



LANGUAGE POLICY AND LITERACY GUIDELINES: PRIMARY SCHOOL

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1. MISSION STATEMENTS

1.1 INTERNATIONAL BACCALAUREATE MISSION STATEMENT

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

1.2 JOHN WOLLASTON ANGLICAN COMMUNITY SCHOOL MISSION STATEMENT

We help our students discover their passion and direction in life and make a positive contribution in the world.

2. BACKGROUND

The Primary School at John Wollaston Anglican Community School (the School) is authorised as a World School of the International Baccalaureate (IB) for the Primary Years Programme (PYP). The PYP is a curriculum framework based on a constructivist approach to learning. As a school in Australia these guidelines are reflective of International (IB) mission and philosophy and the goals of the Melbourne Declaration (2008) as articulated in the Australian Curriculum. Each is explained in this document and used to inform our inclusive education practices.

This policy aligns closely with the School's *Inclusive Education Policy and Assessment and Reporting Policy and Guidelines Primary School*. It addresses our philosophy and approaches to the teaching of language within an IB context as well as meeting the criteria of the School Curriculum and Standards Authority (SCSA) and the Western Australian Curriculum.

3. IB LEARNER PROFILE

The Primary Years Programme (PYP) beliefs and values about language are embedded implicitly throughout the learner profile and explicitly through the attribute of "communicator", as well as in the IB's approaches to learning. Language is considered essential to the IB mission of building a better and more peaceful world.

As IB learners strive to be

Inquirers: We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

Knowledgeable: We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

Thinkers: We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

- Communicators:** We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.
- Principled:** We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for dignity and rights of people everywhere. We take responsibility for our actions and their consequences.
- Open-minded:** We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.
- Caring:** We show empathy, compassion and respect. We have a commitment of service, and we act to make a positive difference in the lives of others and in the world around us.
- Risk-takers:** We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenge and change.
- Balanced:** We understand the importance of balancing different aspects of our lives – intellectual, physical and emotional – to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.
- Reflective:** We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

5. LANGUAGE LEARNING AT JOHN WOLLASTON

5.1 OUR PHILOSOPHY ABOUT LANGUAGE

Language is a tool used for communication and making sense of the world.

Through the use of language, children are able to interact with others and the world they live in. Language enables children to establish and maintain relationships, develop a sense of self, foster their curiosity, acquire knowledge and form their own interpretations of the world around them. Although children are able to learn in a language other than their mother tongue, mother tongue language enables children to shape their thinking and identity.

Language proficiency impacts learning and social relationships. Social interaction enables children to develop a deeper understanding of culture and establish their personal identity. Language is an important contributor to the development of thinking, communication, research, social and self-management skills, enabling children to inquire, process knowledge and develop conceptual understanding. By discovering the patterns and purposes of language, children become competent users of language and effective communicators.

Although language occurs in different forms, there are many common features and skills required for language acquisition and usage. Language learning is a continuous process and occurs in developmental stages. This includes students who communicate through alternative and augmented forms of communication. Children enter school with various levels of language proficiency and require differentiated programs to enable them to flourish.

Learning of an additional language enhances thinking processes and leads to greater understanding of the language of instruction. As a result of increased globalization, the need for the development of multilingualism has become of increasing importance in the development of our students.

At the School we have a shared responsibility to create an environment that is cognisant of our changing demographic and which acknowledges and embraces language and cultural diversity. By taking into account a child's language proficiency on entry to the School, it is our role to create a

learning environment that promotes inclusivity and equity. We aim to enable all learners to gain knowledge and understanding, interact socially and foster curiosity about the world they live in through competent use of language.

6. PRIMARY SCHOOL LANGUAGE PROFILE

In order to best address the Language needs of our constantly evolving demographic, the Language Profile (*see Appendix 1*) will be updated regularly. This will assist us in addressing student needs through targeted allocation of resources and programming.

The Primary School Language Profile is compiled using the following information:

- Information supplied by parents/guardians on enrolment
- Speech Pathology and Occupational Therapy Screening of all students in Kindergarten
- Identification of learning needs
- Data collection in Term 1: On-Entry; Progressive Achievement Tests (PAT) data
- Identification of English as an Additional Language or Dialect (EAL/D) students

6.1 LANGUAGE OF INSTRUCTION:

English

6.2 ADDITIONAL LANGUAGE

A different language is a different vision of life. Federico Fellini, 1920-1993

At the School, all students from Pre-Primary to Year 6 learn Japanese as an additional language. Where an authentic link exists, students engage in their class inquiries in the Japanese language or within the specific context of Japan. Where an authentic link is not possible, the additional language is presented through stand-alone inquiries. During their one hour lesson each week, students are encouraged to be communicators by following instructions delivered in Japanese, using gestures and other cues to assist their understanding. This ensures Japanese is the language of instruction where information for inquiry is needed in English.

