

LITERACY OVERVIEW



Although the overview describes content in year levels, it is important that staff make judgements about when to introduce content based on children's prior knowledge and achievements.

		K	PP	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
WRITING	MAJOR TEACHING EMPHASES	<p>Curriculum Framework, Australian Curriculum – English (Pre-primary-Year 7/ Kindergarten teachers to lay the groundwork for the Australian Curriculum through intentional teaching of content based on the general capabilities of the curriculum, focusing on personal and social competence, and preparatory literacy capabilities)</p> <p>Early Years Learning Framework (EYLF) - Kindergarten to Year 2 teachers to draw on the EYLF and accompanying educators' guide for early childhood pedagogical advice</p> <p>K-7 Syllabus English/Writing scope and sequence statements</p> <p>Australian Curriculum general capabilities embedded in all learning areas: literacy, numeracy, information and communication technology competence, critical and creative thinking, ethical behaviour, personal and social competence, intercultural understanding</p> <p>Australian Curriculum cross-curriculum priorities embedded across all learning areas: Aboriginal and Torres Strait Islander histories and cultures, Asia and Australia's engagement with Asia, sustainability</p>							
	KEY LEARNING ACTIVITIES	<p><i>First Steps</i> Writing Map of Development</p> <p><i>First Steps</i> Writing Resource Book</p> <p>Literacy Learning and Teaching Resource – <i>Kindergarten Words, Sounds and Letters</i></p> <p><i>EYLF Educators' Guide</i></p> <p>Handwriting - Queensland Beginners Font, <i>Peggy Lego Seven Movement</i></p>	<p><i>First Steps</i> Writing Map of Development</p> <p><i>First Steps</i> Writing Resource Book</p> <p>Literacy Learning and Teaching Resource – <i>P/1 Phonological and Phonemic Awareness</i></p> <p>Children will begin learning the 100 high-frequency words in the <i>P/1 Phonological and Phonemic Awareness</i> resource in Pre-Primary. All 100 words will be learnt by most children by the end of Year One. Some children will have learnt them all before the end of Year One. These children should be introduced to words in the <i>Oxford</i> word lists.</p> <p><i>Let's Decode</i> (not required for fluent readers)</p> <p>Handwriting - Queensland Beginners Font, <i>Peggy Lego Movements</i> (refer to school's <i>Handwriting Policy</i>)</p>	<p><i>First Steps</i> Writing Map of Development</p> <p><i>First Steps</i> Writing Resource Book</p> <p>Literacy Learning and Teaching Resources – <i>2/3 Grammar and Punctuation, 2/3 Spelling and Word Study</i></p> <p>Oxford word list – 307 most frequently used words by students in this age group</p> <p><i>Let's Decode</i> (Year 2 students experiencing difficulty with decoding)</p> <p>Handwriting - Victorian Modern Cursive (refer to school's <i>Handwriting Policy</i>)</p>	<p><i>First Steps</i> Writing Map of Development</p> <p><i>First Steps</i> Writing Resource Book</p> <p>Literacy Learning and Teaching Resources – <i>4/5 Grammar and Punctuation, 4/5 Spelling and Word Study</i></p> <p>Oxford word list (plus) – 404 most frequently used words by students in this age group</p> <p>Handwriting - Victorian Modern Cursive (refer to school's <i>Handwriting Policy</i>)</p>	<p><i>First Steps</i> Writing Map of Development</p> <p><i>First Steps</i> Writing Resource Book</p> <p>Literacy Learning and Teaching Resources – <i>6/7 Grammar and Punctuation, 6/7 Spelling and Word Study</i></p> <p>Oxford word list (plus) – 404 most frequently used words if not mastered in Years 4 and 5</p> <p>Handwriting - Victorian Modern Cursive (refer to school's <i>Handwriting Policy</i>)</p>			
	Teachers select learning activities from the range of resources listed. <i>First Steps</i> is the primary resource for the selection of learning activities. Learning activities should be aligned to the appropriate level of development.	<p>The Gradual Release of Responsibility model of instruction supported by <i>First Steps</i> is utilised by all teachers i.e. modelling, sharing, guiding and applying. Key <i>First Steps</i> instructional strategies including modelled, shared, guided and independent writing are used across the school.</p>							
