



**KARALEE
STATE SCHOOL**
LEARNING TOGETHER

READING 2025

Education Twilight Video

<https://mediasite.eq.edu.au/mediasite/Play/d5a99b04712b44758dc85854bde46a3c1d>

Main points:

- There are 2 parts to reading – Decoding and Oral Language skills. BOTH ARE IMPORTANT
- We don't guess words or use pictures anymore, we use our letters and sounds.
- Reading doesn't necessarily improve writing BUT writing **will** improve reading. SO if you child can read the word make sure they can write it as well.



Reading Position Statement

Simple View of Reading

Reading comprehension = Word Reading x Language Comprehension

- Word Reading - **phonics skill**, **phonemic awareness** and **fluency**
- Language Comprehension – **oral language**, **background knowledge**, **vocabulary**, **syntax (sentence structure)** and **inferencing skills**

Link to: Reading Position Statement

<https://education.qld.gov.au/curriculums/Documents/reading-position-statement.pdf>



Reading Position Statement

Prep to Year 2

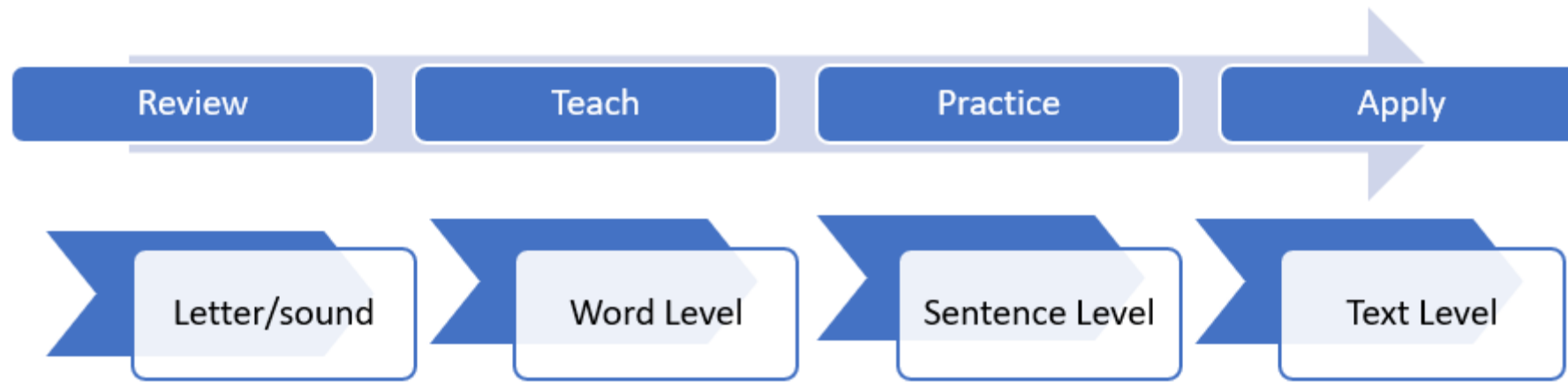
Students are taught:

1. Word reading and spelling with systematic synthetic phonics.
2. Language comprehension is taught through shared and dialogic reading (reading aloud and discussing) of authentic curriculum texts.

Years 3 to 6

Students build on their reading foundations as they are taught to read and understand more complex multisyllabic words (longer words with more than one syllable) and curriculum text.

HOW



Guidelines for Literacy Block

At Karalee State School we have DRA (Decodable Readers Australia) as a resource for teachers, students and parents to use. Within the Instructional Routines section they have an example of how a literacy block can be taught. While every teacher is different and will have their 'own' way of doing the literacy block the elements in this example will be covered by all teachers in P-2.

