



Literacy Curriculum Guide

2015



Crib Point Primary School

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Introduction

The aim of this document is to provide clear directions, expectations and responsibilities for all staff members at Crib Point Primary School in regards to the provision of the English Curriculum.

Vision

At Crib Point Primary we recognise that the development of literacy skills is a lifelong process. The role of the school is to continue to advance the language learning children have begun before school and to help them to become proficient users throughout their lives. We strive to give our students authentic literacy experiences including reading and viewing, writing, speaking and listening that will provide them with the skills to become confident literate citizens.

We adhere to...

- a belief that each child can learn to read and write regardless of background
- an early and systematic emphasis on the explicit teaching of phonics
- a subsequent focus on direct teaching
- a rich print environment with many resources, including fiction and nonfiction books, charts and computer programs
- evidence based assessment
- strong leadership and management practices, involving whole-school approaches to the teaching of reading and viewing, writing speaking & listening
- an expectation that teachers will engage in evidence-based professional learning and learn from each other

What is important

Guidelines

- Students should be involved in reading and viewing, writing, speaking and listening and spelling every day
- Students should be aware of the learning intention and success criteria of each lesson
- Literacy lessons should provide the students with the opportunity to apply learnt strategies
- All literacy blocks should have teacher focus groups based on student needs
- Students should be read to every day
- Teachers will select high quality mentor texts to support their teaching of strategies

Components & Teaching strategies

- Students are to be provided with the opportunity to read every day for example independent reading, guided reading, reciprocal reading, reader's theatre, literature circles, shared reading, reading for research, book club and reader's workshop
- Students need to have the opportunity to practice writing daily, including letter formation and writing for various purposes
- Teacher will use modelling strategies to aid in student progression
- Teachers will explicitly teach targeted strategies to improve student outcomes
- Students should be grouped according to their point of need and groups need to be fluid
- At the end of each session students will be provided with time to share their learning
- Smartwords Spelling program will be implemented across the school
- Big Write & VCOP will be implemented across the school

Structure

- Students will participate in a structured literacy block every day which will involve a combination of whole class, small group and individual work

Planning

- Planning will be guided by AusVELS expectations
- Planning will be related to evidence based assessment
- Teachers will plan in teams and share resources across the school
- All term and yearly planners will use the agreed format and be stored on the curriculum server at *staff shared\curriculum assessment and reporting*

Assessment

- Students should be given the opportunity to share and reflect on their learning, to receive feedback and set goals
- Benchmarking and Lexile testing will take place at least twice a year; best practice will be once a term
- Teachers will adhere to the assessment schedule for literacy requirements
- All literacy data collected will be entered into Gradexpert in a timely manner
- Big Write samples will be collected and analysed twice a year
- Children will be provided with regular conferencing during reading and writing blocks

Expected Student Learning Outcomes Reading

1. Effective readers make appropriate choices about what they read
2. Effective readers draw on a variety of strategies to help them understand texts
3. Effective readers use a variety of responses to deepen their understanding
4. Effective readers engage in rich, substantive conversations about what they read
5. Effective readers analyse and critique the texts they read
6. Effective readers show increased motivation to read

Outline of the Reading Workshop	
Whole group: Sustained reading (10 – 15 minutes)	
<p>Whole group shared experience (15 – 20 minutes) *** with a reading focus Ensure students are aware of the learning intentions It may involve: Reading quality mentor text to the students Shared reading Language experience Focus on a skill e.g. comprehension strategy Inquiry learning focus Introduction of a new strategy</p>	
<p>Focus teaching group e.g. Guided reading Reciprocal reading Co-operative Reading Literature circles Reading conferences Other</p>	<p>Choices for others (15 – 20 minutes) for example Link where possible to focus, may be chosen from Teacher directed activity Contract Literature response Reading Journal Readers notebook High level thinking activity Revisiting the text Problem solving activity Sustained reading Information technology Literacy games Other</p>
<p>Sharing (10 -15 minutes) for example Students share their responses Teacher responds to students' reading Celebrating Questions Reflections Links to the focus session Other</p>	

