# High Quality Classroom Teaching – Literacy (Wave 1)

Know thy impact – What teachers do matters

| General | | | Literacy | | |
|---|---|---|---|---|---|
| Instructional Strategy | Effect Size[1] | Growth[2] | Instructional Strategy | Effect Size[3] | Growth[4] |
| Teacher estimates of achievement | 1.62 | | | | |
| Collective teacher efficacy | 1.57 | | | | |
| Visible Learning | 1.44 | +8m | | | |
| Self-reported grades | 1.33 | | | | |
| Piagetian Programs | 1.3 | | | | |
| Response to Intervention | 1.07 | | | | |
| Micro Teaching | 0.90 | | | | |
| Classroom Discussion; Teacher Clarity | 0.80 | | | | |
| Providing feedback | 0.73 | +8m | | | |
| Reciprocal Teaching; | 0.70 | | | | |
| Providing formative evaluation | 0.68 | | | | |
| | | | Vocabulary Programs | 0.62 | |
| Explicit teaching practices (Direct Instruction); Self-verbalisation & self-questioning; Time on task; Spaced vs Mass practice; Study Skills; Peer tutoring; | 0.60 | | Repeated Reading programs | 0.60 | |
| Mastery Learning | 0.60 | +5m | | | |
| | | | Comprehension Programs | 0.53 | +5m |
| | | | Phonics Programs | 0.50 | +4m |
| | | | Writing Programs | 0.50 | |
| Effective classroom management | 0.52 | | Oral Language Interventions | | +5m |
| Teacher-student relationships; Questioning; Play programs | 0.50 | | | | |
| Early Intervention | 0.47 | +5m | | | |

[1] Hattie J 2009 Visible Learning; 2012; 2015
[2] Teaching and Learning Toolkit Australia http://evidenceforlearning.org.au/the-toolkit/
[3] Hattie J 2009 Visible Learning; 2012; 2015
[4] Teaching and Learning Toolkit Australia http://evidenceforlearning.org.au/the-toolkit/

## Further recommendations and evidence:[5]

| Recommendation | Level of Evidence |
|---|---|
| Screen all students for potential reading problems at the beginning of the year and again in the middle of the year, regularly monitor the progress of students at risk for developing reading disabilities. | Moderate |
| Provide time for differentiated reading instruction for all students based on assessment of students' current reading level. | Low |

## Further recommendations and evidence – Reading:[6]

| Recommendation | Year level | Evidence Level |
|---|---|---|
| *Teach students to decode words, analyse word parts and write and recognize words* | *K (T2)-3* | *Strong* |
| Develop awareness of the segments of sound in speech and how they link to letters | K-End 1 | Strong |
| Ensure that each student reads connected text every day to support reading accuracy, fluency and comprehension | K (T2)-3 | Moderate |
| Teach students academic language skills, including the use of inferential and narrative language and vocabulary knowledge | K-3 | Minimal |

## EALD Students

There is less research investigating the characteristics of effective reading instruction for EALD students, but there is evidence that they benefit from explicit, well-organized early reading instruction that addresses their needs in phonemic awareness, phonics, reading fluency, vocabulary and comprehension. In addition, EALD students benefit from a focus on the development of oral language, including purposeful vocabulary instruction with extended opportunities to practice newly learned words in speaking and listening, as well as in reading and writing[7].

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[5] https://ies.ed.gov/ncee/wwc/pdf/practice_guides/rti_reading_pg_021809.pdf
[6] http://ies.ed.gov/ncee/wwc/pdf/practice_guides/wwc_foundationalreading_070516.pdf
[7] Response to Intervention for Reading Difficulties in the primary Grades www.ncbi.nlm.nih.gov/pmc.articles/PMC3454349

# Further Information: High Quality Literacy Teaching Strategies

### Reciprocal Teaching - Reading (Effect size 0.70)

Reciprocal teaching[8] was a devised as an instructional process to teach students cognitive strategies that might lead to improved learning outcomes (initially in reading). The emphasis is on teachers enabling students to learn and use cognitive strategies such as summarizing, questioning, clarifying and predicting and these are "supported through dialogue between teachers and students as they attempt to gain meaning from the text". Each teacher takes a turn at being the 'teacher' and often the teachers and the students take turns leading a dialogue concerning sections of a text. Students check their own understanding of the material they have encountered by generating questions and summarizing. Expert scaffolding is essential for cognitive development as student move from spectator to performer after repeated modelling by adults. The aim, therefore, is to help students bring meaning to the written word and assist them to monitor their own learning and thinking.

### Vocabulary Programs (0.62 Effect size)

Vocabulary instruction and knowledge of word meanings generally helps growth in reading comprehension. The most effective vocabulary teaching methods include both definitional and contextual information, involve students in deeper processing, and give students more than one or two exposures to the wards they were to learn. The mnemonic keyword method also has positive effects on recall of definitions and sentence comprehension[9]. (Refer Further Information: The Big 6: Vocabulary)

### Repeated Reading programs (0.60 Effect size)

Repeated reading programs consist of re-reading a short and meaningful passage until a satisfactory level of fluency is reached. The skills of automaticity and in word recognition and decoding (the move from accurate to automatic word reading) need to be specifically assessed and taught. The effects of repeated reading have a marked positive impact on reading comprehension as well as reading fluency[10].

