

## Foundation



Kindergarten (NSW, ACT)  
Preparatory (QLD, VIC, TAS)  
Pre-Primary (WA)  
Reception (SA)  
Transition (NT)

# Literacy & Learning



## In Foundation

Diana Rigg  
PLD Literacy & Learning



## What does PLD stand for?

Promoting  
Literacy  
Development

## The phases in education

### Preparation Phase

The preparation of pre-literacy, motor and language to support formal literacy and learning.

→


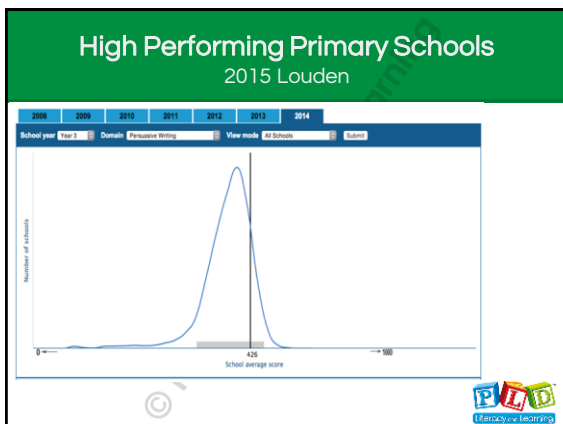
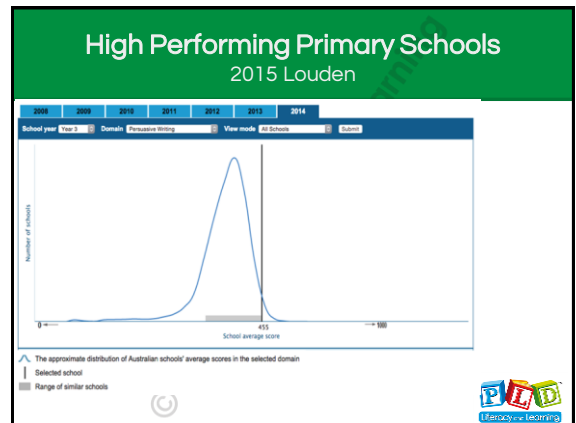
### Early Literacy Acquisition Phase

The formal instruction of reading, spelling and writing.

→

### Curriculum Phase

In which students require automatic literacy, language and motor skills


## High Performing Primary Schools

### 2015 Loudon

### Conclusions

While each of the schools were quite different, a series of key common characteristics emerged.

- All nine schools had experienced, stable, senior long-term leadership teams.
- All schools had explicit and published agendas for school improvement.



## High Performing Primary Schools

2015 Loudon

The bulk of the schools had moved towards what was called 'lower variation teaching' in which schools had developed positions on curriculum, pedagogy and assessment.

Typically schools had developed scope and sequence progressions, the introduction of specific mandated resources and fine grain achievement targets were established for each term and year.



## High Performing Primary Schools

2015 Loudon

All of the schools used explicit teaching strategies for teaching phonological awareness and phonics.

Common across all schools was a synthetic phonics approach.



## High Performing Primary Schools

2015 Loudon

*"Synthetic phonics is a systematic approach to teaching reading by beginning with sounds (phonemes) and blending (synthesising) these sounds to make words. All of the case study schools have implemented synthetic phonics programs in the early years.*

*All schools use either (or both) of Jolly Phonics and Diana Rigg's PLD Literacy and Learning. These programs teach phonemes (letter and digraph sounds), letter formation, blending of sounds together to form new words, segmenting sounds in read and write new words, and teaching specific 'tricky words' with irregular spellings.*



## Importance of pre-literacy instruction:

*Becoming a Nation of Readers (1985) Commission of Reading, National Academy of Education concludes:*

**"... the research reveals that the returns are highest from the early years of schooling when children are first learning to read."** (P.1)



## Importance of pre-literacy instruction:

**Most researchers and practitioners agree that reading problems are more difficult to remediate than prevent.**

Snow, Burns & Griffin, 1998.



## Pathway into literacy.... Why?

Decoding 1st **2 primary skills**  
 Spelling 2nd **3 primary skills**  
 Writing 3rd **multiple primary skills**





## Reading material with a specific focus.



Ted gets ten red pens.



Task: Reading Words in Isolation	
Instructions: "Read the following words. They will start off easy and gradually get more difficult. I will tell you when to stop."	
Ex 1: Stage 1 VC Words (Refer to Test Sheet 1)	Reading Manner Analysis
at il in is on	100% 100% whole word reading
Ex 2: Stage 1 CVC Words (Refer to Test Sheet 1)	Reading Manner Analysis
pin top sit hat kit	100% 100% 100% 100% 100% whole word reading
Ex 3: Stage 1 CVC Words With Early Stage 1 Phonics (Refer to Test Sheet 1)	Reading Manner Analysis
shop chin that shed rich	100% 100% 100% 100% 100% whole word reading
Ex 4: Stage 1 CCVC (Refer to Test Sheet 2)	Reading Manner Analysis
ship snail slip glad	100% 100% 100% 100% whole word reading
Ex 5: Stage 1 CVCC (Refer to Test Sheet 2)	Reading Manner Analysis
sank slip hink held sulk	100% 100% 100% 100% whole word reading
Ex 6: Words With Late Stage 1 Phonics (Refer to Test Sheet 2)	Reading Manner Analysis
look call bring	100% 100% 100% whole word reading

Student 4



## Task: Reading Words in Isolation

Instructions: "Read the following words. They will start off easy and gradually get more difficult. I will tell you when to stop."

Ex 1: Stage 1 VC Words (Refer to Test Sheet 1)	Reading Manner Analysis
at il in is on	100% 100% whole word reading
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look call bring	100% 100% 100% whole word reading

Student 5



## Task: Reading Words in Isolation

Instructions: "Read the following words. They will start off easy and gradually get more difficult. I will tell you when to stop."

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look call bring	100% 100% 100% whole word reading

Not just accuracy ... manner



## Investigating Early Reading and Spelling: Junior Primary Reading Profile

Name of Student	Tom	Date of Birth	
Administered by		Age	
Date of Testing		School Year	
Other Information			

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Caution: sounding in head?



## Task: Reading Words in Isolation

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look call bring	100% 100% 100% whole word reading

Review skills each term.

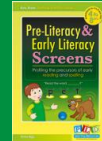


An appealing option to track early reading, in conjunction with sight words.

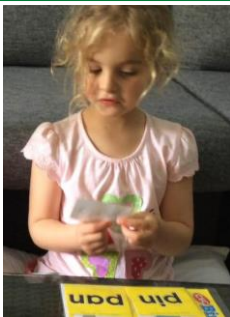


**Foundation:**  
regardless of 'program'  
minimum standard entry into  
Ex. 3 & 4

What reading material is  
required?



## Question



What two  
primary skills  
facilitate early  
reading?



Decoding regular CVC  
words:



Skill 1: Alphabet sounds

Skill 2: Blending of 3 sounds.



What two skills facilitate early reading?

Skill 1:  
Alphabet sound  
knowledge.



Synthetic Phonics Advocates

Systematic  
ordered  
teaching





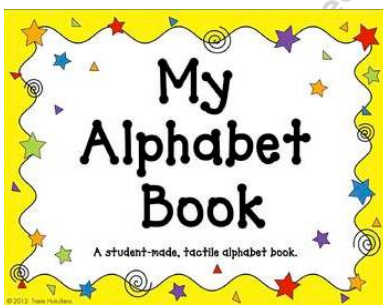
Do not present in alphabetical order!



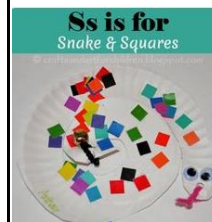
Do not focus on a sound a week!



Tactile Alphabet books?



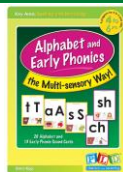
What is the learning here?



Alphabet divided into 4 groups

**Alphabet and Early Phonics Recall Test Card**  
Children require fast and accurate alphabet and phonics sound recall in order to read, spell and write.  
Task Instructions: What are these sounds? Remember to say the sounds as fast as you can.

s n t i p a  
e d c h m r  
g u b f l o  
z q y x w k j v  
th ch sh ee oo ck  
ay or ar ai oy oi all



**FAQ**

Why present 6 high frequency alphabet sounds first?



## Demonstration - 6 high frequency sounds can facilitate many words

CVC Decoding and Spelling Frames: s, t, p, i, n, a

Stage 1 Decoding AND Spelling GAMES

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Tip: Spend more time focused upon

Alphabet:

- ✓ Lower case
- ✓ Letter sounds



## Why...alphabet sounds?

Early reading



Early spelling



Refer to this updated screening tool

*'The Foundation Pre-Literacy Screening Tool' contains all of the subtests presented in this course.*

**It is the layout that differs.**

**Ignore reference to 4.1 & 4.2**



Alphabet Sound Knowledge Section

Foundation Year Pre-Literacy Screen

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A non-standardised screening tool

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Maintaining primary school literacy achievement

Literacy and Learning Insights with PLD(Blog)

The cursive versus foundation font controversy

PLD Literacy & Learning

The cursive versus foundation font controversy



# FAQ: How often?

Little but often

3, 4 or 5 lots of 3 minutes?



Scenario

## Limited access to resources



**Pronouncing the alphabet sounds**

Students require consistent knowledge in order to attend to the sound of a letter when they hear and produce it. This is a skill that is often overlooked in early literacy instruction. The PLD team has developed a series of resources to support this skill.

**Examples:**

- In the PLD team's 'Pronouncing the alphabet sounds' video, we show how to use the PLD team's 'Pronouncing the alphabet sounds' video to support this skill.
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**Why this is important:**

Students who struggle to pronounce the alphabet sounds may have difficulty with reading. This is because the ability to pronounce the alphabet sounds is a key skill for reading. The PLD team has developed a series of resources to support this skill.

**How to use the resources:**

The PLD team has developed a series of resources to support this skill. These resources can be used in a variety of ways. For example, they can be used to teach students how to pronounce the alphabet sounds. They can also be used to help students practice their pronunciation skills.

**PLD Literacy & Learning logo**

Difficulty pronouncing the sounds?

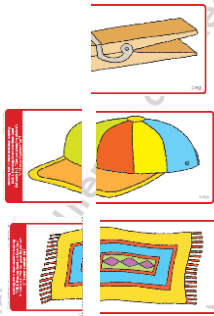
What two skills facilitate early reading?

