

# Using Effective Literacy Practices for Students with Intellectual Disabilities: Within a Whole-school Framework

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“Where Kids Come First”



LAKE COLAC  
SCHOOL



# Let's Talk About...



Data



	K	C	N	T
	Green	Green	Green	Green
	Yellow	Yellow	Yellow	Green
	Green	Yellow	Green	Green
	Green	Yellow	Green	Green
	Yellow	Green	Green	Green
	Green	Green	Green	Green
	Yellow	Green	Red	Green
	Yellow	Red	Red	Yellow

Stage 4+  
Term 2 2022  
Term 2 2023

/s/	ss	Green	Green	Green	Green	Green	Yellow	Green	Green	Green	Green	Green	Green	Green	
/l/	ll	Green	Green	Green	Green	Green	Green	Green	Yellow	Green	Green	Yellow	Green	Green	
/f/	ff	Yellow	Green	Green	Green	Green	Yellow	Yellow	Green	Green	Yellow	Yellow	Green	Green	
Suffix -s		Yellow	Green	Green	Green	Green	Red	Green	Green	Green	Yellow	Yellow	Green	Green	
CVCC words		Red	Green	Green	Green	Green	Green	Green	Yellow	Red	Red	Yellow	Red	Yellow	
CCVC words		Yellow	Green	Green	Green	Green	Yellow	Green	Green	Red	Red	Yellow	Green	Yellow	
CCVCC words		Red	Green	Green	Green	Green	Yellow	Red	Yellow	Green	Red	Red	Yellow	Yellow	
/k/	ck	Yellow	Green	Green	Green	Green	Yellow	Red	Green	Green	Red	Green	Yellow	Yellow	
		1	2	2	2	2	6	5	7	2	5	1	7	6	5





Spelling Level		1	2	3	4
/sh/	sh	Green	Green	Yellow	Yellow
/ch/	ch	Yellow	Green	Green	Green
/ch/	tch	Red	Green	Red	Red
/th/	th	Yellow	Green	Green	Green
/ng/	ng	Yellow	Green	Green	Yellow
/f/	ph	Red	Green	Red	Red
/w/	wh	Yellow	Green	Green	Yellow
compound words		Yellow	Green	Green	Green
two-syllable words		Yellow	Yellow	Red	Yellow

Stage 6  
 Term 2 2022  
 Term 4 2023

/sh/	sh	Green	Green	Green	Green	Green	Green	Green	Green	Green
/ch/	ch	Green	Green	Green	Green	Green	Green	Green	Green	Green
/ch/	tch	Green	Green	Green	Red	Yellow	Green	Green	Green	Green
/th/	th	Green	Green	Green	Green	Green	Green	Green	Green	Green
/ng/	ng	Green	Green	Green	Green	Green	Green	Green	Green	Green
/f/	ph	Yellow	Green	Yellow	Green	Red	Yellow	Green	Red	Red
/w/	wh	Yellow	Green	Yellow	Green	Green	Green	Green	Green	Green
compound words		Green	Green	Green	Green	Green	Yellow	Green	Green	Green
two-syllable words		Yellow	Yellow	Yellow	Yellow	Red	Yellow	Green	Red	Green

Spelling Level		1	2	3	4	5	6
		Yellow	Yellow	Green	Green	Green	Yellow
		Green	Green	Green	Green	Green	Green
		Yellow	Yellow	Yellow	Green	Green	Yellow
		Red	Green	Green	Yellow	Red	Yellow
		Green	Red	Green	Red	Red	Red
		Yellow	Red	Red	Green	Green	Yellow
		Yellow	Green	Green	Green	Green	Green
		Yellow	Yellow	Yellow	Green	Green	Yellow
		Yellow	Red	Red	Green	Green	Red
		Green	Green	Green	Green	Green	Green
		Red	Yellow	Red	Yellow	Yellow	Yellow

Stage 7.1  
 Term 1 2023  
 Term 2 2023

Spelling Level		1	2	3	4	5	6
/ā/	ai	Green	Green	Yellow	Yellow	Green	Yellow
/ā/	ay	Green	Green	Green	Green	Green	Green
/ē/	ee	Green	Green	Green	Green	Green	Green
/ē/	ea	Green	Yellow	Yellow	Green	Green	Green
/ē/	y	Green	Green	Green	Green	Green	Yellow
homophones		Green	Red	Green	Red	Red	Green
/ī/	igh	Yellow	Red	Yellow	Green	Green	Green
/ī/	ie	Green	Green	Green	Green	Green	Green
/ī/	y	Green	Yellow	Yellow	Green	Green	Yellow
/ō/	oa	Green	Green	Green	Green	Green	Red
suffix -ing		Green	Yellow	Yellow	Green	Green	Green
-ing doubling rule		Red	Yellow	Red	Yellow	Yellow	Yellow

List A		
Question	Answer	Score
1	S a m	1
2	p i n	1
3	i f	0
4	c o d	0
5	b u g	0
6	h i d	0
7	g e t	0
8	V i v	0
9	r i m	0
10	l o g	0
11	j a m	1
12	qu i z	0
13	y u m	0
14	y a k	0
15	w a x	0
<b>TOTAL</b>		<b>3 /15</b>

