

**EARLY LITERACY  
RESEARCH PROJECT**

**REPORT TO THE NEW ZEALAND  
MINISTRY OF EDUCATION**  
**Operational Milestone Report**  
**June 2016**

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June, 2016



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# The Early Literacy Project: Milestone report

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*Operational Milestone Report*

*June 2016*

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28 June 2016

## Executive Summary

The purpose of this operational milestone report is to provide an update on the progress of the Early Literacy Project over the previous 6 months.

The report provides an overview of:

- the design and an update on the timeline (page 4)
- the updated sample size (pages 5-7)
- where the data collection has progressed to for both children and teacher participants (page 8)
- the different analyses being carried out (page 10)
- the progress in the Intervention 2016 workshops (page 12)
- the changes between the 2015 and 2016 workshops (page 13)

The next step is to continue with 2016 data collection and further analysis of the collected data. In particular, we hope to conduct more in-depth analysis on the specific nature of children's errors in reading and spelling to examine patterns based on the ways they have been taught. We have a specific focus on the nature of teaching strategies and the implementation of them, both to understand how teachers teach and to examine fidelity of the strategies covered in the workshops. This is fundamental to our understanding of how well the project is working through teachers.

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## Introduction

This report will provide an overview of the operational progress of The Early Literacy Project up until June 2016. It will describe progress in the design of the project and what each cohort of participants is doing with regards to the project design. Changes that were agreed to will be highlighted, with a description of how they have progressed within the study.

## Design and timeline progress

The major design change was the addition of new cohorts of children to follow starting in 2016. The original cohorts of children are identified as Intervention Cohort 1 and Comparison Cohort 1 in Table 1. The first new cohort of children consists of the children in the classrooms of remaining 2015 intervention teachers, Intervention Cohort 2. The second cohort of children consists of the children in the classrooms of the teachers in the 2016 intervention (workshop) programme, Intervention Cohort 3. We also have one school which has declined to participate as an Intervention School in 2016, but are willing to continue as a Comparison School. The new children in this school are in Comparison Cohort 2. This Comparison Cohort 2 also includes children in schools where Intervention 2015 teacher participants taught, but are on leave, no longer at the school, or the teacher has moved to another area of the school. The schools are happy to continue participation and we have obtained consent from the new comparison teachers as well.

## The sample of child and teacher participants: An update

### Child sample

During the first half of 2016 the new cohorts of children participated in Time 1 (February) and Time 2 (June) data collection rounds, using the same assessment measures that the 2015 cohorts of children participated in. Our existing cohorts of children who are now aged approximately six-and-a-half years of age participated in Time 4 (February) and Time 5 (June) data collection rounds. In these rounds we are beginning to measure Reading Comprehension as an outcome measure, using the Neale Analysis of Reading Comprehension (McKay & Barnard, 1999). We are also continuing to collect Reading Levels, although the different ways school identify levels makes it less robust as a measure. For example, some schools specify a colour-wheel colour, others a colour-wheel colour and level within that colour, others a level only and others again specify a reading age. In a small number of cases children are reading over the top level of the colour wheel range.

There is a certain amount of attrition across the sample of children although in some cases they have missed one assessment period or a number of measures within a time of assessment. These children are still being picked up at the next assessment time period. There are also two cases where children have moved from one intervention project school to another, and have continued in the project at their new school. The current sample size (at Time 4) for Intervention Cohort 1 was 173 children and the sample size for Comparison Cohort 1 is 127 children. This is equivalent with the numbers at the end of 2016; there are two more children, one from each cohort, compared to the data numbers reported in the End of Year 1 Milestone Report, due to absences at the different time points.

Intervention cohort 2 began with 135 children in February 2016. Intervention cohort 3 began the project with 116 children. The small Comparison cohort 2, which is expected to have no different experiences in instruction to Comparison cohort 1 is comprised of 59 children. This makes a total of 289 children currently in the project as a child in a classroom of a teacher receiving the intervention workshop material for the first time and the 135 children who are in the classrooms of teachers who received the workshop in 2015.

With the total number of 186 comparison cohort children (recruited across 2015 and 2016) there is a total sample size, as of 29 February 2016, of 610 children. This number is in a constant state of flux due to child movement across and within schools.

### Overview of children

- Intervention children still in project from intervention in 2015 – 173
- Intervention children new to project in 2016 – 135
- Intervention cohort 3 children new to project in 2016 – 116
- Comparison cohort children still in project from 2015 – 127
- Comparison cohort of children new to project in 2016 – 59

**Total children: 610**

Table 1: Updated research design for cohorts of children

	2015	2016	2017
<b>Intervention</b>			
Cohort 1			
1 <sup>st</sup> Group Intervention Teachers	X	X	X
1 <sup>st</sup> Group Intervention Students			
Cohort 2			
1 <sup>st</sup> Group Intervention Teachers		X	X
2 <sup>nd</sup> Group Intervention Students			
Cohort 3			
1 <sup>st</sup> Group Comparison Teachers		X	X
3 <sup>rd</sup> Group Intervention Students			
<b>Comparison</b>			
Cohort 1			
1 <sup>st</sup> Group Comparison Teachers	X	X	X
1 <sup>st</sup> Group Comparison Students			
Cohort 2			
2 <sup>nd</sup> Group Comparison Teachers		X	X
2 <sup>nd</sup> Group Comparison Students			

<sup>1</sup> "X" denotes years in which students' assessments are done.

### Teacher sample

Thirty-eight schools have continued with the project, all schools from 2015 except for the one school that withdrew all participation after Time 1 2015. Within these schools 40 of 47 teachers have continued from the Intervention Cohort 1 to Intervention Cohort 2. Of the seven missing teachers, three left the school they were at, one is on sabbatical, one is on maternity leave and the remaining two are teaching in other levels at the same school. Of the 32 teachers in Comparison Cohort 1, 27 have now joined Intervention Cohort 3. Of the remaining 5 teachers, one chose to continue as a comparison teacher (there is one teacher participant in the school) and the other four left the schools that were participating. However, there has been an additional seven teachers who have joined the Comparison Schools and have now joined Intervention Cohort 3. Finally, there are an



additional nine teachers who have been added as Comparison Cohort 2 teachers as they are new to Intervention Schools but have not had the Intervention programme. These teachers will be offered a one-day workshop and access to all materials provided to intervention group teachers in November of 2016.

#### *Teacher overview*

- Intervention teachers from 2015 – 40
- Intervention teachers in 2016 transferred from Comparison teachers in 2015 – 27
- Intervention teachers in 2016 new to previous comparison schools - 7
- Comparison teacher stayed comparison for 2016 – 1
- Comparison teacher new to previous intervention school – 9

**Total teachers in 2016: 84 from 38 schools**

## Data Collection to June 2016

### With children

Data collection has continued with children across all cohorts. All children in Cohorts 2 and 3 (Intervention or Comparison) are participating in the same Time 1 and Time 2 assessments that Cohorts 1 participated in at the same time in 2015 (see Table 2). The existing cohorts of children are participating in assessments (see Table 3) that are both progression (e.g., phonological awareness, sight word reading, spelling) and outcome (reading comprehension). We are also endeavouring to collect reading book levels at each Time for all cohorts of children. In addition, we are attempting to ensure greater clarity in who is teaching the children in the Time 2 data point to have better control over the nature of the teaching children are receiving. The Time 2 and Time 5 data collection is underway during the writing of this report so total numbers and any preliminary results cannot yet be reported.

