

Lancelin Primary School

2023

Literacy Operational Plan

K-6



Kindergarten - Literacy, phonological awareness, pre reading skills

Data Analysis what does the data tell us?	Targets where are we heading?	Strategies how will we meet our targets?	Resourcing what will we need to meet our targets?	Success Indicators what will tell us that we have been successful?
<p>PLD pre literacy screen conducted in Kindergarten 2022 and back mapped indicates 2023 Kindy teaching and learning focus should be:</p> <p>Critical PA skills:</p> <ul style="list-style-type: none"> • Sound identification • Initial/Final/Medial sounds in words • Blending skills • Segmentation Skills • Manipulations skills • Sound /letter links • Concepts of Print • PLD syllables, onset /rime • PLD early Literacy Screens to form Baseline • From KAT testing Data completed terms 1,2,3,4 2022 • Topic Vocabulary • Story time using Literacy Spine T4W • Nursery Rhyme and songs • PLD • PLD story retell program 	<p>To prepare for On- Entry Pre Primary Term One 2022 PLD and KAT assessments will confirm by the end of 2023 the stable cohort are able to:</p> <ul style="list-style-type: none"> • 100% read their own name • 80% identify syllables in 2/3 syllable words • 80% can orally blend onset and rime, sounds provided • 80% can orally blend CVC words, sounds provided • 80% obtain 0.5+ progression points On -Entry to PP 2022 • exposed to the first 25 PLD HFW • 80% successfully complete the PLD retell of a familiar story providing 3 or more events in a sequence • 80% will achieve 80% on the KAT Blank Comprehension Screen Terms 1 and 4. • 80% will achieve success with the KAT Phonological Awareness assessment Term 3 • 80% will achieve success in the KAT Concepts of Print and Reading subtest Term 2. 	<ul style="list-style-type: none"> • KAT assessments Baseline • Diana Rigg PLD Stage 1 • Decodable readers • Home reading • Modelled, shared and guided reading with an oral focus during Literacy Blocks with explicit teaching focus from targets • Oral Language focus with PLD • Talk 4 Writing • Daily Speaking and listening experiences 	<ul style="list-style-type: none"> • PLD resources • KAT testing resources • Teacher Release time for testing 2 days per test totalling 8 days • PL as required 	<ul style="list-style-type: none"> • PLD end of year pre literacy screening results • Literacy profile • On -Entry results term 1 2023 80% of the stable cohort achieving 0.5 reading progression points • KAT Blank Comprehension Screening assessment comparison from Term 1- Term 4 2023 • School Student Assessment Files

Pre Primary - Literacy, Reading, Writing, Speaking and Listening

Data Analysis what does the data tell us?	Targets where are we heading?	Strategies how will we meet our targets?	Resourcing what will we need to meet our targets?	Success Indicators what will tell us that we have been successful?
<p>PLD pre literacy screen, on-entry assessments, T1 and 4, KAT testing and PLD pre literacy screen Term 4 2022 indicates 2023 PP teaching and learning focus should be:</p> <ul style="list-style-type: none"> • Concepts of Print • Topic Vocabulary • PLD letter/sound warm ups • Punctuation: capital letters, full stops and moving to exclamation marks • Use of short correctly constructed sentences • PLD assessment data Term 4. • Spelling of PLD HFW • Focus on text type as per the Writing scope and Sequence <ul style="list-style-type: none"> Recount Narrative Procedure Information 	<p>On- Entry end of Pre Primary Term Four 2022:</p> <ul style="list-style-type: none"> • 100% demonstrate concepts of print :front cover/back cover where to start reading: • 80% can identify the letter/sound correspondence for 26 letters of the alphabet • 80% can identify PLD phase 1 di/trigraphs • 80% can orally blend CVC and CCVC words :sounds provided: • 80% of the stable cohort obtain 1.0+ progression points • 80% of students able to independently read the first 25 PLD HFW • Moderation tasks with B2B to be streamlined through PL • 80% students at level in PLD reading assessment • SAER students to be identified in Pre Primary and be triaged through EI. • Identified Students must have an IEP 	<p>DAILY WRITING</p> <ul style="list-style-type: none"> • Explicit teaching of PLD stages 1 and 2. • Daily Literacy warm ups. • PLD HFW in warm ups and in homework reading file • Modelled, shared, guided and independent reading • Daily Literacy blocks • PLD levelled readers • Fine motor and coordination leading to correct pencil grip and correct formation of the 26 letters • Talk 4 Writing • Daily Speaking and listening experiences <p>Teaching</p> <ul style="list-style-type: none"> • Recounts • Narratives • Description <p>Expose to:</p> <ul style="list-style-type: none"> • Information texts • Narrative • Simple Procedures • Recount 	<ul style="list-style-type: none"> • Access to EI Specialist • PLD resources • PLD HFW H100 • DIBELS Reading assessment beginning of term 1, mid term 2, end of term 3 • BrightPath resources/PL • Decodable readers • Word Walls • Talk for Writing resources • T4W Literature Spine books • Teacher Release time for testing, 3 days <ul style="list-style-type: none"> - PLD - On Entry • PL as required 	<ul style="list-style-type: none"> • Year 1 On-Entry data from 2022, available term 1 2023 • Literacy Profile • PLD word list • Placement tests • Talk 4 Writing hot and cold tasks • On Entry work samples • Moderation tasks completed through Brightpath • School Student Assessment Files

