



# Barwon Heads Primary School

*Implementing VTLM 2.0 with fidelity and consistency*

# Presenters



**Rob Bennetts**  
**Principal**



**Rach Curtain**  
**Assistant Principal**



**Katie Geerings**  
**Learning Specialist**



**Esther McCoy**  
**Graduate Prep Teacher**

# School Context

- Located on The Bellarine Peninsula
- Enrolment 414 students
- SFOE 0.13

# Why

- Wanted to lead a school with our approaches being aligned to evidence-based practices
- Our data was good but not great
- Learning lottery

# Timeline

- **Start of 2024** – introduced Systematic Synthetic Phonics in Prep, Leadership Knowledge Building
- **Term 2 2024** – Work in Prep piqued interest of other teachers in literacy, Started teacher knowledge building, School Review, DET Reading Position Statement
- **Term 3 2024** - Teachers saying, "but what about Maths?", VTLM 2.0
- **Start of 2025** – Evidence based practices aligned with VTLM 2.0 rolled out in every classroom for Literacy and Numeracy

# Going slow, but not too slow....

- Our approach has been sequenced and strategic
- We have also had a sense of urgency

# High expectations and prioritising core business

- Common themes for high performing schools
- As much focus as possible has been on Literacy and Numeracy Instruction
- Above the line, below the line
- High expectations for teachers coupled with equally high levels of support

# Contextual Opportunities and Challenges





- Staff
- Students
- Parents



# From **what** to **how well**

- Classroom observations
- Link to PLCs
- Continual Professional Learning
- High leadership presence in classrooms

# Impactful Professional Learning

 Building knowledge	 Motivating teachers	 Developing teaching techniques	 Embedding practice	Likely outcome
✓	✓	✓		If embedding practice is missing, a teacher may understand the content, be motivated to improve, and have the techniques to do so but—after a period of time—may revert to old habits.
✓	✓			When developing techniques and embedding practice are absent, this could lead to the 'knowing, doing gap'. Here, a teacher may be fully aware of what they need to do and be motivated to do it; unfortunately, they do not know how to do so, nor do they have the tools to deliver.
✓				Here teachers may have effectively built the knowledge but lack the motivation and skills to implement.
	✓	✓	✓	In this instance, while teacher motivation and implementation may be present, they may have misunderstood and misapplied the initial knowledge.
✓	✓	✓	✓	Where PD features a mechanism from each group, it may be more likely to be effective.

# DIBELS Prep Data

## Beginning of Year Data

63% of students well below the expected level

26% of students below the expected level

4% of students at the expected level

7% of students well above the expected level

**VTLM 2.0**

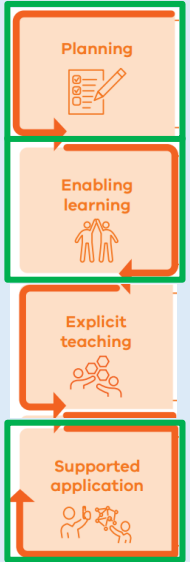
**Literacy**  
**at**  
**Barwon Heads Primary School**



# English Curriculum Map

BHPS Foundation – English Curriculum Map												
Week	Daily Review	Phonological Awareness	Phonics	Spelling Patterns	Morphology	HFW	Fluency	Handwriting	Reading Spine/Core Knowledge Unit	Lessons per week	Writing	Story Champs
1	See Scope & Sequence	Set 1 Rhyme, Alliteration & Syllables	Set 1 – s,a,t,p,n,i			and, for, the	Set 1 – PP Choral & Partner Read	Set 1 letters s,S,a,A,t,T,p,P,n,N,i,l	Text: Teacher's choice	4	Craft Activities Only	
2	See Scope & Sequence	Set 1 Rhyme, Alliteration & Syllables	Set 1 – s,a,t,p,n,i			and, for, the	Set 1 – PP Choral & Partner Read	Set 1 letters s,S,a,A,t,T,p,P,n,N,i,l	CK Nursery Rhymes & Fables	4	Describe the concept of a sentence	
3	See Scope & Sequence	Set 1 Rhyme, Alliteration & Syllables	Set 1 – s,a,t,p,n,i			and, for, the	Set 1 – PP Choral & Partner Read	Set 1 letters s,S,a,A,t,T,p,P,n,N,i,l	CK Nursery Rhymes & Fables	4	Identify and define nouns	
4	See Scope & Sequence	Set 2 Rhyme, Alliteration & Syllables	Set 2 – m,d,g,o,c,f			is, of, a	Set 2 – PP Choral & Partner Read	Set 2 letters m,M,d,D,g,G,o,O,c,C,f,F	CK Nursery Rhymes & Fables	4	Identify and define verbs	
5	See Scope & Sequence	Set 2 Rhyme, Alliteration & Syllables	Set 2 – m,d,g,o,c,f			is, of, a	Set 2 – PP Choral & Partner Read	Set 2 letters m,M,d,D,g,G,o,O,c,C,f,F	CK Nursery Rhymes & Fables	4	Sentence Writing WHO + WHAT DOING	

- Whole school Teaching and Learning programs
- Scope and Sequence that connects Teaching and Learning across curriculum areas (interleaving)
- Guaranteed and Viable



