

Allendale Primary School



K-6 English Strategic Plan 2015 - 2016

Allendale Primary School is an Independent Public School



VISION: Allendale Primary School is a place where we work together to develop independent and collaborative learners, preparing them as future citizens.

MISSION: To have quality literacy teaching in every classroom in order to have children achieve highest literacy potential.

ETHOS: All students can achieve high standards in literacy when provided with the rich opportunities to learn at their level.

VALUES: We are committed to teaching and learning in a safe and supportive environment that promotes and demonstrates our four key values being Honesty, Respect, Courtesy and Responsibility.

BELIEFS:

We believe that:

- Quality literacy teaching is at the heart of effective learning.
- Students come from diverse backgrounds and with differing abilities that need to be catered for.
- Students learn best in a stimulating print rich environment.
- Teachers require ongoing professional learning opportunities to ensure best teaching practice.

- Teachers need time to collaborate and share pedagogy to maximise learning in the classrooms
- Assessment is an integral part of the teaching and learning cycle
- By providing a welcoming, safe, communicative school environment students will learn
- Parents are a key part of students literacy learning and we promote their involvement.

Whole School Key Literacy Strategies:

We are committed to:

- An uninterrupted literacy block where students are actively engaged in purposeful and meaningful literacy learning each day.
- The explicit teaching of reading, writing, spelling, grammar and punctuation.
- The implementation of the Geraldton Literacy Strategy through the use of the Green literacy file and scope and sequence information.
- Using high quality literacy resources – electronic and printed
- The daily teaching of grammar and punctuation
- The explicit focus of spelling/phonics
- Reading to children to read 4 times a day
- Having a Literacy Team supporting staff
- The implementation of First Steps Reading strategies

- Implementation of Synthetic Phonics K-2 and for at risk students in 3-6
- Implementation of Australian Curriculum
- A school Literacy Team meeting twice a term to plan
- The implementation of First Steps Reading strategies
- Having a print rich literacy environment in **every** classroom
- Strong focus on reading.
- Continued explicit focus on spelling.
- Use of Scope and sequences for staff – highlighting focus strategies for each term.
- Collaborative sessions to support staff, using an action learning approach.
- Specialist Literacy teacher supporting staff and students.
- Literacy Committee to drive Literacy Plan.

Reading is a school priority for 2013-2014

K – 2 Teaching Strategies Reading

- **Explicit teaching of First Steps 18 reading strategies.**
- **Reading groups with texts at student levels x 2 weekly**
- **Use Scope and sequences to direct teaching**
- **Core words/reading and spelling**

- Silent Reading each day
- Shared Reading/ eg Big Book
- Language Experience
- Modelled Reading
- Shared Reading
- Use of a range of texts eg. Story Box big books for explicit teaching in year 1.
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- Reading program developed to consist of big book, related activities and small group work. Microteaching focus groups.
- Partner Reading/buddy bump reading
- Modelled Reading
- Guided Reading
- Home Reading/Reading Stars program
- Provide opportunity for reading 4 x a day
- Explicit teaching of phonics



- Grammar and punctuation, phonological awareness
- K/P screening using SOCS and On Entry assessment for P & 1
- Vocabularly knowledge and word study
- Use of environmental print
- Integrate reading across learning areas
- Case management plans for those children not reaching potential and all indigenous students
- Development of literacy block plan for junior primary.
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Year 4 – 6 Teaching Strategies Reading

- **Reading Groups – similar level groups at least twice a week**
- Reading Stars Program – read daily at home, record in log
- Students read 4 x per day
- USSR at least 3 times per week (min 10 max 20 mins)
- Reading to students daily
- Modelled reading to demonstrate reading behaviours and making meaning strategies
- Partner reading – mainly oral, teacher lead questions – short and sharp
- Core Words with 100% accuracy
- Topic specific words to build vocabulary
- Integrate with other learning areas

Teachers use a range of reading procedures & make clear links to instructional strategies.

- **Use of Green Literacy File/scope and sequence for planning and the Critical Learning Pathway. Highlight Scope and sequences to identify term focus.**

- Teaching of phonological awareness
- Home reading program and Before School Reading program before school, for students who don't read at home.
- Explicit teaching of core sight words to be used for reading and spelling, linked to assessment. Core words taught in context: use of reading passages to assess reading.
- Integrated reading instruction across learning areas. eg. through science.
- Use of NAPLAN analysis to guide explicit teaching. ie punctuation and grammar

- Staff will provide students with at least 4 opportunities to read or be read to throughout the day.
- Staff will have a clear understanding of how to cater for different reading groups within their class. (Differentiating the curriculum.)
- Modelled reading
- Shared reading
- Guided reading
- Micro-teaching, focus groups to target identified students in reading.
- Integrating reading and writing across learning areas eg. science.
- Development of Literacy Block structure for K - 6 based on best practice research.
- Use of NAPLAN analysis and guides to support explicit teaching.
- Core words in context: reading passages to assess reading
- Use of PM benchmarks and PROBE as an assessment diagnostic tool.
- Levels of questioning clearly focused on throughout teaching
- First term to include grammar and punctuation to lead towards Naplan testing.