Different levels of Japanese experience exist in every classroom and these levels are taken into account during planning, teaching and assessment. Opportunities for all students to experience success at their own level are provided. Students with knowledge of other additional languages or with Mother Tongue languages other than English are encouraged to share their knowledge or translate Japanese to their own Mother Tongue language where appropriate.

Mother tongue

Bilingualism has positive effects on children's linguistic and educational development. Jim Cummins, 2001

Language connects students to their culture and affirms their identity, thus promoting self-esteem. It is of utmost importance that bilingual/multilingual students continue to develop their abilities in their mother tongue to gain a deeper understanding of language and their heritage. Children who are learning in a language other than their mother tongue, develop stronger literacy abilities in the language of instruction if they have a sound understanding of their first language.

Students at the School are encouraged to maintain their home languages whilst developing fluency in English. There are many ways in which students can maintain a strong connection to their mother tongue in order to enhance their learning at school. These may include:

- Allowing students to use their home language during social interactions at school.
- Allowing students to access reading and research materials in their home language in order to construct sound understanding of content.
- Encouraging students to share their own language with peers by teaching them vocabulary, greetings and phrases.

Anglican Schools Commission International (ASCI)

The Anglican Schools Commission recognises the benefits that international students bring to our schools. Besides adding to cultural diversity and language skill development in our schools, they broaden our global perspective to learning. The Reverend Peter Laurence, CEO, Anglican Schools Commission

International Primary students enrolled through ASCI may attend the School for a short period of language and cultural immersion. These students participate fully in school life and are introduced to learning in English. Teachers use a range of strategies to enrich the language experience and encourage cultural exchange. These include:

- Peers or ‘buddies’ who guide, model and communicate with the students
- Scaffolding as required, to ensure access to learning
- Enabling language breaks by encouraging students to use their mother tongue for reading, research or communication with other immersion students
- Providing opportunities for students to share aspects of their culture with one another

Students are assessed informally on their ability to communicate and interact and their willingness to participate in the life of the School. Achievements are recorded on a *Summary of Learning* provided to families at the conclusion of the period of immersion.

6.3 ENGLISH AS AN ADDITIONAL LANGUAGE OR DIALECT (EAL/D)

To encourage students to take risks in language learning (especially learning an additional language), they need to believe that there is a good chance they will succeed. Teaching and learning situations are structured so that students have opportunities for success. This is achieved by careful scaffolding, a strategy that enables EAL/D learners to accomplish tasks that they may not have adequate language proficiency to access.

Examples of scaffolding for EAL/D learners include:

- Body language and gestures
- Language to accompany actions
- Guided questioning

The EAL/D Learning Progression, available through SCSA, is used to identify where students are in their English language development and what instruction is required to move them to the next stage of language development. Current levels of proficiency in each year group are reflected in *Appendix 2*.

More information is available at: <https://k10outline.scsa.wa.edu.au/home/principles/guiding-principles/student-diversity/english-and-an-additional-language-or-dialect>

6.3.1 Beginning English or Emerging English Phases

These students require informed EAL/D intervention in order to access learning. Support for intervention varies according to the age of the student, numbers of students at these levels and the resources available for addressing these needs.

- ♦ *Early childhood:* It is acknowledged that Early Childhood classrooms are language-rich and provide opportunities for language acquisition through play and interaction with other students. Students on this level of the progression are monitored regularly to ensure adequate development is occurring.
- ♦ *Years 1 to 6:* Students on this level of the progression receive priority in assisting them to develop functional language in order to access the curriculum.

6.3.2 Developing English or Consolidating English phases

These students continue to require specific language instruction in their mainstream classes. Intervention is planned in collaboration with the Deputy Head of Primary, Teaching and

Learning (DHoPTL), in order to assist these students to further develop their proficiency in English in the context of classroom learning.

In addition, the EAL/D teacher resource is used to:

- advise teachers about areas of the Australian Curriculum (Phase 1) that EAL/D students may find challenging and why
- assist classroom teachers to identify where their EAL/D students are broadly positioned on a progression of English language learning
- help teachers understand students' cultural and linguistic diversity and how this diversity can be used in the classroom
- provide examples of teaching strategies supportive of EAL/D students
- complement existing state and territory resources for teaching EAL/D
- provide an overview for teachers who may not have specialist training in the area of EAL/D or access to specialist EAL/D teachers.

Refer to the *Inclusive Education Policy* for further information.

