I Love Reading

An electronics technician, musician with film editing background Joseph Mamone sought to better understand singing, human speech (sound structure) and language. This passion started from the age of 12.

Working with the family's 2 children, strengthened by the continued fascination in striving to understand the stages and progressions of language acquisition of babies and young children, an amazing discovery was made. By introducing Visual Primers to children for 2 or 3 minutes per day, from the age of 3 months over a period of 3 - 4 years, they were able to become fluent readers of printed text, including newspapers in 6pt font, at the age of 4.

In 1989 the counting and classifying of sound to letter elements began and was earnestly pursued for the next 7 years. From this, the English Phonetic Code and Rabeck Triangle (together with other tools) were developed which revolutionised the learning of reading and language. These 2 elements are the foundation on which **ILR** is built.

With the support of Joseph Mamone and his extensive knowledge and understanding of the English language, **ILR** has been able to build a framework around the Mamone family's 30+ year investment. This framework enables teachers, parents and educators who are serious about accelerating the rate of reading, to access this innovative technology.
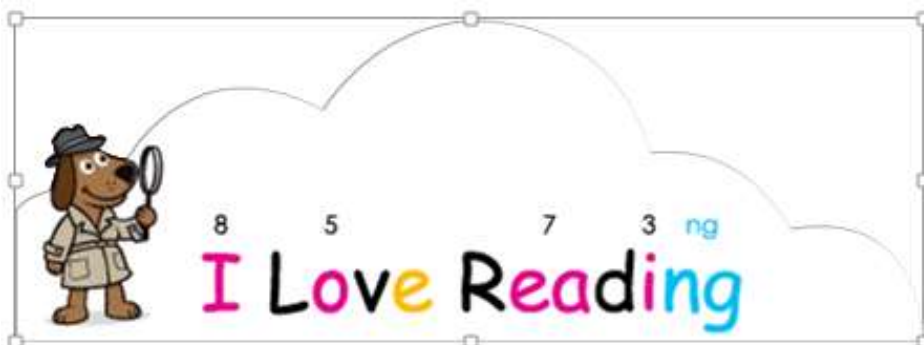
The heart and motivation behind the Mamone Family's time and financial investment into the research and development of the English Phonetic Code and Rabeck Triangle, is to eliminate illiteracy.

The team at **ILR** holds the Mamone family in the highest regard and acknowledges their life's work in striving to make language and learning to read English, available to every child. We appreciate the trust invested in us to be able to build a framework around this technology in order to provide an easily accessed and well-structured program to everyone who wishes to be part of this journey.

The strategies for developing early literacy are known as the 7 pillars of early literacy instruction and include:

- Alphabetic principle.
- Phonological awareness.
- Phonemic awareness.
- Phonics.
- Word recognition.
- Vocabulary.
- Structural analysis.

So, which one is the DD-Code enhancing?

How does ILR work?

The English Language has numerous and conflicting rules for reading and spelling.

The **ILR** Program uses a unique colour and number system to identify the key phonetic sounds in the English language. Comprising 22 vowel sounds, 18 consonant sounds, and 7 digraph sounds, ILR uses a system of universally recognised colours and numbers, to allow every English sound and word to be 'read'. This facilitates the learning of the 2 million plus words of the English language, and will enable early readers and non-English speakers to have immediate access to the correct pronunciation of words, regardless of their complexity.

What is the pace of ILR?

One of the unique features of **ILR** is the initial, fast-paced delivery of information. All sounds are presented in the English Phonetic Code over a short period of time. This intentional, rapid delivery of information ensures every early reader has access to the complete range of sounds. Subsequently, readers can then access skills and resources at their own level and pace.

This approach is likened to a kitchen pantry, stocked with everything needed to prepare meals. Early readers use what is in their pantry according to their individual skill and confidence levels.

"Early language and communication skills are crucial for children's success in school and beyond. Language and communication skills include the ability to understand others (receptive language) and express oneself (expressive language) using words, gestures, or facial expressions. Children who develop strong language and communication skills are more likely to arrive at school ready to learn. They also are less likely to have difficulties learning to read and are more likely to have higher levels of achievement in school.

Gardner-Neblett, N., & Gallagher, K. C. (2013) More than baby talk: 10 ways to promote the language and communication skills of infants and toddlers. Chapel Hill: The University of North Carolina, FPG Child Development Institute.