 Attention, focus and regulation

 Knowledge and memory

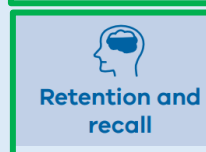
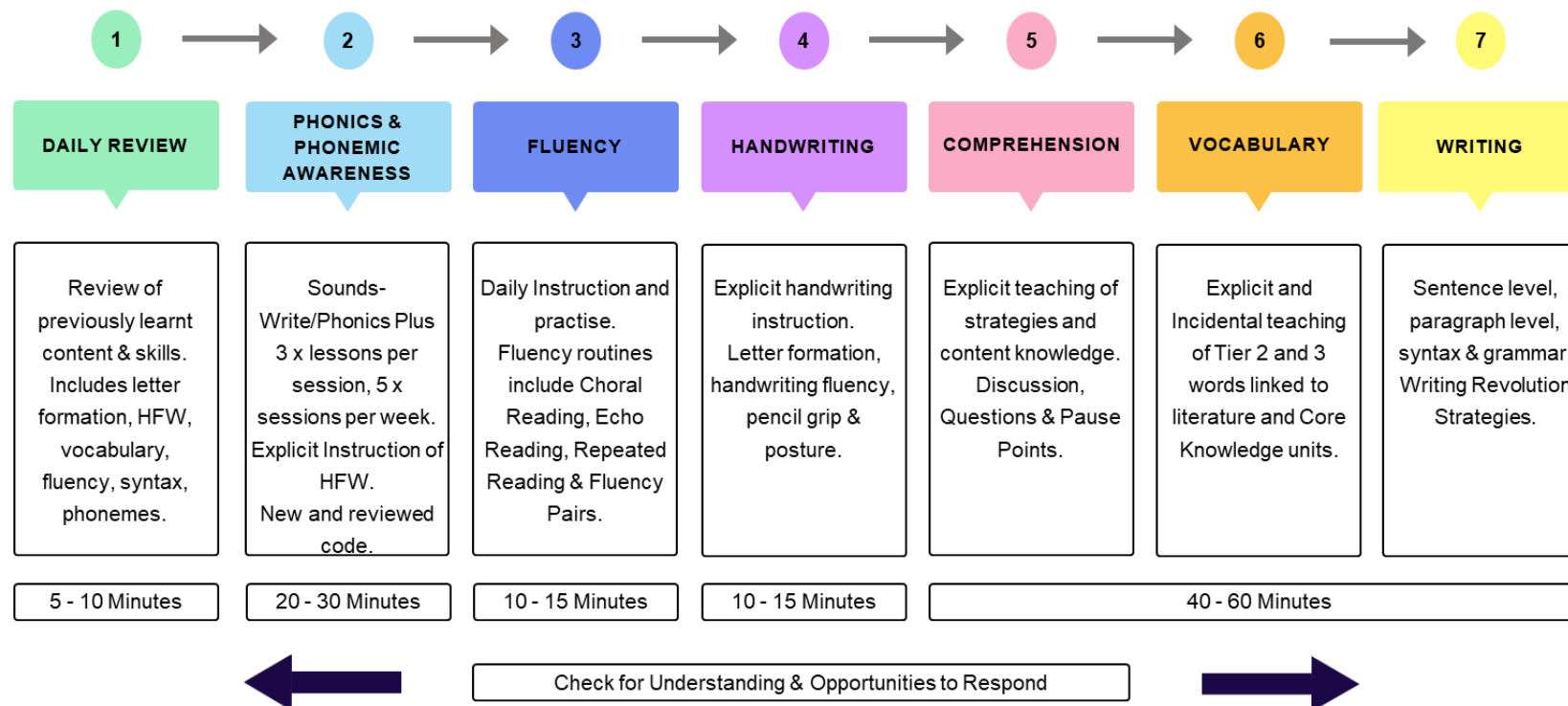
 Retention and recall

 Mastery and application

# Instructional Model



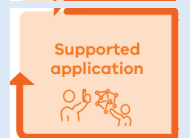
## BARWON HEADS PRIMARY SCHOOL STRUCTURED LITERACY MODEL P-2



# Planning Documents

Read	Discuss	Vocabulary	Write
<b>45-60 minutes</b>			
<b>Text or Core Knowledge Unit:</b> <b>127-134</b> <b>Chapter 16</b>  <b>Lesson No: 21</b>  <b>Explicit Focus:</b> <b>subordinating conjunctions</b>	<b>Pause Points/Discussion Questions:</b> 'He too held up a white handkerchief in one hand and began also to work his way through the wire towards me.' p.128 What's happening? 'Still, not your fault I don't suppose. Nor mine, neither come to that.' p.131 What's going on? '...the line of khaki soldiers who began now to laugh and cheer with delight as I limped towards them through the gap in the wire.' p.134 What have we learned from this conversation? What does the author want us to know?  Metaphor: ...I could see his face was lined and creased with years. (p.129) ...his face red and still smooth with youth... (p.130) Personification: ...a smile lighting his worn face. (p.133)	<b>Explicit:</b> wary, cautious, coarse  <b>Incidental:</b> gradual, crescendo, interspersed, coarse, dank, cautiously, askew, warily, barbarous, furrowed, subsided, resonant, wretched, khaki	<b>Writing Task:</b> <b>Subordinating conjunctions</b> <ul style="list-style-type: none"> <li>Revise terminology for dependent clause, independent clause and subordinating conjunctions.</li> <li>Students complete the sentences by adding an independent clause to the dependent clause.</li> <li>Dependent clauses:               <ul style="list-style-type: none"> <li>Since Joey is trapped within the wires and can't walk freely, ...</li> <li>Before the Welsh soldier realises the German can speak English, ...</li> <li>Even though the two soldiers will return to fighting one another in a few hours, ...</li> </ul> </li> <li>Teacher to model with examples as needed.               <ul style="list-style-type: none"> <li>e.g., Since Joey is trapped within the wires and can't walk freely, the soldiers need to intervene to help get him out of No Man's Land.</li> <li>e.g., Before the Welsh soldier realises the German can speak English, he thinks it was useless to come out to try and help Joey.</li> <li>e.g., Even though the two soldiers will return to fighting one another in a few hours, they were able to be kind to each other to help Joey.</li> </ul> </li> </ul>
<u><a href="#">Vocab. Reading, Writing L21</a></u>			
<b>Text or Core Knowledge Unit:</b> <b>135-145</b> <b>Chapter 17</b>  <b>Lesson No: Lesson 22</b>  <b>Explicit Focus:</b>	<b>Pause Points / Discussion Questions:</b> '...proper jumpy he was till I got to know him and he got to know me.' p.139 What's going on? 'Old Sergeant Thunder won't mind, not if I've done all he told me, and I have.' p.141 What have we learned from this conversation? 'Not often,' Albert said. 'Not often, and not this time.' p.145 What just happened?  Repetition: 'Not often wrong, am I?' 'Not often,' Albert said. 'Not often, and not this time.' (p.145)	<b>Explicit:</b> immaculate, inquisitive, realistic  <b>Incidental:</b> heroic, ungainly, immaculate, inquisitive, minutely, perishing, realistic, kinship, vigorously, genuine, irritation, hue, tentatively, wryly	<b>Writing Task:</b> <b>Because, but, so</b> <ul style="list-style-type: none"> <li>Revise conjunctions 'because', 'but' and 'so':               <ul style="list-style-type: none"> <li>'because' to indicate why something is true</li> <li>'but' to indicate a change in direction</li> <li>'so' to show what happens as a result of something else</li> </ul> </li> <li>Students write three sentences by adding onto the sentence stem after the conjunction.</li> <li>Sentence stem: Albert doesn't think the horse could be Joey...</li> <li>Teacher to model with examples as needed:               <ul style="list-style-type: none"> <li>e.g., ... because he couldn't recognise him at all underneath all of the mud and blood.</li> <li>e.g., ... but he does his best to take care of the horse anyway.</li> <li>e.g., ... so he misses the initial signs that Joey gives him to let him know that it is him.</li> </ul> </li> </ul>

