Joondalup Education Support Centre

Our Literacy Journey

Brianna Wimbridge

School information

Education Support Centre in Perth, Western Australia

131 students (K-6)

74 staff

Shared campus with Primary school - 360

ASD

Year Level	Number of students
Kindy	10
PP	12
Year 1	14
Year 2	21
Year 3	9
Year 4	16
Year 5	13
Year 6	8
Total	103

ID

Year Level	Number of students
Kindy	1
PP	0
Year 1	2
Year 2	3
Year 3	3
Year 4	3
Year 5	4
Year 6	6
Total	22

PD

Year Level	Number of students
Kindy	1
PP	0
Year 1	0
Year 2	1
Year 3	0
Year 4	0
Year 5	0
Year 6	0
Total	2

Other

Year Level	Number of students
Kindy	2
PP	1
Year 1	0
Year 2	1
Year 3	0
Year 4	0
Year 5	0
Year 6	0
Total	4

Literacy at Joondalup
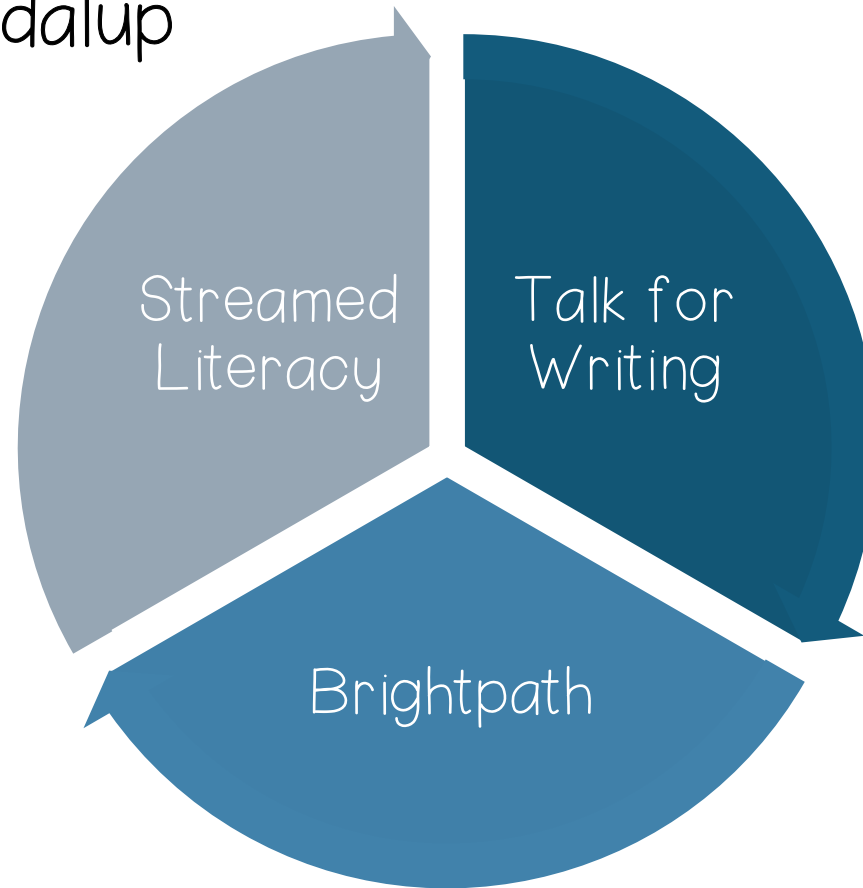
Our Streamed Literacy Journey

- 4 Blocks Literacy/Balanced Literacy

- Minilit
- Basic Reading Inventory

- Alphabet program
- Pre Lit
- Minilit
- MacquLit

- Little Learners Love Literacy (phonological awareness/ Assessment of Reading Skill)
- PLD
- Cars and Stars

- Shared reading Group
- InitiaLit
- Cars and Stars
- PLD
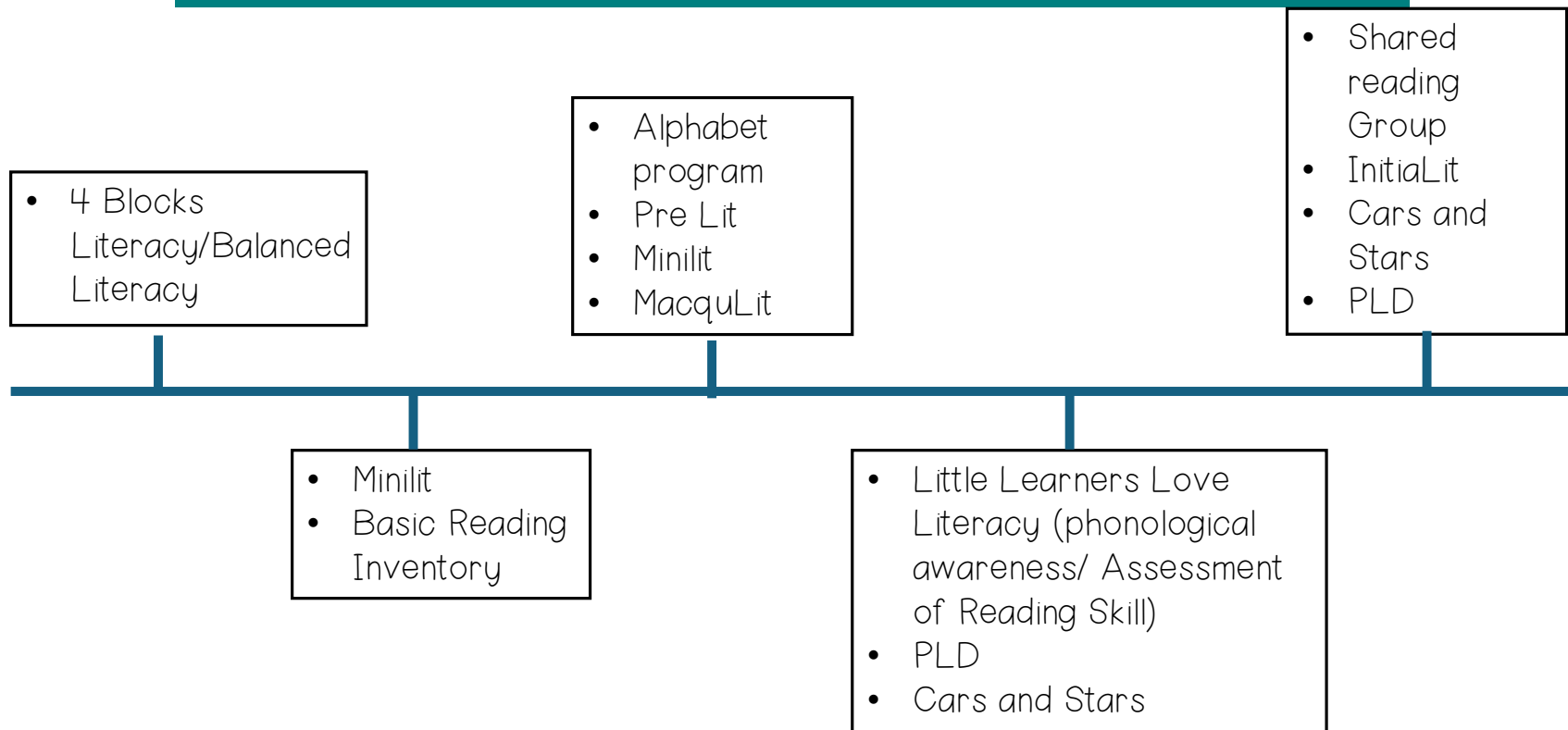
Streamed Literacy Structure

Literacy Progression

1. Communication Group Shared reading with a core word focus

2. InitiaLit F

3. InitiaLit 1

4. InitiaLit 2

5. Cars and Stars + PLD

Communication	
Year Level	Number of students
PP	10
Year 1	9
Year 2	12
Year 3	3
Year 4	3
Year 5	4
Year 6	2
Total	43

InitiaLit F	
Year Level	Number of students
PP	4
Year 1	3
Year 2	10
Year 3	4
Year 4	6
Year 5	3
Year 6	2
Total	32

InitiaLit 1	
Year Level	Number of students
PP	0
Year 1	1
Year 2	2
Year 3	5
Year 4	8
Year 5	6
Year 6	2
Total	24