How does ILR fit within the Early Years Learning Framework?

I Love Reading involves short, sharp sessions of intentional teaching of skills to facilitate the reading process.

This approach gives increased opportunities for creativity, open ended investigation and student driven learning. **ILR** helps develop a learning environment which fosters effective communication and encourages children to be confident and involved learners.

The **ILR** Program can be easily integrated with all the components of an early childhood friendly program, filled with rich, real life and hands-on experiences.

How can parents support their child's ILR journey?

- Read with your child at every opportunity.
- Display **ILR** resources at home for easy reference.
- Have fun decoding everyday words that you see, together.
- Discuss alternative spellings of the sounds you read.
- Have a variety of reading material available: recipes, fliers, instructions, packaging, fiction and non-fiction books.
- Have fun rhyming together.
- Celebrate with your child along their reading journey.

Why choose ILR?

Both individual student and classroom results show that the rate of learning English using the **ILR** Program is significantly higher than conventional methods or programs. By the end of their first year of learning to read, students have generally progressed 1½ to 2 years ahead in their literacy understanding.

Children who learn through the **ILR** Program have also shown great improvement in the spelling and writing of English, with many students experimenting with writing a year ahead of traditional expectations.

The **ILR** Program is a fun, innovative and practical tool, which parents and teachers can learn quickly and implement with confidence.

The Mission

To develop young people who can read to learn, build skills for their future, and lead with integrity and purpose to shape a better world for all humankind.

ILR Milestones

2015
- Launched school trial with more than 20 students.

2016
- Launched school trial involving over 100 students.

2017
- ILR launched as a registered company as a result of positive feedback, and amazing results in the trials
- Launched multi-site commercial product involving 500+ students.
- Launched Teacher Training to equip teachers in implementing ILR.

2018
- Launched school and childcare products and services to 2,000+ students.
- Patents overseas.
- Invitations to educational conferences and exhibitions.

2019
- ILR implemented in over 60 schools and centres with over 4,000 students.
- Outcomes quantified from data gathering.
- Local Channel 7 News story on ILR receives over 26,000 hits.
- Launch of ILR @ Home in May 2019, a subscription service for families.
- Extending into New Zealand and overseas market.
- News article from Gold Coast Bulletin on ILR.

The ILR Program has many varied resources that aim to support and assist teachers, educators and families on their ILR journey.

ILR Resources play an important role in the ILR Program and may be ordered by schools, teachers and educators.
Please contact us to place your order.

Resources

[Rules Poster]
This poster details The Rules and is placed on the wall for easy reference. This is the very first element and resource introduced to beginner readers.

[Beginning & Advanced sound posters]
A classroom display tool to support the learning of consonant, vowel and digraph sounds.

[Sound Mat]
Provided to teachers, parents and students, this go to resource is a hands on support which showcases the consonant, vowel and digraph sounds.

[Flashies]
We sell a variety of Flashies here at ILR – Beginning, Vowel, Sound and Cued Flashies.

The Beginning and Cued are the first sets of Flashies used in the ILR progression. They are the perfect resource to support activities, games and literacy rotations and begin the reading and writing journey.

Following on from the Beginning and Cued Flashies, Sound Flashies are used for daily sound drills, rotations, games and activities. Students are also introduced to unique visual images which associate the sound with a picture clue.

Differentiated into 4 sets, the Vowel Flashies introduce the beginning 22 vowel sounds, and common and uncommon spelling combinations.

[Alphabet Poster]
The ILR Alphabet Poster is the ideal first resource to aid in ELC settings, or at home.

[Alphabet Sound Mat]
The Alphabet Sound Mat is a wonderful resource to be used in ELC environments, or at home at the beginning of your child's ILR journey.

[Flash Words] (A4 multipurpose resource)
Historically, in early reading, all high frequency words needed to be remembered by sight.

[Matching Cards]

Linking a picture cue to a word, this resource can be used in a variety of ways to support learning as children match the sounds they hear with the pictures they see.

[Character Skills Kit]

These resources are more than a toy; they foster oral language skills and help children to become more effective communicators as they see and hear beats in words. There are 4 main characters in ILR and a puppet for each.

The Character Skills Kit comes with 4 x puppets, a character poster (4) and the Character Skills Manual.

