English and Literacy Agreement [ELA]

PURPOSE

The Flinders View Primary School Literacy English and Literacy Agreement outlines the agreed approaches and commitments to teaching English and Literacy across the school. This Agreement ensures consistent approach and language is being used across the school and that all staff are confident and competent in teaching English and Literacy in a broad range of contexts.

RATIONALE

This Agreement provides and outline to the agreed commitments for teaching and learning in the areas of English and Literacy, to ensure all teachers are confident, competent and consistent in teaching English and Literacy across the site.

Every student has the right to at least one year of growth in English for every year of learning. Students should be supported to develop a broad range of literacy skills that will enable them to be literate, productive and active citizens. Our school is committed to building the capacity of all staff as a result of high quality learning, collaborations and the development of quality teaching and learning programs.

UNDERSTANDING ENGLISH VS. LITERACY

Being literate means having the skills to be able to read, write and speak to understand and create meaning. While becoming literate is a central aim of English in primary schools, the subject English and literacy are not the same.

English

Through English and the study and production of texts, students learn to read and write about themselves, their communities and the world (Green & Cormack, 2008). Accordingly, over time, the texts we have included in the subject English have expanded from literary texts to include multimodal, media and everyday texts (Beavis, 2013).

Literacy

Literacy on the other hand, refers to the development of literate practices that allow students to understand how meaning is made through language and texts, in all subject areas. Literacy is the means through which the English classroom operates. For students to 'do' English, they must develop literate practices integral to learning English as a subject in the 21st century. Literacy involves students 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. Literacy encompasses the knowledge and skills students need to access, understand, analyse and evaluate information, make meaning, express thoughts and emotions, present ideas and opinions, interact with others and participate in activities at school and in their lives beyond school. We believe that all students can be powerful, successful lifelong learners of Literacy and that Literacy is everybody's responsibility- not just the English teacher.

PEDAGOGICAL APPROACHES

Teachers at Flinders View Primary School are committed to using **High-Impact Teaching Strategies** (HITS) *(*see Figure 1)* throughout all faucets of Curriculum learning.

High-Impact Teaching Strategies

The HITS are 10 instructional pedagogies that reliably increase student learning wherever they are applied. They emerge from the findings of tens of thousands of studies of what has worked in classrooms across Australia and the world. International experts such as John Hattie and Robert Marzano have synthesised these studies and ranked hundreds of teaching strategies by the contribution they make to student learning. The HITS sit at the top of these rankings (State of Victoria: Department of Education and Training, 2017).

The English Curriculum, is to be taught using the **Explicit Instruction Model** (**see Figure 2)* with a focus on Gradual Release through scaffolded learning experiences that allow students to explore how language and literature works and are constructed.

SETTING GOALS
1: Know learners and how they learn
2: Know the content and how to teach it
3: Plan for and implement effective teaching and learning

STRUCTURING LESSONS
2: Know the content and how to teach it
3: Plan for and implement effective teaching and learning
5: Assess, provide feedback and report on learning

EXPLICIT TEACHING
1: Know learners and how they learn
3: Plan for and implement effective teaching and learning

WORKED EXAMPLES
2: Know the content and how to teach it
3: Plan for and implement effective teaching and learning

COLLABORATIVE LEARNING
1: Know learners and how they learn
2: Know the content and how to teach it
3: Plan for and implement effective teaching and learning

MULTIPLE EXPOSURES
3: Plan for and implement effective teaching and learning
5: Assess, provide feedback and report on learning

QUESTIONING
2: Know the content and how to teach it
3: Plan for and implement effective teaching and learning
5: Assess, provide feedback and report on learning

FEEDBACK
5: Assess, provide feedback and report on learning

METACOGNITIVE STRATEGIES
2: Know the content and how to teach it
3: Plan for and implement effective teaching and learning
5: Assess, provide feedback and report on learning

DIFFERENTIATED TEACHING
2: Know the content and how to teach it
3: Plan for and implement effective teaching and learning
5: Assess, provide feedback and report on learning

Explicit Instruction Model

Warm-Up

Introduction

Knowing

Practising

Applying

Share-time

WARM-UPs: Warm-ups for literacy fall into two broad categories: Reading and Spelling Warm-ups and Writing warm ups ***Refer to Teaching and Learning Handbook -'Warm-Up Guidelines'*

LEARNING INTENTIONS & SUCCESS CRITERIA: Each lesson has a learning goal that is shared with students, ensuring they know the criteria to be successful in their learning (i.e. success criteria).

