In English, the curriculum content is explicitly taught to enable students to develop a deep understanding and the ability to flexibly apply their skills across a range of learning contexts. English is taught systematically, explicitly and in a differentiated manner to cater for the needs of students. Teachers follow a structured and sequential approach to the teaching of skills. Literacy Blocks follow the Dwellingup Primary School Teaching and Learning Framework, ensuring there is connected practice across the school. Lessons comprise of learning intent, success criteria and plenary, providing students with a clear understanding of what they are supposed to be learning and how they will know when they can do it.

A child and child reading a book

Description automatically generated

# ENGLISH FOCUS AREAS

1. Achievement Standards
2. Instructional Routines: Phonics, Phonemic Awareness, Spelling
3. Instructional Routines: Reading
4. Instructional Routines: Vocabulary
5. Instructional Routines: Writing
6. Instructional Routines: Handwriting
7. Assessment, Moderating & Reporting

# ENGLISH ACHIEVEMENT STANDARDS

Western Australian Curriculum (WAC) and the Early Years Learning Framework (EYLF) is the foundation for all planning and teaching in English. Achievement Standards indicate the quality of learning students should typically demonstrate by a particular point in their schooling. Aspects of the Achievement Standards are explicitly referred to in learning intentions and reflections for each English lesson.

|  |  |  |  |
| --- | --- | --- | --- |
|  | Reading and Viewing | Writing and Creating | Speaking and Listening |
| Kindergarten | * Know that spoken and written language can be broken into smaller parts * Hear and clap syllables in simple words * Investigate, explore onset & rime in simple CVC words * Discriminate rhyme in words * Investigate and explore individual sounds and sounds in spoken words * Hear and begin to identify first and last sounds in simple words * Explore letter-sound relationships * Recognise familiar written symbols in context, such as road signs and their name * Recognise some letter names * Become aware that letters are different from numbers * Display reading/viewing like behaviours in play and experiences | * Verbalise ideas and simple concepts * Display writing like behaviours in play and experiences * Copy simple patterns * Retell a simple story * Engage in discussion about narratives and informational texts * Use imagination to recreate roles and experiences * Explore common language patterns in narratives * Use images, marks and approximations of letters and words to convey meaning. * Use symbols in play to represent and make meaning. * Show an awareness that print holds meaning. * Become aware that words are separated by spaces * Become aware that sentences are made up of words, that words are made up of sounds and sounds are represented by letters or groups of letters. | * Sustain conversations with others in different situations. * Use speech that can be understood by others * Act upon simple instructions and statements * Develop auditory discrimination * Modulate voice appropriate to the situation * Use simple sentences when speaking * Use turn-taking in conversations * Increase use of vocabulary by exploring meanings of new words and talk about language * Know that languages other than English are used in the home, school and community environment * Use simple non-verbal ways of communicating through gesture and signs. |

|  |  |  |  |
| --- | --- | --- | --- |
|  | Reading and Viewing | Writing and Creating | Speaking and Listening |
| Pre-primary | * Use predicting and questioning strategies to make meaning from texts. * Recall one or two events from texts with familiar topics. * Understand that there are different types of texts and these can have similar characteristics. * Identify connections between texts and personal experiences. * Read short, decodable and predictable texts with familiar vocabulary and supportive images. * Draw upon knowledge of concepts of print, sounds and letters and decoding and self monitoring strategies to read texts. * Recognise letters of the English alphabet, in upper and lower case. * Know and use the most common sounds represented by most letters. * Read high frequency words and blends sounds orally to read consonant-vowel-consonant words. | * Understand texts reflect their own experiences. * Identify and describe likes and dislikes about familiar texts, objects, characters and events. * Use familiar words, phrases and images to convey ideas in writing. * Writing shows evidence of letter and sound knowledge, beginning writing behaviours and experimentation with capital letters and full stops. | * Use appropriate interaction skills to listen and respond to others in a familiar environment. * Listen for rhyme, letter patterns and sounds in words. * Understand that their texts can reflect their own experiences. * Identify and describes likes and dislikes about familiar texts, objects, characters and events. * Communicate clearly in informal and whole class settings. * Retell events and experiences with peers and known adults. * Identify and use rhyme. * Orally blend and segment. |
| Year 1 | * Understand the different purposes of texts. * Make connections to personal experience when explaining information, characters and main events in short texts. * Identify that texts serve different purposes and are organised differently. * Understand how characters are developed and give reasons for personal preferences. * Describe characters, settings and events in different types of literature. * Read aloud with developing fluency. * Read short texts with some unfamiliar vocabulary, simple and compound sentences and supportive images. * They use knowledge of the relationship between sounds and letters, high-frequency words, sentence boundary punctuation and directionality to make meaning when reading. * Recall key ideas and recognise literal and implied meaning in texts. | * Create texts that show understanding of the connection between writing, speech and images. * Create short texts for a small range of purposes. * Provide details about ideas or events, and details about participants in events in their writing. * Accurately spell high-frequency words with regular spelling patterns. * Use capital letters and full stops. | * Listen to others when taking part in conversations, using appropriate language features and interaction skills. * Understand how characters in texts are developed and give reasons for personal preferences. * Create texts that show understanding of the connection between writing, speech and images. * Create short texts for a small range of purposes. * Interact in pair, group and class discussions. * Take turns when responding in pair, groups and class discussions. * Make short presentations on familiar topics. |

