



SPELD NSW

Instructional Routines:

Evidence-Based Reading in Action

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INTRODUCING A NEW GPC

/p/

Say & Show

Today we are learning how we write the sound: /p/.

This is the main way we write this sound. (Hold up the grapheme card and repeat the sound) /p/. This is the upper case "P".

Look at my lips- /p/. Notice the shape of my lips as I say /p/. My lips are together and then they pop open. Listen, /p/, it is a quiet sound (unvoiced). I can feel air puffing out my mouth as I say it.

Now you say the phoneme /p/. Notice how it feels and sounds when you say /p/.

Look at your partner and say /p/. Look at their lips as they say /p/. Can you hear that it is a quiet sound (unvoiced)?



Practice

Some words we know with this sound are: 'pit, drip, spit, pop...' (oral only and segment to scaffold where necessary)

Thumbs up when you hear a word with /p/... pot, step, bat, mud, pit, spot

Write

Write 'p'. Watch me write lower case /p/. (explicitly show starting point, directionality and position)

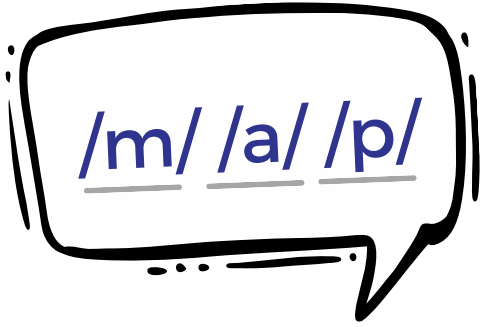
Now you have a go. Write lower case /p/. What is this sound? (Point to grapheme) /p/.



