



Program Overview





Flying Start to Literacy

Program Overview

Flying Start to Literacy is a comprehensive core literacy program.

- The program is ideal for early intervention programs, including Reading Recovery.
- The program provides effective support for English language learners.

Flying Start to Literacy supports the systematic development of reading strategies and skills of students. It focuses on the key interrelated elements of reading texts which scaffold literacy success: key content vocabulary, high-frequency words, text complexity, phonics, fluency and comprehension, the links between reading and writing, and assessment for instruction.

Read more at oup.com.au/flyingstart



A summary of the research underpinning Flying Start to Literacy

Research evidence

Flying Start to Literacy is based on research from the National Early Literacy Panel (2008) and the National Reading Panel (2000) in the United States, the Rose Report (2006) in Britain, Teaching Reading (2005) and several other major books, reports and research investigations into early literacy teaching.

Flying Start to Literacy is closely aligned to both the philosophy and the content of the Australian and New Zealand English curriculums.

Significant findings are:

- Key content vocabulary needs to be controlled and introduced systematically.
 Helman and Burns, 2008; Hiebert and Sailors, 2009; Mesmer and Cumming, 2009; Mesmer,
 - Helman and Burns, 2008; Hiebert and Sailors, 2009; Mesmer and Cumming, 2009; Mesmer, Cunningham, and Hiebert, 2012.
- High-frequency words should have a high rate of repetition. Clay, 2002; Elley, 1989; Fry and Kress, 2006; Helman and Burns, 2008; Hiebert, Brown, Taitague, Fisher, and Adler, 2004.
- A variety of text types enable the development of a range of reading strategies.

Derewianka, 1990; Duke and Buillman, 2009.

 Text complexity should be carefully sequenced to build reading strategies.

Clay, 2002; Fountas and Pinnell, 2006.

 Phonics and phonemic awareness need to be taught systematically and explicitly.

Ehri, Nunes, Stahl, and Willows, 2001; Paris, 2005; Torgerson, Brooks, and Hall, 2006.

- Fluency enhances comprehension.
 Pressley, Gaskins, and Fingeret, 2006; Rasinsky, 2006.
- Reading and writing are linked.
 Derewianka, 1990; McCarrier, Fountas, and Pinnell, 2000; Paquette, 2007.
- Assessment should be ongoing and should inform instruction.
 Snow and Van Hemel, 2008.



How Flying Start to Literacy applies the research findings

Research finding



Key content vocabulary needs to be controlled and introduced systematically.

Key content vocabulary words are words of high interest to students and are words that represent familiar concepts and images. Key content vocabulary is made up of familiar verbs, adjectives and nouns common to students' personal lives. When key content vocabulary is controlled, and placed in sentences with a high proportion of high-frequency words, repetition and practice build the reader's confidence, which is particularly important for English language learners. The acquisition of key content vocabulary informs students' oral language and literacy development.

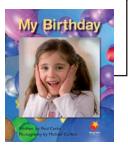
What this means in Flying Start to Literacy

My Family

- The introduction of key content vocabulary is controlled and key content vocabulary is constantly revisited.
- The system of connected books presents the same key content vocabulary in different sentence structures and contexts.

Paired books





Vocabulary Starter



In the Early Emergent stage, each set of paired books is accompanied by a Vocabulary Starter that introduces the key content vocabulary.



High-frequency words should have a high rate of repetition.

Texts with the following features scaffold reading success, in particular, the reading success of English language learners:

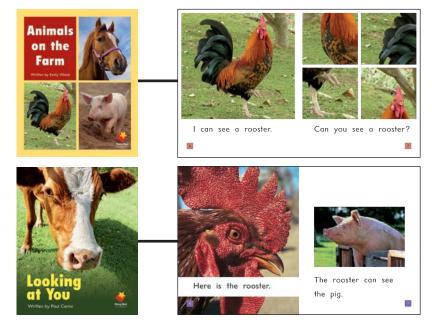
- · Texts with high word repetition rates.
- Texts with low ratios of unfamiliar words.

These scaffolds will decrease the cognitive load for students learning to speak and read English.

