

Literacy Community-wide Framework – Tasmania

Have your say!

Current Practice policy@dpac.tas.gov.au

1. What is currently working well to improve literacy?

Drawing on the science of reading principles - in particular the 'big 6' (oral language, phonics, phonological awareness, fluency, comprehension, vocabulary). Ensuring a strong foundation for oral language, phonological awareness and phonics in the early years to build those decoding skills.

Building shared knowledge and consistent practice amongst teaching staff and sharing this with all key stakeholders, including families.

Ensuring explicit and systematic teaching of tier 2 vocabulary is happening across the school

Involving families in the school's science of reading journey

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.

Teacher knowledge and understanding of the components of the science of reading as well as the best ways to teach within these areas makes a huge difference for impact of specific programs.

There are a number of effective programs, it is most effective when it is used consistently across the school.

Read Write Inc is an effective early years synthetic phonics program.

Heggerty or David Kilpatrick phonological awareness exercises

Talk for writing (Pie Corbett) - building oral language to support children in the writing process

Writing Revolution for writing instruction

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

Identify gaps – Children often move into Grade 3 still needing speech support, however the funding for this stops.

Identify opportunities – Looking at ways to improve on the speech intervention children receive in schools in p-2, having opportunities for children in middle to upper primary to receive this support if the need is there.

Identify supports that are needed – more teacher guidance and support around speech and oral language in the early years space.

4. Measures and Targets

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

Data - phonological awareness e.g. PASP or equivalent; phonics screeners; running record based on the big 5 and not the 3 cueing system

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

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

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

Short term: phonological awareness/oral language/phonics in the early years

Medium term: tracking the progress within the 'big 6' over time after the implementation of evidence based programs.