



Comprehensive Literacy Instruction

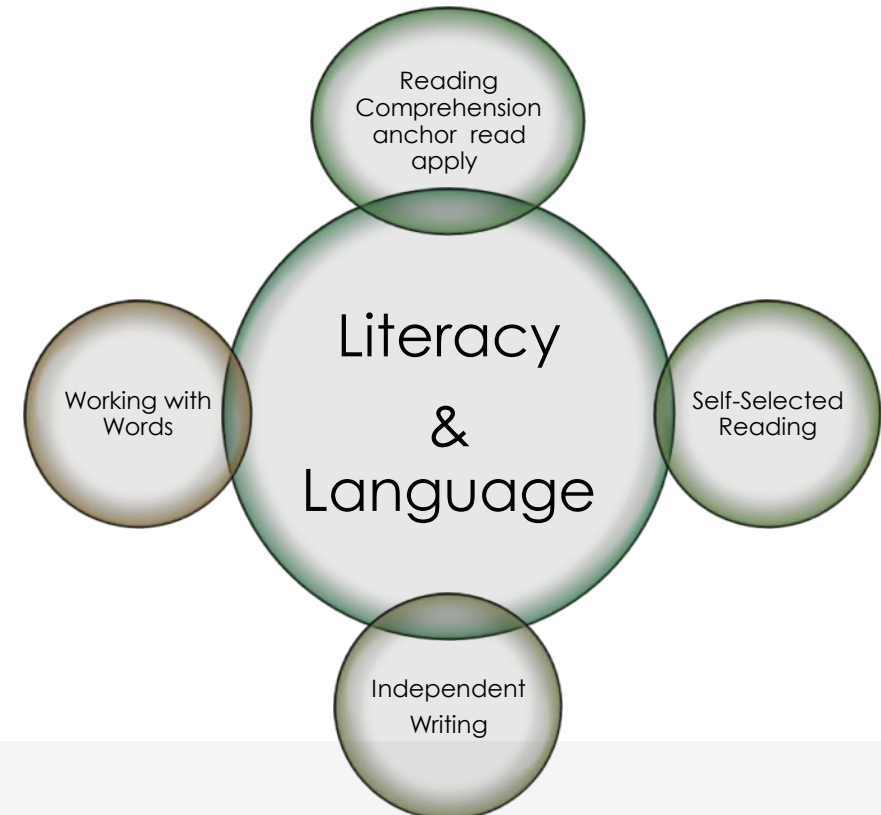
Differentiating for our diverse
students

Comprehensive Literacy Instruction

Emergent Readers and Writers



Conventional Readers and Writers



Let's Chat

- ♦ 10 weeks of example planning differentiated for emergent and transitional conventional students

Emergent	Transitional/Conventional
Shared reading all students can do this if appropriate	Comprehension instruction
Working with letters and sounds	Working with words
Writing with adults	Writing with adults
Writing from adults	Writing from adults
Individual writing	Independent writing
Self-selected shared reading	Self-selected independent reading

Let's Chat – English Unit

Jane Farrall
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Comprehensive Literacy Teaching Pack



Book of the week: Hello.

Since this book is written at Foundation level, it can be used for both emergent and conventional students.

Communication Focus of the Week: Hello

Greetings are an important part of social communication. We use them every day – to say hello to our family friends and people we see.

We say hello in a range of ways including waving high fives fist bumps and smiling.

Use the book of the week as a reason to talk about how you greet each other – waving saying good morning smiling – or elbow bumping!

Classroom Groups

Conventional literacy group: [put student names here]
Emergent literacy group: [put student names here]

Planning

Please note: You do not have to do the whole program in one block. Break it up have fun and do it across the day.

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Shared Reading Book of the week: How Do You Feel? Comprehension Instruction Book of the week: All Kinds of Faces

Communication Focus of the Week: Feelings

Talk about feelings as you see them happening or feel them. Use a student's AAC system's feelings pages. The best time to learn about feelings is when we are feeling them – so talk about "happy" when you see it or feel it talk about "angry" when you see it or feel it etc. (and don't forget your greetings from last week – keep them going!)

Classroom Groups

Conventional literacy group: [put student names here]
Emergent literacy group: [put student names here]

Planning

Please note: You do not have to do the whole program in one block. Break it up have fun and do it across the day.

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Shared Reading Book of the week: I went walking Comprehension Instruction Book of the week: This Lizard

Communication Focus of the Week: Descriptions

Throughout the week focus on the descriptions section in your student's AAC system. Use the descriptions to talk about the student things you see and things you are doing.

- ☐ You can use colours to talk about the colours of things you see.
- ☐ You can talk about the size of things animals and people.
- ☐ You can talk about texture or feel.
- ☐ You can talk about shape.

Use different categories of descriptions and enjoy playing with describing words.

Classroom Groups

Conventional literacy group: [put student names here]
Emergent literacy group: [put student names here]

Planning

Please note: You do not have to do the whole program in one block. Break it up have fun and do it across the day.



Week 1

Book of the week

- “Hello” by Jane Farrall
- This book is written at early Year 1 level so it can be used for both comprehension instruction for year 1 students and shared reading

Results

Score Text

ReadablePro Rating	A
Flesch-Kincaid Grade Level	1.2
Gunning Fog Index	4.1
Syllable Count	124
Word Count	108
Sentence Count	13
Paragraph Count	1

HELLO



Jane Farrall

Communication Focus of the Week: Hello

Greetings are an important part of social communication. We use them every day – to say hello to our family, friends and people we see.

We say hello in a range of ways including waving, high fives, fist bumps and smiling.

Use the book of the week as a reason to talk about how you greet each other – waving, saying good morning, smiling – or elbow bumping!

Classroom Groups

Conventional literacy group: put
student names here

Emergent literacy group: put
student names here

*In the planning, at different points,
there is text highlighted in yellow
This is where each teacher needs
to do some organising or planning*

Planning

Please note: You do not have to do the whole program in one block Break it up have fun and do it across the day

Extra note: you may even do different parts of comprehensive literacy in different subject areas e g writing in maths

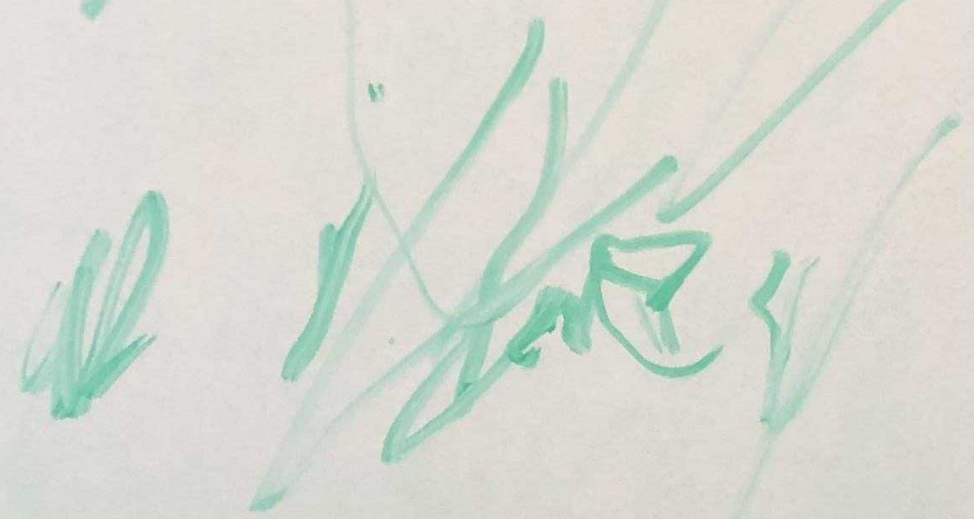
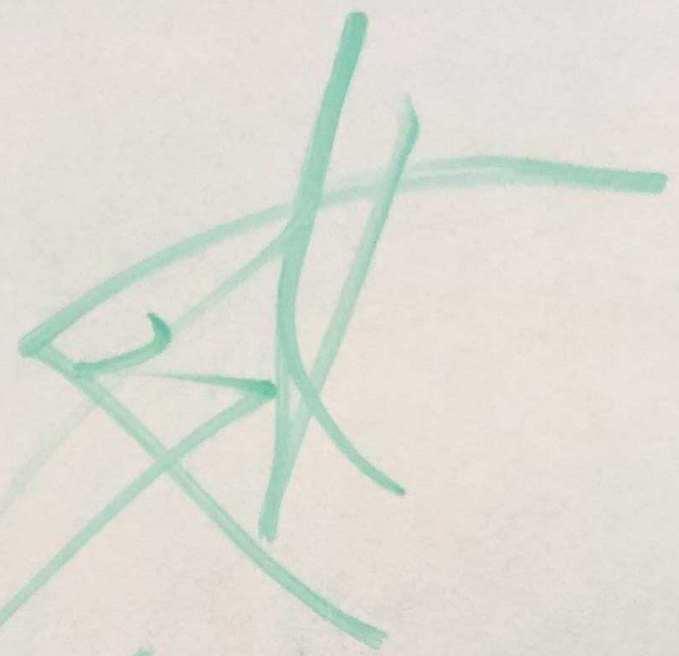
Day 1



Signing In all students

- ♦ Begin each day by signing in
- ♦ Have a whiteboard or a piece of paper ready
- ♦ Sign in yourself and then ask your students to sign in
- ♦ Most emergent students will make a mark either with a pencil or they could use an alternative writing tool
- ♦ If the way in which they write their name can't be understood by their intended audience then say "now let me show you how I would write it" and write their name
- ♦ Put the whiteboard or paper somewhere visible to show who is in the group for today

Phoenix



Riley

Kayla

Writing from Adults – Morning Message all students

Now use a whiteboard or chart paper or IWB to write a short message to your students

My suggestion would be: *“Hello Today is Monday We are going to read a book ”*

As you write speak the message as well as writing it to demonstrate that text is a code for speech

Morning message guidelines for best practice article on web page for today

Good Morning Cool Kids of Class

Welcome to Monday. 8! We are half way
through Term: 1. Have an amazing day! 😊

Let me know you are here by writing your name.

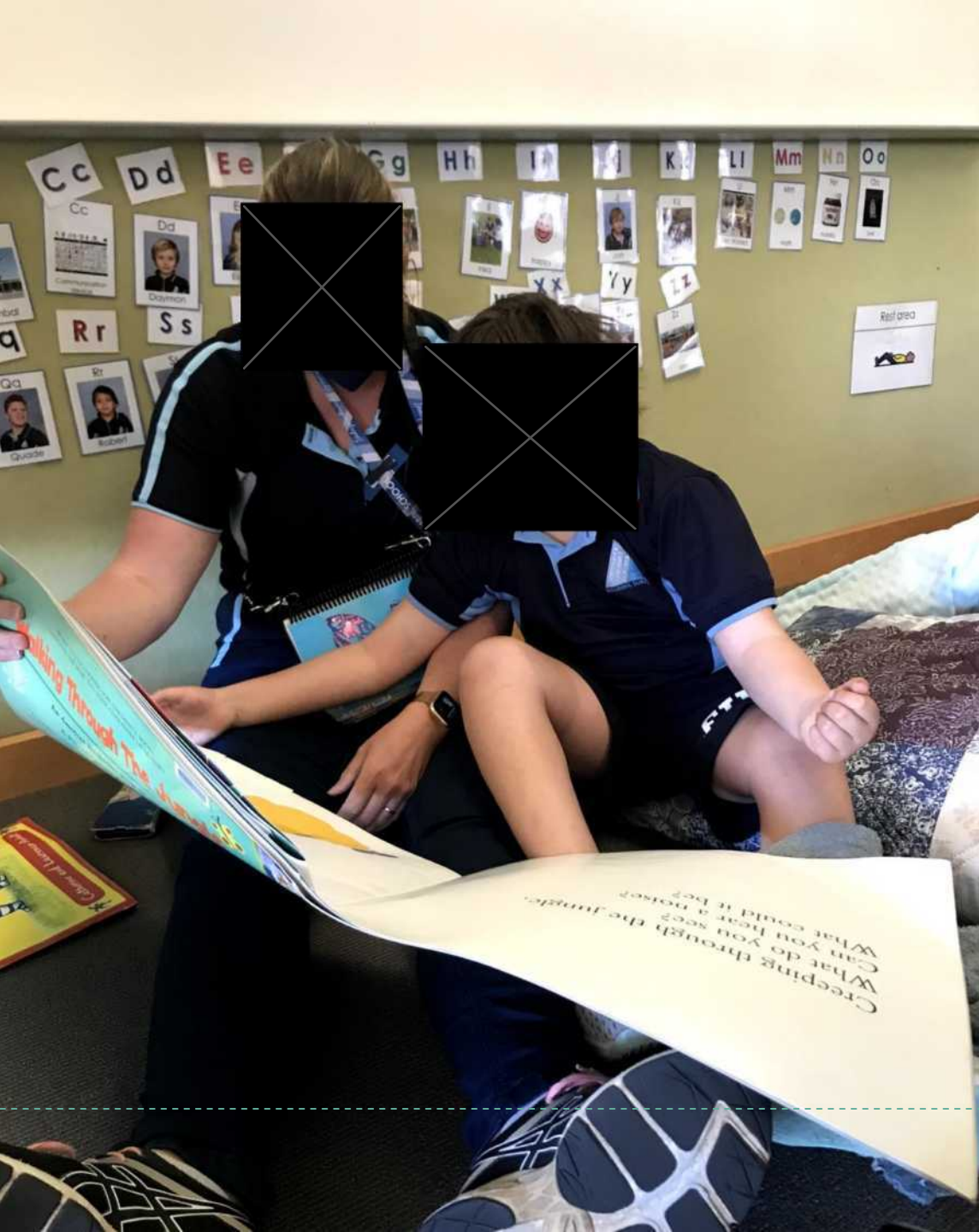
Mr. Hobbs



James

Bakya
Renal

Emma



Shared Reading & Comprehension Instruction

Shared reading information and resources

<https://www.comprehensiveliteracy.com/shared-reading.html#>

Comprehension information and resources

<https://www.comprehensiveliteracy.com/comprehension.html#>

Shared Reading emergent students

- ♦ Each day of this week you will be doing shared reading with the book of the week
- ♦ Today you will be reading the book of the week for the first time – this is the book “Hello” Read the book through – and follow your students’ lead If they are very interested in a picture stop and chat about it If you need to take a break part-way through that’s OK Generally the first time we read a book for shared reading we read it through and don’t stop much
- ♦ Part of your job is to attract their attention to the book if you need to! Read it in an interesting way If you need help to attract their attention you can also use a puppet toy or prop The puppet or the toy is for you to handle and for you to use to get their attention to the book

