



LANGUAGE POLICY AND LITERACY GUIDELINES: PRIMARY SCHOOL

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1. MISSION STATEMENTS

1.1 INTERNATIONAL BACCALAUREATE MISSION STATEMENT

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

1.2 JOHN WOLLASTON ANGLICAN COMMUNITY SCHOOL MISSION STATEMENT

We enable our students discover their passion and direction in life and make a positive contribution in the world.

2. BACKGROUND

The Primary School at John Wollaston Anglican Community School (the School) is authorised as a World School of the International Baccalaureate (IB) for the Primary Years Programme (PYP). The PYP is a curriculum framework based on a constructivist approach to learning.

This policy aligns closely with the School's *Whole School Curriculum Plan, Inclusive Education Policy and Assessment and Reporting Policy and Guidelines Primary School*. It addresses our philosophy and approaches to the teaching of language within an IB context as well as meeting the criteria of the School Curriculum and Standards Authority (SCSA) and the Western Australian Curriculum.

3. IB LEARNER PROFILE

The Primary Years Programme (PYP) beliefs and values about language are embedded implicitly throughout the learner profile and explicitly through the attribute of communicator, as well as in the IB's approaches to learning. Language is considered essential to the IB mission of building a better and more peaceful world.

As IB learners strive to be

Inquirers: We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

Knowledgeable: We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

Thinkers: We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

Communicators: We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

Principled: We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

Open-minded:	We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.
Caring:	We show empathy, compassion and respect. We have a commitment of service, and we act to make a positive difference in the lives of others and in the world around us.
Risk-takers:	We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenge and change.
Balanced:	We understand the importance of balancing different aspects of our lives – intellectual, physical and emotional – to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.
Reflective:	We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

4. LANGUAGE LEARNING AT JOHN WOLLASTON

4.1 OUR PHILOSOPHY ABOUT LANGUAGE

Language is a tool used for communication and making sense of the world.

Through the use of language, children are able to interact with others and the world they live in. Language enables children to establish and maintain relationships, develop a sense of self, foster their curiosity, acquire knowledge and form their own interpretations of the world around them. Although children are able to learn in a language other than their mother tongue, mother tongue language enables children to shape their thinking and identity.

Language proficiency impacts learning and social relationships. Social interaction enables children to develop a deeper understanding of culture and establish their personal identity. Language is an important contributor to the development of thinking, communication, research, social and self-management skills, enabling children to inquire, process knowledge and develop conceptual understanding. By discovering the patterns and purposes of language, children become competent users of language and effective communicators.

Although language occurs in different forms, there are many common features and skills required for language acquisition and usage. Language learning is a continuous process and occurs in developmental stages. This includes students who communicate through alternative and augmented forms of communication. Children enter school with various levels of language proficiency and require differentiated programs to enable them to flourish.

Learning of an additional language enhances thinking processes and leads to greater understanding of the language of instruction. As a result of increased globalization, the need for the development of multilingualism has become of increasing importance in the development of our students.

At the School we have a shared responsibility to create an environment that is cognisant of our changing demographic and which acknowledges and embraces language and cultural diversity. By taking into account a child's language proficiency on entry to the School, it is our role to create a learning environment that promotes inclusivity and equity. We aim to enable all learners to gain knowledge and understanding, interact socially and foster curiosity about the world they live in through competent use of language.

4.2 LANGUAGE OF INSTRUCTION

English

4.3 ADDITIONAL LANGUAGE

At the School, all students from Pre-Primary to Year 6 learn Japanese as an additional language. Where an authentic link exists, students engage in their class inquiries in the Japanese language or within the specific context of Japan. Where an authentic link is not possible, the additional language is presented through stand-alone inquiries. During their one-hour lesson each week, students are encouraged to be communicators by following instructions delivered in Japanese, using gestures and other cues to assist their understanding.

Different levels of Japanese experience exist in every classroom and these levels are taken into account during planning, teaching and assessment. Opportunities for all students to experience success at their own level are provided. Students with knowledge of other additional languages or with mother tongue languages other than English are encouraged to share their knowledge or translate Japanese to their own mother tongue language where appropriate.

4.3.1 Mother Tongue

Language connects students to their culture and affirms their identity, thus promoting self-esteem. It is of utmost importance that bilingual/multilingual students continue to develop their abilities in their mother tongue to gain a deeper understanding of language and their heritage. Children who are learning in a language other than their mother tongue, develop stronger literacy abilities in the language of instruction if they have a sound understanding of their first language.

