



# Literacy Policy

## Australian Curriculum: English aims to ensure that students:

- Learn to listen to, **read, view, speak, write, create and reflect** on increasingly complex and sophisticated spoken, written and multimodal texts across a growing range of contexts **with accuracy, fluency and purpose.**
- **Appreciate, enjoy and use** the English language in all its variations and develop a sense of its richness and power to **evoke feelings, convey information, form ideas, facilitate interaction with others, entertain, persuade and argue.**
- **Understand how Standard Australian English works** in its spoken and written forms and in combination with non-linguistic forms of communication to create meaning
- Develop **interest and skills in inquiring** into the aesthetic aspects of texts, and develop **an informed appreciation of literature.**

## Our Beliefs and Values

Students learn best when:

- They are given opportunities to work collaboratively and independently.
- They are given opportunities to create a range of multimodal texts.
- They read and are read to every day.
- They view modeled writing and write daily.
- There is a gradual release of responsibility (modeled, shared and independent work).
- They participate in 5 dedicated literacy blocks of 90 minutes a week that follow a consistent structure.
- The curriculum is differentiated to meet their needs.
- They are explicitly taught strategies, skills & concepts.
- Learning experiences are purposeful, engaging and meaningful.
- They are given immediate, targeted and purposeful feedback.
- They are provided with opportunities to reflect on their learning.
- The learning intentions are clear.
- Their work is valued and displayed.
- They are exposed to a print rich environment.
- They are in a safe environment where they can take risks.

## Daily Literacy Dedicated Time

- Literacy Dedicated Time is most effective when conducted in one uninterrupted learning 'block.' This block will occur between recess and lunch. When this cannot happen, it must occur in the morning block.
- Handwriting/ explicit instruction in letter formation may take place outside of Literacy Dedicated Time.
- Vocabulary instruction is important and can be built into everyday routines (e.g. By modelling high quality language, discussing important vocabulary before reading a story aloud, teaching students to use contextual strategies in order to understand new words, etc.).
- Literacy Dedicated Time runs daily and is broken up into the following time slots (totalling 110 minutes 5 times week):

# Literacy Plan

| WHOLE CLASS WORD WORK           |   |         |           |          |        |
|---------------------------------|---|---------|-----------|----------|--------|
|                                 | MONDAY  | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
| ~5 mins                         |   |         |           |          |        |
| WORDS THEIR WAY SPELLING GROUPS |   |         |           |          |        |
| ~15 mins                        | Rotational Activities - See Rolling Timetable |         |           |          |        |

| MODELLED/SHARED WRITING SESSION (~15 mins) |        |         |           |          |        |
|--|--------|---------|-----------|----------|--------|
|  | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
| Focus:                                     |        |         |           |          |        |
| SMALL GROUP WRITING ACTIVITIES (~20 mins)  |        |         |           |          |        |
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| MODELLED/SHARED READING SESSION (~15 mins) |        |         |           |          |        |
|--|--------|---------|-----------|----------|--------|
|  | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
| Focus:                                     |        |         |           |          |        |
| SMALL GROUP READING ACTIVITIES (~30 mins)  |        |         |           |          |        |
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| REFLECTION (~5 mins)                       |        |         |           |          |        |
|  |        |         |           |          |        |

## Language

Knowing how the English language works

Scope & Sequence: Phonological Awareness skills, Phonics, Word Work, Spelling, Grammar, Punctuation