- Consistent with instructional model
- Planning Expectations clear and defined
- Followed up by leadership
- Feedback and support provided
- Exemplars to support staff
- Using data to inform daily review



# Explicit Direct Instruction

## LESSON DESIGN

Components of an Explicit Direct Instruction (EDI) Lesson

<b>Learning Objective</b>	LO	Focused statement describing the skill and concept of the lesson.
<b>Activate Prior Knowledge</b>	APK	Quick review of skill or experience with a statement about how it is relevant to the learning objective.
<b>Concept Development</b>	CD	Concept definitions and big ideas supported by labeled examples. Precise academic language established. Questions to Check for Understanding.
<b>Skill Development</b> Modeling ⇌ Guiding	SD	Concept-based steps with precise language. Matching problems, one for teachers to Model and one for teachers to Guide students. Questions to Check for Understanding.
<b>Relevance</b>	REL	Personal, academic, and real-life reasons why the lesson is important to learn.
<b>Closure</b>	CL	A skill-based problem, concept-based problem, and writing summary to provide evidence of learning.

**dataworks**  
Educational Research

WWW.DATAWORKS-ED.COM • GREAT INSTRUCTION IS THE SOLUTION

## LESSON DELIVERY

Verify students are learning while you're teaching!

**T** **Teach First**  
before you ask the question so students are equipped to respond.

**A** **Ask a Question**  
specific to what you just taught.

**P** **Pair-Share**  
with a partner so students practice their response to the question.

**P** **Pick a Non-Volunteer**  
randomly to verify that everyone is learning.

**L** **Listen**  
to student responses so you can make real-time instructional decisions.

**E** **Effective Feedback**  
Elaborate, explain or reteach based on student responses.

**dataworks**  
Educational Research

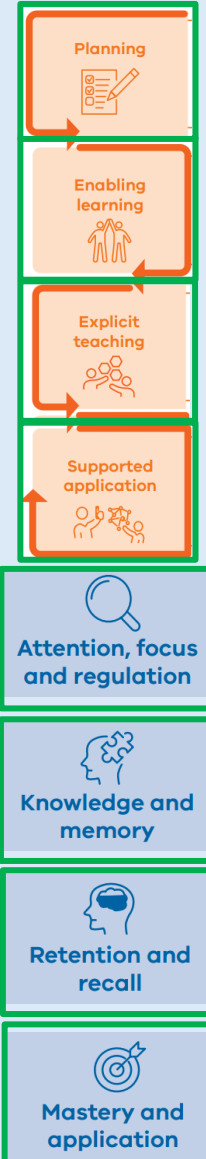
WWW.DATAWORKS-ED.COM • GREAT INSTRUCTION IS THE SOLUTION

## Creating Academic STUDENT ENGAGEMENT

- **Pronounce With Me**
- **Track With Me**
- **Read With Me**
- **Gesture With Me**
- **Pair-Share**  
A → B, B → A
- **Attention Signal**  
Eyes Front, Back Straight
- **Whiteboards**  
Chin-it
- **Complete Sentences**  
Public Voice, Academic Vocabulary

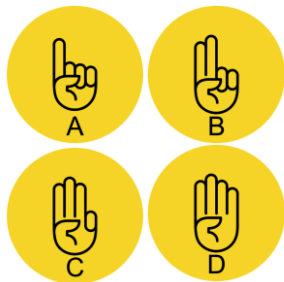
**dataworks**  
Educational Research

WWW.DATAWORKS-ED.COM • GREAT INSTRUCTION IS THE SOLUTION

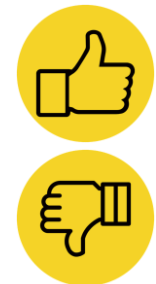




# Explicit Direct Instruction (EDI) - Icons



Multiple  
Choice



Vote



Pair Share



Pick a Stick/Answer  
(non-volunteer)



Whiteboards



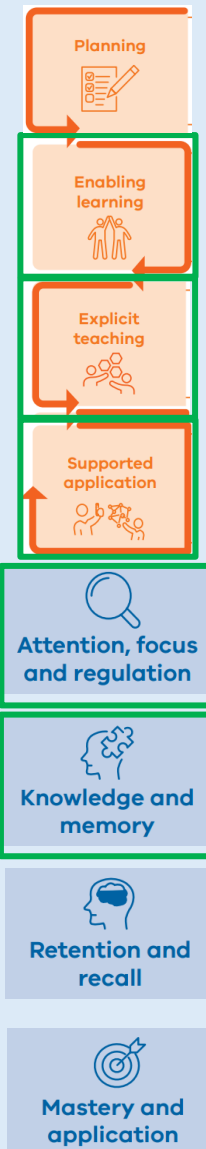
In Your Workbook



Track with me



Read with me



# Explicit Direct Instruction (EDI) - Whiteboards

Teacher "Chin it on 3. 1,2,3."

Students "Chin it"



Park it



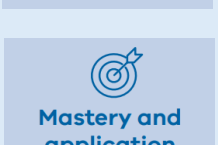
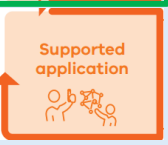
Chin it



Hover it



Bin it



# Fidelity Checklists

## Fluency – Partner Reading

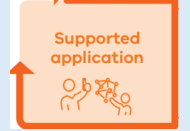
**What:** Students read aloud for 4 minutes. Whilst Partner A reads, Partner B tracks. Partner A always reads first and is the strongest reader. The 4 minute timer is displayed on the board and if students finish reading the passage before the timer goes off, they reread the passage.

### What are the teachers doing?

- Establishing a routine for students so they know the step-by-step process for paired reading and teaching students an error-correction procedure to use when supporting each other's reading
- Ask Partner A to begin reading and start the timer. Repeats for Partner B
- Teacher is roving the room, monitoring and supporting students as they read
- Teacher is taking notes as they rove about individual students

### What are the students doing?

- Partner A and Partner B sit in their designated Partner Reading spot
- Partner A reads for 4 minutes, partner B tracks
- Partner B provides feedback and modelling
- Swap over. Partner B reads for 4 minutes, partner A tracks
- Partner A provides feedback



# Explicit Vocabulary Instruction

Vocabulary

monstrous

• • • • • — •

Vocabulary

**sentence:**  
**Monstrous** grey rocks jutted up from the earth in the valley.

back with me  
 read with me  
 read to your partner

Vocabulary

**definition:**  
 frightful, hideous or overwhelming in size.

back with me  
 read with me  
 read to your partner

Vocabulary

Write a sentence with the word **monstrous** in it on your whiteboard.

