Currambine Primary School

Year Four to Six Literacy and Numeracy Operational Plan 2018

Business Targets (3 year target)
English: 1. Year 5 students will perform at or above the like school standard in Reading by 2019.
          2. Year 5 students will perform at or above the like school standard in Writing by 2019
          3. Reduce the percentage of Year 7 students in the bottom 20% of the Australian Writing distribution.
          4. Year 5 students will perform at or above the like school standard in Spelling by 2019.
          5. Increase the percentage of Year 5 students in the top 20% of the Australian Spelling distribution.
          6. Students in Year 5 students to perform at or above the like school standard in Punctuation and Grammar by 2019.
          7. Reduce the percentage of Year 7 students in the bottom 20% of the Punctuation and Grammar Australian distribution.
Mathematics: 1. Students in Year 5 to perform at or above the like school standards in mathematics by 2019.
             2. Increase the percentage of Year 5 students in the top 20% of the Australian Mathematics distribution.
             3. Reduce the percentage of Year 5 students in the bottom 20% of the Australian Mathematics distribution.	

ENGLISH

STRATEGIES/ACTIONS	RESOURCES	TIME LINE	PERSONNEL	EVALUATION
English • Implement the English year level expectations throughout each class using explicit teaching. • Implement Literacy Block structure including warm ups and daily instruction on Spelling, Reading and Writing.		2018		
Reading • Warm ups for every lesson – build bank of power points and student made charts. • Reading programs include specific vocabulary and fluency instruction. • Explicit teaching of comprehension through guided reading with an identified instructional focus. Ensure differentiation of reading groups. Through rotational reading groups, independent levelled reading tasks [differentiation] are completed. • Teacher modelled and shared reading strategies. • Implement lesson success indicators eg. WALT WILF • Stars and Cars delivered in Years 4 - 6. • Implement CPS Reading Scope and Sequence • Students taught explicit reading through a variety of text forms both fiction and non-fiction. • Use of *Literacy Pro Lexile* Assessment. Students below level 30 assessed on PM Benchmark. • Use CPS electronic data wall to monitor individual students'	Explicit teaching articulated in all planning documents PL – Coaching explicit teaching PM Benchmark/Literacy Pro assessment Stars and Cars Novels and Reading books WALT/WILF PL/collab meetings	On-going 2018 Weekly collab meetings	Teachers Literacy Committee Associate Principal	NAPLAN data EMT data PM Benchmark /Literacy Pro Data Wall

reading progress. • Year level collaborative planning meetings with shared planning for reading programs using CPS mandated English planning proforma. • Clear marking rubrics developed for staff and students. • Increase bank of year level sight words as per CPS intranet using Fry words. • Begin implementing explicit teaching of Higher Order Thinking Skills (HOTS) using SOLO Taxonomy model and embed in planning. • Moderation and consistency in judging standards • Reading Tutor Program [MultiLit] for SAER • Home reading program implemented through use of Literacy Pro Years 4 - 6. • CMP for students attaining an E grade – group and individual	Warm ups WA Curriculum CPS Whole School Literacy Plan CPS Sight Words bank Literacy Pro 2018 subscription Reading Tutor Program work books			
Writing • Warm ups for every lesson – build bank of power points and student made charts. • Explicit teaching of the different genres of writing and text conventions as per the CPS Writing Scope and Sequence. • Implement lesson success indicators eg. WALT WILF • Vocabulary explicitly taught – introduce subject-specific vocabulary across the curriculum; discussing written word incidentally; using rich vocabulary in all contexts; substituting vocabulary through editing process. • Utilise CPS whole school editing format [intranet] • Year level collaborative planning meetings with shared planning for writing programs using CPS mandated English planning proforma. • Implement explicit teaching of Higher Order Thinking Skills (HOTS) using SOLO Taxonomy model and embed in planning. • Year level collaborative planning meetings to identify key teaching points and strategies for writing lessons. • Use Writing Assessment Tool – use of rubrics for assessing students' work and moderation and consistency in judging standards. Ensure rubrics list A – C grade outcomes. • eWrite opportunities and timed writing.	Explicit teaching articulated in all planning documents SCSA NAPLAN Marking Guide First Steps DET on-line resources Warm ups CPS Scope and Sequence WA Curriculum CPS editing format Editing Guide	On-going 2018	Teachers Literacy Committee Associate Principal	NAPLAN data

Punctuation and Grammar • Implement CPS Y4 – Y6 Punctuation and Grammar Scope and Sequence • Warm ups – build bank of power points and student made charts. • Sentence Structure explicitly taught. • Year level collaborative planning meetings to identify key teaching points and strategies for writing lessons.	DET on-line resources	On-going 2018	Teachers Literacy Committee Associate Principal	
Spelling • Teach spelling as directed by CPS Scope and Sequence. • Warm ups – build bank of power points and student made charts. • Increase bank of sight words for each year level – Fry words. • Include dictation into spelling lesson. • Use an individualised spelling journal for each student • Annual school and interschool spelling bee competition	DET on-line resources Spelling Journal CPS scope and sequence Salty Dog Spelling Bee	On-going 2018	Teachers Literacy Committee Associate Principal	
Listening and Speaking • Assess using CPS scope and sequence checklist for Speaking and Listening. • Continue to finetune teaching units for each year level adhering to WA Curriculum.	Year level teachers			
Students at Educational Risk				
• Continued collaboration with School Psychology Service to support student engagement and participation through advice and resourcing		Monitor student achievement through NAPLAN progress/achievement and teacher judgement to identify student support		
• Monitor students on Case Management Plans (CMP)				
• PEAC – Y4 students tested.			Associate Principal	Participation in program

MATHEMATICS

STRATEGIES/ACTIONS	RESOURCES	TIME LINE	PERSONNEL	EVALUATION
- Warm ups for every lesson – build bank of power points and student made charts. - Implement the CPS *Whole School Numeracy Plan* into teaching and planning. - Year level collaborative planning meetings with shared planning for maths programs using CPS mandated Numeracy planning proforma, scope and sequence. Discuss maths unit during collab meetings before teaching. Ensure clear understanding of the content descriptor being taught. - Implement KSAR problem solving strategies. - Implement lesson success indicators eg. WALT WILF - Content blocks taught for three – ten days. Commencement of each content block will be used with pre and post diagnostic tasks. - Implement the Mental Computation Scope and Sequence. - Develop consistent vocabulary across CPS (in line with WA Curriculum) in the form of a glossary (mini maths book or reference tool). - Begin implementing explicit teaching of Higher Order Thinking Skills (HOTS) using SOLO Taxonomy model and embed in planning. - CMP for students attaining an E grade – group and individual	Explicit teaching articulated in all planning documents Warm ups WA Curriculum CPS Whole School Numeracy Plan CPS Mental Computation Scope and Sequence CPS Mathematical Vocabulary SCSA First Steps Mathematics Money Smart program Higher Order Thinking Skills	On-going	Teachers Numeracy Committee Associate Principal	NAPLAN data EMT data Diagnostic assessments