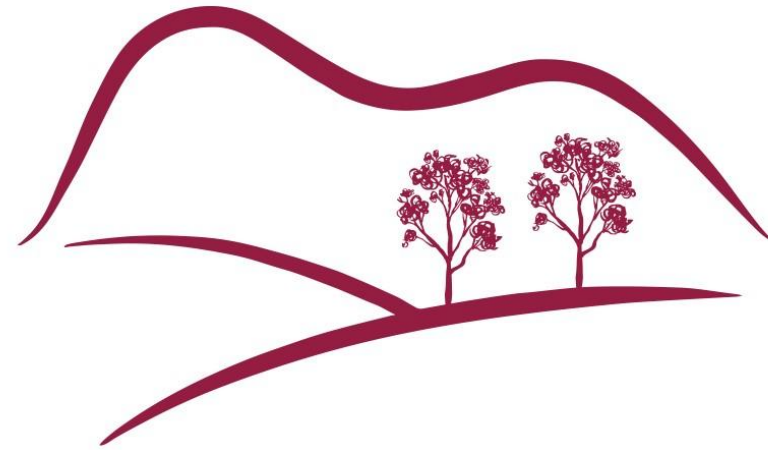


Developing the revised F-2 reading position in a small school

Excellence in Every Classroom

Hesket Primary School

- Seona Aulich
- Amanda Thomas



HESKET

Great things happen in small places



Our intent for today's workshop

- To share with you how we have embedded synthetic phonics in every classroom at Hesket Primary School.
- To share our successes and learnings as we strive for *Excellence in Every Classroom*.
- To show what our model looks like in action at Hesket Primary School.
- To give you the opportunity to ask questions.



About Us

- Situated in the Macedon Ranges (*one hour north of Melbourne*)
- Current enrolment of 78 students
- SFOE: .2096
- Four classrooms
 - F/1 – 16 students
 - 1/2 – 16 students
 - 3/4 – 23 students
 - 4/5/6 – 21 students
- Engaged and supportive school community
- Stable staffing



What Reading/Spelling Looks Like in Practice – F/1 Classroom



Foundation Writing (May)

Wilbur

What matters to me?
My Pop is special to me and matters
to me because he lets me have sleepovers.
I feel loved when Pop kisses me.
I love it when Pop plays with me
at the beach.
This is why my Pop matters to me.



Malakai

What matters to me?
My Mum is special and matters
to me because she
loves me I feel happy
when I am home with
Mum. My Mum helps
me when I am sad. This
is why Mum matters to
me.

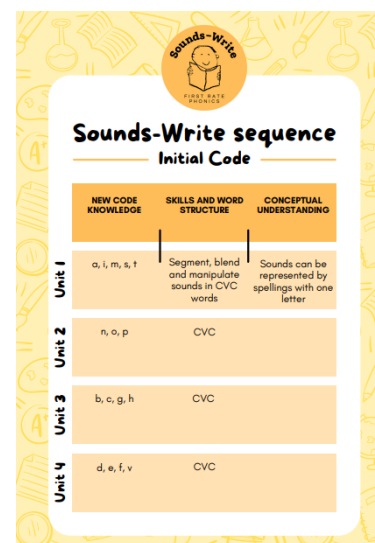
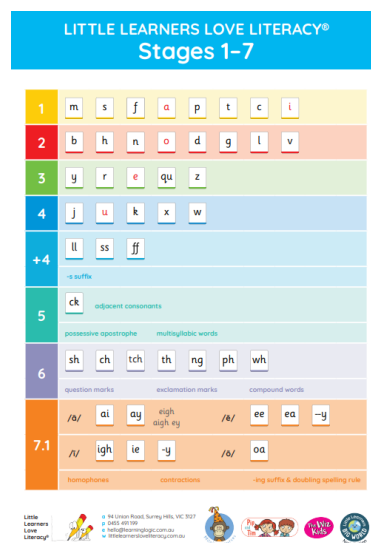


Kiki

What matters to me?
My Aunt and Uncle matters
to me because I miss them.
I feel safe around them.
because I love them and they
love it that they are so special
to me and my family.
This is why my Aunt and Uncle
matters to me.



1 – Select a Sequence



✓ Positives

- Evidence-based sequence

✗ Cons

- Resourcing is expensive
- Varying quality/variety in resources on the market

💡 Learnings along the way

- School-created assessments were useful to determine when students should proceed
- Composite grades have meant the implementation of a two-year cycle, except for F/1.

