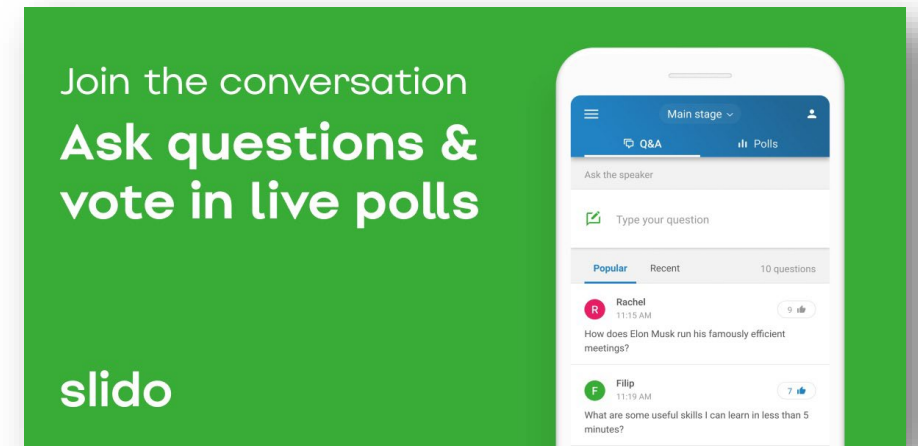


Evidence-informed Teaching of Reading



About today's webinar

- > A poll and Q&A function will appear
- > You can ask questions
- > Questions will be collated and asked at the end of the webinar



Acknowledgement of Country





Simon O'Brien
Principal in Residence,
Teaching Excellence Division



Cathy Buchanan-Hagen
Master Teacher in Residence,
Teaching Excellence Division



Phillip Coloca
Principal in Residence,
Leadership Excellence Division

Objectives

- > To develop an understanding of the evidence-base for Victoria's approach to teaching reading F-2.
- > To develop an understanding of how the teaching elements within the VTLM 2.0 can be utilised to support the teaching of a comprehensive literacy approach.
- > To develop a working understanding of systematic synthetic phonics and its role within a broad and comprehensive, evidence-informed learning program.

Where are we heading in 60 mins?

Agenda

Introduction, acknowledgement, learning objectives

What is Victoria's Reading Approach

Understanding the research and the 'Big 6'

Teaching Phonics

SSP and the VTLM 2.0

Where to next


Q&A

What is Victoria's approach to teaching reading F-2?



Understanding Victoria's approach to reading

- Evidence-informed
- Recognises the 'Big 6' as essential to learning to read
- Includes systematic synthetic phonics (SSP) as part of a structured literacy approach in F-2
- Expects a minimum of 25 minutes of daily explicit teaching of phonics and phonemic awareness using an SSP approach
- Schools will have three years to implement the new approach.



Victoria's approach to teaching reading F-2

Reading is a foundational life skill and a source of pleasure and wonder. It provides access to information, generates imagination, builds knowledge, enables creativity and shapes opinions.

This statement outlines the approach to teaching reading in the early years of school that is supported by the strongest evidence, implemented in many Victorian government schools that are achieving strong reading outcomes and will be expected to be implemented in all Victorian government primary and specialist schools from 2025.

Teaching reading F-2

The essential elements of reading are the 'Big 6' (Konza, 2014), each of which should form part of a structured literacy approach:

- Oral language – knowing and using spoken words to express knowledge, ideas and emotions
- Phonemic awareness – which is the knowledge of sounds (phonemes)
- Phonics – knowing the sound (phoneme) and letter (grapheme) relationships
- Fluency – reading accurately and at an appropriate rate with expression
- Vocabulary – understanding words in isolation and in context
- Comprehension – making meaning from text which includes developing knowledge of grammar.

These are the foundational skills that have a reciprocal relationship and are all necessary to enable students to independently read and respond to increasingly complex fiction and non-fiction texts.

In the early years of school, the development of decoding skills is best developed through a program that includes a minimum of 25 minutes of daily explicit teaching of phonics and phonemic awareness using a systematic synthetic phonics approach. This means teachers use a clear scope and sequence of increasingly complex grapheme-phoneme correspondences and morphology. Students first learn to pronounce single letters and sounds and then blend them to form words. It also involves teaching students to segment sounds and spell words to make the link between reading and writing. Decodable texts are used to practice the letter-sound combinations that students have been taught. This builds students' skills so they develop automaticity and so can read words quickly and accurately.

What is systematic synthetic phonics?

Systematic

- The content is taught utilising a clearly defined sequence that is logical in progression (simple-to-complex).

Synthetic

- Individual sounds are identified within a word (**segmenting**) and then 'synthesised' into the reading of the word (**blending**).

Phonics

- The body of knowledge encapsulating the relationship between sounds and letters in the English Language

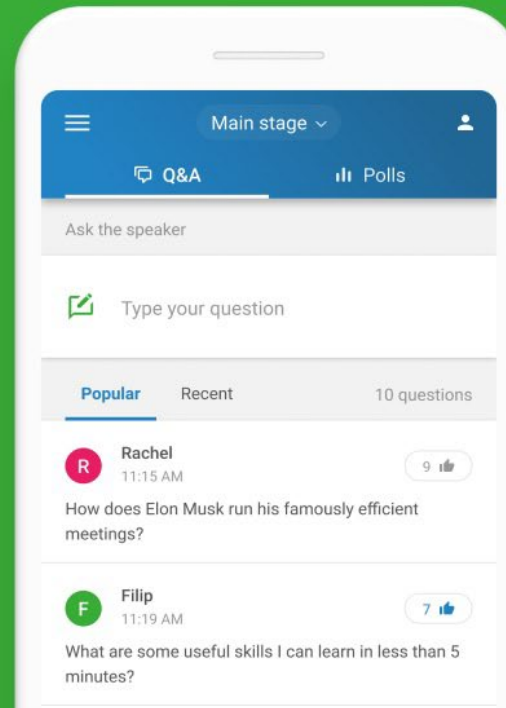
Foundations of SSP

- Built on the **alphabetic** principle
- Structured approach that explicitly teaches the relationship between sounds and letters to read words
- Teaches that phonemes (sounds) can be **blended** or '**synthesised**' to form words (supports decoding)
- Teaches that words can be segmented into (sounds) (supports encoding)
- A minimum of 25 minutes per day in F-2

