

## Appendix 1: The Quality Teaching Framework

The Quality Teaching Framework was adopted by the New South Wales Department of Education and Training (NSW DET) as a means of developing high quality pedagogy amongst the teachers in NSW Schools. In regards to the term pedagogy the booklet entitled *Quality teaching in NSW public schools: Discussion paper* stated that:

Pedagogy focuses attention on the processes through which knowledge is constructed, produced and critiqued. Crucially, the term *pedagogy* recognises that how one teaches is inseparable from what one teaches, from what and how one assesses and from how one learns (NSW DET, 2003:4).

The pedagogy currently embraced by the NSW DET possesses three dimensions, Intellectual Quality, Quality Learning Environment and Significance. Intellectual Quality is the pedagogy which focuses on assisting students to develop deep understanding of important, substantive concepts, skills and ideas. The dimension of Quality Learning Environment means pedagogy that sees students and teachers working productively in classrooms where the focus is on learning. Significance is pedagogy which makes learning more meaningful and important to students by making connections to the world outside of the classroom (Ladwig & King, 2003:5). Each of the three dimensions of the pedagogy has a number of elements attached to it and the following table shows the elements which are assigned to each of the dimensions.

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**The Dimensions and Elements of the New South Wales Model of Pedagogy (NSW  
DET, 2003:9)**

<b>The Three Dimensions of Pedagogy</b>	<b>Intellectual Quality</b>	<b>Quality Learning Environment</b>	<b>Significance</b>
<b>Elements</b>	Deep knowledge Deep understanding Problematic knowledge Higher-order knowledge Metalanguage Substantive communication	Explicit quality criteria Engagement High expectations Social support Students' self-regulation Student direction	Background knowledge Cultural knowledge Knowledge integration Inclusivity Connectedness Narrative

Connectedness

On the Principal's completed questionnaire the Principal had written a comment about how the quality teaching element of connectedness was evident in the connective program. Ludwig and King (2003:23) stated that: "Instead of focusing on how lesson knowledge and activities rely on prior knowledge, connectedness is focused on present or future utility." The connective program endeavoured to increase the students' awareness of how literacy is used in our everyday lives, as opposed to simply focusing on literacy skill development and the classroom's use of literacy.

## **Appendix 2: Initial Questions for the Semi-formal Interviews with the Year One Parents**

- \* How did you find out about your child's literacy development last year?
  
- \* In regards to your child's literacy development in 2003 how would you describe the communications which existed between the school and your family?
  
- \* Do you believe that there was too much, too little, or the right amount of information provided to you about the literacy activities which were occurring within the school, as well as your child's progress in these activities?
  
- \* Did your child ever discuss his/her thoughts on the school's literacy activities and how he/she thought they were going?
  
- \* Were you given the impression that staff members were approachable with any concerns you may have had about your child's literacy development?
  
- \* If you could turn back time so that your child was starting Kindergarten again what information would you like to have, that you may not have had access to in 2003?
  - What improvements would you make to the way the school communicated information to you about your child's progress?
  
- \* Would you have been interested in participating in some of the following strategies as a means of increasing the connections between families and the school?
  - Information seminars given by NSW Department of Education literacy consultants, with such topic areas as *How can I help my child's reading progress when he/she is at home?*
  - A monthly newsletter outlining what students had been doing in the subject area of literacy.
  - Semi-regular (approx every 5 weeks) morning/afternoon teas where staff and parents can discuss ideas and concerns.

- Further information in regards to student assessment and work sample indicators.
- Participating in literacy class activities, by doing such things as reading your favourite picture book.

\* Do you think our rural location effects the literacy development of children in any way?

### **Appendix 3: Initial Questions for the Semi-formal Interview with the Principal**

- \* How did parents find out about school literacy activities and their child's achievement in the learning area of literacy for the school year of 2003?
  
- \* Do you believe these means of communication to have been successful with all of the parents?
  
- \* Does the school currently consider the literacy practices of families when devising the English curriculum for students?
  
- \* If so, by what means?
  
- \* Where feasible, would you be interested in combining some of the home literacy practices of Kindergarten students into their literacy learning activities at school during 2004?
  
- \* What problems do you think we may encounter during the effort to improve the connections between families and the school?
  
- \* How would you describe the current relationships between parents and the school?
  
- \* What do you think makes a successful bond between the families and the school?
  
- \* How do you think our rural location effects the students' literacy education?

## **Appendix 4: Initial Questions for the Semi-formal Interviews with the Kindergarten Parents**

1. Has the literacy project affected your everyday life? If yes, in what way?
2. Do you think that your participation in the project has influenced the way you see, or participate in, your child's literacy development?
3. Do you think that there is increasingly more pressure to be involved in their child's education? If yes, why do you think this is so?
4. Has your child passed any comments about his/her involvement in the study?
5. Do you think our rural location effects your child's literacy development in any way? For example, his/her ability to read/write, speech development, or ability to listen and follow instructions.
6. What was your parents view of education? Did they see it as being something which was to be taken seriously, or did they regard it as something which they were obliged to be involved in?
7. Does your opinion of education differ from that of your parents?
8. During the study did you or your child participate in any activities which you think other Kindergarten parents and children would benefit from?

## **Appendix 5: Kindergarten Student Interview**

1. What can you tell me about the home reader scheme?
2. Who do you usually read your home reader to when you take it home?
3. Why do you swap your reader so often (or why have you started swapping your reader so often)?
4. Why do you think it is important for you to know how to read?
5. Why do you think it is important for you to know how to write?
6. What do you like about learning to read?
7. What do you like about learning to write?
8. What don't you like about learning to read?
9. What don't you like about learning to write?
10. What is the hardest thing about learning to read?
11. What is the hardest thing about learning to write?

## Appendix 6: Kindergarten Parent Questionnaire

In the following questionnaire **literacy-based activities** refer to events which involve elements of either reading, writing, listening and talking. Some events may encompass more than one of the previously mentioned elements. Your time spent completing this questionnaire is greatly appreciated.

Prudence Woods

**Question 1) Whilst in the home environment what type of literacy-based activities does your child participate in?** Please tick the relevant boxes.

