

## Currambine Primary School English and Maths Operation Plan - 2021

### **Business Plan Targets**

By 2022, Year Three and Five students will perform at or above the NAPLAN Like school average in Reading.

By 2022, Year Three and Five students will perform at or above the NAPLAN Like school average in Writing by a margin of ten points or more.

By 2022, Year Three and Five students will perform at or above the NAPLAN Like school average in Spelling by a margin of ten points or more.

By 2022, Year Three and Five students will perform at or above the NAPLAN Like school average in Punctuation and Grammar.

By 2022, Year Three and Five students will perform at or above the NAPLAN Like school average in Mathematics.

### ENGLISH

Strategies/Actions	Resources	Timeline	Personnel	Evaluation
<p><b><u>READING</u></b></p> <p>All Year Levels implement the Five Pillars Three Waves approach to Reading Instruction</p> <p>Implement approaches described in the Business Plan 2020-22 including;</p> <ul style="list-style-type: none"> <li>• Implement the formative assessment tools developed in 2019 including KRAT, phonemic awareness and phonic screening tool and Literacy Pro into Year Three.</li> <li>• Build connected Reading practice from Year Three through Six by:               <ul style="list-style-type: none"> <li>- Implementing the PAVES fluency approach into Year Three, Four, Five and Six;</li> <li>- Implementing the STARS and Literacy Pro program into Year Two and Three.</li> </ul> </li> </ul>		<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>All Staff</p> <p>K-3 staff</p> <p>Yr 3-6 staff</p>	<p>MIS Reading Data</p> <p>Class Level Reading Data</p>

<ul style="list-style-type: none"> <li>• Build connected Reading practice from Kindergarten to Year Two by; <ul style="list-style-type: none"> <li>- Implementing consistent Phonics screening in Pre-Primary through to Year Two;</li> <li>- Reinvigorate I Get It in Kindergarten through to Year One. Provide professional learning to support staff.</li> <li>- Investigate reading growth tools using the On-Entry Assessment from Pre-Primary to Year Two.</li> </ul> </li> <li>• Action reading improvement strategies identified through the Centre for Excellence in the Explicit teaching of Reading including; <ul style="list-style-type: none"> <li>- Repeated Reading</li> <li>- Clear sequence of reading lessons – Pre-Primary to Year Six.</li> </ul> </li> </ul>		Ongoing	PP-2	
<p><b><u>Kindergarten to Year Two</u></b></p> <ul style="list-style-type: none"> <li>• Analysis of data determined the follow actions to be undertaken for Kindergarten to Year Two to enhance student achievement in Reading; <ul style="list-style-type: none"> <li>- PLCs to complete test item analysis and incorporate test literacy into both warmups and the teaching program.</li> <li>- Layer QAR language and strategies into the Year One I Get It program to enhance connection to Year Two.</li> <li>- Investigate and implement a model of Reading across K-2 including repeated reading, shared book and modelling reading.</li> <li>- Investigate connected metalanguage for reading to be used K-2.</li> <li>- Explore CUBED as a Year One for progress monitoring.</li> <li>- Investigate an approach to text engagement in Year Two that builds decoding but moves beyond it.</li> <li>- Pre-Primary and Year One to trial the dandelion program for decoding practice.</li> </ul> </li> </ul>	Metalanguage chats Literacy expectations	Ongoing	Yr 5-6 staff	
		Ongoing	K-2 staff	
		Ongoing	Yr 1-2 staff	
		Ongoing	K-2 staff	
		Ongoing Term 1 '21	K-2 staff Yr 1 staff	
		Ongoing	Yr 2 staff	
		Term 1 '21	PP-Yr 1 staff	

**Year Three to Six**

- Analysis of data determined the following action to be undertaken for Year Three to Six students to enhance student achievement in Reading;
  - Year Three PLC will alter warmup slides to include a focus on areas of weakness and ensure the inference section of STARS is covered prior to the PAT assessment.
  - The Year Four PLC will examine questions from assessments during PLC meetings and develop a stock of higher order year group questions to use with the students. The teaching of making inferences will be strengthened.
  - The Year Five PLC will interrogate the assessments and questions and build a stock of questions with a higher order focus to use for guided reading.
  - The Year Five cohort will trial using a higher level of text for STARS in 2021. The PLC will ensure more factual texts are used. Explicitly teach students to use data to answer questions.
  - The Year Six PLC will focus on;
    - a. examining questions from assessments in PLCs
    - b. creating a stock of questions requiring higher order inferring to use with guided reading
    - c. use technology to create quizzes to engage students
    - d. re-examine the concepts taught in novel study with a focus on the middle groups.

