

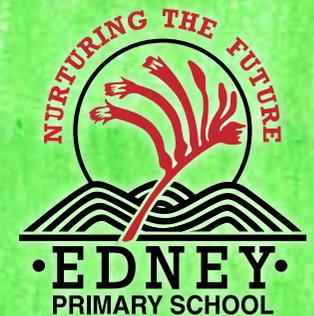


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Pencil

# Literacy Plan



# Literacy - The Key to Success

## RATIONALE

The Literacy Plan stands as a set of statements and guidelines about teaching and learning at Edney Primary School. They inform staff about the educational direction this school is taking with regard to literacy teaching and learning. Effective teachers use an array of collegially agreed upon teaching strategies because there is no single, universal approach that suits all situations. Different strategies need to be used in different combinations with different groupings of students to improve learning outcomes.

## VISION

Literacy success is a determinant of achievement in all learning areas as well as in social settings, our community and world. We will develop in students the ability to communicate effectively and efficiently, to create and interpret written, visual and digital texts and through language, understand and shape the world.

## CONTENTS

The Literacy Plan is laid out in sections, each interacting with those that follow. Our approach is a balanced one. A balance of explicit and directed activity, with freedom to practice and use strategies and methods that will maximise student achievement. Where tables or lists are included, these have been laid out in sequence, progressing from basic to more advanced skills or levels of complexity.

<b>The Literacy Block</b>	<b>(Section A)</b>
<b>Explicit Instruction</b>	<b>(Section B)</b>
<b>Literacy Assessment</b>	<b>(Section C)</b>
<b>Intervention</b>	<b>(Section D)</b>
<b>Cooperative Learning</b>	<b>(Section E)</b>
<b>Edney Approach to Reading</b>	<b>(Section F)</b>
<b>Edney Approach to Spelling</b>	<b>(Section G)</b>
<b>Edney Approach to Grammar</b>	<b>(Section H)</b>
<b>Edney Approach to Writing</b>	<b>(Section I)</b>
<b>Edney Approach to Speaking and Listening</b>	<b>(Section J)</b>
<b>Edney Approach to Viewing</b>	<b>(Section K)</b>

This plan must be implemented each year and guide the teaching and learning environment. Teachers will use professional judgement to ensure that all teaching and learning processes and strategies fit within the guidelines established by our plan. Teachers are to be supported in the achievement of the Literacy Plan by professional development.

