



North East Metropolitan
Language Development Centre

NEMLDC CLASSROOM OBSERVATION REQUEST FORM 2018

Please return to deb.cavanagh@education.wa.edu.au

CONTACT INFORMATION

School Name:	
Contact person and position:	
Phone number:	
Email address:	
Number of staff observing:	
Names of staff observing and role within the school (including year level):	
Requested date/s and times:	

WHICH LANGUAGE / LITERACY AREA WOULD YOU LIKE TO OBSERVE?

Please select (tick) the area/s that you would like to observe (see overleaf for details).

Area	Tick
Vocabulary and Semantics	<input type="checkbox"/>
Oral to Written Text	<input type="checkbox"/>
Grammar	<input type="checkbox"/>
Phonological Awareness	<input type="checkbox"/>
Phonics	<input type="checkbox"/>
Social Skills / Pragmatics	<input type="checkbox"/>

WHAT DO YOU HOPE TO ACHIEVE DURING THE VISIT?

Briefly outline what you would like to achieve during the visit.

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NEMLDC CLASSROOM PRACTICE AND PEDAGOGY

OVERARCHING APPROACHES TO LANGUAGE AND LITERACY INTERVENTION

At the NEMLDC we use a combination of evidence-based approaches to oral language and literacy intervention. This includes systematic and explicit instruction, visible learning and adult-responsiveness. Below is a summary of the key teaching approaches and strategies you may see in an NEMLDC classroom.

Area	Approach	Teacher Strategies
Systematic and Explicit Instruction; Visible Learning	Variation of iSTAR	<ul style="list-style-type: none"> Learning intentions and success criteria: WALT, WILF, TIB and WAGOLL statements; “I can” statements Whole class and individual visible learning goals Literacy warm-ups
Adult Responsiveness	Hanen ® Learning Language and Loving It™ *	<ul style="list-style-type: none"> Language facilitation through play, conversation and book share Following the child’s lead, commenting, expanding, taking turns in conversation, group interaction strategies
Vocabulary and Semantics	Explicit vocabulary instruction, semantic organisation therapy, theme-based learning	<ul style="list-style-type: none"> Tiers of vocabulary Word of the day – POSSuM word study, student friendly definitions Teaching vocabulary through book share Themed-learning centres, themed play corners Categorising and classifying, describing, comparing, word relationships
Oral to Written Text	Explicit Oral to Written Text Instruction	<ul style="list-style-type: none"> Repeated and interactive shared book reading Explicit teaching of text structure using icons and gesture Graphic organisers – story boards and planners, story maps Whole class, small group and individual retelling of stories using gestures and story maps Text innovation (parallel text creation) Acting out the text Transfer to writing
Grammar	Functional Grammar Intervention	<ul style="list-style-type: none"> Implicit grammar facilitation through play Explicit teaching of syntax, word types, morphology and punctuation Colourful semantics and shape coding Transfer to writing
Phonological Awareness	Systematic and Explicit PA Intervention	<ul style="list-style-type: none"> Hands-on activities focusing on syllable, rhyme and phoneme level awareness Focus on blending, segmenting and phoneme manipulation Whole class instruction and small group rotations
Phonics and Spelling Patterns	Systematic, Synthetic and Explicit Instruction	<ul style="list-style-type: none"> Explicit and systematic teaching of sound letter relationships and decoding Explicit teaching of rules based phonic and morphology patterns for spelling and reading InitialLit program delivered in PP context (observations from semester 2)
Social Skills / Pragmatics	Systematic and Explicit teaching of Social Skills	<ul style="list-style-type: none"> Joint Action Routines and role-play, generalisation activities Conversation skills, friendship, emotional regulation, conflict-resolution and self-esteem