



NSW Department of Education



Reading and writing

The evidence base in practice

Presenters

Hayley Millard and Sarah Martin

11 August 2023



Acknowledgement of Country



We recognise the Ongoing Custodians of the lands and waterways where we work and live. We pay respect to Elders past and present as ongoing teachers of knowledge, songlines and stories.

We strive to ensure every Aboriginal and Torres Strait Islander learner in NSW achieves their potential through education.

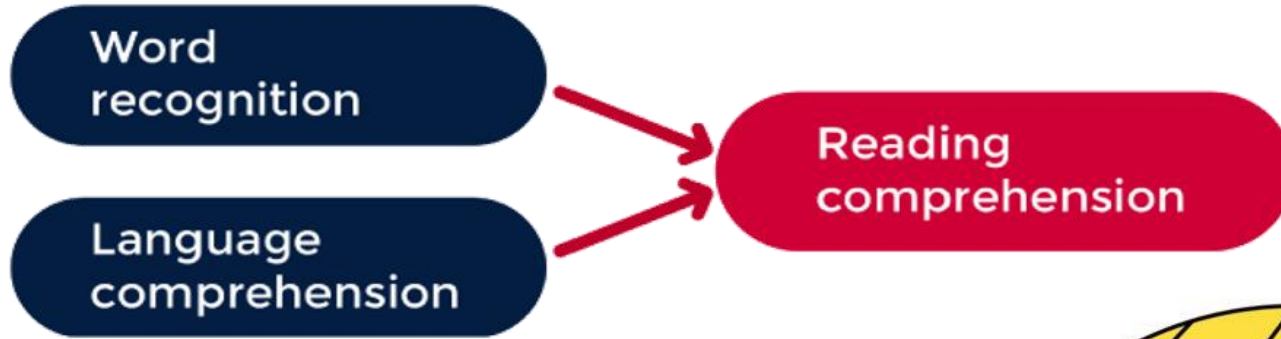


Outline

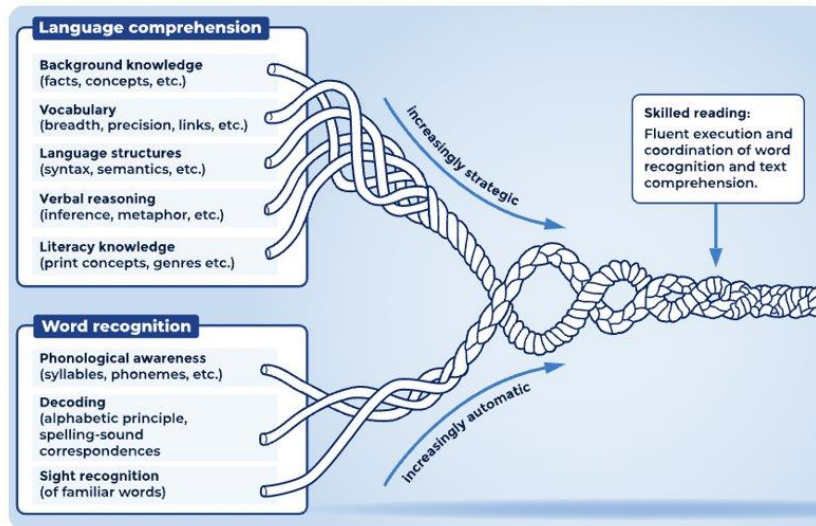
1. Frameworks for understanding reading
2. Evidence based reading instruction
3. Frameworks for understanding writing
4. Evidence based writing instruction
5. Next steps and key resources



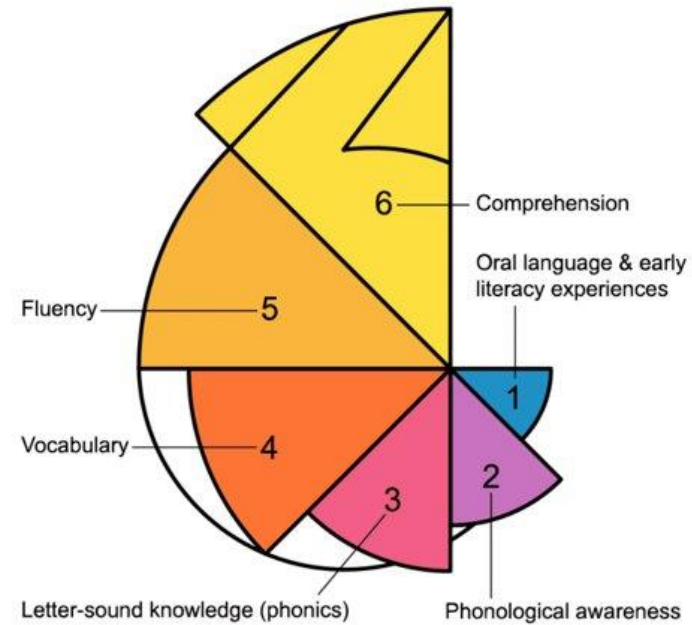
Frameworks for understanding reading



Gough & Tunmer, 1996

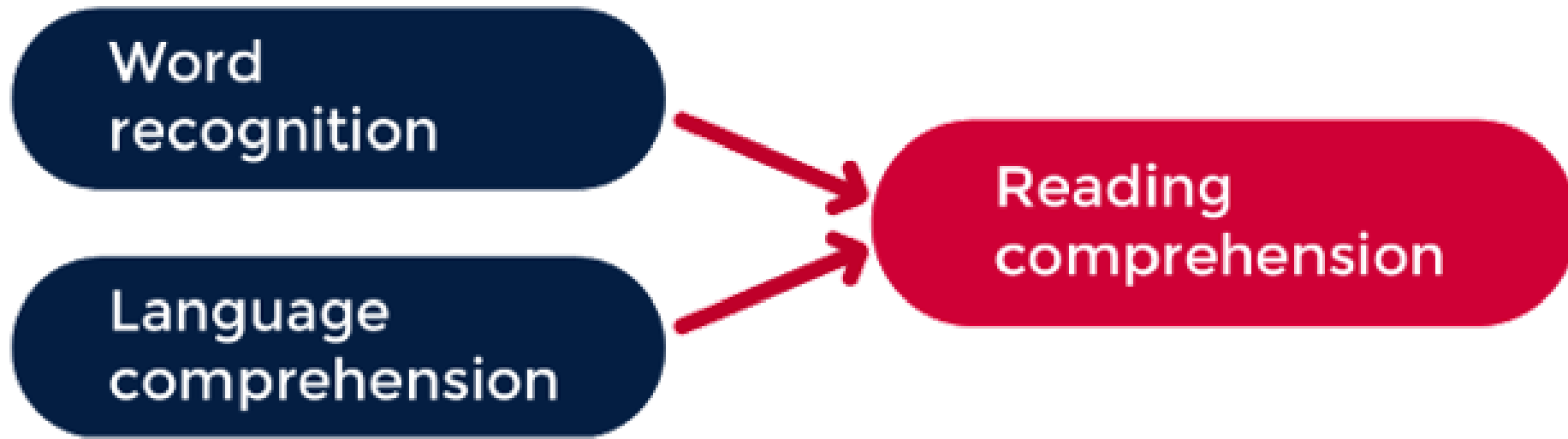


Adapted from Scarborough HS (2001).



