

Literacy Agreement



2020 - 2022

At Hahndorf Primary School and Preschool we are committed to providing a high standard of teaching and learning environment where students are supported in developing rich literacy skills and knowledge.

We have high expectations of staff and students so that each student can improve their literacy skills throughout their primary schooling.

The Australian Curriculum – English

“The English curriculum is built around the three interrelated strands of language, literature and literacy. Teaching and learning programs should balance and integrate all three strands. Together, the strands focus on developing students’ knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in earlier years, and teachers will revisit and strengthen these as needed.”

Effective Teaching/ Quality Curriculum/ Pedagogy

At Hahndorf PS we believe that the following are crucial in providing a Whole school/Preschool approach for literacy success:

- Immersing students in a wide range of enjoyable literacy experiences
- Explicitly teaching literacy skills and strategies
- Differentiating teaching and learning practises
- Allocating a minimum of 300 minutes per week to Literacy/English Teaching and learning
- Rubric / success criteria used
- Targeted Teaching
- Early and sustained intervention at all stages of learning
- Establishing clear learning intentions with students
- Having systematic monitoring and purposeful use of student assessment data
- Ensuring literacy skills and knowledge are integrated across curriculum areas
- Incorporating relevant research and evidence based best practise in our teaching
- Access to relevant and high quality professional development through whole school training

Agreed Teaching Practises, Programs and Resources.

Oral Language	<ul style="list-style-type: none"> • Preschool literacy Indicators • Explicit teaching of Oral language (R -7) • Formal and informal opportunities to develop speaking skills to an audience (R-7)
Reading	<ul style="list-style-type: none"> • Decodable reader books in Reception classes and for some intervention • Guided Reading (R – 7) • Reading Homework (R-7) • Daily 5 (R-7) • Oxford Wordlist (R – 4) • The big 6 of reading (R-7 Daily) • Shared Reading (R-7) • Weekly book boxes (Yrs R-7) • Reading Eggs (R-3 and Intervention)) • Digital literacies (R-7)
Writing	<ul style="list-style-type: none"> • Purposeful daily writing experiences (R-7) • Teaching the text types –Recounts (R-7) <ul style="list-style-type: none"> - Narratives (Yrs 1-7) -Persuasive (Year 2-7) - Procedures (Yrs 2- 7) - Information Reports (Yrs 2-7) - Poetry (Yrs 1- 7)
Handwriting	<ul style="list-style-type: none"> • Structured frequent handwriting lessons (R- 7) • Fine Motor Skills (Preschool/ Junior Primary) • Computer Typing Skills (R-7)
Spelling	<ul style="list-style-type: none"> • Phonological Assessment (Rec) • Synthetic Phonics/ Jolly Phonics (R- 1) • Words their Way (R-6) • Grammar and Punctuation (R-7) • Oxford Word list (R-4)

Monitoring student progress

Student progress is monitored by collecting and analysing a range of data through different processes which include;

- Formal and informal assessments to inform our teaching
- Data and tracking of all students and entering data into PAT tracker and MarkIt.
- Moderation to accurately and consistently report on student progress
- Range of self/peer assessment strategies and processes including goal setting
- Teacher and student conferencing

Standardised assessment / Data collection

	When	Mar kit	Rec	1	2	3	4	5	6	7
<i>Phonics Screening</i>	Wks 2&3 T3									
<i>Running Records</i>	T1 & T3	✓								
<i>Words their Way Diagnostic Test</i>	T1 Feb T3									
<i>Brightpath Writing</i>	T1 T3									
<i>PAT Reading</i>	T3	✓								
<i>NAPLAN Reading/Writing Language Conventions</i>	T2	✓								
<i>Oxford Wordlist</i>	T1 Feb	✓								
<i>SA Spelling Test A & B</i>	T1 Feb	✓			Test A	Test B	Test A	Test B	Test A	Test B
<i>Waddington Reading Test 1or 2</i>	T1 Feb	✓			Test 1	Test 2	Test 1	Test 2	Test 1	Test 2

Naplan and PAT testing will automatically upload to Markit

Intervention

Students are referred for intervention programs based on

- *Teacher recommendation*
- *Phonics Screening*
- *Running records*
- *LLI & Mini lit assessments*
- *PAT R data*
- *NAPLAN data*

	Rec	1	2	3	4	5	6	7
Levelled Literacy Intervention								
Mini - Lit								
Multi - Lit								
Decodable/Phonics Readers								
Phonological Awareness								

- Some individual students with learning difficulties may not be suited to Intervention groups. In these cases, their needs and how they can be catered for will be discussed and planned among Leadership, Classroom Teachers and SSOs.
- Re-assessing intervention groups will be done each term between Teachers, SSOs and Leadership

Appendix

Best Advice Papers – The Big 6 of Reading, Oral Language.

National Literacy Learning Progression

School Improvement Guide Book – stretch

Glossary – English terms

EYLF - Early Years Learning Framework (Years; birth to 5 years and through to the transition of school)

EYLF (Literacy Indicators)