

MOORDITJ NOONGAR COMMUNITY COLLEGE

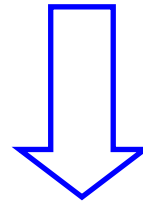
WHOLE SCHOOL LITERACY PLAN

2021- 2023

Whole School Literacy Plan
Moorditj Noongar Community College

Rationale (Australian Curriculum)

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 with and build relationships with others and with the world around them. The study of English helps 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. In this light it is clear that the Australian Curriculum: English plays an important part in developing the understanding, attitudes and capabilities of those who will take responsibility for Australia's future.

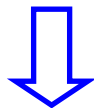


AUSTRALIAN CURRICULUM LEARNING AREA ENGLISH			
STRANDS	LANGUAGE	LITERATURE	LITERACY
SUB-STRANDS	Language variation and change	Literature and content	Texts in context
	Language for interaction	Responding to literature	Interacting with others
	Text structure and organisation	Examining literature	Interpreting, analysing and evaluating
	Expressing and developing ideas	Creating literature	Creating texts
	Sound and letter knowledge		

MOORDITJ NCC BELIEFS ABOUT LITERACY K-6

Learning	<p>Learning programs recognise that:</p> <ul style="list-style-type: none"> children learn at different rates and in different ways and that all children can learn; children learn best in a happy, caring, safe and inclusive environment when they have a good rapport with their teacher; experience success and have good self esteem; are confident to take risks; view learning as enjoyable; and value literature children learn through exposure to a variety of teaching methods and classroom organisation
Instruction	<p>The organisation of programs for effective literacy instruction should:</p> <ul style="list-style-type: none"> provide daily opportunities to learn, practice and apply their Literacy skills; involve hands on, multi-sensory experiences; expose children to a variety of teaching strategies; expose children to a variety of texts; provide challenging, integrated experiences in listening, speaking, reading, writing and viewing; develop the use of language as a tool for learning across the curriculum; build the knowledge and skills to effectively draw on and use literacy strategies; develop awareness of and ability to code switch, matching language to purpose and audience.
Assessment	<ul style="list-style-type: none"> teachers to observe and collect data regularly. assessment will inform planning and teaching cycle. assessment should make a positive contribution to student learning a variety of instruments/methods should be used children need to be involved in self monitoring and goal setting. students should be given equal opportunities to demonstrate their achievement of outcomes.
Reporting	<ul style="list-style-type: none"> should be meaningful to children, parents, and other education professionals. SEN Reporting will be provided for Students at Educational Risk.
A collaborative team-Parent & Community relationships	<ul style="list-style-type: none"> link parents and families to appropriate community services. provide a welcoming, safe, communicative school environment to encourage parent involvement.

Key Whole School Teaching Strategies	Key Assessment and Recording Strategies for the School Literacy Priorities	Students at Educational Risk Literacy Strategy(Whole School linked to Literacy Strategies
<ul style="list-style-type: none"> • Literacy Block • Differentiated Instruction • Direct Instruction • Explicit teaching (warm ups) • Reflective practices • Talk 4 Writing program K-6 • Remedial group work • Synthetic Phonics approach (Get Reading Right PP-6) 	<ul style="list-style-type: none"> • Common Literacy Assessment Profile • Online Entry • DDM (P-3) • DIBELS (year 4-6) • Phonological Awareness screener (LDC) - SAER • Letter/ Sound Screener (LDC) - SAER • Words Their Way (year 4 -6) • NAPLAN • Brightpath (4 samples per year) • Writing Sample Books 	<p>Key Instructional strategies:</p> <ul style="list-style-type: none"> • Development of oral language • Explicit teaching of phonics during intervention groups • Environmental print to support students • SEN Planning and Reporting • Hands on learning opportunities • Small group intervention <p>Identification and Key Assessment:</p> <ul style="list-style-type: none"> • Regular diagnostic assessments, initial IEPs by Wk 4 using support from Literacy team



Whole School Plan for Professional Learning linked to student literacy needs improvement priorities

School Literacy Priorities	Phase of schooling i.e. Professional Learning needs	Focus/Coordination/Resource processes
Literacy Sub-Strand: <i>Interpreting, analyzing & evaluating</i>	As agreed to in Performance Management and School Development Plan	<p>Agreed Focus:</p> <p>Co-ordination: Through the Literacy Team and Curriculum Teams, Deputy Principals as Curriculum Leaders</p> <p>Staff Training Required:</p> <p>2018 → 5 teaching staff in Talk 4 Writing Other teaching staff to be mentored by DP and other trained teaching</p> <p>2019 → remaining permanent teaching staff in Talk 4 Writing, Language Leader PD for 1 teacher</p> <p>2020/2021 → teaching staff to be trained in Talk 4 Writing</p> <p>2021 → All staff to be trained in Talk 4 Reading program</p> <p>Ongoing training at the Language Development Centre. 2019 → one teacher to be trained in Literacy Leadership 2020-2021 → LDC network and LDC training at point of need relating to performance management.</p> <p>Evaluation of Effectiveness Review targets</p>
Language Sub-Strand: <i>Expressing and developing ideas</i>		
Literature Sub-Strand: <i>Responding to literature</i>		

