

Highlighting Literacy in the Early Years



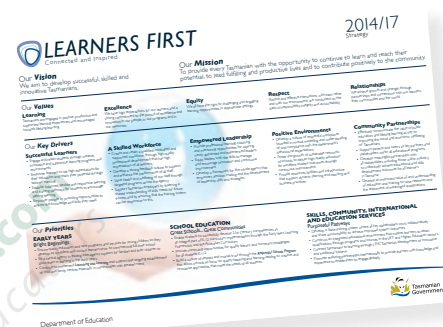
ABOUT THIS RESOURCE

Supporting school improvement and quality teaching

Our *Learners First Strategy* strengthens the quality of teaching and learning opportunities for all students in our system. In order to work effectively, well-developed teaching and learning programs need to be implemented in every school, supported by strong, instructional leadership.

We know that it is good teaching that makes the difference to our students. The rich resources that are provided in the *Good Teaching* series are successfully supporting teachers and school leaders to continue to build both collaborative practice and a whole school approach to school improvement K–12.

Building on the *Good Teaching* series and aligned to the *Supporting Literacy and Numeracy Success* booklet, a set of literacy and numeracy resources has been developed to give teachers in the early years through to Year 12 more support and confidence when planning for students' literacy and numeracy needs across the curriculum. This particular resource focuses specifically on teaching literacy K–2.



Supporting professional learning

Our *Learners First Strategy* aims to develop successful, skilled and innovative Tasmanians. Its values include learning and excellence so that Tasmanians are engaged in positive, productive and supported learning experiences, and have high expectations and a strong commitment to the pursuit of excellence.

As with the other *Good Teaching* resources, this resource will be accompanied by a professional learning program through the Professional Learning Institute (PLI) available to all schools.

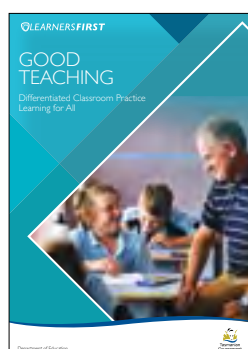
It forms part of the *Good Teaching* series of resources that also includes:



Good Teaching: A Guide for Staff Discussion

The purpose of this guide is to raise the debate across schools to gain a common understanding of what makes a good teacher. It is the foundation of the *Good Teaching* series.

www.education.tas.gov.au/documentcentre/Documents/Good-Teaching-Guide.pdf



Good Teaching: Differentiated Classroom Practice – Learning for All

It is recognised that some students require significant adjustments to their learning programs if they are to be optimally engaged and challenged. The process of making those adjustments is known as the differentiation of classroom learning. Differentiation is what is expected of good teachers. The focus of this resource is to describe what is meant by differentiation and to provide practical strategies and tools that can be used to create meaningful and engaging learning experiences for all students.

www.education.tas.gov.au/documentcentre/Documents/Good-Teaching – Differentiated-Classroom-Practice-Learning-for-All.pdf

Good Teaching: Curriculum Mapping and Planning – Planning for Learning

Curriculum mapping and planning is a way of developing a systematic overview of what students need to learn. It provides an opportunity to evaluate current practice and fosters communication among teachers at all levels and across a range of subjects. This resource describes processes that schools and individual teachers can use to move from curriculum frameworks to classroom action. It provides guidance for planning directly from curriculum documents. Specific examples are provided for *Australian Curriculum: English and Mathematics*.

www.education.tas.gov.au/documentcentre/Documents/Good-Teaching-Curriculum-Mapping-and-Planning.pdf

Good Teaching: Quality Assessment Practices – Guiding Learning

This resource supports schools in their school improvement agenda by describing processes that will guide leaders and teachers in the use of quality assessment practices. It supports schools in the choice of evidence-based strategies to meet the learning needs of all students. When used in conjunction with differentiated classroom practice, it supports teachers to adjust strategies to meet individual needs.

www.education.tas.gov.au/documentcentre/Documents/Good-Teaching-Quality-Assessment-Practices-Guiding-Learning.pdf

Good Teaching: Inclusive Schools – Disability Focus

This resource addresses key strategies in inclusive education through:

- improved teaching quality and support
- a robust national curriculum
- better support for students
- improved parent and community information and participation.

www.education.tas.gov.au/documentcentre/Documents/Good-Teaching-Inclusive-Schools-Disability-Focus.pdf

Good Teaching: Inclusive Teaching for Students with Disability

This resource follows on from the *Good Teaching: Inclusive Schools – Disability Focus* resource and has been developed for teachers who have not previously worked with students with disability.

It is a practical resource to develop teachers' skills and confidence in this area and outlines the different areas of support available across the school and the Department in working with students with disability and their families.

www.education.tas.gov.au/documentcentre/Documents/Good-Teaching-Inclusive-Teaching-for-Students-with-Disability.pdf

Practical examples are provided using the following identifiers:



Template



Good Practice



Video



Tool



Resources



Conversation Starters

How the content is organised:

The booklet is divided into colour coded sections. Each key element section begins with key messages for K–2 educators followed by conversation starters to initiate rich discussion in staff meetings or professional learning communities.

In each of the sections within the 'Literacy Key Elements' there is a focus on specific links to *The Early Years Learning Framework* and the relevant content descriptors and achievement standards of the *Australian Curriculum: English* to support classroom teachers in knowing the key teaching focuses at their year level. The content descriptors describe what needs to be taught and the achievement standards highlight the quality of learning students should demonstrate by a particular year in their schooling. These sections also provide very practical ideas for teachers and ways to monitor and assess student learning in literacy.

At the back of the booklet there are references and recommended resources (including assessment tools) to provide additional support to teachers and school leaders for a more thorough appreciation of the key messages.

This resource should also be used in conjunction with:

Supporting Literacy and Numeracy Success which provides teachers with strategies for improving literacy and numeracy outcomes as they plan using curriculum documents.

www.education.tas.gov.au/documentcentre/Documents/Supporting-Literacy-and-Numeracy-Success.pdf

Respectful Schools Respectful Behaviour which highlights the importance of providing safe and supportive environments as a vital part of quality teaching and learning.

www.education.tas.gov.au/documentcentre/Documents/Respectful-Schools-Respectful-Behaviour.pdf

Curriculum in Tasmanian Schools K–12 Policy

www.education.tas.gov.au/documentcentre/Documents/Curriculum-in-Tasmanian-Schools-K-12-Policy.pdf

Assessment and Reporting Policy

www.education.tas.gov.au/documentcentre/Documents/Assessment-and-Reporting-Policy.pdf

Belonging, Being and Becoming—The Early Years Learning Framework

www.dss.gov.au/our-responsibilities/families-and-children/publications-articles/belonging-being-becoming-the-early-years-learning-framework-for-australia

Learning in Families Together



Learning in Families Together (LIFT) aims to increase each family's engagement in their children's education with the intention of improving student literacy and numeracy learning outcomes. This resource will be a useful reference point when planning family engagement opportunities which build families' knowledge, skills and confidence to support their children's learning.

BECOMING LITERATE

The Literacy general capability in the Australian Curriculum sees literacy as involving students in listening to, reading, viewing, speaking, writing and creating oral, print, visual and digital texts, and using and modifying language for different purposes in a range of contexts. It cites the Melbourne Declaration on Educational Goals for Young Australians (MCEETYA 2008) as recognising literacy as an essential skill for students in becoming successful learners and as a foundation for success in all learning areas. Both The Early Years Learning Framework (EYLF) and the Australian Curriculum highlight the importance of all students being able to interpret and use language confidently for learning and communicating.

Literacy across the years of schooling

Students become literate as they develop the knowledge, skills and dispositions to interpret and use language purposefully across their years of schooling K–12, across all learning areas and in their daily lives. Students develop their knowledge, skills and confidence with literacy as they connect and apply their understanding of language to contexts within and beyond the classroom.

In the early years, literacy is developed through play and through informal yet intentional teaching in social contexts. *The Early Years Learning Framework (EYLF)* emphasises the need for early childhood settings to build on the range of language and literacy experiences children have with their families and communities. Relationships between school and families are critical in the early years. Teachers connecting purposefully with parents and community will enhance literacy opportunities for individual learners. Families should be made aware of the importance of literacy in their child's education and how they can be involved in supporting their child's literacy development. (See *Supporting Literacy and Numeracy Success*, Community engagement and the LIFT initiative.)



In the *Australian Curriculum*, literacy is a general capability, represented in a literacy learning continuum that builds on from the EYLF. The literacy learning continuum of the *Australian Curriculum* presents a sequence of learning independent of student age. It is labelled with levels 1 to 6 indicating the particular level that typically applies to students by the end of a given year of schooling.

Literacy across the curriculum

A commitment to literacy development is an essential focus for learning areas across the curriculum and a responsibility for all teachers.

Students become literate as they engage with literacy opportunities and experiences across the *Australian Curriculum* and in learning linked to the outcomes of *The Early Years Learning Framework*. Literate practices develop when students understand how the English language works and have the dispositions and capacities to use language purposefully to express and develop ideas, interact with others and interpret and create texts in their various forms. It is through the teaching of the three strands of the English learning area that students learn about: how language works (Language strand); respond to, examine and create literature (Literature strand); and interact with others, comprehend and compose texts (Literacy strand). Students use their knowledge and understandings of language in different ways in all learning areas, as each learning area has different literacy demands. Every content area lesson should be viewed as an opportunity to teach literacy skills, such as vocabulary, comprehension and writing strategies that will be necessary for students to be successful in creating products that demonstrate a deep understanding of a topic.

Examples of becoming literate in learning across the curriculum can be found on the *Australian Curriculum* website. The following extract can be accessed from: www.australiancurriculum.edu.au/generalcapabilities/overview/general-capabilities-in-the-learning-areas

In **English** students develop literacy in a manner that is more explicit and foregrounded than is the case in other learning areas. Students learn literacy knowledge and skills as they engage with the Language, Literature and Literacy strands of the English curriculum. They apply their literacy capability in English when they interpret and create spoken, print, visual and multimodal texts for a range of purposes.

In **Mathematics** students develop literacy capability as they learn the vocabulary associated with number, space, measurement and mathematical concepts and processes. They develop the ability to create and interpret texts such as calendars, maps and complex data displays. Students use literacy to understand and interpret word problems and instructions, pose and answer questions, to problem solve, and to explain solutions.

In **Science** students develop their literacy capability as they comprehend and compose texts that provide information, describe events and phenomena, recount experiments, present and evaluate data, give explanations and present opinions or claims. They use technical vocabulary and learn to understand information presented in the form of diagrams, flow charts, tables and graphs.

Humanities and Social Sciences (HASS)

- In **History** students develop literacy capability as they learn to comprehend and compose texts that recount a sequence of events, present past events as a narrative, reflect on and discuss concepts and ideas, and argue a point of view often including graphics such as illustrations, maps, tables, timelines and references. They use the language features of historical texts including topic vocabulary, past tense, complex sentences, and adverbs and noun groups for description.
- In **Geography** students develop literacy capability as they learn to comprehend and compose a wide range of graphical and visual texts, for example, interviews, reports, stories, diagrams, remotely-sensed and satellite images, photographs and maps as they conduct geographical inquiries. They use the vocabulary of the discipline. They learn to evaluate texts and recognise how language and images can be used to make and manipulate meaning.

- In **Economics and Business** (from Year 5) students develop literacy capability as they learn to interpret and create a range of texts involving data and information that uses specialised terminology. They make language choices including developing a considered point of view when communicating conclusions.
- In **Civics and Citizenship** (from Year 3) students develop literacy capability as they research, read and analyse sources of information. They learn to recognise how language can be used to manipulate meaning, distinguish between fact and opinion, and communicate ideas to a variety of audiences. They articulate, debate and evaluate ideas.

In **the Arts** students create, compose, design, analyse, comprehend, discuss, interpret and evaluate as artists and recipients of arts products. They learn and use specific terminology which varies according to context. They use their literacy capability to access knowledge, make meaning, express thoughts, emotions and ideas, and interact with and challenge others.

In **Technology** students develop literacy capability as they communicate ideas, concepts and complex proposals which may include drawings, diagrams, flow charts, models, tables and graphs. They read and interpret detailed written instructions for specific technologies, procedural texts and project analysis reports. They articulate, question and evaluate ideas.

In **Health and Physical Education** students use their literacy capability to understand the specific terminology used to describe health status, products, information and services. They learn to communicate ideas and opinions as they become critical consumers able to access, interpret, analyse, challenge and evaluate the viewpoints of others.

In **Languages** students literacy capabilities are strengthened as the capabilities are transferable across languages, both the language being learnt and all other languages that are part of the learner's repertoire. Language learning is supported by a surrounding oral culture and meaningful context. They learn to think and talk about how each language works and about how they learn to use languages in different contexts.

In the **Work Studies** (Years 9–10), students develop literacy capability as they adopt an appreciation of the skills of listening, speaking, reading, writing and interacting with others. They locate and evaluate information, express ideas, thoughts and emotions, justify opinions, interact effectively with others, and debrief and reflect.



WHOLE SCHOOL APPROACHES TO LITERACY

Literacy is regarded as the key driver of all learning. Improvements in literacy outcomes will only occur when there is a sustained whole school commitment to systematic curriculum delivery over a period of time. Schools need to develop a shared understanding of effective practices for teaching literacy to ensure consistency and continuity across the school. This set of practices should be documented and reviewed regularly. Improvement in literacy achievement requires a whole school commitment to the following key aspects:

Organisation

A culture of collaboration empowers staff to work together on literacy provision, discussing, reflecting, planning, setting goals, developing resources, analysing data and work samples, and sharing learning. A successful literacy improvement strategy benefits from instructional leadership by a literacy leader and/or literacy team in managing and leading:

- planning and review cycles
- collecting and analysing data
- setting targets
- ensuring coherence and continuity across the years
- promoting formative assessment strategies to guide literacy teaching
- building staff capacity
- enabling the sharing of effective literacy practices across the school
- supporting the principal in developing whole-of-school interventions for students requiring differentiated literacy support

- identifying resource needs and allocation
- convening and structuring year group literacy planning meetings.

Planning

It is important for schools to allocate time for early years and grade meetings so that teachers can plan the integration of literacy activities into meaningful learning experiences and plan units of work for the explicit teaching of specific literacy skills. Informed by data, teachers collaboratively decide on consistent literacy practices and assessment processes, share and confirm common language, and develop literacy resources to support all learners.

Principals and the leadership team have a role in supporting teachers to understand literacy development as described in the EYLF, and the progressive development of literacy across the years of schooling as identified in the *Australian Curriculum* Literacy learning continuum and *Australian Curriculum* scope and sequence for the English learning area.

Teacher planning includes providing differentiated learning opportunities for students requiring additional literacy support, including students who are gifted and talented and those who are not making expected progress. Refer to *Good Teaching: Differentiated Classroom Practice and Supporting Literacy and Numeracy Success*.

Teaching and learning

Thinking that is productive, purposeful and intentional is at the centre of effective learning (ACARA, Critical and Creative Thinking general capability). Teachers make thinking visible when they **think aloud** as they create and compose texts with their students, drawing attention to complex relationships, and the ways in which texts are and can be constructed. These **demonstrations** of how language works provide models for students to draw on as they explore multiple ways for thinking about and expressing their understandings and as they apply their knowledge of language to communicate effectively.

Literacy in the *Australian Curriculum* uses a social view of language that reflects how language works to construct meaning in different social and cultural contexts. Successful literacy teachers provide instruction about skills and strategies

within meaningful, authentic contexts which are relevant to students' experiences in their lives beyond school. While explicitly addressing skills and strategies, teachers **contextualise learning** through the use of quality literature, media texts, informative texts and everyday texts, investigating them for authentic purposes. Through this process students learn to adapt language to meet the demands of general and increasingly specialised purposes, audiences and contexts. **Immersion** in rich literacy experiences related to students' lives, enables learners to develop, systematically and concurrently, knowledge and skills in listening, viewing, reading, speaking, writing and creating.

Meaning making and understanding grow in the context of **rich talk** about texts. Instruction should incorporate frequent opportunities for teachers and students to talk together to expand understandings and to encourage language and communicative growth. Effective teachers guide students in thinking through the texts they read or create, by using open-ended questions that encourage a 'thinking through' process. Teachers model, for example, how to include others in the discussion, how to provide evidence to support claims, and how to make connections to other texts and personal experiences. The use of new technologies can provide infinite possibilities for interacting with others through digital collaboration and interaction.

Effective literacy teachers are adept at **scaffolding** and individualising or **differentiating** instruction. In order to be effective teachers identify each student's literacy capabilities and plan carefully to cater for the diversity of learners. Using guided or collaborative groups for reading and writing as well as individual conferencing, teachers target instruction within each student's zone of proximal development. Such instruction enables students to move from what they can do with support, to what they can do independently. The gradual-release of responsibility model, 'I do, we do, you do' structure, underpins effective scaffolding. By flexibly grouping students according to specific learning needs, teachers can adjust the level of scaffolding individual students require to gain the requisite skills and knowledge.

Teaching needs to be recursive where skills, strategies and understandings are introduced, revisited, reinforced and extended whenever possible. Time should be provided for multiple opportunities to **use and practise** an evolving skill or strategy in functional and meaningful contexts. This enables students to increase control of the conventional forms of language and explore alternative language choices for making meaning.

A classroom culture that nurtures literacy motivation by integrating **choice, collaboration** and **engagement** in relevant literacy tasks has been shown as most effective in supporting literacy learning. Students' motivation makes the difference between superficial and shallow learning and learning that is deep and internalised. Students need both the skill and the will to become competent and engaged literacy learners. When students are provided with choice as they access rich and wide ranging texts and when they choose ways to express their ideas, students show greater engagement in and success with literacy learning.

An atmosphere of **high expectations** and a belief that all students can achieve with the provision of high support and sufficient time for practice underpins successful learning. Expectations are essentially messages that significant others communicate to learners and they subtly and powerfully influence a learner. When students believe they can learn, their self-efficacy contributes to ongoing learning success.

'Nobody rises to low expectations. My teacher thought I was smarter than I was, so I was.'
(Peters 2015)

The challenge for teachers is to plan and implement a literacy program that both engages the students and cognitively challenges them, while at the same time providing them with sufficient practice to facilitate the fluency and automaticity achieved by effective literacy learners.

Ten evidence-based best practices for comprehensive literacy instruction:



Effective literacy teachers:

1. Create a classroom culture that nurtures literacy motivation by integrating choice, collaboration, and relevance into literacy tasks.
2. Provide students with opportunities to engage purposefully with texts across a wide range of literary, informative and persuasive genres, including close reading and multiple revisiting of quality texts.
3. Provide students with scaffolded reading instruction in phonemic awareness, phonics, fluency, vocabulary and comprehension strategies to support the development of deep understanding.
4. Provide students with scaffolded writing instruction in text organisation, sentence structure, vocabulary, spelling and punctuation along with the processes of text composing and crafting.
5. Provide opportunities for rich talk and discussion that encourages participation from all learners.
6. Integrate reading, viewing and composing written and multimodal texts to support learning.
7. Teach literacy within and across all learning areas for authentic purposes.
8. Use assessment processes that reflect the complex and dynamic nature of literacy.
9. Promote literacy independence by providing time for self-selected reading and writing.
10. Integrate technologies that link and expand concepts and modes of communication.

Adapted from Gambrell, L. B., Malloy, J., J., Marinak, B. A., & , Mazzoni, S. A. (2015). Evidence-based best practices from comprehensive literacy instruction in the age of the Common Core Standards, in *Best Practices in Literacy Instruction* 5th Ed., New York, NY: The Guilford Press.

Support for teachers

- Teachers have varying levels of experience and expertise in different aspects of literacy education and they therefore require different levels of professional support.
- Having a literacy leader or a literacy team who, along with senior staff, can work with teachers 'shoulder to shoulder' as well as identifying their professional learning needs underpins school improvement in this area of the curriculum.
- Professional learning is more effective when it is student focused, data informed and sustained rather than in one-off sessions.
- Teachers need opportunities to learn about the development of the foundational skills that underpin literacy and the evidence-based teaching approaches that support student learning.
- Teachers need to be able to articulate both what they do and why they do it.

When these professional supports are in place and when effective literacy practices are shared across the school, whole school improvement is sustained.

Assessment

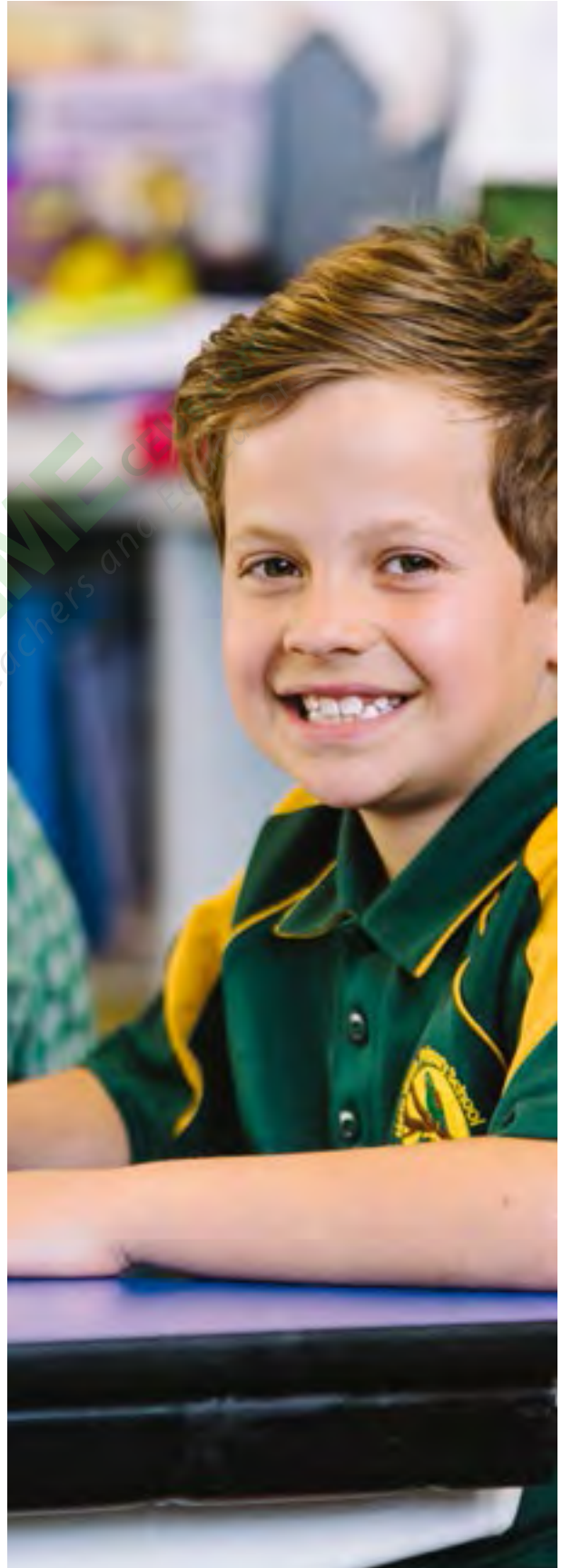
In the early years of schooling, assessment is primarily to enhance learning – to evaluate how students are progressing and to respond to identified needs.

The key purpose of assessment is to determine where students are in their learning and to inform the next steps to move the learner forward in the curriculum continuum. (Good Teaching: Quality Assessment Practices, p4)

Accurate, varied and regular assessment is needed to ensure optimal progress for all students. Because children's literacy experience is so diverse on entry to school and in the early years, such assessment should not be used to 'label' students.

To ensure continuity of literacy development, it is important to develop a consistent approach to assessment, as outlined in the *Good Teaching: Quality Assessment Practices*.

- Whole school practices for the collation of data and reporting procedures support planning and tracking of student achievement.
- Teachers and leaders work together to investigate patterns of strengths and underachievement and plan for interventions based on information from the data. Refer to *Supporting Literacy and Numeracy Success*.
- Assessment should lead to more effective teaching with teams developing a plan of action and selecting focus areas for improvement.
- Student progress is monitored and teaching is adjusted accordingly.
- Early years and year group teachers benefit from sharing formative literacy assessment practices and planning for adjustments to teaching as result of new understandings of learners.
- Success criteria should be shared with the students who increasingly take responsibility for addressing the criteria and assessing their own literacy progress.



LITERACY K–2

This resource highlights the importance of literacy in the early years and identifies the main skills and understandings students need in order to become literate as they engage in learning across the curriculum. It also underlines the importance of teachers acquiring a sound knowledge of how language works in order to support students' literacy development.

The literacy environment

The early years of schooling are the most critical in a learner's literacy development. Success in virtually all areas of the curriculum is dependent upon the foundational literacy skills and understandings developed from K–2.

As *The Early Years Learning Framework* explains, literacy is best nurtured in a classroom climate that enables children to develop dispositions for learning such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, effort, persistence and imagination.

A classroom setting that encourages literacy learning includes:

- learning spaces designed to facilitate whole class, group, pair and individual work
- literacy materials organised for independent learning (e.g. word walls, alphabet charts, a range of both fiction and non-fiction, magnetic alphabet, sentence strips)
- opportunities for experiential hands-on learning
- various technologies (e.g. individual mini-whiteboards, tablets, laptops, visualiser to project student work)

- teacher/student made materials and posters (rather than commercial materials) that have a meaningful connection to the curriculum and are effective tools for teaching and learning
- frequently referenced materials placed at eye level for students (e.g. handwriting models, word families, high frequency sight words) or made available as laminated place mats or bookmarks
- displays that are fresh, uncluttered and purposeful
- student work on display that honours effort and shows thinking
- environmental print and labelled resources
- an abundance and variety of reading materials in class library (fiction, informative, culturally diverse, print, digital, picture dictionaries)
- take-home texts well-organised and ready to go.



Planning and teaching for literacy

Kindergarten teachers engage with *The Early Years Learning Framework* (EYLF) to get a sense of what students are expected to know, do and understand. In Prep, students are transitioning between the EYLF and the *Australian Curriculum* and teachers refer to both sources according to their students' level of development and capability. In Years 1 and 2 teachers connect literacy learning to the Literacy general capability of the *Australian Curriculum*, underpinned by Foundation (Prep) and Years 1 and 2 of the *Australian Curriculum: English*.

Effective planning and teaching emphasises backward design and the importance of clear links between learning goals and assessment tasks. (Refer to *Good Teaching: Curriculum Mapping and Planning*.)

- Effective literacy in the years K–2 involves a range of planning and teaching strategies.

- Assessing student understandings about concepts (mainly through oral questioning and inviting input from parents about home experiences).
- Determining the English language and literacy students need to learn by backward mapping from curriculum outcomes (both achievement standards and content descriptors from the *Australian Curriculum: English* and/or the expected indicators in the Literacy Continuum or outcomes of the EYLF).
- Determining the scaffolding and tasks needed to bridge prior understandings to new literacy and language ideas.
- Identifying contexts that will be beneficial for teaching literacy in familiar and engaging ways that promote discussion with a focus on making meaning.
- Facilitating intentional play-based learning, with planned opportunities for an explicit focus on communicating and using language effectively for particular purposes.
- Teaching about the English language in ways that promote understanding, support fluency and encourage effective communication.
- Selecting tasks that enable students to demonstrate their understanding of how language works and how to make meaning of texts.
- Generating data for teachers to diagnose students' future learning and intervention needs, data derived from sources such as early screening, diagnostic assessment, benchmarking, outcomes assessment, success criteria (including rubrics), observation checklists, portfolios of student work and parent interviews.

Monitoring and assessment

In order to monitor the learning against what students are expected to learn teachers need to refer back to the intended learning in the *Australian Curriculum* or the EYLF. Teachers need to reflect on what they want students to learn to remind themselves of their precise learning goals for individuals and groups of students. Assessment must focus on assessing the intended learning as opposed to what teachers believe they have taught—how far have students travelled in relation to my expectations for their learning? Further support and elaborations on formative and summative assessment and the importance of feedback to students is found in the DoE publication *Good Teaching: Quality Assessment Practices*.

To assess the deep understandings, knowledge and skills of the English learning area, teachers must ensure that they have taught the understandings to all students using a high expectations approach and differentiation strategies as described in *Good Teaching: Differentiated Classroom Practice*.

Monitoring student progress in the English learning area should be done by determining, at the point in time of the particular assessment, the extent to which students know and understand a specific content descriptor and the associated aspects of the achievement standard or the outcomes of the EYLF; this indicates what support they then need in order to move to the next level. If students can only *recall* then they need targeted teaching to help them understand the concepts of addition and subtraction. If they are unable to understand a context sufficiently well to choose the appropriate operation from the words given and explain this choice, then they need targeted support to visualise the problem and think through alternative strategies and solutions.

If students don't appear to be progressing it is important to reflect on your assessment tasks:

- Are the questions appropriate to the task?
- Do they assess the learning that you planned for?
- Are there words and phrases in the tasks that students may not be able to read and understand?

- Do your observations validate the learning or are you seeing different things in students' behaviours than you are seeing in written tasks?

It is helpful to ask a peer or mentor check the alignment between the tasks, the intended learning, and the teaching you have delivered. In a cyclical fashion, teachers then review how well students dealt with a task and modify subsequent learning challenges to ensure all students can engage, succeed and progress.

Past Year 3 NALAN Literacy test papers offer a good source of assessment questions for students in Year 2 and can be used as formative assessments alongside normal classroom assessments.



Questions for reflection

For leaders:

- How is literacy reflected in the School Improvement Plan and Operational Plan?
- What high leverage strategy and deliberate actions are planned to develop whole school literacy practices?

What are the core values in your school regarding literacy in the early years of primary school? How are such values made visible and communicated? What organisational provisions are in place for developing whole school literacy across the curriculum? E.g. instructional leadership, collaborative planning teams

How are these responsibilities for literacy distributed? E.g. is there a literacy leader or a literacy team?

How successful is the collaborative planning for literacy teaching and assessment in the school?

What data is collected and how is the analysis of literacy data managed in the school?

What are some common literacy assessment tools the school uses? Why are they used?

How are the diverse literacy needs of students catered for?

How is literacy learning communicated to parents and carers?

How are literacy interventions managed and resourced?

For teachers:

What types of assessments provide you with a range of literacy data about your students?

What learning experiences assist your students to develop literacy competence and confidence? What has worked well? What could be improved?

In what ways is the learning environment conducive to literacy learning? What could be improved?

How do you design learning tasks that allow students to develop and demonstrate their understandings in literacy?

Do you have a shared understanding of effective literacy practices between staff?

How do you collaborate with colleagues to ensure consistency of practice in approaches to teaching reading and writing?

How is literacy learning differentiated to meet the needs of all students? How is literacy evident in planning across the curriculum?

In which areas of literacy education do you feel you might benefit from professional learning?



Useful resources

See Appendix I – Resources to Support Literacy Development



LITERACY KEY ELEMENTS K–2

Oral language (Listening and speaking)



Key messages

Oral language is a vital tool for thinking and learning and underpins the development of students' literacy. On entering school, students are generally not accustomed to the kind of listening, speaking and interacting needed for successful learning in classroom contexts. Students will come to school with different levels of experience in attending to information and following instructions. Teachers create the kind of classroom climate that supports all students to participate confidently in oral activities. They establish clear routines and provide explicit instruction in the skills of listening and

speaking, offering extra support where children are still developing emotional control, social sensitivity and the capacity to adjust their communications to more formal settings.

In this section on oral language we will focus on:

- Listening for meaning and for sound awareness
- Speaking
- Interacting with others
- Assessing oral language

Links to the curriculum

The following tables highlight how oral language is represented in the EYLF and the *Australian Curriculum*. Teachers should also refer to the Literacy learning continuum www.australiancurriculum.edu.au/generalcapabilities/literacy/continuum#layout=columns

The following extracts from the EYLF are possible examples only.

