

LITERACY Provision Plan AT STAWELL WEST PRIMARY SCHOOL (2019)

LITERACY BLOCK

3-6 - 4 days per week – 10 hours per week
Literacy Focus - Reading, Writing, Spelling and Oral language

P-2 - 4 days per week – 10 hours per week
Literacy Focus - Reading, Writing, Spelling and Oral language

LITERACY WORKSHOP

READING –

3-6

Mini Lesson (15min)

Focus on a strategy for the CAFE menu.

*Comprehension

*Accuracy

*Fluency

*Expanded Vocabulary

Sustained Reading and Teacher Conference (20min)

Small group instruction (20min)

*Independent literacy work and teacher focus group

Sharing the learning (5min)

READING-

P-2

Jolly Phonics 5 min

Mini Lesson (15 min)

Focus on a strategy for the CAFE menu.

*Comprehension

*Accuracy

*Fluency

*Expanded Vocabulary

Sustained Reading and Teacher Conference (15 min)

Small group instruction (20 min)

*Independent literacy work and teacher focus group

Sharing the learning (5 min)

*Resource- The CAFE Book.
Gail Boushey and Joan Moser.*

WRITING –

Explicit writing focus for whole class or small group:-

modelled, shared, guided, and interactive writing.(Text types and creative writing)

Small Groups – with point of need teaching (when applicable)

Independent writing

- Response activities
- Engaging writing tasks
- Purposeful and meaningful tasks

Resource- Vic Curriculum Scope and Sequence. Text Types, Poetry, Punctuation & Grammar. Lyn Watts

SPELLING-

SMART Spelling – Michelle Hutchinson

SMART Spelling is the explicit and systematic teaching of spelling. It is based around whole words with an emphasis on meaning and vocabulary development and is taught through pattern and regularity. Phonological, orthographic, morphemic and etymological knowledge is develop within the learner.

Monday (20min)

Whole class explicit lesson of approximately 20min. Teacher explicitly introduces words using the SMART spelling sequence (Say and the Meaning steps)

Students highlight the words they choose to study from the prepared spelling sheet and add two to three personal words from their BOB (back of book) spelling page. Students copy the words they have highlighted and their personal words in a list in spelling book.

Tuesday, Wednesday (approx. 10min)

Spelling activity of around 10min duration. These can be done individually or in small groups.

Thursday (approximately 20 min)

Test spelling words and then dictation.

Option 1. The teacher says all of the words and the students just write down the words they have been studying.

Option 2. Students pair up and partner test each other's words.

Dictation-

A combination of the words that have been taught over the past weeks/months and make up 3 sentences that are an appropriate length for the age of the students.

1. Teacher says a sentence
2. The student repeats the sentence
3. The students then write the sentence as they whisper
4. Correct after each sentence.

Resource- SMART Spelling , Michelle Hutchinson

MONITORING AND ASSESSMENT

HOME READING – Daily Feature

- Teacher broad selection of texts (student selection within range)
- Nights of reading to be monitored and results recorded by each classroom teacher.
- 50, 100, 150, 200, 250 and 300+ nights of reading certificates presented at weekly assembly. Whole school display to celebrate reading achievements.

READING

Running records
 Observation Surveys (needs based)
 Anecdotal Records
 Checklists
 Benchmarking- PM
 Fountas and Pinnel Running Records
 PAT Reading Comprehension
 Formative assessment - ongoing

Reports

*English Online
 Interview P-2

*NAPLAN. Grade 3
 and 5

SPELLING

SA Spelling test
 100, 200, 300, 400 Most used words
 Weekly spelling tests
 Weekly dictation

WRITING

Writing Samples
 Ongoing Checklists
 Anecdotal records
 Rubrics
 Student Self assessment
 Moderation based on the Australian Criterion Scale

SPEAKING AND LISTENING

Record of oral Language
 Ongoing Checklists
 Anecdotal records

ROLES and RESPONSIBILITIES

LITERACY COORDINATOR

- Professional Development – Organisation of specialist PD
- Model current, effective and good practice
- Resource management
- Identification of children at risk
- Monitoring and Assessment
- Liaising with parents where necessary
- Development of Individual Learning Plans
- Continual improvement of classroom practice

ES staff

- Language Support Program – Fountas and Pinnel Intervention Program
- Speech Pathologist / Oral language program
- Classroom Support

Community Involvement / VOLUNTEERS

- Home Reading
- Classroom Programs

TEACHER PROFESSIONAL LEARNING: FOCUS AREAS

- DET Initiatives
- Data interpretation and analysis at PLT and whole staff level
- PLT Specific- Sharing of ideas - activities that work for reading and writing
- Development of Literacy Plan – Student Learning Team
- Develop a common and agreed understanding of the CAFÉ Reading program and the SMART Spelling Program
- Improving comprehension - literal, inferential and evaluative questions
- Spelling – whole school improvement
- Using ICT for literacy

LITERACY IMPROVEMENT FOCUS

- Continue to develop whole school moderation practices, including moderation specifically for extension purposes. Include administration and assessment of tasks into moderation sessions
- Develop a proforma for moderation based on Victorian Curriculum
- Use student tracking data in literacy to monitor all students
- Continue to evaluate CAFE and its effectiveness against school data
- Continue to provide programs which allow students freedom of choice and a range of learning environments
- Use share time as a means of checking consistency in the implementation of school programs