



Literacy



WE AIM TO

- Develop effective speakers and listeners, readers and writers across a range of situations
- Enhance Student capacity to speak, read and write for a variety of purposes and in different contexts. (both planned and unplanned)
- Develop student capacity to use and understand the conventions of literacy
- Build and develop student capacity to speak, read and write in Standard Australian English, whilst also acknowledging and respecting their home language and providing opportunities for code switching to occur in class.
- Develop critical literacy skills in students.

Literacy Block allocations across the primary school, ensure that literacy is a priority and integrated across all learning areas. Our Literacy program is supported by a GiR Literacy specialist teacher working with the teachers to improve outcomes for all students. We also have ITAS support.

LITERACY BLOCKS ARE TO INCLUDE:

- Guided reading**- small group at same reading recovery level (each with same appropriate levelled text.)
- Listening to students read**
- Modelled /shared reading**- reading to and with students with a teaching focus
- Small group independent reading activity** related to modelled session
- Spelling/grammar instruction**- Use Dianna Rigg phonemic awareness and phonic sequence in Junior primary utilise environmental print Teach in context of reading and writing sessions
- Modelled/guided writing-on flip charts**
- Oral language**
- Daily writing** (with explicit framework and structure in the junior primary and for SAER)

Provide Text Rich Learning Environment

Add a variety of print and texts relevant to your program in your classroom

- Sight words, topic words, vocab extension, phonics etc
- Scaffolds and visual clues- narrative, recount frameworks etc, alphabet, grammar
- student work and displays to be labelled using full sentences, key words, titles etc

Set up an inviting "Book Corner" with wide range of texts -change regularly. Include posters, advertising, pamphlets, maps, catalogues, comics, topic materials etc

Library sessions

These will be taught by our teacher librarian and will be timetabled weekly for each class, with lessons being divided between fiction promotions and library skills. This is an opportunity for teachers to spend time in the library returning and finding resources, changing class book corner texts etc. Liaise with librarians about your topic and program needs.

Teaching of Handwriting at LDHS (Writing Conventions-Presentation)

We have chosen to use and explicitly teach a font style that progresses from block through to cursive style. (SA Font)

Our Rationale

- The print is the same as that is seen or used most in the environment.
- Reduces confusion for students weak in literacy. Students learn one set of symbols for both reading and writing.
- Makes printing easier for students with limited exposure to writing, drawing.
- Allows all students to achieve good standard of presentation especially those with poor fine motor skills

BY PROVIDING

- Rich Literacy programs and instruction based on CF and 1st steps
- Activities that cater for differing interests and learning styles, exposing students to different themes and content than they have previously covered.
- Good modelling of communication, feedback, presentation and literacy practices by teachers.
- Explicit teaching, modelling and practise everyday of Speaking and Listening, reading and writing for authentic purposes across all aspects areas of the curriculum.
- Opportunities for small Group work involving discussion / exploratory talk/ learning with the teacher and between students throughout the day because:
 - Oral language is the pre cursor to reading and writing and many of our students need teaching and practise in use of SAE
 - It creates a dynamic which stimulates and extends individual thought.
 - It creates the widest possible opportunities for children to participate actively in their own learning.
 - It provides a means for the individualisation of learning where students undertake a range of roles.
 - Students learn to employ language in a variety of ways to achieve learning.
 - Students learn to clarify, build upon and extend their thoughts and ideas, checking their Understanding against the understanding of others
 - It allows all students to revise and reflect on their learning

