ST MARY'S
LITERACY PLAN

Vision: St Mary's School is committed to improving the literacy outcomes for all students.

Mission: St Mary's School will provide opportunities, experiences and feedback 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 St Mary's School will be supported through the school values to:

- show ***faith*** by believing in Jesus, themselves and others.
- develop self-confidence and ***respect*** of self, others and property.
- develop ***teamwork*** skills to collaborate with others.
- pursue knowledge and commit to the achievement of their potential and to ***challenge*** themselves daily

Community Links: St Mary's School strives to develop collaborative, supportive and respectful relationships between school, home and the wider community.

Literacy Beliefs

At St Mary's School, we believe that it is essential that the teaching of literacy has a structured, coordinated and whole school approach from K to 6 within learning and assessment, making use of our Scope and Sequences, aligned with the Western Australian Curriculum.

- focuses on the explicit teaching of essential literacy skills fostering a deep understanding of literacy concepts using a hands-on approach to learning
- create a literacy program that is inclusive and respects cultural and linguistic diversity
- foster a 21st century literacy environment
    - utilise digital technologies to enhance teaching and learning
    - develop higher order thinking skills to critically analyse, evaluate, question and challenge different ideas

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LITERACY SHARED PRACTICES

- A print rich classroom environment displaying literacy charts (eg, word wall, thematic vocabulary, sight words, etc)
- Establish consistent literacy routines and strategies
- English Program to be uploaded on School Server each term
- Learning Intentions and Success Criteria in English (in one strand), written with student involvement
- To have a home reading program that is checked daily and students are listened to at least once a week
- To offer a minimum of four literacy blocks per week
- Daily writing occurs in every classroom
- Integrate Word Study activities to build accuracy
- Weekly sight word provided
- Teachers to work side by side with the MiniLit instructor
- To use the school editing guide. (COPS: standing for Capitalisation, Organisation, Punctuation and Spelling)
- Consistent handwriting font in the early years (NSW Foundation)
- Work must be titled, dated, and ruled up in books
- Student work is regularly marked, and verbal or written feedback is provided
- Integrate Typing.com to enhance typing skills as appropriate from 1-6
- Staff are committed to actively engaging professional learning
- Accurate and reliable reporting of student progress to parents
- Teachers to conduct standardised assessments identified in the Assessment policy

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Literacy Practices

Instructions in English, should reflect the literacy block structure describes below:

Literacy Dedicated Time (LDT)	
WHOLE CLASS FOCUS **Modelled or Shared Reading** **(15 minutes)**	• An interactive reading session initiated by the teacher. • This session should centre the children on the task of reading, recalling specific strategies or ideas already presented in class. • A new skill or concept could also be introduced briefly, but should not be laboured During modelled/ shared reading, the teacher might: • Demonstrate a specific reading strategy, (e.g. self-correcting). • Focus on grammatical knowledge, (e.g. simile use in a narrative). • Focus on new vocabulary/ word meanings, (e.g. "catastrophe"). • Focus on word knowledge, (e.g. the prefix 'de-'). • Focus on punctuation, (e.g. apostrophes for possessive nouns). • Focus on literal and/ or inferential comprehension questions and comprehension strategies.
TEACHER LED FOCUS **Groups/ Independent Activities** **Small Group/ Independent Reading Activities** **(25 minutes)**	• The teacher selects a reading strategy from- Read To, Shared Reading, Independent Reading, Guided Reading, Guided Reading- Reciprocal Teaching, and Independent Reading. • Monitoring of student reading should occur at this time (e.g. while the teacher is taking a small group for Guided Reading). • Activities are organised for students to practice reading skills and knowledge. • Activities involve reading more than writing. • Activities can be completed in small groups or individually, however small group interaction is favoured. **<u>Guided Reading</u>** - Students grouped according to reading level. - Texts selected to suit each group. - Ensure that the rest of the class is working purposely. - Orient students to the text (e.g. introduce the title, introduce potentially difficult words, activate students' background knowledge, etc.). - Listen to each student read independently, supporting and prompting where necessary (e.g. showing students how they could use a particular reading strategy to support their reading). - Make notes about student reading.