### Comprehension Programs (0.53 Effect size; +5m growth)

Reading comprehension approaches to improving reading focus on learners' understanding of the text have moderate impact (+ 5 months) for very low cost, based on extensive evidence[11]. They teach a range of techniques that enable students to comprehend the meaning of what is written, such as inferring the meaning from context, summarizing or identifying key points, using graphic or semantic organisers, developing questioning strategies, and monitoring their own comprehension and identifying difficulties themselves . Reading comprehension programs with a dominant focus on processing strategies (eg inferential reasoning, rules for summarising and chunking texts) produce a higher effect than do text programs (eg repetition of concepts, task programs). (Refer Further Information: The Big 6: Comprehension)

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[8] Hatiie 2009 pp 203-4
[9] Hattie 2009 p 133
[10] Hattie 2009 p135
[11] http://evidenceforlearning.org.au/toolkit/reading-comprehension-strategies/

## Synthetic Phonic Programs (Effect size 0.50; +4m growth)

Direct instruction methods are the most powerful in teaching phonic skills.[12] Teaching phonics is more effective on average than other approaches to early reading, though it should be emphasized that effective phonics techniques are usually embedded in a rich literacy environment for early readers and are only one part of a successful literacy strategy. Phonics approaches have been consistently found to be effective in supporting younger readers, with moderate impact (+ 4 months growth) for very low cost, based on extensive evidence[13]. (Refer Further Information: The Big 6: Phonics)

## Writing Programs (0.50 Effect size)

*"Unsurprisingly, the best writers and spellers in any class are always readers. Reading influences writing - the richness, depth and breadth of reading determines the writer that we become[14]."*

It is powerful to teach strategies for planning, revising and editing writing, particularly if students are struggling writers.[15] This includes strategies for summarising reading material, working together to plan, revise and edit, setting clear and specific goals for what students are to accomplish for their writing product, using word processing and teaching students strategies to write increasingly complex sentences. The results show the power of teaching students the processes and strategies involved in writing, structuring the teaching of writing by having students work together in an organised fashion, and of setting clear and specific goals, especially as the purpose of each piece of writing[16].

## Oral Language Interventions (+5 months growth)

Oral language interventions emphasize the importance of spoken language and verbal interaction in the classroom and have been found to have moderate impact (+ 5 months) for very low cost, based on extensive evidence[17]. They are based on the idea that comprehension and reading skills benefit from explicit discussion of either the content or processes of learning, or both. Oral language approaches include:

- Targeted reading aloud and discussing books with young children
- Explicitly extending students' spoken vocabulary
- The use of structured questioning to develop reading comprehension

# A word about reading

*A student's reading skills are the most accurate indicator of whether he will drop out of high school, live in poverty, be incarcerated or die prematurely[18]. Learning to read by age 8 is critical as after this it is very hard for students to catch up. It is not merely "time on task" but exposure to language, the deliberate teaching of reading, successful diagnosis of the needs of learners to read and comprehend, and the continuous monitoring of the success of teachers to provide at least a year's reading progress for a year's input.[19]*

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[12] Hattie 2009 p 134
[13] http://evidenceforlearning.org.au/toolkit/phonics/
[14] https://dsf.net.au/teaching-written-expression/
[15] Hattie 2009 p 142
[16] Hattie 2009 p 142
[17] http://evidenceforlearning.org.au/toolkit/oral-language-interventions/
[18] Roise 2005; Ysseldyke, Algozzine & Thurlow 1992 cited in Buffam et al 2012 p80)
[19] http://www.workingoutwhatworks.com/en-GB/Magazine/2015/2/John_Hattie_interview

# Further Information: The Big 6

## Oral Language

| Important elements | Why this is important |
|---|---|
| Oral language[20] approaches emphasize the importance of spoken language and verbal interactions in the classroom and include:<br>• Targeted reading aloud and discussing books with young children (by a trained adult)<br>• Explicitly extending children's spoken vocabulary related to current content/learning/topic<br>• Use of structured questioning to develop reading comprehension<br><br>Oral language interventions at Wave 1 have some similarity to approaches based on meta-cognition, which make talk about learning explicit in classrooms, and to collaborative learning approaches which promote students' talk and interaction in groups. | The use of technology to enhance oral language development is most effective when it is used as a medium for collaborative work and interaction between students and dialogic activities.<br><br>There is consistent evidence supporting reading to young children and encouraging them to answer questions and to talk about the story with a trained adult. Conversely, 'whole language' approaches, which focus on meaning and personal understanding, do not appear to be as successful as those involving more interactive and dialogic activities.<br><br>A number of studies show the benefits of trained teaching aides effectively supporting both oral language skills and reading outcomes.<br><br>Oral Language Intervention approaches which explicitly aim to develop spoken vocabulary work best when they are related to current content being studied in school and when they involve active use of any new vocabulary.<br><br>Approaches that use technology are most effective when technology is used as a medium to encourage collaborative work and interaction between students, rather than a taking a direct teaching or tutoring role.<br><br>Children with broader oral language weaknesses (particularly weaknesses in vocabulary knowledge and grammatical skills) are at risk of reading comprehension difficulties (this includes children with a poor command of English because it is not their native tongue).[21]<br><br>Oral language skills, such as vocabulary, grammar and narrative skills can be fostered as early as pre-school to provide a firm foundation for the development of oral language as well as reading comprehension. |

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[20] Oral Language Interventions http://australia.teachingandlearningtoolkit.net.au/toolkit/oral-language-interventions/
[21] http://www.airipa.it/wp-content/uploads/2014/09/SnowlingHulme2010.pdf

# Phonemic Awareness

*The ability to hear and identify individual sounds in spoken words. Phonemes are the smallest discernible unit of sound in speech and phonemic awareness is knowledge of, and capacity to manipulate, individual phonemes in spoken words[22].*

