



# WALPOLE PRIMARY SCHOOL

*An Independent Public School*

## English Plan 2016-18

Written by Teaching Staff, Jan 2018

<b>Beliefs About Teaching and Learning English</b>	The language environment and tasks needs to be rich and authentic.
	Explicitly teach the skills you want them to learn, e.g phonics, rules of grammar and spelling.
	Revisit key concepts to allow greater opportunity to understand and practise.
	Design your lesson to include I Do, We Do, You Do.

### Genre Teaching Scope and Sequence

A variety of genres can be covered, however, the following list should be taught explicitly and practiced orally, in reading and writing tasks.

PP	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
Pictures	Performance	Imaginative	Narratives	Performance	Procedure	Performances
Short Statement	Recount	Narrative	Procedures	Poetry	Narrative	Procedures
Performance	Poetry	Retell	Performances	Procedure	Report	Narrative
Recount	Procedure	Reports	Reports	Narrative	Review	Reports
Poetry	Literary Retell	Performances	Reviews	Report	Explanation	Reviews
		Poetry	Poetry	Persuasive	Discussion	Explanations
		Persuasive	Persuasive	Review	Persuasive	Discussion

2017 Review	2016-18 Targets	Assessment	Resources
With the On-Entry testing, the only comparative data found was on the Pre-primary students. They scored within a similar range to the state across all literacy areas.	P-2 students achieve comparable On Entry test results to the state.	On-entry for all PP term 1 and term 4 for SAER	On Entry
The Year 1 students made at least 0.5 points progress but Yr 2 students didn't, having reached Yr 2 expectations by the end of Year 1.  Tested Yr 1-5 in Literacy in PATR testing	Target 2: At least expected progress in PAT-R testing	PAT R at the end of the year for Yr1-5 PAT-R for new students term 1	PATR Comprehension
Yr 3's scored at least equal to Australian schools in all areas. The Yr 5's in Writing only. All other areas were below.	Yr 3 and 5 achieve equal to Australian Mean in NAPLAN English	NAPLAN for Yr 3 & 5 term 2 Online NAPLAN trial term 3	NAPLAN
		Spelling Test Term 1 (y1-6)	South Australian Spelling Test (online)
		Test spelling and sight words term 1 (P-6) Review spelling with dictation tm 2,3,4 Sight words tested at the end of each term	PLD Phonic & Sight Word Sequence
Yr 5 students made above 80 points progress in Spelling (117), Reading (100) and Numeracy(122), two focus areas in 2017. Students made just less than 80 points in Writing (78) and Grammar (78). However, looking at individual progress, 2 out of 7 students did not average 80 points progress.	Yr 5 students demonstrate an improvement of 80 mean points per two years in NAPLAN	Narrative Writing assessment wk 4, term 1 (P-6)	NAPLAN Narrative Writing Marking Guide WAPPA Early Years Writing Rubric P-1
The K-1 students were screened by an OT and Speech Pathologist and generally found to be on track.		Oral Language Screening: Speech Pathologist (yr K-3) term 1	Amity Health

<b>Strategies</b>	<b>Resources</b>
Use Australian Curriculum (P-6) and Kindergarten Curriculum Guidelines as planning guides	SCASA Kindergarten Curriculum Guidelines/ EYLF
Use PLD spelling process. Class put in up to five spelling groups according to testing.	PLD Phonic and Sight Word Sequencing
Use a synthetic approach to phonics in K-2.	PLD Phonic and Sight Word Sequencing
Teachers and students develop Writing, Spelling and Reading continuum for assessment, student self-assessment and goal setting.	Visible Learning
Use First Steps strategies	First Steps
Rich language environment, e.g. word walls	
Home reading program K-6	Literacy Packs
Guided Reading 1-6	
Literacy Block 1-6	
Opportunities for oral interaction across the curriculum	
Daily writing	Seven Steps to Writing Success
Explicitly teach sight words, phonic patterns, digraphs, suffixes and homophones	PLD Phonic and Sight Word Sequencing
Explicitly teach proofreading and editing	WPS Editing Checklist (yr 2-6)
Warm Ups at the start of Literacy lessons to move information from short term memory to long term.	
Teacher Feedback to students in the form of: <ul style="list-style-type: none"> <li>• comments, detailing what to do and how to do it (not on every piece). Use the language in Rubric (if developed). Feedback in the form of scores not effective.</li> </ul>	
Use NSW Font- precursive K-2, cursive yr 3-6	