Year 1 - Literacy - Reading, Writing, Spelling, Speaking and Listening - MAINSTREAM

Data Analysis what does the data tell us?	Teaching Focus where to next?	Targets where are we heading	Strategies How will we meet our targets?	Resourcing what will we need to meet our targets?	Success Indicators what will tell us that we have been successful?
<p>On Entry Data end of PP and PLD Pre Literacy Screen 2022 indicates: In Speaking and Listening:</p> <ul style="list-style-type: none"> 60% students met or exceeded I.O on entry progression 30% students met or exceeded the 0.5 progression 10% students below the expected benchmark for On Entry— Referred to Speech and OT and placed on IEPs <p>In Reading:</p> <ul style="list-style-type: none"> 70% of students have met or exceeded the I.O on entry Yr 1 20% of students have met or exceeded the I.O on entry Yr 2 10% of students have not met the expected progression and are placed on a IEP 95% of students showed age appropriate skills in concepts of print 60% of students were able to read some of the text <p>In Writing:</p> <ul style="list-style-type: none"> 90% of students wrote their name 10% of students attempted to write using recognisable letters and words 30% of students produced a readable text which included HFW and appropriate vocabulary. 	<p>Therefore, the teaching and Learning focus should include:</p> <ul style="list-style-type: none"> Topic Vocabulary PLD stage 1 and 2 for reading writing and spelling. Punctuation for expression Explicit instruction of reading strategies for unknown words Inferential questions Talk 4 Writing 	<p>MAINSTREAM STUDENTS:</p> <ul style="list-style-type: none"> 80% can identify PLD phase 1 CCVC and early digraphs 60% of students able to independently read PLD HFW/ early stage 1, progressing into Stage 2. Talk for Writing completion of Cold and Hot tasks Moderation tasks with Brightpath ruler 	<p>DAILY WRITING</p> <ul style="list-style-type: none"> Explicit teaching of PLD Synthetic Phonics in daily Literacy warm ups. PLD HFW in warm up and in homework file Modelled, shared, guided and independent reading during daily Literacy blocks T4W literature Spine shared reading Focus on differentiated guided reading at an instructional level. PLD Stages 1 and 2 Fine motor and coordination, correct pencil grip, correct formation of the 26 letters Daily Speaking and listening experiences <p>Teach/ Consolidate:</p> <ul style="list-style-type: none"> Recounts Procedures Narratives Informational texts Persuasive <p>Expose to:</p> <ul style="list-style-type: none"> Informational texts Poetry Talk 4 Writing Diana Rigg PLD 	<ul style="list-style-type: none"> Access to EI Specialist time Talk 4 Writing resources T4W Literature Spine books Word Walls talk for writing PLD Placement tests PLD resources Handwriting font SA block print BrightPath resources/PL Decodable readers DIBELS Reading assessment beginning of term 1 mid term 2 , end of term 3 Writing Scope and Sequence Teacher Release time for testing 5 days <ul style="list-style-type: none"> - PLD - On Entry IEP students Writing Scope and Sequence 	<ul style="list-style-type: none"> Year 2 On-Entry data IEP students only Literacy Profiles Work Samples PLD Phonics stage 1 and Early Stage 2 Talk 4 Writing On Entry writing samples PLD placement test twice every term BrightPath writing samples School Student Assessment file data