# The Literacy Block

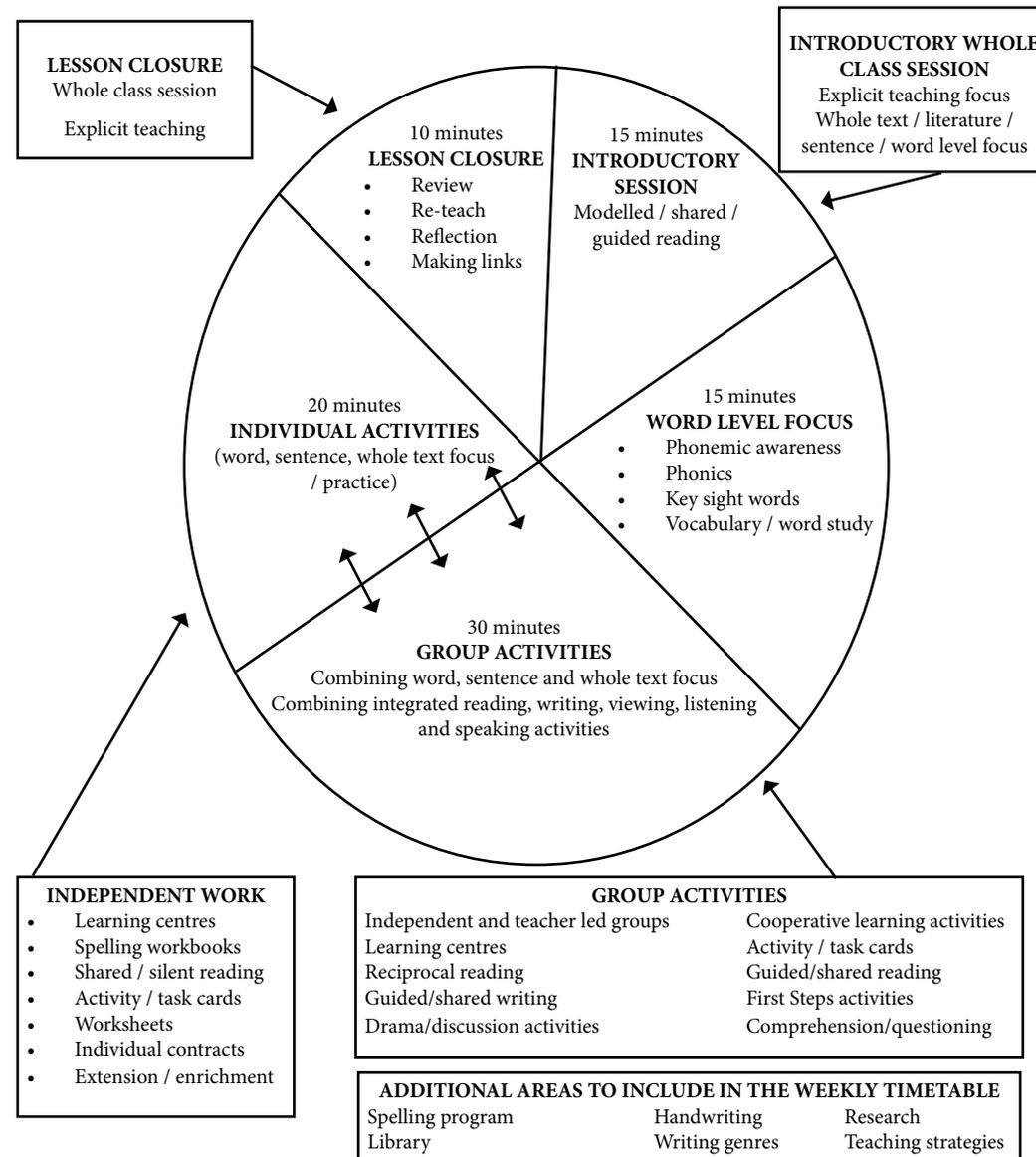
## Section A

The Literacy Block is a session that occurs every day in the classroom at Edney Primary School. The session must last from 1 ½ to 2 ½ hours per day. All aspects of the English Learning Area are developed during the session. The session has a strong sense of flow and purposeful activity. Students are engaged in a sustained period of literacy learning. Children make the literacy connections because they develop the knowledge that concepts and understandings are built up over time, through scaffolding their learning, collaboration, explicit instruction, discussion and working with peers, experimenting with ideas, and having opportunities to experience success.

Significant time is allocated for modelled reading, writing, viewing and listening and speaking. Explicit teaching of conventions, processes and strategies is essential. Opportunity for students to develop literacy competency is also a critical feature. Student outcomes are explicit for both the student and teacher. Student engagement in the achievement of high educational outcomes is the most critical feature of the Literacy Block.

### LITERACY BLOCK STRUCTURE

- The form of the Literacy Block varies from Junior to Upper Primary, but the sense of flow and connection between each aspect should be similar in each phase of learning;
- Teachers choose the strategies and processes, from those specified in Phase of Development Literacy Plans, to suit the needs of their particular students;
- All strategies and processes must be reflective of the pedagogy detailed in the Edney Primary School Literacy Plan.



