

Eskdale School Structured Literacy





Who am I and why am I here?



What brought about the change?

Poor reading and writing data Internationally:

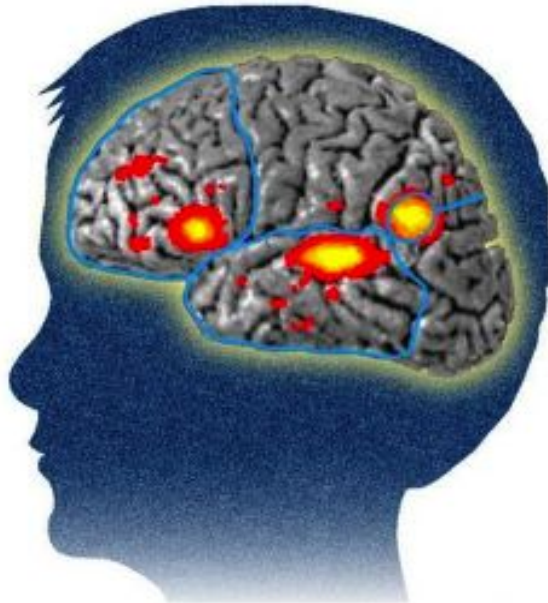
- A 2020 UNICEF report found that only 35.4% - over a third of fifteen-year-olds – struggle to read and write.
- NZ Primary schools - big gap between reading and writing.

Latest neuroscience research:

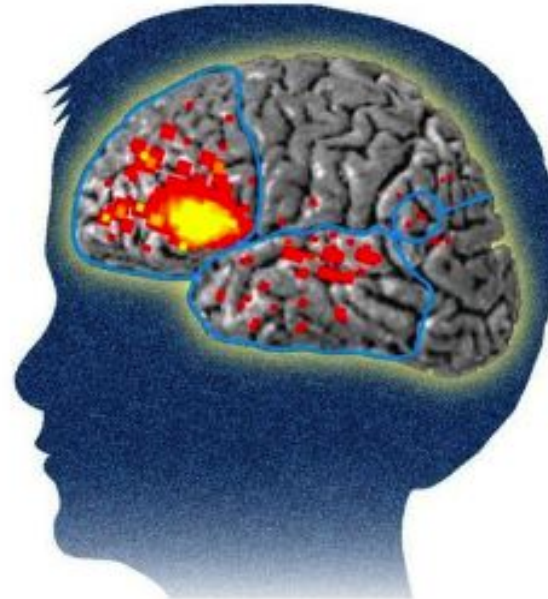
- Brain imaging of effective readers that wasn't around 40 years ago.



The Learning Brain



Proficient Reader



Struggling Reader



In the past...

- We taught aspects of literacy in isolation – little transference between reading, writing, spelling, phonics etc
- Children used pictures, what words looked like and beginning sounds to predict a word (guess).
- We used more of the visual memory side of our brain rather than the phonological side.



Quiz time

How many **letters** are there in the English language?

How many **sounds** are there in the English language?

How many spellings are there?