Ongoing

Yr 3 staff

Ongoing

Yr 4 staff

Ongoing

Yr 5 staff

Ongoing

Yr 5 staff

Ongoing

Yr 6 staff

<p><b><u>WRITING</u></b></p> <p>All year levels will implement the Five Pillars, Three Waves approach to writing instruction.</p> <p>Implement processes and strategies described in the Business Plan 2020-22 including;</p> <ul style="list-style-type: none"> <li>• Implement joint action routines in Kindergarten with a focus on vocabulary development and oral narrative skills.</li> <li>• Implement colourful semantics to support early sentence writing in Pre-Primary.</li> <li>• Implement a consistent a whole school editing approach using CHIMPS.</li> <li>• Continue to use genre slide narratives. Develop genre slides for persuasive texts.</li> </ul> <p><b><u>Kindergarten to Year Two</u></b></p> <ul style="list-style-type: none"> <li>• Analysis of data determined the following actions to enhance student achievement in writing; <ul style="list-style-type: none"> <li>- Pre-Primary will continue to refine and embed colourful semantics.</li> <li>- Year One and Two will take a micro-to-macro approach to teaching text structure including text deconstruction and the use of checklists to guide writing and set goals.</li> </ul> </li> </ul>	<p>WC LDC outreach service CHIMPS tools</p> <p>Narrative slides</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Kindy staff</p> <p>PP staff</p> <p>P-6 staff</p> <p>P-6 staff</p> <p>PP staff</p> <p>Yr 1 &amp; 2 staff</p>	<p>NAPLAN Writing Yr 3-5</p> <p>Ewrite Yr 4-6</p> <p>School based writing checklists</p>
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## **PUNCTUATION AND GRAMMAR**

All year levels will implement the Five Pillars, Three Waves approach to instruction in Punctuation and Grammar.

### **Kindergarten to Year Two**

- Analysis of data determined the following actions to enhance student achievement in Punctuation and Grammar;
  - Analyse test item data and incorporate test literacy into warmup and teaching programs.
  - Year One and Two PLC to meet to share and develop cross year level consistency including warmups, daily grammar booklets, separate grammar teaching time and mini lessons.
  - Pre-Primary to adjust content to reflect stronger knowledge from Kindergarten in commas, question marks, exclamation marks!
  - K-2 to apply interactive elements so application of punctuation and editing can occur with sentence of the day.

### **Year Three to Six**

- Analysis of data determined the following actions to enhance student achievement in punctuation and grammar;
  - Year Three PLC will use the sentence of the day strategy and enhance warmups in identified areas of weakness. The PLC will refocus the CHIMPS program and implement and introduce the teaching of direct speech into the writing program.
  - The Year Four PLC will include more apply slides into their warmup and ensure grammar content is transferred into their writing units.
  - The Year Five PLC will increase the breadth of slides and the frequency of slides in the grammar warm up.
  - The Year Six PLC will ensure clear shared understanding is in place with reference to grammar teaching, more apply slides are included in the warmup and the use of technology to engage students forms part of the instructional approach to grammar.

Ongoing

All staff

NAPLAN  
Punctuation and  
Grammar Yr 3-5  
EMTS Language  
assessment PP  
to Yr 6

