



Literacy Agreement

Updated August 2018

Palmer School 'BEAR' Values:

Being Responsible

Excellence

Always Trying

Respect

Whole School Literacy Agreement at Palmer Primary School

At Palmer Primary School our pedagogical framework incorporates Margaret Mooney's continuum of support, the 'Gradual release of responsibility' model, commonly known as 'To, with, by'. Our priorities are centred on the three instructional practices of reading: Read Aloud/Shared Reading, Guided Reading and Independent Reading.

Reading **TO** students enables a high level of scaffolding and modelling; this instructional practice is '**Read Aloud, or Shared Reading**'.

Reading **WITH** students provides them some scaffolding whilst allowing students to begin to attempt strategies themselves; this instructional practice is '**Guided Reading**'. The specific focus for each guided reading session each week is to be guided by the genre being explicitly taught at that time, and following the best practice as demonstrated in Fountas & Pinnell's Levelled Literacy Intervention. Elements of Deslea Konza's 'Big six of reading comprehension' are also included to support this.

Students reading **BY** themselves occurs in the instructional practice of '**Independent Reading**'. It is essential that this occurs with students reading texts at their independent reading level, so that students are able to develop and refine their comprehension strategies previously modelled in shared and guided reading, and also improve their self-monitoring, self-correcting and fix-up strategies when an error occurs.

Reading **To, With** and **By** in every Literacy Block, in every classroom, is a priority that all staff and students value at Palmer Primary School.

Here at Palmer Primary School, our aim is to develop and foster the absolute joy that reading can bring, and to regularly check our progress with this, our assessment and data collections are conducted on agreed times, that inform future practice and closely monitor the progress that each student is making across all areas of the English Curriculum.

Writing about Reading

Writing about reading involves students thinking about one aspect of the text they have just read and recording their thinking (writing). This may include:

- *Writing a response to what has just been read
- *Writing a prediction as to what may happen next if the text is a narrative.
- *Summarising key points from the text read, i.e. key information, dot points, basic plot.
- *Recording a personal thought, feeling or response related to the text.
- *Recording information about the text for example, if it is a non-fiction text, recording the text features that may assist with comprehension, including glossary, index, labels etc.
- *Writing key words or technical vocabulary related to the text that will assist in comprehending the text and developing spelling rules as well.
- *Writing some of the words that may belong to a word family featured in the text, for example: cat, mat, sat, hat.



Shared Reading

Shared Reading allows students to observe desired reading strategies and behaviours modelled to them by the teacher.

- The teacher may be able to demonstrate reading strategies during a 'think aloud'. This involves the teacher talking about the thought process and strategies they use when reading an unknown text. They may model a strategy of reading on when they come across an unknown word, or sounding out an unknown word. They may discuss a connection to the text that they are able to make, for example a text-to-text, text-to-self or text-to-world connection. They may stop at any point in the text and make a prediction about what might happen next, or what information may be featured next in the text.
- Teachers also have the opportunity to model appropriate fluency and prosody during shared reading. This is a chance to model the smooth rhythm and flow when reading aloud, and changing voices for example when different characters speak within a text.

Shared Reading is also a wonderful opportunity to model the absolute joy of reading—if teachers model the love of reading, students are much more likely to become enthusiastic and share the love of reading.



Guided Reading

Guided Reading is another vital component as it provides students with the opportunity to develop their fluency and prosody when reading aloud. Fluency is the rate, or speed, at which they read aloud and prosody is the expression, rhythm and flow of reading aloud. Fluency and prosody are two important components of reading that needs to be monitored and developed.

During guided reading sessions, students may read an entire text, or they may focus instead on one page or even a paragraph. Each student in the guided reading group will have a copy of the text. The focus is on developing fluency and prosody and also delving deeper within the text to allow students to get a deep understanding of the text or elements of the text.

The level of the guided reader text should generally be at their instructional level. Instructional level means that students should be able to read the majority of the words, but may need support in understanding meanings or technical words in the text. Guided reading will happen with the teacher or SSO facilitating the session and students taking turns reading small parts of the text each. Students reading above level 18 generally only will read approximately 100 words aloud each, after this they may read in their heads.



Reading Independently

Reading Independently is a skill that develops from reception to year seven—you are never too old or too young to read independently! At the very early stages of reading, students may 'read' the text by looking at the pictures and telling their own version of the story. As they begin to learn more sight words and are able to sound more words out phonetically, they begin to finger point to each word and read the actual words of the text.

