

LITERACY AGREEMENT



PURPOSE

The Lucindale Area School Literacy Agreement outlines the agreed approaches to teaching English and Literacy across the school. It will outline school specific approaches to teaching English and Literacy under this agreement.

This Agreement ensures consistent approach and language is being used across the school and that all staff are confident and competent in teaching English and Literacy in a broad range of contexts.

RATIONALE

Students become literate as they develop the knowledge, skills and dispositions to interpret and use language confidently for learning and communicating in and out of school and for participating effectively in society. Literacy involves students listening to, reading, viewing, speaking, writing and creating oral, print, visual and digital texts, and using and modifying language for different purposes in a range of contexts.

Literacy encompasses the knowledge and skills students need to access, understand, analyse and evaluate information, make meaning, express thoughts and emotions, present ideas and opinions, interact with others and participate in activities at school and in their lives beyond school.

We believe that all students can be powerful, successful lifelong learners of Literacy. Every student has the right to at least one year of growth in English for every year of learning. Students should be supported to develop a broad range of literacy skills that will enable them to be literate, productive and active citizens.

Our school is committed to building the capacity of all staff as a result of high quality learning, collaborations and the development of quality teaching and learning programs.

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PROGRAMMING AND PLANNING

The planning and programming of English is designed to give students opportunities to:

- Choose and use English
- Allow for the development of the General Capabilities Literacy Continuum
- Develop positive dispositions and transversal skills for powerful learning
- Use English in real life situations

Key elements to be used for programming and planning should be:

- Australian Curriculum: English, including all receptive and productive modes
- General Capabilities, Cross Curriculum Priorities, and across all Learning Areas
- Learning Design
- Engaging community members/trades/professionals with real life English skills
- Opportunities for powerful learning, including positive dispositions and transversal skills

AUSTRALIAN CURRICULUM: ENGLISH

LANGUAGE	LITERATURE	LITERACY
Language variation and change	Literature and context	Texts in context
Language for interaction	Responding to literature	Interacting with others
Text Structure and organisation	Examining literature	Interpreting, analysing, evaluating
Expressing and developing ideas	Creating literature	Creating texts
Phonics and word knowledge		
RECEPTIVE AND PRODUCTIVE MODES Listening, reading, viewing, speaking, writing, creating		

COMPONENTS OF AN ENGLISH PROGRAM

The DECD requirement of a minimum of 300 minutes of English / Literacy per week is provided for the students from R-7. Lucindale Area School commits to providing at least 180 minutes of English/Literacy per week for Years 8-12.

Aspects that make the teaching and learning program effective would be:

- A common language and agreed practice across the school
- Use of Australian Curriculum glossary for terms and definitions
- Big 6 of Reading
 - Oral Language
 - Phonological awareness
 - Phonics
 - Vocabulary
 - Fluency
 - Comprehension
- Clear focus on explicitly teaching text types
- Opportunities that demonstrate English skills in real life situations
- Cross-curriculum focus on comprehension of texts and explicitly teaching vocabulary

ASSESSMENT AND REPORTING

Teachers will use diagnostic, formative, and summative assessment throughout the year to inform teaching and learning programs.

Summative assessment through standardised testing across the school in line with DECD requirements will occur.

What	When
NAPLAN	Term 2
PAT-R	Week 7 -10 Term 3
Running Record data	April & September Instructional reading levels – unseen text
SACE English Stage 1	Dates provided by SACE Board
SACE English Stage 2	Dates provided by SACE Board

AGREED TARGETS

	NAPLAN	PAT – Reading scale score	Running Records	Curriculum
Reception			5 or above	Satisfactory achievement of Foundation achievement standard
Year 1			13 or above	Achievement at 'C' or above for year level achievement standard
Year 2			21 or above	
Year 3	Band 3 or above	95 or above		
Year 4		106 or above		
Year 5	Band 5 or above	112 or above		
Year 6		118 or above		
Year 7	Band 6 or above	120 or above		
Year 8		121 or above		
Year 9	Band 7 or above	126 or above		
Year 10		131 or above		
Year 11				<ul style="list-style-type: none"> • Achievement of 'C' or above in all SACE Stage 1 subjects • Achievement of 'C-' or above in all SACE Stage 2 subjects • Credit awarded for SACE Board recognised learning
Year 12				

Written reports are sent home twice a year, at the end of term 2 and term 4. Students are reported against the Australian Curriculum English achievement standards using A-E grades or word equivalents.

Other reporting may take the form of feedback to students, parent meetings or 3 way interviews.

www.decd.sa.gov.au

DATA COLLECTION AND ANALYSIS

Staff will analyse NAPLAN and PAT-R after the testing each year at school. SACE data for English subjects will also be analysed annually.

To assist student's reading development, taking and analysing Running Records on a continuous ongoing basis in the Primary years and as needed in the Secondary years is expected.

Text level guide for reading **seen texts**

Broadband levels																																									
Emergent				Beginning				Early Fluency				Fluency				Independent																									
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30												
Reading age																																									
5.0 – 6.5 years															6.5	7.0	7.5	8.0	8.5	9.0	9.5	10.0	10.5	11.0	11.5	12.0															
Prior to level 15 the graduation of levels makes it inappropriate to give a specific reading age																																									

Collaborative moderation, within sites and across sites within the partnership, to ensure the consistency of grade allocation against the Australian Curriculum will occur.

INTERVENTION

Students can be identified by site based diagnostic, formative or summative assessment processes or NAPLAN and PAT-R analysis.

Schools are required to implement the 3 waves of Intervention:

- Wave 1: Classroom Differentiation
- Wave 2: Intervention Programs
- Wave 3: Negotiated Education Plan and other specialised Individual Learning Plans

LITERACY ACROSS THE CURRICULUM

Lucindale Area School staff will use the General Capabilities Literacy Learning Continuum to support the promotion and development of Literacy across all curriculum areas. The Australian Curriculum General Capabilities Literacy states:

While much of the explicit teaching of literacy occurs in the English learning area, literacy is strengthened, made specific and extended in other learning areas as students engage in a range of learning activities with significant literacy demands. Paying attention to the literacy demands of each learning area ensures that students' literacy development is strengthened so that it supports subject-based learning. This means that:

- all teachers are responsible for teaching the subject-specific literacy of their learning area/s
- all teachers need a clear understanding of the literacy demands and opportunities of their learning area/s

Lucindale Area School staff will have a clear focus on the explicit teaching of reading and writing specific text types in each subject area, with an emphasis on the teaching of vocabulary specific to each subject.

PROFESSIONAL DEVELOPMENT

Lucindale Area School will provide appropriate opportunities for Professional Development around Literacy for teachers, leaders and SSOs in line with the School Improvement Plan and Partnership Strategic Plan.