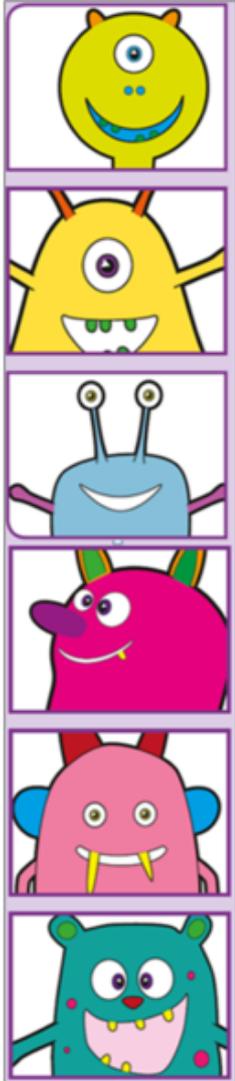


Keeping up not catching Up





Understanding how they use of a systematic and explicit synthetic phonics program can effectively develop the foundational reading skills of students, especially those with learning difficulties, and prevent them falling behind.

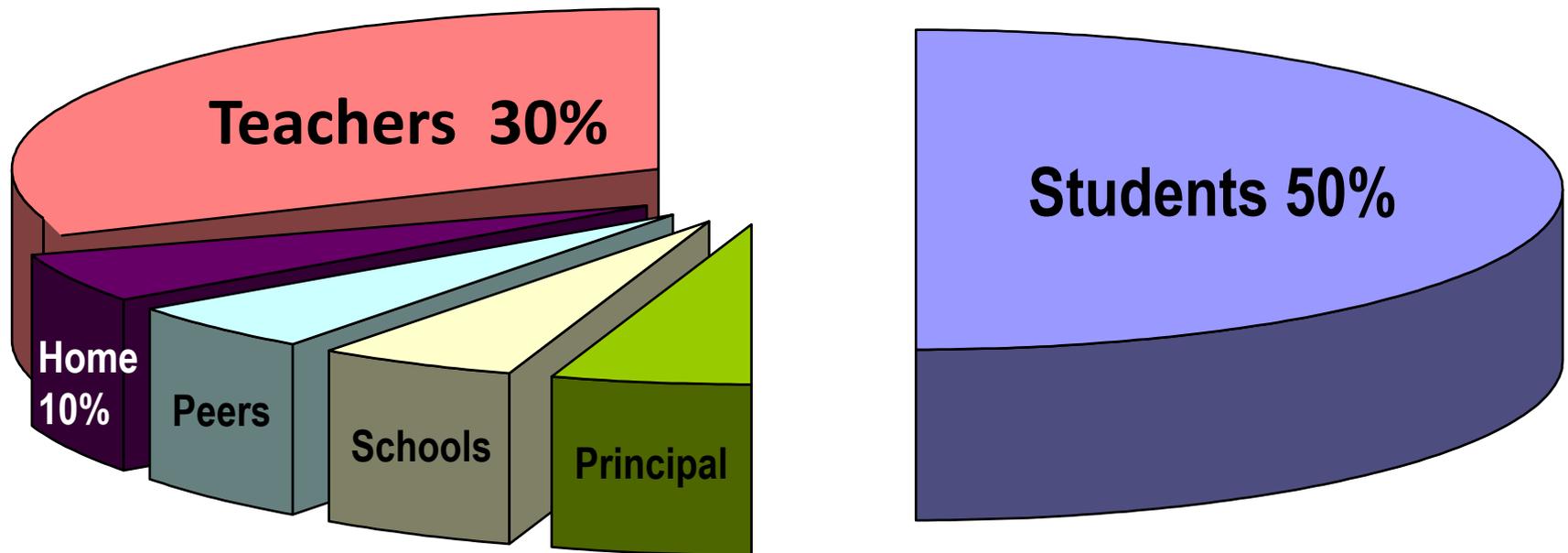


THANK YOU!

Teachers are the important factor affecting the quality of student learning.

Percentage of Achievement Variance

“Know Thy Impact”



Teachers with a deep conceptual understanding of the reading process are better able to design and select effective reading instruction practices to support every child to continually develop as a reader and keep up with their peers

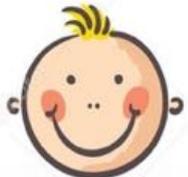


Arguably,initial progress in reading, represents the fulcrum upon which students' educational progress balances.

There is ample evidence that students who do not make good initial progress in learning to read find it increasingly difficult to ever master the process.

Failure to learn: Causes and consequences Nov2013 Dr Kerry Hempenstall,

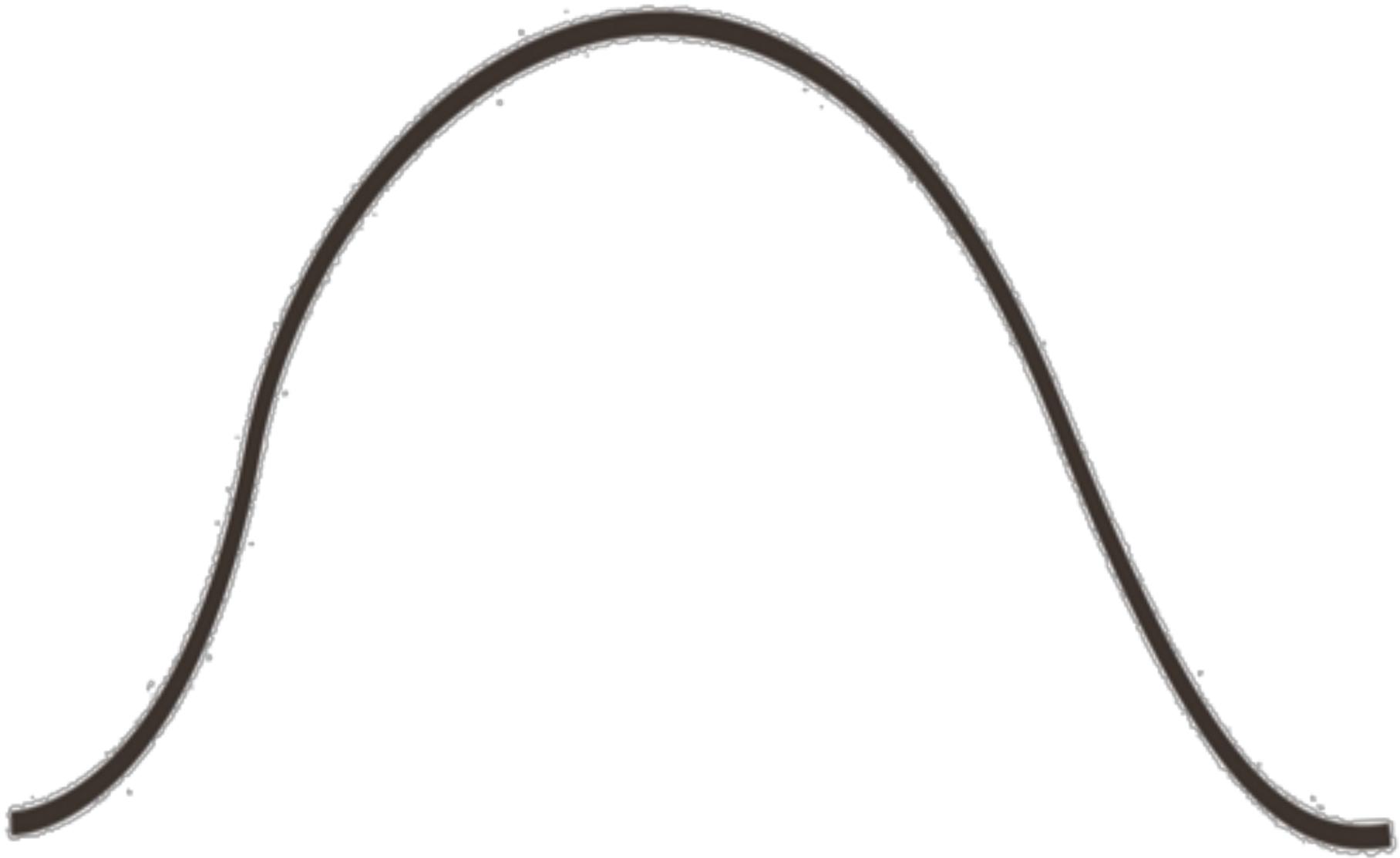




Children start school with varying:

- Language backgrounds - other than English
- Oral Language proficiency both receptive and expressive
- Family structures and levels of interaction and support
- Socio economic backgrounds
- Health issues: sight, hearing, ongoing medical issues – some related to poor diet and sleep patterns
- Behavioural and social emotional skills
- Experience with trauma
- Intellectual capacity and learning disabilities
- Working memory and rapid naming ability
- Experience with books and print
- Fine and gross motor skills
- Phonological awareness skills





2.5%

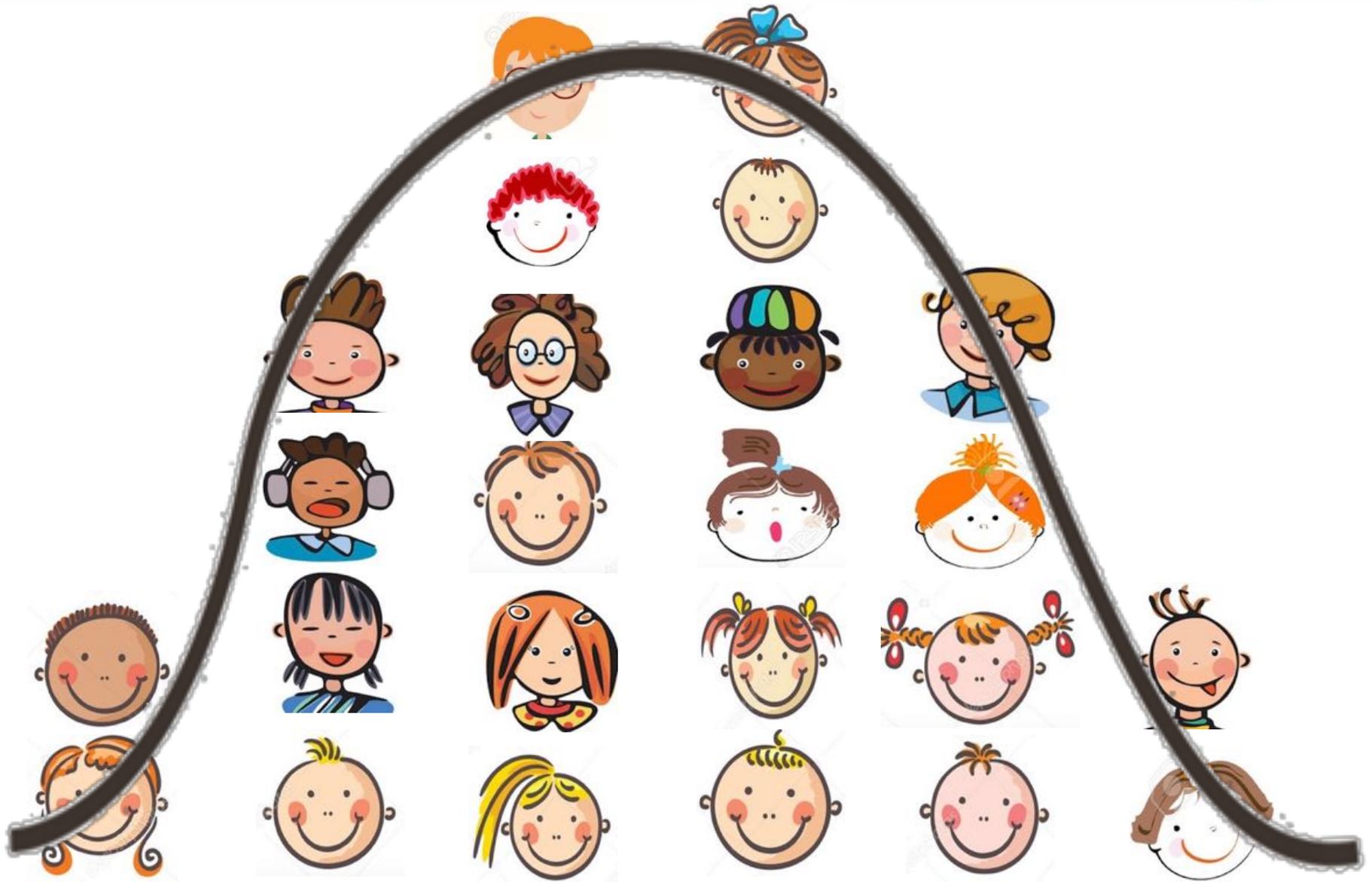
12.5%

34%

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2.5%



2.5%

12.5%

34%

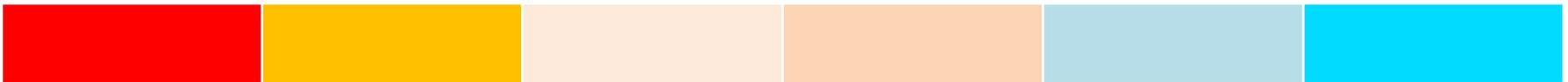
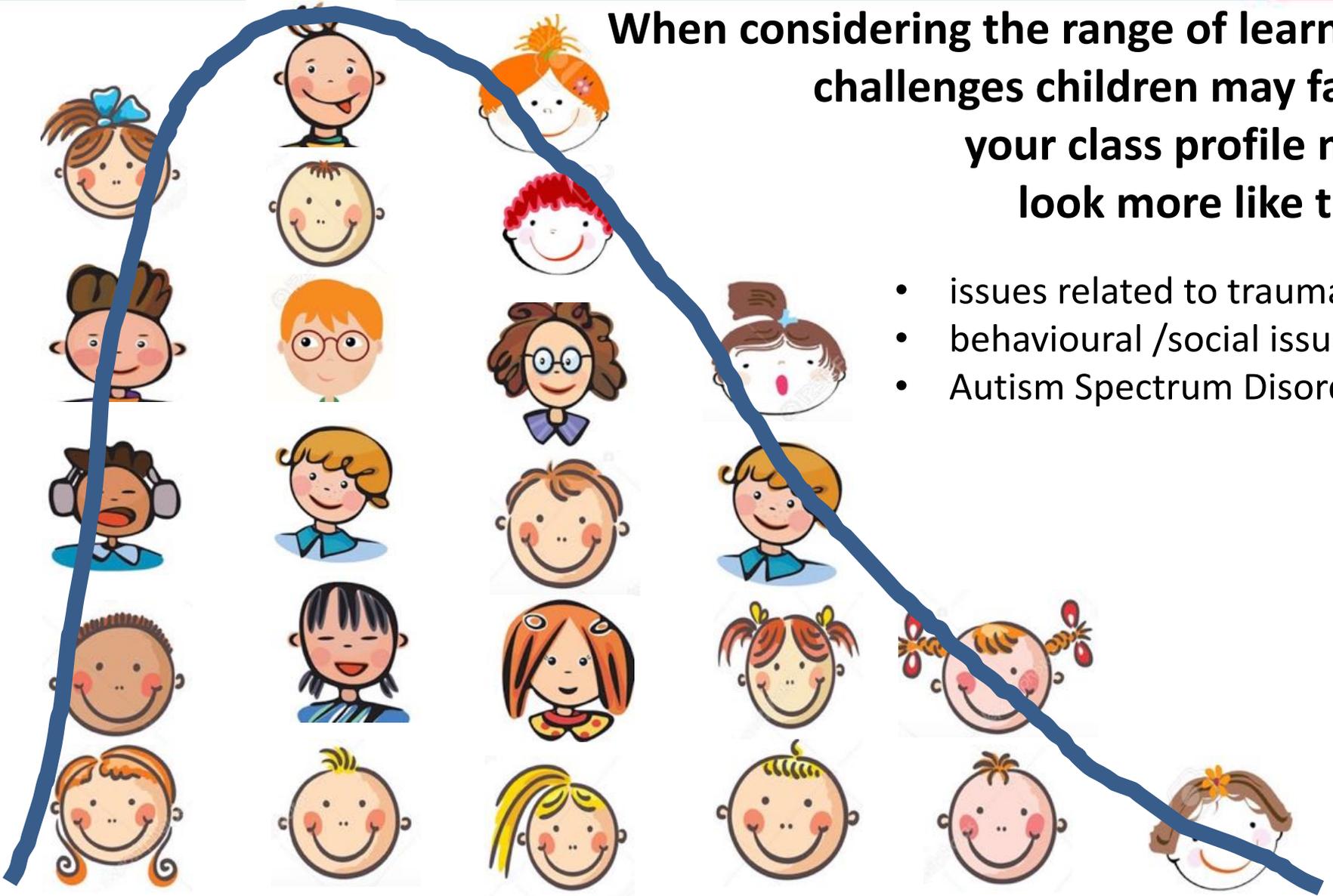
34%

12.5%

2.5%

When considering the range of learning challenges children may face, your class profile may look more like this:

- issues related to trauma
- behavioural /social issues
- Autism Spectrum Disorder



Students with **learning DIFFICULTIES**

Students with **learning DISABILITIES**

What are learning difficulties?

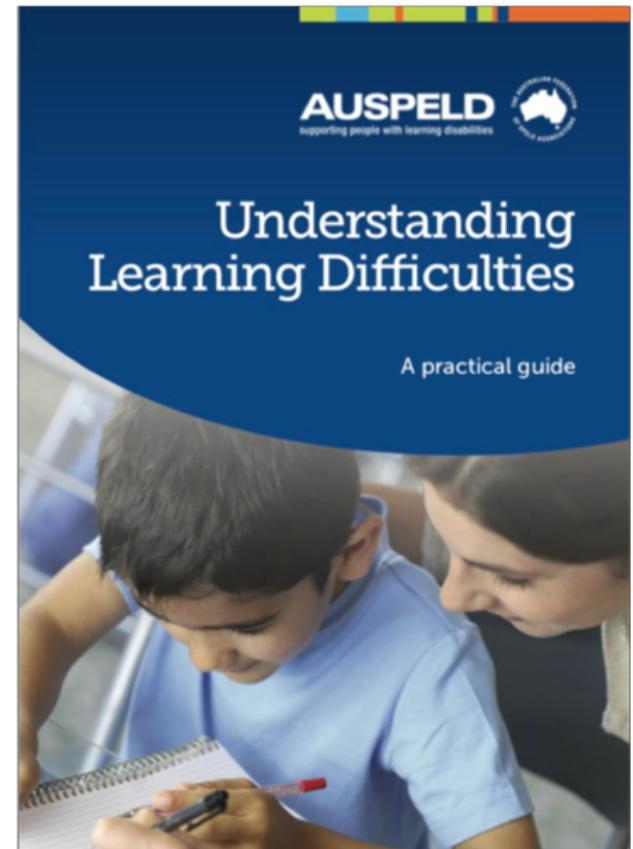
What are learning disabilities?

How prevalent are they?

How to address them.

[www.speld-sa.org.au/shop/
learning-aids/product/
understanding-learning-difficulties-
a-practical-guide.html](http://www.speld-sa.org.au/shop/learning-aids/product/understanding-learning-difficulties-a-practical-guide.html)

\$25



Introduction

The difference between a learning difficulty and a learning disability

What do we know about types of learning disabilities?

Dyslexia

Dysgraphia

Dyscalculia

Processing weaknesses are common in students with learning disabilities

What is working memory?

What is phonological processing?

What is orthographic processing?

Students with learning disabilities may have low self-esteem

Identifying and Diagnosing Specific Learning Disabilities

Who can diagnose a Specific Learning Disability?

How is a Specific Learning Disability Diagnosed?

The Response to Intervention (RTI) Model

Diagnostic Criteria for Specific Learning Disorder Diagnosis



Implementing the RTI model:

Wave 1 – The effective inclusion of all children in daily high quality teaching

Wave 2 – Additional small-group intervention to provide an opportunity to catch up

Wave 3 – Specific targeted intervention for individual children requiring intensive support

Recommended Teaching Strategies

Selecting a successful intervention program

The components of effective instruction

Explicit instruction

Strategies that will improve learning outcomes for all students

Accommodations

Examples of effective accommodations

Use of Assistive Technology

What is a Dyslexia Friendly school?

Appendix 1: Contents of attached CD

Appendix 2: References and recommended reading

Would you like more information? (DSF services and contact details)

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Students with **learning DISABILITIES**

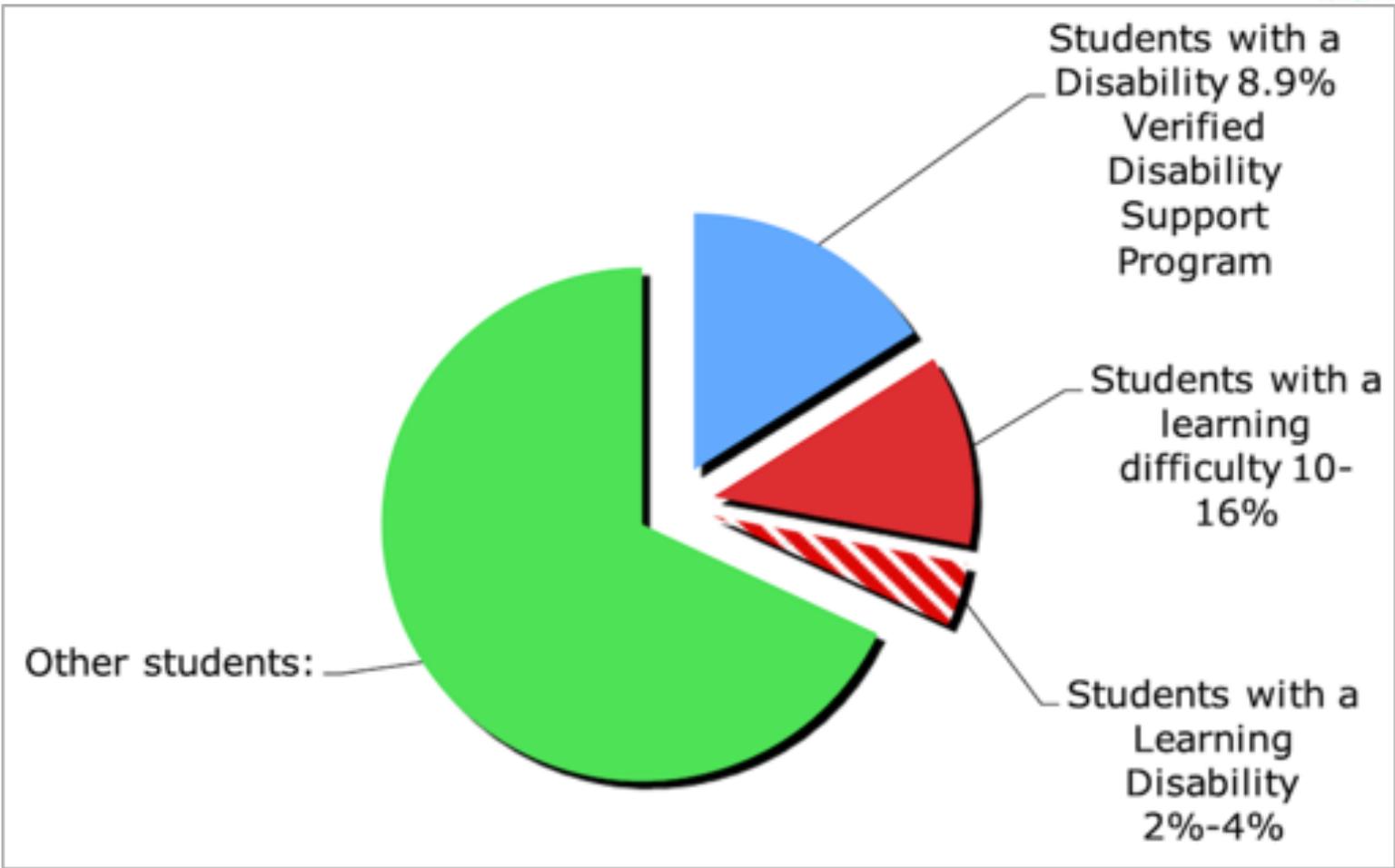
have difficulties in specific areas of academic achievement as a result of an underlying **neurodevelopmental** disorder, the origin of which includes an interaction of genetic, epigenetic and environmental factors.

One of the defining features of a specific learning disability is that the difficulty continues to exist, despite appropriate instruction and intervention.

Dyslexia, Dysgraphia, Dyscalculia



Early identification is the key to success in the classroom, followed by **intervention** – including both **remediation** and **accommodation** – that is supported by research evidence.



80% of students with a learning disability are dyslexic.

Dyslexia can be defined as:

... a specific learning disability that is neurological in origin.

It is characterised by :

difficulties with accurate and / or fluent word recognition and by poor spelling and decoding abilities.

These difficulties typically **result from a deficit in the phonological component of language** that is **often unexpected** in relation to other cognitive abilities and the provision of effective classroom instruction.

Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede growth of vocabulary and background knowledge.