Students at the School are encouraged to maintain their home languages whilst developing fluency in English. There are many ways in which students can maintain a strong connection to their mother tongue in order to enhance their learning at school. These may include:

- Allowing students to use their home language during social interactions at school.
- Allowing students to access reading and research materials in their home language in order to construct sound understanding of content.
- Encouraging students to share their own language with peers by teaching them vocabulary, greetings and phrases.

4.3.2 Anglican Schools Commission International (ASCI)

International Primary students enrolled through ASCI may attend the School for a short period of language and cultural immersion. These students participate fully in school life and are introduced to learning in English. Teachers use a range of strategies to enrich the language experience and encourage cultural exchange. These include:

- Peers or 'buddies' who guide, model and communicate with the students
- Scaffolding as required, to ensure access to learning
- Enabling language breaks by encouraging students to use their mother tongue for reading, research or communication with other immersion students
- Providing opportunities for students to share aspects of their culture with one another

Students are assessed informally on their ability to communicate and interact and their willingness to participate in the life of the School. Achievements are recorded on a *Summary of Learning* provided to families at the conclusion of the period of immersion.

4.4 ENGLISH AS AN ADDITIONAL LANGUAGE OR DIALECT (EAL/D)

To encourage students to take risks in language learning (especially learning an additional language), they need to believe that there is a good chance they will succeed. Teaching and learning situations are structured so that students have opportunities for success. This is achieved by careful scaffolding, a strategy that enables EAL/D learners to accomplish tasks that they may not have adequate language proficiency to access.

The EAL/D Learning Progression, available through SCSA, is used to identify where students are in their English language development and what instruction is required to move them to the next stage.

More information is available at: <https://k10outline.scsa.wa.edu.au/home/principles/guiding-principles/student-diversity/english-and-an-additional-language-or-dialect>

4.4.1 Beginning English or Emerging English Phases

These students require informed EAL/D intervention in order to access learning. Support for intervention varies according to the age of the student, numbers of students at these levels and the resources available for addressing these needs.

- *Early childhood:* It is acknowledged that Early Childhood classrooms are language-rich and provide opportunities for language acquisition through play and interaction with other students. Students on this level of the progression are monitored regularly to ensure adequate development is occurring.
- *Years 1 to 6:* Students on this level of the progression receive priority in assisting them to develop functional language in order to access the curriculum.

4.4.2 Developing English or Consolidating English phases

These students continue to require specific language instruction in their mainstream classes. Intervention is planned in collaboration with the Primary Inclusive Education Coordinator, in order to assist these students to further develop their proficiency in English in the context of classroom learning.

In addition, the EAL/D teacher resource is used to:

- advise teachers about areas of the Australian Curriculum (Phase 1) that EAL/D students may find challenging and why
- assist classroom teachers to identify where their EAL/D students are broadly positioned on a progression of English language learning
- help teachers understand students' cultural and linguistic diversity and how this diversity can be used in the classroom
- provide examples of teaching strategies supportive of EAL/D students
- complement existing state and territory resources for teaching EAL/D
- provide an overview for teachers who may not have specialist training in the area of EAL/D or access to specialist EAL/D teachers.

Refer to the *Inclusive Education Policy* for further information.

4.5 SPEECH PATHOLOGY AND OCCUPATIONAL THERAPY SCREENING IN KINDERGARTEN

There is significant evidence in the area of literacy development that demonstrates the strong link between oral language and learning to read. There is also clear evidence that gross and fine motor skills, pencil grasp and visual perceptual skills have a significant impact on early literacy development. Early intervention is most important in giving our children the best chance of meeting developmental milestones with their learning. In order to meet the needs of all students in Kindergarten, we engage the services of a speech pathologist and an occupational therapist to provide the following services:

- Speech Pathology and Occupational Therapy Screening Assessments, which are conducted at the School. These include a brief parent/guardian questionnaire, student assessments conducted by a speech pathologist and an occupational therapist, and individual summary reports provided for parents/guardians and the School.
- Feedback session for staff with specific strategies for children identified as 'at risk'.

4.5.1 Parents/Guardians

The report the parents/guardians receive will advise them if:

1. Everything is progressing well. Some suggestions may be given for good games and activities to play at home.

2. There are some areas of concern, and these are monitored by classroom teachers and parents/guardians. Suggested activities are provided for the parents/guardians to do at home to support their child.
3. Intervention is recommended. Students are referred for a formal assessment by a registered speech pathologist or occupational therapist.