Below is the link to the Example Literacy Block from DRA:

[https://cdn.shopify.com/s/files/1/0452/9848/3366/files/Instructional Teaching Guide -
_Litracy Block 15.10.24.pdf?v=1728973272](https://cdn.shopify.com/s/files/1/0452/9848/3366/files/Instructional_Teaching_Guide_-_Litracy_Block_15.10.24.pdf?v=1728973272)

WHAT

DRA Online INTRODUCTION lessons for Phonics, Spelling Rules and Morphology		
Level 1	<ol style="list-style-type: none"> 1 Introduce s 2 Introduce a 3 Introduce t 4 Introduce p 5 Introduce l 6 Introduce n 7 Review Level 1 letterounds 8 Introduce plurals +s 	<ol style="list-style-type: none"> 1 Introduce sh 2 Introduce ch 3 Introduce th (voiced) 4 Introduce th (unvoiced) 5 Introduce qu 6 Introduce ng 7 Introduce wh 8 Introduce ph 9 Introduce g /j when it is next to an e, i or y 10 Introduce c /f when it is next to an e, i or y 11 Review Level 4 letterounds 12 Introduce silent e (for c and g) 13 Introduce silent e (for v) 14 Introduce the schwa sound 15 Introduce nouns, verbs and adjectives 16 Introduce suffixes 17 Introduce doubling consonants (when adding +ing)
Level 2	<ol style="list-style-type: none"> 1 Introduce m 2 Introduce d 3 Introduce g 4 Introduce o 5 Introduce c 6 Introduce k 7 Introduce ck (after a short vowel) 8 Introduce e 9 Introduce u 10 Introduce r 11 Review Level 2 letterounds 12 Review short vowels 13 Sorting vowels and consonants 14 Introduce possessive 's 	<ol style="list-style-type: none"> 1 Introduce ai (trail) 2 Introduce ay (day) 3 Introduce ea (beach) 4 Introduce ee (tree) 5 Introduce ie (pie) 6 Introduce igh (sight) 7 Introduce oa (boat) 8 Introduce ow (slow) 9 Introduce ew (few) 10 Introduce ue (cue) 11 Review Level 5 letterounds 12 Introduce the three sounds of +ed (t, s, ed) 13 Introduce silent e (a vowel for syllables) 14 Introduce Inflectional Endings +ing and +ed
Level 3	<ol style="list-style-type: none"> 1 Introduce b 2 Introduce h 3 Introduce f 4 Introduce l 5 Introduce j 6 Introduce v 7 Introduce w 8 Introduce x 9 Introduce y 10 Introduce z 11 Review Level 3 letterounds 12 Introduce the doubled consonants after a short vowel (FLSZ) 13 Introduce plurals +es 14 Introduce prefix un 15 Introduce compound words (free bases) 16 Introduce syllables – every syllable has a vowel 17 Review voiced and unvoiced Consonants 	<ol style="list-style-type: none"> 1 Introduce oi (soil) 2 Introduce oy (boy) 3 Introduce oo (book) 4 Introduce oo (moon) 5 Introduce ou (loud) 6 Introduce ow (cow) 7 Introduce er (term) 8 Introduce ir (star)
Level 4		<ol style="list-style-type: none"> 9 Introduce ur (turn) 10 Introduce ar (star) 11 Introduce or (for) 12 Review Level 6 letterounds 13 Introduce comparative adjectives with suffixes er, est 14 Introduce suffix +less 15 Introduce word families
Level 5		<ol style="list-style-type: none"> 1 Introduce a_e (baby) 2 Introduce e_e (we) 3 Introduce i_e (funny) 4 Introduce o_e (go) 5 Introduce u_e (CVCe) 6 Introduce a_e (CVCe) 7 Introduce e_e (CVCe) 8 Introduce i_e (CVCe) 9 Introduce o_e (CVCe) 10 Introduce u_e (CVCe) 11 Review Level 7 letterounds 12 Introduce plurals +ies drop the y to add ies 13 Introduce suffix +ch 14 Introduce the 'e' rule when adding suffixes +ed, er, est, ing 15 Introduce 'f' to 'v' rule 16 Introduce prefix +re
Level 6		<ol style="list-style-type: none"> 1 Introduce aw (draw) 2 Introduce ow (draw) 3 Introduce ou (ouch) 4 Introduce air (chair) 5 Introduce are (dare) 6 Introduce ear (pear) 7 Introduce eer (cheer) 8 Introduce ere (more) 9 Introduce erge (edge) 10 Introduce urch (march) 11 Review Level 8 letterounds 12 Introduce contractions (eg. is not, am) 13 Introduce homophones (eg. hat, here) 14 Review plural rules

Please note that these online library lessons are introduction lessons only, and repeated practice and multiple exposures of the concepts are required. This list is not an exhaustive list of all spelling and morphology lessons and you may need to add to it based on the year level you teach and the more that you are in.