InitiaLit 2	
Year Level	Number of students
PP	0
Year 1	0
Year 2	3
Year 3	1
Year 4	1
Year 5	3
Year 6	0
Total	8

Cars and Stars	
Year Level	Number of students
PP	0
Year 1	0
Year 2	0
Year 3	0
Year 4	2
Year 5	1
Year 6	6
Total	9

Literacy Group 1 (Rooms 23, 28, 29, 35)

Team Leader: Bri

Days: Wed, Thurs and Fri – session 2

Groups	Students	Staff Members	Room / Space
Communication Group		Kirsty Room 23 staff member	23
Communication Group		Sarah Room 28 staff member	28
Communication Group		Margaret Sharie/Regis	29
Communication A 3			
Communication/InitialLit F			3
Communication/InitialLit F			29
InitialLit F (Please complete a quick revision before then commencing at lesson 42)			35
InitialLit I			23

Literacy Group 2 (Rooms 14, 21, 25 and 36)

Team Leader: Laurissa

Groups	Students	Staff Members	Room/ Space
Communication Group		Emily Leanne Ailsa *Michelle Shelby	36
Communication A3		Laurissa Tracey Laura Lauren/Tammy	25
		Steph *Rm 21	21
		Courtney	14
Rm 21		Kelly	B block ?
		Ellen	21

on 3, Tues and Thurs session 2

Literacy Group 4 (Rooms 3, 9, 27 and 16)

Team Leader: Bri
Days: Mon, Wed and Thurs – session 2

Groups	Students	Staff Members	Room / Space
Communication		Tyla Bel Amy Brett	27
InitialLit F (Please complete a quick revision before then commencing at lesson 43)		Cindy Kate	3
InitialLit I (Please complete a quick revision before then commencing at lesson 24)	27	Tim	16
InitialLit I (Please complete a quick revision before then commencing at lesson 36)	ion) rm 3 9	Kai Linet/ Wendy	B Block
InitialLit 2	3ram: 25	Kristy	D Block wet area?
Cars and Stars		Bri Leon	9

I. Communication Group

Foundational phase

Shared reading approach

Receptive and expressive communication

Foundational Skills Journey at JESC

- At the start of COVID, our school Psychologist (Shelda) and Behavioural Consultant (Kane) created a document called "21 Essential Early Learning Skills" for parents to refer to at home, with YouTube videos to match. Mae Jorgeson then turned this into an assessment.

- Shelda and Kane have been training our staff and working with select students on these skills for many years.

- Since the creation of the assessment, we now have timetabled weekly sessions for every class in the school to have training with Shelda and Kane to assist in learning behavioural analytic explicit teaching strategies to teach the foundational skills.

Foundational Skills Assessment

- Has progressed from 21 skills to 36 skills currently (some have both receptive and expressive versions)

- Starts at Level 1 - responding to name, goes to Level 36 - relational responding

- Standard version and AAC version

- Scope and Sequence and IEP goals match the skills from the assessment

- To sit this assessment, students must:

  - be working at a pre-curriculum level and/or

  - have been on the same IEP goal for more than six months.

Why do we need these skills?

- Our students need explicit teaching of skills that people take for granted

- We break down larger skills into smaller, more achievable skills

- These create the foundations for learning. We are teaching students the skills they need to learn

- This is an assessment, but it informs teaching

Purple- Standard Version

Foundational Skills Assessment- Standard version				
Name:	Teacher:	Year level:	Room:	Date:

Pre- test: Getting set up
Set up your learning environment to maximise success. Choose a table in the classroom that is clear, with the student seated on one side, and you on the opposite side. For each task, students have three seconds to respond. If there is no response after three seconds mark as 'no response' You will need your student's token strip and reinforcers.

Level 1 – Responding to name
While facing the child, say their **name**. Wait three seconds for a response. Repeat and circle student's response.

Gives eye contact (3)	Looks at your face (no eye contact) (2)	Looks towards sound but not at your face (1)	No response (0)	/ 3

Level 2 - Gesture Tracking
Without the student seeing, under one of the two cups place the student's reinforcer (X). Place both cups onto the table in front of the student, and say **"(Name) where's the X ?"**, then point to the cup which you placed the item under.
Circle the student's response.

Student selects the correct cup (3)	Student selects the wrong or both cups (2)	Student looks at you, but not at the cups (1)	No response (0)	/ 3

Level 3 – Gaze Tracking
Without the student seeing, under one of the two cups place the student's reinforcer (X). Place both cups onto the table in front of the student, and say **"(Name) where's the X ?"**, then stare at the cup which you placed the item under.
Circle the student's response.

Student selects the correct cup (3)	Student selects the wrong or both cups (2)	Student looks at you, but not at the cups (1)	No response (0)	/ 3

Level 4 – Gross Motor Imitation
Gain the student's attention. Say **"(Name) do this"** followed by the action. Wait 3 seconds for a response and circle their response. Complete with all actions. See Physical Adjustments Appendix for alternative delivery methods.

Clap	Completes action (3)	Completes action with gestural prompt (2)	Completes action with a partial physical prompt (1)	No response (0)	/ 3
Tap table (both hands onto the table)	Completes action (3)	Completes action with gestural prompt (2)	Completes action with a partial physical prompt (1)	No response (0)	/ 3
Touch head (both hands)	Completes action (3)	Completes action with gestural prompt (2)	Completes action with a partial physical prompt (1)	No response (0)	/ 3

Comments (please note if/what physical adjustments were used):

Level 5 - Visual Matching – 3D objects
Place two bowls onto the table with a space (approximately 20 cms) between them. Place item 1 and 2 into the bowls then, give the student the third item, say **"(Name) put with same"**. Circle student's response.

1. Car 2. Plane 3. Car.	Matches the same item (3)	Places in the wrong bowl (2)	Picks up and moves item, but no match (1)	No response (0)	/ 3
1. Ball 2. Duck 3. Duck	Matches the same item (3)	Places in the wrong bowl (2)	Picks up and moves item, but no match (1)	No response (0)	/ 3
1. Colour A block 2. Colour B block 3. Colour B block	Matches the same item (3)	Places in the wrong bowl (2)	Picks up and moves item, but no match (1)	No response (0)	/ 3

Level 6 - Visual Matching – 2D cards
Place two bowls onto the table with a space (approximately 20 cms) between them. Place cards 1 and 2 into the bowls then, give the student the third item, say **"(Name) put with same"**. Circle student's response.

1. Dog 2. Car 3. Dog	Matches the same card (3)	Places in the wrong bowl (2)	Picks up and moves card, but no match (1)	No response (0)	/ 3
1. Square 2. Triangle 3. Square	Matches the same card (3)	Places in the wrong bowl (2)	Picks up and moves card, but no match (1)	No response (0)	/ 3
1. Yellow pencil 2. Red pencil 3. Yellow pencil	Matches the same card (3)	Places in the wrong bowl (2)	Picks up and moves card, but no match (1)	No response (0)	/ 3

Level 7 – Auditory Discrimination
Record 'dog' on recorder A and 'cat' on recorder B in assessors voice.
1. Place sound recorder A and B onto the table in front of the student. Press A, then press B. Ask the student, **"(Name) find cat?"**. Circle response.
2. Press A, then press B. Ask the student, **"(Name) find dog?"**. Circle response.

1.	Correctly identifies B (3)	Incorrectly identifies A (2)	Pushes both recorders (1)	No response (0)	/ 3
2.	Correctly identifies A (3)	Incorrectly identifies B (2)	Pushes both recorders (1)	No response (0)	/ 3

Level 8 – Basic Receptive
Place cards 1 and 2 onto the table in front of the student. Say **"(Name) give me…"** followed by the **highlighted** word. Circle student's response.

1. Dog 2. **Car**	Gives you the requested item (3)	Hands you the wrong or both items (2)	Picks up item (1)	No response (0)	/ 3
1. Triangle 2. **Circle**	Gives you the requested item (3)	Hands you the wrong or both items (2)	Picks up item (1)	No response (0)	/ 3
1. **Red** 2. Blue	Gives you the requested item (3)	Hands you the wrong or both items (2)	Picks up item (1)	No response (0)	/ 3

Communication Group at a glance!

What it looks like!

What it sounds like!

