



Whole School Literacy Agreement

RATIONALE

At Mid North Education Centre (MNEC), we believe that all students are entitled to a balanced approach to literacy learning so that they can experience a range of literacy activities every day. We are committed to providing a high-quality teaching program that ensures consistency across the whole site and allows each student the opportunity to reach their full potential and to become lifelong learners.

CURRICULUM ACTIONS – WHAT WE TEACH

Teachers will:

- Use the Australian Curriculum English, ACARA National Literacy Learning Progressions, ABLES Reading and Writing Curriculum and Teaching for Effective Learning (TfEL) as content and pedagogical guides.
- Use the 'Comprehensive Literacy Instruction for Students with Complex Communication Needs' approach (Jane Farrall) across all classrooms; providing a balanced diet in their literacy program to offer educational opportunities to pre-emergent, emergent, transitional and conventional literacy learners.
- Use the 'Writing with all Tools Continuum' to support student writing skills.
- Use the Heggerty Literacy program as a supplementary program to the Jane Farrall approach.

Pre-Emergent – Emergent Literacy Learners	
Working with Letters and Sounds	Students develop alphabet knowledge and phonological awareness.
Shared Reading	Students build language and concepts about print.
Writing from Adults Writing with Adults Independent Writing	Students are given daily opportunities to write about interesting and meaningful topics. They learn early writing, sentence structure, and language selection in writing.
Self-Selected Reading	Students develop reading fluency.

Transitional – Conventional Literacy Learners

Working with Words	Students increase their number of sight words, and learn how to decode and spell unfamiliar words for reading and writing.
Reading Comprehension	Students are provided with the strategies to teach them how to extract information independently from text.
Independent Writing	Students learn how to independently compose a message that is understood by the intended audience and achieves a meaningful goal.
Independent / Self-Selected Reading	Students become automatic in skill application and practice to become more fluent.

PEDAGOGY ACTIONS – HOW WE TEACH

Pre- Emergent - Emergent Literacy Learners	
Working with Letters and Sounds	<p>Teachers will:</p> <ul style="list-style-type: none"> • Use students name as a basis for early alphabet knowledge. • Focus on the whole alphabet or at least 2 letters a week. Letters of the Week supported daily by: <ul style="list-style-type: none"> - alphabet books / songs / manipulatives - making / pointing / drawing the letter - using a name wall (including lower and uppercase letters) - brainstorming (words that start with the letter). • Use the <i>Enhanced Alphabet Instruction Routine</i>. • Point out letters and print in the environment. • Talk about letters and their sounds when students encounter them in everyday activities. • Provide opportunities to play with letter shapes and sounds. • Explicitly reference letter names and sounds in shared reading and writing activities. • Use mnemonics (food, people and actions) for difficult letters. • Provide letter sorts or initial letter word sorts. • Provide auditory word sorts (no text). • Identify and use onset and rime, word families and syllables in words. • Use <i>Guidelines for Teaching Letters, Sounds and Words</i>.

<p>Shared Reading</p>	<ul style="list-style-type: none"> • Provide shared reading of books - both fiction and nonfiction. • Provide opportunities for individual and small group shared reading. • Provide repeated reading of books (read book every day for a week). • Encourage learners to engage with pictures and books. • Assess students reading levels using the <i>PhonicBooks Diagnostic Assessment</i>. • Make questions more complex as learners develop more language. • Invite students to participate using inferential questions. • Model language using the students AAC system. • Attribute meaning to student responses/Attempts. • Use <i>the Great Eight</i>. • Use <i>Print Referencing</i>.
<p>Writing from Adults</p> <p>Writing with Adults</p> <p>Independent Writing</p>	<p>Writing from Adults</p> <ul style="list-style-type: none"> • Write for students – morning messages at the start of the day and journal entries at the end of the day, lists, invitations etc. • Provide daily writing for real contexts and for real reasons. <p>Writing with Adults</p> <ul style="list-style-type: none"> • Generate the language needed for predictable writing. • Provide daily predictable writing experiences. • Make the language more complex over time. • Model the functions and form of writing. <p>Independent Writing</p> <ul style="list-style-type: none"> • Provide daily opportunities for children to write by themselves. • Use the <i>Writing with all Tools Continuum / Let's Write Guidelines for Supporting Students at Different Levels</i> to inform instruction and learning. • Support student's independent writing attempts with a complete alphabet (individualised writing tools). • Focus on exploration, not testing. • Choose meaningful and engaging topics / prompts. • Provide wait time. • Record writing attempts. • Provide lots of attribution of meaning. • Provide lots of modelling and think aloud.
<p>Self-Selected Reading</p>	<ul style="list-style-type: none"> • Provide daily opportunities for students to read by themselves (as independently as possible). • Provide opportunities for students to read with adults for pleasure and enjoyment. • Allow time for students to share about a book they have read. • Include a time in students Writing Block to do book reviews. • Provide suitable early books for older readers (Moon Dog and Talisman series).

