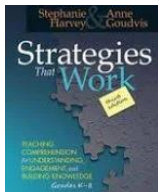
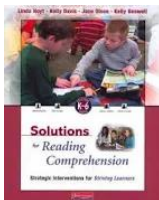


## Essential Instructional Practices in Literacy P-3 – Leadership Tips

<b>Preschool</b>	<b>Leadership tips</b>	<b>K-3</b>	<b>Leadership tips</b>
<p><b>1. Intentional use of literacy artefacts in dramatic play and throughout the classroom</b> See also instructional practice #8</p> <p>Reading and writing materials are not only present but used throughout the classroom environment.</p> <ul style="list-style-type: none"> <li>• Within daily opportunities for dramatic play, the teacher provides, models use of, and encourages children’s engagement with appropriate literacy artefacts such as: <ul style="list-style-type: none"> <li>- order pads, menus and placemats in restaurant; a copy of the book, labelled puppets and objects from a story; traffic signs, maps, building related books in construction area</li> </ul> </li> <li>• Within centres and other areas of the classroom, children are encouraged to interact with reading and writing materials</li> </ul>	<p>Notice and encourage literacy artefacts in play-based settings</p>	<p><b>1. Deliberate efforts to foster literacy motivation and engagement within and across lessons</b></p> <ul style="list-style-type: none"> <li>• Opportunities for students to see themselves as successful readers and writers</li> <li>• Daily opportunities for students to make choices in their reading and writing</li> <li>• Regular opportunities for collaboration with peers in reading and writing</li> <li>• Help establish purposes for reading and writing; e.g. making the work authentic; to communicate with a specific audience</li> <li>• Generate excitement about reading and writing e.g. book talks and updates about book series. Avoid incentivising reading through non-reading-related prizes such as stickers.</li> </ul>	<p>Provide an opportunity for teachers to read and discuss <i>Seven Rules of Engagement</i> at a staff meeting.</p> <p>Ask students – ‘What did you learn about yourself as a reader/ writer that you will use in the days and weeks to come?’</p> <p>Avoid incentivising reading with non-reading related rewards such as stickers.</p> <p>Encourage written work to be made visible.</p> <p>Ask where does this reading or writing happen in the real world?</p> <p>Notice participation – who is in the learning?</p> <p>Do all students get to make choices about what they read?</p>
<p><b>2. Read aloud with reference to print</b></p> <p>Daily read alouds include verbal and non-verbal strategies for drawing children’s attention to print, such as:</p> <ul style="list-style-type: none"> <li>• Running finger under words</li> <li>• Noting specific features of print and letters (e.g., ‘that is the letter D like in Deon’s name’)</li> <li>• Asking children where to start reading</li> <li>• Counting words</li> <li>• Pointing out print within pictures</li> </ul>	<p>How will you support all teachers to purposefully plan for read-alouds?</p> <p>Do your teachers have access to quality literature?</p> <p>Is ‘turn and talk’ a classroom routine used across your school?</p>	<p><b>2. Read alouds of age-appropriate books and other materials, print or digital</b></p> <p>Read alouds involve:</p> <ul style="list-style-type: none"> <li>• Use of texts that offer opportunities to learn that students could not yet experience independently</li> <li>• Modelling of appropriate fluency in reading</li> <li>• Child-friendly explanations of words within the text and revising of those words after reading</li> <li>• Opportunities for rich talk about texts before, during and after reading</li> <li>• Instructional strategies, think alouds, that: <ul style="list-style-type: none"> <li>- develop print concepts</li> <li>- model application of knowledge and strategies for word recognition</li> <li>- notice and name what authors do including structure and features of text</li> <li>- focus on orchestrating comprehension strategies</li> <li>- describe and model strategies for ascertaining the meaning of unfamiliar vocabulary from context</li> </ul> </li> </ul>	<p>How will you support all teachers to purposefully plan for read-alouds?</p> <p>Is talk about text valued in every class across the school?</p> <p>Do your teachers have access to great resources to support their learning?</p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div> <p>Do your teachers plan read- alouds?</p> <p>Is ‘turn and talk’ a classroom routine used across your school?</p> <p>How will you support teachers teach for deep comprehension?</p>

