

Structured Literacy Approach

Teina (Year 0-3) and Tuakana (Year 4-6)



Whānau Hui - Structured Literacy Approach

- What is Structured Literacy?
- Our Structured Literacy Approach - Years 0-3 and Years 4-6
- What we have currently assessed and why?
- Our next steps for Term 2
- How whānau can help at home.

What is Structured Literacy?





Teina Team

Rebecca Hensman

In-school Leader - Literacy Y0-3



Our Structured Literacy Approach and Assessment

Little Learners Love Literacy and The Code

A series of letters, sounds and spelling patterns taught explicitly and systematically in order to develop a foundation level of phonics in order to read and write.

Letters are taught one by one and reviewed each day to allow for it to be stored in long term memory and used in reading, writing and spelling. Letters and sounds are then blended together to create words and eventually books are read using these letters, words and spelling patterns to allow for success in reading.

Assessment

Year 1 and 2: Students are assessed each term in their tracking book on their letter knowledge, word knowledge and spelling, running records are done twice a year and Dibels nonsense word testing has been done in term 1 and 2 to report progress to the Ministry.

Year 3: The Code spelling, Dibels, probes or LLLL running records

What happens in the classroom?

We follow a set structure in every lesson.

1. **Review**-go over a range of previously learnt letters or sounds. This could be prior learning or spelling patterns/letters that need to be revised.
2. **Teach**- students are explicitly taught a new letter/spelling pattern, its sound and words that have that sound.
3. **Practice**- students practice the new sound by writing it, reading it and sounding it out through games and activities.
4. **Apply**- students read a text that includes the specific letter/spelling pattern or practice reading and writing a sentence with the spelling pattern.

Adaptations

Our Year 2 team noticed a wide range of levels within their classrooms so have chosen to cross group in order to effectively teach every child based on their current learning stage.

Target groups of students may be taken out or work in a small group with a teacher aide during phonics time to have further teaching in a more one on one environment with learning aimed at their level.

Year 3 starting at Year 2 level to ensure students have a good foundation to then build on and will start Year 3 spelling patterns in Term 2.

What's next?

- Teachers have attended professional development at the beginning of this year and are in the process of implementing and adapting their teaching in order to reflect what has been learnt
- Teachers will continue to implement aspects from professional development attended at the beginning of this year into their practice to ensure consistency across classrooms
- Resources are being purchased to aid in classroom teaching
- Teachers will continue to adapt their reading program to follow on from phonics learning to move away from 'reading groups' and into specific targeted teaching for groups of students. Classes will read a whole class text each week followed by targeted learning involving reading, spelling, comprehension and writing, vocab, comprehension strategies in Year 3
- Eventually students will move from having 15 minute reading group teaching each day to 40+ minutes of phonics instruction and targeted group teaching. This means students were getting around an hour of reading instruction each week will now be getting up to 4 hours each week.

How can you help at home?

Check in regularly with your child to share the sounds that they have been working on for that week.

Encourage reading at home with readers sent home or library books collected from school or your local library.

Practice blending words together using sounds learnt in class.

Practice heart words sent home from The Code/LLLL.

Script to support at home learning

- 1. What letters/sounds did you learn in Phonics today?**

E.g. p

- 2. What other sounds have you been learning?**

E.g. s, t, m, a, l, i, c, n

- 3. Can you write the letter for me?**

- 4. Can you sound out the word 'dog'?
Now let's blend it together slowly.
Now let's read it faster.**

Eg. d-o-g

- 5. If we take the /d/ sound and swap it with a /f/ sound what word do we have? Can you write those words for me?**

E.g. f-o-g



Tuakana Team

Chrissy Jones

In-school Leader - Literacy Y4-6



Our Structured Literacy Approach and Assessment

The Code

Taught in year levels based on what Liz Kane Literacy have constructed to teach spelling rules.

Students are tested at the beginning of the year on their year level list E.g. Year 5 - this is a list of words that have sounds in them rather than being able to spell the word. E.g. 'eigh' is assessed through the word eight.

The same sounds are tested, using different words at the end of the year. This allows us to see progress of their spelling sounds that can be used across many words. E.g. sleigh.

What happens in the classroom?

We follow a set structure in every lesson.

1. **Review** (occurs for 6 rules). Students are revising previously taught sounds.
2. **Explicit teaching**. Students are introduced to a new rule. E.g. 'ough'. They say it, spell it, write it. The rule is then taught through stages - the class read words that follow the rule. Then, they practice writing different words using the rule. They say the word to practice the sound, sound out the word and write it (*this follows the 'I do, we do, you do' model*).
3. **Dictation** - teacher reads a sentence that includes a word that uses the new rule. E.g. I thought the dough was ready. The students repeat the sentence back and then write it in their book.

Adaptations

Our Year 6 team noticed that there were gaps in student knowledge. It is imperative that previous year's sounds are known. To support this finding, we are trialling some target groups whereby we are teaching from other lists to bring some students up to the Year 6 level and also extend those who have mastered the Year 5 and 6 content., and are confidently using the rules in their writing.

We will revisit this structure to measure success.

What's next?

All Tuakana staff will be attending a three day Liz Kane Literacy course in Term 2. This will further support our understanding and delivery of The Code and Structured Literacy.

We believe that we will be looking to implement Dibels, which is a short test that is used by teachers to see how students are reading. The test focuses on testing sounds, it then progresses to reading words (Do they know all of the words? Reading fluency) and then the students read a story.

We will continue to deliver The Code in classes almost everyday. Our data will be analysed to measure progress and effect.

Develop our guided reading programme and improve how we teach vital reading skills such as predicting, summarising, visualising, etc.

How can you help at home?

Check in regularly with your child to share the sounds that they have been working on for that week.

Resources to support your child's learning can be found on our school website (**Home-Learning hub**). The **Structured Literacy Approach page** has more information about Structured Literacy.

We also encourage you to work alongside your child to revise the words/sounds at home.

E.g

The sound is 'ue' that represents the long u long
Some words are glue, true, value

The sound is 'ie' that represents the long e sound
Some words are thief, relief, cookie

Script to support at home learning

- 1. What rule/s did you learn in The Code today?**

E.g. ey long e sound.

- 2. Can you write the rule for me?**

E.g. ey

- 3. What sound do these two letters make?**

E.g. eee

- 4. Can you write a word that uses this spelling rule?**

E.g. valley, monkey, honey

- 5. Can you sound out the word?**

E.g. k - e y

- 6. Can you write a sentence that uses this word?**



**Do you have
any questions?**



**Thank you for
attending**