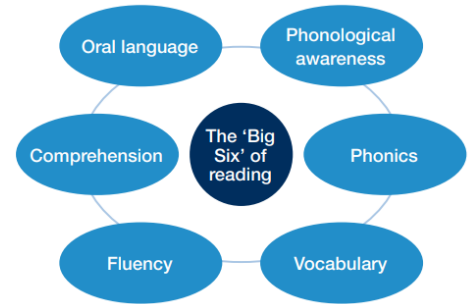


Dear Parents and caregivers,

RE: Important changes in our approach to teaching reading and spelling

As we gear up for the upcoming school year, we are excited to share some important updates regarding our approaches to teaching Reading and Spelling.

Our whole school agreements centre on the "Big 6" framework for reading and spelling proficiency. Aligned with the Simple View of Reading, our focus encompasses oral language development, word recognition, and language comprehension. Prioritising the "5 Keys to Reading" (phonemic awareness, phonics, fluency, vocabulary, and comprehension), we recognise oral language as the sixth key. Our commitment extends to addressing challenges in fluency, vocabulary, and comprehension within the R-6 continuum. Emphasising evidence-based practices, our teacher expectations prioritise explicit and systematic instruction in these foundational skills, ensuring that every student achieves essential reading and spelling proficiency for overall success in our school.



R-2 Changes: Implementation of 'Sounds Write'

After an extensive and careful selection process, we are pleased to announce that Magill Primary School will be transitioning to the "Sounds Write" program in our R-2 classes. "Sounds Write" comes highly recommended by the Department of Education, backed by extensive research, and we believe it represents the best approach to support our students' literacy development.

This decision was not made lightly, and our leadership team, in collaboration with our dedicated team of educators, invested significant time and effort into ensuring that the chosen program aligns with our commitment to providing the highest quality education for your children. We are confident that "Sounds Write" will contribute to a strong foundation in reading and spelling skills, setting the stage for continued academic success.

We acknowledge that change can bring a mix of excitement and challenges, and we sincerely value your support during this transitional period. It's important to note that all our teachers are adapting to a new program. Therefore, we kindly ask for your understanding and patience as they familiarise themselves with the routines, methods and materials. Please also keep in mind that our Year 2 teachers are being trained for the program Term 1, and therefore won't begin Sounds Write until the early stages of Term 2. In the interim, they will still provide your students with a consistent, valuable learning experience that will add value to their education. Your continued patience and support during this learning curve are greatly appreciated.

3-6 updates: Speech Sounds Pics

In our Year 3-6 classrooms, we maintain our dedication to the "Big 6" framework through the continued implementation of the Speech Sound Pics (SSP) approach, featuring the well-structured routine known as 'The Speedy Six.' This routine upholds a systematic and explicit teaching style, placing a strong emphasis on the morphology of words, including affixes and Latin/Greek roots. The SSP Speedy Six Routine covers key aspects of literacy, such as phonemic awareness, phonics, fluency, vocabulary, and comprehension.

Morphology

The study of how morphemes are combined to form words.

Words are made up of morphemes:

Prefixes	Roots/Bases	Suffixes
----------	-------------	----------

Morphemes are the smallest unit of *meaning*.

un "not"	reach "able to"	able	dis "away"	tract "pull, drag"	ion "state of"	s plural
-------------	--------------------	------	---------------	-----------------------	-------------------	-------------

To ensure you are well-informed and actively engaged, we have organised another **Parent Workshop** dedicated to providing an in-depth introduction to both the "Sounds Write" and "SSP" programs. This session will delve into the strengths of these approaches, elaborating on how they seamlessly complement each other. During the workshop, attending parents will have the opportunity to gain a hands-on experience, offering valuable insights into what our students encounter in these lessons. This firsthand experience aims to enhance your understanding of the programs and equip you with practical insights on how to support and reinforce learning at home. For those unable to attend in person, the workshop will be filmed and made available online, ensuring that everyone can access this valuable information. The workshop will be held in **Week 2 on Thursday the 8th of February**. RSVP's will be sent via an online form.

Additionally, **please find attached another letter outlining the changes in resources accompanying this transition**. We will be moving from levelled texts to decodable readers, a shift designed to enhance the learning experience for our students and complement our move to Sounds Write.

We want to express our gratitude for your ongoing partnership in your child's education. Your patience and understanding during this time of transition are invaluable, and we are excited about the positive impacts these changes will have on your child's learning.

If you have any questions or would like further information, please do not hesitate to reach out to us. Below this email, please find a summary of our school agreements around Sounds Write and SSP. We look forward to working together to ensure a smooth and successful implementation of the new program.

Wishing you a fantastic start to the new school year!

Best regards,



Mike Shortt
Assistant Principal

Mike.Shortt451@schools.sa.edu.au
(08) 8331 9422
11 Adelaide Street, Magill SA 5072



In the R-2 years, our school uses the Sounds-Write program, a "Speech to Print" approach that aligns seamlessly with the "Big 6" framework for reading and spelling proficiency. This evidence-based and Department recommended program focuses on phonemic awareness and phonics, providing explicit and systematic instruction to ensure students develop strong decoding skills. By employing a "Speech to Print" methodology, Sounds-Write establishes a consistent foundation in language development, reinforcing key elements of the "The Big 6". This approach not only addresses the first two keys but also facilitates a smooth transition for students as they progress through their primary schooling, ensuring a cohesive and transferable learning experience.

In the 3-6 years, our commitment to the "Big 6" framework continues with the Speech Sound Pics (SSP) approach, using a routine known as 'The Speedy Six'. Adopting another "Speech to Print" approach, this routine maintains consistency in instruction and explicit teaching, emphasising a focus on the morphology of words (affixes, Latin/Greek roots), phonemic awareness, phonics, fluency, vocabulary, and comprehension. By incorporating similar routines and rules across R-6, SSP Speedy Six Routine aligns with Sounds-Write, offering a cohesive and transferable learning experience. This ensures that, despite the distinct programs, students benefit from a consistent approach to literacy instruction, fostering a seamless progression in their reading and spelling proficiency.