

Linking teaching strategies and resources to the Literacy Learning Progressions and the National Standards for successful literacy practice

## The Literacy Learning Progressions document (Ministry of Education, 2010) states:

“... there are particular skills and items of knowledge that all learners need to master in order to develop their independence and fluency sufficiently to engage successfully with the range of texts and tasks required, across the curriculum, at various points in schooling. These essential skills and items of knowledge, which have been described as “constrained skills,” include, for example, knowing how to read from left to right and being able to identify the letters of the alphabet and produce the appropriate sounds for each letter. The ways in which the constrained skills are developed follow a similar pattern for most students; they are often mastered over a short period of time. On the other hand, “unconstrained” skills and knowledge, such as those used for comprehension, are more dynamic and continue over a lifetime.” (p.4)

“For the early years, the progressions focus clearly on the constrained knowledge and skills that students need in order to decode... When students have learned to process texts fluently, they can use more of their cognitive resources to engage with meaning, examine texts critically, and control reading strategies flexibly. Most students will have well-established decoding skills and be processing texts fluently after three years at school.” (p.5)

“In the early years there is a focus on students getting their ideas and experiences down on paper. To do so they need to begin encoding or spelling words.... As with decoding, once students can encode fluently, they can use more of their cognitive resources to convey meaning.” (p.6)

Word Detective Resources support instruction that targets the specific skills and items of knowledge which students need to learn early in their schooling to become successful readers and writers.



# READING

Word Detective Resources support the Literacy Learning Progressions for READING by teaching specific skills and knowledge in the early years

Specific skills and knowledge	Literacy Learning Progressions Expectations at school entry	Literacy Learning Progressions Expectations after one year at school	Literacy Learning Progressions Expectations after two years at school	Literacy Learning Progressions Expectations after three years at school
<b>Vocabulary knowledge</b>	Wide vocabulary knowledge Talk about present, past and future events Retell experiences, events, known texts	Apply vocabulary knowledge to understand words as they decode them	Apply vocabulary knowledge to understand words as they decode them	Know synonyms for and multiple meanings of many common words Apply knowledge of word families, collocations, and sentence and phrase structures to find meanings of unknown words
<b>Concepts about print</b>	Book knowledge (e.g. hold book the right way up, turn pages, look at pictures)	Print carries the message Print is read from left to right Text should make sense and sound right One-to-one matching Use appropriate language about books (e.g. title, illustration, author)	Understand that texts have purposes and are written for audiences	Identify writer's purpose and use evidence from text to explain this
<b>Phonological and phonemic awareness skills</b>	Awareness of rhyme, alliteration and sounds of language	Aurally identify and distinguish phonemes in words Blend and segment simple words	Aurally identify and distinguish phonemes in words Blend and segment words	
<b>Phonics knowledge and decoding skills</b>	Recognise the first letter of their name and some other letters	Identify all letters by name Produce an associated sound for each letter Identify common graphemes (e.g. sh, ch, oa, i, b, tt) and produce an associated sound for them Apply knowledge that graphemes can be pronounced in different ways (e.g. apron, and, about, chips, chef, school) Apply strategies, such as sounding out words using grapheme-phoneme knowledge and analogy, to other familiar patterns	Use increasing knowledge of grapheme-phoneme relationships to identify consonant and vowel sounds Apply strategies such as sounding out words using grapheme-phoneme knowledge and analogy to other familiar patterns	Articulate and use a variety of decoding strategies (e.g. recognise syllables and regular and irregular spelling patterns)
<b>High-frequency word recognition</b>	Read own name and recognise familiar signs and symbols in the environment	Automatically recognise 100-200 high-frequency words	Automatically recognise more than 300 high-frequency words	Automatically read all high-frequency words
<b>Comprehension strategies</b>	Respond to texts in ways that show engagement (e.g. laugh at funny bits, ask questions)	Understand that we read to get meaning Apply problem-solving strategies to get meaning from text Monitor own reading and self-correct when necessary (e.g. rereading text)	Take appropriate action when meaning is lost—at sentence and text level Locate and interpret ideas and information that is directly or explicitly stated—in text or illustrations Respond to ideas, plots, characters Think critically about ideas, themes	Monitor their reading Draw on a variety of strategies at sentence, paragraph and whole-text level Make connections between prior knowledge and ideas in text Track and make connections between ideas and information in text
<b>Knowledge of morphology</b>		Use some knowledge of morphology (e.g. word endings -s, -ing, -ed) to decode unfamiliar words	Use developing knowledge of morphology (such as prefixes and suffixes) to decode words	Know the meanings of some common prefixes and suffixes, and understand how they affect the meanings of words
<b>Text features</b>		Understand the meaning of basic punctuation features (full stops, speech marks, exclamation marks)	Understand expanding range of punctuation features such as parentheses Understand print features such as bold and italics	Look for information in visual language features (e.g. text boxes) Understand the purpose of basic punctuation
<b>TEACHING RESOURCES</b>	Word Detective Games Search for Sounds book/posters Alphabet book Word-level Readers Prowl for Vowels posters Fun Songs for Literacy - music CDs Steps to Success Interactive DVDs E-Big Books – Word-level Readers	Word Detective Games Search for Sounds book/posters Word-level Readers Levels 1-16 Switch on to Spelling Stage 1 Prowl for Vowels posters Fun Songs for Literacy - music CDs Steps to Success Interactive DVDs E-Big Books – Word-level Readers	Word-level Readers Levels 6-24 Switch on to Spelling Stages 1 & 2 Prowl for Vowels posters E-Big Books – Word-level Readers	Word-level Readers Levels 9-24 Prowl for Vowels posters E-Big Books – Word-level Readers

