



Government of South Australia
Department for Education

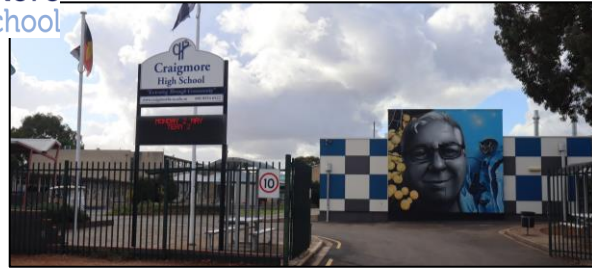


Parafield Gardens
High School



Improving Students' Decoding Skills in Secondary School Settings

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School-Based Senior Speech Pathologists
South Australian Department for Education
March 2023



SOCIOECONOMIC DISADVANTAGE

Index of educational disadvantage
Category 2

Index of educational disadvantage
Category 3



1329 students

1250 students



10.01% Aboriginal

7.5% Aboriginal



14.34% EALD

37% EALD



14.5% Student with disabilities -SWD

23.5% SWD

Our contexts: Northern Adelaide metropolitan secondary schools

Question Theme	Number of questions asked
Measurement of Data/ Assessment	18
What the program looks like in High School	17
What does the team look like? How do you work together? Teachers, SSOs, Speech pathologists, Leadership, Parents	15
Timetabling and staffing	14
Other programs / skills Phonics, Dibels, language, WRAP, IniaLit, MSL, Spelling, one minute drills	12
Student stigma, wellbeing and engagement	8
Resources/decodable readers	5
Considerations for EALD/Aboriginal learners	4
Barriers/enablers	3
Compensatory strategies/tech	2
TOTAL – 10 themes	98

Outline

- Context
- Assessment process
- Assessment results
- Intervention
- Outcomes
- Student & parent voice
- Practical considerations, strengths, barriers, learnings
- Recommendations
- Q&A

CHS 2022

88.5%

Improved their
decoding age

PGHS 2022

86%

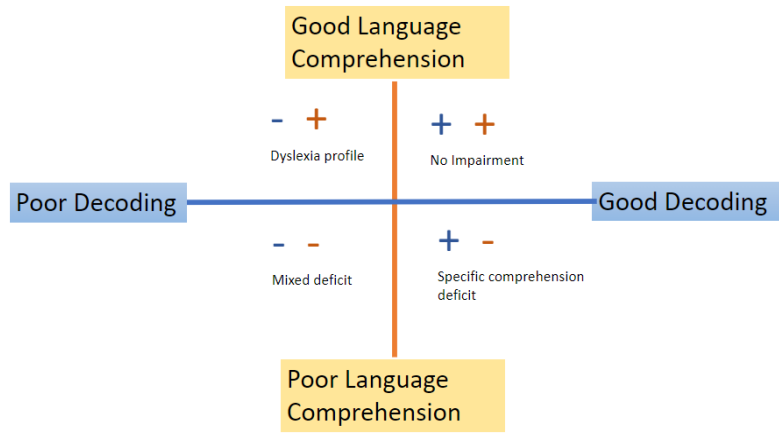
Improved their
decoding age

Underpinning frameworks

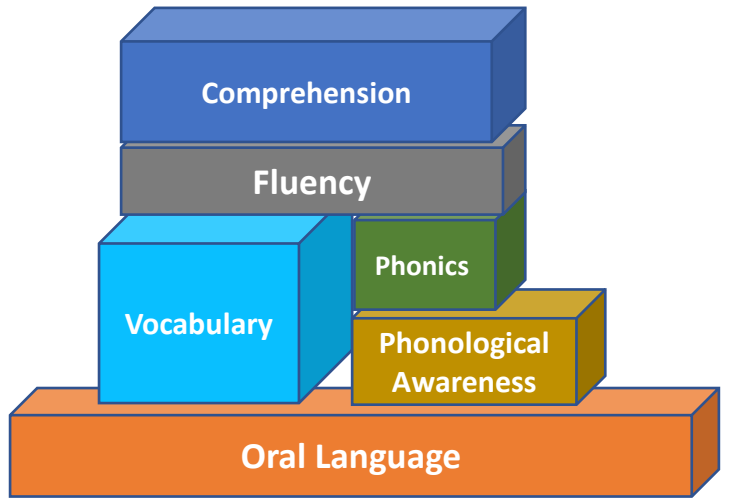
Simple View of Reading



Reader Profiles

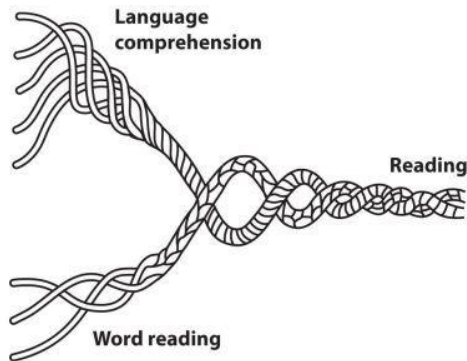


The Big 6



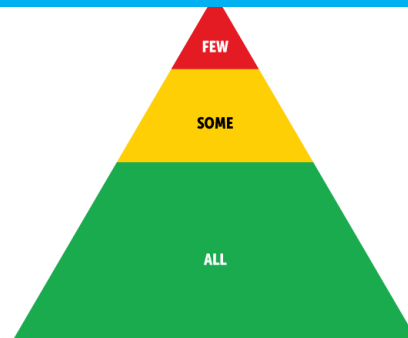
Reading Rope

- Activating word meanings
- Understanding sentences
- Making inferences
- Comprehension monitoring
- Understanding text structure



- Letter-sound knowledge
- Accurate word decoding
- Automaticity in decoding

Waves of Intervention



Assessment process



Assesement

- What's the purpose of the assessment ?
 - Diagnostic
 - Screen to identify need
 - For entry to intervention
- Who is going to administer them?
- What are you going to assess?
- How long does it take and what resources do you need?

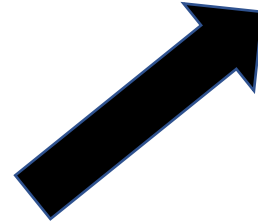
IDENTIFICATION before transitioning to high school

Triangulation of Data

- NAPLAN
- PAT
- SLS
- Writing Sample

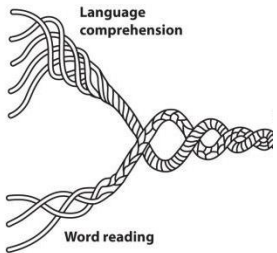


Further Assessment by Speech Pathologist



Actions / Interventions

- Reading Intervention Class - Tier 2
- English Support - Tier 2
- 1:1 - Tier 3
- Referral for comprehensive SP assessment
- Assistive Technology
- QDTP strategies



Language
Comprehension

Language Comprehension

- CELF-5 Screener

Word Reading

Word Reading (Decoding)

- WRMT-III -Word Attack
- YARC Single Word Reading Test
- TOWRE-2

1. in a week or two I will have enough
money to buy the phone I have been saving for.

In a week or two I will have enough money to buy the phone I have been saving for.

Tier 3

- Speech pathologist modelling for SSOs delivering Tier 3 intervention
- Reading Doctor Online

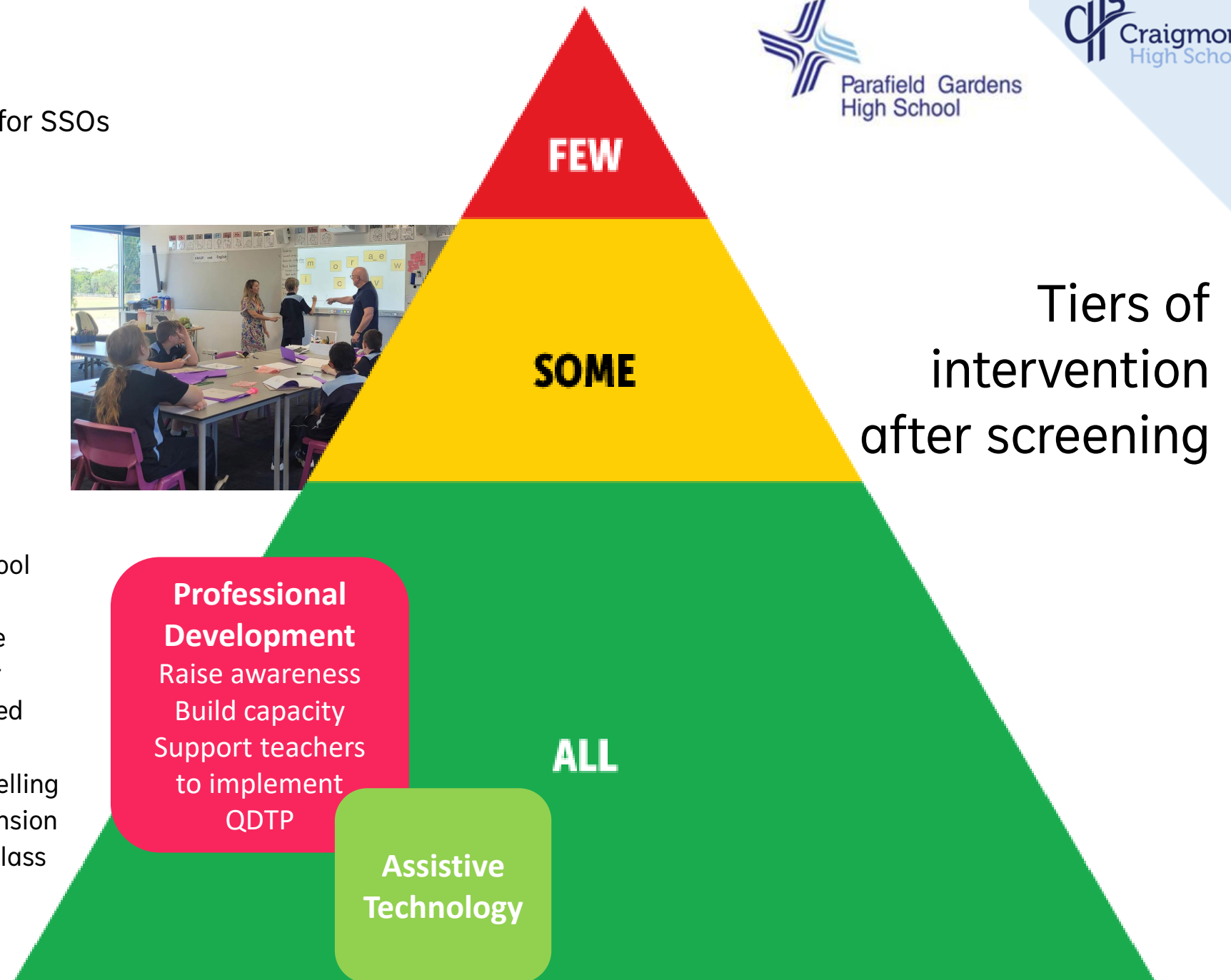
Tier 2

- GRASP
- RAP
- English Support
- EALD English

Tier 1

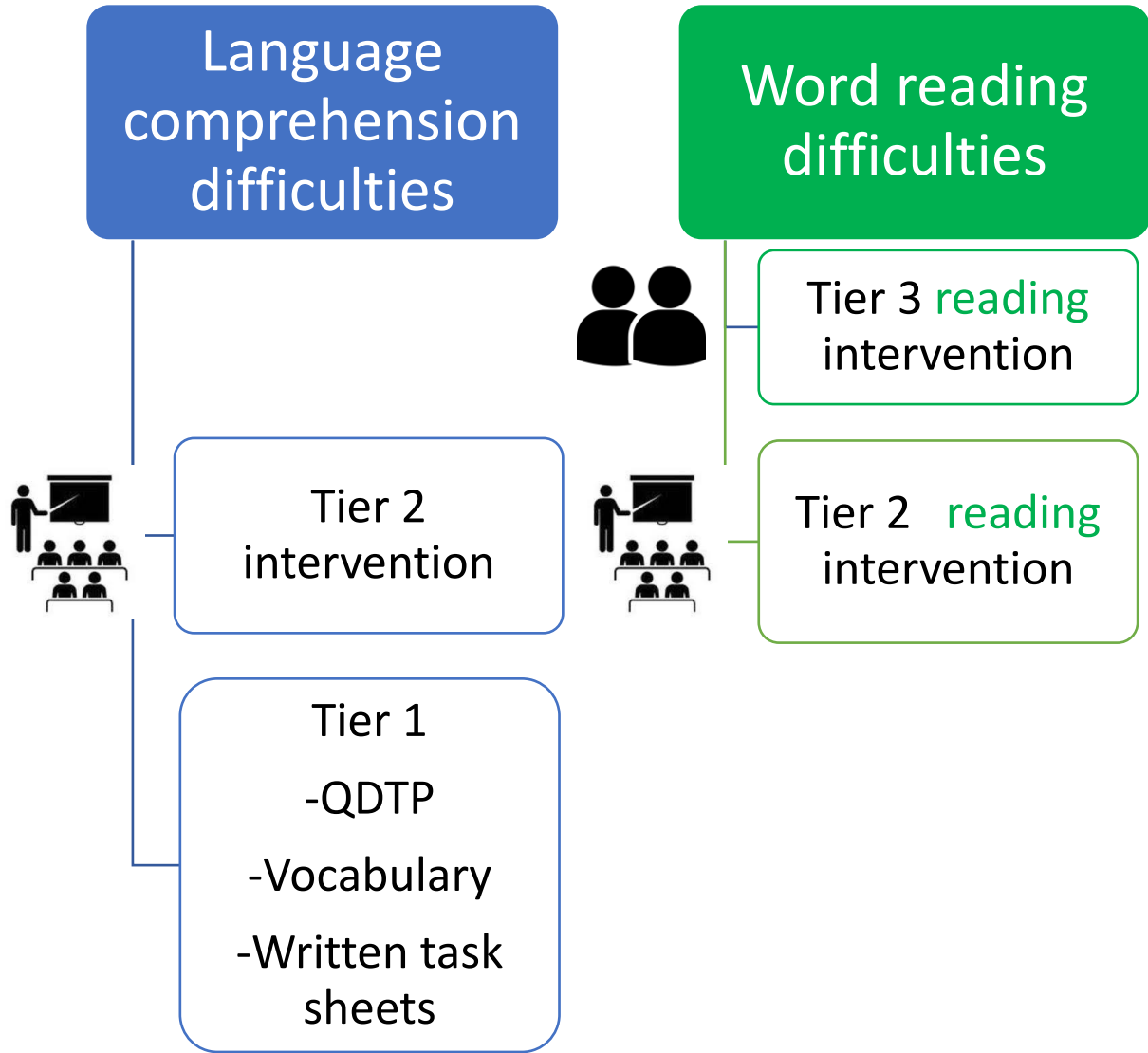
Individual, small group and whole school professional development on

- SVoR; Scarborough's Reading Rope
- Developmental Language Disorder
- Reader profiles of students screened
- QDTP Strategies
- How to support word reading & spelling
- How to support reading comprehension
- Access to assistive technology in class
- Explicit vocabulary instruction
- Morphology & Etymology
- Screening tools



Actions & Interventions

Assistive Technology



Actions and Interventions Staff-level

Data and evidence informed

Teacher/SSO training and mentoring

- Inhouse professional development
- Access to external training (e.g. SW)
 - Modelling
 - Work alongside
 - Observation

Team meetings

Learning area groups
Literacy Leadership Team
Curriculum planning

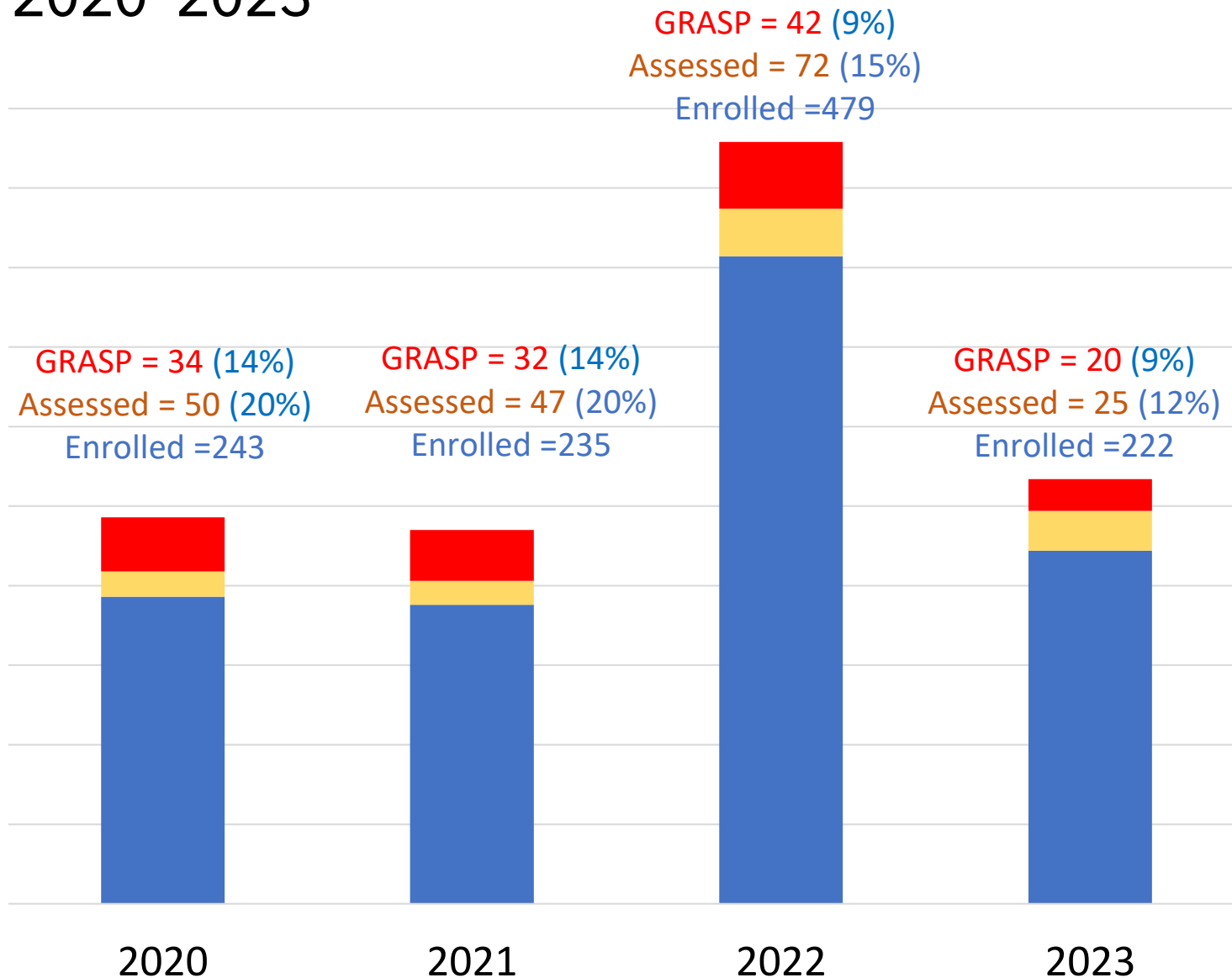
Whole school PD

- Raise awareness & build capacity
- QDTP
 - Vocabulary
 - DLD
 - Written task sheets