Quick poll

Join the conversation
**Ask questions &
vote in live polls**

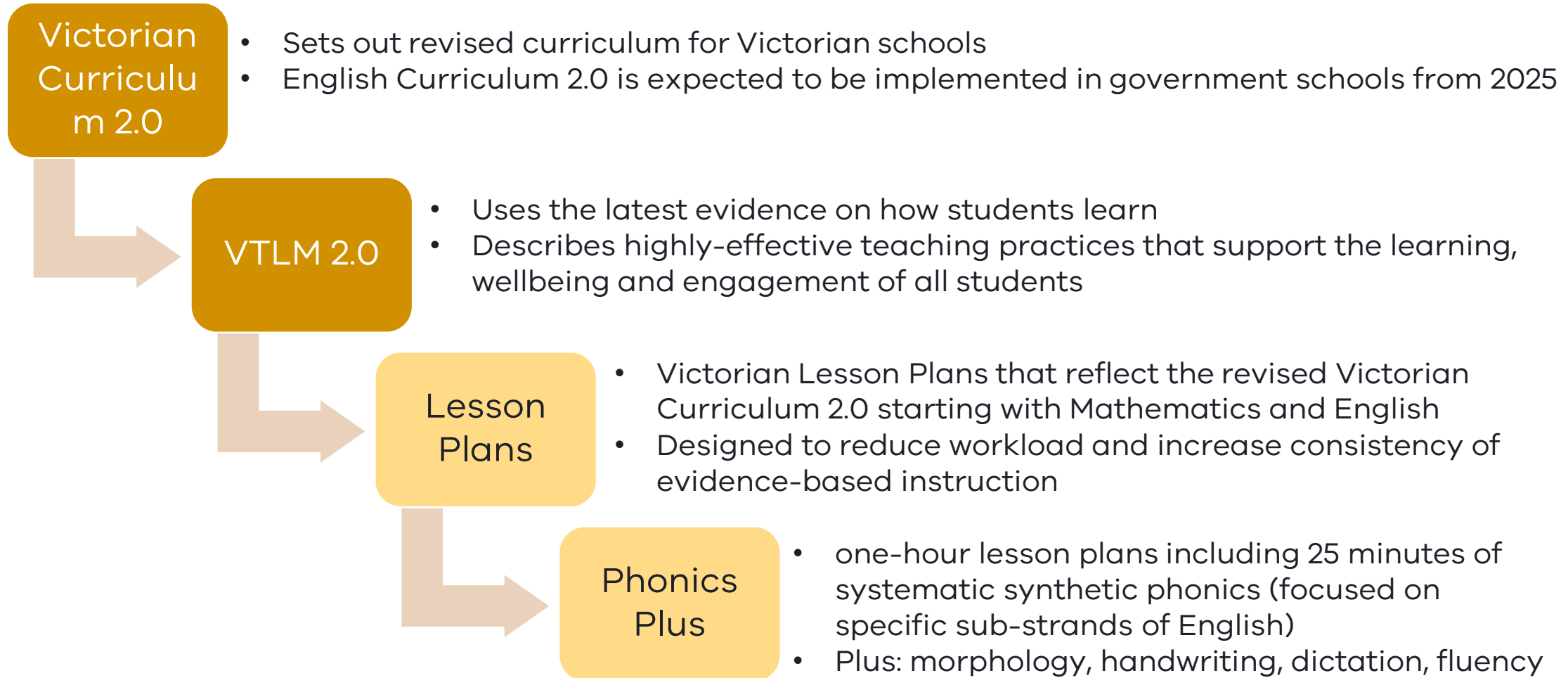
slido



**“Reading is a
foundational life
skill and a source
of pleasure and
wonder.”**



Situating the department's policy on F-2 reading



Understanding the research and exploring the 'Big 6'



Research overview



National
Reading
Panel

TEACHING CHILDREN TO READ:
An Evidence-Based Assessment
of the Scientific Research Literature
on Reading and Its Implications
for Reading Instruction

