



# Tātai Angitu

● EDUCATION ● EFFICACY ● ENTERPRISE

## LITERACY PRACTICE MODEL: UPPER PRIMARY

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With so much content to be covered during our literacy time each day we must make important decisions about what to prioritise. This is referred to as an 'opportunity cost' by choosing to spend our valuable instructional time on one aspect of literacy, there is less time to spend on other aspects. We need to consider this when making decisions about what we prioritise in our literacy teaching. Time is limited and our choices about how we use our time is important.

### WHAT DO WE PRIORITISE?

The Simple View of Reading model can be unpacked into **five key ideas**. Scientific research has shown these key ideas to be essential to learning to read. In addition to these key ideas, the Simple View of Writing model suggests the importance of handwriting instruction, explicit teaching of syntax (sentence structure) and having strategies for writing.

- **Phonemic Awareness**
- **Phonics/Spelling**
- **Fluency**
- **Vocabulary**
- **Comprehension**
- **Handwriting**
- **Sentence Structure**
- **Writing**

### WHAT SITS BEHIND EACH COMPONENT?

The following table will assist you in making informed decisions about what you choose to prioritise in your literacy time each week and how in the Upper Primary we can connect (integrate) how we teach the literacy components. Later in the document, we have suggested timings in a possible timetable.

### REFERENCES:

Effective Instruction in Reading and Spelling; Edited by Kevin Wheldall, Robyn Wheldall and Jennifer Buckingham; 2023.

Jocelyn Seamer Education Blog; 2023.

LITERACY COMPONENT AND BACKGROUND	DETAILS AND ACTIVITIES
<p><b>Phonemic Awareness</b> Ability to hear and manipulate smallest unit of sound in a word for the purpose of success in reading and spelling words <a href="#">Phonological Awareness: Instructional and Assessment Guidelines   Reading Rockets</a></p>	<ul style="list-style-type: none"> <li>• Largely phoneme awareness will be part of spelling or phonics in that letters will be involved e.g., word chains</li> <li>• Part of low-variance instructional routine in Tier 2/3 intervention</li> </ul>
<p><b>Spelling</b> Teaching children to write the letters in a word according to an accepted set of conventions for that language. Focus on the vowels, syllables, morphemes <a href="https://www.aft.org/sites/default/files/joshi.pdf">https://www.aft.org/sites/default/files/joshi.pdf</a></p> <p><b>Morphology</b> Teaching word building using base and root words with suffixes and prefixes to change word meanings <a href="#">Morpheme matrices (atlasabe.org)</a></p> <p><b>Phonics (if needed)</b> The ability to decode words using knowledge of letter-sound relationships</p>	<ul style="list-style-type: none"> <li>• Spelling patterns - according to the chosen scope and sequence and the analysis of student needs</li> <li>• Morphology teaching or core suffixes and prefixes; words can come from focused reading material</li> <li>• Phonics (for identified target learners - Tier 2/3 who might still require controlled texts such as decodable books)</li> <li>• Progress monitoring (Friday) of the target patterns.</li> </ul>
<p><b>Fluency</b> The ability to read with appropriate speed, accuracy and prosody. <a href="#">Fluency: Instructional Guidelines and Student Activities   Reading Rockets</a></p>	<ul style="list-style-type: none"> <li>• Repeated reading</li> <li>• Echo reading</li> <li>• Fluency Pairs</li> <li>• Readers' Theatre</li> </ul>
<p><b>Vocabulary</b> Providing opportunity and teaching so students understand the meaning of a wide variety of words. <a href="#">Vocabulary: explicit vs. implicit   Reading Rockets</a> <a href="#">Vocabulary: Instructional Guidelines and Classroom Examples   Reading Rockets</a></p>	<ul style="list-style-type: none"> <li>• Explicit Instruction of Tier 2 vocabulary words</li> <li>• Words selected from whole class guided reading (text-based unit) or Read Aloud (class novel or picture book)</li> </ul>
<p><b>Comprehension</b> Providing teaching and opportunity to understand the meaning and intent of a whole text. Use sentences, vocabulary, and oral understanding to being able to comprehend texts <a href="#">What Research Tells Us About Reading, Comprehension, and Comprehension Instruction   Reading Rockets</a></p>	<ul style="list-style-type: none"> <li>• Developing background knowledge through whole class guided reading and/or small group guided reading and Read Aloud (class novel or picture book)</li> <li>• Extracting new knowledge (learning from the text)</li> <li>• Rich discussion</li> <li>• Inference (questioning the text, graphic organisers)</li> <li>• Summarising</li> </ul>
<p><b>Handwriting</b> Students continue to grow in capability till at least year 10 <a href="#">The Importance of Teaching Handwriting   Reading Rockets</a></p>	<ul style="list-style-type: none"> <li>• Explicit instruction</li> <li>• Intensive intervention for any who need it</li> <li>• Cursive</li> </ul>
<p><b>Sentence Structure</b> Teach children how to craft and manipulate the clause <a href="#">How to Teach Writing, Spelling and Grammar   Essential Resources</a></p>	<ul style="list-style-type: none"> <li>• Technique teaching day (explicit teaching of sentence structure) or technique 10 minutes as an introductory activity</li> <li>• Sentence Bootcamp</li> </ul>
<p><b>Writing</b> Teach children how to convey a written message in a variety of ways <a href="#">How to Teach Writing, Spelling and Grammar   Essential Resources</a></p>	<ul style="list-style-type: none"> <li>• Connected to whole class guided reading texts or small group text</li> <li>• Sentence level</li> <li>• Paragraph</li> <li>• Genre</li> </ul>

## **CONNECTING READING AND WRITING**

We can make connections between the essential literacy components and teach them through the texts we are reading and writing.