Screening results

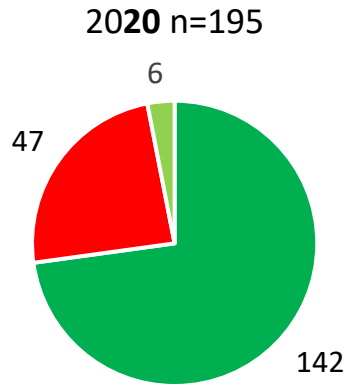


Number of students assessed and placed in GRASP 2020-2023

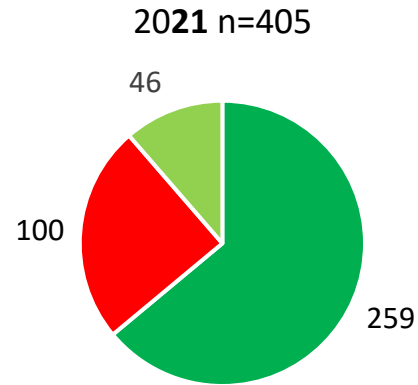


- GRASP = Tier 2 Reading Intervention Class
- Consistently, 15% to 20% of students enrolled to start high school are identified as being 'at risk' in literacy
- These students subsequently participate in a language/literacy assessment with the CHS speech pathologist
- 9-14% of incoming high school students require word-reading intervention

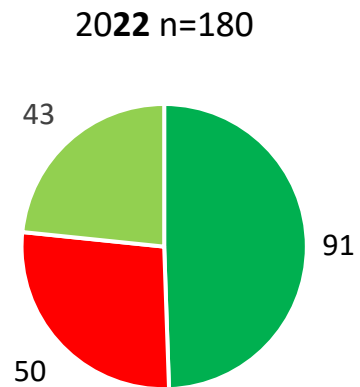
PGHS 2020-2022: Students screened and recommended for **RAP**



■ Not screened ■ RAP ■ Not RAP



■ Not screened ■ RAP ■ Not RAP



■ Not screened ■ RAP ■ Not RAP

2020

24% of all Year 8 enrolments → **RAP**
n=47/195

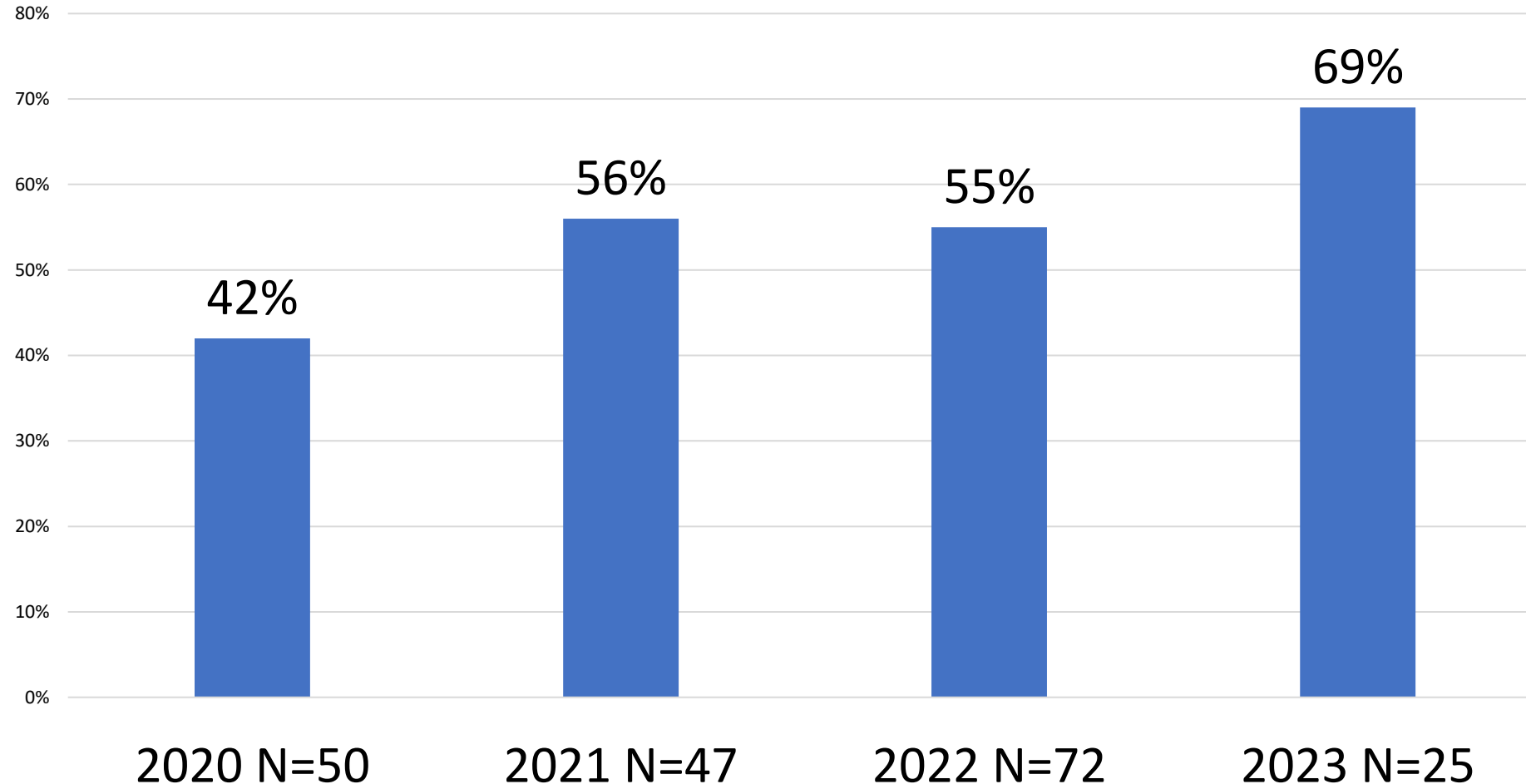
2021

25% of all Year 7/8 enrolments → **RAP**
n=100/405

2022

27% of all Yr7 enrolments → **RAP**
n=50/184

Percentage of **students assessed**, who entered high school with a decoding age* of <10 years old



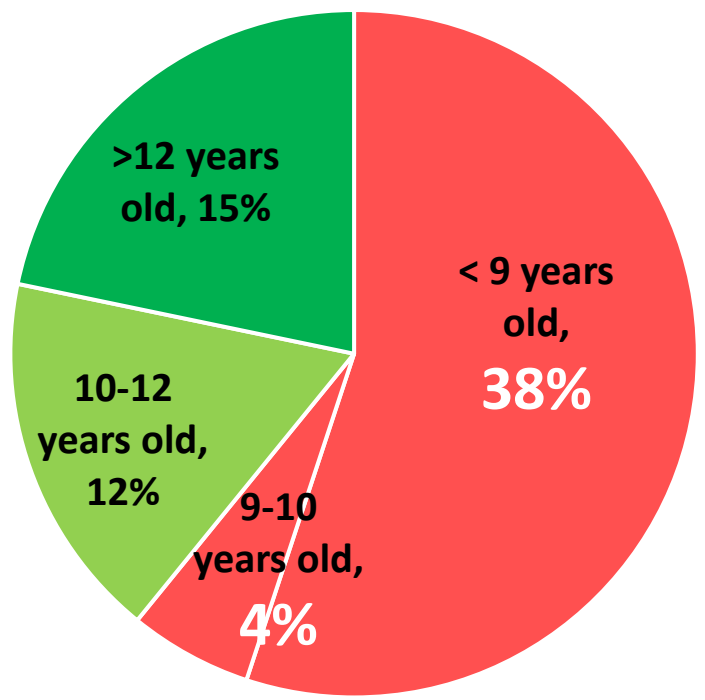
N = number of students assessed from the transitioning cohort

Assessment Results: Decoding Age

Based on Woodcock Johnson Reading Mastery Test, Word Attack (non-word reading) subtest

2020

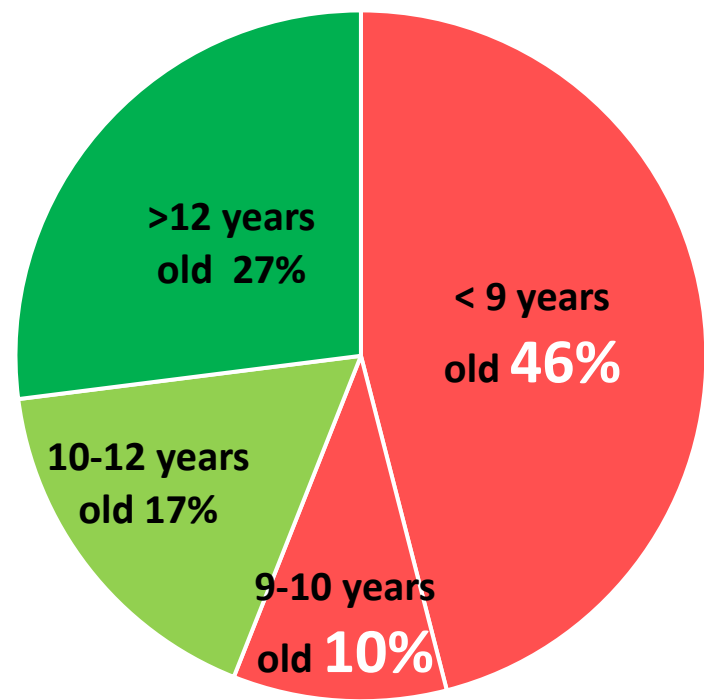
50 year 8 students assessed



42% of students assessed DA <10

2021

47 year 8 students assessed



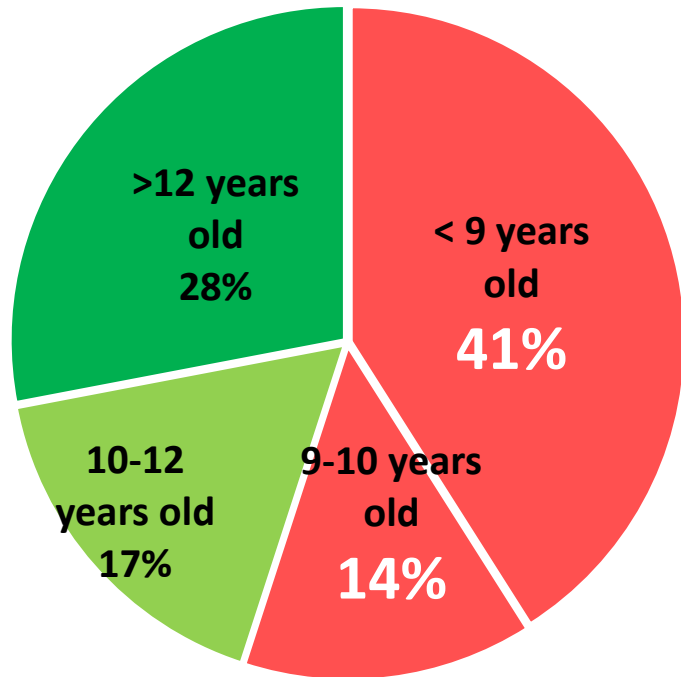
56% of students assessed DA <10

Assessment Results: Decoding Age

Based on Woodcock Johnson Reading Mastery Test, Word Attack (non-word reading) subtest

2022

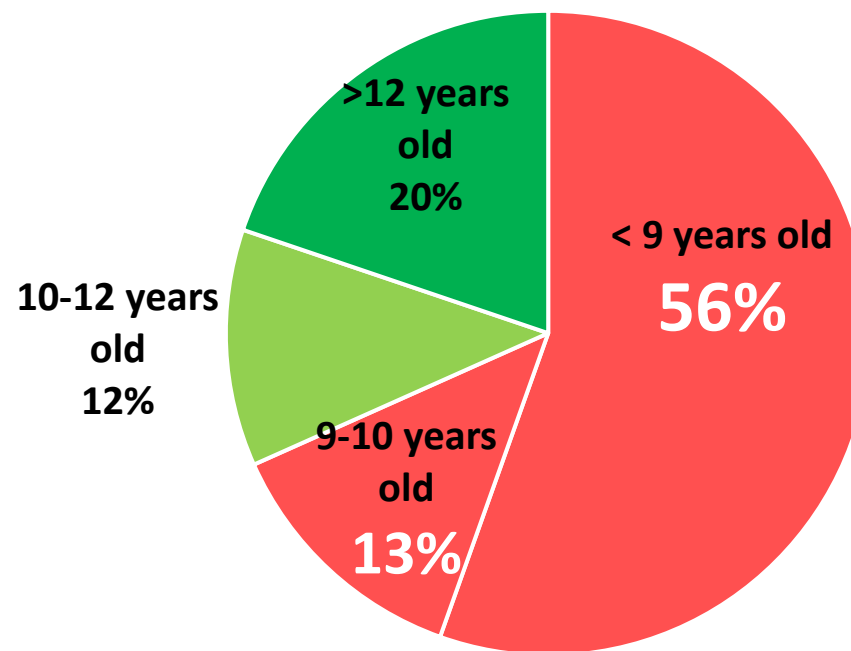
72 year 7/8 students assessed



55% of students assessed DA <10

2023

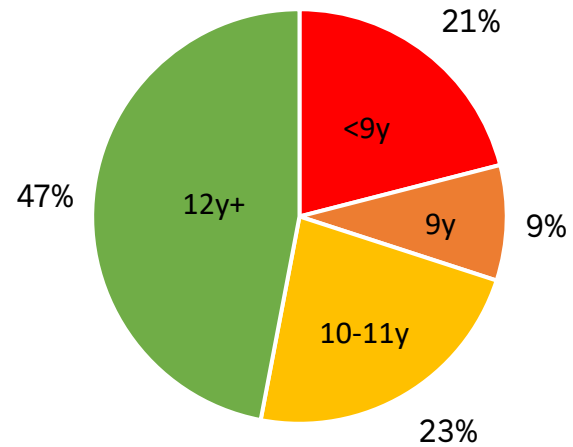
25 year 7 students assessed



69% of students assessed DA <10

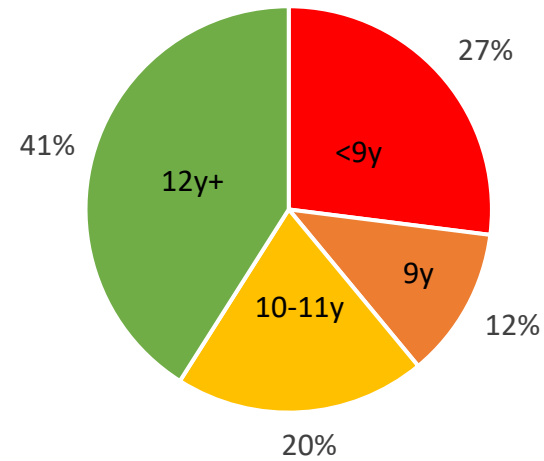
Assessment Results: Decoding age* of students screened

2020
n=47 Year 8



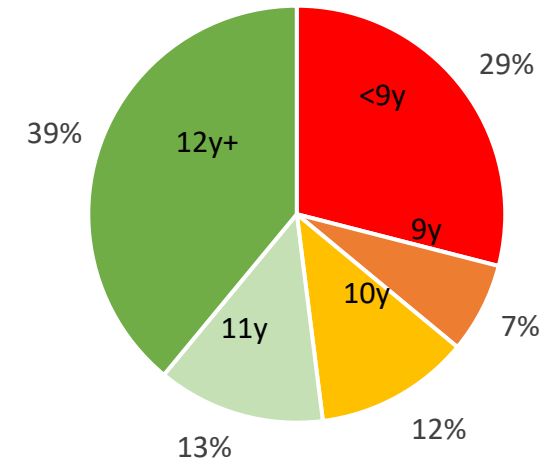
Decoding Age <10 = **30%**

2021
n=146 Year 7/8



Decoding Age <10 = **39%**

2022
n=97 Year 7



Decoding Age <10 = **36%**

*Based on Woodcock Johnson Reading Mastery Test, Word Attack (non-word reading) subtest

CELF-5 Language Screening Results

Triangulation of Data
 NAPLAN - PAT - SLS
 Writing Sample



Further Assessment by
 Speech Pathologist

Word Reading (Decoding)