4.5.2 Teachers

Class teachers are provided with a class overview and each child's individual results. This feedback clearly identifies areas of strength and areas needing to be developed. Using the strategies provided by the speech pathologist and occupational therapist during the feedback session, the classroom teacher implements games and activities to further develop literacy skills. Some may be done on a whole class level and others may be targeted to suit the needs of the individual child.

4.5.3 School

The School uses the data provided by the Kindergarten Screening to monitor the students' language development as they progress through school and ensure that targeted programs are in place to provide support where it is required.

4.6 LEARNING ENRICHMENT CENTRE (LEC)

Many students with additional learning needs require Literacy support involving explicit teaching of skills within individual, small group and class settings. Student needs are identified through whole school and LEC testing, specialists' reports as well as teacher and parent/guardian concerns. LEC Literacy Support Groups are for students who require intervention to boost their literacy achievement levels. Individual Education Plans (IEPs) are generated to direct and scaffold learning, in consultation with parents/guardians and specialists. By facilitating these IEPs, teachers are able to address student individual needs by considering suitable content, remediation and teaching strategies to create opportunities for successful learning in a safe environment. Teachers, Education Assistants and LEC teachers collaboratively support students with specific learning needs by creating a positive learning environment using individual, small group and whole class settings.

4.6.1 Curriculum modification:

Literacy strategies are set according to the student's IEP. Teachers use the strategies that are listed on IEPs which enable the students to have an opportunity to reach their potential and achieve their goals. Strategies included are specific to each child's learning difficulty or disability and are often suggested in medical reports from specialists. If students have a disability that restricts their access to the mainstream curriculum, modified goals are created in consultation with teachers, parents/guardians, the Primary Inclusive Education Coordinator, service providers and medical specialists. Interventions for these students are intensive. The aim is to reduce the gap between these students and their peers, facilitating success at their level. LEC teachers and education assistants are available to support class teachers with the implementation of strategies and support.

Refer to the *Inclusive Education Policy* for more information.

4.7 LANGUAGE LEARNING IN THE PYP

The three key aspects to language learning,

- learning language
- learning about language
- learning through language

are so interrelated that they cannot be addressed in isolation from one another. In the PYP the three key aspects are synthesized through a constructivist, inquiry approach to learning, where language is taught in meaningful contexts through purposeful inquiry, in contrast to a predetermined sequence of skills to be acquired.

Teaching of language responds to the needs, interests, prior knowledge and experience of the students. Learners need to build on established skills and understanding, while being supported to meet the appropriate challenges to extend their learning. Language learning is most effective when it is taught in relevant, engaging, challenging and significant contexts. Language is the major connecting element across the curriculum and is taught for the purpose of application in different contexts. The transdisciplinary programme of inquiry provides authentic context for learners to develop and use language.

Approaches to Learning:

COMMUNICATION SKILLS	
SUB-SKILLS	WHAT STUDENTS DO:
<p>Exchanging information</p> <p>Listening, interpreting and speaking</p>	<p>Listening</p> <ul style="list-style-type: none"> • Listen to, and follow the information and directions of others. • Listen actively to other perspectives and ideas. • Ask for clarifications. • Listen actively and respectfully while others speak. <p>Interpreting</p> <ul style="list-style-type: none"> • Interpret visual, audio and oral communication: recognizing and creating signs, interpreting and using symbols and sounds. • Understand the ways in which images and language interact to convey ideas. • Recognize the meaning of kinaesthetic communication (body language). • Be aware of cultural differences when providing and interpreting communication. <p>Speaking</p> <ul style="list-style-type: none"> • Speak and express ideas clearly and logically in small and large groups. • Give and receive meaningful feedback and feedforward. • State opinions clearly, logically and respectfully. • Discuss and negotiate ideas and knowledge with peers and teachers. • Communicate with peers, experts and members of the learning community using a variety of digital environments and media.
<p>Literacy</p> <p>Reading, writing and using language to gather and communicate information</p>	<p>Reading</p> <ul style="list-style-type: none"> • Read a variety of sources for information and for pleasure. • Read critically and for comprehension. • Make inferences and draw conclusions. • Use and interpret a range of terms and symbols. <p>Writing</p> <ul style="list-style-type: none"> • Use appropriate forms of writing for different purposes and audiences. • Paraphrase accurately and concisely. • Record information and observations by hand and through digital technologies. • Use a variety of scaffolding for writing tasks. • Organize information logically. • Make summary notes. • Communicate using a range of technologies and media. • Understand and use mathematical notation and other symbols. • Responsibly participate in, and contribute to, digital social media networks.