*Phonological Awareness is the ability to recognize that words are made up of a variety of sound units, i.e. words are made up on small sound units (phonemes), words can be segmented into syllables, and syllables begin with a sound (onset) and end with another sound (rime).*

| Important elements | Why this is important |
|---|---|
| Synthesis (blending) and analysis (segmentation) are the most important elements of Phonemic Awareness. | A child with strong phonological awareness can recognise and use rhyme, break words into syllables, blend phonemes into syllables and words, identify the beginning and ending sounds in a syllable and see smaller words within larger words. Phonemic awareness is one aspect/subskill of phonological awareness skills[23]. <br><br> Good phonemic awareness makes it easier for beginning readers to understand that written words are composed of graphemes (printed letters and letter combinations) that correspond to phonemes, a concept called 'alphabetic principle." Students with good phonemic awareness tend to become better readers than those without[24]. <br><br> Students who start with low phonological awareness develop reading at slower rates with phonological awareness and knowledge of letters are the two best predictors of initial reading progress.[25] <br><br> Research shows that Phonological Awareness training has a strong association with reading development when letter knowledge is taught simultaneously with, and incorporated into, the phonemic awareness activities.[26] <br><br> Children with poor phonological skills are at risk of decoding difficulties/dyslexia.[27] <br> It is not necessary to wait until a child has a reading problem or a 'diagnosis'; early intervention to promote the foundations of reading (via explicit training in phoneme awareness and letter knowledge) is beneficial. [28] |

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[22] Hempenstall K March 2016 Read About it: scientific Evidence for Effective Teaching of Reading p 6
[23] Barbara Lyndon Principal Speech Pathologist DECD
[24] Hempenstall 2016 p6
[25] Hempenstall K March 2016 Read About it: scientific Evidence for Effective Teaching of Reading p 7
[26] Hempenstall K March 2016 Read About it: scientific Evidence for Effective Teaching of Reading pp 63-9
[27] http://www.airipa.it/wp-content/uploads/2014/09/SnowlingHulme2010.pdf
[28] http://www.airipa.it/wp-content/uploads/2014/09/SnowlingHulme2010.pdf

# Phonics

*The relationship between letters of written language and the sounds in spoken language. Phonics instruction is the single most effective decoding approach for students.[29]*

| Important elements | Why this is important |
|---|---|
| Phonics is an approach to teaching reading and some aspects of writing, by developing learners' phonemic awareness. The aim is to systematically teach learners the relationship between the sounds a child hears and the written spelling patterns, or graphemes which represent them[30] (which makes explicit to children the alphabetic principle[31]) from the first year of school.<br><br>Phonics emphasizes the skills of decoding new words by sounding them out and combining or 'blending' the sound-spelling patterns.<br><br>Children should be taught one sound a day or at least 3 sounds a week[32]. | Effective phonics approaches have been consistently found to be effective in supporting younger readers to master the basic facts of reading, with an average impact of an additional 4 months progress[33]. Teaching phonics is more effective on average than other approaches (such as whole language and alphabetic approaches).[34] However, these are usually embedded in a rich literacy environment for early readers and are only one part of a successful literacy strategy.<br><br>Phonics must be taught at the very start of beginning to read with a high degree of teacher centred presentation of learning material, and an emphasis on explicit instruction, scheduled practice and feedback. This "bottom-up" approach focusing primarily on the acquisition of foundational skills is critical[35].<br><br>**Key features of a Synthetic Phonics approach to teach to beginner readers[36]:**<br>• Grapheme/phoneme (letter/sound) correspondences (the alphabetic principle) in a clearly defined, incremental sequence<br>• To apply the highly important skill of blending (synthesizing) phonemes in order, all through a word to read it<br>• To apply the skills of segmenting words into their constituent phonemes to spell<br>• That blending and segmenting are reversible processes<br><br>It is strongly suggested that teachers check students' abilities to name both lower and upper case letters and to explicitly teach the names as well as the sounds of each letter[37].<br><br>Qualified teachers tend to get better results when delivering phonics interventions (up to twice the effectiveness of other staff), indicating that expertise is a key component of successful teaching of early reading[38]. |

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[29] Hempenstall K March 2016 Read About it: scientific Evidence for Effective Teaching of Reading p11
[30] Phonics Australian Teaching and Learning Toolkit http://australia.teachingandlearningtoolkit.net.au/toolkit/oral-language-interventions/
[31] Written words are composed of graphemes (printed letters and letter combinations) that correspond to phonemes
[32] Anne Bayetto meeting
[33] Phonics Australian Teaching and Learning Toolkit http://australia.teachingandlearningtoolkit.net.au/toolkit/oral-language-interventions/
[34] Phonics Australian Teaching and Learning Toolkit http://australia.teachingandlearningtoolkit.net.au/toolkit/oral-language-interventions/
[35] NSW What works best p9
[36] Hempenstall p 12
[37] Anne Bayetto
[38] 38 Phonics Australian Teaching and Learning Toolkit http://australia.teachingandlearningtoolkit.net.au/toolkit/oral-language-interventions/

