

ORIM A Framework for Practice

Introduction

The idea of *ORIM*, parents providing Opportunities, Recognition, Interaction and a Model of literacy for their children was introduced in 1.2. Here we will look at how *ORIM* can be applied to different 'strands' of literacy, building a framework for practice in work with parents. The *focus* and *location* of work with parents is also discussed.

Strands of literacy

It is often helpful, for practical reasons, to distinguish between various strands of literacy. The diagram on the next page represents four main strands.

- Environment
- Books
- Writing
- Oral language (storytelling, phonological awareness, de-contextualised talk)

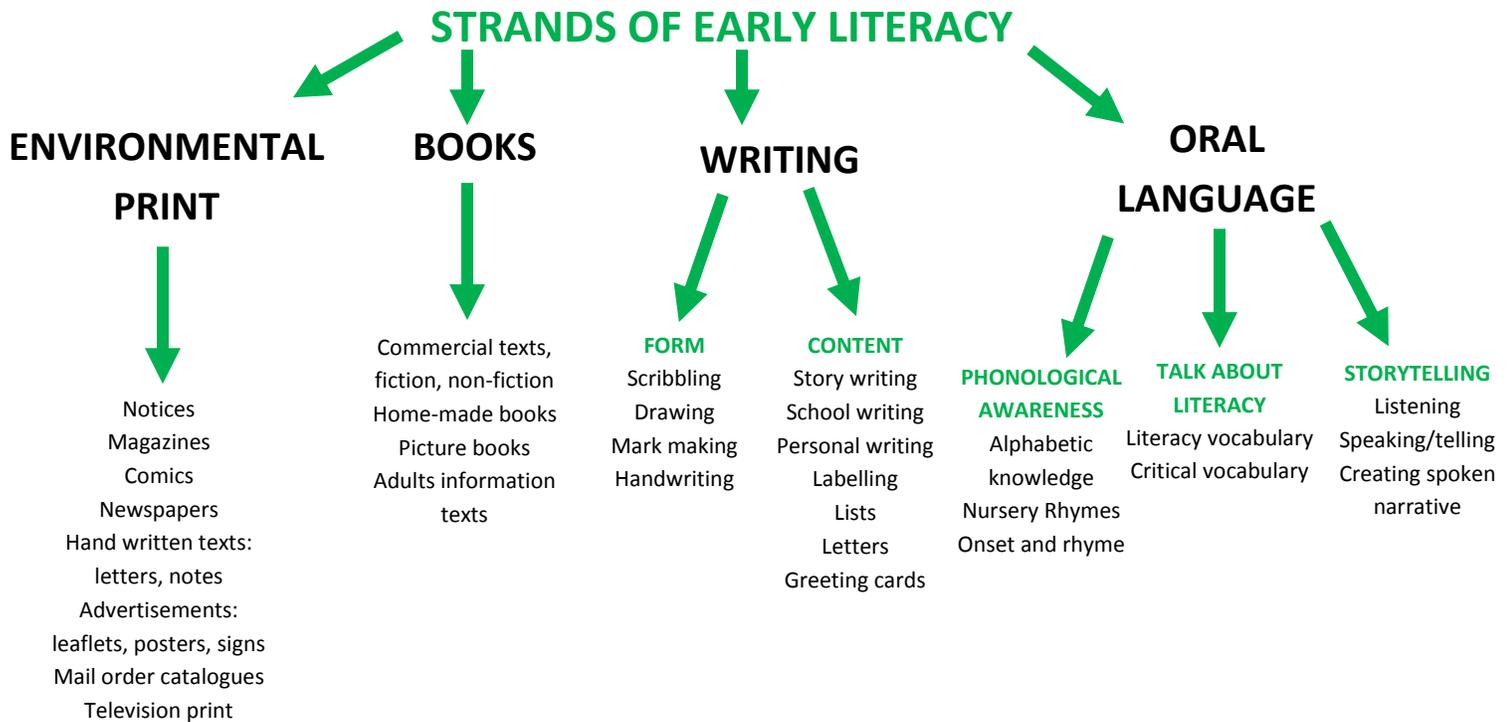
Ovbiously, it is possible to unpick further strands within these main strands.

