



TOPIC:	Phonics, handwriting, and literacy intervention programs	
QUERY:	Thank you to those who responding to this survey about phonics, handwriting, and literacy intervention programs in international schools. The results are most interesting.	
QUERY SUBMITTED AND COLLATED BY:	Brian Webb	
TOTAL NUMBER OF RESPONSES:	14	
Date conducted	1-15-16	

Responses:

See below.



Q1. Phonics program(s) in use at your school and status (going well, looking to change, etc.)?

1. The phonics program used in our school is part of a whole integrated program aligned with the common core curriculum. The textbooks in use are Wonders (McGraw Hill). We are satisfied with the program.
2. Jolly Phonics adapted - EC-G1, going well because of adaptations!
3. We don't have one - currently looking at the purchase of Foundations
4. Workshop Model
5. Going well but requires further development, training and co-teaching
6. Collins Big Cat Phonic, looking to change
7. Fountas & Pinnell Word Study - going well
8. Fountas and Pinnell: Phonics Lessons, letters, words, and how they work-Going very well. It has programs for K to 3rd grade
9. Jolly Phonics, combining with word study (Fountas and Pinnell and Words Their Way
10. We use the K-8 Literacy Continuum from Fountas and Pinnell as our anchor guide. We tailor our "program" to the needs shown on our assessments. These include: The Developmental Spelling Assessment by Kathy Ganske, Benchmark Assessment by Fountas and Pinnell; The Z-Test of Rimes by Mike Mckenna. (University of Virginia). The resources we use to support this are: Word Sorts and more by Kath Ganske; Words Their way; Fountas and Pinnell Word Study and Phonics resources.
11. We do not use a specific phonics program.
12. Jolly Phonics, just implemented this year - We have already seen remarkable improvement in our PF students.
13. Letters and Sounds, bit tired and needs review/refreshment - researched Read, Write, Inc as reviews from colleagues were great but prohibitively expensive as we are such a large school. Now looking at reviving what we already do well, improving what has lapsed and updating resources
14. Souday and Orton Gillingham - all Learning Support teachers are trained and use the program with notable growth for students



Q2. Handwriting program(s) in use at your school and status (going well, looking to change, etc.)?

1. Using D'Nealian, looking to change
2. Not officially taught, but we do have D'Nealian HW workbooks in many classrooms.
3. Handwriting Without Tears - Fantastic!
4. We do not use a specific handwriting program in our school.
5. Handwriting Without Tears-Going very well. It has programs from Pre K to 4th grade.
6. No scheme, as moved to continuous cursive from Nursery to Year 2. English HOCs did research and came up with font/order etc and did extensive training
7. We don't have a stand alone writing program. Students practice their handwriting skills in any writing context.
8. Looking to change, currently using cursive and materials are in print therefore some students have difficulties understanding both codes when reading and or writing
9. Handwriting Without Tears K through 3rd Grade. Working smoothly. New to 3rd grade this year - has moved up with students.
10. We use d'nealian handwriting as a style but we don't subscribe to one program for teaching handwriting. Each grade level is consistent in how they address handwriting and how much time is given to this each week but the grade level can choose. Handwriting Without Tears is often recommended to parents as a way to support handwriting development at home.
11. Nelson Handwriting - aiming to limit its use to only students who need extra practice (ie, their writing is not legible). Cursive introduced in G1 through Nelson.
12. Handwriting Without Tears. We start with the letter blocks in EC, and then the full program in K. We are starting full implementation this year, and plan to stick with it. It will be print in K-2, and cursive in 3-5, as well as keyboarding in 4 and 5.
13. As above
14. Handwriting without tears, going well



Q3. Reading intervention program(s) to support your students (mainstream; ELL; LS) and status (going well, looking to change, etc.)?

1. Bits and pieces used, no cohesive programme, so would also be interested to see what others are using that they find effective
2. We use many, depending on student need. Wilson (Orton Gillingham), LLI (Fontas & Pinnell), Linda Mood Bell
3. In order to support students reading, our school has prescribed our students in an online library (Follet) for tumblebook cloud and tumblebook Junior. Additionally, we use leveled readers provided by McGraw Hill and that aligns with topics being covered in class.
4. Requires further development. It was implemented on 2012 but the implementation program was discontinued
5. Wilson Reading Program, Seeing Stars, levelled Readers, organic mix of resources
6. We follow the Response to Intervention Model (Rti) - students are supported in the classroom first (Tier 1), if needed, additional support is provided - could be in class or a separate setting, could be with a classroom teacher or a learning support teacher, these interventions are research based (Soar to Success for comprehension, Sonday and Orton Gillingham for phonics, still looking for quality math intervention). If student does not meet the standard with this level of intervention we increase the support (Tier 3) - this typically involves 5 day/week small group support with the learning support teacher and an IEP.
7. SIPPS (Systematic Instruction in Phonological Awareness, Phonics and Sight Words. Going very well. It has 3 levels; Beginning, Extension and Challenging. It can be used from K to 4th grade
8. Reading Mastery - We have found that currently the RM levels do not correspond to our students' reading levels. Generally, it is one level too hard.
9. We are developing an RTI model. It is in development, and so far going well. If intervention is needed for a significant portion of students, the learning support teacher and literacy coach will tailor lesson plans and specific intervention to the students' needs based on assessment.
10. We use F and P Leveled Literacy as an intervention program for students who need extra help with reading. Also, two of our LS teachers are Orton Gillingham trained and use resources from OG with students who have specific diagnosed difficulties in reading



Q4. Any other comments regarding your school's approach (pedagogy, logistics, practice) to using either a phonics, handwriting or reading intervention program?

1. We have initiated remedial classes recently in order to further support below level students.
2. Moving to continuous cursive has been very effective in terms of fluency of writing in even the youngest children, and for some children, spelling has also definitely improved due to the body memorisation of patterns in the cursive.
3. Our language programme is in a state of transition to a new set of curriculum standards. We would be very interested in the results of this survey. Thanks!
4. Use Sitton Spelling G1-5, there is a phonics element, as well as focus on spelling patterns, and use of high frequency words in everyday writing. Variable results, best when teachers dip in, and adapt to student needs. Use balanced reading approach, with reading resource room, BCH continuum, some teachers use Daily 5. Use RazKids as a supplementary resource. Going well to allow teachers some flexibility within our expectations and available resources.
5. We have made a choice not to adopt a phonics or handwriting program because not all of our students need the same exposure/instruction at the same time.
6. Program currently uses a phonemic approach to teach English and Spanish. The scope and sequence is well written within the curriculum yet in practice it requires further development
7. This year we are in the process of reviewing our philosophy and resources for each of the areas you mention along with spelling, vocabulary and grammar instruction (both explicit and implicit).
8. We use Readers and Writers workshop which is a balanced literacy approach to teaching literacy.