

# WRAP Parent Handout

## WRAP – A Writing Approach to Reading

Orroroo Area School is committed to delivering a comprehensive systematic Literacy program. To ensure this, all staff members who work with students R-7 have been trained in the program, with new staff trained as they join us.

### **What is WRAP?**

WRAP is a total language arts program which incorporates all aspects of literacy.

- Spelling- including phonograms (sounds), handwriting, vocabulary, rules and concepts.
- Speaking and Listening
- Writing – sentences, paragraphs and passages
- Comprehension (reading) – literacy appreciation, passage structures and mental actions.

### **Why use WRAP?**

WRAP empowers students in that it unlocks the rules of the language that they have learnt so well to speak. By explicitly teaching them the phonograms and rules behind spelling, writing, reading and understanding the language that they speak, hear and see everyday, they can develop the skills to analyse and master its use.

### **Why does WRAP work?**

The philosophy behind WRAP is based on principles that provide consistency in teacher decision making, lesson planning and teaching.

1. **Child centred.** The program fosters physical and mental well being through strong guidance, leadership and reasoned discipline from teachers.
2. **High Expectations.** When teachers have high expectations children are more likely to set high standards for their work.
3. **Purpose and Meaning.** Students understand the purpose of every lesson and how it is relevant to advancing their understanding.
4. **Higher level thinking.** The advanced thinking skills required to analyse tasks encourage self discipline of the mind.
5. **Direct, sequential instruction.** Explicit teaching of lesson content which proceeds from simple to complex, aids the acquisition of skills.
6. **Multisensory Instruction.** All channels of the brain are utilised which reduces the amount of practice required for mastery.
7. **Active participation.** All students are actively engaged through the use of mind, voice and hands.

8. **Diagnostic Testing.** Daily observation directs ongoing plans for instruction and prevents mistakes from becoming fixed in a child's mind.
9. **Integrated Instruction.** The relationship between speaking, writing and reading is constantly being taught and practised.

### **The Spelling Lesson**

English is a phonetic language. In the spelling lesson, students are introduced to the 70 phonograms which make up the English language.

**Phonemic Awareness:** Students are taught to say and correctly pronounce the phonograms until their recall is automatic. Qualifying questions encourage higher level thinking.

**Phonogram and Handwriting:** Students learn the relationship between each sound and its written symbol by saying and then writing the phonogram. Instant feedback reinforces the correct response and the emphasis on correct handwriting techniques from the beginning develops strong positive habits.

**High frequency vocabulary:** After 45 phonograms are learnt, students are introduced to the high frequency words of the Ayres' List, which include almost every pattern of English spelling and speaking.

**Rules and concepts:** Important rules are taught when they are needed for writing the words being studied. The logic of the language is unlocked and practised systematically and often.

### **The Writing Lesson**

**Oral sentences-** Students begin to construct sentences using the words taught in the spelling lesson.

**Written sentences-** After students have learnt to write and spell a number of words, they use them to compose written sentences each day. This instruction includes the skills of grammar and punctuation.

Soon students are taught to compose and write informative and narrative **paragraphs and compositions.**

This sequential process is the skill that most fully requires the mind to apply all previously learned skills.

### **The Reading Lesson**

**Literary appreciation** is taught from the time a child listens to and responds to stories read by their parents and teachers.

After students have been introduced to enough high frequency words, they are ready to read from books. Students are able to read well written literature because of the instruction in phonics and sentence

structure. Students are taught about the text structure of narrative and informative texts and the purpose of their authors.

**Comprehension** is also modelled and explicitly taught.

### **Conclusion**

The explicit, sequential and repetitive approach to the teaching of Literacy that is used in WRAP, empowers students with the skills to be able to spell, write and read English successfully. The consistency that this approach provides for students across the years of their schooling ensures that the skills are repeatedly reinforced, while the multisensory approach caters for individual learning styles. The combined, multi-faceted approach ensures that students can be masters of their own language.