WAGGA WAGGA PUBLIC SCHOOL
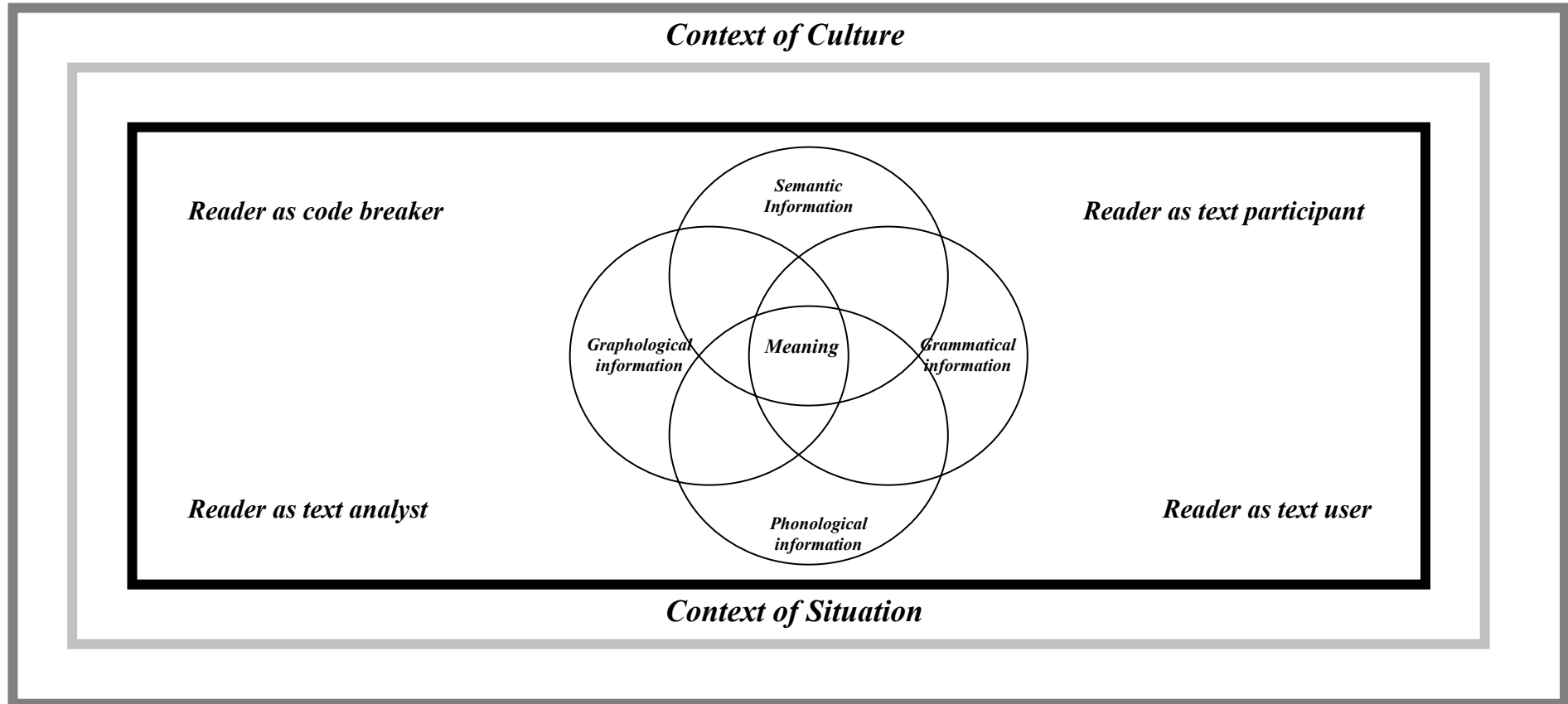
Through Knowledge We Grow

LITERACY STRATEGY
2004 – 2007

	2004	2005	2006	2007
FOCUS AREA: PLANNING IMPLEMENTING	Reading	Writing	Talking & Listening	
FOCUS AREA: MONITORING/ REFINING		Reading	Writing	Talking & Listening
FOCUS AREA: EVALUATING			Reading	Writing
ONGOING DEVELOPMENT				

ASSESSING STUDENT AND STAFF NEEDS

PLANNING/ PROFESSIONAL LEARNING

EVALUATING PROGRAMS

IMPLEMENTING

MONITORING/ REFINING
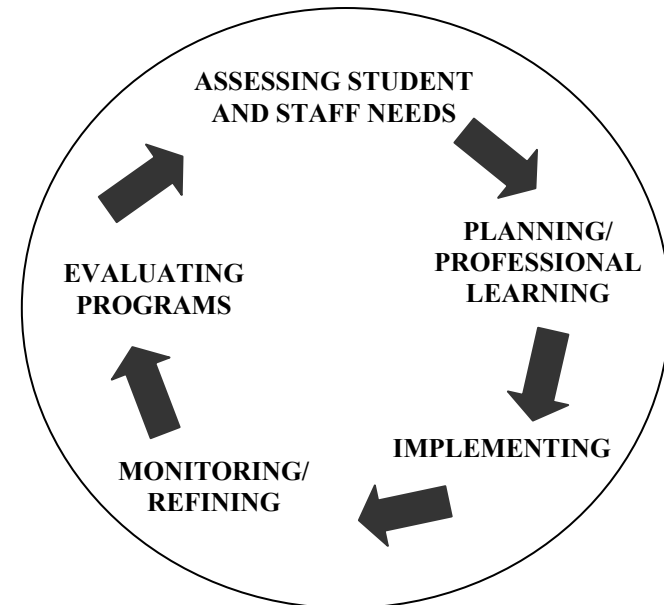
A MODEL OF READING

Reading is a complex process which involves interaction between the reader and the language and ideas of the text. It involves readers in drawing upon their existing knowledge of the world, of language and of the written code in order to attend to the visual information of the text. The diagram below indicates visually the elements of reading and their relationships to each other.

Context of Culture

Reader as code breaker

Reader as text participant

Semantic Information

Graphological information

Meaning

Grammatical information

Reader as text analyst

Phonological information

Reader as text user

Context of Situation

The goal of reading is to construct meaning from written text.

