



Christie Downs Primary School - Literacy Commitment

Christie Downs Primary School practices as one site. Where there are variations in planning and teaching Literacy, we will refer to the mainstream classes as 'large classes' and the unit classes as 'small classes.'

LEARNING VISION

We believe that Literacy is the foundation of all learning. In the best interests of all of our students at Christie Downs Primary School, our teachers are committed to providing high-quality, differentiated teaching practices for all students. This will provide our students with the necessary tools to independently communicate, speak, read, write, create and reflect on a range of spoken language and multi-modal texts. We believe that these skills should be developed and transferred to other curriculum areas so that our students can easily access, engage with and contribute to the society in which they live.

This is based on the **Australian Curriculum**: English Foundation to Year 10 which is organised into three interrelated strands that support students' growing understanding and use of Standard Australian English (English).

Together, the three strands form an integrating framework of disciplinary knowledge and focus on developing students' knowledge, understanding and skills in communication, listening, reading, viewing, speaking and writing from Foundation to Year 10.

The three strands are:

- **Language:** knowing about the English language.
- **Literature:** understanding, appreciating, responding to, analysing and creating literary texts.
- **Literacy:** expanding the repertoire of English usage.

DFE units of work are mapped and engaged with by teaching staff and differentiated to meet students needs and to improve educational outcomes for all students. Our staff engage with Department for Education Best Advice papers in reading, spelling and writing.

Ability Based Learning and Education Support (ABLES) provides additional pre-foundation curriculum levels that support curriculum delivery and planning for students with a disability and additional learning needs. The learning areas of English Speaking and Listening and English Reading and Writing in ABLES cover knowledge, understanding and skills that cross all sub-strands with a specific focus on functional communication.

Content descriptions in each of these three strands are grouped into sub-strands that, across the year levels, present a sequence of development of knowledge, understanding and skills. The sub-strands and ABLES areas of English are shown in the following table.

	Strands		
	Language	Literature	Literacy
Sub-strands	Language variation and change	Literature and context	Texts in context
	Language for interaction	Responding to literature	Interacting with others
	Text structure and organisation	Examining literature	Interpreting, analysing and evaluating
	Expressing and developing ideas	Creating literature	Creating texts
	Phonics and word knowledge	N/A	N/A
ABLES	Speaking and Listening	Reading	Reading and Writing

The following points outline the agreed components in the delivery of the Literacy Curriculum:

- The first stage of Literacy planning incorporates the use of the **Learning Design Assessment and Moderation (LDAM)** template (See Glossary for an explanation of this).
- Links are made to **General Capabilities** and **Cross Curriculum Priorities** in the planning and teaching of English.

- We incorporate **Literacy General Capabilities** in other curriculum areas to support and encourage the transference of Literacy skills.
- Each lesson will commence with a **learning intention with success criteria** which are directly linked to the learning intention (See Formative Assessment Commitment for further explanation).
- We believe that effective Literacy learning happens through **explicit teaching** where students are provided with whole class instruction, small group instruction and individual practice of specific literacy strategies and skills.
- We follow the model of **gradual release** as shown in the diagram below.



Fisher, D., & Frey, N. (2008). *Better learning through structured teaching: A framework for the gradual release of responsibility*. Alexandria, VA: Association for Supervision and Curriculum Development.

READING

Assessment

In small classes, student reading assessments form the basis for individual learning goals. Reading goals take many forms, including identification of communication visuals, identification of sight words and reading of text. Reading assessments are both formative and summative in nature and include observations, communication exchanges, Oxford Word tests and Running Records.

In large classes, reading conferences are conducted one on one at least twice a term using a range of formative and summative assessment strategies, including Reading Progressions, Running Records and formative assessment within reading sessions. An area of learning is identified as a reading goal for each student which is displayed on their table or the wall. The students are grouped according to their reading goal. The main strategies used are CAFÉ strategies, although teachers may use a range of others (See Glossary) to support the development of this learning.

Instruction

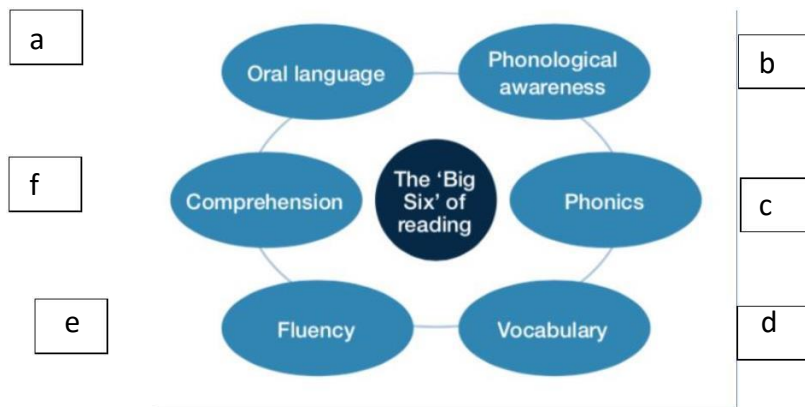
Learning to read is one of the most important educational outcomes of primary education. The ability to read is fundamental to children's learning, including their development of broader literacy skills, and to their future successful participation in society, including the workforce. Reading is a complex process that involves both learning to decode texts and learning to make meaning from texts.

Reading is explicitly taught and practiced through the following activities:

- ▮ Junior Primary classes **read together** every day using a range of multi-modal texts, whereby the teacher models reading strategies such as decoding, comprehension and expression.
- ▮ Middle and Upper classes are read a **serial novel** (linked to HASS areas where possible) 3/4 times a week with a focus on new vocabulary, expression and comprehension.
- ▮ Each class also visits the **library** weekly to choose best fit books for their class library and themselves.
- ▮ At the beginning of each term students are also encouraged to increase their collective **stamina** in reading through the use of Stamina Charts which record the amount of time they are able to engage in continual, focussed individual reading. For students with additional learning needs, stamina goals may differ dependent on the individual need and are recorded individually.
- ▮ **Reading strategies** are displayed in the classroom and are regularly referred to.

Our teaching of reading is based upon 'The Big 6' of reading shown in the diagram below.