Phonic skills scope and sequence

Part A

Phonic Set	Letter-sound correspondence	Lesson Introduced
1	m, s, t, a	Handbook 1: 1-4
2	p, i, f, r	Handbook 1: 5-8
3	o, c, d, h	Handbook 1: 9-12
4	e, n, g, l	Handbook 2: 15-18
5	k, u, b, j	Handbook 2: 19-22
6	w, ck, ll, ss, ff	Handbook 2: 23-26
7	sh, qu, z/zz, ee	Handbook 3: 30-35
8	v, x, y	Handbook 3: 36-38
8/9	ch, wh	Handbook 4: 39-41
9	th, oo, ng, ay	Handbook 4: 42-47



1 – Select a Sequence and Organise it...



1 – Select a Sequence

Add to it...



💡 Learnings along the way

- This is the 9th box from the 26 boxes in the Get Reading Right series, focusing on the long 'i' sound.
- Here you can see fluency passages, GRRR, LLLL, Dandelion Readers and Nelson Decodables. We also use Aussie Decodables.

1 – Select a Sequence Consistent Classroom Displays



2 – Planning F/1 Literacy Block

Time	Focus	Activities (Could include)
20 mins	<i>Explicit teaching of the phoneme/digraph</i> <i>F - /h/ as in hand</i> <i>G1 - /sh/ as in shark</i>	<ul style="list-style-type: none"> Gr 1s – Spelling chat, cued articulation, ‘phonics fist’ (segment/blend), spelling grid independently F - Spelling chat, cued articulation, ‘phonics fist’ (segment/blend), use word in context of a sentence, spelling grid as whole class, with support.
15 mins	Levelled Readers	<ul style="list-style-type: none"> Teacher reading, partner or individual reading, Gr 1s – timed fluency passages, teacher to frequently reference reading strategies.
10 mins	Daily Review (Whole class) Review of previously taught content and skills.	<ul style="list-style-type: none"> Phonemic Awareness Drills (isolation, blending and segmenting) Cued articulation Sight words reading – ‘Camera Words’ Phoneme/grapheme, blending, segmenting, reading decodable sentences, vocabulary, orally or with magnetic letters.
10 mins	Teacher Read (Whole class)	<ul style="list-style-type: none"> Teacher reads story and guides general discussion. Modelling reading for pleasure, intonation, expression, concepts of print, good reading behaviours.
15 mins	Explicit Syntax (Whole class)	<ul style="list-style-type: none"> Syntax Project work (scope and sequence followed) <ul style="list-style-type: none"> Whole class to complete with whiteboards.
10 mins	Handwriting Practice	<ul style="list-style-type: none"> Explicit formation of letters on dotted thirds whiteboards or paper.
40 mins	Guided Writing session linked to genre	<ul style="list-style-type: none"> Teacher models (always) Sentence starter given Shared writing opportunity.

What Reading/Spelling Looks Like in Practice – 4/5/6 Classroom



3 – Linking with Spelling

Spelling Scope and Sequence

	Foundation	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
Term One	1 start up	a as in ant	ai as in snail	er as in fern	augh/au caught/sauce	ea as in beach	prefix re-
	2 t as in tap	y as in fly	ur as in fur	ge as in cage	t 'ch' as in nature	c as in cat	ch as in school
	3 c as in cat	o as in frog	ow as in snow	y as in pony	re as in centre	ou as in young	ve as in sleeve
	4 g and i as in pig	ar as in car	y as in pony	or as in worm	tt as in letter	c as in city	or as in doctor
	5 a as in cat	e as in bed	dge as in bridge	le as in table	gg as in egg	gh/h gherkin/gate	gender specific nouns
	6 s as in sun	ck as in duck	air as in hair	y as in pyramid	y as in pyramid	si as in division	ei as in receipt
	7 f as in fog	i as in tin	a as in banana	are as in square	wr as in wrist	cc as in soccer	prefixes pro- anti-
	8 r as in rat	k as in kitten	ea as in bread	o/ho frog/honest	que/k antique/kitten	ph as in dolphin	prefix semi-