PRINCIPLE COMPONENTS OF LITERACY LEARNING AT WAGGA WAGGA PUBLIC SCHOOL

1. AIM

All literacy sessions, K-6, aim to:
➢ encourage positive attitudes towards learning to, and about, reading;
➢ develop students' ability to use language effectively;
➢ enable critical reflection on how language works; and
➢ develop students' skills and strategies to confidently and competently read a range of literary and factual texts for information and enjoyment.

2. LITERACY SESSIONS

Literacy lessons are consolidated into a comprehensive block or session which, barring unavoidable changes to routines, **remains uninterrupted**.

In addition to literacy sessions, the key strands of English – reading, writing, talking and listening – are integrated into lessons across all KLA's.

3. SESSION COMPONENTS

The three core strands of English (Talking & Listening, Reading, Writing) are integrated into each literacy session.

Teaching & Learning programs show evidence of opportunities for:
▪ core skill development;
▪ guided, modelled and independent learning;
▪ grouping of students to work at their own level;
▪ reflection and evaluation of progress;
▪ explicit quality lessons which systematically address syllabus and school requirements to meet student needs.

4. HOME READING

The Home Reading Program is a key component in developing and building upon basic skills and strategies developed at school. All students are encouraged to participate by borrowing levelled readers to read at home on a nightly basis.

5.   COLLECTION AND ANALYSIS OF ASSESSMENT DATA

A variety of assessment strategies (formative, summative and diagnostic) are employed across the school to collect accurate and purposeful information on all students' learning abilities and needs.

Assessment tasks aim to gather data to guide the development of programs within the classroom and across the school. Teachers work together to plan consistent tasks which will provide authentic evidence of students levels of achievement and progress made.

6.   PARENTAL INVOLVEMENT

Parents are encouraged to become active partners in the development of fundamental skills and strategies. Parents can help by:
- establishing routines for the completion of homework and home reading;
- attending or reading information given on supporting literacy learning;
- participating in information evenings;
- participating in parent/teacher interviews;
- encouraging and acknowledging their children;
- supporting the school in its initiatives.

| Targets/ Intended Outcomes | Implementation Strategies | Timeline | | | | Indicators of Success | STAGE 1 PLAN | | |
		T1	T2	T3	T4		Specific Linked Outcomes for Stage 1	Key Responsibility of:	Explicit Implementation Strategies for Stage 1
To identify areas for improvement/change within the school that will lead to improved student outcomes in literacy and numeracy.	• Review the STLA program and T/L programs being implemented in the school and implement changes where needed.		•	•	•	Three Year Plan. The implementation of literacy and numeracy at WWPS is evaluated.	• *To clearly identify all students strengths and areas for development.*	*STLA* *Class teachers*	□ *Consistent initial assessment of all students across the stage.* □ *Ongoing assessment of students and modification of programs.* □ *Implementation of across stage Literacy Groups (Year 1 and 2) and Kindergarten Groups.*
	• Develop a literacy/numeracy strategy for the school (3 Year Plan).		•	•	•	Staff develop a literacy and numeracy strategy for the school.	• *To promote a cohesive working environment in which teachers are working together to develop programs and provide explicit teaching and learning opportunities for students.*	*All ES1 and S1 teachers* *STLA* *RR teacher* *Teacher's Aides*	□ *Utilisation of STLA to provide support for high needs students.* □ *Explicit and systematic teaching and learning opportunities for students.* □ *Shared programming, encompassing consistent routines and content, to provide continuity across the stage.*
	• Work with Stage Supervisors to ensure their support for staff is effective.	•	•	•	•	Strategies are implemented with student results evaluated.	• *To implement programs to move all students towards the achievement of WWPS Reading Continuum levels.*	*All ES1 and S1 teachers* *STLA* *RR teacher* *Teacher's Aides*	□ *Commitment to uninterrupted time for Literacy Groups.* □ *Focussed planning to specifically target concepts as per WWPS Reading Continuum.*
	• Conduct analysis of assessments – identify areas of need.	•			•	A sustained improvement in student outcomes.	• *To closely monitor student progress and continue to deliver quality programs aimed at specific learning needs.*	*STLA* *Classroom teachers*	□ *Implementation of Peer Tutoring.* □ *Parent training sessions to encourage support from home.* □ *Training and Development opportunities to expand teacher competencies.*
	• Ensure appropriate Professional Learning opportunities are available for staff.	•	•	•	•				

At the conclusion of 2004, Stage 1 will present the following:

Written Evidence	Student Data – Assessment and Reporting	Parental Involvement	Information to Staff	Information to Parents	Information to 2005 teachers
Teaching and Learning Programs STLA group program (IEP) ES1/1 Literacy Assessment Pack Stage 1 Literacy document including resources	Text Reading Level -Benchmark kit Phonemic Awareness - ES1 – W. Conkey/ S1 – Rosner (Dodds?) Sight word knowledge – Dolch/ WWW folder Letter/sound ID – not prompts, pictures Double sounds/digraphs – STLA Concepts about print – RR Writing high frequency – 10 minutes, prompted – RR Spelling – Dolch 100	Parent helpers for groups Homework Home Reading Participation in organised training sessions	Availability of Literacy Assessment Pack and Literacy document. Collation of assessment data to demonstrate student progress Publishing of strategies used to achieve success.	Information letter Invitation to assist with groups Newsletter section to promote literacy learning. Direct concern for students causing concern. End of term/semester progress reports.	Final assessment data on tracking card. Documentation on support received if applicable. Evidence of program students were working on to ensure smooth transition.