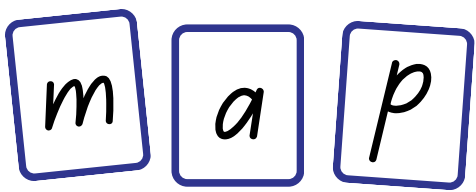
TEACHING to DECODE

THE DECODING ROUTINE:
PHONICS

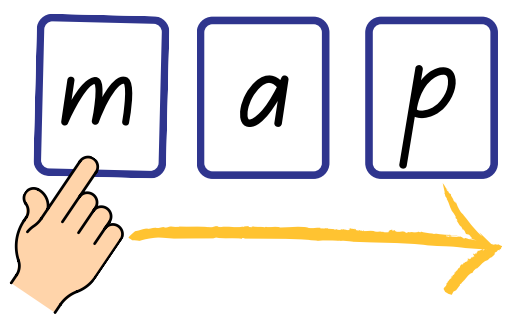
Say it



Make it



Read it



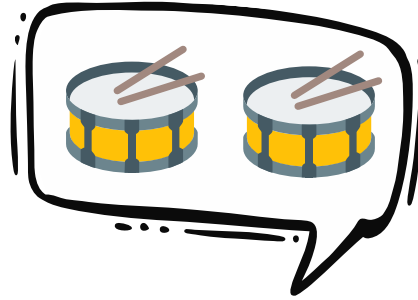
Write it



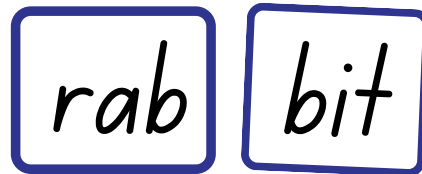
TEACHING 2-Syllable

THE DECODING ROUTINE:
POLYSYLLABIC
WORDS

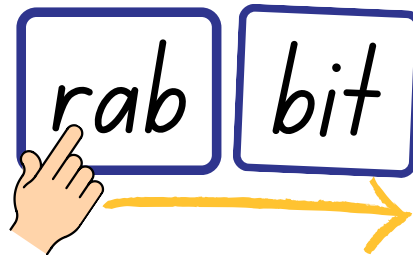
Say it



Make it



Read it



Write it

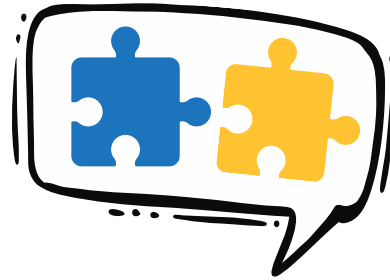
rabbit



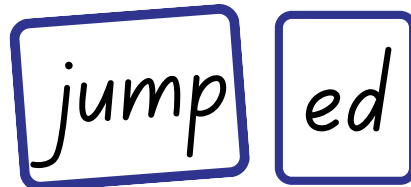
TEACHING New Morpheme

THE DECODING ROUTINE:
BASIC MORPHOLOGY

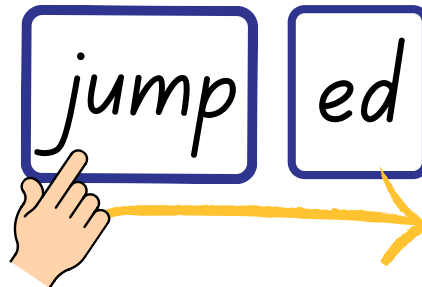
Say it



Make it



Read it



Write it

jumped

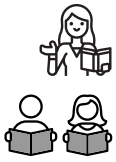


Model Script for BASIC CODE

Revise 1

Revise prior learning:
Let's warm up by reading some sounds and words that we have already learned:

Teach 2



Introduce the new learning directly and explicitly:

Teaching a NEW GPC
SAY & SHOW

Today we are learning how we write the sound: /e/.

This is the main way we write this sound.

(Hold up the **e** grapheme card and repeat the sound)

/e/. This is the upper case 'E'.

Look at my lips- /e/. Notice the shape of my lips as I say /e/. It is like a smile, lips and teeth apart.

Now you say the phoneme /e/. Notice how it feels when you say /e/.

Look at your partner and say /e/. Look at their lips as they say /e/.

Practice

Some words we know with this sound are:

'wet, met, west, chest...' (oral only and segment to scaffold where necessary)

Thumbs up when you hear a word with /e/ ...let, test, nit fit, set, seat

Write

Write 'e'. Watch me write lower case /e/. Now you have a go.

Write lower case /e/.

What is this sound?

(Point to grapheme) /e/.

Model 3



Teacher models and thinks out loud:

SAY & MAKE

Watch me. I am going to make the word 'set'.

"I set the table for dinner"

(Use grapheme cards to make the word, saying each sound as you pull them down to the sound lines).



READ

Now I read the word. s-e-t -> set

(Point to the sounds and model strategy: decode and blend, continuous phonation, additive blending)

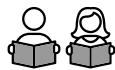
WRITE

Now I write the word. ___ ___ ___ -> set

(Say the sounds as you write the sound lines, then write the letters and read the word.)

Repeat with other words: e.g. met, ten

Model 4



Student volunteers respond with immediate feedback - other students provide choral response and make /write on their whiteboards

SAY & MAKE

You try- make 'met'.

Say the sounds as you move the grapheme cards. (Model segmenting)

READ

Now read the word.

(Point to the sounds and model blending strategy: decode and blend, continuous phonation, additive blending)

WRITE

Write the word. ___ ___ ___ -> set.

(Say the sounds as you write the sound lines, then write the letters and read the word.)

Repeat with other words: pet, pen, red, net, ten

Model 5

Summary of learning and application

So, when I see this letter 'e'... I read it as /e/. Let's read some words.

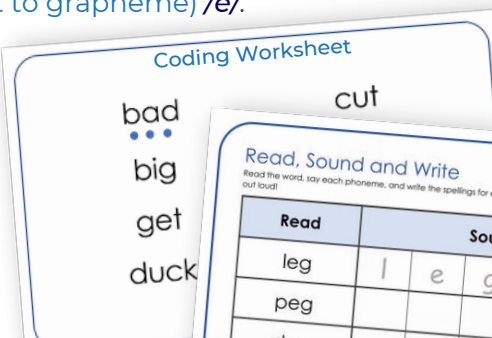
(Provide students with a list of CVC words with 'e' vowel for targeted practice.)

set, pet, net, met, ten, pen, den, red, peg

6

Independent Practice

Now you will complete a 'coding/read sound write' to practice using the new GPC in some words.



Read, Sound and Write

Read the word, say each phoneme, and write the spellings for each phoneme in the sound boxes. Then write the word again-say it out loud!

Read	Sound	Write
leg	l e g	leg
peg		
den		
end		

Model Script for TRICKY WORDS

/z/



Revise

1

Revise set learning:

Let's warm up by reading some sounds and words that we have already learned:

Teach

2

Introduce the new learning directly and explicitly:

SAY

Today we are learning a new tricky word. We are learning the word 'his'. You say the word 'his'.



