



# Structured Language: Unlocking the mystery of literacy for all

Steven Capp and Sarah Asome

Bentleigh West Primary School  
Victoria

Friday 20<sup>th</sup> May 2016



Australian Dyslexia Association  
Solutions for those that Learn Differently



# Introduction

BWPS is school situated in a High Socio-Economic area and achieves very good results compare to the state average.

On closer inspection we saw we were not catering to all of our students





# Early, Early Early.....

Early intervention before grade 3- 75% chance of failure after grade 3.

High correlation between reading and writing failure and low self esteem/suicide and crime.

So what do we look for?





# % of Students 1 year or more below expected level

<b>2012</b>	<b>2012</b>	<b>2012</b>	<b>2012</b>	<b>2012</b>
Reading 13.89%	Writing 9.22%	Spelling 12.5%	Punc Gram 6%	Num 4.2%
Reading 32.73%	Writing 34.55%	Spelling 29.09%	Punc Gram 43.6%	Num 21.82%
<b>2013</b>	<b>2013</b>	<b>2013</b>	<b>2013</b>	<b>2013</b>
Reading 20.29%	Writing 17.39%	Spelling 17.39%	Punc Gram 25%	Num 15.94%
Reading 20.27%	Writing 18.67%	Spelling 25.53%	Punc Gram 28%	Num 30.67%
<b>2014</b>	<b>2014</b>	<b>2014</b>	<b>2014</b>	<b>2014</b>
Reading 12.87%	Writing 19.8%	Spelling 17.82%	Punc Gram 12%	4.95%
Reading 21.54%	Writing 10.94%	Spelling 16.92%	Punc Gram 29.2%	Num 20.3%
<b>2015</b>	<b>2015</b>	<b>2015</b>	<b>2015</b>	<b>2015</b>
Reading 15%	Writing 12.33%	Spelling 23.29%	Punc Gram 17.81%	Num 5.48%
Reading 26.79%	Writing 16.07%	Spelling 24.56%	Punc Gram 29.23%	Num 24.56%





# Direction for Change

Clearly students are not reaching potential.

Staff knowledge and skills were proving insufficient to be able to deal with literacy issues.

