but this, to my mind, still needs some clarification.

**Schools / Teachers**

I would need to see 12 children from my original study. These 12 children would be in the kindergarten class. I would need to see each child individually for approximately 10 minutes / 3 times a week. This would not require any teacher time. The project would require 8 weeks to complete, say from week 2 to week 10 in first term.

**Privacy\ Informed Consent**

No child will be identified in any published report. A copy of the parental permission is attached.

**Support**

My study is supported by a University of New England post graduate scholarship.

**Recent Publications Relevant to this Proposal**

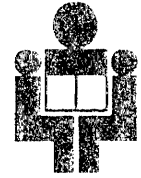
Attached.



# Department of School Education

## NORTH WEST REGION

Noel Park House, 155 Marius Street, Tamworth



Ms Ruth Fielding-Barnsley  
Research Associate  
Department of Psychology  
University of New England  
ARMIDALE. 2351

Locked Mail Bag 1610  
Post Office  
TAMWORTH NSW 2340

Telephone: (067) 684700  
Fax: (067) 667539

Our reference:

**FGF:GLR:GEW**

Your reference:

21 December 1994

Dear Ms Fielding-Barnsley

I refer to your research proposal in relation to The Acquisition of Literacy.

Following a recommendation from the Chairperson of the Regional Research Approvals Committee (Mr Allen Lind), I am happy to approve your research subject to the agreement of the Principals of Armidale City Public School, Ben Venue Public School and Uralla Central School.

The Region is very interested in your area of inquiry and would welcome a copy of your finding.

I wish you every success in your research.

Yours sincerely



F G Fisher  
**ASSISTANT DIRECTOR-GENERAL  
NORTH WEST REGION**

December 6, 1994

Mr Paul Woodcock  
Catholic Education Office  
P.O. Box 636  
ARMIDALE N. S. W. 2350.

Dear Mr Woodcock,

I wish to apply for permission to conduct research at St. Joseph's Primary School early in 1995. I am enclosing all the relevant information set out in " Conducting Research In Schools."(N.S.W. Department of Education) I would be pleased to provide any further information that you may require.

Yours sincerely,

Ruth Fielding-Barnsley

Research Associate



# CATHOLIC SCHOOLS OFFICE

P.O. Box 636 ✕ Barney Street ✕ Armidale NSW 2350 ✕ Phone (067) 72 7388 ✕ Fax (067) 72 9285

22 December, 1994

DR/jk

Ms Ruth Fielding-Barnsley  
Research Associate  
Department of Psychology  
University of New England  
ARMIDALE NSW 2351

Dear Ms Fielding-Barnsley,

I wish to acknowledge the receipt of your letter dated 7 December, 1994 regarding conducting research at a Diocesan systemic school.

I shall submit your proposal to the Catholic Schools Office Research Approvals Committee which has its next meeting on 28 February, 1995.

I will contact you shortly following this meeting.

Yours faithfully,



Dan Riley

**Chairperson**

**Research Approvals Committee  
Catholic Schools Office**





# CATHOLIC SCHOOLS OFFICE

P.O. Box 636 ✱ Barney Street ✱ Armidale NSW 2350 ✱ Phone (067) 72 7388 ✱ Fax (067) 72 9285

January 31, 1995

DR/ss

Ms Ruth Fielding-Barnsley  
Research Associate  
Department of Psychology  
University of New England  
ARMIDALE NSW 2351

Dear Ms Fielding-Barnsley,

Further to my letter of 22 December regarding your request to conduct research at St Joseph's Uralla in 1995.

Upon the review of your request a number of matters require further clarification:

\* Design & Procedures:

Only twelve children will be involved, half learning to read families of words by sight and half to blend individual phonemes. While this is clear, would extra children be involved in the control group and if so how many?

\* Privacy/Informed Consent

The privacy of students and school personnel is of paramount importance. Details regarding procedures to ensure privacy are needed.

The parental permission letter needs University of New England letterhead, to be dated 1995 and clarification provided regarding "the preschool".

\* A letter of authority and support from the Head of the Department of Psychology is needed to verify your request.

Your attention to these matters will expedite further consideration of your application.

Yours faithfully,



Dan Riley

**Chairperson  
Research Approvals Committee**



# CATHOLIC SCHOOLS OFFICE

P.O. Box 636 ✕ Barney Street ✕ Armidale NSW 2350 ✕ Phone (067) 72 7388 ✕ Fax (067) 72 9285

February 2, 1995

DR/ss

Ms Ruth Fielding-Barnsley  
Research Associate  
Department of Psychology  
University of New England  
ARMIDALE NSW 2351

Dear Ms Fielding-Barnsley,

Further to your request to conduct research in St Joseph's School, Uralla.

I am pleased to advise your request was approved by the Catholic Schools Office Research Approvals Committee.

This approval allows you to approach the school nominated in your letter and seek their involvement in your study, which is titled *Acquisition of Literacy*. I understand it will involve students in Kindergarten during 1995.