Don't forget to
use AIR

Attention getter

Invite participation

Respond

Shared reading

Your transitional and conventional students can also participate in shared reading if appropriate

Shared reading has been shown to be helpful until students are at a Grade 2 reading level

Comprehension Instruction transitional and conventional students

Each day of this week
you will be doing
comprehension
instruction with the
book of the week

Emergent students
cannot participate in
comprehension
instruction

Purpose for Reading

- Read to identify a title for the text Make you that you cover the title of the book before giving it to the students

Anchor

- ♦ Talk about titles of other books you have read recently Draw the students' attention to how titles link to the information in the text
- ♦ Explain to the students that there might be other possible titles for a book
- ♦ Tell the students that they are going to read the book and identify which title they think is best (*The three options are all deliberately different to the real title*)
 - ♦ When we see our friends
 - ♦ Saying Hello
 - ♦ Greetings
- ♦ Or if you think they are ready they can suggest their own titles for the book

Read

Read the book

At Foundation level the teacher would read the book on Monday

Students follow along with their own copy

Gradual Release of Responsibility

GRADUAL RELEASE OF RESPONSIBILITY - BUILDING FLUENCY AND COMPREHENSION IN READING

"I do it."

"We do it."

"You do it together."

"You do it alone."



Apply

- ♦ Get students to vote which title they think is best Then reveal the real title



Working with
Letters Sounds
and Words

Working with Letters and Sounds - emergent students

DQPWCSMZG

Guidelines for Teaching Letters, Sounds & Words

Version 2 June 2021

Emergent Students

Student Knows

No letters or a few letters

Many letters (around 50%)

Most letters (around 80%)

Teach

Letters. Focus on letters names, mention high frequency letters sounds incidentally. Select important letters to target, e.g. letters in their name. Focus on 2 or more letters per week.

Letters. Increase letter knowledge, focusing on 5 or more letters per week, focusing on both letters names and high frequency letter sounds. Use Explicit Alphabet Instruction Routine for letter of the day, plus letter sorts and whole alphabet activities. Begin onset rime work, focusing on initial sounds only.

Explicit Alphabet Instruction Routine for letter of the day, plus letter sorts and whole alphabet activities. Continue with onset rime. If student is hearing initial sounds in onset rime work easily, move onto final sounds e.g. "I have b. Which ending turns it into ball. All or at?"

Transitional / Conventional Students

Student Knows

Most of the letters, most of the time. Can hear at least initial sounds in words as demonstrated in onset rime.

Has completed Systematic Sequential Phonics and can read and write a number of the first 100 high frequency words

All high frequency words and has completed Making Words Grade 4

Nifty thrifty fifty and is reading words above a grade 4 level

Teach

Move onto Systematic Sequential Phonics and Word Wall, plus other whole word activities e.g. Guess the Covered word, as appropriate.

Continue to cover high frequency words and use Making Words Grade 1, Grade 2, Grade 3 or Grade 4 as appropriate

Nifty, Thrifty, Fifty

Stop explicit words instruction block; student will continue to learn in this area via their reading and writing

well

sale

garden

is

play

WORKING WITH LETTERS, SOUNDS AND WORDS							
LEARNING GOALS AND STRATEGIES	EMERGENT			TRANSITIONAL	CONVENTIONAL		
	STUDENT KNOWS No letters or a few	STUDENT KNOWS Many letters – 50%	STUDENT KNOWS Most letters – 80%	STUDENT KNOWS Most of the letters, most of the time	STUDENT KNOWS Many of the first 100 OWL words (read & write). Completed Systematic Sequential Phonics	STUDENT KNOWS All OWL Sight Words Completed Making Words – Grade 4	STUDENT KNOWS Nifty, thrifty, fifty Reads words above grade 4 level
	☐ Learn the alphabet. ☐ Focus on letter names, mention high frequency sounds incidentally. ☐ Focus on important letters e.g. letters in their name ☐ Teach 2 or more letters per week	☐ Learn the alphabet. ☐ Increase number of letters students know ☐ Letter knowledge focusing on 5 or more letters per week ☐ Use Explicit Alphabet Instruction Routine for letter of the day, plus letter sorts and whole alphabet activities. ☐ Develop phonological awareness, using onset rime focus on initial sounds only	☐ Consolidate the alphabet ☐ Explicit Alphabet Instruction Routine for letter of the day, plus letter sorts and whole alphabet activities. ☐ Continue to develop phonological awareness using onset rime; if student is hearing initial sounds easily then include final sounds.	☐ Learn letter sounds ☐ Implement Systematic Sequential Phonics ☐ Introduce Word Wall – first 100 Oxford Wordlist words ☐ Other activities, e.g. Guess the covered word, as appropriate	☐ Word wall – continue to work through Oxford Word list words ☐ Use Making Words – Grades 1-4 – as appropriate	☐ Nifty, thrifty, fifty	☐ Student will continue to learn in this area through their reading and writing
STUDENTS							

Version 2 June 2021

From an original idea by BJ Sauerwald

For students who know less than 50% of the alphabet

The two letters of the week are **teacher to decide** use
guide on selecting letters of the week

Introduce the letters of the week their sounds and signs

Watch and enjoy the 'Have Fun Teaching' songs on
YouTube or another song that is appropriate for your
students

Talk about any students or staff that start with the letters
Take their photos

Introduce 5 concepts that start with each letter bring in
objects or pictures for each concept e g bear bag ball
blue bat

Send a note home asking students to bring in any objects
that start with the letters

Considerations for choosing letters of the week document
on web page

For students
who know
more than
50% of the
alphabet

Letter of the Day

Our letter of the day today is **teacher to decide**

Watch a couple of letter of the day songs from [YouTube](#) Great playlists to investigate are:

Have Fun Teaching Alphabet Songs
[bit ly HFTalpha](#)

ABC Mouse Alphabet Songs [bit ly ABCalpha](#)

Bounce Patrol Alphabet Songs [bit ly bpalpha](#)

Storybots Alphabet Songs [bit ly SBoalpha](#)

Follow the Enhanced Explicit Alphabet Instruction Routine on the letter of the day

On the web page

Explicit Alphabet Instruction Routine

Daily alphabet instruction with the letter of the day

Step 1 - Explanation of Objective

Today you will be learning the name, sound, and how to write the letter _____. Learning this letter will help you to read and write many words.

Step 2 - Letter Identification

Letter Name

This is the letter _____ (use letter name). This is the uppercase letter _____ (use letter name). This is the lowercase letter _____ (use letter name). *As you talk, show or write the letters. If the student uses an alternate pencil or keyboard, demonstrate how you can find it on their writing tool as well.*

Let's practice naming this letter. What is this letter? You can say it with your mouth or you can say it in your head. *Point to uppercase and lowercase letters in different orders at least three times, reminding students to say the letter name either out loud or with their inner voice.*

Letter Sound

This is the letter _____ (use letter name). This letter represents the sound _____ (use most common sound). *As you talk, show or write the letters.* Talk about people, places or things which include that letter sound in their name and which might help the student to remember the sound.

Let's practice saying the sound this letter represents. The letter _____ (use letter name) represents the sound _____ (use most common sound). Let's say it together - you can say it with your mouth or you can say it in your head. *Point to uppercase and lowercase letters in different orders at least three times, reminding students to say the letter sound either out loud or with their inner voice.*

Step 3 - Recognising the Letter in Text

Now, let's look for the letter _____ (use letter name). *Have some text ready to search for the letter. You can look for it in books, signs, advertising material or other print in the environment. Each time they find the letter, encourage students to say both the letter name and the letter sound - either out loud or in their head. If a student cannot point to letter, use partner assisted scanning to encourage them to find the letter in print.*

Continued over page

Explicit Alphabet Instruction Routine

Continued...

Step 4 - Producing the Letter Form

Teacher Produces the Letter

Let me show you how to write the letter _____ (use letter name). This is _____ (write upper case letter and use letter name) and this is _____ (write lower case letter and use letter name). *As you write the letters, talk about how to write them and about their shape e.g. To write uppercase A I go up and then down and then I do a separate line across. Uppercase A looks a bit like a tent - it has a point at the top.*

Student Produces the Letter

If student uses an alphabet flip chart:
Let's practice writing the letter _____ (use letter name) together using the flip chart. *Practice finding and pointing to uppercase and lowercase forms using flip chart(s), showing the student how they would navigate to them.*

If student uses an keyboard, letter board or alphabet page in their AAC system:
Let's practice writing the letter _____ (use letter name) together using the keyboard/letter board. *Practice finding and pointing to uppercase and lowercase forms using their writing tool.*

If student uses pencil or a marker:
Let's practice writing the letter _____ (use letter name) together using a pencil/marker. *Practice writing uppercase and lowercase forms using a pencil or marker.*

Step 5 - Summary

Now we know the name of this letter. It is the letter _____ (use letter name). It represents the sound _____ (use most common sound). Now we can use this letter to help us read and write many words.

Thanks to Mary-Louse Bertram at Durham Road School for her input.
Handout based on the article below and on information from the Centre for Literacy and Disability Studies.

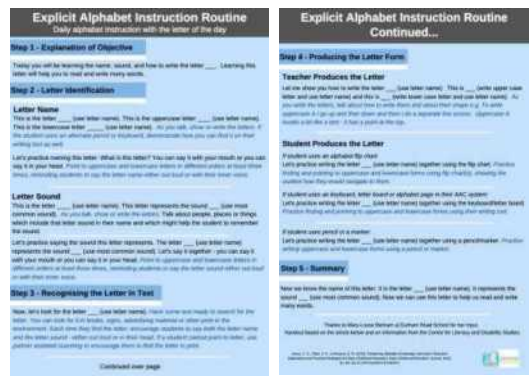
Jones, C. D., Clark, S. K., & Reutzel, D. R. (2013). Enhancing Alphabet Knowledge Instruction: Research Implications and Practical Strategies for Early Childhood Educators. Early Childhood Education Journal, 41(2), 81-89. doi:10.1007/s10643-012-0534-9



6 Instructional Cycles

Explicit Alphabet Knowledge

Using the explicit alphabet instruction routine script you are going to teach the alphabet systematically and explicitly both letter names and letter sounds.



The script is designed to be used in 6 instructional cycles. These are:

Cycle 1	Advantage rationale	Organisation pattern of instruction	Additional considerations
Own Name Advantage	Learning advantage for initial letter in first name	Based on frequency of initial letters in class members' names then other letters in their names and then the rest of the alphabet	Highly motivating and responsive to young students' developmental needs for constructing self-identity

This is a highly customised cycle based on your student(s).



Cycle 2	Advantage rationale	Organisation pattern of instruction	Additional considerations
Alphabetical Order Advantage	Learning advantage for alphabet sequential order	Alphabetic order or beginning with the letter a and ending with the letter z	Possible serial effects leading to difficulty with letters in the middle of the alphabet

Alphabetic Order Advantage							
1.	A	9.	I	17.	Q	25.	Y
2.	B	10.	J	18.	R	26.	Z
3.	C	11.	K	19.	S		
4.	D	12.	L	20.	T		
5.	E	13.	M	21.	U		
6.	F	14.	N	22.	V		
7.	G	15.	O	23.	W		
8.	H	16.	P	24.	X		

Review at End of Cycle 2

- If you are working with a large group of students continue with the cycles covering all 26 letters in each cycle.
- If you are working with a small group or a single student then you can take this opportunity to do a review. If you are confident that a student knows a letter because you have seen them using it consistently in reading and writing activities then you can remove that letter from future cycles.
- If in doubt continue to do all letters in future cycles.