	Foundation	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
Term Two	1 L as in leg	oo as in book	ey as in key	ear as in ear	ou as in famous	prefix mis-	prefix trans-
	2 B as in bed	u as in bus	ea as in beach	c as in city	ch as on chef	prefix pre- post-	prefixes hyper- hypo-
	3 J as in jam	ng as in king	er as in teacher	prefix inter-	ai as in snail	ti as in station	suffix -ism
	4 F/R as in frog	sh as in shark	oi as in coin	contractions	suffix -ment	gu as in guitar	suffix -ology
	5 Z as in zip	ee as in tree	u as in bull	se as in horse	suffix -ly	st as in castle	suffix -ist

✓ Positives

- Introduction of Cued Articulation school-wide
- Students understand the link between spelling and reading

✗ Cons

- Challenging for a F/1 composite, particularly in Term One
- Challenging with new students coming in throughout the year

💡 Learnings along the way

- Composite grades mean operating on a two-year cycle with student work differentiated through complexity of words.

3 – Linking with Spelling Foundation (May)...

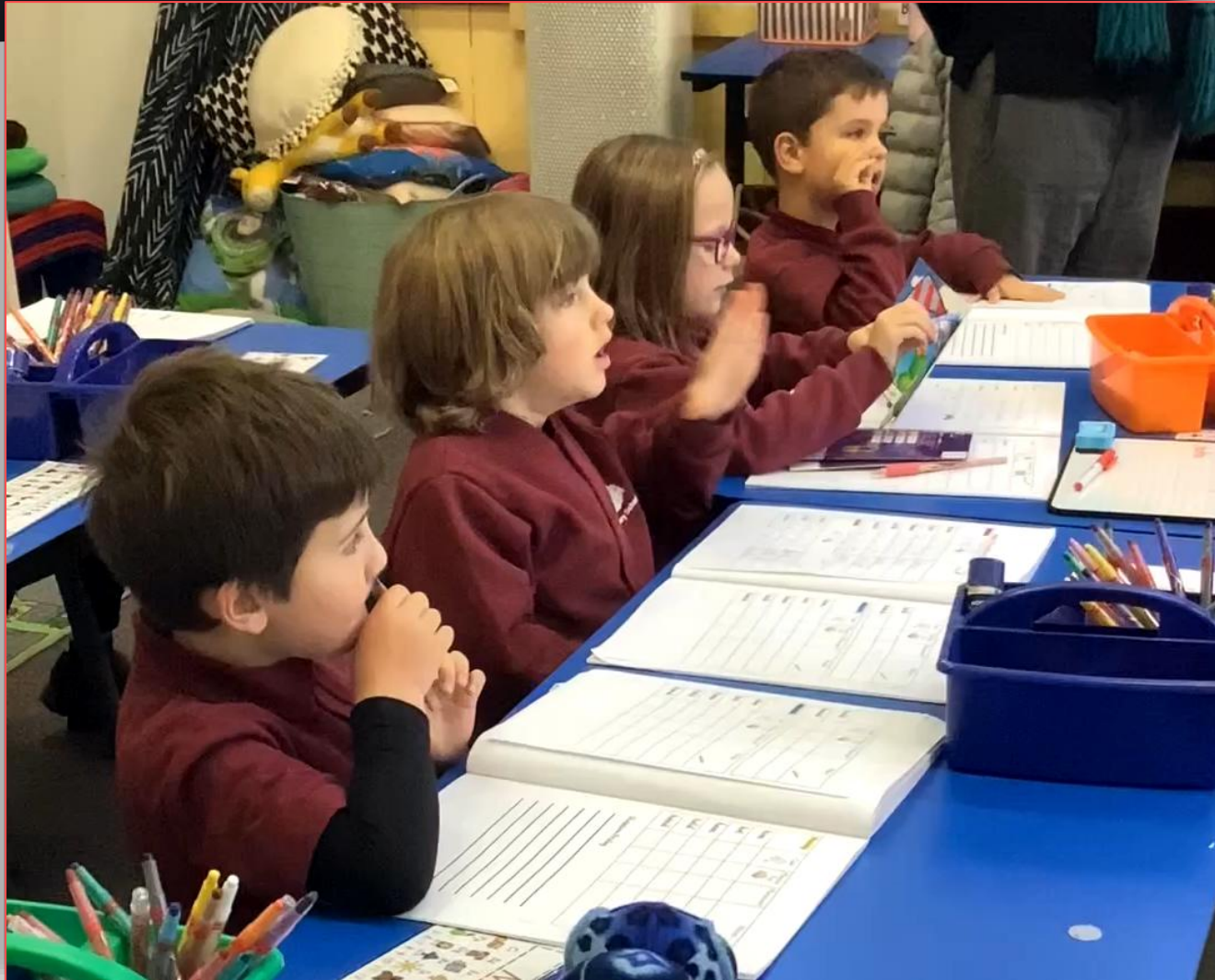
	Cued 	Phonics Fist 	Phonemes?	Write it 
sand	✓	✓	4	s a n d ✓
bland	✓	✓	5	b l a n d ✓