EYLF Relevant Outcomes	<i>Australian Curriculum: English</i> Oral Language – relevant Content Descriptors		
Kindergarten	Foundation (Prep)	Year 1	Year 2
<p>Outcome 1 Children have a strong sense of identity</p> <p>Children learn to interact with others with care, empathy and respect</p> <p>This is evident, for example, when children:</p> <ul style="list-style-type: none"> • show interest in other children and being part of a group • express a wide range of emotions, thoughts and views constructively • emphasise with and express concern for others • display awareness of and respect for others' perspectives 	LISTENING (including phonological awareness)		
	<p>Listen to and respond orally to texts and to the communication of others in informal and structured classroom situations</p>	<p>Engage in conversations and discussions, using active listening behaviours, showing interest, and contributing ideas, information and questions</p>	<p>Listen for specific purposes and information, including instructions, and extend students' own and others' ideas in discussions</p>
	<p>Recognise and generate rhyming words, alliteration patterns, syllables and sounds (phonemes) in spoken words</p> <p>Segment sentences into individual words and orally blend and segment onset and rime in single syllable spoken words, and isolate, blend and manipulate phonemes in single syllable words</p>	<p>Segment consonant blends or clusters into separate phonemes at the beginnings and ends of one syllable words</p> <p>Manipulate phonemes in spoken words by addition, deletion and substitution of initial, medial and final phonemes to generate new words</p>	<p>Orally manipulate more complex sounds in spoken words through knowledge of blending and segmenting sounds, phoneme deletion and substitution in combination with use of letters in reading and writing</p>

EYLF Relevant Outcomes	Australian Curriculum: English Oral Language – relevant Content Descriptors		
Kindergarten	Foundation (Prep)	Year 1	Year 2
<p>Outcome 5 Children are effective communicators</p> <p>Children interact verbally and non-verbally with others for a range of purposes</p> <p>Children engage with a range of texts and gain meaning from those texts</p> <p>Children express ideas and make meaning using a range of media</p> <p>Children begin to understand how symbols and pattern symbols work</p> <p>Children use information and communication technologies to access information, investigate ideas and represent their thinking</p> <p>This is evident, for example, when children:</p> <ul style="list-style-type: none"> engage in enjoyable interactions using verbal and non-verbal language convey and construct messages with purpose and confidence, building on literacies of home/family and the broader community exchange ideas, feelings and understandings using language and representations in play 	SPEAKING (including oral presentations)		
	Replicate the rhythms and sound patterns in stories, rhymes, songs and poems from a range of cultures	Listen to, recite and perform poems, chants, rhymes and songs, imitating and inventing sound patterns including alliteration and rhyme	Identify, reproduce and experiment with rhythmic, sound and word patterns in poems, chants, rhymes and songs
	Deliver short oral presentations to peers	Make short presentations using some introduced text structures and language, for example opening statements	Rehearse and deliver short presentations on familiar and new topics
	<p>Understand that language can be used to explore ways of expressing needs, likes and dislikes</p> <p>Respond to texts, identifying favourite stories, authors and illustrators</p> <p>Share feelings and thoughts about the events and characters in texts</p>	<p>Explore different ways of expressing emotions, including verbal, visual, body language and facial expressions</p> <p>Understand that language is used in combination with other means of communication, for example facial expressions and gestures to interact with others</p>	Identify language that can be used for appreciating texts and the qualities of people and things
	ORAL INTERACTION		
	Use interaction skills including listening while others speak, using appropriate voice levels, articulation and body language, gestures and eye contact	Use interaction skills including turn-taking, recognising the contributions of others, speaking clearly and using appropriate volume and pace	Use interaction skills including initiating topics, making positive statements and voicing disagreement in an appropriate manner, speaking clearly and varying tone, volume and pace appropriately

EYLF Relevant Outcomes	Australian Curriculum: English Oral Language – relevant Content Descriptors		
	Kindergarten	Foundation (Prep)	Year 1
<ul style="list-style-type: none"> listen and respond to sounds and patterns in speech, stories and rhyme. 	<p>Explore how language is used differently at home and school depending on the relationships between people</p> <p>Understand that English is one of many languages spoken in Australia and that different languages may be spoken by family, classmates and community</p>	<p>Understand that there are different ways of asking for information, making offers and giving commands</p> <p>Understand that people use different systems of communication to cater to different needs and purposes and that many people may use sign systems to communicate with others</p>	<p>Understand that language varies when people take on different roles in social and classroom interactions and how the use of key interpersonal language resources varies depending on context</p> <p>Understand that spoken, visual and written forms of language are different modes of communication with different features and their use varies according to the audience, purpose, context and cultural background</p>

Australian Curriculum: English Oral Language – relevant Achievement Standards		
Foundation (Prep)	Year 1	Year 2
<p>They listen to and use appropriate language features to respond to others in a familiar environment. They listen for rhyme, letter patterns and sounds in words.</p> <p>In informal group and whole class settings, students communicate clearly. They retell events and experiences with peers and known adults. They identify and use rhyme, letter patterns and sounds in words.</p>	<p>They listen to others when taking part in conversations, using appropriate language features. They listen for and reproduce letter patterns and letter clusters.</p> <p>They interact in pair, group and class discussions, taking turns when responding. They make short presentations of a few connected sentences on familiar and learned topics.</p>	<p>They listen for particular purposes. They listen for and manipulate sound combinations and rhythmic sound patterns.</p> <p>They use a variety of strategies to engage in group and class discussions and make presentations.</p> <p>When discussing their ideas and experiences, students use everyday language features and topic-specific vocabulary.</p>

Planning

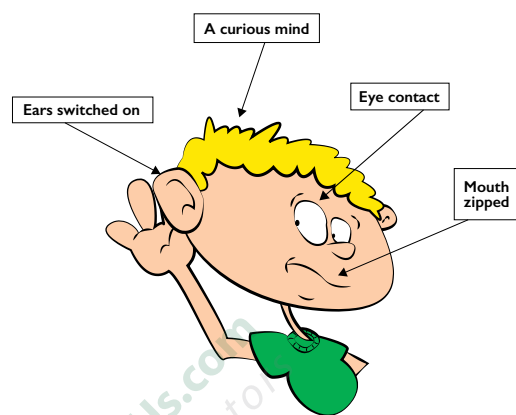
Teachers and educators use the tabled curriculum information to plan by backward mapping from the curriculum outcomes. According to the level the students are operating at, teachers refer to the EYLF and/ or to the *Australian Curriculum*, using the achievement standards and the content descriptors of the English curriculum and the expected indicators in the *Australian Curriculum Literacy Continuum* to set instructional goals.

The following oral language activities describe the sorts of learning opportunities teachers need to create in order to develop the required, stated learning in the table, both for literacy and for the English learning that underpins it.

Listening

We can think of listening as a receptive skill – how young children listen to **understand meaning**. This is perhaps the most overlooked of the various language skills. We make assumptions that all students will comprehend what they are hearing. Especially in the K–2 years, we need to carefully monitor how well learners are tuning in to what is being said.

It is also very important that young children learn to ‘tune in’ to the sounds in the speech stream around them because this awareness is a key predictor of reading and spelling ability. **Phonological awareness** refers to the ability to identify patterns of sounds in spoken language. It includes the recognition of larger sound units such as words and syllables (from around the age of 4-5 years). Later development includes the ability to identify individual sounds/phonemes (phonemic awareness). If children have low phonological awareness, they are at greater risk of not being able to identify the relationship between sounds and letters (phonics). While many phonological awareness activities can be done in the context of other activities or simply as games, some students will need a more explicit program that builds the skills systematically in sequence. If a child’s oral language appears to be delayed, a speech pathologist and/ or hearing specialist should be seen.



Putting it into practice

Throughout the booklet, we will differentiate between effective **classroom practices** that are a part of everyday literacy instruction and specific **activities** that can be incorporated into the more general practices.

Classroom practices

- Encourage students to ‘tune their ears’ by listening to rhymes, chants, songs and poems for enjoyment where they experience rhythm, rhyme, alliteration and intonation patterns.
- Each day, include a story (or part of a story) and/or poem – new or revisited – read with expression by teacher or from audio texts or class members or from YouTube (see suggestions below).
- Listening cues: establish a range of listening signals when students need to attend (e.g. place your finger on your ear and wait until all students mimic the signal; count backwards from five). Vary the volume of your voice. A whisper is often effective in drawing students’ attention.
- Become an expert storyteller. When reading stories and poems to the class, draw students in with your intonation, pausing, volume, and tone.
- Teach listening behaviours: respectful attention, no interrupting or distractions, face the speaker, body steady and receptive and so on.



Active listening activities

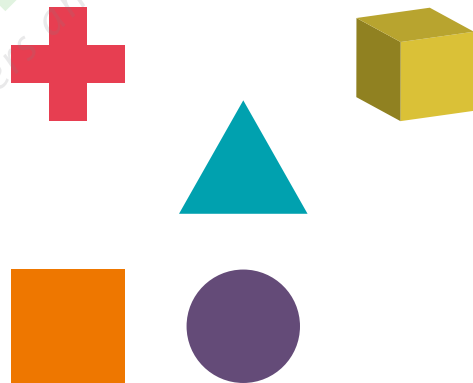
Active listening can be promoted in a range of ways.

- Retelling: students listen to a text and then retell (to the teacher or a small group) what they understood from the text. This reveals the extent to which they have comprehended the main gist of the text and/or any areas of misunderstanding.
- Chinese whispers: divide class into groups. Each group forms a line. The first person in the line is given a message to whisper to the next person. When it reaches the end of the line, see whether the message has changed. The message could be a description, some instructions, a brief rhyme, plans for an activity, a recount of a happening etc. Each group can have a different message. The message should not be overly long or complicated.
- Aural cloze: predicting next word (e.g. during story telling: 'And along came ... who do you think came along?')
- Listening for specific information: (e.g. 'As I read, see if you can listen for the name of the dog'; listen for the action words in Simon Says ...)
- Inferring from the text: (e.g. 'Why do you think the girl was crying?')
- Barrier games: provide pairs of students with an image. Students put a barrier between them (e.g. a folder) or sit back to back. One student describes what is in the image while the other one listens to the information and attempts to draw a similar image from what they hear. This activity promotes clear description of details and careful listening.

This barrier game reflects content descriptions from *The Australian Curriculum: Mathematics*, e.g. describe and draw two-dimensional shapes, with and without digital technologies (ACMMG042); describe the features of three-dimensional objects.

'In the middle there's a triangle. Under the triangle is a circle. There's a cube in the top corner on the right side.' etc.

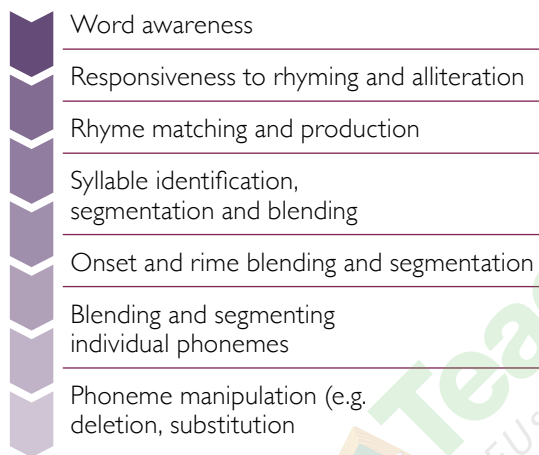
However, any content could be used. For example, students could use descriptive language about leaves, shells or other objects for the listener to identify – 'It grows on trees and it's brownish gold, with crinkled edges...'



Phonological awareness

Phonological awareness is the 'umbrella term' that encompasses phonemic awareness. Phonological awareness develops through a gradual refinement in attending to sounds, moving from more broad patterns of sounds (such as words and syllables) towards specific, single sounds (phonemes).

The following timeline gives an indication of typical phonological skills development across the early years:



Phonological awareness activities

(Includes activities adapted from Phonological Awareness Activities For The Classroom, Sue McCandlish, SA DECS, 2006)

A few examples of phonological awareness activities are provided in this section. Remember that the focus here is on listening skills, not the relationship between sounds and letters (phonics). See the section on phonics in Reading and Viewing.

A. Sound awareness

Play games that encourage students to distinguish environmental sounds. For example, place a series of items in a container (e.g. rice, beads, stones), shake the container, and see whether students can hear when the contents change.

B. Word recognition

Say a sentence and ask students how many words they can hear.

Ask the students to tell you the first/second/last word in a sentence said aloud.

Ask students to put up their hand when they hear a particular word (e.g. 'some' in *I want some chocolate.*).

C. Syllabification

Tell the class that words have drumbeats in them. Listen to the drumbeats in this word "ba-na-na". Clap your hands to beat out the syllables in the word, saying the word slowly. This activity can also be done with students' names or with words from stories being read.

Say the syllables in a word one by one and ask the students to blend them back to a single word. This can also be done with compound words (e.g. *home/work, ice/cream, play/ground*).

Ask students to identify how many syllables are in their first and last name.

D. Rhyme (in the following order of difficulty)

- Recognition e.g.: 'Does hat rhyme with cat?'; 'Does fun rhyme with dog?'
- Matching e.g.: choice of three pictures, student is asked to find the two that rhyme
- Odd one out e.g.: three pictures, student has to find the one that doesn't rhyme
- Build up a class set of pictures from rhyming families to do the activities above, e.g.



- Production e.g.: nonsense words – dap, hap, bap; real words – sun, fun, run etc

Rhyming activities as above can be done in the context of poems, rhyming stories and nursery rhymes. When reading a rhyming book, stop after each sentence and have the students identify the rhyming word. Then to extend the students, ask them to think of a word that rhymes with the pair you have just identified e.g. "tap, cap.....lap"



Phonemic awareness activities

A. Initial sound identification

Recognising and producing onset and rime patterns (the first consonant sound in a syllable followed by the rest of the syllable, e.g. d-og) plays a significant role in the development of reading and spelling skills. A hierarchy of this development is as follows:

- Recognition e.g.:
 - 'Does cat start with the same sound as cup?'
 - Same and different e.g.: Magic Fan – select picture cards with many initial sounds that are the same and a few that are different. Make a fan with the cards and say 'Magic fan, magic fan, listen to the sounds in my hand'. A student selects two cards and you ask if they start with the same sound.
- Matching e.g.:
 - With a choice of three pictures, students choose the two that start with the same sound.
 - My Pile Your Pile: In this game the students are listening for a specific sound at the beginning of a word, e.g. Does this word start with the /g/ sound? Have a pile of approximately 12 picture cards – six /g/ cards and six cards with words that don't start with /g/. Turn the cards over and ask individuals if the word begins with /g/. If they get it right, the card belongs to the class pile, and if it is wrong, the card belongs to the teacher. Make sure your cards don't have the written word, as you are training listening.

- Odd one out e.g.: 'Find the picture that doesn't start with the /g/ sound.'
- Production e.g.:
 - 'Tell me two words that start with /g/.'
 - I spy: 'Tell me something that starts with ...'

B. Segmentation

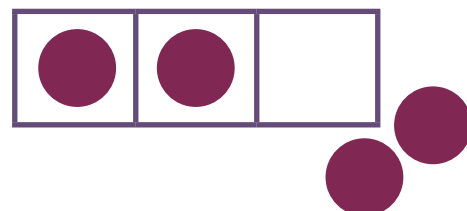
Segmentation allows students to hear individual sounds and helps them 'unpick' the word – a pre-spelling skill. Start with two or three letter words with short vowels before moving to long vowels. e.g.

Stretching:

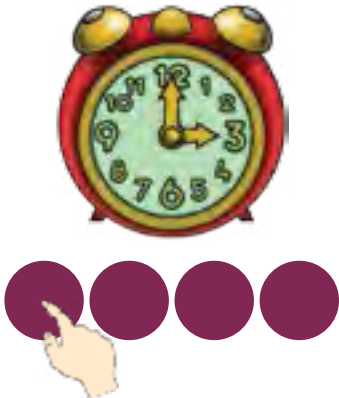
- select CVC words with long consonant sounds and short vowel sounds. Start by prolonging the production of the word eg. 'mmmmaaaannnn'.
- To make this more visual, put your hand near your mouth and slowly move it out in front of you (like you are stretching a piece of gum).

Visualising:

- Use picture cards of simple words such as bus, ship, house; encourage students to say the word slowly, listen to themselves and push counters into Elkonin boxes. The teacher says a familiar word composed of three sounds, such as *cat*, *sheep*, *dog* and *shed*. The students and teacher 'stretch out' the three sounds, for example 'sh/ee/p'. Students push a counter into each box as they say that part of the word. It is important to note that boxes represent sounds – phonemes – and not letters.



To introduce consonant clusters/blends, use pictures along with a visual indication of the number of sounds, e.g. clock



C. Blending

Students learning to blend the sounds they hear to make a word is the precursor to blending letters on a page to make a word. Following segmentation of words into the sounds, the sounds should be immediately blended back to form the original word, e.g. stretching: sssuuunnnn > segmentation: s-u-n > blending: sun

D. Sound Manipulation

Manipulation of sounds is one of the most difficult phonological awareness skills. It involves omitting or replacing sounds in words to form a new word. e.g.

'What sound can you hear at the beginning of *cap*?'

'Can you replace the /k/ sound with a different sound to make a word?'

'Say the word *train* without the /t/.'

This skill is important as it requires mastery of many phonological awareness skills, and the faster students are with manipulation tasks, the more automatic they are with processing sounds in a range of contexts.

Speaking

Speaking refers to opportunities to produce sustained utterances. These may take the form of answers to open-ended questions, informal recounts, explanations and descriptions, or more formal oral presentations. They can include choral activities such as reciting a poem, or the use of technologies such as recording the voice-over for a digital story.



Putting it into practice

Classroom practices

Students in the first years of school typically have been used to speaking with family members and friends in informal conversations and have had little experience of speaking to groups of peers. It is therefore important in the school context to:

- set the tone for respectful listening
- establish a climate of trust
- motivate students to feel significant
- create empathy and encourage collaboration
- minimise students' self-consciousness by creating contexts where the focus is not on speaking itself but on activities which involve speaking purposefully

- provide support (e.g. prompts, cues, openings, concrete objects, pictures, modelling)

In the early school years, sharing familiar, everyday experiences within the class or a group is a common practice. This might involve telling what happened on the weekend or in the holidays, which provides an opportunity to learn how to sequence events in a recount. In some models, classmates are encouraged to ask questions of the speaker, using prompts such as 'why', 'where', 'when', 'with whom', and so on. Similarly, individual students might describe an object such as a toy or book and provide a reason why it is their favourite thing.

Students find it easier to talk about something 'hands on' and concrete with which they have had some personal involvement. In the photo below, for example, we see a student explaining how she has undertaken a numeracy task.



Speaking activities

Here are some examples of activities to engage students in sustained speaking:

Feely bag

One student feels an object hidden in a bag or box while blindfolded and describes it so that others can guess what it is.

Poetry echoing

Students mimic the teacher line by line as a poem is read with exaggerated intonation, volume changes and rhythm. Such choral reading is enjoyable and encourages careful listening and the development of expressive language skills.



Wordless picture books

Students construct a narrative from the pictures, demonstrating an ability to interpret the relationship between the pictures and to interpret the message of the overall narrative.



Giving instructions

One student provides instructions for playing a game or making something while the other student/s carry out the procedure. Alternatively, a student can be blindfolded and another student has to give directions so that the blindfolded student can avoid obstacles ('Turn left. Straight ahead. Take a couple of steps to the right. Turn around and go back.')

'Mouth awareness'

When involving students in phonological awareness activities, it is often useful to make them aware of how sounds are produced in our mouths, especially if they are having problems with clear articulation. If they can't pronounce words, they will probably experience difficulty with spelling the sounds of words and reading fluently.

Oral interaction

The role of talk in learning

The learning process is interactive. Classroom talk enables students to explore and refine ideas in collaboration with others. Oral interaction allows students to talk their way into meaning: to think aloud, to formulate ideas, to set up and evaluate hypotheses, to clarify ideas and to reach tentative decisions in a context that is not restricted by the more formal demands of written language. It is not an exaggeration to suggest that the quality of classroom talk determines whether or not students learn.

Student-student and student-teacher talk can provide rich contexts for language development and learning. But just allowing talk to occur is not enough. Productive talk needs to be deliberately planned, just as we plan for other literacy learning.

How tasks are designed, how group work is set up, and how teachers respond to students all impact on how effective classroom talk is in supporting language development. (Burman 2013)



Putting it into practice

Classroom practices

Much oral language in the classroom can be described as a sequence of 'Initiation – Response – Feedback', as when the teacher asks a question, a student provides an answer, and the teacher acknowledges the response and moves on. In contrast, dialogic teaching treats learners as worthy conversation partners, as reflected in:

- **interactions** which encourage students to think, and to think in different ways
- **open questions** which invite much more than simple recall and can have multiple answers
- **answers** which are justified, followed up and built upon rather than merely received
- **feedback** which informs and leads thinking forward, as well as encourages contributions which are extended rather than fragmented
- **exchanges** which chain together into coherent and deepening lines of inquiry
- **students who experience a sense of achievement** as sufficient preparation has been done to ensure that all students can participate
- **classroom organisation, climate and relationships** which make all this possible. (Alexander)

Even young children can engage in the kind of 'academic talk' that enhances learning. Because it is very different from the casual conversation of the home or playground, it needs to be strongly scaffolded.

Students need to have something to talk about, so preparation beforehand is essential ('building knowledge of the field'). The conversation might, for example, be based around a challenging text read in class or a lively social issue.

Students take responsibility for the discussion. Initially, students can be supported by the use of 'sentence starters' or 'conversation moves' such as:

- **Start off** (*I think ...*)
- **Support** (*I like the way you explained ...*)
- **Piggyback** (*I would like to add to what Jade said about ...*)
- **Agree** (*I agree with that because ...*)
- **Disagree** (*I would disagree with that because ...*)
- **Make clearer** (*Can you say your answer in a different way? Can you give me another example?*)
- **Give evidence** (*How do you know that is the correct answer? What is your evidence?*)
- **Encourage others to join in** (*What do you think? Can anyone add to that?*)
- **Imagine** (*I wonder why ... I predict that ... because ... What if ...?*)
- **Stay on track** (*Let's get back to ...*)

A laminated page of such sentences starters can be available on the table so that students can refer to them as required. In some cases, the students are provided with three sentence starter cards that they must use at some point during the discussion. When the students are familiar with the various ways to take turns, the prompts might be withdrawn or only made available as a wall chart for reference.

- The teacher only intervenes to clarify a point or when the discussion gets off track.
- Students are encouraged to be concise and not to dominate the discussion.
- Where possible, students need to provide evidence for their points.



Oral interaction activities

Here are some examples of activities to support oral interaction:

'Hands down'

Rather than constantly going to those students whose hands shoot up while others rarely get heard, in certain interactions you can have a policy of 'hands down'. If all students have been engaged in developing understandings from the task, then all should have something to say: to answer a question, to elaborate, to provide an example, to make connections between ideas, to make links to personal experience or prior knowledge, to challenge, and so on. Some teachers, for example, have a container of 'paddle pop sticks' in which are written all the names of class members. The teacher draws out a stick at random to nominate a student to contribute to the discussion.

Wait time

Sometimes students need time to compose their thoughts when answering a question. Teachers need to explain to the class that it is often useful to leave 'pause time' rather than moving along quickly.

Think, pair, share

In order to ensure that all students are able to participate in class and group interactions, provide 'thinking time' for them to gather their thoughts, then ask them to share those thoughts with a partner, before contributing to class discussion about a question.

Problem-solving activities

To stimulate purposeful interaction, create problem-solving tasks where students need to exchange information in order to complete the activity. The following is an activity for collaborative problem-solving activities in mathematics:


Noah

Noah watched the animals going into the ark. He was counting and by noon he got to 12, but he was only counting the legs of the animals

How many creatures did he see?

See if you can find other answers.

Try to tell someone how you found these answers out.



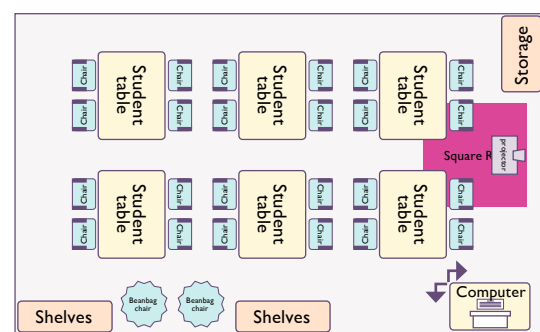
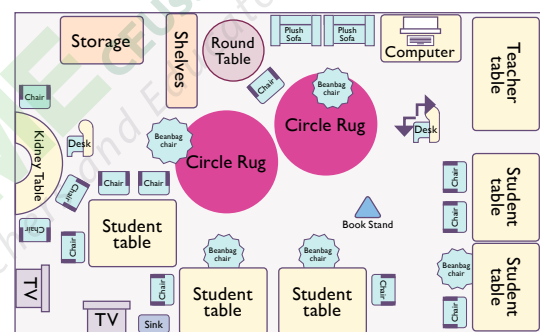
Noah is an example of a real problem for lower primary students. It's a real problem because it's unlikely that the students will have seen it before so they have to work out what to do. They'll do some guessing, some discovering and as they work they will collaboratively explore all sorts of ideas in number such as different ways to make 12, or the concept of odd and even. And when they have finished they will have produced something that is unique to them and which hopefully they will be proud of! (McClure 2013)

As a literacy example, students might examine a collection of stories about 'bears', discussing what the bears have in common, which aspects of them are different and what happens on their story journeys in each case. The group could then present their findings to the class, explaining which story appealed to them most and why.

Information gap

Similar to barrier games, pairs of students are provided with similar pictures, where there are slight differences. Taking turns, the students ask each other about their pictures to identify the differences.

Preferably the information being discussed links to a current curriculum area being studied. The following, for example, relates to the *Australian Curriculum: Geography*: 'The ways that space within places, such as classroom or backyard, can be rearranged to suit different activities or purposes (ACHGK008)'



Students sit back to back (or with a barrier between) and seek information from each other to compare their classroom spaces: Do you have a rug? What shape is it? Where is it? How many desks do you have? Where are they? Once they have discovered some elements of the layout of the two classrooms, they can then share their rooms and discuss which elements from each that they prefer (or not).



Monitoring and assessment

Assessing oral language

To monitor oral language against what students are expected to learn, teachers need to refer to the intended learning in the *Australian Curriculum* or the EYLF. Assessment must focus on assessing the intended learning as described in the learning goals for students. Monitoring oral language should be done by determining – at the point in time of the particular assessment – the extent to which students know and understand specific content descriptors and the relevant Achievement Standards from the *Australian Curriculum: English* or what they are learning in relation to the descriptions within the EYLF Outcomes.

Children's oral language development can be assessed by monitoring their progress against a continuum of development. For more detailed oral language assessment (particularly for students at risk), there are a number of tools that can be used. Some require training and/or use by specialists.



Useful resources

See Appendix 2 Assessment Tools for Oral Language

Assessing listening (receptive oral language)

Monitoring at-risk students for listening

When children first enter school, they are often unaccustomed to sustained listening in classroom settings and will take time to adjust. In some cases, however, poor listening skills can be a sign of an underlying problem. As you interact with a student, check for the following signs of problems with listening comprehension:

- a lack of concentration
- a look of confusion
- inappropriate responses to questions
- inability to stay on track and complete tasks
- inability to retell the sequence and details of a story read aloud
- inability to follow instructions accurately
- difficulty in processing amounts of information, e.g. sentences with more than one event or sentences that involve relationships of cause and effect ('because'), sequence in time ('before', 'after', 'until'), or consequences ('if ... then')
- a need for instructions to be broken into small segments, for repetition, and for visual cues.

Keep monitoring for ongoing signs and if persistent, refer the student for assessment of hearing difficulties, auditory processing, or language delays. Of course, many EAL/D students will experience initial challenges in listening and will need higher support through repetition, rewording, summarising, and clear articulation. As they become proficient and confident with English usage, initial difficulties generally diminish.

In the early years, children are still developing emotional control and social skills, especially in this more formal situation. Teachers get to know each student so they can interpret the underlying reasons for a student's lack of attention or concentration, before they conclude that the cause is to do with hearing or listening skills.



Useful resources

See Appendix 3 Individual Student Receptive Language Checklist

Screening for phonological/phonemic awareness

In the early stages of school, it is advisable to screen students for phonological awareness (the ability to attend to the sound stream) – a key indicator of later reading proficiency. Students, for example, might have difficulty in such areas as:

- segmenting words
- rhyme production
- identification of initial phoneme in words
- identification of final phoneme in words.

There are various screening instruments available.



Useful resources

See Appendix 4 Assessment Tools for Listening – phonological awareness



Assessing speaking (expressive oral language)

Oral presentation skills

Students can self-assess their oral presentations against success criteria such as those in the following rubric:

Presentation Rubric (for years K–2)

I plan a beginning, middle, and end.



1. still learning



2. sometimes



3. almost always



I use pictures, drawings, and props.



1. still learning



2. sometimes



3. almost always



I look at my audience.



1. still learning



2. sometimes



3. almost always



I speak loudly and clearly.



1. still learning



2. sometimes



3. almost always



I answer questions from the audience.



1. still learning



2. sometimes



3. almost always



Monitoring at-risk students for speaking

While most early years students will willingly and confidently converse, there are some who will display signs of awkwardness and reluctance to speak. This may, of course, simply be a matter of shyness as they adjust to the school context. As you interact with a student, check for the following signs of potential problems with expressive skills:

- an inability to retell more than a few elements of a story without picture cues
- a lack of flow in conversation and difficulty in maintaining a thread of meaning
- an inability to link and sequence ideas within and between sentences
- a limited vocabulary, using vague words ('stuff', 'thing') rather than specific nouns and verbs
- a reluctance to converse with peers
- a lack of awareness of how to adjust language to suit the context
- poor articulation and mispronunciation of phonemes that could lead to inaccurate spellings later and impede communication with others.

Keep monitoring for ongoing signs and if persistent, refer the student for assessment by a speech therapist. Of course, many EAL/D students will experience initial challenges in speaking and will need higher support through wait time and scaffolded interaction in this period when they are learning English.



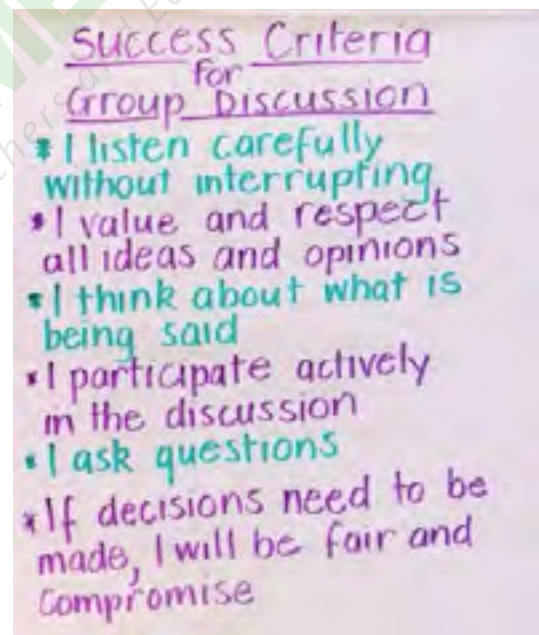
Useful resources

See Appendix 5 Individual Student Expressive Language Checklist

Assessing oral interaction

Student self-assessment of oral interaction

One way that students can assess their own contribution to group discussions is to negotiate a set of success criteria for productive interaction. They can then use these to reflect on their own participation.





Conversation

Questions for reflection

What system is in place for early screening of speaking and listening at your school? Can you think of any ways of improving it?

How do you monitor the development of listening and speaking skills of individual students? How are these recorded?

How would you rate your own use of expressive language (intonation, pausing, volume changes, etc.) to engage students when reading stories?

What criteria do you use when selecting texts to read aloud to students?

How do you ensure students' development of foundational literacy skills such as phonological awareness? To what extent does such teaching need to be explicit, planned and systematic or implicit, as it arises in context at the point of need?

How confident do you feel to assess and teach phonological/phonemic awareness? What professional learning support might be useful?

What suggestions do you have for promoting productive oral interaction in group work and classroom discussions?



Useful resources

See Appendix 6 Useful Resources for Speaking and Listening



Reading and viewing



Key messages

The early primary years are critical to students' reading development. They lay the foundation for students' future success in school. Students who don't master the basics of reading at this stage of schooling are at risk of falling increasingly behind their peers – not only in reading but in all areas of the curriculum.

As we can see from the diagram below, reading involves the integration of a number of skills, strategies and knowledge, including:

- an awareness of sounds (phonemic awareness) and the relationship between sounds and letters (phonics)
- the recognition of common high frequency words
- an understanding of the meaning of words
- a growing fluency – the ability to read naturally at a reasonable pace.

Together, these work to support comprehension – a meaning-making process that operates at the level of the text through strategies such as predicting, checking, re-reading, self-correcting, inferring from context, and so on.



In real life, reading is not simply a matter of decoding skills or comprehension strategies. We read in order to **do** things such as:

- following directions and instructions (e.g. for a game, for a craft activity)
- sharing others' experiences (e.g. from a recount of personal experience or an amusing anecdote)
- finding information (e.g. from a simple information report on animals)
- gaining pleasure and engaging with imaginary worlds (e.g. from poems and stories)
- doing a numeracy task
- understanding a different point of view
- interacting with others through social media

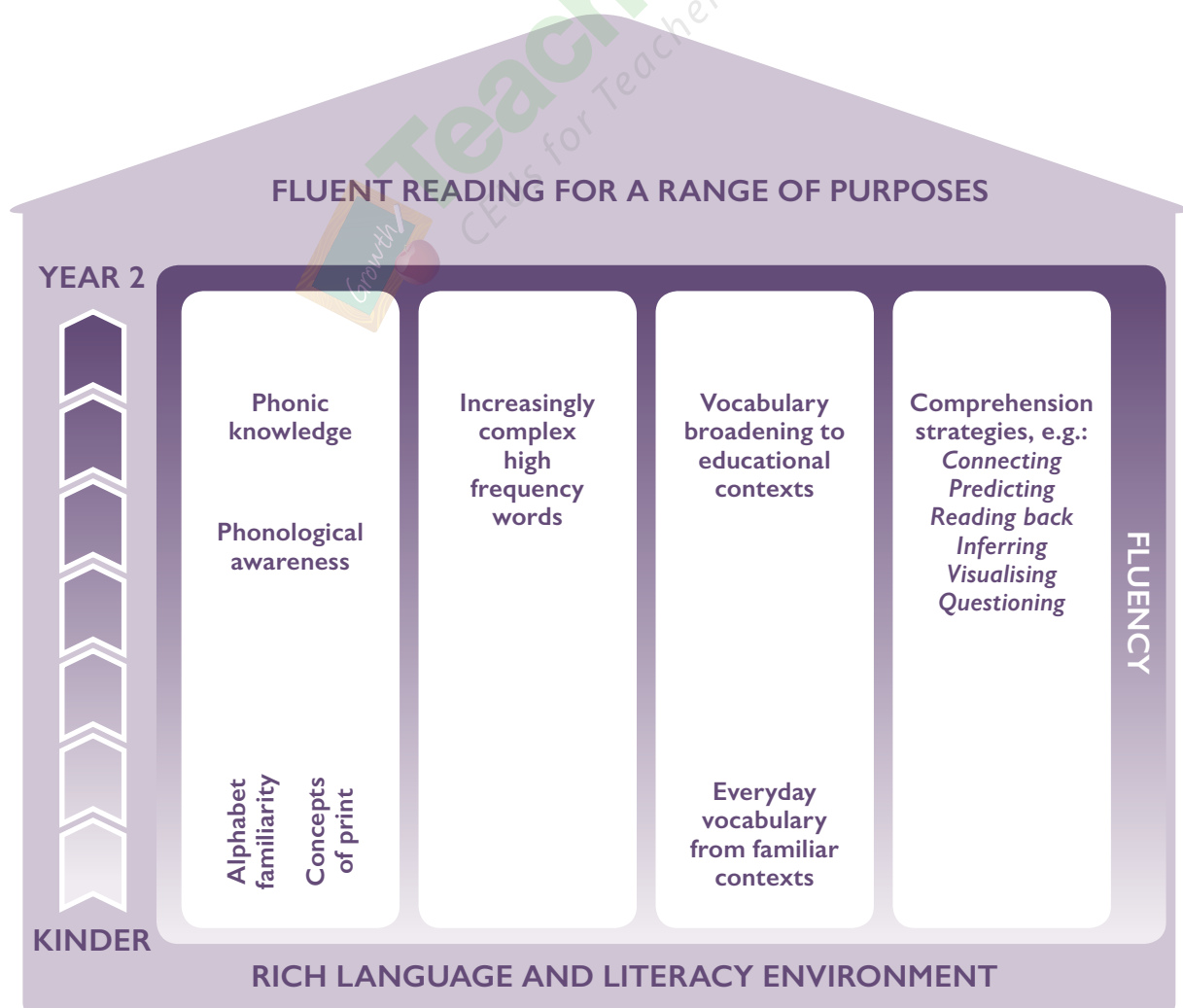
Our meaning-making strategies will vary depending on our purpose for reading. We need to provide opportunities for students to engage with texts for a range of purposes and to support students in achieving such purposes.

