

Explicit Tutoring

I am a registered teacher with TRBWA and DSF Literacy Services. To maintain my registration for both organisations, I participate in professional development each year to ensure my knowledge and skills are up-to-date and I can provide the most relevant program for your child.

Which program to use?

SOUNDS-WRITE – All students displaying difficulties with literacy are assessed and begin work at the most relevant point in this program if not meeting age requirements in reading and spelling. These skills take priority over all other areas of literacy.

Sounds-Write: A Linguistic Phonic Program

Sounds-Write is a phonographic approach, taking the sounds of the student's own language, and teaching in careful steps, how each of the 44 phonemes can be represented in written English.

It is based on teaching the knowledge, both conceptual and factual, on which the English alphabet code is based, and the three skills needed to enable learners to use our code effectively.

What is conceptual knowledge?

1. Letters are symbols (graphemes) that represent sounds (phonemes).
2. A phoneme can be represented by 1, 2, 3 or 4 letters – e.g. dog
 street night dough
3. One sound can have different spellings – e.g. break gate stay
 rain
4. One spelling can have different sounds – e.g. bread meat steak

What is factual knowledge?

It is the ways of representing our speech sounds. We have 26 letters in our alphabet but use around 44 sounds. There are approximately 176 spellings to represent these sounds. E.g. one letter one sound – ‘a’ as in cat, ‘v’ as in vet; two or more letters one sound – ‘ee’ as in tree, ‘igh’ as in night, ‘ough’ as in though.

What are the skills needed to become a fluent reader?

1. Blending – pushing the sounds together to build a word e.g. c...a...t = cat
2. Segmenting – pulling apart the individual sounds in words e.g. pig = p...i...g
3. Phoneme manipulation – take sounds out and put sounds into words e.g. <o> - is it /o/ as in hot or /oe/ as in no?

What are we trying to teach?

1. Initial Code

Children learn that letters are symbols for sounds. Work begins with 2 and 3 sound words (e.g. mat) before progressing to 4 (e.g. lamp) and 5 (e.g. crisp) sound words. Spellings with double consonants (e.g. ll, ss) and some spellings with two different letters (e.g. sh, qu, ng) are also introduced here.

2. Extended Code

More complex concepts are taught at this level through explicit, structured teaching. The program begins with the most common spellings for a given sound and returns to that sound at a later date, adding further alternatives. e.g. Unit 1 /ae/ - ai, ea, ay and a-e (first spellings)

Unit 27 /ae/ - ey, a, ei, and eigh (more spellings)

3. Polysyllabic Words

Most words we use are made up of more than one syllable. Here children learn how to tackle these words when reading and how to break them down for spelling.

WORKING MEMORY – Students displaying or diagnosed with poor working memory will complete 5-10 mins of activities (eg. visual mnemonics, organisational strategies, loci) in addition to Sounds~Write.

JUMPSTART GRAMMAR – Students working in the Sounds~Write Initial Code, unit 11 onwards or on paragraph and essay writing, will complete multi-sensory activities from this program.

WRITING – Students working in the Sounds~Write program will complete activities to improve sentence writing. Those only requiring assistance with writing will develop paragraph and essay writing skills.

How is information communicated?

An Individual Tutoring Plan is written at the beginning of each semester and a copy provided to the class teacher. An email is sent to both the parent and class teacher after each tutoring session, outlining our activities, how the student performed and homework.

Reports are written at the end of each semester and copies given to parents and DSF. With parental permission, a copy is also emailed to the class teacher.

Will there be homework?

Students will be provided with set tasks for home practise, to complete between tutoring sessions. Regardless of year level, it is expected these activities will only require 10-15 minutes per day.

For those students working on Sounds~Write, these will include a decodable reader, activities related to this book and activities to reinforce the sound we have focused

on during that session. Students working on JumpStart Grammar and Writing will also receive relevant homework activities.

To help students and parents manage this additional practise, the teacher may feel that it is appropriate to reduce the regular homework load, particularly English.

Fees

For students attending SSP, as of February 2016, fees are \$65 per session and are paid in weeks 2 and 6 each term.

It is a requirement for the family to be members of DSF Literacy Services. This provides insurance cover for both the student and myself and allows the family access to support services and resources. Membership is currently \$75 per year.

If you would like more information, please contact me via phone or email:

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