

# Speld NEWS

QLD

## Kindy Inclusion Project 2023



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# New Speld Qld Assessment Locations!

## \*\*\*DAYBORO, BENOWA AND BUNDABERG\*\*\*

To book in for a psychoeducational assessment at Dayboro or Bundaberg please complete the [assessment application form](#). Assessments at the Benowa clinic will be available from term 2.



New  
Assessment  
Locations!



# End of Term One Wrap

Welcome to the end of term Speld Qld magazine. Well, 2023 is certainly flying by. It has been an extremely busy period for Speld Qld with several of the highlights included in this end of term wrap.

The demand for our assessment and screening services continues to grow. Since my last update, to meet this challenge and ensure we provide the best possible service for our clients and reduce wait time, we welcomed four new psychologists to our team: Julia Grant-Smith (returning from maternity leave), Cathryne Lang (located at our new Dayboro clinic), Ashleigh Majerovic and Michelle-Ann Noppe (both at Woolloongabba). Together they add great depth and experience to our amazing team.

## THIS TERM AT A GLANCE:

- We have received 405 applications for assessments.
- Our team of psychologists have conducted 320 assessments.
- 10 Sounds Write workshops were held, each for 4 days in duration, attended by more than 240 teachers and Speech Pathologists

• Our presenters delivered several PD sessions in Brisbane, with a number also being held in our regional areas. A sample include:

- o Belgian Gardens State School, Townsville - Accommodating Dyslexia in every Classroom and Assistive Technology – remotely.
- o Clover Hill State School, Gold Coast - Accommodating Dyslexia in every Classroom.
- o Dayboro State School, Dayboro - Accommodating Dyslexia in every Classroom.
- o Australian Industry Trade College, Maroochydore - Accommodating Dyslexia in every Classroom.

## THE KINDY INCLUSION PROJECT

We were successful in gaining a funding grant from the Qld Dept for Education for a new Kindy Inclusion Project. This project aims to enhance the participation, inclusion, learning and development outcomes of kindergarten children with additional



needs, within their educational setting. This will be achieved through providing workshops, webinars, individual educator support via phone calls, emails, online and face to face meetings as well as working with individual teachers, educators, and all kindergarten staff. This will be an exciting yet challenging assignment which is already making great progress through the establishment phase.

During the last few months we have opened clinic services in Benowa (the Gold Coast), Dayboro (Morton Bay) and most recently in Bundaberg. Psychological services are now being offered in these regional areas and are proving to be a popular alternative for people, rather than travelling to our Woolloongabba office.

At Speld Qld we have taken on our first intern. Brittney Lang is a provisional psychologist currently studying a Master of Psychology (Educational and Developmental) at QUT. We are very fortunate to have Brittney in our team albeit for a short time. Brittney will be undertaking psychoeducational assessments under supervision.

Speld Qld also sponsor an award at QUT. The sponsorship is awarded to the student graduating in the Master of Education (Inclusive education) with the highest-grade point average (GPA) over their duration of study. In December 2022 this was awarded to Katie Haldane.

We are currently looking for two people with expertise in education or psychology to join the Speld Qld Inc Management Committee. If you believe you have the appropriate experience and qualifications feel free to contact us by emailing our Chairman – Ian Chapman on [ian@vmp.com.au](mailto:ian@vmp.com.au).

I wish you all a safe, relaxing end of first term holiday and look forward to the continuation of our mission to support all Queenslanders experiencing learning difficulties.



**David Oliver, Chief Executive Officer**



# How to Advocate for your Child

**By Nick Parker, Senior Education Advisor**

The Speld Qld team of Education Advisors receive hundreds of calls each year where parents, carers and guardians report that their child is being supported well in their school setting. The classroom teachers are aware of the young persons additional needs and are making suitable adjustments to ensure their access to the curriculum is on an equitable basis.

Unfortunately, we also speak to quite a number of frustrated parents who report little awareness of, or support for children with either a diagnosed, or yet to be diagnosed learning need, or a learning difference that impacts their progress. In this, and all cases to be honest, we recommend parents advocate for their children's needs.

For parents in this context, [advocacy](#) means getting support from another person to help you express your views and wishes, and help you stand up for your child's rights. What that means in the real world is that you might need to become a persistent, possibly slightly annoying parent which the school knows will follow up how and when adjustments are being accessed and will chase them up if they



are not made available.