Term by term Kindy – Year 2 Phonics, Word Work & Spelling Scope & Sequence

| Kindy   | Pre Primary   | Year 1   | Year 2   |
|---|---|--|--|
| <p><b>Term 1</b></p> <p><b>Phonological Awareness</b><br/>Exposure to the alphabet – to be continued throughout the year.</p> <p>Syllabification of 2 &amp; 3 syllable words.</p> <p>General sounds discrimination</p> <ul style="list-style-type: none"> <li>- Environmental (animals, nature etc.)</li> <li>- Instrumental sounds (body percussion rhythm, voice sounds &amp; musical instruments.</li> </ul> | <p><b>Term 1</b></p> <p><b>Phonological Awareness</b><br/>Rhyme generation.</p> <p>Syllabification of 2 &amp; 3 syllable words.</p> <p><b>Phonics:</b></p> <p>Alphabet sound recognition and letter formation continued from Kindy.</p> <ul style="list-style-type: none"> <li>- In week 1 – 5 g, o, u, l, f, b</li> <li>- In weeks 6 – 10: k, j, y, z, x, w, q, v</li> </ul> | <p><b>Term 1</b></p> <p><b>Phonics &amp; Word Work:</b><br/>Regular CVC words</p> <p>Rapid alphabet letter sound recall.</p> <p>Phoneme deletion &amp; substitution.</p> <p><b>Reading:</b><br/>Daily reading of appropriately leveled text determined from running record assessment.</p> <p><b>High Frequency Words:</b><br/>Daily Practice of Dolch Sight Words.</p> <p><b>Assessment</b><br/>Conduct running records 2 per term. (Every 3 weeks for ‘at risk’ children.)</p> | <p><b>Term 1</b></p> <p><b>Phonics &amp; Word Work:</b><br/>Words with initial bi and tri consonant blends (bl-, br-, cl-, cr-, dr-, fl-, fr-, gl-, gr-, ng-, ph-, pl-, pr-, qu-, sc-, sh-, sk-, sl-, sm-, sn-, sp-, st-, sw-, tr-, tw-, wr-, scr-, shr-, spl-, spr-, squ-, str-, thr-,</p> <p>Long vowel sounds made by the magic e (e.g. a-e, i-e, e-e, o-e, u-e).</p> <p><b>Reading:</b><br/>Daily reading of appropriately levelled text during small group reading block</p> <p><b>Assessment</b><br/>Conduct running records 2 per term. (Every 3 weeks for ‘at risk’ children.)</p> |
| <p><b>Term 2</b></p> <p><b>Phonological Awareness:</b></p>  | <p><b>Term 2</b></p>  | <p><b>Term 2</b></p>   | <p><b>Term 2</b></p>   |

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| <p>Exposure / reference to alphabet - continued from 1<sup>st</sup> Term.</p> <p>Hearing first sound in simple spoken words.</p> <p>Continue work on syllabification</p> | <p><b>Phonemic Awareness:</b></p> <p>Blending</p> <p>Step 1: Onset and rime blending: “c” (1 sec. pause) “at” makes the word?</p> <p>Step 2: CVC Phonemic blending: “c” (1 sec. pause) “u” (1 sec. pause) p ... makes the word?</p> <p><b>Writing:</b></p> <p>Encourage writing</p> <p>Write own Christian and last names.</p> | <p><b>Phonics &amp; Word Work:</b></p> <p>Reading/ writing regular cvc words that incorporate: sh , th , ch , wh , oo , ee , ck , ing and ay</p> <p>Building word families out of common morphemes (e.g. play , plays , played , playing )</p> <p><b>Reading:</b></p> <p>Daily reading of appropriately levelled text during small group guided reading.</p> <p><b>High Frequency Words:</b></p> <p>Daily Practice of Dolch Sight Words.</p> <p><b>Assessment</b></p> <p>Conduct running records 2 per term. (Every 3 weeks for ‘at risk’ children.)</p> | <p><b>Phonics &amp; Word Work:</b></p> <p>Long vowel sounds made by digraphs (ai, au, aw, ay, ea, ee, ei, eu, ew, ey, ie, oi, oo, ou, ow, oy)</p> <p>Words with final bi and tri consonant blends (introduce -old, -nd, -st, -ng, -ft, -mp, -nk, -nt, -sk, -sp)</p> <p><b>Reading:</b></p> <p>Daily reading of appropriately levelled text during small group reading block.</p> <p><b>Assessment</b></p> <p>Conduct running records 2 per term. (Every 3 weeks for ‘at risk’ children.)</p> |
| <p><b>Term 3</b></p> <p><b>Phonological Awareness:</b></p> <p>Hearing final sound in simple spoken words.</p> <p>Rhyme</p> <p>Continue exposure to the alphabet.</p>     | <p><b>Term 3</b></p> <p><b>Phonemic Awareness:</b></p> <p>Segmentation of CVC words (e.g. What sounds are in word ‘log’?)</p> <p><b>High Frequency Words</b></p>   | <p><b>Term 3</b></p> <p><b>Phonics &amp; Word Work</b></p> <p>CVCC and CCVC regular alphabetic based words.</p> <p>Continue to build word families out of common morphemes (e.g. ‘play’, ‘plays’, ‘played’, ‘playing’)</p> <p><b>Reading:</b></p>  | <p><b>Term 3</b></p> <p><b>Phonics &amp; Word Work:</b></p> <p>Words with double consonants</p> <ul style="list-style-type: none"> <li>- Suffixes: - adding -er, -s, -es -ed, -ing, -ly to words</li> <li>- making nouns from verbs by using -er- suffixes to make comparatives and superlatives (e.g. big, bigger, biggest)</li> </ul>  |

