



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.



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Kindergarten Literacy Expectations

Kindergarten teachers will:

- Provide a print rich classroom environment including displaying the alphabet, Fry word vocabulary and labels. Children should be encouraged to 'read the room'.
- Ensure the Literacy Block includes a **minimum of 2** literacy sessions a week with a focus on explicit /intentional instruction. All planning will follow the school's English Planning pro-forma and be completed cooperatively by year level colleagues.
- Ensure all Literacy sessions always contain; a Warm Up, an Introduction (WALT, WILF), I DO, We Do, You DO (including tiering/ differentiation), 4 timed rotations (related to WALT/WILF) and a Plenary (feedback on achievement of WALT). These should include pacing, repetition, checking for understanding and student engagement norms.
- Utilise the whole school Literacy Scope and Sequence documents with a focus on the explicit teaching of;
 - **Phonemic Awareness**
 - Heggerty (purple book) - minimum of **2 times** per week beginning Week 3, Term 1.
 - **Synthetic Phonics / Spelling** - minimum of **2 times** per week.
 - Minimum of **3 sounds** (phonemes) a week are to be covered beginning mid Term 2.
 - Must cover synthetic phonics, including; exposure to rhyme, songs and poems, syllables, rhyme, word awareness, manipulation of phonemes, segmenting and blending.
 - 5 fry words, Term 4
 - **Reading**
 - Shared reading - minimum of **3 times** per week.
 - Daily modelled reading - **2 times** per week.
 - Comprehension strategies (using 'I Get It' strategies) – explicitly teach.
 - High- frequency words (Fry Words) – explicitly teach (Term 4).
 - Kindy home reading packages – **1** per week (Term 2)
 - **Writing (semester 2)**
 - Modelled writing (using 'I Tell It visual prompts to support with oral retell and Recount) – minimum of **2 times** per week.
 - Explicitly teach: differences between letters/words/numbers, capital letters, spaces between words, concepts of print, sentence structure, vocabulary, grammar and punctuation using colourful semantics(oral).
 - Dictation sentence twice a week from Term 3.
 - **Speaking & listening** (news) – **2 speakers** per week.
 - Explicitly teach vocabulary through Joint Action Routine (JAR).
 - **Handwriting** (Peggy Lego script) – minimum **2 times** per week (each student twice per year)
 - Explicitly teach: pencil grip, posture and paper position, modelling of letters with an emphasis on starting points and use of verbal scripts.
 - Guided practice with individual modelling and feedback using whiteboards.
 - Instruction in South Australian Cursive and using a line to guide.



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Pre-Primary Literacy Expectations

Pre-Primary teachers will:

- Provide a print rich classroom environment that displays appropriate charts including; alphabet, phoneme, digraphs, grapheme and high-frequency words. Children are encouraged to 'read the room'.
- Ensure the Literacy Block includes a **minimum of 5** literacy sessions a week with a focus on explicit /intentional instruction. All planning will follow the school's English Planning pro-forma and be completed collaboratively by year level colleagues. (T1= 8hrs) (T2-4 = 10hrs)
- Ensure all Literacy sessions always contain; a Warm Up, an Introduction (WALT, WILF), I DO, We Do, You Do (including tiering/ differentiation) and a Plenary (feedback on achievement of WALT). These should include pacing, repetition, checking for understanding and student engagement norms.
- Utilise the whole school Literacy Scope and Sequence documents with a focus on the explicit teaching of;
 - **Phonemic Awareness**
 - Heggerty (blue book) - minimum of **4 times** per week (10-15 mins per day)
 - **Synthetic Phonics / Spelling** - minimum of **4 times** per week.
 - Sound (phoneme) progression - Refer to Scope and Sequence.
 - Must cover synthetic phonics, digraphs, segmenting, blending and tracking using spelling script (chart) and whiteboards.
 - Spelling high frequency words (first 25 Fry Words) – Refer to Scope and Sequence for progression.
 - **Reading**
 - Shared Reading/Oral Retell – minimum of **1 hour** per week. (1 x text per fortnight)
 - Vocabulary (incorporated in shared reading warm up) – minimum **3 words** per text.
 - Repeated Reading (T3-4) – minimum of **3 times** per week. (15 mins per session)
 - Guided Reading (using decodable text) – minimum of **2 times** per week. (commencing T2)
 - Comprehension using 'I Get It' strategies.
 - Reading high- frequency words (first 50 Fry Words). Refer to Scope and Sequence for progression.
 - **Writing**
 - Modelled Writing- (dictation) - minimum **1 per week**.
 - Guided Writing/Colourful Semantics/I Tell it Sentence Building - minimum **1 time** per week (1hr total)
 - Genre Writing - minimum of **4 texts** from term 3.
 - **Explicitly teach;**
 - concepts of print, sentence structure, vocabulary, grammar (colourful semantics) and punctuation.
 - planning, editing (CHIMPS) and refining. (commencing T4)
 - 'I Tell It' visual prompts to support with written retell and recount
 - text structure and language conventions for genres (recount and retell).
 - **Speaking & Listening** (news) – minimum **1 session** per child per fortnight.
 - **Handwriting** (Peggy Lego script) – minimum **2 times** per week. Refer to Scope and Sequence for progression.
 - Explicit instruction in pencil grip, posture and paper position, modelling of letters with an emphasis on starting points and use of verbal scripts.
 - Guided practice with individual modelling and feedback
 - Instruction in **South Australian Cursive** and use 24mm dotted thirds in **Sem 2** using sky, grass ground.

