

The background of the slide is a blurred image of a library or study area with bookshelves. In the foreground, there is a stack of three books on a wooden desk. The top book is open, showing its pages. Above the books, numerous white, hand-drawn style icons are scattered, including mathematical symbols like plus (+), minus (-), multiplication (x), and division (÷), as well as letters like 'v', 'x', and '0'. There are also icons of a magnifying glass, a pencil, a question mark, a graduation cap, and a hand holding a pen. The overall theme is education and literacy.

# Best practice in literacy teaching

Insights from the chalkface

Dr Christine Braid, Massey University

# Why change is needed

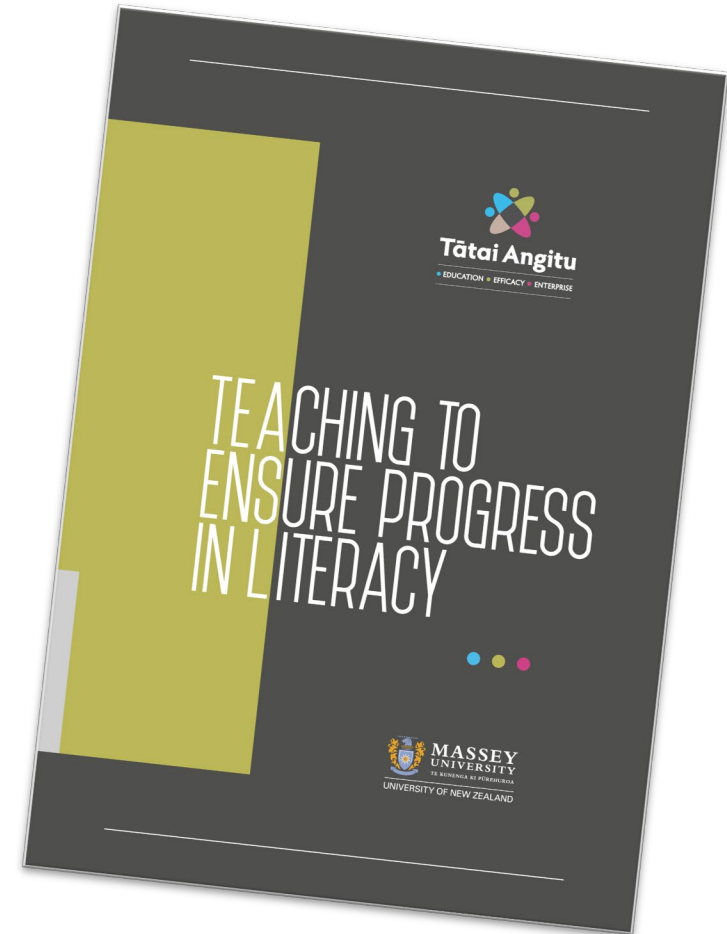
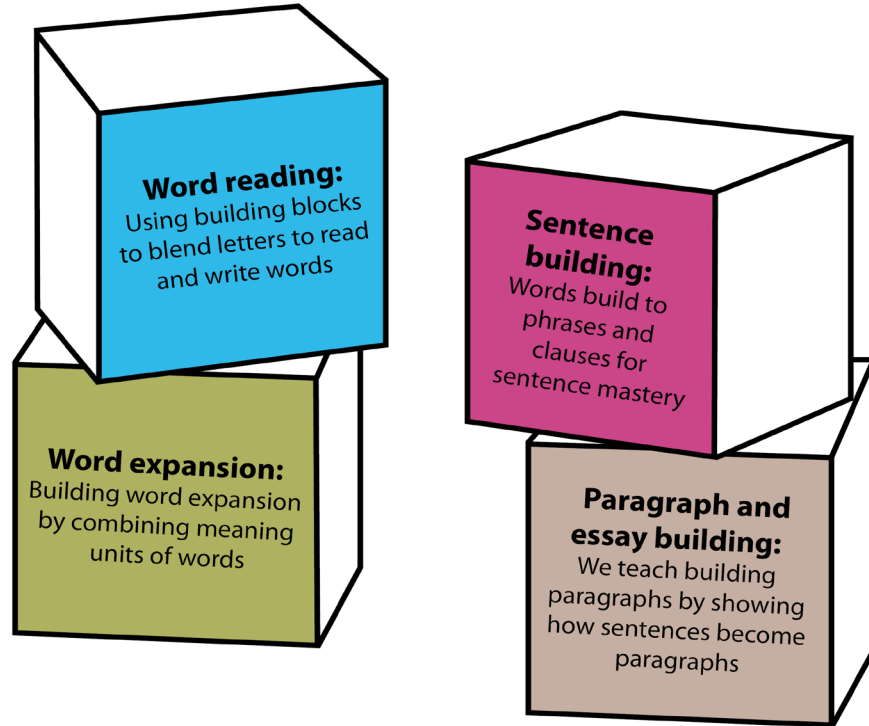
***We have worked hard and spent millions of \$\$  
and not changed outcomes***

