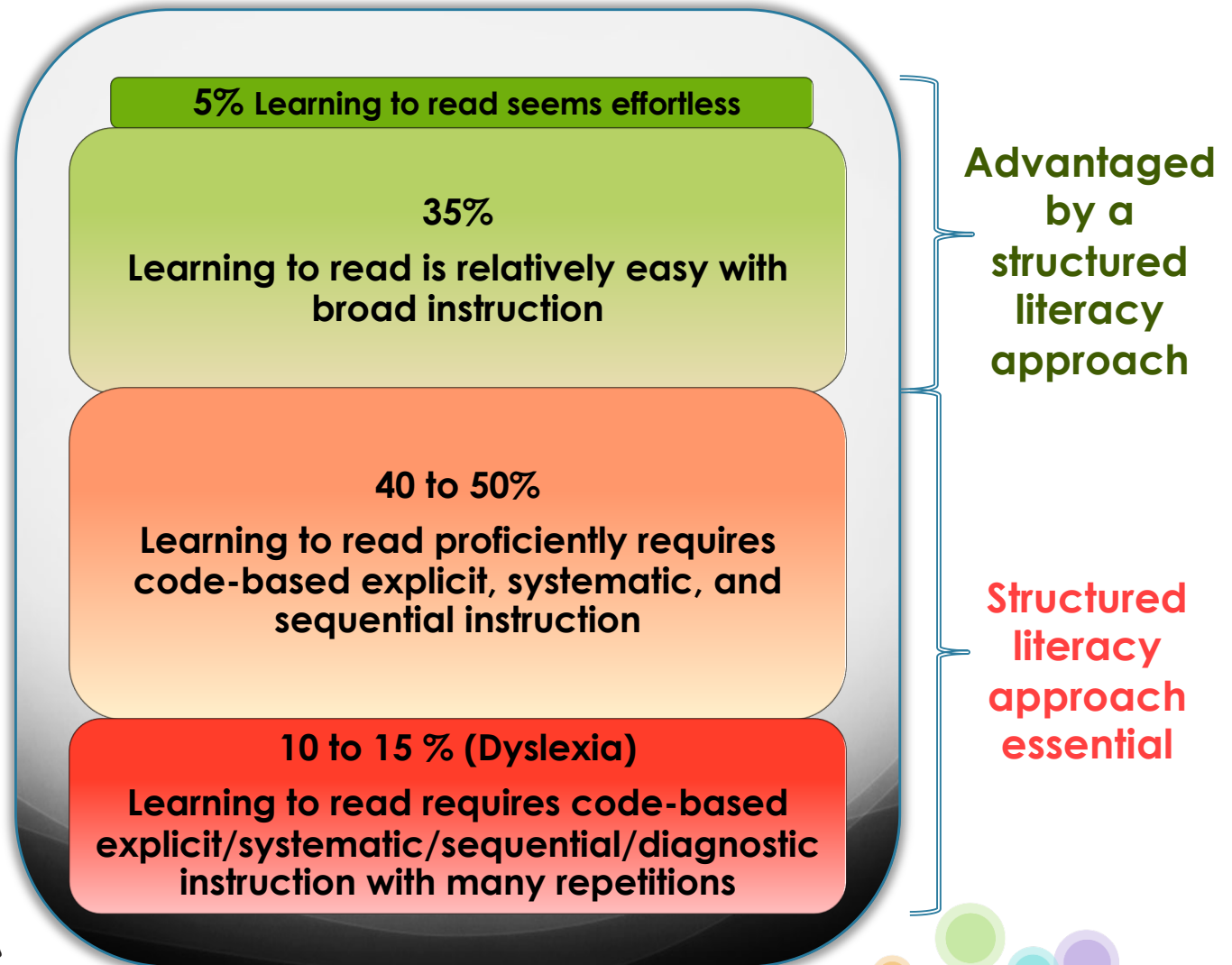


The Ladder of Reading ©



© N. Young, 2012 (Updated 2020)

Artwork by Dean Stanton

(Lyon, 1998; NRP, 2000; IDA, 2015; Hempenstall, 2016)

www.nancyyoung.ca


Nancy Young
B.A., M.Ed.
Reading
Spelling
Writing

What is STRUCTURED LITERACY? A primer by Nancy Young (nancyyoung.ca)

A structured approach to teaching the structure of written text.
Systematic, explicit, & cumulative. **Needs-based instruction.**

Encompasses

Phonology

Awareness of the structures within spoken language underlies reading and spelling mastery, especially the individual speech sounds (phonemes) within words. Explicit instruction/practice using letters (graphemes) strengthens **phoneme awareness**, from identification and segmentation to the higher-level skill of phoneme manipulation.

Orthography

Reading (decoding) and spelling (encoding) require knowledge of **the written code**. Written symbols (graphemes) which represent the phonemes in spoken words are taught in a sequence (read-aloud materials aligned as needed), addressing features such as allowable grapheme positions, word origin, and the rationale for certain spellings.

Morphology

As well as learning about phonemes and graphemes, learning about **the units of meaning – morphemes – in words** underlies reading/spelling mastery. This includes understanding words can be made up of just one or combined units of meaning (e.g. adding one or more affixes to a free or bound base), possibly resulting in changed grapheme pronunciation.

Syntax

Reading and writing proficiently requires knowing that words can be arranged in various ways. Instruction addresses **parts of speech** (e.g. verb, noun, preposition), how written words are organized into **sentences and paragraphs** in different **forms of text**, and the role of **punctuation**. Writing is a vital part of reading instruction, from kindergarten up.

Semantics

Awareness of the **many different meanings that words can represent** in various forms of text is integral to instruction. As reading and writing skills grow, vocabulary and background knowledge are continually built up. Comprehension (both spoken and written language) is steadily developed and strengthened. A **rich language learning environment** grounds all learning.

PHONICS

Components taught as simultaneously as possible

Sources: Wolf (2007), International Dyslexia Association (2017); Spear-Swerling (2018), Brady (2020).

Links to these resources and additional resources for educators & parents can be found at www.nancyyoung.ca

Nancy's book *Secret Code Actions™* contains Clues, Alerts and Detective Enrichment relating to the above skills PLUS creative actions and games to enhance any reading/spelling program by weaving in code-based movements during lessons and/or practice sessions. Children need to learn to read and need to move. A win-win!

Find out more, and see specific examples, at www.SecretCodeActions.com

©Nancy Young (Updated 2021)

