

# Little Learners Love Literacy

*OLSC Parent Information Session*

Monday 2nd March



# What is Little Learners Love Literacy?



LLLL focuses on the key areas of:

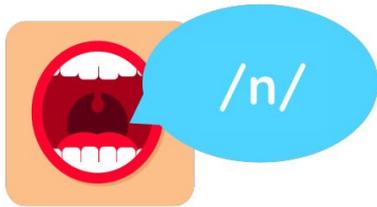
- Phonemic awareness and phonics for spelling and reading
- Handwriting
- Reading fluency
- Vocabulary and comprehension
- Morphology



Phonemic awareness is the ability to notice, think about, and work with the individual sounds. It's focus is on children being able to hear and manipulate sounds in spoken words.

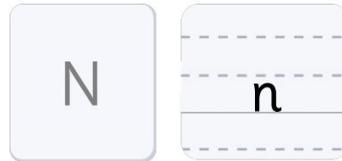
## Systematic synthetic phonics

Phonemes  
(speech sounds)

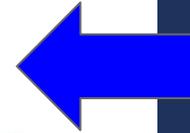


written letters represent speech sounds

Graphemes  
(written letter/s)



+ nn, kn, gn



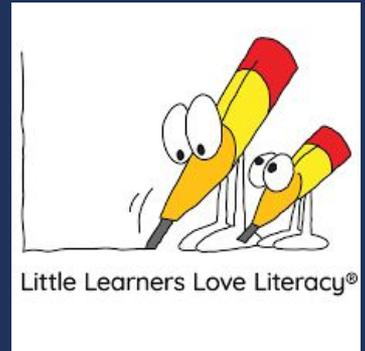
Phonics is the skill to match the speech sound to the graphemes that represent it in writing.



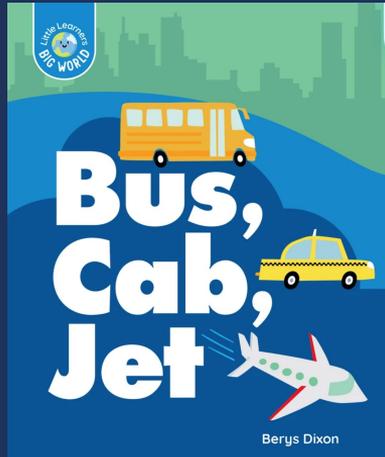
## Phonics continued:

LLLL is carefully sequenced in seven stages to teach children the 44 sounds of the English language and the principles of the alphabetic code (that each speech sound can be represented by different groups of letters).

For example: the sound /i/ as in **i**, **sky**, **pie**, **ice**, **cycle**, and that a letter (or group of letters) can represent different sounds, such as the letter 'y' in **y**es, **gym**, **funny**, **sky**.



**Vocabulary and Comprehension** - through the books being read with the students, teachers will focus on new and interesting words. During and after reading, they will ask questions to gauge whether students have understood.



**Vocabulary check:** Discuss these words either before or after reading the book.

*gig* – a musical performance

*rev up* – to make an engine speed up

*sax* (short for saxophone) – a wind instrument made out of metal

What phrase means to make an engine speed up?

Can you think of another meaning of rev up? (*to get people excited*)

**Questions to talk about:** These questions can be used after reading to discuss the book. Children can look back through the book to answer.

- What vehicle does each person use?
- Who gets into Gus's cab and what instrument does she play?
- The book says that Max, Gus and Jen have fun jobs. Do you agree? Why?

**Reading Fluency** - students are regularly given the opportunity to read aloud with a partner or to a teacher. They practise reading decodable books accurately and with good pace.

## Morphology -

Over the three years in Junior school, students will be learning about the parts of words that we call prefixes (mis-, im-, non-) and suffixes (-ed, -ing, -ful). These parts can be added to a base word to change the meaning and function of that word.

### Decodable book:

It is Fun Day at Yim Yam Dam.

Roz has lots to sell – dolls,  
jazz kits and bells.



**For example:** In Term 3, our Prep students will learn about the suffixes '-s' and '-es' which are added to the end of words to change base words into plurals (more than one) and to change tense.