|  |  |  |  |
| --- | --- | --- | --- |
|  | Reading and Viewing | Writing and Creating | Speaking and Listening |
| Year 2 | * Understand how similar texts share characteristics by identifying text structures and language features, to describe characters/events or to communicate factual information. * Read texts that contain varied sentence structures, some unfamiliar vocabulary, a significant number of high-frequency words and images that provide extra information. * Monitor meaning and self-correct using knowledge of phonics, syntax, punctuation, semantics and context. * Use knowledge of a wide variety of letter-sound relationships to read words of one or more syllables with fluency. * Identify literal and implied meaning, main ideas and supporting detail. * Make connections between texts by comparing content. * Explain their preferences for aspects of texts using other texts as comparisons. | * Create texts, drawing on own experiences, imagination and information they have learnt. * Create texts that show how images support the meaning of the text. * Accurately spell words with regular spelling patterns and spell words with less common long vowel patterns. * Use punctuation accurately. | * Listen for particular purposes. * Listen for and manipulate sound combinations and rhythmic sound patterns. * Use everyday language features and topic-specific vocabulary to discuss ideas and experiences. * Explain their preferences for aspects of texts using other texts as comparisons. * Create texts that show how images support the meaning of the text. * Create texts, drawing on own experiences, imagination and information they have learnt. * Use a variety of strategies to engage in group and class discussions. * Make presentations. |
| Year 3 | * Understand how content can be organised using different text structures depending on the purpose of the text. * Understand how language features, images and vocabulary choices are used for different effects. * Read texts that contain varied sentence structures, a range of punctuation and images that provide extra information. * Use phonics and word knowledge to fluently read more complex words. * Identify literal and implied meaning connecting ideas in different parts of a text. * Select information, ideas and events in texts that relate to their own lives and to other texts. | * Understand how language features are used to link and sequence ideas. * Understand how language can be used to express feeling and opinions on topics. * Create a range of texts for familiar and unfamiliar audiences. * Include writing and images to express and develop, in some detail, experiences, events, information, ideas and characters. * Demonstrate understanding of grammar and choose vocabulary and punctuation appropriate to the purpose and context of their writing. * Use knowledge of letter-sound relationships, consonant and vowel clusters and high-frequency words, to spell words accurately. * Re-read and edit their writing, checking their work for appropriate vocabulary, structure and meaning. | * Listen to others’ views and respond appropriately using interaction skills. * Understand how language features are used to link and sequence ideas. * Understand how language can be used to express feelings and opinions on topics. * Create a range of texts for familiar and unfamiliar audiences. * Contribute actively to class, group discussions, asking questions, providing useful feedback. * Make presentations. |

