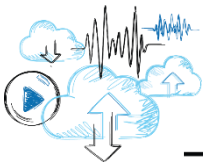


PM Summit

Annette Smith

October 2015





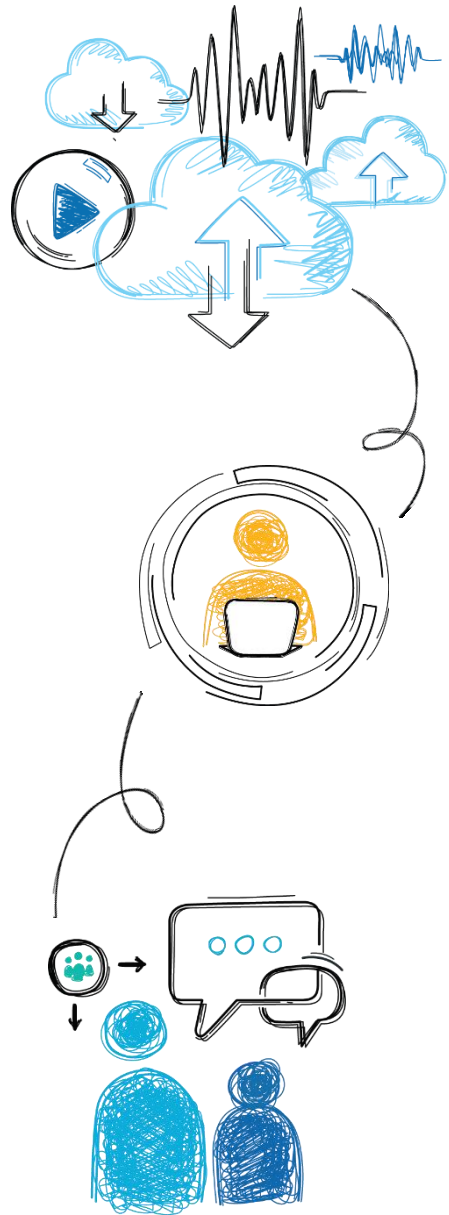
Annette Smith

I am

- a teacher
- curriculum adviser
- Assistant Principal
- Author
- the PM consultant

Today I will discuss

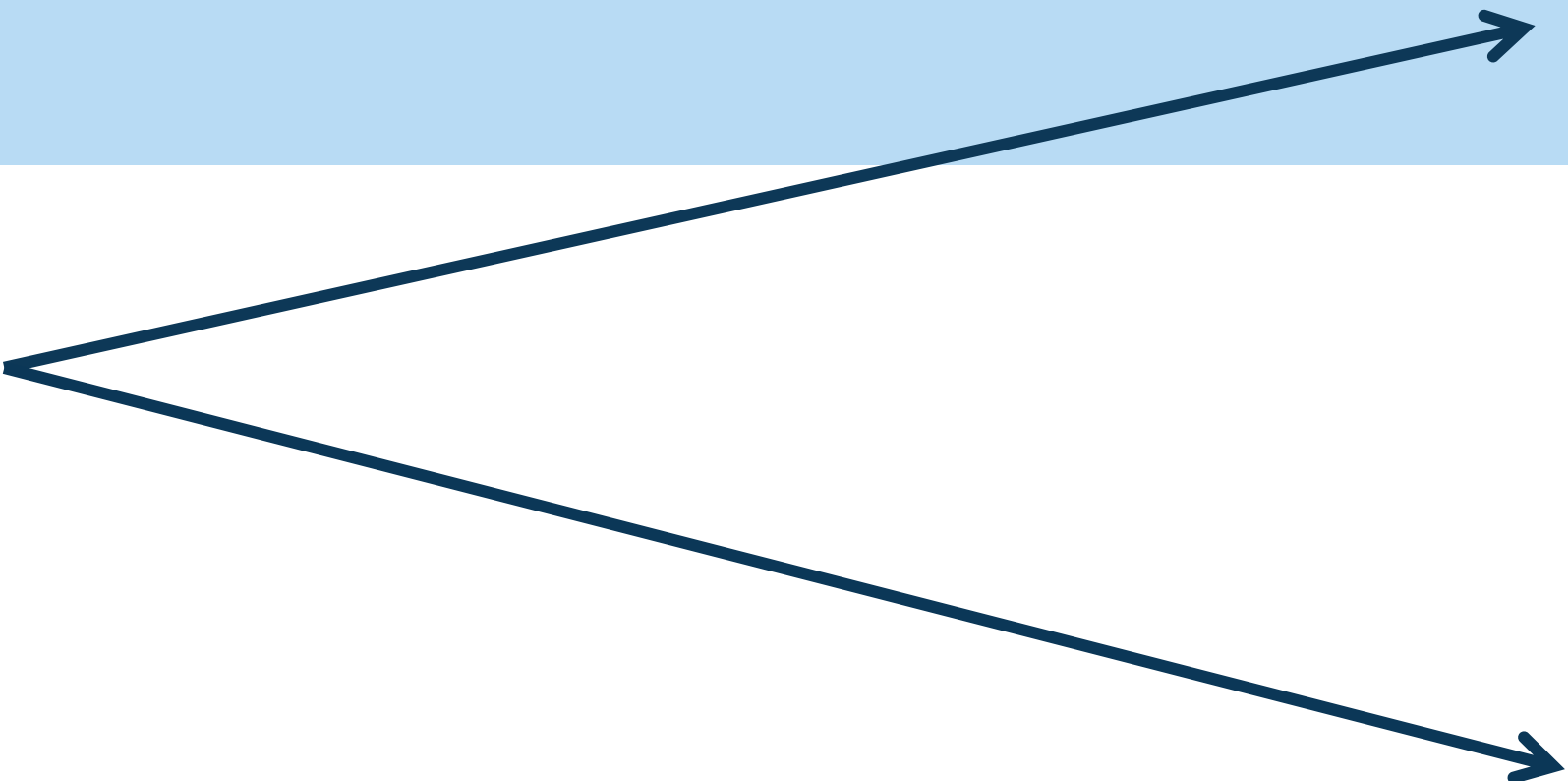
- what I know about children
- what I know about literacy
- what I know about the PMs
- what I know about writing levelled books

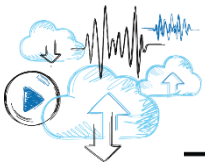


What I know about children



Conceptual Development





5 years

- Egocentric
- Toys and play
- Immediate family
- Home
- School and local area

“I’m looking for some bread,”
said Lily.

“No bread today,” said Josh.





6 years

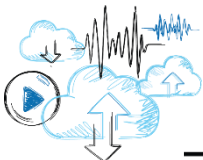
- Friends
- Adventurous play
- Extended family
- Wider environment

Gran and Grandad

Meg stays with her gran and grandad after school. They have a house in Park Road, too. It is a little house, but it has a big garden.