6.4 SPEECH PATHOLOGY AND OCCUPATIONAL THERAPY SCREENING IN KINDERGARTEN

There is significant evidence in the area of literacy development that demonstrates the strong link between oral language and learning to read. There is also clear evidence that gross and fine motor skills, pencil grasp and visual perceptual skills have a significant impact on early literacy development. Early intervention is most important in giving our children the best chance of meeting developmental milestones with their learning. In order to meet the needs of all students in Kindergarten, we engage the services of a speech pathologist and an occupational therapist to provide the following services:

- Speech Pathology and Occupational Therapy Screening Assessments, which are conducted at the School. These include a brief parent/guardian questionnaire, student assessments conducted by a speech pathologist and an occupational therapist, and individual summary reports provided for parents/guardians and the School.
- Feedback session for staff with specific strategies for children identified as 'at risk'.

6.4.1 Parents/Guardians

The report the parents/guardians receive will advise them if:

1. Everything is progressing well. Some suggestions may be given for good games and activities to play at home.
2. There are some areas of concern and these are monitored by classroom teachers and parents/guardians. Suggested activities are provided for the parents/guardians to do at home to support their child.
3. Intervention is recommended. Students are referred for a formal assessment by a registered speech pathologist or occupational therapist.

6.4.2 Teachers

Class teachers are provided with a class overview and each child's individual results. This feedback clearly identifies areas of strength and areas needing to be developed. Using the strategies provided by the speech pathologist and occupational therapist during the feedback session, the classroom teacher implements games and activities to further develop literacy skills. Some may be done on a whole class level and others may be targeted to suit the needs of the individual child.

6.4.3 School

The School uses the data provided by the Kindergarten Screening to monitor the students' language development as they progress through school and ensure that targeted programs are in place to provide support where it is required.

6.5 LEARNING ENRICHMENT CENTRE (LEC)

Many students with additional learning needs require Literacy support involving explicit teaching of skills within individual, small group and class settings. Student needs are identified through whole school and LEC testing, specialists' reports as well as teacher and parent/guardian concerns. LEC Literacy Support Groups are for students who require intervention to boost their literacy achievement levels. Individual Education Plans (IEPs) are generated to direct and scaffold learning, in consultation with parents/guardians and specialists. By facilitating these IEPs, teachers are able to address student individual needs by considering suitable content, remediation and teaching strategies to create opportunities for successful learning in a safe environment. Teachers, Education Assistants and LEC teachers collaboratively support students with specific learning needs by creating a positive learning environment using individual, small group and whole class settings.

Curriculum modification:

Literacy strategies are set according to the student's IEP. Teachers use the strategies that are listed on IEPs which enable the students to have an opportunity to reach their potential and achieve their goals. Strategies included are specific to each child's learning difficulty or disability and are often suggested in medical reports from specialists. If students have a disability that restricts their access to the mainstream curriculum, modified goals are created in consultation with teachers, parents/guardians, the Primary Inclusive Education Coordinator, service providers and medical specialists. Interventions for these students are intensive. The aim is to reduce the gap between these students and their peers, facilitating success at their level. LEC teachers and education assistants are available to support class teachers with the implementation of strategies and support.

Refer to the *Inclusive Education Policy* for more information.

6.6 LANGUAGE LEARNING IN THE PYP

The three key aspects to language learning,

- learning language
- learning about language
- learning through language

are so interrelated that they cannot be addressed in isolation from one another. In the PYP the three key aspects are synthesized through a constructivist, inquiry approach to learning, where language is taught in meaningful contexts through purposeful inquiry, in contrast to a predetermined sequence of skills to be acquired.

Teaching of language responds to the needs, interests, prior knowledge and experience of the students. Learners need to build on established skills and understanding, while being supported to meet the appropriate challenges to extend their learning. Language learning is most effective when it is taught in relevant, engaging, challenging and significant contexts. Language is the major connecting element across the curriculum and is taught for the purpose of application in different contexts. The transdisciplinary programme of inquiry provides authentic context for learners to develop and use language.

