

# Melaleuca Park Primary School

Our vision: that everyone will achieve their potential as learners.



## Whole Site Literacy Agreement

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*Developed 2013/2014*

At Melaleuca Park Primary School, literacy is everyone's business. High expectations in literacy lead to successful life pathways and maximise opportunities for students. We envision a future where every graduate student is literate. In order to achieve this, all learners are provided with effective learning opportunities based on their needs, abilities and aspirations. A consistent, coherent and focused whole school approach promotes and sustains high quality literacy teaching and learning.

While much of the explicit teaching of literacy occurs in the English learning area, it is strengthened, made specific and extended in other learning areas as students engage in a range of learning activities with significant literacy demands. These literacy-rich situations are a part of learning in all curriculum areas. *ACARA Literacy Continuum, v 6.0, 2013*

Our site supports an effective whole school approach to literacy development and improvement through being:

- Coherent – we all agree on how to support literacy improvement for all learners
- Consistent – we use common language, approaches and methods to enact the agreement
- Effective – we continuously review, refine and improve our approach in response to data and emerging needs.

### **Promoting a love of reading**

We build a reading culture by promoting reading for enjoyment and learning. This includes

- Displays of new and interesting books, giving students a voice in book selection and purchasing books with the specific aim of engaging our students
- Whole school events such as Children's Book Week
- Supporting and encouraging participation in the Premier's Reading Challenge, Lucky Book Club
- Acknowledgement of reading success, in either achievement and/or effort, at assemblies or through awards
- Special reading events such as the Book Week Pyjama read-along
- Reading to and with Melaleuca Park preschool children on a weekly roster basis
- Inviting, encouraging and acknowledging parents who listen to students read in the classroom
- Acknowledging time spent reading at home
- Conducting parent workshops to increase parent knowledge and understanding of how they can support literacy development at home.

In the classroom we promote a love of reading by

- Reading aloud to learners every day, modelling what good readers do
- Providing time to read for enjoyment
- Providing time for learners to share thoughts and ideas about books and participate in discussions about books
- Encouraging learners to promote books they have read to their classmates
- Engaging with buddy classes and preschool students focused on reading.

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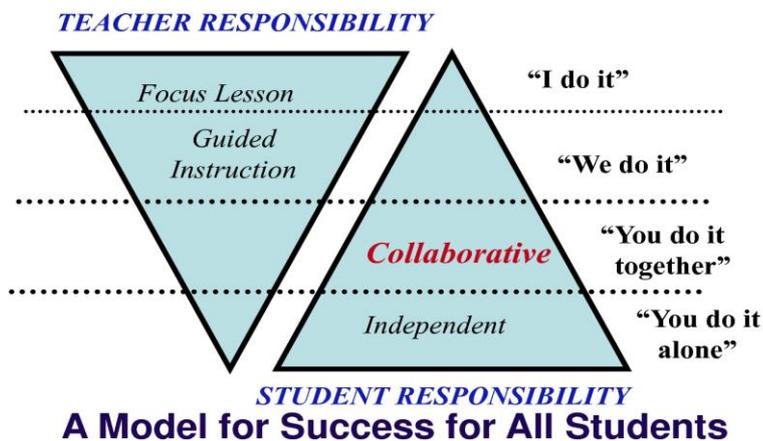
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We agree that effective literacy learning happens through explicit teaching where students are provided with whole class instruction, small group instruction and individual practice of specific literacy strategies and skills.

Our literacy block will include differentiated learning, as demonstrated in the diagram below, using

- Whole group instruction (whole-part-whole format)
- Small group instruction
- Individual practice of skills
- Guided reading/reading circles/reciprocal reading
- Explicit instruction of reading comprehension strategies
- Modelled reading and writing
- Explicit teaching of spelling skills
- Explicit teaching of genre structure
- Word knowledge (spelling) – phonological (how words sound); visual (how words look); morphemic (how words change) and etymological (where words come from)
- Attention to sight words (tricky words)
- Explicit oral language instruction and practice.



## A Model for Success for All Students

Fisher, D., & Frey, N. (2008). *Better learning through structured teaching: A framework for the gradual release of responsibility*. Alexandria, VA: Association for Supervision and Curriculum Development.

All students will be explicitly taught **comprehension strategies** including;

- Predicting
- Activating prior knowledge
- Visualising
- Making connections
- Clarifying
- Questioning
- Inferring
- Summarising
- Recognising and using text structure.

