



Spencer Park Primary School Literacy Policy (reviewed 2020)

RATIONALE

Literate students are able to effectively use their literacy skills and knowledge in their everyday lives. They can learn to appreciate, enjoy and use language and develop a sense of its richness and its power to evoke feelings, to form and convey ideas, to inform, to discuss, to persuade, to entertain, and to argue.

Students are encouraged to develop a love of books and the disposition to read. We strive to teach all our students to enjoy a variety of texts so that they will become independent, critical, life-long readers and learners. We believe reading is a vital skill and this belief underpins the emphasis we place on the teaching of reading in our school.

This document highlights Spencer Park Primary School's beliefs, aims and processes related to Literacy teaching.

AIMS

- To develop students' thinking and problem solving skills in order to express opinions to support their thinking.
- To foster in students the confidence, desire and ability to express their views both orally and in writing.

CURRICULUM GUARANTEES

- A scheduled daily 90 minute literacy block directed by clearly defined teaching and learning intentions (see Appendix 2).
- Use the Explicit Teaching model (warm-up, I Do, We Do, You Do) to structure lessons.
- Relate and integrate literacy, technology, numeracy and inquiry; read and write for multiple purposes, using authentic tasks where possible.
- Use school-wide literacy programs (PLD, Heggerty Phonemic Awareness, Talk for Writing, Seven Steps for Writing, Sound Waves, Spelling Mastery).

RELATED POLICIES AND DOCUMENTS

- Explicit Teaching Policy (reviewed 2018)
- Reading Policy (reviewed 2020)
- Writing Policy (reviewed 2019)
- Standards and Handwriting Policy (reviewed 2018)
- Learning Area Allocation Policy (reviewed 2018)
- Literacy Scope and Sequence Documents (located on s:\)
- Target Documents (located on s:\)
- Students at Educational Risk Policy (reviewed 2018)
- School Business Plan
- School Development Plan

DEFINITIONS

LITERACY

Literacy is the skill that underpins a child's ability to learn at school and be a productive member of society. In the Western Australian Curriculum,
... students become literate as they develop the knowledge, skills and dispositions to interpret and use language confidently for learning and communicating in and out of school and for participating effectively in society. Literacy involves students in listening to, reading, viewing, speaking, writing and creating oral, print, visual and digital texts, and using and modifying language for different purposes in a range of contexts.

https://k10outline.scsa.wa.edu.au/__data/assets/pdf_file/0010/5032/Literacy.pdf

PRINCIPLES

LEARNING

We believe students develop Literacy skills best when:

- Their teachers have high expectations and believe they can learn.
- Literacy skills are modelled to them consistently.
- They are immersed in a print rich environment.
- They are in a positive environment where their Literacy development is encouraged.
- They have a supportive environment.
- They are given the opportunity to practice Literacy skills in a variety of situations for a variety of purposes.
- They are taught Literacy skills in a non-threatening environment.
- They see that developing Literacy skills is valued.
- They begin the learning of literacy concepts early.
- There is time in the game; repetition creates muscle memory.

INSTRUCTION

We believe that Literacy instruction needs to include:

- Explicit and intentional teaching.
- Following the Gradual Release Model, I do, We do, You do
- Modelling of skills.
- Literacy development that has purpose connected to real life. (for example, What am I learning this for? WILF)
- A structured and sequential approach to the teaching of skills.
- The use of standardised literacy blocks across the school.
- Warm up activities aimed at automatising recall of knowledge and use of skills
- Support for students who fall behind and need remediation.

ASSESSMENT

We believe that Literacy assessment needs to include summative and formative assessments that are measured against set school targets and benchmarks (see attached appendices for this information):

- One-to-one assessment – where fine grain information can be gained about the individual.
- Standardized testing – from which comparison to age appropriate benchmarks can be made.
- Anecdotal observations – teacher judgments made when behaviour is observed.
- A variety of profiles – as outlined in assessment plans to aid continuity and progress on achieving benchmarks.
- Work samples – common assessment tasks or samples that demonstrate student progress toward targets.
- Self-reflection – students can self assess against common criteria set for a task possibly using rubrics or checklists.
- Peer appraisal – students assess peers against common criteria set for a task possibly using rubrics or checklists.
- Formal testing – teacher created or sample formats to assess student learning.
- Informal testing – at point of need by classroom teacher.
- Diagnostic assessment – formative assessment that drives teaching and learning.
- Assessment needs to inform documented plans.
- Feedback is provided that is meaningful and specific and drives learning.