The reason to advocate for your child's needs, apart from ensuring your child has equitable access to the curriculum, is that the school has an obligation to make relevant adjustments to support individuals. These are legislated in the [Disability Standards for Education \(2005\)](#)



## **Disability Discrimination Act 1992**

**No. 135, 1992**



and the [Disability Discrimination Act \(1992\)](#).  
[The Queensland Curriculum and Assessment Authority \(QCAA\)](#) outlines their principles of [Equity in education](#) on their website.

**The QCAA is committed to Queensland students accessing a fair and just, inclusive education which provides:**

- **socially and culturally responsive and inclusive teaching, learning and assessment**
- **access and participation for all learners, on the same basis as their peers**
- **adjustments, where required, to enhance engagement and equitable outcomes for all students**
- **acknowledgment of the diverse bodies of knowledge, backgrounds and families of all students.**

This states:

As our team often say to parents, a lot of the value in the psychoeducational assessments carried out by our psychologists is that the assessment reports have recommendations and strategies that schools should be able to take and implement in a straightforward manner. The assessment reports are valuable

as the strategies line up with those reasonable adjustments, that can help pupils access their education on the same basis as their peers.

## BE INFORMED

Improving your understanding of your child's additional need and the ways a school can support them is always going to help. Please remember that understanding the causes and effects of, for example, dyslexia is very useful. However, there is no generic dyslexic pupil, so the support that is needed is going to vary from person to person.

The assessment report will provide a list of recommended and individualised supports which are based around the person's individual profile. These supports are recommended to support the individual who was assessed. For example, having a reader and a scribe available may be useful for some, their use may not be appropriate for all.

Check the recommendations and strategies, ask the person being supported what works for them, then approach the school with a list of effective supports that can work for your child.

## BUILD RELATIONSHIPS

Schools have staff who may change roles, or are replaced. Pupils progress through each academic year and build relationships with a new team of teachers as they go. New faces



mean that your child's needs will need to be passed on to whoever is currently best placed to support them. Hopefully, your school's learning support team will make new staff aware of any additional support needed, possibly through the use of a learner profile (the name of which will vary between school settings).

## COMMUNICATE REGULARLY

In case your child's needs are not distributed, email staff at the beginning of each year, semester, or term, or in the run up to an exam block. Outline the supports that are currently working for your child, or update staff on how those needs have changed. As pupils develop, their support needs can change so please check in with your child to ensure the supports you are advocating for are still useful and listed in the most current assessment report.

If you are heading into a meeting with your school, prepare a list of questions or points for discussion. Before you leave the meeting check that any items that need to be actioned have a follow up date, hopefully with a suitable person to provide feedback. Remember, you are part of a team working toward improving the adjustments provided to your child.

Self advocacy by pupils is a great thing to

work toward. If your child is happy to let staff know the adjustments they need, it can build ownership, independence and confidence. However, classrooms are busy places, staff can be seen as scary and unapproachable and the desire to not stand out may be overwhelming. Encourage self-advocacy, but it may arrive in very small steps.

## KEEP CALM AND CARRY ON

Advocating for your child. It is likely to be a long and stressful journey but any advocacy by you that can ensure relevant adjustments are consistently in place will take a big cognitive load off your child. Knowing they can go through their school day using strategies to reduce or work around their additional need removes a big stressor from pupils that may already be struggling to keep up.

Be that slightly annoying parent who will pop up in a teacher's inbox, or in person to remind them that some of their pupils need a bit more support. When they understand that the easiest way to not have to deal with you is to support the pupils in their class, hopefully adjustments will be consistently in place.





**Speld Qld  
Membership  
Benefits!**

**Access to the Speld Qld Specialist Teacher Database**



**Access Assessment services that test for learning difficulties in children and adults**



**Borrow from the specialist library which includes decodable readers, books & games**



**Attend Speld Qld workshops at a discounted member price**



As a Financial Speld  
Qld member you have  
exclusive access to numerous benefits



## Why renew your Speld Qld Membership?

Speld Qld members can access a database of **over 50 specialist teachers** who can provide 1-1 intervention for children and adolescents with learning difficulties. Our **specialist library** contains over 120 sets of decodable readers, games and information books. Members can attend **workshops and events** including Sounds Write training and Dyslexia & Dyscalculia workshops at a discounted rate. The **Speld Qld assessment service** is available to members for psychoeducational, speech and language, academic, attentional and review assessments to understand why an individual experiences learning difficulties. Find out the full benefits and sign up or renew membership [here](#).