Parent and Community Relationship Strategies

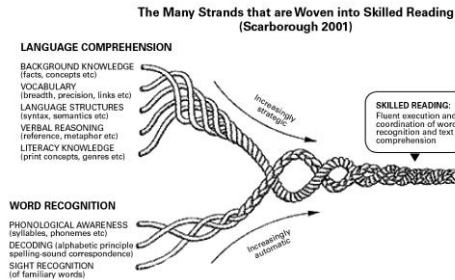
- Parent / Information Strategies
- School Council
- Communication through newsletter
- Open Night
- Learning to Read session for Support a reader volunteers and Early Childhood parents
- Informal/ Formal parent/guardian discussions
- Book Week
- Home Reading Program (books sent home with students daily), parents to sign daily.
- Conversational Reading during Kindilink

SCHOOL LITERACY STRATEGIC PLANNING

LANGUAGE		
SPELLING / PHONICS	GRAMMAR	PUNCTUATION
<ul style="list-style-type: none"> Synthetic phonics Get Reading Right n(P-6) Years 4-6 WTW assessment Phonics Interventions groups 	<ul style="list-style-type: none"> <i>Talk For Writing</i> grammar to be incorporated into lessons Model correct sentence structure Talk For Reading 	<ul style="list-style-type: none"> To be taught in context and relate to writing genre
LITERACY		
INTERPRETING, ANALYSING, EVALUATING	EDITING	
<ul style="list-style-type: none"> Decoding Reading Groups run x3 per week across year 1-3 Talk For Reading 	<ul style="list-style-type: none"> Integration into Talk 4 Writing Program Digital editing practise (word document) → red lines, green lines, blue lines 	
LITERATURE		
RESPONDING TO TEXT		
<ul style="list-style-type: none"> Retell familiar texts through performance, story maps, illustration and images Oral and written (Talk For Writing) Bightpath 		

Reading Instruction

Combine – Phonics knowledge with practical application.



Talk For Reading

Staff will deliver a minimum of 3 *Talk For Reading* lessons per week relating to a focus topic or the *Talk For Writing* text. Staff will follow common planning documents and ensure students are exposed to a range of text types and authors through the *Talk For Reading* lessons each year

Phonics & Spelling

Staff will deliver 4-5 phonics lessons per week. They will follow the Get Reading Right program outlined in the following pages. For students who have mastered the phonics code, they will follow the yearly sequence in the *No Nonsense Spelling* Program.

Decoding Groups

Years 1 – 2 will deliver 3 decoding group sessions per week. Students will have the opportunity to use knowledge gained from phonics instruction into practice with decodable readers. A set guide for decoding group lesson structure is attached as an appendix. SAER will be offered a minimum of 3 extra phonics instruction lessons (Phonics intervention groups) delivered by education assistants in addition to the literacy block.

Vocabulary Instruction

Vocabulary will be developed and promoted through *Talk For Reading* and *Talk For Writing*. All classrooms are expected to have a vocabulary display.

Moorditj Reading Spine

To build students capacity as effective readers and writers, students at MNCC will be given the opportunity to broaden their core bank of texts that ensures they experience a range of high quality texts and authors during their time at school.

PHONICS → GET READING RIGHT

SCOPE AND SEQUENCE

Year Group	Get Reading Right Units	Sounds
K	Phonological awareness program and exposure to the alphabet and letters within each students name.	
PP	Part One Basic Code	Set 1: smctgpao Set 2: rldbfhiu Set 3: vwyznke Set 4: ll ss ff zz Set 5: sh ch th wh Set 6: ck ng qu x
1	Part One Basic Code Part Two Advanced Code Exposure to sounds in Sets 12-25	Set 1: smctgpao Set 2: rldbfhiu Set 3: vwyznke Set 4: ll ss ff zz Set 5: sh ch th wh Set 6: ck ng qu x Set 7: ee ea y e Set 8: i igh y ie i_e Set 9: o oa ow o_e Set 10: a ai ay a_e Set 11: oo ew ue u_e
2	Revise Part One Basic Code Part Two Advanced Code	Revise Set 1-6 Set 7: ee ea y e Set 8: i igh y ie i_e Set 9: o oa ow o_e Set 10: a ai ay a_e Set 11: oo ew ue u_e