REPORTING

We believe that reporting on Literacy needs to include some/all of the following:

- Formal reports – mandated system template.
- Case Conferences – minuted meetings of stakeholders.
- Informal interviews – non minuted discussion of student progress and achievement record or discussion noted by teacher.
- Work displays – performances, exhibitions, open night, class displays, and assemblies.
- Regular communication between home and school that gives fine grain information about student progress and achievement, for example, communication books, diaries, emails, SMS.

SCHOOL BASED RESOURCES

The following resources are used across the whole school:

- Spencer Park Primary School K to 6 Literacy Scope and Sequence.
- Standardised Literacy Block Formats
- PLD, a structured synthetic phonics program
- Sound Waves
- Spelling Mastery
- Jolly Phonics/Jolly Grammar
- Letters and Sounds
- CARS/STARS
- Magic 900

- MiniLit, MultiLit, MacqLit
- Raz-Kids
- Reading Boxes
- A-Z Reading Fluency Assessments
- A-Z Correlation Chart
- Cued Articulation
- Talk for Writing (K-Y2)
- Seven Steps for Writing Success (Y3-6)

REFERENCES

The following resources are used as references:

- WA Curriculum



LITERACY BENCHMARKS

These targets are a set of indicators that represent competent literacy standards for the end of a year level. It is expected that 80% of students will be at or above the benchmark set out below.

Note:

- E Extension students
- B Benchmark students
- S Support students
- M100 Magic 100

| Reading | K | PP | 1 | 2 | 3 | 4 | 5 | 6 |
|---|--|-------------------------------------|--------------------------------|-------------------------------|-------------------------------|-------------------------------|----------------------------|--------|
| Read High Frequency Words at 100% accuracy Magic Words | Learning environmental p in their own context. | E M100 B M100 Red S M100 Gold | E M200 B M100 S M100 Red | E M400 B M200 S M100 | E M600 B M400 S M200 | E M800 B M600 S M400 | E M900 B M800 S M600 | B M900 |
| PM Benchmarks (95%+ accuracy AND satisfactory comprehension) | | E PM 10 B PM 5 S PM 1 | E PM 20 B PM 15 S PM 5 | E PM 22 B PM 20 S PM 10 | E PM 25 B PM 22 S PM 15 | E PM 30 B PM 25 S PM 22 | 30+ | 30+ |

Please refer to Reading Policy (reviewed 2020) for information regarding PM Benchmarking and Magic Words.

| Spelling | K | PP | 1 | 2 | 3 | 4 | 5 | 6 |
|---|---|----|----------|----------|----------|----------|-----------|-----------|
| Spelling Age South Australian Spelling Test | | | B 6.5yrs | B 7.5yrs | B 8.5yrs | B 9.5yrs | B 10.5yrs | B 11.5yrs |

