Wooroolin State School

ENGLISH PROGRAMME

2012- 2014
WOOROOLIN STATE SCHOOL
STATEMENT OF BELIEFS

**Working together to ensure that every day, in every classroom, every student is learning and achieving**

At Wooroolin State School we believe that today’s students face complex social, environmental and economic futures. Within this context however, we believe that every student is capable of learning and is expected to demonstrate ongoing progress. To ensure progress, we believe there should be close alignment with systemic curriculum intent. We believe that skills and knowledge must be explicitly taught across the curriculum and in increasing sophistication as students progress through their schooling.

At Wooroolin State School we believe that we should establish ambitious but realistic goals that promote high expectations for every student in the school. To meet these goals, we believe that student progress should be monitored regularly. Planning should be sequenced and occur with reference to agreed standards and targets which align to system, school and individual priorities and needs.

We believe that assessment is an ongoing process. By using a range of assessment tools and data we believe we can create a picture of a student’s achievement and learning needs in order to determine priorities and planning for the next step in learning.

We believe that teachers should provide specific, ongoing and quality feedback to guide student learning and so that students can take an active role in reflecting their own learning and identifying steps they can take to improve.

These beliefs are acknowledged and reflected in the five Dimensions of Teaching and Learning illustrated overleaf.

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2008

*Melbourne Declaration on Educational Goals for Young Australians.*

The Melbourne Declaration commits to supporting all young Australians to become successful learners, confident and creative individuals and active and informed citizens, and promotes equity and excellence in education.
THE DIMENSIONS OF TEACHING AND LEARNING

Our students
Working together to ensure that every day, in every classroom, every student is learning and achieving

Curriculum intent
Assessment
Feedback
Sequencing teaching and learning
Making judgments
CURRICULUM INTENT – WHAT DO WE WANT OUR STUDENTS TO KNOW?

What we want our students to know about English and what we want them to do to achieve deep understanding about what they are learning is outlined in departmental documents including the *Australian Curriculum, Essential Learnings and Standards, Education Queensland Roadmap including the Scope and Sequence: Years 1-9* and the *P-9 Literacy Indicators*. These curriculum documents reflect what we are expecting all students at Wooroolin State School to achieve at appropriate year levels.

SEQUENCING TEACHING AND LEARNING - HOW DO WE TEACH THEM WELL?

In order to teach our students well, we believe teachers should:
- have a sound knowledge of what we want our students to learn
- have a sound knowledge of the theories of reading and the models of reading which inform our teaching
- are able to combine those knowledges
- translate those knowledges into teaching strategies.

ASSESSMENT - HOW DO WE KNOW WHAT THEY KNOW?

In order to know what our students know, teachers at Wooroolin State School:
- observe students carefully and record observations
- ask a range of questions
- keep anecdotal records
- complete observation checklists
- take running records of reading and complete analyses of these running records
- assess the efficiency of the use of comprehension strategies
- assess the depth of understanding that students are achieving as they read a range of literary and non-literary texts.

Whole-class testing at particular junctures is also useful to track progress from year to year. The Wooroolin State School Assessment, Standards and Targets document sets out this cycle and is available as a separate document.
FEEDBACK - HOW DO WE RESPOND IF THEY DON’T KNOW?

Teachers at Wooroolin State School analyse records, observation checklists and authentic assessment data to give them the exact information needed to pinpoint where students are experiencing difficulty with any of the concepts or strategies that have been taught. Daily feedback is provided verbally and by checking written work through marking and written feedback. Formal feedback is provided to parents and carers twice a year through the Report Card, parent teacher interviews and 3-way conferences. Specific feedback is provided to students after each assessment piece and students are encouraged to take an active role in formal feedback sessions with their teacher. This is an opportunity to set individual goals for learning and completes the feedback cycle.

MAKING JUDGEMENTS - HOW DO WE RESPOND IF THEY ALREADY KNOW?

Pre-testing student knowledge means that we can refrain from teaching those students who already know what we are planning to teach. At the earliest stage of learning about print for example, this would mean that students who already know all of the letters and common sounds associated with the letters would not need to participate in the lessons involving letter recognition and letter sound relationships. These students may be engaged in, for example, word sorts which enable them to apply the knowledge that they already have.

When pre-testing indicates that students are able to make inferences from texts at their year level, they are challenged to discover inferences at a higher level. Rather than participate in further instruction related to inference they could be encouraged to read a text, mark places in the text with Post-it notes where they were able to make an inference, and then join with a group who have read the same text, and engage in a book discussion with a focus on inference.

In this way we are fulfilling our purpose as teachers, which is to maximise the learning for all students.
**THE AUSTRALIAN CURRICULUM - ENGLISH**

Please refer to the ACARA website for information on English and the Australian Curriculum [www.australiancurriculum.edu.au](http://www.australiancurriculum.edu.au)

**HOW DOES THIS RELATE TO WOOROOLIN STATE SCHOOL?**

**OUR SCHOOL VISION**

Wooroolin State School's vision is to provide quality education in a safe and supportive learning environment so that each student strives for and achieves his or her best every day.

Wooroolin State School has at its core a set of values that we hope all who are part of our community will acknowledge and model. These values, our PROUD values, are set around our motto, *Make Wooroolin Proud*. Staff, students and our community believe these values can be expressed in many ways.

Our school purpose is set out in the Annual School Operational Plan which is a product of self-reflection by our school community and is a strategic planning and accountability document. It details the way in which the school will improve student learning, how it will monitor performance as it works towards the achievement of:

- Systemic planning priorities outlined in the Education Queensland Strategic Plan
- School-based developmental priorities
- School purpose and vision statement

The plan is monitored and reviewed annually to ensure flexibility and continuity of purpose.

A copy of the current Operational Plan is available on our website or on request.

Students undertake simple questionnaires on personality traits and preferences to help with teaching and learning strategies. Once profiled, a student’s personality is given an animal totem according to AUS IDentities. Howard Gardner’s Multiple Intelligences (or SMARTS) are used to understand a student’s preferred learning style. More information on these are outlined in our Gifted and Talented Framework.
AN INFORMING FRAME FOR LITERACY AT WOOROOLIN STATE SCHOOL

We believe that Literacy is the ability to comprehend and communicate information confidently, fluently and accurately in a range of contexts. It involves reading, viewing, writing, speaking and listening using a range of language modes, forms and features through a variety of communication structures and technologies.

It is about making sense of diverse human experiences and representing experiences in real and imagined worlds. It is sharing in the vitality of different cultures. It is about telling personal stories, exploring ideas and feelings, and developing values and identities.

At Wooroolin State School we believe there are six frames that inform the teaching of literacy in Queensland. These frames have evolved over time and are used to represent the different models of teaching and learning at various historical junctures. In recent times, it has been acknowledged that each of the frames has a significant role to play in a balanced literacy program. Please refer to the following illustration to demonstrate this statement.
BELIEFS ABOUT LITERACY AT WOOROOLIN SS

We believe there are five areas which can impact a student’s development and attitude towards English. These are discussed below.