In this section, we will focus on the following aspects of becoming a reader:

- Early reading and parent involvement
- Reading skills (the alphabet, phonic knowledge, sight words, fluency)
- Comprehension strategies
- Viewing
- Assessing reading

The diagram below attempts to capture the key elements of reading in the K–2 years underpinned by the following teacher understandings:

- that reading flourishes in a rich language and literacy environment
- that reading skills in the early years will include the development of alphabet knowledge and concepts of print
- that phonological awareness skills will become a focus around Year 1
- that basic phonic knowledge will generally be mastered by the end of Year 2
- that high frequency words will become increasingly complex
- that vocabulary will deepen and extend to words that are encountered more often in educational contexts
- that comprehension strategies will be introduced as students move through Prep-Year 2
- that reading skills (phonological awareness, phonics and high frequency words) and meaning-making resources (vocabulary and comprehension strategies) become integrated so that students become increasingly fluent
- that ultimately students can confidently read a range of texts for a variety of real-life purposes



Links to the curriculum

The following tables highlight how reading and viewing are represented in the EYLF and the *Australian Curriculum*.

Teachers should also refer to the Literacy learning continuum: www.australiancurriculum.edu.au/generalcapabilities/literacy/continuum#layout=columns The following extracts from the EYLF are possible examples only.

EYLF Relevant Outcomes	<i>Australian Curriculum: English</i> Reading and Viewing – relevant Content Descriptors		
Kindergarten	Foundation (Prep)	Year 1	Year 2
<p>Outcome 5 Children are effective communicators</p> <p>Children engage with a range of texts and gain meaning from those texts</p> <p>Children express ideas and make meaning using a range of media</p> <p>Children begin to understand how symbols and pattern symbols work</p> <p>Children use information and communication technologies to access information, investigate ideas and represent their thinking</p> <p>This is evident, for example, when children:</p> <ul style="list-style-type: none"> begin to understand key literacy and numeracy concepts and processes, such as the sounds of language, letter-sound relationships, concepts of print and the ways that texts are structured 	READING and VIEWING TEXTS		
	<p>Understand concepts about print and screen, including how books, film and simple digital texts work, and know some features of print, for example directionality</p>	<p>Understand concepts about print and screen, including how different types of texts are organised using page numbering, tables of content, headings and titles, navigation buttons, bars and links</p>	<p>Know some features of text organisation including page and screen layouts, alphabetical order, and different types of diagrams, for example timelines</p>
	<p>Identify some differences between imaginative and informative texts</p> <p>Understand that texts can take many forms, can be very short (for example an exit sign) or quite long (for example an information book or a film) and that stories and informative texts have different purposes</p> <p>Identify some familiar texts and the contexts in which they are used</p>	<p>Describe some differences between imaginative informative and persuasive texts</p> <p>Understand that the purposes texts serve to shape their structure in predictable ways</p> <p>Respond to texts drawn from a range of cultures and experiences</p>	<p>Understand that different types of texts have identifiable text structures and language features that help the text serve its purpose</p> <p>Discuss different texts on a similar topic, identifying similarities and differences between texts</p> <p>Identify the audience of imaginative, informative and persuasive texts</p>
	<p>Read decodable and predictable texts, practise phrasing and fluency, and monitor meaning using concepts about print and emerging contextual, semantic, grammatical and phonic knowledge</p>	<p>Read decodable and predictable texts using developing phrasing, fluency, contextual, semantic, grammatical and phonic knowledge and emerging text processing strategies, for example prediction, monitoring meaning and rereading</p>	<p>Read less predictable texts with phrasing and fluency by combining contextual, semantic, grammatical and phonic knowledge using text processing strategies, for example monitoring meaning, predicting, rereading and self-correcting</p>

EYLF Relevant Outcomes	<i>Australian Curriculum: English</i> Reading and Viewing – relevant Content Descriptors		
Kindergarten	Foundation (Prep)	Year 1	Year 2
<ul style="list-style-type: none"> • actively use, engage with and share the enjoyment of language and texts in a range of ways • recognise and engage with written and oral culturally constructed texts • engage with technology for fun and to make meaning. 	Use comprehension strategies to understand and discuss texts listened to, viewed or read independently	Use comprehension strategies to build literal and inferred meaning about key events, ideas and information in texts that they listen to, view and read by drawing on growing knowledge of context, text structures and language features	Use comprehension strategies to build literal and inferred meaning and begin to analyse texts by drawing on growing knowledge of context, language and visual features and print and multimodal text structures
	Explore the different contribution of words and images to meaning in stories and informative texts	Compare different kinds of images in narrative and informative texts and discuss how they contribute to meaning	Identify visual representations of characters' actions, reactions, speech and thought processes in narratives, and consider how these images add to or contradict or multiply the meaning of accompanying words
READING LITERARY TEXTS			
	<p>Identify some features of texts including events and characters and retell events from a text</p> <p>Recognise that texts are created by authors who tell stories and share experiences that may be similar or different to students' own experiences</p> <p>Recognise some different types of literary texts and identify some characteristic features of literary texts, for example beginnings and endings of traditional texts and rhyme in poetry</p>	<p>Discuss characters and events in a range of literary texts and share personal responses to these texts, making connections with students' own experiences</p> <p>Express preferences for specific texts and authors and listen to the opinions of others</p> <p>Discuss how authors create characters using language and images</p> <p>Discuss features of plot, character and setting in different types of literature and explore some features of characters in different texts</p>	<p>Discuss the characters and settings of different texts and explore how language is used to present these features in different ways</p> <p>Compare opinions about characters, events and settings in and between texts</p> <p>Discuss how depictions of characters in print, sound and images reflect the contexts in which they were created</p> <p>Identify aspects of different types of literary texts that entertain, and give reasons for personal preferences</p>

EYLF Relevant Outcomes	Australian Curriculum: English Reading and Viewing – relevant Content Descriptors			
	Kindergarten	Foundation (Prep)	Year 1	Year 2
	ALPHABET AND PHONIC KNOWLEDGE			
	<p>Recognise and name all upper and lower case letters (graphemes) and know the most common sound that each letter represents</p> <p>Write consonant-vowel-consonant (CVC) words by representing some sounds with the appropriate letters, and blend sounds associated with letters when reading CVC words</p>	<p>Use short vowels, common long vowels, consonant digraphs and consonant blends when writing, and blend these to read single syllable words</p> <p>Understand that a letter can represent more than one sound and that a syllable must contain a vowel sound</p>	<p>Use most letter-sound matches including vowel digraphs, less common long vowel patterns, letter clusters and silent letters when reading and writing words of one or more syllables</p> <p>Understand that a sound can be represented by various letter combinations</p>	

Australian Curriculum: English Reading and Viewing – relevant Achievement Standards		
Foundation (Prep)	Year 1	Year 2
<p>By the end of the Foundation (Prep) year, students use predicting and questioning strategies to make meaning from texts. They recall one or two events from texts with familiar topics. They understand that there are different types of texts and that these can have similar characteristics. They identify connections between texts and their personal experience.</p> <p>They read short, decodable and predictable texts with familiar vocabulary and supportive images, drawing on their developing knowledge of concepts of print, sounds and letters and decoding and self-monitoring strategies. They recognise identify the letters of the English alphabet, in both upper – and lower – case and know and use the most common sounds represented by most letters. They read high frequency words and blend sounds orally to read consonant-vowel-consonant words</p>	<p>By the end of Year 1, students understand the different purposes of texts. They make connections to personal experience when explaining characters and main events in short texts. They identify that texts serve different purposes and that this affects how they are organised. They the language features, images and vocabulary used to describe characters, settings and events in different types of literature.</p> <p>Students read aloud, with developing fluency. They read and intonation, short texts with some unfamiliar vocabulary, simple and compound sentences and supportive images. When reading, they use knowledge of the relationship between sounds and letters, high frequency words, sentence boundary punctuation and directionality to make meaning. They recall key ideas and recognise literal and implied meaning in texts.</p>	<p>By the end of Year 2, students understand how similar texts share characteristics by identifying text structures and language features used to describe characters and events, or to communicate factual information.</p> <p>They read texts that contain varied sentence structures, some unfamiliar vocabulary, a significant number of high frequency sight words and images that provide additional information. They monitor meaning and self – correct using knowledge of phonics, syntax, punctuation, semantics and context. They use knowledge of a wide variety of letter-sound relationships to read words of one or more syllables with fluency. They identify literal and implied meaning, main ideas and supporting detail. Students make connections between texts by comparing content.</p>

Planning

Teachers and educators use the tabled curriculum information to plan by backward mapping from the curriculum outcomes. According to the level the students are operating at, teachers refer to the EYLF and/ or to the *Australian Curriculum*, using the achievement standards and the content descriptors of the English curriculum and the expected indicators in the *Australian Curriculum Literacy Continuum* to set instructional goals.

The following reading and viewing activities describe the sorts of learning opportunities teachers need to create in order to develop the required, stated learning in the table, both for literacy and for the English learning that underpins it.

Early reading and parent involvement

Children's literacy flourishes in a learning environment in which they can experiment, pretend, imagine, and make choices as they interact with written and visual materials. In such environments, reading is used purposefully, where teachers engage children in intellectually stimulating conversations around ideas encountered in texts. In Kindergarten, reading involves a great deal of play rather than formal teaching, though the play is carefully designed to encourage, support and extend early reading behaviours.

In Kindergarten, children are typically consolidating book-handling skills and device navigation:

- identifying front and back covers
- carefully turning pages
- reading the left page first
- pointing to pictures and commenting
- finding the title
- turning on the tablet
- clicking on buttons for different functions
- recognising main icons.

Teachers are also focusing students' attention on concepts of print, including understanding that:

- images and print are different
- print carries a message and can be read aloud
- the relationship between a printed word and its message is stable
- words have a beginning and end sound and are separated by spaces
- words can have different lengths
- in English, the print is usually read from left to right and from top to bottom
- punctuation marks mean something.

Most children pick up these skills from adult and peer modelling, but it is important to carry out focused observations to ensure that these skills are in fact present and that students have words to talk about aspects of written texts such as author, title, heading, sentence, and to note basic punctuation such as capital letters and the function of the full stop.

For a detailed checklist to evaluate students' concepts of print, see www.misd.net/mlpp/assessments/conceptsofprint/concepts-of-print-a.pdf

Reading in the early years builds on children's conversational skills and their literacy experiences in the home and community. A teacher's best ally in early reading development is the child's parents or caregivers. Families are a really significant factor affecting students' early literacy success and future academic achievement. Early years' teachers therefore encourage families to become reading helpers in the classroom and provide them with ideas for working with children at school and at home.



Useful resources

See Appendix 7 Strategies to share with students' families

Reading skills

A key job for students in Foundation (Prep) to Year 2 is to become 'code breakers' – particularly breaking the code at the level of the relationship between sounds and letters (phonics) and recognising high frequency words, including sight words that do not fit regular phonic relationships. It is important to keep in mind, however, that decoding skills are not an end in themselves but simply a doorway to meaning making. The goal of decoding is not to laboriously connect sounds and letters but ultimately to make such connections automatic and fluent so that meaning can be obtained.

... letter-sound knowledge alone will not guarantee that students are independent and successful readers because it is possible to decode words yet not know their meaning or comprehend an author's message. (Bayetto)

Here we will look at the foundational skills of reading – knowledge of the **alphabet**, relating **letters and sounds**, recognising **high frequency words**, and ultimately **fluent reading** for meaning. (We have already considered phonological awareness in the Listening section.)



Putting it into practice

A. Alphabet knowledge

In order to talk about letters, students need to know how to recognise, name and write the 26 letters of the alphabet in both lower and upper case. Knowledge about letters and letter names can be gained through games, tactile manipulation of letters (e.g. blocks, magnets), cards (e.g. Snap, Go Fish), songs and chants, discussions during shared reading, charts, posters, environmental print, video clips and apps.

When you are teaching the alphabet, you are teaching the **names and shapes** of the letters. It is important to distinguish this from teaching the **sounds** the letters make. (Teaching the relationship between the written letters and their sounds is **phonics**.) When you are teaching the alphabet, for example, you would teach the name of the letter A/a

('ai') – though you might accompany it with the most common sound ('a' as in apple).

Laminated placemats can be made showing the upper and lower cases of each letter along with an image beginning with the most common sound of the letter:



Students from language backgrounds other than English may be familiar with a different way of representing sounds in writing. In Chinese, for example, a whole word can be represented by a single character. In other languages, non-alphabetic scripts are used, such as Cyrillic and Arabic. Even languages that use the alphabet might have different sounds associated with the letters or their alphabet might not include letters that are found in the English alphabet.

B. Phonic knowledge

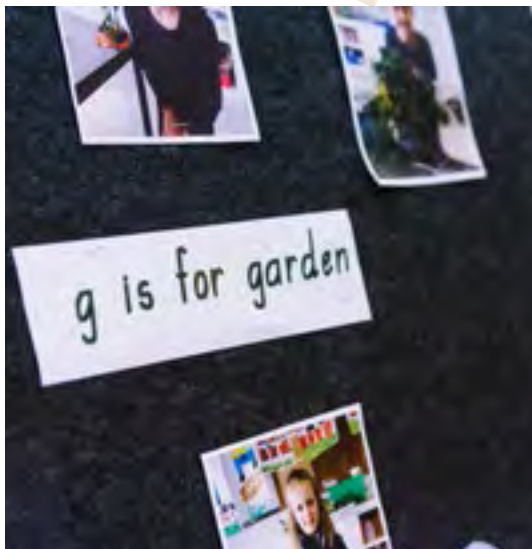
Phonic knowledge refers to an understanding of the relationship between a letter (or group of letters) and the sound/s made. What makes reading and spelling in English complicated is the fact that the alphabet has only 26 letters, but those letters can make around 42 sounds.

To integrate phonics instruction into the literacy program, teachers:

- use a range of approaches to ensure that the learning is engaging, relevant and rewarding
- include a range of multi-sensory activities including visual, auditory and kinaesthetic
- engage students in exploring sounds and letters in purposeful contexts

- draw on the many 'teachable moments' through the day, consistently reinforcing phonic understandings in the context of regular curriculum activities
- use appropriate ICT including interactive whiteboards, computer programs, videos and apps
- demonstrate, model and scaffold new learning
- provide students with opportunities to practise and apply their phonic knowledge
- ensure that students develop fluency and automaticity
- develop students' abilities to see patterns in words
- guide students to see the links to reading, writing and spelling
- encourage students to transfer their knowledge into other areas of learning
- teach ways to construct and reconstruct words, explaining such terms as words, syllables, sounds, letters, consonant, vowel, clusters, digraphs, segment, and blend.

Adapted from *Engaging in and Exploring Phonics*, S.A. DECD



Phonics programs

Some phonics programs can provide support if used sensitively in an informed way and with an awareness of their limitations. They should not, for example, be used in a lock-step manner, working through the program with the whole class regardless of students' different levels of proficiency. They should not reduce phonics instruction to exercises in letters and sounds adrift from their contexts of use. If used at all, they should be just a part of a broader program in which phonic knowledge is reinforced throughout the day in regular curriculum activities where students can make 'real life' connections, can play and experiment, and can experience the excitement of being a reader. The literacy program should not be dictated by externally produced materials but should be designed by the teacher who has an intimate knowledge of students' strengths and needs and who has expertise in a range of strategies to support their developing literacy.

A teaching sequence

There is a recognised sequence to teaching letter-sound relationships. You wouldn't, for example, start by introducing students to *xylophone* before *hat*. There needs to be flexibility, however. There is great diversity in students' literacy skills in the early years, so it is not a matter of one size fits all. The sequencing, pace and intensity of such instruction will vary depending on the needs of different students, identified from screening processes and ongoing monitoring. A student who is already confidently reading, for example, might only need occasional support with more complex phonic relations, while a student who is struggling might need a sustained program working thoroughly through all phases of phonics instruction.

The following section provides a brief sketch of increasing complexity in letter-sound relationships. This is not intended to be seen as a 'phonics program'. (More detailed information about teaching phonics can be found in the Useful Resources section for reading.)

In Kindergarten there is an emphasis on learning through play and engagement with nursery rhymes, chants, games, and environmental sounds. The focus initially is on listening attentively to sounds (see Phonological Awareness in the Listening section).

Towards the end of their Kindergarten Year, Min and Tran were playing with the puppets of farmyard animals. Min started singing her version of 'Old MacDonald had a farm' and, after she bounced her duck, sang: 'With a quack, quack here and a quack, quack there.' Tran nodded her cow puppet and sang, 'With a mack, mack here and a mack, mack there,' then laughed at her clever way of playing with sounds. Min responded by picking up the dog puppet and singing, 'With a back, back here and a back, back there,' and joined in the laughter.

Gradually, the focus shifts to include letters and the relationship between sounds and letters.

- Students' curiosity is encouraged: Christine might say 'My name begins with /k/ and so does Karl's name, but they start with different letters'.
- The teacher models the writing of words:
 - 'I can hear 'b' at the beginning of 'bag'. I write 'b' like this ...'
 - 'I can stretch the sounds and write the letters that make those sounds: 'b-a-g'. 'Bag!'
- During play, the teacher might model how to find a letter on an alphabet chart when writing a sign.
- The teacher creates labels that encourage students to read as they put things away.
- Students' individual storage boxes can be labelled with the children's names and photos, with the photo being removed when the students can recognise each other's names.
- Similarly, students can take the roll for their group by marking off the names of group members, initially accompanied by photos.
- As students become familiar with the alphabet, games can be played such as Phonics Baskets, where students sort objects according to the beginning consonant of the word (onset).

In Years Prep to 2, the teaching of sound-letter relationships will generally be taught more explicitly.

- Initial emphasis is on the most important and regular letter-to-sound relationships in the context of **single syllable words with a CVC pattern** (consonant-sound/vowel-sound/consonant-sound). Such words initially contain short vowel sounds: *cat, men, fin, hot, mug*.
- Students then move on to **single syllable words with more complex patterns**, e.g.:
 - CCVC (a cluster of two consonant sounds/a short vowel sound/a consonant sound): *clap, slip, tram*.



- CVCC (a consonant sound/a short vowel sound/a cluster of two consonant sounds): *tusk, mend, lamp*
- CCVCC: *drink, clank, grunt*
- CCCVC: *strip, scam, splat*
- When appropriate, **digraphs** are introduced. These are sounds that are represented by two letters:
 - CVC: *thin* (where the consonant digraph 'th' represents a single sound); *fish* (where the digraph 'sh' represents a single sound); *thing* (beginning with the digraph 'th' and ending in the digraph 'ng').
 - CVCC: *lunch* (ending in two consonant sounds: 'n' followed by the digraph 'ch')
 - CCVC: *school* (beginning with two consonant sounds: 's' followed by the digraph 'ch')
- At some stage, **long vowels** need to be introduced. These are generally represented by:
 - vowel digraphs (*boot, soak, suit, feet, meat*)
 - vowel-consonant combinations with 'r' and 'w' (*far, row*)
 - 'silent-e' (*male, here, smile, stone, fume*) – where the 'e' typically makes the middle vowel 'say its name'.
- **Words with more than one syllable** often pose difficulties for students. Generally the beginning and ending of a word are relatively easy, but the middle sounds are harder to identify. This is especially true when the word contains unstressed vowels (e.g. *e/le/phane; animal*). These unstressed vowels (called *schwa*) often end up as a vague 'uh' sound. A key teaching strategy is to:
 - segment words into syllables (*fa-ther; te-le-phon*)
 - blend the syllables together again (*father; telephone*).
 - segment each syllable into onset and rime (f-a / th-er; t-e/l-e/ph-one)

Uncovering the word syllable by syllable makes it easier for students to gain confidence with this process.

Note: each syllable contains one vowel sound. Where possible, start each syllable with a consonant (e.g. pe-li-can; ca-ter-pi-llar).
- **More complex letter-sound relationships** such as trigraphs (e.g. *high*) and silent letters (e.g. *lamb, know*) will need to be dealt with as children encounter more challenging words.



C. High frequency words

Rather than relying on phonic decoding for every word, students should be introduced to high frequency words that need to be readily comprehended – especially as many of these words include irregularities in letter-sound relationships. Such words require active engagement and revisiting multiple times in various contexts to become automatically comprehended.

Flashcards

Flashcards of sight words can be used to develop automaticity in ways such as:

- Students choose a flashcard of a particular sight word and can look for that word as they read.
- Place the flashcards facing upwards on the table. Ask a third person call out the names of the sight words one at a time. As the third player calls out each word, each player tries to be the first to snatch the word from the collection. The winner of the game is the person with the most words when there are no more words in the centre.

Sight word apps

There are several apps that can be used to reinforce sight words, for example:

- Students select a word set and say the word that appears. If they cannot remember the word, they can touch the word on the screen, listen to it and then swipe to the next word on the list. Once they have mastered all the words, they can move on to the next set.
- Eggy Words e.g. Eggy 100 – a free app with games introducing the first 100 sight words (<http://readingeggs.com.au/apps/eggy-words/>)

Tactile activities

Students could try:

- writing the words in sand in a sandpit
- covering an outdoor table with shaving cream and writing each word in the cream
- making the words out of play dough or with magnetic letters. (<http://deta.qld.gov.au/about/apps/education/docs/sight-word-activities.pdf>)

High frequency word lists

There are a number of lists of high frequency words found in students' reading and writing at certain stages of literacy development. The following is a sample from the Oxford Wordlist of the most frequent 300 words encountered in the first three years of school:

I	the	and	to	a	was
were	day	so	when	home	you
fun	like	some	have	are	out
can	bought	brother	big	birthday	them

(See the complete lists at: http://lib.oup.com.au/primary/oxford_wordlist/research/Oxford_Wordlist.pdf)

D. Fluency

Ultimately, the foundational reading skills need to be integrated and to become automatic. Because fluent readers are able to read more quickly, they can encounter more words, engage with a greater range of texts, and become increasingly proficient.

Fluency can be recognised in terms of:

Accuracy – fluent readers make few errors in reading. Of course, they might make plausible miscues every so often, but generally they have a confident control over letter-sound relationships and high frequency words.

Pace – fluent readers don't plod ponderously through a passage, stumbling over words. Speed does not necessarily indicate comprehension, however. And there will be times when a reader will want to take time, re-read, and savour a text. But generally, a fluent reader will be able to quickly skim a text and read aloud with ease.

Expression – fluent readers don't read word by word in a monotone. Their use of intonation and appropriate pausing indicates that they are reading for meaning, recognising meaningful chunks.

'Sounding out words is a very slow and cumbersome process, and any student who must only rely on sounding out in order to read many words is not reading fluently enough to concentrate on meaning' (Honig,1996)

Some ideas to support students developing their fluency include:

- repeated engagements with the same text through such practices as shared reading, guided reading and independent reading.
- to lessen self-consciousness, students can read to a large stuffed toy, pretending to engage them with the story. At home, they can read to a younger sibling.
- choral reading, where the class (or a group) mimics the teacher reading a favourite story or poem phrase by phrase, can assist fluency.
- Readers Theatre provides a context for enhancing fluency as students develop scripts, perform in groups, and practise using their voice to depict characters from texts. Through this activity, students have the opportunity to read fluently and further enhance comprehension of what they are reading.



Definitions

Phonological awareness: the ability to attend to the sound stream, including identifying 'sound chunks' such as syllables (part of a word that contains a vowel sound e.g. **cat**, **pic/nic**, **a/ni/mal**) and onset-rime (the first consonant sound in a syllable (onset) + the rest of the syllable (rime) e.g. c-at, p-ic/n-ic). (See section on *Listening*.)

Phonemic awareness: an aspect of phonological awareness, but with a focus only on the awareness of individual sounds (phonemes). (See section on *Listening*.)

Phonics: (graphophonic knowledge): the relationship between letters and sounds.

Vowel: it is important to distinguish between vowel **sounds** (long or short sounds made without any closure of the sound stream e.g. by the tongue or lips) and vowel **letters** (written letters of the alphabet: a, e, i, o, u).

Consonant: as above, we need to distinguish between consonant **sounds** (sounds made with complete or partial closure of the sound stream e.g. /k/, /f/) and consonant **letters** (written letters of the alphabet that aren't vowel letters).

Consonant cluster: a cluster of two or more consonant letters, each of which is heard when the word is pronounced (e.g. **from**, **drink**, **scrape**, **three**). (These are sometimes referred to as blends.)

Digraph: two letters that make a single sound, including vowel digraphs (e.g. **wool**, **thief**), consonant digraphs (e.g. **phone**, **mother**), and vowel-consonant digraphs (**cow**, **far**).

Trigraph: a relatively rare combination of three letters that make a single sound (e.g. **boar**, **high**)

CVC, CCVC, CVCC, etc: these letters refer to the sounds in a particular word: CVC for example, refers to a word made up of a **consonant-vowel-consonant** sound pattern. Remember that the **V** or **C** stands for the **sound**. A word such as *boat* is a CVC word, with 'oa' making a single sound. A word such as *thing* is a CVC word, with 'th' and 'ng' making single sounds.

Reading as a meaning-making process

The ultimate goal in reading is to understand and use texts. Reading skills are only of interest if they contribute towards this outcome.

Reading is a complex thinking, problem-solving activity. Text comprehension takes place in the context of the whole text, where readers can integrate a number of skills and strategies to construct meaning.

Comprehension strategies

While decoding skills tend to operate at the level of the individual word, comprehension strategies engage students in gaining meaning at the level of the text. Comprehension strategies include:

- **Reading back** – when they 'lose' the meaning of a text passage, students often benefit from re-reading the preceding text.
- **Predicting** – successful readers predict what might come next in the text to confirm or adjust their ongoing interpretation.
- **Inferring from context** – when students come across an unfamiliar word, they can often work out the meaning from the surrounding text and their own prior knowledge.
- **Making connections** – students make personal connections with the text: text to self, text to text, text to world.
- **Visualising** – students are encouraged to build mental pictures or images while reading to aid comprehension and recall of details.
- **Questioning** – students are encouraged to interact with the text through asking and answering questions.



Putting it into practice

Classroom practices

Reading development in Kindergarten

In Kindergarten, reading development is fostered through child-centred, play-based practices rather than formal instruction. Children are encouraged to see themselves as readers, to interact freely with a variety of literacy materials and technologies, to self-initiate reading activities, to acquire basic book-handling skills, and to develop a positive attitude towards reading. Such experiences are both incidental and intentionally planned, supported by deliberate, thoughtful and purposeful teaching.

Daily reading

One of the best and most obvious ways to encourage comprehension is to regularly engage students in extensive reading activities and to encourage them to be avid readers. Establish a daily routine of reading quality literature from the class library (picture books, caption books, poems, chapters from accessible children's novels, information texts) and encourage students to share their favourites from home.



Scaffolding practices

Comprehension can be enhanced through practices such as the following.

These are arranged along a cline of gradual release of responsibility – from teacher control towards student control.

K–2 Reading and viewing Gradual release of responsibility				
Teacher focused (‘I do’)	Shared (‘we do/I lead’)	Guided (shifting to 'you do’)	Collaborative (‘students do together’)	Independent (‘you do’)
 <p>The teacher takes major responsibility for introducing targeted aspects of reading. This might be through explicit teaching in the form of a ‘mini lesson’ or through modelling, using a ‘think-aloud’ strategy. Each session has a planned focus and this learning intention should be shared with the students’. (See p. 45)</p>	 <p>The teacher engages students in reading an enlarged text over a sequence of lessons, leading them to apply reading skills and strategies previously introduced and to observe features of the text, often in preparation for writing a similar text. (See p. 45)</p>	 <p>The teacher works with small groups of students who have similar reading levels. Students take greater responsibility for reading while teacher observes and intervenes as necessary to develop and reinforce skills and strategies. (See p. 47)</p>	 <p>Students read a text collaboratively in groups or pairs. This might involve activities practising the skills and strategies introduced previously. Such group work can take place while the teacher is involved with a Guided Reading group. (See p. 47)</p>	 <p>Independent Reading is a time when students self-select and independently read appropriate books, applying and consolidating the reading strategies previously introduced and demonstrating understanding. (See p. 47)</p>
<p>The focus shifts from the teacher explicitly teaching a specific aspect of reading (Teacher-focused Reading) to gradually involving the students in exploring the new knowledge as they share a text with scaffolding from the teacher (Shared Reading). The new understandings are then rehearsed in small groups (Guided and Collaborative Reading), including opportunities for teacher monitoring and responsive feedback, until the students can apply the new knowledge on their own (Independent Reading). Although these teaching strategies represent a general progression in learning and independence, they are not necessarily taught in a linear, sequential fashion. Indeed, students may need to return to ‘an earlier stage’ when they tackle more challenging texts.</p>				

A. Teacher focused ('I do')



In brief mini-lessons, the teacher introduces or extends a specific aspect of reading such as a comprehension strategy, fluency, a language feature, or vocabulary. The text is typically quality literature or a well-written informative text related to a curriculum task. It does not need to be at the students' instructional level as it will be scaffolded by the teacher.

Such mini-lessons sometimes take the form of modelling. As the teacher reads aloud to the class, he/she models a selected reading strategy, generally through a 'think aloud' technique. Before reading, the teacher annotates the text with comments and questions that a reader might ask at identified points during the reading, e.g.

'I wonder how I can work out the meaning of this word?'

'I'm not sure how to pronounce this long word – maybe I can break it into syllables.'

'I didn't understand that bit – I'll need to go back and read the sentence beforehand.'

'I wonder why ...?'

'I wonder what will happen next?'

'Maybe the picture can help me.'

- Each session has a planned focus.
- An enlarged text should be clearly visible to all students.
- A selected range of relevant and motivating fiction and non-fiction texts should be used.

- Texts should be within the students' comprehension level.
- Illustrations should support and enhance meaning.
- Sessions should be short and enjoyable.

Apart from planned modelled reading sessions, modelling can occur in any context during the day:

- 'I'll just read the instructions so I know what to do.'
- 'If I read this alphabet chart, I'll know how to write K.'
- 'I wonder how I can find out the meaning of xxx.'
- 'I'll read that again to make sure I've understood.'

B. Shared reading ('we do/I lead')



During shared reading the students actively participate with the teacher in creating meaning from a quality literary or informative text. Generally, shared reading is conducted over a number of days using the same text, and includes a selection of practices such as the following.

Preparation phase:

- Select a quality text that is relevant to the students' interests and/or the current topic, asking yourself such questions as:
 - Will it appeal to the students?
 - Is there a big idea or theme to explore?
 - Are there opportunities for thinking deeply?

- Do students have the necessary background knowledge?
- What are the vocabulary demands?
- Are the illustrations engaging?
- Do the story and the illustrations present cultural diversity in positive ways?

See *Useful Resources below for sample lists of quality children's literature.*

- Prepare comments and questions on sticky notes at places where you want to create discussion.
- Practise reading the text aloud if necessary.
- Enlarge the text so that it provides a shared point of reference (e.g. big book, smartboard, visualiser).

Orienting phase:

- Prepare the students by discussing the topic/author/illustrator; asking students to predict from cover, title, illustrations, etc.
- Introduce any key vocabulary that is critical to understanding the main thrust of the text.

While reading phase:

- Read the text first for students' pleasure or information, modelling effective reading expression.
- Then re-read the text – usually over a few days – involving the students through questions about targeted aspects of comprehension, for example:
 - concepts of print (directionality, spatial concepts, punctuation, using a pointer or finger to match written word to oral sound);
 - links to students' experience, to other texts, and to the world;
 - the message: the main idea, important facts, storyline development, character development;
 - the purpose of the text and its organisation;
 - the images and the relationship between image and text;
 - literal and inferred meanings;

- strategies for finding the meaning of unfamiliar words (e.g. covering the word with a sticky note and getting students to infer the meaning from context);
- reading strategies (predicting, locating, checking, confirmation, self-correcting at the letter, word, or text level);
- informational skills (title, contents, cover, illustrations, index, glossary);
- relevant language features (e.g. rhyme, rhythm, vocabulary and grammar).

Consolidation and expansion phase:

Post-reading practices can include independent re-reading of the text, reconstructing the text (or part of the text) prompting memory by referring to the text or images, innovating on the text, illustrating events or information from the text, dramatising the text, making links to other texts, and responding to the text through questions such as:

- What do you think is the difference between this story on monsters and this book about sea animals?
- Who was your favourite character in the story? Why?
- What was the most exciting part of the story? Why?
- Why do you think xxx did xxx?
- What would have happened if xxx?
- How do you think xxx felt when xxx?
- Can you draw this monster as I read out the description from the story?
- Can you think of a different ending for the story?
- What was the most interesting fact you learned about sharks?
- Have you ever seen water creatures in real life? What type? Can you sort these pictures into different types of sea creatures? Can you put labels on the different parts of this whale diagram?

C. Guided reading (Shifting to 'you do')



Guided Reading provides opportunities for students to independently apply and practise the strategies introduced in teacher-focused and shared reading sessions. In a small group, the teacher orients the students to an instructional level text, introducing new vocabulary and reviewing key skills and strategies. As the students then read the text independently, the teacher moves around the group and listens to each student as they read a part of the text.

The teacher supports the students as they take responsibility for gaining and maintaining meaning, controlling the choice of strategies, and developing accuracy and fluency. The teacher's role is to observe, prompt, ask questions, initiate problem-solving actions, or suggest alternatives when the reader is in danger of losing the meaning or becoming frustrated. The groupings are flexible, based on learners' identified needs. In Prep and Year 1, the focus of Guided Reading is often on building phonic knowledge, sight words and fluency.

While the teacher is working with one group, the rest of the class can be in pairs or groups working on various reading activities, including collaborative reading (below).

(See Useful Resources for more detailed information on Guided Reading.)

D. Collaborative reading ('students do together')



Students benefit from extensive practice in reading. Group work and pair work provide fruitful contexts for this to happen. Group work can involve structured activities where students read collaboratively in order to achieve an objective. Paired reading can be used to promote fluency and confidence. Less fluent readers can be partnered with more fluent peers as 'reading buddies', either taking turns to read aloud sentences or paragraphs, reading simultaneously, or with the less proficient student listening as the other student reads and following the text by finger pointing.

