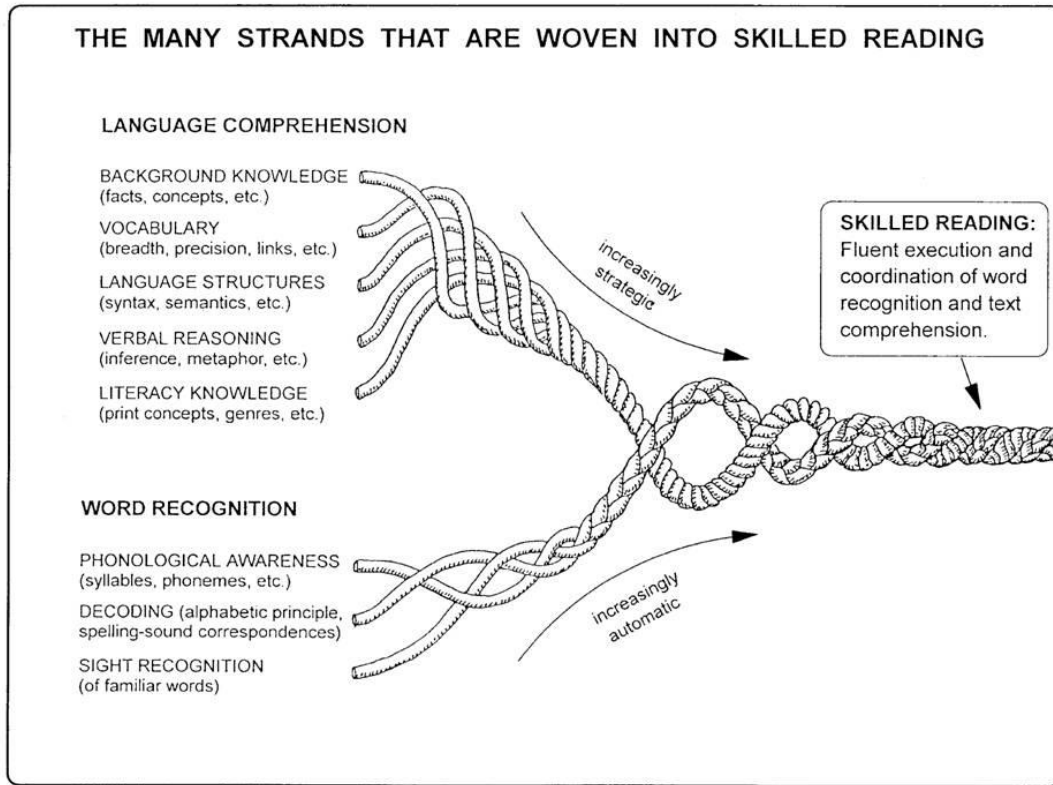


Literacy

NPS



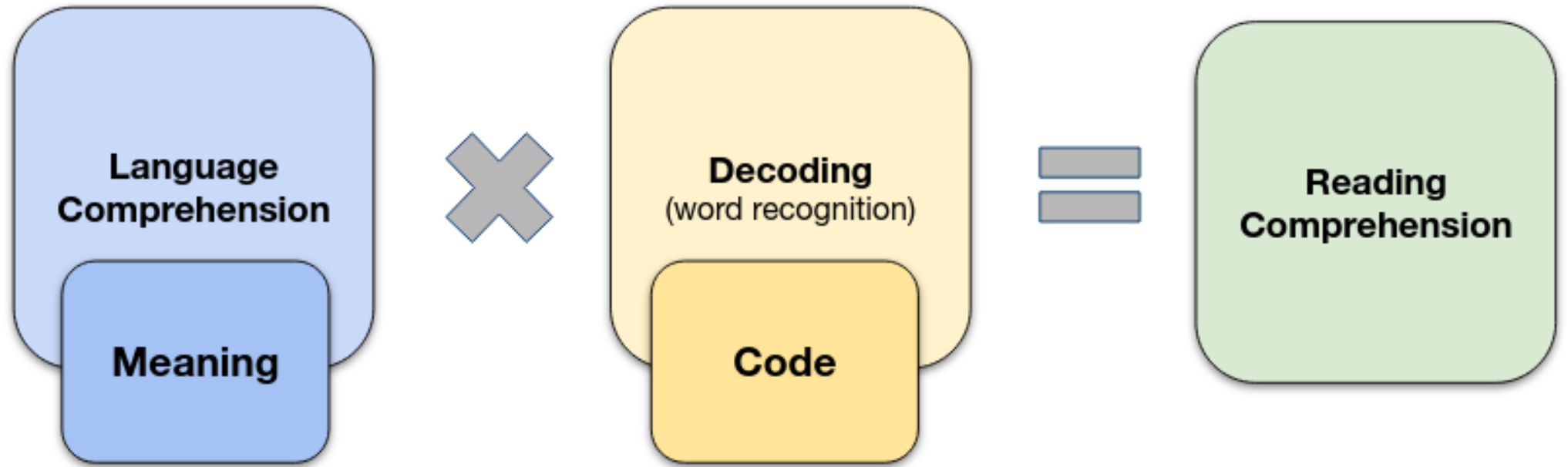
Language Comprehension

- Background Knowledge
- Vocabulary
- Language Structures (Syntax)
- Literacy Knowledge (Concepts of print, genres)

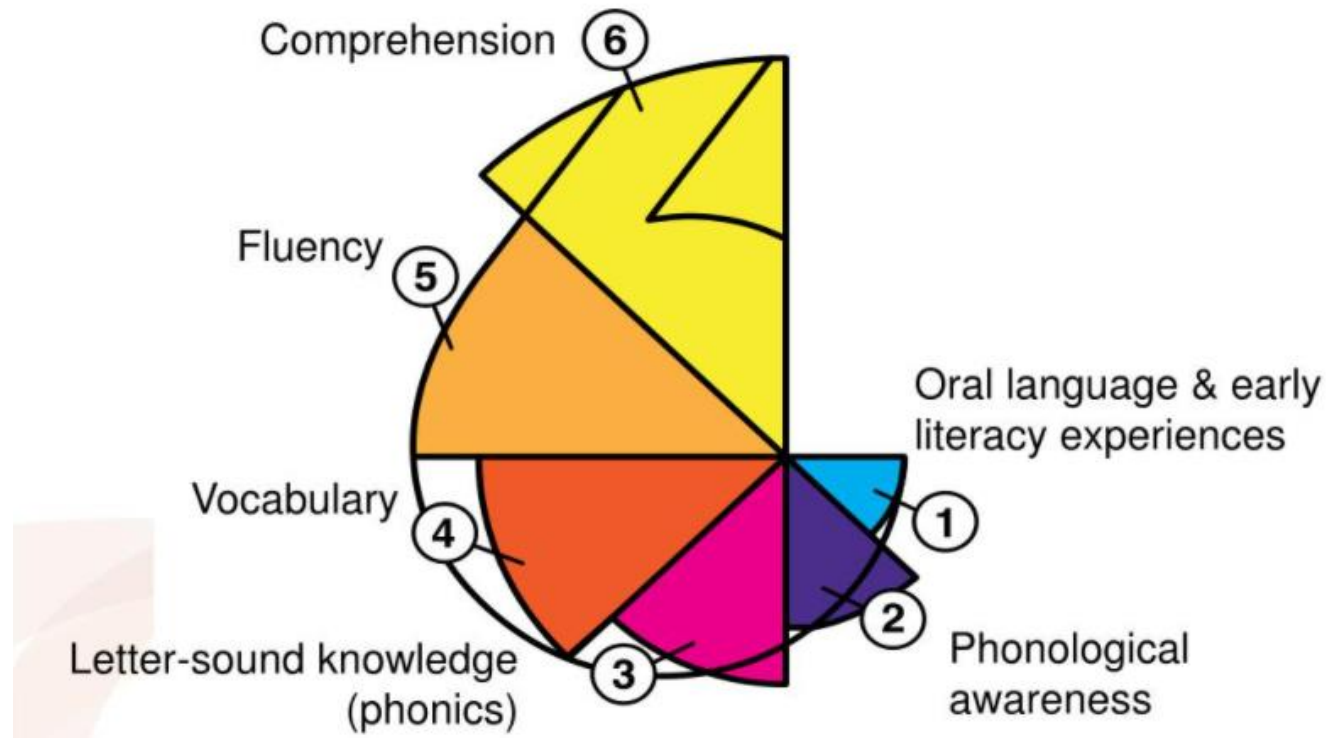
Word Recognition

- Phonological Awareness
- Decoding
- Sight Recognition

Reading Rope



The Simple View of Reading



The Big 6

Oral Language

- Develops vocabulary
- Awareness of language structures
- Intonation of rhythm and sound patterns
- Tune into sounds