**It should be understood that it is the prerogative of any principal whom you might approach to decline your invitation to be involved in this study or to withdraw from involvement at any time.**

The privacy of the school and that of any school personnel or students involved in your study must, of course, be preserved at all times.

May I ask that when your research has been completed, a summary report of the findings and/or recommendations be forwarded to the school as soon as practicable after results are to hand.

**It is necessary that you or your representative provide a copy of this letter to principals when seeking their involvement in this study.**

I wish you well in this undertaking.

Your sincerely,

Kevin Hazel  
**Diocesan Director of Catholic Schools**

cc Research Approvals Committee  
Principal

15 November, 1995

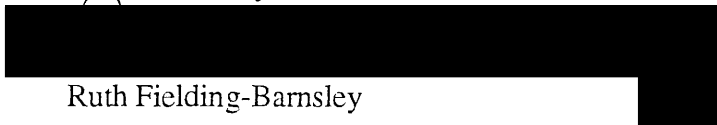
Dear Mr. Adams,

Here are the test results for kindergarten which I have just completed. These children were part of my Ph.D cohort and received training in phonemic awareness, alphabet knowledge and shared book reading. In addition these children received instruction in reading a small group of words, half of the group were taught using the whole word method (WW) and the other half using a decoding/encoding (DE) method. The DE group outperformed the WW group in both spelling and word recognition scores.

I think you will be pleased to know that this group of children scored an average of 148 on the Woodcock reading recognition test compared to our original experimental group's score of 120. Our original experimental group is now in grade 4. Likewise, with the spelling scores this group scored an average of 68 compared to the original experimental group's score of 58. I am confident that most of these children will be off to a good start in their reading.

Thank you for your cooperation,

Yours faithfully,

  
Ruth Fielding-Barnsley



## **Appendix B**

### **Teaching Materials**

# M

- 7 Monster Mike is making a mess  
Mess, mess, magnificent mess.  
Monster Mike is making a mess  
Mush, mush, magnificent mush.  
Monster Mike is making a mess  
Mix, mix, magnificent mix.
- 9 Boom-boom went the drum  
Boom-boom-boom.  
Zoom-zoom went the tram  
Zoom-zoom-zoom.  
Squirm-squirm went the worm  
Squirm-squirm-squirm.

- 6 Munch, munch the muffins  
Muffins and marmalade.  
Mix the mighty mixture  
Muffins and marmalade.

## 8 Mandy's Mixture

Mike was in bed, he had measles, poor Mike.

Mike's little sister, Mandy, decided to make a cake for Mike. There was one problem, Mandy couldn't read and her mother was busy mowing the lawn, so she couldn't help her. Mandy reached into the cupboard and took out a few things that looked interesting - she didn't know they were mustard, marmalade, milk, macaroni, mayonnaise, mushrooms and mango jam. She mixed them all up and poured the mixture into a bowl and then decorated the top with Minties - she thought it looked yummy.

Mandy took the cake to Mike who also thought the cake looked pretty good, he took a big spoonful -- yuk - this is monstrous - what's in it? I don't know, answered Mandy, I can't read!

## 10 The Bream Who Couldn't Swim

Sam the bream had a problem - he couldn't swim.

They threw him in the farm dam.

Poor Sam, he still couldn't swim.

A gnome who's name was Chum took Sam home with him.


Chum had an aquarium at his home and put Sam in to see if he could swim.

Zoom, zoom.

Sam swam like a real bream.

'Thanks Chum for bringing me home'.


