Currambine Primary School

Kindergarten to Year One Operational Plan – Literacy / Numeracy

Business Plan Targets

Reading:
Year 3 Students to perform at or above the Australian Average for Reading by 2016
Increase the percentage of Year 3 students in the top 20% of the NAPLAN Reading

Writing:
Year 3 Students to perform at or above like schools for Writing by 2016
Increase the percentage of Year 3 students in the top 20% of the NAPLAN Writing

Spelling:
Year 3 Students to perform at or above like schools for Spelling by 2016

Language Conventions:
Year 3 Students to perform at or above like schools for Language Conventions by 2016

Numeracy:
Year 3 Students to perform at or above the Western Australian Average for Numeracy by 2016

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<td>Follow Literacy Expectations Document for time dedicated to each area of literacy</td>
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<td>Utilise short, sharp, explicit teaching points for phonological awareness, synthetic phonics &amp; sight words at intermittent times during the day &amp; transitions to maximise</td>
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exposure

- Continue to develop warm up resources with content as per Literacy Expectations Document. Warm Ups to be saved in folder on Staff Shared.
- Create a Warm Up Scope and Sequence for each term of each year level
- Provide in class coaching in Fleming’s Model to support its implementation
- Implement strategies and incorporate between year level sharing/observing to increase intensity of synthetic phonics
- Incorporate Cloze activities into guided and shared reading programs each term.
- Purchase iPad Apps to support Reading Doctor program to develop phonics, sight words, segmenting and blending (Pre Primary and Year 1)
- Implement Reading Eggs program in Kindy and Pre Primary
- Implement strategies as per scope and sequence in K-1 classes in “I get it” as a tool for reading comprehension. Provide in class coaching in “I get it” to support its implementation
- Every Pre Primary and Year 1 child to read every day. Continue to purchase home readers to support this focus
- Every Pre Primary and Year 1 child to read to the teacher every week
- Kindy children to continue with comprehension based home reading program
- Pre Primary and Year 1 teachers to send home sight words to practice from the beginning of the year. PP read and spell book 1. Year 1 read and spell books 2-5.
- Continue Guided Reading as a key strategy for differentiating reading instruction. Refer to staff shared for additional key links resources.
- Ensure each guided reading lesson has a clearly identified focus
- Ensure consistency of practice in relation to Guided Reading using class visits and guided reading observational checklists
- Continue use of developmental/ability groups to target reading instruction
- Continue use of Case Management Plans for SAER – including extension and EALD
- Continue to interrogate and implement the Australian Curriculum
- Pre Primary to establish and Year 1 to use a data wall to monitor the reading progress of individuals, groups and classes of students. Base this on PM benchmark data
- Plan using the Australian Curriculum and school mandated planning proforma
- Ensure year level collaborative planning to ensure shared focus. Involve EAs in planning process as much as possible to ensure shared understandings.
- Conduct assessments identified in the Literacy Profile/Assessment Policy

<table>
<thead>
<tr>
<th>Year Level Reading Assessment Data</th>
<th>Coaching Semester 1</th>
<th>(Term 1 collab)</th>
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<tr>
<td>Synthetic phonics resources</td>
<td>$25 per iPad</td>
<td>Reading Doctor App</td>
</tr>
<tr>
<td>Reading Eggs Licence</td>
<td>Guided Reading texts</td>
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<tr>
<td>“I get it” resources &amp; scope and sequence</td>
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<tr>
<td>Home readers</td>
<td>10 days TR for in-class coaching</td>
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<tr>
<td>Data wall</td>
<td>PM Meetings</td>
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<tr>
<td>Year Level Reading Assessment</td>
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<tr>
<td>PAT-R data (Yr 1)</td>
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<tr>
<td>data (PP)</td>
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</table>
- PM Benchmark Testing each semester (PP & Yr 1)
- Phonics Reading Assessment each semester (Yr 1)
- Sight Word Assessment Checklist each term (PP, K & Yr 1)
- P.A. Screen each semester (PP & K)
- Sounds and Names Checklist each term (PP & K)
- On Entry Assessment in Term 1 Pre Primary
- Speech Therapy Screener in Term 1 Kindy

### Writing

- Follow Literacy Expectations Document for time dedicated to each area of literacy. Writing instruction and pedagogy should also reflect the year level Literacy Expectations document
- Use whole school editing format – used by staff and students
- Ensure more balance to the explicit teaching of writing, with a focus on the purposes for writing – entertaining, recounting, socialising, inquiring, describing, persuading, explaining, instructing (First Steps p. 4)
- Focus on the explicit teaching of the key features of each writing form/genre. Start with the oral language moving into the written
- Model writing every day with explicit instructions and clear outcomes (K-1)
- Use ‘I Tell it’ visual prompts as per scope and sequence for recount, retell, narrative, persuasive and expository writing across K-1 classes – start with oral moving into written
- Plan using the Australian Curriculum and school mandated planning proforma
- Continue to develop warm up resources with content as per Literacy Expectations Document. Warm Ups to be saved in folder on Staff Shared.
- Create a Warm Up Scope and Sequence for each term of each year level
- Provide in class coaching in Fleming’s Model to support its implementation
- Conduct assessments identified in the Literacy Profile/Assessment Policy
  - Moderated Writing Assessment each term Year 1
    - Term 1 – Recount
    - Term 2 – Procedure
    - Term 3 – Narrative
    - Term 4 – Persuasive Writing
  - Moderated Writing Assessment each term Pre Primary
    - Term 1 – On Entry Reading Response
    - Term 2 – Recount

