

# Tip 1: Narrate Compliance



Briefly describe the behaviours that are compliant with the instruction you have given or the routine you want followed. It helps keep transitions fast paced.

*“I can see people are ready to do their reading, their boards are parked in their lap.”*

# Tip 2: Precorrect behaviour

"If you expect it - precorrect it" (Anita Archer)



Remind students of the behaviour or routine before they have a chance to forget.

*"Remember, when we chin it,  
boards go under chins and nowhere else."*

# Tip 3: Think *economy of language*

Over-talking creates extraneous cognitive load



Ask yourself: *"what's the fewest words that will say what I need to say?"*

Keep feedback / instructions short and clear. Instead of asking:  
*"Is there a short vowel? How will you spell (k)?"* You might point and say:  
*"That's a short vowel so use -ck."*

# Tip 4: Know the purpose of the pop stick!



Pop sticks are used to randomly sample students to check understanding of something you've just taught.

Responses provide instant feedback about the effectiveness of our teaching and an opportunity to re-teach if necessary.

Read "Explicit Direct Instruction" (Hollingsworth & Ybarra)

# Tip 5: Bring students to your pace, don't drop to theirs



- Be swift in review drills
- Be swift in transitions (don't wait for dawdlers)
- Make 'faster' your ongoing goal
- Be amazed at how quickly students respond

# Tip 6: Insist on your routines

Routines reduce cognitive load



- Teach, reteach and... reteach your routines  
*Make your routines easy to follow and hard to forget*
- Precorrect routines before starting  
*"...Before we start, phoneme fingers ready..."*
- Correct students not following a routine  
*Bad habits form fast and hold tight*
- Remind / model exactly what to do  
*Don't waste words on what they're not doing - keep it brief*
- Provide additional practice in their own time  
*A little extra practice to lift motivation when necessary ;)*

For a video on routines



# Tip 7: Give Take up Time

Give your instruction then look away from the student for a moment.



*This conveys an expectation of compliance.*

It also gives them a moment to comply without us looking at them, waiting and holding the lesson up.

# Tip 8: Go from the slides no fluff required



Our slides have been designed with *economy of language* in mind. You can simply read the directions and explanations on them.

**Remember:** every unnecessary word creates extraneous cognitive load on students' working memory.



# Tip 9: Keep individual feedback private and quiet



Keep your voice down when correcting a student's work during spelling or dictation tasks.

Your voice will compete with information other students are trying to hold in their working memory and cause cognitive overload.

# Tip 10: Phoneme fingers are for spelling only



Phoneme fingers helps students segment words into phonemes and offloads some of the cognitive load of *encoding (spelling)*.

Phoneme fingers are essential for students with phonological weaknesses and helpful for all students.

# Tip 11: Give frequent opportunities for students to respond

choral responses - whiteboards - turn and talk



As responses go up, so does on task behaviour.  
As responses go up, so does learning.  
As responses go up, distractions and inappropriate behaviour go down.

Anita Archer

# Tip 12: Go Multisensory

Visual - Auditory - Kinesthetic



When students *see it, say it, hear it* and *write it* simultaneously, they create multiple memory traces in long term memory. These back each other up when it comes to retrieval.

This has nothing to do with the debunked notion of learning styles.

# Tip 13: Get your sounds pure

We're not at a schwabeque!



Learn the correct pronunciation of the phonemes and remove unnecessary schwa vowels from your consonant phonemes. Then teach your students!

For help with this:



# Tip 14: Trust scripted language

Programs that suggest what teachers should say during instruction aim to maintain an *economy of language*. (refer to tip 3)



Scripting prevents overtalking;  
overtalking creates extraneous cognitive load.

# Tip 15: Persist with "We Do"

It's common for teachers to jump from "I Do" to "You Do" too quickly.



Persisting longer at "We Do" is critical to managing students' cognitive load and minimizing misconceptions.

# Tip 16: Be Brave, Be Observed!

Being observed as you teach is something that excellent teachers get used to.

**Instructional coaching is part of all high performing schools.**



It's nerve racking at the start but you will get more comfortable with it.



# Tip 17: Only get students to read with you when you see



When students are learning a new concept, reading the screen and hearing the teacher's voice creates extraneous cognitive load.

This is called the redundancy effect

# Tip 18: Extend the kids who smash out dictations



Have ready on a whiteboard some activities based on what you've been learning such as:

- Box all the affixes or underline any bases / roots
- Add or change an adjective or adverb
- Change a sentence type
- Choose a sentence to expand or two sentences to combine

These are for students who've done COPS and are consistently fast and accurate finishers. See the teacher manual for suggestions.