To be effective readers, we believe that children need to be able to use the six components in combination. We use an integrated approach to explicit reading instruction through the provision of opportunities for shared, modelled, guided, independent and peer-to-peer reading across the day. These include the Buddy reading program, Read Write Inc (RWI), explicit reading sessions in the Literacy Block in addition to reading opportunities across all other curriculum areas.



a) Oral Language & Communication

Oral language forms the foundation on which Literacy is built for some of our children. Particularly in the Early Years, but throughout their primary schooling, we embed oral language teaching, modelling and practice into our teaching in all curriculum areas. We draw attention to the use of specific vocabulary and standard Australian English. For those students who are non-verbal, sign language and alternative

communication systems form the foundation on which Literacy is built.

Instruction

We build opportunities for increasing oral language development into daily activities. See Glossary for the strategies we use to promote the development of Oral Language. e.g. play-based learning, Strive for five, Drama-based Pedagogy and Proloquo2Go.

Assessment

Across the site, students are assessed through structured literacy play, in class observations, One Plan aims and goals. Additional assessments are conducted at a site and department level for specific cohorts and students:

- || Phonics Screening Test - Year 1 students (large classes).
- || CELF 5 - students with language difficulties (large classes).
- || Speech Reports - students with speech and language difficulties.
- || EALD Oral Testing - Reception to Year 2 students.
- || ABLES English Speaking and Listening - students with a disability or additional learning needs.

b) Phonological and Phonemic Awareness

Phonological awareness is a broad term, referring to the ability to focus on the **sounds of speech** as distinct from its meaning: on

its intonation or rhythm; on the fact that certain words rhyme; and on the separate sounds.

Phonemic awareness is a subset of phonological awareness and is the most important phonological element for the development of reading and spelling. Phonemic awareness is the ability to focus on the **separate, individual sounds in words**, the phonemes. 'Phonemes are the smallest unit of sound that make a difference to a word's meaning' (Armbruster et al, 2003, p.2).

Instruction

All Junior Primary students, and other identified students across the site, develop Phonemic awareness skills through the use of **Heggerty's Phonemic Awareness** Program, (See Glossary for more information on this), with an explicit 10 minute session each day.

This is reinforced through Sensory Play Activities, Play-based pedagogies and Highly Structured teaching.

Assessment

This area is also assessed through ABLES data. Those students who are found to experience difficulties in Phonological awareness are supported through activities linked to this area. Phonemic awareness is measured through Heggerty's Phonemic Awareness

Program in Reception to Year 2 classes and in small classes.

c) Phonics

Phonics is the understanding that there is a predictable relationship between the individual sounds (the phonemes) of spoken language and the letters (graphemes) that represent those sounds in written language.

Instruction

Phonics is explicitly taught through the Read Write Inc (RWI) program within the Literacy Block from Reception to Year 2 in large classes and Reception to Year 6 in small classes. This is reinforced through RWI spelling and comprehension program once the RWI phonics program is completed and from years 3 to 7. Those students in Year 3 to 6 requiring additional support in phonics receive intervention through the Fresh Start Program. These sessions are paced to suit the group or individual student needs. See Glossary for Phonics lesson structure and non-negotiables.

Assessment

Progress in phonics is measured every six weeks through RWI and Fresh Start assessment. Students are then re-organised into new groups according to their ability in phonics. RWI spelling assessments also informs teachers on students' knowledge of more complex vowel and consonant di and trigraphs. Phonic knowledge is also measured through Running Records assessment alongside observation in reading sessions.

Junior primary staff also triangulate RWI, phonics testing and Heggerties to develop a consistent targeted teaching approach.

In small classes, RWI assessment is also conducted alongside ABLES assessment, observations during reading sessions and outside agency reports.

d) Vocabulary

Vocabulary is critical to success in reading and in broader academic achievement. Vocabulary is explicitly taught within our Literacy instruction to increase reading comprehension and raise achievement in oral and written communication.

Instruction

A range of strategies are used to explicitly teach vocabulary :

- Teaching of Tier 2 vocabulary during morning circle time.
- Pre-teaching of key vocabulary, particularly Tier 3 words, before reading a new text or beginning a new topic (this is essential for EALD students).
- Word Walls.
- 'Word of the Week' which is introduced in the Friday assembly for the following week. This is displayed and referred to throughout the week with regular challenges to use the word in writing and orally.

A more detailed description of strategies for teaching vocabulary can be found in the Glossary.

Assessment

Vocabulary is assessed across site through Running Records, RWI/ Fresh Start, observations, communication exchanges, writing

samples and check in and act formative assessment strategies. In addition to this large classes assess vocabulary through conferences and reading progressions and small classes through ABLES. Where areas of difficulty are identified, goals relating to vocabulary will be collaboratively identified through the use of One Plan meetings and reading progressions and recorded accordingly

e) Fluency

Fluency is the ability to read text accurately, quickly and with expression. It occurs without conscious effort when all the component skills of reading are in place so the reader can focus on the meaning of a text.

Instruction

Fluency is explicitly taught through the use of a number of strategies and incorporates the areas of expression and volume, phrasing, smoothness and pace.

To support fluent reading, we use the strategies of:

- CAFE
- Modelling of fluency in read-alouds (with explicit explanation)
- Choral reading
- Repeated readings
- Echo reading
- Poetry reading
- Song reading

- Fluency exercises through RWI and Fresh Start
- Explicit teaching of Functional grammar
- HST
- Proloquo2Go
- Sign Language
- Symbolstix
- Group discussions
- Circle Time

Assessment

Fluency is assessed across site through Running Records, observations, RWI, Fresh Start and specialist reports. In addition to this large classes assess fluency through reading conferences and reading progressions and small classes assess fluency through ABLES.

f) Comprehension

We believe comprehension is the ultimate goal of reading and when achieved our students can truly understand and enjoy a text. We encourage our students to read a range of multi-modal texts.

Instruction

Comprehension is explicitly taught to establish a deeper understanding of a text through the use of CAFÉ strategies in large classes which are displayed in all classrooms and referred to

frequently. All students will be explicitly taught comprehension skills including;

- Predicting
- Activating prior knowledge
- Visualising
- Making Connections
- Clarifying
- Inferring
- Summarising
- Recognising and using text structure.

