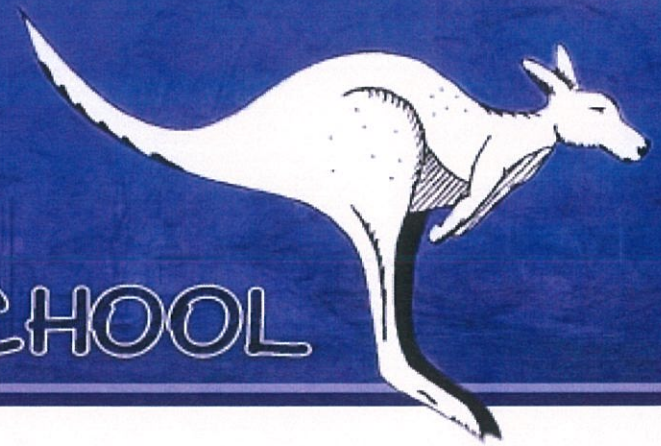


KANGARILLA
PRIMARY SCHOOL



***Whole School English and Literacy
Agreement
2018***

*Vision for students-Students will learn to read, view, listen, speak, write, create and reflect on increasingly complex and sophisticated spoken, written and multimodal texts across a growing range of contexts with accuracy, fluency and purpose.
To appreciate, enjoy and use the English language in all its variations and develop a sense of its richness and power to evoke feelings, convey information, form ideas, facilitate interaction with others, to entertain persuade, and argue.*

Our site supports an effective whole school approach to English/ literacy development and improvement through being:

Coherent - we all agree on how to support literacy improvement for all learners

Consistent - we use common language, approaches and methods to enact the agreement

Continuity- we ensure continuity for our learners in their learning

Effective - we continuously review, refine and improve our approach in response to data and emerging needs.

Classroom observations and teacher feedback occur to aid reflection, information and development of practice.

Assessment Schedule-What/When

All teachers to gather data to track growth of students and inform practice

Add Kangarilla schedule here and consider the purpose of why each assessment is done to support learning for Kangarilla students, (over and above the Department requirement)

<p>JP RR each term (Wave1) twice per term (Wave 2) SSO support Oxford word list -R-Read 50 then ongoing Yr1- 100 then ongoing Yr2- 200 PATR -Yr 1,2 Phonological Awareness Screen Jolly Phonics- know all 42 sounds, digraphs, blends by end of year</p> <p>2 writing samples (for sharing at the Writing Improvement Meetings)</p>	<p>3-4 RR for all students not at level 30 twice a term Oxford Word list- Yr 3- 300 ongoing Yr4- 400 then ongoing Lexiles-(after RR Level 30) Yr 3 up to 300 PAT R-Yr 3,4</p> <p>2 writing samples (for sharing at the Writing Improvement Meetings)</p>	<p>5-6-7 RR for all students not at level 30 twice a term Oxford Word list- ongoing PAT R-5,6,7</p> <p>2 writing samples (for sharing at the Writing Improvement Meetings)</p>	<p>Agreed Targets (Standard Educational Achievement) SEA Standards at each year level</p> <p><i>Running Records</i> <i>Reception: 5 or above</i> <i>Yr 1: 13 or above</i> <i>Yr 2: 21 or above</i></p> <p><i>PAT-R Band 3 or above</i></p> <p><i>NAPLAN Band 3 or above</i></p>
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<p>Review of SMARTAR targets twice per term</p>	<p>SA Spelling test</p> <p>NAPLAN</p> <p>Information for Wave 2& 3 shared at fortnightly planning meetings</p> <p>Review of SMARTAR targets twice per term</p>	<p>SA Spelling test</p> <p>NAPLAN</p> <p>Information for Wave 2& 3 shared at fortnightly planning meetings</p> <p>Review of SMARTAR targets twice per term</p>	<p><i>PATR & M</i></p> <p><i>Yr 3: 95 or above - Band 3 or above</i></p> <p><i>Yr 4: 106 or above</i></p> <p><i>Yr 5: 112 or above - Band 5 or above</i></p> <p><i>Yr 6: 118 or above</i></p> <p><i>Yr 7 120 or above - Band 6 or above</i></p> <p><i>Achievement at "C" or above in English Reporting A-E twice per year Term 2,4</i></p> <p><i>Students identified as not achieving these standards will link to intervention Waves</i></p>
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Programming & Planning for teaching and learning to include:

Targeted, differentiated teaching determined by data and informed by evidenced -based research (Refer: DECD Literacy- Numeracy first PY document)

Clear learning intentions and shared success criteria

Logical/Intentional sequencing of the learning

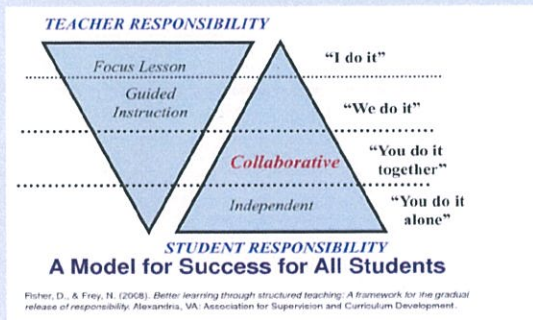
Explicit teaching - correcting misconceptions, using exemplars, ensuring metacognitive strategies are used, providing opportunities for practising

Refer to Australian Curriculum documents for planning & programming

Literacy is planned for 300 minutes per week. Each class has a Literacy block per day.

Pedagogy

All teachers utilise scaffolded pedagogy in a gradual release model.



Modelled instruction (whole class)

Guided Instruction (teacher scaffolds and supports for students)

Independent (students practices strategy on their own)

All teachers :

Explicitly teach in all areas: reading, viewing, speaking, writing and creating oral, print, visual and digital texts, and use and modify language for different purposes in a range of contexts.

Use Warm ups to preface lessons to increase student automaticity in literacy content and process vocabulary, grammar, spelling, comprehension.

Explicitly “check in and act” and feedback to direct student to the next step in their learning.

Use Classroom data sets to inform practice and ensure mutual ownership of learners by all staff.

Conference with students and support students to set and achieve SMARTAR learning goals so they become self-directed in their learning.

Support students to self-assess and peer-assess learning.

All students:

Set goals and engage in conferencing sessions with their teachers

Receive feedback that supports their learning

Modelled Reading, Speaking & Listening ,Writing

Modelled Reading & Reading Comprehension

1. Read for enjoyment and information
2. Expand vocabulary- explicitly teach technical /subject specific vocabulary
3. Share Book/Big book
4. Expose students to a range of text types (see schedule)
5. Read appropriately levelled text
6. Reading Components:
Oral language:
Phonemic awareness: phonological awareness program when needed
Phonics: Synthetic phonics approach
Fluency:
Vocabulary:
Developing Comprehension through Reciprocal teaching : All students will be explicitly taught comprehension skills:
 - Predicting
 - Clarifying
 - Questioning
 - Summarising
7. Students respond to the text:
 - Ask & answer here (literal) questions
 - Hidden (inferential) questions
 - Head (response) questions
8. Highlight high frequency words(Oxford word list)

Modelled Speaking & Listening

1. Explicitly teach & model speaking:
 - Talking to recount
 - Talking to describe
 - Talking to instruct
2. Increase vocabulary with explicit focus on targeted words
3. Focus on understanding the language of questions, from literal, inferential to response.
4. Explicit focus on pronouns, connectors, word order

Modelled Writing

1. Teacher demonstrated the construction of a written text and uses "think alouds" to model writing strategies
 2. Students move from oral to written construction of texts
 3. Model use of new vocabulary in writing
 4. Model use of graphic organisers to demonstrate word links and text structure
 5. Model use of punctuation
 6. Class construction of texts both orally and written
 7. Model spelling strategies
Spelling programs will reflect a balanced, sequential and integrated approach to learning about words.
Explicit teaching of spelling skills - determined for each child by
 - o Word knowledge (spelling)
 - o phonological (how words sound)
 - o visual (how words look)
 - o morphemic (how words change) etymological (where words come from)
- Individual classes may do this through:
- o studying the origins of words
 - o words of the week
 - o learning the simple rules of spelling
 - o identifying word patterns

