WALLAROO MINES
PRIMARY SCHOOL
Literacy
Standards of Achievement & Agreements

	Reception	Year One	Year Two	Year Three	Year Four	Year Five	Year Six	Year Seven
Oxford Word List	100 words	200 words	300 + words					
Running Records/Lexile	Level 9-11	Level 17-20	Level 21-24	Level 30/300	400-500	500-600	600-700	700+
PAT-R Scale Score				103	111.2	117.1	120.2	123.5
NAPLAN				Band 3 and above		Band 5 and above		Band 6 and above

SITE PLAN

TEACHING

For all students to receive high quality explicit teaching and become powerful learners in literacy who can think innovatively.

ASSESSMENT & INTERVENTION

KEY AGREEMENTS

- Each classroom will provide a minimum of 300 mins literacy learning time each week
- Each classroom will run a 90 min structured literacy block a minimum 4 times per week.
- The Big 6 Developmental Stages of Reading will be a feature of classroom literacy blocks
- Guided reading will be used in every classroom weekly
- R-3 teachers will teach using the Jolly Phonics and Jolly Grammar programs with a cross-classroom approach to plan together
- All students will have a literacy goal as part of their Personal Learning Plan

TOOL	TIMELINE
NAPLAN	Term 2 – Yrs 3, 5 and 7
Running Records	Ongoing. Once per term minimum. DECD requirement EDSAS entry end of terms 1 & 3
Lexile	By week five term one for students level 25 and above. By week 3 term 4 for all Lexile level students.
PAT-R	Yr 2-7 students end of term 3
Oxford Word List	R-2 By week 5 term 1 and by week 3 term 4
Minilit	Identified Year 1 students

DRAFT

CLASSROOM EVIDENCE

- Room organised for Literacy learning
- Room supports whole class, small group and individual instruction
- Literacy resources are displayed well
- Students literacy work is displayed
- Alphabet is displayed. Upper and lower case (JP)
- Jolly Phonics posters/ blends/ sounds displayed (JP)
- Reading resources are evident Range of teacher made resources
- Reading and writing prompts displayed or available

- Genres are displayed
- A variety of language strategies are displayed
- Information literacy is displayed- newsletters, class newsletters, class info, canteen list
- Evidence of higher order thinking skills
- Word of the week up and running
- Active vocabulary wall
- Evidence of a class reading material with both fiction and non-fiction texts available

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AUSTRALIAN CURRICULUM

LITERACY CAPABILITY

Literacy encompasses the knowledge and skills students need to access, understand, analyse and evaluate information, make meaning, express thoughts and emotions, present ideas and opinions, interact with others and participate in activities at school and in their lives beyond school. Becoming literate is not simply about knowledge and skills. Certain behaviours and dispositions assist students to become effective learners who are confident and motivated to use their literacy skills broadly. Many of these behaviours and dispositions are also identified and supported in other general capabilities. They include students managing their own learning to be self-sufficient; working harmoniously with others; being open to ideas, opinions and texts from and about diverse cultures; returning to tasks to improve and enhance their work; and being prepared to question the meanings and assumptions in texts.

The Literacy continuum incorporates two overarching processes:
•Comprehending texts through listening, reading and viewing   • Composing texts through speaking, writing and creating
 with the following areas of knowledge applying to both processes:
•Text knowledge   •Grammar knowledge   •Word knowledge   •Visual knowledge.
These elements are drawn from the strands of the Australian Curriculum

ACHIEVEMENT STANDARDS Foundation - 1

Receptive modes (listening, reading and viewing)
By the end of the **Foundation year**, students use predicting and questioning strategies to make meaning from texts. They recall one or two events from texts with familiar topics. They understand that there are different types of texts and that these can have similar characteristics. They identify connections between texts and their personal experience.
They read short, predictable texts with familiar vocabulary and supportive images, drawing on their developing knowledge of concepts about print and sound and letters. They identify the letters of the English alphabet and use the sounds represented by most letters. They listen to and use appropriate language features to respond to others in a familiar environment. They listen for rhyme, letter patterns and sounds in words.
Productive modes (speaking, writing and creating)
Students understand that their texts can reflect their own experiences. They identify and describe likes and dislikes about familiar texts, objects, characters and events.
In informal group and whole class settings, students communicate clearly. They retell events and experiences with peers and known adults. They identify and use rhyme, letter patterns and sounds in words. When writing, students use familiar words and phrases and images to convey ideas. Their writing shows evidence of sound and letter knowledge, beginning writing behaviours and experimentation with capital letters and full stops. They correctly form known upper- and lower-case letters.

