

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, V9 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 proficiency level learners

Use intervention strategies to support students

Provide intervention to identified students: InitialLit/ LanguageLit/ MiniLit/ Multilit/ MacqLit/ 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
R-6 Text Type Overview
Pobble365

Reading

Levelled readers/ Guided Reading
Decodables
InitialLit Story Book Program

Phonics/Spelling

Heggerty Phonemic Awareness
Jolly Phonics/Grammar
Sheena Cameron

Sunshine Online/MultiLit Digital
Reading Eggs/Reading Doctor

Writing

Touch typing
Seven Steps to Writing
Writing Legends Yr 5-6
Brightpath

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
- Promote learner agency
- 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
- Daily Review
- Teaching problem solving
- Spaced practice
- Reciprocal teaching
- Dialogic teaching
- Feedback
- Teaching metacognition strategies including think alouds
- Note taking
- Explicit direct instruction



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

R-2 InitialLit

9:00am-10:15am daily

3-6 Jolly Grammar

9:00am-9:30am daily

Writing/Reading

Construction and deconstruction
Teaching and Learning Cycle

Standardised Tests & Targets	R	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
PAT R (Term 3)			>93	>95	>106	>112	>118
NAPLAN (Term 1)				✓		✓	
DIBELS 3X year	Year Level Benchmarks: Beginning, Middle and End of year						
InitialLit	✓	✓	✓				
Jolly Grammar Guidance Test- T1/T4		✓	✓	✓	✓	✓	✓
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

Educators supported by site and partnership literacy coaches

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

Assessment for Reading: DIBELS – 3X per year

Assessment /Moderation for Writing: Brightpaths