- WJRM-III Word Attack
- YARC Single Word Reading Test
- TOWRE-2

Language Comprehension

- CELF-5 Screener



2020

50 students assessed

60% (n=30) did not meet age criterion/had DLD diagnosis

2021

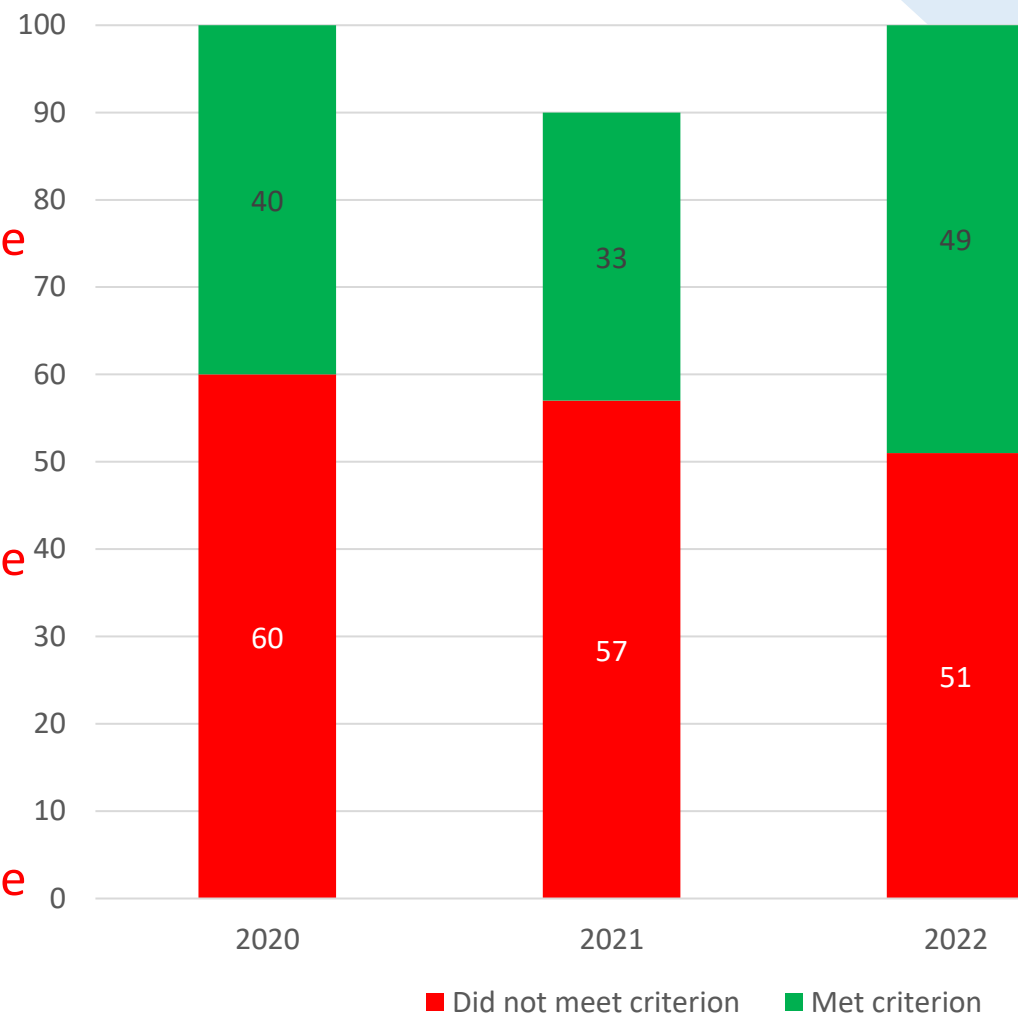
47 students assessed

57% (n=27) did not meet age criterion/had DLD diagnosis

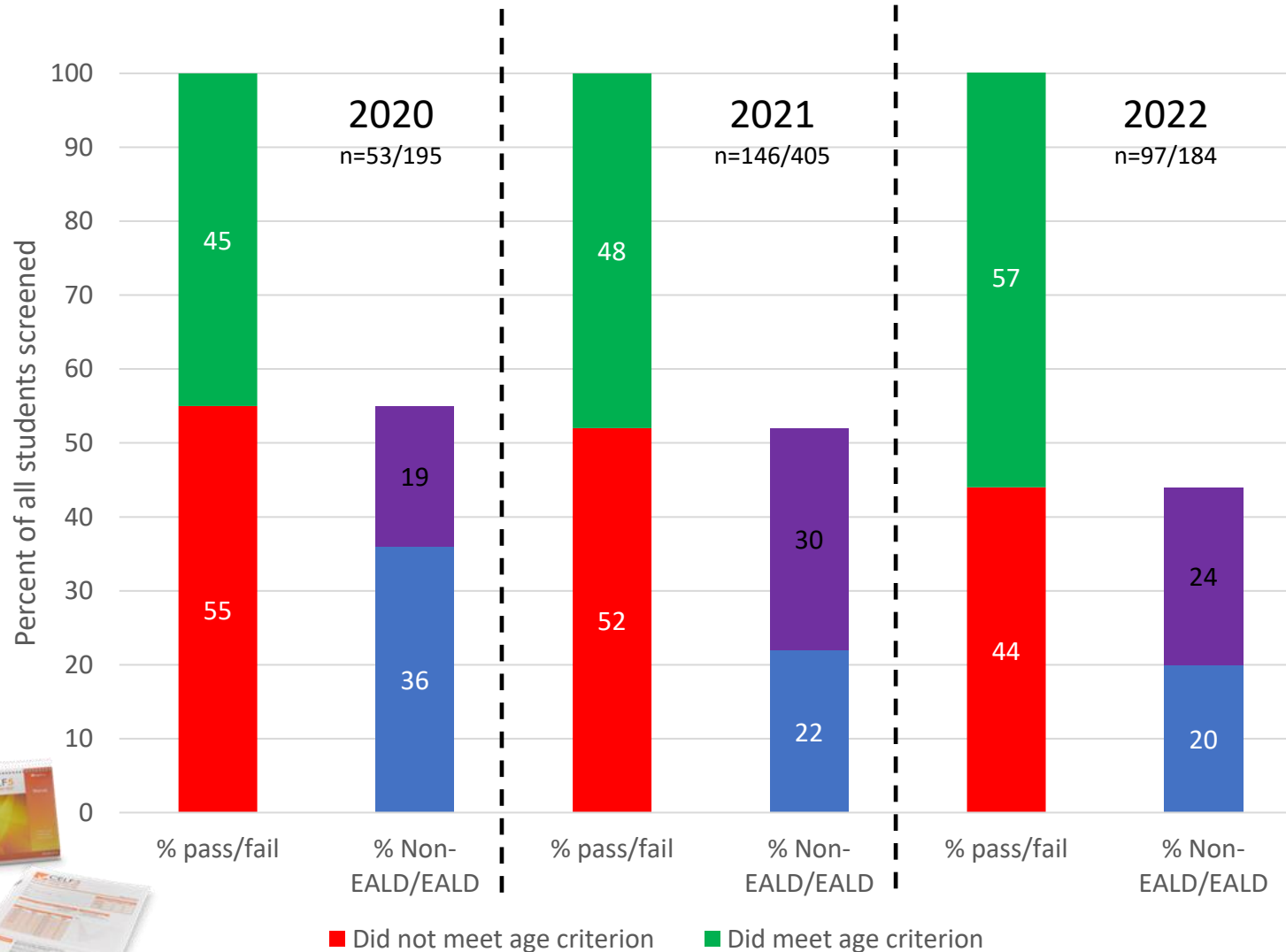
2022

72 students assessed

51% (n=37) did not meet age criterion/had DLD diagnosis



PGHS: CELF-5 Language Screening Results



2020

55% (n=29) did not meet age criterion

19 (36%) non-EALD

10 (19%) EALD

9.7% of enrolments (i.e. 19/195)

2021

146 screened

52% (n=76) did not meet age criterion

32 (22%) non-EALD

44 (30%) EALD

7.9% of enrolments (i.e. 32/405)

2022

43% (n=42) did not meet age criterion

18 (20%) non EALD

22 (24%) EALD

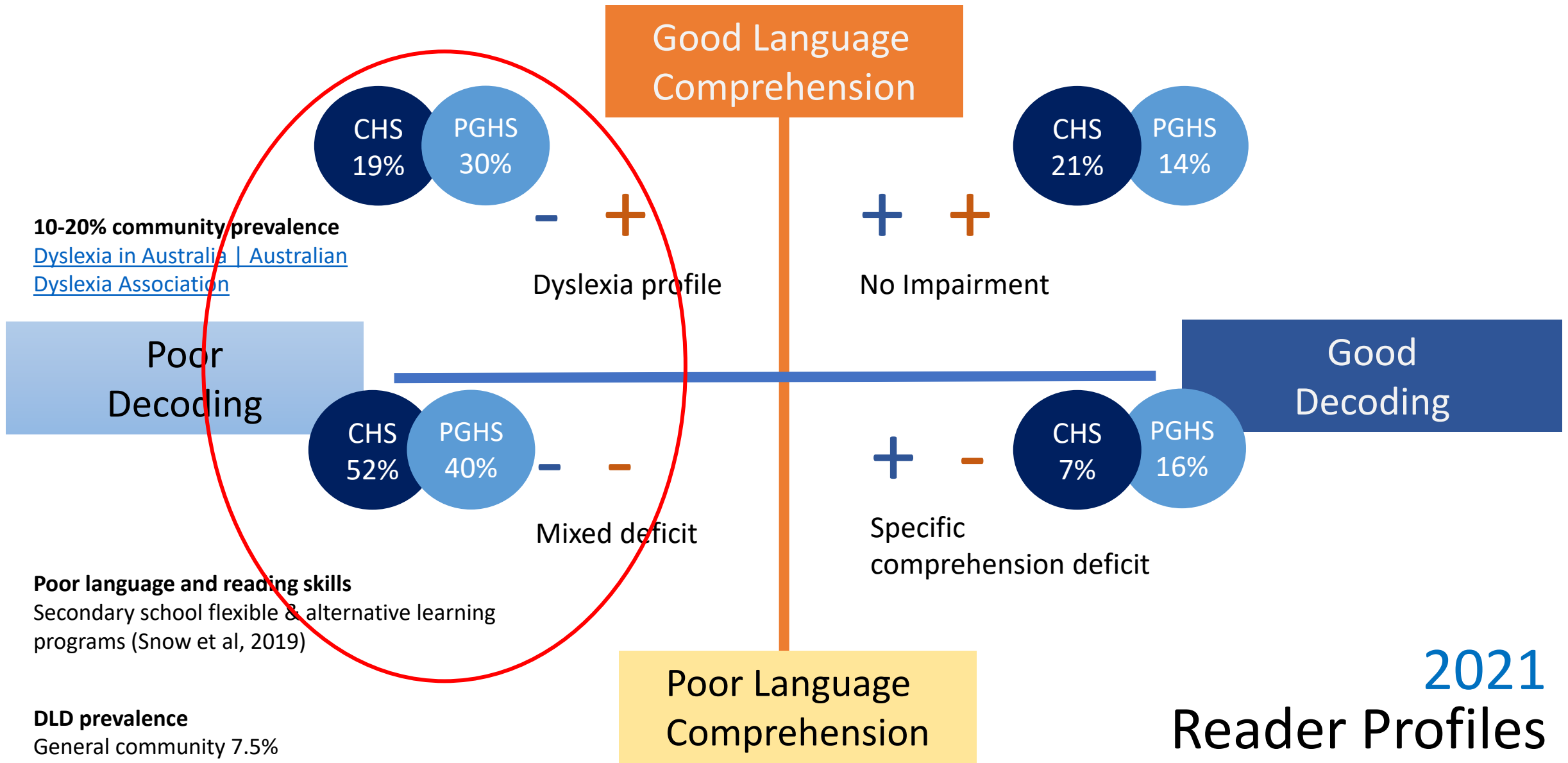
9.8% (18/180) of enrolments (i.e. **18/184**)

Developmental Language Disorder prevalence

***General population 7.5%**

Young offender & **FLO** populations ~50%
(Snow & Powell, 2014, Snow et al, 2019)

How did we use our screening data?



2021 Reader Profiles

10-20% community prevalence
[Dyslexia in Australia | Australian Dyslexia Association](#)

Poor language and reading skills
 Secondary school flexible & alternative learning programs (Snow et al, 2019)

DLD prevalence
 General community 7.5%
 Incarcerated population ~50%
 (Snow & Powell, 2014)

What does a
secondary school
reading
intervention class
“look” like?



Staffing



👤 Literacy leadership team

- Deputy principal
- English Coordinator
- Literacy Lead Teacher (RAP)
- School based senior sp path

👤 SW trained teachers x8

👤 SW trained special class teachers x2

👤 SW trained SSOs x4

👤 School-Based Senior Speech pathologist



👤 Literacy leadership team

- School Principal
- Director of Learning and Pedagogy
- Literacy/EALD leader
- English Coordinator
- School-based senior sp path

👤 SW trained teachers x5

👤 SW Trained SSOs x~8

👤 SW trained Literacy SSO x2

👤 School-Based Senior Speech pathologist

👤 1.0FTE AHP1 speech pathologist for tier 2 and 3

Timetabling & staffing

Informed by screening data collected during visits to primary schools in Term 2 or 3 of the preceding year

Year 7 RAP classes x 4

Year 8 RAP classes x 2

4 trained Teachers

4 trained SSOs

Lesson	Monday	Tuesday	Wednesday	Thursday	Friday	
8:40-8:50	Home Group	Home Group	Home Group	Home Group	Home Group	
1A-8:50	8F RAP 1 trained teacher & SSO x students				Home Group	
1B-9:30						
2A-10:10			7A & 7B RAP COMBINED CLASS 2 trained teachers x students	8A RAP 1 trained teacher & SSO X students		
2B-10:50			7A & 7B RAP COMBINED CLASS 2 trained teachers x students	8A RAP 1 trained teacher & SSO X students		
Recess-11:30-11:50						
3A-11:50	7A & 7B RAP COMBINED CLASS 2 trained teachers & 2 SSOs X students			7G & 7F RAP COMBINED CLASS 2 trained teachers & 2 SSOs X students		
3B-12:30	7G & 7F RAP COMBINED CLASS 2 trained teachers & 2 SSOs X students			7G & 7F RAP COMBINED CLASS 2 trained teachers & 2 SSOs X students		
Lunch-1:20-1:50						
4A-1:50	Home Group	8F RAP 1 trained teacher & SSO x students				
4B-2:30	Early finish 2:20pm Staff meetings & PD	8F RAP 1 trained teacher & SSO x students				








Timetabling & staffing

informed by screening data collected during visits to primary schools in Term 2 or 3 of the preceding year

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Line 1 8 GRASP 1 8 English Support 2	Line 2 7 GRASP/ Eng Supp 1 7 GRASP/Eng Supp 2	Line 3 7 GRASP/Eng Supp 1 7 GRASP/Eng Supp 2	Line 6	Line 7 9 English Support
Line 3 7 GRASP/Eng Supp 1 7 GRASP/Eng Supp 2	Line 6	Line 1 8 GRASP 1 8 Eng Supp 2	Line 4 8 English Supp 1 10 Eng Supp	Line 5
Line 5	Line 4 8 English Support 1 10 English Support	Line 7 9 English Support		Line 2 7 ES 1 7 ES 2

RAP/GRASP Staffing



	RAP (y7)	RAP (y8)	GRASP
Maximum Students	20 (ratio 1:5)	10 (ratio 1:5)	16 (1:4)
Teacher	2 	1 	1 
SSO	2 	1 	1-2 
Speech path			1 



SOUNDS - WRITE
First Rate Phonics

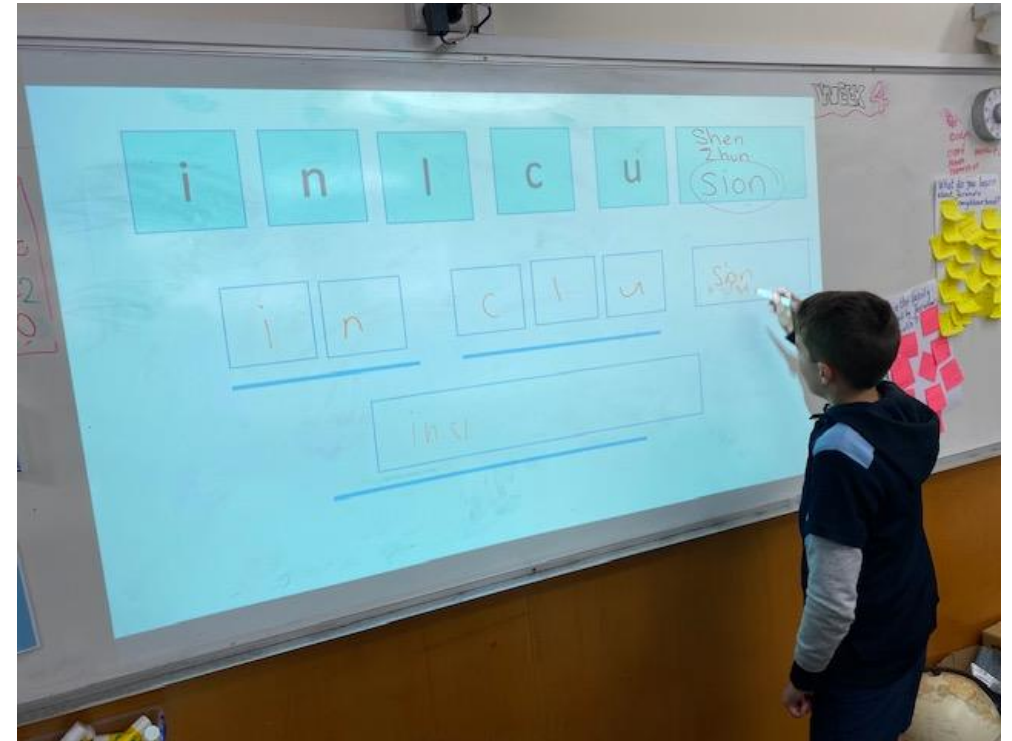
Content: Why Sounds-Write?



- Aligned with the **simple view of reading**
- Applicable at class cohort level
- **Suitable for adolescence**
- Clear **scope and sequence**
- Aligned to adolescent-friendly **decodable readers**
- Lesson scripts – **consistency and integrity** across teachers
- Phonological awareness is **paired with orthography**, in the context of words
- Listening, reading and writing words **all** the time
- Polysyllabic words – 80% of English words are polysyllabic
- Cost effective and accessible (cost of training, ongoing costs to commit)

Tier 2 Reading intervention

- Class format
- Has traits of a tier 2 intervention
- Delivered to students who probably would all need Tier 3
- Some students have Tier 3 intervention as well



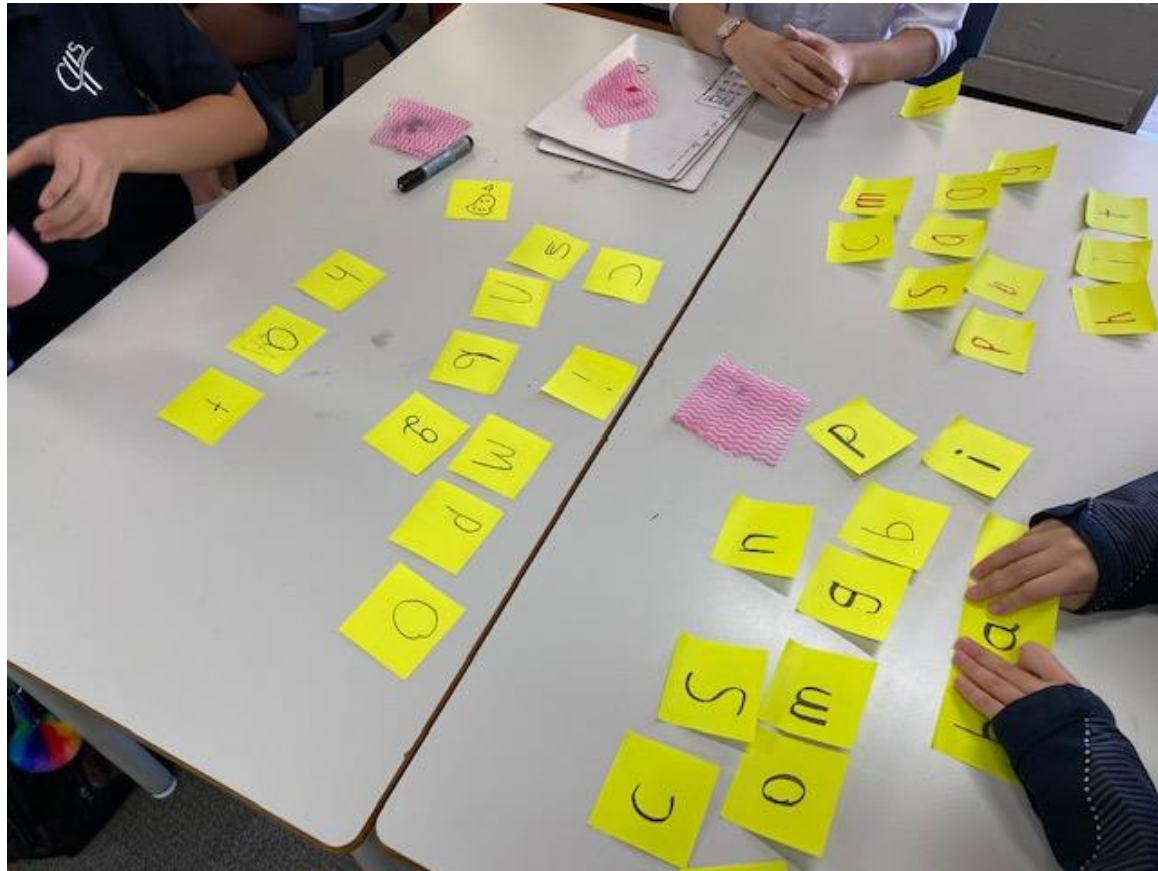
Intervention elements of GRASP and RAP

- Creating a safe space to make mistakes, take risks, have a go
- Lessons 3-4 times per week
- Revision & practice of PA skills and code knowledge
- Teaching through errors to promote problem solving
- Elements of differentiation
- Movement and brain breaks, variety of short, fun, engaging and rewarding activities
- + Reading fluency – decodables (Teams)
- + Writing fluency – spelling in context, dictation
- + Reading comprehension (decodables)
- + Polysyllabic words, morphology and etymology

Sample Lesson Plan ~ 40-50 minutes

Warm up - Sound swap
Revision - /oa/
Revision /oo/ - Word building
/oo/ Polysyllabic word building worksheet
Brain Break – silent ball
1. Reading fluency
2. Writing sentences with /oo/ words
10:30 pack up - Games

Sound swapping with non-words

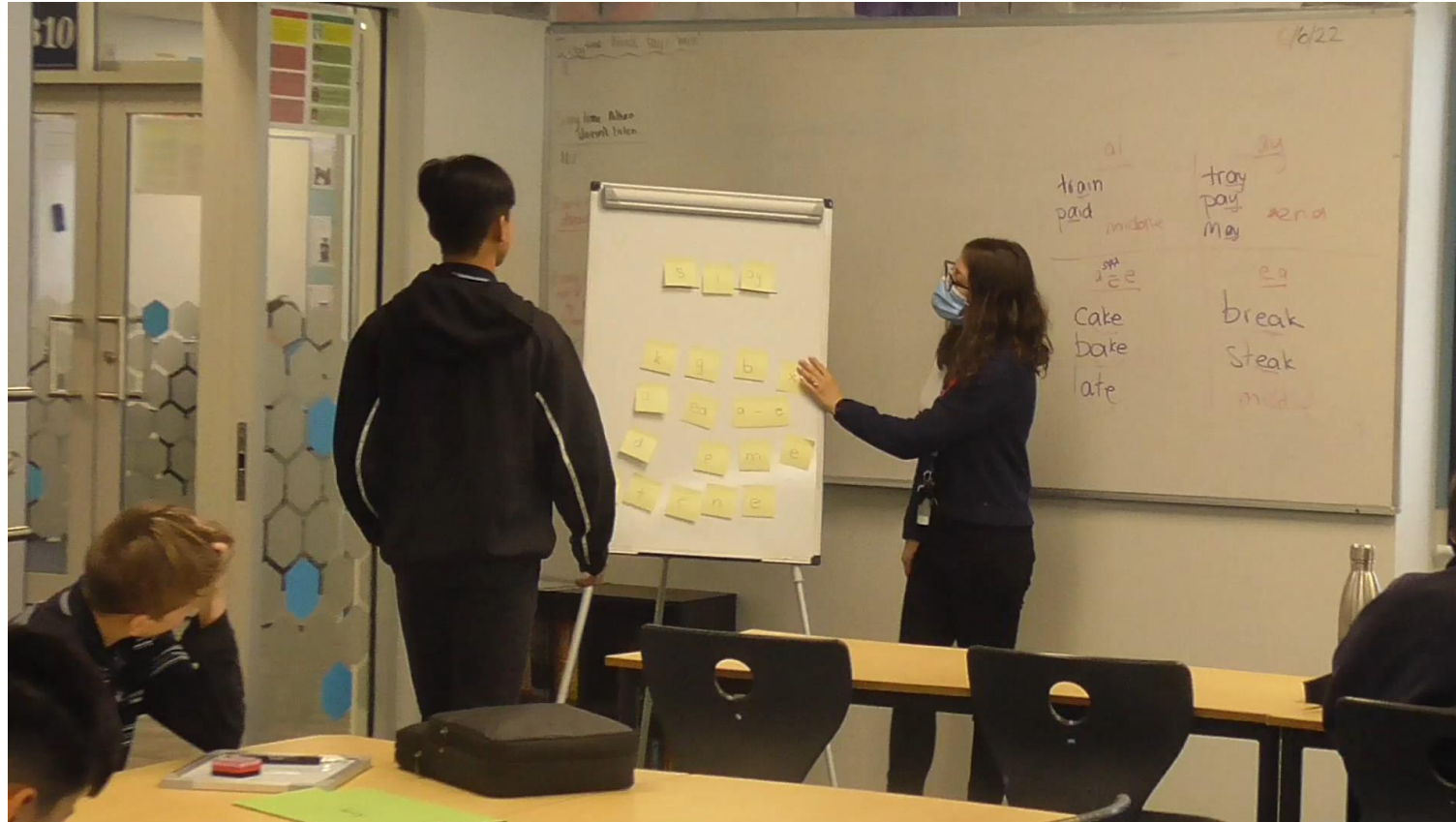


phonemic awareness – phoneme/grapheme manipulation - awareness of initial code



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Word building practice



“Give me a hard word to build!”