Skill 2:  
Blending



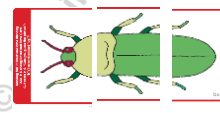
## Onset and Rime Blending

Guess the hidden picture?



## 3 Phoneme Blending

Guess the hidden picture?



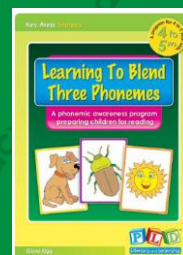
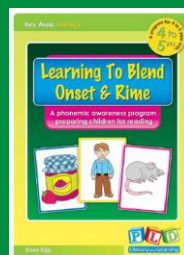


## Supplement Sets: 2 & 3 piece jigsaw puzzles

Guess the picture ... then piece together



## The explicit instruction of blending ... A prerequisite for reading



### Learning to Blend Onset & Rime

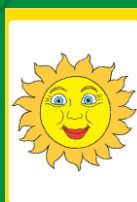
**Instructions:**  
"This is a guessing game. I have a picture hidden. Can you guess this picture?  
It's a picture of the ... 'n' (1-2 second pause) 'un' 'f'."



**If children experience difficulty blending the onset and rime:**

1. Repeat the sounds:
  - "n" (1-2 second pause) "un"
  - "n" (1-2 second pause) "un"
  - "n" (1-2 second pause) "un"
2. Reduce the pausing between the sounds:
  - "n" (1-2 second pause) "un"
  - "n" (1-2 second pause) "un"
3. Reveal the picture while continuing to present the sounds "n... un"

For best results, present one set (4 cards) of this quick guessing game five or three times a day.



### Blending Three Sounds

**Instructions:**  
"This is a guessing game. I have a picture hidden. Can you guess this picture?  
It's a picture of a ... 't' (1-2 second pause) 'n' (1-2 second pause) 'g' 'f'."



**If children experience difficulty blending the onset and rime:**

1. Repeat the sounds:
  - "t" (1-2 second pause) "n" (1-2 second pause) "g"
  - "t" (1-2 second pause) "n" (1-2 second pause) "g"
  - "t" (1-2 second pause) "n" (1-2 second pause) "g"
2. Reduce the pausing between the sounds:
  - "t" (1-2 second pause) "n" (1-2 second pause) "g"
  - "t" (1-2 second pause) "n" (1-2 second pause) "g"
3. Reveal the picture while continuing to present the sounds "t... n... g"

For best results, present one set (4 cards) of this quick guessing game five or three times a day.



## Little but often!

**3 pictures:**  
in the morning, before recess & lunch  
= 9 pictures in a day.

**9 pictures:**  
Monday, Tuesday, Wednesday, Thursday,  
Friday = 45 in a week

**Weeks 1, 2, 3 & 4 = 45 pictures each week  
180 pictures within a month**



## Refer to this updated screening tool

*'The Foundation Pre-Literacy Screening Tool' contains all of the subtests presented in this course.*

**If using the PLD Pre-Lit Screen, refer to 5.1 and 5.2.**



**FOUNDATION PRE-LITERACY SCREEN - STUDENT RECORD FORM**

Name of Child: \_\_\_\_\_ Date of Birth: \_\_\_\_\_

Relevant Background Information: \_\_\_\_\_

☐ Sex Interfered  
☐ Family members with language/literacy delays?  
☐ Student currently has a speech or language delay?  
☐ Other: \_\_\_\_\_

**Decoding Pre-requisite skills - Phonological (& Phonemic) Awareness Section**

**Blending (A precursor to decoding or reading ability.)**

**Onset and Rime Level Blending**

Instructions: "I am going to say 2 sounds. Put them together and guess the word."

D (1 second pause) UG =
O (1 second pause) OI =
C (1 second pause) OP =
P (1 second pause) eI =
M (1 second pause) QN =

Date Tested: \_\_\_\_\_ Score: / 5 = %

**CVC Phonemic Level Blending**

Instructions: "I am going to say 3 sounds. Put them together and guess the word."

M (1 second pause) U (1 second pause) Q =
S (1 second pause) U (1 second pause) I =
F (1 second pause) O (1 second pause) I =
D (1 second pause) O (1 second pause) D =
T (1 second pause) O (1 second pause) D =

Date Tested: \_\_\_\_\_ Score: / 5 = %

**Negative Observations** (suggesting further skill development is required):

- Was the task presented with short pauses between sounds?
- Did the student request the sounds to be repeated?
- Did the student repeat the sounds in order to process the task?
- Did the task appear difficult and cognitively effortful?

Notes: \_\_\_\_\_

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**Decoding Pre-requisite skills - Phonological (& Phonemic) Awareness Section**

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Instructions: "I am going to say 3 sounds. Put them together and guess the word."

M (1 second pause) U (1 second pause) Q =
S (1 second pause) U (1 second pause) I =
F (1 second pause) O (1 second pause) I =
D (1 second pause) O (1 second pause) D =
T (1 second pause) O (1 second pause) D =

Date Tested: \_\_\_\_\_ Score: / 5 = %

**Negative Observations** (suggesting further skill development is required):

- Was the task presented with short pauses between sounds?
- Did the student request the sounds to be repeated?
- Did the student repeat the sounds in order to process the task?
- Did the task appear difficult and cognitively effortful?

Notes: \_\_\_\_\_

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It is now widely acknowledged that many students currently identified with literacy difficulties would not have been identified if instruction had been **appropriately targeted** and **responsive**.

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## Week 1 Term 1: Alphabet & Blending

What do you hear?

s a t T

i t n

What do you see?

What do you hear?

What do you see?

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# A.B.T Children

"Ain't been taught the right skills"

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It is widely accepted that student achievement is determined in large by the characteristics and qualities of instruction.

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## Question

What is the most important pre-literacy or emergent literacy skill?



Phonological awareness (and more specifically phonemic awareness) has been described as the best single predictor of early reading performance.

(Adams et al, 1998, Stanovich, 1986).



## Phonological awareness

The discovery of phonological awareness by researchers has been hailed:

- “The single most powerful advance in the science and pedagogy of reading this century” (Adams, 1990: 392)
- The greatest successes of modern psychology (Bryant & Goswami, 1987)
- A scientific success story (Stanovich, 1987)



Phonemic awareness appears to unlock the mystery of word recognition and spelling.

Once a child is conscious of the sounds that comprise words, the mapping of the sounds to the alphabetic system occurs with much greater ease.



Why will spend MORE time on phonemic awareness, rather than phonological awareness?

Munro (1989) explains that a child’s ability to attend to phonemes in words provides the child with the “hooks” on which our knowledge of letter clusters is hung.



## Session 2 ...

Early spelling  
and  
pre-spelling



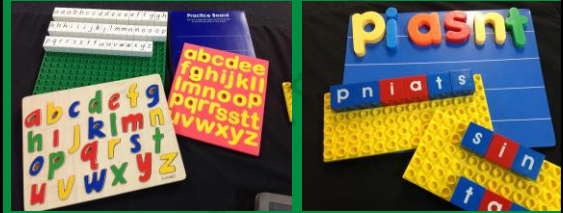


## Letter cutters and playdough



## Spelling with letter boards

with all or part of the alphabet



© Student 2

Student 3 - too much testing

Henry  
 $\frac{3}{8} = 37.5\%$

Student 4

stop at CVC

25%

Student 5

Term 3:  
 CVC - 62%

sh, ch, th, oo, ee,  
 ck: 41%

Term 4:



**Student 6**

CVC - 33%

sh, ch, th, oo, ee,  
ck: 50%

**Student 7**

**Student 8**

**An appealing option to track early spelling, in conjunction with sight words.**

**Foundation:**

regardless of  
'program'  
minimum standard  
entry into  
Ex 3 & 4

**Foundation:**

What skills require rehearsal?  
What level of spelling lists are required?

**The Potential Range within a Junior Primary Class**

sun	ship	chart
mud	fish	arch
had	shed	sharp
let	wish	start
got	dish	smart
	rush	shark
		art

## Question



What three primary skills facilitate early spelling?

Different types of alphabet skills

Read this word:



map

Spell this word:



--	--	--



## The phonemic awareness difference between reading &amp; spelling

**Student:**

*"Do you want me to zip the sounds together or zip them apart?"*

**Adult:**

*"To read you zip sounds together and to spell you zip them apart!"*



## Different types of phonemic awareness skills

Reading/decoding requires blending  
Spelling requires segmentation

Reading:



map

Spelling:



--	--	--



## Spell the word 'rug'

• Skill 1: segmentation

• Skill 2 &amp; 3: alphabet related:

- Recall the alphabet sound
- Formation of the symbol.




## What three skills facilitate early spelling?

Skill 2 &amp; 3:

Alphabet sound  
recall and  
formation



## Refer to this updated screening tool

The screenshot shows the 'Alphabet Sound Knowledge Section' of the screening tool. It includes a table for 'Alphabet Sound Knowledge Section' with columns for 'Sound', 'Recall', and 'Formation'. The table lists letters from s to z, with checkboxes for 'Recall' and 'Formation' skills. Below the table, there are instructions for the 'Alphabet Sound Knowledge Section' and a 'Recall' section with a table for 'Recall' skills.

*'The Foundation Pre-Literacy Screening Tool' contains all of the subtests presented in this course.*

If using the PLD Pre-Lit Screen, refer to 4.1 and 4.2.



The screenshot shows the 'Alphabet Sound Knowledge Section' and the 'Alphabet Sound RECALL & FORMATION' section. The 'Alphabet Sound Knowledge Section' includes a table for 'Alphabet Sound Knowledge Section' with columns for 'Sound', 'Recall', and 'Formation'. The 'Alphabet Sound RECALL & FORMATION' section includes a table for 'Alphabet Sound RECALL & FORMATION' with columns for 'Sound', 'Recall', and 'Formation'. Below the tables, there are instructions for the 'Alphabet Sound RECALL & FORMATION' section and a 'Recall' section with a table for 'Recall' skills.

A non-standardised screening tool



The screenshot shows the 'Alphabet Sound RECALL & FORMATION - Supporting SPELLING & WRITING' section. It includes a table for 'Alphabet Sound RECALL & FORMATION' with columns for 'Sound', 'Recall', and 'Formation'. The table lists letters from s to z, with checkboxes for 'Recall' and 'Formation' skills. Below the table, there are instructions for the 'Alphabet Sound RECALL & FORMATION' section and a 'Recall' section with a table for 'Recall' skills.

