2016 Specialist Language and Literacy Series

Course Overview
The Specialist Language and Literacy Series (SLLS) is a professional learning series for teachers and support staff (AIEOs, ESL and SAER teachers) who wish to expand their knowledge and skills in implementing effective language and literacy instruction, and intervention in their classrooms and schools to support students with a language learning difficulty. Participants attending the SLLS must work within either the North East Metro or Wheatbelt Education District.

Course Structure
This course consists of 6 full days of professional learning spread across the year. Throughout the year participants are provided ongoing support and mentoring from the Outreach Team. This support may include collaborative data analysis, goal setting and planning, resources sharing and in-class observation and feedback.

Session Dates

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Cost & Registration

$400 plus relief costs
Participants will receive a professional learning file with professional readings, program handouts and a comprehensive resource USB included.
Participants can register for the series by accessing the NE Mtr LDC PLIS calendar at the following link: [https://plis.det.wa.edu.au](https://plis.det.wa.edu.au).

*(please see over page for more information about each session)*

If you have any questions regarding the Specialist Language and Literacy Series, please contact a member of the Outreach Team

**Phone:** 9275 5511  **Email:** laura.glisson@education.wa.edu.au  **Address:** 18 View St, Dianella WA.
2016 SLLS Session Overview

Session 1: Introduction to Oral Language and Literacy

**Date & Time:**
Friday 19th February 2016 (Term 1, Week 3), 8:30-4:00pm

**Session Overview:**
This introductory session will provide a summary of oral language and literacy development and best practice instructional approaches for K-Year 2. The session will provide an introduction into PA, phonics and spelling instruction.

**Session Outcomes:**
- Developed an understanding of evidence based practice
- Explored the oral to literate continuum
- Identified the areas of oral language and literacy
- Developed an understanding of how oral language difficulties impact on student outcomes
- Explored evidence-based teaching practices and pedagogies for language and literacy instruction, including explicit and direct instruction.
- Explored practical strategies to support language and literacy development

Session 2: Spelling Instruction - PA and Phonics

**Date & Time:**
Friday 18th March 2016 (Term 1, Week 7), 8:30-4:00pm

**Session Overview:**
This session will support staff in planning for and implementing effective Phonological Awareness (PA) and Phonics instruction for the early stages of spelling development. This session will provide a balance between theory and practice, with examples of lessons, video observations and resource exploration included throughout.

**Session Outcomes:**
- Discussion of evidence based approaches to literacy instruction
- Explored systematic PA and phonics instruction - frameworks, scope & sequences, target setting, timetabling
- Explicit PA and phonics instruction—explicit teaching frameworks, video observation, planning
- Exploration of PA and phonics activities and programs
- Integrating PA and phonics with reading and writing tasks (decoding and encoding)
- PA and phonics assessment, goal setting and evaluation of student outcomes
2016 SLLS Session Overview

Session 3: Spelling Instruction - Spelling Rules and Patterns, Morphology and Etymology

Date & Time:
Friday 13th May 2016 (Term 2, Week 3), 8:30-4:00pm

Session Overview:
This session will support staff in planning for and implementing effective instruction for the later stages of spelling development (including complex vowel patterns, syllables and affixes and derivation). This session will provide a balance between theory and practice, with examples of lessons, video observations and resource exploration included throughout.

Session Outcomes:
- Exploration of Literacy scope and sequences (linked to the WA National Curriculum).
- Spelling assessment, goal setting and evaluation of student outcomes using commercial tools such as the Words Their Way Spelling Feature Analysis.
- Explored systematic spelling instruction—spelling rules hierarchy, scope and sequences
- Exploration of spelling activities and strategies for the within word pattern, syllables and affixes, and derivational stages of spelling.
- Explored word study and word sorts as effective strategies for supporting spelling development.

Classroom / Video Observations and Feedback

Date & Time:
Date, time and manner of observation (video or in-class) will be negotiated with each participant, to occur at some point in Term 2.

