

# SPELD NSW Literacy Block with Retrieval Practice

## Daily Review



### Purpose

- To provide structured spaced retrieval practice of previously taught content and skills.
- This should occur daily and include spelling, reading and vocabulary practice.

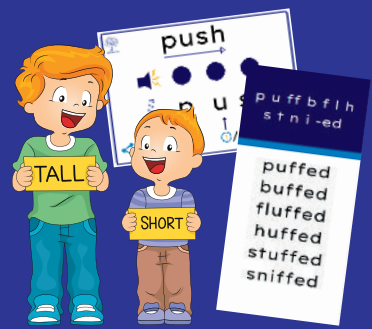
### What is the **teacher** doing?

- Explicit whole class review using slides for reading and vocabulary and teacher verbal/visual prompts for spelling.
- Providing scaffold to encourage errorless learning.
- Providing immediate feedback on errors.

### What are the students doing?

- Providing choral responses and/or individual responses where appropriate. Writing responses on mini whiteboards.
- Think Pair Share.
- May write on a retrieval practice template/exit ticket style form if teacher wants to collect evidence.

## Transitions



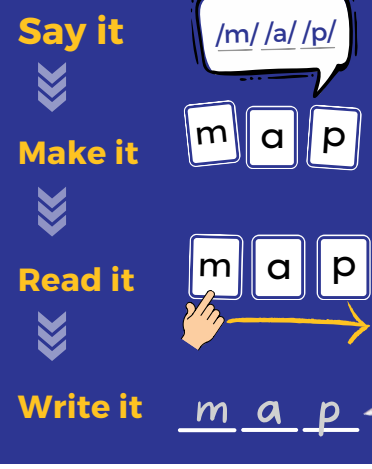
### Purpose

- To provide additional spaced retrieval practice of previously taught and/or new content.
- This should occur at multiple points throughout each day between lessons, prior to break, prior to moving in/out of the room.
- Interleave literacy with other concepts and content being taught across the curriculum (e.g maths, geography...)

### Examples of how this can be done:

- Choral or individual flashcard reading- GPCs, words
- Choral or individual recall of information, e.g. "When I hear a /v/ at the end of a word I spell it as 've'"... 'The tricky part of the word 'l' is that it starts with an 'o'... it is spelled 'O-N-E'..."
- Oral spelling of words/spelling on mini whiteboards before leaving for recess
- Today we learned the sound /n/... everybody air write /n/... Show 'n'.... what is this sound? /n/
- Read this word on your way out/in the door
- When I do exercise, I get very...? 'fit'

## Phonics and Spelling



### Purpose

- To provide explicit whole class instruction in decoding, encoding and word attack skills.
- Teach spelling conventions including positional spelling, suffixing and morphology.
- Independently practise decode and encoding regular and irregular words.

### What is the **teacher** doing?

- Whole class instruction of new phonic code, spelling conventions, morphology, and tricky words.
- Modelling effective decoding, blending, and encoding of words that contain previously taught and new phonic code and morphology.
- Modelling how to read and write tricky words.
- Working with weaker students to ensure accuracy at the word reading and spelling level.
- Provide students with an **immediate** follow-up task to be completed *independently* or with a partner based on new content taught in whole class instruction during that lesson.

### What are the students doing?

- Actively participating in whole class instruction. Volunteering answers, choral responses, turn and talk to partner, writing on mini whiteboard.
- Completing an **immediate** follow-up task *independently* or with a partner based on new content taught in whole class instruction during that lesson.
- Using prepared scaffolded activities, e.g., playing single word reading games, partner word dictation.

## Handwriting



### Purpose

- To develop correct letter formation and directionality. Support encoding of graphemes to long term memory.
- Develop cursive writing skills in upper grades.

### What is the **teacher** doing?

- Explicitly teaching letter formation and directionality to the whole class. Modelling and thinking out loud.
- Provide immediate corrective feedback on pencil-paper contact, directionality, spacing, position.

### What are the students doing?

- Initial practice can be on whiteboard if focus is directionality or paper-pencil contact.
- Completing handwriting using scaffolded tasks such as 'sky, grass dirt', letter tracing and arrow markings.
- At least using pencil and paper.

# SPELD NSW Literacy Block with Retrieval Practice

## Reading Practice/ Fluency



### Purpose

- In K-1: To develop automaticity and fluency at the word, phrase, sentence, and text level using taught phonics code, taught morphology and taught tricky words.
- In 2-6: Apply word attack strategies, use phrase boundaries to support prosody, expression and comprehension. Repeated reading of texts. Text choice can relate to rich literature/KLA units.

### What is the **teacher** doing?

- Plan fluency instruction based on student needs and type of text being read
- Providing an explicit model of fluent reading at the beginning of the session (prosody and expression, reading to punctuation, syllabification, phrasing, morphology).
- Pre-teach words that may be difficult to pronounce.
- Working with small groups or individual students based on target skill or helicopter and seek points of feedback for the class.
- Provide small group or whole class feedback for repeated reading.

### What are the students doing?

- Students read to a partner. This is either word, phrase or text level depending on student need.
- Students engage in repeated reading of the text, using feedback from teacher or partner and self-reflection. Students may time their reading OR the teacher may limit reads to 1 minute for each repeated read.



## Rich Literature/ Author/ Novel Studies: including vocabulary & comprehension strategies

### Purpose

- To develop tier 2/3 vocabulary and content knowledge to support comprehension.
- Engage in text questioning, summarising, predicting, and monitoring.

### What is the **teacher** doing?

- Explicit instruction of target vocabulary 2-3 words a day.
- Integrate comprehension strategies.
- In K-1: Teacher reads out loud to students
- In 2-6: Teacher engages in shared reading prior to setting independent reading tasks
- Design activities to allow students to engage in deep and broad reading, developing content knowledge required for other KLAs.

### What are the students doing?

- Completing activities related to whole class instruction. Talking, acting, or drawing responses.
- Engaging in multiple opportunities to use new target vocabulary in playful and meaningful ways.

## Syntax & Writing: related to text/KLA



### Purpose

- Develop knowledge and skills in grammar and syntax to support reading and writing development.
- Developed as a part of rich literature/author or novel studies units to provide students with the vocabulary and content knowledge to be able to engage in meaningful and purposeful writing tasks.

### What is the **teacher** doing?

- Explicit instruction of target skill
- Provide visual scaffolds to support syntax structure
- Shared writing tasks.
- Modelling how to edit texts, sentence building, sentence combining.

### What are the students doing?

- In K-1: Providing oral responses with sentence prompts and structure in the younger years. Providing input to whole class shared writing.
- Participating in whole class syntax lessons and applying taught skills immediately in follow-up structured and scaffolded writing tasks to apply taught skill.

## Read to



### Purpose

- Model fluent and effective reading.
- Expose student to literature, vocabulary, and concepts.
- Promote engagement in reading.

### What is the **teacher** doing?

- Reading picture book or short chapter book to students.
- Some discussion and 'think-out-loud'.

### What are the students doing?

- Students listen and respond when prompted.



## Extra Practice



### Purpose

- Provide students with additional practice of core decoding, encoding and spelling skills.

### Examples of how this can be done:

- Choral or individual flashcard reading- GPCs, words
- Playing word reading games with a partner
- Partner dictation

- Teacher guided decoding and/or spelling with a small group
- Reading decodable texts to a partner