

# *Foundation Phase: Structured Reading Literacy*

Core practices are aligned with the SACE Professional Teaching Standards as well as the proposed Practice Standards for Literacy.

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## Core Practice Analysis Framework

SACE Professional Teaching Standards	Core Practices	Essential Reading Literacy Practices	Indicators for Teacher Educators Teaching Practice	Tasks	Tools
<p>Teachers make thoughtful choices about their teaching that lead to learning goals for all learners.</p> <p>Teachers are able to plan coherent sequences of learning experiences.</p> <p>Teachers understand that language plays an important role in teaching and learning.</p>	<p>Designing a sequence of lessons on a core topic</p>	<p>Logical and Explicit lesson plans</p>	<p><b>Lesson planning outline:</b></p> <ul style="list-style-type: none"> <li>✓ A clear indication of the concept to be taught</li> <li>✓ A rationale for the teaching of this concept (include at least two research citations that support the teaching of this concept and/or your methodology)</li> <li>✓ A description of the lesson, including:               <ul style="list-style-type: none"> <li>○ The lesson’s specific objective</li> <li>○ Prior knowledge needed</li> </ul> </li> <li>✓ Description of the direct instruction               <ul style="list-style-type: none"> <li>○ Statement for the learner regarding the goal/purpose of the lesson</li> <li>○ A phonological awareness warm up activity</li> <li>○ Direct instruction of a new concept</li> <li>○ Practice blending new concept with known graphemes.</li> <li>○ Practice with word reading</li> <li>○ Cumulative practice for automaticity</li> <li>○ Dictation of known concepts and words with known concepts</li> <li>○ Sentence dictation (known concepts only)</li> <li>○ Reading of decodable texts</li> <li>○ Wrap up/summary of lesson</li> </ul> </li> </ul>	<ol style="list-style-type: none"> <li>1) Study the lesson plan and identify the core aspects addressed in the lesson plan.</li> <li>2) Watch the video where a teacher educator/teacher dissects the lesson plan for you (think aloud). Write a one-page summary of what you learnt from watching the video.</li> <li>3) Watch the video together with your teacher educator/mentor teacher/peer and explicitly identify and provide a rationale for the inclusion of each aspect of the lesson plan.</li> <li>4) Watch a video of a follow up phonics lesson being presented and write a lesson plan to fit the lesson.</li> <li>5) More practice if required.</li> </ol>	<p>Lesson plan outlining the teaching of a phonics concept</p> <p>Video of teacher educator dissecting the lesson plan.</p> <p>Watch video again and use the example lesson planning rubric to guide your discussion.</p> <p>Video of follow up phonics lesson.</p>

