

# Principals as Literacy Leaders

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Oral language	Phonological awareness	Letter-sound knowledge	High-frequency sight words	Vocabulary	Comprehension	Fluency
<b>IF students are.....</b>						
Not processing what has been heard.	Not hearing sounds in words.	Reading haltingly.	Guessing words based on initial letter, length and/or look.	Using simple and restricted spoken vocabulary.	Only understanding basic content.	Stumbling over a number of words.
Restricted in their oral narrative abilities.	Confused about how to separate sounds and put sounds together.	Confused when trying to read some words.	Repeatedly misnaming 'expectedly known' words.	Unable to read 'expectedly known' words. Substituting easier words or incorrect words.	Not stopping and thinking about what has been read.	Reading slowly or (too) quickly without comprehension.
Having problems with questioning.	Not recognising that words are compressed sounds.	Stopping to work out words or disregarding unknown words.	Struggling to read literature.	Showing a limited general knowledge.	Having incomplete or fragmented recall.	Reading without prosody (expression).
<b>THEN they need.....</b>						
<b>explicit and systematic instruction of receptive and expressive language skills.</b>	<b>explicit and systematic instruction of all, or some, of the eight components.</b>	<b>explicit and systematic instruction focusing on letter names, letter sounds, and phonics.</b>	<b>explicit and systematic instruction of important 'glue' words.</b>	<b>explicit and systematic instruction of Tier 1 (if needed) and Tier 2 words (Beck, McKeown &amp; Kucan, 2013).</b>	<b>explicit and systematic strategy instruction using interesting texts.</b>	<b>explicit and systematic instruction about how to fluently read.</b>
Teach how to attend and listen.	When did they last have a hearing check?	Teach alphabet identification and production (capitals, lower case, vowels and consonants).	Have them read words in <u>isolation as well as</u> in phrases and sentences.	Use teacher readalouds (50% each of fiction & nonfiction) with intentional vocabulary explanations.	Allocate more time for them to read more texts every day. Teach the full range of strategies.	Allocate more time for them to read more texts every day.
Teach how to recount what has been heard or read.	Teach syllabification, onset-rime, rhyme, alliteration, segmentation, blending, isolation, exchanging.	Ensure they have developmentally secure phonic knowledge.	Have them read texts where many high-frequency words are used.	Use working/living word walls. Engage students in open and closed word sorts.	Confirm background knowledge. Provide guiding questions before reading.	They may practice reading the same text (max 3-5 times).
Develop skills about how to question for understanding.	Use poetry and word play to strengthen understandings.	Provide opportunities to apply knowledge by reading decodable texts.	Ensure they can name, know the meaning of, and spell these words.	Ensure students use words across learning areas. Broaden their general knowledge.	Have students ask their own questions about texts and authors.	Teach them the full suite of ways to read expressively using intonation, phrasing, punctuation, stress.