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|   |   | <p>Daily reading of appropriately leveled text determined from running record assessment.</p> <p><b>High Frequency Words:</b><br/>Daily Practice of Dolch Sight Words.</p> <p><b>Assessment</b><br/>Conduct running records 2 per term. (Every 3 weeks for 'at risk' children.)</p>  | <ul style="list-style-type: none"> <li>- adding suffixes to words where y changes to i.</li> <li>- Using elkonin boxes to break words into syllables/ morphemes</li> </ul> <p><b>Reading:</b><br/>Daily reading of appropriately levelled text during small group reading block.</p> <p><b>Assessment</b><br/>Conduct running records 2 per term. (Every 3 weeks for 'at risk' children.)</p>      |
| <p><b>Term 4</b></p> <p><b>Phonemic Awareness:</b></p> <p><b>Formal teaching of 6 alphabetic sounds (including correct letter formation):</b> s, a, t, p, i, n to the whole class in Weeks 1, 2, 3 &amp; 4. In weeks 6, 7, 8, 9 &amp; 10 revise s, a, t, p, i, n and instruct Group 2: c, h, r, e, m, d. Oral segmenting of simple words made from familiar sounds (e.g. SATPIN).</p> | <p><b>Term 4</b></p> <p><b>Reading, Spelling &amp; Writing</b><br/>VC and CVC words.</p> <p><b>High Frequency Words</b></p> | <p><b>Term 4</b></p> <p><b>Phonics &amp; Word Work:</b></p> <p>Regular CVC words incorporating ar, or, er, ai, oi, oy, all, qu, wh</p> <p>Introduce the concept of long vowels made by the magic e (e.g. a-e, i-e, e-e, o-e, u-e).</p> <p><b>Reading:</b><br/>Daily reading of appropriately leveled text determined from running record assessment.</p> <p><b>High Frequency Words:</b><br/>Daily Practice of Dolch Sight Words.</p> <p><b>Assessment</b></p> | <p><b>Term 4</b></p> <p>Using elkonin boxes to break words into syllables/ morphemes.</p> <p>Prefixes: un-, re-, dis-, mis-</p> <p>Silent letters (e.g. ph, wr, lm, kn, mn)</p> <p><b>Reading:</b><br/>Daily reading of appropriately levelled text during small group reading block.</p> <p><b>Assessment</b><br/>Conduct running records 2 per term. (Every 3 weeks for 'at risk' children.)</p> |

