

Literacy and Numeracy

Setting Foundations for Learning

When you consider what's most important for your child's education, it's best to start with the question, "What do children most need from their time at school?"

The short answer is that children need to be literate and numerate to actively and successfully participate in the world.

At St Peter's Woodlands we believe by explicitly teaching literacy and numeracy skills to all children, they

will have the tools at their disposal to conduct inquiry, be problem solvers and successfully navigate their future pathways. We are relentless in seeking the remarkable in every student and providing evidence informed teaching practices to help them achieve their best.



Our Commitment

At St Peter's Woodlands we are committed to implementing evidence-based teacher practices and programs.

In order to equip students to develop literacy and numeracy skills and life-long learning dispositions, children need to be guided systematically and carefully through the process, with opportunities to practise skills with appropriate levels of support and scaffolding at every stage.



**St Peter's
Woodlands**



Our Approach

To fully understand the programs delivered at St Peter's Woodlands, it's useful to learn about the underlying pedagogical teaching approaches we implement.

The Science of Reading

The Science of Reading (SoR) is a comprehensive body of research from relevant disciplines such as education, special education, literacy, psychology and neurology that provides information on how the brain best learns to read.

As a Science of Reading school, St Peter's Woodlands is committed to being guided by scientific research to gain a deeper understanding on how children learn to read. From this research, we have identified an evidence-based, best practice approach for teaching foundational literacy skills called Structure Literacy.



Structured Literacy Programs

Structured Literacy is a highly explicit, systematic teaching approach that focuses on all important components of literacy including phonological awareness, word recognition, phonics and decoding, spelling, morphology, vocabulary and syntax at the sentence and paragraph levels. It includes set procedures for introducing, reviewing and practicing essential concepts within our language. Concepts have a clearly defined sequence from simple to more complex, with each new concept building upon previously introduced concepts.

Daily Review is an important component of the structured literacy block as it helps to move learning from short term memory to long term memory. This frees up working memory and reduces the cognitive load for students.

In Structured Literacy teaching, skills are explicitly and directly taught to the student with clear explanations, examples and modelling of concepts using an 'I do, We do, You do' approach. Teacher-led instruction enables educators to provide prompt and targeted feedback directly to students.

In lessons, teachers use various engagement strategies to ensure students are highly engaged in their learning. Additionally, a range of checking for understanding strategies are used to ensure children understand what is being taught whilst it is being taught; therefore, minimising the chance for misconception.

Fast Facts – Did You Know?

1

Explicit teaching means that teachers clearly explain and model key skills; they do not expect children to learn these skills only from exposure.

2

Systematic means there is a well organised sequence of instruction, with important pre-requisite skills taught before more advanced skills.

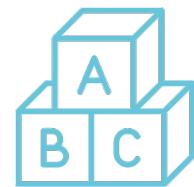


Explicit Direct Instruction (EDI)

Explicit Direct Instruction (EDI) is a teaching approach based on the best research available. The approach supports teachers to deliver effective lessons that can significantly improve achievement in literacy and numeracy for all learners.

EDI is characterised by carefully planned and sequenced lessons; clear and detailed instructions and modelling; and frequent and systematic monitoring of student progress with feedback given to students throughout the lesson.

At St Peter's Woodlands, our commitment to deliver exceptional teaching, with a strong focus on teaching literacy and numeracy skills through the delivery of EDI programs, enables children to set the foundations in their early years.





Our Literacy Programs

Heggerty Phonemic Awareness

Phonemic awareness is a foundational skill when learning to read and is one of the best early predictors for reading success in children.

At St Peter's Woodlands we offer daily, systematic instruction in phonological and phonemic awareness for Pre-school to Year 3 students using the Heggerty Phonemic Awareness Curriculum. We know that **all students** benefit from explicit, systematic and intentional instruction in phonemic awareness.

Fast Facts – Did You Know?



Phonemic awareness is the ability to understand that spoken words are made up of individual sounds called **phonemes**.



A **phoneme** is the smallest unit of sound we hear in a word. Phonemic awareness is oral and auditory, and the focus is on the sounds in words.

Decodable Readers

Decodable Readers are books that contain only phonetic code that students have already learned. Their knowledge of phonics and word analysis skills enables them to decode unfamiliar words so they can read every word, consolidate their learning, develop fluency and experience success. Children begin to access Decodable Readers in Reception.

A Decodable Reader is 100% decodable for students.



Read Naturally Live

Read Naturally Live is an online reading program that accelerates reading achievement by combining the research-proven strategies of teacher modelling, repeated reading, and progress monitoring. A student works at their own pace in an appropriate level of material. Text and audio guide the student through the steps. The student masters a story by reading along with audio and then practicing the story until they can read it fluently and with comprehension. The program automatically tracks student progress.