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<p><b>3. Interactive read aloud with a comprehension and vocabulary focus</b></p> <p>The teacher reads aloud age-appropriate books and other materials, print or digital, including sets of texts that are thematically and conceptually related and texts that are read multiple times, with:</p> <ul style="list-style-type: none"> <li>• higher-order discussion among children and teacher before, during, and after reading</li> <li>• child-friendly explanations of words within the text</li> <li>• revisiting of words after reading using tools such as movement, props, video, photo, examples, and non-examples, and engaging children in saying the words aloud</li> <li>• using the words at other points in the day and over time</li> <li>• teaching of clusters of words related to those in the text, such as vocabulary related to the garden or gardening</li> </ul>	<p>Ensure your Preschool teachers are part of the comprehension conversation.</p>	<p><b>3. Small group instruction, using a variety of grouping strategies, most often with flexible groups formed and instruction targeted to student's observed and assessed needs in specific aspects of literacy development.</b></p> <ul style="list-style-type: none"> <li>• Ensure that students spend most of their time actually reading and writing</li> <li>• Coaching students as they engage in reading and writing, with reading prompts focusing primarily on (a) monitoring for meaning, (b) letters and groups of letters in words, (c) rereading</li> <li>• Guided practice in <b>fluency</b>, such as repeated reading, echo reading, paired and partner reading</li> <li>• Explicit instruction in word recognition strategies, text structure, comprehension strategies and writing strategies</li> <li>• Meaning making the ultimate goal of each group's work</li> </ul>	<p>Have you considered a workshop model as a structure for differentiation?</p> <p>Consider, if a teacher placed students in small groups and had each group rotate through multiple stations where every group did the same tasks using the same texts, then the small groups would not be differentiated.</p> <p>If the small group instruction is based on students' instructional reading levels but does not address the individual differences in students' oral vocabularies, application of word recognition strategies, background knowledge, or other factors that could impact learning, then the instruction will not be as effective.</p>
<p><b>4. Play with sounds inside words</b></p> <p>Children are supported to develop phonological awareness or conscious awareness of sounds within language, especially phonemic awareness, which involves the ability to segment and blend individual phonemes within words, through various activities, such as:</p> <ul style="list-style-type: none"> <li>• listening to and creating variations on books with rhyming or alliteration</li> <li>• singing certain songs</li> <li>• sorting pictures and objects by a sound or sounds in their name</li> <li>• games and transitions that feature play with sounds (e.g. alliteration games, a transition that asks all children whose name begins with the /m/ sound to move to the next activity</li> <li>• robot talk - stretching words</li> </ul>	<p>It is the quality and responsiveness of instruction to students in the classroom that should have greater consideration than the amount of time, Yopp 2000.</p> <p>Linguistically rich classrooms intentionally incorporate phonological awareness activities into literature sharing experiences, music experiences, movement experiences throughout the day.</p>	<p><b>4. Activities that build phonological awareness (Years K and 1 and as needed thereafter)</b></p> <p>Promote phonological awareness development, particularly phonemic awareness development, through explicit explanation, demonstration, play with sounds in words, and engaged study of words, such as:</p> <ul style="list-style-type: none"> <li>• Listening to and creating variations on books and sounds with rhyming or alliteration</li> <li>• Demonstration and playful practice in segmenting and blending sounds in words, e.g. Elkonin boxes, robot talk</li> <li>• Daily opportunities to write meaningful texts where students listen for sounds in words to attempt spelling</li> </ul>	<p>It is the quality and responsiveness of instruction to students in the classroom that should have greater consideration than the amount of time, Yopp 2000.</p> <p>Linguistically rich classrooms intentionally incorporate phonological awareness activities into literature sharing experiences, music experiences, movement experiences throughout the day.</p>