Year 1 - Literacy - Reading, Writing, Spelling, Speaking and Listening - SAER

Data Analysis what does the data tell us?	Teaching Focus where to next?	Targets where are we heading	Strategies How will we meet our targets?	Resourcing what will we need to meet our targets?	Success Indicators what will tell us that we have been successful?
<p>On Entry Data end of PP and PLD Pre Literacy Screen 2022 indicates: In Speaking and Listening:</p> <ul style="list-style-type: none"> 60% students met or exceeded 1.0 on entry progression 30% students met or exceeded the 0.5 progression 10% students below the expected benchmark for On Entry— Referred to Speech and OT and placed on IEPs <p>In Reading:</p> <ul style="list-style-type: none"> 70% of students have met or exceeded the 1.0 on entry Yr 1 20% of students have met or exceeded the 1.0 on entry Yr 2 10% of students have not met the expected progression and are placed on a IEP 95% of students showed age appropriate skills in concepts of print 60% of students were able to read some of the text <p>In Writing:</p> <ul style="list-style-type: none"> 90% of students wrote their name 10% of students attempted to write using recognisable letters and words 30% of students produced a readable text which included HFW and appropriate vocabulary. 	<p>IEP students from On Entry data:</p> <ul style="list-style-type: none"> Writing, Spelling and punctuation is an area for focus and improvement for 2023 Mastery of phonemic and phonological awareness Metalanguage development Knowledge and use of punctuation Resilience to push thorough when writing tasks become challenging 	<p>IEP STUDENTS: On- Entry end of Year 1 Term Four 2023:</p> <ul style="list-style-type: none"> 100% can identify the letter/sound correspondence for all 26 letters of the alphabet 80% of the stable cohort obtain 1.5+ progression points On entry data 80% above 1.5 by the end of the year SAER students Talk for Writing completion of Cold and Hot tasks 	<ul style="list-style-type: none"> DAILY WRITING Explicit teaching of PLD Synthetic Phonics in daily Literacy warm ups. PLD HFW in warm up and in homework file Modelled, shared, guided and independent reading during daily Literacy blocks T4W literature Spine shared reading Focus on differentiated guided reading at an instructional level. PLD Stages 1 and 2 Fine motor and coordination, correct pencil grip, correct formation of the 26 letters Daily Speaking and listening experiences <p>Teach/ Consolidate:</p> <ul style="list-style-type: none"> Recounts Procedures Narratives Informational texts Persuasive <p>Expose to:</p> <ul style="list-style-type: none"> Informational texts Poetry Talk 4 Writing Diana Rigg PLD 	<ul style="list-style-type: none"> Access to EI Specialist time Talk 4 Writing resources T4W Literature Spine books Word Walls talk for writing PLD Placement tests PLD resources Handwriting font SA block print BrightPath resources/PL Decodable readers DIBELS Reading assessment beginning of term 1 mid term 2 , end of term 3 Writing Scope and Sequence Teacher Release time for testing 5 days <ul style="list-style-type: none"> - PLD - On Entry IEP students Writing Scope and Sequence 	<ul style="list-style-type: none"> Year 2 On-Entry data IEP students only Literacy Profiles Work Samples PLD Phonics stage 1 and Early Stage 2 Talk 4 Writing On Entry writing samples PLD placement test twice every term BrightPath writing samples School Student Assessment file data

Year 2 - Literacy - Reading, Writing, Spelling, Speaking and Listening - Mainstream

