

Instructional Handbook: Overview

Instructions, ideas, activities and games to support reading and writing

SPELD SA
Phonic Book Series

Acknowledgments

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SPELD SA is grateful for the contributions of volunteers in producing resources, editing drafts, trialling activities, worksheets and games and providing feedback. Thanks to Sandra Ken for cultural advice on Anangu communities and language.

Many thanks to the teachers and speech pathologists from APY Lands schools for their passion and commitment for improving literacy outcomes for their students and giving the SPELD SA Project Team insight into their challenges and successes. Your advice and experiences set us on a path to improve literacy for all learners, especially those with learning difficulties and those from an English as an Additional Language or Dialect (EALD) background.

The SPELD SA Phonic Book Series is freely available to download from the SPELD SA website www.speldsa.org.au/resources.

SPELD SA acknowledges the traditional custodians of the lands on which we deliver our services. We pay our respects to elders past, present and emerging, and recognise their cultural heritage, beliefs and relationship with the land.

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Purpose

The **SPELD SA Instructional Handbook** provides support for those using the **SPELD SA Phonic Book Series**. It is a collection of resources to promote deep connection with, and understanding of, concepts in each book using evidence-based practices and activities.

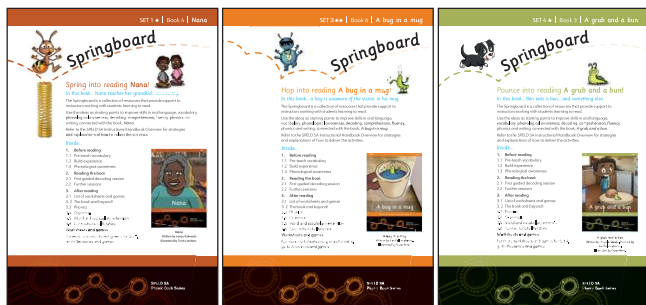
The **SPELD SA Phonic Book Series** is specifically and carefully designed to support the teaching of reading, using a synthetic-phonics approach, within a holistic literacy program.

A holistic literacy program embraces the critical elements of effective reading development and related literacy skills:

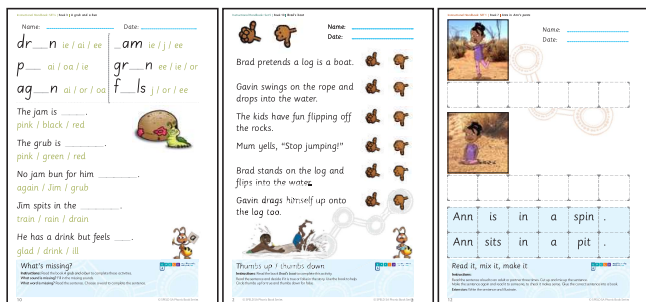
- oral language
- vocabulary
- phonological awareness
- phonics
- fluency
- comprehension
- writing
- grammar.

Springboards

The Springboards support reading and literacy skills, providing ideas, discussions and activities designed as starting points for you to launch into deeper learning with your students. The ideas cater for a broad range of students, provide teaching tips and cover all the critical elements listed above.



Springboards provide starting points for you to launch into deeper learning with your students.



Worksheets give students an opportunity to consolidate learning and improve reading and writing skills.

Worksheets

Worksheets for each SPELD SA Phonic Book are provided to give students an opportunity to consolidate learning and improve reading and writing skills.

Additional **Resources and games** are provided across each set of books.

A deep and focused study is especially critical for students in the early stages of learning to read, those from an English as an Additional Language or Dialect (EAL/D) background and those with specific learning difficulties.

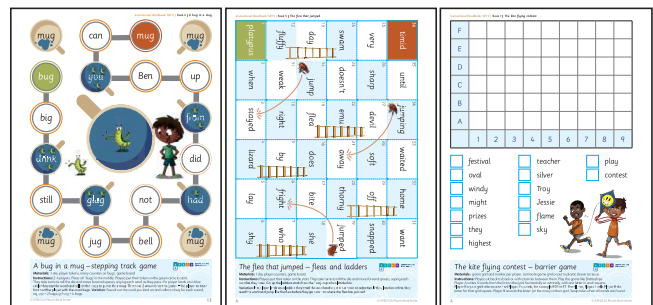
Considering the individual abilities, interests, language and cultural backgrounds of your student and incorporating your own creative and engaging ideas into sessions, will provide positive, meaningful and enjoyable learning experiences.