<p>ICT</p> <p>Communicating using technology to gather, investigate and share information</p>	<ul style="list-style-type: none"> • Understand the impact of media representations and modes of presentation. • Make informed choices about modes of communication based on audience • Communicate information and ideas effectively to multiple audiences using a variety of media and modalities.
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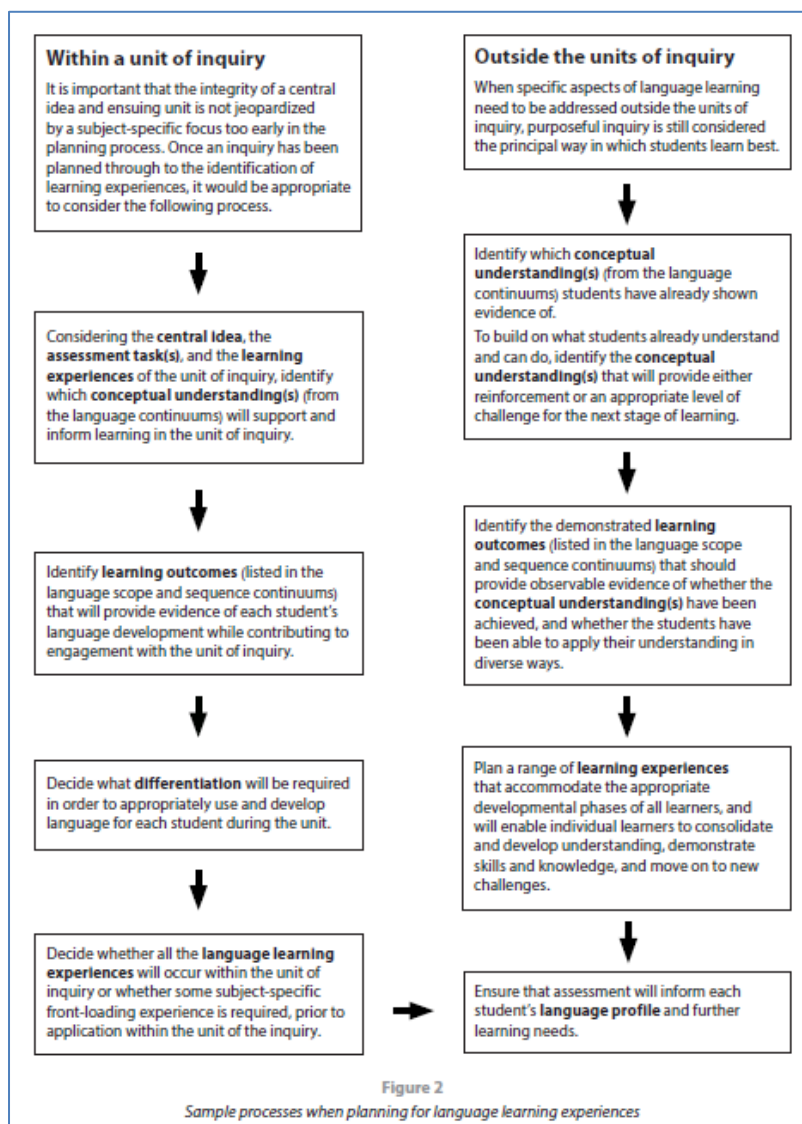
Figure ATL06 Communication skills – what students do: IBO Primary Years Programme: From Principles into Practice

There are some specific skills e.g. spelling, phonics, handwriting and early decoding when learning to read, that are best taught by direct instruction. All other aspects of language should be taught in meaningful context.

4.7.1 Language planning: Sample processes

When planning for language learning experiences, teachers should be mindful of the following practices:

- Structured, purposeful inquiry is the main approach to teaching and learning language in the PYP
- Wherever possible, language should be taught through the relevant and authentic context of the transdisciplinary programme of inquiry



Primary Years Programme language scope and sequence, 2018

6.6.2 Language practices

The PYP represents an approach to teaching that is broad and inclusive in that it provides a context within which a wide variety of teaching strategies and styles can be accommodated, provided that they are driven by a spirit of inquiry and a clear sense of purpose. The table *How are language practices changing?* provides guidance for our evolving pedagogy around language learning.