K-PP LITERACY BLOCK FRAMEWORK

50min x 4 session/week

LITERACY BLOCKS

| | SPELLING Oral Language – Phonological & Phonemic Awareness (using PLD, Heggerty Phonemic Awareness, Jolly Phonics/Letters and Sounds) | READING (Oral Reading and Whole Class) | WRITING |
|-------------|---|---|---|
| Warm Up | <ul style="list-style-type: none"> Phonemic Awareness activities (for example, Heggerty) Alphabet, vowels and consonants, alphabetical order Sights words Phonemes/grapheme, blends and di/trigraphs. Segmenting/blending Manipulating sounds. Syllabifying. Spelling rules. | <ul style="list-style-type: none"> Phonemic Awareness activities (for example, Heggerty) Sight words List words Vowels Blending, segmenting, tracking Book awareness | <ul style="list-style-type: none"> Punctuation Sentence structure (simple) |
| I Do | <p>On a daily basis each of these focus areas need to be covered:</p> <ul style="list-style-type: none"> Phoneme/Grapheme (spelling) Vocabulary (theme words, topic words expansion) Explicit modelling of letter sounds or word study focus for the day/week Link to prior knowledge, similar sounds, reading activities or previous teaching sessions. Describe the task requirements for group or independent work. Finally, check for understanding. | <p>Guided Reading, Literature, Reading, Comprehension</p> <ul style="list-style-type: none"> Daily reading of quality children's literature. Comprehension (using STARS strategies) focussed around these books. | <ul style="list-style-type: none"> Theme based exploring student brainstormed word list and teacher challenge word list Development of sentences, building to paragraph writing, modelled by teacher with think-a- louds. Talk for Writing |
| We/ You Do | <p>This session could look two ways:</p> <ul style="list-style-type: none"> Whole class independent work to practise the skill explicitly taught in I DO session (above), with the teacher to assist students that require extra assistance when needed. Focus groups of students who work with the teacher/EA to further develop the focus learning. (usually a concrete activity) | <ul style="list-style-type: none"> Hands on concrete activities to practice current learning focus. Rotation Guided reading sessions. | <ul style="list-style-type: none"> Role play writing Experimental writing Early writing - Teacher created sentences to include focus cvc and sight words. Talk for Writing |
| Plough back | <ul style="list-style-type: none"> Share and reflect on students' learning for the session. Review the concepts and foci covered in the block. Students have the opportunity to discuss, explain, demonstrate and reflect on what they have learned throughout the day. Review through Transition times. Share and reflect on students' learning for the session. Review the concepts and foci covered in the block. Students have the opportunity to discuss, explain, demonstrate and reflect on what they have learned throughout the day. Review through Transition times. | | |

PLEASE NOTE

Within the day **writing, reading, handwriting, speaking, listening** and **viewing** need to be **integrated**. These can be outside the literacy block, but **must** be present within your day. Activities should be relevant and purposeful, including a range of fine and gross motor activities.

Social Skills – independent and cooperative learning to be included in whole class and small group activities.

YEAR 1-2 LITERACY BLOCK FRAMEWORK

90min x 4 session/week + Genre Writing

LITERACY BLOCKS

| | SPELLING (using PLD, Heggerty Phonemic Awareness, Spelling Mastery & Jolly Grammar) | READING | | WRITING |
|-------------|---|---|--|---|
| Warm Up | <ul style="list-style-type: none"> Alphabet, vowels and consonants, alphabetical order Sights words Phonemes/grapheme, blends and di-, tri- and quadgraphs Segmenting Syllabifying Spelling rules | <ul style="list-style-type: none"> Sight words List words Vowel sounds Blending, segmenting, tracking STARS strategies learned | | <ul style="list-style-type: none"> Punctuation Parts of speech Sentence structure (simple, compound, complex) |
| I Do | <p>On a daily basis each of these focus areas need to be covered:</p> <ul style="list-style-type: none"> Phoneme/Grapheme (spelling) Vocabulary (theme words, topic words expansion) Explicit modelling of the spelling or word study focus for the day/week Link to prior knowledge, similar sounds, reading activities or previous teaching sessions. Describe the task requirements for group or independent work. Finally, check for understanding. | <p>GUIDED READING Rotational Guided Reading with teacher and/or EA to develop reading and comprehension skills while rest of class does independent activities (we/you do)</p> | <p>STARS A modelled reading comprehension session.</p> <ul style="list-style-type: none"> Teacher driven lessons 1 and 2 | <p>On a daily basis each of these focus areas need to be covered:</p> <ul style="list-style-type: none"> Phoneme/Grapheme (spelling) Vocabulary (theme words, topic words expansion) Explicit modelling of the spelling or word study focus for the day/week Link to prior knowledge, similar sounds, reading activities or previous teaching sessions. Describe the task requirements for group or independent work. Finally, check for understanding. |
| We/ You Do | <p>This session could look two ways:</p> <ul style="list-style-type: none"> Whole class independent work to practise the skill explicitly taught in I DO session (above), with the teacher moving around the class to assist students that require extra assistance when needed. Focus groups of students who work with the teacher/EA to further develop the focus phoneme, blend, digraph or a related Word Study concept (usually a concrete activity) | <ul style="list-style-type: none"> Activity sheet follow up from previous Guided Reading session, foci to incorporate grammar lesson and full sentence answers (daily writing) SRA (Reading Box) Raz-Kids (computer based reading program) | <p>We Do</p> <ul style="list-style-type: none"> Lesson 3 and 4 <p>You Do</p> <ul style="list-style-type: none"> Lesson 5 (at differentiated level) | <p>This session could look two ways:</p> <ul style="list-style-type: none"> Whole class independent work to practise the skill explicitly taught in I DO session (above), with the teacher moving around the class to assist students that require extra assistance when needed. Focus groups of students who work with the teacher/EA to further develop the focus phoneme, blend, digraph or a related Word Study concept (usually a concrete activity) |
| Plough back | <ul style="list-style-type: none"> Share and reflect on students' learning for the session. Review the concepts and foci covered in the block. Link back to the preview of the day, where you need to set the learning goals. Refer back to the focus questions asked at the beginning of the block; can you answer those questions now? Students have the opportunity to discuss, explain, demonstrate and reflect on what they have learned in the session. | <ul style="list-style-type: none"> Share and reflect on students' learning for the session. Review the concepts and foci covered in the block. Link back to the preview of the day, where you need to set the learning goals. Refer back to the focus questions asked at the beginning of the block; can you answer those questions now? <p>Students have the opportunity to discuss, explain, demonstrate and reflect on what they have learned in the session.</p> | | <ul style="list-style-type: none"> Share and reflect on students' learning for the session. Review the concepts and foci covered in the block. Link back to the preview of the day, where you need to set the learning goals. Refer back to the focus questions asked at the beginning of the block; can you answer those questions now? Students have the opportunity to discuss, explain, demonstrate and reflect on what they have learned in the session. |