E. Independent reading ('you do')



Students should be provided with many, many opportunities to independently read self-selected imaginative and informative texts (including online texts, digital interactive apps, big books, and so on), either as a regular session during the week or whenever they have finished a task and have spare time. Having access to an individual book box of familiar texts at their reading level assists young children to build independent reading stamina.

Readers workshop

Readers workshop brings together all the practices above in a daily reading session that includes:

- mini lessons on particular strategies or features of language
- shared reading of the current text
- teacher-student conferences where the teacher helps individual students or small groups with identified needs
- opportunities for collaborative reading
- independent reading of self-selected 'just right' texts (factual, fiction representing a range of topics, genres and authors), with older students keeping reading logs/journals of the books they have read and enjoyed
- closing conversations where students share insights and questions about what they learned from the session and connections that were made.

Selecting texts

Students should be exposed to a wide range of texts for different purposes, including imaginative texts, informative texts and persuasive texts dealing with a variety of topics from across the curriculum. Texts can include traditional classics along with contemporary choices.

As explained below, the selection of texts will depend on the nature of the reading activity.

- When reading aloud to students during Modelled or Shared reading sessions, the text should be engaging, thought-provoking, and well written. It is not necessary that the text is within the students' comprehension level since the teacher will be scaffolding students' understanding of the text in various ways.
- When selecting, creating or modifying mentor texts as models for students' writing, the text should be within students' instructional level (90-95% accuracy) and provide good, clear examples of the target language feature/s such as the organisation of the text, grammatical resources, vocabulary, and visual elements.
- When students are reading to consolidate skills and strategies, as in Guided Reading, the text should be within

their instructional reading level so that they are not distracted by complex vocabulary or grammatical structures.

- When students are reading recreationally, they should be encouraged to select texts for personal interest, including texts within their reading level for sustained reading but not excluding the exploration of books beyond their current reading level or outside their usual choice of texts.

Viewing

While most attention is given to comprehending written text, these days images saturate the lives of students: in picture books, TV programs, cartoons, comics, diagrams, apps on tablets, video games, ads, photos, signs, symbols, and various multimodal and digital texts. It can't be assumed that students will automatically know how to interpret such images in different forms and contexts.



Putting it into practice

Imaginative texts

The following activity makes links between the visual image and the written text.

- From a picture book, choose a scene (or perhaps two for contrast).
- Ask the following questions about the illustration:
 - Who can you see in the picture? (Are there any words in the text that mention the character/s in the picture?) What is the expression on their face/s? Why? What are they wearing? What does this tell us about them? Are the characters interacting? What are they saying or thinking?
 - What else can you see in the picture apart from any characters? Why has the illustrator included these things?
 - What are the characters doing? (Are there any words in the text that tell us what the character/s are doing? How and why they are doing it?) Where are they?

(Are there any words in the text that tell us where the activity is happening?) Why is the setting important in the story?

- When do you think it is happening? (Are there any words in the text that tell us when the activity is happening?) Any particular time of day? Any particular historical period?
- Can you say anything about the colours in the illustration/s? Do they change during the story? Why?

Students can discuss what the image contributes to the story that isn't in the written text:

- Are the exact same things happening in the words and in the pictures? Do the pictures provide additional information to what is in the written text? Do the pictures contradict what the written text is saying (e.g. Rosie's Walk).

Informative texts

- Use information big books to guide students to use elements of informative texts (e.g. diagrams, headings, table of contents, key facts, glossary) to navigate to the meaning.
- Guide students to contrast the images in imaginative and informative texts (e.g. the degree of realism, the creation of mood, the expression of feelings, named characters vs. non-living things, fantasy vs fact, and so on).
- See if students can interpret common symbols such as for male and female toilets, road signs, website icons and navigation tools.
- Teach students how to read diagrams such as simple graphs and tables.
- Teach students how to read maps (e.g. of the local neighbourhood).



Monitoring and assessment

Teacher assessment practices

Most reading activities can also be used as the basis of informal assessment. Teacher assessment can range from casual observation and interactions as students engage in reading tasks through to keeping detailed checklists. Such observations are used not only to map progress over time but to inform teaching practice in response to identified needs. The following are just a few examples of the areas of focus for teacher observation.

Enjoyment of reading is an important indicator of reading development. All students should be regularly monitored to observe whether they are becoming avid readers through, for example, student perceptions of themselves as readers, the keeping of reading logs, and informal discussions with students and with their families.

Concepts of print can be assessed informally by observation, by questioning, or by asking students to perform specific tasks to demonstrate their knowledge, such as holding a book and turning the pages, knowledge of print orientation, directionality of print, and terminology such as *word*, *letter*, *top of page*, *sentence*, *full stop*, *question mark*, *speech marks*.

Students for whom English is an additional language often have learnt concepts about print relating to their own language, which may be very different to English concepts. For example, some languages read from right to left or from top to bottom in columns, others are purely logographic and do not have letters in words. Teachers should endeavour to find out about students' home languages from the children, parents and other sources, in order to understand about a diversity of concepts about print. (Oakley & Barratt Pugh 2007)

Phonic knowledge can be assessed informally by observing students:

- naming letters in books
- distinguishing letters from numbers
- matching letters

- writing/drawing letters
- sorting words on the basis of sounds and letters
- using invented writing/spelling.

Comprehension can be assessed in the context of regular literacy activities such as:

Retelling

Ask the student to orally retell the passage, noting the extent to which the student is able to identify the main gist of the text and, where appropriate, to sequence the details in order.

Information transfer activities

Students demonstrate their understanding of a written text by representing the key ideas in another mode (e.g. an illustration, a semantic map, a graphic overview, a dramatisation), for example:

Written Text
<p>Frogs and Toads Both frogs and toads are amphibians: they can live in water and on land. But they are not the same. You can tell the difference between frogs and toads by looking at their skin. The frog's skin is smooth and moist, but the toad's skin is generally rough, bumpy and dry. Frogs have long hind legs and can take big jumps, while toads have small hind legs and can only take small jumps. When a frog is frightened, it flees, but when a toad is frightened it freezes and stays still.</p>



Graphic interpretation of written text

Sequencing

After a first reading, the text or illustrations are cut up into sections. These are jumbled up and placed in an envelope. Pairs of students then re-assemble the text, explaining how they knew in which order to sequence the sections.

Tracking

To demonstrate their ability to track participants through a text (cohesion), students can use different colours to create 'strings'. (This can also be done in a guided reading session, asking the reader such questions as 'What does *they* refer to?')

Once upon a time there was **an old woman** who loved baking gingerbread.

One day **she** made a special batch of **gingerbread men** because **they** were extra big.

Unfortunately for the **last gingerbread man** **she** ran out of batter and **he** was half the size of **the others**.

Putting **the rack** on the kitchen windowsill **she** left **it** there to cool and went to finish **her** laundry.

The gingerbread men lay quietly, **their** frosted eyes gazing at **the sky** with **its** puffy clouds.



Conversations about reading

Reading interviews can reveal students' perceptions of themselves as readers. The Burke Reading Interview is appropriate for younger children in Years 1-2. Particularly, teachers should pay attention to whether students use only one strategy during reading or can employ multiple strategies by asking questions such as:

1. When you are reading and you come to something you don't know, what do you do? Do you ever do anything else?
 2. Do you think that (ask teacher's name) is a good reader? Or who is a good reader?
 3. What makes him/her a good reader?
 4. Do you think that she/he ever comes to something she/he doesn't know?
 5. YES – When she/he does come to something she/he doesn't know, what do you think she/he does about it?
NO – Suppose/pretend that she/he does come to something that she/he doesn't know, what do you think she/he does about it?
 6. If you knew that someone was having difficulty reading how would you help them?
 7. What would a/your teacher do to help that person?
 8. How did you learn to read? What did they/you do to help you learn?
 9. What would you like to do better as a reader?
 10. Do you think that you are a good reader?
- (Goodman, Y., Watson, D., Burke, C., 2005)



Reading assessment tools

In addition to informal, formative assessment, more formal tools can be used to provide more detailed, systematic information.

Running Records

Running records, developed by Marie Clay, are one of the most commonly used tools

to identify what the student knows about the reading process. The following website gives a very clear explanation of how to conduct the Running Records procedure: <https://www.louisianabelieves.com/docs/default-source/louisiana-teacher-leaders/fi4-handout-assessment-data-collection-rti-running-record-info.pdf?sfvrsn=2>

The website includes information such as how to annotate a text read aloud by a student to find out what the reader's miscues tell you about their reading behaviours and understanding:

Behaviour	Notation	Example
Correct response	mark every word read correctly with a check mark.	✓ ✓ ✓ ✓ ✓ Can you see my eyes?
Substitution	Write the spoken word above the word in the text.	✓ ✓ ✓ the ✓ Can you see my eyes?
Omission	Place a dash above the word left out	✓ ✓ ✓ - ✓ Can you see my eyes?
Insertion	Insert the added word and place a dash below it (or use a caret).	✓ ✓ ✓ big ✓ Can you see my eyes?
Attempt	Write each attempt above the word in the text	✓ ✓ ✓ e-ey ✓ Can you see my eyes?
Repetition	Write R after the repeated word/phrase and draw an arrow back to the beginning of the repetition.	✓ ✓ ✓ R ✓ Can you see my eyes?
Appeal (ask for help)	Write A above the appealed word.	✓ ✓ ✓ A ✓ Can you see my eyes?
Told word	Write T beside the word supplied for the reader.	✓ ✓ ✓ T ✓ Can you see my eyes?
Self-correction	Write SC after the corrected word.	✓ ✓ ✓ the/SC ✓ Can you see my eyes?

Reading text level recommendations

Reading records or benchmarks provide a framework for systematically observing a student's reading behaviours. They provide evidence of change over time and ensure consistent practice in the administration and tracking of benchmark reading assessments.

It is recommended that two reading assessments to be undertaken each year – mid-year and end of year. The purpose of the mid-year assessment is to ascertain whether there are students who are at risk of not achieving

the end of year benchmark. This allows time for targeted instruction or intervention to be provided for these students.

Benchmarks (Independent level, 96-100% accuracy):

Prep	Level 3-5
Year 1	Level 14-16
Year 2	Level 21-23
Year 3	Level 25-26

Refer to pages 24-26 of the PM Teachers' Resource Book for consistent administration of the assessment. It is critical for school data reliability and validity that schools have a benchmarking procedure on administration of the benchmarking. **N.B. Before a reading record is taken, students read the text to themselves without teacher assistance.** It is important for teachers to embed the use of reading records in their practice to guide and determine teaching and learning foci.



Useful resources

See Appendix 8 Reading Assessment Tools



Questions for reflection

- Is there an agreed whole school/grade approach to teaching reading at your school?
- Is this outlined in a literacy policy/guide?
- How does your school/grade systematically assess and monitor students in the various aspects of reading?
 - How are profiles of students' reading progress made available to other teachers and parents?
 - How does the reading component of your program support the diverse students' experiences and the cultural knowledge they bring to school?
 - How are families encouraged to be involved in their children's reading?
 - To what extent does your literacy program incorporate family priorities and connect with family and community expectations and learning opportunities?
 - If you had to suggest an effective comprehension teaching strategy to a colleague, which would you choose and why?
 - Are you confident that all members of staff have similar understandings of practices such as modelled, shared, and guided reading? How might you find out? What would be the benefit of a shared terminology across the schools for such practices?

- There are several lists of quality literature for students (such as the one below and others in Useful Resources). How could you use such lists to start an evolving online database of quality literary and informative texts, with colleagues contributing suggestions of texts they have found useful (and in which grade and for what purpose)?
40 Books Every Child Should Read:
www.essentialkids.com.au/photogallery/entertaining-kids/parenting-and-childrens-books/40-books-every-child-should-read-20141118-3kmid.html
- What would be your top three beliefs about reading and discuss what that would mean for classroom practice:

My top three beliefs about reading

Because I believe...	Every day in my classroom you will see...
Because I believe...	Every day in my classroom you will see...
Because I believe...	Every day in my classroom you will see...



Useful resources

See Appendix 9 Useful Resources for Reading

Writing and creating

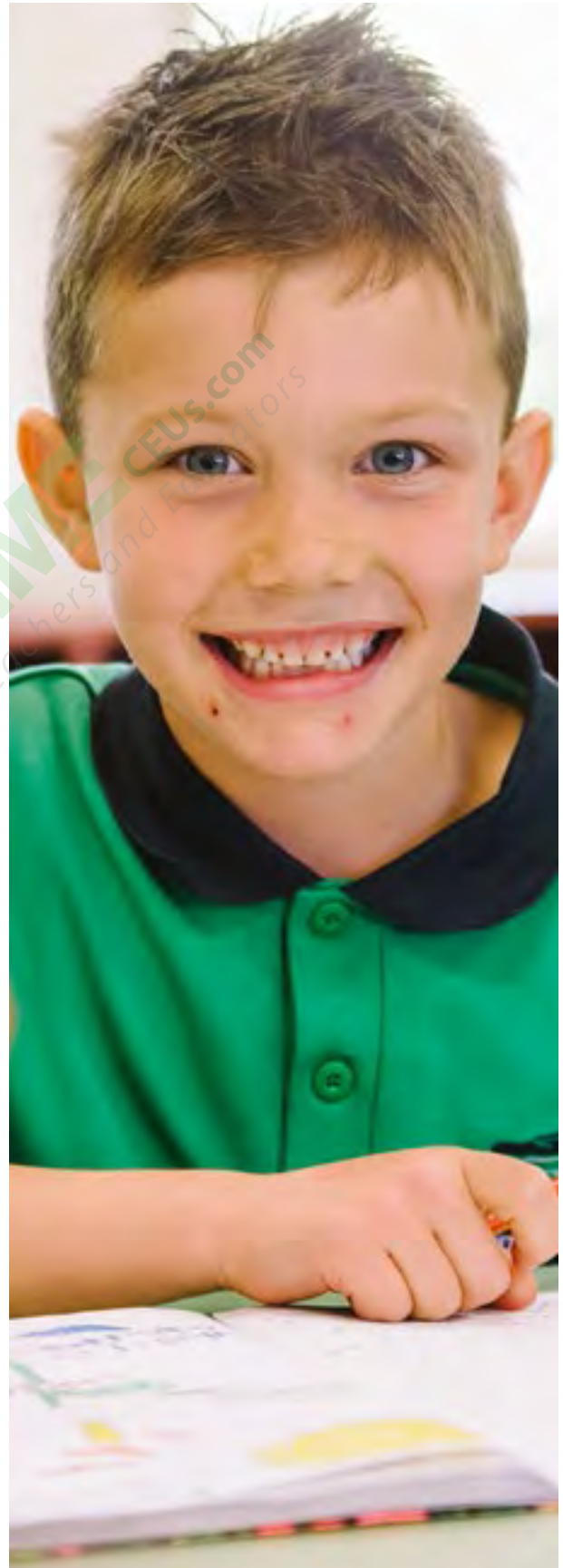


Key messages

The K–2 years are exciting for students as they learn to make meaning visually – through images, words and multimodal texts. They see their writing move from pictures, scribble and random letters towards recognisable words with spaces between and on to coherent sentences and short texts. They need the freedom to experiment with free writing on personal topics. But they also need a degree of structure and explicit teaching that enables them to achieve more than they can do on their own.

Here we will focus on the following aspects of becoming a writer:

- Writing development
- Writing as a meaning-making process
- Writing for a variety of purposes, topics and audiences
- Text structure and organisation
- Creating multimodal texts
- Handwriting and keyboarding
- Assessing writing.



Links to the curriculum

The following tables highlight how writing and creating are represented in the EYLF and the *Australian Curriculum*.

Teachers should also refer to the Literacy learning continuum: www.australiancurriculum.edu.au/generalcapabilities/literacy/continuum#layout=columns The following extracts from the EYLF are possible examples only.

EYLF Relevant Outcomes	<i>Australian Curriculum: English</i> Writing and Creating – relevant Content Descriptors		
Kindergarten	Foundation (Prep)	Year 1	Year 2
<p>Outcome 5 Children are effective communicators</p> <p>Children express ideas and make meaning using a range of media.</p> <p>Children begin to understand how symbols and pattern symbols work</p> <p>Children use information and communication technologies to access information, investigate ideas and represent their thinking</p> <p>This is evident, for example, when children:</p> <ul style="list-style-type: none"> • use language and engage in play to imagine and create roles, scripts and ideas • experiment with ways of expressing ideas and meaning using a range of media • begin to use images and approximations of letters and words to convey meaning • begin to be aware of the relationships between oral, written and visual representations • use information and communication technologies as tools for designing, drawing, editing, reflecting and composing 	<p>Create short texts to explore, record and report ideas and events using familiar words and beginning writing knowledge</p> <p>Retell familiar literary texts through performance, use of illustrations and images</p> <p>Innovate on familiar texts through play</p>	<p>Create short imaginative and informative texts that show emerging use of appropriate text structure, sentence-level grammar, word choice, spelling, punctuation and appropriate multimodal elements, for example illustrations and diagrams</p> <p>Create events and characters using different media that develop key events and characters from literary texts</p> <p>Innovate on familiar texts by using similar characters, repetitive patterns or vocabulary</p>	<p>Create short imaginative, informative and persuasive texts using growing knowledge of text structures and language features for familiar and some less familiar audiences, selecting print and multimodal elements appropriate to the audience and purpose</p> <p>Innovate on familiar texts by experimenting with character, setting or plot</p>
	<p>Participate in shared editing of students' own texts for meaning, spelling, capital letters and full stops</p>	<p>Reread student's own texts and discuss possible changes to improve meaning, spelling and punctuation</p>	<p>Reread and edit text for spelling, sentence-boundary punctuation and text structure)</p>
	<p>Produce some lower case and upper case letters using learned letter formations</p>	<p>Write using unjoined lower case and upper case letters</p>	<p>Write legibly and with growing fluency using unjoined upper case and lower case letters</p>
	<p>Construct texts using software including word processing programs</p>	<p>Construct texts that incorporate supporting images using software including word processing programs</p>	<p>Construct texts featuring print, visual and audio elements using software, including word processing programs</p>

Australian Curriculum: English
Writing and Creating – relevant Achievement Standards

Foundation (Prep)	Year 1	Year 2
<p>Students understand that their texts can reflect their own experiences. They identify and describe likes and dislikes about familiar texts, objects, characters and events.</p> <p>When writing, students use familiar words and phrases and images to convey ideas.</p> <p>They correctly form known upper and lower-case letters.</p>	<p>Students understand how characters in texts are developed and give reasons for personal preferences.</p> <p>They create texts that show understanding of the connection between writing, speech and images.</p> <p>They create short texts for a small range of purposes.</p> <p>When writing, students provide details about ideas or events, and details about the participants in those events.</p> <p>They correctly form all upper – and lower-case letters.</p>	<p>Students explain their preferences for aspects of texts using other texts as comparisons.</p> <p>They create texts that show how images support the meaning of the text. Students create texts, drawing on their own experiences, their imagination and information they have learned.</p> <p>They write words and sentences legibly using unjoined upper – and lower-case letters.</p>

Planning

Teachers and educators use the tabled curriculum information to plan by backward mapping from the curriculum outcomes. According to the level the students are operating at, teachers refer to the EYLF and/or to the *Australian Curriculum*, using the achievement standards and the content descriptors of the English curriculum and the expected indicators in the *Australian Curriculum Literacy Continuum* to set instructional goals.

The following writing and creating activities describe the sorts of learning opportunities teachers need to create in order to develop the required, stated learning in the table, both for literacy and for the English learning that underpins it.

Writing development

In the K–2 years, students' writing typically goes through stages such as the following:

<p>Role Playing Writing Phase</p> <p>In this phase, writers emulate adult writing by experimenting with marks to represent written language. Role play writers are beginning to understand that writing is used to convey meaning or messages; however, as understandings about sound–symbol relationships are yet to develop, their messages are not readable by others. Drawings are an important gateway to writing.</p>	
<p>Experimental Writing Phase</p> <p>In this phase, writers are aware that speech can be written down. Experimental writers rely on familiar topics to generate a variety of simple texts. They demonstrate an understanding of one-to-one correspondence by representing most spoken words in their written texts. These words may consist of one, two or three letters, and reflect their developing understanding of sound–symbol relationships.</p>	

Early Writing Phase

Early writers produce a small range of texts that exhibit some of the conventions of writing. Texts such as retells, reports and emails are composed to share experiences, information or feelings. Early writers have a small bank of frequently used words that they spell correctly. When writing unknown words, they choose letters on the basis of sound, without regard for conventional spelling patterns.



From First Steps Writing Map of Development, Department of Education WA



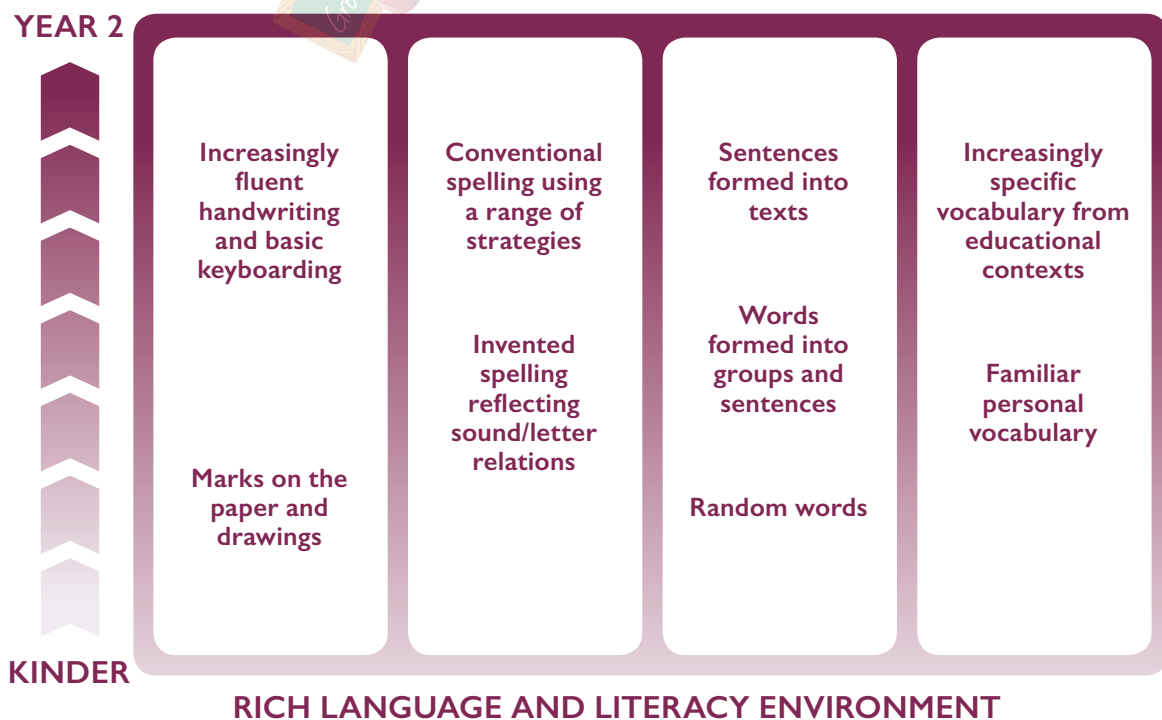
The following diagram captures the sequence of writing development in the early primary years.

- Writing thrives in a rich language and literacy environment with support from informed, stimulating teachers who encourage play and experimentation with a range of media and implements.
- In the **role play stage**, young children see themselves as writers, attempting to communicate meaning through drawings, random squiggles and scribble that gradually become sequenced into strings from left to right with 'mock letters' resembling letters of the alphabet that start to cluster into 'words' with spaces between.
- In **the experimental stage**, students are aware that letters represent sounds, using invented spelling to signal at least some sounds in a word. These random words start to combine into clusters –

the beginning of grammar. Vocabulary choices draw on the immediate, familiar and personal context. Fine motor skills are developing to support handwriting.

- In **the early writing stage**, groups of words have formed into simple sentences and sentences have started to form into brief texts. Vocabulary is broadening to include words that are more specific to school contexts. Conventional spelling is developing, with students drawing on phonic strategies, sight words strategies, and a range of other strategies. Mature writing grip has developed and handwriting is becoming fluent along with basic keyboarding skills.
- By the end of K–2, students are beginning to create cohesive, coherent texts, organised in particular ways to reflect purposes such as recounting, describing, giving instructions, and creating stories.

COMPOSING TEXTS FOR A RANGE OF PURPOSES



Writing as a meaning-making process

In the early primary years, students should be given regular opportunities to write freely and gain confidence, particularly when taking their first steps into becoming writers. By the end of Year 2, however, students need to understand that good writers aren't satisfied with a first draft and that writing is a process not only of getting ideas on paper but then revising the ideas and attending to language choice, punctuation and spelling.

It is in the process of drafting and revising that the meaning emerges and our understanding of the topic deepens. The most effective way of teaching various aspects of writing is to introduce students at the point of need when they are already engaged in the process of writing. When they have produced some notes or a rough first draft, teach an aspect of writing that is relevant to the task, or to the text type, or to observed needs, using strategies such as modelled writing, shared writing, and guided writing. Ask the students to then revise their first draft, incorporating into their text the feature that has been explicitly taught. By the end of Year 2, students can then self-assess how well they have employed the feature in their final draft.



Putting it into practice






Classroom practices

We can think of teaching writing in terms of a progression of teaching practices ranging from high levels of teacher control with a gradual release of responsibility leading to high levels of student control.



K-2 Writing and creating
Gradual release of responsibility



Teacher focused (‘I do’)	Shared (‘we do/I lead’)	Guided (shifting to 'you do')	Collaborative (‘students do together’)	Independent (‘you do’)
 <p>Teacher-focused sessions involve mini-lessons where the teacher introduces the students to various aspects of writing or to targeted features of a text such as the purpose and structure of the text-type, sentence structure, handwriting or spelling. The teacher might also demonstrate to the students how to write a text, typically while thinking aloud about the processes involved. (See p. 62)</p>	 <p>In shared writing sessions (‘joint construction’) the teacher and students work together to compose brief texts. Children provide the ideas (typically from common understandings developed through shared reading) and the teacher acts as a scribe, demonstrating how to shape the students’ ideas into a coherent written text. Shared writing is more commonly used with students in Years 1-2 and beyond. (See p. 62)</p>	 <p>Guided writing sessions are lessons with temporary small-group lessons reinforcing those writing skills and strategies that the group of students most need to practise with immediate guidance from the teacher. Guided writing lessons can be held while other students are actively engaged in collaborative or independent writing. (See p. 63)</p>	 <p>Students in Year 1 onward participate in peer writing conferences where they read each other’s texts, ask questions, provide feedback, and participate in peer editing, focusing on the particular skill or strategy introduced in modelled or shared writing. Older students can collaboratively produce a written text or digital composition to share with the class. (See p. 63)</p>	 <p>Ultimately, students are given regular opportunities to write independently, drawing on the understandings developed in mini-lessons, shared, guided and collaborative writing activities. Independent writing can take the form of quick writes for personal expression or can be more structured to reinforce previous learning (See p. 64)</p>

The focus shifts from the teacher explicitly teaching and modelling a specific aspect of writing (Teacher-focused writing) to gradually involving the students in creating a text with support from the teacher and focusing on a particular aspect of writing (Shared writing). The new understandings are then rehearsed in small groups (Guided and Collaborative writing), including opportunities for teacher input, monitoring and responsive feedback, until the students can apply the new knowledge and strategies on their own (Independent writing). Although these teaching strategies represent a general progression in learning and independence, they are not necessarily taught in a linear, sequential fashion.

The following practices should not extend for too long, should involve the writing of relatively short texts (or parts of texts), and should focus on one or two selected aspects.

A. Teacher-focused writing ('I do')



Teacher-focused writing involves mini-lessons where the teacher introduces the class to a particular aspect of writing, such as handwriting, spelling, punctuation, text organisation, sentence structure, vocabulary, or cohesion.

The mini-lesson might also model the writing process, starting with jotting down a few ideas, shaping those ideas into a rough first draft, 'thinking aloud' about how and why you are revising the language and organisation of the text, and finally proofreading for punctuation and spelling.

For older students, mini-lessons can include modelling (or 'deconstructing') the text type – its purpose, structure and targeted language features. Students can be asked to identify the different stages of the text (e.g. How does the text start? What is this part telling us? How could we label this paragraph? Does the text have a particular way of ending?)

B. Shared writing ('we do/I lead' – joint construction)



Shared writing involves the class or a group jointly constructing a text similar to one they will later be writing independently. If, for example, the students were going to write a procedure for a certain craft activity, the teacher might engage the students in writing a procedure for a similar activity. After developing their understanding of the purpose of the text type and how it is organised, the students contribute ideas through a brainstorming stage with the teacher jotting these down and showing how to group the ideas depending on the text type.

As the first draft evolves, students keep contributing to the content of the text, drawing on understandings of the topic developed in shared reading sessions. The teacher takes their 'spoken' ideas and demonstrates how to shape them into a well-crafted written text. The teacher begins with everyday language in note form and gradually moves to more structured, complete sentences. During this phase, students' attention can be drawn to any model/mentor texts examined in previous sessions.

Shared writing often involves emphasis on a specific targeted understanding or strategy, such as attending to vocabulary and grammatical choices, making letter-sound connections, noticing sight words, creating cohesion across the text, attending to the reader's needs, and so on. Finally, if appropriate, the text can be proofread for spelling and punctuation, often with a student 'sharing the pen' with the teacher. The students are then in a position to draw on these understandings to write their own text.

Less proficient writers can still feel the achievement of participating in writing a text by jointly constructing a retelling of a familiar text rather than an original one. The teacher might write a brief recount, for example, and share it with a group. The students then jointly reconstruct the recount with the guidance of the teacher.

C. Guided writing (shifting to 'you do')



As a transition to independent writing, the teacher can meet with small, flexible groups with similar needs. The session might start with reminding the students of the focus of previous mini-lessons or shared writing activities, reinforcing understandings for those that need it or extending students who are keen for further exploration. If the focus of the shared reading or shared writing session was on the choice of action verbs, for example, this could become the focus for the guided writing session. The teacher might then observe students as they write, conferencing with them about their writing, providing assistance as needed, and reminding them of strategies they have observed.

For emergent writers, the teacher and student/s can have a conversation that leads to the recording of a written text. The teacher can write the more difficult parts, scribing the student's ideas. This allows the student to focus on the thoughts rather than having to grapple with the more formal aspects of writing. Students thus learn that what they think, they can (with support) write down.

D. Peer support ('we students do')



To provide practice in the processes of composing a text, students can be supported by classmates or older students from other classes to engage in writing a text together. For those students in Kindergarten, Prep, and possibly Year 1 who are in the role playing and experimental phases of writing, composing a message collaboratively with a more proficient student can provide practice and confidence, particularly if the other student has been coached in terms of how to be supportive rather than taking over.

For students in the early writing phase, collaboration may take the form of pairs or small groups contributing to a text in response to a problem-solving activity, a small project, or a topic relating to a current curriculum theme. Teachers support students by providing process guidelines (e.g. designating time for deciding on a purpose and audience, brainstorming ideas, organising the ideas, revising and editing) as well as by assigning leadership roles at various stages in the process. Students are reminded to draw on strategies and targeted features that have been introduced in mini-lessons, shared writing and guided writing sessions.

E. Independent writing ('you do')



Students should now be in a position to confidently write a short text focusing on the same text type but with a slight change in topic. If the teacher has modelled writing a recount of a shared experience, for example, the students could choose to write a recount of a different experience. The teacher might, for example, take photos of the class engaged in an activity and the students can sequence the photos and then write up a recount of the activity.

The focus for independent writing can be drawn from the targeted feature previously modelled in shared and guided writing, (such as the use of punctuation, the creation of simple or compound sentences, or the choice of action verbs). Every so often, the teacher can guide the students through the process, providing structured time for brainstorming, drafting, conferencing, revision, proofreading and publishing.

This should not become a ritual, as every act of writing does not involve such a process, but students should at least be aware that good writing is not a 'one-shot' activity.

At times, however, there should be opportunities for 'quick writes', where students are given a few minutes to engage in personal choice writing. The focus here is on fluency and experimentation. For those students in search of inspiration, a prompt can be provided, such as a photo, illustration, or text starter. Sometimes, quick writes can be more structured, with a series of quick writes contributing to the development of a larger text (e.g. quick writes of different events that eventually form a recount).

Writers Workshop

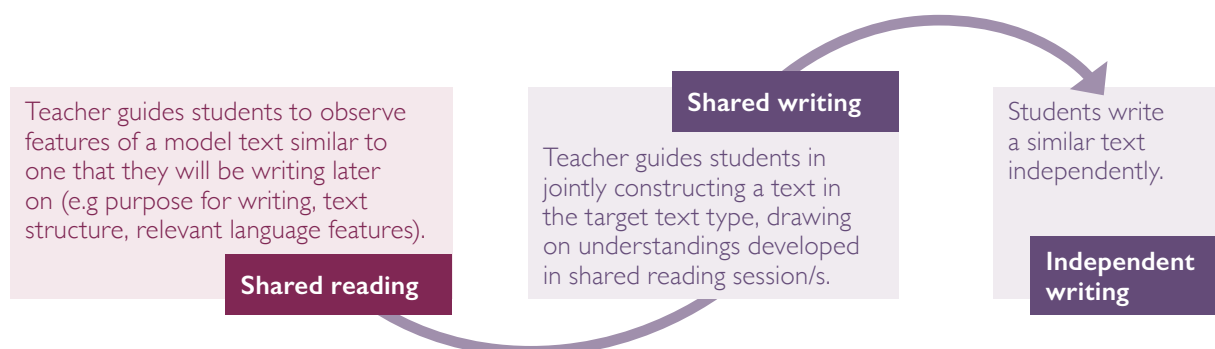
As with Readers Workshop, Writers Workshop brings together a number of the above activities. Students are engaged in authentic literacy experiences for real purposes. The workshops include the exploration of mentor texts, mini-lessons on aspects of writing relevant to students' developing texts, guided writing conferences, opportunities for writing with peers and independently, and sharing writing with others.



