

Read It Again – *FoundationQ!*

A foundation year resource to foster spoken language and emergent literacy

The scientific base

Read It Again is firmly based on current research regarding how adults can support children's language and literacy development using systematic and explicit instruction presented in highly meaningful literacy events such as shared book reading. A key feature of Read It Again is the repeated use of children's storybooks as a way to enhance language and literacy development. Studies indicate that repeated book reading influences both story-related vocabulary and story-related comprehension and that the average effect size for the relationship between repeated book reading and outcomes is larger when a book is read four or more times (Trivette, Simkus, Dunst and Hamby 2012; Zucker, Cabell, Pentimonti and Kaderavek 2013).

FoundationQ!

Read It Again - *FoundationQ!* has been written to support the Australian Curriculum and targets students in their foundation year of formal schooling. It is designed to supplement – not to replace – an educator's usual methods of instruction or curricular choices. Read It Again - *FoundationQ!* is designed to develop and strengthen students' early foundations in spoken language and emergent literacy. It provides a systematic, explicit, and flexible approach to building students' skills in four key areas: vocabulary, narrative, phonological awareness, and print knowledge. When delivered alongside comprehensive systematic phonics instruction, Read It Again - *FoundationQ!* supports students, and particularly diverse learners and those vulnerable for language and literacy development, as they transition from spoken to written language.

Differentiating instruction

Differentiating instruction advocates active planning for differences to ensure that every child is engaged and learning successfully (Tomlinson, Brimijoin and Narvaez 2008). A key feature of Read It Again – *FoundationQ!* is the Learners' Ladder, an important tool for differentiating instruction and maximising individual student learning. Learners' Ladders provide educators specific scaffolding strategies to use with students who find a given lesson either too easy or too difficult. To increase educators' awareness of individual student needs and inform differentiation, the Student Progress Checklist measures individual students' progress against the learning objectives in each of the four domains specific to *FoundationQ!*.

Research and outcomes

Research has demonstrated a positive correlation between implementation of Read It Again and measures of spoken language, emergent literacy and peer networks (Justice, McGinty, Cabell, Kilday, Knighton and Huffman 2010; Mashburn, Justice, McGinty and Slocum 2016; Lin, Justice, Emery, Mashburn and Pentimonti 2016). Read It Again can be delivered in a dual language approach to bilingual children and is known to improve reading achievement (Durán, Gorman, Kohlmeier and Callard 2015). In an Australian study, cohort mapping results showed a significant improvement in reading performance over time, following evidence-based implementation of Read It Again – *FoundationQ!* in preparatory year classrooms (Westerveld, Armstrong, Barton and Peach 2020).

Next steps

For more information, contact your school speech language pathologist or the Reading and Writing Disorders Advisory Service. The Advisory service may be accessed by telephone or email on weekdays between 8:30am and 4:30pm.

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