|  |  |  |  |
| --- | --- | --- | --- |
|  | Reading and Viewing | Writing and Creating | Speaking and Listening |
| Year 4 | * Understand that texts have different text structures depending on purpose and context. * Explain how language features, images and vocabulary are used to engage the interest of audiences. * Describe literal and implied meaning, connecting ideas in different texts. * Express preferences for particular types of texts, and respond to others’ viewpoints. * Read fluently texts that, include varied sentence structures and unfamiliar vocabulary, including multisyllabic words. | * Use language features to create coherence and add detail to their texts. * Understand how to express an opinion based on information in a text. * Create texts that show understanding of how images can be used to extend key ideas. * Create structured texts to explain ideas for different audiences. * Demonstrate understanding of grammar, * Select vocabulary from a range of resources and * Use accurate spelling and punctuation, editing their work to improve meaning. | * Listen for and share key points in discussions. * Use language features to create coherence and add detail to their texts. * Understand how to express an opinion based on information in a text. * Create texts that show understanding of how images and detail can be used to extend key ideas. * Create structured texts to explain ideas for different audiences. * Make presentations * Contribute actively to class and group discussions, varying language according to context. |
| Year 5 | * Explain how text structures assist in understanding the text. * Understand how language features, images and vocabulary influence interpretations of characters, setting and events. * Analyse and explain literal and implied information from a variety of texts. * Describe how events, characters and settings in texts are depicted and explain their response to them. * Decode unfamiliar words using phonic, grammatical, sematic and contextual knowledge. | * Use language features to show how ideas can be extended. * Develop and explain a point of view, selecting information, ideas and images from a range of resources. * Create imaginative, informative and persuasive texts for different purposes and audiences. * Demonstrate understanding of grammar using a variety of sentence types. * Select specific vocabulary * Use accurate spelling and punctuation. * Edit their work for cohesive structure and meaning. | * Listen and ask questions to clarify content. * Use language features to show how ideas can be extended. * Develop and explain a point of view about a text, selecting information, ideas and images from a range of resources. * Create imaginative, informative and persuasive texts for different purposes and audiences. * Make presentations, which include multimodal elements for defined purposes. * Contribute actively to class and group discussions, taking into account other perspectives. |
| Year 6 | * Understand how the use of text structures can achieve particular effects. * Analyse and explain how language features, images and vocabulary are used by different authors to represent ideas, characters and events in texts. * Compare and analyse information in different and complex texts, explaining literal and implied meaning. * Select and use evidence from a text to explain their response to it. | * Understand how language features and language patterns can be used for emphasis. * Show how specific details can be used to support a point of view. * Explain how their choices of language features and images are used. * Create detailed texts elaborating on key ideas for a range of purposes and audiences. * Demonstrate understanding of grammar and make considered vocabulary choices to enhance cohesion and structure of their writing. * Use accurate spelling and punctuation for clarity. * Make and explain editorial choices based on criteria. | * Listen to discussions, clarifying content and challenging others’ ideas. * Understand how language features and language patterns can be used for emphasis. * Show how specific details can be used to support a point of view. * Explain how their choices of language features and images are used. * Create detailed texts elaborating on key ideas for a range of purposes and audiences. * Make presentations * Contribute actively to class and group discussions, using a variety of strategies for effect. |

A child and child sitting on the floor reading a book

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# INSTRUCTIONAL ROUTINES: YEARS K-2

Phonics is the study of the relationship between letters (graphemes) and sounds (phonemes). The acquisition of phonic knowledge is a crucial first step in learning to read and spell. Consistent, systematic and explicit high-quality phonics instruction is ensured across all early childhood classes (K-2) at DPS through the Heggerty Phonemic Awareness and InitiaLit Programs.

**Heggerty Phonemic Awareness Program – K-PP**

The Heggerty Phonemic Awareness Program will be implemented in 2022 in K-PP daily. The Heggerty Phonemic Awareness Curriculum is a systematic 35-week program of daily lesson plans that provide a high level of explicit modelling and student engagement. Each level of the Heggerty Phonemic Awareness Curriculum focuses on eight phonemic awareness skills, along with two additional activities to develop letter and sound recognition, and language awareness.

The Heggerty Curriculum includes explicit instruction in the following phonological and phonemic awareness skills:

* Rhyming
* Onset Fluency
* Blending
* Isolating final and medial phonemes (sounds)
* Segmenting
* Adding Phonemes
* Deleting Phonemes
* Substituting Phonemes

All lessons are short and sharp, taking 10-12 minutes and are very easy to implement. The Heggerty Phonemic Awareness Curriculum works alongside the existing structured synthetic phonics program, Initialitand it is an excellent way to build up the phonological skills of our early readers.

(See Scope & Sequence for further details)

**Initialit Reading Program – PP-Year 2**

InitiaLit–F teaches children that words are made up of sounds and sounds are represented by letters. Unlike learning to talk which children pick up naturally, children do need to be directly taught the relationship between sounds and letters. An InitiaLit lesson should take place at least four times a week. The first 20 minutes are spent on the mat where the children are introduced to new letters and sounds in a set order. They will do a number of targeted activities to practise reading and spelling words with the new sound during this whole-class session. After the lesson on the mat, the teacher will work with different groups of children to help them read words, sentences and stories using all the sounds and letters they have been taught. While the teachers is working with a group, the rest of the class will be doing an activity to consolidate what they have been learning. This may be a spelling worksheet, a game to practise their tricky words, or more practice using an InitiaLit reader