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|  |  | Conduct running records 2 per term. (Every 3 weeks for 'at risk' children.)   |   |
| <p><b>Grammar Concepts to be Taught:</b></p> <p>Counting number of words in sentences.</p> <p>Identifying beginning/ ending of a word in stories.</p> <p>Numbers are different to letters.</p> | <p><b>Grammar Concepts to be Taught:</b></p> <p>Sentences express complete ideas (e.g. being able to differentiate between a complete and incomplete sentence or being able to unjumble CVC words to form a sentence).</p> | <p><b>Grammar Concepts to be Taught:</b></p> <p>Identifying the parts of a simple sentence that represent What s happening?, Who or what is involved? and the surrounding circumstances.</p> <p>Plurals</p> <p>Writing pronouns for previously stated subject or object in order to avoid repetition.</p> <p>Nouns</p> <p>Verbs</p> <p>Adjectives</p> <p>Adverbs</p> <p><b>Exposure to...</b> Conjunctions to form compound sentences (e.g. and, but, so, or)</p> | <p><b>Grammar Concepts to be Taught:</b></p> <p>Structure and language features of recounts, procedures, narratives and expositions</p> <p>Compound sentences and using coordinating conjunctions to form compound sentences that add ideas, information, reasons. (eg because, when, since, after, although)</p> <p>Common nouns</p> <p>Abstract nouns</p> <p>Proper nouns</p> <p>Concrete nouns</p> <p>Adjectives</p> <p>Articles</p> <p><b>Exposure to...</b> Paragraphs</p> |
| <p><b>Punctuation to expose students to:</b></p> <p>Full stops for end of sentence</p> <p>Capital letters for start of sentence,</p>   | <p><b>Punctuation to be taught:</b></p> <p>Full stops for end of sentence</p> <p>Capital letters for start of sentence,</p>  | <p><b>Punctuation to be maintained:</b></p> <p>Full stops for end of sentence</p> <p>Capital letters for start of sentence</p>  | <p><b>Punctuation to be maintained:</b></p> <p>Full stops for end of sentence</p> <p>Capital letters for proper nouns and start of sentence</p>   |



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| <p>proper nouns and book titles.</p>   | <p><b>Exposure to...</b></p> <p>Capital letters for proper nouns and book titles</p> <p>Question marks</p> <p>Commas for lists</p> <p>Apostrophes for contractions</p>                                  | <p><b>Punctuation to be taught:</b></p> <p>Capital letters for proper nouns</p> <p>Question marks</p> <p>Commas for lists</p> <p>Exclamation marks</p> <p><b>Exposure to...</b></p> <p>Apostrophes for contractions</p> <p>Quotation marks</p>         | <p>Question marks</p> <p>Commas for lists</p> <p>Exclamation marks</p> <p><b>Punctuation to be taught:</b> Capital letters for titles</p> <p>Commas to follow a time word (e.g. Firstly, ... and On the weekend, ... )</p> <p><b>Exposure to...</b></p> <p>Apostrophes for contractions</p> <p>Quotation marks</p> |
| <p><b>Forms of writing to expose and immerse students in:</b></p> <p>Recount</p> <p>Narrative</p> <p><b>Forms of writing to expose students to:</b></p> <p>Report</p> <p>Procedure</p> | <p><b>Forms of writing to explicitly teach:</b></p> <p>Recount</p> <p>Description</p> <p><b>Forms of writing to expose and immerse students in:</b></p> <p>Narrative</p> <p>Report</p> <p>Procedure</p> | <p><b>Forms of writing to explicitly teach:</b></p> <p>Recount</p> <p>Description</p> <p>Procedure</p> <p>Simple Narrative</p> <p>Report</p> <p><b>Forms of writing to expose / immerse / model:</b></p> <p>Exposition) expose and immerse orally)</p> | <p><b>Forms of writing to explicitly teach:</b></p> <p>Recount</p> <p>Procedure</p> <p>Narrative</p> <p>Report</p> <p>Exposition</p> <p><b>Forms of writing to expose / immerse / model:</b></p> <p>Explanation</p>  |

