



2025

BUILDING SKILLED READERS:

BEST PRACTICE IN READING INSTRUCTION

SESSION 2:

Reducing the reading gap in a secondary setting

- *Stasha Demosthenous & Christine D'Arcy*

AND

Supporting struggling older readers with multicomponent literacy interventions

- *Melinda de Haan*

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Christine D'Arcy

Bachelor of Speech Pathology
Senior Speech Pathologist, CPSP, MSPA
Department for Education, South Australia

Based at Parafield Gardens High School, Christine has worked alongside the school's leadership team to implement a literacy screening process, a tiered reading intervention approach and provides one-on-one intervention for struggling older readers.



Stasha Demosthenous

Bachelor of Education (Primary and Middle)

Literacy Coordinator

Parafield Gardens High School

Department for Education, South Australia

Stasha started her career as a Year 6/7 teacher before moving to the secondary setting at Parafield Gardens High School. Stasha is passionate about literacy and the importance of building teacher knowledge and capacity to develop all students' literacy skills. Stasha has worked with staff to develop their knowledge of vocabulary and morphology using high impact teaching strategies and leads the school's Tier 2 Reading Acceleration Program (RAP) for Year 7 and Year 8 struggling readers.





Government of South Australia
Department for Education



Parafield Gardens
High School

Respect Achievement Determination

Reducing the READING Gap in a Secondary Setting

Stasha Demosthenous, Literacy Coordinator

Christine D'Arcy, Speech Pathologist

11 March 2025



Acknowledgement of Country

We acknowledge the Kurna people as the custodians of the lands and waters of the Adelaide region from which we are presenting today.

We pay respect to Elders both past and present.



Session Outline

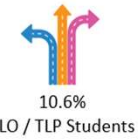
- Our context & literacy journey so far
- MTSS approach & tiers of intervention
- Tier 2 & Tier 3 Reading Acceleration Program (RAP)
- Literacy screening process
- Tier 2 RAP in action
 - Polysyllabic word learning
 - Morphology
- Planning, progress monitoring & outcomes
- Student & teacher perspectives
- Q&A



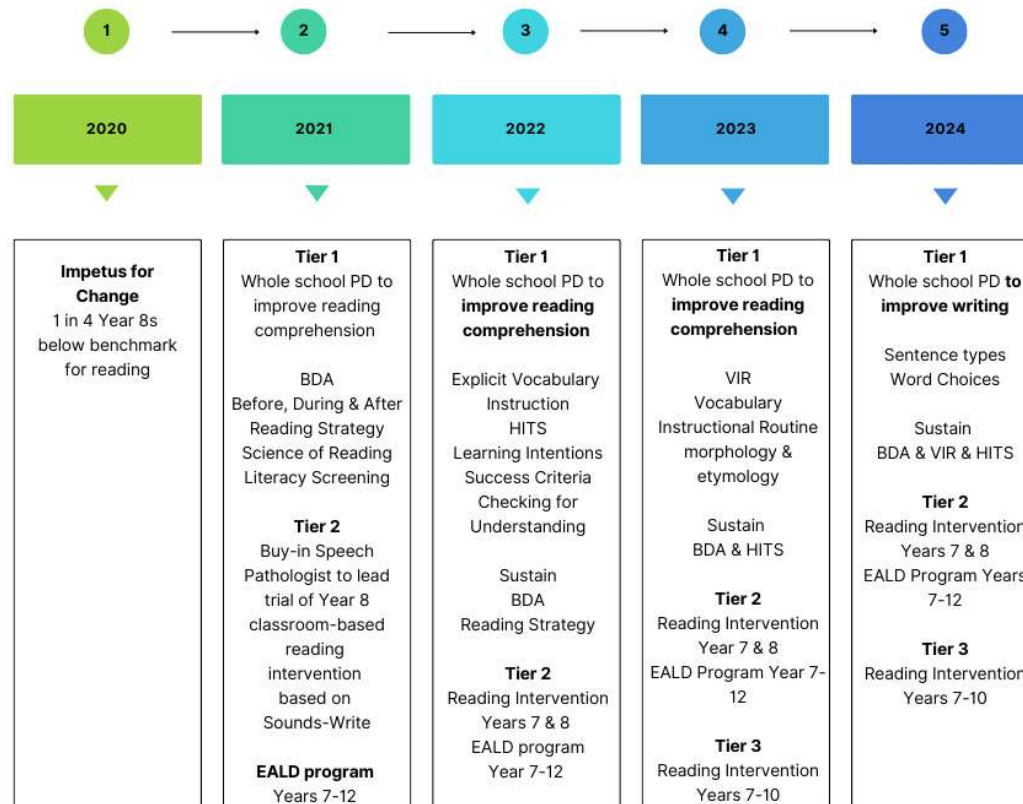
Respect Achievement Determination



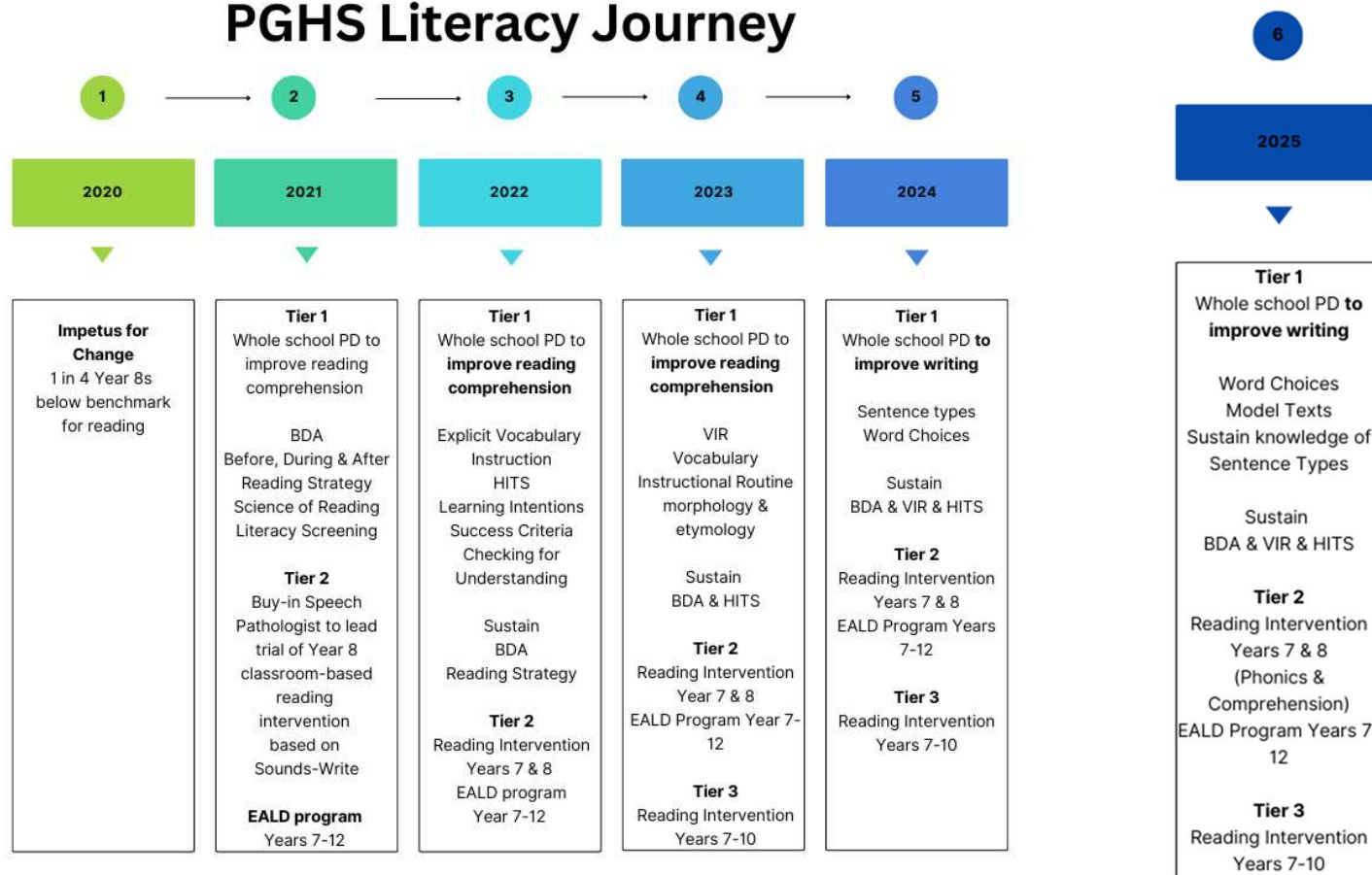
Our context



PGHS Literacy Journey

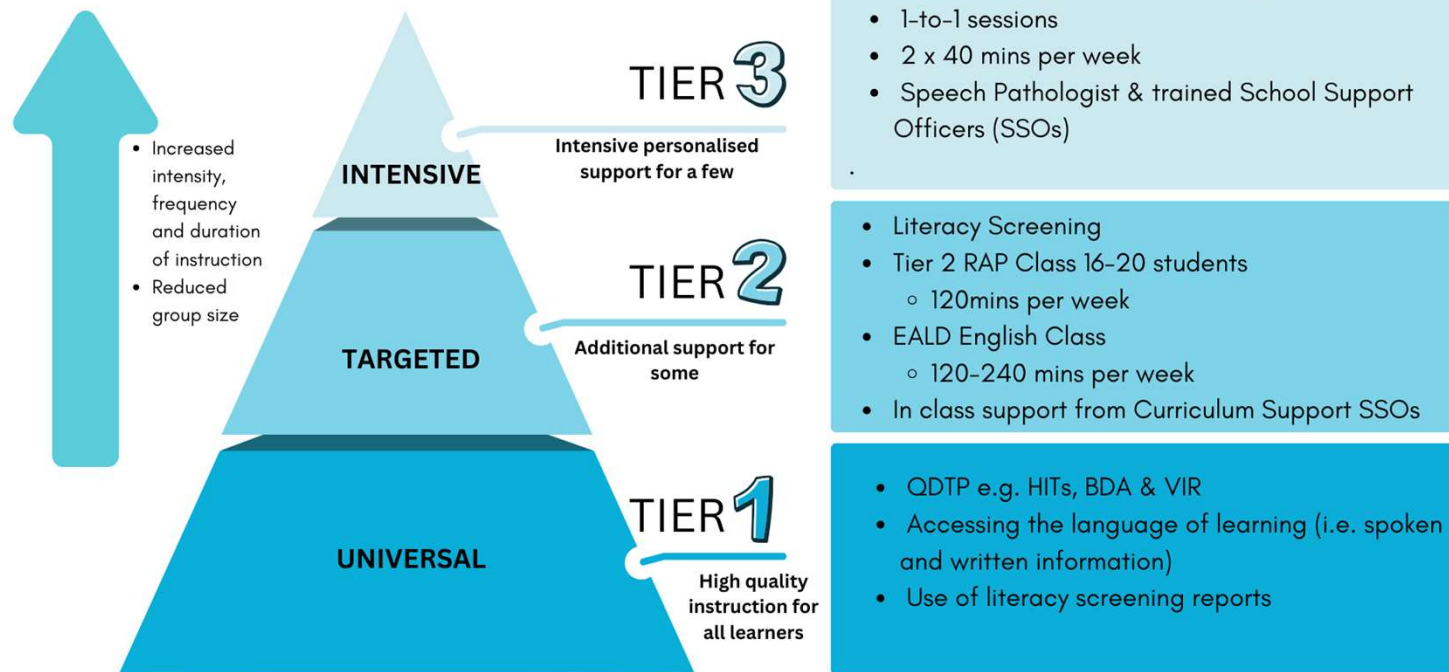


PGHS Literacy Journey



3 TIERS OF INTERVENTION AT PGHS

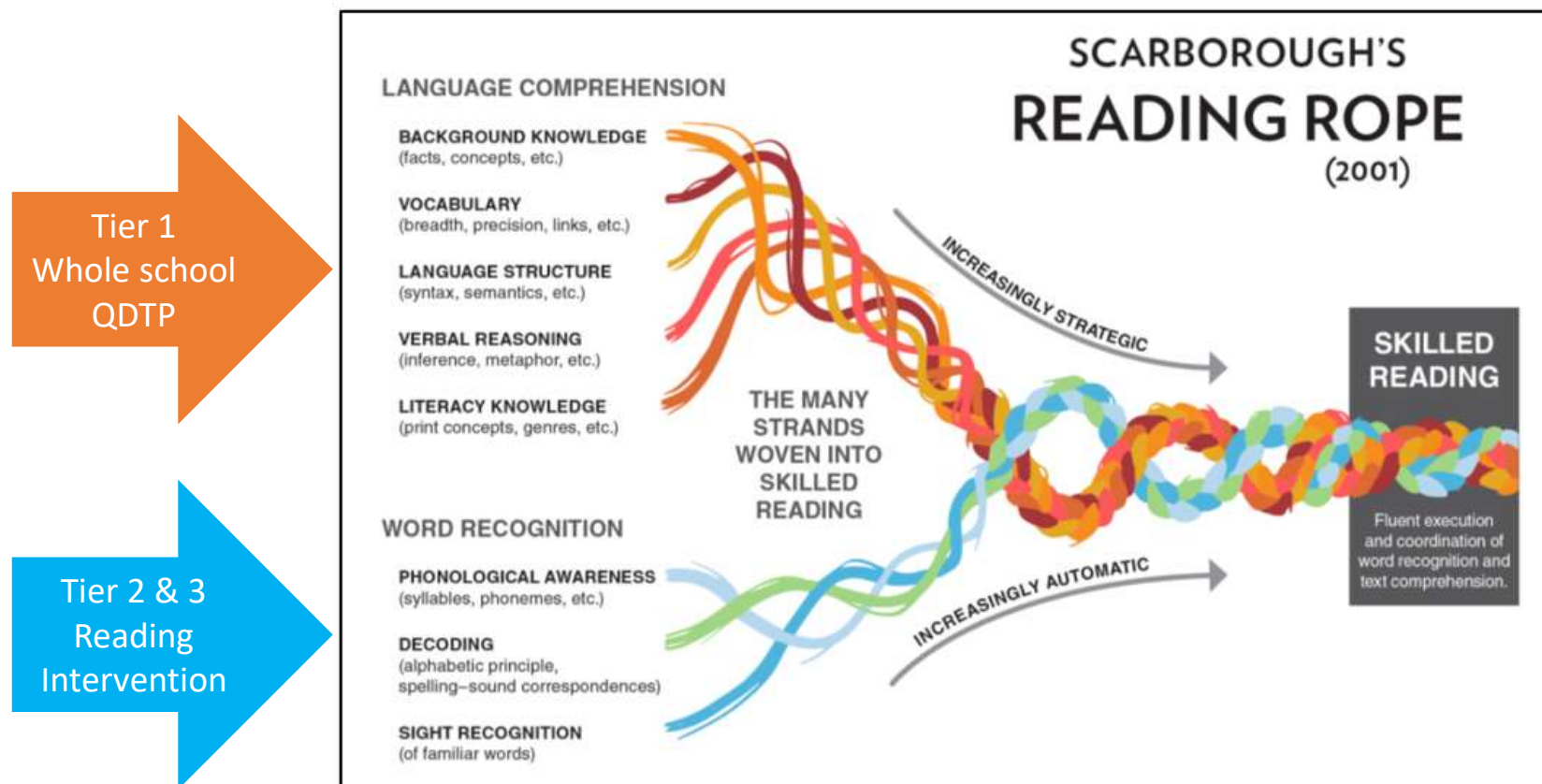
OUR MTSS APPROACH



Adapted from de Bruin K and Stocker K (2021) Multi-Tiered Systems of Support: Comparing Implementation in Primary and 14 Secondary Schools, Learning Difficulties Australia, 53(3):19-23



Becoming a skilled reader



Adapted from de Bruin K and Stocker K (2021) Multi-Tiered Systems of Support: Comparing Implementation in Primary and 14 Secondary Schools, Learning Difficulties Australia, 53(3):19-23




What does Tier 1 QDTP “look” like?

- Whole School PD in Before, During, & After (BDA) strategies
- Across all year levels and all areas of learning
- Mainstream and special classes

What does the word ‘mock’ mean?

Think about what it means to mock someone.

What do you predict a ‘mockumentary’ to be about?



Class discussion - can sometimes take a lot to prompt my year 10s into a discussion but this particular question generated buzz VERY QUICKLY! Anyone want to guess what happened straight away?

mockumentary


Etymology:
From the Middle English word "mokken" which means to imitate in a scornful way.

