

Shane Pearson - Introducing PhOrMeS: A Free Foundation-Year 6 Word Reading & Spelling Curriculum



Tuesday, August 16, 2022

7:45 PM – 9:00 PM

19:46:33 From Karen Michell

Are the lesson block components the same for all year levels?

19:46:36 From Alyce Notley

how long did you spend "training" the pairs to give feedback in the paired fluency session?

19:46:58 From Nathaniel Swain

Karen - They differ somewhat in the upper years with handwriting changing and reading fluency being dropped eventually

19:47:14 From Nathaniel Swain

Handwriting moves to cursive, and then keyboarding as students reach mastery

19:47:30 From Amanda Barrett

Is paired fluency with a lower/higher pair or pairs of similar ability?

19:47:38 From Nathaniel Swain

Alyce - I have managed to train my foundation students over about 2 weeks (sessions 4 times a week or so)

19:47:45 From Nathaniel Swain

We started it in term 2

19:47:59 From Nathaniel Swain

In other years, it only takes a week of daily practice to get them to master it

19:48:34 From Marwa Osmani

noticed there were units for K-4 will you be sharing units for stage 3

19:48:41 From Nathaniel Swain

Amanda - Yes we pair them with adjacent ability, so one would be slightly more than the other to allow for hearing more fluent reading from a peer.

19:49:04 From Nathaniel Swain

We change the pairs quite frequently to give students a turn to be the supportive peer

19:49:18 From Nathaniel Swain

Marwa - Yes all the way to year 6 of school will be done

19:49:22 From Nathaniel Swain

Hopefully by the end of the year

19:49:30 From Marwa Osmani
great!!!

19:49:43 From Nathaniel Swain
If you have years 5-6 you could always do some earlier units as you'll be backfilling gaps that might be there

19:49:46 From Alyce Notley
wonderful!

19:50:10 From Marwa Osmani
ok!

19:50:20 From Nathaniel Swain
I love it how Shane said "Phormes conPhormes with the Science of Reading"

19:52:02 From Amanda Barrett
hahaha

19:53:40 From Alyce Notley
Yes, Tessa Daffern's whole spelling program is based around the triple word form theory

19:55:03 From Melanie Johnson
Do you use a particular SSP program?

19:55:29 From Nathaniel Swain
Hi Melanie - Phormes is the SSP program

19:55:38 From Nathaniel Swain
But it does more than SSP

19:58:43 From Lisa Parsons
how does this align to the new version of the Aust Curriculum?

19:59:23 From Nathaniel Swain
It ticks all the boxes of the new Aus Curriculum for word reading spelling and vocab, and goes further as well.

19:59:29 From Lisa Parsons
fabulous

19:59:39 From Nathaniel Swain
Original source of triple word form theory
Teaching Spelling and Composition Alone and Together: Implications for the Simple View of Writing
Berninger, Virginia W ; Vaughan, Katherine ; Abbott, Robert D ; Begay, Kristin ; Coleman, Kristina Byrd ; Curtin, Gerald ; Hawkins, Jill Minich ; Graham, Steve
Journal of educational psychology, 2002, Vol.94 (2), p.291-304

20:01:47 From Charmaine Kenner
Is Phormes based on the Spalding method?

20:02:06 From Ladeane Lindsay
Oh my! Wow! wow! wow! All the SoL practices we've been trying to put into practice. I've been trying to develop a working S&S for ages. Bless you for sharing your expertise so generously. Very excited to be here learning more about this exciting resource. THANK YOU!!

20:03:09 From Nathaniel Swain
Hi Charmaine, I'll let Shane answer that one fully. But yes there are aspects of Spaulding that have been incorporated mixed with EDI and other tools from the SoR

20:03:33 From Nathaniel Swain
You are so welcome, Ladeane. Shane has created an incredible gift for schools and teachers. And it's free!

20:03:38 From Renee Grima

Are there any videos of this being modelled?