# Tip 19: Use the vocab words to cue class attention



## Vocabulary

### atmosphere

Noun: the gasses surrounding the earth.



### phonograph

Noun: a machine that plays records.



### telegraph

Noun: a system where messages are sent electronically along wires.  
Verb: to send a telegram to.



Choose a word from the day's vocab slide as a call-and-response cue:

- Teacher: "Atmosphere..."
- Students: "The gasses surrounding the Earth"

Sarah Battistellas' trick to build in repetition of tier 2 and 3 vocabulary words

# Tip 20: *Zip it* when students are writing or spelling

Don't create extraneous cognitive load with your voice



When your students are spelling a word or holding a dictation sentence in working memory, a teacher's voice may cause cognitive overload and cause them to forget.

Students with phonological processing disorders (like dyslexia) are most impacted by teachers talking while they are trying to write.

# Tip 21: Save praise for when they're NOT holding something in working memory



Out of exuberance sometimes *blurt* while students are thinking! Pick a time when they're not under cognitive load to tell them how well they did something.

Students with phonological processing disorders (like dyslexia) are most impacted by teachers talking while they are trying to process information.

# Tip 22: Watch the students as they chorally read






Look for students trying to guess words, looking at other students or zoning out. This gives important information.

Watching students gives information about how they are attending and can also raise red flags that progress monitoring may have missed.

# Tip 23: Keep choral revisions of concepts snappy by setting a beat

Set a fast pace by clicking your fingers or clapping your hands. Fast-paced choral responses cut lesson time and sound more prosodic.




A syllable is a  or a  in a word.  
Every syllable must have a  in it.

**Q** and **U** stick like . They are always .



Plural means .






The **vowels** are  and sometimes .




A Suffix

A **suffix** is a letter or a group of letters, added to the **end** of a word. It changes the **meaning** slightly.



A **verb** is a ,  or  word.



The letter **a** spells the sound /ah/ when it comes before ,  or .

**class** **raft** **path**

Exceptions: \_\_\_\_\_

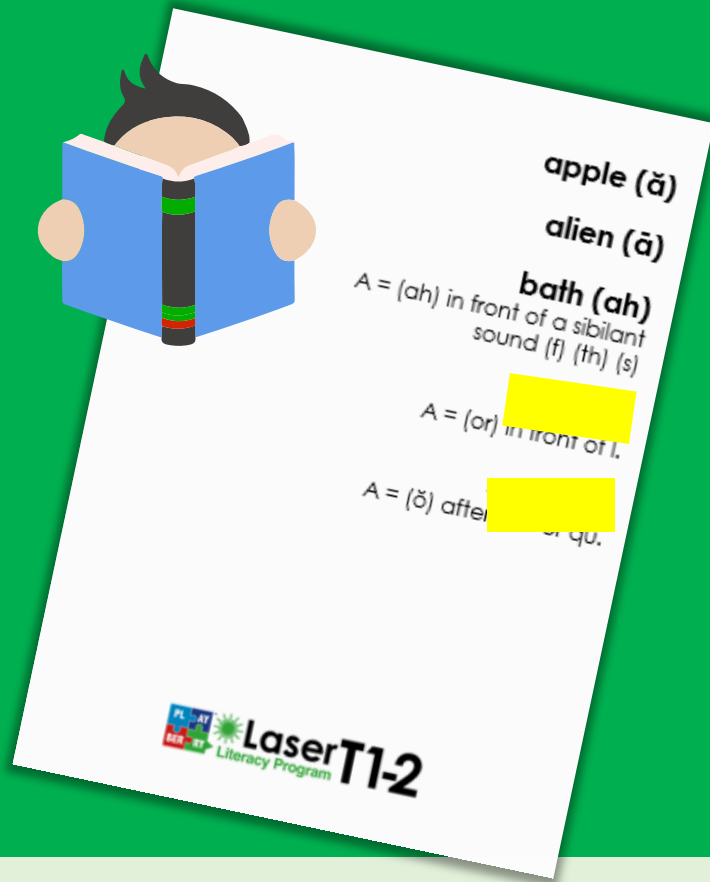
# Tip 24: Cover the name when you fake the stick



Because the kids watch us the closest when we don't want them to!



# Tip 25: Pop a sticker over the graphemes not yet taught



Because if it's not been taught yet, you can't expect them to know it!

The sticky part of a Post-it works well

# Tip 26: Remind the class that reciting and working together is a kind act



Some kids zoom ahead...