REPORTS OF THE SUBGROUPS



Phonemic
Awareness

Phonics

Fluency

Vocabulary

Comprehension

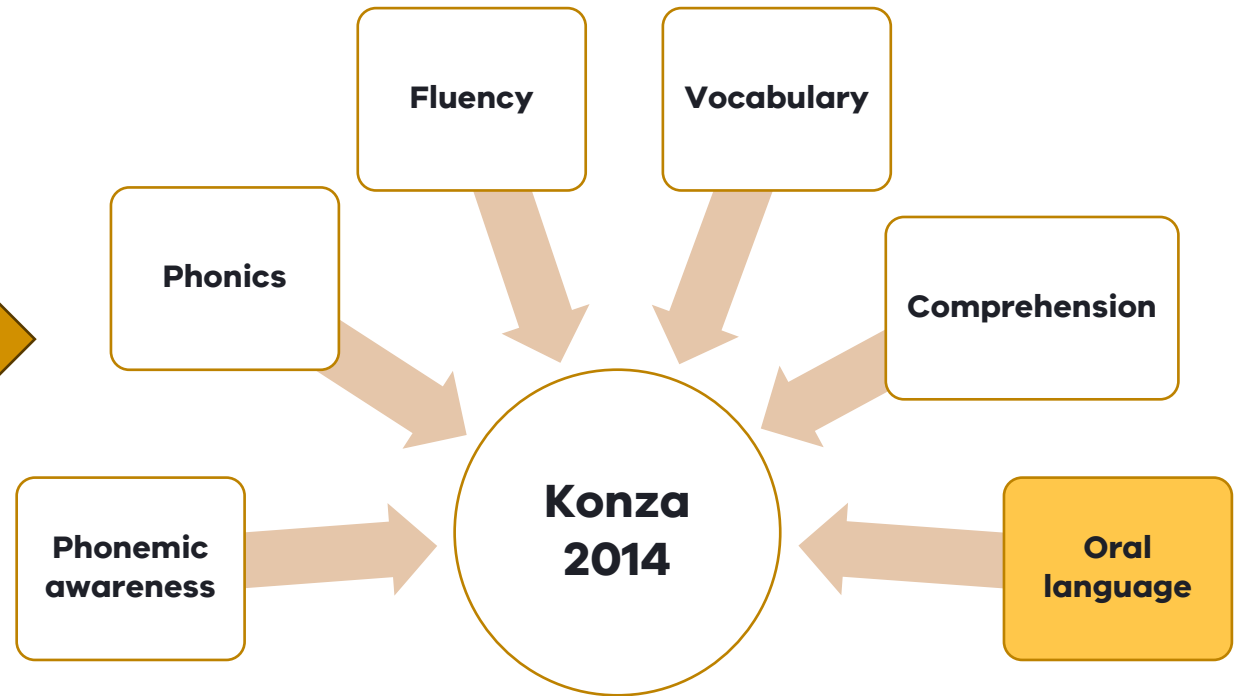
From 'Fab 5' – 'Big 6'



National
Reading
Panel

TEACHING CHILDREN TO READ:
An Evidence-Based Assessment
of the Scientific Research Literature
on Reading and Its Implications
for Reading Instruction

REPORTS OF THE SUBGROUPS



The importance of oral language



'Reading and writing float on a sea of talk'

(Britton, 1976)

Understanding the 'Big 6'

Oral Language

- knowing and using spoken words to express knowledge, ideas and emotions

Phonemic Awareness

- the knowledge of sounds (phonemes)

Phonics

- knowing the sound (phoneme) and letter (grapheme) relationships

Fluency

- reading accurately and at an appropriate rate with expression

Vocabulary

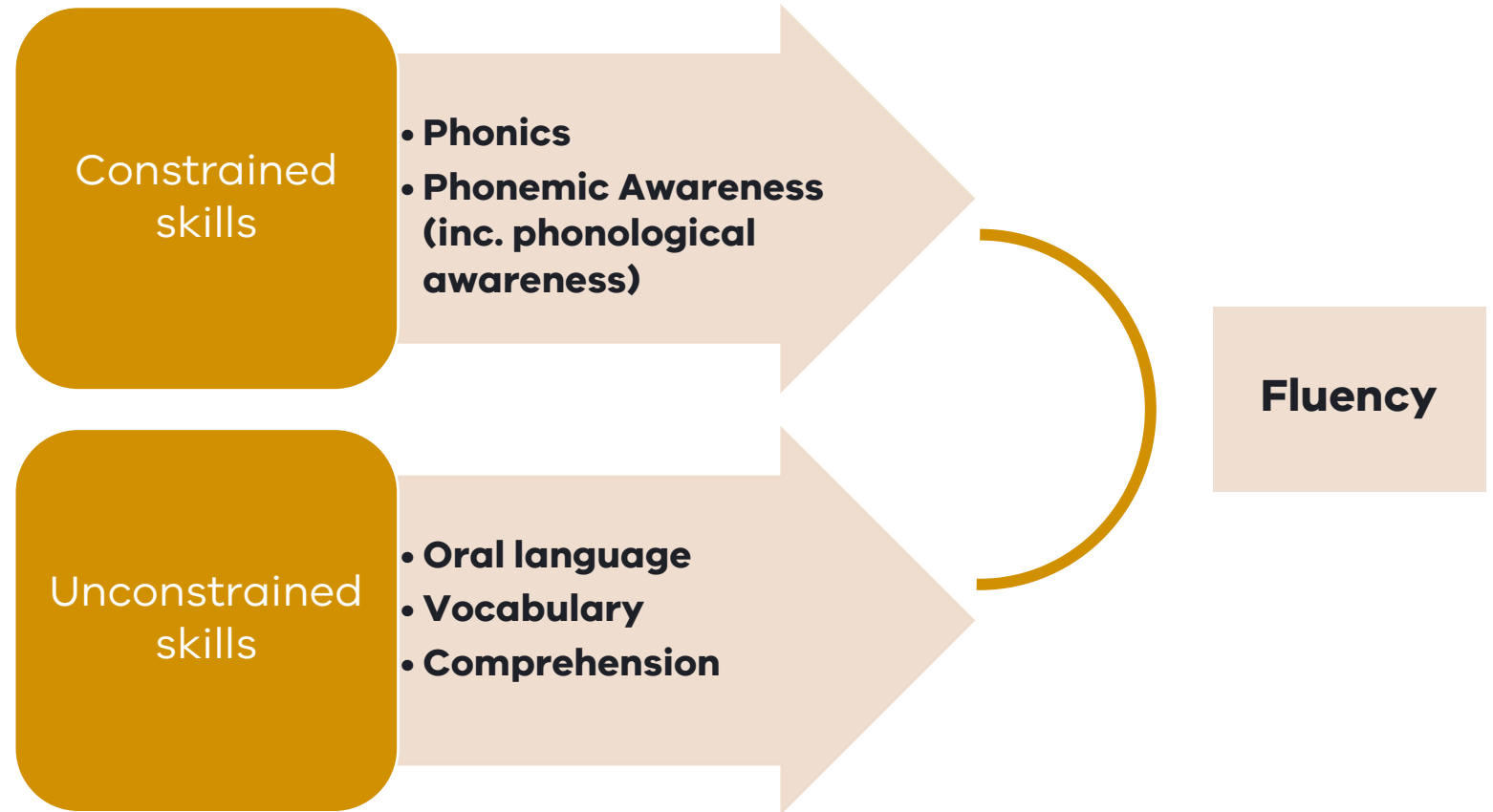
- understanding words in isolation and in context

Comprehension

- deriving meaning from text

The Big Six

- Interrelated skills
- Have different roles at different times in the development of early literacy.