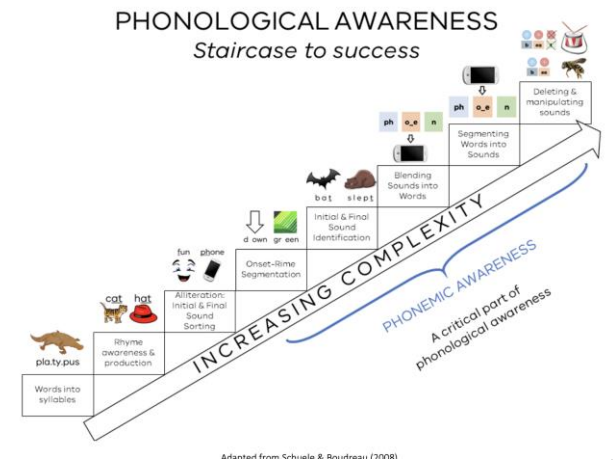
Strategies to support Oral Language at home

- Conversations
- Barrier Games
- Life Experiences
- Singing
- Rhyming Games
- Play
- Storybooks



Phonological Awareness

- Recognising units of sound within speech and is essential in reading and spelling.
- Syllables
- Rhyme
- Initial and final sound
- Onset-Rime Segmentation
- Blending sounds into words
- Segmenting words into sounds
- Deleting and manipulating phonemes



Phonics – Key Vocabulary

Decoding

The ability to work out sounds represented by words

Encoding

Retrieving known graphemes to spell phonemes in words.

Phonemes

Units of sound /p/

Grapheme

Letters that represent a sound 'p'

Blending

Joining phonemes to form a word

Segmenting

Isolating phonemes in a word

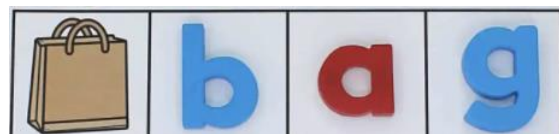
Orthography – mapping phonemes and graphemes, e.g sound buttons

Phonics

- Phonics is the teaching of the alphabetic code (phoneme/grapheme relationships)
- Synthetic Phonics – Teaching phoneme-grapheme relationships and then blending.
- Systematic Synthetic Phonics – Synthetic phonics with a scope and sequence
- Developing blending and segmenting skills
- Decoding and encoding of phoneme/grapheme relationships
- Gradually teach students the different graphemes that represent the 44 phonemes.
- Teach students that a sound can be represented by different spelling

Strategies to support Phonics at home

- Read with your child to read for 10 – 15 minutes per night
- Encourage your child to blend the sounds
- Reread the text to support fluency
- Using Nessy
- Use magnetic letters to make words



My hat is in the big fat bag.



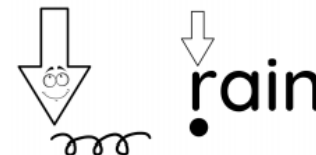
1 m s f a p t c i

2 b h n o d g l v



m se Lefty Larry

Start on the left side of the word.



m se Grapheme Grasshopper

Hop to each grapheme (left to right) and say each sound



m se Blendy Wendy

Blend the sounds together to read the word.



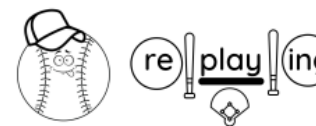
m se Syllable Sam

Chop the word into syllables.



m se Chase the Base

Separate the base from the prefix or suffix.