Morphology:
mock - meaning to imitate in a derivative manner.
-umentary - referring to a documentary, a genre of film or media that presents real-life events of information.

Definition: A mockumentary is a fictional film or production that mimics the style and format of a documentary, often for comedic purposes.

Synonyms: spoof, satire, parody, faux-documentary
Antonyms: documentary, nonfiction, reality, actuality

Example:
The mockumentary hilariously depicted a fictional world.




During Reading Activities (Plan questions that will help students think, Connect before reading activities with the reading, Use text structure to assist in understanding)

As a class we will watch Team Thor.

- Students will watch it once the whole way through without any note taking. (This will benefit many students).
- Students will then watch it again and pause at scenes that match up to the questions.
- Students will record notes as they watch the video from the second time onwards (identifying the mockumentary elements).

All students did the same ‘during’ activity

We rewatched the mockumentary roughly 4 times.



AFTER - DIFFERENTIATED GOALS

Students received varied ‘after’ questions dependent on whether they were high or low band.

HIGH BAND

1. How are you able to tell that Team Thor is a mockumentary and not a documentary? List 3 key elements that stood out.
2. What effect did some camera choices have on the target audience? Why were they specifically chosen?
3. What effect did the interview scenes have on the target audience?
4. How does Team Thor use humour to create satire?

LOW BAND

1. How are you able to tell that Team Thor is a mockumentary and not a documentary? List 3 key elements that stood out.
2. How did the interview scenes help create humour?
3. How is Thor in this mockumentary different from his original character? Would anyone not in the ‘target audience’ understand this?

Year 10 English BDA, Chloe Bubner, Parafield Gardens High School Teacher

What does
Tier 1
QDTP
“look” like?

- Whole School PD in explicit vocabulary and morphology instruction & vocabulary instructional routine - VIR
- Across all year levels and all areas of learning
- Mainstream and special classes

VIR – Vocabulary Instructional Routine



intrepidly



archaeology

A screenshot of a digital interface for a 'VIR myriad activity'. On the left, there is a large image of a starry night sky. Below the image, the text reads 'VIR myriad activity', '3 plays · 54 players', and there are buttons for 'Host live', 'Assign', and 'Play solo'. On the right, there is a list of questions. The first question is '1 - Quiz Myriad - true or false?' with a '20 sec' timer. The second question is '2 - True or false Myriad - true or false?' with a '20 sec' timer. The third question is '3 - True or false Myriad - true or false?' with a '20 sec' timer. The fourth question is '4 - True or false'. There is also a 'how answers' link and a small image of a starry night sky.

Literacy Coordinator, Stasha Demosthenous, Parafield Gardens High School

CHRONOLOGICAL

Syllables: chro – no – lo – gi – cal (x5)

Morphology: refer to whiteboard

Definition: events arranged in time order (adjective)

Chronological order

(adj) (noun)

Etymology:

Greek Origin



Example:

Johnny wrote a recount of his summer holiday in **chronological** order.

Activity: Place the following events in **chronological** order.

lunch arrive at school go to bed recess
come home from school eat dinner eat breakfast

CHRONOLOGICAL

What word/phrase does NOT represent **chronological**?

- a) In sequence
- b) Random
- c) In time order

Example of
VIR
teaching
resources
across all
subject areas

CHRONOLOGICAL

Which of these set of events are in **chronological** order?

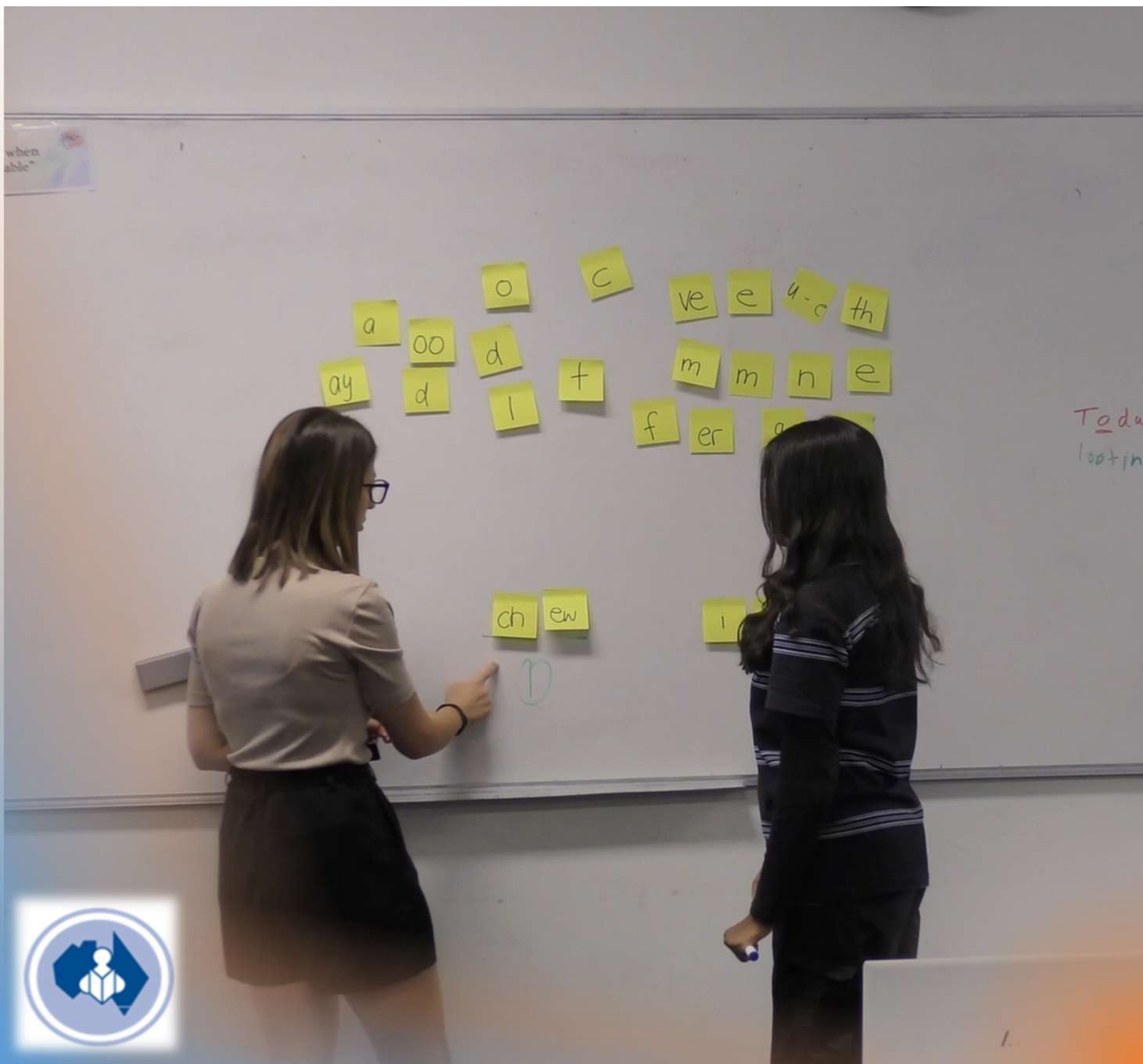
- a) Johnny started school in 2000, was born in 1996 and began playing soccer in 2006
- b) Johnny was born in 1996, started school in 2000 and began playing soccer in 2006
- c) Johnny began playing soccer in 2006, was born in 1996 and started school in 2000



Tier 2 & 3
Intervention
that supports
improved
reading
outcomes



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Tier 2 – RAP

Reading intervention elements

- Based on Sounds-Write, systematic, synthetic phonics program
- Includes explicit direct instruction on morphology and etymology to build reading and spelling skills for tier 2 & 3 academic vocabulary
- 1x 80 mins phonics lesson per week
- 1x 40 mins morphology lesson per week
- Delivered by Sounds-Write trained teachers and SSOs
- Single or team-teaching models
- RAP instead of studying another language
- Revision & practice of PA skills and code knowledge
- Teaching through errors to promote problem solving
- Weekly and termly progress monitoring
- Elements of differentiation
- Movement and brain breaks, variety of short, fun, engaging and rewarding activities
- RAP teachers create a safe space to make mistakes, take risks and have a go.

Tier 3 – RAP

Reading intervention elements

Program: Scope and sequence mirrors Tier 2 Sounds-Write reading intervention scope and sequence

Who: RAP students requiring a higher dose of intervention & some Year 9/10 students with a decoding age significantly lower than their chronological age

Delivered: 1:1 by S-W trained SSOs

When: 2x 40 mins sessions weekly

1. During Monday afternoon Home Group
2. One other subject lesson to limit impact of withdrawal

Criteria: Nominated by Tier 2 RAP teachers and must be good attenders

Progress monitoring: Session by session and end of term assessment (phonemic awareness, decoding, oral reading fluency skills) and feedback to RAP teachers

Exit: Negotiated on case-by-case basis



Identifying students for intervention?

Literacy Screening

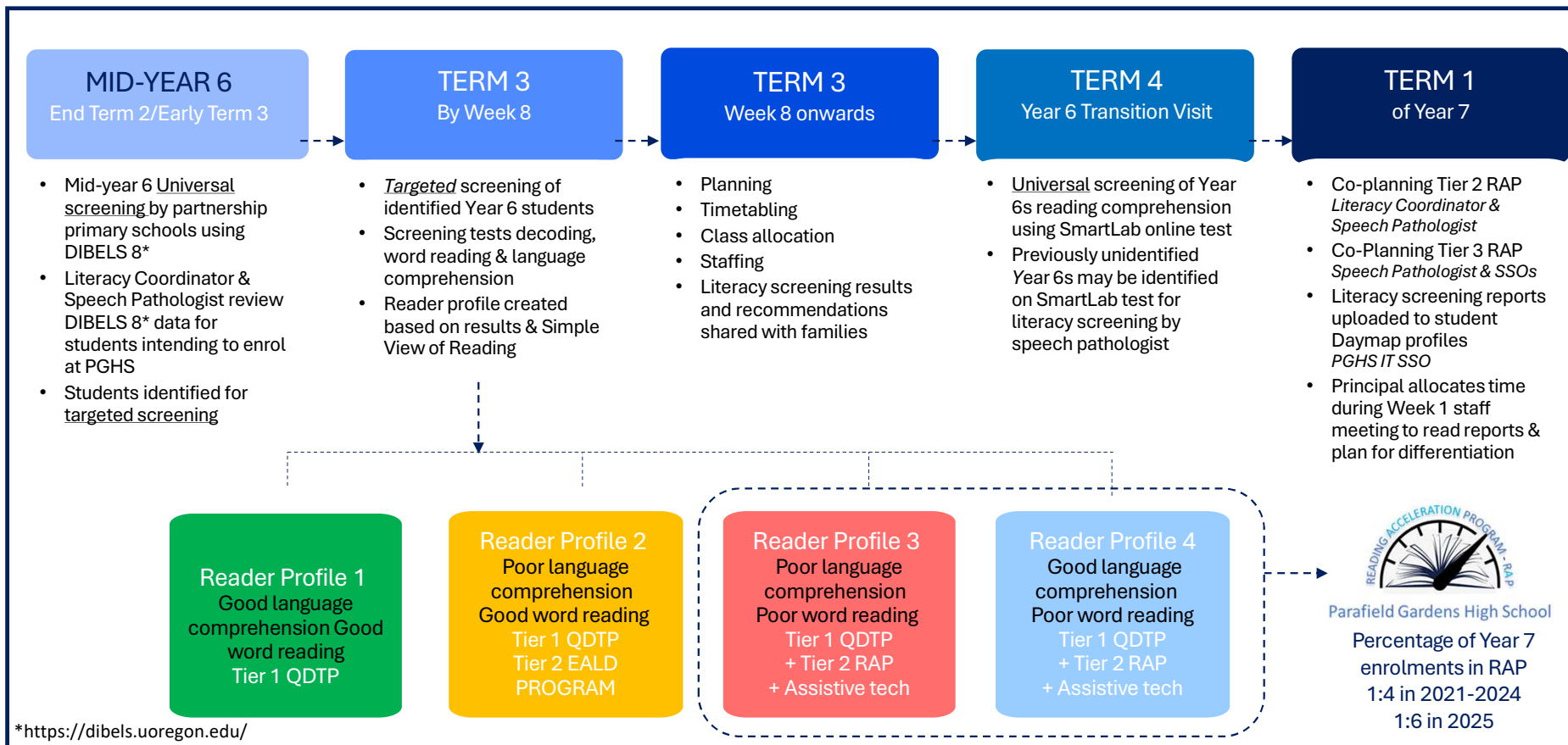
- on transition
- throughout the year

Q: Does screening data suggest a reading or language challenge that needs support?



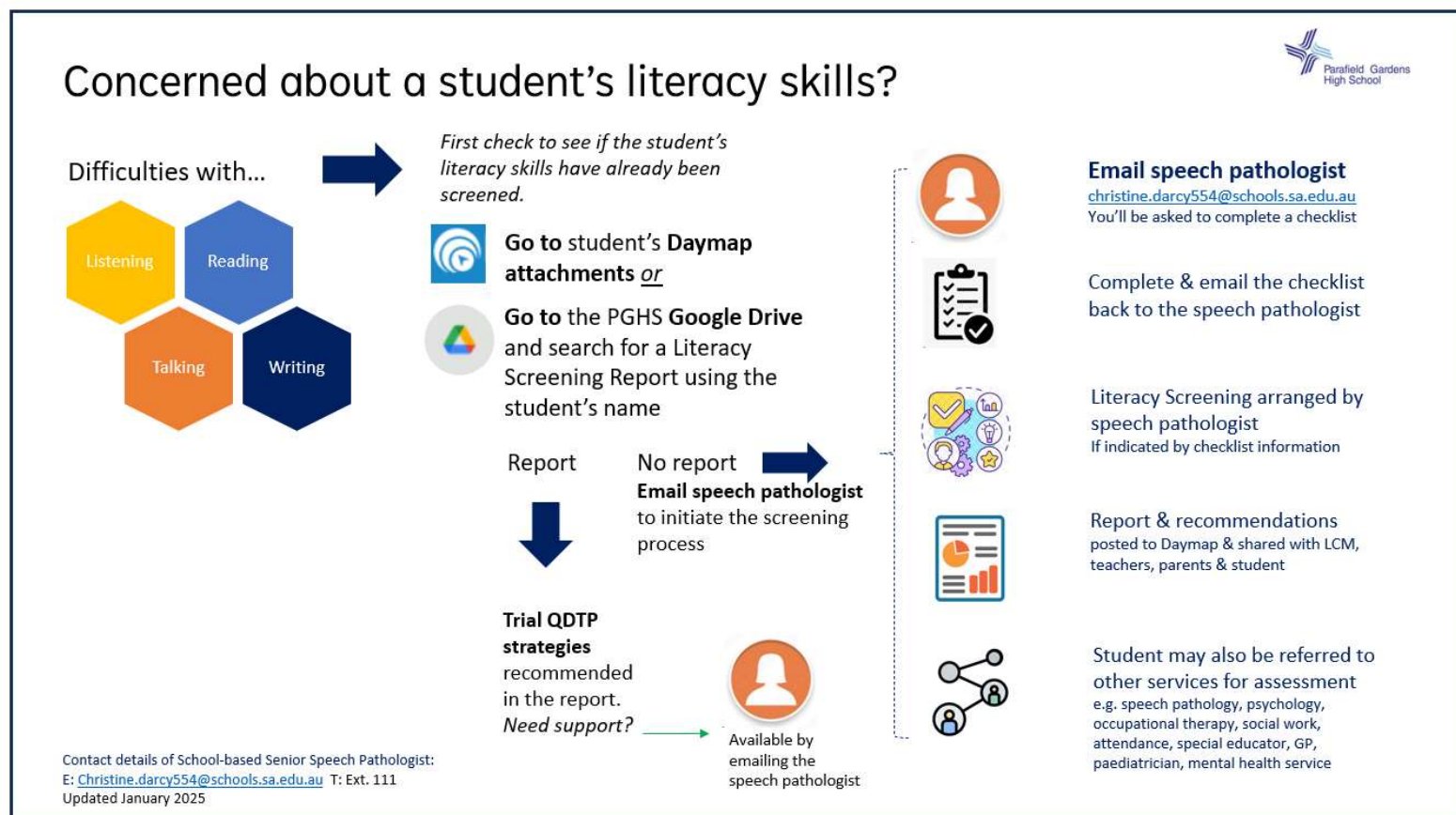
PGHS Transition Literacy Screening Process

Aim: Identify & support students with poor reading and/or poor language comprehension skills on transition



PGHS 7-12 LITERACY SCREENING PROCESS

Aim: Identify & support students with poor reading and/or poor language comprehension skills



RAP IN ACTION

Explicit instruction & activities

RAP – Sequence of Learning



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Warm Up

- Stop the Shark, Find a Word, Unscramble the Word, Reading/Spelling/Writing

Review learning from previous lesson

Main Body of Lesson (Teach/Practice New Code)

- Word Building, Sound Swapping, Sound Story, Segmenting/Working with Polysyllabic Words, Sentence Completion Tasks, Oral Reading Fluency

Review prior learning (review and apply code already taught)

- Dictation, Games (Cards, Bingo, Blooket, Kahoot, Jeopardy)

We make use of the same lesson/unit structure for all phonemes and morphemes. This reduces students' cognitive load and promotes on task behaviour so students know exactly what to expect and what tasks they will be engaging with.