**InitiaLit–1** teaches children that words are made up of sounds and that those sounds are represented by letters. Unlike learning to talk, which children do without formal instruction, children need to be directly taught the relationship between sounds and letters. In InitiaLit–1 children will build upon the knowledge of the alphabetic code that they gained in their first year of schooling (Foundation). They will learn that a letter or letters can make different sounds, and that two or three letters together

can make a sound. They will also learn key terminology such as ‘vowel’, ‘syllable’, ‘phoneme’, ‘grapheme’, and ‘digraph’. An InitiaLit lesson will take place everyday. The first 25 minutes are spent on the mat where the children are introduced to new letters and sounds or a grammatical concept in a set order. They will do a number of targeted activities to practise reading and spelling words with the new sound during this whole-class session. After the lesson on the mat, the teacher will work with different groups of children to help them read words, sentences and stories using all the sounds and letters they have been taught. While the teacher is working with a group, the rest of the class will be doing an activity to consolidate what they have been learning. This may be a spelling worksheet, a game to practise their tricky words (words with irregular spelling patterns that cannot be sounded out letter by letter), or more practice using an InitiaLit reader. As your child’s reading becomes more confident, they will be able to read a variety of texts.

By the time children start **Initialit-2**, they have learnt that words are made up of sounds represented by letters. They should be able to work out most words they encounter for reading and spelling without guessing. The focus now moves to reading comprehension and spelling. There are four main teaching components in InitiaLit–2 spread across the week.

• Comprehension and fluency

• Spelling

• Grammar

• Vocabulary (using children’s literature)

During the first 25-40 minutes of a lesson, the teacher will introduce a new concept to the children in a very clear, explicit way. A number of areas will be covered during the course of the program. Children will learn to use different comprehension strategies to help them understand what they are reading and they will practise

reading with expression. They will learn the various ways to spell the sounds of English, as well as some spelling rules to help them make the correct choice. They will also be introduced to some simple and useful grammatical concepts to help with their writing. After the new concept has been taught, the teacher will work with different groups of children in turn, helping them to develop their reading fluency and comprehension using a variety of reading material. The rest of the class will be engaged in different activities to consolidate what they have learnt.

A book cover with a drawing of an elephant and a person riding an elephant

Description automatically generated (See Scope & Sequence for further details).

A drawing of a stack of books

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# SCOPE AND SEQUENCE INITIALIT -F/1/2

**Phonics -** The following grapheme-phoneme correspondences are taught for both reading and spelling.

|  |  |  |
| --- | --- | --- |
| Foundation | Year 1 | Year 2 |
| m, s, t, a | \*Review Foundation skills | \*Reteach/review Year 1 skills plus … |
| p, i, f, r | ai, ay | ch (school) |
| o, c, d, h | ee, ea (leaf) | ph (phone) |
| e, n, g, l | oa, ow (snow) | Silent letters k, b, w |
| k, u, b, j | \_y (cry), igh (light) | Consonant + le (candle, bubble, table) |
| w, ck, ll, ff, ss | ue (glue), ew (grew) | tion (action, station) |
| sh, qu, ee, z/zz | ar | Other |
| ch, v, x, y | or/ore | Compound words (Year 1 and 2) |
| wh, th, oo (moon, book), | ir, ur, er | VC/CV syllable pattern (Year 1 and 2) |
| ng, ay | ow (cow), ou (cloud) | V/CV syllable pattern (Year 2) |
| CVCC words | aw, au | \*\*Schwa (Year 1 and 2) |
| CCVC words | split digraph |  |
| CVCC, CCVC words | \_y, \_ey (ē) |  |
|  | oy, oi |  |
|  | eer, ear (hear), ear (bear) |  |
|  | air, are (care) |  |
|  | soft c, g |  |
|  | \_dge/\_ge |  |
|  | \_tch |  |

**Spelling choices and spelling rules**

|  |  |  |
| --- | --- | --- |
| Foundation | Year 1 | Year 2 |
| w, wh | ai/ay/a\_e – when to use ai/ay | \*Review/reteach of Year 1 concepts plus … |
| c, k, ck (choice only) | ee/ea/e\_e/\_y/\_ey | \*\*Suffix rule: drop final ‘e’, add ing |
|  | oa/ow/o\_e – when to use oa/ow | \*\*Suffix rule: doubling + ing |
|  | \_y/igh/i\_e | When to use ‘c’ and ‘k’ |
|  | oo/ue/ew/u\_e (oo, ū) | Consonant + le (candle, bubble, table) |
|  | or/ore/au/aw | tion (action, station) |
|  | ir, ur, er |  |
|  | ow/ou |  |
|  | oi/oy – when to use oi/oy |  |
|  | eer/ear |  |
|  | air/are |  |
|  | FLoSS and ck spelling rule |  |
|  | s/soft c |  |
|  | j/soft g |  |
|  | dge/\_ge – when to use dge/\_ge |  |
|  | ch/tch – when to use ch/tch |  |

