

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 storybook 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!* is aligned to the Achievement Standards of the Australian Curriculum for the foundation year of schooling and can be delivered as either a differentiated or focused support within a whole school approach. Read It Again - *FoundationQ!* is designed to systematically and explicitly build students' skills in four key domains of spoken language and emergent literacy:

- Vocabulary - receptive and expressive repertoire of words
- Narrative - ability to understand and produce extended discourse that describes real or fictional events occurring in the past, the present, or the future
- Phonological awareness - sensitivity to the phonological - or sound - structure of language
- Print knowledge - interest in print, knowledge of the names and distinctive features of various print units (e.g., alphabet letters, words), and the way in which different prints may be combined in 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). Read It Again – *FoundationQ!* includes Learners' Ladder, an important tool for differentiating instruction to meet the needs of all students. Learners' Ladders provide teachers specific scaffolding strategies to use with students who find a given lesson either too easy or too difficult. To increase teachers' awareness of individual student needs and inform differentiation, the Student Progress Checklist measures individual student's 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

Contact the school or regional speech language pathologist to support evidence-based implementation.