



Whole School Literacy Agreement 2021

At Kangarilla Primary School we believe it is essential to present a cohesive and comprehensive school approach to teaching and improvement in Literacy that is informed by quality learning design, assessment and moderation.

Our vision is to build a literate community of learners. Literacy involves students listening, reading, viewing, speaking and writing as well as creating and understanding texts. We believe Literacy is the foundation for learning across the curriculum and is an essential skill for lifelong learning and wellbeing.

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

Educators 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

Agreed Practice & Programs R-7

- InitialLit – Junior Primary
- Heggerty Phonological Awareness Program – school wide
- Sheena Cameron and Louise Dempsey – Resource Books
- Literacy Pro
- Programmed, explicit and intentional teaching of literacy skills including punctuation, grammar, spelling and comprehension
- Rich oral language and literature learning environments
- Following genre maps for writing
- Brightpath writing development

Intervention

Students can be identified by site based diagnostic, formative or summative assessment processes or NAPLAN and PAT R analysis

Wave 1 – Classroom Differentiation

Wave 2 – Intervention Programs

Wave 3 – Individual One Plan and other specialized Individual Learning Plans

Intervention and Enrichment Programs & Resources

- Whole School Reading
- SPELD spelling program
- Readers Cup
- PAT Resources Centre
- Premiers Reading Challenge
- Heggerty Resources for PA development
- Small group Literacy intervention

- 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
- Utilize the genre map; ensuring all genres are covered

Agreed High Impact Teaching Practices:

Targeted Differentiated Teaching – Teachers will build on what each individual learner knows and use this information to identify and scaffolds future learning needs; use data to inform stretch and enrichment priorities; and track and monitor progress and efficiency using specific measures

Logical and Intentional Sequencing of the Learning – Teachers 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 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 multiple 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

Data:

All data collected is informative, useful and relevant. We encourage students to engage with their own data when and where appropriate

Data is used to -

- Inform classroom practice
- Develop Site Improvement goals, targets and challenges of practice

Monitoring student progress

Data is collected and analysed throughout the year. The processes may include:

- formal and informal assessments
- rubrics
- anecdotal observations
- checklists
- pre and post testing
- specific diagnostic testing

This data is analysed and used to inform teaching, learning goals, site priorities, intervention, grouping of students

Kangarilla Primary School has committed to moderation on a regular basis using work samples. Moderation can be completed by individual staff, whole staff, with like schools in either year groups, class groups or whole school

- Develop student goals

Kangarilla Primary School regularly assesses students in:

- South Australian spelling Test
- NAPLAN
 - Reading
 - Writing
 - Language Conventions
- Pat R – Year 2 to 7
- Pat M
- Running Records – until students reach level 30+
- Lexile Levels – after students have progressed from RR 30
- Phonological Awareness Skills Mapping (PASM) – Year 1
- Language and Literacy Levels
- R-7 writing samples, moderated twice a year using Brightpath program
- PAST Test (Whole school End of Year)
- Heggerty Phonemic Awareness
- InitialLit testing – placement, WARL