Ongoing

K-2 staff

Ongoing

Yr 1-2 staff

Ongoing

PP staff

Ongoing

K-2 staff

Ongoing

Yr 3 staff

Ongoing

Yr 4 staff

Ongoing

Yr 5 staff

Ongoing

Yr 6 staff

<p><b><u>SPELLING</u></b></p> <p>All year levels will implement the Five Pillars, Three Waves approach to spelling instruction.</p> <p><b><u>Kindergarten to Year Two</u></b></p> <ul style="list-style-type: none"> <li>• Analysis of data determined the following actions to enhance student achievement in spelling; <ul style="list-style-type: none"> <li>- Implement the explicit teaching model for spelling.</li> <li>- Year One staff to continue to refine the spelling script commenced in 2020.</li> <li>- Pre-Primary students to engage in oral spelling in Semester One, move to spelling lists in Term Three and dictation in Term Four.</li> <li>- Each PLC to develop and use the same spelling script for each rule/concept.</li> </ul> </li> </ul> <p><b><u>Year Three to Six</u></b></p> <ul style="list-style-type: none"> <li>• Implement the Explicit Spelling lesson structure and script into all spelling lessons.</li> <li>• Implement a ruling up, handwriting and presentation policy.</li> </ul>				<p>NAPLAN Spelling Yr 3 &amp; 5</p> <p>EMTS Spelling Yr 1-6</p> <p>Class level Spelling and Dictation</p> <p>Year level Spelling Inventory Tool</p>
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## HANDWRITING

### Kindergarten to Year Two

- Pre-Primary and Year One to use new coloured line handwriting books with charts to match for modelling.
- Share this resource with the Year Two teachers to support transition for the students along with the Peggy Lego 'cheat sheets'.
- Include clear expectations with reference to when dotted thirds will be introduced.
- Pre-Primary to Year Two to model different sentence starts to avoid over capitalisation.

### Year Three to Six

- Continue to focus on speed loops and joins in Year Three and Four and all students in Year Five and Six using cursive writing.

### Mathematics

- Implement the Five Pillars, Three Waves approach to the teaching of Mathematics throughout the school.
- Ensure effective tiering of mathematics to support differentiation through mini-lessons.
- Ensure the use of self talk during the modelling stage of the explicit direct teaching lesson structure.
- Trial content block reporting from Pre-Primary to Year Six.
- Review the use of diagnostic tasks – P-6 in the English, Maths Committee.

Dotted third book and charts  
Peggy Lego charts

Ongoing

P-1 staff

NAPLAN  
Mathematics  
Yr 3 & 5

Ongoing

Yr 1-2 staff

Ongoing

G Smith

EMTS  
Mathematics  
Yr PP-6

Ongoing

P-2 staff

Content Block  
Checklists

Ongoing

Yr 3-6 staff

Ongoing

All staff

Ongoing

All staff

Ongoing

All staff

Ongoing

All staff  
G Smith  
English  
Maths  
Committee

<p><b><u>Kindergarten to Year Two</u></b></p> <ul style="list-style-type: none"> <li>• The Pre-Primary PLC will focus on and work to support understandings around Area and Capacity and continue with the new program format, switch and learn and the test literacy book.</li> <li>• Pre-Primary will continue to focus on the Switch and learn structure for teaching mathematics in line with the evidence for primacy and recency in capturing learning effectively. Explode this structure for the delivery of Mathematics in Year One.</li> <li>• The Year One PLC will focus on enhancing Mathematics achievement by introducing a test literacy book similar to Pre-Primary, share warmups and developing metalanguage posters for each content block.</li> <li>• The Year Two PLC will focus on test booklets to enhance test literacy and adjusting the challenges in warmups.</li> </ul>		Ongoing	PP staff	
		Ongoing	Pp/ Yr 1 staff	
		Ongoing	PP-1 staff	
		Ongoing	Yr 2 staff	
		Ongoing	Yr 3 staff	
<p><b><u>Year Three to Six</u></b></p> <ul style="list-style-type: none"> <li>• The Year Three PLC will address weaknesses in Measurement particularly Time, Mass and Area with adjustments to content blocks and slides in warm ups along with more exposure to number sentences.</li> <li>• The Year Four PLC will address weaknesses in the area of mixed numerals, symmetry, statistics and probability through a stronger focus on KSAR, and numeracy application style slides in warmups.</li> <li>• The Year Five PLC will seek to use more apply slides and recall slides in warmups, adjusting the time given to the teaching of content blocks and enhancing the pacing and fluency within the lesson structure.</li> <li>• The Year Six PLC will focus in enhancing test literacy and structure the maths plan to allow content to be recited more regularly.</li> </ul>		Ongoing	Yr 4 staff	
		Ongoing	Yr 5 staff	
		Ongoing	Yr 6 staff	