- Listening to family members read story books
- Looking at picture books
- Reciting words of familiar story/picture books
- Watching parents/older siblings read magazines, comics, newspapers and novels
- Participating in discussions and conversations with friends/family members
- Watching educational television programs
- Playing word games, such as 'Eye Spy'
- Reading and asking about symbols, signs and posters, such as the Stop Sign at road works
- Finding familiar brands at the supermarket
- Drawing pictures and talking about the contents of the picture
- Other, please specify \_\_\_\_\_

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**Question 2) Of the above mentioned activities, which does your child particularly enjoy. What do you think makes the activity enjoyable for the child?** \_\_\_\_\_

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**Question 3) How often is your child read to whilst he/she is in the home environment?**

- Daily
- 4 - 6 times a week
- 2 - 3 times a week
- Weekly
- Fortnightly
- Other, please specify \_\_\_\_\_

**Question 3) Do you believe literacy-based activities are an important part of family life, or should these activities just be completed at school? Please comment** \_\_\_\_\_

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**Question 4) Can you think of any literacy-based activities which you participated in at home as a child, that you were particularly fond of? Please describe** \_\_\_\_\_

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**Question 5) As a parent of a Kindergarten student how do you believe the school can best support communications and connections between families and school staff, in order to assist the literacy learning of your child?**

- A monthly newsletter outlining what students have been doing in the subject area of literacy
- Semi-regular (approx every 5 weeks) morning/afternoon teas where staff and parents can discuss ideas and concerns
- Workshops conducted by local consultants on topics such as *How can I help my child to read at home?*
- Further information in regards to student assessment and work sample indicators
- Other, please specify \_\_\_\_\_

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## Appendix 7: Term Three Literacy Morning Tea Survey

<b>Literacy Morning Tea 28th July 2004</b> <i>In the following survey please circle the correct response.</i>				
1. The information distributed today was useful to me and helped me to further understand my child's education. <i>Please circle one of the following:</i>				
Strongly disagree	Disagree	Unsure	Agree	Strongly agree
2. The information was presented in such a way that it was clear and easy to understand. <i>Please circle one of the following:</i>				
Strongly disagree	Disagree	Unsure	Agree	Strongly Agree
3. I now feel that I am familiar with the terms Outcomes and Indicators (terms taken from the English Syllabus). <i>Please circle one of the following:</i>				
Strongly disagree	Disagree	Unsure	Agree	Strongly agree
4. The general overview of the THRASS Program has given me some insight into the spelling and handwriting program which my child is involved in at school. <i>Please circle one of the following:</i>				
Strongly disagree	Disagree	Unsure	Agree	Strongly agree
5. The hints given to enable me to help my child decode an unfamiliar word in his/her home reader are strategies which I feel comfortable using in our home. <i>Please circle one of the following:</i>				
Strongly disagree	Disagree	Unsure	Agree	Strongly agree
6. Can you think of some questions or possible topics which could be discussed at a later literacy morning tea? Do you have any questions/concerns about today's discussion? I value your views and thoughts, so please list any comments you may have in the space provided below.				

## Appendix 8: Term Four Literacy Morning Tea Survey

<b>Literacy Morning Tea 8th December 2004</b> <i>In the following survey please circle the correct response.</i>				
1. The information distributed today was useful to me and helped me to further understand my child's education. <i>Please circle one of the following:</i>				
Strongly disagree	Disagree	Unsure	Agree	Strongly Agree
2. The information sheets that were given out are easy to understand. <i>Please circle one of the following:</i>				
Strongly disagree	Disagree	Unsure	Agree	Strongly agree
3. Having a copy of the Outcomes for Stage One students will be of some use to me. <i>Please circle one of the following:</i>				
Strongly disagree	Disagree	Unsure	Agree	Strongly agree
4. The literacy meetings which were held this year were conducted at a time of the day which was convenient for me. <i>Please circle one of the following:</i>				
Strongly disagree	Disagree	Unsure	Agree	Strongly agree
5. The hints given to enable me to help my child with writing and spelling are things which I can see myself using within my home. <i>Please circle one of the following:</i>				
Strongly disagree	Disagree	Unsure	Agree	Strongly agree
6. I feel that I have a sound understanding of my child's school literacy development (for example, what is happening within the classroom and how your child is assessed with outcomes and indicators). <i>Please circle one of the following:</i>				
Strongly disagree	Disagree	Unsure	Agree	Strongly agree

## Appendix 9: Principal Questionnaire

1. How many years have you been a Primary School Teacher? *Please circle the most appropriate response.*

1 - 5 years    6 - 10 years    11 - 15 years    16 - 20 years    21 - 25 years    26 - 30 years

2. When you became the Principal of Sunnyvale Public School did you have any specific goals that you wanted to achieve in regards to literacy learning and teaching?

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3. Do you believe that the literacy research project had any impact, either positive or negative, on the school, students or their families? If yes, please describe.

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4. Do you think the school's ineligibility for the PSFP funding will affect the teaching and learning of literacy skills within the school? Please describe.

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5. Are there any activities or ideas that were utilised during the literacy research project which could be of benefit to other students or families not participating in the study?

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## Appendix 10: Principal Consent Letter

### Principal's Consent

Pending on consent being given by the New South Wales Department of Education and Training and the University of New England Ethics Committee I, (Principal's Name), grant Prudence Woods permission to conduct research during 2004 at Sunnyvale Public School. The contact details of students and their families will be released from the school to the researcher as required. It is understood that all information acquired by the researcher will be kept confidential and secured in a locked filing cabinet at the researcher's residence.

..... Date  
Participant or Authorised Representative

..... Date  
Investigator

## **Appendix 11: Information Sheet and Consent Form for Principals and Teachers**

Dear \_\_\_\_\_,

As part of my Master of English Education (Hons) degree I am required to complete a research study, which will later be written up in the form of a thesis. I have entitled my study *Exploring School and Family Connections in a Small Rural School: processes and effects for Kindergarten students, their families and teaching staff members of the school*. The aim of the study is to increase the existing relationships found between the school and families, in order to promote the literacy development of all Kindergarten Students. Literacy development, in this instance, refers to your child's progress in activities involving the skills of reading, writing, listening and talking. I hope to assist parents in acquiring information about their child's school literacy success, as well as aiding the school in finding out about the child's home literacy environment. On obtaining information about the children's literacy backgrounds, it is anticipated that some of the activities which children participate in at home, will, where possible, be incorporated into the school's literacy curriculum with the aspiration of providing the best possible education for the Kindergarten students' first year of schooling.

I will be utilising the research method of case studies, and aim to complete a case study on each of the Kindergarten children (including the experiences of family members) as well as a case study relaying the school's experiences attached to the literacy program. It is anticipated that research will take place during the entire school year of 2004, hence, participants will be actively involved in the study during this time. Once research has been completed at the end of 2004, the data and results will be written up into a thesis, hopefully by the end of 2005.