Session Overview:
The purpose of this video / classroom observation is for participants to receive quality feedback from a member of the Outreach team. in relation to their planning and delivery of effective literacy instruction.

Session Outcomes:
- Received verbal and written feedback from their coach in relation to planning and delivery of best practice literacy instruction.
- Received written feedback summarising the observation with links to the AITSL standards.
- Created a plan for further action to continue growth against the professional standards.
2016 SLLS Session Overview

Session 4: Oral & Written Language — Introduction and Teaching of Text Structure

**Date & Time:**
Friday 5th August 2016 (Term 3, Week 3), 8:30-4:00pm

**Session Overview:**
This session will cover relevant theory, normative language development and evidence based approaches to teaching oral and written language. Suggested orders of instruction to systematically cover the teaching of all areas of language from K-6 will be explored. This session will also cover evidence based approaches to teaching oral and written text structures, including personal recounts, procedures, narrative and persuasion.

**Session Outcomes:**
- Introduction to language development including vocabulary, grammar and oral text
- Discussion of theory and evidence-based approaches to supporting language and literacy development.
- Explore and workshop assessment and data analysis procedures for oral and written language
- Discussion and application of adult responsiveness and explicit teaching as an approach for supporting oral language development
- Example timetables and lesson plans for teaching expressive language in the classroom, incorporating storytelling, vocabulary and grammar.
- Discussion of evidence based approaches to oral narrative instruction (theory)
- Systematic narrative instruction - frameworks, scope & sequences, target setting K-2, timetabling.
- Explicit narrative instruction—explicit teaching frameworks, video observations, planning.
- Exploration of narrative programs, resources and activities.

Session 5: Oral & Written Language — Vocabulary, Semantics and Word Study

**Date & Time:**
Friday 2nd September 2016 (Term 3, Week 7), 8:30-4:00pm

**Session Overview:**
This session will cover relevant theory, normative language development and evidence based approaches to teaching semantics and vocabulary in the early years. Suggested orders of instruction to systematically cover the teaching of all areas of semantics from K-2 will be explored.

**Session Outcomes:**
- Developed knowledge of research and theoretical models for semantics instruction to support reading comprehension.
- Work-shopped session planning and explicit teaching of semantics and vocabulary instruction.
- Work-shopped practical strategies to teach semantics and vocabulary (including supporting struggling students).
- Explored word study as an effective strategy for vocabulary instruction
- Explored a range of available resources for effective semantics and vocabulary instruction in the classroom.
2016 SLLS Session Overview

Session 6: Oral & Written Language Instruction – Grammar & Punctuation

Date & Time:
Friday 28th October 2016 (Term 4, Week 3), 8:30-4:00pm

Session Overview:
This session will cover relevant theory, normative development and evidence based approaches to teaching grammar in the early years. Teachers will develop an in-depth understanding of the components of grammar, including sentence components, word types and punctuation to support assessment and target setting. This session will also cover evidence based approaches to teaching grammar to support oral language development.

Session Outcomes:

• Developed knowledge of research and theoretical models for grammar instruction to support oral language and literacy development.
• Work-shopped session planning and explicit teaching of grammatical units for K-2 students.
• Work-shopped practical strategies to teach sentence constituents and word types (including supporting struggling students).
• Explored a range of available resources for effective oral grammar instruction in the classroom.

Classroom / Video Observations & Feedback

Date & Time:
Date, time and manner of observation (video or in-class) will be negotiated with each participant, to occur at some point in Term 4.

Session Overview:
The purpose of this video / classroom observation is for participants to receive quality feedback from a member of the Outreach team. in relation to their planning and delivery of effective literacy instruction.

Session Outcomes:

• Received verbal and written feedback from their coach in relation to planning and delivery of best practice literacy instruction.
• Received written feedback summarising the observation with links to the AITSL standards.
• Created a plan for further action to continue growth against the professional standards.