Beliefs about the Student
We believe that students:
• Come to school with a unique set of prior experiences/strengths about Literacy and different knowledge
• Have the potential to improve their Literacy skills and knowledge with continual support and sufficient time
• Develop the skills needed to be a confident student in Literacy at their own pace

Beliefs about Learning
We believe that the learning of Literacy
• Builds from early language experiences
• Is enhanced through a whole school approach to Literacy
• Should occur frequently in the classroom and at home
• Is developmental and best practice would take into account individual strengths, weaknesses and interests
• Is an important component of the teaching of the eight Key Learning Areas

Beliefs about Leadership
We believe that the role of the Principal is to:
• Lead curriculum change
• Motivate and engage staff in change
• Provide adequate resources to fulfil the school’s responsibilities to students, staff and the community
• Maintain focus and momentum to improve student outcomes
• Take an active role in curriculum planning
• Encourage collaboration

The Role of Staff and the School Environment
We believe that the role of staff is to:
• Create a text rich environment that is safe, varied, enhanced and supported
• Scaffold student’s learning experiences to meet their developmental needs and build upon their strengths so that each student reaches their potential
• Set high expectations for each student’s learning and target teaching to the student’s levels of readiness and need
• Provide resources suitable for the needs of the individual
• Be a positive role model for readers by exhibiting high expectations, deep knowledge, targeted teaching and continuous monitoring
• Integrate Information Communication Technologies into the teaching of Literacy
• Participate in professional development to enhance knowledge of the teaching of English
• Understand individual differences including those of Aboriginal and Torres Strait Islander students, gifted and talented students, students who have English as a second language (ESL) and students with additional learning needs

Productive Healthy Partnerships
We believe:
• Families, teachers and students are active partners in the learning of writing
• People must feel comfortable to actively participate in writing at our school
• Active participation by all will produce better Literacy outcomes for the every student
THE TEACHING AND LEARNING OF ENGLISH AT WOOROOLIN STATE SCHOOL

Through the study of English, we believe that teachers can develop a student’s knowledge, skills and understanding about literature, language and literacy.

At Wooroolin State School we believe that the teaching of English must be taught in uninterrupted block times. These are 9.30am – 11am on Mondays; and 9am – 11am on Tuesdays, Thursdays and Fridays: a total of 7 ½ hours per week. Sample timetables are attached.

The following pages set out our school’s philosophy and statements of teaching and learning in the area of English: Reading; Writing including Spelling and Grammar; and Oral Language. Also included are timetables and programmes.
THE TEACHING OF

READING

AT

WOOROOLIN STATE SCHOOL
WHAT IS READING?

Reading is the process of understanding texts through problem solving, and the process of acquiring knowledge from texts. Reading must take place within an active literacy framework and a supportive environment which involves reading, writing, listening, questioning, thinking and engagement in substantive conversations about thinking and about texts.

Reading is a social and critical practice. It is something we do to achieve personal and social purposes. We read written, visual and multimodal texts for enjoyment, to find information and to learn. Through reading, we build relationships and communicate with others across time and space.

Reading comprehension is a cognitive activity that involves the process of simultaneously extracting and constructing meaning. It is an active process in which knowledge about the context (subject matter, reader/writer relationships, mode and medium) and the text being read is integrated with, and filtered through, the reader's prior knowledge.

Because readers bring diverse cultural experiences and language knowledge to a reading task, many meanings are possible from a single text. Successful readers are able to question the authenticity and accuracy of meaning gained from text by evaluating their interpretation against prior knowledge of the world, prior texts and prior experiences. In the process knowledge is transformed and new knowledge is created and integrated into existing knowledge. Strategic readers are able to talk about reading and about themselves as readers.

Effective and supportive reading instruction enables students to become fluent readers. It supports students to comprehend what they are reading, to apply and communicate knowledge and skills in new contexts, and to have a strong desire and motivation to read.

Effective teaching of reading across the Learning Areas provides planned and explicit opportunities for students to develop:

- fluency
- a broad and deep vocabulary
- active comprehension strategies
- knowledge of texts and textual features
- knowledge of the world.

These five aspects of reading are connected. Effective readers bring together their skills and knowledge of each aspect to make sense of what they are reading. Each aspect is of equal importance, although effective teachers may make choices about emphasis, depending on the year level and language resources of their students.
WHAT ASSUMPTIONS CAN WE MAKE ABOUT READERS?

- Readers bring with them prior experiences which teachers consider, and to which students make connections.
- Readers benefit from immersion in rich language environments which recognise the importance and interdependence of listening, speaking, reading and writing.
- Readers require explicit instruction in phonemic awareness, the reading process (the use of graphophonic, syntactic and semantic cueing systems), and the use of active comprehension strategies.
- Readers respond to quality modelling and scaffolding experiences.
- Readers benefit from social interaction.
- Readers need to be made insiders into the metalanguage used to discuss reading.
- Readers need to perceive reading as adding value to their lives.
- Readers need to engage with authentic purposes for reading.
- Readers need practice and frequent opportunities to read in order to become competent and confident readers.
- Readers are more willing to risk-take and share their understandings where a safe, secure and accepting learning environment has been established.
- Readers are more likely to demonstrate commitment and continued interest in reading tasks when they are provided with a range of choices.
- Readers have varied learning styles and capabilities which teachers are cognisant of and cater for.
WHAT DO GOOD READERS DO?

- Display positive attitudes to reading including self-motivation, confidence and a love of reading.
- Connect prior knowledge and experiences to the ideas presented in the text.
- Use a knowledge of text structures in a range of genre to prepare for reading a text.
- Skim through the text before reading and/or read the blurb, author’s notes and dedications.
- Make predictions about the text related to the preview.
- Participate in setting goals for reading.
- Identify their purpose for reading a text.
- Bring a broad prior knowledge of topic and text structure to their reading.
- Employ effective decoding strategies and read fluently.
- Create visual images of the ideas represented in the text as they read.
- Focus on meaning at word level, sentence level and at whole text level.
- Maintain links between the meaning, structure of the text and visual information at word, sentence and text level.
- Constantly monitor their own understanding to ensure that meaning is maintained.
- Reread when meaning is lost.
- Use the three cueing systems (graphophonics, syntactic and semantic) to maintain fluency and comprehension.
- Understand themselves as readers and articulate the reading strategies that they use.
- Self-question and seek answers as they read.
- Independently engage with the visuals (including graphs, illustrations, labelled diagrams etc.) to support or confirm text comprehension.
- Decode visual language using features of the text such as colour, style, mood, position, camera angles.
- Deliberately employ active reading comprehension strategies that enable them to comprehend at a literal, inferential and critical level.

- Bring together the information in the text and in their own heads to make inferences.

- Use the knowledge and skills required to comprehend a range of narrative, literary and non-literary texts.

