



Structured Literacy in Foundation to Year 2

What is Structured Literacy?

Structured Literacy is the application of the Science of Reading (SOR) in the classroom. The accumulated evidence from high quality research on reading acquisition and instruction is the SOR, whereas *Structured Literacy* is representative of reading instruction that applies the SOR to classroom practice. The term *Structured Literacy* is fairly new in the reading world, trademarked by the International Dyslexia Association. "The intent of establishing the term *Structured Literacy* was to differentiate reading instruction or programs that are truly informed by the Science of Reading from those that purport to be but are not." (Carreker, 2022)

Two critical hallmarks of Structured Literacy instruction are that it:

- 1) teaches all the components that evidence has found to be foremost in ensuring reading success
- 2) employs principles that align to the necessity of each component

Structured Literacy instruction includes all vital components of reading comprehension and writing (decoding, encoding and language comprehension) and their underpinning sub components – phonology, morphology, orthography, syntax, semantics and discourse level language.

A structured approach to literacy ensures that phonology, morphology, orthography, syntax, semantics and discourse level language are explicitly, systematically and cumulatively taught and progress is monitored in a diagnostic and responsive way to ensure all children develop literacy proficiency.

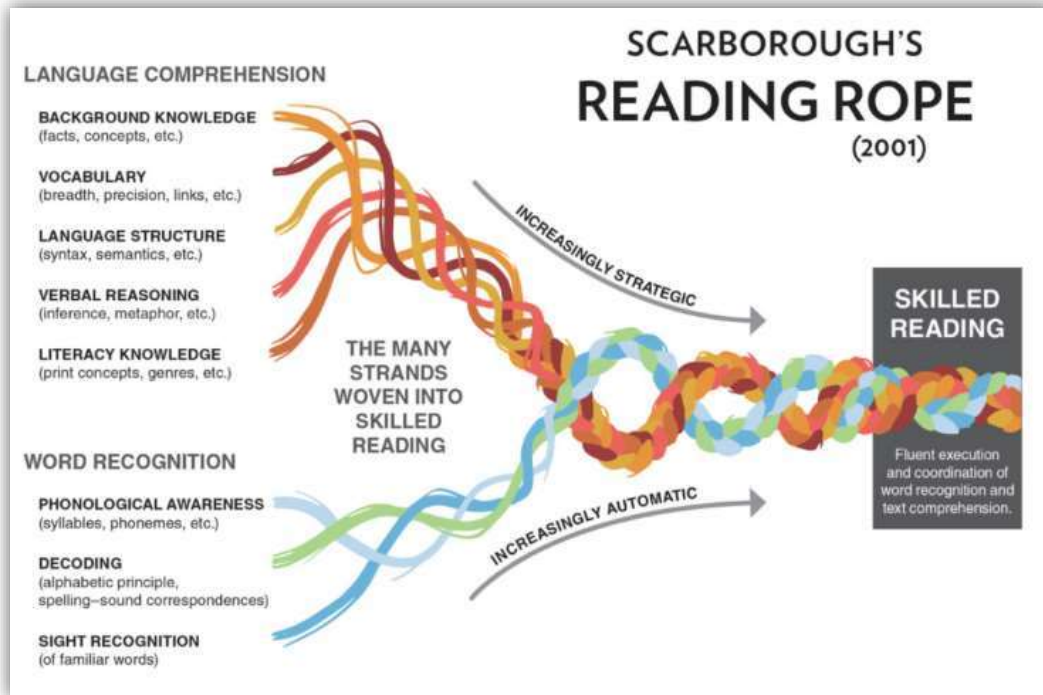
Why is a structured approach to literacy important?

Structured Literacy from the Foundation year and beyond ensures all children, particularly those most at-risk of literacy difficulties, receive the high quality literacy instruction they need for reading, writing and academic success. Structured Literacy from the Foundation year that is explicit, systematic and cumulative, diagnostic and responsive, ensures all children are able to read and engage with rich, grade level and complex texts when they reach the upper primary years.

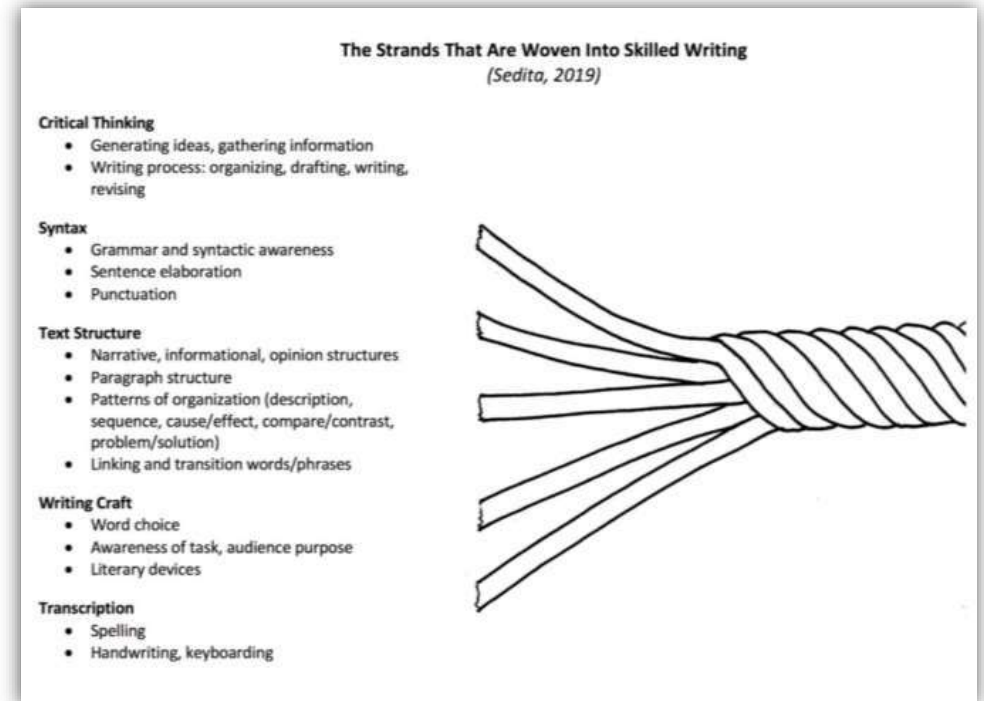
What needs teaching?

All strands of Scarborough's Reading Rope and Sedita's Writing rope require explicit, systematic and cumulative instruction in order to develop skilled reading and writing.

Components of Skilled Reading



Components of Skilled Writing



- Deconstructing the Rope: An introduction with Dr. Jane Oakhill
- Deconstructing the Rope: Word recognition with Alice Wiggins
- Deconstructing the Rope: Decoding with Dr. Louisa Moats
- Deconstructing the Rope: Sight recognition with Dr. Bruce McCandliss
- Deconstructing the Rope: Language comprehension with Sonia Cabell
- Deconstructing the Rope: Language structures with Kate Cain
- Deconstructing the Rope: Background knowledge with Susan Neuman
- Deconstructing the Rope: Vocabulary with Nancy Hennessy

<https://amplify.com/science-of-reading-the-podcast/> (Season 3)

- The Writing Rope: A Framework for Evidence-Based Writing Instruction by Joan Sedita

