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Webinar Series 1  
**Eight's too late!**  
Ros Lugg

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**Why the weird title?**



Should actually be seven's too late, or even six!

Passionate about the children who fall through the cracks.

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**Reading Readiness**

Developmental readiness for learning is hugely variable.

If reading readiness is not present at 5-6 years of age, we need to start creating it!



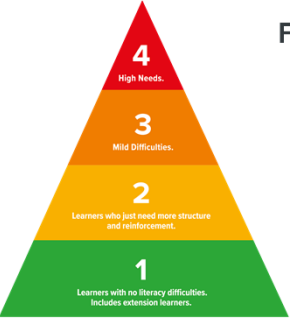
If a child feels that they are failing at seven or eight, we have already failed them.

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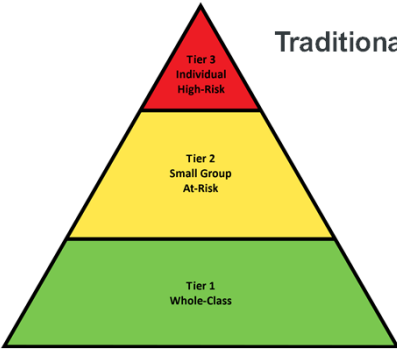
**Four Tier Model**



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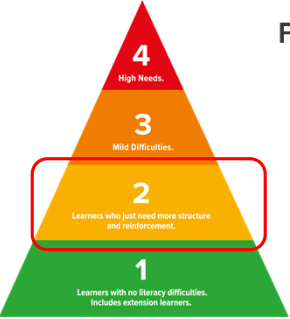
**Traditional Three Tier Model**



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**Four Tier Model**




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### How does this map onto our 60/40 split?

**60%**  
Will succeed with literacy regardless of method

**40%**  
Need a more structured approach




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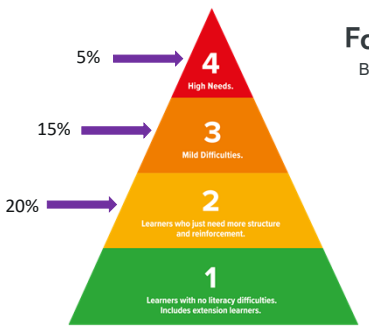
### Four Tier Model



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### Four Tier Model

Breaking down our 40%



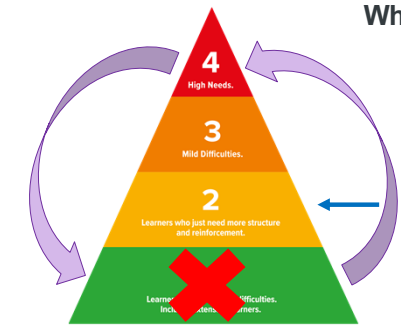
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### What can go wrong?



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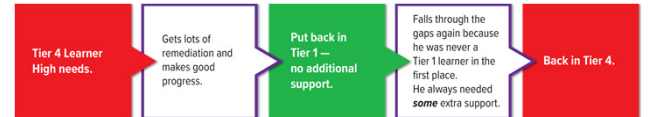
### What can go wrong?



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### Response to intervention approach

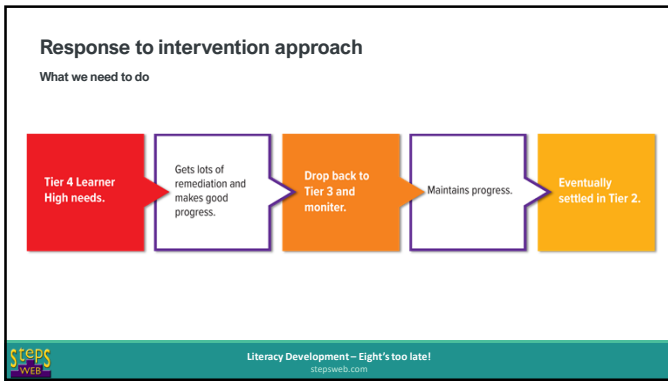
Mistakes we often make with our high-need learners



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"90% of children with reading difficulties will achieve grade level in reading if they receive help in the 1<sup>st</sup> grade."

"75% of children whose help is delayed to age 9 or later continue to struggle throughout their school career."

*(Vellutino, Scanton, Sipay, Small, Pratt, Chen & Denckla, 1996)*

Huge drain on our resources!

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### Right from the Start!

What do we need in the early stages?

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### Key phases of literacy development

**Logographic Phase** → **Alphabetic Phase**

Visual recognition – tiny number of words.      Ability to decode and encode regular words.

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### Right from the Start!