As the student grows older and begins to be able to read the majority of their words simply by sight, the process of reading can then focus on developing comprehension, or understanding of what is being read. At this stage, during the reading process students are also using the following strategies to improve their understanding of the text:

- *Making predictions

- *Visualising

- *Making connections > text to text, text to self, text to world

- *Summarising and synthesizing information.

During the 'Reading Independently' stage, students may also practise their sight words or letter sounds.



Word Work

Word Work is the chance for students to develop their knowledge of spelling, grammar and punctuation. Students are taught the sounds and letter-sound combinations, then gradually develop understandings of blends, digraphs, root words and word families. They learn the many spelling rules and any exceptions to these rules that may be featured.

Word work is so important because students are able to experiment with spelling patterns, develop their usage and spelling of high frequency words, and develop strategies to write unknown words. Students are able to manipulate sounds within words, word patterns, word families, prefixes, suffixes etc to add to their repertoire of spelling strategies.

Word Work involves a combination of hands-on, creative spelling activities with structured, modelled activities so that students are given various opportunities to develop their confidence in spelling unknown words, and to place new learning in many different contexts.



Palmer Writing and Guided Reading Plan

Term:	Weeks:	Even Year		Odd Year		
		Genre	Comprehension Strategy	Genre	Comprehension Strategy	
1	1	Narratives	Predicting	Narratives	Predicting	
	2		Visualising		Visualising	
	3		Connecting		Connecting	
	5		Summarising		Summarising	
	6		Inferring		Inferring	
	7					
	8					
	9					
	10					
	11					
2	1	Expositions (Discussions UP)	Summarising	Expositions (Discussions UP)	Summarising	
	2		Determining Importance		Determining Importance	
	3		Inferring		Inferring	
	4		Synthesizing		Synthesizing	
	5					
	6					
	7					
	8					
	9	Recounts	Visualising	Recounts	Visualising	
	10		Connecting		Connecting	
3	1	Information Reports	Questioning	Procedures	Questioning	
	2		Summarising		Determining Importance	
	3		Determining Importance		Questioning	
	4		Questioning		Questioning	
	5	Poetry	Synthesizing	Descriptions	Visualising	
	6		Teacher Judgement		Response (UP)	Synthesizing (UP)
	7				Poetry (JP)	Teacher Judgement (JP)
	8					
	9					
	10					
4	1					
	2					
	3					
	4					
	5					
	6					
	7					
	8					
	9					

The Big Six of Reading Comprehension – Deslea Konza		Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	
Oral Language	Teach	Explicit teaching of Oral Language – following the Australian Curriculum: English Oral Language Scope and Sequence								
	Assess	Oral Language Assessment								
Phonological Awareness	Teach	Alliteration, phoneme segmenting, manipulation, isolation and deletion.								
	Assess	SPA – Wave 2	Phonological Awareness							
Phonics / Alphabet Knowledge	Teach	Jolly Phonics	Jolly Phonics							
	Assess	Letter Recognition	Advanced blends/diagraphs.							
Spelling	Teach		Jolly Grammar 1	Jolly Grammar 2	Jolly Grammar 3	Jolly Grammar 4	Jolly Grammar 5	Jolly Grammar 6		
	Assess		Waddington Spelling	Waddington Spelling	Waddington Spelling	Waddington Spelling	Waddington Spelling advanced	Waddington Spelling advanced	Waddington Spelling advanced	
Vocabulary	Teach		Jolly Grammar 1	Jolly Grammar 2	Jolly Grammar 3	Jolly Grammar 4	Jolly Grammar 5	Jolly Grammar 6	Extension	
	Assess			PAT Vocabulary	PAT Vocabulary	PAT Vocabulary	PAT Vocabulary	PAT Vocabulary	PAT Vocabulary	
Fluency	Teach			Australian Curriculum Fluency						
	Assess								→	
Comprehension	Teach	Reception strategies	Year 1 Strategies	Year 2 Strategies	Year 3 Strategies	Year 4 Strategies	Year 5 Strategies	Year 6 Strategies	Year 7 Strategies	
	Assess			PAT-R – September of every year to assess growth over 12 months						
	Teach			Using PAT-R to inform teaching						
Writing	Teach	See Genre map	See Genre map	See Genre map	See Genre map	See Genre map	See Genre map	See Genre map	See Genre map	
	Assess	Consistent writing task (with stimulus picture prompt) in line with Australian Curriculum – checklists to be developed – moderated twice a year.								