Sarah will outline what is expected knowledge of all of our staff at BWPS





# Explicit Instruction Model

I do



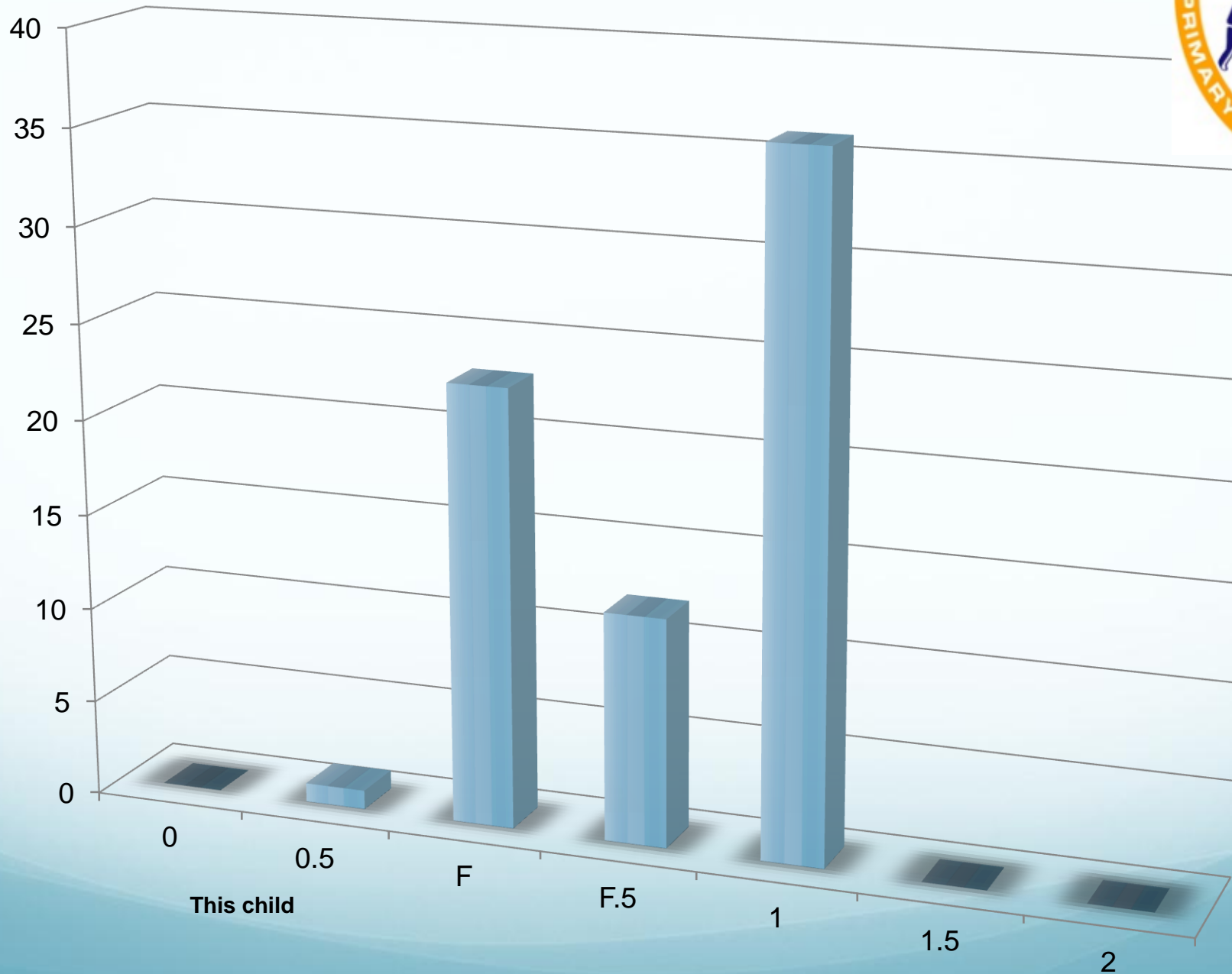
We do



You do



# Prep AUSVELS Reading SEM 2 - 2015





# Spotting Dyslexia Early

## “Overcoming Dyslexia”

### Sally Shaywitz

#### Delay in speaking

- words at 1, phrases at 18m (dyslexia at 15m and after 2<sup>nd</sup> bday)

#### Difficulties in pronunciation lasting past say 5 or 6

- Leaving off beginning sounds (pisghetti for spaghetti)
- Inverting sounds within words (aminal for animal)

#### Poor sensitivity to rhyme

- Knowledge of nursery rhymes = predictor of reading success

#### Pulls up the wrong word

- Looks at a picture of a volcano and says tornado
- Retrieval issues causes them to 'talk around' the word they are looking for (circumlocution)
- Language becomes non- specific 'things, stuff, it that'
- Kids that we know are intelligent look inarticulate ..... Frustrating right?







## In addition to problems associated with speaking and reading look for:

- Excellent listening comprehension of stories told or read to them
- Curiosity
- A great imagination
- Great at figuring things out
- Great in class conversations or circle times
- Eager embrace of new ideas
- Get the gist of things- sees the bigger picture
- A good understanding of new concepts
- Surprising maturity
- Large vocabulary for age group
- Loves puzzles
- Builds models well





# Multisensory Structured Language

Orton- Gillingham (OG), MSL, Structured Literacy

Simultaneously Multisensory (not just writing in sand!) 2 or more senses at once – V- A- K

Structured, direct and explicit

Sequential

Diagnostic and cumulative

Cognitive and emotionally sound

Not a program!