20:03:54 From Nathaniel Swain

Renee - We are working on these videos this year

20:04:12 From Kathy Oh

Nathaniel, are you able to name primary schools that have implemented science of learning/EDI//SS Phonics, etc?

20:04:15 From Renee Grima

Excellent

20:04:21 From Nathaniel Swain

Hi kathy! Which state ?

20:04:50 From Renee Grima

What was the twitter handle?

20:04:59 From Kathy Oh

Melbourne, inner suburbs, preferably northern suburbs, western areas, etc

20:05:12 From Brendan Lee

<https://twitter.com/PhOrMeSLiteracy>

20:05:13 From Nathaniel Swain

<https://twitter.com/phormesliteracy>

20:05:24 From Nathaniel Swain

Thanks brendan! Too quick!

20:05:32 From Kathy Oh

Thanks guys!

20:05:37 From Kathleen O'Rourke

NSW for me - especially rural (same question as Kathy)

20:05:38 From Nathaniel Swain

Northern melbourne is not as plentiful

20:05:52 From Nathaniel Swain

NSW schools

Marsden Road Public School.

Blaxcell Street Public School.

Hinchinbrook Public School.

Riverwood PS

Yates Avenue Public School

Blue Haven PS

20:06:38 From Jenny S

QLD schools?

20:06:52 From Karen Michell

Can we come to visit at Brandon Park to see all these great things in action? I actually went to school there for a few years many years ago before Wheelers Hill opened.

20:07:19 From Tina Callandr

Further to Jenny, South East QLD/Northern NSW

20:07:27 From Nathaniel Swain

Northern-Western Melb: Docklands Primary
Eynesbury Primary
20:07:47 From Jenny S
Yes, South East Qld region
20:07:50 From Nathaniel Swain
Hi all, unfortunately i don't have an exhaustive list for qld or rural nsw 😞
20:08:08 From Tina Callandr
😞
20:08:10 From Jenny S
thanks anyway1
20:08:20 From Sue White
I'm in Queensland - I've been using Phormes in my classroom
20:08:22 From Nathaniel Swain
We are in the process of gauging a list like this over the next 6 months, but we need some stuctures in place to verify
20:08:27 From Nathaniel Swain
Hi Sue! Wonderful!
20:08:32 From Nathaniel Swain
What school are you at?
20:08:39 From Sue White
Still working on converting the rest of the school!
20:09:29 From Sue White
Does Weird Words work the same way in the upper grades? It doesn't have the teaching notes so I haven't known how to use these slides
20:09:44 From Sue White
I've been using the Grade 3 slides
20:10:45 From Leah Myers
The Dyslexia Victoria Facebook page has a list of schools around Vic that are using evidence-based programs:
https://www.google.com/maps/d/viewer?mid=1RqiBpieyYgguqXKKBRqXk9E_YvR-A1cg&ll=-36.99692045235168%2C143.95338453535828&z=6&fbclid=IwAR1WQ4JnLatqQBuE9rjVNNy15PgPVOgC5ee5ZMGz7zILDQBHroXyMUrgkSw (not sure if that link will work if you're not part of the page).
20:11:25 From Laura Dickinson
Do you have a list of the weird words on the website?
20:11:44 From Laura Dickinson
Thanks
20:11:45 From Nathaniel Swain
Thanks Leah
20:12:40 From Anna Bestevaar
Do you use Cs and Vs for the sounds or letters in words?
20:13:24 From Amanda Barrett
**Some of the schools on the Dyslexic Vic page are def not whole school approach/EDI, especially near the Mornington Peninsula.
20:13:39 From Nathaniel Swain
Anna - Cs and Vs = consonants and vowels?
20:13:48 From Anna Bestevaar

Yes, thanks.

20:14:01 From Alison Fahey

Do the phonics focus and spelling words match up?