For the development of each of the literacy strands represented overleaf children need the things parents can provide: Opportunities, Recognition, Interaction and a Model. In the figure below, each cell in the matrix refers to an aspect of parental support or literacy (e.g. providing a reading model, appropriate interaction in writing, opportunities to say, sing and hear nursery rhymes). The value of the framework is that it can be used to describe how particular families support children's literacy development and to plan work with parents. One can ask of each cell in the matrix *What can school do to support the parent's role here?* Or *What can we do to help parents improve children's experiences here?*

STRANDS OF LITERACY

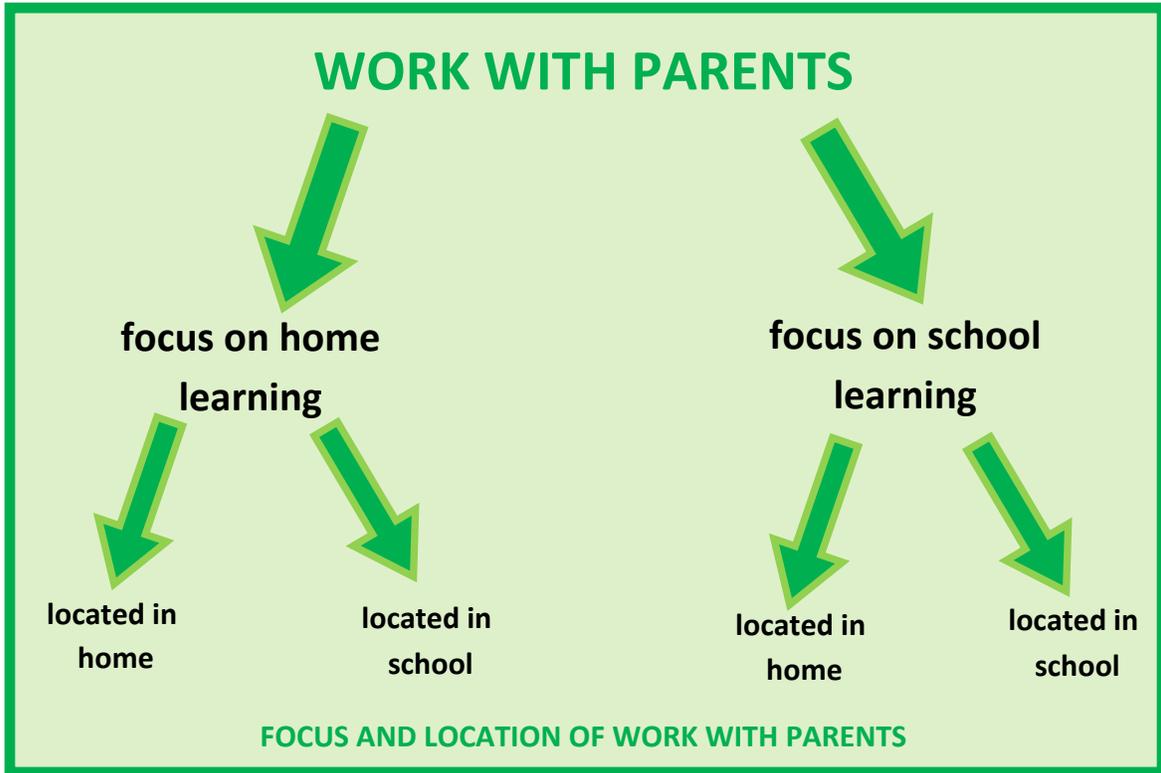
	<i>Environmental Print</i>	<i>Books</i>	<i>Writing</i>	<i>Oral Language</i>
PARENTS CAN PROVIDE <i>Opportunities</i>				
<i>Recognition</i>				
<i>Interaction</i>				
<i>Model</i>				

The *ORIM* Framework



Focus and Location of work with parents

It can also help to draw a distinction between the *focus* and *location* of work with parents. The diagram sets out the possibilities in terms of the focus of work and where it might happen.



Although the focus may be on children’s home learning, the work with parents to influence it could be located either in schools or centres or in the parents’ homes. The branches in the diagram above all represent possible forms of involvement in the teaching of literacy that need to be considered. It is important not to fall into the trap of thinking that parental involvement means getting parents into school to assist children’s school learning – that is only one of four possibilities.



References

 Hannon, P. (1995)

The information in this section is derived from *Literacy Home and School*
London: Falmer Press

This book can be consulted for further discussion of these ideas.