RAP IN ACTION

Polysyllabic Word Learning

Be the first to
unscramble
the mystery word!



/e/

Word Building
with polysyllabic
words

i t p er
+ c e n

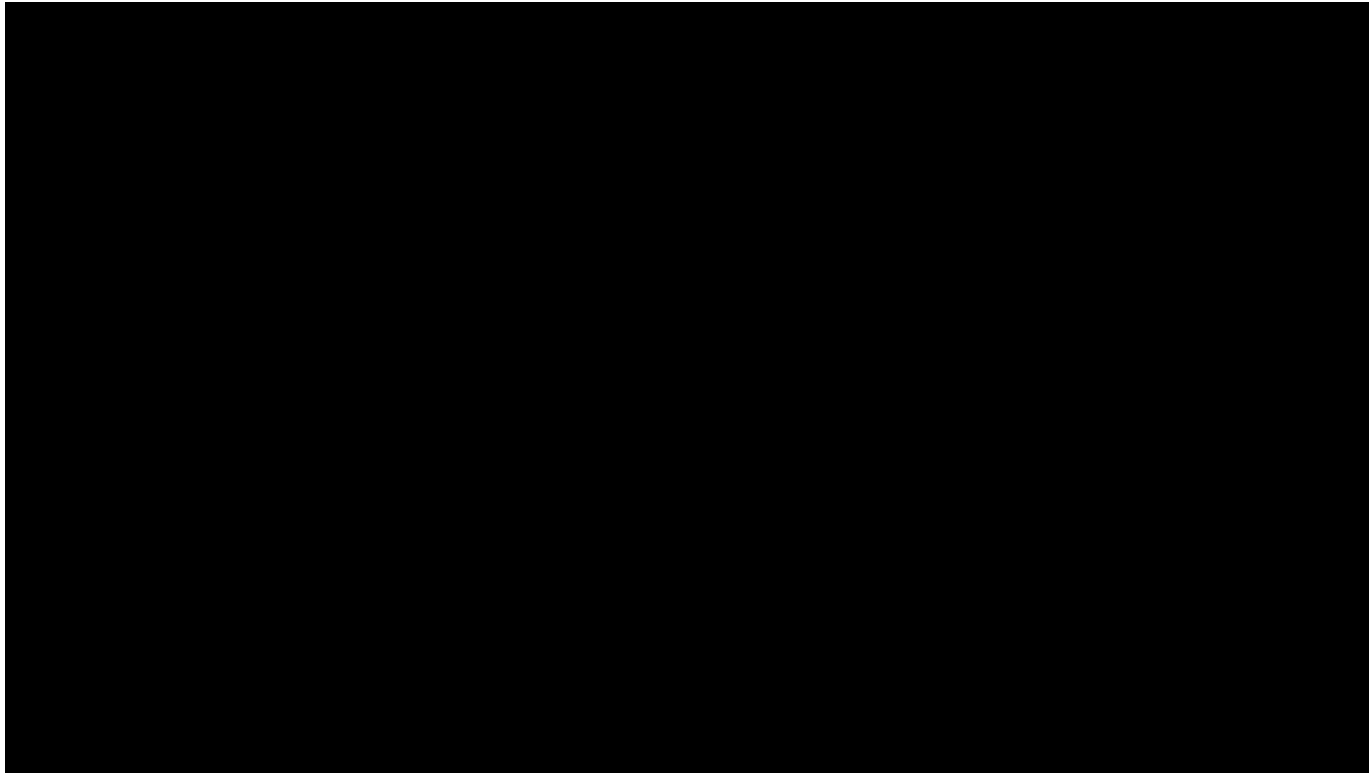
a c i e
ve d j t

i sh f
d ie r p n

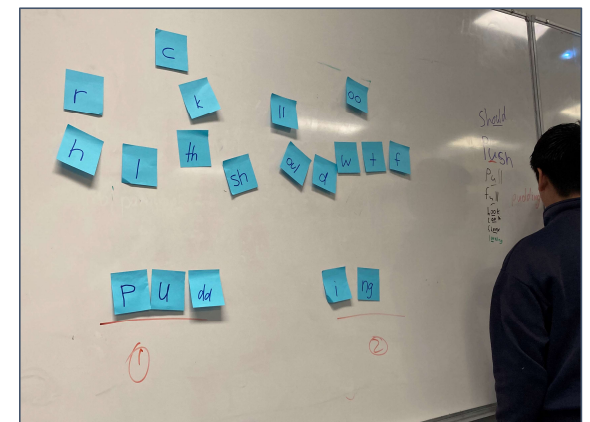
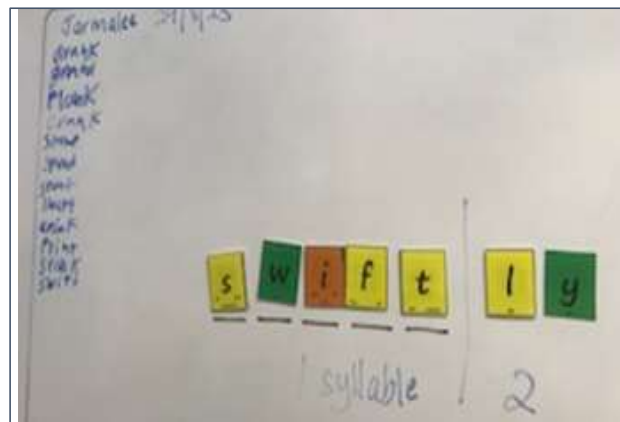
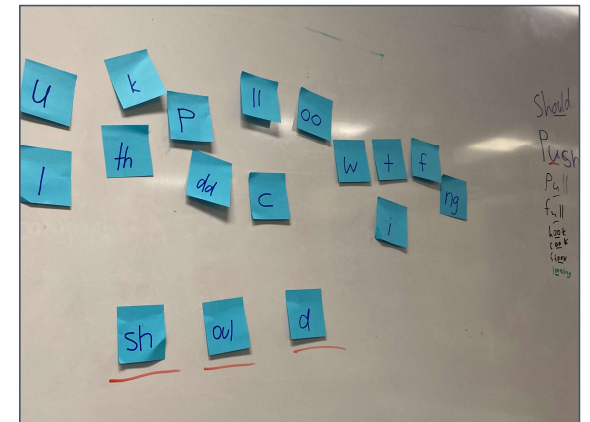
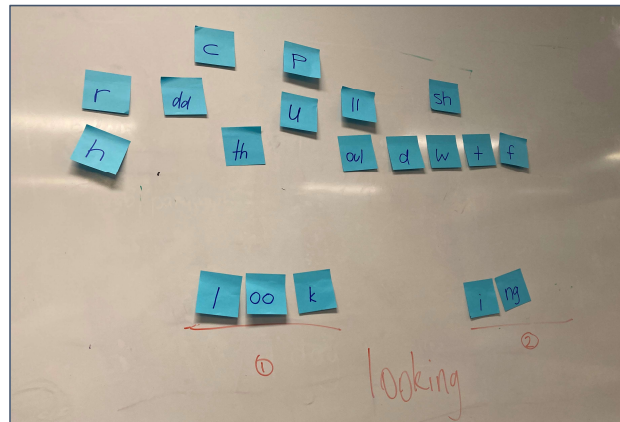
k r ea
f s + b
a

g ai
n a

Word Building – Polysyllabic words



Word Building in RAP Class





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Polysyllabic word building

Segmenting, blending and sorting /er/ sound spellings

deliver	d.e.l.i.v.e.r	de/li/ver	deliver
firm	f.i.r.m	fir/m	firm
burning	b.u.r.n.i.n.g	bur/ning	burning
worse	w.o.r.s.e	Worse	worse
sponsor	s.p.o.n.s.o.r	span/sor	Sponsor
figure	f.i.g.u.r.e	fi/gure	figure
circus	c.i.r.c.u.s	cir/cus	circus
entertain	e.n.t.e.r.t.a.i.n	en/ter/tain	entertain
birthday	b.i.r.t.h.d.a.y	birth/day	birthday
professor	p.r.o.f.e.s.s.o.r	pro/ess/or	professor

1. Underline the sounds in each word.
2. Write the sounds on the line and say the sounds as you go.
3. Put in the syllable breaks.
4. Re-write the word in full.

/er/ Word Building

1. Place the correct /er/ sound spelling in each word from the table below.
2. Write the word in its syllables, saying the sounds as you write them.
3. Write the whole word.

figure	f.i.g.u.r.e	figure
anger	a.n.g.e.r	anger
firm	f.i.r.m	firm
permanent	p.e.r.m.a.n.e.n.t	permanent
motoring	m.o.t.o.r.i.n.g	motoring
urbanisation	u.r.b.a.n.i.s.a.t.i.o.n	urbanisation
earnest	e.a.r.n.e.s.t	earnest
neighbouring	n.e.i.g.h.b.o.u.r.i.n.g	neighbouring

ear	er	or	our
er	ur	ure	er
ir			

HITS

Clear learning intentions | I do, We do, You do (pairs), You do | Multiple Exposures

Words to read

< u ou o >

m <u>u</u> g	l <u>u</u> ckily	l <u>o</u> vely	r <u>u</u> nn <u>u</u> ng
c <u>u</u> p	d <u>ou</u> ble	j <u>u</u> mping	b <u>u</u> mp
s <u>o</u> ns	s <u>u</u> nn <u>u</u> y	m <u>o</u> ther	st <u>u</u> ck
<u>o</u> ther	tr <u>ou</u> ble	y <u>ou</u> ng	to <u>u</u> ch



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Words to spell

< o oa ow oe o-e >

- I say the word, you write the word, underline the <oe> sound spelling, then chin your whiteboard



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Many spellings represent more than one sound

Word sorting: spelling <ea>

- Read each word in the table.
- Sort the words into the correct sound for the <ea> spelling.

diseased	breakable	breathing	treacherous	increasingly	great
steak	measurement	weaponry	meaningless	threatening	concealed
/ae/ sound	/ee/ sound	/e/ sound			



Name:

Date:

1. Read each word.
2. Say the sounds as you underline them.
3. Write the number of sounds on the line next to the word.

eg. bird - 3

4. Then, sort the words into the different spellings for /er/ and highlight/underline the spelling

birthday	purple
thirteen	burden
perfect	mystery
nursery	workshop
spectator	early

<u>er</u>	ear	it
<u>ur</u>	er	



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Segmenting Polysyllabic Words

- Read each word.
- Say the sounds as you underline them.
- Write the number of sounds on the line next to the word.

eg. bird - 3

- Then, sort the words into the different spellings for /**er**/ and highlight/underline the spelling

suppose	s u p p o s e	su ppose	suppose
shadow	_____	_____	_____
remote	_____	_____	_____
goes	_____	_____	_____
reproach	_____	_____	_____
location	_____	_____	_____
slowly	_____	_____	_____
decode	_____	_____	_____
approaching	_____	_____	_____
echoes	_____	_____	_____
quotable	_____	_____	_____

Sort the words above into the different spellings for /oe/, then highlight the spelling.

oo	o	oe	ow	o_e

Word analysis

1. Underline the sounds in each word.
2. Write the sounds on the line and say the sounds as you go.
3. Put in the syllable breaks.
4. Re-write the word with syllable breaks
5. Re-write the word in full.

Word Analysis

1. Listen to the word	2. Write the syllables 3. Highlight the vowel sound in each syllable	4. Write the word again & highlight the /e/ sound spelling	Write the /e/ sound spelling
address	a / ddress	address	e, ea, ai, ie, a
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			



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Practice new learning

/oo/

o oo ui ue ou
u_e u ew

Sound Search

Reading a text together

Listening for the /oo/ sound

Highlighting /oo/ sound

<spellings>

Sorting spellings of the /oo/
sound (done next lesson)

The Cruise

Sue and Bruce were looking forward to their holiday. They were going on a cruise around the Greek Islands.

On June 6th they flew to Athens and were soon boarding the big ship that was to be their home for the next two weeks.



"Our room is number forty-two," said Sue. "I think you mean cabin," laughed Bruce. "Look, it is the one with the blue door."

Inside was very big. There were four bedrooms, a sitting room and two bathrooms. "This is too big for us," said Bruce. "Look, there are shoes under the bed and a suit in the wardrobe. There's toothpaste and shampoo in the bathroom." Just then there was a knock at the door.

"I'm sorry," said the steward, "There has been a mistake. This is for a group of people who all want to be together. Do you mind moving to number two hundred and two? I will take your cases, just follow me."



Having to move did not ruin their holiday. Number two hundred and two was smaller and suited them much better.

The route took them to some beautiful islands and some secluded beaches.

The crew were all very helpful and the food was delicious.

It was the best holiday they had ever had.

Sentence Completion Task

- Choose a word from the box for each sentence.
- Then, underline the /oo/ sound in each word.

movement	together	parachute	afternoon
coupon	improve	jewellery	sewage

1. The teacher's feedback was to _____ my work.
2. I am going to the shops this _____.
3. My mother wears a lot of _____.
4. Be sure to open the _____ when you go skydiving.
5. We're all in this _____.
6. I have a _____ for a discount to see this movie.
7. You need a student _____ slip to leave class.
8. You can smell the _____ plant at Bolivar on a hot day.



Dictation: Spelling practice in context

8/6/21

A great day

/ae/	1. It was a hot day.
<a>	2 Zak took the trail up the hill.
Sai>	3. He sat in the shade.
Say>	4. The Sheep grazed in the long grass.
<ea>	5. He held the talisman in his hand.
a-e>	6. Never take it off.
	7. It may save you one day," grandpa said.
	8. Zak said to himself, "It's a fable."
	9. Not a great gift for my birthday, I'll chuck it in the lake.
	10. Something made him wait.
	11. Later, the sun began to set.
	12. The sky was white with red.
	13. Zak made his way back down the path.
	14. It began to rain.
	15. A great day. Zak completed his complaint.

Practice writing /ae/ sound spellings
a, ai, ay, ea, a-e

Practice writing /er/ sound spellings
er, ir, or, ear, ur

Yams
9/9/21

Pearl's first job

~~It was Thursday, 16th December, the end of term at Fernhill School. Pearl wanted to earn some pocket money for the Christmas holiday. Now that she was a thirteen-year-old girl, her mum said she could do a bit of work to earn some money. First Pearl searched the adverts in the paper looking for work. Nothing! She looked in the local shops. Nothing! then she asked her neighbours.~~

It was Thursday, 16th December, the end of term at Fernhill School. Pearl wanted to earn some pocket money for the Christmas holiday. Now that she was a thirteen-year-old girl, her mum said she could do a bit of work to earn some money. First Pearl searched the adverts in the paper looking for work. Nothing! She looked in the local shops. Nothing! then she asked her neighbours.