- Reflect on texts and willingly share reflections with others.

- Reflect critically on their own understandings.

- Respond to others’ interpretations of text meaning.

- Develop a love of words and word meanings and constantly expand their vocabulary knowledge.

- Regulate the reading process depending on their purposes for reading and employ strategies such as skimming and scanning when appropriate.

- Understand bias and the way writers may attempt to influence the reader.

- Explore the craft of writing and are able to actively discuss how writers use language to create mood, emotion, and to represent people and places in different ways.
WHAT HAPPENS IN EFFECTIVE READING CLASSROOMS?

- A very high level of academic engagement is evident.
- A varied and well-crafted range of texts are available in the classroom.
- An environment of rich language interaction is evident.
- Reading aloud to students occurs daily as students engage with text through interactive read-alouds.
- There is a high level of social interaction and cognitive collaboration.
- Modelled, shared, guided and independent reading occurs as part of a balanced reading program.
- Learning purposes are clearly stated and connections are made between lesson purposes, lesson tasks and lesson conclusions.
- Explicit teaching of skills occurs – metalinguistics, phonemic and phonological awareness, phonics, word recognition skills.
- Deliberate and explicit approaches to the teaching of comprehension strategies are evident.
- A very strong emphasis on vocabulary development is evident throughout the school.
- Students are given ample opportunities to independently and cooperatively practise skills and strategies taught during modelled, shared and guided reading lessons.
- In place is effective informal and formal assessment program which is analysed and directly related to pedagogy at a class and individual level.
- Differentiated instruction occurs (grouping students and relating teaching to specific needs) based on deep understanding of student needs arising from assessment.
- Reading is purposeful and authentic.
- Reading, writing and oral language instruction is integrated.
- The questioning techniques used, promote greater understanding of texts and challenge students to think deeply, critically and creatively about texts.
- There is evidence of higher order questioning and an acceptance of divergent answers.
- Students are learning to process information in text at a deeper level because of the problem solving conditions that are created.

- Students are generating insightful questions about texts.

- Rich discussion and instructional conversations occur and students contribute ideas that shape conversations around texts.

- Summary reflection on texts occurs after engagement in reading experiences.

- There is a balance of sharing across all students.

- There is a consistent approach to reading instruction and assessment across the whole school.

- Ongoing professional development in the teaching of reading is provided for all teachers and paraprofessionals.

- There is planned parental involvement in the reading program and there are strong links between home/school understandings about reading.

**SELECTION OF TEXTS**

The selection of texts that teachers provide for students in their class is of great importance. Selection of engaging, interesting and thought provoking texts is one of the keys to an excellent classroom reading environment. Selection of texts will be influenced by the reading context – is the text for modelled reading, interactive read alouds, shared reading, guided reading or independent reading.

When students engage with texts that are exciting and thought provoking, they are much more likely to become active engaged readers. Where appropriate texts are available to students, classrooms overflow with a range of excellent texts in a variety of genre – texts that teachers love, that teachers can read with joy and enthusiasm; texts that serve the teaching purposes; and texts that the students choose themselves.

**SHORT TEXT FORMS**

Reading texts need not always be lengthy. Indeed, using of a variety of short reading texts can provide a bridge between the learner’s exposure to new knowledge and ideas, and their understanding of a range of effective reading strategies. A newspaper article, a scanned section of a text to be read subsequently, a poem or a short piece of text designed with a particular teaching focus in mind projected onto a screen. This provides a shared text – a common literary experience for all students at different levels of decoding ability. Students may have their own copy of the text on which to highlight or make notes.
When used frequently, short reading tasks can provide valuable information about student progress. Running records of short texts may be taken and analysed to provide valuable insights into the strategies students are using or not using. This provides crucial information to inform teaching, particularly in the early years when students are learning to use and integrate graphophonic, syntactic and semantic cueing systems.

Frequent, short reading tasks can also provide regular opportunities to practise or focus on a specific skill, whilst shifting ownership and responsibility for reading back to the student.

Short texts can be particularly engaging for reluctant readers and can be specifically selected because of their application to a particular strategy. Short texts can also provide immediate gratification for students who find longer tasks, without sufficient reward, difficult given the amount of effort expended. Short texts encourage on task behaviour and they make regular feedback and opportunities to share possible.

Using short reading texts does not mean that students should never read at length. However short, well-constructed texts provide valuable opportunities for modelling reading comprehension strategies and engaging students in opportunities to practice these strategies cooperatively and individually.

BUILDING ORAL LANGUAGE

The relationship between oral language development and the development of reading is well documented. Oral language delays negatively impact on students' abilities in the development of phonological awareness, their ability to use the syntactic and semantic cueing systems of the reading process, and their effective comprehension of text. The identification of at risk students through assessment and early intervention in oral language for these students should begin as soon as early indicators of a language delay are evident. Note: Students who are developing Standard Australian English (including indigenous students) will still be learning these oral language skills and may not be identified as ‘at risk’.

During Prep or early Year 1, more intensive exposure to and practice in expressive and receptive language skills will be essential for these identified students. Children expand their oral language by using spoken language for a range of purposes, by exploring the patterns and conventions of spoken language, and by interacting with their peers and with supportive adults to learn how to use the conventions associated with formal and informal language. Emphasis on developing the flow of language, the correct syntax and semantic knowledge, including vocabulary development, will require greater amounts of language interaction with supportive adults and other students. This may occur through discussions, through listening to and discussing stories, and through oral language games such as barrier games. Barrier games can be used to build expressive and receptive language skills.
CONCEPTS ABOUT PRINT

Concepts about print refer to what emergent readers need to understand about how printed language works and how it represents language. Beginning readers develop concepts about print – print carries a message; there is one-to-one correspondence between the spoken and the written word; reading in English flows in a consistent direction, left to right and top to bottom; printed language consists of letters, words, and sentences.

BUILDING SOUND/SYMBOL KNOWLEDGE

- Phonological awareness is an awareness of the ways words sound, including rhyme, onset and rime, syllables.
  - Phonemic awareness is a subset of phonological awareness, including the ability to distinguish the individual sounds (phonemes) within words, for example, initial, final and then medial sounds; segmenting the sounds within words; and blending the sounds to make words.
- Graphophonics refers to an awareness of letters, the shape and the names of the letters of the alphabet, and an understanding of sound letter correspondences.

There are no strict rules about the order of development of these concepts and many of them will develop concurrently. It is important to know ‘what students know about these concepts and build teaching focuses and activities based on this knowledge.

BUILDING FIELD KNOWLEDGE

- Making connections with the students’ backgrounds and drawing on students’ prior knowledge and experiences with texts and with the world.
- Exposing students to a common language for discussing reading (metalanguage).
- Cultivating specialised knowledge of subject matter.
- Introducing subject specific terminology, concepts and relationships.
- Comparing literary and non-literary texts to identify similarities and differences.
- Building knowledge of the metalanguage used to discuss literary and non-literary texts.
- Building understanding of the social and educational purpose of literary and non-literary texts.
READING PROCESSES – THREE CUEING SYSTEMS

Proficient readers draw upon their knowledge and use of the three cueing systems – the syntactic, semantic and graphophonetic systems, in order to decode and make meaning from the texts that they read. It is essential that students learn to make use of these three cueing systems simultaneously and interdependently. Instruction in all three begins in Prep.

