



Mid North Education Centre
Making a difference by engaging and empowering



Literacy: Statement of Practice

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.

PROGRAMMING AND PLANNING

Teachers will:

- Use the Australian Curriculum: English and ABLES Reading and Writing as content and pedagogical guides.
- Use the Little Learners Love Literacy (LLLL) program to teach students about the different aspects of the Science of Reading; phonemic awareness, phonics, fluency, vocabulary and comprehension.
- Use the ‘Writing with all Tools Continuum’ and the ‘Comprehensive Literacy Instruction for Students with Complex Communication Needs’ approach (Jane Farrall) to support student writing skills; pre-emergent, emergent, transitional or conventional.

LLLL Steps to Reading, Writing and Spelling	
Stages 1-4: Foundation Building Blocks	<ul style="list-style-type: none"> • Single letter-sound correspondences. • Reading and spelling CVC words.
Stages 4-6: Forging Ahead	<ul style="list-style-type: none"> • Blending adjacent consonants in words. • Consonant diagraphs, including common double letters.
Stage 7: Fluent and Confident Reader	<ul style="list-style-type: none"> • Long vowel sounds. • Alternative spellings.
<p>Revise: Chitter chatter chants; Speed sounds; Speed words</p> <p>Teach: Circle time done with a step-by-step process that is fun, engaging, explicit, and routine.</p> <p>Practice: Craft and games to give students to practice in a fun and relaxed way.</p> <p>Apply: Reading groups.</p> <p>Review: Activities that check and collate students understanding of learning in the day and/or week.</p>	

Writing with all Tools Continuum		
Pre- Emergent - Emergent Literacy Learners		
Writing from Adults	Students are given daily opportunities to write about interesting and meaningful topics.	<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.
Writing with Adults	They learn early writing, sentence structure, and language selection in writing.	
Independent Writing		

Transitional - Conventional Literacy Learners: Learning Blocks		
Independent Writing	Students learn how to independently compose a message that is understood by the intended audience and achieves a meaningful goal.	<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.

LEARNING INTENTIONS

Students will **know** writing is a form of communication and every individual has the right to express themselves.

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 a variety of writing tools to convey their thoughts.

SUCCESS CRITERIA

Students will:

- Intentionally communicate their ideas and shared experiences.
- Demonstrate confidence and motivation in using their literacy skills across various contexts.
- Recognise and express interest in the English alphabet and associated sounds, showing print awareness.
- Attend to, engage with, and show interest in familiar texts and activities.
- Compose texts and messages using personalised writing tools.
- Read fluently at their appropriate reading level.
- Comprehend and understand the vocabulary in the texts they read.
- Participate actively in rhymes, chants, and songs.
- Engage in the Little Learners Love Literacy program.
- Demonstrate phonemic awareness and understanding of phonics.
- Exhibit skills in phonological awareness.
- Successfully meet their 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.
- 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.
- 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.
 - Visuals, calendars, alphabet displays, schedules, signs and directions.
 - Provide use of the school library.

SSOs will:

- Follow teacher instruction and routines implemented within the learning.
- Ensure they understand the students' One Plan goals and success criteria.
- 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.

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 ‘Little Learners Love Literacy’ 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.

ASSESSMENT AND REPORTING

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
	ABLES - Reading and Writing - Speaking and Listening	Weeks 3-4		Weeks 3-4	
Select most appropriate assessment for student.	Modified Bridge Assessment		Weeks		Weeks
	Test of Phonological Awareness for Little Learners		4 – 5		4 – 5
	Little Learners Assessment of Reading Skills				
	Little learners Assessment of Spelling Skills				
Writing	Writing With All Tools - Writing samples collected from students using allocated writing tools.		Weeks 4 – 5		Weeks 4 – 5
Moderation & Planning	- 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 ACHEIVEMENT

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. 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

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

Term 4: Written Student Reports

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