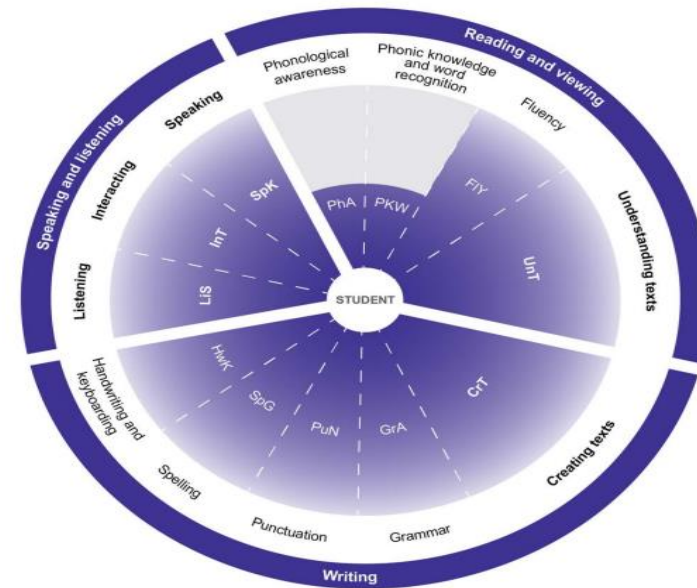


Continuity of Learning Plan: Literacy

Literacy Agreement: At Upper Sturt Primary School, our vision is to empower all students to achieve excellence as confident and successful literacy learners who display the values of Kindness, Resilience, Independence, and Curiosity to participate and contribute positively as local and global citizens. Our students will engage in targeted and authentic learning experiences that will support their development of deep literacy knowledge, understanding and skills. Through active participation in literacy learning, students will demonstrate a growth mindset with a focus on personal best, continuous improvement, and celebration of progress.

At Upper Sturt Primary School, Literacy learning involves students listening, reading, viewing, speaking, and writing as well as creating and understanding texts across all curriculum areas. Our approach aims to support students in the early years to 'learn to read' so that they are successfully able to 'read to learn'. This is underpinned by the Wellbeing for Learning framework where students' wellbeing and self-esteem is maximised through accomplishment and feelings of competence and confidence.

Literacy encompasses the knowledge and skills students need to: access, understand, analyse and evaluate information; make meaning and express thoughts and emotions; present ideas and opinions; interact with others; and participate in activities at school and in their lives beyond school. Our commitment is to provide a quality, sequential, intentional differentiated teaching and learning program at our school. The elements of the **National Literacy Learning Progressions** (see following graphic) provide a holistic view of Literacy capabilities and inform our work.



Quality Curriculum and Effective Pedagogy

At Upper Sturt Primary School, we believe it is essential to provide a consistent and coherent whole school approach to teaching and learning in Literacy that is informed by quality learning design, assessment and moderation.

Our Educators will:

- Ensure our school practices are consistent with the Australian Curriculum outcomes and Achievement Standards; and DfE requirements R-6
- Allocate a minimum of 300 minutes per week to Literacy/ English curriculum teaching and learning
- Articulate clearly our learning aims, learning intentions and success criteria. (E.g. term overviews, learning plans, student goals developed and shared with students – and parents as required)
- Encourage curiosity, engagement, self-reflection, independence and growth mindset through challenge and productive struggle in Literacy

Agreed High Impact Teaching Strategies

Explicit teaching

Structuring lessons and Clear Learning Intentions

Targeted differentiated teaching

Ongoing Feedback

Goal Setting – Student Agency

Guiding Principles/ Resources

Big 6 of Reading

AC Literacy Progressions

DfE Best Advice Papers

Literacy Improvement Guidebooks

Quality Learning Design, Assessment and Moderation

Agreed Practice and Programs

Every Child, Every Day Principles

- Every child reads something that they choose
- Every child reads accurately
- Every child reads with understanding
- Every child writes about something meaningful
- Every child talks with peers about reading and writing
- Every child listens to a fluent read aloud

Phonic Book UK – Systematic, Synthetic Phonics

Heggerty Phonological Awareness

Scope and Sequence R-6

Brightpath Writing Development

Intervention and Student Support

Macqlit Reading Support Program – Years 2-6

Assessments and Data Collection	Rec	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
Acadience Reading							
PASM							
Phonics Screening Check							
Phonic Book UK Diagnostic							
PAT – Reading & Spelling							
Brightpath Writing Samples							
SA Spelling Test							
NAPLAN – Read, Write, Spell & Lang Conv.							
Handwriting Fluency							