High Frequency Words/Heart Words

Stage 1								
1	m	s	f	a	p	t	c	i
	✓ read		✓ spell					
!								
<u>th</u> e								
m <u>y</u>								
<u>A</u>								
t <u>a</u> p								
a <u>s</u>								
a <u>s</u>								
s <u>a</u> t								
m <u>a</u> p								
s <u>i</u> p								
c <u>a</u> p								
f <u>i</u> t								
s <u>a</u> p								
t <u>i</u> p								
p <u>a</u> t								
m <u>i</u> t								

- “Words that require grapheme-phoneme correspondence that children have not learned yet”.
- Recommended approach to HFW is by mapping the sounds and creating word lists based on sound

playing

Vocabulary

- “A rich vocabulary supports learning about the world, encountering new ideas, enjoying the beauty of language.”
- Teaching words so students being able to understand and use the word confidently and accurately in all aspects of literacy (reading, writing, speaking and listening).
- Teaching vocabulary that students are likely to encounter and use when understanding a text or topic.
- Requires explicit teaching and repeated exposure of Tier 2 vocabulary.

Highly specialised words that are related to a specific discipline.

pogrom quagmire locution
polyglot sonata isosceles

Tier 3

Content specific words

More complex, frequently occurring words in academic settings.

Tier 2

Sophisticated language - use words

compare neutral contrast
admire plead represent
environment collaborate

Basic words used often in everyday conversation

Tier 1

Common Words

dog go happy
drink phone
play afraid

Strategies to support Vocabulary at home

- Modelling high quality language
- Reading texts with rich vocabulary
- Discussing new vocabulary
- Defining new vocabulary and putting it into a sentence
- Revisiting new vocabulary

Fluency

- Reading fluency is an indicator of reading comprehension.
- If fluency is lacking, comprehension will suffer

Three Elements of fluency:

Accuracy

- Accurate decoding of words in text

Automaticity

- Decoding words with minimal use of attentional resources
- Using a large amount of attention to decoding, it will impact the amount of attention for use in comprehension.

Prosody

- Appropriate use of phrasing and expression to convey meaning.
- Evidence of actively interpreting or constructing meaning from the passage.

Fluency

Accuracy

Independent Level: 97-100%
Instructional Level: 90-96%
Hard Level: < 90%

Automaticity

End of Year 1	60 wpm
End of Year 2	90-100 wpm
Years 3 - 6	100-120 wpm

Prosody

Use of volume, tone, emphasis, phrasing, and other elements in oral expression.

Fluency Scoring Guide

Dimension	1	2	3	4
A. Expression and Volume	Reads with little expression or enthusiasm in voice. Reads words as if simply to get them out. Little sense of trying to make text sound like natural language. Tends to read in a quiet voice.	Some expression. Beginning to use voice to make text sound like natural language in some areas of the text, but not others. Focus remains largely on saying the words. Still reads in a quiet voice.	Sounds like natural language throughout most of the passage. Occasionally reverts to expressionless reading. Voice volume is generally appropriate throughout the text.	Reads with good expression and enthusiasm throughout the text. Sounds like natural language. The reader is able to vary expression and volume to match his/her interpretation of the passage.
B. Phrasing	Monotonic with little sense of phrase boundaries, frequent word-by-word reading.	Frequent two- and three-word phrases giving the impression of choppy reading; improper stress and intonation that fail to mark ends of sentences and clauses.	Mixture of run-ons, mid-sentence pauses for breath, and possibly some choppiness; reasonable stress/intonation.	Generally well phrased, mostly in clause and sentence units, with adequate attention to expression.
C. Smoothness	Frequent extended pauses, hesitations, false starts, sound-outs, repetitions, and/ or multiple attempts.	Several "rough spots" in text where extended pauses, hesitations, etc., are more frequent and disruptive.	Occasional breaks in smoothness caused by difficulties with specific words and/ or structures.	Generally smooth reading with some breaks, but word and structure difficulties are resolved quickly, usually through self-correction.
D. Pace	Slow and laborious.	Moderately slow.	Uneven mixture of fast and slow reading.	Consistently conversational.

