

Explicit Teaching

Ros Lugg

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DYSLEXIA
Association

Core Principles of Structured Literacy



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Explicit – the teacher explains and models key skills, with well-chosen examples.

Children are not expected to develop these skills based mainly on exposure and incidental learning opportunities.

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Systematic and cumulative – a planned sequence of instruction. Important prerequisite skills taught before more advanced skills.

For instance:
Children are not expected to decode or spell complex words before simpler words.

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Diagnostic – students are screened and their progress is monitored. Students who need help are promptly identified.

Effective interventions provide opportunities for students to respond and practice what they are learning, with the teacher providing clear, prompt, constructive feedback to students' errors.

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Phonology
Patterns of sounds in a language

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Sound-Symbol

Phonic knowledge and skills.
Knowing how sounds are represented by
letters and letter patterns.

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Syllables

A word unit/part with one vowel
sound.

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Morphology

An understanding of words and their
relationships.

*dog – dogs
walk – walking, walked
non/sense
dis/respect/ful*

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Syntax

The arrangement or order of words
in a sentence to convey meaning.

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Semantics

The meaning of language.



Archer and Hughes (2011)

A structured, systematic approach in which
teachers clearly explain, model, guide practice,
check understanding and gradually release
responsibility to students.



Archer and Hughes (2011)

- Clear learning goals
- Careful sequencing
- Breaking complex skills into smaller steps
- Modelling
- Guided practice
- Frequent opportunities to respond
- Immediate feedback

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Australian Education Research Council (AERO)

- Breaking learning into manageable steps
- Modelling each step
- Supporting students until they can work independently

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Gradual Release Model

I do (teacher explanation and modelling)

We do (guided practice)

You do (independent practice)

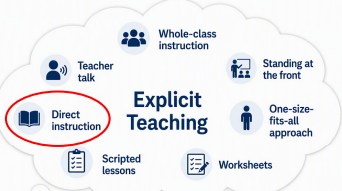
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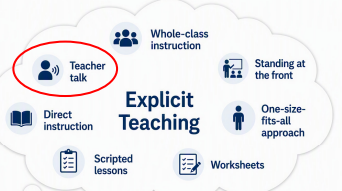

So how does this look in practice?

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The diagram shows 'Explicit Teaching' in the center, surrounded by six components: 'Whole-class instruction' (top), 'Teacher talk' (top-left), 'Direct Instruction' (left, circled in red), 'Standing at the front' (top-right), 'One-size-fits-all approach' (right), and 'Scripted lessons' (bottom-left). 'Worksheets' is at the bottom.

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Phonic video + Find the Letter

A short phonic video introduces and explains a letter sound or phonic pattern. Then the student listens to sounds and chooses the right letter/pattern.

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Definitions

digestion

Process of changing food into a form which the body can use.

Cooking vegetables helps our *digestion*.

Prev Next

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Whole-class instruction

Teacher talk

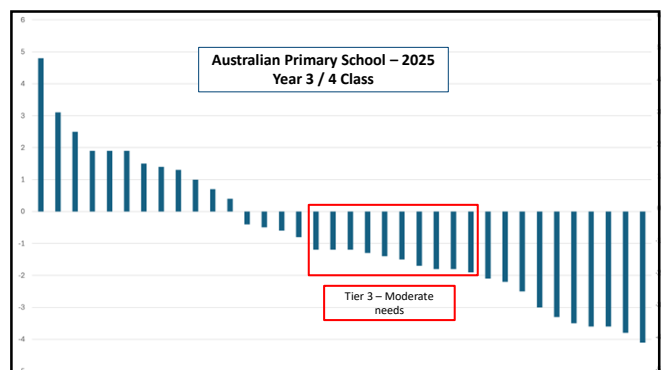
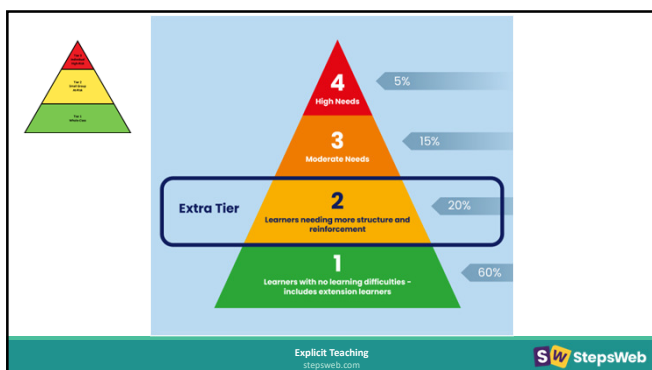
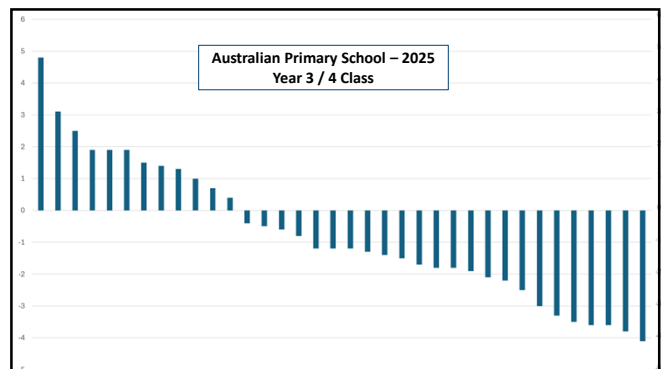
Direct instruction