These skills are taught through a range of strategies in large classes, including:

- Retelling
- Modelling
- Explicit teaching of question types
- Backing up and re-reading
- 3H (Here, Hidden, in my head)*
- QAR*
- Reciprocal Reading*

* See 'Comprehension' section in the Glossary for an explanation of these.

In addition to this, our small classes use a range of comprehension strategies to support small groups and individual students, such as:

- ☐ Barrier games
- ☐ Sequencing activities
- ☐ Visual Schedules
- ☐ Sunshine Online activities
- ☐ Low-tech communication boards
- ☐ Proloquo2Go

Assessment

In large classes, ongoing assessment of Comprehension is conducted through Running Records, Reading Progressions, Reading Conferences, formative assessment through the use of the CAFÉ text, questioning in class, and observations. We also use an in-depth analysis of PATR data to find particular difficulties related to genre and questioning. In small classes, assessment of comprehension is also conducted through the use of Running Records, if applicable, in addition to specialist reports, ABLES data, videos, group discussions and questioning.

SPELLING

Effective spelling relies on the understanding of four areas of knowledge:

- ☐ Phonological - How words sound
- ☐ Visual - How words look
- ☐ Morphemic - How words change form
- ☐ Etymological - Where words come from

Instruction

The spelling programs we use reflect a balanced, sequential and integrated approach to learning about words. These are shown below:

	R	1	2	3	4	5	6
Phonological Awareness	✓	✓	✓	✓**	✓**	✓**	✓**
RWI	✓	✓	✓	✓**	✓**	✓**	✓**
Fresh Start*			✓	✓	✓	✓	✓
RWI Spelling	✓	✓	✓	✓	✓	✓	✓
Heggerties	✓	✓	✓				
*Large classes only							
** Small classes only							

Outlines and non-negotiables of these programs can be found in the Glossary.

In addition to these programs, other strategies are used to reinforce spelling words and patterns such as:

- Handwriting practice using spelling words
- Homework practice for all students of Oxford words (See Homework Policy).
- Tracing words
- Structured literacy play
- Sensory activities
- Word building with blocks

Assessment

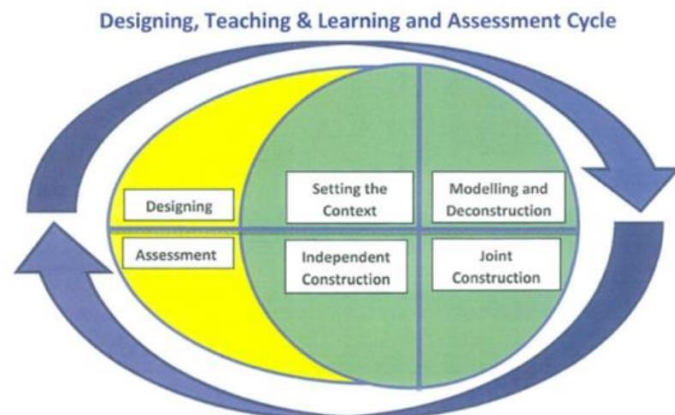
Across site spelling is assessed in 6 week cycles through RWI, Fresh Start and Words Their Way. Oxford Words are tested weekly in Reception to Year 2 classes and as per individual plans in small classes. Those students who have completed RWI in Junior Primary classes are also assessed in WTW. Students in year 3-7 in large classes are tested on Oxford Words at the beginning of the year and learn the spellings for unknown words alongside WTW spellings. In addition to this, spelling is assessed in small classes through work samples and observations.

WRITING

The following points outline the agreed components in the teaching of writing at Christie Downs Primary School:

- For large classes, Bright Path writing is based on narrative at the end of Term 1 and 3. Other genres are to be taught in context in other curriculum areas. In small classes, the **narrative, recount and procedure** genres are explicitly taught. In addition to this, **functional details**, such as name and address are taught to the students.
- There is also an expectation that **genres will be revisited** and consolidated through HASS, Big Writes, book making and Creative Literacy. In addition to this, the specialist team will revisit a genre each term to encourage transference of knowledge across curriculum areas. The order of these genres has been developed to build on the increasing grammatical complexities within each genre and so, where possible, the order of genres on this map are followed.
- For those students who find writing difficult, we explore **alternative strategies** for sharing their ideas including word processing, Clicker 8 and Proloquo2Go.
- Within the teaching of each genre, our students will be exposed to a range of **multi-modal examples** of each genre and these will be reinforced through reading group texts (see Glossary for examples of these).

- || **Grammar** is also taught where appropriate using the pedagogy of Functional Grammar.
- || Students identify and co-construct exemplars of writing that illustrate standards of achievement at below, in line with and above SEA. These are displayed on a **'Bump it Up' Wall** (See Glossary for examples) with the success criteria needed to achieve at that standard. These exemplars are referred to throughout the teaching of each genre. In Year 3 to 6 large classes, a rubric is also co-constructed to demonstrate the expectations for achieving these different levels.
- || When planning for writing, we follow the **four stages of the teaching and learning cycle** - setting the context using LDAM, modelling and deconstruction, joint construction and independent construction. See the following diagram and Glossary for further explanation.



|| To support writing, we use:

- **RWI** and alongside **Book making** in Junior Primary classes.
- We use **Fresh Start** as an intervention for Middle and Upper primary classes.
- Teaching of structure will be based on the **Australian Curriculum** year level expectations and student prior knowledge.
- Teaching of grammar will be linked to the grammatical features within each genre using the pedagogy of **Functional Grammar** (See Glossary for an explanation of this).
- DFE units of work
- Bright Path teaching points
- Drama based pedagogies

Assessment

Assessment of writing in large classes is conducted through:

- Moderation of writing samples using Brightpath.
- Teacher, Peer and Self -Assessment using co-constructed rubrics.
- Those students who are identified as having English as an additional language or dialect are also assessed through EALD writing moderation.
- Observations.
- Formative assessment through Check-ins, Big Writes and pre and post writes.
- Unit of work check ins

Writing Conferences are used to support students with identifying next steps and goal setting. This is conducted at the end of each genre. These goals also inform groupings and support planning.

In small classes, writing is assessed through ABLES data, observations, specialist reports and EALD writing assessment. Where applicable, Brightpath scales are also used to measure progress in writing.