Reading strategies overview

	Whole group/small group	Process	Text	Distinguishing feature	Suitable for
Modelled/ Shared reading	Both	Read to or with students	Unseen or seen	Students must be able to see a copy of the text	Any level
Guided reading	Small group	Planning & preparation Tuning in Text orientation Independent reading Discussion	Unseen	Provides scaffolding for the students	Level 1 – approx. 23
Co-operative reading	Small group	Predicting Reading Key words Read aloud Questions Retell Connections	Unseen	Focus on cooperative discussion	Level 23 – 24+
Reciprocal Reading	Small group	Predicting Reading Clarifying Summarising Questioning	Unseen	Focus on deeper meaning	Level 24+
Literature circles Book Club	Small group	E.g. Role sheets Discussion director Connector	Seen	Focus on enjoyment and comprehension of quality literature	Independent readers

Outline of the Readers notebook

A tool to help students capture their thinking and understanding of texts. This may be done during independent reading, during reader's workshop or as a part of home work requirements.

Students write / store in the Readers notebook

Thinking around the texts they read which may be written, drawn directly into the notebook or captured on post it notes / think sheets etc which can be glued in

- Thinking associated with comprehension strategies – predicting, questioning, inferring, making connections, visualising
- Empathy for characters, setting the conflict and the author
- What is the message the author is trying to tell
- Story context
- A memorable response or aesthetic experience – How does it feel
- Any new ideas and possibilities that the book provoked
- Critiques- believability, credibility/recognition of pretence/propaganda E.g. do you think it is believable
- The craft of writing

Personal reflections of their own progress as readers

- Comprehension strategies they use and how using the strategy helped them to understand more deeply
- Reading preferences
- How they are changing as a reader over the year
- Personal reading goals

Reading Logs

- Demonstrate the depth and breadth of reading

Literature circle or Book club

- Responses and reflections

Thinking and new understandings

- Gained from mini lessons

Directed response

- What I know is true
- What keeps me reading
- History of a reader
- Thinking about reading
- Finding the spark
- Leaning in
- Reread to lift a line
- Writing connections
- The Fab five
- Summarizing questions
- Favourite authors
- Connotation
- Theme
- Character connections
- Lifting a prompt

Prompts

- How does the book make you feel
- Would you recommend this book
- Do you like it
- Why did you choose it
- What are your predictions
- Examples of stereotypes or bias
- What are you wondering about
- Why did you abandon the book
- What books do you look forward to
- How do you feel about a character
- Focus on good word choices / special language
- Confusion you had and how you solved it
- How the book reminds you of another
- How the author describes things
- What would you change about the book
- Tell me about the connections you made
- Was the book easy, just right or challenging?
How can you tell
- What was the authors message
- What surprised you
- What was funny to you
- How did the setting affect the characters
- Describe important visualisations that you had as you read
- What was the book about

Assessment

Teacher: Based on the majority of evidence over several entries. A rubric may be used to guide this.

Student: Needs to be involved in the assessment process by reflecting on their entries in light of specific criteria that have been shared & developed with them. Students will set goals for improvement.

Expected Student Learning Outcomes Writing

1. Effective writers recognise the connection between letters and sounds
2. Effective writers initiate writing
3. Effective writers analyse and critique their own writing
4. Effective writers are able to successfully work through the writing process
5. Effective writers can match the appropriate text type to the purpose and audience
6. Effective writers engage in rich, substantive conversations about what they write
7. Effective writers show increased motivation to write

Writing strategies overview

	Whole group/small group	Process	Content	Scribe	Text type	Distinguishing feature	Suitable for
Modelled writing	Both	Experienced writer/teacher “thinks aloud” as they write the text	Teacher	Teacher	Any	Students must be able to see text being composed	Any level
Shared writing	Both	Experienced writer/teacher jointly composes text with the students	Teacher and students	Teacher	Any	Teacher constantly discusses the writing with the students	Any level
Interactive writing	Small group	The teacher & group of students jointly construct the text. Students also take responsibility for some scribing.	Teacher and students	Teacher & students	Any	The group can discuss both authorial and secretarial features of writing	Any level
Guided writing	Small group	Teacher acts as a guide as students construct their own text	Students with teacher assistance	Students with teacher assistance	Any	Provides scaffolding for writers	Any level
Independent writing	Both	Students write independently for a sustained period of time.	Students	Students	Any		Any level