Cycle 3	Advantage rationale	Organisation pattern of instruction	Additional considerations
Letter Name-Sound Relationship Advantage	Learning advantage for letters that have the letter sound pronounced in the letter name and for letters that represent one sound	Begin with consonant letters that have letter sound at beginning of name (b, d, j, k, p, t, v, z) then consonant letters that have the sound at the end of the letter name (f, l, m, n, r, x) then consonants with no letter/sound association (h, a, w, y) and those with more than one sound (c, g, s, a, e, i, o, u)	Instruction may proceed rapidly though the easier letters allowing increased instructional time for more difficult letters

Letter Name-Letter Sound Relationship Advantage							
1.	B	9.	F	17.	W	25.	O
2.	D	10.	L	18.	Y	26.	U
3.	J	11.	M	19.	C		
4.	K	12.	N	20.	G		
5.	P	13.	R	21.	S		
6.	T	14.	X	22.	A		
7.	V	15.	H	23.	E		
8.	Z	16.	Q	24.	I		

Document on the cycles on web page for today

Letters

- ♦ For all emergent students throughout the week you can also do other alphabet activities – jigsaws books games etc
- ♦ If possible do some activities that use the whole alphabet and use this as an opportunity to talk about the letter of the day or letters of the week in context

Phonological and Phonemic Awareness

- ♦ Word family of the week is teacher to decide
- ♦ Watch a word family of the week song and model the changes to the words visually
- ♦ Offer the students a choice of onset letters and then talk about the word that their choice makes
- ♦ See <https://www.janefarrall.com/targeting-onset-rime-with-emergent-literacy-learners> for a week of planning

Working with Words – transitional and conventional students

DQPCSMZG

Guidelines for Teaching Letters, Sounds & Words

Version 2 June 2021

Emergent Students

Student Knows

No letters or a few letters

Many letters (around 50%)

Most letters (around 80%)

Teach

Letters. Focus on letters names, mention high frequency letters sounds incidentally. Select important letters to target, e.g. letters in their name. Focus on 2 or more letters per week.

Letters. Increase letter knowledge, focusing on 5 or more letters per week, focusing on both letters names and high frequency letter sounds. Use Explicit Alphabet Instruction Routine for letter of the day, plus letter sorts and whole alphabet activities. Begin onset rime work, focusing on initial sounds only.

Explicit Alphabet Instruction Routine for letter of the day, plus letter sorts and whole alphabet activities. Continue with onset rime. If student is hearing initial sounds in onset rime work easily, move onto final sounds e.g. "I have b. Which ending turns it into ball. AII or at?"

Transitional / Conventional Students

Student Knows

Most of the letters, most of the time. Can hear at least initial sounds in words as demonstrated in onset rime.

Has completed Systematic Sequential Phonics and can read and write a number of the first 100 high frequency words

All high frequency words and has completed Making Words Grade 4

Nifty thrifty fifty and is reading words above a grade 4 level

Teach

Move onto Systematic Sequential Phonics and Word Wall, plus other whole word activities e.g. Guess the Covered word, as appropriate.

Continue to cover high frequency words and use Making Words Grade 1, Grade 2, Grade 3 or Grade 4 as appropriate

Nifty, Thrifty, Fifty

Stop explicit words instruction block; student will continue to learn in this area via their reading and writing

well

sale

garden

is

play

WORKING WITH LETTERS, SOUNDS AND WORDS							
LEARNING GOALS AND STRATEGIES	EMERGENT			TRANSITIONAL		CONVENTIONAL	
	STUDENT KNOWS No letters or a few	STUDENT KNOWS Many letters – 50%	STUDENT KNOWS Most letters – 80%	STUDENT KNOWS Most of the letters, most of the time	STUDENT KNOWS Many of the first 100 OWL words (read & write). Completed Systematic Sequential Phonics	STUDENT KNOWS All OWL Sight Words Completed Making Words – Grade 4	STUDENT KNOWS Nifty, thrifty, fifty Reads words above grade 4 level
	☐ Learn the alphabet. ☐ Focus on letter names, mention high frequency sounds incidentally. ☐ Focus on important letters e.g. letters in their name ☐ Teach 2 or more letters per week	☐ Learn the alphabet. ☐ Increase number of letters students know ☐ Letter knowledge focusing on 5 or more letters per week ☐ Use Explicit Alphabet Instruction Routine for letter of the day, plus letter sorts and whole alphabet activities. ☐ Develop phonological awareness, using onset rime focus on initial sounds only	☐ Consolidate the alphabet ☐ Explicit Alphabet Instruction Routine for letter of the day, plus letter sorts and whole alphabet activities. ☐ Continue to develop phonological awareness using onset rime; if student is hearing initial sounds easily then include final sounds.	☐ Learn letter sounds ☐ Implement Systematic Sequential Phonics ☐ Introduce Word Wall – first 100 Oxford Wordlist words ☐ Other activities, e.g. Guess the covered word, as appropriate	☐ Word wall – continue to work through Oxford Word list words ☐ Use Making Words – Grades 1-4 – as appropriate	☐ Nifty, thrifty, fifty	☐ Student will continue to learn in this area through their reading and writing
STUDENTS							

Version 2 June 2021

From an original idea by BJ Sauerwald

High Frequency Words

- ♦ Words of the week: teacher to select
- ♦ Resources: word wall and a copy of each word card
- ♦ If needed do Oxford Word List Assessment to figure out which words to teach Assessment is on web page for today
- ♦ Word wall words to print both formatted for the word wall and plain format for games and activities are on the web page for today

Introduce Words of the Week

- ♦ Hold up each word one at a time and tell the students what the word is
- ♦ Put the word in a sentence so that the students associate it with its meaning
- ♦ Have the students clap once for each letter calling attention to the word length For students who find clapping difficult they may be able to bang a drum or hit a switch Students should also chant the letters of the word They can do this out loud or using their inner voice You'll also find lots of interesting chants if you Google "word wall chants"
- ♦ Stomp the number of syllables in each word

Continued...

- ♦ Students then make or “write” the words
- ♦ For many of the students we work with handwriting might be difficult
- ♦ For these students look at an alternative pencil that they can use to write the words
- ♦ Students could also type the letters on an iPad using a writing app or any other pencil where they have access to whole alphabet – and where common letters are available to them more than once
- ♦ Once each word has been introduced clapped chanted and “written” then it is time to add it to the word wall Each word is added to the word wall under the letter it begins with

Phonics

- ♦ Making words lesson: Teacher to select
- ♦ Use systematic sequential phonics for students at foundation level
- ♦ Use Making words for students at Grades 1 – 4

Writing



Writing with Adults – Predictable Chart Writing all students

PREDICTABLE CHART WRITING

WRITING WITH ADULTS

Students should write regularly with adults to be part of a successful publishing team. There are a number of activities which would fit under this heading, but one we use very regularly is Predictable Chart Writing

Predictable Chart Writing is a very flexible option and can be used with almost any subject or area. It is also great for all of the different students we work with as it has strong ties with language and works well with AAC. Please remember that predictable chart writing is primarily for emergent readers and writers. It is also useful for transitional readers and writers because it provides a structure which focuses on high frequency words - so for those students it becomes a working with words activity. Conventional students shouldn't be participating in predictable chart writing. Predictable chart writing is a week-long activity that usually follows this pattern:

Select the language and write the chart.

- We would usually do an introduction activity to activate the students' background knowledge. For example, you might plan a theme "what I like in the garden". To introduce this, we would walk around the garden first and talk about things while we are out there. Then we would return to the classroom, each student would tell us what they like, and you (the teacher) would write the chart.
- Make sure everyone in the room has a turn, including all adults.

Re-read the chart, reading the chart together.

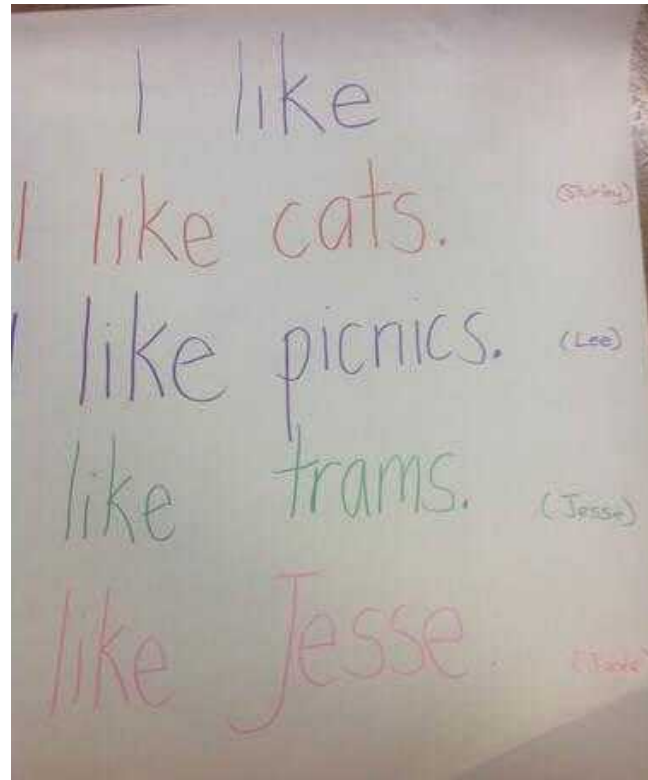
- For students with complex communication needs, you might record their line on a talking switch (e.g. BIGmack), or in an app like Smooth Talker AAC, so they can read their own line.
- For early emergent students (levels 1 and 2 on the Developmental Writing Scale) the emphasis is on recognising their name rather than reading the whole line. You might say something like - "oooh, I wonder who wrote the next line. Hmmm... I can see a name starting with S" - and then use an expectant pause, look at the student if needed, and maybe get an adult to whisper a prompt to the student. Make sure you fade that prompting over time. Once they are reliably recognising their name on the chart then we move onto focusing on their line.
- For late emergent students, you should emphasise that there are high frequency words that get used again and again in the sentences.

Resource on web page

Predictable Chart Writing Day 1

- ♦ Pick a topic that is highly personalized and interesting to the students; E.g. our summer holiday; my favourite movies; my family; trains
- ♦ If you can't think of another topic then the topic can be "Hello" since that is a theme for this week
- ♦ Take your turn first Write the sentence stem – "I say hello with my" and then model selecting the final word from the body parts section using AAC Write the final word and then put your name in brackets
- ♦ Each person in the group should have their turn including all the adults

The chart should look like this when you have finished:



Writing By Myself



Let's Write

GUIDELINES FOR SUPPORTING STUDENTS AT DIFFERENT LEVELS

Version 4.2
Updated 11 Aug 2021

These guidelines are provided to assist people to think about how to write with students at different levels of writing. They are simply a guideline to good practice. We recognise that they cannot be definitive or prescriptive as there are a lot of variables involved – but we hope they are helpful.

Supporting writers who are at Level 1 on the Developmental Writing Scale

Level 1 writers don't yet know that they are a writer and/or they don't understand that there is a difference between print and picture. They need an opportunity to scribble with print and have or attribute meaning and assume competence – which then teaches them that print has meaning and that text is a code for speech. We also give them lots of positive reinforcement because they need to develop a strong self-image of themselves as a writer. Students at this level are also often receptive communicators.

Suggested guidelines are:

1. Select a topic for writing – may use the activity or game that the student is currently engaged with.
2. Get the student to use a writing tool (e.g., sensory pencil or flip chart) to select letters; record or write down the letters as they choose them.
3. Use the student's AAC system to attribute meaning – follow up any indications they might make in attributing meaning themselves.
4. Write the attributed meaning under their writing and point out any similarities/celebrations. Give them lots of positive encouragement for writing.
5. Use their writing tool yourself or at least once per week to model the use of it for writing outside of this writing task.

A demonstration video for this level is available at <https://www.youtube.com/watch?v=W2uLVggjM8u7s>

Supporting writers who are at Level 2 on the Developmental Writing Scale

Level 2 is only for students using a traditional pen or pencil for writing. Level 2 students know they are a writer, can attribute their own meaning and understand that there is a difference between writing and drawing. They are learning that we write with letters.

Suggested guidelines are:

1. Establish topic/purpose e.g. photo of student doing something. Use their AAC system to talk about this yourself.
2. For students using comprehensive AAC systems – ask them if they have something to say about the photo/activity. If they don't, model something you might say, and then ask them if they have something to say again. For verbal students – get them to discuss what they are going to write about it. Agree on something they are writing with the student. If you don't get any language selected or generated then move onto the next step.
3. Get the student to scribble using a pen or pencil or other traditional writing tool e.g. crayons.
4. Write their target language (or the meaning you are attributing) under their writing and point out any correlations, using a phrase like "now let me show you how I would write it..."
5. Use the student's writing tool yourself at least once per week to model the use of it for writing outside of this writing task.

A demonstration video for this level is available at https://www.youtube.com/watch?v=Wfmg_KJ0U0k

Supporting writers who are at Level 3 on the Developmental Writing Scale

Once students know that they are a writer, can identify in a book "which side do I read" and know that we write with letters, they move up to Level 3 on the Developmental Writing Scale. (Students who are using a flip chart or other alternative pencil will have skipped level 2 on the scale.)

Suggested guidelines are:

1. Establish topic/purpose e.g. photo of student doing something. Use their AAC system to talk about this yourself.
2. For students using comprehensive AAC systems – ask them if they have something to say about the photo/activity. If they don't, model something you might say, and then ask them if they have something to say again. For verbal students – get them to discuss what they are going to write about it. Agree on something they are writing with the student. If you don't get any language selected or generated then move onto the next step.
3. Get the student to use the flip chart, or other writing tool, to select letters. Make sure their tool has a "space" button. Record or write down the letters as they choose them.
4. Write their target language (or the meaning you are attributing) under their writing and point out any correlations, using a phrase like "now let me show you how I would write it..."
5. Use the student's writing tool yourself at least once per week to model the use of it for writing outside of this writing task. Make sure you model using spaces.