Handwriting

It is an expectation that handwriting will be explicitly taught from Reception to Year 6. Short frequent, daily handwriting sessions are recommended. Student posture, pencil grip and correct formation of all letters must be attended to. If necessary, a pencil grip support should be used to encourage correct pencil grip. See Glossary for Australian Curriculum scope and sequence document and links to department Guides. These documents can also be found in your Literacy Folder.

PEDAGOGY: A CONSISTENT APPROACH

At Christie Downs Primary School we believe a consistent and whole school approach is the key to creating a powerful learner of Literacy. This will include:

- ▮ 300 minutes of teacher instruction each week (AC requirement).
- ▮ Our CDPS Teaching and Learning plans are designed using the Australian Curriculum/ ABLES and incorporate TEFL.

- ▮ Differentiation to meet all learners needs including those students with higher band potential.
- ▮ Designing learning which applies to real world/ authentic contexts.
- ▮ School systems communicate student learning to parents and wider school community.

COMPONENTS OF A LITERACY LESSON

This is based on the Daily 3 format of reading, spelling and writing. In addition to this communication is a large focus for students with a disability or additional learning needs.

The **Learning Intention, Success Criteria and stretch.** should be made explicit and displayed and referred to throughout the lesson for each of the components. The following tables show the range of activities in a typical Literacy block:

Junior Primary R- Y2

AREA OF LITERACY & POSSIBLE ACTIVITIES	DURATION - LARGE CLASSES (MINIMUM)	DURATION - SMALL CLASSES
READING- Read to Self, RWI, CAFÉ Strategies, Phonological Awareness, Reading Conferences, Running Records , Explicit attention to vocabulary.	40 minutes	Small class teachers adhere to the 300 minutes of teacher instruction per week. Reading, writing, spelling and communication are explicitly taught based on individual and group goals. Functional Literacy skills are then embedded in each learning experience across the school day.
WRITING- Genre Writing linked to Brightpath teaching Points and units of DFE work.	40 minutes	
SPELLING- RWI spelling	20 minutes	

Middle & Upper Primary Y3-Y6

AREA OF LITERACY & POSSIBLE ACTIVITIES	DURATION (MINIMUM)	DURATION - SMALL CLASSES
READING- Read to Self, CAFÉ Strategies, Reading Conferences, Running Records , Explicit attention to vocabulary, RWI comprehension.	30 minutes	Small class teachers adhere to the 300 minutes of teacher instruction per week. Reading, writing, spelling and communication are explicitly taught based on individual and group goals. Functional Literacy Skills are then embedded in each learning experience across the school day.
WRITING- Genre Writing linked to Brightpath teaching Points and DFE units of work.	40 minutes	
SPELLING- RWI spelling	20 minutes	
FRESH START (Intervention)	40 -50 minutes	

ASSESSMENT & REPORTING

We value teacher judgement in the assessment of student learning. Teachers assess students' literacy using a range of formative and summative methods and use their analysis of this data to report on student learning and to inform their planning and teaching. In addition to this, Literacy Targets for SEA and site are referred to support the grading process in report writing (See Glossary).

See Data Schedule and Commitment for a timeline of Literacy Assessment and Formative Assessment Commitment for further information on Formative Assessment methods.

DATA COLLECTION & ANALYSIS

Refer to the Data Schedule and Commitment for further information.

FEEDBACK & REPORTING

Formative Assessment	<p>Student feedback - verbal, visual and written.</p> <p>Brightpath Reports to teachers - twice a year.</p> <p>Personal student writing and reading goals.</p>
Department Reporting requirements to Parents	<p>ABLES</p> <p>Written report using current template - Twice a year at the end of Term 2 and Term 4. Students from Years 1-6 in large classes are reported against the Australian Curriculum Achievement Standards using A-E grades. Reception Student reports in large classes are through personalised portfolios.</p> <p>Students in small classes are reported against individual and curriculum goals in a twice-yearly report to parents.</p> <p>NAPLAN report to parents.</p> <p>Parent Teacher Interviews including discussion of One Plan goals - Term 1.</p> <p>One Plan Review Meetings.</p>

SHARING OF ACHIEVEMENT

<p>Students</p>	<p>Writing Conferences between teachers and students after Brightpath Assessment and pre and post genre writing samples using personal writing goals.</p> <p>Reading Conferences - twice a term to establish new goals related to Reading Progressions based on CAFÉ strategies.</p> <p>Weekly Assemblies - to celebrate learning achievements and to introduce Word of the Week.</p> <p>Celebration of individual achievement within the class.</p>
<p>Teachers</p>	<p>Co-planning sessions - between teachers and support team for half a day in Week 2.</p> <p>Spotlighting at Staff Meetings.</p>
<p>Parents</p>	<p>Reports</p> <p>Parent/ Teacher Conversations</p>

'Celebration of Learning' - All students to produce portfolios throughout each year to share with parents on Tuesday and Wednesday afternoons of Week 9 of T2 and T4. Where possible, students should have ownership of these portfolios and select the best examples of their learning to showcase.

INTERVENTION PROGRAMS

- ⇒ Those students who are not retaining RWI sounds in Reception to Year 2 large classes are supported by continuing for another year in RWI groups.
- ⇒ Through triangulation of Running Records, RWI and Fresh Start assessment data, teachers of Y3 – Y6 identify students requiring additional support in reading, writing and spelling. Those students are provided with intervention through levelled Fresh Start groups which take place during reading sessions (Large Classes only).

⇒ **Literacy Sprints** - This involves the explicit 1 on 1 teaching of strategies that will accelerate their learning. Large class reading sprints will take place in the first 5 weeks of each term followed by the writing sprints for the latter 5 weeks. Reading and writing sprints will support those students in large classes who have been identified as performing just below SEA or just below higher bands. Literacy sprints will occur for 5 weeks twice a term in small classes based on individual learning goals.

Examples of explicit reading strategies that are used in the sprints are: 1 on 1 conferences including identification of goals, CAFÉ and Fresh Start/ RWI.

Examples of explicit writing strategies that are used in the sprints are: 1 on 1 conferences including identification of goals, Brightpath next steps, 'Bump it Up' Walls and Fresh Start/ RWI.

⇒ Individual and highly differentiated work systems based on **Highly Structured Teaching** principles in place for students at capacity identified by teachers.