MSL is linguistically and neurologically sound, children begin to understand that speech can be taken to print and vice versa. Many children for the first time learn the close relationship between decoding and encoding, they begin to develop confidence and understanding that English is not crazy. An MSL Educator offers children the opportunity to learn more about the language they speak and to master the skills associated with the complex tasks of handwriting, reading, spelling, vocabulary and written expression.

(ADA- April 2016)



Australian Dyslexia Association  
Solutions for those that Learn Differently



# Why MSL at BWPS

External research

Internal results – Last year in Prep 66% were 6 month ahead in reading and 50% were 1 year ahead.

All children who attended BWPS for 4 terms reached level.

Helps all students

Reading isn't a natural process it is cognitive. Many students who are having difficulties with literacy are not dyslexic but respond to a systematic structured explicit approach. They need to be taught the skills for reading and spelling.





**BUILDING BLOCKS OF SUCCESSFUL READING**

© Copyright Linda Parker, 2015. All rights reserved.



Australian Dyslexia Association  
Solutions for those that Learn Differently



# The English Language

It follows alphabetical principle

90% is regular

10% - this is when look, name, cover, write check can be used.

‘English isn’t crazy’ By Diana Handbury King

Lots of children aren’t using the pure sounds and adding schwa sound.

\*This affects their decoding and spelling.





# Systematic Synthetic Phonics (SSP)

Not just the 26 individual sounds

44 phonemes

V – A – K

Read Write inc, Jolly Phonics, Sounds - Write,  
Spalding, Little Learner Love Literacy,  
international phonics- letters and sounds, Let's  
decode, Cracking the Code,  
Reading Doctor and Nessy





# Pretest!

- What is the difference between a regular and an irregular word?
- Why is the word 'was' spelt was?
- How many syllable types are there? Can you name them?
- Why is the 'g' in gypsy making a 'j' sound?
- What is the schwa sound?
- What do the following terms mean to you? Phonology, -morphology, -etymology
- Define the following terms? phoneme , grapheme , Digraph
- Explain an open and closed syllable.
- What's the difference between phonological and phonemic awareness?







# Speed Sounds

Prep- Grade 3- Daily.

Grade 4-6- 3 times a week.



# Why Phonemic Awareness is Important.

It is the building blocks to reading and writing  
– Research dates back to 1970's.

It is the most important predictor of success in learning to read and write.

May be as many as 20% of readers struggling.

What is the difference between phonemic awareness and phonological awareness?