Ignore reference to 4.1 & 4.2 as the screen has been updated.



**Suggestion:**  
simultaneously teach  
both types of  
alphabet knowledge

Recognition (reading),  
recall and formation (spelling/writing)



**Recommendation:**  
Formation, verbal cues with eyes  
open and then closed.  
(Instructing both aspects of the alphabet)



Learning the alphabet sounds for reading is  
often easier



than acquiring the alphabet skills required  
for spelling and writing.



Common situation expressed by teachers:

Students with high alphabet knowledge, but unable easily recall and form the symbols.

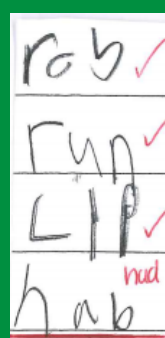


Option 1: Begin to teach this aspect.

Option 2: Spelling tasks without the letter formation aspect.



## Early Childhood Spelling



Student 1



## Spelling with letter boards

with all or part of the alphabet



## WARNING

Handwriting

booklets/worksheets are often used in as independent work, risking the development of 'bad' habits ... reversals, incorrect or incomplete formations.



NO SHORT CUTS .... REMEMBER


Adult-led explicit letter formation rehearsal is vitally important in the early years  
to avoid the development of undesirable handwriting behaviours.




- Big body movements
- Verbal cues
- Child standing,
- A3 letters
- Vertical – not horizontal surface.

So ... for Children with motor difficulties focus more at step 1 and 2

**STEP 1**  
Check back and face, arms bent?



**STEP 2**  
Check back and face, arms bent?




Letter Formation for kids people

- Verbal cues, big body movements
- Child standing, A3 letters
- Vertical – not horizontal surface.
- Tracking on a grey path.

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Seated for Steps 3 and 4,  
Plus multiple smaller letters (if the students are able to maintain starting points, pencil grip, posture etc.)



Letter Formation for kids people

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Previous approach:

What is the first sound?  
What is the last sound?  
What is the medial sound?


Recommended Skill 1: Segmentation

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How close to acquiring the skill?

“hap”  
“hat”  
“h... hat”  
“h... at”  
“h... a... ?”  
“h... a... z”  
“h... a... d”  
“h... a... t” (with cognitive effort)  
“h... a... t” (with ease)

What are the sounds in the word ‘hat’?




preparing for SPELLING

PLD Literacy & Learning

How close to acquiring the skill?

“man”  
“men”  
“m...men”  
“m...en”  
“m...e... ?”  
“m...e... z”  
“m...e... m”  
“m...e... n?” (with cognitive effort)  
“m...e... n” (with ease)


What are the sounds in the word ‘men’?



preparing for SPELLING

PLD Literacy & Learning

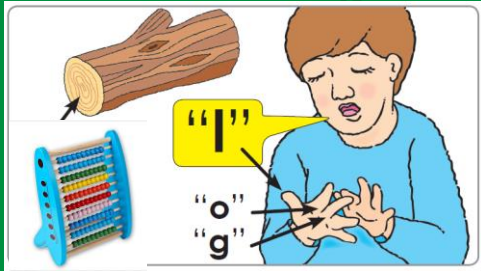
Sounding out with an object and the student looks at the adult’s mouth.



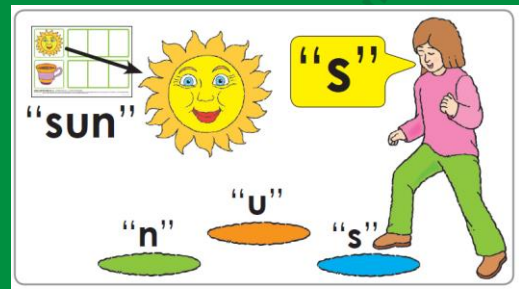
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Sounding out with use of fingers, counters or an abacus?



Transitions out the door?



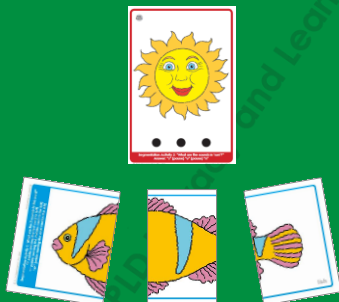
Crossing the midline while segmenting



Head! Shoulders! hips!

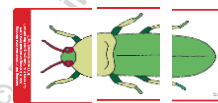


For more complex students ...



Segmentation

What is the initial, medial and final sound.



## Segmentation

What is the initial, medial and final sound.

What are the sounds in the word... 'map'?

### Segmenting CVC Words

Introduce: "What are the sounds in...nut?"

# ?

It is recommended that students rehearse the sounds with the accompanying body movement.

For every sound identified make or represent the sound in one of the following ways:

**Option 1:**

**Option 2:** Crossing the middle (when students are seated with legs crossed):

- Tap left hand on the left knee as "n" is articulated.
- Tap left hand on the right knee as "æ" is articulated.
- Tap left hand on the left knee as "t" is articulated.

**Option 3:** Transfers out the dot or stepping through three hoops until standing:

- Step into a first hoop as "n" is articulated.
- Step into a second hoop as "æ" is articulated.
- Step into a third hoop as "t" is articulated.

Students are experiencing difficulty identifying the beginning, medial and final sounds in a word and the spelling and/or needs to consider the process 'nut' and use the student to repeat the sounds.

## Other Teaching Supports

Particularly with students slower to acquire segmentation skills

### Spelling Pre-requisite skills- Phonemic Awareness Section

#### Segmentation of CVC Words (a precursor to spelling and writing)

**Instructions:** "What are the sounds in these words?"

Word	Tick if correct response (n - a - p)	If an incorrect response, specify what the child answered:	Date Tested	Date Retested
top	<input type="checkbox"/>			
lid	<input type="checkbox"/>			
peg	<input type="checkbox"/>			
bug	<input type="checkbox"/>			
nut	<input type="checkbox"/>			

**Score:** \_\_\_\_\_ /5

**Notes:**

**Negative Observations** (suggesting further practice is required):

- Did the student confuse the task and provide some letter names?
- Did the task appear difficult for the child, even if they answered correctly?
- Was the student reliant upon adult prompting?

☐ Yes ☐ No

## Why still rehearse segmentation?

The stronger segmentation is, the less final sound and medial vowel inaccuracy.

## Session 3

# Balancing Pre-Literacy and Early Literacy

## What is the focus of Term 1 (or semester 1)? Preparation for literacy

This screenshot shows a document titled 'Scheduling PLD's PRE-LITERACY Programs'. It includes a sidebar with a 'Page 6' label and a main content area with various text boxes and images of children. The PLD Literacy & Learning logo is in the bottom right corner.

## What is the focus of Term 2 (or semester 2)? Early Literacy Development

This screenshot shows a document titled 'Scheduling PLD's EARLY LITERACY Programs'. It includes a sidebar with a 'Page 7' label and a main content area with various text boxes and images of children. The PLD Literacy & Learning logo is in the bottom right corner.

### Relevance of topic

## Balancing Pre-Literacy and Early Literacy

Some students will be requiring pure pre-literacy skill development and potentially some will be starting to read!



## From Week 1 in Term 1? 3 x day, 5 days a week

### Alphabet

- i. **Sounds** (for reading) ... **3 minutes**
- ii. **Recall and formation** (for spelling & writing) ... **3 minutes**

### Phonological Awareness:

- i. **Blending** (for reading) ... **2 minutes**
- ii. **Segmentation** (for spelling & writing) ... **2 minutes**

### Remember ...

Phonological awareness training is reported to be most effective when it is systematic; when the order of the skills are strategically planned and when the learning rate is carefully monitored.

Kjeldsen Niemi & Olofsson, 2003

### Remember ...

The "systematicity" of the program is reported to be more important than the quantity of the program delivered.

Kjeldsen Niemi & Olofsson, 2003

## Early in Term 1 The range in ability is evident.



## By week 2 or 3 establish ability groups

For example: **Group 1**

### Low entry level students:

'Young', 'boys', speech errors,  
reduced vocabulary, attention,  
grammatical errors... normal IQ

- Little or no alphabet knowledge
- Clear difficulties with the phonemic awareness

One area of difficulty or both areas



## By week 2 or 3 establish ability groups

For example: **Group 2**

Students already  
responding,  
participating and  
showing the early  
signs of skill  
acquisition.

- Alphabet
- Phonemic awareness



## By week 2 or 3 establish ability groups

For example:

**Group 3:**  
Students with strong  
alphabet skills and  
phonemic awareness  
and who in fact may  
be reading.



## Group 1: Low entry level students:

Little or no alphabet knowledge and difficulty with the phonemic awareness  
blending and segmenting tasks




## Difficulty with the alphabet Issues: action or naming of the picture





### Super Explicit Instruction:

Mouth 1st... action 2nd... verbalise the sound 3rd...



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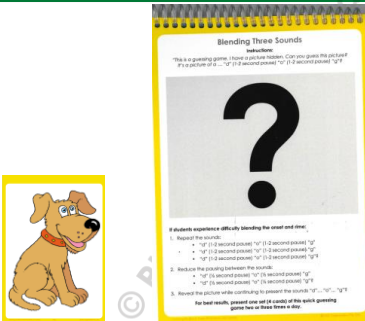
### Tip 2: Small group, slowing down instruction and directing students to focus on your mouth.



© PLD Literacy & Learning

### Clear difficulty with blending

#### Demonstration of what this looks like?

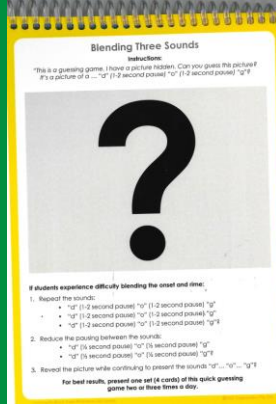


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### Clear Difficulty with blending

Typical Responses:

- Huh?
- "Tree?"
- "Zoo?"
- Blank or confused look?




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### Suggestion: Drop a level - from 3 sound elements to 2

#### Onset & Rime Blending



This provides a way to step up to the more important level, blending 3 phonemes.



© PLD Literacy & Learning

### Learning to Blend Onset & Rime

This is a guessing game. I have a picture hidden. Can you guess the picture? It's a picture of the... "n" (1-2 second pause) "un" "F"

© PLD Literacy & Learning



## Onset and Rime Blending

Guess the hidden picture?

## Segmentation

What is the initial, medial and final sound.

What are the sounds in the word... "map"?

