

### Three Waves of Interventions: Preschool

	<b>Wave 1 Core whole group teaching</b>	<b>Wave 2 Supplementary instruction</b>	<b>Wave 3 Intensive individualised intervention</b>
<b>Oral Language</b>	<ul style="list-style-type: none"> <li>rhymes and singing</li> <li>encourage conversation between students</li> <li>Boehm concepts – under, over, near, far, up, down – use the words in sentences</li> <li>act out stories</li> </ul>	<ul style="list-style-type: none"> <li>teach more repetitive songs with predictable patterns, such as "Old McDonald Had a Farm" and "This Old Man Came Rolling Home,"</li> <li>increase targeted conversations with individuals rather than in small groups</li> <li>Repeat target words more often</li> </ul>	<p>Young children who are significantly delayed in important areas of development like speech and language or motor coordination should also be accessing the services of professionals such as:</p> <ul style="list-style-type: none"> <li>Speech and language pathologist</li> <li>Occupational therapist</li> <li>Physiotherapist</li> </ul> <p>Often these professionals can provide guidelines for teachers or caregivers to help individual children practise key skills.</p>
<b>Phonological Awareness</b>	<ul style="list-style-type: none"> <li>help children discriminate sounds in environment</li> <li>teach rhyme and syllabification</li> <li>point to words as they are read</li> <li>talk with children about words and sounds in everyday situations</li> </ul>	<ul style="list-style-type: none"> <li>extend rhythmic activities; copying clapping patterns</li> <li>extend rhyming activities; more simple songs and finger plays</li> </ul>	
<b>Phonics</b>	<ul style="list-style-type: none"> <li>expose children to the sounds of letters first, then the names</li> <li>point out letter shapes in the environment and in printed materials</li> <li>make visual discriminations between a few letters i.e. the letters of their names</li> <li>read books with alphabet letters featured prominently i.e. Graham Base's Animalia</li> </ul>	<ul style="list-style-type: none"> <li>additional pattern discrimination games and activities</li> <li>point out letters in child's name</li> </ul>	
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>categorise everyday items – colours, tools, animals etc</li> <li>label classroom items</li> <li>discuss vocabulary words as part of story reading</li> <li>expand vocabulary. Name body parts, and identify what you do with them. "This is my nose. I can smell flowers, biscuits, popcorn, and soap."</li> </ul>	<ul style="list-style-type: none"> <li>more time in one on one conversations with better language user, to increase opportunities to extend conversations through questioning, elaborate on child's language, add detail and reinforce language through repetition</li> </ul>	
<b>Fluency</b>	<ul style="list-style-type: none"> <li>demonstrate fluency by using proper intonation, phrasing, and expression to stories when reading</li> <li>have students try to repeat a short sentence of 6-8 words (extend the length if they are capable of remembering and repeating more.)</li> </ul>	<ul style="list-style-type: none"> <li>practise naming objects, numbers, colours, etc quickly to build up rapid naming skills</li> <li>practise common sequences such as days of the week</li> </ul>	
<b>Comprehension</b>	<ul style="list-style-type: none"> <li>read and talk about books</li> <li>ask questions, encourage students to ask questions</li> <li>encourage children to tell own stories and recounts</li> <li>have students tell a story using a wordless picture book</li> </ul>	<ul style="list-style-type: none"> <li>ask literal comprehension questions – Marion Blank's questions level one</li> <li>explicitly relate the story to accompanying pictures</li> </ul>	