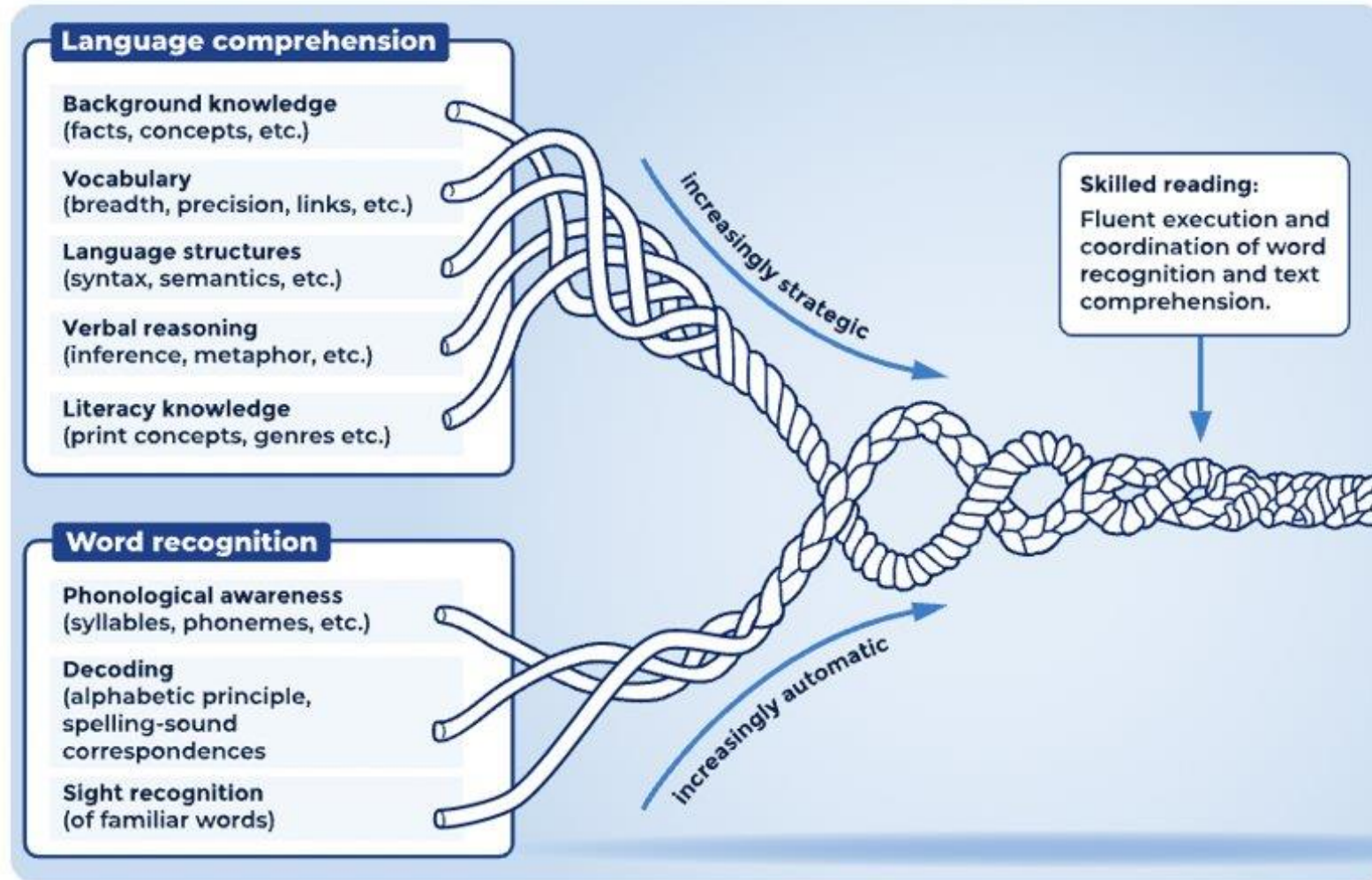
Konza and Moates (2010)

The Simple View of Reading



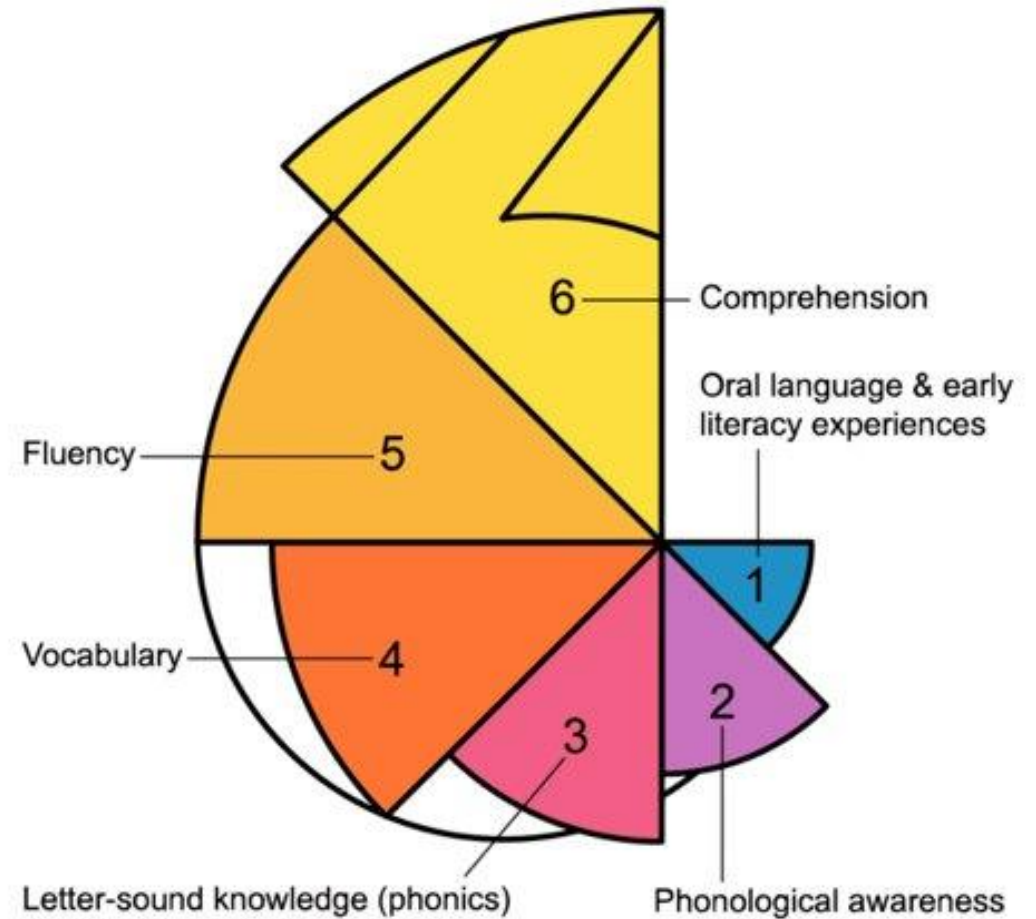
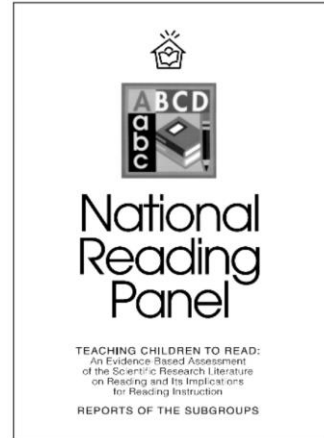
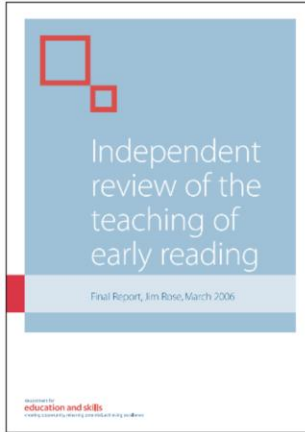
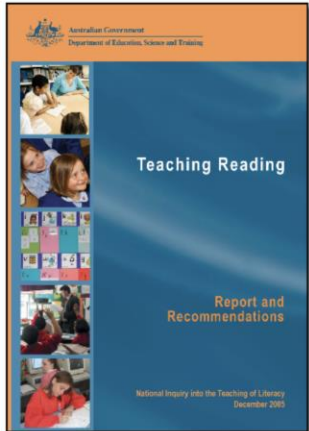
Gough & Tunmer, 1996

Scarborough's Reading Rope



Adapted from Scarborough HS (2001).

