

The Science of Reading

How Clayton South Primary School Provide Evidence - Based Reading Support



Clayton South Primary School

'A great place for learning'

Overview of what will be covered

1. Firstly I'll cover why we took the steps to change our reading practice
2. Then we'll look at screening tests that are freely available
3. Then we'll talk about what we did at Clayton South PS to get buy-in
4. Next we will look at the intervention practices at Clayton South PS
5. Finally, I'll answer some of your questions

1. How the Brain Learns to Read

<https://www.youtube.com/watch?v=25GI3-kiLdo>



STANSLAS DEHAENE

Phonics Data Term 1 2021

Name	Date	Stage 1						Stage 2						Stage 3					Stage 4					Stage 4+			Stage 5		Stage 6															
		m	s	f	a	p	t	c	i	b	h	n	o	d	g	l	v	y	r	e	qu	z	j	u	k	x	w	ss	ll	ff	ck	sh	ch	th	ng									
Year 3	2/6/2020	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1				
Year 3	2/6/2020	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1				
Year 3	26/8/2020	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	0	0
Year 3	5/6/2020	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1		
Year 3	15/6/2020	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1		
Year 3	18/6/2020	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1		
Year 3	19/6/2020	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1		
Year 3	8/9/2020	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1		
Year 3	1/6/2020	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1		
Year 3	2/6/2020	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1		
Year 3	4/6/2020	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
Year 3	29/5/2020	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
Year 3	2/6/2020	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1		
Year 3	11/6/2020	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1		
Year 3	16/6/2020	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1		
Year 3	10/11/2020	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1		
Year 3	17/6/2020	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
Year 3	17/6/2020	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
Year 3	18/6/20	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
Year 3	20/6/2020	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	

Phonics Data Term 1 2021

Name	Date	Stage 1							Stage 2					Stage 3					Stage 4					Stage 4+			Stage 5		Stage 6											
		m	s	f	a	p	t	c	i	b	h	n	o	d	g	l	v	y	r	e	qu	z	j	u	k	x	w	ss	ll	ff	ck	sh	ch	th	ng					
Year 5	12.02.21	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	0	1	1	0	1	1	0	1	1	0	1	1	1	1	1	1	1	1	1	0	0	0		
Year 5	12.02.21	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	1	1	0	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	0	
Year 5	12.02.21	1	1	1	1	1	1	1	0	1	1	1	1	1	1	0	1	1	0	1	1	0	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	0		
Year 5	12.02.21	1	1	1	1	1	1	1	0	1	1	1	1	1	1	0	0	1	0	1	0	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	0	
Year 6	12.02.21	1	1	1	1	1	1	1	1	1	1	1	0	1	0	0	1	0	0	1	0	0	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	0	1	
Year 6	12.02.21	1	1	1	1	1	1	1	0	1	1	1	1	1	1	0	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	
Year 6	12.02.21	1	1	1	1	1	1	1	0	0	1	1	1	1	1	0	1	1	1	0	0	1	1	1	0	1	1	0	1	1	1	1	1	1	1	1	1	0	0	
Year 6	12.02.21	1	1	1	1	1	1	1	0	1	1	1	0	0	1	0	1	0	1	0	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1
Year 6	12.02.21	1	1	1	1	1	1	1	0	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	
Year 5	12.02.21	0	1	1	0	1	1	0	0	1	1	1	0	1	1	1	0	1	1	0	1	1	1	0	1	1	0	1	1	1	1	1	1	1	1	1	1	0	0	
Year 6	12.02.21	1	1	1	0	1	1	0	0	0	0	0	0	0	1	0	0	1	0	1	0	0	1	1	0	1	1	0	1	1	1	1	1	1	1	1	1	0	0	
Year 5		1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	
Year 6	12.02.21	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	0	1	1	0	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	0	

So...How do we fix this!?!

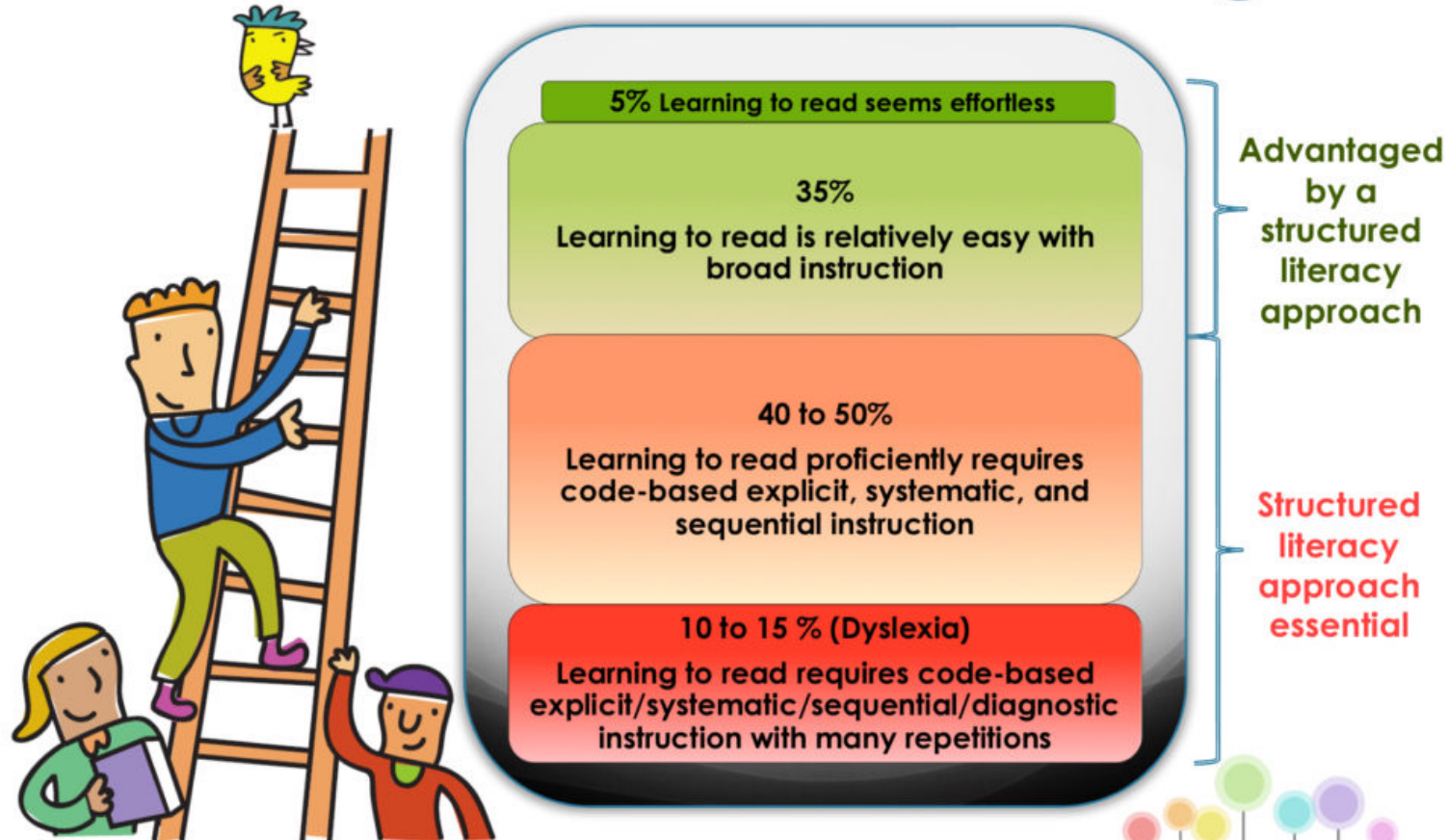
- **Daily Systematic Synthetic Phonics Instruction**
- **Daily Phonological Awareness Drills**
- **Daily Paired Fluency passages**