Write on whiteboard  
 read to your partner  
 Non-Violence

Vocabulary

Why is this picture an example of monstrous? How do you know?  
 It's not an example of monstrous because \_\_\_\_\_

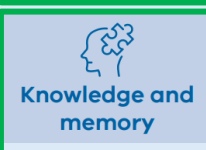
**A** monstrous      **B** not monstrous

Vocabulary

Which picture is an example of monstrous? How do you know? Which picture is not a picture of monstrous? How do you know?  
 It's not an example of monstrous because \_\_\_\_\_

**A**      **B**

- Multiple exposures to the spelling
- Multiple exposures to the word in a variety of sentences types
- Multiple exposures to the word's diverse morphology
- Exposure to the word in a range of contexts
- To use the word multiple times in speaking and writing





# Intellectual Preparation

**Body**

**Why are floods dangerous?**

Floods can cause a lot of damage. Water can **accumulate** quickly and overflow from rivers and lakes, causing widespread flooding in low-lying areas. They can destroy homes and buildings, wash away roads, and make it hard for people to move around. Floods can also be dangerous for people and animals. The swift **current** of water can sweep away people and vehicles. Floods can cause power outages, disrupt transportation and cause food and water shortages.



Teacher and students read together.

In what ways can floods be dangerous for people and animals?

Floods can be dangerous for people and animals because the **swift current** can sweep people and vehicles away, cause power outages, disrupt transport and cause food and water shortages.

**Vocabulary**  
**accumulate** collect or gather things over time.  
**current** the continuous movement of water from one place to another.

*I want everyone thinking about something that that know is dangerous.*

*\* PP: low-lying areas. use hands to model the river area compared to lower land.*

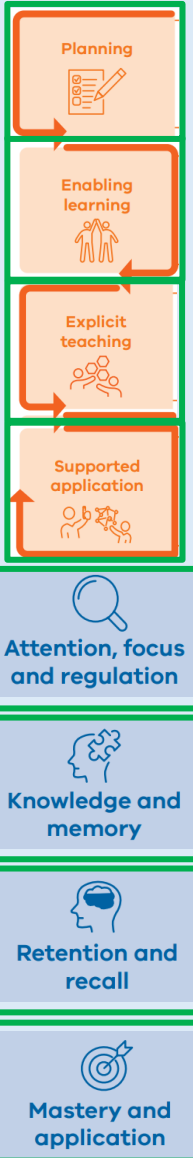
*Vehicles is another word to describe cars and trucks.*

**Why are floods dangerous?**

Floods can cause a lot of damage. Water can **accumulate** quickly and overflow from rivers and lakes, causing widespread flooding in **low-lying areas**. They can destroy homes and buildings, wash away roads, and make it hard for people to move around. Floods can also be dangerous for **people** and **animals**. The swift **current** of water can sweep away people and **vehicles**. Floods can cause power outages, disrupt transportation and cause food and water shortages.

*> Who can they be dangerous for?*

- Scripts
- Responsive teaching
- Read the text
- Read the text again and underline important content, vocabulary, phrases or sentences
- Create the list of potential obstacles to comprehension (content, language, vocabulary)
- Consider why you are stopping at each point, what you'd like to discuss and what you hope to achieve from this
- Write the question(s) you will pose
- Which strategies will students apply? When and why? With what level of support?



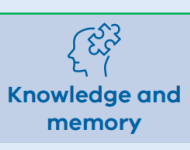
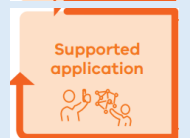
**VTLM 2.0**

**Numeracy**  
**at**  
**Barwon Heads Primary School**





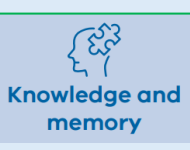
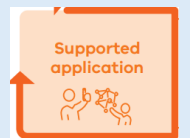
- 2 key components to achieving fidelity and consistency
- School wide expectation to adhere to these
- Ensuring ALL students can thrive academically
- Teacher lottery
- Differences between classrooms
- Decline in mathematics performance across Australia
- Professional development



# Numeracy Scope & Sequence

EMP Grade 2 Scope and Sequence					
Note: Excluding the Introductory Lessons, each EMP lesson has accompanying Daily Review and Quick Teach Slides and a Fluency Practice Worksheet.					
Week	Monday	Tuesday	Wednesday	Thursday	Friday
1	Time to Settle In				
2	Introductory Lesson Part 1.	Introductory Lesson Part 2. + Bridging Assessment	Catch Up or Top Up	1A. Addition Algorithm, No Regrouping	1B. Time Part 1
3	1C. Addition Algorithm, No Regrouping (Consolidation)	Catch Up or Top Up	2A. Subtraction Algorithm, No Regrouping	2B. Length Part 1	2C. Subtraction Algorithm, No Regrouping (Consolidation)
4	Catch Up or Top Up	3A. Make and Say 3-digit Numbers	3B. 2D Shapes Part 1	3C. Make and Say 3-digit Numbers (Consolidation)	Catch Up or Top Up
5	4A. Say and Write 3-digit Numbers	4B. Time Part 2	4C. Say and Write 3-digit Numbers (Consolidation)	Catch Up or Top Up	5A. Addition Algorithm, With Regrouping
6	5B. Length Part 2	Catch Up or Top Up	5C. Addition Algorithm, With Regrouping (Consolidation)	Catch Up or Top Up	6A. Regrouped Place Value Facts for 2-digit Numbers
7	6B. 2D Shapes Part 2	6C. Regrouped Place Value Facts for 2-digit Numbers (Consolidation)	6D. Formative Assessment Blocks 1-5	Catch Up or Top Up	7A. Comparing 3-digit Numbers
8	7B. Time Part 3	7C. Comparing 3-digit Numbers (Consolidation)	Catch Up or Top Up	8A. Counting Equal Groups	8B. Length Part 3
9	8C. Counting Equal Groups (Consolidation)	Catch Up or Top Up	9A. Subtraction Algorithm, With Regrouping	9B. 2D Shapes Part 3	Catch Up or Top Up
10	9C. Subtraction Algorithm, With Regrouping (Consolidation)	Catch Up or Top Up	10A. Ordering 3-digit Numbers	10B. Time Part 4	10C. Ordering 3-digit Numbers (Consolidation)
11	Catch Up or Top Up	11A. Multiplication with Arrays	11B. Length Part 4	11C. Multiplication with Arrays (Consolidation)	11D. Formative Assessment Blocks 6-10
12	Catch Up or Top Up	12A. Solving Total Problems	12B. MSSP Assessment 1	12C. Solving Total Problems (Consolidation)	Catch Up or Top Up
13	13A. Read and Write 4-digit Numbers	13B. Position Part 1	Catch Up or Top Up	13C. Read and Write 4-digit Numbers (Consolidation)	Catch Up or Top Up
14	14A. Commutativity of Multiplication	14B. Capacity Part 1	Catch Up or Top Up	14C. Commutativity of Multiplication (Consolidation)	Catch Up or Top Up
15	15A. Introduction to Change Problems	15B. 3D Objects Part 1	Catch Up or Top Up	15C. Introduction to Change Problems (Consolidation)	Catch Up or Top Up
16	Summative Assessment for Reporting				
17	16A. Read and Write 4-digit numbers with Zero Hundreds	16B. Position Part 2	16C. Read and Write 4-digit numbers with Zero Hundreds (Consolidation)	16D. Formative Assessment Blocks 11-15	Catch Up or Top Up
18	17A. Multiplication by Skip Counting	17B. Capacity Part 2	17C. Multiplication by Skip Counting (Consolidation)	Catch Up or Top Up	18A. Setting Up Change Problems
19	18B. 3D Objects Part 2	18C. Setting Up Change Problems (Consolidation)	Catch Up or Top Up	19A. Introduction to Division	19B. Position Part 3
20	19C. Introduction to Division (Consolidation)	Catch Up or Top Up	20A. Place Value Facts for 4-digit Numbers	20B. Capacity Part 3	20C. Place Value Facts for 4-digit Numbers (Consolidation)