nake

ountain

arrot

ollipop


oadstool

nake

ountain


arrot

ollipop

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nake


ountain

arrot


ollipop


oadstool

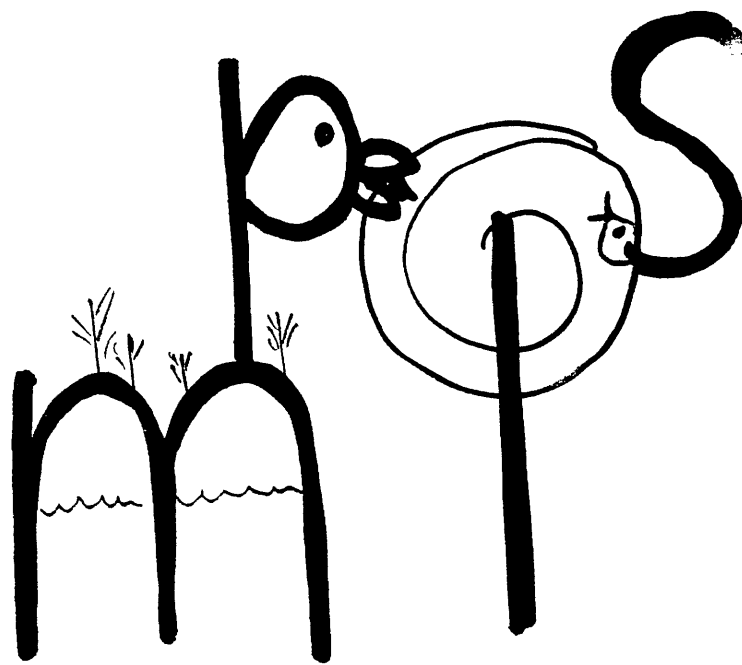
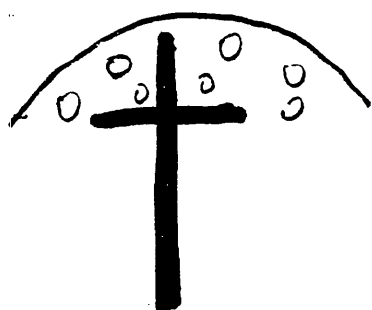
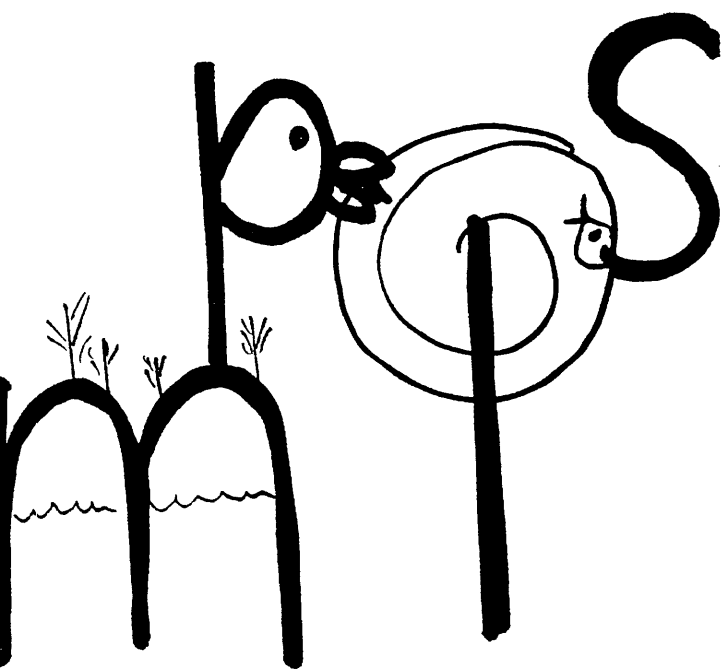