The purpose of this letter is to obtain consent from you to a) allow me to conduct the project at your school and b) for you to participate within the study. Inclusion within the study is not compulsory, and the decision not to participate will be respected. Once consent has been given you are free to withdraw from the study at any given time. This applies to both adult and children participants. To protect the children's physical, emotional and psychological wellbeing all research involving the children will be conducted within sight and sound of a class teacher, parent, or other responsible adult. It is unlikely that this research will raise any personal or upsetting issues but if it does you may wish to contact your local Community Health Centre, such as the Rylstone Community Health Centre (ph. 02 6379 1475) or the school's counsellor.

To ensure I have correct data records interviews will be audio-taped. These tapes will be transcribed by me and kept in a locked cabinet for five years after the completion of the research. They will then be destroyed. Your permission is required to enable me to tape record any discussions that we may have, as well as to copy any student work samples that are relevant to the research study. The work samples collected will be from normal, on-going classroom activities.

Any questions concerning this project can be directed to myself or my research supervisor. Relevant contact details can be found at the top of the page. Should you have any complaints concerning the manner in which this research is conducted please contact the Research Ethics Officer at the following address:

Research Services  
University of New England  
Armidale, NSW 2351  
Telephone: (02) 6773 3449 Facsimile: (02) 6773 3543  
Email: Ethics@metz.une.edu.au

This project has been approved by the Human Ethics Committee of the University of New England (Approval No. .... Valid to ../..) Permission from the New South Wales Department of Education and Training has also been granted.

In signing the consent form you are agreeing to participate in the study, recognising that the research will be conducted within the school, and allowing me to collect data as required. This will involve your agreement to three 20 - 30 minute interviews during the school year and to your keeping a journal through out the school year, which will record any significant events and/or reactions which may occur in the classroom relevant to the participating students' literacy progress. The contents of this journal will be used as a data source, with all names and places deleted when transcribed and analysed. If you are satisfied that the research is being conducted in a manner that provides for the physical, emotional and psychological safety of all participants and that you have sufficient information to make a free and informed decision for yourself to participate, please sign one copy of this letter and return it to school. The second copy of this letter has been provided for you to keep as a record.

**1(a). Consent for persons over 18 to participate in the study**

I (the participant) have read the information contained in the Information Sheet for Participants and any questions I have asked have been answered to my satisfaction. I agree to participate in this activity, realising that I may withdraw at any time. I agree that research data gathered for the study may be published, provided my name is not used.

..... Date  
Participant or Authorised Representative

..... Date  
Investigator

**1(b).**

I agree to have my interview audio-taped. *Please circle your preference below.*

Yes/No

..... Date  
Participant or Authorised Representative

..... Date  
Investigator

## **Appendix 12: Information Sheet and Consent Form for Year One Parents**

Dear \_\_\_\_\_,

As part of my Master of English Education (Hons) degree I am required to complete a research study, which will later be written up in the form of a thesis. I have entitled my study *Exploring School and Family Connections in a Small Rural School: processes, effects and implications for Kindergarten students, their families and teaching staff of the school*. The aim of the study is to increase the existing relationships found between the school and families, in order to promote the literacy development of all Kindergarten Students. Literacy development, in this instance, refers to your child's progress in activities involving the skills of reading, writing, listening and talking. I hope to assist parents in acquiring information about their child's school literacy success, as well as aiding the school in finding out about the child's home literacy environment. On obtaining information about the children's literacy backgrounds, it is anticipated that some of the activities which children participate in at home, will, where possible, be incorporated into the school's literacy curriculum with the aim of providing the best possible education for your child during his/her first year of schooling.

I will be utilising the research method of case studies, and aim to complete a case study on each of the Kindergarten children (including the experiences of family members) as well as a case study relaying the school's experiences attached to the literacy program. It is anticipated that research will take place during the entire school year of 2004, hence, participants will be actively involved in the study during this time. Once research has been completed at the end of 2004, the data and results will be written up into a thesis, hopefully by the end of 2005.

In order to examine the current bonds between the school and families I am inviting the parents who had children in Kindergarten during 2003 to discuss with me the experiences and thoughts associated with their child's literacy education. Literacy education is defined by all of the activities involving reading, writing, listening and talking that your child participated in whilst at school during 2003. The purpose of this letter is to obtain consent for you to participate in this study. Inclusion within the study is not compulsory, and the decision not to participate will in no way effect your child's schooling. Those who agree to participate are free to withdraw from the study and cease their participation at any given time, with out this effecting the child's schooling. This applies to all participants who may find the study too time consuming, physically or emotionally overwhelming. It is unlikely that this research will raise any personal or upsetting issues but if it does you may wish to contact your local Community Health Centre, such as the Rylstone Community Health Centre (ph. 02 6379 1475), the usual school teacher, or the school's counsellor.

To ensure I have correct data records interviews will be audio-taped. These tapes will be transcribed by me and kept in a locked cabinet for five years after the completion of the research. They will then be destroyed. Your permission is required to enable me to tape record any discussions that we may have, as well as to copy any student work samples that are relevant to the research study.

Any questions concerning this project can be directed to myself or my research supervisor. Relevant contact details can be found at the top of the page. Should you have any complaints concerning the manner in which this research is conducted please contact the Research Ethics Officer at the following address:

Research Services  
University of New England  
Armidale, NSW 2351  
Telephone: (02) 6773 3449 Facsimile: (02) 6773 3543  
Email: Ethics@metz.une.edu.au

This project has been approved by the Human Ethics Committee of the University of New England (Approval No. .... Valid to .././....) Permission from the New South Wales Department of Education and Training has also been granted.

In signing the consent form you are agreeing to participate in the study and allowing me to collect data as required. This will involve your agreement to a 20 - 30 minute interview in which we will discuss your child's literacy development during 2003 and the role the school played in this development. The interview will be conducted during Term One 2004. If you are satisfied that the research is being conducted in a manner that provides for the physical, emotional and psychological safety of all participants and that you have sufficient information to make a free and informed decision for both yourself and your child to participate, please sign one copy of this letter and return it to school. The second copy of this letter has been provided for you to keep as a record.

**1(a). Consent for persons over 18 to participate in the study**

I (the participant) have read the information contained in the Information Sheet for Participants and any questions I have asked have been answered to my satisfaction. I agree to participant in this activity, realising that I may withdraw at any time. I agree that research data gathered for the study may be published, provided my name is not used.

