

CONTINUITY OF LEARNING PLAN: LITERACY



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 (AC): 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 AC outcomes and Achievement Standards; and DFE requirements R-6.
- Allocate a minimum of 300 (3-6) or 400 (R-2) minutes per week to Literacy & English teaching and learning.
- Articulate the 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.
- Use explicit teaching principles and the gradual release model to teach skills and strategies.
- Incorporate agreed evidence based best practice in our work.
- Ensure students continuously develop capacity to communicate critically and creatively in multiple modes and contexts.
- Consistent core programs and interventions are used.

Agreed Programs and Resources

	R	1	2	3	4	5	6
BIG 6 FOUNDATIONS TO LITERACY							
SOCIAL ORAL LANGUAGE DEVELOPMENT							
PAT RESOURCE CENTRE							
GUIDED AND/OR RECIPROCAL READING							
EXPLICIT TEACHING OF GENRE PUNCTUATION AND GRAMMAR							
EXPLICIT TEACHING OF SYNTHETIC PHONICS							
EARLY BIRD LEARNING PROGRAM							
IRREGULAR HIGH FREQUENCY WORDS							
EXPLICIT TEACHING GRAMMAR AND PUNCTUATION							
CAMERON & DEMPSEY LITERACY PEDAGOGY							
DFE SPELLING AND PHONICS SCOPE AND SEQUENCE							
DFE ENGLISH UNITS OF WORK							
HEGGERTY							
DECODABLE READERS							
MACQ-LIT							
MINI-LIT							

Agreed High Impact Teaching Practices

(These are all modelled in the DfE units of work)

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

LOGICAL AND INTENTIONAL SEQUENCING OF THE LEARNING: Teachers will build connections to learning using well-sequenced, manageable and intentional steps. They will 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 sequences of learning. Students will know what is expected. Goals are challenging and specific. Success criteria are explicit and transparent and learners understand what success looks like. Students experience clear transitions between lessons and consistent, predictable routines. Caregivers are made aware of learning goals and feedback.

EXPLICIT TEACHING: Teaching practice will show students what they need to do to be successful. Learning will be designed with clear learning intentions and instruction with a focus on revealing misconceptions, promoting cognitive strategies and allowing review and practice time. Learning is scaffolded to support gradual release.

MULTIPLE APPROACHES: Teachers will use a variety of approaches to instruction and use effective questioning. They will program multiple exposures and representations and include collaborative work.

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

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 The Department Literacy & Numeracy First: Primary Years 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: Formative and summative 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 for individuals, groups of students, cohorts and whole school priorities.
- Reporting to parents as required, including interviews (Term 1-3) and written reports (end of Term 2 and Term 4).
- A range of self or peer assessment strategies and processes, combined with student conferencing.

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

Mandatory assessments

	R	1	2	3	4	5	6
PHONICS SCREENING CHECK							
BRIGHTPATH NARRATIVE (1 x per year)							
BRIGHTPATH PERSUASIVE (2 x per year)							
DECODABLE LEVELS							
PAT READING							
NAPLAN - READING							
NAPLAN- WRITING							
NAPLAN – LANGUAGE CONVENTIONS							