INSTRUCTIONAL MODEL
Teaching literacy at BPS

Beaufort PRIMARY SCHOOL

DAILY REVIEW (20 min)

DI

- Review previous GPCs (from *Decodable Readers Australia* library)
- Go back and review any vocabulary taught
- Revise spelling strategies and rules
- Writing dictations and sentence reviews

EXPLICIT PHONICS/MORPHOLOGY INSTRUCTION (25 min)

DI

- Decoding, encoding, sound manipulation, spelling patterns, morphology
- Dictation
- Following F-2 or 3-6 scopes and sequences aligned with resources

TEXT STUDY (35 min)

GRR

- Introduce book for shared, whole class Read Aloud
- Explore new vocabulary before whole class Read Aloud (definition and use)
- Identify the skill, strategy or reading behaviour to be used while reading
- Lead focused discussion with the class based on text read aloud (incorporating planned questions within, about and beyond the text)

FLUENCY PAIRS (5-8 min)

- Differentiated, timed, paired partner reading (2 min per person)
- Partner A reads while Partner B tracks, and vice versa
- After Partner A reads, Partner B gives corrective feedback and vice versa

INDEPENDENT READING (5-10 min)

- Selected text at instructional level
- Student-selected text supported by teacher guidance
- Teacher conferencing time with students

WRITING APPLICATION (25 min)

GRR

- Explicit word/fragment/sentence/paragraph teaching through genre
- Incorporating the explicit teaching focus from earlier phonics instruction
- Use of the Mentor Text to support learning; examples and prompts
- Explicit modelling of handwriting formation and fluency; not set and forget
- Handwriting links to the phonics/morphology focus (words and phrases)
- Students produce a short piece of writing based on the explicit focus (sentence level building up to paragraph level)

RESPECT, RESPONSIBILITY, SAFETY

GRR – Gradual Release of Responsibility
DI – Direct Instruction

Within each element, what do you:

- See the students/teacher doing?
- Notice about how supporting resources are used?
- Observe about student transitions between tasks?
- Note about how the teacher checks for student understanding?
- Observe regarding the time spent on each element of the literacy block?

DAILY REVIEW

DI

EXPLICIT PHONICS/MORPHOLOGY INSTRUCTION

DI

FLUENCY PAIRS

WRITING APPLICATION

GRR

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RESPECT, RESPONSIBILITY, SAFETY

DAILY REVIEW ↺
Implementing the Daily Review

Beaufort PRIMARY SCHOOL

PURPOSE OF THE DAILY REVIEW

- Helps to activate recently acquired knowledge and skills so that connections are reinforced
- Revisits knowledge in a variety of different ways, building multiple connections
- Builds a routine for the students that reduces cognitive load

ROOM STRUCTURE

- Students sit at tables, facing the projector screen
- Each student has their own whiteboard, whiteboard marker and eraser
- Teacher is at the front of the room to deliver the Daily Review
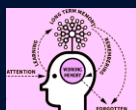
DAILY IMPLEMENTATION

- Daily Reviews begin the literacy block and should not go for longer than 20-25 min
- Content in the Daily Review is a mixture of content that has already been taught
- Students are active participants and not passive learners
- The length of time given to answer questions will vary as students become familiar with the structure; use your best judgement
- Daily Review content can, and should, change and be amended based on what challenges and difficulties the students are having with previously taught content
- Daily Review presentations use the same school template, icons and language

ACCOUNTABILITY & PROGRESS MONITORING

- Students are active in the process of the Daily Review; turn and talk, writing on whiteboards, segmenting/blending words, 'Stand and Deliver' answers, cold-calling. Students should not have the opportunity to get 'bored'. This will require teacher monitoring and vigilance when building the routine and expectations.
- The Daily Review provides an opportunity for formative assessment; what are students doing well with? Which students are confident in their knowledge and which are taking guesses? What are the challenges? What topic may need some extended teaching next time? Which students may need a small intervention group? Use this time to already be thinking ahead – jot down observations on sticky notes or other checklists.
- The Daily Review should not be rigid and the exact same structure and student output every day; vary the response activities to support multiple connections to knowledge and information
- Ensure the content being reviewed covers concepts just taught and concepts from weeks or months ago. This is called 'spaced retrieval practice' and is an evidence-based approach to coding information into long-term memory.

Different strategies for Daily Review structure
(Click graphic to access)

Five Ways To: Do Daily Review
All of series. Created by: TOM SHERRINGTON & DAVID GOODWIN #teacherhead | #WKMGoodwin021
via teacherhead.com | www.organised.com
Click for article

Daily Review Deep Dive (Youtube)
David Morkunas

FLUENCY

Implementing Fluency Pairs

Beaufort PRIMARY SCHOOL

IDENTIFYING PAIRS

- Student pairs are based on like-needs or like-abilities (data-informed)
- Pairs are assigned for the week using the APPLE and FISH model
- If there is an odd number, teacher (or ES) to work with a small group on an identified need

ROOM STRUCTURE

- Students sit next to, or opposite each other, at a spot (table or floor)
- Each pair has a copy of a short passage for the entire week
- Teacher uses a timer to ensure consistency of time allocation

DAILY IMPLEMENTATION

- Begin at 5 minutes total and build to 8 min when incorporating feedback
- Apple reads for 1 minute from their passage; Fish tracks Apple's progress
- After 1 minute, time is stopped and Fish shares the results with Apple; identifying errors and giving corrective feedback
- Fish records Apple's data on the tracking sheet provided for the week (this can be stuck into Reading Journal at the end of the week)
- Partners swap and complete the process again for 1 minute, as above

ACCOUNTABILITY & PROGRESS MONITORING

- Students should aim for *accuracy*, not speed; accuracy supports comprehension, which is the end goal for reading instruction
- At the conclusion of fluency practice, cold-calling students to give feedback will encourage partners to pay attention while tracking e.g. "Joe, tell me one word Jane is going to practice for next time"
- Tracking students' words correct per minute (WCPM) throughout the year, in addition to other important elements of reading, provides a clear record of their reading progress in terms of accuracy and rate.
- There are many different passage types that are available to use as fluency practice passages. Students who have mastered the extended code and are confidently reading independently can practice fluency using knowledge-rich content, poetry, prose or non-fiction articles linked to concepts of inquiry.

Table 1

Average Rates of Reading in the Primary Years

By end Year 1	60 words/min
By end Year 2	90/100 words/min
In Years 3–6	100–120 words/min (with < 3 errors with material getting progressively harder)

Research into practice
Literacy is everyone's business | www.decs.sa.gov.au/literacy

Click to access article

Armbruster, B.B., Lehr, F., & Osborn, J. (2001). Put reading first: The research building blocks for teaching children to read. Jessup, MD: National Institute for Literacy.