EXPLICIT/GUIDED PRACTICE: (KNOWING – PRACTISING-APPLYING)
In teaching new concepts, teachers may explicitly guide students when learning new skills and strategies that focuses on letting student into the literate discourse of the learning. The focus of this component is to develop students' knowledge of topics/ content covered; allowing them time to practise and consolidate these understandings with required support, and finally to be able to independently transfer and apply these understandings to new contexts.

REFLECTION: Refers to the 'ploughing back' aspect of the lesson. It is a time for students to discuss, reason and share their learning, reflect on learning and think about the application of skills learnt in real-life contexts.

All pedagogical practices encourage *intellectual stretch* and *development of the* ***Executive Functions*** *and a* ***Growth Mindset***.

*These are explored further in the Flinders View Primary School, 'Teaching and Learning Handbook'. Available on the <u>Google Shared Drive>Teaching and Learning>Teaching and Learning Handbook</u>
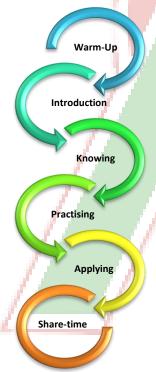
Figure 2: Explicit

Teaching Model

PROGRAMMING AND PLANNING

All planning for English should be documented and submitted to Line Managers each term. All teacher planning is required to be stored by the school for a minimum of 7 years. Formal Written Feedback from Line Managers will be provided to teachers on their planning min. once per year.

Planning Tools

Key tools to be used for programming and planning should include:

- Australian Curriculum: English, including all receptive and productive modes
- General Capabilities, Cross Curriculum Priorities, and across all Learning Areas
- Literacy Learning Progressions
- Learning Design *(Teaching for Effective Learning Framework)*

Planning Documentation

Programming and planning should show evidence of the following key design elements:

- Links to the Australian Curriculum i.e. content descriptions, achievement standards, cross curriculum priorities
- Explicit Learning Intentions and Success Criteria
- Evidence of intellectual stretch/ high challenge/ productive struggle
- Differentiation of tasks to suit learning needs
- Core components of a balanced Literacy Block (INCLUDING Explicit Teaching of Text-types and Guided Reading).
- Assessment strategies (formative and summative)
- Aboriginal and Torres Strait Islander Perspectives
- Opportunities for powerful learning, including positive dispositions and transversal skills (i.e. development of Executive Functions/Growth Mindset to build resilience and persistence).

Time Allocations

100 minutes per day will be allocated to the teaching of English. This equates to 2 lessons per day, which will occur in an uninterrupted English block (where most feasible).

Literacy, as part of the General Capabilities, will be taught through all curriculum learning areas.

Uninterrupted English Teaching Block

Uninterrupted English Blocks are allocated to classes in lessons 3 and 4 of each day. During this time, classroom disruptions are kept to a minimum. At times, Non-Instructional Time is placed during this block. Teachers are encouraged to use their discretion to ensure that students are still receiving the adequate amount of English instruction to suit their needs, by working additional English/literacy into their timetables.

Uninterrupted English Blocks are utilized across the school to:

- Minimise disruptions to learning
- Emphasise the importance of English learning
- Allocate human resources in the most effective manner
- Allow for the facilitation of an Intervention English Class

Planning for Literacy across the Curriculum

Flinders View Primary School staff will use the General Capabilities Literacy Learning Continuum to support the promotion and development of Literacy across all curriculum areas. The Australian Curriculum states:

While much of the explicit teaching of literacy occurs in the English learning area, literacy is strengthened, made specific and extended in other learning areas as students engage in a range of learning activities with significant literacy demands. Paying attention to the literacy demands of each learning area ensures that students' literacy development is strengthened so that it supports subject based learning. This means that:

- *all teachers are responsible for teaching the subject-specific literacy of their learning area/s*
- *all teachers need a clear understanding of the literacy demands and opportunities of their learning area/s*

Flinders View Primary School staff will have a clear focus on the explicit teaching of reading and writing specific text types in each subject area, with an emphasis on the teaching of vocabulary specific to each subject.

Planning for Literacy (for other learning Areas besides English)

Literacy encompasses the knowledge and skills students need to access, understand, analyse and evaluate information, make meaning, express thoughts and emotions, present ideas and opinions, interact with others and participate in activities at school and in their lives beyond school. Success in any learning area depends on being able to use the significant, identifiable and distinctive literacy that is important for learning and representative of the content of that learning area. (Australian Curriculum, General Capabilities 2020).

Becoming literate is not simply about knowledge and skills. Certain behaviours and dispositions assist students to become effective learners who are confident and motivated to use their literacy skills broadly. Many of these behaviours and dispositions are also identified and supported in other general capabilities. They include students managing their own learning to be self-sufficient; working harmoniously with others; being open to ideas, opinions and texts from and about diverse cultures; returning to tasks to improve and enhance their work; and being prepared to question the meanings and assumptions in texts (Australian Curriculum, General Capabilities 2020).