Approaches to Learning:

Communication skills	
Sub-skills	What students do:
Exchanging information Listening, interpreting and speaking	<p>Listening</p> <ul style="list-style-type: none"> • Listen to, and follow the information and directions of others. • Listen actively to other perspectives and ideas. • Ask for clarifications. • Listen actively and respectfully while others speak. <p>Interpreting</p> <ul style="list-style-type: none"> • Interpret visual, audio and oral communication: recognizing and creating signs, interpreting and using symbols and sounds. • Understand the ways in which images and language interact to convey ideas. • Recognize the meaning of kinaesthetic communication (body language). • Be aware of cultural differences when providing and interpreting communication. <p>Speaking</p> <ul style="list-style-type: none"> • Speak and express ideas clearly and logically in small and large groups. • Give and receive meaningful feedback and feedforward. • State opinions clearly, logically and respectfully. • Discuss and negotiate ideas and knowledge with peers and teachers. • Communicate with peers, experts and members of the learning community using a variety of digital environments and media.
Literacy Reading, writing and using language to gather and communicate information	<p>Reading</p> <ul style="list-style-type: none"> • Read a variety of sources for information and for pleasure. • Read critically and for comprehension. • Make inferences and draw conclusions. • Use and interpret a range of terms and symbols. <p>Writing</p> <ul style="list-style-type: none"> • Use appropriate forms of writing for different purposes and audiences. • Paraphrase accurately and concisely. • Record information and observations by hand and through digital technologies. • Use a variety of scaffolding for writing tasks. • Organize information logically. • Make summary notes. • Communicate using a range of technologies and media. • Understand and use mathematical notation and other symbols. • Responsibly participate in, and contribute to, digital social media networks.
ICT Communicating using technology to gather, investigate and share information	<ul style="list-style-type: none"> • Understand the impact of media representations and modes of presentation. • Make informed choices about modes of communication based on audience • Communicate information and ideas effectively to multiple audiences using a variety of media and modalities.

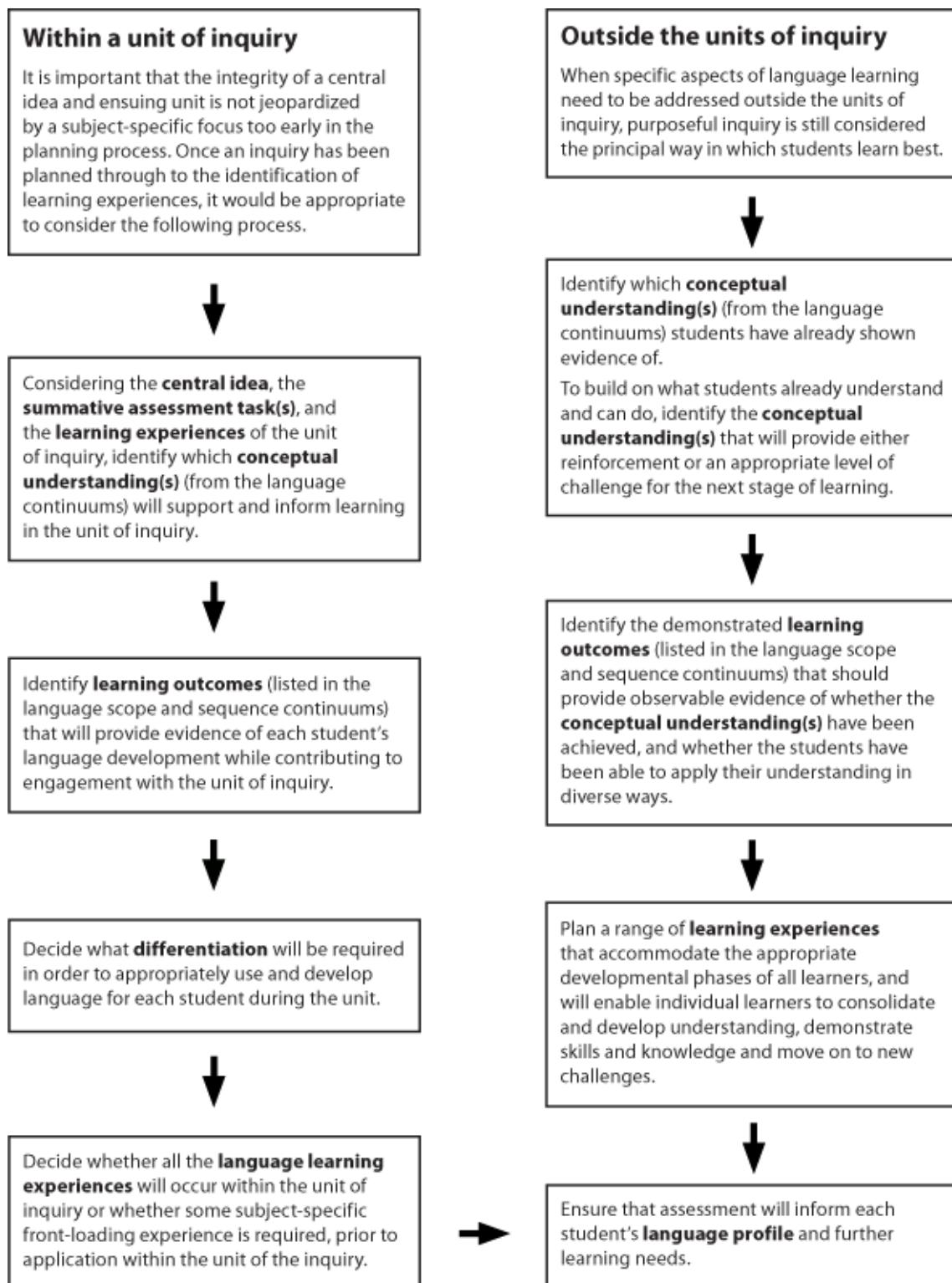
Figure ATL06 Communication skills – what students do: IBO Primary Years Programme: From Principles into Practice

