At Renmark Primary School we believe in a consistent and coherent approach to Literacy which includes a culture of effective planning, teamwork, focused Professional Development and continuous improvement as key elements. Explicit Literacy teaching will be implemented in classrooms for at least 100 minutes per day; in reading, writing, spelling and oral language. Teachers will design learning, starting with the curriculum and include current pedagogical approaches to differentiate and scaffold learning. A whole school genre focus will assist teachers to link reading and writing components, allow for collaborative planning in learning teams and to participate in data collection and analysis, in order to improve student outcomes.

**LITERACY LEARNING**

**ORAL LANGUAGE AND VOCABULARY DEVELOPMENT**

Oral language/vocabulary development is a key focus where agreed actions to use specific strategies are implemented across the whole school.

**Grammar Knowledge**
- What sentence structures should students be able to know and use?
- Can students recognise and use:
  - a range of conjunctions?
  - noun groups and nominalisation to make their texts appropriately technical and academic?
- What teaching points do I need to provide to support students to produce effective texts in this learning area?

**Text Knowledge**
- What text types (genres) are typical of my learning area(s)?
- How and when will I teach the structure of these texts to students?
  - How each text is held together
  - How ideas are connected and sequenced.

**Word Knowledge**
- What subject specific vocabulary will students need to express abstract concepts and ideas accurately?
- How will I support students to understand and make appropriate vocabulary choices?

**Comprehending Texts**
- What types of texts will students need to select, navigate, read and view in this learning area?
- What strategies, topic knowledge and text knowledge can I provide to ensure students successfully access these texts?

**Composing Texts**
- How and when will I support students to compose sustained texts in this learning area?

**Visual Knowledge**
- What visual elements in texts support students to create meaning in this learning area? (eg charts, diagrams, maps)
- What language and skills do I need to provide for students to interpret and use these visual elements to build their ideas?

**Professional Learning**
- High Expectations
- Supportive & Collaborative Environment
- Whole School Focus

**Assessment for Learning**
- Critical & Creative thinking
- Conducive Learning Areas
- Differentiation

**Teaching and Learning Cycle**

*Staff at Renmark Primary use a scaffolded TEACHING AND LEARNING CYCLE to explicitly design and teach both curriculum and pedagogy.*

**Instructional Strategies**
- Conversations
- Listening & Recording
- Vocabulary & Concepts
- Building Talk for Thinking
- Think Alouds
- Think-Talk-Write
- Think-Pair-Share

**Comprehending texts**
- Teach new words ‘define-do-revise’

**Composing texts**
- Repeating what others have said

**TEACHING AND LEARNING CYCLE**

All of the activities within this cycle aim at moving across the register. Students will need to build meaning, in order to improve literacy skills.
**SPELLING**

**ANALYTICAL to SYNTHETIC approach** (know the word in context and be able to read the word & understand its meaning before moving on to sounds, letter patterns and word lists).

- Sound and letter knowledge (also onset and rime, phoneme isolation, phoneme blending, phoneme segmentation)
- Alphabet knowledge
- Sight words (Oxford word list and NAPLAN Spelling Guide)
- Phonics (THRASS)
- Common English letter patterns
- Visual
- Morphemic
- Etymological

**STAGES OF SPELLING DEVELOPMENT**

- Pre communicative
- Semi-phonetic
- Phonetic
- Transitional
- Proficient/conventional

**SPELLING KNOWLEDGE**

1. Phonetic
2. Visual
3. Morphemic
4. Etymological

**ASSESSMENT**

of learning, as learning and for learning

- Monster Spelling Test
- Oxford 300 Spelling Test
- SA Spelling Test

Collaboration and moderation of student work

Teacher and student developed rubrics to assess student writing

Feedback (feedforward) – various strategies – student to teacher, student to student (peer assessment, e.g. Two stars and a wish), teacher to student

Backwards design (TfELAC)

Various data sources including NAPLAN

**RESOURCES**

- Genre Map
- Text structure posters
- Literacy Secretariat resource papers
- Software including Jenny Ether, websites, INB & ActiViews

**TEACHING STRATEGIES**

- Setting the context
- Modelling & deconstruction
- Joint construction (story grammar) (shared/guided)
- Independent construction (individual/pairs/groups)
- Differentiation
- Scaffolded instruction
- Use of ICT
- Intertextuality (linking & using a wide range of reading materials and writing prompts)

**HANDWRITING**

SA handwriting, with focus on -

- Fine motor (WASP)
- Tracing
- Pencil grip
- Correct formation of letters
- Posture
- Oral guidance

THRASS techniques

Handwriting posters to be used and displayed in classrooms (available on R Drive)

**TECHING STRATEGIES**

Gradual Release of Responsibility

- Setting the context
- Book introduction
- Shared reading/reading to children
- Modelled reading
- Reading aloud
- Guided reading
- Independent reading
- Questioning – Luke & Freebody

**READING**

- Reading groups 3 – 5 times per week (based on reading levels)
- Teaching informed by assessment
- Whole class age appropriate, scaffolded reading activities (in children’s zone of proximal development)

**COMPREHENSION STRATEGIES**

- Making connections (Text to self, Text to text and Text to world)
- Activating Prior Knowledge
- Locating
- Predicting
- Questioning

**THE FOUR ROLES OF A LITERATE PERSON**

Luke and Freebody

**THE DOING PART CODE BREAKER**

Decoding & encoding of texts

Linguistic structures and features of texts

Are there words I don’t know? How can I work with these words?

**TEXT USER**

How the student uses the text – spoken, written, visual, reading and listening

What is the purpose of the text?

**TEACHING STRATEGIES**

Gradual Release of Responsibility

- Setting the context
- Book introduction
- Shared reading/reading to children
- Modeled reading
- Reading aloud
- Guided reading
- Independent reading
- Questioning – Luke & Freebody

**RESOURCES**

- Resource Centre
- Management boards
- Sentence makers/holders
- THRASS posters, CD’s, individual student charts
- Vocabulary chart

**THE BIG SIX**

1. Early Literacy Skills incorporating oral language and concepts of print
2. Phonemic awareness
3. Letter-sound knowledge
4. Vocabulary
5. Fluency
6. Comprehension

**ASSESSMENT**

- Oral test (Grevoia & Vineis)
- Tests for The Big Six (Neale, Pat-R, THRASS, Lexiles, etc)
- Running Records (including questioning, analysis and comprehension)

**SPELLING**

(Incorporated into 100 minutes of Focused Literacy Time FLT)

**READING**

(Incorporated into 100 minutes of Focused Literacy Time FLT)