20:14:06 From Rosemary Hughes

Is Shane able to move his mouse away from his mic - lots of clunking sounds

20:14:08 From Nathaniel Swain

I don't quite understand the question, Anna

20:14:13 From Rachelle Ritchie

What does your typical day look like in terms of reading, writing, maths lessons? Or is this program replacing all your literacy sessions?

20:14:22 From Nathaniel Swain

Hi Rosemary, I think it's his keyboard.

20:14:37 From Nathaniel Swain

We have 3 sessions for literacy a day

20:14:45 From Nathaniel Swain

60 mins Phormes

20:14:47 From Nathaniel Swain

50 mins writing

20:14:55 From Nathaniel Swain

50 mins reading comprehension

20:15:14 From Rachelle Ritchie

Fantastic, thank you.

20:15:18 From Anna Besteveaar

It might be coming up now. :)

20:15:19 From Rebecca Gage

What year levels is that time allocation for?

20:15:43 From Nathaniel Swain

Alison - yes the phonics and spelling is completely aligned. We go back and forth from reading and spelling immediately in the same lesson

20:15:52 From Renee Grima

Do you teach metalanguage of digraph/trigraph ?

20:16:03 From Sue Paulka

- to .

20:16:34 From Ladeane Lindsay

Do you also use letter names or phonemes only?

20:16:34 From Nathaniel Swain

Rebecca - all the way through, though phormes reduces a bit in year 5 and 6 as they are just amazing spellers and readers by then

20:17:04 From Mim Blake

I registered after the meeting had commenced. Are there any slides please?

20:17:04 From Nathaniel Swain

Hi renee- we don't use digraph or digraph (but nothing wrong with these terms). we say 1,2 3 letter code

20:17:12 From Nathaniel Swain

mim - Yes at end

20:17:20 From Renee Grima

Thanks

20:17:30 From Mim Blake

Also will the recoding be available on the TFE website in the future?

20:17:41 From Nathaniel Swain

Yes 😊

20:17:55 From Kathy Oh

Nathaniel, I understand if this is too much to answer ...Are you able to share one weekly timetable of one of your grades?

20:18:14 From Nathaniel Swain

Ladeane Lindsay - We use letter names typically for irregular (weird) words, and for handwriting. But usually sounds for reading and spelling

20:18:40 From Ladeane Lindsay

Thanks

20:19:17 From Ben Thomson

Shane keeps saying the 'x' /k/s as one sound - is that how phormes handles 'x'?

20:19:49 From Nathaniel Swain

Yes, Ben. it's a bit of a compromise as it's technically two sounds. But that distinction doesn't matter so much for proficient spelling and reading

20:20:11 From Ben Thomson

thanks

20:20:28 From Sandra Velez

Do you use sound marks / buttons - dot, dash, dive?

20:21:13 From Nathaniel Swain

Hi Sandra. Not typically. but i'll get Shane to explain what we do

20:22:17 From Sandra Velez

Thank you Shane and Nathaniel

20:23:56 From Karen Swan

How does this work in a multi-stage class (years 3,4,5,6)?

20:24:00 From Simone Traynor

What decodable readers do you use that match your scope and sequence?

20:25:01 From Renee Grima

Do you teach this as a split digraph?

20:25:04 From Nathaniel Swain

Hi karen. You could either run two different groups for this part, or choose a part of the sequence that students would be up to across the two levels. there is redundancy (repetition) built in

20:25:11 From Louise Hewitt

What were the numbers for?

20:25:42 From Nathaniel Swain

Louise - we teach graphemes (codes) having multiple sounds, so the 2 denotes the code is making its second sound

20:25:45 From Karen Michell

Are the lessons differentiated at all for students who are working well above or below level?

20:25:47 From Karen Swan

Thankyou

20:26:11 From Nathaniel Swain

Simone - we have a sequence of decodable readers (across all the schemes in Aus) grouped so all the codes are aligned.

20:26:16 From Nathaniel Swain

It's part of the phormes website

20:26:31 From Nathaniel Swain

Karen - i will ask shane this one at end

20:26:42 From Simone Traynor

Thanks Nathaniel.