# Fluency

*The capacity to read text accurately, quickly and expressively.*

| Important elements | Why this is important |
|---|---|
| Allow students to read a greater volume of test at their independent level (95% accuracy) to increase fluency; explicitly model fluent reading, cue students to read with expression and comprehension; provide systematic error correction, structured reinforcement, timing system to chart fluency, partner reading aloud, chorus reading with teacher.<br><br>Recommendations for increasing fluency[39]:<br>➢ Select interesting passages<br>➢ Ensure active engagement<br>➢ Have students engage in multiple readings (3-4 times)<br>➢ Use instructional level text<br>➢ Use decodable text with struggling readers<br>➢ Read passages aloud to an adult<br>➢ Provide extra practice with trained tutors<br>➢ Provide corrective feedback on word errors<br>➢ Establish a performance goal or criteria of the number or words per minutes<br>➢ Provide short, frequent periods of fluency practice<br>➢ provide concrete measures of progress using charts and graphs | Growth rate in in oral reading fluency in Year 1 is the largest single predictor of reading comprehension in Year 3, with vocabulary being the next most influential.[40]<br><br>Research shows that reading fluency difficulties are evident for 90% children who have under-developed reading comprehension.[41]<br><br>Students who struggle with fluency display problems with phonemic awareness in pre-school and subsequent phonics skills. Letter-name and letter-sound fluency in pre-school is a predictor of subsequent oral reading fluency.<br><br>Strategies that increase fluency have a positive impact on reading and particularly on reading comprehension.[42]<br><br>The ability to read text accurately, at a reasonable rate, and with appropriate expression and phrasing is certainly a key factor in being able to understand what has been read and to enjoy the process of reading. However, we still have much to learn about fluency. Ongoing debates in the research community include questions regarding the value of reading lists of words versus sentences and paragraphs; repeated reading of the same passage versus reading several different passages that have lots of the same vocabulary; the nature of the text in which students would benefit most for fluency practice (i.e., narrative or expository, randomly selected or highly controlled passages); the exact role of silent reading in a comprehensive reading instructional program; the role of prosody in the impact of fluency on text comprehension, etc[43].<br><br>There is evidence that brief measures of Oral Language Fluency (Refer Appendix 2) are sound indicators of growth in general reading ability in the primary grades, reflecting the development of quick and accurate word identification, and scores from oral reading fluency assessments are highly predictive of outcomes on standardized tests of reading comprehension for young readers.[44] |

[39] Wendling B & Mather N 2009 John Wiley & Sons p62
[40] Younk-Suk et al cited in Hempenstall p26
[41] Hempenstall p 16
[42] http://www.education.ie/en/Education-Staff/Information/NEPS-Literacy-Resource/neps_literacy_good_practice_guide.pdf
[43] http://www.readingrockets.org/article/developing-fluent-readers
[44] Response to Intervention for Reading Difficulties in the primary Grades www.ncbi.nlm.nih.gov/pmc.articles/PMC3454349

# Vocabulary

*All the words children need to know to comprehend and communicate. Oral vocabulary is the words children recognise or use in listening and speaking. Reading vocabulary is the words children recognise or use in reading and writing.*

| Important elements | Why this is important |
|---|---|
| Use a multiple strategy approach providing definitional and contextual information[45], direct instruction, guided instruction, multiple encounters of the same words in varying contexts, working with a partner or small group, story re-telling, use of props or concrete objects, comprehension and vocabulary discussion and ensure vocabulary instruction is embedded across all learning areas. | Unless children develop strong vocabulary early in life and continue to deepen and broaden vocab knowledge during schooling years they will predictably face difficulty understanding they read, will not use advanced and mature words in their writing, will have problems with academic subjects, will perform poorly on national achievement tests and will fall behind their more vocabulary-proficient peers.[47] |
| Pre teaching vocabulary required to read a particular literacy text promotes success. | Vocabulary Is the most powerful pre-school indicator of early reading comprehension. It has an impact on thinking, speaking, writing[48] and cognitive development.[49] |
| Teach about morphology to support students in comprehending meanings of new words based upon their structural similarity to known words. | Environmental influences far exceed those due to genetics with the average school child learns about 3000 new words per year.[50] |
| Encourage children to read with frequency and quantity, read widely and of texts with age appropriate complexity. | Growth in vocabulary is from around 200 words at age 2, up to 20,000 by age 8 –This is dependent on stimulation via adult-child conversations and language interactions, especially story reading. |
| Use a 3 Tier-word approach[46] (Refer Appendix 1) | Improving vocabulary before age 6 is highly associated with literacy success (particularly reading comprehension) in late primary school and into mid-secondary.[51] |
| | A mean effect size of 0.67 indicates that students who experienced vocabulary instruction had major improvements in reading comprehension of passages containing taught words. |
| The use of mnemonics as a strategy to help students' remember vocabulary can include:  use of key words (familiar words linked to images), peg words, (rhyming words which may be linked to images) and letter strategies (including acronyms and acrostics).  Mnemonics works on the basis of linking new information to prior knowledge. | Mnemonics are recommended as a range of simple, effective strategies that provide students with a means of helping to improve their recall of information, thus enhancing opportunities for success. Students who are taught mnemonic strategies to assist their learning consistently outperform those who are taught using more traditional instruction[52]. |

