



CURRAMBINE PRIMARY SCHOOL

TOGETHER TOWARDS TOMORROW

Whole School Literacy Plan

Vision: Currambine Primary School is committed to achieving the best possible literacy outcomes for all students.

Mission: In the English Learning Area, Currambine Primary School will encourage a love of language and learning and will provide appropriate programs to support all students to achieve their potential.

Ethos: All students will be provided with opportunities to succeed, in a supportive and positive learning environment, regardless of gender, race or ability.

Values: Students at Currambine Primary School will be supported to pursue knowledge and commit to the achievement of their potential and to develop self confidence and respect of self and others.

Community Links: Currambine Primary School will strive to develop collaborative, supportive and respectful relationships between school, home and the wider community.

ENGLISH LEARNING AREA

Curriculum Framework:

Students will use language to understand, develop and communicate ideas and information and interact with others

Student Outcome Statements:

- Students listen with purpose, understanding and critical awareness in a wide range of situations
- Students speak with purpose and effect in a wide range of contexts
- Students view and read a wide range of texts with purpose, understanding and critical awareness
- Students write for a range of purposes and in a range of forms using conventions appropriate to audience, purpose and context

K-10 syllabus

- Students learn about the English language; how it works and how to use it effectively
- students develop an understanding of the ways in which language operates as a social process and how to use language in a variety of forms and situations
- Students learn to speak, listen, view, read and write effectively

Beliefs about Literacy

At Currambine Primary School we believe that it is essential that the teaching of literacy has;

- a structured, coordinated and whole school approach from K to 6
- the explicit teaching of literacy skills
- a structured, coordinated and whole school approach to the assessment and monitoring of student progress from K to 6
- the teaching of literacy using the principles and strategies of First Steps
- a focus on phonic instruction
- 25% of our daily instruction literacy focussed
- The setting of specific targets and content areas for each year level
- staff actively engaging in professional learning to develop confidence and knowledge
- accurate and reliable reporting of student progress to parents in a timely fashion

Links to Departmental Documents:

The Currambine Primary School Whole School Literacy Plan links directly to the following publications:

Plan for Public Schools 20018-21
Focus 2019
Australian Curriculum
Classrooms First Strategy
Early Years Learning Framework
Curriculum, Assessment and Reporting Policy

The Role of the Teacher: At Currambine Primary School

- Each classroom will be provided with a Literacy file, which will contain the literacy profile for that year level and a number of resources to support the implementation of the Currambine Primary School Whole School Literacy Plan.
- Each teacher will use the literacy profile to direct the planning of teaching and learning programmes for the class.
- Each teacher will collect and collate evidence of student achievement as directed by the whole school literacy plan.
- Each class teacher will be provided with a Literacy Assessment File to store individual evidence of student achievement, as directed by the Whole School Literacy Plan.
- Each teacher will engage in ongoing critical reflection of the Whole School Literacy Plan and all supporting resources to enable ongoing development and modification to the plan

The Role of the Administration Team: Each member of the administration team will support the Whole School Literacy Plan by:

- Working collaboratively with teachers to implement the Whole School Literacy Plan.
- Supporting teachers to implement the Whole School Literacy Plan.
- Providing support for teachers to plan and implement teaching and learning programs and collect and analyse student achievement data
- Provide opportunities for staff development in areas linked to the Whole School Literacy Plan.
- Supporting parents to work collaboratively with teachers to support Literacy.
- Demonstrating educational leadership in the area of Literacy.



Currambine Primary School

Kindergarten Literacy Expectations

Kindergarten teachers will:

- Provide a print rich classroom environment including displaying the alphabet, sight vocabulary and labels – children are encouraged to ‘read the room’
- Use the Whole School Spelling Scope and Sequence document with an emphasis on the explicit teaching of phonemic awareness and synthetic phonics, including exposure to rhyming, songs and poems
- Offer two literacy sessions per group a week with explicit/intentional instruction. Literacy sessions will always contain a warm up, an introduction, the body of the lesson and a plenary
- The body of the lesson will contain a range of the following group or individual activities across the week –
 - Shared reading once a week
 - Daily modelled reading
 - Daily modelled writing
 - Guided writing- once a week in Semester 2
 - Synthetic Phonics/warm ups 2 times a week
- Warm ups may focus on reading or writing and include explicit teaching in P.A. including syllable, rhyme, word awareness and manipulation of phonemes, synthetic phonics, segmenting, blending, sight words, grammar.
- Use the ‘I Get It’ comprehension program for listening, speaking and shared reading as outlined in the Reading Scope and Sequence.
- Expose children to vocabulary in line with the Reading Scope and Sequence including the use of Joint Action Routines (JAR).
- Use the ‘I Tell It’ visual prompts to support students with oral retell
- Expose the children to simple spoken texts – retell –recount
- Complete planning using the school’s English planning pro-forma working collaboratively with year level colleagues
- Model writing every day with a focus on basic concepts of print. Students to write every day from Semester Two. Introduced children to