Thursday	Cued 	Phonics Fist 	Phonemes?	Write it 
bed	✓	✓	3	b e d ✓
led	✓	✓	3	l e d ✓
bad	✓	✓	3	b a d ✓
sand	✓	✓	4	s a n d ✓
bland	✓	✓	5	b l a n d ✓

the bed is on the sand.
 I am bad.
 I led the dog to the shop.

10/10 amazing

3 – Linking with Spelling



3 – Linking with Spelling Sharing and Celebrating via Seesaw

s://app.seesaw.me/#/class/class.ea4cc941-4f9f-4b82-bf30-1533a1ade02e



Bailey's Post



May 9, 2025 10:



Wow! What wonderful writing!

3 – Linking with Spelling Grade Two and Grade Three Samples

	Cued 	Phonics Fist 	How many phonemes? ?	digraph in red <i>teacher</i>	Spelling Grid Your choice
ladder	✓	✓	4	ladder	LADDER
soccer	✓	✓	4	soccer	SOCCER
summer	✓	✓	4	summer	SUMMER
anger	✓	✓	4	anger	ANGER
brother	✓	✓	5	brother	BROTHER
quieter	✓	✓	5	quieter	QUIETER

Dictation

I never swim in the river,
in winter but I do in summer.
I read a nice letter at dinner
about getting in to the soccer
team. My brother has so
much anger and I wish
he was quieter. Well done,
Mathilde!

	Cued 	Phonics Fist 	How many phonemes? ?	Rainbow Writing <i>obstacle</i>	Spelling Grid Your Choice!
obstacle	✓	✓	7	obstacle	obstacle
accessible	✓	✓	8	accessible	accessible
untouchable	✓	✓	8	untouchable	untouchable
vegetable	✓	✓	7	vegetable	vegetable
unbeatable	✓	✓	8	unbeatable	unbeatable
debatable	✓	✓	8	debatable	debatable



Dictation

I was unbeatable at the vegetable growing contest, despite
the obstacles I faced during the growing season. The
judges said it was not debatable that I had the
most delectable white bottled pickles! I was able to
defend my title of best bottled vegetable for the
second year in a row. Awesome! ★

3 – Linking with Spelling Grade Six Sample

/or/ as in 'doctor'

squalor	prior	emperor	councillor	counsellor	mayor
---------	-------	---------	------------	------------	-------

	Cue It 	Phonics Fist 	How many phonemes? ?	<i>eight</i> — sound buttons	Word Class Adj. N Adv. V
squalor	✓	✓	6	squalor	noun
prior	✓	✓	4	prior	adj
emperor	✓	✓	6	emperor	noun
councillor	✓	✓	7	councillor	noun
counsellor	✓	✓	7	counsellor	noun
mayor	✓	✓	2	mayor	noun

Friday 16th May 2025

Dictation

Have you spoken to the school counsellor lately? She has been so elusive, I was fairly naive in thinking she would be available. I believe she was a local councillor with the mayor's brother prior to becoming our counsellor. She was once quite the dictator, having learned that from the emperor, but now when she tries to be coercive, we just pay no attention.

Great!

4 – Parent Education



LITERACY @ HESKET

Seona and Amanda

✓ Positives

- Parents became champions in community
- All parents are introduced to the 'Hesket way' during school tour
- Parents see the link between reading, spelling and writing in their practice at home

💡 Learnings along the way

- Parent sessions early in Foundation are beneficial.

Why Synthetic Phonics?

- Reading is decoding text and understanding it.
- Why SES Phonics works?
 - It's helpful for all – 100%
 - Necessary for some – 15%
 - Critical for a few – 5%
- We purposely do not teach or prompt students to look at the picture for clues or give them overly repetitive texts. We don't want students to just remember or guess words.
- This is why we deliberately do not use repetitive texts.