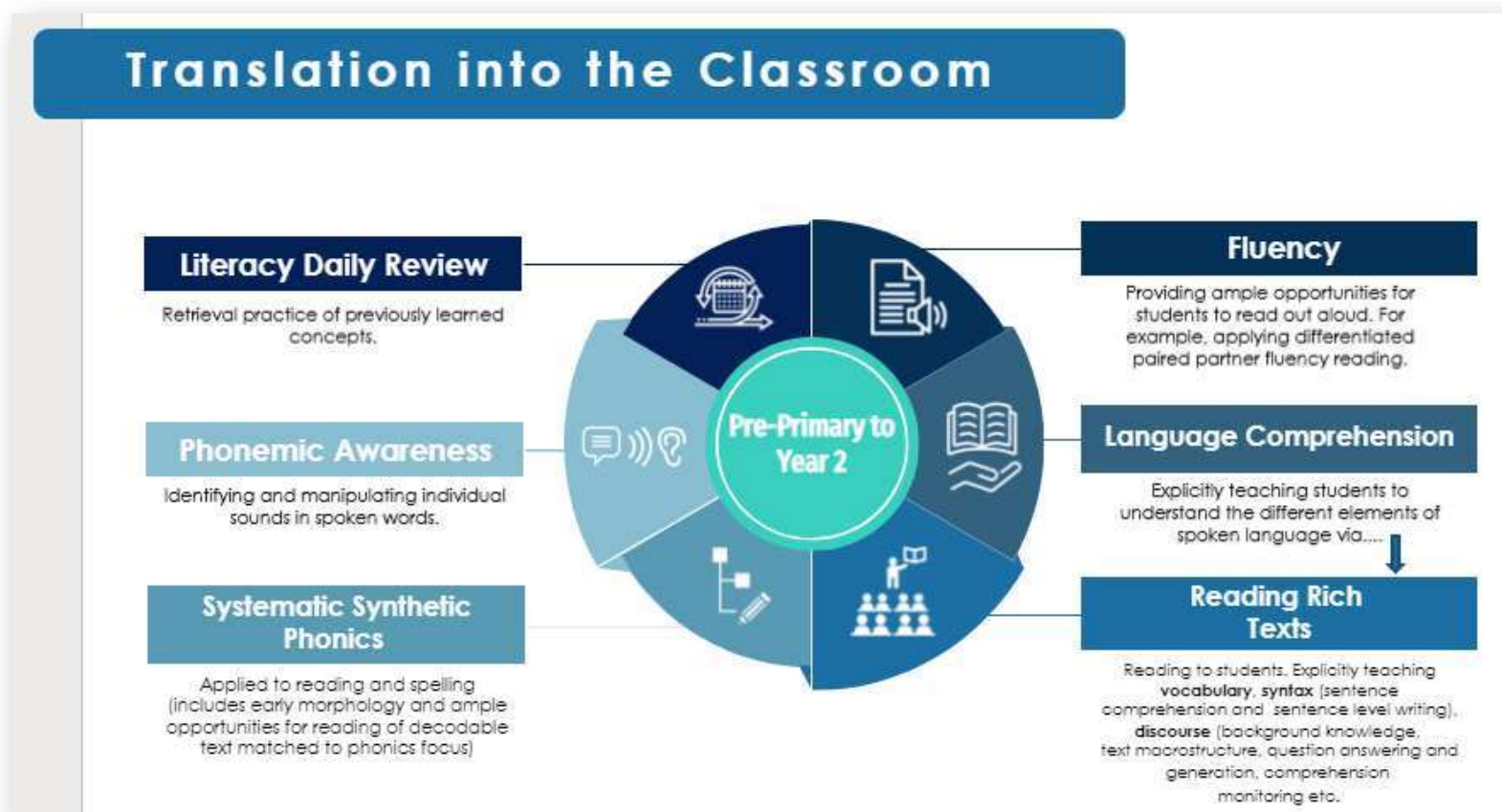
<https://www.pattan.net/Training/Conferences/2022-PaTAN-Literacy-Symposium>

What Structured Literacy could look like in the Foundation to Year 2 classroom

- Daily literacy review
- Explicit phonics lesson for reading and writing (spelling)
- Morphology for spelling, vocabulary and reading comprehension
- Explicit handwriting instruction
- Fluency
- Syntax - explicit syntax and punctuation instruction for oral and written sentence/paragraph development
- Writing – sentence, paragraph and text level
- Language instruction for listening /reading comprehension and writing composition

NOTE: Duration will vary depending on Year level. Duration will increase as students move up Year levels.

Link to Reading Science in Schools Example Instructional Routines Booklet: <https://readingscienceinschools.squarespace.com/downloads>



Response to Intervention (RTI) / Multi-Tier System of Supports (MTSS)

The "Response to Intervention" (RTI) model, sometimes referred to as Multi-Tier Systems of Support (MTSS), is a multi-tier approach to the early identification and support of students with learning or behaviour needs. This framework systematically determines how well instruction is working, identifies which students whose needs are not being met, and makes adjustments to accelerate learning for all. The RTI process typically has three tiers which cater for the needs of all students within the classroom. Each wave provides differing levels of support and should focus on how to make the student more successful rather than focussing on the student's lack of success.

Adopting the RTI model has the potential to reduce the number of students who present with learning difficulties as a result of poor instruction and/or curricula.

(<https://uldforparents.com/contents/identifying-and-diagnosing-specific-learning-disabilities/the-response-to-intervention-rti-model/>)

Tier 1: The Whole Class

- All students receive high quality curriculum and evidence-based strategies and programs in the regular education classroom with consistency across year levels. The teacher assists all learners and monitors their progress at regular intervals.

Tier 2: Small Group Intervention

- The school provides small group interventions to children who need more support than they are receiving from the general curriculum. It is expected that children who receive the additional group support at this level will 'catch up' with their peers. It is essential that students receive targeted intervention that is both more intensive (i.e. small groups) and more explicit (step-by-step instruction targeted at specific area of need) if the aim is to reduce the gap between them and their peers. Otherwise, they will continue to fall further behind. Children should continue to be included in whole-class instruction, receiving small group intervention in addition to this.

Tier 3: Intensive Interventions

- Students are given individualised support and instruction. This wave is for children who are underachieving despite the provision of targeted small-group intervention. An Individualised Education Plan (IEP) or Individualised Learning Plan (ILP) may need to be developed, incorporating regular assessments and monitoring of progress.

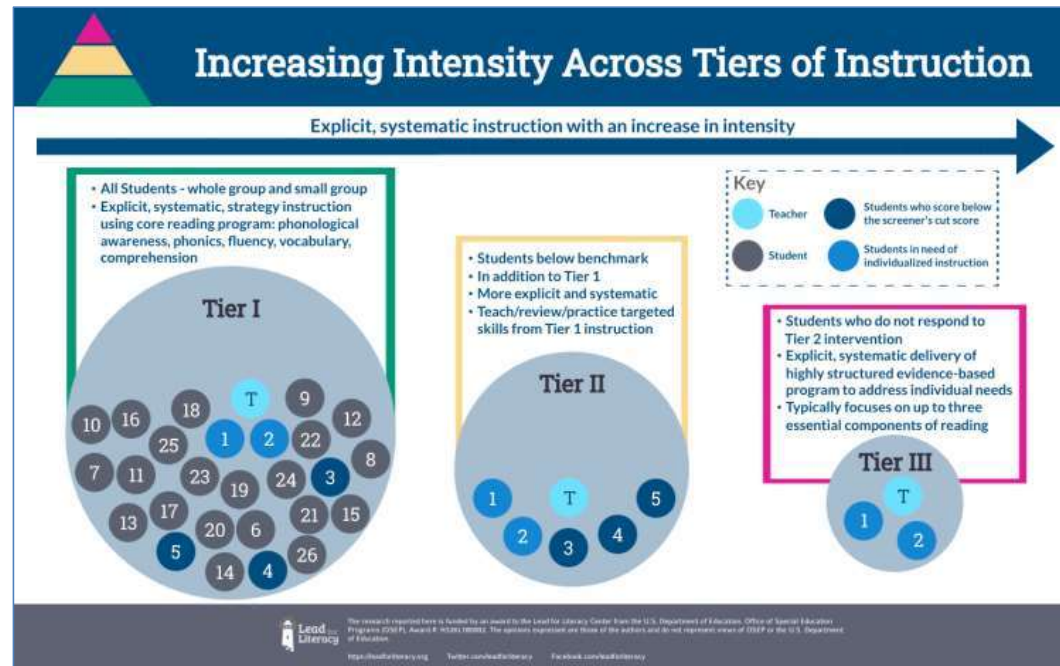
Whole Class Tier 1 Instruction

Should Reading Be Taught Whole Class or Small Group?
<https://www.shanahanonliteracy.com/blog/should-reading-be-taught-whole-class-or-small-group?#sthash.hOcAng9I.dpbs>

