

# PBAS School Literacy Agreement 2013

**PBAS Literacy Statement - Literacy is the ability to effectively communicate and be understood successfully in familiar and unfamiliar contexts in a variety of modes, through traditional and new technologies. Literacy involves skills in understanding, interpreting, analysing, critically responding to, inferring, manipulating and creating a range of texts.**

## Literacy Core Beliefs

All staff in collaboration with students, parents/caregivers and the wider community have a clear understanding of the literacy demands and opportunities of each learning area.

## Whole School Target

When students leave school they have functional literacy skills to enable them to be successful citizens. Minimum year level goals based on RR and PATR data and are documented in the Literacy Assessment Data Schedule.

## Curriculum

The Australian Curriculum, SACSA, SACE & TAFE certificate courses, alongside of the SATfEL are the focus documents that guide planning, programming, teaching & assessment of literacy R-10, whole school intervention and accelerated programs.

## Actions

Accessing resources from Tactical Teaching of Reading, Literacy for Learning and Sheena Cameron as well as other quality literacy programs staff will provide every student with quality literacy learning using the Teaching and Learning Cycle. Teachers will use observations to both seek and provide quality feedback from and for students as well as colleagues.

**Modelled  
Instruction**  
Whole class

## **Modelled - Reading, Speaking & Listening, Writing**

Teacher models for students - "I do, you watch, you do"

### Modelled Reading and Comprehension

1. Read for enjoyment/information
2. Expand vocabulary – explicitly teach technical/subject specific vocab.
3. Share book/Big Book
4. Expose students to a range of text types
5. Read appropriately levelled text
6. Build general knowledge
7. Big 6 of reading instruction – **oral language, phonemic awareness, phonics, fluency, vocabulary, comprehension**
8. Students respond to the text → ask and answer here (literal), hidden (inferential) head (response) questions.
9. Highlight high frequency words (Oxford Wordlist)
10. Discuss author's intent
11. Build understanding of sentence structure & grammar
12. Glossary/Word Wall/Word of the Day

### Model Speaking & Listening

1. Explicitly teach & model speaking: talking to recount, talking to describe; talking to instruct
2. Increase vocabulary with explicit focus on targeted words
3. Focus on understanding the language of questions, from literal, inferential to response.
4. Explicit focus on pronouns, connectors, word order

### Modelled Writing

1. Teacher demonstrates the construction of a written text and uses 'think alouds' to model writing strategies.
2. Students move from oral to written construction of texts
3. Model use of graphic organisers to demonstrate word links and text structure
4. Model use of new vocabulary in writing
5. Model use of punctuation
6. Class construction of texts both orally and written
7. Model spelling strategies
8. Model sentence construction using 'think aloud' process.
9. Model editing process
10. Building practical report – nominalisation, tense, passive voice
11. Spoken everyday informal language – formal technical written language
12. **Auto correct to be turned off pc's**

**Guided Instruction**  
Small Group

**Guided Reading, Speaking & Listening, Writing**

Teacher scaffolds and supports students - "You do, I support"

**Guided Reading**

- a) Guided instruction informed by running record data
- b) Jolly Phonics/Jolly Grammar
- c) Students read to an adult, peer to peer - daily/regularly
- d) Guided reading, reciprocal reading, literacy circles
- e) Highlight high frequency words
- f) Fluency: chunking reading by reading phrases, reading decodable texts, reciting poems with rhythm
- g) Comprehension strategies: **Prediction, prior knowledge, self-monitoring, questioning, visualisation, making connections, inferring, summarising, synthesising** (*Sheena Cameron Resource*)
- h) Guided reading texts
- i) Comprehension Box
- j) Literacy Planet
- k) Close Reading

**Guided Speaking & Listening**

- a) Students jointly construct oral texts in groups, pairs or individually with teacher support
- b) Students practice using new vocabulary in oral texts.
- c) Public Speaking – Assemblies

**Guided Writing/Representing**

- a) Targeted support for individuals on a teacher identified area for improvement
- b) Students jointly construct some written texts in groups, pairs or individually with teacher support
- c) Joint construction of one part of a text type either orally or written
- d) Pre-writers dictate their oral text to a scribe
- e) Include new vocabulary in writing

**Independent Application**

**Independent Reading, Speaking & Listening, Writing**

Students practice strategy on their own - "You do, I watch"

**Independent Reading**

- A. Read to an adult, peer to peer daily
- B. Read a range of text types including non-fiction text
- C. Early readers: Take home easy readers: text of 1 or 2 levels below instructional level
- D. Levelled take home readers
- E. Read for enjoyment/information
- F. Lexiles
- G. Comprehension Boxes
- H. Premier's Reading Challenge
- I. Students select, read, control, use, discuss, evaluate texts.