The Big Six – Deslea Konza



Konza and Moates (2010)



Explicit teaching

What works best

Benefits students in all year groups and of all ability levels

Recognises that learning is a cumulative and systematic process

Supports students towards independent learning



What works best: 2020 update

The What works best: 2020 update summarises some of the most significant research into effective teaching. It outlines eight evidence-based practices that teachers can use in their classrooms to support improved student learning.



How to implement What works best in your classroom



High expectations

Engage students and challenge them to learn new things. Establish clear and consistent expectations for their learning and behaviour, support them to meet those expectations. Tailor your teaching to meet their needs, and engage with parents and carers to encourage them to hold high expectations of their children.



Assessment

Make assessment an integral part of your teaching and learning program. Establish learning intentions, create success criteria and provide effective feedback. Teach your students how to peer and self-assess and to set individual goals.



Explicit teaching

Clearly explain to students why they are learning something, how it connects to what they already know, what they are expected to do, how to do it, and what it looks like when they have succeeded.



Classroom management

Develop high-quality student-teacher relationships. Provide structure, predictability and opportunities for active student participation in the classroom. Actively supervise students to keep them on task, respond to disengagement or disruptive behaviours, and support students to re-engage with learning.



Effective feedback

Be detailed and specific. Focus on how students performed on a particular task, where mistakes were made, and what needs to happen to improve in future.



Wellbeing

Create a safe environment. Increase students' sense of belonging, value students' opinions and perspectives, encourage interest in learning, and promote social and emotional skills.



Use of data to inform practice

Collect data from a wide range of sources, including your observations, class tests, formal exams, student work samples and responses to informal questions.



Collaboration

Connect with colleagues and experts from outside the school. Work together to plan lessons and teaching programs, observe each others' lessons and provide feedback. Engage in professional discussion and reflection.

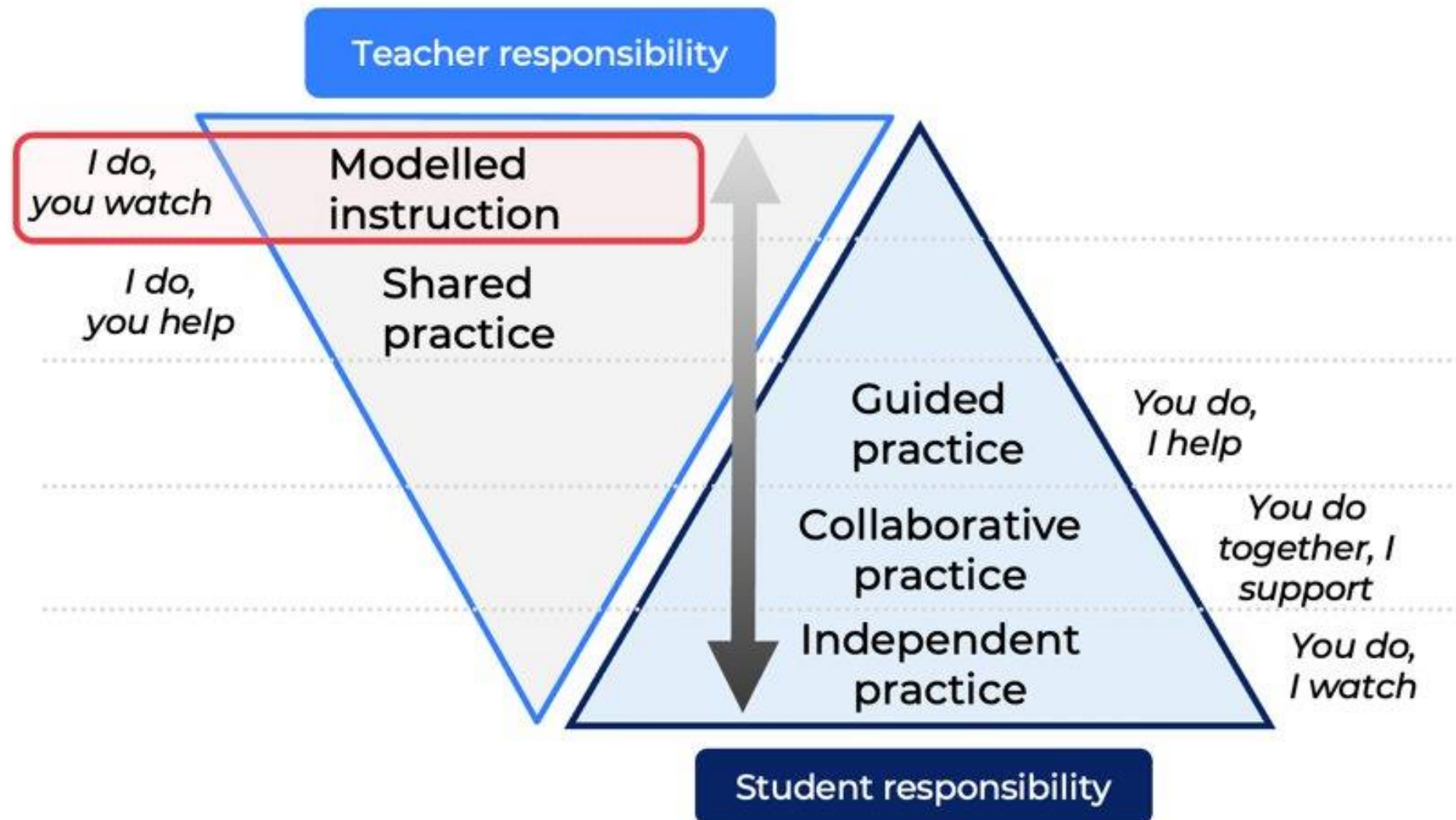


Find the **What works best: 2020 update**, **What works best in practice** and **What works best toolkit** publications at cese.nsw.gov.au



