



WHOLE SCHOOL ENGLISH AGREEMENT

CURRICULUM

Australian Curriculum

- Content Strands – Language, Literature and Literacy

Reading

- The Heggerty Phonological Awareness Program R-2
- Daily 5 Reading Rotations R-7
- Sheena Cameron “Teaching Reading Comprehension Strategies”
- Decodables

Big Six Components of Reading

- Oral Language, Phonological Awareness, Phonics, Vocabulary, Fluency and Comprehension

Spelling

- The Heggerty Phonological Awareness Program R-2
- Literacy Guarantee Unit (LGU) Phonics Scope and Sequence R-2
- PLD Spelling 3-7

Vocabulary

- Explicit teaching of Tier 1, 2 and 3 Vocabulary

PEDAGOGY

SA TfEL Framework

- A resource for developing quality teaching and learning

Curriculum Coordinator

- Focus on Reading Comprehension, Spelling, Writing, Staff Professional Development and Resourcing

Oxford Word Lists

- Oxford Word Lists

Assessment for Learning

- Clear learning intentions, differentiated success criteria and use of formative and summative assessment

Daily 5

- Read to Self, Read to Others, Listen to Reading, Word Work and Work on Writing

ASSESSMENT

Fountas and Pinnell

- R-7 with short term improvement targets for students below benchmark. Comprehension of 75%+ and Fluency target of 95%+

Individual Termly English Goals

- R-7 short term improvement targets, based off individual goal setting, assessed each term

NAPLAN

- Years 3, 5 and 7

PAT Reading and Grammar

- PAT-R Comprehension Years 1-7

Phonological Awareness

- R-2 students Phonological Awareness Skill Mapping. All Receptions and new students screened
- 3-7 Phonological Awareness Screening Test. All Year 3s and new students screened

Promoting Literacy Development

- Students in Year 3-7 with end of term assessments

Literacy Guarantee Unit Scope and Sequence

- Reception to Year 2 - Letters and Sounds Assessment on a term basis

Top 5 for Writing and Reading R-7

- Displayed at the start of each maths unit for teacher/student referral with specific WALT & WILF lesson referral for students
- **Years R-2**
- Shared on SeeSaw at the beginning of a new unit
- Students use traffic light stamp to reflect on their completion of tasks according to the WALT: *green – achieved, orange – with support, red – not achieved*
- **YEARS 3-4**
- Shared on SeeSaw at the beginning of a new unit
- Students reflect on their understanding and achievement at the unit using *1- Not Yet, 2 – Do this with help, 3 – Do this on my own, 4 – I can teach this to someone*
- Students to reflect regularly on their understanding and achievement of Top 5 focus throughout topic using traffic light colours
- **Years 5-7**
- Shared on SeeSaw at the beginning of a new unit
- Students reflect on their understanding and achievement at the end of each lesson and the end of the unit, identifying achievement as: *with support, independently or in new contexts*
- Students to reflect regularly on their understanding and achievement of Top 5 focus throughout topic using traffic light colours

COMMUNITY ENGAGEMENT

- Individual Student Goals sent home each term informing parents and caregivers of their child/ren's current target
- Parent Information Sessions

TARGET PROGRAMS

Intervention Programs

- Phonics Intervention Program R-3

