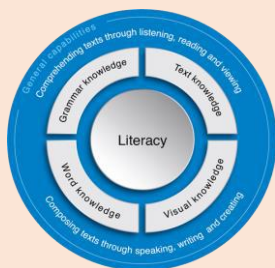




Poonindie Community Learning Centre Literacy Agreement 2020-2022

Australian Curriculum English / Literacy

ENGLISH: is central to the learning and development of all young Australians. It helps create confident communicators, imaginative thinkers and informed citizens. It is through the study of English that individuals learn to analyse, understand, communicate and build relationships with others and with the world around them.



LITERACY: Literacy involves students listening to, reading, viewing, speaking, writing and creating oral, print, visual and digital texts, and using and modifying language for different purposes in a range of contexts.

Overview: At the Poonindie Community Learning Centre, literacy is everyone’s business. High expectations in literacy teaching and learning translate into successful life pathways, maximise opportunities for all students in an increasingly complex, information technology influenced world and close the gap for disadvantaged students. We are relentlessly focused on a future where every student who graduates from our site, achieves the Standard of Education Achievement or higher. In order to achieve this, all learners are provided with high quality, evidence-based literacy opportunities based on their needs, abilities and aspirations and 21st century competencies. A consistent, coherent and focused whole school approach promotes and sustains high quality literacy teaching and learning. While much of the explicit teaching of literacy occurs in the English learning area, it is strengthened, made specific and extended in other learning areas as students engage in a range of learning activities with significant literacy demands. These literacy-rich situations are a part of learning in all curriculum areas. Our site supports an effective whole school approach to 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
- Monitor – we commit to a continuous cycle of review, refine and improve in response to the impact of teaching on student learning outcomes, in line with the new SA Department for Education School Improvement model.

Programming and Teaching Expectations

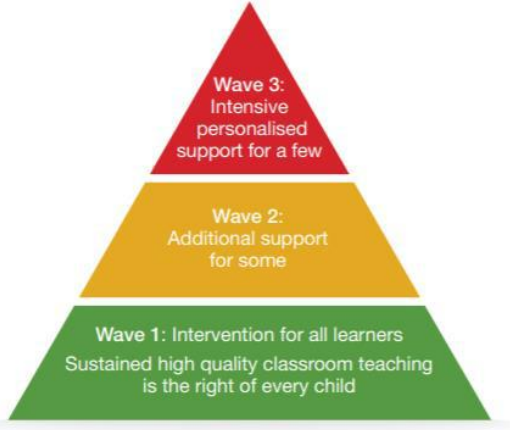
- Teachers are professionally responsible for constructing a literacy learning program responsive to a diversity of learners.
- Actively engage with the Australian Curriculum year level Achievement Standards, Content Descriptors, Literacy Continuum, General Capabilities and Cross Curriculum Priorities to plan, deliver, assess and report on literacy learning.
- Adopt the principles of Teaching for Effective Learning (TfEL) pedagogical framework to ensure learning is inclusive, relevant, rigorous, engaging.
- Embrace the SA ‘Learning Design’ framework as the interface – bringing together the Australian Curriculum content (the WHAT) with the pedagogy (the HOW) being TfEL. Clear Learning Intentions (WALT); Why this learning is important or relevant (TIB) and Success Criteria (WILF) related to the Australian Curriculum are mandated. Success criteria must be displayed in worked examples including Bump it Up Walls in Writing.
- The “Curriculum, Pedagogy, Assessment and Reporting Policy for Reception – Year 10” mandates 300 minutes of English/Literacy per week for all students. Ensure that 120 minutes/day is focused on literacy learning (Literacy Block) with minimum disruption, including minimum or no NIT provision on at least 4 days per week and no service providers in the morning literacy block.
- Students are taught to read, view, write, listen, speak and spell using a gradual release model - modelled, guided, collaborative and independent processes within the required components of the BIG SIX.
- Integrate all elements of the BIG 6 for Reading in programs and deliver daily in literacy blocks (Oral language, Phonological Awareness, Synthetic Phonics, Vocabulary, Fluency, Comprehension).
- Design literacy experiences so that all learners access their year level entitlement and include the following high impact teaching strategies (Literacy Numeracy First):
 - targeted differentiated teaching i.e. Using the WAVE model for differentiated planning. Adjustments for OCOP students; Scaffolding of learners with SSO, Peer and teacher Support; Flexible grouping arrangements not just ability)
 - Clear learning intentions
 - Logical and intentional sequencing of learning
 - Explicit teaching including daily warm-ups and revision of previous days learning
 - Ongoing feedback through formative assessment