# How many phonemes?

- eyebrow
- pitch
- strict
- through
- spring
- splash
- shoot





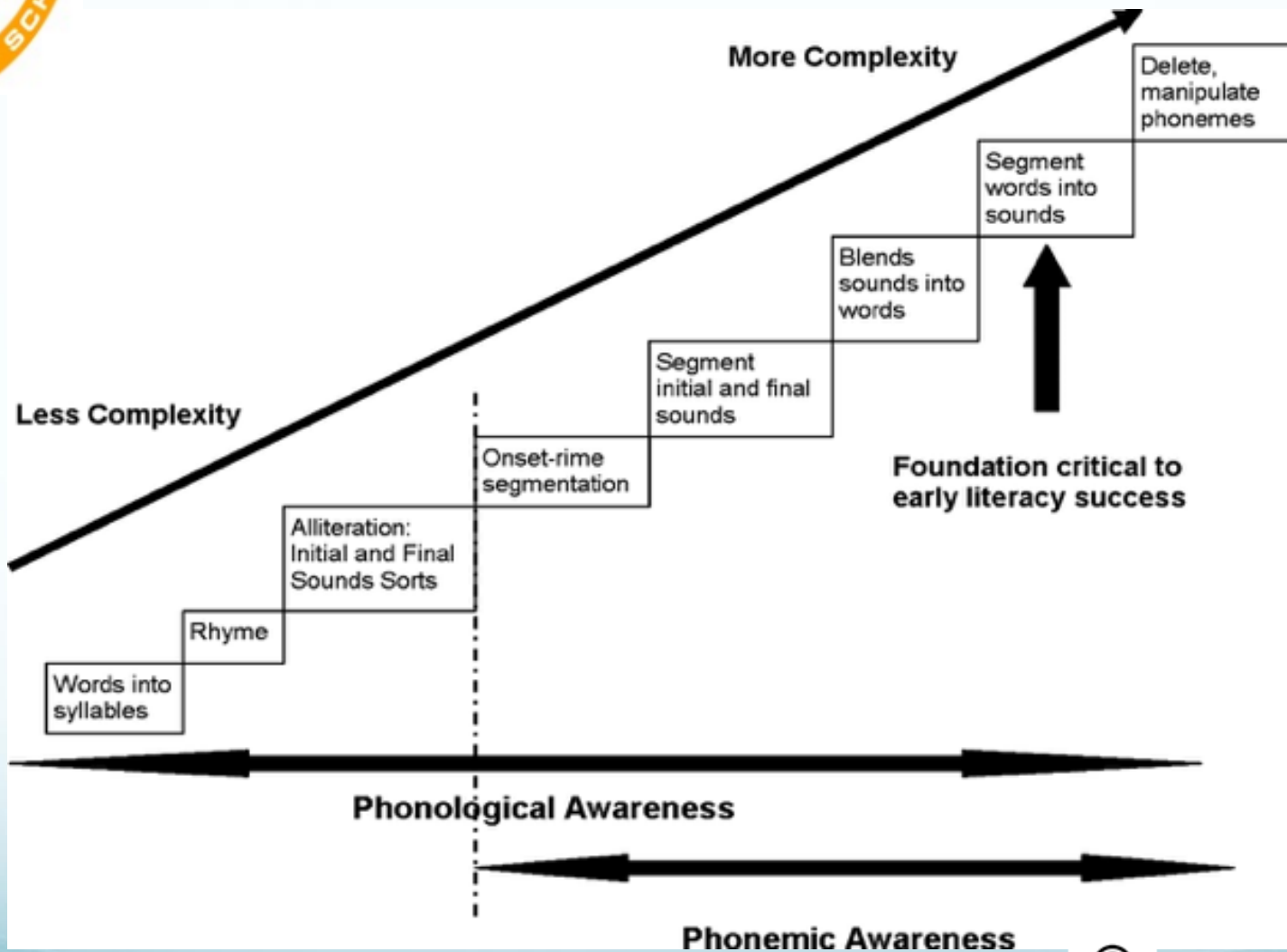
Phonemic Awareness is the ability to hear, separate and manipulate phonemes (individual units of sound in words)

Phonological Awareness refers to an individual's awareness of the phonological structure, or sound structure, of words





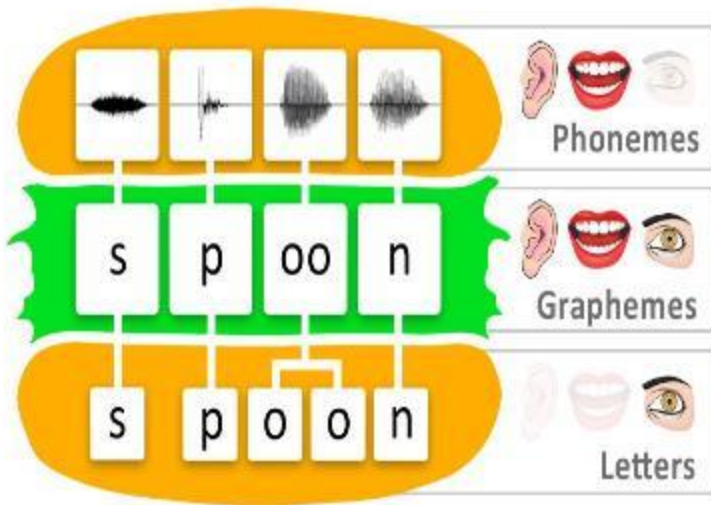
# Phonological Awareness





# Decoding

## PHONEMES, GRAPHEMES & LETTERS



“ A hamburger analogy can help students learning to read and spell in understanding the difference between phonemes, graphemes and letters.