Students with **learning DIFFICULTIES**

underachieve academically for a wide range of reasons,
BUT

have the potential to achieve at age-appropriate levels..

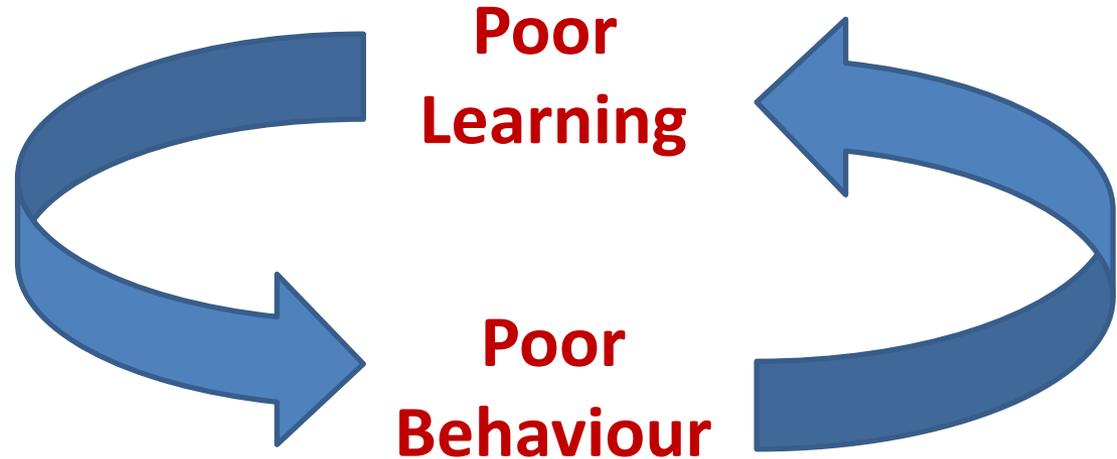
once provided with programs that incorporate appropriate support and **evidence-based instruction.**

Students with **learning DIFFICULTIES**

underachieve academically for a wide range of reasons, including factors such as:

1. sensory impairment (weaknesses in vision or hearing)
2. severe behavioural, psychological or emotional issues





Explicit and systematic learning experiences, support students to be successful.

"Behaviour problems among children with learning disorders are about 3 times higher than the norm by 8 years of age"



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"Behaviour problems among children with learning disorders are about 3 times higher than the norm by 8 years of age"



Government of South Australia
Department of Education and
Children's Services

YOUR **CLASSROOM**

safe, **orderly**
& productive

A learning program for
teachers in developing and
managing **student behaviour**

Child Safety
Commissioner

promoting
the safety
and wellbeing
of children

Calmer classrooms

A guide to working with
traumatised children



Students with **learning DIFFICULTIES**

underachieve academically for a wide range of reasons, including factors such as:

1. sensory impairment (weaknesses in vision or hearing)
2. severe behavioural, psychological or emotional issues
3. English as an additional language or dialect (EALD)
4. high absenteeism

5. ineffective instruction

6. inadequate curricula



These students **have the potential to achieve at age-appropriate levels** once provided with programs that incorporate appropriate support and **evidence-based instruction**.

Dysteachia

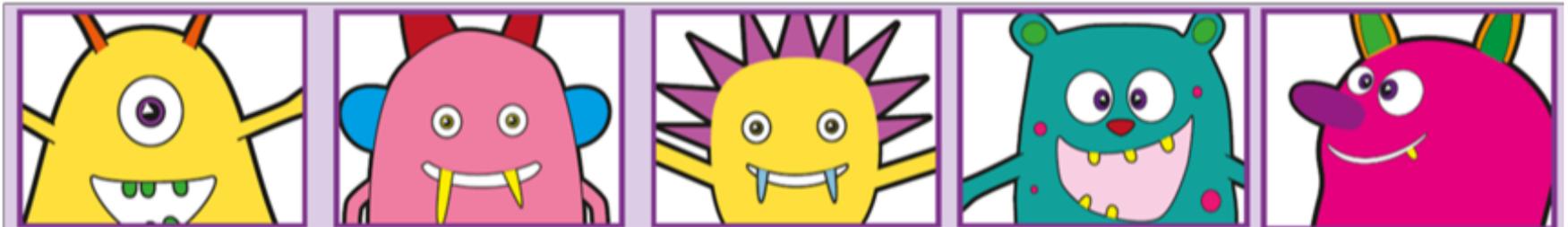
Criteria associated with programs most likely to achieve successful outcomes for students with learning difficulties.

(AUSPELD Understanding Learning Difficulties)

Explicit and direct instruction	Content is taught clearly and directly. Explicit instruction directs student attention towards specific learning in a highly structured environment.
Multi-sensory	Teaching uses all the senses: hearing, seeing, saying and doing to ensure learning is retained.
Cumulative sequence	Builds on what has already been learned and previous learning receives further practice.
Sequential	A prescribed sequence of learning targets presented in small steps.
Repetitive	Regular systematic review of concepts and over-learning to ensure learning is retained in long term memory.
Systematic	Concepts and skills are taught in a step-be-step manner. For example, in a structured synthetic phonics program, a complete set of phoneme-grapheme relationships are taught sequentially, cumulatively and systematically.
Appropriate pace	It is important to introduce concepts and skills in small steps but at a reasonable pace. Each component is taught on its own with ample opportunity for practice. In subsequent sessions (preferably daily) – previous learning is reviewed , new concepts and skills are taught, and – again – ample opportunity for practice is provided.
Cover all areas of instruction	Phonemic awareness, phonics, decoding, fluency, comprehension, spelling (writing).
Assessment	Regular ongoing assessments of concepts taught to ensure the student is provided with instruction, resources and activities at the right level.

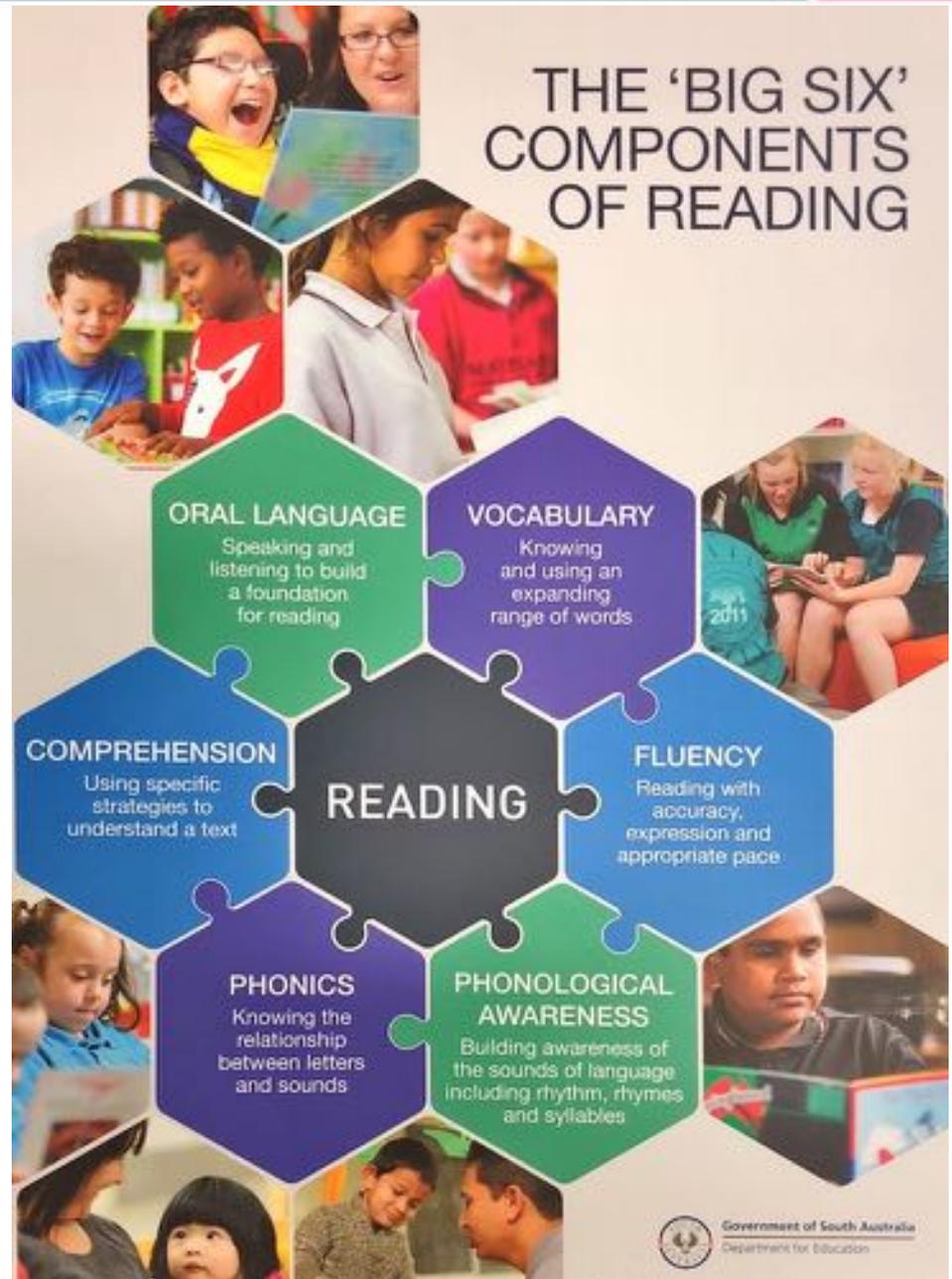
**Has the Education Department a formal position on how to teach reading....
that supports, students with learning difficulties, achieving successful outcomes?**

- How do you know?
- Where is it stated?

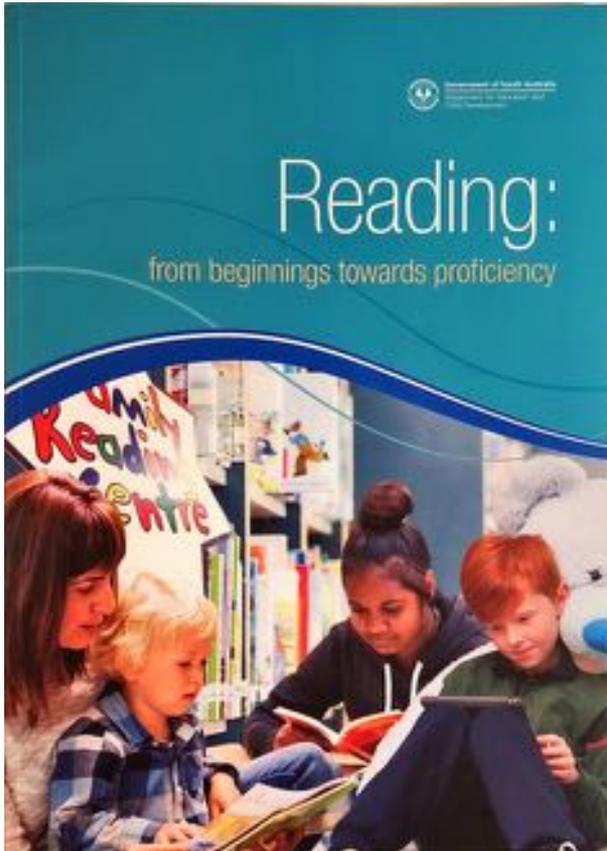


The Best Advice Papers

Released in 2016



Reading: from beginnings towards proficiency



Presents good advice in Chapters 3 - 6 about:

- **Creating the reading environment**
- **Designing an effective reading program**
- **Knowing the reader**
- **Families and communities reading together.**

However Chapters 1 and 2 of this resource **need to be carefully read** so we don't :

- see the many theories of reading described as being equally effective for beginning readers - as they aren't
- underappreciate the code-breaker role and therefore, the role of phonics
- while seeing reading as a multifaceted process, gloss over phonics as though it were incidental when actually it is foundational
- think that decoding is a 1950's – 1970's process.



6. Comprehension Strategies

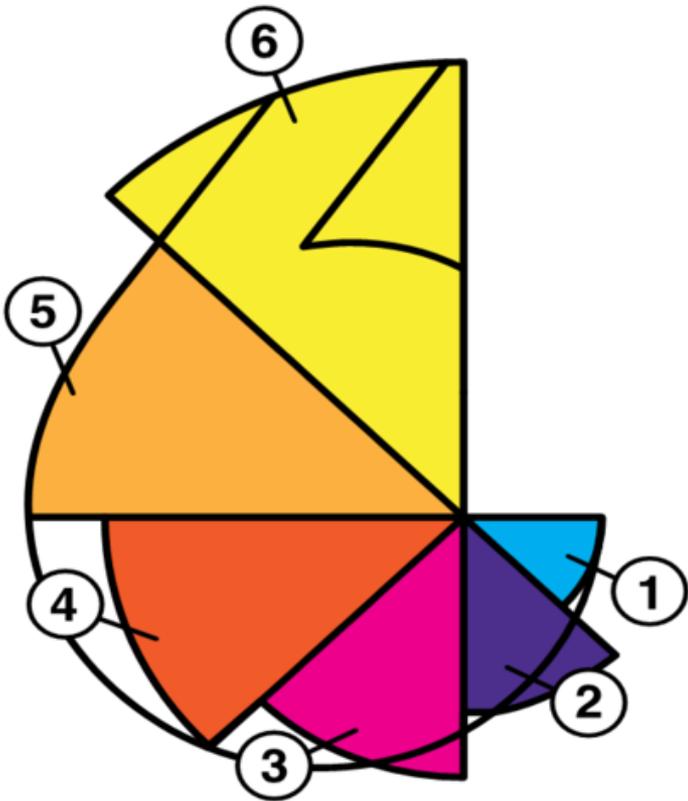
5. Fluency

4. Vocabulary

3. Phonics

2. Phonological Awareness

1. Oral language



The Many Strands that are Woven into Skilled Reading

(Scarborough, 2001)

1. Oral language

6. Comprehension strategies

4. Vocabulary

5. Fluency

2. Phonological Awareness

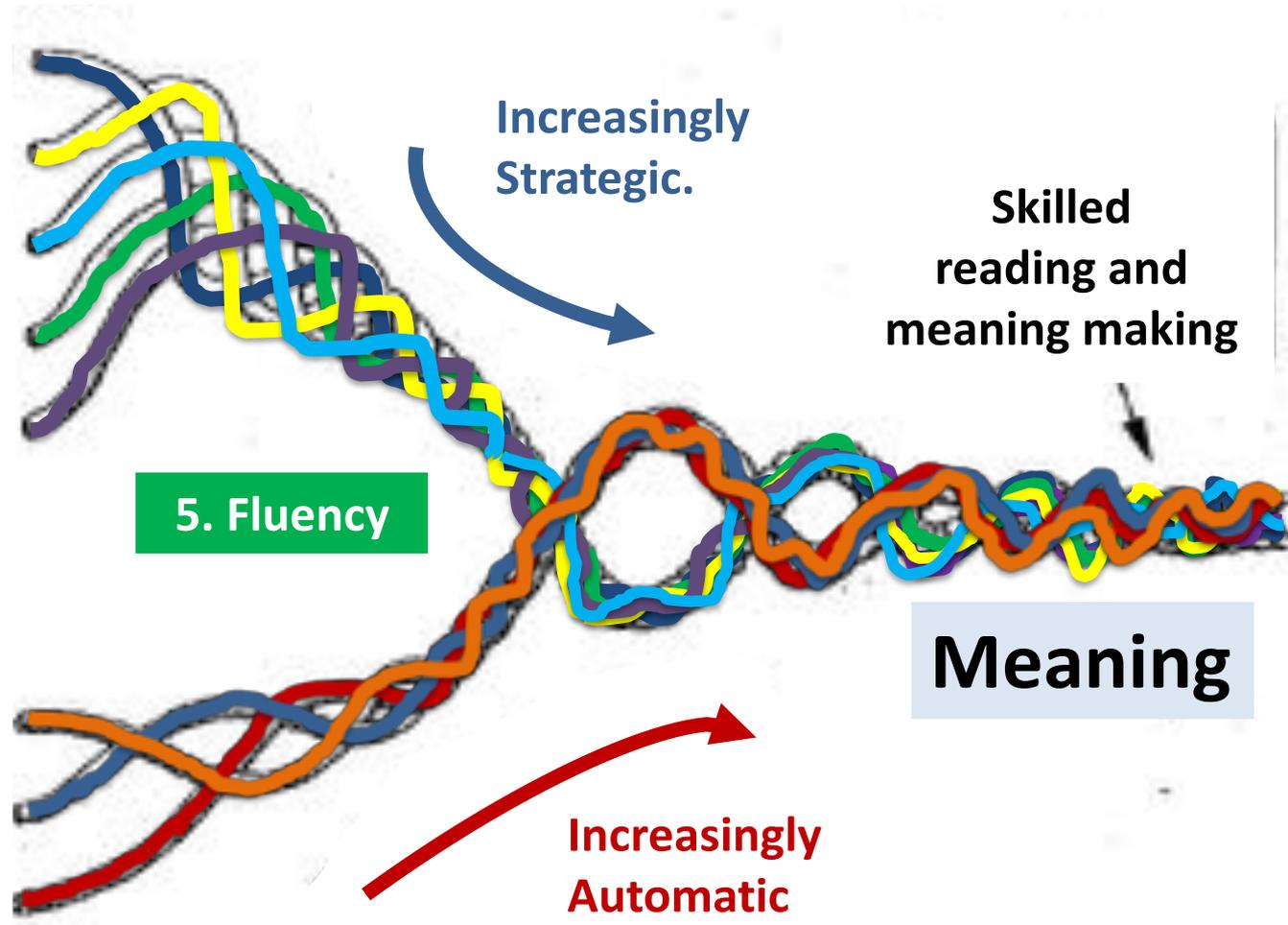
3. Phonics

Increasingly Strategic.

Skilled reading and meaning making

Meaning

Increasingly Automatic



Consequences of a poor start to reading.

Trouble with speech sounds (K)

Trouble learning the alphabetic code (1st)

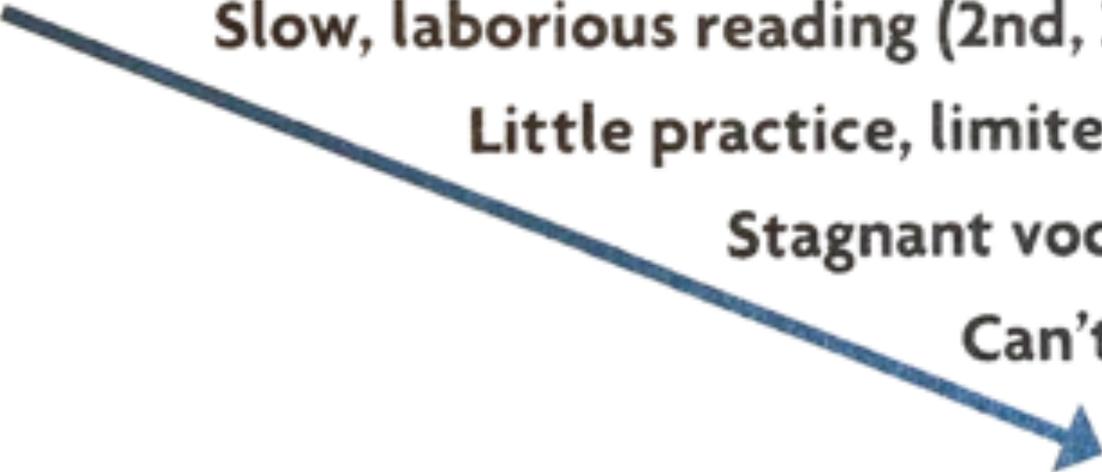
Slow, laborious reading (2nd, 3rd)

Little practice, limited reading (3rd, 4th)

Stagnant vocabulary (4th+)

Can't comprehend ...

Would rather do
anything but read ...



Success and Failure Cycle



A sense of failure - how quickly can it develop?
How difficult is it to overcome?

Anatomy of Educational Decline

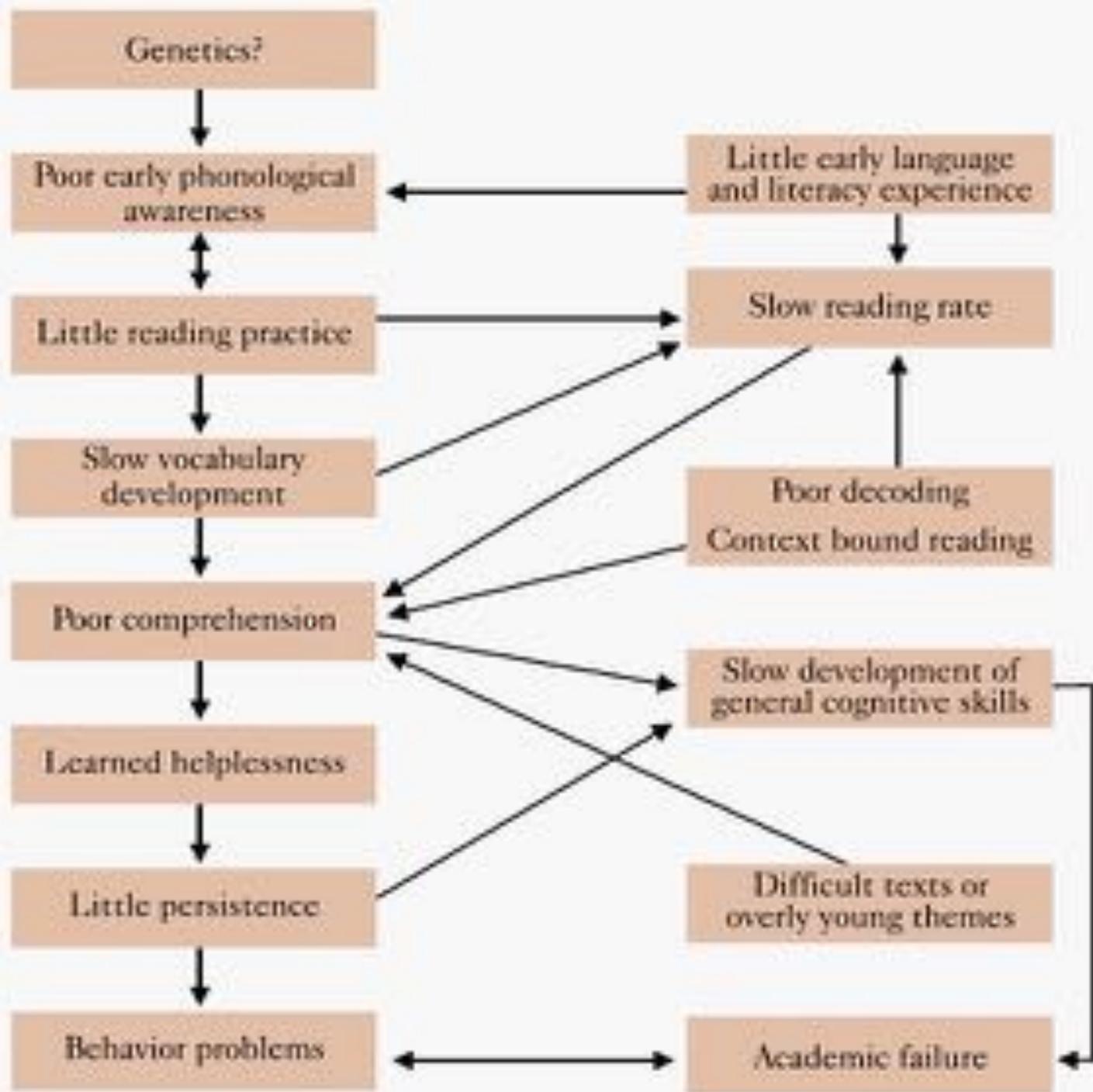


Figure. Anatomy of educational decline (Hempenstall, 1996)

What is reading?