What it feels like!

Walk through memory lane

AAC Language Development - Overview

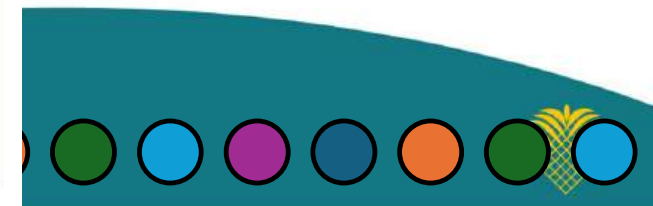|	List One	List Two	List Three	List Four	List Five
1	Yes	Where	Read	Here	He
2	No	Who	Need	There	She
3	Go	Me/my	Please	Think	But
4	Help	Turn	Thank you	Ready	Mine
5	More	You/your	Let's	Find	New
6	Stop	Big	Get	Let's	Old
7	Hi	Little	Give	To	Again
8	Goodbye	Like	Work	Put	Now
9	What	Same	And	Gone/all gone	Away
10	Eat	Different	Under	Can	Take
11	Drink	Make	Away	Some	With
12	Finished/all done	Wait	Come	All	Is
13	Play	Up	Fast	When	Are
14	Want	Down	Slow	Have	Why
15	Don't/not	Feel	In	Say/tell	How
16	Look/see	Open	Out	Hot	Am
17	Do	Close	On	Cold	It
18	I	Listen/hear			
19	Good	Watch			
20	Bad	Did/does			
Fringe focus	Colours	Body parts			
	Number	Weather			
	Animals	Feelings (basic)			
	Toys	Descriptions			
	People				

AAC Language Development – Student Progress

Student name:

Please highlight the following vocabulary:

- Current focus words = yellow
- Words achieved independently = Green

	List One	List Two	List Three	List Four	List Five
1	Yes	Where	Read	Here	He
2	No	Who	Need	There	She
3	Go	Me/my	Please	Think	But
4	Help	Turn	Thank you	Ready	Mine
5	More	You/your	Let's	Find	New
6	Stop	Big	Get	Let's	Old
7	Hi	Little	Give	To	Again
8	Goodbye	Like	Work	Put	Now
9	What	Same	And	Gone/all gone	Away
10	Eat	Different	Under	Can	Take
11	Drink	Make	Away	Some	With
12	Finished/all done	Wait	Come	All	Is
13	Play	Up	Fast	When	Are
14	Want	Down	Slow	Have	Why
15	Don't/not	Feel	In	Say/tell	How
16	Look/see	Open	Out	Hot	Am
17	Do	Close	On	Cold	It
18	I	Listen/hear	Off	Front	That
19	Good	Watch	Time	Back	This
20	Bad	Did/does	Colour	Next to	Will

Communication Trajectory

Instructions:

Target Vocab: Please highlight individual words using the following key: Green: Achieved/independent, ident/modelled

Sentence Structure: Circle or highlight student level

Notes box: please write examples of student communication/vocab

*A student must be able to independently use a minimum of 10 examples/words/phrases to ach...

List One	List Two	List Three		
Yes	Where	Read		
No	Who	Need		
Go	Me/my	Please	Think	But
Help	Turn	Thank you	Ready	Mine
More	You/your	Let's	Find	New
Stop	Big	Get	Let's	Old
Hi	Little	Give	To	Again
Goodbye	Like	Work	Put	Now
What	Same	And	Gone/all gone	Away
Eat	Different	Under	Can	Take
Drink	Make	Away	Some	With
Finished/all done	Wait	Come	All	Is
Play	Up	Fast	When	Are
Want	Down	Slow	Have	Why
Don't/not	Feel	In	Say/tell	How
Look/see	Open	Out	Hot	Am
Do	Close	On	Cold	It
I	Listen/hear	Off	Front	That
Good	Watch	Time	Back	This
Bad	Did/does	Colour	Next to	Will

Sentence Structure	Stage 1: One word	Stage 2: Two words	Stage 3: Three words	Stage 4: Compound sentences	Stage 5: Punctuation
	E.g core word vocab	E.g. You eat, go home	E.g. I eat apple, I go park, Give mummy drink		

Examples of student vocab:

Student Name	
Date	
Class	

Core Word Communication Checklist- Sensory Room

Code	Prompting
M	Modelled
P	Prompted
I/G	Independent/ Generalised

Please tick the chosen core word/s and state the level of prompting required.

(You may even like to tally the number of times a student has used the word)

Room Number: _____   Date: _____

Student Name → Core Words ↓					
Yes					
No					
Go					
Want					
More					
Stop					
Hi					
Goodbye					
What					
Eat					
Drink					
Finished/all done					
Play					
Want					
Don't/not					
Look/see					
Do					
I					
Good					
Bad					
Activity Description					
Additional information					

Code	Prompting
M	Modelled
P	Prompted
I/G	Independent/ Generalised
V	Verbalises
S	Signs

Core Word Communication Checklist

Please tick the chosen core word/s and state the level of prompting required

Room Number:

Core Words → Student Name ↓					
Additional Notes					

Student Name	Activity	Comments

Code	Prompting
M	Modelled
P	Prompted
I/G	Independent/ Generalised
V	Verbalised

Communication Group Checklist

Please fill in the chosen core words and state the level of prompting required.

(You may even like to tally the number of times a student has used the word)

5 Focus Words → Activity ↓					

Communication Group

Activity Overview

Target words:

Insert photo here

Description of Activity:

Level of prompting required:

Other Notes:
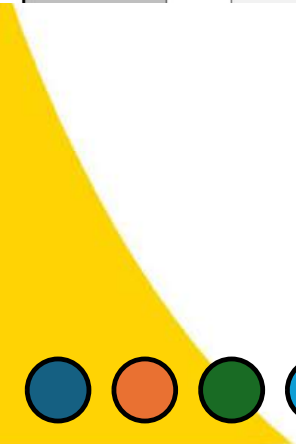
2 - 4. InitiaLit

Student paced

Year level is irrelevant

Assessments created

InitiaLit F – Little Learners

First name	Surname	Year	Class	IA Sentence seg	IB Syllable blend	IC Rhyme ID	ID Rhyme prod	IE Syllable seg	IF Two-syll deletion	IG (I) phon ID	IH Onset-rime blend	II (F) phon ID	IJ CVC blend	IK CVC seg	IL CCVC blend	TOTAL ITEMS /60 Criterion =20/60	Total Percentage
		0	0	5	5	5	5	5	5	5	5	5	5	5	5	60	100
		PP	23	0	4	2	0	2	0	0	1	0	0	0	0	9	15.0
		PP	28	0	5	3	0	3	0	4	0	0	0	0	0	15	25.0
		PP	28	4	3	4	1	4	1	4	0	2	0	0	0	23	38.3
		1	29	3	5	3	0	5	0	5	1	0	1	1	0	24	40.0
		1	35	4	4	2	0	3	0	0	0	0	0	0	0	13	21.7
		2	36	1	4	4	1	2	0	1	5	0	3	2	1	24	40.0
		2	21	5	5	5	5	5	4	5	5	5	5	5	5	59	98.3
		2	2	5	5	2	0	4	4	2	2	1	0	0	0	25	41.7
		2	25	5	5	5	5	5	5	5	5	5	5	5	5	60	100.0
		2	14	5	5	4	0	5	3	5	5	3	4	3	3	45	75.0
		2	14	5	5	5	2	4	5	5	5	3	5	4	4	52	86.7
		2	35	5	5	5	3	5	5	5	5	5	5	4	2	54	90.0
		2	35	5	5	5	5	5	5	4	4	0	4	4	3	49	81.7
		3	25	3	5	3	0	4	0	5	4	2	3	1	1	31	51.7
		3	22	5	5	4	2	2	4	5	5	2	5	5	3	47	78.3
		3	26	0	0	4	0	1	0	0	0	0	0	0	0	5	8.3
		4	2	4	5	5	1	5	3	5	5	3	5	1	1	43	82
		4	22	2	5	0	0	0	1	5	4	4	4	0	2	27	45.0
		4	3	5	5	3	2	5	0	4	5	1	4	5	3	42	70.0
		4	22	5	5	3	0	1	0	5	4	4	3	2	2	34	56.7
		4	26	5	4	4	4	3	1	5	5	3	4	5	1	44	73.3
		5	3	2	4	2	0	0	0	0	5	2	4	0	5	24	40.0
		5	9	4	5	4	1	5	1	5	5	5	3	4	1	43	71.7
		6	16	1	5	3	0	0	1	5	5	1	4	3	1	29	48.3
		6	27	1	5	3	1	2	2	2	4	0	2	0	2	24	40.0