Compiled from: *Staff Meeting 15/6/04 (Wendy Conkey & Jeff Carter) and* **English K-6 Syllabus** *1998*

WWPS LITERACY ASSESSMENT SCHEDULE
FOCUS AREA: READING

	K	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
TERM 1	**STLA initial assessment:** Running Record - TRL Letter/Sound ID Sounds Concepts about Print Phonemic Awareness CC test Reading Work Samples	Literacy Groups formed Running Records Reading Work Samples	Literacy Groups formed Running Records Reading Work Samples	Support students identified Reading Work Samples	Support students identified Reading Work Samples	Support students identified Reading Work Samples	Support students identified Reading Work Samples
		←		**STLA conducts Running Record and Diagnostic Testing on new enrolments.**			→
TERM 2	Running Record – TRL Phonemic Awareness CC Test Letter/Sound ID Double sounds/digraphs Concepts about Print Writing – high frequency Sight Words - DOLCH Spelling – DOLCH Reading Work Samples	Running Record – TRL Phonemic Awareness CC Test Letter/Sound ID Double sounds/digraphs Concepts about Print Writing – high frequency Sight Words - DOLCH Spelling – DOLCH Reading Work Samples	Running Record – TRL Phonemic Awareness CC Test Letter/Sound ID Double sounds/digraphs Concepts about Print Writing – high frequency Sight Words - DOLCH Spelling – DOLCH Reading Work Samples	Running Record – TRL Reading Work Samples	Running Record – TRL Reading Work Samples	Running Record – TRL 1 minute reads Reading Work Samples	Running Record – TRL 1 minute reads Reading Work Samples
TERM 3	Running Record – TRL Reading Work Samples	Running Record – TRL Reading Work Samples	Running Record – TRL Reading Work Samples	Basic Skills Test Reading Work Samples	Reading Work Samples	Basic Skills Test Reading Work Samples	Reading Work Samples
TERM 4	Phonemic Awareness CC Test Letter/Sound ID Double sounds/digraphs Concepts about Print Writing – high frequency Sight Words - DOLCH Spelling – DOLCH Reading Work Samples **STLA:** Running Record - TRL *Tracking Cards completed – to supervisors*	Phonemic Awareness CC Test Letter/Sound ID Double sounds/digraphs Concepts about Print Writing – high frequency Sight Words - DOLCH Spelling – DOLCH Reading Work Samples **STLA:** Running Record - TRL *Tracking Cards completed – to supervisors*	Phonemic Awareness CC Test Letter/Sound ID Double sounds/digraphs Concepts about Print Writing – high frequency Sight Words - DOLCH Spelling - DOLCH Reading Work Samples **STLA:** Running Record - TRL *Tracking Cards completed – to supervisors*	Running Record – TRL SA Spelling Reading Work Samples Basic Skills analysis and follow up *Tracking Cards completed – to supervisors*	Running Record – TRL SA Spelling Reading Work Samples *Tracking Cards completed – to supervisors*	Running Record – TRL SA Spelling BURT reading Reading Work Samples Basic Skills analysis and follow up *Tracking Cards completed – to supervisors*	Running Record – TRL SA Spelling BURT reading Reading Work Samples *Tracking Cards completed – to supervisors*

FOCUS AREA:	TEACHING AND LEARNING					EARLY STAGE 1 / STAGE 1		
						STAGE 1 PLAN		
Targets/ Intended Outcomes	**Implementation Strategies**	**Timeline**				**Indicators of Success**	**Specific Linked Outcomes for Stage 1**	**Key Responsibility of:**	**Explicit Implementation Strategies for Stage 1**
		T1	**T2**	**T3**	**T4**				

Targets/ Intended Outcomes	**Implementation Strategies**	**T1**	**T2**	**T3**	**T4**	**Indicators of Success**	**Specific Linked Outcomes for Stage 1**	**Key Responsibility of:**	**Explicit Implementation Strategies for Stage 1**
Teachers engage in effective classroom practice.	• Provide identified Professional Learning opportunities for staff. • Supervise stage leaders and ensure effective support. • Participate in CSU extended practicum.	•	• • •	• • •	• • •	Improved student outcomes. Staff engaging in Professional Learning opportunities. Demonstrated awareness of and implementation of best practice in classrooms. Development of scope and continuum and resource units in C&PA.	• *To develop an enhanced sense of collegiality amongst Stage 1 staff by promoting a culture of professional sharing and encouraging ongoing professional dialogue.* • *To ensure teachers are given every opportunity to achieve their identified and negotiated Professional Development goals.*	*AP* *Stage 1 staff* *Principal* *AP* *Stage 1 staff* *T & D team*	☐ *Regular meeting times to allow for shared planning, programming and evaluation.* ☐ *Regularly monitoring progress of stage programs and providing feedback of successes and areas for improvement.* ☐ *Sharing of ideas, resources, proformas, great ideas etc. by all stage staff.* ☐ *Establishment of Professional Development Plans for all staff.* ☐ *Identification of, and participation in, relevant training courses.* ☐ *Support from DO staff.*
To develop a culture in which students take a greater role in their learning and set high standards for personal and school achievements.	• Staff training undertaken. • Development of revised assessment procedures. • Awards for effort and attitude emphasised. • Staff not to accept second best efforts.	• • • •	• • • •	• • • •	• • • •	Attendance at SDD programs. Use of portfolios and self assessment techniques by students. Improvement in student outcomes, presentation of work, a drop in the number of detentions/suspensions.	• *To celebrate student achievements and publicly acknowledge their successes.* • *To continue to maintain high standards across all areas of student work.*	*Stage 1 staff* *AP* *Principal* *Stage 1 staff* *Stage 1 students*	☐ *Model high standards and monitor all student work.* ☐ *Periodically sending books to AP and Principal.* ☐ *Develop student's skills at setting goals, maintaining high standards and evaluating their own work.* ☐ *Ongoing presentation of student work via noticeboards.* ☐ *Introduce new weekly stage certificates (Star of the Week, Citizenship, Literacy).* ☐ *Via the newsletter, publish all award winners and notify parents of work which is being displayed.*

At the conclusion of 2004, Stage 1 will present the following:

Written Evidence	**Student Data – Assessment and Reporting**	**Parental Involvement**	**Information to Staff**	**Information to Parents**	**Information to 2005 teachers**
Teaching and Learning Programs Professional Development Plans Newsletter	Student work samples and books Records of award winners	Newsletter Invitations to view work	Shared resources and proformas Meeting minutes	Acknowledgement of awards/successes	Work samples Student goals from end of 2004