Literacy across the curriculum requires children and young people to have skills which enable them to interpret and compose texts across different disciplines. This involves teaching that prompts learning that:

- embeds a grasp of how different language choices and patterns represent and document ideas and views of the world through a range of genres

- develops a sense of the way disciplinary knowledge is organised (for example, in science, history or geography).

  (State of Victoria: Department of Education and Training, 2017).

Your planning should be reflective of how the General Capability (Literacy) is being embedded across all learning areas.

Embedding Aboriginal Perspectives

Aboriginal Perspectives can be embedded throughout English programming and literacy planning. Ways in which this can be done include:

- Incorporating Aboriginal Pedagogies (such as those described by the 8 ways website)
- Incorporating Aboriginal resources (the library has a great range of texts that incorporate Aboriginal Perspectives which can be used for Guided Reading, Whole-class study, individual reading).
- Planning for Cultural Responsiveness
- Including Aboriginal Authors/ Writers/ persons in your selection of learning materials.
- Considering Aboriginal Perspectives and ways of showing knowing in assessment tasks.

*For a more comprehensive response to embedding Aboriginal Perspectives, please consult with the school's Aboriginal Education Team.

COMPONENTS OF AN ENGLISH PROGRAM

Reading

Elements of the Big 6 are expected to form the foundational core of all Reading instruction within the school.

- **ORAL LANGUAGE:** Teach with a focus on the three components of Oral Language (Mechanics- pronunciation, grammar, and vocabulary; Functions -transaction and interaction and Social and cultural rules and norms- turn-taking, rate of speech, length of pauses between speakers, relative roles of participants.)
- **PHONOLOGICAL AWARENESS:** Phonological awareness is an individual's awareness of the phonological structure, or sound structure, of spoken words and is an important and reliable predictor of later reading ability.
- **PHONICS:** Recognising, manipulating and writing letters and their corresponding sounds. At Flinders View we employ the Jolly Phonics Program for Reception to Year 2 students, however there is a Phonics score and sequence- R-7 which should be followed into the Primary Years.
- **VOCABULARY:** The words that are understood when heard or read (including function vocabulary- the words that make sentences work; text-type vocabulary- the words specific to the text type being taught; Technical vocabulary- the words specific to topic/ content being taught; Synonyms/Antonyms; High interest words).
- **FLUENCY:** Fluency is a key contributor toward independent and successful reading and is comprised of three components: accuracy, rate, and prosody (expression).
- **COMPREHENSION:** Comprehension is about understanding authors' messages and responding to these messages in a range of ways. This includes the 3 levels of comprehension (literal, inferential, response) and strategies for comprehension (i.e. visualizing, predicting, questioning, etc.)

Explicit Instruction is used to teach the Big 6 throughout Reading Instruction. Reading Instruction in classrooms should incorporate the Explicit Teaching of Reading and Foundational Reading Skills through:

- **Explicit Instruction Model** (Wave 1 Instruction)
- **Guided Reading (Wave 2** Instruction)

Student Achievement Data and the school's Scope and Sequences should be used to plan for learning experiences that explicitly teach the Australian Curriculum and met the needs of students in your class.

Whole-Class Reading Texts

In addition, each day students will be read to using a shared class text in accordance with the Grade Level Reading List (FVPS). It is expected that for 15-20 minutes per day each child will hold and read or follow along to an age appropriate text with their peers, through a modelled reading session (Teacher reads). During this session: Everyone will have a copy of the book; everyone will follow along; everyone will participate in follow up questioning, and comprehension activities. For some of our students this will be one of the only opportunities they get to hear what good readers do when reading, and hold an age appropriate text in their hands and participate with the whole class.