Polysyllabic word building

Segmenting, blending and sorting /er/ sound spellings

deliver	d e l i v e r	d e l i / v e r	d e l i v e r
firm	f i r m	f i r / m	f i r m
burning	b u r n i n g	b u r / n i n g	b u r n i n g
worse	w o r s e	w o r / s e	w o r s e
sponsor	s p o n s o r	s p o n / s o r	s p o n s o r
figure	f i g u r e	f i / g u r e	f i g u r e
circus	c i r c u s	c i r / c u s	c i r c u s
entertain	e n t e r t a i n	e n / t e r / t a i n	e n t e r t a i n
birthday	b i r t h d a y	b i r t h / d a y	b i r t h d a y
professor	p r o f e s s o r	p r o f e s s / o r	p r o f e s s o r

- Underline the sounds in each word.
- Write the sounds on the line and say the sounds as you go.
- Put in the syllable breaks.
- Re-write the word in full.

/er/ Word Building

- Place the correct /er/ sound spelling in each word from the table below.
- Write the word in its syllables, saying the sounds as you write them.
- Write the whole word.

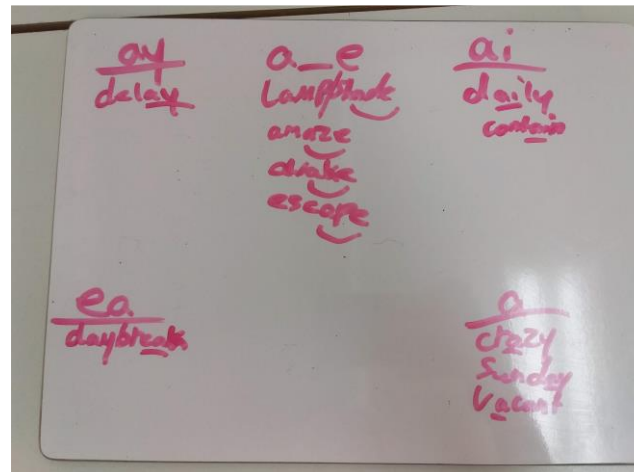
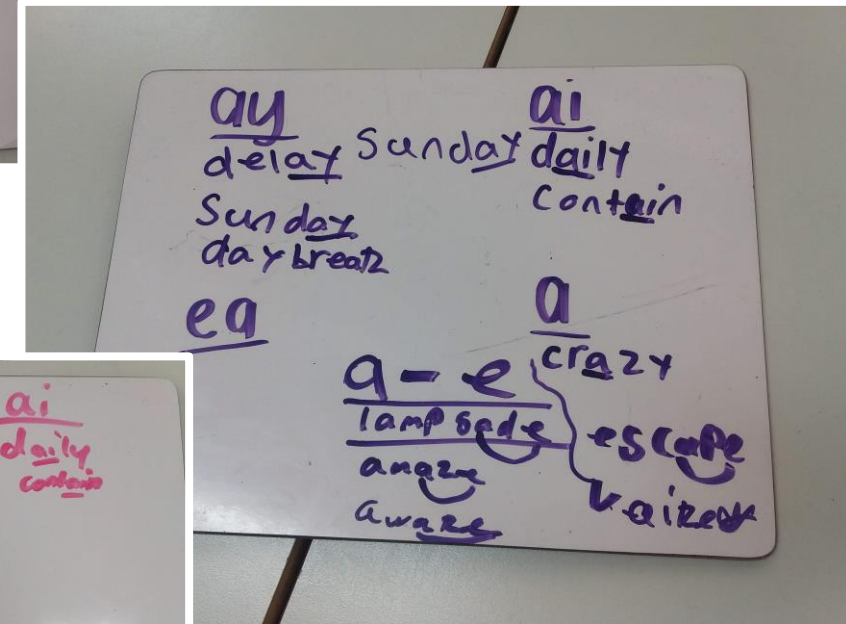
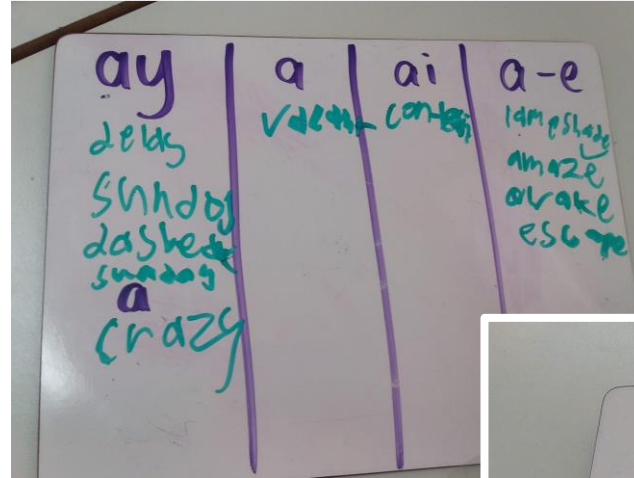
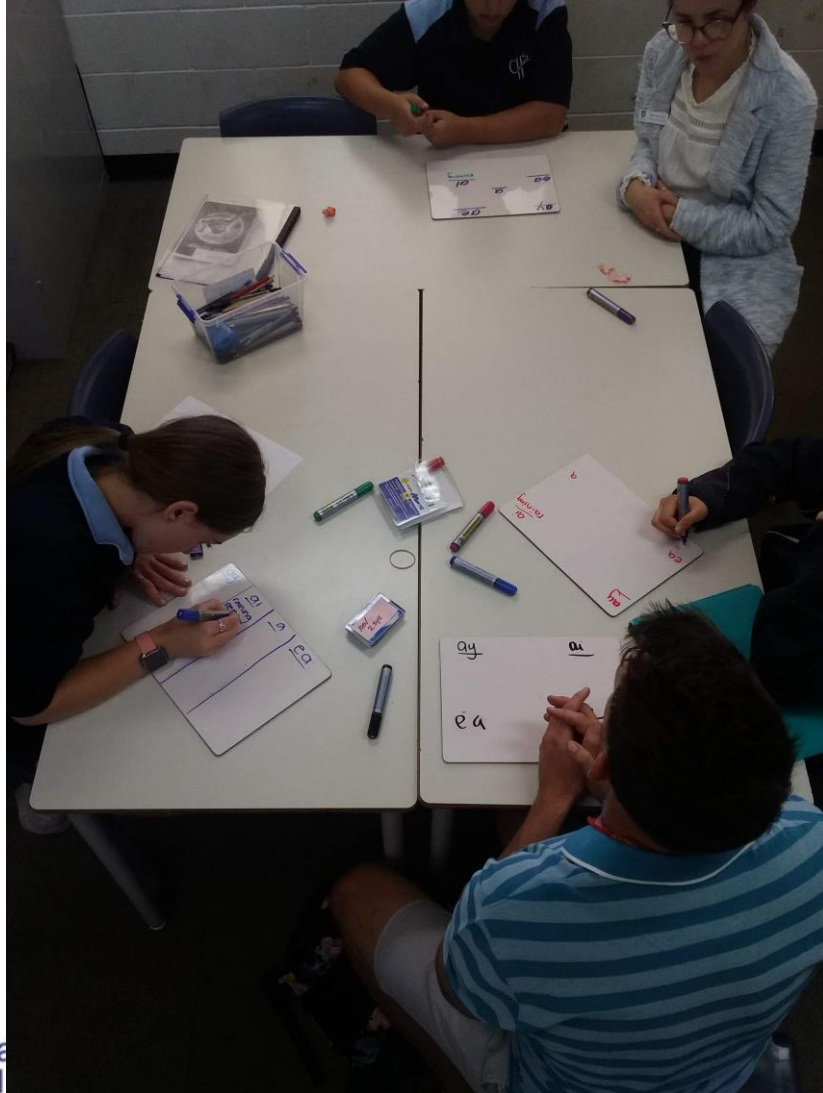
figure	f i g u r e	figure
anger	a n g e r	anger
firm	f i r m	firm
permanent	p e r m a n e n t	permanent
motoring	m o t o r i n g	motoring
urbanisation	u r b a n i s a t i o n	urbanisation
earnest	e a r n e s t	earnest
neighbouring	n e i g h b o u r i n g	neighbouring

ear	er	or	our
er	ur	ure	er
ir			

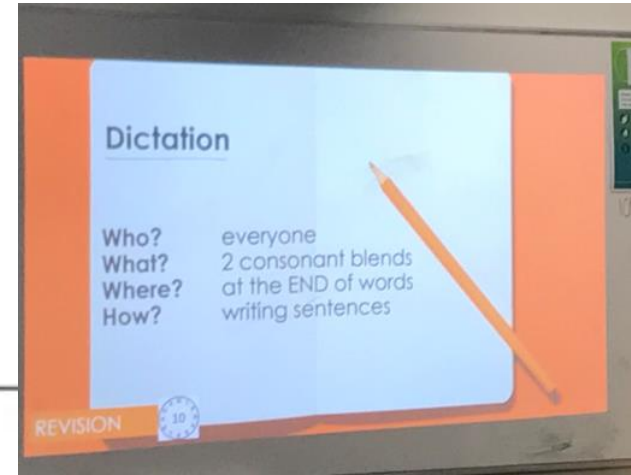
HITS

Clear learning intentions | I do, we do together, you do | multiple exposures

Word writing under different /ae/ spellings



Dictation: Spelling practice in context



8/6/21

A great day

/ae/	
<a>	1. It was a hot day.
<ai>	2. Zak took the trail up the hill.
<ay>	
<ea>	3. He sat in the shade.
a-e	

4. The sheep grazed in the long grass.

5. He held the talisman in his hand.

6. Never take it off.

7. It may save you one day," grandpa said.

8. Zak said to himself, "It's a false."

9. Not a great gift for my birthday, I'll chuck it in the lake.

10. Something made him wait.

11. Later, the sun began to set.

12. The sky was ablaze with red.

13. Zak made his way back down the path.

14. It began to rain.

15. A great day Zak complained.

Practice writing
/ae/
sound spellings
a, ai, ay,
ea, a-e

9/9/21

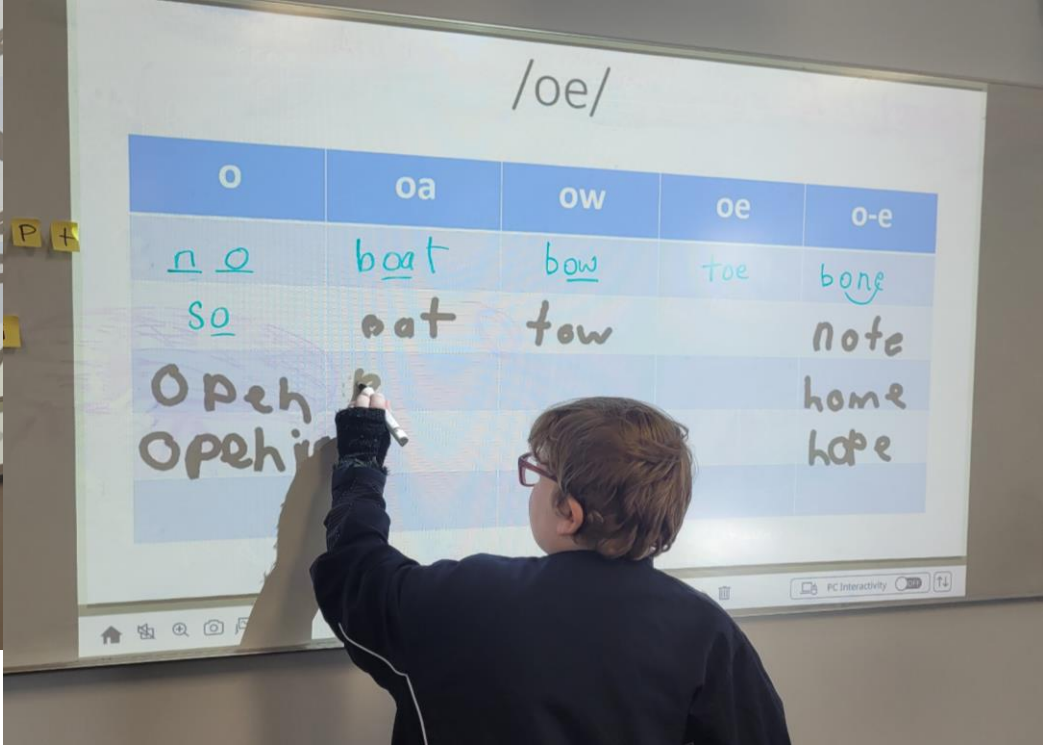
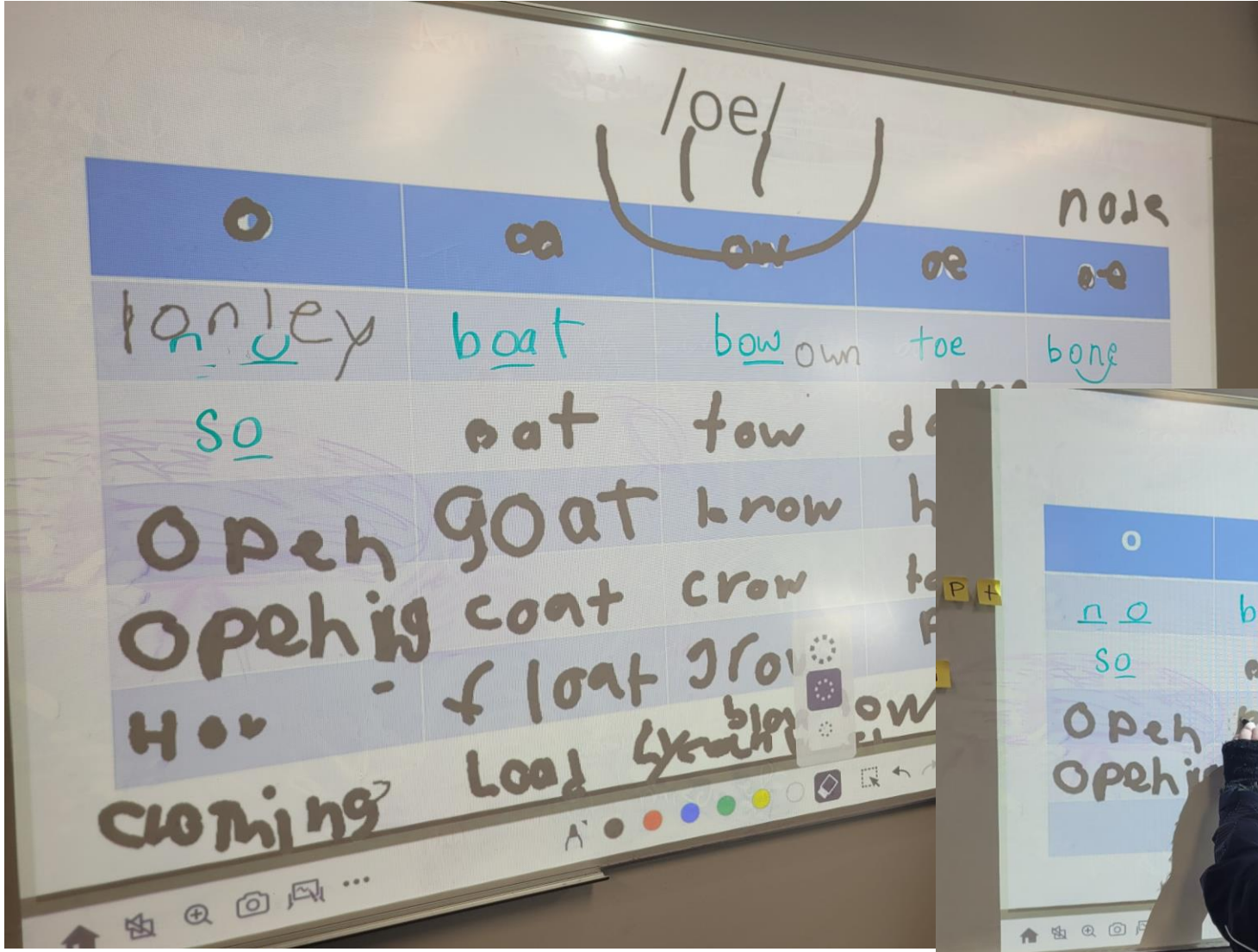
Pearl's first job

~~It was Thursday, 16th December, the end of term at Fernhill School. Pearl wanted to earn some pocket money for the Christmas holiday. Now that she was a thirteen-year-old girl, her mum said she could do a bit of work to earn some money. First Pearl searched the adverts in the paper looking for work. Nothing! She looked in the local shops. Nothing! then she asked her neighbours.~~

It was Thursday, 16th December, the end of term at Fernhill School. Pearl wanted to earn some pocket money for the Christmas holiday. Now that she was a thirteen-year-old girl, her mum said she could do a bit of work to earn some money. First Pearl searched the adverts in the paper looking for work. Nothing! She looked in the local shops. Nothing! then she asked her neighbours.