FOCUS AREA:	TEACHING AND LEARNING							STAGE 2

| | | Timeline | | | | | STAGE 2 PLAN | | |
Targets/ Intended Outcomes	*Implementation Strategies*	*T1*	*T2*	*T3*	*T4*	*Indicators of Success*	*Specific Linked Outcomes for Stage 2*	*Key Responsibility of:*	*Explicit Implementation Strategies for Stage 2*
Teachers engage in effective classroom practice.	• Provide identified Professional Learning opportunities for staff. • Supervise stage leaders and ensure effective support. • Participate in CSU extended practicum.	•	• •	• •	• •	Improved student outcomes. Staff engaging in Professional Learning opportunities. Demonstrated awareness of and implementation of best practice in classrooms. Development of scope and continuum and resource units in C&PA.	• *To provide specific training to meet the needs of staff* • *To ensure explicit outcomes and teaching practices are employed.* • *To develop materials for assessment and documentation across the Stage.*	*Executive* *Stage 2 teachers.* *Literacy team STLA Executive CSU intern Principal*	☐ *Bring in guest speakers to meet Stage needs.* ☐ *Sharing of resources and strategies at Stage meetings.* ☐ *Identify required assessment strategies/tasks.* ☐ *Nominate and support staff member responsible for the development of Stage appropriate resources.*
To develop a culture in which students take a greater role in their learning and set high standards for personal and school achievements.	• Staff training undertaken. • Development of revised assessment procedures. • Awards for effort and attitude emphasised. • Staff not to accept second best efforts.	• • • •	• • • •	• • • •	• • • •	Attendance at SDD programs. Use of portfolios and self assessment techniques by students. Improvement in student outcomes, presentation of work, a drop in the number of detentions/suspensions.	• *To ensure high regulation and engagement in teaching/learning content and provide appropriate follow up as needed.* • *To implement student run interviews with parents.* • *To increase engagement resulting in an increase in student achievement of outcomes and a decrease in inappropriate behaviours.*	*Stage 2 staff Executive* *Stage 2 students Stage 2 teachers* *Stage 2 teachers*	☐ *Monitoring of programs and student progress.* ☐ *Design and share portfolio samples.* ☐ *Student self-assessment of outcomes.* ☐ *Training of students in identifying outcomes and assessing accurately.* ☐ *Student input into resources, units, presentation methods etc.*

At the conclusion of 2004, Stage 2 will present the following:					
Written Evidence	*Student Data – Assessment and Reporting*	*Parental Involvement*	*Information to Staff*	*Information to Parents*	*Information to 2005 teachers*
Teaching and Learning Programs Individual Education Plans Groupings Assessment folders	Student portfolios Student led interviews *At the end of the year all student folders are to be sent to Stage Leaders for distribution the following year.*	Attendance at interviews Home reading Reading groups	Staff and Stage meetings Professional Learning opportunities	Portfolios Newsletter Class newsletters	Manilla folders - profiles

FOCUS AREA:	TEACHING AND LEARNING						STAGE 3	
						STAGE 3 PLAN		
Targets/ Intended Outcomes	**Implementation Strategies**	**Timeline**				**Indicators of Success**	**Specific Linked Outcomes for Stage 3**	**Key Responsibility of:**
		T1	**T2**	**T3**	**T4**			

Targets/ Intended Outcomes	Implementation Strategies	T1	T2	T3	T4	Indicators of Success	Specific Linked Outcomes for Stage 3	Key Responsibility of:	Explicit Implementation Strategies for Stage 3
Teachers engage in effective classroom practice.	• Provide identified Professional Learning opportunities for staff.		•	•	•	Improved student outcomes. Staff engaging in Professional Learning opportunities.	• *To provide specific training to meet the needs of staff in ensuring explicit outcomes and teaching practices are employed.*	*Executive* *Stage 3 teachers.*	☐ *Bring in guest speakers to meet Stage needs.* ☐ *Regular monitoring of programs in relation to meeting the needs of student and school requirements.*
	• Supervise stage leaders and ensure effective support.	•	•	•	•	Demonstrated awareness of and implementation of best practice in classrooms.			
	• Participate in CSU extended practicum.		•	•	•	Development of scope and continuum and resource units in C&PA.	• *To put structures and practices in place to ensure consistency and continuity of teaching/learning opportunities across the stage.*		☐ *Regular stage meetings* ☐ *Consolidate best practices into Stage programs.* ☐ *Sharing of resources and strategies at Stage meetings.* ☐
						Attendance at SDD programs.			
To develop a culture in which students take a greater role in their learning and set high standards for personal and school achievements.	• Staff training undertaken.	•	•	•	•	Use of portfolios and self assessment techniques by students.	• *To ensure high regulation and engagement in teaching/learning content and provide appropriate follow up as needed.*	*Stage 3 teachers* *Executive*	☐ *Monitoring of programs and student progress.*
	• Development of revised assessment procedures.	•	•	•	•	Improvement in student outcomes, presentation of work, a drop in the number of detentions/suspensions.			
	• Awards for effort and attitude emphasised.	•	•	•	•		• *To continue to maintain high standards across all areas of student work.*	*AP* *Stage 3 teachers* *Principle*	☐ *Modelling high standards and monitor all student work.* ☐ *Periodically sending books to AP and Principal* ☐ *Develop student's skills at setting goals and evaluating their own progress.*
	• Staff not to accept second best efforts.	•	•	•	•				

At the conclusion of 2004, Stage 3 will present the following:					
Written Evidence	**Student Data – Assessment and Reporting**	**Parental Involvement**	**Information to Staff**	**Information to Parents**	**Information to 2005 teachers**
Teaching and Learning Programs Individual Education Plans Groupings Assessment folders	Student portfolios Student led interviews	Attendance at interviews	Staff and Stage meetings Professional Learning opportunities	Portfolios Newsletter Class newsletters	Manilla folders - profiles
		At the end of the year all student folders are to be sent to Stage Leaders for distribution the following year.			