12 year old from primary  
mainstream school

Term 4 2022  
Term 1 2023

List A			List B		
Question	Answer	Score	Question	Answer	Score
1	S a m	1	1	m a t	1
2	p i n	1	2	t a p	1
3	i f	1	3	f i t	1
4	c o d	1	4	c u t	1
5	b u g	1	5	n i b	1
6	h i d	1	6	h o p	1
7	g e t	1	7	w i g	1
8	V i v	1	8	R e x	1
9	r i m	1	9	l e g	1
10	l o g	1	10	j i g	1
11	j a m	1	11	z a p	1
12	qu i z	0	12	qu i t	1
13	y u m	1	13	d u g	1
14	y a k	1	14	k i d	1
15	w a x	1	15	y e s	1
<b>TOTAL</b>		<b>14 /15</b>	<b>TOTAL</b>		<b>15 /15</b>

Individual Student Data



## Term 2 2022

List A			List B		
Question	Answer	Score	Question	Answer	Score
1	S a m	1	1	m a t	1
2	p i n	0	2	t a p	1
3	i f	1	3	f i t	1
4	c o d	0	4	c u t	1
5	b u g	1	5	n i b	0
6	h i d	0	6	h o p	1
7	g e t	1	7	w i g	1
8	V i v	0	8	R e x	0
9	r i m	0	9	l e g	0
10	l o g	1	10	j i g	0
11	j a m	1	11	z a p	0
12	q u i z	0	12	q u i t	0
13	y u m	0	13	d u g	0
14	y a k	0	14	k i d	1
15	w a x	0	15	y e s	1
<b>TOTAL</b>		<b>6 /15</b>	<b>TOTAL</b>		<b>8 /15</b>

daene  
nbp  
dante

isat rax  
havra  
igra  
pat

quarant  
yummy dag  
youmts  
falema

## Term 3 2022

List A			List B		
Question	Answer	Score	Question	Answer	Score
1	S a m	1	1	m a t	1
2	p i n	1	2	t a p	1
3	i f	0	3	f i t	1
4	c o d	1	4	c u t	1
5	b u g	1	5	n i b	0
6	h i d	0	6	h o p	1
7	g e t	1	7	w i g	1
8	V i v	1	8	R e x	1
9	r i m	0	9	l e g	1
10	l o g	1	10	j i g	1
11	j a m	1	11	z a p	1
12	q u i z	1	12	q u i t	1
13	y u m	1	13	d u g	0
14	y a k	0	14	k i d	1
15	w a x	0	15	y e s	1
<b>TOTAL</b>		<b>10 /15</b>	<b>TOTAL</b>		<b>13 /15</b>

## Term 1 2023

List A			List B		
Question	Answer	Score	Question	Answer	Score
1	S a m	1	1	m a t	1
2	p i n	1	2	t a p	1
3	i f	0	3	f i t	1
4	c o d	1	4	c u t	1
5	b u g	1	5	n i b	0
6	h i d	0	6	h o p	1
7	g e t	1	7	w i g	1
8	V i v	1	8	R e x	1
9	r i m	0	9	l e g	1
10	l o g	1	10	j i g	0
11	j a m	1	11	z a p	1
12	q u i z	1	12	q u i t	1
13	y u m	1	13	d u g	1
14	y a k	0	14	k i d	1
15	w a x	0	15	y e s	1
<b>TOTAL</b>		<b>10 /15</b>	<b>TOTAL</b>		<b>13 /15</b>

## Term 2 2023

List A			List B		
Question	Answer	Score	Question	Answer	Score
1	S a m	1	1	m a t	1
2	p i n	1	2	t a p	1
3	i f	1	3	f i t	1
4	c o d	1	4	c u t	1
5	b u g	1	5	n i b	1
6	h i d	1	6	h o p	1
7	g e t	1	7	w i g	1
8	V i v	1	8	R e x	1
9	r i m	1	9	l e g	1
10	l o g	1	10	j i g	1
11	j a m	1	11	z a p	1
12	q u i z	1	12	q u i t	1
13	y u m	1	13	d u g	1
14	y a k	1	14	k i d	1
15	w a x	1	15	y e s	1
<b>TOTAL</b>		<b>15 /15</b>	<b>TOTAL</b>		<b>15 /15</b>

Notes:



List A			
Question	Answer		Score
1	k i ss		1
2	f i ll		1
3	o ff		0
4	h o p s		1
5	t w i n		0
6	g i f t		0
7	t w i s t		0
8	qu i ck		1
<b>TOTAL</b>			<b>4/8</b>

List B			
Question	Answer		Score
1	b o ss		1
2	d u ll		1
3	c u ff		1
4	p a d s		0
5	s p u d		0
6	n e x t		0
7	s t a m p		0
8	p e ck		1
<b>TOTAL</b>			<b>4/8</b>

List A			
Question	Answer		Score
1	k i ss		1
2	f i ll		1
3	o ff		1
4	h o p s		1
5	t w i n		1
6	g i f t		0
7	t w i s t		0
8	qu i ck		1
<b>TOTAL</b>			<b>6/8</b>

List B			
Question	Answer		Score
1	b o ss		1
2	d u ll		1
3	c u ff		1
4	p a d s		0
5	s p u d		1
6	n e x t		1
7	s t a m p		0
8	p e ck		1
<b>TOTAL</b>			<b>6/8</b>



Term 2 2023  
Stage 4+ & Stage 5

Term 3 2023  
Stage 4+ & Stage 5





# Let's Talk About...

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Planning



# Whole school planning

45 minute sessions- 4x a week  
12 different groups  
3 students are one-to-one  
41 students included