The Game-Changing Benefits of Whole-Class Instruction
<https://layingthefoundations.weebly.com/home/the-game-changing-benefits-of-whole-class-instruction>

Teaching phonics: whole class or small group?
<https://theliteracyblog.com/2021/01/06/teaching-phonics-whole-class-or-small-group/>

Rescuing Differentiation from the Checklist of Bad Practice
<https://teacherhead.com/2019/01/24/rescuing-differentiation-from-the-checklist-of-bad-practice/>



Increasing Instructional Intensity Across Tiers of Support

Lead for Literacy

<https://leadforliteracy.org/briefs/increasing-instructional-intensity-across-tiers-support?fbclid=IwAR1W1cS3EcMAHqsPiEa0HhXgLmsoBBzUJ-KS6NXNEQhs-1AYX19Slr7OZY>

An **example** framework for Foundation

Length	Monday	Tuesday	Wednesday	Thursday	Friday
5-10 mins building up time as more content is taught 10-20mins	Daily Review <ul style="list-style-type: none"> Phonemic awareness Grapheme phoneme correspondences Decoding and encoding – building up from words to phrases, sentences and connected text as more code is taught High frequency words Tier 2 vocabulary Syntax – sentence level instruction (oral moving to written using taught phonics code & HFW) 	Daily Review <ul style="list-style-type: none"> Phonemic awareness Grapheme phoneme correspondences Decoding and encoding – building up from words to phrases, sentences and connected text as more code is taught High frequency words Tier 2 vocabulary Syntax – sentence level instruction (oral moving to written using taught phonics code & HFW) 	Daily Review <ul style="list-style-type: none"> Phonemic awareness Grapheme phoneme correspondences Decoding and encoding – building up from words to phrases, sentences and connected text as more code is taught High frequency words Tier 2 vocabulary Syntax – sentence level instruction (oral moving to written using taught phonics code & HFW) 	Daily Review <ul style="list-style-type: none"> Phonemic awareness Grapheme phoneme correspondences Decoding and encoding – building up from words to phrases, sentences and connected text as more code is taught High frequency words Tier 2 vocabulary Syntax – sentence level instruction (oral moving to written using taught phonics code & HFW) 	Daily Review <ul style="list-style-type: none"> Phonemic awareness Grapheme phoneme correspondences Decoding and encoding – building up from words to phrases, sentences and connected text as more code is taught High frequency words Tier 2 vocabulary Syntax – sentence level instruction (oral moving to written using taught phonics code & HFW)
20 mins	Phonics Lesson <ul style="list-style-type: none"> Phonemic awareness Grapheme phoneme correspondences Decoding (reading) Encoding (spelling) High frequency words <p>*working from word, phrase, sentence up to connected text level</p>	Phonics Lesson <ul style="list-style-type: none"> Phonemic awareness Grapheme phoneme correspondences Decoding (reading) Encoding (spelling) High frequency words <p>*working from word, phrase, sentence up to connected text level</p>	Phonics Lesson <ul style="list-style-type: none"> Phonemic awareness Grapheme phoneme correspondences Decoding (reading) Encoding (spelling) High frequency words <p>*working from word, phrase, sentence up to connected text level</p>	Phonics Lesson <ul style="list-style-type: none"> Phonemic awareness Grapheme phoneme correspondences Decoding (reading) Encoding (spelling) High frequency words <p>*working from word, phrase, sentence up to connected text level</p>	Phonics Lesson <ul style="list-style-type: none"> Review previous days taught grapheme phoneme correspondences Dictation – sentence level writing application of GPC's taught during the week <p>*working from word, phrase, sentence up to connected text level</p>
15 mins	Handwriting <ul style="list-style-type: none"> Letter formation Handwriting fluency 	Handwriting <ul style="list-style-type: none"> Letter formation Handwriting fluency 	Handwriting <ul style="list-style-type: none"> Letter formation Handwriting fluency 	Handwriting <ul style="list-style-type: none"> Letter formation Handwriting fluency 	Handwriting <ul style="list-style-type: none"> Letter formation Handwriting fluency
5-10 mins	Fluency <ul style="list-style-type: none"> Paired partner fluency reading Starting with words lists and moving to sentences then decodable texts Each partner reads then swaps 	Fluency <ul style="list-style-type: none"> Paired partner fluency reading Starting with words lists and moving to sentences then decodable texts Each partner reads then swaps 	Fluency <ul style="list-style-type: none"> Paired partner fluency reading Starting with words lists and moving to sentences then decodable texts Each partner reads then swaps 	Fluency <ul style="list-style-type: none"> Paired partner fluency reading Starting with words lists and moving to sentences then decodable texts Each partner reads then swaps 	Fluency <ul style="list-style-type: none"> Paired partner fluency reading Starting with words lists and moving to sentences then decodable texts Each partner reads then swaps
15 mins	Syntax <ul style="list-style-type: none"> Explicit syntax / punctuation lesson linked to syntax scope and sequence (ORAL). *Written can be introduced once students have enough phonics code knowledge. 	Writing <ul style="list-style-type: none"> Application of explicit syntax lesson to sentence level writing (once students have enough phonics code knowledge) 	Writing <ul style="list-style-type: none"> Application of explicit syntax lesson to sentence level writing (once students have enough phonics code knowledge) 	Writing <ul style="list-style-type: none"> Application of explicit syntax lesson to sentence level writing (once students have enough phonics code knowledge) 	Writing <ul style="list-style-type: none"> Application of explicit syntax lesson to sentence level writing (once students have enough phonics code knowledge)
30mins	Language for Listening Comprehension and Writing Composition <ul style="list-style-type: none"> Knowledge rich units with high volume teacher reading of rich texts targeting: <ul style="list-style-type: none"> Background knowledge Tier 2 vocabulary Syntax Text structure Question answering and generation Oral retelling, innovating and generation of texts Embedded sentence writing tasks linked to syntax focus & phonics knowledge 	Language for Listening Comprehension and Writing Composition <ul style="list-style-type: none"> Knowledge rich units with high volume teacher reading of rich texts targeting: <ul style="list-style-type: none"> Background knowledge Tier 2 vocabulary Syntax Text structure Question answering and generation Oral retelling, innovating and generation of texts Embedded sentence writing tasks linked to syntax focus & phonics knowledge 	Language for Listening Comprehension and Writing Composition <ul style="list-style-type: none"> Knowledge rich units with high volume teacher reading of rich texts targeting: <ul style="list-style-type: none"> Background knowledge Tier 2 vocabulary Syntax Text structure Question answering and generation Oral retelling, innovating and generation of texts Embedded sentence writing tasks linked to syntax focus & phonics knowledge 	Language for Listening Comprehension and Writing Composition <ul style="list-style-type: none"> Knowledge rich units with high volume teacher reading of rich texts targeting: <ul style="list-style-type: none"> Background knowledge Tier 2 vocabulary Syntax Text structure Question answering and generation Oral retelling, innovating and generation of texts Embedded sentence writing tasks linked to syntax focus & phonics knowledge 	Language for Listening Comprehension and Writing Composition <ul style="list-style-type: none"> Knowledge rich units with high volume teacher reading of rich texts targeting: <ul style="list-style-type: none"> Background knowledge Tier 2 vocabulary Syntax Text structure Question answering and generation Oral retelling, innovating and generation of texts Embedded sentence writing tasks linked to syntax focus & phonics knowledge