- Connect morphology to vocabulary in the text you are reading. eg: In School Journal Level 4 June 2018 – Pandemic the deadly flu of 1918. Explicitly teach the words we can make from 'infection' when we find the base word 'fect (to make or do).
- In your teaching of syntax (perhaps on a technique day), use sentences from your text-based unit for sentence combining activities. Provide students with some of the sentence kernels and practise combining in different ways. When the text is being read, the students will already be familiar with the content.
- Select a fluency passage from your text-based unit for your students to read in their fluency pairs and present to the class.

Jocelyn Seamer (2023) suggests we divide the components we teach into low-variance routines (spelling/morphology) and working with rich texts. Rich texts (text-based units) allow us to address the language comprehension component and gives a focus for writing.

## **LOW-VARIANCE ROUTINES (SPELLING/MORPHOLOGY)**

Low variance instruction usually follows a scope and sequence or has a clear outline of what content should be taught, when, and to whom. Teachers know what they are going to teach, the order it is going to be taught and how to teach it. The routines are consistent and predictable. These predictable routines mean that teachers can focus their energy on student engagement (you have done the routine many times before) and students know what is going to happen next, enabling them to spend their cognitive energy focusing on the learning.

## **WORKING WITH RICH TEXTS (TEXT-BASED UNITS/WHOLE CLASS GUIDED READING)**

Whole class guided reading sessions allow all students to access rich texts. These text-based units provide the basis for building comprehension, teaching vocabulary, examining syntax and morphology and a stimulus for written tasks. All students are entitled to access rich texts at their year level (regardless of their decoding skills). We are not differentiating the texts we expose our students to, but the amount of support we provide them.

- During whole class guided reading sessions students will be exposed to the text on multiple occasions, over the course of one to two weeks. They will have the text read to them, read it with a partner and read it independently. Repeated readings of the same text benefits understanding and fluency.
- Carefully selected vocabulary (Tier 2), found in the text, will be explicitly taught to the students.
- Students will write about the text they are reading. This could be at the sentence level through to paragraphs or a completed piece of written work (but not always). Syntax activities such as sentence combining, and de-combining activities can be related directly to sentences from the text and students can use ideas and understandings from their reading to support their understanding and mastery of different sentence structures.

## UPPER PRIMARY (YEAR 5-8) - EXAMPLE WEEKLY TIMETABLE

<p><b>Spelling/Morphology</b></p> <ul style="list-style-type: none"> <li>• Spelling pattern/concepts taught according to scope and sequence.</li> <li>• Morphology can be linked to text-based unit as appropriate.</li> </ul>	<p><b>15-20 minutes, four times per week plus progress monitoring</b></p>
<p><b>Handwriting</b></p> <ul style="list-style-type: none"> <li>• Review any problem areas noticed in students' handwriting. Model correct formation/join/speed loop, provide guided and independent practice. Students evaluate their own handwriting.</li> </ul>	<p><b>10-15 minutes, two to three times per week (more if needed)</b></p>
<p><b>Syntax/Sentence Structure</b></p> <ul style="list-style-type: none"> <li>• Sentence types, clause, phrases (sentence expansion), compound through to complex sentences.</li> </ul>	<p><b>15-20 minutes, one time per week</b></p>
<p><b>Teacher Read-Aloud</b></p> <ul style="list-style-type: none"> <li>• Teacher chosen class novel. Fiction or non-fiction text. Picture books, poetry, articles, etc.</li> </ul>	<p><b>10-20 minutes (dependent on text type) daily</b></p>
<p><b>Text-Based Unit - Whole Class Guided Instruction</b></p> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Modelling/student planning/supported writing/fast feedback.</li> <li>• Text structures.</li> <li>• Graphic organiser.</li> <li>• Writing goals.</li> <li>• Writing about what we are reading/writing purpose.</li> </ul> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Whole class shared reading (text-based unit).</li> <li>• Small group guided instruction (as needed).</li> </ul> <p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>• Background knowledge/making connections and inferences/ summarising/questioning.</li> </ul> <p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>• Incidental vocabulary and explicit vocabulary instruction (Tier 2).</li> <li>• Revision of prior vocabulary words (previous text-based units) and words from current text.</li> </ul>	<p><b>60-90 minutes approx daily with a differing focus</b></p> <p>Length of time will depend on part of the lesson and year level. <b>Daily</b></p> <p>Length of time will depend on part of the lesson and year level. <b>Daily</b></p> <p>Part of text-based unit. Length of time will depend on part of the lesson and year level. <b>Three to four times per week</b></p> <p>Length of time will depend on part of the lesson and year level. <b>Three to four times per week</b></p>
<p><b>Reading Fluency</b></p> <ul style="list-style-type: none"> <li>• Paired fluency routine. Passage from class novel or other suitable text.</li> </ul>	<p><b>10-15 minutes, two to three times per week (as needed)</b></p>