What is a structured literacy approach?

Emphasises explicit teaching within a highly considered and structured learning sequence across each of the 'Big 6'.

Within a structured literacy approach, the teaching of structured synthetic phonics is a core component



Systematic synthetic phonics alone however, does not constitute a structured literacy approach



Explicit and systematic instruction is necessary across each literacy element



Q & A



Teaching of reading and DE's VTLM 2.0

Victorian Teaching and Learning Model 2.0

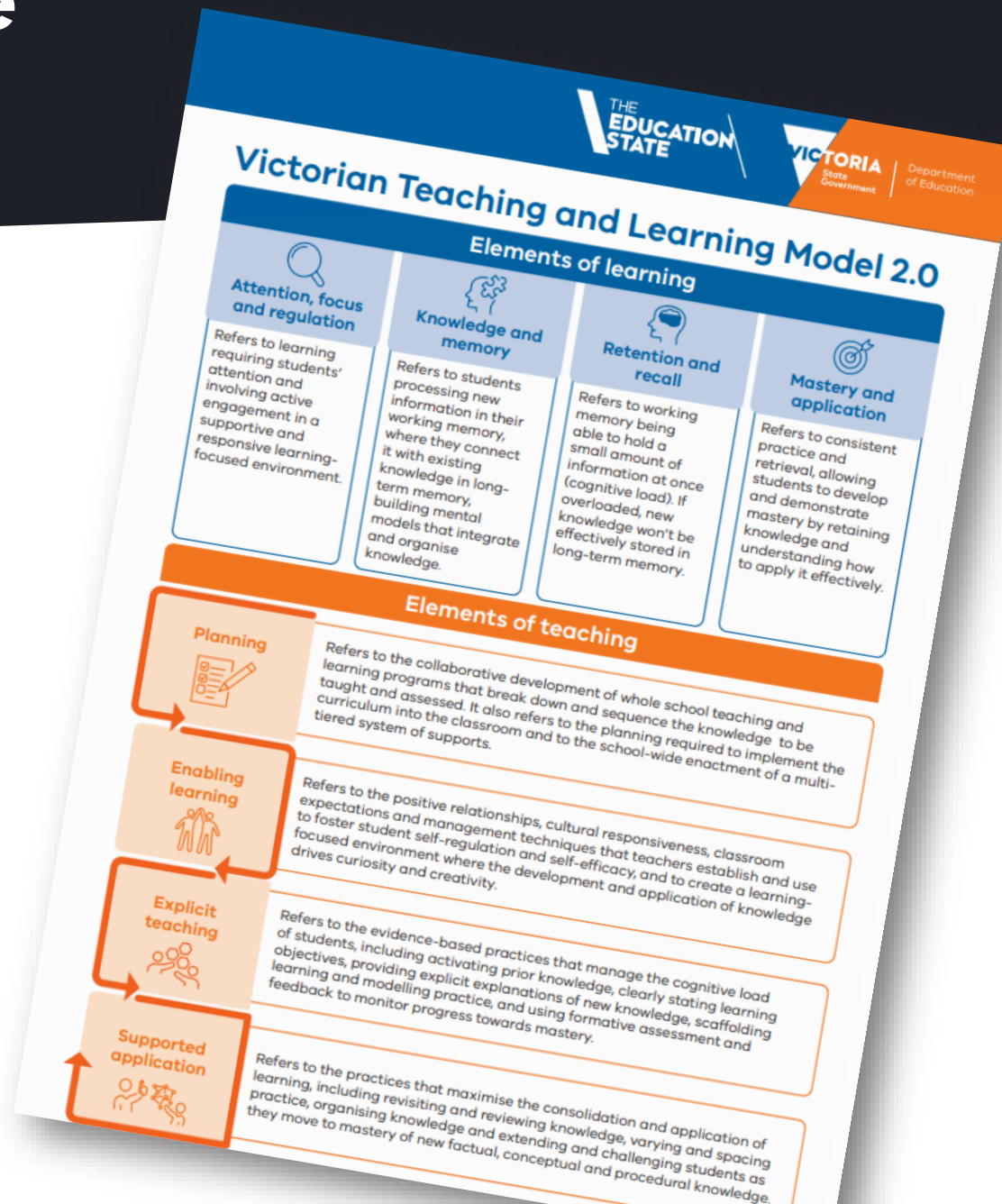
Elements of learning

Attention, focus and regulation	Knowledge and memory	Retention and recall	Mastery and application
Refers to learning strategies that aim to support students' attention and cognitive engagement in a supportive and responsive learning-focused environment.	Refers to students processing new information in their working memory, where they connect it with existing knowledge in long-term memory, building mental models that integrate and organise knowledge.	Refers to working memory being able to hold a small amount of information at once (cognitive load). If overloaded, new knowledge won't be effectively stored in long-term memory.	Refers to consistent practice and retrieval, allowing students to develop and demonstrate mastery by retaining knowledge and understanding how to apply it effectively.