Gradual release of responsibility model

The teacher taking responsibility for learning

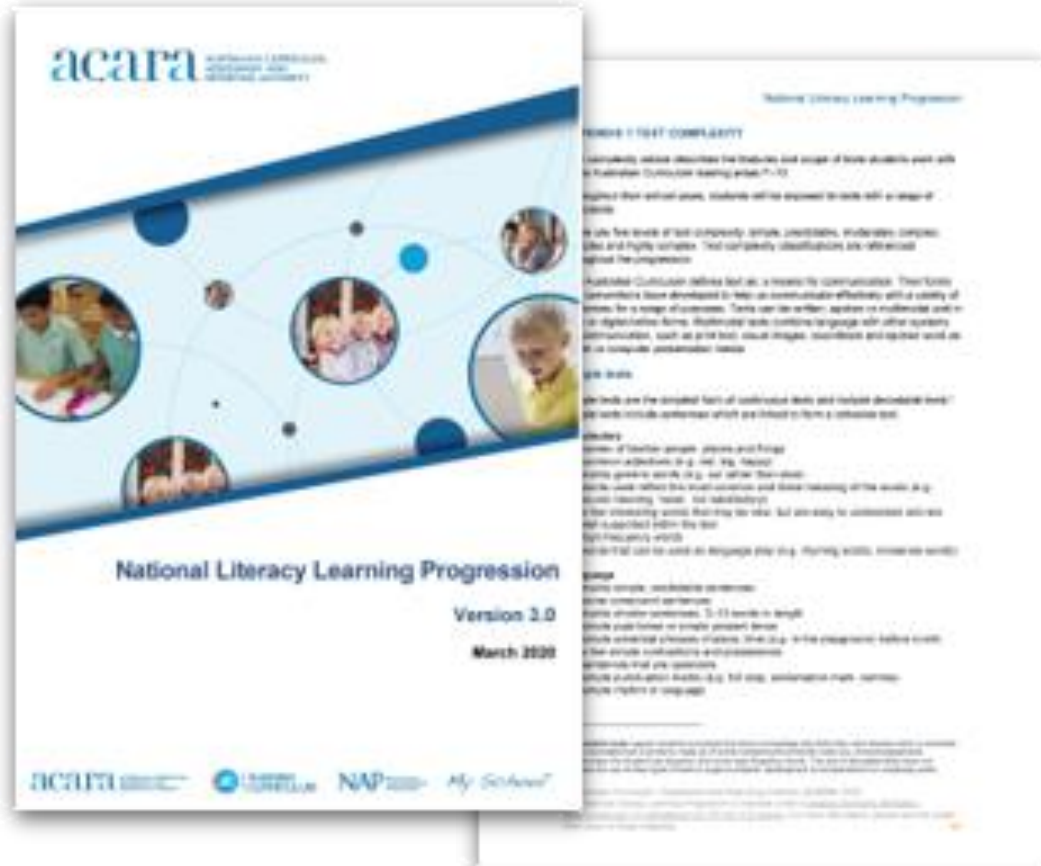


The teaching and learning cycle

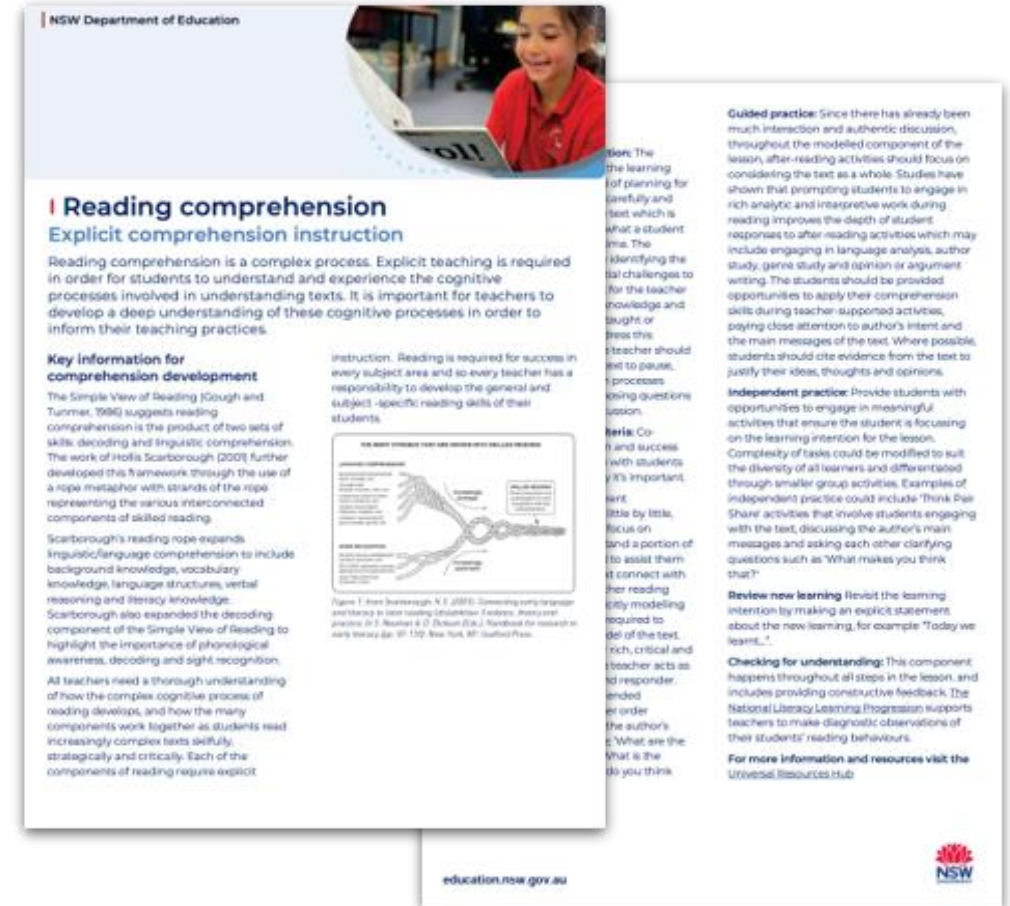


Key resources

To support your teaching



The image shows the cover and a content page of the National Literacy Learning Progression. The cover features the 'acara' logo and the title 'National Literacy Learning Progression Version 3.0 March 2020'. The content page is titled 'National Literacy Learning Progression' and includes sections for 'LEVEL 1 TEXT COMPLEXITY' and 'LEVEL 2 TEXT COMPLEXITY'. It discusses the complexity of texts and the skills required for students to understand and experience the cognitive processes involved in reading.



This resource is titled 'Reading comprehension Explicit comprehension instruction' and is published by the NSW Department of Education. It features a photograph of a young girl reading a book. The text explains that reading comprehension is a complex process and that explicit teaching is required for students to understand and experience the cognitive processes involved. It includes a diagram of Scarborough's Reading Rope, which shows the relationship between linguistic knowledge, background knowledge, verbal reasoning, and literacy knowledge. The resource also provides guided practice and independent practice activities for students to engage in.

Reading comprehension Explicit comprehension instruction

Reading comprehension is a complex process. Explicit teaching is required in order for students to understand and experience the cognitive processes involved in understanding texts. It is important for teachers to develop a deep understanding of these cognitive processes in order to inform their teaching practices.

Key information for comprehension development

The Simple View of Reading (Gough and Tunmer, 1986) suggests reading comprehension is the product of two sets of skills: decoding and linguistic comprehension. The work of Hollis Scarborough (2001) further developed this framework through the use of a rope metaphor with strands of the rope representing the various interconnected components of skilled reading.

Scarborough's reading rope expands linguistic/language comprehension to include background knowledge, vocabulary knowledge, language structures, verbal reasoning and literacy knowledge. Scarborough also expanded the decoding component of the Simple View of Reading to highlight the importance of phonological awareness, decoding and sight recognition.

All teachers need a thorough understanding of how the complex cognitive process of reading develops, and how the many components work together as students read increasingly complex texts skillfully, strategically and critically. Each of the components of reading require explicit instruction. Reading is required for success in every subject area and so every teacher has a responsibility to develop the general and subject-specific reading skills of their students.




Figure 1 from Scarborough, H. L. (2001). *Learning to read: Orthographic and phonological processing in learning to read*. (Edinburgh, England: Brunner). <https://doi.org/10.1017/S0022267300000000>

Guided practice: Since there has already been much interaction and authentic discussion, throughout the modelled component of the lesson, after-reading activities should focus on considering the text as a whole. Studies have shown that prompting students to engage in rich analytic and interpretive work during reading improves the depth of student responses to after-reading activities which may include engaging in language analysis, author study, genre study and opinion or argument writing. The students should be provided opportunities to apply their comprehension skills during teacher-supported activities, paying close attention to author's intent and the main messages of the text. Where possible, students should cite evidence from the text to justify their ideas, thoughts and opinions.


Independent practice: Provide students with opportunities to engage in meaningful activities that ensure the student is focusing on the learning intention for the lesson. Complexity of tasks could be modified to suit the diversity of all learners and differentiated through smaller group activities. Examples of independent practice could include Think Pair Share activities that involve students engaging with the text, discussing the author's main messages and asking each other clarifying questions such as 'What makes you think that?'