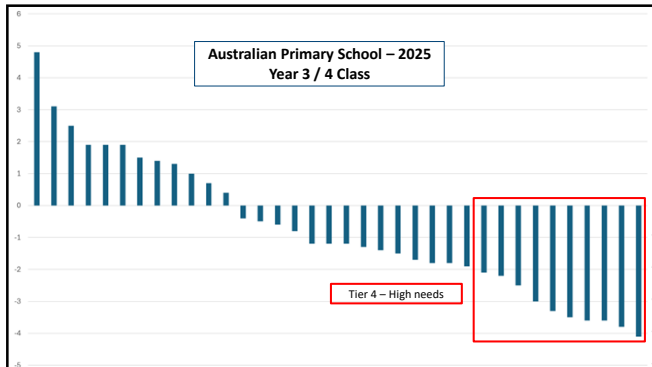
Scripted lessons

Worksheets

Standing at the front

One-size-fits-all approach





How do we avoid 'one size fits all'?

Technology gives us the only way of ensuring that every learner works at his or her own level.

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How do we avoid 'one size fits all'?

Level 1

1A

- bag
- bed
- pen
- leg
- job
- hop
- fox
- bin
- lid
- sit
- hat
- nut

See Pictures

Level 11

7B

- operation
- nuisance
- audience
- accident
- decision
- occasion
- caught
- fault
- search
- system
- straighten
- separate

See Pictures

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Course Scope & Sequence

Course Level	Scope	Sequence	Grammar & Content
Foundation A	Single consonants Short vowels	a, t, s, p, l, n, d, o	VC/CV/CVC Recognise digits Open/closed syllables Suffixes -s, -ing, -ed
Foundation B		g, e, m, c, b, u, h, r	Rhyme, initial and end sounds, blending, word building Onset + rime
Foundation C		l, f, k, w, th, j, sh, v	
Foundation D		ck, ng, x, y, z, wh, qu, ch	

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Course Level	Scope	Sequence	Grammar & Content
Level 1	Initial and final blends Long vowel sounds	CVC, sh, th, st, ch, ng, ck, r-blends, soft c	CVCC/CVCV Numeracy concepts/words
Level 2	Consonant patterns Vowel digraphs	I-blends, nd/nk, doubled consonants, oo (book), ee	Maths vocabulary Days and months Short lessons
Level 3	Silent -e Doubling consonants	ay, ai, a-e, i-e, oo (school), o-e, u-e	Prefixes and suffixes Plural rules Compound words
Level 4	Vowel patterns Consonant patterns	toh, e-e, -le, ea (long), ar, or, oa, igh	Homophones Word Building/segmentation
Level 5	n modified patterns Vowel patterns	ou, ir, ow (now), oy, ur, soft 'g', er	Apostrophes Contractions
Level 6	Prefixes	ew, ea (short), ow (know), ey, k/ck/ea, ur-, ear, oi, ore	Phoneme segmentation & blending Syllabification Syntax
Level 7		-ce, -nch, aw, mb, dge, -ness, re-, oil, -ue, ad	Semantic awareness

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Course Level	Sequence	Grammar & Content
Level 8	ure, wa-, non-, tion, ore	Contractions Prefixes & suffixes
Level 9	is, ou (u), or, oy exceptions, ire, ue, gu, ou, -ly, -less, any, ery, ary	Plurals revision Homophones
Level 10	ible/able, ch sounds, -cy, ph, ch (sh), ear, ge	Tricky words Maths vocabulary
Level 11	tion (adv), ance, au, ir/er/ur, sion, ou/aw, cian, -or, -ful	Vocabulary Development Grammar
Level 12	ou/aw, gh, in-, not-, ough, mis-, pre-, ure, are/air, ch (k), ual	Comparatives Superlatives
Level 13	or-, ment-, se, ssion, ible/able, -ary, in/im, gh, ui	Collective nouns Word Roots
Level 14	ility/ability, tion, aw, dis-, -gues, sc, oar/ear, ence, ible, pro-	Morphology Syllabification Syntax

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Course Level	Sequence	Grammar & Content
Level 15	-ful, ic, ish, ai, ort, etc, anti-, sub-, -ous, cc, ent, ual	Semantic awareness
Level 16	eer/er/ere, un-/non-, -que, ant, uni/bi/tri-, -our, ent/ant	
Level 17	ui, ure, -ect, -ic-, ly, ab-, -ly, -ious, -etic-, live	
Level 18	ou, ph, cc, ssion/sion, ei, ent/ant, -fy, -cation	
Level 19	-ity, -ly, -tious, -ire, -ish, -ent	Continuation of above, plus introduction of academic vocabulary
Level 20	-gues, -ly, -able, ou, -tion/-sion/-cian, -ore, -ary, -ous	