This document is part of the DRA Implementation Guidelines. You will notice the sequence for teaching the sounds. We will also be teaching the grammar/spelling rules as well.



Supporting Your Beginner Reader

Parent Handout: Support Your Beginning Reader

<https://education.qld.gov.au/curriculums/Documents/twilight-reading-session-supporting-resource-poster.pdf>

YOU READING TO AND DISCUSSING BOOKS WITH YOUR CHILD IS JUST AS IMPORTANT AS TEACHING LETTER/SOUNDS AND SIGHT WORDS.

PLEASE READ AND DISCUSS BOOKS WITH YOUR CHILD. YOUR CHILD'S ORAL LANGUAGE COMPREHENSION NEEDS YOUR HELP!



DRA Resources

For students and parents:

- DRA readers- teachers will open leveled readers your child can access at home. These levels will be ones that have been taught and practiced at school. The aim of home reading is to review the code at text level and increase fluency.
- DRA Lessons – there are a suite of lessons for each level of ‘code’ taught. Within these lessons are opportunities for the students to read (decode) and write (encode) using the ‘code’ they have been taught at school.

For teachers:

- There are a multitude of resources available to teachers to help them Review, Teach, Practice and Apply the ‘code’ at word, sentence and text levels.
- Teachers will use some of these resources as homework for students to practice and apply the ‘code’.

Our Aims

- For ALL students to be taught the phonics and phonemic skills they need to read(decode) and write (encode).
- For students to gain mastery and fluency with reading and writing skills.
- For students to gain a large bank of vocabulary and oral language skills.

REMEMBER

- If you teach reading it doesn't necessarily help writing but, if you teach writing it will improve reading.
- So please if your child is fluent with the work they have access to home, remember to ensure that it is fluent in both READING AND WRITING.
- Finally decoding and encoding is only one side of the Simple View of Reading. It is immensely important that you read to your child and discuss the book. Below is Blanks Levels of Questions. Try to ask questions from all levels to help your child with inferential comprehension not only 'right there' questions.

Blanks Level 1 – Vocabulary	Blanks Level 2 - Description
<ul style="list-style-type: none"> • Find one like this • What’s this? • What colour is this? • What did the say? • What can you see? • Show me the • Who is this? • What is XX doing? • Can you say? <p style="font-size: small; margin-top: 10px;"> - Requires concrete thinking - Responses can be short or nonverbal - Understanding develops around 3;0 </p>	<ul style="list-style-type: none"> • What happened? • Where’s the? • When did? • Finish this sentence • What is this for (function)? • Tell me about this thing • Find one that is X and Y • How are these different? • What else is a (category)? <p style="font-size: small; margin-top: 10px;"> - Details of objects not currently visible - Involves analysis of objects - Understanding develops around 4;0 </p>
Blanks level 3 – Think, feel, predict, sequence	Blanks level 4 – Why, problem solving
<ul style="list-style-type: none"> • What will happen next? • What is X going to say? • What have they done so far? • What is XX (definition)? • How did he? • How did XX feel? • How else could XX do it? • How are these the same? <p style="font-size: small; margin-top: 10px;"> - Requires own knowledge and higher order thinking - Requires basic prediction, assume the role of another or generalisation - Understanding develops at around 4;6 </p>	<ul style="list-style-type: none"> • What will happen if? • Why did XX do this? • What could XX do? • Why do you like XX? • How did it happen? • What would you do if ...? • Why can’t XX do this? • How can we tell? • Why is XX made of YY? <p style="font-size: small; margin-top: 10px;"> - Requires use of reasoning and draw on past experiences. - Requires problem solving, prediction, and explanation - Understanding develops at around 5;0 </p>