

Hincks Avenue Primary School – Literacy Agreement R-6 (2022)

	READING	WRITING	ORAL LANG.	
R 1 2 3 4 5 6 7	<p>Read aloud to an adult daily – at level of independence.</p> <p>SHARED READING – 3 Times each day Love of Reading, Syllables, Rhyme, Comprehension strategies, Oral language development, retelling and recounting stories, deconstructing metalanguage of texts and Concept of Print</p>	<p>Daily practice</p> <p>PHONEMIC AWARENESS (Hegarty Pre K +)</p>	<p>BIG TALK About Writing</p>	
	<p>Read aloud at least once a week</p> <p>SHARED READING – Mentor Texts Reading Comprehension strategies. Including Before During After (BDA) Strategies Love of Reading Build background knowledge using a variety of texts – cross curricular content.</p> <p>SHARED READING – Mentor Texts Use progression of text-dependent questions to build literal, structural and inferential understanding of texts. Deconstruct texts to model the creation of quality, meaningful texts for children.</p>	<p>READ WRITE INC</p> <ul style="list-style-type: none"> Targeted Grouping Letters and Sounds Letter formation Blending & Segmenting Phonological Awareness Phonics Red Words 	<p>SA Units ENGLISH (R-6)</p> <p>Students set Individual short-term goals using BRIGHTPATH Writing scales</p> <p>Formative Assessment on <u>extended writing</u> (from SA Units)</p> <p>Staff Monitor progress and intervene accordingly (following Assessment Schedule)</p> <p>Teachers moderate <i>Narrative x 2</i> <i>Persuasive x 2</i> Each year</p>	<p>QUALITY CONVERSATIONS (Through Investigations):</p> <ol style="list-style-type: none"> Modelling and Extending Scaffolding Tiered Vocabulary Wonder and think alouds
	<p>SHARED READING – Mentor Texts Use progression of text-dependent questions to build literal, structural and inferential understanding of texts. Deconstruct texts to model the creation of quality, meaningful texts for children.</p>	<p>Intentional dialogic practices in teaching English Curriculum</p> <ul style="list-style-type: none"> Cross Curricular Build background knowledge Focused Vocabulary development Explicit language conventions Engaging Authorial Choices Talk to learn and to share learning <p>GENRES: Procedures, Poetry Information reports Explanations, recounts Narrative, mythology, Persuasive texts</p>	<p>VCOP (Vocabulary, Connectives, Openers & Punctuation) = Explicit Teaching Strategies</p>	<p>STRIVE for FIVE <i>Everywhere</i></p>
	<p>Self-selected Reading: School & home (Accelerated Readers and MyON Digital books) / students complete comprehension quizzes</p>	<p>HIGH IMPACT FOCUS</p> <ul style="list-style-type: none"> Learning Intentions Success Criteria Differentiated & scaffolded Explicit teaching Student feedback 	<p>Spelling Mastery – targeted Spelling groups (Including intervention group)</p>	<p>Intentionally planned TIERED VOCABULARY</p> <ol style="list-style-type: none"> Basic Interesting Specific Technical
			<p>Sheena Cameron Oral Language Strategies – R to 6</p>	<p>STRIVE for 7 to 9 <i>Everywhere</i></p>
				<p>RATIONALE: <i>The ultimate goal of literacy instruction is to build each child's comprehension, writing skills, and ability to creatively communicate.</i></p>
				<p>Ongoing Formative Assessment inspires responsive teaching & Targeted goal setting according to Literacy Progressions / SA Scope and sequence</p>

Evaluate and reflect on results / High expectations for presentation and bookwork