..... Date  
Participant or Authorised Representative

..... Date  
Investigator

**1(b).**

I agree to have my interview audio-taped. *Please circle your preference below.*

Yes/No

..... Date  
Participant or Authorised Representative

..... Date  
Investigator

## **Appendix 13: Information Sheet and Consent Form for Kindergarten Parents**

Dear \_\_\_\_\_,

As part of my Master of Education (Hons) degree I am required to complete a research study, which will later be written up in the form of a thesis. I have entitled my study *Exploring School and Family Connections in a Small Rural School: processes, effects and implications for Kindergarten students, their families and school staff members of a program of literacy development*. The aim of the study is to increase the existing relationships found between the school and families, in order to promote the literacy development of all Kindergarten Students. Literacy development, in this instance, refers to your child's progress in activities involving the skills of reading, writing, listening and talking. I hope to assist parents in acquiring information about their child's school literacy success, as well as aiding the school in finding out about the child's home literacy environment. On obtaining information about the children's literacy backgrounds, it is anticipated that some of the activities which children participate in at home, will, where possible, be incorporated into the school's literacy curriculum with the aim of providing the best possible education for your child during his/her first year of schooling.

I will be utilising the research method of case studies, and aim to complete a case study on each of the Kindergarten children (including the experiences of family members) as well as a case study relaying the school's experiences attached to the literacy program. It is anticipated that research will take place during the entire school year of 2004, hence, participants will be actively involved in the study during this time. Once research has been completed at the end of 2004, the data and results will be written up into a thesis, hopefully by the end of 2005.

The purpose of this letter is to obtain consent from you to a) allow me to conduct the project at your school and b) for you to participate within the study. Participation in the study is voluntary and neither you nor your child should feel under any obligation to participate. The researcher will not be involved in assessment or grading of the students involved in the study and your child's educational progress will not in any way be affected by his/her participation or non-participation in this research. Those children who do participate in the study will only be involved in normal classroom activities, and those children who do not participate will not be excluded from any activities. To protect the children's physical, emotional and psychological wellbeing all research involving the children will be conducted within sight and sound of a class teacher, parent, or other responsible adult. It is unlikely that this research will raise any personal or upsetting issues but if it does you may wish to contact your local Community Health Centre, such as the Rylstone Community Health Centre (ph. 02 6379 1475) or the school's counsellor.

To ensure I have correct data records interviews will be audio-taped. These tapes will be transcribed by me and kept in a locked cabinet for five years after the completion of the research. They will then be destroyed. Your permission is required to enable me to tape record any discussions that we may have, as well as to copy any student work samples that are relevant to the research study. The work samples collected will be from normal, on-going classroom activities.

Any questions concerning this project can be directed to myself or my research supervisor. Relevant contact details can be found at the top of the page. Should you have any complaints concerning the manner in which this research is conducted please contact the Research Ethics Officer at the following address:

Research Services  
University of New England  
Armidale, NSW 2351  
Telephone: (02) 6773 3449 Facsimile: (02) 6773 3543  
Email: Ethics@metz.une.edu.au

This project has been approved by the Human Ethics Committee of the University of New England (Approval No. .... Valid to .././....) Permission from the New South Wales Department of Education and Training has also been granted.

In signing the first consent form you are agreeing to participate in the study and allowing me to collect data as required. This will involve your agreement to three 20-30 minute interviews during the school year and completing an anonymous questionnaire (allowing 20 - 30 minutes for completion). It will also involve the keeping of a journal in which you record once a week (through out the 2004 school year) any reading, writing, listening or talking activities you do with your child as well as any impressions you have of your child's progress in their literacy learning. The second consent form is to enable your child to participate in the study and also be used as a source of data. This will involve students being involved in interviews during 2004, as well as being participating in activities implemented by the school which promote literacy learning. If you are satisfied that the research is being conducted in a manner that provides for the physical, emotional and psychological safety of all participants and that you have sufficient information to make a free and informed decision for both yourself and your child to participate, please sign one copy of this letter and return it to school. The second copy of this letter has been provided for you to keep as a record. All audio-tapes, journal entries and work samples will only be seen by the researcher and her supervisor, no other person will have any access to any identifiable data. No data will be used in any way which will enable you or your child to be identified.

**1(a). Consent for persons over 18 to participate in the study**

I (the participant) have read the information contained in the Information Sheet for Participants and any questions I have asked have been answered to my satisfaction. I

agree to participate in this activity, realising that I may withdraw at any time. I agree that research data gathered for the study may be published, provided my name is not used.

..... Date  
Participant or Authorised Representative

..... Date  
Investigator

**1(b)**

I agree to have my interview audio-taped. *Please circle your preference below.*

Yes/No

..... Date  
Participant or Authorised Representative

..... Date  
Investigator

**2(a). Consent for persons under 18 years of age to participate in the study**

I (the participant's parent/carer) have read the information contained in the Information Sheet for Participants and any questions I have asked have been answered to my satisfaction. I understand the nature of the research sufficiently well to make a free informed decision on behalf of my child and am satisfied that the physical, emotional and psychological safety of my child will be catered for. I agree to allow my daughter/son \_\_\_\_\_ to participate in this activity, realising that she/he may withdraw at any time. I agree that research data gathered for the study may be published, provided my child's name is not used.

..... Date  
Parent/Guardian

..... Date  
Investigator

**2(b)**

I agree to have interviews that my child \_\_\_\_\_ participates in audio-taped. *Please circle your preference below.*

Yes/No

..... Date  
Parent/Guardian

..... Date  
Investigator

**Appendix 14: Consent Form for Kindergarten Students**

Date: \_\_\_\_\_

What I will have to do to help with this research has been explained to me. I agree to take part in the research.

My name is: \_\_\_\_\_

*Please circle what you would like to do below.*

I agree to have a tape made of what I say.

Yes/No

My name is: \_\_\_\_\_

Name of Parent/Guardian: \_\_\_\_\_

Signature of Parent/Guardian: \_\_\_\_\_

Please note: An age specific discussion will be conducted between the researcher and minor participants PRIOR to them signing the above Consent Form.

## Appendix 15: Information Letter about the Family Literacy Journals

Dear Parents,

As previously mentioned at our Research meeting and in the Information/Consent Forms it would be appreciated if families could keep a journal of the family literacy events which occur at home, or when ever the child is with his/her family. (Basically this means any reading, writing, listening or talking activities your child participates in when he or she is not at school). You may also consider bringing in pictures or stories that your child has created as an example of what he or she produces at home. This would be photocopied by myself and returned to you immediately.

The journal is not supposed to become a burden for parents, and entries need only be brief. You may choose to write in the journal after each literacy event has occurred at home, or perhaps just weekly to sum up what your child has been involved in during that week. It would be appreciated if you could jot down what the event was, when it occurred, and your child's reaction or response to the activity. The following is an example of what might be included in the journal after a parent and child has read the child's library book before he or she goes to bed.