InitiaLit F – Assessment

First name	Surname	Year	Class	Little Learners	Letter sound knowledge	Reading regular words	Reading non-words	Reading sentences	Reading tricky words	Writing/typing or building	Total Mark	Total %		Overview	Percentage
				60	39	20	8	31	56	13	167	100		227	100.0
		PP	23	9	8	0	0	1	1	0	10	6.0		19	8.4
		PP	28	15	11	0	0	5	2	0	18	10.8		33	14.5
		PP	28	23	28	1	0	0	0	0	29	17.4		52	22.9
		1	29	24	30	1	0	11	17	2	61	36.5		85	37.4
		1	35	13	7	0	0	0	0	0	7	4.2		20	8.8
		2	36	24	24	9	1	20	29	0	83	49.7		107	47.1
		2	21	59	34	19	3	30	52	4	142	85.0		201	88.5
		2	2	25	23	9	0	8	18	0	58	34.7		83	36.6
		2	25	60	37	17	3	31	43	5	136	81.4		196	86.3
		2	14	45	36	19	3	28	40	4	130	77.8		175	77.1
		2	14	52	30	18	3	31	53	5	140	83.8		192	84.6
		2	35	54	31	13	4	16	3	2	69	41.3		123	54.2
		2	35	49	37	20	7	31	56	11	162	97.0		211	93.0
		3	25	31	29	9	0	13	7	3	61	36.5		92	40.5
		3	22	47	29	18	1	29	47	2	126	75.4		173	76.2
		3	26	5	24	1	0	5	8	0	38	22.8		43	18.9
		4	2	43	30	10	0	20	25	5	90	53.9		133	58.6
		4	22	27	32	19	5	31	56	6	149	89.2		176	77.5
		4	3	42	19	6	1	3	0	6	35	21.0		77	33.9
		4	22	34	36	15	4	28	30	5	118	70.7		152	67.0
		4	26	44	36	13	3	26	25	6	109	65.3		153	67.4
		5	3	24	32	19	6	30	55	13	155	92.8		179	78.9
		5	9	43	27	13	3	24	24	6	97	58.1		140	61.7
		6	16	29	29	13	1	20	8	3	74	44.3		103	45.4
		6	27	24	15	1	0	1	3	0	20	12.0		44	19.4

InitiaLit 1 – Little Learners

First Name	Surname	Year	Class	2A Vowel ID in CVC	2B (I, M, F) phon ID	2C (I) sphon del in CVC	2D (F) phon del	2E CVCV CVCVC	2F CCVC CVCC seg	2G (I, F) phon add	2H (I) phon sub	2I (F) phon sub	2J 1st or 2nd phon del	TOTAL Mark	Total %
		0		5	6	5	5	6	6	6	5	5	6	55	100.0
		1	23	4	5	5	2	6	5	4	5	4	4	44	80.0
		1	21	3	6	5	5	3	5	6	5	5	6	49	89.1
		2	35	1	2	0	0	1	3	1	0	0	0	8	14.5
		2	14	4	5	5	3	6	6	5	5	4	0	43	78.2
		2	14	3	6	5	5	6	6	6	5	5	5	52	94.5
		3	25	4	4	5	5	1	4	3	0	0	0	26	47.3
		3	2	0	0	0	0	0	0	0	0	0	0	0	0.0
		3	22	0	0	0	0	3	3	0	0	0	0	6	10.9
		3	26	0	0	0	0	2	0	0	0	0	0	2	3.6
		3	26	3	3	2	5	2	5	6	0	0	2	28	50.9
		4	3	3	6	5	4	6	5	6	5	0	3	43	78.2
		4	1	3	4	3	2	2	3	3	2	0	3	25	45.5
		4	2	5	4	5	5	6	6	6	4	4	2	47	85.5
		4	1	4	4	5	4	6	5	4	5	1	4	42	76.4
		4	26	2	3	5	5	2	3	3	4	3	2	32	58.2
		4	26	5	6	5	5	6	6	6	5	4	1	49	89.1
		4	1	5	5	5	5	6	5	4	5	4	4	48	87.3
		4	1	5	6	5	5	6	5	5	4	4	6	51	92.7
		5	27	5	6	5	4	5	1	5	4	1	2	38	69.1
		5	16	5	5	5	5	6	6	6	5	5	0	48	87.3
		5	3	5	4	5	5	2	6	5	4	2	0	38	69.1
		5	27	5	6	5	5	5	6	6	4	2	3	47	85.5
		6	9	5	6	5	5	6	6	4	3	4	2	46	83.6
		6	16	5	5	5	3	6	4	6	1	0	2	37	67.3
		6	16	5	6	5	5	6	5	6	5	5	5	53	96.4
Logan	Tomaszek	6	27	1	3	4	0	5	1	1	1	0	1	17	30.9