20:26:57 From Jacqui Tarquinio

Sorry if I missed you saying this before. Will we be able to get the recorded copy of this webinar? Thank you.

20:27:00 From Nathaniel Swain

Renee - rather than split digraph we teacher silent final e and their different jobs (e.g. bossy e / magic e is job 1)

20:27:18 From Nathaniel Swain

Yes Jacque 😊

20:27:30 From Jacqui Tarquinio

Thank you!

20:28:19 From Lana McKechnie

Did Shane say to do suffixes and prefixes first before exploring morphology?

20:29:22 From Paul Hegarty

Nathaniel I look at the power points and some have 180 slides. How many slides would you go through on one day.

20:29:24 From Brooke Thomas

Are these slides available for everyone to use and teach directly with?

20:29:28 From Nathaniel Swain

Lana - They are exposed to these prefixes and suffixes on a conceptual level from F-3, and then do morphology with bases and roots from 3 onwards

20:29:29 From Tina Callandr

@Nathaniel Swain is that because they are not technically split digraphs?

20:30:00 From Nathaniel Swain

Hi tina - It's a debated concept, but silent final e does make more sense in terms of how the e's were originally added to english words

20:30:07 From Lana McKechnie

Thanks Nathaniel

20:30:12 From Nathaniel Swain

Brooke - yes all freely available

20:30:47 From Brooke Thomas

That's great! Thank you

20:33:35 From Nathaniel Swain

Paul - I'll get shane to answer with exact answers, but this prezo is for a whole unit (2 weeks)

20:34:06 From Paul Hegarty

thanks

20:34:58 From Laura Dickinson

How long will this lesson take?

20:35:45 From Simone Traynor

Thanks Brandon Park staff. I have to go, but I will definitely watch the end of this on the video.

20:35:47 From Nathaniel Swain

Laura - the spelling part is 17 minutes

20:36:22 From Nathaniel Swain

Thanks Simone

20:36:50 From Louise Hewitt

Do you have any experience / suggestions for adapting the program with children with a SLD?

20:37:22 From Amanda Barrett

I may have missed this but are there any videos showing a session in action?

20:37:37 From Nathaniel Swain

Amanda - these are coming 😊

20:37:45 From Amanda Barrett

thank you!

20:37:48 From Valerie Robinson

Have you worked out assessments for different levels or for pre and post instruction?

20:38:09 From Nathaniel Swain

Hi Valerie, we have pre and post, but also have informal placement tests in development

20:38:25 From Christina Trotter

Louise they will probably require more repetition as the information and how it is laid out will benefit them or they may need Tier 2 intervention to go over it again.

20:38:33 From Marwa Osmani

can't seem to find the scope and sequence on the website

20:38:50 From Nathaniel Swain

Marwa - i'll get shane to show us

20:38:59 From Louise Hewitt

Thanks Christina

20:39:00 From Maria Denholm

How does Phormes cater for differentiation or when students need more time on a particular sound/ spelling etc? Is all teaching to the whole class?

20:39:01 From Marwa Osmani

Thanks!

20:39:10 From Nathaniel Swain

Louise - i'll put your question to shane as we have many students on disability funding

20:39:27 From Rachael Harron

The website says "Explicit Morphology & Etymology Word Reading & Spelling Teaching Resources COMING SOON!!" Do we have a rough release date? Sorry if I missed it!

20:39:55 From Louise Hewitt

Thanks Nathaniel - would appreciate any suggestions

20:39:57 From Nathaniel Swain

Maria - will get shane to answer this in full

20:40:14 From Nathaniel Swain

Hi Dee - will get shane to show us as well

20:40:50 From Lana McKechnie

Nathaniel, does this program require 1 hour each day?

20:40:55 From Daniela Miotti

Do you have a Word Vocabulary Wall in the classroom or a class dictionary? I introduced one this year and add new words we do each day. The students asked for it as well as a class dictionary! Yes, they use it!

