

SPONSORS AND SUPPORTERS NEWSLETTER

July 2024

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Photo: Literacy with Laura in Raglan

Supporting children to develop strong reading and writing skills

Welcome to our July 2024 Newsletter and what a year it has been in the literacy education landscape! Before we get into that we would like to take a moment to thank everyone that has supported us this year. That includes sponsors Trust Waikato, Lotteries, Give-A-Little and private donations. We would also like to thank teachers, parents and students who work so hard to learn how to read and write and for many students, catch up to their peers! Now for the news—In [May 2025](#), the Minister of Education Hon Erica Stanford made an announcement that structured literacy (or science of reading) would be implemented in schools across the country. This decision marks a significant shift in education policy and has the potential to greatly impact the learning outcomes of students particularly those with reading difficulties.

Structured literacy (SL) is an evidence-based approach to teaching reading and writing that emphasises systematic and explicit instruction in phonological awareness, phonics, fluency, vocabulary, and comprehension. This approach is particularly beneficial for students with dyslexia and other learning difficulties, as it provides a structured and sequential framework for developing literacy skills.

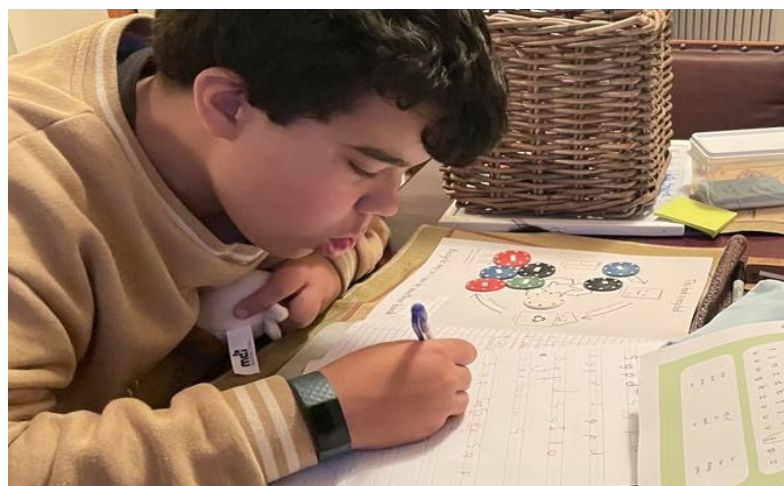
Tui Trust has been supporting structured literacy for the last few years. This decision to implement structured literacy is *setting children up for success* for several reasons. Firstly, it recognises the importance of early intervention in literacy for all students, particularly those who may be struggling with reading and writing. By providing systematic and explicit instruction in foundational literacy skills, SL can help prevent reading difficulties and ensure that students have the tools they need to succeed academically. Secondly, SL is an inclusive approach to teaching literacy that

benefits most students, regardless of their individual learning needs. By focusing on the fundamental building blocks of literacy, SL can help students develop strong reading and writing skills, leading to improved academic performance and success in the future.



Additionally, the implementation of structured literacy in schools demonstrates a commitment to evidence-based practices in education. By adopting a evidence and researched-based approach to teaching literacy, educators can ensure that their teaching methods are grounded in proven strategies that have been shown to be effective in improving student outcomes.

Approved providers for PLD structured literacy and te reo matatini approaches was announced in July [here](#) and approved providers of PLD for Rangaranga reo ā-Tā (structured te reo matatini approaches) is expected to be published [here](#) on 5 August 2024.



Tui Trust continues to sponsor literacy groups in Hamilton and Raglan and early 2024 joined-up with Dr Helen Walls, [The Writing Teacher](#) and launched [The Great New Zealand Handwriting Challenge](#). We are focusing on the importance of writing in this issue. Practising writing letter shapes is crucial and builds brain pathways for reading helping students learn and *remember* letter patterns and words. Writing is a fundamental skill that is essential for children to learn in order to develop their reading abilities. Writing can be especially beneficial for children who struggle with reading, as it provides a hands-on, interactive approach to learning.

One of the key reasons why writing helps children to learn to read is that it reinforces the connection between spoken and written language. When children write a word or sentence, they are actively engaging with the language and forming mental connections between the sounds they hear and the letters they see. This process helps to strengthen their understanding of phonics and decoding skills, which are essential for reading fluency.