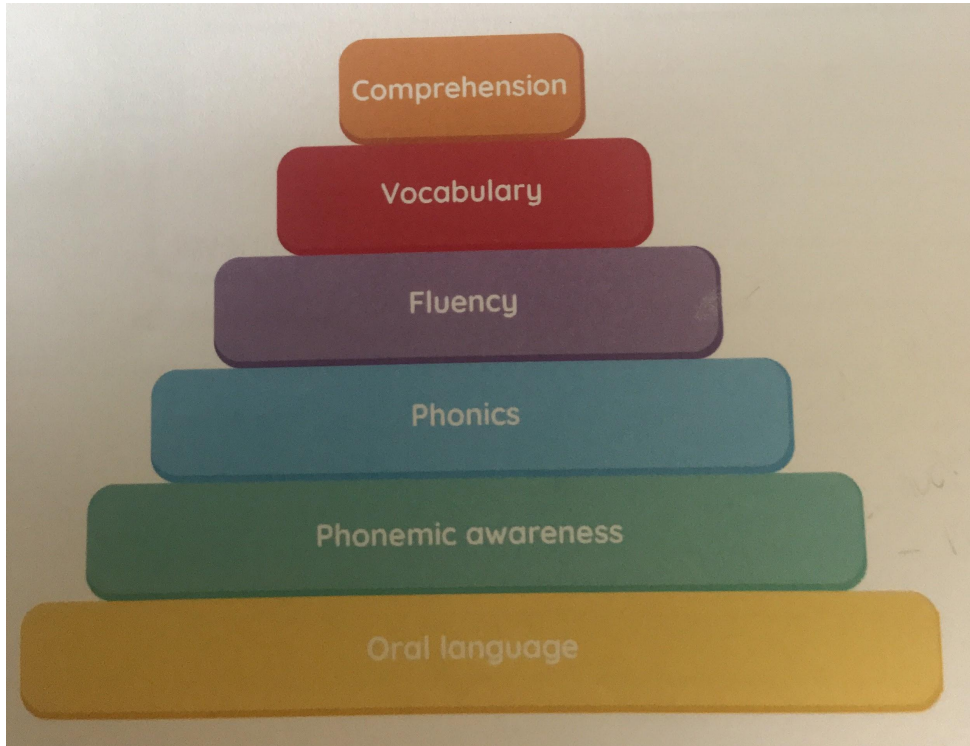
*If a child memorizes **10 words**, the child can read 10 words.*

*But if a child **learns 10 sounds**, the child will be able to read 350 three sound words, 4,320 four sound words and 21650 five sound words.*

Martin Kozloff, 2002



The big 6 of Structured Literacy



Systematic
Cumulative
Immersed
Appropriate stage
Covers the big 6

Scarborough's Reading Rope



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Language Comprehension **LC**

Background Knowledge
facts, concepts, etc.

Vocabulary
breadth, precision, links, etc.

Language Structures
syntax, semantics, etc.

Verbal Reasoning
inference, metaphor, etc.

Literacy Knowledge
print concepts, genres, etc.

Word Recognition **D**

Phonological Awareness
syllables, phonemes, etc.

Decoding
alphabetic principle,
letter-sound correspondences

Sight Recognition
of familiar words

INCREASINGLY STRATEGIC

Skilled Reading **RC**

INCREASINGLY AUTOMATIC

$$\text{LC} \times \text{D} = \text{RC}$$

Fluent word recognition and comprehension.

This interpretation of the Reading Rope incorporates Gough & Tunmer's (1986) Simple View of Reading.

- Still include creative writing, shared books, read-alouds, poetry and opportunities to respond to text in our literacy programme.
- Still have high expectations for our students.
- Still be doing assessments and reporting to you on where your child is at in relation to the NZ Curriculum levels.



What's
the same



Explicit Teaching

Nothing left to chance/guess work.

Identified needs are addressed through targeted teaching.

Don't leave anything to the child's imagination – Teacher tells them explicitly what they are learning.

Learning a new code / rule

From the scope and sequence – sequential

Class, group, individual

Letter formation

Sounds

Phonics / Code Rules

Words – read and write

Sentences – read and write

Text – read and write





Review

Learning = retrieval and use of information

Revisit and review daily

Sounds and letters, rules, words, sentences

Cumulative



Reading

- What books does my child read now?
- Aren't they boring?
- Why are they reading lower than before?
- Why hasn't my child brought a book home?
- Any other questions or wonderings???

