

READING

(Incorporated into 100 minutes of Focused Literacy Time FLT)

READING

Systematic and explicit teaching of reading strategies by providing readers with a range of reading opportunities in a reading rich environment.

Effective reading pedagogy during Daily 5 sessions (3–5 times per week) will include:

- READ TO SELF
- READ TO SOMEONE
- LISTEN TO SOMEONE

• Modelled reading

• Whole class shared reading will be included in a systematic programme

TEACHING STRATEGIES

Gradual Release of Responsibility

- Daily 5
- CAFÉ
- Micro-teaching
- Teaching and Learning Cycle
- Setting contexts/orienting students
- Book introductions
- Think alouds
- Shared reading – reading with
- Modelled reading – (read alouds) - DECD recommend 5 per day
- Reading aloud – to self and to someone
- Guided Reading – reading by
- Independent reading – reading by
- Levels of questioning - ratio 1:2, levels 1 and 2 to 3 and 4
- Student conferencing
- Data analysis - student goal setting

THE FOUR ROLES OF A LITERATE PERSON

Teaching and learning sequences need to ensure children operate in all four roles. Luke and Freebody

CODE BREAKER

decoding and encoding of texts

- letter-sound relationships
- phonemic awareness
- word building
- spelling patterns

TEXT USER

understanding purpose of texts

- use texts in different ways inside and outside school
- know what is expected at school
- read, write, speak and listen

COMPREHENSION STRATEGIES

- Making connections (Text to self, Text to text and Text to world)
- Activating Prior Knowledge
- Locating
- Predicting
- Questioning
- Monitoring
- Visualising
- Summarising
- Inferring
- Key words/relevance
- Synthesising
- Thinking alouds

BLOOM

- Remember
- Comprehend
- Apply
- Evaluate
- Create

PROCESS OF READING

'Readers deconstruct to understand words and construct to make meaning' PETAA, 2012

DECODING + MEANING = COMPETENT READING

Children use 3 key sources of information to decode and comprehend texts –

MEANING (semantics) Does this make sense?

STRUCTURE (syntactic/grammatical)

Does this sound right?
Would we say it like this?

VISUAL (graphophonic)

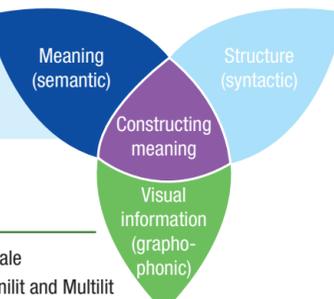
Does this look right?
Do the sounds match the letters?

INTERVENTION

- Minilit
- Multilit
- THRASS

ASSESSMENT

- Running Records
- PatR
- THRASS
- Neale
- Minilit and Multilit
- Naplan



RESOURCES

- Resource Centre
- Big books
- Guided reading books/resources
- Picture books
- Non-fiction texts
- Class novel sets
- Take home readers
- Films
- Sheena Cameron
- YouTube
- Websites
- iPads
- Software
- Graphic Organisers
- Teacher prompt book for guided reading
- Library book packs
- AL class sets
- Staff resources
- Levelled reading books
- Acer PAT
- Resource Centre
- Reading: from beginnings towards proficiency, DECD, 2014
- 'Reading Without Limits' Maddie Witter
- Scaffolded Literacy text notes

ORAL LANGUAGE AND VOCABULARY DEVELOPMENT

Oral language/vocabulary development is a key focus where agreed actions to use specific strategies are implemented across the whole school.