- [www.readingdoctor.com.au](http://www.readingdoctor.com.au)







The written representation of English is based on sounds

- English has 44 sounds, or **PHONEMES** *phone = sound*
- Sounds are represented by abstract squiggles (**LETTERS**)
- Individual letters or groups of letters which represent single sounds in English are called **GRAPHEMES** *graph = picture*





# 6 Syllable Types

1	<b>closed</b> 	<b>short sound</b> cvc vc/cv	<b>Vowel closed-in</b> cat nap/kin rab/bit
2	<b>open</b> 	<b>long sound</b> v/c	<b>Vowel open</b> ti/ger fo/cus
3	<b>r-controlled</b> 	<b>bossy R</b> 1 vowel followed by a R. The <b>Vowel</b> and <b>R</b> appear in the same syllable.	<b>ar-er-ir-or-ur</b> tur/nip car/rot
4	<b>vowel team</b> 	ai, ay, ee, ea, ie, ue oa, oo, oi, oy, ow, ou	They appear in the same syllable bea/ten goo/gle boy/ish
5	<b>vowel silent e</b> 	<b>long sound</b> vce	cake flute
6	<b>consonant - le</b> 	<b>le</b> appears at the end with a consonant	bub/ble cir/cle cas/tle

\*\*\*\*Vowel  
 Teams  
 includes long  
 vowel sounds  
 and  
 diphthongs \*\*\*



Australian Dyslexia Association  
 Solutions for those that Learn Differently



# Spelling rules

'c', 'k' and 'ck'