A demonstration video for this level is available at https://www.youtube.com/watch?v=Wfmg_KJ0U0k

Supporting writers who are at Level 4 on the Developmental Writing Scale

Once students know that we write with letters and spaces, they move up to Level 4 on the scale.

Suggested guidelines are:

1. Establish topic/purpose e.g. photo of student doing something, curriculum topic, writing about book of the week
2. For students using comprehensive AAC systems – ask them if they have something to say about the photo/activity. If they don't, model something you might say, and then ask them if they have something to say again. For verbal students – get them to discuss what they are going to write about it. Agree on something they are writing with the student.
3. Get the student to use a writing tool to select or generate letters. Students at this level who know most of the letters of the alphabet, most of the time should be using a QWERTY keyboard. Record or write down the letters as they choose them.
4. Write their target language under their writing and point out any correlations, using a phrase like "now let me show you how I would write it..."
5. Use their writing tool yourself at least once per week to model the use of it for writing outside of this writing task. Make sure you model thinking of initial sounds in words.

WRITING IN OUR CLASSROOMS – Guidelines Version 2 August 2021

	EMERGENT		
	1	2	3
DWS	STUDENTS Are beginning to learn that they are a writer. Also learning that print has meaning and that text is a code for speech. Also learning that there is a difference between print and picture.	STUDENTS (Level 2 is only for students using a traditional pen or pencil for writing) See themselves as a writer attributing their own meaning; and understand there is a difference between writing and drawing but still no letters in their writing.	STUDENTS See themselves as a writer attributing their own meaning. Can identify in a book when asked 'which side do I read'. Know that we write with letters and are generating letter strings with handwriting or alternative pencil.
LEARNING GOAL	Develop a belief they are a writer – an understanding that print has meaning and that text is a code for speech. Learn the difference between print and picture through all their literacy experiences. Student using an alternative pencil learns that writing is composed of letters.	Learning that writing is composed of letters. Teacher to work on letters and sounds and talk about letters incidentally and explicitly through the day including linking to letters in books.	Spaces – teacher to work on modelling and talking about the use of spaces throughout the day. Ensure their writing tool has an easily accessed option for adding spaces.
SUGGESTED GUIDELINES	1. Select a topic for writing – may use the activity or game that the student is currently engaged with. 2. Get the student to use a writing tool (e.g. sensory pencil or flip chart) to select letters; record or write down the letters as they choose them 3. Use the student's AAC system to attribute meaning – follow up any indications they might make in attributing meaning themselves 4. Write the attributed meaning under their writing and point out any similarities/celebrations. Give them lots of positive encouragement for writing. Use the flip chart yourself around once per week to model the use of it for writing outside of this writing task	1. Establish topic/purpose e.g. photo of student doing something. Use their AAC system to talk about this yourself. 2. For students using comprehensive AAC systems – ask them if they have something to say about the photo/activity. If they don't, model something you might say and then ask them if they have something to say again. For verbal students – get them to discuss what they are going to write about it. Agree on something they are writing with the student. If you don't get any language selected or generated then move onto the next step. 3. Get the student to scribble using a pen or pencil or other traditional writing tool e.g. crayons. 4. Write their target language (or the meaning you are attributing) under their writing and point out any correlations using a phrase like "now let me show you how I would write it..." 5. Use student's writing tool yourself at least once per week to model the use of it for writing outside of this writing task.	1. Establish topic/purpose e.g. photo of student doing something. Use their AAC system to talk about this yourself. 2. For students using comprehensive AAC systems – ask them if they have something to say about the photo/activity. If they don't, model something you might say and then ask them if they have something to say again. For verbal students – get them to discuss what they are going to write about it. Agree on something they are writing with the student. If you don't get any language selected or generated then move onto the next step. 3. Get the student to use the flip chart or other writing tool to select letters. Make sure their tool has a "space" button. Record or write down the letters as they choose them. 4. Write their target language (or the meaning you are attributing) under their writing and point out any correlations using a phrase like "now let me show you how I would write it..." 5. Use student's writing tool yourself at least once per week to model the use of it for writing outside of this writing task.
STUDENTS			

Individual writing all students

- Once you know their level on the Developmental Writing Scale then you follow the guidelines on the Let's Write guide for that level
- Make sure you have an appropriate writing tool for each student
- Remember each student needs a writing tool that allows them to focus on the cognitive side of writing
- Also remember that any student who is handwriting should also be using a keyboard at least 50% of the time
- Check out the guidelines at <https://comprehensiveliteracy.com/writing-by-myself.html#>

Individual writing – early emergent students

- Generally at Level 1 on the Developmental Writing Scale
- Often benefit from a sensory pencil or flip chart
- Need access to all 26 letters



Individual writing – early emergent students

- ♦ With the earliest emergent writers we will often write about the task they have just been doing – playing on the swing or water play etc



Individual writing – emergent students

- Generally levels 3 to 5 on the Developmental Writing Scale
- Often using a flip chart



Individual Writing – Transitional and Conventional students

- Levels 6 and above on the Developmental Writing Scale
- Should be using a QWERTY keyboard and optional handwriting

Individual writing – emergent transitional and conventional students

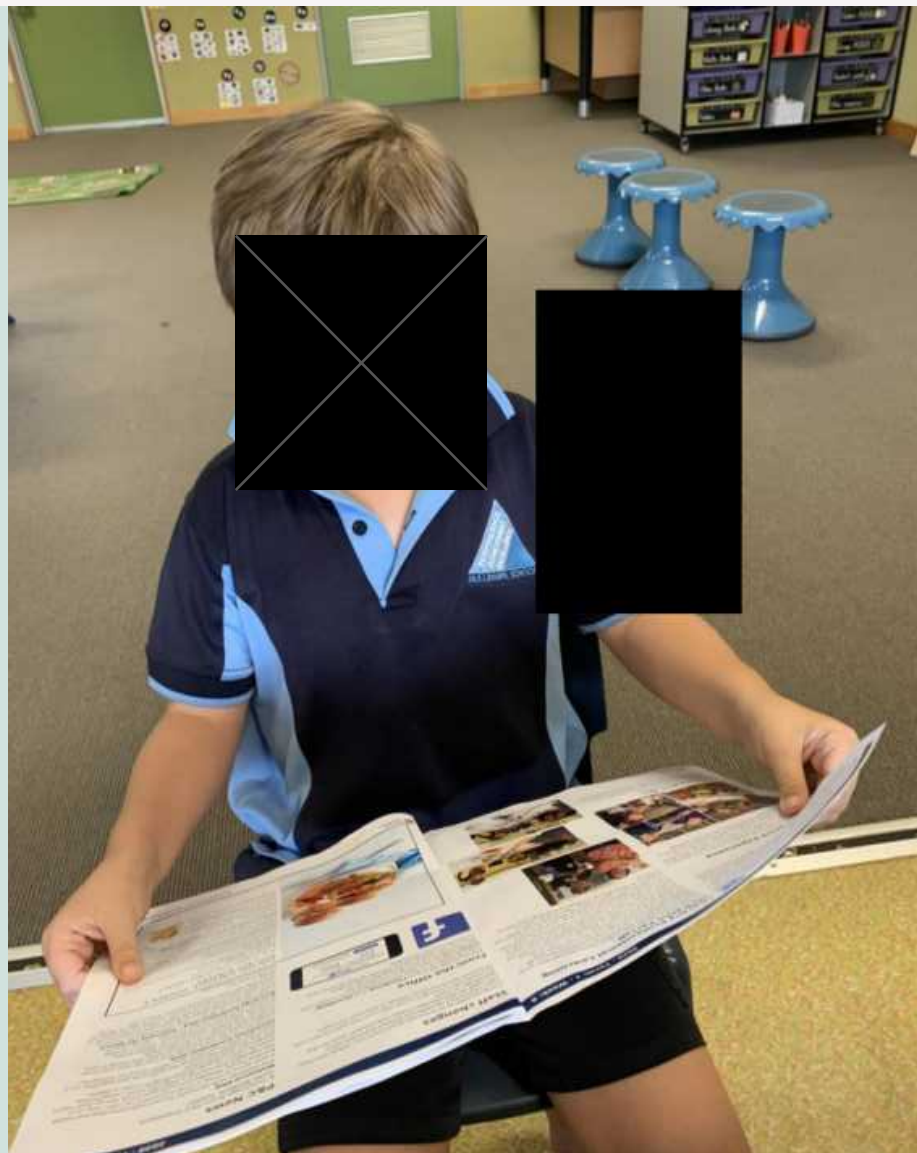
- ♦ We will set a topic using a photo or a video or a remnant prop or the curriculum
- ♦ If you want to stay with the hello topic you could take photos of the student waving or smiling hello Get them to choose which photo they want to write about
- ♦ There's also some videos you could use
 - ♦ [Different ways to say Hello with Julia and Rosita Sesame Street](#)
 - ♦ [Adele's song Hello](#)
 - ♦ [Cats saying hello](#)
 - ♦ [Dogs saying hello](#)

Individual writing – emergent transitional and conventional students

- ♦ You can also write about a completely different topic – a favourite person place a shared reading book or a curriculum topic
- ♦ Some of my favourite writing prompts are:

Elephant jumping on trampoline
Giraffes high diving
Sea Cucumber poop
World's Biggest Fart
Funny Animals Photos

Funny books
Photos of the student doing things
Photos of their favourite people
Photos of their favourite places
Any topic we have been studying in a curriculum area



Self-selected Reading

Self-Selected Reading all students

- ♦ For all students we select a range of books on topics of interest to engage them

Self-Selected Reading emergent students

- For emergent students these should be simple texts with or without repeated lines that they are allowed to go hands-on with – and can select a book to do shared reading with an adult

Self-Selected Reading transitional and conventional students

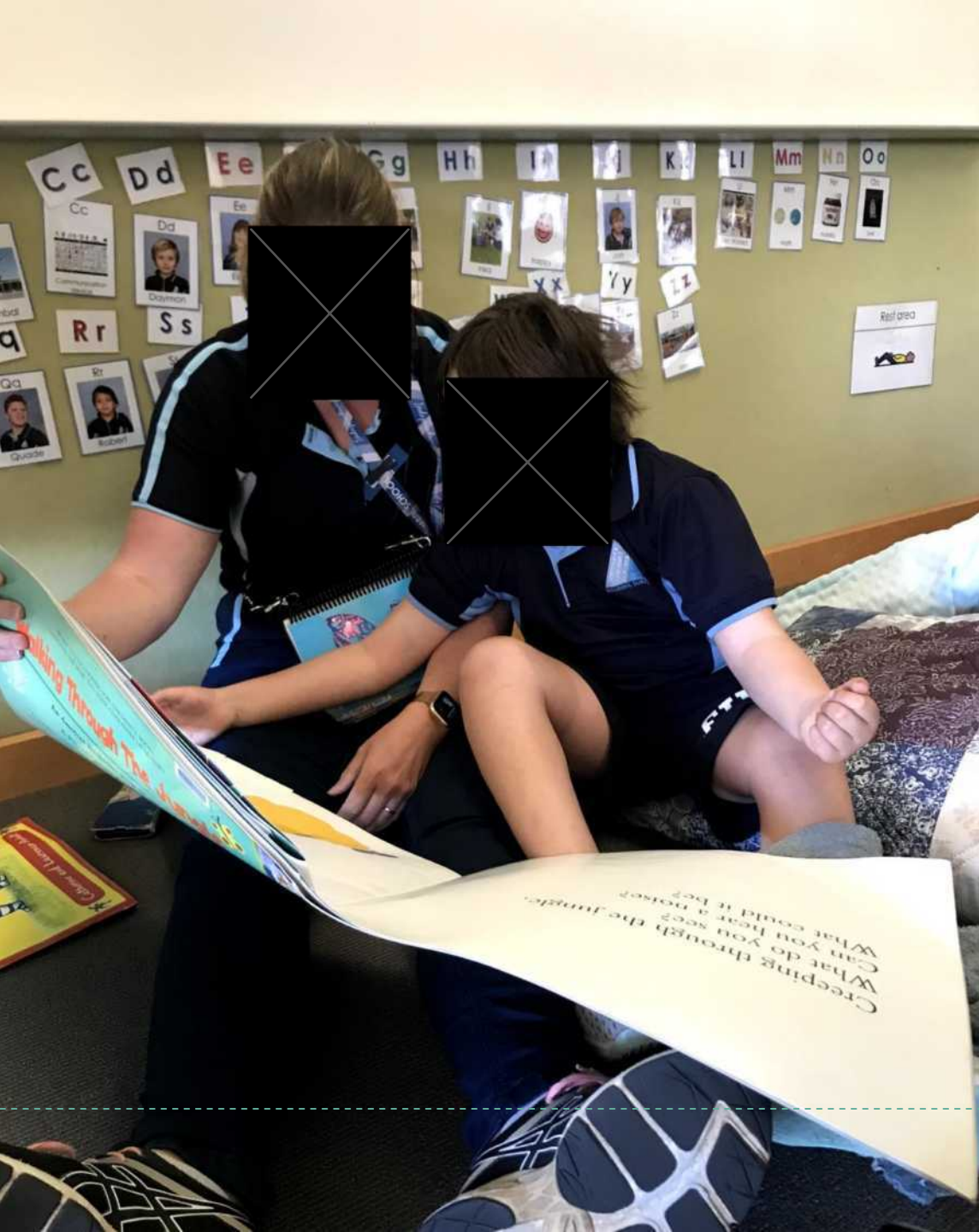
- ♦ For transitional and conventional students this should be books texts at or below their reading comprehension level
- ♦ The purpose of this block is to develop print processing skills and we don't get more fluent at reading if texts are too difficult for us

Day 2



Signing In all students and Writing from Adults - Morning Message all students

- ♦ **Signing In (all students)**
- ♦ Sign in following the directions from day 1
- ♦ **Writing from Adults - Morning Message (all students)**
- ♦ Write a morning message Write about something that you are going to do today



Shared Reading & Comprehension Instruction

Shared Reading emergent students

- ♦ Read the book again
- ♦ Once again if your students show particular interest in a page that is a good place to stop and interact with them
- ♦ Otherwise have a focus today on the different body parts that people in the book are using to say hello – hands arms face mouth
- ♦ Make sure you know how to get to body parts in their AAC system
- ♦ Have fun with it – try waving hello with your feet!