*12.5.04.*

*Every night before Jo goes to sleep I read her a bedtime story. Tonight we read her library book, because she had a library lesson today at school, and was able to borrow a new book. Jo likes me to read each page to her and then we pause and discuss the pictures found on that page. The story was about horses again, as this is her favourite topic in books and television shows at the moment. Our bedtime story is a ritual which Jo and I share every night and I think that the main reason we enjoy it is because we get to spend some time with each other.*

As you can see the entries only have to be short. I realise that family life can be very hectic, and there may be days, or weeks where you don't really complete any planned literacy activities within your home. There is nothing wrong with this - it's just real life! An example of this might be:

*19.5.04*

*This week the children have been particularly tired, so we have been skipping bedtime stories, so that the children can go to bed a little bit earlier. However, Jo has been drawing pictures in her room after school and we have read her home reader (from school) once this week.*

I welcome any queries you may have about the journal and appreciate the time you are giving to this Research Project.

Many thanks,

Prudence Woods

**Appendix 16: The Connective Activities and Links to the NSW English  
K-6 Syllabus (Board of Studies NSW, 1998)**

<p><b>Page One Literacy Activities Associated with Research Project</b></p>	<p><b>Name of Activity:</b> Informal Interviews with Kindergarten Students</p>
<p><b>Aim of Activity:</b> The informal interviews with the students will be used to gather information about their personal experiences and views associated with literacy.</p>	<p><b>Outcome:</b> <i>TES1.1</i> - Communicates with peers and known adults in informal situations and structured activities dealing with familiar topics. <b>Indicators:</b> - recounts a personal or shared experience. - expresses a personal opinion.</p>
<p><b>Resources:</b> Audio-recorder, tapes, pencils, paper and stimuli such as picture books.</p>	<p><b>Outcome:</b> - <i>TES1.2</i> - Demonstrates basic skills of classroom and group interaction, makes brief oral presentations and listens with reasonable attentiveness. <b>Indicators:</b> - discusses shared experiences with teacher. - responds to simple answers.</p>
	<p><b>Outcome:</b> - <i>RES1.6</i> - Demonstrates developing reading skills and strategies when reading books, dealing with print and comprehending texts. <b>Indicators:</b> - knows basic book conventions, ie can open book and hold book in correct way to look at pictures, can turn pages in correct order.</p>

<b>Page Two Literacy Activities Associated with Research Project</b>	<b>Name of Activity:</b> Shared Reading Experiences
<b>Aim of Activity:</b> Not only will this activity provide the students with some modeled reading experiences, but it will also give students the opportunity to bring in texts from home to share with peers. The most important factor of this activity being that it encourages family literacy experiences to be a part of the students' school literacy repertoire.	<b>Outcome:</b> <i>TES1.1</i> - Communicates with peers and known adults in informal situations and structured activities dealing with familiar topics. <b>Indicators:</b> - responds to literary texts aloud. - listens to and reports on peer opinions. - expresses a personal opinion.
<b>Resources:</b> Literacy texts, both from the school and students' homes.	<b>Outcome:</b> <i>RES1.5</i> - Demonstrates developing reading skills to read short, predictable written texts on familiar texts. <b>Indicators:</b> - assumes teacher's role in a shared book session by pointing to and reading text of a familiar big book largely from memory.

<p><b>Page Three Literacy Activities Associated with Research Project</b></p>	<p><b>Name of Activity:</b> Group discussions about literacy in everyday life/family literacy events.</p>
<p><b>Aim of Activity:</b> This activity is to promote the students' thinking about the role literacy plays in our everyday lives, such as following a recipe. Students will be encouraged to discuss how literacy is used within their homes.</p>	<p><b>Outcome:</b> <i>TESI.1</i> - Communicates with peers and known adults in informal situations and structured activities dealing with familiar topics.  <b>Indicators:</b> - tells or retells familiar texts, including stories in home language and on film or video.  - expresses a personal opinion.</p>
<p><b>Resources:</b> Literary texts, item with familiar icons, such as cereal boxes, access to computers.</p>	<p><b>Outcome:</b> <i>TESI.2</i> - Demonstrates basic skills of classroom and group interaction, makes oral presentations and listens with reasonable attentiveness.  <b>Indicators:</b> - discusses shared experiences with teacher and peers.  - talks and listens to others in small group (and whole class) discussions.</p>
<p><b>Outcome:</b> <i>RESI.7</i> - Demonstrates an emerging awareness that written and visual texts convey meaning and recognises that there are different kinds of texts that serve different purposes.  <b>Indicators:</b> - talks about who might read a particular book or text and gives reasons why.  - interprets pictures with labels, environmental print and logos, advertising.</p>	<p><b>Outcome:</b> <i>TESI.3</i> - Recognises that there are different kinds of spoken texts and shows emerging awareness of school purposes and expectations for using spoken language.  <b>Indicator:</b> - makes connections between all methods of communication and school English, eg first or home language, sign language, body language.</p>
<p><b>Outcome:</b> <i>WESI.13</i> - Recognises some different purposes for writing and that own texts differ in various ways.  <b>Indicators:</b> - communicates the purposes of drawings, photographs and other graphic texts.  - talks about the person to whom they are writing a message.</p>	<p><b>Outcome:</b> <i>RESI.6</i> - Demonstrates developing reading skills and strategies when reading books, dealing with print and comprehending texts.  <b>Indicators:</b> - consistently interprets some familiar written symbols in context, eg logos, computer icons and commands, labels on packages, signs.  - talks about familiar written and visual texts.</p>

**Appendix 17: Letter Inviting Kindergarten Students to Bring in a Book  
from Home**

*You're Invited!*

Dear \_\_\_\_\_,

*As part of our in-class investigation of connecting school and home/family literacy you are invited to bring in your favourite picture or story book from home. If you are worried about losing or damaging your book Mum or Dad could give it to me in the morning, to look after during the day. I will then return it to them, or put it in your bag at the end of the day. I look forward to sharing your special book with you and your Kindergarten friends!*

*Thank you*

*Mrs Woods*

## Appendix 18: Explanation of Research Project for Introductory Morning Tea

### A Study into School and Family Literacy Practices

**Name of the Study:** *Exploring School and Family Connections in a Small Rural School: processes, effects and implications for Kindergarten students, their families and teaching staff of the school.*

**What does it mean?** During the 2004 school year I will be asking Kindergarten families to tell me about the literacy practices which their child is involved with at home. The term *literacy practices* refers to any activity involving reading, writing, listening and/or talking.

**Why?** By gaining an understanding of what is occurring at home, the teacher is then able to incorporate resources and learning experiences which are familiar and engaging for the students (Beecher and Arthur 2001:41). If students can relate to classroom literacy activities then perhaps this will promote literacy development amongst all students, rather than just those who come from homes whose literacy practices reciprocate those found within the school.