For teaching EAL/D students the following document is relevant: *ACARA: English as an Additional Language or Dialect Teacher Resource EAL/D overview and advice*

Oral language development for EAL/D students (Page 14) Accessed 3/6/2022

English vocabulary for EAL/D students (Page 17-19) Accessed 3/6/2022

Other considerations for teaching EAL/D students (Page 19 -21).



Most sets of Worksheets include a game that provides extra practice in a fun way.

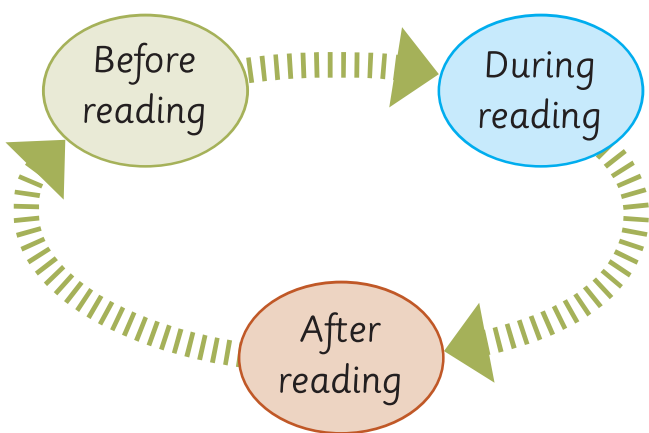


Additional Resources and games are provided across each set of books

Learning to read

Learning to read is complex. Many skills, thought processes and experiences combine to achieve reading success, as clearly demonstrated in *Scarborough's Reading Rope model*¹. It is imperative to include these components in an effective reading program. Gough and Tunmer's *Simple View of Reading model (Decoding x Language Comprehension)*² emphasizes the dependent relationship of language comprehension and word recognition, necessary for a student to become a successful fluent reader. Both theories have been incorporated into this resource. The goal was to provide not only what to teach, but how.

The key to students becoming skilled readers is the frequency and quality of reading instruction. The strands of the Reading Rope come together with practice and quality guidance. Reading is a cyclic process that requires ongoing revisiting, practice and consolidation of words, concepts and skills. By creating opportunities for students to read and re-read, using evidence-based resources and practices, you help your students to gain confidence, accuracy and fluency. By structuring your sessions with skill and knowledge development before, during and after reading, you help your students be successful in multi-layered comprehension, always building on experiences and knowledge learned previously. The Springboards offer guidelines and suggestions to use alongside the SPELD SA Phonic Books at each stage of this process.



References:

1. *Reading Rope*, Scarborough, H (2001). Connecting early language and literacy to later reading (dis)abilities: *Handbook of Early Literacy*, S.B. Neuman & D.K. Dickinson (Eds), NY: Guilford Press. Evidence, theory and practice. Pg 97-110.
2. *Simple view of Reading*, Gough, P and Tunmer, W. (1986). Decoding, reading and reading disability. Remedial and Special Education, 7, 6-10.

Springboards

Each Springboard follows a set format, with instructions to guide you through.

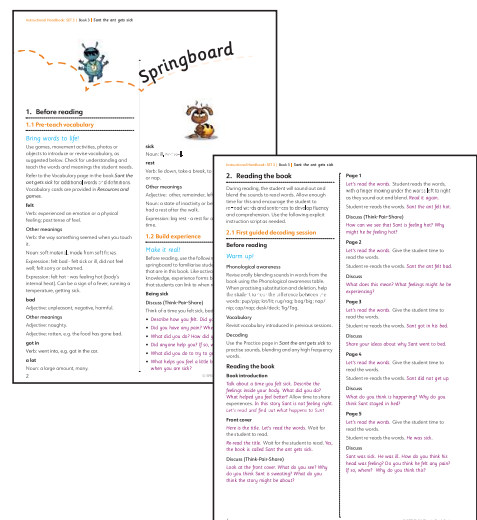
1. Before reading
 - 1.1. Pre-teach vocabulary
 - 1.2. Build experience
 - 1.3. Phonological awareness
2. Reading the book
 - 2.1. First guided decoding session
 - 2.2. Further sessions
3. After reading
 - 3.1. Worksheets and games list
 - 3.2. The book and beyond!
 - 3.3. Phonics
 - 3.4. Grammar
 - 3.5. Word and vocabulary extension
 - 3.6. Connections to literature