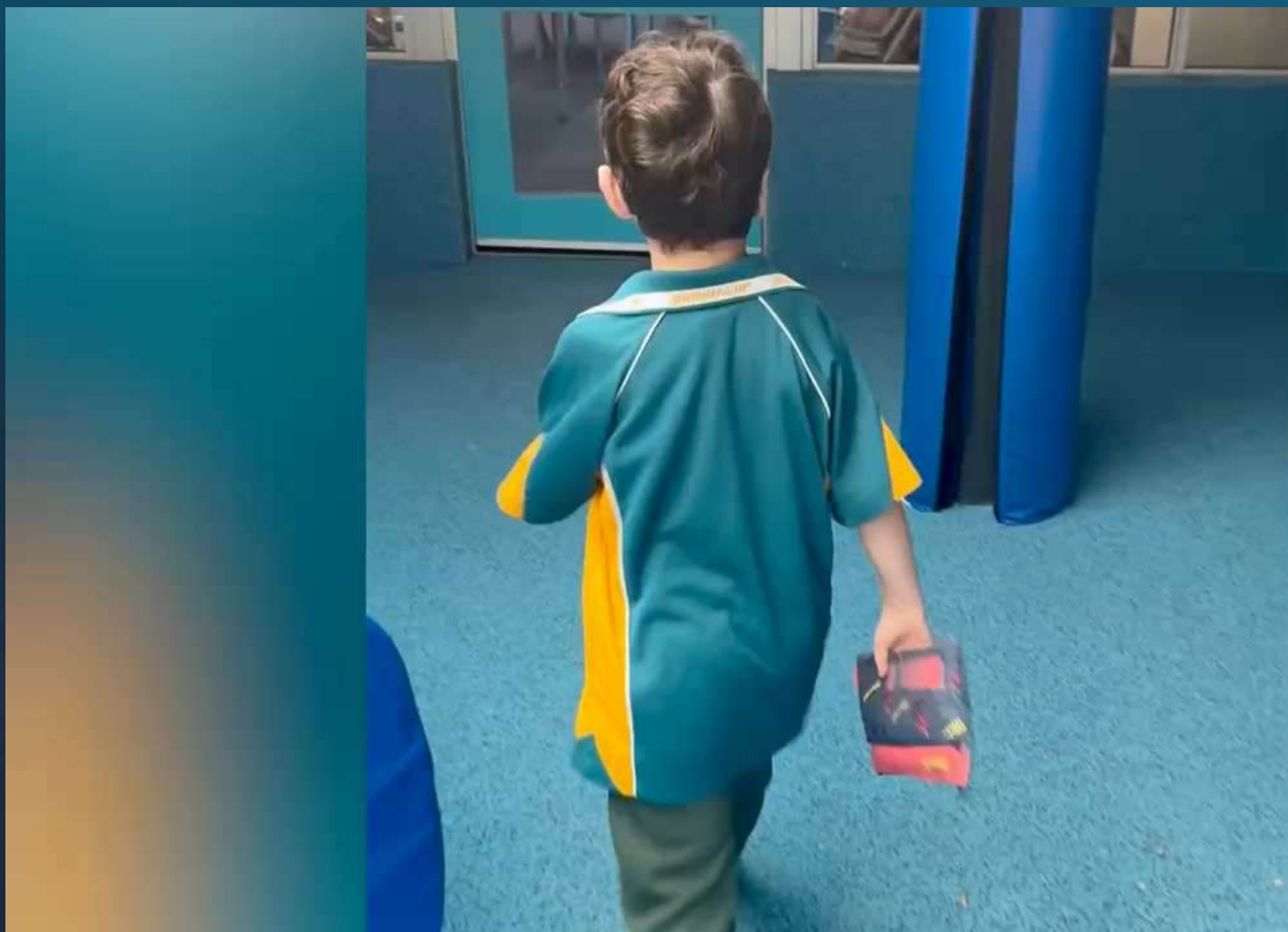# InitiaLit 1 - Assessment

First name	Surname	Year	Class	Little Learners	Reading regular words	Reading non-words	Listening comprehension	Reading comprehension	Comprehension questions	Writing/typing or building	Sentence dictation (word)	Sentence dictation (Spelling)	Sentence dictation (punctuation)	Sentence dictation (total)	Total out of	Total %		Overview Mark	Percentage
Potential Student		0	0	55	20	8	10	80	4	13	4	4	4	12	147	100		202	100
		1	23	44	20	7	5	80	4	12	3	4	0	7	135	91.8		179	88.6
		1	21	49	20	7	9	80	4	13	3	3	3	9	142	96.6		191	94.6
		2	14	43	16	5	9	80	3	1	3	0	2	5	134	91.2		162	80.2
		2	14	52	18	7	9	80	2	6	4	0	2	6	128	87.1		180	89.1
		2	35	8	20	8	0	77	0	5	0	0	0	0	110	74.8		118	58.4
		3	25	26	10	5	0	72	0	3	1	1	0	2	92	62.6		118	58.4
		3	2	0	17	3	3	77	1	4	1	1	0	2	107	72.8		107	53.0
		3	22	6	18	7	1	79	0	7	1	1	0	2	114	77.6		120	59.4
		3	26	2	19	4	0	79	0	7	1	1	0	2	111	75.5		113	55.9
		3	26	28	17	6	2	77	0	6	2	2	0	4	112	76.2		140	69.3
		4	1	25	13	5	2	73	3	3	1	0	0	1	100	68.0		125	61.9
		4	2	47	12	4	7	75	4	5	4	0	2	6	113	76.9		160	79.2
		4	1	42	17	8	9	79	3	10	3	2	0	5	131	89.1		173	85.6
		4	26	32	19	5	5	80	4	5	3	1	1	5	123	83.7		155	76.7
		4	26	49	5	3	7	54	3	3	3	0	0	3	78	53.1		127	62.9
		4	1	48	20	7	10	79	4	11	3	2	1	6	137	93.2		185	91.6
		4	1	51	16	5	7	78	4	6	4	0	0	4	120	81.6		171	84.7
		4	3	43	17	8	3	80	1	3	3	1	1	5	117	79.6		160	79.2
		5	16	48	19	7	5	79	1	8	1	0	0	1	120	81.6		168	83.2
		5	3	38	20	8	8	78	4	6	4	3	4	11	135	91.8		173	85.6
		5	27	38	2	2	10	36	3	1	3	0	2	5	59	40.1		97	48.0
		5	27	47	18	4	6	77	2	2	3	1	0	4	113	76.9		160	79.2
		6	16	37	19	5	4	76	0	6	3	0	0	3	113	76.9		150	74.3
		6	9	46	16	5	6	76	4	5	3	1	0	4	116	78.9		162	80.2
		6	16	53	8	1	10	48	4	1	4	0	4	8	80	54.4		133	65.8
		6	27	17	19	7	5	76	2	1	4	1	0	5	115	78.2		132	65.3

InitiaLit 2

First name	Surname	year	Class	Reading regular words	Reading non-words	Reading tricky words	Listening comprehension	Reading comprehension	Comprehension questions	Spelling (review 1)	Spelling (review 2)	Spelling (review 3)	Spelling (Review 4)	Spelling total	Sentence dictation (word)	Sentence dictation (Spelling)	Dentence dictation (punctuat)	Sentence dictation (total)	Total out of 299	Total %
		0	0	20	10	20	12	155	11	15	15	14	15	59	4	4	4	12	299	100
		2	14	15	8	17	7	155	7	11	10	4	5	30	4	2	1	7	246	82.3
		2	25	19	8	20	10	155	11	12	9	0	0	21	4	1	4	9	253	84.6
		2	21	20	10	20	12	155	10	15	13	10	12	50	2	1	0	3	280	93.6
		2	21	18	10	19	3	154	4	8	6	1	4	19	0	0	0	0	227	75.9
		3	22	19	9	20	5	154	7	11	8	0	0	19	3	1	2	6	239	79.9
		4	1	19	8	19	10	152	10	4	0	0	0	4	4	0	1	5	227	75.9
		4	1	20	10	20	3	155	9	13	11	9	14	47	4	1	0	5	269	90.0
		5	3	20	10	19	7	154	10	10	7	6	6	29	4	0	4	8	257	86.0
		5	27	15	6	18	9	143	10	12	8	0	0	20	2	1	1	4	225	75.3
		5	9	20	9	20	6	155	10	14	13	12	11	51	4	1	4	9	280	93.6
		5	1	20	10	20	4	155	8	15	13	10	11	49	4	3	4	11	277	92.6

5. Cars and Stars/PLD

Comprehension based

Spelling program – PLD/MultiLit

Independence and problem solving

Cars and Stars

Cars & Stars - AA

First Name	MI	FD	PO	WW	MG	PO							Score	Percentage
	5	5	5	5	5	5							30	100
	3	2	3	3	2	2							15	50

Cars & Stars - A

	BI	FD	US	CE	MP	WM	CI	RP					Score	Percentage
	5	5	5	5	5	5	5	5					40	100
													0	0
	3	5	4	3	4	4	2	5					30	75

Cars & Stars - B

	MI	FD	US	CE	CC	MP	WM	CI	FO	AP	FL	RM	Score	Percentage
	5	5	5	5	5	5	5	5	5	5	5	5	60	100
	4	3	2	4	3	3	4	2	2	2	2	1	32	53
	1	3	5	4	5	3	4	1	3	4	2	5	40	67

Cars & Stars - D

	MI	FD	US	CE	CC	MP	WM	CI	FO	AP	FL	SM	Score	Percentage
	5	5	5	5	5	5	5	5	5	5	5	5	60	100
	2	4	4	5	3	5	4	2	5	3	3	5	45	75
	2	4	5	3	4	3	4	4	5	2	3	3	42	70
													0	0
	3	5	5	4	5	4	4	3	4	4	2	2	45	75

Cars & Stars - E

	MI	FD	US	CE	CC	MP	WM	CI	FO	AP	FL	SM	Score	Percentage
	5	5	5	5	5	5	5	5	5	5	5	5	60	100
	4	3	4	3	3	3	4	4	5	4	3	2	42	70
	3	3	3	2	3	2	2	4	3	2	3	1	31	52

PLD

First Name	Date	Stage 1 Target 1 (5)	Stage 1 Target 2 (7)	Stage 1 Target 3 (5)	Stage 1 Target 4 (9)	Stage 2 (16)	Stage 3 (16)	Stage 4 (16)	Stage 5 (16)	Stage 6 (16)	Total	Percentage
		9	7	5	9	16	16	16	16	16	110	100
		5	7	5	9	16	14	9			65	61
		5	7	5	9	16	10	3			55	52
	Week 6	5	7	5	9	15	13	7			61	58
	Week 6	5	7	5	7	13	7				44	42
	Week 6	5	7	5	7	16	12	6			58	55
	Week 6	5	7	5	9	13	14	10			63	59
	Week 6	5	7	5	8	15	9				49	46
		5	7	5	9	14	5				45	42
		5	7	5	9	16	15	11	11	6	85	80

Talk for Writing Journey

- All teachers trained in the early years PL over several years

- Teachers experimenting with aspects of the process

- Difficulties including all students – is this the right program?