FOCUS AREA:	TEACHING AND LEARNING						STAGE 1		
							STAGE 1 PLAN		
Targets/ Intended Outcomes	***Implementation Strategies***	***Timeline***				***Indicators of Success***	***Specific Linked Outcomes for Stage 1***	***Key Responsibility of:***	***Explicit Implementation Strategies for Stage 1***
		T1	*T2*	*T3*	*T4*				
Teachers engage in effective classroom practice.	• Provide identified Professional Learning opportunities for staff.		•	•	•	Improved student outcomes. Staff engaging in Professional Learning opportunities.			
	• Supervise stage leaders and ensure effective support.	•	•	•	•	Demonstrated awareness of and implementation of best practice in classrooms.			
	• Participate in CSU extended practicum.		•	•	•	Development of scope and continuum and resource units in C&PA.			
To develop a culture in which students take a greater role in their learning and set high standards for personal and school achievements.	• Staff training undertaken.	•	•	•	•	Attendance at SDD programs.			
	• Development of revised assessment procedures.	•	•	•	•	Use of portfolios and self assessment techniques by students.			
	• Awards for effort and attitude emphasised.	•	•	•	•	Improvement in student outcomes, presentation of work, a drop in the number of detentions/suspensions.			
	• Staff not to accept second best efforts.	•	•	•	•				

At the conclusion of 2004, Stage 1 will present the following:					
Written Evidence	***Student Data – Assessment and Reporting***	***Parental Involvement***	***Information to Staff***	***Information to Parents***	***Information to 2005 teachers***

FOCUS AREA: LEADERSHIP AND MANAGEMENT **EARLY STAGE 1 / STAGE 1**

| Targets/ Intended Outcomes | Implementation Strategies | Timeline | | | | Indicators of Success | STAGE 1 PLAN | | |
		T1	T2	T3	T4		Specific Linked Outcomes for Stage 1	Key Responsibility of:	Explicit Implementation Strategies for Stage 1
To identify areas for improvement/change within the school that will lead to improved student outcomes in literacy and numeracy.	• Review the STLA program and T/L programs being implemented in the school and implement changes where needed.		•	•	•	Three Year Plan. The implementation of literacy and numeracy at WWPS is evaluated.	• *To clearly identify all students strengths and areas for development.*	*STLA* *Class teachers*	☐ *Consistent initial assessment of all students across the stage.* ☐ *Ongoing assessment of students and modification of programs.*
	• Develop a literacy/numeracy strategy for the school (3 Year Plan).		•	•	•	Staff develop a literacy and numeracy strategy for the school.	• *To promote a cohesive working environment in which teachers are working together to develop programs and provide explicit teaching and learning opportunities for students.*	*All ES1 and S1 teachers* *STLA* *RR teacher* *Teacher's Aides*	☐ *Implementation of across stage Literacy Groups (Year 1 and 2) and Kindergarten Groups.* ☐ *Utilisation of STLA to provide support for high needs students.* ☐ *Explicit and systematic teaching and learning opportunities for students.*
	• Work with Stage Supervisors to ensure their support for staff is effective.	•	•	•	•	Strategies are implemented with student results evaluated.			☐ *Shared programming, encompassing consistent routines and content, to provide continuity across the stage.*
	• Conduct analysis of assessments – identify areas of need.	•			•	A sustained improvement in student outcomes.	• *To implement programs to move all students towards the achievement of WWPS Reading Continuum levels.*	*All ES1 and S1 teachers* *STLA* *RR teacher* *Teacher's Aides*	☐ *Commitment to uninterrupted time for Literacy Groups.* ☐ *Focussed planning to specifically target concepts as per WWPS Reading Continuum.*
	• Ensure appropriate Professional Learning opportunities are available for staff.	•	•	•	•		• *To closely monitor student progress and continue to deliver quality programs aimed at specific learning needs.*	*STLA* *Classroom teachers*	☐ *Implementation of Peer Tutoring.* ☐ *Parent training sessions to encourage support from home.* ☐ *Training and Development opportunities to expand teacher competencies.*

At the conclusion of 2004, Stage 1 will present the following:					
Written Evidence	**Student Data – Assessment and Reporting**	**Parental Involvement**	**Information to Staff**	**Information to Parents**	**Information to 2005 teachers**
Teaching and Learning Programs STLA group program (IEP) ES1/1 Literacy Assessment Pack Stage 1 Literacy document including resources	Text Reading Level -Benchmark kit Phonemic Awareness - ES1 – W. Conkey/ S1 – Rosner (Dodds?) Sight word knowledge – Dolch/ WWW folder Letter/sound ID – not prompts, pictures Double sounds/digraphs – STLA Concepts about print – RR Writing high frequency – 10 minutes, prompted – RR Spelling – Dolch 100	Parent helpers for groups Homework Home Reading Participation in organised training sessions	Availability of Literacy Assessment Pack and Literacy document. Collation of assessment data to demonstrate student progress Publishing of strategies used to achieve success.	Information letter Invitation to assist with groups Newsletter section to promote literacy learning. Direct concern for students causing concern. End of term/semester progress reports.	Final assessment data on tracking card. Student profiles Documentation on support received if applicable. Evidence of program students were working on to ensure smooth transition.

At the end of the year all student folders are to be sent to Stage Leaders for distribution the following year.