**See Teaching and Learning Handbook for Book Lists for each Year Level

Year Level	Term 1	Term 2	Term 3	Term 4
Reception	The Enchanted Wood Enid Blyton	The Magic Faraway Tree Enid Bylton	Folk of the Faraway Tree Enid Bylton	Kakadu Calling: Stories for Children Jane Garlil Christophersen
	Mr Galliano's Circus Collection Bk 1 Enid Blyton	Mr Galliano's Circus Collection Bk 2 Enid Blyton	Mr Galliano's Circus Collection Bk 3 Enid Blyton	Stuart Little EB White
Year 1	The Twits Roald Dahl	The Bugalugs Bum Thief Tim Winton	Fantastic Mr Fox Roald Dahl	Unreal Paul Jennings
	George's Marvellous Medicine Roald Dahl	Going Bush with Grandpa *Sally Morgan & Ezekiel*	Winnie the Pooh A. A. Milne	The Adventures of Captain Underpants Dav Pilkey
Year 2	Charlie and the Chocolate Factory Roald Dahl	The Naughtiest Girl in the School Enid Blyton	Nim's Island Wendy Orr	Pipi Longstockings Astrid Lindgrend
	James and the Giant Peach Roald Dahl	The 27th Annual African Hippopotamus Race Morris Lurie	Shallow in the Deep End *Tiwi College Alalinguwi Jarrakarlinga*	Charlotte's Web EB White
Year 3	Little House on Rocky Ridge Roger Lea MacBride	Matilda Roald Dahl	The Spiderwick Chronicals: The Field Guide Holly Black	68 Teeth James Maloney
	Black Cockatoo *Carl Merrison & Hakea Hustler*	The BFG Roald Dahl	The Cabbage Patch Fib Paul Jennings	Diary of a Wimpy Kid Jeff Kinney
Year 4	Toad Rage Morris Gleitzeman	The Witches Roald Dahl	Storm Boy Colin Thiele	A Series of Unfortunate Events Lemony Snicket
	Paper Planes Steve Worland	The Sheep-Pig Dick King-Smith	Who am I Anita Heiss	Mrs. Frisby and the Rats of NIHM Robert C. O'Brien
Year 5	The Lion, the witch and the wardrobe CS Lewis	City of Ember Jeanne DuPrau	Dragon Keeper Carole Wilkinson	The Cay Theodore Taylor
	Two Weeks with the Queen Morris Gleitzeman	The Barrumbi Kids Leonie Norrington	Forests of Silence Emily Rhodda	The Secret Garden Frances Hodgson
Year 6	Harry Potter and The Philosopher's Stone JK Rowling	Follow the Rabbit-Proof Fence Doris Pilkington	The Boy in the Striped Pyjamas John Boyne	Holes Louis Sachar
	The Hunger Games Suzanne Collins	Wonder RJ Palacio	Tomorrow when the War Began (John Marsden)	Percy Jackson and the Lightening Thief Rick Riordan

Writing

The Following components should be explicitly taught through Explicit Writing Instruction.

- **HANDWRITING:** Explicitly teaching SA Modern Handwriting daily - including letter formation, spacing, size, print, linked script.
- **EXPLICIT TEACHING OF TEXT-TYPES:** Explicitly teaching the structure (whole-text, paragraph, sentence, word levels) of different text-types; the purpose, targeted audience, literary devices and language features. *See Text-Type Map for Writing *See Figure 3.
- **SENTENCE STRUCTURE/ PARAGRAPHING:** Explicitly teaching how to write and structure simple, compound and complex sentences. How to form a paragraph (Topic Sentence, Elaboration, Evidence, Linking Sentence)
- **SPELLING:** We utilise the Spelling Mastery Direct Instruction Program ** *See Teaching and Learning Handbook for more information*
- **GRAMMAR AND PUNCTUATION:** Explicitly teaching grammar and punctuation and features of language.
    - Identify- Can recognise on its own
    - - Can recognise in sentence.
    - Understand- knows why it is used and how.
    - Apply- can apply to own creative texts (oral/ written).
- **LITERARY DEVICES AND TECHNIQUES:** Explicitly teach literary devices specific to relevant text types and appropriate to year level ie.

Simile/ metaphor	*Onomatopoeia*	*Pathetic Fallacy*
Personification	*Repetition*	*Persuasive Devices*
Hyperbole	*Emotive Language*	*Technical Vocabulary*

- **WRITING PROCESS:** Teaching students to plan, draft, edit and proof read, revise/ rewrite, and publish their works for various purposes and audiences.

If you need further assistance planning for Explicit English Instruction, please see the school's Instructional Coach.

WRITING: Text-Type Map and Assessment Stimulus

WRITING: Text-Type Map [with Assessment Prompts]