Homework will be offered including; decodable passages, texts and predictable home readers (changed during library session each week) and high-frequency words (reading).

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Year One Literacy Expectations

Year One teachers will:

Provide a print rich classroom environment that displays appropriate charts including; phoneme, grapheme, digraphs, trigraphs and high–frequency words.

Ensure the Literacy Block includes a minimum of **4 literacy sessions** a week with a focus on explicit/intentional instruction. All planning will follow the school's English Planning pro-forma and be completed collaboratively by year level colleagues.

Ensure all Literacy sessions always contain; a Warm Up, an Introduction (WALT, WILF), I DO, We DO, You DO (including tiering/ differentiation) and a Plenary (feedback on achievement of WALT). These should include pacing, repetition, checking for understanding and student engagement norms.

Utilise the whole school Literacy Scope and Sequence documents with a focus on the explicit teaching of;

Phonemic awareness

- Heggerty (yellow book) - minimum of **4 times** per week.

Synthetic Phonics / Spelling - minimum of **4 times** per week.

- Minimum of **3 sounds** (phonemes) fortnightly are to be covered.
- Must cover synthetic phonics, digraphs, trigraphs, segmenting, blending and tracking using spelling script (chart) and whiteboards.
- Spelling high frequency words (first 100 Fry Words) – **4 times** per week.

Reading

- Repeated Reading (modelled reading) – minimum of **3 times** per week.
- Shared Reading – minimum of **3 times** per week.
- Guided Reading (decodable and predictable text) – minimum of **3 times** per week.
- Comprehension strategies: using 'I Get It' strategies in guided and shared reading.
- Reading high - frequency words (first 200 Fry Words) – **3 times** per week

Writing

- Modelled Writing - (dictation and Genre) (minimum 2 per week)
- Guided Writing - minimum **2 times** per week
- Genre Writing - minimum of **6 texts** per term.

- Dictation - minimum 4 times per week
- Explicitly teach;
 - Concepts of print, sentence structure, vocabulary (star words), grammar and punctuation.
 - Planning, editing (CHIMPS) and refining.
 - 'I Tell It' visual prompts.
 - Text structure and language conventions for genres (recount, procedure, narrative and persuasive text).

*Include specific writing goals. These should include rubrics and/or checklist.

Speaking & Listening (news) – minimum **1 session** per fortnight.

Handwriting (Peggy Lego script) – minimum **2 times** per week

- explicit instruction in pencil grip, posture and paper position, modelling of letters with an emphasis on starting points and use of verbal scripts.
- guided practice with individual modelling and feedback.
- instruction in South Australian Cursive from 2023 and use 24mm dotted thirds.

Homework will be offered including; decodable passages, texts and predictable home readers (changed during library session each week), high-frequency words and revision spelling lists.