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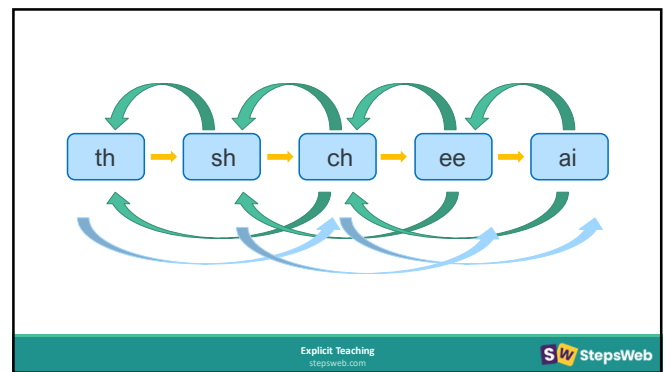
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The Circular Progression

The importance of constantly going back, re-checking and, if necessary, re-teaching

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Every word should be....

Read in context Written individually

Read individually Written in context

Decoded

or

Understood morphologically

Multiple times!

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Wordlist Activities

Level 3 - 6A

Definitions	Find the Letters	Find the Picture	Find the Word	Choose the Word	Word Flash
Feed The Kiwi	Sentence Builder	Sound Splits	Word Search	Spelling	Vowel Ladder
Jigsaw	Drop	Spelling Quiz	Initial Sounds	Clues	Treasure Hunt

school
pool
too
zoo
room
food
tooth
spoon
soon
cool
moon
smooth

See Pictures
Click on a word to hear it

Phonological Skills and Phonic Knowledge

Level 3 - 6A

Definitions	Find the Letters	Find the Picture	Find the Word	Choose the Word	Word Flash
Feed The Kiwi	Sentence Builder	Sound Splits	Word Search	Spelling	Vowel Ladder
Jigsaw	Drop	Spelling Quiz	Initial Sounds	Clues	Treasure Hunt

school
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See Pictures
Click on a word to hear it

Reading and Spelling

Level 3 - 6A

Definitions	Find the Letters	Find the Picture	Find the Word	Choose the Word	Word Flash
Feed The Kiwi	Sentence Builder	Sound Splits	Word Search	Spelling	Vowel Ladder
Jigsaw	Drop	Spelling Quiz	Initial Sounds	Clues	Treasure Hunt

school
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See Pictures
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Comprehension and Vocabulary

Level 3 - 6A

Definitions	Find the Letters	Find the Picture	Find the Word	Choose the Word	Word Flash
Feed The Kiwi	Sentence Builder	Sound Splits	Word Search	Spelling	Vowel Ladder
Jigsaw	Drop	Spelling Quiz	Initial Sounds	Clues	Treasure Hunt

school
pool
too
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See Pictures
Click on a word to hear it

Phonological Skills and Phonics	Reading and Spelling	Comprehension and Vocabulary	Memory
Find the Letters Feed the Kiwi Word Ladder Sound Splits Rhyme Jigsaw Initial Sounds Fireworks Sound Blending Chunks	Reading Practice Find the Word Word Flash Feed the Kiwi Word Ladder Spelling Vowel Ladder Drop Label the Picture Sound Splits Spelling Quiz Jigsaw Four in a Row	Reading Practice Definitions Find the Picture Label the Picture Choose the Word Sentence Builder Clues	Visual Memory Word Grid Treasure Hunt

Story Time

Abby Parker

Click to hear the words

Tom
his
name
big
with
Sam
they
garden
likes

Tom the cat

Look at this cat. His name is Tom.

Tom is a big cat. He sits with Sam.

They sit in the garden. Tom likes Sam. Sam likes Tom.

Questions

- Tom sits on Sam. ☐ yes ☐ no
- They sit in the garden. ☐ yes ☐ no
- Tom is not a big cat. ☐ yes ☐ no
- Sam likes Tom. ☐ yes ☐ no

Reading Practice

Ella Student - 14-6C Why does the Earth spin?

Why does the Earth spin?

Have you ever looked up at the sky and wondered why the Earth spins? It's something we don't feel, but it's happening all the time - fast! The Earth spins at about 1,670 kilometers per hour (over 1,000 miles per hour) at the equator.

The Earth formed about 4.5 billion years ago from a massive cloud of gas and dust in space. That gas and dust was left over from the birth of the Sun and it was already rotating round and round. As gravity pulled the particles together to form the Earth, that spinning motion didn't just disappear—it got faster. It's like when a figure skater pulls in their arms during a spin—they spin faster because their mass is closer to the centre.

This spinning motion became part of Earth's natural movement, and there's no force in space strong enough to stop it. So, Earth just keeps spinning.

In space, there's almost no friction to slow things down. On Earth, friction from air, water, and surfaces slows things down all the time. But in space, there's nothing to "grab" the Earth and stop its spin. That means once something starts spinning, it keeps going unless something big stops it.

However, the Earth's spin is slowing down very gradually. This is mostly due to the gravitational pull of the Moon, which causes ocean tides. These tides

1. What is slowing down the Earth's spinning?

☐ The rotation of the Sun.
☐ The moon's gravity.
☐ The dust cloud from the Sun.

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