Teacher models and thinks out loud:

SAY & MAKE

Watch me. I am going to make the word 'his'. ___ ___ ___ -> his. His dog is very fast. I went to play at his house.

(Use grapheme cards to make the word, saying each sound as you pull them down).

h i s

The tricky part is the 's' because we read it as /z/.

READ

Now I am going to read the word. (Point to the sounds and model strategy: segment and blend.)

WRITE

Write the word 'his'. Now circle the tricky part. Let's read it again.

or

SAY

Today we are learning a VERY tricky word. We are learning the word 'one'. You say the word 'one'. I have just one apple left. I have lost one shoe.

SAY & SHOW

This is the word 'one'. Say the word 'one'. I can see 3 letters 'o', 'n', 'e'. The tricky part is that we need to remember is that 'one' starts with this letter 'o', even though I can hear a /w/ at the beginning.

READ

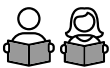
Let's read this word.

WRITE

Write the word 'one' and say it as you write it. Circle the tricky part. Let's read it again. Turn to your partner and use 'one' in a sentence... Now tell your partner how to spell 'one'.

Practise

3



Student volunteers respond with immediate feedback - other students provide choral response and make /write on their whiteboards

SAY & MAKE

You try- make 'his'. Say the sounds as you move the grapheme cards. Decode and blend (Provide immediate feedback on errors- direct to use connected phonation or additive blending).

READ

Read the word. Point to the tricky part.

WRITE

Now write the word 'his'. Circle the tricky part. Read it again. Use it in a sentence...

or

SAY

You try. How do you read this word? 'one' What's the tricky part that we must remember?

READ

Read it again.

WRITE

Write the word 'one' and say it as you write it. Circle the tricky part. Read it again. Use it in a sentence...

Model Script for EXTENDED CODE

Revise

1

Revise prior learning:

Let's warm up by reading some sounds and words that we have already learned:

Teach

2

Introduce the new learning directly and explicitly:

SAY

Today we are learning 2 ways to spell the sound: /ay/. Here are the 2 ways we will spell the /ay/ sounds today. (Hold up the **ay** **ai** grapheme cards and repeat the sounds) 'ay' and 'ai'

Look at my lips- /ay/. Notice the shape of my lips as I say /ay/. My mouth changes shape as I say the phoneme.

Now you say the phoneme /ay/. Notice how it feels when you say /ay/.

Look at your partner and say /ay/. Look at their lips as they say /ay/.

Some words we know with this sound are: 'bait, mate, play...' (oral only and segment to scaffold wher necessary) Thumbs up when you hear a word with /ay/ ... cat, gate, pan pain, wet, wait.

Model

3

Teacher models and thinks out loud:

SAY & MAKE

Watch me. I am going to make the word 'play'. "I like to play." _____ The /ay/ is here (last line), so I am going to use the spelling 'ay'.

(Use grapheme cards to make the word, saying each sound as you pull them down to the sound lines).

READ

Now I read the word. p-l-ay -> play (Point to the sounds and model strategy: decode and blend, continuous phonation, additive blending)

WRITE

Now I write the word. _____ -> play (Say the sounds as you write the sound lines, then write the letters and read the word.)

Let me show you another one.



Teacher models and thinks out loud:

SAY & MAKE

Watch me.

I am going to make the word 'pain'. "I hurt myself and I am in pain."

_____ The /ay/ is here (middle line), so I am going to use this spelling 'ai'.

(Use grapheme cards to make the word, saying each sound as you pull them down).

READ

Now I read the word. p-ai-n -> pain

WRITE

Now I write the word. _____ -> pain

(Say the sounds as you write the sound lines, then write the letters and read the word.)

Summarise:

When I hear the /ay/ sound at the end of the base, I will use 'ay'. If I hear the /ay/ in the middle of the base, I will use this one, 'ai'.

4

Student volunteers respond with immediate feedback - other students provide choral response and make /write on their whiteboards

SAY & MAKE

You try- make 'day'.

"It is a lovely day." _____

Say the sounds as you move the grapheme cards. (Model segmenting)

READ

Now read the word. d-ay -> day

(Point to the sounds and model blending strategy: decode and blend, continuous phonation, additive blending)

WRITE

Write the word. _____ -> day.

(Say the sounds as you write.) Repeat with other words.