How are language practices changing?	
Increased emphasis on:	Decreased emphasis on:
promoting integrated language development	teaching language as isolated strands
language as a transdisciplinary element throughout the curriculum	language as a separate discipline
additional-language teachers viewed (and viewing themselves) as PYP teachers	additional-language teachers seen as solely single-subject teachers
a literature-based approach to learning language	using skill-drill texts and workbooks to learn language
a teaching approach that sees making mistakes in language as inevitable and necessary for learning	a teaching approach that focuses on encouraging students not to make mistakes in language
reading for meaning	decoding only for accuracy
reading selected according to interest level	reading selected according to decoding level
student-selected reading materials	teacher-directed reading materials
making world classics available for reading	having only school classics available for reading
making culturally diverse reading material available	having only monocultural reading materials available
focusing on meaning when reading and writing	focusing primarily on accuracy when reading and writing
encouraging appropriate cooperative discussion in the classroom	enforcing silent, individual work in the classroom
students engaged in spontaneous writing	students carrying out teacher-imposed writing
a variety of scaffolded learning experiences—with the teacher providing strategies for the student to build on his or her own learning	activities where teachers simply model language for students
writing as a process	writing only as a product
developing a range of independent spelling strategies	a dependence on the teacher as the only source of correct spelling
nurturing appreciation of the richness of language	language study as grammar and syntax
literature as a means of understanding and exploring	literature study as vocabulary, grammar and syntax
teaching students to read and research using multimedia resources	providing print-only resources for reading and research
using language for creative problem solving and information processing	using language for rote learning
a range of appropriate assessment methods such as portfolios, conferencing, miscue analysis, writing sample analysis, response journals.	standardized reading and writing assessments.

Primary Years Programme language scope and sequence, 2018

6.6.3 The role of literature

Literature plays an integral role in the inquiry process. It provides opportunities for students to explore other cultures, other eras and the impact of discoveries, innovations and explorations in ways that have more relevance than a list of facts for learning. Literature provides a depth and richness of content not found in textbooks and supports students in exploring a greater variety of perspectives and topics. Fiction that is carefully chosen to support units of inquiry provokes students to ask questions, whilst it is in non-fiction that they will find the answers. Integrating literature into the meaningful context of units of inquiry fosters a love and enjoyment of language.

Possible ways of incorporating literature:

- Novel studies relevant to units of inquiry
- A series of books read as an author study
- Early years counting stories as reinforcement for Mathematics development
- Big books or selected picture books to stimulate curiosity
- Regional fairy tales as part of a unit of inquiry with a particular Humanities emphasis
- Comparison and practice of illustration techniques to encourage the development of Art skills

6.6.4 Differentiation

Information gathered from school data and pre-unit assessments is used to inform differentiation. As all teachers are language teachers, regular collaboration ensures that differentiation is used across the curriculum, by all teachers and involves:

- Creating an environment that invites learning
- Knowing with clarity the learning destination
- Checking regularly to see where students are in regard to the destination
- Adapting instruction to ensure optimal progress for each learner
- Establishing routines that balance structure and flexibility to allow attention to varied learner needs

PRIMARY LITERACY GUIDELINES 2023

1. PEDAGOGY

As an IB PYP School our approach to Literacy teaching is broad and inclusive and provides a context for a balance of explicit teaching of strategies and skills, and purposeful inquiry.

It is a specific aim of the Primary School to increase the standards of literacy within our student body. Whilst language-rich units of inquiry provide multiple opportunities for language learning, it is of equal importance that our students have adequate levels of literacy to access learning through language and literature-rich programs.

At the beginning of each year, a range of achievement and/or diagnostic tests is performed at each year level to collect information on students' literacy achievement levels. Data from these assessments is collected, organized and analysed to enable teachers to plan according to student need. In addition, information obtained from the data is used by Primary Leadership to inform decisions regarding:

- Consistent approaches to developing particular skills
- Professional learning of teachers
- Purchase of resources to support targeted language development

A selection of programs have been carefully evaluated to ensure they meet the needs of our students and the philosophy of the PYP.

Key concepts in the PYP: What do we want students to understand about language?