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<p><b>5. Brief, clear, explicit instruction in letter names, the sound(s) associated with the letters, and how letters are shaped and formed</b></p> <p>Instruction that has been shown to be effective in fostering development of letter-sound knowledge is supported by tools such as:</p> <ul style="list-style-type: none"> <li>• A high-quality alphabet chart</li> <li>• Cards with children’s names</li> <li>• Other key words to associate with letter-sounds from student interest and environmental print</li> <li>• Alphabet books co-constructed with children as well as commercial alphabet books</li> <li>• References to meaningful print throughout the day e.g. <i>that sign says Open, the first letter is ‘o’ it makes the sound /oh/</i></li> <li>• Teach letter-sound associations, rather than letter names or sounds alone.</li> </ul>	<p>Do your Preschool teachers know how to build letter/sound knowledge throughout the day?</p>	<p><b>5. Explicit instruction in letter-sound relationships</b></p> <p>Earlier in student’s development, such instruction will focus on letter names, the sound(s) associated with the letters, and how letters are shaped and formed. Later, the focus will be on more complex letter-sound relationships, including digraphs, blends, diphthongs, common spelling patterns. (See AC: English, language strand.)</p> <p>Instruction in letter-sound relationships is:</p> <ul style="list-style-type: none"> <li>• Verbally precise and involves oral and visual or visual and tactile modes</li> <li>• Informed by careful observation of students’ reading and writing and, as needed, assessments that examine knowledge of specific sound-letter relationships</li> <li>• Taught systematically in relation to students’ needs</li> <li>• Accompanied by opportunities to apply knowledge of letter-sound relationships by reading books</li> <li>• Reinforced through coaching students during reading by cueing students to monitor for meaning and by cueing students to attend to the letters in words and recognise letter-sound relationships they have been taught</li> </ul>	<p>Is letter-sound teaching connected to meaningful texts?</p> <p>Are the teachers planning for learning that is linked to identified needs rather than following a pre-packaged program?</p> <p>Use readings about the Essential Practices to support teacher learning.</p> <p>Such as:</p> <div data-bbox="1832 339 2056 496" data-label="Image"> </div> <p><i>Phonics Faux Pas</i> -Avoiding Instructional Missteps in Teaching Letter-Sound Relationships By Nell K. Duke, Heidi Anne E. Mesmer <a href="https://www.aft.org/ae/winter2018-2019/duke_mesmer">https://www.aft.org/ae/winter2018-2019/duke_mesmer</a></p> <p>‘What’s your system? Thinking about what we mean by being ‘systematic’ in our teaching about letter-sound relationships’ by Kervin and Mantei, <i>Practical Literacy</i>, June 2019</p>
<p><b>6. Interactions around writing</b></p> <p>Adults engage in deliberate interactions with children around writing. Opportunities for children to write their name, informational, narrative, and other texts that are personally meaningful to them are at the heart of writing experiences. These deliberate interactions include:</p> <ul style="list-style-type: none"> <li>• <i>Interactive writing</i> – with the teacher’s support the children determine the message, count the words, stretch words, listen for sounds within words, think about letters that represent those sounds, and write some of the letters.</li> <li>• <i>Scaffolding writing</i> - the child generates a message they would like to write. The message is negotiated and repeated with the child until it is internalised. The teacher draws one line for each word. The child writes one ‘word’ per line ie (scribble, letters)</li> </ul>	<p>Do your teachers have access to books and learning materials that reflect diversity across cultures, ethnic groups, geographic locations, genders, and social roles (see also Essential #8)</p> <p>How will you support teachers to explore the benefits of Interactive Writing?</p>	<p><b>6. Research-informed and standards-aligned writing instruction</b></p> <ul style="list-style-type: none"> <li>• Interactive writing experiences in K and 1</li> <li>• Time to write each day (see Essential instructional practice No 1)</li> <li>• Instruction in writing processes and strategies e.g. researching, planning, revising and editing</li> <li>• Opportunities to study models of and write a variety of texts for a variety of purposes and audiences, particularly persuasive, informative and narrative (See AC: English)</li> <li>• Explicit instruction in letter formation, spelling strategies, capitalisation, punctuation, sentence construction, keyboarding</li> </ul>	<p>Do your teachers have access to books and learning materials that reflect diversity across cultures, ethnic groups, geographic locations, genders, and social roles (see also Essential #8)</p> <p>Have you thought of conducting a writing audit to check in to see how and when writing occurs in classrooms in your school?</p> <p>How will you support teachers to explore the benefits of Interactive Writing?</p> <p>Where does the writing your students do happen in the real world?</p> <p>How are students being given authentic audiences and purposes for writing?</p>