- Internal PL to list our main priorities

- 3-4 years trial and error no mandated expectations

JESC Philosophy

At Joondalup ESC, all students should engage with Talk for Writing, but the outcomes for each session should be tailored to meet the individuals needs. Some students may benefit from a shared reading approach and time to develop their BAET skills whilst others may be able to engage with the tools and skills taught through out the Talk for writing process.

*Behaviour Analytic Explicit Teaching

Talk for Writing in the classroom

Foundational	Transitional	Conventional
Students at this phase of their writing journey can not apply meaning to their work and are still developing their pre-curriculum skills	Students at this phase of their writing journey should be starting to apply meaning to their writing. They may have some skills being developed at a pre-curriculum level but may also be accessing our InitiaLit programs, creating simple sentences.	Students at this phase of their writing journey should be able to create structured sentences and be exploring with creating different texts such as writing narrative stories.
- Participation during imitation phase (learning the text and performing actions) - Shared reading activities (utilising stick puppets, acting out the text) - Completing Related BAET activities and skills - Oral or written tasks when appropriate - Assessments: Core words/communication	- Participation during Imitation phase - Relevant short burst writing activities (sentence structure). - Participation in Vocab/language lessons - BAET skills if required - Oral or written tasks when appropriate - Assessment: Cold and Hot tasks	- Participation in all aspects - Text specific Teaching and learning - Short burst writing activities - Toolkit lessons - Assessment: Hot and cold tasks

Talk for Writing

'Tell me a story about this picture'.

"Woody and Buzz and a bunny and a Mr potato head and Miss potato head and Forky and a horse and a girl and buzz light year."

Once upon a time there was a boy called white Forky because he always wore a white cap and a bright white hat. Early one morning her mother said take this basket of food to Woody's house whatever you do don't dilly dally on the way. Into the basket he put a slice of fruit cake, a juicy apple and large pineapple. So little white Forky walked, and she walked until she met the middle of the forest. The forest was dark, and he could barely see where he was going, feeling tired the little white Forky rest under a tree. Suddenly Buzz Lightyear where are u going? he asked unfortunately bunny was hiding behind the tree listening to everything they were saying. Licked the lips pawed the ground and ran off to Woody's cottage. Woody was laying in bed, but he looked very strange. What big ears you have, all the better to hearing you with. What big eyes you have, all the better to seen you with. What big hands you have, all the better to hugging you with. What big teeth you have, all the better for eating you with. Bunny opened her huge jaws. Luckily, Buzz dashed into the door and killed bunny with not one not two but three mighty blows from her lazer. She had tracked the bunny through the forest to the cottage just in time. The end

	Cold	Hot
Number of words	27	235
Number of conjunctions	8 (and)	11 (and, but, so, because)
Adjectives	0	26
Storybook phrases/sentence signposts	0	8
Number of ideas	1	26
Coherence	Emergent	Coherent

Non-Negotiables

- ➤ Cold tasks/Hot tasks
  - ➤ All students assessed
- ➤ Imitation phase
  - ➤ Story map
  - ➤ Actions
  - ➤ Toolkit: Washing lines visible
  - ➤ Magpie/word walls available
- ➤ Innovation/invention phase
  - ➤ Available for all students in transitional and conventional stage
- ➤ Other
  - ➤ Talk for writing workbooks with activity descriptors
  - ➤ Tickled pink – positive feedback
  - ➤ Green for growth – constructive feedback

Writing Journey

Developmental Writing Scale

Brightpath

6 year journey.
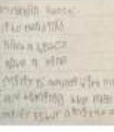
Start of journey

Developmental Writing Scale Scoring Criteria

Levels	Scoring criteria	Pencil Description	Pencil Example	Accommodations / Alternate Pencil	Alternate Pencil Example
1a	Scribbling / making marks on a page	Lines and curves marked on a page. Doesn't attribute any meaning to what has been written.		-Doesn't attempt to make any selection of letters on the **keedogo** keyboard or randomly touches the keyboard.	*blank document
1b	1b only required for Alternate pencil at this level.			-Uses **keedogo** keyboard to make a random selection of continuous letters without making meaning.	dddddddddbbbbbblIIIIIIIIIIIIIII
2	Scribbling / making marks on a page	Lines and curves marked on a page. Attributes meaning to what has been written.		-Uses **keedogo** keyboard to make a random selection of continuous letters and makes meaning.	dddddddddbbbbbblIIIIIIIIIIIIIII
3	Letter strings (no groups)	Handwritten strings of letters but not grouped into words e.g. sjdjsdjf		-Uses **keedogo** keybo[...] random selection of [...] makes meaning of w[...]	

Levels	Scoring criteria	Pencil Description	Pencil Example	Accommodations / Alternate Pencil	Alternate Pencil Example
7	Three or more different intelligible words in a list across the page	Three or more related words		-Uses **keedogo** keyboard to type three or more related words.	water swimming goggles evie
8	Partial sentence of more than three words	More than three different intelligible words, with at least 2 of them in a partially formed sentence. No punctuation required		-Uses **keedogo** keyboard to type more than three different intelligible words, with at least 2 of them in a partially formed sentence. No punctuation required.	philip and jayden playing you no
9	One to two complete simple sentences	Sentences have a subject phrase and a verb phrase. Correct use of end punctuation.		-Uses **keedogo** keyboard to type sentences that have a subject phrase and a verb phrase. Correct use of beginning and end punctuation.	I an running wiht Hayley.
10	Three or more unrelated simple sentences with punctuation e.g. with correct beginning and ending punctuation.	Sentences have no coherent topic (i.e. sentences are not related).		Students can now utilise their own personal device or continue with a keyboard of their choice using preprogramed buttons or word bank/word prediction software e.g. Word walls, dictionary, predictable text. Includes three or more unrelated simple sentences with correct [...]	I am reacn a book I like reading. I have a rabch. I have a boss.

Literacy Assessment - Semester 1, 2023
Writing

		Colour key
√	Pencil	(pink)
√	Keedogo Keyboard	(green)
√√	Both	(orange)
	No data	(yellow)

Name	Extra notes	Year	Class	1a	1b	2	3	4	5	6	7	8	9	10	11	12	13	14
		K				√		√										
		K					√	√										
		PP	29				√√											
		PP	29			√√												
		PP	28				√√											
		PP	35			√	√											
		1											√	√				
		1	28				√	√										
		1	35				√			√								
			35									√√						
			35								√	√						
		1	35									√√						
		1	35							√√								
		1	14				√											
		1	14						√√									
		1	25									√√						
		1	25									√	√					
		1	25											√	√			
		1	29			√	√											
		2	14			√	√											
		2	25									√√						
		2	25											√		√		
		2	25									√	√					
		2	25															
		2	22			√	√											
		2	22		√					√								
		2	22						√			√						
		2	21		√		√											
		2	21									√				√		
		3	22					√	√									
		3	21									√√						
		3	21									√√						
		3	21								√	√						
			21	√√														
		3	1														√√	
		3	1													√√		
		3	1									√√						
		3	1				√√											
		3	1									√√						
			1									√√						
		3	1							√		√						
		3	26										√	√				
		3	26										√					

em 1 | 2020 - Sem 2 | 2021 - Sem 1 | 2021 - Sem 2 | 2022 - Sem 1 | 2022 - Sem 2 | 2023 - Sem 1 | 2023 - Sem 2 | 2024-Sem1 | **2024-Sem2** | +

Brightpath Writing

STEP 1: Collect writing sample

- One sample per student
- Students assessed on Foundational Skills do not need to complete this task
- Samples can be handwritten (pencil) or typed using the Keedogo keyboard
- Record the student's name on the back of the sample
- Students may use a stimulus to support with their creativity if they wish

STEP 2: Classes to assign a level

- Classroom teams should collaborate to assign a level using the Brightpath narrative ruler
- Record the assigned level in the top right corner on the front of the sample—ensure it is clearly visible
- Remember: The lowest score/level is given as long as there is justification for the level

STEP 3: Upload Samples

- Scan your students writing samples and save appropriately
- Log into Brightpath and select the appropriate assessment task
- Drag and drop each writing sample into the corresponding student's box—the box will turn green once a sample is successfully uploaded

STEP 4: Moderation

- Moderation occurs during the whole school staff meeting in week 7 of Terms 2 and 4
- Staff will be divided into cross-year level groups and meet in designated classrooms
- Each group should display the writing samples assigned to the teacher on the Smart boards and work through assigning brightpath levels
- Begin with the level suggested by the classroom team, then discuss and agree on a final level
- The agreed-upon level from this session will be the final level and should be recorded on Brightpath

