Freeling P-6 Whole School Literacy Agreement 2023

At Freeling P-6, our vision is to create confident communicators, imaginative thinkers, and informed citizens where a culture of learning is promoted through valuing effort and challenge.

As literacy is the foundation for learning across all curriculum areas, we believe it is essential to have a cohesive and comprehensive school approach to the teaching of literacy that is informed by quality learning design, assessment, and moderation.

Quality Curriculum

- Our school practices are consistent with the Australian Curriculum outcomes and achievement standards and DfE requirements. http://www.australiancurriculum.edu.au
- Teaching and learning is built around the three interrelated strands of language, literature and literacy.
- General capabilities and cross curriculum priorities are incorporated.
- Literacy capability is integrated across all learning areas especially in Science and HASS.
- A minimum of 300 minutes per week of literacy is taught.
- Our preschool practices are consistent with the Early Years Learning Framework and Literacy Indicators.

Quality Teaching

Teachers engage in whole school approaches to literacy teaching and learning to meet the needs of all students. This encompasses:

- Teachers follow agreed programs' scope and sequences which reflect both the current curriculum expectations and current pedagogy to build powerful learners.
- Teachers and SSOs participate in targeted professional development sessions which support the implementation of agreed programs and improve their literacy knowledge and skills to successfully deliver quality literacy programs.
- Ongoing commitment to incorporate high impact teaching strategies and evaluate impact on learning.

  - **Targeted Differentiated Teaching**: *Teachers will build on what each individual learner knows and use this information to identify and*

scaffold future learning needs. Teachers use data to inform stretch and enrichment priorities and track and monitor progress using specific measures.

- **Logical and Intentional Sequencing of the Learning:** *Teachers will build connections in learning using well sequenced, manageable, and intentional steps. They will vary the steps according to student needs and support students to develop their own learning goals.*
- **Clear Learning Intentions:** *Staff will develop and communicate clear learning intentions for a sequence of learning. Students will know what is expected. Goals will be challenging and specific and success criteria explicit and transparent so that learners understand what success looks like/means.*
- **Explicit Teaching**: *Teaching practice will show students what they need to do to be successful and through clear learning intentions and instructions, misconceptions are corrected, and cognitive strategies promoted. Learning is scaffolded to support gradual release of responsibility.*
- **Multiple Approaches**: *Teachers use a variety of approaches to instruction which includes effective questioning, multiple exposures and representations and collaborative learning.*
- **Ongoing Feedback**: *Teachers will provide timely advice and actionable feedback for all students using differentiated methods. Feedback and assessment are formative and may include peer, small group, and individual feedback.*

Agreed Practice and Programs

- Daily literacy programs need to incorporate components of each of the following:
  - Language, Literature and Literacy
  - The "Big Six": oral language, phonological awareness, phonics, vocabulary, fluency, and comprehension
  - Comprehension of texts: reading, listening, and viewing
  - Grammar explicitly taught in context.
- Preschool Literacy Indicators and Emergent Literacy practices and pedagogy (PS)
- Michael Heggerty Phonemic Awareness skills (R-3)

- Jolly Phonics/Jolly Grammar Scope and Sequence(R-6)
- Decodable readers (R-2)
- DfE Units of work in English
- Brightpath Writing Assessment & resources
- Decodable tracking resource (Little Learner Books& tracking) for JP
- PreLit comprehension resource (R/1)
- DIBELS

Recommended Resources

- Seven Steps to Writing Success manuals and resources
- PAT Resource Centre
- DfE Handwriting Program & Keyboarding typing program-Yr 4-6
- DfE Best Practice Resource Papers
- Lexile levelled books (3-6)
- Sheena Cameron *Resources*
- DfE Instructional Routine Phonics Planning Tool

Monitoring Student Progress

Student progress in literacy is monitored by the regular collection and analysis of data. Formative assessment practices inform teaching and learning pedagogy and programs. Scorelink is used to collate data. Identified students including SWD & ATSI have a One Plan with individually set goals. Students who are at risk of not meeting Standard of Educational Achievement (SEA) are considered for additional support or programs. This support can be individual, small group, in class or via explicit sequenced intervention programs such as MiniLit (Years 1-2) and MacqLit (Years 3-6). Students in or near NAPLAN/PAT high bands in reading are considered for small group instruction for acceleration.

Assessment	PS	Rec	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6	Notes *as required	Scorelink
PS Lit Indicators	✓								Collected & analysed Terms 1, 2, 3 & 4	
Phonological Awareness Skill Mapping (PASM)	✓								Term 1 and ongoing for students deemed ready. Term 4 review.	
Teacher Rating of Oral Language and Literacy (TROLL)	✓								Wk 9, Term 1 & Wk 4, Term 4	
Dynamic Indicators of basic early literacy skills-DIBELS		✓	✓	✓	*	*	*	*	**Term 1 (wk 3-6), Term 3 (Wk 2-4), Term 4 (wk 4-6)** as per DIBELS recommendations. *Students not on Lexile or BR/Below Basic	✓
Year 1 Phonics Screening Check			✓	*					Individual students screened by class teacher. Administered according to DfE requirements. Data also entered into EDSAS. **Term 3 wks 3-6**	✓
NAPLAN					✓		✓		**Term 1 March 15-27**	✓
PAT-R				✓	✓	✓	✓	✓	**Term 3 Weeks 7-10**	✓
Scholastic Literacy Pro test					✓	✓	✓	✓	Each term for students yr 3-6	✓
Brightpath Moderated Writing		✓	✓	✓	✓	✓	✓	✓	Two assessments per year -**Term 1** Years 2-6 Persuasive (even year) and narrative (odd year) Reception/1 - Recount **Term 3** Information Report (R-6)	✓ Nar/Per s
Reporting	✓	✓	✓	✓	✓	✓	✓	✓	Written reports in term 2 and 4 to reflect the wording of the relevant AC Achievement Standard or EYLF	✓