Furthermore, writing is a powerful tool for developing orthographic mapping, which is the process of forming connections between the sounds of a word and its written form. Writing allows children to practice spelling words correctly and internalise the correct letter patterns and spelling rules, reinforce their memory of the correct spellings, making it easier for them to recognise and recall words when reading. When children write down information, they are actively engaging with the material and processing it in a meaningful way. This helps to solidify their understanding of the content and commit it to memory for future use. Writing also provides children with a visual reminder of what they have learned, which can aid in recall and reinforcement of concepts over time.

For children who struggle with reading, writing can be a valuable tool for building confidence and improving their skills. By engaging in writing activities, children can practice using the strategies and techniques they have learned in reading instruction. This hands-on approach allows them to apply their knowledge in a practical context, leading to greater mastery of reading concepts and improved overall literacy skills. Overall, writing is undeniably the single most important thing we can do to teach children how to read. By incorporating writing activities into literacy instruction, educators, parents and

THE GREAT NEW ZEALAND handwriting CHALLENGE



caregivers can help children develop essential reading skills, strengthen orthographic mapping and long-term memory, and support struggling readers in their journey to becoming proficient readers. Writing provides a valuable opportunity for children to actively engage with language, reinforce their understanding of phonics and spelling, and build confidence in their reading abilities. In this way, writing serves as a powerful and effective tool for promoting literacy development and helping children to become successful readers!

Handwriting should be a top priority in every New Zealand classroom. Why?

- Teaching students how to automatically write letters leads to better quality writing. When children can form letters easily, they gain memory space to express more interesting ideas.
- Practising letter shapes builds brain pathways for reading, helping students learn and remember letter patterns and words.
- Handwriting builds confidence and motivation. When students are able to hand-write easily, they feel better about their writing and are more motivated to write.
- When students hand-write about what they have learnt about, they remember the information better, and think about it with greater clarity.
- Teaching handwriting is easy and fun. Students love it, and we can teach it effectively in just **ten minutes a day**.

Our Goals:

- To build a community of advocates.
- To share information about the importance of teaching handwriting.
- To ensure that writing be taught in every New Zealand classroom, every single day.
- Together, we can make handwriting a priority in schools to transform literacy learning for New Zealand students.

So, teachers and teacher-leaders, please join us for The Great New Zealand Handwriting Challenge.



Photo: Handwriting with Laura in Raglan.



Photo: Tauranga workshop with Helen Walls and a group of teachers Tui Trust supported from Pekapekarau Primary School, Te Awamutu.

Halfway through 2024 and all students continue to make progress. Laura's youngest and second youngest students receive two 25-minute sessions per week and the remaining students receive one 50-minute session per week.

Attendance

Attendance has been pretty steady so far this year. Absences have mostly been due to sickness, with a couple of tangi, and some tiredness also causing students to be away.

Collated Results

The mid-year collated results on the next page show that the gains continue to be steady in all areas: spelling, nonwords, reading accuracy and reading rate.

Spelling

With the addition of two data points (students 8 and 9), the average number of words correct in the Phase 1 Mini Literacy Assessment dropped to 7 per student, as these two students were both very low when I took them on, correctly spelling two words in their initial assessment. Student 8 was slow to progress, gaining three more words over the first half-year of teaching as we slowly secured his knowledge of consonant and vowel sounds. In his second half-year of teaching he gained 7 words, reflecting his new knowledge of digraphs (sh, ch, ng, th

x2) and the students ability to isolate, order and represent four speech-sounds in words with blends (e.g., slip, best). Student 9 gained 8 words in his first half-year of sessions which was very exciting.

Nonword Decoding

All students made gains in nonword decoding. The average number of nonwords read correctly in the Mini Literacy Assessments was 11, in the Learning Update 1 (LU1) it was 24, in the LU2 it was 32 and in the LU3 it was 42. Individual results are shown in Figure 4. Student 1, Laura's oldest student who is in Year 10, achieved great progress in this area, as did the four youngest students. This suggests that their knowledge of grapheme-phoneme correspondences is growing in breadth and automaticity, and their ability to articulate and blend known speech-sounds is becoming more fluent.

