

[Your logo]

[Name of School] are on a big journey...and we're taking you along with us!

This journey is a big deal. That's why we're keeping you informed.

Did you know that 43% of adults in NZ are almost functionally illiterate? NZ teachers have not been taught the Science of how children learn to read (and actually still aren't taught it in most of our Teachers' Colleges) so we're playing catch up. Catch up to the 40-50 years of Science that has been out there! It's exciting stuff. At [name of school] we are lucky to be among the 'early adopters' in NZ and to be working with experts who are coaching us [name of coach] to change our pedagogy.

Fun Fact: Our brains were never wired to learn to read, talk yes, but not read. It's a relatively new invention (8,000 years or so). Therefore, it needs to be taught in a structured, cumulative, diagnostic and engaging way. For us teachers, it's taking time, lots of deliberate practice, constant review and new learning everyday and searching out new resources to support what we know now is the way ALL children learn to read. And boy, are we seeing some great progress.

There's a tidal wave of change going on right now in many NZ schools. If you're interested in learning more check this website out: <https://www.liftingliteracyaotearoa.org.nz/>

We are implementing Structured Literacy. It is an approach that supplements our Literacy Curriculum. This means all teachers are teaching in a way that ALL brains learn to read and spell. This is happening in the same way across the school. Children are learning from 5 years old to be automatic in sound-letter correspondence (just a few at a time to start - both reading and writing), word level and sentence level reading and spelling and then into text. There are many parts to being a good reader and it also takes many years of deliberate practice to become a good reader.

[Your logo]

This term staff are observing each other so we can learn from each other, sharpen our skills and further embed Structured Literacy into our practice. We are videoing ourselves to have a coaching session with our consultant from [name]. We have our Tier 2 and 3 systems up and running. [Add more detail if you want]. We are learning to align our practice so the children who need the steroid versions are getting it in the same way both in the classroom and in the small group....practice makes permanent!

Thanks to our generous [name] we now have an amazing collection of awesome decodable readers. This means all children in the first year or two of school have books they can actually read. For our children throughout the school with dyslexia this is essential.

Thanks to our generous BOT all staff are completing [name of training]. It is our 'why' behind Structured Literacy.

How can you help?

1) If your child brings home any type of Literacy work - sounds, rhyme, syllables, reading, spelling, 4 in a row games, fluency work...please practise with them. If your child is dyslexic, please do it everyday! Gotta strengthen those pathways in the brain.

2) If your child is reading anything for home learning practice make them accountable in reading the right sounds/word, not making it up. Kids that struggle with reading don't like sounding out.

3) Oral Language Comprehension is one part of the equation in learning to read. Talk about the books you are reading/things happening in life, ask them the meaning of words, explain to them new words. Vocabulary, Comprehension and Background Knowledge are KEY when it comes to reading. Lots of teachable moments in books/life for this.

Thank you for supporting us in our learning journey!