



## ENGLISH: Framework for implementing NSW Literacy K-12 Policy

### THEORY OF ACTION

At Smithfield Public our theory of action is to create an explicit, systematic, balanced and integrated K-6 Literacy framework. If we provide exemplary teacher mentoring then all teachers' professional development will be enhanced to plan, implement, evaluate and assess teacher and student progress.

### 1. RATIONALE

- 1.1 English is an essential life skill that enables students to understand and negotiate the world in which they live. It allows them to fully participate in society and provides a pathway to personal enrichment through literature, culture and social interaction.
- 1.2 Consistent with the intent of the *Melbourne Declaration on Educational Goals for Young Australians (Dec 2008)*.  
Goal 1: Australian schooling promotes equity and excellence.  
Goal 2: All young Australians become successful learners, confident and creative individuals, and active and informed citizens.

### 2. INCLUSIVE PROGRAMS

- 2.1 Smithfield Public teachers plan and deliver differentiated English programs that cater for a diverse range of student need and ability: special education, gifted and talented and EAL/D.
- 2.2 Adjustments to teaching, learning and assessment experiences are provided as required. Students in need may access Reading Recovery, EAL/D and or LAST specialist support as deemed necessary by the School Learning Support Team.

### 3. BALANCED LITERACY PROGRAMS

- 3.1 Literacy programs are **explicit, systematic, balanced and integrated**.
- 3.2 Explicit and systematic teaching at Smithfield Public School involves planning, instructing and assessing students' learning in a continuous cycle in accordance with the National Curriculum, English K-6 Syllabus, K-6 Literacy Continuum, NSW Stage Statements, ESL scales and EAL/D Learning progressing scale.
- 3.3 English K-6 Syllabus provides a continuum of learning where students are supported in developing knowledge, understandings and skills in order to realise five objectives:
  - A. Communicate through speaking, listening, reading, writing, viewing and representing
  - B. Use language to shape and make meaning according to purpose, audience and context
  - C. Think in ways that are imaginative, creative, interpretive and critical
  - D. Express themselves and their relationships with others and their world
  - E. Learn and reflect on their learning through the study of English
- 3.4 K-6 Literacy Continuum addresses the critical aspects of literacy that are essential for the ongoing development of language skills. All aspects are integrated in balanced programs: Conventions of Print, Reading Texts, Comprehension, Vocabulary Knowledge, Aspects of Speaking, Aspects of Writing, Phonics, Phonemic Awareness

and Conventions of Print. In the early years K-2 there is a greater focus on developing the latter three constrained skills. (NB: grammar, punctuation, spelling and listening are developed within a number of the above aspects)

- 3.5 Teachers maximise the potential for students to take on new literacy learning by using authentic texts and creating meaningful contexts. Modelled, Guided and Independent teaching strategies are utilised to assist students to practise, consolidate, transfer, apply literacy learning and achieve learning goals.
- 3.6 Balanced and integrated literacy teaching at Smithfield involves developing students' literacy capabilities across all Four Literacy Resources: code-breaking, meaning making, text using and text analysing. The model supports students to encode, decode, understand, critically evaluate and use texts for a variety of purposes.
- 3.7 Metacognitive comprehension strategies are embedded within programs to aid understanding of text: predicting, visualising, making connections, questioning, monitoring and summarising.
- 3.8 Teachers deliver engaging, motivating and challenging learning and teaching programs that include the study of spoken text, print text, visual text, media, multimedia and digital texts.
- 3.9 At Smithfield Public School a daily minimum of 2 hours of literacy is compulsory in all stages of schooling and quality teaching and learning programs incorporate the following elements:

#### **4. LISTENING AND SPEAKING**

- 4.1 Daily opportunities to develop expressive and receptive language skills.
- 4.2 Structured opportunities to engage with language models that were created for a variety of purposes, audiences and situations.
- 4.3 Content language and key terminology introduced across all KLAs to promote and enrich vocabulary development.
- 4.4 Formal and informal opportunities to participate in public speaking, debating, drama productions and where appropriate incorporate the use of digital technologies.
- 4.5 Regular opportunities for students to engage in accountable conversations across all KLAs and structured activities for students in 2-6 to engage in comprehension routines: reciprocal teaching, literature circles and questioning the author.

#### **5. MODELLED READING**

- 5.1 Modelled reading across all stages on a daily basis, using a range of multimodal reading resources.
- 5.2 Identification of author's purpose, intended audience, text features and structure.
- 5.3 Rich and varied language experiences to promote and develop vocabulary.

#### **6. SHARED READING/ READING ALOUD**

- 6.1 Texts are read for pleasure and enjoyment, Crunch and Sip fruit break at 10.00am each day is utilised as a sharing time. All students exposed to and gain access to stage appropriate authentic texts via appropriate support, scaffolding and think aloud strategy.