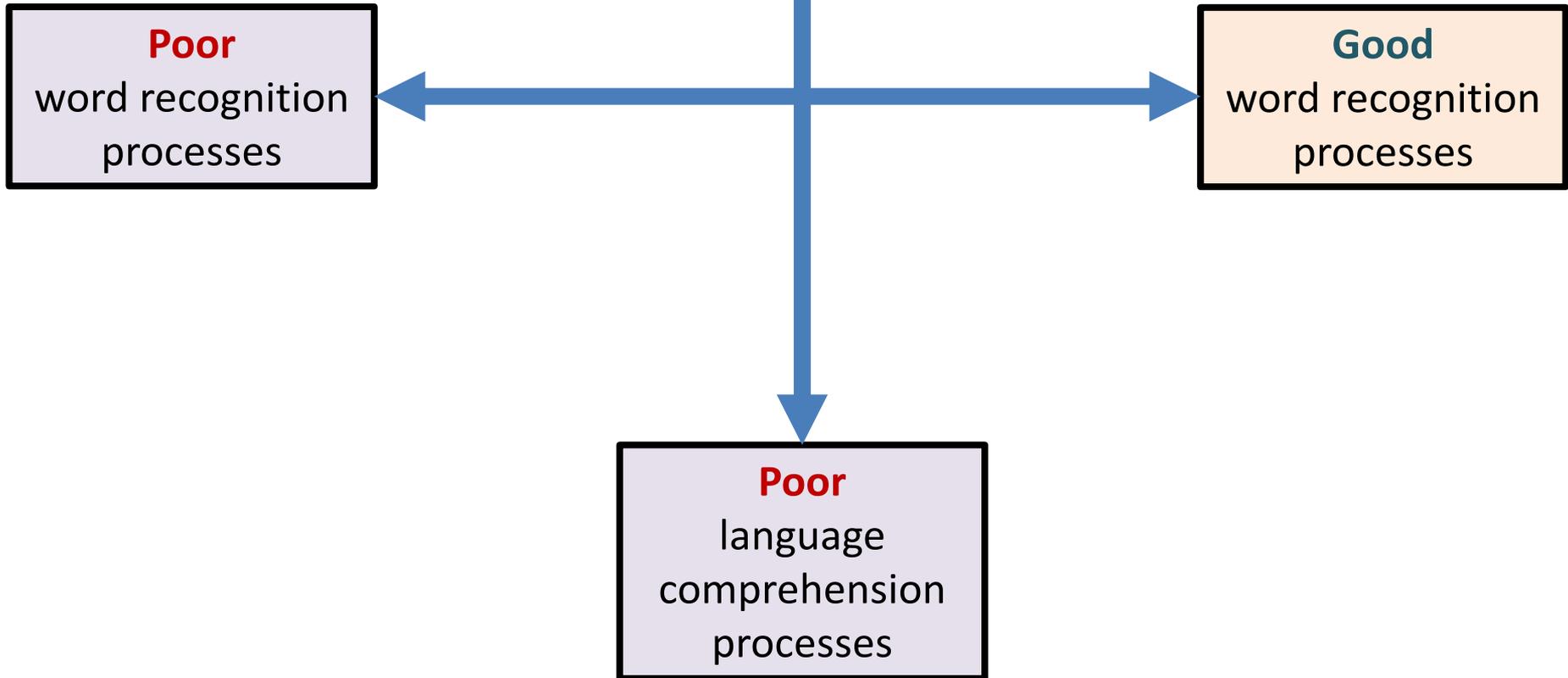


Reading is a complex "cognitive process" of decoding symbols in order to construct or derive meaning (reading comprehension).

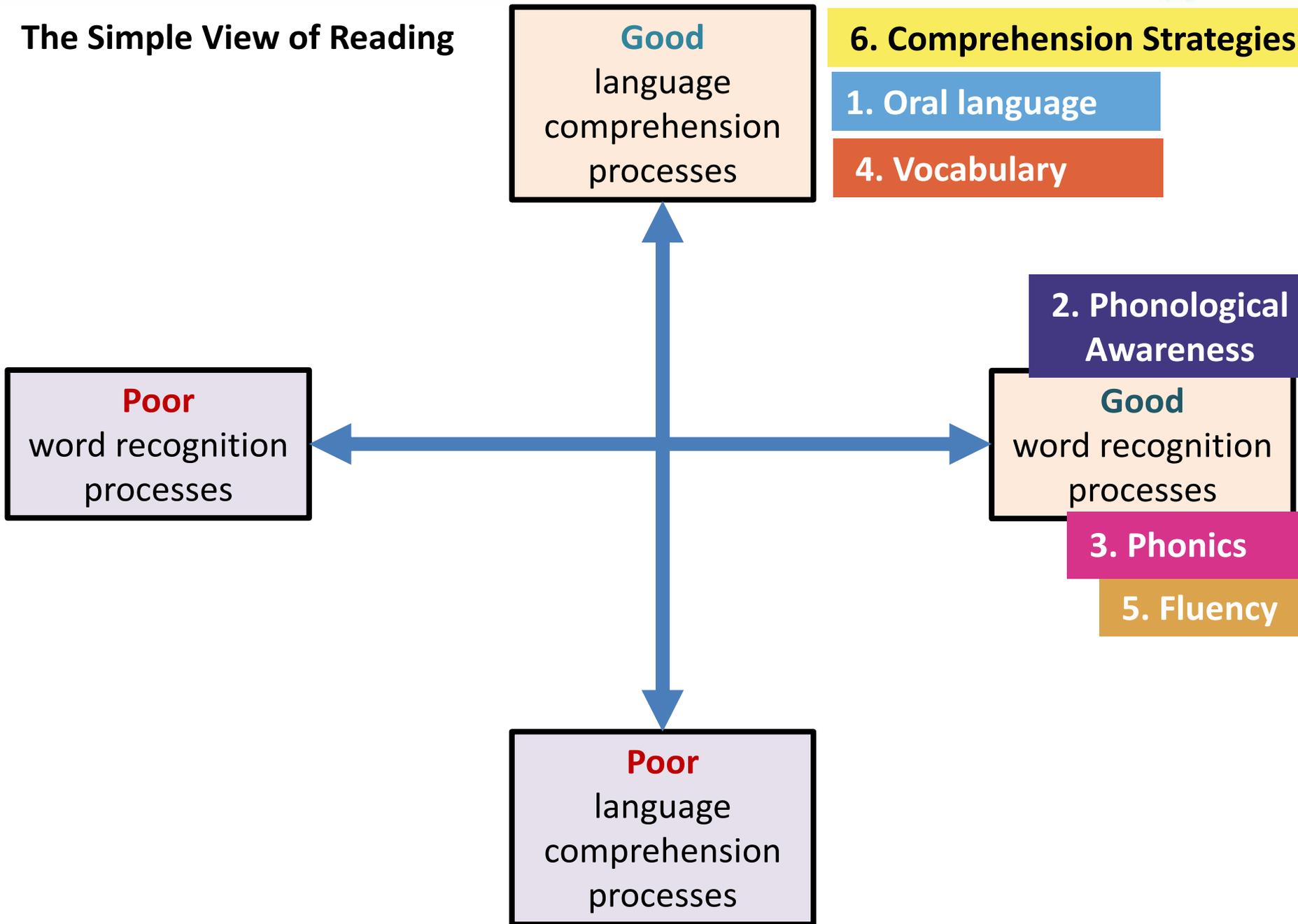
Reading is making meaning from print.

The Simple View of Reading

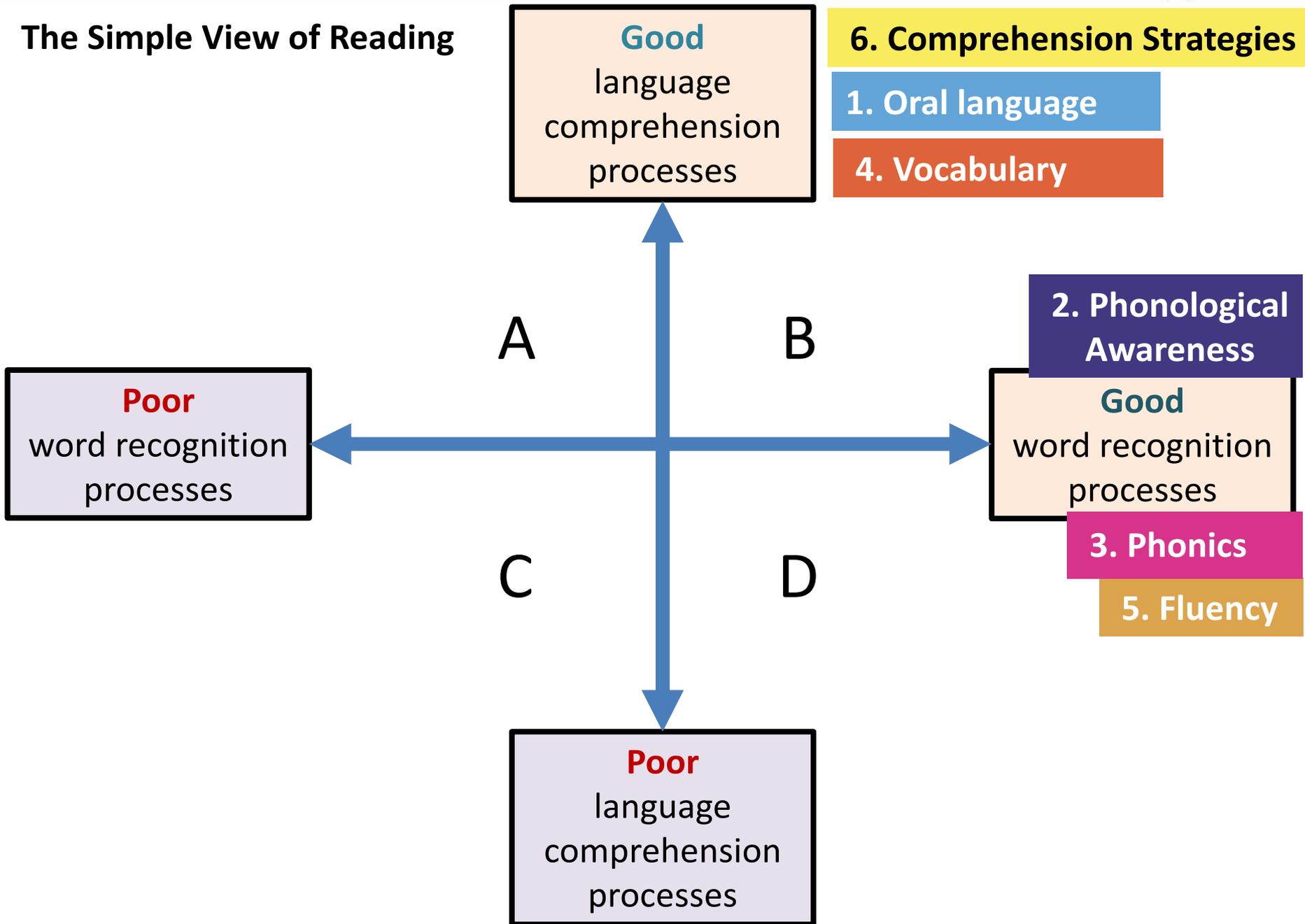
was adopted by the Rose Report and formed a central part of the Primary National Strategy's view of literacy learning



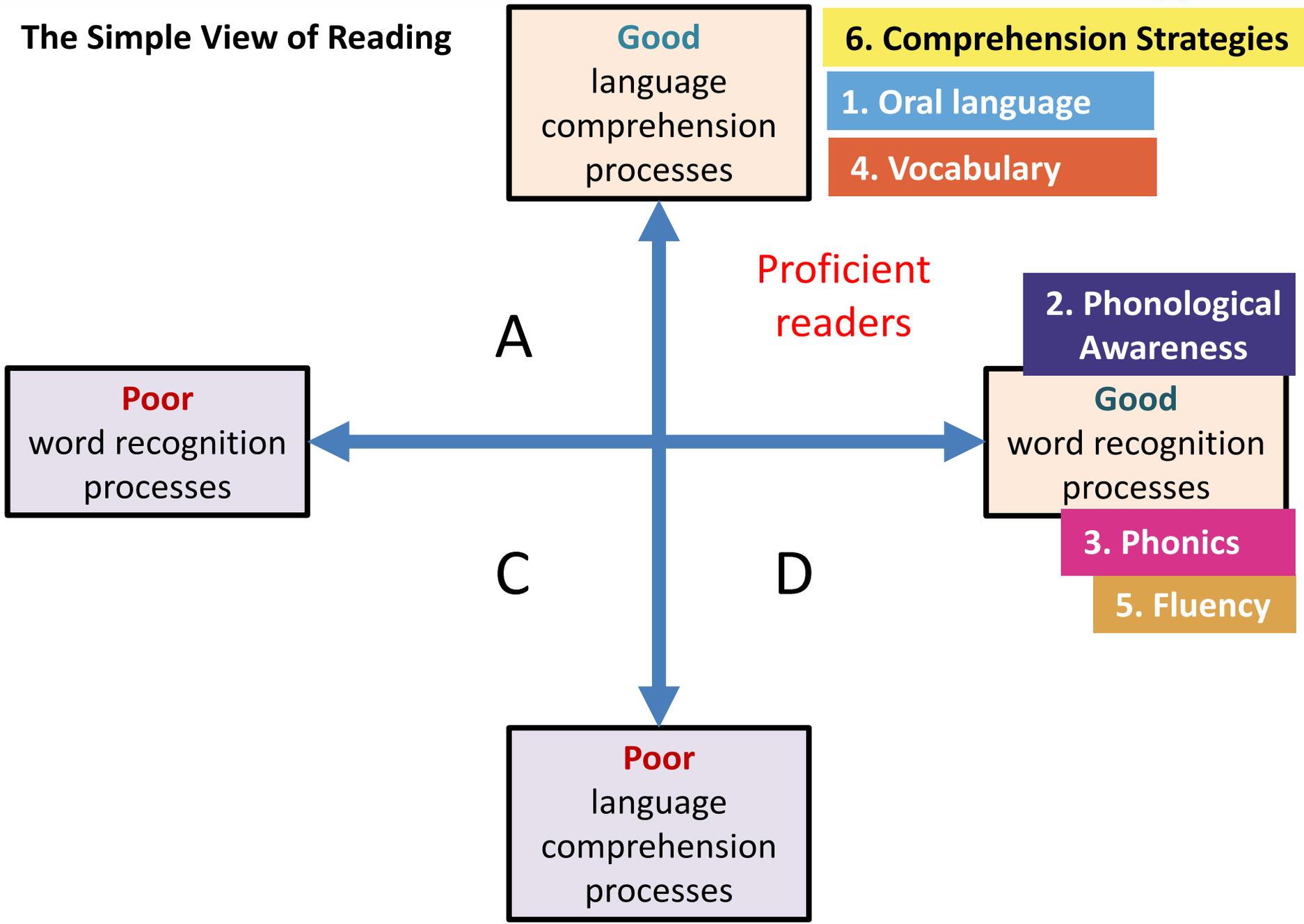
The Simple View of Reading



The Simple View of Reading

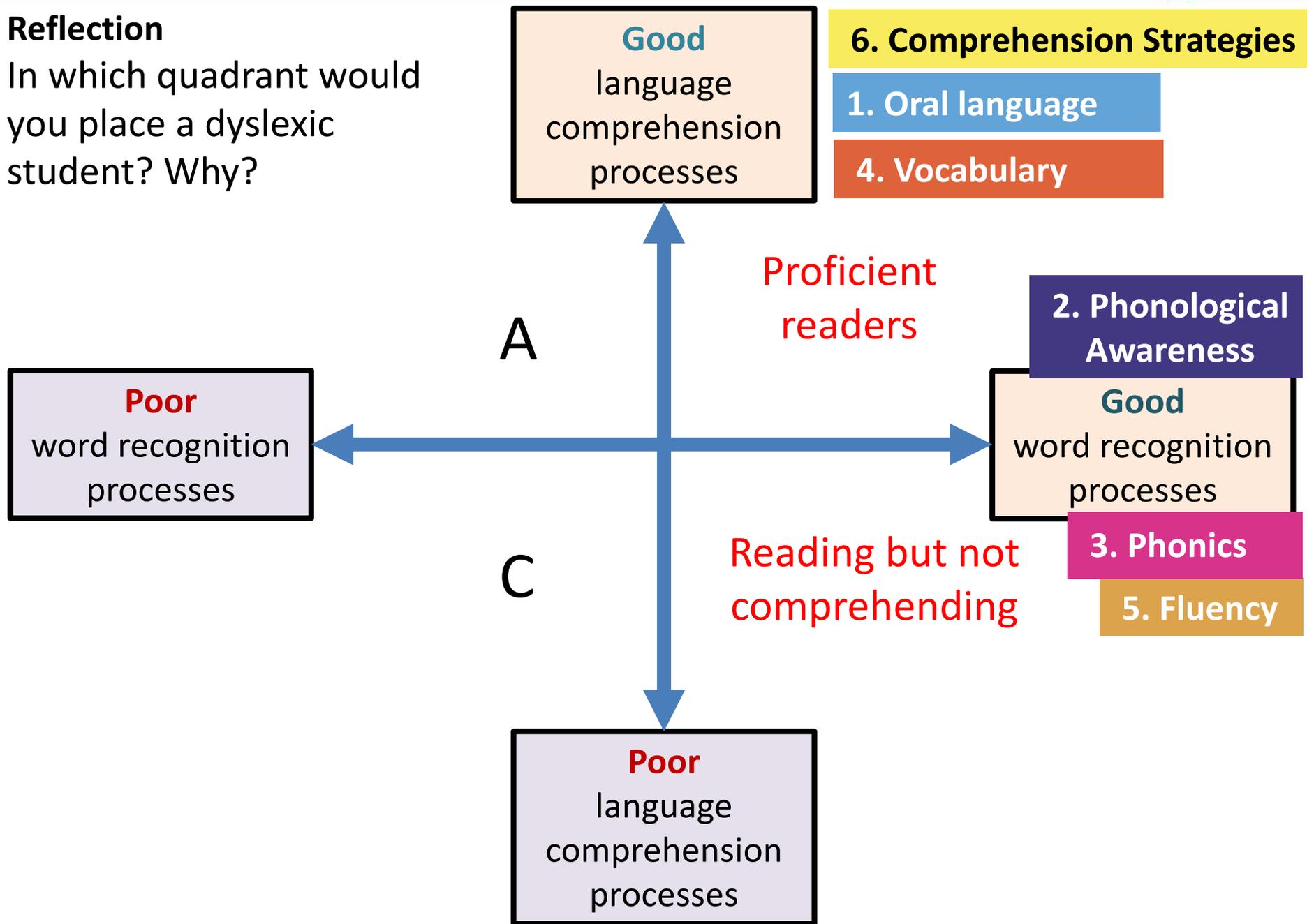


The Simple View of Reading



Reflection

In which quadrant would you place a dyslexic student? Why?



The Simple View of Reading

Good
language
comprehension
processes

6. Comprehension Strategies

1. Oral language

4. Vocabulary

Having difficulties
independently identifying
unfamiliar words

Proficient
readers

**2. Phonological
Awareness**

Poor
word recognition
processes

Good
word recognition
processes

Reading but not
comprehending

3. Phonics

5. Fluency

C

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language
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Dyslexia can be defined as:

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C

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The Simple View of Reading

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Having difficulties
independently identifying
unfamiliar words

Proficient
readers

**2. Phonological
Awareness**

Poor
word recognition
processes

Good
word recognition
processes

Struggling to both decode
and understand texts.
Verified with a disability?

Reading but not
comprehending

3. Phonics

5. Fluency

Poor
language
comprehension
processes

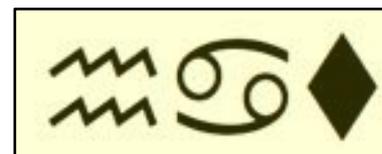
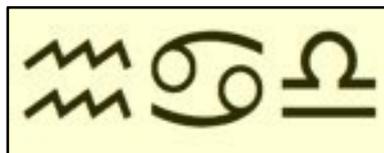
The **simple view of reading** identifies **decoding** as the **foundational skill** on which proficient reading is based, because we can't comprehend what we can't decode.



So what does current research say is the most effective way to teach phonics?

Synthetic Phonics. Focuses on teaching students letter sound correspondence **before they are asked to 'read'** so they can synthesize the pronunciation of a word by **blending through the whole word**. Words are not guessed at, based on context and limited phonic knowledge (the first few letters of a word)

The parrot saw the m _ _



**Skilled readers process almost all the print -
they do not routinely skip words, nor do
they seek only some features of words.**

Eye movement studies have demonstrated that the fluent reader recognises most words in a few tenths of a second, far faster than complex syntactic and semantic analyses can be performed.



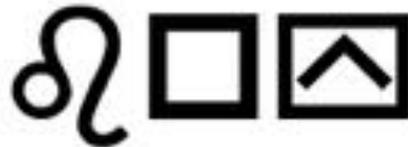
Analytic phonics

involves students first recognizing a word by its shape and or context, then analyzing it to determine the sounds those shapes represent. This method is less effective than synthetic phonics because it often occurs in an **incidental** and **less systematic manner**.

Once told this word is “boy”



The



boy



had



a



red



bike.

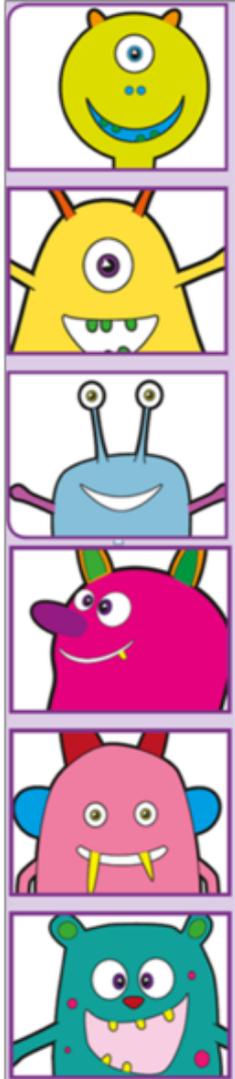
By analysis this letter must be “B”

Is a “synthetic” approach to teaching phonics preferable to an “analytic” one?

Synthetic phonics programs teach grapheme-phoneme correspondences individually and **in a specified sequence**, and children are **taught early to blend** (synthesize, hence the term synthetic) individual phonemes together to make words.

In contrast, analytic phonics programs **begin with whole words**, and grapheme-phoneme correspondences are taught by **breaking those words down** into their component parts.

Synthetic phonics seems to have some clear advantages: By introducing grapheme-phoneme correspondences individually, it is possible to **control the learning environment more effectively** and to ensure that each correspondence is taught explicitly and **in an optimal sequence**.



Based on current empirical evidence the Education Department expects that all schools will be teaching beginning and struggling readers using approaches that incorporate the use of **synthetic phonics and decodable readers.**

The Big 6 Best Advice paper p.4

Some students learn to read without explicit phonics instruction so why not use a range of approaches!

- Rich oral language background
- Trauma free emotional environment
- Immersed in books
- read to from birth
- Strong phonological skills
- Engaged in high level dialogue
- Well educated parents
- Surrounded by print
- No health problems
- Good sleep habits
- Encouraged and praised
- Supported at home when reading instruction begins

“The Literacy Set”

These students are so advantaged they will often learn to read even in the absence of good instruction.



Students coming to school with a high degree of literacy preparedness
need different instructional entry points.

The **reading process is the same for them** as for others but their entry point for instruction has simply shifted in comparison to a child with less developed literacy experiences.



But what if phonics instruction isn't the best match for a child's learning style?

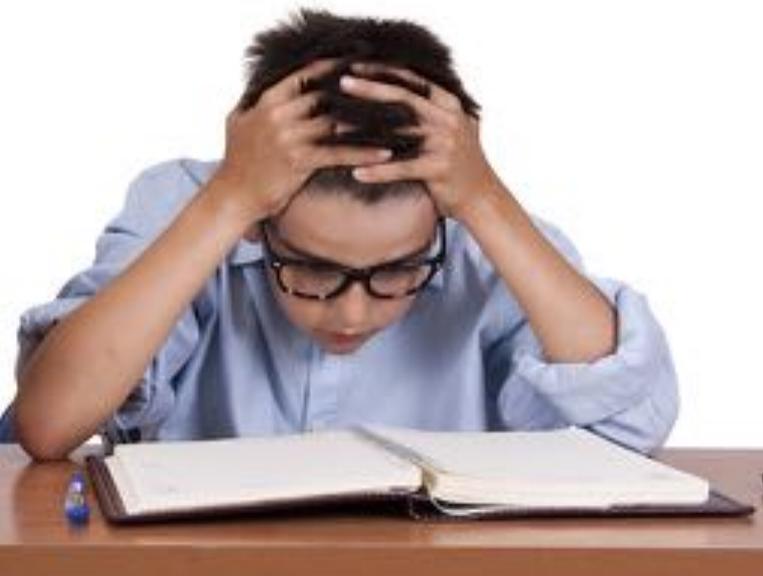
The concept of learning styles has **not been confirmed by research** and even if it were the demands of reading require certain skills regardless of the natural propensity of a student to acquire them.

All learning experiences are enhanced when a multisensory approach is used.



The type of reading material we first give to students sets their **reading reflex**.