***Teachers are not being trained in a way they  
need for teaching all children successfully***

***Too many children are failing to reach levels of  
literacy to succeed in school and beyond***



# Working with teachers and students



## GET SET FOR LITERACY



52 agreements with

**40**

Schools, Kahui Ako and Literacy Associations



Over

**1,100**

Teachers, RTLBs and RTLits attended workshops



Almost

**1,040**

hours of Facilitator and Administration time

## MINISTRY-FUNDED PLD AND OTHER CONTRACTS



To date

**12**

individual SoWs signed up

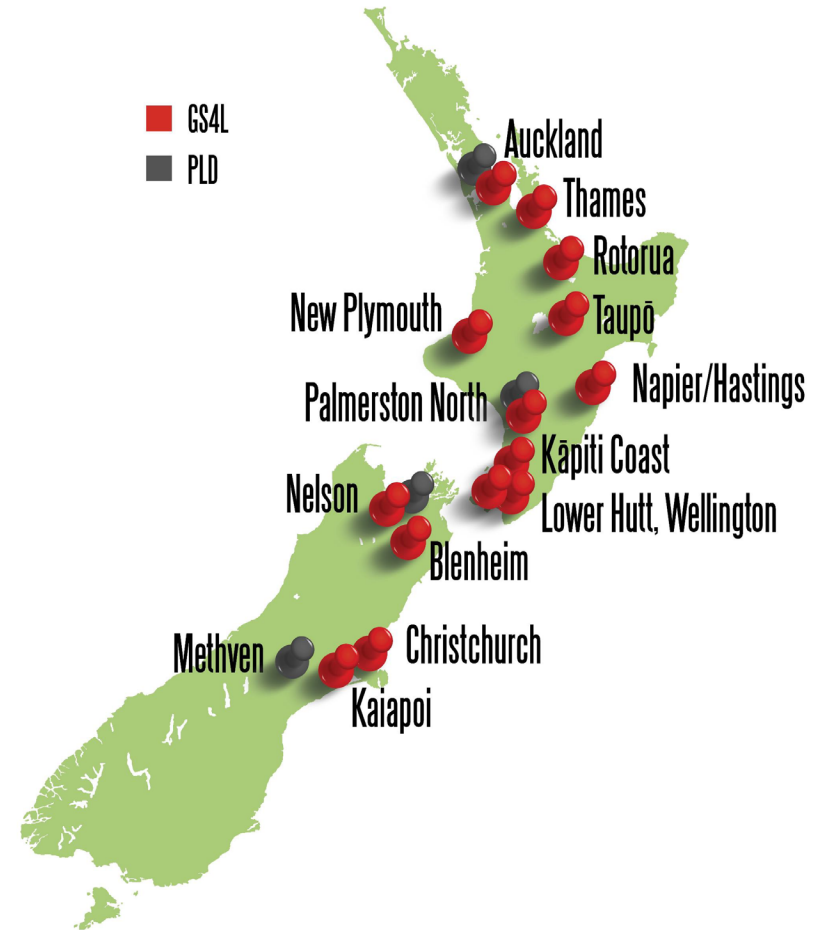


Almost

**260**

hours of recorded Facilitator time

## GEOGRAPHICAL SPREAD OF WORK IN 2021



# Key parts to our training

WHY we need to  
teach in a certain  
way

WHAT is the  
teacher  
knowledge  
needed

HOW should we  
teach

# The problems: underlying theories

Using cue sources related to Goodman, Clay etc

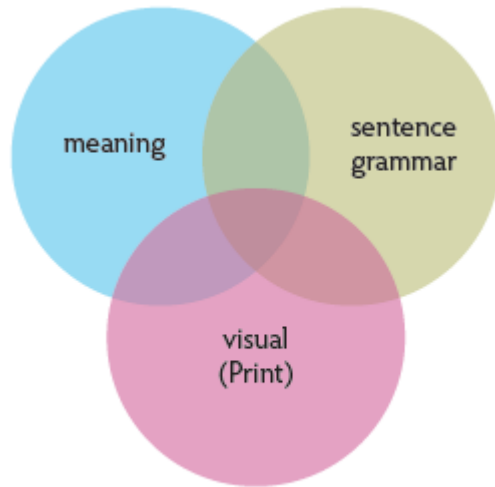
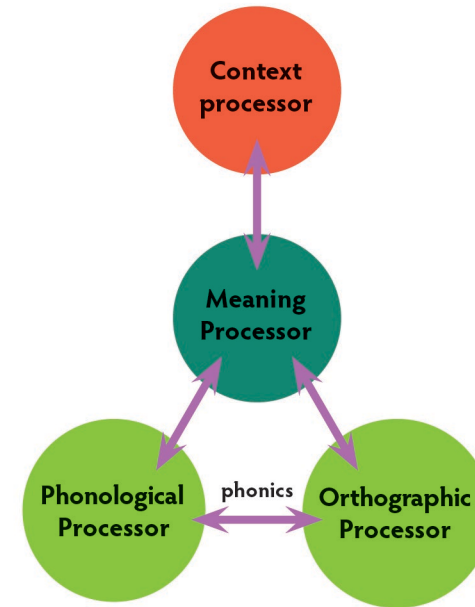


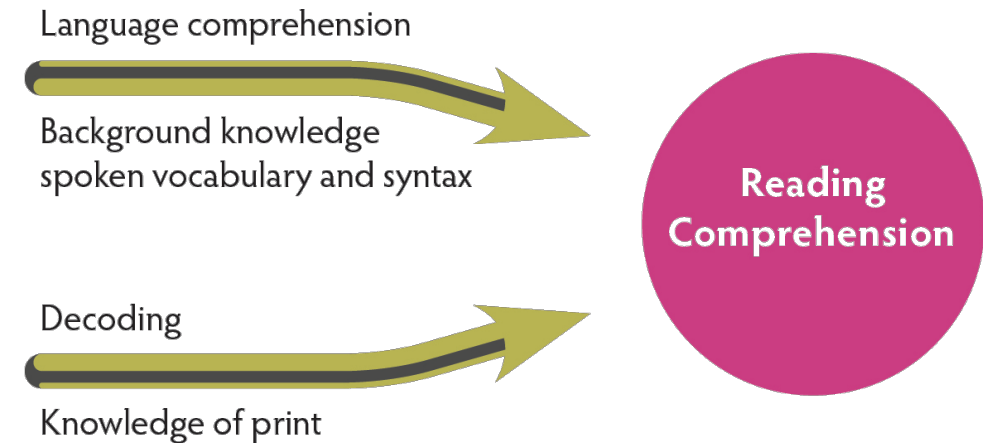
Figure 6: A diagram to show the 3-cueing system

Four processors related to brain science (Seidenberg et al)