# Factsheet: For People With a Lived Experience of ADHD

## HOW IS ADHD TREATED?

There are a number of different treatment options for Attention Deficit Hyperactivity Disorder (ADHD) recommended by the Australian evidence-based clinical-practice guideline for ADHD. These treatments can improve the core symptoms of ADHD and improve functioning and wellbeing. To optimise the outcomes for people with ADHD so they can live full, connected and rewarding lives, it's vital they receive evidence-based treatment and support.

People with ADHD and their families should be involved in making decisions about their own care, as appropriate to their age and developmental stage. Clinicians should fully inform the person (and their family) about the options for care, the benefits and possible adverse effects of each. The acceptability and feasibility of each treatment for each person (dependent on age, location, resources, and service capacity) should be considered.

## Non-pharmacological treatments

### 1. EDUCATION ABOUT ADHD (PSYCHOEDUCATION)

#### What:

ADHD education includes providing information about:

- ADHD symptoms and their impacts
- Other common difficulties arising from ADHD symptoms e.g. emotion regulation difficulties, reduced self-esteem
- Common strengths in ADHD and identify and discuss the person's individual strengths
- How the severity of ADHD symptoms may vary due to factors such as stress (worsening of symptoms) or personal interest (resulting in motivation/ability to focus)
- Environmental modifications to improve functioning
- Rights to reasonable adjustments at school/university and the workplace and the types of accommodations
- Treatment and support of ADHD when a person has a co-occurring mental health or



neurodevelopmental disorder

- Possible negative impacts of a diagnosis including stigma from others, labelling, others not understanding
- Possible increased risk of self-medication that may have occurred and the increased risk of substance use disorders and other addictions
- Impacts on driving (such as being distracted resulting in increased accidents) when ADHD is not treated
- Possible impacts on relationships due to ADHD symptoms – family, intimate and other social relationships

This information can help improve the day to day functioning of the person as they build awareness of ADHD, and how adjustments can be made to their environment to maximise the strengths and improve their functioning.

**How:**

Education about ADHD is usually provided in individual sessions.

**Who:**

Education is usually provided at the end of the diagnostic process by the diagnosing clinician such as a paediatrician, psychiatrist or psychologist. Sometimes other clinicians, such as nurses or allied health staff will provide ADHD education. Psychoeducation is likely to be an ongoing process and revisiting psychoeducation over time is important given the changing impact of ADHD symptoms over time.

**Age range:**

Everyone who receives a diagnosis of ADHD should be provided with education about ADHD as part of the diagnostic process, and ongoing, including families and partners of adults with ADHD.

## 2. LIFESTYLE CHANGES

**What:**

Lifestyle changes involve modifying aspects of daily life to improve health and wellbeing. Lifestyle changes have the potential to improve day-to-day functioning for people with ADHD. Lifestyle factors considered in this section include diet, exercise or activity levels, and sleep patterns.

**Who:**

Clinicians including paediatricians, psychiatrists, general practitioners, nurses, psychologists and other allied health clinicians can assist a person with ADHD to make lifestyle changes to improve their functioning.

**How:**

Lifestyle changes are generally explored during one-on-one sessions with a clinician.

Age range:

Lifestyle changes can be considered for a person with ADHD of any age.

## 3. PARENT-FAMILY TRAINING



**What:**

Parent/family training refers to interventions aiming to help parents to optimise parenting skills to meet the additional parenting needs of children and adolescents with ADHD, through parent training delivered directly to parents (or primary carers). The intervention may target effects of ADHD on the child or may also include effects on the family. Components may include general parenting guidance, as well as ADHD-specific guidance.

Importantly, parent/family training does not imply that parenting skills are in any way deficient, but rather that specific skill development relating to supporting children with ADHD is important.

**Who:**

Parent-family training is usually provided by psychologists and sometimes other allied health clinicians.

**How:**

Parent-family training is usually conducted in groups or provided individually to a family.

**Age range:**

Parent-family training is usually provided to parents/carers of young children, children and adolescents with ADHD and may include the child with ADHD.

## 4. COGNITIVE-BEHAVIOURAL INTERVENTIONS

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**What:**

The term 'cognitive-behavioural interventions' is used to refer to a broad range of approaches that use cognitive and/or behavioural interventions to minimise the day-to-day impact on functioning from ADHD symptoms. This usually includes environmental modifications, behavioural modifications and psychological adjustment and cognitive restructuring. While a reduction in ADHD symptom severity may occur as an indirect result of these interventions, the greatest impacts are likely in broader functioning and wellbeing. It is also noted that cognitive-behavioural interventions play an important role in addressing co-occurring conditions for people with ADHD.