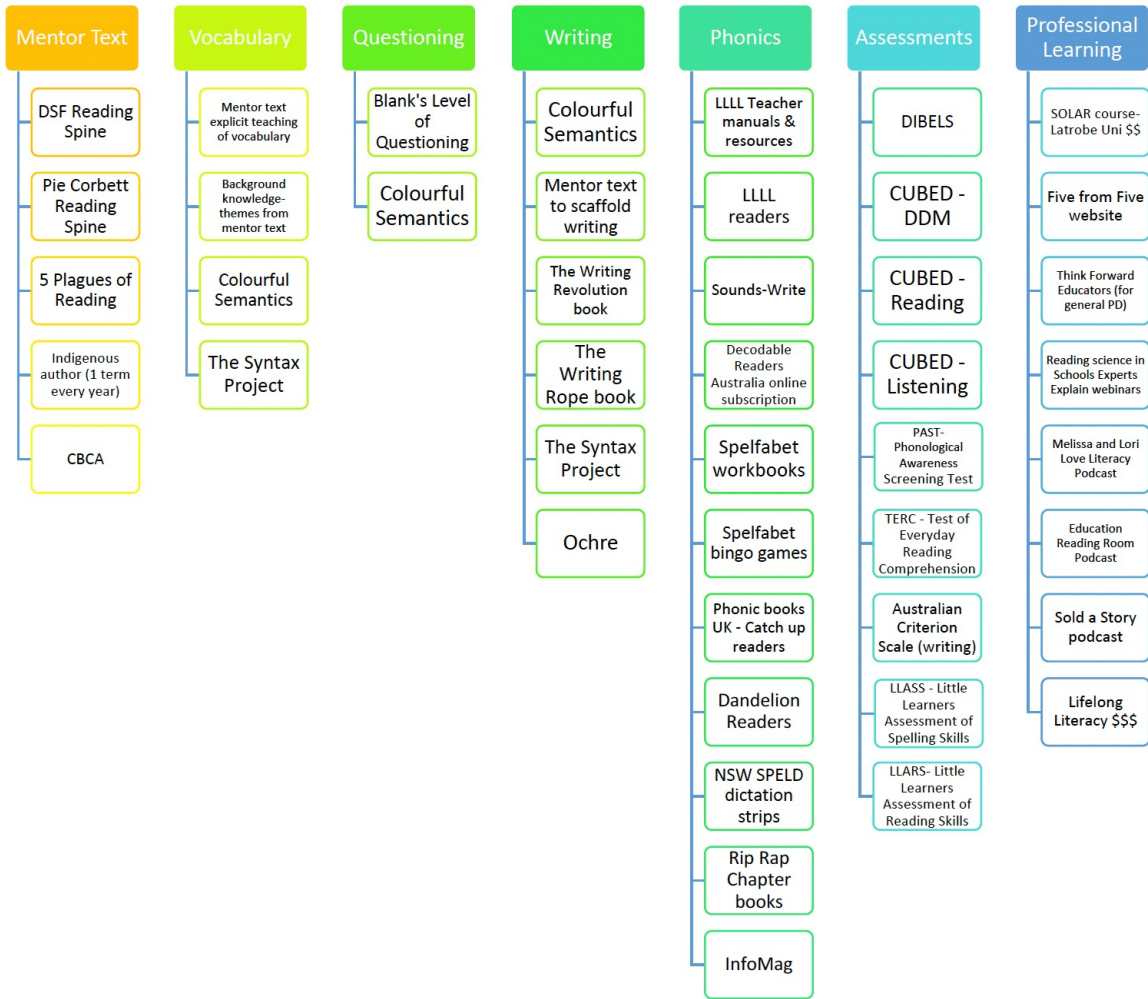
		Spelling Stages					
		Pre-phonics	Stage 1-6		Stage 7+	Readers	Beyond SSP
Approximate Ages	Upper Primary & Lower Secondary (Catch Up program)	CSS Pre-Phonics program <ul style="list-style-type: none"> <li>• Letter names, shapes, sounds (s a t p i m n f c)</li> <li>• Sound boxes</li> <li>• Rhymes and alliterations</li> <li>• Core vocabulary</li> <li>• Listening to books</li> </ul>	Sounds~Write (Catch Up) → ↘	CSS Adapted Program using LLLL & The Grammar Project Slide Decks Incorporating- <ul style="list-style-type: none"> <li>○ SSP</li> <li>○ Morphology</li> </ul>	Catch Up Readers & Rip Rap Club books	The Grammar Project <ul style="list-style-type: none"> <li>• The Syntax Project</li> <li>• The Morphology Project</li> </ul>	Independent Reading
	Middle Primary			Sounds~Write			
	Lower primary	Sound Boxes	Little Learners Love Literacy	SRA Language For Learning			
		Pre-Alphabetic	Partial Alphabetic		Full Alphabetic		Consolidated Alphabetic
The Four Phases of Word Reading and Spelling Development							

## English Planning of Resources and Teaching Methods





# CSS Structured English Resource List



# Humanities

## History

2 goals- one from *Historical Concepts and Skills* and one from the *Historical Knowledge* each semester.