FOCUS AREA:	LEADERSHIP AND MANAGEMENT						EARLY STAGE 1 / STAGE 1		
							STAGE 1 PLAN		
Targets/ Intended Outcomes	**Implementation Strategies**	**Timeline**				**Indicators of Success**	**Specific Linked Outcomes for Stage 1**	**Key Responsibility of:**	**Explicit Implementation Strategies for Stage 1**
		T1	T2	T3	T4				
To identify areas for improvement/change within the school that will lead to improved student outcomes in literacy and numeracy.	• Review the STLA program and T/L programs being implemented in the school and implement changes where needed.		•	•	•	Three Year Plan. The implementation of literacy and numeracy at WWPS is evaluated.	• *To clearly identify all students strengths and areas for development.* • *To promote a cohesive working environment in which teachers are working together to develop programs and provide explicit teaching and learning opportunities for students.* • *To implement programs to move all students towards the achievement of WWPS Reading Continuum levels.* • *To closely monitor student progress and continue to deliver quality programs aimed at specific learning needs.*	*STLA* *Class teachers* *All ES1 and S1 teachers* *STLA* *RR teacher* *Teacher's Aides* *All ES1 and S1 teachers* *STLA* *RR teacher* *Teacher's Aides* *STLA* *Classroom teachers*	☐ *Consistent initial assessment of all students across the stage.* ☐ *Ongoing assessment of students and modification of programs.* ☐ *Implementation of across stage Literacy Groups (Year 1 and 2) and Kindergarten Groups.* ☐ *Utilisation of STLA to provide support for high needs students.* ☐ *Explicit and systematic teaching and learning opportunities for students.* ☐ *Shared programming, encompassing consistent routines and content, to provide continuity across the stage.* ☐ *Commitment to uninterrupted time for Literacy Groups.* ☐ *Focussed planning to specifically target concepts as per WWPS Reading Continuum.* ☐ *Implementation of Peer Tutoring.* ☐ *Parent training sessions to encourage support from home.* ☐ *Training and Development opportunities to expand teacher competencies.*
	• Develop a literacy/numeracy strategy for the school (3 Year Plan).		•	•	•	Staff develop a literacy and numeracy strategy for the school.			
	• Work with Stage Supervisors to ensure their support for staff is effective.	•	•	•	•	Strategies are implemented with student results evaluated.			
	• Conduct analysis of assessments – identify areas of need.	•			•	A sustained improvement in student outcomes.			
	• Ensure appropriate Professional Learning opportunities are available for staff.	•	•	•	•				

At the conclusion of 2004, Stage 1 will present the following:					
Written Evidence	**Student Data – Assessment and Reporting**	**Parental Involvement**	**Information to Staff**	**Information to Parents**	**Information to 2005 teachers**
Teaching and Learning Programs STLA group program (IEP) ES1/1 Literacy Assessment Pack Stage 1 Literacy document including resources	Text Reading Level -Benchmark kit Phonemic Awareness - ES1 – W. Conkey/ S1 – Rosner (Dodds?) Sight word knowledge – Dolch/ WWW folder Letter/sound ID – not prompts, pictures Double sounds/digraphs – STLA Concepts about print – RR Writing high frequency – 10 minutes, prompted – RR Spelling – Dolch 100	Parent helpers for groups Homework Home Reading Participation in organised training sessions	Availability of Literacy Assessment Pack and Literacy document. Collation of assessment data to demonstrate student progress Publishing of strategies used to achieve success.	Information letter Invitation to assist with groups Newsletter section to promote literacy learning. Direct concern for students causing concern. End of term/semester progress reports.	Final assessment data on tracking card. Documentation on support received if applicable. Evidence of program students were working on to ensure smooth transition.

At the end of the year all student folders are to be sent to Stage Leaders for distribution the following year.

FOCUS AREA:		LEADERSHIP AND MANAGEMENT							STAGE 2

Targets/ Intended Outcomes	Implementation Strategies	Timeline				Indicators of Success	STAGE 2 PLAN		
							Specific Linked Outcomes for Stage 2	Key Responsibility of:	Explicit Implementation Strategies for Stage 2
		T1	T2	T3	T4				
To identify areas for improvement/change within the school that will lead to improved student outcomes in literacy and numeracy.	• Review the STLA program and T/L programs being implemented in the school and implement changes where needed.		•	•	•	Three Year Plan. The implementation of literacy and numeracy at WWPS is evaluated.	• *To have all students reading at, or beyond, Level 30 by the end of Year 4.*	*Stage 2 parents Stage 2 students STLA Stage 2 teachers LST*	□ *Identify students who:* 　*1. have not reached Level 24 by the end of Year 2;* 　*2. achieved results in the low bands of the BST.* □ *Use PM Kit to assess students at the end of each semester.*
	• Develop a literacy/numeracy strategy for the school (3 Year Plan).		•	•	•	Staff develop a literacy and numeracy strategy for the school.	• *To develop Stage specific resources and tools of assessment.*	*Stage 2 teachers CSU Internship*	□ *Internship project to develop materials.* □ *Seek out resources from other schools.*
	• Work with Stage Supervisors to ensure their support for staff is effective.	•	•	•	•	Strategies are implemented with student results evaluated.	• *To identify students and implement skills programs and strategies to cater for different abilities.*	*Stage 2 teachers Stage 2 students Stage 2 parents STLA*	□ *Working Towards Stage 2:* 　➢ *Phonemic Awareness* 　➢ *Glass Analysis* 　➢ *Jolly Phonics* 　➢ *Development of a resource kit* *Working At Stage 2:*
	• Conduct analysis of assessments – identify areas of need.	•			•	A sustained improvement in student outcomes.			➢ *Motivation factor for average readers* 　➢ *7 minute reads* 　➢ *Peer Tutoring* 　➢ *Internal swapping of students between teachers.* 　➢ *Tap into interest* 　➢ *Share units.*
	• Ensure appropriate Professional Learning opportunities are available for staff.	•	•	•	•				□ *Working beyond Stage 2:* 　➢ *Reading for meaning on texts – literary and factual. Stage 8 to Story Chest and Literacy Collections.* 　➢ *Self-regulated activities*

At the conclusion of 2004, Stage 2 will present the following:					
Written Evidence	Student Data – Assessment and Reporting	Parental Involvement	Information to Staff	Information to Parents	Information to 2005 teachers
Teaching and Learning Programs Individual Education Plans Groupings Assessment folders	Running Records SA Spelling – at the end of the year (include copy of test for each child) Writing samples – draft, unedited	Increased participation in Home Reading program Parent helpers – invitation to help with groups. Training for parents in literacy support for children in the classroom and at home. *At the end of the year all student folders are to be sent to Stage Leaders for distribution the following year.*	Staff meetings T & D Stage meetings Shared resources and programs	Classroom newsletters	Manilla folders – profiles Tracking cards

