



Hendon Primary School Site Literacy Plan

Guiding statement:

At Hendon Primary School we aim for students to be expressive and fluent and capable in all areas of literacy. They will develop a love of reading, writing and communicating to enable them to be lifelong learners.

Rationale:

The study of English is central to the learning and development of all young Australians. It helps create confident communicators, imaginative thinkers and informed citizens. It is through the study of English that individuals learn to analyse, understand, communicate and build relationships with others and with the world around them. The study of English plays a key role in the development of reading and literacy skills which help young people develop the knowledge and skills needed for education, training and the workplace. It helps them become ethical, thoughtful, informed and active members of society. (ACARA 2020)

Aims:

We will provide Literacy lessons to enable students to:

- Learn to listen, read, view, speak, write, create and reflect on increasingly complex and sophisticated spoken, written and multimodal texts across a growing range of contexts with accuracy, fluency and prose
- Appreciate, enjoy and use English Language in all its variations and develop a sense of its richness and power to evoke feelings, convey information, form ideas, facilitate interaction, entertain, persuade and argue
- Understand how Standard Australian English works in its spoken and written forms and in combination with non-linguistic forms of communication to create meaning.
- Develop interest and skills in inquiring into the aesthetic aspects of texts, and develop an informed appreciation of literature
- BrightPath Narrative and Persuasive Scale and teaching strategies

Time allocation:

The Literacy block will consist of the Department for Education mandated 300 minutes (minimum) per week

Pedagogical Agreements

At Hendon Primary school we agree to incorporate the following pedagogical approaches:

- A structured literacy block including modelled/daily guided reading and writing and explicit teaching of language conventions
- Jolly Phonics strategies implemented F-2 – **Appendix-Jolly Phonics scope and sequence**
- Jolly Grammar to be implemented Years 2-7 **Appendix-Jolly Phonics scope and sequence**
- Ensure that learning intentions and success criteria are visible and understood by students
- Provide each student with feedback that moves the learner forward

- Support students by encouraging collaboration, questioning or dialogue
- Use data to strategically and purposefully inform teaching and learning
- Learning goals jointly constructed with students and informed by data
- **Appendix-Assessment and Reporting policy**
- **Appendix – Text Type map**
- Heggerty Phonemic awareness program- **Heggerty F-2 Resources**

Professional Development

At Hendon Primary school staff are committed to providing high quality literacy education for every learner. In order to achieve this staff, recognise that the curriculum, our instruction and assessment strategies and the learning environment to be dynamic, intellectually challenging and attentive to the diverse social, emotional and intellectual needs of our learners. Hendon Primary School provides opportunities for teachers and SSOs to be involved in professional development linked to contemporary Literacy pedagogies

Professional Learning Communities at Hendon Primary School

Planning and Programming

- Australian Curriculum including scope and sequence and units of work
- Learning Design
- Teaching for Effective Learning (TfEL)
- Early Years Framework
- Reflect, Respect, Relate

Professional Development Programs include

- Effective Discourse / Questioning
- Assessment Tasks and Moderation
- Transforming Tasks
- Productive Struggle and Positive Mindset
- Differentiation
- Setting Smart Targets
- Stephen Graham – Literacy
- Jolly Phonics
- Bright Path

Learning Interventions

At Hendon Primary School we implement the wave 3 intervention model

- Wave 1: Classroom differentiation/ individualised learning
- Wave2: Targeted intervention programs
- Wave 3: intensive one to one small group intervention. Students with a one goals working on individual SMARTAR goals

Levelled Literacy Intervention program (LLI)

~ Kindness, Respect, Trust ~

The Fountas and Pinnell Levelled Literacy intervention is a powerful short-term intervention that provides intensive small group instruction that supplements classroom literacy teaching. LLI turns struggling into successful readers with engaging levelled books and fast paced systematically designed lessons

Data Collection Calendar

Term 1

- Week 3 - Westwood Spelling Test A (Yrs 2 – 7)
- Oxford Word List, SPAT-R (Foundation/Year 1)
- Week 6 - Running Record Data to be entered on Mark-It
- Week 10 - Brightpath Writing Sample 1 levelled and entered on Mark-It
o Narrative and Persuasive
- Week 11 - Literacy Pro Levels entered on Mark-It
- Brightpath levels entered on the Brightpath database

Term 2

- Week 3 - NAPLAN Testing
- Week 6 - Running Record Data to be entered on Mark-It
- Week 10 - Literacy Pro Levels entered on Mark-It

Term 3

- Week 1 - EALD Language and Literacy Levels
- Week 3 - Year 1 Phonics Screening Check
- Week 6 - Running Record Data to be entered on Mark-It
- Brightpath Writing Sample 2
- Week 7 - PAT Testing
- Week 10 - Literacy Pro Levels entered on Mark-It

Term 4

- Week 6 - All Data to be entered on Mark-It
- Running Records
- Literacy Pro Levels
- PAT Results
- EALD Language and Literacy Levels
- **NAPLAN Results**
- **Oxford Word List , SPAT-R**

Appendices

- Oxford Sight Word List/ PM Sight words
- Running Record Agreement
- Targets – Standard of Education Achievement
- Planned writing for Text Types Map