Data Analysis what does the data tell us?	Targets where are we heading?	Strategies How will we meet our targets?	Resourcing what will we need to meet our targets?	Success Indicators what will tell us that we have been successful?
<p>Standardised data at beginning of 2023 for mainstream students, relative to their learning capability indicated the focus of teaching and learning in 2023 should include:</p> <ul style="list-style-type: none"> • Topic Vocabulary • Reading of the complete PLD HFW list • Punctuation for expression • Explicit instruction for reading strategies for unknown words • Explicit teaching of PLD • Inferential questioning. • Talk 4 Writing • Daily Speaking and listening experiences 	<p>MAINSTREAM STUDENTS</p> <p>Standardised testing for stable cohort students at the end of 2023 will indicate:</p> <ul style="list-style-type: none"> • 80% can identify PLD phase 2 di/trigraphs • 80% of students able to independently read PLD HFW/ Stage 2 • 80% students obtain at level in PLD reading assessment • Improved results in BrightPath Moderation tasks • PLD Stages 2-3 at a reading, spelling and writing level 	<ul style="list-style-type: none"> • DAILY WRITING • Explicit teaching of PLD in daily Literacy warm ups. • PLD HFW in warm ups and in homework reading file • Modelled, shared, guided and independent reading during daily Literacy blocks • T4W Literature Spine shared reading • Differentiated guided reading and repeated reading at an instructional level. • Talk 4 Writing • PLD reading writing and spelling <p>Teach/Consolidate:</p> <ul style="list-style-type: none"> • Recounts • Persuasive • Procedures • Informational texts • Narratives <p>Expose to:</p> <ul style="list-style-type: none"> • Poetry • Expositions • Persuasive text • Daily Opportunities to write 	<ul style="list-style-type: none"> • Access to EI Specialist • Talk 4 Writing resources • T4W Literature Spine books • PLD Placement tests • PLD resources • DIBELS Reading assessment beginning of term 1 mid term 2 End of term 3 • Handwriting font SA block print • Word Walls • Decodable readers • Teacher Release time for testing 5 days On Entry • BrightPath resources/PL • Writing Scope and Sequence 	<ul style="list-style-type: none"> • Year 2 On-Entry data SAER students with an IEP • Literacy Profiles • Work Samples • PLD stage 2/3 • Talk 4 Writing • On Entry writing samples • Moderation tasks completed through BrightPath • PLD placement test twice every term • School Student Assessment File

Year 2 - Literacy - Reading, Writing, Spelling, Speaking and Listening - SAER

Data Analysis what does the data tell us?	Targets where are we heading?	Strategies How will we meet our targets?	Resourcing what will we need to meet our targets?	Success Indicators what will tell us that we have been successful?
<p>Standardised data at beginning of 2023 for SAER students, relative to their learning capability indicated the focus of teaching and learning in 2023 should include:</p> <ul style="list-style-type: none"> • Topic Vocabulary • Reading of the complete PLD HFW list • Punctuation for expression • Explicit instruction for reading strategies for unknown words • Explicit teaching of PLD • Inferential questioning. • Talk 4 Writing • Daily Speaking and listening experiences <p>On Entry Data for SAER students at the end of Year 1 2022 indicates:</p> <ul style="list-style-type: none"> • 40% students above the expected I.O progression points • 100% could identify concepts of Print • 60% demonstrate I:I when reading • 50% read most of the book with reasonable accuracy • 40% were able to answer inferential questions. 	<p>SAER STUDENTS On Entry assessments for SAER Students on an IEP will indicate at the end of 2023:</p> <ul style="list-style-type: none"> • On entry data 80% of the stable cohort obtain I.5+ progression point gain • 100% can identify the letter/sound correspondence for all 26 letters of the alphabet • 80% can identify PLD phase 1 cvc words • 80% of students able to independently read PLD HFW/ Stage 1 	<ul style="list-style-type: none"> • DAILY WRITING • Explicit teaching of PLD in daily Literacy warm ups. • PLD HFW in warm ups and in homework reading file • Modelled, shared, guided and independent reading during daily Literacy blocks • T4W Literature Spine shared reading • Differentiated guided reading and repeated reading at an instructional level. • Talk 4 Writing • PLD reading writing and spelling <p>Teach/Consolidate:</p> <ul style="list-style-type: none"> • Recounts • Persuasive • Procedures • Informational texts • Narratives <p>Expose to:</p> <ul style="list-style-type: none"> • Poetry • Expositions • Persuasive text • Daily Opportunities to write 	<ul style="list-style-type: none"> • Access to EI Specialist • Talk 4 Writing resources • T4W Literature Spine books • PLD Placement tests • PLD resources • DIBELS Reading assessment beginning of term 1 mid term 2 End of term 3 • Handwriting font SA block print • Word Walls • Decodable readers • Teacher Release time for testing 5 days On Entry • BrightPath resources/PL • Writing Scope and Sequence 	<ul style="list-style-type: none"> • Year 2 On-Entry data SAER students with an IEP • Literacy Profiles • Work Samples • PLD stage 2/3 • Talk 4 Writing • On Entry writing samples • Moderation tasks completed through BrightPath • PLD placement test twice every term • School Student Assessment File