Environmental modifications involve adjusting the environment (home, school and/or work, social settings) to maximise the chances of success for the person with ADHD. This could include preventing or removing challenges likely to result from ADHD symptoms, or enabling increased use of personal strengths and interests.

Behavioural modifications include introducing strategies to help compensate for cognitive difficulties, optimising use of cognitive strengths, managing and



supporting emotion regulation, and improving social communication, problem-solving and self-advocacy.

Psychological adjustment and cognitive restructuring involve helping people with ADHD develop skills such as problem solving, managing stress, communication and advocacy skills; and helping people adjust to a diagnosis of ADHD, and develop their sense of self-esteem.

Some examples of cognitive behavioural based approaches that include aspects of the above include cognitive behavioural therapy, dialectical behaviour therapy (for adults) and mindfulness based therapy.

**Who:**

Cognitive-behavioural interventions are usually provided by psychologists and sometimes other allied health clinicians.

**How:**

Cognitive-behavioural interventions are conducted in groups or provided individually.

**Age range:**

Cognitive-behavioural interventions are usually provided for adolescents and adults with ADHD and may involve their family members.

## 5. ADHD COACHING

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**What:**

ADHD coaching shares common elements with cognitive behavioural interventions, particularly with environmental modification

and behavioural modification components noted above. While there is less evidence for



ADHD coaching compared to the other non-pharmacological treatments recommended by the guideline, it could be considered as part of a treatment plan.

**Who:**

Elements of coaching could be provided by appropriately credentialled ADHD coaches (such as those with membership with the International Coaching Federation) and allied health professionals such as occupational therapists and psychologists.

**How:**

ADHD coaching is usually provided in individual sessions.

**Age range:**

ADHD coaching is usually provided for adolescents and adults with ADHD.

**What:**

Before prescribing medication to help people treat their ADHD symptoms, the person's



general health should be assessed and treatment options explained including potential benefits and side effects. Clinicians and people with ADHD (or their parents/carers) should make treatment decisions together, after discussing all relevant issues. Choice and dosage of medication must be optimised for each person.

Stimulant medication including methylphenidate (e.g. Ritalin, Concerta), lisdexamfetamine (e.g. Vyvance) or dexamfetamine are the first line treatments for ADHD. Stimulants are the most effective treatments for improving the core symptoms of ADHD resulting in improved attention and reduced hyperactivity-impulsivity.

If stimulant medications are not effective for the person, or they are unable to use these medications, other medications (for example, atomoxetine (e.g. Strattera) or guanfacine (e.g. Intuniv)) can be tried. For adults, there are other medications that could sometimes be helpful.

#### **Who:**

Medications can be prescribed by paediatricians, psychiatrists and general practitioners. Stimulant medications require a special permit in Australia which can only be given to paediatricians and psychiatrists, who can then often delegate to a general practitioner to manage if appropriate for the person with ADHD.

#### **How:**

Individual sessions with a clinician.

#### **Age range:**

Medications should be considered for children, adolescents and adults with ADHD.

This article has been sourced from the [Australian ADHD Professionals Association](#).



# Spaced, interleaved and retrieval practice: The principles underlying the Daily Review

In this article, classroom teacher David Morkunas explains three principles of learning: spaced practice, interleaved practice, and retrieval practice. These all come together in a powerful classroom routine: the Daily Review. Extra suggestions are provided for supporting students with learning difficulties.

I teach Grade 4. For 40 weeks a year, I have the pleasure of stuffing my students' brains with as many skills and pieces of knowledge as possible before shipping them off to the verdant fields of Grade 5. There are no end-of-year exams in my year level, so my main concern as we approach summer is ensuring that my students remember what we have taught them, so that they can build on these ideas when they hit the older grades. Like many teachers, I fear that the summer holidays, while necessary (and well-earned!), represent the perfect opportunity for students to forget everything they have learned throughout the year.

So how do we know that a student has learned something? Can we really say that a student has nailed something if they cannot remember it six weeks after it was

taught? We know that learning represents a change in long-term memory, so teaching a concept once during a school year and then leaving it for the next teacher to cover will not lead to effective retention of ideas.

This is where the ideas of spaced, interleaved, and retrieval practice come in. These techniques are designed to strengthen the connections in students' memories, allowing them to remember what they have been taught for longer. The good news is that they are easy to understand, and do not require huge amounts of work to implement in the classroom.