Reading Skills

When reading connected text, students continue to achieve high levels of accuracy. One student reached 95% accuracy for the first time, in spite of reading a significantly more challenging text (3 sounds of ed vs CVC). The reading rate results were variable. Five students made gains, some very noticeable. This reflected growth in sound-symbol knowledge, increasingly easeful decoding and a greater bank of orthographically mapped words. Three students had reduced reading rates. Two students read a more challenging decodable text from the new [PhonicBooks](#) series *Hidden in Paris*. They both maintained a high accuracy of 96% but read at a slower speed as the vocabulary and text structure were more advanced than for previous assessments. One student achieved their highest accuracy rate so far and read at a slower speed due to the words being more challenging while another made great gains in both accuracy and rate; i.e. this child could not read a simple CVC text when Laura took them on, so the graphs do not contain Mini Literacy Data for them. Another student was the same, they were not able to read a CVC text at the start of the year, and in their first LU they read one with 90% accuracy and a rate of 20 words per minute!

This year Laura took on a new student, her youngest funded student. This student started this year in Year 2 without basic consonant and vowel letter-sound correspondences intact. This student can now use them all to independently read and spell words, along with y=i (by, sky), the digraphs sh, ch, ng and th x2. The student responds very well to the 1:1 instruction and is learning and retaining new knowledge relatively quickly. We do two 25-minute sessions per week to make the most of the students attention span. This student has made great gains in all areas; spelling went from 2 to 10 words correct, non-word reading from 2 to 17 words correct, reading rate and accuracy from being unable to read a simple CVC text to reading with 90% accuracy and a rate of 20 words per minutes.

All students are benefitting hugely with lifechanging consequences from Laura's sessions and we are very grateful to Laura for her commitment and especially grateful to the students for their hard work and parents for their continued support.

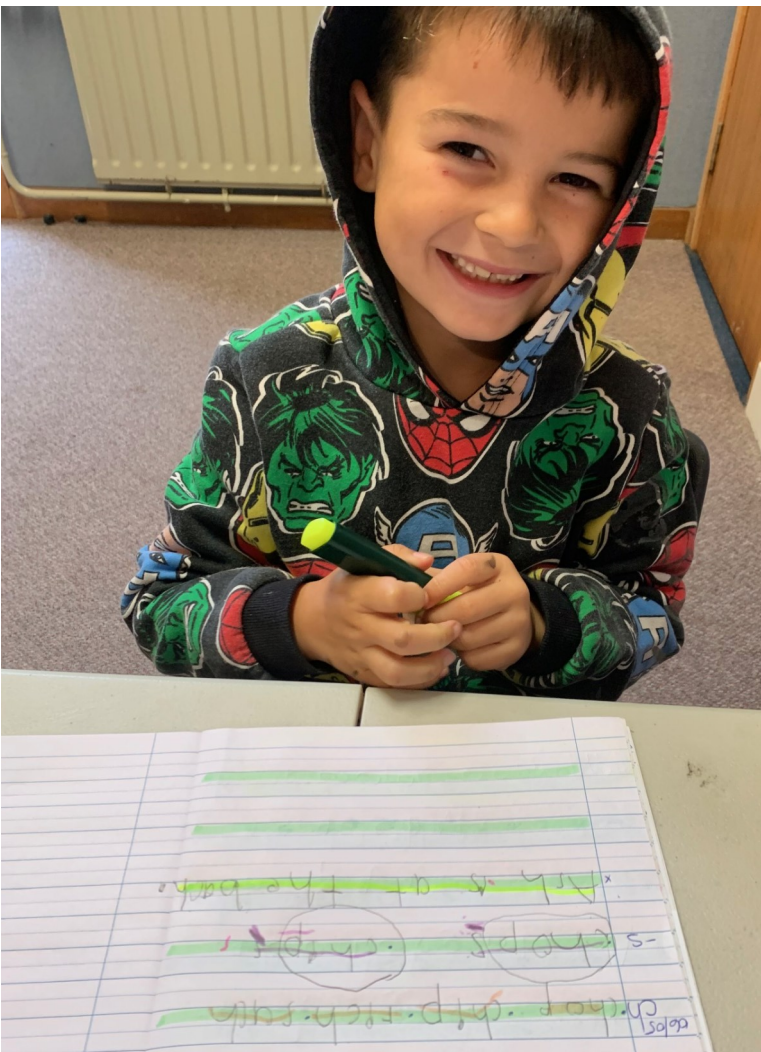


Photo: above is a student with literacy specialist Laura Coleman, in Raglan, Waikato. Thank you to the parents for allowing us to use this gorgeous photo! We are so proud of the work you are doing.