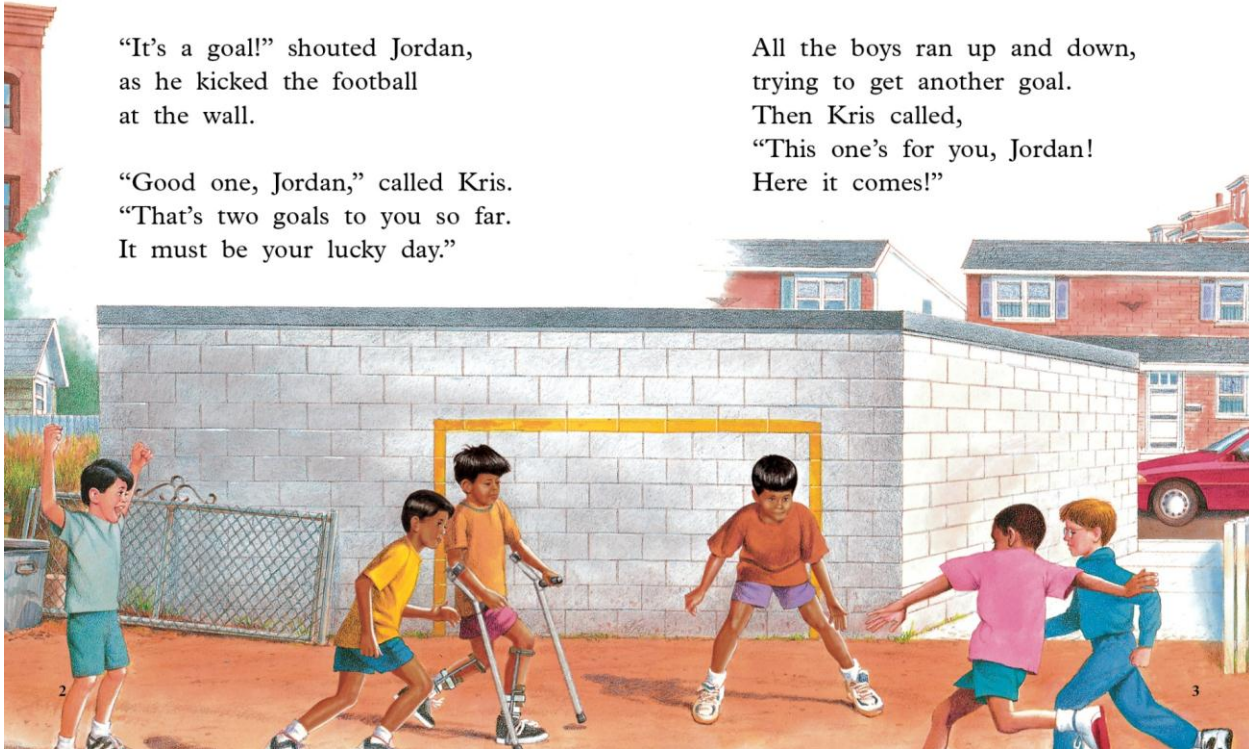


10



7 and 8 years

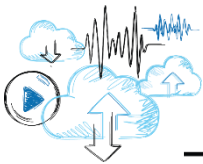
- Friendships and team sports
- Relating to others
- Time, distance and place
- Earth and beyond



“It’s a goal!” shouted Jordan,
as he kicked the football
at the wall.

“Good one, Jordan,” called Kris.
“That’s two goals to you so far.
It must be your lucky day.”

All the boys ran up and down,
trying to get another goal.
Then Kris called,
“This one’s for you, Jordan!
Here it comes!”



9 to 12 years

- Relating to others confidently
- Taking responsibility for actions
- Awareness of cause and effect
- Earth and beyond
- Natural forces

What Sharks Look Like

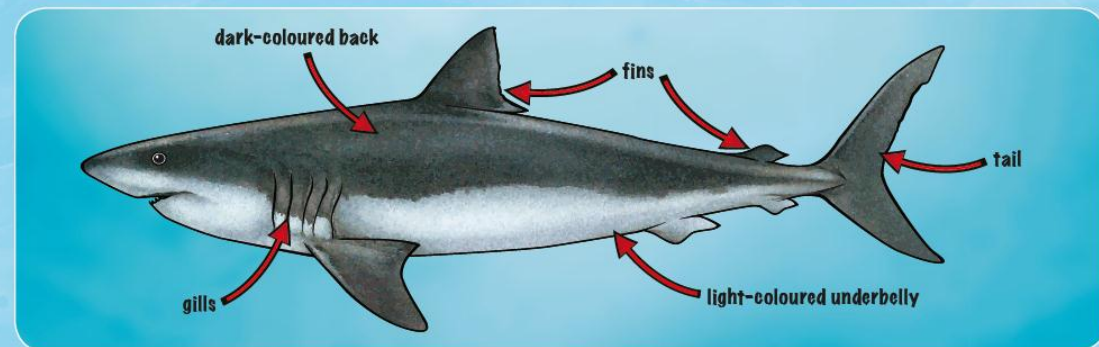
Most sharks have long, narrow bodies, with dark-coloured backs and light-coloured underbellies. They are covered with very thick skin, which is made up of thousands of small, rough scales.

Sharks breathe through their gills. Each shark has between five and seven gills on each side of its head.

Sharks have eight fins and a strong tail, which help to steer and **propel** them through the water.

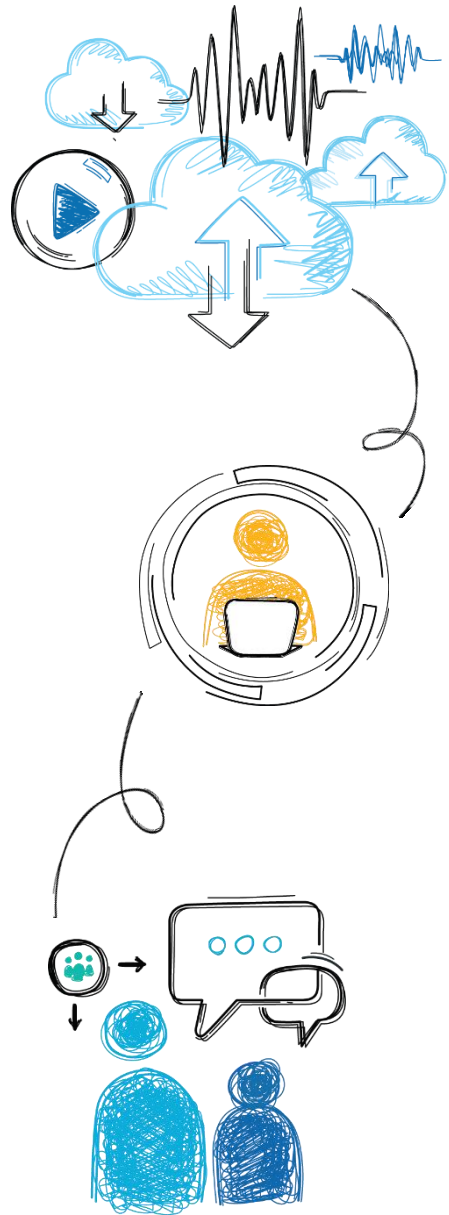
The smallest sharks are less than 20 centimetres long. The largest sharks can be more than 12 metres in length.