	Term 1 Wk 1-5	Term 1 Wk 6-11	Term 2 Wk 1-5	Term 2 Wk 6-10	Term 3 Wk 1-2	Term 3 Wk 3-5	Term 3 Wk 6-10	Term 4 Wk 1-5	Term 4 Wk 6-8
Reception	**Writing Conventions** - Letter formation - Handwriting - Sentence structure - Grammar features - Punctuation	**Narrative** Assessment Stimuli: *Under the Sea*	Description	**Description** Assessment Stimuli: *My Favourite Thing*	Procedure		**Procedure** Assessment Stimuli: *How to make*	Recount	Recount
Year 1		**Narrative** Assessment Stimuli: *The rain was pouring down*	Description	**Description** Assessment Stimuli: *My Perfect Pet*	Procedure		**Procedure** Assessment Stimuli: *How to get ready for…*	Recount	Recount
Year 2		**Narrative** Assessment Stimuli: *Be careful, this robot is…*	Exposition	**Exposition** Assessment Stimuli: *Children should do chores around the house.*	Description	Procedure	**Procedure** Assessment Stimuli: *How to Play…*	Recount	Response
Year 3		**Narrative** Assessment Stimuli: *The Shoe*	Exposition	**Exposition** Assessment Stimuli: *All families should own a pet*	Description	Information Report- Describe	**Information Report (Describe)** Assessment Stimuli: *The Animal Kingdom*	Response	Response
Year 4		**Narrative** Assessment Stimuli: *My Pet Monster*	Exposition	**Exposition** Assessment Stimuli: *Being famous would be the best thing in the world*	Description	Information Report- Describe	**Information Report (Describe)** Assessment Stimuli: *The Material World*	Explanation	Response
Year 5		**Narrative** Assessment Stimuli: *Caught you!*	Exposition	**Exposition** Assessment Stimuli: *Children should get fruit for free at school* **Or alternatively Discussion** Assessment Stimuli: *Movies are more enjoyable than books*	Description	Information Report- classify	**Information Report (Classify)** Assessment Stimuli: *Places and Spaces*	Explanation	Response
Year 6		**Narrative** Assessment Stimuli: *The Secret Door*	Exposition	**Discussion** Assessment Stimuli: *It is important for children to play outside* **Or alternatively Exposition** Assessment Stimuli: *City Life is better than Country Life*	Description	Information Report- classify	**Information Report (Classify)** Assessment Stimuli: *The Natural World*	Explanation	Response

Figure 3: Text-Type Map (Writing) and Assessment Stimulus

CLASSROOM ENVIRONMENTS

Classroom Literacy Environments should be neat, organised, print-rich and conducive to Explicit Teaching. They will be stimulating and engaging environments that scaffold students' literacy learning and support the development of students' skills, knowledge and understandings in English. They will also be reflective of students' best work.

**See Classroom Environment Checklists- Teaching and Learning Handbook

ASSESSMENT AND REPORTING

At Flinders View we use a range of tools to assess student learning in Literacy. This data is used by teachers to identify student needs for planning future learning. Analysis of whole-school literacy data occurs each term as part of staff professional learning in order to determine student needs and set future directions for Literacy teaching and learning.

** *For specific assessment timeframes please see the FVPS 'Assessment & Reporting' Guidelines*

Teacher assessment tools include:

- Concepts of Print (Assessment Tool* Anne Bayetto)
- Phonological Awareness Screening Test (PASM and PASM-PLUS)
- PM Benchmarks- Running Records
- Decodable Readers
- High Frequency word list
- Oral Language Assessment
- Australian Criterion Scale
- EALD Levelling
- Writing Success Criteria (Nelson Cengage/Australian Curriculum)
- Moderation of Assessment Portfolios
- Formative classroom assessments
- Writing assessment rubrics and checklists
- Observations including anecdotal records
- Achievement Standard checklists to monitor student learning

Reporting: Written reports are sent home twice per year, at the end of Term 2 and Term 4. Students are reported against the Australian Curriculum, Achievement Standards using A-E grades.

Standards of Educational Achievement (SEA)

LITERACY

ORAL LANGUAGE

Oral Language

Assessment Tool: Oral Language Assessment

Level	Standard (EOY)	Expected Targets (to reach Standard by EOY)		
		T1 Wk5	T2	T4 Wk5
Foundation	Score of 15/15	4	10	15

READING

Concepts of Print

Assessment Tool: Concepts of Print

Level	Standard (EOY)	Expected Targets (to reach Standard by EOY)						
		Wk5	T1	Wk5	T2	Wk5	T3	Wk 5 T4
Foundation	20	2	5	7	10	12	15	20
Year 1	26	20	21	22	23	24	25	26

Phonological Awareness [PASM]

Assessment Tool: Phonological Awareness School Mapping (PASM)

Level	Standard (EOY)	Expected Targets (to reach Standard by EOY)						
		Wk5	T1	Wk5	T2	Wk5	T3	Wk 5 T4
Foundation	6	2	2	4	4	5	5	6
Year 1	8	6	6	7	7	7	8	8

Phonemic Awareness [PASM-PLUS]

Assessment Tool: PASM-PLUS

Level	Standard (EOY)	Expected Targets (to reach Standard by EOY)						
		Wk5	T1	Wk5	T2	Wk5	T3	Wk 5 T4
Year 2	8	2	3	4	5	6	7	8

Phonics

Assessment Tool: Alphabet Awareness [Phonics 1]