Dictation

Who? everyone
What? 2 consonant blends
Where? at the END of words
How? writing sentences

REVISION



Dictation

Who?
Everyone

What?
writing words with /ae/
sound spellings in sentences

Why?
practicing writing and spelling based on what you hear will improve your listening and reading skills

/ae/ < ai ay ea a-e a >

Revising /ae/ sound spellings with Jeopardy

ea	ai	ay	a-e split	Tricky									
100	100	100	100	100									
200	200	200	200	200									
300	300	300	300	300									
400	400	400	400	400									
500	500	500	500	500									
<table><tr><th>Team 1</th><th>Team 2</th><th>Team 3</th></tr><tr><td>300</td><td>0</td><td>0</td></tr><tr><td>+ -</td><td>+ -</td><td>+ -</td></tr></table>					Team 1	Team 2	Team 3	300	0	0	+ -	+ -	+ -
Team 1	Team 2	Team 3											
300	0	0											
+ -	+ -	+ -											



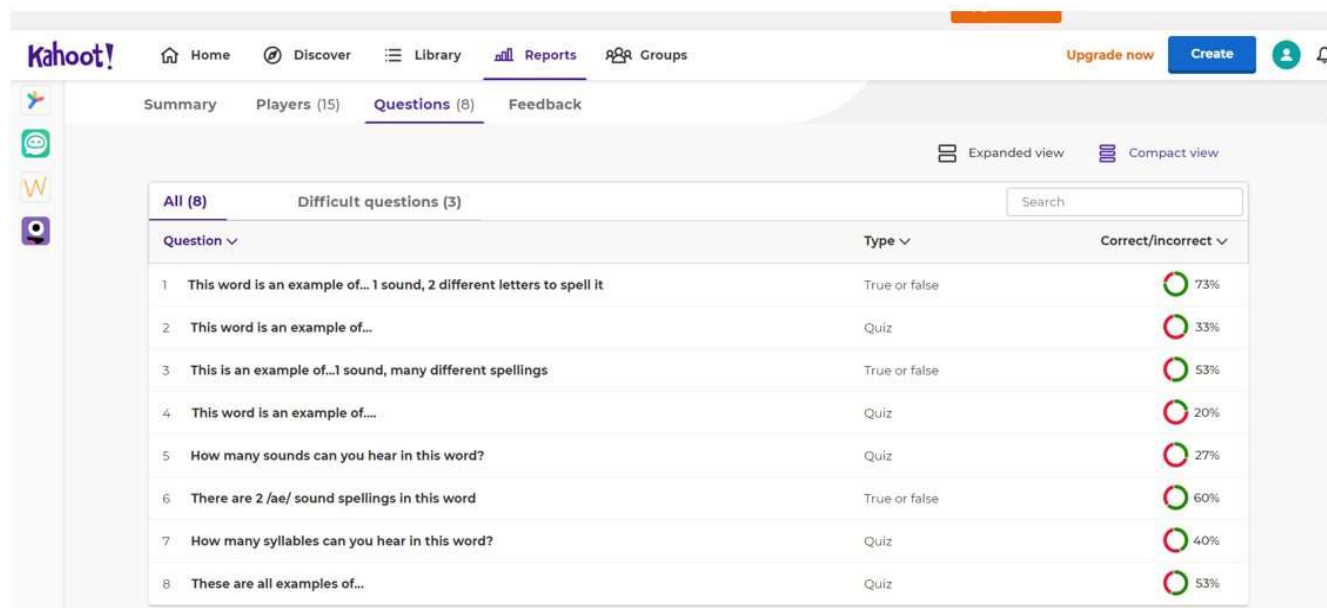
Other games include:
Quizlet, Blooket, Kahoot



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Using online games as progress monitoring tools



Kahoot! interface showing a quiz summary for 15 players. The 'Questions' tab is selected, displaying 8 questions with their types and correct/incorrect percentages.

Question	Type	Correct/incorrect
1 This word is an example of... 1 sound, 2 different letters to spell it	True or false	73%
2 This word is an example of...	Quiz	33%
3 This is an example of...1 sound, many different spellings	True or false	53%
4 This word is an example of...	Quiz	20%
5 How many sounds can you hear in this word?	Quiz	27%
6 There are 2 /ae/ sound spellings in this word	True or false	60%
7 How many syllables can you hear in this word?	Quiz	40%
8 These are all examples of...	Quiz	53%

Kahoot game used as a formative assessment tool to evaluate students' knowledge during a lesson



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Quizlet
<https://quizlet.com>



Blooket
<https://www.blooket.com>



Blending and segmenting sounds and syllables in polysyllabic words



Wheel of fortune!

3-4 Teams



How many sounds?

You will need:

- whiteboards and markers
- **Listen** to the word
- **Say** the **sounds as you spell each syllable**
- **Write** the whole word
- **How many sounds** in the word?

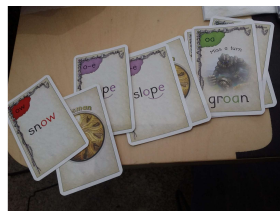
<https://eskidsgames.com/wheel-of-fortune>



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Sound and word reading practice

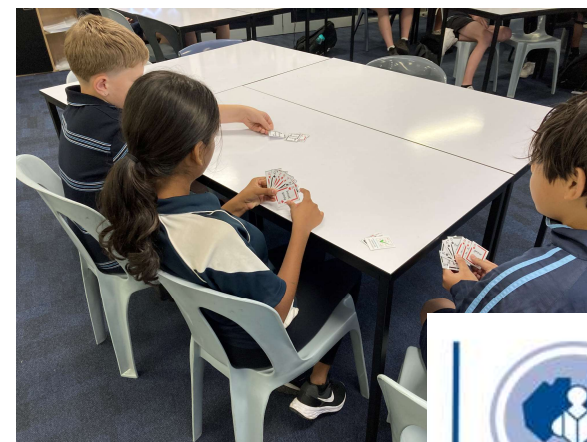


Talisman cards align with decodable texts used in RAP classes



©Alison Clark

Aligned to Sounds-Write Initial & Extended Code



Taboo

sunny

- weather
- forecast
- sun

30 seconds – GO!

Using Chat GPT to generate decodable fiction

- Can you please write me a 100-word story using the following words: lucky, funny, sunny, cousin, double, trouble, young, mother, sometimes, won
- Can you please write me a 200-word story about car racing using the following words: race, racing, amazing, agent, radio, April, major, waiting, raindrop, pathway, delay, mate, became, lane

ChatGPT

On a sunny afternoon, my cousin Tommy and I set out to explore the old barn. We were young and reckless, but my mother always said we had a double dose of luck. It was funny, the way we stumbled upon hidden treasures—old trinkets and forgotten photographs.

But sometimes, luck wasn't enough to keep us out of trouble. We accidentally triggered a trapdoor, sending us into a hidden cellar. At first, it felt like an adventure. We even found an old safe. With a mix of luck and wit, we cracked it open and won our freedom—along with a stash of ancient coins.

April came with dark clouds, but the racing track was full of excitement. The major race of the season was about to start, even with the chance of rain. Drivers, including Jake and his racing mate, Sam, were waiting in their lanes, engines roaring.

Jake's agent had warned him about the wet conditions, but he felt ready. When the signal turned green, they sped off. The track was a winding pathway, each turn a challenge. The first raindrop hit Jake's windshield, soon followed by many more, threatening to delay the race.

Over the radio, Jake heard his crew chief's voice, "Steady, Jake. It's getting slippery out there." He focused hard, handling the curves with care. Sam was right behind him, both racing hard.

As they reached the final turn, the rain became a downpour, making it hard to see. But Jake stayed calm and kept his grip. With amazing control, he crossed the finish line first, with Sam close behind. Victory was his, showing his skill and determination.

At that moment, the rain couldn't take away the joy of racing or the happiness of winning.



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Using Chat GPT to generate decodable non-fiction

- Non-Fiction Example – Article around 'Climate Change'
- This text has a range of sounds and morphemes that have been taught – can be used a review but also to expose students to contemporary, non-fiction topics

In a recent study, scientists highlight the increasing urgency of climate change, emphasizing the need for immediate action. The study, by international researchers, outlines the ways climate change affects our planet, from rising sea levels to more frequent extreme weather.

The report reveals that many coastal communities are already feeling the impact. Flooding has become a routine issue, displacing thousands and causing billions in damage. "We're seeing more intense typhoons and hurricanes," said Dr. Julie Liu, a leading climate scientist. "These storms not only cause immediate destruction but also long-term economic and social issues."

The study points to significant changes in wildlife behaviour. Many species are struggling to adapt to the changing environment. The increased heat is causing coral reefs to bleach and die, disrupting marine ecosystems.

Governments around the globe are urged to take more decisive action to reduce greenhouse gas emissions. Measures such as investing in renewable energy, improving energy efficiency, and protecting natural habitats are crucial steps in mitigating climate change.

Despite these challenges, there are glimmers of hope. Some countries are making strides in reducing their carbon footprints and transitioning to sustainable practices. "It's crucial that we continue to push for change," said environmental activist Leo Hughes. "Our future depends on the actions we take today."

The consensus among scientists is clear: we must act now to secure a liveable planet for future generations.



Parafield Gardens High School



RAP IN ACTION

Morphology matters!

The Magic of Morphology

Rationale for Inclusion

- Many students can decode words but struggle to understand their meanings, which impacts their overall comprehension.
- So, we integrated morphology into our RAP program.
- We explicitly teach:
 - Base words
 - Affixes (prefixes & suffixes)
 - Latin and Greek roots



The Morphology Project. (n.d.). Retrieved from <https://thesyntaxproject2022.squarespace.com/the-morphology-project>



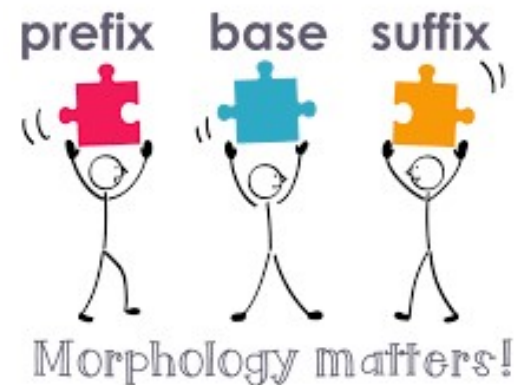
The Magic of Morphology

Key Benefits

- Helps students break down unfamiliar words & determine their meanings
- Improves depth and breadth of word comprehension
- Supports Reading and Spelling
- Across all areas of learning

Benefits of a Scope and Sequence

- Systematic Skill Development
- Maintains Instructional Consistency



The Magic of Morphology

Measuring Improvement

- Adapted 'The Diagnostic Spelling Test – Morphology (DiSTm)' from Macquarie University

DiSTm. (n.d.). Retrieved from <https://www.motif.org.au/distm#:~:text=The%20Diagnostic%20Spelling%20Test%20%2D%20Morphology,consistent%20morphologically%2Dbased%20spelling%20rules>.

Write each word in this column	Circle the meaning/job of the morpheme in this column <i>What does it mean or do to the base word?</i>	
Practice Words		
1.		
2.		
Review Words		
1. reprint	What does the prefix re- mean?	/2
	a) forward c) behind b) again d) past	
2. unlock	What does the prefix un- mean?	/2
	a) in c) back b) against d) not	
3. inactive	What does the prefix in- mean?	/2
	a) not c) too much b) again d) too little	

multi –

- A **prefix** (or morpheme) is a group of letters that we add to the **front** of a base word and this changes the meaning of the word

multicolour



Latin element

Means 'many/much'

Latin Origin



Parafield Gardens
High School

Respect Achievement Determination



re –

Activity: Find the base word, then apply the meaning of the prefix re—
what does the word mean?

- | | |
|--|--------------|
| 1. reread (I DO) | 5. relaunch |
| 2. rewrite (WE DO) | 6. redevelop |
| 3. reinvestigate (YOU DO in
partners) | 7. reprint |
| 4. redo (YOU DO) | 8. reunite |
| | 9. review |



-ly

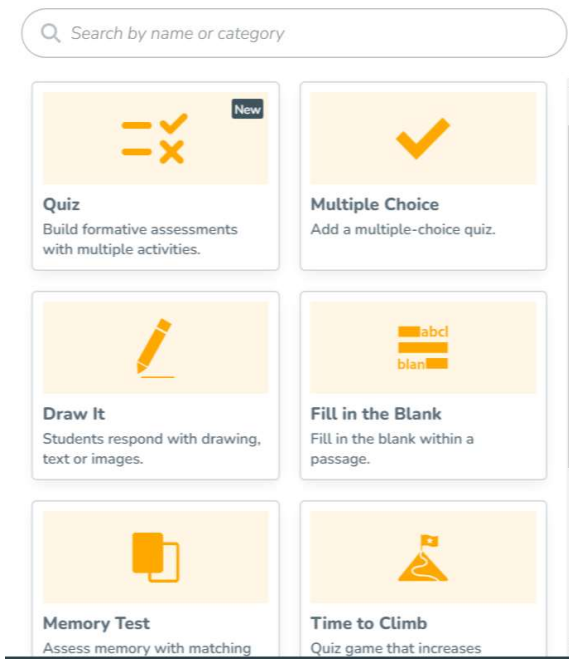
Activity: Find the base word, then apply the meaning of the suffix -ly; what **process** could the word be helping to describe? Write a sentence for **four (4)** of the words.

1. quietly (I DO)
2. anxiously (WE DO)
3. badly (YOU DO)
4. slowly
5. bravely
6. nervously

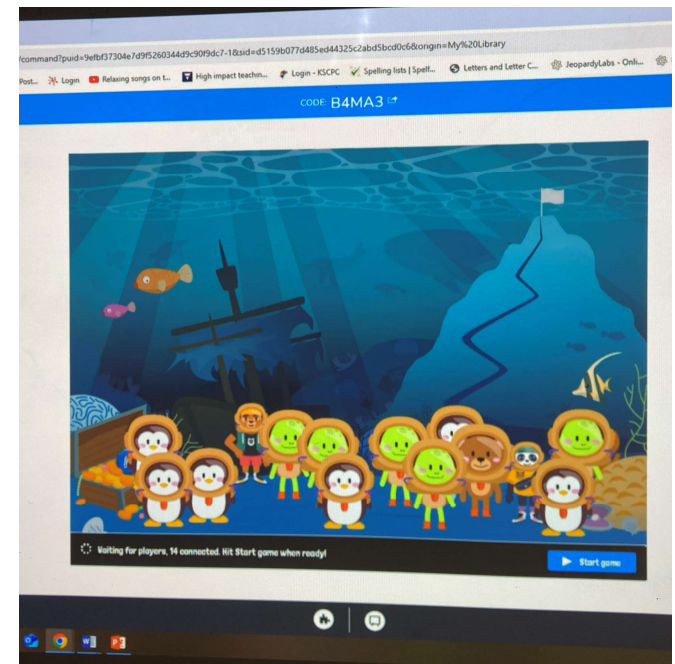


Using online games to review morphology knowledge

Nearpod <https://nearpod.com/>

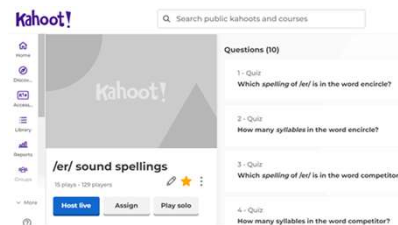
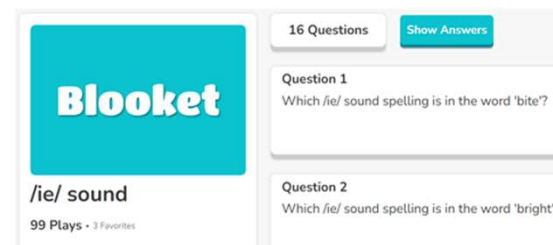


heat	A base word is...	to build	feeling/ suffering/ disease
great/ huge	The morpheme 'mega' means...	A morpheme is...	The morpheme 'geo' means...
The morpheme 'therm' means...	Base word in homelessness?	The morpheme 'path' means...	The morphemes 'struc, struct' mean...
the part of the word that cannot be broken down any further. Can stand on its own.	earth/ ground/ soil	the smallest meaningful unit in a language; it is not identical to a word.	home

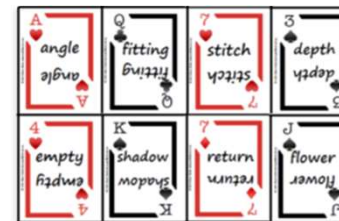


RAP – Curriculum Materials

- Sounds Write lessons & materials
- Decodables (fiction & non-fiction)
- App with decodables designed for older readers
- Sound Stories
- Dictation
- Games
 - Roll and Read
 - Four in a Row
 - Board Games
 - Blooket
 - Kahoot
 - Jeopardy
 - Taboo
 - Nearpod



< o >	< u OR ue >	< oo >	< u_e >	< ou >
100	100	100	100	100
200	200	200	200	200
300	300	300	300	300
400	400	400	400	400
500	500	500	500	500
Team 1	Team 2	Team 3		
0	0	0		



Roll and Read: /e/ sound

INSTRUCTIONS:
This is a game for two players. Each player has a highlighter of a different colour. Each player takes turns to roll the die. When they roll the die, they have to read the word at the **bottom** of the column with the **same number as the die**. Once they've read the word, they **claim it** by crossing it out in their colour. The aim is to complete all the columns.

