



WRAP – A Writing Approach to Reading

The relationship between speaking, writing and reading is developed by children understanding the purpose of each task and how they will be able to use each skill.

Learning to read is the most important educational outcome of primary education [*Literacy Secretariat*]

In order to read English, individuals need to have a broad vocabulary and knowledge of language structure. The complexity of the reading process begins with the faculty of oral language. Repeated exposure to new words through conversation, by listening to reading, actual reading and through the media provide the basis of our vocabulary.

Children who are surrounded by, and included in, rich and increasingly complex conversations, have an overwhelming advantage in vocabulary development. Conversely, beginning readers have a much more difficult time reading words that are not already part of their oral vocabulary. In fact, there is overwhelming evidence that indicates the bottom 25% of students beginning school has 1000 fewer base word meanings than the top 25%. This supports our knowledge of the enormous differences in vocabulary at school entry between students from language enriched environments compared with those from language deprived backgrounds.

In all aspects of early language development the importance of oral language remains essential. It is evident that how well and how quickly a child learns to read common words depends a great deal on how well that child has acquired and practised spoken language. This is supported by our understanding of phonological awareness [the sounds of the language].

More than ever before, the evidence suggests literacy instruction should continue beyond the elementary years and should be tailored to the more complex forms of literacy that are required of adolescent students. A growing research base on adolescent literacy supports an emphasis on direct instruction in the reading and writing skills needed to perform these more complex literacy tasks.

Literacy learning at Mount Compass Area School

WRAP is an integrated and systematic literacy instruction in spelling, writing and reading.

The explicit, systematic instruction in letter-sound knowledge has been demonstrated as the most efficient literacy learning methodology for Reception/Year 1 students. The explicit methodology teaches students how to decode words, comprehend and punctuate the English language whilst learning grammar and vocabulary.

The teaching and learning of WRAP builds on prior learning and no matter who the teacher, or at what year level, the methodology of communication remains the same.

Kevin Mooney, Principal