



Literacy Agreements @ RPS

Our shared vision is for all students to receive high quality teaching in literacy to enable them to become articulate powerful citizens in their daily lives, to be able to comprehend and critique the views of others and to be able to express their

The Australian Curriculum: Literacy aims to ensure that students:

- learn to listen to, read, view, speak, write, create and reflect on increasingly complex spoken, written and multi-modal 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 make meaning
- develop and informed appreciation of literature
<http://www.australiancurriculum.edu.au/>

Quality Curriculum

- Our school practices are consistent with the Australian Curriculum outcomes and Achievement Standards and DECD requirements R-7
- A minimum of 300 minutes per week of literacy is taught
- English Scope and Sequence is used for curriculum coherence in planning
- General capabilities and cross Curriculum priorities are incorporated
- Literacy capability is integrated across all learning areas especially in Science, History and Geography
- Scope and Sequences aligned with the Australian National Curriculum including the Language and Literacy Levels, the West Torrens Partnership resources, a Genre Map and the Words Their Way spelling continuum are used to plan differentiated programs



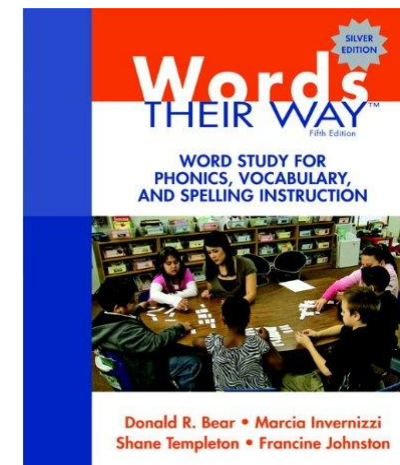
Quality Teaching

- Teachers engage in a whole school approach to literacy learning with a shared language for talking and teaching with a commitment to meet the learning needs of all our students
- Teachers follow agreed programs which reflect both the current curriculum expectations but also current pedagogy based on building powerful learners
- Teachers attend targeted Professional Development sessions which support the implementation of agreed programs and improve the literacy skills required to successfully deliver quality literacy programs
- Teachers sustain and increase their capacity at Collaborative Planning sessions, moderation of levelled texts, the Grammar Club and staff and team meetings.
- Teachers implement a daily literacy block which integrates the three English strands: Language, Literature and Literacy and includes multi-literacies
- Teachers use a large range of appropriate resources including quality literature
- Teachers know and value all their students: their backgrounds, the possible factors which may impact on their learning and their unique contributions
- Teachers use strategies to maximise students' participation and engagement including small groups, differentiation and interactive activities
- Teachers use reflection, feedback and formative assessment linked to explicit learning intentions
- Teachers share practice and provide feedback through co-coaching observations
- The community is engaged through parent workshops, volunteering and whole school events

Literacy Block

The literacy block needs to incorporate components of each of the following:

- Language, Literature and Literacy
- The "Big Six": oral language, phonological awareness, phonics, vocabulary, fluency and comprehension
- Construction of texts: writing, speaking
- Comprehension of texts: reading, listening, and viewing



Monitoring Student Progress

Differentiated literacy programs are planned and student progress monitored by the collection and the analysis of a range of data:

- NAPLAN (years 3,5 and 7 students tested each year)
- PAT-R (growth point data and descriptor scales)
- Running Records are ongoing R-7 and used to determine differentiated Guided Reading Groups and LLI entry and exit
- SPAT is used to screen new receptions for phonological awareness and then repeated to monitor progress
- BOEHMS Concepts are used to screen new receptions for the 50 concepts needed for students to perform well at school and then repeated to monitor progress
- At least 2 student oral/written texts are levelled using the Language and Literacy Levels
- Westwood and the Words Their Way Inventories are used to assess spelling

STANDARDISED TESTS	Rec	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6	Yr 7
PAT R (Sept)			✓	✓	✓	✓	✓	✓
NAPLAN (May)				✓		✓		✓
SPAT (Feb and Sept)	✓							
Boehm's Concepts (Feb,Sept)	✓							
Running Records (ongoing)	✓	✓	✓	✓	✓	✓	✓	✓
Language and Literacy Levels	✓	✓	✓	✓	✓	✓	✓	✓
WTW Inventories May, Sep Dec)	✓	✓	✓	✓	✓	✓	✓	✓
Westwood Spelling Test		✓	✓	✓	✓	✓	✓	✓

Resources

ENGLISH	ICTS
Teaching Reading Comprehension – Sheena Cameron	I Pads plus Literacy apps including story boards etc Sheena Cameron Wikispace
A New Grammar Companion – Bev Derewianka	Teaching Resources – Staff Common Grammar and WTW Resources Digital Genre Writing Jenny Eather's Writing Fun
Words Their Way – 5 th Edition and Sort Books	Words Their Way Tool Kit, WTW Australian Edition
THRASS resources	THRASS DVD/CDs
Jolly Phonics Kits (5) and the Jolly Phonics Handbook	Interactive Software – Jolly Phonics, A Sound Way
Guided Reading Sets including OXFORD Literacy	Digital Readers including Connect, Springboard to Literacy and Sunshine
OXFORD Sight Word List	OXFORD Word List On Line
LLI Green, Blue and Red Sets	LLI Discs, Reading Doctor

ONLINE PLANNING RESOURCES

Australian Curriculum (ACARA)	http://www.australiancurriculum.edu.au
Language and Literacy Levels	www.decd.sa.gov.au/literacy/
DECD Resource Papers	www.decd.sa.gov.au/literacy/
West Torrens Partnership	http://westtorrenspartnership.edu.blogs.org/
Scootle	http://www.scootle.edu.au
Australian Professional Standards for Teachers	http://www.aitsl.edu.au/australian-professional-standards-for-teachers