Review new learning: Revisit the learning intention by making an explicit statement about the new learning, for example 'Today we learnt...'

Checking for understanding: This component happens throughout all steps in the lesson, and includes providing constructive feedback. The National Literacy Learning Progression supports teachers to make diagnostic observations of their students' reading behaviours.

For more information and resources visit the Universal Resources Hub

education.nsw.gov.au





NSW Department of Education

Effective reading

Kindergarten to Year 2

A guide to support conversations about
evidence-based practice in reading

Literacy and numeracy
2023 Update



NSW Department of Education

Improving reading comprehension

Years 3 to 8

A guide to support conversations about
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Literacy and numeracy
2023 Update



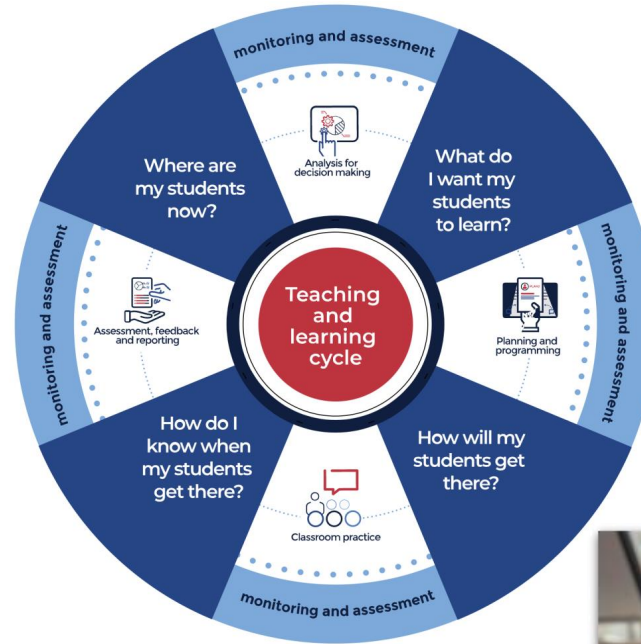
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- Assessment**
Make assessment an integral part of your teaching and learning program. Establish learning intentions, create success criteria and provide effective feedback. Teach your students how to peer and self-assess and to set individual goals.
- Explicit teaching**
Clearly explain to students why they are learning something, how it connects to what they already know, what they are expected to do, how to do it, and what it looks like when they have succeeded.
- Classroom management**
Develop high-quality student-teacher relationships. Provide structure, predictability and opportunities for active student participation in the classroom. Actively supervise students to keep them on task, respond to disengagement or disruptive behaviours, and support students to re-engage with learning.
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Reading comprehension

Explicit comprehension instruction

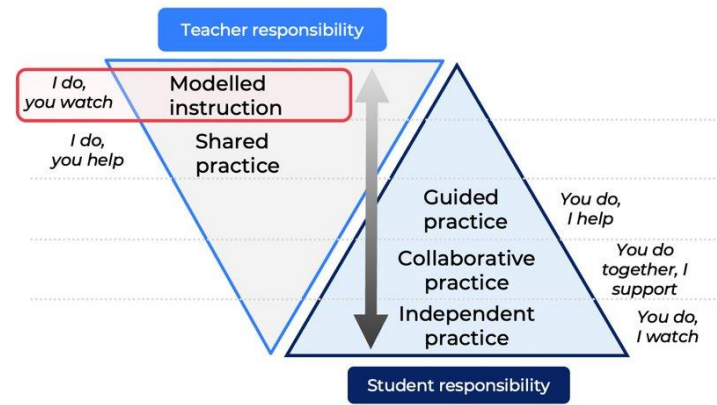
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Figure 1. from Scarborough, K.S. (2007). Connecting early language and literacy to later reading—Implications for reading instruction. In J. Resnik & D. Eckstein (Eds.), Handbook for research on early literacy (pp. 97–132). New York, NY: Guilford Press.



Effective reading

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Literacy and numeracy
2023 Update