			<ul style="list-style-type: none"> <li>✓ Description of an activity that could be used for guided and/or independent practice</li> <li>✓ Materials needed</li> <li>✓ Assessment information</li> </ul> <p><b>Sequential/Cumulative</b> Plan lessons with a <i>cumulative progression</i> of skills that build on one another.</p> <p><b>Phonological awareness progression</b></p> <ul style="list-style-type: none"> <li>✓ (Sentences)</li> <li>✓ Word awareness</li> <li>✓ Responsiveness to rhyme and alliteration during word play</li> <li>✓ Syllable awareness</li> <li>✓ Onset and Rime manipulation</li> <li>✓ Phoneme awareness</li> </ul> <p><b>Phonics Progression</b></p> <ul style="list-style-type: none"> <li>✓ Digraphs</li> <li>✓ Trigraphs</li> <li>✓ Vowel teams</li> <li>✓ Blends</li> <li>✓ Word families</li> <li>✓ Inflection</li> <li>✓ Syllable types</li> <li>✓ Morphemes</li> <li>✓ Roots/affixes</li> <li>✓ Word origin</li> </ul> <p><b>Selecting Instructional Materials</b></p> <ul style="list-style-type: none"> <li>✓ Sound walls</li> <li>✓ Phoneme/grapheme decks</li> <li>✓ Syllable division and syllable type activities</li> <li>✓ Morpheme decks</li> </ul>		
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SACE Professional Teaching Standards	Core Practices	Essential Reading Literacy Practices	Indicators for Teacher Educators Teaching Practice	Tasks	Tools
<p>Teaching is fundamentally connected to teachers' understanding of the subject(s) they teach.</p> <p>Teachers understand how their teaching methodologies are effectively applied.</p>	<p>Explaining and modelling content</p>	<p>Explicit and sequential</p>	<p><b>Elements of Explicit Instruction</b></p> <p>1) <i>Focus instruction on critical content</i></p> <ul style="list-style-type: none"> <li>• Phonological and phonemic awareness</li> <li>• Phonics and word recognition</li> <li>• Automatic, fluent reading of text</li> <li>• Vocabulary</li> <li>• Listening and reading comprehension</li> <li>• Written expression</li> </ul> <p>2) <i>Sequence skills logically</i></p> <p style="text-align: center;"><b>Phonological awareness</b></p> <ul style="list-style-type: none"> <li>• (Sentences)</li> <li>• (words)</li> <li>• Syllables</li> <li>• Onset-rime</li> <li>• phonemes</li> </ul> <p style="text-align: center;"><b>Phonics</b></p> <ul style="list-style-type: none"> <li>• Single consonants</li> <li>• Short vowels</li> <li>• Consonant blends</li> <li>• Consonant digraphs</li> <li>• Simple endings (plural -s; past tense -ed, -ing)</li> <li>• Vowel-consonant-e (Magic e)</li> <li>• Odd consonants</li> <li>• The “floss” pattern</li> <li>• Vowel teams</li> <li>• Vowel-r combination (r-controlled vowels)</li> <li>• Derivational suffixes that change part of speech</li> <li>• Complex consonant patterns</li> <li>• Multisyllabic words</li> </ul>	<p>1) Watch the video and make notes on the following:</p> <ul style="list-style-type: none"> <li>• Identify the content being taught?</li> <li>• How is the lesson structured?</li> <li>• What aspects of the lesson are presented systematically?</li> <li>• What instructional routines/techniques are used?</li> <li>• Consult the lesson plan for the content presented in the video and determine if the lesson was enacted according to the plan.</li> </ul> <p>2) Watch the video where a teacher educator/teacher dissects the lesson enactment for you (think aloud). Write a one-page summary of what you learnt from watching the think aloud presented by the</p>	<p>Video on phonics</p> <p>Lesson plan of the lesson presented on the video</p> <p>Video of teacher educator dissecting the enacted lesson.</p>