Practice writing
/er/
sound spellings
er, ir, or,
ear, ur

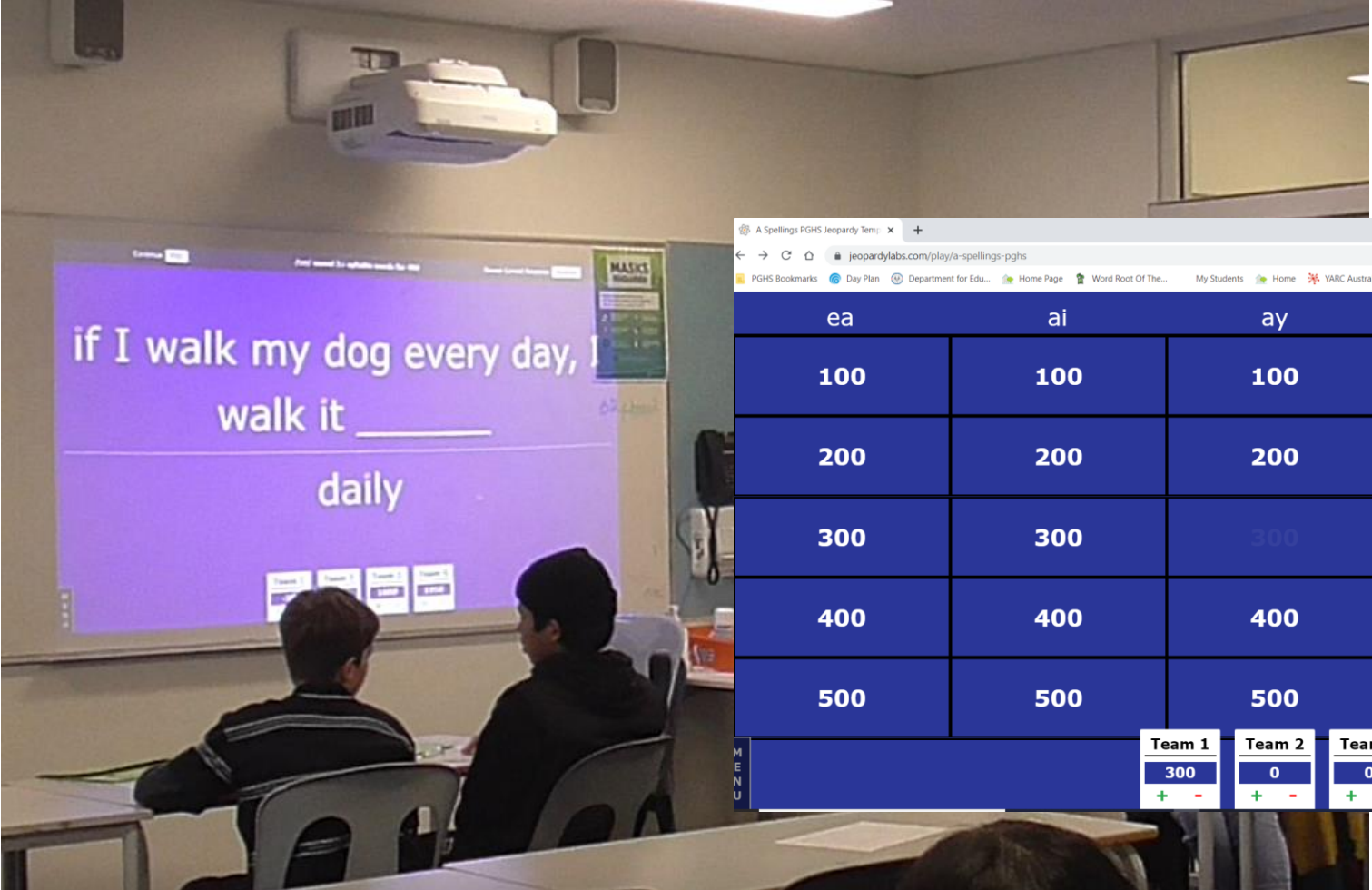




Revising /ae/ sound spellings with Jeopardy



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ea	ai	ay	a-e split	Tricky
100	100	100	100	100
200	200	200	200	200
300	300	300	300	300
400	400	400	400	400
500	500	500	500	500

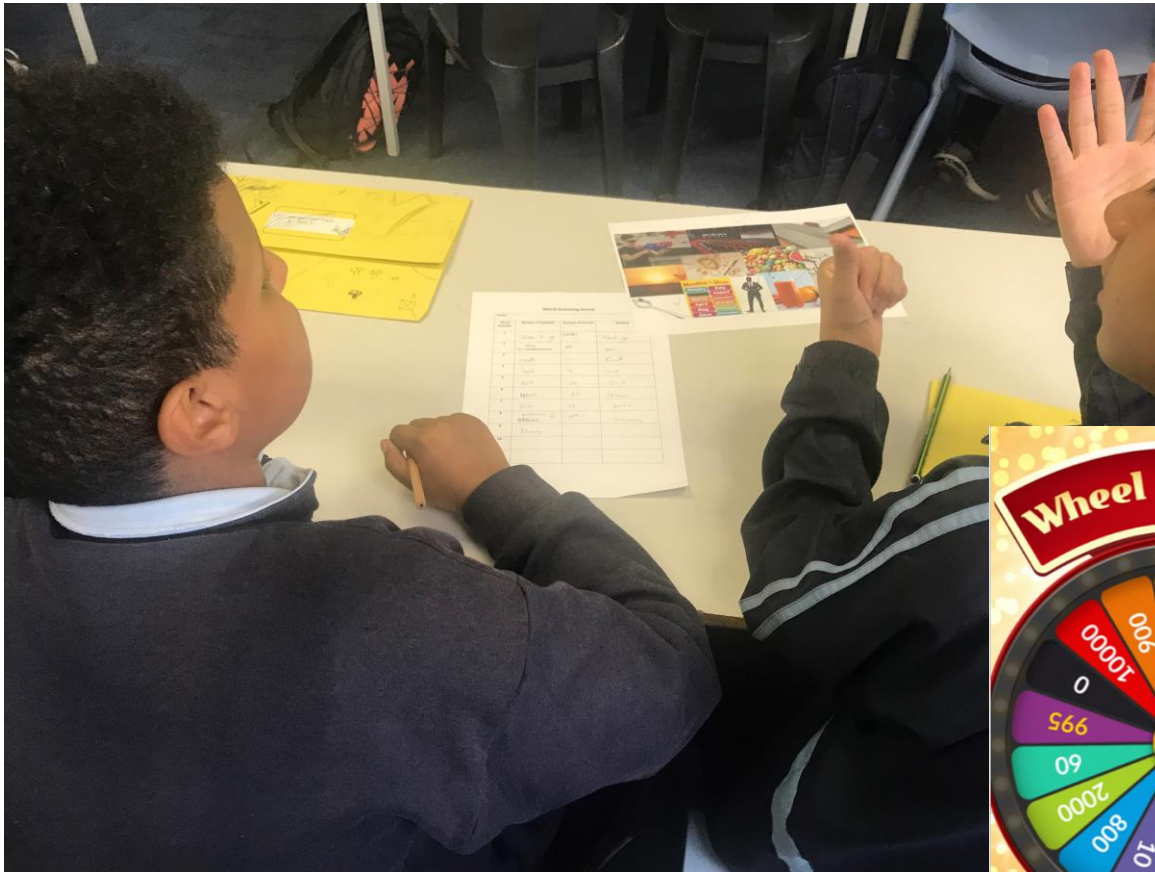
Team 1	Team 2	Team 3
300	0	0
+ -	+ -	+ -

Other games include
Quizlet
Kahoot

Blending and segmenting sounds and syllables in polysyllabic words



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Wheel of fortune!

3-4 Teams



How many sounds?

You will need:

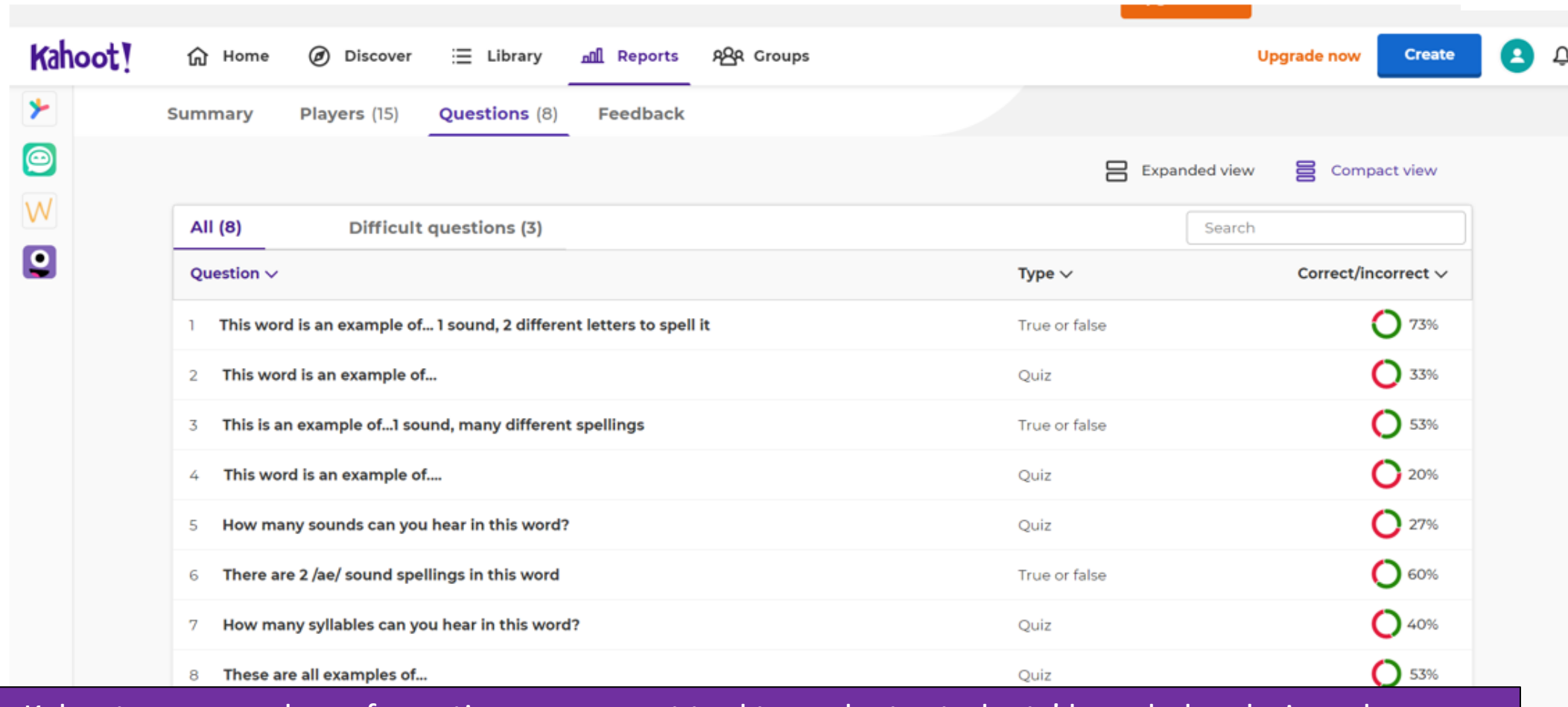
- whiteboards and markers
- Who and how?
 - **Listen** to the word
 - **Say** the **sounds as you spell each syllable**
 - **Write** the whole word
 - **How many sounds** in the word?

<https://esikidsgames.com/wheel-of-fortune>

10



Using online games as progress monitoring tools



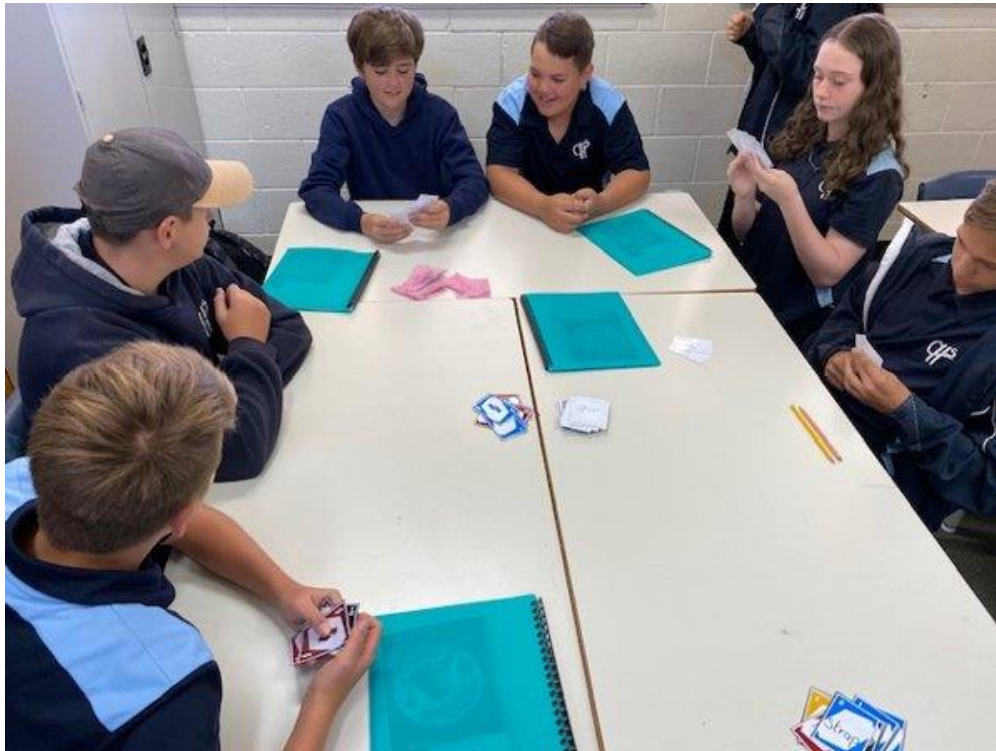
The screenshot shows the Kahoot! interface with the 'Reports' tab selected. The 'Questions' sub-tab is active, displaying a table of 8 questions. The table includes columns for 'Question', 'Type', and 'Correct/incorrect' percentages. A search bar is visible at the top right of the table area.

Question	Type	Correct/incorrect
1 This word is an example of... 1 sound, 2 different letters to spell it	True or false	73%
2 This word is an example of...	Quiz	33%
3 This is an example of...1 sound, many different spellings	True or false	53%
4 This word is an example of....	Quiz	20%
5 How many sounds can you hear in this word?	Quiz	27%
6 There are 2 /ae/ sound spellings in this word	True or false	60%
7 How many syllables can you hear in this word?	Quiz	40%
8 These are all examples of...	Quiz	53%

Kahoot game used as a formative assessment tool to evaluate students' knowledge during a lesson

Word reading and writing practice

Uno & Phono card decks for **each sound**
and their **different spellings**

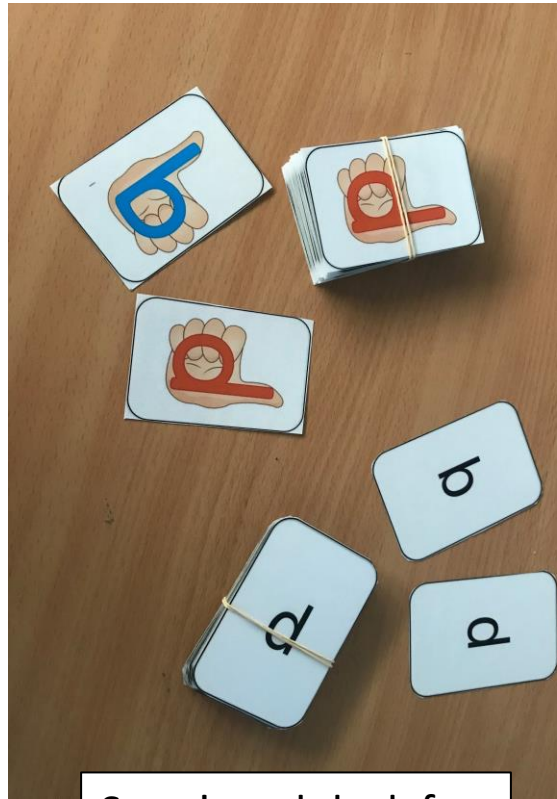


Segmenting and blending
adjacent consonants
CCVC & CVCC



Segmenting & blending
polysyllabic tier 2 academic
vocabulary

Sound and word reading practice



Snap! card deck for b / d confusion

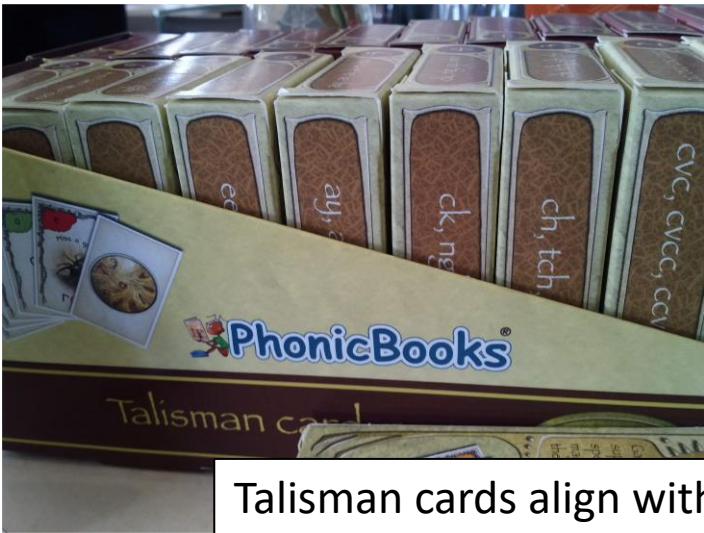


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www.spelfabet.com.au



Aligned to Sounds-Write Initial & Extended Code

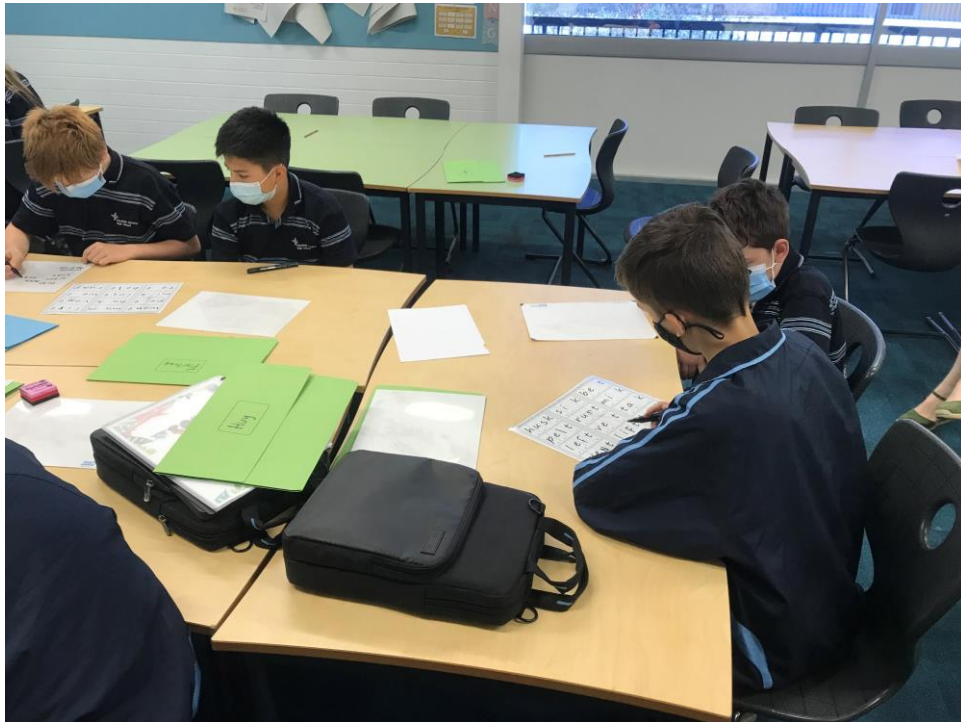
Word Reading Practice



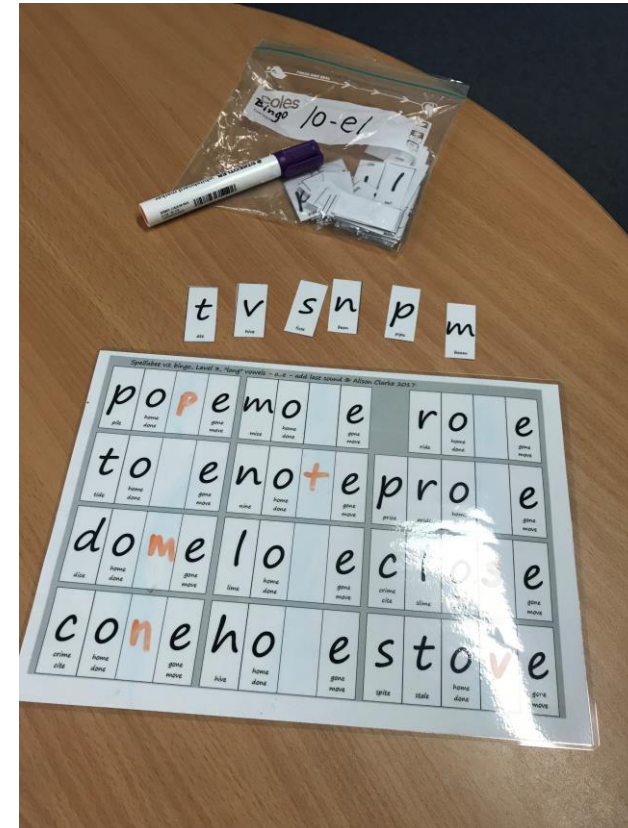
Talisman cards align with decodable texts used in GRASP & RAP classes

