

SUCCESS PRIMARY SCHOOL – English Operational Plan 2016

All Staff will use Western Australian Curriculum and SCASA for planning, assessing and reporting.
 All Staff will continue to use First Steps to explicitly teach Reading and Writing strategies and procedures.
 Early Years Learning framework embedded across the Early Years K – Year 2.
 Kindergarten Guidelines document used to support planning, assessing and reporting

High Expectations

Differentiated Curriculum

Evidenced Based Teaching

Academic Rigour

SPECIFIC GOALS	STRATEGIES	MONITORING	RESOURCES
<p>1. Evidence based teaching practices are embedded across the whole school and ensure consistent teaching and learning expectations.</p>	<ul style="list-style-type: none"> Uninterrupted Literacy Block will be implemented a minimum of three times a week across the school. This Literacy Block will include Shared Reading, Guided Reading (PP – Year 6), Writing and Oxford Word List (up to Year 2) and is different for students ‘learning to read’ and ‘reading to learn’. Regular collaborative planning (DOTT) and review meetings with classroom teachers to ensure a common approach to teaching and learning throughout the school. Induction of new staff in school literacy resources, programs and planning. Teachers regularly update a print rich environment with student work samples, word walls and goal setting. Teachers continue to use First Steps Books and resources to support the explicit teaching Reading and Writing strategies and procedures. There is a focus on Guided Reading PP – Year 6. Teachers will expose and provide students with questions that require different levels of thinking in order to address the 8 Comprehension Strategies. The Literacy Leader will consolidate teacher understanding of Guided Reading. (PP classes commence Guided Reading Term 2) Use PM Benchmarks to complete a running record for each student in PP – Year 6, one per semester (PP semester 2 only). Use Fountas and Pinnell Benchmark to complete running record for students reading above Level 30 in PM Benchmark. Strongly encourage and provide a consistent Home Reading routine with log in all classes across the school. (PP classes to commence Home Reading in Term 2.) Use the Oxford Word List as a way of ensuring a consistent approach to the testing and monitoring of high frequency words across the school. This will be one component of the spelling programmes in classes. The Literacy Leader will provide guidance in collaborative planning sessions to ensure a consistent approach to teaching and learning across the school. The Gradual Release model will be used across the school – I do, We do, You do. The intent/purpose of the lesson will be clearly stated at the start of the lesson and all lessons will allow time for review/reflection/plenary at the end of the session. 	<ul style="list-style-type: none"> PM Benchmarks utilised for running records. Live Data wall set up in the staffroom to monitor and track student progress Fountas and Pinnell to be used for running records for students reading above Level 30 On-Entry Data NAPLAN Year 3 & 5 Letters and Sounds Tracking Booklets (K – Yr 2). Live Data Wall set up in the staffroom to monitor and track student progress. English Curriculum Conversations Teacher Records Handover Files EALD Progress Maps 	<p>Leadership Team to provide support on planning and use of Timetabling to enable Collaborative DOTT</p> <p>First Steps Books and Resources</p> <p>PM Benchmark assessment kits</p> <p>Fountas and Pinnell Benchmark Sytem</p> <p>Oxford Wordlist used for the teaching of High Frequency/Sight Words across the school K – Year 2. IEPs to be created for students in Year 3 – 6 who are unable to accurately read and spell these words. (Refer to Appendix 1 for Oxford Word List)</p> <p>Success Primary School Letters and Sounds Approach to be used to ensure consistency across the school (Refer to Appendix 2).</p> <p>Comprehension posters for the 8 Comprehension Strategies (Refer to Appendix 3)</p>

	<ul style="list-style-type: none"> Engage in agreed to research and evidence based teaching practices – Literacy Blocks, Guided Reading, Whole school spelling, Synthetic Phonics. To assist in planning and implementing adjustments to teaching programs for EALD students, EALD Progress Maps will be used to plan, monitor and assess learning. Whole school approach to Handwriting. Staff use the Handwriting Guidelines produced by the Department of Education 2014 (Refer to Apendix 4) 		
<p>2. Data used to inform Plan Teach and Assess cycle.</p>	<ul style="list-style-type: none"> Year level groups to meet regularly during collaborative planning to monitor the Operational Plan. Teachers will utilise SCSA Grade Descriptors (Judging Standards) and Australian Curriculum standards to guide planning and assessment. Case Conference- as required to discuss literacy achievement and intervention programs. Individual, personal and group education plans to inform intervention programs both in and out of the classroom-differentiation and intervention. GEPs/IEPs for SAER students use SMART goal). Data is used to identify starting points for improvement and to monitor progress over time. Data walls to be established in the staffroom. Classroom teachers to use the EALD Progress Maps to monitor progress and guide planning for students with English as a second language Student Handover Files are created for each student in the school. These follow the students through their schooling to enable teaching staff to monitor and track progress. Develop short term and long term targets and meet collaboratively to assess progress towards these. Teachers are supported to monitor closely the progress of individuals, identify learning difficulties and tailor classroom activities to levels of readiness and need. School leader for English and Literacy Leader, as part of their responsibilities; regularly work with teams to review achievement data related to English including EALD. Use On-Entry Data in Pre-Primary – Year 1 to create personalised plans for at risk students. 	<p>Case management plans/programs</p> <p>Data from NAPLAN and On-Entry used to identify “targeted” students/groups.</p> <p>Moderation within and across Collaborative Team and across the CCEN</p> <p>EALD Progress Maps used to monitor and track progress of all Stage 1 and Stage 2 EALD students. For all other students, Progress Maps are to be used as required.</p>	<p>PM Benchmarks utilised for running records</p> <p>On-Entry Assessments (PP – Yr 1) – analysis and sharing of data</p> <p>NAPLAN analysis and coaching</p> <p>Letters and Sounds Tracking Booklet (K – Yr 2)</p> <p>Visible live data walls in classrooms and staffroom</p> <p>PM Benchmark Data Wall (staffroom)</p> <p>Letters and Sounds Data Wall (staffroom)</p> <p>EALD On-Line Professional Learning Modules</p> <p>EALD Progress Maps</p>
<p>3. Focus age-appropriate instruction for students on phonemic awareness, phonics and fluency.</p> <p>Synthetic Phonics (Letters and Sounds) implemented in all classes Kindy to Year 1.</p> <p>Words Their Way Spelling program.</p>	<ul style="list-style-type: none"> Letters and Sounds to be explicitly taught to students at their developmental level – 20 minute sessions 5 days a week Kindy – Phase 1 and Phase 2 (orally) Pre-Primary – Consolidation of Phase 2 and Phase 3 Year 1 – Phase 4, Phase 5 and Phase 6 Continue to track students in Letters and Sounds using the L & S Tracking Booklet. Words Their Way to be used for the systematic teaching of Spelling from Year 2 - Year 6 	<p>Data collection schedule</p> <p>English Curriculum Conversations</p> <p>Words Their Way Spelling Test to be administered Week 2 Term 1 and Week 2 Term 3.</p>	<p>Letters and Sounds resource kits and Tracking Booklets</p> <p>Words Their Way resources</p> <p>DoE Online Resources</p> <p>First Steps Books</p>