*Insist they don't.*

Many parts of the lesson are a team effort. Sticking together scaffolds those who aren't automatic yet!

# Tip 27: Work up to the full list of Words to Spell



Words to Spell (Rev)	N/A	
		skink (s) (k) (ŋ) (n) (k) kept (k) (ɛ) (p) (t) kid (k) (ɪ) (d) skip (s) (k) (ɪ) (p) skid (s) (k) (ɪ) (d) scat (s) (k) (ɑ) (t) cash (k) (ɑ) (sh) cusp (k) (ʊ) (s) (p) camp (k) (ɑ) (m) (p) scant (s) (k) (ɑ) (n) (t)
Words to Spell (New)	N.T.P	C or K Part 2
	C or K Part 1	
		crab (k) (r) (ɑ) (b) clam (k) (l) (ɑ) (m) clap (k) (l) (ɑ) (p) crop (k) (r) (ɒ) (p) cramp (k) (r) (ɑ) (m) (p) tusk (t) (ʊ) (s) (k) dusk (d) (ʊ) (s) (k) milk (m) (ɪ) (l) (k) silk (s) (ɪ) (l) (k) sulk (s) (ʊ) (l) (k)

The aim is to do the lot eventually but the routines and automaticity will take time and practice.

# Tip 28: Point out to students when retrieval practice is working

Students won't take our word for it that retrieval practice works because it feels **HARD** to them. (P.A. Kirschner)

*Say stuff like:*

*"That's getting easier to retrieve!"*

*"We're all getting faster - the practice has been worth it!"*

*"See, you don't have to work as hard as before to remember that!"*

*"That's our quickest review set yet!"*



# Tip 29: Students say letter names when practising heart words



Irregular words have GPCs that are irregular. Sounding them out won't help them remember their spelling.

# Tip 30: Insist students respond to questions in full sentences



Students who respond in full sentences are more likely to write in full sentences.

Students who respond in fragments are more likely to write in fragments.



# Tip 31: Check for LISTENING through cold-call questions

Use Craig Barton's explain, frame, reframe method:

**Teacher Explanation:** *An open syllable ends in a vowel, and the vowel says its long sound.*

**Framing Question:** *What does an open syllable end with? ... (pause) ... Bill?*

**Reframing Question 1:** *What type of syllable ends with a vowel? ... (pause) ... Linda?*

**Reframing Question 2:** *In open syllables, is the vowel sound long or short? ... (pause) ... Scott?*

**Reframing Question 3:** *If the vowel sound is long, is the syllable open or closed?... (pause)... Christie?*



# Tip 32: Standardise the Format

When learners do a learning activity in the same way, checking for understanding is quicker for teachers

Ways to Standardise the Format in Playberry Laser:

- *Know the learning intentions for each lesson so you're clear on what you're teaching*
- *Know what will show that your students have understood/are proficient*
- *Pre-plan key checks for understanding to get accurate data on the above*
- *Insist that all students follow routines so errors and difficulties are easily seen/heard*
- *Have students set out work in books in the same way*
- *Have students set out work on whiteboards in the same way*

*See Doug Lemov's TLAC for more information*





## Tip 33: Seat by Dibels™

Reds at the front, blues up the back, yellows and greens mixed in the middle.

This makes task differentiation easier and ensures that the students who need the most active observation can be easily seen and quickly helped



# Tip 34: Listen for hesitant voices and drops in volume

During any work with a choral response component, confident voices can drown out struggling students. This can deny you important data.



# Tip 35: Incentivise Phoneme Fingers

Phoneme fingers are one of the most challenging routines to maintain, so devise fun ways to reward whole-class adherence to it.

Also, provide students with extra practice when necessary ;)

# Tip 36: Break up dictation sentences

Students have limited auditory working memory capacity. Lighten the load and watch their accuracy improve.

"Okay, everyone, I'll read the whole sentence first, and then I'll give it to you in pieces.

The whole sentence is: *"Ginger, the giraffe, is a very large animal who moves slowly."*

First part: *"Ginger, the giraffe, is a very large animal..."*

Say it back to me... again... say it to the ceiling. Go!

Second part: *"...who moves slowly."*

Say it back to me... again... say it to the ceiling. Go!"

## Dictation



Capital Letters  
Order  
Punctuation  
Spelling

1. **G**inger, the giraffe, is a very large animal who moves slowly.
2. **S**ince it was broken, we had to dodge the old bridge.