Literacy Data Collection and School Targets

Data is collected according to the **Site Annual Assessment Schedule**. Individual/Class/Site Results are collated in the **SHARED S Drive in a data folder under each year**. It is expected that student achievement is entered continually over the year into the required data sets that are created on the Shared Drive in week 0 by Leadership. The Admin EDSAS program is used by Front Office staff to enter compulsory data for DFE provided by individual class teachers including EALD levels in term 3/ Running Records Rec, Year 1 & 2 in terms 1 & 3. **Our Site Targets are negotiated with staff and informed by DFE standards. SMARTA targets for individual students, cohorts of students and year levels define the current site priorities/improvement agenda within the Site Improvement Plan each year. We strive for 1 years growth (0.4) for 1 year of input (teaching).**

	PASM INITIALit	Running Records	Year 1 Phonic Screen	NAPLAN	PAT-R	PAT-V	Literacy Pro	Brightpath Narrative/ Persuasive	LEAP Levels (Learning English: Achievement and Proficiency)
RECEPTION	Site Target End of Reception Domain – ‘3 sound segment’ Data collected Term 2/4	Site Target – L 6 DFE SEA: L 5 Data collected Terms 1-4 Students @ risk minimum of 2 RR per term					BR	100 scale score growth R-3 Persuasive exemplar Term 1/3 Narrative exemplar Terms 2/4	
YEAR 1	Site Target End of Year 1/2 Domain – ‘Sound delete’ Data collected Term 2/4	Site Target – L 15 DFE SEA: L 13 Data collected T1-4 submitted T1 & 3 DFE Students @ risk minimum of 2 RR per term	Site Target – 30/48 DFE SEA – 26/48				Proficient at 100-400	100 scale score growth R-3 Persuasive exemplar Term 1/3 Narrative exemplar Terms 2/4	
YEAR 2	Site Target End of Year 1/2 Domain – ‘Sound delete’ Data collected Term 2/4	Site Target – L 22 DFE SEA: L 21	Site Target 48/48				Proficient at 300-600	100 scale score growth R-3 Persuasive exemplar Term 1/3 Narrative exemplar Terms 2/4	
YEAR 3		RR30+ Data collected T1-4	Site Target 48/48	Site Target Proficiency Band 3 DFE SEA: Proficiency Band 3	Site Target Scale Score 95+ DFE SEA: 95+		Proficient at 500-800	100 scale score growth R-3 Persuasive exemplar Term 1/3 Narrative exemplar Terms 2/4	
YEAR 4					Site Target Scale Score 106+ DFE SEA: 106+		Proficient at 600-900	50 scale score growth 4-7 Persuasive exemplar Term 1/3 Narrative exemplar Terms 2/4	

YEAR 5				Proficiency Band 5+ DFE SEA: Proficiency Band	Site Target Scale Score 112+ DFE SEA: 112+		Proficient at 700-1000	50 Scale score growth 4-7 Persuasive exemplar Term 1/3 Narrative exemplar	
YEAR 6					Site Target Scale Score 118+ DFE SEA: 118+		Proficient at 800-1050	50 scale score growth 4-7 Persuasive exemplar Term 1/3 Narrative exemplar Terms 2/4	
YEAR 7				Proficiency Band 6+ DFE SEA: Proficiency Band 6+	Site Target Scale Score 120+ DFE SEA: 120+		Proficient at 850-1100	50 scale score growth 4-7 Persuasive exemplar Term 1/3 Narrative exemplar Terms 2/4	

USE OF DIAGNOSTIC INFORMATION	<p>Formative and summative assessment informs teaching and learning programs in literacy. Teachers use this information to differentiate instruction based on the waves of intervention model. Students at risk in their literacy achievement and proficiency may be considered for inclusion in classroom-based Intervention programs including MacLit based on multiple data sets including Year 1 Phonic Screen.</p> 								
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ORAL LANGUAGE

Oral language abilities are not only closely related to the development of early reading and writing skills, but there are also substantial long-term correlations with reading comprehension in the middle years of primary school. Thus oral language development is not just the domain of our Junior Primary teachers: ALL teachers across the school support students to become more articulate and sophisticated users of the language throughout their school years and equip them for fuller and more rewarding participation in life. Oral Language skills are inclusive of both expressive language skills (articulating speech sounds, speaking in grammatically correct sentences) and receptive language skills (listening, understanding). Both are equally important and teachers across the school have a commitment to increasing student's skills and competencies in this area through scaffolded classroom talk. We implement consistent practices and whole site strategies including wait time, think, pair, share or turn and talk, word walls in all learning areas to expand tier 1,2 and 3 vocabulary, socratic questioning.

