

PHONICS



At WPS the explicit teaching of Phonics is completed through the Little Learners Love Literacy program. This is an Australian program that has gained popularity in schools as a tool for improving literacy skills in young learners. This is an explicit and sequential literacy program that takes a multi-sensory approach and is designed to teach children to read, write and spell with confidence. Created from evidence-based research, it includes phonemic awareness, phonics, vocabulary knowledge, fluency and comprehension.

A multi-sensory approach means the children learn phonics through all parts of their bodies- kinesthetically in conjunction with fine motor skill tasks and orally with speed sounds and chants. When the students have finished learning their first stage of sounds, we introduce decodable readers. Decodable readers make it easy for children to learn to read. Each stage is sequentially taught so that children can learn, apply and practise their developing skills in words and connected text and most importantly have success when reading!

WRITING

Our Writing program is designed to help every child develop confidence, creativity, and strong communication skills. Students write regularly for meaningful purposes, often exploring topics that interest and inspire them.

We explicitly teach the key skills of writing, including planning, drafting, revising and publishing, while guiding students to understand what makes an effective piece of writing. Through the exploration of different text genres and author styles, students learn how writing can be adapted for a variety of purposes and audiences. Rich children's literature plays an important role in this process, providing high-quality examples that inspire ideas and demonstrate the craft of writing in action.

In the early years, students begin by developing their ideas through drawing and oral storytelling, gradually building the skills and confidence needed to create written texts. As they progress, they continue to refine their writing through structured support and clear learning goals.

HANDWRITING

At Warrandyte Primary School we teach a print font. Although there is still some debate regarding the fine motor skills involved in print and cursive styles, the research and many Occupational Therapists agree that cursive writing font requires greater motor coordination and complexity of letter formation. With a print writing font each letter is isolated, its shape stable and the pen lifts between letters allowing planning time, whereas cursive writing font is more difficult to master (Poudou, 2018; Bara & Morin, 2013).

