



## **Our Beliefs about Literacy:**

At Morgan Primary School the framework of The Big 6 is used for developing students' literacy skills in reading and writing. We integrate Literacy into all areas of the curriculum and promote the importance of Literacy skills within our school community.

The Whole School Literacy Agreement ensures a consistent approach and consistent language is being used across the site. All teachers are confident and competent in teaching Literacy with consistent R-6 pedagogies that align with the guidebooks.

## **How it looks in practice:**

### **The Literacy Block**

- The literacy block exceeds the recommended 300 minutes per week to ensure that Literacy skills and knowledge are integrated across the curriculum. Whole school programming and planning is aligned so classrooms have consistency with the explicit teaching of Phonics, Reading, reading comprehension strategies and the teaching and learning cycle to support genre writing.
- The high impact teaching strategies that underpin literacy teaching are implemented through the use of Learning Goals and Success Criteria. Students are involved in co-creating their Literacy goals based on data, formative assessment and feedback to move learning forward. The teachers manage targeted intervention through quality differentiated practice and SSO support.
- Daily opportunities are provided through the teaching and learning cycle to enable learner's daily writing opportunities to respond to reading and other experiences. The cycle incorporates dialogical talk and mentor texts to build content knowledge before genre writing.
- Classroom interactions will engage students in talking about learning and develop learning area vocabulary. Students are provided with opportunities to communicate in informal and formal settings. They make presentations and actively contribute to class discussions.
- Heggerty is used daily in the R-1 classroom setting to develop phonological and phonemic awareness to improve students reading, writing and spelling as students learn to hear the sounds in words.
- Doorway to Practical Literacy (DIPL) is delivered across the site and focuses on phonics and phonemic awareness skills. It integrates spelling with other areas of language and teaches grammar and punctuation in a sequential way.

### **Reading**

The simple view of reading is a theoretical model of reading that is consistent with the Big 6 of reading. Scarborough's (2001) reading rope is referred to so teachers can place the Big 6 in the teaching of early reading skills and provide quality differentiation.

- Explicit teaching of reading implemented 4 times per week in all classrooms. This can be through big book routines, guided reading or close reading.
- Teachers use the gradual release model to introduce and teach the nine key reading comprehension strategies (Sheena Cameron – inferencing, predicting, connecting, summarising, synthesising, activating prior knowledge, questioning, visualising and self-monitoring). Each term there will be a focus on two comprehension strategies. Although the explicit teaching of the strategies occurs all strategies are referred to in the teaching of reading and self-monitoring is ongoing.
- Students will also be provided with the opportunity to respond to their reading through the daily writing program.



## Writing

Models of writing are provided to allow for self-assessment and personal goal setting. This is on display in each classroom and guided by the Brightpath Scale.

Explicit teaching of language will take place to support the various genres and their specific purposes and audience. Students are supported to develop their sentences to include a range of simple, compound and complex sentences.

The cycle includes:

- Building knowledge
- Supported reading
- Learning about the genre
- Supported writing
- Independent use of the genre

Throughout the process the learning goal and success criteria will be adapted to reflect the step in the cycle. The formative assessment will guide feedback to improve learning outcomes. Daily writing occurs 4 times per week and two genres per term are explicitly taught.

**How we develop teaching practice:**

### Collaborative Culture

At Morgan Primary School we value teacher efficacy and support the teaching and learning of all students at our site, therefore teacher's work together to support student outcomes. To strengthen collaborative culture, staff are provided with opportunities to work collaboratively with teachers across the Waikerie Partnership to moderate writing.

### Peer / leader/ Observations

Walkthroughs and observations occur to provide evidence in the Step 4 process of the Site Improvement Plan. They also provide teachers with feedback to improve practice and student learning outcomes. All teachers are offered the opportunity to observe each other's literacy practice and share feedback to improve practice.

### Professional Development

Teachers are supported with professional learning that is linked to their Personal Development Plan.