# Explicit Instruction

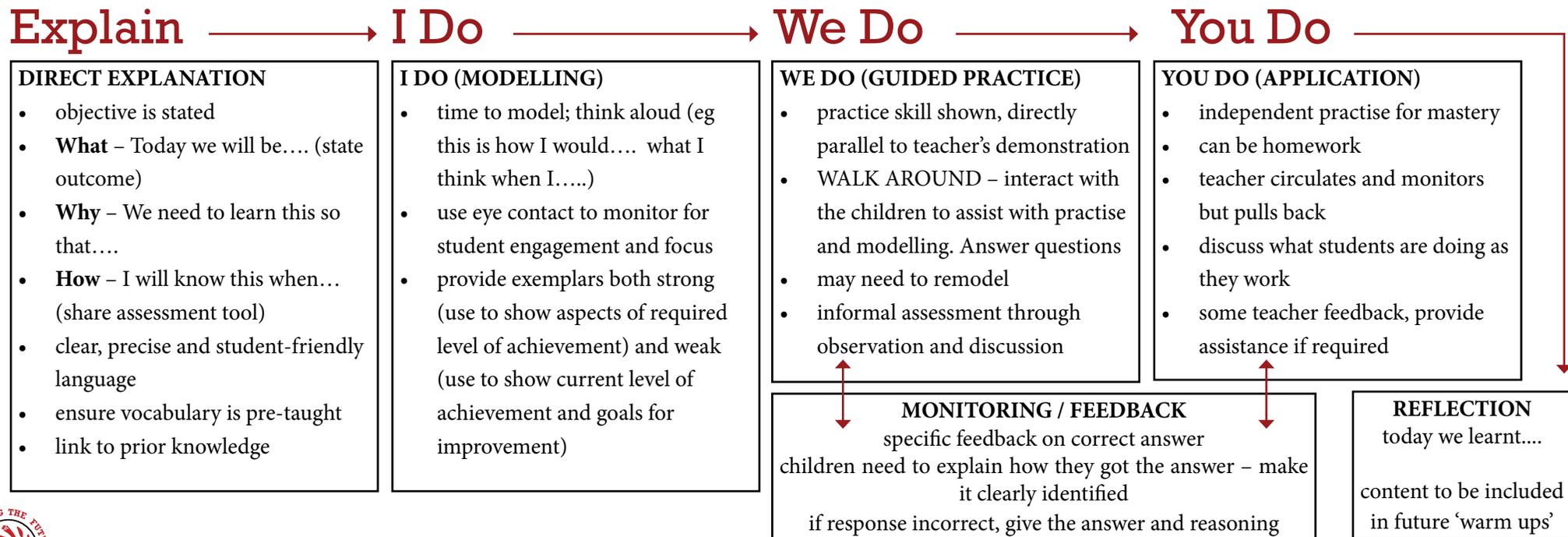
## Section B

Explicit instruction is an essential part of the Edney Primary School Whole School Literacy Plan. Explicit instruction refers to the process whereby teachers make the skills and knowledge to be learnt explicit to the student. The teacher then directly assists the student to acquire the skills and knowledge involved. The key point with explicit instruction is that the student is aware of the skills and knowledge to be acquired and is actively involved in the acquisition process. The student is provided with opportunities to gain competence with these skills and knowledge, and then to use them in practical and meaningful activities.

*Teachers develop classroom lessons which move systematically from extensive teacher input and little student responsibility to total student responsibility and minimal teacher involvement at the conclusion of the learning cycle.*

### EXPLICIT INSTRUCTION IN THE LITERACY PROGRAM

At Edney Primary School, the Explicit Instruction process is as follows:



# Literacy Assessment

## Section C

The primary importance of assessment is to enhance learning. Another purpose is to enable the reporting of student achievement. All assessment must be valid, educative, explicit, fair and comprehensive. Student assessment should focus on what students can do themselves rather than how they are performing compared with their peers. This requires monitoring of each student's progress, assessing his or her performance in relation to standards and making "on-balance" judgements to determine achievement of a grade.

### ASSESSMENT TOOLS

At Edney Primary School, the range of assessment tools to be used are:

- Fountas & Pinnell Benchmarking;
- System Summative Reports (teacher judgement);
- NAPLAN;
- MSE / Moderation / Common Assessment tasks; and
- Screening tools for Early Childhood and SAER students.

### ASSESSMENT SCHEDULE - BASIC ESSENTIAL ASSESSMENT

Teachers are responsible for the collection of this data for their class. The whole school data collection is used alongside teacher judgements from semester reports to monitor student progress and achievement as well as to monitor whole school improvement and impact of particular programs and strategies.

Assessment	Result Sheet to Administration	Years PP - 2	Years 3 -6
Reading	Week 9, Term 1 & Week 6, Term 4	Fountas & Pinnell Benchmarking	Fountas & Pinnell Benchmarking
Writing	NAPLAN Week , Term 2	Common Assessment Task	Common Assessment Task
Spelling	Week 4, Term 1 & Week 1, Term 4	Standardised Spelling Test Yrs 1-6	Standardised Spelling Test Yrs 1-6
NAPLAN	NAPLAN Week, Term 2	All Year 3 and 5 students	
On Entry Assessment	February and November	Pre-primary students	
Literacy Net	Ongoing, in conjunction with IEP	For at risk students as needed	

# Intervention

## Section D

Student assessment should focus on what students can do themselves. This requires monitoring of each student's progress, assessing his or her performance in relation to the year level exemplars and year level achievement standards and making on-balance judgements to determine achievement of a grade. Student progress, against the exemplars, is to be carefully mapped over a period of time. This mapping will be indicative of the progress a student is making. Such mapping occurs through plotting progress from each semester's report grades.

The classroom teacher uses on-balance judgement to gauge the rate of progress made by a student against the year level and grade exemplars. In the final analysis, the teacher's on-balance judgement about a student's achievement is an informed and professionally driven judgement.

### INTERVENTION PROCESS

*An intervention program aims to identify why a student is not achieving certain aspects of his or her personal, social or cognitive development.* Using the planning and assessment models in the "Assessment" section of the Literacy Plan, in order of response intensity, the actions a teacher must take when they judge that a student is not progressing at an adequate rate are:

- **Act on the information:** respond by adjusting the teaching and learning program to cater for the student's needs.
- **Address the environment:** consider the educational environment and methods of learning the student prefers and adjust the program accordingly. Analyse the student's strengths and plan how to address the identified learning difficulty.
- **Collect multiple examples of evidence:** use a variety of sources of evidence of the student's performance.
- **Seek professional assistance:** confer with the SAER Coordinator for advice and assistance in addressing the student's needs within the existing program.
- **Develop an individual education plan:** set short term and long term goals which are explicit with the student and parents, plan teaching sessions that move in small sequential steps and progress from the known to the unknown, explicitly outline the outcomes for a planned session in very specific terms, with the criteria for success being clearly understood by the student.
- **Refer to specialists:** refer the student to the SAER Coordinator for referral for specialist assistance.