Segmenting CVC Words  
Instructions: "What are the sounds in the word... 'map'?"

It is recommended that students verbalise the sounds with an accompanying body movement.

Options 1: [Diagram showing mouth movements for 'm', 'a', 'p']

Options 2: Clapping the middle (when students are worked with legs crossed):

- Tap for 'm' on the left knee or 'n' is verbalised.
- Tap for 'a' on the right knee or 'a' is verbalised.
- Tap for 'p' on the left knee or 'p' is verbalised.

Options 3: Stomping out the dots or stepping through three hoops while sounding:

- Step into a first hoop or 'm' is verbalised.
- Step into a second hoop or 'a' is verbalised.
- Step into a third hoop or 'p' is verbalised.

\*Students are experiencing difficulty identifying the beginning, medial and final sounds? Then guide the student and model to model the sound 'm' and use the student to repeat the sound.

## Clear Difficulty Segmenting

What are the sounds in the word "hat"?

Typical Responses:

- "Hat"
- "Hap"
- Blank or confused look?

## Segmentation

What is the initial, medial and final sound.

What are the sounds in the word... "map"?

Suggestion 1:

- Adult demonstrate, children join in.
- Head, shoulders, hips x3
- Traditional task (pointing to dots) can be made more exciting with a little frog jumping on lily pads.

## Group 2: Responding to the program

Enjoying the tasks, participating, showing the early signs of starting to acquire the alphabet & phonemic awareness skills

## Starting to learn the sounds ...

Looking at your mouth for prompts

Anticipate variability in performance!

Students require rehearsal time to increase speed, consistency and reduced reliance on the prompting

### Demonstration for the second group

**Tip: Once as a group, then individual children**

Three cards are shown, each with a letter and its sound: 's' (s), 'a' (A), and 't' (T). Each card includes a small illustration of the sound (e.g., a snake for 's', an apple for 'a', a tiger for 't').

### Learning the alphabet sounds for reading is often easier

than acquiring the alphabet skills required for spelling and writing.

Five cards are shown, each with a letter and its sound: 'n' (n), 'i' (i), 't' (t), 'a' (a), and 's' (s). Each card includes a small illustration of the sound (e.g., a nose for 'n', an ice cream cone for 'i', a tiger for 't', an apple for 'a', a snake for 's').

### Aiming to establish an automatic motor plan

with correct starting points and formation.

Five cards are shown, each with a letter and its sound: 'n' (n), 'i' (i), 't' (t), 'a' (a), and 's' (s). Each card includes a small illustration of the sound (e.g., a nose for 'n', an ice cream cone for 'i', a tiger for 't', an apple for 'a', a snake for 's').

### Emerging blending ability

Management of group:

**Tip 1:** Present to a group, but one child answers.

**Tip 2:** No hands up

A card titled 'Blending Three Sounds' is shown. It features a large question mark and the text 'Blending Three Sounds'. Below the question mark, there are instructions for the activity.

### Emerging blending ability

Typical Responses:

Type 1:  
"fun"  
"summer"  
(Processing 2 elements of the blending task)

A card titled 'Blending Three Sounds' is shown. It features a large question mark and the text 'Blending Three Sounds'. Below the question mark, there are instructions for the activity.

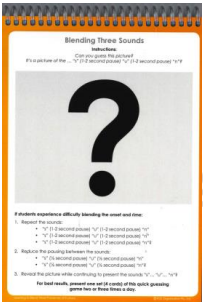
### Emerging blending ability

Typical Responses:

Type 2:  
"six"  
"nose"  
(Processing 1 of the elements of the blending task)

A card titled 'Blending Three Sounds' is shown. It features a large question mark and the text 'Blending Three Sounds'. Below the question mark, there are instructions for the activity.


## Emerging blending ability



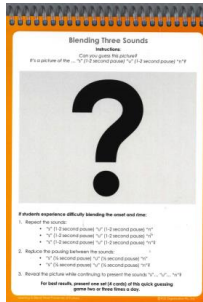
**Typical Responses**  
(continued)

**Type 3:**  
Require repetition by the presenting adult.

**Type 4:**  
Child repeats the sounds internally or aloud.




## Emerging blending ability



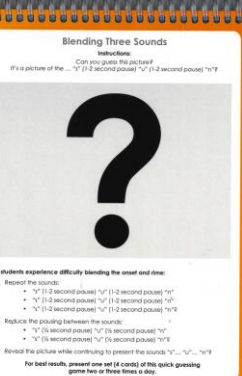
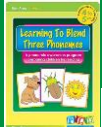

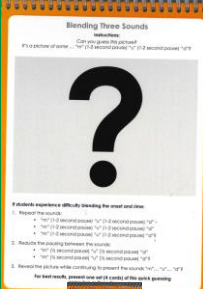
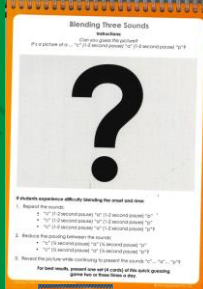

**Typical Responses**  
(continued)


**Type 5:**  
Uncertainty on face?  
Higher pitched voice?  
Look for reassurance?  
Inconsistency?  
(Indicating cognitive effort)



## 3 minutes: A set of cards (blending tasks) 3 or 4 times a day until:

- It is easy
- Students are consistent
- Students rapidly answer.
















## Different types of phonemic awareness skills

**Reading/decoding requires blending**  
**Spelling requires segmentation**

**Reading:**

**Spelling:**

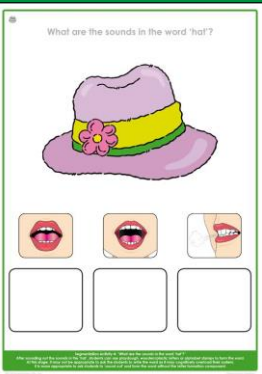

## Segmentation is Emerging:

**Typical Responses:**

**Correct initial sound:**

"h... hat"

"h... at"

**Segmentation is Emerging:**

Typical Responses:

**Correct initial & medial sound:**

"h... a... ?"

"h... a... z"

"h... a... d"

**Segmentation is Emerging:**

Typical Responses:

**Correct initial, medial & final sound verbalised but ...**

"h... a... t"

High pitched voice?  
Look for reassurance?  
Frown on face?  
Inconsistency?

Suggesting, the student is able to perform the task, but it is still difficult.

**Sounding out with an object and the student looks at the adult's mouth (particularly with the medial and final sound).**

**Demonstration:**  
Skills below in a challenging manner

**How to cater for the range?**

- Two or three whole class sessions:
  - Literacy allocation
  - Transitions
- Plus smaller focused 'ability' group work
- Plus drawing upon support: literacy support staff and assistants etc.

**Early Reading**

## Term 1: Readers not yet, but a picture books with a set of questions... why?

An early introduction is not necessarily the best way to proceed.

What is the alternative?



## Term 1: Readers not yet, but a picture books with a set of questions... why?

Oral language and a boost to later reading comprehension!



**Picture Book: Arthur**  
Author: Amanda Graham and Donna Gynel

Children learn best when picture books are read and re-read. Read the picture book to your child every day and include a different set of questions within your book sharing time.

**DAY 1**

Page	Question to be asked	Question Level
1	<b>Tell me something the same about the giraffe and the budgie!</b> (point to the two birds)	3
2	<b>Explain the response:</b> They are both birds. They can fly and they have wings. The giraffe has a long neck and the budgie has a short neck.	
11	<b>The fish live in the water. Tell me another animal that lives in the water.</b>	3
12	<b>Explain the response:</b> A whale, a dolphin, a seahorse, a squid, an octopus, a shark, (or another appropriate response).	
22	<b>How can we tell Arthur is exhausted?</b>	4
23	<b>Explain the response:</b> He is lying down, his eyes are closed and he has his hands on his eyes.	

**DAY 2**

Page	Question to be asked	Question Level
4	<b>What is the character doing?</b>	2
5	<b>Explain the response:</b> During the match a crowd, looking the match, getting a crowd for the match.	
11	<b>Tell me how the giraffe and the budgie are the same.</b>	3
12	<b>Explain the response:</b> They are both birds. They can fly and they have wings. The giraffe has a long neck and the budgie has a short neck.	
22	<b>What are these words for?</b> (point to the words 'giraffe' and 'budgie')	4
23	<b>Explain the response:</b> To tell me what the words are. To describe the animal's name. To put on the words 'giraffe' and 'budgie' on the words 'giraffe' and 'budgie'.	

**Tips for asking children questions**

When asking a child questions, it is important to support and teach them what the question means and how to answer them to ensure it is clear and difficult to understand. A question can be asked in a way that is open-ended or closed. Open-ended questions allow the child to answer in a way that is open-ended. Closed questions allow the child to answer in a way that is closed.

1. Rephrase the question or ask it in a different way.
2. Give the question a hint or a clue.
3. Give the question a hint or a clue.
4. Model the correct answer.

**Arthur**  
Author: Amanda Graham and Donna Gynel

**Picture Book: Arthur**  
Author: Amanda Graham and Donna Gynel

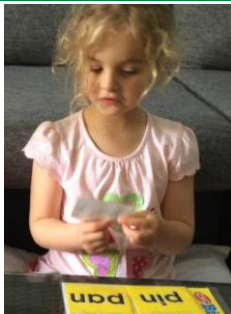
Children learn best when picture books are read and re-read. Read the picture book to your child every day and include a different set of questions within your book sharing time.

**DAY 1**

Page	Question to be asked	Question Level
2	<b>Tell me something the same about the giraffe and the budgie!</b> (point to the two birds)	3
3	<b>Explain the response:</b> They are both birds; they can fly and they have wings; they both have a beak; they are both in the pet shop.	
11	<b>The fish live in the water. Tell me another animal that lives in the water.</b>	3
12	<b>Explain the response:</b> A whale, a dolphin, a seahorse, a squid, an octopus, a shark, (or another appropriate response).	
22	<b>How can we tell Arthur is exhausted?</b>	4
23	<b>Explain the response:</b> He is lying down; his eyes are closed and he has his hands on his eyes.	

**Arthur**  
Author: Amanda Graham and Donna Gynel

## Next step:



How to facilitate early reading?



## 300 or 400 regular decodable words

(on cards and in games)



before sight words and reading books.