## Reading Standards

Students will read, respond to and think critically about fiction and non-fiction texts at the Green level (after one year at school), at the Turquoise level (after two years at school), and at the Gold level (after three years at school) of Ready to Read (the core instructional series that supports reading in the New Zealand Curriculum).

# WRITING

Word Detective Resources support the Literacy Learning Progressions for WRITING by teaching specific skills and knowledge across the years

Specific skills and knowledge	Literacy Learning Progressions Expectations during the first year at school	Literacy Learning Progressions Expectations after one year at school	Literacy Learning Progressions Expectations after two years at school	Literacy Learning Progressions Expectations after three years at school
<b>Vocabulary knowledge</b>	Convey simple ideas, responses, opinions or questions Use vocabulary drawn from own experiences	Convey simple ideas, responses, opinions or questions Use vocabulary drawn from own experiences, reading or other classroom activities	Use personal content vocabulary of written words as well as an expanding oral vocabulary Attempt some variety and precision in the use of adjectives, nouns and verbs	Use increasingly specific words and phrases (adjectives, more precise nouns and verbs) that are appropriate to the content of the text
<b>Handwriting skills</b>	Securely hold a pencil or other writing implement Form letters accurately	Form all upper-case and lower-case letters and numerals correctly	Form all upper-case and lower-case letters correctly with increasing speed and automaticity	Write all upper-case and lower-case letters correctly, legibly and fluently
<b>Concepts about print</b>	Write from left to right leaving spaces between words Understand that words are made up of sounds and that sounds are written with letters	Understand that words are made up of sounds and that sounds are written with letters and groups of letters	Understand that words are made up of sounds and that sounds are written with letters and groups of letters	
<b>Phonological and phonemic awareness skills</b>	Hear and say the initial and final sounds in words Recognise and identify common sounds in different words	Aurally segment words into syllables Aurally segment one-syllable words into individual phonemes	Form new words by changing, deleting or adding new sounds in words	
<b>Phonics knowledge and encoding skills</b>	Write all consonant sounds and represent some vowel sounds in at least one way Attempt to record the sounds in words in sequence Notice visual similarities in words and use to encode unfamiliar words	Recognise and write most sounds of English in at least one appropriate way Recognise that there are different ways of representing the same sound Apply sound-letter relationships to write words	Use knowledge of diverse phoneme-grapheme relationships to write some of the sounds of English in different ways Apply strategies to encode words—sounding out, making analogies to other known words, using chunks and rimes	Use knowledge of phoneme-grapheme relationships to write sounds in words Demonstrate an expanding knowledge of diverse phoneme-grapheme relationships to encode words
<b>High-frequency word retrieval</b>	Begin to spell some known words correctly	Write some key personal and high-frequency words from visual memory	Use visual memory to spell personal vocabulary and other high-frequency words	Use visual memory to spell an increasing number of personal and high-frequency words
<b>Knowledge of spelling rules and conventions</b>			Apply knowledge of simple spelling rules (e.g. simple plurals)	Use developing knowledge of spelling conventions to select correct spelling patterns for sounds in words Apply a growing knowledge of spelling rules to write words correctly
<b>Knowledge of morphology</b>		Use developing knowledge of word endings (s, ed, ing) to write word endings correctly	Use their knowledge of morphology to correctly spell morphemes in words—particularly word endings	Use increasing knowledge of morphology to correctly encode known morphemes
<b>Writing content and text features</b>	Hold an idea in their head long enough to write it down Attempt to use capital letters and full stops as they develop their understanding of sentences	Plan for writing using talk, text or drawing Compose simple sentences and some compound sentences using conjunctions such as 'and' and 'but' Understand and use simple text types (e.g. recounts, descriptions) Use capital letters and full stops to begin and end sentences	Use simple planning strategies to organise ideas and apply to writing Use appropriate text structures for text types such as simple recounts, descriptions and reports Use simple conjunctions correctly with subject-verb agreement and noun-pronoun agreement Compose mainly simple and compound sentences with some variation in their beginnings Use full stops, question marks or exclamation marks to end sentences, and capital letters to begin sentences and for familiar proper nouns	Use simple planning strategies to organise ideas and generate language for writing (e.g. lists, mind maps) Create content that contains several ideas, experiences and items of information Use simple language features (such as alliteration) and visual language features to support meaning Use a basic text structure to organise text effectively Use grammatically correct, simple and compound sentences that vary in their beginnings, length and in the conjunctions used Attempt to write complex sentences Use mostly consistent tense in sentences Use capital letters, full stops, question marks and exclamation marks correctly
<b>Editing and proofreading skills</b>	Reread what they write as they are writing, and read or retell to themselves or others	Use wall charts and picture dictionaries to check spelling Respond to feedback by adding or deleting details	Revise their text and edit for clarity and accuracy of meaning Proofread writing for punctuation and spelling of known words	Revise and edit own writing for sense and impact and give peers feedback on their writing Proofread writing for punctuation, grammar and spelling using own knowledge and classroom resources
<b>TEACHING RESOURCES</b>	Word Detective Games Level 1 Family Word Detective Games Switch on to Spelling – Sound Scrapbook A3 Class Sound Dictionary posters Sound Frieze Search for Sounds posters Prowel for Vowels posters Fun Songs for Literacy - music CDs Steps to Success Interactive DVDs Singing the Sounds of English CD	Word Detective Games Level 1 Family Word Detective Games Switch on to Spelling teacher's guide and student activities Stage 1 A3 Class Sound Dictionary posters Sound Frieze My Sound Spelling Dictionary Search for Sounds posters Prowel for Vowels posters Fun Songs for Literacy - music CDs Steps to Success Interactive DVDs Singing the Sounds of English CD	Switch on to Spelling teacher's guide and student activities Stages 1 & 2 A3 Class Sound Dictionary posters Sound Frieze or Sound/Spelling Patterns poster My Sound Spelling Dictionary Sounds for Spelling, Words for Writing card Fun Songs for Literacy - music CDs Word Detective Games	Switch on to Spelling teacher's guide and student activities Stage 2 A3 Class Sound Dictionary posters Sound Frieze or Sound/Spelling Patterns poster My Sound Spelling Dictionary Sounds for Spelling, Words for Writing card Word Detective Games