	<p>Choosing and using representations, examples and models of content</p>	<p>Systematic</p>	<p><b>Comprehension processes (strategies)</b></p> <ul style="list-style-type: none"> <li>• Connecting</li> <li>• Questioning</li> <li>• Predicting</li> <li>• Imaging</li> <li>• Inferring</li> <li>• Determining importance</li> <li>• Synthesising</li> </ul> <ol style="list-style-type: none"> <li>3) <i>Break down complex skills and strategies into smaller instructional units</i></li> <li>4) <i>Design organised and focused lessons</i></li> <li>5) <i>Begin lessons with a clear statement of the lesson's goals and your expectations</i></li> <li>6) <i>Review prior skills and knowledge before beginning instruction</i></li> <li>7) <i>Provide step-by-step demonstrations</i></li> <li>8) <i>Use clear and concise language</i></li> <li>9) <i>Provide an adequate range of examples and non-examples</i></li> <li>10) <i>Provide guided and supported practice</i></li> <li>11) <i>Require frequent responses</i></li> <li>12) <i>Monitor learner performance closely</i></li> <li>13) <i>Provide immediate affirmative and corrective feedback</i></li> <li>14) <i>Deliver the lesson at a brisk pace</i></li> </ol> <p><b>Systematic Instruction follows a typical instructional sequence</b></p> <ol style="list-style-type: none"> <li>1) Explanation of the skill or concept using clear, consistent and concise language.</li> <li>2) Modelling of the skill or concept (think aloud) – I do.</li> <li>3) Teacher and learner work through an example together (practice together) – We do.</li> <li>4) Guided practice with immediate feedback and supervision (use a variety of signals and cues – You do.</li> </ol>	<p>teacher educator/teacher.</p> <ol style="list-style-type: none"> <li>3) Watch the video together with your teacher educator/mentor teacher/peer (use the classroom observation form for explicit instruction - Archer &amp; Hughes) and explicitly identify and provide a rationale for each explicit, systematic, sequential aspect of the lesson taught as well as the instructional methods, routines/techniques used. Write a 3-page critical reflection on what you learnt.</li> <li>4) Watch a video of a follow up phonics lesson being presented and write a critical reflection on the phonics lesson presented.</li> <li>5) More practice if required.</li> </ol>	<p>Watch video again together with the teacher educator/teacher and use the example lesson observation form for explicit instruction.</p> <p>Video of follow up phonics lesson. Classroom observation rubric</p>
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	<p>Implementing norms and routines for classroom discourse and work</p>	<p>Instructional routines and techniques</p>	<p>5) Extended practice (Independent) and application of skill to reading words, sentences and books.          6) Evaluation of learner learning.          7) Scaffolding suggestion for errors</p> <p><b>Systematic instruction may include a set way (routine – routine cards) of introducing a new concept.</b></p> <p><i>Goal and purpose of lesson</i></p> <ul style="list-style-type: none"> <li>• Concept focus and expectations for learning</li> </ul> <p><i>Review</i></p> <ul style="list-style-type: none"> <li>• Irregular sight-word technique</li> <li>• Speed drills</li> </ul> <p><i>New concept</i></p> <ul style="list-style-type: none"> <li>• Phoneme-grapheme correspondence</li> <li>• Phoneme-grapheme mapping</li> <li>• Blending</li> </ul> <p><i>Word reading</i></p> <ul style="list-style-type: none"> <li>• Word sorts</li> <li>• Word chains</li> <li>• Word families</li> </ul> <p><i>Word practice</i></p> <ul style="list-style-type: none"> <li>• Speed drills</li> </ul> <p><i>Dictation</i></p> <ul style="list-style-type: none"> <li>• Writing dictated words and sentences</li> </ul> <p><i>Word meaning(s)</i></p> <ul style="list-style-type: none"> <li>• Word pronunciation</li> <li>• Learner-friendly definition</li> <li>• Say more about the word</li> <li>• Ask questions</li> <li>• Elicit word use</li> </ul> <p><i>Text reading</i></p> <ul style="list-style-type: none"> <li>• Reading decodable word, sentences and books</li> </ul> <p><b>Systematic instruction may involve the use of consistent signals, cues or prompts to elicit learner responses: (word-reading routine):</b></p>		
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	<p>Providing feedback</p>		<ul style="list-style-type: none"> <li>• “Follow my finger.”</li> <li>• “Say it when I point to it.”</li> <li>• “Blend it.”</li> <li>• “What’s the word?”</li> </ul> <p><b>Feedback level</b></p> <ul style="list-style-type: none"> <li>• Task <ul style="list-style-type: none"> <li>○ Feeding up (Where am I going?) <ul style="list-style-type: none"> <li>✓ Feeding up prompts <ul style="list-style-type: none"> <li>➢ Today we are learning ...</li> <li>➢ We are looking for ...</li> <li>➢ Success in this task will look like ... (exemplar/model)</li> </ul> </li> <li>✓ Feedback strategies <ul style="list-style-type: none"> <li>➢ Reduce complexity</li> <li>➢ Use exemplars/models</li> <li>➢ Identify misconceptions</li> <li>➢ Use diagnostic tools for goal setting</li> </ul> </li> </ul> </li> <li>○ Feeding back (How am I going?)</li> <li>○ Feeding forward (What do I have to do next?)</li> </ul> </li> <li>• Process</li> <li>• Self-regulatory</li> </ul> <p><b>Sequence of teacher feedback</b> to learners’ decoding errors in text reading:</p> <ul style="list-style-type: none"> <li>• Allow a little bit of wait time</li> <li>• Use pointing cues</li> <li>• Follow up with verbal cues</li> <li>• Model decoding the word or tell the learner the word if necessary</li> <li>• Ask the learner to re-read the sentence to establish fluency and comprehension.</li> </ul>		
	<p>Posing questions about content</p>		<p><b>Questioning for fuller participation</b></p> <ul style="list-style-type: none"> <li>• Cold calling <ul style="list-style-type: none"> <li>✓ Telling learners</li> <li>✓ Speculative framing</li> </ul> </li> </ul>		

