Literacy

Literacy Goal

- To provide targeted teaching to meet needs and improve Literacy levels/skills

- To building a community of learners

Literacy Block

- Rec-Yr. 3/4: Mon – Thurs 9-11am

- Yr.4-6: Mon-Thurs 11:30am-1:30pm

Roles

Classroom Teachers

Fran (R/1)

Malama (R/1)

Natalie (2/3)

Ben (3/4)

Matt (4/5)

Jane (6)

Co-educators

Sue

Jodie

Specialists

Louise (EAL/Inclusive Ed)

Structure

- Literacy Block is 2 hours uninterrupted. 10 minute Brain Food break
- Students learning needs are targeted through specific grouping based on data- flexibility to work with students in small groups and 1:1
- Groupings are not confined to age or year level
- Classroom teachers, specialist teachers and co educators

Pedagogy

- All Literacy Group teachers explicitly teach reading, writing (incl. functional grammar), spelling (P.A., phonics etc.), and oral language-teaching. The learning program reflects each student's needs
- Every student reads to the LG teacher at least once a week. Under Level 30 student reads 1:1 with the teacher. Independent readers in Guided Reading Group
- Whole School Genre Map
- Teaching/Learning Cycle
- Writing for a purpose
- Authentic, relevant texts
- Quality literature
- Jolly Phonics
- Phonological Awareness– explicit teaching
- Spelling– phonological, orthographical, morphemic, etymological
- Functional Grammar
- Emphasis on oral language
- At the end of the unit of work, e.g. end of term, LG gather and all
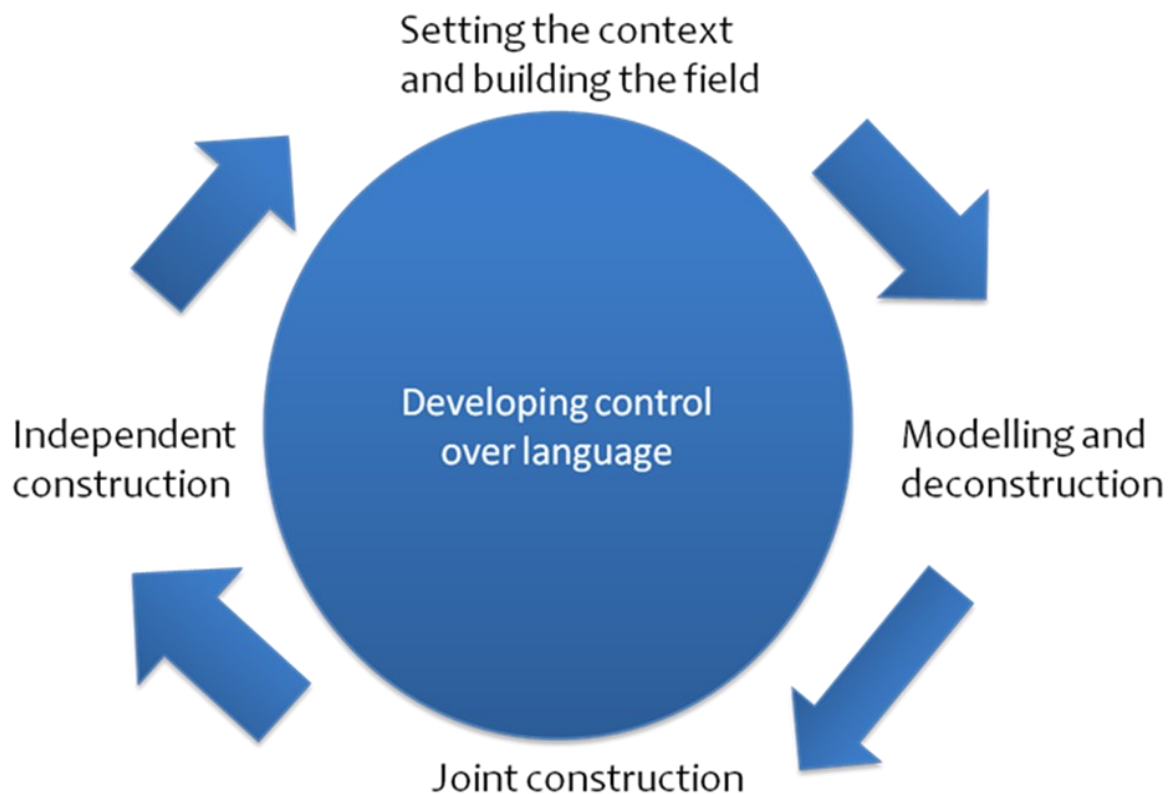
Whole School Genre Map