Our commitment to oral language as the foundation to literacy is summed up in the following statement "*Floating on a sea of talk*"

WRITING

In 2020, Writing is our sites Improvement focus. Learning to write is also a complex skill that requires ongoing explicit teaching and practice. Staff at Poonindie Community Learning Centre understand that writing is developmental and acknowledge it is scaffolded through rich oral language and reading tasks across all areas of the curriculum. During literacy blocks, we adopt the following teaching and learning cycle to introduce and consolidate genre:

- Building the context or field - understanding the role of texts in our culture and building shared understanding of a topic/vocabulary (i.e. classroom discussions)
- Modelling the text (or deconstruction) - reading mentor or model texts to focus explicitly on the structure and the language of the text, how language choices work to shape meaning, and to build a metalanguage
- Guided practice (or joint construction) - teachers and students jointly constructing. Opportunities for small mixed/ collaborative construction are also interwoven so students have exposure to better language users.
- Independent construction – students' independent writing or approximation of the genre.

READING

Learning to read is one of the most important educational outcomes of primary education. The ability to read is fundamental to children's learning, including their development of broader literacy skills, and to their future successful participation in society. Reading is a complex process that involves both learning to decode texts and learning to make meaning from texts. To be effective readers, students need to be able to draw upon the following Big 6 components:

- Oral language
- Phonological awareness
- Phonics
- Vocabulary
- Fluency
- and Comprehension skills.

At the Poonindie Community Learning Centre, we provide a balanced literacy program that incorporates all of these elements. In the Early Years there is an intentional focus on **learning to read** (decoding texts) with explicit oral language, phonological awareness and synthetic phonics instruction (InitialLit R-2 whole class instruction); in the middle and upper primary years the focus shifts to **reading to learn** with a stronger emphasis on fluency, vocabulary and comprehension skills. Year 3-5 students who haven't reached a score of 40 in the Year 1 Phonic screen/ show gaps in other reading diagnostics, are further supported in an 'in class' MacqLit intervention program.

Home Reading

Daily reading at home to a family member is expected by all class teachers for all students R-7. Students use personal diaries/reading logs to monitor their reading. A whole school incentive scheme exists to promote reading every day. Children who demonstrate 100 nights of reading receive a book from the school for their efforts. The school also participates in the Annual Premiers Reading Challenge.



(Derewianka & Jones, 2016; Humphrey, 2017; Humphrey & Feez, 2016)

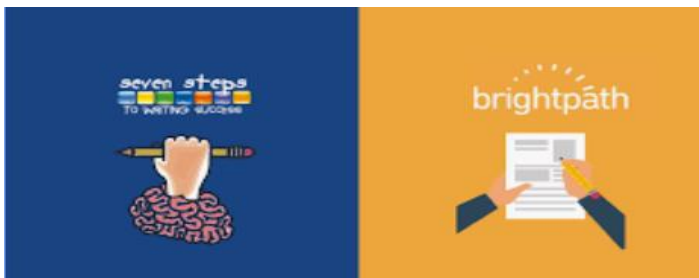
WRITING - continued



We are 7 steps to Writing success school. We focus on explicitly teaching both language conventions and authorial techniques for writing. The 7 steps for writing success strategies include:

- Step 1: Plan for Success
- Step 2: Sizzling Starts
- Step 3: Tightening Tension
- Step 4: Dynamic Dialogue
- Step 5: Show, Don't Tell
- Step 6: Ban the Boring
- Step 7: Exciting Endings/Ending with Impact

In addition, we are involved in a statewide Brightpath project involving the use of assessment and reporting software that allows teachers to make highly reliable assessments of student Writing including narrative and persuasive genres. It facilitates the efficient and systematic collection of school-wide data to support rigorous evaluation both of teaching and learning. The software records the results of assessments and reports a range of formative and summative information for developing teaching programs targeting the needs of individual students including teaching points. Both the 7 steps for Writing Success and Brightpath are complimentary to NAPLAN writing. See Appendix for specific agreements.



