# Wallaroo Mines Primary School
Literacy Agreement

Strategies that underpin all development in literacy

- Targeted differentiated teaching
- Clear learning intentions
- Logical and intentional sequencing of learning
- Explicit teaching
- Ongoing feedback
- Staff ensure intervention and NEP/IEP plans specifically address and develop students' reading skills/goals and are reflected in classroom programs
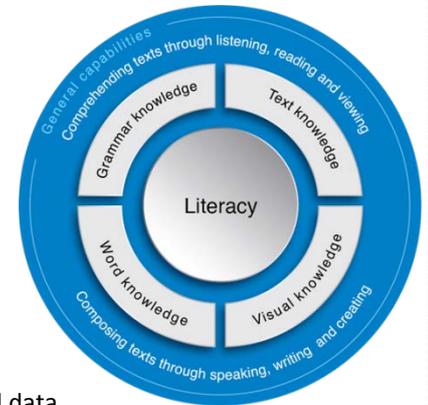
Leadership requirements

- Lead teachers with Case Management Meetings
- Focus 1 staff meeting on Literacy a term
- Focus 1 staff meeting on reflecting and tracking students (talk about running record data, moving students on the data wall etc.) NEPs, ILPs, Running Records, Lexile, Brightpath
- Conduct classroom observations to observe teacher and student talk, explicit teaching and literacy block
- Create literacy PLC focusing on High Impact strategies for Literacy

A Balanced Literacy Program

- Reading - Big 6 Elements of Reading (Oral language, Phonological Awareness, Vocabulary, Phonics, Fluency, Comprehension)
- Writing
- Grammar
- Spelling
- Language Convention
- Oral Language
- Explicit teaching of literacy based on differentiated practice:

  Wave 1 – all students
  - Direct/explicit instruction
  - Flexible groupings
  - Communicate learning in multiple modes
  - Technologies to facilitate access to the curriculum

  Wave 2 – below benchmark (all of the above plus)
  - Individual learning - utilising data from diagnostic testing
  - Learning assistance – targeted intervention

  Wave 3 – NEP students (all of wave 1 plus)
  - Intensive targeted intervention/NEP students
  - Modified curriculum and assessment (NEP)

Jolly Phonics/Jolly Grammar

- Reception students begin with PASM (Phonological Awareness Skills Mapping) and then work through the Phonological Awareness Program before beginning Jolly Phonics
- From term 2, reception students must focus on 1 sound a day every day in Jolly Phonics and assess students along the way with support provided for those who are not grasping individual sounds. Students need to be blending sounds as they master individual sounds, and this should start at the end of the Jolly Phonics Program. Tricky words should be gradually introduced after their first month of school.
- Years 1-7 to use Jolly Grammar with explicit instructions. Ensure the focus is on the pedagogy not the program. This will be a whole class focus but have targeted invention within the classroom for students who are either above or below

Reading

- Teachers use a balanced approach to teaching reading that includes a variety of teaching approaches that scaffold students from fully supported instruction to independent reading.
- Each class has a Classroom Library which contains an array of books from various levels that students can read during reading sessions.
- Monitor each student's reading weekly. This can be done through guided reading, independent reading and conferencing. While doing this teachers need to discuss the book that they are reading, pick out challenging/interesting words whilst they are reading to discuss with the student or whole class. Jot any notes or key strategies that they need to build on. Keep a record for each student using anecdotal notes to inform teaching.
- Reciprocal teaching strategies will be modelled through the use of whole class novels and applied by students during reading (kids have sticky notes for words etc)
- Daily reading practice for **10 minutes** everyday
- Integrated approach to teaching reading and explicitly teaching reading strategies:
  - Modelled Reading – teacher reads to students to model effective reading skills/strategies. Gradual Release of Responsibility Model – I DO (Teacher is doing all of the reading work).
  - Shared Reading – teacher reads with the children – enabling them to be involved in the reading process. Gradual Release of Responsibility
  - WE DO (The teacher is doing most of the reading work, inviting students to participate.)
  - Guided Reading – teacher guides the students on particular aspects of the text. Reading strategies are practiced by students, with the teacher as support. Gradual Release of Responsibility – WE DO (The children do the reading, with assistance, prompt and questioning from the teacher).
  - Independent Reading – students engage in independent reading to reinforce skills that have been taught and practices through modelled, shared and guided reading. Gradual Release of Responsibility – YOU DO (The student is doing all of the reading).
- High Impact Strategies:
  - Developing oral language for academic purposes
  - Developing comprehension through reciprocal teaching
  - Developing comprehension using QAR (Question Answer Relationship)
  - Strengthening writing through meta-knowledge of language
- Take home Readers
- Reception students to take wordless readers home until they have been assessed and show that they have an understanding of SATPIN
- Once they have SATPIN they will begin taking home decodable readers
- Levelled readers are only to be sent home if they have most of their sounds recognised and can read decodables fluently
- Levelled readers continue until students can independently read level 30 accurately and fluently with comprehension regardless of level.
- Once students have completed reading level 30 they then begin with Lexile reading levels
- Students are to read a minimum of 4 nights a week from week 2 of term 1. Teachers are to track weekly reading nights each week and monitor accordingly. These are recorded in the term 2 and 4 reports