Another reason for conducting the research project is because there is currently very little information available about literacy in small rural schools. I believe that this is an overlooked area when it comes to research.

#### **What does it involve?**

**Year One Parents** - An informal discussion about how parents view the school/family connections which existed last year. How did they find out about their child/s literacy progress? Did they feel that they were given enough information in regards to the literacy practices of the school?

\* Interviews will be conducted individually and tape-recorded by the researcher. No one but the researcher will have access to the tape recording.

**Kindergarten Parents** - Initially parents will be invited to complete a survey which deals with the literacy practices that occur within the home. This is to give some insight to the researcher of possible activities which could be introduced into the classroom.

- Each family will be given an exercise book in which they can document the literacy on-goings of the home. For example, do you and your child sit down and read a story book before bedtime each night?

- There may be occasions where it is possible to bring in an example of your child's writing from home, such as a letter or a creative writing piece. This would be photocopied and the original returned to the family.

- It is envisaged that twice a term morning tea sessions could take place at school as a way of developing further connections between families and the school. During these

morning teas it would be ideal for parents to raise any questions that they may have about the school's literacy programs. For example, is your child going home and talking about THRASS? What is it all about?

- Individual interviews may also take place so that parents can discuss their child's literacy development in greater depth.

\* Interviews will be conducted individually and tape-recorded by the researcher. No one but the researcher will have access to the tape recording.

*Thank you all for your time today.  
It is greatly appreciated.*

## **Appendix 19: Parent Handout for Term Three Literacy Morning Tea**

### *Areas of Discussion*

- The English Syllabus
- The THRASS Program
- Home Reading Program

### *The English Syllabus* (adapted from the *English K-6 Syllabus*)

The English Syllabus is organised into three strands, these being:

- Talking and Listening
- Reading
- Writing

The syllabus contains outcomes for each of the various stages (Early Stage One - Kindergarten; Stage One - Years One and Two; Stage Two - Years Three and Four; and Stage Three - Years Five and Six). The outcomes are statements of the knowledge, skills and understandings expected to be gained by most students as a result of effective teaching and learning of English K-6 by the end of a stage.

Each outcome is accompanied by a set of indicators. An indicator is a statement of the behaviour that students might display as they work toward the achievement of syllabus outcomes.

(Examination of Outcomes and Indicators in the syllabus)

The syllabus has adopted the following definition of literacy:

Literacy is the ability to read and use written information and to write appropriately in a range of contexts. It is used to develop knowledge and understanding, to achieve personal growth and to function effectively in our society.

Literacy involves the integration of speaking, listening and critical thinking with reading and writing.

(Source: Department of Employment, Education and Training, *Australia's Language and Literacy Policy*, companion volume to the policy paper, AGPS, Canberra 1991:9)

As a teacher, the above definition emphasises the importance of creating literacy activities which are meaningful to the everyday lives of children.

### THRASS - What does it mean?

(adapted from THRASS: Information Package for Pre-schools, Schools, Colleges and Universities)

'THRASS' stands for Teaching Handwriting Reading and Spelling Skills. The initial idea was conceived by Alan Davies (a former teacher, teacher trainer and English educational psychologist) who was later joined by Denyse Ritchie (a teacher, teacher trainer and author).

### Why utilise the THRASS program within our school?

Traditionally, many schools begin their English programs by using a strategy commonly referred to as the phonic/initial sounds method. THRASS calls this OLMOSM (one-letter-makes-one-sound-method). This method simply means that students are taught that the lower-case letters of the alphabet have a sound, eg 'c' as in 'cat'. Capital letters are referred to by name, eg A, B, C, D, ... However, what about the words which don't fit this strategy, such as 'c' as in 'cent'? The 'c' has a 's' sound.

THRASS says that reading and spelling difficulties occur because learners are not taught, from the very beginning, the various relationships between speech sound (phonemes) and spelling choices (Graphemes).

THRASS has concluded that there are in fact 44 phonemes (speech sounds) of spoken English, and these may be represented by different letters and different combinations of letters. For example, the speech sound heard at the start of the word jam, may either be 'j', 'g' (as in giant), 'g-e' (as in cage) or 'dge' (as in bridge). This demonstrates how words certainly are not necessarily spelt according to the OLMOSM strategy. THRASS explicitly teaches the 44 phonemes, as well as the various graphemes.

### Words Associated with THRASS

Phoneme -	a speech sound
Grapheme -	a spelling choice
Graph -	a one letter spelling choice
Digraph -	a two letter spelling choice
Trigraph -	a three letter spelling choice
Picture chart -	the yellow chart with one side possessing the consonant section, and the other side illustrating the vowel content. The consonant section also has a copy of the alphabet on it, both lower case and capital letters.

### The Home Reading Program

Students have the opportunity to change their home reader on a daily basis. Many children take advantage of this scheme, and in doing so receive a gold star for each exchange (for up to three exchanges per week).

The home readers give the students an opportunity to read to Mum, Dad and/ or siblings, using a suitable text.

Reading with loved ones/family creates a positive experience for the children, and I often hear comments from the students such as:

“I love reading to Mum/Dad!”

“Last night, I read all of the words by myself.”

“It’s really fun reading to other people.”

and of course...

“Cool, I’m getting another gold star!”

The back of the Guided Reading Record sheet has some fabulous suggestions... (Opportunity to revisit these).

### What do I do if my child is struggling on a word?

1. Ask the child to reread the sentence.
2. Discuss what the word may be. What word could be used so the sentence makes sense?
3. Can he/she sound it out? What is the initial sound? Does it rhyme with some other words the child knows?
4. Use the picture for clues.

After two attempts at the word it is appropriate to then give some assistance, so as to not hinder the child’s confidence.

*Thank you for attendance. Your time is greatly appreciated.*

## **Appendix 20: Parent Handout for Term Four Literacy Morning Tea**

### New South Wales Department of Education and Training 'Helping Your Child...' Pack

This is a wonderful resource for parents to refer to if you require some hints and ideas about supporting your child's literacy development. The pack reinforces the crucial role parents play in the lives of their children, with Andrew Refshauge referring to parents as the first teachers which children are exposed to.

#### Helping Your Child With Writing and Spelling

During previous discussions we have talked about helping your child with reading at home (students and home readers etc), so I thought that I would take this opportunity to talk about helping your child with his or her writing and spelling skills.