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<tr>
<th>Writing</th>
<th>Year Level Writing Assessment Literacy Expectation Document</th>
<th>Warm Up scope and sequence (Term 1 collab)</th>
<th>Coaching Semester 1</th>
<th>All staff feedback</th>
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<tr>
<td></td>
<td>“I Tell it” visual prompts &amp; scope and sequence 10 days TR</td>
<td>for in-class coaching</td>
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<td>On entry data (PP)</td>
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<td>Year Level Writing Assessment Data</td>
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<td>PM meetings</td>
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- Term 3 – Recount on dotted thirds
- Term 4 – Reading Response
- Moderated Writing Assessment each semester *Kindy*
- Term 2 – Recount
- Term 4 – Recount

### Spelling
- Follow Literacy Expectations Document for time dedicated to spelling
- Teach spelling as directed by the whole school scope and sequence. The order of the sight words needs to be rearranged in order of difficulty starting with decodable sight words in Kindy
- Add K/P/1 spelling rules to the whole school scope and sequence. Print spelling charts from shared for all classes to display
- Continue to develop warm up resources with content as per Literacy Expectations Document. Warm Ups to be saved in folder on Staff Shared.
- Create a Warm Up Scope and Sequence for each term of each year level
- Provide in class coaching in Fleming’s Model to support its implementation

<table>
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<tr>
<th>Literacy Expectation Document</th>
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<th>All staff</th>
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<tr>
<td>Spelling Rules Charts</td>
<td>Warm Up scope and sequence (Term 1 collab)</td>
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<td>Coaching Semester 1</td>
<td>Easy mark (Year 1)</td>
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### Punctuation and Grammar
- Follow Literacy Expectations Document for time dedicated to grammar
- Model writing every day with explicit instructions and clear outcomes (K-1)
- Model editing of writing with explicit instructions and clear outcomes (K-1) using whole school editing guide.
- Create a scope and sequence for the teaching of grammar. Use Dyslexia-Speld sequence as base
- Continue to develop warm up resources with content as per Literacy Expectations Document. Warm Ups to be saved in folder on Staff Shared.
- Create a Warm Up Scope and Sequence for each term of each year level
- Provide in class coaching in Fleming’s Model to support its implementation

<table>
<thead>
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<th>Literacy Expectation Document</th>
<th>Grammar Scope and Sequence (Term 2)</th>
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<td>Warm Up scope and sequence (Term 1 collab)</td>
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### Mathematics
- All Staff will plan using the Currambine Primary School mathematics planning tool

<table>
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<tr>
<th>First Steps</th>
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which includes links to First Steps in Mathematics, the Australian Curriculum and the Mental Computation Scope and Sequence document

- Use of year level overviews that are developed collaboratively by teachers and specify the content to be covered each term
- All Staff will deliver units of Mathematics through content blocks. When developing content blocks staff will consider:
- The breadth of curriculum to be covered over the year.
- Opportunities for content to be revisited with some content to be revisited on numerous occasions. Warm Ups will be used to further deliver this outcome.
- Identification of specific learning outcomes.
- The use of pre and post diagnostic tasks.
- The length of a content block (five to fifteen days). *Staff will provide shorter content blocks with a narrower focus in 2016.*
- All Staff will use the mandated school based monitoring tool. This tool should be primarily used as a formative tool.
- Teachers will utilise the Mental Mathematics Scope and Sequence to guide content and strategies to be treated. Teachers should also use a rational approach to teaching basic facts and combinations. Staff should refer to First Steps in Mathematics Book 2, pages 189 to 195 for clarification on a rational approach to teaching basic facts and combinations.
- Teaching Mental Strategies requires both explicit teaching; modelling/guided practices (Understanding Proficiency) and practise through practice, games, problem solving and application activities (Fluency Proficiency) The balance of instruction should be weighted at 60% explicit teaching of strategies; while fluency activities should make up 40% of the program. The multiplication maps may be used to support this work. (Refer to resources).
- To increase student fluency with mental computation teachers will deliver 2 x “Mad Maths Minutes” sessions per week. A “Mad Math Minute” is one minute of written sums whereby the students attempt to solve as many sums as they can within the time limit. This is complemented by 2 x “Mental Mind Muncher” sessions per week.
- Students should only be exposed to vertical algorithms following explicit teaching to front load the required mathematical understandings. Vertical and horizontal algorithms should be one of many written strategies children are exposed to.
- Instructions in Mathematics should reflect the numeracy block structure - mental mind munchers/mad maths minute, body and plenary.
- Quality mathematics lessons should provide a mix of modelling, group/co-operative
learning and independent work.
- All Numeracy blocks should include opportunities for the students to develop the mathematical proficiencies – Understanding, Fluency, Problem Solving and Reasoning.
- Utilise short, sharp, explicit teaching points for numeracy concepts at intermittent times during the day & transitions to maximise exposure
- Continue to develop warm up resources. Warm Ups to be saved in folder on Staff Shared.
- Create a Warm Up Scope and Sequence for each term of each year level
- Provide in class coaching in Fleming’s Model to support its implementation
- Ensure consistency of practice in relation to Numeracy using class visits and observational checklists
- Utilise different language to ask the same question when posing number stories e.g. “how many more than…” (K-1)
- Create opportunities to move from concrete to abstract (Yr 1)