Year 3 - Literacy, Reading, Writing, Spelling, Speaking and Listening.

Data Analysis what does the data tell us?	Targets where are we heading?	Strategies how will we meet our targets?	Resourcing what will we need to meet our targets?	Success Indicators what will tell us that we have been successful?
<p>PLD Placement assessment data at the start of Year 4 2023 indicates:</p> <ul style="list-style-type: none"> • % at 80% + ON PLD Placement test at level or above • % below expected level on PLD Placement Test • % at 100% accuracy on PLD High Frequency tests <p>DIBELS assessment data at the start of Year 4 2023 indicates:</p> <ul style="list-style-type: none"> • % at 80% at level or above • % below expected level <p>Therefore, the teaching and Learning focus should include:</p> <ul style="list-style-type: none"> • Spelling focus • Explicit instruction in PLD • Topic Vocabulary • Punctuation for expression • Explicit instruction for reading strategies for unknown words • Inferential questioning. 	<p>MAINSTREAM STUDENTS</p> <p>Standardised testing data at the end of 2023 should illustrate:</p> <ul style="list-style-type: none"> • 90% of mainstream students to be Year 3 to be in stages 3/4 PLD spelling • students to demonstrate strong baseline data , at level or above in NAPLAN • Be above like schools in NAPLAN data 2023 • Improvement in Brightpath moderation tasks • 100% of students to make growth PLD placement test data Term 4 2023 <p>SAER STUDENTS</p> <ul style="list-style-type: none"> • SAER students to be placed on IEP/GEP and on SEN reporting. • SAER students to be triaged to Early Intervention. • 80% Students to be able to recognise and spell Stage 3 PLD words • 100% of students to make growth PLD placement test data Term 4 2023 • Improvement in Brightpath moderation tasks 	<ul style="list-style-type: none"> • DAILY WRITING • Explicit teaching of PLD in daily Literacy warm ups. • PLD HFW in warm ups and in homework reading file • Modelled, shared, guided and independent reading during daily Literacy blocks • Focus on differentiated guided reading at an instructional level. • Explicit teaching of spelling rules • Talk 4 Writing <p>Consolidate:</p> <ul style="list-style-type: none"> • Recounts • Procedures • Descriptions • Informational texts • Narratives • Poetry • Explanation • Persuasive text 	<ul style="list-style-type: none"> • Access to EI Specialist • Talk 4 Writing resources • T4W Literature Spine books • PLD Placement tests • PLD resources • Brightpath resources/PL • Word walls • Decodable readers • DIBELS Reading assessment beginning of term 1 mid term 2 , end of term 3 • Writing Scope and Sequence 	<ul style="list-style-type: none"> • NAPLAN data term 2 • Literacy Profile • PLD Placement test , conducted twice each term, week 1 and week 7. • SAER updates on SEN as required • IEP revisited and modified each term • Moderation tasks B2B • Talk for writing <ul style="list-style-type: none"> - Hot /cold task comparison • School Student Assessment Files