There are some specific skills e.g. spelling, phonics, handwriting and early decoding when learning to read, that are best taught by direct instruction. All other aspects of language should be taught in meaningful context.

6.6.1 Language planning: Sample processes

When planning for language learning experiences, teachers should be mindful of the following practices:

- Structured, purposeful inquiry is the main approach to teaching and learning language in the PYP
- Wherever possible, language should be taught through the relevant and authentic context of the transdisciplinary programme of inquiry



6.6.2 Language practices

The PYP represents an approach to teaching that is broad and inclusive in that it provides a context within which a wide variety of teaching strategies and styles can be accommodated, provided that they are driven by a spirit of inquiry and a clear sense of purpose. The table *Language practices in an inquiry model* provides guidance for our evolving pedagogy around language learning.

Language practices in an inquiry model	
Increased emphasis on	Decreased emphasis on
Promoting integrated language development	Teaching language as isolated strands
Language as a transdisciplinary element throughout the curriculum	Language as a separate discipline
Additional language teachers viewed and viewing themselves as PYP teachers	Additional language teachers seen solely as single-subject teachers
Incorporation of literature as an approach to learning language	Using only skill-drill texts and workbooks to learn language
A teaching approach that sees making mistakes in language as inevitable and necessary for learning	A teaching approach that focuses on encouraging students not to make mistakes in language
Reading primarily for meaning	Decoding only for accuracy
Making cultural diverse reading material available	Having only monocultural reading materials available
Encouraging appropriate cooperative discussion in the classroom	Enforcing silent individual work in the classroom
Opportunities for students to engage in spontaneous writing	Students only carrying out teacher imposed writing
A variety of scaffolded learning experiences – with the teacher providing strategies for the student to build on his or her own learning	Activities where teachers simply model language for students
Writing as a process	Writing as a product
Developing a range of independent spelling strategies	A dependence on the teacher as the only source of correct spelling
Literature as a means of understanding and exploring	Literature study limited to vocabulary, grammar and syntax
Teaching students to read and research using multimedia resources	Providing print-only resources for reading and research
Using language for creative problem-solving and information processing	Using language for rote learning
A range of appropriate assessment methods such as portfolios, conferencing, miscue analysis, writing sample analysis, response journals	Limiting assessment to standardised reading and writing assessments

Adapted for JWACS from *Making the PYP Happen: A curriculum framework for international primary education*, December 2009

6.6.3 The role of literature

Literature is also a way to learn language, to critique our political and social world, and to aesthetically enter into story as a way of knowing about the world. Kathy Short, *Integrating literature into the Science Curriculum*

Literature plays an integral role in the inquiry process. It provides opportunities for students to explore other cultures, other eras and the impact of discoveries, innovations and explorations in ways that have more relevance than a list of facts for learning. Literature provides a depth

and richness of content not found in textbooks and supports students in exploring a greater variety of perspectives and topics. Fiction that is carefully chosen to support units of inquiry provokes students to ask questions, whilst it is in non-fiction that they will find the answers. Integrating literature into the meaningful context of units of inquiry fosters a love and enjoyment of language.

Possible ways of incorporating literature:

- Novel studies relevant to units of inquiry
- A series of books read as an author study
- Early years counting stories as reinforcement for Mathematics development
- Big books or selected picture books to stimulate curiosity
- Regional fairy tales as part of a unit of inquiry with a particular Humanities emphasis
- Comparison and practice of illustration techniques to encourage the development of Art skills

6.6.4 Differentiation

Differentiation is not a set of strategies, but rather a way of thinking about teaching and learning.