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[45] Hattie 2009 p 131
[46] http://www.georgialiteracy.org/Detail/92/vobid--460/ https://www.superduperinc.com/handouts/pdf/182_VocabularyTiers.pdf
[47] Sinatra 2011 cited in Hempenstall p19
[48] Verhoven cited in Hempenstall p20
[49] Sparks et al cited in hempenstall p20
[50] Hempenstall p21
[51] Hirsch et al 2013 cited in hempenstall p 22)
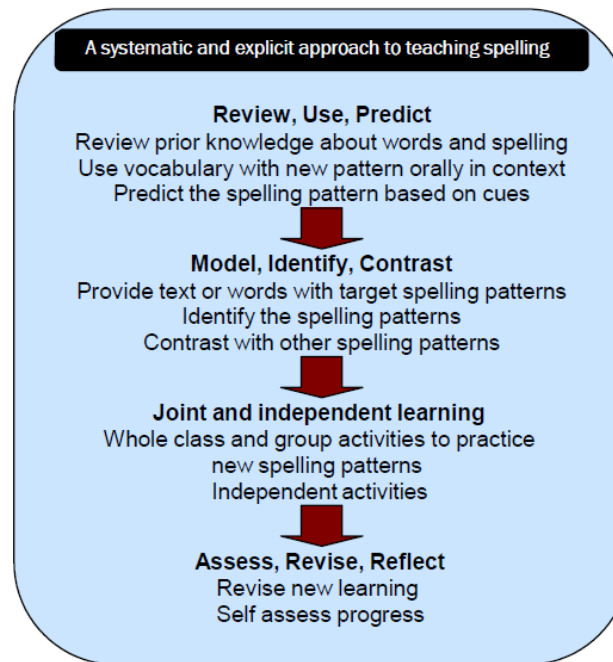[52] MUSEC Briefing Mnenonics Issue 35 August 2013

# Comprehension

*The* *ability to extract and construct meaning from written text using knowledge of words, concepts and ideas*

| Important elements | Why this is important |
|---|---|
| Use multiple strategies, explicit instruction that includes modelling, feedback and opportunities for practice using reciprocal teaching, summarising, sentence combination, questioning, clarifying, predicting, mapping and inference making. | On average, teaching reading comprehension strategies improves learning by an additional five months' progress over the course of a school year. These approaches appear to be particularly effective for older readers (aged 8 or above) who are not making expected progress.<br><br>Successful reading comprehension approaches carefully select activities for students according to their reading capabilities, and ensure that texts provide an effective, but not overwhelming, challenge. Many of the approaches can be usefully combined with phonics, collaborative and peer tutoring techniques.<br><br>The use of strategies such as graphic organisers and drawing students' attention to text structures are likely to be particularly useful when reading expository or information texts.<br><br>There are also some indications that computer-based tutoring approaches can be successful in improving reading comprehension, particularly when the focus is on the development of strategies and self-questioning skills, though the evidence is less robust in this area. |

# Spelling – elements of effective instruction[53]:

Provide instruction in:

- Segmenting spoken words into their sounds
- Matching the sounds to letter correspondences
- Spelling common orthographic patterns
- Learning and practicing common spelling rules
- Spelling irregular words with emphasis on the irregular parts
- Adding affixes to words
- Spelling different syllable types
- Spelling word derivatives
- Learning about word origins
- Use a 3 Tier-word approach[54]

**A systematic and explicit approach to teaching spelling**

**Review, Use, Predict**
Review prior knowledge about words and spelling
Use vocabulary with new pattern orally in context
Predict the spelling pattern based on cues

**Model, Identify, Contrast**
Provide text or words with target spelling patterns
Identify the spelling patterns
Contrast with other spelling patterns

**Joint and independent learning**
Whole class and group activities to practice
new spelling patterns
Independent activities

**Assess, Revise, Reflect**
Revise new learning
Self assess progress

**What do teachers need to know about spelling?**

Effective spelling relies on four kinds of knowledge:

Phonetic eg
- letter names
- sounds represented by symbols—vowels and consonants
- onsets and rimes (eg tr–uck; sh–op; p–et)
- spelling patterns—strings or clusters of letters which occur in many words sharing common sound units (eg ite/ight).

Visual eg
- symbols/letters are used to write words
- spaces between words
- a letter string may represent different sounds
- the probability of letter order in the common letter strings in English.

Morphemic eg
- using morphemes
- adding suffixes and prefixes to base words
- generalisations about adding suffixes/prefixes
- spelling patterns common to word families (ie letter strings)
- apostrophes for contractions and possession.

Etymological eg
- words derived from Latin and Greek
- homonyms—homophones and homographs
- blended words: blending the start of one word with the onset or rime of another eg Medibank—medical + bank
- proprietary names: trade name or trade mark, for example, Bandaid
- eponyms: originates from the names of people, places or institutions, for example, leotard—J. Leotard, a trapeze performer

Refer also:

DECD 2011 *Spelling: From beginnings to proficiency A* Spelling resource for planning, teaching, assessing and reporting on progress
https://myintranet.learnlink.sa.edu.au/library/document-library/educational-resources/literacy/spelling-from-beginnings-to-proficiency.pdf
DECD 2010 *Engaging in and Exploring Spelling*  https://myintranet.learnlink.sa.edu.au/library/document-library/educational-resources/literacy-a-r/spelling-numeracy-literacy-engaging-in-and-exploring.pdf

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[53] Wendling B & Mather N Essentials of Evidence-Based Academic Interventions 2009 New Jersey John Wiley & Sons
[54] http://www.georgialiteracy.org/Detail/92/vobid--460/ https://www.superduperinc.com/handouts/pdf/182_VocabularyTiers.pdf

# Writing– elements of effective instruction

It is powerful to teach strategies for planning, revising and editing writing, particularly if students are struggling writers.[55] This includes strategies for summarising reading material, working together to plan, revise and edit, setting clear and specific goals for what students are to accomplish for their writing product, using word processing and teaching students strategies to write increasingly complex sentences. The results show the power of teaching students the processes and strategies involved in writing, structuring the teaching of writing by having students work together in an organised fashion, and of setting clear and specific goals, especially as the purpose of each piece of writing.

