



## NOARLUNGA DOWNS P-7 ENGLISH / LITERACY AGREEMENT 2016

**AIM:** Students develop the “**capacity, confidence and disposition to use language in all its forms, using a range of modes of communication including music, movement, dance, storytelling, visual arts, media and drama, as well as talking, listening, viewing, reading and writing.**” DECD Literacy Secretariat.

- **All students enjoy reading, viewing, writing, listening and speaking.**
- **Students develop the capacity to be critically literate and to make informed choices being able to analyse and understand texts’ intent and make judgements about their credibility.**

### **RATIONALE**

- Literacy learning requires a social view of language that considers how language works to construct meaning in different social and cultural contexts. The social view of language enables insights into differences between ‘spoken-like’ and ‘written-like’ language, and the increasing complexity of language as students’ progress through school.
- Success in any learning requires the ability to use the distinctive literacy of each learning area.

### **SOURCE:**

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Teaching and learning occurs as outlined in the preschool and school:

- **Literacy Indicators** and the **Early Years Learning Framework**, Preschool.
- **Australian Curriculum English R-7**

### **PEDAGOGY:**

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- All teachers utilise **scaffolded pedagogy** in a **gradual release model**.
- **Explicit teaching** occurs in all areas: reading, viewing, speaking, writing and creating oral, print, visual and digital texts, and using and modifying language for different purposes in a range of contexts.
- **Warm ups** preface each lesson to increase student **automaticity** in literacy content and process vocabulary, grammar, spelling, comprehension etc.
- **Classroom observations** and teacher feedback occur to aid reflection, information and development of practice.
- At least three levels of **differentiated** learning tasks are provided to ensure all students gain success and progress within their zone of proximal development i.e. at benchmark, below and above.
- **Explicit feedback and formative assessment** directs student to the next step in their learning.
- **Learning rubrics** support students to self-assess and peer-assess learning.
- **Classroom data sets** inform practice and ensure mutual ownership of learners by all staff.
- **Goal setting and conferencing occur**

### **PROCESSES:**

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- **80 minute literacy block** Monday to Friday occurs in all classes p-7 from 8:50-10:10.
- **Leadership**, and available teachers and SSOs **participate in classes in Literacy Block 5 mornings a week.**
- **Daily 5 and CAFÉ**

### **ASPECTS:**

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#### **Preschool the focus:**

- **Play based learning** and **book-based learning** to increase vocabulary and build early literacy skills.
- **Communicating, encoding and decoding, reflecting critically, and creating and making meaning.**
- Includes intentionally planning **pre and early purposeful oral language interactions, texts, words and sound knowledge, exploration and creation of texts, talking about texts and comprehending and applying meaning.**

#### **R-7 focus:**

- **Oral language** underpins all literacy and is included in literacy lessons, e.g. learning through play, drama, role play and pre-learning/post oral presentations of learning discussions.

- **Word knowledge** includes Phonics P-2 including phonological awareness, sound blending and syllabification, family words, rhyme, high frequency words and word study 3-7 and including includes teaching word derivation, prefixes/suffixes and subject specific vocabulary.
- **Handwriting:** correct grip, formation letters upper and lower case, spacing, and from Year 3 linking script with consistent size and shape.
- **Grammar knowledge:** through classroom warm ups, writing and reading.
- **Reading:** Engage learners through **daily reading**, reading to them, **modelling a love of reading**, participating in the Lexile program, comprehension, listening to reading, and shared reading.
- **Comprehension** includes prediction, prior knowledge, self-monitoring, questioning, visualisation, making connections, inferring, summarising and synthesising.
- **Writing:** including draft through to publishing

#### OTHER PROGRAMS THAT SUPPORT LITERACY:

- Jolly Phonics,
- Jolly Grammar,
- Reading Eggs,
- Lexiles,
- Premiers Reading Challenge,
- Reading Doctor,
- Silent Reading
- Seven Steps to Writing Success – Jan McVeity
- Sheena Cameron – Writing & Comprehension

#### LITERACY STANDARDS / TARGETS

- **Reading:** All students have **read at least 40 books** for the year and recorded these including adding the books they did not finish reading in their **reading notebook**. Year 3-7 students write a brief summary in their recommending review for each of the books read.
- **Written Language:** Students have **published 20 pieces of writing** for the year and are at year appropriate EALD Language and Literacy Level – levels assessed week 8 Terms 1 & 3
- **English:** 80 % of students from Reception to Year 7 achieve an A, B, C in English achievement.

#### MEASUREMENT:

- **Teacher judgement** through ongoing classroom formative and summative assessment, observation, and moderation of the Australian Curriculum.
- Using **Running Records, PAT-R, PAT-M, Lexile levelling, and English as an Addition Language or Dialect (EALD)** levelling to inform next steps in the teaching and demonstrate student outcomes.
- **NAPLAN** testing and analysis
- **PASM** (Phonological Awareness Skill Mapping): For all children in Reception and selected students Year 1 and above.

Year Level expectation by the end of the year.	Running Records	Lexiles	NAPLAN	Levels of questioning	PAT-R Stanine	EALD
Preschool				Level 1,2,3,4		
R	5			Level 1,2,3,4		4
1	15				4 and above	5
2	25	475			4 and above	6
3	Assessment purposes	590	band 3 and above		4 and above	7
4	Assessment purposes	700			4 and above	8
5	Assessment purposes	810	band 5 and above		4 and above	9
6	Assessment purposes	880			4 and above	10
7	Assessment purposes	955	band 6 and above		4 and above	11

#### INTERVENTION PROGRAMS for students at risk (STAR):

- **MULTILIT, and Reading Doctor** target APAS students or any student below year level expectation or with a learning disability and implemented by SSOs.
- **Speech pathology programs** target Preschool to Year 2 students who have been assessed with speech issues.
- **80 minutes of literacy block supported by all available teaching staff including leadership.**

Review date Sept 2019