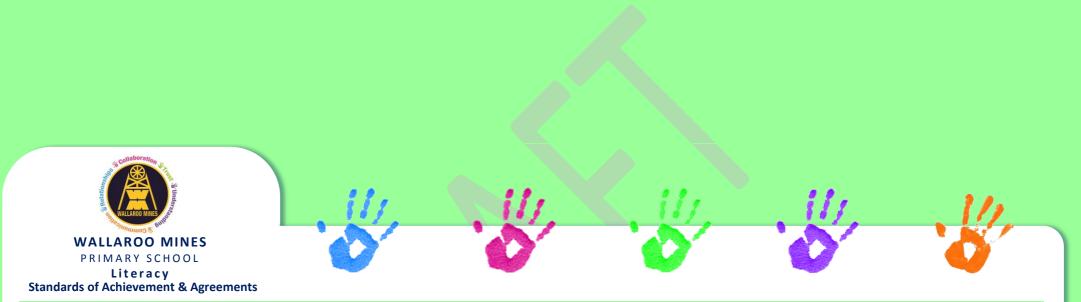Receptive modes (listening, reading and viewing)
By the end of **Year 1**, students understand the different purposes of texts. They make connections to personal experience when explaining characters and main events in short texts. They identify the language features, images and vocabulary used to describe characters and events.
Students read aloud, with developing fluency and intonation, short texts with some unfamiliar vocabulary, simple and compound sentences and supportive images. When reading, they use knowledge of sounds and letters, high frequency words, sentence boundary punctuation and directionality to make meaning. They recall key ideas and recognise literal and implied meaning in texts. They listen to others when taking part in conversations, using appropriate language features. They listen for and reproduce letter patterns and letter clusters.
Productive modes (speaking, writing and creating)
Students understand how characters in texts are developed and give reasons for personal preferences. They create texts that show understanding of the connection between writing, speech and images.

They create short texts for a small range of purposes. They interact in pair, group and class discussions, taking turns when responding. They make short presentations of a few connected sentences on familiar and learned topics. When writing, students provide details about ideas or events. They accurately spell words with regular spelling patterns and use capital letters and full stops. They correctly form all upper- and lower-case letters.

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Receptive modes (listening, reading and viewing)

By the end of **Year 2**, students understand how similar texts share characteristics by identifying text structures and language features used to describe characters, settings and events.

They read texts that contain varied sentence structures, some unfamiliar vocabulary, a significant number of high frequency sight words and images that provide additional information. They monitor meaning and self-correct using context, prior knowledge, punctuation, language and phonic knowledge. They identify literal and implied meaning, main ideas and supporting detail. Students make connections between texts by comparing content. They listen for particular purposes. They listen for and manipulate sound combinations and rhythmic sound patterns.

Productive modes (speaking, writing and creating)

When discussing their ideas and experiences, students use everyday language features and topic-specific vocabulary. They explain their preferences for aspects of texts using other texts as comparisons. They create texts that show how images support the meaning of the text.

Students create texts, drawing on their own experiences, their imagination and information they have learned. They use a variety of strategies to engage in group and class discussions and make presentations. They accurately spell familiar words and attempt to spell less familiar words and use punctuation accurately. They legibly write unjoined upper- and lower-case letters.

Receptive modes (listening, reading and viewing)

By the end of **Year 3**, students understand how content can be organised using different text structures depending on the purpose of the text. They understand how language features, images and vocabulary choices are used for different effects.

They read texts that contain varied sentence structures, a range of punctuation conventions, and images that provide additional information. They identify literal and implied meaning connecting ideas in different parts of a text. They select information, ideas and events in texts that relate to their own lives and to other texts. They listen to others' views and respond appropriately.