the concepts associated with Colourful Semantics in Semester Two through daily writing opportunities. Refer to the Writing Scope and Sequence to identify specific content to be taught.

- Utilize the Kindergarten Home Reading bags
- Provide explicit instruction in pencil grip, posture and paper position. Instruction should be provided for starting points and simple formation using Victorian Modern Cursive to write their name. Students should experience a range of tactile experiences to support letter formation
- Conduct class assessments identified in the Assessment Policy,
 - Speech Therapy Screener in Term 1
 - KRAT tool each term.
 - Oral Language Checklist / Rubric Term 1, 2 & 3



Currambine Primary School

Pre Primary Literacy Expectations

Pre Primary teachers will:

- Provide a print rich classroom environment including displaying the alphabet, sight vocabulary and labels – children are encouraged to ‘read the room’
- Utilise the Whole School Spelling Scope and Sequence document with a strong focus on the explicit teaching of phonemic awareness and synthetic phonics. A focus on repetition, intensity and evaluation is essential. The coverage of three to six sounds a week is expected
- Offer four literacy sessions a week with explicit/intentional instruction. Literacy sessions will always contain a warm up, an introduction, the body of the lesson and a plenary. Literacy blocks should include daily phonics, spelling, reading and writing.
- The body of the lesson will contain a range of the following group or individual activities across the week –
 - Guided reading twice a week
 - Shared reading once a week
 - Daily modelled reading
 - Daily modelled writing
 - Guided writing- once a week in Semester 1; twice a week in Semester 2 – use QAR language.
 - Synthetic Phonics/warm ups 4 times a week
 - Spelling assessments from Term 2
 - Grammar once a week
 - Handwriting twice a week
- Warm ups may focus on reading or writing and include explicit teaching in phonological awareness, synthetic phonics, digraphs, segmenting, blending, tracking, sight words, spelling, dictation, grammar
- Use the ‘I Get It’ comprehension package for guided and shared reading, listening and speaking. The use of I Get it should be consistent with the Reading Scope and Sequence.
- Provide vocabulary and fluency learning experiences consistent with the Reading Scope and Sequence Document.

- Use the 'I Tell It visual prompts to support students with oral and written retell and narrative
- Expose the children to simple spoken texts – retell –recount
- Complete planning using the school's English planning pro-forma, working cooperatively with year level colleagues
- Offer a home reading program. Books are changed twice a week. Sight Words Book 1 to be sent home from the beginning of the year
- Listen to each child read one on one once a week
- Model writing with a focus on concepts of print, sentence structure, vocabulary, grammar and punctuation using Colourful Semantics.
- Use the editing guide- CHIMPS and school and the Writing Scope and Sequence to support writing instruction
- Provide students collectively, and individually as required, specific product goals, to focus writing instruction, this can include the use of rubrics, checklists or guide documents
- Provide significant scaffolding during initial phase of writing instruction by modelling, pre-writing activities, graphic organisers, rubrics and specific and timely feedback
- Students are expected to complete six (6) complete texts from Term 2. A complete text is defined as a writing task which can occur across the curriculum and include; genre writing, diary entries, and journals, reports in areas such as Science and History etc.
- Provide explicit instruction in pencil grip, posture and paper position during two handwriting lessons each week. Victorian Modern Cursive letter scripts should be explicitly taught, including starting points and the use of verbal scripts for letter formation. Students to commence using dotted third paper in Semester Two
- Conduct class assessments identified in the Literacy Profile / Assessment Policy
 - PM Benchmark Testing Semester 2
 - On Entry Testing Term One
 - Phonemic Awareness Screen Semester 1 & 2
 - Phonics Screen in Term 2 & 4
 - Writing Checklist Sem 1 & 2
 - Spelling Inventory Tests Sem 1 & 2
 - Oral Language Checklist / Rubric assessment Term 1, 2, & 3



Currambine Primary School

Year One Literacy Expectations

Year One teachers will:

- Provide a print rich classroom environment including appropriate charts of digraphs / trigraphs and sight words
- Ensure the students complete sight words books 2 to 4 whilst in Year One. Book 1 to be revised at teacher's discretion
- Utilise the Whole School Spelling Scope and Sequence document with a focus on the explicit teaching of phonemic awareness and synthetic phonics. A focus on repetition, intensity and evaluation is essential. The coverage of three to six sounds a week is required
- Offer four literacy sessions a week with explicit/intentional instruction. Literacy sessions will always contain a warm up, an introduction, the body of the lesson and a plenary
- The body of the lesson will contain a range of the following group or individual activities across the week with Spelling, Reading and Writing occurring daily –
 - Guided reading twice a week
 - Shared reading once a week
 - Daily modelled reading
 - Daily modelled writing
 - Guided writing twice a week – use QAR language
 - Synthetic Phonics/warm ups 4 times a week
 - Spelling assessments weekly, including dictation from Term 2
 - Grammar once a week
 - Handwriting three times a week
- Warm ups may focus on reading or writing and include explicit teaching in phonological awareness, synthetic phonics, digraphs, segmenting, blending, tracking, sight words, spelling, dictation, grammar
- Use the 'I Get It' comprehension package for guided and shared reading, listening and speaking. The use of 'I Get It' should be consistent with Reading Scope and Sequence.
- Provide vocabulary and fluency learning experiences consistent with the Reading Scope and Sequence Document.
- Use the 'I Tell It' visual prompts to support students with written retell, recount and narrative

- Complete planning using the school's English Planning pro-forma working cooperatively with year level colleagues
- Offer a home reading program. Books are changed twice a week. Sight Words and Spelling Lists to be sent home from Term 1 Week 3
- Listen to each child read one on one once a week
- Explicitly model and teach the strategies of writing – planning, drafting, editing and refining
- Explicitly model and teach writing strategies and knowledge including genre structure and characteristics, sentence structure and combining, vocabulary choice, grammar and punctuation as described in the Writing Scope and Sequence.
- Use the school editing guide – CHIMPS.
- Provide students collectively, and individually as required, specific product goals, to focus writing instruction, this can include the use of rubrics, checklists or guide documents
- Provide significant scaffolding during initial phase of writing instruction by modelling, pre-writing activities, graphic organisers, rubrics and specific and timely feedback.
- Students are expected to complete six (6) complete texts per term. A complete text is defined as a writing task which can occur across the curriculum and include; genre writing, diary entries, and journals, reports in areas such as Science and History etc.
- Provide explicit instruction in pencil grip, posture and paper position during three 15-minute handwriting lessons per week. Lessons should include warm ups, explicit whole class modelling of letters with an emphasis on starting points and use of verbal scripts. Guided practice with individual modelling and feedback should be included in each lesson. Children should be provided instruction in Victorian Modern Cursive and use 24mm dotted thirds.
- Conduct assessments identified in the Literacy Profile/Assessment Policy
 - PM Benchmark Testing Sem 1 & 2
 - On Entry Assessment Term One
 - Phonics Reading Assessment Term 2 and Term 4
 - Oral Reading Checklist Sem 1 & 2
 - Writing Checklist Sem 1 & 2
 - Spelling Inventory Test Sem 1 & 2
 - Fortnightly Spelling Test / Dictation
 - Oral Language Assessment Checklist/ Rubric Term 1, 2 & 3



Currambine Primary School

Year Two Literacy Expectations

Year Two teachers will:

- Provide a print rich environment including displaying appropriate digraphs and trigraphs, and sight words
- Provide revision opportunities for students who do not have mastery of the Year 1 sight words.
- Expose children to vocabulary, including Tier 1,2 and 3 words as described in the Reading Scope and Sequence.
- Teach children the specific spoken texts identified in the genre guide including the front loading of tier two vocabulary.
- Implement the Whole School Spelling Scope and Sequence document.
- Offer four literacy blocks per week which include the Explicit Direct Instruction Model.
- Explicitly consolidate, and provide opportunities for practise of the Reading strategies identified in the Reading Scope and Sequence.
- Provide vocabulary and fluency learning experiences consistent with the Reading Scope and Sequence Document.
- Plan collaboratively using the school's English Planning document
- Include in the literacy block daily Spelling, Reading and Writing and opportunities for:
 - guided and shared reading using QAR language,
 - independent reading,
 - oral and written comprehension tasks,
 - punctuation and grammar tasks,
 - speaking and listening tasks,
 - phonics and spelling instruction and
 - writing instruction and tasks
- Use an explicit teaching warm up at the commencement of each Literacy Block.
- Provide opportunities for students to read orally to a peer or adult every day at school