Strategies include the use of -

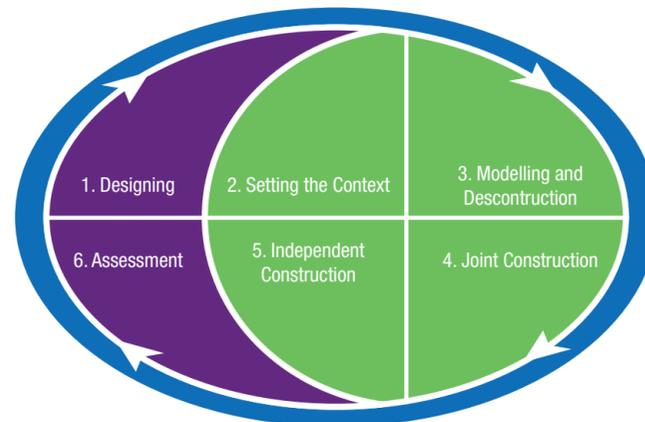
- Wait time
- Listening and responding
- Sharing and reflection
- Building talk for thinking
- Structured and intentional play-based learning
- Vocabulary and concepts
- Questioning
- Vocabulary chart
- Increased student talk time
- Decreased teacher talk
- Talking about my world
- Retells and recounts



DESIGNING, TEACH AND LEARNING AND ASSESSMENT CYCLE

Staff at Renmark Primary use a scaffolded TEACHING AND LEARNING CYCLE to explicitly design and facilitate learning.

All of the activities within this cycle aim at moving across the register (see below). Students will need to build meaning, in order to improve literacy skills.



THE LEARNING REGISTER CONTINUUM

What is the text about?

Everyday concrete ← Technical abstract

What are the roles and relationships?

Informal personal novice ← Formal impersonal informed

How spoken or written is it?

Most spoken 'here-and-now' language accompanying action ← Most written generalised language constitutes the text



RENMARK PRIMARY SCHOOL LITERACY LEARNING

At Renmark Primary School we believe in a whole site consistent and coherent approach to Literacy which includes a culture of effective planning, teamwork, focused Professional Development and continuous improvement as key elements. Explicit Literacy teaching will be implemented in classrooms for at least 100 minutes per day; in reading, writing, spelling and oral language. Teachers will design learning, starting with the curriculum and include current pedagogical approaches to differentiate and scaffold learning. A whole school genre focus will assist teachers to link reading and writing components, allow for collaborative planning in learning teams and to participate in data collection and analysis, in order to improve student outcomes.

COMPREHENDING TEXTS

- What types of texts will students need to select, navigate, read and view in this learning area?
- What strategies, topic knowledge and text knowledge can I provide to ensure students successfully access these texts?

TEXT KNOWLEDGE

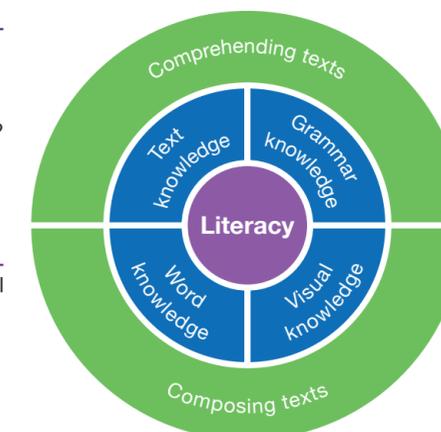
- What text types (genres) are typical of my learning area/s?
- How and when will I teach the structure of these texts to students?
 - How each text is held together
 - How ideas are connected and sequenced.

WORD KNOWLEDGE

- What subject specific vocabulary will students need to express abstract concepts and ideas accurately?
- How will I support students to understand and make appropriate vocabulary choices?

COMPOSING TEXTS

- How and when will I support students to compose sustained texts in this learning area?



GRAMMAR KNOWLEDGE

- What sentence structures should students be able to know and use?
- Can students recognise and use:
 - a range of conjunctions?
 - noun groups and nominalisation to make their texts appropriately technical and academic?
- What teaching points do I need to provide to support students to produce effective texts in this learning area?

VISUAL KNOWLEDGE

- What visual elements in texts support students to create meaning in this learning area? (eg charts, diagrams, maps)
- What language and skills do I need to provide for students to interpret and use these visual elements to build their ideas?

CULTURE

PEDAGOGY

CURRICULUM

Student Learning

Comprehending (Receptive)
Reading
Listening
Viewing

Composing (Productive)
Writing
Speaking
Creating

Assessment for Learning



Critical and Creative thinking
Differentiation
Conducive Learning Areas
Learning Design

Professional Learning
High Expectations
Supportive and Collaborative Environment
Whole School Focus

PHONOLOGICAL AWARENESS

Phonological Awareness is the explicit focus on the sounds of speech.