Winner:
The player who reads the top word in each column wins the column. The player with the greatest number of columns wins the game.

sex	stench	threaded	cheddar	errage	shredding
freshly	weapon	gecko	explode	steady	breakfast
instead	friend	adjective	segment	ready	weather
approval	feather	French	heavy	checking	bread
blending	many	cobweb	against	stepping	void
1	2	3	4	5	6



RAP IN ACTION

Planning, progress monitoring
& outcomes

RAP – Planning

- Term planner on Google Drive
- Sequence of learning across a whole year of RAP is based on the Sounds Write Scope and Sequence
- Morphology Scope and Sequence – idea was to match up morphemes with phonemes
- Termly planning sessions with RAP Team and Tier 3 Intervention Team

2024 Year 7 RAP Program					
TERM 1		Topic/Content	Skill/Knowledge	Activities	SSO Support
Week/Lesson					
1	1/2	RAP Session 1 introductions: getting to know you, relationship building, setting expectations, the 'why' of the program, word game/activities Student survey	Reflecting on learning Ready to learn	PowerPoint: RAP Session 1 PowerPoint 3 truths and a lie Student Reflection on Reading - add to your GC for students to complete	
	3	Morphology Session 1 Introduction to morphology - look at key terms	Understanding of morphological terms	MS 1 POWERPOINT	
2	1/2	RAP Session 2 RAP Key Vocab Knowledge and Skills Introduction to key concepts and vocabulary Explain the WHY: "Part of getting to know you is getting to know where your skills are at..."	Segmenting, blending, sound swapping	RAP Session 2 PowerPoint Key vocabulary Understanding where students are Conceptual knowledge	SW Phonemic Skills assessment (T1, 2, 4) SW Phonemic Skills assessment (T1, 2, 4)

3		Morphology MS 9 Suffix -ly	Identifying base words Understanding meaning of morpheme and how it make words that describe a process/verb Apply spelling 'generalisations'	MS 9 -LY POWERPOINT -LY TASK
11	1	RAP Session 17 EC Unit 11 _ee_ sound spellings	Reading & spelling Word Building Sentence Completion Task Dictation	RAP Session 17 PowerPoint Sentence Completion Task
	2	RAP Session 18 EC Unit 11 _ee_ sound spellings	Reading & spelling Segmenting PSW Sound story - sound spotting and sorting	RAP Session 18 PowerPoint Segmenting Polysyllabic Words Resilience by the Sea Text



RAP – Assessment, monitoring & reporting

Pre

Alphabet Code Knowledge
Phonemic awareness
Non-word decoding
Single word reading
Oral Reading Fluency

Mid

Phonemic awareness
Non-word decoding
Oral Reading Fluency
Morphology
Teacher observations
Formative Assessment
Semester 1 report

Post

Alphabet Code Knowledge
Phonemic awareness
Non-word decoding
Single word reading
Oral Reading Fluency
Morphology
Teacher observations
Formative Assessment
Semester 2 report

NB: For more detail about our assessment schedule go to page 88 of The Grattan Institute's 2024 publication, The Reading Guarantee: How to give every child the best chance of success - <https://grattan.edu.au/report/reading-guarantee/>



Tier 2 RAP Outcomes

Dose

120 minutes per week
Approximately 38 weeks

Data collection points

Prior to transition
End Term 2
End Term 4

AVERAGE improvement in decoding age

2022

n=84
2 years
2 months

2023

n=55
2 years

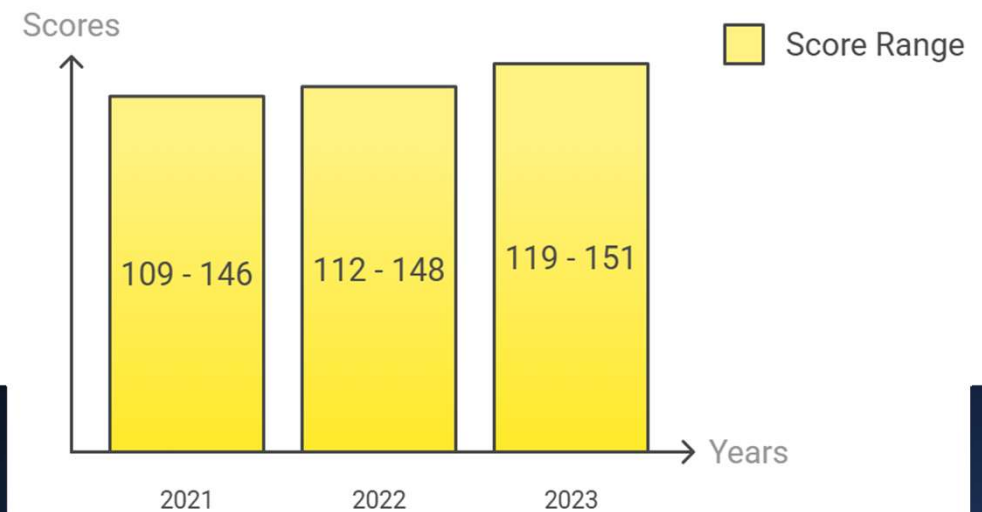
2024

n=49
2 years
5 months



TIER 1: Impact of whole school QDTP over 3 years

Progressive Achievement Test – Reading (PAT-R) 2021 - Year 8, 2022 Year 9 & 2023 Year 10



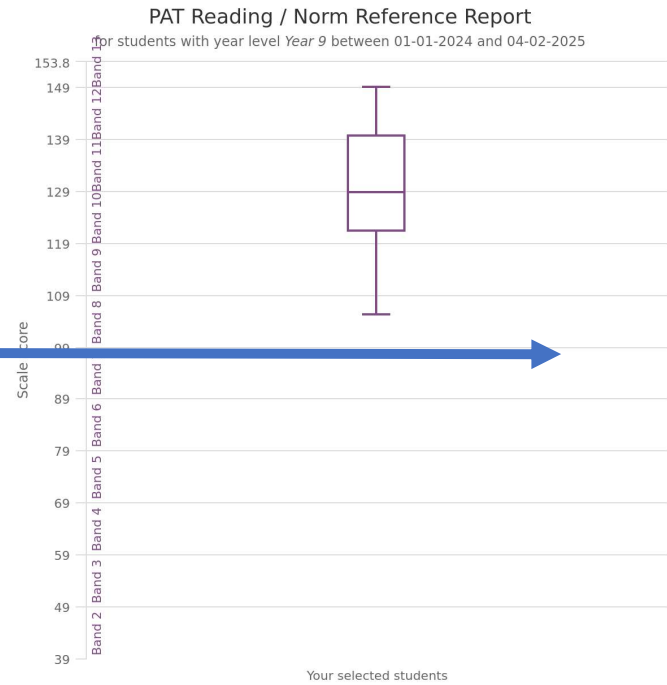
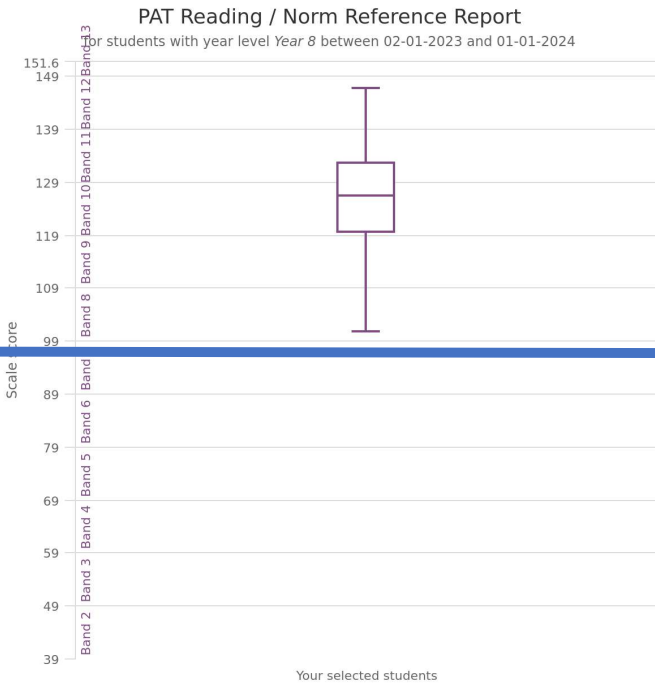
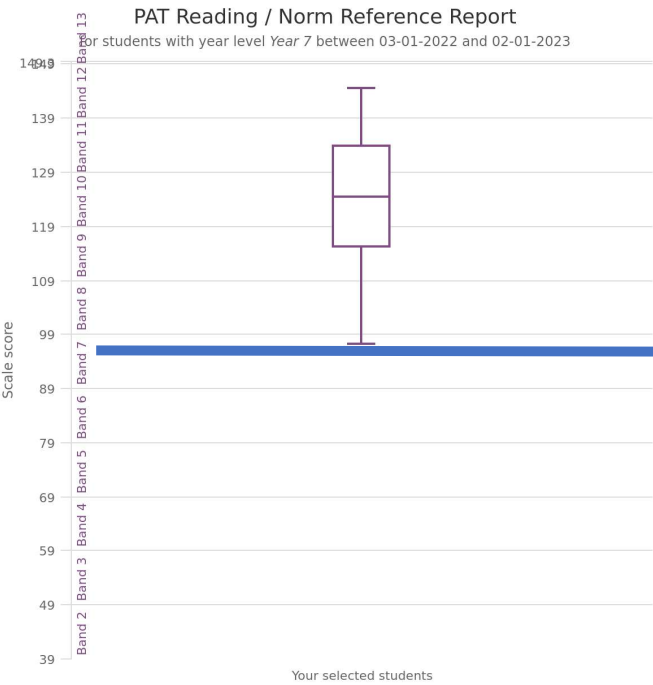
<https://www.acer.org/au/pat/assessments>



TIER 1: Impact of whole school QDTP over 3 years

Progressive Achievement Test – Reading (PAT-R) 2022 - Year 7, 2023 Year 8 & 2024 Year 9

<https://www.acer.org/au/pat/assessments>



Impact of Tier 2 RAP: Student perspectives

TA,
Year 9
student

How did RAP help you?

"It helped me understand English better, for example, learning the sounds helped me read more words and improved my reading overall. RAP improved my reading skills, so things became easier for me in my other classes, I wasn't struggling anymore to read texts given to me in other classes because of RAP."

BA,
Year 7
student

What can you do now that you couldn't do before RAP?

"Spelling nine letter words, the simple kind like 'because'."

AD,
Year 8
EALD
student

How did RAP help you?

"RAP has really helped me with my spelling and confidence in writing."

JP,
Year 8
student

How did RAP help you?

"I know how to say difficult words, but I normally don't know how to spell them. I can spell them now, after I was in that program."



Impact of Tier 2 RAP: teacher perspectives



Beth
Pontifex,
English
Coordinator

“Students who graduate from the RAP program have a profound improvement in their confidence as they engage with the mainstream English curriculum as they have the knowledge and skills needed to access year level content.

They take decoding skills learnt with them as they move through Middle School into Senior School. For some of these students, after being part of the RAP program, it means for the first time they’re working at the same level as their peers, and you can see how this greatly increases their sense of accomplishment and self.

Students are also willing to ask for help from their teachers as they know the benefit that additional support has for them. The impact of the RAP program goes beyond measurable datasets!”



Parafield Gardens
High School **Respect Achievement Determination**



Want to know more?

- Australian Education Research Organisation (AERO)
 - Leading and building an effective MTSS videos
 - Go to: <https://www.edresearch.edu.au/guides-resources/videos>
- The Reading Guarantee: How to give every child the best chance of success, Jordana Hunter, Anika Stobart, and Amy Haywood, Grattan Institute, 2024
 - Go to page 31, see *Box 8: Parafield Gardens High School has implemented a multi-tiered system of support to help struggling readers catch-up*
 - Go to page 82-89, see *B.2 Parafield Gardens High School*
<https://grattan.edu.au/report/reading-guarantee/>
- Email: stasha.andrews598@schools.sa.edu.au
- Email: christine.darcy554@schools.sa.edu.au



Q&A



Learning Difficulties Australia

Learning Difficulties Australia is an association of teachers and other professionals dedicated to assisting students with learning difficulties through effective teaching practices based on scientific research.



www.ldaustralia.org



enquiries@ldaustralia.org



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[@LD_Australia](https://twitter.com/LD_Australia)



Melinda de Haan

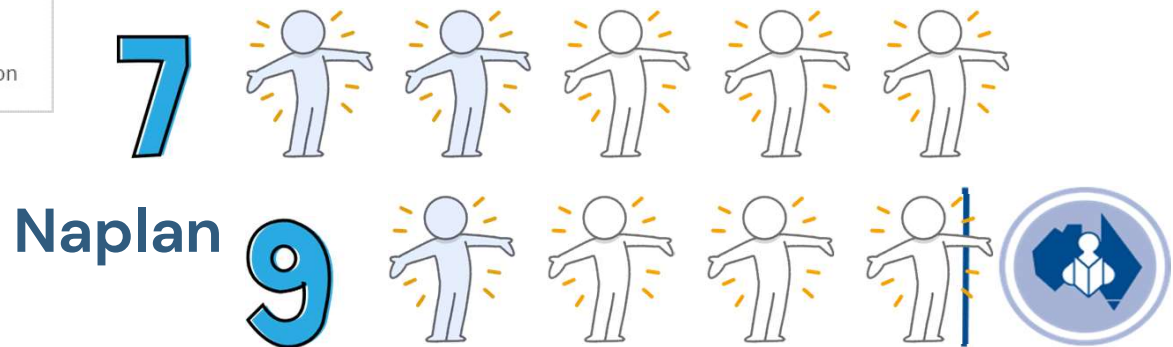
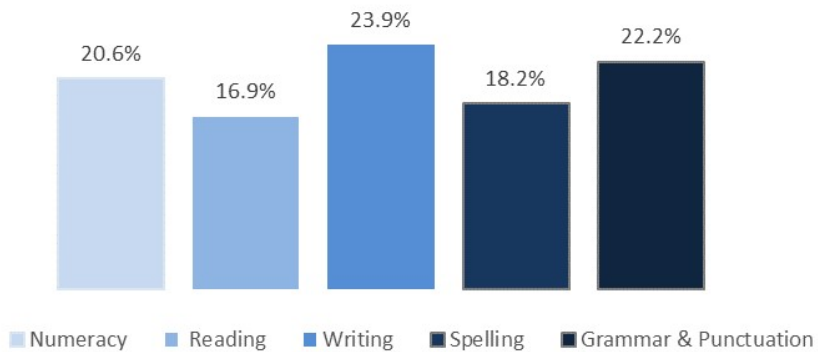
Master of Learning Intervention, Dip. Ed, BA
Learning Difficulties Australia Consultant
DSF-SPELD Tutor