The Vocabulary and Phonological awareness sections provide word ideas. Activity ideas are further on in this Overview under *Extra support*.

Not sure what to say?

Explicit scripts are provided for guiding a student in the decoding session. Precise wording is provided in purple for the instructor*, outlining all important points to be introduced, explained and reinforced in sequential order. Other questions and explanations in purple are provided as suggestions to help you with discussions throughout the Springboards. Instructions for sounding out and blending decodable words are in the front of each SPELD SA Phonic Book.

*All adults working with the student are referred to as instructors.



Help make connections

SPELD SA strongly encourages you to use your own knowledge of the student, their context and their needs, to complement, extend and strengthen the content provided.

To ensure the student understands and can make connections with what they read, it is important to:

- be aware of your student's needs and their skills;
- model language conventions used in written text through oral discussion;
- teach and practise new vocabulary in context;
- familiarise the student with concepts in the phonic book;
- link concepts with the student's life and culture;
- give the student processing and thinking time;
- model the thinking processes of inferring and questioning;
- use activities that provide modelling, practice, consolidation and ongoing revision.

Learn together

The activities in the Springboards have suggestions for pair, grouped and individual participation. They can easily be adapted for one-to-one and the instructor can be the partner.

Paired work develops:

- active participation of every student;
- oral language, problem solving, idea generation, engagement and learning.

Individual work helps:

- instructors monitor student progress and gather evidence for future planning;
- instructors provide scaffolds and prompts for individual students as needed.

Independent tasks support:

- the student to independently reflect on their reading;
- ongoing development of vocabulary, comprehension and independent thinking skills.

Teaching strategies

When students are learning a new skill it is important to provide support and modelling. Gradually withdraw help as the student's skill level and competency increases. The primary strategy built into the Springboards is the I do, we do, you do, explicit instruction strategy.

Explicit Instruction – I do, we do, you do

I do – The instructor models the steps involved in a task.

We do – Students practise the skill with the instructor. The instructor provides prompts, scaffolds and immediate, corrective feedback.

You do – Students practise the skill by themselves, with prompts and scaffolds, moving towards independence. The instructor gradually removes the prompts and scaffolds as students move towards independence.

For further information, see:

<https://www.evidencebasedteaching.org.au/the-i-do-we-do-you-do-model-explained/> Accessed 12/1/2022

When using this strategy:

- divide learning into small segments, focussing on specific skill development.
- use a step-by-step approach with clear explanations, simple demonstrations, ongoing practice and focused learning outcomes.
- check that students understand the task and content.
- identify content that needs to be revised

Prompts

A prompt is a hint or reminder that:

- directs or supports students to start and/or
- provides ideas or suggestions.

Prompts in the Springboards include reminders, visuals, starting ideas, dot points, checklists, asking for feedback (thumbs up/thumbs down), sentence beginnings and questioning.

Give time for students to think and process information when prompted. The prompt 'Wait' is written in the reading script in the Springboards as a reminder for instructors.

Scaffolds

A scaffold is a framework for students to follow while learning a new skill. Students can refer to a scaffold for confirmation and support. This builds proactive engagement in learning and growing independence.

Active scaffolding techniques

Active scaffolding techniques include modelling, Think Alouds, activating prior knowledge, building experience, making connections, chunking the task into smaller steps, Think-Pair-Share, pre-teaching vocabulary and concepts, checking for understanding (students paraphrase), allowing processing time, questioning, mini-focus lessons, collaborative learning and revision.