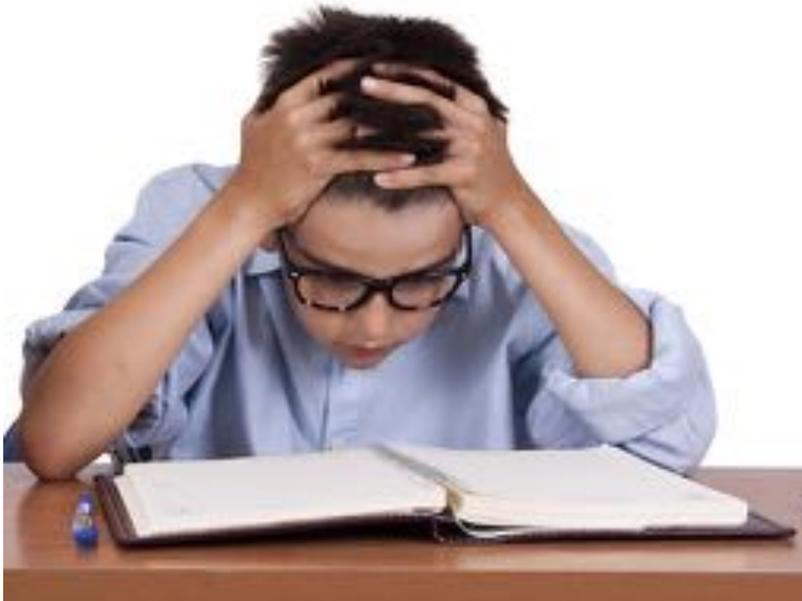
A student's **reading reflex** is their preferred 'go to' strategy when encountering unknown words.



“It says dog!”

The type of reading material we first give to students sets their **reading reflex**.

A student's **reading reflex** is their preferred 'go to' strategy when encountering unknown words.

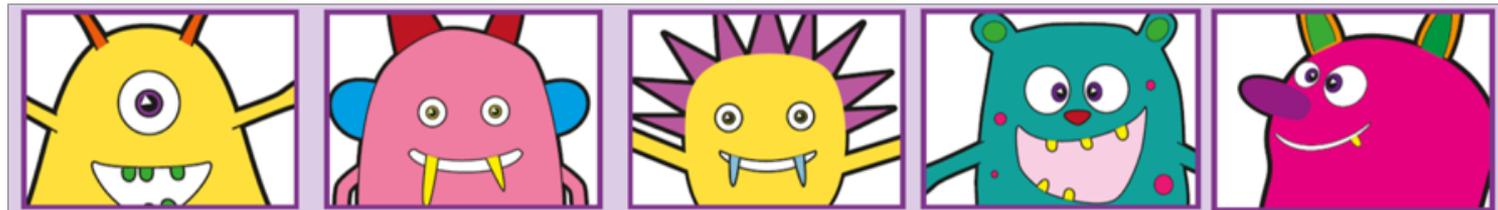


A more empowering reading reflex is established when students are given **decodable readers, matched to their knowledge of letter sound relationships**, which enable them to independently and successfully 'sound out,' rather than guess, unknown words.

**Highly effective teachers see learning
through the eyes of their students** (Hattie)
**so lets reconnect with what it
feels like**

to be a beginning reader using either
levelled or decodable readers.

RR Level 5 or greater in Reception by September
And RR Level 13 or above for Year 1s



What is it feel like to “read” RR level 1 texts



before learning letters sound relationships?

❄️ ⚡️ ℳ

◆ ◉ ◻

✋

∩ ◻

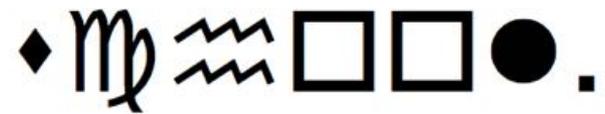
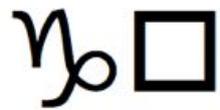
◆ ◻

◆ ℳ ⚡️ ◻ ◻ ● .



A level 1 text







✋ ♪ □ ◆ □ ◆ ♪ ≡ ≡ □ □ ●

□ ■ ☺ ♪ ♪ & ♪ .



Hand symbol ♫□ ◆□ ◆♫ ≡ ≡ □□●

♫■ ♫ ♫♫□.

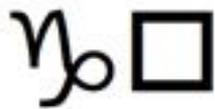


✋ ʎ◻ ◆◻ ◆ᄁ ≡ ≡ ◻◻●
 ʎ■ ㊄ ㊄◆◆.



☞ ♏ □ ♦ □ ♦ ♏ ≡ ≡ □ □ ●

♏ ■ ♎ ✦ ♎ ■ .



**So how do you
read a book when
you haven't
learned enough
letter to sound
correspondences
to decode the
text?**



The way I go to school





I go to school.



I go to school
on a bike.



I go to school
in a car.



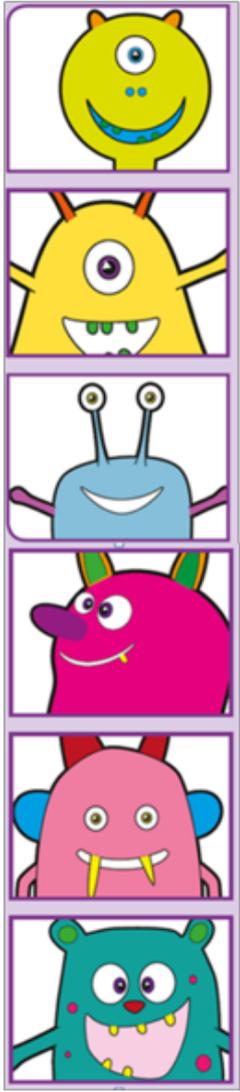
I go to school
in a bus.



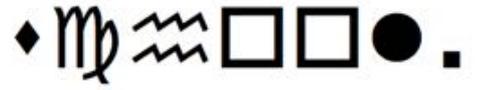
I go to school
in a van.

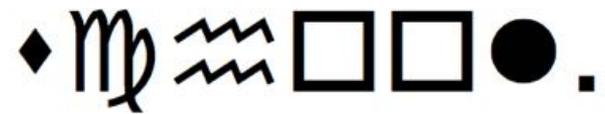
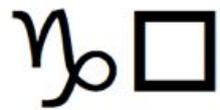


I go to school
in a wheelchair.



Having now been introduced to this simple, repetitive, levelled book let's see how well we can 'read' it again.







Hand symbol ♪ □ ♦ □ ♦ ♪ ≡ ≡ □ □ ●
□ ■ ⑤ ♪ ♯ & ♪ .



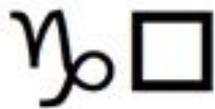
Hand symbol ♫□ ◆□ ◆♫ ≡ ≡ □□●

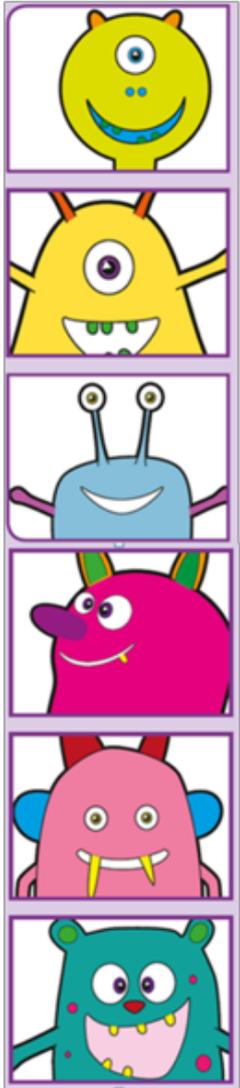
♫■ ♫ ♫♫□.



✋ ʎ◻ ◆◻ ◆ᄁ ≡◻◻●
 ʎ■ ㊄ ㊄◆◆.



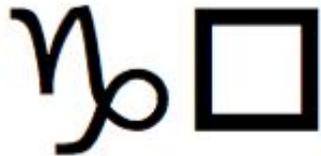




1. What was the main strategy you used to 'read' the book?
2. To what extent did you need to use letter / sound information?
3. Did you develop any skills or strategies to help you read your next book?
If so what were they?
4. What **“reading reflex,”** (go to strategy) would you develop for working out unknown words by using these types of books as your initial reading material?

- One of these words was “in.”
- Which one do you think it was?
- How do you know?

1



2

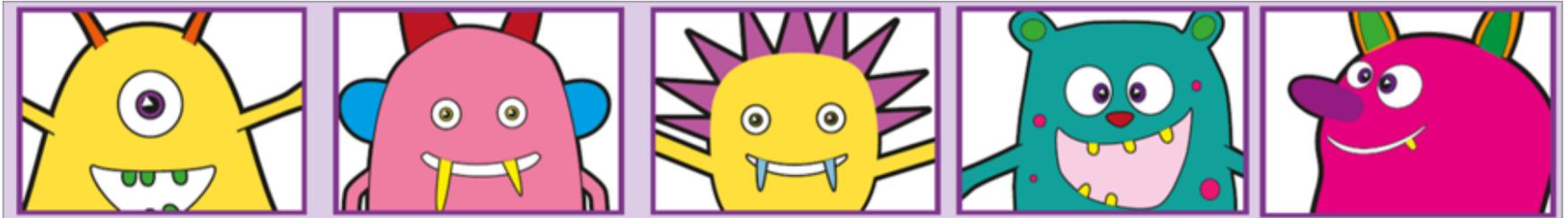


3



**Now lets try a Synthetic
Phonics approach to develop
a more effective**

“Reading Reflex.”



Criteria are associated with programs most likely to achieve successful outcomes for students with learning difficulties. (AUSPELD Understanding Learning Difficulties)

Explicit and direct instruction	Content is taught clearly and directly. Explicit instruction directs student attention towards specific learning in a highly structured environment.
Multi-sensory	Teaching uses all the senses: hearing, seeing, saying and doing to ensure learning is retained.
Cumulative sequence	Builds on what has already been learned and previous learning receives further practice.
Sequential	A prescribed sequence of learning targets presented in small steps.
Repetitive	Regular systematic review of concepts and over-learning to ensure learning is retained in long term memory.
Systematic	Concepts and skills are taught in a step-be-step manner. For example, in a structured synthetic phonics program, a complete set of phoneme-grapheme relationships are taught sequentially, cumulatively and systematically.
Appropriate pace	It is important to introduce concepts and skills in small steps but at a reasonable pace. Each component is taught on its own with ample opportunity for practice. In subsequent sessions (preferably daily) – previous learning is reviewed , new concepts and skills are taught, and – again – ample opportunity for practice is provided.
Cover all areas of instruction	Phonemic awareness, phonics, decoding, fluency, comprehension, spelling (writing).
Assessment	Regular ongoing assessments of concepts taught to ensure the student is provided with instruction, resources and activities at the right level.

Students taught with a synthetic phonics approach learn:

1. single letters and common letter combinations in a **discrete, systematic and explicit way.**

Systematic teaching

Simple Code

Consonant sounds – stretchy

f	l	m	n	r	s	v	z	sh	th	ng
										nk

Consonant sounds – bouncy

b	c	d	g	h	j	p	qu	t	w	x	y	ch
	k											

Vowel sounds – bouncy

a	e	i	o	u	ay	ee	igh	ow
---	---	---	---	---	----	----	-----	----

Vowel sounds – stretchy

Vowel sounds – stretchy

oo	oo	ar	or	air	ir	ou	oy
----	----	----	----	-----	----	----	----

Complex Code

Consonant sounds

f	l	m	n	r	s	v	z	sh	th	ng
ff	ll	mm	nn	rr	ss	ve	zz	ti		nk
ph	le	mb	kn	wr	se		s	ci		
					c		se			
					ce					

b	c	d	g	h	j	p	qu	t	w	x	y	ch
bb	k	dd	gg		j	pp		tt	wh			tch
	ck				g							
	ch				ge							
					dge							

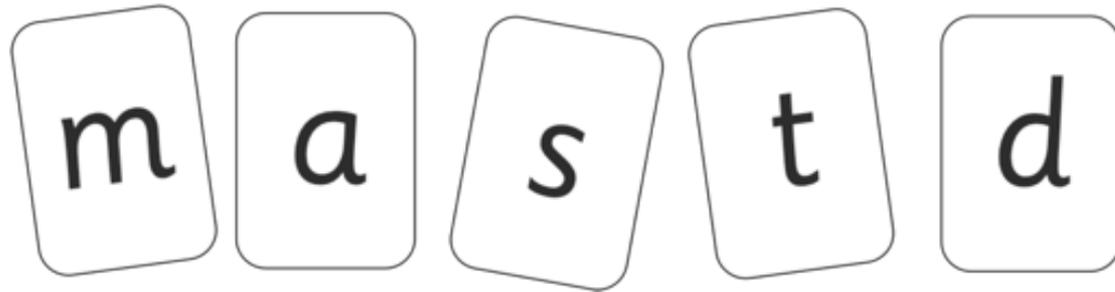
Vowel sounds

a	e	i	o	u	ay	ee	igh	ow
	ea				<u>a</u> -e	<u>e</u> -e	<u>i</u> -e	<u>o</u> -e
					ai	y	ie	oa
						ea	i	o
						e	y	

oo	oo	ar	or	air	ir	ou	oy	ire	ear	ure
<u>u</u> -e			oor	are	ur	ow	oi			
ue			ore		er					
ew			aw							
			au							

Students taught with a synthetic phonics approach learn:

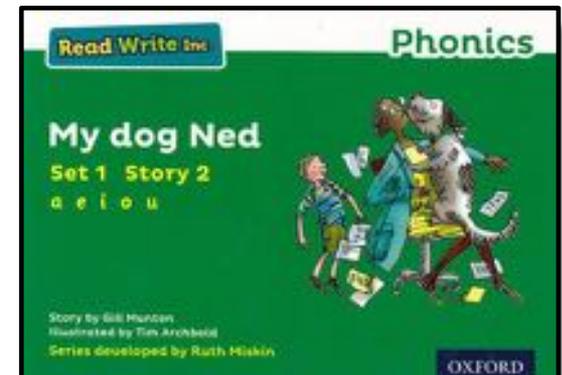
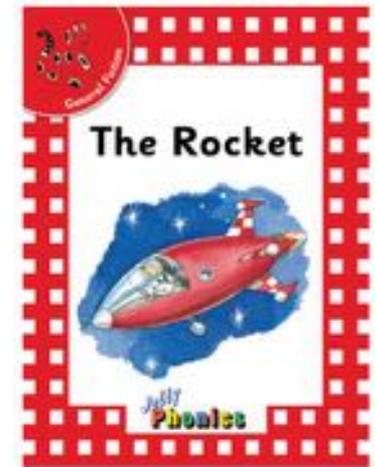
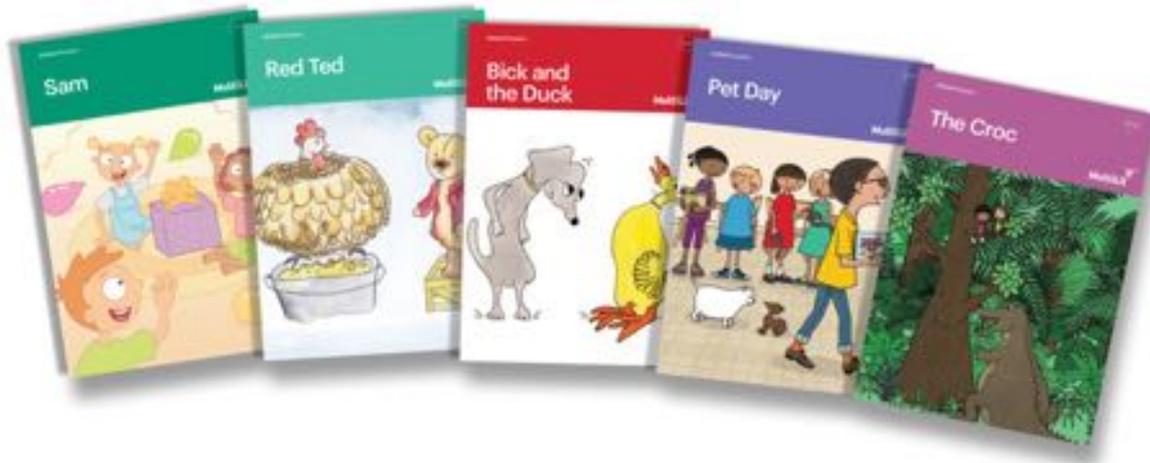
2. letter sound relationships **in an order that facilitates their blending into simple words**



Students taught with a synthetic phonics approach learn:

3. Using decodable books...

which contain short texts, made up of words they can decode and **high frequency sight words** they have been **explicitly and systematically taught** so they have opportunities to consolidate their developing knowledge.



Students taught with a synthetic phonics approach learn:

3. Using decodable books...

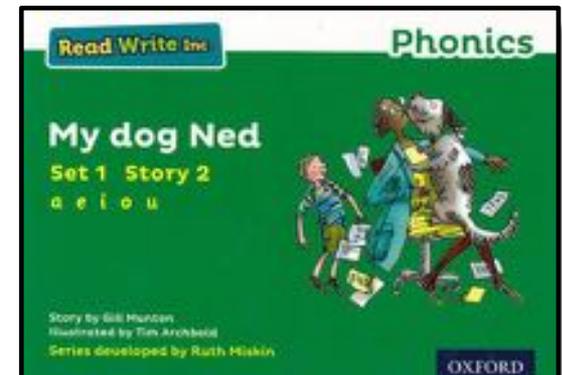
which contain short texts, made up of words they can decode and **high frequency sight words** they have been **explicitly and systematically taught** so they have opportunities to consolidate their developing knowledge.

Decodable words - green words

Ben Ned has bad yap rub
wag bit lick vet sniff crash

Tricky words / red words

the, said, I, is, put, your





h hill



a ant



s slime



d dummy



t top - spinning

First we'll learn some letter – sound relationships prior to beginning reading.

On a scale of 1 to 5
in your experience, **do the majority** of
children find the task of rapidly memorizing
letter sounds and or digraphs.....

1	2	3	4	5
Very Easy	Easy	Relatively Easy	Slightly Hard	Very Hard

Why do some children find it so difficult to
memorise letter sound correspondence?

Students with learning disabilities generally have difficulties processing information accurately and automatically, and **many students have a weakness in working memory.**

Working Memory is the ability to hold information in your mind and manipulate it as necessary for a brief period. **It is a person's mental workspace.**

A student's working memory capacity depends on their age and innate abilities. Lower primary students are only able to hold, manipulate and recall a small number of items or 'chunks' of information (e.g. two or three items)

Working memory is highly correlated with both literacy and numeracy achievement levels and **is resistant to change.**

Students with Dyslexia also tend to have difficulties processing:

- speech (phonological processing) and
- and recalling the letter patterns used in written language (orthographic processing).



Provide multisensory memory support

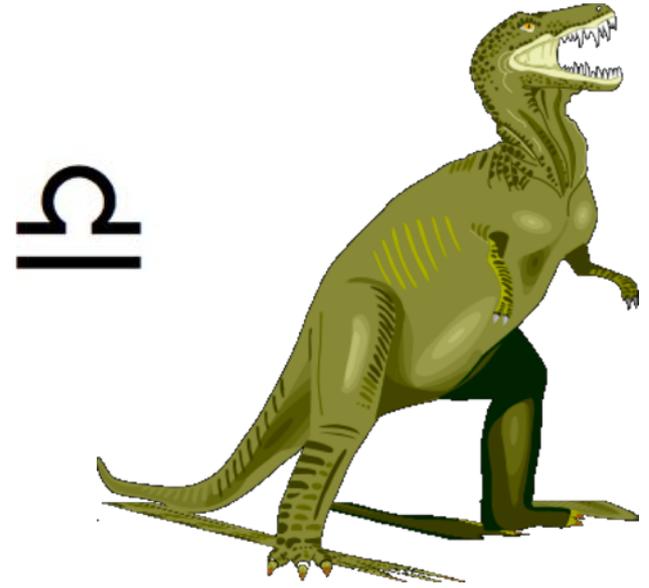
- Auditory mnemonic
- Action
- Rhyme
- Song
- Visual mnemonic



... or a combination of the above

Consistency is key.

We learn more effectively when we link new information to existing information.

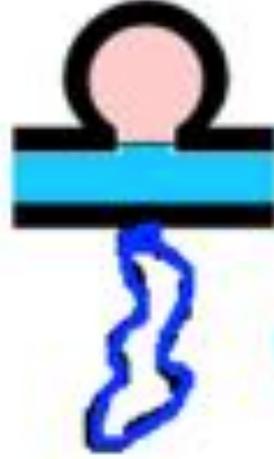


Visual mnemonics

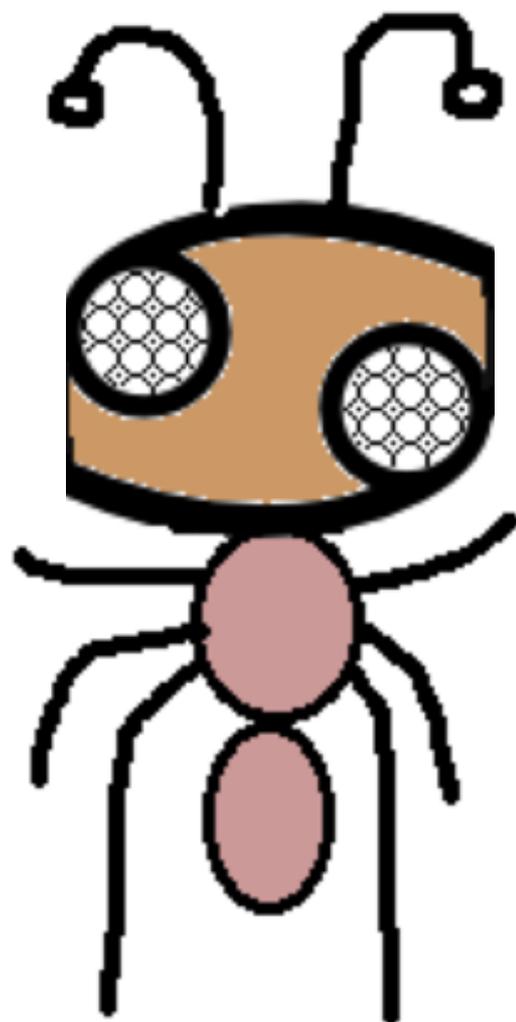
Link sound and symbols

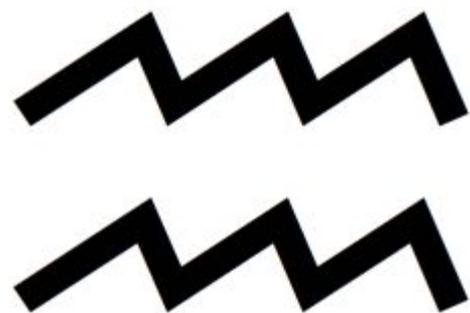


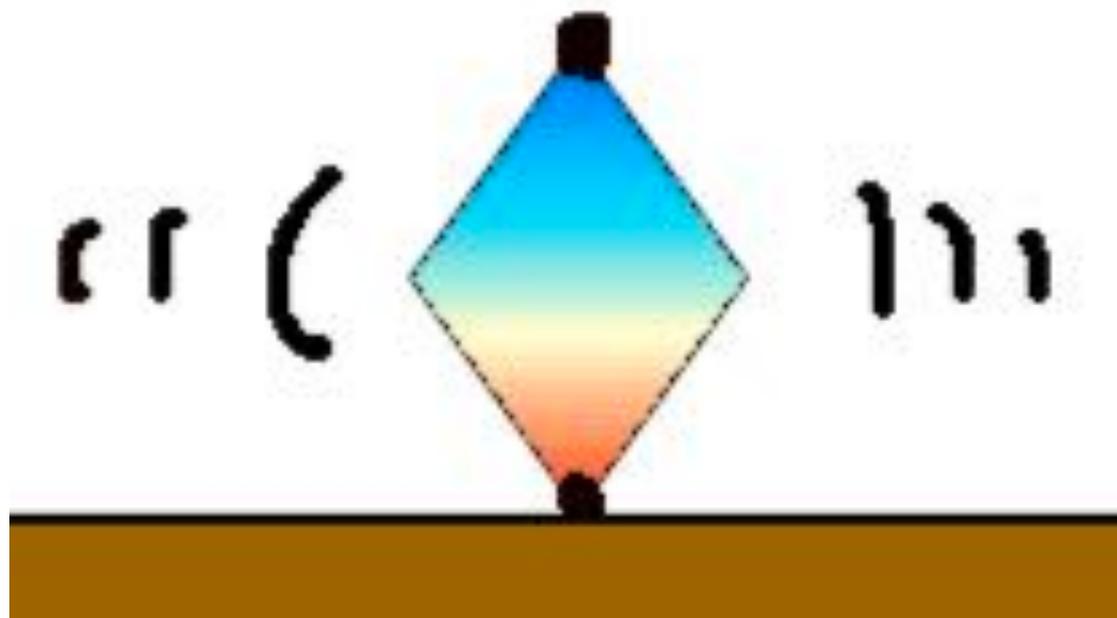
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69









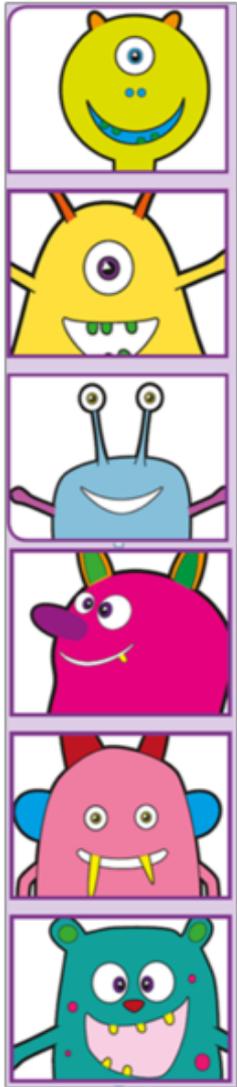
Multisensory Approach

H.E.A.R. Principle

Humor, Exaggeration, Action, Ridiculous

Writing the letters correctly as they are learned is a powerful learning strategy because handwriting is not merely a mechanical, motor skill, but rather a **brain-based skill that facilitates meaning-making.**



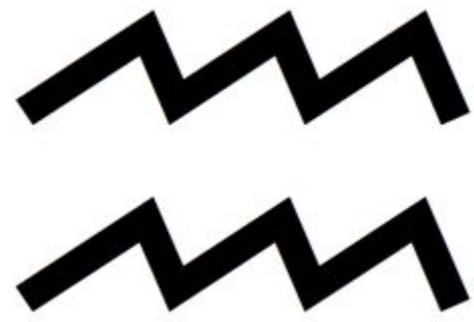


Fun Time!