Literacy Commitment Ratified: September 2022

Review date: September 2023

Overview of Literacy across the site

Bold Print - Used across site (when appropriate) **Red** - Large classes only **Green** - Small classes only

Area of Literacy	Phonological/Phonemic Awareness/Phonics	Reading	Writing	Spelling	Communication
Strategies	<ul style="list-style-type: none"> ▮ RWI Program ▮ Phonological Strategies ▮ Heggerty's Phonemic Awareness Curriculum (JP large classes and small classes only) ▮ Literacy Play-based Pedagogy 	<ul style="list-style-type: none"> ▮ RWI Program ▮ Phonics, spelling and comprehension ▮ Kindy Reading ▮ Read to self ▮ CAFÉ Strategies ▮ Reading Conferences ▮ Literacy Play-based Pedagogy 	<ul style="list-style-type: none"> ▮ RWI Program ▮ Functional Grammar ▮ Writing Conferences ▮ Using Brightpath next Steps and exemplars ▮ Literacy Play-based Pedagogy ▮ Drama based Pedagogy 	<ul style="list-style-type: none"> ▮ RWI Program ▮ Literacy Play-based Pedagogy 	<ul style="list-style-type: none"> ▮ AAC Devices e.g. Proloquo2Go ▮ Symbolstix and Photo Visuals & Schedules/ Timetables ▮ Literacy Play-based Pedagogy ▮ Strive for Five Clicker 8 ▮ Keyword Sign
Intervention Programs	<ul style="list-style-type: none"> ▮ Highly Structured Teaching ▮ Small group RWI groups ▮ Heggerties phonics program 	<ul style="list-style-type: none"> ▮ Fresh Start ▮ Highly Structured Teaching 	<ul style="list-style-type: none"> ▮ Fresh Start ▮ Highly Structured Teaching 	<ul style="list-style-type: none"> ▮ Fresh Start ▮ Highly Structured Teaching 	<ul style="list-style-type: none"> ▮ Work Box Systems based on Highly Structured Teaching methodology ▮ One on one Speech Support as required
Assessment	<ul style="list-style-type: none"> ▮ RWI testing every 6 weeks ▮ Y1 Phonics Screening check (August) 	<ul style="list-style-type: none"> ▮ Running Records ▮ Fresh Start Testing every 6 weeks ▮ NAPLAN wk7 Term 1 	<ul style="list-style-type: none"> ▮ NAPLAN ▮ Brightpath ▮ EALD assessment 	<ul style="list-style-type: none"> ▮ NAPLAN ▮ RWI spelling 	<ul style="list-style-type: none"> ▮ ABLES

Area of Literacy	Phonological/Phonemic Awareness/Phonics	Reading	Writing	Spelling	Communication
<p>Resources *requests for the making of resources are to be forwarded to Leanne for dissemination between SSOs.</p>	<ul style="list-style-type: none"> • RWI Teacher manual • Heggerty’s Phonemic Awareness text • RWI sound cards (small and large) • Fred frog • Reading Books • Ditties • Green words • Red Words • Story Speedy words • Story Green words • Picture cards • Sound charts - simple & complex • letter magnets • Australian Curriculum • Phonological Awareness Resources • ‘The Ultimate Guide to Phonological Awareness’ (Essex Council, UK) • Oxford owl online RWI resource 	<ul style="list-style-type: none"> • The CAFÉ book (Boushey & Moser) • Decodable Readers • Fresh Start Resources (Module books, green words, sound cards) • CAFÉ strategy boxes • BIG 6 (Department for Education, Best advice series, • Guided Reading texts • PM Reading Assessment Boxes • Good Fit Libraries • Australian Curriculum • A-Z Readers online • Reading Doctor • Personal student reading goals 	<ul style="list-style-type: none"> • Genre map • Brightpath Online tool • Australian Curriculum • Drama Based Pedagogy Texts • NAPLAN marking guides • The Writing Book (Cameron & Dempsey) • Personal student writing goals • RWI comprehension program 	<ul style="list-style-type: none"> • Fresh Start Manuals and Modules • RWI spelling 	<ul style="list-style-type: none"> • Proloquo2Go system • Schedules & Visuals • HST resources
<p>Formative Assessment T&D (on student free day in T1)</p>					

GLOSSARY

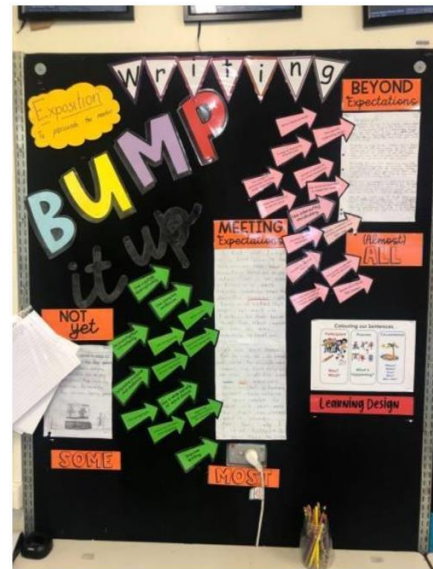
Agreed Components and ideas for the teaching of Literacy Programs & Strategies

Book-Making

This is explicitly introduced where routines and structures are established. Book Making is managed independently and can be during specific Book Making time or children's free choice (when other work is completed). Visuals, 1:1 support and role play are also used to support writing. Writing conference and feedback is always explicit using one star, a wish and a wonder.

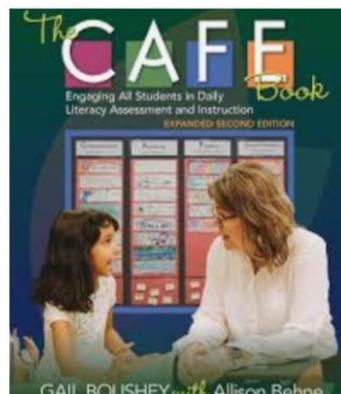
'Bump it up' Wall

Examples of 'Bump it up' walls



CAFÉ

CAFÉ stands for Comprehension, Accuracy, Fluency and Expand Vocabulary. It is a menu of strategies that readers use when reading. It is also a framework developed for assessment, teaching and accountability. See 'The CAFÉ Book' (Gail Boushey).