Phonological Awareness

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### The 5 Big Ideas in Beginning Reading

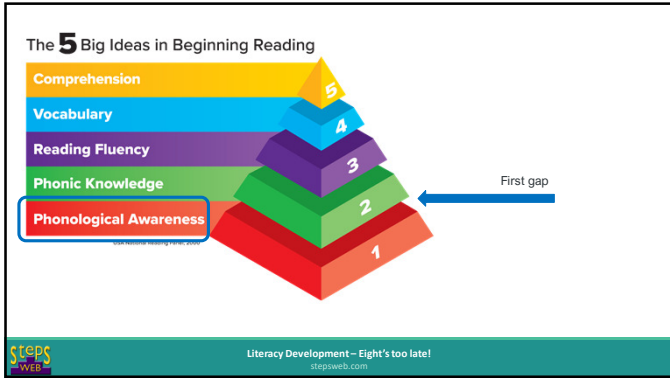
5 Comprehension  
4 Vocabulary  
3 Reading Fluency  
2 Phonic Knowledge  
1 Phonological Awareness

First gap

USA National Reading Panel, 2000

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## Right from the Start!

Phonological Awareness

Structured phonics-based literacy approach – for all learners. Allow every learner to progress at their own speed

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## Right from the Start!

Phonological Awareness

Structured phonics-based literacy approach – for all learners. Allow every learner to progress at their own speed

Strong emphasis on handwriting

Research evidence

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## Handwriting Research

Printing, cursive writing and typing on a keyboard are all associated with distinct and separate brain patterns.

When children were asked to come up with ideas for a written task, the ones with better handwriting exhibited greater neural activation in areas associated with working memory...

...and increased overall activation in the reading and writing networks of the brain.

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## Handwriting Research

Findings from researchers at the University of California

University students show better comprehension when they have taken notes by hand, instead of typing them.

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## Right from the Start!

Phonological Awareness

Structured phonics-based literacy approach – for all learners. Allow every learner to progress at their own speed

Strong emphasis on handwriting


Research evidence

Automaticity

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**Important handwriting principles**

Teach letter formation in shape families

Ideally, teach the cursive 'flick'

*a e d g h*

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**Important handwriting principles**

Teach letter formation in shape families

Ideally, teach the cursive 'flick'

and and and and

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**Important handwriting principles**

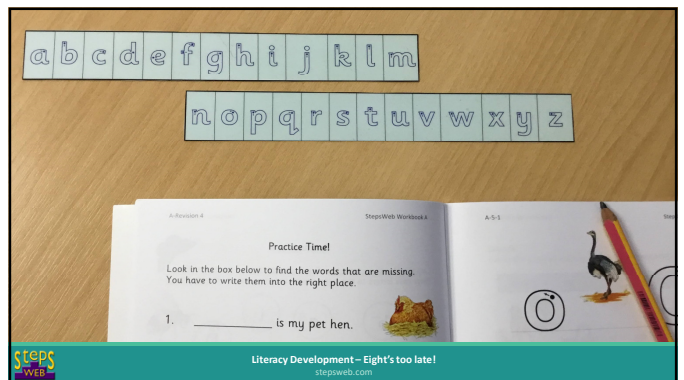
Teach letter formation in shape families

Ideally, teach the cursive 'flick'

and and and and

Don't allow children to guess and get it wrong. Give them a reference, so they can check!

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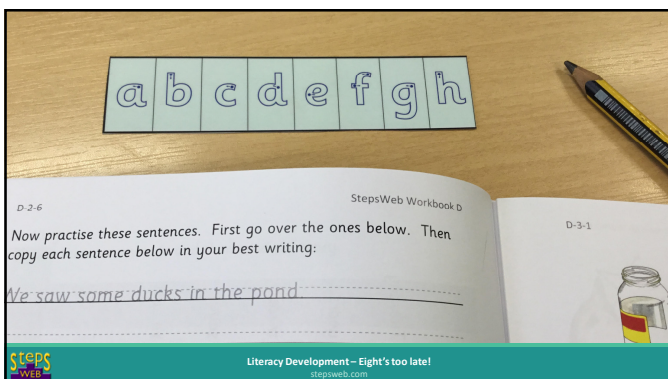
**Practice Time!**

Look in the box below to find the words that are missing. You have to write them into the right place.

1. \_\_\_\_\_ is my pet hen.