Level	Standard (EOY)	Expected Targets (to reach Standard by EOY)						
		Wk5	T1	Wk5	T2	Wk5	T3	Wk 5 T4
Foundation (lowercase)	26	6	12	18	26			
Foundation (Capital)	26	6	12	18	26			

knows both letter name and sounds

Assessment Tool: Phonics Assessment [Phonics 2]

Level	Standard (EOY)	Expected Targets (to reach Standard by EOY)						
		Wk5	T1	Wk5	T2	Wk5	T3	Wk 5 T4
Foundation	16	0	0	0	4	8	12	16
Year 1	40	20	22	24	28	32	36	40
Year 2	67	44	48	52	56	60	64	67

Phonics (continued...)

Assessment Tool: Grapheme Assessment [Phonics 3] - Level A

Level	Standard (EOY)	Expected Targets (to reach Standard by EOY)						
		Wk5	T1	Wk5	T2	Wk5	T3	Wk 5 T4
Foundation	26	6	12	18	26			

Assessment Tool: Grapheme Assessment [Phonics 3] - Level B

Level	Standard (EOY)	Expected Targets (to reach Standard by EOY)						
		Wk5	T1	Wk5	T2	Wk5	T3	Wk 5 T4
Year 1	42	6	12	18	24	30	36	42

Assessment Tool: Grapheme Assessment [Phonics 3] - Level C

Level	Standard (EOY)	Expected Targets (to reach Standard by EOY)						
		Wk5	T1	Wk5	T2	Wk5	T3	Wk 5 T4
Year 2	48	6	14	21	28	35	42	48

Phonics Screening Check (Year 1)

Assessment Tool: Phonics Screening Check (DECD: Year 1)

Level	Standard (EOY)
Year 1	28/40

Fluency Reading Assessment

Assessment Tool: School Based Fluency Reading Assessment

Number of Words Known Fluently

Level	Standard (EOY)	Expected Targets (to reach Standard by EOY)						
		Wk5	*T1*	*Wk5*	*T2*	*Wk5*	*T3*	*Wk 5 T4*
Foundation	260 words	30	80	130	150	190	230	260
Year 1	500 words	265	275	285	296	350	425	500
Year 2	800 words	525	550	600	650	700	750	800

Words Correct Per Minute (Fluency Rate)

Level	Standard (EOY)	Expected Targets		
		Beginning of Year	*Mid Year*	*End of Year*
Foundation	40 WCPM	0	20	40
Year 1	60 WCPM	40	29	60
Year 2	100 WCPM	50	84	100
Year 3	112 WCPM	83	97	112
Year 4	133 WCPM	94	120	133
Year 5	146 WCPM	121	133	146
Year 6	146 WCPM	132	145	146

*Words Correct Per Minute

Reading Levels

Assessment Tool: Levelled Decodable Readers

Level	Standard (EOY)	Expected Targets (to reach Standard by EOY)						
		Wk5	*T1*	*Wk5*	*T2*	*Wk5*	*T3*	*Wk 5 T4*
Foundation	SPELD SA Set 15	Dandelion Launcher Unit 5	Dandelion Launcher Unit 10	Dandelion Launcher Unit 14	Dandelion Reader Unit 19	SPELD SA Set 6	SPELD SA Set 11	SPELD SA Set 15

Reading Levels

Assessment Tool: PM Benchmark Kits

Level	Standard (EOY)	Expected Targets (to reach Standard by EOY)						
		Wk5	T1	Wk5	T2	Wk5	T3	Wk 5 T4
Foundation	6+						6	
Year 1	16+	9	10	11	12	13	14	16
Year 2	22+	17	18	19	20	21	21	22
Year 3	24+	22	22	22	23	23	23	24
Year 4	26+	24	24	25	25	25	26	26
Year 5	28+	26	26	27	27	27	28	28
Year 6	31+	28	28	29	29	29	30	31

PAT-R

Assessment Tool: Progressive Achievement Test- Reading (ACER) online.

Level	Scale Score
Year 3	95 or above
Year 4	106 or above
Year 5	112 or above
Year 6	118 or above

NAPLaN

Assessment Tool: National Assessment Program Literacy and Numeracy (Language Conventions, Reading, Writing)

Level	Band
Year 3	Band 3 or above
Year 5	Band 5 or above

WRITING

Writing

Assessment Tool: Australian Criterion Scale

Level	Standard (EOY)	Expected Targets		
		Beginning of Year	Mid-Year	End of Year
Foundation	Level 1C	Level F+	Level F++	Level 1C
Year 1	Level 2D	Level 1B	Level 1A	Level 2D
Year 2	Level 2B	Level 2D	Level 2C	Level 2B
Year 3	Level 3C	Level 2B	Level 2A	Level 3C
Year 4	Level 3A	Level 3C	Level 3B	Level 3A
Year 5	Level 4B	Level 3A	Level 4C	Level 4B
Year 6	Level 5	Level 4B	Level 4A	Level 5