PLEASE NOTE

The literacy block does not allow for the explicit teaching of genre writing as covered in the Talk for Writing program where the conventions explicitly taught. Within the day **writing, reading, handwriting, speaking, listening** and **viewing** need to be **integrated**. These can be outside the literacy block, but **must** be present within your day. Activities should be purposeful.

Regular classroom practices, such as before school reading, should continue to take place.

YEAR 3-4 LITERACY BLOCK FRAMEWORK

90min x 4 session/week + Genre Writing

LITERACY BLOCKS

| | SPELLING (using Sound Waves) | READING | | WRITING |
|-------------|---|---|--|---|
| Warm Up | <ul style="list-style-type: none"> Alphabet, vowels and consonants, alphabetical order Sight words Phonemes/grapheme, di-, tri- and quadgraphs Segmenting Syllabifying Spelling rules | <ul style="list-style-type: none"> Sight words List words Vowel sounds Blending, segmenting, tracking STARS strategies learned | | <ul style="list-style-type: none"> Punctuation Parts of speech Sentence structure (simple, compound, complex) Vocabulary Seven Steps for Writing Success |
| I Do | <p>Each of these focus areas needs to be covered on a daily basis:</p> <ul style="list-style-type: none"> Phoneme/Grapheme (spelling) Prefixes/suffixes Vocabulary (theme words, topic words expansion) Explicit modelling of the spelling or word study focus for the day/week Link to prior knowledge, similar sounds, reading activities or previous teaching sessions. Describe the task requirements for group or independent work. Finally, check for understanding. | <p>GUIDED READING Rotational Guided Reading with teacher and/or EA to develop reading and comprehension skills while rest of class does independent activities (we/you do)</p> | <p>STARS A modelled reading comprehension session.</p> <ul style="list-style-type: none"> Teacher driven lessons 1 and 2 | <ul style="list-style-type: none"> Seven Steps for Writing Success Theme-based exploring student-brainstormed word list and teacher challenge word list Development of sentences, building to paragraph writing, modelled by teacher with 'think alouds' |
| We/ You Do | <p>This session could look two ways:</p> <ul style="list-style-type: none"> Whole-class independent work to practise the skill explicitly taught in I DO session (above), with the teacher moving around the class to assist students that require extra assistance when needed. Focus groups of students who work with the teacher/EA to further develop the focus phoneme, blend, digraph or a related Word Study concept (usually a concrete activity) | <ul style="list-style-type: none"> Activity sheet follow up from previous Guided Reading session, foci to incorporate grammar lesson and STARS SRA (Reading Box) Raz-Kids (computer-based reading program) | <p>We Do</p> <ul style="list-style-type: none"> Lesson 3 and 4 <p>You Do</p> <ul style="list-style-type: none"> Lesson 5 (at differentiated level) | <ul style="list-style-type: none"> Seven Steps for Writing Success Student-created sentences Self edits to improve |
| Plough back | <ul style="list-style-type: none"> Share and reflect on students' learning for the session. Review the concepts and foci covered in the block. Link back to the preview of the day, where learning goals need to be set. Refer back to the focus questions asked at the beginning of the block; can you answer those questions now? Students have the opportunity to discuss, explain, demonstrate and reflect on what they have learned in the session. | <ul style="list-style-type: none"> As with Spelling | | <ul style="list-style-type: none"> As with Spelling |