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**StepsWeb Workbook D**

D-2-6

Now practise these sentences. First go over the ones below. Then copy each sentence below in your best writing:

We saw some ducks in the pond


D-3-1

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**Right from the Start!**

- Phonological Awareness
- Structured phonics-based literacy approach – for all learners. Allow every learner to progress at their own speed
- Strong emphasis on handwriting
- Memory games and activities – teaching memory strategies



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## Key aspects of memory

- Visual
- Auditory
- Kinaesthetic (memory for movement)

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## Right from the Start!

**Phonological Awareness**

Structured phonics-based literacy approach – for all learners. Allow every learner to progress at their own speed

**Strong emphasis on handwriting**

Memory games and activities – teaching memory strategies

Oral language – listening to and discussing stories – at the right intellectual level

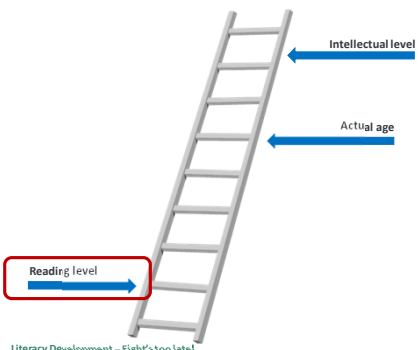



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## The Reading Ladder

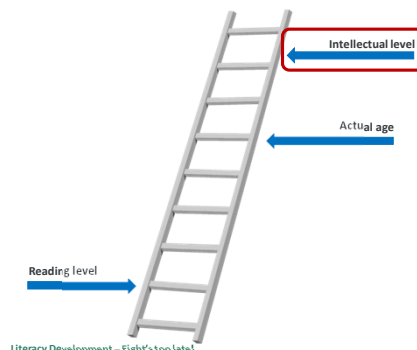




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## The Reading Ladder

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## Right from the Start!

**Phonological Awareness**

Structured phonics-based literacy approach – for all learners. Allow every learner to progress at their own speed

**Strong emphasis on handwriting**

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Activities to specifically develop reading fluency




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## Key phases of literacy development



**Logographic Phase**  
Visual recognition – tiny number of words.

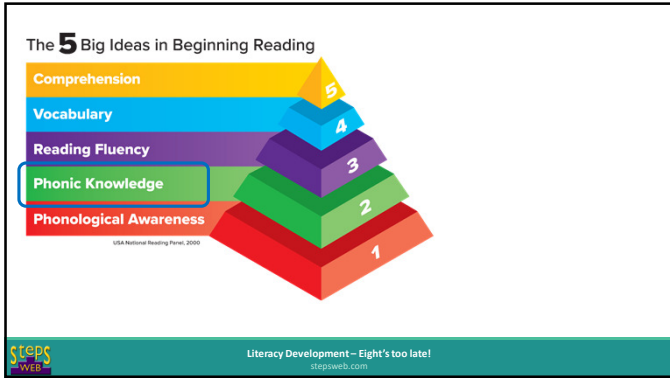
**Alphabetic Phase**  
Ability to decode and encode regular words.

**Orthographic Phase**  
Visual recognition of words without conscious decoding.

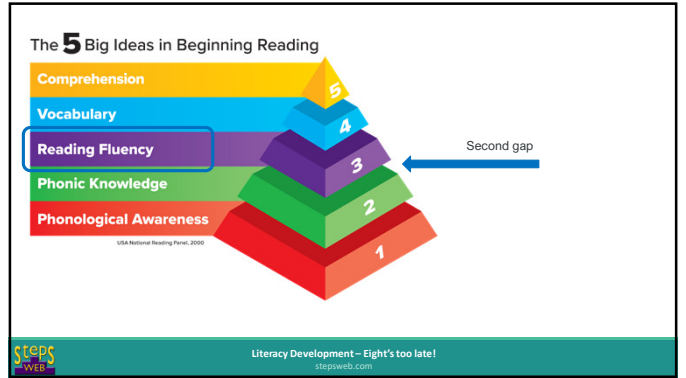
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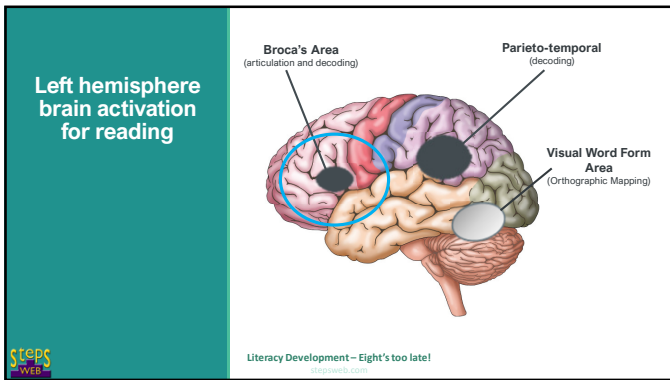
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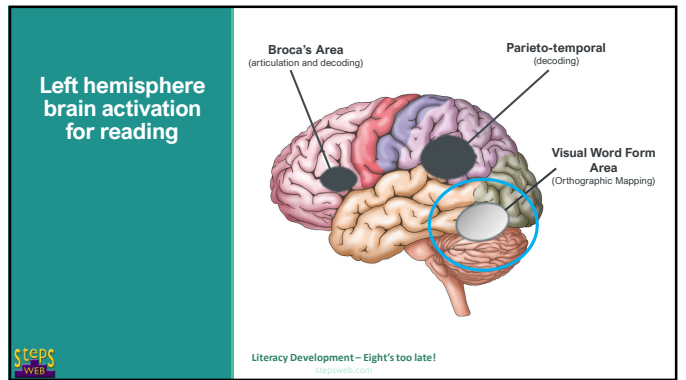
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**Right from the Start!**




