



WHOLE SCHOOL ENGLISH AGREEMENT

School Context:

Risdon Park Primary School is a Foundation to year 7 school of approximately 410 students, located in Port Pirie in the mid north of South Australia. Risdon Park Primary School is a part of the Port Pirie Partnership and is category 4 of disadvantage.

Purpose:

The Risdon Park Primary School, Whole School Literacy Agreement outlines the agreed approaches to the teaching of English and Literacy across the school for all students. The agreement outlines specific approaches across the school, approaches to intervention and standards that will be used as benchmarks to determine achievement and growth for cohorts and individual students.

The Whole School Literacy Agreement ensures a consistent approach and consistent language is being used across the site and that all teachers are confident and competent in teaching Literacy with consistent R-7 pedagogies.

Rationale:

Teachers engage in a whole school approach to Literacy learning with a shared language for learning and a commitment to meet the learning needs of all our students. Teachers follow agreed programs which reflect both the current curriculum expectations as well as current pedagogy around growth mindsets and building powerful learners.

Risdon Park Primary School believe that all students can learn and will be successful. High expectations for all students will enable each student to achieve 1 year of growth for each year of learning in English. This will be supported by ongoing development in teacher understanding of updated research, feedback and reflection of current student data and professional learning sessions.

RESPECT

RESPONSIBILITY

CONFIDENCE

PERSISTENCE

Creating Powerful Learners of English Programming and Planning

The Planning and Programming of English at Risdon Park Primary School is designed to give students opportunities to:

- Use English language in all forms to develop richness in conversation and to provoke feelings, reflection and create interaction
- To develop an interest in literature
- To learn to read, view, speak, write and create with fluency and purpose

To enable students to be successful and powerful learners, students and teachers need appropriate tools.

Key design elements of Programming at Risdon Park Primary School:

- Australian Curriculum: English
- Learning design
- Differentiation
- Applications outside of the classroom (Whole School Engagement)
- Learning Teams
- Staff meeting
- Professional development
- Effective pedagogies

Australian Curriculum: English

The content of our English program is comprehensively outlined in the *Australian Curriculum: English*.

Content is split among three strands:

LANGUAGE	LITERATURE	LITERACY
Language variation and change	Literature and context	Texts in context
Language for interaction	Responding to literature	Interacting with others
Text structure and organisation	Examining literature	Interpreting, analysing and evaluating
Expressing and developing ideas	Creating literature	Creating texts
Phonics and word knowledge		

We also have a strong focus on developing the Big 6 of reading instruction through all years of learning:

**Bright colour represents major teaching focus*

BIG 6	Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Oral Language							
Phonological Awareness							
Jolly Phonics							
Spelling /Grammar							
Vocabulary							
Fluency							
Comprehension							

Differentiation

Differentiation within the classroom in Literacy and Numeracy means tailoring instruction to meet the needs of individuals. This could include; differentiation of content, process, products, or the learning environment, the use of ongoing assessment and flexible grouping are ways to suit individual needs.

Out of class application: The Amazing Literacy and Numeracy Race

Biannually, Risdon Park Primary School conducts the Amazing Literacy and Numeracy Race to enable students to put into practice their numeracy and literacy skills. Staff plan and discuss this learning opportunity during staff meeting time. Students and staff work collaboratively to run the event across the year levels with appropriate support.

Learning Teams

Learning Teams operate within the Risdon Park Primary School community, where teachers of like year levels meet. These Learning Teams meet in designated staff meeting time. The discourse is teacher directed with a strong focus on collaborative practice to improve student learning outcomes. Possible direction may include:

- Moderation of student work samples;
- Reflective conversation;
- Sharing of resources; and
- Examination of student data sets to inform teaching and learning.

Problem Solving

Problem solving skills extend further than the realms of the classroom. Students will use, develop and refine their problem solving techniques in real life situations as they grow into adulthood.

The teaching of effective problem solving skills is reliant on teacher-directed pedagogy. Teachers provide their students with a range of problem solving strategies that are useful in a variety of contexts.

Explicit/ Guided Practice

In teaching new concepts, teachers explicitly show and guide students in using new skills with hands on, real world examples where possible.

Effective Pedagogies

Effective pedagogies will allow each student to access the curriculum in a way that enables students to:

- Develop positive dispositions towards their learning
- Become self-motivated in their learning, particularly in English
- Develop a persistent approach to learning in English

Assessment and Reporting

Formative Assessment and Feedback

Teachers at Risdon Park Primary School use formative assessment to gauge and inform student achievement. 'Embedding Formative assessment' by Dylan William is a key resource used in informing teachers in formative assessment strategies.

Summative Assessment

Teachers assess students achievement using a variety of assessment tools which include: NAPLAN years 3, 5 and 7, PATR years 1-7, Running Records and SPA (phonological awareness) are conducted annually. Other assessment tools include both Formative and Summative assessments which are complemented by teaching programs. Standardised Tests are conducted according to the outlined timeline in the Risdon Park Primary School combined Numeracy and Literacy Data map.

Reports

Written reports are sent home twice a year, at the end of Term 2 and Term 4. Students are reported against the Australian Curriculum Achievement Standards using A-E

	Rec	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6	Yr 7
WHOLE SCHOOL ASSESSMENT								
Summative Assessments								
Formative Assessments								
STANDARDISED TESTS								
Running Records								
PAT-r								
NAPLAN								
Oral Language								
Phonological Awareness								
Westwood Spelling								

grades.