Drill and Kill or
Drill and thrill

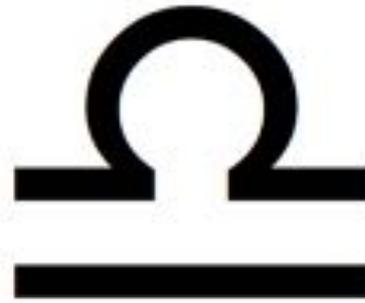
Let's find out how well
we are learning our new
letter sounds.

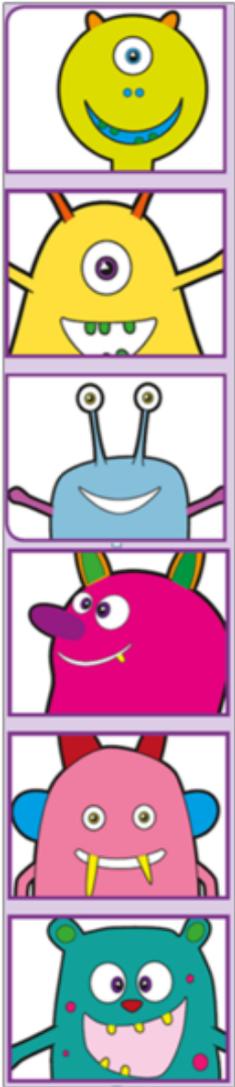
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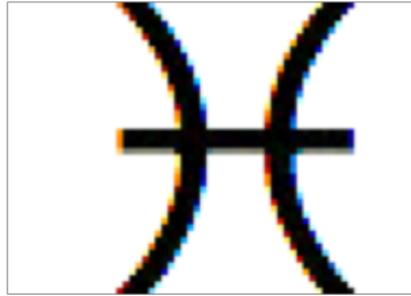




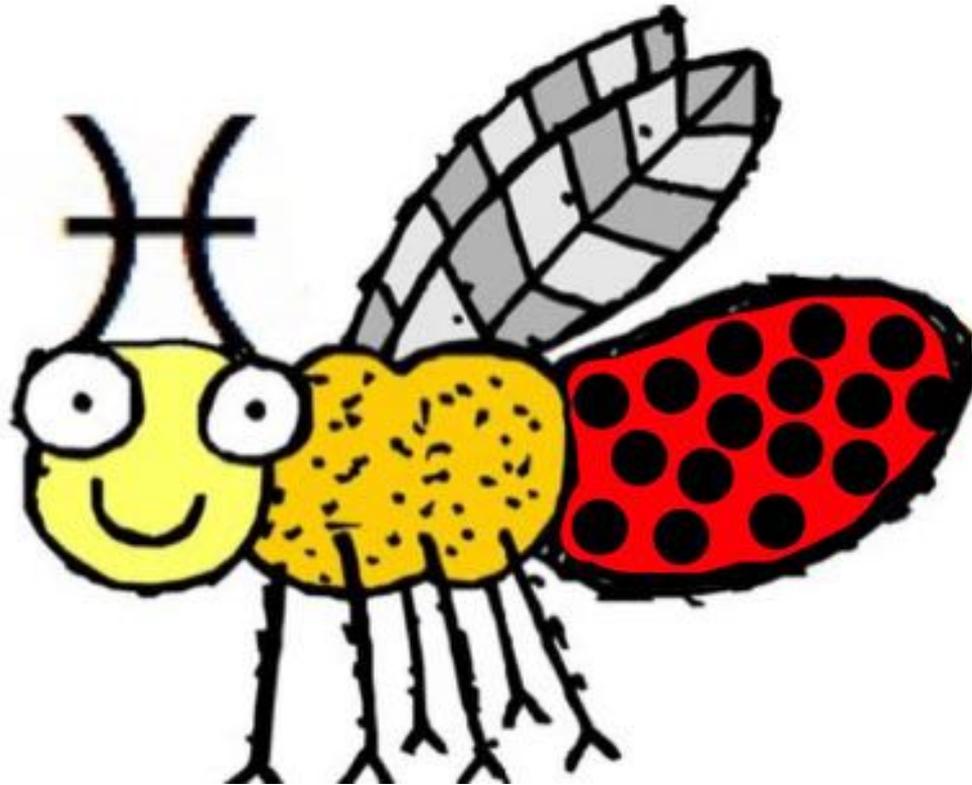
You are such fast learners!

Let's learn a few more.

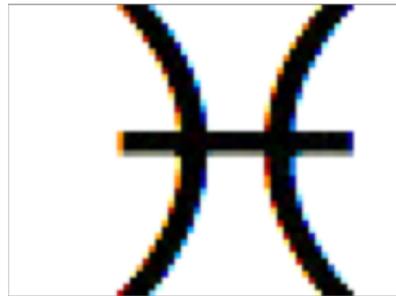
What sound might this letter
represent?



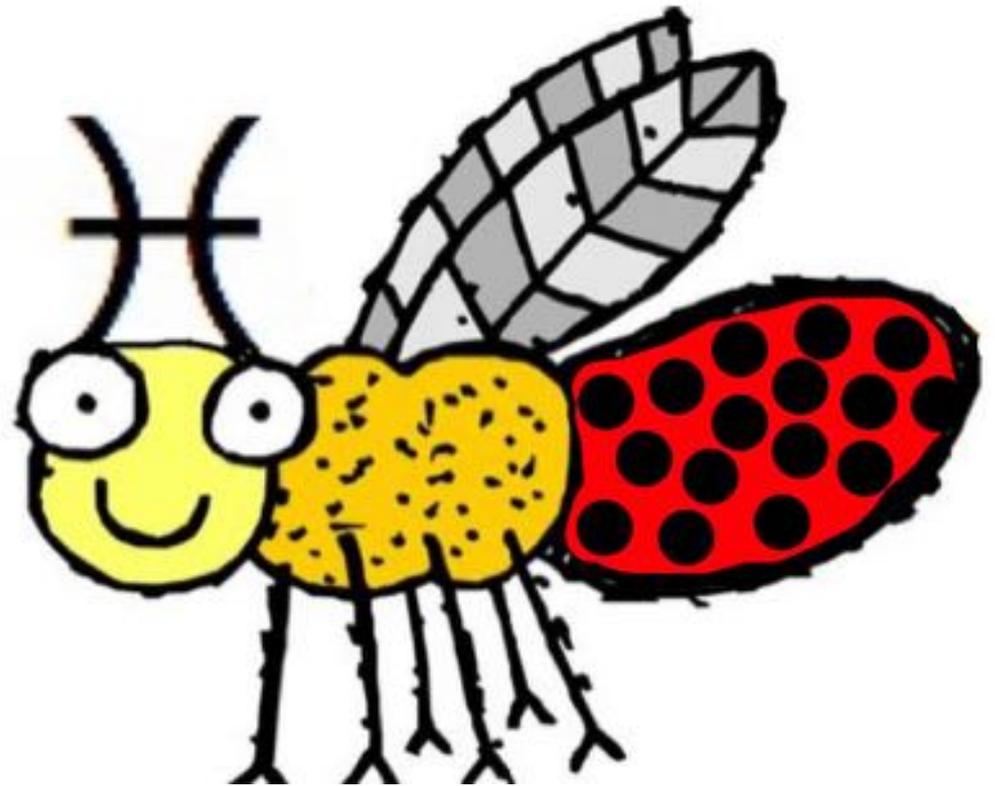
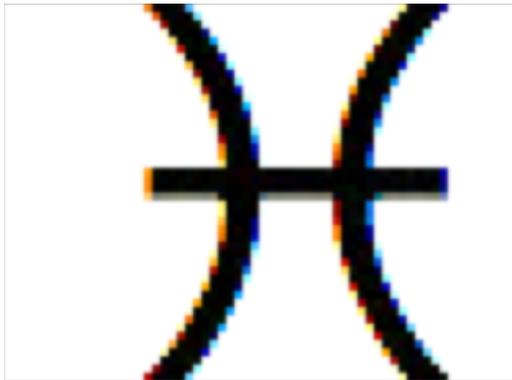
i as in insect



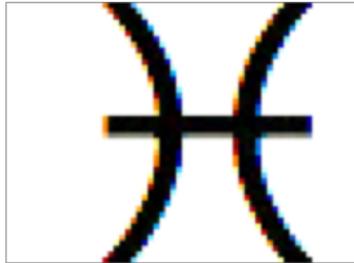
What sound does this letter
represent?



i insect



‘i’ ‘l’
insect in
my eye



www.wrap.edu.a

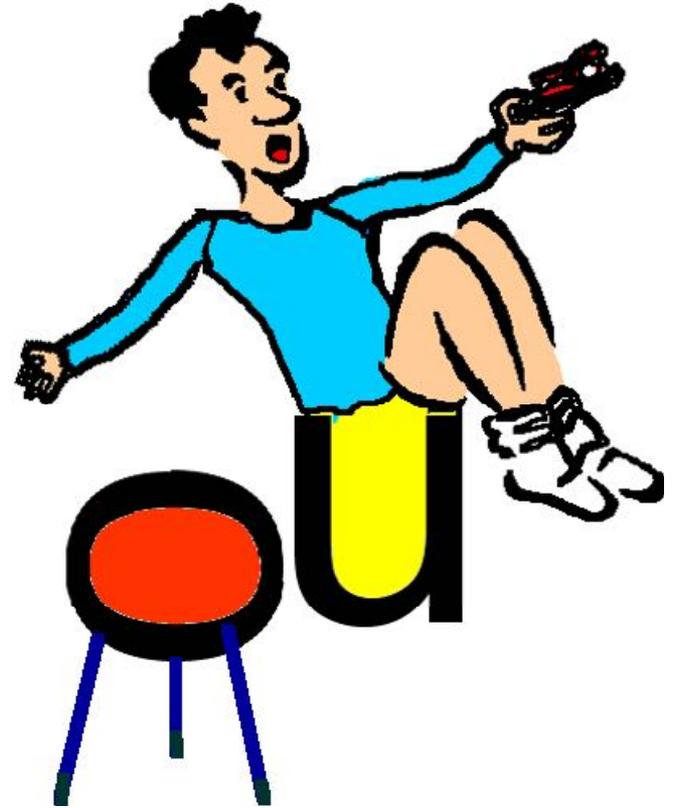
INTEGRATED SYSTEMATIC LITERACY INSTRUCTION

WRAP

A Writing Approach to reading

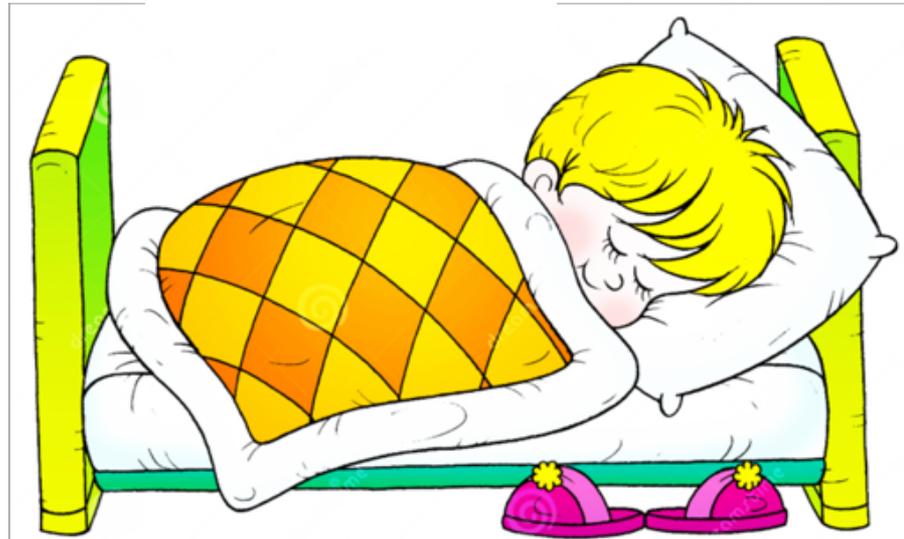
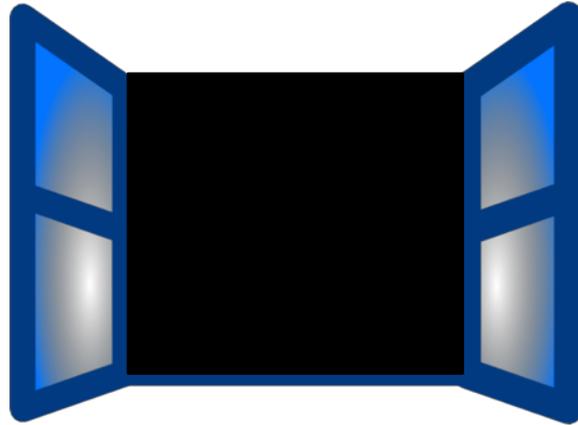
Advocates learning multiple sounds and integrating this with writing instruction.

ou

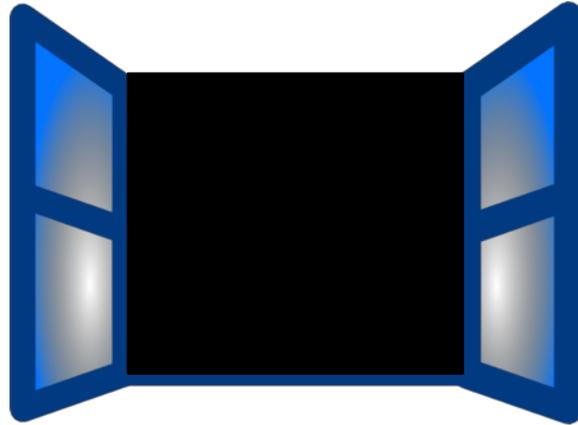


What sound does this letter
represent?

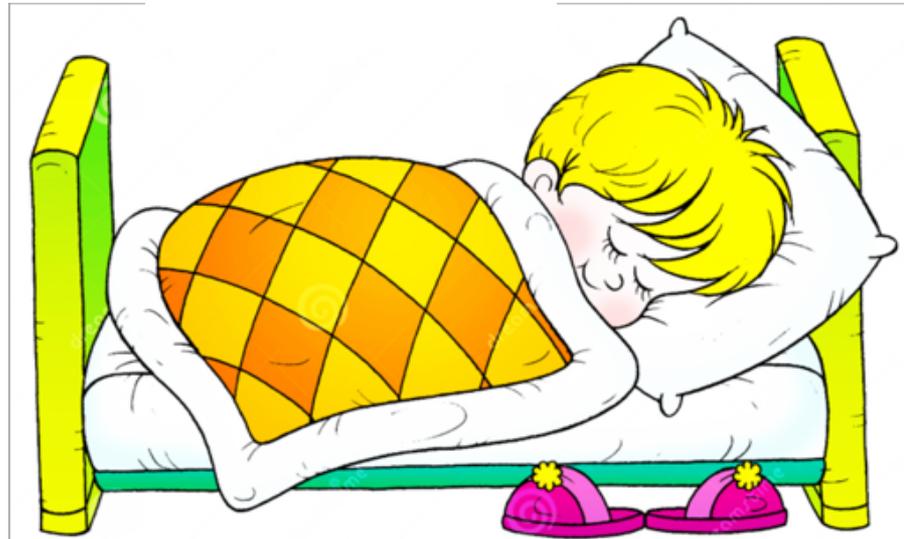




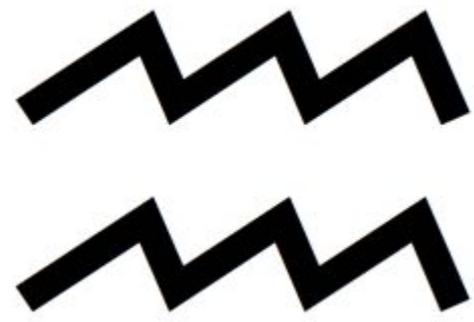
n



as in
night

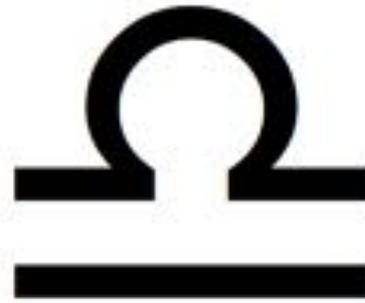


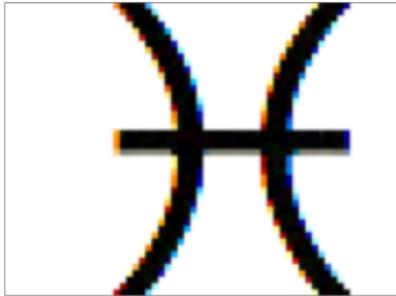
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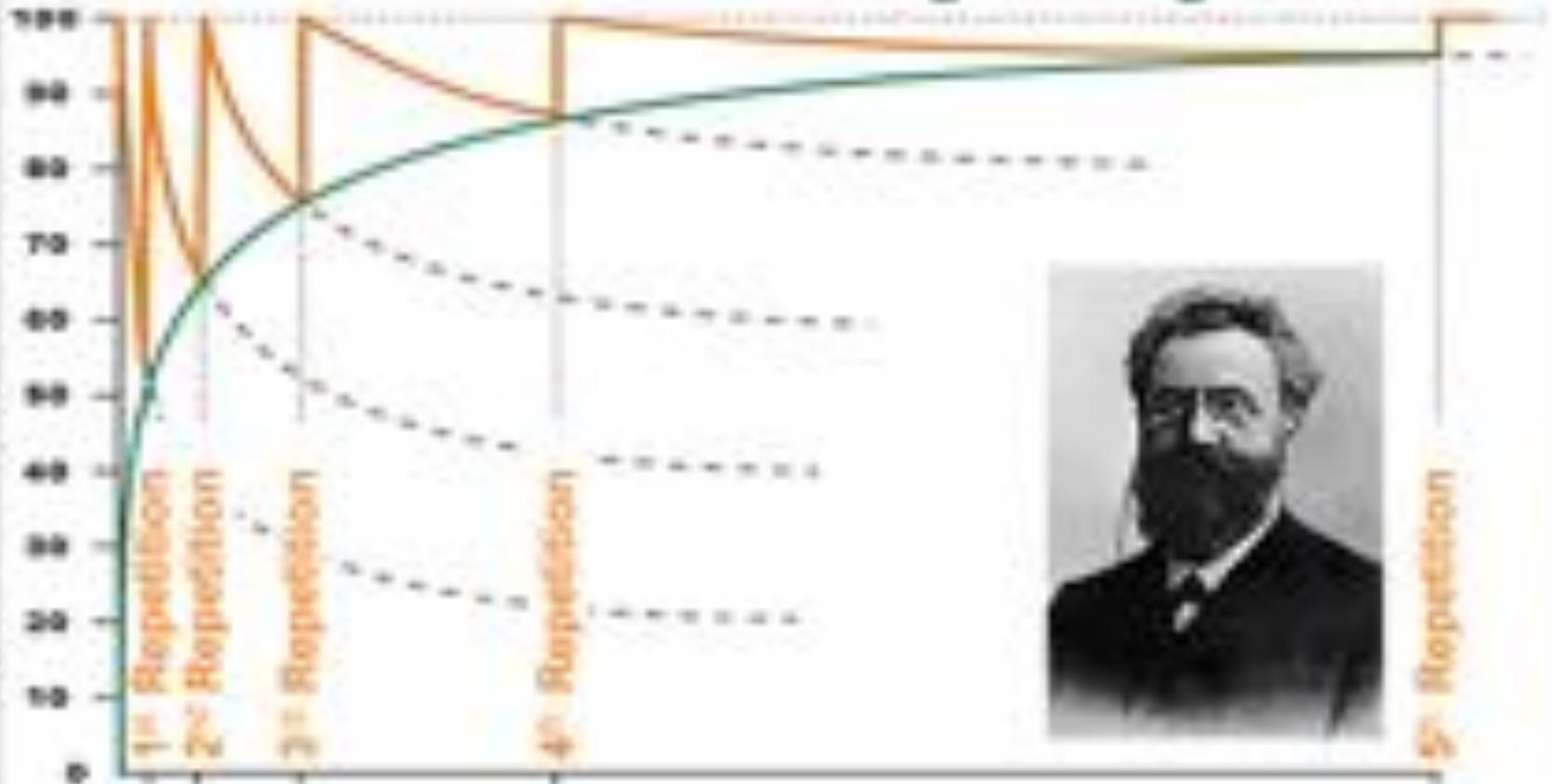
We might have learned these
letter / sound correspondences quickly **but...**

what can we do for students with **poor
working memories** who have difficulty
getting to the point of automaticity?

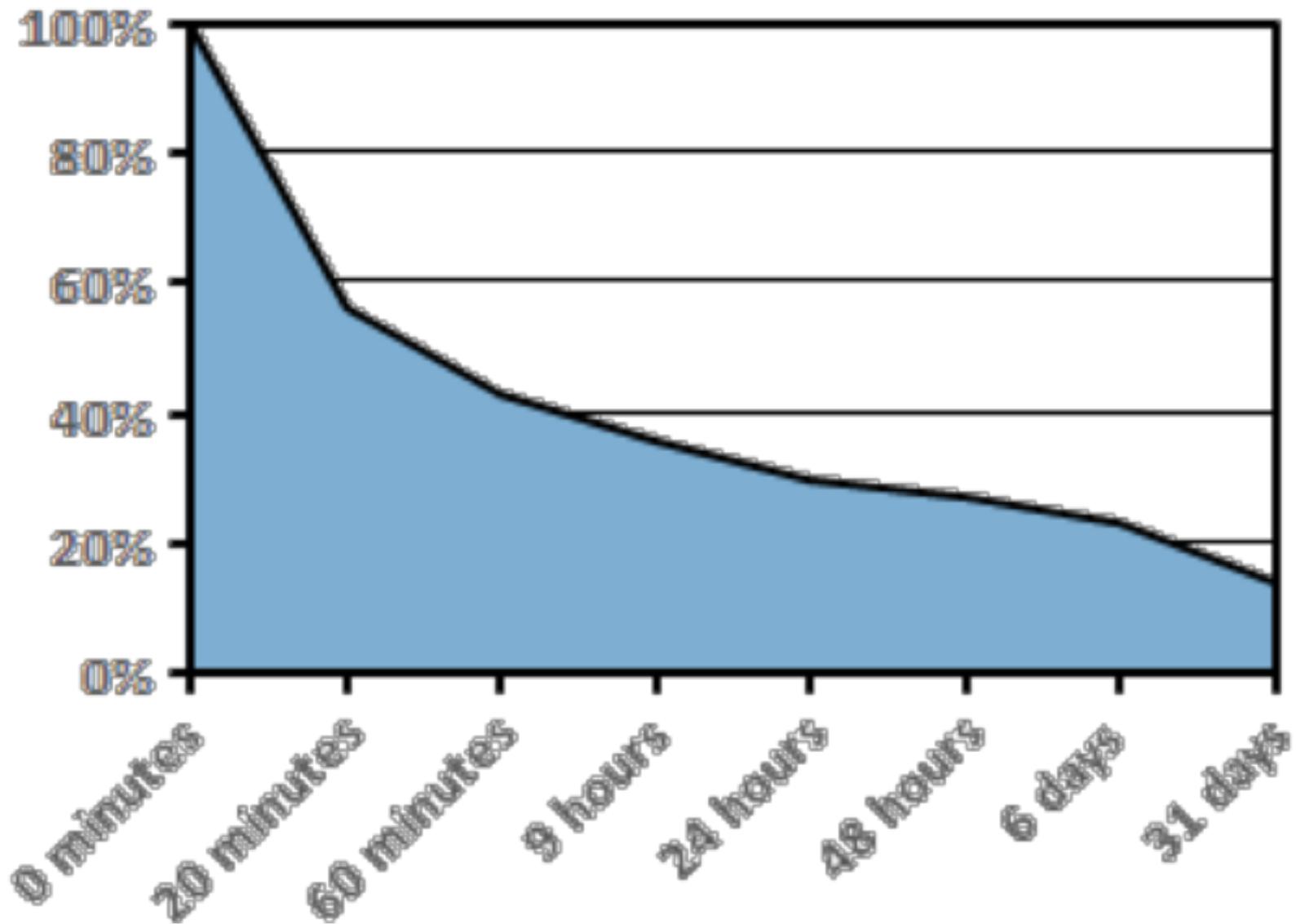


Ebbinghaus Forgetting Curve

% of Data Remembered

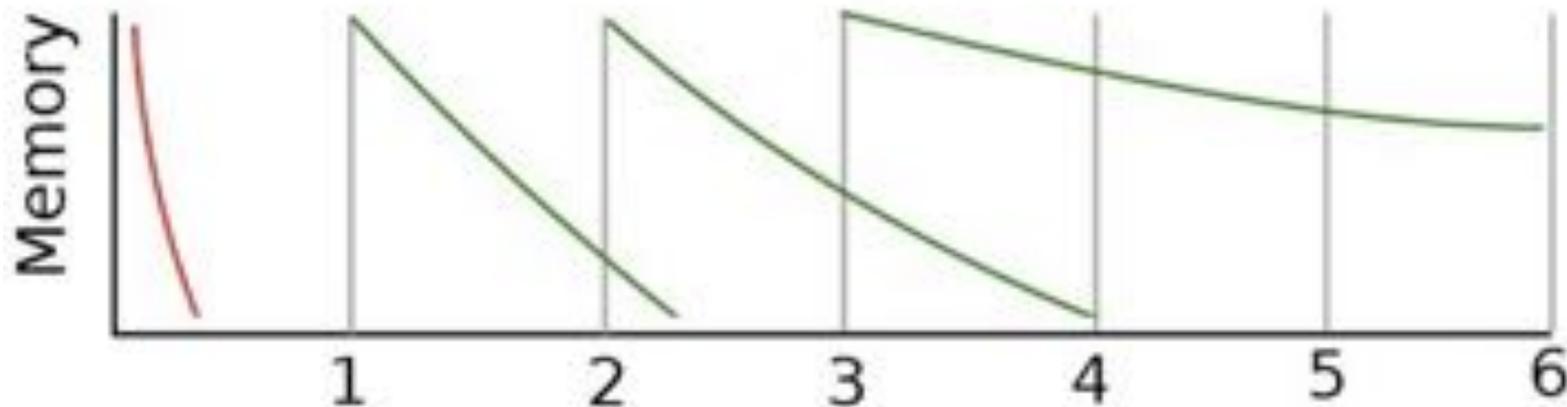


Hermann Ebbinghaus (1850 –1909) was a German psychologist



The more repetitions we have, close together, the less steep is our forgetting curve.