Think and Talk About ...
The Whale Shark is the largest fish in the world.

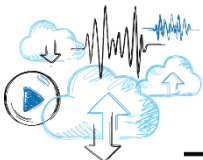


4

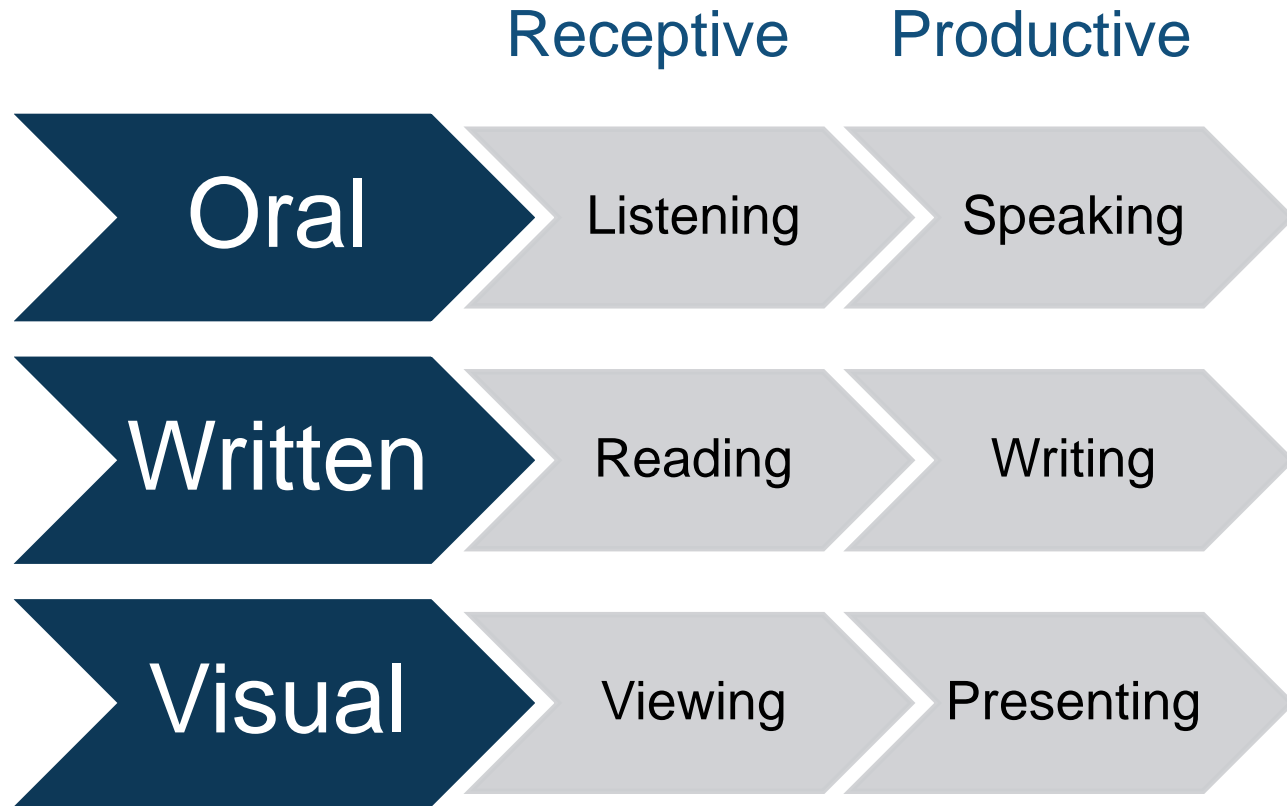
5

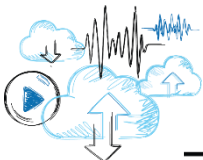


What I know about literacy



Literacy





Language Development

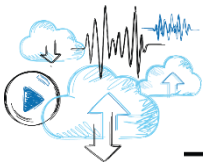
Oral



Reading

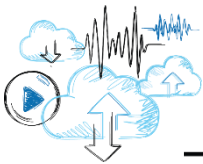


Writing



Rich Oral Language – child aged 5 years

- This is Daddy and that's Mummy and that's Tate.
- Tate is my big brother. He is very strong.
- And that's me. See. I am standing over here.
- Tate is always allowed to go on the computer and I'm not. He's there for a long time. Then it's my turn.
- Sometimes we go to the movies: not Daddy, just Tate, Mummy and me.



Delayed Oral Language – child aged 5 years

- Mum and the dad and Jack.
- Jack a boy.
- Mum a girl.
- Daddy a man.
- Daddy jersey and pocket pants

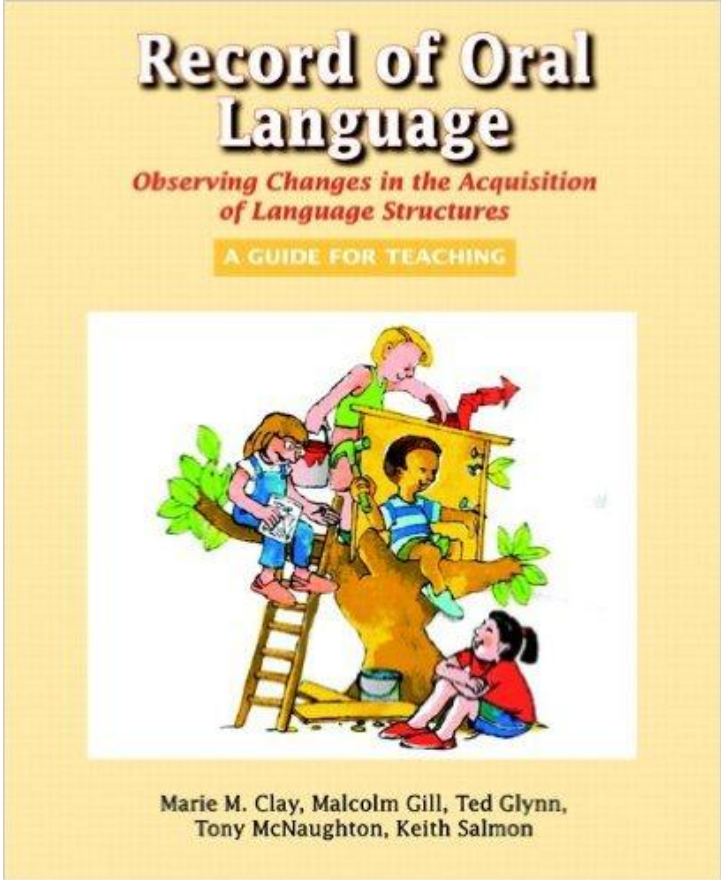


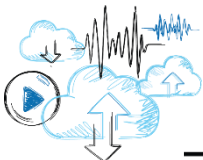
Oral Language Assessment

Record of Oral Language

Marie M. Clay

Level sentences





Reading – Levels 1 & 2 Texts

I can read.