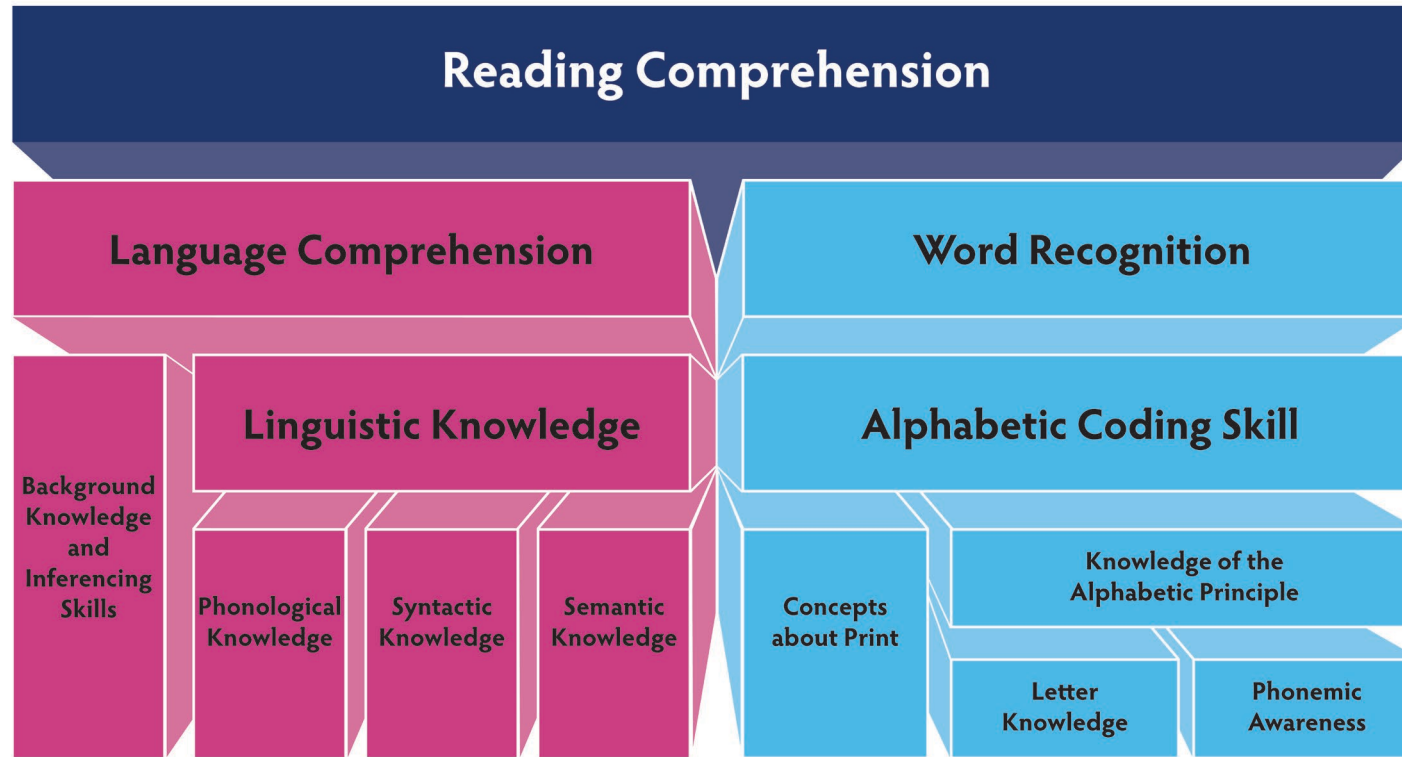
## The models we need

- Language comprehension is a child's capability in oral language
- Decoding is the ability to use the code to work out words in print





# The Cognitive Foundations of Reading



The Cognitive Foundations Framework (Tunmer & Hoover, 2019)



# The problems: teaching practice

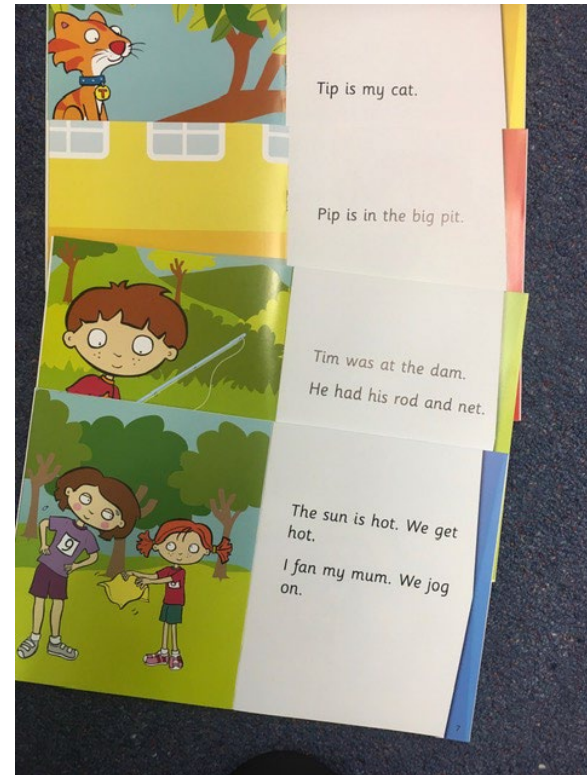
	IMPLICIT TEACHING		EXPLICIT TEACHING	
<b>Lesson element</b>	Discover	Incidental	Intentional	Systematic
<b>Lesson focus</b>	Find out what happens in the story		Explicit teaching of knowledge and skills to apply to text	
<b>Teaching strategies</b>	Questioning; prompting		Modelling; explaining	
<b>Code knowledge</b>	As necessary; in text		Planned teaching; use of scope and sequence	
<b>Texts used</b>	Natural language; control vocabulary		Selected; decodable texts	
<b>Reading strategies</b>	Use meaning cue first and initial letter		Code cue first; decoding strategy	
<b>Materials used</b>	Book; sight word cards		Whiteboard; magnetic letters; phase-based text	