For further information, see:

<https://educationaltechnology.net/scaffolding/> Accessed 12/11/2021
<https://www.edutopia.org/blog/scaffolding-lessons-six-strategies-rebecca-alber> Accessed 12/11/2021

Some strategies that are used in the Springboards are outlined below.

Think Alouds provide students with an insight into how individuals think and work through tasks or solve problems. They are effective instructional and assessment tools.

The instructor:

- articulates aloud the steps in their thinking;
- models internal ponderings, questions, drawing of inferences, problem solving, modifying thinking and processes used to correct mistakes.

Students:

- observe that adults are actively involved in their own learning;
- are provided examples of questioning techniques and thought patterns;
- articulate their own thinking aloud.

For further information, see:

<https://strategiesforspecialinterventions.weebly.com/think-alouds.html> Accessed 15/11/2021
<https://www.teachervision.com/problem-solving/think-aloud-strategy> Accessed 15/11/2021

Think-Pair-Share strategy promotes student participation in short bursts of active, purposeful conversation. Students can learn from each other and process new information.

During discussions, instruct students to:

- **Think** – think in their own head about a given topic or question;
- **Pair** – discuss thoughts with a partner for a few minutes.
- **Share** - share thoughts in the larger group after talking with a partner.

If working with an individual student, the instructor is the student's partner.

For further information, see:

<https://www.readwritethink.org/professional-development/strategy-guides/using-think-pair-share> Accessed 15/11/2021

Thinking routines are a set of questions or a sequence of steps used to scaffold and support student thinking. They are used in the Springboards to promote deeper thinking about the concepts in the SPELD SA Phonic Books.

The main 'Thinking routine' used within the Springboards is **See Think Wonder**

The key questions for this process are:

- What do you see?
- What do you think about that?
- What does it make you wonder?

For further information, see:

Source: <http://www.pz.harvard.edu/resources/see-think-wonder>
 Accessed 01/11/2021

Ritchhart, Church, and Morrison (2011). *Making Thinking Visible*

Visual scaffolds

Visual scaffolds provide a permanent reference point for students. Examples include cue cards, dot points, checklists, flow charts demonstrating steps, simple frameworks, concepts maps and graphic organisers.

Concept mapping can be used to:

- clarify, organise, relate and group ideas and information about a topic;
- develop character understanding;
- show connections between ideas;
- show connections between the students' prior knowledge and the book.

Display the concept map to provide the students with an easily accessible visual reference point for future learning.

For further information, see:

The following link has a list of on-line concept mapping tools
<https://www.educatorstechnology.com/2018/01/9-great-concept-mapping-tools-for.html?m=1>

Visualisation can be used to:

- support comprehension through stimulating different senses;
- create a more realistic image in the students' minds.

Encourage students to visualise the events, characters and setting. Remind them they can do this whenever they are reading a book. Visualisation can be extended to students sketching their understanding of words and ideas.

For further information, see:

<http://www.thinkgrowgiggle.com/2020/10/visualizing-reading-strategy-lesson.html>

Building Comprehension Strategies, Alison Davis (2015). Chapter 5

Extra support

Vocabulary

Broad vocabulary and background knowledge are critical components of language comprehension when reading. SPELD SA has purposefully provided several sections in the Springboards to encourage vocabulary and concept development before, during and after reading.

Those working with EAL/D students may wish to explain themes and concepts about the book in first language prior to the first reading and make links between first language and English vocabulary. This can support the transfer of concepts into English. If you have access to people who can provide this support, encourage them to participate in at least one of the 'Before reading' sessions, and the book introduction session at '2.1 First guided decoding' session in the Springboards.

Which words do I introduce?

Each Springboard has vocabulary suggestions and definitions to help with the introduction of new words. Students will have different needs and experiences. As the instructor, pre-read the book to predict which concepts and words will need pre-teaching in your context. Use the ideas in the Springboards as a starting point for discussions and activities.

Use the following as a framework for introducing a new word, whichever apply. Consider recording responses in a concept map.