ILR Comprehension Kits

There are 3 ILR Comprehension Kits available:

- ILR Core Comprehension Kit

  The ILR magnifying glasses are a unique comprehension tool and form part of the Core Kit. They are used to place a 'lens' of comprehension on certain text as children begin to read. Students will visualise, draw on prior knowledge, question and predict as they read for both understanding and enjoyment. Each comprehension strategy is explained and presented on 9 fun and colourful posters, which are also included in the Core Kit.

- ILR Early Layers Kit

  The Early Layers Kit includes the consonant, 5 x short vowels and digraph Big Books, as well as the Big Book User's Guide.

- ILR Layer 1 Kit

  The Layer 1 Kit includes the 22 vowel sounds Big Books, as well as the Big Books User's Guide.

ILR Gopher Green Resources

We have a range of activities designed to extend learning and encourage children to go deeper, broader and higher with their learning, in a creative way.

We have a range of activities designed to extend learning and encourage children to go deeper, broader and higher with their learning, in a creative way. These resources foster critical and creative thinking skills.

These resources and dozens more are available to our ILR Licensees and will soon be available individually on-line to help support families with the reading journey at home.

LEARNING FRAMEWORK

The **I Love Reading** Program is all about developing successful learners in the 21st century and beyond.

Through the application of the English Phonetic Code, early readers are given an effective tool to decode texts, allowing them to read at an accelerated rate.

ILR advocates that it's not just about learning to read, but moving more rapidly towards reading to learn. The program assists educators to design learning environments that stimulate a desire to read, write, and speak. Students are trained to manage their own learning, work harmoniously with others, and be creative problem solvers.

ILR has academic rigour in order to achieve maximum literacy results. However, this does not mean there is an absence of creativity, open-ended investigation or play-based learning. Whilst a significant portion of **ILR** is intentional and explicit, it easily blends with all components of a child-centred program.

The **ILR** Learning Framework, informed by best practice, is unpacked through our 2 day intensive training course.

Welcome to ILR @ Home

Equipping today's children with skills for tomorrow!

At I Love Reading, we love to partner with families to share the reading journey. ILR @ Home is designed to support both the Kindy and School learning experience as children make connections with their world and move from 'Learning to Read' to 'Reading to Learn'; fostering a love for reading along the way.

ILR @ Home supports children and families by providing literacy activities, games and fun for home. ILR brings creative and critical thinking into learning, fosters skills to begin your child's literacy journey and helps children adapt to our ever-changing world.

Making connections ... laying the foundations ... preparing children for their future!

Exploring Sounds
Hearing the sounds ...

Saying the sounds ...

Exploring the sounds ...

Consolidating the sounds ...

to help build foundational reading skills.

Decodable Readers
A constantly expanding library of decodable readers at varying levels.

Web Adaptor
The ability to convert any website to phonetically coded text. This allows early readers to access more complex texts than they would otherwise be able, AND also allows them to read in their areas of interest. Let them find out more about ... surfing, creating, dancing, building etc.

Handwriting App, games, fun and more ...
A link to a fun app to support the formation of sounds, plus a rapidly growing bank of activities and games to make learning fun.

The ILR Characters

Helping to boost academic, social and emotional learning, ILR uses 4 of its key characters to develop, not just academic skills; but, elements of creative and critical thinking, social and emotional skills as children journey with learning:

Curious Clyde
Curious Clyde always searches for clues and shares what he discovers.

Gopher Green
Gopher Green solves problems creatively.

Sneaky Sam
Sneaky Sam mixes things up to check your understanding.

Miss Quokka
Miss Quokka never quits!

Advanced Vowel Sounds

Rule 1 Magenta letters are vowel sounds numbered 1 - 22.	**Rule 2** Black letters are consonant sounds that are sounded phonetically.	**Rule 3** Blue letters are 'switched sounds' which are sounded out using the letter above.	**Rule 4** Yellow letters are silent.