Outline of the Big Write & VCOP – Ros Wilson

Big Write is a way of teaching writing, based on the research of Ros Wilson. It focuses on four main aspects of the writing process (VCOP) and gives the children the skills to improve their own writing through self-assessment. Vocabulary, Connectives, Openers, Punctuation

- Teachers plan and deliver a Big Write session on a weekly basis
- Teachers will have clearly explained the writing task the day before
- All relevant text types according to year level will be covered during the course of the year
- Teachers will model and instruct the children in the use of the four coloured highlighters during editing to identify and highlight VCOP elements within their work giving them the chance to up level their writing. (Yellow – Vocabulary/ WOW words, Pink – Connectors, Green – Punctuation and Blue – Openers)
- Teachers will have clearly communicated the expectations for the Big Talk home task

Procedure

- From years 1 – 6, a period of 1 hour to 1 hour 30 minutes, divided in half (45mins Yrs3-6 & 30 min Yrs1-2) by morning playtime
- Foundation students will be introduced to the Big Write in Term 4
- Pre write preparation and Big Write tasks are separated by recess
- There will be 10 minutes planning time for pupils to focus on what they intend to write through a planning method of their choice. The text type and the purpose of the task will have been given at the end of the previous afternoon as Big Talk home task. This planning time may include talking about the topic, referring to topic related WOW words that have been brainstormed previously, writing a plan or drawing a mind map
- After recess the room will have been prepared for the Big Write with environmental changes made that may include the lighting being dimmed, an aromatic candle being lit and calm music playing. Students will have their Big Write resources on their tables ready to write
- The second 30 – 45 minutes will be a well-managed silent writing session. Foundation students will be encouraged to draw relevant pictures and spend 10 – 15 minutes writing.
- Kung Fu punctuation will be included in VCOP sessions, where relevant

Assessment

Teachers assess according to the Australian Criterion Scale in a cold write in March & November, moderating with colleagues to ensure accuracy of judgement, target setting and small steps for learning.

- Teachers are expected to know where each pupil is, in terms of AusVels writing expectations coupled with sub-levels in the criterion scale, and what their next small steps are to ensure good or better progress
- Students will be encouraged to up – level and improve their writing during the revising element of the writing process

Outline of the Writers notebook

A tool to help students see themselves as writers by noticing, paying attention, listening, collecting, musing, wondering, playing with language and taking pleasure in words. The writers note book encourages students to become active learners giving them a place to react to their world.

Things that students may write / store in the Writer's note book

- Ideas
- Story ideas
- Thinking / planning stems
- Daily entries
- Finding patterns
- Editing, grammar notes
- Mini lesson support materials
- Keep sakes:- postcards, ticket's, photo's, pressed flowers ...
- Questions
- Observations
- Points of view
- Reflections of books read – writing style, author's voice...
- Connections
- Lyrics
- Diagrams
- Word lists:- transition words, replacement words, WOW words
- Beginnings
- Writing goals
- Lists

It is not for

- Drafts
- Revisions
- Editing
- Final copy

Assessment Writer's notebook Evaluation Rubric

	A	B	C	D
Flexibility & Fluency	Most entries are completed. Writer uses a variety of strategies and topics	Many entries are completed. Writer uses strategies from class and shows some topic variety.	Entries are left unfinished. Topics and strategies may vary.	Entries are underdeveloped. Little or no variety in writing strategies.
Thoughtfulness	Entries are thoughtful and a reflective, revealing new insight to the writer's thinking. Writer practices proper grammar, usage, mechanics and spelling.	Entries tend to be thoughtful. They may reveal new insights to the writers thinking. A pattern of topics develops over a number of entries. Writer practices proper grammar, usage, mechanics and spelling.	Entries resemble a diary format or bed to bed type accounts. Little or no reflective thinking is evident. Writer does not give attention to proper grammar, usage, mechanics and spelling.	Entries are difficult to read due to handwriting and / or proper grammar, usage, mechanics and spelling. Writer does not demonstrate reflective thinking.
Frequency	90% of required entries	80% of required entries	75% of required entries	70% of required entries

Spelling - Smart Words word study program supported by David Hornsby's using mentor texts to teach spelling.

