CONTINUITY OF LEARNING PLAN: LITERACY

CLARENDON PRIMARY SCHOOL EST. 1885

Literacy Agreement

At Clarendon Primary School our vision is for students to receive high quality teaching in Literacy to support their development of rich literacy knowledge, understanding and skills. Students will develop a positive mindset towards English and Literacy, and the ability to apply communication skills confidently in their daily lives

The Australian Curriculum: English aims to ensure that students:

•learn to listen to, read, view, 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

•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, entertain, persuade and argue

•understand how Standard Australian English works in its spoken and written forms and in combination with non-linguistic forms of communication to create meaning

•develop interest and skills in inquiring into the aesthetic aspects of texts, and develop an informed appreciation of literature.

Effective Teaching / Quality Curriculum / Pedagogy:

At Clarendon PS we believe it is essential to present a coherent whole school approach to teaching and improvement in Literacy, guided and informed by quality learning design, assessment and moderation.

Teachers will:

- Ensure our school practices are consistent with the Australian Curriculum outcomes and Achievement Standards; and DFE requirements R-7.
- Allocate a minimum of 300 minutes per week to Literacy / English teaching and learning.
- Articulate the learning aims and expected learning intentions with students and parents (e.g. Term overviews, learning goals, learning intentions shared with students/parents)
- Ensure Literacy skills and knowledge are integrated across all subject areas.
- Encourage curiosity, engagement and self-reflection in Literacy.
- Foster powerful learning and growth .mindsets through productive struggle in Literacy.
- Explicitly teach Literacy strategies
- Incorporate agreed evidence based best practice in our work.
- Ensure students continuously develop capacities to communicate critically and creatively in multiple modes and contexts. Consistent core programs, strategies and interventions.

Agreed Programs and Resources	R	1	2	3	4	5	6	7
BIG 6 FOUNDATIONS TO LITERACY	■	■	■	■	■	■	■	■
PLAY BASED / SOCIAL ORAL LANGUAGE DEVELOPMENT	■	■	■	■	■	■	■	■
PAT RESOURCE CENTRE	■	■	■	■	■	■	■	■
GUIDED READING / BOOK CLUB	■	■	■	■	■	■	■	■
EXPLICIT TEACHING – PUNCTUATION AND GRAMMAR	■	■	■	■	■	■	■	■
JOLLY PHONICS – EXPLICIT TEACHING / SYNTHETIC PHONICS	■	■	■					
EARLY BIRD READING PROGRAM	■	■	■	■				
OXFORD WORD LIST	■	■	■	■	■	■	■	
MAGIC MATRIX	■	■	■	■				
READER'S THEATRE						■	■	■
CAMERON / DEMPSEY PEDAGOGY STEPHEN GRAHAM PEDAGOGY	■	■	■	■	■	■	■	■
WORDS THEIR WAY SPELLING				■	■	■	■	■
READING DOCTOR		■	■	■	■			
MULTI-LIT				■	■	■	■	■
MINI-LIT		■	■	■				

Agreed High Impact Teaching Practices.

TARGETED DIFFERENTIATED TEACHING: Teachers will build on what each individual learner knows and use this information to identfy and scaffolds future learning needs; use data to inform stretch and enrichment priorities; and track and montior progress and efficacy using specific measures.

LOGICAL AND INTENTIONAL SEQUENCING OF THE LEARNING: Tecahers will: build connections in learning using well sequenced, manageable and intentional steps; vary the steps according to student needs; support students to develop their own learning goals; and support the gradual expansion of skills and knowledge in each child,

CLEAR LEARNING INTENTIONS: Staff will develop and communicate clear learning intentions for a sequence of learning. Students will know what is expected. Goals are challenging and specific, success criteria are explicit and transparent and learners understand what success means. Students experience clear transitions between lessons and predictable routines.

EXPLICIT TEACHING Teaching practice will show students what they need to do to be successful and how through: clear learning intentions and instructions; correcting misconceptions; promoting cognitive strategies; teaching sequentially; and allowing practice time. Learning is scaffolded to support gradual release.