1	2	3	4	5	6	7	8	9	10
a apple	e epic	i itchy	o octopus	u up	ay play	ee bee	ie pie	oe toe	ue blue
ai plait	ea bread	y typical	a swan	er better	a apron	ea seat	igh light	oa moan	oo boot
	ai said	e* pretty	au sausage	or tractor	ai wait	y tiny	i pilot	ow snow	ew new
	a many	u* busy	ow* knowledge	ar wand	ei eight	e we	i_e like	o_e hose	u_e fumes
	eo leopard	ui* build	ou* cough	o love	ey they	e_e Pete	y fly	o disco	u musical
	ie* friend			ou double	a_e snake	ei receive	ig design	ough* although	ui juice
	ei* leisure			oe* does	ea great	ey monkey	ei* height	ew* sew	o* who
	ay* says			oo* blood	e* ballet	ie thief	uy* buy		ough* through
				ough* thorough		i* pizza			

© I Love Reading Pty Ltd 2018 I © Mamone Family   *uncommon spelling combination in a commonly used word   Advanced Sound Mat

---

Alphabet Sound Mat

Rule 1 Magenta letters are vowel sounds numbered 1 - 22.	**Rule 2** Black letters are consonant sounds that are sounded phonetically.	**Rule 3** Blue letters are 'switched sounds' which are sounded out using the letter above.	**Rule 4** Yellow letters are silent.

© I Love Reading Pty Ltd 2018 I © Mamone Family   Alphabet Sound Mat

1 5
Have fun

13 3 ng 3 -
learning with

17 ch 8
your child!

Understanding the 7 Components of Reading Instruction

https://sunnyseedco.com/blog/components-of-reading-instruction

Children at risk for reading failure fall behind very early in the process of learning to read. Understanding the different components of reading can help us understand:

1. How complex the process is

2. How to support their reading journey

3. Where our child might be experiencing gaps so we can help

Poor readers do not catch up unless we intervene with intensive instruction. A proactive approach is the best form of intervention.

Let's dive in to the 7 Components of Reading Instruction:

1 – EARLY LITERACY SKILLS

Early literacy skills are the important skills children develop from birth to age 5 that impact their later achievement. Neurologists have determined that the neuroplasticity of the brain, and greatest language learning potential, is in the first three and a half years of life.

During this time, the brain will reach 80% of its adult volume. Synapses are formed at a faster rate during these years than at any other time. Unlike other human body cells, brain cells do not regenerate. A child's experiences, good or bad, influence their brain growth, architecture, processing activity, and future academic success. (Childhood Suppression has dire consequences throughout our lives.)

Early literacy, sometimes called emergent, precursor, predictive, or foundational literacy skills, includes:

- language and vocabulary development
- alphabet knowledge

- phonological awareness

- print concepts

- memory

- handwriting

- sequencing

- narration

- background knowledge

- verbal reasoning

- visual skills

- enjoyment of books

While these skills are incredibly important, it is important to remember they can – and should – be taught in a way that makes learning feel fun.

Did you know PLAY actually helps children become more successful learners?

PLAY

Research has found the executive functioning of the brain develops through pretend play and this significantly aids in reading comprehension! A nationwide study of 3-6 year olds found that children are not developing and hitting their milestones faster today, yet we are expecting more of them in schools.

Children who explore the use of puppets, manipulatives, painting, poetry, chants and songs within the context of storybook sharing gain pre-reading skills such as phonemic awareness and concepts of print in a more developmentally appropriate manner.

Play is an important vehicle for developing self-regulation as well as promoting language, cognition and social competence. ... Children of all ages love to play, and it gives them opportunities to explore the world, interact with others, express and control emotions, develop their symbolic and problem-solving abilities, and practice emerging skills. Research shows the links between play and foundational capacities such as memory, self-regulation, oral language abilities, social skills and success in school.

WHY EARLY LITERACY MATTERS:

- By the age of 2, children who are read to regularly display greater language comprehension, larger vocabularies, and higher cognitive skills than their peers. {Source: Raikes et al., 2006}

- 37% of children arrive at kindergarten without the skills necessary for lifetime learning. {Source: Landry, S. H, 2005. Effective Early Childhood Programs: Turning Knowledge Into Action. Houston, TX: University of Texas, Health Science Center at Houston}

- Reading with your child can raise your child's IQ by more than SIX points. "The earlier the interactive reading takes place, the larger the benefits." {Source: How to Make a Young Child Smarter, Perspectives on Psychological Science, 2013}.

- Being regularly read to at home, prior to beginning school, is the single most significant factor influencing a child's educational success. {Source: National Commission on Reading, Children's Access to Print Material and Education Related Outcomes}

For more information, be sure to check out these resources:

- **Reading Tips & Milestones**

- **Activities for Infants and Toddlers**

- **The Importance of Play**

- **Independent Play**

2 – PHONOLOGICAL & PHONEMIC AWARENESS

Phonological awareness is the ability to identify, produce, and manipulate sounds of oral (spoken) language. This includes the ability to identify rhymes, clap out syllables, and recognise sounds that are similar and different. Phonemic awareness is a sophisticated skill within the broad framework of phonological awareness that refers to the ability to identify and manipulate individual sounds (phonemes) in spoken words.