Central to the philosophy of the PYP is the principle that guided inquiry is a powerful vehicle for learning that promotes meaning and understanding, and challenges students to engage with significant ideas. Hence in the PYP there is also a commitment to a **concept-driven curriculum** as a means of supporting that inquiry. There are clusters of ideas that can usefully be grouped under a set of overarching concepts, each of which has major significance within and across disciplines, regardless of time or place. These key concepts are one of the essential elements of the PYP framework. It is accepted that these are not, in any sense, the only concepts worth exploring. Taken together they form a powerful curriculum component that drives the teacher and/or student-constructed inquiries that lie at the heart of the PYP curriculum.

Concept	Generic perspective	Language perspective
Form What is it like?	Everything has a form with recognizable features that can be observed, identified, described and categorized.	Every language has a form and a structure that makes it unique. Form may vary according to whether language is written or spoken.
Function How does it work?	Everything has a purpose, a role or a way of behaving that can be investigated.	The type of language we use varies depending on the circumstances, purpose, audience and genre.
Causation Why is it like it is?	Things do not just happen. There are causal relationships at work, and actions have consequences.	Language is fundamental to human activity. Many factors affect the development of language.
Change How is it changing?	Change is the process of movement from one state to another. It is universal and inevitable.	Language is not static; it changes constantly.
Connection How is it connected to other things?	We live in a world of interacting systems in which the actions of any individual element affect others.	Language is a major connecting system within, between and among all societies.

When viewed as a set of questions, the concepts form a research tool that is manageable, open-ended and more readily accessible to students. It is these questions, used flexibly by teachers and students when planning an inquiry based unit, that shape that unit, giving it direction and purpose.

The following table explains each concept from both the generic perspective and the language perspective.

Concept	Generic perspective	Language perspective
Perspective What are the points of view?	Knowledge is moderated by perspectives. Different perspectives lead to different interpretations, understandings and findings. Perspectives may be individual, group, cultural or disciplinary.	Language can be interpreted and expressed in different ways. Literature, in particular, offers cultural, historical and personal perspectives on the world, and invites different interpretations.
Responsibility What is our responsibility?	People make choices based on their understandings, and the actions they take as a result do make a difference.	Language is powerful and can have a profound effect, both positive and negative. Therefore, it must be used responsibly.

Examples of questions that illustrate the key concepts

The following table provides sample teacher/student questions that illustrate the key concepts, and that may help to structure or frame an inquiry. These examples demonstrate broad, open-ended questioning—requiring investigation, discussion, and a full and considered response—that is essential in an inquiry-led programme.

Concept	Sample teacher/student questions
Form What is it like?	<ul style="list-style-type: none"> • What are the ways in which stories can be told? • What are the parts of a book? • What languages do the students in our class/school use? • What makes this language unique?
Function How does it work?	<ul style="list-style-type: none"> • What part does literature play in the development of a culture? • Why do we name things? • How do different languages work? • How do the pictures and text work together?
Causation Why is it like it is?	<ul style="list-style-type: none"> • What part does language play in cultural identity? • To what extent does language influence thinking styles? • Why does the same language develop differently in different places? • Why did the author write the story in this way?
Change How is it changing?	<ul style="list-style-type: none"> • How have our languages changed historically? • What has influenced the development of the language of specific disciplines? • How do we use language differently as we grow? • How have other languages and cultures changed our own language?

Concept	Sample teacher/student questions
Connection How is it connected to other things?	<ul style="list-style-type: none"> • What are the similarities and differences between languages? • What are the origins of names? • How are storytelling traditions linked to culture? • How do our experiences enable us to connect with stories?
Perspective What are the points of view?	<ul style="list-style-type: none"> • How could knowledge of a language help us to understand the culture? • Why do some books become best-sellers? • Which language do you think is the easiest to learn? • Why is written language different to spoken language?
Responsibility What is our responsibility?	<ul style="list-style-type: none"> • How can the use of language influence people? • How should we treat people who speak different languages from us? • Why are we not allowed to read some books or websites? • What responsibility does the author have to avoid bias and stereotyping?

Primary Years Programme language scope and sequence, 2018

2. LITERACY PROGRAM OUTLINE

2.1 ORAL LANGUAGE PRACTICES

Oral language has an important social function, helping students to build relationships, communicate effectively and express their thoughts and feelings. It also plays a vital role in the development of literacy skills, as reading and writing are initially dependent on strong oral language skills. Oral language instruction, focusing on conversational language and the development of vocabulary and phonemic awareness, strongly impacts students' ability to read and comprehend both oral and written texts.