**Table 2: Assessments carried out with new 5-year-old participants**

Time 1 measures	Time 2 measures
<ul style="list-style-type: none"><li>• Alphabet letter names (upper and lower case)</li><li>• Alphabet letter sounds (upper and lower case)</li><li>• One list from the Clay word reading measure</li><li>• 18-word spelling measure</li><li>• Comprehensive test of phonological awareness (CTOPP) measures<ul style="list-style-type: none"><li>○ Phonological matching</li><li>○ Phonological blending</li><li>○ Elision</li></ul></li><li>• British Picture Vocabulary Scale (for receptive vocabulary)</li><li>• Families are also asked to complete a home literacy survey</li></ul>	<ul style="list-style-type: none"><li>• Alphabet letter names (upper and lower case)</li><li>• Alphabet letter sounds (upper and lower case)</li><li>• One list from the Clay word reading measure</li><li>• 18-word spelling measure</li><li>• CTOPP measures<ul style="list-style-type: none"><li>○ Phonological matching</li><li>○ Phonological blending</li><li>○ Elision</li></ul></li><li>• Burt word reading test</li><li>• Pseudoword reading test</li><li>• Reading book levels are also being requested</li></ul>

**Table 3: Assessments carried out on 6-year-old children still in project**

<b>Time 4 measures</b>	<b>Time 5 measures</b>
<ul style="list-style-type: none"> <li>• Burt word reading test</li> <li>• Wide-range achievement test spelling</li> <li>• Pseudoword reading</li> <li>• CTOPP <ul style="list-style-type: none"> <li>○ Elision</li> <li>○ Nonword repetition</li> </ul> </li> <li>• Mispronunciation correction task</li> <li>• Sentence completion task</li> </ul>	<ul style="list-style-type: none"> <li>• Burt word reading test</li> <li>• Wide-range achievement test spelling</li> <li>• Pseudoword reading</li> <li>• CTOPP <ul style="list-style-type: none"> <li>○ Elision</li> <li>○ Nonword repetition</li> </ul> </li> <li>• Listening comprehension</li> <li>• Reading comprehension</li> <li>• Reading book levels requested</li> </ul>

### **With teachers**

During 2016 we have carried out two forms of teacher data collection. The first was carried out with the Intervention Cohort 3 teachers participating in the first Workshop for the year. This included one school principal who did not yet have a teacher confirmed for the year and a student teacher that came to the workshop with his associate teacher. This data collection point involved asking teachers to complete a survey of linguistic knowledge for teachers as previously reported on from the 2015 year. It also included an updated version of the teacher prompts questionnaire used in 2015 and previously reported on.

The second form of data collection involves the video observations collected from all teachers who have any of the 5-year-old participants (any of cohorts 2 and 3). These video observations are collected and copies sent back to teachers in the schools. These videos are used in two ways; firstly we have used them as a reflection tool in the workshops. The second way we use the video data is to code the video for examining practice and fidelity of practice in implementing strategies from the project. It also enables us to develop a baseline from teachers who have not participated.

## Data analysis progress

Data analysis to date is taking several different forms. With the child data we have a research assistant reliability checking the scoring and data entry of every assessment conducted with children. In a small number of cases data has been removed from any further analyses as it is unclear whether the assessment was given in the standardised manner, or was ended earlier than it should have been and the resulting score from the assessment does not represent the ability or knowledge of the child.

This 'cleaned' data informed the analysis in the most recent full Milestone Report. We are beginning to look at the data in a variety of ways using Masters thesis students and our own individual analysis. Some of this will result in Masters theses and published papers, as well as conference papers. All of our students are teachers in primary school or early childhood or are involved in supporting teachers in other ways as well. We will also be looking at the different rates of growth trajectories for children from different SES backgrounds and experiences. In 2016 we have collected family literacy environment survey data that will give a more precise measure of background experiences and individual SES levels.

We are also beginning the process of analysing the teacher videos and have developed a coding system that investigates the use of explicit instruction that is child-centred and based on child needs and current ability level. From this data we will be able to examine fidelity of strategy implementation and will enable us to identify differential patterns of implementation across and within schools. We will also be able to map child change across teacher knowledge and practice change. We plan to develop a small number of case studies that will provide deeper understanding of these aspects of implementation.

## Presentations and publications

### Conference presentations:

Arrow, A. W., Tunmer, W. E., & Chapman, J.W. (2016, July). *Extending the Simple View of Reading: A test of the Cognitive Foundations of Learning to read model*. Presented at the 23<sup>rd</sup> Annual Meeting of the Society for the Scientific Study of Reading, Porto, Portugal, 12-14 July.

Arrow, A.W., & Chapman, J.W. (2015, September). *Can the use of differentiated instruction from school entry reduce New Zealand's persistently large inequities in literacy achievement outcomes?* Presented at British Educational Research Association Conference. Belfast, Northern Ireland.

### Current Masters theses:

Athena London, MEd (Literacy Education) thesis, *Student selection for Reading Recovery: are we selecting the right students?* 2016

Cheryl MacKay, MEd thesis, *How vocabulary influences word recognition skills through set for variability*, 2016

Lisa Taka, MEd thesis, *Exploring the relationship between oral language and literacy acquisition*, 2016-2017

**Current doctoral thesis:**

Christine Braid, PhD thesis, *Effective PD practices for early literacy teachers*, 2014-2017

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## Intervention workshops for 2016

### Timeline update

There have been two workshops held for 2016, the first 2-day workshop and the one-day workshop 2. The workshops are again being held in three locations, Hawera (Whanganui and Taranaki schools), Wellington (Hutt Valley, Wellington and Kapiti schools) and Palmerston North (Taranaki, Manawatu and Horowhenua schools). In Hawera there are 4 schools and 7 teachers participating in the workshops. In Wellington there are 4 schools and 11 teachers participating. In Palmerston North there are 6 schools and 14 teachers; one school has teachers spread between Wellington and Palmerston North workshops to reduce the load for finding reliever teachers. Included in these numbers are four teachers who were unable to attend one or both of the first two workshops and participated in a one-day catch-up workshop in June.

The timeline of the content for the workshops has not changed from 2015. The outline remains the same, but we did move vocabulary from workshop one to workshop two.

1. **March 2016.** Introduction, understanding the research and theory for the project, explicit teaching, initial teacher knowledge building in phonological awareness and phonic concepts (digraphs, vowel patterns, morphemes);
2. **May 2016.** Initial phonic teaching (consonants and simple vowels, blends and digraphs), integrating content and strategy use for reading, explicit vocabulary teaching;
3. **August 2016.** Later phonic teaching (vowel digraphs, syllable types, early morphemes) and integrating the content and strategy use into text reading;
4. **September 2016.** Language comprehension for reading comprehension including syntax, punctuation, early strategy use;
5. **November 2016.** Lesson learned and using the learning for differentiated instruction.