**Semantic cues:** When listening to a text being read during shared, guided or independent reading, students monitor semantics or meaning making at the phrase, sentence and whole-of-text level to make sure that the text makes sense to them. When meaning is lost, students must learn to question, reread, slow their rate of reading, or ask for help if they are unable to regain meaning independently. Semantic cues are also associated with world and topic knowledge, knowledge about the author and how he/she writes, and vocabulary knowledge. The extent and relevance of this knowledge and the ability to activate and relate that knowledge to the current reading, determines the reader’s success in comprehending and assimilating new information.

**Syntactic cues:** When reading a text during shared, guided or independent reading, students monitor syntax, the word order or flow of the language and the patterns of language, at the phrase, clause, sentence or whole of text level. At the phrase, clause or sentence level readers are responding to the grammar, the order of the words and the flow of the sentence. At the whole of text level, students are checking that the text aligns with their knowledge of the organisation, structure (linking of ideas), and language features (vocabulary and grammar) of how a text in that particular genre should present. When the flow of language and consequent meaning is lost, students must learn to question, reread, slow their rate of reading, or ask for help if they are unable to regain meaning independently.

**Graphophonetic cues:** During shared, guided or independent reading, students use the graphophonetic cues to help them to decode unknown words. Graphophonetic cues relate to sound symbol relationships and students rely on their knowledge of letters and sounds, onset and rime, and word structure.

ACTIVE READING STRATEGIES

Building a knowledge of the three cueing systems is not sufficient to ensure deep comprehension. A range of active reading strategies or mental processes must be explicitly taught through modelled, shared and guided reading and then practised during independent reading. Students must develop a range of reading strategies, be able to describe what a strategy is and how it works, and know when it is appropriate to use particular strategies. They must be taught to reflect on the strategies they are using and be able to evaluate the effectiveness of those strategies. However it must be kept in mind that strategies are not an end in themselves. Teachers take care not to ‘practise a strategy’. The end is to comprehend text and acquire knowledge.
There have been many attempts by researchers to compile a definitive list of reading strategies to be taught. However, reading is a very complex task and it is difficult to arrange active reading strategies into a hierarchical order as many of the strategies are linked and interdependent. Most of the active reading comprehension strategies can begin, albeit at a very elementary level, at pre-prep when a child is engaged in listening to and discussing text. The teaching focuses for actively teaching these strategies are included at varying year levels throughout this document. However, although this may be the year level at which there is a teaching focus, this is by no means the only year level at which the strategy is taught. Strategies will be introduced and revisited across many year levels, and although a particular strategy may be the focus for the lesson, other supporting strategies will always be evident.

Active reading strategies include:

- Identifying the purpose for reading a text.
- Using knowledge of the world and activating this knowledge during reading.
- Connecting and comparing prior knowledge and experiences to the ideas presented in the text.
- Engaging with the visuals (including graphs, illustrations, labelled diagrams etc.) to support or confirm text comprehension.
- Making predictions about a text related to prior knowledge of the topic and text structure.
- Using a knowledge of text structures in a range of genre to prepare for reading a text.
- Rereading when meaning is lost.
- Reading on to assist in the identification of an unknown word.
- Using other decoding strategies such as segmenting and blending, breaking words into onset and rime or syllables, relating the unknown word to known words with similar graphophonetic structure or related morphemes.
- Slowing the reading rate when the text is more challenging.
- Creating visual images of the ideas represented in the text while reading.
- Monitoring understanding to ensure that meaning is maintained.
- Self-questioning before, during and after reading and seeking answers.
- Bringing together the information in the text and in the reader’s head to make inferences.
- Skimming – glancing through the text to gain an overview of the content.
- Scanning – glancing through texts looking for specific information.
- Developing knowledge of how to build vocabulary.
- Summarising – focusing on the most important aspects of the text and recording these main points in the reader’s own words.
- Synthesizing – piecing together a range of information from across the text.
- Understanding bias and the way writers may attempt to influence the reader (evaluating).
- Understanding how writers use language to create mood, emotion, and to represent people and places in different ways (evaluating).
MODELLED READING

In modelled reading situations:

- Every modelled lesson has a clear explicit focus.

- The text for use in a modelled reading lesson is selected to provide opportunity to demonstrate the particular strategy to be fore-grounded. A big book or similar enlarged text provides the best opportunity for students to observe effectively. A book introduction, building field knowledge and predicting occurs before modelling if these areas are not the focus of the modelled reading lesson.

- Teachers clearly articulate the explicit purpose of the lesson, for example, to model how we monitor for meaning – making meaning and what we do when meaning is lost. Teachers explain to students why it is a useful strategy and how efficient readers use it.

- Teachers provide overt explicit demonstrations at every phase of the students’ learning, from the beginning of print awareness to the deep comprehension required to be a lifelong, engaged and competent reader.

- Teachers provide a model of what effective readers do.

- Teachers provide structured demonstrations while they think aloud about their perceptions, their confusions, their emotions, their understandings and the strategies they use to bring about those understandings.

- Every modelled lesson incorporates a range of the demonstrations of thinking, but one aspect, for example, making inferences, will be fore-grounded in a particular lesson.

- Teachers conduct regular short modelled lessons as this is most effective.

- Modelled lessons are well planned and well thought out.

- The teacher begins reading the text to the students, using precise accurate language to describe the strategy while students observe.

- The teacher prompts with questions such as, ‘What did you observe me doing? What language did you hear me use?’.
The role of the student is also made clear:

- Watch, listen, observe as the teacher models a thinking strategy or process.
- Identify the processes the teacher uses to achieve a purpose.
- Share with others, question and articulate the ways in which the teacher achieves the purpose of the lesson.

Hearing the teacher’s thinking processes as they interact with text helps students to understand what they might actively do in order to read and comprehend. When students observe good models and articulate their observations, they internalise these strategies and practices for later use. The observations made by students during the modelled lesson may be recorded on a chart for future reference.

It is important that immediately following the modelling reading, students have the opportunity to engage in shared and guided practice of the strategy.

**SHARED READING**

Shared reading relates to the visibility of the print – it must be sufficiently large to be seen. It is beneficial to include both literary and non-literary texts during shared reading sessions which provide a social model of learning together. The teacher continues to explicitly demonstrate a range of strategies, but now the students participate by contributing ideas and sharing in the reading of some of the text. During shared reading, the teacher can gauge student attentiveness and degree of active participation. An interactive read-aloud is another method of involving students in a shared text. (See details below.)