### Teacher notes:

**Morphology:** Adding the letter 's' to the end of a word changes the meaning. It can be used to indicate plural; for example, *hat* becomes *hats*. It can also be used to change the base form of a verb into third person singular present tense; for example, *Roz gets* (compared with first person singular *I get*).

# Prep Scope and Sequence



## Little Learners Love Literacy® Foundation Teaching Sequence

Term 1									
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Stage 1				revise, practise, apply	Stage 2				revise, practise, apply
m	f	p	c		b	n	d	l	
s	a	t	i	h	o	g	v		
Term 2									
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Stage 3			Stage 4			revise, practise, apply	Stage Plus 4		
y	e	qu	j	k	w		ll	ss	ff
r		z	u	x		zz			
						assess			

Term 3									
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Plus 4	Stage 5					Stage 6			
morphology	adjacent consonants			multisyllabic words	ck	sh	ch	th	ng
-s	CVCC	CCVC	CCVCC	morphology	possessive apostrophes	tch	exclamation marks	question marks	
-es				-ed					
Term 4									
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Stage 6	Stage 7 Unit 1						revise, practise, apply		
ph	ai	ee	--y	igh	-y	oa		morphology	
wh	ay	ea			ie		-ing	assess	

Stage 7.1 Additional Teacher Resource Unit is available for schools following the NSW curriculum (split vowel digraphs).

# Year 1 Scope and Sequence



## Little Learners Love Literacy® Year 1 Teaching Sequence

Term 1									
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Stage 7 Unit 1									
revise stages 1-6	ai	ee	--y	igh	oa				
	ay	ea		-y		morphology & doubling rule	morphology		revise, practise, apply
	eigh ey contractions		homophones		ie				
Term 2									
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Stage 7 Unit 2					Stage 7 Unit 3				
ar	or	ir	er	air					
a al	aw	ur		are ere	revise, practise, apply				
ore our al				morphology					
			-er		assess				
						oo			
						ou o			ow
						le			ou
									contractions

Term 3									
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Stage 7 Unit 3					Stage 7 Unit 4				
oi	oo				a-e	a	i-e	i	e-e
oy	u oul	revise, practise, apply			ce	ge	ci cy	gi gy	e
					homophones				o-e
									o
									ow
									oe kn gn ch
Term 4									
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Stage 7 Unit 4									
revise, practise, apply	/yōō/ u-e ue		/ōō/ u-e ue		morphology drop the 'e' rule		revise, practise, apply		
	ew u		ew ui		mb	wr	assess		
					synonyms & antonyms				

# Year 2 Scope and Sequence



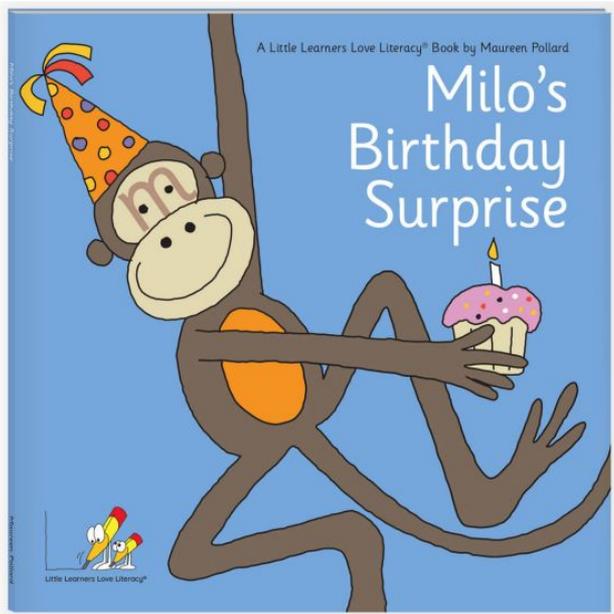
## Little Learners Love Literacy® Year 2 Teaching Sequence