# Cooperative Learning

## Section E

In schools people work and learn together. Learning is not a solitary activity. There is a need for, and power in, cooperation. Children learn more effectively when they work together, build healthy relationships with themselves and others, and learn to build cooperative partnerships. Cooperative skills are not a natural skill but must be learnt. Teachers must establish an environment where the processes and strategies of cooperation are explicit, taught, used and reinforced.

### THE FIVE BASIC ELEMENTS OF COOPERATIVE LEARNING AT EDNEY PRIMARY SCHOOL

#### 1. Positive interdependence

When all members of a group feel connected to each other in the accomplishment of a common goal

#### 2. Individual accountability

Holding every member of the group responsible to demonstrate accomplishment of the learning

#### 3. Face-to-face interaction

When group members are close in proximity to each other and dialogue with each other in ways that promote continued progress

#### 4. Social Skills

Human interaction skills that enable groups to function effectively

#### 5. Processing

When group members assess their collaborative efforts and target improvements

### SOCIAL SKILLS

- Taking turns
- Sharing
- Using quiet voices
- Appreciations
- Disagreeing in an agreeable way
- Manners
- Responsibility
- Participating

*At Edney Primary School, we call this Respect and Excellence*

### THE BIG FIVE COOPERATIVE LEARNING STRATEGIES FOR USE AT EDNEY PRIMARY SCHOOL

EARLY		MIDDLE / UPPER		
THINK - PAIR - SHARE	INSIDE/OUTSIDE CIRCLE	CORNERS	GRAFFITI	JIGSAW
Partners privately think about a question (or issue, situation, idea etc), then discuss their responses with one another.	Students form two concentric circles to respond to questions and/or discuss information. Discussion continues until the teacher signals either the inner or outer circle to move to then speak to a new partner.	Enables students to choose and discuss a particular dimension of a topic. Different dimensions of a topic are posted in designated corners of the room.	An effective brainstorming structure. Each group is given a piece of paper and different coloured pens to write thoughts on a topic. After a brief time, the sheet is passed to the next group and so on until it returns to the beginning.	Each member of the group becomes an expert on a piece of information or topic by forming expert groups. These expert groups then come back to the home groups to share all of the information to build the complete picture of the topic.

# Edney Approach to Reading

## Section F

Learning to read affects the long-term trajectory of a child's life.

Reading is but one aspect of Literacy, but, it is arguably the most important. Students who have difficulty with reading, will also have difficulty with spelling and writing. In terms of judging whether or not a student is literate, reading is the foundation of success.

Developing a clear understanding of the reading process is a challenge, as reading is often a silent, motionless, personal act involving cognitive and social processes that are interactive, and not always observable. Furthermore, beginning readers and skilled readers often go about the reading task in different ways.

What is known, from research, is that there are keys to effective instruction in reading, known variously as the "Big Five" or "Big Six". At Edney, we focus on the Big Six components for reading instruction.

THE BIG SIX	HOME READING	CLASSROOM INSTRUCTION	ASSESSMENT	OPPORTUNITY TO READ
1. Early language and literacy experiences	<ul style="list-style-type: none"> <li>All classes from P-6 to provide a home reading program</li> </ul>	<ul style="list-style-type: none"> <li>Reading instruction is best covered in the format of the integrated Literacy Block, bringing together explicit instruction, whole class, group and individual work</li> </ul>	<ul style="list-style-type: none"> <li>Student reading levels to be monitored using the benchmarking system</li> </ul>	<ul style="list-style-type: none"> <li>All classes to access the school library on a weekly basis, with focus lessons on seeking information, selecting books and accessing appropriate texts for given purposes</li> </ul>
2. Phonological awareness	<ul style="list-style-type: none"> <li>Expectation of daily reading for each student</li> </ul>	<ul style="list-style-type: none"> <li>Class instructional texts to be set at 95% proficiency level</li> </ul>	<ul style="list-style-type: none"> <li>Benchmarking to occur twice per year; once in Term One, and again in Term Four or as needed</li> </ul>	<ul style="list-style-type: none"> <li>Classes to have a print rich environment, including a class library of relevant topic or theme books and fiction books for pleasure</li> </ul>
3. Letter-sound knowledge	<ul style="list-style-type: none"> <li>Home reading texts to be assigned at 99% proficiency based on benchmarking and levelled readers</li> </ul>	<ul style="list-style-type: none"> <li>Middle and Upper primary to use Blue Prints program as basis for class instruction</li> </ul>		<ul style="list-style-type: none"> <li>All classes to have a period of sustained silent reading each day</li> </ul>
4. Vocabulary	<ul style="list-style-type: none"> <li>Home reading series to be updated and linked to areas of need / student level</li> </ul>	<ul style="list-style-type: none"> <li>Early Childhood to use Key Links as basis for class instruction program</li> </ul>		
5. Fluency		<ul style="list-style-type: none"> <li>Ziptales program provided for independent reading</li> </ul>		
6. Comprehension				