To view a video of Lucy Calkins demonstrating Writers Workshop, see: <https://www.youtube.com/watch?v=zPRM2ZXyrS0&list=PLb5RXypPqP5sNAYNUDefwaq2QYPauhCcc>

Relating reading and writing

Although reading and writing have been presented here in separate sections, in practice they should be brought together (along with oral interaction). Shared reading of a text, for example, can provide insights into how students might write a similar text, using the same text type but changing the topic slightly, e.g.:



READING/WRITING WORKSHOP

Reading and writing are sometimes taught in separate lessons or workshops. Ideally, however, there should be close integration between reading and writing, facilitated by oral interaction. As in the diagram below, the teacher structures reading/writing workshop sessions with flexible choices of mini-lessons,

group work and individual work depending on the needs of the students, the demands of the task, and the purpose for reading and writing. Understandings introduced in a shared reading session, for example, might feed into subsequent shared writing sessions. Or a teacher-focused mini-lesson on phonics might later be picked up in a guided writing lesson on spelling.



Writing for a variety of purposes, topics and audiences

It is important that students extend their range of writing purposes, on a variety of topics across the curriculum, and for different audiences. While there should be opportunities for self-selected writing, teachers also need to provide relevant input and guidance when the whole class is writing on a shared topic or for a similar purpose. In this section, we will consider the place of self-selected writing, but will focus more on the role of explicit teaching in supporting students to meet the academic demands of the curriculum that increase as they move through school.



Putting it into practice

Self-selected writing topics

All students should have opportunities to write on subjects of their choice. They might write in response to an experience, a picture, or they might retell a favourite text, or their imagination might be sparked by a stimulus.

Especially in the early stages of writing, the focus is not so much on the quality of the ideas or the purpose for writing. Young students need to imagine themselves as writers, to experiment with making marks on paper and coming to the understanding that marks on paper represent a message. At this stage:

- accept all forms of students' writing, even if it just looks like random scribble
- show genuine interest in their mark-making attempts
- encourage them to combine drawing and writing together
- enable them to make marks using a range of tools (e.g. pens, crayons, chalk, paintbrushes, fingers, sticks)
- ask students to read their writing to you
- invite students to tell you about their drawing
- encourage them to try to write their names independently as often as possible

- regard students' writing errors as opportunities for on-the-spot tuition.

Attending to purpose, audience and topic

By the end of Year 2, most students will be writing short texts. It is at this stage that they will benefit from explicit teaching and support with regard to writing for a variety of purposes, for different audiences, and on a range of topics in the different learning areas.

Purpose

Generally the purpose for most writing comes under three broad areas – imaginative (entertaining), informative and persuasive. Ensure that students are clear about the purpose for writing in any particular task, using common terms to indicate the text type that typically expresses the purpose, for example:

- If the purpose is to tell what happened in the holidays or at an event, the text type (or genre) will be a **recount of personal experience**.
- If the purpose is to describe a person, place or object, then the text type will be a **description**.
- If the purpose is to tell someone how to do something, then the text type will be a **procedure**. For example, after demonstrating how to do a craft activity, ask students to write the instructions for the activity and then see whether their partner can follow the instructions. The instructions can then be re-written based on feedback from the partner about parts that were unclear.

Audience

Provide students with tasks involving writing for different audiences such as their parents and family, students in other classes, the librarian or other teachers.

For example, after providing models of various forms of invitations, ask students to compose a text message to a friend in another class inviting him/her to an event (e.g. a class play) and then write a more formal invitation to the principal to the same event. Share a few of the invitations with the class and get them to identify how the language changes depending on the audience.

Topic

Look across the various topics in the *Australian Curriculum* subjects to provide opportunities for writing on a range of topics using relevant text types, as in the examples below.

*Prep Science: The way objects move depends on a variety of factors, including their size and shape a **causal explanation** identifying factors that influence the way objects move.*

Watch it Move! Name: _____

Find out which object will be best for playing our rolling game:

Item	How did it move? (Use words and a picture)	Why did it move that way?
	It rolled 	It is round 
	It fell 	It is heavy 
	They fell 	They are heavy 
	It fell 	It is heavy 

I think the best object for our game will be the _____ because _____

Student work sample (highly scaffolded by the use of a table.) www.acara.edu.au/curriculum/worksamples/Foundation_Year_Science_Portfolio_Above.pdf

*Year 1 Science: Light and sound are produced by a range of sources and can be sensed an **information report** on the sources and uses of light.*

Science Report

Your task is to write a report about light, and how we see, for a visitor who will be coming to your classroom.

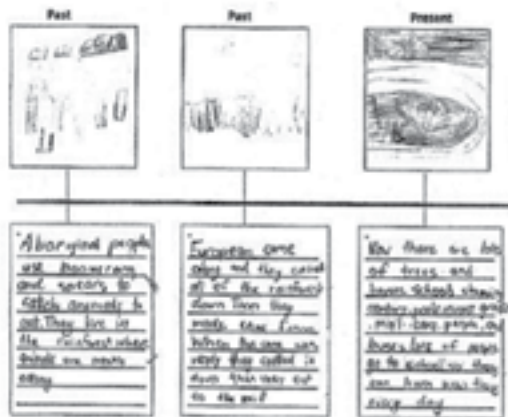
You should include information about light and what enables us to see, times when we might not be able to see and how, what we know about light, helps us in our lives.

The sun helps us to see. If we did not have the sun we would not be able to see. We get light from many different sources of light such as torches, fire, candles and the sun. Light helps us to see in the dark. When you are on a bike you ride towards a reflector. If a car light shines on the reflector then it bounces off to the ground then you can see where you are going. Your eyes help us see in the dark.

Student work sample www.acara.edu.au/curriculum/worksamples/Year_1_Science_Portfolio_Above.pdf



Year 2 History: Distinguish between the past, present and future an **historical recount** describing how life has changed over time.



Student work sample www.acara.edu.au/curriculum/worksamples/Year_2_History_Portfolio_Above.pdf

Text structure and organisation

One of the major literacy challenges students face is to move from using the familiar conversational language of home into the more highly organised language of written texts and to begin to think carefully about how to make the text coherent. To get to this level of competence, students will need considerable support in text structuring through activities such as modelling, jointly constructing texts and the provision of teacher scaffolds such as structured overviews/ graphic organisers.



Putting it into practice

In the very early stages of writing there is little evidence of text structure. As students become more proficient and start to create texts beyond a few words, however, there is the potential to consider how to structure the text to achieve its purpose. Perhaps the most common text structure is an observation (e.g. *My name is Sam.*) followed by a comment (*I like swimming.*) As students move into writing longer texts, they need to understand that texts are structured differently depending on their purpose, e.g.:

If the purpose is to tell what happened, the text type will be a recount, beginning with an orientation to the event (Who? When? Where? Why?) followed by a series of actions in the correct sequence.

If the purpose is to describe a person, place or thing, the text type will be a description, beginning with an introduction to who or what is being described followed by characteristic features.

If the purpose is to tell someone how to do something, the text type will be a procedure, beginning with the goal to be achieved, a list of materials, and a series of steps in a logical order.



If the purpose is to report on an experiment, the text type will be an investigation report, organised as below:

Year 2: How to make water clean

1 Title: Sand And Soil Clear Water Experiment

2 Materials:

- sand - ~~two~~ handfuls
- Soil - one handful
- grass - one handful
- leaves - one handful
- pebbles - ~~one~~ 1/2 handful
- Water
- Jug or Jar
- Filter paper
- Flower pot

3 My prediction (Hypothesis):

the mud will get stuck in the sieve ~~then the dirty water will go out~~ because ^{the water} it is not as drippy and is not a heavy liquid

4

Steps:

1. Put flower-pot on filter-paper and ~~then~~ ^{make a circle on filter-paper}
2. cut out circle on filter-paper
3. put the circle of filter-paper on the bottom of the flower pot so no holes so ~~down~~
4. pour two handful of sand on top of filter-paper and put it down.
5. make a layer of pebbles on top of sand.
6. put soil, leaves and sand into a Jug or Jar with water in it and mix till it becomes muddy
7. put a ^{bucket} ~~bucket~~ under the flower-pot then pour the muddy water into ~~the~~ it.
8. hold the flower-pot ^{directly} above the bucket and watch the water come out of the bottom of the pot.

What colour is the water?

(P.S. It might take a little while for the water to come out)

5 Results:

the mud got stuck in the filter-paper and the water come out clear. I did the experiment twice because ~~the~~ the first time I did the filter-paper too small and all the sand came out.

6 Conclusion:

It was the same as my prediction. ~~because~~ It was successful because I used a bigger piece of filter paper.

This is an investigation report. It is apprenticing students into the scientific method:

- The goal of the experiment
- The materials needed to carry out the experiment
- A prediction of what they will find
- A procedure for carrying out the experiment
- The results
- A conclusion reflecting on the results.

Scaffolds

In the early stages, provide scaffolds that guide students to structure their texts in an appropriate way. These can take the form of a structured overview / graphic organiser (e.g. a table, a Venn diagram, a time line, a compare-contrast matrix) or questions to guide their writing (e.g. for an information report on an animal: What type of animal? Where does it come from? What does it look like? Where does it live? What does it eat?)

Compare/contrast

Display two texts side by side and ask the students to notice how they differ in terms of their purpose and the stages they go through in reflecting their purpose (e.g. a procedure vs a narrative).

Jumbled texts

Mix up the information in a text and help the students to identify how the information could be better organised into coherent 'bundles'. The Year 1 Science Information Report above is a good example of how a student has simply written down ideas in a random order without guidance in organising the ideas. A more coherent organisation would be for example:

Light helps us to see in the dark.
(General statement about the topic)

We get light from many different sources of light such as torches, fire, candles and the sun.
(Introduction to how the text will be organised.)

Torches ... *(Bundles of information relating back to the topic)*

Fire ...

Candles ...

The sun ...



Creating cohesion

As students' texts get longer, they need to manage how the content 'hangs together' cohesively. One resource for create cohesion is the use of pronouns to refer back to people or things already mentioned, particularly in narratives and recounts. When jointly constructing a text, model how links can be made back to persons or things by using pronouns. It wouldn't be necessary at this stage to formally teach about the various types of pronouns, but a chart such as the following might be useful as a teacher reference:

PRONOUNS USED TO MAKE COHESIVE LINKS IN A TEXT			
	Subject pronouns	Object pronouns	Possessives
Singular:			
1st person	I	me	my/ mine
2nd person	you	you	your/ yours
3rd person	he/she/ it	him/her/ it	his/her/ hers
Plural:			
1st person	we	us	our/ ours
2nd person	you	you	your/ yours
3rd person	they	them	their/ theirs

For an example of how pronouns can be used to create cohesion, see text on p. 51.

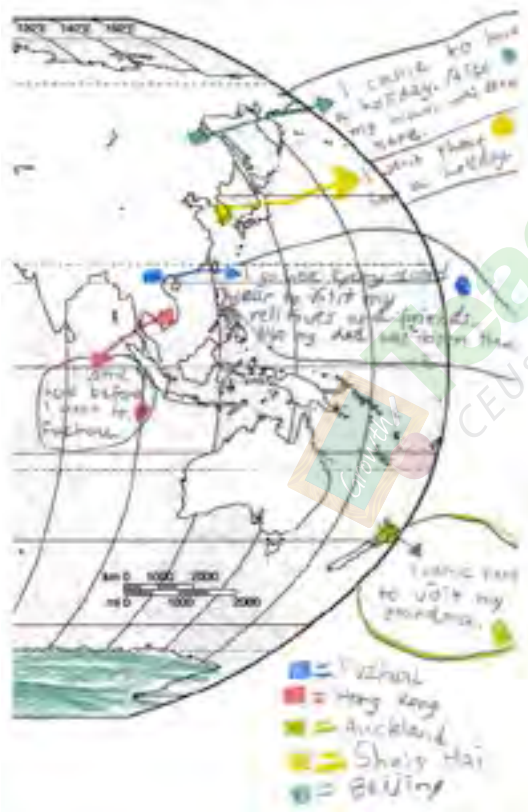
Creating multimodal texts

In the K-2 years, most students' texts will be multimodal as they include elements of both writing and images. They will also begin to create digital texts using written text as well as photos, illustrations, diagrams, and sound as they become more confident with the technology.



Putting it into practice

- Provide opportunities for students to express their ideas using a combination of images and written text (e.g. labels, comments, explanations). In the following multimodal texts, for example, the Year 2 student has written a recount for Geography of his visits to various places by annotating a map of the world.



Student work sample www.acara.edu.au/curriculum/worksamples/Year_2_Geography_Portfolio.pdf

- Teach students how to use technologies to create simple digital multimodal texts. In the example below, the student has compared two local habitats through images and the teacher has recorded an interview with the student about the images and created a sound track.



Student work sample www.acara.edu.au/curriculum/worksamples/Year_1_Science_Portfolio_Above.pdf

Handwriting and keyboarding

Although it seems as if handwriting is becoming redundant in this time of communication technologies, it will remain an important skill in most people's lives. Handwriting is closely linked to hand-eye coordination, the development of fine motor skills and a visual and motor memory of the features of letters of the alphabet supporting phonic knowledge. These days, of course, there is also increasing pressure for young students to develop keyboarding and navigation skills. Students now often enter school with a familiarity with screens (tablets, laptops, phones, etc.) and can make their way around them almost intuitively. They will still need instruction in order to develop fluency and automaticity in keyboarding, particularly with expectations that their composing will be assessed online from Year 3.

Here we will only mention some main points about handwriting. For greater detail, see *Handwriting*, Department of Education, Tasmania. (<https://www.education.tas.gov.au/documentcentre/Documents/Handwriting.pdf>)



Putting it into practice

Instructional process

- Provide clear descriptions of the letter shape, starting point, movement and finishing point for each letter.
- Demonstrate the formation of letters on the board or smart board as well as the correct body position while seated at a desk.
- Provide regular opportunities for practice so that handwriting becomes automatic. This can be in the context of both skills practice and writing tasks.
- Encourage the students to develop fluency through 'scribble'.

Sequencing of instruction

- Very young students can engage in 'pretend' handwriting by participating in sensory play activities such as finger painting, water play, sand play, play dough, and experimenting with various implements.
- Games that promote fine motor skills can become bridges to holding a pencil, using exercises such as:
 - making a duck's bill out of the thumb and fingers
 - making the hand into a caterpillar and crawling across the desk
 - making circles out of the thumb and each finger in turn
 - spreading fingers apart while flat on the desk and then sliding them back together again.
- Most students will need systematic instruction in the formation of letters and words. Groups of letters can be introduced in a sequence that reflects the movements used in creating their heads, bodies and tails, e.g.:

- The anti-clockwise letters:

adqq ceos uy f

- The 'stick' letters:

litj

- The clockwise letters:

mnr hpb

- The diagonal letters:

kvwxyz

Further instruction will be required relating to the size, slope, spacing and alignment of letters. See www.education.tas.gov.au/documentcentre/Documents/Handwriting.pdf) Handwriting, Department of Education, Tasmania.

Handwriting techniques

Students who don't establish good handwriting techniques in the K-2 years are at risk of not becoming fluent writers.

- Pencil grip

The tripod grip has traditionally been regarded as the most effective and relaxed for flowing handwriting, though many students these days are not instructed in this technique and are left with a clumsy pencil grip.

Left-handed pencil position

Fingers should be positioned 3cm from the tip.

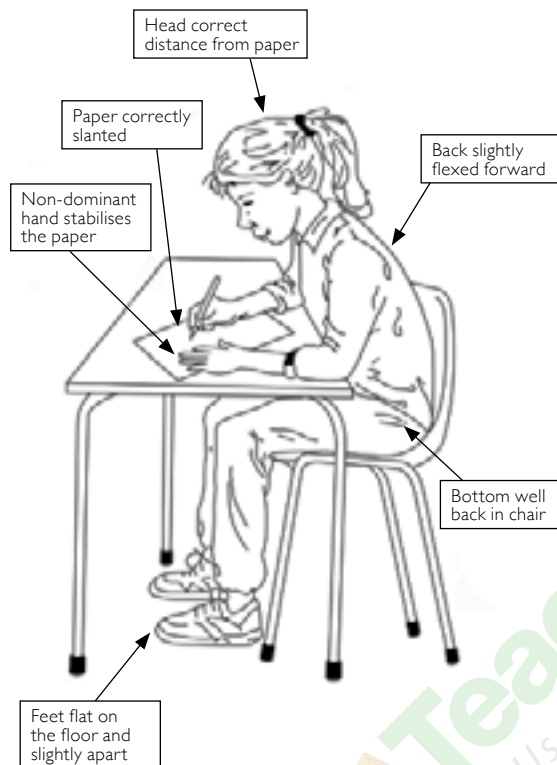


Right-handed pencil position

Fingers should be positioned 1.5cm from the tip.



- Sitting position



This image could be made into a poster or a laminated desk mat to remind students of the preferred writing position.

The handwriting movement is a combined finger, hand and arm movement. The arm should be supported lightly by the forearm and the little finger. This allows the writing hand to move smoothly across the page.

Regarding hand and finger position, fingers will flex slightly in moving to form the letter shapes. The hand should move smoothly ahead of the point of contact between instrument and paper. Writers should hold the writing instrument so that fingers are up to 3cm from the end.

(Department of Education, Tasmania, *Handwriting*)

Keyboarding

When students first enter school they are not ready for systematic instruction in keyboarding. They might start by playing around with the keyboard, experimenting with the keys, typing their name, learning to use the mouse and playing games. When their fine motor skills have developed further, they can be encouraged to use two hands rather than pecking with one finger – though generally their hands are too small to reach all the keys. They can practise a few common high frequency words such as and, the etc, although it is probably most useful to develop confidence and fluency with a few of the more accessible and common keys through drill patterns (e.g. fffjjj ffj jff fff). Students are generally ready and able to become competent using keyboards by the end of Year 2, with explicit training and instruction being tailored to each student's interest, needs and development.

There are a number of commercial and free keyboarding programs (including games) online of varying quality.





Monitoring and assessment

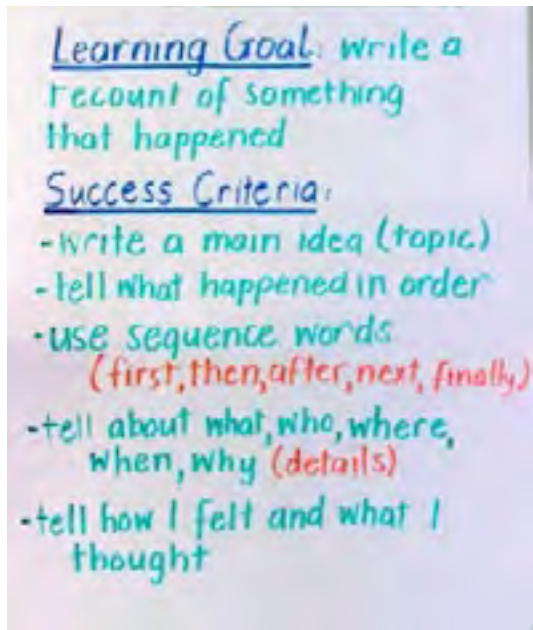
Monitoring writing development

The following observation checklist, drawing on **First Steps Writing Continuum**, can be used to create a broad profile of students' current writing proficiencies and to monitor development over time. Students in K–2 will typically be working between role playing and transitional stages. For spelling, see the Spelling section of the booklet. For a slightly different checklist, see also the **Writing Analysis Tool** by Mackenzie, Scull and Munsie at <https://doms.csu.edu.au/csu/file/832c364a-855c-4e39-aac51dc9a96fa8cf/1/Writing%20Analysis%20Tool.zip/Writing%20Analysis%20Tool/index.html>, which includes examples of students' writing development at various stages.



Eric Term 2		Writing Observation Checklist			
		Role Playing/Emergent Phase	Early Writing Phase	Conventional Writing Phase	
		Experimental Writing Phase		Transitional Writing Phase	Proficient Writing Phase
Text composition	Is aware that meaning can be represented visually. Seeks to make and share meaning with marks on the paper or other medium (scribble, drawings, strings of unrelated letters and letter-like forms) with the occasional 'word' such as a name. Signs of directionality.	Attempts basic purpose for writing (e.g. a comment, a description, a happening). Student is able to 'read' the meaning. Letters are forming into words separated by spaces, going from left to right. Heavy reliance on dominant sounds in forming words. Some correctly spelt high frequency words. Often accompanied by related image.	Writes for some basic purposes (e.g. recount, description, procedure) on topics of personal interest. Refers to model text. Composes text using a number of sentences, though the relationship between sentences is often not coherent. Uses familiar words from current topic, stories or conversations. Uses stock phrases (<i>Once upon a time...</i>). Uses images where appropriate.	Selects text type to suit a greater range of purposes (to inform, to argue, to entertain, etc.). Attempts to organise text into basic stages according to purpose. Uses basic cohesive resources to make texts flow coherently. Is aware of audience needs. Selects precise, vivid or technical vocabulary to develop topic. Integrates text with images.	Controls an expanding range of text types for school and social purposes. Organizes longer texts into more complex stages and phases to achieve purpose. Uses a range of cohesive resources to make texts flow coherently. Is aware of audience needs. Selects precise, vivid or technical vocabulary to develop topic. Integrates text with images.
Sentence structure	Little or no evidence of sentence making, though child is often able to orally create a sentence-like meaning from the marks.	Sometimes just labels drawings. Rudimentary simple sentences representing something happening, someone/ or something involved, and occasional extra details (e.g. <i>when, where</i>). Reader can identify the meaning with prompting.	Writes simple sentences to represent a single idea or event. Can colour code simple sentences. Often joins ideas into rambling compound sentences using <i>and, but</i> or <i>so</i> . Uses the occasional complex sentence (e.g. using <i>when</i>).	Chooses between simple, compound and compound sentences depending on purpose. Selects verb groups to represent a range of processes (doing, thinking, feeling, saying, relating) and knows how to extend noun groups.	Consciously structures sentences making choices of verb groups, tense, noun groups, etc. Connects ideas using a range of compound and complex sentences. Some longer sentences might ramble. Grammar is mostly accurate.
Punctuation	Little or no intentional punctuation.	Occasional marks approximating punctuation.	Uses capital letters for names and most sentence beginnings. Attempts to use full stops & question marks, & commas in lists.	Regularly uses capital letters and full stops. Experiments with commas, speech marks and exclamation marks.	Consistently uses basic punctuation accurately. Experiments with colons, semi-colons, dashes, & brackets.
Handwriting	Developing fine motor skills with a range of implements.	Mixture of upper and lower case letters. Some letter reversals (e.g. b/d).	Forms most upper and lower case letters though often with effort.	Consistent letter formation using correct grip and body position.	Legible, fluent print and cursive with consistent size, shape, slope.
Writing processes	Some evidence of persistence.	'One off' spontaneous composing with little planning or revision.	Some attempts at supported planning, revising and editing.	Evidence of some planning, revision, editing & proofreading.	Knows how and when to plan, research & develop ideas, revise & proofread.

Success Criteria



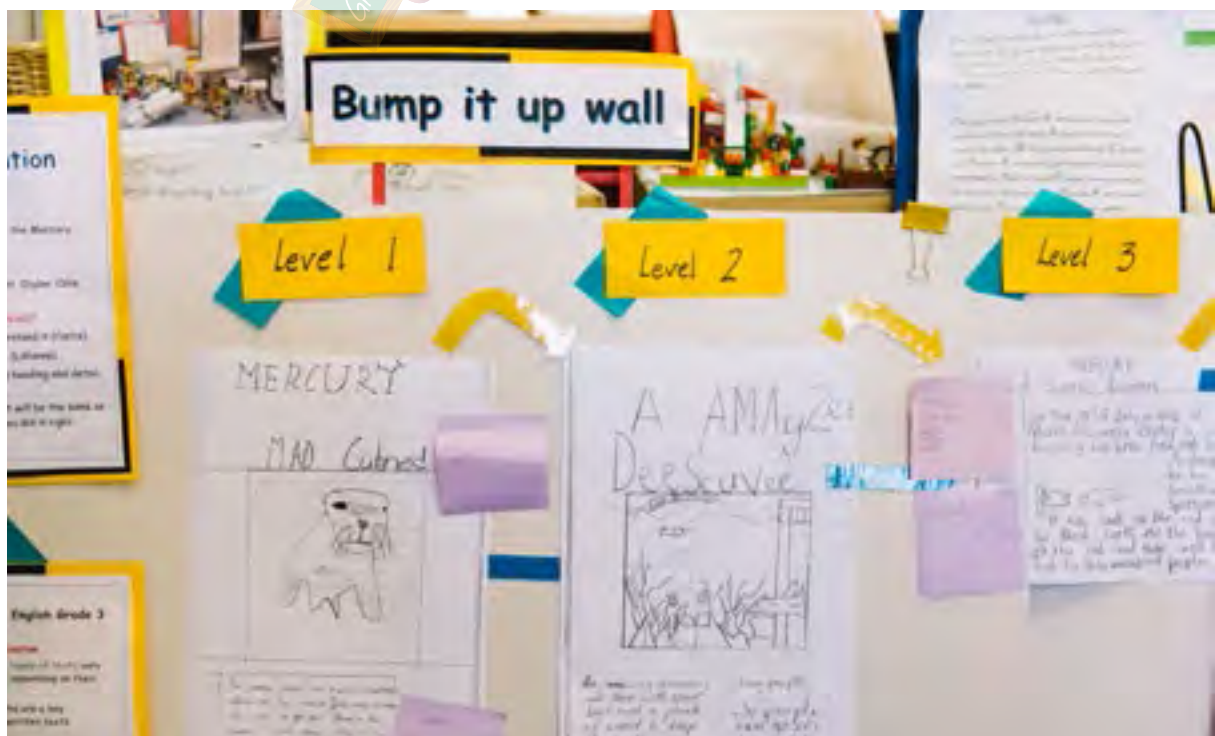
One way of assessing students' writing achievement – and encouraging self assessment – is to use success criteria, particularly with students in Years 1–2. Criteria for success should:

- be written in language that students are likely to understand

- be limited in number so students are not overwhelmed by the scope of the task
- focus on the learning intention of the task and what has been explicitly taught
- be supported, where necessary, by exemplars or work samples that make their meaning clear
- be created, ideally, with input from students so that they have greater understanding and ownership of them.

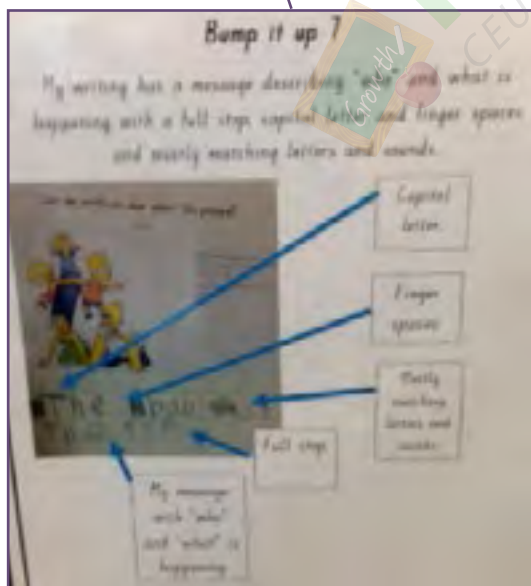
'Bump it up' walls

A 'Bump it up' wall is a dynamic display of annotated writing samples showing a continuum of gradual improvement in writing. The teacher and children discuss the features of each text, highlighting how the focus element or feature improves or become more sophisticated across the continuum of writing samples. The observations are recorded as annotation on each writing sample. The series of texts demonstrate visually to the students the value of rereading their own texts with an eye to intentionally improving their message. The annotated writing samples highlight or map the 'where to next' for students. Making these elements of effective writing visible enables students to know what 'better' looks like. It empowers them to set



personal goals for achievement. The 'Bump it up' strategy enables students to consider:

- Where am I now with my writing?
- Where am I going?
- What do I need to do to get there?



The writing continuum should be collaboratively developed and referred to during modelled, shared and independent writing.

'Bump it up' in Prep: What is a sentence?

The learning intention for this activity was to write a complete, effective sentence. A first attempt was revisited in response to feedback, showing improvement in a targeted aspect. The revised sentence was posted on the wall and in turn was evaluated to identify further possible improvements. This process continued until the text met all the criteria for an effective sentence. Having participated in this refinement process, students were now in a position to identify where their own sentence would be located on the wall and how they could work towards through the revising process with clear, specific criteria to guide them.

'Bump it up' in Year 2: Writing procedures

Talking about what students need to do to make their writing more effective is a collaborative task that empowers and motivates students to spend time redrafting their writing. The 'Bump it up' wall provides a concrete benchmark against which to assess their own writing.

Handwriting assessment

Handwriting can be assessed in terms of preparation for writing and handwriting skills.

Preparation for writing:

- correct pencil grip
- appropriate seated position
- correct paper position.

Handwriting skills:

- consistent letter formation along with the starting position, the direction of movement, and the completion of letters
- position on line
- direction of writing
- spacing
- shape
- size
- pencil pressure
- fluency.

For further information on assessing handwriting, refer to *Handwriting*, Department of Education, Tasmania. (e.g. the observation guide on pp.27-28).



Assessment Tools: Writing		
General Observations and Checklists of Progress		
First Steps: Writing Map of Development	http://det.wa.edu.au/stepsresources/detcms/navigation/first-steps-literacy/	The Writing Map of Development is designed to help teachers map their students' progress; it offers suggestions for teaching and learning experiences that will assist with further development of students' writing.
Writing Analysis Tool Mackenzie, Scull and Munsie (2013)	https://doms.csu.edu.au/csu/file/832c364a-855c-4e39-aac5-1dc9a96fa8cf/1/Writing%20Analysis%20Tool.zip/Writing%20Analysis%20Tool/index.html	A writing analysis tool which can be used to assess students' writing across 6 areas – text structure, sentence structure and grammatical features, vocabulary, spelling, punctuation and handwriting. Dr. Noella Mackenzie (Charles Sturt University).
Assessing Handwriting		
	http://www.sacsa.sa.edu.au/ATT/%7B21AB4BA7-0C50-4F6E-96002F699503E1E2%7D/4HSACAHandwriting.pdf	Further examples of handwriting assessment from the South Australian Curriculum Standards and Accountability Framework.



Questions for reflection

What systems does your grade/school have in place to monitor and record student progress in writing?

What markers are used to evaluate whether students are progressing satisfactorily in their writing development?

In your practice, what is the balance between 'self-selected writing' for personal expression and more structured practices such as modelling, shared writing and guided writing? What do you think is the appropriate balance?

How often do you:

- model the various processes of writing?
- jointly construct a text with the class?
- work with small groups for guided writing?

What do you see as the most important aspects of writing instruction in:

- Kindergarten?
- Prep?
- Year 1?
- Year 2?

If you were mentoring a colleague, what advice would you give in terms of supporting learners in K-2 to become confident, successful writers?

What would you identify in your own teaching of writing as an area in which you needed further extension?



Useful resources

Appendix 10 Useful Resources for Writing

Spelling



Key messages

Spelling is a system of resources and strategies for making meaning.

Developing a curiosity about words and how they work is the key to a successful spelling program. Each student needs a mindset where they see spelling as a thinking activity in which they can succeed. Establish a word-conscious classroom – noticing, naming, thinking and explaining as you explore words together.

As we have seen in the Writing section, students' spelling in Years K–2 develops in recognisable phases, though not all students develop in the same way at the same time.

- In the **preliminary/emergent** spelling phase, young learners will be using their kinaesthetic sense to experience letter formation through, for example, the tracing of letters in the sand or finger painting. Young learners are starting to see themselves as writers, making fairly random marks, letter-like forms and some known letters with little recognition of the relationship between sounds and letters. They are developing most concepts of print such as directionality and spaces between words, and are learning the names of letters of the alphabet.
- In the **semi-phonetic** spelling phase, students have realised that speech sounds can be written down. At first, they might only spell the most prominent sounds in a word such as the first and possibly the last consonant. Gradually, they start to insert vowels into syllables, though often incorrectly, such as *nit* for *night*. They might be copying, recalling or inventing spellings and are recognising that the spelling of words is stable.

- In the **phonetic** spelling phase, learners rely heavily on sound-symbol relationships when spelling. Spelling experimentation is producing words that are closer to standard spelling and are readily understood (e.g. KOM for *come*). They can spell most basic CVC words correctly using short vowels, along with some long vowels, consonant clusters and digraphs. There is usually evidence that they are using some letter strings as whole units such as *-ing* and *-ed*. They are starting to recognise that letters can represent different sounds and that sounds can be represented by different letters.
- Some spellers will be moving into the transitional and independent/proficient phases where they are relying less on sound-symbol relations and are developing a greater range of strategies such as generalising from morphological knowledge and using analogies to spell unknown words and recognising that some spellings have their origins in other languages.



Links to the curriculum

The following tables highlight how spelling is represented in the EYLF and the *Australian Curriculum*.

Teachers should also refer to the Literacy Learning Continuum www.australiancurriculum.edu.au/generalcapabilities/literacy/continuum#layout=columns The following extracts from the EYLF are possible examples only.

EYLF Relevant Outcomes	Australian Curriculum: English Spelling – relevant Content Descriptors		
Kindergarten	Foundation (Prep)	Year 1	Year 2
<p>Outcome 5 Children are effective communicators</p> <p>Children begin to understand how symbols and pattern symbols work</p> <p>This is evident, for example, when children:</p> <ul style="list-style-type: none"> • use symbols in play to represent and make meaning • develop an understanding that symbols are a powerful means of communication and that ideas, thoughts and concepts can be represented through them • begin to be aware of the relationships between oral, written and visual representations • listen and respond to sounds and patterns in speech, stories and rhyme. 	SPELLING		
	Understand how to use a knowledge of letters and sounds including onset and rime to spell words	Understand how to spell one and two syllable words with common letter patterns	Understand how to use knowledge of digraphs, long vowels, blends and silent letters to spell one and two syllable words including some compound words
	Know how to read and write some high frequency words and other familiar words	Use visual memory to read and write high-frequency words	Use knowledge of letter patterns and morphemes to read and write high-frequency words and words whose spelling is not predictable from their sounds
	Understand that words are units of meaning and can be made of more than one meaningful part	Recognise and know how to use simple grammatical morphemes to create word families	Build morphemic word families using knowledge of prefixes and suffixes

Australian Curriculum: English Spelling – relevant Achievement Standards		
Foundation (Prep)	Year 1	Year 2
Their writing shows evidence of letter and sound knowledge	They accurately spell high frequency words and words with regular spelling patterns	They accurately spell familiar words with regular spelling patterns and attempt to spell words with less common long vowel patterns

Planning

Teachers and educators use the tabled curriculum information to plan by backward mapping from the curriculum outcomes. According to the level the students are operating at, teachers refer to the EYLF and/ or to the *Australian Curriculum*, using the achievement standards and the content descriptors of the English curriculum and the expected indicators in the *Australian Curriculum Literacy Continuum* to set instructional goals.