- 9. discuss author's intent
- 10. Build understanding of sentence structure and grammar
- 11. Glossary/wordwall

- word study
 - dictionary meanings
 - differentiated spelling contracts
 - spelling errors from writing
 - spelling activities included in homework
 - look, cover, write ,check
 - differentiated spelling lists
 - games (phonics, board)
- 8. Model sentence construction using "think aloud" process
 - 9. Model editing process
 - 10. Spoken everyday informal language- formal technical written language
 - 11. Explicit teaching of genre structure - see attached document

Guided Reading, Speaking & Listening, Writing

Guided Reading

Guided Reading sessions informed by Running Records data
 Jolly Phonics/Jolly Grammar
 Students read to adult/peer to peer weekly
 Guided Reading ,
 Highlighting high frequency words
 Fluency- chunking reading by reading phrases, decodable texts, reciting poems with rhythm
 Comprehension skills (how & what used)
 Guided reading texts (how & what used)

Guided Speaking & Listening

Students jointly construct oral texts with teacher support
 Students practice using new vocabulary in oral texts
 Public speaking opportunities:
 -assemblies
 Oral language - topics
 Class presentations

Guided Writing/Representing

Targeted support for individuals on a teacher identified area for improvement
 Students jointly construct some written texts with teacher support/scaffolds
 Joint construction of one part of a text type either orally or written
 Pre-writers dictate their oral text to a scribe
 Include new vocabulary in writing

Independent Reading, Speaking & Listening, Writing

Independent Reading

- A. Read to an adult, peer to peer
- B. Read a range of text types including non-fiction text
- C. Early readers: Take home easy readers: text of 1 or 2 levels below instructional level
- D. Levelled take home readers
- E. Read for enjoyment/information
- F. Lexiles
- G. Comprehension Boxes
- H. Premier's Reading Challenge
- I. Students select, read, control, use, discuss, evaluate texts.

Independent Speaking & Listening

- A. Students independently
- B. talk to recount, talk to instruct etc. without scaffolds
- C. Listening, discussion

Independent Writing

- Incidental Writing-copy/scribe writing
- Experimental writing
- Construction of some text types
- Peer editing (2 stars and a wish)
- Explicit teaching of text types according to whole school text type/genre mapping

Other - for consideration not yet addressed in the above.

Waves of Interventions (relates to data)	Data	Professional learning	Programs/Resources
<p>(80% will progress) Wave 1. In classroom interventions are determined and shared as SMARTAR goals.</p> <p>(15%some intervention) Wave 2. Small group Instruction and scaffolds to support SMARTAR goals. Students identified for Wave 2 also receive wave 1 support. Main area focus- fluency- read against time, sight words - flash cards phonological awareness-</p> <p>(5%) Wave 3. Negotiated and Intensive instruction & support as in Individual Education Plans noting specific programs and resources e.g. speech - speech path Reading -Multi-lit MultiLit Wave 3 students</p>	<p>(SEE ATTACHED SHEET)</p> <p>How will data be collected (who, when)</p> <p>How/Where can data be accessed</p> <p>How do we track and monitor?</p> <p>Process/Time for data analysis (who/when)</p> <p>Is there a time set aside each year for discussing student learning progress in English and determining waves of intervention?</p>	<p>What is the commitment to the Professional Learning Community?</p> <p>Individual</p> <p>School</p> <p>Small Schools</p> <p>Partnership</p>	<p>Do the resources we have in the school support the programs we teach?</p> <p>Oxford</p> <p>Jolly Phonics/Grammar</p> <p>Sheena Cameron Reading</p> <p>Sheena Cameron Writing</p> <p>Daily 5 Reading</p> <p>NAPLAN marking guide</p>