### Three Waves of Interventions: R and Year One

	<b>Wave 1 Core whole class teaching</b>	<b>Wave 2 Supplementary instruction</b>	<b>Wave 3 Intensive individualised intervention</b>
<b>Oral Language</b>	<ul style="list-style-type: none"> <li>• read to students</li> <li>• barrier games</li> <li>• rhymes and singing</li> <li>• class time for conversation</li> <li>• sharing stories</li> </ul>	<ul style="list-style-type: none"> <li>• scaffolding news telling and storytelling</li> <li>• Boehm concepts – under, over, near, far, up, down – use the words in a sentence</li> <li>• use puppets, etc to practise prepositions</li> </ul>	<ul style="list-style-type: none"> <li>• Review the Boehm concepts explicitly to mastery level</li> <li>• Refer to specialist speech and language practitioner for individualised strategies</li> </ul>
<b>Phonological Awareness</b>	<ul style="list-style-type: none"> <li>• discriminating words and sounds within words</li> <li>• blending sounds</li> <li>• segmenting sounds</li> <li>• rhyming</li> <li>• manipulating sounds</li> </ul>	<ul style="list-style-type: none"> <li>• continuous assessment</li> <li>• in small groups of students with like needs give further practice in the areas of need</li> </ul>	<ul style="list-style-type: none"> <li>• one on one practice</li> <li>• mastery learning file for known sounds</li> </ul>
<b>Phonics</b>	<ul style="list-style-type: none"> <li>• explicit , systematic phonics instruction such as Letters and Sounds (UK)</li> </ul>	<ul style="list-style-type: none"> <li>• continuous assessment</li> <li>• in small groups of students with like needs give further practice in the areas of need</li> <li>• further practice with magnetic letters to blend and segment words using known letters</li> </ul>	<ul style="list-style-type: none"> <li>• one on one practice</li> <li>• increase intensity of instruction with use of match-to-sample procedure to teach letters, digraphs, high frequency words, etc</li> </ul>
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>• categorisation of things</li> <li>• environmental labels and print, naming items</li> <li>• read to students</li> <li>• teach high frequency words</li> <li>• subject specific words on word walls</li> </ul>	<ul style="list-style-type: none"> <li>• mastery learning of high frequency words</li> <li>• review of topic specific words</li> <li>• graph student progress using 3,3,3 method to help motivate them</li> </ul>	<ul style="list-style-type: none"> <li>• teach sight words using the match to sample method</li> <li>• categorise fewer words into given categories</li> <li>• monitor known words carefully</li> <li>• graph student progress using 3,3,3 method to aid motivation</li> </ul>
<b>Fluency</b>	<ul style="list-style-type: none"> <li>• listen to teacher modelling good reading with emphasis and expression</li> <li>• link the reading of words to the phonics – sound it out and say if fast</li> <li>• reading of decidable texts (e.g. Dandelion Readers, also Starfall.com for free downloadable material)</li> </ul>	<ul style="list-style-type: none"> <li>• practise with sound and say</li> <li>• drill words on word wall to build automaticity</li> </ul>	<ul style="list-style-type: none"> <li>• timed drills or games for new letter sounds and sight words</li> </ul>
<b>Comprehension</b>	<ul style="list-style-type: none"> <li>• discuss texts before, during and after reading</li> <li>• ask both literal and inferential questions orally</li> </ul>	<ul style="list-style-type: none"> <li>• increase use of teacher “think alouds” to make strategies explicit</li> <li>• allow additional think time before requiring an answer</li> </ul>	<ul style="list-style-type: none"> <li>• use sequencing cards to build comprehension</li> <li>• picture talks</li> <li>• Marion Blank questions at lower levels</li> </ul>

### Three Waves of Intervention: Years 2 - 4

	<b>Wave 1 Core whole class teaching</b>	<b>Wave 2 Supplementary instruction</b>	<b>Wave 3 Intensive individualised intervention</b>
<b>Oral Language</b>	<ul style="list-style-type: none"> <li>• read to children, discuss the text</li> <li>• tell stories</li> <li>• give recounts of activities</li> <li>• tell riddles and jokes</li> </ul>	<ul style="list-style-type: none"> <li>• small group discussions</li> <li>• scaffold for recounts, news and stories</li> <li>• encourage social talk</li> <li>• correct pragmatic use of language; i.e. standing too close, eye contact, not taking turns</li> </ul>	<ul style="list-style-type: none"> <li>• use stimulus pictures, puppets, etc to encourage dialogue</li> <li>• vocabulary building activities</li> <li>• increase one on one speaking opportunities</li> </ul>
<b>Phonological Awareness</b>	<ul style="list-style-type: none"> <li>• Wave 1 students should know all common letter-sounds and therefore not require further phonological awareness instruction</li> </ul>	<ul style="list-style-type: none"> <li>• continuous assessment</li> <li>• small group (4-5) instruction of students with like needs</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• individual daily practice in areas of need</li> <li>• explicitly point out rhymes</li> <li>• relate sounds to letters (after Year 1 letters should be used in p.a. activities as students will be aware of letters through exposure and phonic work also builds p.a. skills)</li> </ul>
<b>Phonics</b>	<ul style="list-style-type: none"> <li>• advanced phonics, less familiar letter/sound combinations</li> <li>• multi-syllable words</li> <li>• spelling with word families</li> </ul>	<ul style="list-style-type: none"> <li>• continuous assessment</li> <li>• small group (4-5) instruction of students with like needs</li> <li>• increase blending and segmenting activities using magnetic letters</li> <li>• spelling programs an appropriate level</li> </ul>	<ul style="list-style-type: none"> <li>• individual daily practice in areas of need</li> <li>• review necessary parts of programs such as Letters and Sounds</li> <li>• SRA Spelling Mastery – early levels</li> <li>• Multilit, Alpha to Omega, Toe by Toe</li> </ul>
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>• read to students</li> <li>• allow independent reading time</li> <li>• increase the number of high frequency words to learn and practise to automaticity</li> <li>• word walls for theme words</li> </ul>	<ul style="list-style-type: none"> <li>• pre-teach vocabulary</li> <li>• picture talks – match words with pictures</li> <li>• teach the words from the Oxford Word lists</li> </ul>	<ul style="list-style-type: none"> <li>• revise unknown high frequency words</li> <li>• provide more frequent and intense instruction of new content vocabulary</li> </ul>
<b>Fluency</b>	<ul style="list-style-type: none"> <li>• listen to teacher modelling good reading with emphasis and expression</li> <li>• choral reading</li> <li>• paired reading</li> <li>• Readers Theatre</li> </ul>	<ul style="list-style-type: none"> <li>• extend use of decodable text to build student confidence and levels of automaticity</li> <li>• encourage students to practise reading silently before reading aloud</li> <li>• repeated and paired reading activities</li> <li>• group words into phrases for reading aloud</li> <li>• read along with a recorded passage</li> </ul>	<ul style="list-style-type: none"> <li>• extend use of decodable text to build student confidence and levels of automaticity</li> <li>• repeated and paired reading with more able model</li> <li>• timed reading of sight words in game format</li> <li>• read along with text to speech computer program</li> </ul>
<b>Comprehension</b>	<ul style="list-style-type: none"> <li>• prepare before, during and after activities for reading a text</li> <li>• encourage discussion</li> <li>• teach and model specific comprehension strategies using effective teaching cycle</li> </ul>	<ul style="list-style-type: none"> <li>• revise comprehension strategies</li> <li>• give group practise in comprehension strategies</li> <li>• read and paraphrase short chunks of texts</li> <li>• teach use of graphic organisers</li> <li>• offer books at different levels of difficulty</li> </ul>	<ul style="list-style-type: none"> <li>• use language experience approach to build individual books that use student's own language</li> <li>• use books at appropriate level of difficulty</li> <li>• target areas of interest to increase motivation</li> <li>• review comprehension strategies explicitly</li> <li>• listen to books on tape</li> </ul>