The following spelling activities describe the sorts of learning opportunities teachers need to create in order to develop the required, stated learning in the table, both for literacy and for the English learning that underpins it.



Putting it into practice

Spelling instruction these days involves much more than simply learning a list of unrelated words by rote, which will later be tested. We now recognise that a good speller draws on a repertoire of spelling strategies and treats spelling as a problem-solving activity in the context of purposeful reading and writing that values risk-taking and guided investigation.

Students should be given opportunities to 'invent' spellings as they write words. These invented spellings can give teachers an idea of which strategies students are using and where extra support might be needed.

There are close links between spelling and reading, particularly in areas such as phonological awareness and phonics. (Refer to the section on Reading.)

Spelling knowledge and strategies

In the K–2 Years, students will be developing fundamental knowledge and strategies relating to spelling, including:

- concepts of print
- letters of the alphabet
- identification of sounds (phonological knowledge)

- sound-letter relations (phonic knowledge)
- patterns of letters in words (orthographic knowledge)
- adding prefixes and suffixes to base words (morphological knowledge).

Effective spellers use a repertoire of spelling strategies to spell words when they write. These spelling strategies need to be explicitly taught. Students will use their spelling knowledge to help them apply the spelling strategy.



Sound strategy

Focusing on the sounds in words (phonological knowledge)

Students need to listen to the sounds in a word then represent those sounds with letters using phonic knowledge (the relationship between sounds and letters), e.g. p / i / g >> pig. Longer words can be broken into syllables to aid spelling, e.g. in / vent / or, or into onset and rime, e.g. g / ame.

Phonological and phonic knowledge – Knowledge about the sounds of language and sound-letter relationships.

Implications for teaching:

- Use letters from students' names to teach about letters and sounds.
- Ask students to listen to the individual sounds in a short word (using their phonemic awareness) then represent those sounds with letters (using their phonic knowledge – the relationship between sounds and letters), e.g. p / i / g >> pig. Prompt students to use this strategy by reminding them to say the word slowly; listen carefully; then write the sounds you hear in order.
- Use sound boxes to practise listening for sounds in words and sequencing the sounds in the correct order.



- Longer words can be broken into syllables to aid spelling, e.g. in / vent /. Tell students to clap the syllables, then listen and write the word, syllable by syllable, making sure they have represented each sound with a letter or letters.



Visual strategy

Focusing on the look of words (orthographic knowledge)

With many common words there is not a one-to-one relationship between sounds and letters (even though the words might include some regular sound/letter relationships).

Such words are better learnt by sight, e.g. **the**, **want**, **one**, **build**, **little**, **of**. Words that are spelt by sight include words containing silent letters, e.g. **know**, **lamb**, and words that contain unstressed syllables with the indistinct 'schwa' sound, e.g. **chocolate**, **brother**.

Orthographic knowledge – an awareness of how letters are typically combined into patterns in written words and knowing how words should look, e.g. 'ck' doesn't look right at the beginning of words.

Implications for teaching:

- Encourage students to think about how the word looks and try several possible patterns when spelling unusual words.
- Get students to think about which two letters often go together.
- Ask students to consider which part of a word looks right and to put a tick above the letters that look right.
- Alert advanced students to the spelling of unstressed vowels in many words of more than one syllable, as in *Peter* or *elephant*. This is called the 'schwa', where the unstressed vowel ends up sounding like 'uh'. In such cases, students will need to rely on their visual memory rather than the sound.
- Teach high frequency words, especially those whose spelling is irregular. The Oxford word list has been developed from Australian children's writing and is recommended as a useful list for a whole school approach to spelling. www.oxfordwordlist.com/pages/spelling
- Ask more advanced students to articulate the decisions they make in spelling unfamiliar words, with reference to the strategies they have used.
- Demonstrate how the same letter pattern can sound differently (e.g. **said**, **plait**, **train**).
- Investigate how the same sound can be represented by different letter patterns, e.g. What do we know about the /k/ sound?

car	look	Cameron	call	trick	king	ticket
book	cat	think	catch	thick	like	trick
school	talk	quit	crack	ache	chalk	quiet
Underline the letters that make the /k/ sound in each word:						
<u>c</u> ar	loo <u>k</u>	<u>C</u> ameron	<u>c</u> all	tr <u>ic</u> k	<u>k</u> ing	ti <u>ck</u> et
boo <u>k</u>	cat	thin <u>k</u>	<u>c</u> atch	th <u>ic</u> k	li <u>k</u> e	tr <u>ic</u> k
sch <u>o</u> ol	talk	<u>q</u> uit	<u>cr</u> ack	<u>a</u> che	ch <u>al</u> k	<u>q</u> uiet
Group the words according to the letters that make the /k/ sound:						
car	cat	Cameron	call	catch		
king	like	book	look	think		

thick	ticket	trick	crack			
talk	chalk	walk				
school	ache					
quiet	quit					

What do you notice about the letters that make the /k/ sound?

There are different ways to make the /k/ sound.
 'c', 'k' and 'ck' are the most common ways.
 'ch' and 'qu' are the least common ways.
 'ck' never comes at the beginning of a word.
 It's always 'ck', not 'kc'.
 Sometimes there is a silent 'l' before 'k'.

Students can break syllables into onset and rime, e.g. *g / ame*. Teaching the 37 dependable rimes will help students to link their knowledge of sounds to letter patterns that consistently represent those sounds.

ack	ail	ain	ake	ale	ame	an	ank	ap	ash	at
ate	aw	ay								
eat	ell	est								
ice	ick	ide	in	ill	ight	ine	ing	ink	ip	it
ock	oke	op	ore	ot						
uck	ug	ump	unk							

If students are exposed to these rimes they will be able to write around 500 words. Developing onset and rime word families helps students see the common letter patterns in words, for example: *right; might; sight; fright; tight* or *ear; hear; dear; near; fear*.

explore generalisations for adding prefixes and suffixes to words, changing their meaning. When adding suffixes, for example, we might have to double the final consonant or drop the 'e'.



Meaning strategy

Thinking about the meaningful parts of words (morphological knowledge)

Thinking about the structure of words and understanding the meaningful parts of words is an important strategy to explicitly teach. Many words in English cannot be written using only phonological skills. We need to think about the meaning of the word and how this can give a clue to the spelling pattern, such as the difference between 'saw' and 'sore'. We also need to



Morphological knowledge –

understanding that words are made up of meaningful parts (or morphemes)

The word 'friend' has one morpheme, while the word 'friends' has two morphemes: 'friend' and 's' to indicate that there is more than one. Similarly, 'unfriendly' has three morphemes: the base morpheme 'friend', a prefix morpheme ('un') and a suffix morpheme ('ly').

Implications for teaching:

- Present students with compound words and see whether they can hear/see the two words (e.g. keyboard, notebook, doghouse). Challenge the class to see who can find the most compound words in the texts they are reading.
- Draw students' attention to words that sound the same but that are spelt differently and have different meanings (homophones such as 'whole' and 'hole').
- Assist students to identify the base/root word (e.g. *unsinkable*) in a word with more than one morpheme. Guide them to identify the prefix and its meaning (*un-*) and the suffix and its meaning (*-able*).
- With more advanced students, explore spelling generalisations for adding beginnings and endings to words. When adding suffixes, for example, we might have to double the final consonant (*hum* >> *humming*) or drop the 'e' (*hope* >> *hoping*), or change the *-y* of the base word to *-i* before adding *-es* (*story* >> *stories*).
- Develop spelling lists that include the different ways in which adding prefixes and suffixes to words can affect the spelling.
- Rather than teaching 'rules', provide students with problem-solving tasks to see whether they can generalise about what happens when you add a prefix or suffix to various types of base words.



Students in Year 1, for example, investigated what happened when you add an ending to verbs. From the texts they were reading, they noted what happened to the base word when *-s*, *-ing*, and *-ed* were added, giving examples of each and making generalisations from their observations.

We could include here a knowledge of word origins (**etymology**), particularly when we consider how a familiarity with base words, prefixes and suffixes derived from Latin and Ancient Greek can help with spelling. For example, the Ancient Greek morpheme 'tele-', meaning 'distant', can be used in the spelling of such words as telephone, telegraph, telescope, television and telecast.



Connecting strategy

Making connections with other words

Combinations of letters appear in predictable patterns in some words e.g. brother, other, mother. Young learners need to understand that they can use what they know about one word to work out how to write a new word. Connection strategies are often referred to as 'spelling by analogy'. This strategy involves the ability to manipulate and think about words. For example, if I know how to spell 'talk', then I could probably work out 'walk'. Guide students to notice patterns in words through word searching and sorting, developing a culture where students are noticing and naming patterns they see in the words they read and write, for example love, above, shove, dove.

Implications for teaching:

Teachers prompt students to use the connecting strategy when they say:

- Is there any other word that looks or sounds the same? Can you use this information to help you spell this word?
- Think of other words that are like your word; try using parts of other words to make parts of the new word.
- Do you know a memory trick (mnemonic) to help you with this word, e.g. 'My niece is nice'?
- Let's see if we can find more words with this pattern in our story.



Checking strategy

Making use of other resources: live, print and electronic to proofread writing

Learners need to check words by referring to resources in the environment.

Implications for teaching:

- Prompts used to develop this strategy include:
 - You have one word to check in that line, remember the long/ee/ words we collected.
 - Is there a chart that can help you with the spelling of the word?
 - Is there someone in the room that can help you with that word?
 - Remember when we came across that word in our story? See if you can find it.
- Teach students to be independent spellers by guiding them to use environmental print, alphabet charts, picture dictionaries, word walls created from topic words and high frequency word displays to check their writing.

When the efficient use of these strategies is modelled, students build a repertoire of spelling strategies, opening up new ways for them to think about words so they can make conscious choices when writing, and find new ways to make connections with new words they are learning.



A key goal – spell from memory

When students are attempting to spell an unfamiliar word, they should draw on a range of strategies. Ultimately, however, the aim is that students can spell previously encountered words with automaticity. To this end, explicit teaching should address the identified needs of groups of students, along with regular opportunities for repeated and intentional engagement with words in the context of reading and writing.

General implications for teaching

- Foster extensive and repeated reading so that students encounter many words and have a chance to revisit them.
- Engage students regularly in purposeful independent writing where they have opportunities to develop hypotheses about how words are spelt.
- During modelled reading sessions, comment on spelling features as they are encountered in the text being read aloud.
- During shared and guided reading, focus students' attention on aspects of words (e.g. beginning, middle, or ending sounds, letter patterns noticed).
- During modelled and shared writing, use 'think-alouds' to make visible to students how you would draw on various strategies to spell words in the texts being constructed.
- In guided writing, help students to select relevant strategies relevant to their identified spelling needs.
- Teach proofreading skills to students as they work on their final drafts, using an editing code developed by the class.
- Encourage students to make use of environmental resources such as charts and word walls, electronic tools and peer advice.
- Value what students can do and see 'errors' as opportunities for development.
- Use a variety of sources as the focus for class, group and personal spelling lists, e.g.: words from students' own writing; high frequency sight words; CVC words with regular sound-letter relations; words that illustrate the use of vowel and consonant digraphs; selections from the dependable rimes; analogy patterns such as *ask*, *cask*, *mask*, *task*; and selected generalisations when adding suffixes to base words.



Monitoring and assessment

It is no longer sufficient to simply administer a weekly spelling test and assign a mark, especially if the test is assessing a list of random words or words related to a theme. These days a variety of assessment strategies are

used to allow students to demonstrate their spelling skills and progress across a range of contexts and activities over a period of time.

Spelling checklists

To collect data on the progress of groups or individuals, teachers can use recording formats such as whole-class grids, individual student sheets and checklists that target specific skills and strategies.



Class observation charts

Class Spelling Observations Red: Term Weeks 5-6				
Emily	James	Ryan	Erika	Georgia
Can hear and record initial and final sounds but has trouble with many medial sounds	Slow to start. Waits for help. Not using spaces between all words	Willing to have a go at inventing spellings for unknown words	Can hear and record dominant sounds. Some medial correct in CVC words	Can identify sounds in consonant clusters with help
Louis	Maria	Alex	Nicole	Cody
Excellent sight knowledge of current high frequency words	Lacks confidence to have a go. Afraid of making a mistake. Needs reassurance	Starting to consistently use some digraphs for consonant sounds – the, they, that	Can break down compound words and can identify base word and prefixes	Using dictionary and word wall to check spelling

Individual student checklist	
Teachers can use a spelling checklist such as the one below to check students' progress on current spelling focus	
Name: <i>Belinda Year 2 mid year</i>	
Sound strategy A. phonological knowledge, e.g. <ul style="list-style-type: none"> - can distinguish words in the sound stream - can identify, match and produce rhymes - can recognise, segment and produce syllables - can segment, and blend onset and rimes - can identify, blend and segment individual phonemes - can manipulate phonemes 	<i>Good control over distinguishing phonemes in basic CVC words</i> <i>Has problems distinguishing individual sounds in consonant clusters (e.g. stripe)</i>

Individual student checklist

Teachers can use a spelling checklist such as the one below to check students' progress on current spelling focus

Name: *Belinda Year 2 mid year*

B. Phonic knowledge, e.g.

- recognises the relationship between sounds and letters
- identifies sound-to-letter relationships
 - in basic CVC words (e.g. bat)
 - in CVC words with a two-consonant cluster (e.g. **pram**, **task**)
 - in more complex clusters (e.g. CCCVC – **strip**)
- represents short vowel sounds
- represents long vowel sounds (e.g. vowel digraphs (seat), silent 'e' (make))
- breaks longer words into syllables (e.g. fa/ther)
- uses onset and rime where useful (e.g. im/p-or/t-ant)
- recognises that sounds can be written using different letters
- recognises that letters can represent more than one sound

Breaks long words into syllables to assist spelling (e.g. don-key)

Needs work on representing long vowel sounds (e.g. meat, coat) using vowel digraphs

Visual strategy (orthographic knowledge), e.g.

- can identify patterns of letters in words
- can use visual strategies to spell high frequency words from an appropriate list of sight words

Recognises and can spell most sight words on Oxford Wordlist, but not yet 'friend' and 'Saturday'

Meaning strategy (morphological knowledge), e.g.

- identifies word boundaries by placing spaces between words
- associates the spelling with the meaning of the word
- distinguishes between words with the same sound but different spellings and meanings (homophones)
- identifies the base word and any prefixes or suffixes
- generalises about changes to the base word when adding prefixes and suffixes

Can distinguish some common homophones (e.g. bare vs bear)

Can identify base word and affixes (e.g. unkindly)

Is able to develop a generalisation about adding a suffix to base words ending in -ey (e.g. storey > storeys) but still needs reminding with words ending in -y (e.g. story > stories)

Connecting strategy

- identifies words that contain the same letter combinations (night, sight, flight, might)
- draws on these analogies when trying to spell an unfamiliar word

Can collate a list of words with similar patterns from current reading material (e.g. mother, brother, other)

Individual student checklist

Teachers can use a spelling checklist such as the one below to check students' progress on current spelling focus

Name: *Belinda Year 2 mid year*

Checking strategy

- takes care to check spelling when proofreading
- uses environmental print to confirm spelling
- knows how to use a children's dictionary
- asks for help when stuck

Rarely bothers to check spelling.

Automaticity

- spelling of commonly used words is becoming internalised
- spells familiar words from memory

Some evidence of automatic retrieval of familiar words, but overly reliant on sound-letter knowledge.

Disposition

- curiosity about spelling
- willingness to take risks
- persistence
- desire to make and share meaning
- problem-solving attitude
- integrates the strategies rather than being dependent on a single strategy

Becoming more willing to draw on a range of strategies and take risks.

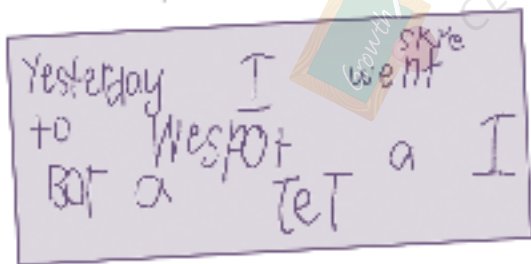
Spelling sight words

Use the Oxford Wordlist to keep track of students' growing knowledge of high frequency words.

	Ben	Jamie	Heather	Emma
my	✓	✓	✓	✓
and	✓	✓	✓	✓
with	wiht	wihf	wef	✓
they	hay	the	thea	✓
got	✓	✓	✓	✓
there	ther	terv	✓	✓
it	✓	✓	✓	✓
of	fo	-	ov	off
then	ten	ten	thun	✓
he	✓	✓	✓	✓
had	hab	✓	hat	✓

Analysis of student writing samples

- Collect samples of student writing at various intervals throughout the year.
- Notice:
 - What can students do – how are they clever?
 - What might be some of the student's misconceptions about how words work?
 - What strategies are they using?
 - What knowledge is missing in their attempts at spelling?
 - What were they thinking about when they chose to write particular letter combinations?
- Identify strengths and weaknesses in spelling strategies.
- Provide feedback.
- Develop teaching activities in response to the analysis.
- Monitor for improvement.



Strength and weaknesses of the work sample

Strengths

- Spelling own name correctly
- Putting spaces between words
- Spelling some common sight words (I, to, a)
- Using authoritative sources e.g. referred to a wall chart for 'yesterday'
- Blending of consonants (e.g. went)
- Taking risks and attempting to spell unknown words by writing sounds she hears in them (e.g. bot for bought).

Not there yet

- Inconsistency in double consonant blending (e.g. tet for tent; a for and)
- Substituting capitals for lower case letters

Where to next?

Phonemic awareness activities such as

- recognising and producing rhyming words (e.g. went / tent)
- recognising and blending consonant sounds
- segmenting words and identifying syllables

More modelled and guided sessions to improve accuracy of spelling attempts.

Eliminate substitution of capitals with alphabet strip on desk for easy reference.

Develop knowledge of consonant blends/clusters. www.curriculumsupport.education.nsw.gov.au/primary/english/assets/pdf/spelling/teach_spell.pdf

Diagnostic assessment

Diagnostic assessment identifies spelling strengths and weaknesses in some detail in order to develop personalised spelling programs for individual students or groups of students, especially those who are experiencing problems with spelling. Data can be collected from teacher-designed tests, commercial assessment instruments, or from students' writing samples. Analysis of the data should inform ongoing teaching and monitoring.

Diagnostic assessment can target various aspects of spelling:

- strategies used when attempting new or unfamiliar words
- knowledge of segmentation and syllabification
- knowledge of high frequency sight words
- knowledge of word families
- spelling generalisations
- willingness to 'have-a-go'
- proofreading skills.

Word solving interview with a student

- What do you do when you want to write a word you don't know how to spell?
- What are some words that are tricky for you to spell?
- Why do you think they are tricky?
- What helps you to learn to spell new words?
- What could you do to get better at spelling new words?



Useful resources

See Appendix 11 Spelling Assessment Tools



Questions for reflection

How do you incorporate the teaching of spelling strategies into your literacy program?

How do you track individual students' progress in spelling?

How do you support the diversity of students' levels of spelling ability?

Which of the spelling assessment strategies (above) do you regularly draw students' attention to? Are there others that you would suggest?

Invented spelling has been controversial at times. What is your view?

Do you feel confident as a speller? If not, how might you extend your own spelling skills?

If you were mentoring an inexperienced colleague about teaching spelling, how would you draw on the information in this section?



Useful resources

See Appendix 12 Useful Resources for Spelling



Grammar and punctuation



Key messages

In the K–2 years, the focus on grammar will primarily be on the students' ability to write well-structured simple and compound sentences, with the occasional basic complex sentence. Students' capacity to use grammar and punctuation develops through active engagement with a wide range of texts and through scaffolding practices rather than through teaching grammatical rules.

When talking about grammar, it is appropriate to be developing foundational understandings by asking questions to draw students' attention to the key units of meaning in a sentence. With young students, quality literature offers many opportunities for examining grammar and punctuation and encouraging them to apply noticeable features to their own communications.

Most issues to do with accuracy will generally sort themselves out as students become increasingly immersed in the written language, but attention can be drawn to persistent errors. In their oral language, many children will come to school with social dialects that differ from Standard Australian English. These may include features such as 'youse', 'me and him are gunna ...', and the like. It is important to recognise that such dialects are part of the child's identity as a member of a community. Rather than branding such dialects as 'incorrect', it is preferable to lead students to an understanding that in different contexts we use language differently, and that in school contexts – especially in more formal situations and when writing – we use Standard Australian English ('school language').

Links to the curriculum

The following tables highlight how grammar and/or punctuation is represented in the EYLF and the *Australian Curriculum: English*. Teachers should also refer to the Literacy learning continuum www.australiancurriculum.edu.au/generalcapabilities/literacy/continuum#layout=columns

The following extracts from the EYLF are possible examples only.

EYLF Relevant Outcomes	Australian Curriculum: English Grammar and Punctuation – relevant Content Descriptors			
	Kindergarten	Foundation (Prep)	Year 1	Year 2
Outcome 5 Children are effective communicators Children interact verbally and non-verbally with others for a range of purposes This is evident, for example, when children: <ul style="list-style-type: none"> convey and construct messages with purpose and confidence, building on home/family and community literacies are independent communicators who initiate Standard Australian English and home language conversations and demonstrate the ability to meet the listener's needs. 	GRAMMAR			
	Clause and sentence Level			
		Recognise that sentences are key units for expressing ideas	Identify the parts of a simple sentence that represent 'What's happening?', 'What state is being described?', 'Who or what is involved?' and the surrounding circumstances	Understand that simple connections can be made between ideas by using a compound sentence with two or more clauses usually linked by a coordinating conjunction

EYLF Relevant Outcomes	Australian Curriculum: English Grammar and Punctuation – relevant Content Descriptors			
	Kindergarten	Foundation (Prep)	Year 1	Year 2
Are independent communicators who initiate Standard Australian English and home language conversations and demonstrate the ability to meet the listeners' needs	Group and Word Level			
		Recognise that texts are made up of words and groups of words that make meaning	Explore differences in words that represent people, places and things (nouns, including pronouns), happenings and states (verbs), qualities (adjectives) and details such as when, where and how (adverbs)	Understand that nouns represent people, places, concrete objects and abstract concepts; that there are three types of nouns: common, proper and pronouns; and that noun groups/phrases can be expanded using articles and adjectives
	Cohesion			
		Understand that some language in written texts is unlike everyday spoken language	Understand patterns of repetition and contrast in simple texts	Understand how texts are made cohesive through resources such as word associations, synonyms, and antonyms
	PUNCTUATION			
	Understand that punctuation is a feature of written text different from letters; recognise how capital letters are used for names, and that capital letters and full stops signal the beginning and end of sentences	Recognise that different types of punctuation, including full stops, question marks and exclamation marks, signal sentences that make statements, ask questions, express emotion or give commands	Recognise that capital letters signal proper nouns and commas are used to separate items in lists	

Australian Curriculum: English Grammar and Punctuation – relevant Achievement Standards		
Foundation (Prep)	Year 1	Year 2
Their writing shows evidence of beginning writing behaviours and experimentation with capital letters and full stops	When writing, students provide details about ideas or events, and details about the participants in those events. They use capital letters and full stops	They use punctuation accurately

Planning

Teachers and educators use the tabled curriculum information to plan by backward mapping from the curriculum outcomes. According to the level the students are operating at, teachers refer to the EYLF and/ or to the *Australian Curriculum*, using the achievement standards and the content descriptors of the English curriculum and the expected indicators in the *Australian Curriculum Literacy Continuum* to set instructional goals.

The following grammar and punctuation activities describe the sorts of learning opportunities teachers need to create in order to develop the required, stated learning in the table, both for literacy and for the English learning that underpins it.

Groups and words

The focus in the K–2 years is building understanding of how words cluster into groups ('meaningful chunks') by asking questions such as those below. In Year 2, students could use the following terms (in brackets) to talk about the chunks, if these are found to be useful:

- 'what's happening?' (process)
- 'who or what are involved?' (participant)
- 'any extra details about the activity?' (circumstances of place, time, manner, etc)



Putting it into practice

Word clusters

This activity helps students to recognise the main units of meaning in a simple sentence. It lays an important foundation for grammatical work in later years.

- Find an image that represents lots of things happening.
- Ask students to tell you what's going on in the picture.

- Write down their responses on the board. (Make sure that each is a complete simple sentence (clause) containing an 'action word': e.g. *Later that night, Pooh Bear took the honey pot gleefully from the shelf*)
- Ask them to identify the 'chunks of meaning' in each sentence by asking the following questions:
 - 'Which word/s tell us about the action?' e.g. took
 - 'Which word/s tell us who or what are involved in the action?' e.g. 'Who or what is doing the action?' (*Pooh Bear*) or 'Who or what is receiving the action?' (*the honey pot*). Note: *not all sentences will have a 'receiver' of the action.*
 - 'Are there any extra words that tell us about the activity?' e.g. 'when' (*later that night*); 'how', e.g. *gleefully*; 'where' (*from the shelf*).

Colour coding

Colour coding helps the students to see the patterns of meaning in a sentence.

The conventional colours are:

Green for 'what's happening?'

Red for 'who or what is involved?'

Blue for any additional details about the activity ('when', 'where', 'how', etc).

Later that night, Pooh Bear took the honey pot gleefully / from the shelf.

Simple sentences

Simple sentences are sentences that contain a single clause. Students in Foundation (Prep) to Year 2 need to understand that a simple sentence represents a single idea or event, with something happening, one or more participants in the activity and some possible extra details about the activity such as 'when', 'where' and 'how'.



Putting it into practice

Sentence strips

- Using simple sentences from books being read or from students' own writing, create sentence strips on cardboard using all lower case letters.
- Colour code the sentences as above. (See *Groups and words*.)
- Cut up the sentence strips into the coloured 'chunks'. (These could be laminated.)
- In groups, mix up the sentence strips and guide the students to create the original sentence:
 - Find the word that tells us the action.
 - Now find the words that tell us who or what is doing the action.
 - Which words tell us who or what is receiving the action?
 - Are there any words that tell us 'when'?
Are there any words that tell us 'how'?

Are there any words that tell us 'where'?

<i>Later that night</i>	<i>Pooh Bear</i>	<i>took</i>
<i>the honey pot</i>	<i>gleefully</i>	<i>from the shelf</i>

- Make a set of laminated upper case letters and full stops so that students can place them at the beginning and end of the sentence.

- Older students could be guided to play with the order of the chunks:
 - Could we put 'gleefully' at the front?
 - Could we move 'later that night' at the end?

Compound and complex sentences

Compound and complex sentences are our main resource for making connections between ideas.

Compound sentences consist of two or more independent clauses. The clauses are joined by a coordinating conjunction: *and, or, but, so, for, neither ... nor, yet* e.g. *Pooh Bear was hungry // so he went to the larder // and reached up to the top shelf // but he found – nothing.*

Complex sentences consist of one independent clause plus one or more dependent clauses. These clauses are usually joined by a subordinating conjunction. (See the coordinating and subordinating conjunctions table p. 95) e.g. *Eeyore was standing by himself in a thistly corner of the Forest // when Winnie the Pooh came along.*

Conjunctions can also be used to join words (*Frog and Toad went out to fly a kite.*) or groups of words (*Do you want a cup of tea or a mug of coffee?*) (They can be called 'joining words' at this stage.)

Coordinating and subordinating conjunctions

	coordinating conjunctions (creating compound sentences)	subordinating conjunctions (creating complex sentences)
'addition'	and	besides, as well as
'time' - point in time - duration - frequency		after, before, when, just as, as, as long as, since, until, while, whenever, every time
'causality'	so for	because, since, so that, as, as a result of, in order to, so as
'contrast / concession'	but / yet	although, though, even though, whereas, while, even if, despite, much as
'alternatives' / 'replacing'	or neither ... nor	except for, other than, instead of, rather than
'condition'		if, as long as, in case, unless, on condition that, whether
'manner' / 'comparison'		by, through, as if, as though, like, as



Putting it into practice

By the end of Year 2, most students will be using compound sentences and the occasional complex sentence, particularly using 'when' clauses in recounts. The *Australian Curriculum*, however, expects that students will not only use such resources but will be able to recognise them and talk about them.

Linking single words

Start by introducing students to the most common coordinating conjunction ('joining word'): *and*. From books being read in class, demonstrate how words and groups of words in sentences can be joined with *and*:

*Toad jumped up **and** down.*

*Wind **and** rain rattled at the windows.*

*Butch Aggie barked **and** barked.*

*His fingers were old **and** crooked.*

Ask students to see if they can find some examples in the books they are reading.

Linking groups of words

With older students, demonstrate how common joining words (e.g. *and*, *but*, *so*) can be used to link groups of words (including clauses – groups of words that contain a verb/action word):

*He put down the loaf **and** the sausages on the dresser. [joining two groups of words]*

*The tailor came out of his shop **and** shuffled home in the snow. [joining two clauses]*

*The whole flock soared into the air **but** the little birds were left behind. [joining two clauses]*

*The birds were completely worn out **so** they went to bed. [joining two clauses]*

*He fastened the window and locked the door **and** took away the key. [joining three clauses]*

*She grew tired **so** she closed one eye **and** fixed the other on the mousehole. [joining three clauses]*

Commas in a list

- Find examples of more than two words or word groups joined with *and*, e.g.:

She has a lovely **and** gentle **and** sweet voice.

They all gathered from the forests: the eagle **and** the chaffinch **and** the owl and the crow and the lark and the sparrow.

She shook her head **and** curled up **and** went to sleep.

- Demonstrate how commas can be used instead of *and*, e.g.:

She has a lovely, gentle **and** sweet voice.

They all gathered from the forests: the eagle, the chaffinch, the owl, the crow, the lark **and** the sparrow.

She shook her head, curled up **and** went to sleep.

- On the board or smart board, get students to combine examples from a composite of students' writing (so no single student's work is recognisable).

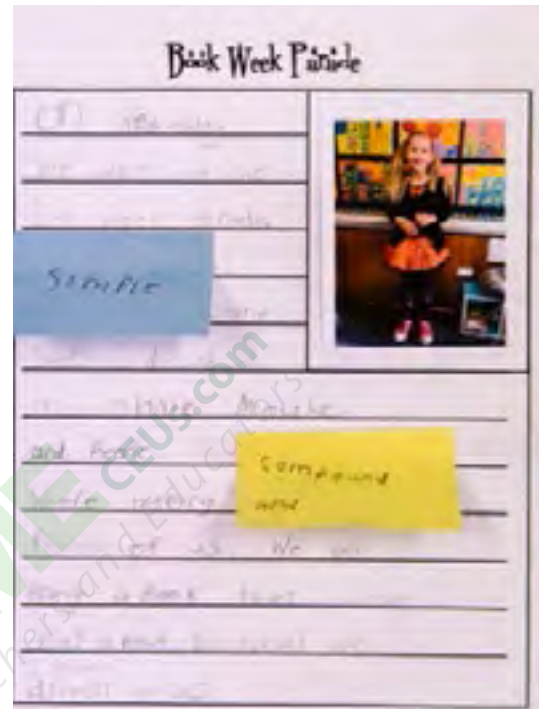
On the weekend we went to the beach **and** we had a swim **and** we ate an ice cream **and** then we went home.

Creating links

- On cardboard strips, write words, word groups, or clauses from books being read in class. Get students to link these using the conjunctions *and*, *but*, or *and* so. (Use orange for conjunctions.)



- Have a set of capital letters and full stops on cards so that the students can place them at the beginning and end of sentences.



Text detectives

In their own writing, get students to identify where they have linked words or word groups with joining words such as *and*, *but*, *so*, or by putting sticky notes on the sentence and writing the joining word (conjunction) on the sticky note.

Older students could be asked to find some simple sentences and compound sentences in their text and to identify the conjunction in their compound sentences.



Monitoring and assessment

In the K–2 years, there is no expectation that grammar will be formally assessed.

Focused assessment

Rather than try to assess everything in students' texts, focus on the particular feature that you have been teaching. In this case, for example, you could focus on the students' use (or non-use) of conjunctions to join words, groups of words and clauses.

Student self assessment

Ask students to see whether there are any sentences in their texts that they could join together with conjunctions.



Grammar and punctuation checklist

Name:	Date:			
		Not evident	Developing	Evident
Can identify the main elements of a clause/ simple sentence using the questions: Which word/s tell us the action? Which word/s tell us who is involved in the action? Are there any extra details about the action? (e.g. when? where? how?)				
Can colour code the elements of the clause/simple sentence.				
Can identify conjunctions (joining words) that link words, groups of words, or clauses.				
Can edit own work for use (or non-use) of conjunctions.				
Can use commas to separate items in a list of words, groups of words or clauses.				
Uses a capital letter at the beginning of a sentence and a full stop at the end.				
Recognises that a capital letter is used to begin proper nouns.				



Questions for reflection

How does the teaching of grammar today differ from how it was taught in the past?

Does your school have a unified approach to the use of terminology to talk about language?

How confident do you feel about your own knowledge about grammar and how to teach it? What support might you need?

What suggestions for teaching punctuation might you share with a colleague?

If you had EAL/D students in your class, how would you support them in terms of their understanding of English grammar? Are you familiar with the EAL/D Learning Progression?

How familiar are the teachers of Year 2 students with the grammar and punctuation demands in the Year 3 NAPLAN tests?



Useful resources

See Appendix 13 Useful Resources for Grammar



Vocabulary



Key messages

An extensive vocabulary is at the heart of learning and major predictor of educational success. One of a teacher's key jobs is to ensure that students' repertoire of vocabulary resources is constantly expanding. Each new vocabulary item represents a new idea. If students' vocabulary is limited, then their ability to think deeply and creatively is limited. We engender a sense of excitement in students when they encounter, learn and use a new

word. We do this by celebrating and highlighting their achievements in genuine ways.

If we can get students interested in playing with words and language, then we are at least halfway to the goal of creating the sort of word-conscious students who will make words a lifetime interest. (Graves 2000).

Links to the curriculum

The following tables highlight how vocabulary is represented in the EYLF and the *Australian Curriculum*. Teachers should also refer to the Literacy learning continuum www.australiancurriculum.edu.au/generalcapabilities/literacy/continuum#layout=columnsThe following extracts from the EYLF are possible examples only.

