

Structured Word Inquiry

Saturday, 1 February 2020

Dr Peter Bowers

www.wordworkskingston.com



Join Peter Bowers, PhD, for this active, engaging and practical workshop hosted by David Hornsby and Julie Shepherd. Learn how educators around the world apply the principles of inquiry to the study of English spelling as a means of enriching vocabulary, reading and spelling – and to leverage learning in any subject area. Bowers' instructional research has been published in prestigious journals and his workshops are highly sought after around the world.

Workshop Information

Date: Saturday, 1 Feb 2020

Time: 9:00 Tea/coffee/registration
9:15 am – 3:30 pm Workshop

Location: Brunswick South PS
56 Brunswick Rd, Brunswick East.
Parking available in surrounding streets.
Tram 1 or 6 along Lygon St; or Tram 96 along Nicholson St.

For whom?

Classroom teachers, literacy leaders,
specialists, lead teachers, principals,
speech therapists.

Registration

<https://davidhornsby.net.au/events>

For further information, contact:

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Cost

\$220 for individuals
\$180 each for 3 or more people from the
one workplace. (We encourage school
groups to attend.) Handouts, morning
tea and lunch are provided in the cost.

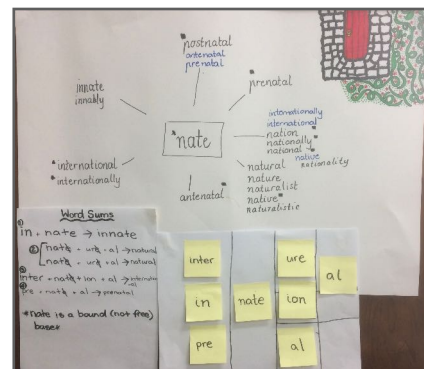
What is Structured Word Inquiry? (SWI)

SWI (Bowers & Kirby, 2010) engages learners of all ages and abilities by making sense of our surprisingly logical spelling system through scientific word investigation.

Teachers and students become “word scientists” who investigate families of related words and discover how the meaning structures of words (morphology), history (etymology) and pronunciation (phonology) work together interdependently.

For more information about Pete Bowers and Structured Word Inquiry, see:

<http://www.wordworkskingston.com/WordWorks/Home.html>





Marcia Henry, Past President of the International Dyslexia Association and former director of the Center for Educational Research on Dyslexia at San Jose State University, has said this about Pete's work: "Pete and Sus Bowers are great 'wordsters' who provide teachers with an in-depth understanding of the English Language. Teachers can gain so much practical knowledge from their teacher resource book, *Teaching How the Written Word Works*, and their impressive and informative online WordWorks newsletter."

<div> <div>go</div> <div>es ing ne</div> </div>	<div> <div>do</div> <div>es ing ne</div> </div>
go + es → goes	do + es → does
go + ing → going	do + ing → doing
go + ne → done	do + ne → done

Select references

Bowers, J.S., and Bowers, P.N. (2018). Progress in reading instruction requires a better understanding of the English spelling system *Current Directions in Psychological Science*, 27, 407-412.

Bowers, J.S. (2018). Reconsidering the evidence that systematic phonics is more effective than alternative methods of reading instruction. *PsyArXiv*. <https://psyarxiv.com/xz4yn/>

Bowers, J.S., Bowers, P.N. (2018). The importance of correctly characterising the English spelling system when devising and evaluating methods of reading instruction: Comment on Taylor, Davis, and Rastle (2017). *Quarterly Journal of Experimental Psychology*.

Kirby, J. R. & Bowers, P. N. (2018). The effects of morphological instruction on vocabulary learning, reading, and spelling. In R. Berthiaume, D. Daigle, & A. Desrochers (Eds.), *Issues in Morphological Processing*. Routledge.

Bowers, J.S., & Bowers, P.N. (2017). Beyond Phonics: The Case for Teaching Children the Logic of the English Spelling System. *Educational Psychologist*, 52, 124–141. 2017

Kirby, J. R. & Bowers, P. N. (2017). Morphological instruction and literacy: Binding phonological, orthographic, and semantic features of words. In K. Cain, D. Compton, & R. Parrila, (Eds.), *Theories of reading development*. Amsterdam, NL: John Benjamins Publishing Company.

Bowers, P.N., Kirby, J.R., & Deacon, S.H. (2010) The Effects of Morphological Instruction on Literacy Skills: A Systematic Review of the Literature, *Review of Educational Research*, 80, 144–179.