Cadell Primary School ~ Approach to Literacy

Purpose: To develop students as engaged independent learners through proficient literacy skills and a love for learning.

Reading and Viewing
Purpose: Proficient readers who are able to understand and enjoy different text types.
Processes:
- Read to students every day
- Students read everyday
- Students read 2x week to an adult
- Expose students to a variety of texts
- Reading programs based on Big 6
- Explicit teaching of comprehension skills
- Reading boxes
- Repeated reading
- Reading groups
- Home reading – voucher incentives
- Intervention for targeting students – MultiLit, Reading Freedom
- Strategies for decoding e.g THRASS, synthetic phonics
- Students reading texts in other languages
  - Peer Reading once a week with comprehension prompt cards
  - Parents/caregivers encouraged and supported to use school based strategies at home
  - Literacy in all curriculum areas
ASSESSMENT
- Lexile readers and assessment tools
- Running records/leveled readers + analysis 1/term
- PAT R Reading Comprehension Assessment

Writing and Representing
Purpose: Effective written/graphic communication through a range of multimodal tools.
Processes:
- Exposure to a variety of fiction and non-fiction texts
- Explicit teaching of fiction and non-fiction texts types
- The Writing Process – Plan-Draft-Edit-Revise-Publish
- Students monitor their own progress using assessment rubric
- Students write every day
- Peer and Self proofreading and editing with instructional feedback
- Whole school focus according to genre scope and sequence
- Modelled, interactive writing, shared, guided writing
- Handwriting – 5A Modern Spelling
- Overview of formalities and punctuation
- Correction of own errors - Old Way/New Way
- Teaching Spelling rules/sounds – Phonemic Awareness
- Individual word lists
- Literacy in all curriculum areas
  - Additional words from errors in writing and subject specific words
  - Spelling strategies e.g Have a go, chunking, sound charts, dictation, oral activities, base words, word building, Bloom’s levels of complexity
  - Use of IT – games, MS Word, Macs, spelling city, iPad, & appropriate apps eg, Book Creator
ASSESSMENT
- NAPLAN rubric – monitor student progress in targeted areas

Speaking and Listening
Purpose: Students who can clearly express themselves and listen for meaning
Processes:
- Students given the opportunity to speak and listen every day eg, Show and Tell and Role Plays
- Participate in informal discussions and group work
- Teach students about what makes a good listener
- Listening and following directions
- Teach students about formal Speaking e.g.
- Students give prepared oral presentations with focus on eye contact, pace, volume
- Selecting and using appropriate language for various purposes
- Use speaking to organise and share thoughts – “thinking out loud”, sounding out, read to revise
- Speaking and responding to instructions in other languages
- Use clear pronunciation to assist with spelling
- Students using a variety of technologies eg iPads and appropriate apps
  - Read aloud eg Readers Theatre and reciting poetry
  - Literacy in all curriculum areas

Roles and Responsibilities

Principal: Ensure human and financial resources are used for maximum benefit, and facilitate access to good quality professional learning for all. Celebrate successes.

Staff: Use effective differentiated teaching and learning practices, monitor student progress and providing meaningful and instructional feedback to all stakeholders. Celebrate successes.

Parents/Caregivers: Support school, staff and students to help achieve literacy goals for students as per their ILP. Provide information & feedback to ensure student needs are being met. Celebrate successes.

Students: Have ownership of their own learning by setting and monitoring their ILP goals through attending, giving feedback to others and trying their best. Celebrate successes.

Date Last Modified: May 2013