



PART 2 – After assessment

This section is designed to assist teachers with the planning of effective instruction to target specific individual needs identified by assessment.

Whole school approach

Accommodations and adjustments

Program planning

Teaching strategies for critical aspects of reading

Resources

COMMONWEALTH OF AUSTRALIA

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Whole school approach

Interventions for students who require additional support in reading are more likely to be effective in the context of an established school wide intervention approach. The learning support team can be an effective means to identify, program and monitor interventions for an individual, groups of students or a cohort. It is important that each intervention includes the following aspects:

- Identifies priorities for instruction
- Selects teaching strategies
- States time frame
- Review of intervention.
- Determines measurable objectives.
- Specifies monitoring and assessment procedures.
- Coordinates implementation

Accommodations and adjustments

Whilst it is essential that students are supported by a range of accommodations and learning adjustments in all key learning areas where appropriate, in order to access age appropriate syllabus content and outcomes. It is important that such accommodations are provided in addition to and do not replace instruction in critical skills of reading for students who are not yet reading at age appropriate level.

Program planning

Following the administering of an individual reading assessment, the specific needs of students will have been identified and can be used to inform program planning. An individual literacy plan can be developed through the collaborative consultation planning process which includes the parents/carers in a meeting with people who have significant knowledge of the student, such as the classroom teacher, year supervisor and learning support personnel.

A literacy plan will target the most important literacy skills the student needs to develop. It will list the priorities for instruction, the relevant syllabus outcomes, indicators of achievement, teaching strategies, resources and accommodations, monitoring procedures, time frames and personnel responsible for implementing the plan. The plan needs to be developed and implemented within the context of the class literacy program. It is important to identify which outcomes can be addressed by the class literacy program and which require individualised planning. Support personnel, such as the Support Teacher Learning Assistance or the ESL teacher, if available, can have an important role in working collaboratively with class teachers to plan, implement and monitor individualised programs.

Where more than one student is identified with similar needs it may be appropriate to develop a group literacy plan to meet their specific needs.

A literacy plan proforma is included for planning purposes. A planning sheet for guided reading instruction is also provided to assist with programming for specific needs.

Further information regarding programming for students requiring additional assistance in reading can be found in the *Programming and Strategies Handbooks* - [Primary](#) and [Secondary](#).

Teaching strategies for critical aspects of reading

Literacy competence involves learning how to decode print and understanding what the print means. Not all curriculum objectives contribute equally to reading development. Certain critical skills are essential while other others are less important. Prevention and intervention organised around the basic building blocks of effective reading instruction allows for the most effective use of limited time.

The set of integrated sub-skills identified by research ([Teaching Reading: National Inquiry into the Teaching of Literacy](#) (DEST, 2005), [Teaching Children to Read](#), (National Reading Panel 2000), [Independent review of the teaching of early reading](#) (Rose Report 2006) include phonemic awareness, phonics (often referred to as the alphabetic principle), accuracy and fluency with connected text, vocabulary development and comprehension.

1. **Phonemic Awareness:**
The ability to hear and manipulate sounds in words. Blending and segmenting words at the phoneme level are the critical phonological skills that facilitate reading.
2. **Phonics:**
The ability to associate sounds with letters and use these sounds to read words. Phonics and phonemic awareness are the keys to successful decoding
3. **Accuracy and Fluency with Connected Text:**
The effortless, automatic ability to read words in isolation and connected text. Comprehension is largely dependant on the ability of the reader to both recognise printed words quickly and accurately and link the words with their meanings. If a student can decode a text effortlessly all their resources go into extracting meaning from what is read.
4. **Vocabulary Development:**
The ability to understand and use words to acquire meaning. Word knowledge is crucial to comprehension and poor readers often lack the vocabulary knowledge required to get meaning from what they read.
5. **Comprehension:**
The intentional interaction between reader and text to extract meaning. Research suggests that teaching comprehension strategies to students along with the knowledge of how and when to use these strategies can be effective in improving comprehension

All of these critical skills are reflected in the 2007 [Literacy K-12 Policy](#), the Board of Studies syllabus and other Department of Education and Training literacy support documents.

For students in years 3 and above, who have already experienced much failure and are behind their cohort, it is important to maximise the instructional time available. By focusing on critical skills along with carefully planning the components, sequence and delivery of instruction we increase the likelihood of improved student outcomes.

Hyperlinks are provided to a selection of strategies for teaching critical skills in reading which are available from both [Linking NAPLAN 2008 to the Curriculum](#) and the *Programming and Strategies Handbooks - Primary* and *Secondary*. The teaching strategies included are intended for a wide range of students as well as those identified as needing additional support in reading. Click on each link to obtain full details of each strategy.

