

Bundoora Primary School Policy	CURRICULUM POLICY Literacy	April 2017
<i>Not Negotiable agreements for consistent Literacy teaching and learning approaches throughout the school</i>		

Rationale

Literacy learning and competence is central to the learning and development of all young Australians. It helps create confident communicators, imaginative thinkers and informed citizens. A balanced and integrated approach to teaching literacy, which includes Speaking and Listening, Reading (includes Viewing), Writing (includes Grammar and Spelling), is essential.

Aims

The Bundoora PS Literacy program aims to teach students to:

- Learn to listen, read, comprehend, 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, infer 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 and an informed appreciation of literature.

Broad Guidelines

Bundoora PS staff will:

- Plan Literacy learning sessions that are engaging and targeted to each student's Zone of Proximal Development (differentiated learning).
- Use Literacy (Reading, Writing, Grammar, Spelling, Speaking and Listening) Scope and Sequence documentation (when available) to focus their teaching on improving Literacy outcomes.
- Follow the **Bundoora PS Assessment Schedule** and use collected data to inform and adjust teaching and learning strategies and content.
- Moderate and triangulate data (for, as and of learning) to inform teaching and to report to parents/carers against the Victorian Curriculum Standards.
- Communicate high expectations of student achievement to students and parents/carers.
- Consider the cultural and socio-economic backgrounds of students when planning Literacy sessions.
- Consider the 7 High Reliability Literacy Teaching Procedures to support and develop comprehension of written text:
 - Getting Knowledge Ready
 - Vocabulary
 - Reading Aloud
 - Paraphrasing/Visualising
 - Questions answered by the text
 - Summarising
 - Reviewing

- Identify and refer students for participation in Literacy Intervention Programs, including Corrective Reading for those students who are one year or more below the expected Level for Reading (or by negotiation). Students who are exiting Prep are accepted into Corrective Reading if they have NOT met Reading Level 5, or by negotiation.
- Share skills and content knowledge through collaborative discussion and planning.
- Use classroom support staff, if available, to ensure success for all students, specifically for students who are funded through the Disabilities Program, or who require targeted assistance to progress.
- Identify and refer students for participation in English as Additional Language support.

Implementation

Bundoora PS Staff will include:

- A minimum of 8-10 hours of literacy in their curriculum planning each week.
- 4-5 daily 1 hour Reading sessions.
- At least three 1 hour Writing sessions per week [It is noted that Literacy skills may be integrated into other curriculum areas].
- Structured, explicit and sequenced sessions that cater for one-to-one and/or small group and whole settings.
- An explicit purpose for each literacy session – evidenced in weekly planners, term planners and led by the relevant Scope and Sequence document.
- Flexible student groupings based on data.
- A full range of available and appropriate technology in their planning.

Lesson Structure

Bundoora PS Staff will follow the Region based – Achievement Improvement Zones lesson structure:

- Learning Intention (up to 5 min)
- Whole / Launch (10 min)
- Part / Explore (35 min)
- Whole / Summarise (10 min)

Note: This model will be altered according to the abilities of the students

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Specifically, the typical Foundation learning session will include:

<p>Writing - 3 – 5 sessions per week</p>	<p>Introduction and <i>Learning Intention</i> discussed and modelled</p> <ul style="list-style-type: none"> • Goals – what is expected when writing discussed and explained • Brainstorm of possible words/sentences/phrases (depending on text type and skill level) • Use of resources such as word charts, wordlists etc. to assist with unknown words • Modelling of genre etc. and VCOP strategies • A recount writing session every week (weekend/holiday/incursion/excursion etc) • Independent tasks/writing – pictures, words and sentences (some students require support/small group/adult to scribe for them) • High expectations of all students to strive to do their best and continue to build on their current knowledge and skills • Up levelling during all writing activities • Roving for immediate feedback • Writing to be pasted or written into books for assessment purposes • Some writing displayed in rooms – used for modelling purposes • Share and celebrate/feedback discussion/further modelling of writing in every session • Big Write (CAT) to take place once a term as included in term planner
<p>Spelling and Grammar – at least 1 to 2 formal session per week</p>	<p>Spelling</p> <ul style="list-style-type: none"> • Introduction and <i>Learning Intention</i> discussed and modelled • Concentrating on initial sounds, letter recognition and reading high frequency words or focus of the lesson <p>Grammar –</p> <ul style="list-style-type: none"> • Introduce the language of Grammar and model it in Reading and Writing. • Independent tasks are completed using hands on activities, worksheets etc. • Sharing of completed tasks • Work samples, observations etc. are used for assessment • Expectation that by the end of Prep/Foundation that capital letters (D) and full stops (.) are used. Question marks (?), exclamation marks (!) and talking marks (“ ”) are recognised
<p>Speaking and Listening Every day and every session</p>	<ul style="list-style-type: none"> • Daily share times on specific topics relating to Discovery Topic. Each child shares and then responds to questions posed by peers • Word/oral language games, sharing of work samples etc. • Developmental play (Play-based learning) • All tasks and discussions have a speaking and listening component • Anecdotal notes taken for assessment purposes
<p>Reading - at least 4 Guided Reading sessions per week. Reading everyday</p>	<p>Introduction and <i>Learning Intention</i> discussed and modelled</p> <ul style="list-style-type: none"> • Recall, retell, oral comprehension during Big Book reading and discussion • Concentrating on initial sounds, letter recognition and reading high frequency words during BB reading and discussion • Whiteboard used for reading/sharing/discussion • Independent work within ability-based reading groups • Guided reading session, book activity, Vocabulary work, Grammar practise, Reading Eggs, ICT tasks, spelling tasks, writing tasks etc.

	<ul style="list-style-type: none"> • Share discussion about skills/tasks completed • Assessments activities, tasks, observations and tests used for assessment and reporting
<p>Handwriting 1 – 2 formal sessions per week Practise everyday</p>	<p>Introduction and <i>Learning Intention</i> discussed and modelled (letter/family)</p> <ul style="list-style-type: none"> • Taught explicitly for 2 hours each week using agreed <i>Writing Time</i> (2017) and Word Study resources • Modelling/ demonstration by teacher/student with dotted thirds, showing correct pencil grip and formation • Fine motor activities used as introduction to all handwriting activities, as well as timetabled weekly with rotating activities • Independent work in workbooks, on small whiteboards or on dotted thirds • Use of individual whiteboards for practice, demonstration etc. • Use of Reading Eggs program to reinforce correct formation, size, starting point etc. (Whole Class activity) • Sharing and feedback to class • Workbooks, observation etc used for assessment purposes

Specifically, the typical year 1/ 2 learning session will include:

<p>Writing 3 timetabled sessions per week with Writing integrated in other curriculum areas</p>	<ul style="list-style-type: none"> • Introduction and Learning Intention discussed and modelled • Discussion on specific text type and reference made to VCOP wall and which strategies could be incorporated into this piece of writing depending on the type • Up levelling (“making it more interesting”) to occur in every session • Teacher modelling, using specific language and an example of text type/strategy from Reading Eggs or a book • Independent practise in Writing book or on dotted third paper, teacher works with targeted group. Activities differentiated for ability levels – copying, tracing, or working with an aide/teacher for extra support. • Roving for immediate feedback • Share time (including published work) discussion and celebration of writing, reinforcing the text type language and VCOP strategy focus • Further sessions include editing and up-levelling, rainbow editing, drafting and publishing • Big Write (CAT) to be held once a term
<p>Spelling and Grammar A Spelling and a Grammar lesson to be timetabled where blends are taught and Grammar Scope and Sequence weekly focus taught and practised.</p> <p>Spelling and Grammar will also be incorporated as part of the daily Writing</p>	<p>Spelling –</p> <ul style="list-style-type: none"> • Students assessed using SWST program and placed into ability based groups as per the Bundoora Primary School Spelling Program • Introduction and Learning Intention discussed and modelled, introduce weekly blend focus for each group and brainstorm other words that use the specific blend • Students complete individual Tic-Tac-Toe/Word Study activities with their own spelling words – colour patterns, alphabet stamps, word search, magnetic letters, keyboard posters, mini whiteboards etc – example rubrics can be found in the Bundoora Primary School Spelling Program and can be adapted depending on groupings • Share time and discussion, reinforcing each group’s weekly blend, this also transfers into other Reading/Writing lessons throughout the week where the blend might be found in books or used in their writing etc.