**Morphology/grammar/terminology**

|  |  |  |
| --- | --- | --- |
| Foundation | Year 1 | Year 2 |
| Digraph | Phoneme | \*Reteach/review Year 1 concepts plus … |
| Suffix ‘s’ for plurals | Grapheme | Common and proper nouns |
|  | Trigraph | Pronouns |
|  | Syllable | Noun groups |
|  | Vowel/consonant | Types of adjectives |
|  | What is a sentence? | Prepositions |
|  | Compound word | Conjunctions |
|  | Noun | Types of verbs |
|  | Verb | Verb tense – present, past, |
|  | Adjective | irregular past, future |
|  | Adverb | Types of adverbs |
|  | Homophone | Suffixes: -ful, -es (nouns and |
|  | Base word and suffix | verbs) |
|  | Suffixes: -s (verb agreement, | Prefix: re |
|  | plural), -ing, -er, -y (adjective), -ly | Contractions |
|  | (adverb), -ed (past tense) |  |
|  | Contractions |  |
|  | Prefix: un |  |

**Tricky words**

|  |  |  |
| --- | --- | --- |
| Foundation | Year 1 | Year 2 |
| I, the, my, a is | \*Revision of a selection of Foundation tricky words plus … | \*Revision of a selection of Year 1 tricky words plus … |
| was, you, to, they, that | saw, friend, school, your, again, home | until, February, woman, different |
| said, are, he, she, me, be, we | who, many, any, love, over, says | caught, something, really, bought |
| were, has, look, one | mother, brother, father, sister, cousin, family | alright, already, across, lose |
| his, her, them, there | two, three, four, why, house, because | build, tomorrow, through, surprise |
| have, of, here, with | before, after, these, work, baby, children | minutes, remember, decided, together |
| all, call, ball, tall, little | fast, last, I’m, about, ask, our | though, around, favourite, interesting |
| go, so, no, this, then | kind, find, thought, only, great, their | women, believe |
| put, as, do, like, very | didn’t, can’t, don’t, shouldn’t, wouldn’t, couldn’t |  |
| what, where, want, some, come | always, animal, open, other, another, water |  |
| down, out, for, or | walk, talk, know, laugh, people, every |  |
| should, would, could |  |  |
| CVCC, CCVC words |  |  |

**Comprehension**

|  |  |  |
| --- | --- | --- |
| Foundation | Year 1 | Year 2 |
| Listening comprehension, explicit vocabulary instruction and making connections using storybooks. | Listening comprehension, explicit vocabulary instruction and making connections using storybooks. | Listening comprehension, explicit  vocabulary instruction and making  connections in Storybook lessons |
| Reading comprehension using InitiaLit decodable readers. Readers include a combination of basic literal and inferential questions to check for understanding | Reading comprehension using InitiaLit decodable readers in whole-class lesson and in reading groups. Questions are both literal and inferential to develop understanding of text. | Text structure: imaginative,  informative and persuasive |
| Comprehension strategy: predicting |
| Comprehension strategy: connecting |
|  | Written responses using the sequencing activities (downloadable) and More to  Explore book aligned to the InitiaLit Readers (Levels 10-16) \*Listening comprehension, explicit vocabulary instruction and making. | Comprehension strategy: visualising |
| Comprehension strategy: asking questions |
| Comprehension strategy: inferring |
| Comprehension strategy: finding the main idea and summarising |
| Comprehension strategy: monitoring |
|  |  | Reading comprehension using the RAD (Read and Discuss) Reading Book in whole-class lesson and small groups. |

