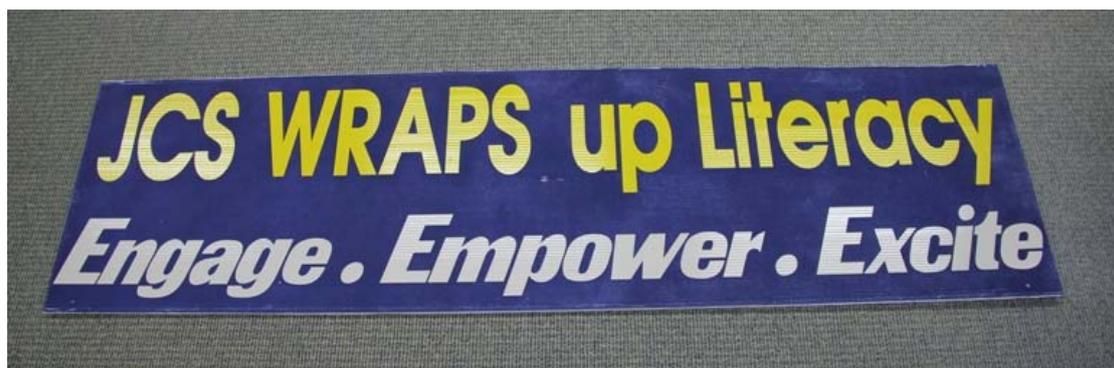


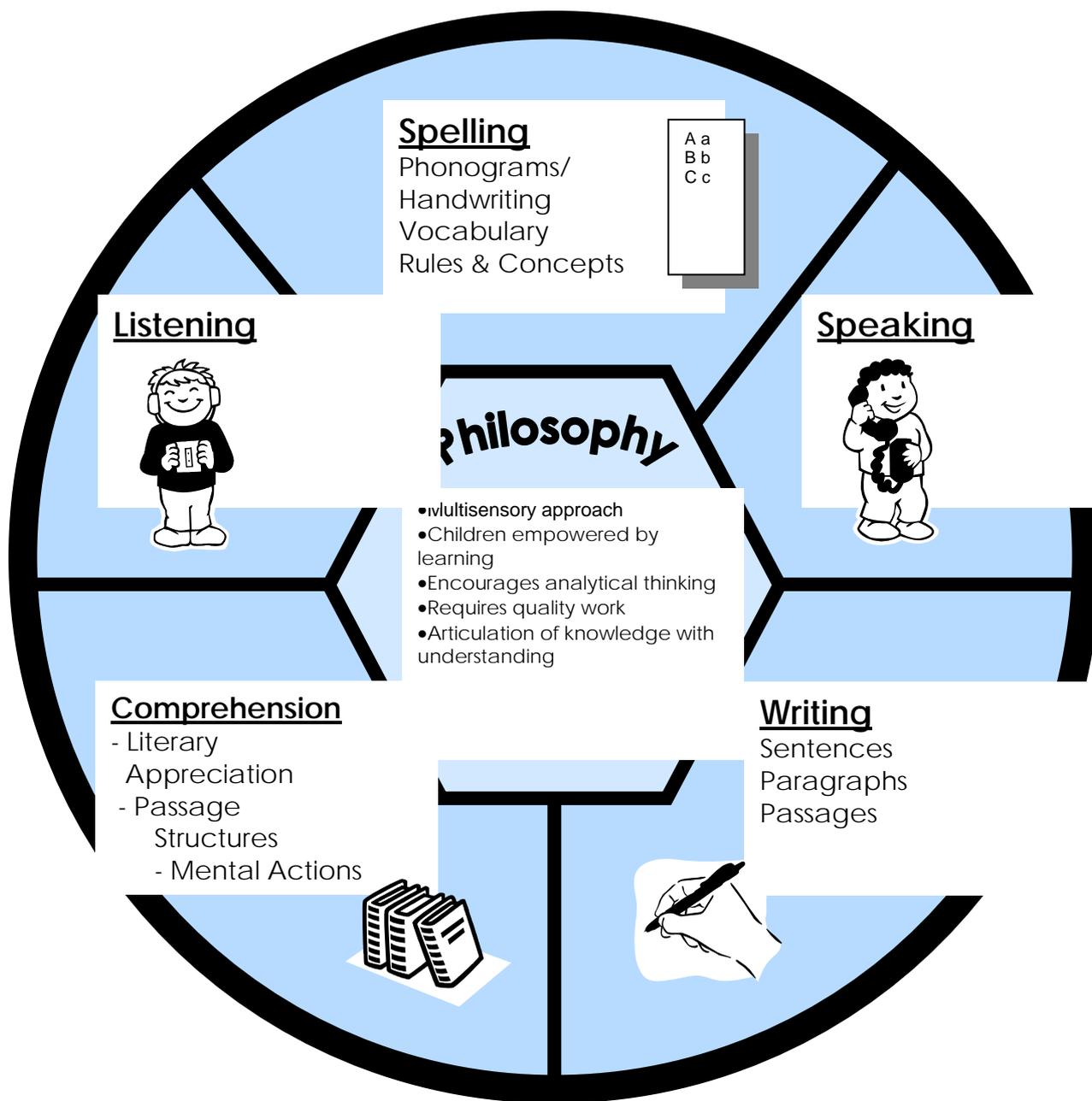
WRAP

The Writing Approach to Reading

The ongoing success of the Community School is ensured by the expectation that all programs at the school are inclusive of R-12 students. This inclusive nature, whether academic, music, arts or sport consolidates the school community as a learning community. This is exemplified with our current approach to improving the literacy of every child where all staff R-12, teaching and ancillary, have accepted responsibility for literacy learning and are being trained in a whole school systematic phonics based literacy methodology.