**Jolly Phonics** will be taught consistently from R-3 and **Jolly Grammar** will be used to support learners from Year 4 – 7.

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## Structure of the Daily literacy block – Whole-Part-Whole format

Structure of the literacy block – an example

### Reading (Junior Primary)

Whole class	10 mins	Instructional level text (big book or shared text) for one week. Use SCORE strategy Attend to vocabulary, text structure and language choices over the course of the week.
	15 mins	Phonological Awareness/ Phonics explicit teaching
Part – individual, pair or small group	30 mins	Targeted activities designed to meet specific student needs, including <ul style="list-style-type: none"><li>• Guided reading with teacher @ instructional level</li><li>• Reading games</li><li>• Partner activities/reading</li><li>• Independent reading.</li></ul>
Whole	5 mins	Review, learning journal, sharing learning.

### Reading (Primary)

Whole class	10 mins	Instructional text, SCORE strategy (see below) for one week Explicit teaching of vocabulary, text structure and language choices over the week.
Part – individual, pair or small group	20 mins	Targeted activities designed to meet specific student needs, including <ul style="list-style-type: none"><li>• Guided reading with teacher @ instructional level</li><li>• Literature circles</li><li>• Reciprocal reading</li><li>• Partner reading</li><li>• Independent reading.</li></ul>
Whole	5 mins	Review, learning journal, sharing learning.

### Writing

Whole class	10 mins	Modelled writing.
Part – individual, pair or small group	20 mins	Targeted activities designed to meet specific student needs including <ul style="list-style-type: none"><li>• Guided writing with teacher</li><li>• Partner writing</li><li>• Independent writing</li><li>• Writers notebook.</li></ul>
Whole	5 mins	Review, learning journal, sharing learning.

## Whole group reading instruction

### Close reading

High expectations lead to successful outcomes. We select an engaging, high-quality, instructional piece of text and engage the whole class in repeated reading over several days. Explicit teaching of comprehension strategies, text structure, grammar, punctuation and vocabulary occur through this text. Repeated readings allow time for students to develop fluency, to increase comprehension, to engage in thoughtful dialogue and to critically reflect on the text.

We teach students to use the SCORE acronym to encourage careful reading and develop comprehension (see attached information).

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## Writing

In writing lessons students will be given explicit guidance and modelling in their production of texts. Explicit links will be made between texts read and explored in the classroom and the students own compositions. Handwriting instruction is an expectation in all classrooms. Punctuation and grammar are taught in context through engagement in real, high-quality texts.

## Handwriting

It is an expectation that handwriting will be explicitly taught R-7. Short, frequent handwriting sessions are recommended. Student posture, pencil grip and correct formation of all letters must be attended to. Dotted thirds paper should be used to explicitly teach and practise letter formation after Year 1. See attached Australian Curriculum scope and sequence document.

## Oral language

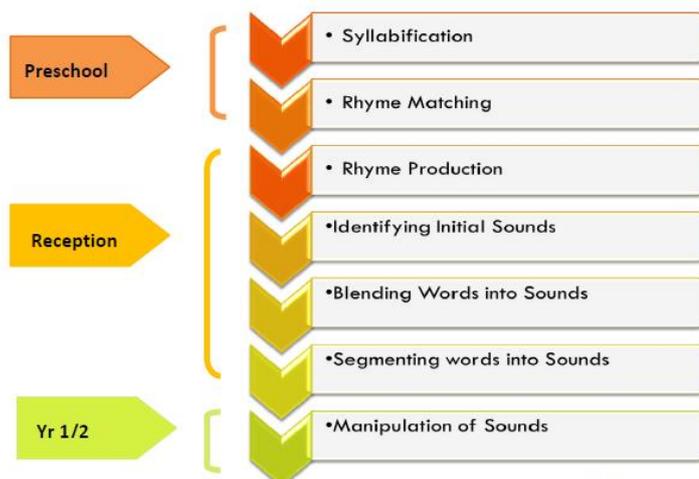
Oral language forms the foundation on which literacy is built. Particularly in the Early Years, but throughout their primary schooling, we embed oral language teaching, modelling and practice into our teaching in all curriculum areas. We draw attention to the use of specific vocabulary and standard Australian English. We build opportunities for increasing oral language development into daily activities (e.g. play-based learning).

## Spelling

Effective spelling relies on understanding of four kinds of knowledge:

### Phonological – How words sound

- Letter names
- Sounds represented by symbols – vowels and consonants
- Onsets and rime (eg tr – uck)
- Spelling patterns.