Phonological awareness first develops at home when parents read books and sing nursery rhymes to their children. It then progresses as children begin to develop their alphabetic knowledge, and more complex instruction is recommended to begin around the early preschool years.

At least 80% of all poor readers are estimated to demonstrate a weakness in phonological awareness.

For more information, check out my All About Sounds: Phonological & Phonemic Awareness E-book – This is the only comprehensive guide available online for parents. It includes 110 pages of background, research, resources, and simple activities for both parents and teachers.

3 – ALPHABETIC PRINCIPLE

A child's knowledge of letters and their corresponding relationship to sounds is a strong predictor of their future reading success. Most children learn this between 2 and 5. That's a big range!

My **All About Letters E-book** will teach you everything you need to know about teaching letters, including research-based answers to these questions:

- When and how to teach letters.
- What order to teach letters.
- Should you teach lower case and uppercase at the same time?
- Should I teach letter sounds first or letter names? Or both at the same time?

In addition, this e-book includes:

- Activities to strengthen hand muscles before beginning handwriting.
- Activities to practice letter identification.
- Letter articulation guide.
- Handwriting tips.

4 – PHONICS + DD-CODE

How does a child sound out a word they do not know? Decoding is the process of translating print to speech by matching letters / letter combinations (graphemes) to their sounds (phonemes). In a well-designed and executed program, decoding is taught in relation to the student's stage of reading development through explicit, systematic phonics instruction.

Phonics is the knowledge of the correspondences between phonemes and graphemes (i.e., the letters and letter combinations that represent phonemes) and larger chunks including syllables and meaningful parts.

It is important to understand not every method of teaching phonics is effective. The way phonics is taught determines the level of success and research is repeatedly in favour of explicit, systematic phonics instruction.

One of the most fundamental flaws found in most phonics programs is that they go from letter to sound instead of from sound to letter. This conflicts with the structure of the English language. Speech evolved thousands of years before alphabetic writing so we should teach awareness of the sound system and anchor letters to it (sound-to-print).

The problem with print-to-sound (conventional phonics) approach is that it leaves gaps, invites confusion, and creates inefficiencies. The alphabet consists of 26 letters, but there are 44 phonemes, and roughly 120 spellings that represent these phonemes. A more effective phonics approach teaches the whole system in a clear, logical sequence over the course of several years.

IMPLICIT VS. EXPLICIT PHONICS INSTRUCTION

5 – FLUENCY

Fluency is the ability to read words, sentences, and passages with sufficient speed to support understanding. Fluency is achieved when decoding or word-recognition skills are automatic. A fluent reader reads with prosody, phrasing, and appropriate emphasis and speed.

PHONICS INSTRUCTION

implicit

- Incidental: taught "as needed" or within context as a student is reading and gets to an unknown word.

- Does not include strategies for students to use on new, unknown words they encounter.

- Begins with the whole word and looks at the beginning sound, ending sound, and context clues.

- Often resembles a "mini-lesson" approach with disconnected drills.

- Students do not have enough time to practice each component in isolation and within text.

explicit

- Logical, systematic sequence of skills: simple to complex; predictable correspondences before variant, less common correspondences.

- Fully and clearly defined. Planned, targeted instruction, taught primarily outside of text reading and then practiced/applied within text.

- Begins with part, then whole, first looking at graphemes and phonemes.

- Provides students with a set of strategies to decipher unknown words.

- Proven to be the most effective type of instruction; critical for developing skilled readers.

sunnyseed

When beginning (or struggling) readers read words in a laborious, inefficient manner, they cannot remember what they read, much less relate the ideas to their background knowledge. This inhibits their ability to understand and enjoy what they read so fluency and comprehension are inextricably connected.

6 – VOCABULARY

Vocabulary is the knowledge of the individual word meanings in a text and the concepts that those words convey.

Did you know a child's vocabulary begins to develop from infancy? Infants have absorbent minds and develop language and vocabulary skills that lay a critical foundation for reading and writing instruction in school.

Starting at about 12 months and continuing through adolescence, children learn an average of ten new words a day if they are in an environment where they hear new words (Bloom, 2002).