- Provide opportunities for students to read to the teacher at least once a week
- Implement a home reading program
- Explicitly model and teach the strategies of writing – planning, drafting, editing and refining.
- Explicitly model and teach writing strategies and knowledge including genre structure and characteristics, sentence structure and combining, paragraphing, vocabulary choice, grammar and punctuation.
- Explicitly model and teacher the use of the school editing guide - CHIMPS and use the Writing Scope and Sequence to support writing instruction
- Provide students collectively, and individually as required, specific product goals, to focus writing instruction, this can include the use of rubrics, checklists or guide documents.
- Provide significant scaffolding during initial phase of writing instruction by modelling, pre-writing activities, graphic organisers, rubrics and specific and timely feedback.
- Provide opportunities for writing on a daily basis
- Provide opportunities for students to complete six (6) complete texts per term. A complete text is defined as an un-scaffolded writing task which can occur across the curriculum and include; genre writing, diary entries, and journals, reports in areas such as Science and History etc.
- Provide explicit instruction in pencil grip, posture and paper position within 2 x 15-minute handwriting lessons per week. Lessons should include a warm up and explicit whole class modelling with an emphasis on starting points and the use of verbal scripts. Individual modelling and feedback should be provided. Year two students should use 18mm dotted lines
- Conduct assessments identified in the Literacy Profile/Assessment Policy
 - On Entry Assessment Term One
 - Phonics Screen in Term Two and Four
 - Writing Checklist Sem 1 & 2
 - Spelling Inventory Test Sem 1 & 2
 - Fortnightly Spelling Test / Dictation
 - Oral Language Assessment Checklist/ Rubric Term 1, 2 & 3



Currambine Primary School

Year Three Literacy Expectations

Year Three teachers will:

- Provide a print rich environment including displaying appropriate digraphs, trigraphs and sight words
- Utilise the Whole School Spelling Scope and Sequence document to implement the classroom program including partner testing 4 times each week, using a spelling journal
- Offer four literacy blocks per week consistent with the whole school literacy plan which include the use of the Explicit Direct Instruction Model
- Include in the literacy block daily Spelling, Reading and Writing and opportunities for:
 - guided and shared reading using the language of QAR,
 - independent reading,
 - oral and written comprehension tasks,
 - punctuation and grammar tasks,
 - speaking and listening tasks,
 - phonics and spelling instruction and
 - writing instruction and tasks
- Plan collaboratively using the school's English Planning Document
- Teach children the specific spoken texts identified in the genre guide including the front loading of tier two vocabulary and specific skills for effective speaking.
- Include in the literacy blocks opportunities for guided and shared reading
- Explicitly consolidate, and provide opportunities for practise of, the reading Strategies identified in the Reading Scope and Sequence through the use of STARS.
- Provide fluency learning experiences consistent with the Reading Scope and Sequence Document.
- Expose children to vocabulary consistent with the Reading and Writing Scope and Sequence documents.

- Provide opportunities for students to read orally to a peer or adult at least 4 times each week
- Provide opportunities for students to read to the teacher at least once a week.
- Implement a home reading program
- Explicitly model and teach the strategies of writing – planning, drafting, editing and refining.
- Explicitly model and teach writing strategies and knowledge including genre structure and characteristics, sentence structure and combining, paragraphing, vocabulary choice, grammar and punctuation as described in the Writing Scope and Sequence Document.
- Grammar skills to be consolidated with grammar booklets with application tasks.
- Model sentence writing daily.
- Explicitly model and teach the use of the school editing guide - CHIMPS.
- Provide students collectively, and individually as required, specific product goals, to focus writing instruction, this can include the use of rubrics, checklists or guide documents.
- Provide significant scaffolding during initial phase of writing instruction by modelling, pre-writing activities, graphic organisers, rubrics and specific and timely feedback.
- Provide opportunities for writing on a daily basis
- Provide opportunities for students to complete six (6) complete texts per term. A complete text is defined as an un-scaffolded writing task which can occur across the curriculum and include; genre writing, diary entries, and journals, reports in areas such as Science and History etc.
- Provide 1 x 30 minute hand writing instruction per week with lessons including warm ups and whole class modelling of lessons with an emphasis on starting points and the use of verbal scripts. Guided modelling with individual feedback should also be provided. Students should receive specific instruction in speed loops and joins. Students should use 14mm dotted thirds.
- Conduct assessments identified in the Literacy Profile/Assessment Policy