Year 1 Semester 1	Historical Concepts and Skills	Historical Knowledge
Prep Primary 1 Primary 2	<u>Chronology</u> A. Recognise personally significant objects from their childhood and from now. <a href="#">[VCHHC001]</a> B. Recognise significant events during their lifetime. <a href="#">[VCHHC014]</a> C. Sequence parts within a significant event. <a href="#">[VCHHC027]</a> D. Sequence significant family milestones. <a href="#">[VCHHC040]</a> F. Sequence significant events about personal and family history to create a chronological narrative. <a href="#">[VCHHC053]</a> 3. Sequence significant events in chronological order to create a narrative about one navigator, explorer or trader and Australian settlement. <a href="#">[VCHHC066]</a>	<u>Personal Histories</u> A. Who they are and what they look like. <a href="#">[VCHHK006]</a> B. Who the people in their immediate family are. <a href="#">[VCHHK019]</a> C. Who the people in their family are. <a href="#">[VCHHK032]</a> D. Who the people in their family are and how they are related to me. <a href="#">[VCHHK045]</a> F. Who the people in their family are, where they were born and raised, how they are related to each other and how their stories are communicated and shared. <a href="#">[VCHHK058]</a> 3. The significance of Country and Place to Aboriginal and Torres Strait Islander peoples who belong to a local area. <a href="#">[VCHHK072]</a>
Primary 3 Secondary 1	<u>Historical Significance</u> A. Experience narratives about a person or the past. <a href="#">[VCHHC005]</a> B. Assist in constructing a narrative about a person or a shared past event. <a href="#">[VCHHC018]</a>	<u>Community Histories</u> A. Commemorate significant events. <a href="#">[VCHHK010]</a> B. Awareness of significant commemorative events and ways they can assist with preparation. <a href="#">[VCHHK023]</a>

# Science

2 goals- one from *Science Understanding Strand* and one from the *Science Inquiry Skills Strand* each semester.

Year 1	Semester 1	Science Understanding	Science Inquiry Skills
Primary	<u>Biological Science</u> <i>Primary connection books:</i> <ul style="list-style-type: none"> <li>Growing well</li> <li>Staying alive</li> <li>Watch it grow!</li> <li>Plants in action</li> </ul> <i>Integrated topic books:</i> <ul style="list-style-type: none"> <li>Insects</li> <li>Ocean</li> <li>Animals</li> </ul>	<u>Biological science:</u> A. Living things are part of the world around us. <a href="#">[VCSSU002]</a> B. Living things can look and feel different. <a href="#">[VCSSU012]</a> C. Living things have different names and parts. <a href="#">[VCSSU022]</a> D. Living things can be plants or animals. <a href="#">[VCSSU032]</a> F. Living things have a variety of external features and live in different places where their basic needs, including food, water and shelter are met. <a href="#">[VCSSU042]</a> F. Living things grow, change and have offspring similar to themselves. <a href="#">[VCSSU043]</a>	<u>Planning and conducting:</u> A. Gather information about objects and events. <a href="#">[VCSIS007]</a> B. Explore using their senses. <a href="#">[VCSIS017]</a> C. Supported to use the senses to identify some characteristics. <a href="#">[VCSIS027]</a> D. Actively observe, explore and manipulate. <a href="#">[VCSIS037]</a> F. Participate in guided investigations, including making observations using the senses, to explore and answer questions. <a href="#">[VCSIS051]</a> 3. Suggest ways to plan and conduct investigations to find answers to questions including consideration of the elements of a fair test. <a href="#">[VCSIS066]</a>
Secondary	<u>Biological Science</u> <i>Primary connection books:</i> <ul style="list-style-type: none"> <li>Desert survivors</li> <li>Feathers, fur or leaves</li> <li>Marvellous microorganisms.</li> </ul>	F. Living things grow, change and have offspring similar to themselves. <a href="#">[VCSSU043]</a> 3. Living things can be grouped on the basis of observable features and can be distinguished from non-living things. <a href="#">[VCSSU057]</a> 3. Different living things have different life cycles and depend on each other and the environment to survive. <a href="#">[VCSSU058]</a>	3. Safely use appropriate materials, tools, equipment and technologies. <a href="#">[VCSIS067]</a> 5. With guidance, plan appropriate investigation types to answer questions or solve problems and use equipment, technologies and materials safely, identifying potential risks. <a href="#">[VCSIS083]</a>



# CSS CURRICULUM STRATEGIES

## ENGLISH

	Level A	Level B	Level C	Level D
	<b>Language- Text Structure and Organisation</b>			
	<b>PRIMARY</b>			
	Encounter various forms of texts and respond to sounds, text, symbols, images or objects in their environment <a href="#">(VCELA001)</a>	Recognise that texts can have many forms, can use images, objects and symbols <a href="#">(VCELA026)</a>	Recognise that texts and communication can take various forms including multimodal and picture books <a href="#">(VCELA071)</a>	Investigate different forms of texts and the relationship between symbols, images and objects <a href="#">(VCELA106)</a>
	<b>SECONDARY</b>			
	Encounter books, print and digital texts and respond to images in the text <a href="#">(VCELA002)</a>	Recognise and attend to images in texts and on the screen <a href="#">(VCELA037)</a>	Know that successive pages or images in a book or on a screen present a story in sequence <a href="#">(VCELA072)</a>	Identify some of the features of text such as digital/screen layout or the features of a book cover <a href="#">(VCELA107)</a>
	<b>Language- Phonics and Word Knowledge</b>			
	Encounter words and writing within the environment and respond to spoken words in familiar environments <a href="#">(VCELA006)</a>	Explore the concept of difference through matching letters, images, shapes and familiar words and sounds <a href="#">(VCELA041)</a>	Explore similarities and differences between letters by shape and size and match some letters with their name or sound <a href="#">(VCELA076)</a>	Know that a letter can be the same but look different, including capital and lower-case letters, and match some letters with their sound and name <a href="#">(VCELA111)</a>
English - Reading and Viewing - A to F	<ul style="list-style-type: none"> <li>experiencing others writing and reading text, for example "Where is mum?"</li> <li>reacting to the connection between everyday words and significant objects, for example "Where is Elmo?"</li> </ul>	<ul style="list-style-type: none"> <li>matching pictures and shapes that are the same</li> <li>learning to match letters of the alphabet that are the same</li> </ul>	<ul style="list-style-type: none"> <li>tracing and exploring letter-like shapes and patterns</li> <li>learning to identify the written form of their name</li> </ul>	<ul style="list-style-type: none"> <li>recognising the individual letters of their name</li> <li>experiencing the individual letters of the alphabet, their name letter and common sounds</li> <li>identifying their name as starting with a capital letter</li> </ul>
	React to preferred sounds <a href="#">(VCELA007)</a>	Reproduce sounds associated with familiar objects and names <a href="#">(VCELA042)</a>	Recognise different sounds and their connection to a word or image	Identify and make sounds associated with the beginning letter of words or images
				Blend sounds associated with letters when reading consonant-vowel-consonant words