# Edney Approach to Reading

## Section F

### 18 READING STRATEGIES FORM THE BASIS OF INSTRUCTION AT EDNEY

EARLY	MIDDLE	UPPER
<p><b>Sounding out</b> Readers use their knowledge of letter-sound relationships to take words apart, attach sounds to the parts and blend the parts back together to identify unknown words.</p>	<p><b>Connecting</b> Efficient readers comprehend text through making strong connections between their prior knowledge and the new information presented in text.</p>	<p><b>Using analogy</b> Readers use analogy when they refer to words they are familiar with to identify unknown words.</p>
<p><b>Re-reading</b> Efficient readers understand the benefits of re-reading whole texts or parts of texts to clarify or enhance meaning.</p>	<p><b>Comparing</b> Making comparisons relates closely to the connecting strategy. As students make connections between the text and self, the text and other texts or texts and the outside world, they also begin to make comparisons.</p>	<p><b>Summarising / paraphrasing</b> Linked closely to the strategy of determining importance, summarising and paraphrasing are part of the process of identifying, recording and writing the key ideas, main points or most important information from a text in your own words.</p>
<p><b>Self-questioning</b> Efficient readers continually think of questions before, during and after reading to assist them to comprehend text.</p>	<p><b>Chunking</b> As readers encounter greater numbers of multi-syllabic words, they can be encouraged to break words into units larger than individual phonemes.</p>	<p><b>Determining importance</b> Efficient readers constantly ask themselves what is most important in this phrase, sentence, paragraph, chapter, or whole text.</p>
<p><b>Creating images</b> Efficient readers use all their senses to continually create images as they read text.</p>	<p><b>Skimming</b> Skimming involves glancing quickly through material to gain a general impression or overview of the content.</p>	<p><b>Scanning</b> Scanning involves glancing through material to locate specific details such as names, dates, places or some particular content.</p>
<p><b>Predicting</b> Predicting helps readers to activate their prior knowledge about a topic. Predictions are based on clues in the text such as pictures, illustrations, subtitles and plot.</p>	<p><b>Synthesising</b> When comprehending text, efficient readers use synthesising to bring together information that may come from a variety of sources. Synthesising involves readers piecing information together, like putting together a jigsaw.</p>	<p><b>Inferring</b> Efficient readers take information from a text and add their own ideas to make inferences. During the process of inferring, readers make predictions, draw conclusions and make judgements to create their interpretations of a text.</p>
<p><b>Reading - on</b> When students cannot decode an unfamiliar word in a text, they can make use of the reading on strategy.</p>	<p><b>Adjusting reading rate</b> It is important that students allow themselves to adjust their reading rate or pace and recognise when this may be necessary.</p>	<p><b>Consulting a reference</b> Consulting a reference is an additional strategy that enables students to unlock the meaning of a word.</p>

# Edney Approach to Spelling

## Section G

It is recognised that communication occurs when a writer has effectively relayed his or her meaning to the reader. Good spelling is a factor in effectively relaying meaning.

### TO BECOME PROFICIENT SPELLERS, CHILDREN NEED TO

- Receive instruction in phonic, phonetic and phonemic choices
- Be encouraged to take risks in spelling and 'have a go' at spelling words they are unsure of, while maintaining fluency in writing
- Become aware of the techniques that proficient spellers use to learn words
- Learn to use a variety of sources to find correct spelling
- Understand that spelling needs to be checked
- Develop proof reading skills

## Daily Spelling

- Introduction: Soundwaves chants / song / drills
- Revision of prior content
- Focus on rule / spelling choice
- Body - completion of focus lesson from Soundwaves
- Weekly cycle of mastery of list words: pre-test, focus activities, final test

## Writing

Writing gives spelling its context. Without writing, spelling has no purpose and no audience. While some skills and instructional strategies require the opportunity for students to practise and learn skills and words, it is through writing that students develop proficiency in spelling. Daily writing lessons will give students the opportunity to:

- use a variety of spelling strategies to spell and learn new words
- automatically recall high-frequency words, personally significant words, and topic and signal words
- continually build their own vocabulary
- understand the English orthographic system
- understand and apply spelling generalisations
- self monitor and generate alternative spellings for unknown words

## Strategies

Effective spellers use a range of strategies interactively when they are spelling unknown words and learning new words. Strategies to use as part of the explicit instruction program:

- Sounding out
- Chunking
- Using spelling generalisations
- Using analogy
- Consulting an authority
- Using meaning
- Using memory aids
- Using visual memory

# Edney Approach to Grammar

## Section H

The underlying structure of the English language is called its grammar - the arrangement of words into 'pieces of language' that we can all recognise and understand. Grammar drives the way we select and arrange our words so that we are able to communicate and connect with each other easily.