- 1** *Rhythm (syllabification)*
Rhyme - both identification and production
Onset and rime (m – at, r – ipe)
(These skills generally occur in the pre-school years)

Phonemic awareness is a subset of phonological awareness skills (seen below, numbers 2 to 5) and is the most critical skill for reading and spelling.

- 2** Phoneme isolation (ability to name first, last and middle sounds)
- 3** Blending
- 4** SEGMENTING (The most important for reading and spelling)

- 5** Manipulation (including omission i.e. take the l from slide, what is left?)
change the first sound in tide to w.
Reception children should participate in sessions each day for 10 – 15 minutes. Phonological Awareness instruction is not a complete reading programme. Once a child can discriminate separate phonemes, letter-sound (phonics) relationships can be introduced and taught simultaneously from this point.

Visual supports are very useful and recommended by speech pathologists in helping children physically manipulate the processes of blending and segmenting.

*For children who can read, phonemic instruction is unnecessary.

ASSESSMENT

- SPAT-R (*Test A and Test B*)

RESOURCES

- Literacy, Best Advice Series, DECD – Phonological Awareness
- R-drive PA Video Snippets
- Pre-Lit
- Minilit
- THRASS

SPELLING

WORD WORK

incorporated into DAILY 5 sessions 3 – 5 times per week.

Including word sorts, categorising, identify speech sounds (segmenting), rub and write, THRASS words, brainstorm similar letter patterns, etc.

Teachers will provide an ANALYTIC to SYNTHETIC approach to spelling (know the word, be able to read the word and understand its meaning before moving on to sounds, letter patterns and word lists)

SPELLING KNOWLEDGE

- 1** **PHONETIC** use mostly knowledge of sound symbol relationships
- 2** **VISUAL** the same spelling pattern may represent the same or different sounds (train/said)
The same sound may be represented by different letter

patterns (but/does/blood)

- 3** **MORPHEMIC** using units of meaning to spell words, using prefixes and suffixes, homonyms and homophones, apostrophes
- 4** **ETYMOLOGICAL** the origin of base words and acronyms

RESOURCES

- Words Their Way
- THRASS

ASSESSMENT

- Words Their Way diagnostic tests
- Pat Spelling
- Naplan

WRITING

(Incorporated into 100 minutes of Focused Literacy Time FLT)

WRITING

Teachers will ensure all students:

- Move across the learning register continuum from informal (spoken-like) writing to writing with increased sophistication
- Use at level text structure and features for effect
- Write every day
- Clear learning intentions, success criteria and purpose (WALT, WILL and TIB)

RESOURCES

- Genre Map, Australian Curriculum Genre Maps, DECD Numeracy and Literacy Strategy, 2014
- Text structure posters
- Best Advice Papers – Leading Learning Improvement DECD
- Resource Centre
- Writing management boards
- Sentence makers/holders
- THRASS posters, CD's, individual student charts
- Vocabulary charts
- Modelled texts
- Scaffolded Literacy text notes

ASSESSMENT

of learning, as learning and for learning

Collaboration and moderation of student work

Teacher and student developed rubrics to assess student writing

Feedback (*feedforward*)

– various strategies – student to teacher, student to student (*peer assessment, for example: Two stars and a wish*), teacher to student

Backwards design (*TiEL/AC*)

Various data sources including NAPLAN and AC exemplars

TEACHING STRATEGIES

- Setting the context
- Modelling and deconstruction
- Joint construction (story grammar) (*shared/guided*)
- Independent construction (*individual/pairs/groups*)
- Differentiation
- Scaffolded instruction
- Use of ICT i.e. Book, Creator, Reflector
- Intertextuality (*linking and using a wide range of reading materials and writing prompts*)
- Use of Story Grammar (R-2/3)

HANDWRITING

Handwriting in the South Australian Curriculum. Learners will develop:

- Hand-eye coordination
- Fine motor control
- Correct letter formation
- Consistent size, slope, spacing, proportion and alignment
- Appropriate pen lifts
- A relaxed technique
- Legibility
- Strategies to assess their own technique and style