ENGLISH	Speaking Listening	Reading Viewing	Writing
Use of text composing and interpreting meaning from a wide range of spoken, written and visual texts	Oral and aural texts Joke story songs lyrics conversation greetings telephone conversation interview debate oral report explanation directions	Making meaning from written and visual texts stories, poetry bibliography invitations letters advertisements instructions timetables manuals maps etc report labels etc	Composing a wide range of written and visual texts— pictures, letters, diary, story, list etc Draft work (most class work) is to be stamped "draft" a working document that can be improved, edited, refined etc – no rubbers put a single line through error
Contextual understandings choosing and Interpreting language and text structure according to its context and purpose Audience- who situation -where purpose -how	Halliday's Functions of language (Purpose) Formal/informal Planned/unplanned	awareness of how context affects interpretation by Analysing, questioning, comparing and critiquing texts.	purposes of writing— entertain recount, socialise inquire, describe persuade, explain instruct, inform
Conventions Knowledge and use of structures and features of spoken, visual and written texts	structure and features of (SAE) – language patterns, vocabulary, non verbal behaviours. Organisation Cohesion Grammar style	Structures and features of texts "cracking the code" Phonological awareness (sounds) Graphophonics (symbols) Text forms	Text structure punctuation spelling, grammar, presentation (handwriting/IT) High presentation and output standard is to be expected, taught and checked
Processes and strategies Application of knowledge and understandings to comprehend and compose texts	Listening for pauses, changes in tone etc Staying on topic Planning and rehearsing Questioning Sustaining conversation	Active integrated problem solving process of making sense of text- Use of the 13 reading strategies .	planning, revising, editing researching, note taking recalling ,inventing and consulting when writing
	1 st steps Do you hear what I hear FM soundfield systems to be used	<ul style="list-style-type: none"> 1st steps Dianna Rigg M100W high frequency words 	<ul style="list-style-type: none"> 1st steps M100W high frequency words. Spelling rules or New spell of words workbooks

Teaching of IT -Keyboard skills

To be taught specifically in our computer labs and on in-class computers using word processing and typing Programs.

K-P = Pre writing skills- motor skills and directionality

P-1-2 = Block Print print k b p x

3-4/5 = Precursive add ticks
precursive k b p

X

[if print is mastered and effectively used]

5-6-7- Cursive (to be taught) c - ñ c i s 1 7

Assessment Work samples, checklists, anecdotes, running records, and recordings used to inform checkpoints on the **Whole school Literacy Monitoring Tool**. Exposure and practise at timed test type **INDEPENDENT** activities in reading and writing allowing true assessment of what student s are capable of



We aim to

- ✚ Develop an interest and confidence in maths
- ✚ Continue improvement of student's numeracy skills
- ✚ Allow scope and opportunity for students to demonstrate their full range of understanding.
- ✚ Develop understanding and mathematical thinking
- ✚ Develop mental strategies that students can draw on.

Numeracy



By providing

- ✚ Explicit teaching, modelling and practise everyday in maths at student's point of need
- ✚ Rich tasks that draw out the mathematic understandings as outlined in 1st steps
- ✚ Exposure to a broad range of activities and learning methods.
- ✚ Focused questioning to challenge math's understandings
- ✚ Safe ,risk taking maths environment where making mistakes is an accepted part of learning
- ✚ Development of concepts using concrete through to abstract materials
- ✚ Varied and engaging equipment and resources
- ✚ Integration of maths across the curriculum demonstrating authentic purpose

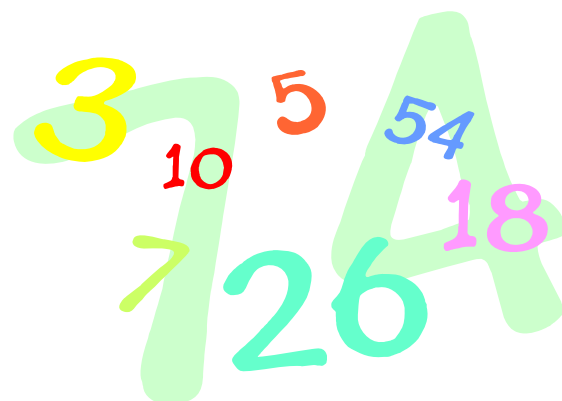
Leonora District High School has placed a strong emphasis on Numeracy skills and our policy emphasises the need for all areas of numeracy to be covered by students We plan to move students on in all areas of the numeracy curriculum Our Numeracy program is supported by a GiR Numeracy specialist teacher working with the teachers to improve outcomes for all students. We also have ITAS support.

explicit teaching, modelling and practise everyday of maths concepts across the numeracy curriculum

