

Discussion Group Feedback.

Group Number 3	Title: The multi-modal meaning maker: play and drawing as literacy.
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<p>Key points from the introduction:</p> <ul style="list-style-type: none"> • Relationship between the rapidly changing social world and new literacy skills that are required. • Multi-modality: ICT/technological skills are required, not just reading of text (example shown of a poster from a public library that combined images, text in different fonts, etc.) • Language is meanings socially constructed through the use of abstract symbols, but so is a toddler using a brick as a mobile 'phone. Examples seen in role play in young children • Children's own meanings have a central role • Play ideal context in which young children make personal meanings • Symbols enter a culture, and in a global society are recognised by many cultures e.g. a heart for love, a cross as a mistake, wrong or forbidden 	
<p>Summary – key points:</p> <ul style="list-style-type: none"> • supporting literacy development so that children read and write by choice, finding pleasure in literacy in all aspects of the curriculum and life • being true to ourselves as professionals working with young children and their families • Using multi-modal representations: <ul style="list-style-type: none"> ○ emphasises what the child <u>can</u> do, rather than what they cannot ○ promotes self-confidence and self-esteem of children <u>and</u> parents ○ supports children's literacy, particularly those acquiring English as an additional language ○ allows children to develop communication skills and to relate to cultural experiences in the world outside the setting/school 	
<p>Issues raised:</p> <ul style="list-style-type: none"> • Mark making extends into a narrative <ul style="list-style-type: none"> ○ if children are supported appropriately by an adult who values the child's views and developing literacy skills ○ the children and adults need time to reflect on the <u>process</u> as well as the <u>product</u> of their mark making • Gender: <ul style="list-style-type: none"> ○ boys can take ownership and pride in the mark making away from 	

more formal writing/maths activities

- modification of the 'writing area' and use of multi-modal representations in other areas such as construction can support boys literacy
- Adult role:
 - as listener, observer, facilitator
 - as an annotator
 - to plan experiences based on observations of what children *can* do
- The use of model-making, cut-outs, drawings and marks supports development of symbols and allows divergent, creative thinking rather than 'right' or 'wrong' and this applies across the curriculum e.g. maths, K.& U. of the World
- Parents need:
 - informing about the value of meaning-making through play and other multi-modal contexts
 - communicating with parents about representations including drawing, mark making as well as writing and children's mathematical graphics
 - engaging in the process to encourage children to mark make outside of the setting/school
- Using multi-modal representations:
 - emphasises what the child can do, rather than what they cannot
 - promotes self-confidence and self-esteem of children and parents
 - supports children's literacy, particularly those acquiring English as an additional language
 - supports all symbolic languages including writing and children's mathematical graphics
 - allows children to develop communication skills and to relate meanings to cultural experiences in the world outside the setting/school