FOCUS AREA:	LEADERSHIP AND MANAGEMENT								STAGE 3

		Timeline					STAGE 3 PLAN		
Targets/ Intended Outcomes	Implementation Strategies					Indicators of Success	Specific Linked Outcomes for Stage 3	Key Responsibility of:	Explicit Implementation Strategies for Stage 3
		T1	T2	T3	T4				
To identify areas for improvement/change within the school that will lead to improved student outcomes in literacy and numeracy.	• Review the STLA program and T/L programs being implemented in the school and implement changes where needed.		•	•	•	Three Year Plan. The implementation of literacy and numeracy at WWPS is evaluated.	• *To develop students' reading skills and strategies.*	*Stage 3 teachers* *Stage 3 students*	☐ *Assess students (BURT test) to identify students who are not reading at chronological age or better.* ☐ *Nominate students, through LST, for STLA assistance.* ☐ *Develop classroom programs which focus on instruction in:* ▪ *Decoding/word attack skills* ▪ *Daily intensive reading instruction* ▪ *Basic research and summarising skills* ▪ *Dictionary/thesaurus/atlas/ encyclopaedia skills.* ▪ *Working knowledge of grammar and punctuation* ▪ *Top 200 high frequency spelling words.* ▪ *Developing fluency – 1 minute reads at 120+WPM* ▪ *Reading with expression and intonation* ▪ *7 minute reads*
	• Develop a literacy/numeracy strategy for the school (3 Year Plan).		•	•	•	Staff develop a literacy and numeracy strategy for the school.			
	• Work with Stage Supervisors to ensure their support for staff is effective.	•	•	•	•	Strategies are implemented with student results evaluated.			
	• Conduct analysis of assessments – identify areas of need.	•			•	A sustained improvement in student outcomes.	• *To nurture positive reading attitudes and students' enjoyment of reading.*	*Stage 3 teachers* *Stage 3 students* *Stage 3 parents*	☐ *Provide all students with access to a variety of high quality/age appropriate reading material.*
	• Ensure appropriate Professional Learning opportunities are available for staff.	•	•	•	•		• *To promote and motivate recreational reading.*	*Stage 3 teachers* *Stage 3 students* *Stage 3 parents*	☐ *Promote literacy through 'Literacy Links' in the school newsletter.* ☐ *Encourage parents to become active partners.*

At the conclusion of 2004, Stage 3 will present the following:					
Written Evidence	*Student Data – Assessment and Reporting*	*Parental Involvement*	*Information to Staff*	*Information to Parents*	*Information to 2005 teachers*
Teaching and Learning Programs Individual Education Plans Groupings Assessment folders	Running Records Phonemic testing BURT reading 1 minute reads Top 200 spelling SA spelling	Literacy Links in the school newsletter Greater interest and established home routines	Staff meetings T & D	Parent information evenings Class newsletters Reports Portfolios Parent/Teacher interviews	Student levels of achievement Student profiles Tracking cards

At the end of the year all student folders are to be sent to Stage Leaders for distribution the following year.

WAGGA WAGGA PUBLIC SCHOOL READING CONTINUUM

GRADE	TEXT READING LEVEL	VISUAL PROCESSING	SOUND AWARENESS	LETTER SOUND RELATIONSHIP	READING SKILLS AND STRATEGIES
K	• By the end of Semester 1 – Level 3. • By the end of Semester 2 – Level 6. • Reads simple literary and factual texts.	• Knows basic book conventions, ie can open book and hold book in correct way to look at pictures, can turn pages in correct order. • Begins reading at front of book. • Recognise that words are units of print with a space on either side, that they carry a message and have constant meanings. • Automatically recognise whole common words by sight. • Shows an awareness of the horizontal nature of print. • Follow text directionality from L to R, including knowledge that letters are written from left to right to form individual words. • Discriminate between letters through matching activities. • Develop an awareness that the direction of a letter and whether it goes above or below the line, makes a difference when identifying a letter. • Knows the names of the letters of the alphabet. • Recognise that the same letter may be printed in upper and lower case.	• Recognise that words are made up of sounds. • Join in rhymes and chants. • Recognise rhymes and provide a rhyming word. • Segment oral sentences into individual words. • Segment spoken multisyllabic words into syllables (ba-na-na), using clapping or drum beats. • Say the first sound in a spoken word. • Recognise spoken words that begin with the same sound or a given sound. • Vocally 'stretch' a word (m-a-n, sh-o-p), using a hand gesture to support the stretching concept, to highlight the first, middle and last sounds. • Say the last sound in a spoken word. • Hears and articulates sound segments in words.	• Achieve the insight that written words refer to spoken words. • Say the most common sounds for all the lower-case letters. • Identify new words using known letter-sound relationships. • Blend known letter-sound relationships to form vc and cvc spoken and written words.	• Distinguishes print from drawings. • Makes acceptable substitutions when reading. • Identifies repetition of words in texts. • Identifies full stops and capital letters. • Recognises and recalls parts of texts that have been read to them. • Retells information gained from text. • Identifies sentences in a literary or factual text.