Problem solving with phonemes & graphemes

Phoneme manipulation in context



Aim: Make as many real words as you can with the consonants the teacher draws out of the bag



Bingo for o-e spelling

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Word reading and writing practice

Jenga blocks for each sound

Jenga



Students enjoy it



Dosage limitations

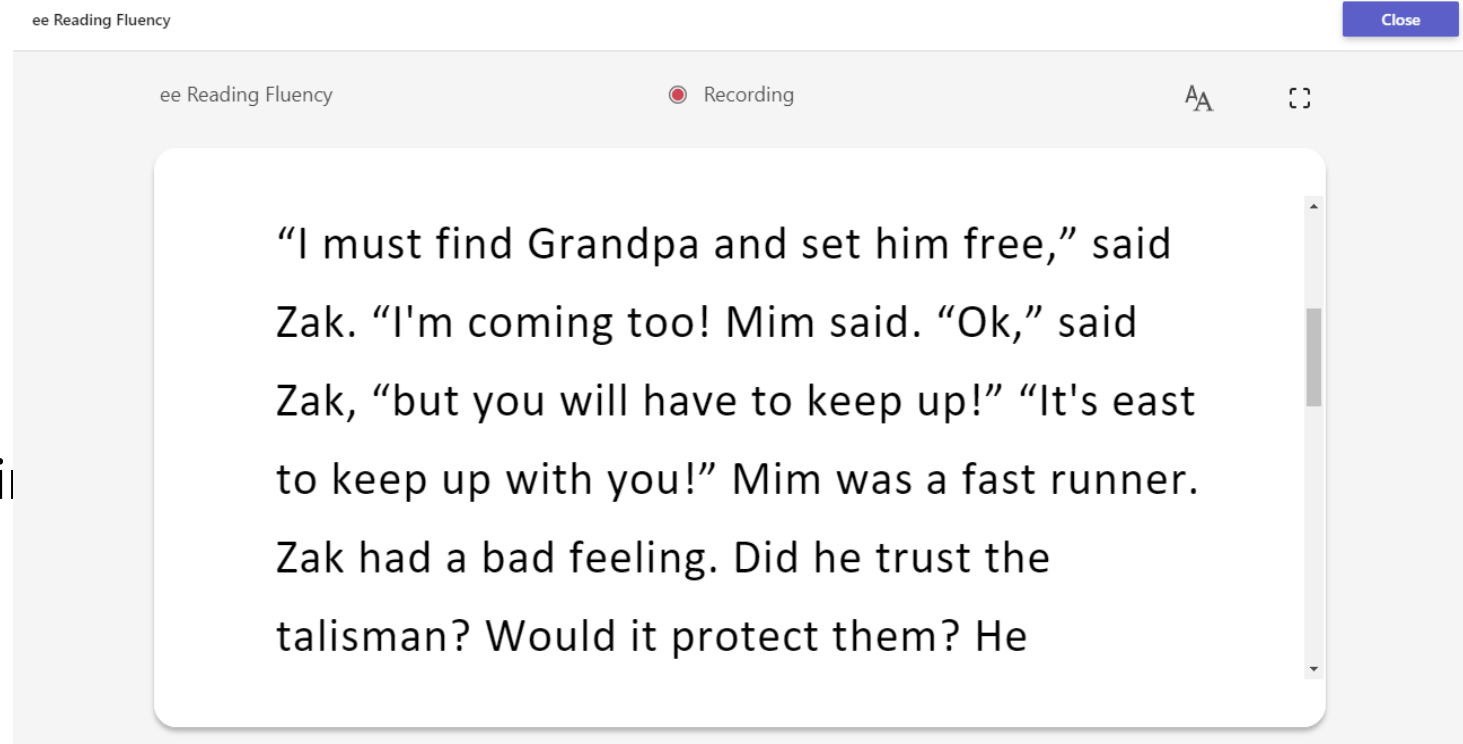


Developing Reading Fluency

Using decodable texts and other tools

Microsoft Teams Reading Progress feature (Fluency)

- Classroom
- Assignment
- Create new
- Add attachment = Reading Progress
- Upload file



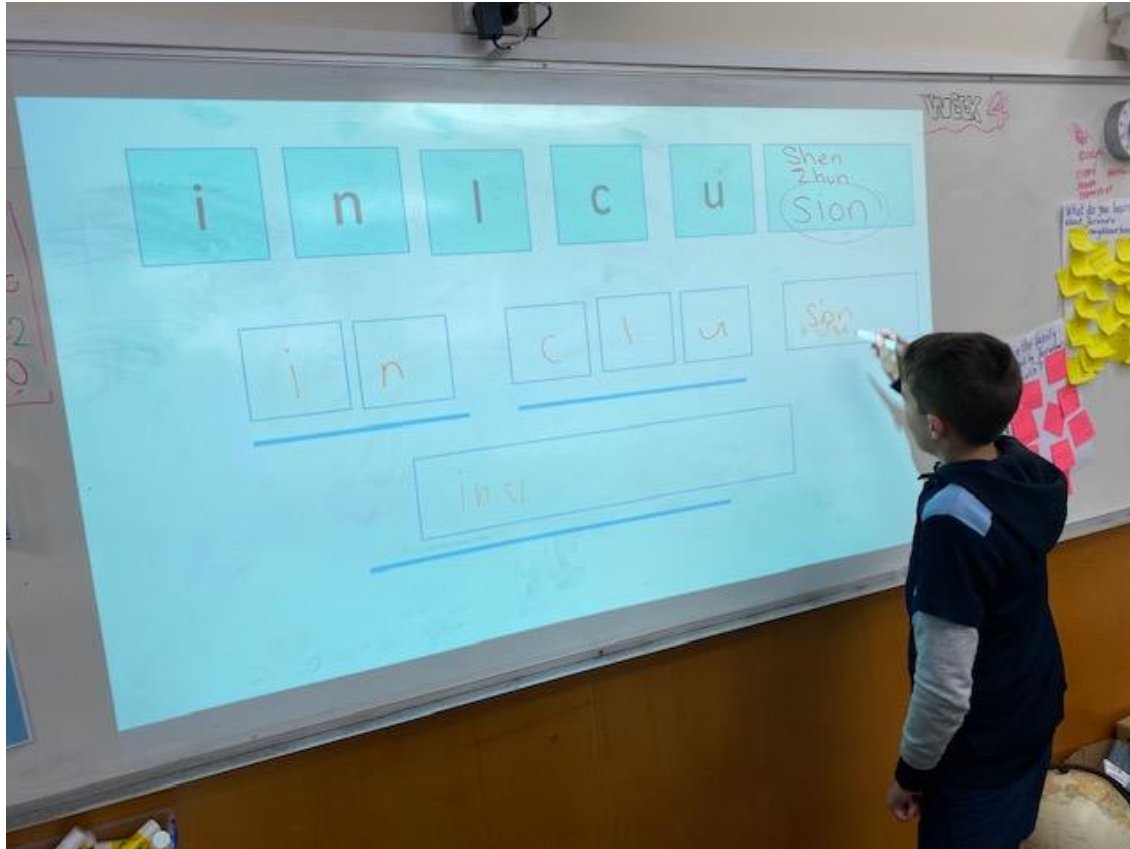
ee Reading Fluency

Recording

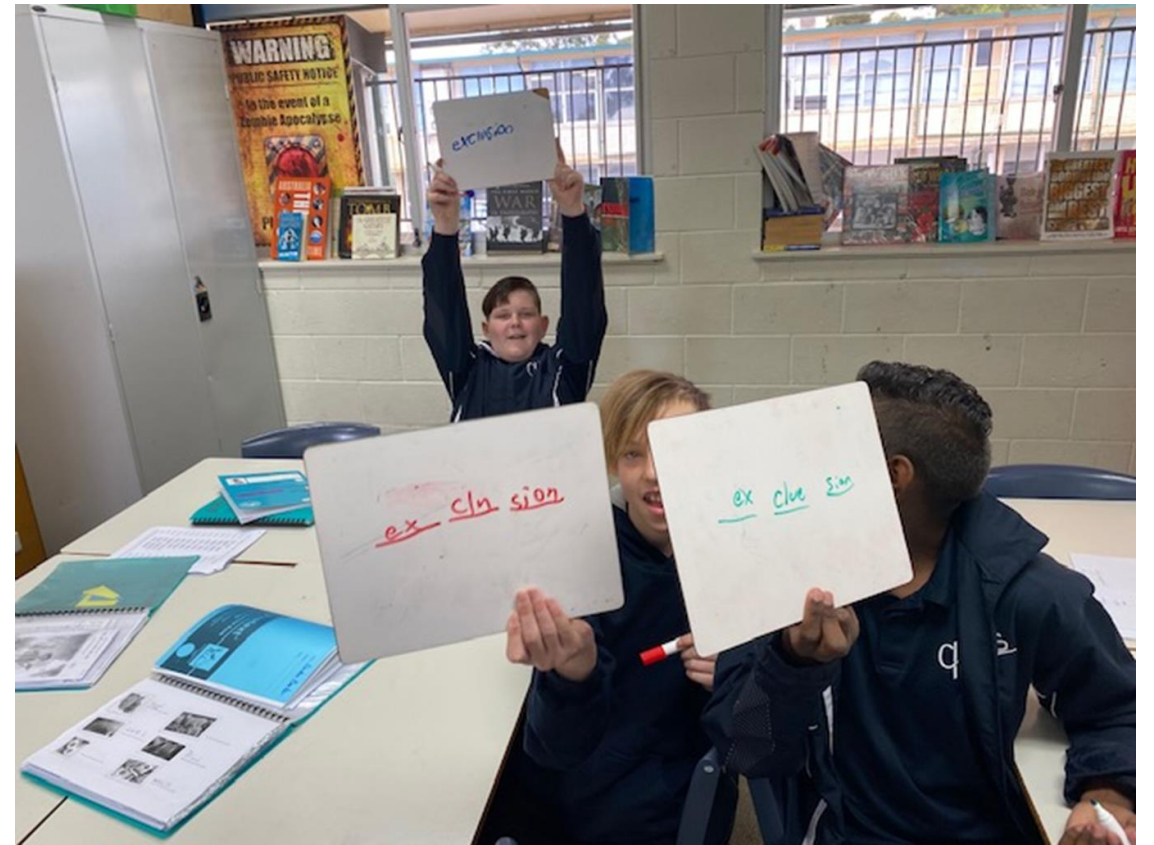
“I must find Grandpa and set him free,” said Zak. “I’m coming too! Mim said. “Ok,” said Zak, “but you will have to keep up!” “It’s east to keep up with you!” Mim was a fast runner. Zak had a bad feeling. Did he trust the talisman? Would it protect them? He

For a demonstration go to: <https://www.youtube.com/watch?v=UCZUAfRW3H0>
Five from Five – Reading Fluency

Word building with prefixes & suffixes



prefix in- and suffix -tion

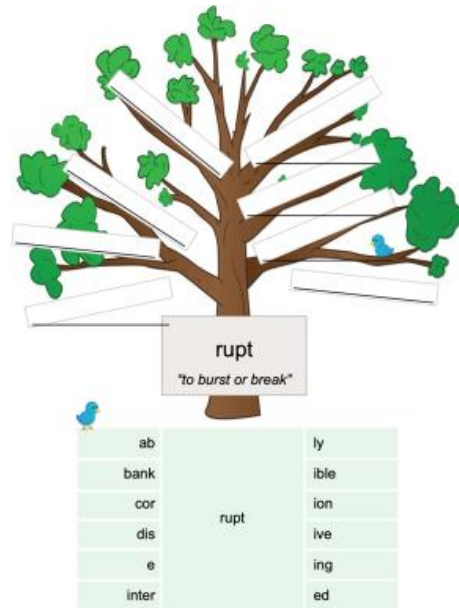


prefix ex-

Morphology instruction

Word Building Practice

Use the prefixes & suffixes to build 8 different words using the root word **rupt**.



<https://blog.allaboutlearningpress.com/prefixes/>

Word Cracker© Email: bill@hansberryec.com.au

Morpheme Challenge: Make as many words as you can

3 MIN

de = off, from
re = again
un = not
trans = across, over, beyond
con = with
mis = wrong, false

Un form ed in form s

1 point	form	1 point	form	less
in	form	al	re	form
trans	form	ing	con	form
uni	form		trans	form
con	form	ing	in	form
trans	form	er	mis	form
de	form	ed		form

WORD CRACKER Total // + Total // + Total // + Total // = 28 or more

3 minute morpheme challenge

Word Building – Latin root words www.etymonline.com

Shared with the permission of Vikki Chave, Speech Pathologist, Department for Education, 2019

port means to carry

import **export** **portable**

Knowledge of prefixes and suffixes (bound morphemes) helps students identify root words (free morphemes)

Book: Morpheme Magic: Lessons to build morphological awareness for Grades 4-12, Deb Glaser, <https://morphememagic.com/>

PGHS: Morphology at whole school level

How to teach the word 'circumference'

We use phonics to read and spell words.

'circumference'

1. Say the word with correct syllable stress
'**circum**'frence'

Use 'spelling voice' for syllables:
cir-cum-fer-ence

2. Split word into syllables

cir-cum-fer-ence

3. Map the graphemes within syllables:

c ir **c** u m **f** er e n **ce**

cell
cinema
cycle
cent
celebrity

4. Identify tricky parts

dance
chance
fence
since
distance

5. Link to other words

6. Teaching points:

- The letter <c> can spell the sounds /s/ and /k/. These can appear within one word, e.g. cycle, cyclone, access.
- The spellings <c> and <ce> can represent the sound /s/

We use morphology to comprehend and spell words.

'circumference'

1. Define word

Circumference: The distance (perimeter) around the edge of a circle

2. Identify morphemes in word

circum-fer-ence

3. Explain morphemes and link to other words

circum = around
(from Latin)

fer = carry, lead
(from Latin)

ence = noun suffix -
quality or state of
being (from Latin)

Words to explore:

circumvent - go around
circumspect - unwilling to take a risk
circus - travelling group of entertainers (acrobats, clowns) who usually perform in a tent

Words to explore:

transfer - to move from one place to another
offer - to present
different - not the same

5. Teaching points:

Teach morpheme 'circum' and 'fer' and explore related words.

Most academic words have **Latin** and **Greek root** words (the root/base word carries **meaning**)

Science, medicine, technology

Latin: Cranium (head), posterior (back), abdomen (stomach), aural (ear)

Greek: Antique, idol, dialogue, geography, grammar, architect, economy, encyclopaedia, telephone, microscope, chronological,, atlas, chaos

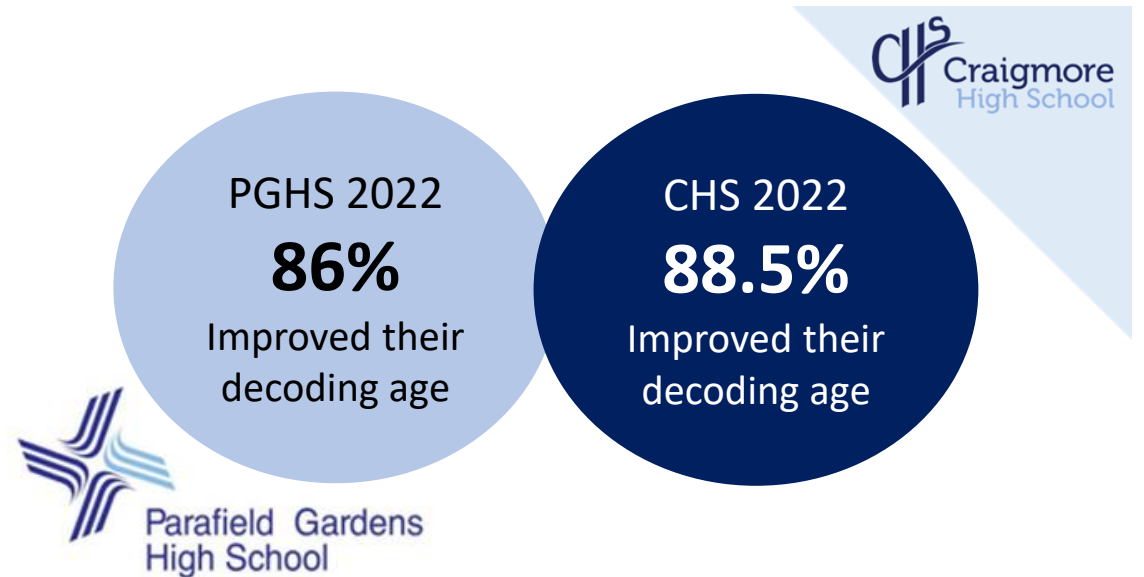
150,000 words!