LaserT1-2  
Literacy Program





## Tip 37:

Circle the words they've spelt so they can quickly find them to check and correct



### Words to spell

cage

page

stage

rage

huge

badge

budge

dodge

bridge

fridge



# Tip 38: Move cards from the daily Reading Card Deck when...

...you are **sure** a grapheme-phoneme correspondence is secure for **all** students. Move that card to a separate review deck for fortnightly review.

It can be reintroduced to the daily pack if required.



# Tip 39: Frame challenge realistically and positively

We reap what they sow in terms of our attitude toward content that is difficult for students to master. When content is challenging, we must use language to set students' attitudes up for effort, self-kindness and persistence.

*"Don't be rattled by the new words, once you know them, you'll have this down."*

*"It's normal to be boggled by this at first, but with practice, it makes sense."*

*"It's OK to be confused; I'll make sure we get plenty of practice."*

*"This is tricky, but I've seen you all handle tricky before."*

*"We'll just stick at this concept; it takes blunt-force repetition!"*



# Tip 40: Be seen looking

From Doug Lemov's *Teach Like a Champion*

Ensure students know you are looking to check that they follow routines like phoneme fingers, writing alphabet letters at the set pace, parking boards or writing when it's time to write.

When students know a teacher is looking on expectantly, they are far more likely to follow correct routines.





# Tip 41: Make the Choral Read

With reading rates declining at alarming rates there's only **ONE TIME** when teachers can be sure students are reading - when they are reading aloud at school.

Choral Read – **Sacrosanct. Try NEVER to miss it.**



# Tip 42: Invest in a clicker

You DON'T need the cognitive load of juggling a laptop while trying to run a literacy routine.

It will change your life!





# Tip 43: Not a tip but AWESOME!



Modelled by Issy

Pens

Lip Balm

Extendable pointer

Spare whiteboard markers

Remote clicker

Pop sticks

Sarah from Calvary Lutheran PS (SA) has invented the *Playberry Laser Teacher Pack*. Don't let the non-believers get you down, Sarah!



# Tip 44: Re-do Routines

When a routine could be done better, shorten the feedback loop and have students redo it.

*"That could be done even better. Let's try again."*

*"That wasn't quite right. Let's re-do it....good!"*

*"A few of us weren't sure what excellence looks like; let's go again."*

Well routined classrooms rarely have perfect students  
but always have persistent, positive teachers.



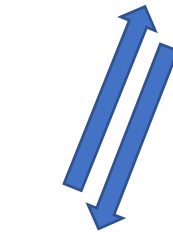
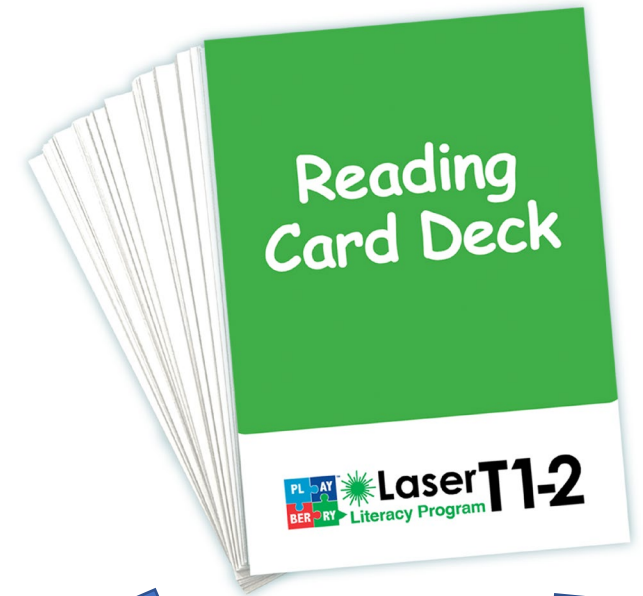
# Tip 45: Trim or Halve the Deck

## Trim the Deck

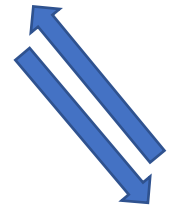
Take out of the deck any reading cards that students recite with automaticity. Too many cards add unnecessary time to the drill. Reintroduce cards if necessary.

## Halve the Deck

Split the deck into two halves. Use one half on day A and the other half on day B. You can keep cards that need more practice in both decks.



A



B



# Tip 46: Use your spelling voice for tricky schwa words in dictations



*Spelling voice is a strategy that good spellers use to spell schwa vowels in words. Do you remember how you used to mentally pronounce 'carrot' or 'camel' when you were learning to spell them? When dictating sentences, use your spelling voice for schwa vowels in tricky words.*

"We had to owe the wom<sup>ə</sup>n for fixing the latch on the rabbit hut<sup>ə</sup>ch."