- **You must know the data for your class/cohort of students**
- **You must differentiate the teaching (it is not one size fits all)**

- **But it is going to help all students learn to read**



The Ladder of Reading



© N. Young, 2012 (updated 2017)

Artwork by Dean Stanton

(Lyon, 1998; NRP, 2000; IDA, 2015; Hempenstall, 2016)

www.nancyyoung.ca

Nancy Young
B.A., M.Ed.
Reading
Spelling
Writing

Screening Tests

- Dibels 8th Edition (Acadience in Australia) – takes 1 minute per section F-6
 - Oral Reading Fluency (ORF)
 - Nonsense Word Fluency (NWF)
 - Word Reading Fluency (WRF)
 - Letter Naming Fluency (LNF)
 - Phoneme Segmentation Fluency (PSF)
- Dibels MAZE comprehension assessment – takes 3 minutes as a whole class (Yr 2 – 6)
- Phonological Assessment Screening Test (PAST) – takes 6 minutes (Yr 3-6)
- Heggerty Phonological Awareness Assessment – takes 8 minutes (F-2)
- LLARS (Little Learners Love Literacy – Phonics Assessment) – takes 5 minutes (F-2*)

- There are many other assessments available, some free, and some at a small cost
- Join the Facebook Group, ***'Reading Science in Schools'*** as there is a wealth of information and access to all of the Assessments available to use.

Screening Tests

➤ Letter Naming Fluency (LNF)

- Is a list of mixed uppercase and lowercase letters
- Students are given 1 minute to read as many as possible
- There is strong evidence to suggest that being proficient at this skill is a strong indicator of future reading success or difficulty
- **Red = At risk, requires Tier 3 intervention**
- **Yellow = 6 months behind, requires Tier 2 intervention**
- **Green = at the appropriate level**
- **Blue = above expected level, look to provide intervention at the top end**

Letter Naming Fluency

o r u v C M O L h k

E U e f A B c I D i

y N F s g P G d S x

t p T H a m R j n b

Screening Tests

➤ Phoneme Segmentation Fluency (PSF)

- Is assessed orally
- Students are given 1 minute to segment words they hear
- For example, assessor says, “hear” and student needs to say /h/ /ear/ for the 2 sounds in that word

This is where our students have performed the lowest, however, we have been using Phoneme Awareness activities daily and seen huge improvements (one student went from a score of 3 in T4 2020 to 28 in T1 2021)

Phoneme Segmentation Fluency

out /ow/ /t/	men /m/ /e/ /n/	safe /s/ /A/ /f/	/8
win /w/ /i/ /n/	mine /m/ /I/ /n/	book /b/ /uu/ /k/	/9
thing /th/ /i/ /ng/	home /h/ /O/ /m/	and /a/ /n/ /d/	/9
normal /n/ /or/ /m/ /l/	baby /b/ /A/ /b/ /E/	quick /k/ /w/ /i/ /k/	/12
tried /t/ /r/ /I/ /d/	water /w/ /o/ /t/ /er/	reader /r/ /E/ /d/ /er/	/12
dollar /d/ /o/ /l/ /er/	body /b/ /o/ /d/ /E/	became /b/ /E/ /k/ /A/ /m/	/13

Screening Tests

➤ Nonsense Word Fluency (NWF)

- Is a list of nonsense words
- Starts off **CVC** and moves to **CVCC** and consonant blends, longer words, etc
- Students are given 1 minute to read as many as possible, and also receive points for each sound they say correctly in a separate column

Nonsense Word Fluency

hon	ut	tet	nin	lat
rit	sim	cag	rom	het
rog	pon	nobe	sorn	narm
hap	corm	hib	dod	sar
ked	ming	sis	bome	trat
yort	gide	hust	wap	harb
dorn	wab	ob	phin	mog
plend	grint	yode	gurb	delt

Screening Tests

➤ Word Reading Fluency (WRF)

- Is a list of age appropriate high frequency words
- Students are given 1 minute to read as many as possible

Word Reading Fluency

by	and	but	has	are
a	in	of	there	have
it	no	more	we	is
help	hold	bring	two	top
put	late	face	front	young
light	left	white	got	speak
need	far	game	point	see

Screening Tests

➤ Oral Reading Fluency (ORF)

- Is a reading passage
- Age appropriate
- Students are given 1 minute to read as much as possible, whilst maintaining correct fluency (ie. Prosody, pace, pausing at punctuation, expression)
- This screening tool is norm referenced so you will receive immediate feedback as to where that particular child sits in comparison to others their age

Oral Reading Fluency

Sam the Cat

Our cat Sam leads a double life. By day he is a soft, sweet, chubby, orange-striped couch potato whose favorite thing is to lie in a patch of sunlight. He regards the activity around him through sleepy, narrowed eyes. He swishes the end of his tail ever so slightly. He neatly tips an ear. He never runs to his food bowl but only strolls over with a lack of urgency and crunches his kibble tastefully one bit at a time.