The Forgetting Curve



This is why a phonics instruction must be **systematic, repetitive and frequent** rather than incidental.

For students who have difficulties learning letter sound relationships we have to ensure they experience **frequent, fun multisensory** learning experiences....

spaced closely together.



Purpose, Pace, Participation, Passion and Praise

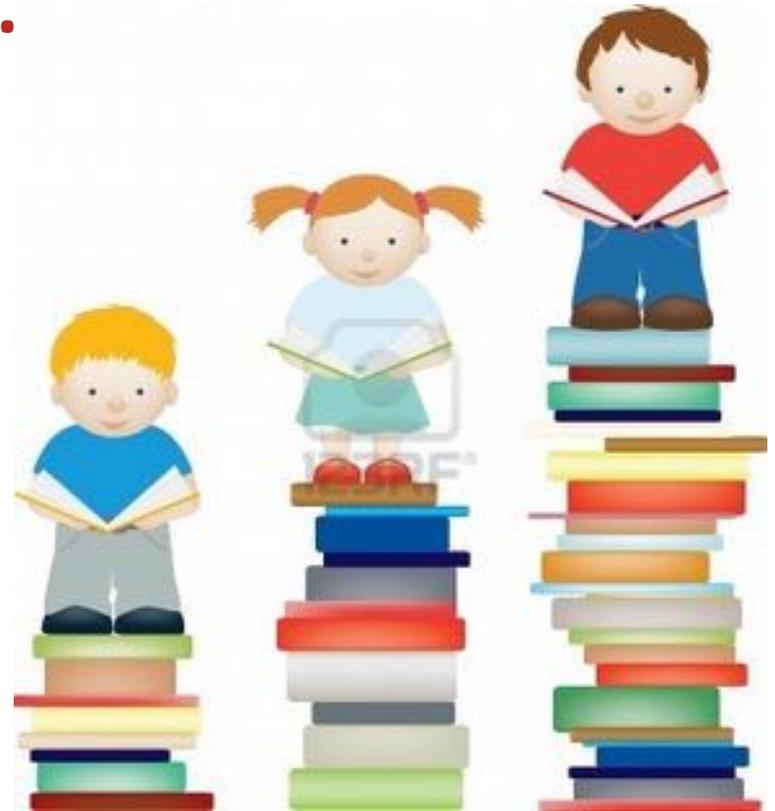
Time on Task really matters.

If you ever find yourself saying or thinking,

“I don’t have the time,”

Ask yourself, if you would feel as comfortable saying

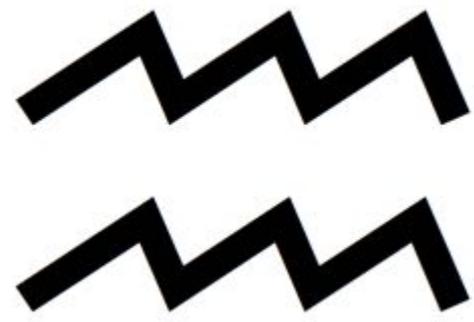
“It’s just not important me?”



If the answer is, no? Then give yourself permission to let go of something less important, so you can focus on building good foundational skills that will support the student to be successful.

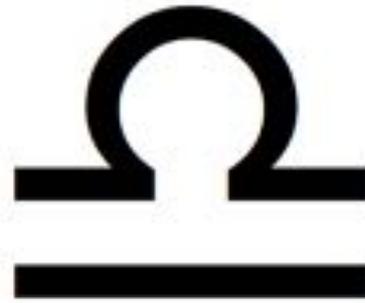


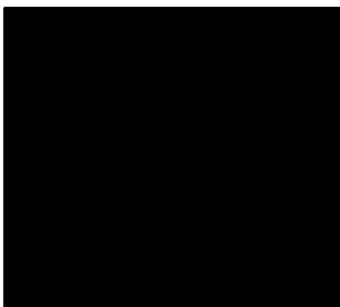
Time for a refresh:
thank you Mr. Ebbinghaus.

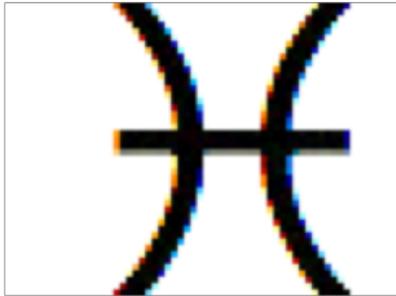






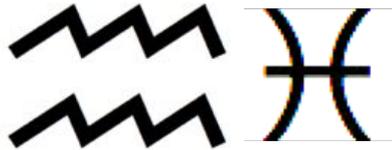




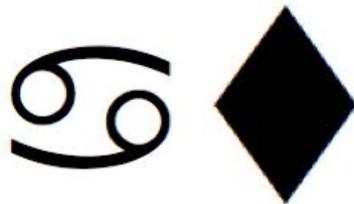


- One of these words was “in”
- Which one do you think it was?
- How do you know?

1



2



3



Synthetic Phonics

Now you know these letter sounds



Blend them to synthesise these words



How did the blending process feel?

Could you sense the cognitive load?



The rationale for systematic phonics instruction is that **a relatively small body of knowledge, of how graphemes relate to phonemes, provides children with the ability to decode many words in their language.**

How many words can you make?

7 letters

s, t, a, n, d, h, b,



English Gets a Bad Rap!

English orthography, may not be as transparent or easy to spell as Spanish, Italian, or Finnish, **but it's not crazy!**

Most English word spellings can be explained and most English words do follow spelling patterns.

Unfortunately, some of our most common words (e.g., **does, of, aunt, one**) don't follow the common rules of phonics as they are often the oldest words in the English language whose **pronunciations have changed over many centuries of use.**

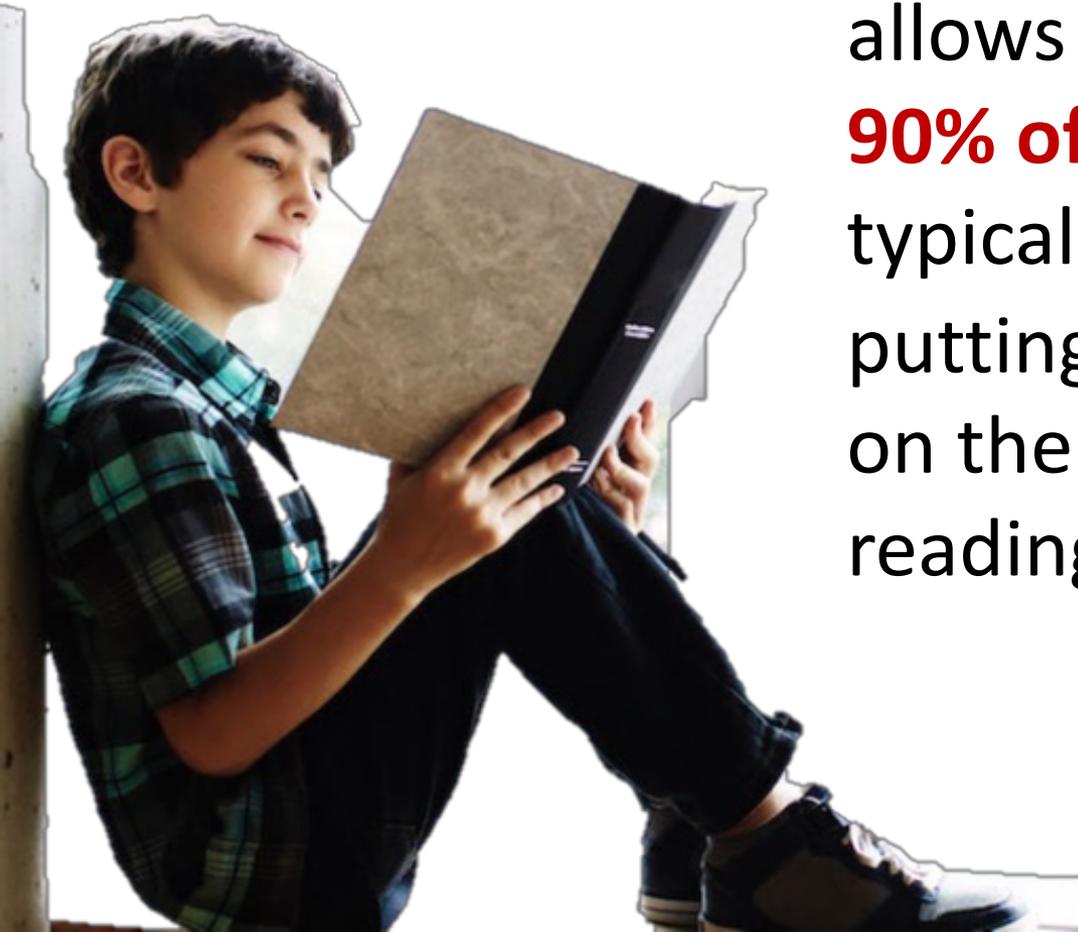
Traditionally, these words have been called such things as "outlaw," "lookout," "red," "unfair," "trouble," or "tricky" words in early reading instruction. Nevertheless, outlaw words are much less common than regular, pattern-based spellings.

Only 4% of all English words defy explanation and are truly irregular.

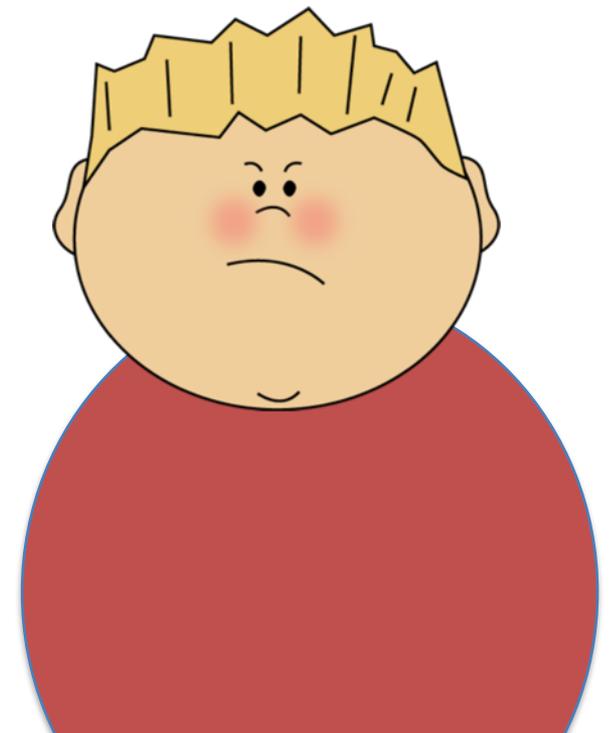
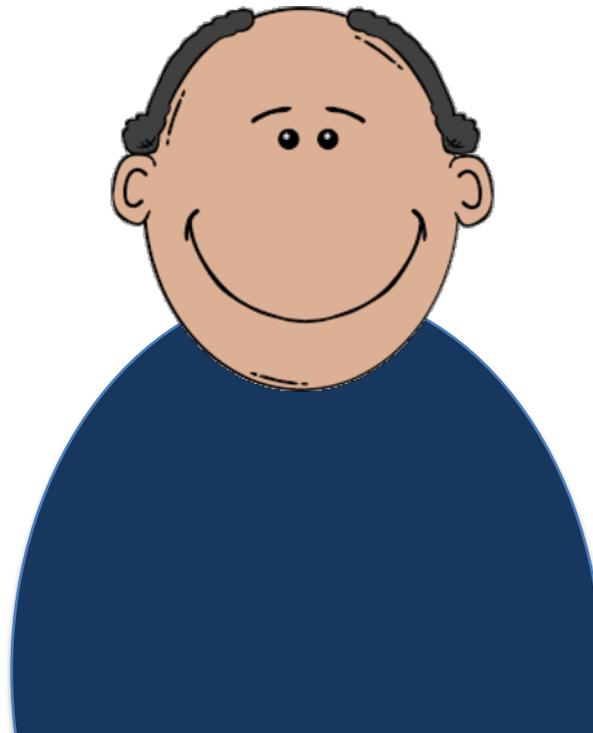
[Louisa Moats](#), [Carol Tolman](#)

Knowing the **64 most common letter-sound** mappings of English, together with familiarity with **100 or so of its most frequent words,**

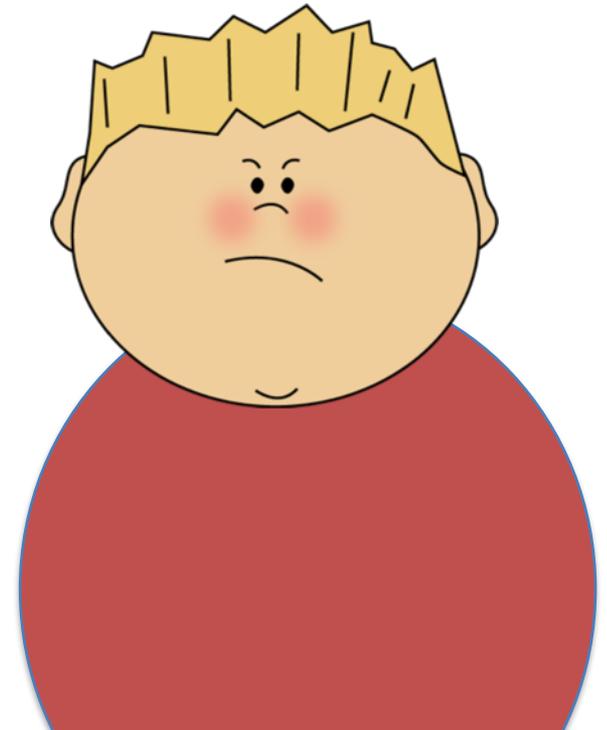
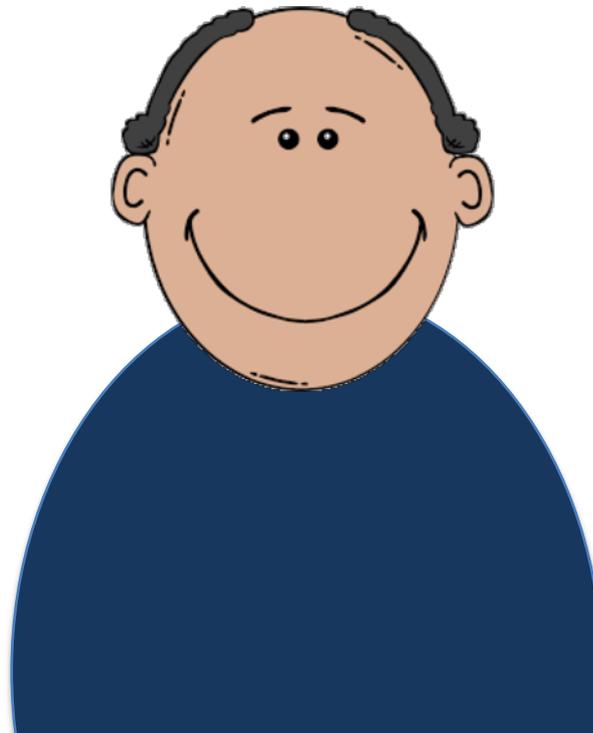
allows children to read aloud **90% of words** in texts they typically encounter - putting them very efficiently on the path to independent reading.



Time to test your newly
developed skills



Read the text and
answer the questions

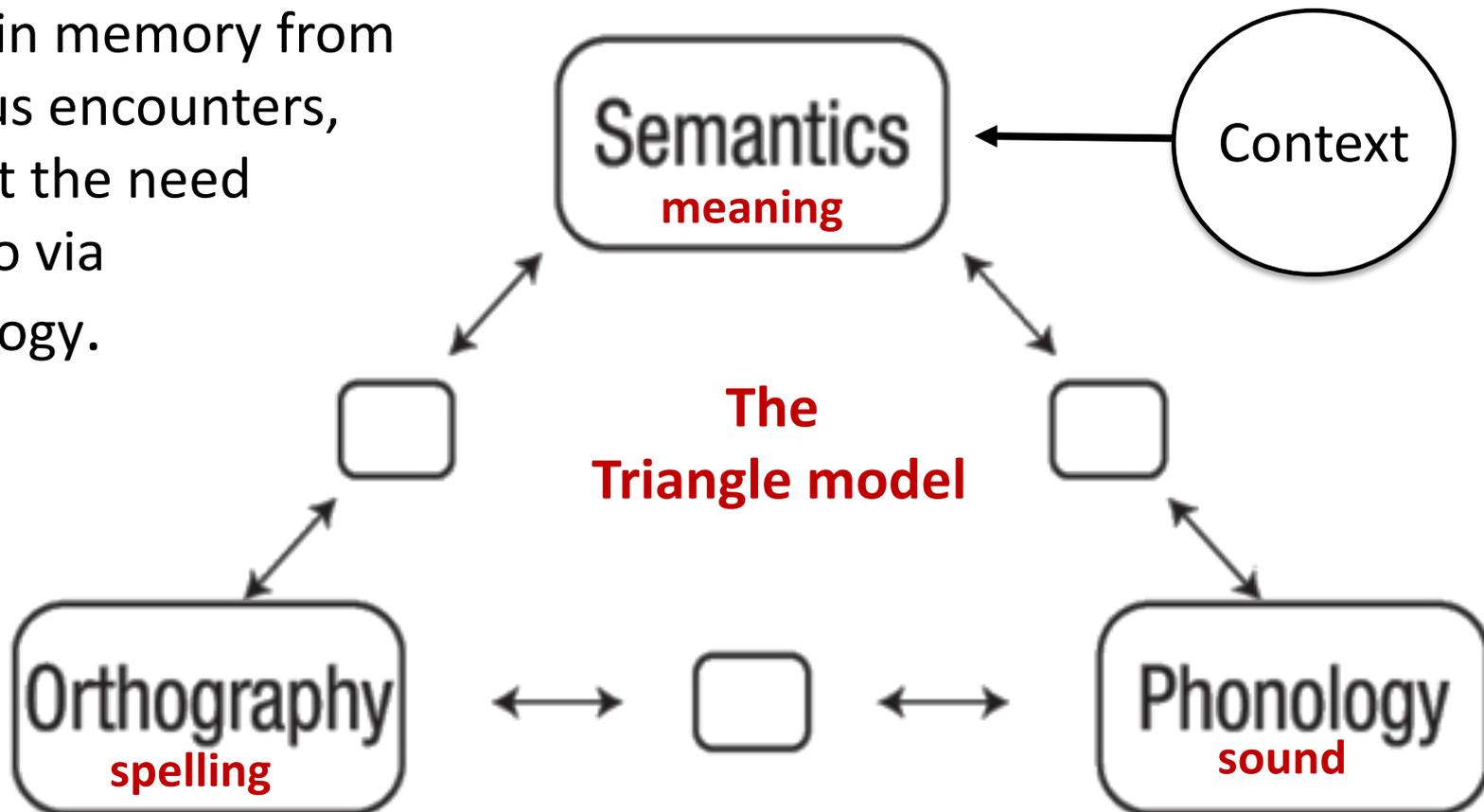


The word '**orthography**' refers to the rules for writing a language, such as conventions of spelling and punctuation.

In an alphabetic script, such as English, this definition also includes its grapheme-phoneme (letter-sound) correspondences.

Which of these two cognitive processes were you most reliant on to gain meaning from the text:

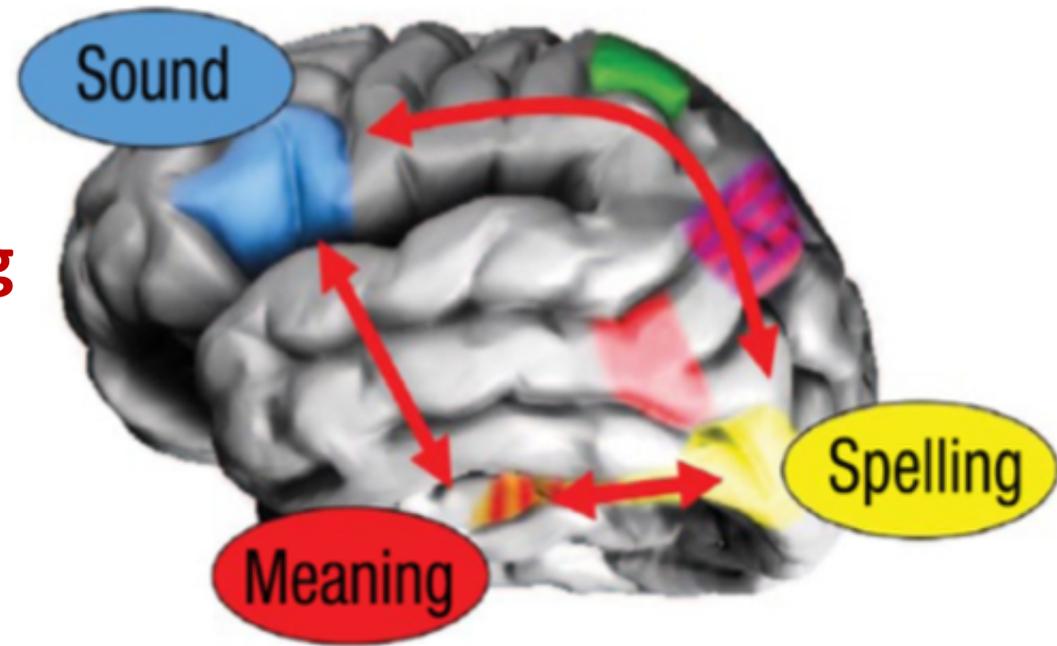
1. Translating a word's spelling into its **sound and then to meaning**
2. **Gaining direct access to meaning from the spelling,** stored in memory from previous encounters, without the need to do so via phonology.



The direct pathway from print to meaning is used for words **AFTER** the **alphabetic decoding** mechanism has made their spelling familiar to the reader.

This instant recognition characterizes skilled readers.

[\(Besner, Reynolds, & O'Malley, 2009; Paap & Noel, 1991\)](#),



Neural Pathways of Skilled Reading
(adapted from Rastle, 2018)

How many exposures to this text might need to develop into a skilled reader of this new orthography?