**The distinguishing features of the shared reading experience are:**
- Student interactive engagement.
- A cooperative and supportive model rather than a competitive and corrective model.
- Un-graded literature not leveled readers is the focus for of their instruction.
- The teacher can gauge student attentiveness and degree of active participation.
- Print is the focus of attention and under the control of the teacher.
- The framework is demonstration and participation, moving rapidly from demonstration to participation.

**The goals of shared reading are:**
- To encourage whole group enjoyment of text and to engage students in problem solving behaviour.
- To lead students to become risk takers.
- To clearly demonstrate the reading process and to emphasise reading strategies.
- To highlight conventions of print, to make the invisible visible, and make the abstract concrete.
INTERACTIVE READ-ALOUDS

Reading comprehension can also be developed through another form of shared reading for the purpose of enjoyment and instruction. This involves listening comprehension. The students do not have a copy of the text. The teacher reads and models thinking strategies, shares personal connections, helps students to notice the writer’s craft, encourages prediction and refers to evidence and encourages students to wonder and reflect. Students engage in thinking about concepts in the text and use the modelled strategies to understand the text. The students talk to each other about their thinking and make notes about their thinking and their responses to the reading. Students may record individual thoughts in reading note books or on individual white boards.

GUIDED READING

In guided reading, students with similar learning needs are grouped together for specific lessons to enable them to acquire the skills to be successful readers. (Note: this is not related to students being on, e.g. Reading Level 13.) The groups are flexible and fluid and are reviewed regularly as a range of learning needs is addressed. A significant part of guided reading instruction, as with all group activities, is instruction in group behaviours.

The text for guided reading is selected to address the particular teaching focus. Each student has a copy of the text which is within the range of instruction levels of the group. The support provided enables the text to be at a more challenging level than the student could read independently. Guided reading provides the bridge between modelled and shared reading and independent reading. Teachers are guiding and scaffolding the learning as students try out the strategies and discuss the processes involved in comprehending texts.

One of the important roles of the teacher during guided reading is to decide when to provide the support. Teachers articulate exactly what they are teaching students in a guided reading lesson and explain why they are teaching it. Teachers always prepare guided reading questions prior to the lesson, whether they are focussing on metalinguistic awareness, developing the use of the three cueing systems, exploring language features, or exploring comprehension strategies.

Before reading: A guided reading lesson begins with a discussion of the front cover and title, a book walk, activation of prior knowledge and prediction. Before reading could also include, for example:

- Predicting the genre and the text features.
- Proposing why the author chose the title.
- Revision of the reading strategies the students will need to know and use during the reading of the text.
Finally the students are given a clear purpose regarding the focus they need to adopt. For example:

- Using a particular strategy, e.g. reading on to aid word identification of a difficult word.
- Checking for misunderstandings while reading, marking these with Post-it arrows and being ready to explain to the group how they solved the misunderstanding or what help they still need.
- Thinking about a particular character and how that character behaved.
- Identifying the text structure and being able to explain that structure.

**During reading:** Students read part or all of the text silently and the teacher responds to student requests for assistance. If part of the text is to be read the teacher carefully chooses the breaks at appropriate points in the text. The teacher may take the opportunity to listen to individual students read aloud in a very quiet voice during this time. (Note: This is an appropriate time to take a running record of one student’s oral reading.)

**After reading:** When all of the students have read the text, or a section of the text, the teacher then guides the students to consider their predictions in light of their reading, to explore meanings and justify them with evidence from the text, and to refocus on the purpose for the reading on this occasion.

**INDEPENDENT READING**

Independent reading provides the students with the opportunity to read independently to practise and integrate the skills and strategies that they have learned during modelled, shared and guided reading. Texts or selections from texts read during modelled, shared and guided reading are revisited during independent reading.

Independent reading always follows a modelled or shared reading lesson, as follow up practice is essential to consolidate observations. The independent reading text that follows modelled reading should be chosen specifically because it supports the practice of the strategies and skills that have been modelled. Whereas the text which is used for modelling may be beyond some students’ instructional level, texts chosen for independent practice of the strategies are in the range of the students’ independent reading levels.

Independent reading also occurs during Sustained Silent Reading time. A range of quality appropriate texts at various levels must be available in classrooms to facilitate this session. The teacher librarian could assist to provide this range of texts. (Note: This is a time when teachers take the opportunity to take running records of reading. These could be completed using the texts students have chosen to read independently.)
A monitoring procedure is essential for tracking each student’s independent reading to ensure students read every day in sufficient quantity at a level that will progress their reading development.

To facilitate book selection for sustained silent reading and home reading, the teacher models a book selection procedure, looking at the front cover, the author, the illustrations, the blurb, and reading the first page to gauge the level of text difficulty.

Teachers provide opportunities for students to share their independent reading activities through:

- Reading a favourite part of the book to a small group or the class.
- Sharing powerful words or phrases from the book.
- A retell of a narrative text read.
- A brief oral book review.
- Literature circles.
- Book raps.

TEACHING INFERENTIAL COMPREHENSION

Making inferences is a key comprehension skill. We all need to make inferences to understand fully what is happening in social interactions and in texts. Competent readers see beyond the literal meaning of the text and draw conclusions not explicitly stated. Without the ability to infer or 'read between the lines', readers cannot fully understand the deeper meaning of texts.

There are a range of strategies for teaching students to infer, and includes:

- using a graphic organiser to scaffold student thinking, helping them to activate prior knowledge and apply it with evidence from the text to make a reliable inference
- thinking aloud to model the mental processes of proficient readers, and
- examining language elements, such as the noun groups and verb groups in a text, to inform inferences about character and setting.
These strategies require explicit teaching. The following four stages of explicit instruction are used:

- explain and model the strategy to be taught
- guide practice
- continue practice
- encourage students to independently recognise when and where to use particular strategies.

**SUPPORT-A-READER**

This strategy supports students to read good quality texts by reading to, reading with and prompting students. The aim of the strategy is to build students’ confidence as readers by modelling effective problem-solving strategies. The strategy can benefit reluctant readers or students who lack confidence. It allows students to become independent problem-solvers who are able to draw on a range of strategies to make meaning. There are five steps in the procedure for supporting readers:

**Step 1: Introducing the Book**

- Ask students to choose from a range of books
- Discuss the subject matter and illustrations
- Talk about the cover
- Go through the book, discussing the illustrations and predicting the storyline or information
- If possible, link the events or information to the students’ experiences

**Step 2: The First Reading**

- Read the book to students
- Confirm or reject predictions made in the first step
- Share responses together after the reading is completed
Step 3: The Second Reading

- Read together
- Allow students to ‘take off’ on their own
- Begin to hand control of the reading over to students. When students are reading along confidently, begin leaving out the words that can be easily predicted.