Frameworks for understanding writing

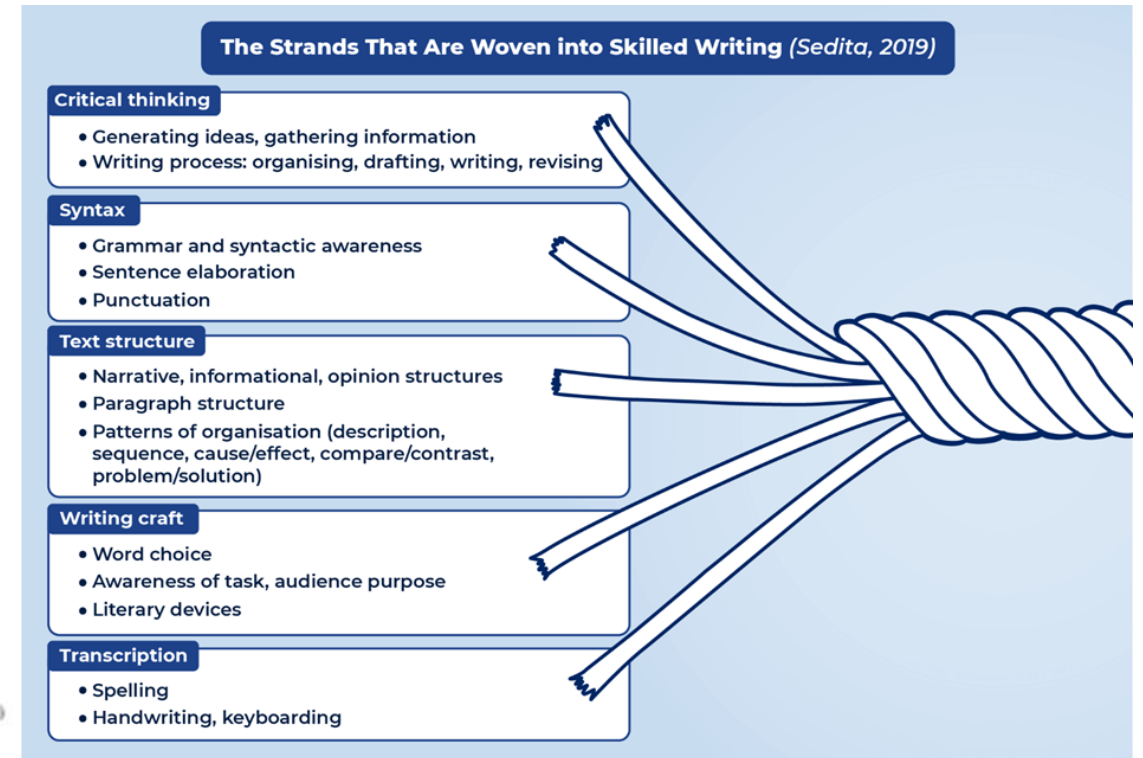
The Simple View of Writing



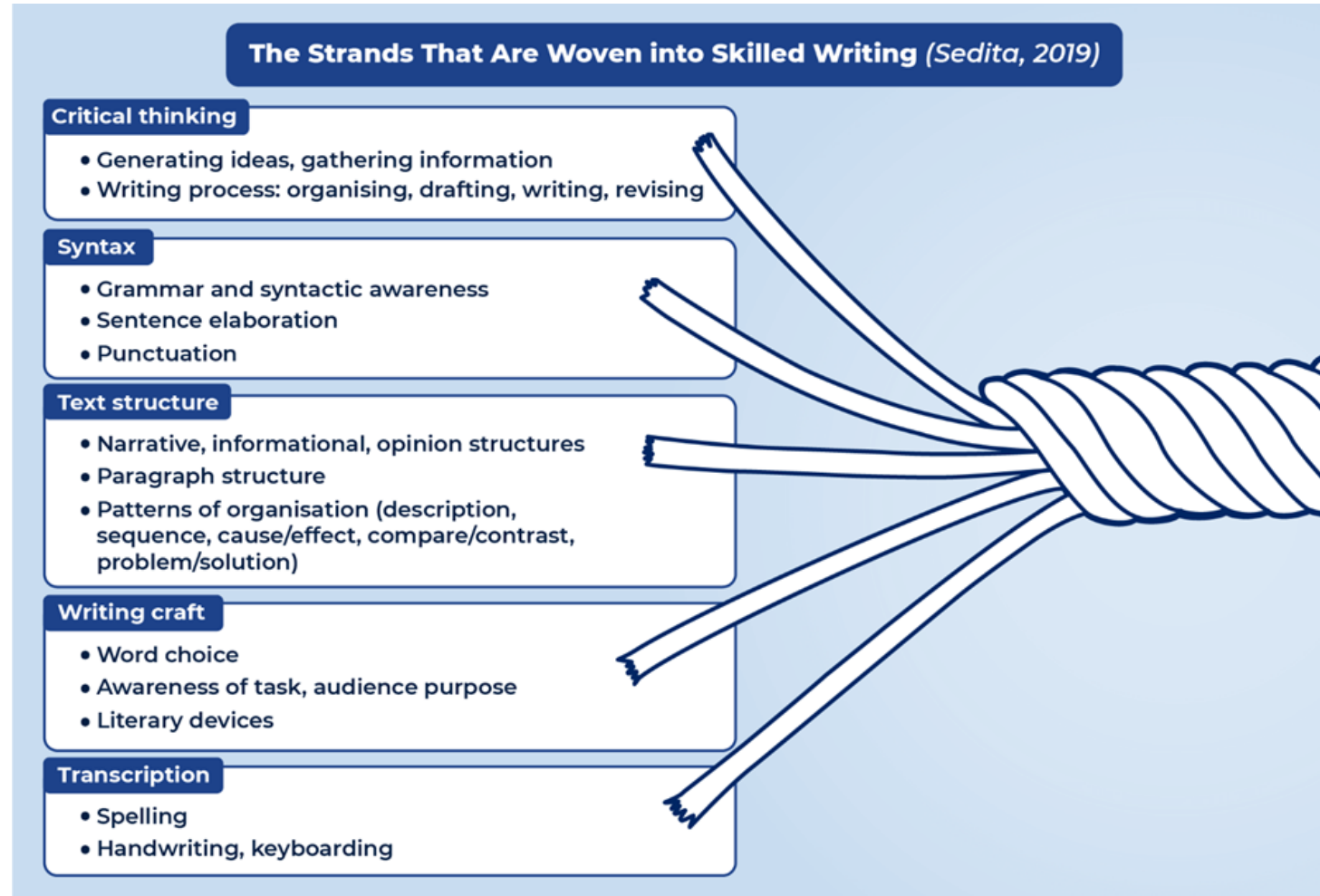
- Letter formation
- Handwriting/Keyboarding Fluency
- Spelling
- Punctuation
- Spacing

- Knowledge
- Vocabulary
- Sentence construction
- Grammar & usage
- Literary genres
- Idea organization
- Audience

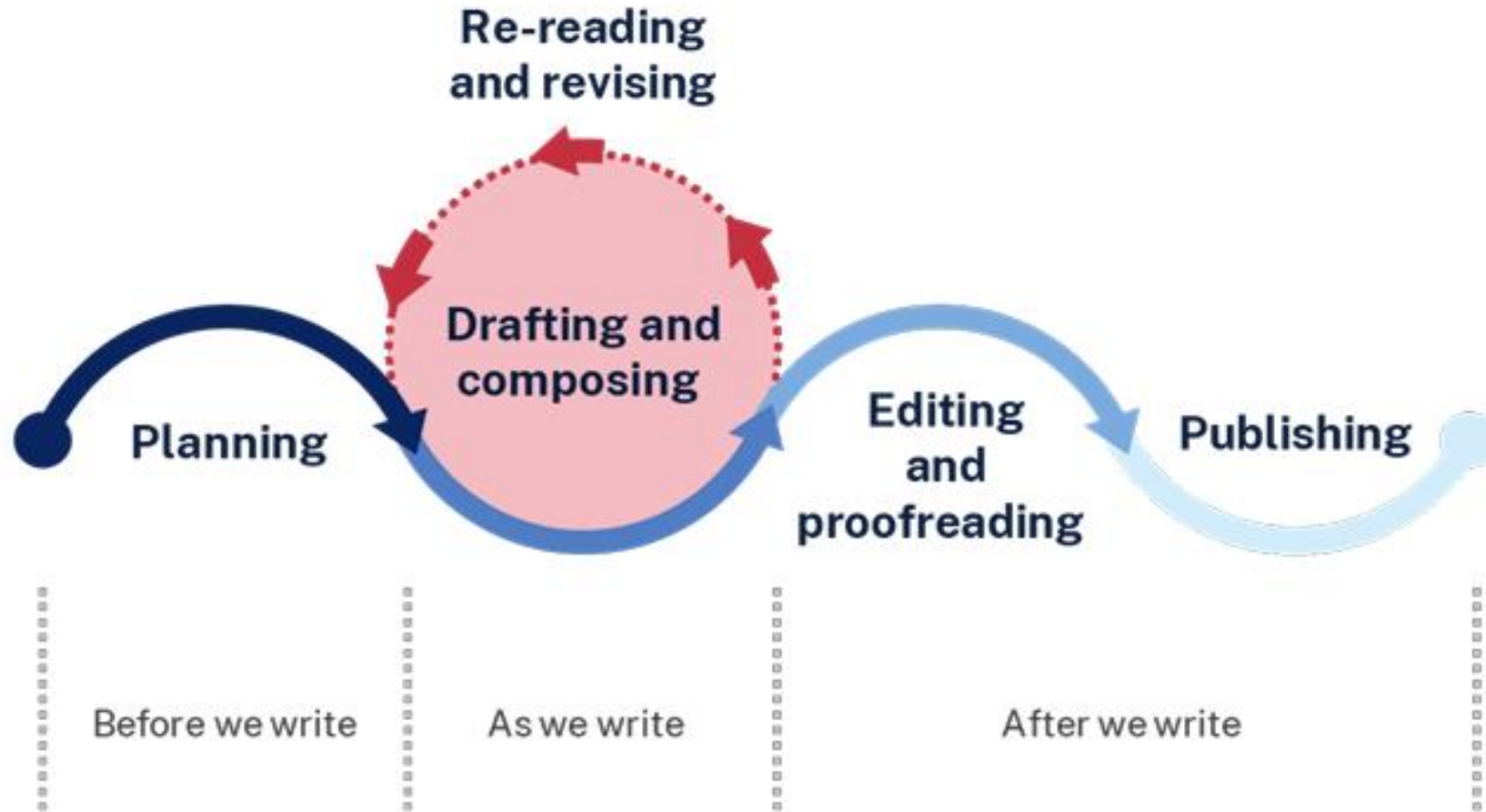
(Adapted from Moats & Tolman, 2019)