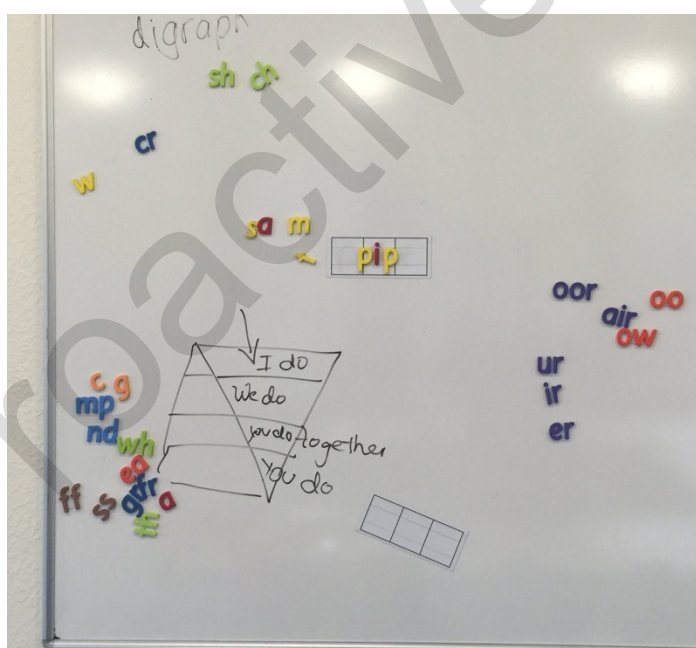


Figure 1: An image taken from Workshop 2

## Changes from 2015

The aspects that have changed have revolved out of the feedback we received from workshop participants during the workshops, especially the final workshop five in 2015. The feedback was that although the material provided was good the implementation into the classroom required additional time to consider the 'what' and the 'how' to teach the material covered. The main issues were planning and resources, which affected how teachers could implement the explicit instruction asked of them. In addition, we provided a scope and sequence to support them, but not until workshop two.

As a result, we developed a curriculum document for teachers that provided a scope and sequence for teaching the phonic knowledge recommended, as well as strategy development, high frequency words, and links to writing instruction (see Appendix 1). This curriculum document provided guidance on how to teach elements for the whole class and also for differentiated instruction. It also provided lists of existing resources, programmes, and text types that are often already in New Zealand classrooms and how they match children's level of reading development. To support the differentiated instruction the curriculum document also provided suggestions for assessment to enable teachers to identify the specific needs at each phase of reading development across the first year of school. This is, in turn, supported by the provision of guidelines that illustrate the kinds of assessment results that you would expect children in a phase to show.

Although we had provided most of the above guidance to teachers in the 2015 year it was given across Workshops 2 and 3. In 2016 we made the decision to provide all of the above information at the start of the Workshop programme and then work our way through it. This revised version of the curriculum document and an accompanying booklet to inform assessment has also been made available to 2015 Intervention teachers. In addition, we have offered it to 2016 Intervention School principals to help them support their teachers as necessary. Anecdotally we are aware that others within the education sector are asking teachers to show the resources to them. We are happy to provide them to interested parties on request.

To support teachers with the resources issue we have purchased resources for schools that can help them implement some of the strategies identified. The level of spend for resources was based on the school's decile level. The resources were a combination of different reading books to use with beginning readers and letter-level resources (magnetic letters).

### Decile 7-10 schools

- Magnetic-letter sets (consonants, vowels, blends, consonant and vowel digraphs, word families) and small decodable readers that children can keep. These were sourced from *Smart Kids*, based in Auckland.

### Decile 4-6 schools

- As for decile 7-10 schools;
- A set of decodable texts (controlled phonic-knowledge introduction texts) sourced from *Little Learners Love Literacy*, based in Australia.

### Decile 1-3 schools

- As for decile 4-6 schools;
- A small set of phonic-knowledge emphasis texts from the *Word-Level Readers* sourced from Gilt-Edge publishers, based in Wellington.



Figure 2: Resources in preparation for sending to schools

Another aspect that we identified from the themes arising from the feedback and our initial video observations was the lack of explicit instruction that teachers gave, or the explicit instruction that was then not reinforced into the reading that followed. The movement of explicit vocabulary instruction from workshop one to workshop two enabled us to focus on the nature of explicit instruction and the importance of reinforcing the phonic knowledge taught to the implementation of that content knowledge to the practice of reading. This content, strategy, integration process was covered in the 2015 workshop programme but again was covered in the middle workshops and not introduced as a key concept at the beginning.

Finally, as our online site is not being utilised in ways we had hoped, to facilitate distance coaching, we have employed a previous project member, Dr Keith Greaney to visit all teachers participating in the intervention in 2016. Dr Greaney will act as a coach, guide and feedback facilitator to support teachers to implement the strategies into their classroom. He will be visiting schools 3-4 times between Workshop 2 and the Workshop 5.



## Summary

After negotiating changes previously the project has continued on. The new intervention teachers have been engaged and probing in the workshops and have appreciated the resources that we have supplied this year.

We have recruited 310 new children in 2016 and an additional 16 teachers across cohort types. There has been no new, known attrition of children since the last report. All children are currently participating in the June 2016 round of data collection (Time 2 for the new 5-year-olds and Time 5 for the existing children recruited in 2015). This data is currently being collated for reliability checking of scoring and entering by the data collectors.

Now that there is data spanning a year's development we are able to begin further analysis of developmental progression and examine differential patterns of implementation across schools and teachers. We are also beginning to make use of some of the data by utilising Masters thesis students to contribute to data analysis for their own thesis. By engaging postgraduate students from the sector we are building capacity in terms of knowledge for them as well as for our project teachers.

The workshop programme for 2016 has been successful so far. We have provided additional resources to teachers this year in the form of a scope-and-sequence curriculum, an assessment manual to support it, resources to support their teaching further and a project coach visiting schools during the year. All documents provided to teachers in the workshops are also offered to school principals or literacy leaders.

The project as outlined in this report will continue until the end of the year. At the end of the year we will provide a one-day workshop for all those interested but not eligible for the workshop programme during 2015 or 2016. We do not anticipate covering release time for those interested in attending, but it will be free for those who RSVP in the time frame.

## References

McKay, M. F., & Barnard, J. (1999). *Neale Analysis of Reading Ability* (3rd ed.). Melbourne, Australia: ACER.

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## **Appendix: Scope and sequence curriculum**

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2016

# Year 1 Literacy Curriculum

The Early Literacy Project

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3/2/2016



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# Curriculum for learning to read words: An introduction

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This curriculum is based on contemporary research on how children learn to read, particularly the developmental model of the Simple View of Reading (Gough & Tunmer, 1986) developed by Tunmer and Hoover (2014). This model is known as the Cognitive Model of Learning to Read and aligns with several developmental, phase models of learning to read, particularly Ehri's (2000, 2005, 2014). It also aligns with the 5 pillars of reading that evolved out of the National Reading Panel (1999); phonological awareness and alphabet knowledge; phonic knowledge, vocabulary, fluency and comprehension. This curriculum recognises that these are each elements that must be taught, but also that specific, explicit instruction of word learning is necessary for independent use of reading to further develop fluency, vocabulary and comprehension.

This curriculum thus uses Ehri's phase theory of word reading and the Cognitive Model of Learning to Read to specify a developmental scope and sequence, and a supporting assessment framework. It also distinguishes between the content children need to learn and the strategies they need to learn for using it. The teaching of reading is most effective when instruction is explicit, structured, and systematic. The use of a developmental scope and sequence provides the structure and systematic framework for teaching. The lesson planning templates and sample lessons illustrate how to provide that explicit instruction.