Elements of teaching

Planning 	Refers to the collaborative development of whole school teaching and learning programs that break down and sequence the knowledge to be taught and assessed. It also refers to the planning required to implement the curriculum into the classroom and to the school-wide enactment of a multi-tiered system of supports.
Enabling learning 	Refers to the positive relationships, cultural responsiveness, classroom expectations and management techniques that teachers establish and use to foster student self-regulation and self-efficacy, and to create a learning-focused environment where the development and application of knowledge drives curiosity and creativity.
	Refers to the evidence-based practices that manage the cognitive load of students, including activating prior knowledge, clearly stating learning objectives, providing explicit explanations of new knowledge, scaffolding learning and modelling practice, and using formative assessment and feedback to monitor progress towards mastery.
	Refers to the evidence-based practices that maximise the consolidation and application of knowledge, including revisiting and reviewing knowledge, varying and spacing practice, and extending and challenging students as they apply their factual, conceptual and procedural knowledge.

About the VTLM 2.0



Exploring the teaching of SSP through the VTLM 2.0

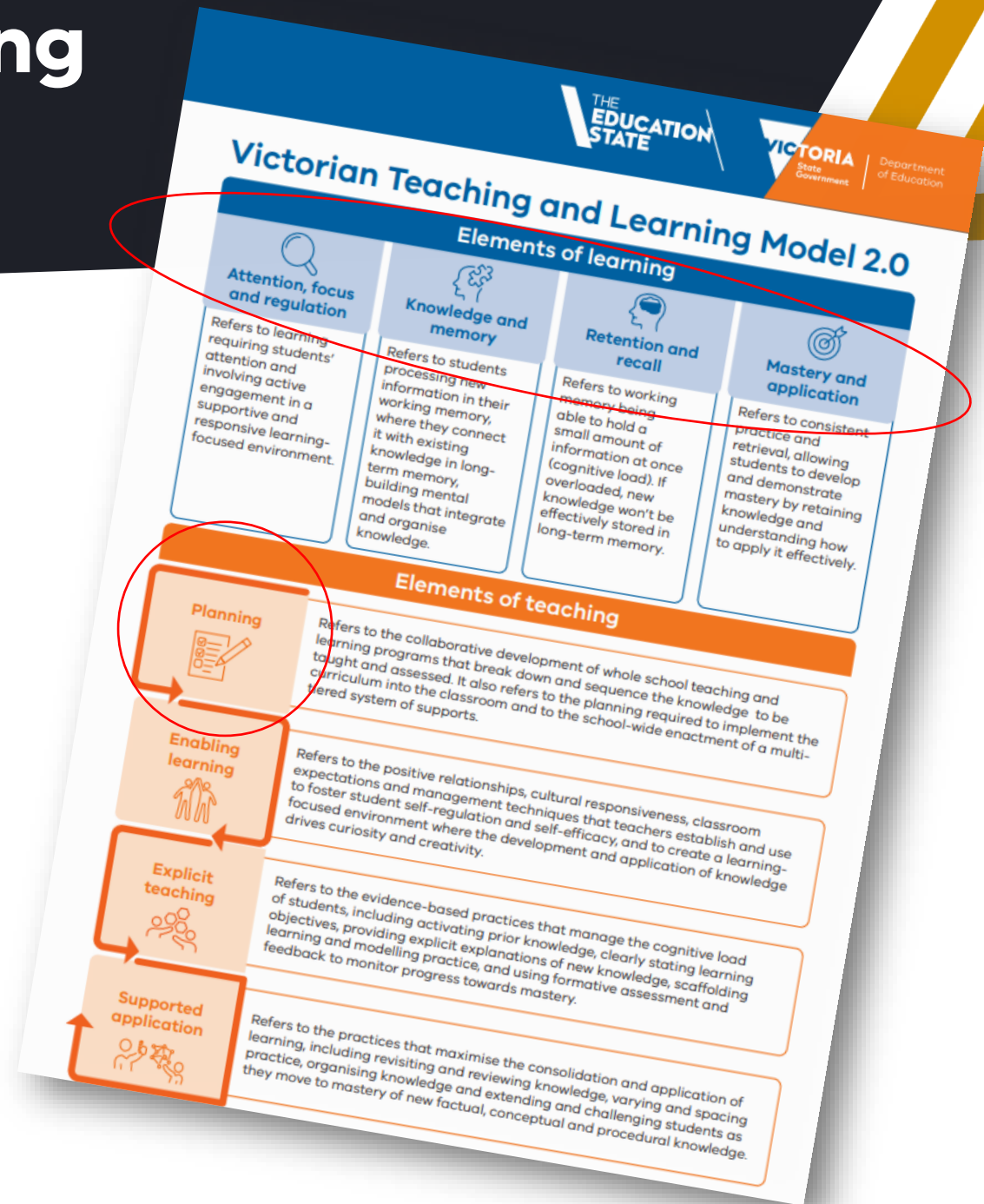
Planning

Attention, focus and regulation

Knowledge and memory

Retention and recall

Mastery and application

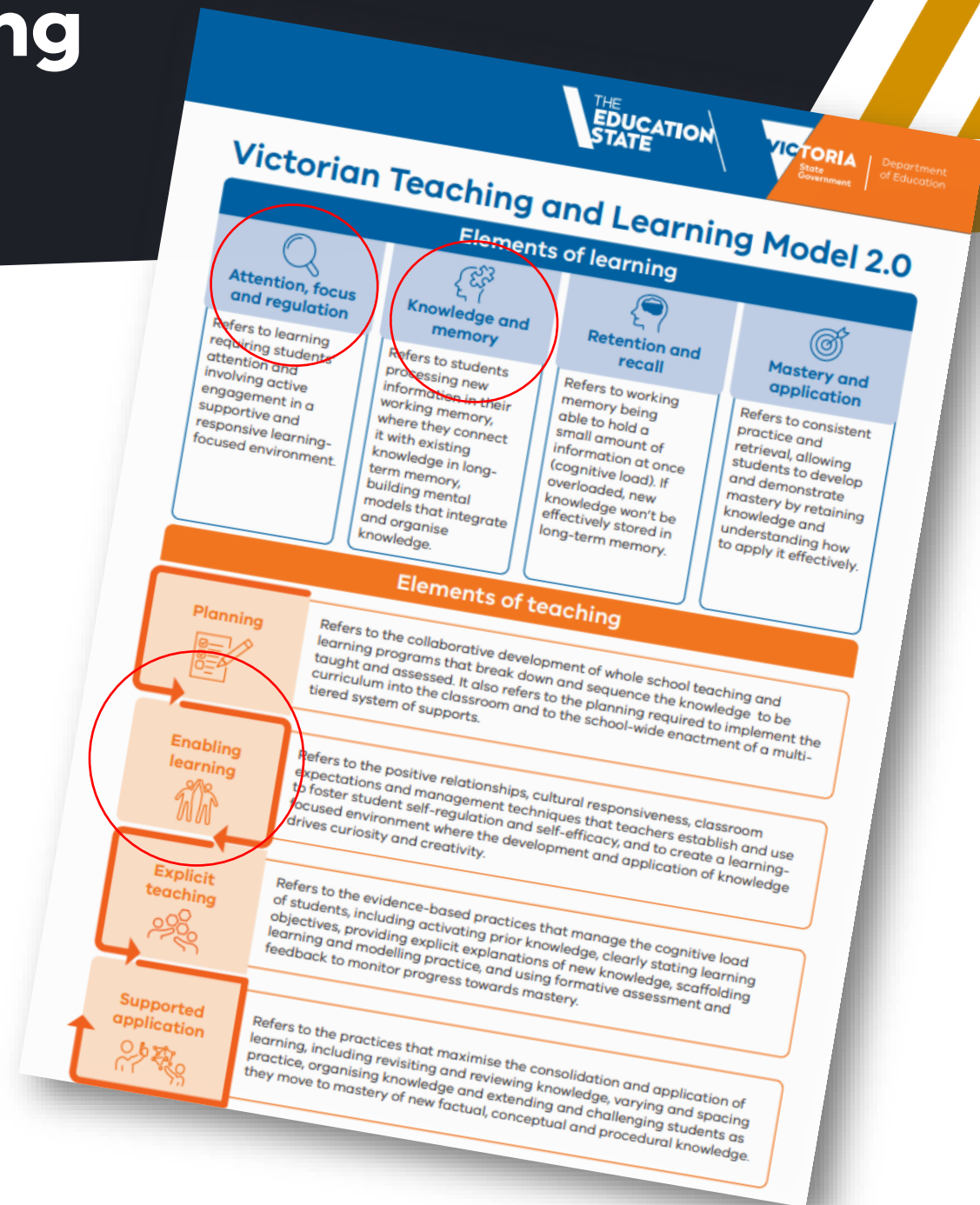


Exploring the teaching of SSP through the VTLM 2.0

Enabling Learning

Attention, focus and regulation

Knowledge and memory

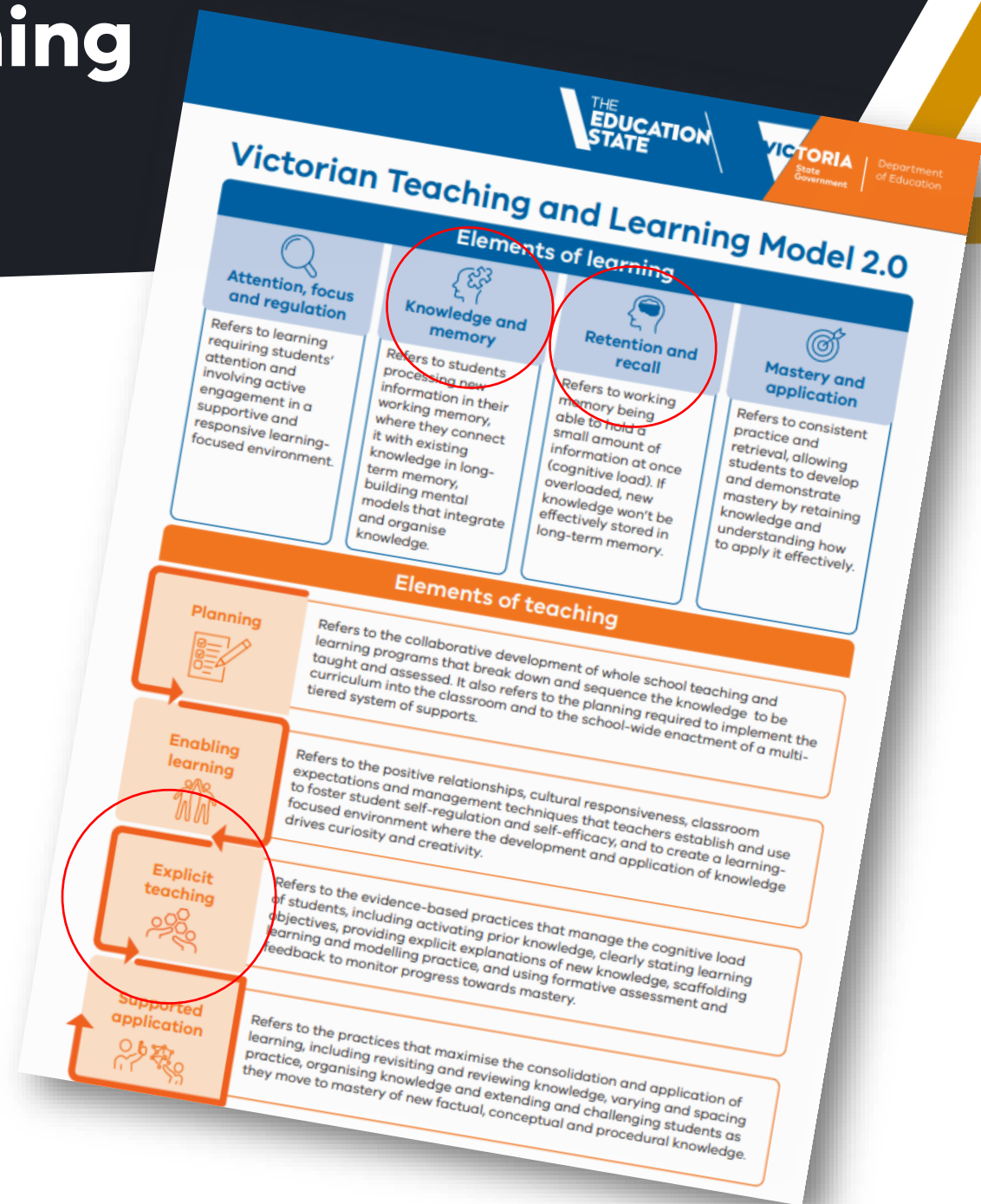


Exploring the teaching of SSP through the VTLM 2.0

Explicit Teaching

Retention and recall

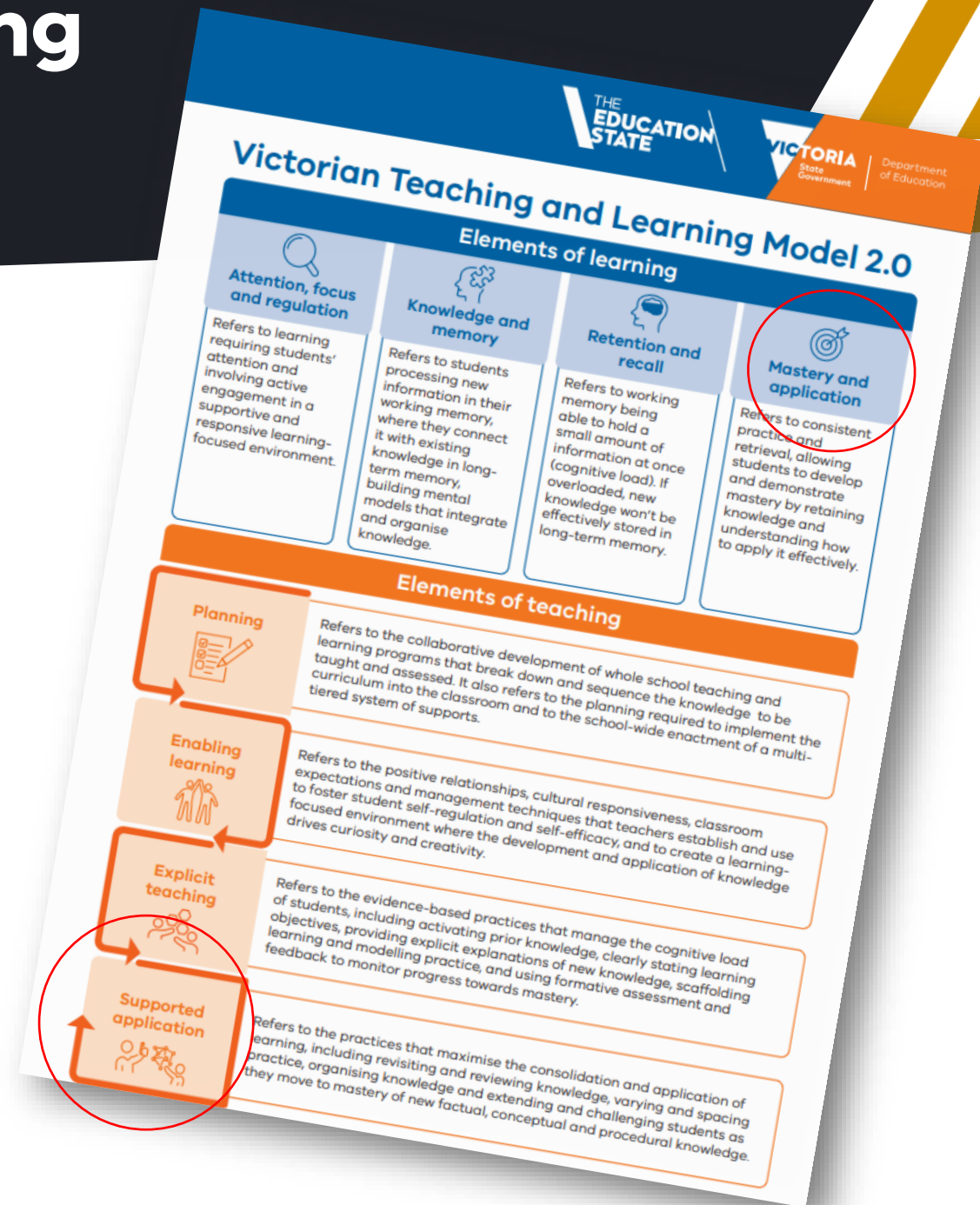
Knowledge and memory



Exploring the teaching of SSP through the VTLM 2.0

Supported Application

Mastery and application



Exploring texts



Literature rich classrooms



Guidelines for employing decodable texts

Use at the right developmental point

Use after a phonics lesson to practice target code

Do not use exclusively

**Where to
next?**



Implementation advice

Explore

- Engage in learning focused on the 'Big 6' with a focus on systematic synthetic phonics and structured literacy
- Review current practice
- Review resources (as they become available)

Prepare

- Identify areas of strength within your respective literacy program
- Identify areas that can be strengthened
- Develop a professional learning plan as part of a broader implementation plan

Deliver

- Implement new practice and implement supports to ensure fidelity (e.g. instructional coaching)
- Iterate instruction as capacity builds

