



Freeling P-6 Whole School Literacy Agreement 2022



Literacy encompasses the knowledge and skills students need to access, understand, analyse and evaluate information, make meaning, express thoughts and emotions, present ideas and opinions, interact with others and participate in activities at school and in their lives beyond school.

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.

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 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; use data to inform stretch and enrichment*

priorities; and track and monitor progress and efficiency using specific measures.

- **Logical and Intentional Sequencing of the Learning:** *Teachers will build connections in learning using well sequenced, manageable, and intentional steps; vary the steps according to student needs; support students to develop their own learning goals; and support the gradual expansion of skills and knowledge in each child.*
- **Clear Learning Intentions:** *Staff will develop and communicate clear learning intentions for a sequence of learning. Students will know what is expected. Goals are challenging and specific, success criteria are explicit and transparent so that learners understand what success means. Students experience clear transitions between lessons and predictable routines*
- **Explicit Teaching:** *Teaching practice will show students what they need to do to be successful and how through; clear learning intentions and instructions; correcting misconceptions; promoting cognitive strategies; teaching sequentially; and allowing practice time. Learning is scaffolded to support gradual release*
- **Multiple Approaches:** *Teachers use a variety of approaches to instruction; use effective questioning, design multiple exposures and representations and include 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 block (where practical) needs to incorporate components of each of the following:
 - Language, Literature and Literacy
 - The “Big Six”: oral language, phonological awareness,
 - 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 resources
- Decodable readers (R-2), levelled Books and guided reading sets
- Lexile levelled books and quizzes (3-6)
- Seven Steps to Writing Success manuals and resources
- Brightpath Writing Assessment resources
- PAT Resource Centre
- DfE Handwriting Program

- DfE Units of work in English
- DfE Best Practice Resource Papers
- <https://myintranet.learnlink.sa.edu.au/educating/numeracy-and-literacy/literacy-resources/literacy-teaching-resources>
- Sheena Cameron *The Reading Book, Teaching Reading Comprehension Strategies* and *The Writing Book, The Oral*

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. Students who are at risk of not meeting Standard of Educational Achievement (SEA) have access to 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 3-7). Students in or near Naplan/PAT high bands in reading access small group instruction for acceleration through Literacy First funding.

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)	✓								Where students are ready	
Dynamic Indicators of basic early literacy skills-DIBELS		✓	✓	✓					Term 1 (wk 3-6), Term 2 (Wk 7-9), Term 4 (wk 4-6) as per DIBELS recommendations.	✓
Screen of Phonological Awareness (SPA)		✓							Reception students screened in Term 1 with follow-up in Term 3/4 for 'at risk' students.	✓
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 2 Weeks 2-3	✓
PAT-R				✓	✓	✓	✓	✓	Term 3 Weeks 7-10	✓
Running Records				✓					DfE Sept collection. Data also entered in EDSAS	✓
Scholastic Literacy Pro test					✓	✓	✓	✓	Each term for students yr 3-6	✓
Brightpath Moderated Writing		✓	✓	✓	✓	✓	✓	✓	Two assessments per year -Term 1 Persuasive (2-6) and Term 3 Information Report (R-6) in 2022 Reception/1 - Recount in Term 1	