| Year 3  | Year 4   | Year 5  | Year 6   |
|---|--|---|--|
| <p><b>Phonics &amp; Word Work:</b><br/>Spelling Rules (1-15 from <a href="http://www.childrens-books-and-reading.com/support-files/spelling-rules.pdf">http://www.childrens-books-and-reading.com/support-files/spelling-rules.pdf</a>)<br/>Double letters</p> <p><b>Homophones</b><br/>their there they re<br/>so sew so<br/>where wear we re<br/>threw through<br/>hear here<br/>steal steel<br/>creak creek<br/>rode road<br/>groan grown<br/>our hour<br/>break brake<br/>steak stake<br/>saw sore<br/>right write<br/>passed past<br/>war wore<br/>hole whole<br/>shore sure<br/>team team<br/>bore boar<br/>whether weather<br/>sight site</p> <p>Morphemic word families (-er, -s, -es, -ed, -ing, -ly, -ness, -less, -ful, - fully,</p> | <p><b>Phonics &amp; Word Work:</b><br/>Spelling Rules (16-30 from <a href="http://www.childrens-books-and-reading.com/support-files/spelling-rules.pdf">http://www.childrens-books-and-reading.com/support-files/spelling-rules.pdf</a>)<br/>Double letters</p> <p><b>Homophones</b><br/>ate eight<br/>weak week<br/>cheap cheep<br/>flour flower<br/>worn warn<br/>scent sent cent<br/>bail bale<br/>lone loan<br/>plain plane<br/>poor paw pore pour<br/>way weigh<br/>fair fare<br/>fought fort<br/>stair stare<br/>pain pane<br/>roar raw<br/>toe tow<br/>tire tyre<br/>fourth forth<br/>main mane<br/>pair pare pear<br/>ewe you<br/>ring wring</p> <p><b>Morphemic word families</b> (bi-, tri-,</p> | <p><b>Phonics &amp; Word Work:</b><br/>Word origins<br/>Greek: aero (air), hydro (water), auto (self), scope (look), geo (earth), photo (light), phono (sound) Latin: phobia (fear), ology (study), pre (before), aqua (water)</p> <p><b>Prefixes</b> (pre-, super-, self-, trans-, fore-, com-, inter-, ac-, re-, non-, equi-, vice)</p> <p><b>Suffixes</b> (-ible, -ment, -ive, -eer, -en, -ion, -tion, -ism, -ist, -ise, -ee, -fy)</p> <p><b>Uncommon plurals</b> (e.g. cactus-cacti)</p> <p><b>Reading:</b> Daily reading of appropriately levelled text during small group reading block</p> | <p><b>Phonics &amp; Word Work:</b><br/>Word origins Greek: chrono (time), graph (to write), sphere (round), semi (half), hyper (over) Latin: audio (hear), video (see), multi (many), uni (one), bi (two), tri (three)</p> <p><b>Prefixes</b> (de-, dis-, post-, arch-, mal-, ante-, contra-, retro-. Il-, -ir, -mini-, co-)</p> <p><b>Suffixes</b> (-ry, -ery, -ance, -ence, -cy, -sy, -ure, -or, -our, -ant, -ent, -age, -ty, -ous)</p> <p><b>Morphemes</b> (revision of years 3-4)</p> <p><b>Reading:</b> Daily reading of appropriately levelled text during small group reading block</p> |