Teaching strategies for critical aspects of reading

The following strategies are a sample of effective strategies for teaching critical skills in reading, which are available in either [Linking NAPLAN 2008 to the Curriculum](#) or the *Programming and Strategies Handbooks - Primary* and *Secondary*. They are intended for a wide range of students, as well as those identified as needing additional support in reading.

<i>Skill</i>	<i>Stage</i>	<i>Syllabus outcomes</i>	<i>Strategy</i>	<i>Source Reference/hyperlink</i>
Alphabetic principle Decoding and encoding				
Knowledge of letter-sound correspondence	1-2	RS1.6 RS2.6	1. Letter-sound correspondence 2. Sound picture cues	Programming and strategies handbook (Primary) p73-77 Programming and strategies handbook (Primary) p81
Accurate reading	1-5	RS1.6 RS2.6 RS3.6	1. Pause, prompt and praise	Programming and strategies handbook (Primary) p36 (Secondary) p29
Fluent reading	1-5	RS1.6 RS2.6 RS3.6	1. Developing fluency	Programming and strategies handbook (Primary) p48, (Secondary) p32
Word recognition skills High frequency word bank				
High frequency word knowledge	1-5	RS1.6 RS2.6 RS3.6	1. Match to sample 2. Games for word recognition 3. Developing sight vocabulary: in small groups 4. Developing sight vocabulary: in KLAs	Programming and strategies handbook (Primary) p58 Programming and strategies handbook (Primary) p59-64 Programming and strategies handbook (Secondary) p38 Programming and strategies handbook (Secondary) p40

Skill	Stage	Syllabus outcomes	Strategy	Source Reference/hyperlink
Phonemic awareness				
Blending and segmenting	1-3	RS1.6 RS2.6 RS3.6	1. Marking sounds in words	Programming and strategies handbook (Primary) p70
			2. Manipulating letter tiles	Programming and strategies handbook (Primary) p72
Vocabulary				
Building vocabulary	1-2	RS1.6 RS2.6	1. Match to sample	Programming and strategies handbook (Primary) p58
	2-3	RS2.6 RS3.6	2. Word meaning checklist	Linking NAPLAN 2008 to the Curriculum (Stage 2-3 self-checking)
			3. Vocabulary clines	Programming and strategies handbook (Primary) p120 (Secondary) p61 Programming and strategies handbook (Primary) p125, (Secondary) p75
Understanding word meanings	2-5	RS1.6 RS2.6 RS3.6	1. Matching	Programming and strategies handbook (Primary) p120
			2. Matchmaking	Programming and strategies handbook (Secondary) p73
			3. Concept of definition	Programming and strategies handbook (Primary) p123 (Secondary) p66
			4. Fit it	Programming and strategies handbook (Primary) p168 (Secondary) p120
Understanding word meanings using morphemic knowledge	3-5	RS3.6 RS4.1	1. Structural analysis	Programming and strategies handbook (Secondary) p71
			2. Using morphemes	Programming and strategies handbook (Secondary) p50
			3. Using morphemic knowledge	Programming and strategies handbook (Primary) p112

Skill	Stage	Syllabus outcomes	Strategy	Source Reference/hyperlink
Comprehension				
Activate background knowledge	1-4	RS1.6 RS2.6 RS3.6 RS4.2.9	1. Before and after charts	Programming and strategies handbook (Primary) p150, (Secondary) p99 Programming and strategies handbook (Primary) p151, (Secondary) p100
			2. Structured overview	
Locating information directly stated in texts	1-2	RS1.6 RS2.6	3. Identifying key words	Linking NAPLAN 2008 to the Curriculum (Stage 1-2 locating information) Programming and strategies handbook (Primary) p166, (Secondary) p119
			4. 3H strategy (Here, Hidden, Head)	
	3	RS3.6	1. Think Aloud strategy	Linking NAPLAN 2008 to the Curriculum (Stage 3 locating information) Programming and strategies handbook (Primary) p132, (Secondary) p80
	4	RS 4.7.1	1. Highlighting key words	Linking NAPLAN 2008 to the Curriculum (Stage 4 locating information)
Connects ideas in a variety of texts	1-2	RS1.5 RS2.6	1. Connecting ideas by identifying clue words in questions	Linking NAPLAN 2008 to the Curriculum (Stage 2 connecting ideas)
			2-4	
	4	RS4.1 Science 4.1	1. Text mapping	Linking NAPLAN 2008 to the Curriculum (Stage 4 text mapping)