# The problems: the resources

## Levelled texts



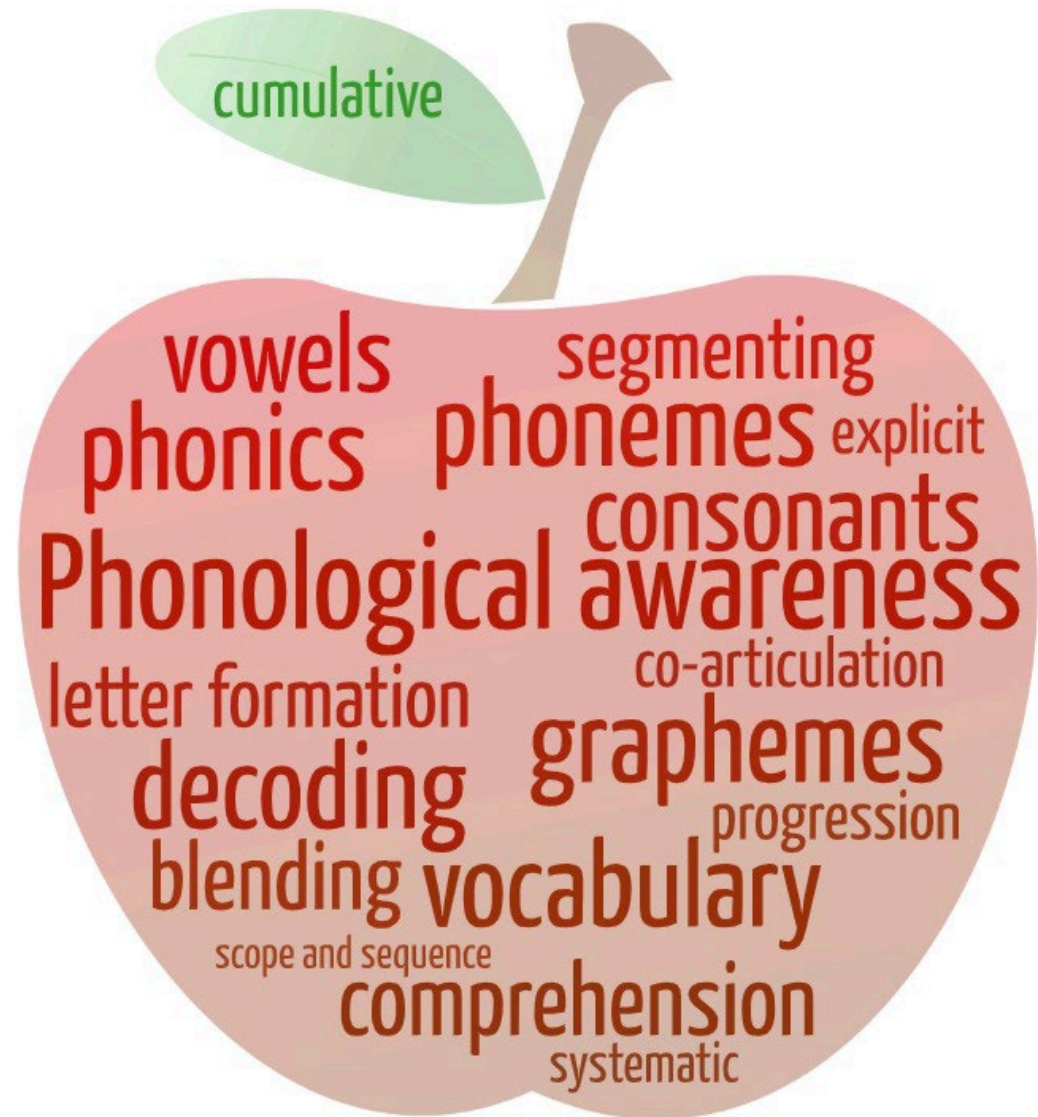
## - Decodable texts



# What we find: teaching practice

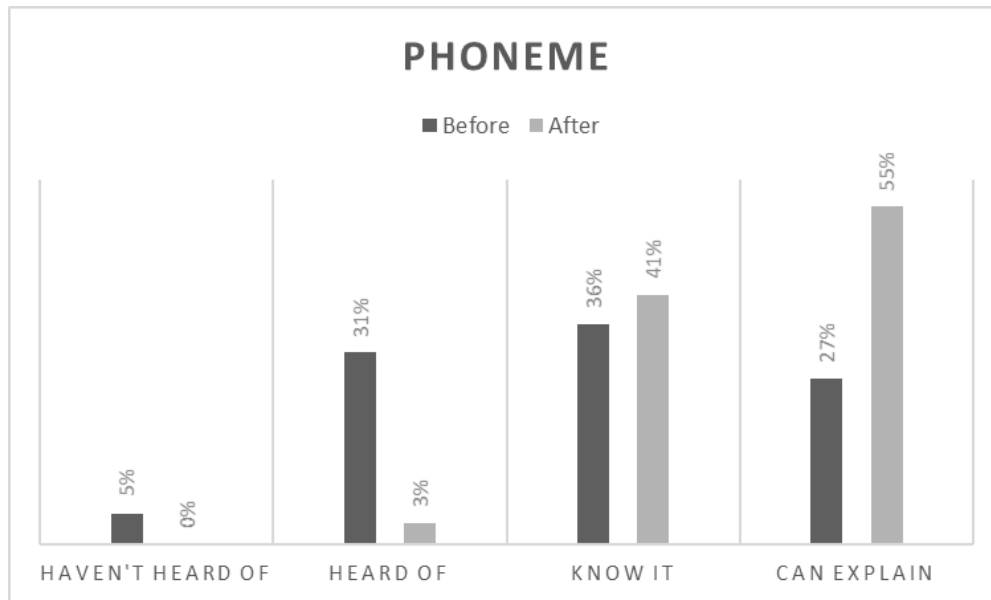
- Levelled texts have become the default curriculum
- Teachers trust running records as the assessment, without realising they are not standardised, normed, or a measure of comprehension
- Removing the familiar frame of reference and everything they thought they knew
- We have measured product rather than process. We teach for performance (reading or writing a text) rather than skills
- Teachers want clear guidance about HOW to teach the knowledge and skills