5

Summary

When I see the grapheme 'ai' or 'ay' I will read them as /ay/.

** Stage 1 spelling:

When I hear the /ay/ in the middle of the base I will use 'ai'. When I hear /ay/ at the end of the base I will use 'ay'.

6

Independent Practice

Now you will complete a 'coding/read sound write' to practice using the new GPC in some words.

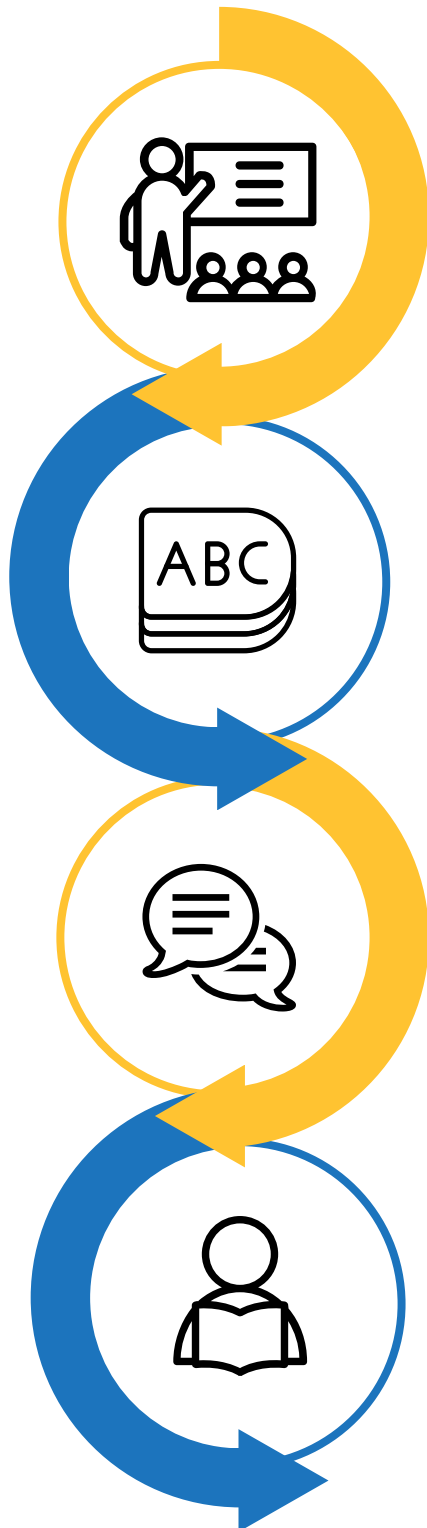
Read, Sound and Write

Read the word, say each phoneme, and write the spellings for each phoneme in the sound boxes. Then write the word again- say it out loud!

Read	Sound			Write
paid	p	ai	d	paid
bay				
say				
rain				
dav				

READING DECODABLE TEXTS

For Accuracy & Automaticity



TEACH

Explicit teach and practice phonics and irregular words required for this text.

WARM UP

- Warm up by reading words that will be in the text.
- Practice decoding strategies.

CORRECTIVE FEEDBACK

- *Try again.*
- *What is this sound?*
- *This is the ___ sound. Try again.*
- *Watch and listen to me. Now you try.*

REREAD

Students reread the page or the book 2-3 times.

FLUENCY ROUTINE

for students who are now working on reading with prosody



1. CHOOSE

Select a text that the student can read with automaticity.



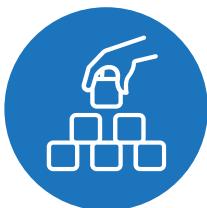
2. TRICKY WORDS

Model how to pronounce any complex words in the text



3. MODEL

fluent reading for the student



4. SCAFFOLDING

Provide targeted scaffolding and error correction for: Phrasing, Emphasis, Expression, Punctuation, Pacing



5. ENGAGE

talk about the text, ask clarifying questions, monitor for understanding, summarise as you read

EXPLICIT Instruction Routine

Vocabulary

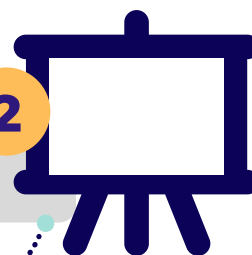


1

Say the word

Show the word

2



3

Define the word :
child-friendly + visual

4

Analyse structure



5

Show examples/
non-examples + visual



6

Use the word in
independent activities

