



Literacy Agreements @ GSPS

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 own views.

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 an 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 DfE 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, Brightpath our Genre Map and the Words Their Way spelling continuum are used to plan differentiated programs

Planning will reflect

- The language and literacy needed for curriculum success
- High quality and effective teaching – using HITS
- Targeted and developmental learning using the gradual release mode
- Every student must be provided with a minimum of 300 minutes per week of explicit literacy instruction
- Planning will include: reading & viewing, writing and speaking & listening
- Writing will include: grammar, spelling and language conventions

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 each student
- Teachers follow agreed programs which reflect both the current curriculum expectations and current pedagogy based on building powerful learners
- Teachers and SSOs 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 during Professional Learning Community sessions to plan, evaluate and moderate student learning to enable growth
- 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 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 and success criteria

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
- Functional Grammar explicitly taught in context and within a Teaching Learning cycle (TLC)

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 Years 2-7 (growth point data and descriptor scales)
- Running Records are ongoing and used to determine differentiated Guided Reading Groups
- At least 2 student oral/written texts are assessed using Bright Path and for EALD students levelled using the Language and Literacy Levels

- Words Their Way Inventories are used to assess spelling
- Phonics Screening Data Collection used to assess students spelling

STANDARDISED TESTS	Rec	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6	Yr 7
PAT R (Sept)		✓	✓	✓	✓	✓	✓	✓
NAPLAN (May)				✓		✓		✓
Year 1 Phonics screening		✓						
Running Records (ongoing)	✓	✓	✓	✓	✓	✓	✓	<26
Language and Literacy Levels (EALD Learners)	✓	✓	✓	✓	✓	✓	✓	✓
Bright Path	✓	✓	✓	✓	✓	✓	✓	✓
Words Their Way Assessment		✓	✓	✓	✓	✓	✓	✓
PASM	✓	✓						

Agreed Practices

- Small group pedagogy- Guided Reading will be introduced in every classroom
- Writing will include the NAPLAN nominated text types R –7
- Text types will be explicitly taught in units of inquiry based on the GSPS Genre Map
- Handwriting will be explicitly taught and focused on across all curriculum areas
- Word Study – Words Their Way spelling continuum
- Explicit teaching of literacy based on differentiated practice
- Wave 1 (all students), Wave 2 (below benchmark) and Wave 3 (NEP) students.
- All staff will program and teach a balanced literacy program –300 minutes/week of uninterrupted literacy/English learning. The National Literacy Learning Progression (ACARA) will be followed
- There will be minimal interruptions during Literacy Block

Resources

ENGLISH	ICTS
Teaching Reading Comprehension – Sheena Cameron	Australian Curriculum (ACARA) http://www.australiancurriculum.edu.au
A New Grammar Companion – Bev Derewianka	DECD Resource Papers EALD Language and Literacy Level PD online www.decd.sa.gov.au/literacy
Words Their Way – 6 th edition and sort books	National Literacy Learning Progression www.australiancurriculum.edu.au/national-literacy-learning-progression
THRASS resources	Scootle http://www.scootle.edu.au
Jolly Phonics Kits (5) & the Jolly Phonics Handbook	Language and Literacy: Teaching Strategies www.decd.sa.gov.au/literacy
Guided Reading Sets	Australian Professional Standards for Teachers http://www.aitsl.edu.au/australian-professional-standards-for-teachers
OXFORD Sight Word List	DIBELS – (Dynamic Indicators of Basic Early Literacy Skills)
Decodable readers	High Impact Strategies

Running Record Standards

Accuracy and comprehension will be considered to determine instructional reading level on unseen text.

- Reception – RR Level 5 or above (September) Year 3 – RR Level 26 or above

- Year 1 – RR Level 13 or above (September)
- Year 2 – RR Level 21 or above (September)

PAT R Scale Scores

Expected Year Level Growth - Mean Scale Score

Year level	Mean scale score	Expected growth in scaled score points from previous year to current year
3	95	9
4	106	8
5	112	6
6	118	3
7	120	2