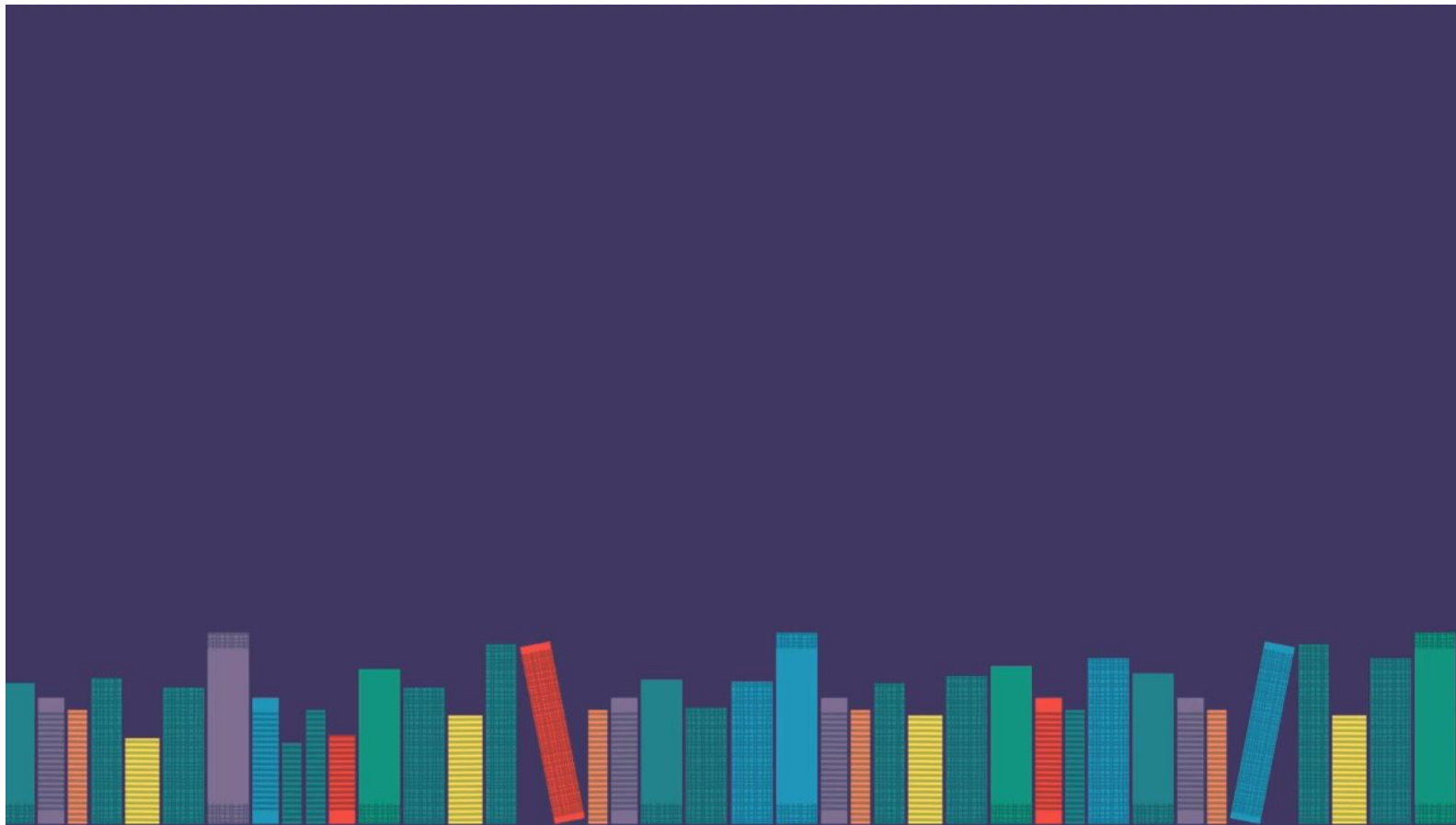
How can you help your child?

- Read to them EVERY day/night
- Talk to your child
- Get your child to talk to you
- Extend their vocab
- Talk about sounds
- Rhymes / syllables / sounds /
- Memory (hearing and visual)
- Correct letter formation

The speech sounds of NZ English



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Student Name:

Curriculum Area: English (Phonological awareness)



Level 3 Curriculum Objective: Demonstrate good understanding of all basic spelling patterns and sounds in written English.

Learning Intention: To use correct spelling patterns in a given word.

Success Criteria: (highlighted text indicates your child's achievement)

We know we can do this when we:

- Achieve 50-74% in this assessment
- Achieve 75-94% in this assessment
- Achieve 95% or above in this assessment

Learner Attributes displayed in this Work

Brave	Creative	Curious	Fit & Healthy	Kind	Literate	Numerate	Passionate	Problem solver	Resilient
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Effort throughout this Work

Minimal	Inconsistent	Consistent	Excellent
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Current Year Level	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
Curriculum Level achieved for this objective	Early Level 1	Within Level 1	Early Level 2 <i>24% or below</i>	Within Level 2 <i>25-49%</i>	Early Level 3 <i>50-74%</i>	Within Level 3 <i>75-94%</i>	Early Level 4 <i>95% or above</i>	Within Level 4	Early Level 5	Within Level 5

The following example of your child's learning is a phonological (sound) assessment that was completed at the beginning of this year with all Year 5/6 students. The purpose of the word check is to assess a student's knowledge and application of spelling patterns. This means in some cases, your child may have spelt the word incorrectly, but it is marked correct because the focus sound pattern was accurate.