Lessons should be explicit and word focused (Hempenstall & Buckingham, 2016). Text is used to support the learning rather than leading the learning. This is because children need to have specific skills and strategies in place for decoding print before they are able to focus on the text. In the first two phases this may mean that they are not reading texts, but are using letters, sentences or other decodable texts to support what they have just learned about content and strategy. The curriculum also follows Fisher, Frey and Lapp's (2011) model of teacher release of responsibility to children: *I do, we do, you do*.

Accordingly, there is no guided reading in the New Entrant classroom unless children are in phase 4. The grouping of children is simply known as small-group teaching and is necessarily homogeneous. However, the children are similar in need rather than reading level. In phase 3 levelled readers should be phased in and the lessons become more like the guided-reading lesson that many teachers will be familiar with. The focus then shifts to reading for meaning as students already have the main phonic knowledge and strategies in place to support their reading of unknown words.

## Getting started

In a classroom that starts out the school year with a new group of children all instruction would normally be whole-class instruction. As the term progresses and you have carried out screening assessments and any follow up diagnostic assessments you will start to differentiate instruction using small groups. From that you may find that some children will be in phase 2, 3 or even 4. It is at this point that differentiated small-groups should be implemented in place of any previous small-group/guided reading practices.

Children who already appear to be good decoders at the start of year 1 often become poor spellers as they are not paying explicit attention to the order of letters in words. Thus, it is still necessary to continue whole-class instruction reinforcing the knowledge from each phase, but working on phase specific knowledge in small groups. Whole-class instruction is also appropriate for specific, explicit vocabulary instruction; interactive shared writing for genre and sentence construction, and; other shared learning needs.

In a classroom of a number of year levels and school entry points whole-class instruction may still be used, but the teacher should consider a short reinforcement of the alphabetic principle and phonic knowledge and utilise the time for explicit vocabulary instruction instead.

As the curriculum means that phonological and phoneme awareness, and phonic knowledge, is taught within small group time, stand-alone phonic programmes are not necessary within the class time-table. However, the knowledge gained, resources, and activities can be integrated into the specific small group instruction. Indications of different programme links are made in the small group instruction plan. This also means that there is more time in the classroom timetable to work with groups on reading specifically.



# Assessing and planning for teaching early literacy

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## Using a scope and sequence

The Scope and Sequence outlines on the following two pages are overviews of the developmental progression of knowledge required for learning to read words and to meet the requirements for the end of 1 year of school for National Standards. The scope and sequence for phonological awareness is provided separately as some children start school not requiring this knowledge. However, when the assessment data indicates instruction in phonological awareness is necessary it should be taught in conjunction with Phase 1 and/or the first term of the children in the classroom.

As there are a number of ways schools structure what happens to classrooms as children enter school during the year the overall Scope and Sequence following the outlines is listed by phase, with each phase expected to take approximately a term to work through. This can be used flexibly across whole-class and small-group instruction, based on the school structure and nature of the classroom. The phonic knowledge and high frequency words are listed by week, with the letters B, T, P, O, A and the word *the* taught in the first week. The strategies are listed in order of introduction and should be introduced as soon as possible during the term or phase.

It is expected that vocabulary instruction is explicit and would likely be based on what theme, topic or unit is expected to be covered across the curriculum (or in science, social sciences or arts). Writing would also be taught across the time. The curriculum makes suggestions for writing genre that enables an introduction to writing at a time children are still learning to write and spell words themselves. The strategies used in writing are presented in a developmental progression that matches the phonic knowledge and strategy children are learning. It is expected that learning to write words is taught in conjunction with how to spell. This is emphasised further in the differentiated instruction guide.

# Scope and sequence for alphabetic coding and strategy use

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## *Content – learning:*

- ☐ Phonological awareness (if necessary refer to PA scope & sequence)
- ☐ Letter names
- ☐ Letter sounds – short vowel sounds
- ☐ Initial blends
- ☐ Standard consonant digraphs
- ☐ Common high frequency words
- ☐ Final blends
- ☐ Vowel digraphs
- ☐ Final and less common consonant digraphs
- ☐ -r and -l controlled vowels

## *Strategy – is learning how to:*

- ☐ Write letters to match to sounds (invented spelling)
- ☐ Blend sounds within print words to decode simple words
- ☐ Use blends as a letter combination to decode simple words
- ☐ Use context cues to confirm decoding attempts
- ☐ Use digraphs as a letter combination to decode simple words
- ☐ Use consonant digraphs in spelling attempts
- ☐ Use vowel digraphs to decode words
- ☐ Spell words using digraphs in a conventional manner

# Scope and sequence for phonological awareness

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## *Prior to alphabetic coding:*

- ☐ Can tell that two words are the same or different
- ☐ Hearing words in sentences
- ☐ Can tell that two words rhyme or not
- ☐ Can clap syllables in words
- ☐ Can produce a rhyming word
- ☐ Can blend syllable and onset-rimes
- ☐ Can separate words into syllables
- ☐ Can tell if two words share the same first sound or not
- ☐ Can produce the first sound in a word

## *Phonemic awareness (develops in conjunction with alphabetic coding)\*:*

- ☐ Can tell if two words have the same final sound or not
- ☐ Can blend orally presented phonemes to produce a spoken word
- ☐ Can segment individual phonemes in spoken words
- ☐ Can delete a phoneme from a word
- ☐ Can add a phoneme to a word
- ☐ Can delete phonemes from a blend unit in a word
- ☐ Can delete and add a phoneme from a word to create a new word
- ☐ Can say the sounds in a word in reverse

\*These do not need to be taught as they develop in conjunction with learning to read itself – however, it is necessary to identify children who have difficulty with these as it can predict later reading difficulties.

## Scope and sequence

Term/ Phase	Phonic knowledge	Strategy	High frequency words	Examples of Theme vocabulary	Writing genre and knowledge
1*	Letter names & sounds: B, T, P, O, A S, D, J, E, U K, M, F, R, I N, H, L, V, Z G, C, W, Y Q, W <i>Blending and segmenting across all weeks</i>	Print words are made up of letters Letters have sounds that can be blended together to make words Blend together to read simple words Write letters to match sounds	the of, and a, to, in is, you, that it, he, was for, on, as	Belonging  Family, cousins, school, community, whanau, marae,	Narrative  Pictures as planning your story  Dictating to others  Writing letters for sounds
2	sl, bl, pl, cl, fl br, cr, dr, fr, tr, pr sh, ch, wh, th, ph spr, str, scr, spl mp, nd, ft ng, tch, dge Silent letter patterns o_e, a_e, u_e, i_e	Blend together words with blends to read Blend sounds including digraphs to read words  Use context cues to check decoding	his, i, at, be from, have, or with, they, this had, by, word, but not, what, all, were we, when, your, can said, there, use, an she, do, their, if will, up, other, about	Safety  Roads, cycling, vehicle, pedestrian, visibility, stranger, internet	Narrative cont'd Using segmenting to hear all sounds for spelling Using blend units in spelling Using digraphs in spelling  Picture to writing link

3	Vowel digraphs as one sound ai, ay, ei, ey, au, aw, ea ie, ee, ei, igh, ough oe, oa, ow, oo ew, ue oi, oy, ou, ow er, ir, ur, or, ar	Recognise and use vowel digraphs in blending to read words Finding and explaining punctuation Using punctuation for fluency	each, which, out, many then, them, these, so some, her, would, make like, him, into, time has, look, to, more right, see, go, number no, way, could, people my, than, first, water been, who, call, now	School production  Theatre, performance,	Procedural texts  Using vowel digraphs in spelling Using punctuation in spelling Chronological ordering Re-reading own writing
4	Syllables Closed, open Vowel-consonant –e, vowel team Vowel-r, consonant-le  Morphemes Base words & inflections Compound words Prefixes Suffixes	Looking for syllables and morphemes for decoding words Using context and syntactic cues to confirm decoding Whisper reading to silent reading Main ideas and summarising	find, long, down day, did, get come, made, may part, over, new sound, take, only little, work, know place, year, live back, give, most	<i>As decided</i>	Procedural cont'd  Sentence construction; different types of sentences and punctuation Using syllables and morphemes to help spelling

\*Term 1 is likely to be whole-class instruction.