What this means in Flying Start to Literacy

- Connected, paired books present the same high-frequency words in different sentence structures and text types.
- There is a high repetition rate of high-frequency words and a low ratio of unfamiliar words.
- High-frequency words are gradually and systematically introduced and reused.

The high-frequency words in Flying Start to Literacy are those represented by Fry's 300 Instant Sight Words and are predominantly function words, for example, 'like', 'was', 'am', and 'the'. In the book Me there are 21 running words, and the high-frequency words are repeated seven times in the book. In the Early Emergent books the ratio of high-frequency words to total words is 2:3.



All books are paired and address the same concepts, vocabulary and high-frequency words, but have different sentence structures and text types.



A variety of text types enable the development of a range of reading strategies.

Informative texts provide examples of reading and writing for authentic purposes so that students can find information about a topic or learn how to make or construct something. For some readers informative texts may be more engaging than narrative texts.

A range of text types acts as a model for writing for different purposes and with different language features. The more experience students have with reading and learning from informative texts, and the more familiar they are with the purpose and features of information texts, the more likely they will be effective and efficient readers of this text type in the future.

What this means in Flying Start to Literacy

- A range of text types with different structures and text features is presented.
- Key content vocabulary and high-frequency words within different text types build reading strategies for texts that have different purposes.





Text complexity should be carefully sequenced to build reading strategies.

A graded sequence of reading is important for scaffolding learning. Texts can be graded into complexity levels according to vocabulary, sentence structure, meaning or concept-load, conventions of print or changes in language style, such as an increase in embedded clauses.

What this means in Flying Start to Literacy

- Flying Start to Literacy is sequenced into 9 Developmental Stages. The levels have been sequenced and trialled in schools.
- Reading strategies are developed and consolidated at each reading stage.

Text complexity and Flying Start to Literacy

Flying Start to Literacy program stage	Number of books at each stage of Flying Start to Literacy	Guided Reading level*	Flying Start to Literacy level	Number of books at each level of Flying Start to Literacy
Early Emergent stage	36 (18 pairs of books)	А-В	1–2	18
Emergent stage	40 (20 pairs of books)	C-D	3–6	10
Early stage	40 (20 pairs of books)	E-F	7–10	10
Transitional stage	40 (20 pairs of books)	G-H	11–14	10
Early Fluent stage	40 (20 pairs of books)	I–J	15–18	10
Fluent stage	48 (24 pairs of books)	K-M	19–24	8
Fluent Plus stage	36 (18 pairs of books) Plus 18 Perspectives titles	N-P	25–30	6
Advanced Fluent stage	12 (6 pairs of books) Plus 6 Perspectives titles	Q-S		4
Advanced Fluent stage Upper Primary	12 (6 pairs of books) Plus 6 Perspectives titles	T-V		4

^{*}Levels indicated by letters are comparable to levels of Fountas and Pinnell.



Phonics and phonemic awareness need to be taught systematically and explicitly.

A developmental schema for phonics can introduce readers to phonemic awareness sequentially and enable them to gain a clear understanding of how sounds map to letters.

What this means in Flying Start to Literacy

- Phonics is viewed as one of the many important information sources in the reading process.
- Underpinning Flying Start to Literacy is a systematic and explicit program of phonemic awareness and phonics.
- The language sequence is matched in the books to provide a context for learning.
- For the developing reader there are many opportunities to use phonic skills and strategies with words that are phonologically accessible without resorting to simplistic decodable books where meaning is jeopardised.