Step 4: Supported Reading

- Support the students’ attempts to read independently
- Become a listener
- Wait and observe
- Give cues and support students’ use of strategies

Step 5: Revisiting a Familiar Text

- Ask students to choose from a range of books previously read
- Support students to read independently, if necessary
THE TEACHING OF

WRITING

AT

WOOROOLIN STATE SCHOOL
WRITING
Writing is a vehicle for communicating and preserving knowledge. Writing is viewed as a means to transcend time and cultural boundaries. It is seen as the tool for exploring thoughts and ideas, exposing them to the world and immortalising them. Writing is considered to make thoughts concrete so that they may be analysed, evaluated, compared, reconsidered, rearranged and even changed. Writing has the potential to influence others, entertain and amuse, explain the unique phenomena of the world, recount significant events, provide valuable information, enable others to perform simple and complex processes, and respond to and critique a range of experiences. Writing is a skill that empowers our students and enables them to impact their world; a skill that must be taught through explicit instruction and honed through regular practice and writing experiences.

ASSUMPTIONS ABOUT WRITERS

- Writers bring with them varied sets of experiences and backgrounds which teachers need to consider and make connections with.
- Writers benefit from immersion in rich language environments which recognise the importance and interdependence of listening, speaking, reading and writing.
- Writers require explicit instruction of the writing process, sentence and text structure, purpose and audience, register, and language elements.
- Writers respond to quality modelling and scaffolding experiences.
- Writers benefit from social interaction.
- Writers need to be made insiders into the metalanguage used to discuss writing.
- Writers need to perceive writing as adding value to their lives.
- Writers need to engage with authentic purposes for writing.
- Writers need practice and frequent opportunities to write in order to become competent and confident communicators.
- Writers are more willing to risk-take and share their efforts where a safe, secure and accepting learning environment has been established.
- Writers are more likely to demonstrate commitment and continued interest in writing tasks when they have a sense of ownership over topics and assessments.
- Writers respond better to assessment tasks that are varied and which support and guide writing.
- Writers have varied learning styles and capabilities which teachers must be cognisant of and cater for.
WHAT GOOD WRITERS DO

- Good writers display positive attitudes towards writing, including self-motivation, confidence and a love for writing.
- Good writers manage time effectively to complete written tasks.
- Good writers plan their thoughts.
- Good writers have a clear picture of what their writing will look like before commencing, rather than an ‘invent your own journey’ approach.
- Good writers arrange thoughts in a logical sequence.
- Good writers use a range of cohesive devices to link ideas across sentences, paragraphs and whole texts.
- Good writers make their stance clear.
- Good writers support their stance with statements of opinion or evidence as required.
- Good writers use sophisticated text structures.
- Good writers meet the specific purpose of a repertoire of texts.
- Good writers meet the needs of diverse audiences.
- Good writers use appropriate formats to present their written texts.
- Good writers apply knowledge of grammar, punctuation and spelling to communicate their message.
- Good writers make appropriate language choices including persuasive, evaluative, emotive and evocative language as necessitated.
- Good writers use a range of literary devices including metaphors, similes and onomatopoeia to enhance imagery.
- Good writers use an extensive range of vocabulary.
- Good writers use specialised language.
- Good writers use precise language.
- Good writers make effective use of adverbials and adjectivals.
- Good writers effectively expand nominal groups.
- Good writers make use of nominalisation.
- Good writers maintain the correct tense throughout.
- Good writers employ a range of sentence structures to suit purpose and audience.
- Good writers make effective use of visuals (including graphs, illustrations, labelled diagrams, etc.) to support the written text.
- Good writers deliberately break writing conventions for effect.
- Good writers develop their own style.
- Good writers independently edit for meaning and proofread the mechanics of their work.
- Good writers willing revise and rework writing to produce polished pieces.
- Good writers respond to suggestions on how to improve writing.
- Good writers publish work with attention to legible handwriting.
- Good writers respond to the work of others and provide constructive feedback.
- Good writers reflect on and critically evaluate their own writing.
BELIEFS ABOUT WRITING

- Writing should be purposeful, authentic and for real an audience.
- Writing is driven by purpose and audience.
- Writing and reading are related.
- Writing and oral language are related.
- Writing rehearsed orally is motivating.
- Writing is learned through explicit instruction.
- Writing is learned by writing.
- Writing is a process.
- Writing is not always published.
- Writing should be a daily event.
- Writing should be fun.
- Writing should be valued.
- Writing requires risk-taking.
- Writing success leads to greater success.
- Writing is everybody’s business.

SHORT TASKS VS LONG TASKS

Writing tasks need not always be a lengthy, complete process. Indeed, using of a variety of short writing tasks can provide a bridge between the learner’s exposure to new knowledge and ideas, and their construction of purpose driven, correctly staged and lexically appropriate genres. In fact, purposeful short writing tasks can be designed to achieve specific learning goals across the curriculum; for example, constructing a maths problem, scribing a written conversation, interpreting data or reflecting on the findings of a scientific experiment.

When used frequently, short writing tasks can provide valuable information about student progress and can inform teaching. Frequent, short writing tasks can also provide regular opportunities to practice or focus on a specific skill; whilst shifting ownership and responsibility for writing back to the student. Short tasks can be particularly engaging for reluctant writers and can provide immediate gratification for students who find longer tasks without sufficient reward unsatisfying given the amount of effort expended. Short tasks encourage on task behaviour and productivity; they make regular feedback and opportunities to share possible.

Using short tasks is not to say that students should never write at length; just that length is not a necessary or adequate indicator of quality or ability.
TYPES OF WRITING

- Quick writes – students are given a sentence-starter, topic or stimulus picture which they respond to continuously for five to 10 minutes. The focus is on fluidly recording thoughts and ideas without emphasis on spelling, vocabulary or punctuation. Quick writes are usually intended to be shared and responded to.

- Uninterrupted sustained silent writing – students write independently for a set time without seeking input from their peers or the teacher. Topics for writing can be teacher or student generated.

- Free writes – students self-select a topic of interest to write about for a set period of time. Free writes allow students to share interests, opinions and feelings in a written format.

- Demand writing – students independently respond to a given stimulus or topic which has not been contextualised by the teacher. Students plan for five to 10 minutes, write a draft for 30 to 40 minutes; and edit and proofread for a further five to 10 minutes. This form of writing is commonly used by external testing bodies and can be difficult for students if not exposed to this form of writing.

- Partial writes – students construct just one stage from a specified text type, to focus their efforts and apply new knowledge, e.g. constructing a thesis focusing on succinctly introducing the main arguments.

- Journal writing – students reflect on something they have discovered during the course of the day. Journal writing allows for students to record learnings across the KLA.s.

- Diary writing – students recount an event and the emotional response it stirred. This is a personal form of writing and is not intended to be shared.

- Published writing – students work through the process of planning, drafting, revising, editing, proofreading, publishing and reflecting to produce a polished piece to be shared and critiqued.

- ‘Choose your own journey’ – students are given the body of a story and must write the conclusion. Alternately, students may be given the ending to a story and must construct the sequence of events leading up to the resolution.

