

WHOLE SCHOOL ALIGNMENT TO EFFECTIVE PRACTICES IN WRITING/SPELLING: minimum requirements v2

ACTION						Where are you?
<p>CHALLENGE OF PRACTICE: <i>If we explicitly teach students how to construct compound and complex sentences, develop greater control over the choice of vocabulary with the correct use of punctuation for the text genre, we will increase the number of students reaching SEA and above in writing.</i> <i>If we explicitly teach students the phonemes, morphology and spelling rules, we will increase the number of students reaching SEA and above in spelling.</i></p>						<p>Cool Warm Hot</p>
Writing	<i>Build Foundations</i>	<i>Shift Gear</i>	<i>Stretch</i>	<i>Maintain Momentum</i>	<i>Inspire</i>	
	<p>Establish routines for writing</p> <p>Teachers incorporate daily writing activities to enable learners to practise and build automaticity.</p> <p>Teachers explicitly teach at least two extended written texts per term to develop text, grammar and vocabulary knowledge.</p>	<p>Strengthen writing practices</p> <p>Teachers incorporate daily writing activities including responding to reading.</p> <p>Teachers develop their knowledge of language to enable differentiated language instruction when teaching writing across the curriculum areas.</p>	<p>Design whole-school approaches to build effective writing instruction</p> <p>Teachers use a teaching and learning cycle, incorporating dialogic talk and reading activities to build content prior to writing.</p>	<p>Deepen strategies in formative assessment which support students to write effectively according to success criteria</p> <p>Teachers provide models of various stages of success in writing to enable self-assessment and personal goal setting.</p> <p>Teachers support students to engage in peer assessment so that they can help each other reach writing goals.</p>	<p>Foster conscious language choices as students write for specific purposes and audiences</p> <p>Teachers enable students to explain and justify the textual and linguistic choices they have made in their writing.</p> <p>Teachers and students reflect on learning goals, identifying and evaluating the processes used for writing.</p>	

Writing Agreement

SIP Actions	Minimum expectations	Resources/PD
<ul style="list-style-type: none"> Leaders and teachers analyse the 2019 data sources for mapping and planning. (Know your students) The Literacy Coordinator undertakes an audit of staff awareness of the BIG 6 and an internal professional learning program that builds staff understanding is developed and delivered. Whole school literacy agreement reviewed and updated to incorporate a strong focus on comprehension. 	<p>Know your learners: What formative and summative data do you currently have?</p> <ul style="list-style-type: none"> Running records/Lexiles PAT R NAPLAN A-E 44/12 phoneme phonic test (individual test by the class teacher) Nonsense words (individual test by the class teacher) Big Write/Quick writes Anecdotal notes from hearing phonemes and nonsense words Formative assessments: e.g. applying learnt skills within in written tasks <i>Know the DFE benchmarks for writing/spelling: NAPLAN, Spelling age, Nonsense words</i> <p>Moderated Task Year level PLC planned Big write used for moderation. This makes it purposeful to your class.</p>	<p>Data literacy PD is provided to staff to understand and analyse processes that inform teacher practice, support interventions and enable goal setting.</p> <p>Setting SMARTA goals PD Big Write Assessments PD</p>
<ul style="list-style-type: none"> Appropriate data sets are identified.(refer Assessment schedule) 	<p>Genre Map Teachers need to be following the MVPS genre map (once this is out of draft and agreed on).</p>	<p>Genre map Resources shared in Microsoft Teams</p>
<ul style="list-style-type: none"> Teachers develop and implement reading strategies and processes including the explicit teaching of 	<p>Assessment Schedule 2020</p>	<p>Assessment schedule 2020 Resources shared in Microsoft Teams</p>
<ul style="list-style-type: none"> Teachers develop and implement reading strategies and processes including the explicit teaching of 	<p>Teachers comment on students Big Writes – positive (what skills are evident) and what they need to continue to work on further improve.</p>	<p>Formative – rubrics Resources shared in Microsoft Teams</p>
<ul style="list-style-type: none"> Teachers develop and implement reading strategies and processes including the explicit teaching of 	<p>Big Write/Quick Write</p>	<p>Staff meeting time to do PD – Cate Schueller</p>