Interviews

Parent, student and teacher interviews are held at the end of Term 1 to discuss individual progress of students. It is highly encouraged that all parents and students attend during the designated times, or to make another time that suits. Throughout the year parents and caregivers are also encouraged to arrange interviews with teachers to discuss concerns and progress of students.

Transitioning and Records

STANDARDISED TEST AGREED TARGETS

	REC	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
Oxford Word List	100 words	200 words	300+ words					
Running Records	Level 5	Level 15+	Level 21+	Level 30	Level 30	Level 30	Level 30	Level 30
PAT-R Scale Score				100 and above	110 and above	115 and above	120 and above	124 and above
NAPLAN				Band 3 and above		Band 5 and above		Band 7 and above

At Risdon Park Primary School, as students move through year levels and from one teacher to the next, a Student Data Record is completed ready for their next teacher. Student Data folders provide teachers with an overview of results

from diagnostic assessments to help inform planning and identify possible students for intervention programs.

Elements of the Daily English Week

(Minimum 300 minutes of English per week)

- Oral language
- Guided reading R-7
- Modelled, Guided and Independent Reading
- Modelled, Shared/Interactive and Independent Writing
- Phonics and word study
- Grammar and Punctuation

Common language

Staff at Risdon Park Primary School are working towards developing a common language and approach to the instruction of English in our school. Key resources to support this common language include:

- Jolly Phonics – R-2
- Jolly Grammar – R-6
- PreLit – Rec students only
- Oxford sight words
- Australian Curriculum glossary for terms and definitions.

Intervention

Risdon Park Primary School implements the 3 waves of Intervention:

- Wave 1: Classroom Differentiation
- Wave 2: Intervention Programs
- Wave 3: Negotiated Education Plan

In classrooms, students receive differentiated support from teachers. At times, students may be withdrawn for intervention programs. Discussions between teachers and the Special Education Coordinator take place annually to review students to take part in intervention programs.

Phonological Awareness Program R-2

The Phonological Awareness Program provides the tools necessary to teach pre-literacy skills and concepts in a fun and engaging way. There are short, clearly prescribed lessons that incorporate different types of phonological awareness activities and oral blending and segmentation activities.

Various activities are presented in a game format and lessons are cumulative with children progressing through the program at their pace and developmental level. Each activity is 15-20 minutes and designed to be delivered three times per week.

The Phonological Awareness Program includes the following components:

- Teacher manual
- Lessons book
- Sound snap presentation book
- Letter cards
- Alphabet picture cards
- Picture cards
- Shared story book reading cards based on 36 well-known children's storybooks

carefully constructed sequence of lessons teaches essential skills such as:

- Letter-sound correspondences presented in an easy to hard sequence,
 - Strategies for decoding multi-syllable words,
 - Prefixes and suffixes, and
 - Generalising component skills through connected text reading.
- Each lesson is designed to last one hour, and for best results should be delivered at least four times a week.

Mini Lit

MiniLit is an evidence-based and effective early literacy program. It is a practical, systematic, explicit and effective model for teaching reading skills. MiniLit targets the bottom 25% of students and is specifically aimed at struggling Year 1 readers, but may also be appropriate for “at risk” Year 2 students. MiniLit is an integrated and balanced program of 80 carefully structured lessons, divided into two levels of forty lessons each:

- Level 1: Teaching the basics of letter/sound knowledge and decoding skills for CVC words
- Level 2: Extending word attack knowledge by teaching commonly used digraphs and longer words

The program takes around 20 weeks to complete, with four lessons of up to 50 minutes per week, and includes regular curriculum-based measures to monitor the progress of the students.

Multi Lit

Older low-progress readers need to develop rapid, automatic and efficient word recognition strategies. That means the primary focus of Multi Lit is on phonics, or word identification, supported by connected text reading to ensure skills are generalised to authentic reading experiences.

The teaching of phonic skills is addressed through 122 carefully scripted lessons, divided into nine parts, delivered to small groups (ideally four students, but with provision for flexibility). The

Professional Development

Risdon Park Primary School provides opportunities annually for teachers and SSO to partake in professional development based on current learning around English. The Literacy team leader is to inform staff of upcoming external Professional Development. Through on-going professional development and sharing of staff learning and new resources staff become confident users and educators of English. Teachers of English have a sound, coherent knowledge of the three English strands; Language, Literacy and Literature.

Online Resources	
Australian Curriculum	www.australiancurriculum.edu.au
Scootle	www.scootle.edu.au
DECD AC Leaders Resource	www.acleadersresources.edu.au/
Planning Resources	Equipment
Australian Curriculum version 8.2	Teacher made resources Teacher resource room
Jolly Phonics & Jolly Grammar	Interactive White Board programs Grammar Book Phonic Book Jolly Dictionary
Other Resources to support classroom Teaching and Learning	
DECD Spelling : from beginning to proficiency	ICT
English Whole School Agreement	TfEL Guide and Framework
iPad apps	Comprehension Boxes
Intervention programs (minilit, multilit, phonological awareness)	Resource Centre
Take Home texts	Guided Readers

Resources

A variety of teacher resources and books are allocated to each classroom and unit. Located in the reading room are take home readers, guided readers and literacy games to be used in classroom.

RESPECT

RESPONSIBILITY

CONFIDENCE

PERSISTENCE