Playing with Sounds

- The sequence begins s, m, c, t, a, p, g, o
- Your children will begin to 'play' with these phonemes (sounds):
 - reading them
 - saying them
 - writing them.
- Your child will also learn cued articulation which promotes correct mouth placement and will help your child to discriminate between similar sounds – r and w, f and th, etc.



'p' as in pick. Voiceless.
The picture shows the starting point
of the sound. As the sound is
produced, the index finger
separates from the thumb.

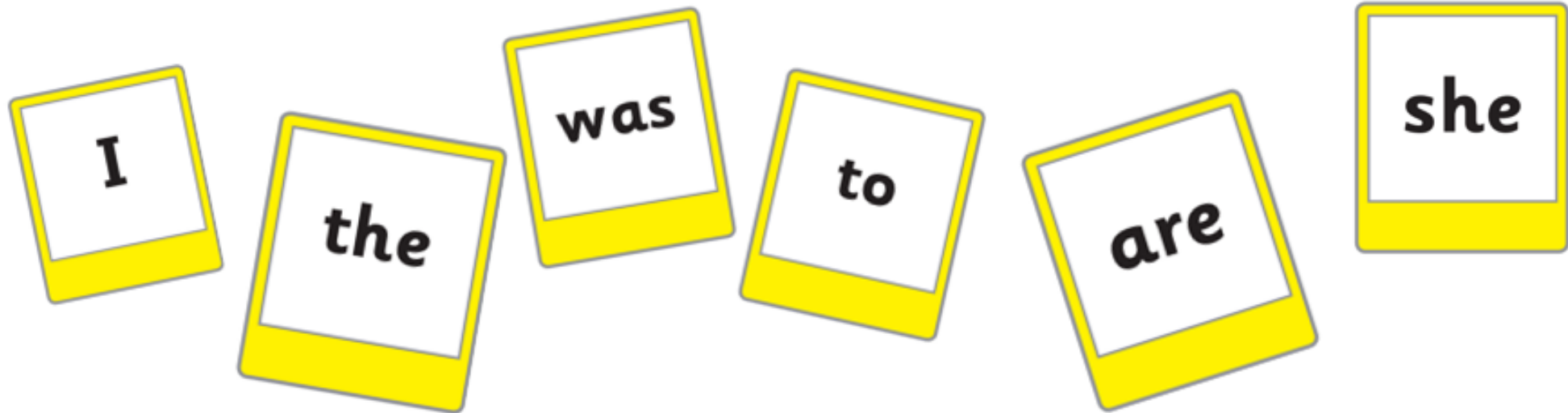
With Just Eight Phonemes s, m, c, t, a, p, g and o - Reading Begins

- Your children are now beginning to read a range of words with just the first eight sounds. To read, they will be encouraged to use their 'phonics fist' to help them segment and then blend the sounds together.

Tom's pats got tap mat pot cat
camp cat pact gap pop
cats camps scamp mascot stop

Camera Words

- We call these tricky words, 'camera words' because children must learn them as though they were taking a photo of the word with their 'mind's eye'. They are encouraged to memorise the part of the word which is tricky.





smog

stamp

samps

mact

Box One: Where it Begins



Applying our Reading to our Spelling

Choose five words for your child to spell – perhaps on paper, a whiteboard, in magnetic letters or even on a window. Encourage them to use their 'phonics fist' and challenge them at their level.

sit Pam top am as
at amp cap cop map
mop cog gap apt

camp comp amps caps
cops mops pact Pam's

comps scamp pacts
stamp stomp mascot

Moving to the Next Box

Box 1: s, o, t, p, a, m, c, g

Read this Passage

Tam was at the camp. Pat sat at the top.

She got the map. Stop!

Spell these Words

Tom gaps mat stamp tag

stomp pot mops scam got



New Goal: r, l, d, b, f, h, i, u



Please ensure this is returned to Hesket Primary School.

5 – Assessment

Moving through the series

Box 4: /oa/ ow, o, o_e, oe, ough

Read this Passage

Joseph shows Joan more of his tricks. She is mostly stoked with his jokes. He gloats as he throws his toast down his throat, even though he is not remotely hungry.

Spell these Words

foam soapy yellow joke dose
robot choke boast envelope quote

Read and Spell the Camera Words



New Goal: /ai/ ay, a_e, a, eigh, ei, ea, ey



Please ensure this is returned to Hesket Primary School.