1	• By the end of Semester 1 – Level 11. • By the end of Semester 2 – Level 16.	• Recognise an increasing number of high-frequency sight words. • Demonstrate an early ability to see small words within bigger words. • Recognise lower case and upper case letters. • Read environmental print.	• Segment spoken cv, vc and cvc words into separate sounds. • Blend single sounds to form a spoken word. • Delete onset from a spoken word to utter the rime separately, or to make a new spoken word. (Say 'sheet' without the 'sh').	• Understand the difference between letter names and letter sounds. • Understand that letter names remain constant but the sounds they represent may vary. • Know the names and most common sounds for all single letters.	• Attempts to self-correct when meaning is disrupted while reading. • Maintains continuity in understanding when meaning is disrupted. • Responds to punctuation when reading aloud. • Talks about own interpretation of information provided.
2	• By the end of Semester 1 – Level 20. • By the end of Semester 2 – Level 24. • Reads texts about less familiar topics. • Reads a variety of more complex literary and factual texts.	• Recognise an increasing number of high-frequency sight words. • Demonstrate an early ability to see small words within bigger words. • Recognise lower case and upper case letters. • Read environmental print.	• segment consonant blends (cc – s-p-o-t; ccc – s-p-l-i-t) to show awareness of identity of separate phonemes (tr-, dr-), with attention to how they are formed in the mouth. • Blend single sounds to form a spoken word (ccvc - slip; cvcc - desk; cccvc – street; ccvcc – crust). • Manipulate phonemes to make new words (exchange one sound in a spoken word with a different sound to make a new word).	• Blend sounds in written vc, cv, cvc words to work out unknown words. • Recognise consonant digraphs (sh, ch, th, wh, ph). • Recognise common vowel digraphs (ea, ay, ar, er, or). • Recognise long vowel sounds (silent 'e'). • Segment written words into onset and rime (slip – sl-ip) • Build word families using words with known rhymes (day, bay, ray). • Recognise that common suffixes in words can have different sounds (talk<u>ed</u>, want<u>ed</u>, rubb<u>ed</u>). • Identify the sounds of known letter clusters, syllables or rimes in unknown words.	•
3 **4**	• By the end of Semester 1 – Level 30. • Then 30+. • Reads more complex literary and factual texts.	• Build fluency and automaticity in recall of an expanding number of words in literary and factual texts. • Find known letter clusters, syllables and smaller words in big words. • Automatic processing of letter clusters assists in word recognition.	• Continued development of phonemic awareness through learning experiences in which letters are linked to sounds in phonics and spelling activities. • Consolidation of phonemic awareness skills through games and activities. • Produce a rhyming word that	• Read unknown words (two syllables) in syllable chunks, rather than separate sounds. • Read multisyllabic words with known prefixes and suffixes (un-, non-, -tion, -ness, -able). • Recognise contractions. • Give the most common sounds for all vowel digraphs	• Uses a range of automatic monitoring and self-correcting methods when reading. • Draws on experience or knowledge of the topic or context to work out the meaning of unknown words. • Reads texts aloud, using appropriate pitch, stress,

			begins with the same sound. • Delete consonants from consonant blends to make a new word (smack without the m). • Delete 'n' from final blends ('went' without the 'n').	(cloud) and trigraphs (high).	emphasis, pause and intonation. • Makes substitutions or omissions that maintain meaning when reading.
5 **6**	• Reads extended novels and informational texts for personal enjoyment, interest and research. • Reads texts demanding a degree of technicality and abstraction.	• Build fluency and automaticity in recall of almost all words in the spoken vocabulary. • Automatically process longer words in terms of letter cluster, syllables and smaller words in big words.	• Display complex oral phonemic manipulation skills, eg spoonerisms.	• Students should be able to read familiar and unfamiliar words effortlessly and accurately by drawing on a range of word-identification strategies. • Use knowledge of a wide range of graphophonic relationships involving a variety of letter patterns (single letters, vowel and consonant digraphs, letter clusters and patterns. • Recognise smaller meaning units within larger words (base words, prefixes, suffixes, compound words). • Use knowledge of root words and word origins. • Sound out unknown words (two or more syllables) in chunks rather than single letters. • Read aloud, demonstrating good control of intonation, pause and stress.	• Attempts several strategies when reading difficult texts. • Adjusts reading strategies for different texts and different purposes. • Uses knowledge about texts and word origins and word building strategies to work out new words.

READING STAGE STATEMENTS

Taken from English K-6 Syllabus (1998)

EARLY STAGE 1	STAGE 1	STAGE 2	STAGE 3
Students demonstrate a growing understanding of the reading process, which involves integrating a range of skills and strategies while independently reading and viewing texts. Students recognise literary and factual texts. In responding to and discussing texts read aloud by the teacher, they relate what they know about the world and their own experiences to the ideas, events and information in texts.	Students read short literary and factual texts. They recognise the structure and grammar of several types of texts. Students can now interpret and discuss the meanings they find in written and visual texts. They understand that texts are produced by people for different purposes and different audiences and that texts represent real and imaginary experiences in different ways.	Students can read independently a wide range of texts on challenging topics. They recognise and discuss relationships between ideas, information and events in these texts. They have a grasp of simple symbolic meanings and stereotypes and of the purposes and characteristics of different types of texts. They can discuss different interpretations of visual texts.	Students read independently a wide range of texts with increasing complexity. Students try to understand written and visual texts containing unfamiliar concepts and topics, and texts that use language in relatively complex ways. They recognise points of view. They justify their own interpretations by referring to the text and to their own knowledge and experience.

READING OUTCOMES

Learning to Read
These outcomes will be used to plan and assess students' reading of a range of texts and the development of associated reading skills and strategies.

RES1.5	RS1.5	RS2.5	RS3.5
Demonstrates developing reading skills to read short, predictable written texts on familiar topics.	*Reads a wider range of texts on less familiar topics with increasing independence and understanding, making connections between own knowledge and experience and information in texts.*	*Reads independently a wide range of texts on increasingly challenging topics and justifies own interpretation of ideas, information and events.*	*Reads independently an extensive range of texts with increasing content demands and responds to themes and issues.*
RES1.6	RS1.6	RS2.6	RS3.6
Demonstrates developing reading skills and strategies when reading books, dealing with print and comprehending texts.	*Draws on an increasing range of skills and strategies when reading and comprehending text.*	*Uses efficiently an integrated range of skills and strategies when reading and interpreting written texts.*	*Uses a comprehensive range of skills and strategies appropriate to the type of text being read.*

Learning About Reading
These outcomes will be used to plan and assess the development of explicit knowledge of how written language works in context
and of how to talk about the structures and features of written language.

RES1.7	RS1.7	RS2.7	RS3.7
Demonstrates an emerging awareness that written and visual texts convey meaning and recognises that there are different kinds of texts that serve different purposes.	*Understands that texts are constructed by people and identifies ways in which texts differ according to their purpose, audience and subject matter.*	*Discusses how writers relate to their readers in different ways, how they create a variety of worlds through language and how they use language to achieve a wide range of purposes.*	*Critically analyses techniques used by writers to create certain effects, to use language creatively, to position the reader in various ways and to construct different interpretations of experience.*
RES1.8	RS1.8	RS2.8	RS3.8
Identifies some basic language structures and features of texts.	*Identifies the text structure and basic grammatical features of a limited range of text types.*	*Discusses the text structure of a range of text types and the grammatical features that are characteristic of those text types.*	*Identifies the text structure of a wider range of more complex text types and discusses how the characteristic grammatical features work to influence readers' and viewers' understanding of the text.*