**EARLY LITERACY: from Term 2 (or Semester 2 if appropriate)**

**1st Early Reading**

**REMEMBER:** While a proportion of the class will have progressed onto early reading activities, it is normal that a proportion of the class to be still working towards acquiring the prerequisites for reading: alphabet sound knowledge and phonemic blending. As students acquire blending ability, they are directed into the early reading process. For example:

- 1st Step:** Introduce reading regular CVC words on flash cards, games of bingo, *Reading Race 1A* app and within board games.
- 2nd Step:** Start instructing sight words. Initially focus on the strategy 'v' and 'z' words from *Teaching the First 25 Sight Words* (Code: CCsight1).
- 3rd Step:** Sentence reading from *First Reading Words* (Code: CCchw) and Strategy 3 words from *Teaching the First 25 Sight Words* (Code: CCsight1).
- 4th Step:** Strategy 4 from *Teaching the First 25 Sight Words* (Code: CCsight1) and reading books with a focus on VC and CVC words.

Page 7

tap

men

bug

jet

sit

sip

tap

Reading with ¼ of the alphabet: 6 sounds

Take home games

CVC Words Incorporating s, o, t, p, i, n			CVC Words Incorporating s, o, t, p, i, n		
sat	nip	tap	pip	tip	pan
sit	tin	pin	tan	pit	sap
sat	nip	tap	pip	tip	pan
sit	tin	pin	tan	pit	sap

**PLD's Reading Race 1a: CVC App** Page 10

CVC words

Reading Race 1a

satpin

chremd

goultb

Four levels which gradually increase in complexity.

Regular decodable CVC words  
(on cards and in games)

↓

Sight words

↓

Early controlled text reading books.



**with this are that for**

**SIGHT WORD LEARNING STRATEGY 3**  
Learn the phonics, learn the words

Blue cards link to Strategy 3.

Teaching the First 25 Sight Words

PLD Literacy & Learning

**the you**

**SIGHT WORD LEARNING STRATEGY 4**  
Look and think and learn a trick

Red cards link to Strategy 4.

Teaching the First 25 Sight Words

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**Teaching the First 25 Sight Words - Quick Reference Card**

Strategy 1 Words Sound-out the words	Strategy 2 Words Sound-out and then think	Strategy 3 Words Learn the phonics, learn the words	Strategy 4 Words Look and think and learn a trick
at in it on and from a I	is as his to was he be of have	with this that are for	the you they

Teaching the First 25 Sight Words

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**Teaching the First 100 Sight Words - Quick Reference Card**

Strategy 1 Words Sound-out the words	Strategy 2 Words Sound-out and then think	Strategy 3 Words Learn the phonics, learn the words	Strategy 4 Words Look and think and learn a trick
at in it on and from a I up il	is as his to was he be of have	with this that the in them this look see begin day way may or for more that over in my all oil	they you one said your two word come there their who could would some come

Teaching the First 100 Sight Words

PLD Literacy & Learning

**Sight Word Reading Progress Check: Words 1 - 25**

Recommendation: The student will be able to read the 'Sight Words Reading Progress Check' accurately within the specified time.

Student's Name: \_\_\_\_\_ Date of Assessment: \_\_\_\_\_

at	in	it	on	and
a	I	from		
is	as	his	to	was
he	be	of	have	
this	are	that	for	with
the	they	you		

**ANALYSIS OF PERFORMANCE:**

Acquisition Stage	Mastery Stage	Other Observations:
<input type="checkbox"/> Accurate reading <input type="checkbox"/> A reference on handwriting <input type="checkbox"/> Reads on recognizes the word correctly <input type="checkbox"/> Reads and writes recognition of words on their cards	<input type="checkbox"/> Reads and writes recognition of words in reading words <input type="checkbox"/> Only progress onto the next sight word list when students demonstrate automatic and accurate reading.	<input type="checkbox"/> Correct spelling <input type="checkbox"/> Correct spelling and placement within words <input type="checkbox"/> Correct spelling and placement within words <input type="checkbox"/> Correct spelling and placement within words

Teaching the First 25 Sight Words

PLD Literacy & Learning

**Sight Word Spelling Progress Check: Words 1 - 25**

The first 25 words on Fry's list comprise approximately a third of all published words.

Student's Name: \_\_\_\_\_ Date of Assessment: \_\_\_\_\_


1	7
2	8
3	9
4	10
5	11
6	12


**ANALYSIS OF PERFORMANCE:**


Acquisition Stage	Mastery Stage	Other Observations:
<input type="checkbox"/> Accurate spelling <input type="checkbox"/> Accurate spelling and placement within words <input type="checkbox"/> Correct spelling and placement within words <input type="checkbox"/> Correct spelling and placement within words	<input type="checkbox"/> Correct spelling and placement within words <input type="checkbox"/> Only progress onto the next sight word list when correct spelling is evident in the students' written work.	<input type="checkbox"/> Correct spelling <input type="checkbox"/> Correct spelling and placement within words <input type="checkbox"/> Correct spelling and placement within words


Teaching the First 25 Sight Words

PLD Literacy & Learning


 **Regular decodable CVC words**  
(on cards and in games)



 **Sight words**




**Early controlled text within reading books.**



## Early Reading Books?

**Early controlled text - decodable, many CVC words and some sight words**

**NO NO NO to purely whole language type readers... or alternate & integrate both types**



 **Literacy and Learning Insights with PLD(Blog)**

Recommended Daily Readers for 3 Year Old Children

Published by [Sue Egg](#) on 26/04/2011

Dear G, as Catholic primary school principal in Western Australia, I've long PLD Literacy resources recently contacted us to ask:

What do you recommend as early readers for 3 year olds students (pre primary in Western Australia)?

If it is our pleasure to read you with a lot of quality reading books for your young students who are being introduced to the world of reading. The readers PLD Literacy Resource for this age group would be suitable use in a whole school context (CVC and CVC decodable text which use the essential type of words to read) CVC or CVC decodable words are words such as: in, on, up and off.

CVC or CVC decodable words are words such as: in, on, up and off.

Some examples of these books which may work well for your students include:

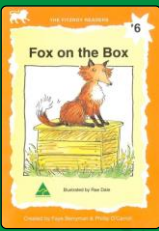
1. The Fox on the Box (Sue Egg)
2. The Fox on the Box (Sue Egg)
3. The Fox on the Box (Sue Egg)
4. The Fox on the Box (Sue Egg)


We also suggest that you download our new Recommended Reading Books for 3 Year Old, which lists books for downloading and language etc.




## Fitzroy Readers

traditional but the progression in word complexity is quite controlled

 **Fox on the Box**





## Funny Phonics

Modern, great for CVC rehearsal, but lengthy.



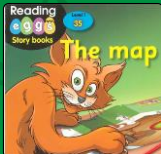



Ted gets ten red pens.



## Reading Eggs-


modern, short, cheap and a great supplement to current stocks of reading books.





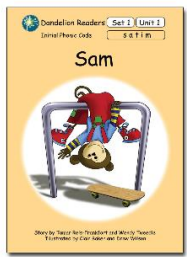
A fan is on the map.

A mat is on the map.






**Dandelion Readers—**  
start with a CVC and s, a, t, l, m focus.




Dandelion Readers - For  
Beginner Readers



# Home reading ....

Parent education - What to expect?


How do you make it as enjoyable as possible?



## Step 1 - Sounding Phase



Every word is decoded! Rapid fatigue.

Meg gets ten red pens.



12

Ted gets ten red pens.

## Step 2 Automaticity starting

Chunking emerging! Reduced fatigue.

A bug met a nut.



The bug got a jug.



A bug and a nut sit on a rug.




The nut got a mug.







## Step 3 - Whole word disfluent reading

Tom got hot on top of the pot.

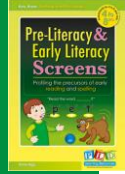



14

No Tom! Not on top of the pot.

## Earlier: Single Word Reading Investigation



**Task: Reading Words In Isolation**

Instructions: "Read the following words. They will start off easy and gradually get more difficult. I will tell you when to stop."

**Ex 1: Stage 1 VC Words (Refer to Test Sheet 1)**

at	it	in	is	on
✓	✓	✓	✓	✓

Reading Manner Analysis  
 S = % blending each letter  
 S = % whole word reading

**Ex 2: Stage 1 CVC Words (Refer to Test Sheet 1)**

pin	top	hat	kit
✓	✓	✓	✓
pin	top	hat	kit
✓	✓	✓	✓

Reading Manner Analysis  
 S, /10 = % blending each letter  
 /10 = % onset & time reading  
 Z, /10 = % whole word reading

Termly time efficient reviews

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Final step:



How to facilitate early spelling?



**2nd Early Spelling**

REMEMBER: While a proportion of the class will have progressed onto early spelling and writing activities, it is normal that a proportion of the class to be still working towards acquiring the prerequisites for spelling: labelled letter recall, formation and phonemic segmentation. Once segmentation is evident commence introducing spelling and writing tasks. For example:

- 1st Step:** Introduce CVC spelling words with students using magnetic letters, play dough and sticks or sand, utilising the PLD spelling board.
- 2nd Step:** CVC spelling words on the white board and within simple sheets.
- 3rd Step:** Introduce handwriting of spelling words on paper (if fine motor skills are sufficiently developed).

Recommended: **First Spelling Words** (Code: CCWh)

Page 7

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Initially removing the letter formation component to spelling with letter boards with all or part of the alphabet



Visual aids for early spelling, including word cards (e.g., 'dog', 'gum', 'log') and letter boards with illustrations of objects (e.g., 'cat', 'pencil', 'box', 'sun', 'mouse', 'person').


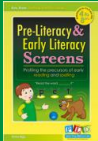

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Not recommended at this early stage for:

Spelling to be sight words focused.





**Installment 2:  
Single Word  
Spelling  
Investigation**

**Foundation:**  
Demonstration:  
explicit spelling instruction

**The Potential Range within a Junior Primary Class**


sun	ship	chart
mud	fish	arch
had	shed	sharp
let	wish	start
got	dish	smart
	rush	shark
		art

Not recommended early in the year ...

**Significant  
focus on writing**

**Why?**





The school year goes very fast ....

For some students you would be better  
focused upon other areas.




Writing requires the  
activation and integration of  
multiple skills simultaneously.

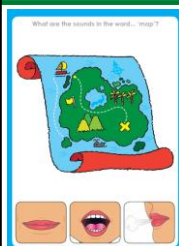



What skills need to be sufficiently developed?

Familiarity  
and recall of  
the alphabet  
& possibly  
some early  
phonic  
concepts




What skills need to be sufficiently developed?