Basic

1. What are the **sounds**?
2. Map the **phonemes**.
3. How many **syllables**?
4. What does it **rhyme** with?
5. Show it as a **picture**.
6. What does the word **mean**?
7. **Act** out the word.
8. **How** can I use it? **When** can I use it?
9. How does this word **link to me** and what I know?
10. Use it in a meaningful **sentence**.

Advanced

1. What are its **synonyms/ antonyms**?
2. What **other meanings** does this word have?
3. Clarify **homonyms/ homophones / homographs**.
4. Can I add **prefixes, suffixes**, or extend it?

For nouns, ask students to describe its features, like shape, colour, use or feel. Consider if the new word belongs in a category. For animals, ask students to think about habitat, diet, predators and animal type. Use graphic organisers like Venn Diagrams to record similarities and differences.

The following concept map is a great way of summarising and consolidating new vocabulary. It encourages a deeper look at the meaning of new words.

<p>This word means... (my definition)</p> <p>A melody without words. Some musical sounds put together that is great to listen to.</p>	<p>Picture</p>
<p>Sounds, syllables, rhyme</p> <p>t u ne</p> <p>tune, dune tune, moon, cartoon</p>	<p>Use word in a sentence</p> <p>I sing a lively tune to help me wake up.</p>

Vocabulary cards

Vocabulary cards are provided in Resources and games. Use these to support vocabulary development and decoding mastery. Most of the words are decodable for their Set, however some high frequency words from the books are included. These are labelled HF.

Many suggestions for use are offered in the Springboards. Use the cards for games the students are already familiar with.

Some simple ideas include:

- using the picture cards for discussion and oral language practice;
- matching words to pictures;
- using the words in sentences;
- developing questions and clues about the picture, like What am I? or 20 questions;
- using them in a concept map or categorising them;
- using them as a gradually growing vocabulary display.

Phonological awareness and phonemic awareness

Phonological awareness is the awareness of and ability to work with sounds in spoken language.

Phonemic awareness is the understanding that spoken words are made of individual sounds (phonemes). Students who are competent in these skills can blend, segment and manipulate individual sounds (phonemes) in the words.

Why emphasise phonological awareness skills?

Skills in sound awareness form a critical foundation for successful reading development. Students need to be able to hear, identify, produce and manipulate each individual speech sound (phoneme) in a spoken word. This prepares them for the next stage of reading and writing when speech sounds are represented by letters.

Students with learning difficulties may find phonological awareness difficult for a variety of reasons including language or processing difficulties. Students for whom English is not their first language may also find phonological awareness difficult, as the sounds in their first language may differ from those of English. Therefore, it is important for all students to be explicitly taught phonological awareness skills to be successful readers.

Essential skills for reading and writing:

- blending speech sounds together
- segmenting speech sounds within a word
- manipulating sounds
- breaking words into syllables
- hearing and producing rhyme.

It is important to explicitly teach and practise these skills every day.

For helpful information about phonological awareness refer to: <https://www.education.vic.gov.au/school/teachers/teachingresources/discipline/english/literacy/readingviewing/Pages/litfocusphonological.aspx> Accessed 03/06/2022

Phonological awareness table activities

Each Springboard contains words to practise phonological awareness skills in preparation for reading. All activities should be done as aural/oral activities.

Syllabification

The words chosen are either from the book or related to the book's concepts or illustrations.

Practise identifying the syllables in 1, 2 and 3 syllable words.

How to

Say the word, using actions to represent the syllables. The following are action examples:

- **Chin drops/robot talk**
Student places hand under their chin. As they say the word, they count how many times their chin hits their hand. Each chin drop is counted as a syllable. The student can also pretend to speak like a robot, opening their mouth wide and dropping their jaw.
- **Robot walking**
Student walks and talks like a robot. Each time they say a syllable they move their body in a stiff, robot-like movement.
- **Clapping**
Student claps when saying each part of the word, e.g. for the word helmet:
hel (clap) / met (clap).

Onset/rime

The onset is all consonant sounds before the vowel in a one syllable word.

The rime is the vowel and sounds after the vowel.
e.g. s-at, sat; str-ing, string; f-ine, fine.

Note: The 'rime' is the part of the word used when rhyming.

e.g. s-at, m-at; br-ing, str-ing.