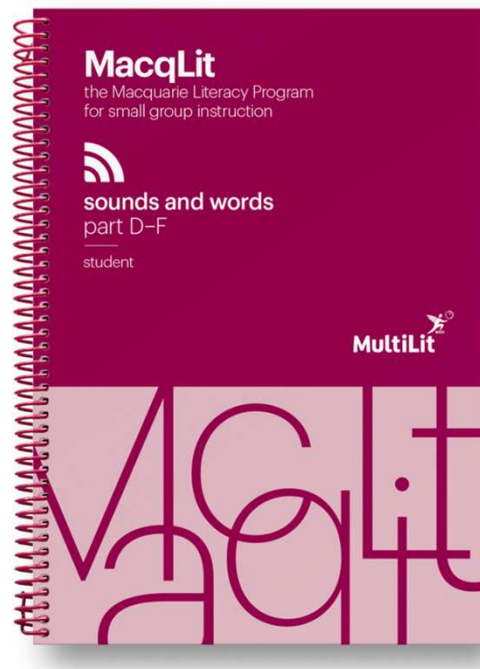
Supporting struggling older readers with multicomponent literacy interventions

z

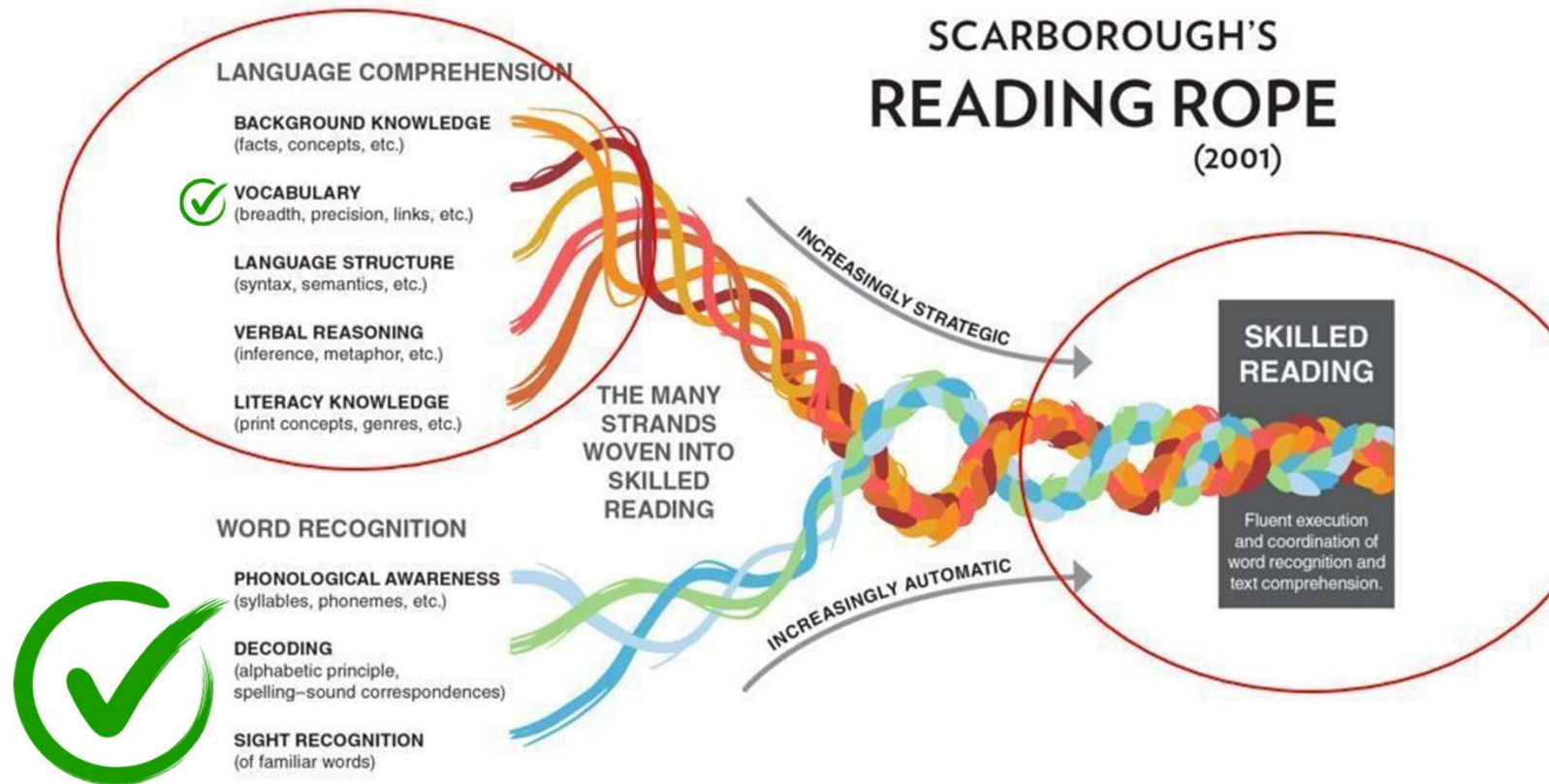
Proportion of Year 7 Students Significantly Behind their Peers

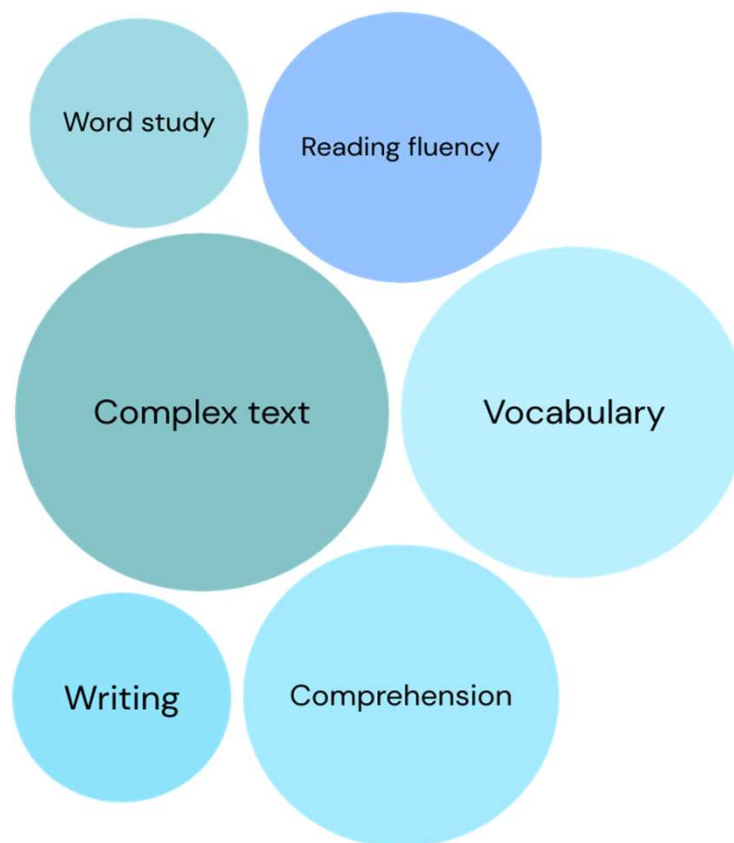
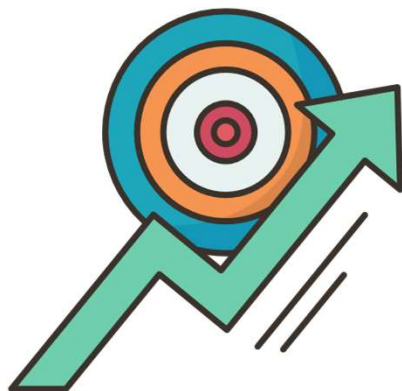


Supporting struggling older readers with multicomponent literacy interventions



SCARBOROUGH'S READING ROPE (2001)



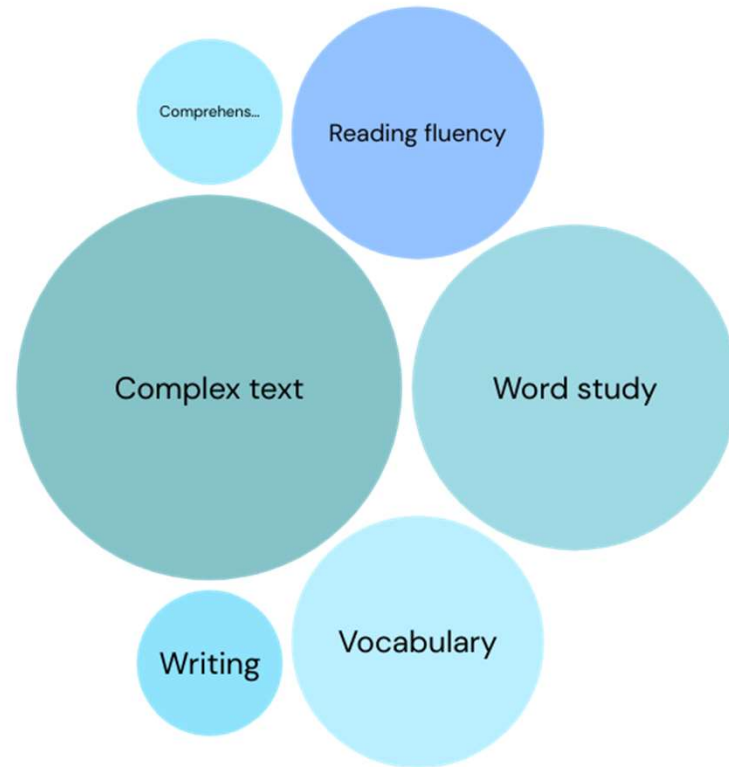


Age: 7th graders

Duration: 75 min

Dosage: 2 x week

Time: During 'literacy' block (not missing core instruction)



Opatz, M.O. and Kocherhans, S. (2024)



Age: Year 4 students

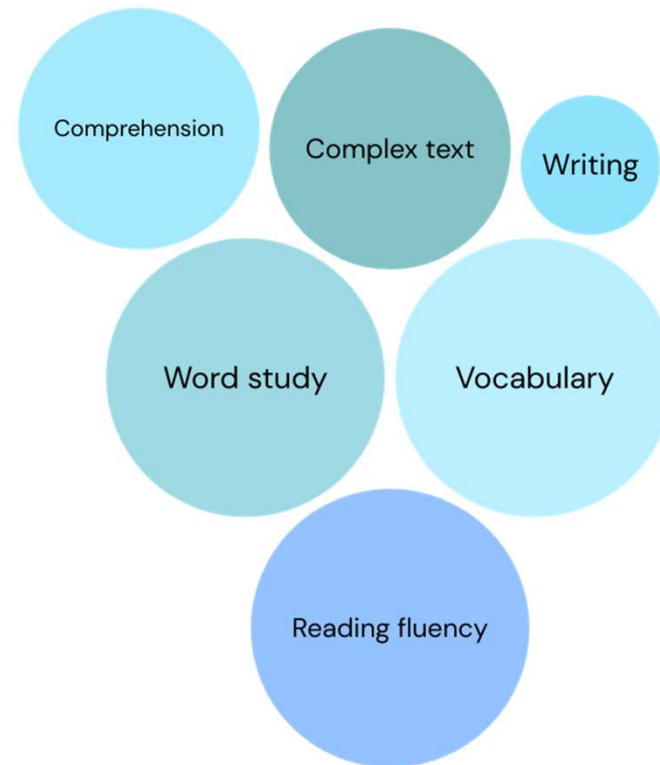
Duration: 40 min

Dosage: -

Time: -

Less: work in complex text

More: reading fluency



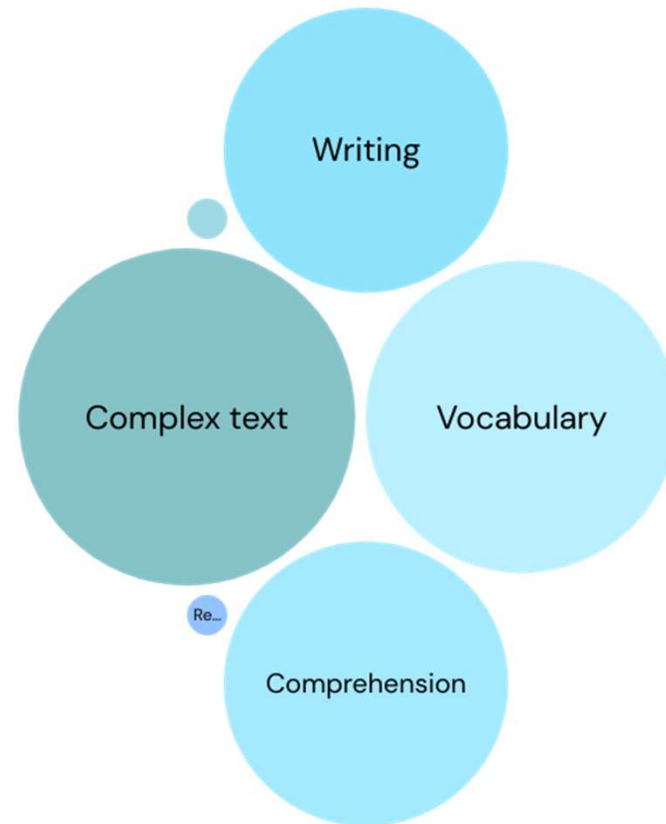
Daniel, J., Barth, A. and Ankrum, E. (2023)



Age: Secondary
Duration: 30 min +
Dosage: -
Time: -

More: background knowledge, vocab
No: reading fluency, word study

Aero, 2024



Comparison of multi-component reading interventions

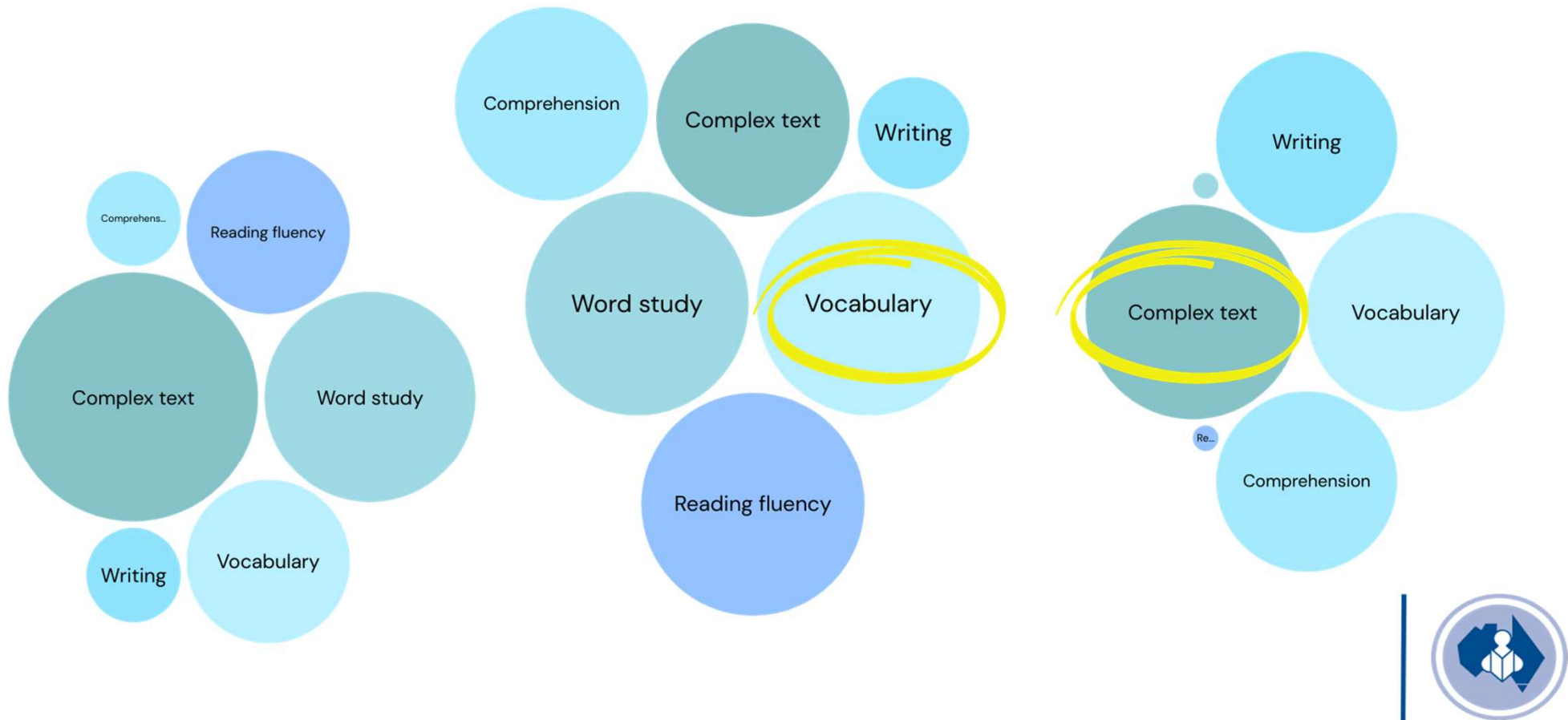
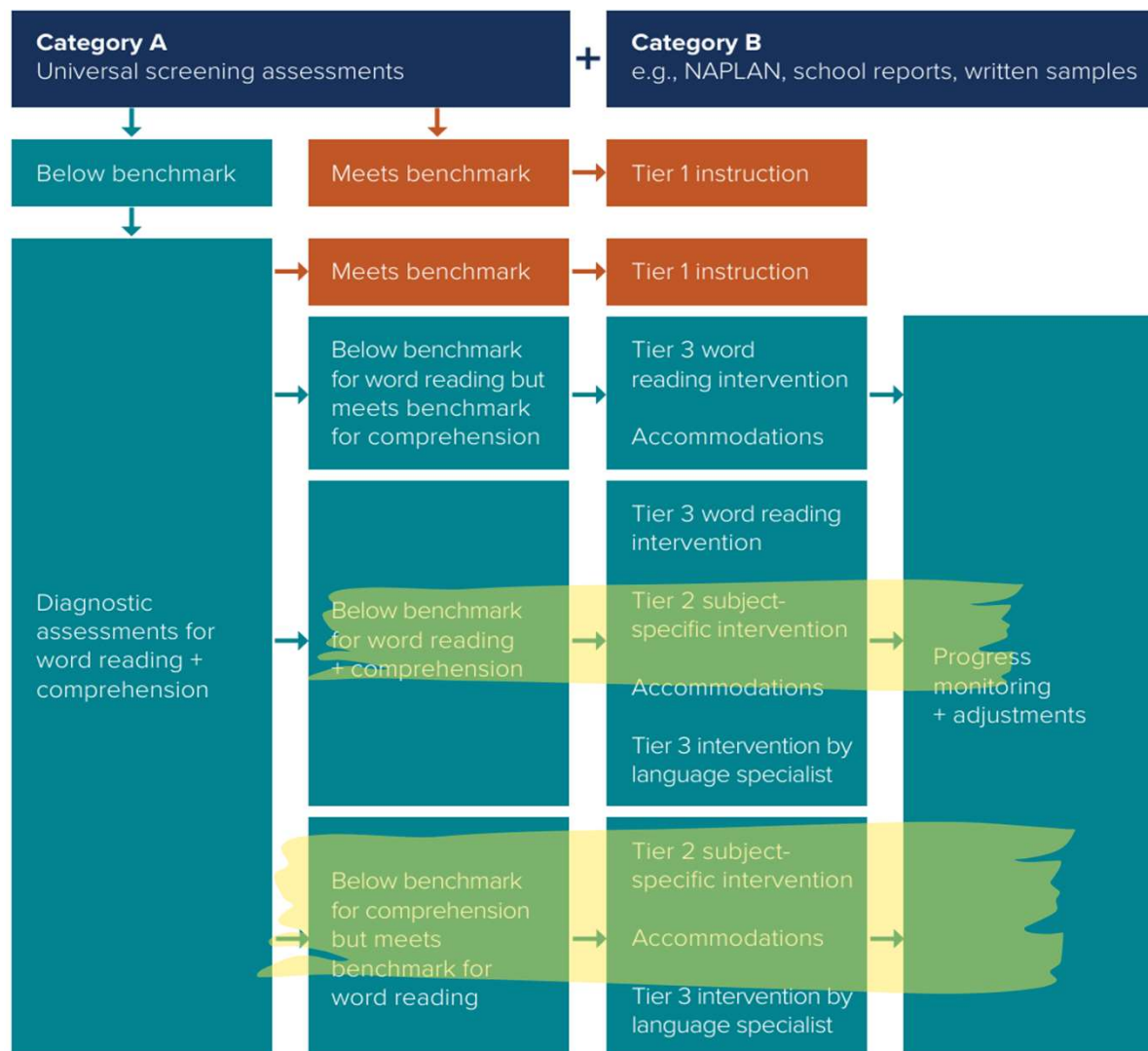
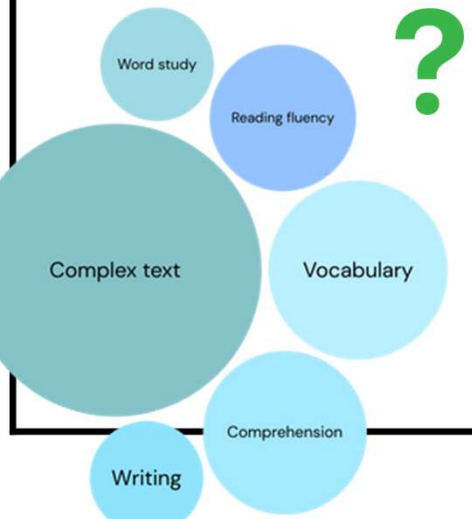


