

Currambine Primary School

Year Two and Three Operational Plan – Literacy / Numeracy 2018

Business Targets (3 year target):

Reading: Year 3 and 5 students will perform at or above the standard for like schools for Reading by 2019

Writing: Year 3 and Year 5 students will perform at or above like schools for Writing by 2019
Reduce the percentage of students in the bottom 20% of the NAPLAN Writing

Spelling: Year 3 and Year 5 students will perform at or above like schools for Spelling by 2019
Increase the percentage of Year 5 students in the top 205 of the Australian distribution.

Language Conventions: Year 3 and Year 5 students will perform at or above like schools for Punctuation and Grammar by 2019
Reduce the percentage of Year Seven students in the bottom 20% of the Punctuation and Grammar Australian distribution.

Numeracy: Year 3 and Year 5 students to perform at or above the like school standard for Numeracy by 2019
Increase the percentage of Year 5 students in the top 20% of the Australian Math distribution
Reduce the percentage of Year 3 and 5 students in the bottom 20% of the Australian Math distribution

Purpose	Strategies / Actions	Resources	TimeLine	Personnel	Evaluation
Ensure consistency in teaching practices in all learning area across the learning phase	<ul style="list-style-type: none"> • All classes to continue to implement the year level literacy expectations. • All classes to continue to use the explicit teaching model: <ul style="list-style-type: none"> ➢ identify WALT/WILF for each lesson. ➢ breakdown skills into teaching sequences. ➢ provide daily explicit feedback to students. ➢ include daily warm-ups to revise skills. • Year levels to continue to develop collaborative planning using the school planning formats, to meet the expectations of the WA Curriculum. 	Coaching 3 days literacy and 3 days numeracy/ year level Collaborative planning time on PL Days	All strategies fully implemented throughout the year	All staff	Teacher observations Performance Management Meetings

	<ul style="list-style-type: none"> Plans should explicitly identify differentiation processes and tasks – tiering up and tiering down. Ensure assessment practices as outlined in the school Assessment Policy continue to be implemented and used to inform planning and program evaluation. 	Weekly Collaborative meetings			
Ensure consistency in reading teaching and learning programs across the learning phase	<p>READING</p> <ul style="list-style-type: none"> All classes to continue to utilise a shared literacy block structure that provides for daily reading, writing and spelling. Continue Guided Reading, as a key strategy for differentiating reading instruction. Rotate guided reading focus through comprehension, fluency and vocabulary – 60% comprehension and 20% fluency and 20% vocabulary – for example 3 weeks of comprehension focus, 1 week of fluency, 3 weeks of comprehension and 1 week of vocabulary. Utilise shared reading as an explicit teaching strategy Ensure guided reading texts are targeted at the instructional reading level of students and are providing sufficient challenge. Ensure a range of text types, including fiction, non-fiction and online are utilised across each term. Ensure reading instruction explicitly teaches decoding, fluency, comprehension and vocabulary. Continue to expand 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. Continue to use the Star Words vocabulary strategy Continue use of differentiated grouping to target reading instruction Continue use of Case Management Plans for SAER. Use the data wall to monitor the reading progress of 	<p>Literacy Coaching (as above)</p> <p>Collaborative planning time</p> <p>Weekly Collaborative meetings</p> <p>Reading Mastery EA 0.6FTE</p> <p>Reading Mastery workbooks \$2000</p> <p>RazKids (\$140 per class)</p>	All strategies fully implemented throughout the year	All staff	<p>Teacher observations</p> <p>NAPLAN data</p> <p>PAT-R data</p> <p>Data Wall</p> <p>Performance Management Meetings</p>

	<p>individuals, groups and classes of students.</p> <ul style="list-style-type: none"> • 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. • Implement a focussed online home reading program, that is monitored and supports class priorities (RazKids- with increased focus on parental monitoring and engagement) • Continue to use PM benchmark testing. • Use reading warm-up across year levels. 				
<p>Ensure consistency in writing teaching and learning programs across the learning phase</p>	<p>Writing</p> <ul style="list-style-type: none"> • Continue to provide explicit instruction consistent with the Writing Scope and Sequence. • Continue to plan and deliver a dedicated writing lesson of a minimum of one hour per week, along with daily mini lessons that differentiate for student needs. • Continue to implement whole school editing guide • Ensure students are explicitly taught how to edit their work and are provided with regular opportunities to edit their writing. • Focus on the explicit teaching of the key features of each writing form/genre. • 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 in a timely manner, using marking rubrics, checklist stamps and individual conferencing. • Provide individual and explicit writing goals for students, through marking rubrics, checklist stamps and individual conferencing. • Use “Sizzling Starts” in narrative writing in Year 2 (as 	<p>Literacy Coaching (as above)</p> <p>Collaborative planning time</p> <p>Weekly Collaborative meetings</p>	<p>All strategies fully implemented throughout the year</p>	<p>All staff</p>	<p>Teacher Observations</p> <p>NAPLAN data</p> <p>Performance Management Meetings</p>

