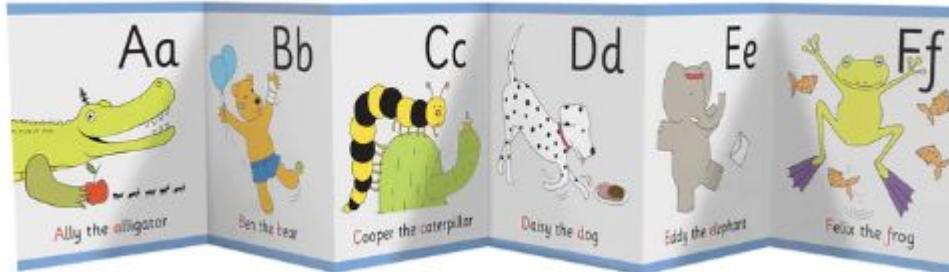




Structured Literacy at KTS

Structured literacy is a way of teaching that uses the knowledge we have about how the brain learns to read.





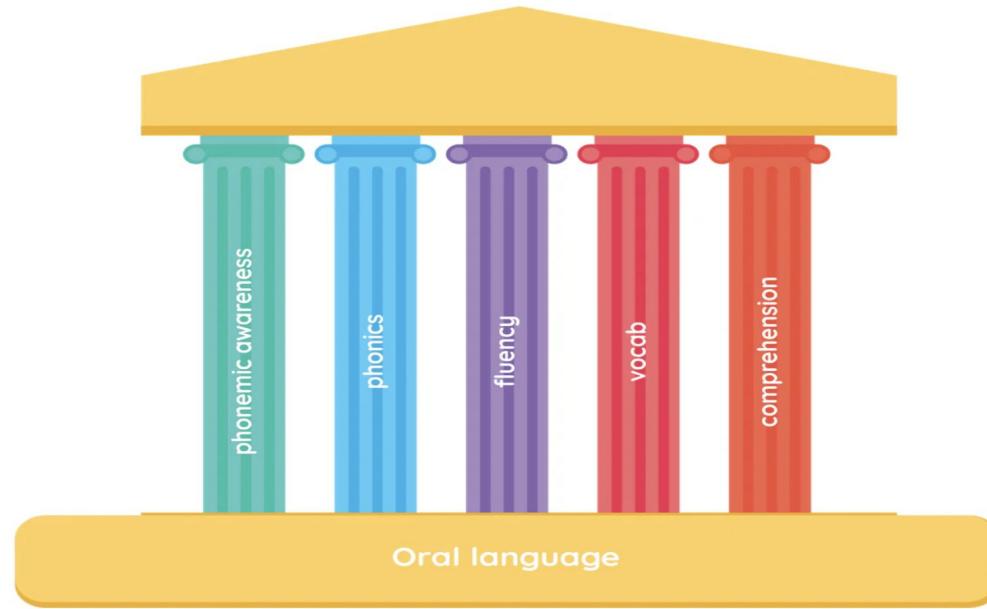
Why do we use this teaching method?

It responds to the science of reading research.

Children learn best when they have explicit and systematic teaching of reading, spelling and writing.

They know what they are learning and can verbalise it.

"I do, we do, you do" structure: I do - teacher instructs and provides a model. We do - guided practice supported by the teacher. You do - the learner practises/applies new content independently – moving towards mastery.



"The science of reading is a vast, interdisciplinary body of scientifically-based research about reading and issues related to reading and writing. This research has been conducted over the last five decades across the world, and it is derived from thousands of studies conducted in multiple languages. The science of reading has culminated in a preponderance of evidence to inform how proficient reading and writing develop; why some have difficulty; and how we can most effectively assess and teach and, therefore, improve student outcomes through prevention of and intervention for reading difficulties."

The Reading League, Science of Reading: Defining Guide, 2021



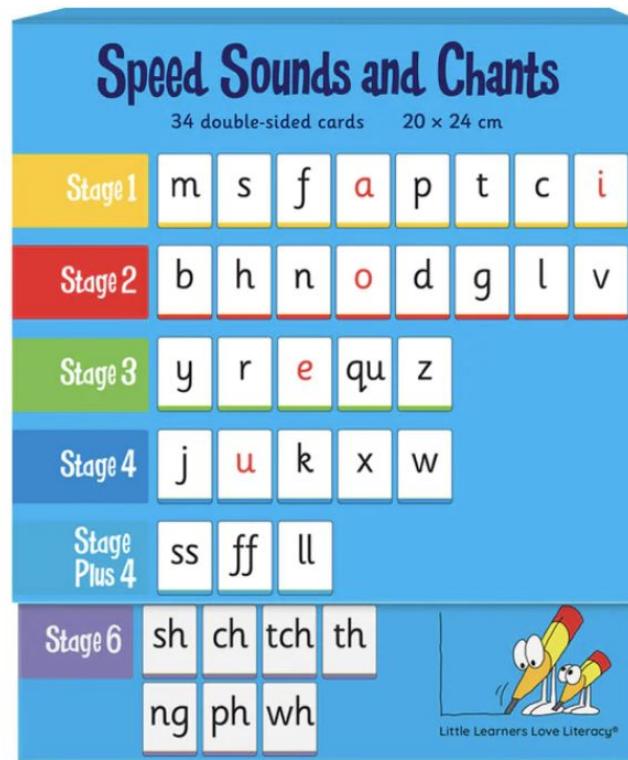
What is a decodable book?

A decodable book is a story or nonfiction text that has been written only using the sounds and letters children have learnt to date. This means they have the tools they need to read every word in the book without guessing.

- Only use words that can be decoded (or taught Heart words)
- Follow the phonics teaching sequence used in the classroom, so children never have to read a word that they cannot sound out and blend
- Provide maximum repetition of the new letters and sounds taught that week
- Have a clear and engaging design that prioritises the text and the engagement of the reader
- Avoid predictable sentence structures
- Use age-appropriate vocabulary
- Are engaging and meaningful continuous texts that also allow readers to build vocabulary and comprehension skills.



Little Learners Love Literacy





What does teaching look like in class?

- **Revise** using Speed Sounds and Chants and speed words.
- Identify from our scope and sequence what to **teach** next.
- Plan how the children will **practise** this skill to reach mastery using resources and games.
- **Apply** this knowledge to reading decodable stories, spelling, dictation and independent writing.
- **Assess** children to monitor their progress and adjust when necessary



We explicitly teach and practise phonemes (speech sounds), graphemes (print) and vocabulary (meaning) to build neural connections in the brain that are needed for automatic reading and spelling.

- Phonemic awareness and phonics for spelling and reading
- Reading Fluency
- Vocabulary and comprehension
- Explicit and systematic teaching - revise, teach, practise, apply and assess
- Writing - handwriting and spelling



How do I help my child with reading at home?

If your child has been taught the sounds and letters listed on the book cover then they can read it - so let them read it out loud and proud!

To really master a LLLL Stage children must be really fluent and automatic in their reading, so don't be afraid to read it over and over again (the more times the better).

If your child gets stuck we always go back to sounding out the word. We don't promote guessing. Watch this very short [video](#) for support. Don't worry ... by using these tips and with some positive reinforcement your child will get there. You are doing a great job! So find a quiet, comfortable space and enjoy!



How will we know where to start with your child?

We have robust assessments connected to our structured literacy teaching. We assess what your child knows and be able to meet them at their level.