Strategies to support Fluency at home

Modelling reading picture story books with fluency

Practise letter-sound relationships

Repeated readings of take-home readers

Poetry reading

Song rereading

Reader's Theatre

Comprehension Emergent Readers

- Ultimate goal of reading is Comprehension
- Listening comprehension
 - Reading to children
 - Discussing the text
 - Summary
 - Making inferences
 - Text Structure
- Supports understanding of
 - Text structure
 - Sentence structure
 - Background Knowledge
- Fosters a love and enjoyment of reading
- Greater vocabulary leads to greater understanding of what is read

Comprehension Independent Readers

- “Reading to Learn”
- Connect to Inquiry/Writing
- Pre-teach vocabulary encountered in the text
- Exposure to a variety of fiction and non-fiction texts
- Variety of genres
- Monitor comprehension
 - Ask questions
 - Evaluate
 - Make connections
 - Visualise
 - Synthesise
 - Predict
 - Infer
 - Differentiate between key information and supporting detail
 - Identify background knowledge
- Adjust
 - Slow down
 - Re-read
 - Clarify vocabulary
 - Use word meanings (i.e. prefixes and suffixes)

Strategies to support Comprehension at home

Model your own comprehension of texts before, during and after reading (predictions, inferences, questions, text connections, clarifying vocabulary)

Expose your child to a wide variety of reading materials

Discuss take home readers

Discuss a wide range of texts



What does this look
like at NPS?

The Skill Up

- F1:
 - Practising phonological awareness skills
 - Reading and writing of skills taught in the code (spelling, grammar, punctuation)
 - Revising Tier 2 vocabulary
- 23
 - Reading and writing of skills taught in the code (spelling, grammar, punctuation)
 - Revising Tier 2 vocabulary
- 456
 - Independent Reading and individual conferences

Reading

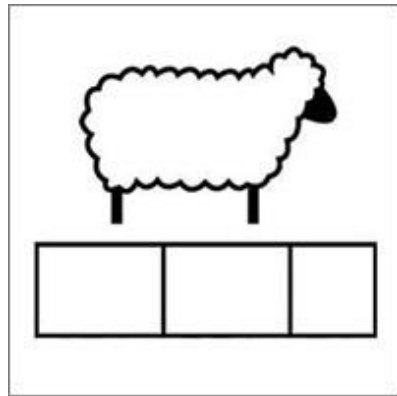
Emergent Readers

- Decodable Readers for emergent readers
- Scope and sequence
- Listening comprehension
- Vocabulary
- Building Oral Language
- Building Phonological Awareness Skills
- Building Fluency

Independent Readers

- Comprehension Skills
- Explicit vocabulary teaching
- Integrating Inquiry/Writing through reading
- Building fluency

Strategies for teaching Reading for emergent readers at NPS



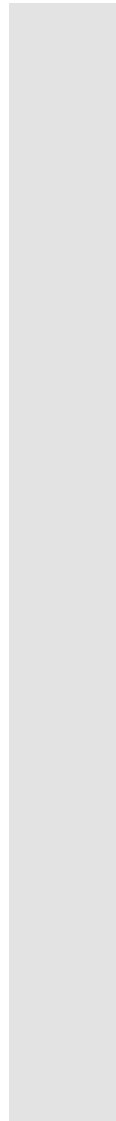
•	wait	hail	snail	tail	rain
••	sail	nail	aim	pain	train
•••	day	may	bay	spray	play
••••	say	crayon	tray	way	may
•••••	rake	name	take	maze	late
••••••	whale	flake	make	grape	plane

- Reading words and sentences by blending and segmenting
- Producing and identifying rhyme, syllables, phoneme manipulation
- Elkonin boxes
- Hands-on alphabet tasks
- Identifying and sorting sounds
- Reading of focus sounds using decodable texts
- Dictation and writing of words using focus sounds
- Listening posts for comprehension





The Code at NPS

- Gradually exposing students to the alphabetic code
 - Teaching students that individual sounds can be represented by multiple spellings
 - Supports encoding when writing (converting the sounds heard into spelling)
 - Supporting decoding when reading (retrieving knowledge between sounds and letters)
 - Developing handwriting/typing fluency
 - Developing grammar and punctuation skills
- 

Heart Words/Word Lists

Stage 3		
3	y	r e qu z
	✓ read	✓ spell
he		
she		
we		
was		
to		
do		
and		
did		
had		
get		
ten		
pet		
quit		
quiz		
yes		
yet		
ran		
rat		
rag		
zap		
zig-zag		

Additional Resources

Five From Five



SPELD



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