Engagement and stigma

- Conversation with students during assessment process
- Name of class – RAP/GRASP
- They usually do engage when it's pitched right and know they are supported
- Relationships with peers and staff, honest, clear structure, routine
- Predictability of lesson
- Games/activities
- Polysyllabic – quickly for engagement and relevance
- Conversation – explain relevance
- Feel mastery and see results

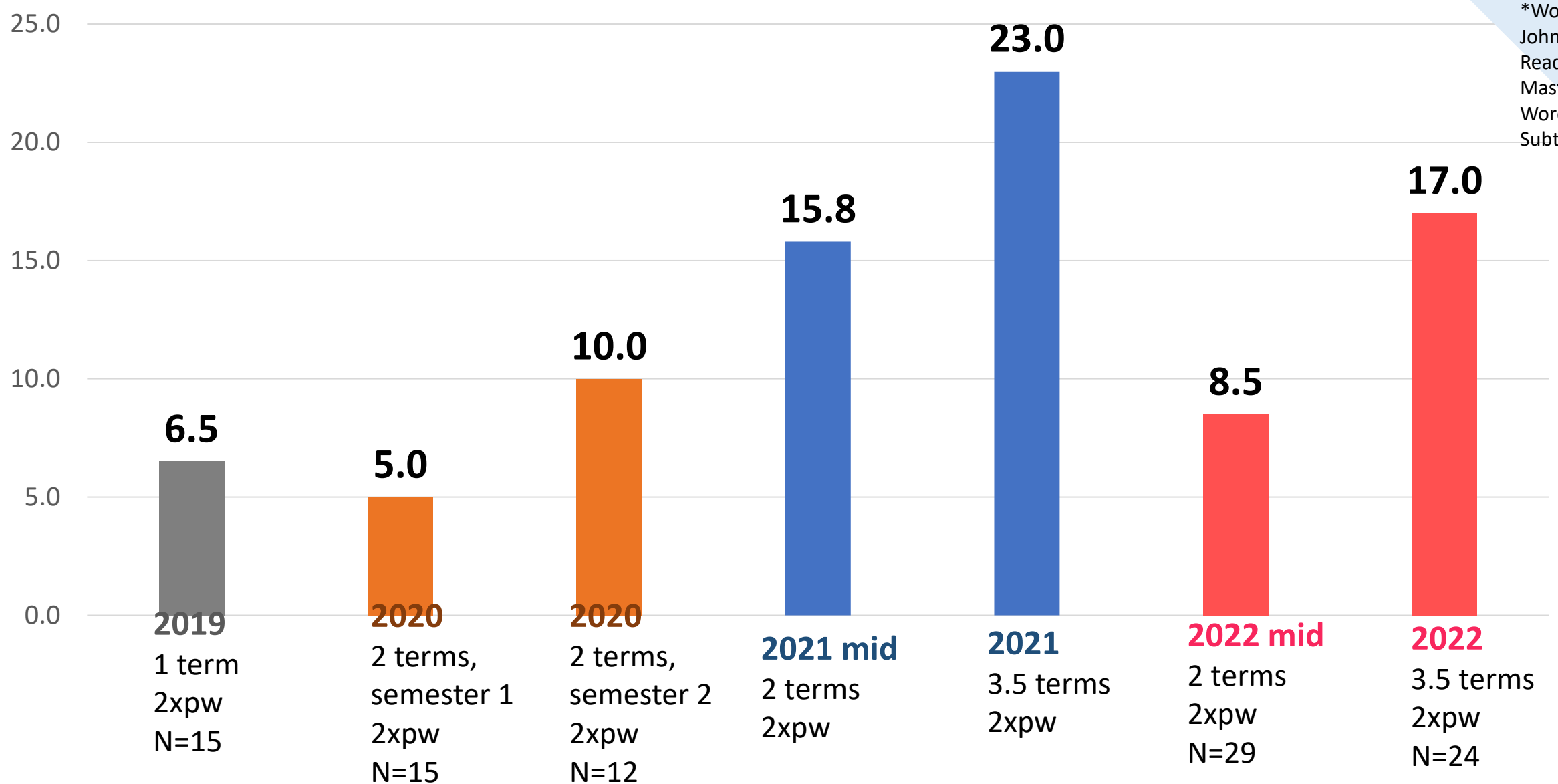


Intervention outcomes



Craigmore High School

Trends across 2019-2022: Average Cohort Improvement of **Decoding Age*** (in months)



*Woodcock Johnson Reading Mastery Test, Word Attack Subtest

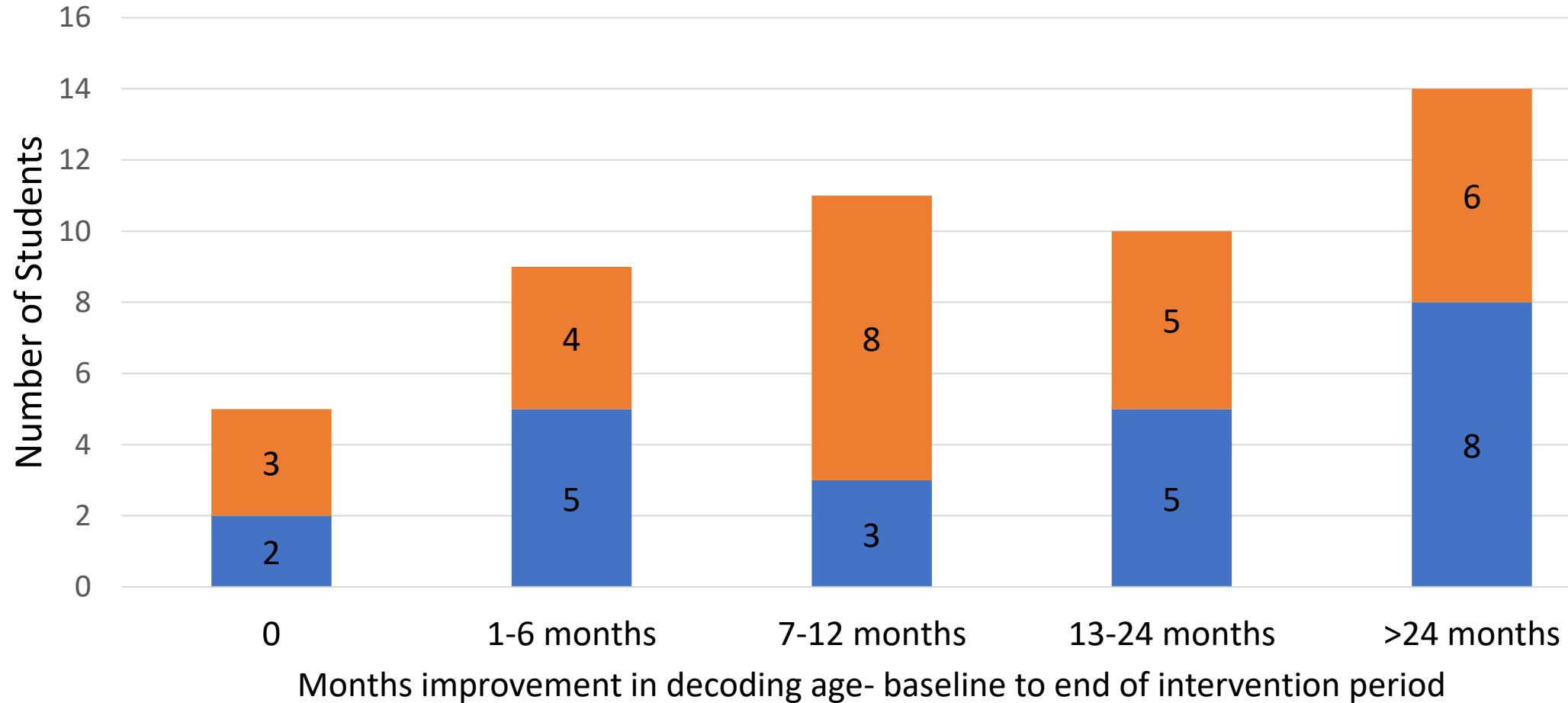
2022: Average improvement in decoding age, in months

*measured by Woodcock Johnson Reading Mastery Test, Word Attack Subtest

	After 2 terms of 2x pw	After 3.5 terms of 2x pw
GRASP Class 1	4.88 months n=9 students, 72% attendance rate	6 months n=6 students, 61% attendance rate
GRASP Class 2	9.5 months n=12 students, 66% attendance rate	12.4 months n=10 students, 62% attendance rate
GRASP Class 3	11.13 months n = 8 students, 62% attendance rate	29 months n = 8 students, 64% attendance rate
Total cohort	8.52 months 67% attendance rate	17 months 62% attendance rate

Improvement in **decoding age***

After 3.5 terms of GRASP intervention x2/week
2021 (n=23) and 2022 (n=26) cohorts



In 2022
88.5%
23 of 26 students
Improved their decoding age

In 2021
91%
21 of 23 students
Improved their decoding age

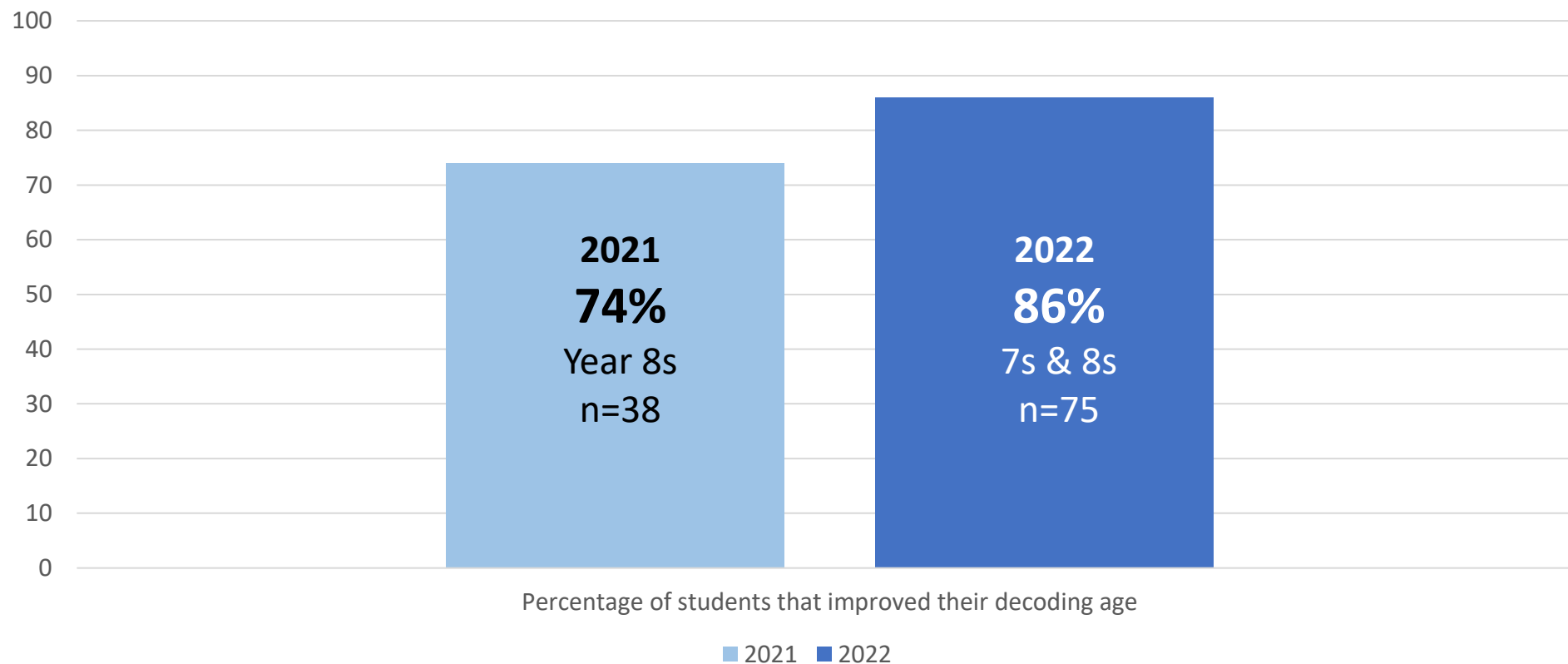
■ 2021 ■ 2022

*Woodcock Johnson Reading Mastery Test, Word Attack Subtest

Parafield Gardens HS

PGHS 2021-2022: Percentage of students with improved decoding age* post RAP

by class and year level after **3 to 3.5** terms of Reading Acceleration Program - 120 minutes x 36 weeks



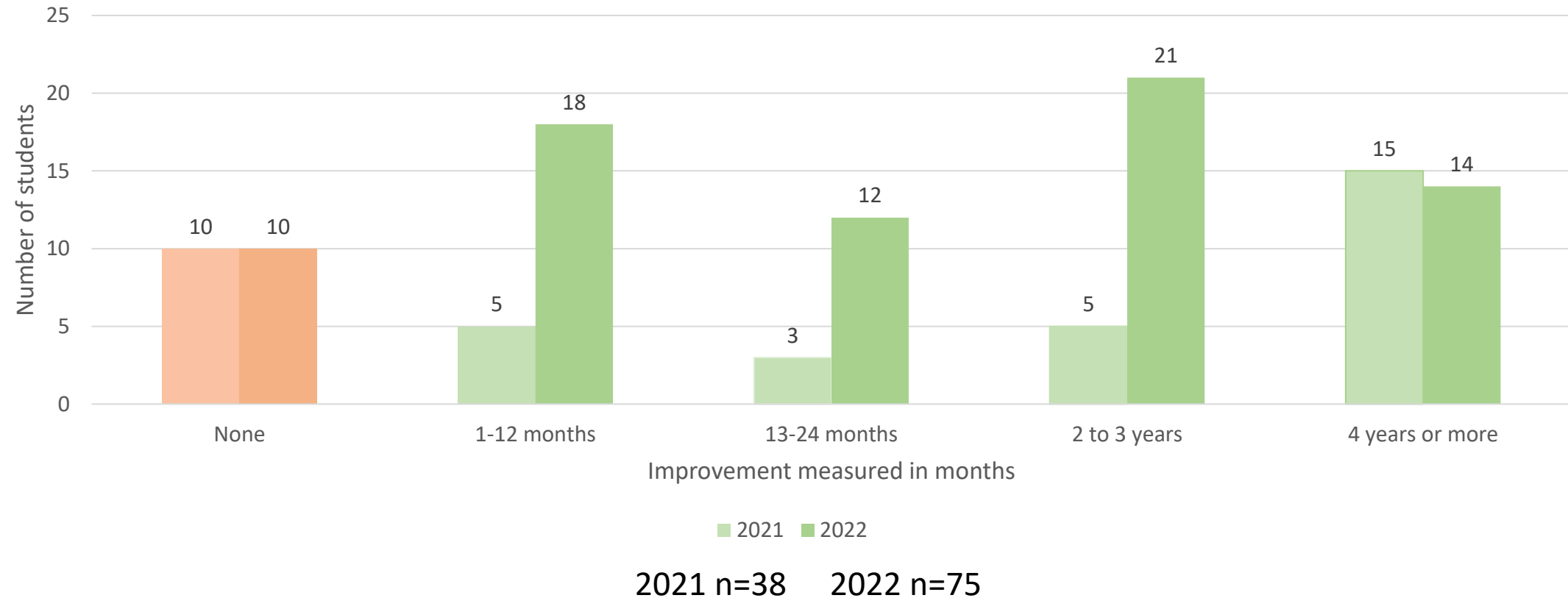
n=113
As at 25/11/22

*Woodcock Johnson Reading Mastery Test, Word Attack Subtest

PGHS 2021-2022: Months gained in **decoding age*** post RAP

after **3 to 3.5 terms** of Tier 2 Reading Acceleration Program – RAP - x2/week

Pre and post decoding age n=113 students



*Woodcock Johnson Reading Mastery Test, Word Attack Subtest

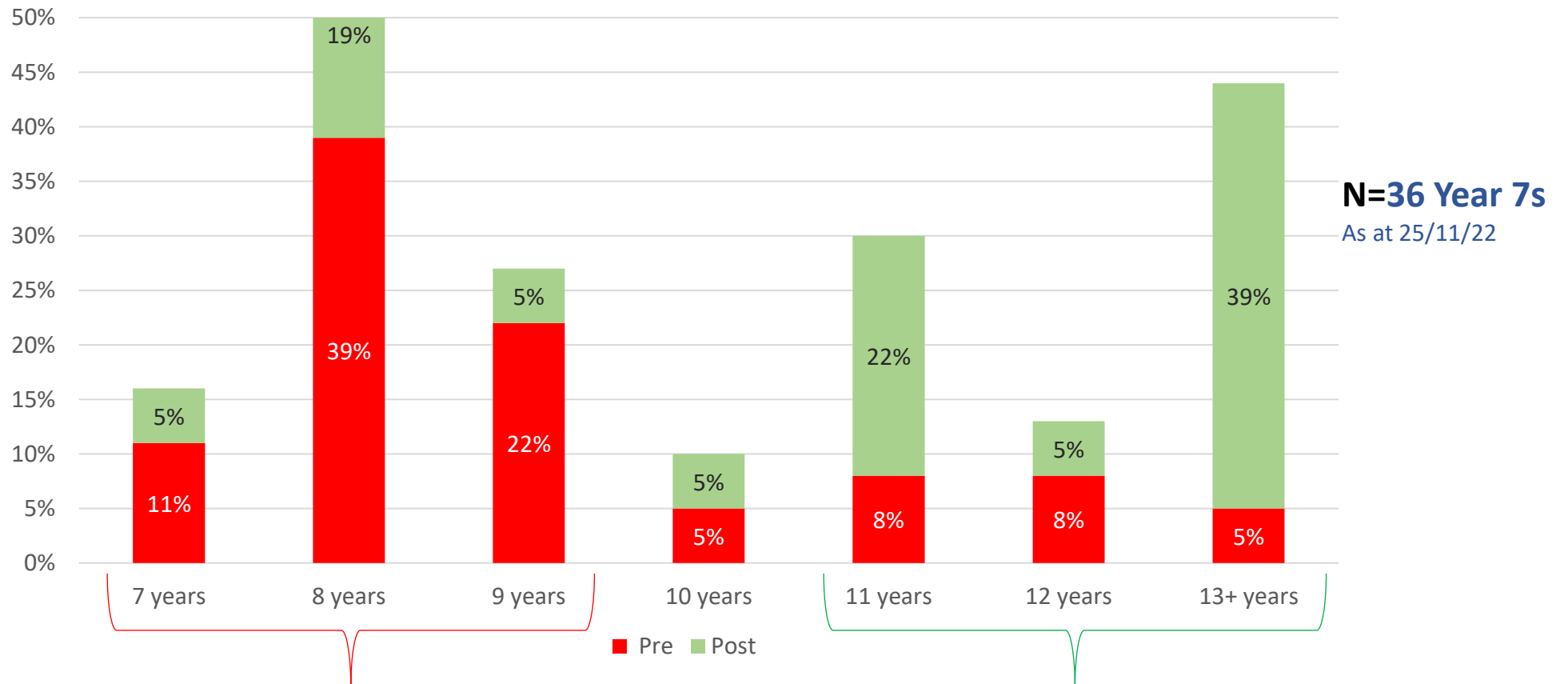
Change in decoding age post RAP*

after 3.5 terms of Reading Acceleration Program – RAP

120 minutes per week x 36 weeks



Year 7 RAP – Decoding age pre and post RAP



*Woodcock Johnson Reading Mastery Test, Word Attack Subtest

Student and Parent Voices



Student Voice

“It’s helped me with reading more confidently, speaking in front of the class more confidently, and also knowing my syllables, my vowels and my sounds”.

“It’s helped me with sounds and syllables, like a lot, with pronouncing words and also spelling them, and sounding them out as a spell them”.

CHS: Parent Voice

“I am so happy she is receiving this support. This is exactly what she needs”.

“I wish she had these readers and this support with her reading and spelling years ago”.

“Riley came home and told me how much he is enjoying GRASP, and that he is learning to read”.