Children will become differentiated from Term 2 but main content can still be provided during whole-class time. Based on assessment data children may have needs indicated as in term 3; in such cases spend two weeks reinforcing the content and strategies those children appear to have in place already (maybe in whole-class time).

## Assessment

The curriculum refers to the use of four types of assessment taken from Walpole and McKenna (2007) and Lesaux and Marietta (2012). Screening should take place at the start of each school year and at the start of each school term to check on progress towards each of the phases. The Assessment Schedule illustrates when each form of knowledge (refer to the Assessment and Type table) should be screened. There will be some children who achieve ceiling on screening measures and should then be screened in the following phase.

Diagnostic assessment is the bread and butter of assessment and is the ongoing informal and formal assessment that teachers use every day. This literacy curriculum requires diagnostic assessment of phonic knowledge using a phonics measure such as reading blends and digraphs but also reading nonwords. The assessment booklet provided with this curriculum document provides samples of the assessments listed in the Assessment Type table.

## Screening

These are assessments that provide a broadly defined estimate of achievement. Such assessments don't give a great deal of detail but may give a general level of achievement in the area. The use of a nonword reading measure is a screening measure used in this curriculum to identify, broadly, the application of coding and strategy knowledge.

## Diagnostic

These are assessments that provide detailed information in a specific area. It can also include whether children are meeting an objective or criteria, such as achieving a specific lesson learning intention. The findings of such assessments are the specific information to guide instruction. This curriculum provides for observational diagnostic assessment but also uses specific consonant blend and digraph as well as vowel digraph assessments. Phonological awareness measures of blending and segmenting can be used to indicate strategy use without requiring phonic content knowledge.

## Progress-Monitoring

These assessments gauge student growth over time and are particularly useful for constrained skills that have a set number of items to learn. One example is the progress monitoring of letter name and sound knowledge over time, but also of blends and digraphs. Other assessments are available for this, including Running Records for progress monitoring of fluency.

## Outcome

These are, usually, formal measures corresponding to outcomes, generally used for governance reporting and Ministry reporting. This curriculum document refers the Observation Survey as the main form of outcome assessment with children in Year 1. Others may be used to support teachers OTJs. The PACT tool and other resources available on TKI are recommended to meet these needs.

## Assessment tools and form listed by purpose and type

	Screening	Diagnostic	Progress-monitoring	Outcome <sup>1</sup>
<b>Alphabet</b>	Letter lists	Letter lists	Letter lists	Letter assessment
<b>Phonological Awareness</b>	Gail Gillon probes; PIPA	Gail Gillon probes		
<b>Coding Knowledge</b>	Concepts about print; Nonword reading; Spelling	Blends & digraphs; Phonics Inventory; Teacher observation: using word parts		Hearing and Recording sounds in words
<b>Strategy Use</b>	Concepts about print; Nonword reading	Teacher observation: blending & segmenting		
<b>High Frequency words</b>	Clay word reading	Teacher observation: use in reading and writing	High frequency word list checklists	Burt word reading; Writing words
<b>Fluency</b>	Running Record	Teacher observation: integrating knowledge and strategy	Running Record; PM Benchmark	Running Record
<b>Vocabulary</b>	Junior Oral Screening Test	Teacher observation: Speaking and listening		
<b>Listening Comprehension</b>	Screening	Teacher observation: shared & small group reading		

<sup>1</sup> All subtests from Observation Survey as the only outcome assessment widely used nationally for end of Year 1.



## Assessment Schedule for children during their Year 1

	Term 1 <sup>2</sup>				Term 2				Term 3				Term 4			
	S <sup>3</sup>	D	PM	O	S	D	PM <sup>4</sup>	O	S	D	PM	O	S	D	PM	O
<b>Alphabet</b>	X	X				X	X				X				X	X
<b>Phonological Awareness</b>	X	X				X	X				X				X	
<b>Coding knowledge</b>	X				X	X				X	X			X	X	X
<b>Strategy use</b>	X				X	X				X				X	X	
<b>High Frequency words</b>	X				X	X				X				X	X	X
<b>Fluency</b>						X								X		X
<b>Vocabulary</b>	X					X	X				X					
<b>Listening Comprehension</b>						X								X		

<sup>2</sup> Term refers to child's individual school term

<sup>3</sup> D: diagnostic assessment; S: screening assessment; PM: progress monitoring; O: outcome measures for NS purpose (Observation Survey/Running Records)

<sup>4</sup> PM continues if the child is not making the same progress as their peers

## Whole-class instruction and small-group, differentiated, instruction

### Using whole-class instruction

Whole class instruction works best when all children start off with the same levels of knowledge (i.e., all of your children have started school at the start of the year). They will, generally, all be at Phase 1 of development so using your time with all students together will be most effective. You can then follow up with individuals or small groups to further reinforce the practice.

When you have a wider range of abilities whole class instruction should still be used to work through at the lowest phase in your class so that it is reinforced for all children and the most at risk children get a double-dose of instruction for their needs. Once all, or the majority of, children are in phase 3 or higher you can move your focus to explicit vocabulary instruction and modelling comprehension strategies.

1. Use the scope and sequence to ensure all learn what is needed;
2. Use shared reading for modelling components of the scope and sequence;
3. Use shared writing to model using phonic knowledge;
4. Use picture books to develop oral vocabulary in explicit ways;
5. Use handwriting and spelling instruction to support learning.

### Using small group instruction

Small group, differentiated instruction is used when you have a larger group of children or when you have a wider range of abilities (e.g., Yr 1 & 2 or Yr 1-3). This is explored further in the following section. It includes a range of lesson plan templates and an exemplar for phase 1. A week planning template for one phase group is provided at the end of that section. Whole class instruction should still be used to work through at the lowest phase in your class so that it is reinforced for all children. The lowest phase children are then getting a double dose in the whole-class setting and in their small-group work.

1. Small-group instruction in Phases 1-3 is NOT guided reading but focused explicit needs based on scope and sequence.
2. Text selections are based on what is taught:
  - a. Not a levelled text until children are full-alphabetic in word recognition (phase 3);
  - b. Could be alphabet cards, high frequency cards, teacher created sentences, decodable texts.
3. Use handwriting and spelling to support the learning.