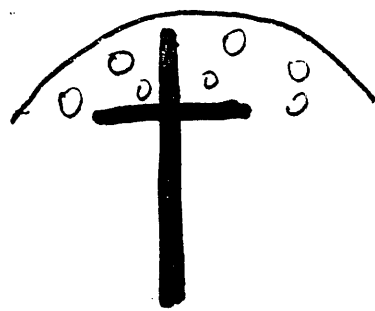
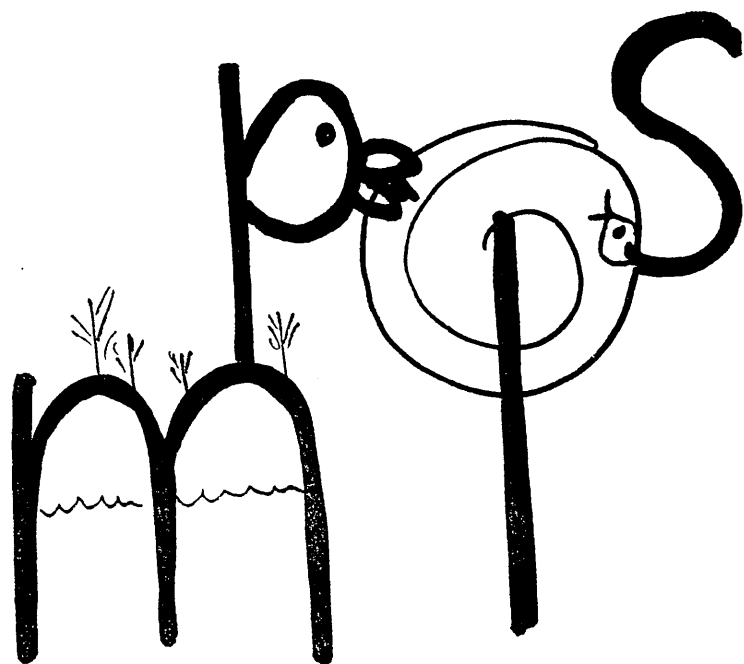
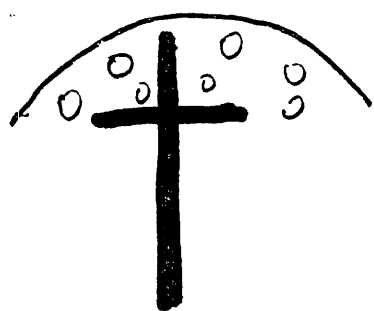
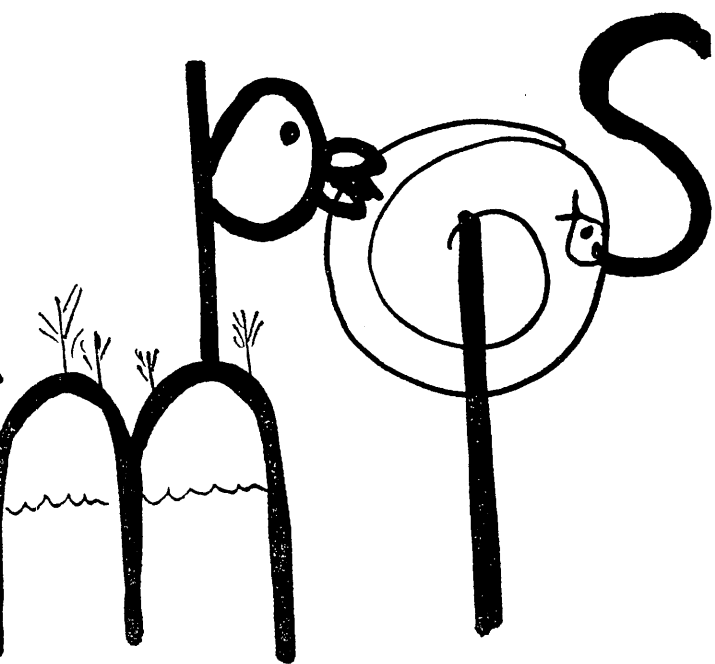
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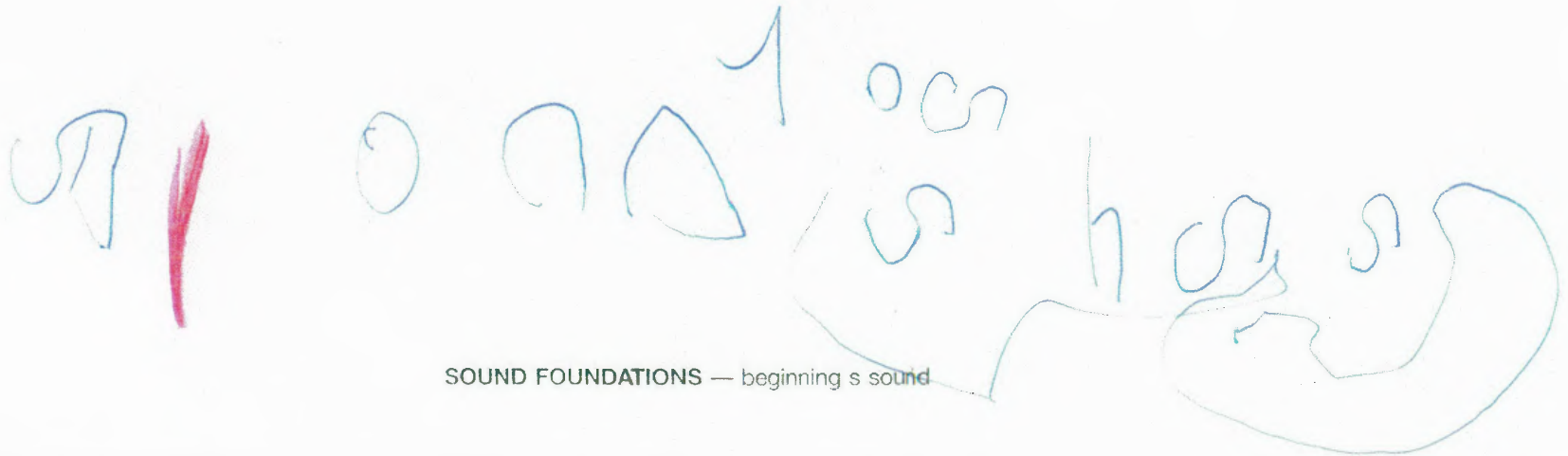