Comprehension Instruction transitional and conventional students

- ♦ *Purpose for reading:* Read to discuss different ways people communicate with each other in the book and different ways they say hello
- ♦ *Anchor:* Talk about different ways you say hello when you see people at school
- ♦ Remind students of the purpose for reading
- ♦ *Read:* Read the book
- ♦ *Apply:* discuss the purpose either verbally or getting each student to write and or draw their answer
- ♦ Teacher reads book again today and the students follow along in their own copies



Working with
Letters Sounds
and Words



Working with Letters and Sounds

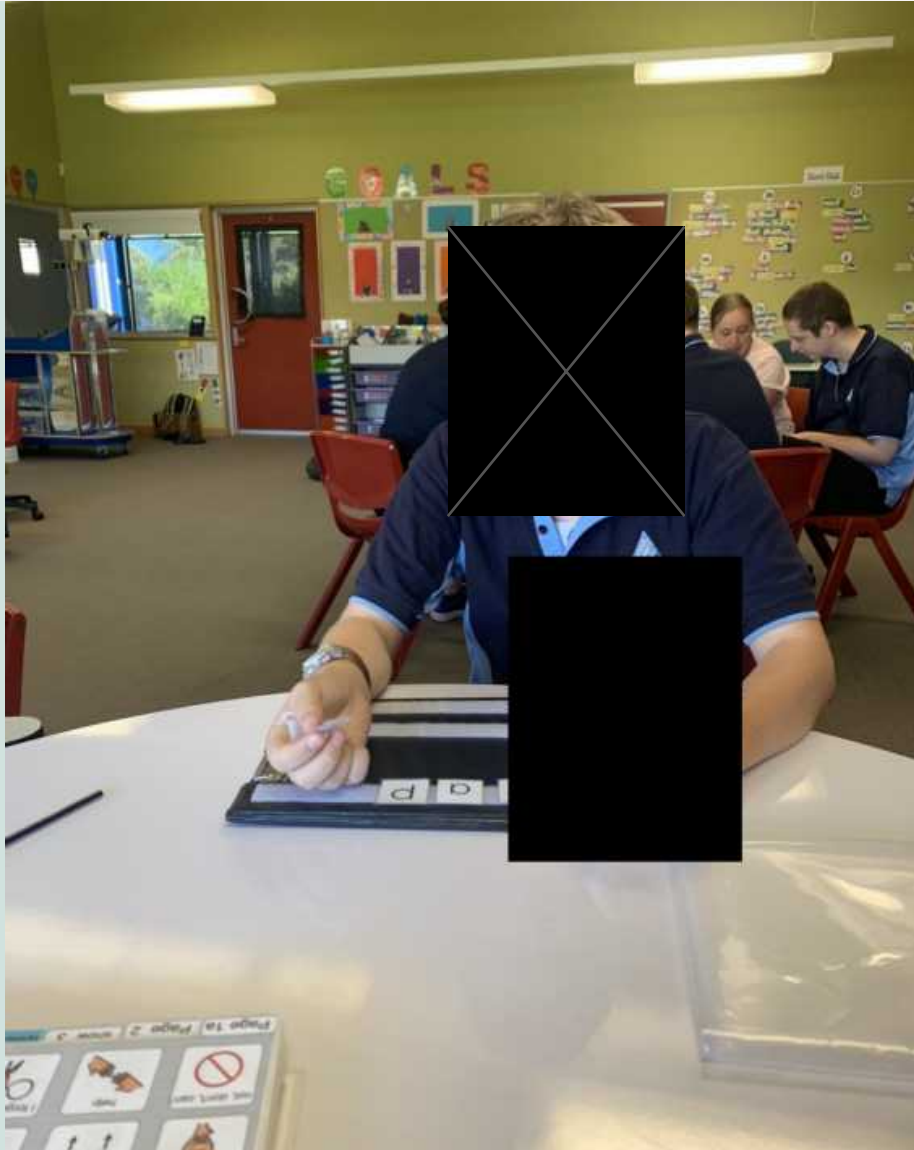
Emergent Students

For students who know less than 50% of the alphabet

- ♦ Review letters sounds signs and concepts
- ♦ Read Tarheel Reader alphabet books for the target letters
- ♦ Practice making the lower case and upper-case letters Use a variety of tools materials e g
 - ♦ Markers
 - ♦ Playdough
 - ♦ Sand
 - ♦ Letter stamps
 - ♦ Shaving cream

For students who know more than 50% of the alphabet

- ♦ Letter of the day
- ♦ Our letter of the day today is teacher to decide
- ♦ Follow the enhanced alphabet routine to talk about the letter of the day
- ♦ Phonological and Phonemic Awareness
- ♦ Read a word family of the week book and model the changes to the words visually
- ♦ Hide onset letters around the room and get the students to look for them
- ♦ Once the students find the letters put them together with the rime and talk about the words they make



Working with Words

Transitional and Conventional Students

Working with Words

- ♦ High frequency words
- ♦ Review the words of the week following the same instructions as Monday The only difference is that you will now be finding the words on the word wall to talk about them
- ♦ Phonics
- ♦ Making words lesson: **Teacher to select** Use systematic sequential phonics for students at foundation level use Making words for students at Grades 1 – 4

Writing

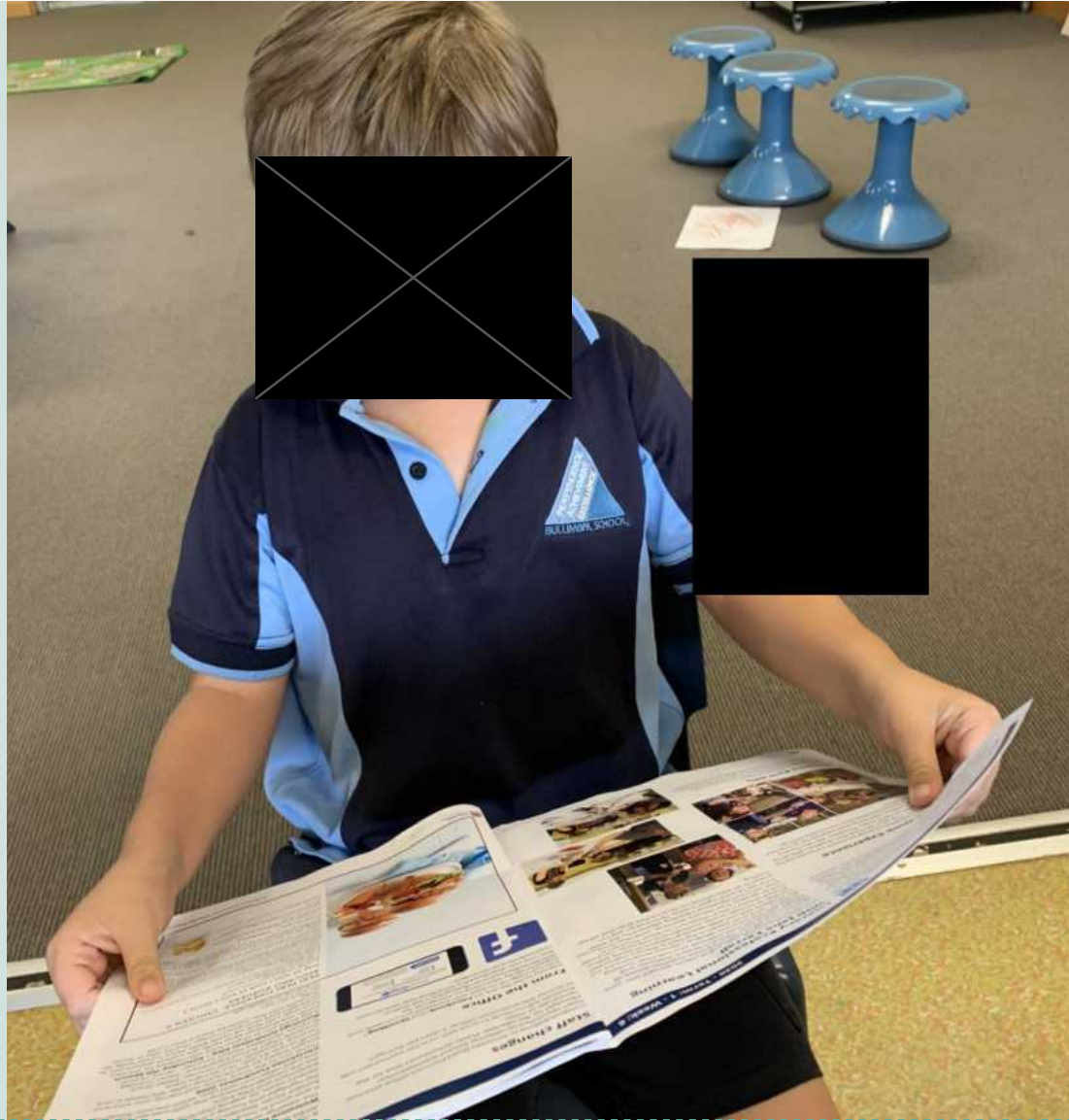


Predictable Chart Writing all students

- ♦ Re-read the chart from yesterday This is a good time to emphasise names for very emergent students and that the words get repeated again and again for students who are closer to conventional
- ♦ For students with complex communication needs you might record their line on a talking switch e.g. BIGmack or in an app like TapSpeak Sequence
- ♦ For early emergent students students who are at levels 1 and 2 on the developmental writing scale the emphasis is on recognising their name rather than reading the whole line You might say something like – “oooh I wonder who wrote the next line Hmmmm... I can see a name starting with S” – and then use a big expectant pause look at the student if needed and maybe get another adult to whisper a prompt to the student Make sure you fade that prompting over time

Writing by myself all students

- Complete another piece of writing using the information from Day 1 and from <https://comprehensiveliteracy.com/writing-by-myself.html#>



Self-selected Reading

Self-Selected Reading

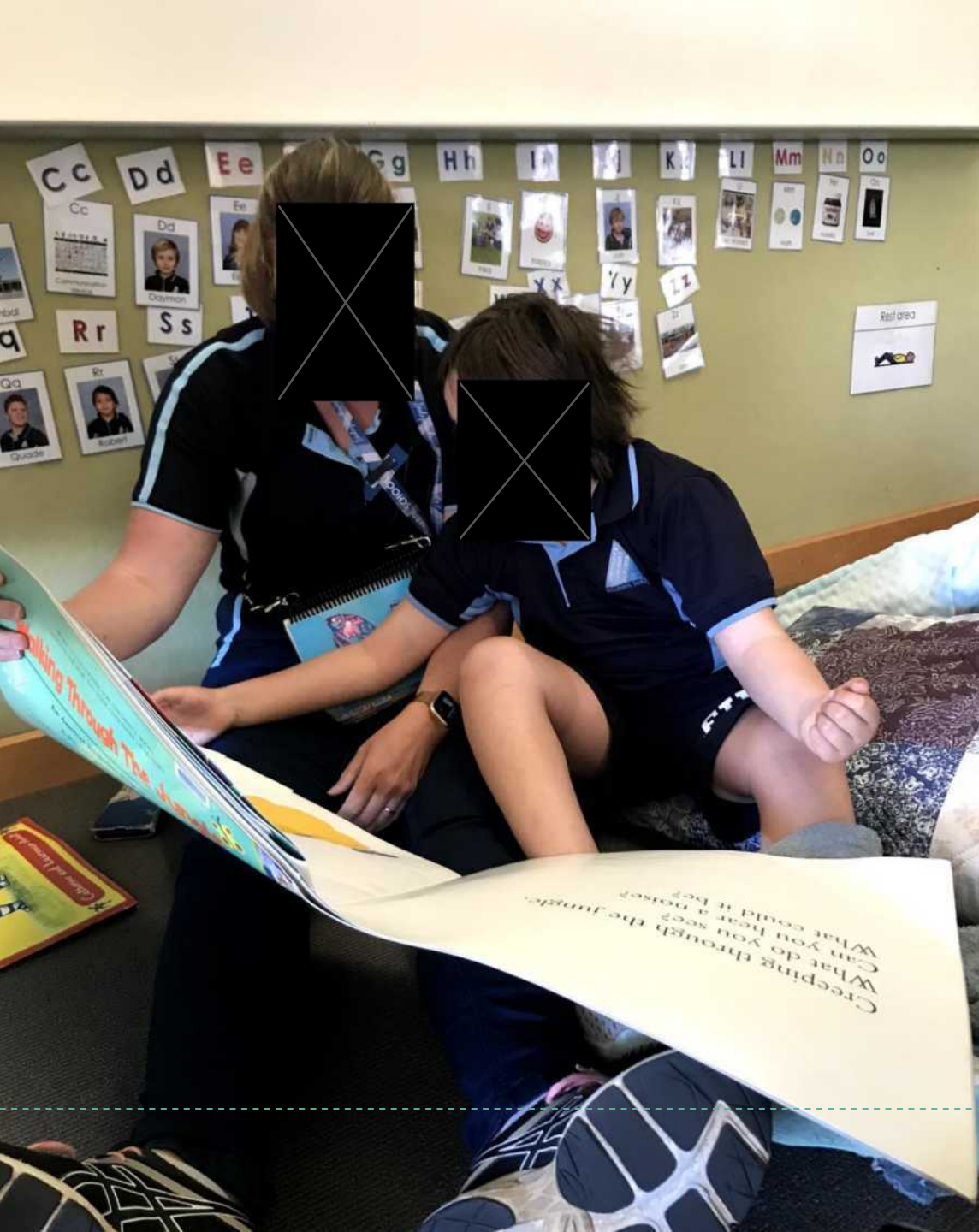
- ♦ For emergent students these should be simple texts with or without repeated lines that they are allowed to go hands-on with – and can select a book to do shared reading with an adult
- ♦ For transitional and conventional students this should be books texts at or below their reading comprehension level The purpose of this block is to develop print processing skills and we don't get more fluent at reading if texts are too difficult for us