Gentle Cindy

oi and oy

ai and ay

Floss rule







# What are the syllable types ?

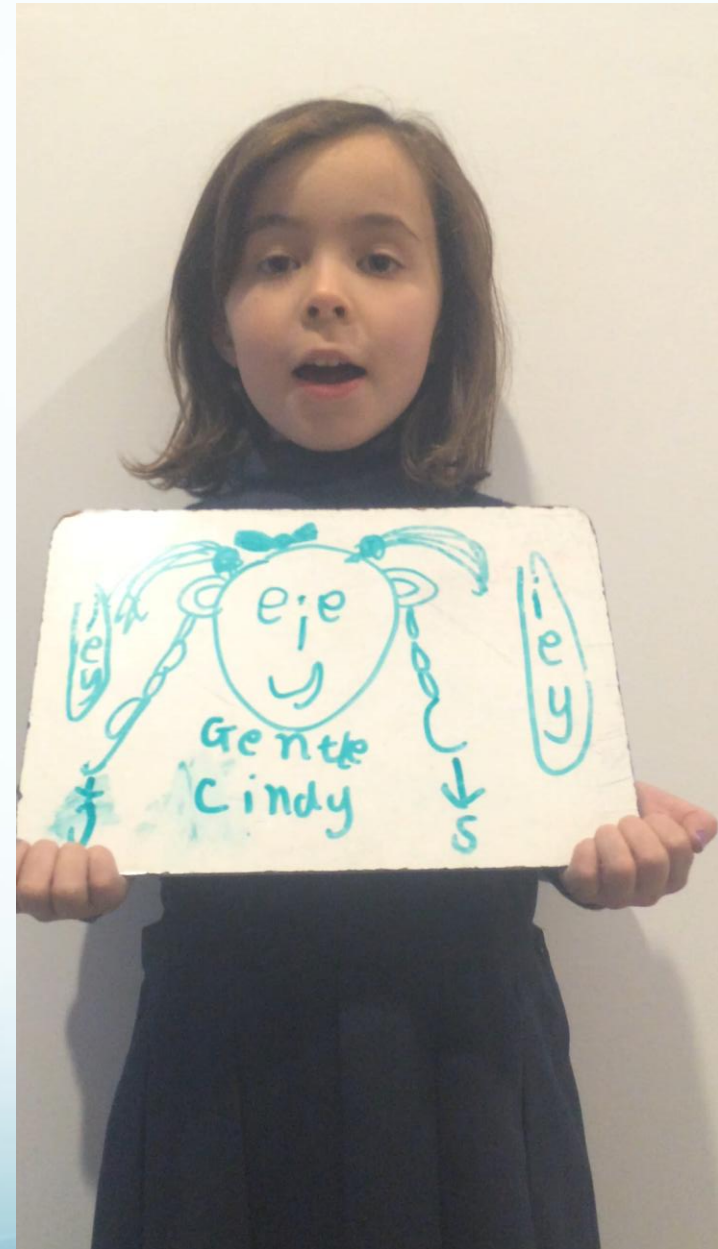
Using the handout

Scoop the words into the number of syllables and name  
the syllable types





# Gentle Cindy Rule





# Is it a Regular or Irregular Word?





do



Australian Dyslexia Association  
Solutions for those that Learn Differently



# about



Australian Dyslexia Association  
Solutions for those that Learn Differently



was



Australian Dyslexia Association  
Solutions for those that Learn Differently



nothing



Australian Dyslexia Association  
Solutions for those that Learn Differently



# march



Australian Dyslexia Association  
Solutions for those that Learn Differently





# Morphology and Etymology

<b>here</b> <b>in</b> <b>on</b>	<b>to</b> <i>'in the direction of, for the purpose of'</i>	<b>day</b> <b>fore</b> <b>gether</b> <b>morrow</b> <b>night</b>
un		ward





# Schwa

Schwa is the name for the most common sound in English. It is a weak, unstressed sound and it occurs in many words. It is often the sound in grammar words such as articles and prepositions.

‘urg’ sound

Any vowel letter can be pronounced as schwa and the pronunciation of a vowel letter can change depending on whether the syllable in which it occurs is stressed or not.





# How many schwa sounds?

This present is for my brother. It's a book about a boy wizard.

To survive the cold weather you have to make thorough preparations.