Productive modes (speaking, writing and creating)

Students understand how language features are used to link and sequence ideas. They understand how language can be used to express feelings and opinions on topics. Their texts include writing and images to express and develop in some detail experiences, events, information, ideas and characters.

Students create a range of texts for familiar and unfamiliar audiences. They contribute actively to class and group discussions, asking questions, providing useful feedback and making presentations. They demonstrate understanding of grammar and choose vocabulary and punctuation appropriate to the purpose and context of their writing. They use knowledge of sounds and high frequency words to spell words accurately, checking their work for meaning. They write using joined letters that are accurately formed and consistent in size.

Receptive modes (listening, reading and viewing)

By the end of **Year 4**, students understand that texts have different text structures depending on purpose and audience. They explain how language features, images and vocabulary are used to engage the interest of audiences.

They describe literal and implied meaning connecting ideas in different texts. They express preferences for particular texts, and respond to others' viewpoints. They listen for key points in discussions.

Productive modes (speaking, writing and creating)

Students use language features to create coherence and add detail to their texts. They understand how to express an opinion based on information in a text. They create texts that show understanding of how images and detail can be used to extend key ideas.

Students create structured texts to explain ideas for different audiences. They make presentations and contribute actively to class and group discussions, varying language according to context. They demonstrate understanding of grammar, select vocabulary from a range of resources and use accurate spelling and punctuation, editing their work to improve meaning.

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ACHIEVEMENT STANDARDS Year 5-7

Receptive modes (listening, reading and viewing)

By the end of **Year 5**, students explain how text structures assist in understanding the text. They understand how language features, images and vocabulary influence interpretations of characters, settings and events.

They analyse and explain literal and implied information from a variety of texts. They describe how events, characters and settings in texts are depicted and explain their own responses to them. They listen and ask questions to clarify content.

Productive modes (speaking, writing and creating)

Students use language features to show how ideas can be extended. They develop and explain a point of view about a text, selecting information, ideas and images from a range of resources.

Students create a variety of sequenced texts for different purposes and audiences. They make presentations and contribute actively to class and group discussions, taking into account other perspectives.

When writing, they demonstrate understanding of grammar, select specific vocabulary and use accurate spelling and punctuation, editing their work to provide structure and meaning.

Receptive modes (listening, reading and viewing)

By the end of **Year 6**, students understand how the use of text structures can achieve particular effects. They analyse and explain how language features, images and vocabulary are used by different authors to represent ideas, characters and events.

Students compare and analyse information in different texts, explaining literal and implied meaning. They select and use evidence from a text to explain their response to it. They listen to discussions, clarifying content and challenging others' ideas.

Productive modes (speaking, writing and creating)

Students understand how language features and language patterns can be used for emphasis. They show how specific details can be used to support a point of view. They explain how their choices of language features and images are used.

Students create detailed texts elaborating on key ideas for a range of purposes and audiences. They make presentations and contribute actively to class and group discussions, using a variety of strategies for effect. They demonstrate understanding of grammar, make considered choices from an expanding vocabulary, use accurate spelling and punctuation for clarity and make and explain editorial choices.

Receptive modes (listening, reading and viewing)

By the end of **Year 7**, students understand how text structures can influence the complexity of a text and are dependent on audience, purpose and context. They demonstrate understanding of how the choice of language features, images and vocabulary affects meaning.

Students explain issues and ideas from a variety of sources, analysing supporting evidence and implied meaning. They select specific details from texts to develop their own response, recognising that texts reflect different viewpoints. They listen for and explain different perspectives in texts.

Productive modes (speaking, writing and creating)

Students understand how the selection of a variety of language features can influence an audience. They understand how to draw on personal knowledge, textual analysis and other sources to express or challenge a point of view. They create texts showing how language features and images from other texts can be combined for effect.

Students create structured and coherent texts for a range of purposes and audiences. They make presentations and contribute actively to class and group discussions, using language features to engage the audience. When creating and editing texts they demonstrate understanding of grammar, use a variety of more specialised vocabulary, accurate spelling and punctuation.