14

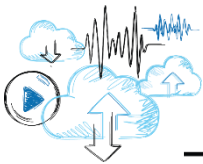
15

I go to school
in a wheelchair.



4

5



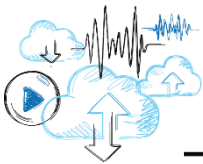
Language Competence – The Big Picture

Formal Assessments

- Oral language
- Reading Records
- Written language

Correlate Information

- Strength
- Weaknesses
- Appropriate action



Build Vocabulary – Oral, Written and Visual

Story Reading

Retelling

Dramatisation

Art & Craft

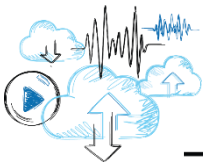
Rhymes, Verses and Music

Real and Vicarious Experiences

Recounts Descriptions Information Reports Narratives

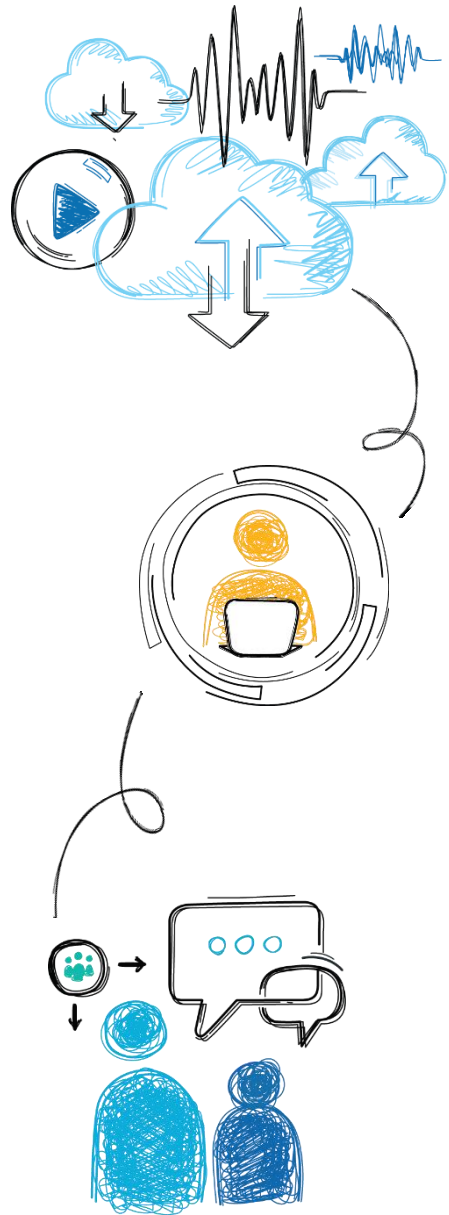
Procedures Expositions Explanations Discussions Responses

Use Technology (IWB, recording devices, iPads, iPods)

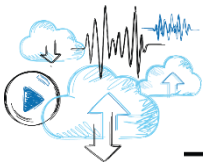


Teacher as a Speaker, Reader and Writer

- Model the process with the learner
- Share and guide the process with the learner
- Gradually release the responsibility to the learner



What I know about the PMs



Ready to Read Series

NZ Department of Education

1960 – 1962

- 12 little books

Red Yellow Blue Green

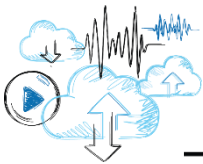
Real stories, not meaningless texts.

Titles such as *Grandma Comes to Stay* and *The Fire Engine*

- 6 Big Books

Miscellanies - stories about NZ families, poems, traditional tales.

- 1966 overseas rights – Methuen Education London.
- Vocabulary – carefully controlled, basic sight words, interest words
- Rate of new word introduction = 1:10
- Language structures – everyday spoken language (I am going...), inclusion of story structure (problem, tension, resolution)



PM Story Readers

Supplementary Readers were required at each level to support the new Ready to Read series.

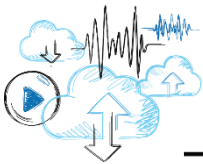
PM Readers

Hugh **P**rice and Jim **M**ilburn – Publisher

Beverley Randell – Writer and editor

1963 – 1982

- 400 PM Story Readers and non-fiction books supporting the 18 core 'Ready to Read' books.
- Exported around the world.



Ready to Read Series – Revised 1982

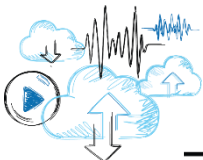
- New approach to teaching of reading - shared reading.
- Schools advised not to use original Ready to Read books or the PMs.
- New books lacked grading controls (i.e. vocabulary and sentence structures)
- Confusion due to poor layouts, illustrations and fonts.



PM Story Readers 1992

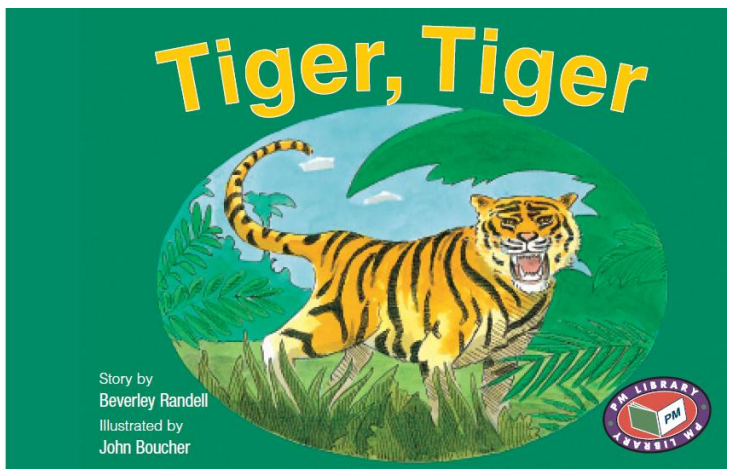
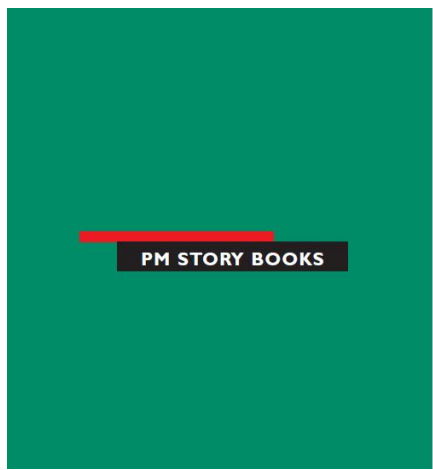
Price Milburn was now owned by Nelson Thomson Australia.
The NZ branch was called Nelson Price Milburn.

- PMs had not been available for purchase since the early 1980s.
- 1991 Annette Smith wrote to Greg Browne.
- 1992 Meeting with Beverley Randell in Auckland.