Practical
Considerations

Strengths

Barriers

Learnings



Practical Considerations

- Coordination and timing of assessment
- Number of students identified with poor word reading
- Timetabling
- Human resources and training
- Program planning, implementation and evaluation
- Promoting fidelity across classes
- Resource development and sharing

Resources

- Training costs (Sounds Write)
- Decodable readers
- Workbooks
- Folders
- Whiteboards/markers
- Games – uno, card games, phonopoly
- Magnetic letters
- Teams set up – presentations, resources etc



Strengths

The Learning content

Integrity of the intervention program

- Scope and sequence
- Incorporation of Big 6

Lesson construction and sequence

- Predictable, consistent
- Clear learning intentions and success criteria
- Explicit I do, we do, you do
- Consolidation of learning through practice & revision
- Differentiation

Engaging activities and games

- group competitions, rewards for participation

Strengths

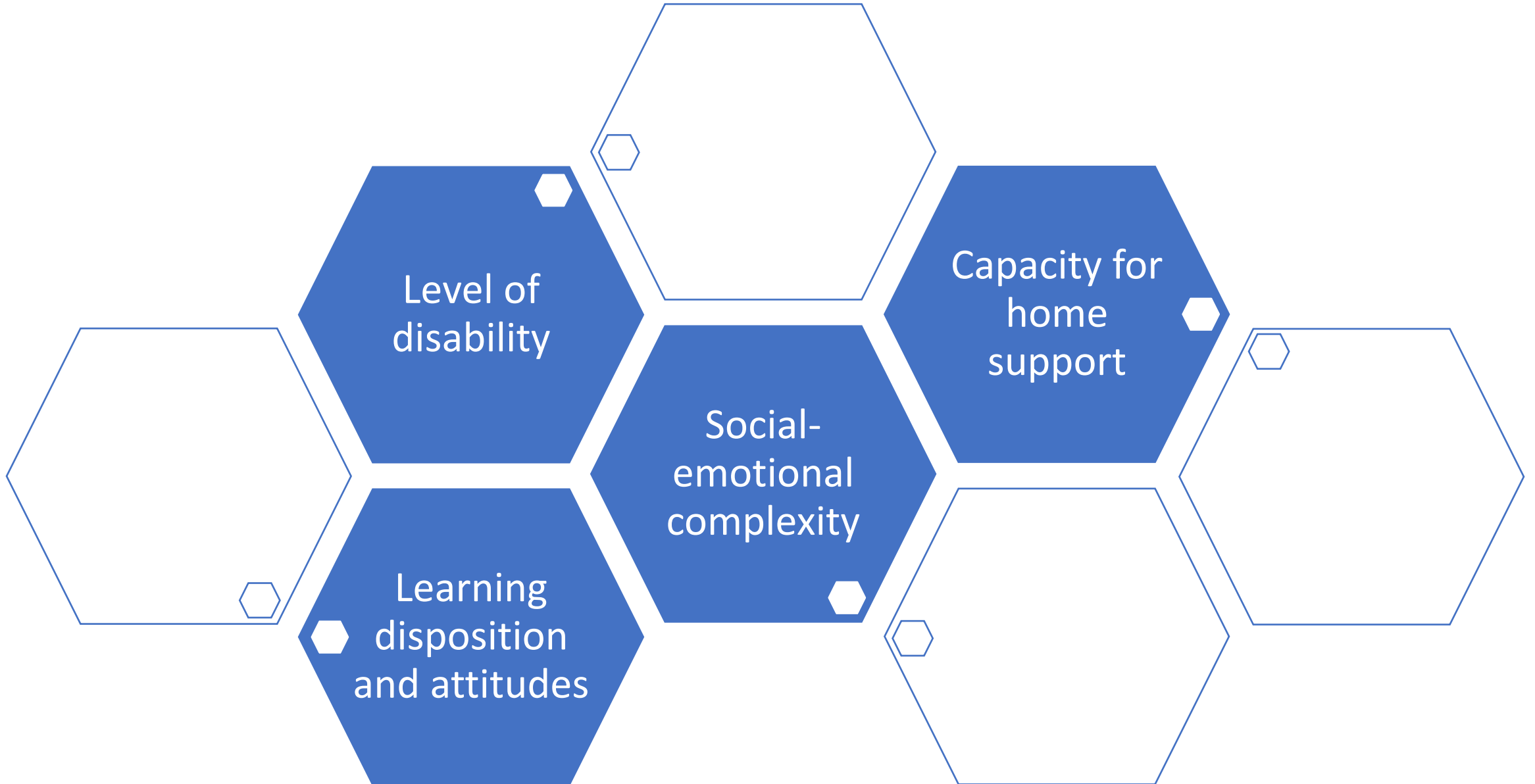
Data driven

- Assessment data informs intervention planning, resourcing, cohorts
- Pre – mid - post data collected to monitor progress, demonstrate efficacy
- Data and high staff to student ratio supports learning and differentiation

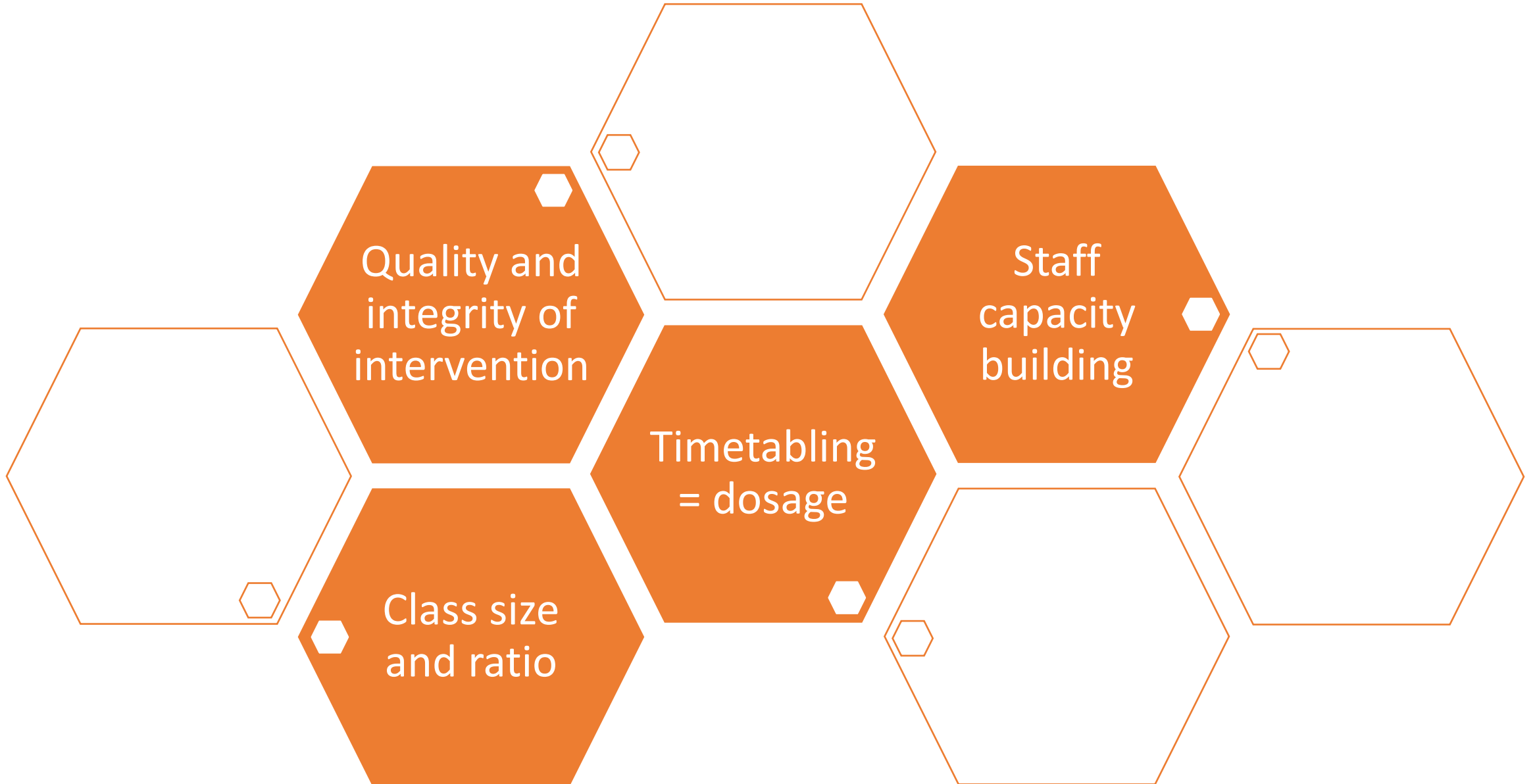
Builds trusting relationships

- Reveals our own vulnerabilities with the English language
- Supportive (non-judgmental) approach to problem solving errors that promotes reading independence beyond intervention
- Shows students you'll be there for them and support them to improve
- Connection and learning through fun age-appropriate activities
- Lots of specific positive feedback and celebration of successes

Barriers to improvement – limited influence



Barriers to improvement – greater influence



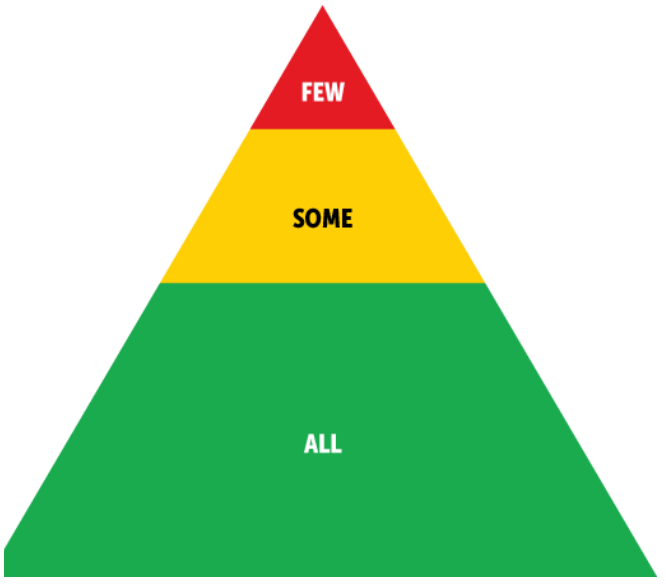
Recommendations



Recommendations

- Recruit everyone
- Create whole school awareness
- Use data to demonstrate need for intervention & resourcing
- Use a program grounded in the science of reading that is adolescent friendly
- Train multiple staff for sustainability
- Consider how you will timetable the intervention(s)
- Authentic communication with students

Catch them early and don't let them slip through the gaps



Catch the students who need reading intervention earlier than when they start high school in year 7, and provide quality tier 2 and 3 interventions

“When I came here I didn’t know how to spell a lot of words, but now I do...It helped me write. It helped me sound out words better”

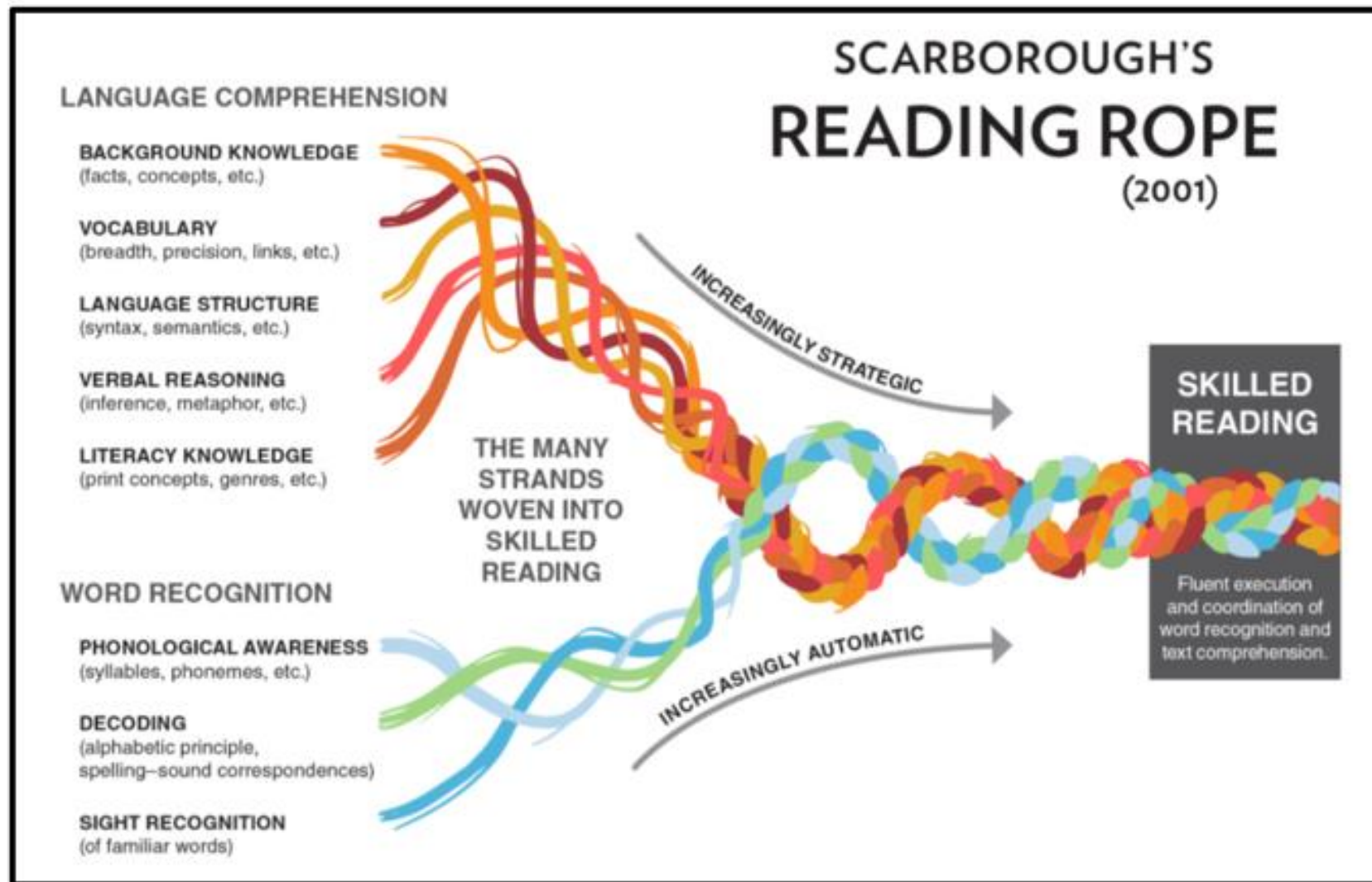
Thank you



Christine.darcy554@schools.sa.edu.au

Melissa.saliba195@schools.sa.edu.au

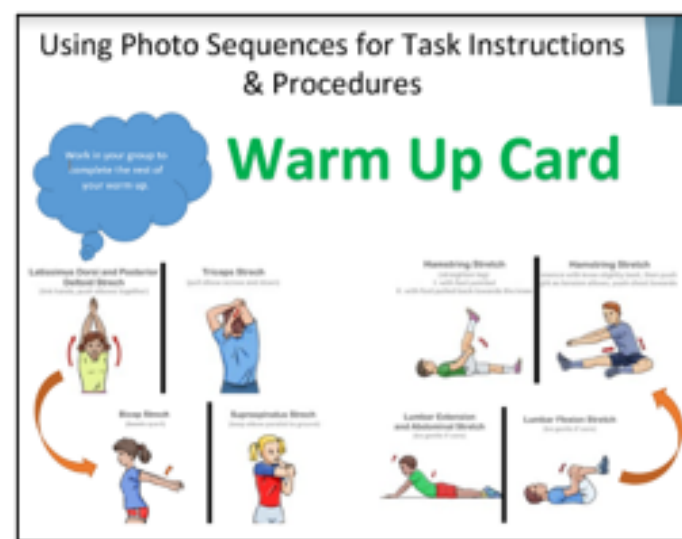
QDTP STRATEGIES TO SUPPORT LANGUAGE AND READING COMPREHENSION



Here are a range of strategies you can trial depending on the difficulties that literacy screening revealed




SUPPORTING LANGUAGE COMPREHENSION

- Provide visual information as well as spoken information to support understanding and recall
e.g. Graphic organisers, timetables, schedules, demonstrations
Go to <http://www.readwritethink.org> for examples and free resources
- Minimise language complexity. Use short & logically sequenced instructions
✓ "First do x, then do y" ✗ Before you do x, y, z, do w
- Explicitly teach Tier 2 and Tier 3 vocabulary important for engaging in a text or unit of work
- Review unit vocabulary regularly to provide multiple exposures to extend understanding and recognition of new words when reading and talking
- Provide a word glossary with student friendly definitions, images, synonyms
- Use sentence stems to scaffold students use of unit words. Rain is a type of.....precipitation.



SUPPORTING WORD READING & SPELLING

- Model and teach students how to break longer words into syllables when reading and spelling
sound-by-sound e.g. s-t-r-e-tch or syllable-by-syllable e.g. a/na/ly/ti/cal, analytical
- Use the Immersive Reader 'Syllables' function to support students to read longer multisyllable words
- Teach spelling through vocabulary instruction (see below)

<p>transparent (adjective)</p> <p>Definition: (a material or object) allowing light to pass through</p> <p>Say word with correct syllable stress.</p> <p>'transparent'</p> <p>Syllables/graphemes for decoding and encoding</p> <p>t r a n s p a r e n t</p> <p>Morphemes for vocabulary and comprehension</p> <p>trans par(e) ent</p> <p>across, through (from Latin) appear (from Latin) state of being (Latin)</p> <p>Words to explore: transfer, transport, translate, transform</p> <p>Words to explore: apparent, apparition</p> 	<p>translucent (adjective)</p> <p>Definition: (a material or object) allowing some light to pass through</p> <p>Say word with correct syllable stress.</p> <p>'translucent'</p> <p>Syllables/graphemes for decoding and encoding</p> <p>t r a n s l u c e n t</p> <p>Morphemes for vocabulary and comprehension</p> <p>trans luc(e) ent</p> <p>across, through, (from Latin) to shine (from Latin) state of being (Latin)</p> <p>Words to explore: transmit, transfusion, transatlantic</p> <p>Words to explore: lucid, elucidate</p> 	<p>opaque (adjective)</p> <p>Definition: (a material or object) not allowing any light to pass through</p> <p>Say word with correct syllable stress.</p> <p>'opaque'</p> <p>Syllables/graphemes for decoding and encoding</p> <p>o paque</p> <p>Morphemes for vocabulary and comprehension</p> <p>opaque</p> <p>darkened (from Latin)</p> <p>Words to explore: opacity</p> 
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SUPPORTING READING COMPREHENSION

- Encourage student to use Immersive Reader text-to-speech feature embedded in the Microsoft suite of programs on PGHS laptops. For EALD students, use the feature that translates English into the student's first language (if available). For an interactive demonstration go to:

<https://content.cloudguides.com/en-us/guides/Help%20students%20read%20more%20effectively>

- Use audio books or record selected passages of text that can be read aloud using Immersive Reader
- Provide differentiated reading material and amount of text to be read. Go to:
Newsela at <https://newsela.com/> ; KidsNews at <https://www.kidsnews.com.au/>;
News in Levels for Students of English at https://www.youtube.com/channel/UCDhOftGoGF0BGF1mqQ_Sccg
- Use web based programs to simplify text vocabulary. Go to Rewordify.com at <https://rewordify.com/>
- Use web based programs to check the year level (degree of difficulty) of a text. Go to Readability Checker at <https://readabilityformulas.com/free-readability-formula-tests.php>
- When providing internet links, guide students towards discrete pieces of text – a heading or paragraph – they
- Provide extra time to read and re-read
- Teach how to use coloured highlighters to extract key information/ideas/points
- Teach how to use graphic organisers to identify and record key information
- Develop background knowledge: use video and images to build background knowledge; provide a knowledge organiser with key facts and figures for a unit of work

SUPPORTING WRITING AFTER READING

- Prior to writing allow time to talk about ideas with peers/group/class. Using oral language first can help generate ideas.
- Use a KWHL chart to make connections with prior learning
- Student may benefit from dictating what they want to write using speech-to-text software like the **Voice Typing** feature in Google

TOPIC			
K What I know?	W What I want to know?	H How can I find out?	L What I learned?
<ul style="list-style-type: none"> • Before Reading students brainstorm key terms or vocabulary associated with the topic • Students list what they already know about the topic 	<ul style="list-style-type: none"> • Before reading students list questions they would like to find out about the topic • Teacher can list questions to guide student reading 	<ul style="list-style-type: none"> • Before reading students list places they can find information to answer their questions • E.g. internet, library books, YouTube clips etc 	<ul style="list-style-type: none"> • After reading students list new information they learned about the topic • Students can discuss as a whole class or with a partner • Teacher can answer questions that weren't covered in reading

Docs (if EALD student, check software can interpret the student's accented English). For a demonstration go to: <https://www.youtube.com/watch?v=L1z9UWi5z4w>

- Model and provide worked examples so student can 'see' the language structures and features they need to include in their writing (e.g. more complex vocabulary and sentence structures, PEEL/TEEL paragraphs)
- Teach student how to use graphic organisers for different text structures (genres) to organise their writing
- Use verbs to be explicit about the text type students will use to write (e.g. Explain/Discuss/Describe the consequences of x)