Writing

Assessment Tool: Writing Assessment Success Criteria (aligned to Australian Curriculum)

Level	Standard (EOY)
Foundation	Minimum of 1 years growth (ES0.4), measured by effect size of pre and post testing using 3 collective writing samples (imaginative, persuasive, and informative).
Year 1	
Year 2	
Year 3	
Year 4	
Year 5	
Year 6	

EALD

Assessment Tool: Learning English Achievement Progressions

Level	LEAP
Pre-School	Level 1-3
Foundation	4
Year 1	5
Year 2	6
Year 3	7
Year 4	8
Year 5	9
Year 6	10

Assessment Collection Timelines

Assessment Collection Timelines [Reception-Year 2]

Area of Assessment	Assessment Tool	Term 1 Week 5	Term 1 Week 10	Term 2 Week 5	Term 2 Week 10	Term 3 Week 5	Term 3 Week 10	Term 4 Week 5
Oral Language	Oral Language Assessment (Crevola and Vineis)	✓			✓			✓
Phonological Awareness	PASM or PASM PLUS (Speech Pathologists SA)	✓	✓	✓	✓	✓	✓	✓
Concepts of Print	Anne Bayetto (based upon)	✓	✓	✓	✓	✓	✓	✓
Phonics (Phonemes)	Alphabet Awareness [Phonics 1 or 2]	✓	✓	✓	✓	✓	✓	✓
Phonics (Graphemes)	Grapheme Assessment [Phonics 3A, 3B, 3C]]		✓		✓		✓	✓
DfE Phonics Screening *Year 1's Only	Phonics Screening Check [DfE]	✓					✓*wk. 5-8	
Fluency Reading Assessment	Grade Level word lists based on Phonic Scope and Sequence.		✓		✓		✓	✓
Comprehensions	PAT-R					✓*weeks 7-9		
Reading Levels	Decodable Readers *(Reception) *until meeting Year Level Standards	✓	✓	✓	✓	✓		✓
	PM Benchmark Kit *(Year 1 and 2; Reception only in Term 3, week 10)		✓		✓		✓	✓
Cold Write	Australian Criterion Scale	✓						✓
Text-Type Writing	Success Criteria *Nelson Cengage/ Aus. Curriculum(pre and post samples Submitted-whole-school level)		✓*narrative		✓*Persuasive		✓*Informative	
Spelling Mastery Placement	Spelling Mastery Placement Test	✓*week 1						✓
EALD	Learning English Achievement Progression		✓					
English Portfolios [Moderation]	See School English Portfolio Guidelines							*Moderation week 4
Numeracy	PAT-M					✓*weeks 7-9		
Numeracy	School devised Assessment *based on PAT-M	✓						
Mathematic Portfolios [Moderation]	See School English Portfolio Guidelines			*Moderation week 4				
One Plan		✓*Written				✓*Review		
3-Way Interviews	Parent + Student + Teacher	✓*week 8						
Reports					✓*open week 5			✓
Open Night		✓*Week 3						
Family Night							✓*week 8	
Specialist Portfolios	Student Learning Portfolios for specialists Subjects.			*Moderation week 4				*Moderation week 4

Assessment Collection Timelines

Assessment Collection Timelines [Year 3-7]

Area of Assessment	Assessment Tool	Term 1 Week 5	Term 1 Week 10	Term 2 Week 5	Term 2 Week 10	Term 3 Week 5	Term 3 Week 10	Term 4 Week 5
Oral Language	Oral Language Assessment (Crevola and Vineis)	✓			✓			✓
Phonological Awareness	PASM or PASM PLUS (Speech Pathologists SA)	✓	✓	✓	✓	✓	✓	✓
Concepts of Print	Anne Bayetto (based upon)	✓	✓	✓	✓	✓	✓	✓
Phonics (Phonemes)	Alphabet Awareness [Phonics 1 or 2]	✓	✓	✓	✓	✓	✓	✓
Phonics (Graphemes)	Grapheme Assessment [Phonics 3A, 3B, 3C]]		✓		✓		✓	✓
Fluency Reading Assessment	Grade Level word lists based on Phonic Scope and Sequence.		✓		✓		✓	✓
Comprehensions	PAT-R					✓*weeks 7-9		
Reading	PM Benchmark Kit		✓		✓		✓	✓
Cold Write	Australian Criterion Scale	✓						✓
Text-Type Writing	Success Criteria *Nelson Cengage/ Aus. Curriculum(pre and post samples Submitted-whole-school level)		✓*narrative		✓*Persuasive		✓*Informative	
Spelling Mastery Placement	Spelling Mastery Placement Test	✓*week 1						✓
EALD	Learning English Achievement Progressions		✓					
English Portfolios [Moderation]	See School English Portfolio Guidelines							*Moderation week 4
Numeracy	PAT-M					✓*weeks 7-9		
Numeracy	School devised Assessment *based on PAT-M	✓						
Mathematic Portfolios [Moderation]	See School English Portfolio Guidelines			*Moderation week 4				
One Plan		✓*Written				✓*Review		
Literacy and Numeracy	NAPLaN Online				✓			
3-Way Interviews	Parent + Student + Teacher	✓*week 8						
Reports					✓*open week 5			✓
Open Night		✓*Week 3						
Family Night							✓*week 8	
Specialist Portfolios	Student Learning Portfolios for specialists Subjects.			*Moderation week 4				*Moderation week 4