- Phonological Awareness
- Structured phonics-based literacy approach – for all learners. Allow every learner to progress at their own speed
- Strong emphasis on handwriting
- Memory games and activities – teaching memory strategies
- Oral language – listening to and discussing stories – at the right intellectual level
- Activities to specifically develop reading fluency

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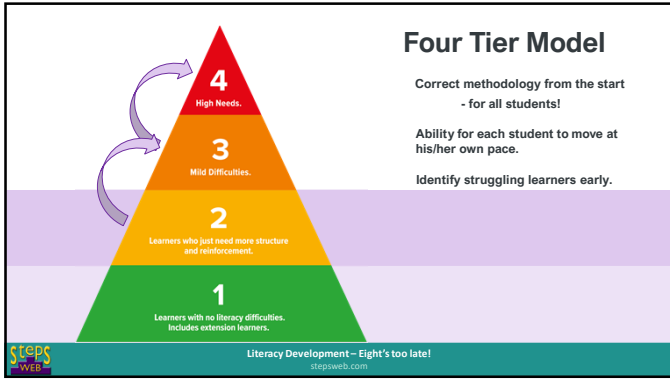
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**Our literacy programme**

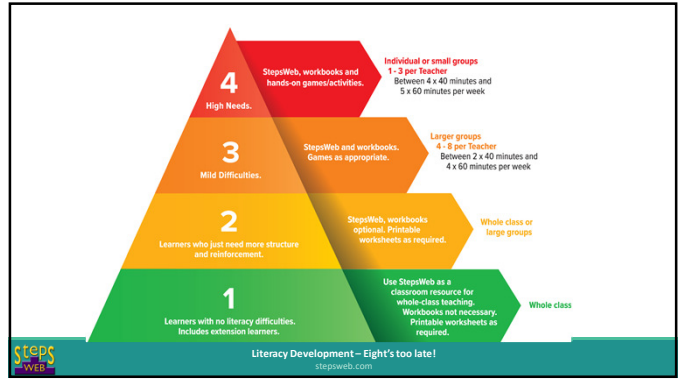


- Structured, phonics-based progression – right through the school
- Systematic coverage of important sight vocabulary – make these automatic!
- Exposure to language at the right intellectual level – listening if necessary!
- Strong emphasis on handwriting
- Memory games and activities – teaching strategies

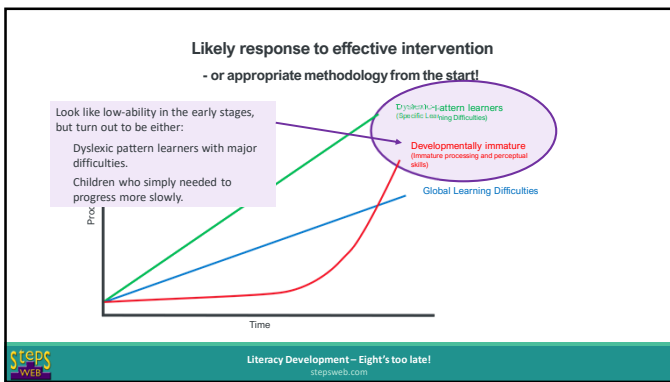
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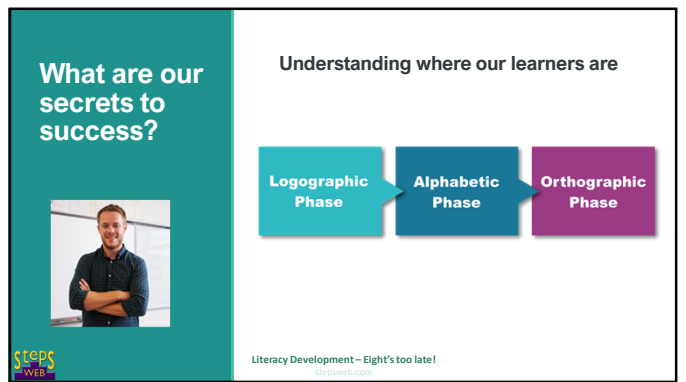
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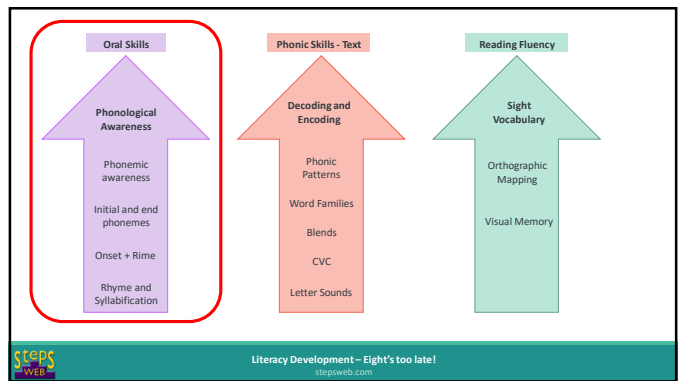
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## What are our secrets to success?