## Whole class instruction goals

Goals <sup>5</sup>	Resources	Activities
Development of alphabet knowledge	Large Alphabet card You-tube clips Whiteboards Handwriting books Magnetic/foam/plastic letters Alphabet cards on rings for practice	Alphabet songs Name, sound, word singing to card Finding letters in the classroom Say-write-say letter printing
Development of phonemic awareness through blending and segmenting	You-tube clips Phonological awareness programme resources (Letters & Sounds; Jolly Phonics; Yolanda Soryl)	Rhyming songs Syllable clapping Selected programme activities Blending and segmenting onset-rimes to phonemes Matching letters and sounds
Phonological awareness if necessary – use assessment and the phonological scope and sequence to decide Syllable, Rhyme, Onset-rime		
Development of alphabetic coding knowledge & Strategy use	Big books Shared writing materials High frequency sight words on rings for practice	Shared reading with modelling of 1:1 pointing Shared writing modelling sounding out Repetition of high frequency words with flash cards in room
Development of oral vocabulary	Picture books Poems Non-fiction text aligned with current theme or genre	Explicit vocabulary instruction – preselected Tier 2 words <i>Combine with comprehension</i>

<sup>5</sup> See scope and sequence for year planning for the specific elements

## Planning for pre-alphabetic instruction

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<b>Phase:</b>	Pre-alphabetic
<b>Content:</b>	Letter names
<b>Strategy:</b>	Finding letters in print
<b>Children</b>	Whole-class
<b>Specific items being taught</b>	Letters of the alphabet
<b>Resources:</b>	
<b>15 minute session</b>	Alphabet
	Sound-matching
	Targeted letters
	High-frequency words
	1:1 print-word matching

### Planning for Explicit Vocabulary instruction

Book title	
Tier two words from the book	
Or expansion to tier two words from book concepts	
Read the story	
Closer look at the words Today's selection	
Word 1 Child-friendly definition  Children say it  In the story context  Out of the story context  Questions reasons examples  Making choices	

<p>Word 2</p> <p>Child-friendly definition</p> <p>Children say it</p> <p>In the story context</p> <p>Out of the story context</p> <p>Questions reasons examples</p> <p>Making choices</p>	
<p>Word 3</p> <p>Child-friendly definition</p> <p>Children say it</p> <p>In the story context</p> <p>Out of the story context</p> <p>Questions reasons examples</p> <p>Making choices</p>	

## Planning for interactive read aloud with picturebook: developing comprehension and vocabulary

**Book title:**

**Author/Illustrator:**

	First reading	2 <sup>nd</sup> reading	3 <sup>rd</sup> reading
<b>Book introduction</b> <b>First reading:</b> A few sentences that introduce the main character/s and the central problem. Use illustrations, cover etc.. <b>2nd reading:</b> Remind children that they know something about the characters and the problem of the story. Prompt them to recall. <b>3<sup>rd</sup> reading:</b> Guided reconstruction. Have children recall the title, the characters, and the problem			
<b>Book reading:</b> <b>Inserting vocabulary support:</b> <b>1<sup>st</sup> read:</b> 5-10 words to enhance by pointing to illustrations, acting out, giving a short definition  <b>2<sup>nd</sup>:</b> continue with same vocab selected with more verbal definitions  <b>3<sup>rd</sup>:</b> use vocab in another context			

<p><b>Comments and questions to support/extend comprehension:</b></p> <p><b>1<sup>st</sup> read:</b> Comments about what the main character is thinking; follow up with analytical questions</p> <p><b>2<sup>nd</sup>:</b> comments about what other characters are feeling; analytical follow up questions</p> <p><b>3<sup>rd</sup>:</b> before reading page, ask what is happening here; extend answers; ask what happening on a page before or instead of reading;</p>			
<p><b>After reading discussion</b></p> <p><b>1<sup>st</sup> read:</b> a why question that calls for explanation; follow up questions to prompt Model answering by saying I'm thinking...</p> <p><b>2<sup>nd</sup>:</b> How; Why; what would happen if...</p> <p><b>3<sup>rd</sup>:</b> why; what would happen if...</p>			



# Planning for differentiated small group instruction

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Proactively Released

## Differentiated Instruction planning

Group: Phase 1	Group: Phase 2	Group 3: Phase 3	Group 4: Phase 4
<ul style="list-style-type: none"> <li>Alphabet names &amp; sounds: see in print and words</li> <li>Syllable and rime awareness</li> <li>1:1 matching</li> <li>Concepts about print</li> <li>Attempts at writing and spelling</li> </ul>	<ul style="list-style-type: none"> <li>Letter sounds (vowels)</li> <li>Consonant blends</li> <li>High frequency sight words</li> <li>Basic punctuation</li> <li>Spelling letters for sounds</li> <li>Decoding, using blends and paying attention to all letters</li> <li>Blending and segmenting phonemes</li> </ul>	<ul style="list-style-type: none"> <li>Trigraphs &amp; vowel structures</li> <li>Syllable spelling patterns</li> <li>Morphemes</li> <li>Advanced Word attack using chunks/or unitizing for decoding instead of sounding out</li> <li>Spelling using chunks including morphemes</li> <li>Cross-checking across meaning and syntax for decoding attempts</li> <li>Checking for meaning</li> </ul>	<ul style="list-style-type: none"> <li>Syllable structures</li> <li>Morphological knowledge including role of meaning</li> <li>Comprehension strategies</li> <li>Syntactic structures</li> <li>Analogy for decoding unfamiliar words</li> <li>Morphemes for identifying meaning of unfamiliar words</li> <li>Purpose of reading beyond learning to read</li> </ul>
Explicit teaching activities			
<ul style="list-style-type: none"> <li>Explicit syllable and rime awareness instruction</li> <li>Matching spoken word to printed unit reinforced with predictable texts</li> <li>Initial sound sorting</li> <li>Teaching names and sounds</li> </ul>	<ul style="list-style-type: none"> <li>Explicit instruction in blends, sounds, sight words and strategy use</li> <li>Reinforce with decodable text</li> <li>Sounding and blending</li> <li>Segmenting and blending</li> <li>Say it and move it</li> <li>Irregular and regular high frequency words</li> </ul>	<ul style="list-style-type: none"> <li>Explicit instruction in patterns, strategy use, sight words and cross-checking attempts</li> <li>Reinforce with a combination of decodable and levelled text</li> <li>Irregular and regular high words</li> <li>Analogy use</li> <li>Teaching letter patterns</li> <li>Question clusters</li> <li>Direct comprehension instruction</li> </ul>	<ul style="list-style-type: none"> <li>Explicit instruction reinforced with levelled text</li> <li>Question clusters</li> <li>Direct comprehension instruction</li> <li>Story mapping</li> <li>Text structure</li> <li>Summarisation</li> </ul>