	Level A	Level B	Level C	Level D	Foundation
	<b>Language for Interaction</b>				
English VIC CURRIC—Speaking and Listening - A to F	Respond to a familiar person and engage with them <a href="#">(VCELA025)</a>	Recognise ways to gain and maintain attention <a href="#">(VCELA068)</a>	Recognise ways to greet and interact with familiar people <a href="#">(VCELA095)</a>	Know how to greet and maintain a short interaction with others <a href="#">(VCELA130)</a>	Explore how language is used differently at home and school depending on the relationships between people <a href="#">(VCELA165)</a>
	<ul style="list-style-type: none"> <li>being exposed to individuals interpreting their actions and sounds</li> <li>experiencing people reacting and engaging with each other and them</li> <li>learning to control their behaviour, e.g. moving, making sounds, making eye contact, sound or gesture towards a familiar other during a communicative process</li> <li>gaining another's attention through sounds and or action</li> <li>communicating physical need, for example hungry or tired through sounds and/or action</li> </ul>	<ul style="list-style-type: none"> <li>gaining the attention of others through gestures, facial expressions, sounds and movements</li> <li>interacting with a familiar adult by attending and making eye contact for extended periods of time</li> <li>refining their behaviour and actions based on the response of others (cause and effect)</li> <li>developing a small repertoire of predictable and consistent responses</li> </ul>	<ul style="list-style-type: none"> <li>greeting people, such as a grandparent, helper or teacher, differently according to their relationship, for example how they use their name or a particular form of greeting</li> <li>using social aspects of listening and speaking</li> <li>using appropriate combinations of words, signs, gestures, or assistive technologies and alternative and augmentative communication to signal greetings such as hello or goodbye</li> </ul>	<ul style="list-style-type: none"> <li>intentionally conveying information during a communication exchange</li> <li>changing volume based on the context, for example inside and outside</li> <li>learning to recognise the space required when communicating with another person</li> </ul>	<ul style="list-style-type: none"> <li>learning that language varies according to the relationships between people, for example between parent and child, teacher and student, siblings, friends, shopkeepers and customers</li> <li>learning that we use a different tone and style of language with different people</li> <li>learning to ask relevant questions and to express requests and opinions in ways that suit different contexts</li> </ul>
	Explore how sound, facial expression and actions can cause a change <a href="#">(VCELA026)</a>	Demonstrate a number of ways to indicate a choice <a href="#">(VCELA061)</a>	Recognise different ways to communicate needs, likes and dislikes <a href="#">(VCELA096)</a>	Use different ways to express needs, likes and dislikes <a href="#">(VCELA131)</a>	Understand that language can be used to explore ways of expressing needs, likes and dislikes <a href="#">(VCELA166)</a>
	<ul style="list-style-type: none"> <li>being exposed to others interpreting their actions and labelling them as needs and feeling</li> <li>exploring how they can change their behaviour reacting to others through gestures, facial expressions, sounds and movements</li> <li>changing their focus of engagement on seeing or feeling an object or person</li> </ul>	<ul style="list-style-type: none"> <li>selecting a preferred object, or requesting a drink through gestures, facial expressions, sounds and movements</li> <li>learning that gestures can indicate needs or choices, for example reaches towards a familiar person/object</li> </ul>	<ul style="list-style-type: none"> <li>expressing needs, wants and feelings through language and communication</li> <li>making requests through the use of words, photographs, pictures or alternative and augmentative communication</li> </ul>	<ul style="list-style-type: none"> <li>using communication systems to express preferences and make requests and comments</li> <li>recognising that symbols and signs can be used in conjunction with spoken language to communicate ideas</li> <li>using words, signs or images to express needs and feelings</li> </ul>	<ul style="list-style-type: none"> <li>recognising some of the ways we can use speech, gesture, writing and media to communicate feelings</li> <li>recognising some of the ways emotions and feelings can be conveyed and influenced by visual representations, for example in advertising and animations</li> </ul>