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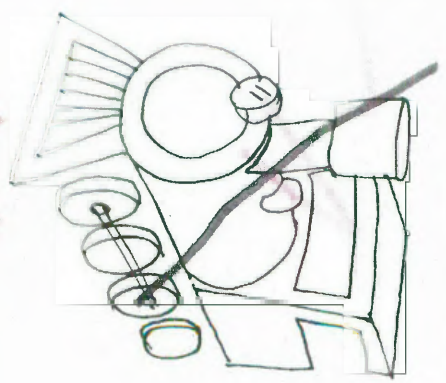
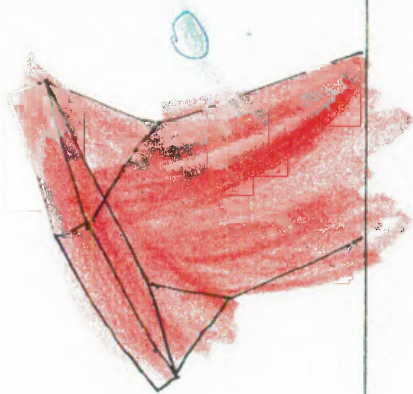
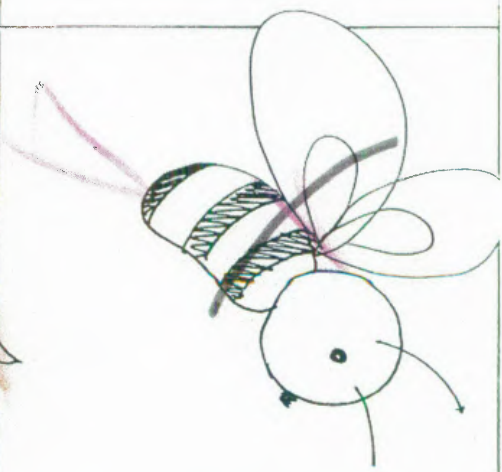
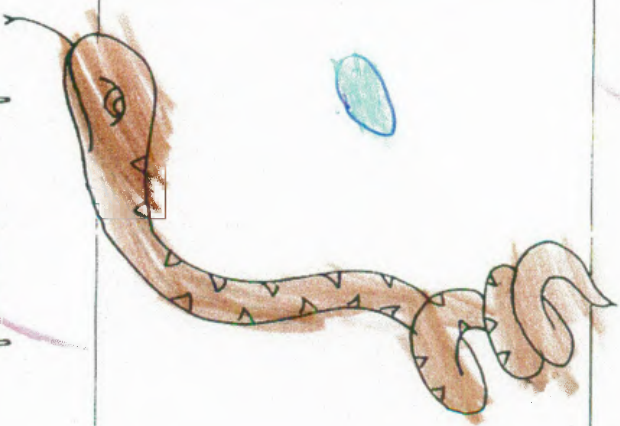
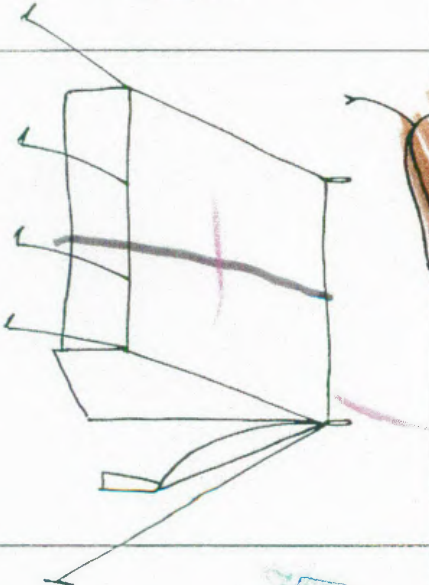
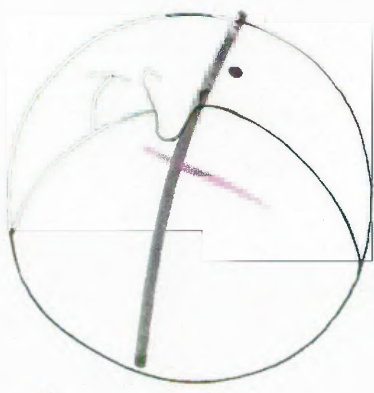
My Name: Safaf