# Useful Websites and APPS

## Lower primary

[Nessy](#) – Hairy letter, Hairy Phonics, Hairy Words, Chimp Foo, Dyslexia Quest

Decodable books- Fitzroy, Little Learners Love Literacy

Word shark

A Sound Way

Oz phonics

Reading Doctor

Wet, Dry Try- Handwriting

Explain Everything

Clicker phonics, Clicker sentences

Kidspiration



Australian Dyslexia Association  
Solutions for those that Learn Differently



# Upper Primary /Secondary

Prizmo

Snaptype

Inspiration

Writeonline

I Read Write

Explain everything

Easy Spelling Aid

AcceleRead AcceleWrite

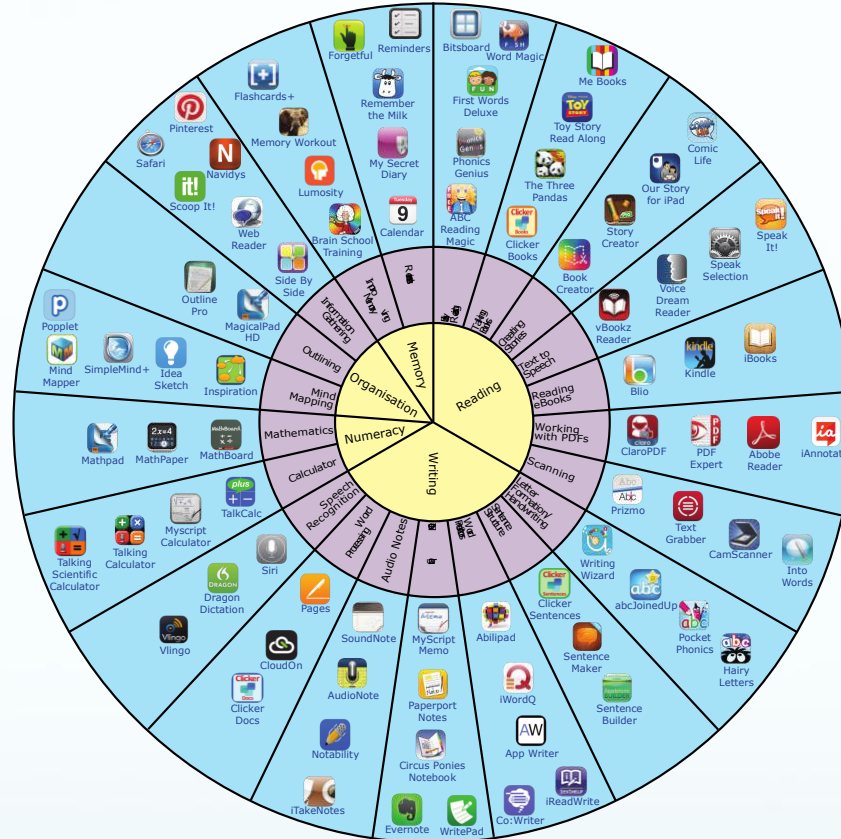
Clarospeak

DragonSpeak





# iPad Apps for Learners with Dyslexia/ Reading and Writing Difficulties



**Dyslexia Indicator Apps**

Dyslexia Detector    What is Dyslexia?    iCept

Dyslexia Indicator apps don't fit on the 'wheel', but are definitely worth knowing about. These apps (particularly Dyslexia Detector and 'What is Dyslexia?') do not provide formal screening tests, but give an indication that a learner MAY have dyslexia and that this should be investigated further.

Many iPad apps are available to support learners with reading and writing difficulties. This 'Wheel of Apps' is not comprehensive, but attempts to identify relevant apps and to categorise them according to some of the difficulties faced by people with dyslexia.

Note that some apps address a range of difficulties. In order to save space, we have decided not to place individual apps into multiple categories, but have placed them according to a single category that is particularly relevant to the app.

There will be a far more comprehensive guide to apps for dyslexia and how to use them in a forthcoming book from CALL Scotland. This will be available as a printed book and as a free download early in the New Year from: <http://www.callscotland.org.uk/Resources/Books/>

- This 'Wheel of apps' for dyslexia is inspired by previous visual app representations:
- *The Pedagogy Wheel* - Allan Carrington
  - *Mobile Learning with Bloom's Taxonomy & the Pedagogy Wheel* - Cherie Pickering & Amanda Pickering
  - *Apps for Students with Autism Spectrum Disorders* - Mark Coppin.

These representations are available from various web sites, but can all be downloaded from: <http://apps4stages.wikispaces.com/AppWheels>.



Version 1.0, November 2013 CALL Scotland, The University of Edinburgh.  
An electronic version of this chart can be downloaded from:  
<http://bit.ly/1gqQ5z2>



Australian Dyslexia Association  
Solutions for those that Learn Differently

Every student can

LEARN

Just not on the same day  
or in the same way.

-GEORGE EVANS





## QUESTIONS ??????????

For more information contact the ADA, LDA or SPELD

Also.....IDA (USA) and BDA (UK)

Dyslexia Support Facebook pages

Contacts:

[capp.steven.j@edumail.vic.gov.au](mailto:capp.steven.j@edumail.vic.gov.au)

[asome.sarah.s@edumail.vic.gov.au](mailto:asome.sarah.s@edumail.vic.gov.au)

## THANK YOU



Australian Dyslexia Association  
Solutions for those that Learn Differently