- Systematically sequenced
- Mathematical skills are cumulative
- Consistent across the whole school
- Aligned with curriculum standards and expectations
- Interleaved

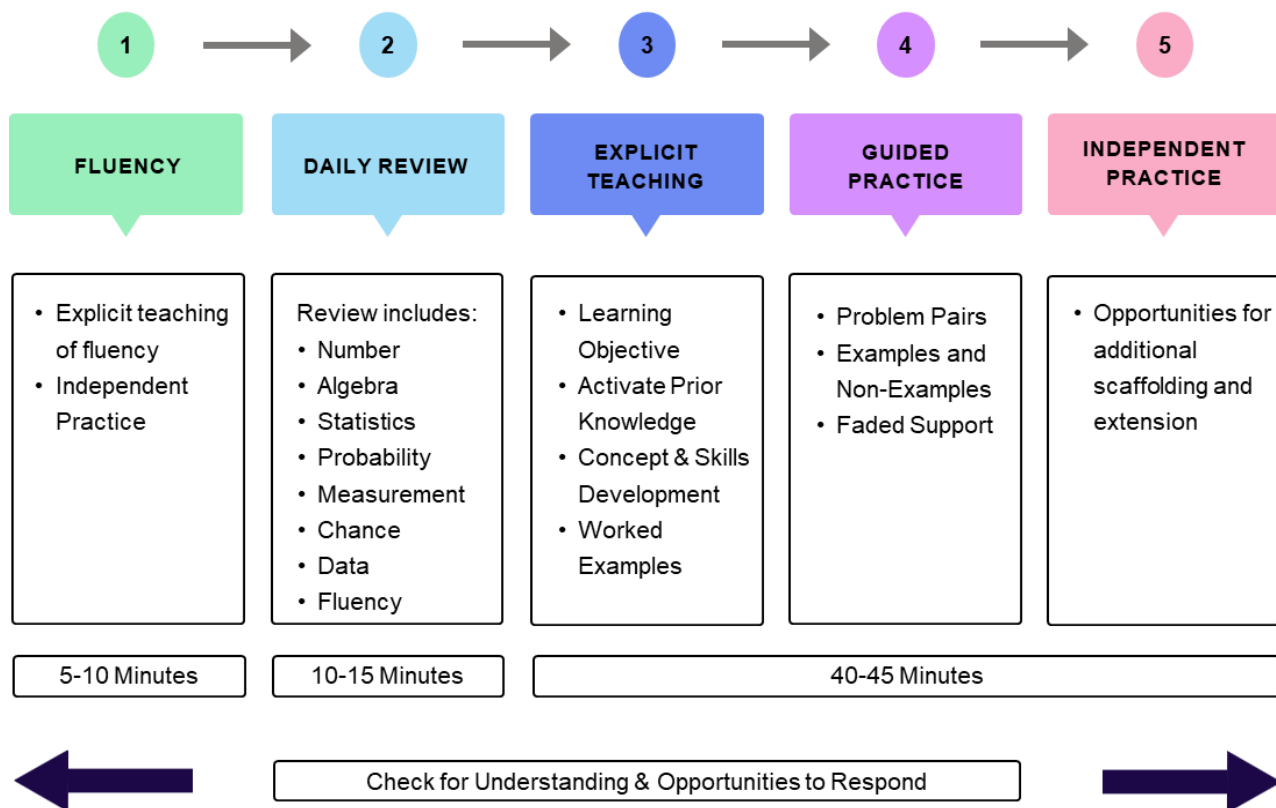




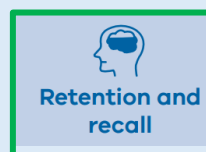
# BHPS NUMERACY INSTRUCTIONAL MODEL



## BARWON HEADS PRIMARY SCHOOL NUMERACY INSTRUCTIONAL MODEL



- Research informed best practise
- Non-negotiable
- Instructional routines
- Opportunities to respond
- Continual checks for understanding
- Responsive teaching



# FLUENCY

1

## FLUENCY

- Explicit teaching of fluency
- Independent Practice

5 - 10 Minutes



- Ability to quickly and accurately recall basic math facts
- Cognitive load
- A lack of fluency in basic maths fact recall significantly hinders a child's subsequent progress with problem-solving, algebra and higher-order math concepts
- MIND fluency program

Planning

Enabling learning

Explicit teaching

Supported application

Attention, focus and regulation

Knowledge and memory

Retention and recall

Mastery and application

## FACTS ON FIRE ACTIVITY

## MIND CRITICAL SKILL SCOPE & SEQUENCE BY GRADE & TARGET SKILL

													Multidigit Division		
													Multidigit Multiplication		
													Division from 81		
													Fact Families to 81		
													Multiplication to 81		
													Multidigit Subtraction		
													Multidigit Addition		
													Subtraction from 18		
													Fact Families to 18		
													Addition to 18		
													Subtraction from 10		
													Fact Families to 10		
													Addition to 10		
													Dot-Number-Total		
													Dot-Number		
Number Writing Accuracy & Fluency															
Number ID															
Oral Counting															
Beg	Mid	End	Beg	Mid	End	Beg	Mid	End	Beg	Mid	End	Beg	Mid	End	
Kindergarten			1 <sup>st</sup> Grade			2 <sup>nd</sup> Grade			3 <sup>d</sup> Grade			4 <sup>th</sup> Grade			

