

Explicit Structured Literacy

Kindergarten - Year 1 **Checklist**



Whole class teaching with consistent routines that include **modelled instruction**.

Differentiation is according to the level of support provided and student fundamental skill proficiency.

Explicit and Systematic phonics and morphology pedagogy:

- Phoneme to grapheme correspondence taught explicitly and systematically using a scope and sequence
- Explicitly teaching segmenting and blending with each new GPC
- Methodical introduction of irregular/high-frequency words (tricky words) as per decodable texts
- Daily word reading and spelling practice of new code
- Practise reading taught codes and tricky words at the word, sentence and decodable text level to develop accurate and automatic word reading
- If students are not keeping up with the content being taught in the phonics and morphology scope and sequence, provide an additional phonics and morphology practice session each day as a first step in responding to this additional need. If, after completing these additional sessions for 6 weeks, some students are still not keeping up, intervention should be provided immediately to these students.
- Formative and/or check-in assessment of students' mastery of recently taught content may take place once that content has been taught, practiced and has been the subject of about a week of daily review.

Daily Review- taught content and skills explicitly practiced at least once per day.

Handwriting Practice: daily handwriting practice of new and taught code.

Fluency Practice: daily fluency practice – on decodable texts until students are reading independently.

Explicit Tier 2 Vocabulary Instruction: 2 words per day + daily review of previously taught words.

Explicit Syntax/writing lessons: connected to Vocabulary and Shared Reading texts.

Use oral language, drawing tasks and shared writing until writing abilities are adequate for independent written tasks.

Shared Reading with explicit focus on building vocabulary and background knowledge.

Explicit Structured Literacy

Years 2 - 6 **Checklist**



Whole class teaching with consistent routines that include **modelled instruction**.

Differentiation is according to the level of support provided and student fundamental skill proficiency.

Daily Review- taught content and skills explicitly practiced **at least once per day**.

Explicit and Systematic Spelling instruction that builds off the Synthetic Phonics pedagogy in K-1

- Spelling instruction that focuses on phonics, morphology and etymology taught explicitly and systematically using a scope and sequence
- Daily word (polysyllabic and multi-morphemic) reading and spelling practice of new content
- Practice spelling taught content in dictations
- If students are not keeping up with the content being taught in the phonics and morphology scope and sequence, provide an additional phonics and morphology practice session each day as a first step in responding to this additional need. If, after completing these additional sessions for 6 weeks, some students are still not keeping up, intervention should be provided immediately to these students.
- Formative and/or check-in assessment of students' mastery of recently taught content may take place once that content has been taught, practiced and has been the subject of about a week of daily review.

Fluency Practice: fluency practice daily in years 2 and 3 and 3 times per week in years 4 to 6 – on quality texts and decodable readers for year 2 and older struggling readers:

- Use fluency strategies such as syllabification and phrasing.

Explicit Syntax/writing lessons: connected to Vocabulary and Shared Reading texts.

Explicit Tier 2 Vocabulary Instruction: 2 words per day + daily review of previously taught words.

Novel study/author study units that likely have a connection to other KLAs with explicit focus on building vocabulary and background knowledge.

Shared Reading with explicit focus on building vocabulary and background knowledge.