- ‘Choose a path’ – students construct narratives with alternate endings.

- Genre writing – students write to meet a specific purpose using generic structure, its inherent language features and appropriate language choices.

- Stimulus writing – students respond to a visual stimulus to create a specified genre.

- Hot potato – the first student in the group writes a beginning sentence. The sentence is then passed to the next student to add to or elaborate. The writing passes around the group until a complete text has been composed.

- Making connections – students receive two or more seemingly unrelated objects that they must make logical links between and include in their writing.

- Lucky dip – students lucky dip from three containers – character, setting, and problem. Students construct a narrative incorporating the three elements.

- Springboard writing – students collaboratively construct the first stage of a literary or non-literary text and independently construct the remaining stages.
TIMETABLING

The teaching or writing needs to maintain a balance between daily writing (which is unrelated to the genre study) and explicit teaching of the focus genre. A balanced approach recognises that students: require daily practice of writing to build confidence and capability; need multiple opportunities to apply and refine knowledge about writing; benefit from regularly sharing and responding to the work of others; need practice to effectively manage their time and work within time constraints; enjoy writing about topics of personal interest; need to be given greater ownership and responsibility over learning; need to write for a variety of purposes in order to develop control over the full range of genres that exist; find experimentation a powerful learning tool; need to feel success and a sense of accomplishment often; and value writing when it is seen as integral to their daily lives.

Writing needs to be timetabled to allow for regular ‘daily writes’ and for the explicit teaching episodes that will ultimately lead students towards mastery of a new text type. Varying ‘daily writes’ will generate enthusiasm and increase ‘on-task’ behaviour. Uninterrupted sustained silent writing and diary writing need to be interspersed with other writing tasks if students are to be truly engaged and develop a love for writing.
TEACHING AND LEARNING CYCLE

The following Figure is a visual representation of the Teaching and Learning Cycle. The cycle comprises three main stages – building field knowledge, deconstruction and construction.
Building field knowledge is concerned with:
- making connections with the students’ backgrounds
- drawing on students’ prior knowledge and experiences
- cultivating specialised knowledge of subject matter
- introducing subject specific terminology, concepts and relationships
- exposing students to a common language for discussing writing (metalanguage)
- developing the skills of English that students require to effectively deconstruct and construct texts.

Activities for building field knowledge include:
- interviewing or listening to a guest speaker with knowledge of the field
- taking an excursion or field trip to equip students with knowledge and experiences to draw on later
- compiling a glossary of terminology for continued reference and expansion
- completing Know Want Learn (KWL) charts to determine what is already known and any further research that is required
- brainstorming and organising ideas
- using concept maps, cognitive organisers, gathering grids and data charts to collect and manage information.

Deconstruction involves:
- determining the author’s purpose for writing
- identifying the overarching theme of a text
- investigating techniques authors use to hook, position or evoke a response from the reader
- identifying the specific stages of a text
- examining the function the different stages serve
- investigating how the various stages collectively meet the overall purpose
- exploring the use and effect of different sentence structures
- unpacking the structure of paragraphs
- exploring the use of cohesive devices
- identifying the language choices made
- using metalanguage to discuss texts.

Activities for deconstruction include:
- tracking pronoun referencing throughout a text
- listing synonyms used to refer to the same person, place or object
- completing transformation exercises, i.e. cutting sentences, paragraphs or whole texts into smaller chunks to be reconstructed in the correct sequence
- completing cloze activities, e.g. masking the connectives used to sequence a text
- establishing text-to-self, text-to-world and text-to-text links
- exploring graphic organisers and generic structure scaffolds
- completing transitivity tasks, i.e. identifying and analysing the processes, participants and circumstances of particular texts.
Construction involves composing texts with varying degrees of teacher support and scaffolding; which lessens as students assume greater responsibility for their learning and display an increasing level of mastery. The three layers of the construction phase of the Teaching and Learning Cycle are:

- modelled (I write) construction
- joint (we write) construction
- independent (you write) construction

CONSTRUCTION – TEACHING AND LEARNING CYCLE

**Modelled construction** entails demonstrating:
- orally, the metacognitive processes (thinking) authors engage as they construct texts for a particular purpose and audience
- various stages in the Writing Process including planning, drafting, revising, editing and proofreading
- the construction of a specific text type using a particular organisational structure
- the use of graphic organisers as planning and coordinating tools
- effective time management strategies
- means for connecting and elaborating ideas
- ways to improve the quality of a first draft
- the development of individual style as a writer
- the language choices authors make to influence the audience
- the selection of sentence structures for effect
- the importance of accurate spelling, punctuation, grammar and handwriting.

**Joint construction** involves the shared:
- negotiation of a topic, ideas and format
- responsibility for note-taking and further research
- planning and organisation of information or ideas using graphic organisers
- composition of text using a preferred scaffold and knowledge of organisational structures
- development of the stages
- selection of language, sentence structure, cohesive devices and visuals to support written text, e.g. graph, labelled diagram, illustration
- revision of text focusing on intent, meaning, structure, word choices, punctuation, grammar and spelling
- publication of text with attention to format, presentation techniques, handwriting and visuals.
Independent construction involves individual:

- selection of a topic and sources
- collection and organisation of information or ideas using preferred graphic organisers, e.g. retrieval chart, concept map, character web, etc.
- grouping of information or ideas into paragraphs
- composition of text using an appropriate organisational structure; and applying knowledge of purpose and audience, sentence structure, paragraphing, effective language choices, vocabulary, cohesive devices, punctuation, grammar, spelling and the writing process
- revision of texts to add missing information, delete unnecessary information, clarify meaning, alter language choices, replace ideas, move sentences, correct spelling, check grammar and include all necessary punctuation markers
- publication of texts which attend to presentation, and invite reflection and feedback.
WRITING PROCESS – ACTIVE WRITING STRATEGIES

The construction stage of the Teaching and Learning Cycle has a number of phases the students progress through, in order to create a refined text. It is important to note that the purpose of writing is not always to produce an end, ‘polished’ product. For some tasks a rough draft may be sufficient. Examples of writing exercises where this is the case include journal or diary entries and ‘quick writes’. ‘Demand writing tasks’, ‘partial writes’ and ‘free writes’ will also see the students exit the writing process without producing and publishing a final draft.

Continually expecting students to publish their work can disengage writers, particularly boys. There is great value to be obtained from allowing students to put their ideas down on paper fluidly without the added burden of revisiting, reworking, reviewing, resubmitting and rewriting. Limiting the number of times a published work is expected increases productivity and motivation and fosters a love for writing.

That is not to say that publishing has no place. When used sparingly, publishing a final product is in itself exciting and rewarding. Publishing demonstrates the complete journey authors travel when writing for an audience. Publishing allows students to experience and reflect upon opportunities to enhance their writing and share quality products with their peers which demonstrate commitment to the writing process.