STEP 5: Student assessment reports

- Teachers should open the 'report to student' section on the Brightpath. *Reports> report to student*
- View and edit the profiles for each student
- Modify the 'Things I do' and 'Things I do not do' sections as appropriate
- Print the updated report and attached it to the student's writing sample

	Descriptors	Teaching Points
210-250	- Uses simple narrative markers such as a title and formulaic beginning. - Writes a story with a beginning and a complication. - May name characters and setting but does not develop these. - Uses simple or common words that represent people, places or things and may use some descriptive or more precise words. - There is a stronger sense of sentence structure. - Little correct use of sentence level punctuation. - Story may start with a capital letter and end with a full stop. - Spells some common and/or high frequency words correctly. Uses some known letter patterns.	Teach students to: - Help the reader to understand what happened and how it happened. - Structure events so they lead to the resolution. - Provide simple details about characters (how they look, act, feel, their relationships) and setting (time, place, weather). - Select details so that they are relevant to the story. - Use descriptive, precise language (adjectives, adverbs). - Write simple and compound sentences.
170-210	- Demonstrates a beginning sense of story structure. - Characters are named. - Uses a small range of common words and descriptive words. - Spells some simple and a few common and/or high frequency words correctly. - Uses some known letter patterns to represent words. - Words are generally demarcated and there is a sense of sentence structure. - Story may start with a capital letter and end with a full stop but there is very little correct use of punctuation. - Some of the writing may be difficult to understand.	Teach students to: - Provide the reader with more context in the orientation. - Introduce the setting, characters and complication (when, where, who, what is the problem). - Use the complication to drive the story. - Resolve the complication. - Use their phonemic knowledge to write words. - Speak in sentences and write sentences. - Start a sentence with a capital letter, and end with a full-stop.

	Descriptors	Teaching Points
490-530	- A stronger writer voice is evident. - Text structure has all components, (orientation, complication, resolution) some of which are developed. - Writers may begin to manipulate textual elements. - Text contains well developed ideas on a wider range of themes. - Characters emerge through actions, dialogue and the revelation of thoughts and feelings. - Setting is often an integral component of story. - Often effectively uses vocabulary, including word groups, that provide relevant detail and enhance story. - Uses a wider range of vocabulary which is suited to text type. - Uses cohesive devices to link ideas and maintain flow of story. - Frequently uses paragraphs for changes of time, scene and action. - Often successfully manipulates sentence structures. - Effective use of sentence length to pace story and build tension. - Sophisticated sentence structures may have some error and/or awkwardness. Meaning is not always clear. - Sentence level punctuation is mostly correct. - Some correct use of other punctuation, including direct speech.	Teach students to: - Use narrative devices, e.g., humour, drama, suspense, and language choices to engage the reader and elaborate story. - Manipulate textual elements (orientation, complication, resolution): foreshadowing, coda, twist, circular structure, complication embedded in story beginning. - Develop and elaborate ideas. - Create and develop characterisation through description, response to situations, interaction with other characters, dialogue, action and introspection. - Include setting (time, place, atmosphere) as an integral part of the narrative. - Use a range of words and word groups e.g. personification, simile, evaluative and descriptive words and phrases to enhance meaning. - Uses a variety of connectives to link ideas and maintain flow of story. - Maintain point of view across text. - Maintain appropriate verb tense in more complex texts. - Use paragraph breaks for changes of time, place and events. - Use a variety of sentence lengths to pace story. - Construct sentences with elaborating phrases and clauses. - Use sentence level punctuation with particular attention when more complex ideas are expressed. - Use commas to mark phrases and clauses. - Punctuate direct speech including beginning new line for each speaker.

✅ Post-Moderation Checklist

1. **Celebrate!** 🎉

   Take a moment to acknowledge the hard work – your samples are done!

2. **Access Brightpath**
   - Open the Brightpath website
   - Log in using your credentials

3. **Generate Student Reports**
   - Click on **'Reports'** at the top of the page
   - Select **'Report to Student'**

4. **Update Each Student's Report**
   - Navigate to the required student and:
   - Move relevant items from **'Things I need to do'** to **'Things I can do'**
   - Highlight specific skills or goals that will be a focus during IEP work
   - (Optional) Add a **personalised comment** to the student as feedback or encouragement

5. **Final Steps**
   - **Print** the report
   - File it in the student's **Literacy Assessment Folder** inside their **black box**

Narrative, Year 5, Term 2 2025

Title of the scale and date: **Student's Brightpath score:**

Narrative, 1 June, 2025   480

Things I do:

- Attempt to engage the reader and improve story telling.
- Write a narrative that has an orientation.
- Write a narrative that has a complication.
- Write a narrative which resolves the complication.
- Sometimes introduce the complication at the beginning of the story.
- Provide detailed ideas and developed events which add to the story.
- Develop the characters though description.
- Develop characters through their actions, e.g. acts of bravery, acts of thoughtfulness.
- Develop characters through their relationships with other characters.
- Develop characters through the narrative voice (their thoughts and feelings).
- Weave the setting into the story, e.g. *the gravel crunched beneath his feet as he crept up the side of the derelict building.*
- Use a variety of connecting words to link ideas, e.g. *as well as, no sooner than, although.*
- Use a variety of sentence structures.
- Vary length of sentences to change the pace of the story.
- Use paragraphs to indicate changes in time and/or action.
- Select vocabulary including precise words and phrases, e.g. *frozen solid, year by year, cradled her, flea infested sheets, taken for granted.*
- Use figurative language where it supports the narrative.
- Use correct sentence level punctuation.
- Use a variety of other punctuation: direct speech marks, an apostrophe for a contraction and possession, commas for phrasing, commas in lists, ellipsis.
- Spell many words including difficult words.
- Use what I know about spelling when attempting difficult words.

Things I need to do:

- Use a stronger writer's voice.
- Write a narrative that includes an orientation, complication and a resolution.
- Sometimes manipulate the text structure of the narrative, e.g. begin with the complication, use a twist, or use a circular structure i.e. begin in the present, move back to past events and then back again to the present.
- Write a particular text type, e.g. fantasy, humour, mystery.
- Write on a theme, e.g. caring for others, good versus evil, overcoming hardship/adversity.
- Reveal characters through their actions.
- Reveal characters through their communication with others.
- Reveal characters through the narrative voice (thoughts and feelings).
- Weave the setting into the story, e.g. *inky depths of the ocean; darkness started closing in around me.*
- Make language choices that are relevant and which enhance the story.
- Choose vocabulary that suits the text type.
- Select connectives and conjunctions that link ideas and maintain the flow of the story.
- Use paragraphs to indicate changes of time, scene and/or action.
- Vary the structure and length of sentences to enhance the story telling, e.g. to create tension.
- Punctuate sentences correctly.
- Use a variety of other punctuation: direct speech marks, an apostrophe for a contraction and possession, commas for phrasing, commas in lists, ellipsis.
- Use other punctuation correctly.
- Spell most words including many difficult words.

Teacher's comments:

Amazing Effort Michal! We loved your strong story structure and how you described your setting. Your punctuation was impeccable!

brightpath PROGRESS   Report To Student

Narrative, Year 6, Term 2 2025

Title of the scale and date: **Student's Brightpath score:**

Narrative, 1 June, 2025   90

Things I do:

- Write a very short story.
- Write some words.
- Leave a space between some words.
- Have a character in a story.
- Sometimes start the story with a capital letter.
- Sometimes use a full stop.
- Sometimes write a sentence.
- Spell some words.
- Use what I know about sounds and spelling to write words.
- Leave a space between words.