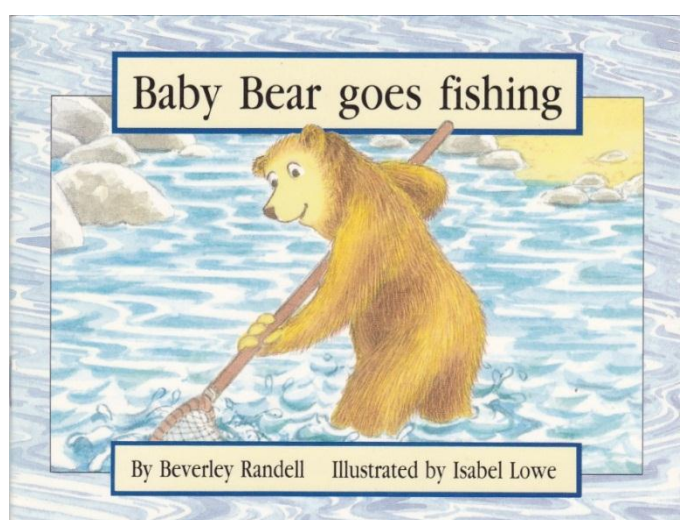
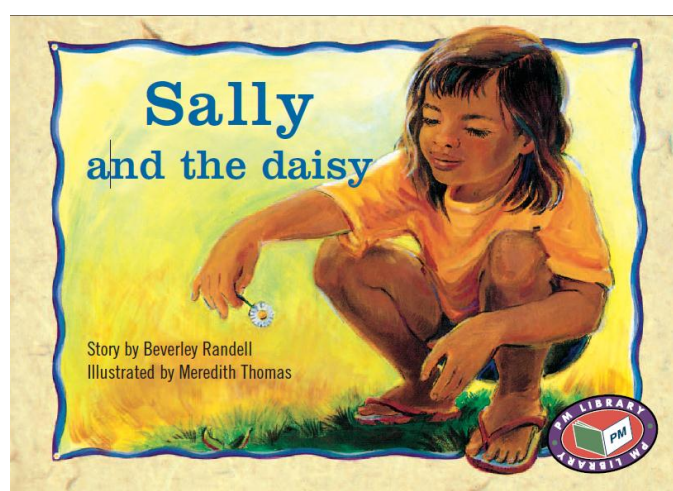
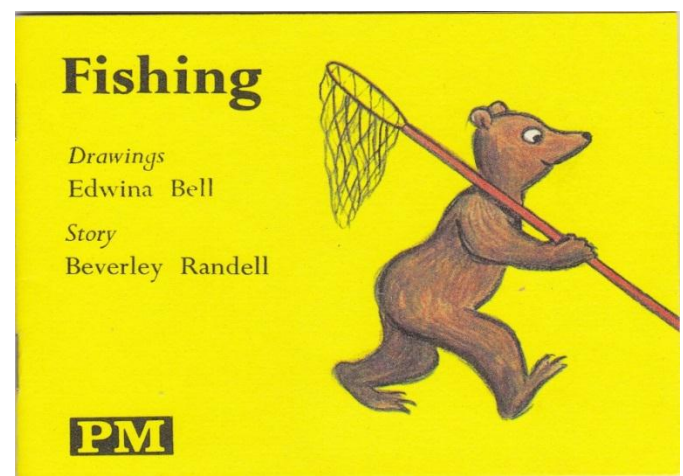
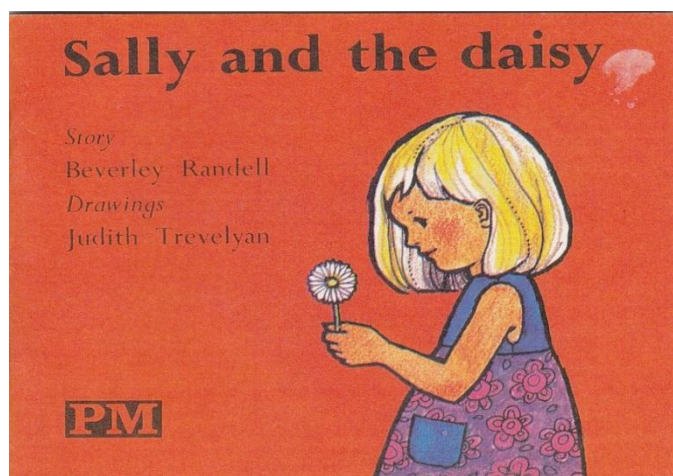
PM Story Readers – My suggestions

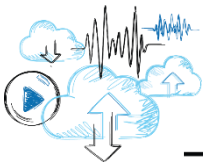
- New grading logo: the daisy clock
- Increase in book size
- Inclusion of a title page
- Page numbering
- Card covered instead of self-covered books
- Colour of the title to match the reading level





Development of PM Story Books from 1992 – 2015



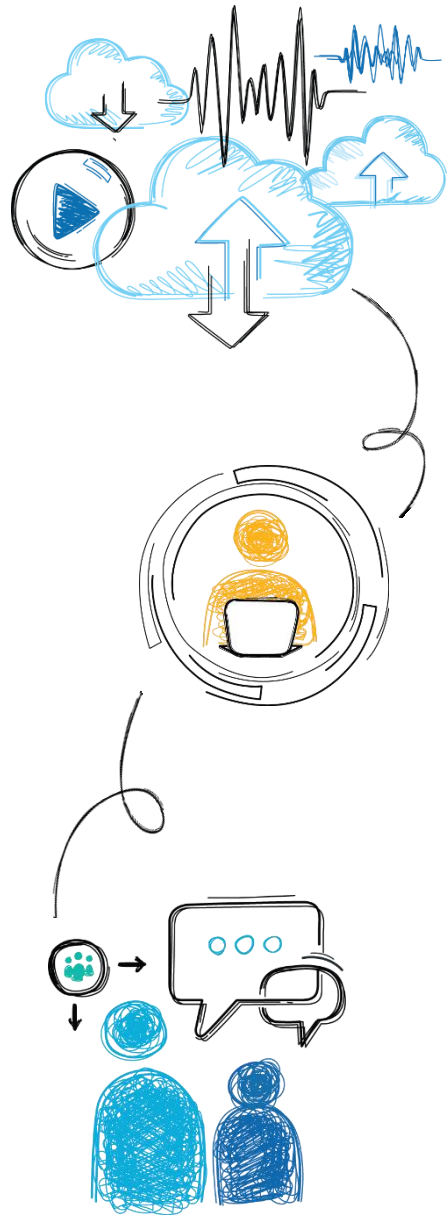


PM Philosophy

Success Enjoyment Understanding

- Success is achieved with the gentle learning gradient.
- Enjoyment comes from interesting readable texts.
- Understanding is crucial.