# INSTRUCTIONAL ROUTINES – Years 3-6

**Spelling Mastery Program:**

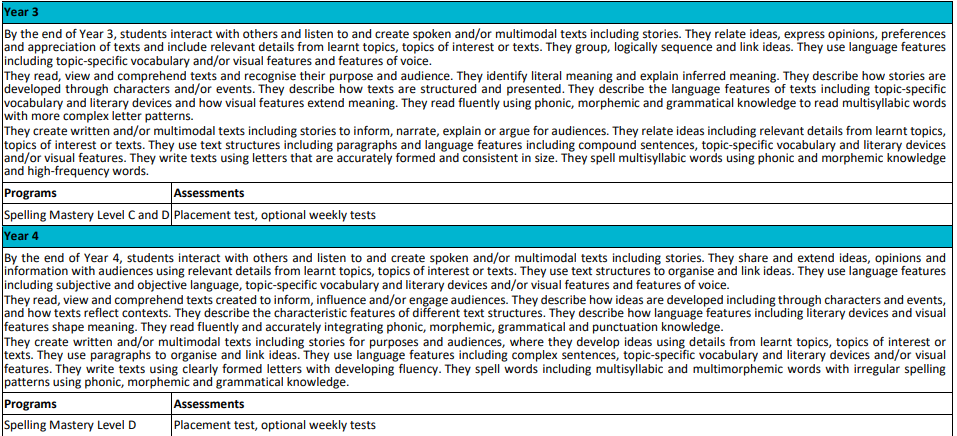
Students in Years 3-6 at Dwellingup Primary School learn to spell using Spelling Mastery which is a differentiated spelling program. The program uses an explicit, teacher-directed method of teaching called Direct Instruction. Spelling Mastery is an effective, research-proven spelling program that teaches students the strategies they need to become successful, life-long spellers. Spelling Mastery helps students to understand the relationship between sounds, word parts and spelling patterns and encourages them to become proficient writers. Through Spelling Mastery, students learn to spell in three ways:

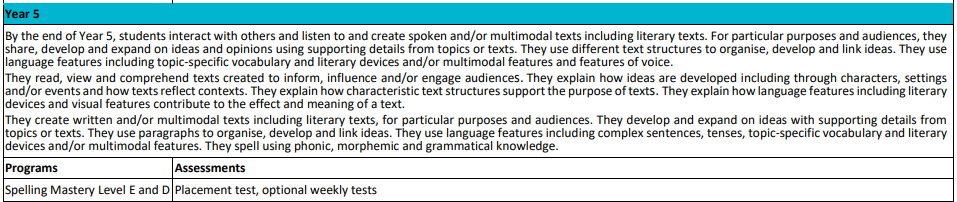
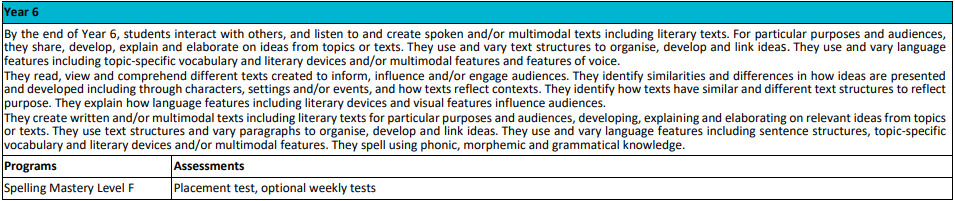
1. Students learn words using a phonemic approach. This sound-symbol method teaches students predictable spellings for different sounds.

2. Students learn using a whole-word approach. This whole-word method teaches students common, irregularly-spelled words. For example, words like friend, answer and people, whose spellings can’t be figured out.

3. Students learn rules about how to put different word parts together. These word parts are all called morphographs. Once they have learned to spell a few morphographs,students can mix them up to spell many words. They also learn the rules of putting morphographs together.

**Spelling Mastery Mapping**

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**** ****

**Critical Reading/Viewing**

During 2024, we analysed our whole school data and identified reading comprehension as a priority focus. From extensive research, we found schools successfully using Critical Reading. Critical thinkers analyse, evaluate and synthesise the information they hear or read. They ask relevant questions, challenge ideas and transfer their understandings to new situations. We believe that for deep, quality learning to occur, children need to be provided with the tools and opportunities to apply their critical thinking skills.

A group of children sitting on a bench outside

Description automatically generated

Critical reading requires careful analysis of complex, engaging passages of texts whilst promoting critical thinking and collaborative peer discussion. Students engage with reading and analysing a passage of text multiple times over 3-4 lessons. Each reading has a defined purpose, supported by carefully designed text dependent questions. This allows students to engage and discuss the text on a deep level. Students also develop annotation skills that assist in their understanding of a text, in addition to developing effective study habits.

The five main elements to support critical reading are:

1.Repeated readings of short, complex and high interest passages of text;

2.Annotation of the text to reflect thinking and new understandings;

3.Strategically planned and sequenced text-dependent questions;

4.Collaborative discussion and analysis of the text using academic language;

5.High quality, engaging after reading activities.

Skills acquired during Critical Reading sessions translate across all areas of the curriculum.