2018 KANGARILLA PRIMARY SCHOOL TESTING TIMETABLE

TERM 1				
WEEK	ASSESSMENT	WHO		ADMINISTERED BY
1				
2	Running Records Reading Age/Lexile tests	R-Year 2 Years 3-7		Class Teacher
3	Spelling Age South Australian Spelling test - A	Year R- 7		Class Teacher
4	Oxford Wordlist			Class Teacher
5				
6	I Can Do Maths A (Rec/1) & B (Year 2)			Class Teacher
7				
8	Alphabet			
9	Lexile Test/Running Records			Class Teacher
10	SMARTER goal review	All students		Class Teacher

TERM 2				
WEEK	ASSESSMENT	WHO		ADMINISTERED BY
1	R/1/2 – Phonemic awareness			Class Teacher
2	NAPLAN	Years 3,5,7		
3				
4				
5				
6	South Australian Spelling Test A	All students		
7				
8	Running Records Lexile Test	R/1/2	Yr 2-7	Class Teacher
9	Alphabet			Class Teacher
10	SMARTER goal review	All students		Class Teacher

TERM 3				
WEEK	ASSESSMENT	WHO		ADMINISTERED BY
1				
2				
3				
4				
5				
6				
7	PAT R & PAT M	Yr 2 to 7		Class Teacher
8	Running Records Lexile Test	R/1/2	Yr 2-7	Class Teacher
9	Alphabet			Class Teacher
10	SMARTER goal review	All students		Class Teacher

TERM 4			
WEEK	ASSESSMENT	WHO	ADMINISTERED BY
1	SMARTER goal review	All students	
2	Oxford Wordlist – Reading & Spelling		Class Teacher
3	South Australian Spelling B	Years R-7	Class Teacher
4	I can do maths A & B	R/1/2	Class Teacher
5			Class Teacher
6	Times Tables/Blake 2 Year 2 - Maths		
7	Lexile Test		Class Teacher
8	Alphabet		
9	SMARTER goal review		Class Teacher
10			

Australian English Curriculum – Genre Focus R-7

	Short Statements	Poetry	Recount	Procedure	Report	Exposition
Reception	<ul style="list-style-type: none"> • Uses correct pencil grip • Can write 20 high frequency words • Understands what a sentence is • Understands that capitals are used at the beginning of names and the beginning of sentences • Understands that full stops are at the end of a sentence • Can write every letter of the alphabet • Can edit with support • Writes from left to right 	<p>Explicitly taught this year</p> <ul style="list-style-type: none"> • Identifies words that rhyme 	<p>Explicitly taught this year</p> <ul style="list-style-type: none"> • Draws pictures of a setting and a sequence of events • Retells known story/event by naming visuals 			
Year 1		<p>Explicitly taught this year</p> <ul style="list-style-type: none"> • Can write sentences with words that rhyme 	<p>Explicitly taught this year</p> <ul style="list-style-type: none"> • Identifies actions related to the visuals • Includes brief orientation of who, what, where, when, where • Shows emerging use of appropriate text structure, sentence-level grammar and word choice • Can reread to improve meaning, spelling and punctuation 	<p>Explicit teaching this year</p> <ul style="list-style-type: none"> • Identifies goal, ingredients or apparatus / utensils, method / steps • With support constructs simple procedure of familiar activity • Organises method according to sequential actions 		
Year 2		<p>Explicitly taught this year</p> <ul style="list-style-type: none"> • Can write short poems with words that rhyme 	<p>Explicitly taught this year</p> <ul style="list-style-type: none"> • Identifies stages of orientation, events, evaluation • Consistently organises events according to time <p>Beginning of Narrative</p> <ul style="list-style-type: none"> • Creates events and characters using different media that develop key events and characters from literary texts 		<p>Explicitly taught this year</p> <ul style="list-style-type: none"> • Begins to use subheadings to construct text – matching information to heading 	<p>Explicitly taught this year</p> <ul style="list-style-type: none"> • Constructs a brief introduction and a series of statements