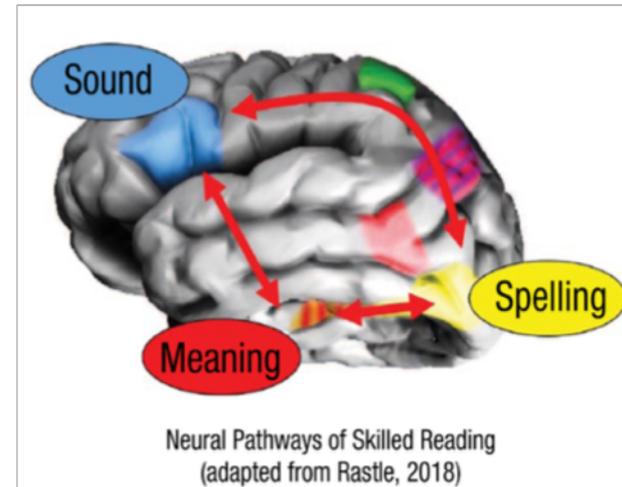
Activity

With a partner choose who will study set A words and who will study Set B words.

Spend a minute each going over the words and trying to commit them to memory.

Then test each other by pointing to the words in a random order and having your partner try to quickly identify them.

How challenging did you find this task?



Decoding is cognitively challenging for children as they have to:

1. **Identify the sound/s** individual letters represent
2. **Blend** letter-sounds together to make a word
3. **Identify** the sound/s a digraph or trigraph represents
4. **Recognise** digraphs or trigraph within a word and treat them as a single phoneme when blending e.g.
rocket elephant rich ring
5. **Identify and remember phonically irregular words**
“sight-words / tricky words”
one, said, was, any,

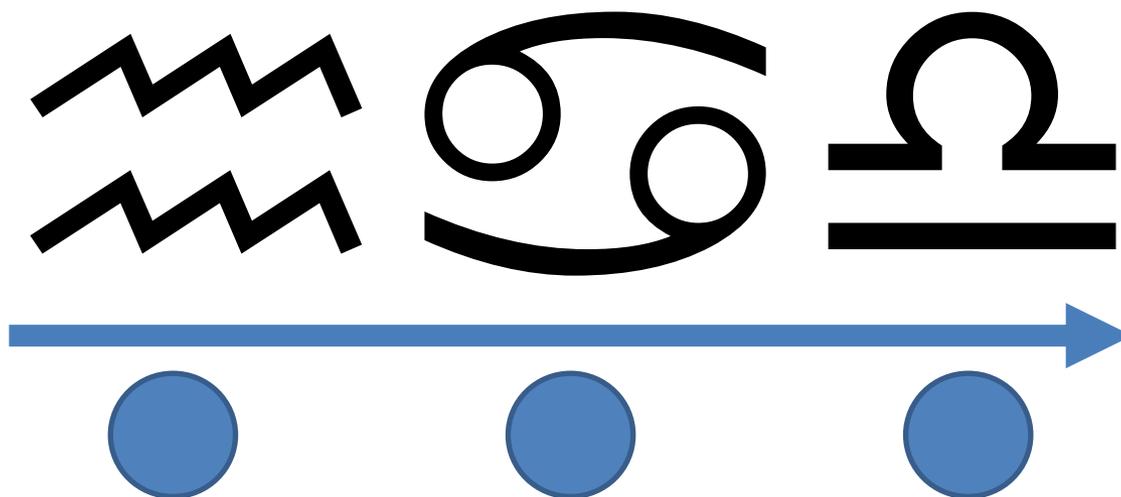


Synthetic phonics expects students to learn letter sound relationships before they are asked to read and to **know how to blend through a whole word.**

Why?



Because as with so many aspects of learning, “low-level” processes underpin, and are an essential foundation for, the high-level ones.

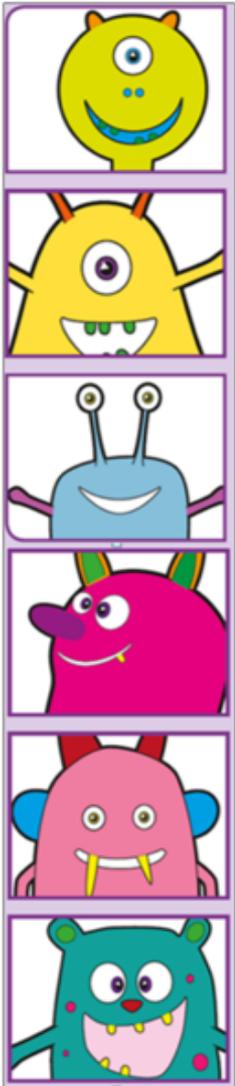


So recognising the cognitive challenges that come with reading, **what are the best sorts of texts to provide to all children, especially those with learning difficulties or a learning disability?**



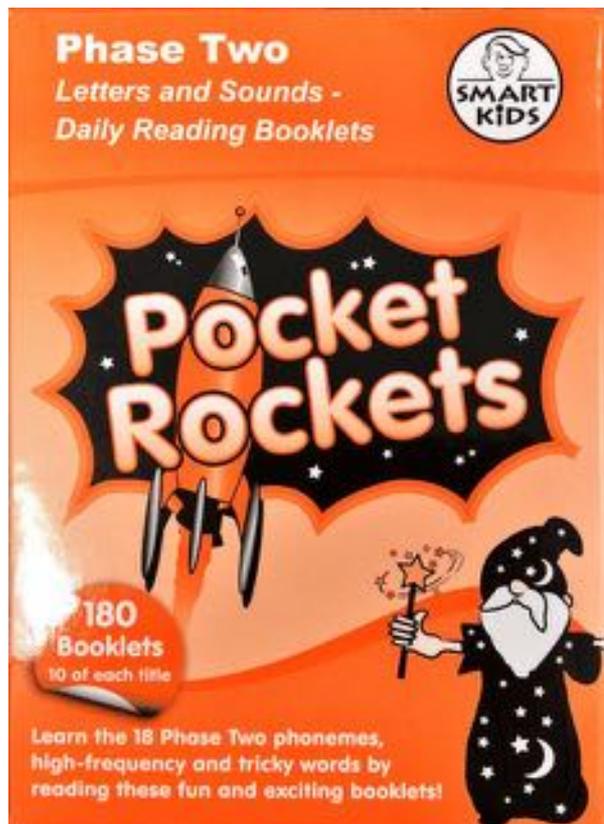


**Decodable
readers**



Decodable reader series present students with words that are phonically regular and **matched to what they have been taught**. They enable the child to practise reading running texts.

Pocket Rockets are small decodable readers that only contain words made from the letters a student has been taught. 'PAT' is the book they read at the end of their first week of instruction



Pat.

BOOK
1



p
s a t

Phase Two
Letters & Sounds - Week 1

Decodable texts should be regarded as an important **short term strategy** to build the automaticity and fluency required for reading for meaning –

They are a means to an end.

Pat.



Pat sat.

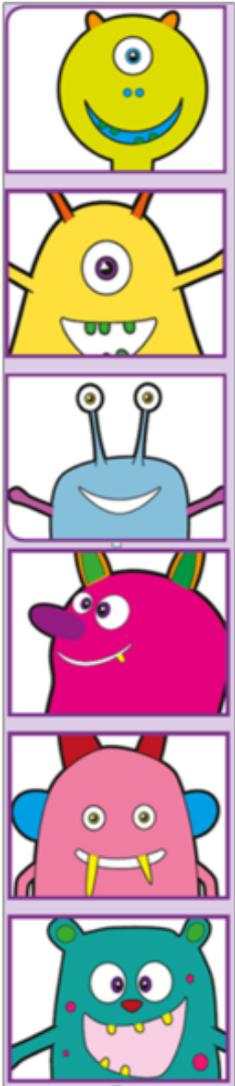


A tap.



Pat sat at a tap.





In Louisa Moats words:

Adult distaste for decodable books fails to respect the child's need to exercise a skill. Children want to be self-reliant readers and are delighted when they can apply what they know. (1998, Pg. 6)

Purpose, Pace, Participation, Passion and Praise

Miss Fusspot

Book 18



SS

Phase Two
Letters & Sounds - Week 5 Day 5



1



2



3



4



5



6

It does not take long for decodable readers to increase in interest and complexity.

Week 5. Day 5.



Children enjoy the success that comes from reading decodable texts **independently**.

Rather than finding them boring and meaningless they find them enjoyable and empowering.

If you want to safely enjoy the ocean, surfing, snorkeling, sailboarding, boating



first learn to swim in the calm of a pool.



Nat Nan Pip.



1

Nat is in.



2

Nan is in.



3

Is Pip in?



4

Pip is in.



5



6

This book
belongs to

.....



© 2018 Smart Kids Ltd
Written by Deryn Dixon-Schwarz

In.

3



Phase Two
Letters & Sounds - Week 2 Day 2

n

The way I go to school
I go to school
I go to school on a bike
I go to school in a car
I go to school in a bus
I go to school in van
I go to school in a wheel chair



In – Pocket Rockets

Word Count

Sounds represented
in the text

Word Types (VC,
CVC etc)

Tricky Words used

Total number of
decodable words
(all instances)

Percentage of
decodable words

In

Nat Nan Pip.

Nat is in.

Nan is in.

Is Pip in?

Pip is in.

The way I go to School

Word Count

Sounds

represented in the
text

Word Types
(VC, CVC etc)

Tricky Words used

Total number of
decodable words
(all instances)

Percentage of
decodable words

The way I go to school
I go to school
I go to school on a bike
I go to school in a car
I go to school in a bus
I go to school in van
I go to school in a wheel
chair



In – Pocket Rockets

Word Count	16
Sounds represented in the text	6
Word Types (VC, CVC etc)	CVC, VC
Tricky Words used	1
Total number of decodable words (all instances)	12
Percentage of decodable words	75%

In

Nat Nan Pip.

Nat **is** in.

Nan **is** in.

Is Pip in?

Pip **is** in.

The way I go to School

Word Count	45
Sounds represented in the text (24)	t, h, e, w, a, y, l, g, o, s, h, n, b, i, k, c, r, u, v, ch, i_e, wh, air, ee,
Word Types (VC, CVC etc)	CVC, VC, CV, CCVVC, CCCVVC, CVCV
Tricky Words used	11
Total number of decodable words (all instances)	11
Percentage of decodable words	24%

The way I go to school

I go to school

I go to school on a bike

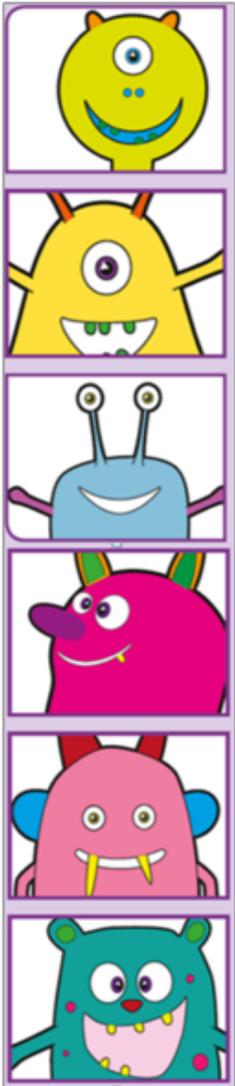
I go to school in a car

I go to school in a bus

I go to school in van

I go to school in a wheelchair





“The Way I go to School” levelled reader:

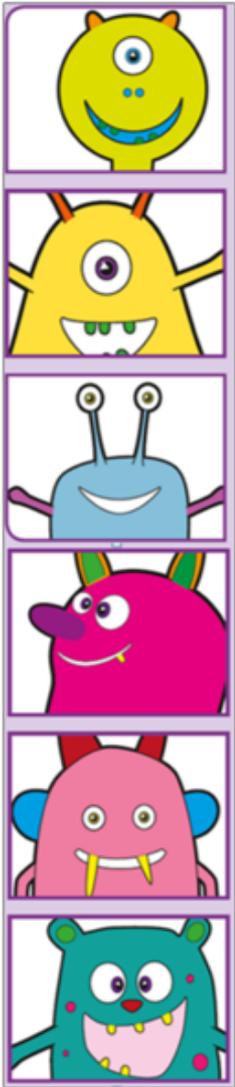
Sch**oo**l – less common ‘ch’ sound

bike - use of split digraph

Wheel – 2 digraphs

Chair – 1 digraphs & 1 trigraph

g**o** – long vowel



What phonically controlled texts can we give students to read that are enjoyable and matched to their developing reading skills?

SET 12: (currently 5 books + 1 worksheet)

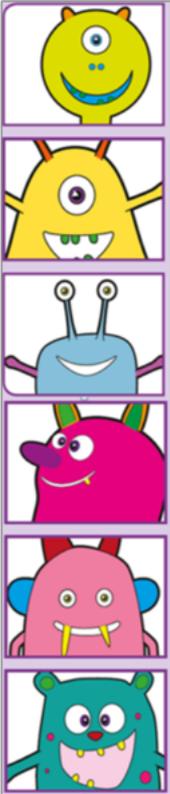
SPELD SA Phonics Books Set 12
**A Glimpse into
Deep Time**



InitialLit

wh, ea/e/ wa(was), wor(work),

war(ward), ou(country)



Fidelity matters

“...Experience shows that even high quality programmes founder if they are not applied consistently and regularly.

It can be unwise to ‘pick and mix’ too many elements from several different programmes because this often breaks up important sequences of work and disrupts planned progression”

(Rose, 2006, pg21).

Read Write Inc.

Phonics

My dog Ned

Set 1 Story 2

a e i o u

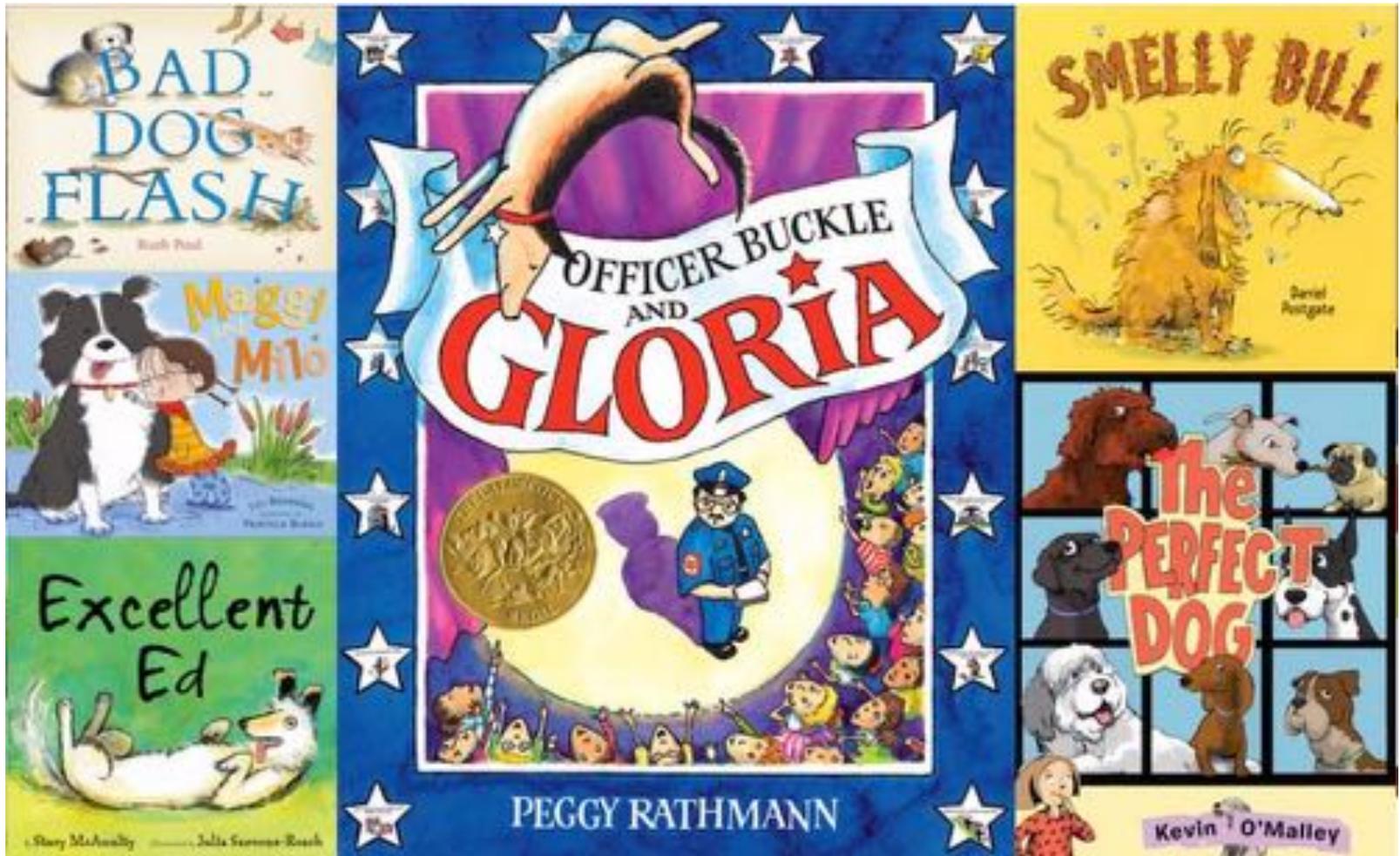


Story by Gill Munton
Illustrated by Tim Archbold

Series developed by Ruth Miskin

OXFORD

Prior to the students reading the book, the teacher may read related stories to them for enjoyment and comprehension development.





Speed Sounds

Consonants

Ask children to say the sounds.

f	l	m	n	r	s	v	z	sh	th	ng
ff	ll						s			nk

b	c	d	g	h	j	p	qu	t	w	x	y	ch
	k											
	ck											

Each box contains one sound but sometimes more than one grapheme.

Focus graphemes for this story are **circled**.



Vowels

Ask children to say the sounds in and out of order.

a	e	i	o	u
at	hen	in	on	up

ay	ee	igh	ow	oo
day	see	high	blow	zoo



Story Green Words



Ask children to read the words first in Fred Talk and then say the word.



Ben Ned has bad yap rub bit sniff
crash wag lick vet

Red Words

Ask children to practise reading the words across the rows, down the columns and in and out of order clearly and quickly.



the	said	I
of	my	your
he	put	no
my	your	said

My dog Ned

Introduction

Why do we go to a doctor?

When animals are ill we take them to a vet.

Ben has a big hairy dog called Ned.

One day Ned starts to limp and feel very sorry to himself.

Ben takes Ned to the vet.

The vet rubs ointment on the leg and Ned sniffs it very suspiciously.

Suddenly he starts to feel better and gives the vet a big surprise.

Story written by Gill Munton
Illustrated by Tim Archbold



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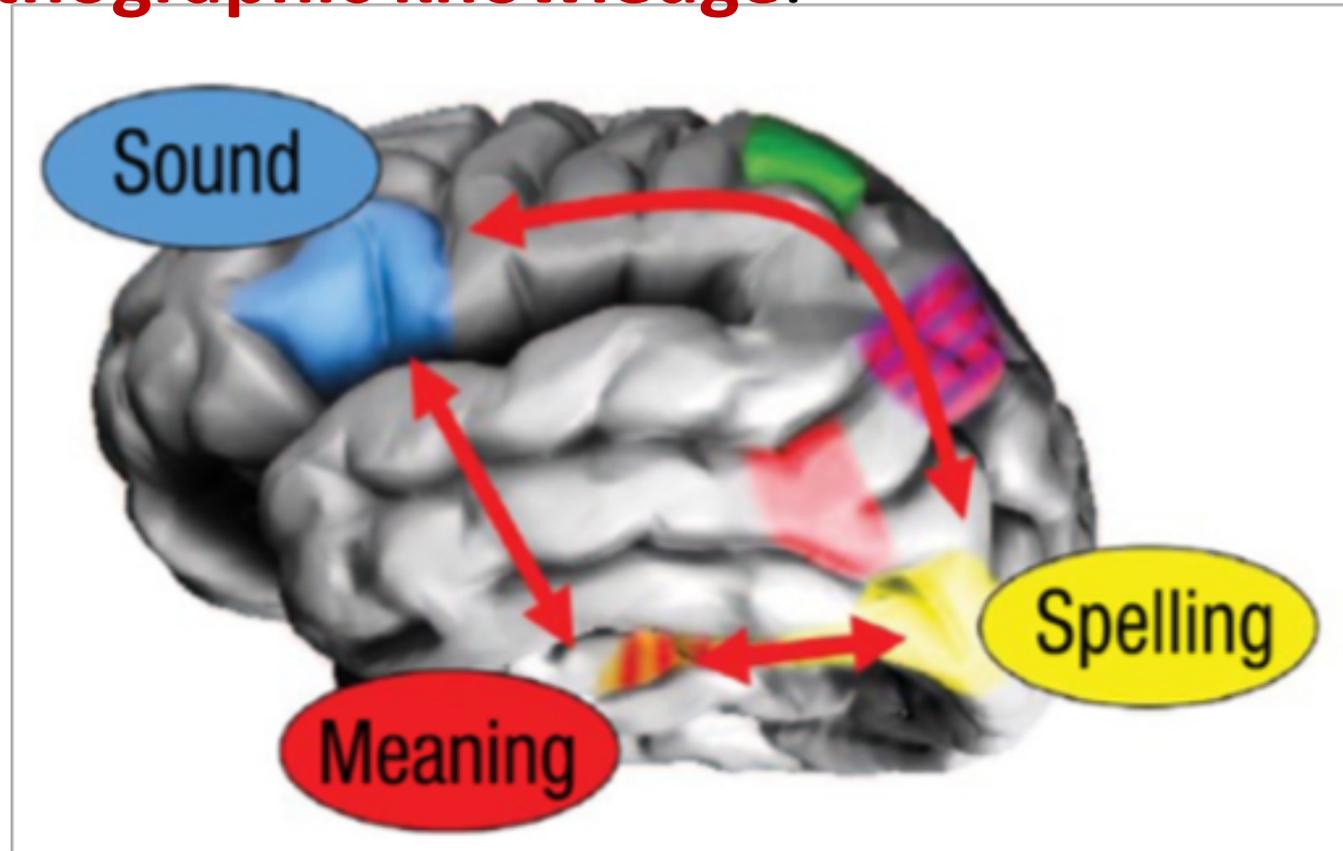
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♁ ☾ □ ☒ ☾ □



When a child engages in the **effortful process** of **translating print to sound** and therefore focuses on the letters in the word and their sequence, **the act of decoding** provides an opportunity to acquire **orthographic knowledge**.



My dog Ned

This is Ben.

This is Ned.

Ned is Ben's dog.

Ned has a bad leg.

Yap yap



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This is **the** vet.

“**M**y dog has got a bad leg,” **said** Ben.



“Sit, Ned,” said the vet.

Ned sat.



“I will rub a bit of this on his leg,”
said the vet.

Rub rub

Sniff sniff



“Get up, Ned,” **said the** vet.

Ned got up.



Crash!

“Sit, Ned,” **said the** vet.

“Sit!”

Wag wag

Lick lick





Questions to talk about

Ask children to TYP for each question using 'Fastest finger' (FF) or 'Have a think' (HaT).

- p.8 (HaT) Why is Ben sad?
- p.9 (FF) What did Ben say?
- p.10 (FF) What did the vet say to Ned?
- p.11 (HaT) What did the vet rub on Ned's leg?
- p.12 (HaT) How do we know Ned is better?
- p.13 (HaT) What did Ned do to the vet?

Speedy Green Words

Ask children to practise reading the words across the rows, down the columns and in and out of order clearly and quickly.



 this	will	this
will	his	leg
dog	leg	is
sit	got	up

Do you remember how difficult this was for you?

The term *balanced literacy* should not mean, “You have to have a balance of all aspects of reading in every lesson.”



Know the particular purpose you are using a text for in any given lesson.

Don't try to do a bit of everything.

Be focussed.

Allocate teaching time strategically to support the next particular skill students need to develop as readers.

And embrace structure and routine.

This is particularly important for students with ASD.



Matched books...provide focussed practice in well structured, supportive lessons.

a fox in a sun hat



a man in a top hat



"I will cast a spell on **you!**
I will whisk **my** wand.
Then **you** will be ...
a frog!"



But Sanjay **said,**

"No way.

Ring Miss Hay and say that I am ill.

I must stay in bed, **all** day."



Look out! Look out!

I can see a mouse about!



It runs round **the** sink
and it runs up **the** spout -



A mouse in **my** house! Get out! Get out!

1. Accuracy

2. Fluency

3. Comprehension

Grow your own radishes

Did you know that you can grow
your very own crop of radishes
in just three weeks?

You must sow the seeds in the spring.
If you want lots of fresh radishes,
sow a batch of seeds every three weeks.

Let me show you the best way to grow your own radishes!



The light guided them to a camp with five tents.
Men cooked fish with spicy fried rice,
and their wives and children ate slices of rabbit pie.
It was a fine sight.

"That smells nice!" said Kestrel.
"This must be the Lord of
Humans."

Fox was looking at a big box,
almost hidden behind a pile of pine logs.

"What's inside it, do you think?" he asked.