Term 1																																					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10																												
<b>Stage 7 Review</b>																																					
<table border="0"> <tr> <td rowspan="4" style="vertical-align: middle;">multisyllabic words</td> <td style="text-align: center;">/ā/ ai ay</td> <td style="text-align: center;">/ē/ ee ea</td> <td style="text-align: center;">/ī/ igh .y</td> <td style="text-align: center;">/ō/ oa o-e</td> <td style="text-align: center;">/ōō/ oo u-e ue ew ui</td> <td style="text-align: center;">/k/ ck ch</td> <td colspan="4" rowspan="4" style="vertical-align: middle;">                     morphology                      -s -es -ing                      -er un-                      doubling rule &amp; drop the 'e' rule                 </td> </tr> <tr> <td style="text-align: center;">a-e a</td> <td style="text-align: center;">-y e-e</td> <td style="text-align: center;">ie i-e</td> <td style="text-align: center;">o ow</td> <td style="text-align: center;">ou o</td> <td style="text-align: center;">/ch/ ch tch</td> </tr> <tr> <td style="text-align: center;">eigh ey</td> <td style="text-align: center;">e</td> <td style="text-align: center;">i</td> <td style="text-align: center;">oe</td> <td style="text-align: center;">/yōō/ u-e ue ew u</td> <td style="text-align: center;">/s/ ce se</td> </tr> <tr> <td style="text-align: center;">/oi/ oi oy</td> <td style="text-align: center;">/ou/ ou ow</td> <td style="text-align: center;">/ōō/ oo u oul</td> <td></td> <td></td> </tr> </table>										multisyllabic words	/ā/ ai ay	/ē/ ee ea	/ī/ igh .y	/ō/ oa o-e	/ōō/ oo u-e ue ew ui	/k/ ck ch	morphology -s -es -ing -er un- doubling rule & drop the 'e' rule				a-e a	-y e-e	ie i-e	o ow	ou o	/ch/ ch tch	eigh ey	e	i	oe	/yōō/ u-e ue ew u	/s/ ce se	/oi/ oi oy	/ou/ ou ow	/ōō/ oo u oul		
multisyllabic words	/ā/ ai ay	/ē/ ee ea	/ī/ igh .y	/ō/ oa o-e	/ōō/ oo u-e ue ew ui	/k/ ck ch	morphology -s -es -ing -er un- doubling rule & drop the 'e' rule																														
	a-e a	-y e-e	ie i-e	o ow	ou o	/ch/ ch tch																															
	eigh ey	e	i	oe	/yōō/ u-e ue ew u	/s/ ce se																															
	/oi/ oi oy	/ou/ ou ow	/ōō/ oo u oul																																		
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<b>Stage 7 Unit 5</b>																																					
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Term 3																				
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10											
<b>Stage 7 Unit 5</b>							<b>Stage 8</b>													
<table border="0"> <tr> <td style="vertical-align: middle;">morphology -er -est</td> <td style="vertical-align: middle;">silent letters  g g g g g</td> <td style="vertical-align: middle;">                 /j/ dge ge                   /u/ o ou             </td> <td style="vertical-align: middle;">morphology -y -ly</td> <td style="vertical-align: middle;">morphology y to i rule</td> <td style="vertical-align: middle;">                 /ear/ ear eer                   /air/ air are ere ear             </td> <td style="vertical-align: middle;">                 /i/ y                   /o/ a             </td> <td colspan="2" style="vertical-align: middle;">                 revise, practise, apply             </td> <td style="vertical-align: middle;">                 morphology -ful -less             </td> <td style="vertical-align: middle;">                 morphology -ness -ment             </td> </tr> </table>										morphology -er -est	silent letters  g g g g g	/j/ dge ge  /u/ o ou	morphology -y -ly	morphology y to i rule	/ear/ ear eer  /air/ air are ere ear	/i/ y  /o/ a	revise, practise, apply		morphology -ful -less	morphology -ness -ment
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# Shared text for Prep students

## Stages 1-4



# Decodable reading

The Little Learners Love Literacy stories are written for beginner readers and enable children to practise their phonics skills through reading. Each stage is carefully sequenced to give children confidence and success.