## Phonemic segmentation

What is the initial, medial and final sound.



What skills need to be sufficiently developed?



Letter formation

Fairly automatic motor program

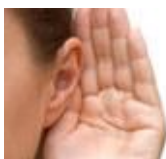
Posture in a chair,  
pencil grip etc.

Many other motor skills also!



What skills need to be sufficiently developed?

Maintaining focus for an extended period?  
Sentence generation?  
Ability to hold the focus sentence in the  
student's working memory?

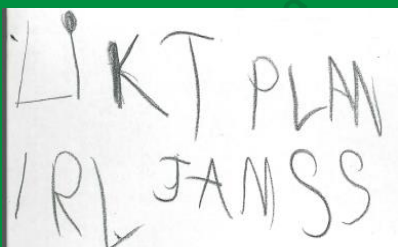


Writing: At this stage you get  
an understanding if the pre-  
literacy skills have been  
sufficiently rehearsed.



## Phonetic Writing:

Step 1: Can you or the child decipher what was written?  
Step 2: Can the child read it back to you?



## Phonetic Writing

What has been written?

SAV 10015HIM DO SBH TAL



## Phonetic Writing

What has been written?



## Marking Early Writing

Tip:

Use rubrics which focus on one or all of the elements below.



Sounded out and spelled CVC words without adult support?		<input type="checkbox"/> Yes <input type="checkbox"/> No
Spelled phonetically, representing dominant sounds (e.g. home – horn)?		<input type="checkbox"/> Yes <input type="checkbox"/> No
Was able to read writing efforts back to an adult?		<input type="checkbox"/> Yes <input type="checkbox"/> No
Literacy	Included spaces between each word?	<input type="checkbox"/> Yes <input type="checkbox"/> No
	Correctly spelled CVC words?	<input type="checkbox"/> Yes <input type="checkbox"/> No
	Was able to read writing efforts back to an adult?	<input type="checkbox"/> Yes <input type="checkbox"/> No

Marking - with a literacy focus

Handwriting & Posture	Wrote word on the line?	<input type="checkbox"/> Yes <input type="checkbox"/> No
	Used lower case letters?	<input type="checkbox"/> Yes <input type="checkbox"/> No
	Used proper pencil grip?	<input type="checkbox"/> Yes <input type="checkbox"/> No
	Sat on chair with appropriate posture?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Handwriting	Wrote words on the line?	<input type="checkbox"/> Yes <input type="checkbox"/> No
	Used lower case letters and capitals only when appropriate?	<input type="checkbox"/> Yes <input type="checkbox"/> No
	Used proper pencil grip?	<input type="checkbox"/> Yes <input type="checkbox"/> No

Marking - with a motor focus

Was able to generate sentences independently?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Included all three listed elements in their news?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Was able to generate sentences independently?	<input type="checkbox"/> Yes <input type="checkbox"/> No

Marking - with a language focus

### Combination rubric: 3 areas of writing

Teacher Marking Guide - The student:					
Literacy	Included spaces between each word?	<input type="checkbox"/> Yes <input type="checkbox"/> No	Handwriting	Wrote words on the line?	<input type="checkbox"/> Yes <input type="checkbox"/> No
	Used capitals and full stops appropriately?	<input type="checkbox"/> Yes <input type="checkbox"/> No		Used lower case letters?	<input type="checkbox"/> Yes <input type="checkbox"/> No
	Correctly spelled CVC words?	<input type="checkbox"/> Yes <input type="checkbox"/> No		Used proper pencil grip?	<input type="checkbox"/> Yes <input type="checkbox"/> No
	Spelled phonetically, representing dominant sounds (e.g. home – horn)?	<input type="checkbox"/> Yes <input type="checkbox"/> No		Language	Included all three listed elements in their news?
Was able to read writing efforts back to an adult?	<input type="checkbox"/> Yes <input type="checkbox"/> No	Was able to generate sentences independently?	<input type="checkbox"/> Yes <input type="checkbox"/> No		

## PLD Perspective

Most effective method of raising skills: **Little but often!**

**Differentiation** - an appropriate writing tasks from a student's 'zone of proximity'

In each class:

- Independent writers
- Semi-independent writers
- Reluctant writers



### Labeling?

## What type of task?

First Writing Task 1: Writing Words & Sentences (Level 2) - Simple Sentences 2

It is a \_\_\_\_\_.

It is a \_\_\_\_\_.

It is a \_\_\_\_\_.



Sentence completion on the basis of the concrete?



## What type of task?

First Writing Task 1: Writing Words & Sentences (Level 2) - Building Sentences 1

A \_\_\_\_\_ is big.

A \_\_\_\_\_ is big.

A \_\_\_\_\_ is big.

But a \_\_\_\_\_ is not big.

Sentence completion on the basis of generating ideas?



## What type of task?

First Writing Task 2: Writing & Dictated Sentences (Level 1) - 1

First Writing Task 2: Writing & Dictated Sentences (Level 1) - 2

Single Sentence Dictation



Dictation Sentences - Level 1

1. I can run.
2. It is a big dog.
3. Tom is in bed.



## What type of task?

### Dictation Sentences - Level 2

1. I can run. I can hop. I can hop in a box.
2. It is a dog. It is a big dog. Sit big dog!
3. Tom is in bed. Tom is hot. Get up Tom.
4. I fed a hen. I fed a hen jam. A hen got fat.
5. A man in a hat. A man is sad. A sad man in a hat.
6. A pig in mud. A pig can sit. A pig can sit in mud.

Three Sentence Dictation





## What type of task?

### Short Passage Dictation

#### Dictation Sentences – Level 3

1. I can run in the sun. But the sun is hot. I get red and hot from the sun.
2. A big dog dug in the dam. A big dog sat in the mud. It got wet but it had fun.
3. Tom is in bed but Tom can not get up. Tom hit his leg. Tom got a bad bug and Tom is hot.
4. I fed a red hen. The red hen had a big bun. The red hen got fat.
5. A man had a red bag and a hat. His hat got in the mud. The man is sad.



## Same Task - three levels

#### Dictation Sentences – Level 1

1. I can run.



#### Dictation Sentences – Level 2

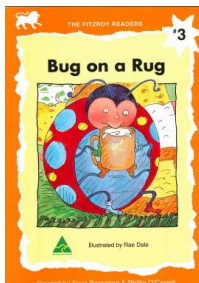
1. I can run. I can hop. I can hop in a box.

#### Dictation Sentences – Level 3

1. I can run in the sun. But the sun is hot. I get red and hot from the sun.



## Later we will investigate controlled text reading books: CVC group



The big bug on the rug.



## Later we will investigate controlled text reading books: higher ability group

Green tree frogs like to crunch on grubs.



## Show and Tell or Object Description Oral Language ... then write!

First Writing Task 3: Writing Sentences - Object Based (Level 1)

Name: \_\_\_\_\_

Object Based Notes:

I have a \_\_\_\_\_

It is \_\_\_\_\_

It has \_\_\_\_\_

Draw a picture of your notes.

First Writing Task 3: Writing Sentences - Object Based (Level 2)

Name: \_\_\_\_\_

Object Based Notes:

I have a \_\_\_\_\_

It is \_\_\_\_\_

It has \_\_\_\_\_

Draw a picture of your notes.

First Writing Task 3: Writing Sentences - Object Based (Level 3)

Name: \_\_\_\_\_

Object Based Notes:

I have a \_\_\_\_\_

It is \_\_\_\_\_

It has \_\_\_\_\_

Draw a picture of your notes.

PLD Literacy & Learning logo.

## Oral Language - Activity Retell ... then write!

First Writing Task 3: Writing Sentences - Activity Retell (Level 1)

Name: \_\_\_\_\_

Activity Retell:

I made a \_\_\_\_\_

I used \_\_\_\_\_

I \_\_\_\_\_

Draw a picture of your notes.

First Writing Task 3: Writing Sentences - Activity Retell (Level 2)

Name: \_\_\_\_\_

Activity Retell:

I made a \_\_\_\_\_

I used \_\_\_\_\_

I \_\_\_\_\_

Draw a picture of your notes.

First Writing Task 3: Writing Sentences - Activity Retell (Level 3)

Name: \_\_\_\_\_

Activity Retell:

I made a \_\_\_\_\_

I used \_\_\_\_\_

I \_\_\_\_\_

Draw a picture of your notes.

PLD Literacy & Learning logo.



### Event-Based News: Oral Language ... then write!

First Writing Task 1: Event-Based News (Level 2)

Event-Based News

I went to \_\_\_\_\_

I \_\_\_\_\_

I was \_\_\_\_\_

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### Retell Familiar Picture Books: Oral Language ... then re-write!

First Writing Task 4: Story Retell (Level 2)

Beginning

One day \_\_\_\_\_

Middle

And \_\_\_\_\_

End

And then \_\_\_\_\_

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### Picture Sequencing... then rewrite!

First Writing Task 5: Generating Narratives from Pictures (Level 2) Story: The Hot Pig

Name: \_\_\_\_\_

A pig... The pig... The pig...

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### Picture Sequencing... with sentence starters

First Writing Task 5: Generating Narratives from Pictures (Level 2) Story: The Hot Pig

Name: \_\_\_\_\_

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### Basic Report Writing with supports

My Report about a \_\_\_\_\_

Colour the picture and draw where your frog lives and what it eats.

A frog is \_\_\_\_\_

A frog can \_\_\_\_\_

A frog eats \_\_\_\_\_

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### Report Writing with reduced support

First Writing Task 6: Early Reports (Level 2) - FROG

My Report about a \_\_\_\_\_

Colour the picture and draw where your frog lives and what it eats.

A frog \_\_\_\_\_

A frog \_\_\_\_\_

A frog \_\_\_\_\_

A frog \_\_\_\_\_

A baby frog \_\_\_\_\_

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## How to instruct writing?

Initially: "Mirrored writing" & Dictation/controlled text?



2nd: Increasing self generated writing



## What is "mirrored writing" & Dictation/controlled text?

Short-term technique suggested for weak (or reluctant writers) and the students experiencing 'anxiety' when completing written tasks.



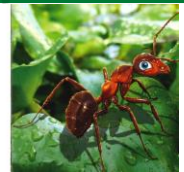
## Demonstration: "Mirrored writing" & Dictation/controlled text



## Sample Controlled Text



Sam is an ant.



Sam is a sad ant.



## Demonstration of 'Mirrored Writing' Sentence 1



Demonstration:  
Dictation/controlled text  
without the 'mirrored'  
technique.