Procedure – follow documentation in program booklets

- Foundation students will cover level A & B which includes Perceptual motor program
- The program is conducted on a four day cyclic pattern
- Introduction: 5 minute phonics session at the beginning of each session
- Day 1 – introduce the words from the set. Oral discussion of various meanings, opposites, synonyms, homonyms, homophones, extensions etc
- Students are expected to cover at least 2 levels per year

Assessment

LEVEL A SCREEN TEST

Foundation students are screen tested once Level A is completed within a 10 week program. The results are graphed and parent teacher interviews are held to discuss the results. These results indicate whether the child is ready for formal learning by assessing, visual skills, auditory skills, gross motor skills, fine motor skills and laterality & dominance

PLACEMENT TESTING

The test is used to place students into the program at their approximate achievement level.

The test is arranged in order from the most difficult (Level T) to the easiest level (Level C). Testing should begin at the point that the tester believes is beyond the ability of the best achieving student in the class/group. Testing is completed backward working from unknown to known to ensure the student finishes the test having achieved rather than failed.

As each student completes two consecutive groups (rows) correctly collect the student's paper and record the level reached. Then allow them to read silently. The tests will have been collected in achievement order, chose four lowest common denominator points from the tests to group the students into four manageable teaching groups. It is advisable to retest and reassign groups after approximately 3 – 6 months.

Grammar & Punctuation

We want our students in years F- 2 to

- Use correct grammar in spoken & written texts
- Recognise and use capital letters and full stops (F)
Recognise question marks and exclamation marks.(F) Use full stops, question marks & exclamation marks (L1)
Use full stops, question marks, exclamation marks, commas and capital letters (L2)
- Explore nouns, verbs, adjectives and adverbs
- Have exposure to semi colons, colons, brackets, hyphens, ellipses in order to build recognition and experimentation

We want our students in years 3 -4 to

- Be able to apply their knowledge and skills of grammar into their written work.
- Write sentences in which the subject and verb are in agreement.(L3)
- Use verbs to represent different processes (L3)
- Use pronouns (L4)
- Use quotation marks (L4)
- Have exposure to semi colons, colons, brackets, hyphens, ellipses in order to build recognition and experimentation

We want our students in years 5-6 to

- Punctuate correctly
- Use apostrophes
- Use adjectives / adverbs to enhance the quality of their writing
- Use subordinate clause in complex sentences to elaborate, extend or explain.
- Identify common punctuation mistakes
- Have exposure to semi colons, colons, brackets, hyphens, ellipses in order to build recognition and experimentation

Procedure

- VCOP whole class and focus group sessions and within SmartWords sessions
- Classroom displays of VCOP
- Use of Kung Fu punctuation
- Modelling of correct grammar in speech and writing
- Modelling of correct punctuation in writing
- Smart words program – grammar component
- Use of mentor texts to focus on grammar & punctuation
- Use of Reading eggspress grammar component

Assessment

English online – Foundation students
A screen test for readiness for formal learning
Placement testing Smartwords©
Big write© Criterion scale
On demand
NAPLAN

Resources

- Literacy resources will provide a wide range of text types
- Classrooms should display visual prompts including anchor charts, word lists, comprehension, and conferencing, editing and reading strategies
- Each classroom is expected to have a VCOP display
- Recommended exemplar teacher resources include:

<i>Reading with meaning</i>	<i>Debbie Miller</i>
<i>Joy of conferring</i>	<i>Debbie Miller</i>
<i>6 + 1 Traits Yr 3 & up</i>	<i>Ruth Culham</i>
<i>6 + 1 Traits Junior</i>	<i>Ruth Culham</i>
<i>Inside the writing traits classroom</i>	<i>Ruth Culham</i>
<i>Teaching with mentor texts</i>	<i>Nicole Groenwey</i>
<i>I can write like that</i>	<i>Susan Ehmann</i>
<i>Mentor texts</i>	<i>Lynne Dorfman</i>
<i>Writing workshop</i>	<i>Ralph Fletcher & JoAnn Portalupi</i>
<i>Notebook knowhow</i>	<i>Aimee Buckner</i>
<i>No more I'm done</i>	<i>Jennifer Jacobson</i>