- Lexile assessment each term
- STARS assessments
- Writing Checklist Sem 1 & 2
- Spelling Inventory Test Sem 1 & 2
- Fortnightly Spelling Test / Dictation
- Oral Language Assessment Checklist/ Rubric Term 1, 2 & 3



Currambine Primary School

Year Four Literacy Expectations

Year Four teachers will:

- Offer a print rich environment displaying appropriate phonic and spelling patterns, vocabulary, text forms and the reading comprehension strategies as described in the Reading Scope and Sequence Document.
- Offer four literacy blocks per week consistent with daily Spelling, Reading and Writing and Explicit Direct Instruction.
- Plan collaboratively using the Whole School English Planning document
- Teach children the specific spoken texts identified in the genre guide including the front loading of tier two vocabulary and specific skills for effective speaking.
- Include in the literacy block opportunities for guided reading and shared reading
- Explicitly teach a strategy to monitor comprehension and address the breakdown of comprehension
- Explicitly model and teach the strategies identified in the Reading Scope and Sequence document including the use of Cars and Stars.
- Explicitly teach children meta-linguistic concepts such as point of view, text features and literacy devices using the QAR process.
- Provide vocabulary and fluency learning experiences consistent with the Reading Scope and Sequence Document.
- Implement a home reading program utilising Literacy Pro.
- Explicitly teach library skills – dictionary, Dewey Number System
- Utilise the Whole School Spelling Scope and Sequence document to implement the classroom program including daily partner testing using a spelling journal

- Explicitly model and teach the strategies of writing – planning, drafting, editing and refining.
- Explicitly model and teach writing strategies and knowledge including genre structure and characteristics, sentence structure and combining, paragraphing, vocabulary choice, grammar and punctuation as described in the Writing Scope and Sequence.
- Grammar skills to be consolidated with grammar booklets with application tasks.
- Use the school editing guide - CHIMPS.
- Provide students collectively, and individually as required, specific product goals, to focus writing instruction, this can include the use of rubrics, checklists or guide documents.
- Provide significant scaffolding during initial phase of writing instruction by modelling, pre-writing activities, graphic organisers, rubrics and specific and timely feedback.
- Provide opportunities for writing on a daily basis including modelled sentence writing.
- Students are expected to complete eight (8) complete texts per term. A complete text is defined as an un-scaffolded writing task which can occur across the curriculum and include; genre writing, diary entries, and journals, reports in areas such as Science and History etc.
- Provide 2 x 15-minute handwriting instruction per week with lessons including warm ups and whole class modelling of lessons with an emphasis on starting points and the use of verbal scripts. Guided modelling with individual feedback should also be provided. Students should receive specific instruction in speed loops and joins. Students should use 12mm dotted thirds
- Conduct assessments identified in the Literacy Profile/Assessment policy;
 - Lexile Reading score Sem 1 & 2
 - STARS Assessments
 - Writing Checklist Sem 1 & 2
 - Spelling Inventory Test Sem 1 & 2
 - Dictation x 2 per term
 - Oral Language Assessment Checklist/ Rubric Term 1, 2 & 3



Currambine Primary School

Year Five Literacy Expectations

Year Five teachers will:

- Offer a print rich environment displaying appropriate phonic patterns, vocabulary, text forms and the strategies of reading comprehension from the Reading Scope and Sequence Document.
- Offer four literacy blocks per week with daily Spelling, Reading and Writing and utilises the Explicit Direct Instructional Model.
- Complete planning using the Whole School English Planning Tool working cooperatively with year level colleagues
- Teach children the specific spoken texts identified in the genre guide including the front loading of tier two vocabulary and specific skills for effective speaking.
- Include in the literacy block opportunities for guided reading and shared reading.
- Explicitly teach a strategy to monitor comprehension and address the breakdown of comprehension
- Explicitly model and teach the reading strategies identified in the Reading Scope and Sequence including the use of Cars and Stars.
- Explicitly teach children meta-linguistic concepts such as point of view, linguistic features and structures, literacy devices and author craft.
- Provide vocabulary and fluency learning experiences consistent with the Reading Scope and Sequence Document.
- Offer a home reading program using Literacy Pro.
- Explicitly teach library skills – dictionary, Dewey Number System
- Utilise the Whole School Spelling Scope and Sequence document to implement the classroom program including daily partner testing
- Explicitly model and teach the strategies of writing – planning, drafting, editing and refining.