Things I need to do:

- Name the characters in a story, like: *a dog, I, a cow*.
- Try to write some sentences.
- **Learn when to use a capital letter**.
- **Learn where to put a full stop.**
- Spell some words, like: *the, can, my, dog, hen*.
- **Use what I know about sounds and spelling to write words.**
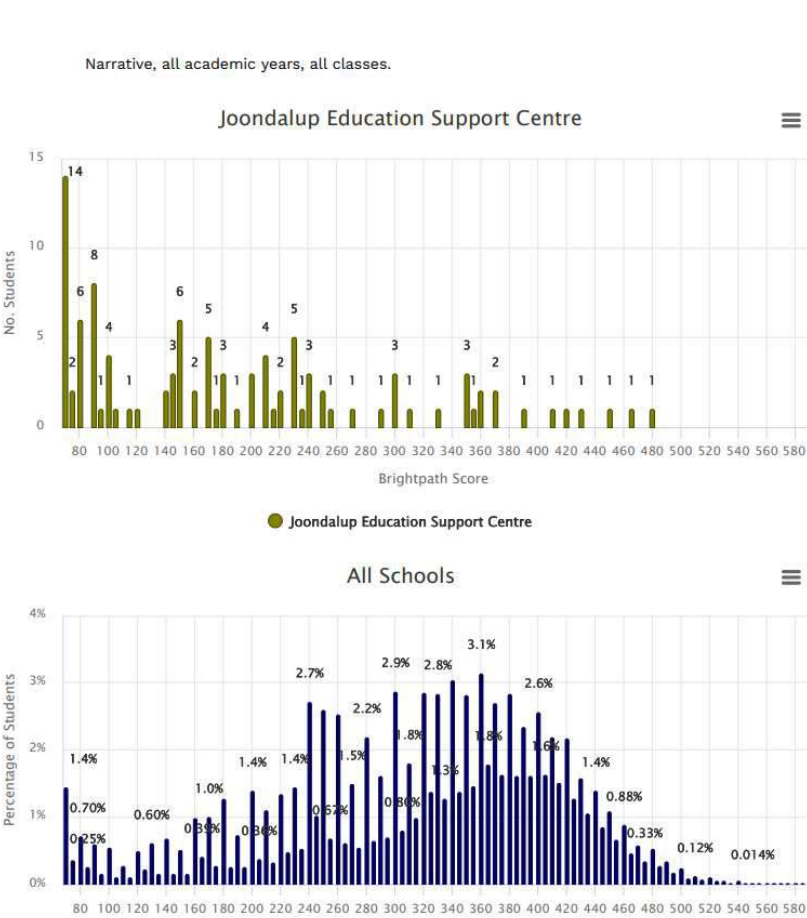
Teacher's comments:

IEP Focus points:

- **Learn when to use a capital letter**.
- **Learn where to put a full stop.**
- **Use what I know about sounds and spelling to write words.**

Brightpath

*Comparison to other schools

Narrative, all academic years, all classes.

Joondalup Education Support Centre

● Joondalup Education Support Centre

All Schools

	MEAN	20TH PERC.	MEDIAN	80TH PERC.	SD	n
Joondalup Education Support Centre	189	80	170	274	109	105
All Schools	317	240	330	400	98	—

School Comparison

Narrative, all academic years, all classes.

● All Schools   ● Joondalup Education Support Centre
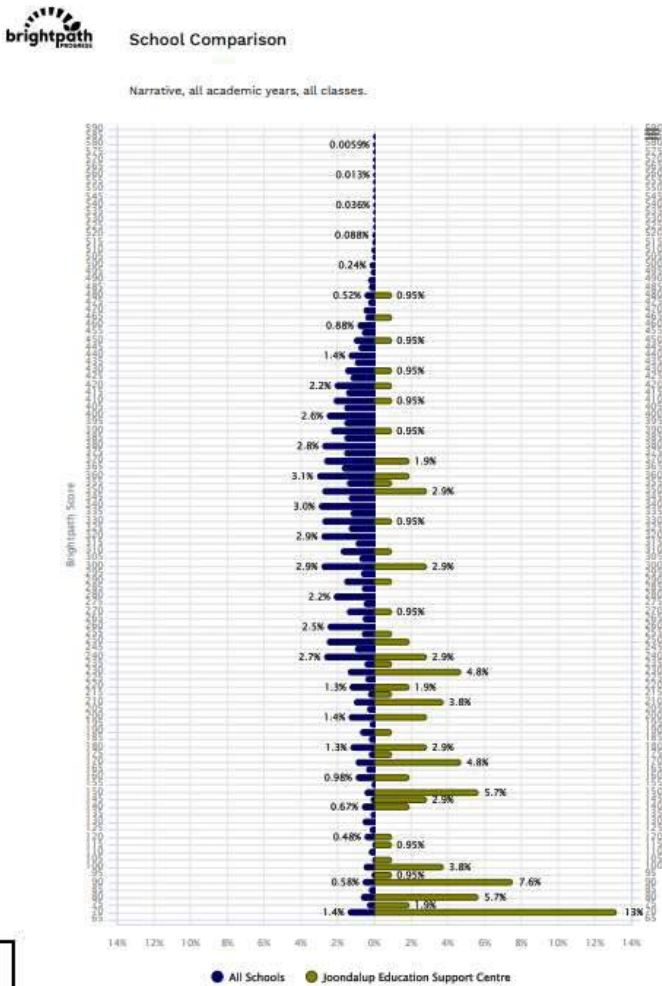
Brightpath – *Year level comparison
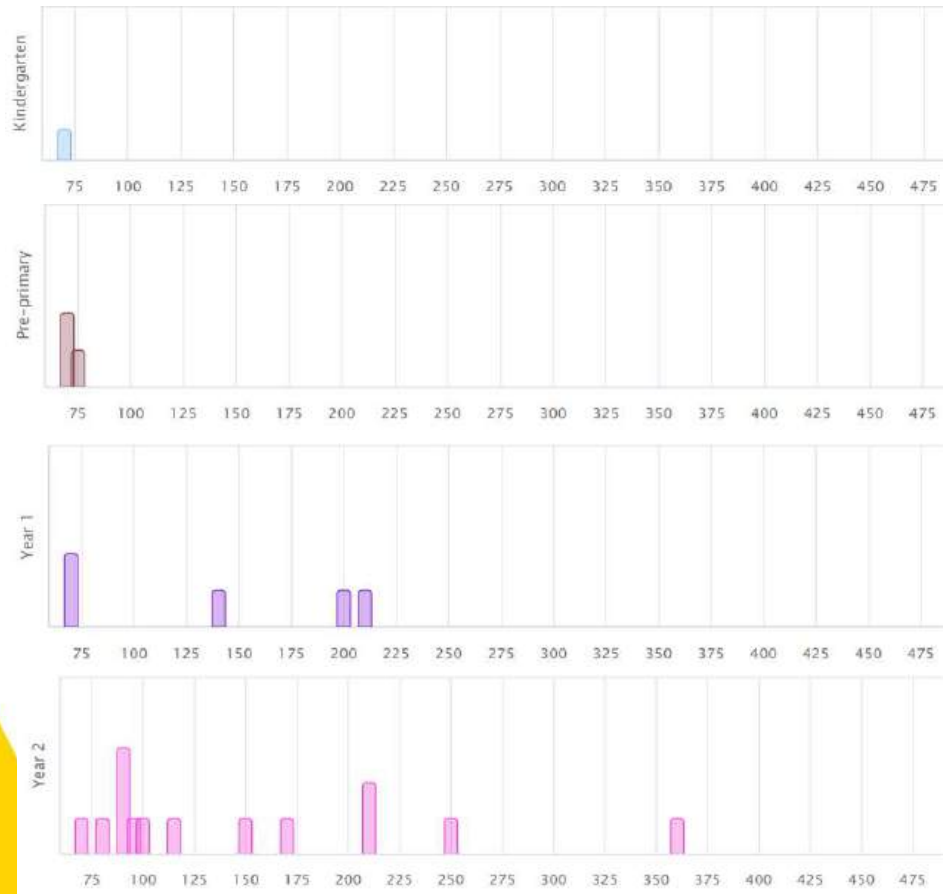
Brightpath – *Year level comparison

ACADEMIC YEAR	MEAN	MEDIAN	SD	N ASSESSMENTS	N STUDENTS
Year 6	237	200	134.9	15	12
Year 5	215	203	137.8	12	12
Year 4	196	170	87.2	20	16
Year 3	118	80	86.0	13	9
Year 2	149	108	83.4	14	13
Year 1	138	140	67.6	5	5
Pre-primary	72	70	2.9	3	2
Kindergarten	70	70	—	1	1

Any questions?

Brianna Wimbridge
Brianna.Wimbridge@education.wa.edu.au