The Writing Rope



The writing process

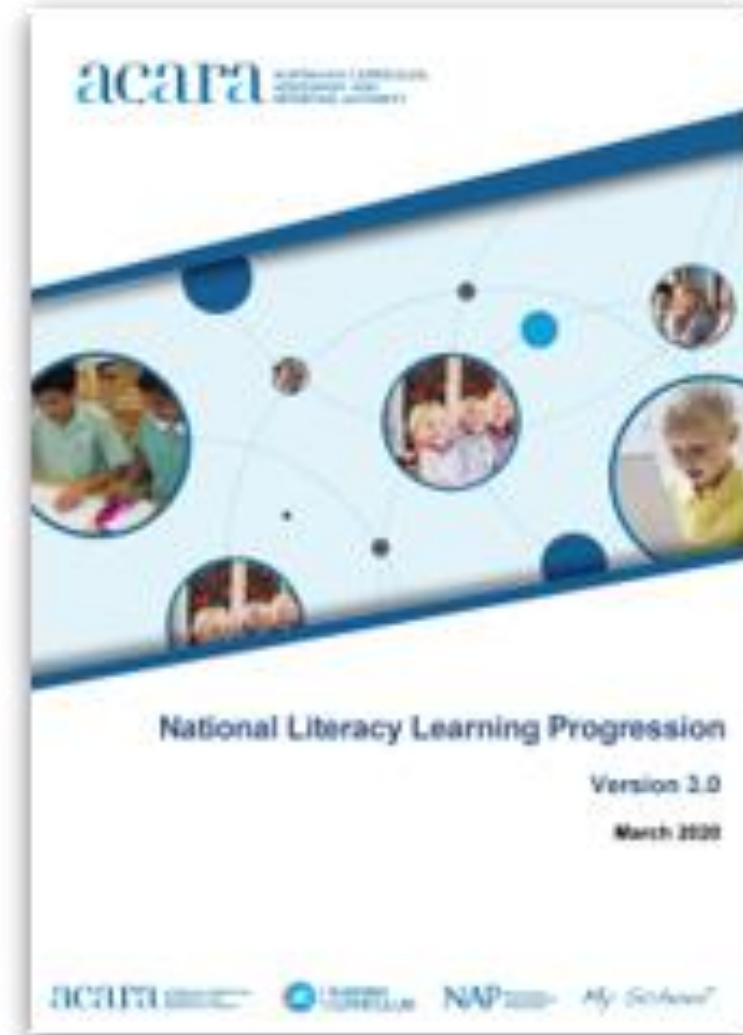
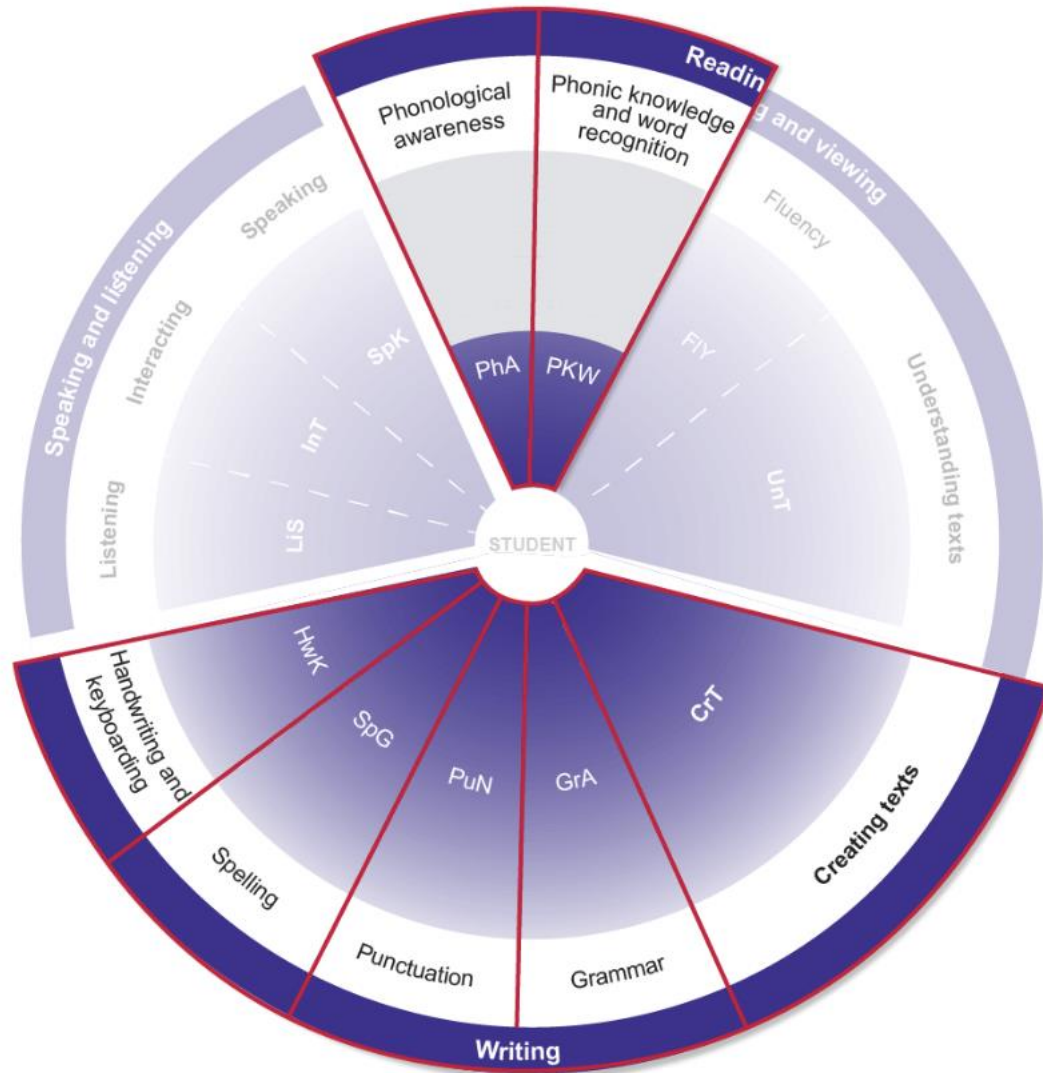




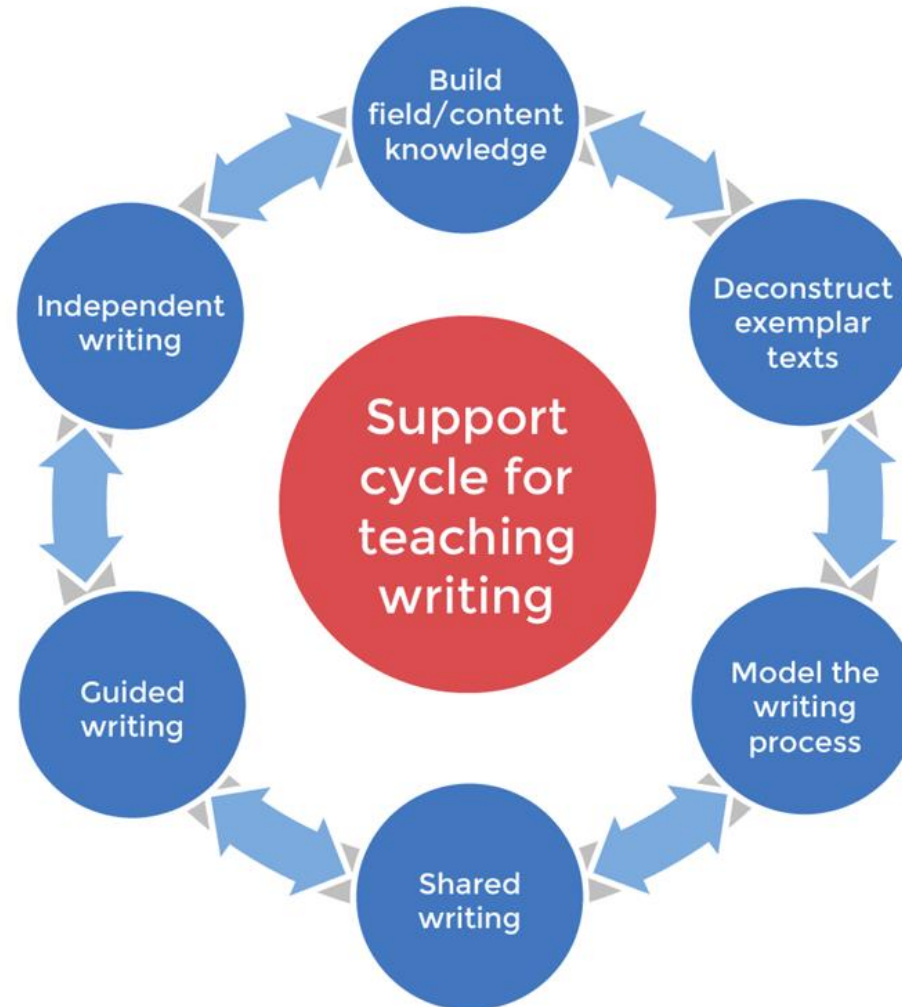
The teaching and learning cycle



Writing in the NLLP



The support cycle for teaching writing



Adapted from Nicolazzo, M., & Mackenzie, N.M. (2018)