Early Years classrooms are rich in opportunities for developing oral language. Specific practices that support the development of oral language and vocabulary, include read aloud story time, questions and answers (comprehension), thinking time, retells and recounts, rhyming games, word play, songs and the strong modelling and correct use of oral language.

In the Primary School, oral language is developed in the context of transdisciplinary units of inquiry through the development of the Communication sub skill, exchanging information skills (listening, interpreting and speaking).

Time is set aside for the explicit teaching of phonological and phonemic awareness using the evidence-based program of Heggerty Phonological and Phonemic Awareness Curriculum (Pre-Kindergarten, Kindergarten and Pre-Primary). Heggerty Phonological and Phonemic Awareness Curriculum is an explicit, systematic, direct instruction program that teaches children that speech has sounds, spoken sentences can be separated into words and words into sounds. Research shows that it increases reading and spelling achievement among pre-schoolers, primary grade children, and students with learning disabilities. Heggerty Phonological and Phonemic Awareness Curriculum is delivered for 8-12 minutes per day. It comprises of the following components:

- ♦ Listening games (in Early Pre-K only)
- ♦ Rhyming
- ♦ Onset Fluency
- ♦ Blending
- ♦ Isolating final or medial phonemes
- ♦ Segmenting (Adding, Deleting, Substituting – not Early Pre-K)
- ♦ Letter naming

- ♦ Language Awareness

Spelling and grammar

Time is set aside for the explicit teaching of phonics, spelling and grammar using the evidence-based programs of Sounds-Write (Pre-Primary to Year 3), Jolly Grammar (Year 4 to Year 6) and Talk 4 Writing (Pre-Primary to Year 6).

Sounds-Write is a highly structured synthetic phonics program where the children are explicitly and systematically taught four conceptual understandings:

1. Letters are symbols (spellings) that represent sounds
2. A sound may be spelled by 1, 2, 3 or 4 letters
3. The same sound can be spelled in more than one way (one sound – different spellings)
4. Many spellings can represent more than one sound (one spelling – different sounds)

The students are taught the initial (alphabetic) code, the extended code (alternative spellings) and polysyllabic words through a process of review, teach, practice, and apply.

Year 4 to Year 6 are currently using the Jolly Grammar program to teach spelling using the list words provided for each week.

Talk for Writing is used to teach grammar across the Primary School. Relevant grammar and syntax are built into the Toolkit, which is explicitly taught through the model text, and practiced through short burst writing tasks and text innovation. Work has also begun in Year 1 and Year 2 to explicitly teach grammar, syntax and punctuation at the sentence level using the The Syntax Project, inspired by the book, *The Writing Revolution (TWR)*. Example lessons that are based on the TWR scope and sequence and strategies can be accessed through:

<https://thesyntaxproject2022.squarespace.com/syntaxlessons>

Reading

From Pre-Primary to Year 3, Reading is taught through explicit instruction in how to blend sounds together to read a word. Phonetically controlled decodable words, passages and texts are used to scaffold the children's reading as they contain the phonics code that the children have been taught. Strategies such as paired reading, echo reading, choral reading and repeated reading are used to help the students to build their skills to decode words and build fluency. Once students have strong knowledge of the initial and extended code and can read with fluency, they are able to transition to reading a range of authentic texts for enjoyment.

Reading progress is monitored by using the DIBELS 8th Edition assessment suite. The students are benchmarked three times per year and progress monitored at their point of need.

Reading resources are located in the Primary storeroom (located next to Possum Class) or ELC storeroom (located behind ELC staffroom). Additional resources can be sourced through the Library.

Novel studies and non-fiction texts are utilised once children make the transition from "learning to read" to "reading to learn", generally from Year 4. Texts for reading are selected for their content and are generally selected to support learning within units of inquiry. Whilst all students may be reading the same texts, tasks are differentiated according to the range of reading abilities and learning needs within the class. Texts may include:

- ♦ Novels or short stories to encourage higher order thinking such as questioning, predicting, sequencing, analysing characters, events, purpose and perspectives
- ♦ Non-fiction texts to encourage information retrieval, summarising and note-taking, analysis, synthesis and evaluation of information, forming opinions and drawing conclusions

Writing

Talk for Writing is used as a whole school approach from Pre-Kindergarten to Year 6. The aim of the program is to develop written language skills by first targeting oral language skills.