Writing requires us to apply our knowledge and understanding of grammar. We need to know how to build our text, sentence by sentence, paragraph by paragraph; and the devices we can use to tie it all together, so that readers can make sense of what we write. Writing also demands the added features of spelling and punctuation, format and presentation. Grammar is inseparably linked to writing. Grammar has purpose, and that purpose is to assist in conveying precise meaning. In order for students to achieve this purpose, explicit instruction in Grammar, alongside the writing program is essential. Below are the key features of Grammar to be covered at Edney Primary School.

NOUNS	VERBS	SENTENCES	PRONOUNS	ADJECTIVES	ADVERBS	PHRASES	CLAUSES	CONJUNCTIONS
Nouns name the everyday things in our world - people, places, objects and animals.	Verbs consist of one or more words that tell us what is 'going on' in a sentence.	A sentence is a meaningful unit of language, complete in itself. It contains at least one verb and makes sense.	Pronouns are used instead of nouns in speaking and writing. Personal pronouns replace the names of people and things.	Adjectives describe nouns. They work with the noun to give clear pictures of people, places and things.	Adverbs are words that add meaning to the actions of people, places, events and objects. They tell us how, when, where and for how long things happen.	A phrase is a group of words that only makes sense within a sentence, never on its own. We speak in phrases, giving speech its sense of rhythm.	A clause is a group of words with a subject and something to say about the subject.	Conjunctions are joining words. They join ideas together in a meaningful way.
← EARLY →			← MIDDLE →			← UPPER →		

### PUNCTUATION, HANDWRITING, PRESENTATION AND EDITING

- Punctuation marks are 'road signs' for readers. Punctuation marks show readers where statements and questions begin and end; and where they need to pause to make sense of the phrases and clauses. Students need to be taught the following: full stops, question marks, exclamation marks, commas, speech marks, apostrophes, semicolons and colons.
- Edney Primary School uses Victorian Modern Cursive as the approved form of handwriting, in line with Departmental guidelines. It is to be modelled and taught at all year levels.
- All student work is to be presented with the name, date, margin and at least one ruled line at the top of the page. Editing and presentation guidelines are contained in the EPS Presentation, Editing and Handwriting policy.

# Edney Approach to Writing

## Section I

The act of writing consists of multiple processes, strategies and conventions that intertwine and overlap. Teachers need to be explicit in demonstrating and talking to students about what effective writers do. Teachers also need to provide opportunities for students to apply new understandings in their own authentic writing contexts.

A successful writing program requires a daily block of time, with time allocated for explicit instruction on selected aspects of writing, time for students to write independently, and opportunities for students to receive and provide feedback.

### BASIC STRUCTURE OF A WRITING BLOCK

ESSENTIAL ELEMENTS OF A WRITING BLOCK	ROLE OF THE TEACHER	ROLE OF THE STUDENTS
<p><b>Time for explicit instruction (5-20 minutes)</b> This time provides a forum for whole class or small group instruction, with a focus on:</p> <ul style="list-style-type: none"> <li>• Use of texts</li> <li>• Contextual understanding</li> <li>• Conventions</li> <li>• Processes and strategies</li> </ul>	<p>Introduce a selected focus using practices or procedures to teach writing. These might include:</p> <p><b>PROCEDURES:</b> modelled writing, shared writing, interactive writing, guided writing, language experience</p> <p><b>PRACTICES:</b> familiarising, analysing, discussing</p>	<ul style="list-style-type: none"> <li>• Listen and actively participate in mini-lessons</li> <li>• Complete guided practice activities</li> <li>• Make connections from mini-lesson to their own writing.</li> </ul>
<p><b>Time for independent writing (20-40 minutes)</b> This time provides students with the opportunity to apply the processes of writing to compose texts for authentic purposes and real audiences. Students may:</p> <ul style="list-style-type: none"> <li>• Write self-selected projects or topics</li> <li>• Write jointly-decided short-term writing projects</li> <li>• Write self-selected topics within given parameters.</li> </ul>	<p>Provide time for students to apply new learning through writing:</p> <ul style="list-style-type: none"> <li>• Observe and record what stage of the writing process each student is up to</li> <li>• Confer with individuals or small groups of students</li> <li>• Provide small group instruction as necessary.</li> </ul>	<ul style="list-style-type: none"> <li>• Actively write; may be involved in planning, drafting, refining or publishing</li> <li>• Participate in individual or small group conferences</li> <li>• Participate in small group instruction if required.</li> </ul>
<p><b>Time for feedback (5-15 minutes)</b> Time for students to share their writing either in whole-class, small-group or partner forums. This provides a real audience for students to share draft attempts and to give and receive valuable feedback on how to improve their writing.</p>	<ul style="list-style-type: none"> <li>• Facilitate the sharing of writing</li> <li>• Participate as an audience member in sharing sessions</li> <li>• Provide constructive feedback to students.</li> </ul>	<ul style="list-style-type: none"> <li>• Volunteer to share writing with others, e.g. read writing aloud to an audience</li> <li>• Seek specific feedback from audience</li> <li>• Provide constructive feedback to peers</li> <li>• Make choices about what feedback will be incorporated.</li> </ul>