Reading for meaning is at the heart of the PM Philosophy



What I know about writing levelled books



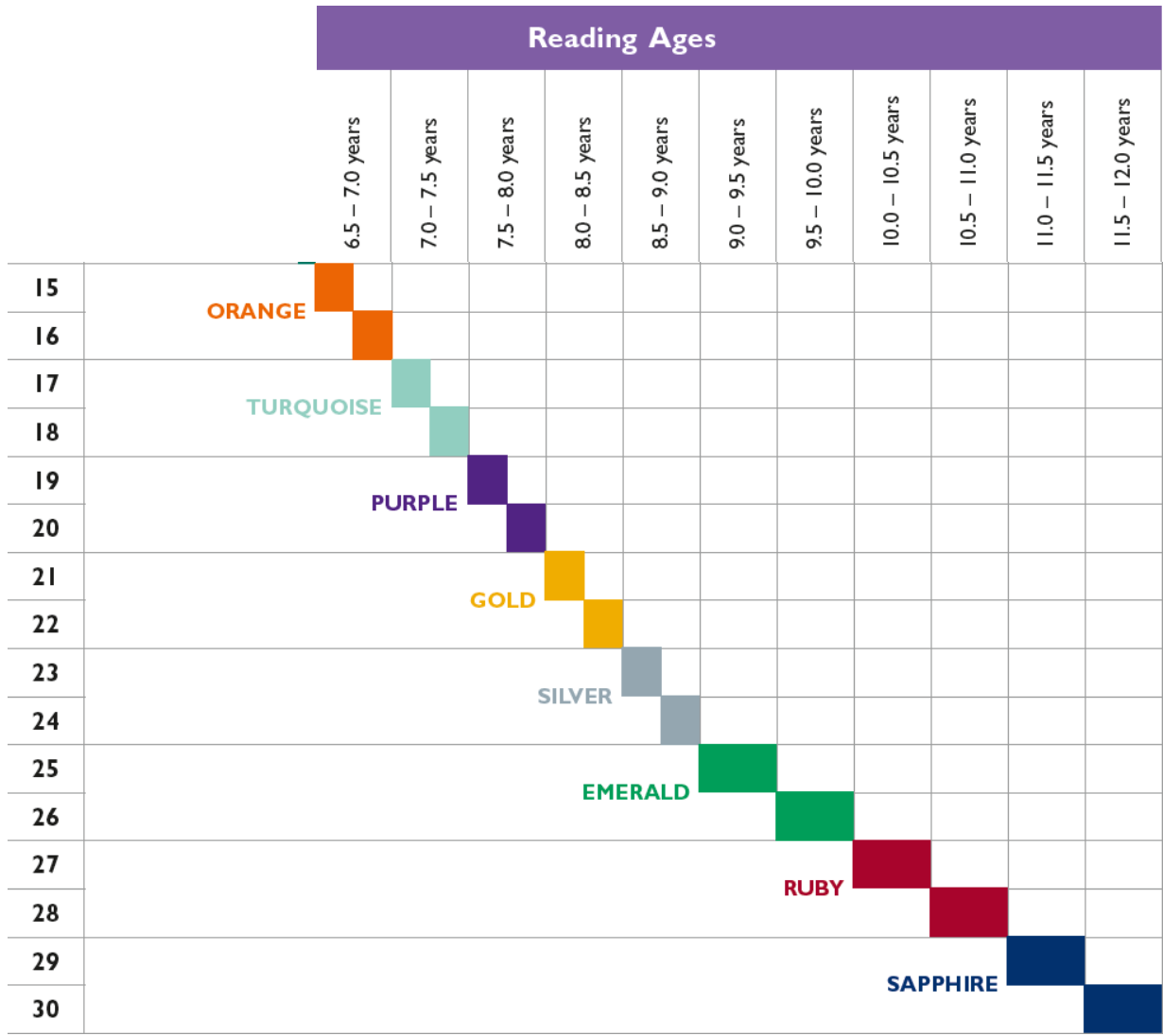
The PM Levels

PM Levels	Reading Ages											
	5.0 – 6.5 years	6.5 – 7.0 years	7.0 – 7.5 years	7.5 – 8.0 years	8.0 – 8.5 years	8.5 – 9.0 years	9.0 – 9.5 years	9.5 – 10.0 years	10.0 – 10.5 years	10.5 – 11.0 years	11.0 – 11.5 years	11.5 – 12.0 years
1	MAGENTA											
2												
3												
4	RED											
5												
6												
7	YELLOW											
8												
9												
10	BLUE											
11												
12												
13	GREEN											
14												
15	ORANGE											
16												
17	TURQUOISE											
18												
19		PURPLE										
20												
21												
22			GOLD									
23												
24				SILVER								
25												
26				EMERALD								
27												
28									RUBY			
29												
30										SAPPHIRE		

PM Levels	5.0 – 6.5 years
1	MAGENTA
2	
3	RED
4	
5	YELLOW
6	
7	BLUE
8	
9	GREEN
10	
11	
12	
13	
14	



The PM Levels





Shaping the PMs – Warmth and Honesty

- Inclusive texts
- Consistency of characters
- Real universal experiences
- Choice of names
- Emotional sensitivity
- Gentle fantasy
- Variety of subjects and genre
- Concern for safety
- Historical accuracy
- Scientific accuracy





Writing Criteria

Concepts – Prior Knowledge

Vocabulary

Sentence Structures

Punctuation

Font and Page Layout

Illustrations and photographs

Chapter 4

Moon Cakes

Then, it was time to buy a cake.

Oliver told me that moon cakes are a special food for the Moon Festival.

We looked at lots of different moon cakes.

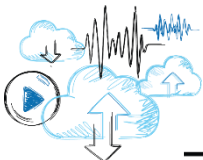
Some were on plates; some were sold in beautiful tins.

Most of the moon cakes were round and decorated with Chinese characters.

It was difficult to choose one.

The cakes looked almost too nice to eat.






Concepts

- Today's knowledge is tomorrow's prior knowledge

Glacier Caves

Glacier caves are formed out of ice. When ice in a glacier melts, small amounts of water flow along the frozen surface into cracks and **crevasses**, and begin to carve tiny openings. When rivers gush over the ice, the spaces underneath the glaciers grow into large caves, passages and tunnels.

When sunshine hits the opening of this glacier cave in Norway, the ice looks blue.

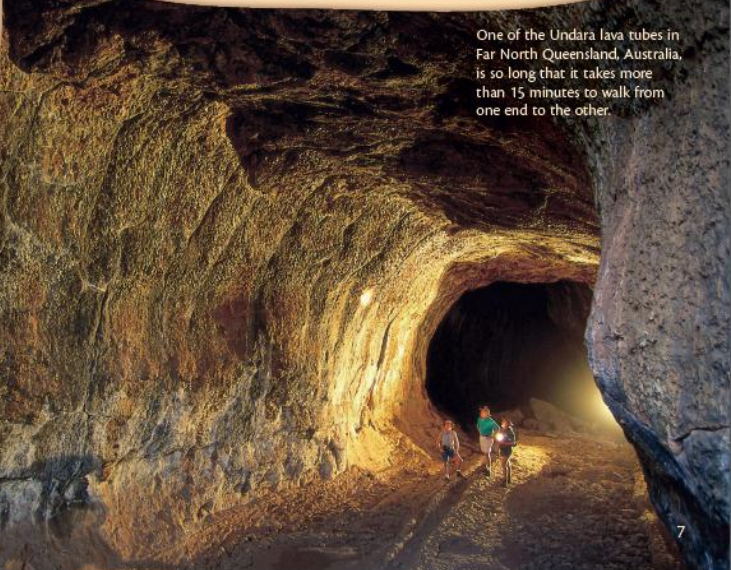


6

Lava Tubes

Some caves are formed from the lava of volcanoes. After a volcano erupts, the hot lava flows down the volcano, forming **molten** rivers. The top layer cools and hardens into rock. The lava underneath the crusty top layer is still hot liquid, and when this liquid centre drains away, a hard, hollow shell, called a "lava tube", is left behind.