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	- With each group, focus on a particular teaching point (e.g. sight words, punctuation, a specific reading strategy, etc.). **<u>Independent Reading</u>** - May take place while teacher is taking a guided reading group. - Students read a book matched to their independent reading level. - Following independent reading, students may form into small groups or work independently to respond to their text in some way (e.g. providing an oral retell, describing one of the characters, etc.).
WHOLE CLASS FOCUS **Word Work** **(20 minutes)**	• Teacher initiated focus on words, allows students to investigate common word construction/ knowledge. • The focus highlights how words work, rather than how a specific word is spelt (e.g. why some words have 'ay' and others have 'ai' – i.e. 'ai' comes in the middle of words, whereas 'ay' is generally used at the end of a word). • Word work activities include word sorts, syllable sorts, playing a homonym game, etc. • This session may involve small group investigation after being initiated by the teacher.
Modelled/ Shared Writing **(15 minutes)**	• This session centres students on the task of writing. • Each day, an aspect of writing is introduced or further discussed as a text is constructed. Focus skills/ topics include: – purpose of the text – structure of the text – vocabulary – spelling/ connection to an aspect of word work already discussed – punctuation – layout – grammar
TEACHER LED FOCUS **Small Group/ Independent Writing Activities** **(25 minutes)**	• Students engage in a writing task related to what has happened in the modelled/ shared writing session. • Whilst students are working independently/ with a partner/ in small groups, the teacher should work with a small group of students based on a common identified need. Teachers should support the guided writing group to individually create their own text. After the small group focus, teachers should circulate around the classroom in order to assist individual students. Teachers could discuss the developing text with students, asking such questions as: – What is our purpose/ Why are we writing this text? – Who are we writing for? – What kind of language do we need to use? – What is the best way we can get our message across? – How can we work out the spelling of this word? – How should we organise the different sections of this text? – What should we leave in or take out?

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	– Can you think of a more effective adjective? – Do we need to define this technical term? – What tense should we be using? – This sentence is a bit confusing. How can we make it clearer? – How would this sentence sound if we split it in two? – How are we going to end the text? – Let's look at the writing plan we made earlier. Is it still working okay? – What sort of punctuation are we missing here?
WHOLE CLASS FOCUS **Reflection** **(5 minutes)**	Students have an opportunity to articulate the learning that has taken place during the session. The importance of metacognition is well documented and should have a valued place in the program daily. At first, such thinking and articulation may need to be modelled. This time is not an opportunity for students to show completed work without the direction to articulate learning.

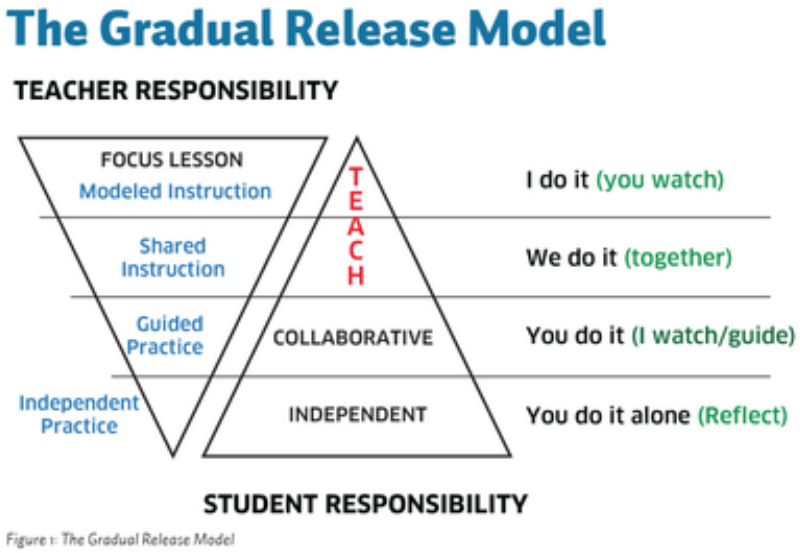

Figure 1: The Gradual Release Model

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SCOPE AND SEQUENCES

Writing (Subject to change based on teacher discretion)

	Term One	Term Two	Term Three	Term Four
K/PP	**T: Recount** Narratives: Exposure	Recount Narratives: Exposure	**T: Description** Recount Narratives: Exposure	**T: Socialise/Communications** Recount Narratives: Exposure
1/2	**T: Recount** Procedure	**T: Information Report** Recount	**T: Narrative** **T: Description** Recount	**T: Persuasive** **T: Poetry** Recount
3/4	**T: Persuasive/Exposition** **T: Narrative** Procedure *(Science/DT)*	**T: Narrative** **T: Poetry** **T: Response Writing** Recount	**T: Information Report** **T: Description/Explanation**	**T: Discussion Writing** Socialise/Communications Recount
5/6	**T: Persuasive/Exposition** **T: Narrative** Procedure *(Science/DT)* Recount	**T: Narrative (plays)** **T: Poetry** **T: Response Writing** Recount	**T: Information Report** **T: Description/Explanation**	**T: Discussion Writing** Socialise/Communications Recount

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Writing Genres *(based on First Steps and other sources)*

Students write for a range of purposes and in a range of forms using conventions appropriate to audience, purpose and context.

