

As a staff we will :
 Implement a whole school approach to the teaching of English, with a balanced and integrated approach that ensures explicit and systematic teaching of skills.
 Implement a daily literacy block

Effective use of LDAM and Australian Curriculum

Use formative and summative assessment strategies which will inform practice and monitor student growth

Analyse and effectively use student achievement data to inform practice and provide effective learning programs

Challenge high band learners

Use intervention strategies to support students

Provide intervention to identified students: MiniLit/ Multilit/ MacLit/ SSO support reading groups

Use a gradual release of responsibility model to support student learning

PLC Rep to work collaboratively in Literacy Committee (fortnightly)

Purpose: plan and provide professional learning

Teachers will use a range of resources including:

- DfE Teaching and Learning Resources
- Heggerty Phonemic Awareness
- Sheena Cameron
- Seven Steps to Writing
- Oxford Word List
- Fountas and Pinnell
- Bug Club Digital
- Reading Eggs
- Sunshine
- Typing Tournament/ Typing.com
- Writing Legends / Pobble365
- R-7 Text Type Overview

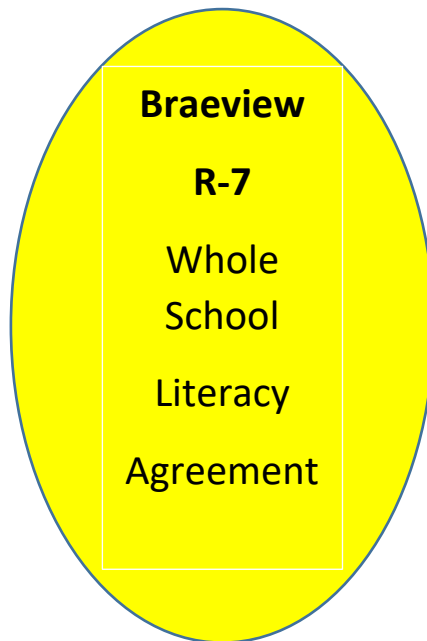
We believe our students should be motivated lifelong learners, who are able to transfer their literacy skills to other learning areas and real life situations.

Therefore as staff we will:

- Support students to understand the purpose and context of their learning
- Incorporate all modes (receptive- listening, reading) and productive- speaking and writing) into units of work covered
- Encourage risk taking
- Support all students to become independent learners
- Provide students with opportunities to demonstrate their understanding to a high standard
- Encourage a Growth Mindset
- Commit to building the capacity of teachers to design quality learning experiences that engage and challenge all students

Teachers will effectively use high yield strategies including:

- Modelling
- Mastery learning
- Teaching problem solving
- Spaced practice
- Reciprocal teaching
- Feedback
- Teaching metacognition strategies including think alouds
- Note taking
- Direct instruction



Daily Literacy Block
 (60 minutes- explicit teaching per day)
 The Literacy block needs to incorporate components of the Big 6:

- Oral Language
- Phonological Awareness
- Phonics
- Vocabulary
- Fluency
- Comprehension

Jolly Phonics/Grammar R-7
 A whole school approach
 9:00am- 9:30am daily.

Writing/Reading
 Construction and deconstruction
 Teaching and Learning Cycle
 Brightpaths Trial

Standardised Tests & Targets	R	Y1	Y2	Yr3	Yr4	Yr5	Yr6	Yr7
PAT R (Term 3)			>93	>95	>106	>112	✓>118	✓>120
NAPLAN (Term 2)				✓>3		✓>5		✓>7
RRL (once a term)	>5	>13	>21	✓	✓	✓	✓	✓
Jolly Grammar Guidance Test- T1/T4		✓	✓	✓	✓	✓	✓	✓
Phonological Awareness T4	✓	✓	✓					
Oxford Word List	>100	✓>200	>400	✓				
Phonics Testing Term 3		>27						

DECD SEA

'Creating a guaranteed, viable curriculum is the number one factor for increased levels of learning (R. Marzano)

Teachers must work collaboratively (PLC) rather than in isolation.

Teachers must agree on the essential learning all students must acquire.

Teachers must agree on how students will demonstrate their learning.

(Hattie)

The Four Critical Questions of the PLC at Work Process:

1. What do we expect students to learn?
2. How do we know they are learning it?
3. How do we respond when they do not learn?
4. How do we respond when they have already learned?

Process: (flexible)

Create, design units of work using Learning Design

Differentiate learning tasks for inclusion of all students

Design assessment tasks

Use resources including DfE Teaching and Learning Resources

Design assessment tasks with success criteria and or rubrics

Moderate student work samples