EYLF Relevant Outcomes	<i>Australian Curriculum: English</i> Vocabulary – relevant Content Descriptors		
Kindergarten	Foundation (Prep)	Year 1	Year 2
<p>Outcome 5 Children are effective communicators</p> <p>Children interact verbally and non-verbally with others for a range of purposes</p> <p>Children engage with a range of texts and gain meaning from those texts</p> <p>This is evident, for example, when children:</p> <ul style="list-style-type: none"> • interact with others to explore ideas and concepts, clarify and challenge thinking, negotiate and share new understandings • use language to communicate thinking about objects and collections and to explain mathematical ideas • actively use, engage with and share the enjoyment of language and texts in a range of ways. 	<p>Understand the use of vocabulary in familiar contexts related to everyday experiences, personal interests and topics taught at school</p>	<p>Understand the use of vocabulary in everyday contexts as well as a growing number of school contexts, including appropriate use of formal and informal terms of address in different contexts</p>	<p>Understand the use of vocabulary about familiar and new topics and experiment with and begin to make conscious choices of vocabulary to suit audience and purpose</p> <p>Recognise common prefixes and suffixes and how they change a word's meaning</p>

<i>Australian Curriculum: English</i> Vocabulary – relevant Achievement Standards		
Foundation (Prep)	Year 1	Year 2
<p>When writing, students use familiar words and phrases and images to convey ideas</p> <p>They read short, predictable texts with familiar vocabulary</p>	<p>They identify the vocabulary used to describe characters and events</p>	<p>When discussing their ideas and experiences, students use everyday language features and topic-specific vocabulary</p>

Planning

Teachers and educators use the tabled curriculum information to plan by backward mapping from the curriculum outcomes. According to the level the students are operating at, teachers refer to the EYLF and/or to the *Australian Curriculum*, using the achievement standards and the content descriptors of the English curriculum and the expected indicators in the *Australian Curriculum Literacy Continuum* to set instructional goals.

The following vocabulary activities describe the sorts of learning opportunities teachers need to create in order to develop the required, stated learning in the table, both for literacy and for the English learning that underpins it.

Vocabulary extension

Our vocabulary repertoire continues to expand and deepen throughout our lifetime. Students' vocabulary extension happens throughout the day in all areas of the curriculum as they are actively engaged in tasks. This doesn't mean that students will automatically 'pick up' vocabulary items. There needs to be focused attention on specific, relevant vocabulary items in context.

Vocabulary items are often categorised into:

Tier 1 words: everyday items that students meet in home, community and school contexts, usually in spoken language (e.g. fun, aunt, tired, clock, sad, shop);

Tier 2 words: vocabulary that is related to school contexts and that is encountered across a range of curriculum areas (e.g. problem, explain, complex, investigate, justify, predict, summarise, diagram, sequence, compare, pattern, classify);

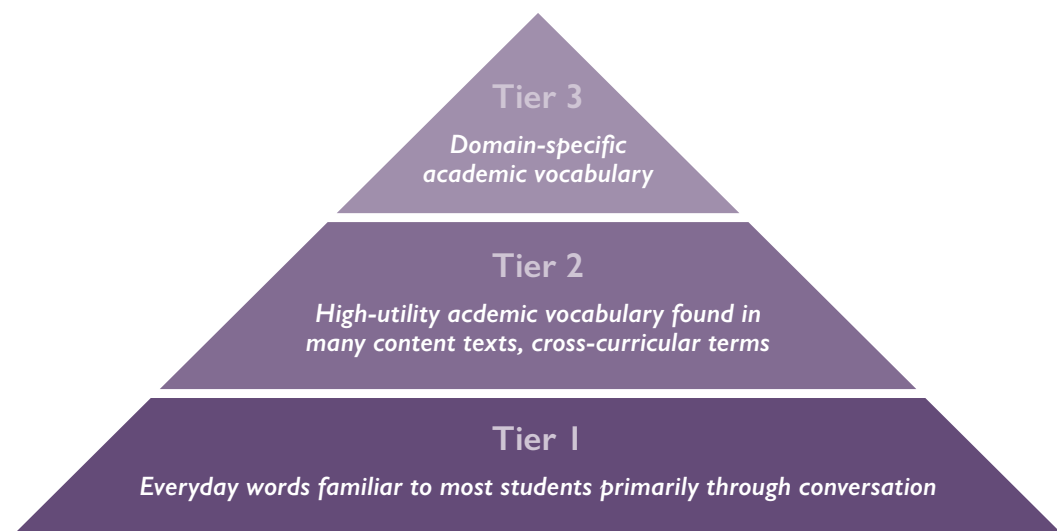
Tier 3 words: low-frequency vocabulary that is specific to a particular curriculum area (e.g. in **science**: fair test, mixture, liquid, property, life cycle); in **maths**: numeral, shape, add, subtract, quarter; in **history**: timeline, source, ancestor; in **English**: poem, spelling, vocabulary, digraph, rhyme).

Tier 1 words can be constantly expanded through oral interaction and extensive reading.

Tier 2 words generally require explicit teaching. They are seen as the most useful vocabulary to focus on as they are important to learning across all areas of the curriculum.

Tier 3 words also require explicit teaching but only as they are needed in the context of a particular task or topic in specific area of the curriculum.

Tiered Vocabulary





Putting it into practice

Classroom practices

- Create daily opportunities for students to read extensively and purposefully, to listen to texts being read aloud at school and at home, and to participate in conversations with a range of others with greater language knowledge and experience. Students need to actively engage with the words in a variety of contexts, revisiting them repeatedly over time.
- Encourage word consciousness – a curiosity about words, an enjoyment of unusual words, and an excitement about encountering new words.
- Play with words through games, songs, and humour.
- During read-aloud sessions, include both literary texts and informative texts. Informative texts often involve more unfamiliar vocabulary items that need to be explained.
- Teach vocabulary in the context of rich, authentic texts rather than lists of vocabulary items. Instead of simply providing definitions of individual words, it is preferable to understand how words form relationships with other words in a text (synonyms, antonyms, word associations, part-whole relationships, and so on).



- Create interactive working walls/displays so that students can capture new, exciting and unusual vocabulary for later use. Organise them in various ways (e.g. sets of action verbs, saying verbs and feeling verbs from stories being read; sets of technical terms from a science activity; sets of synonyms and antonyms).
- During shared reading, demonstrate to students how they can often work out the meaning of unfamiliar words by referring to the surrounding text or to illustrations.
- Regularly check understanding of vocabulary meaning through targeted questioning particularly in guided reading and writing sessions.
- During modelled writing sessions, verbalise the reason for your vocabulary choices as you write.
- Use guided writing sessions to support small, targeted groups to review their writing and extend their vocabulary choices.
- With older students, draw their attention to metaphors ('his anger erupted', 'the playground was a war zone') and idiomatic expressions ('give it a shot', 'a piece of cake', 'get cold feet') encountered during shared reading sessions.

- Teach and promote the use of illustrated junior thesauruses and online thesaurus resources when editing texts.
- Teach students how to use the various features of junior dictionaries (e.g. alphabetical order, word origins, grammatical category, variety of meanings, definitions).
- Give students a vocabulary notebook in which to record unfamiliar or newly discovered words which can be stored until they need to use them.
- Play word games to extend and challenge understanding of vocabulary.
- Help students to understand that a word can have several different meanings (e.g. The pencil has a sharp point./It is not polite to point at people./That's a good point.).
- Focus students' attention on homophones (e.g. there, their, they're).
- Provide information for parents and caregivers on the importance of extending students' vocabulary (e.g. through reading together, including children in adult discussions, developing a collection of high quality children's books, activities and excursions that expose children to new words, and TV shows and digital apps that involve vocabulary expansion).



Vocabulary Activities

Below are some examples of activities for developing students' vocabulary.

- **Vocabulary sorting/categorising** – Students sort/categorise words into groups and need to justify what the words have in common, e.g. Which words are the parts of plant? Which ones tell us about how they grow? Which ones describe them? In this example the vocab not only contributes to students' word banks but also develops their content knowledge and understanding of grammar.
- **Umbrella terms** – provide students with a collection of words, pictures or objects and get them to sort them into categories. Then they need to find an umbrella word that captures the grouping (e.g. these are all parrots/ tools/ transport/ etc).
- **Stem sentences** – have students complete sentences to show they know the meaning of key words, e.g. Harry trudged ..., I felt elated when ...
- **Card games** e.g.: 'Linking' – place vocab word cards face down – students pick up two cards and link them together in a sentence.
- **Word lines** – explore shades of meaning between words: excellent for developing an understanding of synonyms and recognising the intensity of words e.g. *annoyed, frustrated, cross* all the way to *furious, agitated, inconsolable, raging*. Or looking at the language of certainty e.g. from *possibly* to *definite*, the language of frequency e.g. from *never* to *always*, the language of expressing extremes of feeling e.g. from *hate* to *adore*.



Monitoring and assessment

Assessment of vocabulary is a complex area. When we assess vocabulary, we assess students' knowledge of words. But what does it mean to know a word? It does not mean that the student can simply provide a definition of a word. To know a word means to know its meaning in a particular context, to know whether it has more than one meaning, to know how to pronounce it, to know related words and ideas such as its synonyms, antonyms and word associations, to know when and where to use the word, and so on.

- With very young students, a common way of assessing their vocabulary level is to ask them to choose a picture in response to a spoken word. *The Peabody Picture Vocabulary Test* (PPVT Revised, Dunn and Dunn, 1997) is commonly used for formal assessment of vocabulary, but it is oriented towards USA populations. Teacher-developed procedures are generally more relevant.
- Older students can be asked to provide a synonym or an antonym or to categorise words under headings.

- When assessing EAL/D students, remember that they will typically have a much greater vocabulary range in their home language than in English. Their repertoire will tend to be Tier 1 words, however, relating to home and community. This may mean that they are still working to acquire vocabulary and language structures needed for operating successfully in school.



Assessment Tools: Vocabulary		
PIPS (Performance Indicators in Primary Schools)	www.education.uwa.edu.au/pips	Supports targeted teaching in Prep and beyond. Mandated system level assessment-twice yearly. DoE data support through EPS. DoE uses it to inform longitudinal data on individual students. Standardised. Used for pre and post assessment.
Peabody Picture Vocabulary Test – 4th Edition (PPVT-IV)	www.pearsonclinical.com/language/products/100000501/peabody-picture-vocabulary-test-fourth-edition-ppv-4.html	The PPVT-IV looks at the student's receptive language or understanding of words. Students are presented with four pictures and asked to identify the picture that best describes a word.



Questions for reflection

- How do you know whether your students' vocabulary is becoming more extensive?
- What do you see as your most successful strategy for teaching vocabulary?
- How do you excite students about learning new words?
- If you had a student with special literacy needs, how might you provide extra support with vocabulary instruction?
- How would you support parents in developing their child's vocabulary repertoire?



Useful resources

See Appendix 14 Useful Resources for Vocabulary



REFERENCES AND FURTHER READING

- Australian Curriculum, Assessment Reporting Authority 2015, *Australian Curriculum: English viewed 2 October 2015 (including September amendments)*, www.australiancurriculum.edu.au/english/curriculum/f-10?layout=4#page=F
- Alexander, R., *Dialogic Teaching*, at Robin Alexander's homepage: www.robinalexander.org.uk/dialogic-teaching/
- Bayetto, A. Letter-sound Knowledge (Phonics), www.appa.asn.au/wp-content/uploads/2015/08/Phonics-article.pdf
- Buck Institute for Education, http://bie.org/object/document/k_2_presentation_rubric
- Burke, C. L. 1987, Reading Interview. In Y. M. Goodman, D. W., Watson, & C. L. Burke (Eds.), *Reading miscue inventory: Alternative procedures*. Katonah, NH: Owen
- Burman, C. 2013, *Oral Language for Learning* (Teacher notes), <https://www.google.com/search?q=Caitlin+Burman+2013+oral+language&ie=utf-8&oe=utf-8>
- Burton, E. *Parent involvement in early childhood*, Edutopia, www.edutopia.org/blog/parent-involvement-in-early-literacy-erika-burton
- Dawson L. (Northern Territory Literacy Achievement Adviser) Notes for the Principals As Literacy Leaders (PALL) Project managed by the Australian Primary Principals Association.
- Engaging in and Exploring Phonics*, www.decd.sa.gov.au/literacy/files/links/DECD_Phonics_2_June_2012.pdf
- First Steps Writing Map of Development*, Department of Education WA, <https://www.google.com/search?q=First+Steps+Writing+Map+of+Development%2C+Department+of+Educa+tion+WA+&ie=utf-8&oe=utf-8>
- Gambrell, L. B., Malloy, J. J., Marinak, B. A., & Mazzoni, S. A. 2015, Evidence-based best practices from comprehensive literacy instruction in the age of the Common Core Standards, in *Best Practices in Literacy Instruction* 5th Ed., New York, NY: The Guilford Press.
- Honig, B. 1996, *Teaching our children to read: The role of skills in a comprehensive reading program*. Thousand Oaks, CA: Corwin Press (p.20)
- Konza, D. 2006, *Teaching Students with Reading Difficulties*, Second Edition, Australia: Thomson/Social Science Press, pages 133 & 134
- McCandlish, S. 2006. *Phonological Awareness Activities For The Classroom*, South Australia: Department of Education and Children's Services
- McClure, L. 2013, Problem Solving and the New Curriculum, <http://nrch.maths.org/10367>
- Miller, D. 2012, *Reading with Meaning: Teaching Comprehension in the Primary Grades*. Portland ME: Stenhouse Publishers
- NSW Department of Education and Communities, *Information for Parents: Best Start*, www.curriculumsupport.education.nsw.gov.au/beststart/parents.htm
- NSW Department of Education and Training Focus on Spelling, *State Literacy Strategy*, www.curriculumsupport.education.nsw.gov.au/literacy/assets/pdf/sl_strategies/spellk6_whole.pdf (accessed Oct 14, 2015)
- Oakley, G. & Barratt-Pugh, C. 2007, *The identification of assessment resources to support children learning to read in the early years of school. Literature review*. Perth, WA: Department of Education and Training, Western Australia
- Oxford Word List, Oxford University Press, http://lib.oup.com.au/primary/oxford_wordlist/research/Oxford_Wordlist.pdf
- Peters, S. 2015, Conference presentation, *International Literacy Association*, St Louis 2015.
- Queensland Curriculum and Assessment Authority, *Supporting language and early literacy practices in kindergarten* www.qcaa.qld.edu.au/downloads/p_10/qkkg_pd_resource_supporting_literacy.pdf
- Supporting language and early literacy practices in kindergarten, *Queensland Kindergarten Learning Guideline*, Queensland Curriculum and Assessment Authority, www.qcaa.qld.edu.au/downloads/p_10/qkkg_pd_resource_supporting_literacy.pdf
- South Australia Department of Education and Child Development, *Engaging in and Exploring Phonics*, www.decd.sa.gov.au/literacy/files/links/DECD_Phonics_2_June_2012.pdf
- Taylor, B.M., Graves, M.F., van den Broek, P.W. 2000, *Reading for Meaning: Fostering Comprehension in the Middle Grades*. Newark, DE : International Reading Association
- Topfer, C., & Arendt, D. (2010). *Guiding thinking for effective spelling*, Victoria: Education Services Australia.

APPENDIX I: USEFUL RESOURCES TO SUPPORT LITERACY DEVELOPMENT

The following are a few examples of resources available to support literacy development.

Key national and state documents

Tasmania's Literacy and Numeracy Framework 2015–2017

Supporting Literacy and Numeracy Success www.education.tas.gov.au/documentcentre/Documents/Supporting-Literacy-and-Numeracy-Success.pdf (staff only)

Good Teaching: Differentiated Classroom Practice www.education.tas.gov.au/documentcentre/Documents/Good-Teaching-Differentiated-Classroom-Practice-Learning-for-All.pdf (staff only)

Good Teaching: Quality Assessment Practices www.education.tas.gov.au/documentcentre/Documents/Good-Teaching-Quality-Assessment-Practices-Guiding-Learning.pdf (staff only)

Good Teaching: Curriculum Mapping and Planning www.education.tas.gov.au/documentcentre/Documents/Good-Teaching-Curriculum-Mapping-and-Planning.pdf (staff only)

The Early Years Learning Framework for Australia www.dss.gov.au/sites/default/files/documents/05_2015_belonging_being_and_becoming_the_early_years_learning_framework_for_australia.pdf

Australian Curriculum: English <http://www.australiancurriculum.edu.au/english/curriculum/f-10?layout=1>

Australian Curriculum Literacy General Capability <http://www.australiancurriculum.edu.au/generalcapabilities/literacy/introduction/introduction>

NAPLAN Toolkit <https://login.education.tas.gov.au/login.aspx?appID=41&redirect=http%3a%2f%2fnaplan.education.tas.gov.au%2fdefault.aspx> (staff only)

National School Improvement Tool www.acer.edu.au/files/NSIT.pdf

Whole school approach

Department of Education Improvement Plan – Improving student achievement through a whole-school approach
<https://www.education.tas.gov.au/documentcentre/Documents/Improving-Student-Achievement-Through-a-Whole-School-Approach.pdf>

Supporting Literacy and Numeracy Success, Department of Education Tasmania (p.24)

National School Improvement Tool (Department of Education, Employment and Workplace 2013)

Routman, R. (2014). *Read, Write, Lead: Breakthrough strategies for Schoolwide Literacy Success*, Virginia USA: ASCD

Good Teaching Resources (refer p.1–p.2)

Literacy in the Early Years – Teacher Reference

Barratt-Pugh C., Rivalland, J., Hamer, J., Adams, P. (2006). *Literacy Learning in Australia: Practical Ideas for Early Childhood Educators*. Victoria: Thomson Dunmore Press.

Connor, J. & Topfer C., 2015 *Supporting literacy learning in the early years*, Early Childhood Australia

Epstein, A. S. (2014). *The Intentional Teacher: Choosing the Best Strategies for Young children's Learning*. Washington DC: NAEYC

Makin, L., Jones Diaz, C., McLachlan, C., (2007). *Literacies in Childhood: changing views, challenging practice* 2nd ed. Australia: Elsevier.

Makin, L., & Spedding, S. (2012). *Learning literacies Birth to Three: positive approaches for early childhood educators*, NSW: Pademelon Press.

Margetts, M., & Raban, B. (2011). *Principles and practice for driving The Early Years Learning Framework*. Australia: Teaching Solutions.

Nagel, M.C. (2012). *In the beginning: the brain, early development and learning*. Melbourne: ACER Press.

Pahl, K., & Rowsell, J. (2010). *Artifactual literacies: every object tells a story*, New York: Teachers College Press.

Raban, B. (2011). *Assessing for learning – documentation and planning for the EYLF*, Australia: Teaching solutions.

Schickedanz, J., & Collins, M. (2013). *So Much More than the ABC's: the early phases of reading and writing*. Washington: NAEYC.

Wohlwend, K. E (2011). *Playing their way into Literacies: Reading, writing, and belonging in the early childhood classroom*. New York: Teachers College Press

Early years literacy assessment

Assessing Preschool Literacy Development: Informal and Formal Measures to Guide Instruction, Billie J. Enz and Lesley Mandel Morrow, International Literacy Association, 2009

Provides information about multiple formal and informal tools for testing and assessing preschool children. They also demonstrate how to administer these tools and interpret the results appropriately with preschool children. With this resource, you will be able to assess

- the preschool literacy environment
- children's oral language development
- children's phonological awareness and early use of phonics
- children's concepts about print, books, and writing
- children's comprehension

Developing Early Literacy: Assessment & teaching 2nd ed, Susan Hill, PETAA 2012

Susan Hill's handbook for understanding and teaching early literacy focuses on the development of reading, writing, speaking and listening for children from birth to 8 years and is written for education students and practising teachers working in early childhood and lower primary school settings.

www.petaa.edu.au/imis_prod/w/Store/Item_Detail.aspx?iProductCode=PBO104&Category=BOOK

Teaching practices



A series of videos to illustrate classroom practices that facilitate literacy development.

www.education.vic.gov.au/school/teachers/support/Pages/lspmod4langdiff.aspx



AITSL: information and videos on quality literacy practices.

www.aitsl.edu.au/australian-professional-standards-for-teachers/illustrations-of-practice/detail?id=IOP00070

Teaching Strategies for Literacy in the Early Years, Coral Swan, ALEA Publications

Provides a rich assortment of literacy strategies to support the learning of students in the first three years at school.

www.alea.edu.au/publicresources/browse-alea-publications-for-purchase/teaching-strategies-for-literacy-in-the-early-years

Early Childhood Literacy and Numeracy: Building Good Practice, Marilyn Fleer and Bridie Raban, Australian Government DET, 2014

A booklet for use by professional practitioners in preschools and childcare centres to assess their current practice and assist their effectiveness in stimulating young children's developing literacy and numeracy skills.

<https://docs.education.gov.au/documents/early-childhood-literacy-and-numeracy-building-good-practice-resources-booklet>

Educators' Guide to The Early Years Learning Framework, DEEWR 2010

https://docs.education.gov.au/system/files/doc/other/educators_guide_to_the_early_years_learning_framework_for_australia.pdf

The CD has many useful practitioner examples.



TCH: The Teaching Channel

An excellent collection of videos demonstrating effective classroom strategies for literacy teaching. It has been developed to support the US national curriculum, but has many videos relevant to Australian schools.

www.teachingchannel.org/



Teaching Australian Curriculum English

Teaching AC English is a rich, practical and contemporary professional resource to support teachers and school leaders implementing the Australian Curriculum: English from Foundation to year 10. This collection of video snapshots – or vignettes – illustrates ideas, approaches and strategies for teaching, learning and assessment. The vignettes demonstrate approaches to differentiation and aspects of explicit teaching about a select group of content descriptions for reading, spelling, punctuation and grammar.

www.teachingacenglish.edu.au/

Literacy resources and units of work

English for the Australian Curriculum

A resource developed specifically to address the three strands of the *Australian Curriculum: English*. There are three units in the Early Years, each unit consisting of 12 lesson sequences.

<http://e4ac.edu.au/>



Scoutle

Scoutle gives teachers access to many thousands of digital curriculum resources they can use to inform their own planning and support their teaching. The resources include learning objects, images, videos, audio, assessment resources, teacher resources and collections organised around common topics or themes. The resources are aligned to the endorsed areas of the *Australian Curriculum*.

Logging in: Teachers in Tasmanian government schools log in using their DoE username and password.

TES Education Australia

Access to hundreds of literacy resources for ages 3-7 relating to The Early Years Learning Framework and the *Australian Curriculum: English*:

www.tesaustralia.com/

Australian Curriculum Lessons

Australian Curriculum Lessons is an excellent user-submitted site that depends on teachers to post their great lessons so that other teachers can get ideas and lessons to use in the classroom.

www.australiancurriculumlessons.com.au/category/english-lessons/

BrainPOP.Jr

BrainPOP Jr. provides curriculum-based content geared specifically for K-3 students. The site offers a growing library of movies and interactive features: comprehension, phonics, story elements, writing, communication, authors, and so on.

<https://jr.brainpop.com/readingandwriting/>



Teachertube

A collection of videos, audios, photos, blogs and documents for teachers, parents and students.

www.teachertube.com

Kidzone

Printable preschool and kindergarten worksheets to help younger children learn their letters and other basic skills and to help older children learn phonics, reading, and creative writing.

www.kidzone.ws

ABC Teach

A US site, but with useful literacy material for Australian classrooms.

www.abcteach.com

Teach This

Printable teaching resources, lessons, games and activities to download.

www.teachthis.com.au/

Practical Literacy: the Early and Primary Years

This resource from the Australian Literacy Educators Association is published three times per year and is designed specifically for primary classroom teachers.

<https://www.alea.edu.au/resources/practical-literacy-the-early-and-primary-years-pl>

Students needing additional support

Teaching English Language Learners in Mainstream Classes, Margery Herzberg, PETAA 2011

This book addresses English language learning (ELL) pedagogical practices, and will be particularly useful for mainstream teachers who have limited experience working with EAL/D (English as an additional language/dialect) students.

www.petaa.edu.au/imis_prod/w/Store/Item_Detail.aspx?ProductCode=PET097&Category=BOOK

Classrooms of possibility: supporting at-risk EAL students, Jennifer Hammond and Jenny Miller (Eds.) PETAA 2015

This book aims address the needs of At Risk EAL students once they are integrated into mainstream classes, focusing on teaching and learning practices within mainstream classes that are likely to support At Risk EAL students to engage fully and equitably in the school curriculum.

www.petaa.edu.au/imis_prod/ItemDetail?ProductCode=PET107&Category=BOOK&WebsiteKey=23011635-8260-4fec-aa27-927df5da6e68

EAL/D Learning Progression: Foundation to Year 10 (ACARA)

Invaluable resources published by ACARA to help track EAL/D students' progress and to provide tips for teaching EAL/D students in the various curriculum areas.

EAL/D Annotated Content Descriptions (English, History, Mathematics, Science)

www.australiancurriculum.edu.au/studentdiversity/eal-d-teacher-resource

Student Diversity and the Australian Curriculum (ACARA)

New literacies

Thinking Through New Literacies for Primary and Early Years, Eileen Honan, PETAA 2013

This book explores a wide range of new literacies and considers how they can be incorporated into English and Literacy teaching in primary schools. It responds to the new *Australian Curriculum: English*, the general capabilities of Literacy and ICT, and the forthcoming new *Australian Curriculum: Digital Technologies*

www.petaa.edu.au/imis_prod/ItemDetail?ProductCode=PET102&Category=BOOK&WebsiteKey=23011635-8260-4fec-aa27-927df5da6e68

APPENDIX 2: ASSESSMENT TOOLS FOR ORAL LANGUAGE

Assessment tools: monitoring and screening oral language

Kindergarten Development Checklist (KDC)	https://www.education.tas.gov.au/intranet/programs-initiatives/KDC/SitePages/About%20KDC.aspx	Mandated system level assessment. DoE data support through EPS. DoE uses it to inform longitudinal data on individual students. Indicates students where there is concern about key areas of development. Twice yearly administration.
PIPS (Performance Indicators in Primary Schools)	www.education.uwa.edu.au/pips	Mandated system level assessment-twice yearly. DoE data support through EPS. DoE uses it to inform longitudinal data on individual students. Standardised. Uses for pre and post assessment. Supports targeted teaching in Prep and beyond.
English Developmental Continuum F-10: Speaking and Listening (Department of Education and Training, Victoria)	www.education.vic.gov.au/school/teachers/teachingresources/discipline/english/continuum/pages/speaklisten.aspx	Provides an overview of relevant content descriptions from the AC:English for each year level, organised into the following categories: <ul style="list-style-type: none"> • <i>Communicating Orally</i> • <i>Purposes of Communication</i> • <i>Conventions of Language</i> • <i>Ideas Communicated</i>
First Steps: Speaking and Listening, Map of Development	http://det.wa.edu.au/stepsresources/detcms/navigation/first-steps-literacy/	The Speaking and Listening Map of Development is designed to help teachers map their students' progress. It has a strong focus on supporting teachers as they plan and implement a dynamic and interactive model of speaking and listening.
Record of Oral Language (ROL) (Clay et al., 2007) Observing changes in the acquisition of language structures: A guide for teaching.	https://readingrecovery.org/images/pdfs/RRCNA/Professional_Learning_Toolkits/RRCNA_ToolkitI_Assessing_and_Monitoring.pdf	Provides teachers with an instrument for observing a child's control of the structures of the English language and for monitoring changes in control over time, enabling them to adjust their teaching in a variety of ways.
The ICPALER Oral Language Screening Profile	https://shop.acer.edu.au/acer-shop/product/A5165BK	Provides a model for analysing oral language, well suited to literacy leaders, teachers and researchers who need this for understanding development, diagnosing difficulties and teaching to support appropriate development.
Oral Language Assessment (Crevola and Vineis)	http://carmelcrevola.com/publications/hackney_oracy_project.pdf	A receptive oral language screening test consisting of 15 sentences especially developed to meet the context, comprising three sets of five sentence types.

Teacher Rating of Oral Language and Literacy (TROLL)

<http://eric.ed.gov/?id=ED468087>

An instrument that measures skills that research has identified as critical for literary acquisition, including oral language, reading, and writing abilities.

Receptive and Expressive language checklists

https://www.lidaustralia.org/client/migrated/revise_student_receptive_and_expressive_language_checklist__2_1.pdf

See Checklists below.

Language for Learning – A Checklist for Language Difficulties Primary Level

<http://edservice@ozchild.com.au>

Developed by speech pathologists from the Language Learning Disability – Special Interest Group (Victoria).



APPENDIX 3: INDIVIDUAL STUDENT RECEPTIVE LANGUAGE CHECKLIST

The following checklist can be used to help identify students who might be experiencing listening difficulties:

Student Name		Year Level		Date	
Home Language and Cultural Background					
	Yes	Sometimes	No	Comments	
Receptive Language Warning Signs					
Has trouble concentrating during teacher talk					
Doesn't initiate responses to instructions – follows what others do					
Often looks 'blank' or confused					
Only partially follows directions					
Does not respond to questions appropriately					
Misinterprets information; confuses who did what to whom					
Has difficulty remembering information					
Copies from peers					
Doesn't understand humour at same level as peers					
Is disorganised; forgets items					
Has difficulty remembering common sequences, such as days of the week					
Takes longer than peers to learn new words					
Mixes up long words to a greater degree than peers					

This Checklist was prepared by Linda Dawson (NT Literacy Achievement Adviser) to support principals and schools involved in the Principals As Literacy Leaders (PALL) Project managed by the Australian Primary Principals Association. The checklist is based on information from the following reference source: Konza, D. (2006) Teaching Students with Reading Difficulties, Second Edition, Thomson/Social science Press, Australia, pages 133 & 134

APPENDIX 4: ASSESSMENT TOOLS FOR LISTENING – PHONOLOGICAL AWARENESS

Assessment Tools: Listening – phonological awareness

Sutherland Phonological Awareness Test (Revised) SPAT-R, Neilson 1995	https://shop.acer.edu.au/acer-shop/group/SPT	A simple and comprehensive standardised test that provides an overview of the phonological awareness skills required for early literacy development: sound identification; blending; segmenting; manipulation; nonword reading; spelling. Range: First to fourth year of schooling. May be used diagnostically for older students. Administration: 10 to 15 minutes
Educheck: Neal phonemic skills screening test	www.schools.nsw.edu.au/media/downloads/schoolsweb/studentssupport/programs/disabilityprgrms/ap7.pdf – free copy at end of document	A curriculum-based assessment device to gauge phonological word processing skills.
Screen of Phonological Awareness (SPA) – South Australian Department of Education	www.adelaidespeech.com/consultants/steph-mallen.html	Screen of Phonological Awareness (SPA) was normed on South Australian students aged 4-6 years. The SPA is now widely used in schools around Australia to detect children at risk of literacy failure.
Phonological Awareness Skill Mapping (PASM)	www.decd.sa.gov.au/speced/files/pages/talking-literacy/PASM_PhonologicalAwareness.pdf	A screening tool designed to be used with children in the early years. Research indicates that phonological awareness develops in a sequence and the PASM follows this typical developmental order.

APPENDIX 5: INDIVIDUAL STUDENT EXPRESSIVE LANGUAGE CHECKLIST

The following checklist can be used to help identify students who might be experiencing expressive language problems:

Student Name				Year Level			Date		
Home Language and Cultural Background									
				Yes	Sometimes	No	Comments		
Expressive Language Warning Signs									
Speech is not intelligible									
Has limited vocabulary compared to peers									
Has long pauses in speech with many fillers (e.g. um, er etc)									
'news' is often unintelligible and disorganised									
Often restarts when speaking; leaves listener confused									
Sentences are short and simple									
Words are often in an incorrect order									
Uses word endings (for tense or plural, etc) incorrectly									
Confuses pronouns									
Has problems taking turns									
Changes topics frequently and inappropriately									
Cannot retell a simple event or story									
Has trouble sequencing events when retelling									
Uses few descriptive words									
Has difficulty linking words									
Often leaves out important details									
Cannot give clear explanations									
Is the class clown									
Talks less than peers generally, but may take a long time to say what he or she is trying to say									

This Checklist was prepared by Linda Dawson (NT Literacy Achievement Adviser) to support principals and schools involved in the Principals As Literacy Leaders (PALL) Project managed by the Australian Primary Principals Association. The checklist is based on information from the following reference source: Konza, D. (2006) Teaching Students with Reading Difficulties, Second Edition, Thomson/Social science Press, Australia, pages 133 & 134

APPENDIX 6: USEFUL RESOURCES FOR SPEAKING AND LISTENING

General speaking and listening resources

First Steps: Speaking and Listening Resource Book

The Speaking and Listening Resource Book is designed to help teachers focus on the explicit teaching of the different forms of spoken language; speaking and listening processes, strategies and conventions; and the contextual aspects associated with composing and understanding oral texts.

<http://det.wa.edu.au/stepsresources/detcms/navigation/first-steps-literacy/>

Classroom Talk: Understanding dialogue, pedagogy and practice, Christine Edwards-Groves, Michele Anstey, Geoff Bull, PETAA 2013

This book describes the importance of classroom talk and how talk binds learning together. It shows how the role of dialogic pedagogies enable 'on task' teaching and learning.

www.petaa.edu.au/imis_prod/ItemDetail?iProductCode=PET103&Category=BOOK&WebsiteKey=23011635-8260-4fec-aa27-927df5da6e68

PETAA Paper196: Critical conversation: Joint Construction, Joanne Rossbridge & Kathy Rushton, 2014

The focus on joint construction is due to its role in assisting students in the shift from spoken to written language. In doing so, we draw upon the teaching and learning curriculum cycle as a framework for planning to support students to engage in critical conversation around texts.

www.petaa.edu.au/imis_prod/w/Store/Item_Detail.aspx?iProductCode=PPI96&Category=PEN

PETAA Paper195: Talk Moves, Christine Edwards-Groves, 2014

A repertoire of practices for productive classroom dialogue. Talk moves prompt particular responses from students; they also signal the function of the turn of talk (e.g. to evaluate a response such as: 'Good answer'; to nominate the next speaker, 'Jacob, your turn'; to evoke an extended response, 'Can you explain that further?' or 'Does anyone have something else to add?').

www.petaa.edu.au/imis_prod/w/Store/Item_Detail.aspx?iProductCode=PPI95&Category=PEN

Talking and Thinking Floorbooks Warden,C.,(2006). Perthshire: Mindstretchers.