Spelling

- **Phonological awareness K - 3 using green file/First Steps and Dianna Rigg activities**
- **Teach core words P – 3 100% accuracy**

- Teach spelling rules
- Teach graphophonic knowledge
- Teach morphemic knowledge as appropriate
- Teach spelling strategies through First Steps
- Use Look, Say, Cover, Visualize, Write Check
- Treat personal theme words
- Integrate spelling with writing and other learning areas
- Explicit teaching of Graphophonics
- Explicit teaching of Word study and Word origins
- Teaching Strategies for spelling unknown words
- Use of Spelling Journal and Topic Specific words
- Use of Magic Words

- Graphophonics and phonics as per scope & sequence
- Use of First Steps strategies for the teaching of spelling
- Use of scope and sequence to support teaching of sounds, letters, blends, diagraphs.
 - Explicitly teach phonological awareness using First Steps resources.
 - Implement Words Their Way for years 3-6 all classes
 - Use of core words around the classroom as part of environmental print.
- Teaching of core word using words their way/spelling journal approach.
- Explicit teaching of word identification strategies.
- First steps Strategies to be used for Spelling.
- Spelling linked to students writing eg. spelling words to come from writing along with theme words and core words.
- A print rich environment promoted as shown in the text; Where Do I Start, Robin Wild. (e:lit)
- Vocabulary development - explicit teaching of vocabulary e.g. Word of the day

Key Teaching strategies

Writing

- Modelled writing daily in PP/Yr 1 and at least 3 times per week Yr 2-3.
- Major teaching emphases and key teaching strategies to be identified each term.
- Implement Daily writing strategies.
- Teaching of text forms according to Scope and Sequence.
- A print rich environment to be promoted as shown in the text ...Where Do I Start?
- Staff will explicitly teach grammar and punctuation sessions each day for 15 minute sessions.
- Modelled writing 3 times a week.
- Daily writing for individual students.
- Teaching of text forms according to suggested year levels as per scope and sequence.



- Use of NAPLAN data to inform teaching focus areas and focus groups
- Teach daily for 15 minutes explicit sessions
- Link to writing process
- Use green file scope and sequence
- Teach editing code developed for whole school

Key SAER Literacy Strategies

- Identify SAER students through school SAER processes.
- Case Management Plans for identified students using ILNP guidelines
- Focused instruction for targeted students using a Case Management Approach.
- Modify literacy strategies to differentiate the curriculum for SAER.
- Communication with parents regarding student progress each term, formally and informally.
- Formal case conference for Schools Plus students.
- Literacy block to cater for the needs of individual students.
- Students to work in ability groupings in co-operative and individual tasks.

Key Assessment and Recording Strategies

K-6 focus

- See K-6 Assessment Plan
- Core words assessment each term
- Assessment of phonics and sounds for all students.
- Use of PM Benchmarks information for identified students.
- Use of data sets to support teaching.
- Teachers to use First Steps Reading Map of Development to inform and guide teaching and planning.
- On Entry in Pre-Primary
- Core words assessment – each term: in classroom assessments
- PM and PROBE benchmarks- for reading assessment
- Use of First Steps Reading Map of Development to inform and guide teaching and planning.

- Strong focus on paragraph writing
- Teacher feedback to be used for students as they are developing in their writing eg. sharing of work and marking.
- Use of First Steps gradual release model and First Steps writing strategies.
- Explicit teaching of paragraphing.
- Use of big books to demonstrate text forms.
- TAGS writing group to focus on challenging students in writing (4-7)
- Teach forms of writing as per green file
- Teach writing process – plan/draft/conferencing/refine
- Modelled writing and Daily writing
- Writing for a purpose
- Use learning experiences as a motivation for writing
- Editing and proofreading
- Provide handwriting opportunities
- Teaching of the Writing process
- Daily writing
- Proof reading code – CHIMPS or similar
- Green file for Writing text forms
- Guided writing
- Author's chair (students share their writing)
- Independent writing
- Use of have a go pads to promote writing
- Link to other learning areas

Grammar and Punctuation

- Explicit teaching of grammar and punctuation, 15 minute sessions each day as part of literacy block time.
- Use of scope and sequence for year level.