Sustain

- Embed practice across our school
- Monitor progress utilising whole school, diagnostic data

Phonics Plus: Foundation resources released in 2024

- **Scope and sequence** covering phonic and word knowledge, fluency and handwriting to detail suggested delivery each term for each of the 3 year levels
- **150 lesson plans for Foundation** including the sets of GPCs, morphemes, high-frequency words and assessments
- **Phonics Plus guidance** to support implementation and **'in practice' webinars/videos** for teachers

Released in October 2024

Released in November 2024

Released in November 2024

Levels 1 & 2 lesson plans and slides for the program will be released in 2025

Resources – Arc Education




Search Q

Learning

Events

Software

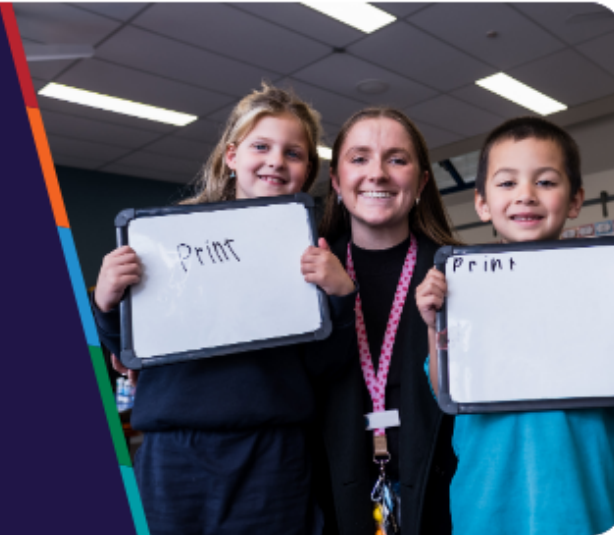
About Arc

Log in 

[Home](#) > [Learning](#) > [Lesson plans guidance](#)

Phonics Plus scope and sequence

A structured progression of grapheme-phoneme correspondences using a systematic synthetic phonics approach



<https://arc.educationapps.vic.gov.au/>

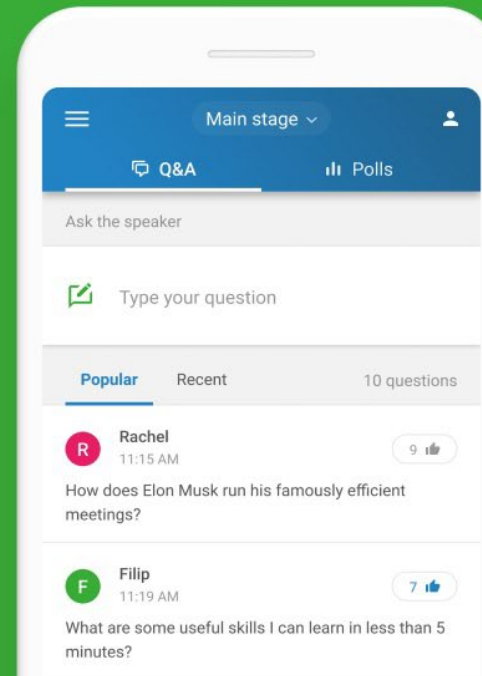
Recap - objectives

- > To develop an understanding of the evidence-base for Victoria's approach to teaching reading F-2.
- > To develop an understanding of how the teaching elements within the VTLM 2.0 can be utilised to support the teaching of a comprehensive literacy approach.
- > To develop a working understanding of systematic synthetic phonics and its role within a broad and comprehensive, evidence informed learning program.

Questions

Join the conversation
**Ask questions &
vote in live polls**

slido



Academy Programs



Professional learning

Search programs

Career development

Coaching and
mentoring

Human leadership

Leadership
capabilities

Literacy and
numeracy

School management

Teaching and
learning

Fees and financial
support

Teaching Excellence Program 2025

Visit the website for information and drop-in sessions
www.academy.vic.gov.au/professional-learning/teaching-excellence-program
or email teacher.excellence.program@education.vic.gov.au

TEP25

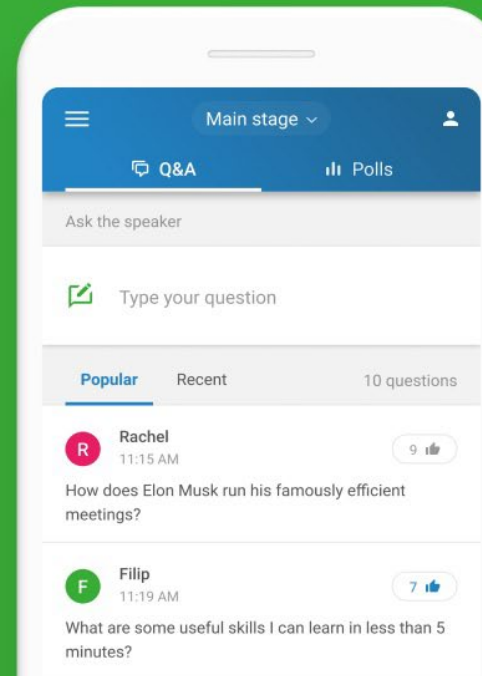
Apply now



Questions

Join the conversation
**Ask questions &
vote in live polls**

slido



Connecting with the Academy



Subscribe to AcademyConnect

Subscribe to our e-newsletter to stay up to date with all the news and professional learning at the Academy.

Academy Connect

www.academy.vic.gov.au/newsletter-signup



Your Voice Counts: Academy PL Evaluation



We are committed to continuously improving the content and delivery of our professional learning programs.



This evaluation seeks to understand how participation in Academy professional learning may influence your practice and school or student outcomes.



The evaluation can be completed in **5 - 10 minutes**.



We value your feedback and thank you in advance for your participation

Thank You