			<ul style="list-style-type: none"> <li>✓ Answer scaffolds</li> <li>✓ Think-pair-share</li> <li>✓ Question relay</li> <li>✓ Selecting learners at random</li> <li>✓ Inclusive questioning</li> <li>• Thinking Time <ul style="list-style-type: none"> <li>✓ Pre-cueing</li> <li>✓ Many hands up</li> <li>✓ Using an app</li> <li>✓ Placeholder statements</li> <li>✓ Reflective statements</li> <li>✓ Blank prompts</li> </ul> </li> </ul> <p><b>Eliciting Evidentiary Reasoning</b></p> <ul style="list-style-type: none"> <li>• The Golden Question: What makes you say that?</li> <li>• Inverted questions</li> <li>• Contextual Solicitation</li> <li>• Checking with others <ul style="list-style-type: none"> <li>✓ Exempling</li> <li>✓ Second drafting</li> </ul> </li> </ul> <p><b>Sequencing Questions</b></p> <ul style="list-style-type: none"> <li>• See, Think and Wonder</li> <li>• Four phases of questioning <ul style="list-style-type: none"> <li>✓ Detail questions</li> <li>✓ Category questions</li> <li>✓ Elaboration questions</li> <li>✓ Evidence questions</li> </ul> </li> </ul> <p><b>Response strategies</b></p> <ul style="list-style-type: none"> <li>• Lateral Questioning/Pivots</li> <li>• Revoicing</li> <li>• Prompts <ul style="list-style-type: none"> <li>✓ Background knowledge prompts</li> <li>✓ Process prompts</li> <li>✓ Reflective prompts</li> <li>✓ Heuristic prompts</li> </ul> </li> <li>• Cues</li> </ul>		
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			<ul style="list-style-type: none"> <li>✓ Employ verbal cues</li> <li>✓ Provide visual reminders in work materials</li> <li>✓ Change a learner's workspace</li> <li>✓ Use teacher movement</li> </ul>		
Teaching involves monitoring and assessing learning.	<p>Selecting and using specific methods to assess learners' learning in a formative and summative manner</p> <p>Interpreting learner work</p>		<p><b>Identify Learner profiles</b></p> <p><b>Specific word reading difficulties</b></p> <ul style="list-style-type: none"> <li>• Decoding (and sometimes PA) below average</li> <li>• Spelling below average</li> <li>• Oral vocabulary and listening comprehension at least average</li> <li>• Fluency often below average due to decoding problems</li> <li>• Reading comprehension often below average due to decoding problems</li> </ul> <p><b>Specific reading comprehension difficulties</b></p> <ul style="list-style-type: none"> <li>• Decoding at least average</li> <li>• Reading comprehension below average</li> <li>• Oral vocabulary and listening comprehension may be weak</li> <li>• Fluency may be weak due to language limitations (not poor decoding)</li> </ul> <p><b>Mixed reading difficulties</b></p> <ul style="list-style-type: none"> <li>• Decoding below average</li> <li>• Reading comprehension below average, even in texts children can decode</li> <li>• Reading fluency often weak due to limitations in both decoding and language</li> </ul> <p><b>Assessment and support questions to consider</b></p> <ul style="list-style-type: none"> <li>• Which learners need instructional support?</li> <li>• Why is the problem happening?</li> <li>• What should be done to help?</li> <li>• Did the help work?</li> </ul>	<p>1) Examine the spelling inventory provided:</p> <ul style="list-style-type: none"> <li>• Score the learner spelling test</li> <li>• Circle the word features that the learner has spelled correctly</li> <li>• Determine where the learner's instruction needs to begin</li> </ul> <p>2) Study the learners' spelling errors and answer the following questions:</p> <ul style="list-style-type: none"> <li>• Which learner is phonologically challenged?</li> <li>• Which learner is generally aware of the sounds but uses the wrong letters for this sounds and does not know rules for adding endings?</li> <li>• Which learner is quite solid on one-syllable but insecure with written syllable patterns, endings, and word structure (compounds, base words and endings, prefixes, suffixes, roots)?</li> </ul>	<p>Artifact – Spelling inventory</p> <p>Artifact – spelling errors</p>