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| <p>un-, re-, dis-, mis-)</p> <p><b>Reading:</b><br/>Daily reading of appropriately levelled text during small group reading block</p> <p><b>High Frequency Words:</b> Revision of Year 2 sight words</p>   | <p>out-, over-, under-, mid-, circum-, semi-, up-, pro-, ex-, anti-, -let, - hood, -able, -ness, -able, -ship)</p> <p><b>Reading:</b> Daily reading of appropriately levelled text during small group reading block.</p>  |  |  |
| <p><b>Grammar Concepts to be Taught:</b><br/>Structure and language features of a narrative, procedure, report, review, exposition, and recount</p> <p>Subject-verb agreement</p> <p>Verb tense</p> <p>Paragraphs</p> <p>Different verb types (doing, thinking, saying and relating)</p> | <p><b>Grammar Concepts to be Taught:</b><br/>Structure and language features of a narrative, procedure, report, review, exposition, and recount</p> <p>Paragraphs</p> <p>Cohesive devices (including pronoun reference and text connectives)</p> <p>Noun groups/ phrases</p> <p>Verb groups/ phrases</p> <p>Prepositional groups/ phrases</p> | <p><b>Grammar Concepts to be Taught:</b><br/>Structure and language features of a narrative, procedure, report, discussion, exposition, explanation and recount</p> <p>Paragraphs and topic sentences</p> <p>Differentiating between main and subordinate clauses</p> <p>Subordinating conjunctions</p> <p>Noun groups/ phrases</p> <p>Verb groups/ phrases</p> <p>Prepositional groups/ phrases</p> | <p><b>Grammar Concepts to be Taught:</b><br/>Structure and language features of a narrative, procedure, report, discussion, exposition, explanation and recount</p> <p>Paragraphs and topic sentences</p> <p>Using complex sentences to elaborate, extend and explain ideas</p> <p>Subordinating conjunctions</p> <p>Noun groups/ phrases</p> <p>Verb groups/ phrases</p> <p>Prepositional groups/ phrases</p> |
| <p><b>Punctuation to be maintained:</b><br/>Full stops for end of sentence</p> <p>Capital letters for proper nouns and</p>   | <p><b>Punctuation to maintain:</b></p>  | <p><b>Punctuation to maintain:</b></p>   | <p><b>Punctuation to maintain:</b></p>   |

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| <p>start of sentence</p> <p>Question marks</p> <p>Commas for lists</p> <p>Exclamation marks</p> <p>Capital letters for titles</p> <p>Commas to follow a time word (e.g. 'Firstly, ...' &amp; 'On the weekend, ...')</p> <p><b>Punctuation to be taught:</b><br/>Apostrophes for contractions</p> <p>Exposure to... Quotation marks</p> | <p>Full stops for end of sentence</p> <p>Capital letters for proper nouns and start of sentence</p> <p>Question marks</p> <p>Commas for lists</p> <p>Exclamation marks</p> <p>Capital letters for titles</p> <p>Commas to follow a time word (e.g. 'Firstly, ...' &amp; 'On the weekend, ...')</p> <p>Apostrophes for contractions</p> <p><b>Punctuation to be taught:</b></p> <p>Quotation marks for dialogue, titles and direct speech</p> <p><b>Exposure to...</b> Apostrophes for possessive nouns</p> | <p>Full stops for end of sentence</p> <p>Capital letters for proper nouns and start of sentence</p> <p>Question marks</p> <p>Commas for lists</p> <p>Exclamation marks</p> <p>Capital letters for titles</p> <p>Commas to follow a time word (e.g. 'Firstly, ...' &amp; 'On the weekend, ...')</p> <p>Apostrophes for contractions</p> <p>Quotation marks for dialogue, titles and direct speech</p> <p><b>Punctuation to be taught:</b><br/>Apostrophes for possessive nouns<br/>Commas to provide further information (e.g. Toby, my best friend, is moving house)</p> <p><b>Exposure to...</b></p> <p>Colons to introduce a list</p> | <p>Full stops for end of sentence</p> <p>Capital letters for proper nouns and start of sentence</p> <p>Question marks</p> <p>Commas for lists</p> <p>Exclamation marks</p> <p>Capital letters for titles</p> <p>Commas to follow a time word (e.g. 'Firstly, ...' &amp; 'On the weekend, ...')</p> <p>Apostrophes for contractions</p> <p>Quotation marks for dialogue, titles and direct speech</p> <p><b>Punctuation to be taught:</b><br/>Apostrophes for possessive nouns<br/>Commas to provide further information (e.g. Toby, my best friend, is moving house) and separate clauses</p> <p><b>Exposure to...</b></p> |
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|   |   | Hyphens  | Colons to introduce a list<br><br>Hyphens  |
| <b>Forms of writing to teach explicitly:</b><br><br>Recount<br>Narrative<br>Report<br>Procedure<br>Exposition<br>Review | <b>Forms of writing to teach explicitly:</b><br><br>Recount<br>Narrative<br>Report<br>Procedure<br>Exposition<br>Review | <b>Forms of writing to teach explicitly:</b><br><br>Recount<br>Narrative<br>Report<br>Procedure<br>Exposition<br>Explanation<br>Discussion | <b>Forms of writing to teach explicitly:</b><br><br>Recount<br>Narrative<br>Report<br>Procedure<br>Exposition<br>Explanation<br>Discussion |