- \* It is essential to remember that you DO NOT need to be an expert yourself. No doubt, you use writing during many of your everyday chores, without even realising you are doing so!
- \* Discuss why and how you write in a particular way for certain tasks, for example, a shopping list would certainly appear very different to a formal letter written to someone who is not well known by the writer.
- \* Read your child's writing, or have him or her read it to you. What positive comments can you make about the piece?
- \* Praise and encourage your child when they attempt to spell words that are new to them. If they need assistance and you are unsure of the spelling yourself, don't forget how helpful a dictionary can be. By using the dictionary not only are you demonstrating how to use it, but you are also illustrating that the spelling of unknown words is achievable, with a little bit of research!
- \* Add writing to your child's usual free time activities, such as labelling a picture, scrapbook or painting.
- \* Turn it into something fun! Children love spelling games, such as hangman. Have a treasure hunt for tricky words in the dictionary.

\* Remember, not all words can be 'sounded out', such as 'you' and 'said'. The THRASS Program has been giving Kindergarten and Year One Students valuable experience at listening for the phonemes (speech sounds) found within words and linking these sounds with the appropriate grapheme ( spelling choice).

\* When spelling aloud we use the letter names, phonemes then letters, eg cat - sea, ay, tee.

### Stage One

During 2005 the Year One and Year Two students (2004's Kindergarten and Year One students) will be working through and aiming to achieve the indicators attached to the Stage One outcomes. 2005 will be the Year One's first year that they have worked within the Stage One outcomes, whilst it will be the Year Two's second year.

Due to the number of outcomes it would be impossible for each of the outcomes to be taught twice through during the two years a child is in Stage One. Hence, students achieve the Stage One outcomes over an 18 months - 2 year period. At the end of this period Year Two students would most likely be working towards achieving some of the Stage Two outcomes.

As a means of assisting you in becoming familiar with literacy learning during Stage One, I have included a list of each outcome code, as well as the description for each outcome, as it appears in the *English K - 6 Syllabus*.

#### **Talking and Listening Outcomes**

**TS1.1:** (Talking and listening) Communicates with an increasing range of people for a variety of purposes on both familiar and introduced topics in spontaneous and structured classroom activities.

**TS1.2:** (Skills and strategies) Interacts in more extended ways with less teacher intervention, makes increasingly confident oral presentations and generally listens attentively.

**TS1.3:** (Context and text) Recognises a range of purposes and audiences for spoken language and considers how own talking and listening are adjusted in different situations.

**TS1.4:** (Language structures and features) Recognises that different types of predictable spoken texts have different organisational patterns and features.

### **Reading Outcomes**

**RS1.5:** (Reading and viewing texts) Reads a wide range of texts on less familiar topics with increasing independence and understanding, making connections between own knowledge and experience and information in texts.

**RS1.6:** (Skills and strategies) Draws on an increasing range of skills and strategies when reading and comprehending texts.

**RS1.7:** (Context and text) Understands that texts are constructed by people and identifies ways in which texts differ according to their purpose, audience and subject matter.

**RS1.8:** (Language structures and features[this outcomes focuses on grammar]) Identifies the text structure and basic grammatical features of a limited range of text types.

### **Writing Outcomes**

**WS1.9:** (Producing texts) Plans, reviews and produces a small range of simple literary and factual texts for a variety of purposes on familiar topics for known readers.

**WS1.10:** (Skills and strategies - grammar and punctuation) Produces texts using the basic grammatical features and punctuation conventions of the text type.

**WS1.11:** (Skills and strategies - spelling) Uses knowledge of sight words and letter-sound correspondences and a variety of strategies to spell familiar words.

**WS1.12:** (Skills and strategies - handwriting and computer technology) Produces texts using letters of consistent size and slope in NSW Foundation Style and using computer technology.

**WS1.13:** (Context and text) Identifies how own texts differ according to their purpose, audience and subject matter.

**WS1.14:** (Language structures and features) Identifies the structure of own literary and factual texts and names a limited range of related grammatical features and conventions of written language.

**Appendix 21: Term Three Edition of *Literacy Link* (no illustrations provided in this copy)**

# ***Literacy Link***

**Vol. 1**

**Term Three**

**2004**

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Dear Parents,  
Welcome to the first edition of *Literacy Link* - a  Public School newsletter which has been designed to create another link between families and the school community. The particular focus of this newsletter will be the literacy activities which the school has been involved in during the term. It will encompass a summary of literacy events, a selection of the students' work and some suggestions and ideas that perhaps you could utilise within your home. If nothing else, I hope you simply enjoy reading about what the children have been involved in (literacy wise) during Term Three, 2004.

Prudence Woods

### **Discussions - Years 3-5**

At our last assembly we were entertained and informed by our Year 3, 4 and 5 students who presented an oral discussion on a topic of their choice. A discussion is just one of the many text types found in the *English K - 6 Syllabus*. The syllabus states that the purpose of a discussion is 'to examine issues from more than one perspective and make recommendations based on evidence' (page 70). The students discussed issues such as: participating in motor cross riding; looking after the environment; and helicopters. Kindergarten and Year 1 have also been developing their public speaking skills by participating in News on a Monday morning, as well as discussing photographs found within the newspaper, during the Olympic Games.

### **The Daily Telegraph and the Olympic Games**

As previously mentioned, Kindergarten have been discussing newspaper pictures, which accompanied articles about the Olympic Games. This was possible because during the Athens Olympic Games the school received copies of *The Daily Telegraph*. Not only did the newspapers give students the opportunity to read and learn about the Olympic Games, but it also gave them an insight into the layout of a newspaper. For example, we discussed the purpose of captions, headlines and articles. The newspapers provided students with the opportunity of seeing how useful literacy is in everyday life.

### **The THRASS Program**

During Term Three Kindergarten and Year 1 have developed their skills of identifying graphs, digraphs and trigraphs contained within words. All Infant students should be congratulated on their enthusiasm to learn the spelling of words we frequently use in language. Years 3 - 5 have been learning to spell words that contain a specific blend, for example; 'gl' - glue, glove and glad. All students continue to develop their handwriting skills.

### **The Specific Skills Series**

Our Year 3, 4 and 5 students are fortunate enough to be able to work in a small group situation each Monday to Thursday mornings, when either Ms \_\_\_\_\_ or Mrs \_\_\_\_\_ are at school. It is during this time that students further develop their literacy skills by partaking in activities from the Specific Skills Series. This series aims to help children

constantly build on their understanding and ability to be able to work with a variety of texts. Some areas of learning from the series include: Getting the Main Idea; Following Directions; and Identifying Inferences.

### Creative Corner

This section of the newsletter has been included to enable students to have a wider audience for the fabulous writing. Enjoy!

\*\*\*\*\*

I am watering the garden.

From Big Book (Early Stage One

\*\*\*\*\*

I am going on the Hogwart Express on Saturday.

