



Boulder Primary School Literacy Plan 2021

Aims:

Literacy Programs at Boulder Primary School are designed to provide the West Australian Curriculum to all students from Kindergarten to Year 6. The West Australian Curriculum states:

The study of English is central to the learning and development of all young Australians. It helps create confident communicators, imaginative thinkers and informed citizens. It is through the study of English that individuals learn to analyse, understand, communicate with and build relationships with others and with the world around them. The study of English helps young people develop the knowledge and skills needed for education, training and the workplace. It helps them become ethical, thoughtful, informed and active members of society. In this light it is clear that the Western Australian Curriculum: English plays an important part in developing the understanding, attitudes and capabilities of those who will take responsibility for Australia's future.

The Western Australian Curriculum: English aims to ensure that:

- Students become literate as they develop the knowledge, skills and dispositions to interpret and use language confidently for learning and communicating in and out of school and for participating effectively in society.
- Literacy involves students in listening to, reading, viewing, speaking, writing and creating oral, print, visual and digital texts, and using and modifying language for different purposes in a range of contexts.

Boulder Primary School Priorities 2021:

1. Embed the use of the First Steps Reading Strategies and the Boulder Primary School Reading Comprehension Strategies to aid the **development of effective readers**.
2. To develop the **proficiency of higher order thinking skills, such as analysing, evaluating and inferring**, in our students.
3. To develop the capacity of our student to be **confident and creative writers**
4. Embed the **use of the Boulder Primary School Grammar Scope and Sequence** to aid the development of **successful communicators**.
5. To foster the development of clear and effective communication skills.
6. The PAT-R test to be **administered to all students (Year 1 – 6)** twice a year according to the assessment schedule. The On-Entry Literacy test to be **administered to all Kindy, Pre-Primary, Year 1 and Year 2 students** in Term 1.

General Expectations for Literacy at BPS include:

- ✓ Learning Experiences designed to teach the Content Descriptors for the year level of the West Australian Curriculum.
- ✓ Differentiation of tasks as required, based on data-driven evidence to cater for a wide range of abilities in the class.
- ✓ Explicit teaching following the PreLit program in Kindy and InitialLit program in all P-2 classes
- ✓ The use of the Words Their Way program in all 3-6 classes as the basis for all spelling lessons.
- ✓ Explicit teaching of all BPS Reading Comprehension Strategies every year from 3-6.
- ✓ The use of the Talk for Writing program in years K-2.
- ✓ Explicit teaching of grammar, punctuation, vocabulary and editing through the use of the BPS Grammar, Punctuation, Vocabulary and Editing Scope and Sequence.
- ✓ Explicit teaching of handwriting for 30 minutes per week following the BPS Handwriting Manual.
- ✓ Opportunities for students to demonstrate their levels of writing proficiency with the use of rich open-ended writing.
- ✓ A combination of teaching approaches that provide modelled, guided and independent mathematical learning experiences.
- ✓ Assessment of both Reading and Writing strands based on guidelines provided by the School's Curriculum Standards Authority and the BPS Assessment Schedule.

Targets:

Assessment	Target	Achieved
NAPLAN 2021	90% of Year 5 students to achieve at or above the National Minimum Standard for Reading	
	90% of Year 5 students to achieve at or above the National Minimum Standard for Writing	
	15% of Year 5 students to demonstrate high or very high progress compared to Year 3, 2019	
	20% of Year 3 students to demonstrate high or very high progress compared to On-Entry Reading 2018	
PAT-R	35% of students across Years 1-6 to achieve stanine 5 or above	
On-Entry	90% of students in Years 1 and 2 will achieve at or above the average progress for their Median score in the previous year	

Priority Area	Responsibility	Resources	Budget	Monitoring Milestones
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1. Embed the use of the First Steps Reading Strategies and the Boulder Primary School Reading Comprehension Strategies to aid the development of Reading Fluency, Comprehension and higher order thinking skills.

1.1 Every year level will explicitly teach all selected First Steps Reading strategies to aid student's ability to decode consistently and increase common language across the school.	Teacher	Laminated First Steps Reading Strategies posters for every class teacher		Literacy Leader to do class observations
1.2 Explicit teaching of the BPS Reading Comprehension strategies to aid student's ability to comprehend through analyzing, evaluating and inferring as well as increasing common language across the school.	Teacher	Laminated BPS Reading Comprehension Strategies posters for every class teacher	Up-keep. Printing of Frist Steps and BPS Reading Comprehension Strategy posters as required \$200.00	Literacy Leader to do class observations, offer advice, help with planning, demonstrating, presentations at phase and staff meetings
1.3 Teachers to design lessons that require students to apply learned strategies to aid the development of comprehension in reading and support learning from Phonics/Spelling Teachers will design all lessons in their literacy block based on the BPS Literacy Block Framework	Teacher	Literacy Block Framework		Literacy Leader to do class observations, offer advice, help with planning, demonstrating, presentations at phase and staff meetings
1.4 Teachers to regularly incorporate comprehension opportunities into lesson plans.	Teacher	Boulder Primary School Reading Comprehension posters		Teachers to share practice in Term 3 Phase meetings
1.5 Teachers to complete BPS Literacy assessments according to the assessment schedule and enter results into the Literacy Assessment Tool. Assessment schedule and Literacy Plan to be reviewed	Teacher/Literacy Leader	Updated Literacy Tool 2021 (Available on the Shared Drive) Assessment sheets in Literacy Folders	Printing of Literacy Plan and Assessment Schedule for every class teacher \$150.00	Literacy Leader to monitor results and send reminders of due dates Literacy Tool to be used in handover document

and set for following year. Literacy Tool updated and prepared for new school year				
1.6 Literacy Folders to be collected and end of year and prepared to be distributed to every class at beginning of new school year.	Teacher/ Literacy Leader			Literacy Folders returned to Literacy Leader at end of Term 4. Literacy Folders to be collated and prepared to be given to teachers based on their classroom on the Staff Development Day Term 1. Surveys will indicate that teachers used it.
1.7 RAZ Kids/ to be used for reading comprehension in all senior classes during guided reading.	Teachers	RAZ Kids subscription Class sets of iPads	\$1,200	