Whitehurst & Lonigan, 2003; & Gillon, 2004

### Visual – How words look

- Symbols/letters are used to write words
- Spaces between words
- A letter string may represent different sounds
- The probability of letter order in the common letter strings in English.

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## Morphemic – How words change form

- Adding suffixes and prefixes to base words
- Generalisations about adding suffixes/prefixes
- Spelling patterns common to word families and spelling rules (see Single Word Spelling Test)
- Apostrophes for contractions and possession.

## Etymological – Where words come from

- Words derived from Latin or Greek
- Homonyms – homophones and homographs
- Eponyms; originates from the names of people, places or institutions.

Spelling programs will reflect a balanced, sequential and integrated approach to learning about words.

## Assessment (see attached Data schedule)

We value teacher judgement in the assessment of student learning. Teachers assess students' literacy using a range of methods (Single Word Spelling Test, PAT-R, Running Records, Phonological awareness assessment etc.) and use their analysis of this data to report on student learning and to program for teaching and learning.

Reading, writing, phonological awareness (SEA), PAT-R and spelling data is collated by senior staff in order to identify students needing intervention or extension. Senior staff and key personnel will support teachers to use data to design effective teaching and learning programmes for students.

Please refer to the Data Schedule for more detail.

## Recommended Resources

- Teaching Reading Comprehension Strategies; Sheena Cameron, Pearson 2009
- *The Writing Book*; Sheena Cameron and Louise Dempsey, S&L Publishing, 2013
- Alison Davis Comprehension kit
- SCORE – ALEA Middle Years Journal, 2010
- Single Word Spelling Test, ACER 2012
- Oxford Word List for commonly *written* words in Australian language
- *Magic100Words* for sight words in reading
- *The Daily Five* and *The Café Book*, by Gail Boushey and Joan Moser
- Jolly Phonics, Jolly Grammar
- SCORE folder; Staff drive

## Attachments

- SCORE teaching prompts; Sue Hamilton-Smith 2010
- SCORE Weekly planner
- Melaleuca Park Writing Rubric 2013
- Melaleuca Park Assessment Data Schedule 2013
- Phonological Awareness Skill Mapping and SPA Phonological Awareness (Staff Drive/Phonological Awareness folder)
- SEA Document

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The Australian Curriculum

acara AUSTRALIAN CURRICULUM ASSESSMENT AND REPORTING AUTHORITY



## Handwriting in the Australian Curriculum

English / Literacy / Creating texts

	Content description	Elaborations
Foundation	Produce some lower case and upper case letters using learned letter formations	<ul style="list-style-type: none"> <li>adopting correct posture and pencil grip</li> <li>learning to produce simple handwriting movements</li> <li>following clear demonstrations of how to construct each letter (for example where to start; which direction to write)</li> <li>learning to construct lower case letters and to combine these into words</li> <li>learning to construct some upper case letters</li> </ul>
Year 1	Write using unjoined lower case and upper case letters	<ul style="list-style-type: none"> <li>using correct posture and pencil grip</li> <li>learning how each letter is constructed including where to start and the direction to follow</li> <li>writing words legibly using unjoined print script of consistent size</li> </ul>
Year 2	Write legibly and with growing fluency using unjoined upper case and lower case letters	<ul style="list-style-type: none"> <li>using correct pencil grip and posture</li> <li>writing sentences legibly and fluently using unjoined print script of consistent size</li> </ul>
Year 3	Write using joined letters that are clearly formed and consistent in size	<ul style="list-style-type: none"> <li>practising how to join letters to construct a fluent handwriting style</li> </ul>
Year 4	Write using clearly-formed joined letters, and develop increased fluency and automaticity	<ul style="list-style-type: none"> <li>using handwriting fluency with speed for a wide range of tasks</li> </ul>
Year 5	Develop a handwriting style that is becoming legible, fluent and automatic	<ul style="list-style-type: none"> <li>using handwriting with increasing fluency and legibility appropriate to a wide range of writing purposes</li> </ul>
Year 6	Develop a handwriting style that is legible, fluent and automatic and varies according to audience and purpose	<ul style="list-style-type: none"> <li>using handwriting efficiently as a tool for a wide range of formal and informal text creation tasks</li> </ul>
Year 7	Consolidate a personal handwriting style that is legible, fluent and automatic and supports writing for extended periods	