My Name: Sarah Sarah

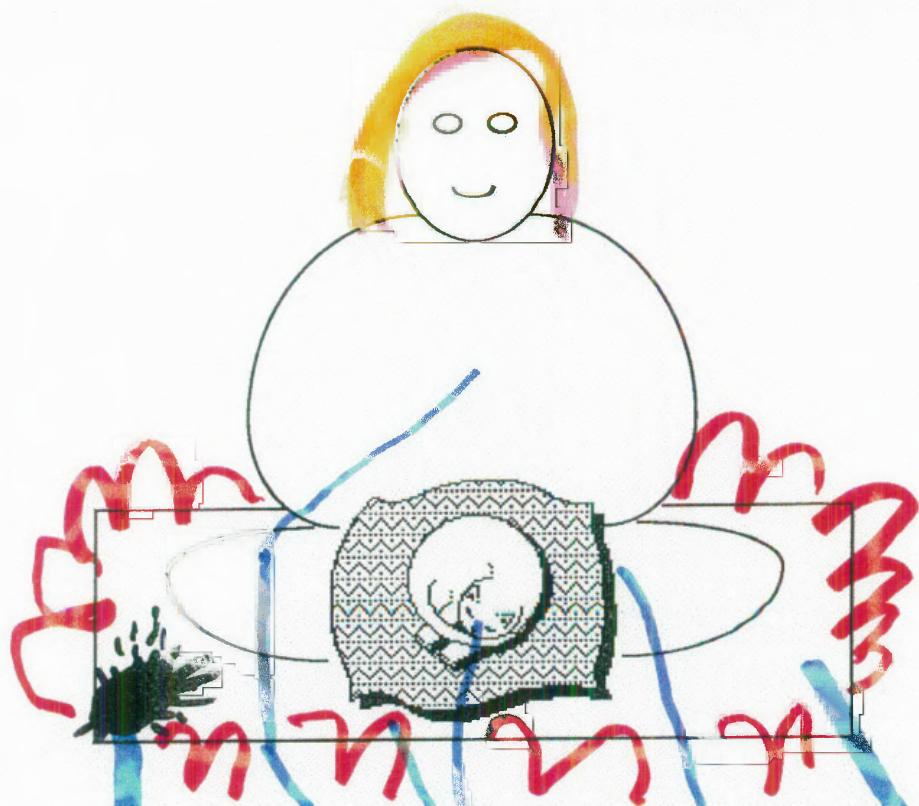
SOUND FOUNDATIONS — beginning s sound











splat

sat

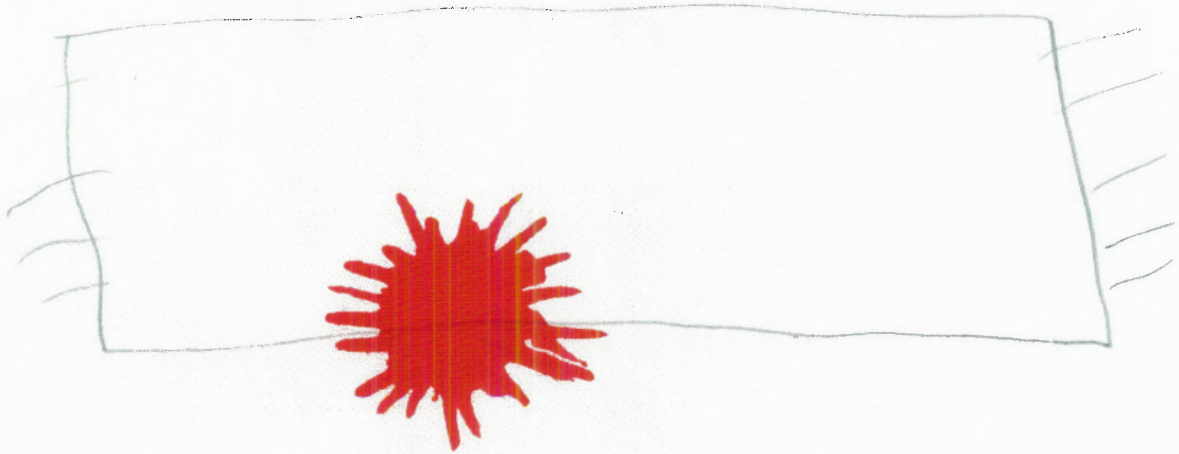
mat

pam

lap

pal

splat on the mat



pam sat on the mat



Star Emma G.

ANNABEL.

519km



lap Emily





## **SHARED BOOK READING.      B00K GUIDE.**

Please read the book with your child at least three times during the week. Your child should be encouraged to read the book **with** you. One way to do this is to ask questions about the book. Here is a way to help you remember the sort of questions to ask. (I have used the book "One Sunday" as an example.)

**C--** completion eg. Dad and Amy drove to the .....?

**R--**recall eg. Why are they going to the dump?

**O--**open ended prompts eg. You tell me about this page. (Point to picture).

**W--wh--** questions eg. What are they doing? Where, who, why, when etc.

**D--** distancing (relate the story to the child's life). eg. Do you remember when we went to the dump?

These are only suggestions, follow your child's ideas.

Talk about the story. "Is it fun going to the dump?" Child answers... "If I find something good."

"What sort of things would you like to find at the dump?"

Expand your child's answer, adding interesting vocabulary as you go. Model correct language and have your child repeat the correct words.

Other hints:

1. Point to the print as you are reading (to show direction of print and that the print tells the story).
2. Let your child turn the pages.
3. Talk about the title of the book.
4. Encourage your child to point to the words.
5. Show your child that some pages do not have print.

Please return the book to the preschool at the end of the week.

## **REMEMBER, READING IS FUN!!!!!!!**

**P.S.** I have a video available about shared book reading. If you are interested in borrowing it please let me know. Also feel free to contact me if you have any problems regarding this study.

Ruth Fielding-Barnsley

067 733777

s m p t l a

am pat

sam pal

sap tap

sat lap

map sal

mat maps





Name .....

TRAINING IDENTITY

football	wardrobe	telephone	footpath
pencil	penguin	carrot	kitten
van	snail	tie	vase

TEST

salt	moon	sock	bell
mountain	elephant	monkey	television
television	tomato	leopard	monkey
lamp	shoe	lock	heart
sun	seal	key	book
mop	duck	fish	moon
tap	clown	tie	dog
leg	lips	bus	cat
sandwich	tiger	feather	sailboat
man	mouse	cow	pear
torch	car	doll	tin
ladder	tiger	lettuce	rabbit

TRAINING IDENTITY

snowman	traffic lights	beach ball	postman
pillow	yellow	tiger	mushroom
hive	snake	coat	glove