CELF 5 Assessment

The Clinical Evaluation of Language Fundamentals (CELF) helps to quickly and accurately identify and diagnose language disorders. It is an individually administered clinical tool for the identification, diagnosis and follow-up evaluation of language and communication disorders in students 5-21 years old.



Choral Reading

Whole class reading of short pieces of dialogue or dramatic sentences following a fluent and engaging model is a low risk activity to build fluency in lower ability readers. After the teacher reads a short paragraph orally, teacher and students then read the same passage in unison. Practising how to chunk words in phrases, adjust rate and volume for emphasis, and use pause for effect, builds skill and confidence in less fluent readers.

Comprehension

This is taught through a range of strategies in addition to those within the CAFÉ text, such as:

- Reading Progressions to identify next steps
- Modelling
- Barrier games
- Sequencing

3H (Here, Hidden, in my Head) (Graham & Wong, 1993)

This strategy moves students through stages from literal to deductive questions. 'Here' questions are literal, the answers to which are apparent in the text, for example: 'What was Lockie Leonard's girlfriend's name?' A 'Hidden' question combines information given in different parts of the text to come to the correct answer: 'How did Lockie's life change when he became Vicki's boyfriend?' Questions that require students to use prior knowledge to decide, predict, or deduce are 'Head' questions: 'Do you think Lockie changed his mind about what the important things in life are? Why do you think that?'

QAR

The question-answer relationship (QAR) framework includes four types of questions that help students to ask and answer questions about their reading (Raphael et al, 2006).

'Right there' helps students create or find answers to literal questions, often using the same words as in the text.

'Think and search' means students need to search across the text to create questions or find answers.

With 'author and you' questions, students are invited to make connections between parts of the text and their own experience.

'On my own' encourages students to use their background knowledge to answer a question.

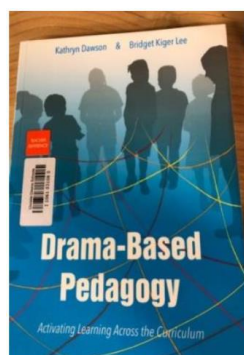
QAR challenges students to think metacognitively and can be used across the curriculum and year levels.

Reciprocal teaching

Reciprocal teaching, sometimes called reciprocal reading, is a small group instructional method where the teacher and students engage in dialogue as they think critically about a text. The teacher models predicting, clarifying, generating and summarising strategies until the students can confidently use these strategies themselves (Palincsar & Brown, 1984; Spörer et al, 2009; Oczkus, 2010).

Drama-based Pedagogy with the DAR

An umbrella term for the use of artistic processes to deepen and enhance learning experiences across the curriculum with artists and teachers working together in the classroom. It is a broad pedagogical approach for working toward inclusion across diverse settings. It utilises active & art-based approaches to engage primary school students in learning. The 'Drama-Based Pedagogy' text by Dawson and Lee can be found in the teachers' library. It covers many different strategies for using drama in our teaching.



Agreed Components:

- Follow lesson sequence in Teacher Resource Book
- Lesson sequence to be consistently followed. Creative Body-based Learning (CBL) can be added as an option following the lesson
- Lessons are systematic, sequenced, explicitly taught.
- Fresh Start Resources/ teaching materials are to be kept in a central location in each classroom for easy access.
- Group rolls to be used by all group leaders detailing sounds to be covered each day.
- Transference of knowledge/ skills & strategies to other curriculum areas if necessary.
- Assessment occurs every 6 weeks followed by re-grouping.
- Those students who are not improving through Fresh Start intervention are to be offered HST
- Groups are to be no more than 8 students
- Newly identified students can be added to Fresh Start groups following assessment periods if numbers per group allow.
- All teachers and group leaders are given copies of assessment.
- Lessons are paced to meet group/ individual student needs.

Fresh Start Resources

Fresh Start Modules

Teacher Manual

Anthologies

Speed Sound cards (Sets 1, 2 & 3)

Sound and picture friezes

Sound posters Picture cards

Word cards (green & red)



Functional Grammar

Functional Grammar is taught through an understanding of the relation between the structure of language and the functions that the language performs in written text. This is linked to a colour system which supports students in understanding the function of parts of their sentences where the participant is coloured red, the process is green, and the circumstance is blue.

Taught using the South Australian Handwriting Resource, RWI, HST, Sensory Activities e.g. Shaving foam/ playdough.



The department Best Advice on Handwriting and Keyboarding, Department handwriting guides can be found here:

https://edi.sa.edu.au/library/document-library/learning-improvement/strategic-design/best-advice-series/DECD_PRACTICAL-GUIDE_Handwriting.pdf

The department Practical Guide Handwriting as references texts as well.

<https://edi.sa.edu.au/library/document-library/learning-improvement/strategic-design/best-advice-series/handwriting-keyboarding-best-advice.pdf>

The Australian Curriculum

acara AUSTRALIAN CURRICULUM ASSESSMENT AND REPORTING AUTHORITY



Handwriting in the Australian Curriculum
English / Literacy / Creating texts

	Content description	Elaborations
Foundation	Produce some lower case and upper case letters using learned letter formations	<ul style="list-style-type: none"> adopting correct posture and pencil grip learning to produce simple handwriting movements following clear demonstrations of how to construct each letter (for example where to start; which direction to write) learning to construct lower case letters and to combine these into words learning to construct some upper case letters
Year 1	Write using unjoined lower case and upper case letters	<ul style="list-style-type: none"> using correct posture and pencil grip learning how each letter is constructed including where to start and the direction to follow writing words legibly using unjoined print script of consistent size
Year 2	Write legibly and with growing fluency using unjoined upper case and lower case letters	<ul style="list-style-type: none"> using correct pencil grip and posture writing sentences legibly and fluently using unjoined print script of consistent size
Year 3	Write using joined letters that are clearly formed and consistent in size	<ul style="list-style-type: none"> practising how to join letters to construct a fluent handwriting style
Year 4	Write using clearly-formed joined letters, and develop increased fluency and automaticity	<ul style="list-style-type: none"> using handwriting fluency with speed for a wide range of tasks
Year 5	Develop a handwriting style that is becoming legible, fluent and automatic	<ul style="list-style-type: none"> using handwriting with increasing fluency and legibility appropriate to a wide range of writing purposes
Year 6	Develop a handwriting style that is legible, fluent and automatic and varies according to audience and purpose	<ul style="list-style-type: none"> using handwriting efficiently as a tool for a wide range of formal and informal text creation tasks
Year 7	Consolidate a personal handwriting style that is legible, fluent and automatic and supports writing for extended periods	

Heggerty's Phonemic Awareness Program



Heggerty Phonemic Awareness is a well organised 35 week curriculum of daily phonemic awareness lesson plans. The lessons are designed to deliver Tier 1 phonemic awareness instruction in a whole group setting that only takes 10-12 minutes.