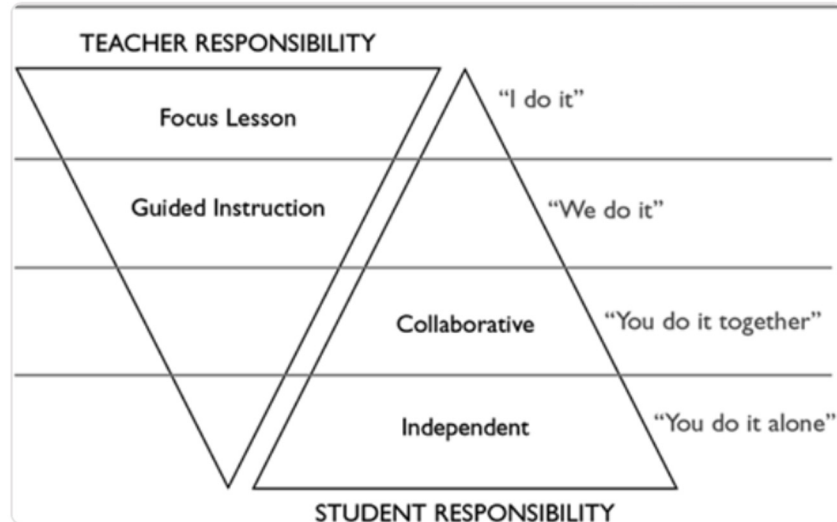




# Let's Talk About...



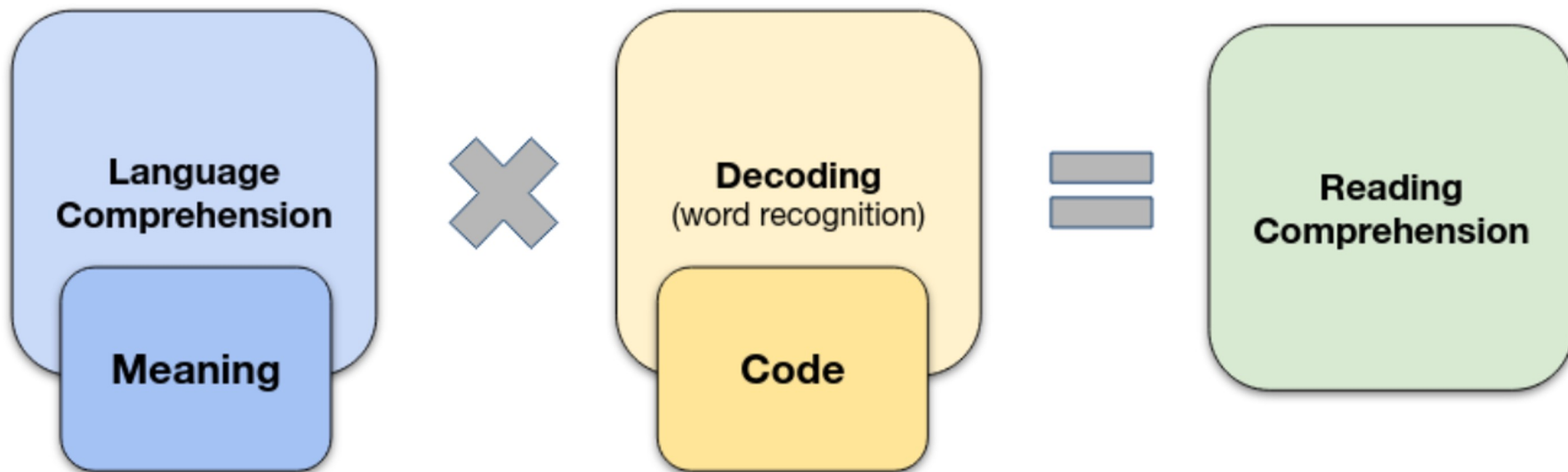
Research



Gradual Release of Responsibility Model

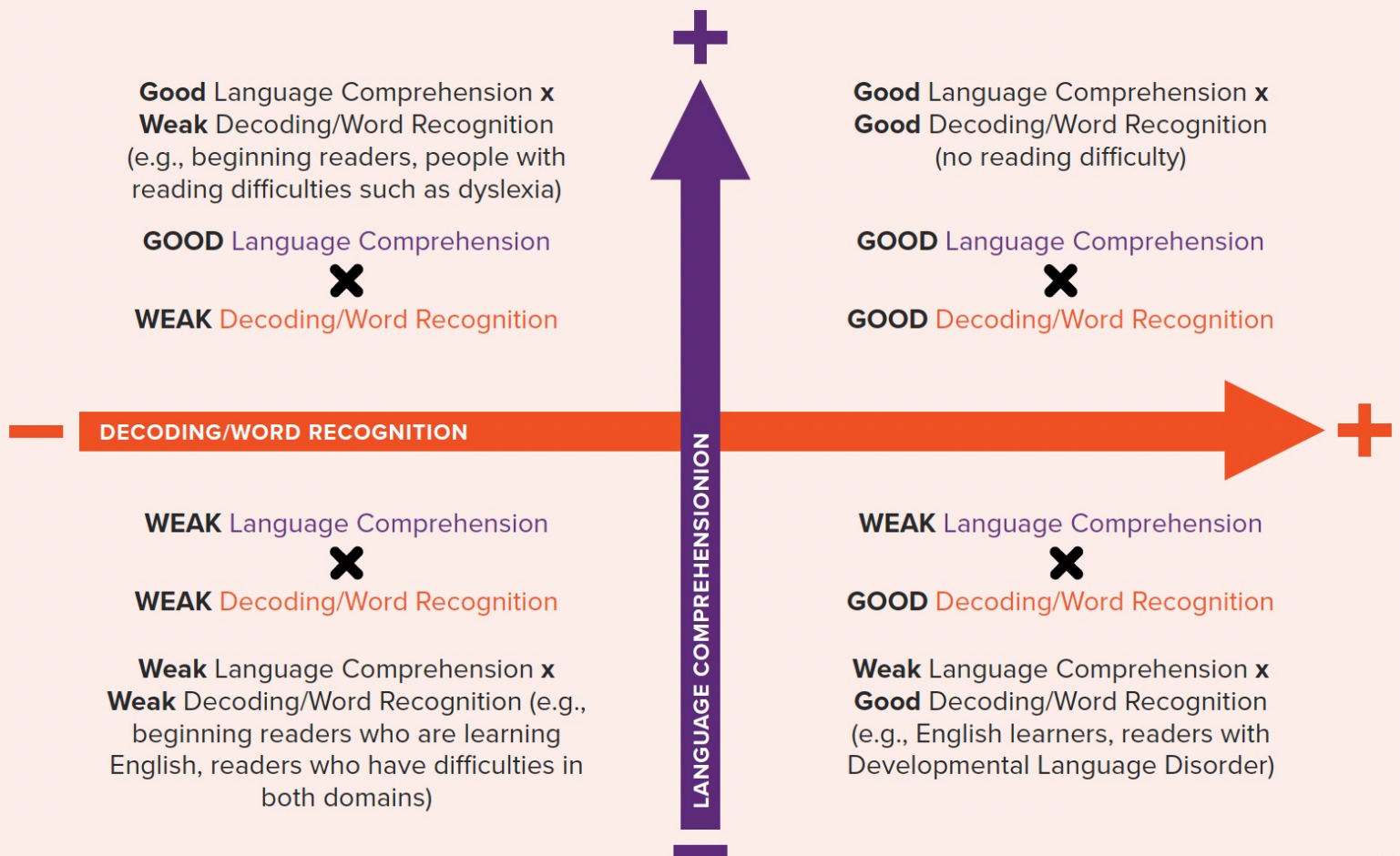






The Simple View of Reading (Gough & Tunmer 1986)





# SCARBOROUGH'S READING ROPE

(2001)