## SPACED PRACTICE

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As the name suggests, spaced practice involves scheduling your study sessions at regular intervals. This is contrasted by cramming, which is the art of studying immediately before a test or exam. The research suggests that cramming is effective if you are simply aiming to do well on an assessment. Sadly, the effects are short-lived, and the material is soon forgotten once the test is over (I am living proof of this: I can barely remember a thing from the commerce degree I studied before



teaching).

Spaced practice is beneficial in that it helps to counteract Ebbinghaus' forgetting curve, wherein we begin to forget knowledge and skills immediately upon learning them (Weinstein & Sumeracki, 2019, p. 88). By providing students with regular opportunities to review prior learning, they are far more likely to transfer knowledge and skills into long-term memory. At my school, we review prior learning every day (more on this later).

## INTERLEAVED PRACTICE

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Interleaved practice is the idea of studying a range of topics during a single study session, as opposed to focussing on a single domain (usually called blocked practice). Imagine that you are studying for a maths test, and you have three topics to revise (A, B, and C). This is what a blocked practice approach might look like:

- Monday: Topic A (60 mins)
- Wednesday: Topic B (60 mins)
- Friday: Topic C (60 mins)

This is very similar to how I studied during my school days. Now consider a schedule which uses interleaved practice:

- Monday: Topic A (20 mins), Topic B (20 mins), Topic C (20 mins)
- Wednesday: Topic B (20 mins), Topic C (20 mins), Topic A (20 mins)

- Friday: Topic C (20 mins), Topic A (20 mins), Topic B (20 mins)

Notice that we are still studying each topic for the same length of time. The difference is that we are studying each topic in shorter blocks and weaving them together during each study session. Interleaving is still a relatively new idea in research, but its efficacy has been measured across many different domains, including mathematics, music, and sport (Weinstein & Sumeracki, 2019, p. 93).

## RETRIEVAL PRACTICE

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Retrieval practice is the act of bringing information from long-term memory into working memory. As humans, we do this every day: remembering someone's address, or a sourdough recipe, or an actor's name are all examples of retrieval practice. Retrieving information from long-term memory allows us to strengthen this information, making it more durable and less likely to be forgotten (Kirschner & Hendrick, 2020, p.213).

In the classroom, we can provide our students with opportunities to recall concepts that we have taught previously by using frequent low-stakes quizzes that we call Daily Reviews (discussed in more detail below). This has the added benefit of telling us as teachers who has remembered skills and knowledge and who might need to be retaught.



## BRINGING IT ALL TOGETHER – THE DAILY REVIEW

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Now that you are familiar with these three ideas, it is time to look at how they can be used in practice. Please note that the approach I outline below is what we have chosen to use at Benthleigh West Primary School: it is by no means the approach that you must use at your school. There are myriad examples of daily and monthly reviews online and in books; feel free to borrow and steal the ideas that you feel would work for you.

*The Daily Review* is a 20-25 minute session that runs at the beginning of every Maths and English block. It uses the ideas of spaced, interleaved, and retrieval practice to revise previously taught knowledge and skills in order to ensure that our students consolidate their understanding and cement the changes to their long-term memory. If you wish to follow me down this exciting path and begin doing these sessions in your classroom (I promise, it really is fun for all concerned), then you will need a few things:

### MINI WHITEBOARDS

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An absolutely essential piece of kit. These allow you to scan student answers at a moment's notice and determine almost instantly whether your class understands what you have just taught. If my room were

ablaze and I could only retrieve one thing, it would be the mini whiteboards. Take them from my cold, dead hands.

### REVIEW MATERIAL

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You need some way to present the previous learning to your students in a quick and dynamic fashion. We create most of our lessons in PowerPoint, so it is simple to grab those slides, pare them down to the essentials, and use them for our Daily Reviews. It takes a bit of work to get started, but after a while you too will become a sorcerer of slides. That being said, you certainly don't have to use PowerPoint – I have seen people conduct review sessions using paper quizzes, cloze activities, and active recall sessions where students are required to write down what they can remember about topics. We find that PowerPoint works well for our purposes, but your mileage may vary.

When it comes to the material itself, brevity is your friend. If you are converting lesson materials into review materials, you must cut down anything unnecessary or superfluous and focus on the core principals in each topic. Each section should include a studentfriendly definition, maybe a rule for the class to recite, an example question to run through quickly and then some work for students to complete independently. Note that you won't need to do each part of a topic every time you review it (more on this below).