Day 3



Signing In all students and Writing from Adults - Morning Message all students

- ♦ **Signing In (all students)**
- ♦ Sign in following the directions from day 1
- ♦ **Writing from Adults - Morning Message (all students)**
- ♦ Write a morning message Write about something that you are going to do today



Shared Reading & Comprehension Instruction

Shared Reading emergent students

- ♦ Read the book again
- ♦ Once again if your students show particular interest in a page that is a good place to stop and interact with them
- ♦ Otherwise have a focus on using describing words for the different people and characters in the book – you could use colours shapes size or anything else appropriate
- ♦ Make sure you know how to get to the describe section in your student's AAC system

Comprehension Instruction transitional and conventional students

- ♦ *Purpose for reading:* Read to select one of the characters in the book and use an appropriate describing word for them
- ♦ *Anchor:* Describe someone in the classroom
- ♦ Remind students of the purpose for reading
- ♦ *Read:* Read the book
- ♦ *Apply:* discuss the purpose either verbally or getting each student to write and or draw their answer
- ♦ Teacher and students read the book together today



Working with Letters Sounds and Words



Working with Letters and Sounds

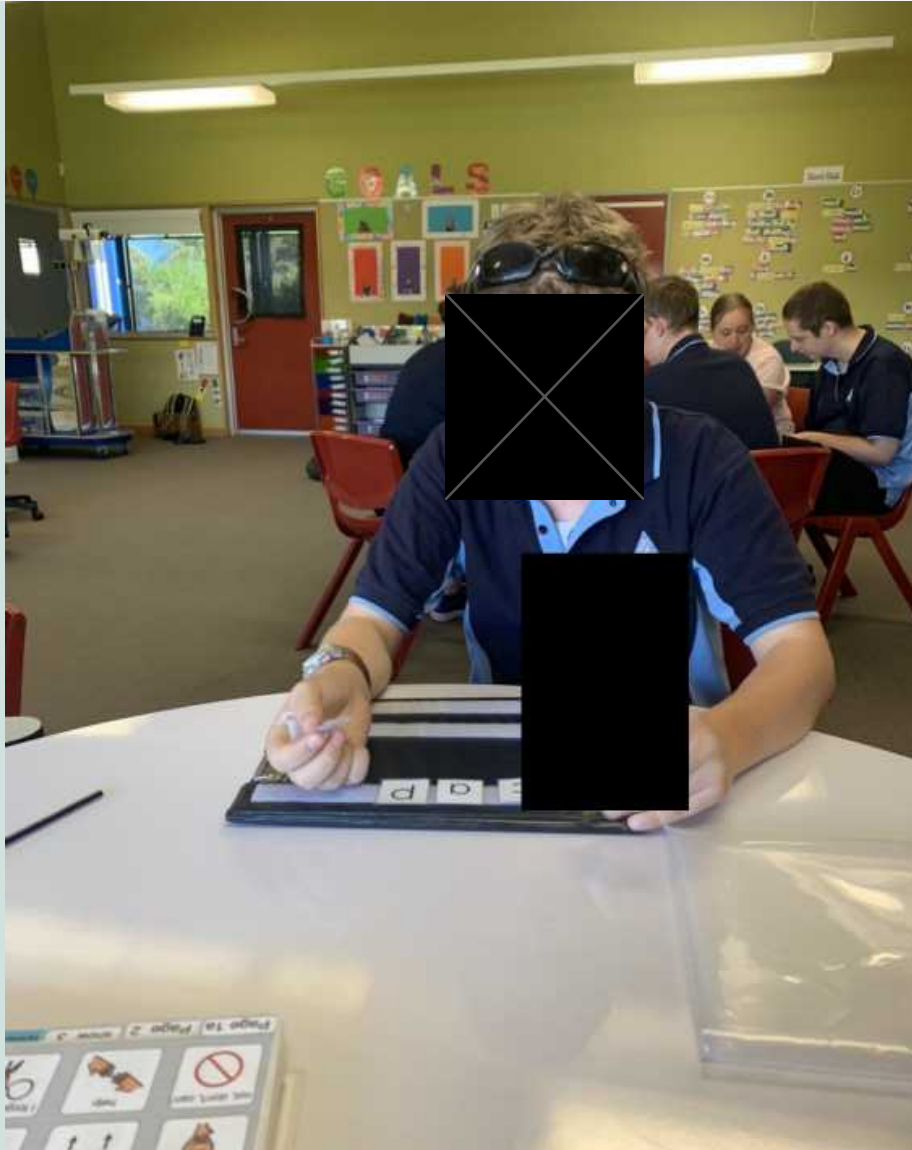
Emergent Students

For students who know less than 50% of the alphabet

- ♦ Review letters sounds signs and concepts
- ♦ Talk about any objects that the students have brought from home that start with those letters
- ♦ Put objects that start with one of the letters and some that don't into a box or bag Talk about whether the objects start with the letter "yes" or "no"

For students who know more than 50% of the alphabet

- ♦ Letter of the day
- ♦ Our letter of the day today is teacher to decide
- ♦ Follow the enhanced alphabet routine to talk about the letter of the day
- ♦ Phonological and Phonemic Awareness
- ♦ Read a word family of the week book and model the changes to the words visually
- ♦ Ask students to select a letter to use
- ♦ Once the students find the letters put them together with the rime and talk about the words they make Google a picture of the word



Working with Words

Transitional and Conventional Students

Working with Words

- ♦ High frequency words
- ♦ Pick one of the word wall activities from <https://www.janefarrall.com/word-walls-using-the-word-wall>
- ♦ Phonics
- ♦ Making words lesson: **Teacher to select** Use systematic sequential phonics for students at foundation level use Making words for students at Grades 1 – 4

Writing

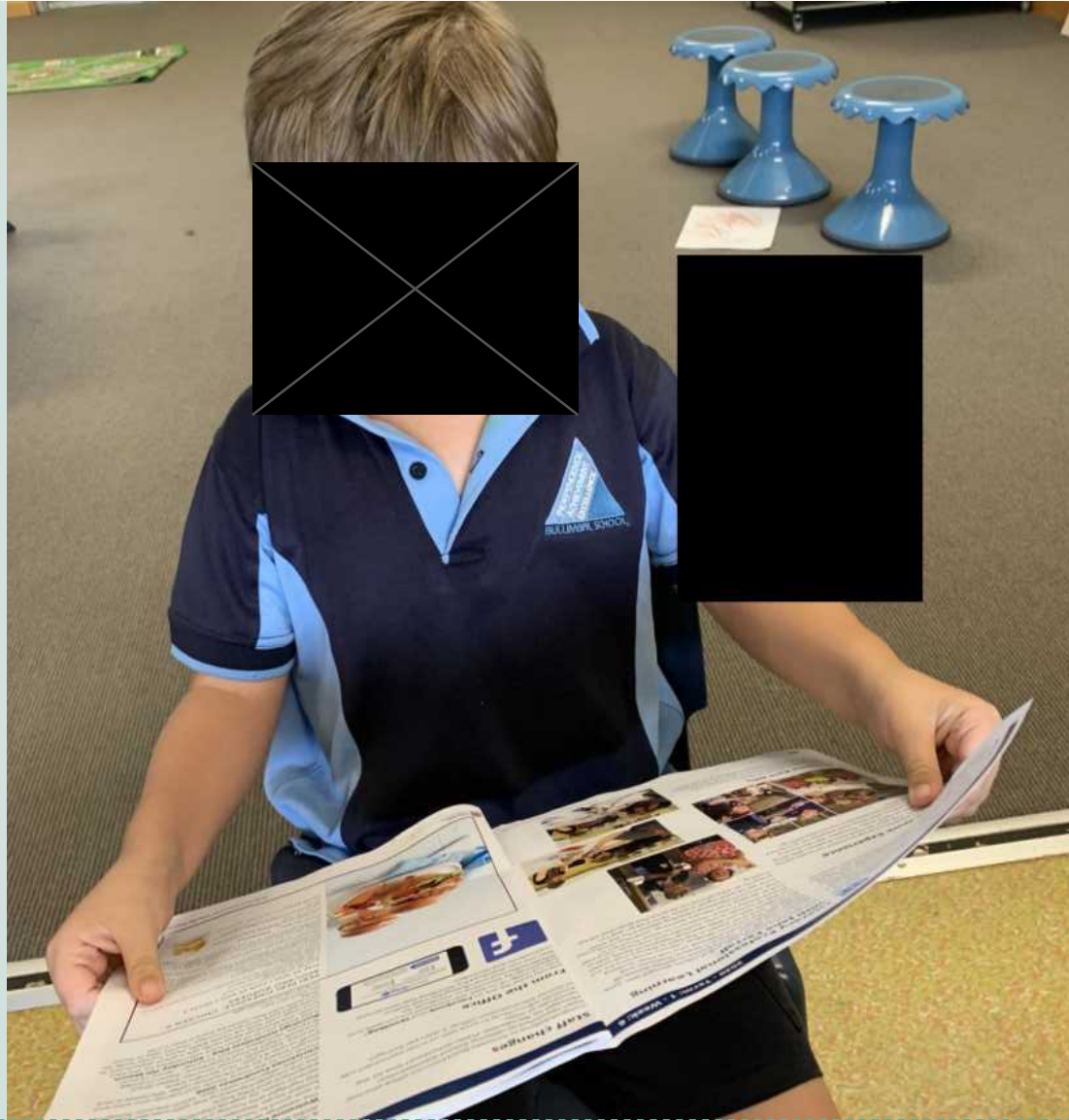


Predictable Chart Writing all students

- Re-read the chart following the instructions for Day 2
- This is a good time to emphasise names for very emergent students and that the words get repeated again and again for students who are closer to conventional
- Have the student s sentences already written out – and your own sentence too
 - For your most emergent students DWS levels 1 and 2 and possibly 3 cut the name away from the sentence so you end up with two pieces Stick their sentence down in their writing book in front of them and then ask them to stick their name down Make sure they stick it wherever they choose to stick it - we measure progress by seeing the changes they make in positioning it Once they've done this then model doing it yourself with your own sentence Make a big fuss of the fact that you are sticking your name at the end Once a student is putting their name down at the end for three weeks then move onto working the next level
 - For students at DWS levels 3 – 6 you would cut the sentence up for them Let them have a go at sticking their sentence down and then model doing it with your sentence Each week use this as an opportunity to explicitly model a different skill For example one week you might say "I is the first word That means I need to put it up the top on the left" and another week you might say "the first thing I want to do is put the words in order Which one goes first Let me look at the chart"

Writing by myself all students

- Complete another piece of writing using the information from Day 1 and from <https://comprehensiveliteracy.com/writing-by-myself.html#>