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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. A spelling lessons should reflect the structure described in the Teacher Induction Booklet and be conducted four times a week.
- Offer four literacy blocks per week which include the Explicit Direct Instruction Model.
- Reading lessons should be conducted three times a week and follow the lesson sequence on the following page.
- 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
- 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 fortnightly
- 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 two (2) 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 warmup 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. Implement NSW Cursive in 2024
- Conduct assessments identified in the Literacy Profile/Assessment Policy
 - Repeated Reading Fluency Assessment-Term 1 Wk 4&5 Term Three Wk Four & Five
 - Reading Comprehension Assessment Term 1 Wk 4-5 Term 4 3&4 – CARS
 - Phonics Screen in Term One (Weeks 2-3) / Term 3 (Wk 9-10)
 - Writing Checklist Sem 1 & 2
 - Spelling Inventory Test Term 1(Wk2-3) & 3 (Wk 7-8)
 - Fortnightly Spelling Test / Dictation
 - Oral Language Assessment Checklist/ Rubric Term 1, 2 & 3



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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. A spelling lessons should reflect the structure described in the Teacher Induction Booklet and be conducted four times a week.
- Offer four literacy blocks per week consistent with the whole school literacy plan which include the use of the Explicit Direct Instruction Model.
- Reading lessons should be conducted four times a week and follow the lesson sequence on the following page.
- 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.
- Reading lessons should be conducted four times a week and follow the lesson sequence on the following page.
- 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 5 times per fortnight.
- 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 four (4) 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 warmups 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 start of each term – review data term 2 & 3
 - Repeated reading Fluency Assessment-Term 1 Wk 4&5 Term Three Wk 4 & 5
 - Reading Comprehension Assessment Term 1 Wk: 4-5 Term 4: 3-4 – CARS
 - Writing Checklist Sem 1 & 2
 - Spelling Inventory Test Term 1(Wk2-3) & 3 (Wk 7-8)
 - Fortnightly Spelling Test / Dictation
 - Oral Language Assessment Checklist/ Rubric Term 1, 2 & 3



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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.
- Reading lessons should be conducted four times a week and follow the lesson sequence on the following page.
- Plan collaboratively using the Whole School English Planning document
- The English Block should include 4x 20 mins Spelling, 4x 30-40mins Reading, 4x 30 – 40 mins Writing and Grammar.
- 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 text engagement and repeated 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.
- Utilise the Whole School Spelling Scope and Sequence document to implement the classroom program including daily partner testing using a spelling journal. A spelling lessons should reflect the structure described in the Teacher Induction Booklet and be conducted four times 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, 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 three or four 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 be provided. Students should receive specific instruction in speed loops and joins. Students should use 12mm dotted thirds
- Conduct assessments identified in the Literacy also Profile/Assessment policy;
 - Lexile assessment each term Review Term 2 & 3
 - Repeated reading Fluency Assessment-Term 1 Wk 4&5 Term Three Wk Four & Five
 - Reading Comprehension Assessment Term 1 Wk 4-5 3&4 – CARS
 - Writing Checklist Sem 1 & 2
 - Spelling Inventory Test Term 1(Wk2-3) & 3 (Wk 7-8)
 - Dictation x 2 per term
 - Oral Language Assessment Checklist/ Rubric Sem 1&2



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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.
- Reading lessons should be conducted four times a week and follow the lesson sequence on the following page.
- Complete planning using the Whole School English Planning Tool working cooperatively with year level colleagues
- The English Block should include 4x 20 mins Spelling, 4x 30-40mins Reading, 4x 30 – 40 mins Writing and Grammar.
- 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 text engagement and repeated 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. A spelling lessons should reflect the structure described in the Teacher Induction Booklet and be conducted four times 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, 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 assessment each term Review Term 2 & 3
 - Repeated Reading Fluency Assessment-Term 1 Wk 4&5 Term Three Wk Four & Five
 - Reading Comprehension Assessment Term 1 Wk 4-5 3&4 – CARS
 - Writing Checklist Sem 1 & 2
 - Spelling Inventory Test Term 1(Wk2-3) & 3 (Wk 7-8)
 - Dictation x 2 per term
 - Oral Language Assessment Checklist/ Rubric Sem 1 & 2



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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.
- The English Block should include 4x 20 mins Spelling, 4x 30-40mins Reading, 4x 30 – 40 mins Writing and Grammar.
- 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 text engagement and repeated 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. A spelling lessons should reflect the structure described in the Teacher Induction Booklet and be conducted four times 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, 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 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 assessment each term Review Term 2 & 3
 - Repeated reading Fluency Assessment-Term 1 Wk 4&5 Term Three Wk Four & Five
 - Reading Comprehension Assessment Term 1 Wk 4-5 3&4 – CARS
 - Writing Checklist Sem 1 & 2
 - Spelling Inventory Test Term 1(Wk2-3) & 3 (Wk 7-8)
 - Dictation x 2 per term
 - Oral Language Assessment Checklist/ Rubric Sem 1 & 2