Year 4 - Literacy - Reading, Writing, Spelling, Speaking and Listening

Data Analysis what does the data tell us?	Targets where are we heading	Strategies how will we meet our targets	Resourcing what will we need to meet our targets?	Success Indicators what will tell us that we have been successful?
<p>PLD Placement assessment data at the start of Year 4 2023 indicates:</p> <ul style="list-style-type: none"> • % at 80% + ON PLD Placement test at level or above • % below expected level on PLD Placement Test • % at 100% accuracy on PLD High Frequency tests <p>DIBELS assessment data at the start of Year 4 2023 indicates:</p> <ul style="list-style-type: none"> • % at 80% at level or above • % below expected level <p>Therefore, the teaching and Learning focus should include:</p> <ul style="list-style-type: none"> • Spelling focus • PLD instruction • Talk 4 Writing • Topic Vocabulary • Use of Grammar • Punctuation for expression • Guided Reading • Explicit instruction for reading strategies for unknown words • Inferential questioning. • Brightpath assessment and moderation tasks 	<p>MAINSTREAM STUDENTS</p> <p>Standardised testing data at the end of 2022 should illustrate:</p> <ul style="list-style-type: none"> • 80% of students progressing to Stage 5 PLD • 80% Students to be able to recognise and spell Stage 4 PLD • 100% of students to make measured growth PLD placement test data Term 4 2023 <p>SAER STUDENTS</p> <ul style="list-style-type: none"> • SAER students to be triaged/ receiving Early Intervention. • SAER students to be placed on IEP/GEP and on SEN reporting. • 100% of students to make measured growth PLD placement test data Term 4 2023 	<p><u>Daily opportunities to write</u></p> <ul style="list-style-type: none"> • Explicit teaching PLD phonemes in daily Literacy warm ups. • PLD HFW 300– 400 in warm ups and in homework reading file • Modelled, shared, guided and independent reading • Daily Literacy blocks • Focus on differentiated guided reading at an instructional level. • Explicit teaching of spelling rules <p>Consolidate:</p> <ul style="list-style-type: none"> • Recounts • Procedures • Descriptions • Informational texts • Narratives • Talk 4 Writing • Poetry • Explanation • Persuasive text <p>£</p> <p>SKA reading for extension</p>	<ul style="list-style-type: none"> • Access to EI Specialist time • PLD Placement tests • Talk 4 Writing resources • T4W Literature Spine books • PLD resources • Word walls • Decodable readers • BrightPath resources/PL • DIBELS Reading assessment beginning of term 1 mid term 2 , end of term 3 • In house T4W/ PL run by Literacy Coordinator 	<ul style="list-style-type: none"> • PLD Placement test twice a term • Literacy Profile • PLD Placement test, week 1 week 7 every term • SAER updates on SEN as required • IEP revisited and modified each term • Moderation tasks using BrightPath through B2B • Talk for writing <ul style="list-style-type: none"> - Hot /cold task comparison • School Student Assessment Files

Year 5 - Literacy - Reading, Writing, Spelling, Speaking and Listening:

Data Analysis what does the data tell us?	Targets where are we heading?	Strategies how will we meet our targets?	Resourcing what will we need to meet our targets?	Success Indicators what will tell us that we have been successful?
<p>PLD Placement assessment data at the start of Year 5 2023 indicates:</p> <ul style="list-style-type: none"> • % at 80% + ON PLD Placement test at level or above • % below expected level on PLD Placement Test • % at 100% accuracy on PLD High Frequency tests <p>DIBELS assessment data at the start of Year 5 2023 indicates:</p> <ul style="list-style-type: none"> • % at 80% at level or above • % below expected level <p>Therefore, the teaching and Learning focus should include:</p> <ul style="list-style-type: none"> • Continued Spelling focus • PLD explicit instruction • Language Conventions • Topic Vocabulary • Use of Grammar • Punctuation for expression • Guided Reading • Explicit instruction for reading strategies for unknown words • Inferential questioning. • Seven Steps to writing success • Brightpath 	<p>MAINSTREAM STUDENTS</p> <p>Standardised testing data at the end of 2023 should illustrate:</p> <ul style="list-style-type: none"> • 100% of stable cohort to make measured growth in PLD placement test results • Be above like schools in NAPLAN data 2023 • Moderation tasks with B2B to be streamlined through PL • 80% Students to be able to recognise and spell Stage 4/ 5 PLD words <p>SAER STUDENTS</p> <ul style="list-style-type: none"> • SAER students to be placed/ continued on IEP/GEP and on SEN reporting. • SAER students to be triaged to Early Intervention. • 100% of students to make measured growth PLD placement test data Term 4 2023 	<ul style="list-style-type: none"> • <u>Daily opportunities to write</u> • Explicit teaching Soundwaves phonemes in daily Literacy warm ups. • Modelled, shared, guided and independent reading during daily Literacy blocks • Focus on differentiated guided reading at an instructional level. • Guided Reading • Explicit teaching of spelling rules • Explicit teaching of Grammar rules • Seven Steps to writing success <p>Consolidate:</p> <ul style="list-style-type: none"> • Recounts • Procedures • Descriptions • Informational texts • Narratives • Poetry • Explanation • Persuasive text 	<ul style="list-style-type: none"> • Access to EI Specialist • PLD Placement Tests • Word walls • Decodable readers • DIBELS Reading assessment beginning of term 1 mid term 2 , end of term 3 • Seven Steps to Writing success resources • Walk through TDS as required • BrightPath resources/PL • Key Links Guided Reading • Writing Scope and Sequence 	<ul style="list-style-type: none"> • NAPLAN data Term 2 • Literacy Profile • SA Spelling test term 1 and term 4 • PLD Placement test twice a term • SAER updates on SEN as required • IEP revisited and modified each term • Moderation tasks using BrightPath through B2B • Seven Steps assessments • Student Assessment File data