2. To develop the capacity of our students to become confident and creative writers.

2.1 K-2 Teachers to follow the Talk for Writing program to design lessons that encourage students to write creatively and confidently (Use of the Talk For Writing program to be reviewed in 2021 for senior classes-Look into the 7 Steps for Successful Writers Program).	Teacher Literacy Leader			Literacy Leader to do class observations, offer advice, help with planning, demonstrating, presentations at phase and staff meetings
2.2 Brightpath tasks are to be explicitly implemented and moderated to monitor progress across the school.	Teacher/ Literacy Leader	Brightpath subscription and rulers		Phase leader are to organize termly moderation tasks with their phase team Brightpath rulers are to be used to set goals for students and moderate writing termly.
2.3 Macqlit program to continue building the capacity of students to become capable readers/writers.	Administration APs	Daryl & Donna		MacqLit tests to be completed termly and all children from Year 1/2 to be screened at the end of each year.

2.4 Termly whole-school writing prompts are to be created to motivate and engage students with their writing.	Literacy Committee			A student survey will be conducted to evaluate.
2.5 The Boulder Primary School Handwriting Manual will be used to guide at least 30 minutes of handwriting per week in every class to build the skills required to write proficiently.	Teachers	BPS Handwriting Manual		Observations and survey indicate that the Boulder Primary School Handwriting Manual is being used.
2.6 PreLit (K), InitialLit (P-2) and Words Their Way (3-6) to be used in their respective year levels to build vocabulary, phonological awareness and phonemic knowledge.	Teachers	PreLit, InitialLit & Words Their Way Resources		Results from the PreLit/ InitialLit Progress Monitoring and Cumulative Reviews as well as Words Their Way tests demonstrate spelling/phonics progress.

3. To embed the use of the BPS Grammar, Punctuation, Vocabulary and Editing Scope and sequence to aid the development of successful writers and communicators.

3.1 Teachers to design quality learning experiences that teach the content descriptors in each year level of the BPS Grammar, Punctuation, Vocabulary and Editing Scope and sequence		BPS Grammar, Punctuation, Vocabulary and Editing Scope and sequence		Literacy Leader to do class observations
3.2 TALL to meet with Teaching staff from each learning team to revise the BPS Grammar, Punctuation, Vocabulary and Editing Scope and sequence and support planning around this document.	TALL Teachers			TALL to check in with teaching staff twice a year.

4. To foster the development of clear and effective communication skills.

4.1 Embed the use of the TRIBES program into daily routines by implementing daily “Community Circles” and following the TRIBES process to build communication skills and a sense of community in individual classrooms and across BPS	Teachers	TRIBES PL		
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4.2 Utilise the skills of our Speech Pathologist to upskill other Allied Professionals, such as Education Assistants, to deliver language programs to students at risk in Years 1 & 2. Utilise our Speech Pathologist to assist K/PP students with speech difficulties.	Teachers	Marlene Fry Daryl & Donna Referral forms		Review students referred to Speech each year. SOCS testing.
4.3 Implementation of the Screen Of Communication Skills (SOCS) test on all Kindergarten students in semester 1 & 2 to monitor oral language skills, such as semantics, comprehension, expressive language and Phonological Awareness.	Marlene Fry K/PP teachers	SOCS		SOCS screener will be implemented twice yearly (semester 1 & 2) and used to build communication skills across the Early Years classes.
4.4 K-2 Teachers in Kindy will use the PreLit Program and P-2 will use the InitialLit Storybook lessons in conjunction with the BPS Grammar, Punctuation, Vocabulary and Editing Scope and sequence to increase the oral language and vocabulary skills of students across the early years.	K-2 Teachers	PreLit Program InitialLit Program BPS Grammar, Punctuation, Vocabulary and Editing Scope and sequence	\$1000	Teachers will follow the Assessment Schedule to complete the program assessments. Results from the assessments will be entered into Literacy Tool each term to monitor progress and targets.
4.5 All teachers from K-6 will implement the ' Zones of Regulation ' into their classrooms through explicit teaching alongside TRIBES as well as embedding into daily routines.	Teachers	Zones of Regulation PL		Admin observe the Zones of Regulation in practice in each classroom

5. The PAT-R test to be administered to all students (Year 1 – 6) twice a year according to the assessment schedule. The On-Entry Literacy test to be administered to all Pre-Primary, Year 1 and Year 2 students in Term 1.

5.1 PAT-R on-line assessment to be conducted in Term 1 Week 5 across senior classes to allow teachers to group students and plan learning PAT-R on-line assessment to be conducted in Term 4 Week 3 to create longitudinal data showing	Teacher and Literacy Leader	PAT-R On-line yearly subscription	\$750.00	PAT-R, NAPLAN/On-entry testing and teacher judgement to be compared to produce a fair judgement of student achievement and
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<p>progress of whole school, student cohorts and individual students over time.</p>				<p>progress in a phase meeting.</p>
<p>5.2 Teachers will use the case management (Reading) document to monitor students 'average progress' based on their median score.</p>	<p>Teacher</p>			<p>Data from PAT-R/On-Entry is used to inform practice and monitor achievement.</p>