Cycle B- 2018

TERM 1	TERM 2	TERM 3	TERM 4
Recount Persuasive	Narrative	Explanation	Review/ Response

Cycle A– 2019

TERM 1	TERM 2	TERM 3	TERM 4
Narrative	Persuasive	Description/ Report	Procedure/ Instruction

Teaching/Learning Cycle

Setting the context and building the field

Independent construction

Developing control over language

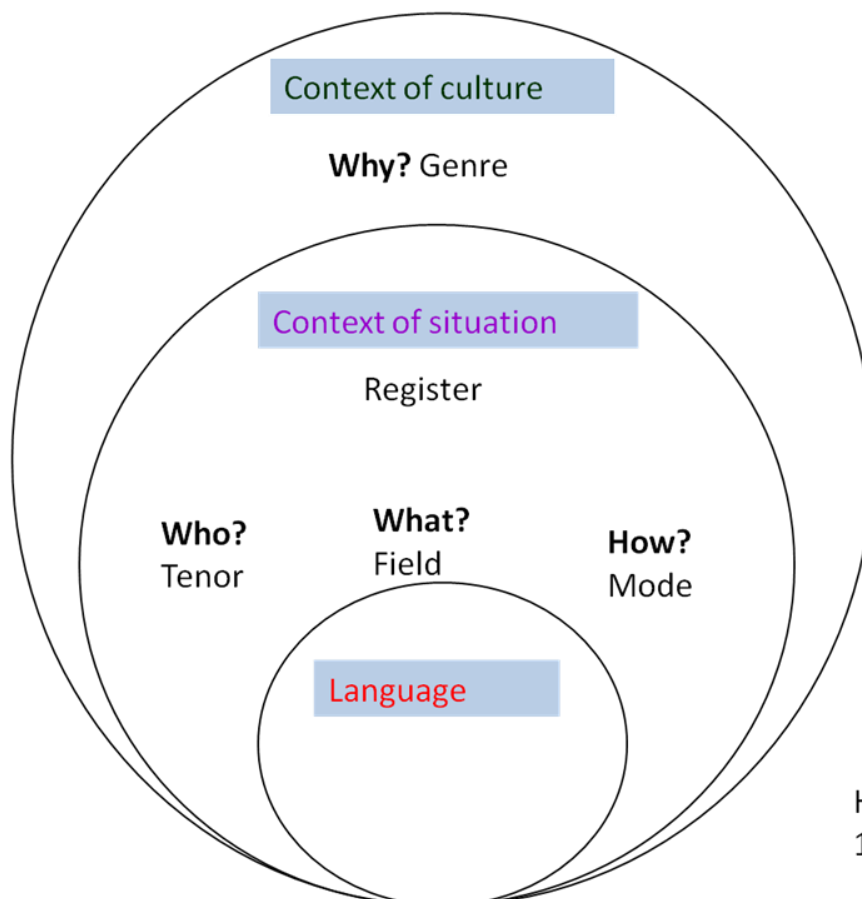Modelling and deconstruction

Joint construction
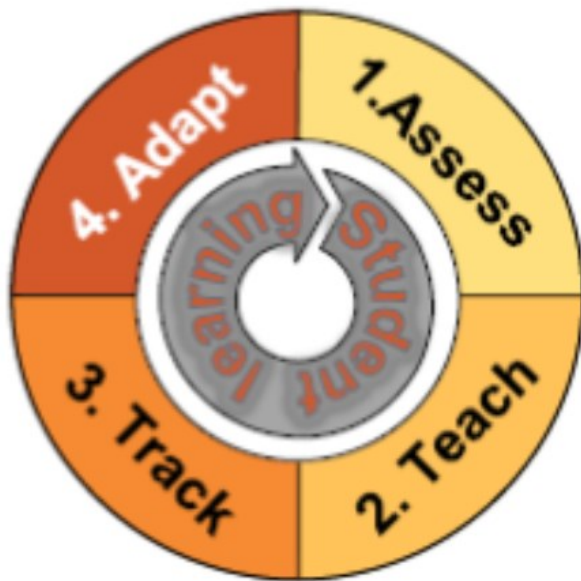
Targeted Teaching

Goss, P. Hunter, J. Romanes, D. Parsonage, H. (2015) Targeted teaching: How better use of data can improve student learning, Grattan Institute.