Mid year results for Tier III students in Raglan

Figure 1: Student Attendance 2023-4

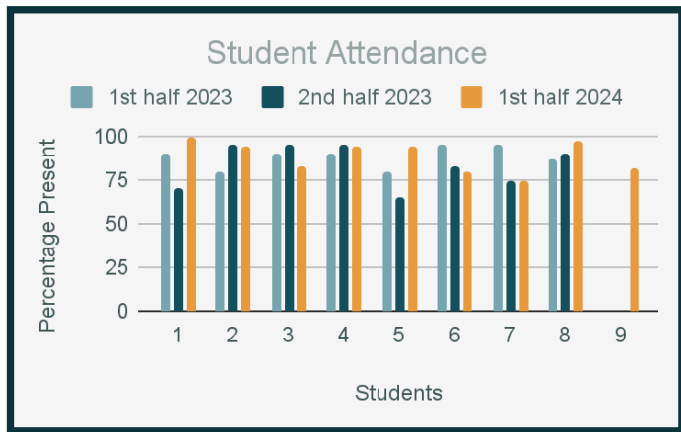


Figure 2: Collated Assessment Data Term 4 2023

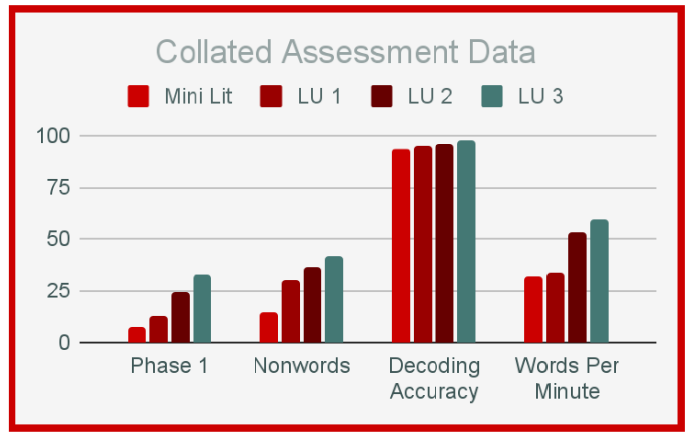


Figure 3: Individual Phase 1 Spelling Results

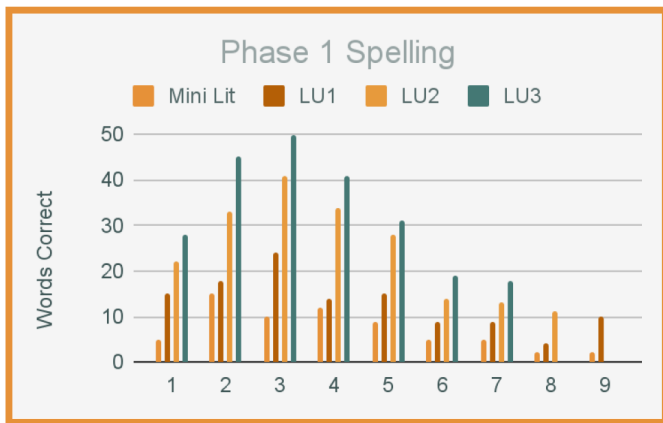


Figure 4: Individual Nonword Decoding Results

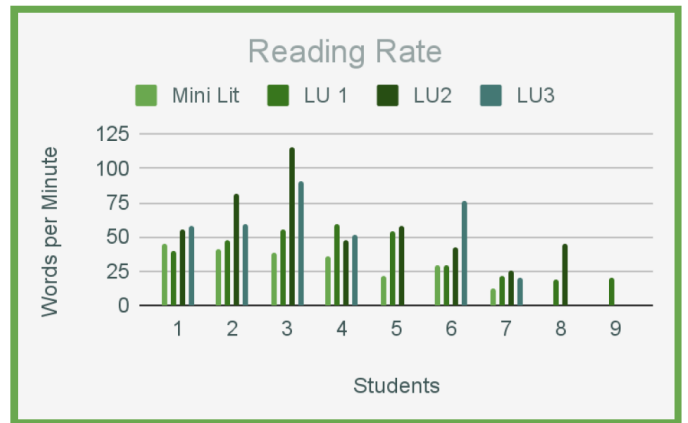
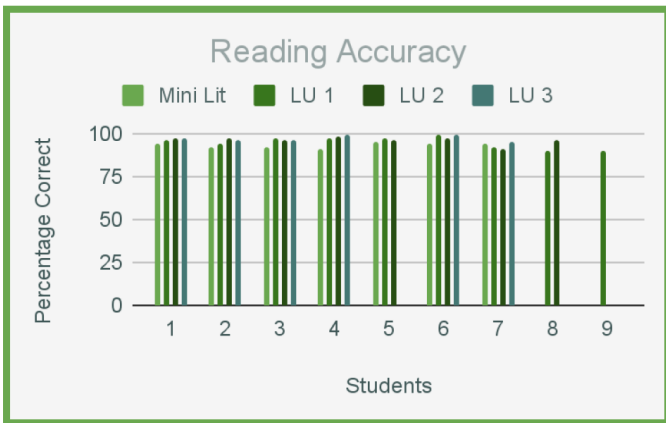
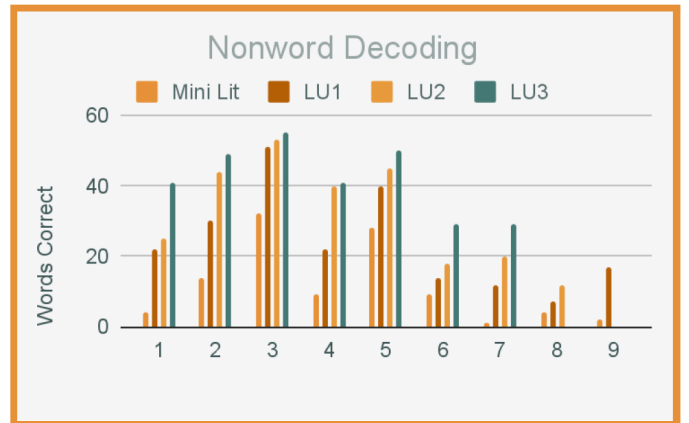
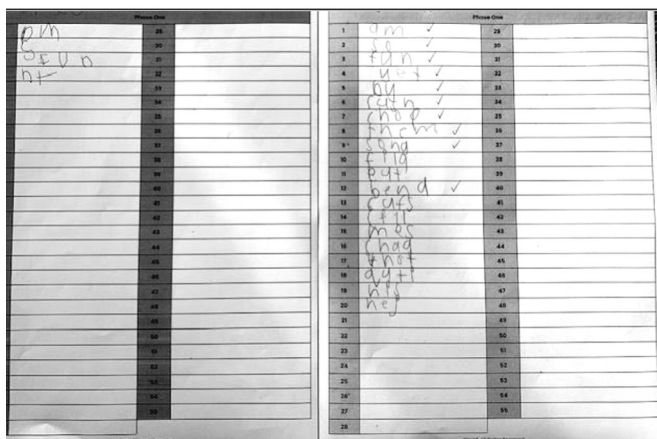
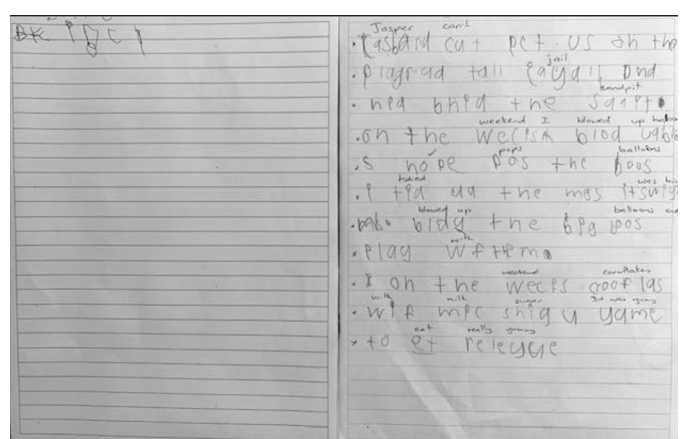


Figure 5: Individual Accuracy Results

Figure 6: Individual WPM Results



Spelling assessment beginning and mid-year



Writing Sample beginning and mid-year 2024

Increasing access to affordable, nutritious kai in our community

Over the past year Tui Trust has been working with community and whānau focused maara kai gardens in the Waikato area. 1. Nga Taiatea Wharekura Baverstock Hamilton; 2. Moko Club ECE Ngāruawāhia; 3. Maara Kai Te Wharekura o Maniapoto; 4. Maara Kai Te Kuiti High School; 5. Maara Kai Whānau Support.