How to

Say the word, then say the onset, signal with a 'chopping' hand, then say the rime, and repeat the word. e.g. sat, s (chopping hand) - at, sat.

Blending and segmenting

The most helpful skills when learning to decode (read) and encode (write) are blending (s/a/t = sat) and segmenting (sat = s/a/t) sounds in words.

Begin with 2 and 3 phoneme words. Move on to 4+ phoneme words as the student's ability and confidence develops.

How to

Practise blending and segmenting sounds by raising or touching a finger, left to right. Using Elkonin boxes, with a counter for each sound in the word, is also a good strategy.

s/i/t → sit p/a/t/s → pats

Rhyming

Rhyming pairs for 1 star books

The student hears word pairs that either rhyme or do not rhyme.

How to

Say a pair of words. The student gives thumbs up if the words rhyme and thumbs down if words do not rhyme.

train – rain (thumbs up)

keep – set (thumbs down)

Rhyming options for 2 star books

The student hears three words – two words rhyme and one does not.

How to:

Say the three words. The student says only the two words that rhyme.

- Instructor: *bring – song – sing*;
- Student: bring, sing.

Rhyme production

Words are listed as ideas, based on key words from the book.

How to:

Say two or three words, stressing the ending sounds – the rime (see onset/rime). The student says another word that rhymes. Prompt with another word from the list if needed.

Phoneme manipulation

Substitution

Substitution is the swapping of one sound for another in a word, e.g. sit – sat. In the table, examples are given for substituting the initial (beginning), medial (middle) or final (end) sounds.

How to:

Give a sample word first. *I can change one sound in a word to make a new word. I will change the word sit to sat. S-i-t, sit. Take out the middle sound /i/ and put in the /a/ sound. Now I have s-a-t, sat.*

Once practised, the instruction to the student can be brief: *say pit, pit. Change the /i/ to /a/, pat.*

Deletion

Deletion is the skill of removing a sound, e.g. pans – pan. The skill of addition can be practised by reversing deletion.

How to

Give a sample word first. *I can make a new word by taking away one sound in a word. I will change pans to pan. P-a-n-s, pans. Take away the /s/ sound at the end. What is left? P-a-n, pan.*

Once practised, the instruction to the student can be brief: *say pans, pans. Take away the /s/ sound, pan.*

Word chains

Word chains provide practice in the manipulation of sounds. They combine the skills of substitution, deletion and addition, introduced previously. This activity is best done with letter tiles/graphemes but can be done orally.

Initially, use a simple string of words, to model and practise the skill. Use only the letter tiles needed for the chain. As student ability develops, add more words to the chain.

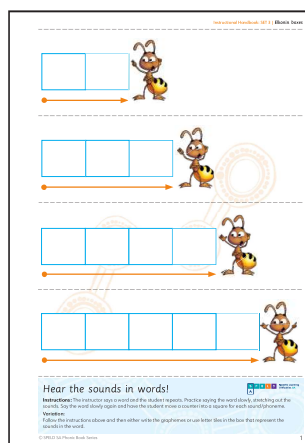
How to:

sit – pit – it – in – pin.

Say the first word, sit. *Change sit to pit.* Wait for the student to change the word with their letter tiles then give the next instruction. *Change pit to it.*

Tips for students who have difficulty differentiating sounds:

- Stress whichever sound position is difficult - initial, medial or final sound.
- Segment the word and point to the sounds on fingers.
- Use Elkonin boxes.



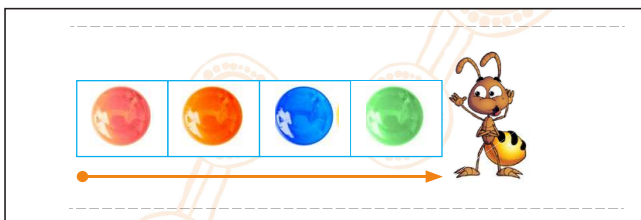
Using Elkonin boxes

Elkonin boxes are interactive visual tools that assist a student to focus on each phoneme (sound) they hear within a word. Give the student the set of boxes that has the correct number of spaces for the word you are practising, e.g. for a 3-sound word, give the student the set with 3 boxes.