*Assessments highlighted only need to be collected if student has not met the STANDARDS and are still working on these.

ENGLISH ASSESSMENT PORTFOLIOS

An English Assessment Portfolio must be collected for each child of every class in the area of English. Portfolios are a collection of evidence of student learning against the Australian Curriculum Achievement Standard. Portfolios should include evidence of student learning for every 'verb statement' of the students year level Achievement Standard. Each evidence piece in the portfolio (or task) requires a cover sheet * these can be found on the shared Google Drive.

Artefacts that can be included in the portfolios include:

- Formative, Summative and diagnostic assessment
- Student work samples
- Pre and post testing
- Anecdotal notes incl. observations (dated/ aligned to Achievement Standard)
- Student comments/ responses
- Photos and videos
- QR codes to SeeSaw links
- Testing Results (ie. PAT-R/ PAT-M)
- Assessment tasks aligned with the Australian Curriculum Achievement Standard

Examples of Artefacts (Specific to English)

Oral Language	Reading	Writing
Oral Presentation (Video) Student Interview (Video/Audio) Oral Presentation Rubrics/ Assessments	Concepts of Print (Assessment Sheet) PASM (Assessment Sheet) Phonics (sound/written) (Assessment Sheet) Running Records (Assessment Sheet) PAT-R Comprehension Data NAPLaN Reading Student Reading (Video) Comprehension Assessment Tasks (aligned to AC)	Writing Text-Types (Pre and Post Testing of each Text-Type taught) Spelling Mastery Placement Testing (Pre and Post) EALD Levels and Written Samples 2x Cold Writes (including Assessment using Australian Criterion Scale) NAPLaN Writing NAPLaN Language Conventions Student written work samples Students typed work samples

Please Note:

- *All artefacts, including photos, video and testing) would require coversheets, which outline links to Australian Curriculum Achievement Standard using agreed template.*
- *All annotations and notes/feedback etc… would need to be professional aligned to the Australian Curriculum Achievement Standard and shareable with students and parents.*
- *For more information about Student Assessment Portfolios for English please refer to the 'Teaching and Learning Handbook: Student Assessment Portfolios'*
- All artefacts should represent the core skills of English- Oral Language (Speaking and listening), Reading and Writing.
- **See the English Assessment Portfolio Guidelines for further information (Shared Google Drive)**

INTERVENTION

Literacy Interventions facilitated by the school include:

Program	Year Level	Core Focus	Delivery
Pre-Lit	Pre-school Foundation (First Term)	Oral Language Phonological Awareness	Wave 2
Mini-Lit	Foundation (Term 2+) Year 1-2	Phonics Word Attack	Wave 2
Multi-Lit	Year 3-4	Phonics/word-attack skills Sight words recognition Supported book reading	Wave 2
Macqlit	Year 5-6	phonemic awareness phonics, fluency, vocabulary and comprehension	Wave 2
Intervention Class	Year 3-7	Developing foundational reading skills to re-engage students into their classroom learning.	Whole-class (facilitated by Intervention Specialist)

PROFESSIONAL DEVELOPMENT

Flinders View Primary School is committed to building the capacity of teachers through high-quality professional learning and the development of quality teaching and learning programmes. Recommended Professional Development:

- Explicit Instruction Model
- Explicit Teaching of Phonics
- Explicit Teaching Text Types (Stephen Graham)
- Guided Reading (Stephen Graham)
- 7 Steps Writing
- Big Write (Andrell Education)

- Comprehension (Sheena Cameron)
- EALD Levelling
- Visible Learning
- Functional Grammar (Language and Literacy)
- Accelerated Literacy
- Big Talk (Andrell Education)