All involved in the gardens support aim to protect their ancestral food systems, cultural knowledge, practices, and ceremonies associated with the production, distribution and consumption of food. There is an emphasis on providing healthy and freely available kai for as many as possible. Nga Taiatea Wharekura had

over 40 intermediate aged children involved in their Maara Kai project and we expect the

same if not more student numbers from Te Kuiti High School. Maara Kai Te Wharekura o Maniapoto has a group of volunteer women who run the gardens and food banks and the funding allows their vision to teach budgeting, cooking healthy meals to be realised. Moko Club has a full role of 42 children under five who are all involved in their *Garden to Table* project and the team encourage families to join in harvest and preparing food.



Bringing children together by growing kai!



Pictured: Tamariki at Moko Club Ngāruawāhia getting ready to harvest their potatoes.



Maara Kai—Garden to Table Project

Tui Trust supports Maara Kai *Garden to Table* gardens in our community including student-led gardens at Moko Club Ngāruawāhia (pictured). Thank you Wendy and team—another great harvest! We are grateful to the teachers and children who find time and work consistently towards their vision of growing plentiful vegetable crops to share.

Measuring the Social Impact of our work



Tui Trust has been working with Huber Social for the past 18 months to undertake social impact measurement on our intervention project to improve literacy education for Tamariki in Waikato communities. On February 2024 Huber provided a mid-project progress report. We are happy to see the largest positive shift for tamariki was feeling that people understood what help they need with their learning, which increased by 12% this indicates that Tui Trust programme is effectively meeting a key priority need of its students, and contributing to their wellbeing (see snapshot below). The final report is due January 2025. We wish to thank the teachers, students, and families for their time to complete the surveys for this study.

The Opportunity—Supporting neurodiverse or struggling children to get the best out of education

Tui Trust focused on responding to the immediate needs of families and children who struggle with the education system and falling behind their peers. Tui Trust is focusing its mission, looking to where the Trust can serve to have the greatest impact. Alarmed by the fact that the performance of primary and secondary school students continues to decline¹, Tui Trust embarked on a journey focusing on education, in particular, supporting neurodiverse or struggling children and their families to overcome challenges and engage with education.

To inform program design from the beginning (as well as ongoing), and to capture a baseline to measure performance against, Tui Trust is seeking to establish a measurement system.

To support Tui Trust, and achieve this goal, Huber Social established a measurement system that measures social impact in terms of wellbeing. Taking a well-being approach, not only ensures that overall, there is a positive impact, but also provides a whole-of-life approach to understanding the needs of children and their families to inform a systematic approach to addressing the issue.

Outcomes

The goal of Huber Social is to deliver Tui Trust a social impact measurement system to prove and improve your social impact. The system will deliver the following outcomes:

Deliverables

Each step of the Social Impact Measurement process produces deliverables that can be used to promote the social value of your services to customers, investors, and the community at large.

Planning

Clear articulation of how the impact will/is being achieved and how it will be measured.

Tui Trust Social Impact Measurement Plan

- Development of the Social Impact Model (inclusive of Impact Thesis and metrics) and measurement activities clearly articulate your approach to social impact and the metrics and activities used to measure performance.
- Providing clarity for both internal and external stakeholders.

Measurement

- Measurement tools and approach to measure your impact and refine your approach as required.

Active Measurement System and Tools

- Surveys are the focus of the data collection and other qualitative and quantitative methods as appropriate, including research and

focus discussion groups.

- A methodology to collect and incorporate objective output metrics or existing community-level data

Reporting

- Data-driven insights to demonstrate where resources may be directed to have the greatest impact.
- Basic and statistical analysis is used to determine well-being and driving factors.

Baseline report: A summary of where families in the programme are scoring low or high and an understanding of their demographics.

Progress report: Mid-project performance against target outcomes and highlighting any opportunities to maximise impact. Allows Tui Trust to stay accountable to the needs of families as any changes occur and understand the driving needs for families to be in a position of well-being.

Final report: After the committed three years, a final report will summarise the overall impact of the program and any insights into what worked best for families and where improvements could be made. This report will be written for an external audience to help inform systematic solutions for all families in New Zealand.

1 Medina, E. & McGregor, A. (2019). PISA 2018 Reading in New Zealand: Reading achievement & experiences of 15-year-olds. Ministry of Education. <https://www.educationcounts.govt.nz/publications/series/2543/pisa-2018/pisa-2018-reading-in-new-zealand>

NB: Each Tui Trust Literacy Project student achievement data is also being measured separately by individuals qualified to do so, these are published separately (i.e. Laura Coleman).