- Daily learning experience, just like reading fluency routines
- Timed assessments are a measure where students can recall the facts with automaticity, with little hesitation and provide the teacher with information on the mastery point of student learning
- Monitoring whether students have attained fluency, determined by both accuracy and speed can only be done through regularly timed tests that track and measure how close to automaticity students are getting

## Planning



## Enabling learning



## Explicit teaching



Supported  
Application



### Attention, focus and regulation



## Knowledge and memory



## Retention and recall



### Mastery and application



# DAILY REVIEW

2

## DAILY REVIEW

Review includes:

- Number
- Algebra
- Statistics
- Probability
- Measurement
- Chance
- Data
- Fluency

10 Minutes



- Neuroscience
- Revisit previously learned content to reinforce understanding
- Increases student retention and recall of their learning
- Spaced practice
- Interleaved practice
- Retrieval practice

Planning

Enabling learning

Explicit teaching

Supported application

Attention, focus and regulation

Knowledge and memory

Retention and recall

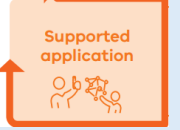
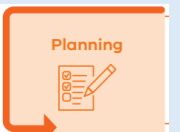
Mastery and application



# DAILY REVIEW

## Grade 4 Daily Maths Review (15 minutes)

2D shapes  
3D objects  
Measurement conversions  
Units of time  
Geometry  
x6 facts  
Greater than, less than  
Number patterns  
Comparing fractions  
Pictorial representations of fractions and decimals  
Equivalent fractions  
Addition  
Multiplication  
Division  
Analogue time  
Units of length  
Angles  
Word Problems



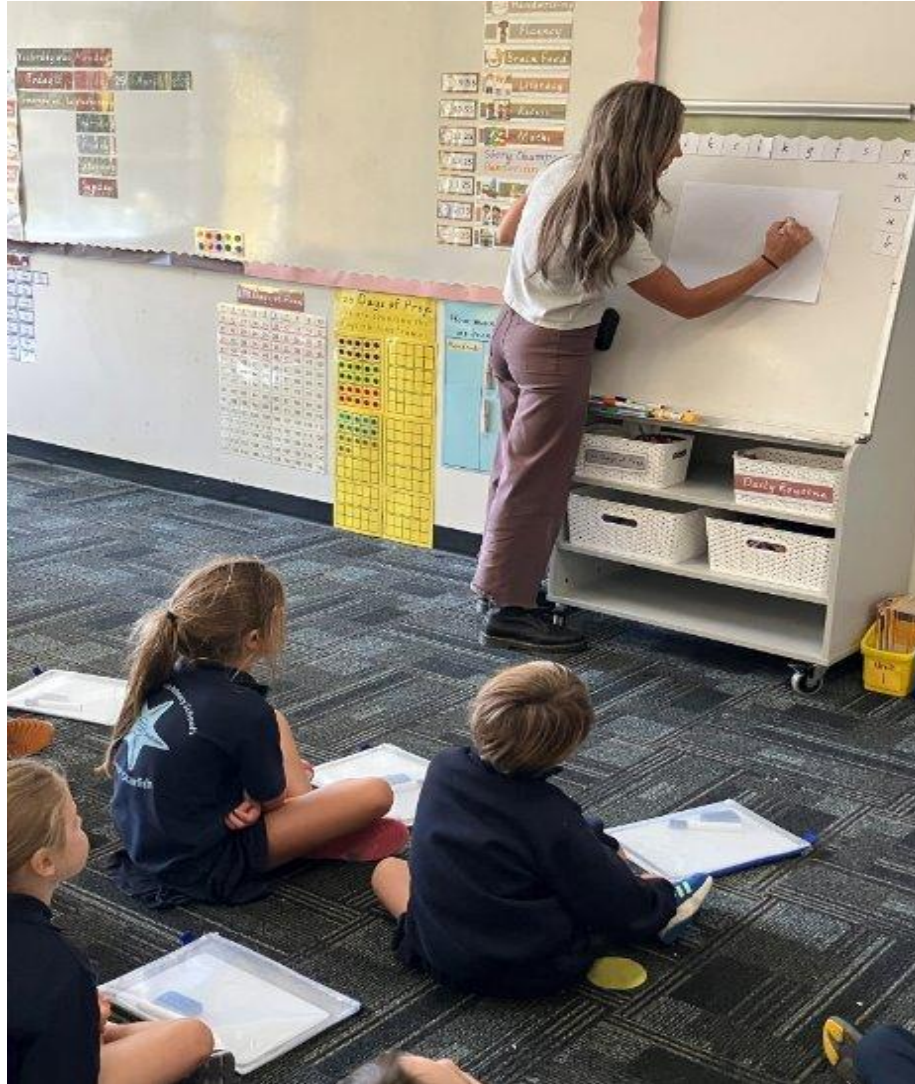


# EXPLICIT TEACHING

3

## EXPLICIT TEACHING

- Learning Objective
- Activate Prior Knowledge
- Concept & Skills Development
- Worked Examples



- Gradual release of responsibility
- Clear and concise explanation of skills and concepts
- Smaller manageable steps
- Teacher modelling

Planning



Enabling learning



Explicit teaching



Supported application



Attention, focus and regulation



Knowledge and memory



Retention and recall



Mastery and application



# GUIDED PRACTICE

4

## GUIDED PRACTICE

- Problem Pairs
- Worked Examples
- Feedback and Support



- 'We do' component of an explicitly taught lesson
- Working through problems with students at the same time, step-by-step, while checking that they execute each step correctly
- Teacher aiming for a high success rate prior to releasing students who are ready to practise skills and tasks independently

Planning

Enabling learning

Explicit teaching

Supported application

Attention, focus and regulation

Knowledge and memory

Retention and recall

Mastery and application



# INDEPENDENT PRACTICE

5

## INDEPENDENT PRACTICE

- Opportunities for additional scaffolding and extension



- Students working with minimal teacher assistance
- Meaningful and linked to previous guided practice
- Reinforce learning and improve recall
- Teachers still checking for student understanding and providing effective feedback