A curriculum that provides daily word play activities focusing on (ten) different phonemic awareness skills in every lesson and can be implemented in the classroom throughout the year.

See acleadersresource.sa.edu.au website for further information.

Literacy Play-based Pedagogy

In large classes, multi-sensory play activities are designed to consolidate and support learning in areas of the Big 6. Activities are aligned to individual student literacy goals and One Plans which are informed by data (Running Records, PASM, RWI and Brightpath). In small classes, literacy play is used to align with literacy and communication goals and consolidate understanding. This may include HST work boxes and play boxes that are topic-specific and teach associated vocabulary in conjunction with communication boards and AAC devices.

This may include:

- Sight word Jenga
- Alien words that can be fed to an alien when read
- Upper case and lower case letter matching mats
- Alphabet puzzles
- Letter writing stations with a post-box
- Syllable sorting games
- Celebrity heads for developing oral language
- Sand - digging for shells with letters
- Playdough for making letters
- Name mats
- Kinetic sand for drawing letters in
- Painting/ Oil pastels/ crayons
- Matching activities
- Card games
- Magnetic letters to build words
- RWI cards
- Tweezer activities to promote fine motor skills
- Topic specific HST work boxes
- Topic specific play boxes
- Vocabulary taught in conjunction with communication boards and AAC devices

Multi-modal Text Types

Multimodal texts include picture books, textbooks, graphic novels, dance, performance, oral storytelling, presentations, short films, adverts, comics and posters where meaning is conveyed to the reader through varying combinations of visual, written language, and spatial modes.

Oral Language

This is encouraged and consolidated through:

- Structured literacy play
- Circle time
- Strive for five*
- Heggerty's Phonemic Awareness Program*
- DBL with DAR*
- Role play
- Interception (Boys and Girls Groups)
- Class discussions
- Group work
- Walk and Talk
- Music and singing
- Brain Breaks
- Barrier Games
- Modelling by teacher
- AAC Devices
- RWI/ Fresh Start*
- Circle Time
- Interactive Sunshine Online Activities
- Proloquo2go/ PECS*
- HST tasks
- Visual Schedules
- 1:1 reading with the teaching
- Positive Primers
- Pop Sticks to enable random selection of students for answering questions
- Discussions and presentations
- Oral Recounts in EALD Assessment -Photographs and videos as stimuli

*See Glossary for further explanation of these strategies.

See Best Advice paper for more detailed information.

An easy to use symbol-supported communication app for people who cannot speak or need help being understood. Featuring natural sounding voices, including real children's voices, it's a simple yet powerful augmentative and alternative communication (AAC) tool. It is used to promote growth of communication skills and foster language development (through research-based vocabularies).

Read Write Inc

Agreed Components:

- Lesson sequence to be consistently followed. CBL can be added as an option following the lesson.
- Lessons are systematic, sequenced, explicitly taught, have multiple exposures.
- No interruption door signs.
- RWI Resources/ teaching materials are to be kept in a central location in each classroom for easy access.
- Group rolls to be used by all group leaders detailing sounds to be covered each day.
- Highlight/ tag where your group is up to if using book packs etc.
- RWI leader to backfill if you are absent for RWI group.
- RWI leader to release teachers for peer observations.
- Alien words are to be used where appropriate as part of the lesson sequence.
- Transference of knowledge/ skills and strategies to other curriculum areas must occur
- Assessment occurs every six weeks followed by regrouping.
- All classroom teachers and group leaders are given copies of student assessments.
- When students complete RWI and reach the Language & Literacy section in their assessment, they are to move on to RWI spelling and comprehension programs.
- Taught through the concept of 'Fred Talk' where each sound is identified on green decodable word cards using lines for 'special friends' and dots for single sounds. The students are encouraged to segment the sounds using their fingers.

Non-decodable words are taught through the use of red cards where they are exposed to these words on a daily basis within the RWI session or as part of their daily routine e.g. as exit tickets.

Structure/ Pedagogy

- Targeted small groups based on RWI assessment.
- Include 5 minutes at the end of each session for students to feedback learning to the teacher.
- Small group instruction caters for differentiation.
- Class teachers to assess students, analyse data, regroup students with support from RWI teacher.
- Common language is essential for consistency e.g. RWI, PASM
- Include strategies from visible learning.
- Check in and act strategies if students not keeping up with RWI - alternative models to be used if needed including Highly Structured Teaching Strategies.

Elements in each RWInc lesson

Lessons are paced to meet group/ individual student needs.

Learning Intentions & Success Criteria

Speed sound lesson sequence -Say the sound

- Read the sound
- Review the sound
- Write the letter
- Speed write 3 sounds taught
- Fred talk words containing focus sound
- Word time - blend sounds and segment words in order to spell (reading and spelling)

This is followed by:

Reading and Writing Sequence

- Storybook speed sounds
- Storybook green words
- Speedy green words
- Red words
- Partner practice
- Story introduction
- First read
- Teacher read aloud
- Partner practice
- Jump-in
- Second read
- Think about story
- Third read
- Questions to talk about
- Hold a sentence
- Build a sentence
- Write about
- Proofread

RWI Resources:

- Speed Sound cards (Sets 1, & 3)
- Sound and picture friezes
- Sound posters Picture cards
- Alien word cards
- Word cards (green & red)
- Magnetic Letters
- Reading Books, Writing Books
- Fred Frog
- Teacher Manual

Read write Inc support to teachers to improve skill set, to allow coaching, release, backfilling

Sustainability - How will RWI learning continue/ how will new staff be inducted?