Sam loves to lounge in a lap and delights in pets. He purrs loudly and blissfully at his humans. Sometimes he places a soft paw on a human face as if to say, "It's so wonderful to be here with you." His name is Sam, but if you ever saw him stretch his limbs and turn onto his back, exposing his wide, soft stomach, you would understand why we call him Sweet Jellybelly.

Screening Tests

➤ MAZE Comprehension screening tool

- Is assessed as a whole class
- Students are given 3 minutes to circle which word makes sense in a passage
- Every 7th word is blank and students are given 3 options
- Only one option would make sense

MAZE

The Secret Desert

My family lives in a two-story house on a dead-end street with a little forest where it ends. The trees there are all evergreen

ground
trees
water

. They grow so close together you've

come
got
made

 to turn sideways to get through.

It
So
To

 is always cool and dark in

my
one
the

 forest.

One day, I left my

bike
purse
room

 lying on its side and walked

from
into
whole

 the evergreens. My feet made no

pain
sound
taste

 on the thick carpet of brown

fur
pine
tower

 needles. It was so still, I

could
helped
was

 hear my own breath and even

my
so
up

 heart

Screening Tests

➤ Phonological Awareness Screening Tool (PAST)

- Is assessed on each child from Year 3-6 at CSPA
- Students are assessed on their level of Phoneme Manipulation (ie. Adding sounds, deleting sounds and substituting sounds)
- We then use Dr Kilpatrick's 1 minute activities to work on areas as a whole class that are found to be lacking in the cohort
- This takes only 2-4 minutes per day
- We also have our ES staff and Tutor pull small groups of students out to work on their individual/small group levels of need
- This skill is worked on for a maximum of 4 minutes per day and is done orally so there is no preparation time for staff

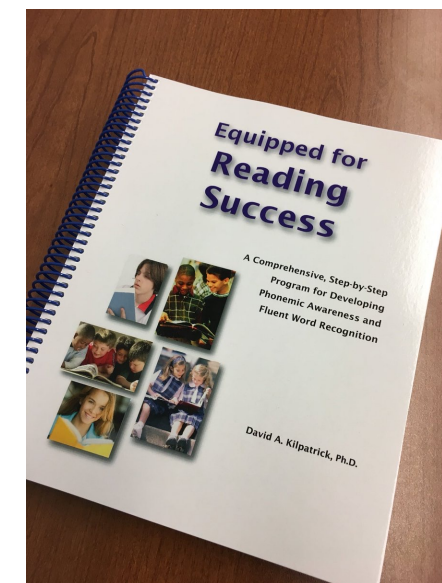
KILPATRICK'S 1 MINUTE ACTIVITIES 'EQUIPPED FOR READING SUCCESS'

One Minute Activities Level J

Say: **dad** Now say **dad**, but instead of /a/ say /i/ **did**
Or say: **dad** Now say it again, but instead of /a/ say /i/ **did**

1. Say: dad instead of /a/ say /i/ did
bag instead of /a/ say /i/ big
hat instead of /a/ say /o/ hot
map instead of /a/ say /o/ mop
get instead of /e/ say /o/ got
had instead of /a/ say /i/ hid
cab instead of /a/ say /u/ cub
fan instead of /a/ say /u/ fun
pat instead of /a/ say /e/ pet
not instead of /o/ say /e/ net

2. Say: set instead of /e/ say /a/ sat
lid instead of /i/ say /e/ led
bat instead of /a/ say /i/ bit
dash instead of /a/ say /i/ dish
his instead of /i/ say /a/ has
cot instead of /o/ say /a/ cat
fan instead of /a/ say /i/ fin
mad instead of /a/ say /u/ mud
tap instead of /a/ say /o/ top
sat instead of /a/ say /e/ set



Name	HIGHEST CORRECT LEVEL	HIGHEST AUTOMATIC LEVEL	SYLLABLE LEVELS				ON-SET RIME LEVELS		PHONEME LEVELS				ADVANCED PHONEME LEVEL					
			D1	D2	E2	E3	F	G	H1	H2	I1	I2	J	K1	K2	L	M1	M2
Namanjot			1	1	1	1	1	1	1	1	0	1	0	0	0	0	1	0
Eva			1	1	1	1	1	1	1	1	1	1	2	1	0	0	1	2
Prashan			1	1	1	1	2	1	0	1	2	1	1	0	2	0	0	0
Ella			1	1	1	1	1	1	1	2	1	1	1	1	1	1	1	1
Valantine			1	1	1	1	1	0	1	1	1	1	2	2	1	1	1	2
Callum			1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	0
David			2	1	1	0	2	2	2	1	1	1	2	2	2	2	0	2
Yuhasna			1	1	1	1	1	2	1	1	1	1	1	1	1	2	1	2
Maeva			1	1	1	1	1	2	1	1	1	1	1	2	2	2	2	2
Megha			1	1	1	1	1	1	1	1	1	1	1	1	1	1	2	1
James			1	1	1	1	1	1	0	0	0	1	0	0	0	0	0	0
Kaushi			1	1	1	2	1	1	1	1	1	1	2	1	1	2	0	2
Baylee			1	1	1	1	1	2	2	0	2	1	2	0	0	2	2	0
Anthony			1	1	1	2	1	1	1	1	0	1	2	0	0	0	0	0
Alexis			1	1	1	1	1	1	1	1	1	1	2	1	1	1	2	2
Nemo			1	1	1	1	1	1	1	1	1	1	2	1	1	1	1	1
Heidi			1	2	1	2	1	1	2	2	1	2	2	2	2	0	2	0
Jonathan			1	1	1	1	1	1	1	1	1	1	2	1	1	1	1	1
Mak			1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Faith			1	1	1	1	1	1	1	1	1	1	2	1	1	2	1	2
Tahmina			1	1	1	1	1	1	1	1	1	1	2	1	1	1	1	1
Edward			1	1	1	1	1	1	1	1	1	1	0	1	1	0	1	0