An **example** framework for Year 1 / Year 2

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20 mins	Daily Review <ul style="list-style-type: none"> Phonemic awareness Grapheme phoneme correspondences (letter name + sound) Decoding and encoding of words, phrases, sentences and connected text Morphology High frequency words Tier 2 vocabulary Handwriting Syntax – sentence level instruction (oral to written) 	Daily Review <ul style="list-style-type: none"> Phonemic awareness Grapheme phoneme correspondences (letter name + sound) Decoding and encoding of words, phrases, sentences and connected text Morphology High frequency words Tier 2 vocabulary Handwriting Syntax – sentence level instruction (oral to written) 	Daily Review <ul style="list-style-type: none"> Phonemic awareness Grapheme phoneme correspondences (letter name + sound) Decoding and encoding of words, phrases, sentences and connected text Morphology High frequency words Tier 2 vocabulary Handwriting Syntax – sentence level instruction (oral to written) 	Daily Review <ul style="list-style-type: none"> Phonemic awareness Grapheme phoneme correspondences (letter name + sound) Decoding and encoding of words, phrases, sentences and connected text Morphology High frequency words Tier 2 vocabulary Handwriting Syntax – sentence level instruction (oral to written) 	Daily Review <ul style="list-style-type: none"> Phonemic awareness Grapheme phoneme correspondences (letter name + sound) Decoding and encoding of words, phrases, sentences and connected text Morphology High frequency words Tier 2 vocabulary Handwriting Syntax – sentence level instruction (oral to written)
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20 mins	Morphology <ul style="list-style-type: none"> Explicit morphology lesson linked to morphology scope and sequence 	Morphology Reviewed in daily review for remainder of the week			
10 mins	Fluency <ul style="list-style-type: none"> Paired partner fluency reading (differentiated – each partner reads for 4min then swaps) 	Fluency <ul style="list-style-type: none"> Paired partner fluency reading (differentiated – each partner reads for 4min then swaps) 	Fluency <ul style="list-style-type: none"> Paired partner fluency reading (differentiated – each partner reads for 4min then swaps) 	Fluency <ul style="list-style-type: none"> Paired partner fluency reading (differentiated – each partner reads for 4min then swaps) 	Fluency <ul style="list-style-type: none"> Paired partner fluency reading (differentiated – each partner reads for 4min then swaps)
30 mins	Syntax <ul style="list-style-type: none"> Explicit syntax / punctuation lesson linked to syntax scope and sequence 	Writing <ul style="list-style-type: none"> Application of explicit syntax / punctuation lesson working from sentence to paragraph to genre level 	Writing <ul style="list-style-type: none"> Application of explicit syntax / punctuation lesson working from sentence to paragraph to genre level 	Writing <ul style="list-style-type: none"> Application of explicit syntax / punctuation lesson working from sentence to paragraph to genre level 	Writing <ul style="list-style-type: none"> Application of explicit syntax / punctuation lesson working from sentence to paragraph to genre level
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**** reading and writing tasks also embedded across all other curriculum areas (e.g. HASS, Science, Technologies) and cross curriculum priorities ****

Structured Literacy – Foundation to Year 2

Literacy Daily Review			
Foundation		Year 1	Year 2
WHAT	<p>Daily literacy review that provides retrieval practise of previously taught content such as:</p> <ul style="list-style-type: none"> • Phonemic awareness • Grapheme phoneme correspondences • Decoding and encoding of words moving to phrases, sentences and connected text • High frequency words • Tier 2 vocabulary • Fluency • Syntax – sentence level instruction (oral to written) 	<p>Daily literacy review that provides retrieval practise of previously taught content such as:</p> <ul style="list-style-type: none"> • Phonemic awareness • Grapheme phoneme correspondences • Decoding and encoding of words, phrases, sentences and connected text • Morphology • Fluency • High frequency words • Tier 2 vocabulary • Syntax – sentence level instruction (oral to written) 	<p>Daily literacy review that provides retrieval practise of previously taught content such as:</p> <ul style="list-style-type: none"> • Phonemic awareness • Grapheme phoneme correspondences • Decoding and encoding of words, phrases, sentences and connected text • Morphology • Fluency • High frequency words • Tier 2 vocabulary • Syntax – sentence level instruction (oral to written)
HOW	<ul style="list-style-type: none"> • Fast paced PowerPoint of previously taught content that provides opportunity for recite, recall, apply • Daily Review Examples: https://drive.google.com/drive/u/1/folders/1KIZk66AUJFp-5oKlwB5nXu4AFcjinL65d?fbclid=IwAR1aHb53Ut32nskD7hxmSbXSCEiITizaO8X84dmF2y03FGnd_7HBBQxmffg • KSP Writing and Vocab Review https://www.facebook.com/groups/readingscienc einschools/permalink/3117789075183670 	<ul style="list-style-type: none"> • Fast paced PowerPoint of previously taught content that provides opportunity for recite, recall, apply • Daily Review Examples: https://drive.google.com/drive/u/1/folders/1KIZk66AUJFp-5oKlwB5nXu4AFcjinL65d?fbclid=IwAR1aHb53Ut32nskD7hxmSbXSCEiITizaO8X84dmF2y03FGnd_7HBBQxmffg • KSP Writing and Vocab Review https://www.facebook.com/groups/readingscienc einschools/permalink/3117789075183670 	<ul style="list-style-type: none"> • Fast paced PowerPoint of previously taught content that provides opportunity for recite, recall, apply • Daily Review Examples: https://drive.google.com/drive/u/1/folders/1KIZk66AUJFp-5oKlwB5nXu4AFcjinL65d?fbclid=IwAR1aHb53Ut32nskD7hxmSbXSCEiITizaO8X84dmF2y03FGnd_7HBBQxmffg • KSP Writing and Vocab Review https://www.facebook.com/groups/readingscienc einschools/permalink/3117789075183670

- Daily Review Deep Dive (David Morkunas) - <https://youtu.be/Y3KnO2Q75C8>
- Spaced, Interleaved and Retrieval Practice: The Key to Long Term Knowledge Retention (David Morkunas) - <https://youtu.be/bC6-RQziKNU>
- Five Ways to do Daily Review (Tom Sherrington) <https://teacherhead.com/2021/12/03/five-ways-to-do-daily-review/>
- Rosenshine Masterclass IV Daily Weekly Monthly Review (Tom Sherrington) - <https://youtu.be/ZkQ5DVLL4H8>