### Sample Controlled Text

Fox went box,  
box, box.



He went hop, hop, hop.




Hot Fox

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### Demonstration of 'Gentle Dictation'


#### Sentence 1



- Pencils down & listen!
- Adult repeats the sentence 3 or 4 times.
- Children repeat the sentence.
- Pick up pencils and write.
- Wait for everyone to finish before repeating the process with the next sentence.


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### Demonstration: Supported self generated writing with 'mirroring'



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### Task: Rewrite the beginning of the picture book





There was once a herd of elephants. Elephants young, elephants old, elephants tall or fat or thin. Elephants like this, that or the other, all different but all happy and all the same colour. All, that is, except Elmer.

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### Demonstration of supported self generated writing



**Adult:**  
What happened in the beginning of the story?

**Example of a child's response:**  
"They were grey"


**Adult:**  
How about we all write; 'The elephants in the herd were grey. (Repeat three times)

**Adult:** What are we going to write?

**Add "mirroring" if required**

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### Demonstration of supported self generated writing



**Adult:**  
What happened next in the story?


**Example of a child's response:**  
"Elmer was colourful"

**Adult:**  
Great idea. Let's all write. "Elmer was different and colourful."  
Pencils down and listen. (Repeat the sentence to be written three times)

**Adult:** What are we going to write?


**Add "mirroring" if required**

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What happened in the beginning of the story.


Now do your best to write a sentence or two.



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A Hrd efts  
WOZ Gay



Elmu WOZ  
dfnt

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## Boosting Oral Language within the Foundation Year

Diana Rigg  
PLD Literacy & Learning

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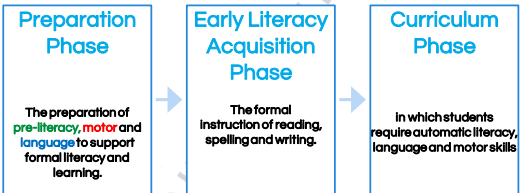
### What does PLD stand for?

Promoting  
Literacy  
Development



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### The phases in education



**Preparation Phase**  
The preparation of pre-literacy, motor and language to support formal literacy and learning.

**Early Literacy Acquisition Phase**  
The formal instruction of reading, spelling and writing.

**Curriculum Phase**  
In which students require automatic literacy, language and motor skills

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How many of these students have oral language skills which will support, rather than complicate their early writing efforts?



### "Middle grade slump"

"While it is true that lower levels of oral vocabulary and poorer overall oral language skills do not directly compromise a child's learning to read, and that pre-literacy skills do (i.e. alphabetic knowledge, phonological awareness, print awareness), low oral vocabulary and poorer overall language skills begin to exact a heavy toll on reading achievement by grade 3 when text demands increase."

(p 394 Starch & Whitehurst, 2002)



### Current Trends & Complication

"Research has shown that in Australia, despite increases in overall prosperity, the developmental outcomes for children have worsened and researchers urge for the implementation of preventative strategies that act earlier in childhood..."

Brinkman et al (2009) International Journal of Speech Pathology 11(5)



### Dumb phone's smart for kids

■ Sydney

Australian children are spending on average almost an entire day of the week on their smart-phones.

Research released by Telstra yesterday says that more than two-thirds (68 per cent) of children aged three to 17 own a smartphone and an average of 21 hours and 48 minutes a week is spent on the devices.

The online survey of 1365 parents concluded that their top concerns involved the time-sapping power of phones and risks around cyber safety and sexting.

However, while two-thirds of the parents said they had discussed usage guidelines, a quarter reported difficulties carrying them out.

Sydney-based...

The West Australian  
Tuesday, March 17, 2015



20% of four year old children have difficulty understanding or using language

Communication impairment in Australia, Speech Pathology Australia



### Some studies suggest higher rates?

#### Prevalence of speech/and or language impairment in preparatory students in Northern Tasmania;

Jessup et al., (University of Queensland) (2008) International Journal of Speech-Language Pathology, 2008

**Overall 41.2% of assessed preparatory students were identified as having either a speech or language impairment.**

Specifically:

8.7% of students were found to have isolated speech impairments

18.2% were diagnosed with isolated language impairments

14.3% were identified with a comorbid speech and language impairment.



## Current Trends

The Telethon Speech and Hearing Centre surmises more boys than girls will have a language impairment (or delay).



Approximately 3 out of 4 students are boys (2014)



Delays in language development is the most common single difficulty in the preschool years.

Law (1989)

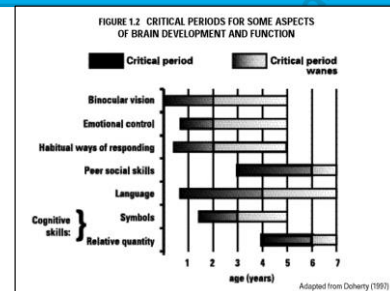


## Question

Why is it imperative to teach language in the Foundation year?



## Neural plasticity



Early Years Study: Reversing the Real Brain Drain (1999) Ontario



"The preschool years provide the developing child with a brief and singular critical window of opportunity to develop sophisticated oral language skills, at the end of the preschool years, children's pace of oral language slows."

Pullen & Justice, 2003:94. WILSTAAR; Sally Ward Manchester UK 1997



Oral language skills are more appropriately targeted in the 'Early Years' and 'Foundation' year than in any other school year in a child's academic life.



The early years of development from conception to age six, particularly the first three years, set the base for competence and coping skills that will affect learning, behaviour and health throughout life.

"Early Years Study: Reversing the Real Brain Drain" 2000, page 5 of the Executive Summary.



## Current Trends & Complication

"Research has shown that in Australia, despite increases in overall prosperity, the developmental outcomes for children have worsened and researchers urge for the implementation of preventative strategies that act earlier in childhood..."

"Early Years Study: Reversing the Real Brain Drain" 2000, page 5 of the Executive Summary.



## Student history questions

1. Recurrent ear infections?
2. Speech and language delay (past or present)?
3. Family members with speech/ language/literacy delays? (Genetics)



## Sample student history

Speech or language difficulties (e.g. 'non-verbal' / 'deaf') Have had [redacted] fully addressed and she has 'normal' development. (1 year's experience of the hearing) but used very good.	Anticipate that parents will be unable to provide clear and precise information.
Ear Infections (e.g. 'glue ear' / 'otitis') Glue ear - 2 sets of grommets 1st grommet 18 months 2nd 3 years	
Vision Problems (e.g. 'squint' / 'eye' / 'vision') Not aware of any	
Motor Co-ordination Problems (e.g. 'writing a ball' / 'poor handwriting' / 'vision') Seems fine	
Any serious health problems (e.g. 'respiratory' / 'neurological' / 'vision') N/A	
Possible other relevant information: Not relevant - mild asthma.	



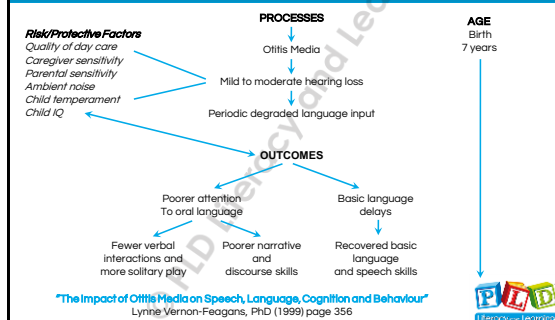
## This is your typical delayed child

- Ear infections
- Speech and/or language delays
- 'Normal IQ'
- Possibly a genetic connection to learning difficulties.

So what determines ability?



## The impact of recurrent ear infections



A real point of misunderstanding in education

... set up a stimulating language environment and children with develop language...



Remember

"... the development of linguistic capacity requires experience with language – an active involvement in the acquisition and use of language – and not merely exposure to it."

Locke, J.L. (1997) *Theory of Neurolinguistic Development*. *Brain and Language*, 58, 265-326.



Particularly middle to high socio-economic schools

Do you have a parent education policy?

Message? Milestone sheet? Video clips?



## Speech Sound Development

**"I should be able to say..."**

**3**

p, b, m, n,  
w, n, g,  
k, d, t, ng,  
h, y

**4**

l,  
sh, ch

**5**

z, r,  
j, s

**6**

v, consonant  
blends  
eg: bl, tr, sk,  
st, sp, pl

**8**

th (voiced)  
eg: this  
th (voiceless)  
eg: that

by 3 years    by 4 years    by 5 years    by 6 years    by 8 years

Oral language downloads available at [www.pld-literacy.org](http://www.pld-literacy.org)

## Key Area: Oral Language Skills

Speech and language development milestones

**Now that I am 5 years old... I should be able to:**

### Understanding/Listening

- Follow 3-step instructions, eg "Get your book, put it in your bag and then put your bag by the door."
- Follow instructions combining the words "first", "last" and "other".
- Understand everything said to me (even approximations).
- Answer "where", "why" and "how" questions.
- Understand appositives (first and last), location words (near to, between, in front).
- Understand humour and laugh at jokes.

### Speaking

- Speak intelligibly with a few speech immaturities remaining.
- Use vocabulary skillfully, such as the personal.
- Use words or phrases without any assistance.
- Repeat a story accurately.
- Participate in long detailed conversations with a range of people.
- Explain why something happened.

### Play and Social Skills

- Engage in social communication with a variety of people.
- Make friends and engage easily with peers.
- Play fairly in simple games with rules.
- Engage in complex imaginative play.
- Take in and start conversations.
- Use an extensive vocabulary to express ideas and request information.

### Causes for Concern

- A small vocabulary.
- Does not seem interested in conversations with people other than adults.
- Can not read an event or picture book with interest.
- Difficult following instructions with two or three steps.
- Difficult answering how, when and why questions.
- Child speech is difficult to understand.
- Poor conversational and social skills.
- Does not enjoy listening to stories.
- Start attention span.

**Must not have any concerns about oral language development - consult a speech therapist**

Oral language downloads available at [www.pld-literacy.org](http://www.pld-literacy.org)

## The Development Of Hand Function, Grasp And Drawing Skills

When children first begin to draw using crayons, pencils or brushes they use a **grasp** (grip). This is the developmental sequence they will follow the writing for handwriting in a variety of grasp until the write on a functional tripod grip and control of the pen.

As we look below at the development of different grasps and drawing skills we can observe that there is a natural progression as the child's fine motor skills develop. The complexity of the drawing skills increases as the child develops more control over the pencil or crayon in his or her hand.

