# NURIOOTPA PRIMARY SCHOOL
Approach to Literacy

Rationale

At Nuriootpa Primary School, we believe that a coherent, whole school approach to Literacy is necessary. All students will receive the opportunity to receive high quality teaching in literacy to enable them to become articulate, powerful citizens in their daily lives, to be able to comprehend and critique the views of others and to be able to express their beliefs.

Our school will build partnerships with families and communities on literacy approaches to improve learner outcomes by consistent and effective communication, involving parents in the intervention process and promoting literacy to our school community.

Quality Teaching & Learning
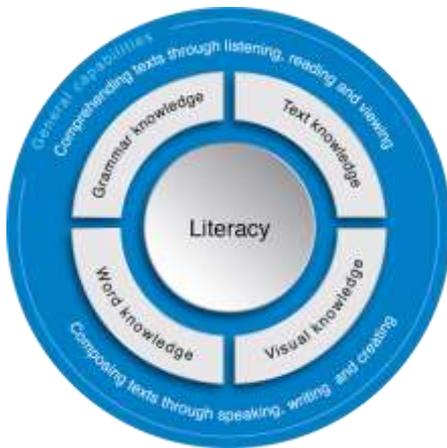
Our whole school is committed to teaching 450 minutes per week (90 minutes per day) of literacy. The following components will be explicitly taught: Handwriting, Spelling, composition of texts, Grammar & Punctuation, and Independent, Modelled and Guided Reading. The literacy block needs to incorporate components of each of the following:

Language, Literature and Literacy

The three strands form an integrating framework of disciplinary knowledge and focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking and writing from Foundation to Year 7. The three strands are:

- Language: knowing about the English language
- Literature: understanding, appreciating, responding to, analysing and creating literary texts
- Literacy: expanding the repertoire of English usage.

Big 6

To be effective readers children need to be able to use the six components in combination. An integrated approach to explicit reading instruction is therefore essential to provide relevant learning connected to other experiences. While teachers may highlight individual components at different times, they are not a set of isolated skills and need to be integrated throughout reading opportunities across the day. So, for example, while the systematic teaching of phonics is an important component, it is not sufficient in itself for learning to read.

- *Oral Language* encompasses two components: expressive language (speaking) is the use of words and non-verbal processes to share meaning with others. Receptive language (listening) is the process of understanding of what has been said.
- *Phonological Awareness* is the ability to detect and analyse the sound structure of spoken language i.e. breaking words into syllables, rhyme words, beginning sounds and each sound in words.
- *Phonics* is understanding the connection between letters and speech sounds i.e. see the letter, say the sound.
- *Vocabulary* refers to a set of familiar words, the acquisition of new words, words associated with a particular subject, expanding words and learning the meaning of words.
- *Fluency* is when decoding to semantic understanding occurs automatically and is the combination of all skills.
- *Comprehension* is the understanding of the purpose of text and actively engaging with texts i.e. literal, analytic, inferential and evaluative understanding.

Literacy Block Structure

The following indicates the basic structure of our Literacy Blocks in both Reception to Year 2 and Year 3 to 7.

Reception – Year 2	
Time	*Component*
20-30min	Modelled Reading, Talking & Writing
20min	Guided Reading
20min	Guided Writing
Varies	Independent Reading & Writing
30min	Phonological Awareness, Phonics & Word Study
10min	High Frequency Words
15min	Handwriting
5min	Sharing/Learning Summary

Year 3 – Year 7	
Time	*Component*
20-40m	Modelled Reading & Writing
20min	Guided Reading
20min	Guided Writing
Varies	Independent Reading & Writing
20min	Spelling & Word Study
15min	Handwriting (Unlikely to be daily)
5min	Sharing/Learning Summary

Monitoring Student Progress

Differentiated literacy programs are planned and student progress is monitored by the collection and analysis of a range of data. This evidence and data will be used effectively to inform, monitor and review literacy outcomes by whole school screening of students to identify waves 1, 2 & 3. As a school, we are committed to ensuring each student achieves at least one year's growth.

Our early readers are provided with **Decodable Readers.** Once the child has built their knowledge of tricky words and is able to blend (CVC, CCV, CCVC) successfully, teacher judgement is used to move readers onto **Levelled Readers (RR)**.

Students continue on **Levelled Readers (RR)** until they reach Level 30. After this, they move to **Lexile**.

If a child demonstrates reading below SEA for their year level, decodable readers will be provided.
Refer to Assessment Schedule for more information and benchmarks.

Writing Genre Mapping

Across our school, we will focus on the following areas of writing:

	1st Half of Term	*2nd Half of Term*
Term 1	Narrative*	Exposition*
Term 2	Procedure	Report
Term 3	Recount	Transaction
Term 4	Response	Poetry

*Must be completed in Term 1. All other genres are flexible over the year.