Poetry and songs

Ken Nesbitt's Poetry for Kids www.poetry4kids.com/

Fizzy Funny Fuzzy Poems www.fizzyfunnyfuzzy.com/links

Australian poems for children www.aussieeducator.org.au/curriculum/language/poetry.html

Children's poems by guest poets https://www.youtube.com/playlist?list=PLpET_d-dUEhhLgIXNOyQi5ioTDJ-IHvbH

The Skeleton Dance <https://www.youtube.com/watch?v=e54m6XOpRgU>

Poetry for Kids: Shel Silverstein https://www.youtube.com/watch?v=CNiaYHZme_U&list=PLC8B997A30896D687

Teaching phonological awareness

Letters and Sounds

An introduction to phonological awareness along with lots of practical, theoretically-based activities.

www.cer.education.nsw.gov.au/documents/249903/250184/Letters%20and%20Sounds-1.pdf

Oral interaction



AITSL website

On the AITSL website you will find videos illustrating effective oral interaction.



TeachME.com
CEUs for Teachers and Educators

APPENDIX 7: STRATEGIES TO SHARE WITH STUDENTS' FAMILIES

Here are some strategies you can share with your students' families:

Play with sounds through rhymes, songs and word games such as 'I spy' to give your child a sense of the patterns of language.

Extend your child's vocabulary through lots of different experiences: visits to the library or museum, outings with other families to the park or beach, children's concerts and festivals, sporting activities, a ride on a bus, chatting about what you both see as you walk around the local area.

Share stories with your child – recounts of family events, anecdotes of amusing incidents, stories from books, TV and digital devices. Encourage your child to recall the stories and sequence the events in order. If another language is spoken at home, tell stories in that language as well.

Create reading opportunities. Reading doesn't have to be restricted to bedtime stories. Encourage your child to read, for example, the labels on cereal boxes when shopping, or parts of a recipe when cooking, or instructions for a game, or labels you have placed on household objects, such as storage containers.

Build up a collection of good quality books in the home. Your child's teacher or a librarian will be able to recommend well-written stories and information texts for your child's reading level. Include stories that are predictable and have a recurring pattern to the language. Let your child select favourite books but at other times, introduce them to new ones. Let them take favourite books to school. If you have a laptop or tablet, you can find apps that provide animated and interactive reading resources. And don't forget to take your child to the library to borrow books.

Become a model. Your child needs to see that reading is an important part of everyday life, whether it is the newspaper, a novel, a recipe, an information text, or on-screen reading.

Create a warm atmosphere of pleasure in reading. Don't feel that you need to 'teach' reading. Rather simply enjoy reading together regularly after school or at bedtime – with the TV and computer turned off. Be fully present – your child will pick up on your feelings. Choose a time when you can give them your full attention and if you are frustrated with your child's reading progress stay calm and discuss it later with your child's teacher.

Encourage 'pretend reading' as a way into real reading, having your child turn the pages of picture books one page at a time to notice the sequence of events.

Independence. Let your child have as much control as possible. They should hold the book, turn the pages and point to the words (if necessary). It's best to sit side by side so you can look at the book together.

Use voice expression to make the story interesting by pausing at appropriate spots, change the volume, or use rising / falling intonation. Try to genuinely engage with the story yourself, so you can share the excitement about happenings.

Read the title and ask your child to make a prediction. Beginning and seasoned readers alike need to make predictions before reading a story. Stop and talk about predictions as you read the story together. This will go a long way to ensure that a child incorporates previewing and prediction in his or her own reading practices both now and in the future.

Take 'picture walks.' Help your child use the picture clues in most early readers and picture books to tell the story before reading the words.

Make connections between the written text and the pictures. If the text mentions a character or a place or some other feature, see if your child can find a connection to an accompanying picture.

Taking turns. If your child is able to read parts of the text, invite him or her to read along with you or to attempt easy words.

Chat as you read. Ask your child questions about the text or the pictures. ('What do you think will happen next?', 'Why do you think she did that?', 'Can you see the xxx in the picture?', 'Remember when we xxx?'). Invite your child to ask questions about the text.

Point to each word on the page as you read. This beginning literacy strategy will assist children to understand that texts are made up of words. Another strategy is to drag your finger along the line to guide your child to read from left to right in 'chunks of meaning'.

Play games such as challenging your child to identify common words such as *the, dog, girl* and *is* as you re-read the story.

Praise your child's attempts. Don't worry about 'mistakes' that your child makes. Many of these will sort themselves out over time. Rather, be patient and build their self-confidence by praising their willingness to have a go.

Talk about the book after reading. Ask for your child's opinion of the text along with a reason. Help your child explain his or her understanding of any given story in comparison to another. Have your child share a personal experience similar to a problem or theme within a story.

(Drawing on some ideas from: www.edutopia.org/blog/parent-involvement-in-early-literacy-erika-burton)

See also Information for Parents: Best Start (NSW DEC)

<https://www.det.nsw.edu.au/media/downloads/newsroom/yr2007/dec/literacyparents.pdf>



TeachME
CEUs for Teachers and Educators

APPENDIX 8: READING ASSESSMENT TOOLS

Assessment tools: reading

General observations and checklists of progress

PIPS (Performance Indicators in Primary schools)	www.education.uwa.edu.au/pips	Mandated system level assessment-twice yearly. DoE data support through EPS. DoE uses it to inform longitudinal data on individual students. Standardised. Uses for pre and post assessment. Supports targeted teaching in Prep and beyond.
An Observation Survey of Early Literacy Achievement (Clay 2002, 2005)	http://readingrecovery.org/reading-recovery/teaching-children/observation-survey	This is the primary assessment tool used in Reading Recovery and assesses elements such as knowing concepts about print, vocabulary, phonological awareness and reading continuous text.
First Steps Reading Map of Development	http://det.wa.edu.au/stepsresources/detcms/navigation/first-steps-literacy/	The Reading Map of Development describes student learning behaviours, suggested teaching emphases and a range of teaching and learning experiences for each phase of development.
First Steps Viewing Map of Development	http://det.wa.edu.au/stepsresources/detcms/navigation/first-steps-literacy/	The Viewing Map of Development describes student learning behaviours, suggested teaching emphases and a range of teaching and learning experiences for each phase of development. The organisation of the map assists teachers to link teaching and learning with assessment.
Developmental Reading Assessment (DRA/DRA2)		The DRA is a developmental reading assessment administered twice a year by trained teachers and reading specialists which helps document each student's reading progress over time.

Phonics

Letters and Sounds: Appendices (Centre for Effective Reading)	www.cer.education.nsw.gov.au/documents/249903/250184/Letters%20and%20Sounds-7.pdf	Appendices include: <ul style="list-style-type: none"> - Assessment: Progress Check - Assessment Tasks
SPELD assessment resources	www.speld-sa.org.au/links/free-tips-and-resources-for-phonics-teaching.html#Bottle%20top%20letters	A variety of resources for each term of Foundation to Year 2. Particularly useful to children with reading delays.

Burt Reading Test

The Burt Word Reading Test is a measure of single word recognition. Students are required to read a list of words presented in isolation that increase in difficulty. Students are presented with this list and asked to read as many words as they can, as accurately as they can.

High frequency words

Oxford Word List

Assessment of high frequency words.

Burt Word Reading Test. Gilmore, A., Croft, C., Reid, N.

<https://shop.acer.edu.au/acer-shop/group/MK/2>

New Zealand revision.

Standardised test with NZ norms – 6yo-12yo. Assesses word recognition and word solving strategies as complexity of word list increases.

Fluency

Wheldall Assessment of Reading Passages (WARP)

Students are asked to read a specifically designed passage for one minute. If a student is having difficulty with reading accuracy, their reading fluency score is usually also affected because reading fluency is dependent on reading accuracy.

Comprehension

Running Records

Running records provide insights into how a child is processing text by observing miscues as the text is read aloud.

PM Benchmark Kit 2 (Nelley and Smith, 2002)

www.aare.edu.au/data/publications/2008/cow08119.pdf

Using a running record process along with retelling and comprehension questions, this oral reading assessment tool provides information about each student's ability to decode and read fluently from texts at age appropriate level. They allow the observer to determine the reading behaviours or strategies being employed by the reader rather than simply examining the results of a test. Thus, they provide information that helps teachers make decisions about teaching most productively in the context of the classroom.

Tests of Reading Comprehension (TORCH) (Mossenson, Hill, Masters, 1987).

This assessment tool is from Western Australia and tests students' ability to obtain meaning from a reading text.

Progressive Achievement Tests in Reading

www.acer.edu.au/pat-reading

The PAT Reading Fourth Edition is a thoroughly researched and normed test for measuring and tracking student achievement in reading comprehension, word knowledge and spelling. It provides teachers with objective information for setting realistic learning goals and planning effective programs. PAT Reading assessment contains multiple-choice questions in: Reading comprehension
Word knowledge (vocabulary)

Neale Analysis of Reading – 3rd Edition

In this assessment, students are required to read a series of passages that increase in difficulty. After each passage students are asked comprehension questions about the passage. This assessment measures reading accuracy and reading comprehension.

Probes 2 Reading Comprehension Test,
Chris Parkin & Catherine Parkin, 2011 Triune Initiatives NZ Ltd

<http://comprehenz.com/probe-2-reading-comprehension-assessment>

For students who are independent readers. Works in determining a reading comprehension level and as a controlled in-depth interview to achieve a greater understanding as to how readers engage with text and what specific teaching is required.

Students needing additional support

From Assessment to Programming

www.schools.nsw.edu.au/media/downloads/schoolsweb/studentsupport/programs/disabilitypgrms/assessprog.pdf

A process of assessment to gather detailed information about individual students' skills and their instructional needs. It is designed to extend teachers understanding of students who need additional support by assessing aspects of their reading skills that have not already been assessed.

APPENDIX 9: USEFUL RESOURCES FOR READING

The following are just a few of the many resources available to support reading instruction.

General reading resources

First Steps Reading Resource Book

The Reading Resource Book is designed to help teachers focus on the explicit teaching of reading processes, strategies and conventions; and the contextual aspects associated with comprehending different types of texts. Now available free online.

<http://det.wa.edu.au/stepsresources/detcms/education/stepsresources/first-steps-literacy/reading-resource-book.en?cat-id=13601995>

First Steps Viewing Resource Book

The Viewing Resource Book is designed to help teachers focus on the explicit teaching of the different forms of multimodal texts; viewing processes, strategies and conventions; and the contextual aspects associated with understanding multimodal texts. Again, available at no cost online from the Department of Education and Training, WA:

<http://det.wa.edu.au/stepsresources/detcms/education/stepsresources/first-steps-literacy/viewing-resource-book.en?cat-id=13601995>

Multiliteracies and Diversity in Education: new pedagogies for expanding landscapes. Oxford University Press.

Exploring multimodal communication as literacy education from a research platform. This resource combines analyses of the changes to communication and pedagogic practice with sound research based activities for multiliteracies classroom projects.

Oxford Literacy Assessment – Linking reading assessment to learning

Provides support in key areas of reading assessment: phonemic awareness, phonics, fluency, comprehension and sight-word vocabulary. Based on latest Australian and international research. Trialled and tested in Australian government, independent and Catholic schools.

www.oup.com.au/titles/primary/literacy/oxford_literacy/9780195521795



**The AITSL website
has several videos
exemplifying high
quality literacy
instruction.**

www.aitsl.edu.au/australian-professional-standards-for-teachers/illustrations-of-practice/detail?id=IOP00070

The Big 6 of Reading, Anne Bayetto (For the Australian Primary Principals Association)

A series of articles on each of the BIG 6 of reading (Oral Language, Phonological Awareness, Letter-Sound Relationships (phonics), Vocabulary, Fluency and Comprehension). Available for download at:

www.appa.asn.au/big6articles.php

Teaching for Comprehending and Fluency – Thinking, Talking and Writing about Reading K-8 and Guiding Readers and Writers Fountas and Pinnell

A complete picture of how to skilfully teach meaning-making and fluency within any instructional context, *Teaching for Comprehending and Fluency, K–8*, provides frameworks for high-quality instruction that describe appropriate expectations for comprehending, fluency, and vocabulary development.

Teaching Reading Comprehension Strategies
Sheena Cameron

Outlines a range of comprehension strategies and practical ideas for how to teach them, including guided and independent student activities and support materials

Reading Comprehension: Taking the learning deeper Edited by Margaret Kelly and Christine Topfer, ALEA Publications 2011

Presents some outcomes of a major professional learning project undertaken by ALEA Tasmania which provided teachers with opportunities to design, monitor and implement research based on powerful, accessible ideas about reading comprehension in their own classrooms.

Reading Rockets

Reading activities, blogs and current research into reading.

www.readingrockets.org/

Teaching the alphabet



A number of videos are available online demonstrating strategies for teaching the alphabet.

www.dailymotion.com/video/x14vbjw_abc-alphabet-fun-learn-letters-of-the-english-alphabet-with-animal-sounds-music-and-action_animals

Teaching phonics

Digital games such as:

Teach your Monster to Read: www.teachyourmonstertoread.com/

Sets of cards such as:

<http://teachers.theguardian.com/teacher-resources/7036/Year-1-Phonics-Screening-----40-Cards-and-Tracking>

Free Tips and Resources for Phonics Teaching (SPELD)

Helpful hints for blending

FAQ

Games and activities

Word banks

Literature that supports the introduction of new words

www.speld-sa.org.au/links/free-tips-and-resources-for-phonics-teaching.html#Bottle%20top%20letters

Literacy Teaching Guide: Phonics

NSW Department of Education and Training 2009

www.curriculumsupport.education.nsw.gov.au/literacy/publications/

Letters and Sounds:
(Centre for Effective Reading)

A comprehensive and practical series on the basics of reading and spelling. It deals with the development of these skills in a series of phases across the early years of primary school, including daily activities, practice, assessment and resources. Available free online.

www.cer.education.nsw.gov.au/intervention/phonics-guides

The Place of Phonics in Learning to Read and Write, Emmitt, Hornsby and Wilson, ALEA Publications

This free booklet has been published by ALEA in order to give literacy educators access to a clear statement about how children learn and use phonic understandings appropriately and the knowledge that teachers need in order to support phonics.

Teaching Phonics in Context, David Hornsby and Lorraine Wilson, Pearson 2011

This book describes how phonics can be taught as children learn to read and write. The book looks at classrooms that shimmer and shine as children learn phonics through reading picture books, having fun with rhymes, playing with words and writing meaningful texts. It explains how within these contexts children learn the sounds of the English language, the letters of the alphabet, and the relationship between them.

Starfall

Interactive phonics activities and animated picture books

www.starfall.com

Literacy Zone

Interactive phonics activities

www.woodlands-junior.kent.sch.uk/interactive/literacy.html

Oz Phonics

An iPad-based reading app that caters for beginning readers and students from non-English speaking backgrounds.

<http://ozphonics.com/>

Comprehension

Teaching Comprehension Strategies: NSW Department of Education and Training

www.curriculumsupport.education.nsw.gov.au/literacy/assets/pdf/packages/combook.pdf

Pre-, during, and post-reading activities: Queensland Studies Authority

https://www.qcaa.qld.edu.au/downloads/p_10/engl_teach_read_view_yrs_1-3.pdf

Creating Strategic Readers: Techniques for Supporting Rigorous Literacy Instruction Third Edition, Valerie Ellery 2014

'With numerous exciting and engaging classroom-tested strategies, with an expanded focus on educating the whole child, and research to support each of these literacy strategies, these timeless tools will help empower your students to be intrinsically motivated, engaged, strategic, and able to direct their own learning. An appendix with digital resources provides at-your-fingertips printables to organise your classroom.'

Revisit, Reflect, Retell: Time tested strategies for teaching reading comprehension. Hoyt, L. (2008).

A practical resource for teaching comprehensions, including assessment tools and strategies for using in the classroom. Hoyt believes that thoughtful reflection and retelling are the keys to making meaning.

Solutions for Reading Comprehension K-6: Strategic interventions for striving learners. Hoyt, L. Davis, K., Olson, J., Boswell, K. (2008). USA: Heinemann.

Practical strategies for navigating non-fiction and solution for comprehending fiction.

Reading with Meaning: Teaching comprehension in the primary years. 2nd edition. Miller, D. (2013). USA: Stenhouse.

Debbie Miller shares her new thinking about comprehension strategy instruction, the gradual release instructional model, and planning for student engagement and independence

Teaching activities

Using Guided Reading to Develop Student Reading Independence

www.readwritethink.org/professional-development/strategy-guides/using-guided-reading-develop-30816.html

Teacher read-aloud/modelled reading

www.readwritethink.org/professional-development/strategy-guides/teacher-read-aloud-that-30799.html



YouTube videos providing examples of Shared reading

<https://www.youtube.com/watch?v=jfGjgOc-rjw>



YouTube videos providing examples of Guided reading

<https://www.youtube.com/watch?v=r-cFWeTMZis>

<https://www.youtube.com/watch?v=NBy6Bgo7lvq>

<https://www.youtube.com/watch?v=GdGZON3rigY>

<https://www.youtube.com/watch?v=3AHxqggc-yl>

An interview with a teacher about how to use guided reading.

www.haven.k12.pa.us/title1/guidedreading.html



Readers workshop resources

Videos, apps and lesson suggestions relating to readers workshop.

www.readersworkshop.org/

Children's Literature

Mem Fox Stories

Mem Fox reads stories aloud (audio stories – no pictures)

www.memfox.net/mem

Roy the Zebra

Interactive reading games, guided reading stories, literacy worksheets, songs

www.roythezebra.com

Storyline Online

Popular stories reread for children by famous people

www.storylineonline.net

Storynory

Audio stories

www.storynory.com

Tumblebooks

Online collection of animated talking picture books

www.tumblebooks.com

A Literature Companion for Teachers, Lorraine McDonald, PETAA 2013

Offering practical insights into literary texts, this book supports teachers' understanding of the writer's craft related to the quality literary texts they read with their students.

A Guide to Literature in the Primary Classroom, Denise Ryan, ALEA Publications

Highlights a wide range of literature that can excite, inspire, amuse and delight children from their very first year at school. Selections are followed by practical suggestions showing how they contribute to the growth of literacy competencies.

www.alea.edu.au/publicresources/browse-alea-publications-for-purchase/reading-and-responding-a-guide-to-literature-in-the-primary-classroom

Reading Australia: Primary

A rich collection of detailed teacher resources developed by the Primary English Teaching Association of Australia and the Australian Literacy Educators' Association for introducing students to quality Australian literature.

<http://readingaustralia.com.au/level/primary/>

Lists of quality children's literature

Teachers' Choice Reading List

This is an annual annotated list of fiction and non-fiction books compiled by the International Literacy Association. It tends to favour American books, but is worth a look.

www.reading.org/Resources/Booklists/TeachersChoices.aspx

Suggested Texts for the English K-10 Syllabus (NSW Board of Studies)

<http://syllabus.bos.nsw.edu.au/assets/global/files/english-k10-suggested-texts.pdf>

The PETAA Teachers' Guide to the CBCA Book of the Year Awards (including units of work for members of PETAA)

www.petaa.edu.au/imis_prod/w/Teaching_Resources/CBCA_Guides/w/Teaching_Resources/CBCA2014/2014_CBCA_Guide.aspx

Reading level descriptors (NSW AGTC)

Descriptions of the attributes of texts appropriate for different age groups.

<http://nswagtc.org.au/reviews/general/445-reading-level-descriptors.html>

Students needing extra support

Fountas and Pinnell Leveled Literacy Intervention (LLI)

A series of levelled readers for students reading below their expected year level from Foundation through to Year 12.

Viewing

Picture Books and Beyond, Kerry Mallan (editor), PETAA 2014

Picture Books and Beyond is a welcome and timely resource for the explicit integration of picture books for literacy and literary development in today's classrooms. Each chapter offers readings and interpretive opportunities through the complex interplay of words and images, narrative strategies, digital interactivity, or filmic adaptation in the sample texts.

www.petaa.edu.au/imis_prod/ItemDetail?iProductCode=PET106&Category=BOOK&WebsiteKey=23011635-8260-4fec-aa27-927df5da6e68

The Shape of Text to Come: How image and text work, Jon Callow, PETAA 2013

This book contains a stunning collection of images and a variety of quality texts, as well as associated classroom strategies and activities integrating appropriate ICT. This book will have broad appeal across many key learning areas and will have links with the *Australian Curriculum*.

www.petaa.edu.au/imis_prod/w/Store/Item_Detail.aspx?iProductCode=PET100&Category=BOOK



TeachMECEU
CEUs for Teachers and Educators

APPENDIX 10: USEFUL RESOURCES FOR WRITING

The following are just a few of the many resources available to support writing instruction.

General writing resources

First Steps Writing Resource Book	The Writing Resource Book is designed to help teachers focus on the explicit teaching of different forms of text; writing processes, strategies and conventions; and the contextual aspects associated with composing texts. http://det.wa.edu.au/stepsresources/detcms/navigation/first-steps-literacy/
Writing (Better) Stories, Vivienne Nicoll-Hatton (Ed.), PETAA 2015	In this book well-known children's authors give advice on how to get students writing, each describing how they conduct writing workshops and sharing their own writing secrets and tips. Writing (Better) Stories is full of strategies, handouts and exercises that have been used by teachers and writers to help get their students writing. www.petaa.edu.au/imis_prod/w/Store/Item_Detail.aspx?iProductCode=PET083E&Category=DIGITAL
Effective Writing Instruction, Alison Davis, PETAA 2013	This resource offers explicit support for effective classroom instruction, and includes numerous examples and activities to assist teachers to plan for and engage their students in writing. www.petaa.edu.au/imis_prod/w/Store/Item_Detail.aspx?iProductCode=PBO105&Category=BOOK
Put it in Writing: Engaging Learners with Texts, Joanne Rossbridge & Kathy Rushton, PETAA 2015	In this book a carefully selected group of imaginative, persuasive and informative texts, suitable for use across the primary years, are deconstructed and presented as starting points for students to compose a range of different types of texts for different purposes. www.petaa.edu.au/imis_prod/w/Store/Item_Detail.aspx?iProductCode=PET108&Category=BOOK
Writing Like a Writer: New Edition, Libby Gleeson, PETAA	Writing a narrative is more complex than writing any other text type and this book provides teachers with descriptions and activities to help students focus upon and create their own narratives. www.petaa.edu.au/imis_prod/ItemDetail?iProductCode=PET105&Category=BOOK&WebsiteKey=23011635-8260-4fec-aa27-927df5da6e68
Australian Curriculum student writing samples	These annotated work samples give an indication of expectations of standards for each year – not only in English but in other areas of the curriculum, e.g.: www.australiancurriculum.edu.au/english/curriculum/f-10?layout=1
The Writing Book Sheena Cameron	A teacher friendly guide to teaching writing at emergent, early and fluent levels. It includes practical information that will support primary teachers to plan and deliver an effective writing programme.

Young writers



Early writing

Useful ideas, descriptions of teachers' practice, a handy PowerPoint and a video.

www.open.edu/openlearnworks/mod/oucontent/view.php?id=54854&printable=1

Writing activities

Critical Conversation : Joint Construction, PETAA Paper 196 by Kathy Rushton and Joanne Rossbridge

The focus on joint construction in this PETAA Paper is due to its role in assisting students in the shift from spoken to written language. In doing so, we draw upon the teaching and learning curriculum cycle as a framework for planning to support students to engage in critical conversation around texts.

www.petaa.edu.au/imis_prod/w/Store/Item_Detail.aspx?iProductCode=PPI96&Category=PEN

Handwriting

Handwriting: Department of Education, Tasmania.

An excellent resource outlining expectations for the teaching of handwriting in Tasmanian schools.

<https://www.education.tas.gov.au/documentcentre/Documents/Handwriting.pdf>

Handwriting: Developmental stages of learning

How handwriting develops from pre-school through to the middle years. A very useful resource from the South Australian Curriculum Standards and Accountability Framework.

www.sacsa.sa.edu.au/ATT/%7B21AB4BA7-0C50-4F6E-9600-2F699503E1E2%7D/3HSACDevelopmental.pdf

Keyboarding

Keyboarding: More than just typing

www.educationworld.com/a_tech/tech/tech072.shtml

Proven Techniques for Teaching QWERTY Keyboarding

Jill Hallows, a former K-8 keyboarding teacher, provides this printable booklet with information and activities about positioning, memorisation, and motivation in keyboarding instruction.

https://www.google.com.au/search?q=proven+techniques+for+teaching+qwerty+keyboarding&ie=utf-8&oe=utf-8&gws_rd=cr&ei=UKFGVaO7ElbEmAXtt4HAAw

Acquiring and Developing the Skill of Keyboarding

Explore the specific components of proper keyboarding technique as well as activities to help your students learn correct technique.

Typing Pal Online

A personalised, customised approach to learning keyboard skills through games and tailor-made exercises with engaging animations and detailed statistics.

www.typingpal.com/

Dance Mat Typing

How to type using the correct fingers. BBC Dance Mat Typing has four levels and each level has three stages.

www.typing-games.org/a/learning/2010/0723/90.html

Various keyboarding resources

<http://thomasleedesign.co.uk/doorwayonline.org.uk/texttype2.html>

www.freetech4teachers.com/2012/03/7-resources-for-developing-typing.html#VUakLWa23_Q



TeachME.com
CEUs for Teachers and Educators

APPENDIX II: SPELLING ASSESSMENT TOOLS

Assessment tools: spelling

First Steps: Writing map of development, Department of Education W.A	http://det.wa.edu.au/stepsresources/detcms/navigation/first-steps-literacy/?oid=MultiPartArticle-id-13602018	Includes spelling and spelling error analysis. The Writing Map of Development is designed to help teachers map their students' progress; it offers suggestions for teaching and learning experiences that will assist with further development of students' writing.
SRA Spelling Mastery Placement Test		Spelling Mastery is an SRA program which teaches the four strands of spelling – phonetic, whole word, rule based and morphographic spelling.
Oxford Spelling words	http://lib.oup.com.au/primary/oxford_wordlist/research/Oxford_Wordlist.pdf	Research based (2007) The 307 most frequently used words in order of use in writing for students in the first three years of school. Support materials are available to assist students in learning to write and read these words.
Astronaut Invented Spelling Test (AIST2)	https://shop.acer.edu.au/product/990AIS/89;jsessionid=83AAC861FD0BE619807F1D2975A988AA	Uses Australian norms – suitable for students from the middle first year of schooling up to mid-year 3. It is quick and easy to administer, and can be given to whole classes or individuals in ten minutes.
South Australian Spelling Test	https://coachgruss.wikispaces.com/file/view/SouthAustralianSpellingTest.pdf	In this assessment, students are asked to write a series of words presented in increasing difficulty. It begins with phonetically regular words and some sight words and progresses through to rule based spelling and more difficult words.

APPENDIX 12: USEFUL RESOURCES FOR SPELLING

Letters and Sounds: (Centre for Effective Reading)

A very useful and practical series on the basics of reading, writing and spelling. It deals with the development of these skills in a series of phases across the early to mid years of primary school, including daily activities, practice, assessment and resources.

www.cer.education.nsw.gov.au/.../Letters%20and%20Sounds.pdf

Words Their Way Bear et al.

A teacher-directed, student-centred approach to vocabulary growth and spelling development whereby students engage in a variety of sound, pattern and meaning activities, sorting pictures and words. It caters for differentiated learning in the classroom, rather than a one-size fits all solution. The spelling inventory is particularly useful.

Guiding Thinking for Effective Spelling, Christine Topfer and Deidre Arendt, Curriculum Corporation 2010

Guiding Thinking for Effective Spelling explains practical ways to assess your students' spelling needs and implement a consistent, supportive spelling approach across the whole school at all primary levels.

Learning activities demonstrate engaging ways to explicitly teach spelling strategies, including: sound – focusing on sound, visual – focusing on how words look, meaning – thinking about word meaning, connecting – making connections with other words, checking – using resources to find the correct spelling.

Spell Record Respond, Anne Bayetto, OUP 2011

Assess your students' spelling abilities, identify areas for improvement and select appropriate teaching strategies to develop students' spelling competencies. The program draws on a range of information-gathering processes. It may be used throughout the school year to confirm your students' spelling practices.



Teaching Australian Curriculum: English

TeachingACEnglish is a rich, practical and contemporary professional resource to support teachers and school leaders implementing the *Australian Curriculum: English* from Foundation to Year 10. This collection of video snapshots – or vignettes – illustrates ideas, approaches and strategies for teaching, learning and assessment. The vignettes demonstrate approaches to differentiation and aspects of explicit teaching about a select group of content descriptions for reading, spelling, punctuation and grammar.

www.teachingacenglish.edu.au/

APPENDIX 13: USEFUL RESOURCES FOR GRAMMAR

Grammar in the Early Years: A games-based approach, PETAA 2013

This PETAA Paper by Imogene Cochrane, Amelia Reece, Katie Ahearn and Pauline Jones will model the manner in which one school developed and integrated the teaching of grammar, from a functional perspective, into existing literacy session routines. Look in your library or order from the PETAA website:

www.petaa.edu.au/imis_prod/w/Store/Item_Detail.aspx?iProductCode=PPI92&Category=PEN

Souping it up with Grammar, Ruth French, Practically Primary (ALEA) October 2014

How knowledge of how language works can help with appreciating quality literature and promoting enjoyment in reading.

Grammar and Meaning New Edition, Sally Humphrey, Louise Droga, Susan Feez, PETAA 2012

The new edition of this bestseller aims to help teachers build their knowledge of the grammatical resources of the English language system and apply that knowledge to their teaching practice.

A New Grammar Companion, Beverly Derewianka, PETAA 2011

Written in response to the new *Australian Curriculum: English*, this book is organised around the main functions that language plays in our lives – interacting with others, structuring coherent texts, and expressing and connecting ideas.

www.petaa.edu.au/imis_prod/w/Store/Item_Detail.aspx?iProductCode=PET095&Category=BOOK

Conversations About Text 1, Joanne Rossbridge and Kathy Rushton, PETAA 2010

Teach grammar in the context of literary texts in the primary and middle years. The introduction discusses what is meant by 'teaching grammar' in the context of literary texts in which the emphasis is placed on students developing not just skills and strategies, but also knowledge and understanding about how language works. Outstanding classroom practitioners share their strategies, programs and, in some cases, whole units of work demonstrating how you can work with literary texts.

Conversations About Text 2, Joanne Rossbridge and Kathy Rushton, PETAA 2010

A companion to *Conversations About Text 1*, book 2 focuses on teaching grammar in the context of factual texts in the primary and middle years. Unlike book 1 the chapters are organised around genres rather than grammatical features like: Describing, Instructing, Recounting, Explaining and Persuading. Each chapter is further divided into: Linking Talking and Listening to Reading and Writing; Building the field-technical vocabulary; The development of oral language; Modelled Texts; Strategies for Reading and Writing; and Joint Construction.

Grammar Rules! Tanya Gibb

A series of student workbooks that introduces and teaches grammar in context of real text types. It uses real texts, real contexts, and real grammar, written for the needs of young students! Students will learn about grammar, from the whole text down to the sentence and word level and how to use that grammar knowledge, both when responding to texts and when constructing their own texts.

**Learning about Language
in the Australian Curriculum:
English** Beryl Exley, Lisa
Kervin and Jessica Mantei,
ALEA Publications, 2015

Incorporates strategies for working with students in Year 3 through to Year 6 aimed to purposefully tie teaching and learning to authentic discussions about the language of literature and community texts. Selected children's literature, Internet and community text examples are embedded in each experience, creating opportunities for focused discussion and shared exploration of language and literacy learning.

**Exploring with Grammar
in the Primary Years**
Beryl Exley, Lisa Kervin,
and Jessica Mantei, 2014

Includes 24 highly practical language experiences for scaffolding young students. Each experience is connected to content descriptions from the *Australian Curriculum* and incorporates strategies for working with students in F-2. Selected children's literature examples are embedded within each experience with opportunities for focused discussion, shared exploration and time to play with language.



TeachME
CEUs for Teachers and Educators

APPENDIX 14: USEFUL RESOURCES FOR VOCABULARY

Words Their Way Bear et al.	A teacher-directed, student-centred approach to vocabulary growth and spelling development whereby students engage in a variety of sound, pattern and meaning activities, sorting pictures and words. It caters for differentiated learning in the classroom, rather than a one-size fits all solution. www.pearson.com.au/educator/primary/browse-resources-online/english/words-their-way/
Article: The Magic of Words	Myths of vocabulary learning and strategies to support vocabulary development in the early years https://www.aft.org/sites/default/files/periodicals/neuman.pdf
A selection of digital resources for vocabulary development	www.learningunlimitedllc.com/2013/02/20-digital-tools-for-vocabulary/
Words Worth Teaching	Lists 1600 high priority (Tier 2) meanings to teach to children between Kindergarten and Year 2 .The book also contains 2900 meanings for upper primary children.
Oxford Wordlist Plus	The 307 most frequently used words by students in their first three years of school. www.oup.com.au/primary/professional_support/research/oxford_wordlist
Bringing words to Life: Robust vocabulary instruction. Beck, I.L., McKeown, M. G., & Kucan, L., New York: Guildford Press.	This book provides a research-based framework and practical strategies for vocabulary development with students from the earliest grades through high school. The authors emphasise instruction that offers rich information about words and their uses and enhances students' language comprehension and production. Teachers are guided in selecting words for instruction; developing student-friendly explanations of new words; creating meaningful learning activities; and getting students involved in thinking about, using, and noticing new words both within and outside the classroom. Many concrete examples, sample classroom dialogues, and exercises for teachers bring the material to life.
 Introducing young students to the dictionary	A video for primary students on dictionary skills https://www.youtube.com/watch?v=Fo2cSioY6wl
A selection of digital resources for vocabulary development	www.learningunlimitedllc.com/2013/02/20-digital-tools-for-vocabulary/
Word Central from Merriam-Webster	A fun, interactive environment for daily buzzwords, rhyming dictionaries, and much more.
The Word-conscious classroom, Scott, J., Skobel, J., & Wells, J. (2008). NY: Scholastic.	A practical resource for explicitly teaching vocabulary. This research-based book, based on successful classroom practice, offer dozens of strategies, mini-lessons, units, and activities that increase students' exposure to and appreciation of sophisticated language.



“This document was developed and edited from the public domain document:
Good Teaching Literacy K-2 - Department of Education, Tasmania, 2015.”