PLEASE NOTE

The literacy block does not allow for the explicit teaching of genre writing as covered in the Seven Steps for Writing Success program where the conventions explicitly taught. Within the day writing, reading, handwriting, speaking, listening and viewing need to be integrated. These can be outside the literacy block, but must be present within your day. Activities should be purposeful.

Regular classroom practices, such as before school reading, should **continue to take place**.

YEAR 5-6 LITERACY BLOCK FRAMEWORK

90min x 4 session/week + Genre Writing

LITERACY BLOCKS

| | SPELLING (using Sound Waves) | READING | | WRITING |
|-------------|--|---|--|---|
| Warm Up | <ul style="list-style-type: none"> Alphabet, vowels and consonants, alphabetical order Sight words Phonemes/grapheme, di-, tri- and quadgraphs Segmenting Syllabifying Spelling rules | <ul style="list-style-type: none"> Sight words List words Vowel sounds Blending, segmenting, tracking STARS strategies learned | | <ul style="list-style-type: none"> Punctuation Parts of speech Sentence structure (simple, compound, complex) Seven Steps for Writing Success |
| I Do | <p>Each of these focus areas needs to be covered on a daily basis:</p> <ul style="list-style-type: none"> Phoneme/Grapheme (spelling) Derivation of words (roots, Latin and Greek) Vocabulary (theme words, topic words expansion) Explicit modelling of the spelling or word study focus for the day/week Link to prior knowledge, similar sounds, reading activities or previous teaching sessions. Describe the task requirements for group or independent work. Finally, check for understanding. | <p>GUIDED READING Rotational Guided Reading with teacher and/or EA to develop reading and comprehension skills while rest of class does independent activities (we/you do)</p> | <p>STARS A modelled reading comprehension session.</p> <ul style="list-style-type: none"> Teacher driven lessons 1 and 2 | <p>Each of these focus areas needs to be covered on a daily basis:</p> <ul style="list-style-type: none"> Phoneme/Grapheme (spelling) Derivation of words (roots, Latin and Greek) Vocabulary (theme words, topic words expansion) Explicit modelling of the spelling or word study focus for the day/week Link to prior knowledge, similar sounds, reading activities or previous teaching sessions. Seven Steps for Writing Success Describe the task requirements for group or independent work. Finally, check for understanding. |
| We/ You Do | <p>This session could look two ways:</p> <ul style="list-style-type: none"> Whole-class independent work to practise the skill explicitly taught in I DO session (above), with the teacher moving around the class to assist students that require extra assistance when needed. Focus groups of students who work with the teacher/EA to further develop the focus phoneme, blend, digraph or a related Word Study concept (usually a concrete activity) | <ul style="list-style-type: none"> Activity sheet follow up from previous Guided Reading session, foci to incorporate grammar lesson and STARS SRA (Reading Box) Raz-Kids (computer-based reading program) | <p>We Do</p> <ul style="list-style-type: none"> Lesson 3 and 4 <p>You Do</p> <ul style="list-style-type: none"> Lesson 5 (at differentiated level) | <p>This session could look two ways:</p> <ul style="list-style-type: none"> Whole-class independent work to practise the skill explicitly taught in I DO session (above), with the teacher moving around the class to assist students that require extra assistance when needed. Focus groups of students who work with the teacher/EA to further develop the focus phoneme, blend, digraph or a related Word Study concept (usually a concrete activity) |
| Plough back | <ul style="list-style-type: none"> Share and reflect on students' learning for the session. Review the concepts and foci covered in the block. Link back to the preview of the day, where learning goals need to be set. Refer back to the focus questions asked at the beginning of the block; can you answer those questions now? Students have the opportunity to discuss, explain, demonstrate and reflect on what they have learned in the session. | <ul style="list-style-type: none"> As with Spelling | | <ul style="list-style-type: none"> As with Spelling |

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Regular classroom practices, such as before school reading, should continue to take place.