Phonics Assessment Name:

Date:

1 map	21 thud	41 mine
2 got	22 fix	42 go
3 sat	23 quiz	43 goat
4 cog	24 bung	44 show
5 hid	25 back	45 dose
6 rub	26 old	46 woe
7 fig	27 stem	47 though
8 lag	28 pump	48 acorn
9 zip	29 cheek	49 rain
10 yum	30 mean	50 say
11 van	31 body	51 date
12 wed	32 we	52 eight
13 job	33 eve	53 moon
14 huff	34 seize	54 new
15 sell	35 alley	55 glue
16 fizz	36 brief	56 flute
17 mess	37 kind	57 suit
18 chip	38 fight	58 write
19 when	39 dry	59 rhythm
20 dash	40 pie	60 coin

61 toy	78 would	95 jet
62 buoy	79 far	96 fudge
63 phonics	80 after	97 cage
64 puff	81 dirt	98 ginger
65 cough	82 fern	99 suggest
66 howl	83 learn	100 chat
67 sounds	84 turn	101 catch
68 foul	85 work	102 fortune
69 cell	86 for	103 shrimp
70 nice	87 author	104 special
71 soft	88 draw	105 nation
72 rise	89 talk	105 division
73 mess	90 adore	106 chef
74 science	91 fair	107 measure
75 castle	92 pear	108 television
76 put	93 beware	109 seizure
77 stood	94 there	110 beige

Teacher Notes:

5 – Assessment

F-2 End of Year Reading Data

Student	Letter Name Fluency	T4 DIBEL's Composite Score	T4 Essential-R	T4 PAT-R	T4 Progression Point	Reading Growth (in 12 Months)	Comments
FOUNDATION STUDENTS							
Foundation #1	26	575	2		1.5	2.5	
Foundation #2	26	473	1.5		1	1.5	
Foundation #3	26	587	2		1.5	2.5	
Foundation #4	25	423	0.5		F	1	
Foundation #5	26	459	1.5		F.5	1.5	
Foundation #6	26	558	2		1.5	2.5	
Foundation #7	24	616	2		1.5	2.5	
Foundation #8	17	399	F.5		F	1	
Foundation #9	26	491	1.5		1	2	
Foundation #10	26	455	F.5		F.5	1.5	
Foundation #11	26	526	F.5		F	1	New mid-year
GRADE 1 STUDENTS							
Grade 1 #1		473	2	84/1	1	1	
Grade 1 #2		421	1	85.7/1	1	1	
Grade 1 #3	26	509	2.5	98.3/2	1.5	1.5	New
Grade 1 #4	26	432	1	86.0/1	F.5	0.5	
Grade 1 #5	26	529	2	98.7/2	2	2	New
Grade 1 #6		432	0.5	75.5/F	0.5	0	
Grade 1 #7		411	F	NA	0.5	0	Disability Inclusion
Grade 1 #8		520	2.5	95/1-2	2	2	New
Grade 1 #9		523	3.5	123.5/4	3	2	
GRADE 2 STUDENTS							
Grade 2 #1		499	3.5	113.5/3	3	2	New
Grade 2 #2		408	1	78.8/F	F.5	0	
Grade 2 #3		506	3	115.2/3	3	1.5	New
Grade 2 #4		412	F.5	84.1/1	F.5	0.5	Disability Inclusion
Grade 2 #5		526	4.5	121.6/4	4	1	
Grade 2 #6		508	3.5	132.6/8	3.5	1	
Grade 2 #7		445	2.5	117.5/3-4	2	1	New
Grade 2 #8		513	3.5	117.8/3	3.5	1.5	
Grade 2 #9		493	2.5	105.9/2	2	1	
Grade 2 #10		497	3.5	109.8/2	2.5	1	
Grade 2 #11		NA	F	75.9/F	F	0.5	Disability Inclusion
Grade 2 #12		525	3.5	124.1/4-5	3.5	1	
Grade 2 #13		548	4.5	135.1/8-9	4	1	
Grade 2 #14		486	3.5	126/5	3.5	1.5	New
Grade 2 #15		520	2.5	125/4-5	2.5	1	
Grade 2 #16		479	1.5	84.9/1	1.5	0.5	New
Grade 2 #17		476	3.5	123.7/4-5	3.5	1.5	New
Grade 2 #18		492	2.5	111.5/2-3	2.5	1	

Simple Colour Coding

	12+ months ahead Core support
	6 months ahead Core support
	At expected level Strategic support
	6 months or more below Intensive support

