



WHOLE SCHOOL ENGLISH PLAN

Coolbinia Primary School 2016-2017



Purpose: To implement a consistent approach across the school in the teaching of English (Language, Literature and Literacy). This plan focuses on a sequential approach to skill development from Kindergarten to Year 6.

Exit Outcomes: Students will develop functional and critical literacy skills in line with the Western Australian Curriculum. They will learn to use the conventions of Standard Australian English (SAE) that are valued by society and will reflect on and analyse their own use of language and the language of others.

Literacy Beliefs:

Establish and sustain explicit expected standards.

Demonstrate developmental whole school approach and differentiation in teaching, learning and assessment.

Integration of the curriculum to create authentic learning experiences.

Teach according to the whole school literacy plan using the gradual release of responsibility model.

Priorities

1. All teachers from Foundation to Year 6 plan, teach and assess using the Western Australian Curriculum (English)
2. Increase the performance of all students and in particular the number of students achieving in the top 20% of the state (NAPLAN in Years 3 and 5)
3. All teachers address the Australian Curriculum cross curriculum priorities by incorporating *sustainability* content and the general capabilities of *literacy and critical and creative thinking* into teaching and learning programs
4. Implement 100 minute Literacy Blocks across all cohorts

Outcomes	Curriculum and Instructional Strategies	Data Collection	Resources
Increase the capacity of ALL staff at CPS to deliver effective literacy practice.	<ul style="list-style-type: none"> • Phase of Learning Teams to identify and target areas of weakness in English through thorough examination of On-Entry, NAPLAN, SAIS and ACER data. • Teachers use specific areas of weakness s/strength identified in the data analysis above to inform programs and individual documented plans. Further support for these decisions is available by reference to the whole school data profile. • Teachers to use the Western Australian Curriculum, Early Years 	<p><i>All student assessment data can be found in the whole school data profile which is updated annually.</i></p> <ul style="list-style-type: none"> • On-Entry, NAPLAN and SAIS. • 1-7 ACER online tests in Term 4. • K-6 Diana Rigg placement test • 1-6 South Australian spelling 	<ul style="list-style-type: none"> • Whole school data profile • Diana Rigg programme books and supporting resources (available from library) • South Australian Spelling Test • NAPLAN Planners • PM Benchmarking kits • CARS & STARS student

	<ul style="list-style-type: none"> • Learning Framework and the DG's Focus statements with to inform English teaching and learning programs. • Teachers to adhere to whole school scopes and sequences for English. • NAPLAN planners to be used in Terms 1&2 by Year 3 and 5 teachers. • NAPLAN planners to be used in Term 4 by Years 2&4 teachers. • Teacher accountability (Performance Management document). • K-6 use Diana Rigg spelling programme and resources in conjunction with whole school spelling scope and sequence which was developed in conjunction with the Language Development Centre. • All teachers to engage in daily 100 minute Literacy blocks. • Teacher ensure Literacy print rich environment in their classrooms. 	<ul style="list-style-type: none"> • test • K-6 Fry sight words screen • K-3 students must be PM Benchmarked in Term 1 and 4. • Remedial students in 4-7 to be PM Benchmarked as required • PP-6 students CARS and STARS placement test • Teachers engage in moderation activities using the A - E Exemplars to assist with reporting to parents • Literacy Team to plan a timeline and common assessment task for all teachers • PP-4 Identified remedial students to participate in daily PreLit, MiniLit and Alpha to Omega groups. 	<ul style="list-style-type: none"> • and teacher resource books • CARS & STARS placement test • Intervention programs (MiniLit and Alpha to Omega) • Copies of standard Coolbinia literacy posters • Book Week/ Book Fair • Teachers and the Library Officer are to encourage students to borrow regularly. • Print rich environment in classrooms. • K-1 Oxford Reading Trees Guided Reading books • Years 1-6 Key Links Guided Reading books • Bug Club • Literacy Pro • Coolbinia Primary School scopes and sequences • Coolbinia Primary School literacy block guide
<p>Increase each student's capacity to read, write, understand and respond to a wide range of texts.</p>	<p>Teachers will:</p> <ul style="list-style-type: none"> • Use the Diana Rigg Spelling Program in conjunction with the whole school spelling scope and sequence in Years K-6 as a First Wave strategy. • Use the NAPLAN planners as listed above. • Use the Fry/ High Frequency List words as part of a spelling program in Years K-6 as a Second Wave strategy • Explicitly teach the 12 Strategies for Reading Success outlined in the CARS & STARS Program. All students are to be placed on their appropriate CARS and STARS level in order to individualise instruction. • Conduct regular guided reading sessions as part of the Literacy block using Key Links resources. 		

	<ul style="list-style-type: none"> • • Use whole school 'higher order thinking framework' to increase comprehension of texts. • Ensure students are taught and encouraged to use metalanguage (e.g. "I have used the ----adjective here because...". "I skipped and read on then discovered that the word must be ___ because i have seen a ___ before.") • Provide exposure to and explicitly teach writing genres and purposes for writing (both fiction and non-fiction). • Ensure each child engages in explicit handwriting instruction (please see the Coolbinia handwriting policy). <p>Students will:</p> <ul style="list-style-type: none"> • Engage in daily integrated literacy blocks (100 minutes) • Engage in daily writing 		
<p>Enhance parents' understanding of reading development and the value of reading in the home.</p>	<ul style="list-style-type: none"> • Parent workshops on effective home reading to be offered once a Semester. • Parent information letters to be sent home at information evening regarding reading and writing at home. • Online home reading program: Bug Club (K-2) and Literacy Pro (3-6). • PP students to be given home readers commencing in Term 1 Week 5 of each year. • K-PP Pre-reading and immersion. Encourage parents to read to their children daily. • Years 1-6 students take home and record reading in their reading logs or diaries. 		

	<ul style="list-style-type: none"> • Teachers to run Learning Journey Morning/Afternoon with parents as desired. 		
	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Parent Survey about reading/writing at home • Parent feedback in Reading Logs • Bug Club/Literacy Pro participation 	<ul style="list-style-type: none"> • Bug Club and Literacy Pro • Parent information letters (links on website) • Home reading policy • Website links to resources