# INSTRUCTIONAL ROUTINES: WRITING

Assessment

Use Formative Assessment to guide their writing instruction for each text type.

1. Assess - Employ a ‘cold task’ prior to teaching the specific text – find out what students know.
2. Profile class and set class goals linked to text.
3. Develop a Text Toolkit to guide instruction for students – language features/organisational features – used to give feedback to students.
4. Employ a ‘hot task’ at the end of the teaching unit – monitor progress.

**Talk for Writing – K-Year 2**

Talk for Writing is an evidence based explicit instruction approach that ensures children write independently for a variety of audiences and purposes. Key features are that children internalise the language features needed to write through ‘talking the text’. This approach moves through the Gradual Release Model from dependence towards independent writing. This is taught though the 3 stages of Imitate, Innovate and Independent application. The teacher develops these stages through shared and guided instruction to develop the ability for children to write creatively with an emphasis on fluency through exposure and repetition. Children develop metacognitive strategies to facilitate the transfer of knowledge and skills through cumulative and sequential presentation of the content and skills over the course of a 4-5 week block.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| FAMILIARISING  Modelled Text | ANALYSING  Reading like a Writer | MODELLED WRITING  Teacher Modelled | GUIDED WRITING  Joint Constructions | INDEPENDENT WRITING |
| Students are involved in tasks in which they are required to discuss, read, listen to and view samples of the new text form. | Students analyse the mentor text and teacher explicitly ‘thinks aloud’ to highlight the key language features and organisational features of the text.  Language Features – grammar at a word level.  Orgainsational Features – how the information is organised within the text: sentences, paragraphs, heading. | Teacher thinks aloud and writes a section of texts; the teacher makes the writing decisions explicit for students. | Teacher and a small group of students talk, read and think their way through a text. | 3 KEY STAGES OF WRITING -  Planning, Drafting & Editing Draft writing: students apply thinking in writing of a specific text form.  Journal Writing: promote writing fluency. |

**Writing Scope and Sequence**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Term 1 | | Term 2 | | Term 3 | | Term 4 | |
| Kindy | Poetry | Narrative | Description | Narrative | Procedure | Narrative | Information Texts | Recount |
| Pre-Primary | Narrative  (My Family) | | Narrative  (Fairy Tales) | Narrative  (Zoo Animals) | Narrative  (Australia) | | Narrative  (Minibeasts) | Non Fiction  (Minibeasts |
| Year 1 & 2 | Recount | | Recount | | Narrative | | Persuasive Texts | |
| Year 3 - 6 | Narrative | Information Report | Poetry | Procedure | Narrative | | Persuasive | |

**SCSA Editing and Proofing Scope & Sequence**

|  |  |  |  |
| --- | --- | --- | --- |
| K | PP | Year 1 | Year 2 |
| Teacher models rereading writing for meaning. | Teacher models rereading writing for meaning.  Students encouraged to re-read own  writing for meaning. | Uses capital letters and full stops with some accuracy.  Rereads own writing for meaning. | Consistently and with some accuracy uses capital letters and full stops.  Rereads own writing for meaning. |
| Year 3 | Year 4 | Year 5 | Year 6 |
| Consistently rereads and edits their writing, checking their work frequently for vocabulary, structure and meaning. | Consistently and accurately uses punctuation, including quotation marks, to enhance meaning.  Consistently re-reads and edits their work, checking their work frequently, to improve structure and meaning. | Uses boundary punctuation with consistency – more complex punctuation to support meaning.  Develops criteria – structure and meaning to revise and edit their work. | Effectively uses punctuation for clarity and meaning.  Consistently monitors writing, making editorial choices for text structure, language features, spelling and punctuation based on purpose and  audience. |