### Three Waves of Intervention: Years 5-7

	<b>Wave 1 Core whole class teaching</b>	<b>Wave 2 Supplementary instruction</b>	<b>Wave 3 Intensive individualised intervention</b>
<b>Oral Language</b>	<ul style="list-style-type: none"> <li>• use collaborative and group learning strategies to encourage discussion</li> <li>• give formal speaking opportunities</li> <li>• teach social conversation skills such as telephone etiquette</li> <li>• give instructions orally</li> <li>• barrier games</li> </ul>	<ul style="list-style-type: none"> <li>• scaffolded speaking tasks</li> <li>• one on one conversations</li> <li>• speak to a smaller audience – groups of students</li> <li>• give wait time when expecting an oral response</li> <li>• preview questions before reading</li> <li>• barrier games</li> </ul>	<ul style="list-style-type: none"> <li>• vocabulary building activities</li> <li>• increased one on one conversation</li> <li>• scaffolded oral work</li> <li>• barrier games</li> </ul>
<b>Phonological Awareness</b>	<ul style="list-style-type: none"> <li>• teach word analysis skills</li> <li>• syllabify multisyllabic words</li> <li>• count syllables</li> <li>• teach rare grapheme patterns</li> </ul>	<ul style="list-style-type: none"> <li>• Assess and review letter/sound combinations not known</li> </ul>	<ul style="list-style-type: none"> <li>• Programs such as Multilit, Spelling Mastery and The Sound Way interactive DVD (senior program) may be useful additions to class program (but not replace them)</li> </ul>
<b>Phonics</b>	<ul style="list-style-type: none"> <li>• spelling program with word families</li> <li>• teach Greek and Latin roots</li> <li>• teach prefixes and suffixes</li> </ul>	<ul style="list-style-type: none"> <li>• Spelling Mastery in groups of students with like needs</li> </ul>	<ul style="list-style-type: none"> <li>• decodable readers to build confidence– Talisman or Totem series for older children</li> <li>• read books with child that target special interest to build motivation</li> </ul>
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>• read to students</li> <li>• allow individual reading time</li> <li>• pre-teach content specific vocabulary</li> <li>• teach linking words</li> <li>• teach morphographs</li> </ul>	<ul style="list-style-type: none"> <li>• use low vocabulary high interest readers</li> <li>• teach the use of dictionaries and thesaurus</li> <li>• revise Greek and Latin root words</li> </ul>	SSO or peer introduces words to student for core classroom content before lessons where words will occur
<b>Fluency</b>	<ul style="list-style-type: none"> <li>• model good oral reading</li> <li>• teach vocabulary words to automaticity</li> <li>• Readers Theatre</li> </ul>	<ul style="list-style-type: none"> <li>• partner timed reading</li> <li>• read poems with phrasing and expression</li> </ul>	<ul style="list-style-type: none"> <li>• decodable readers – Talisman Series</li> <li>• timed word wall games</li> <li>• recorded books</li> <li>• Text to Voice computer programs</li> <li>• Toe By Toe</li> <li>• Multilit; Alpha to Omega</li> <li>• use language experience approach to build individual books that use student's own language</li> </ul>
<b>Comprehension</b>	<ul style="list-style-type: none"> <li>• use before, during and after strategies</li> <li>• teach graphic organisers</li> <li>• preview structure of informational texts</li> </ul>	<ul style="list-style-type: none"> <li>• oral discussion</li> <li>• divide longer reading passages into shorter sections</li> <li>• teach note taking skills</li> </ul>	<ul style="list-style-type: none"> <li>• provide content area material in different format</li> <li>• make up Study Guides that cover key concepts and include more accessible learning activities so students do not miss out on core learning</li> </ul>