Self-selected Reading

Self-Selected Reading

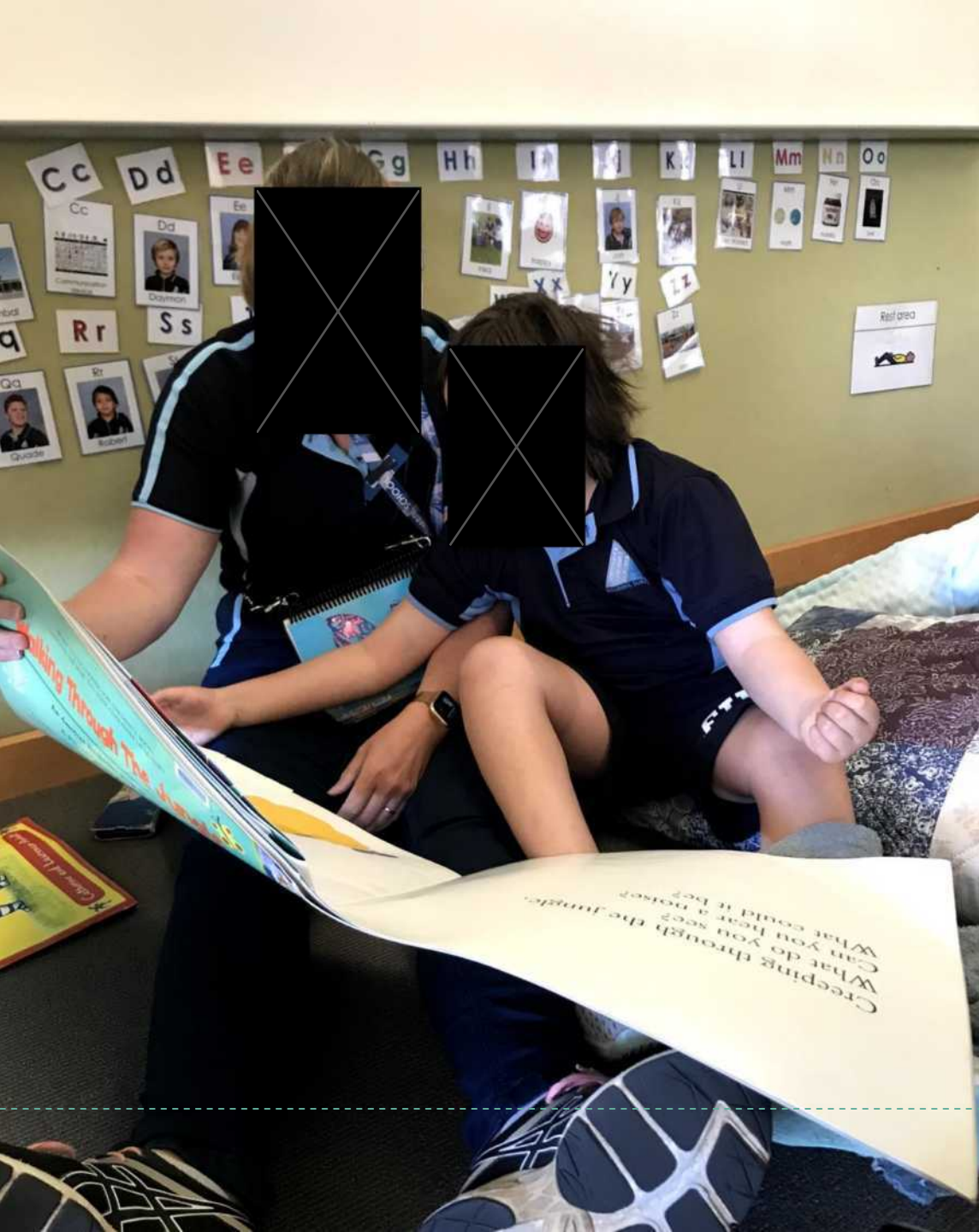
- ♦ For emergent students these should be simple texts with or without repeated lines that they are allowed to go hands-on with – and can select a book to do shared reading with an adult
- ♦ For transitional and conventional students this should be books texts at or below their reading comprehension level The purpose of this block is to develop print processing skills and we don't get more fluent at reading if texts are too difficult for us

Day 4



Signing In all students and Writing from Adults - Morning Message all students

- ♦ **Signing In (all students)**
- ♦ Sign in following the directions from day 1
- ♦ **Writing from Adults - Morning Message (all students)**
- ♦ Write a morning message Write about something that you are going to do today



Shared Reading & Comprehension Instruction

Shared Reading emergent students

- ♦ You are going to read the book again
- ♦ Once again if your student s show particular interest in a page that's a good place to stop and interact with them
- ♦ Otherwise have a focus on opinion words and use them to talk about different pages using opinions

Comprehension Instruction transitional and conventional students

- *Purpose for reading:* Read to discuss if you could use this text to help you get information on a topic ie is it fiction or non-fiction
- *Anchor:* Make a list of features of fiction and non-fiction texts

Fiction	Non-fiction
Text created from the imagination of the author	Text based in facts
Often a story	A presentation of true information
Might be illustrated with drawings	Might be illustrated with photos
Might have characters doing “impossible” things	Characters would only do possible things
The purpose is to entertain the readers	The purpose is to educate and inform the readers

- Remind students of the purpose for reading
- *Read:* Read the book
- *Apply:* Ask each student to write about whether the book is fiction or non-fiction giving one reason why



Working with Letters Sounds and Words



Working with Letters and Sounds

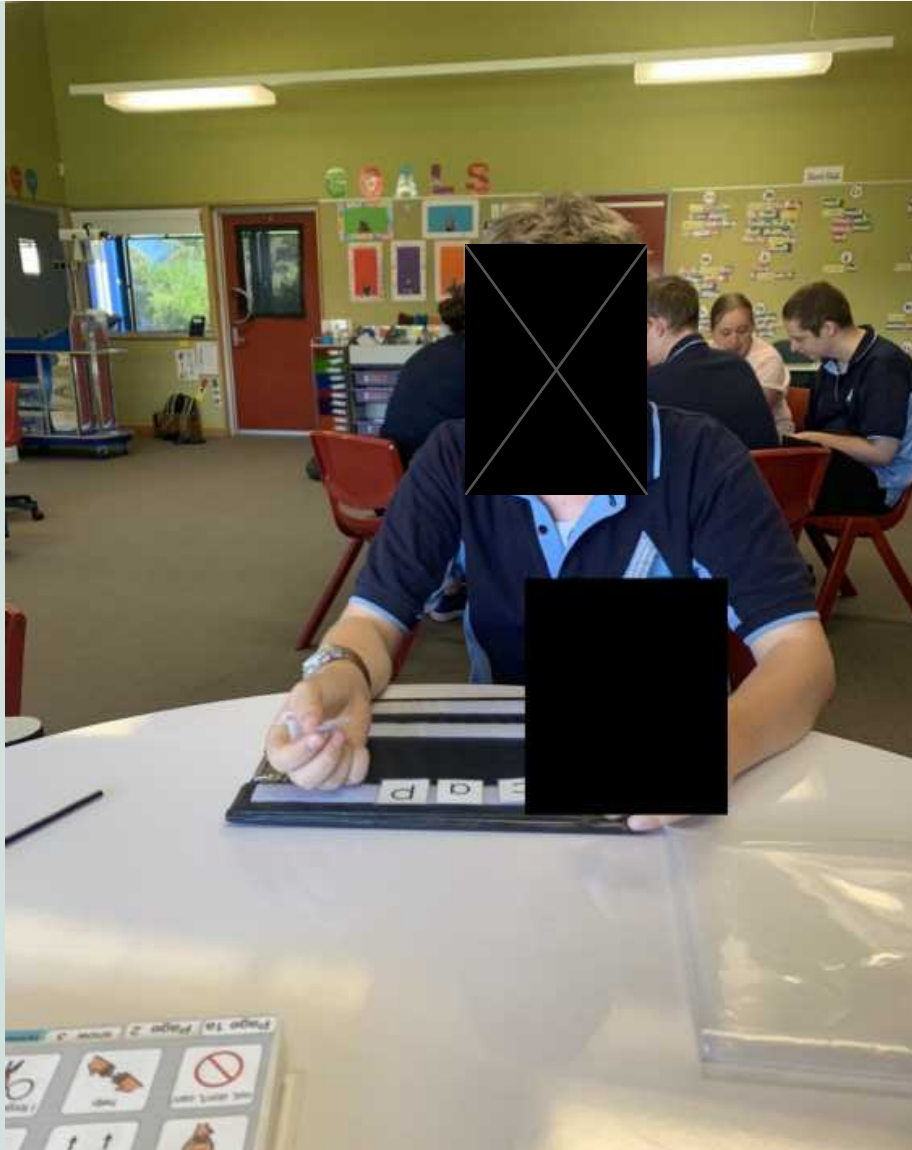
Emergent Students

For students who know less than 50% of the alphabet

- ♦ Review letters sounds signs and concepts
- ♦ Letter sort activity
- ♦ Sound sort activity

For students who know more than 50% of the alphabet

- ♦ Letter of the day
- ♦ Our letter of the day today is teacher to decide
- ♦ Follow the enhanced alphabet routine to talk about the letter of the day
- ♦ Phonological and Phonemic Awareness
- ♦ Use the word family of the week and ask students to make a word from a choice of 2 or 3 letters
- ♦ “I want you to make bat Do you want to use a b that says b or a c that says c ”



Working with Words

Transitional and Conventional Students

Working with Words

- ♦ High frequency words
- ♦ Pick one of the word wall activities from <https://www.janefarrall.com/word-walls-using-the-word-wall>
- ♦ Phonics
- ♦ Making words lesson: **Teacher to select** Use systematic sequential phonics for students at foundation level use Making words for students at Grades 1 – 4

Writing

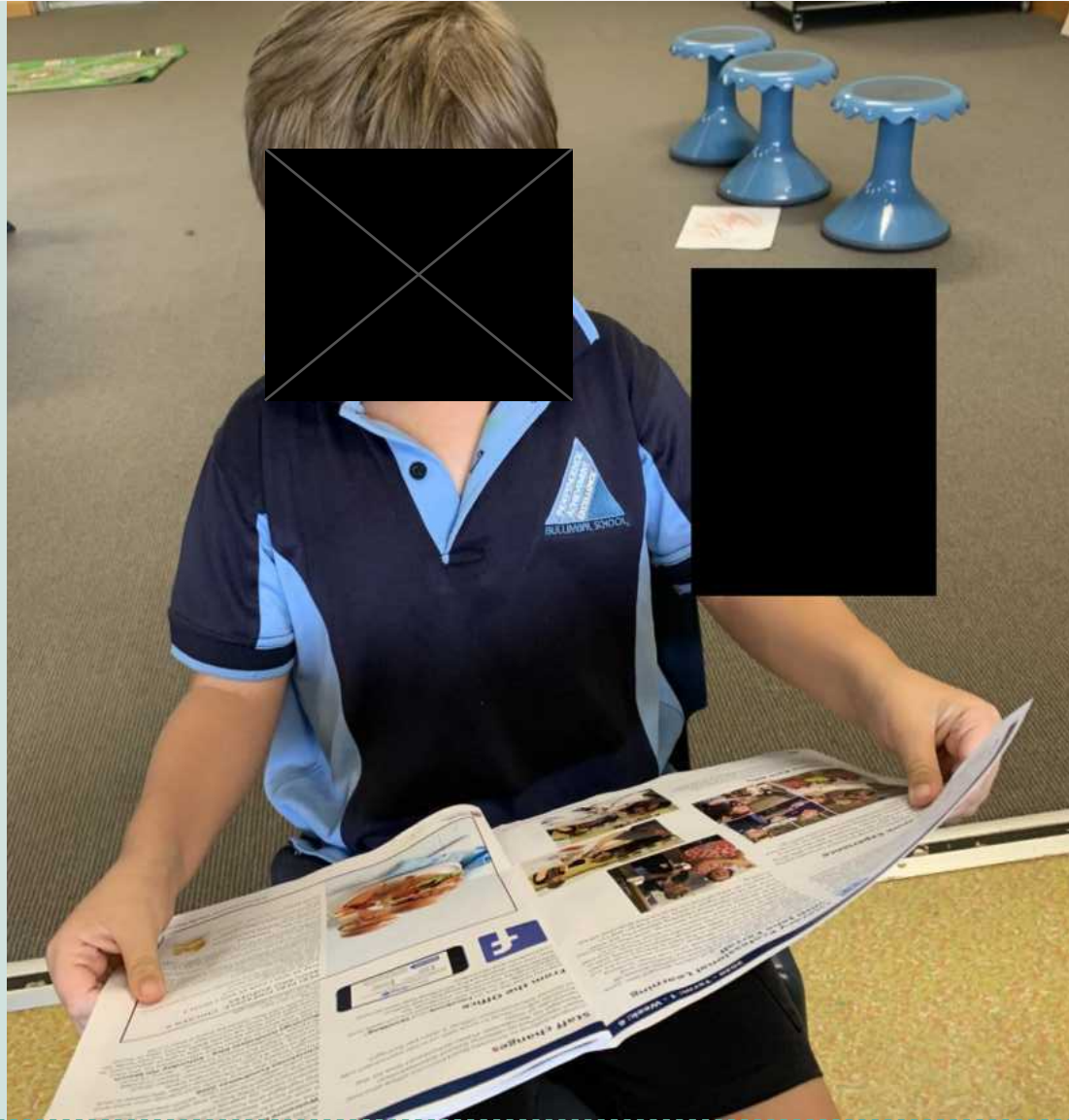


Predictable Chart Writing all students

- ♦ Re-read the chart following the instructions for Day 2
- ♦ Talk about illustrating the chart
- ♦ Collect appropriate pictures go and take photos or find images on Google or do illustrations

Writing by myself all students

- Complete another piece of writing using the information from Day 1 and from <https://comprehensiveliteracy.com/writing-by-myself.html#>