According to DECD[56], Students learn to write when they are engaged in authentic tasks. They need examples and models, opportunities and practice to make decisions and mistakes and receive specific feedback. Teachers systematically and explicitly scaffold this process, gradually releasing more responsibility for language choices to the student. The Australian Curriculum Literacy General Capability describes these language choices according to text knowledge, grammar knowledge, word knowledge and visual knowledge. These include understanding of aspects such as text structure, cohesion, sequencing of ideas, sentence structures and use of conjunctions, noun groups, verbs and adverbials, correct spelling and use of technical language images, graphs and tables. A model for systematic teaching of writing includes:

1. **Setting the context** – establish the context and purpose for writing the text. Find out what students already know and build their knowledge about the topic or field. Include specific vocabulary building.
2. **Deconstruction and modelling** – examine the structure of model (example) texts. Deconstruct why particular language choices are made.re (model)
3. **Joint construction** – work with learners to jointly produce a text, highlighting the language choices appropriate to the genre and its purpose
4. **Independent construction** – support learners to produce their own texts, with explicit feedback based on shared understandings. This will include scaffolds to support planning and providing feedback on drafts as learners revise and edit their work for final publication.

There is further evidence that the quality of instruction learners receive has a major impact on writing achievement[57]. There is evidence for the following:

## Teach students to use writing for a variety of purposes: (strong)[58]

| Teach students the writing process | How to carry out the recommendation |
|---|---|
| 1. Teach students strategies for the various components of the writing process | 1. Help students understand the different purposes of writing |
| 2. Gradually release writing responsibility from the teacher to the student | 2. Expand students' concept of audience |
| 3. Guide students to select and use appropriate writing strategies. | 3. Teach students to emulate the features of good writing |
| 4. Encourage students to be flexible in using components of the writing process | 4. Teach students techniques for writing effectively for different purposes |

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[55] Hattie 2009 p 142
[56] DECD Numeracy and Literacy Strategy June 2012 Engaging in and exploring Writing – A practical guide for classroom teachers https://myintranet.learnlink.sa.edu.au/library/document-library/faq/roa/engaging-in-and-exploring-writing.pdf
[57] Wendling et al p 149
[58] http://www.readingrockets.org/article/teaching-elementary-school-students-be-effective-writers

## Teach students to become fluent with handwriting, spelling, sentence construction, typing and word processing[59]: (moderate)

1. Teach very young writers how to hold a pencil correctly and form letters
2. Teach students to spell words correctly
3. Teach students to construct sentences for fluency, meaning and style
4. Teach students to type fluently and to use a word processor to compose

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[59] http://www.readingrockets.org/article/teaching-elementary-school-students-be-effective-writers

# Evidence Based Literacy Programs

*(Please note that all recommendations are taken from ACER Literacy and Numeracy Interventions in the Early Years of Schooling unless otherwise footnoted)*

| *Australian origin* | | | Wave 1 | | |
|---|---|---|---|---|---|
| **Program** | **Origin** | **Target group** | **Yr** | **Intervention focus** | **Recommendation** |
| **Accelerated literacy** | ACT, NT | Low achieving students Aboriginal students | K-12 | Integrates a series of activities focussed on age-appropriate texts and provides supportive teaching around those texts. Program addresses reading, spelling, writing and listening. | Limited evidence of gains |
| **Best Start Literacy** | NSW | All students | K-2 | A range of resources, strategies and interventions support the teaching of critical aspects of Literacy. Literacy assessment at school entry is used to identify the learning needs of all students and progress is monitored on the K-6 Literacy Continuum. | Not yet independently evaluated |
| **Bump it up writing** | Unknown | All students | | Concept of 'bumping up' writing by making 'better' visible through:<br>* Scaffolding the writing process; * Creating 'bump it up' walls<br>* Providing feedback to refine writing | No independent research found |
| **First Steps Literacy** | WA | All students | K-6 | The focus of intervention is on whole-school approaches to reading, writing, viewing, speaking and listening. Maps of development for each mode enables teachers to monitor students' development at key phases. Resources link to major emphases and teaching and learning experiences. | No reference available to evaluative data |
| **Focus on reading 3-6** | NSW | All students | 3-6 | A school-level intervention with a focus on reading. All teachers in the school participate in 10 PD workshops over 3 semesters, to build skills in teaching comprehension, vocabulary and fluency. They undertake between workshop tasks to translate new learning into classroom action. | Limited data sets for evaluation |
| **Language, Learning & Literacy (L3)** | NSW | Low achieving students particularly from low SES communities | K-2 | Year levels teams undertake extended PD across 3 terms designed to increase their knowledge of early reading and effective instructional practices. They implement the small group intervention, focussed on targeted instruction in reading and writing during regular literacy blocks, with the ongoing support of a regional teacher. | No research evidence available |
| **Literacy on track** | NSW | All students | K-6 | PD program of 6 workshops and related school-based activities over 12 months to build school capacity in teaching reading, writing, talking and listening. Key areas include assessment of and for literacy learning, planning for literacy teaching and balanced, integrated, explicit and systematic approaches to teaching literacy. | Lack of evidence available to determine efficacy and effectiveness |
| **Little Learners Love Literacy[60]** | Victoria (ACER) | All students | Early Years | A systematic early literacy program which focusses on explicit teaching of phonemic awareness. | No direct independent research found |

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[60] Found via: https://www.decd.sa.gov.au/sites/g/files/net691/f/examples_of_high_quality_evidence-based_phonics_programs.pdf and  http://littlelearnersloveliteracy.com.au/

