



## Literacy agreement

### We use:

#### Big 6

InitialLit (Rec-1)

Jolly Phonics (integrated Rec-2)

Jolly Grammar (2-7)

Genre Map

Reading Eggs

*The Daily Five* and *The Café Book*,  
by Gail Boushey and Joan Moser  
Alison Davis Comprehension kit  
Oxford Word List, high frequency  
words.

*Teaching Reading Comprehension  
Strategies*; Sheena Cameron, Pearson  
2009

*The Writing Book*; Sheena Cameron and  
Louise Dempsey, S&L Publishing, 2013  
SCORE, ALEA Middle Years Journal, 2010  
*Third spaces' are interesting places*;  
Rachael Levy, Journal of Early Childhood  
Literacy 2008

### Assessments

- Current SIP targets
- Single word spelling
- PAT-R
- Running Records
- Phonics screen
- InitialLit progress assessments
- Phonological Awareness Skills Mapping
- EALD Language & Literacy Levels
- Naplan
- Cohort or Individualised goals according to students' One Plan, SMARTAR goals.

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. To achieve this, all learners are provided with effective learning opportunities based on their needs, abilities and aspirations.

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.

### Literacy Block Structure

We agree that effective literacy learning occurs through explicit teaching and strategies within the gradual release of responsibility model:

- Whole group instruction
- Small group instruction
- Reflection/sharing/feedback
- Individual and collaborative practise of skills
- Guided reading/reading circles/reciprocal reading
- Explicit instruction of reading comprehension strategies
- Modelled reading and writing
- Explicit, sequential, contextualised teaching of spelling skills/strategies including phonological (how words sound); visual (how words look); morphemic (how words change) and etymological (where words come from) knowledge
- Explicit teaching of grammar; reinforced in context
- Explicit teaching of genre structure, purpose and language features
- Attention to tricky words and high frequency words
- Explicit oral language instruction and practise (Discovery Learning).

### We uphold our belief statement in our school by:

Curriculum planning practices are consistent with the Australian Curriculum Achievement Standards, Content Descriptors, General Capabilities and cross-curriculum priorities and the SA TfEL Framework R-7.

All planning for learning will be differentiated according to learner diversity and individual needs.

Literacy is taught for a minimum of 300 minutes per week, and incorporates the AC: English components of listening, reading, viewing, speaking, writing, and creating. Literacy block is undertaken in all classrooms to ensure all these elements are explicitly taught.

Building children and families' identities as readers is supported by creating third spaces (that welcome families and share snippets of the classroom) to promote a love of reading.

Reading forms a part of the homework program.

Professional learning is supported through induction processes, staff meetings, teacher team and curriculum coaching.

See *Programming Expectations* for more detail.

### Intervention

Teachers use the *Internal Request for Additional Support* process to request:

- R-2: PreLit, MiniLit
- 3-7: MacqLit, MultiLit
- Personalised programs (IESP).