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<p><b>7. Extended conversation</b> Adults engage in interactions with children that regularly include:</p> <ul style="list-style-type: none"> <li>• Responding to and initiating conversations with children, with repeated turns back and forth on the same topic</li> <li>• Encouraging talk among children through the selective use of open-ended questions, commenting on what children are doing, offering prompts and scaffolding higher-order discussion, particularly during discipline specific learning e.g. weather related words</li> <li>• Engaging in talk, including narration and explanation, within dramatic play experiences and discipline specific learning, including intentional vocabulary-building efforts</li> <li>• Extending children’s language (e.g. The child says, ‘fuzzy’; the adult says, ‘Yes, that peach feels fuzzy. What else do you notice about it?’)</li> </ul>	<p>How do you work with all adults who engage with students in early learning settings so they understand the importance of engaging in interactions that extend talk opportunities?</p>	<p><b>7. Intentional and ambitious efforts to build vocabulary and content knowledge</b></p> <ul style="list-style-type: none"> <li>• Select Tier 2 and Tier 3 vocabulary words to teach from read-alouds of literature, informational texts and content area curricula</li> <li>• Introduce word meanings to students during reading and content area instruction using child-friendly explanations and by providing opportunities for students to pronounce the new words and to see the spelling of the new words</li> <li>• Provide repeated opportunities to review and use new vocabulary, addressing multiple meanings and encouraging students to use new words in meaningful contexts</li> <li>• Encourage talk among students in all learning areas</li> <li>• Teach morphology (meaningful words parts), including common word roots, inflections, prefixes and suffixes</li> </ul>	<p>Do your teachers teach morphology from Kindergarten onwards?</p> <p>Do all your students know that all words are a base or have a base?</p> <p>Do all your teachers know that words are made of meaningful parts (morphemes)? in + struct + ion → instruction (the act of building knowledge)</p>
<p><b>8. Provision of abundant reading material in the classroom</b> The classroom includes:</p> <ul style="list-style-type: none"> <li>• Wide range of texts, (print and digital) including information books, poetry, story books accessible to children</li> <li>• Books and other materials connected to students’ interests and that reflect students’ backgrounds and cultural experiences, including class- and child-made books</li> <li>• Books students can borrow to take home or access digitally at home</li> <li>• Comfortable places in which to look at books, frequently visited by the teacher(s) and by adult volunteers</li> </ul> <p>#see Essential instructional practice 1</p>	<ul style="list-style-type: none"> <li>•</li> </ul>	<p><b>8. Abundant reading material and reading opportunities in the classroom</b> The classroom includes:</p> <ul style="list-style-type: none"> <li>• Wide range of texts, (print, audio and digital) including information books, poetry, story books that students are supported in accessing</li> <li>• Books and other materials connected to students’ interests and that reflect students’ backgrounds and cultural experiences, including class/child-made books</li> <li>• Books students can borrow to take home or access digitally at home</li> <li>• Comfortable places to read, frequently visited by the teacher</li> <li>• Opportunities for independent reading of materials of their choice every day</li> <li>• Instruction in how to select texts, employ productive strategies during reading, feedback on students’ reading and post-reading response activities including text discussion</li> </ul>	<p>How much time do your students actually spend engaged in reading? Do all students have access to rich literature to read?</p> <p><b>Evaluate time -Make a list:</b></p> <ol style="list-style-type: none"> <li>1. What exactly are students doing during your reading block of time? Do they read at other times during the day?</li> <li>2. What things on your list help students grow as readers and learners? What doesn’t?</li> <li>3. Depending on your answers, decide: What stays? What goes?</li> <li>4. Now consider if there are other ways you could use this ‘reading time’ so all students spend more time engaged in the process of reading.</li> </ol>