20:41:29 From Nathaniel Swain

Hi Lana - yes 1 hour per day, but if you need to go slower or cut aspects of it to fit it in, you can always pace it differently

20:41:29 From Nicole Edwards

Nate what did you use prior to phormes in particular for phonics?

20:41:31 From Sue White

Do you use/recommend any standardised tests for progress monitoring?

20:41:56 From Nathaniel Swain

Nicole - Shane had another version of this program in development; it just wasn't as comprehensive as it is now

20:42:15 From Rachelle Ritchie

Our school is new to Science of Reading. Do you recommend any texts we should be reading and engaging in to build our professional knowledge around this area?

20:42:19 From Nathaniel Swain

Sue - we have standardised assessments we have at school, but also formative and informal curriculum based measures (on phormes website)

20:42:51 From Nathaniel Swain

Hi Rachelle - Yes read Lyn Stone's Spelling for Life and Reading for life. Also read Louisa Moats' Speech to Print

20:42:56 From Nathaniel Swain

lots more but they are great

20:43:09 From Rachelle Ritchie

I better get reading, thanks so much!

20:43:29 From Nathaniel Swain

Daniela - we don't at the moment, but it sounds great that this is working so well!

20:43:36 From Jacinta Batt

hi Nathaniel, Are you guys open to visitors? I am assuming you guys are swamped?

20:43:50 From Christina Trotter

Sue I like William Van cleave - also get Youtube videos from him - His books is Writing Matters

20:44:11 From Nathaniel Swain

Hi Jacinta - We have had about 10 schools through this year but have had to put a hold on for the rest of the year. This will recommence in 2023 😊

20:45:07 From Helen Bettis

What month do you administer the PSC?

20:45:07 From Sue White

What is the demographic like at your school? At these results unusual compared to similar demographics?

20:45:22 From Nathaniel Swain

Hi sue, yes we are punching above our expected levels

20:45:59 From Nathaniel Swain

Especially for the number of students below benchmark (only a few at our school for spelling or reading according to the naplan standard)

20:46:14 From Amanda Barrett

Do you use this with tier 2 and 3 kids?

20:46:23 From Laura Sundqvist

Thanks very much Shane and Rebecca!

20:46:30 From Nathaniel Swain

yes for all kids at tier 1 😊 and we use it for intervention as well

20:46:33 From Nathaniel Swain

well*

20:46:33 From Jacinta Batt

Awesome thanks Nathaniel! Right at the beginning of the change to science of reading/writing revolution and constantly trying to check what you guys are up to!

20:47:03 From Alison Fahey

This has been amazing. Thank you so much

20:47:07 From Marwa Osmani

Thank you!! Awesome presentation.

20:47:09 From Brendan Lee

This is sooo good! Inspiring to see and PhOrMeS is going to help so many students and teachers. Shane, thank you for sharing your resources and expertise! Love your stuff, mate!

20:47:22 From Susanne Oliver-Dearman

Fabulous. Thanks so much.

20:47:30 From Lana McKechnie

This has been a valuable PL!! Thanks so much!!

20:47:35 From Lisa Parsons

this is fabulous - thank you for sharing and allowing all access to this

20:47:38 From Anna Besteveaar

Thank you so much Shane and Nathaniel!! Wonderful and so generous!

20:47:40 From Leah Myers

Thank you very much, so amazing. An epic amount of work with incredible results.

20:47:46 From Laura Dickinson

Thank you for sharing your resource.

20:47:49 From Nari Dent

So grateful, thanks for your generosity!

20:47:49 From Rachelle Ritchie

You have ignited so much excitement and motivation. Thank you so much!

20:47:51 From Nick Riddett

Thank you for sharing.

20:47:53 From Carolyn Bird

Fantastic, thank you, so helpful

20:47:55 From Sharon Hislop

Thank you all for such great information.

20:47:58 From Jacqui Tarquinio

Thank you for sharing. Amazing.

