

By Year 5 80% of students will be in the top two proficiency bands of all students in Australia.

2017 Operational Plan English



WHOLE SCHOOL TARGET	WHOLE SCHOOL STRATEGIES	WHOLE SCHOOL ASSESSMENT	CLASSROOM TARGET	CLASSROOM APPLICATION	ASSESSMENT
<p>Reading All students to make 0.4 progress (effect size) per year in standard reading assessments.</p> <p>Kindergarten (K) students to show progress in reading comprehension.</p>	<p>Reading Comprehension</p> <ul style="list-style-type: none"> Targeted Guided Reading using 8 First Steps comprehension strategies. <p>Deconstruction of Texts</p> <ul style="list-style-type: none"> Modelling of "Thinkalouds" Reading Conventions Texts Yr1-6 with focus on visual literacies. Literary rich texts <p>Literature Studies</p> <ul style="list-style-type: none"> Focus on authorial elements ie. tone, POV, purpose, voice, style, vocabulary selection, etc. <p>Multi Lit/Mini Lit</p> <ul style="list-style-type: none"> SAER students 	<ul style="list-style-type: none"> NAPLAN TORCH Yr3-6 Lexile Levels Reading Eggs Assessments PAT online comprehension Literacy Leader support-teaching comprehension strategies and deconstructing of texts using agreed criteria. MultiLit/MiniLit assessments-classroom teacher meetings with EAs K – Pre and post Diana Rigg comprehension for 4 year olds 	Teachers to complete	Teachers to complete	Teachers to complete
<p>Writing All students to make 0.4 progress (effect size) per year in standard writing assessments.</p> <p>Kindergarten students to show progress in name writing.</p>	<p>Writing strategies applied to all genres</p> <p>Deconstruction of quality writing exemplars</p> <ul style="list-style-type: none"> Eg. Brightpath, ACARA samples, NAPLAN <p>Modelled Writing & Explicit Teaching</p> <ul style="list-style-type: none"> Authorial & secretarial elements Writing frameworks for genres Editing strategies <p>Punctuation & Grammar Scope & Sequence</p> <ul style="list-style-type: none"> Grammar & punctuation checklists Recommended activity sequences for year levels 	<ul style="list-style-type: none"> Brightpath Moderation SCASA Rubrics NAPLAN Action research project modelled writing/editing. Student goal setting based on writing exemplars K – name writing samples in portfolio 	Teachers to complete	Teachers to complete	Teachers to complete
<p>Spelling All students to make 0.4 progress (effect size) per year in standard spelling assessments.</p> <p>Kindergarten students to show progress in letter and sound recognition.</p>	<p>Spelling and Vocabulary</p> <ul style="list-style-type: none"> Continue to embed effective use of spelling journals with emphasis on personal words (diagnosed through SWST) and rich vocabulary being transferred to personal writing. Specific focus on teaching rules and spelling generalisations as per Dalkeith Spelling Scope and Sequence. Explicitly teach vocabulary 	<ul style="list-style-type: none"> Single Word Spelling Test at year level Dictation NAPLAN Writing samples K – letter and sound recognition checklists PP – word counts taken from writing samples 	Teachers to complete	Teachers to complete	Teachers to complete
<p>Speaking and Listening All students K-2 to make progress on First Steps Oral Language Continuum.</p> <p>Kindergarten students to show progress in oral language.</p>	<p>Oral Language</p> <ul style="list-style-type: none"> Specialist teacher to deliver Oral Language program PP-2 using ACARA oral language plan. Provide structured forums eg "Speak Up" for students to orally present to an audience. Yr3-6 	<ul style="list-style-type: none"> First Steps Oral Language continuum. K-2 SCASA Rubrics K – News telling checklist PP – Brightpath Oral Narrative Retells K First Steps Oral Language continuum. 	Teachers to complete	Teachers to complete	Teachers to complete