

Literacy Community-wide Framework – Tasmania

Have your say!

Current Practice

1. What is currently working well to improve literacy?

Science of reading

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Synthetic and systematic Phonics delivered through a program such as Read Write Inc. program that has been hugely successful and positively data driven.

Aiming synthetic program at the correct level by streaming phonics and reading groups across year levels P-2. This differentiates ability, but also allows students to move at their own pace of learning because skills are tailor suited to their skill level.

Use of appropriate decodable texts that aim to encourage decoding skills of sounds students are familiar with, rather than whole language predictive texts

Use of Sounds approach only in the early years setting - without confusing students with letter names. ONLY introducing letter names once students have mastered all sounds with confidence and decode successfully.

2. Do you know of a program or activity that supports literacy development in Tasmania?

Please give details, such as: Name of program, who facilitates, details, location, eligibility, has program been evaluated.

Read Write Inc - This program was developed in the UK by Ruth Miskin, however many schools in Australia have adopted this successfully and with great on the ground local support. It is a hugely successful program that consists of systematic introduction to pure sounds in order to develop children's ability to decode, build fluency, vocabulary and comprehension, as well as focusing on writing. This program has been used at a school in

the North west Tasmania with a huge success rate and improvements in reading levels and phonics knowledge for all students, regardless of ability level.

3. Referring to the organisational map on p.35.

Identify gaps –

Identify opportunities –

Identify supports that are needed –

4. Measures and Targets

- a. What measures and targets do you think are required for the community-wide framework?**

Ability to choose from a number of successful, systematic programs that are backed by data and based on the Science of Reading. This will ensure schools can only choose from successful programs, but at the same time be able to cater to the specific context of each school.

- b. Do you know of any sources of data (not listed on p.54) that track literacy rates or development in Tasmania?**

No

c. Are there any additional measures that you believe are required to track the progress of the community-wide framework?

Assessments developed based on the Science of Reading, but not necessarily only suited to one program. This would tie together and show more reflective and true data of each program used, rather than assessments that only track one particular program.

d. What short term (less than 3 years) and medium term (3-10 years) measurable targets across the lifespan do you consider important?

For me the most significant target is to close the gaps in phonics/ phonemic awareness and make sure any missed areas are targeted through intervention, so that students can then move forward to reading to learn, not learning to read.

Once this target is met, students are more likely to achieve consistent results across other areas of literacy.