Working mathematically Using mathematical thinking to solve situations	Mathematical strategies apply general problem solving techniques to maths situations	Apply and verify Use then evaluate appropriate strategies	Reason mathematically Investigate, generalise an reason about patterns in maths
NUMBER	Understand number Understanding how the number system works.	Understand operations Understand <u>when and how</u> to use the 4 operations	Calculate Choose and use a <u>wide</u> repertoire of mental, paper and calculator strategies for each operation
MEASUREMENT	Understand units and direct measure Decide what needs to be measured and carry out appropriate measurement	Indirect measure Select and combine measurements with formulae to determine other measurements	Estimate Make sensible estimates of quantity , alert to the reasonableness of result
CHANCE /DATA	Understand chance Everyday language of chance- how likely or unlikely an event may happen	Collect and process data Plan, collect organise, summarise and represent data in the most effective way for purpose	Interpret data Interpret data taking into account collection and chance factors involved
SPACE	Represent spatial ideas Represent Shape, location and transformations	Reason geometrically Reason about shape location and transformation to solve problems	
Dre -algebra then ALGEBRA Describe and reason using symbols, graphs and diagrams.	Functions variations	Expressing generalities Patterning- copies, continues and makes repeating patterns	Equivalence inequalities equations Maintaining equivalence between 2 quantities compensating for changes made to one with changes to the other
	assessment <ul style="list-style-type: none"> ❖ Diagnostic tasks ❖ Whole school numeracy monitoring tool to be used for recording and planning 		

Numeracy Blocks to include

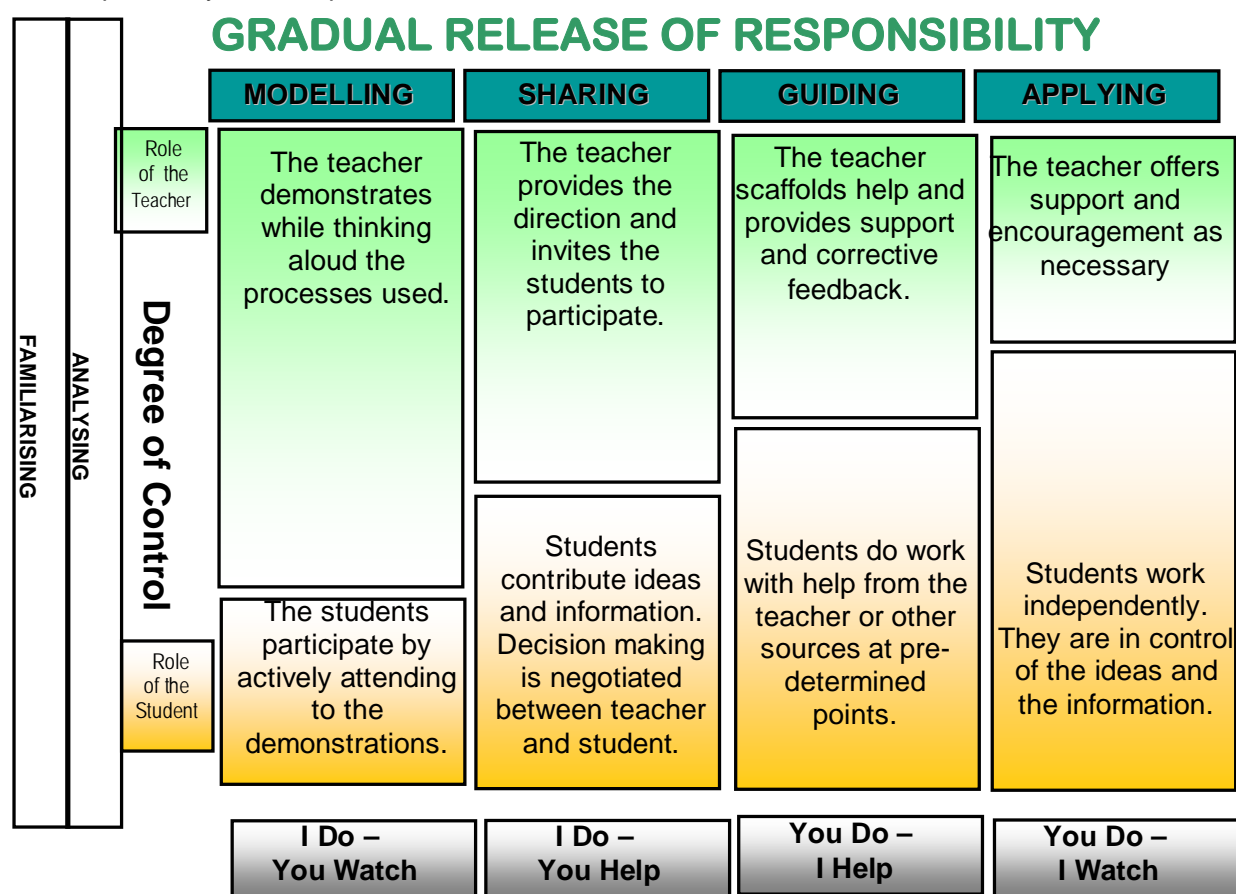
- Activities that allow the most practise of the target skill.
- Differentiation for the wide ability range (different levels) but focusing on the same key understandings for everyone within a lesson.
- Explicit modelling – prepared focus questions that draw out the maths idea.
- Teaching of maths language and terms
- Hands on activities - Limit worksheets - check that those used actually provide practise and evidence of the mathematical understanding you are focusing on.
- Verbalisation of processes and understandings by teacher and students- How did you do that?
- Incorporate teaching and learning strategies to calculate (mental strategies) every day.
- Reflect on and share learning



Resources - Consumables and basic resources are in each class. There are number and measurement materials in foyer and Check what is in the library!! Please look after resources and return after use.

Instruction Practices

Deliver curriculum through good teaching practice of modelling through to applying, gradually handing over responsibility and independence to the student.



- ❖ Integrate and explicitly teach social skills throughout the day ie Persistence, Confidence, Getting along, Organisation and Resilience.
- ❖ Use effective individual, group and whole class work, ensuring that students are held accountable for their own behaviour and learning
- ❖ Use a variety of teaching styles and methods that engage and develop student understanding.
- ❖ Education Assistants are to be effectively used to support group learning by assisting SAER and other students. They can withdraw individuals for reading etc and teach groups- Plan and utilise the extra help in your class to maximise learning.
- ❖ High presentation and output standard is to be expected, taught and checked.
- ❖ Reflect on your practice daily and focus on developing the strategies that work well.
- ❖ Have high expectations of your students

Planning – Teaching – Monitoring - Evaluating

- ❖ Find and use the information already available about your students as your starting point.
 - Student profile books
 - Phonological Awareness screening Tool
 - Whole school monitoring Tools
 - Reports
 - Reading levels
 - Handover files
 - Previous teacher

Start off strongly where students left off, having high expectations of work output, standard etc then modify, adjust and refine as you go. We already have this information on most students.

- ❖ Be familiar with syllabus, Phases of learning
- ❖ Use First Steps materials as your basis in planning and execution of Literacy and Numeracy teaching-record achievement on monitoring tools.
- ❖ Be aware of areas of need and implement GEPs and IEPs accordingly.
- ❖ Make work challenging and relevant
- ❖ Build upon student's prior knowledge and understanding, reinforcing then developing those understandings using a variety of methods.
- ❖ Integrate social skills throughout all subject areas – these are to be monitored and reported on.
- ❖ Integrate Speaking and Listening through all subject areas
- ❖ Work collaboratively with staff across the school to monitor and improve student outcomes.



Specialist Teaching

Science, Arts, Health and Physical Education, Lote and Technology and Enterprise teachers, take Primary classes for their subject area (providing dot for class teacher) thus providing specialist teaching across the school in these subjects.

Getting it right – literacy and numeracy

1hr Gir planning time and 4hrs in class support in the primary for literacy and numeracy with Gir ST.

Staff Performance Management

Directly linked to classroom practice and teacher's areas of responsibility.

Will be student focused – emphasis on teacher understanding of where students are at and the actions taken in response to this.

Negotiated career aspirations with resources and opportunities.

Professional Development

30mins early close each week to address relevant needs. EA's and AEIOs to be provided with 90minutes each week, with Gir ST, for professional learning and collaboration.

Apply to admin to attend other PD, that interests you and enhances priorities within the school.

Behaviour management

- Be well prepared and organised (set the example)
- Negotiate and set classroom rules and expectations with students in line with school behaviour management policy.. State and display in the positive ie what students are to do rather than what they are not to do.
- Set consequences and rewards- be consistent-A strong emphasis is placed on positive rewards, in classrooms and as a whole school, for effort and achievement.
- Ensure that all students feel valued
 - acknowledge each student personally on a daily basis
 - provide constructive specific feedback
 - listen to the children
- Be familiar with procedures and protocols related to behaviour issues- Use SIS Behaviour management module to record behaviour both positive and negative.
- Be pro-active in disseminating student information and data- Contact Parents to discuss achievements, progress and issues.
- Implement Protective Behaviours and DET Policy with regards to mandatory reporting procedures
- Take a proactive approach to duty times and student supervision.