<p>reading comprehension skills, reciprocal teaching and close reading.</p> <ul style="list-style-type: none"> Implement a consistent approach to guided reading (individual, group, whole class) with a focus on comprehension strategies. 	<p>Weekly/fortnightly Big Write is completed by all classes – with a writing focus e.g. – use of adjectives, paragraphs, use of compound sentences Literacy lessons will reflect the explicit lessons needed for students to achieve the end writing task When marking this – Individual goals are given to students to improve their writing next time.</p>	Resources shared in Microsoft Teams
	<p>VCOP VCOP (conventions of language/BIG 6) Vocabulary – tier 1,2, 3 – word of the week/day Connectives Openers Punctuation All teachers will use the same terminology and explicitly teach skills in these areas ability related</p>	<p>Staff meeting time to do PD – Cate Schueller</p> <p>Resources shared in Microsoft Teams</p>
	<p>Planning Teachers need to be providing termly planning for writing that is explicit and clearly states how they are targeting individual children based on individual data. Present this to line managers.</p>	PLC release to plan units. NIT times to enable teachers to plan together.
	<p>Sentence Structure Teachers must know and explicitly be teaching the sentence structures - simple, compound and complex sentence</p>	These areas are identified from NAPLAN writing – teachers use this information to target these areas within their planning.
	<p>Ideas Teachers must be supporting children to develop ideas/strong ideas within the genre and then be able to communicate their ideas orally/written.</p>	
	<p>Phonological/phonemic Awareness activities done daily (5 minutes). Reception to year 7. Heggerty or Reading for Success will be used</p>	Resources shared Yellow – Year 1/2 Blue – Reception/Yr 1 Year 3-7 use Reading for Success – resource provided by Cate Schueller.
	<p>Effective literacy practices. How are these evident in your lesson plans? <ul style="list-style-type: none"> Intentional </p>	Agreed effective practices

	<ul style="list-style-type: none"> • Differentiated • Scaffolded and explicit • Sequential • Monitoring and tracking <p>Time Allocation: What daily allocation is given to writing and spelling instruction and practise? 100 min of literacy daily</p> <div style="border: 2px solid black; padding: 10px; margin: 10px 0;"> <p>The activities below are in order they should be done in.</p> <ol style="list-style-type: none"> 1. Word investigation - find words with the sound/rule. Write the word and picture to show your understanding. 2. Grapheme Mapping – eg: <table border="1" style="display: inline-table; border-collapse: collapse;"><tr><td>s</td><td>c</td><td>r</td><td>e</td><td>e</td><td>n</td><td></td><td></td><td></td><td></td></tr></table> screen 3. Word Pattern – use one colour and your lead to show the letter/sound pattern. Eg: letter fern mother 4. Syllables – show where the syllables are in each of your words. E.g. syllable = syl la ble = 3 syllables - Open/Closed 5. Sentences – Write sentences - simple, compound, complex - your teacher will say what type they need to be. </div> <p>Spelling activities Weekly spelling rule/morphology focus and give students the ability to extend/stretch through investigating words that follow the rule.</p> <p>Different activities for different year levels.</p> <p>Dictation with rule/sound Synonyms/Antonyms?</p> <p>Home Spelling: expectation that children will practise their weekly spelling morphology/rule/tricky word and record this within the diary. (Not spelling lists)</p> <p>Flash Cards Sound flashcards are used daily within the classroom. Flash cards are used only when explicitly taught. Morphology cards are used with actions – determined by the class. Flash cards or powerpoint can be used.</p>	s	c	r	e	e	n					Resources shared in Microsoft Teams
s	c	r	e	e	n							
	Lesson structure with explicit instruction:	EDI – PD Resources shared in Microsoft Teams										

	<p>When teaching explicit writing/spelling skills and strategies, the lesson structure follows: I Do, We Do, You'll Do, You Do method</p> <p>Including:</p> <ul style="list-style-type: none"> • Modelling using Big Books, text, children's work • I Charts • Individual goal setting and conferencing • Built in reflection and feedback 	
	<p>Align with effective research based approaches DFE literacy guidebooks: (shift gear and stretch) to identify best practices in reading. Refer articles Big Six Oral language, vocabulary, fluency, phonological awareness, phonics, comprehension) Literacy Progressions</p>	<p>Resources shared in Microsoft Teams</p>
	<p>Know the curriculum: Use the MVPS Writing and spelling scope and sequence AC Literacy progressions Guidebooks</p>	<p>Resources shared in Microsoft Teams PLC time</p>
	<p>Planning frameworks: Plans are documented:</p> <ul style="list-style-type: none"> • Year plan, term overview, 10 week term program, weekly lessons • Differentiation: evidence of core learning for every student • LD framework 2 units/term – 1 reading – 1 writing? 	<p>Resources shared in Microsoft Teams Literacy Coach to provide Big Write (using VCOP) LDAM examples</p>
	<p>Assessment Schedule Whole school assessment schedule</p>	<p>Resources shared in Microsoft Teams</p>
	<p>Intervention: Identify intervention strategies for children below SEA and below HB and document improvement strategies. Use the 3 wave structure for ascertaining levels of intervention Targeted small group/one on one SSO support to students in Wave 3: lesson notes provided by teacher for any SSO work</p>	<p>Student groups identified from Data Feedback and communication between teachers and SSOs about the progression of students.</p>

	Seesaw – teachers share students work Big writers of the week – their work is shared If Seesaw is not available – work is shared either by work being sent home or a photocopy.	PD given to staff unsure of Seesaw Seesaw agreements
	Talk homework is given – families are able to support their child in their ideas. Big Write books for all classes	PD given to staff Resources shared in Microsoft Teams