Australian English Curriculum – Genre Focus R-7

	Procedure	Report	Narrative	Exposition
Year 3	<p>Explicitly taught this year</p> <ul style="list-style-type: none"> With increasing confidence records goal, ingredients and/or utensils, steps using sub headings 	<p>Explicitly taught this year</p> <ul style="list-style-type: none"> Uses sub headings, paragraphs and diagrams to show information 	<p>Explicitly taught this year</p> <ul style="list-style-type: none"> Has more elaborated orientation occasionally adds resolution and includes setting Consistently adds resolution to the orientation and sequence of events 	<p>Explicitly taught this year</p> <ul style="list-style-type: none"> Uses a simple introduction and conclusion stating and restating the argument Uses modal verbs Uses paragraphs
Year 4	<p>Explicitly taught this year</p> <ul style="list-style-type: none"> Consistently independently constructs procedure with goal, ingredients and/or utensils, steps using sub headings 	<p>Explicitly taught this year</p> <ul style="list-style-type: none"> Independently draws information from one source to create own report 	<p>Explicitly taught this year</p> <ul style="list-style-type: none"> Has more detailed description of events and longer resolution Creates texts exploring own experiences and imagining 	<p>Explicitly taught this year</p> <ul style="list-style-type: none"> Uses a simple introduction and conclusion stating and restating the argument with some elaboration Uses modal verbs with more effectiveness Uses paragraphs, correct punctuation and spelling
Year 5	<p>Explicitly taught this year</p> <ul style="list-style-type: none"> Confidently constructs a procedure with title, goal, ingredients and steps using sub headings 	<p>Explicitly taught this year</p> <ul style="list-style-type: none"> Draws on more than one source of information to construct a report with increasingly detailed description of information 	<p>Explicitly taught this year</p> <ul style="list-style-type: none"> Has distinguishable story line and events clearly related to the resolution Creates text using realistic and fantasy settings and characters Experiments with structures, ideas and stylistic features of selected authors 	<p>Explicitly taught this year</p> <ul style="list-style-type: none"> Uses correct text structure, elaborating arguments

Australian English Curriculum – Genre Focus R-7

	Procedure	Report	Narrative	Exposition	Review	Explanation	Discussion
Year 6	Revision <ul style="list-style-type: none"> Constructs with all elements included Correct spelling, punctuation and grammar 	Explicitly taught this year <ul style="list-style-type: none"> Draws on more than one source of information for appropriately detailed information organised in paragraphs 	Explicitly taught this year <ul style="list-style-type: none"> Includes more than one complication 		Explicitly taught this year <ul style="list-style-type: none"> Shows all structural elements of a review Uses correct grammar Includes appropriate punctuation and correct spelling 	Explicitly taught this year <ul style="list-style-type: none"> Uses more complex introduction Constructs sequential explanations – life cycles and flow charts Begins to use casual meaning 	Explicitly taught this year <ul style="list-style-type: none"> Uses correct structure including an opening statement, both points of view with elaborations and a conclusion with a recommendation Includes present tense Includes modal verbs Correct punctuation and grammar
Year 7		Explicitly taught this year <ul style="list-style-type: none"> Constructs basic report with simple introduction and paragraphs supported by topic sentences 	Explicitly taught this year <ul style="list-style-type: none"> Includes more than one complication Begins to use variations in structure eg. The optional evaluation and coda stages 	Revision <ul style="list-style-type: none"> Uses correct text structure, elaborating arguments Uses text connectives and modal verbs to build the argument 	Revision <ul style="list-style-type: none"> As for Year 6 demonstrating achievement at each level 	Revision <ul style="list-style-type: none"> As for Year 6 but with effective paragraphing 	Explicitly taught this year <ul style="list-style-type: none"> As for Year 6 but greater depth of argument and language Correct use of grammar and punctuation Use of adverbial phrases that persuade and reinforce the argument