

MULTISENSORY STRUCTURED LANGUAGE (MSL) POLICY

Rationale

WHPS applies a Multisensory Structured Language (MSL) approach to the teaching of literacy skills.

The MSL approach is a scientific, evidence-based, best practice approach for teaching literacy skills. It is based on proven knowledge of how the brain works, how students learn and how students most effectively learn to read and write.

1. Guidelines

1.1. The MSL approach aims to:

- Provide flexible, individualised, success-based instruction in synthetic phonics and morphology for all students through the systematic and explicit teaching of carefully constructed, sequential and cumulative lessons
- Combine multisensory techniques - auditory (hearing), visual (seeing) and kinaesthetic (tactile, movement) - with the teaching of English literacy skills, including the sounds (phonemes), meaning units (morphemes such as prefixes, suffixes, and roots) and common spelling rules.
- Use ICT to support students' learning where appropriate
- Use ongoing, prescriptive and diagnostic assessment to inform MSL teaching and learning practices

1.2. The MSL approach aims to develop:

- Phonological and phonemic awareness
- Understanding of the relationships between spoken and written language, and sounds and letters
- Knowledge of common spelling rules and patterns, including awareness that a sound can be represented by various letter combinations and that words connected by meaning can be connected by spelling
- Awareness of the difference between decodable or regular words (words that can be sounded out using a spelling rule or pattern) and irregular words (words that follow no spelling rule or pattern and just need to be learnt by memory)
- The ability to decode, explore meaning and effectively manipulate and control spoken and written language through the application of phonological and morphological knowledge
- Reading fluency, accuracy, comprehension, spelling and grammar knowledge
- An interest in the English language, its origins and the way it works

2. Implementation

- 2.1. Explicit MSL instruction is taught in Prep – 2 classrooms
- 2.2. Morphology is introduced in Year 2 and explicitly taught in Year 3-4
- 2.3. From 2021 Morphology and Etymology will be explicitly taught in years 5-6
- 2.4. MSL instruction will follow WHPS-specific scope and sequences developed for each year level (based on the Victorian English Curriculum and best practices in learning to read and write)

- 2.5. Classroom teachers will implement the MSL approach. Leadership and guidance for classroom teachers will be provided by the Principal, Assistant Principals, the MSL Learning Specialist, the MSL Learning Team and Literacy Support
 - 2.6. MSL lessons will be based on the WHPS instructional model
 - 2.7. Concepts will be planned and taught in a systematic, sequential, cumulative and multisensory manner.
 - 2.8. An MSL concept/skill will be explicitly taught for at least one session per week. Regular opportunities will be provided each week for repeated revision and application of learnt concepts/skills.
 - 2.9. Ongoing assessment of student progress will be conducted to ascertain the individual needs of all students. Students will receive feedback on their success and areas for improvement
 - 2.10. Core MSL practices will be outlined in a 'Non-Negotiables' document provided annually to all classroom teachers
 - 2.11. From P – 2, each student will be provided with take-home decodable (regular) wordlists for practise and revision of each spelling rule taught. Regular individual assessment will guide the pace at which each student progresses through these wordlists
 - 2.12. From P-4, each student will be provided with take-home sets of 6 – 8 memory (irregular) words for memorisation and revision. Regular individual assessment will guide the pace at which each student progresses through these word sets
 - 2.13. A comprehensive MSL Literacy Support Program of instruction and intervention will be provided by MSL-trained staff for individuals and small groups of students in need of assistance
 - 2.14. WHPS is committed to continuing to train teachers in MSL through an external organisation (IMSLE)
 - 2.15. All staff will be provided with opportunities to attend MSL professional development
 - 2.16. The MSL Learning Specialist will
 - Lead and support classroom teachers in their application of MSL through coaching and peer observation, student support programs, and the provision of professional development
 - Prepare and review MSL/Morphology Scope and Sequences for each Year Level
 - Prepare and review the MSL budget
 - Purchase, organise, store and maintain MSL resources
 - Present information sessions for interested parents/guardians
- RESOURCES
- 2.17. Provision of a range of MSL resources for teachers and classrooms will be supported through the annual program budget
 - 2.18. ICT programs and resources will be used to enhance the application of MSL where appropriate

3. Evaluations

3.1 The Education Sub Committee will review the effectiveness of the MSL Policy on a cyclical bases in accordance with DET guidelines

Related policies and guides

English Policy
MSL and Morphology Scope and Sequences

Policy Area
Education

Ratified by School Council
June 2020

Next Review
2024