Following our commitment to, 'Learning to Learn' from 2006-2009, we agreed as a site that our literacy growth could improve. So began a process of researching various schools literacy plans reinforced with progress data, initiating in 2008. Using the multi-literacies model we charted the type of experiences and teaching instruction that the junior school were using within the spelling lesson. Our results showed an alarming lack of exposure and development of the 'code breaker' skills. Teaming this knowledge with our awareness of WRAP (The Writing Road to Reading), as a site we unanimously committed to taking on extensive training and commitment to WRAP methodology, initially focussing on our Spelling instruction, now beginning to progress into our Writing and Reading instruction.





Why WRAP?

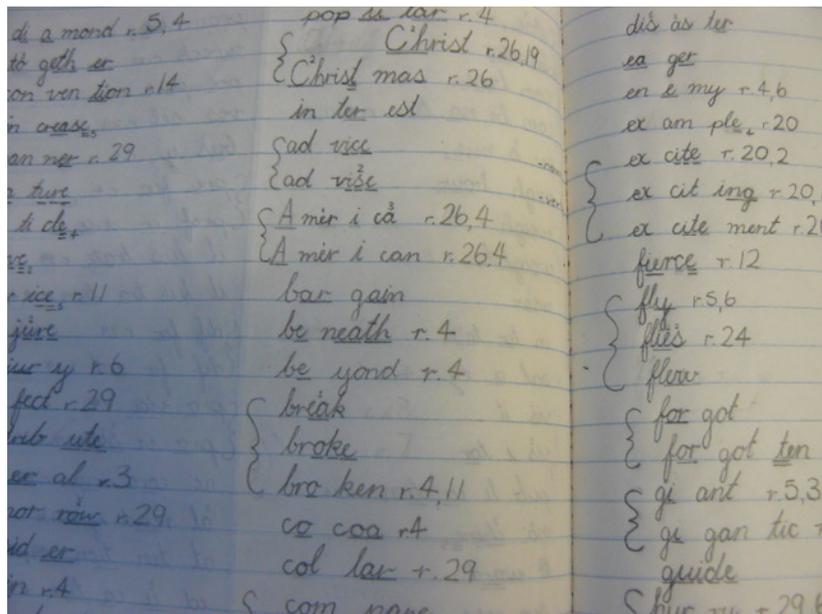
- **Explicit, integrated, systematic, literacy instruction**
- **Consistency** across classrooms
- **Lifelong skills** rather than stand alone programs
- **Common language**
- **Multisensory instruction**
- Clear expectations for all
- **Improved spelling** results
- **R-12 advantage** – complements primary instruction by easily building on prior learning and extending knowledge through dedicated writing and reading strategies



Phonograms are taught explicitly across the school, forming a strong foundation for proficient spelling skills.



Spelling Rules are taught across the school, ensuring the student receives consistency in their spelling development and extension. These rules work collectively with the phonograms, arming the students with the tools needed to decode the English language.



Cursive handwriting is taught from Year 3 upwards. Handwriting instruction is precise, with clear letter formation modelled and explained.

Educational Philosophy

Principles of Learning and Instruction are integral to;

- Lesson Planning
- Delivery of Instruction

Overview of Philosophy

Child centred

Fosters physical and mental well-being

Higher expectations

Present student challenging goals for quality work and lead them towards becoming successful independent learners.

Purpose and Meaning

Teacher plans meaningful activities where students understand the purpose of learning.

Higher level thinking

Providing opportunity for students to use advanced thinking skills encourages self-discipline of the mind.

Direct, sequential instruction

Though task analysis, instruction proceeds from simple to complex steps.

Multisensory Instruction

All channels to the brain are utilised where activities rely on visual, auditory and kinaesthetic/tactile sense.

Weaknesses are supported by strengths.

Active Participation

All students are active learners as they constantly apply new knowledge and skills.

Diagnostic Teaching

Daily observation directs ongoing plans for instruction

Integrated Instruction

Integrated of speaking, writing and reading not only enhances English performance but other subjects as well.

“Motivation to learn and retention of content are enhanced if consideration is given to these principles during lesson planning and delivery of instruction.” The Writing Road to Reading, 5th Edition Page 5.

Method of Delivery

- Collin’s Model of teaching: Make your thinking visible
- The explicit instruction enables successful independent learning
- Need to be able to learn skills to automaticity
- Students can decode the English Language and focus on the content
- R-12 advantage – complements primary instruction by easily building on prior learning and extending knowledge through dedicated writing and reading strategies.
- Consistency

Intervention and Support

Weekly observations are conducted, giving staff written and verbal feedback to maintain consistency in the language and rigour across the school.

Open mornings once a term and introductory sessions for parents, encourage consistency in language and assistance between home and school, opening lines of communication.

We provide three intensive literacy groups targeting students who are grappling with specific elements of the English language; one for years R-2, 3-5 and 6-8, these sessions are facilitated by staff reinforcing WRAP methodology.

Summary

All of our staff R- 12 have undertaken WRAP training in developing explicit, systematic, integrated, literacy instructional skills. Two of our staff have extended their training in Sydney, completing post graduate degrees in literacy instruction; now offering training to the region annually in order to maintain the skill level during staff change. Increasing the literary knowledge of staff across all curriculum areas is the way for us to create **real** progress in our students' literacy knowledge.

For any enquiries regarding WRAP instruction and training you may email danya.mckay@jamestnr12.sa.edu.au or contact the school directly by phone: 08 8664 2700