Planning

Enabling learning

Explicit teaching

Supported application

Attention, focus and regulation

Knowledge and memory

Retention and recall

Mastery and application



**VTLM 2.0**

**From the perspective of a teacher  
at  
Barwon Heads Primary School**



# Routines and Expectations

Lining up



Unpacking Bags



Reading Decodables



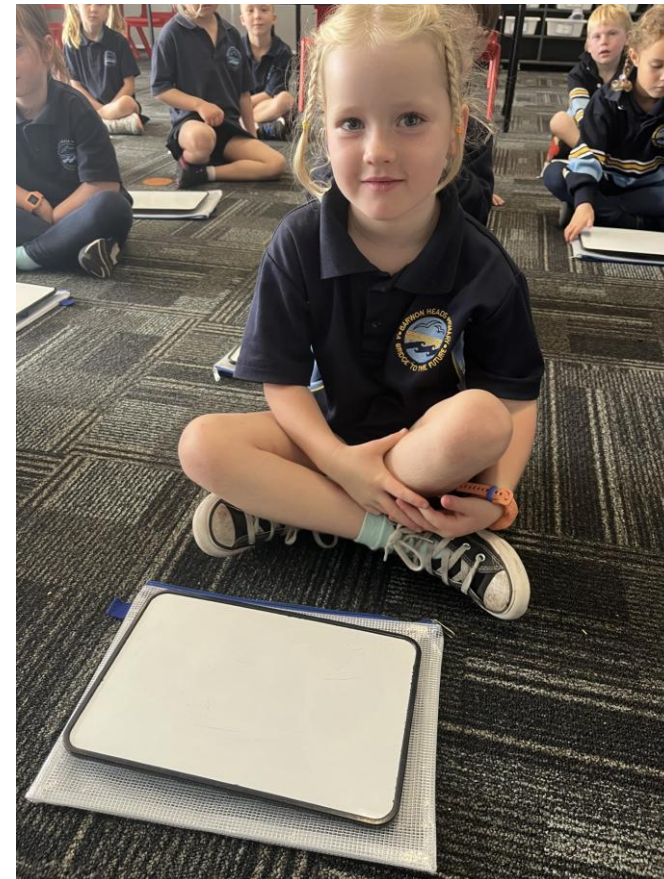


# Routines and Expectations

Students sitting in assigned seating



Whiteboard 'parked' and ready to go



# Triplet Analogy

Prep A



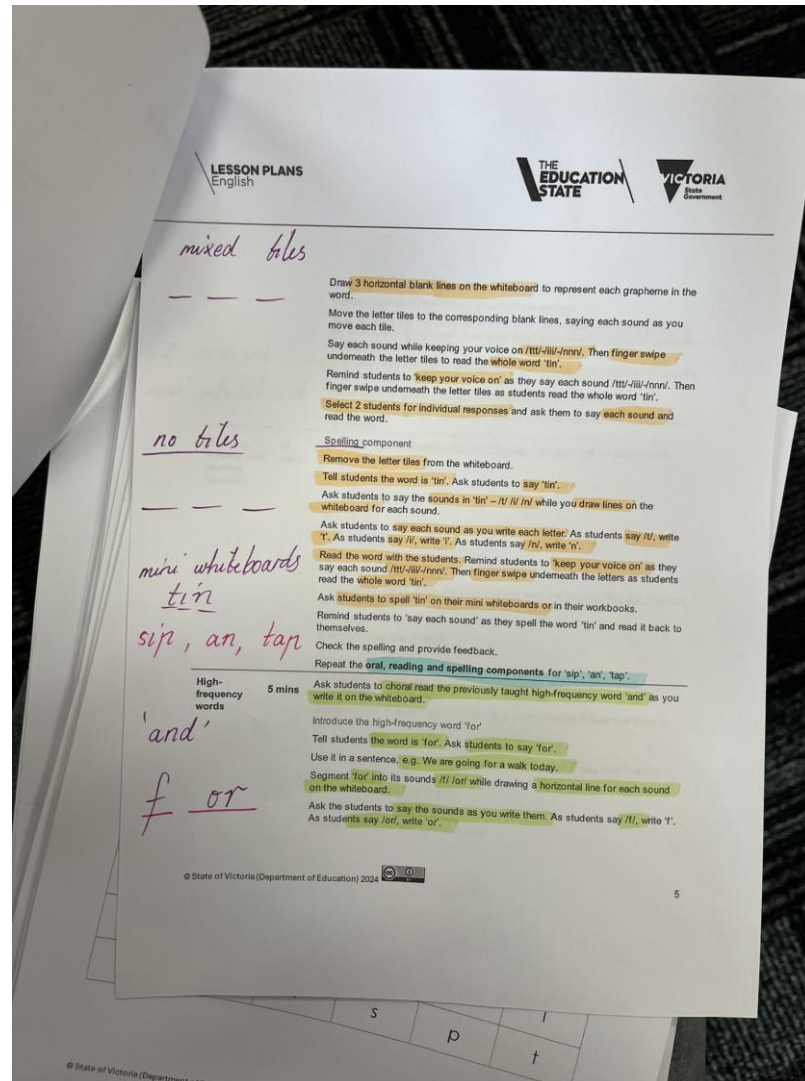
Prep B



Prep C



# Intellectual Preparation



**Annotated Phonics Plus Script**  
The Prep team discussed lessons prior to teaching to align for consistency

- Consistency isn't just confined to individual classroom
- In Prep, the structure, delivery, and expectations are the same

- Fidelity requires shared responsibility and builds collective confidence
- School-wide consistency is built intentionally and reinforced daily



# Fluency Routines

Student A reads  
while student B  
tracks.  
1 minute  
3 x each



- Supports differentiation by providing scaffolds for our students



# Explicit Direct Instruction

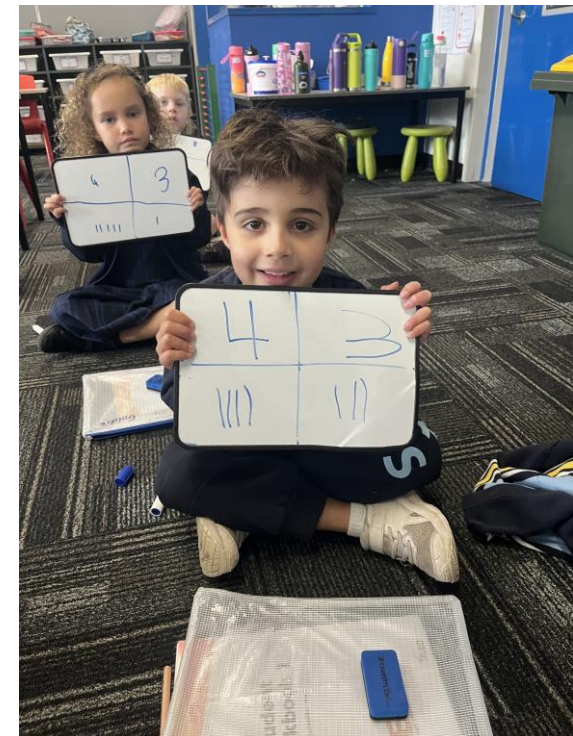
Cold calling (Popsicle sticks)