	<p>appropriate) and Year 3.</p> <ul style="list-style-type: none"> • Provide for differentiated and directed teaching using ability groups. • In Year 3, explicitly teach letter joins in handwriting lessons and encourage immediate use in all written work. • Provide regular opportunities for all children to complete writing tasks on an iPad, with editing and self-correction options disabled, as appropriate in writing and across other learning areas. • Utilise “Sentence Challenge” as a form of mini-lesson to develop spelling, vocabulary, grammar, punctuation and editing skills. 				
<p>Ensure consistency in spelling teaching and learning programs across the learning phase</p>	<p>Spelling</p> <ul style="list-style-type: none"> • Continue to teach spelling as directed by the whole school scope and sequence. • Continue to use warm-up. • Focus on synthetic phonics/rules/sight words as per scripted lesson structure. • Provide opportunities for students to identify misspelt words and correct the spelling. • Ensure a consistent approach to Spelling Journals and partner testing in Year 3. • Ensure non-phonetic (odd balls) are a focus of Spelling Journal content. • Provide regular spelling homework online (Spelling City with year level words added), that focuses on the Year level sight words in Year 3 and phonic word lists and Fry Words in Year 2. • Implement Spelling Mastery for second level intervention in Year 3. • Use mini lessons to support low level spellers. 	<p>Literacy Coaching (as above)</p> <p>Collaborative planning time</p> <p>Weekly Collaborative meetings</p>	<p>All strategies fully implemented throughout the year</p>	<p>All staff</p>	<p>Teacher Observations</p> <p>NAPLAN and EasyMark data</p> <p>Performance Management Meetings</p>

<p>Ensure consistency in punctuation and grammar teaching and learning programs across the learning phase</p>	<p>Punctuation and Grammar</p> <ul style="list-style-type: none"> • 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 multiple choice questions in warm ups – discuss and eliminate responses. • Provide opportunities to complete cloze and reverse cloze (which word can you remove and sentence still makes sense) grammar activities. • Increase focus on metalanguage. • Year 2s to ensure explicit teaching of verbs that act as nouns – He jumped in the <u>swimming</u> pool. 	<p>Literacy Coaching (as above)</p> <p>Collaborative planning time</p> <p>Weekly Collaborative meetings</p>	<p>All strategies fully implemented throughout the year</p>	<p>All staff</p>	<p>Teacher Observations</p> <p>NAPLAN and EasyMark data</p> <p>Performance Management Meetings</p>
<p>Ensure consistency in speaking and listening teaching and learning programs across the learning phase</p>	<p>Speaking and Listening</p> <ul style="list-style-type: none"> • Implement the Speaking and Listening Checklist 	<p>Literacy Coaching (as above)</p> <p>Collaborative planning time</p> <p>Weekly Collaborative meetings</p>	<p>All strategies fully implemented throughout the year</p>	<p>All staff</p>	<p>Teacher Observations</p> <p>NAPLAN and EasyMark data</p> <p>Performance Management Meetings</p>
<p>Ensure consistency in Math teaching and learning programs across the learning phase</p>	<p>Mathematics</p> <ul style="list-style-type: none"> • Use of year level overviews that are developed collaboratively by teachers and specify the content to be covered each term. • Deliver units of Mathematics through content blocks. • Deliver number content blocks which are consistent with the expectations of the Number Scope and Sequence. • Ensure each numeracy block has a warm-up, mental math, explicit instruction, guided practice, independent practice and a plenary. 	<p>Coaching (as above)</p> <p>Collaborative planning time</p> <p>Weekly Collaborative meetings</p>	<p>All strategies fully implemented throughout the year</p>	<p>All staff</p>	<p>Staff feedback</p> <p>NAPLAN data</p> <p>Easymark Maths</p>

	<ul style="list-style-type: none"> • Use pre (as appropriate) and post diagnostic tasks for each content block, that provide opportunities for students to demonstrate skills from grades A-C. • Utilise the Mental Mathematics Scope and Sequence to explicitly teach strategies as per year level overviews. • Explicitly teach problem solving strategies using KSAR model, following staff training. • All Numeracy blocks should include opportunities for the students to develop the mathematical proficiencies – Understanding, Fluency, Problem Solving and Reasoning (with a specific focus on vocabulary). • Rotational groups to be used to differentiate content. • Utilise Numeracy warm ups – incorporate problem solving into Numeracy warm-ups, ensuring challenge is provided for top students. • Provide fluency math homework tasks. • Develop staff familiarity with year above content expectations to ensure we are in alignment when tiering up. • Ensure that all work with division in Year 2 and 3 provides opportunities to have leftovers or remainders. • Utilise consistent self-talk scripts across year level and share year level scripts with year up and down, to develop consistency across school. • Utilise Westwood Mental Math One Minute test to measure fluency progress – test Week 2 Term 1 (Yr 2) and utilise 2017 handover data (Yr 3), then retest in Week 5 of Term 2 and Week 5 of Term 4 (Year 2 and 3). • Continue to ensure that all operations are taught as algorithms. 				<p>Performance Management Meetings</p>
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