Read Naturally Live runs for 20 minutes each day in Year 2-6 classrooms.





Playberry-Laser

Playberry Laser is an evidenced informed Literacy Program for primary school students. It follows a structured, synthetic phonics approach to teaching reading and spelling that focuses on developing children's understanding of the relationship between letters and sounds. Learning to read involves recognising individual sounds in words (phonemes) and linking them to the letters or groups of letters (graphemes) that represent those sounds. By explicitly teaching the relationships between letters and sounds, children develop the foundational skills necessary for reading fluently and accurately. The efficacy of the structured, synthetic phonics approach is evidenced by one of the strongest evidence bases in educational research. Students in the early years of Playberry Laser learn how to read and spell basic code (letter-sound correspondences) and progress to more complex letter-sound correspondences known as extended code. In the middle years, students consolidate their knowledge of extended code and less frequent, more complex spelling patterns. Students in the upper years consolidate less frequent spellings and master spelling rules associated with how meaningful word parts, (morphemes) come together. Students are taught morphemes, grammar concepts and common spelling rules from Reception to Year 6.

Parent Testimonial

“ I have been thrilled with the systematic approach to teaching phonics and the methods in which sounds and words are introduced.

Children are involved in the process of learning new sounds each week. The students feel successful as they are all supported at each stage of their learning. ”

Carly, SPW Parent

The Writing Revolution

The Writing Revolution presents a structured, evidence-based approach to teaching writing. It emphasises explicit instruction in sentence-level writing as the foundation for more complex writing tasks, such as paragraphs and essays. The approach is designed to help students across all grade levels develop clear and organised thinking through writing, using strategies like sentence expansion, combining, and revision. It integrates writing instruction into content learning, helping students improve both writing skills, knowledge and comprehension across subjects.





Instructional Coaching for Educators

In order to support teachers and students in the implementation of EDI and Structured Literacy, St Peter's Woodlands has an in-house Instructional Coach guiding and supporting educators in planning and teaching students.



St Peter's Woodlands is committed to ensure our educators are highly skilled and trained to deliver these explicit and systematic programs and invests in the ongoing professional development of our staff.

By using a combination of programs and teaching practices, and actively seeking feedback from our students to monitor the effectiveness of our teaching, St Peter's Woodlands is committed to paving the way for a successful learning journey for each and every child.





Our Numeracy Approach

St Peter's Woodlands is committed to using evidence-based programs that reflect how students learn mathematics most effectively. From Reception to Year 4, our teachers implement the Explicit Maths Program (EMP), a structured, sequential and highly supportive approach grounded in explicit instruction. EMP enables students to build strong foundational skills through clear modelling, guided practice and immediate feedback - ensuring that every child develops confidence and fluency in essential mathematical concepts.

In Years 5 and 6, students continue their learning through PR1ME Mathematics, an internationally

recognised, research-informed program that integrates explicit teaching with opportunities for deep thinking and problem-solving. While explicit instruction remains central to our pedagogy, inquiry and real-world application are woven throughout learning. Students are encouraged to explore mathematical ideas, apply strategies to authentic scenarios and develop the flexible reasoning needed for future learning. Together, EMP and PR1ME support a consistent, rigorous and engaging mathematics journey from early years through to upper primary.



Using Data to Activate Support

At St Peter's Woodlands the individual literacy and numeracy progress of children is constantly tracked through a comprehensive Assessment and Monitoring schedule.

Informing teaching practice and ensuring each child achieves their personal best, the rigorous gathering of student data allows our teachers to triangulate data, making more in-depth judgements about each child's progress and individual needs.



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Data Conversations

Data Conversations are meetings held with key staff to analyse and discuss children's assessment data. These meetings allow dialogue to identify where appropriate and necessary intervention support is required and subsequently communicated to parents. The Data Conversations occur multiple times throughout the year to ensure accurate and updated information is shared about each child.

Intervention & Enrichment

Inclusive Education offer a vast range of intervention groups within the Response to Intervention model, including fluency support, UFL1, MiniLit, MultiLit, MacQLit, Playberry-Laser T2 and targeted numeracy intervention through the EMP for children whose needs require this additional support.

The data also allows us to offer enrichment opportunities to those requiring extension, both in the classroom and through targeted programs.



St Peter's Woodlands

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Tour Today

To learn more about the literacy and numeracy programs on offer at St Peter's Woodlands book a personal tour with our Enrolments Manager.

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The difference is extraordinary.