# St Thomas' Spelling

*Whole School Plan 2015*

*Written by St Thomas' Staff - November 2014.*

## Knowledge about Spelling

At St Thomas' we understand that in order to provide the best opportunities for our students to improve, spelling should be taught daily using a consistent routine. We recognise that students need to be taught explicitly and systematically using a scope and sequence. We understand that spelling is not about rote learning and it is more than just doing words sorts. Rather, it is about an approach based on exploration, investigation and self-discovery. We know that spelling should be taught in both whole class and differentiated small group sessions. Through research, we understand that children need to use the 4 forms of spelling knowledge (phonological, visual, morphological, etymological) and as such, this must be taught as part of our spelling program.

## Beliefs about learning to spell

*At St Thomas we believe that spelling:*

- Needs to be purposeful and relevant.
- Needs to be engaging.
- Needs to involve an inquiry approach, where opportunities for exploration and self-discovery are modeled, provided and encouraged.
- Must be regularly monitored and assessed.
- Needs to be valued by our students as an important part of their Literacy learning.
- Is for writing. Spelling is valued and encouraged during writing - not just spelling sessions.
- Involves editing and proofreading as a key part of the process.
- Needs to be modeled by teachers (working through the modeled, guided and independent stages).
- Is encouraged and promoted through environmental print within each classroom (word/vocab walls and non-negotiable word walls).
- Is linked to audience and purpose. Students need to be aware of the audience for their writing and adapt accordingly.

## Scope and Sequence

At St Thomas' each year level will be using the Australian Curriculum Aligned Scope and Sequence, as suggested and sourced from the Catholic Education Office of Western Australia.

## **Consistent Teaching Practices**

*The following are the consistent teaching practices that will be evident and visible in every classroom at St Thomas'.*

- Each class will timetable 20 minutes of spelling at the beginning of daily literacy sessions.
- As part of this 20 minutes:
  - 5 minutes will consist of whole class explicit teaching (brainstorm/whole class investigation) of word work (using Scope and Sequence to direct our teaching).
  - 15 minutes will be differentiated small group work (using Words Their Way Program).
- Each class will implement the Words Their Way Spelling Program.
- Each class will maintain the integrity of the WTW program by using words sorts and other activities to investigate spelling patterns.
- The Words Their Way differentiated spelling program will involve weekly rotations (with the spelling focus lasting two weeks), where students rotate through and complete a range of different activities based around their word sort.
- As part of the differentiated small group work, the classroom teacher will work with each group once a week in a small focus group session.
- Some students who experience particular difficulties with spelling may need individualised programs.
- Each classroom will contain environmental print to encourage and promote spelling (word/vocab walls and non-negotiable word walls).