The  
problems:  
teacher  
knowledge

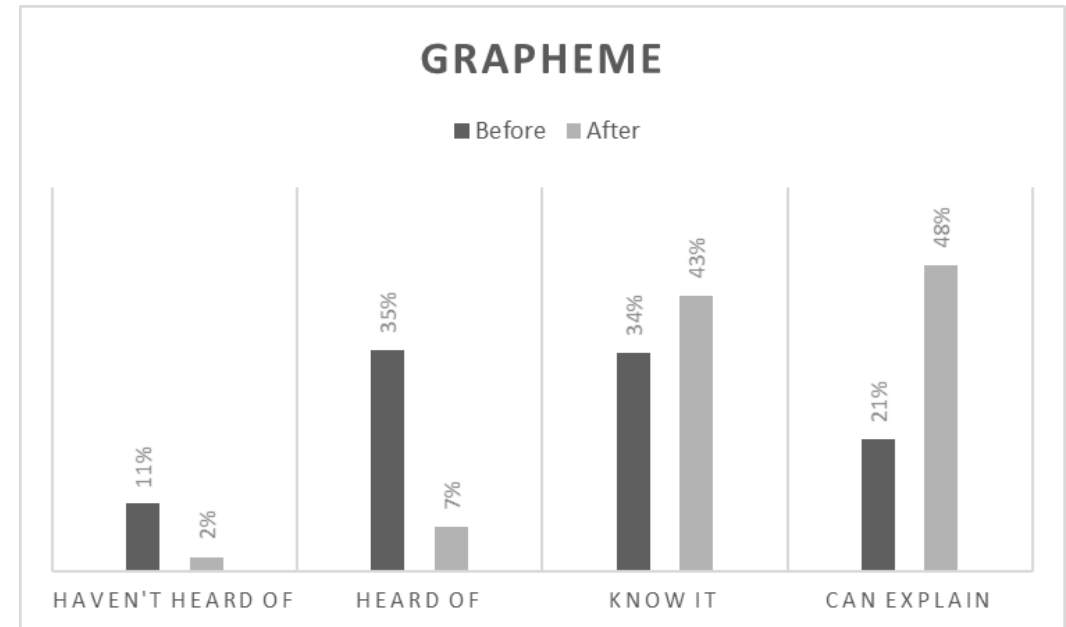


# What we find: teacher knowledge

## What is a phoneme

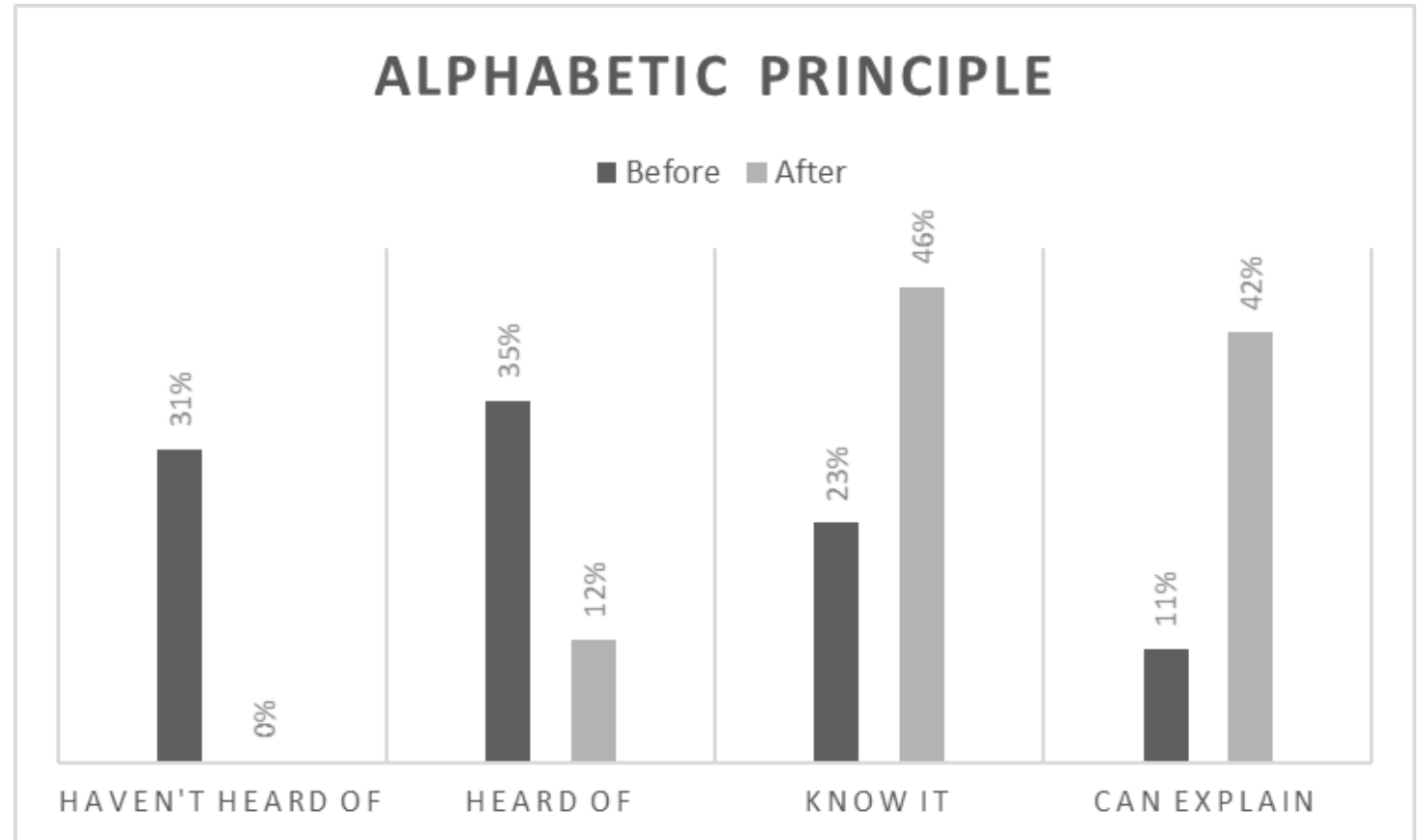