## SCHEDULE OF TOPICS

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It is important to keep track of when you first teach a concept, so that you know when to include it in a Daily Review and when to leave it out. I receive a lot of queries about how long the gaps should be, but the research doesn't yet point to a clear answer (Weinstein & Sumeracki, 2019, p.142). If you leave topics in your reviews for too long, students will not be able to take advantage of retrieval practice. Conversely, if you leave topics out for an extended period, you run the risk of students simply forgetting the material. We generally review concepts for the next few days after they are taught, then bring them back after a couple of weeks for a day or two. Depending on how well the students do, we then decide whether to leave a topic in, remove it for the same length of time, or remove it for a longer period.

## TIMETABLING

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You need to carve out time in order to administer your Daily Reviews. We run our English and Maths Reviews at the beginning of their respective blocks, after which we move on to other activities. Think closely about the makeup of your timetable and try your best to make the time for the reviews. Now that you have your ducks in a row, how does a Daily Review work?

### 1. DECIDE ON WHICH TOPICS TO RE-

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This will be a combination of topics you have taught recently, as well as a selection of topics that you have taught previously throughout the year. At the beginning of the school year, it is really helpful to review content from the previous school year (I coordinate closely with the Year 3 teachers to decide on what to include in these first few weeks). For a Maths Review, I will choose anywhere from 8-12 topics, and spend no more than a couple of minutes on each. This ensures that students benefit from interleaved practice. Here is a sample of the topics that we might cover in a Maths or English Review:

### MATHS REVIEW (GRADE 4)

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- x4 multiplication facts
- Subtraction across multiple zeroes
- Short division
- Decimal place value
- Prime factorisation
- 12-to-24 hour time conversions
- Classifying angles
- Identifying units of measurement
- Independent probability
- Multi-step worded problems

### ENGLISH REVIEW (GRADE 1)

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- Phonemes
- Phonological awareness
- Syllabication



- Writing lower case alphabet
- Spelling rule application
- Morphology
- Reading irregular words
- Punctuation identification
- Fluency
- The Writing Revolution skills practice

## 2. TEACH THE REVIEW

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By necessity, reviews need to be delivered at a fast pace. This is important for a few reasons. Pace helps with engagement, as you rarely give students any downtime for them to chat to their neighbours or generally muck around. A quick pace also ensures that you can cover the requisite topics of your review in 20-25 minutes.

When a topic is in a review for the first time, it's beneficial to read a definition or walk through examples together as a class before getting students to work independently. As a topic is covered more and more, you can start to remove these scaffolds. This will allow you to speed up the pace of the review, and will also help you identify those students who have committed the information to long-term memory (while also allowing you to assist those who haven't).

Once reciting a definition or working through an example, you should then give your students a chance to demonstrate their knowledge with some questions that they

can complete independently. They can use their mini whiteboards for this, allowing you to check their progress in real-time. After a while, you will become expert in knowing which students will need a bit of extra help, and who can be left alone to crack on.

## 3. REVIEW THE REVIEW

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Make sure that you adjust the contents of your reviews regularly, in order to take advantage of spaced and retrieval practice. If your students are consistently nailing a set of questions, then take them out for an extended period. Likewise, if your students are struggling with something that was due to be taken out of your review, leave it in for a bit longer to allow them the benefit of extra exposures. If you work with other teachers in the same year level or subject, you can discuss strong and weak topics and make changes together.

## 4. CONSIDERATIONS FOR STUDENTS WITH LEARNING DIFFICULTIES

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It is crucial that you design your Daily Reviews to cater for those with learning difficulties. Here are some ways to do just that:

- Design independent questions to ramp up in difficulty. Students who are more capable can race to the harder material, while ensuring that every student has accessible content to engage with.
- Be economical with text on your slides, and



don't expect struggling readers to read huge paragraphs. If having a lot of text is unavoidable, then read the material aloud for students who need it.

- Check in regularly with students who need extra help while the rest of the class are working. You can nudge them in the right direction or walk them through another example.
- Create a culture of mistakes. Often, students who are not confident about their work will avoid doing it. Instead, remind students that their effort matters more than their outcome, and that no one is ever judged for making a mistake. My review slides are totally infested with mistakes, and when I point them out it gives students implicit permission to make their own.

## CONCLUSION

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I first began using Daily Reviews in earnest in 2018, and I was blown away by the benefits I saw in my classroom. My students remember more than I ever thought was possible, and I am now very comfortable sending them off to Grade 5 knowing that they will build on what they learned this year.