<b>Preschool</b>	<b>Leadership tips</b>	<b>K-3</b>	<b>Leadership tips</b>
<p><b>9. Ongoing observation and assessment of students' language and literacy development that informs their education</b></p> <p>The teacher engages in: Observation and assessment that is guided by</p> <ul style="list-style-type: none"> <li>• An understanding of language and literacy development</li> <li>• Early years learning framework principles, practices and learning outcomes</li> <li>• National quality standard, Quality area 1</li> <li>• National literacy learning progressions</li> </ul>	<p>How do teachers document student's emerging literate behaviours?</p>	<p><b>9. Ongoing observation and assessment of students' language and literacy development that informs their education</b></p> <p>Engage in observation and assessment that is guided by an understanding of language and literacy development and the AC: English standards and the National literacy learning progressions</p> <ul style="list-style-type: none"> <li>• Prioritise observation during actual reading and writing</li> <li>• Administer assessments as one source of information to identify students who may need additional instructional supports</li> <li>• Employ formative and diagnostic assessment tools as needed to inform specific instructional targets e.g. assessing knowledge of specific sound-letter relationships, assessing knowledge of specific vocabulary words taught, reading and writing strategies being used and not used</li> </ul>	<p>Can your teachers and students answer the question – How am I going?</p> <p>How do they document student's reading behaviours?</p> <p>Teachers cannot plan differentiated instruction if they don't know which component of reading or writing is causing students the most difficulty.</p> <p>One on one reading conferences are necessary for checking all aspects of reading, such as fluency, vocabulary, and comprehension.</p>
<p><b>10. Collaboration with families in promoting literacy</b></p> <p>Help families add to their repertoire of strategies for promoting literacy at home, including supporting families to:</p> <ul style="list-style-type: none"> <li>▪ incorporate literacy-promoting strategies into everyday activities such as cooking, communicating with friends and family and travelling in the car</li> <li>▪ read aloud to their children and discussing the text</li> <li>▪ encourage literacy milestones such as 'pretend reading'</li> <li>▪ talk with children in their home language</li> <li>▪ provide literacy-supporting resources, such as: books from the classroom that students can borrow or keep</li> <li>▪ read announcements about local events</li> </ul>	<p>How do you prioritise learning about families and the language and literacy practices in which they engage?</p> <p>How do your teachers use this knowledge to inform instruction so it builds on culturally developed knowledge and skills accumulated in the home (e.g., inviting families to share texts they read and write as part of their lives at home or at work)</p>	<p><b>10. Collaboration with families in promoting literacy</b></p> <p>Help families add to their repertoire of strategies for promoting literacy at home, including supporting families to: Prompt students during reading and writing and demonstrate ways to incorporate literacy-promoting strategies into everyday activities, such as cooking, communicating with friends and family, and travelling Promote children's independent reading Talk with children in their home language Provide literacy-supporting resources, such as: books from the classroom that students can borrow or keep Announcements about local events</p>	<p>How do you prioritise learning about families and the language and literacy practices in which they engage?</p> <p>How do your teachers use this knowledge to inform instruction so it builds on culturally developed knowledge and skills accumulated in the home (e.g., inviting families to share texts they read and write as part of their lives at home or at work)</p>