TEST

owl	ball	sheep	hat
hat	key	belt	brush
case	house	dog	watch

drum	horse	swim	kite
seal	well	gun	car
kite	sock	nose	boat

mouse	clock	door	bus
farm	tap	bus	worm
camel	toaster	turtle	tiger

skate	cat	frog	cow
glass	duck	dress	bow
jam	broom	sock	ant

ALPHABET / NAMES

s l o j w u h f m q x d e v i  
y b k a g z t n r c p

# CONCEPTS ABOUT PRINT SCORE SHEET

Date: \_\_\_\_\_

Name: \_\_\_\_\_ Age: \_\_\_\_\_ TEST SCORE: /24

Recorder: \_\_\_\_\_ Date of Birth: \_\_\_\_\_ STANINE GROUP:

PAGE	SCORE	ITEM	COMMENT
Cover		1. Front of book	
2/3		2. Print contains message	
4/5 4/5 4/5 4/5		3. Where to start 4. Which way to go 5. Return sweep to left 6. Word by word matching	
6		7. First and last concept	
7		8. Bottom of picture	
8/9		9. Begin 'The' ( <i>Sand</i> ) or 'I' ( <i>Stones</i> ) bottom line, top OR turn book	
10/11		10. Line order altered	
12/13 12/13 12/13		11. Left page before right 12. One change in word order 13. One change in letter order	
14/15 14/15		14. One change in letter order 15. Meaning of ?	
16/17 16/17 16/17 16/17		16. Meaning of full stop 17. Meaning of comma 18. Meaning of quotation marks 19. Locate M m H h ( <i>Sand</i> ) OR T t B b ( <i>Stones</i> )	
18/19		20. Reversible words <i>was, no</i>	
20 20 20 20		21. One letter: two letters 22. One word: two words 23. First and last letter of word 24. Capital letter	

NAME..... SEX..... SCHOOL..... DATE.....

mat	sat	
<b>mat</b>	pat	
sam	<b>pam</b>	
<b>lam</b>	sam	
<b>tap</b>	lap	
lap	<b>sap</b>	
lam	<b>lap</b>	
<b>mat</b>	map	
pal	<b>pat</b>	
<b>sap</b>	sat	
<b>pal</b>	pam	
pam	<b>pat</b>	
s m p i t a		

ts

+

## FAMILY READING SURVEY

We would be grateful if you could complete this survey for us.

This form is to be filled out by the child's primary caretaker (the person who most frequently takes care of the child).

Your Name (print): \_\_\_\_\_ Today's Date: \_\_\_\_\_

Child's Name (print): \_\_\_\_\_ Child's Birthdate: \_\_\_\_\_

Please circle the one answer to each of the questions below with which you agree most. This is **not** a test and you will not receive a score. There is no single right or wrong answer to these questions.

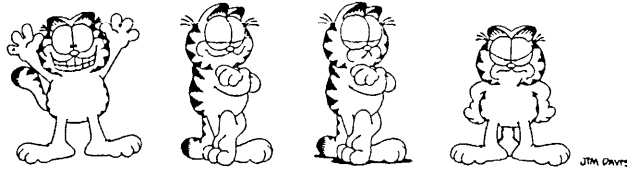
1. How often do you or another family member read a picture book with your child?
  - A. Hardly ever.
  - B. Once or twice a month.
  - C. Once or twice a week.
  - D. Almost daily.
2. At what age did you or another family member begin to read to your child?
  - A. 0-6 months
  - B. 7-12 months
  - C. 13 months to 1 1/2 years
  - D. 1 1/2 to 2 years
  - E. later than second birthday
3. Approximately how many picture books do you have in your home for your child's use?
  - A. 0-2
  - B. 3-10
  - C. 11-20
  - D. 21-40
  - E. more than 40
4. How often does your child ask to be read to?
  - A. Hardly ever.
  - B. Once or twice a month.
  - C. Once or twice a week.
  - D. Almost daily.
5. How often does your child look at books by himself or herself?
  - A. Hardly ever.
  - B. Once or twice a month.
  - C. Once or twice a week.
  - D. Almost daily.
6. How often do you go to the library with your child?
  - A. Hardly ever.
  - B. Once or twice a month.
  - C. Once or twice a week.
  - D. Almost daily.
7. How many years of schooling have you completed?
  - A. less than 10th grade
  - B. some high school, but didn't finish
  - C. higher school certificate (HSC)
  - D. high school + some TAFE or trade school
  - E. 4-year university degree
  - F. university +
8. How many years of schooling has your spouse completed?
  - A. less than 10th grade
  - B. some high school, but didn't finish
  - C. higher school certificate (HSC)
  - D. high school + some TAFE or trade school
  - E. 4-year university degree
  - F. university +

Thank you very much.