- Explicitly model and teach writing strategies and knowledge including genre structure and characteristics, sentence structure and combining, paragraphing, vocabulary choice, grammar and punctuation as described in the Writing Scope and Sequence Document.
- Grammar skills to be consolidated with grammar booklets with application tasks.
- Use the school editing guide CHIMPS.
- Provide students collectively, and individually as required, specific product goals, to focus writing instruction, this can include the use of rubrics, checklists or guide documents.
- Provide significant scaffolding during initial phase of writing instruction by modelling, pre-writing activities, graphic organisers, rubrics and specific and timely feedback.
- Provide opportunities for writing on a daily basis including sentence modelling – sentence of the day.
- Students are expected to complete eight (8) complete texts per term. A complete text is defined as an un-scaffolded writing task which can occur across the curriculum and include; genre writing, diary entries, and journals, reports in areas such as Science and History etc.
- Provide 2 x 15-minute handwriting instruction per week with lessons including warm ups and whole class modelling of lessons with an emphasis on starting points and the use of verbal scripts. Guided Modelling with individual feedback should also be provided. Students should receive specific instruction in speed loops and joins. Students should use 9mm dotted thirds
- Conduct assessments identified in the Literacy Profile/Assessment policy;
 - Lexile Reading Score Sem 1 & 2
 - STARS Assessment
 - Writing Checklist Sem 1 & 2
 - Spelling Inventory Test Sem 1 & 2
 - Dictation x 2 per term
 - Oral Language Assessment Checklist/ Rubric Term 1, 2 & 3



Currambine Primary School

Year Six Literacy Expectations

Year Six teachers will:

- Offer a print rich environment displaying appropriate phonic patterns, vocabulary, text forms and the reading comprehension strategies from the Reading Scope and Sequence.
- Offer four literacy blocks per week with daily Spelling, Reading and Writing and the use of the Explicit Direct Instruction Model.
- Complete planning using the Whole School English Planning Tool working cooperatively with year level colleagues
- Teach children the specific spoken texts identified in the genre guide including the front loading of tier two vocabulary and specific skills for effective speaking.
- Include in the literacy block opportunities for guided reading and shared reading
- Explicitly teach a strategy to monitor comprehension and address the breakdown of comprehension
- Explicitly model and teach the Reading strategies identified in the reading Scope and Sequence including the Use of Cars and Stars.
- Explicitly teach children meta-linguistic concepts such as point of view, linguistic features and structures, literacy devices and author craft
- Provide vocabulary and fluency learning experiences consistent with the Reading Scope and Sequence Document.
- Offer a home reading program using Literacy Pro.
- Utilise the Whole School Spelling Scope and Sequence document to implement the classroom program including daily partner testing
- Explicitly model and teach the strategies of writing – planning, drafting, editing and refining.

- Explicitly model and teach writing strategies and knowledge including genre structure and characteristics, sentence structure and combining, paragraphing, vocabulary choice, grammar and punctuation as described in the Writing Scope and Sequence.
- Grammar skills to be consolidated with grammar booklets with application tasks.
- Use the school editing guide CHIMPS.
- Provide students collectively, and individually as required, specific product goals, to focus writing instruction, this can include the use of rubrics, checklists or guide documents.
- Provide significant scaffolding during initial phase of writing instruction by modelling, pre-writing activities, graphic organisers, rubrics and specific and timely feedback.
- Provide opportunities for writing on a daily basis.
- Students are expected to complete eight (8) complete texts per term. A complete text is defined as an un-scaffolded writing task which can occur across the curriculum and include; genre writing, diary entries, and journals, reports in areas such as Science and History etc.
- Explicitly teach library skills including – dictionary skills, Dewey Decimal System, Fiction Catalogue System, using contents and index, conducting OPAC searches
- Explicitly teach referencing and the use of bibliographies
- Provide handwriting instruction with an emphasis on speed loops and joins as required. Students should use 9mm ruled pages
- Conduct assessments identified in the Literacy Profile/Assessment policy;
 - Lexile Reading Score Sem 1 & 2
 - STARS Assessments
 - Writing Checklist Sem 1 & 2
 - Spelling Inventory Test Sem 1 & 2
 - Dictation x 2 per term
 - Oral Language Assessment Checklist/ Rubric Term 1, 2 & 3