Books contain many words that children are unlikely to encounter frequently in spoken language. Children's books actually contain 50% more rare words than primetime television or even college students' conversations. {Source: The Read-Aloud Handbook, by Jim Trelease}

7 – COMPREHENSION

Reading comprehension is the ability to understand what we have read. Skilled readers use background knowledge, reasoning, and comprehension skills and strategies to understand, remember, and communicate what has been read.

Comprehension is the mental problem solving to truly understand text. We use many comprehension skills and strategies simultaneously while we read.

Research shows explicit comprehension instruction is most effective. Teachers should explain and model through thinking aloud:

- *What* strategy to use and *why*
- *When* to use the strategy and *how*

Children progress through guided practice and cooperative learning before they are able to apply comprehension strategies independently.

These resources to improve text comprehension are on the way (stay tuned):

- Open-Ended Questions
- Building Background Knowledge
- Making Predictions
- Metacognition
- Monitoring Comprehension
- A List of Comprehension Skills & Strategies
- How Reading Levels Affect Reading Comprehension

What is the key to developing "on level" young readers?

https://www.renaissance.com/2018/03/06/blog-instructional-strategies-7-early-literacy-pillars/

It's time to re-think our expectations for early literacy. Research shows that with the right type of instruction, 95% of all students should be "on level" by the end of the third grade. But I say we can do even better. Let's up that goal and strive to have 95% of our students reading at grade level by the end of *first* grade.

What's the key to this tremendously high expectation?

Focusing on the 7 pillars of early literacy instruction and understanding *how* to teach early literacy so that children will learn. In this blog, I'll take a look at each of the 7 pillars of early literacy instruction and provide early literacy teaching strategies for incorporating these pillars into our classroom.

What are the strategies for developing early literacy?

The strategies for developing early literacy are known as the 7 pillars of early literacy instruction and include:

1. Alphabetic principle
2. Phonological awareness
3. Phonemic awareness
4. Phonics + DD-Code
5. Word recognition
6. Vocabulary
7. Structural analysis

When students are taught these early literacy pillars in the correct order, they will have the foundation they need for early success in reading.

The 7 pillars of early literacy instruction

#1: Alphabetic principle

The alphabetic principle is the concept that letters and their patterns represent the sounds of spoken language.

Children's reading development is completely dependent upon their understanding of this critical principle. They must grasp that there are predictable relationships between sounds and letters— relationships they will later learn to apply to both familiar and unfamiliar words—to enable them to begin to read with fluency.

Early literacy teaching strategies for helping students master the alphabetic principle include activities such as:

- Reading ABC books
- Pointing out letters in their environment
- Playing alphabet games
- Singing ABC songs and chants
- Providing the opportunity for students to play with letter shapes, like magnetic letters
- Identifying and naming both uppercase and lowercase letters
- Introducing writing activities early on, to give students plenty of practice writing the letters they've learned

Note that the sequence of instruction has a significant impact on learning. For the alphabetic principle, instruction must follow a sensible sequence that introduces letters in a way that's easy for students to learn. For example, do not introduce "b" and "d" at the same time, and be sure to teach "p" and "q" several weeks apart.

#2: Phonological awareness

Phonological awareness is the ability to identify and manipulate the different parts of oral language, such as words and syllables. It is important to note that phonological awareness is an auditory concept that does not involve the printed word.

The five levels of phonological awareness are:

1. Rhyming and alliteration
2. Sentence segmentation
3. Syllables
4. Onsets and rimes (rime - the string of letters that follow the onset which contains the vowel and any final consonants. E.g. In the word cat, c- is the onset and -at is the rime)
5. Phonemic awareness

Early literacy strategies for teaching phonological awareness include:

- Having students divide sentences into words
- Reading rhyming books and having children find the rhyming words
- Clapping out words into syllables
- Practicing alliteration
- Segmenting and blending onsets and rimes
- Singing songs, chants, and nursery rhymes

As with the alphabetic principle, the order of instruction is key.

#3: Phonemic awareness

Phonemic awareness is a subset of phonological awareness that focuses on the individual sounds that make up words. Teach phonemic awareness only after the larger phonological awareness concepts have been mastered.

Just like with phonological awareness, the skills that are involved in phonemic awareness are 100% auditory.