Running Records

	Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
Running Records	5	13+	21+	Running records continue until students are on independent texts				

- To be completed with all R-2 students during weeks 5 and 10 (except in week 9 term 4)
- To be completed for students in years 3-7 who have not passed level 30 readers
- Terms 1 and 3 data needs to be entered into EDSAS in week 9 for R-2 by classroom teachers
- Running Records are to be done on an unseen text (no prior reading)
- 95% accuracy is required before moving to the next level
- These are to be recorded on the recording sheets and handed in at the end of week 5 and 10 for checking by leadership.

Literacy Pro

By the end of	Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
Literacy Pro				300+	400+	500+	600+	700+

- Students are included in the Lexile system when they are in Yr 3. This enables class teachers to monitor their library selections, make recommendations on the difficulty level of books to be borrowed for individual reading and review class reading statistics to inform programming decisions. It is not a reading scheme and the comprehension aspect is only for determining a suitable reading level and is for guidance only.
- To be completed for students in years 3-7 who have passed level 30 readers
- Teachers to be monitoring and checking quizzes, accuracy and growth each term.
- Processes put in place for the students on Lexile Levels to complete quizzes frequently. For example year 4 students should aim at completing at least 3 quizzes a term.
- Students to complete a Literacy Pro tests during weeks 5 and 10 (except week 9 term 4)
- These are to be recorded on the recording sheets and handed in at the end of week 5 and 10 for checking by leadership.
- Aim for 100 points growth per year

Oral Language and Vocabulary

- Foster a language-rich classroom where purposeful talk is established as part of learning
- Model clear and sophisticated use of oral language for a range of different purposes
- Build explicit language learning into everyday routines; identify vocabulary and language structures students need for learning improvement, and create opportunities for practice and appreciation
- Plan questioning to support meaningful and purposeful talk, and create opportunities for students to discuss, argue and express opinions and alternative points of view. Questions to an individual student should be followed by another probing or extending question to encourage the student to develop the thought further.
- Develop strategies for collaborative inquiry where students negotiate evidence, suggest explanations, find relationships between ideas and build shared meaning.
- Word walls need to be active in all classrooms. These will include a word of the week that will be written in the weekly bulletin. This needs to be explicitly taught with the whole class
- Students with broad and deep vocabulary knowledge are more likely to be able to comprehend what they are reading.
- Oral vocabulary is a key to learning and assists with making the transition from oral to written texts
- Reading vocabulary is crucial to the comprehension processes of the skilled reader. However, vocabulary knowledge alone is not sufficient to make meaning of most texts. Field or discipline knowledge is essential for deep understanding. Acquiring word knowledge and field or discipline knowledge is a gradual and cumulative process. Teachers need to encourage optimal vocabulary growth from Reception through the early and middle years and beyond.

Comprehension

- Strategies to be taught: Predicting, Clarifying, Connecting, Questioning, Visualising and Summarising.
- Needs to be taught explicitly by these strategies:
    - Modelling through think aloud (activities and tasks)
    - Allowing students to practise the strategy in pairs
    - Monitoring students use during guided reading and reading conferences
- Students who have a range of active comprehension strategies are more likely to be able to comprehend what they are reading.
- The processes involved in reading comprehension require readers to:
    - Retrieve information explicitly stated in texts
    - Make inferences based on ideas and information in texts
    - Interpret and integrate ideas and information in texts and evaluate texts by critically reflecting on and assessing content, structure and language used.
- Effective readers are extremely active as they read, using a repertoire of active comprehension strategies. In their attempts to construct meaning, they are aware of when they are confused by what they are reading. They select comprehension strategies to suit their needs and purposes, and integrate the use of these strategies throughout the reading.

Writing

- All staff develop students' fluency and writing stamina through a focus on handwriting development in R-5 and frequent/daily short writing tasks.
- R-7 Staff review and follow a whole school Genre Map.
- Sustained writing for 10 minutes everyday
- Conference with every student once a week. While doing this you need to discuss their writing through questioning on genre choice, characters, plot, interesting words. Jot any notes or key strategies that they need to build on. Keep a record of each student using anecdotal notes to inform teaching.
- Student handwriting needs to be addressed every year. Early writers should focus on correct pencil grip, correct formation of numbers and letters in upper and lower case, write left to right and on lines, with spaces between words. Students will begin using kicks and increase consistency in size and shape from year 3. They should only be using a pen once they have gained their pen licence, this should not be given out to students younger than year 4.
- Students need to develop their word processing skills through typing programs and using Microsoft Word.
- Explicit teaching of genres so that students understand that genres have particular purposes and are written with a specific audience in mind

	Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
Recount	T	T	R	R	R	R	R	R
Description	T	T	T	R	R	R	R	R
Information Report	E	T	T	T	T	R	R	R
Narrative	E	T	T	T	T	T	R	R
Procedure	E	T	T	T	T	T	R	R
Exposition		E	T	T	T	T	T	T
Explanation			E	E	T	T	T	T
Discussion				E	E	T	T	T
Response					E	E	T	T

Expose	Teach	Revisit

Literacy Block

- Each classroom R – 7 will run structured Literacy lessons for a minimum of 4 times per week. This must include:
    - Using the Jolly Phonics and Jolly Grammar program as they are intended
    - Guided reading
    - Big 6 elements (Oral language, Phonological Awareness, Vocabulary, Phonics, Fluency, Comprehension)
    - Writing block, including conferencing and publishing
    - Listening to each child read
    - Using fiction and non-fiction texts
- Programs to be handed in terms 1 and 3 with proof of the Australian Curriculum (Achievement Standards, Capabilities, in particular the Literacy Continuum)

Classroom Evidence

- Classroom organised for Literacy learning
- Classroom supports whole class, small group and individual instruction
- Literacy resources are displayed
- Students' literacy work is displayed
- Alphabet is displayed. (Upper and lower case in JP)
- Jolly Phonics & grammar posters/ blends/ sounds displayed R-7
- 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
- Active vocabulary wall
- Class reading material with both fiction and non-fiction texts available, Kaye Lowe reading boxes

Assessments

- Teachers are to administer testing, however trained SSOs can support with testing.
- Use assessment data to cater for individual student's need
- Range of assessment strategies employed including diagnostic tools, NAPLAN, PAT R, classroom observations and authentic assessments

Assessment Tool	Year Levels	Term 1	Term 2	Term 3	Term 4
PASM (Phonological Awareness Skills Mapping)	Reception	Week 1			
WMPS Synthetic Phonics Screening	Reception/Year 1	Weeks 1/2			Week 5
Oxford Sight Words	1-2	Weeks 1/2			Week 5
Phonics Screening Check	1/2			Weeks 4-6	
Running Records	Reception-Year 2 (Plus those who need it)	Twice each term Data recorded Weeks 5 & 10	Twice each term Data recorded Weeks 5 & 10	Twice each term Data recorded Weeks 5 & 10	Twice each term Data recorded Weeks 5 & 10
Lexile	3-7	Twice each term Data recorded Weeks 5 & 10	Twice each term Data recorded Weeks 5 & 10	Twice each term Data recorded Weeks 5 & 10	Twice each term Data recorded Weeks 5 & 10
Brightpath	R-7	Writing Sample x2		Writing Sample x2	
NAPLAN	3,5,7		Weeks 2/3		
PAT Reading	2-7			Weeks 7-10	

Oxford Wordlist

- The Oxford word list is used in Reception to Year 4 classes and with identified students in Years 5, 6 & 7.
- These lists are used as both sight and spelling lists.
- The Oxford Word List is the result of research conducted by educators on authentic writing samples by Australian children. The results found that young writers regardless of their location, gender, ethnicity, or socio-economic differences had a shared usage of many common words. Foster a language-rich classroom where purposeful talk is established as part of learning

PAT Reading (Standards of Education Achievement)

By the end of	Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
PAT Reading				95	106	112	118	120

NAPLAN (Standards of Education Achievement)

	Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
NAPLAN Reading				Band 3 And above		Band 5 and above		Band 6 and above

Intervention Programs

Minilit: 3x20 minute sessions for students not making adequate progress for Year 1-2

Focus groups: students working in like groups to develop oral language, literacy and social skills for R-7 A and D level students

Classroom Support

SSO support during Literacy Block

Resources

Sheena Cameron Resource books

Jolly Phonics and Jolly Grammar Handbooks

Graphic Organisers

https://www.scholastic.com/teachers/lesson-plans/teaching-content/graphic-organizers-reading-comprehension/

Barrier Games

https://www.talkingmatters.com.au/about-us/resources/barrier-games/

Drama-based instruction

http://dbp.theatredance.utexas.edu/teaching_strategies

Dictogloss

https://www.education.vic.gov.au/school/teachers/teachingresources/discipline/english/literacy/speakinglistening/Pages/exampledictogloss.aspx

Scootle

http://www.scootle.edu.au/ec/p/home

Anchor Charts

https://www.weareteachers.com/anchor-charts-101-why-and-how-to-use-them-plus-100s-of-ideas/

Question-Answer Relationships

https://haberlah.edublogs.org/2017/05/06/qar-question-answer-relationships/

Good Teaching Guides

https://www.education.tas.gov.au/students/school-and-colleges/curriculum/good-teaching-guides/

Australian Literacy Educators' Association

https://www.alea.edu.au/

Your reading comprehension toolkit: making predictions

https://bookpagez.com/blog/your-reading-comprehension-toolkit-making-predictions/

Read, Write, Think

http://www.readwritethink.org/

Literacy Teaching Toolkit (Victorian Government)

https://www.education.vic.gov.au/school/teachers/teachingresources/discipline/english/literacy/Pages/default.aspx