Figure 1: An MTSS decision tree for reading in secondary school



Key recommendations	Why this is recommended
<p>Most recommend something 'accessible yet challenging'</p> <p>One year above what they are capable of reading independently.</p> 	<ul style="list-style-type: none"> - Includes words from core subject area classes (WWC, 2022). - Provides background knowledge (AERO, 2024) - Improved vocab + comprehension (Hwang et al., 2022).



Key recommendations

Include a routine to decode multisyllabic words.

Connect word reading with word meaning.

Morphology/etymology.

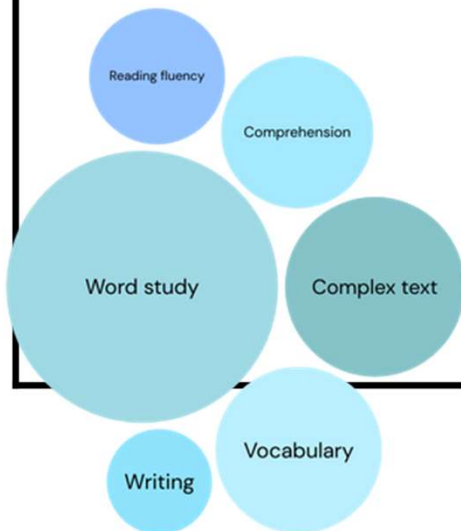
Include vocabulary review!

Why this is recommended

Older children – decoding + vocabulary
common issue (Nation, 2018).

Multisyllabic words = common roadblock
(Heggie & Wade-Woolley, 2017).

Can improve reading comprehension
outcomes (Kim et al., 2016, Vaughn et al.,
2022).





Example: Routine to decode a multisyllabic word.

Step 1: Look for prefixes and suffixes. Circle prefixes and suffixes in the word.

unreasonable

Step 2: Underline the remaining single vowels and vowel or vowel-consonant combinations.

unreasonable

Step 3: Loop under each word part as you say it.

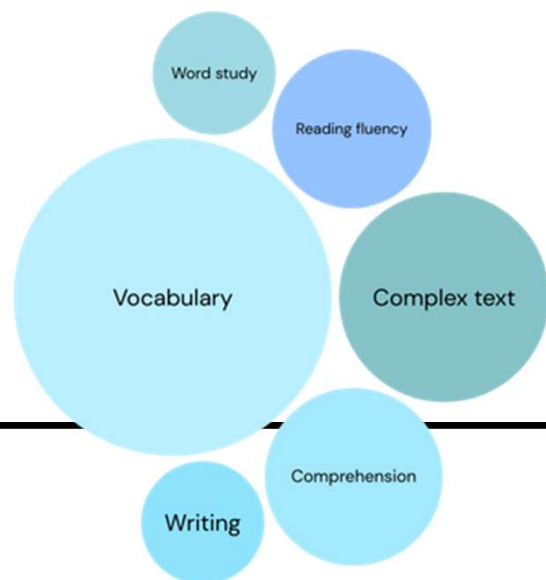
unreasonable

Step 4: Say the whole word by blending the parts together, making it into a word you recognize.

Key recommendations

Try to target high frequency, academic vocabulary.

Include vocabulary review - need multiple, meaningful exposures.



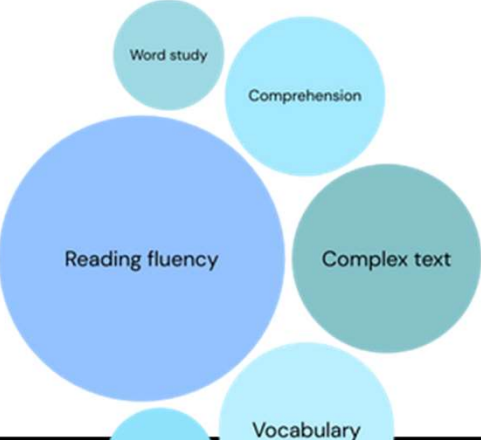
Link to reading outcomes

Word reading + meaning = greater impact on word reading fluency (Austin, et al., 2021).

Vocabulary interventions = highest effect sizes on all reading outcome measures (Scammacca et al. 2007; Scammacca et al. 2015).

Bang for your buck!



Key recommendations	Link to reading outcomes						
<p>Use a range of approaches within a session.</p> <p>Link to comprehension questions = purpose.</p> 	<p>Linked to positive improvements in reading comprehension outcomes</p> <p>Consolidates decoding – beneficial for all students (Shanahan, 2021).</p> <p>For older readers – best in multicomponent interventions (AERO, 2024).</p> <p>Needs to be very targeted and precise way (Flynn et al. 2012; Wanzek et al. 2013). As little as 10min x 2 week (Shanahan, 2021).</p> <table border="0"> <tr> <td>Paired reading</td><td>Pause, Prompt, Praise</td></tr> <tr> <td>Choral reading</td><td>Repeated reading</td></tr> <tr> <td>Recorded reading</td><td></td></tr> </table>	Paired reading	Pause, Prompt, Praise	Choral reading	Repeated reading	Recorded reading	
Paired reading	Pause, Prompt, Praise						
Choral reading	Repeated reading						
Recorded reading							





 oral reading fluency , text reading fluency

 04 December, 2021

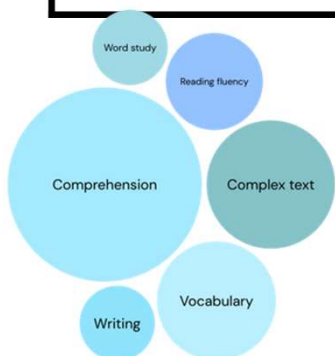
 35 Comments

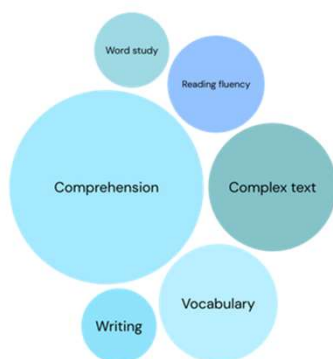
Oh goodness, everybody's least favorite topic (except maybe Tim Rasinski). What I'm talking about is fluency instruction/practice for older students... grades 4 and up, let's say.

No one gets too bent out of shape if I talk about little kids working on their oral reading, but when those young'uns reach 9- or 10-years-old that presumably is baby stuff.



Key recommendations	Link to reading outcomes
<p>Use a set of practices routinely.</p> <p>Build world + word knowledge.</p> <p>Teach a routine for determining the gist.</p> <p>Teach students to monitor their comprehension as they read</p> <p>See IES Practice Guide Reading Interventions 4-9.</p>	<p>Provides a purpose for reading.</p> <p>Provides opportunity for extended discussion.</p> <p>A key recommendation for struggling adolescent readers (IES, 2008).</p>





Example 2.2. Interventionist asking a small group of students to read a paragraph on issues related to poverty and feeding a family

Teacher: *Scan the paragraph and underline any words you can't read or don't understand.*

The teacher briefly reviews any words in the passage that the students identified, as well as any that the teacher deemed difficult, including proper nouns. The teacher pronounces each word, asks students to repeat the pronunciation, and provides a short, clear definition or explanation.

Teacher: *Now I want you to read this passage silently and explain what the passage is about to your partner.*

The students read the passage and turn to their reading partner to explain what the passage is about.

Teacher: *For this reading, the purpose will be to answer questions about the text that are listed on the board. I would like the first reader to read the paragraph aloud. If you are the second reader, read along silently and help your partner when they get stuck on a word by saying the word and asking them to repeat the word before they continue reading the rest of the paragraph.*

When the first reader is done, answer questions 1 and 2. Then it is time for the second reader to read the passage while first reader assists. After the second reader is done, answer questions 3 and 4.

The following questions are on the board:

1. *Who is going to the market in this story?*
2. *How did the main character get to the market?*
3. *How long did it take to get there?*
4. *How was the main character able to feed their family?*

The teacher and students briefly discuss the students' answers to the questions after questions 1 and 2 and after questions 3 and 4. The teacher asks students to read the sentences that helped them answer the questions. The teacher clarifies any misconceptions.

Source: Toste et al. (2019); Vaughn et al. (2016).



Key recommendations	Link to reading outcomes
<p>All include a writing component.</p> <p>Scaffolds: Sentence stems.</p> <p>Connected to key vocabulary and/or comprehension (e.g. a main idea statement).</p>	<p>Boosts understanding.</p> <p>Strengthens skills.</p> <p>Improves insight.</p>

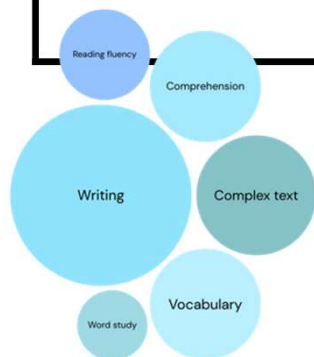
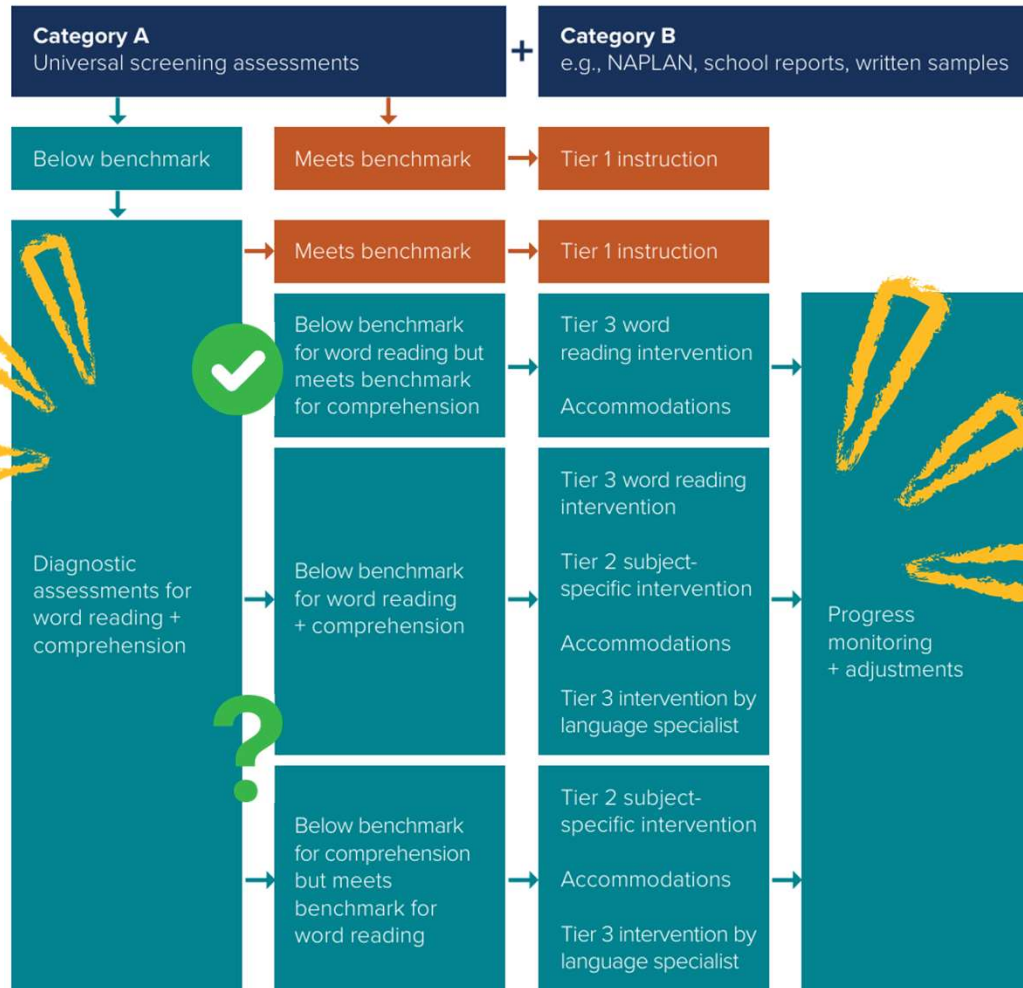


Figure 1: An MTSS decision tree for reading in secondary school

Unknown:
optimal setting,
duration or
frequency of
sessions for
reading
interventions.






Known: Should
have clear,
specific
measurable
goals and entry
and exit criteria
for interventions



Middle Years Novel Studies Curriculum Units

The novels

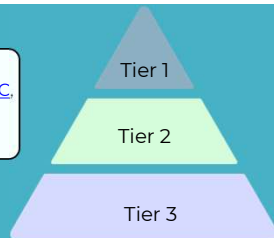
Please note that year levels are suggestions only, and units may be used in higher or lower year levels as deemed appropriate for a school's context.

Years 5/6	 <div>Blueback Author: Tim Winton</div> >	 <div>The Night They Stormed Eureka Author: Jackie French</div> >
Years 7/8	 <div>Lenny's Book of Everything Author: Karen Foxlee</div> >	





Understand Multi-tiered systems of support [WWWC](#), [AERO](#), [MTSS](#)



LITERACY INTERVENTIONS

FOR OLDER, STRUGGLING READERS

Tier 1: [High quality, evidence based instructional practices](#).

Do you have all the necessary information?

NO

Gather more information. [DIBELS](#), [MOTIF](#), [YARC](#), [BURT](#), [WARP](#)

YES

Is the main area of difficulty **decoding**?

