

# Structured Literacy

Structured literacy is explicit, meaning that teaching is very direct and progresses in a planned, logically sequential order. It is also diagnostic, with instruction tailored to the needs of individual students based on continuous assessment.

Structured literacy is an approach that emphasizes the systematic teaching of all components of reading and writing. This method is particularly beneficial for students with dyslexia or other reading difficulties, but it is also effective for all learners.

The approach is multi-sensory, engaging students through visual, auditory, and kinesthetic-tactile pathways to enhance memory and learning of written language. This could involve activities like using sandpaper letters to trace with fingers while saying the sound, or tapping out the sounds in words.



## What do we believe?

### WHAT IS KNOWN ABOUT THE PROCESS OF LEARNING TO READ

The Development of the Reading Brain  
First words, first steps, and learning to read are milestone moments. Of these milestones, children naturally learn to speak and walk as part of the human experience. But when it comes to reading, “human beings were never born to read” (Wolf, 2018). While some children seem to effortlessly begin reading, the majority of people need to be taught. Reading and writing are recent inventions in the grand scope of humanity. Although spoken language is “hard wired” inside the human brain and the brain is fully adapted for language processing, the written code has not been around long enough for humans to have developed a “reading brain” (Wolf, 2007; Dehaene, 2009). Rather, the neural circuitry that is necessary to read is created primarily through instruction.

## Links to research

As a parent, you may wish to learn more about this approach and the Science of Reading. If you have questions, please feel free to find further information at:

- Lifting Literacy Aotearoa
- Learning MATTERS
- iDeaL Approach
- APM Reports – At a Loss for Words.