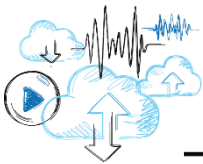
One of the Undara lava tubes in Far North Queensland, Australia, is so long that it takes more than 15 minutes to walk from one end to the other.



7

Think and Talk About ...

Around the world, the temperature is rising and more ice is melting. If enough melting occurs, the roofs of glacier caves will collapse and the caves will disappear.



Vocabulary Control

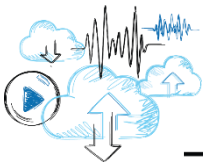
- Cumulative vocabulary control 1:20 95% accuracy
- Deliberate consolidation of new HF words at each level.
- Texts include HF words from the two levels below.
- Lists carefully developed ('saw' L 9, 'was' L 12)

Original 'Ready to Read' vocabulary lists

NZCER Research – 300 most commonly used words in children's writing

Dolch word lists

Words of the 'story teller'



Sentence Structures

PM Levels 1 and 2

present continuous – *I am playing.*

simple past tense – *I went fishing with my dad.*

Levels 3 – 6

simple sentences with adverbial phrases

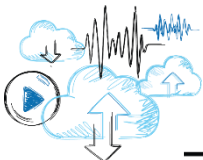
Level 7

2 clause sentences – conjunctions ‘and’

Level 17

3 clause sentences.

Inverted sentences – *Away went the fox.*



Vocabulary and Sentence Structures

I am drawing.

Look at me.

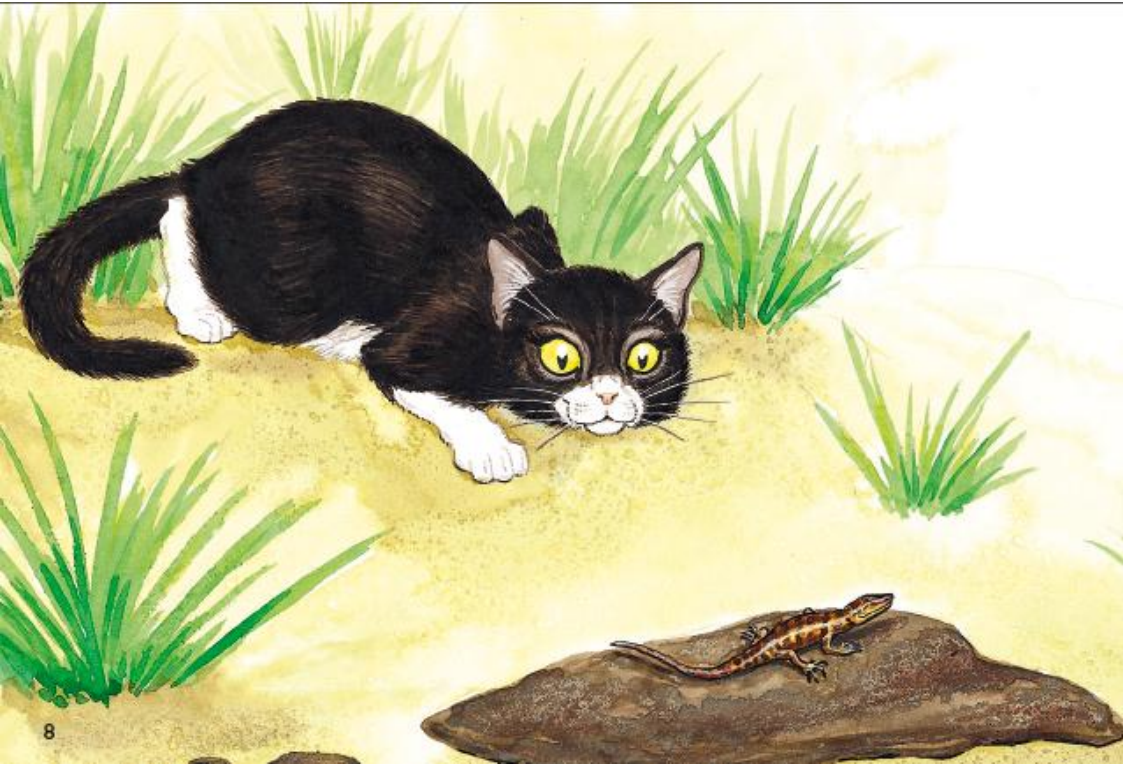


4

5



Vocabulary and Sentence Structures



Kitty Cat is hungry.

Here is a lizard.

Here comes Kitty Cat.



Vocabulary and Sentence Structures

The little cubs woke up.
They went outside the hole
in the rocks
to look for Mother Tiger.

They cried out for her,
but she did not come.
She was down by the river.



8

The sun went down,
and a pig came to the river.

Mother Tiger jumped out
of the long grass,
and she got the pig.



10

Punctuation

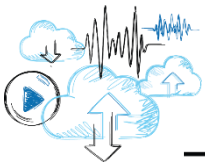


Baby Bear looked inside the nest.

“I can see a **watch**,” he shouted.

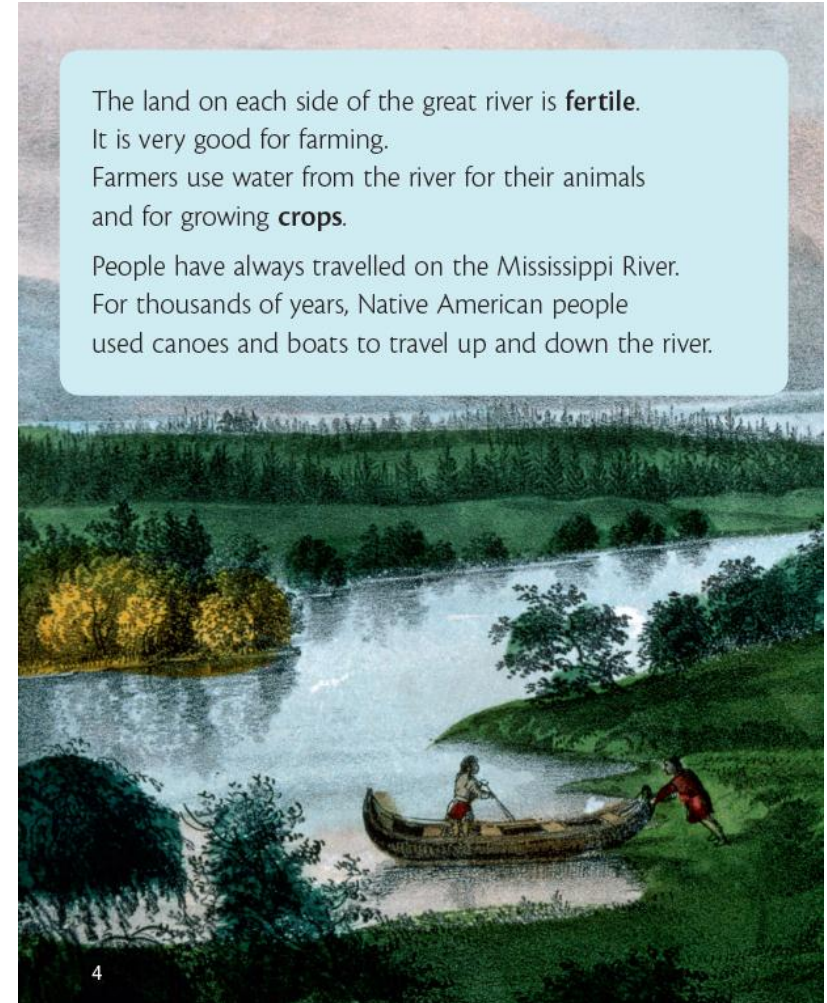
“It’s Mother Bear’s watch!