SPELLING

Spelling is a complex skill and an important part of writing. Good spelling is also a social expectation and contributes to clear communication of a written message. Spelling requires students to draw on a range of knowledge about the English language. This knowledge includes:

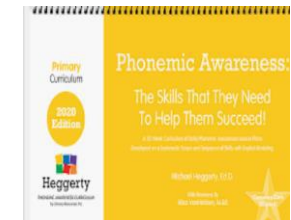
- phonological knowledge - knowledge of the sound structure of language
- orthographical knowledge - knowledge of the system of written symbols used to represent spoken language
- morphemic knowledge - knowledge of the smallest parts of words that carry meaning
- etymological knowledge - knowledge of the origins of words (Oakley & Fellowes, 2016, p.6)

The ability to spell does not develop naturally. Like reading and writing, it needs to be taught explicitly. Based on the assessment of children's writing and reading, teachers can build a profile of the knowledge and strategies being used by students. In modelled, shared, interactive and guided writing contexts, teachers demonstrate ways to work out how to spell words, how to use various resources to help with spelling, and how to proofread or check spelling.

SITE BASED RESOURCES

Teachers have access to a wide range of evidence -based resources that have been endorsed by the Department For Education. These include:

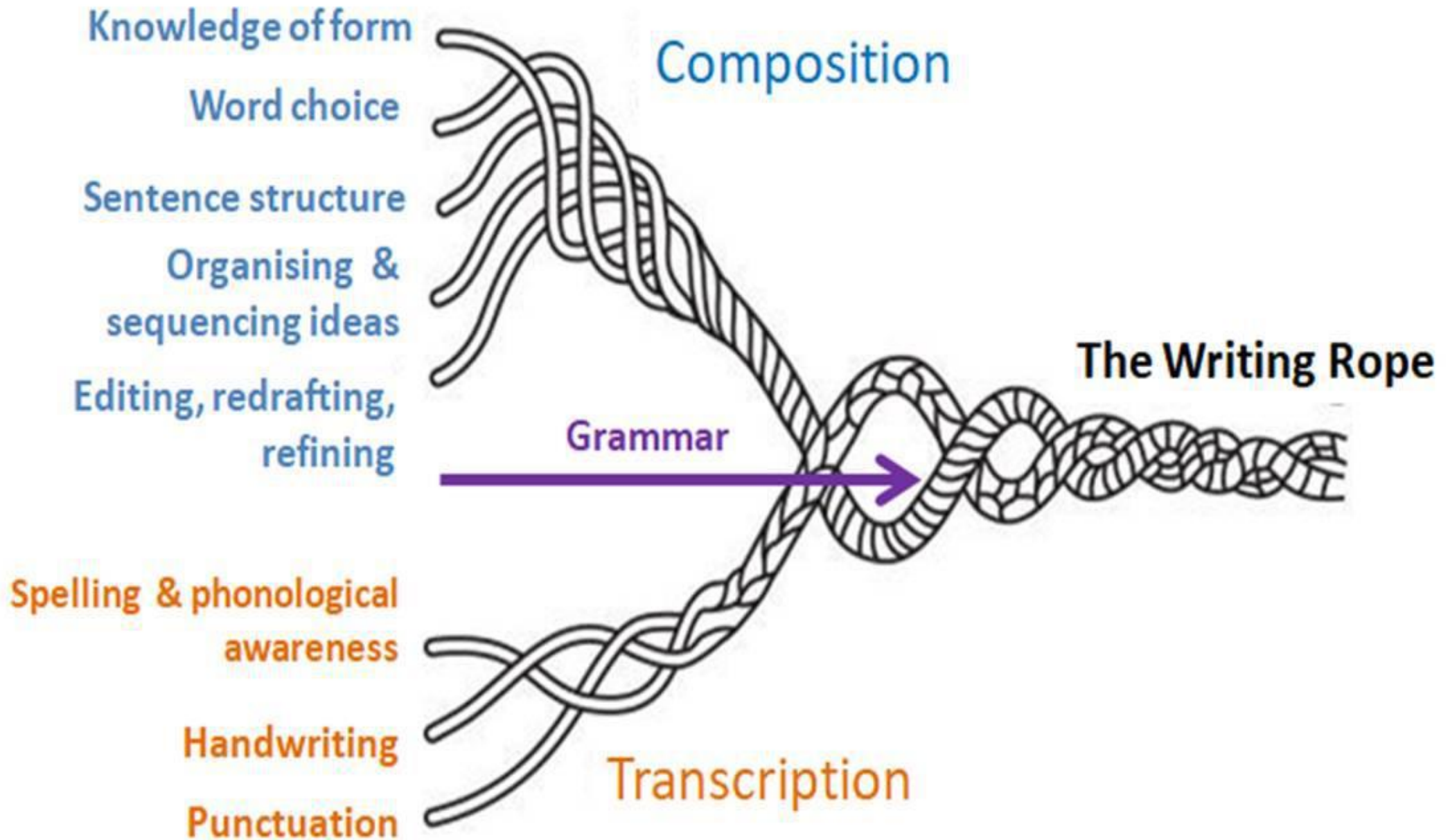
- New SA Literacy Guides
- Big 6 Resource Papers
- ACARA literacy progressions
- Initialit and Macqlit programs
- Sheena Cameron resources
- Seven Steps Resources
- Heggerty Phonemic Awareness resources
- Composing written texts across the AC





