

# SPELD NSW Literacy Block with Retrieval Practice



## Daily Review

5-7 minutes (daily)



### Purpose

- 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?

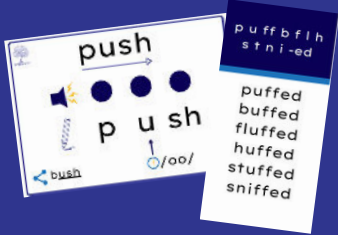
- Explicit whole class review using slides for reading and vocabulary and teacher-directed verbal/visual prompts for spelling.
- Providing scaffold to encourage errorless learning.
- Providing immediate corrective feedback on errors.

### What are the students doing?

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

## Transitions

1-2 minutes multiple times throughout each day



### Purpose

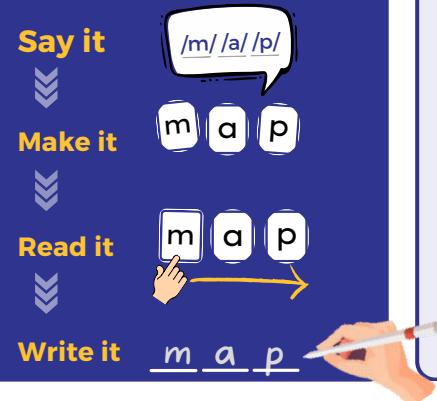
- Provide additional spaced retrieval practice of previously taught and/or new content.
- This should occur at multiple points throughout each day between lessons, prior to break, prior to moving in/out of the room.
- Interleave literacy with other concepts and content being taught across the curriculum. (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 number word '1' is that it starts with an 'o'... it is spelled 'O-N-E'..."
- Oral spelling of words or 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, Morphology and Spelling

20-30 minutes (daily)



### Purpose

- Provide explicit whole class instruction in decoding, encoding and word attack skills.
- Teach spelling conventions including positional spelling, suffixing and morphology.
- Independently practise decoding and encoding regular and irregular (tricky) 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.
- Providing 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

10 minutes (daily)



### Purpose

- 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.
- Providing immediate corrective feedback on pencil-paper contact, directionality, spacing, position.

### What are the students doing?

- Practicing on a mini whiteboard (initially, if focus is directionality) or paper-pencil contact for ongoing practice.
- Completing handwriting using scaffolded tasks such as 'sky, grass dirt', letter tracing and/or arrow markings.
- Sitting at desk using pencil and paper.

# SPELD NSW Literacy Block with Retrieval Practice



## Reading Practice/ Fluency

Up to 20 minutes (daily)



### Purpose

- In K-1: 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?

- Delivering planned 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-teaching words that may be difficult to pronounce.
- Working with small groups or individual students based on target skill or can “helicopter” and seek points of feedback for the class.
- Providing small group or whole class feedback for repeated reading.

### What are the students doing?

- Reading to a partner. This is either word, phrase or text level depending on needs.
- Engaging 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.



## Vocabulary & comprehension

(responding to literature)

Approx 20-30 minutes (most days as part of knowledge/literature unit)

### Purpose

- Develop tier 2/3 vocabulary and content knowledge to support both language comprehension and reading 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 wide 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:

Approx 30 minutes (most days as part of knowledge/literature unit)



### 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.
- Providing 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: Responding orally to sentence prompts and structure. 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.

## Read to

10 minutes or more (daily)



### Purpose

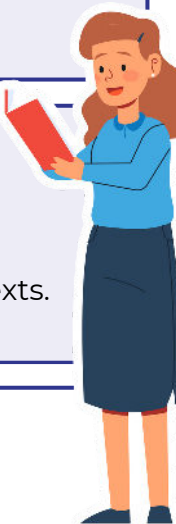
- Model fluent and expressive reading.
- Expose student to literature, vocabulary, and concepts.
- Promote an appreciation of books and reading.

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

- Reading storybook or short chapter book to students.
- ‘Thinking-out-loud’ where appropriate.
- Focus is on teacher sharing a quality text and reading for enjoyment.

### What are the students doing?

- Listening and responding when prompted.
- Enjoying listening to quality literature and sharing in the joy of narrative/imaginative texts.



## Targeted Additional Practice

10 minutes

### 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.

