

# STRUCTURED LITERACY



Teaching through a 'Structured Literacy' approach is supported by considerable scientific research. It is a systematic approach where phonological awareness and phonemic awareness skills are taught explicitly. This approach develops foundational literacy skills that supports learners with both reading and writing. It benefits all tamariki - not just those struggling to develop these skills.

## IT IS IMPORTANT BECAUSE:

For many years a whole language approach was used to teach reading. Our learners became experts at hunting and searching in the pictures, guessing words and inserting words that made sense. While we believed that these skills supported comprehension and they were demonstrating that they knew their reading had to make sense, we were failing to build the foundation skills that support strong decoding and encoding.

We now understand much more about the acquisition of reading skills and have an understanding of the regions of the brain that are associated with reading (phonological processor, orthographic processor and phonological assembly region). We know that beginning readers need to develop the connection between print and sound (phonology and orthography) - this is often referred to as the alphabetic principal.

## CURRICULUM LINKS:

We use a Structured Literacy planning sequence that incorporates:

- Phonological Awareness
- Sound pack - reinforcing the sounds we know/are learning (decoding and encoding)
- Heart Words
- Introduction of new sounds or rules
- Reading of decodable texts
- Encoding dictated sentences

### Key pedagogical practices include:

- Ability based grouping
- Workshop style instruction where learners are explicitly introduced to new knowledge (I do, we do, you do).
- Use of Little Learners Love Literacy resources.
- A clear scope and sequence for teaching our Cloverlea literacy progression.
- Repetition and opportunities for learners to apply skills / knowledge and develop tuakana-teina relationships.
- Building language comprehension using resources across the curriculum.
- Localised curriculum through pūrākau.

## MONITORING AND ASSESSMENT::

We have developed Cloverlea School Milestones as benchmarks for mid-year progress and end of year progress. These are visually tracked using HERO.

All our Te Waipuna learners are monitored using the Phonological Screening Assessment. Their results are inserted on our tracking document and used to plan next teaching steps. Our Year 2 learners and other target learners across the school are monitored using this same tool until mastery is achieved.

Each teacher has a target group for Structured Literacy. These students receive daily instruction and 'on top of teaching' through a flipped learning model.

Literacy data is monitored and discussed at team meetings.

The Liz Kane resource teaching spelling through The Code is used to support instruction and assessment in Tararua and Ruahine Teams.

Seesaw feedback to whānau to celebrate success. We have opportunities for whānau input and involvement (whānau hui) with a te reo matatini focus.

## LINKS TO OUR LEGEND VALUES:

- **Lead / Ārahi** - LEGENDs apply the sounds they are learning in reading and writing.

**E**xcellence / Kairangi - LEGENDs strive to do their best and embrace the 'learning struggle'. Our flipped learning videos support LEGENDs to re-visit learning and revise knowledge - moving at an individualised pace. As learning is progressive and delivered in a systematic way there are lots of opportunities for success and mana enhancement. Accuracy before fluency is promoted.

- **R**esilience / Manawaroa: Explicit teaching and the gradual release model means learning becomes achievable.

- **D**etermined / Rae Pakari - LEGENDs slide sounds together and attempt reading and writing new words for their first time. Learning 'Heart Words' also requires repetition and determination.

## RESEARCH & EVIDENCE:

Structured Literacy is unpinning by the research around 'The Simple View of Reading' (Gough and Tunmer, 1986) and more recently Scarborough's Reading Rope (2001). Both these models support in building teacher understanding around the essential elements that need to be taught and developed as our LEGENDs are learning to read.

A cognitive neuroscientist - Dehaene (2009) suggests, "it is simply not true that there are hundreds of ways to learn to read. When it comes to reading, all (children) have roughly the same brain that imposes the same constraints and the same learning sequence".

Structured Literacy promotes developing orthographic mapping. This is 'the process readers use to store written words for immediate, effortless retrieval. It is a means by which readers turn unfamiliar sight words into familiar instantaneously accessible sight words' (Kilpatrick, 2015).

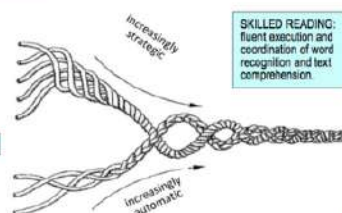
## Scarborough's Reading Rope

### LANGUAGE COMPREHENSION

- Background Knowledge
- Vocabulary Knowledge
- Language Structures
- Verbal Reasoning
- Literacy Knowledge

### WORD RECOGNITION

- Phonological Awareness
- Decoding (and Spelling)
- Sight Recognition



**Ārahi, Kairangi, Nahanaha, Manawaroa, Kotahitanga, Rae Pakari**

**LEAD, EXCELLENCE, ORGANISED, RESILIENCE, INCLUSIVE, DETERMINED**