Genre Types	
Narrative	Realistic or imagined story written to entertain, stimulate, motivate, guide and teach the reader. Examples include myths, legends, fables, fairy tales, short stories, novels and picture storybooks.
Exposition	Persuades the reader that what the writer is saying is true. It is written by arguing one side of an issue. Examples include: film and book reviews, advertisements.
Procedure	Tells how to achieve a goal or an outcome through a sequence of steps. Examples include: advertisements, pamphlets, references, posters, book and film reviews.
Report	Classifies and describes general classes of phenomena. It is accurate and factual, and uses clear, straightforward language.
Recount	Records a series of events in the order in which they occurred. It tells how, where and when. Examples include: diaries, letters/postcards, journals.

Transaction	Used to sustain relationships and involves simple interactions and negotiations, often in the form of letters, cards and invitations.
Response	Responds to a visual, written or performed work and a judgement, using descriptive language.
Poetry	Helps us to think about familiar things in different ways. It uses language, rhythm, rhyme and structure to capture the essence of a feeling, thought, object or scene. Examples include cinquain, haiku, limericks, diamante, lyrics, ballads, humorous and free form poetry.
Explanation*	Describes in scientific terms how natural and technological phenomena come into being. They are written to add to our current knowledge.
Description*	Describes the characteristics and features of a thing or phenomenon using adjectives, action verbs and figurative language. Examples include: people, food, animals.

*Not explicitly taught in Literacy, to be taught through Science and HaSS.

Comprehension Strategies Mapping

Based on the work of Sheena Cameron's *Teaching Reading Comprehension Strategies,* we will focus on explicitly teaching each comprehension strategy.
An outline of this:

		Weeks			
	1 – 2	*3 – 4*	*5 – 6*	*7 - 8*	*9 – 10/11*
Term 1	Activating Prior Knowledge	Making Connections	Visualising	Predicting	Self-Monitoring
Term 2	Questioning	Summarising	Inferring	Synthesising	Determining Importance
Term 3	Activating Prior Knowledge	Making Connections	Visualising	Predicting	Self-Monitoring
Term 4	Questioning	Summarising	Inferring	Synthesising	Determining Importance

Comprised using: Cameron, S. *Teaching Reading Comprehension Strategies;* DfE. *Reading: from Beginnings towards Proficiency. Chapter 5: Knowing the Reader.*

Key Literacy Resources

The following resources are regularly used in our classrooms:

Resource	Location of Resource
Teaching Reading Comprehension – Sheena Cameron	Curriculum Box
Phonics Screening Test	
Jolly Phonics	Interactive software – public drive
Jolly Grammar	Curriculum Box
Oxford Sight Word List	Word List online
The Writing Book – Sheena Cameron	Curriculum Box
The Oral Language Book	Copy in resource room
Resources for select library books	PDF documents on public drive
Big Books (fiction and non-fiction)	Resource room
PM running records	4 kits in the library
Scholastic Learning Zone	Learnlink – MyClasses

NURIOOTPA PRIMARY SCHOOL
Approach to Literacy

Expectations

	You will see students:	You will see Teachers & Support Staff:	We measure this by:
Reading	• Reading in levelled groups. • Analysing texts/prints. • Co-constructing goals. • Reflecting on independent reading, class novel. • Actively engaged in reading activities.	• Designing differentiated curriculum. • Using data to inform programming and monitor student learning. • Identifying and intervening in the teachable moments. • Using Guided Reading groups to target explicit/specific student needs. • Working with targeted students. • Using Running Records to inform and track student learning.	• Lexile quizzes • Phonics screening • Running Records • PAT – R • NAPLAN • Sight-Word checklists • Anecdotal reading behaviour • Comprehension strategies
Writing	• Writing for a range of purposes and audiences. • Planning text according to genre structure and features using templates, graphic organisers. • Compose own writing using prescribed genre features in line with co-constructed goals. • Editing drafts using models, rubrics & checklists. • Independently writing. • Engaging in explicit handwriting lessons.	• Explicitly teaching genres. • Identifying and intervening in teachable moments. • Providing checklists, examples, rubrics, scaffolding and introduce prompts to assist independence. • Conferencing with students. • Model genre writing using the 'think aloud' approach.	• NAPLAN • PAT-G • Jolly Grammar • Work samples moderation • Assessments
Speaking & Listening	• Actively engage in class meetings, debates, readers' theatre, discussions, role-play and oral language games. • Sharing their thinking. • Listening comprehension. • Segmenting words, blending, cvc, ccvc, cvcc, onset rime. • Reflecting/sharing.	• Identify specific vocabulary/terminology. • Modality • Providing oral feedback • Reading aloud – class novel. • Discussing content with students. • Listening to and implementing feedback from students. • Questioning. • Providing opportunities for students to share their knowledge orally – presentations, assemblies.	• Readers theatres • Assessment • Oral presentations • Anecdotal observations • Presentations.