Daily Reviews can take a bit of work to get off the ground, but I can assure you that the advantages far outweigh this cost. I can also help you one last time (and put in a totally shameless plug at the same time). If you follow me on Twitter ([@DaveMorkunas](https://twitter.com/DaveMorkunas)), you will gain access to several templates I have created

for teachers to begin their own review decks. These are not a substitute for creating your own slides, but they will help you to understand the basic idea and flow of our Daily Reviews.

In addition to this, if you search for either mine or LDA's YouTube channel, you will find the webinar I recently presented on this topic, which runs through a few example slides. Should you have any questions, my Twitter DMs are always open.

The last few years have seen an explosion of research about the role that memory has in learning. We can leverage these ideas from cognitive science in our classrooms to help ensure that our students remember what they have been taught for longer. Whether you choose to become a member of my ever-growing PowerPoint cult or choose to forge your own path for Daily Reviews, your students will reap the benefits.

## REFERENCES

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- Kirschner, P. A., & Hendrick, C. (2020). How learning happens. Routledge.
- Weinstein, Y., & Sumeracki, M. (2019). Understanding how we learn. Routledge.

***David Morkunas is a Grade 4 teacher at Bentleigh West Primary School. He has presented seminars for LDA, ResearchED and SPELD, and he can usually be found hunched over a laptop, tinkering with PowerPoint animations.***

This article has been sourced from [LDA](https://lda.edu.au).



# What's in our Library?

## LITTLE LEARNERS BIG WORLD NON-FICTION

The Little Learners decodable books enable children to practise their phonic skills through reading. Each stage is carefully sequenced and colour-coded in line with the Little Learners Love Literacy (LLLL) teaching materials to give children confidence and success. Below is a breakdown of the sounds explored in LLLL stage 7.

### STAGE 7.1 WORKS ON

ai ay ee ea -y igh ie -y oa



### STAGE 7.2 WORKS ON

ar or aw ir ur er air



### STAGE 7.3 WORKS ON

oo le ow ou oi oy



[Speld Old membership](#) is \$77.00 annually and one of the many benefits is access to the library. To request resources you can go to our [on-line library catalogue](#) or you can email us directly – [library@speld.org.au](mailto:library@speld.org.au).



# For the Love of Reading

**By Kylie Eckermann, Sounds Write Trainer**

In the very first episode of the Netflix mockumentary, “Cunk on Earth”, the host Philomena Cunk, played by actress Diane Morgan, makes the following comment.

*“Writing changed the world. Suddenly, ideas didn’t have to disappear just because the person whose ideas they were trapped in had died. Instead, you could convert your ideas into writing and then everyone else could come along and upload those ideas into their own brain, by wirelessly importing them through their eyes.”*



Reading gives  
your imagination  
wings!

Whilst this comment is tongue-in-cheek it holds a profound truth. Written language is an invention. To be able to use an invention you need to understand how it works. Inventions need to be taught. Cognitive psychologist, Steven Pinker says it this way.

*“Children are wired for sound, but print is an optional accessory that has to be painstakingly bolted on.”*

We have been speaking for around 250 000 years. This is biologically primary knowledge. Most children learn to speak by hearing speech around them and being spoken to. They do not need to attend school to learn this skill. In contrast, written language has existed for less than 5000 years. It is an invention. It has taken even longer for this invention to be made accessible to the general population through the invention of printing equipment. To be able to use an invention you need to be taught how they work.

## SO HOW DOES WRITTEN LANGUAGE WORK?

It all starts with the sounds of a language. For English, that means the 44 sounds we use to form words not the 26 letters that are the symbols we use to represent them. Logically, we should start by working with these 44 sounds not by teaching the 26 letters and their names. This is called a speech to print approach and it follows the logic of the invention. A more thorough understanding



of the way that English works comes from conceptual knowledge.

### THE FOUR ESSENTIAL CONCEPTS ARE:

1. Letters are symbols that represent sounds
2. A sound can be spelled by 1, 2, 3 or 4 letters
3. The same sound can be spelled in more than one way
4. Many spellings can represent more than one sound

There are also three essential skills readers and spellers must have to become fluent and automatic when reading and spelling. These are segmenting, blending and phoneme manipulation. It is important to practise these skills to the stage of automaticity using multisensory teaching methods.