Skill	Stage	Syllabus outcomes	Strategy	Source Reference/hyperlink
Identifying the main idea	2-4	RS2.5 RS2.7 RS3.6 RS4.2.1	1. Identifying the main idea 2. Skimming and scanning	Linking NAPLAN 2008 to the Curriculum (Stages 2-4 main idea) Programming and strategies handbook (Primary) p153, (Secondary) p101
Making predictions	1-4	RS2.5 RS2.7 RS3.6 RS4.7.9	1. Making predictions	Programming and strategies handbook (Primary) p154
Question generating	1-4	RS RS4.1.5	1. Questioning	Programming and strategies handbook (Primary) p146, (Secondary) p97
Sequencing information	1-4	RS1.5 RS1.6 RS1.7 RS2.6 RS3.6 RS4.2.1	1. Retelling 2. Sequencing	Programming and strategies handbook (Primary) p147, (Secondary) p98 Programming and strategies handbook (Primary) p145, (Secondary) p96
Summarising text	2-4	RS2.6 RS3.6 RS4.2.1	1. Reciprocal teaching <i>This strategy combines the use of the 4 strategies of making predictions, clarifying, question generating, and summarising.</i> 2. Collaborative strategic reading	Programming and strategies handbook (Primary) p120, (Secondary) p113 Programming and strategies handbook (Primary) p135, (Secondary) p83

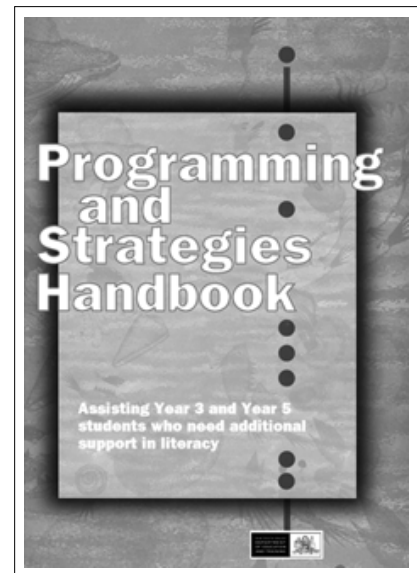
Resources

The following resources, some of which have been in schools for a number of years, provide support for teachers when programming instruction for students requiring additional assistance in learning.

Programming and Strategies Handbook (Primary)

This support document is also included in the Follow up to BST folder. It assists teachers to choose strategies and make appropriate adjustments to class programs for students needing additional support in literacy.

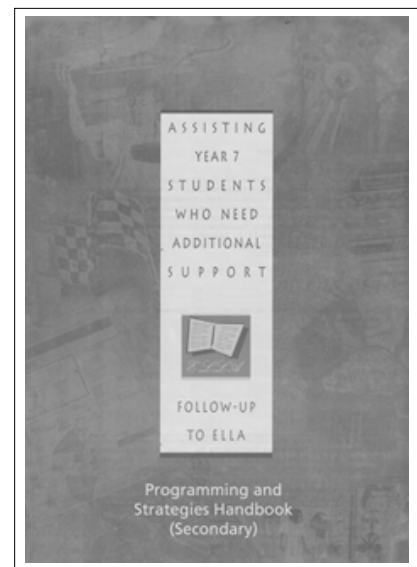
<http://www.schools.nsw.edu.au/media/downloads/schoolsweb/studentsupport/programs/disabilitypgrms/pshandbook.pdf>



Programming and Strategies Handbook (Secondary)

This support document provides instructional techniques for both the Support Teacher Learning Assistance (STLA) and Key Learning Area (KLA) teachers. It contains strategies for developing the reading ability of students still struggling to read the words on the page. It has extensive sections on comprehension that support the collaborative teaching between STLAs and KLA teachers.

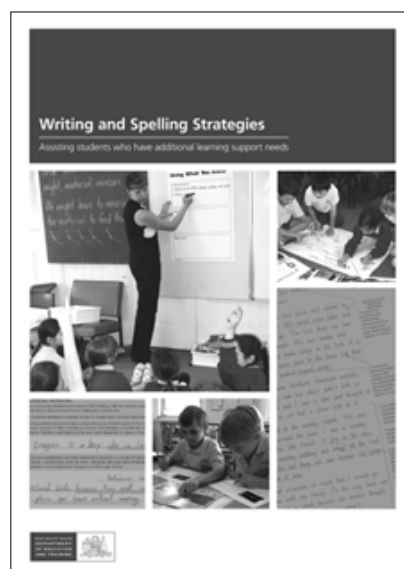
<http://www.schools.nsw.edu.au/media/downloads/schoolsweb/studentsupport/programs/disabilitypgrms/pshandbooksec.pdf>



Writing and Spelling Strategies

This practical resource can assist teachers to develop and adjust teaching strategies and class programs to meet the needs of a range of learners experiencing difficulties with spelling and writing. This book is available in PDF format, as a whole or by individual sections.