KPP	1	2	3	4	5	6
Describe						
Labels Captions Names Environmental/community print Price tags Catalogues	Menus Labels	Descriptions Simple reports Oral Reports	Reports Oral Reports Address books	Reports including: -Note making	Blurb Newspaper articles Reports including: -contents page -index	Reports including: -contents page -index -glossary -bibliography/reference
Entertain						
Rhyming words Role play writing (modelled)	Stories Rhyming phrases Speech bubbles	Stories Songs Chants Cartoons Poem: - Acrostic - Cinquain	Stories including: -retelling of fairy tales and fables Rhyming poems Jokes	Stories including: -Fantasy Picture books Poem: - Limerick - Diamond	Stories including: -Fables Simple play/scripts Descriptive using -figurative language	Simple adventure Myths and legends Poem: - Haiku - Free Verse
Explain						
Classroom rules Routines Date (visual) Oral Directions Map	Oral Explanation Memo Directions	Oral Explanation Memo Directions	Oral Explanation Explanations Rules	Community Rules Explanations of findings in: -Maths	Explanations of findings in: -Maths -Science -Technology and Enterprise	Timetables Oral News Report Map
Inquire						

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		Interviews		Simple interview Questions	Letters requesting information Interview questions	Surveys within the class Questionnaires
Instruct						
Shopping lists List of things to do Routines Posters	Lists	Lists	Instructions Recipes	Procedures Instructions		Instruction manuals
Persuade						
	Competition Entry	Opinions Book Reviews	Opinions Book Reviews	Advertisements Book Reviews of: -picture books	Travel brochures	Letters to the editor Book reviews Campaign Speeches
Recount						
Retells: direct/indirect experiences Conversations Scribed Writing	Retells: direct/indirect experiences Journal Conversations	Retells: direct/indirect experiences Journal Conversations	Diary Review	Diary Review	Recounts: -simple biographies Autobiography	Recounts: -simple biographies Autobiography
Socialise						
Telephone (know number) Messages Notes Greeting	Invitations Messages	Greeting cards Postcards	Letters to friends	Letters	Emails Personal correspondence	Emails
Teachers need to explicitly teach listed text forms for each year and consolidate the previous years. *Text forms need to be readily accessible throughout the year as a reference.*						

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YEAR LEVEL	RECOUNT **Suggested ideas** *Linked in with other Learning Areas*	PROCEDURE **Suggested ideas** *Linked in with other Learning Areas*	PERSUASIVE **Suggested ideas** *Linked in with other Learning Areas*	INFORMATION REPORT **Suggested ideas** *Linked in with other Learning Areas*	NARRATIVE **Suggested ideas** *Linked in with other Learning Areas*
KPP	Journal Writing		Me	Oral Name one thing they have learnt	Oral Fairytales
1/2	Holidays Weekends Excursion/Incursion	How to do something Recipe	Me	Animals Celebrations (birthdays, Easter, Christmas, etc) Object/thing	Fairytales
3/4	Guest Speaker Excursion/Incursion Sacrament	Recipe How to do something Coding	Community	Country Famous Person Landmark Object Sports States/Territories of Australia (flora/fauna)	
5/6	Guest Speaker Excursion/Incursion Sacrament Special Event Camp	Recipe How to do something Coding	World	Weather Phenomena/Natural Disasters Historical person/event Ancient Civilisations Landforms Culture	

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				Continent (North America, South America, China) Saints	

Comprehension Strategies

	Retelling/ Summarising	Making Connections	Determining Importance	Predicting	Visualising	Compare and Contrast	Scanning	Inferring	Synthesising	Questioning	Skimming
K											
PP											
1											
2											
3											
4											
5											

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6												

TI: Targeted Immersion T: Teach R: Review C: Consolidate E: Extend

Punctuation

	K	PP	1	2	3	4	5	6
Full Stop		Signal the end of a sentence						
Capital Letter		Start of a sentence People's Names		Proper nouns (including titles, street names, etc.)				
Question Mark			Ask a question					
Exclamation Mark			Express emotion or give commands			Abbreviations		
Comma				Separate items in a list				Separate clauses
Apostrophe					Contractions		Possessive nouns	
Quotation Mark		Speech Bubbles				Dialogue Titles Quoted speech		
Semi-Colon								
Brackets								