Carol Ann Tomlinson

Information gathered from school data and pre-unit assessments is used to inform differentiation. As all teachers are language teachers, regular collaboration ensures that differentiation is used across the curriculum, by all teachers and involves:

- Creating an environment that invites learning
- Knowing with clarity the learning destination
- Checking regularly to see where students are in regard to the destination
- Adapting instruction to ensure optimal progress for each learner
- Establishing routines that balance structure and flexibility to allow attention to varied learner needs

7. REFERENCES

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IB Documents:

Guidelines for developing a school language policy

Guidelines for school self-reflection on its language policy

Language and learning in IB programmes

Language Scope and Sequence

Learning in a language other than mother tongue in IB programmes

Making the PYP Happen

PRIMARY LANGUAGE PROFILE 2020

2020	Number of students enrolled	Diagnosed Language Difficulties					Students receiving literacy support	Students identified as EAL/D
		Speech and language difficulties	Dyslexia	Developmental delay	Hearing impairment	Disability that affects expressive and receptive language		
Pre-Kindergarten	25	1						4 16%
Kindergarten	52	2 Annual screening postponed						14 27%
Pre Primary	44	8					12	17 39%
Year 1	54	1					9	9 17%
Year 2	45	4				2	11	14 31%
Year 3	64	1	1				15	15 23%
Year 4	65	4	1		1	1	14	10 15%
Year 5	64	3		1			19	9 14%
Year 6	62	1	3		1	3	17	8 13%
Total	475	25	5	1	2	6	97	100
%		5%			4%		20%	21%

LANGUAGE PROFICIENCY BY CLASS 2020

Pre-Kindergarten and Kindergarten

Year Group	Total number	English as an Additional Language or Dialect				English as Mother Tongue
		No English	Minimal English	Some English	Fluent English	
3 year old Kindergarten	25	2	1	1		21
4 year old Kindergarten	52	1	3	7	3	38

Data collected from teacher judgment

Pre-Primary to Year 6

Year Group	Total number	English as an Additional Language or Dialect				English as Mother Tongue
		Beginning	Emerging	Developing	Consolidating	
Pre-Primary	44	1	5	5	6	27
Year 1	54		4	2	3	45
Year 2	45			9	5	31
Year 3	64			9	6	49
Year 4	65			3	7	55
Year 5	64		2	3	4	55
Year 6	62				8	54

Data collected using SCSA EAL/D Progression



PRIMARY LITERACY GUIDELINES 2020

1. PEDAGOGY

As an IB PYP School our approach to Literacy teaching is broad and inclusive and provides a context for a balance of explicit teaching of strategies and skills, and purposeful inquiry.

It is a specific aim of the Primary School to increase the standards of literacy within our student body. Whilst language-rich units of inquiry provide multiple opportunities for language learning, it is of equal importance that our students have adequate levels of literacy to access learning through language and literature-rich programs.

At the beginning of each year, a battery of achievement and/or diagnostic tests is performed at each year level to collect information on students' literacy achievement levels. Data from these assessments is collected, organized and analysed to enable teachers to plan according to student need. In addition, information obtained from the data is used by Primary Leadership to inform decisions regarding:

- Consistent approaches to developing particular skills
- Professional learning of teachers
- Purchase of resources to support targeted language development

A selection of commercially marketed programs e.g. Jolly Phonics, Jolly Grammar and Talk for Writing, have been carefully evaluated to ensure they meet the needs of our students and the philosophy of the PYP.

2. LITERACY PROGRAM OUTLINE

2.1 ORAL LANGUAGE PRACTICES

Oral language is the foundation for student learning. It is essential for literacy learning, and successful use of language is critical for students' wellbeing. Department of Education and Training, Victoria 2013.

Oral language has an important social function, helping students to build relationships, communicate effectively and express their thoughts and feelings. It also plays a vital role in the development of literacy skills, as reading and writing are initially dependent on strong oral language skills. Oral language instruction, focusing on conversational language and the development of vocabulary and phonemic awareness, strongly impacts students' ability to read and comprehend both oral and written texts.

Early Years classrooms are rich in opportunities for developing oral language. Specific practices that support the development of oral language and vocabulary, include read aloud story time, questions and answers (comprehension), thinking time, retells and recounts, rhyming games, word play, songs and the strong modelling and correct use of oral language.

In the Primary School, oral language is developed in the context of transdisciplinary units of inquiry through the development of the Communication sub skill, Exchanging Information Skills (listening, interpreting and speaking).

2.2 SPELLING/GRAMMAR

Time is set aside for the explicit teaching of spelling, grammar and phonics using the evidence-based programs of Jolly Phonics and Jolly Grammar.

Jolly Phonics	Kindergarten, Pre-Primary, Year 1
Jolly Grammar	Years 1 to 6

2.2.1 Jolly Phonics

Jolly Phonics is a child-centred approach to teaching literacy through synthetic phonics. Using a synthetic phonics approach, Jolly Phonics teaches children the five key skills for reading and writing. The program continues through school enabling the teaching of essential grammar, spelling and punctuation skills.

