

## Currambine Primary School

### Kindergarten to Year One Operational Plan 2019 – Literacy / Numeracy

#### Business Plan Targets

**Reading:**

Year 3 Students to perform at or above the like school standard in Reading by 2019

**Writing:**

Year 3 Students to perform at or above the like school standard in Writing by 2019

**Spelling:**

Year 3 Students to perform at or above the like school standard in Spelling by 2019

**Language Conventions:**

Year 3 Students to perform at or above the like school standard in Punctuation and Grammar by 2019

**Numeracy:**

Year 3 Students to perform at or above the like school standard in Numeracy by 2019

Reduce the percentage of year 3 students in the bottom 20% of the Australian Mathematics distribution

Strategies / Actions	Resources	TimeLine	Personnel	Evaluation
<p><b>Listening &amp; Speaking</b></p> <ul style="list-style-type: none"> <li>• Use ‘I Tell it’ visual prompts as per scope and sequence across K-1 classes for all speaking opportunities e.g. oral narrative, recount and persuasive texts</li> <li>• Develop speaking and listening opportunities connected with learning topics in class</li> <li>• Implement strategies as per scope and sequence in K-1 classes in “I get it” and “I do it”</li> <li>• Plan using the West Australian Curriculum and school mandated planning proforma</li> <li>• Use Speaking and Listening Checklist to assess students</li> </ul>	<p>“I Tell it” visual prompts</p> <p>“I get it/I do it” resources</p>		All staff	<p>Staff feedback</p> <p>On entry data (PP)</p>
<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Teach using Literacy Block structure which must include a warm up, explicit instruction, guided practice, independent practice and a plenary</li> <li>• Use the English Year Level expectations in all classes</li> <li>• Continue to refine and save warm ups at year levels. Ensure warm ups include comprehension questions, sounds, sight words and decoding of nonsense words. Focus on tuning children into warm-ups.</li> <li>• Use coaches to ensure low variation in the delivery of warm ups and differentiation</li> <li>• Communicate success criteria at the beginning of each lesson – WALT &amp; WILF</li> </ul>	<p>Literacy Expectation Document</p> <p>Year Level Reading Assessment</p> <p>Synthetic phonics</p>		All staff	<p>Staff feedback</p> <p>On entry data (PP)</p> <p>Year Level Reading Assessment Data</p>

<ul style="list-style-type: none"> <li>• Implement Reading Scope and Sequence including synthetic phonemic and phonics instruction, comprehension strategies based on “I Get It”, vocabulary and fluency strategies</li> <li>• Ensure guided and shared reading programs are appropriately differentiated to provide all children with challenge</li> <li>• Continue to purchase decodable readers to support synthetic phonics focus</li> <li>• Pre Primary and Year 1 teachers to send home readers and sight words to practice from the beginning of the year. Kindy teachers to send home reading comprehension packages from the beginning of the year</li> <li>• Plan using Whole School English planning format – differentiation to be recorded on planning proforma</li> <li>• Use a data wall to monitor the reading progress of individuals, groups and classes of students. Base this on PM benchmark data</li> <li>• Use assessment data to interrogate student progress over course of year</li> <li>• Implement Mini Lit interventions for targeted children</li> <li>• Conduct assessments identified in the Literacy Profile/Assessment Policy</li> </ul>	<p>resources</p> <p>Guided &amp; Home Reading texts</p> <p>“I get it” resources &amp; scope and sequence</p> <p>Coaches</p>			<p>PAT-R data (Yr 1)</p> <p>Data wall</p> <p>PM Meetings</p>
<p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Teach using Literacy Block structure which must include a warm up, explicit instruction, guided practice, independent practice and a plenary</li> <li>• Communicate success criteria at the beginning of each lesson – WALT &amp; WILF</li> <li>• Provide explicit writing instruction which includes content consistent with the writing scope and sequence</li> <li>• Use in-class coaching to ensure low variation in the delivery of warm ups and differentiation</li> <li>• Use whole school editing format in all written tasks</li> <li>• Focus on the explicit teaching of the key features of each writing form/genre. Use “I Tell It” icons as per scope and sequence. Start with the oral language moving into the written</li> <li>• Model writing every day with explicit instructions and clear outcomes</li> <li>• Plan using the West Australian Curriculum and school mandated planning proforma</li> <li>• Continue to refine and save warm ups at year levels with content as per literacy expectations document</li> <li>• Enable children to set differentiated goals using checklists to assess own writing</li> <li>• Conduct assessments identified in the Literacy Profile/Assessment Policy</li> </ul>	<p>Year Level Writing Assessment</p> <p>Literacy Expectation Document</p> <p>“I Tell it” visual prompts &amp; scope and sequence</p>		<p>All staff</p>	<p>Staff feedback</p> <p>On entry data (PP)</p> <p>Year Level Writing Assessment Data</p> <p>PM meetings</p>

<p><b>Spelling, Grammar and Punctuation</b></p> <ul style="list-style-type: none"> <li>• Provide spelling instruction on a daily basis as part of the Literacy Block and ensure the instruction is explicit and consistent with content in the spelling scope and sequence. Year 1 15 mins/day; PP 10 mins/day</li> <li>• Provide explicit grammar and punctuation instruction according to scope and sequence and linked to writing programs</li> <li>• Test students at the beginning of the year and differentiate spelling according to student need</li> <li>• Continue to refine and save spelling and grammar warm ups at year levels with content as per Literacy Expectations Document</li> <li>• Include exposure to structure of spelling, grammar and punctuation testing in warm ups to prepare students for different formats</li> <li>• Use coaches to ensure low variation in the delivery of warm ups and differentiation</li> <li>• Conduct Spelling Inventory assessments as identified in the Literacy Profile/Assessment Policy</li> </ul>	<p>Literacy Expectation Document</p> <p>Coaches</p>		<p>All staff</p>	<p>Staff feedback</p> <p>Easy mark Spelling &amp; Grammar (Year 1)</p> <p>PM Meetings</p>
<p><b>Mathematics</b></p> <ul style="list-style-type: none"> <li>• Implement Mathematics expectations documents across all classes</li> <li>• Plan using whole school planning proforma that includes differentiated planning to tier up and down</li> <li>• Teach using Numeracy Block structure which must include a warm up, mental mathematics (MMM – fluency), explicit instruction and scripting, checking for understanding, guided practice, independent practice and a plenary</li> <li>• Communicate success criteria at the beginning of each lesson – WALT &amp; WILF</li> <li>• Continue to refine warm ups to ensure they reflect an ongoing exposure to a range content over the year across all areas of Maths – using contents page and checklists</li> <li>• Use in-class coaching to ensure low variation in the delivery of warm ups and differentiation</li> <li>• Increase the challenge in numeracy content blocks (esp. PP) using DET sequences and review year level overviews to ensure all content is covered appropriately</li> <li>• Utilise the Number and Mental Mathematics Scope and Sequence to guide content and strategies to be treated</li> <li>• Implement the Problem Solving Scope and Sequence – KSAR Model</li> </ul>	<p>First Steps</p> <p>Coaches</p>		<p>All staff</p>	<p>Staff feedback</p> <p>Easy mark Maths (PP/Yr 1)</p> <p>On Entry (PP)</p> <p>Content Block data</p> <p>PM Meetings</p>