



Literacy

Standards of Achievement & Agreements



	Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
Big 6	Oral Language							
	Phonological Awareness							
	Phonics							
	Vocabulary							
	Fluency							
	Comprehension							
NAPLAN				Band 3 and above		Band 5 and above		Band 6 and above
PAT Reading				95	106	112	118	120
Running Record	5	13+	21+	Running records continue until students are on independent texts				

SITE IMPROVEMENT

- Increase the number of students achieving the top 2 NAPLAN proficiency bands in Literacy. **(ER 2015)**
- Develop more consistency of teacher judgment across classes/Partnership through Collaborative Moderation, to support assignment of grades.
- Increase percentage of students achieving DECD standards in PAT-M, and PAT-R (as per DECD Standards of Educational Achievement)

KEY AGREEMENT

- Each classroom will provide a minimum of 300 minutes literacy learning time each week
- Each classroom will run structured Literacy lessons a minimum 4 times per week. This must include:
 - Teach using the Jolly Phonics and Jolly Grammar
 - Guided reading
 - Big 6 elements
 - Writing
 - Listening to reading
 - Using fiction and nonfiction texts
- All students to participate in Big 6 groups 2x45 mins per week to develop an understanding of Oral Language, Phonological Awareness, Phonics, Vocabulary, Fluency and Comprehension. Whole school programs run from week 6 term 1 until the end of week 5 term 4.
- Programs to be handed in term 1 and 3 with proof of the Australian Curriculum (Achievement Standards, Capabilities in particular the Literacy Continuum)
- All student will have a literacy goal as part of their Personal Learning Plan

ASSESSMENT AND INTERVENTION

- 👉 Use assessment data to cater for individual student needs
- 👉 Range of assessment strategies employed including diagnostic tools, NAPLAN, PAT R, classroom observations and authentic assessments
- 👉 **Big 6 testing tools** – completed when students enrol at WMPS, complete when students need to proceed into the next level
- 👉 **NAPLAN** – Term 2 Years 3, 5 and 7
- 👉 **PAT-R** – Term 4 Years 1-7
- 👉 **Minilit Plus** - Intervention for identified Yr 1/2 students who need extra support. Reviewed each term
- 👉 **Oxford Wordlist** – R-2 students (Reading and Spelling)
- 👉 **Brightpath** – R-7

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