		<p>All teachers utilise a systematic approach to the teaching of spelling. The approach incorporates the Oxford high frequency words, words aligned to conventions and generalisations taught, subject specific words, thematic words and words misspelt in writing. The approach includes the use of <i>First Steps</i> spelling journals. The program also incorporates the Look, Say, Cover, Visualise, Write and Check strategy to learn to spell new words, and strategies associated with Have-A-Go Pads to spell unknown words.</p>							
KEY MONITORING AND ASSESSMENT STRATEGIES	<p>Focused observation of writing behaviours, conferences and interviews, analysis of products including logs, personal goal-setting, writing journals, student self-assessment, writing samples (planning, drafting, refining and publishing), Have-A-Go Pads, spelling error analysis, student questionnaires and tests to be used as appropriate to development and to support accurate judgements. Class profiling aligned to the <i>First Steps</i> Writing Map of Development is suggested to support curriculum differentiation.</p>								
	<p>Refer to <i>Kindergarten Words, Sounds and Letters</i> for information related to assessment</p> <p><i>ESL/ESD Progress Map</i></p> <p><i>Literacy Screening</i> Individual Student Profiles for students experiencing difficulty (Sem 2)</p> <p>Student reports (Semesters 1 and 2)</p>	<p>Refer to <i>P/1 Phonological and Phonemic Awareness</i> for information related to monitoring and assessment</p> <p>On-Entry Assessment (Term 1 - all students, Term 4 - students identified as experiencing difficulties)</p> <p><i>ESL/ESD Progress Map</i></p> <p><i>Literacy Net</i> Individual Student Profiles for students experiencing difficulty with literacy learning (Semesters 1 and 2) – to be completed Week 9, Terms 1 and 3</p> <p><i>South Australian Spelling Test</i> (Nov - if appropriate)</p> <p>Student reports (Semesters 1 and 2)</p>	<p>Refer to <i>2/3 Grammar and Punctuation and 2/3 Spelling and Word Study</i> for information related to monitoring and assessment</p> <p><i>ESL/ESD Progress Map</i></p> <p><i>Literacy Net</i> Individual Student Profiles for students experiencing difficulty with literacy learning (Semesters 1 and 2) – to be completed Week 9, Terms 1 and 3</p> <p><i>South Australian Spelling Test</i> (Nov)</p> <p>Student reports (Semesters 1 and 2)</p> <p>Year 3 NAPLAN (May)</p>	<p>Refer to <i>4/5 Grammar and Punctuation and 4/5 Spelling and Word Study</i> for information related to monitoring and assessment</p> <p><i>ESL/ESD Progress Map</i></p> <p><i>Literacy Net</i> Individual Student Profiles for students experiencing difficulty with literacy learning (Semesters 1 and 2) – to be completed Week 9, Terms 1 and 3</p> <p><i>South Australian Spelling Test</i> (Nov)</p> <p>Student reports (Semesters 1 and 2)</p> <p>Year 5 NAPLAN (May)</p>	<p>Refer to <i>6/7 Grammar and Punctuation and 6/7 Spelling and Word Study</i> for information related to monitoring and assessment</p> <p><i>ESL/ESD Progress Map</i></p> <p><i>Literacy Net</i> Individual Student Profiles for students experiencing difficulty with literacy learning (Semesters 1 and 2) – to be completed Week 9, Terms 1 and 3</p> <p><i>South Australian Spelling Test</i> (Nov)</p> <p>Student reports (Semesters 1 and 2)</p> <p>Year 7 NAPLAN (May)</p>				

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	KEY MONITORING AND ASSESSMENT STRATEGIES	<p>Focused observation of reading behaviours, conferences and interviews, and analysis of products including student self-assessment, think-alouds, work samples, retells, surveys and questionnaires, cloze procedures, oral reading and tests to be used as appropriate to phase of development and to support accurate judgements. Class profiling aligned to the <i>First Steps</i> Reading Map of Development is suggested to support curriculum differentiation.</p> <p>Running records (Alpha Assess P to Year 2 and Fontas and Pinell Year 3 to 7) to be used at least each semester from when appropriate in Pre-primary to ensure accurate judgements in relation to strategies for making meaning and comprehension. Records to be maintained in student literacy folders.</p>								
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