Instructional strategies for literacy in the pillar of phonemic awareness can include:

1. Using clapping, tiles, chips, felt squares, and Elkonin boxes to help children identify and match initial, middle, and final sounds in words.
2. Verbally practicing blending sounds into words.
3. Manipulating phonemes by removing, adding, or substituting the sounds in words. For example, help the child turn "cat" into "at" (removal), "cats" (addition), and "bat" (substitution).

#4: Phonics + DD-Code

The concept of phonics builds on phonemic awareness, which involves connecting the sounds of oral language with the letters of written language.

Once again, the instructional sequence of phonics is of the utmost importance and should be done in the following order:

1. Start with the high-utility letters: A, E, I, O, U, L, N, S, T, and R (Hint: These are your 1-point Scrabble letters).
2. Teach the consonants before you introduce the consonant blends.
3. Introduce long vowels only after the student has mastered all short vowels and consonant blends.

And remember, students don't have to know every phonetic sound to begin reading and writing. For instance, a child who only knows the letters "a" and "m" is ready to practice the words "am," "ma," and "mama."

Also, focus on using decodable texts that align with the phonetic elements being taught. This way, students build the habit of decoding words, rather than constantly guessing or relying on picture clues.

#5: Word recognition

Irregularly spelled words, also known as sight words, cannot be decoded and must be memorised. For these words, teachers must explicitly teach each word's:

- Spelling
- Pronunciation
- Meaning

Teachers should also have students practice reading and writing sight words alongside phonetically decodable words.

Be sure to only introduce a very limited set of sight words in the early grades. I recommend no more than four per week.

Some early literacy teaching strategies for helping students master the pillar of word recognition include:

- Having them read (and reread) books containing their sights words
- Helping them to focus on the structure of irregularly spelled words
- Teaching them to use context clues

#6: Vocabulary

The instruction of phonics, word recognition, and vocabulary should be constantly intertwined. As students learn to read and spell words, it is important to make sure they also understand the *meanings* of those words.

Some early literacy teaching strategies for helping to grow students' vocabularies include:

1. Creating word-conscious classrooms that celebrate students when they use new vocabulary words.
2. Not being afraid of using more complex words. Beef up the vocabulary you use with your students instead of "dumbing it down."
3. Providing plenty of explicit instruction around the meaning of individual words.
4. Teaching word-learning strategies, such as structural analysis.

#7: Structural analysis

Structural analysis is a decoding strategy that introduces students to the parts of words, including:

- Prefixes
- Suffixes
- Root words

By breaking a word into its component parts, your students gain valuable insights about the word's spelling and pronunciation—and can then anticipate similar multisyllabic words they will encounter in the future.

Structural analysis strengthens students' skills in these areas:

- Decoding
- Word recognition
- Vocabulary

It is also a fantastic way to teach literacy in a cross-disciplinary manner.

You can incorporate early literacy strategies for the pillar of structural analysis by:

- Engaging your students in active reading
- Teaching them how to utilise context clues when they meet an unfamiliar word

You can also use structural analysis to bring science and social studies terms into the language arts classroom, as well as to leverage literacy skills in the content areas.

Why repetition is crucial to the success of the 7 pillars of early literacy instruction

For each of the 7 pillars of early literacy, it's important to remember that students will learn different skills at different rates. Some students may master a new skill after four repetitions, while other students will need 100.

Repetition is the key to success, so make sure students have as many practice opportunities as they need in order to learn each pillar. With enough repetition and the right instructional sequence, you'll see your young readers soar!

7 pillars of Early Literacy Instruction

1. STEP 1 — Alphabetic Principle
2. STEP 2 — Phonological Awareness
3. STEP 3 — Phonemic Awareness
4. STEP 4 — Phonics + Coding
5. STEP 5 — Word Recognition
6. STEP 6 — Vocabulary
7. STEP 7 — Structural Analysis

Hi John   29 August 2023

Thank you for the update.

I thought I might share with you our latest data.

The Hillcrest students who have used ILR (I Love Reading) tested above National
standards in all domains with our average Year 7 student achieving higher than the
average Year 9 student in Australia. The year 3's and year 5's were equally
impressive showing that ILR has established these students as the leading students in
Australia for their age.

Blessings

Jeff Davis
Executive Head of College
21 Bridgman Drive, Reedy Creek, QLD 4227
T 07 5593 4226
E principal@hillcrest.qld.edu.au W hillcrest.qld.edu.au