## Currambine Primary School

### Year Two & Three Operational Plan – Literacy / Numeracy 2016

### Business Targets (3 year target)

**Reading:** Year 3 students will perform at or above the Australian Average for Reading by 2016  
Year 5 students will 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  
Increase the percentage of Year 5 students in the top 20% of the NAPLAN Reading

**Writing:** Year 3 students will perform at or above like schools for Writing by 2016  
Year 5 students will 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 will perform at or above like schools for Spelling by 2016  
Year 5 students will perform at or above like schools for Spelling by 2016

**Language Conventions:** Year 3 students will perform at or above like schools for Language Conventions by 2016  
Year 5 students will perform at or above like schools for Language Conventions by 2016

**Numeracy:** Year 3 students to perform at or above the West Australian average for Numeracy by 2016

<table>
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| Develop a coordinated whole school approach to Speaking and Listening | **Listening & Speaking**  
- Plan using the Western Australian Curriculum and school mandated planning proforma  
- Provide opportunities for cross curricula authentic tasks | Ongoing | All staff | Staff feedback  
PM Meetings |
| Develop a coordinated whole school approach to Reading | **Reading**  
- Continue Guided Reading, as a key strategy for differentiating reading instruction  
- Ensure each guided reading lesson focuses on reading comprehension at a literal and inferential level – not only explicit teaching of strategies  
- Ensure consistency of practice in relation to Guided Reading using class visits and guided reading observational checklist  
- Widen range of comprehension tasks presented to students – oral/written retells, multiple choice questions, written questions, oral comprehension, cloze, timed reading and comprehension tasks  
- Utilise the QAR strategy in Year 3  
- Continue use of developmental/ability groups to target reading instruction  
- Ensure year level collaborative planning  
- Continue use of Case Management Plans for SAER  
- Continue to implement the Western Australian Curriculum and the school mandated planning document for English  
- Use the data wall to monitor the reading progress of individuals, groups and classes | **10 days TR in MS for Literacy Coaching**  
Collaborative Year level DOTT | Ongoing | All staff | NAPLAN data  
PAT-R data  
Data Wall  
PM Meetings |
of students and goal set for individuals, groups and classes of students
- Staff to explicitly plan for the integrated teaching of decoding, vocabulary, fluency (including phrasing) and comprehension, modelled on the successful elements of the Reading Mastery program
- Every child to read everyday
- Every child to read to the teacher each week
- Ensure test literacy – use of multiple choice format etc
- Continue Reading Mastery Program for those students not meeting minimum standards in Year 1 and 2

Develop a coordinated whole school approach to
Writing
- Continue to implement whole school editing guide
- Maintain balance of explicit teaching of writing, with a focus on the purposes for writing – entertain, recount, socialise, inquire, describe, persuade, explain and instruct (First Steps – Use of Text p4– Figure 1.2)
- Focus on the explicit teaching of the key features of each writing form/genre
- Plan using the Western Australian Curriculum and utilise the school mandated planning document for English
- Provide a balance between structure and creativity
- Ensure use of modelled writing and scaffolded writing tasks
- Ensure test literacy – include regular timed writing pieces
- Provided directed feedback to students, using marking rubrics and individual conferencing
- Provide for differentiated and directed teaching using ability groups

Develop a coordinated whole school approach to
Spelling
- Teach spelling as directed by the whole school scope and sequence
- Incorporate phonic skills and spelling rules in English warm ups
- Focus on synthetic phonics/rules/sight words as per scripted lesson structure
- Begin introduction of spelling rules in Term 2 Year 2
- Year 3 to cross set to cater for multiple spelling groups/levels, using a two week rotational program and script
- Provide opportunities for students to identify misspelt words and correct the spelling
- Implement Spelling Journals in Year 2, to allow for differentiation
- Continue use of Spelling Journals to differentiate spelling in Year 3
- Extend “Star Words” concept – vocabulary and spelling focus – 4 per week
- Add 5 minute sentence challenge to end of warm up – write and score

Reading Mastery
EA 0.6 FTE
Reading Mastery workbooks $2000

10 days TR in MS for Literacy Coaching
Collaborative Year level DOTT
Ongoing
All staff
Staff feedback
NAPLAN data
Easymark Spelling
PM Meetings
### Punctuation and Grammar

- Develop a coordinated whole school approach to Punctuation and Grammar
  - Provide for explicit teaching of grammar and punctuation skills, with a focus on sentence level punctuation and grammar, in specific lessons, with follow up work in rotational groups and warm ups
  - Incorporate punctuation and grammar in English warm ups
  - Incorporate multiple choice questions in warm ups – discuss and eliminate responses
  - Increase focus on metalanguage

### Mathematics

- Develop a coordinated whole school approach to Mathematics
  - 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. (The planning pro-forma provides a tool to support this process).
    - Identification of specific learning outcomes.
    - The use of pre and post diagnostic tasks.
    - The length of a content block (three to ten days).
  - All Staff will use Math Tracker. 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 practice through 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).
  - 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 to which children are exposed.

★ Instruction in Mathematics should reflect the numeracy block structure – see Whole
School Numeracy Plan

★ Quality mathematics lessons should provide a mix of modelling, group/co-operative
learning and independent work. The recommended balance for Middle School is
20% modelling, 60% cooperative and group learning and 20% independent work.

★ All Numeracy blocks should include opportunities for the students to develop the
mathematical proficiencies – Understanding, Fluency, Problem Solving and
Reasoning.

★ Use of year level overviews that are developed collaboratively by teachers and specify
the content to be covered each term

★ Rotational groups to be used to differentiate content (Guided Mathing)

★ Content Blocks to be developed that target problem-solving and mental computation
in Term 1 – focus on strategies, with a fluency focus for the remaining terms

★ Utilise Numeracy warm ups – incorporate problem solving into Numeracy warmups