Phonics, high-frequency words and Flying Start to Literacy

Reading stage	Guided Reading level*	Flying Start to Literacy level	Phonics and high-frequency words
Early Emergent stage	А-В	1–2	 Establishes a full range of concepts about print. Introduces common stems and key vocabulary. Introduces the first 26 high-frequency words. Focuses on phonemic awareness and introduces letters (common sounds).
Emergent stage	C-D	3–6	 Introduces phonologically regular vocabulary: all words with short vowels. Revisits key vocabulary. Revisits and extends high-frequency words.
Early stage	E-F	7–10	 Carefully introduces new, phonologically regular vocabulary. Revisits key vocabulary. Revisits and extends high-frequency words.
Transitional stage	G-H	11–14	 Carefully introduces new, phonologically regular vocabulary. Revisits and extends high-frequency words.
Early Fluent stage	I–J	15–18	Phonologically regular vocabulary includes more complex vowel combinations.
Fluent stage	K-M	19–24	 Vocabulary includes less common letter combinations. Language structures become more complex.
Fluent Plus stage	N-P	25–30	 Increased exposure to words with less common phonic representation. More specialised and technical language.

^{*}Levels indicated by letters are comparable to levels of Fountas and Pinnell.

Phonics is not included at the Advanced Fluent stage.



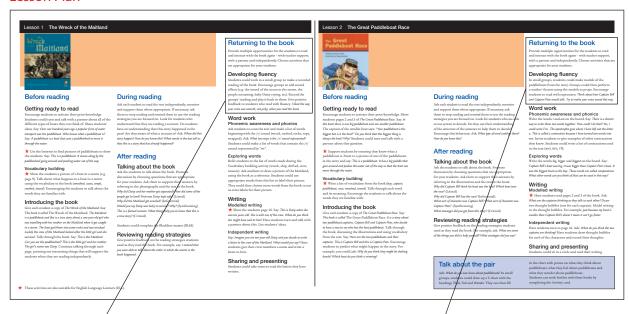
Fluency enhances comprehension.

There are three key elements of reading fluency: accuracy in word decoding, the ability to automatically recognise words and appropriate use of meaningful oral expression while reading. These three components comprise a gateway to comprehension.

What this means for Flying Start to Literacy

- The ability to recognise words accurately and rapidly, and to group words in meaningful phrases, is emphasised throughout.
- Many opportunities for oral reading are provided. Lesson Plans include re-reading of books to improve word identification skills and comprehension.

Lesson Plan



Returning to the book

Provide multiple opportunities for the students to read and interact with the book again – with teacher support, with a partner and independently. Choose activities that are appropriate for your students.

Developing fluency

Students could work in a small group to make a recorded reading of the book. Encourage groups to add sound effects (e.g. the sound of the ocean in the storm, the people screaming, baby Daisy crying, etc). Record the groups' reading and play it back to them. Give positive feedback to students who read with fluency. I liked the way your voice was smooth, not jerky, when you read the book.

Returning to the book

Provide multiple opportunities for the students to read and interact with the book again – with teacher support, with a partner and independently. Choose activities that are appropriate for your students.

Developing fluency

In small groups, students could make models of the paddleboats from the story. Groups could then perform a readers' theatre using the models as props. Encourage students to read with expression. Think about how Captain Bill and Captain Pete would talk. Try to make your voice sound this way.



Reading and writing are linked.

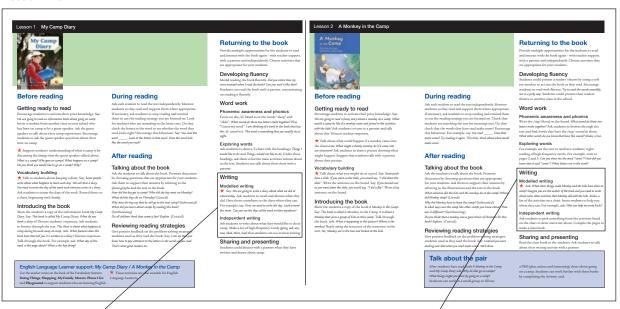
Writing encourages students to match the spoken word and the written word. In writing, students interact with words and word order in context.

Books offer good models for writing. Analysing how authors use various qualities of good writing, or the six traits approach (ideas, organisation, voice, word choice, sentence fluency and conventions), can encourage students to model their stories after the experts (Paquette, 2007). Using different text types, such as recount, procedure, report, narrative, argument and explanation, encourages students to use these text types in their writing.

What this means in Flying Start to Literacy

- The presentation of a range of text types and the pairing of informative and narrative books provide models of writing for the reader.
- Each pair of books is supported by a comprehensive Lesson Plan, which includes writing as an integral part of the lesson.

