



Issue 5

New Chapter

A Newsletter from the DOBCEL Structured Literacy & Science of Reading Project

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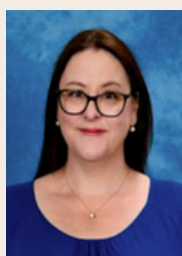
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Reflections & Celebrations

*And let us consider how to provoke one another
to love and good deeds*

Hebrews 10:24

What an amazing term it's been for the Structured Literacy Project. We began Term Three with Come and See Week, welcoming over 60 educators from around the diocese into the St Paul's classrooms to see Structured Literacy in action. The response was overwhelmingly positive and the visitors were very grateful to the generous St Paul's teachers and learners. We once again offer our most heartfelt thanks to St Paul's, and especially Bec Thurman, Literacy Leader extraordinaire!

On 22nd August, we finally had the opportunity to gather face-to-face with over 90 participants from Levels 2 & 3, at St Pius X in Warrnambool. This was a jam-packed day of learning and networking and it was truly inspiring to witness so many educators striving together to improve literacy outcomes. Thank you to Stacey and her team for hosting this event so capably.

"Professional delivery of the content, which was well prepared and organised."

"Brilliant! Can't wait to learn more and really sink our teeth into Structured Literacy!"

"It was great to have so many opportunities to ask questions, and they were answered with detail and understanding that there is no 'silly' questions."

All Primary School principals have been asked to complete [this one question form](#) before the beginning of Term Four. As soon as all the responses are collated, we will be able to share some dates and more detailed plans for 2024. The growth of the project is extremely exciting and we're looking forward to working with almost all the primary schools of the diocese next year!

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OF
BALLARAT
CATHOLIC
EDUCATION
LIMITED



Emma, Breeana and Holly

CONTACT US

2024 Project Levels

Levels	SUNLIT Schools				Structured Literacy Partners	Science of Reading Network
	INTRODUCTION	IMPLEMENTATION		SUSTAINING		
	Level 1A	Level 1B	Level 1C	Level 1D	Level 2	Level 3
2024 Eligibility	Schools who wish to undertake intensive learning about the SunLit approach to Structured Literacy and the Sciences of Reading & Learning	Schools who have completed L1A <i>(or have negotiated late entry to L1B with Project Leader)</i>	N/A in 2024	Only the Founding Schools <i>(previously known as Level 0)</i>	Schools who are ready and able to manage their own shift to Structured Literacy, with minimal support from DOBCEL.	Anyone wishing to find out more about Structured Literacy and the Science of Reading
2025 Pathway	<i>Move to L1B or Move to L2</i>	<i>Move to L1C or Move to L2</i>	N/A in 2024	<i>Maintain L1D or Move to L2</i>	<i>Remain L2 or Move to L1</i>	<i>Move to L1 or Move to L2</i>

TIME TO UPDATE! SunLit Scope & Sequence Update

One of our core commitments is to keep abreast of current research and regularly review our practices in light of expert recommendations. We are currently in the process of updating the SunLit Scope and Sequence.

One of the major changes we've already made is that we have condensed the six elements of Structured Literacy into five elements. This has been done to recognise that syllable instruction occurs as part of phonology and orthography instruction, and also to name etymology alongside morphology. We have removed some of the syllable content, as researchers are now suggesting that time teaching complex syllable rules may be better spent focused on morphology. We are also beginning to add in some further spelling content in the orthography element.

All of these updates will be explained in more detail, once the founding schools have had the opportunity to formally ratify the review.

- Phonology
- Sound Symbol
- Syllables
- Morphology
- Syntax
- Semantics



- Phonology
- Orthography
- Morphology & Etymology
- Syntax
- Semantics



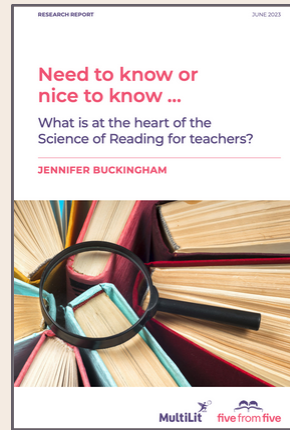
REMINDER

LEVEL 1 Schools: Click [here](#) to access your Term Four assessment timeline.

Term 4 Key Dates



SL Website



Teacher knowledge about language, literacy and learning is necessary for effective instruction but not all of the knowledge gleaned from scientific research is necessary to be a highly effective teacher of reading.

This brand new paper by Jennifer Buckingham reminds us to keep the main thing and outlines the KEY practices recommended by the Science of Reading.

P.O.S.S.U.M Vocabulary Study

Scarborough's Reading Rope and the Simple View of Reading both remind us of the vital role that vocabulary plays in successful reading. The POSSUM Vocabulary Study method (Dr. M. Wolf) aligns perfectly with a Structured Literacy approach, and can be easily adapted for learners of all ages.

Engaging students in word study based on the elements of:

Phonology, Orthography, Syntax, Semantics, Usage and Morphology supports them to explore, learn and retain new words. There is a POSSUM poster included at the end of this newsletter. Please let us know if you give this strategy a try!

Here's an example of a POSSUM word study...

Focus Word: Century

Phonology: We can hear the sounds /s/ /e/ /n/ /t/ /U/ /r/ /E/ in this word.

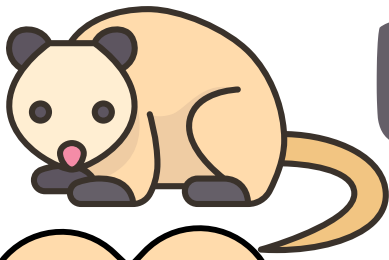
Orthography: We write the word like this - century. We notice the soft c and the final vowel y.

Syntax: This word is an abstract noun

Semantics: This word means 'a period of one hundred years' or it refers to a hundred runs scored in cricket

Usage: We are living in the 21st century. She scored a century in the inter-school cricket match.

Morphology: Century comes from the Latin word 'centum' meaning 'hundred'.



POSSUM

Vocabulary Study

P

PHONOLOGY

What sounds can we hear in the word?

O

ORTHOGRAPHY

How do we write the word?

S

SYNTAX

What type of word is this?

S

SEMANTICS

What does the word mean?

U

USAGE

How might we use the word?

M

MORPHOLOGY

What is the base or root? Are there affixes?