MULTIPLE APPROACHES: Teachers use a variety of approaches to instruction; use effective questioning, design mulitple exposures and representations and include collaborative learning.

ONGOING FEEDBACK: Teachers will provide timely advice and actionable feedback for all students using differentiated methods. Feedback and assessment are formative and may include peer, small group and individual feedback.

Agreed Evidence Based Best Practices for Literacy Improvement

1. Developing Oral Language for academic purposes.

2. Developing comprehension through reciprocal teaching.

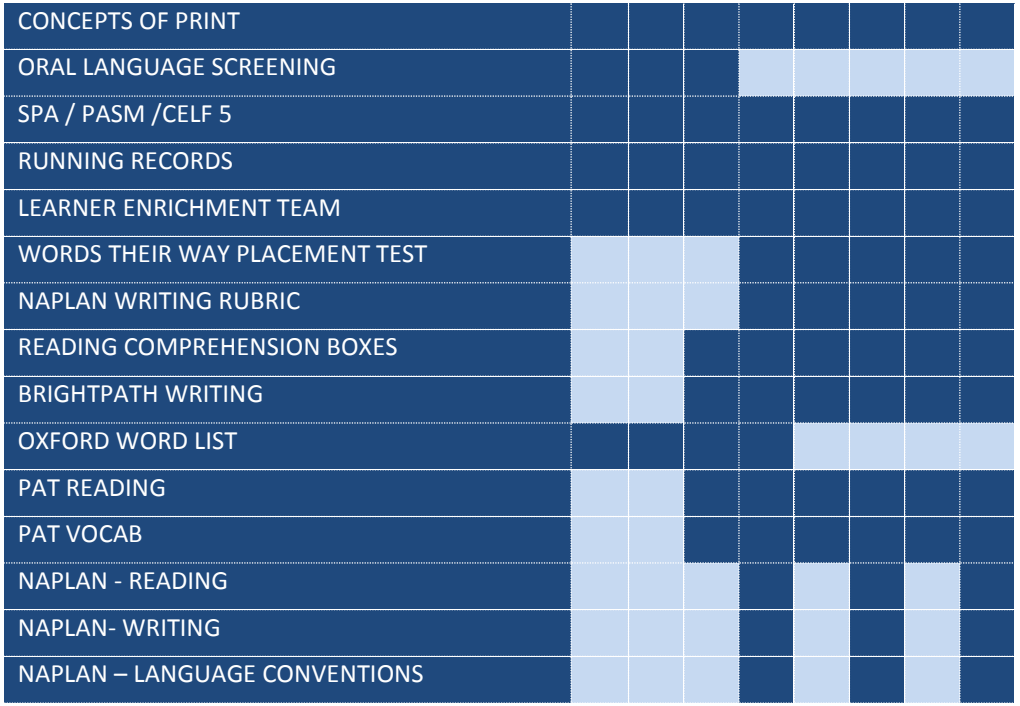
3. Developing comprehension through QAR (Question – Answer – Response).

4. Strengthening writing through meta knowledge of language.

These strategies incorporate aspects of collaborative learning, feedback, peer tutoring, meta-cognition, reading comprehension strategies, self regulation and language interventions, as described in L&N 1st PY Focus guide.

Monitoring Student Progress

Student progress is monitored by collecting and analysing a range of data through different processes which may include:

- Evidence Collection– Formal and informal assessment, rubrics, anecdotal data, observations, photographs, checklists, pre and post testing and specific diagnostic testing.
- Evidence is analysed and used to inform teaching and learning goals and site priorities
- A commitment to moderation on a regular basis using work samples collected.
- Reporting to parents as required including interviews (Term 1-3) and written reports (end of Term 2 and Term 4).
- A range of self / peer assessment strategies and processes and student conferencing.

Data will be used to inform classroom practice site improvement objectives and inform the Learner Enrichment Team. Data collected is informative, useful and relevant. Students can engage with their own data when and where appropriate.