



NOARLUNGA DOWNS P-7 ENGLISH / LITERACY AGREEMENT 2018

Definition:

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:

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

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

PEDAGOGY:

- **Daily 5 (read to self, read to someone, word work, listen to reading, work on writing), and CAFÉ** underpin all Literacy lessons. Refer to Daily 5 and CAFÉ books and internet support.
- 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 and learning goals** preface each lesson to increase student **automaticity** in literacy content and process vocabulary, grammar, spelling, comprehension etc.
- **Classroom observations of the learning** and teacher feedback occur to aid reflection, information and development of practice.
- **Differentiated** learning tasks are provided to ensure all students gain success and progress within **their zone of proximal development**.
- **Explicit student 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 teacher practice across the school and ensure mutual ownership of learners by all staff.
- **Individualised goal-setting and regular conferencing** occurs to assist student ownership of learning.

PROCESSES:

- **80 minute literacy block** Monday to Friday occurs in all classes P-7 from 8:50-10:10.
- **Timetabled leadership, participate in classes in Literacy Block 5 mornings a week.**
- **SSO’s facilitate intervention**

ASPECTS:

Preschool 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: in recounts, narratives, procedures, reports

OTHER PROGRAMS THAT SUPPORT LITERACY:

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

LITERACY STANDARDS / TARGETS

- **Reading:** All students **R-2 target 200 books** for the year and record in their reading log. **Year 2-7 target reading at least 50 books** for the year and record these in their **reading log that includes** writing a brief summary as a book-review for each books.
- **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: per chart below.**

MEASUREMENT:

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

Year Level expectation by the end of Term 3.	Running Records	Lexiles	NAPLAN NMS (National Minimal Standard)	NAPLAN SEA (Standard of Educational Achievement)	Levels of questioning	PAT-R Scale score	EALD
Preschool					Level 1,2,3,4		
R	5				Level 1,2,3,4		4
1	13						5
2	21	475					6
3	Assessment purposes	590	band 3 & above	band 4 & above		95 & above	7
4	Assessment purposes	700				106 & above	8
5	Assessment purposes	810	band 5 & above	band 6 & above		112 & above	9
6	Assessment purposes	880				118 & above	10
7	Assessment purposes	955	band 6 & above	band 7 & above		120 & above	11

INTERVENTION PROGRAMS for students at risk (STAR):

- **MULTILIT, and Reading Doctor** implemented by SSOs targets any student below year level expectation and/ or with a learning disability.
- **Speech pathology programs** target Preschool to Year 2 students who have been assessed with speech issues.
- **Targeted intervention:** Designated groups of 2-3 students receive 10 weeks of target support 3 X 40minutes of intervention targeting Daily 5 and particularly targeting reading practice.

Review date Jan 2019