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Hyphen								
Dash								
Colon								

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Word Level

	K	PP	1	2	3	4	5	6
Nouns/ Noun groups			Represent - people - places Common Proper	Represent - people - places - concrete objects - abstract objects	Pronouns		noun groups/ phrases expanded	
Verbs			Represent - action words		- thinking - saying - relating words *Anchored in tense* Modal verbs *(can, will, might, should, etc.).*			Choosing verbs and elaborated tenses to expand and sharpen ideas
Adjectives/ Adjective groups			Represent - describing words	Expand noun group and add more detail			Adjective groups/ phrases expanded	
Adverbs/ Adverb groups					Modal adverbs to express an opinion (definitely',	adverb groups/ phrases and prepositional phrases		Choosing adverb groups/ phrases to expand and sharpen ideas

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					'rarely', 'clearly', etc.).			
Prepositions/ Prepositional groups						Prepositions		

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Sentence and Clause Level

	K	PP	1	2	3	4	5	6
Recognising that a sentence expresses a complete idea.								
Identify the parts of a **simple sentence** that represent… - 'What's happening?' - 'What state is being described?' - 'Who or what is involved?' and the surrounding circumstances.								
Constructing **compound sentences** through the use of a coordinating conjunction								
Subject-verb agreement								
Enriching the meaning of sentences through the use of noun groups/ phrases and verb groups/ phrases and prepositional phrases **Direct and indirect speech**								
Complex sentences								

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Understanding the difference **between main and subordinate clauses,** and that a complex sentence involves at least one subordinate clause								
Using **complex sentences** to elaborate, extend and explain ideas								

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Whole Text level: Text Structure

	K	PP	1	2	3	4	5	6
Understanding that texts can take many forms (e.g. letters, lists, recipes, etc.)								
Understanding that the purpose of texts shape their structure in **predictable** ways.								
Understanding how text purpose shapes the **structure and language features of different text types**								
Understanding how text purpose shapes the structure and language features of different text types								
Understanding that the variation of texts in complexity and technicality depends on the approach to the **topic, the purpose, and the audience.**								
Understanding that texts vary in purpose, structure and topic, as well as **degree of formality**.								

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The organization of texts into **chapters, headings, subheadings, home pages and sub pages for online text**								
Understanding how **authors innovate** on text structures and language features to achieve particular purposes and effects.								

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Whole Text level: Cohesive Devices

- *word groups – repetition, synonyms and antonyms*
- *signposting devices – headings and subheadings*
- *text connectives – however, on the other hand, therefore*

	K	PP	1	2	3	4	5	6
Achieving cohesion through **repetition and contrast**								
Using **synonyms, antonyms and word association** to make texts cohesive.								
Achieving cohesion through the use of **paragraphs**								
Achieving cohesion through the use of **pronoun reference and text connectives**								
Ensuring that the starting sentence of a text gives prominence to the message in the text.								

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Achieving cohesion by **omitting or replacing words.**								

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Spelling
Shared Understandings (in addition to the Literacy Expectations highlighted above)

- Use Blue Cover Scope and Sequence Document (located in General-AA Policy File-2020-Literacy Plan-Spelling Scope and Sequence) for whole class planning and programming of spelling
- Use WTW resource for word lists and sorts, with a focus on letter and blend sounds
- Spelling will have a 'Focus of the Week' evident through programming
- Words Their Way testing will occur once a term, in accordance to the Assessment Policy, used to assess children's ability and current spelling competencies

Resources
Digital
- Spelling City
- Reading Eggs

Physical
- THRASS or similar word charts are available in classes
- Personal Dictionary (3-6)
- 'Have-a-go' Dictionary (1-2)
- Age appropriate Word Walls (K-6)

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Word Study

	K	PP	1	2	3	4	5	6

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Alphabetical Order								
Dictionary Skills								
Syllabification								
Contractions								
Compound Words								
Prefixes								
Suffixes								
Abbreviations								
Synonyms								
Antonyms								
Homonyms								
Homophones								
Palindromes								
Animal Young								
Similes								
Metaphors								
Idioms								
Mnemonics								
Anagrams								
Word Origins								
Acronyms								
Eponyms								

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Faith - Respect - Teamwork - Challenge

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Faith - Respect - Teamwork - Challenge