

Kangarilla Primary School 2017 Whole School Literacy Agreement

At Kangarilla Primary School we are working towards:

Being active members of a learning community by:

- Being part of a professional learning community to reflect on the progress of our individual learning and team learning
- Adapting and consolidating pedagogy based on current research and evidence
- Reflecting on data, identifying areas of need and implementing changes
- Developing our understanding of English as a part of the Australia Curriculum

The Australian Curriculum: English aims to ensure that students:

- Learn to listen, 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

High quality teaching and learning practice by:

- Developing, strengthening and broadening oral language (listening and speaking), phonological awareness, letter-sound knowledge (alphabet and phonics), high-frequency sight words, comprehension, vocabulary and fluency age appropriately from preschool to year 7
- Allocate 300 minutes of Literacy per week
- Using assessment data to inform planning
- Planning units of work aligned to the Australian Curriculum
- Have a literacy improvement program
- Providing reading lessons in all classes e.g. guided reading/daily 5
- Explicitly teaching text type (genre) structures through modelling, sharing, practising and interacting
- Explicitly teaching spelling- including high frequency words, spelling rules, developing students phonemic and graphophonic awareness
- Scaffolding student learning- one step at a time
- Catering for multiple levels of achievement

High quality teaching and learning practice by: (continued)

- Implementing whole school intervention processes e.g. mini lit, multi lit and speld
- Providing a range of formal and informal opportunities for students to practise skills at assemblies, morning talks, class meetings, leadership positions, performances and group work
- Explicitly teaching active listening and speaking skills identifying audience and purpose

Track, monitor and respond to every learner's growth:

- Pat R
- NAPLAN Literacy
- South Australian spelling test
- Running Records
- Reading Recovery
- Lexile Levels
- High frequency word lists

Identifying and developing consistency Preschool to Year 7 by:

- Using agreed core assessments
- Moderating and assigning levels against R-7 Australian Curriculum standards

- Identifying connections between the Early Years Framework and Australian Curriculum
- All classrooms displaying a variety of changeable visual cues, including the alphabet, high frequency sight words, high frequency letter patterns/word families, word walls, handwriting models, text types, editing checklists, research posters etc.
- Reading areas providing a range of text types including fiction, nonfiction, print, digital and the culturally diverse

Informing and involving our school community via:

- Website, intranet, interviews, student work on display, newsletter, Kanganoos, local newspapers, communication books/diaries

Core assessments for literacy improvement R-7:

Wave 1- All learners- sustained high quality classroom teaching; Effective teaching and learning supports classroom planning, teaching and assessment learning.

Monitoring R-2

- Running Records
- NAPLAN Literacy
- PAT-R
- South Australian Spelling Test
- High frequency word lists

Wave 2- Some learners- Quality targeted teaching; Using evidence based, time bound intervention strategies, quality targeted teaching is provided to engage and support learners who need additional or alternative instruction. Additional programs include Multi Lit, Levelled Reading, Mini Lit

Diagnostic R-2

- Running Records

Diagnostic 3-7

- Running Records
- Language and Literacy Levels

Wave 3- Few learners – Quality specialised teaching; Using evidence based strategies and negotiated accommodations, quality specialised teaching supports the small number of learners who need ongoing, intensive instruction and support.

Individual Monitoring R-7 One Plans focus on short term achievable next steps (short term learning goals) in a child's learning identified from Wave 1 and 2 assessments to move the learner towards achieving curriculum standards.