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| Australian origin | | | | Wave 1 | |
|---|---|---|---|---|---|
| **Program** | **Origin** | **Target group** | **Yr** | **Intervention focus** | **Recommendation** |
| **Off to a good start: Learning to read** | NSW | Low SES schools with high proportions of students at risk of early reading difficulties | K-2 | Teachers undertake PD to enhance their knowledge of foundation aspects of early reading development and targeted teaching instructional strategies. They implement the intervention in classrooms with the support of mentors. | Limited evidence of efficacy |
| **Principals as Literacy Leaders (PALLS)** | Australia | Primary School Leaders | K-12 | Principals undertake an action research project to enhance their knowledge of foundation aspects of early reading development and targeted instructional strategies. They implement the intervention in classrooms with the support of mentors. | Strong indication of impact on increased understanding embedded in site practices |
| **Reading matters** | NSW | All students | 3-6 | Online PD for individual teachers and leadership teams to increase understanding of reading development as part of a whole-school approach to improve teaching of reading. | No available research evidence to assess efficacy & effectiveness |
| **Reading to learn** | NSW | All students | Middle years | 8 day training workshops, with supported classroom practice and evaluation between workshops. Results in teachers preparing whole class for reading and comprehending curriculum texts, for guided and independent reading activities. Intensive support for students to manipulate patterns in selected sentences, and to practice spelling, letter-sound correspondences and fluent writing. | Inconclusive research evidence |
| **Sound waves[61]** | QLD | All students | R-7 | A whole school multi sensory program using phonemic awareness approach to spelling. Focusses on the basic units of sounds and exploring how they are used to represent the words in our language. | No direct independent research found for effectiveness |
| **Spelling Mastery** | Australia | All students | 3-6 | Explicit teaching of spelling. Available from https://shop.acer.edu.au/spelling-mastery | No independent evidence available |
| **Successful Language Learners Pilot Project in Low SES schools** | NSW | Students learning English as a Second language | K-12 | Targeted support for students, PD for teachers, school leadership development and provision of schools as centres for community activity | Strong positive change in student results |
| **Words their Way[62]** | Aust | All students | K-High School | A word study program for phonics, vocabulary and spelling instruction whereby students engage in a variety of sound, letter pattern and word meaning activities, sorting pictures and words. The program can be implemented as a core or supplemental curriculum and aims to provide a practical way to study words with students. | WWC is unable to draw any conclusions based on research[63] |

[61]Found via: https://www.decd.sa.gov.au/sites/g/files/net691/f/examples_of_high_quality_evidence-based_phonics_programs.pdf
[62]Found via: https://www.decd.sa.gov.au/sites/g/files/net691/f/examples_of_high_quality_evidence-based_phonics_programs.pdf
[63] http://ies.ed.gov/ncee/wwc//interventionreport.aspx?sid=622

| Overseas origin | | | | Wave 1 | |
|---|---|---|---|---|---|
| **Program** | **Origin** | **Target group** | **Yr** | **Intervention focus** | **Recommendation** |
| **Get Reading Right** | UK | All students | Early Years | Synthetic phonics approach that follows a systematic process of teaching 44 phonemes (sounds) and their corresponding graphemes (letters) | No longitudinal study on efficacy[64] |
| **Jolly Phonics & Jolly Grammar**[65] | UK | All students | K-3 | Multi-sensory synthetic phonics program which includes activities and games for reading and spelling in addition to the main teaching content. Covers 42 letter sounds, common alternative spelling patterns and grammatical concepts. | No qualifying studies on the effectiveness[66] |
| **Letters and Sounds**[67] | UK | All students | R-3 | Supported by free online resources - Whole Site Approach to teaching literacy or small group or 1:1 | No direct independent research found |
| **Peer-Assisted Learning Strategies (PALS)** | US | All students | K-6 | A technique in which children work in pairs, taking turns as teacher and learner, to learn a structured sequence of literacy skills such as phonemic awareness, phonics, sound blending, passage reading and story re-telling. | Strong level of effectiveness[68] (With caution- refer footnote) |
| **Phonics Books UK**[69] | UK | All students | R-7 | Decodable readers for beginner and catch-up readers which follow the teaching sequence (introduction of sounds and letters) from the Sounds Write Program. Highly recommended for use with any structured synthetic phonics program or as a stand-alone program. | No direct independent research found |
| **Reading Reels**[70] | UK | All students | Age 5-11 | A form of multi media used within the Success For All program. | Strong level of effectiveness[71] (With caution- refer footnote) |
| **Sounds-Write**[72] | UK | All students | K-3 | Whole school approach to teaching literacy and as intervention program for 3-7; linguistic program utilising a successful approach to the teaching of reading, spelling and writing | No direct independent research found |
| **Success for All**[73] | UK | All students | Age 5-11 | Provides schools with a reading curriculum for students aged 5-11 years that focusses on phonemic awareness, phonics, comprehension and vocabulary development. | Strong level of effectiveness[74] (With caution- refer footnote) |