Eg. neighber - focus sound 'eigh' so this would be marked correct.

We will be focussing on learning correct sound patterns to assist spelling throughout the year and have included the list your child was assessed from. Your child will have another phonological assessment towards the end of the year.

Please contact your child's teacher if you have any questions about this.

Example of your child's learning

1. <u>sweat</u> ✓	16. <u>awsome</u> ✓	31. <u>helpful</u> ✓
2. sne <u>ak</u> sneak	17. do <u>ge</u> dodge	32. <u>wonderful</u> ✓
3. bra <u>ke</u> break	18. fu <u>ge</u> fudge	33. thoughtless <u>thought</u> lisa
4. <u>money</u> ✓	19. <u>chew</u> ✓	34. <u>spotles</u> spotless
5. <u>preg</u> ✓	20. <u>glue</u> ✓	35. <u>saving</u> ✓
6. <u>spied</u> ✓	21. <u>puple</u> pupil	36. <u>sliding</u> ✓
7. <u>Toe</u> ✓	22. <u>bacic</u> basic	37. <u>likingy</u> likely
8. <u>stew</u> ✓	23. <u>rotting</u> ✓	38. <u>table</u> ✓
9. nose ✓	24. <u>trimmed</u> trimmed	39. <u>Jagle</u> ✓
10. <u>knows</u> ✓	25. <u>cleaned</u> ✓	40. <u>marble</u> ✓
11. There ✓	26. <u>soffen</u> soften	
12. <u>Thir</u> their	27. <u>rePlay</u> ✓	
13. <u>Agust</u> August	28. to <u>disagre</u> ✓	
14. astronomer <u>astronaut</u>	29. <u>planet</u> ✓	
15. the <u>Lawn</u> ✓	30. <u>rapid</u> ✓	
26/40		

Sound pattern list

word	focus	word	focus
sweat	ea (bread)	pupil	Tiger Rule V.CV
sneak	ea (eat)	basic	Tiger Rule V.CV
break	ea (steak)	rotting	CVC Doubling Rule
money	ey as long /e/	trimmed	CVC Doubling Rule
prey	ey as long /a/	cleaned	CVC Doubling Rule
spied	ie as long /i/	soften	CVC Doubling Rule
toe	oe as long /o/	replay	re
stew	ew as long /u/	disagree	dis
nose	Homophones	planet	Camel Rule VC.V
knows	Homophones	rapid	Camel Rule VC.V
there	Homophones	helpful	ful
their	Homophones	wonderful	ful
August	au	thoughtless	less
astronaut	au	spotless	less
lawn	aw	saving	Silent e + Suffix Rule
awesome	aw	sliding	Silent e + Suffix Rule
dodge	dge	likely	Silent e + Suffix Rule
fudge	dge	table	Consonant le Syllable (-cle)
chew	ew	juggle	Consonant le Syllable (-cle)
glue	ue	marble	Consonant le Syllable (-cle)



By far, the most effective way to help your child with their literacy development at home, is by reading books to them:

Why?

- Fosters a love of reading in your child.
- Develops an understanding of how books 'work'.
- Increases your child's vocabulary which benefits all aspects of reading and writing.
- Helps build relationships with your child through the accumulation of time spent with them.

How to read with your child:

1. Look at the cover of the book. Read the title and look at the picture on the cover. If this is a new story, can they wonder what the story might be about from the title and the picture?
2. While reading the story, check if they understand the vocabulary used in the story especially if it is a difficult or possibly new word to them.
3. Point out interesting details in the illustrations
4. Predict or wonder what will happen next in the story.
5. Talk about what you've just read and share feelings about the book.
6. Have fun and make it routine, and enjoyable (little and often).