



EVERY YOUNG CHILD A READER: Using Marie Clay's Key Concepts for Classroom Instruction

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Every Young Child a Reader is an excellent resource for any Early Years teacher, Foundation to Year 2, who is interested in developing and consolidating an effective Reading and Writing program within their classroom. The authors send a powerful message to all Literacy teachers by explicitly explaining essential practices that support a successful Literacy program and also what it may/may not look like in the classroom structure.

Gibson and Moss link Marie Clay's research-based understanding of language development to effective instruction within the classroom. They make connections to curriculum standards and the teaching of foundational skills, based on Clay's understandings of complex literacy learning. Throughout the book the authors demonstrate how classroom teachers can develop an effective instructional model using small flexible groupings to support students, based on their individual needs so they are "working on just-challenging-enough texts" (Introduction: page 3).

Every Young Child a Reader provides the reader with a solid understanding of differentiated teaching within the classroom Literacy program. The understanding that the teaching of reading is closely linked to the teaching of writing is strongly stated throughout the book. Examples of planning documents and teacher experiences are also beneficial as this allows teachers to make personal connections to what the authors are explaining about Clay's theoretical work and implementing an effective student-focused learning program.

Each chapter of *Every Young Child a Reader* includes focus questions for the reader as they read each section of the book. These questions focus the reader, prompting them to actively embrace how they can use the research and information, detailed in the book, to develop an effective literacy program in their Early Years classroom. These questions would also allow for a collaborative study with colleagues. At the end of each chapter there are suggestions for further reading or study with references and suggested activities which may support teacher teams in developing their instructional expertise around specific aspects of an effective Literacy program.

Every Young Child a Reader is a book that any F–2 teacher of reading and writing can use to develop their understanding of how best to differentiate the learning of their students in the classroom, based on Clay's sound and researched-based theories of literacy processing. The book is motivating and allows the reader to become reflective of their own practice and become more responsive to the individual needs of their students. The book could also serve as an effective resource to support whole-school professional learning in the development of Literacy skills across the year levels.