

## ***Programs/Services:***

### **ENGLISH**

#### **Assessments**

Prior to commencement, all students are assessed, (*Schonell Reading & Spelling Test plus Neale Analysis of Reading Ability*) to determine their real reading, spelling and comprehension age. Based on the results, the correct reading, spelling and comprehension program levels are selected to address the difficulties encountered and to give students the correct strategies and techniques required to improve their reading, spelling, comprehension and writing abilities and to become more competent and confident.

#### **Cracking the ABC Code – Dr Lillian Fawcett, Perth, WA**

Learning to read is a complex neurological task. Learning to read and spell requires a good understanding of the basic sound units of the English language. This body of knowledge is called “Phonics” and research indicates that around a third of all students require specific instruction in this area in order to learn to read fluently and spell accurately.

I have been using the above program with great success. It is SIMPLE, QUICK, EVIDENCE BASED & EFFECTIVE:

- 12 to 30 weeks programs
- Average improvement in a 12-week program for students struggling with literacy including diagnosed dyslexia → 1 year in spelling → 1 1/2 years in reading accuracy and comprehension → some students have improved by more than 5 years
- Based on current research (phonic based, systematic and structured, multisensory, using a range of memory strategies)
- Easy to use with detailed instructions
- Successfully completed by hundreds of students (from 6-50 years of age) and used by teachers in Australia, Thailand and the USA.

**Please find a brief summary of the different components of *Cracking the ABC Code* program below as stipulated on the official website.**

**For more in depth information regarding each program component, visit Dr Lillian Fawcett’s, who developed and compiled this amazing program, official website: <https://crackingtheabccode.com>**

#### **Reading Program**

The 6 Unit *Multisensory Reading Program Level 1* book teaches non-readers to instantly recognise the common sound represented by the 26 letters of the alphabet. Students also learn how to read simple sound-out words. Each unit contains 6 different activities.

The *Multisensory Reading Program Level 2* books uses a multisensory approach to teach students to instantly recognise the 30 most common digraphs ('sh', 'ch', 'ee'), one at a time, so they are able to rapidly decode familiar and unfamiliar words. Students with dyslexia or other literacy difficulties are then in a position to use their 'mental energy' in understanding the text. It is assumed that students using these books know the sounds of the alphabet.

*Multisensory Reading Program Level 3A* is a comprehensive 25 unit program designed as an introductory course for younger students to teach the common graphemes. Consequently, it is recommended for students with a current reading age of 6.06 to 7.00 years.

*Multisensory Reading Program Level 3B* condenses the Level 3A material into a 12 unit program and is recommended for students with a current reading age of at least 7.00 years.

*Multisensory Reading Program Level 3C* is also a 12 unit program but uses more challenging vocabulary. It is recommended for students with a minimum reading age of 7.06 to 8.00 years.

## **Spelling**

### ***Assessment***

Before commencing a multisensory spelling program, it is recommended that students are tested to determine their current age equivalent spelling level and the types of mistakes being made. This information provides base line data, so you can track the students' progress. It also assists in identifying the level of words that students should be learning and enables you to teach to the point of error. The following components are covered under the spelling program. Depending on the spelling assessment results, one, two or more of these components may be incorporated in your child's session plan.

### ***High Frequency Words***

The Multisensory Spelling High Frequency Words spelling book consists of the 300 most frequently used words re-organised from level of frequency to level of difficulty.

### ***Spelling Rules***

#### **Rules Levels 1- 4**

The series gradually, but systematically introduces 40 rules. 10 new rules are introduced in each book and previously introduced rules are revised and covered at a higher level of complexity. There are four different activities associated with each rule. Each activity is designed to help develop students' understanding of

the rule and the ability to apply that knowledge in different situations. The books are designed to be used with any spelling program.

### **Defining Phonological Awareness**

The first stage in literacy development is phonological awareness. This involves identifying and manipulating the sounds in speech. Students proficient in this area can identify and produce rhyming words. They can break words into syllables (e.g., den-tist) and individual phonemes (e.g., d-e-n-t-i-s-t) and blend individual phonemes back into words. They can delete phonemes (e.g., take the /l/ out of 'clap' to make 'cap') and can substitute one phoneme for another to produce a different word (e.g., change the /a/ in 'cat' to /o/ to make 'cot').

### **Reading and Spelling Success Predictor**

A long history of research shows that the phonological awareness of pre-school children is the most powerful predictor of success in learning to read and spell (see for example, McNamara, Scissons, & Gutknecht, 2011). In addition, it has been found that children and adults with poor literacy skills have poor phonological awareness and auditory processing skills (see for example, Bruck, 1992). However, students who have poor phonological awareness can be taught this skill and an increase in phonological awareness and processing has been shown to positively increase reading and spelling ability (see for example, Robinson, 2010; Bhat, 2000).

### ***Editing***

The ***Editing*** workbooks introduce students to the rules of spelling, grammar and punctuation in a systematic and structured format. They provide multiple exercises to maximise learning and to ensure retention of the information in long term memory.

Understanding rules of spelling, grammar and punctuation enables students to understand the reason for the mistakes they are making and thereby help them avoid making the same types of errors in the future.

Similar to the other ***Cracking the ABC Code*** programs, once a concept is introduced it is then continually included throughout the remainder of the book, providing further opportunities for students to learn and reinforce this knowledge.

### **Reading Comprehension**

Comprehending text is the ultimate goal of reading. For many students, poor comprehension is actually a result of poor decoding. Once their decoding skills have improved, so too does their comprehension.

However, some students do need specific help to develop their comprehension skills and the ***Cracking the ABC Code Reading for Comprehension*** books have been developed for these students. It is a structured, comprehensive program, using a variety of texts and consists of 10 levels for students with a current comprehension age of 7.00 years through to 12.00 years.

Like all Cracking the ABC Code programs, the books are designed to significantly increase students' reading comprehension skills in a relatively short-time frame.

### **Concepts Taught:**

- Vocabulary Development
- Summarising
- Part of speech
- Drawing conclusions
- Comparing and contrasting
- Characterisation and setting
- Making predictions
- Identifying main idea and supporting details
- Sequencing
- Finding details
- Cause and effect
- Interpreting figurative language
- Determining emotions
- Generating own questions
- Determining purpose of text and tense
- Following directions
- Inferring
- Finding Relationships
- Distinguishing between fact and opinion
- Identifying problems and solutions

### **Writing**

*Writing Creatively* provides a systematic, step by step program for developing students' narrative writing skills.

*Writing Persuasively* provides a systematic, step by step program for developing students' expository writing skills.

**For more information about the different parts of the above writing programs, visit the official website.**

***All of the above information is found on CRACKING THE ABC CODE website.***