APPENDIX

APPENDIX 1: The Writing Rope



APPENDIX 2A: Genre Map Poonindie Primary School 2020-2022 Classroom

Year level	Term 1 Brightpath Narrative/Persuasive Moderation			Term 2			Term 3 Brightpath Narrative/Persuasive Moderation			Term 4			
Foundation	Recount T I	Narrative T J	Persuasive E M	Recount C/M I	Narrative T J	Persuasive E M	Recount C/M I	Narrative C/M I	Persuasive E M/I	Recount C/M I	Narrative C/M I	Persuasive T I	
Year 1	Recount C/M I	Narrative T J	Persuasive E M	Recount C/M I	Narrative C/M I	Persuasive T M	Narrative C/M I	Persuasive C/M I	Description T I	Narrative C/M I	Persuasive C/M I	Description C/M I	
Year 2	Recount C/M I	Narrative T J	Persuasive T J	Recount C/M I	Narrative C/M I	Persuasive T M	Narrative C/M I	Persuasive C/M I	Description C/M I	Narrative C/M I	Persuasive C/M I	Description C/M I	
Year 3	Narrative T I		Persuasive T I	Recount C I	Description T I	Information Report T I	Narrative C I		Persuasive/ discussion C I	Poetry E J		Response/Review C I	
Year 4	Narrative T I		Persuasive C I	Recount C I	Description T I	Information Report C I	Narrative C I		Persuasive/ discussion C I	Poetry T I		Response/Review C I	
Year 5	Narrative T I	Persuasive T I	Point of View (Health) T I	Recount C I		Poetry T I		Narrative T I		Persuasive T I	Explanation C I		Discussion C I
Year 6	Narrative C I	Exposition C I	Response/ Review Visual Arts C I	Recount T I	Description T I	Response/ Review Visual Arts C I	Narrative C I	Exposition C I	Discussion Explanation Design & Tech T I	Information Report C I	Narrative C I	Poetry and Plays T I	
Year 7	Narrative C I	Exposition C I	Response/ Review Visual Arts C I	Recount T I	Description T I	Response/ Review Visual Arts C I	Narrative C I	Exposition C I	Discussion Explanation Design & Tech T I	Information Report C I	Narrative C I	Poetry and Plays T I	

CODING SYSTEM

E= Expose T= Teach CM=Continue/Maintain

M=Model J=Jointly construct I=Independently construct

APPENDIX 2B: Genre Map Poonindie Primary School 2020-2022 Science/HASS

Year level	Term 1 Brightpath Narrative/Persuasive	Term 2	Term 3 Brightpath Narrative/Persuasive	Term 4
Foundation - Year 1	HASS Information Report E J	HASS Discussion E M	HASS Response and Review E J	HASS Information Report E J
	Science Procedure E J	Science Explanation E J	Science Procedure E T	Science Explanation E T
Year 2	HASS Information Report T J	HASS Discussion E J	HASS Response and Review T I	HASS Information Report T I
	Science Procedure T I	Science Explanation T I	Science Procedure T I	Science Explanation T I
Year 3/4	HASS Information Report T J	HASS Narrative Recount T J	HASS Information Report T I	HASS Imaginative Recounts T I
	Science Procedure T J	Science Explanation T J	Science Procedure T I	Science Explanation T I
Year 5	HASS Information Report T I	HASS – Journals E T I	HASS Information Report/Argument T I	HASS Imaginative Recounts T I
	Science Procedure T I	Science Information Report T I	Science Explanation T I	Science revision Procedure/information Report/Explanation T I
Year 6/7	HASS Narrative, Information Report, Historical Recount C I	HASS Information Report C I	HASS Discussion (persuasive), Information Report T/C I	HASS Explanation T I
	Science Procedure T I	Science Explanation T I	Science Information Report C I	Science revision Procedure/IR/Explanation C I