Independent extension and home activities			
<ul style="list-style-type: none"> <li>Alphabet ring cards with letters that are already learned and being learned attached.</li> <li>Mum &amp; Dad encouraged to read child's library book to them and find letters in it.</li> </ul>	<ul style="list-style-type: none"> <li>Decodable texts or teacher created sentences to re-read</li> <li>Alphabet &amp; high-freq words on rings to practice for fluency</li> </ul>	<ul style="list-style-type: none"> <li>Texts with taught units within – levelled texts</li> <li>Spelling words with taught units (not tested, just practiced)</li> <li>Whisper reading</li> </ul>	<ul style="list-style-type: none"> <li>Texts with taught units within</li> <li>Spelling words with taught units (not tested, just practiced)</li> <li>Silent reading</li> <li>Asking questions about story and discussing</li> </ul>
Centre/rotation activities			
<ul style="list-style-type: none"> <li>Handwriting using letters</li> <li>Using phonic apps to practice sounds of letters</li> <li>Dictating stories to teacher, peer, or into book apps</li> <li>Reading known picture books and shared reading books – finding known letters</li> </ul>	<ul style="list-style-type: none"> <li>Creating words with letters</li> <li>Sentence construction with h-f words and punctuation cards</li> <li>Handwriting using letters and words</li> <li>Partner reading decodable texts</li> <li>Phonics apps</li> </ul>	<ul style="list-style-type: none"> <li>Games or apps to reinforce larger units</li> <li>Handwriting and spelling using learned units</li> <li>Genre writing using learned units and sight words</li> <li>Partner reading</li> </ul>	<ul style="list-style-type: none"> <li>Games or apps to reinforce larger units</li> <li>Handwriting and spelling using learned units</li> <li>Genre writing using learned units and/or summarise story</li> <li>Partner or silent reading</li> </ul>
Resource types to use			
<ul style="list-style-type: none"> <li>Letters (magnetic, plastic, foam, flash cards)</li> <li>Letter-sound flip-charts (e.g., Smart Kids)</li> <li>Smart Kids phonics 1</li> <li>Yolanda Soryl stage 1 resources</li> <li>Predictable texts (original RtR and PM books)</li> <li>Alphabet books</li> <li>Sounds like Fun (Allcock)</li> </ul>	<ul style="list-style-type: none"> <li>Decodable texts (Yolanda Soryl EW readers 1 &amp; 2; Word detective; Letterland; About Words; Jolly Readers; Little Learners)</li> <li>Alphabet cards &amp; resources</li> <li>High-frequency word cards</li> <li>Punctuation cards</li> <li>Smart Phonics 2 kit</li> <li>Yolanda Soryl stages 3-5</li> <li>Sounds like Fun</li> </ul>	<ul style="list-style-type: none"> <li>Levelled texts (yellow +, particularly PM+ range; Word detective)</li> <li>Syllable and morpheme apps or games</li> <li>Smart Phonics 3 kit</li> <li>Yolanda Soryl stages 6-7 (if available)</li> </ul>	<ul style="list-style-type: none"> <li>Levelled texts (Green +; all trade books including Ready to Read)</li> <li>Comprehension activities and resources</li> <li>Syllable and morpheme apps or games</li> </ul>

## Phase 1: Prealphabetic

*Cognitive Model: developing alphabet, alphabetic principle and phonological awareness*

<b>Looks like, in assessment data:</b> <ul style="list-style-type: none"><li>• Low alphabet knowledge</li><li>• Low to no reading and spelling</li><li>• Low PA</li></ul>	
<b>Content needed:</b> <ul style="list-style-type: none"><li>• Alphabet names</li><li>• Syllable and rime awareness</li><li>• Early letter sounds – consonants</li><li>• 1:1 matching</li><li>• Concepts about print</li></ul>	<b>Strategy needed:</b> <ul style="list-style-type: none"><li>• Seeing letters in print</li><li>• Words are made of letters</li><li>• Attempts at writing and spelling</li></ul>
<b>Planning</b> <ul style="list-style-type: none"><li>• Letter names and sounds</li><li>• Echo reading</li><li>• Predictable text</li></ul>	
<b>Links to existing resources</b> <p>Alphabet cards, magnetic letters, whiteboards, predictable text (old style Ready to Read and Magenta PM+), alphabet books (Word detective, Letterland; Jolly Readers), Smart Phonics 1, Yolanda Soryl stages DPA/1-2 &amp; alphabet resources, Sounds like Fun (Allcock)</p>	
<b>Teacher knowledge</b> <p>PA development PA teaching activities</p>	

## Lesson Plan

<b>Phase:</b>	
<b>Content:</b>	
<b>Strategy:</b>	
<b>Children</b>	
<b>Specific items being taught</b>	
<b>Resources:</b>	
<b>15 minute session</b>	<b>Recap of previous session and reminders about how it helps with reading</b>
	<b>Explicit instruction: Say-it and move-it</b>
	<b>Guided practice in content and strategy: Sounding and blending with taught letters</b>
	<b>Explicit instruction: High frequency words</b>
	<b>Integrating content and strategy in reading/writing together: High frequency word(s), letters, blending</b>
	<b>Reading/writing with a peer</b>

## Planning for alphabet instruction

<b>Phase:</b>	Late Pre-alphabetic
<b>Content:</b>	Letter sounds/High frequency words
<b>Strategy:</b>	Sounding and blending letters to make words
<b>Children</b>	Small group
<b>Specific items being taught</b>	Content: <i>Bb, Tt, Aa</i> High frequency words <i>the</i> Strategy: Finding and using letters in words by blending words
<b>Resources:</b>	Magnetic letters (b, t, a, o, n, h, e); text with taught high frequency words <i>The bat sat on the mat at school.</i>
<b>15 minute session</b>	Say-it and move-it to teach letters Point to letter and move it up the whiteboard. <i>This letter's name is b; what is its name? That's right, b. The letter b makes the sound of /b/, what sound does the letter b make? That's right it makes /b/. Point to the letter and say it with me "/b/,/b/,/b/." REPEAT with other letters.</i>
	Sounding and blending with taught letters Have all 3 letters in front of you on the whiteboard. <i>We put these letters together and we can make words. Let's start with this letter [a – push up whiteboard] /a/. You say it with me /a/. Good. Now let us add this letter [t – push it up next to the a] /t/. You say it with me /t/. Good. Let's try blending the sounds to read a word – you do it with me with your letters. /a/ [pause] /t/. REPEAT. Now we bulldoze the words together /a-/t/, at. Let's do that again. What is the word we just blended together. Well done. Let's try another one. REPEAT to make bat and mat. Do with other letters if children suggest them, for example sat.</i>
	High frequency words <i>Remember that there are words that we need to learn that help us to do our reading. Today we will learn one of them – you might know it already. The word is the, T, H, E [spell the letters out using magnetic letters], the. You say it too – the. Let's spell it out using our letters – say the letter names as you put them together. REPEAT two more times.</i>

	<p>Choral read new text</p> <p><i>Well done. Now we are going to read using what we have learned today. Here is the sentence we are going to read. Let's look at together. What letters or words can you see?</i> [Give opportunity for children to find the letters or words and perhaps notice school as well]. <i>I can see that the sentence starts with a word we have just learned ...</i> [pause to give children an opportunity to attempt it themselves]. <i>Good (or: the first word is the, the word we just learned</i> [repeat teaching of word]. <i>Now we will sound out and blend the next word ... and the next ...</i> [provide on if not taught previously or sound out together if necessary] <i>... and the next ... and the last word is school,</i> [run your finger under it as you say it slowly] <i>s – k – oo – l. What is a bat? Here is a picture that the sentence is describing.</i> [Brief discussion]. <i>Let's read it together again</i> [read until fluency, practicing sounding out as necessary].</p>
	<p>Partner read text</p> <p><i>Now you are going to take it away and take turns reading your sentence with your partner. After you have each read it four times I want you to get your writing book and try writing your sentence. Say the letters and the words as you write them. Once you have written the sentence you can draw a picture of the sentence. Good work and don't forget to put your sentence in your book bag to go home.</i></p>

