

# English Statement of Practice for parents and carers

## Years 3 to 6

- READING, SPELLING and HANDWRITING daily routines (see detailed outlines below)
- SA Department for Education English Units of Work / OCHRE Education Units of work / other jurisdiction approved units
- Cross Curriculum opportunities to embed skills and understandings



## Literacy Block

Spelling	Phonemic Awareness Decoding and encoding review Spelling Mastery programme
Handwriting	(consolidation and practice) and keyboarding skills (quick finger action)
Fluency	Accuracy, rate (speed) & prosody (expression, including pitch, tone, volume and emphasis) explicit focus

### Close Reading

English unit with a major focus on integrated writing

## Spelling Mastery

Students in Years 3 to 6 participate in Spelling Mastery lessons four times per week.

Spelling Mastery builds dependable spelling skills for students in Years 3 to 6 through a highly structured direct instruction method that blends the following approaches:

### Phonemic approach

- Helps beginning spellers learn the relationships between spoken sounds and written letters and then apply them to spelling

### Morphemic approach

- Exposes advanced spellers to prefixes, bases, and suffixes
- Combine words and word parts to spell multisyllabic words using a small number of reliable rules

### Whole-word approach

- Gives spellers at all levels the meaning and root of a word and shows how the word's spelling is influenced
- Spell common, high-frequency words with irregular sounds
- Commit these potentially troublesome words to memory

Spelling Mastery interweaves these three approaches according to students' skill development, providing straightforward lessons to efficiently and effectively teach spelling skills students need to become proficient readers and writers.

Explicit instruction, careful selection of spelling words, repeated and cumulative practice help students master each concept, and reinforce and retain key information.

### Spelling Mastery Word Lists

Students are regularly assessed on spelling rules and words taught in class.

*\*More detailed spelling information, according to year level, please see Appendix One.*

## Fluency Practice

Fluency is the ability to read text accurately, quickly and with expression. It occurs without conscious effort when all the component skills of reading are in place, so the reader can focus on the text meaning. Oral reading fluency is the bridge between automatic word reading and comprehension. It marks an important point in a student's reading journey and reinforces the relationship between 'learning to read; and 'reading to learn.'

Fluency requires background knowledge of the material being read, rapid retrieval of relevant vocabulary, and knowledge of syntax and grammar that allow the reader to predict upcoming words to assist speed and accuracy.

**All of these processes must be intergrated and highly automated, so that maximum energy is available to focus on meaning.**

### Strategies used at Berri Primary to develop fluency

- Modelling of fluency in 'read alouds'	- Read along books
- Letter fluency exercises	- Sight word building through a range of activities
- Explicit teaching of punctuation	- Choral reading
- Repeated readings	- Echo Reading
- Paired Reading	- Poetry reading
- Song reading	- Reader's Theatre
- Dialogues and monologues from plays	- Partner reading

## Close Reading Practice

Close reading engages students with a text over several readings through short passages and excerpts. Students gain a deeper understanding of texts by:

- discussing text purpose and audience,
- discussing vocabulary and language structures,
- discussing confusing aspects: and
- using dialogic processes such as questioning, group discussions, and turn and talk.

Texts should be more complex than students can manage independently and short enough that they can be read in one 20 min close reading session. Ideally the topic will be connected to other unit learning ie: If learning about volcanoes in Science, a related text will be used.

Close reading follows a protocol, which usually involves:

- careful selection of a text,
- initial independent reading,
- annotating parts of the text,
- re-reading with specific purpose,
- frequent discussion through turn and talk,
- small groups and whole class; and
- responses to text using reading journals/books/sheets.

## ASSESSMENT

## Standardised summative assessments

NAPLAN	Year 3 and 5
PAT Reading	Term 2 each year

## Whole school reading assessments completed at the beginning, middle and end of each year

### **DIBELS**

(Dynamic Indicators of Basic Early Literacy Skills) is an evidence based assessment, originating from the University of Oregon and recommended by the South Australian Department for Education. Its purpose is to help us identify students at risk of reading difficulties and to provide targeted intervention and support to ensure their reading success.