## LANGUAGE COMPREHENSION

**BACKGROUND KNOWLEDGE**  
(facts, concepts, etc.)

**VOCABULARY**  
(breadth, precision, links, etc.)

**LANGUAGE STRUCTURE**  
(syntax, semantics, etc.)

**VERBAL REASONING**  
(inference, metaphor, etc.)

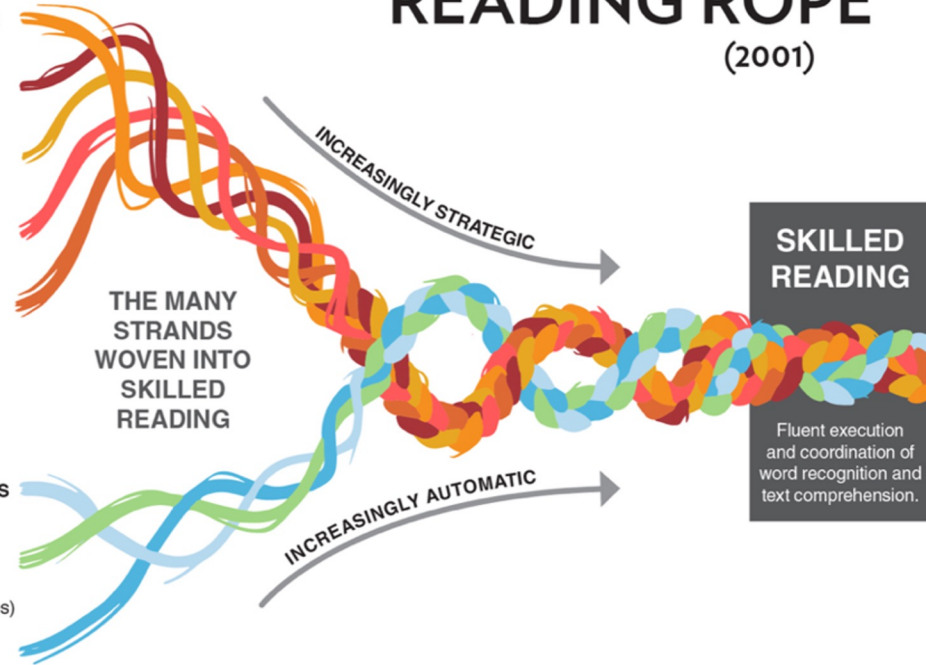
**LITERACY KNOWLEDGE**  
(print concepts, genres, etc.)