20:47:58 From Elizabeth Blutman

Thank you so much

20:48:01 From Sue Joensson

Excellent presentation and information. Thank you so much for sharing your work and journey.

20:48:03 From Daniela Miotti

Thank you so much! Can't wait to share with my fellow colleagues.

20:48:04 From Shay King

I really appreciate all of your work and sharing so graciously.

20:48:14 From Hetal Shah

thank you.

20:48:14 From Sandra Velez

do you use Core Knowledge units for your reading comprehension sessions?

20:48:21 From joanne Towill

Thank you SO much for sharing your expertise. We all really appreciate the resources

20:48:22 From Kate Hopkins

What a great presentation!

20:48:25 From Daryl Jenner

Most impressive. Well organised, well researched. Excellent professional presentation. Thank you for your generosity with sharing.

20:48:26 From Sam Butchart

Thanks very much, this was really interesting and very useful

20:48:40 From Kathy Oh

Thank you so much! You guys are amazing!

20:48:48 From Krystal Brady

I'd love to know how you use PhOrMeS in intervention?

20:48:50 From Jo Adcock

Thank you! Cannot wait to give PhOrMes a try with my kids!

20:48:53 From Brooke Thomas

Thank you that was great. Do you think you will be adapting the program to work specifically for intervention? Or will you use it how it is now?

20:49:04 From Reni Sotiropoulos

Great question!!

20:49:15 From Sarah Biscaro

Fantastic program and presentation. Thanks so much Shane for sharing your knowledge and expertise with us all. Certainly ignited my motivation to take this to all of my schools

20:49:21 From Calvin Tromp

Absolutely brilliant. So generous. Great to see passion and focus shared.

20:49:23 From Nathaniel Swain

Thanks Marwa - Can you type question now?

20:50:02 From Marwa Osmani

Can we get access to the scope and sequence

20:50:14 From Nathaniel Swain

Thanks Marwa

20:50:18 From Lisa Parsons

If you spend nearly 3 hours each day on Literacy, how do you fit the other learning areas in?

20:50:54 From Nathaniel Swain

So it's closer to 150 minutes, but we cover humanities during much of the literacy block (read to learn)

20:51:01 From Sandra Velez

Do you use Core Knowledge units for your reading comprehension sessions?

20:51:02 From Lisa Parsons

ok yes, that makes sense

20:51:30 From Sandra Velez

I know about your R2L

20:51:38 From Paul Hegarty

Do you have other Core Units for year two. This term I have been using the Mesopotamia and the students are really enjoying?

20:52:28 From Sandra Velez

yes thank you

20:53:20 From Paul Hegarty

Shane or Rebecca how many slides do you try to get through in a session?

20:54:10 From Nathaniel Swain

Thanks Paul - i'll ask that next

20:55:13 From Marwa Osmani

Is there a scope and sequence that maps out the weird words/spelling etc

20:55:30 From Marwa Osmani

ok great

20:55:55 From Rebecca Cullen

Hi Paul, depends on the lesson - roughly around 30 slides in a lesson.

20:56:00 From Amanda Barrett

Where does the the vocab doc come in? As in where is this used in the lessons?

20:56:50 From Amanda Barrett

Great, thank you!

20:57:15 From Lana McKechnie

Would time spent in each lesson decrease as the students go into higher grades?

20:57:23 From Paul Hegarty

Thanks Rebecca. So do you try to get through power point each week?

20:57:36 From Karen Michell

Do you do whole school PD sessions on Phormes for schools looking on adopting it?

20:58:16 From Paul Hegarty

Brilliant that makes sense

21:01:32 From Karen Michell

Is the Scope & Sequence fluid or adjustable from year to year if you don't get through all the content at one year level?

21:02:24 From Charmaine Kenner

Thanks so much, Shane and Nathaniel. I am a Spalding teacher instructor and have enjoyed participating with people on the same page I would love to collaborate with you.