There are three stages to moving from oral to written language:

- ♦ Imitation: I do.
The process of constructing understanding of the text through learning to retell a story by heart. Repetition of the story enable the language patterns to become embedded in long-term memory and are internalised.
- ♦ Innovation. We do.
Transference of knowledge and understanding is developed through collaborative adaptation of well-known stories in order to create a new story or text.
- ♦ Invention. You do.
Children apply the skills they have been taught and a range of language patterns, ideas and experiences to construct a new story or text.

To make authentic links with units of inquiry and enhance/complement the learning that occurs as part of these units, the Talk for Writing units and text types have been mapped into the program of inquiry.

Handwriting

Time should be set aside to focus on handwriting skills throughout the Primary School. Lessons involve the explicit and incidental teaching of handwriting using NSW Foundation print.

Students who consistently make the effort to present their work neatly may be awarded a pen license from Year 5.

Table 1: Excerpt from: English – Scope and sequence P–10

	Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Years 8–10
Literacy									
Creating texts									
Handwriting Developing a fluent, legible handwriting style, beginning with unjoined letters and moving to joined handwriting	Produce some lower case and upper case letters using learned letter formations	Write using unjoined lower case and upper case letters	Write legibly and with growing fluency using unjoined upper case and lower case letters	Write using joined letters that are clearly formed and consistent in size	Write using clearly-formed joined letters, and develop increased fluency and automaticity	Develop a handwriting style that is becoming legible, fluent and automatic	Develop a handwriting style that is legible, fluent and automatic and varies according to audience and purpose	Consolidate a personal handwriting style that is legible, fluent and automatic and supports writing for extended periods	This sequence ends at this year level. Students should be supported to continue developing a fluent, legible, joined handwriting style.

Reference: [Pre-primary-to-Year-10-Handwriting-Continuum-PDF-version.pdf \(scsa.wa.edu.au\)](https://www.scsa.wa.edu.au/pre-primary-to-year-10-handwriting-continuum-pdf-version.pdf)

3. ASSESSMENT

Reference: *Assessment and Reporting Policy and Guidelines Primary School*

Assessment is used to provide feedback on the learning process and to inform future teaching and learning. This is achieved through:

Pre-assessment: Assessment **for** learning

Teachers establish students' prior knowledge and experience before embarking on new learning experiences. This determines the students' entry point to any new learning and informs planning of teaching experiences to move students forward in their learning.

Formative assessment: Assessment **as** learning

Formative assessments should provide fine-grained information about student performance that supports

teachers to plan learning that challenges students to go beyond what they already know, understand and can do in order to build new knowledge, understanding and skills.

Summative assessment: Assessment of learning

Summative assessment aims to give teachers and students a clear insight into students' understanding. It can assess several elements simultaneously, measures all proficiencies and informs student learning.

Reflection: Students are encouraged to reflect on their learning and identify areas for improvement. Teachers reflect on their own practice and student achievement and make amendments to their programming and practice accordingly.

3.1 DATA COLLECTION AND ANALYSIS

A range of assessments are used across the Primary School for the purposes of informing teaching and learning and to evaluate the effectiveness of programs. The School has systems in place for recording this data to guide discussion and analysis.

Strategies and tools used to collect data include:

Monitoring learning

- ◆ ongoing formative assessments
- ◆ observations and reflections on achievement of learning goals and success criteria
- ◆ ongoing timely, relevant feedback to inform next steps in learning
- ◆ Speech Pathology and Occupational Therapy Screening - Kindergarten
- ◆ On-entry assessment full suite: PP
- ◆ Dibels, Cubed – K-3
- ◆ PAT: Comprehension; Spelling; Grammar and Punctuation- Year 2 – 6
- ◆ ACER Critical Reasoning – Year 5/6
- ◆ Brightpath Writing: K-6

The schedule for data collection is updated annually and can be accessed on the School drive at: Staff Shared J:\Primary\Data collection\Year e.g. J:\Primary\Data collection\2023

Analysing Assessment Data

Information gathered from these assessments is used to inform teaching and assess learning. Data is analysed in collaborative teams led by Primary Leadership and used to:

- ◆ To plan for differentiation and set learning goals
- ◆ Evaluate teaching and learning programs and strategies
- ◆ Inform the necessity and type of interventions necessary
- ◆ Assess growth over time