**Daily review does not necessarily need to be done via PowerPoint (see 5 Ways to do Daily Review)*

Structured Literacy – Foundation to Year 2



Phonemic Awareness, Phonics and Morphology

	Foundation	Year 1	Year 2
WHAT	<p>Recognise and generate rhyming words, alliteration patterns, syllables and sounds (phonemes) in spoken words (phonological awareness) AC9EFLY09</p> <p>Segment sentences into individual words; orally blend and segment single-syllable spoken words; isolate, blend and manipulate phonemes in single-syllable words (phonological awareness) AC9EFLY10</p> <p>Read decodable and authentic texts using developing phonic knowledge, and monitor meaning using context and emerging grammatical knowledge AC9EFLY04</p> <p>Write consonant–vowel–consonant (CVC) words by representing sounds with the appropriate letters, and blend sounds associated with letters when reading CVC words AC9EFLY12</p> <p>Use knowledge of letters and sounds to spell words AC9EFLY13</p> <p>Read and write some high frequency words and other familiar words AC9EFLY14</p> <p>Understand that words are units of meaning and can be made of more than one meaningful part AC9EFLY15</p>	<p>Segment words into separate phonemes (sounds) including consonant blends or clusters at the beginnings and ends of words (phonological awareness) AC9E1LY09</p> <p>Orally manipulate phonemes in spoken words by addition, deletion and substitution of initial, medial and final phonemes to generate new words (phonological awareness) AC9E1LY10</p> <p>Read decodable and authentic texts using developing phonic knowledge, phrasing and fluency, and monitoring meaning using context and grammatical knowledge AC9E1LY04</p> <p>Use short vowels, common long vowels, consonant blends and digraphs to write words, and blend these to read one- and two-syllable words AC9E1LY11</p> <p>Understand that a letter can represent more than one sound and that a syllable must contain a vowel sound AC9E1LY12</p> <p>Spell one- and two-syllable words with common letter patterns AC9E1LY13</p> <p>Read and write an increasing number of high frequency words AC9E1LY14</p> <p>Recognise and know how to use grammatical morphemes to create word families AC9E1LY15</p>	<p>Manipulate more complex sounds in spoken words and use knowledge of blending, segmenting, phoneme deletion and phoneme substitution to read and write words AC9E2LY09</p> <p>Read texts with phrasing and fluency, using phonic and word knowledge, and monitoring meaning by re-reading and self-correcting AC9E2LY04</p> <p>Use phoneme–grapheme (sound–letter/s) matches, including vowel digraphs, less common long vowel patterns, consonant clusters and silent letters when reading and writing words of one or more syllables, including compound words AC9E2LY10</p> <p>Use knowledge of spelling patterns and morphemes to read and write words whose spelling is not completely predictable from their sounds, including high frequency words AC9E2LY11</p> <p>Build morphemic word families using knowledge of prefixes and suffixes AC9E2LY12</p>
HOW	<p>Daily explicit phonics lesson following scope and sequence / phonics program covering:</p> <ul style="list-style-type: none"> o Phonemic awareness o Teaching of new grapheme-phoneme-correspondence (GPC) o Reading and spelling words containing new GPC o High frequency words o Reading words, sentences, connected text <p>Free phonics resources:</p> <p>https://ufli.education.ufl.edu/foundations/toolbox/</p> <p>https://www.phormes.com/</p> <p>Morphology Scope and Sequence:</p> <p>https://www.facebook.com/groups/readingscienceinschools/permalink/2890537414575505</p> <p>Morphology Project PowerPoints:</p> <p>https://thesyntaxproject2022.squarespace.com/the-morphology-project</p>	<p>Daily explicit phonics lesson following scope and sequence / phonics program covering:</p> <ul style="list-style-type: none"> o Phonemic awareness o Teaching of new grapheme-phoneme-correspondence (GPC) o Reading and spelling words containing new GPC o High frequency words o Morphology / spelling conventions o Reading sentences & connected text <p>Free phonics resources:</p> <p>https://ufli.education.ufl.edu/foundations/toolbox/</p> <p>https://www.phormes.com/ (phonology & morphology)</p> <p>Morphology Scope and Sequence:</p> <p>https://www.facebook.com/groups/readingscienceinschools/permalink/2890537414575505</p> <p>Morphology Project PowerPoints:</p> <p>https://thesyntaxproject2022.squarespace.com/the-morphology-project</p>	<p>Daily explicit phonics lesson following scope and sequence / phonics program covering:</p> <ul style="list-style-type: none"> o Phonemic awareness o Teaching of new grapheme-phoneme-correspondence (GPC) o Reading and spelling words containing new GPC o High frequency words o Morphology / spelling conventions o Reading sentences & connected text <p>Free phonics resources:</p> <p>https://ufli.education.ufl.edu/foundations/toolbox/</p> <p>https://www.phormes.com/ (phonology & morphology)</p> <p>Morphology Scope and Sequence:</p> <p>https://www.facebook.com/groups/readingscienceinschools/permalink/2890537414575505</p> <p>Morphology Project PowerPoints:</p> <p>https://thesyntaxproject2022.squarespace.com/the-morphology-project</p>

Fluency

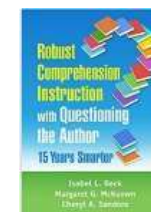
	Foundation	Year 1	Year 2
WHAT		Read decodable and authentic texts using developing phonic knowledge, phrasing and fluency, and monitoring meaning using context and grammatical knowledge AC9E1LY04	Read texts with phrasing and fluency, using phonic and word knowledge, and monitoring meaning by re-reading and self-correcting AC9E2LY04
HOW	<p>Daily fluency practise</p> <ul style="list-style-type: none"> ○ Foundation – can begin with grapheme lists, moving up to word lists, phrases/sentences then connected texts (decodable) ○ repeated reading of same material for 3-5 days ○ text selection crucial - students can independently read with HIGH(97-98%) accuracy ○ fluency professional learning: https://www.facebook.com/groups/readingsciencein-schools/permalink/3163707513925159 ○ paired partner fluency routine: https://www.facebook.com/groups/readingsciencein-schools/permalink/3199861190309791 ○ paired partner fluency PD: https://youtu.be/PZnmTlle8x0 ○ more fluency information here https://fivefromfive.com.au/evidence-based-fluency-instruction/ 	<p>Daily fluency practise</p> <ul style="list-style-type: none"> ○ connected text (decodable) ○ repeated reading of same material for 3-5 days ○ text selection crucial - students can independently read with HIGH(97-98%) accuracy ○ fluency professional learning: https://www.facebook.com/groups/readingsciencein-schools/permalink/3163707513925159 ○ paired partner fluency routine: https://www.facebook.com/groups/readingsciencein-schools/permalink/3199861190309791 ○ paired partner fluency PD: https://youtu.be/PZnmTlle8x0 more fluency information here https://fivefromfive.com.au/evidence-based-fluency-instruction/ 	<p>Daily fluency practise</p> <ul style="list-style-type: none"> ○ connected text (decodable) moving to less controlled text as fluency increases ○ repeated reading of same material for 3-5 days ○ text selection crucial - students can independently read with HIGH(97-98%) accuracy ○ find free fluency passages here (Year 2): https://www.facebook.com/groups/readingsciencein-schools/permalink/2741238679505380 ○ fluency professional learning: https://www.facebook.com/groups/readingsciencein-schools/permalink/3163707513925159 ○ paired partner fluency routine: https://www.facebook.com/groups/readingsciencein-schools/permalink/3199861190309791 ○ paired partner fluency PD: https://youtu.be/PZnmTlle8x0 ○ more fluency information here https://fivefromfive.com.au/evidence-based-fluency-instruction/

Handwriting

	Foundation	Year 1	Year 2
WHAT	Form most lower-case and upper-case letters using learnt letter formations AC9EFLY08	Write words using unjoined lower-case and upper-case letters AC9E1LY08	Write words legibly and with growing fluency using unjoined upper-case and lower-case letters AC9E2LY08
HOW	<p>Daily explicit handwriting instruction</p> <ul style="list-style-type: none"> ○ Letter formation ○ Handwriting fluency <p>PowerPoint with animations for letter formation https://www.facebook.com/groups/readingscienceinschools/permalink/2793850124244235</p>  <p>Lil Peeps OT Free Handwriting resources: https://www.lil-peeps.com.au/handwriting</p>  <p>Language and Learning Free Handwriting Resources https://languageandlearning.thinkific.com/courses/handwriting-resources-to-support-reading-and-spelling</p>	<p>Daily explicit handwriting instruction</p> <ul style="list-style-type: none"> ○ Letter formation ○ Handwriting fluency <p>PowerPoint with animations for letter formation https://www.facebook.com/groups/readingscienceinschools/permalink/2793850124244235</p>  <p>Lil Peeps OT Free Handwriting resources: https://www.lil-peeps.com.au/handwriting</p>  <p>Language and Learning Free Handwriting Resources https://languageandlearning.thinkific.com/courses/handwriting-resources-to-support-reading-and-spelling</p>	<p>Daily explicit handwriting instruction</p> <ul style="list-style-type: none"> ○ Letter formation ○ Handwriting fluency <p>PowerPoint with animations for letter formation https://www.facebook.com/groups/readingscienceinschools/permalink/2793850124244235</p>  <p>Lil Peeps OT Free Handwriting resources: https://www.lil-peeps.com.au/handwriting</p>  <p>Language and Learning Free Handwriting Resources https://languageandlearning.thinkific.com/courses/handwriting-resources-to-support-reading-and-spelling</p>