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[64] Learning2Read.com.au/articles/review-of-get-readung-right-program
[65] Found via: https://www.decd.sa.gov.au/sites/g/files/net691/f/examples_of_high_quality_evidence-based_phonics_programs.pdf
[66] http://www.bestevidence.org.uk/programmes/Jolly_Phonics.html
[67] Found via: https://www.decd.sa.gov.au/sites/g/files/net691/f/examples_of_high_quality_evidence-based_phonics_programs.pdf
[68] http://www.bestevidence.org.uk/assets/Beginning_reading_educator_summary.pdf  Collective sample size = 500 students or across 20 classes
[69] Found via: https://www.decd.sa.gov.au/sites/g/files/net691/f/examples_of_high_quality_evidence-based_phonics_programs.pdf and http://www.phonicbooks.co.uk/
[70] http://www.bestevidence.org.uk/assets/Beginning_reading_educator_summary.pdf
[71] http://www.bestevidence.org.uk/assets/Beginning_reading_educator_summary.pdf  Collective sample size = 500 students or across 20 classes
[72] https://www.decd.sa.gov.au/sites/g/files/net691/f/examples_of_high_quality_evidence-based_phonics_programs.pdf  and http://www.sounds-write.co.uk/
[73] Found at: http://www.bestevidence.org.uk/assets/Beginning_reading_educator_summary.pdf
[74] http://www.bestevidence.org.uk/assets/Beginning_reading_educator_summary.pdf  Collective sample size = 500 students or across 20 classes

# Appendix 1: Tiered Vocabulary

**Definition:** Tiered Vocabulary is an organizational framework for categorizing words and suggests implications for instruction. (The three-tier framework was developed by Isabel Beck and Margaret McKeown.)

**Wave 1: Common, Known Words -** are basic, everyday words that are a part of most children's vocabulary. These are words used every day in conversation, and most of them are learned by hearing family, peers, and teachers use them when speaking. These words are especially important for English language learners who may not be familiar with them.

**Wave 2: High-Frequency Words (aka Cross-Curricular Vocabulary) -** include frequently occurring words that appear in various contexts and topics and play an important role in verbal functioning across a variety of content areas. These are general academic words and have high utility across a wide range of topics and contexts.

**Wave3: Low-Frequency, Domain-Specific words** are domain specific vocabulary. Words in this category are low frequency, specialized words that appear in specific fields or content areas. We anticipate that students will be unfamiliar with Tier 3 words. Beck suggests teaching these words as the need arises for comprehension in specific content areas.

**Understanding tiered vocabulary has practical applications for classroom instruction[75].**

**1. Content Vocabulary Lists -** work through content units to create key vocabulary lists, understanding the three tiers can help separate the **"should-know words (Tier 3)"** from the **"must-knows (Tier 2)"** and the **"already-known words (Tier 1)."** Too frequently, vocabulary lists are unnecessarily long. That leads to just-in-time cramming and promptly forgetting the words following the quiz or test.
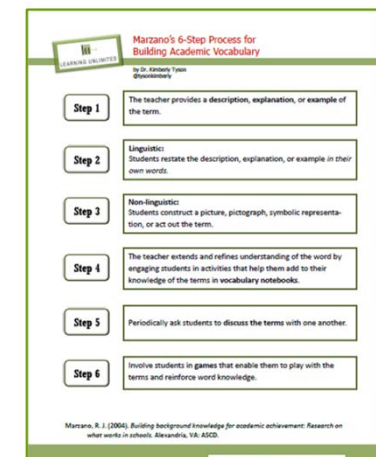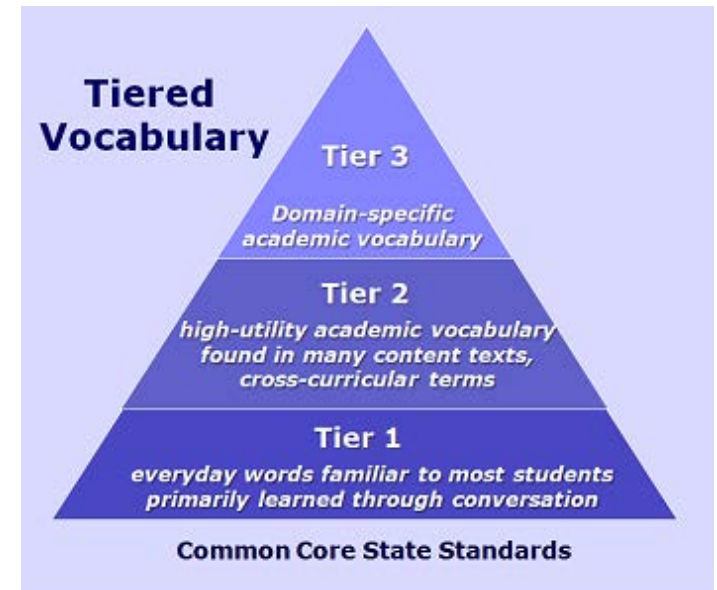
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[75] http://www.marzanoresearch.com/teaching-basic-advanded-vocab

# Appendix 2: Fluency Scales

| National Assessment of Educational Progress Fluency Scale[76] | | |
|---|---|---|
| Fluent | Level 4 | Reads primarily in larger, meaningful phrase groups. Although some regressions, repetitions, and deviations from text may be present, these do not appear to detract from the overall structure of the story. Preservation of the author's syntax is consistent. some or most of the story is read with expressive interpretation. |
| Fluent | Level 3 | Reads primarily in three- or four-word phrase groups. Some small groupings may be present. however, the majority of phrasing seems appropriate and preserves the syntax of the author. Little or no expressive interpretation is present. |
| Non-Fluent | Level 2 | Reads primarily in two-word phrases with some three- or four-word groupings. Some word-by-word reading may be present. Word groupings may seem awkward and unrelated to larger context of sentence or passage |
| Non-Fluent | Level 1 | Reads primarily word-by-word. Occasional two-word or three-word phrases may occur but these are infrequent and/or they do not preserve meaningful syntax. |

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[76] http://www.readingrockets.org/article/understanding-and-assessing-fluency

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