Children need to be encouraged to decode (sound out) any unfamiliar words.



Get it in the net!



I ran to tap it in.

4

Bam!  
It hit the net.



5

Pat the cat?



10

11

I am Tam.



I pat.



At the tip.



8

9



# Heart Words

**STAGE 1** Heart Words

**2**

I

**STAGE 3** Heart Words

**STAGE 4** Heart Words

the

my

he

we

do

her

of

are

too

for

see

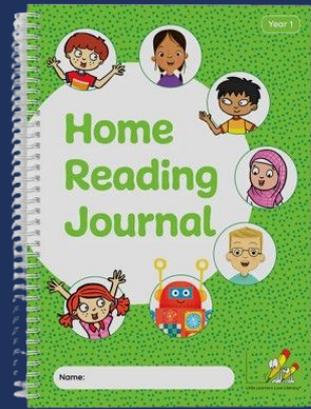
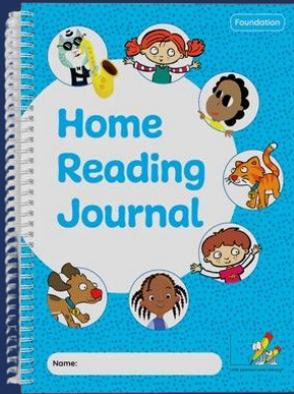
eracy®

There are some words that children cannot decode at this stage we call them 'heart words'.

Heart words are high frequency words that children need to 'learn by heart'



# Home Reading



Prep and 1/2 students will be bringing take home readers home; Preps in Term 2 and Year 1/2s in the coming weeks. Students will be given decodable books with the sounds that they have been learning in class.

When the students finish reading their book, please record their reading within their '*Home Reading Journal*'.

The Journal and decodables will be changed weekly (Preps Friday and 1/2 Thursday) where the teachers will check and make a record of your child's/ren's reading at home.

Certificates are presented to students throughout the year as they achieve reading milestones.



# Home Reading

Night	Date	Title	Type	How did it go?	Initials
<input type="checkbox"/>	Mon		<input type="checkbox"/> Library <input type="checkbox"/> Decodable	●●●	
<input type="checkbox"/>	Tues		<input type="checkbox"/> Library <input type="checkbox"/> Decodable	●●●	
<input type="checkbox"/>	Wed		<input type="checkbox"/> Library <input type="checkbox"/> Decodable	●●●	
<input type="checkbox"/>	Thur		<input type="checkbox"/> Library <input type="checkbox"/> Decodable	●●●	
<input type="checkbox"/>	Fri		<input type="checkbox"/> Library <input type="checkbox"/> Decodable	●●●	
<input type="checkbox"/>	Sat/Sun		<input type="checkbox"/> Library <input type="checkbox"/> Decodable	●●●	

Comments:

## Reading Award

**100**  
nights of reading

Colour the box red.

Scan for your reward.

Certificate awarded to:

By: \_\_\_\_\_ On: \_\_\_\_\_

Good work!

Remember: Library books - you read to your child. Decodable books - your child reads to you.

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Night	Date	Title	Type	How did it go?	Initials
<input type="checkbox"/>	Mon		<input type="checkbox"/> Library <input type="checkbox"/> Decodable	●●●	
<input type="checkbox"/>	Tues		<input type="checkbox"/> Library <input type="checkbox"/> Decodable	●●●	
<input type="checkbox"/>	Wed		<input type="checkbox"/> Library <input type="checkbox"/> Decodable	●●●	
<input type="checkbox"/>	Thur		<input type="checkbox"/> Library <input type="checkbox"/> Decodable	●●●	
<input type="checkbox"/>	Fri		<input type="checkbox"/> Library <input type="checkbox"/> Decodable	●●●	
<input type="checkbox"/>	Sat/Sun		<input type="checkbox"/> Library <input type="checkbox"/> Decodable	●●●	

Comments:

Night	Date	Title	Type	How did it go?	Initials
<input type="checkbox"/>	Mon		<input type="checkbox"/> Library <input type="checkbox"/> Decodable	●●●	
<input type="checkbox"/>	Tues		<input type="checkbox"/> Library <input type="checkbox"/> Decodable	●●●	
<input type="checkbox"/>	Wed		<input type="checkbox"/> Library <input type="checkbox"/> Decodable	●●●	
<input type="checkbox"/>	Thur		<input type="checkbox"/> Library <input type="checkbox"/> Decodable	●●●	
<input type="checkbox"/>	Fri		<input type="checkbox"/> Library <input type="checkbox"/> Decodable	●●●	
<input type="checkbox"/>	Sat/Sun		<input type="checkbox"/> Library <input type="checkbox"/> Decodable	●●●	

Comments:

Remember: Library books - you read to your child. Decodable books - your child reads to you.

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## Decoding long words

A syllable is a beat in a word - every syllable contains a vowel sound. Words with more than one syllable are multisyllabic words. These can be compound words - two smaller words together.

Support your child with longer words by helping break the words into syllable chunks. Then encourage them to decode each syllable and blend the syllables together to read the word.

**Multisyllabic words**

cricket - crick-et

funny - fun-ny

fantastic - fan-tas-tic

**Compound words**

sunset - sun + set

backpack - back + pack

fan-tas-tic

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# How to use this reading journal

Number the nights of reading.

Read and fill in every night.

Tick whether text was a library book or decodable book.

Circle red (challenging), orange (a little challenging), green (confident).

Night	Date	Title	Type	How did it go?	Initials
21	Mon 4/3	Mummies Unwrapped	<input checked="" type="checkbox"/> Library <input type="checkbox"/> Decodable	<span style="color: green;">●</span> <span style="color: orange;">●</span> <span style="color: red;">●</span>	AM
22	Tues 5/3	Aiden's Clay Lesson	<input type="checkbox"/> Library <input checked="" type="checkbox"/> Decodable	<span style="color: green;">●</span> <span style="color: orange;">●</span> <span style="color: red;">●</span>	LB
23	Wed 6/3	The Snails That Tim Forgot	<input type="checkbox"/> Library <input checked="" type="checkbox"/> Decodable	<span style="color: green;">●</span> <span style="color: orange;">●</span> <span style="color: red;">●</span>	LB
24	Thur 7/3	The Snails That Tim Forgot	<input type="checkbox"/> Library <input checked="" type="checkbox"/> Decodable	<span style="color: green;">●</span> <span style="color: orange;">●</span> <span style="color: red;">●</span>	AM
25	Fri 8/3	Super Moopers: Dramatic Dom	<input checked="" type="checkbox"/> Library <input type="checkbox"/> Decodable	<span style="color: green;">●</span> <span style="color: orange;">●</span> <span style="color: red;">●</span>	LB
26	Sat/Sun 10/3	Aiden's Clay Lesson	<input type="checkbox"/> Library <input checked="" type="checkbox"/> Decodable	<span style="color: green;">●</span> <span style="color: orange;">●</span> <span style="color: red;">●</span>	AM

Comments:  
 Amazing work, Kimiko! I am pleased to see so much reading. Let's practise reading Aiden's Clay Lesson together this week – it will link nicely to your art lessons!  
 Mr Murphy

Remember: Library books – you read to your child. Decodable books – your child reads to you.

Your child's teacher may leave a comment here. You may also write a question or comment if you wish to.

Children achieve rewards and activities after every 25-night milestone is reached.

# Recording your child's home reading

Decodable books - we encourage the students to read these to you. These books will be allocated by the teachers and can be read on multiple nights during the week.

Library books - your child will bring home a book of their choice which they might need you to read to them. This is so they can hear what good reading sounds like (these books might also be books from home).



# Decodable book allocations and stages

The Little Learners decodable books that we use in the classrooms will be accessible to all families at home through a digital platform.

Teachers will allocate books via the LLLL online portal for your child. These books are selected based on the stages that they have been learning in class.

These are accessed at home using a QR code found in the back of your child's Home Reading Journal.