**Independent Speaking & Listening**

- A. Students independently
- B. talk to recount, talk to instruct etc without scaffolds
- C. Listening, discussion

**Independent Writing**

- A. Early years: Incidental writing
- B. Copy scribed writing
- C. Experimental writing eg sentences, labels
- D. Year 2: construction of some text types
- E. Peer editing ( two wishes and a star), proof reading
- F. Explicit teaching of all text types  
Genre map for primary/secondary students – see appendices
- G. Completion of written assessment tasks

## APPENDIX

### Primary Years R-6 - Phonological Awareness, Phonics, Word Study & Spelling

#### Phonological Awareness (Hearing)

- Building alliterative phrases/descriptions
- Blending syllables and sounds together into words
- Segmenting words into syllables and phonemes
- Rhyme activities/fingerplays/raps/share book
- Onset and rime



#### Phonics and Word Study

- Explicit teaching of letter sounds and names using Jolly Phonics program
- Making words by blending
- Syllabification

*Phonological Awareness activities can be incorporated within phonic work once students can detect single phonemes*

*Opportunities should also be taken throughout day for quick recaps of target p.a./phonics*

#### High Frequency Words (sight words) - 10 minutes

- Explicit teaching of high frequency words
- Aim for automatic recall
- These can be found in Oxford Word Lists or Literacy Planet word lists



#### Spelling (Writing)

\* When students are able to hear sounds in words and know majority of letters – move to more formal teaching of phonological spelling strategy, blending letter combinations CVC, CCVC words using taught sounds, three letter blends

- Spelling of Oxford Words are given as challenges each week.
- Literacy Planet word lists aligned with the Australian Curriculum area used as base word family list words.

### Handwriting Revisit ABC handbook – in AC

- Early writers: correct pencil grip, correct formation of numbers and letters in upper and lower case, write right to left and on lines, spaces between letters and words
- Begin using kicks and increase consistency in size and shape

### Share Time / Learning Summary

The class discusses what they have learned during the literacy block; vocab, interesting text, text type, digital literacy  
This time enables teachers to assess future teaching points.

#### PRIMARY & MIDDLE YEARS TEXT TYPE RESOURCE

- Text Types – A Writing Guide for students, Supporting the Australian Curriculum- Edition 2  
By Anne Townsend and Anne Quill.

#### SENIOR SECONDARY TEXT TYPE RESOURCE

- Senior Secondary Text Types- A Guide for Students. By Elli Housden

## PBAS R-10 Literacy Assessment Data Schedule

	All Learners (WAVE 1)	When	Some Learners (WAVE 2) For students at risk, program entry & exit.	Few Learners (WAVE 3) Quality specialised teaching
<b>Reception</b>	Oral language assessment - TROLL	Received on entry from pre-school	SPA language screening tool/Record of oral language - CLAY	
	Jolly Phonics – know all 42 sounds, digraphs, blends	By the end of the year	Oral Language Assessment – CREVOLA, C- 2004	
	Oxford Word List – Read 50	By the end of the year		
	Running Record – end year Level 10	Monthly/mid term 4: EDSAS		
<b>Year 1 &amp; 2</b>	Phonological Awareness Screen – SPA- DECS	Term 1	SUTHERLAND Phonological Awareness Test – SPAT-R	
	Running Records- Yr 1- Level 20 Yr 2 – Level 24	Monthly/End term 1 & 3 – EDSAS		
	Oxford Word List Read & Spell Yr 1- up to 100 Yr 2- up to 200	Term 1 & Mid term 4		
	Pat R Comprehension	Year 2 – Term 1 & Mid Term 4		
	Jolly Phonics			
	Jolly Grammar			
	<i>Observational Survey consisting of:</i> Concepts about print – yr 1 Letter ID – Yr 1 Hearing/Recording sounds 10 minutes writing any words they know	Beginning of the year		
	Blue Box Comprehension Cards	Individual Student Recording sheets		
	Writing – moderated samples x 4	Once per term	EALD Levels	
<b>Years 3 &amp; 4</b>	Waddington Spelling	Term 1 & Mid Term 4	Running Records- deeper analysis/frequency	
	Waddington Reading	Term 1 & Mid Term 4		
	Oxford Word List – Yr 3- up to 300 Yr 4 –up to 400	Term 1 & Mid Term 4		
	Pat R Comprehension	New students on entry All students -Mid Term 4		
	Lexiles ( after RR Level 30)- Yr 3 – 300 Yr 4 - 400	Term 1 & 3		
	Naplan – Yr 3 – <b>benchmark level 3</b>	Early Term 2		
	Blue Box Comprehension Cards Red Box Comprehension Cards	Individual Student Recording sheets		
	Writing – moderated samples x 4	Once per term	EALD Levels	
<b>Years 5 &amp; 6</b>	Waddington Spelling	Term 1 & Mid Term 4	Fountas & Pinnell Benchmark Assessment	
	Waddington Reading	Term 1 & Mid Term 4		
	Pat R Comprehension	New students on entry All students -Mid Term 4		
	Lexiles- Yr 5- 500 Yr 6 - 600	Term 1 & 3		
	Naplan – Yr 5 <b>benchmark level 5</b>	Early Term 2		
	Blue Box Comprehension Cards Red Box Comprehension Cards	Individual Student Recording sheets		
	Writing – moderated samples x 4	Once per term		
<b>Years 7-10</b>	Waddington Spelling	Term 1 & Mid Term 4	Fountas & Pinnell Benchmark Assessment	
	Waddington Reading	Term 1 & Mid Term 4		
	Pat R Comprehension	New students on entry All students -Mid Term 4		
	Lexiles- Yr 7 -700	Term 1 & 3		
	Naplan – Yr 7 <b>benchmark level 6</b> Yr 9 <b>benchmark level 7</b>	Early Term 2		
	Green Box Comprehension Cards- Yr 7/8	Individual Student Recording sheets		
	Writing – moderated samples x 4	Once per term	EALD Levels	

Pre-referrals: Record assessments and actions taken as a result