Language for Listening / Reading Comprehension and Writing Composition

	Foundation	Year 1	Year 2
WHAT	<p>By the end of Foundation, students listen to texts, interact with others and create short spoken texts, including retelling stories. They share thoughts and preferences, retell events and report information or key ideas to an audience. They use language features including words and phrases from learning and texts.</p> <p>They read, view and comprehend texts, making connections between characters, settings and events, and to personal experiences. They identify the language features of texts including connections between print and images.</p> <p>They create short written texts, including retelling stories using words and images where appropriate. They retell, report information and state their thoughts, feelings and key ideas. They use words and phrases from learning and texts.</p>	<p>By the end of Year 1, students interact with others, and listen to and create short spoken texts including recounts of stories. They share ideas and retell or adapt familiar stories, recount or report on events or experiences, and express opinions using a small number of details from learnt topics, topics of interest or texts. They sequence ideas and use language features including topic-specific vocabulary and features of voice.</p> <p>They read, view and comprehend texts, monitoring meaning and making connections between the depiction of characters, settings and events, and to personal experiences. They identify the text structures of familiar narrative and informative texts, and their language features and visual features.</p> <p>They create short written and/or multimodal texts including recounts of stories with events and characters. They report information and experiences, and express opinions. Ideas in their texts may be informative or imaginative and include a small number of details from learnt topics, topics of interest or texts. They write simple sentences with sentence boundary punctuation and capital letters for proper nouns. They use topic-specific vocabulary.</p>	<p>By the end of Year 2, students interact with others, and listen to and create spoken texts including stories. They share ideas, topic knowledge and appreciation of texts when they recount, inform or express an opinion, including details from learnt topics, topics of interest or texts. They organise and link ideas, and use language features including topic-specific vocabulary and features of voice.</p> <p>They read, view and comprehend texts, identifying literal and inferred meaning, and how ideas are presented through characters and events. They describe how similar topics and information are presented through the structure of narrative and informative texts, and identify their language features and visual features.</p> <p>They create written and/or multimodal texts including stories to inform, express an opinion, adapt an idea or narrate for audiences. They use text structures to organise and link ideas for a purpose. They punctuate simple and compound sentences. They use topic-specific vocabulary.</p>
HOW	<ul style="list-style-type: none"> • Knowledge based curriculum • Systematic (scope and sequence of content taught) and cumulative (builds upon previous content) units of work • Units of work linked to curriculum areas and cross curriculum priorities (English, HASS, Science, Technologies etc.) to maximise instruction time • Oral to written - embeds oral, reading and writing tasks within every unit of work (dependent on year level and phonics knowledge) • Texts from a varied range of genres (fiction/non-fiction) and text types (picture books, novels, poems, articles etc.) shared and used as the context for a unit of work that will: <ul style="list-style-type: none"> ○ cumulatively build background knowledge ○ explicitly teach tier 2 vocabulary ○ explicitly teach text structure (text macrostructure, cohesive devices, linguistic devices) ○ explicitly teach syntax (for both listening / reading comprehension and oral/written sentence composition) linking unit content to syntax scope and sequence focus for developing sentence and paragraph level writing ○ provide opportunities to orally retell, generate and innovate texts ○ facilitate brief comprehension strategy instruction using a modelling and gradual release approach – summarisation, self-questioning, visualisation, activating prior knowledge • Reading of texts is done by the teacher. As students develop more phonic knowledge and reading fluency, they can participate in the reading of texts as well. • Lessons may comprise of cycles of e.g. <ul style="list-style-type: none"> ○ teacher read → discuss → explicit vocab instruction → targeted high impact activities (e.g. F-1) ○ teacher read → sentence writing → discuss → explicit vocab instruction → targeted high impact activities (e.g. Year 2) 		