Little Learners Love Literacy® stages and decodable books

**1** the The my My I Mm Nn Ss Ff Aa Pp Tt Cc Ii

**2** the The my My I Bb Hh Nn Oo Dd Gg Ll Vv

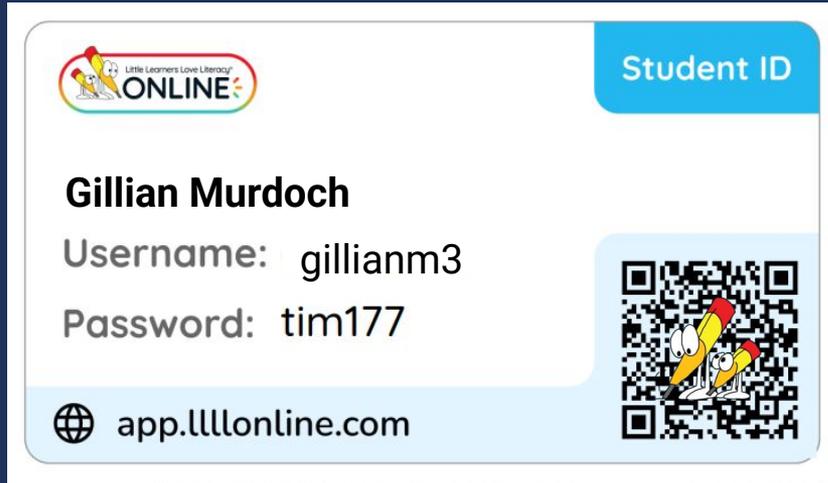
**3** he she we to do was Yy Rr Ee Oo Gg Zz 's' morphology

**4** her of are too for see Uu Kk Xx Ww ' morphology

**5** ck adjacent consonants

**6** ck sh ch tch th ng ph wh

# Accessing decodables online



Your child will receive a Student ID card which will be stuck into their Home Reading Journal.

This will have your child's unique login details and QR code to access the decodables online.

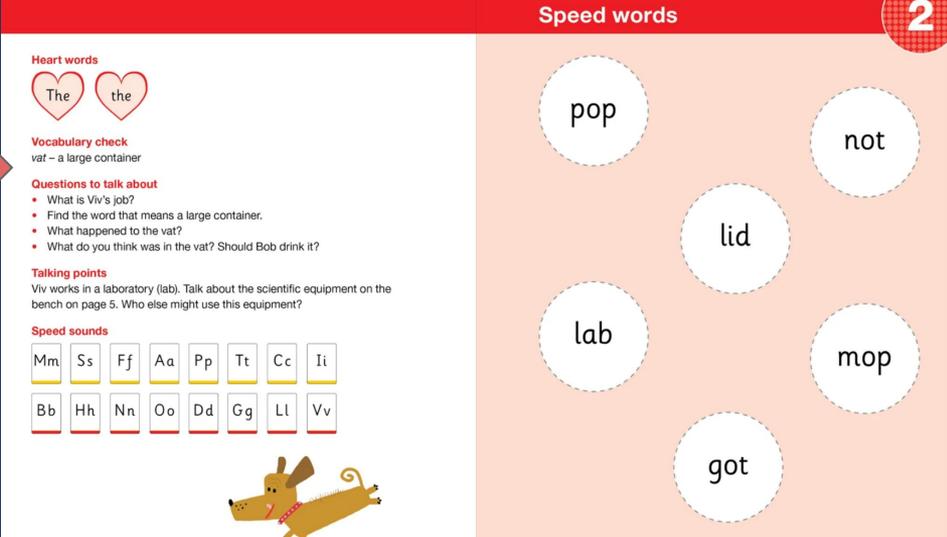
[Sam, Pip, Tim](#)



# Some Quick Tips for Parents

Before your child starts reading each book:

- Go to the back two pages of the digital LLLL decodables. Encourage your child to point at the graphemes (letters) and say the sounds, then ask them to read the Heart words. 
- Encourage your child to sound out to read unknown words when they get stuck.
- Make sure your child tracks their finger underneath the words as they read them.
- Remember that this is the beginning of your child's learning to read journey and, just as when they were learning to walk, your child will need support to build confidence.