## Writing Standards

Students will create texts in order to meet the writing demands of the New Zealand Curriculum at level 1 (after one and two years at school) and as they work towards level 2 (after three years at school). Students will use their writing to think about, record, and communicate experiences, ideas and information to meet specific learning purposes across the curriculum.

# HOW WORD DETECTIVE RESOURCES SUPPORT TEACHING OF CORE LITERACY SKILLS AND KNOWLEDGE

	Word-level Readers Levels 1-8 and E-Big Books	Word-level Readers Levels 9-24 and E-Big Books	Search for Sounds posters	Prowl for Vowels posters	Search for Sounds and Learn about Letters books	Word Detective Games Level 1	Sound Frieze	Fun Songs for Literacy & Singing the Sounds of English Music CDs & booklets	Steps to Success Interactive DVDs	Sound-Spelling Patterns poster	Sounds for Spelling, Words for Writing card	A3 Class Sound Dictionary posters	My Sound Spelling Dictionary	Switch on to Spelling teacher's guide and four student activity books	Spelling Under Scrutiny teacher's guide and two student activity books	English Spelling Dictionary	Set of two posters - Sounds for Spelling, Vowel Spelling Patterns
Vocabulary and oral language																	
Phonological and phonemic awareness skills																	
Phonics knowledge, decoding and spelling skills																	
High-frequency word recognition and retrieval																	
Comprehension strategies																	
Knowledge of morphology, spelling rules and conventions																	
Use Talking Pen																	
<b>Year levels suitable for</b>	Preschool Years 1-2	Years 1-3	Preschool Years 1-3	Preschool Years 1-6	Preschool Years 1-2	Preschool Years 1-2	Preschool Years 1-3	Preschool Years 1-3	Preschool Years 1-3+	Years 2-5/6	Years 1-4	Preschool Years 1-3	Years 1-4	Years 1-5/6+	Years 6/7-10+	Years 5/6-10+	Years 5/6-10+
Suitable for English language learners	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Include assessments	✓	✓				✓								✓	✓		