<p>and Reading Sessions with a Spelling or Dictation test weekly</p>	<ul style="list-style-type: none"> • Assessment – weekly spelling tests and dictation, SWST supplementary tests can be used when looking at moving a group up a level • Homework – weekly Look, Say, Cover, Write, Check sheet plus extra challenge for students who need extending <p>Grammar –</p> <ul style="list-style-type: none"> • Refer to the recommended text: Scope and Sequence in Targeting Grammar 1 & 2 • Introduction and Learning Intention discussed and specific grammar modelled • Independent, differentiated practise using worksheets from Targeting Grammar • Share time and discussion, reinforcing each weekly grammar strategy • Quick warm up games and discussions also used to reinforce weekly grammar strategy throughout the week
<p>Speaking and Listening Daily opportunity for children to be listening and following directions and instructions and participating in class and small group discussions with opportunities for oral presentation of their work in front of their peers and timetabled Sharetime with a weekly focus in relation to Discovery topic</p>	<ul style="list-style-type: none"> • Daily share times on specific topics related to Discovery Topic. Each child shares once a week, on a rostered day and then responds to questions posed by peers • Share time weekly topics created by the Junior School planning team and distributed to all students at the start of the term • All tasks and discussions have a speaking and listening component – working in small groups, sharing work with the class, asking/answering questions, following directions • Diagnostic and anecdotal evidence/observations kept by the teacher
<p>Reading 4 timetabled sessions per week with an additional session to introduce book focus and/or reading strategy</p>	<ul style="list-style-type: none"> • Big book teacher modelling of CAFÉ Reading Strategy initially and then multiple times during the week • Introduction and Learning Intention and weekly CAFÉ Reading strategy discussed and modelled • Minimum of 4 teaching sessions each week, reading groups set up according to ability. Students rotate through activities sometimes on alternate weeks – Guided Reading, Reading Eggs/Reading Express, Book Activity, Comprehension, Word Work, and Listen to Reading • Share time and discussion, reinforcing the Learning Intention and CAFÉ Reading strategy • Homework – nightly reading and recording of books in Reading Log
<p>Handwriting One formal session whereby Letter of the week is demonstrated and practised using Writing Time booklet, with daily focus on handwriting in</p>	<ul style="list-style-type: none"> • Fine motor activities using pegs/pencils used as introduction to all handwriting and writing activities. Discussion and reinforcement of correct pencil grip and posture • Introduction and <i>Learning Intention</i> discussed and modelled – Explicit teaching and modelling of letter formation on dotted thirds. This reinforces correct starting/exit points, formation and size. Discussion of whether the letter is a head/body/tail letter as a reminder of where the letter sits on the line • Independent practise in Writing Time workbook

Reading and Writing Sessions	<ul style="list-style-type: none"> • Remains a consistent focus in all lessons where anything is being written • Roving for immediate teacher feedback and reinforcement • Sharing and feedback to class • Additional boardwork to focus on the letter of the week. Children copy from whiteboard into their Handwriting workbook
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Specifically, the typical year 3/4 learning session will include:

<p>Writing – As aligned with Victorian Curriculum A writing session is timetabled 3 times a week with incidental writing occurring throughout the week. Incidentally included in Literacy rotations and throughout other subjects including Discovery Learning</p>	<ul style="list-style-type: none"> • An introduction and <i>Learning Intention</i> discussed and modelled/demonstrated (Tuning In) • Explicit teaching of a variety of genres (i.e. narrative, persuasive, procedure, report, recount, poetry, letter) including structure, purpose and features • Examples of text structures are used via Reading Eggs and other online resources where appropriate • The class creates an example together and share when appropriate • The teacher often then works specifically with a small needs based group, while others work independently on given writing task. Activities are differentiated based on ability levels • Editing and up levelling is completed by using the Rainbow highlighter technique. The VCOP student checklist is used to identify strength and weaknesses and to set writing goals • The process of writing is emphasised and explicitly taught over the duration of each genre as per the VCOP program such as planning, drafting, editing (including rainbow editing where appropriate), expanding vocabulary, connectives, openers and punctuation • Completed work is shared and future goals are generated. Teacher corrects completed work and provides immediate feedback • Students are given the opportunity to publish their work using various digital technologies • Learning goals will be covered throughout formal teaching with individual goals being chosen on a requirement basis that will challenge and extend student
<p>Spelling and Grammar A spelling lesson is to be timetable in weekly where blends and spelling rules are taught and practised. Weekly Grammar session is timetabled as well as included in Literacy rotations</p>	<p>Spelling:</p> <ul style="list-style-type: none"> • Students assessed using SWST program and placed into ability based groups as per the Bundoora Primary School Spelling Program • Introduction and Learning Intention is discussed and modelled – weekly word/blend/morphemes focus for each group is discussed • Students complete word study activities with their spelling words which have been modelled by teacher Activities are differentiated based on ability • Appropriate activities that complement spelling focus are gathered from various commercial and online resources • Weekly spelling tests occur on a designated day. SWST supplementary tests can be used when looking to move a student to the next level • Homework – students are given a week (including the weekend) to practise their words, as well an extra optional challenge sheet <p>Grammar:</p> <ul style="list-style-type: none"> • Scope and sequence from Targeting Grammar is used to determine weekly topics

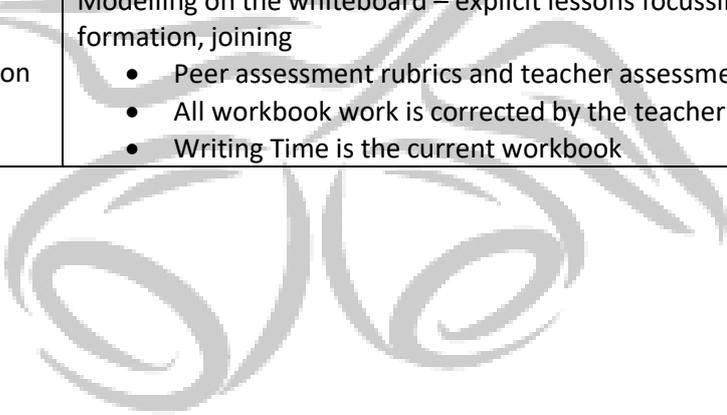
	<ul style="list-style-type: none"> • Learning Intention is discussed by teacher, followed by Kung Fu punctuation, song/game/brainstorm or Reading Eggs resources (Tuning In) • Grammar rule is explicitly taught and modelled with examples – students are encouraged to work in small groups and come up with their own examples (think-pair-share) • Students complete independent differentiated activities (from Targeting Grammar or similar appropriate text or online resource) to practise skill • Teacher may work with a small needs based group or rove and provide immediate feedback • Activities are corrected together and misconceptions are identified and clarified <p>Dictation/Editing Passage:</p> <ul style="list-style-type: none"> • Students complete a dictation or editing activity weekly based on the spelling, grammar and punctuation rules learnt so far. This can also incorporate listening skills
<p>Speaking and Listening Students are given frequent opportunities to participate and share in pair and group sessions. Students follow instructions daily and contribute ideas as well as present orally</p>	<ul style="list-style-type: none"> • Speaking and Listening is embedded across all subject areas. Students are given multiple opportunities daily to participate in group discussion, ask questions and share their work • Students work in small groups, share work with the class, ask questions, complete think/pair/share activities and follow directions • Students prepare oral presentations based on their project work • Students are given opportunities to share their work with their peers and seek feedback • Students complete daily practice of Read to Someone along with questioning for understanding (STOP who and STOP what) • Diagnostic and anecdotal evidence/observations are kept by the teacher
<p>Reading Minimum of 4 Literacy sessions are timetabled weekly with an additional session to introduce a book focus or reading strategy. Students read in some capacity every day</p>	<ul style="list-style-type: none"> • Introduction and <i>Learning Intention</i> discussed and demonstrated • Tune in – explicit instruction on CAFÉ strategy. Teacher reads to class and models/demonstrates specific strategy • Students are given the opportunity to practice the strategy in Read to Self and Read to Someone. Students share their understanding and application of strategy • Students are placed in fluid groups based on learning needs and complete differentiated activities as per CAFÉ/Daily 5 program. These include reading to self/someone, comprehension activities, Reading Eggs, guided reading group, teacher conference group and grammar/punctuation activities • Learning intention is revised and students share and discuss their understanding of the strategy • Homework – nightly reading and recording of books in Diary • Running records and PAT Reading assessments for students at under Level 30 • TORCH if needed, twice a year
<p>Handwriting One formal session where letter formation is modelled and practised. Focus on handwriting is</p>	<ul style="list-style-type: none"> • Fine motor warm up activities used to get students reading for writing. Correct pencil grip and posture is reinforced • Introduction and Learning Intention discussed and modelled with focus on letter formation, size and entry/exit points. Reading Eggs handwriting program used to model letter formation on dotted thirds