**12 Months to 2 Years**

- Development of the palm grip and precise release of small objects.
- With thumb, index and middle fingers held together, support.
- Crayon is held inside the palm (Palmar Grasp) or **Grasp** (grip) and right hand.
- Development of the tripod grip (tripod) - the child uses three fingers to hold the pencil.
- Release crayon on paper with control.
- Release crayon in mid-air.
- Draws a line from left to right by scribbling.
- Writes drawing on the line.

**2 Years to 3 Years**

- Crayon or brush may be held across all fingers, with the palm resting down. **Digital Grasp** (grip) and right hand.
- Release crayon on paper with control.
- Release drawing on paper.
- Draws a horizontal line.
- Draws a vertical line.
- Draws a line from left to right by scribbling.
- Writes drawing on the line.

**3 Years to 4 Years**

- The fingers (index up) turn on the palm and the pencil rests on the thumb. **Developed tripod grasp** (grip) and right hand.
- Release crayon on paper with control.
- Release drawing on paper.
- Draws a horizontal line.
- Draws a vertical line.
- Draws a line from left to right by scribbling.
- Writes drawing on the line.

**4 Years to 6 Years**

- Child developing ability to manipulate objects between the palm and palm and index finger.
- Release crayon on paper with control.
- Release drawing on paper.
- Draws a horizontal line.
- Draws a vertical line.
- Draws a line from left to right by scribbling.
- Writes drawing on the line.

Movement & Motor downloads available at [www.pld-literacy.org](http://www.pld-literacy.org)

## Enhance with specifically scripted questions

Collect the books and collate each book with the scripted questions.

5 Year Old Comprehension Questions

What do you think the pig will do next?

## Mutt Dog

How can we tell this is a city?

1-2	Adequate response	There are lots of buildings; there are tall buildings; there are lots of people; it's really busy.	4
	Inadequate response	It looks like a city; there are some buildings; I don't know if it's a city.	

5 Year Old Comprehension Questions

## Pig in a pond

How can we tell the pig is hot?

6-7	Adequate response	Because she's sweating; because she's lying on the grass.	4
	Inadequate response	Because it's sunny; it's hot; he wants to go in the pond.	

What do you think the pig will do next?

	Adequate response	Jump into the water; jump in the pond; go for a swim; splash into the water.	3
	Inadequate response	He's dancing; jump in; go splash!	

5 Year Old Comprehension Questions





**Semantics Scenes and Questioning**

**Home Scene**

**Adult: Point to the painting that is first in the row.**  
**Adequate response** Child points to the first painting (on the left).  
**Inadequate response** Child points to the second or third painting (middle painting or painting on the right).

**Adult: Point to the cushion that is last in the row.**  
**Adequate response** Child points to the last cushion (on the right).  
**Inadequate response** Child points to the first two cushions (on the left) or middle cushions.

**Semantics Scenes and Questioning**

**Clothes Scene**

**Adult: Point to all the clothes that you usually wear on hot days.** If the child does not name all these items on the first try, ask, "Are there any more?"  
**Adequate response** Child points to or names bathers, shorts, t-shirt, hat, dress.  
**Inadequate response** Child points to or names the jacket, scarf, gumboots. Child points to or names less than 5 of the correct items.

**Adult: Point to all the clothes that you usually wear on cold days.**  
**Adequate response** Child points to or names the jacket, scarf, gumboots.  
**Inadequate response** Child names the bathers, swimsuit; shorts; t-shirt; hat; dress. Child points to or names less than 5 of the correct items.

**Semantics Scenes and Questioning**

**Zoo Scene**

**Adult: What is different about the giraffe and the emu? (Point to the giraffe and the emu).**  
**Adequate response** The emu is an Australian animal and the giraffe is in 1. The emu has a beak and feathers and the giraffe doesn't. The giraffe has spots/patches, but the emu doesn't. The emu has 2 legs and the giraffe has 4 legs. The emu is a bird, but the giraffe is in 1.  
**Inadequate response** They are different. The giraffe is brown, emu is black (child gives basic differences without further elaboration).

**Adult: What is the same about the giraffe and the emu?**  
**Adequate response** They are both tall. They have long necks and long legs. They live in the zoo. They can walk. They are both animals. They are both zoo animals.  
**Inadequate response** They are the same. It has spots.

**Semantics Scenes and Questioning**

**Transport Scene**

**Adult: Find all the transport in the picture that has only two wheels. If the child does not name all of them, then ask, 'Are there any more?'**  
**Adequate response** Child points to or names the scooter, motorcycle and bicycle.  
**Inadequate response** Child points to or names less than 3 of the correct items.

**Adult: Find all the transport in the picture that have 4 wheels.**  
**Adequate response** Child points to or names both the car and bus.  
**Inadequate response** Child points to or names the motorcycle, bus, train or bicycle. Child points to or names less than 2 of the correct items.

**Adult: The bus, car and helicopter are all in which group?**  
**Adequate response** Land.  
**Inadequate response** Land or the picture group.  
**Adult: What is different about the helicopter and the motorcycle? (Point to the helicopter and the motorcycle).**

**Question**

Do your students say...  
 at school we learn to talk  
 or  
 we engage in talking  
 activities?

**Listen**

Emphasize  
 "Good Listening"

with your ears

by looking at the person speaking

with a closed mouth

with still hands and body

with your brain turned on

**Foundation** Scheduling ORAL LANGUAGE PROGRAMS within the Foundation Year

**Speaking in Grammatically Correct and Lengthy Sentences**

**TERM 1 OBJECT DESCRIPTION or 'Show and Tell'**  
Based upon PLD's... *Developing News Telling and Narrative Skills* (for 5 yr olds)  
<http://pld-literacy.org/product/developing-news-telling-and-narrative-skills-for-5-year-olds/>  
Object description of 'show and Tell' based upon semantic groups and **NOT OBJECTS BROUGHT FROM HOME** (2 elements only):  
- What & what type  
- What & where is it found?  
- What & what is it made from?

**Early Years**  
**Foundation**  
**Year One**  
**Years 1 to 4**

**Vocabulary and Semantic Development**

**FOCUS: VOCABULARY AND SEMANTIC QUESTIONS**  
PLD's... *Developing News Telling and Narrative Skills* (for 5 yr olds)  
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PLD Literacy & Learning

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PLD Literacy & Learning

**Object Based News**

**Greeting**  
**What?**  
**Type or Category?**  
**Part?**  
**Made Of?**  
**Found?**  
**Use?**  
**Information**  
**Thank You**

**What?**  
**Type or Category?**  
**Part?**  
**Made Of?**  
**Found?**  
**Use?**  
**Information**  
**Thank You**

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PLD Literacy & Learning

**Vocabulary Group: In the garden**

**What?**  
**Type or Category?**  
**Part?**  
**Made Of?**  
**Found?**  
**Use?**  
**Information**  
**Thank You**

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PLD Literacy & Learning

**Vocabulary Group: Things people wear**

**What?**  
**Type or Category?**  
**Part?**  
**Made Of?**  
**Found?**  
**Use?**  
**Information**  
**Thank You**

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PLD Literacy & Learning

**Vocabulary Group: Salad & vegetables**

**What?**  
**Type or Category?**  
**Part?**  
**Made Of?**  
**Found?**  
**Use?**  
**Information**  
**Thank You**

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PLD Literacy & Learning



## Vocabulary Group: Australian animals



## Vocabulary Group: Travel



Four primary cards only

Then you will achieve a 5-10 minute activity

What?

Type or Category?

Found?

Parts?

Use?

Made Of?

Four primary cards only

Then you will achieve a 5-10 minute activity

What?

Type or Category?

Found?

Parts?

Use?

Made Of?

Three primary cards only

Then you will achieve a 5-10 minute activity

What?

Colour?

Parts?

Thank You

Three primary cards only

Then you will achieve a 5-10 minute activity

What?

Type or Category?

Found?

Made Of?

Use?

**TERM 2 EVENT-BASED NEWS** Based upon PLD's... *Developing News Telling and Narrative Skills* (for 5 yr olds)  
- Who? What? When? Where? WHY? (with a ... **because**...)  
For example: "Today the class made a picture of our houses, **because** we are talking about where we live."

**Foundation**  
Scheduling PLD's Resources within a Whole School Library and Learning Plan

**Early Years**  
Foundation  
Year One  
Years 1 to 6

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**Event Based News**

When?  
Who?  
What?  
Where?

*Developing News Telling and Narrative Skills*

PLD Literacy & Learning

**A different way to present news ...**

When? Who? What? Where?

*Developing News Telling and Narrative Skills*

End of the day routine?  
End of lesson routine?  
Transition out the door?

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**TERM 3 ACTIVITY RETELS** Based upon PLD's... *Developing News Telling and Narrative Skills* (for 5 yr olds)  
(2 or 3 elements only): - When? What was made? & What was used? ... or ...  
- What was made? What were 2 steps? (First 1 ... Following this 1 ... ) No and then and then!

**Foundation**  
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Year One  
Years 1 to 6

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**3 year old language**

**4 year old language**

**5 year old language**

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**Weekly Cooking Sessions?**

Talk 1st .... then cook and eat

*Activity Retels*

**Level Of Language To Be Modelled By The Supporting Adult**


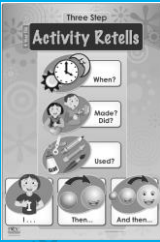
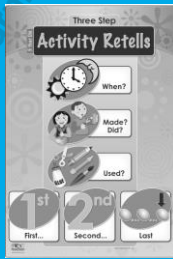

3 Year Old	4 Year Old	5 Year Old
<ul style="list-style-type: none"> <li>1 get a biscuit</li> <li>1 put icing on it</li> <li>1 use 's'</li> </ul>	<ul style="list-style-type: none"> <li>Today</li> <li>1 made iced biscuits</li> <li>1 used biscuits, icing and a knife</li> <li>1 got a biscuit and some icing</li> <li>Then 1 put icing on the biscuit</li> <li>And then 'use' 's'</li> </ul>	<ul style="list-style-type: none"> <li>Today at snack time</li> <li>1 made iced biscuits</li> <li>1 used biscuits, icing and a knife</li> <li>First 1 got a biscuit, some yellow icing and a knife</li> <li>Second 1 spread icing on the biscuit</li> <li>Last 1 ate 's'</li> </ul>

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## Parent Education Involvement?

•Thursday afternoon a "talking activity" comes home.

## 5 year old language





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