#### **What skills are assessed through DIBELS?**

Each test takes about 1 minute to complete and assesses a range of skills vital for accurate and fluent reading including: phonemic awareness, phonics, fluency, vocabulary, and comprehension. They are designed to be short fluency measures used to regularly detect risk, and monitor the development of early literacy and reading skills from Reception to Year Six. Your child's year level will determine what tests they complete.

#### **How will the results be used?**

The DIBELS assessment is administered three times a year, to track your child's growth and progress. Students' scores on the DIBELS assessment give the school information about whether or not a student is on track for year-level reading success. We can then quickly identify students who do not meet the goals on each DIBELS measure and provide extra, targeted support and progress monitoring.

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**Decodable readers will also continue to be used as required to monitor progress and growth.**

## **INTERVENTION**

### Wave One

- Universal quality differentiated teaching practice provided by the teacher.  
This can include:
  - o Close monitoring and more frequent check-ins
  - o Minor adjustments to learning tasks
  - o Personalised or contextual learning

### Wave Two

- Small group support with either the teacher, or other staff member.  
This support can include:
  - o Modified activities differentiated according to a specific skill or understanding
  - o Supportive resources
  - o Specialised technology
  - o Extra adult support
  - o Closer monitoring and supervision
  - o Extra time
  - o Modified instruction and tasks

### Wave Three

- Students who receive individualised support through an inclusive education programme
- Students identified through data as requiring highly intensive and modified support
  - o Substantial adjustments to the learning programme
  - o Extensive support
  - o Individualised instruction and delivery
  - o Access to bridging programmes such as Heggerty and Kilpatrick for Phonemic Awareness, and OG for Phonics
  - o Assistive technology provision
  - o Very often, 1 to 1 support

## R-6 SPELLING SCOPE AND SEQUENCE (Australian Curriculum)

### Spelling knowledge about:

- **How phonemes (sounds) are represented by letters or letter patterns**
- **Meaning units within words (morphemes)**
- **Word origins**

#### Reception

Understand how to use knowledge of letters and sounds including onset and rime to spell words. High frequency words  
Know how to read and write some high-frequency words and other familiar words.  
Word building  
Understand that words are units of meaning and can be made of more than one meaningful part.

#### Year 1

Understand how to spell 1 and 2 syllable words with common letter patterns.  
High frequency words  
Use visual memory to read and write high-frequency words.  
Word building  
Recognise and know how to use simple grammatical morphemes to create word families.

#### Year 2

Use knowledge of digraphs, long vowels, blends and silent letters to spell 1 and 2 syllable words including some compound words.  
High frequency words  
Use letter patterns and morphemes knowledge to read and write high-frequency words and words whose spelling is not predictable from their sounds.  
Word building  
Build morphemic word families using knowledge of prefixes and suffixes.

#### Year 3

Understand how to use letter-sound relationships and less common letter patterns to spell words.  
High frequency words  
Recognise and know how to write most high frequency words including some homophones.  
Word building  
Know how to use common prefixes and suffixes, and generalisations for adding a suffix to a base word.

#### Year 4

Use letter pattern knowledge to spell more complex words, including:

- double letters
- spelling generalisations
- morphemic word families
- common prefixes and suffixes
- word origins.

High frequency words  
Recognise and know how to write most high frequency words including some homophones.  
Word building  
Know how to use common prefixes and suffixes, and generalisations for adding a suffix to a base word.

#### Year 5

Use knowledge of known words, base words, prefixes and suffixes, word origins, letter patterns, and spelling generalisations to spell new words.  
Explore less common plurals. Understand how a suffix changes the meaning or grammatical form of a word.

#### Year 6

Use knowledge of known words, word origins including some Latin and Greek roots, base words, prefixes, suffixes, letter patterns, and spelling generalisations to spell new words including technical words.