emphasised in all Literacy sessions.	<ul style="list-style-type: none"> • Students complete Writing Time page(s) while teacher roams and provides immediate feedback and reinforcement • Teacher may also work with a small needs based group if required • Students identify and share their best efforts • Handwriting and correct letter and number formation is always a focus in all written activities
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Specifically, the typical Year 5/6 learning session will include:

<p>Writing Minimum of 3 writing sessions per week. Extra writing will be undertaken throughout other curriculum areas, specifically Discovery Learning and spelling/grammar.</p>	<ul style="list-style-type: none"> • Grouping of like ability is done within the cohort • Introduction and Learning Intention discussed and modelled. Often a focus/stimulus is used • Explicit teaching of each genre and grammar (structure, purpose, features) • Reading Eggs lesson examples re text structure are used where appropriate • Example writing pieces are used to emphasise and model syntax, structure (i.e. Introduction, Body and Conclusion) and correct grammar • Lessons will often follow a whole, part, whole model. The teacher will often work specifically with a small group i.e. a 'clinic' in the 'part' phase • There will be time and emphasis given to teaching the concept of planning time/independent writing time • VCOP strategies are always discussed and related to <i>real life</i> applications i.e. purpose and reason. Drafts and self-correction VCOP strategies are implemented • Editing and up levelling is completed by using the Rainbow highlighter technique. A VCOP checklist to identify strengths and weaknesses is cross referenced • Completed work is share and future goals generated • Big Write (CAT) completed once a term
<p>Spelling and Grammar Included twice a week into the timetable</p>	<ul style="list-style-type: none"> • Students are assessed using the relevant SWST test as per the Bundoora Primary School Spelling Program and are placed into ability based groups • There is a weekly focus both in Spelling (i.e. letter combination/suffix/word origins/discovery learning words) and Grammar (using the yearly planner from Targeting Grammar) • Students complete individual Spelling/Word Study activities with their own spelling words rubrics which can be found in the Bundoora Primary School Spelling program and can be adapted depending on groupings • Where applicable, commercial text/worksheets are also used to reinforce the week's spelling/word study learning • Students are given 7 days to learn their spelling words • A weekly assessment tasks/test is given for spelling • Refer to the recommended text for the scope and sequence
<p>Speaking and Listening All tasks and discussions have a speaking and listening component. Students follow</p>	<p>Occurs throughout all areas of curriculum</p> <ul style="list-style-type: none"> • Working in small groups, sharing work with the class, asking/answering questions, following directions