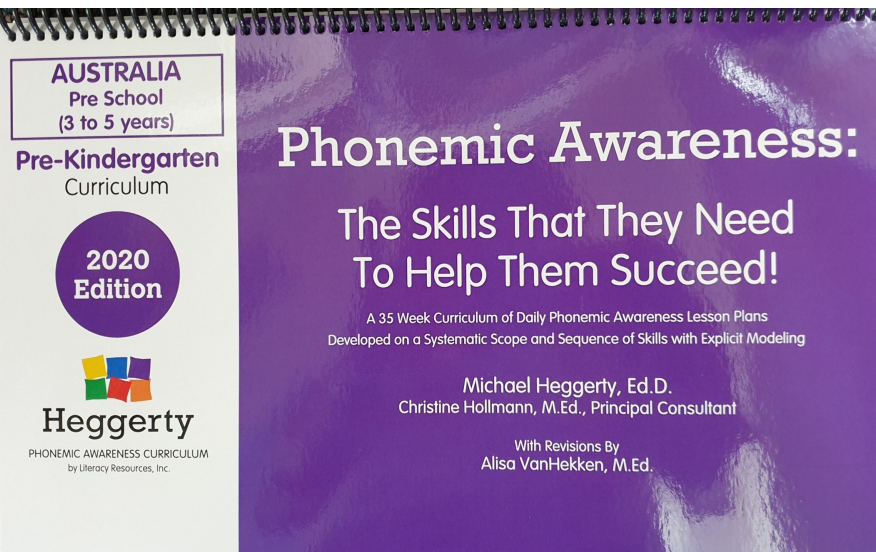
Screening Tests

➤ Phonological Awareness Screening Tool (Heggerty)

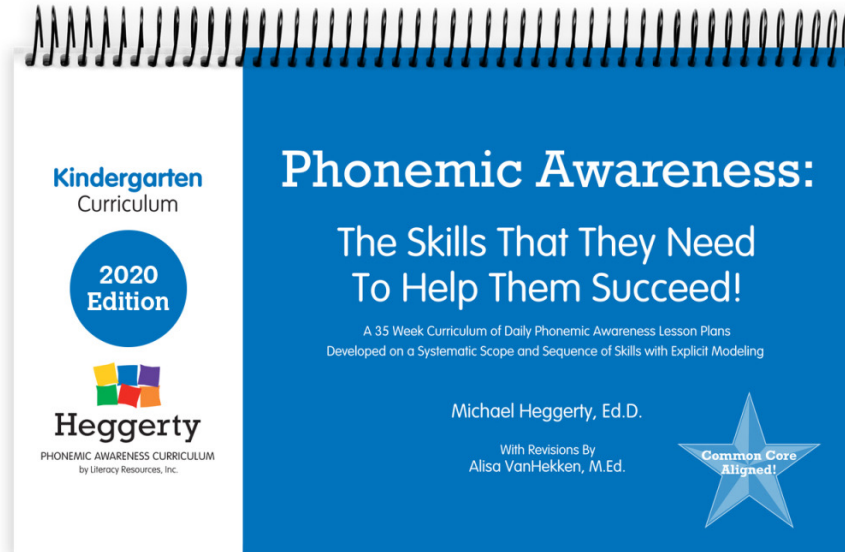
- Is assessed on each child from Year F-2 at CSPA
- Students are assessed on their level of Phonological Awareness (ie. Rhyme, initial sound, middle sound, end sound, etc)
- We then use the Heggerty P.A. Books for 8-10 minutes each day with the whole class
- We also have our ES staff and Tutor pull small groups of students out to work on their individual/small group levels of need
- This skill is worked on for a maximum of 10 minutes per day and is done orally so there is no preparation time for staff

HEGGERTY BOOKS

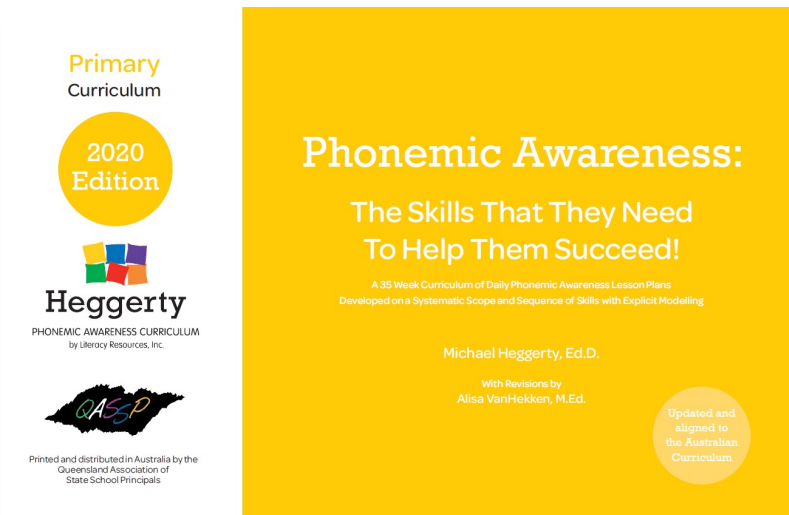
SOLD IN AUSTRALIA THROUGH 'SEELECT' FOR \$165 EACH



PURPLE FOR KINDERGARTEN



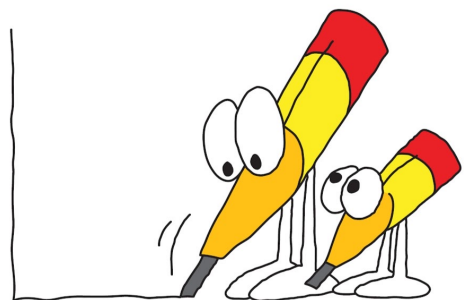
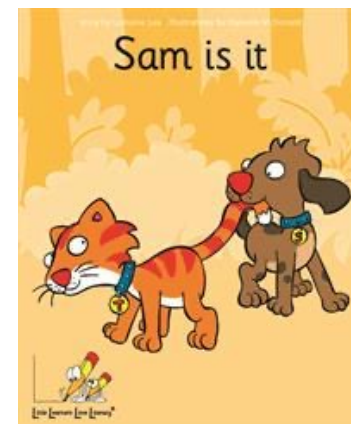
BLUE FOR PREP/FOUNDATION



YELLOW FOR YEAR 1/2+

Screening Tests

➤ LLARS (Little Learners Love Literacy)



Little Learners Love Literacy®

- Is assessed on each child from Year F-6 at CSPA
- Students are assessed on their level of Phoneme knowledge on all single letters, digraphs, trigraphs, etc
- We follow the Little Learners Love Literacy sequence, but there are many other programs out there with similar sequences, so follow the one your school uses
- The LLARS assessment also has nonsense words for each stage, decodable texts for each stage, and single words to check for blending
- **Our whole school data shocked us at how quickly it was working, BUT, also how lacking our senior students were who had not received this level of explicit systematic phonics teaching**

Getting the Buy-in is a slow burn

This is a marathon, not a sprint!

- Professional readings
 - Professional Learning/Development
 - Activities with staff (staff presentations) on the Big 6
 - Support (learning walks/modelling/observations/surveys)
 - At a minimum, needs to be your school focus for 2-3 years until embedded
-
- Newsletter articles for families
 - Update website, facebook page, all social media
 - Parent information sessions



Getting the Buy-in is a slow burn

- Share your initial data with all staff (you can't hide from poor data)
- Begin the discussion process of the Science of Reading (you can't continue on with practices that are causing the data you just reviewed and shared)
- Use PL sessions to inform staff of best practice regarding reading instruction
- Let staff do the heavy lifting (powerpoint presentations, collecting data, sharing and analysing data)

Getting the Buy-in is a slow burn

Fluency
Phonemic Awareness
Phonics
Comprehension
Vocabulary
Fluency

© Consortium of Reading Research

Read About It:
Scientific Evidence for Effective Teaching of Reading
Kerry Hempenstall
Edited by Jennifer Buckingham
Research Report | March 2014

What is reading fluency?

The ability to read accurately, quickly and expressively

Practice Is Key

- A fluent reader converts “print to elegant speech” effortlessly -reading is smooth
- A struggling reader reads slowly, stopping, makes errors and unlikely to comprehend

Oral reading fluency- reading text aloud - Reading is smooth vs tentative

- Automaticity**- decoding words with minimal use of effort.
- When 80 words correct per minute (wcpm)-achieved automaticity- classed as an INDEPENDENT READER
- By Year 3 average speech rate 120-150 words correct per minute.
- Practice is key**

How does automaticity help comprehension?

“When cognitive processes are automatic through practice, there is a reduced load on a reader’s working memory.”

- When fluency is achieved, the reader is free to comprehend
- Low readers use 4-5x as much physical energy (O2 & glucose) as fluent readers and claim “reading is too hard”

Fluency acts as a bridge

Fluent readers gain > access to vocabulary

Fluency Bridges the Gap to Comprehension

2003 - Researchers compared Gr. 3 students DIBELS (Dynamic Indicators of Basic Early Literacy Skills) to reading **FCAT** (Florida Comprehension Assessment Test)

- Group 1**- below 80 wcpm 81% **failed** the comprehension test
- Group 2** -b/w 80-110 wcpm - 50% below/50% above passmark
- Group 3**- above 110 wcpm -majority **passed** the comp. test

Effective Fluency Strategies

- Repeated reading
- Computer-guided practice- listen to the story
- Rapid word recognition charts
- Timing system: speed drills, letter fluency, word parts & whole words
- Choral reading a passage together with the teacher
- Partner reading:
 - take turns reading aloud
 - pair a more fluent with less fluent reader
- Readers’ Theatre

Repeated Reading vs Silent Reading

Repeated Reading

- Multiple readings of a brief text (100-200 words) with feedback
- Teacher models & expects expression- Narratives, Poems, Lyrics

Silent Reading

- Best for average and above average readers
- Encourages wider reading BUT difficult for struggling readers
- Large amount of independent reading - minimal guidance or feedback

Getting the Buy-in is a slow burn

- Visit other schools who are using the SoR
- Show staff practical applications of SoR in action and support staff as they implement
- Begin with P.A across the school and phonics P-4
- Implement fluency pairs in the second phase (1-2 terms in)
- We are at the stage now of researching how best to introduce vocabulary into all classrooms

Incorporating the Big 6

Foundation – Year 2

- 8-10 minutes using Heggerty
- 10 minutes reviewing previously learnt sounds and learning a new sound/s
- 8 minutes paired fluency activity
- 5 minutes Word of the Day linked to phonics focus
- 15 minutes of teacher modelling a new skill using think-alouds and a chance for students to practice with their own books
- 15 minutes Literacy Rotations practicing at their own stages of learning (using Big 6)



Incorporating the Big 6

Year 3 - 6

- 4 minutes using Kilpatrick's 1 minute activities
- 5 minutes reviewing previously learnt sounds and learning a new sound/s
- 8 minutes paired fluency activity
- 10 minutes Vocabulary analysis
- 10 minutes explicit teaching
- 10 minutes guided practice
- 10 minutes independent practice

Word of the Day



Our word is...

- How many syllables in this word? Let's clap it out together.
- Who would like to tell me what the first sound is?
- Who would like to tell me what the last sound is? Repeat for all sounds.
- Who can tell me how many sounds the word has?
- Who would like to try to spell this word? Use sound bubbles/boxes/dots.
- What other words rhyme with this word? Can we spell those together.
- Who would like to tell me what this word means?
- Who can put this word into a sentence?
- Are there any other forms of this word? Add 'ing' 'ed' (prefixes/suffixes)

Fluency Pairs

- Quick 8 minute activity
- Both students in the pair have the same text (decodable preferred)
- Student 1 reads for 4 minutes, whilst Student 2 follows along and corrects any errors
- Student 2 reads for 4 minutes, whilst Student 1 follows along and corrects any errors
- Both students mark where they read up to on the page/text
- Students read the same text 3-4 times during the week
- Ideally, they should make improvements in their fluency rate

Fluency Pairs – Education Support staff/Tutor

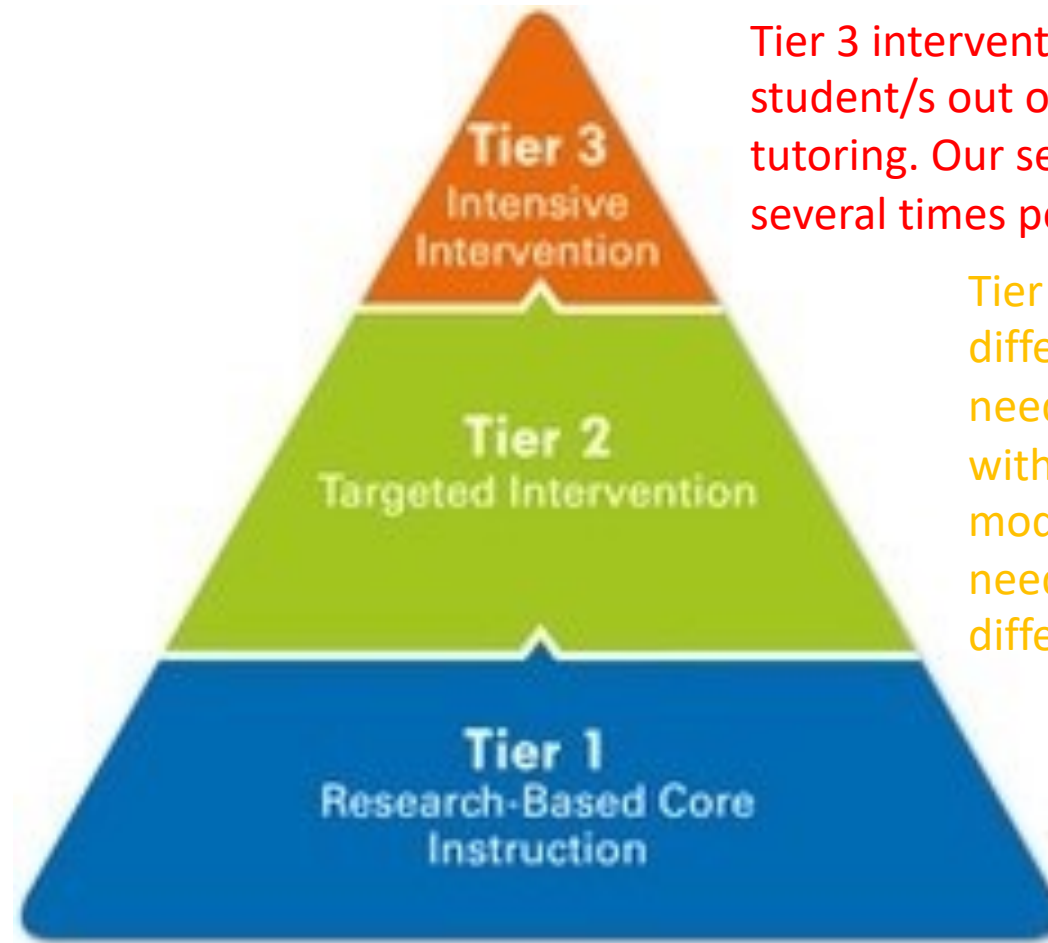
- Identify students at risk using Dibels assessment (reading fluency)
- Student reads to ES staff for 1 minute
- ES staff go through and correct errors AFTER THE CHILD HAS FINISHED
- ES staff to model how the passage should be read for 1 minute
- Student to read to ES staff for 1 minute
- Follow previous step correcting and modelling
- Student to read to ES staff for 1 more minute

- Write down the student's average score over 3 reads
- Look to improve upon this over time

Fluency Pairs with ES staff



RTI Framework



Tier 3 intervention involves taking the student/s out of the classroom for intensive tutoring. Our sessions are 30 minutes each, several times per week.

Tier 2 intervention is where you differentiate the teaching based on the needs of the students. They are not withdrawn from the classroom, but have modified work tailored to their level of need. Literacy rotations cater for this if differentiated.

Tier 1 instruction is research-based and is the same for all students in the classroom.

Who needs Tier 2 and Tier 3 Intervention?

		Baseline - Term 1							
Last	First	NWF-CLS	NWF-WRC	WRF	ORF	ORF Acc	MAZE	Composite	Le
student	1	123	33	76	99			385	
student	2	100	30	45	82			364	
student	3	90	27	74	61			359	
student	4	71	21	46	80			352	
student	5	88	19	29	64			348	
student	6	64	18	20	49			332	
student	7	44	13	14	46			322	
student	8	36	8	12	24			311	

Who needs intervention here? And what type? And what Tier? *THIS IS OUR YEAR 2 COHORT*

- Students 7 and 8 will receive intervention. Student 7 would receive Tier 2 and the focus would be on word reading fluency (High Frequency Words)
- Student 8 will receive Tier 3 intervention across all areas (nonsense words, HFW and reading fluency).
- Students 1 and 2 would qualify for our Gifted & Talented Program, which is also run by ES staff at CSPS.

WHO NEEDS INTERVENTION?

		Baseline - Term 1							
Last	First	NWF-CLS	NWF-WRC	WRF	ORF	ORF Acc	MAZE	Composite	
Student	1	227	63	74	111		13	412	
Student	2	176	53	77	140		13	403	
Student	3	168	46	70	120		15.5	391	
Student	4	170	51	65	116		9	390	
Student	5	158	47	75	117		9	387	
Student	6	148	35	64	108		10.5	377	
Student	7	107	34	65	102		12	360	
Student	8	102	32	58	100		9	356	
Student	9	94	28	72	101		6.5	355	
Student	10	108	32	46	87		15	351	
Student	11	89	27	51	72		3	339	
Student	12	72	22	39	77		9.5	332	
Student	13	66	18	43	69		7.5	327	
Student	14	28	4	30	57		7	305	
Student	15	41	0	20	34		0.5	299	
Student	16	40	8	20	27		3.5	297	
Student	17	29	4	23	26		0	292	
Student	18	18	6	1	12		-4.5	279	

Who needs intervention here? And what type? And what Tier? *THIS IS OUR YEAR 3 COHORT*

What would a support session look like?

What does a Year 1/2 tutoring lesson look like

- Letter Naming Fluency with cards (2 minutes)
- Phoneme Segmentation Fluency with booklet (2 minutes)
- Heggerty Phoneme Awareness practice (3 minutes)
- Nonsense Word Fluency with booklet (2 minutes)
- Word Reading Fluency (M100Words) (3 minutes)
- Oral Reading Fluency with booklet – level below (1 minute x 3)
- Student reads a Decodable Text at their level (5 minutes)
- Revise previously learnt letter/sounds (2 minutes)
- Explicitly teaching a new letter/sound (5 minutes)
- Spelling linked to phonics lesson on mini whiteboard (3 minutes)

What would a support session look like?

What does a Year 3/4 tutoring lesson look like

- Nonsense Word Fluency with booklet (3 minutes)
- Word Reading Fluency (M100Words) (3 minute)
- Oral Reading Fluency with booklet – level below (1 minute x 3)
- Decodables at level – LLLL or Moon Dog series (5 minutes)
- Phonemic Awareness with Kilpatrick booklet (3 minutes)
- Explicit teaching of sounds missing on LLARS (5 minutes)
- Spelling linked to phonics lesson on mini-whiteboards (3 minutes)

What would a support session look like

What does a Year 5/6 tutoring lesson look like

- Oral Reading Fluency with booklet – level below (1 minute x 3)
- Phonemic Awareness with Kilpatrick booklet (4 minutes)
- Decodables at level – LLLL or Moon Dog series (8 minutes)
- Explicit teaching of sounds missing on LLARS (8 minutes)
- Spelling linked to phonics lesson with mini whiteboard (4 minutes)

How often?

- Our sessions are generally 30 minutes each
- Students in the red will receive 3 sessions per week
- Students in the yellow will receive 1 session per week
- All data is provided to the tutor/ES staff
- Targets are set with the students, aligned to the Dibels assessment
- The goal is to move the students from Tier 3 to Tier 2, and Tier 2 to Tier 1 as quickly as possible



What advice do you have
for an instructional
leader whose school and
system have deeply
entrenched views about
balanced literacy?

What are your
thoughts on the recent
criticisms of Heggerty?

Could you please share
your assessment
schedule & how you
monitor & track data?
Thank you!

How did you manage
the change with staff?

What have been some of
your wins and challenges
in building teachers'
knowledge and use of
SOR practices so far?

How prepared do you feel that preservice teachers are to be able to teach reading? Do you feel that there are areas not being covered in their ITE training and if so, what are these?

How have you supported your Yr3-6 teachers to change how they approach reading in the classroom? What data do you use to show progress of 3-6 students becoming skilled readers? What resources do you use in Yr3-6 to support science of reading in the classroom?

Name	HIGHEST CORRECT LEVEL	HIGHEST AUTOMATIC LEVEL	SYLLABLE LEVELS				ON-SET RIME LEVELS		PHONEME LEVELS				ADVANCED PHONEME LEVEL					
			D1	D2	E2	E3	F	G	H1	H2	I1	I2	J	K1	K2	L	M1	M2
Namanjot			1	1	1	1	1	1	1	1	0	1	0	0	0	0	1	0
Eva			1	1	1	1	1	1	1	1	1	1	2	1	0	0	1	2
Prashan			1	1	1	1	2	1	0	1	2	1	1	0	2	0	0	0
Ella			1	1	1	1	1	1	1	2	1	1	1	1	1	1	1	1
Valantine			1	1	1	1	1	0	1	1	1	1	2	2	1	1	1	2
Callum			1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	0
David			2	1	1	0	2	2	2	1	1	1	2	2	2	2	0	2
Yuhasna			1	1	1	1	1	2	1	1	1	1	1	1	1	2	1	2
Maeva			1	1	1	1	1	2	1	1	1	1	1	2	2	2	2	2
Megha			1	1	1	1	1	1	1	1	1	1	1	1	1	1	2	1
James			1	1	1	1	1	1	0	0	0	1	0	0	0	0	0	0
Kaushi			1	1	1	2	1	1	1	1	1	1	2	1	1	2	0	2
Baylee			1	1	1	1	1	2	2	0	2	1	2	0	0	2	2	0
Anthony			1	1	1	2	1	1	1	1	0	1	2	0	0	0	0	0
Alexis			1	1	1	1	1	1	1	1	1	1	2	1	1	1	2	2
Nemo			1	1	1	1	1	1	1	1	1	1	2	1	1	1	1	1
Heidi			1	2	1	2	1	1	2	2	1	2	2	2	2	0	2	0
Jonathan			1	1	1	1	1	1	1	1	1	1	2	1	1	1	1	1
Mak			1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Faith			1	1	1	1	1	1	1	1	1	1	2	1	1	2	1	2
Tahmina			1	1	1	1	1	1	1	1	1	1	2	1	1	1	1	1
Edward			1	1	1	1	1	1	1	1	1	1	0	1	1	0	1	0

Fluency Pairs

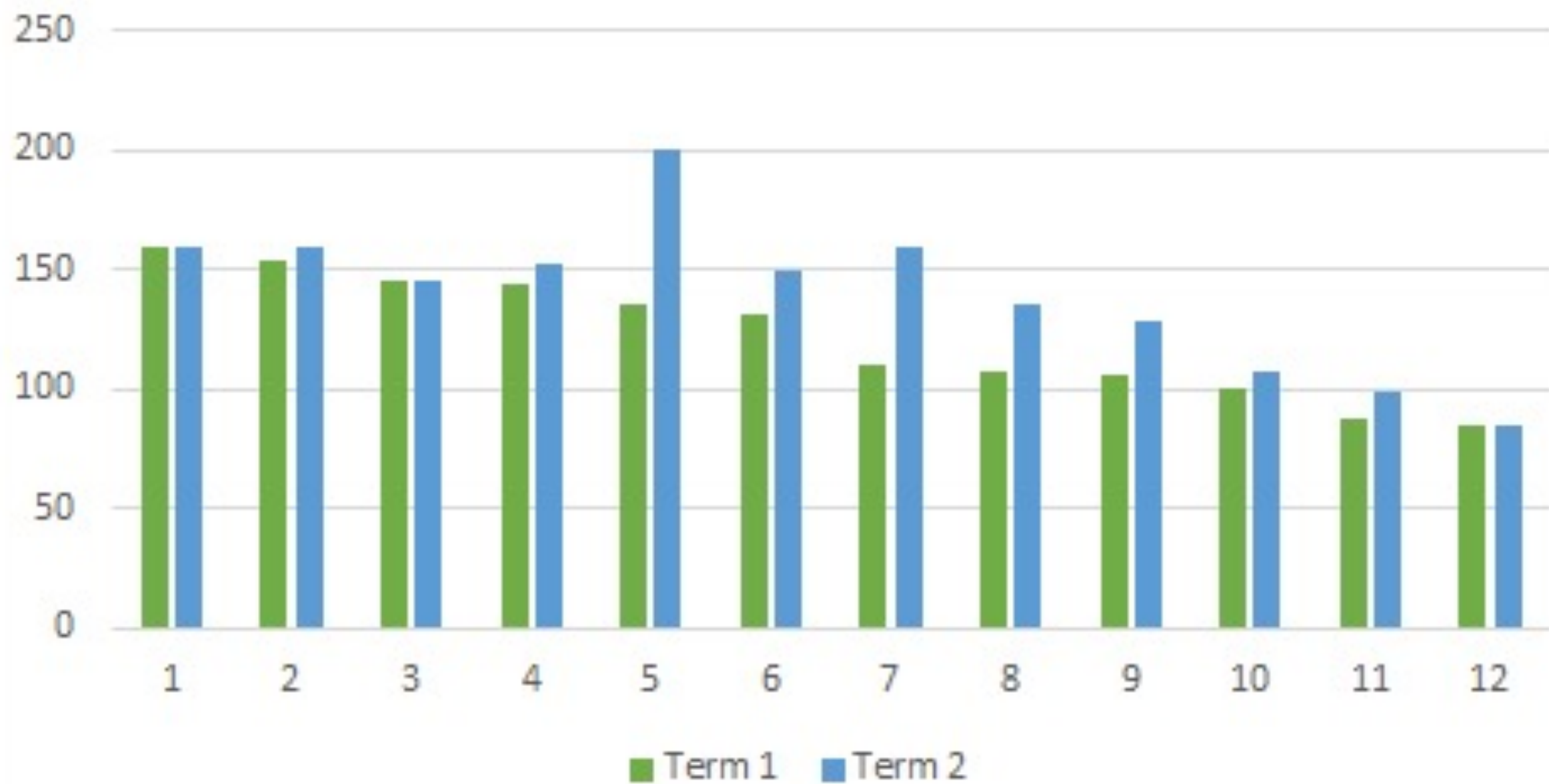
Term 1 vs Term 2

Results

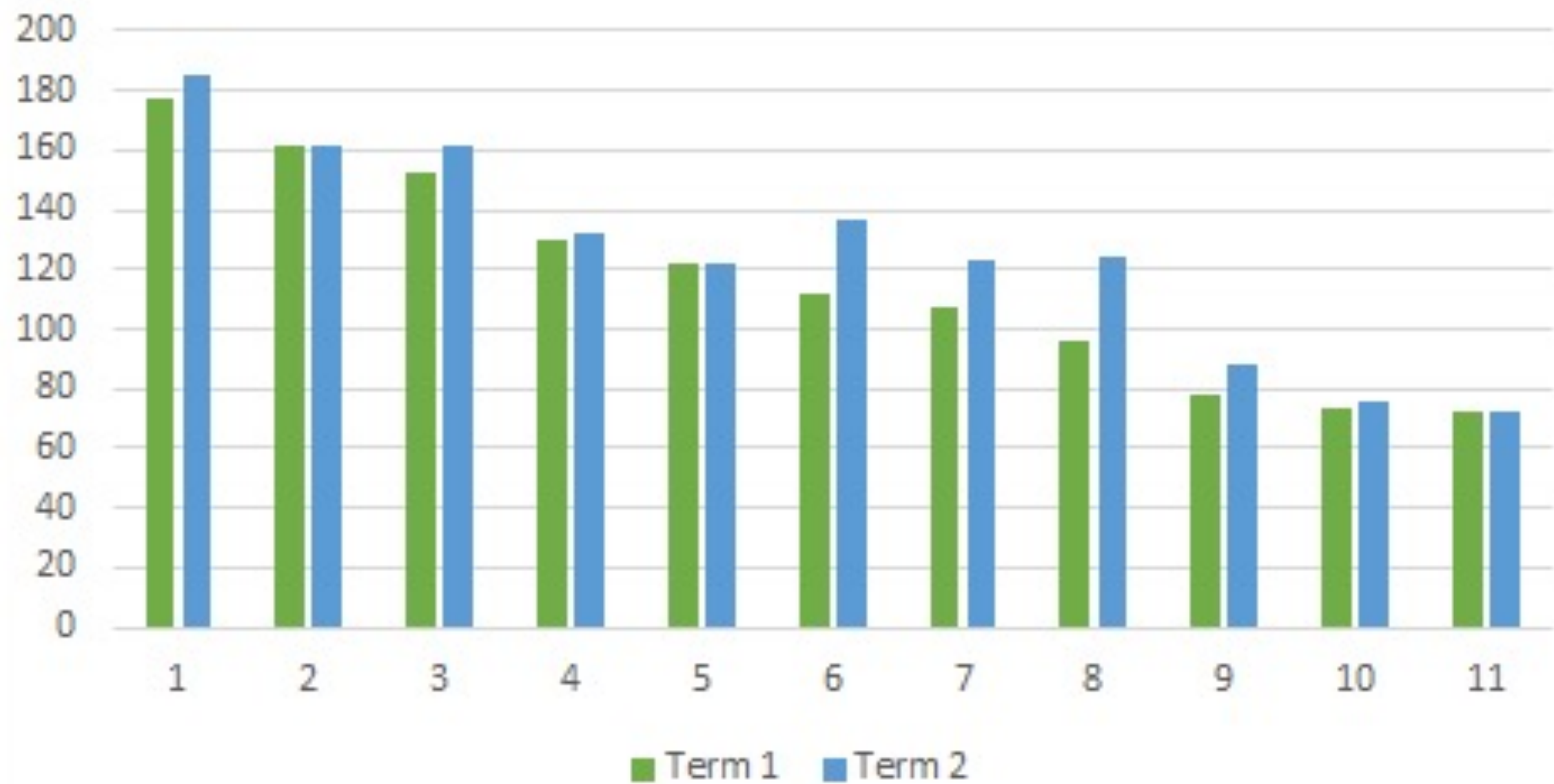
Grade 6	Term 1	Term 2
	177	185
	162	162
	153	161
	130	132
	122	122
	112	137
	107	123
	96	124
	78	88
	74	76
	72	72
Average WPM	116.6364	125.6364
Average Boys	122.75	127.75
Average Girls	113.1429	124.4286

Grade 5	Term 1	Term 2
	160	160
	154	160
	146	146
	144	152
	136	201
	132	150
	110	160
	107	136
	106	128
	101	107
	87	99
	85	85
Average WPM	122.3333	140.3333
Average Boys	113.5	138.4286
Average Girls	128.2	143

Grade 5 Students



Grade 6 Students



How did you get all teachers on board?

You mention that you'd taught struggling readers before, using non-evidence based approaches that weren't terribly successful. Many teachers and administrators do accept as inevitability that their low readers will always struggle. How did you come to realize that it didn't have to be this way?

You mention that you'd taught struggling readers before, using non-evidence based approaches that weren't terribly successful. Many teachers and administrators do accept as inevitability that their low readers will always struggle. How did you come to realize that it didn't have to be this way?

To find out more:

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Q & A