APPENDIX 3 R-2 Writing Agreements

General non-negotiables:

- Learning Intentions WALT/TIB
- Success Criteria (I can statements/co-constructed) TIB/5-star writing/feedback linked to success criteria
- Mentor Texts – InitialLit texts
- Bump it up walls – persuasive and narrative
- 7 steps posters

Narrative:

Audience: Sizzling Starters

Text structure: F-1 Character, Setting, Complication, Resolution (template)

Year 2: As above...Introduce pebble/rock/boulder

Ideas: Brainstorming/think, pair, share, pictorial cards

Character and setting: As above

Vocabulary: Vocabulary walls/narrative words (preteach)

Cohesion: simple and compound sentences

Paragraphing: Text structure template

Sentence structure: Jolly Grammar colour coding for sentence structure

Noun – black/ **Pronoun** pink/**Verb** red/**Adjective** blue/ **Conjunction** Purple

Punctuation: InitialLit, Susan Cameron actions/ 5 star writing for editing

Spelling: InitialLit, Tricky words wall/vocabulary wall/5 star writing for editing

Persuasive:

Audience: Hand shape (I statement – Thumb) stating opinion for or against

Text structure: Hand shape – Thumb I statement/3 fingers topic sentences & reasons using firstly, secondly, lastly & small finger conclusion

Ideas: Brainstorming/think, pair, share, pictorial cards

Persuasive devices: As above

Vocabulary: Vocabulary walls/ words (preteach)

Cohesion: Conjunctions ie so, but and because

Paragraphing: space in between each finger on hand

Sentence structure: Jolly Grammar colour coding for sentence structure

Noun – black/ **Pronoun** pink/**Verb** red/**Adjective** blue/ **Conjunction** Purple

Punctuation: InitialLit, Susan Cameron actions/ 5 star writing for editing

Spelling: InitialLit, Tricky words wall/vocabulary wall/5 star writing for editing

APPENDIX 4 3-7 Writing Agreements

General non-negotiables:

- Learning Intentions WALT/TIB
- Success Criteria (I can statements/co-constructed) TIB/5-star writing/feedback linked to success criteria
- Mentor Texts ie NLD cards/Reading Express
- Bump it up walls – persuasive and narrative
- 7 steps posters and Jolly Grammar Posters
- Alpha zone (years 5-7)

Narrative:

Audience: Sizzling Starters/Ban the Boring

Text structure: 7 steps planning graph – specific focus on using pebble, rock, and boulder (7 paragraphs). Each student to submit a plan.

Ideas: Use action activities during pre-teaching (7 steps)/visual stimulus Pebble 365/Ban the Boring (7 steps)

Character and setting: Backfill

Vocabulary: Show don't tell 7 steps strategy for descriptive language/Vocabulary walls

Cohesion: FANBOYS – coordinating conjunctions/simple/compound & complex sentences

Paragraphing: Text structure template – 7 paragraphs

Sentence structure: Jolly Grammar colour coding for sentence structure

Noun – black/ **Pronoun** pink/**Verb** red/**Adjective** blue/ **Conjunction** Purple/ **Preposition** green/

Adverb orange

Punctuation: 5 stars writing for individual and peer editing

Spelling: 5 Star Writing for individual & peer editing/dictionaries/word walls

Persuasive:

Audience: Ban the Boring

Text structure: P 48 7 Steps folder – Persuasive Plan template/handshape. Each student to submit a plan.

Ideas: Exemplar texts, collaborative tasks

Persuasive devices: Rhetorical questions, high modality words should/could/must

Vocabulary: Vocabulary walls/persuasive word walls

Cohesion: Year 3 – Firstly, Secondly, lastly; Year 4 (same) but can try a different one ie also, as well as; Year 5 Firstly, Secondly, Thirdly. Year 6 Same. Year 7 – higher order sequencing words.

FANBOYS for coordinating conjunctions. Simple, compound and complex sentences.

Paragraphing: TEEL (topic sentence/Evidence/Elaborate/Linking sentence)

Sentence structure: Jolly Grammar colour coding for sentence structure

Noun – black/ **Pronoun** pink/**Verb** red/**Adjective** blue/ **Conjunction** Purple/ **Preposition** green/

Adverb orange

Punctuation: 5 Star Writing for individual & peer editing

Spelling: 5 Star Writing for individual & peer editing/dictionaries/word walls