1. s, a, t, i, p, n
2. ck, e, h, r, m, d
3. g, o, u, l, f, b
4. ai, j, oa, ie, ee, or
5. z, w, ng, v, oo, oo
6. y, x, ch, sh, th, th
7. qu, ou, oi, ue, er, ar

The five skills taught in Jolly Phonics;

1. Learning the letter sounds

Children are taught the 42 main letter sounds. This includes alphabet sounds as well as digraphs such as sh, th, ai and ue.

2. Learning letter formation

Using different multi-sensory methods, children learn how to form and write the letters.

3. Blending

Children are taught how to blend the sounds together to read and write new words.

4. Identifying the sounds in words (Segmenting)

Listening for the sounds in words gives children the best start for improving spelling.

5. Tricky words

Tricky words have irregular spellings and children learn these separately.

Kindergarten: Teachers familiarise children with sounds focusing on one letter per week. Activities include:

- Using actions and Jolly Songs
- Finding words or objects beginning with the letter
- Letter formation in multisensory ways
- Letter bags.

Pre-Primary: Teachers:

- Work through the Jolly Phonics program using supporting actions and Jolly Songs.
- Focus on several sounds per week and begin blending and segmenting VC, CVC, words immediately after the first group of sounds is covered.

- Focus on letter formation, using sounds to make words, hearing sounds in words and reading simple words.
- Provide decodable texts to develop early reading skills
- Move on to CCVC and CVCC as children gain confidence.

Year 1:

First half of Term 1, teachers:

- Revise Jolly Phonics sounds in the suggested sequence of letter groups and focus on blending and segmenting CVC, CCVC, CVCC words in reading and writing.
- Assess students' knowledge of phonics to inform their individual starting point

From approximately the middle of Term 1, teachers:

- Move children on to Jolly Grammar sounds sequence, focussing on one sound per week as a class.
- Provide differentiated spelling lists which use the weekly sound.
- Embed spelling in context and build sentence writing competencies through dictation

2.2.2 Jolly Grammar

Spelling and grammar are taught explicitly from Years 1 to 6 using the Jolly Grammar Program.

Teachers:

- Focus on one sound per week.
- Develop spelling using provided spelling lists that can be differentiated to suit differing ability groups within the class.
- Include handwriting to support directionality of letters and help consolidate recognition of sounds.
- Embed spelling, punctuation and mechanics of writing in context through dictation
- Teach grammar lessons in conjunction with Talk for Writing units to provide context ensuring all aspects of grammar are taught over the year.

2.2.3 Oxford Wordlists

The Oxford wordlists were developed from research conducted in Australian Schools regarding high-frequency words necessary for young children's reading and writing development. These lists are used at the School for the development of a vocabulary of sight words for reading and writing.

The Oxford Wordlist Interactive Tool enables teachers to access frequently used words according to demographic characteristics. These characteristics include year of school, gender, ethnic or linguistic background, social or familial opportunity, and location of school. Wordlists and the interactive tool can be accessed using this link:

<http://www.oxfordwordlist.com/pages/search.asp>

2.3 READING

In order to develop lifelong reading habits, learners need to have extended periods of time to read for pleasure, interest and information, experiencing an extensive range of quality fiction and non-fiction texts. As learners engage with interesting and appealing texts, appropriate to their experiences and developmental phase, they acquire the skills, strategies and conceptual understanding necessary to become competent, motivated and independent readers *Making the PYP Happen, 2009, p74*.

2.3.1 Guided Reading

From Pre-Primary to Year 3, reading strategies are taught explicitly through Guided Reading. This involves a short period of whole class instruction using a shared book which focuses on key learning outcomes, as well as differentiated instruction in groups of six to eight students of similar ability in a rotation of four to five days. This involves one group working with the

teacher whilst the other groups work independently on activities practising skills and responding to texts.

On the teacher-guided day, students are encouraged to read aloud one at a time.

- Teachers use guided questioning techniques throughout the guided reading practice to develop the 12 comprehension strategies. A focus strategy is selected for each group.
 - Understanding words; meaning is all about context – how words or phrases are used in a sentence
 - Finding information
 - Identifying the main idea
 - Sequencing
 - Finding similarities and differences
 - Predicting
 - Concluding
 - Summarising
 - Inferring
 - Cause and effect
 - Fact or opinion
 - Point of view and purpose
- Anecdotal notes, checklists and records of oral reading are used to assess each student's ability to sound out unknown words, read with fluency, expression and acknowledge punctuation.
- Texts selected according to interest, ability and the context of the units of inquiry.
- Resources are located in the Primary storeroom (located next to Possum Class) or Early Learning Centre (ELC) staffroom. Additional resources can be sourced through the Library Resource Centre.