The invisible clothes

The Emperor of China loved to show off
his remarkable silk suits.

One day, a tailor came to see him.

"I have invented a wonderful new cloth," he said. "If you like, I will
weave some for you, and make you the finest suit imaginable."

The vain Emperor said yes straight away. He gave the tailor six
bags of gold, so that he could buy the most valuable silk thread
available in the city.



Decodable texts supports students to successfully read for themselves and allows them to build their experience with printed words, which is crucial for building word-reading fluency.

Once children can read even simple texts on their own, either for pleasure or for learning their exposure to words grows rapidly and plays the most important role in their transition from novice to expert readers.



Decodable Reading Series – 50 Books

10 Books: Teaching multisyllable words and trigraphs + sight words

10 Books: Teaching CCVCC words & less common digraphs + sight words

10 Books:
Teaching CVCC and CCVC words & first simple digraphs: th, ch, qu, ng, nk, + sight words

10 Books: Teaching extended CVC words
More sight words

10 Books: Teaching basic CVC words &
First most common high frequency sight words

Levelled Readers - ? Books

Level 6-8:

- Simple sentence patterns supporting phrasing
- words in text require greater visual attention

Level 3-5:

- repetition of phrases
- words in text require greater visual attention

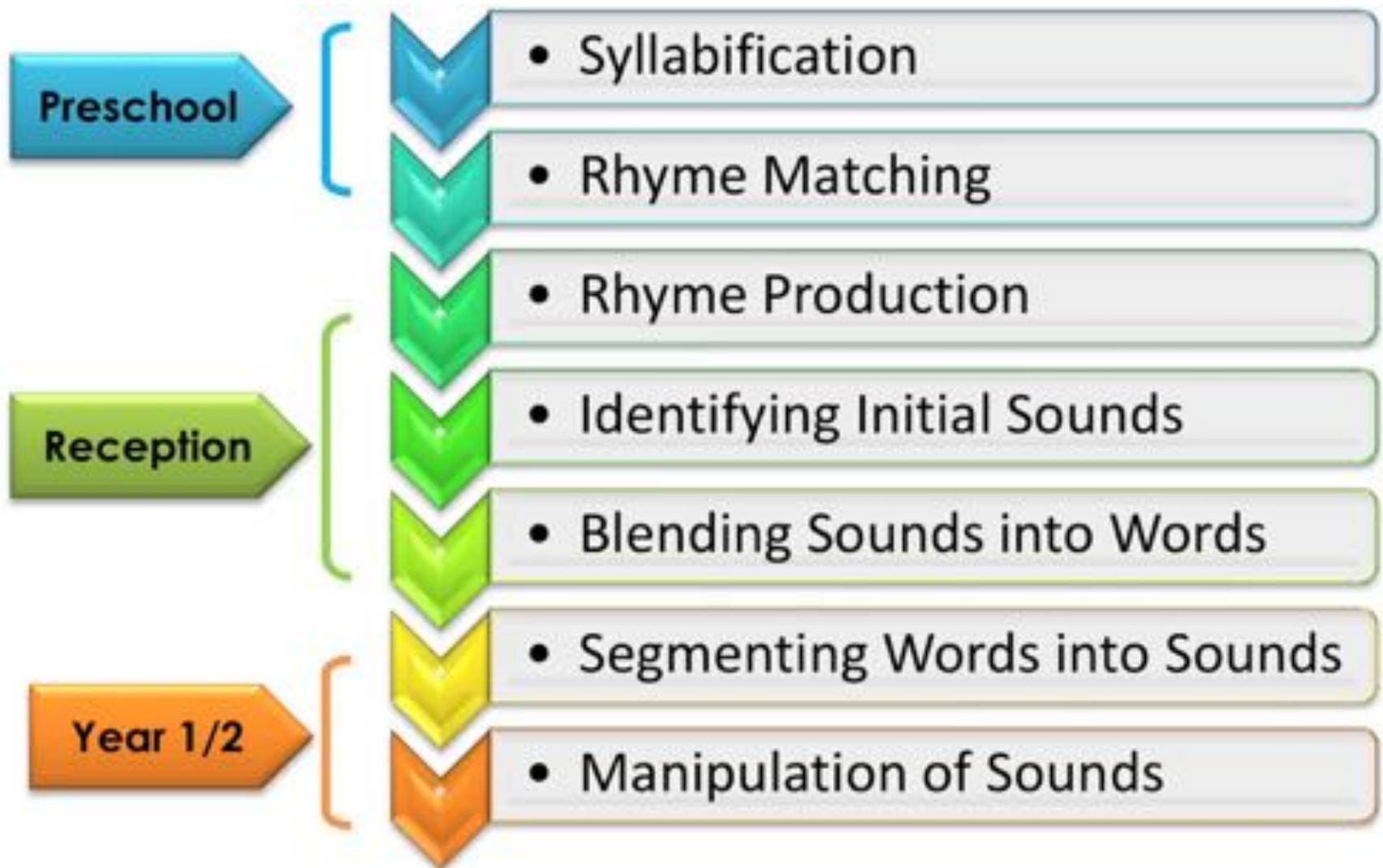
Level 1-2

- repetition of sentence patterns
- High frequency words
- Known words and initial letters used to confirm predictions

How the structure of a
synthetic phonics based reading program
matched to the
Response to intervention model
of student support,
can maximise learning for students with
learning difficulties & disabilities

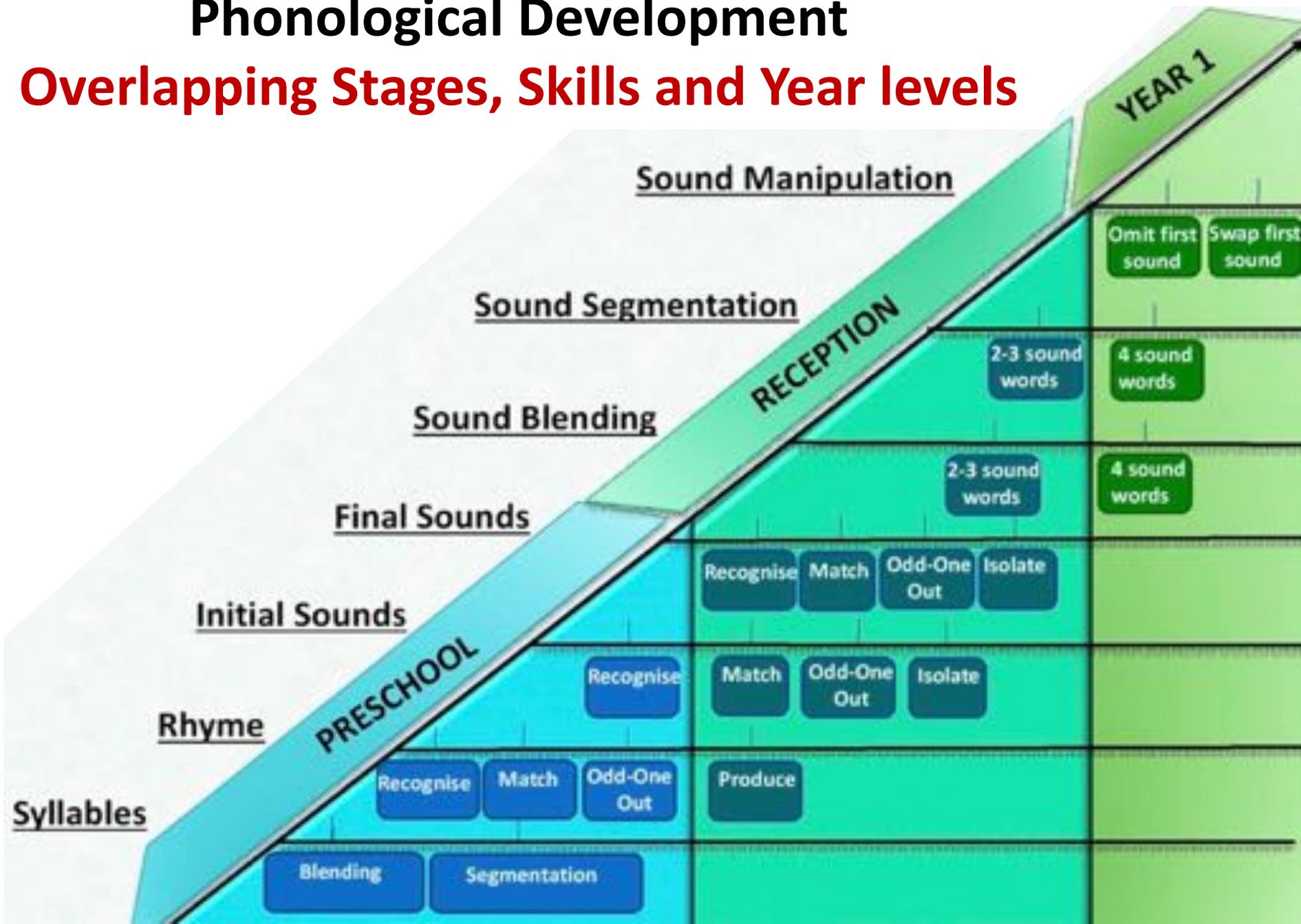


Synthetic Phonics Programs understand the central role phonological skills play in learning to read



Phonological Development

Overlapping Stages, Skills and Year levels



Synthetic phonics programs recognise that students may present with:

- Delayed speech and language development
- Limited spoken vocabulary

- Difficulties with oral rhyming, syllabification, blending and segmenting of sounds in words
- Poor understanding of letter- sound correspondences
- Difficulty in the acquisition of letter knowledge
- Slow and inaccurate word recognition
- Inability to read nonsense words
- Poor spelling
- Difficulty understanding reading material



Difficulties with tasks requiring reasonable **working memory** capacity - such as following instructions or remembering sequential information

The development of students' **phonological awareness skills** forms a **core element** of every good synthetic phonics program **allowing teachers to clearly monitor** a child's progress and rapidly respond to difficulties as they are identified.

Phonological skills may be taught purely as an **auditory process** prior to being **introduced to letters** or in **parallel** with learning letter / sound correspondence.



Initial Lit

The first 12 lessons, before letters are taught, focus on Phonological awareness. The lesson sequence is:

1. What is a word
2. Written words
3. Introduction to rhyme
4. Rhyme
5. Revision and monitoring
6. Introduction to syllables
7. Syllable clapping
8. Syllable segmenting & counting
9. Syllable segmenting & counting
10. Revision and monitoring
11. Introduction to blending onset and rime
12. Blending onset and rime

Once letters are introduced in lesson thirteen, regular lessons are given in:

- **oral blending and segmenting - three sounds**

Heggerty: Phonemic Awareness Curriculum

Over the first 3 weeks the following topics are covered in a 10 minute session each day.

1. Letter naming
2. Hearing rhymes / Rhyme recognition and Rhyme production
3. Onset - consonants
4. Blending compound words / wk. 5 - syllables
5. Final sounds / Week 10 - Medial sounds
6. Segmenting compound words / wk. 5 - syllables
7. Substituting compound words / wk. 5 - syllables
8. Adding compound words / wk. 5 - syllables
9. Deleting compound words / wk. 5 - syllables
10. Language awareness – repeating sentences, separating sentences into spoken words clapping words and counting words.

Lessons continue for 35 weeks over the year with the demands becoming more advanced.

There is also a preschool course available.

1 ASSESS AND IDENTIFY

Students are assessed and grouped according to their phonic knowledge. Each student is then taught at the level of their phonic knowledge to ensure quick progress.

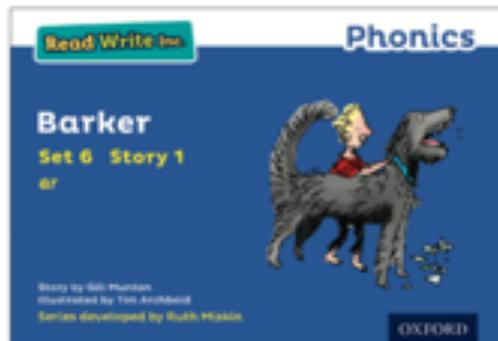


2 FIRST PHONICS



The 44 sounds and corresponding letters are introduced and taught systematically.

4 DEVELOP READING AND WRITING



Students read a series of levelled, decodable fiction and non-fiction texts and complete integrated writing activities, including spelling and handwriting practice.

3 FIRST WORDS



Students learn to blend sounds to read words. Then they use short 'ditties' to practise early reading and writing, before being taught more letter-sound correspondences.

Systematic programs allow the regular assessment of student achievement against specified learning outcomes

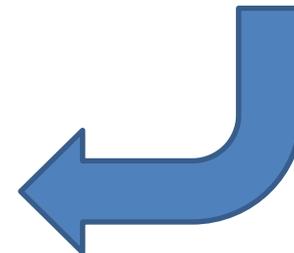
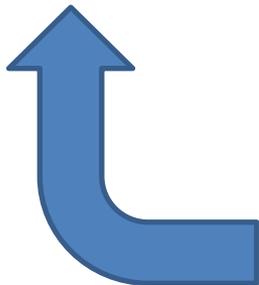
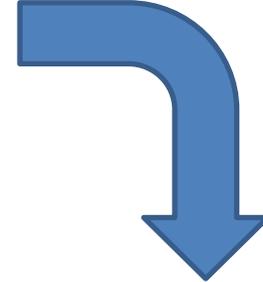
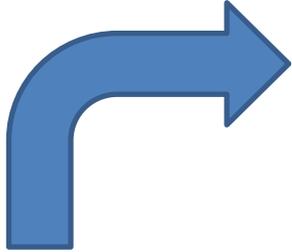
Assessment 1 individual record

Pupil Date

Set 1 Sounds Groups A or B	i n c k u b f p g o e l h r j v y w z m a s d t x
Set 1 Sounds Group C	d-u-g ch-a-t t-e-n p-o-t t-i-n
Ditty Group	 in am red bin yes
Red Group	ch ng nk qu sh th  chip shop jump that  fas gip guk rab
Green Group	 flat pink help thick  plut dimp criff slom  up can got sit man get not and
Purple Group	 with off thin will his them that have
Pink Group	ay ee igh ow oo oo  tray creep sight blow  skay spoom smoll fleep  lots black long this them went that stop

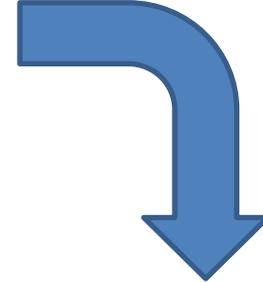
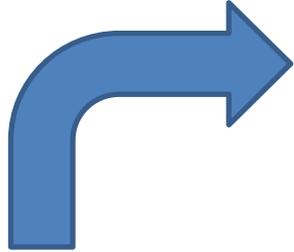
The student experiences a
'whole class lesson' delivered with:

- **PASSION**
- a clear **PURPOSE**
- in a well **PACED** manner
- support for full **PARTICIPATION**
- **PRAISE** for effort and achievement



**The student experiences a
'whole class lesson'** delivered with:

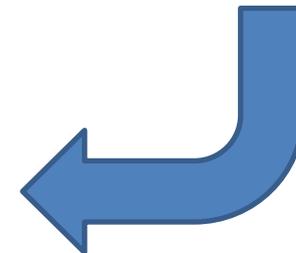
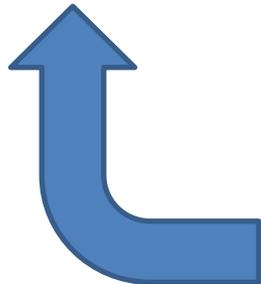
- **PASSION**
- a clear **PURPOSE**
- in a well **PACED** manner
- support for full **PARTICIPATION**
- **PRAISE** for effort and achievement



**Observation of the student's
response.** What is their:

- level of participation
- Understanding
- Ability to apply their learning

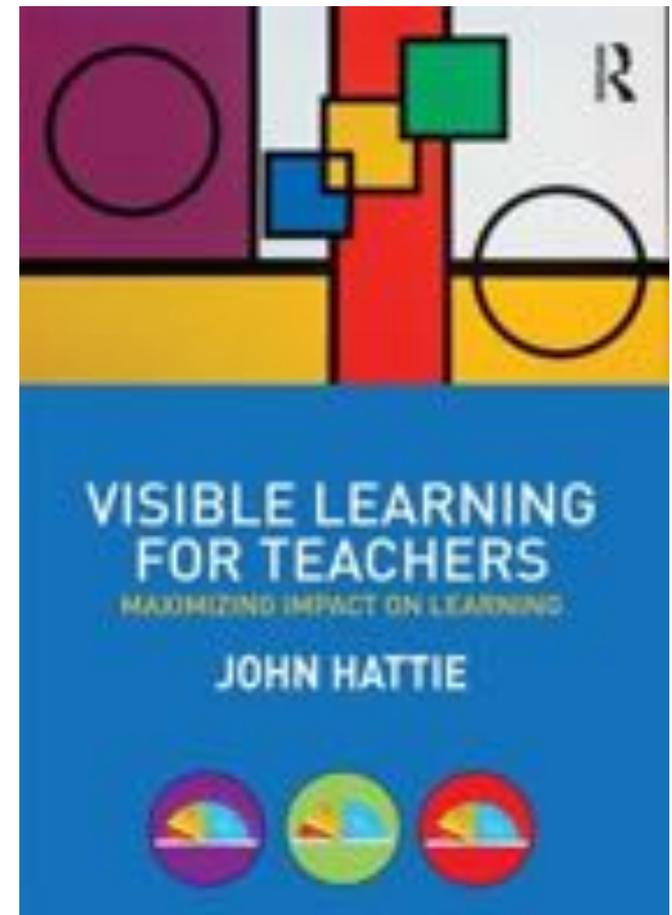
Do their responses indicate a need for a formal assessment to better understand their difficulties?



Teachers need a mind frame in which they see it as their role to evaluate their effect on learning....

...so when they see learning occurring or not occurring they intervene in calculated and meaningful ways to alter the direction of learning to attain various shared, specific and challenging goals.

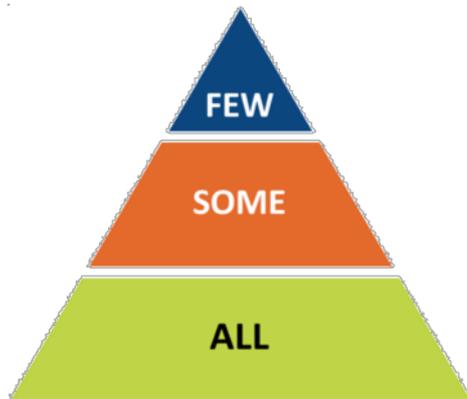
Hattie Visible Learning for Teachers Pg 18



Constant observation:

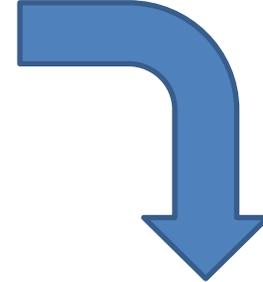
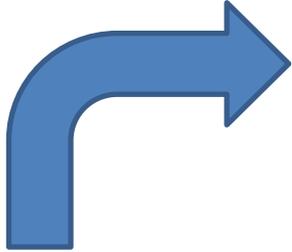
- Phonemic skills
- Phonological skills – blending, segmenting and substitution
- Memory / retention – letters, sight words etc
- Handwriting
- Behaviour

This monitoring is supported by using a synthetic phonics approach to teaching reading in parallel with a strong oral language program.



**The student experiences a
'whole class lesson'** delivered with:

- **PASSION**
- a clear **PURPOSE**
- in a well **PACED** manner
- support for full **PARTICIPATION**
- **PRAISE** for effort and achievement

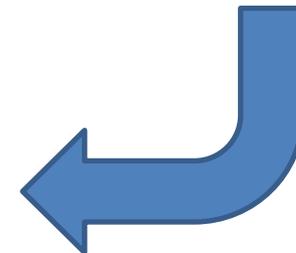
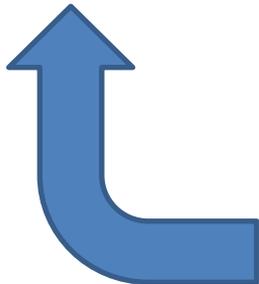


**Observation of the student's
response.** What is their:

- level of participation
 - Understanding
 - Ability to apply their learning
- Do their responses indicate a need for a formal assessment to better understand their difficulties?

**What support do they require to
keep up with others?**

- Additional explanations
- Practice of skills



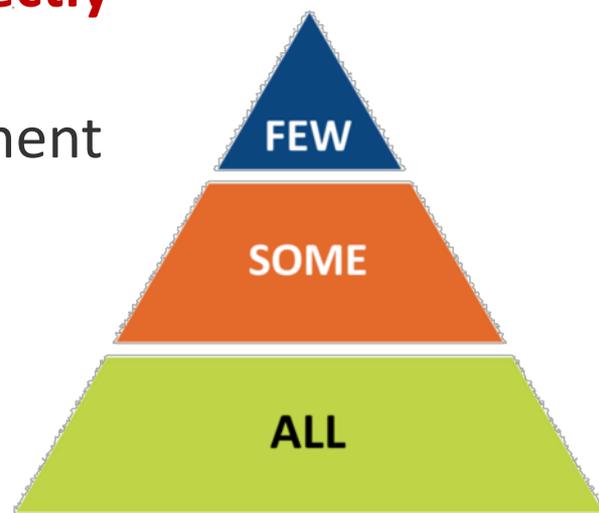
Apply the Response to Intervention (RTI) model

This involves the **systematic monitoring of all students in an environment in which students are provided with an evidence-based core curriculum.**

It replaces the '**wait and fail model**' – where we waited for a significant discrepancy to appear between what we expected them to achieve and what they could achieve before seeking assessment and support.

“They aren’t developmentally ready yet.”

A systematic synthetic phonics program supports the effective use of this model because **content is taught clearly and directly** using explicit instruction and focussed on specific learning in a highly structured environment and so students with learning difficulties are identified very early.



The Response to Intervention (RTI) Model

Identification of

**Learning
Disability**

Wave 3

Students progressing at an unusually slow rate, with persistent, enduring difficulties that are frequently phonological based.

**Evidence Based
Intervention** (small group)

Wave 2

For students not making adequate progress despite high-quality, evidence-based instruction.

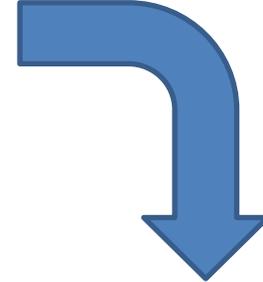
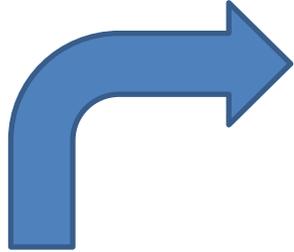
**High Quality Early
Years Teaching** (whole class)

Wave 1

The Big 6 with a structured synthetic phonics approach

The student experiences a whole class lesson

Sounding out the letters in CVC words, and blending through the whole word to recognise it.

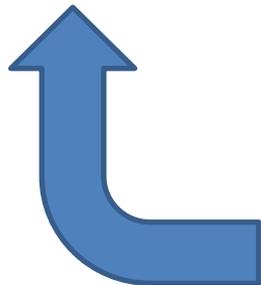


How will it be delivered?

Join a small group to work with an SSO using letter flash cards to build up speed. Use magnet boards to create and sound out CVC words using a limited number of letters. Individual letters causing problems identified and stuck on desk for teacher to reference to.

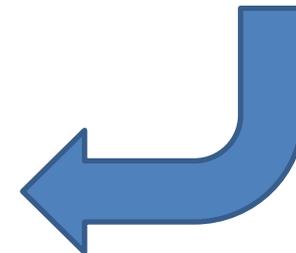
Observation of the student's response.

They are not automatic on recognising letter sounds
So much cognitive focus on letters they then struggle to sound out the whole word. Do a PASM.



What support do they require to keep up with others?

They need to become automatic at letter recognition and sounding through the whole word.



Organizing Reading.

Reception students stay in whole class groups until the start of Term 3 when they are assessed and grouped.

- Nine classes R-2
- 13 Groups
- 10 Read Write Inc
- 3 Independent

Plus

Additional support to
Early Bird or
reinforce learning in a
second instructional session
for targeted students

When do students finish the decodable program?

- 50% are completed by the end of Year 1
- Nearly all students complete the program by the end of Term 2 of Year 2.

So when do students move to levelled texts without a particular focus on being decodable?

When they have:

- **learned most common letter sound relationships**
- established “sounding out” as their **reading reflex**
- Are reading advanced decodable texts fluently



At this point they understand the reading process and use effective strategies for working out an unknown word beyond simply guessing its meaning based on just a first letter or visual cue in book



The purpose of advocating a focus on the explicit and systematic teaching of phonics, in the beginning phase of reading instruction, is to ensure all children especially those with learning difficulties **master the code** that underpins written language so they can **ultimately read to understand, learn and enjoy.**