RWI leader to train new staff/ revise regularly with current staff through videos/observation

Resources to be regularly updated and replaced if necessary

Use of tutorials form Oxford Owl Website/ YouTube

Regular check-ins with staff - ideas, resourcing, student progress

Running Records

These are a formative assessment that allows teachers to see the strategic actions that individual students are using during reading aloud. These identify error patterns which will inform future teaching next steps.

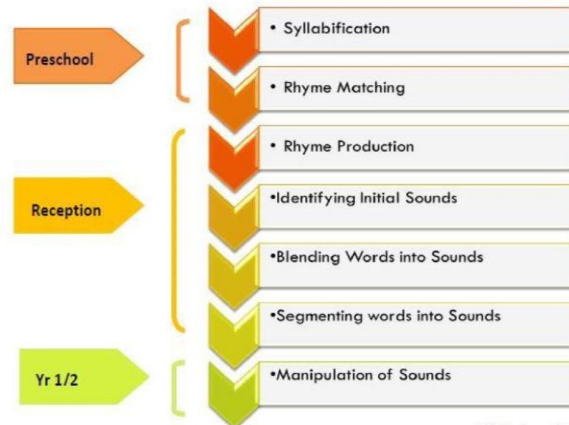
Running Records are administered at least twice a term in conjunction with Reading Progressions to inform goals in reading. These should be unseen texts. Once a student reaches a level 30, they are no longer assessed using running records - targets are set based on CAFÉ strategies and Reading Progressions.

Spelling

The four areas of spelling knowledge:

1. Phonological - How words sound

- Letter names
- Sounds represented by symbols - vowels and consonants
- Onsets and rime (e.g. tr-uck)
- Spelling patterns



Whitehurst & Lonigan, 2003; & Gillon, 2004

2. Visual - How words look

- Symbols/ letters are used to write words
- Spaces between words
- A letter string may represent different sounds
- The probability of letter order in the common letter strings in English

3. Morphemic - How words change form

- Adding suffixes to prefixes to base words
- Generalisation about adding suffixes/ prefixes
- Spelling patterns common to word families and spelling rules
- Apostrophes for contractions and possession

4. Etymological - Where words come from

- Words derived from Latin or Greek
- Homonyms - homophones and homographs
- Eponyms; originates from the names of people, places or institutions

See RWI section for RWI Spelling program

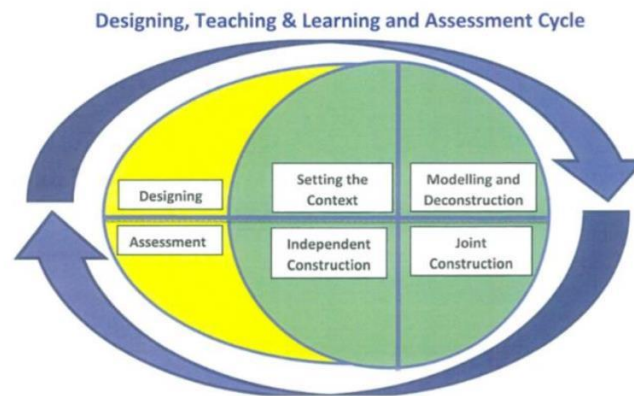
See Oxford Words for Oxford Words spellings

See Words Their Way (WTW) for WTW Program

Strive for Five

The Strive for five strategy encourages positive, engaging and early experiences with language. This involves taking part in a five step or more conversation with another individual - in other words, having 5 turns in a conversation using sentences or non-verbal responses. This is explicitly taught and encouraged through Buddy reading and with parents

Teaching & Learning Cycle in Writing



The Design stage is based upon the use of the LDAM tool.

The Assessment stage is utilised throughout the teaching cycle through the use of Brightpath to establish next steps in writing and additional methods of formative assessment to check on understanding within the teaching and learning cycle.

The green part of the cycle consists of four interrelated stages:

- building the context or field—understanding the role of texts in our culture and building shared understanding of the topic
- modelling the text (or deconstruction)—the use of mentor or model texts to focus explicitly on the structure and the language of the text, how language choices work to shape meaning, and to build a metalanguage
- guided practice (or joint construction)—teachers and students jointly constructing a text
- independent construction—students' independent writing or approximation of the genre.

(Derewianka & Jones, 2016; Humphrey, 2017; Humphrey & Feez, 2016)

Vocabulary Strategies

- Word walls displaying vocabulary from a range of curriculum areas
- 'Throw the ball' to give meanings, word in a sentence, synonyms and antonyms.
- Creative Body Based Learning (CBL) strategies
- 'Special Word' introduction to new topics (Say it, spell it, shout it, whisper it, count the syllables)
- Vocabulary games to practice the meanings and use of new words
- Word of the Week using Tier 2 words (See Glossary for more information on this)

- Word Their Way - focus on bases and roots
- Practice of new words in Buddy reading sessions
- A range of strategies from the CAFÉ text
- Using graphic organisers to deepen understanding
- Interoception to develop social and emotional vocabulary
- Photograph of the day
- Proloquo2Go
- CBL games
- Low- tech communication boards - Teaching modelling
- Visuals
- Buddy reading
- Shared reading
- Reading Circles
- Quizzes
- Flash Cards HST
- Photograph of the day
- AAC devices
- Visuals
- Y charts or Vocabulary books to show spelling, meaning, word in a sentence and picture
- Matching Activities
- Symbolstix program

Word of the Week

There is a whole school approach to word of the week that is accompanied by a visual representation using the Symbolstix program. The list is generated from tier 2 vocabulary and are distributed termly by email to all staff and referred to throughout the site. The word of the week will be introduced at weekly assemblies. Students are encouraged to use the word in all areas of their learning.

Words Their Way (WTW) Program

In Junior Primary, WTW is used after completion of RWI and is assessed in line with RWI on a 6 week cycle.

WTW is also used in middle and upper primary if the student is able to spell all Oxford words. Assessment is based on a 6 week cycle in line with Fresh Start Testing.

The WTW Assessment and resources can be found in Words Their Way Manuals. Initial Assessment is conducted to group students according to their individual spelling needs. The teaching of WTW is based only on the activities in the WTW manual. Examples of these are below:

1. Teacher sort (first sort).
2. Blind sort - sorting without looking at the word - partner reading words.
3. Book Sort - Finding additional words from books to go under each heading.
4. Partner Sort - sorting with a partner.
5. Speed Sort - timing the sorting.