## Phase 2: Partial alphabetic

### *Cognitive Model: developing alphabetic coding*

<b>Looks like, in assessment data:</b> <ul style="list-style-type: none"><li>• Has letter names</li><li>• Most letter sounds</li><li>• Some Clay word reading, small number of Burt words &lt;5</li><li>• 7-20 in PA tasks</li><li>• Some spelling attempts</li><li>• Some pseudoword attempts</li></ul>	
<b>Content needed:</b> <ul style="list-style-type: none"><li>• Letter sounds (vowels)</li><li>• Consonant blends</li><li>• Phoneme awareness</li><li>• High frequency sight words</li><li>• Basic punctuation</li></ul>	<b>Strategy needed:</b> <ul style="list-style-type: none"><li>• Spelling letters for sounds</li><li>• Decoding, using blends and paying attention to all letters</li><li>• Blending and segmenting phonemes</li></ul>
<b>Planning</b> <ul style="list-style-type: none"><li>• Content first, reinforced by strategy</li><li>• Sounding and blending</li><li>• Choral reading to partner reading</li><li>• Text choices to match what is taught – use of decodable text</li></ul>	
<b>Links to existing resources</b> <p>Decodable texts (Yolanda Soryl EW readers 1 &amp; 2; Word detective; Letterland; About Words; Jolly Readers; Little Learners), alphabet cards, high-frequency word cards, punctuation cards, Smart Phonics 2 kit, Yolanda Soryl stages 3-5, Sounds like Fun (Allcock)</p>	
<b>Teacher knowledge</b> <ul style="list-style-type: none"><li>• PA development</li><li>• Units of print to draw attention to</li><li>• Importance of integration of content and strategy</li><li>• Reasons for spelling errors to draw attention to and/or plan to address</li><li>• Understanding that this looks like slow progress at fluency level, but will speed up transition to the next phase.</li></ul>	



## Lesson Plan

<b>Phase:</b> <b>Content:</b> <b>Strategy:</b>	
<b>Children</b>	
<b>Specific items being taught</b>	
<b>Resources:</b>	
<b>15 minute session</b>	<b>Recap of previous session and reminders about how it helps with reading</b>
	<b>Explicit instruction</b>
	<b>Guided practice in content and strategy</b>
	<b>Integrating content and strategy in reading/writing together</b>
	<b>Reading/writing with a peer</b>

### Phase 3: Full alphabetic

*Cognitive Model: building on alphabetic coding for automatic word recognition*

<b>Looks like, in assessment data:</b> <ul style="list-style-type: none"> <li>• All letter names and sounds (perhaps some direction confusion)</li> <li>• Good phonological awareness (&gt;20)</li> <li>• Has blend and digraph knowledge</li> <li>• Can read all Clay high frequency words</li> <li>• Up to 20 (or more) Burt words</li> <li>• Spelling words with appropriate phoneme matches</li> <li>• Good pseudoword reading</li> </ul>	
<b>Content needed:</b> <ul style="list-style-type: none"> <li>• Trigraphs</li> <li>• Vowel structures (digraphs, diphthongs, r-controlled)</li> <li>• Syllable spelling patterns (doubling consonants, vowel/consonant patterns, silent letters)</li> <li>• Morphemes (compound words, tense endings, plurals)</li> <li>• Advanced punctuation (comma etc.)</li> </ul>	<b>Strategy needed:</b> <ul style="list-style-type: none"> <li>• Word attack using chunks/or unitizing for decoding instead of sounding out</li> <li>• Spelling using chunks including morphemes</li> <li>• Cross-checking across meaning and syntax for decoding attempts</li> <li>• Checking for meaning</li> </ul>
<b>Planning</b> <ul style="list-style-type: none"> <li>• Letter/spelling patterns</li> <li>• Irregular high frequency words taught</li> <li>• Partner to whisper to silent reading</li> <li>• Early comprehension strategies (predicting, summarising, main idea)</li> </ul>	
<b>Links to existing resources</b> Levelled texts (yellow +, particularly PM+ range; Word detective), syllable and morpheme apps or games, Smart Phonics 3 kit, Yolanda Soryl	
<b>Teacher knowledge</b> <ul style="list-style-type: none"> <li>• Syllable patterns</li> <li>• Morphemes and spelling effects</li> <li>• Vowel patterns</li> <li>• Regular and irregular words</li> <li>• Distinguishing between spelling attempts and conventional spellings</li> </ul>	

## Lesson Plan

<b>Phase:</b> <b>Content:</b> <b>Strategy:</b>	
<b>Children</b>	
<b>Specific items being taught</b>	
<b>Resources:</b>	
<b>15 minute session</b>	<b>Recap of previous session and reminders about how it helps with reading</b>
	<b>Explicit instruction</b>
	<b>Guided practice in content and strategy</b>
	<b>Integrating content and strategy in reading/writing together</b>
	<b>Reading/writing with a peer</b>

## Phase 4: Consolidated

*Cognitive Model: advanced alphabetic coding based on linguistic comprehension*

<b>Looks like, in assessment data:</b> <ul style="list-style-type: none"> <li>• 20 + Burt word reading</li> <li>• 20+ Phonological awareness</li> <li>• All spelling</li> <li>• All pseudoword</li> </ul>	
<b>Content needed:</b> <ul style="list-style-type: none"> <li>• Syllable structures</li> <li>• Morphological knowledge including role of meaning</li> <li>• Comprehension strategies</li> <li>• Syntactic structures</li> </ul>	<b>Strategy needed:</b> <ul style="list-style-type: none"> <li>• Analogy for decoding unfamiliar words</li> <li>• Morphemes for identifying meaning of unfamiliar words</li> <li>• Purpose of reading beyond learning to read</li> </ul>
<b>Planning</b> <ul style="list-style-type: none"> <li>• Silent reading</li> <li>• Text choice for reinforcement of content and strategies as well as meaning</li> </ul>	
<b>Links to existing resources</b> Levelled texts (Green +; all trade books including Ready to Read), comprehension activities and resources	
<b>Teacher knowledge</b> <ul style="list-style-type: none"> <li>• Morphemes and different forms, including pronunciation changes</li> <li>• Comprehension strategies and their role</li> <li>• Genre</li> <li>• Syllable structures</li> <li>• Syntactic structures</li> <li>• Advanced semantic features (synonyms, antonyms, idioms, etc.)</li> <li>• Using discussion to manage reading behaviours instead of requiring reading aloud</li> </ul>	

## Lesson Plan

<b>Phase:</b> <b>Content:</b> <b>Strategy:</b>	
<b>Children</b>	
<b>Specific items being taught</b>	
<b>Resources:</b>	
<b>15 minute session</b>	<b>Recap of previous session and reminders about how it helps with reading</b>
	<b>Explicit instruction</b>
	<b>Guided practice in content and strategy</b>
	<b>Integrating content and strategy in reading/writing through discussion/guiding questions</b>
	<b>Reading/writing independently</b>

### Planning for instruction over 4-5 days

	Day 1	Day 2	Day 3	Day 4	Day 5
<b>Children</b>					
<b>Focus instruction (e.g., content)</b>					
<b>Secondary focus (e.g., strategy)</b>					
<b>Resources:</b>					
<b>Lesson components</b>					
<b>Teacher knowledge</b>					

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