# Edney Approach to Writing

## Section I

### FORMS OF WRITING

PURPOSES	PHASE FOR INTRODUCTION	EXAMPLES OF TEXT FORM			
To describe	Early	<ul style="list-style-type: none"> <li>Report</li> <li>Description</li> </ul>	<ul style="list-style-type: none"> <li>Label</li> <li>Glossary</li> </ul>	<ul style="list-style-type: none"> <li>Menu</li> <li>Bibliography</li> </ul>	<ul style="list-style-type: none"> <li>Contents page</li> <li>Blurb</li> </ul>
To entertain - prose and poetry	Early	<ul style="list-style-type: none"> <li>Narrative</li> <li>Word puzzle</li> </ul>	<ul style="list-style-type: none"> <li>Poem</li> <li>Joke</li> </ul>	<ul style="list-style-type: none"> <li>Fable</li> <li>Fairytale</li> </ul>	<ul style="list-style-type: none"> <li>Song Lyric</li> </ul>
To recount	Early	<ul style="list-style-type: none"> <li>Retell</li> </ul>	<ul style="list-style-type: none"> <li>Autobiography</li> </ul>	<ul style="list-style-type: none"> <li>Review</li> </ul>	<ul style="list-style-type: none"> <li>Diary</li> </ul>
To persuade	Early	<ul style="list-style-type: none"> <li>Exposition</li> </ul>	<ul style="list-style-type: none"> <li>Editorial</li> </ul>	<ul style="list-style-type: none"> <li>Advertisement</li> </ul>	<ul style="list-style-type: none"> <li>Article</li> </ul>
To explain	Middle	<ul style="list-style-type: none"> <li>Explanation</li> <li>Policy</li> </ul>	<ul style="list-style-type: none"> <li>Memo</li> <li>Timetable</li> </ul>	<ul style="list-style-type: none"> <li>Journal</li> <li>Complaint</li> </ul>	<ul style="list-style-type: none"> <li>Rules</li> </ul>
To instruct	Middle	<ul style="list-style-type: none"> <li>Directions</li> </ul>	<ul style="list-style-type: none"> <li>List</li> </ul>	<ul style="list-style-type: none"> <li>Experiment</li> </ul>	<ul style="list-style-type: none"> <li>Recipe</li> </ul>
To socialise	Middle/Upper	<ul style="list-style-type: none"> <li>Letter</li> </ul>	<ul style="list-style-type: none"> <li>Invitation</li> </ul>	<ul style="list-style-type: none"> <li>Note</li> </ul>	<ul style="list-style-type: none"> <li>Message</li> </ul>
To inquire	Upper	<ul style="list-style-type: none"> <li>Survey</li> </ul>	<ul style="list-style-type: none"> <li>Questionnaire</li> </ul>	<ul style="list-style-type: none"> <li>Interview</li> </ul>	

### GUIDELINES FOR CLASSROOM PRACTICE

EARLY CHILDHOOD	CLASSROOM INSTRUCTION	ASSESSMENT	OPPORTUNITY TO WRITE
<ul style="list-style-type: none"> <li>Print rich environment</li> <li>Development of familiarity with writing procedure through oral experience (e.g. oral recount, oral narrative)</li> <li>Develop fine motor skills</li> <li>Familiarise with concepts of print</li> <li>Support and encourage role play writing.</li> </ul>	<ul style="list-style-type: none"> <li>All classrooms are print rich environments</li> <li>Students receive daily instruction and practise with writing</li> <li>Writing has purpose and is based on experience or instruction - incorporate cooperative learning strategies and language experience</li> <li>Writing is linked with spelling, punctuation, grammar and handwriting</li> <li>Writing can be linked to the reading program through the Literacy Block structure, drawing together all components of the block, with a particular focus according to student need.</li> </ul>	<ul style="list-style-type: none"> <li>Common assessment tasks to be used to assess writing against common standards and for moderation across classes and year levels.</li> </ul>	<ul style="list-style-type: none"> <li>Opportunities to write are not limited to formal instruction</li> <li>Students should be introduced to a range of purposes and authentic audiences for writing through accessing an in-class mail system, daily journal, reflection tool, poetry book etc.</li> </ul>

# The Edney Approach to Speaking and Listening

## Section J

Teaching students to become effective speakers and listeners cannot be simplified, as speaking and listening and their accompanying behaviours are involved in almost everything students and teachers do throughout the day. There is much, much more to speaking and listening than a news session. Students need to have real, structured and purposeful experiences for speaking and listening across learning areas. Speaking and Listening at Edney includes opportunities to engage with the variety of functions, experiences and genres as detailed below. There is a range of explicit, intentional and informal opportunities for students to participate in Speaking and Listening.