Self-selected Reading

Self-Selected Reading

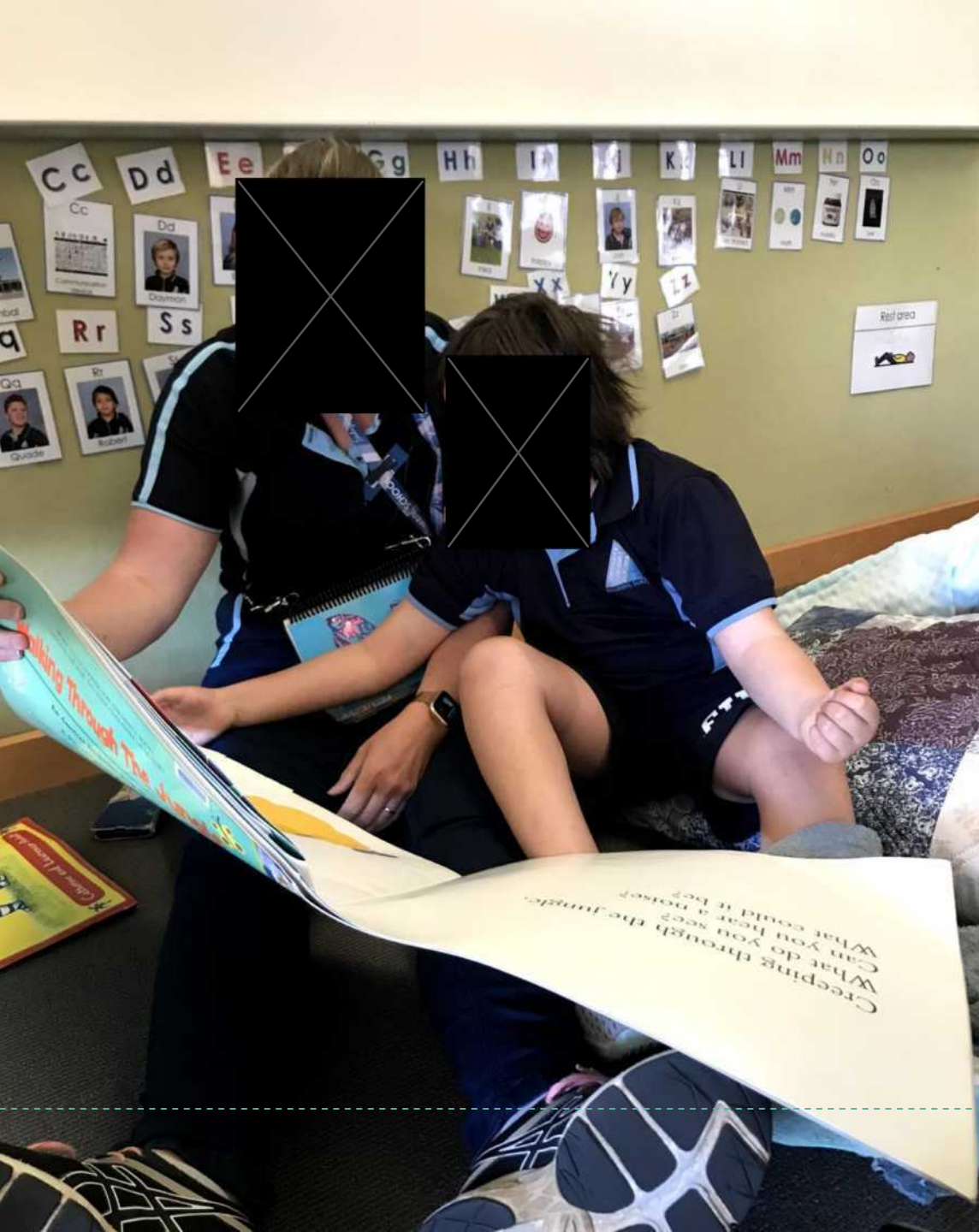
- ♦ For emergent students these should be simple texts with or without repeated lines that they are allowed to go hands-on with – and can select a book to do shared reading with an adult
- ♦ For transitional and conventional students this should be books texts at or below their reading comprehension level The purpose of this block is to develop print processing skills and we don't get more fluent at reading if texts are too difficult for us

Day 5



Signing In all students and Writing from Adults - Morning Message all students

- ♦ **Signing In (all students)**
- ♦ Sign in following the directions from day 1
- ♦ **Writing from Adults - Morning Message (all students)**
- ♦ Write a morning message Write about something that you are going to do today



Shared Reading & Comprehension Instruction

Shared Reading emergent students

- ♦ You are going to read the book again
- ♦ Once again if your student s show particular interest in a page that's a good place to stop and interact with them
- ♦ Otherwise use the pages to talk about when you said hello to people and who you said hello to – on the phone out and about

Comprehension Instruction transitional and conventional students

- ♦ *Purpose for reading:* Read to write a report on the book Write about your opinion of the book this week
- ♦ *Anchor:* Discuss your opinion of the book and write about it using an appropriate writing level in your mini-lesson e g one good sentence
- ♦ *Read:* Read the book
- ♦ *Apply:* Have students write to the purpose



Working with Letters Sounds and Words



Working with Letters and Sounds

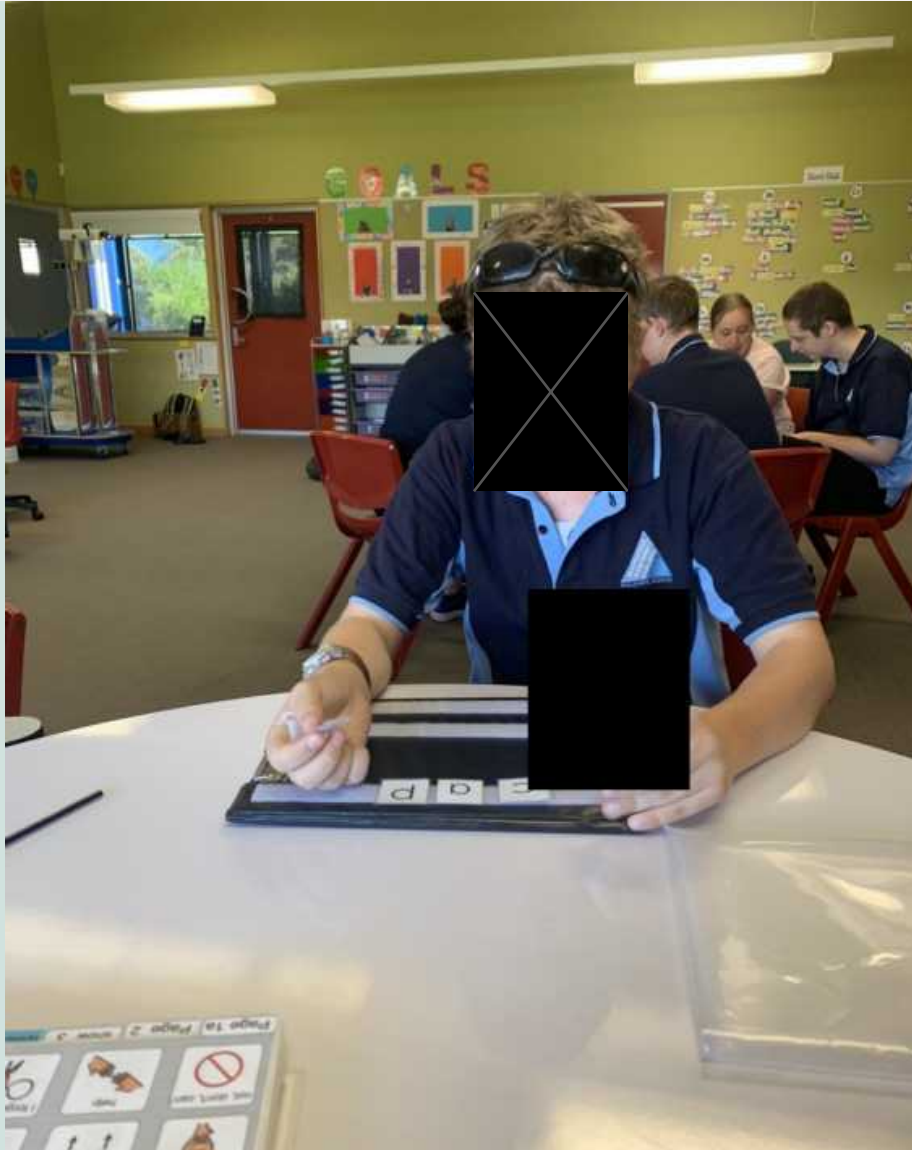
Emergent Students

For students who know less than 50% of the alphabet

- ♦ Review letters sounds signs and concepts
- ♦ Create 'letter of the week' books that include the targeted concepts and photos of any students or staff that start with the letters
- ♦ You might send a couple of students on a scavenger hunt to see if they can take a photo of something else that starts with the letters
- ♦ Print a copy to add to the class library

For students who know more than 50% of the alphabet

- ♦ Letter of the day
- ♦ Our letter of the day today is teacher to decide
- ♦ Follow the enhanced alphabet routine to talk about the letter of the day
- ♦ Phonological and Phonemic Awareness
- ♦ Use the word family of the week and ask students to make a word from a choice of 2 or 3 letters
- ♦ “I want you to make bat Do you want to use a b that says b or a c that says c ”



Working with Words

Transitional and Conventional Students

Working with Words

- ♦ High frequency words
- ♦ Pick one of the word wall activities from <https://www.janefarrall.com/word-walls-using-the-word-wall>
- ♦ Phonics
- ♦ Making words lesson: **Teacher to select** Use systematic sequential phonics for students at foundation level use Making words for students at Grades 1 – 4

Writing

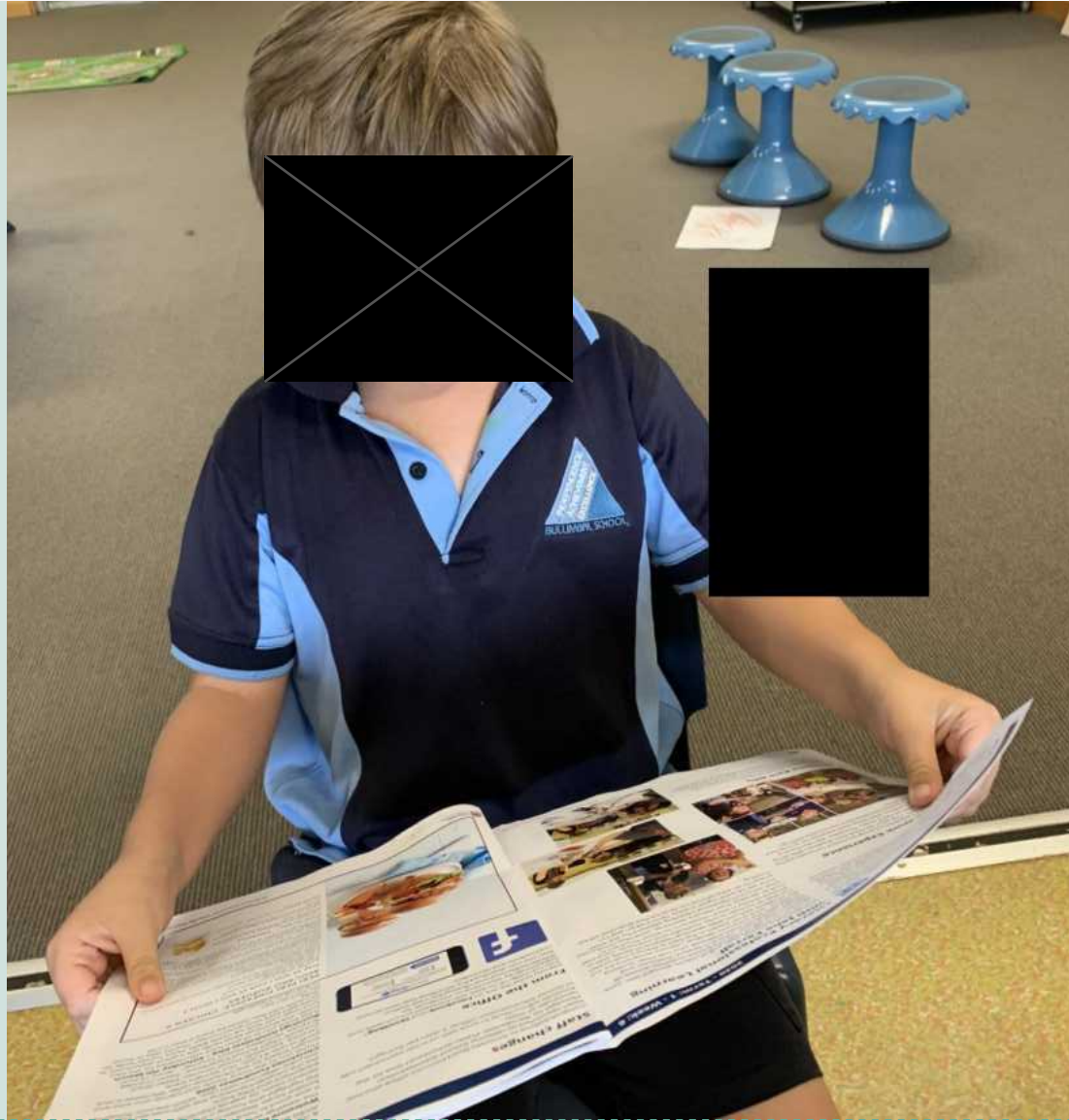


Predictable Chart Writing all students

- ♦ Re-read the chart following the instructions for Day 2
- ♦ Turn the chart into a book - you might want to use PowerPoint or Pictello to do this
- ♦ Print the book out and publish it into the classroom library It can go with your other books for self-selected reading They are usually some of the students' favourite books

Writing by myself all students

- Complete another piece of writing using the information from Day 1 and from <https://comprehensiveliteracy.com/writing-by-myself.html#>



Self-selected Reading

Self-Selected Reading

- ♦ For emergent students these should be simple texts with or without repeated lines that they are allowed to go hands-on with – and can select a book to do shared reading with an adult
- ♦ For transitional and conventional students this should be books texts at or below their reading comprehension level The purpose of this block is to develop print processing skills and we don't get more fluent at reading if texts are too difficult for us