Language for Listening / Reading Comprehension and Writing Composition

AREA	Foundation	Year 1	Year 2
Background knowledge WHAT	"Studies have repeatedly shown that readers who have knowledge of the topic they're reading about are better able to understand the text. There's also evidence that reading comprehension scores are highly correlated with general cultural knowledge, suggesting that the more knowledge you have, the better you can understand whatever you read." (Natalie Wexler, 2021)	"Studies have repeatedly shown that readers who have knowledge of the topic they're reading about are better able to understand the text. There's also evidence that reading comprehension scores are highly correlated with general cultural knowledge, suggesting that the more knowledge you have, the better you can understand whatever you read." (Natalie Wexler, 2021)	"Studies have repeatedly shown that readers who have knowledge of the topic they're reading about are better able to understand the text. There's also evidence that reading comprehension scores are highly correlated with general cultural knowledge, suggesting that the more knowledge you have, the better you can understand whatever you read." (Natalie Wexler, 2021)
Background Knowledge HOW	<ul style="list-style-type: none"> Reading multiple embedded non-fiction texts that link to knowledge unit / primary text Use other formats – e.g. videos, photographs Ask overlapping questions to build on the relationships between primary and secondary texts 	<ul style="list-style-type: none"> Reading multiple embedded non-fiction texts that link to knowledge unit / primary text Use other formats – e.g. videos, photographs Ask overlapping questions to build on the relationships between primary and secondary texts 	<ul style="list-style-type: none"> Reading multiple embedded non-fiction texts that link to knowledge unit / primary text Use other formats – e.g. videos, photographs Ask overlapping questions to build on the relationships between primary and secondary texts
Tier 2 Vocabulary WHAT	Recognise and develop awareness of vocabulary used in familiar contexts related to everyday experiences, personal interests and topics taught at school AC9EFLA08	Recognise the vocabulary of learning area topics AC9E1LA09	Experiment with and begin to make conscious choices of vocabulary to suit the topic AC9E2LA09
Tier 2 Vocabulary HOW	<ul style="list-style-type: none"> Text comprehension: brief vocabulary definitions provided during text reading to support overall comprehension of the text Vocabulary development: explicit vocabulary instructional routine after text reading - tier 2 vocabulary selected from texts and explicitly taught using Beck & McKeown instructional routine "Bringing Words to Life" https://www.speld.org.au/files/blog/robust_vocab_instruction_beck_mckeown_kucan_2.pdf or RSIS Vocabulary Instructional Routine: https://static1.squarespace.com/static/63568e9a3cdd8572d1754be4/t/63623976a248053051f008e4/1667381628044/RSIS+Instructional+Routine+Example+Booklet.pdf Example teaching PowerPoint: https://www.facebook.com/groups/readingscienceinschools/permalink/3036064623356116 	<ul style="list-style-type: none"> Text comprehension: brief vocabulary definitions provided during text reading to support overall comprehension of the text Vocabulary development: explicit vocabulary instructional routine after text reading - tier 2 vocabulary selected from texts and explicitly taught using Beck & McKeown instructional routine "Bringing Words to Life" https://www.speld.org.au/files/blog/robust_vocab_instruction_beck_mckeown_kucan_2.pdf or RSIS Vocabulary Instructional Routine: https://static1.squarespace.com/static/63568e9a3cdd8572d1754be4/t/63623976a248053051f008e4/1667381628044/RSIS+Instructional+Routine+Example+Booklet.pdf Example teaching PowerPoint: https://www.facebook.com/groups/readingscienceinschools/permalink/3036064623356116 	<ul style="list-style-type: none"> Text comprehension: brief vocabulary definitions provided during text reading to support overall comprehension of the text Vocabulary development: explicit vocabulary instructional routine after text reading - tier 2 vocabulary selected from texts and explicitly taught using Beck & McKeown instructional routine "Bringing Words to Life" https://www.speld.org.au/files/blog/robust_vocab_instruction_beck_mckeown_kucan_2.pdf or RSIS Vocabulary Instructional Routine: https://static1.squarespace.com/static/63568e9a3cdd8572d1754be4/t/63623976a248053051f008e4/1667381628044/RSIS+Instructional+Routine+Example+Booklet.pdf Example teaching PowerPoint: https://www.facebook.com/groups/readingscienceinschools/permalink/3036064623356116
Text structure WHAT	<p>Understand that texts can take many forms such as signs, books and digital texts AC9EFLA03</p> <p>Understand conventions of print and screen, including how books and simple digital texts are usually organised AC9EFLA04</p> <p>Explore the contribution of images and words to meaning in stories and informative texts AC9EFLA07</p> <p>Recognise different types of literary texts and identify features including events, characters, and beginnings and endings AC9EFLE03</p> <p>Explore and replicate the rhythms and sound patterns of literary texts such as poems, rhymes and songs AC9EFLE04</p> <p>Identify some familiar texts, such as stories and informative texts, and their purpose AC9EFLY01</p> <p>Identify some differences between imaginative and informative texts AC9EFLY03</p>	<p>Explore how texts are organised according to their purpose, such as to recount, narrate, express opinion, inform, report and explain AC9E1LA03</p> <p>Explore how repetition, rhyme and rhythm create cohesion in simple poems, chants and songs AC9E1LA04</p> <p>Understand how print and screen texts are organised using features such as page numbers, tables of content, headings and titles, navigation buttons, swipe screens, verbal commands, links and images AC9E1LA05</p> <p>Compare how images in different types of texts contribute to meaning AC9E1LA08</p> <p>Discuss how language and images are used to create characters, settings and events in literature by First Nations Australian, and wide-ranging Australian and world authors and illustrators AC9E1LE01</p> <p>Discuss plot, character and setting, which are features of stories AC9E1LE03</p> <p>Discuss different texts and identify some features that indicate their purposes AC9E1LY01</p> <p>Describe some similarities and differences between imaginative, informative and persuasive texts AC9E1LY03</p>	<p>Identify how texts across the curriculum are organised differently and use language features depending on purposes AC9E2LA03</p> <p>Understand how texts are made cohesive by using personal and possessive pronouns and by omitting words that can be inferred AC9E2LA04</p> <p>Navigate print and screen texts using chapters, tables of contents, indexes, side-bar menus, drop-down menus or links AC9E2LA05</p> <p>Understand that images add to or multiply the meanings of a text AC9E2LA08</p> <p>Discuss how characters and settings are connected in literature created by First Nations Australian, and wide-ranging Australian and world authors and illustrators AC9E2LE01</p> <p>Identify features of literary texts, such as characters and settings, and give reasons for personal preferences AC9E2LE02</p> <p>Discuss the characters and settings of a range of texts and identify how language is used to present these features in different ways AC9E2LE03</p> <p>Identify how similar topics and information are presented in different types of texts AC9E2LY01</p> <p>Identify the purpose and audience of imaginative, informative and persuasive texts AC9E2LY03</p>

<p>Text structure</p> <p>HOW</p>	<ul style="list-style-type: none"> • Explicitly teach text macrostructure • Use visual icons, story maps and graphic organisers to represent each story grammar element • Sequencing text elements using pictures 	<ul style="list-style-type: none"> • Explicitly teach text macrostructure • Use visual icons, story maps and graphic organisers to represent each story grammar element • Sequencing text elements using pictures 	<ul style="list-style-type: none"> • Explicitly teach text macrostructure • Use visual icons, story maps and graphic organisers to represent each story grammar element • Sequencing text elements using pictures • Close reading – annotate cohesive devices used in text and discuss using text-dependent questions
<p>Syntax</p> <p>WHAT</p>	<p>Recognise that sentences are key units for expressing ideas AC9EFLA05</p> <p>Recognise that sentences are made up of groups of words that work together in particular ways to make meaning AC9EFLA06</p> <p>Identify punctuation as a feature of written text different from letters; recognise that capital letters are used for names, and that capital letters also signal the beginning of sentences while punctuation marks signal the end AC9EFLA09</p>	<p>Understand that a simple sentence consists of a single independent clause representing a single event or idea AC9E1LA06</p> <p>Understand that words can represent people, places and things (nouns, including pronouns), happenings and states (verbs), qualities (adjectives) and details such as when, where and how (adverbs) AC9E1LA07</p> <p>Understand that written language uses punctuation such as full stops, question marks and exclamation marks, and uses capital letters for familiar proper nouns AC9E1LA10</p>	<p>Understand that connections can be made between ideas by using a compound sentence with 2 or more independent clauses usually linked by a coordinating conjunction AC9E2LA06</p> <p>Understand that in sentences nouns may be extended into noun groups using articles and adjectives, and verbs may be expressed as verb groups AC9E2LA07</p> <p>Recognise that capital letters are used in titles and commas are used to separate items in lists AC9E2LA10</p>
<p>Syntax</p> <p>HOW</p>	<p>Explicit syntax instruction (oral to written)</p> <ul style="list-style-type: none"> • Syntax Project resources & PL - https://thesyntaxproject2022.squarespace.com/thegrammarproject • Sentences from texts used as context for syntax work at sentence level (oral)– Writing Revolution templates https://thesyntaxproject2022.squarespace.com/syntaxlessons • Complex sentences unpacked from texts to support comprehension – Zipoli (2017) https://www.smartspeechtherapy.com/wp-content/uploads/2017/12/Unraveling-Difficult-Sentences.pdf 	<p>Explicit syntax instruction (oral to written)</p> <ul style="list-style-type: none"> • Syntax Project resources & PL - https://thesyntaxproject2022.squarespace.com/thegrammarproject • Sentences from texts used as context for syntax work at both sentence and paragraph level (oral to written) – Writing Revolution templates https://thesyntaxproject2022.squarespace.com/syntaxlessons • Complex sentences unpacked from texts to support comprehension – Zipoli (2017) https://www.smartspeechtherapy.com/wp-content/uploads/2017/12/Unraveling-Difficult-Sentences.pdf 	<p>Explicit syntax instruction (oral to written)</p> <ul style="list-style-type: none"> • Syntax Project resources & PL - https://thesyntaxproject2022.squarespace.com/thegrammarproject • Sentences from texts used as context for syntax work at both sentence and paragraph level (oral to written) – Writing Revolution templates https://thesyntaxproject2022.squarespace.com/syntaxlessons • Complex sentences unpacked from texts to support comprehension – Zipoli (2017) https://www.smartspeechtherapy.com/wp-content/uploads/2017/12/Unraveling-Difficult-Sentences.pdf
<p>Responding to texts</p> <p>WHAT</p>	<p>Explore different ways of using language to express preferences, likes and dislikes AC9EFLA02</p> <p>Share ideas about stories, poems and images in literature, reflecting on experiences that are similar or different to their own by engaging with texts by First Nations Australian, and wide-ranging Australian and world authors and illustrators AC9EFLE01</p> <p>Respond to stories and share feelings and thoughts about their events and characters AC9EFLE02</p> <p>Retell and adapt familiar literary texts through play, performance, images or writing AC9EFLE05</p> <p>Interact in informal and structured situations by listening while others speak and using features of voice including volume levels AC9EFLY02</p>	<p>Explore language to provide reasons for likes, dislikes and preferences AC9E1LA02</p> <p>Discuss how language and images are used to create characters, settings and events in literature by First Nations Australian, and wide-ranging Australian and world authors and illustrators AC9E1LE01</p> <p>Discuss literary texts and share responses by making connections with students' own experiences AC9E1LE02</p> <p>Orally retell or adapt a familiar story using plot and characters, language features including vocabulary, and structure of a familiar text, through role-play, writing, drawing or digital tools AC9E1LE05</p> <p>Use interaction skills including turn-taking, speaking clearly, using active listening behaviours and responding to the contributions of others, and contributing ideas and questions AC9E1LY02</p>	<p>Explore how language can be used for appreciating texts and providing reasons for preferences AC9E2LA02</p> <p>Discuss how characters and settings are connected in literature created by First Nations Australian, and wide-ranging Australian and world authors and illustrators AC9E2LE01</p> <p>Use interaction skills when engaging with topics, actively listening to others, receiving instructions and extending own ideas, speaking appropriately, expressing and responding to opinions, making statements, and giving instructions AC9E2LY02</p> <p>Investigate how interpersonal language choices vary depending on the context, including the different roles taken on in interactions AC9E2LA01</p>
<p>Responding to texts</p> <p>HOW</p>	<ul style="list-style-type: none"> • Question answering and question generation via e.g. Questioning the Author approach during shared reading • Explicitly teaching text structure • Using story grammar icons / graphic organisers / story maps to represent text structure • Multiple opportunities for retelling stories (oral) • Innovating stories through changing various story grammar elements (oral) • Multiple opportunities for generating stories (oral) 	<ul style="list-style-type: none"> • Question answering and question generation via e.g. Questioning the Author approach during shared reading • Explicitly teaching text structure • Using story grammar icons / graphic organisers / story maps to represent text structure • Multiple opportunities for retelling stories (oral) • Innovating stories through changing various story grammar elements (oral) • Multiple opportunities for generating stories (oral) 	<ul style="list-style-type: none"> • Question answering and question generation via e.g. Questioning the Author approach during shared reading • Explicitly teaching text structure • Using story grammar icons / graphic organisers / story maps to represent text structure • Multiple opportunities for retelling stories (oral) • Innovating stories through changing various story grammar elements (oral) • Multiple opportunities for generating stories (oral)

