



MANOORA PRIMARY SCHOOL

Learning Caring Sharing for All

LITERACY AGREEMENT

Belief Statement

Successful literacy learning forms the basis of all understanding throughout life. It is the interaction with words and language concepts that builds and supports communication, enjoyment and information exchange.

2013 Focus on Learning- LITERACY

Our goal is to improve students' skills in reading and writing through the use of engaging pedagogy that reflects best practice.

Components of a balanced literacy program

At each level of schooling, the focus is on the continued development, broadening and strengthening of each element of literacy, as listed below, for individual students:

- oral language
- phonological awareness
- letter - sound knowledge
- high frequency sight words
- comprehension
- vocabulary
- fluency
- handwriting.

Our Teaching Practice

Our teaching practice encompasses a range of strategies to support the ongoing development of each element, including (but not limited to):

- *modelling*
- *explicit and systematic instruction*
- *provision for individual, pair and small group instruction and learning*
- *guided practice as well as independent practice*
- *provision of prompt, constructive feedback*
- *collection of evidence and data about students learning*
- *subject specific vocabulary development and practice*
- *explicit links between what has been taught and learnt in reading lessons with other curriculum areas.*

Assessment

The types of assessments currently used to gather evidence and data to support the development of our teaching and learning programs include standardised and diagnostic tests:

- *Progressive Achievement Test – Reading (PAT-R)*
- *Running Records*
- *Waddingtons (Reading and Spelling)*
- *National Assessment Programme Literacy and Numeracy (NAPLAN) for Yrs 3, 5 and 7*

and information collected at the classroom level including:

- *observation*
- *checklists*
- *anecdotal notes*
- *rubrics*
- *interviews*
- *analysis of students work samples.*

Planning and programming

Our planning and programming clearly demonstrates that

- content is linked to Australian Curriculum outcomes and is aligned with our school wide literacy plan
- pedagogy reflects current learning and best practice
- there is a focus on developing students' handwriting through formal instruction and practice (two sessions per week, of 15 minutes duration as a minimum)
- specific information about processes used for collecting and analysing evidence and data to inform instruction has been included
- assessment data has been used to inform planning
- a range of teaching approaches have been planned, including differentiated instruction based on what students need to know next
- there is intentional and regular communication with parents and caregivers.

Classroom Organisation

Classroom organisation and management also reflect our emphasis on effective literacy practices by

- catering for whole group, small group and individual instruction
- including print, digital and culturally diverse text types for a range of students' abilities in a comprehensive and attractive class library that also has a balance of fiction and non-fiction texts
- ensuring reading resources, such as dictionaries and thesaurus, are accessible and developmentally appropriate
- displaying resources, such as the alphabet, handwriting models, high frequency letter patterns, word families and sight words, as well as students' work and posters outlining things such as text types, research and editing processes
- making a range of 'take home' texts available for students.

**The 'Literacy Practices Guide for Primary Years' developed by Anne Bayetto, School of Education, Flinders university, provides greater detail about these statements.*

Programs & Resources

Specific programs used to support student development in literacy include:

- Jolly Phonics
- Jolly Grammar
- Words Their Way
- Tricky Words (Jolly Phonics / Oxford Sight Words Lists).

Other resources used include

- Sheena Cameron
 - o Teaching Reading Comprehension Strategies – A practical classroom guide
 - o The Reading Activity Handbook
 - o The Publishing and Display Handbook
- First Steps
- Professor Deslea Konza's research on 'The Big Six' (of reading)
- Handwriting in the South Australian Curriculum (2006)

Intervention

Students whose literacy development does not keep pace with site/ regional/ state targets become part of the school's intervention program and may also be referred for further assessment.

Current: Term 1 2016

Review: Term 1 2017