Components of quality writing instruction

NSW Department of Education



Creating written texts

Explicit writing instruction

Writing is an essential tool for learning and communicating, yet learning to write is an extremely complex and cognitively demanding task.

Key information for writing development

The simple view of writing explains skilled written expression requires two equally important skills:

Transcription skills: handwriting, keyboarding and spelling.

Composition skills: idea generation and organisation, topic knowledge, audience awareness, vocabulary choices, sentence construction, grammar, punctuation and knowledge of literary genres.

In addition to these skills, executive function (for example, working memory and attention) impacts students' writing development.

The **writing rope** illustrates how the many components contribute to fluent, skilled writing. These include critical thinking, syntax, text structure, writing craft and transcription.

Ideally, students develop automaticity and fluency of transcription skills so their focus can be on compositional skills such as planning, generating ideas and formulating sentences, to create effective and meaningful texts.

'Skilled writing requires proficient handwriting, spelling and typing skills, and the use of traditional and digital writing tools. It also requires complex and varied sentence construction including advanced knowledge of grammar and punctuation. Skilled writers also require deep understanding of audience, purpose and genre, rich content (topic) and vocabulary knowledge, and the ability to plan, draft, evaluate, revise, edit and publish text, from paragraphs to compositions'

(Graham, MacArthur & Hebert, 2019).

The writing process shows the stages involved in composing texts.



Before we write: Planning involves generating and organising ideas, as well as exploring concepts and topics, in preparation for writing. Students should be supported with a range of opportunities to plan, such as research, drawing, discussion and using mind maps.

As we write: Drafting and composing involves the writer recording their ideas. This can be seen as a preliminary version of a text. The teacher models how planning can support the written text, how to convert spoken language to written text, and explicitly teach the structures and features of texts.

After we write: Re-reading and revising involves looking over the text as a whole and reworking the organisation and details. In this stage, students revise their writing at the whole text, paragraph, sentence and word level, clarifying their message and enhancing their meaning.

Proofreading and editing involves making changes to a text to ensure it correctly adheres to the conventions of written English, in particular spelling, punctuation and capitalisation.

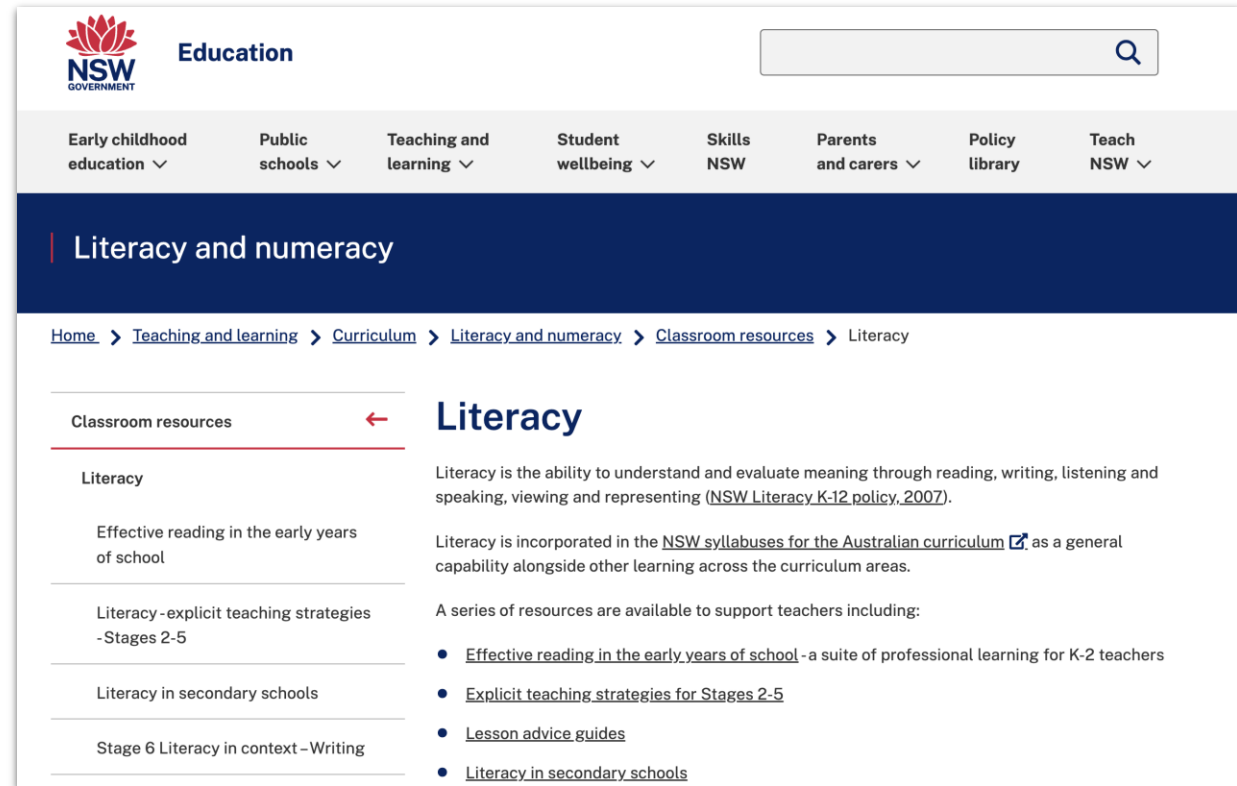
Publishing involves the writer presenting their work as a complete piece. Students should have regular opportunities to publish their writing, share writing with others and celebrate their achievements.

- Writing environment
- Learning intention/Success criteria
- Explicit teaching
- Frequency
- Differentiation
- Checking for understanding
- Writing across KLAs
- Integrated nature of reading writing

For further advice



**NSW DoE Literacy -
Statewide Staffroom**



Education

Early childhood education ▾ Public schools ▾ Teaching and learning ▾ Student wellbeing ▾ Skills NSW Parents and carers ▾ Policy library Teach NSW ▾

Literacy and numeracy

[Home](#) > [Teaching and learning](#) > [Curriculum](#) > [Literacy and numeracy](#) > [Classroom resources](#) > Literacy

Classroom resources ← **Literacy**

Literacy

Literacy is the ability to understand and evaluate meaning through reading, writing, listening and speaking, viewing and representing ([NSW Literacy K-12 policy, 2007](#)).

Literacy is incorporated in the [NSW syllabuses for the Australian curriculum](#) as a general capability alongside other learning across the curriculum areas.

A series of resources are available to support teachers including:

- [Effective reading in the early years of school](#) - a suite of professional learning for K-2 teachers
- [Explicit teaching strategies for Stages 2-5](#)
- [Lesson advice guides](#)
- [Literacy in secondary schools](#)

Subtitle

Divider title here

1