Using Elkonin boxes with phonemes (sounds)

Student says the word, segments it into its sounds and places a counter in a box for each sound in the word. Note that some sounds are represented by 2 or more letters. Students put a counter in a box for each sound, not letter, for example the word bring has 4 sounds.

b / r / i / ng



Use Elkonin boxes to support any activity when phonemes are used.

Levels of questioning for after reading

After reading discussion and activities support the development of reading comprehension at 4 key levels:

Literal

1. Information is provided in one location within the text, basically word for word.

Example:

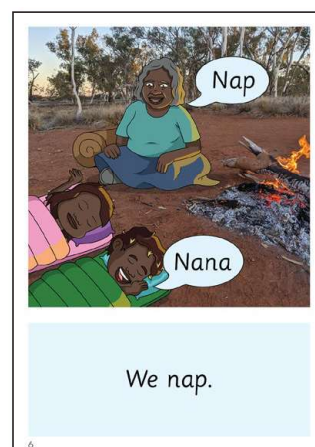
On page 7 of *A pan* the text clearly states 'Pat sits and sips'. If asked what the dog, Pat, is doing, the student knows that Pat sits and sips.



2. Information is gathered by reading across two or more parts or pages in the text.

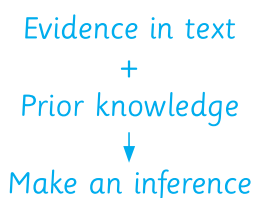
Example:

By reviewing the pages in *Nana*, students can find the words that describe Nana's instructions: sit, tap, sip and nap.



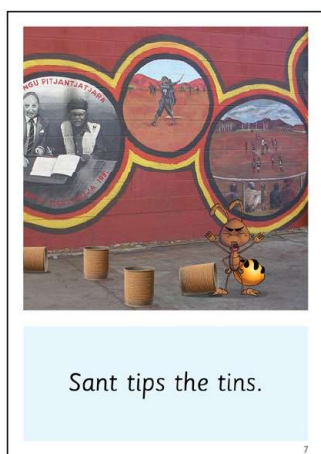
Inferential

Information about the story is not written in the text, some of the author’s message is implied. Encourage students to use their reading detective skills to combine the evidence from the written text with their prior knowledge to draw inferences and uncover meaning.



Example:

In the book *The tins sit* in Set 1 we read that the tins tip and use the picture for added information. We know that if something falls on our foot, it hurts. Therefore, we imply that Sant hurts his foot.



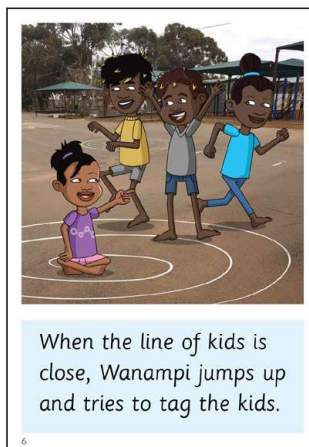
Explicit teaching and extensive practice of inference is critical, to ensure that students do not miss the many underlying messages in the story.

Evaluative

Students think as they read and form opinions about the text. Encouraging this personalises the content of the book for the students, enriching their reading experience.

Example:

The book *Wanampi – a fun snake game* in Set 8 describes a schoolyard game that kids are playing. Students can imagine the thoughts, emotions and interactions as the school children play, based on their own experiences.



Applied

Students draw connections between what they have read and their own experiences. They research the topic further.

Example:

Extending beyond the evaluative task for the book *Wanampi – a fun snake game*, students can play the game, discuss rules and create their own outside games.

For further information, see:

Teaching reading comprehension strategies. A practical classroom guide, Cameron, S (2009). Australia: Pearson.

Building comprehension strategies for the primary years, Davis, A (2015). Australia: Eleanor Curtain Publishing

<https://www.education.vic.gov.au/school/teachers/teachingresources/discipline/english/literacy/readingviewing/Pages/litfocuscomprehension.aspx> Accessed 26/05/2022