From Journal (Stage One)

\*\*\*\*\*

Dear Elizabeth Allen,  
How are you going? I am fine. I bet you are a fast runner. I hope you win the race you are going in this year. I wish I could run as fast as you.

Love from  
Letter to an Australian Olympian by  
(Stage Two)

\*\*\*\*\*

To Enter Motorbike Competitions or Not to Enter.

For:

- \* it is fun for the rider.
- \* you can get a lot of fresh air.
- \* you can go on trail bike rides.
- \* you can meet other people to ride with.
- \* you are doing something which not everyone gets to do.

Against:

- \* you can break bones.
- \* you can hurt other people.
- \* it is an expensive sport.

Rough copy of discussion, adapted from his work book (Stage Three)

\*\*\*\*\*

### Handy Hints and Tips

The following points are a summary of the first chapter in Paul Jennings' book titled *The Reading Bug: and how you can help your child to catch it*. The first chapter in Jennings' book is called *Become an Expert: its not brain surgery*, and it focuses on the wonderful role parents can play in their child's literacy development. I hope you find Jennings' points thought provoking.

- \* Anyone who can read can teach reading.
- \* Reading to or with a child is an act of love.
- \* Without a single 'lesson' they will come to love reading.
- \* Our goal is to instil a love, an attitude, a passion.

SHE GOT LOST  
IN A BOOK—  
THAT WAS A  
WEEK AGO...



**Appendix 22: Term Four Edition of *Literacy Link* (no illustrations provided in this copy)**

# ***Literacy Link***

**Vol. 2**

**Term Four**

**2004**

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Dear Parents,

Welcome to the second edition of the *Literacy Link* Newsletter. I hope you find the information provided both interesting and informative. I wish everyone a happy and safe holiday and look forward to seeing you all in 2005.

**The THRASS (Teaching Handwriting Reading And Spelling Skills) Program**

All students continue working within the THRASS Program.

Each week Years 3-5 have been creating a spelling list which draws upon words that have been spelt incorrectly during other written tasks, such as journal entries. For example, last week the spelling list focused on words ending with '-ld', such as bald, would and wild. During the week students examine each word in great detail by concentrating on such things as the word's meaning, similarities between the words, and segmenting the words into graphs, digraphs and trigraphs (according to the appropriate phonemes).

Kindergarten and Year One students have also been segmenting words according to the graphs, digraphs and trigraphs contained within the word (after initial discussion of the phonemes found within the word). The students have been using counters to represent each phoneme (speech sound) as they hear it appear in the word. This is to enable students to have a concrete sense of the phonemes.

All students are to be congratulated on their dedication to learning about how the THRASS Program works, as well as the enthusiasm they show during in-class activities.

**Creative Corner**

I am going to the movies.

From Journal (Stage One)

\*\*\*\*\*

I saw a panda.

From Big Book (Early Stage One)

\*\*\*\*\*

**Co-ee**

Once again, all students have been very dedicated to completing written entries for this year's ~~Co-ee~~ Co-ee. Some of the articles prepared by the students include narratives, jokes, information reports and recounts. Look out for (Stage Two) article on the *Museum in a Box* and (Stage Three) recount of the walkathon.

## **Appendix 23: English Outcomes used in the Work Sample Assessment Tasks**

**RES1.6:** Demonstrates developing reading skills and strategies for reading books, dealing with print and comprehending texts.

**WES1.9:** Engages in writing texts with the intention of conveying an idea or message.

**WES1.14:** Recognises overall text structure and basic grammatical features of simple texts and some conventions of written language.

**Appendix 24: Example of the Reading Work Sample**

**Reading**

**Early Stage 1**

**Outcome:**

Demonstrates developing reading skills and strategies for reading books, dealing with print and comprehending texts.

**Indicators:**

- ✓ \* demonstrates awareness that print is an expression of meaning
- ✓ \* uses picture clues to predict a text's content and makes connections between illustrations and written text when reading
- ✓ \* spends time looking at a book
- ✓ \* uses illustrations to assist reading

**Task:** The students in guided reading were asked to show an understanding of what they had been reading by adding a further page of their own to their reading text. This page was from their own experiences in relation to the content of their text.

Name of text:

- 1) Some Animals Have Horns
- 2) Baby Wild Animals

Your child is demonstrating from this worksample that he or she is:

working beyond achieving the outcome,

✓ achieving the outcome,

working towards achieving the outcome

experiencing difficulty in achieving the outcome

Teacher signature: ..... Date: 4.5.04

## Appendix 25: Example of the Handwriting Work Sample

### Handwriting

### Early Stage 1

Outcome:

Produces most lower-case and upper-case letters.

Indicators:

- X\* holds writing implement with only thumb, index and middle fingers.
- ✓\* recognises the same letter in both lower and upper case.

Task: All students are focusing on improving the presentation of their written work. Handwriting exercises are completed on a regular basis both in a formal handwriting book and on specific worksheets.

- working beyond achieving the outcome,
- achieving the outcome,
- ✓ working towards achieving the outcome, or
- experiencing difficulty in achieving the outcome.

Teacher signature:

Date: Feb. '04

## Appendix 26: Example of the Grammar Work Sample

### Grammar Early Stage 1

**Outcome:**

Recognises overall text structure and basic grammatical features of simple texts and some conventions of written language.

**Indicators:**

- ✓\* talks about the words that indicate who or what in a text
- ✓\* talks about the action words in a text *with prompting*

**Task:** Using the students' own writing they were asked to identify some of the grammatical features of their writing such as who or what was in their story and what was the action taking place in their story

Your child is demonstrating from this worksample that he or she is:

working beyond achieving the outcome,

achieving the outcome,

↘ working towards achieving the outcome

experiencing difficulty in achieving the outcome

Teacher signature: ..... Date: *22.6.04*

**Appendix 27: Abbreviations for Participants and Data used in the  
Thesis**

- SI** – Semi-formal Interview
- KPQ** – Kindergarten Parent Questionnaire
- RE** – Researcher Entry
- PQ** – Principal Questionnaire
- CRLJ** – Classroom Literacy Journal
- CLJ** – Claire’s Literacy Journal
- ALJ** – Ashley’s Literacy Journal
- SLJ** – Sarah’s Literacy Journal
- LMT** – Literacy Morning Tea
- 
- R2** – Respondent One
- R2** – Respondent Two
- R3** – Respondent Three
- P011f** – Participant 001f (Principal)
- P003b** – Participant 003b (Year One Parent)
- P006d** – Participant 006d (Year One Parent)
- P001a** – Participant 001a (Kindergarten Parent)
- P004c** – Participant 004c (Kindergarten Parent)
- P007e** – Participant 007c (Kindergarten Parent)