

COURSE TITLE:**Building Strong Literacy Foundations: From Phonics to Writing****DATES: Monday 19th October 2026****Tuesday 20th October 2026****Wednesday 21st October 2026****TRAINER/S: Mr Robert Atanasio, Ms Maria Debrincat and Ms Kim Dimech****TARGET AUDIENCE: Primary Educators****VENUE: Secretariat for Catholic Education, SfCE Main Hall,
36 Triq Idmejda Balzan BZN 1520 Malta****COURSE DESCRIPTION:**

The aim of this 3-day course is to provide participants with an overview of, and a deeper understanding of some of the literacy strategies that we recommend and implement throughout the primary years.

This comprehensive 3-day course begins with a thorough introduction to our phonics programme, exploring the key principles, methodologies, and practices that help children develop strong foundational reading skills.

Building on this foundation, participants will then be introduced to the 3 Reads Cycle, a structured approach to reading that is recommended once children have established secure phonics knowledge. This programme supports learners in developing comprehension, fluency, and critical thinking skills through purposeful engagement with texts.

The final component of the course focuses on our writing programme, which is recommended for children aged 8 years and above. Participants will explore how reading can be used as a powerful stimulus for writing, enabling learners to analyse, imitate, and apply effective language structures and techniques within their own writing.

The strategies and approaches presented throughout the course are flexible and transferable, making them suitable for use with any book and in any language.

LEARNING OUTCOMES:

By the end of this course, participants will be able to:

- Understand the key principles of systematic phonics instruction and its role in early literacy development.
- Apply practical phonics strategies to support children's reading and writing skills.
- Explain and implement the 3 Reads Cycle to develop decoding, comprehension, and reading fluency.
- Use reading as a foundation for effective writing instruction.
- Design and adapt literacy cycles that integrate reading, and writing across different classroom contexts, texts, and languages.

COURSE PROGRAMME:**DAY 1: Not Just Sounds! – Teaching through a Phonics Approach**

This professional development session introduces educators to a structured, systematic phonics approach that supports early reading, spelling, and writing development. Participants will explore the relationship between phonological awareness and phonics, gain practical strategies for teaching letter–sound correspondences, blending and segmenting skills, and examine lesson structures, resources, and activities that promote successful literacy acquisition.

The session provides hands-on examples and ready-to-use materials to support effective phonics instruction in the primary classroom.

DAY 2: The "3 Reads" Cycle

Participants will engage in practical learning experiences that demonstrate how the "3 Reads" approach can be used to support the development of reading fluency, comprehension, vocabulary, spelling, and writing. Through repeated and purposeful interaction with a text, educators will explore how each reading serves a distinct pedagogical purpose.

During the first read, participants will examine strategies that support decoding, vocabulary development, and accurate word recognition. The second read will focus on approaches that promote comprehension, discussion, and deeper engagement with the text. The third read

will highlight techniques that develop reading fluency through repeated reading, helping learners read with greater accuracy, expression, pace, and confidence.

Throughout the session, participants will have the opportunity to experience and trial a range of practical activities linked to each stage of the approach. In addition, they will explore how spelling and writing activities can be meaningfully integrated with the text to reinforce vocabulary acquisition, spelling patterns, and written communication skills. This will enable educators to gain a deeper understanding of the approach and consider how it can be effectively implemented within their own classroom contexts.

DAY 3: Literacy in the Upper Years

Participants will engage in hands-on learning experiences that demonstrate how to plan and implement a three-week literacy cycle centred around a single story. Through the deconstruction of the chosen text, educators will explore how to purposefully address the four key language components—listening, speaking, reading, and writing—while also developing language awareness and literary appreciation.

Throughout the session, participants will have the opportunity to experience and try a range of practical strategies and activities, enabling them to gain a deeper understanding of the recommended approaches and how these can be effectively applied in their own classrooms.

REGISTRATION:

For provisional bookings please register [HERE](#) .