Turn and Talk



Whiteboard responses



# Explicit Direct Instruction and Behaviour Management

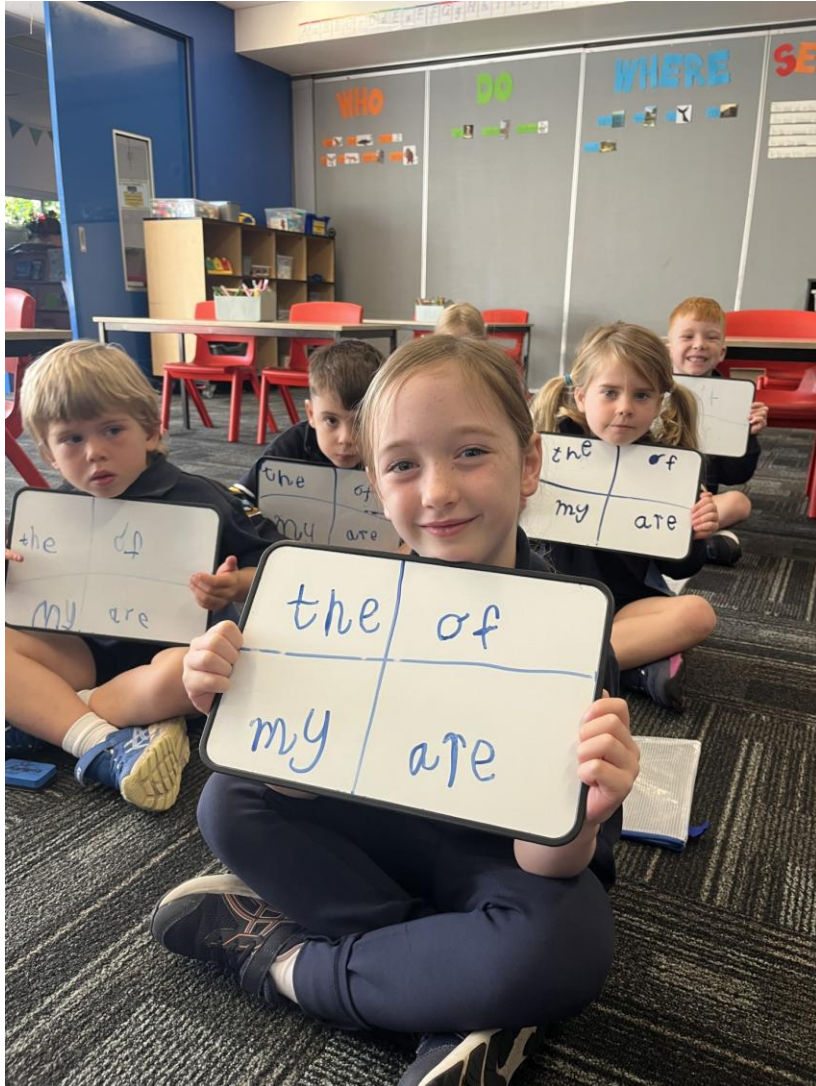
5L's of Listening – The expected behaviour.



Clear expectations + high engagement =  
positive behaviour



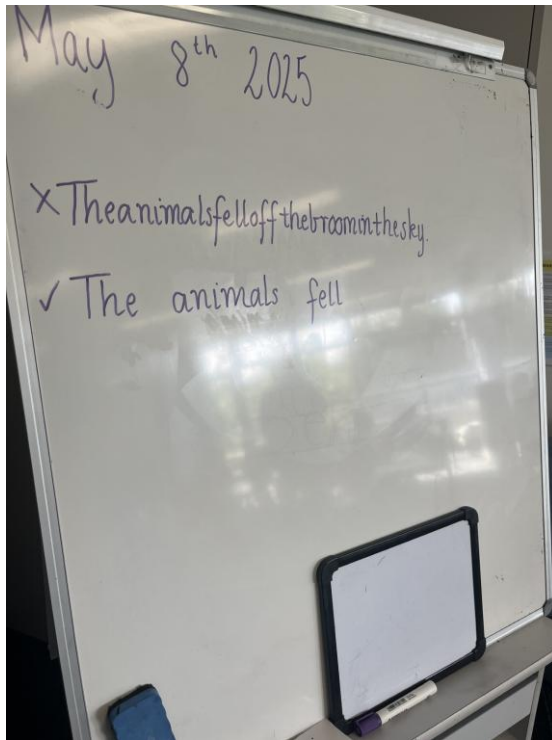
# Immediate Feedback



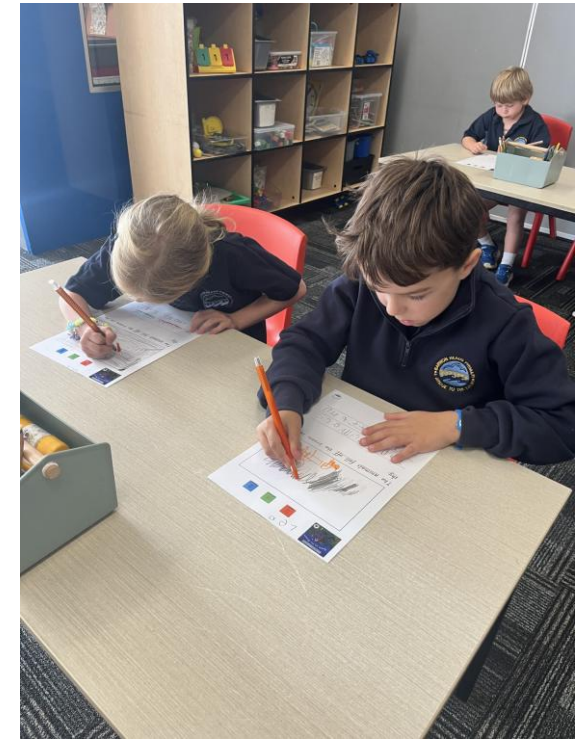
Real time checks supports responsive teaching

# Gradual Release of Responsibility Model

Teacher models



Students working independently



A word cloud on a dark blue background. The central text is "ANY QUESTIONS?" in large, bold, white capital letters. Surrounding this central text are various question words in different colors (white, yellow, green, blue) and sizes. The words include "WHEN?", "WHERE?", "WHO?", "WHAT?", "HOW?", "WHY?", and "WHEN?". The words are arranged in a circular pattern around the central text, with some words appearing multiple times.