2.3.2 Novel studies and Non-fiction texts

Once children make the transition from 'learning to read' to 'reading to learn', generally from Year 4, texts for reading are selected for their content and are generally selected to support learning within units of inquiry. Whilst all students may be reading the same texts, tasks are differentiated according to the range of reading abilities and learning needs within the class. Texts may include:

- Novels or short stories to encourage higher order thinking such as questioning, predicting, sequencing, analysing characters, events, purpose and perspectives
- Non-fiction texts to encourage information retrieval, summarising and note-taking, analysis, synthesis and evaluation of information, forming opinions and drawing conclusions

2.4 WRITING

2.4.1 Talk for Writing

The Primary School uses Talk for Writing as a whole school approach to writing from Pre-Kindergarten to Year 6. The aim of the program is to develop written language skills by first targeting oral language skills through developmental exploration, through talk, of the thinking and creating processes of becoming a writer.

The Talk for Writing Process

There are three stages to the process:

- **Imitation: I do.**

The process of constructing understanding of the text through learning to retell a story by heart. Repetition of the story enables the language patterns to become embedded in long-term memory and are internalised.

- **Innovation: We do.**

Transference of knowledge and understanding is developed through collaborative adaptation of well-known stories in order to create a new story or text.

- **Invention: You do.**

Children apply the skills they have been taught and a range of language patterns, ideas and experiences to construct a new story or text.

To make authentic links with units of inquiry and enhance/complement the learning that occurs as part of these units, the Talk for Writing units and text types have been mapped into the programme of inquiry.

2.4.2 Handwriting

Time should be set aside to focus on handwriting skills throughout the Primary School. Lessons involve the explicit and incidental teaching of handwriting using NSW Foundation print.

Students who consistently make the effort to present their work neatly may be awarded a pen licence from Year 5.

Pre-Primary	Produce some lower case and upper case letters using learned letter formations
Year 1	Write using unjoined lower case and upper case letters
Year 2	Write legibly and with growing fluency using unjoined upper case and lower case letters
Year 3	Write using joined letters that are clearly formed and consistent in size
Year 4	Write using clearly-formed joined letters, and develop increased fluency and automaticity
Year 5	Develop a handwriting style that is becoming legible, fluent and automatic
Year 6	Develop a handwriting style that is legible, fluent and automatic and varies according to audience and purpose

Reference: *Australian Curriculum*

3. ASSESSMENT

Reference: *Assessment and Reporting Policy and Guidelines Primary School*

Assessment is used to provide feedback on the learning process and to inform future teaching and learning. This is achieved through:

Pre-assessment: Assessment for learning

Teachers establish students' prior knowledge and experience before embarking on new learning experiences. This determines the students' entry point to any new learning and informs planning of teaching experiences to move students forward in their learning.

Formative assessment: Assessment as learning

Formative assessments should provide fine-grained information about student performance that supports teachers to plan learning that challenges students to go beyond what they already know, understand and can do in order to build new knowledge, understanding and skills.

Summative assessment: Assessment of learning

Summative assessment aims to give teachers and students a clear insight into students' understanding. It can assess several elements simultaneously, measures all proficiencies and informs student learning.

Reflection: Students are encouraged to reflect on their learning and identify areas for improvement. Teachers reflect on their own practice and student achievement and make amendments to their programming and practice accordingly.

3.1 DATA COLLECTION AND ANALYSIS

A range of assessments are used across the Primary School for the purposes of compiling a profile of school and student progress and achievement in relation to age and national norms. The School has systems in place for recording this data to guide discussion and analysis.

Data Collection

Assessments used to collect data include:

- **Speech Pathology and Occupational Therapy Screening** - Kindergarten
- **On-Entry Assessments** - Pre-Primary to Year 2
- **Australian Council of Educational Research (ACER) PAT**
 - PAT Spelling (Years 3 to 6)
 - PAT Grammar and Punctuation (Years 3 to 6)
 - PAT Reading (Years 2 to 6)
- **Brightpath Assessments for Writing** - Kindergarten to Year 6
- **NAPLAN** - Year 3 and Year 5

The schedule for data collection is updated annually and can be accessed on the School network at: Staff Shared J:\Primary\Data collection\Year

Data Analysis

Information gathered from these assessments is used to inform teaching and assess learning. Data is analysed in collaborative teams led by the Deputy Head of Primary: Teaching and Learning and used to:

- Plan for differentiation and set learning goals
- Inform the necessity and type of intervention necessary
- Assess growth over time