<p>instructions daily and contribute ideas as well as present orally</p>	<ul style="list-style-type: none"> • Specific assessable activities are regularly set such as class presentations, project, community circles, Socratic circles, debates and co-operative activities • Diagnostic and anecdotal evidence/observation are recorded and kept by the teacher • Students are given opportunities to share and discuss with their peers
<p>Reading Minimum of 4 sessions per week. Students read in some capacity each day</p>	<p>Students are assessed using PAT Reading test/OnDemand/TORCH assessment tests as per the Bundoora Primary School assessment schedule and placed into ability based groups. Ability groups do a range of reading learning activities (depending on independence and competence) such as (but not limited to):</p> <ul style="list-style-type: none"> • Online Reading Eggspress tasks • CAFÉ Reading tasks as per program • Comprehension tasks i.e. commercial text • Focus area clinics (i.e. getting knowledge ready, vocabulary, reading aloud, paraphrasing, summarising, reviewing) • Book reports
<p>Handwriting One formal session where letter formation is modelled and practised</p>	<p>Modelling on the whiteboard – explicit lessons focussing on size, slant, formation, joining</p> <ul style="list-style-type: none"> • Peer assessment rubrics and teacher assessments used • All workbook work is corrected by the teacher • Writing Time is the current workbook



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Classroom Practice

Bundoora PS teaching staff will:

- Implement a Writing task every day, in order to progress and scaffold students' skills
- Provide targeted teaching to assist all students to understand and achieve the Learning Intention
- Ensure time on task is purposeful and maximised e.g. Task relates directly to the Learning Intention
- Rove consistently to provide purposeful feedback throughout each session
- Provide opportunities for differentiated tasks (at least three levels)
- Make explicit connections between related concepts
- Encourage and support all students to set high personal learning goals which will progress their learning
- Provide explicit vocabulary and knowledge focus in all lessons

Assessment and Reporting

Bundoora PS staff will:

- Regularly monitor student progress and make teaching and learning adjustments as required
- Follow a whole-school approach to communicating and reporting on evidence of student progress in Literacy.
- Use the Victorian Curriculum Standards, Running Records, SWST spelling test, English Continuum, EOL data (Prep-2), PAT testing, NAPLAN testing, Scope and Sequence documents, the Bundoora PS Spelling PROGRAM and OnDemand Data, as well as other data sets, to assist in making accurate teacher judgements and systematically use data to report on student outcomes
- Refer to the agreed whole school Assessment Schedule for testing requirements, sequence and dates
- Running records will be a feature of classroom Reading programs, (Level 30 and below), and will be completed regularly, as per the Assessment Schedule
- Moderate student work samples to establish evidenced and uniform decisions about student achievement
- Communicate student progress to parents/carers, including ways they can provide support at home
- Use feedback from parents, students and staff in support of improved student learning outcomes

Professional Development

Bundoora PS staff will attend Professional Learning Team meetings to reflect on and improve their teaching strategies by:

- Discussing concerns regarding student achievement and collaboratively discussing strategies to progress learning
- Reporting back on the progress of students participating in Literacy intervention or extension
- Discussing explicit teaching strategies that will be used by all teachers eg. VCOP, Café Reading
- Planning the next stage of learning for identified groups of students
- Sharing learning from external professional development sessions
- Communicating expectations and evidence of literacy development to parents/carers and families, including ways they can maintain support

Evidence to be collected

The following evidence of Literacy achievement will be collected by each class teacher and passed on to the next teacher at the end of year handover session:

Note: Include Assessment table from Semester 2 reports at all Levels Prep-6

Prep	<p>Reading</p> <ul style="list-style-type: none">• Latest Running Record, from November or later.• PAT Reading score <p>Spelling</p> <ul style="list-style-type: none">• SWST scores and analysis• BURT score <p>Writing</p> <ul style="list-style-type: none">• Common Assessment Task – include writing piece• Sound /letter ID• Magic words level
Year 1/ 2	<p>Reading</p> <ul style="list-style-type: none">• Latest Running Record, from November or later.• PAT Reading score <p>Spelling</p> <ul style="list-style-type: none">• SWST scores and analysis• BURT score <p>Writing</p> <ul style="list-style-type: none">• Common Assessment Task – include writing piece• Magic words (include checklist)
Year 3/ 4	<p>Reading</p> <ul style="list-style-type: none">• Latest Running Record, from November or later, for students <Level 30• PAT Reading score• Torch reading scores (if required)• On Demand data• Burt word test <p>Spelling</p> <ul style="list-style-type: none">• On Demand data• SWST scores and analysis <p>Writing</p> <ul style="list-style-type: none">• VCOP Writing samples
Year 5/6	<p>Reading</p> <ul style="list-style-type: none">• Latest Running Record, from November or later, for students <Level 30• PAT Reading score (specific to ability)• Torch reading scores (if required)• On Demand data <p>Spelling</p> <ul style="list-style-type: none">• SWST scores and analysis• On Demand data– Spelling and Grammar <p>Writing</p> <ul style="list-style-type: none">• Big Writes – range of genre

Resources

The following resources will be used across the school, to ensure consistency in literacy teaching methods, professional dialogue and student achievement:

<p>Foundation level (Prep)</p>	<p>Handwriting</p> <ul style="list-style-type: none"> • Writing Time – new handwriting resource 2017 <p>Reading</p> <ul style="list-style-type: none"> • Reading Eggs Online • PM reading (Levels 1-30) • Running Records folder • Café Reading as on StaffShare • Foundation Books/ Building 2 • On track reading (Levels 1-5) <p>Spelling</p> <ul style="list-style-type: none"> • SWST test • BPS Spelling Program <p>Writing</p> <ul style="list-style-type: none"> • VCOP resources and Strategies
<p>Year 1/ 2</p>	<p>Handwriting</p> <ul style="list-style-type: none"> • Writing Time – new handwriting resource 2017 <p>Reading</p> <ul style="list-style-type: none"> • Reading Eggs Online • PM reading (Levels 1-30) • Running Records folder • Café Reading as on StaffShare • Foundation Books/ Building 2 <p>Spelling</p> <ul style="list-style-type: none"> • ASA comprehension – Staff share • SWST test - Spelling <p>Grammar</p> <ul style="list-style-type: none"> • Targeting Grammar 1 & 2 (Student books) <p>Writing</p> <ul style="list-style-type: none"> • VCOP resources and Strategies
<p>Years 3/4</p>	<p>Handwriting</p> <ul style="list-style-type: none"> • Writing Time – new handwriting resource 2017 <p>Reading</p> <ul style="list-style-type: none"> • Reading Eggs Online • On track reading (Levels 1-5) • Running Records folder • Café Reading Strategies as on StaffShare • Foundation Books/ Building 2 • VCOP Resource book as on StaffShare • Blake Comprehension ASA • Reading Eggs/Express – online <p>Spelling</p> <ul style="list-style-type: none"> • ASA comprehension – Staff share • SWST test - Spelling • BPS Spelling Program

	<p>Grammar</p> <ul style="list-style-type: none"> • Targeting Grammar 3 & 4 (Student books) <p>Writing</p> <ul style="list-style-type: none"> • VCOP resources and Strategies
Years 5/6	<p>Handwriting</p> <ul style="list-style-type: none"> • Writing Time – new handwriting resource 2017 <p>Reading</p> <ul style="list-style-type: none"> • Reading Eggs Online • On track reading (Levels 1-5) • Running Records folder (if applicable) • Café Reading Strategies as on StaffShare • Foundation Books/ Building 2(if applicable) • VCOP Resource book as on StaffShare • Blake Comprehension • ASA comprehension – Staff share • Reading Eggs/Express – online • Guided reading text • Newspapers <p>Spelling</p> <ul style="list-style-type: none"> • SWST test - Spelling • BPS Spelling Program <p>Grammar</p> <ul style="list-style-type: none"> • Targeting Grammar 5 & 6 (Student books) <p>Writing</p> <ul style="list-style-type: none"> • VCOP resources and Strategies

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Evaluation

This policy will be reviewed in consultation with all staff members as part of the school's review cycle. It will also be provided as part of Induction material for each new staff member, who is involved in the delivery of teaching and learning programs.

Date of approval at School Council:

Review date:

