Canning Vale Primary School
Whole School Approach to Literacy
2015 – 2017
Moving children from learning to read to reading to learn

Whole School Literacy Targets

Increase the % of students in the stable cohort achieving high and very high progress in NAPLAN reading and writing as they progress from Year 3 (2015) to Year 5 (2017).

In 2015, 2016 and 2017, maintain a positive comparison to schools with similar students (as reported on My School website) in relation to student gain Year 3 – 5 (stable cohort) in reading and writing

In 2015, 2016 and 2017, maintain % of students achieving in the top 20% above that of All Australian Schools in Years 3 and 5 reading, writing, spelling and grammar and punctuation.

Whole School Teaching Strategies and Expectations

Teachers will commit to a whole school approach to literacy teaching and implement the strategies and practices set out in the First Steps Reading and Writing resources to ensure students are exposed to a balanced literacy program.

Strategies include:
- create vocabulary rich environments with students including, for example, a literacy word wall
- explicitly teach and assess school developed collection of sight words (Sight Words) Kindergarten – Year 3, Years 4 – 6 as needed
- explicit teach vocabulary associated with learning areas and specific topics covered (Tier 2 word in particular)
- refer to EAL/D progress maps when planning for EAL/D students
- program and teach and assess using the Australian Curriculum
- timetable literacy blocks with a daily focus on shared and guided reading and an explicit teaching component at a word and sentence level
- reinforce the use of school policies regarding presentation of written work, editing skills and handwriting (Editing Presentation Guidelines)
- develop year level operational plans to ensure key concepts are taught, assessed and moderated

- develop and implement documented plans for students identified as being at risk in conjunction with all stake holders
- differentiate the curriculum and cater for different learning styles in the classroom
- implement the whole school phonics / word study / spelling scope and sequence (Phonics and Grammar Scope and Sequence) with the view of introducing Words Their Way as a school spelling program PP – 6 in 2016
- read to the class daily and provide time daily for students to read independently
- arrange professional learning opportunities to build on strategies used for the teaching of English including ICT
- explicitly teach comprehension skills – cause and effect, summarising, identifying the main idea, fact or opinion, concluding, point of view, purpose of the text, inferring, finding information (Refer to First Steps resource book and Springboards into Comprehension) (Comprehension Scope and Sequence)
- integrate ICT where possible across the learning areas (word processing, e-pals, power point presentations)
- participate in whole school activities related to specific yearly events: Harmony Day, ANZAC Day, Literacy Week
- collaborate and moderate with year level colleagues regarding programming, CAT's, other assessments and summative report grades
- implement PM Benchmark strategy K – 3 and beyond if appropriate for some students
- implement Cracking the Code in K and PP (if appropriate for some students) with the view of implementing Words, Grammar, Fun in PP in 2016

Data Collection and Planning

Teachers will use the school developed assessment schedule to gather data, monitor, moderate and record student progress.

For example: Kindergarten teachers collect data from Cracking the Code and PM Benchmark to pass onto Pre-primary teachers, Pre-primary teachers administer and analyse On Entry data Term 1 each year, Year 1 teachers will administer and analyse On Entry data in Term 1 (for those children identified as at risk), Year 2 test essential spelling word list words etc

Teachers will use the NAPLAN results provided by EARS and First Cut data analysis to inform their planning

All teachers will assume responsibility for the student's achievement of key concepts outlined in the Australian Curriculum and assessed in system wide assessments such as NAPLAN

Professional Learning

NAPLAN data sets analysis and development of improvement planning strategies; what do they know? What are their misconceptions? What is required to move them forward?

PM benchmarking (if appropriate)

The Literacy Block (if appropriate)

Writing effective targets (if appropriate)

Cracking the Code for PP + Year 1 teachers and education assistants

On-entry – what do we teach now?

Words their Way Spelling program

Words, grammar, fun for PP + Year 1 teachers and education assistants

EAL/D progress mapping

Australian standards

Effective moderation

The importance of explicitly teaching vocabulary