	Part Three Complete the Code	Set 12: r rr wr Set 13: oi oy Set 14:pf f ff Set 15: ow ou Set 16: c ce s se ss Set 17: u oo oul Set 18:ar a* Set 19: ire r ear ur or Set 20:or au aw al ore Set 21: air ear are ere Set 22: j dge ge g Set 23: ch tch tu Set 24: sh ci ti Set 25:s si
3	Revise Part Two Advanced Code Part Three Complete the Code	Revise sets 7-11 Set 12: r rr wr Set 13: oi oy Set 14:pf f ff Set 15: ow ou Set 16: c ce s se ss Set 17: u oo oul Set 18:ar a* Set 19: ire r ear ur or Set 20:or au aw al ore Set 21: air ear are ere Set 22: j dge ge g Set 23: ch tch tu Set 24: sh ci ti Set 25:s si
	4	Revise Part Three Complete the Code Set 12-25
5	*use <i>Get Reading Right</i> Program for students at point of need (SAER) Spelling Rules and Patterns	
6	*use <i>Get Reading Right</i> Program for students at point of need (SAER) Spelling Rules and Patterns	

Writing Instruction

Talk For Writing

The *Talk For Writing* approach will be used across K-6 at MNCC. *Talk For Writing* is based on children and teachers engaging in stories and rhyme; this will lead to Children developing a bank of tales, developing their imaginations and increasing their linguistic repertoire. Evidence from many research studies looking at early language development highlights the importance of children being read to as well as the role of interactive language and play. *Talk For Writing* builds upon this simple understanding by developing systematic approaches to early language development through story and rhyme.

Phases of the Talk For Writing Process

<p style="text-align: right;">Imitation</p> <p>Familiarisation of the model text</p>	<ul style="list-style-type: none"> • Cold Task • Oral learning of the text • Story mapping • Multi-sensory approach • Read as a reader • Read as a writing • Toolkits • Story Mountains • Text Types / Generic Structure with use of the LDC icons • Communal and independent retell • Boxing up a text with use of the LDC icons (macrostructure) • Magpie strategies • Vocabulary development • Short burst writing opportunities
<p style="text-align: right;">Innovation</p> <p>Adapting a well-known text</p>	<ul style="list-style-type: none"> • Change the story (story map) • Plan to innovate (planning tools) • Oral rehearsal of innovated story • Shared and guided writing • Scaffolding
<p style="text-align: right;">Invention</p> <p>Creating a text of your own</p>	<ul style="list-style-type: none"> • Planning documents • Create • Build up a new story; drawing on a range of experiences (not just based on one model text) • Publish • Hot Task

Writing Instruction

Talk For Writing Genre Scope and Sequence

	K	P	1	2	3	4	5	6
Explicitly Teach	Nursery Rhyme Traditional Tales Songs	Recount Narrative	Recount Report Procedure Narrative	Narrative Recount Procedure Persuasive Report	Narrative Persuasive Procedure Report Poetry	Narrative Procedure Persuasive Poetry Report	Narrative Explanation Persuasive Report Discussion	Narrative Biography Persuasive Report Discussion Explanation
Expose		Role play writing	Greeting Cards Messages Letters Poetry Persuasive Lists	Interviews Cartoons Book Review Invitation Explanation Poetry	Poetry Explanation Persuasive (posters, adverts, letters) Letters	Historical Recount Rebuttal Argument Biographies	Poetry	Poetry

Talk for Writing at Moorditj

- 2 units per term (4 weeks each)
- Each term to have 1 fiction and 1 non-fiction unit
- Use of the LDC icons to 'box up a text'
- Use of LDC icons for guidelines and planning documents
- Explicit handwriting lessons (NSW font)

Whole School Assessment Schedule

Class	Assessment	Due Date	Term			
Kindy	Brightpath Oral Generation	Week 4	1	2	3	4
	Phonological Awareness Screener		1	2	3	4
Pre-Primary	On Entry Assessment	Weeks 3-6	1	2	3	4
	PAT Numeracy	Week 4	1	2	3	4
	Brightpath Recount Writing	Week 4	1	2	3	4
	DDM	tbc	1	2	3	4
Year 1 / 2	Brightpath Writing	Week 4	1	2	3	4
	PAT Numeracy	Week 4	1	2	3	4
	DDM	tbc	1	2	3	4
Year 3 / 4	Words Their Way Spelling (Year 4)		1	2	3	4
	Brightpath Writing	Week 4	1	2	3	4
	PAT Numeracy	Week 4	1	2	3	4
	Brightpath Maths	Week 7	1	2	3	4
	DDM	tbc	1	2	3	4
	DIBLES (Year 4)	tbc	1	2	3	4
Year 5 / 6	Words Their Way		1	2	3	4
	Brightpath Writing	Week 4	1	2	3	4
	PAT Numeracy	Week 4	1	2	3	4
	Brightpath Numeracy	Week 7	1	2	3	4
	DIBLES	tbc	1	2	3	4
	PM Bench Mark (for students beyond DIBLES testing)		1	2	3	4

Assessments available for teachers to use at a classroom level:

- PM Benchmark
- Sound/Letter Screener
- Phonological Awareness Screener