Understanding what our learners struggle with

- Motor Development
- Sequencing
- Visual Perception
- Phonological Awareness
- Memory (working)

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## Important questions:

“How do we do this?”

“Do all of our struggling children need assessments?”

“How do we know if they're dyslexic?”



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## No!

Observation and experience.

A literacy progression which does not allow progress through guesswork and provides accurate diagnostic information.

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## Class Progression: All Students

Completed Wordlists

	Level A	Level B	Level C	Level D	Level E	Level F	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Ambrose Burress												
Antonetta Parkman												
Bessie Hosack												
Claudio Vallarta												
Darlene Bruch												
David Lugg												
Edna Keaton												
Elroy Grullon												
Flora Hossain												
Franklin Appleby												
Kamala Fishback												
Kathryn Cambre												
Laurice Northcutt												
Monty Hori												
Noe Kuehn												

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## Class Accuracy: Room 3

Accuracy rating below setting for class (80%)

Statistics Date Range: Last 30 days

Name	Course Position	Reading / Spelling Accuracy		Comprehension / Language		Phonic Knowledge / Skills	
		Overall	Last 30 days	Overall	Last 30 days	Overall	Last 30 days
Annie White	Level A - 1A	95%	98%	69%	75%	85%	91%
Archie Gao	Level 1 - 1A	86%	87%	65%	73%	79%	84%
Ashley Gordon	Level C - 1A	92%	93%	92%	95%	89%	87%
Caitlyn Shore	Level C - 2B	74%	82%	75%	78%	76%	81%
Emily Whitzi	Level B - 1A	95%	98%	94%	94%	98%	98%
Jason Anderson	Level D - 1A	94%	100%	96%	97%	96%	97%
Jo Bloggs	Level A - 1A	87%	88%	67%	68%	77%	79%
Jon Snow	Level D - 1A	98%	100%	98%	99%	92%	94%
Luke Purusa	Level B - 1A	86%	87%	84%	82%	83%	85%

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## Manage Classes

Year 3

Summary

Low Accuracy (1)  
Ally Drake

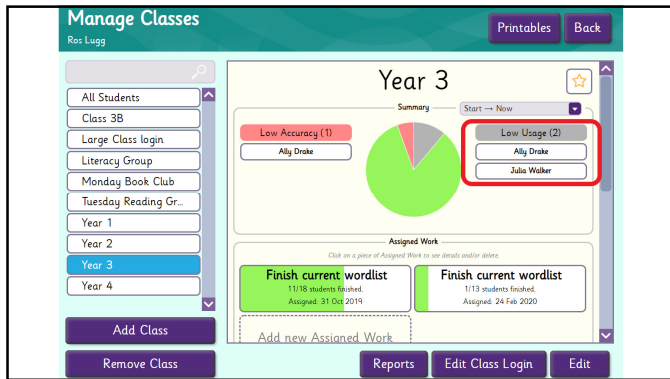
Low Usage (2)  
Ally Drake  
Julia Walker

Assigned Work

Finish current wordlist  
1118 students finished  
Assigned: 31 Oct 2019

Finish current wordlist  
1113 students finished  
Assigned: 24 Feb 2020

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**No!**

**Observation and experience.**

**A literacy progression which does not allow progress through guesswork and provides accurate diagnostic information.**

**Simple screening tools where necessary.**

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