Year 6 - Literacy - Reading, Writing, Spelling, Speaking and Listening

Data Analysis what does the data tell us?	Targets where are we heading?	Strategies how will we meet our targets?	Resourcing what will we need to meet our targets?	Success Indicators what will tell us that we have been successful?
<p>PLD Placement assessment data at the start of Year 6 2023 indicates:</p> <ul style="list-style-type: none"> • % at 80% + ON PLD Placement test at level or above • % below expected level on PLD Placement Test • % at 100% accuracy on PLD High Frequency tests <p>DIBELS assessment data at the start of Year 6 2023 indicates:</p> <ul style="list-style-type: none"> • % at 80% at level or above • % below expected level <p>Therefore, the teaching and Learning focus should include:</p> <ul style="list-style-type: none"> • Continued Spelling focus • Language Conventions • Topic Vocabulary • Use of Grammar • Punctuation for expression • Guided Reading • Explicit instruction for reading strategies for unknown words • Inferential questioning. • Seven Steps to writing success • Brightpath 	<p>MAINSTREAM STUDENTS</p> <p>Standardised testing data at the end of 2023 should illustrate:</p> <ul style="list-style-type: none"> • 100% of stable cohort to make measured growth in PLD placement test results • Moderation tasks with B2B to be streamlined through PL • 80% Students to be able to recognise and spell Stage 5 and beyond words using PLD • 80% of stable cohort should be operating in or close to PLD Stage 6 <p>SAER STUDENTS</p> <ul style="list-style-type: none"> • SAER students to be placed/ continued on IEP/GEP and on SEN reporting. • SAER students to be triaged to Early Intervention. • 100% of students to make measured growth PLD placement test data Term 4 2023 • 	<ul style="list-style-type: none"> • <u>Daily opportunities to write</u> • Explicit teaching Soundwaves phonemes in daily Literacy warm ups. • Modelled, shared, guided and independent reading during daily Literacy blocks • Focus on differentiated guided reading at an instructional level. • Guided Reading • Explicit teaching of spelling rules • Explicit teaching of Grammar rules <p>Consolidate:</p> <ul style="list-style-type: none"> • Recounts • Procedures • Descriptions • Informational texts • Narratives • Poetry • Explanation • Persuasive text 	<ul style="list-style-type: none"> • Access to EI Specialist • PLD Placement tests • Word walls • Decodable readers • Seven Steps to Writing Success resources • DIBELS Reading assessment beginning of term 1 mid term 2 , end of term 3 • Walk through TDS as needed • BrightPath resources • Key Links Guided Reading • Writing Scope and Sequence 	<ul style="list-style-type: none"> • Literacy Profile • SA Spelling test term 1 and term 4 • PLD Placement test twice a term • SAER updates on SEN as required • IEP revisited and modified each term • Moderation tasks using BrightPath through B2B • Seven Steps assessments • Student Assessment File data