21:02:26 From Amanda Barrett

Will you do some PD on the other parts of the lesson at a later time?

21:02:52 From Nathaniel Swain

Thanks Charmaine! Stay in touch.

21:04:08 From Sandra Velez

Thank you for sharing this awesome resource. I'm looking forward to checking it out.

21:04:18 From Nathaniel Swain

Thanks Sandra

21:06:01 From Paul Hegarty

Thanks everyone fantastic presentation. I am now a little clearer on how to use the program. Hoping to give it go in the next few week as I was not sure where to start.

21:06:12 From Reni Sotiropoulos

Thanks Nathaniel. That's very helpful.

21:06:21 From Wendy Garraway

Thank you for a fantastic presentation and for your enormous generosity in sharing your program. Much appreciated!

21:06:22 From Karen Michell

Great session! Thank you all so much for sharing this great resource & for all your hard work in developing it. I now have a far better understanding of how it's all put together & feel more confident in using it in my classroom.

21:06:48 From Sue White

I've been using the Grade 3 morphology with my Grade 5s - it's going really well

21:07:02 From Daniela Corrado

Thank you

21:07:02 From Anthea

Thank you! Your work is incredibly amazing, so generous for sharing!

21:07:14 From Asher Prior

Phenomenal work Shane and BPPS. Thank you for sharing so freely and I look forward to the videos!

21:07:44 From Reni Sotiropoulos

Thanks Shane.

21:08:01 From Amanda Barrett

Yes please!!

21:08:09 From Alison Fahey

Mind blowing. A huge thank you for your time and generosity

21:08:19 From Nari Dent

yes please!!

21:08:39 From Kara Bebawy

Thank you Nathaniel, Shane and Rebecca for an informative session! Greatly appreciate your time and the sharing of great teaching!

21:08:40 From Jacinta Conway

Thank you - it's so inspiring to see schools pioneering the way as you have done at BPPS. Great presentation 😊

21:08:44 From Emily Bradford

I very much enjoyed working at BPPS and learning from Shane, definitely want to learn as much as I can about this program

21:08:53 From Helen Bettles

Thank you.

21:08:58 From Rebecca Gage

Brilliant, thanks for all that you have shared tonight and on the phormes website

21:08:59 From Sharon Wendt

Thank you Shane and BPPS, I appreciate all the time and effort you have given to create an amazing free high quality resource.

21:09:01 From Cassandra Stericker

Thanks so much

21:09:06 From Christina Trotter

Loved the presentation. Thanks for sharing your time and the resources.

21:09:07 From Shazmey Murray

Amazing - thank you for sharing so freely!

21:09:07 From Nicole Edwards

Thanks so much. The education world is in great hands with you all 🙌

21:09:11 From Sharon Dow

Thanks everyone. That was great.

21:09:13 From Debra Hague

Thanks all. Looking forward to getting started with this amazing resource! 😊

21:09:15 From Lisa Parsons

freely available is phenomenal :)

21:09:23 From Amy Nicholls

Thanks so much

21:09:24 From Jane Huy

Thank you so much. It has been amazing!

21:09:27 From Christine Nguyen

Thank you so much Shane, Nathaniel and Rebecca.

21:09:27 From Ladeane Lindsay

Thanks so much for sharing your expertise so generously!

21:09:34 From Justine Daly

thank you

21:09:34 From Sue White

Thank you so much for sharing 🙏

21:09:36 From Louise Hewitt

Thank you all - and yes, amazing program so generously shared!

21:09:38 From Reni Sotiropoulos

Thank you both for your time. :)

21:09:45 From Maria Denholm

Thank you

21:09:47 From Jenny S

Thank you to all on staff at your school for the amazing progress you have made in SOR. An amazing journey that just keeps giving.

21:09:48 From Karen Morse

Amazingly generous - thank you

21:09:52 From Laura Dickinson

Bye, thanks so much

21:09:58 From Julie

Thank you!

21:10:03 From Sally-anne Walton

thanks bye