	<ul style="list-style-type: none"> • Provide books through different technologies (printed books, eBooks, and predictable writing books using core word). • Allow students to select books of interest.
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Transitional - Conventional Literacy Learners: Learning Blocks	
Working with Words	<p>Teachers will:</p> <ul style="list-style-type: none"> • Use a word wall. • Introduce targeted words from the 'Systematic Sequential Phonics They Use: For Beginning Readers of All Ages' program. • Provide activities to consolidate word wall words every day. • Refer to the word wall throughout the day to encourage its use. • Encourage students to use the word wall in writing and reading. • Use Systematic Sequential Phonics or Making Words. • Provide instructional feedback. • Do Guess the Covered Word (Cross-Checking). • Do keyword sorts and magic word sorts – visual, auditory or spelling.
Reading Comprehension	<ul style="list-style-type: none"> • Provide repeated reading of books (read book every day for a week). • Set a new purpose each time the book is read. • Introduce comprehension strategy frameworks (5-Part or 3-Part lessons, Directed Reading-Thinking Activity, KWL, Guess Yes or No, Question Answer Relationships, Picture Walks). • Provide lots of repetition with a wide variety of texts. • Increase the difficulty of the text as students' reading progresses. • Provide a gradual release of responsibility model – <i>I do it. We do it. You do it together. You do it alone.</i> • Use reading purposes repeatedly to help students learn how to use them across a range of texts. • Explicitly teach reading comprehension strategies individually.
Independent Writing	<ul style="list-style-type: none"> • Provide mini lessons that focus on different aspects of writing. • Use the <i>Writing with all Tools Continuum / Let's Write Guidelines for Supporting Students at Different Levels</i> to inform instruction and learning. • Choose meaningful and engaging topics / prompts. • Support student's independent attempts with a complete alphabet (individualised writing tools). • Provide multi-level writing instruction. Each student writes at the level that they are at. • Make writing targets clear.
Independent /	<ul style="list-style-type: none"> • Ensure students are picking books at or below their reading level. • Allow students to select books of interest.

Self-Selected Reading	<ul style="list-style-type: none"> • Provide explicit teaching of inner voice. • Provide opportunities for silent reading with comprehension. • Allow for lots of opportunities for student to read for themselves. • Allow time for students to share about a book they have read. • Include a time in students Writing Block to do book reviews. • Provide suitable early books for older readers. • Provide books through different technologies (printed books, eBooks, and predictable writing books using core word).
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LEARNING INTENTIONS

Students will **know** writing is communication and every individual has the right to communicate.

Students will **understand** that they can generate print by independently selecting or writing letters from the whole alphabet.

Students will be able to write (**do**) using their different writing tools.

SUCCESS CRITERIA

Students will:

- Intentionally communicate ideas and shared experiences.
- Be confident and motivated to use their literacy skills broadly.
- Recognise and show interest in the English Letter- Alphabet and sounds (print awareness).
- Attend to, respond to and/or show interest in familiar texts and activities.
- Engage with and compose texts/messages using individualised writing tools.
- Read with fluency at their level.
- Comprehend the vocabulary they are reading.
- Participate in rhymes, chants and songs.
- Demonstrate the skills of phonological awareness.
- Achieve Literacy One Plan and/or SACE goals.

ROLES AND RESPONSIBILITIES

Teachers will:

- Develop and review SMARTAR Literacy One Plan and/or SACE goals for each student in relation to the MNEC Site Improvement Plan Goals and Targets.
- Use assessments to track and monitor student progress to inform next steps in teaching and learning programs.
- Identify literacy demands and teaching opportunities throughout all aspects of the curriculum.
- Clarify lesson intent and student learning goals to both students and SSOs in both verbal and visual terms whenever possible ('I can...' statements and Know. Understand. Do).
- Use and model the language using AAC systems.
- Engage students in the lesson tasks using assistive tools and making other adjustments as listed in the students' One Plans.
- Prepare all resources ahead of time.