## What is a grapheme



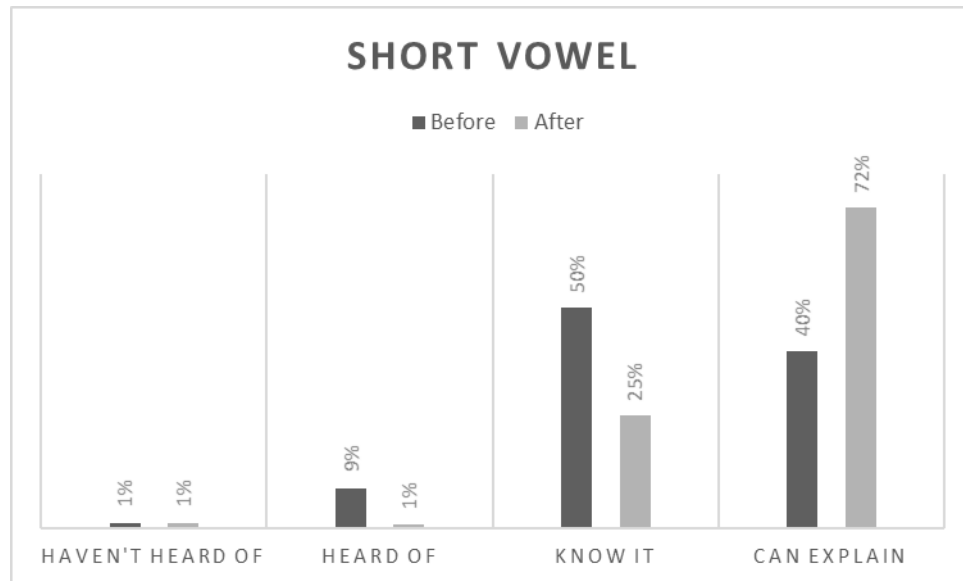
## Phonemes and graphemes connected

- Knowing how phonemes and graphemes connect directly impacts on decoding and spelling