OR

Is the main area of difficulty **reading fluency**? (Not grade level, less than 120wcpm with inadequate expression)

YES

OR

Is the main area of difficulty **reading comprehension**?

YES

AND

Is **writing** also an area of difficulty for the cohort?

YES

[Tier 2 Word Reading Intervention](#)

Progress monitoring: as instructed by toolkit



Using connected, complex text:
- [Multisyllabic word reading](#)
- [Fluency practice](#)



Tier 3: More of the same intervention, phonemic awareness tips from [Moats](#)

Tier 2: Using connected, complex text:
[Multisyllabic word reading](#)
[Fluency practice](#) (even 10 min a few times a week)

Progress monitoring: [DIBELS YARC](#)



Tier 3: Phonics etc. for those who need it. E.g. [Reading Tutor](#), [Toe by Toe](#), use [reinforced reading](#).

Tier 2: Using connected, complex text:
[Multisyllabic word reading](#) inc. [morphology](#),
[Explicit vocabulary instruction](#),
Consider provision of background knowledge
[Comprehension questioning](#), [AERO sample](#)

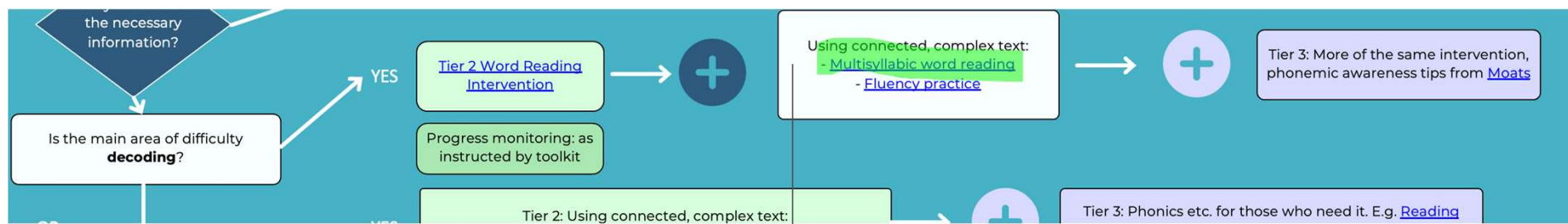
Progress monitoring: Curriculum based, [Vocabulary Knowledge scales](#) [CHATGPT slide deck](#) pre- post- quizzes



Tier 3: Phonics etc. for those who need it. E.g. [Reading Tutor](#), [Toe by Toe](#),
Reading fluency practice (e.g. preview the text before classmates, use [reinforced reading](#)).

Use a focus outlined above + explicit writing instruction using content from class. E.g. [The Writing Revolution](#), [Writing Matters](#), [SRSD](#)





Practice resource for secondary schools

Improve whole-school processes



Example interventions for word reading

May 2024



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oral reading fluency , text reading fluency

04 December, 2021

35 Comments

Oh goodness, everybody's least favorite topic (except maybe Tim Rasinski). What I'm talking about is fluency instruction/practice for older students... grades 4 and up, let's say.

No one gets too bent out of shape if I talk about little kids working on their oral reading, but when those young'uns reach 9- or 10-years-old that presumably is baby stuff.



Tier 2 application

Routine to decode a multisyllabic word (Vaughn et al., 2022).

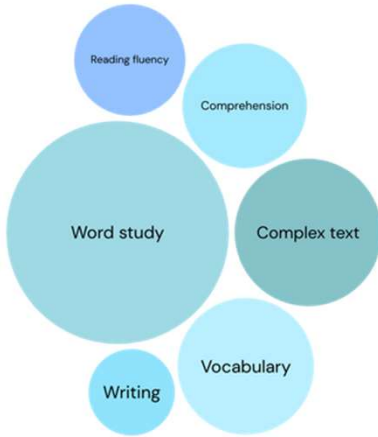
Step 1: Look for prefixes and suffixes. Circle prefixes and suffixes in the word.

c o n d e n s e

d i s t i l l

Macqlit Lesson 33: con means 'with/together', dis means 'apart'.





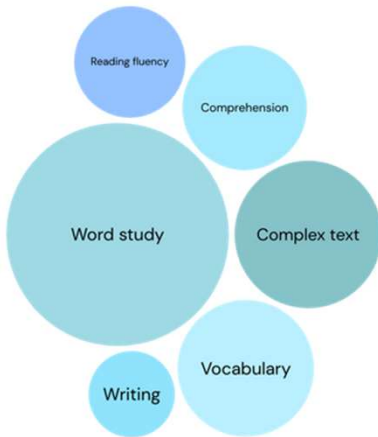
Routine to decode a multisyllabic word.

Step 2: Underline the remaining vowel sounds.

condense

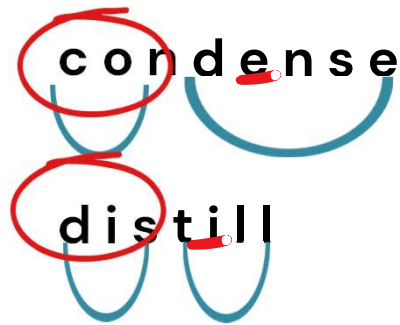
distill

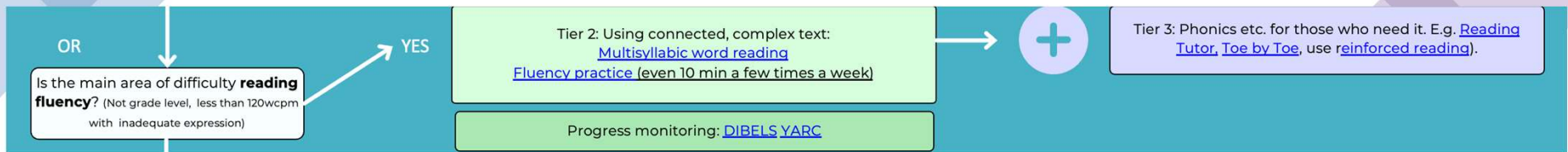




Routine to decode a multisyllabic word.

Step 3: Loop under each part of the word as you say it.





Example: Routine to decode a multisyllabic word.

Step 1: Look for prefixes and suffixes. Circle prefixes and suffixes in the word.

unreasonable

Step 2: Underline the remaining single vowels and vowel or vowel-consonant combinations.

unreasonable

Step 3: Loop under each word part as you say it.

unreasonable

Step 4: Say the whole word by blending the parts together, making it into a word you recognize.



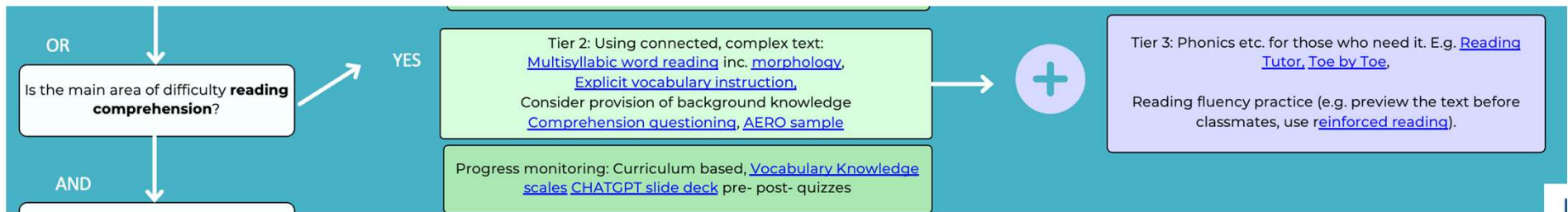
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Explicit Vocabulary Instruction Deck Outline 2.0

By Jake Cowling 8

Designs a Powerpoint or Google Slide outline using evidence informed instructional activities from 'Bringing Words to Life: Robust Vocabulary Instruction' and 'Explicit Instruction: Effective and Efficient Teaching'

Example 2.2. Interventionist asking a small group of students to read a paragraph on issues related to poverty and feeding a family

Teacher: *Scan the paragraph and underline any words you can't read or don't understand.*

The teacher briefly reviews any words in the passage that the students identified, as well as any that the teacher deemed difficult, including proper nouns. The teacher pronounces each word, asks students to repeat the pronunciation, and provides a short, clear definition or explanation.

Teacher: *Now I want you to read this passage silently and explain what the passage is about to your partner.*

Source: Toste et al. (2019); Vaughn et al. (2016).

Tier 2 application – explicit vocabulary instruction ([slide deck generated](#)):

Word: condense

Syllable breakdown: con · dense

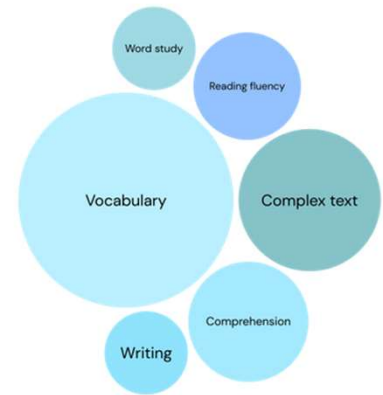
Part of speech: verb

Concise Student-Friendly Definition:

- To make something smaller by removing extra parts.
- To change something from a gas to a liquid.

Critical Attributes:

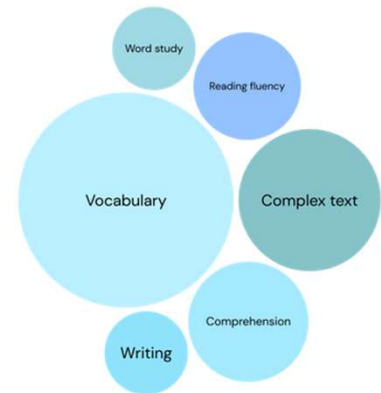
- Make smaller
- Remove extra parts
- Change from gas to liquid



Tier 2 application – explicit vocabulary instruction ([slide deck generated](#)):

Intentional Gestures:

- **Make smaller** – Bring hands closer together.
- **Remove extra parts** – Pretend to pull pieces away with fingers.
- **Change from gas to liquid** – Wiggle fingers like steam, then bring them together into a cupped hand (like holding water).



Tier 2 application – explicit vocabulary instruction ([slide deck generated](#)):

Examples:

- 1.The teacher asked us to condense our long stories into one paragraph.
- 2.The water vapor in the air will condense on the window when it's cold outside.
- 3.The chef condensed the soup by boiling it to make the flavours stronger.

Non-Examples:

(Context non-example) The ice cream condensed into a puddle when left in the sun.

- 1.(Syntactic non-example) He condense his books into a single shelf.



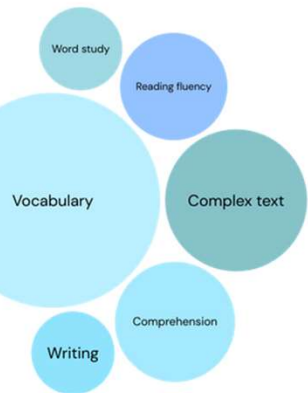


Write sentence stems so students can use the target word

< 2/2 >

Here are some sentence stems to help students use the word **condense** in different contexts:

1. **When writing my summary, I had to condense...**
2. **The steam from the hot soup will condense when...**
3. **To fit everything into my backpack, I had to condense...**
4. **Scientists can condense water vapor into liquid by...**
5. **If you condense a long story, you should make sure to include...**
6. **On a cold morning, you can see water condense on...**

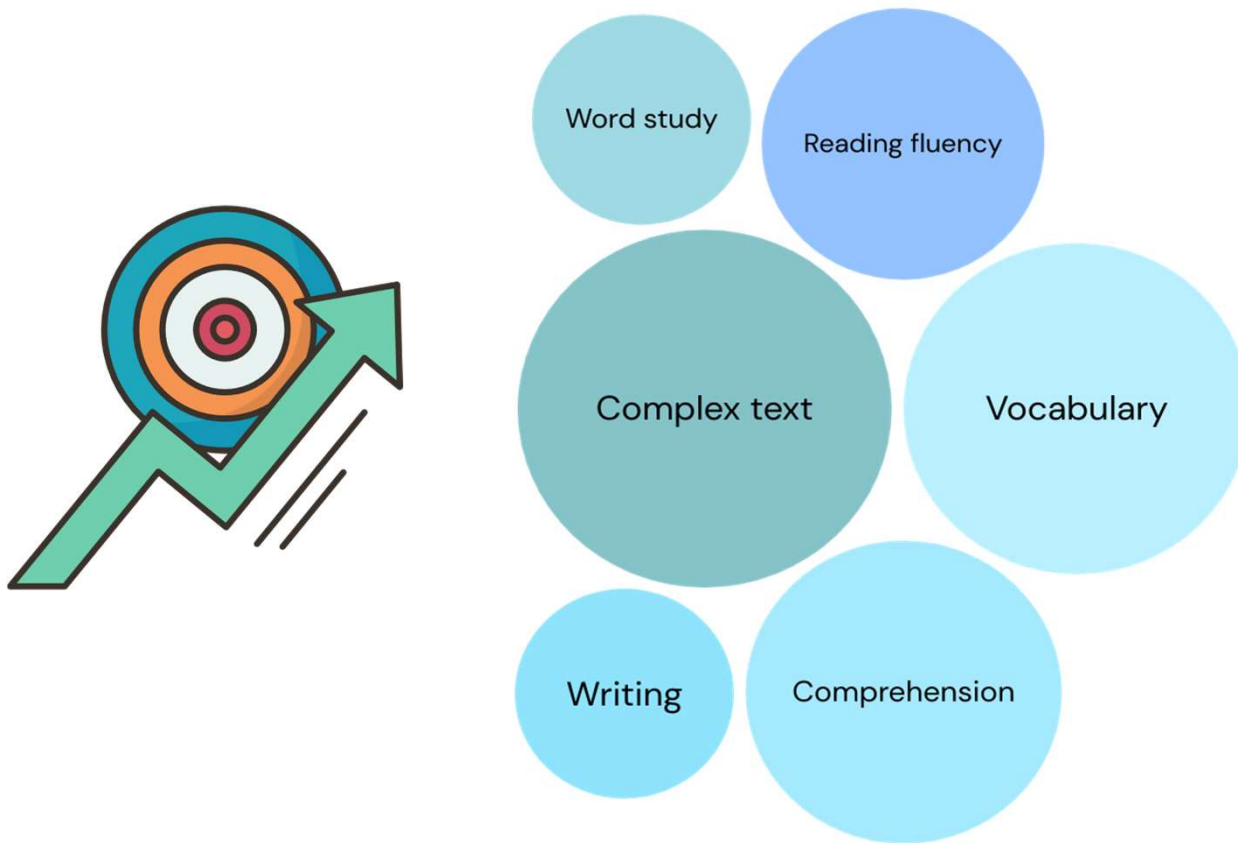


Is **writing** also an area of difficulty for the cohort?

YES

Use a focus outlined above + explicit writing instruction using content from class. E.g. [The Writing Revolution](#), [Writing Matters](#), [SRSD](#)

Supporting struggling older readers with multicomponent literacy interventions





Questions?



The interventions:

Daniel, J., Barth, A. and Ankrum, E. (2023) 'Multicomponent reading intervention: A practitioner's guide', *The Reading Teacher*, 77(4), pp. 473–484. doi:10.1002/trtr.2265.

Example of tier 2 intervention for subject-specific reading comprehension (2024) Australian Education Research Organisation. Available at: <https://www.edresearch.edu.au/guides-resources/practice-resources/example-tier-2-intervention-subject-specific-reading-comprehension> (Accessed: 04 March 2025).

Opatz, M.O. and Kocherhans, S. (2024) 'Using a supplemental, multicomponent reading intervention to increase adolescent readers' achievement', *Journal of Adolescent & Adult Literacy*, 67(5), pp. 294–302. doi:10.1002/jaal.1333.



Key Resources:

Multi-tiered system of supports decision tree (no date) AERO. Available at: https://www.edresearch.edu.au/sites/default/files/2024-03/mtss_decision-tree_aa.pdf (Accessed: 04 March 2025).

Practice guide (2022) WWC | *Providing Reading Interventions for Students in Grades 4–9*. Available at: <https://ies.ed.gov/ncee/wwc/PracticeGuide/29> (Accessed: 04 March 2025).

Timothy Shanahan (2021) *Teaching oral reading fluency to older students, Shanahan on Literacy*. Available at: <https://www.shanahanonliteracy.com/blog/teaching-oral-reading-fluency-to-older-students> (Accessed: 04 March 2025).

<https://chatgpt.com/g/g-jiam4r9gc-explicit-vocabulary-instruction-deck-outline-2-0>



Thank you!

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Learning Difficulties Australia Consultant
DSF-SPELD Tutor



Literacy Moves