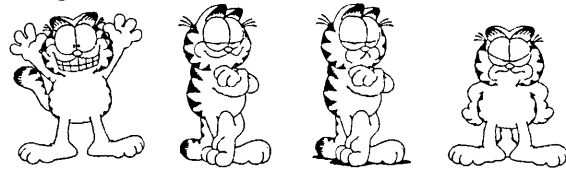
# ELEMENTARY READING ATTITUDE SURVEY

School \_\_\_\_\_ Grade \_\_\_\_\_ Name \_\_\_\_\_

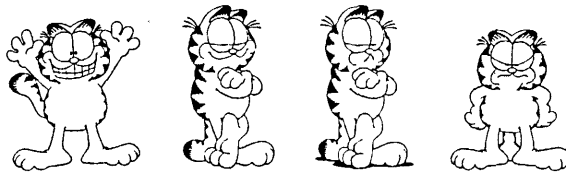
1. How do you feel when you read a book on a rainy Saturday?



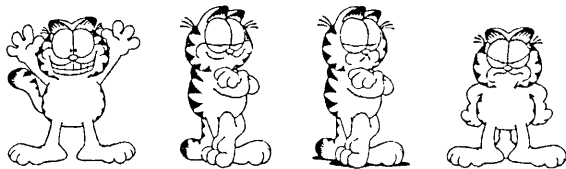
2. How do you feel when you read a book in school during free time?



3. How do you feel about reading for fun at home?



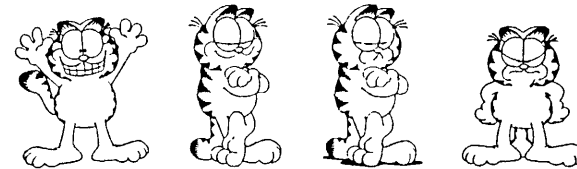
4. How do you feel about getting a book for a present?



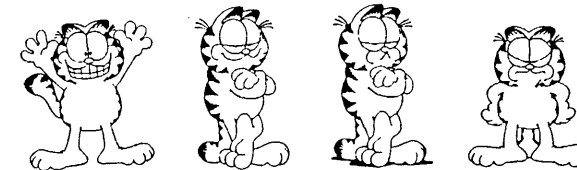
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2

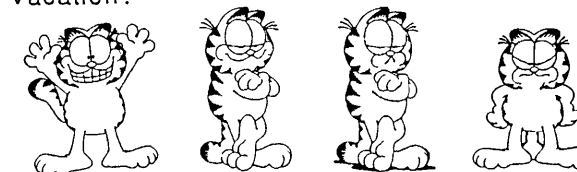
5. How do you feel about spending free time reading?



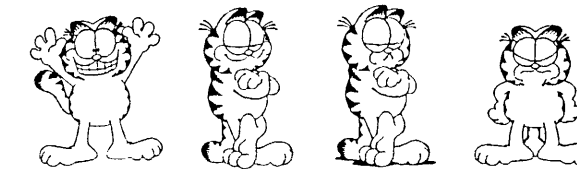
6. How do you feel about starting a new book?



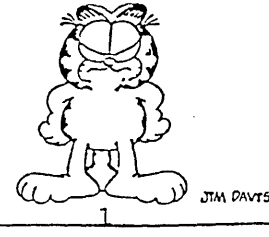
7. How do you feel about reading during summer vacation?



8. How do you feel about reading instead of playing?



How do you think this child feels when you are reading to him/her?



JIM DAVIS

GARFIELD: © 1978 United Feature Syndicate, Inc.

1. How do you feel when someone reads a book to you on a rainy Saturday?



JIM DAVIS

2. How do you feel when someone reads a book to you at pre-school?



3. How do you feel about someone reading to you at home?



4. How do you feel about getting a book for a present?



5. How do you feel about looking at books by yourself?



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Date

Name

Sex

School

ep

aj

ap

ag

ig

im

sut

sif

lut

des

fup

fes

pont

pilk

filk

rimp

timp

roft

frot

fot

bril

gub

plim

glub

skep

sep

rolk

pol

yilt

yit

bot

bont

runk

besk

wup

wusp

polkid

hintred

huftik

tipik

folak

togin

casima

basito

clohanto

Name

2/1/5

1 DOL 6

2 MAN 6

3 CAN 5 3

4 SLD 5 5

5 P-W 3 3

6 CAN 5 5

7 FMS 4 4

8 W 3 3

9 P 3 3

10 F 5 5

11 6 6

12 6 6

13 3 3

14 5 5

63  
13 6.6

NAME..... DATE..... SCHOOL.....

	READING		SPELLING
am	.....		.....
pam	.....		.....
sat	.....		.....
mat	.....		.....
splat	.....		.....
pal	.....		.....
lap	.....		.....
slam	.....		.....
lamp	.....		.....
tam	.....		.....
at	.....		.....
pat	.....		.....
stamp	.....		.....
sam	.....		.....
tap	.....		.....
map	.....		.....
slap	.....		.....
spat	.....		.....
sap	.....		.....
mas	.....		.....
ap	.....		.....
sal	.....		.....
lat	.....		.....
tas	.....		.....
tal	.....		.....
smat	.....		.....
plam	.....		.....
slamp	.....		.....
past	.....	salt	.....
mall	.....	tall	.....
small	.....		
mast	.....		