**2025:**

**Create consistency of teaching across the whole school through Dwellingup PS Teaching & Learning Framework.**

**Create consistency of teaching through the implementation with fidelity of a Phonics program in Early Childhood.**

**In all years, decrease identified gaps in Comprehension – Interpreting, analysing and evaluating.**

**Monitor identified gaps in Text structure and organisation.**

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| --- | --- | --- | --- | --- | --- | --- |
| **Targets** | **Focus** | **Strategies** | **Who** | **Resources/Cost** | **Timeline** | **Milestones** |
| Year 3 NAPLAN Data at or above like schools  2-4 Individual progress to expected levels | **Whole School** | DPS Teaching & Learning Framework   * Daily Review – use Elastik to identify gaps and use toll to build gaps into daily review.   Promote reading to students/community as a lifelong activity used for information and entertainment.   * Book Week – major celebration with whole school community engagement. Fund each class to engage. * Community Library – Free books for all. Community Library (Box) donated by Mens Club. Books donated from various sources. * DEAR -Drop Everything And Read (10min after lunch everyday) * Messages about reading in newsletter / Facebook page. * Promote Premier’s Reading Challenge and continue discussions on bulk registration of students.   Reading Incentive program – Badges for achieving Reading levels. Acknowledge at assemblies.  Use of themes each term to engage students in learning but also to help expand their knowledge and vocabulary. | All  All  Neil & Prof. Brook  Neil  All  Neil  Neil & Prof. Brook  Teachers | $Nil  $1000 ($100 each class).  $100 (installation)  $Nil  $Nil  Nil  Badges Bronze, Silver, Gold. $300  $Nil | On going  Annual event  On going  On going  On going  Annual Event  2025  (Review Term 4)  Term, 2024 | Gaps continue to close in Gap Analysis of Elastik  >20 students registered 2025 (4 in 2024)  Students gain 100points p.a. on average in Lexile Reading |
| Year 3 NAPLAN Data at or above like schools  2-4 Individual progress to expected levels | **Early Childhood- Reading** | Introduction of InitiaLit Program.  All ECE staff trained in InitiaLit and required staff trained in MiniLit.  Implement MiniLit intervention program.  MiniLit bridging training.  Home Reading P-2. Check reading folders and read with students as required.  Assessment: Follow up assessments and enter data  Build partnership with Shire of Murray libraries for early childhood. Excursion to Pinjarra. | Neil/ECE  5 x staff  Neil & Jude  Jude & Juliet  Jude + Volunteers  Jude  Natasha & Neil | $12,326  Course $1287ea  Total $6435  Teacher Relief $6500  $2806  $290ea = $580  Relief $1000  Nil  Nil  Bus $400 | Start Term 1 2025  Start Term 2 2025  On going  On going  Annual event | -90% students achieving at level in cumulative testing each term.  -100% of students have 20% improvement in WARL, WARN or WARP scores over year.  -50% of identified students achieving at level by end 2025 unless diagnosis made.  -90% students participating in home reading at least three times per week. |
|  | **Y3-6 Reading** | Lexile Reading Program (Home Reading)  Spelling Mastery  Critical Reading | English Committee  Steph  Steph | Already Implemented.  Purchase Box 5a for extension. $868  Teacher Guides C-F @ $376ea = $1504  Student Workbooks ($33 each part of book list) $330 non-supply  Already implemented 2024. $Nil | On going  2025  On going | Students gain 100points p.a. on average in Lexile Reading  >50% Y5 Students above National Year 5 Mean for PAT Spelling test, End 2025 (37% mid 2024). |
|  | **Whole School - Writing** | Talk for Writing – Update teachers so not reliant on trained EA.  Introduce WriteMark for writing assessment (Elastik) | Teachers  English Committee | Training 2025  2 @ 535 ea  2 x travel $400  2 x accom $600  = $2070  $Nil | On going  End 2024 (Baseline data) |  |
|  | **English Assessment** | * On Entry Pre Primary (Module 1) & Year 1 (Module 2)   Reading, Writing, Speaking & Listening   * NAPLAN   Writing, Reading, Spelling & Grammar   * PAT Reading (Adaptive) * PAT Punctuation and Grammar * PAT Spelling * Write Mark * Lexile Reading * InitiaLit   Formative Testing  Cumulative Testing  WARL  WARN  WARP   * DiBels- comprehension |  |  | Term1 ,2025  Term 1, 2025  Mid year & End Year  Term 4 2025  Term 4 2024  On going  Start 2024  End of each Term  Start 2024 |  |

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| 1. PREVIEW | 2. REASON | 3. READ | 4. RETURN |
| Preview the text and connect to students’ prior understandings.  Activate prior knowledge by cueing the readers into the concept or genre eg. This book is about, what do you know about? Picture flick.  Examine features of the text (non-fiction texts). | Set the learning intention: We are learning to . . .  What reading strategy is the session focus? How do we use the strategy?  Why is it important? | Students read the text independently and silently. Depending on age and needs of students they may read aloud with teacher support.  Reading may comprise a chapter, a couple of pages or the whole text.  The teacher listens to individual students in turn to support the use of a strategy – useful time to collect ongoing information for running records. | Return to the text with purposeful questioning.  Guided discussion with open-ended, focus questions that make explicit your teaching point.  Teacher guides metacognition so students’ problem-solving actions become clear to them.  Drive children back into the text to express  their understanding and the connections they make to the text. |