

## Literacy Expectations Kindergarten/Pre-Primary

### Year KPP teacher will:

- Provide a print rich classroom environment, including the alphabet, letter formation charts, sight words, sound charts, labels, word wall. Children are encouraged to use/refer to environmental print.
- Daily explicit/intentional literacy sessions, including warm up, introduction/revision, body, summary/reflection.
- Literacy session content:
  - Phonemic awareness: Alphabet/sound knowledge (Diana Rigg), graphs and basic digraphs, beginning, middle and end sounds, blending and segmenting CVC and CVCC/CCVC words.
  - Speaking and listening: News telling, questioning and answering during mat sessions, vocabulary building, sharing thoughts, ideas and feelings, following and providing oral instructions, songs, rhymes and poems.
  - Reading: concepts of print, shared reading, big book, modelled reading, guided reading, home reading (PP from semester 2).
  - Writing: name, letters (letter formation), word lists, sight words, guided writing, daily recount writing (PP from semester 2). Explicitly teach correct pencil grip, posture and paper position.
  - Grammar: simple sentences, capital letters for proper nouns and start of sentences, full-stops, question marks.
- Literacy Assessment:
  - On-entry testing (PP).
  - Checklists for letter/sound knowledge, ability to blend (reading), ability to segment (writing).
  - Bright Paths (Writing samples).
  - Running records (PP).

## Literacy Expectations Year One/Two

### Year One/Two teacher will:

- Provide a print rich classroom environment including appropriate charts of digraphs/trigraphs and sight words
- To offer at least four literacy blocks per week with daily literature, language and literacy (LDT), including:
  - Guided and shared reading
  - Independent reading
  - Oral and written comprehension tasks
  - Speaking and listening tasks
  - Phonics and spelling instruction
  - Writing instructions and tasks
  - Handwriting incorporated as part of the writing program
- Offer a home reading program using levelled readers, working towards the use of Literacy Pro (Lexile). Books are changed frequently throughout the week. Sight words and spelling lists sent home from Term 1, Week 3
- Open ended questions to challenge student's understanding of the curriculum and build their oral language to effectively reason describing
- Use the school-wide editing strategy (COPS)
- Ensure sight words are tested frequently and put into practice within the classroom
- Follow the Literacy Scope and Sequences (Reading, Writing, Spelling), to ensure all topics are covered at the correct times
- Conduct assessments identified in the assessment program
- Listen to each child read one on one at least once a week
- 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 three assessed texts per term
- Fortnightly spelling tests (at a minimum)

## Literacy Expectations Year Three/Four

### Year Three/Four teacher will:

- Provide a print rich classroom environment including appropriate charts of digraphs/trigraphs and sight words
- establish consistent classroom routines and practices
- To offer at least four literacy blocks per week with daily literature, language and literacy (LDT), including:
  - Guided and shared reading
  - Independent reading
  - Oral and written comprehension tasks
  - Speaking and listening tasks
  - Phonics and spelling instruction
  - Writing instructions and tasks
- Daily Handwriting with a focus on cursive. Typing and QWERTY awareness will also be taught during this time.
- 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
- Explicitly teach children meta-linguistic concepts such as point of view, linguistic features and structures, literacy devices and author craft.
- Offer a home reading program using Literacy Pro.
- Follow the Literacy Scope and Sequences (Reading, Writing, Spelling), to ensure all topics are covered at the correct times
- 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.
- Use the school editing guide.
- Students are expected to complete three assessed 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, HASS, etc.
- Conduct assessments identified in the Assessment policy

## Literacy Expectations Year Five/Six

### Year Five/Six teacher will:

- Offer a print rich environment displaying appropriate phonic patterns, vocabulary, text forms and the reading comprehension strategies
- Establish consistent classroom routines and practices
- To offer at least four literacy blocks per week with daily literature, language and literacy (LDT), including:
  - Guided and shared reading
  - Independent reading
  - Oral and written comprehension tasks
  - Speaking and listening tasks
  - Phonics and spelling instruction
  - Writing instructions and tasks
- 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
- Explicitly teach children meta-linguistic concepts such as point of view, linguistic features and structures, literacy devices and author craft.
- Offer a home reading program using Literacy Pro.
- Utilise the Whole School Spelling Scope and Sequence document to implement the classroom program
- Use the CAFÉ menu to explicitly model and teach reading strategies
- Use the VOICE Writing strategies to 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.
- Use the school editing guide.
- Students are expected to complete three assessed 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, HASS, etc.
- Explicitly teach referencing and the use of bibliographies
- Provide handwriting instruction with an emphasis on speed loops and joins as required.
- Conduct assessments identified in the Assessment policy