Year 2 – Year 6	<ul style="list-style-type: none"> Continue to develop teacher understanding of the ‘Words Their Way’ Program to improve spelling in the Year 2- Year 6 classes and to ensure a consistent, whole school connected practice. First Steps strategies and resources are used to support the explicit teaching of Spelling. 		
4. Educative and valid feedback to be provided regularly to students, teachers and parents.	<ul style="list-style-type: none"> Feedback will include over the shoulder marking, conferencing, goal setting and reflection (individual, group, whole class and cohort). Feedback to be specific and linked to high expectations. Students and parents involved in documented plan development, monitoring and evaluation. Staff will use the School Curriculum and Standards Authority – Assessment Principle and Practice – Judging Standards document as a basis for describing student achievement and for giving assessment feedback. 	<p>Leadership Team to support staff in providing feedback.</p> <p>English Curriculum Conversations and performance management.</p>	<p>Whole school, team and individual (when required) PL on catering for students at educational risk and writing documented plans.</p> <p>SSEN template used for IEPs and GEPS.</p>
5. Parents and families are recognised as partners in their children’s education. Opportunities are provide for parents to engage in their child’s education.	<ul style="list-style-type: none"> Classes engage in Book Week activities – 22nd – 26th August 2016 Children’s Book Week Theme – Australia: Story Country Literacy and Numeracy Week – Date to be advised (Week 3?) Year 1 Parent Reading Workshop – Penny Mc Lean and Year 1 teachers – Early Term 1 Harmony Day/Multicultural Activities – Monday March 21st Teachers use quality Literature to make explicit links to General Capabilities (Intercultural Understanding) and/or Cross Curriculum Priorities (Aboriginal and Torres Strait Islander histories and cultures, Asia and Australia’s engagement with Australia) Reporting Explanation for Year 1 parents – Penny and Gen Parent Open Night (Term 4?) 	Number of parents who attend events.	<p>Literacy Leader to provide support and additional information in relation to each event.</p> <p>Investigate having notes for special events translated, to support and encourage the parents of EALD student to participate.</p>

English Targets

	<u>Area of Literacy</u>	<u>Targets 2016</u> (to be achieved by the end of the year)
K	<u>Alphabet Knowledge</u>	50% of the cohort will name at least half of the alphabet- letter names and sounds; upper and lower case.
	<u>Phonological Awareness</u>	Letters and Sounds – Phase 1. Oral introduction to letter names and sounds – Phase 2
	<u>Sight Words – Oxford Wordlist</u>	Students to be exposed to 20 high frequency words.
PP	<u>Alphabet Knowledge</u>	All students will recognise and name all 26 upper case and all 26 lower case letter names and sounds.
	<u>Sight Words –Oxford Wordlist</u>	All students will be able to read independently a bank of 100 frequently used words by sight and in context
	<u>Phonological Awareness</u>	Letters and Sounds – Phase 2 and Phase 3
	<u>On-Entry Data</u>	Students to achieve 0.5 score. Targeted intervention for those achieving below 0.5.
Yr 1	<u>Sight Words – Oxford Wordlist</u>	All students will be able to read independently a bank of between 100 and 200 frequently used words by sight and in context. All students will be able to correctly write 100 of these words independently.
	<u>Phonological Awareness</u>	Letters and Sounds – Phase 3, 4 and 5
	<u>On – Entry Data</u>	Students to achieve 1.0 score. Targeted intervention for those achieving below 1.0.
Yr 2	<u>Sight Words – Oxford Word List</u>	All students will be able to read independently a bank of between 200 and 300 frequently used words by sight and in different contexts. All students will be able to correctly write 200 of these words independently.
	<u>Phonological Awareness</u>	Letters and Sounds - for SAER students
Yr 1 - 6	<u>Words Their Way Spelling Program for Year 2 –Year 6</u>	Term 1 Week 2 and Term 3 Week 2 – Spelling test to be implemented
Yr PP-6	<u>Reading Word Recognition/Decoding</u>	All students will have added a minimum of 6 months to their instructional reading age from Term 2, 2015 to Term 4, 2015 (PM Benchmarks - Fountas and Pinnell used for students reading above Level 30)