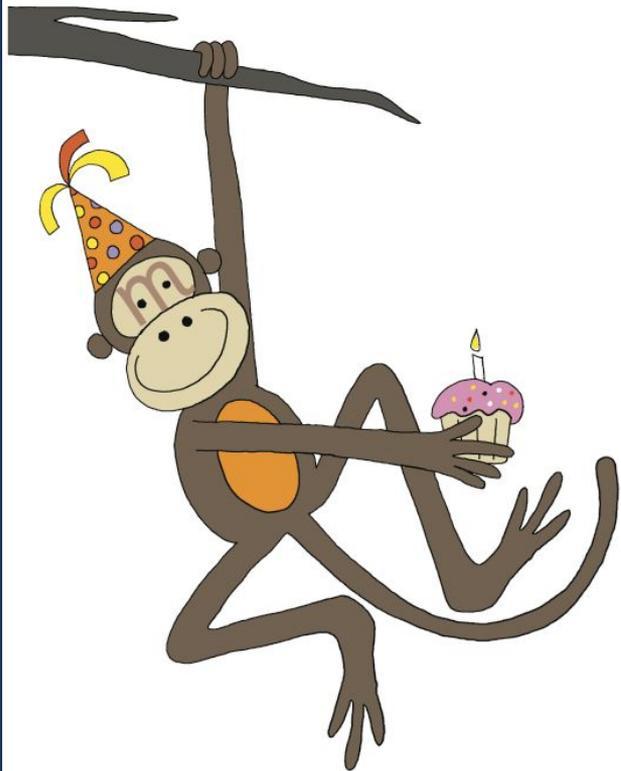
The screenshot shows a digital reading interface with two main sections. The left section is titled 'Heart words' and contains two heart-shaped boxes with the words 'The' and 'the'. Below this is a 'Vocabulary check' for the word 'vat' (a large container), followed by 'Questions to talk about' with three bullet points: 'What is Viv's job?', 'Find the word that means a large container.', and 'What happened to the vat?'. Below that are 'Talking points' about a laboratory (lab) and a 'Speed sounds' section with a grid of letter pairs: Mm, Ss, Ff, Aa, Pp, Tt, Cc, Ii in the first row, and Bb, Hh, Nn, Oo, Dd, Gg, Ll, Vv in the second row. A cartoon dog is at the bottom. The right section is titled 'Speed words' and features a large number '2' in a red circle. It contains several words in dashed circles: 'pop', 'not', 'lid', 'lab', 'mop', and 'got'.



# Some Quick Tips for Parents



# Little Learners Love Literacy®



- ✓ Teaching ALL children learn to read, write and spell with confidence
- ✓ Linking the literacy skills of reading, spelling and handwriting from the beginning
- ✓ Developed from evidence-based research & science of reading
- ✓ Explicit and sequential
- ✓ LLLL does not leave learning to read to chance.

Any Questions?



# Any Questions?

If you have any questions about the Little Learners program, home reading or anything to do with literacy in the junior school at OLSC, please contact your child's classroom teacher on Dojo or:

Gillian (Prep Leader): [gmurdoch@olscwyn.catholic.edu.au](mailto:gmurdoch@olscwyn.catholic.edu.au)

Kiah (1/2 Leader) [kmiles@olscwyn.catholic.edu.au](mailto:kmiles@olscwyn.catholic.edu.au)

Kristina (P-6 Literacy Leader): [kmorrissey@olscwyn.catholic.edu.au](mailto:kmorrissey@olscwyn.catholic.edu.au)





# Little Learners Love Literacy Parent Information Session

Here at OLSC, our Prep, Year 1 and Year 2 students participate in Little Learners Love Literacy lessons for an hour a day, four days a week.

It is an explicit and sequential approach aimed at teaching children to become confident readers, writers and spellers.

If you would like to learn more about our junior literacy programs, please join us on the date below.



Monday 2nd March  
9:00 am in the OLSC Hall  
All Welcome