<p>Creating texts</p> <p>WHAT</p>	<p>Create and deliver short spoken texts to report ideas and events to peers, using features of voice such as appropriate volume AC9EFLY07</p> <p>Create and participate in shared editing of short written texts to record and report ideas and events using some learnt vocabulary, basic sentence boundary punctuation and spelling some consonant–vowel–consonant words correctly AC9EFLY06</p>	<p>Create and deliver short oral and/or multimodal presentations on personal and learnt topics, which include an opening, middle and concluding statement; some topic-specific vocabulary and appropriate gesture, volume and pace AC9E1LY07</p> <p>Create and re-read to edit short written and/or multimodal texts to report on a topic, express an opinion or recount a real or imagined event, using grammatically correct simple sentences, some topic-specific vocabulary, sentence boundary punctuation and correct spelling of some one- and two-syllable words AC9E1LY06</p>	<p>Create, rehearse and deliver short oral and/or multimodal presentations for familiar audiences and purposes, using text structure appropriate to purpose and topic-specific vocabulary, and varying tone, volume and pace AC9E2LY07</p> <p>Create and edit short imaginative, informative and persuasive written and/or multimodal texts for familiar audiences, using text structure appropriate to purpose, simple and compound sentences, noun groups and verb groups, topic-specific vocabulary, simple punctuation and common 2-syllable words AC9E2LY06</p>
<p>Creating Texts</p> <p>HOW</p>	<ul style="list-style-type: none"> • Explicitly teaching text structure • Using story grammar icons / graphic organisers / story maps to represent text structure • Multiple opportunities for retelling stories (oral) • Innovating stories through changing various story grammar elements (oral) • Multiple opportunities for generating stories (oral) • Explicit syntax instruction • Phonics • Explicit vocabulary instruction 	<ul style="list-style-type: none"> • Explicitly teaching text structure • Using story grammar icons / graphic organisers / story maps to represent text structure • Multiple opportunities for retelling stories (oral) • Innovating stories through changing various story grammar elements (oral) • Multiple opportunities for generating stories (oral) • Explicit syntax instruction • Phonics • Explicit vocabulary instruction 	<ul style="list-style-type: none"> • Explicitly teaching text structure • Using story grammar icons / graphic organisers / story maps to represent text structure • Multiple opportunities for retelling stories (oral) • Innovating stories through changing various story grammar elements (oral) • Multiple opportunities for generating stories (oral) • Explicit syntax instruction • Phonics • Explicit vocabulary instruction
<p>Comprehension strategies</p> <p>WHAT</p>	<p>Use comprehension strategies such as visualising, predicting, connecting, summarising and questioning to understand and discuss texts listened to, viewed or read independently AC9EFLY05</p>	<p>Use comprehension strategies such as visualising, predicting, connecting, summarising and questioning when listening, viewing and reading to build literal and inferred meaning by drawing on vocabulary and growing knowledge of context and text structures AC9E1LY05</p>	<p>Use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring and questioning to build literal and inferred meaning AC9E2LY05</p>
<p>Comprehension Strategies</p> <p>HOW</p>	<p>Explicitly teach how to actively think about the ideas in a text via evidence based strategies – summarising, self-questioning, visualisation, activating prior knowledge by modelling and demonstrate strategy during shared reading</p>	<p>Explicitly teach how to actively think about the ideas in a text via evidence based strategies – summarising, self-questioning, visualisation, activating prior knowledge by modelling and demonstrate strategy during shared reading</p>	<p>Explicitly teach how to actively think about the ideas in a text via evidence based strategies – summarising, self-questioning, visualisation, activating prior knowledge by modelling and demonstrate strategy during shared reading</p>

Unit Planning Template

Grade:
Term / Week:
Duration of Unit:
Unit Overview:
Primary Text:
Supplementary Texts:
Key Outcomes / Understandings:
By the end of this unit students will be able to:
Background Knowledge:
Syntax Focus:

Unit Overview by Lesson

Lesson	Text Page Numbers & Big Idea/s	Learning objective (after this lesson students will be able to....)	Supplementary texts for building knowledge	Explicit vocabulary	Literary terms	Syntax focus (i.e. target Writing Revolution strategy)	Curriculum Links
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							

Link to Questioning the Author – Planning Process Document:

<https://www.facebook.com/groups/336404585206139/permalink/358318563014741>

Link to Questioning the Author – Example Queries Document:

<https://www.facebook.com/groups/336404585206139/permalink/381452150701382>

Link to Questioning the Author Overview: <https://www.ollielovell.com/errr/errr-047-margaret-mckeown-on-questioning-the-author-reading-comprehension/>

Links to Units of Work / Resources that can be adapted (free):

- Reading Science in Schools Facebook Group Files Section (large amount of book based shared units of work)
- Core Knowledge Curriculum - <https://www.coreknowledge.org/curriculum/download-curriculum/>
- Ochre – <https://ochre.org.au/>
- Read2Learn - https://drive.google.com/drive/folders/1_KatXN8qA0YI9bE_3ludZ-L4xbNv8kqj
- Christopher Such: <https://primarycolour.home.blog/category/free-resources/>
- Sophie Bartlett <https://www.tes.com/resources/search/?authorId=1802273>
- Josh Vallance <https://mrvallanceteach.wordpress.com/resources/>