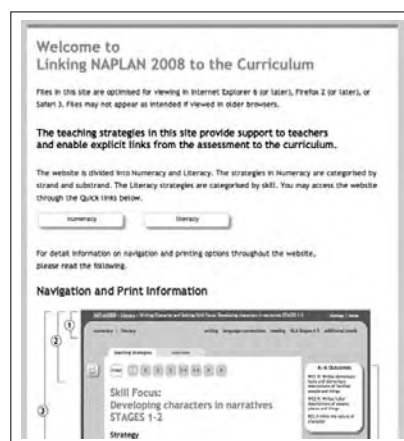
<http://www.schools.nsw.edu.au/media/downloads/schoolsweb/studentsupport/programs/disabilitypgrms/services/lrngdifficulty/writespellad.pdf>



Linking NAPLAN 2008 to the Curriculum

This online resource provides practical assistance to inform teaching programs and assist teachers with improving targeted student learning outcomes. These teaching strategies are linked to skills assessed in NAPLAN tests and are available for both literacy and numeracy.

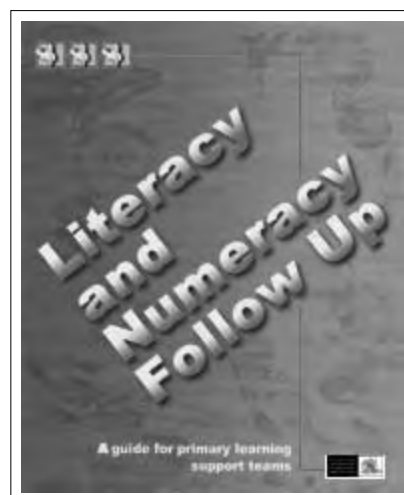
<http://www.schools.nsw.edu.au/learning/7-12assessments/naplan/teachstrategies/yr2008/index.htm>



Literacy and Numeracy Follow Up for Primary Schools

This resource contains training and development activities to assist teachers to identify and work with students experiencing difficulties in reading. The strategies and planning processes outlined can assist schools in providing effective teaching and learning programs for students experiencing difficulties with reading

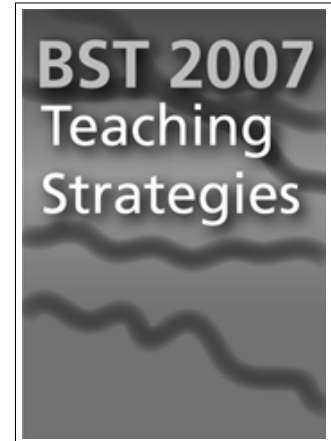
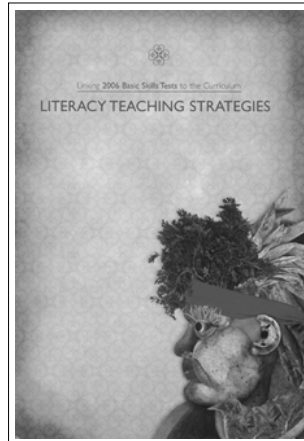
<http://www.schools.nsw.edu.au/media/downloads/schoolsweb/studentsupport/programs/disabilitypgrms/services/lrngdifficulty/litnumfollow.pdf>



BST Literacy Teaching Strategies 2006 and 2007

The teaching strategy documents developed in preceding years to link the BST to the curriculum provide teachers and learning support teams with a range of additional strategies targeting specific skills.

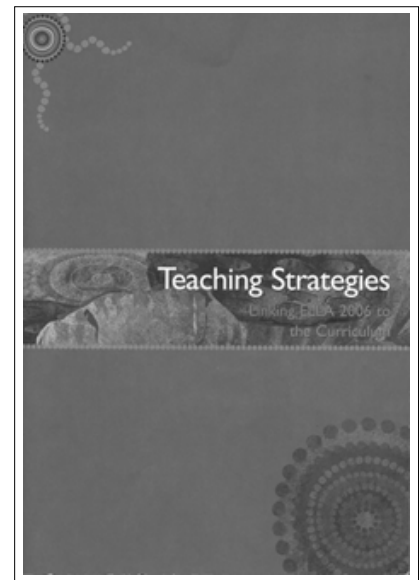
https://detwww.det.nsw.edu.au/directorates/schoimpro/EMD/bst_publications.htm



ELLA Literacy Teaching Strategies 2006

The teaching strategy documents developed in preceding years to link the BST to the curriculum provide teachers and learning support teams with a range of additional strategies targeting specific skills.

https://detwww.det.nsw.edu.au/directorates/schoimpro/EMD/ella_publications.htm



Teaching literacy in... Series

(Science, Geography, English, Creative Arts, PDHPE, History, Languages, Mathematics, Design and Technology)

This series supports teachers of Year 7, highlighting the literacy demands of each subject, and demonstrates how these demands can be explicitly taught in sample units of work. Advice is also given on using assessment information to plan appropriate programs and ways in which a whole-school plan for literacy might be developed.

Available for purchase from Curriculum Support at
http://www.schools.nsw.edu.au/learning/resourcesforsale/yrs07_12/english.php