As a primary school teacher, it was my passionate desire to successfully teach my young students to read. A love of reading and the art of storytelling was what led me into teaching as a career. I didn't particularly like school, but I know how much the world can open up once you are able to read. My mother tells the story of my first day in Year One. As a third child it felt like an eternity before it was finally my turn to board the school bus and go to school. When asked about my first day, I apparently replied, "Well, that was dumb. They didn't even teach me how to read!" In my young mind, the whole

point of going to school was learning how to read.

My teacher training was focused on the Whole Language approach. I was convinced that if I provided a beautiful environment surrounded by quality children's literature with time to read and be read to; my students would not only pick up the skill of reading, but they would develop a love of reading. It didn't happen, not all of my students became confident, independent readers. I didn't teach them how the invention of written language works. I didn't teach the alphabetic code or pass on the conceptual knowledge and skills that they needed. I definitely didn't teach it explicitly in a way that my students would understand and remember.

### HOW CAN ANYONE LOVE READING IF THEY DON'T KNOW HOW TO DO IT?

It seems so logical to me now. I would love to sit at a piano and be able to play but because I've never disciplined myself to learn, it is a skill that eludes me.

Working at Speld has opened my eyes to a better way to teach reading and spelling. I am a Sounds-Write presenter and I love it. I feel as though I am making a difference. I have the privilege of working with teachers



and speech therapists and showing them evidence and research-based ways to teach reading.

I am also pleased to have learned that I don't need to let go of everything that I learned about literacy during my university education and years in the classroom. It is important to expose children to quality literature, to read to them, to build their vocabulary and teach the strategies of comprehension. The upper strand of Scarborough's Reading Rope that identifies the skills of language comprehension is a vital factor in producing expert readers.

continue to passionately debate such an important topic I look forward to the focus switching to a collaborative effort to provide trainee teachers with the knowledge and skills that they will need to be able to truly pass on a love of reading. A love that comes from being able to read because they've been taught the skill and then using it to enjoy books and reading to learn.

I couldn't agree more with the comments made by a team of educators and researchers who specialise in reading instruction in the publication, *EduResearch Matters*.

### Language Comprehension

- Background Knowledge
- Vocabulary Knowledge
- Language Structures
- Verbal Reasoning
- Literacy Knowledge

Increasingly Strategic

**Skilled Reading**  
Fluent execution and coordination of word recognition and text comprehension.

### Word Recognition

- Phonological Awareness
- Decoding (and Spelling)
- Sight Recognition

Increasingly Automatic

Scarborough, H. 2001. Connecting early language and literacy to later reading (dis)abilities: Evidence, theory, and practice. Pp. 97-110 In S. B. Neuman & D. K. Dickinson (Eds.) *Handbook of Early Literacy*. NY: Guilford Press.

Controversy surrounds reading instruction. Whilst I think it is very important that we

We need to focus on what we all share: a strong desire to create skilled readers and



find ways to enhance the community standing of teaching by ensuring that knowledge that belongs to teachers is placed in their hands before they arrive in classrooms.

Let's give them the full set of professional knowledge and skills they need to truly personalise teaching and ensure every child learns to read and succeed at school.

## REFERENCES:

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Bruin, K.de et al. (2022) There are definitely better ways to teach reading, *EduResearch Matters*. Available at: <https://www.aare.edu.au/blog/?p=12678> (Accessed: March 17, 2023).

Pinker, S. (2015) *The language instinct: How the mind creates language*. London: Penguin Books.

## The Learnersaurus Library



The team at Learnersaurus have put together a library of resources and information to support those who struggle with literacy and dyslexia.

### Who is it for?

Parents and education professionals who are looking for more support and resources to assist dyslexic learners.

### What's included?

You will have access to workshops, research, information and downloadable resources each month. Find out more [here!](#)





# Upcoming Workshops 2023

**02  
May**

Sounds Write (Townsville)

Presented by Kylie Power

Time: 9:00am - 3:30pm (4 days)

**05  
Jun**

Implementing PLD in the Middle and Upper Primary

Presented by Diana Rigg

Time: 9:00am - 3:00pm

**11  
Jul**

Sounds Write Face-to-Face Brisbane

Presented by Kylie Eckermann

Time: 9:00am - 3:30pm (4 days)

**25  
Jul**

Sounds Write Face-to-Face Brisbane

Presented by Kylie Eckermann

Time: 9:00am - 3:30pm (4 days)



# CONTACT US

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## Business Hours

Monday - Friday

8:00am - 4:00pm



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