5 – Assessment and Data

Heggerty - Guiding TLI

Last Name	Time	Rhyme Recognition	Rhyme Production	Onset Fluency	Blending Compound Words/Syllables	Isolating Final Sounds	Segmenting Words into Comp	Adding Words/Syllables	Blending Onset/Rhyme	Deleting Words/Syllables	Segmenting Words into Onset	Substituting Words/Syllables	Blending Phonemes	Segmenting into Phonemes
Student 1	Start F	5	5	5	6	5	6	5	5	6	5	6	5	5
Student 2	Start F	5	5	5	6	4	5	6	5	6	5	4	0	0
Student 2	Middle F													
Student 3	Start F	3	4	5	6	5	4	6	5	2	1	3	0	0
Student 3	Middle F													
Student 4	Start F	2	3	5	6	2	2	6	5	6	4	3	5	5
Student 4	Middle F													
Student 5	Start F	3	0	3	2	0	4	3	1	0	1	3	0	0
Student 5	Middle F													
Student 6	Start F	4	0	5	6	5	5	6	5	5	0	0	0	0
Student 6	Middle F													
Student 7	Start F	4	2	1	6	3	0	2	1	1	0	0	0	0
Student 7	Middle F													
Student 8	Start F	5	5	5	5	5	6	6	5	5	0	5	0	0
Student 8	Middle F													

✓ Positives

- DIBELS – quick free assessment
- Heggerty – deeper look at students which supports targeting students for TLI

✗ Cons

- For some students we needed to go right back, new students coming into school after Prep take a lot of resourcing.

💡 Learnings along the way

- School-based assessments to determine when students are ready to proceed
- Stopping FP/PM levelled assessments was challenging for some staff.

5 – Assessment and Data

Heggerty - Guiding TLI

Last Name	Grade	Rhyme Produ	Onset Fluency	Blending Phon	Isolating Fina	Seg Words in	Isolating Med	Adding Initial	Deleting Initial	Substituting I
Student 1	Start 1	5	5	5	5	5	5	5	5	5
Student 2	Start 1	5	4	5	4	5	2	5	4	5
Student 2	End 1									
Student 3	Start 1	5	5	5	5	5	5	5	5	5
Student 4	Start 1	0	2	1	1	0	0	0	0	0
Student 4	End 1									
Student 5	Start 1	2	5	5	5	5	5	4	5	5
Student 5	End 1									
Student 6	Start 1	5	5	5	3	4	5	5	5	3
Student 6	End 1									
Student 7	Start 1	5	3	5	5	5	5	4	3	5
Student 7	End 1									
Student 8	Start 1	0	2	1	1	1	2	0	0	0
Student 8	End 1									
Student 9	Start 1	5	5	5	5	5	5	5	5	5
Student 10	Start 1	5	4	5	5	5	4	4	5	4
Student 11	Start 1	4	4	5	4	5	5	5	5	5
Student 12	Start 1	5	5	5	5	5	5	5	5	3
Student 13	Start 1	5	5	5	5	4	5	5	5	5
Student 14	Start 1	5	5	5	5	4	5	3	5	5
Student 15	Start 1	5	5	5	5	5	5	5	5	5
Student 16	Start 1	5	5	5	5	5	5	4	4	5
Student 17	Start 1	5	5	5	5	5	5	1	5	2
Student 17	End 1									

✓ Positives

- DIBELS – quick free assessment
- Heggerty – deeper look at students which supports targeting students for TLI

✗ Cons

- For some students we needed to go right back, new students coming into school after Prep take a lot of resourcing

💡 Learnings along the way

- School-based assessments to determine when students are ready to proceed
- Stopping FP/PM levelled assessments was challenging for some staff.

5 – Assessment and Data

NAPLAN Reading Data

	2022		2023		2024		2025	
	Grade 3 (7 Students)	Grade 5 (3 Students)	Grade 3 (5 Students)	Grade 5 (6 Students)	Grade 3 (12 Students)	Grade 5 (8 Students)	Grade 3 (18 Students)	Grade 5 (5 Students)
% Exceeding	-	-	50%	33%	42%	57%	33%	80%
% Strong/ Exceeding	83% Top 2 Bands	33% Top 2 Bands	75%	73%	67%	100%	89%	80%
School Mean	610.7	537.8	485.5	543.7	443.8	585.7	-	-
State Mean	452.8	519.2	414.7	505.5	414.9	500.2	-	-

Questions?



Thank you