#### **7. VIEWING OF TEXTS**

- 7.1 View visual texts and explicitly teach visual literacy. Students are supported in making personal connections. They analyse and interpret visual texts in order to deduce and infer the original intended meaning.
- 7.2 Develop a repertoire of skills to effectively navigate texts and access information and resources as required.

#### **8. GUIDED READING**

- 8.1 Levelled texts are matched to students' level of competence. Students read at an instructional level (90-94% accuracy). They participate in fluid and flexible groups that cater for changing student need. Guided reading is implemented as follows:

	<b>Early Stage 1</b>	<b>Stage 1</b>	<b>Stage 2</b>	<b>Stage 3</b>
<b>weekly</b>	5 sessions	4-5 sessions	3-4 sessions	3-4 sessions

- 8.2 Within a guided reading session, students:

- 1. Participate in an orientation and build field knowledge by making connections with their prior experiences and knowledge.
- 2. Read the text with the support of the teacher
- 3. Use metacognitive comprehension strategies and all sources of information- contextual, semantic, graphological and phonological to make meaning.
- 4. Engage in accountable text conversations with opportunities to reread and revisit parts of the text.
- 5. Participate in purposeful structured activities with opportunities to reflect on learning.

- 8.4 The following are the expected guided reading benchmarks by the end of Term 4.

	<b>Early Stage 1</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Stage 2</b>	<b>Stage 3</b>
<b>Expected Reading Benchmarks</b>	PM 8-9	PM 16-18	PM 22-25	PM 26-28	PM 30 + Independent Readers

## 9. INDEPENDENT READING

- 9.1 Students engage with authentic multi-modal, multi-levelled texts. Texts for independent reading should be targeted at an Easy Level (95% + accuracy).
- 9.2 Regular opportunities to develop fluency: accurate reading at a conversational rate with appropriate phrasing and expression.
- 9.3 Opportunities to respond to text in purposeful and meaningful ways where there is a promotion of vocabulary development and a fostering of word awareness.
- 9.4 Encouragement of holiday and home reading. As part of home reading it is recommended that students read four nights per week as follows:

	<b>Early Stage 1</b>	<b>Stage 1</b>	<b>Stage 2</b>	<b>Stage 3</b>
<b>Home</b>	5 minutes	5-10 minutes	15 minutes	20 minutes

## 10. WRITING

- 10.1 Exposure to environmental print and authentic imaginative, informative and creative writing samples.
- 10.2 Opportunities to discuss and read about topics prior to writing.
- 10.3 Explicit modelling and deconstruction of texts, identifying the purpose, structure, writing features and grammar of a text.
- 10.4 Guided and joint construction of texts that will equip students with the skills required for independent writing.
- 10.5 Provide regular opportunities for the explicit modelling of a variety of persuasive, imaginative and informative texts across all KLA's that will demonstrate the skills required in learning how to draft, revise, edit, proofread and publish writing.
- 10.6 Ongoing assessment and monitoring of students where stage teams will meet once per term to develop a shared understanding and consistency of teacher judgement by developing and applying rubrics.

## 11. HANDWRITING AND DIGITAL TECHNOLOGIES

- 11.1 Modelled and guided handwriting lessons implemented from K-6 where need is evident.

- 11.2 Pen licenses' will be issued to students in Stage 2 who achieve fluency, consistency and correct letter formation and to all students by Stage 3
- 11.3 Varied opportunities to record work using digital technologies. Technology transforms the way literacy is taught and learned. At Smithfield Public School teachers use it as a tool to enhance and extend effective literacy teaching and learning. Multi-media texts cater for a diverse range of learning styles.

## **12. SPELLING**

- 12.1 Spelling lists, where appropriate, will consist of the four types of spelling knowledge:
  - 1. Phonological Knowledge (How words and letter combinations sound.)
  - 2. Visual Knowledge (The way words and letter combinations look.)
  - 3. Morphemic Knowledge (The way prefixes and suffixes can be added to words.)
  - 4. Etymological Knowledge (How words reflect their derivations.)
- 12.2 Lists may also reflect topic or theme words and self-chosen words.

## **13. ASSESSMENT**

- 13.1 Students provided with explicit learning goals and marking criteria.
- 13.2 Teachers provide appropriate and timely feedback to students via ongoing monitoring of student progress.
- 13.3 Reading levels are monitored in five week cycles and entered into SENTRAL.
- 13.4 Student progress tracked against Literacy Continuum and recorded in PLAN every five weeks.
- 13.5 Assessment data collected via a variety of means including class based assessments, stage based assessment, benchmarking, work samples, discussions, teacher observations and rubrics.
- 13.6 PLAN/ NAPLAN/ SMART data is used to guide planning at an individual, student, classroom, stage and whole school level.

## **14. LEARNING ACROSS THE CURRICULUM**

- 14.1 Learning across the curriculum content, priorities and general capabilities are addressed and integrated where appropriate.