Handwriting posters to be used and displayed in classrooms (*available on R Drive*)

The handwriting programme should include:

- Instruction in technique and style
- Practice – learners need a lot of practice to enable their handwriting to become automatic
- Practice in correct posture and paper placement
- Opportunities for learners to develop the ability to assess and monitor their progress

Teaching and Learning Cycle

Gradual Release of Responsibility model
- *Modelled for students*
- *Guided with students*
- *Independent by student*

WRITING FEATURES AT DIFFERENT YEAR LEVELS

RECEPTION	YEAR ONE	YEAR TWO/THREE	YEAR FOUR	YEAR FIVE	YEAR SIX/SEVEN
PA skills must come first Listen and retell Story grammar elements Simple sentences – the clause (participant, process and circumstance or Who, what and where/how or when) Colourful semantics are excellent resource	PURPOSE – the job of diff types of writing Prepositions of place and time Story grammar elements (esp. emotion and feeling) Simple sentences – the clause (participant, process and circumstance or Who, what and where/how or when) Colourful semantics are excellent resource Orientations	PURPOSE STRUCTURE Paragraph – TEE -Topic sentence -Example -Elaboration Simile Simple Cohesive devices including simple reference items such as pronouns, synonyms and time phrases VOCAB – Ban the boring Sizzling starts such as rhetorical questions, onomatopoeia, facts, flashbacks, anecdotes, an exaggeration, quotes, etc. Show don't tell Strong coordinating conjunction use (linkers) Introduce subordinating conjunctions (binders)	Audience Understand, use and choose simple, compound and complex sentences for purpose Explicit action verbs Alliteration Understanding and construction noun groups VOCAB Tier 2 Build tension/suspense through repetition, slow revelation Tense	Dialogue (including internal and quotes) Adverbials More sophisticated reference items and Tier 2 vocabulary Metaphor Personification Exciting endings Ellipsis	Modality Cause and effect NOMINALISATION Abstraction Complex noun groups Different perspectives and contrast Persuasive writing with rebuttal Substantiation/facts More sophisticated punctuation use Power up/down or (vice versa) from Tier 3 language

PUNCTUATION CONTINUUM

RECEPTION	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6	YEAR 7
Experiment with Capitals Full stops	Capitals (50%) Begin a sentence Names	Capitals Begin a sentence Names	Capitals Begin a sentence Names No proper nouns	Capitals Begin a sentence Names Other proper nouns	Capitals Begin a sentence Names Other proper nouns	Capitals Begin a sentence Names Other proper nouns	Capitals Begin a sentence Names Other proper nouns
	Full stops (50%) End a sentence	Full stops End a sentence	Full stops End a sentence	Full stops End a sentence	Full stops End a sentence	Full stops End a sentence	Full stops End a sentence
	Commas In lists	Commas In lists After sentence beginnings	Commas In lists After sentence beginnings	Commas In lists After sentence beginnings	Commas In lists After foregrounding Between adjectives With quotation marks	Commas In lists After foregrounding Between adjectives With quotation marks Between clauses	Commas In lists After foregrounding Between adjectives With quotation marks Between clauses To separate an interrupting clause
		Question marks (sometimes) To end questions	Question marks To end questions	Question marks To end questions	Question marks To end a question	Question marks To end a question	Question marks To end a question
		Exclamation marks (sometimes) For emphasis	Exclamation marks For emphasis	Exclamation marks For emphasis	Exclamation marks For emphasis	Exclamation marks For emphasis	Exclamation marks For emphasis
			Apostrophes In contractions	Apostrophes In contractions To show ownership	Apostrophes In contractions To show ownership	Apostrophes In contractions To show ownership	Apostrophes In contractions To show ownership
			Quotation marks Speech Quotes Title/names mentioned in a sentence	Quotation marks Speech Quotes Title/names mentioned in a sentence	Quotation marks Speech Quotes Title/names mentioned in a sentence	Quotation marks Speech Quotes Title/names mentioned in a sentence	Quotation marks Speech Quotes Title/names mentioned in a sentence Ironic emphasis
							Slashes To mark alternatives