- Moderate and annotate student learning and work samples against the student's literacy goals and using Levels of Support measurements.
- Modify and adjust lessons so that all students can participate.
- Know and implement 'Literacy Commitment to Action'.
- Prepare and update learning folios for parent-teacher meetings.
- Complete assessments by agreed upon times and prepare resources for moderation.
- Place all assessment data in student assessment folders after completion.
- Update all student assessment profiles each term.
- Provide Termly Overviews to the Principal by Friday Week 1 of each term.
- Provide Termly Overviews to families by Friday Week 2 of each term.
- Provide literacy planning documentation to the Principal by Friday week 1 of each term.
- Provide literacy rich environments:
 - Classroom library (*high-interest books, core word books, alphabet books, repeated line books, photo-based books, picture books, rhyming books, fiction and non-fiction books – rotated frequently*) with access to a mixture of comfortable spaces for students to read in.
 - Name Wall or Word Walls.
 - Visuals, calendars, alphabet displays, schedules, signs and directions.

SSOs will:

- Follow teacher instruction and routines implemented within the learning.
- Ensure they understand the students' One Plan goals and success criteria ('I can...' statements).
- Provide the lowest level of prompt and assistance required to enable the students to achieve the success criteria.
- Measure and track student progress in relation to the success criteria.
- Report to and communicate with their class teacher about the success criteria.
- Moderate and annotate student learning and work samples against the student's numeracy goals and using Levels of Support measurements.
- Know and implement 'Literacy Commitment to Action'.

Leadership will:

- Gather student literacy data and use it to inform school practices including Tier 1-3 supports as needed.
- Monitor implementation and provide ongoing support in implementing the 'Comprehensive Literacy Instruction for Students with Complex Communication Needs' approach.
- Maintain staff capacity through organising and providing ongoing training opportunities and regular feedback through observations.
- Collaborate with all staff to implement and provide school-wide common language, visuals, and strategies.

- Support staff understanding and implementation of 'Numeracy Commitment to Action'.

MONITORING STUDENT PROGRESS

- Teachers will monitor student progress by collecting and analysing a range of data through different processes at allocated times of the year:

Assessment	Term 1	Term 2	Term 3	Term 4	
PhonicBooks Diagnostic Assessment	Weeks 2-3				
ABLES - Reading and Writing - Speaking and Listening	Weeks 3-4		Weeks 3-4		
Select most appropriate assessment for student.	Modified Bridge Assessment				
	Emergent Literacy Assessment - Concepts About Print - Letter Identification - Writing				
	Transitional Literacy Assessment - Letter Sounds - Concepts of Word - Rhyme Identity - Phoneme Matching - Phoneme Awareness - Word Recognition - Comprehension - Writing		Weeks 4 – 5		Weeks 4 – 5
	Heggerty Literacy Assessment (Pre-K – Year 1)				
	Conventional Literacy Assessment - Word Identification - Reading Comprehension - Listening Comprehension - Writing Australian Curriculum - Achievement Standard Scope and Sequence - English (working within): - Expressive: speaking, writing, and creating. - Receptive: listening, reading, and viewing.				
Heggerty Literacy Assessment (Pre-K – Year 1)					

Writing	Writing With All Tools <ul style="list-style-type: none"> - Writing samples collected from students using allocated writing tools. 		Weeks 4 – 5		Weeks 4 – 5
Moderation & Planning	<ul style="list-style-type: none"> - Staff to meet and discuss what they see emerging from the data, what that means for planning and what that means for classroom instruction. - Developmental Writing Scale levels assigned after group discussion on samples. 		Week 6		Week 6

REPORTING ON ACHIEVEMENT

All teachers will formally report twice per year (Terms 2, 4), in writing to students and their parents/carers about the students' progress and achievement in relation to the Australian Curriculum: English achievement standards / ABLES Reading and Writing, and the students individualised SMARTAR One Plan Literacy goal (**Developing. Practicing. Applying.**). Parent interviews will occur in Terms 1 and 3 or at any other negotiated time.

Term 1: Parent Interviews, One Plan SMARTAR Literacy Goals / SACE Goals

Term 2: Written Student Reports, Learning Folio

Term 3: Parent Interviews, One Plan SMARTAR Literacy Goals / SACE Goals

Term 4: Written Student Reports, Learning Folio

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