## WORD RECOGNITION

**PHONOLOGICAL AWARENESS**  
(syllables, phonemes, etc.)

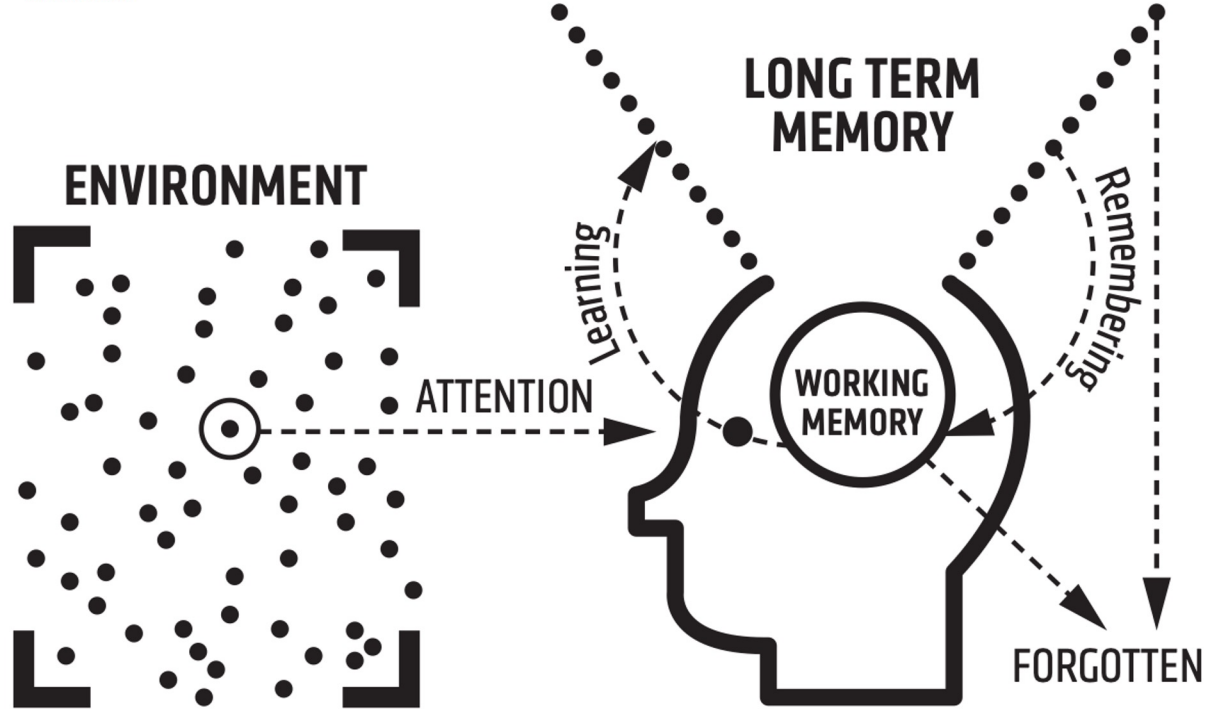
**DECODING**  
(alphabetic principle,  
spelling-sound correspondences)

**SIGHT RECOGNITION**  
(of familiar words)



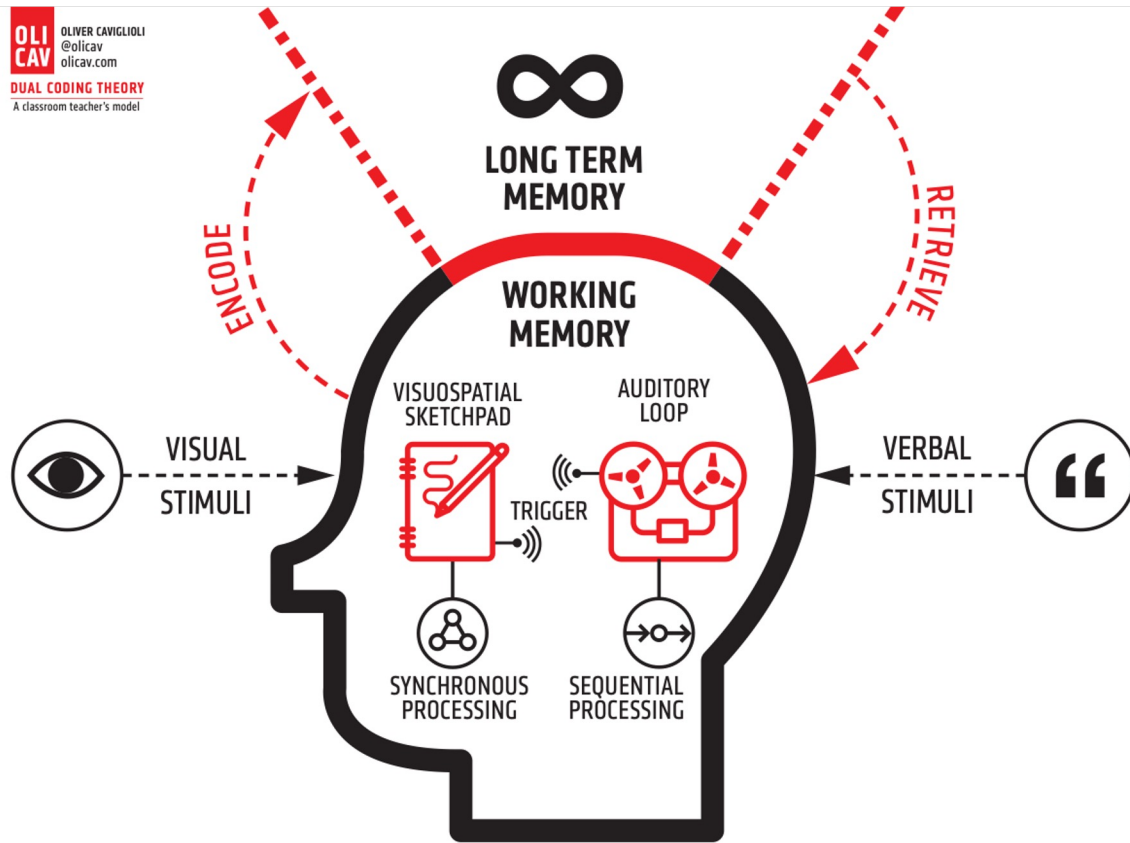
Scarborough's Reading Rope (Scarborough 2001)





Cognitive Load Theory (Sweller 1988)





Dual Coding Theory (Paivio 1986)





# Let's Talk About...



Where to next?



# The Syntax Project



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# Thank You!



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