Functional Grammar

Context of culture

Why? Genre

Context of situation

Register

Who? Tenor

What? Field

How? Mode

Language

Halliday and Martin, 1993

Assessment

- Regular, ongoing assessment (schedule)
- LG teachers assess students in their group and shares results with classroom teachers
- Running record– once a term (<L30)
- Upload data to database once a term (or as assessments completed)
- Student grouping is discussed in Learning Team (LT) meetings
- Emphasis on individual student growth

Assessment Schedule

	Reception	Yr. 1	Yr. 2	Yr. 3	Yr. 4	Yr. 5	Yr. 6	Yr. 7
Term 1	PAST Literacy Skills Checklist Numeracy Rubrics	PAST (as req.) Running Records Numeracy Rubrics BURT Westwood	PAST (as req.) Running Records BURT Westwood	Running Records PAT-R PAT-M BURT Westwood	Running Records PAT-R PAT-M BURT Westwood	BURT Westwood PAT-R PAT-M	BURT Westwood PAT-R PAT-M	BURT Westwood PAT-R PAT-M
Term 2	PAST Running Records Numeracy Rubrics EAL Levelling (oral)	EYA PAST Running Records Numeracy Rubrics EAL Levelling (written)	PAST Running Records EAL Levelling (written)	Running Records NAPLAN (May) EAL Levelling (written)	Running Records EAL Levelling (written)	Running Records NAPLAN (May) EAL Levelling (written)	Running Records EAL Levelling (written)	Running Records NAPLAN (May) EAL Levelling (written)
Term 3	PAST Running Records Numeracy Rubrics	PAST Running Records Numeracy Rubrics BURT Westwood	PAST Running Records BURT Westwood	Running Records BURT Westwood PAT-R PAT-M	Running Records BURT Westwood PAT-R PAT-M	Running Records BURT Westwood PAT-R PAT-M	Running Records BURT Westwood PAT-R PAT-M	Running Records BURT Westwood PAT-R PAT-M
Term 4	PAST Running Records Numeracy Rubrics	PAST Running Records Numeracy Rubrics	PAST Running Records Numeracy Rubrics	Running Records	Running Records	Running Records	Running Records	Running Records

Collaboration

- Teachers collaborate through Learning Teams- teachers share their lesson focus, activities, assessments

- Learning Team meetings- 3 per term (minuted)

Learning Environment

- Learning environment encourages collaboration, flexibility and creativity e.g. round tables, sitting/ standing, etc.

- Students have opportunities to work together, discuss, work with different people and share work

- Planning for hands-on, interactive activities

- Integration of ICT

Literacy Intervention Program (LIP)

- Learning to Read– decoding, accuracy, fluency, comprehension

- Reading to Learn– class topic, building vocab, explicit language teaching

- Kath, Sue, Louise & Jodie

- Eligibility: Yr. 1-6 18+ months below reading benchmarks and/or EAL student pink, green

- Teacher-nominated or Key Literacy/Leader of Teaching & Learning nominated

- Small group or 1:1 withdrawal

- Tues 2-2:45pm, Thursday 11:30-3pm

EAL/D

- Integration of EAL/D strategies by all teachers and co-educators throughout curriculum

- Supporting document: English as an Additional Language or Dialect: Teacher Resource, EAL/D Learning Progression

- Oral Language Class once a week, small group withdrawal (Rec/Yr.1) vocab building, conversation practice

  Eligibility based on Oral Language Assessment results (Term 1)

- EAL/D teacher in class support during Literacy Block (0.5)

- Language and Literacy Levels assessment completed by start of Term 3. Results sent to CESA for funding allocation