Lesson Plan



Writing

Modelled writing

★ Say: We are going to write a diary about what we did at school today. Ask students to recall and discuss what they did. Have them contribute to the diary where they can. For example, say: First, we need to write the day. Look around the room. Can you see the days of the week written anywhere?

Independent writing

Ask students to write about what they would like to do at camp. Make a list of high-frequency words (going, will, am, now, liked, there, had) that students can use in their writing.

Writing

Modelled writing

Ask: What other things could Monkey and the kids have done at camp? Imagine you are the author of the book and you need to write about some other activities that Monkey did with the kids. Make a list of the activities on a chart. Invite students to help you where they can. For example, ask: Who can help me write kick?

Independent writing

Ask students to pick something from the activities listed on the chart to draw and write about. Compile the pages to make a class book.



Assessment should be ongoing and should inform instruction.

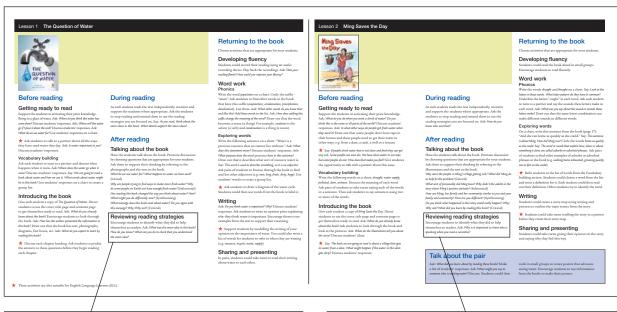
There is a need for assessment, which has classroom validity, to provide information for instruction. Formative assessment, as opposed to fragmented assessment items, includes the use of Running Records of Reading (Clay 2002) where teachers analyse students' early reading using forms of miscue analysis or running records of books read by students. The use of valid assessment in literacy has the potential to provide both information for accountability and to provide information for teaching.

In classrooms with very diverse learners, teachers are constantly checking for students who understand the moment-to-moment activities. Teachers make judgments based on observation, note-taking, questioning and scaffolding. Teachers observe students' learning and plan for what the students are ready to learn.

What this means in Flying Start to Literacy

- Ongoing assessment forms part of the teaching sequence.
- Each Lesson Plan identifies a reading strategy as a focus for an individual book and provides monitoring points to alert the teacher to observe how each student is using the selected strategy.
- A full range of reading strategies for each developmental stage is covered.
- Assessment checklists are available with the program online.
 Visit: www.flyingstarttoliteracy.com.au

Lesson Plan



Reviewing reading strategies

Encourage students to identify what they did to help themselves as readers. Ask: What was the main idea in this book? How do you know? What can you do to check that you understand the main idea?

Reviewing reading strategies

Encourage students to identify what they did to help themselves as readers. Ask: Why is it important to know who is speaking when you read a narrative?

Flying Start to Literacy Shared Reading Pre-School—F

As an introduction to Flying Start to Literacy we have introduced a series of Big Book packages for Shared Reading.

These exemplar shared reading texts:

- capture the readers' attention and ensure group participation and engagement
- are ideal to introduce early literacy skills and concepts of print
- use rhyme, repetition and rhythm in the narrative titles
- introduce science and mathematics concepts in the informative texts
- link to the Vocabulary Starters in the Flying Start to Literacy Early Emergent Guided Reading Stage.

There are 16 Big Book packages, each including a Lesson Plan and a Vocabulary Starter.



All enquiries

In Australia

Contact your local OUP Primary Education Consultant or submit an enquiry to OUP's new online Customer Help Centre at oup.com.au/help.

For information about placing orders please contact the OUPANZ Customer Support Team on 1300 650 616.

In New Zealand

Contact Edify via email at orders@edify.co.nz or phone 0508 332 665 or +649 (0) 972 9428. edify.co.nz

Find out more at oup.com.au/flyingstart and www.flyingstarttoliteracy.com.au

DISTRIBUTED BY