### FUNCTIONS OF ORAL LANGUAGE

FUNCTION	THIS SORT OF LANGUAGE HELPS US TO:	CLASSROOM EXPERIENCES OR GENRES	
<b>Instrumental:</b> <i>“I want.”</i> Language as a means of getting things and satisfying material needs.	<ul style="list-style-type: none"> <li>Identify things</li> <li>Seek and provide information</li> <li>Request assistance</li> </ul>	Problem solving Gathering materials	Role playing
<b>Personal:</b> <i>“Here I come.”</i> Expressing individuality, awareness of self, pride.	<ul style="list-style-type: none"> <li>Elaborate and give detailed recounts of experiences</li> <li>Express and respond to ideas and opinions</li> <li>Express agreement and disagreement</li> <li>Seek, give and deny permission to do something</li> </ul>	Making feelings public Interacting with others	Interest talks
<b>Interactional:</b> <i>“Me and you.”</i> Getting along with others, establishing relative status.	<ul style="list-style-type: none"> <li>Greet or welcome people</li> <li>Meet or introduce people</li> <li>Sustain conversations with familiar and unfamiliar people</li> </ul>	Structured play Dialogues and discussions Talking in groups	Substantive conversations Role plays and scenarios
<b>Regulatory:</b> <i>“Do as I tell you.”</i> Controlling the behaviour and feelings of others.	<ul style="list-style-type: none"> <li>Give information or correct factual information</li> <li>Persuade others</li> <li>Give specific logical instructions in a variety of contexts for different audiences</li> </ul>	Making rules in games Giving instructions	Teaching Constructing persuasive texts
<b>Representational:</b> <i>“I’ve got something to tell you.”</i> Communicating information, descriptions, expressing propositions.	<ul style="list-style-type: none"> <li>Tell about the real world</li> <li>Express a proposition</li> <li>Report about things using description or narrative</li> </ul>	Oral reports Class meetings Debates	Procedures
<b>Heuristic:</b> <i>“Tell me why?”</i> Seeking and testing knowledge.	<ul style="list-style-type: none"> <li>Use a range of questions</li> <li>Respond to questions appropriately</li> </ul>	Discussions Interviews	Oral histories Investigating
<b>Imaginative:</b> <i>“Let’s pretend.”</i> Creating new worlds, making up stories and poems.	<ul style="list-style-type: none"> <li>Perform</li> <li>Recite</li> <li>Puppetry</li> </ul>	Stories and dramatisations Rhymes, poems and riddles Storytelling	Performances Drama Puppetry

# Edney Approach to Viewing

## Section K

The goal of teaching viewing is for students to become competent, independent and critical users of visual texts. In most teaching and learning situations, the gradual transfer of skills involves the planned release of responsibility for making meaning from teacher to students. Explicit teaching fosters this gradual and systematic release. Students need to be given opportunities to practise new skills and apply new knowledge, with the teacher providing timely and explicit feedback.

### WHAT STUDENTS NEED TO KNOW ABOUT VIEWING

- Visual texts represent an interpretation of events or ideas
- Visual texts are everywhere
- Visual texts rely on shared understandings of codes and conventions
- Visual texts can be read in multiple ways, depending on the reader's own set of beliefs and cultural and social understandings
- Authors and illustrators choose to represent facts, events, characters and people in different ways
- Images can be manipulated
- Authors and illustrators present a view of the world that can be challenged

### SELECTING VISUAL TEXTS

Teachers select visual texts according to the learning needs of their students. The table below provides a range of different text types, for a range of purposes.

PURPOSE	DESCRIBE	ENTERTAIN	PERSUADE	EXPLAIN	INSTRUCT
Still	Brochure Magazine Non-fiction picture books	Comic book Narrative picture book	Billboard Advertising catalogue	Diagram Textbook Newspaper	Craft book Street sign Furniture assembly instructions
Moving	TV travel program Video journal	Feature film Television program Music video	Commercial	Documentary	Occupational health and safety DVD
Multi-modal	Tourism website Work portfolio	Video game Weblog	Debate Political website	Hotlink Animated diagram	Online form



Front cover design by Briannah Swansson, Jhurnie Koro-King, Tayla Cushing, Ella-Rose Packard, Jack Turner, Thomas Sullivan and Angus Hunt  
Year 5 students, 2015