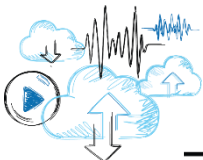
She will be so pleased
to get it back.”



Font and Page Layout

- Readability depends on:
 - font size and shape
 - letter and line spacing
 - placement of text on the page.
- Amount of text on a page:
 - Landscape – 8 lines
 - Portrait – 10 lines
- Line breaks



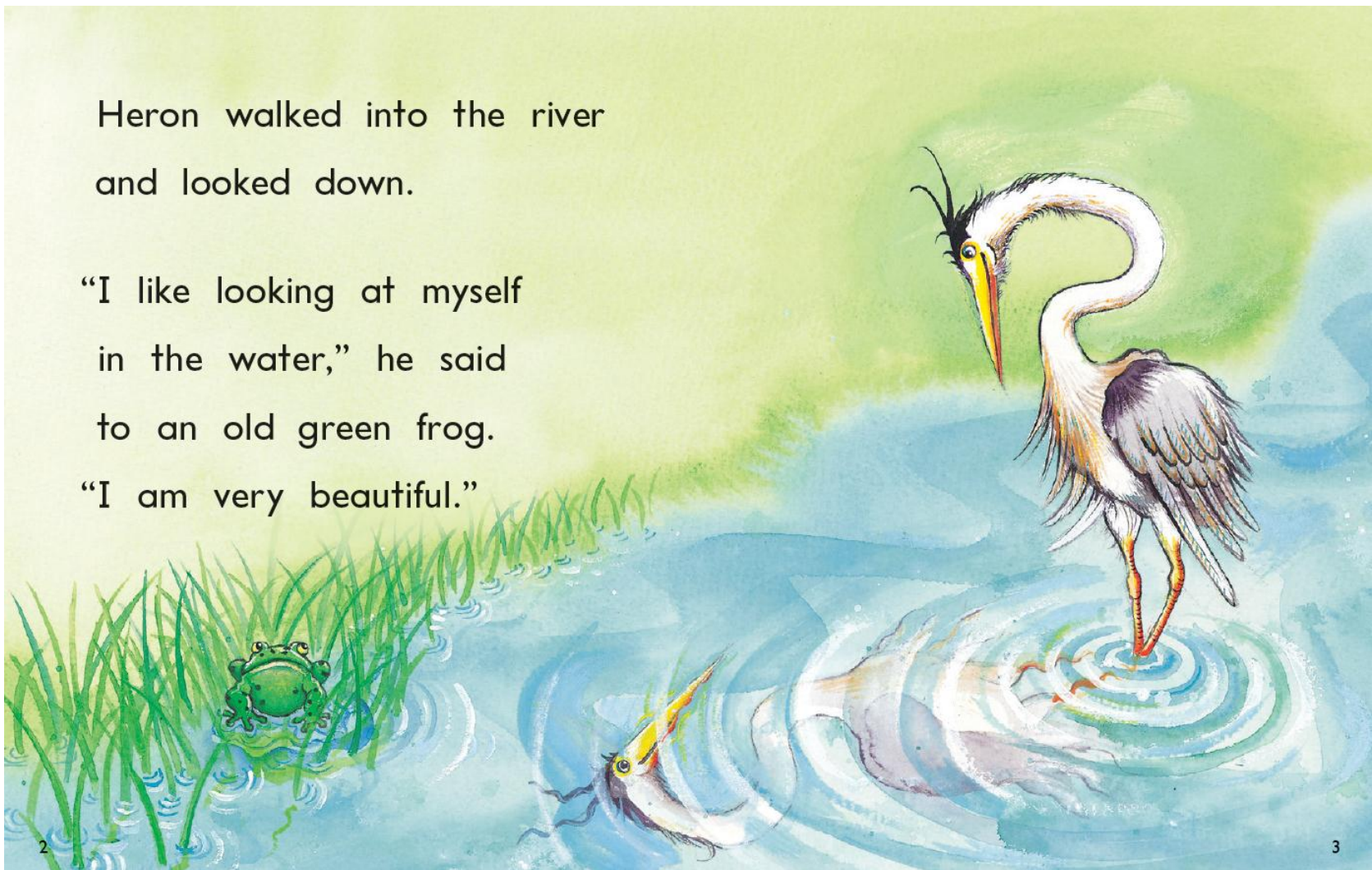


Line breaks

Heron walked into the river
and looked down.

“I like looking at myself
in the water,” he said
to an old green frog.

“I am very beautiful.”



2

3



Text and Illustrations

Every Saturday morning,
Pop cleans his old car.

He puts some soap and warm water
in a bucket.

First, he washes the windows
and the doors.

Then, he cleans the wheels with a brush.

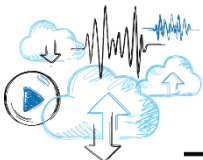
He is very careful
when he cleans around the big lights.



10



11



Text and Photographs

Skin Colours

Some lizards have very bright colours on their skin. Predators are often scared away when a lizard shows off its colours.

A chameleon can change the colour of its skin.



8

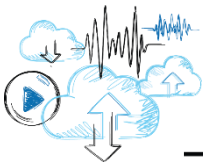


This green lizard is hard to spot on the green leaves.

Other lizards have green or grey-brown skin. If they stay very still, predators do not see them hiding among the branches of trees.

Many lizards have spots or stripes on their skin. It is hard to see these lizards in dry grass.

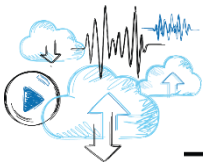
9



Meaning is paramount

Meaning depends on
the choice of every word
in every sentence,
in every paragraph,
on every page!

During their development, the texts
are read aloud many times.



PMs have been developed to ...

Open up children's minds,
challenge their thinking,
and stir their emotions.