## **Assessment Strategies**

*At St Thomas' we will implement the following assessment strategies to monitor our students' progress:*

- Teachers will use the data from the end of Term (from the previous year) to commence WTW.
- Students will be assessed (using the spelling inventory) at the end of Term 2 and end of Term 4.
- Assessment data (WTW spelling inventory) needs to be saved in staff share assessment folder at the end of Term 2 and 4.
- Teacher assessment is ongoing throughout Words Their Way rotations, including dictation tests to monitor transference of spelling patterns.
- No spelling test on list words.
- South Australian Spelling Test will be administered as per St Thomas' Assessment Schedule (Term 1 & 4).

## **Resources**

- Classroom teachers to have 'Whole School Spelling File'.
- Electronic file on Staff Share titled 'Whole School Spelling' – A place to save and share spelling resources amongst staff.
- Each classroom will have WTW resource books.

## Homework

- No lists will be given to rote learn as part of homework.
- Spelling activities will be regularly set for homework:
  - Years 1 and 2 homework will consist of word pattern activities.
  - Years 3-6 homework will consist of activities based on the fortnightly word sort.

## Literature

Understanding, appreciating, responding to, analyzing and creating literature.

The shared reading and small group reading components of Literacy Dedicated Time provide opportune moments for children to respond to, and analyse literature. Literature may be incorporated into the small group reading session in the same manner as below, where children are provided with at least one opportunity throughout the week engage in guided reading with their teacher.

On days where students aren't participating in guided reading, they are engaging in an activity that helps them to develop the skills, strategies and techniques that good readers use (e.g. practising a comprehension strategy, decoding skill, fluency, vocabulary, etc.)

Example of a small group reading roster for a lower primary class:



## Literacy

Interpreting and creating text with increased appropriateness, accuracy, confidence, fluency and efficacy for learning in and out of school, and for participating in Australian life more generally.

### Agreed Whole School Approach to Writing

We believe at St. Thomas' that

- Writing should be explicitly and comprehensively taught every day as part of Literacy Dedicated Time.
- There should be opportunities for modeled, shared, guided and independent writing experiences.
- Children need to be provided with opportunities to write for an authentic audience and purpose.
- Children learn best when they are involved in facilitated small group writing sessions.
- Writing is not limited to Literacy Dedicated Time and occurs across all learning areas.
- Proofreading and editing are part of the writing process and therefore must be explicitly taught.
- Children should engage in the writing process of: planning, drafting, editing and publishing.

### Sight Words

The Dolch Sight Word list is used in the Junior Years at St. Thomas' Primary.

### Agreed Whole School Approach to Reading

We believe at St. Thomas' that

- Reading and comprehension strategies should be explicitly taught every day as part of the Literacy Dedicated Time.
- There should be opportunities for modeled, shared, guided and independent reading experiences.
- Children should be able to read for pleasure as well as a purpose at school.
- Children learn best when they are involved in facilitated small group reading sessions.
- Reading is not limited to Literacy Dedicated Time and occurs across all learning areas.
- Children need to be given the opportunity to build fluency through oral reading practice.



The table below contains editing marks that are utilized by the whole school.

| <h1>Editing Marks</h1> |  |
|------------------------|--|
| [                      | <p>New Paragraph</p> <p>James received a postcard from Mr <u>Henshaw</u>. [One day his dad...</p>  |
| =                      | <p>Check case of the letter (capital or lower case)</p> <p>Beverly <u>C</u>learly wrote to Mr. <u>T</u>henshaw.</p> <p>Zachary <u>S</u>pike is the main Character.</p> |
| ┌                      | <p>Correct the spelling</p> <p>James has <u>trubbles</u> in school.</p>  |
| ^                      | <p>Add something</p> <p><u>Mr. Henshaw</u> to James.</p>   |
| ○                      | <p>Check punctuation</p> <p>We went to the shop○<br/>We drove there in our car.<br/>We bought strawberries, apples,○<br/>bananas and pears.</p>                        |
| —                      | <p>Delete/ Take Out</p> <p>James <del>he</del> wants to be a policeman.</p>  |
| ◌                      | <p>Check word choice</p> <p>We went to the park, <u>the</u> we went to visit our friend.</p>   |