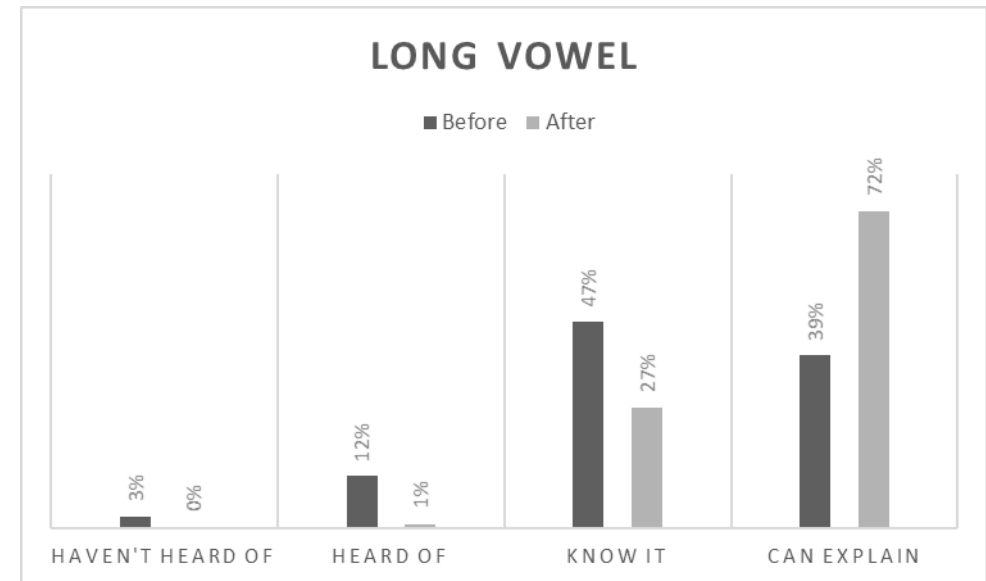


# Vowels

## What is a short vowel sound



## What is a long vowel sound





# Responses to training

I absolutely loved the practical work and the modelling of how you would teach a lesson as well as how the children may respond.

It was beneficial gaining understanding behind the why and the deeper meaning of why it would be taught that way

I loved the interactive teaching packs, links to practical examples, watching a modelled lesson and plenty of time to clarify understanding

The why of what we are doing. The booklet handout. Incorporating the spelling/writing/reading/handwriting in a structured literacy lesson. The practical - seeing how you implement the ideas into a lesson

It made me rethink our junior programme

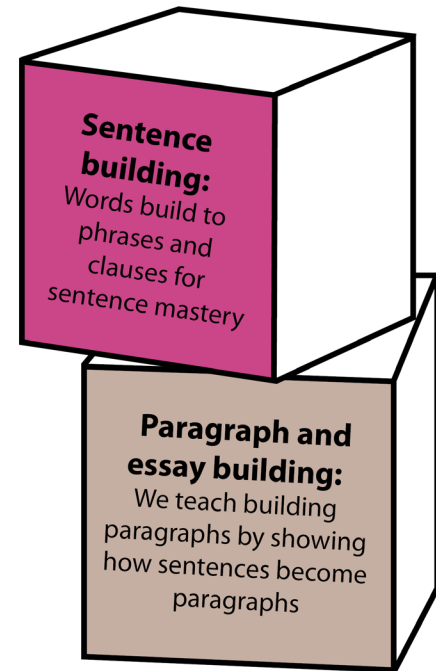
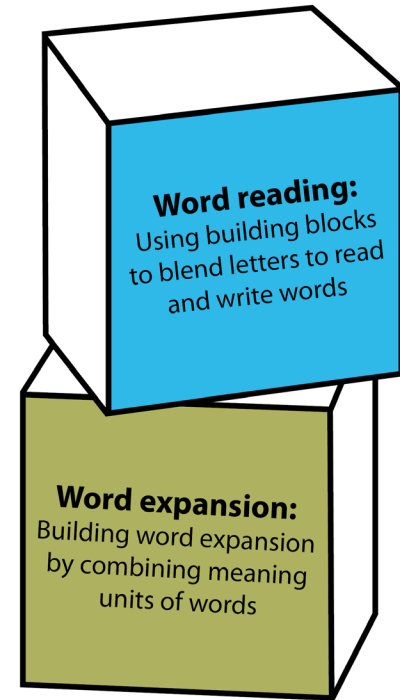
# Issues

- Literacy has come to cover a broad spectrum
- But can they read and write
- National Standards and the demonisation of literacy
- Literacy seen as being about English
- **The ideology of the 3 cueing system (active problem solving) and implicit teaching approaches**
- Demonisation of explicit teaching and of phonics

# Building blocks of success

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- Explaining to teachers in both theoretical and practical terms
- Tell and show
- Do not assume they know
- Show why it is important to know



## What we need

- follow the evidence
- Train and resource teachers and schools
- a clear curriculum and assessment pathway
- To be brave for the sake of the children