

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 program

Effective use of LDAM, Australian Curriculum, DfE Guide Books, LEAP, DfE Scope and Sequence

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

Oxford Word List

Bug Club Digital/ Sunshine

Reading Eggs/ Reading Doctor

Touch typing

Seven Steps to Writing

Writing Legends / Pobble365

R-6 Text Type Overview

Levelled readers/ Guided Reading Packs

Brightpath Teaching Points

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 (Be Brave)
- Support all students to become independent learners
- Provide students with opportunities to demonstrate their understanding to a high standard
- Encourage a Growth Mindset (Bounce Back)
- 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
- Dialogic teaching
- Feedback
- Teaching metacognition strategies including think alouds
- Note taking
- Direct instruction

## Braeview School Literacy Agreement

### Daily Literacy Program

(60 minutes- explicit teaching per day)

The Literacy Program needs to incorporate components of the Big 6:

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

### Jolly Phonics/Grammar R-6

A whole school approach

9:00am- 9:30am daily.

### Writing/Reading

Construction and deconstruction

Teaching and Learning Cycle

Brightpaths

Standardised Tests & Targets	R	Y1	Y2	Yr3	Yr4	Yr5	Yr6
PAT R (Term 3)			>93	>95	>106	>112	✓>118
NAPLAN (Term 2)				✓>3		✓>5	
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

Teachers will work collaboratively (PLC)/Year Level.

Teachers will provide essential learning to all students.

Teachers will provide students with opportunities to demonstrate their understandings in a variety of ways.

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

Use resources including DfE Teaching and Learning Resources, Australian Curriculum, DfE Scope and Sequence.

Design assessment tasks with success criteria and or rubrics

Moderate student work samples