Active writing strategies need to be explicitly taught and are just as relevant to one grade and text type as another.
Active Writing Strategies

(Writing Process)

Prewriting: Students generate ideas for writing

Planning: Students organise their ideas for writing

Drafting: Students get their ideas on paper

Rereading: Students proof their own work and share with a peer

Editing and proofing: Students edit mechanics and... 

Revising: Improve what and how the story is... 

Final draft: Students produce their final copy

Publishing: Students publish their written pieces

Reflecting: Students celebrate and reflect on their efforts

Making Wooroolin Proud
Productive Responsible Organised United Disciplined
CURRICULUM LITERACIES ACROSS THE EIGHT KLAs

In Queensland primary schools the curriculum is organised according to eight key learning areas (KLAs). Each of these KLAs is a discreet discipline which has its own distinct literacy demands. It is imperative that all teachers take responsibility for the teaching of literacy, regardless of their specialised field, to ensure that students function as literate beings in the full range of contexts that exist inside and outside of school.

Due to the uniqueness of each of the KLAs there are some genres that are more appropriate than others for achieving subject specific goals. These genres require explicit instruction within the relevant KLAs for students to understand how the purpose, audience and register (field, tenor and mode) differs from one subject to another. There are some genres broadly applicable to a range of KLAs and others that are quite narrow.
THE TEACHING OF

GRAMMAR

at

WOOROOLIN STATE SCHOOL
WHAT IS GRAMMAR?

Grammar is a way of describing how the structure of our language works to create meaning within texts.

Whole-text level (paragraphs, cohesion, word associations, referring words)
Texts are structured in particular ways to achieve a purpose. While not all texts follow a typical pattern, there are characteristic grammatical features of many text types. Knowledge of these features can promote more successful reading and writing. Paragraphs are used to group the major ideas within a text. This organises the ideas, thus helping readers to recognise the significant ideas and make associations between them. Cohesion in a text is achieved by using a range of cohesive devices that link various parts of the text and make the whole coherent.

Sentence level (mood)
A text is made up of a number of sentences. Sentences may consist of a single clause or a number of clauses joined together. Sentences provide information about the:

• writer’s relationship with an audience
• relationship between ideas
• relative importance of ideas

Clause level (syntax, meaning, theme/rheme)
A clause is the basic unit of meaning in English. It conveys a message by providing information about what is happening, who is taking part, and the circumstances surrounding the activity.

Group level (noun group, verb group, adverbial group, modality)
A clause consists of smaller “chunks” or groups which do certain jobs. At the core is the verb group. Involved in this action might be one or more persons or things, represented by a noun group.

Word level
i) open word classes (nouns, adjectives, verbs, adverbs)
Open word classes carry the key messages in a text.

ii) closed word classes (pronouns, prepositions, conjunctions)
Closed word classes act as structural markers in the text and show logical relations between ideas. They do not carry the key message.

Figurative Language (alliteration, onomatoepia, similes, metaphors, idioms, personification, irony)

Evaluative Language
Punctuation
Metalanguage
## RELATIONSHIP BETWEEN TRADITIONAL AND FUNCTIONAL GRAMMAR

<table>
<thead>
<tr>
<th>Traditional Grammar</th>
<th>Functional Grammar</th>
</tr>
</thead>
<tbody>
<tr>
<td>is concerned with the naming of parts and with the structures of clauses and sentences</td>
<td>attempts to describe how the structure of language makes meaning in context</td>
</tr>
<tr>
<td>focuses on the sentence and the syntactic organisation of the sentence</td>
<td>uses the clause as the basic unit of meaning</td>
</tr>
<tr>
<td>classifies words in classes according to the general patterns of use in language</td>
<td>helps us understand how language constructs relations of power</td>
</tr>
<tr>
<td>identifies and works with word class in isolation within the sentence</td>
<td>applies to oral, print, visual and multimodal texts</td>
</tr>
<tr>
<td>focuses on a narrow range of written text</td>
<td>works with traditional grammar at the word level</td>
</tr>
<tr>
<td>does not explain the nuances of spoken language</td>
<td>considers the text in order to describe functions of word classes</td>
</tr>
<tr>
<td>is based on a set of rules that can be taught in a decontextualized context and are easily broken, particularly in spoken situations</td>
<td>shows how texts work beyond the level of the sentence</td>
</tr>
<tr>
<td>provides a set of tools based on the notion of choice which explain how meaning is made in real contexts; and so applies to all subjects and all Key Learning Areas</td>
<td></td>
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</tbody>
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THE TEACHING OF

SPELLING

AT

WOOROOLIN STATE SCHOOL
WHAT IS SPELLING?

Learning to spell is the process of working out the patterns and systems of the English language and then applying these understandings to new words as they are encountered. Spelling competency is principal to being considered literate. The ability to spell accurately and automatically enables writers to effectively convey their message and be understood by an audience. Knowing what words mean, how they sound, how they look, how they change form, and where they come from supports the reading process. It is through an integrated, balanced and systemic approach that enhanced learning outcomes for spelling can be achieved.

Spelling is nested within the inner ‘Letters and Sounds’ circle of the Functional Model of Language. This core circle deals with the word level of language development. Spelling also sits within the ‘Code Breaker’ and ‘Text User’ quadrants of the Four Resources Model. ‘Code breaking’ entails determining how words sound, look, change form and how they have been shaped by history. ‘Text using’ involves successfully communicating a message to an intended audience and relies upon accurate spelling to achieve its purpose. Spelling and vocabulary are integral to each phase of the Teaching and Learning Cycle. Spelling and vocabulary are explicitly taught, extracted, explored, interrogated, expanded and incorporated at the various stages within the cycle. Spelling and vocabulary are also central to the eight key learning areas. Productive pedagogies enhance the potential for spelling competency. Productive pedagogies provide opportunities for differentiation, deep understanding, student engagement, metalanguage and knowledge integration.

WHAT DOES AN EFFECTIVE SPELLING PROGRAM LOOK LIKE?

An effective spelling program:

- Facilitates awareness of the four layers of spelling knowledge which are needed to understand our orthographic spelling system – phonological knowledge (the sound of spelling), visual knowledge (the patterns of spelling), morphemic knowledge (the function of words) and etymological knowledge (the history of words)

- Identifies and caters for spelling learners at five distinct developmental stages – the preliminary state, semi-phonetic stage, phonetic stage, transitional stage, the independent stage

- Makes links between reading, writing and spelling

- Uses a balance of modelled, guided and independent teaching strategies to support and extend students as they learn to spell
• Uses a multi-sensory approach to the teaching of spelling through kinaesthetic, visual, auditory and metacognitive strategies

• Prescribes core word lists and ‘no excuse’ lists appropriate to each year level

• Utilises word families and word sort activities to construct and reinforce visual, phonological, morphemic and etymological knowledge

• Makes use of a spelling journal as a storage facility for word families, personally significant words and important spelling discoveries

• Specifies spelling rules and generalisations appropriate to each year level

• Provides a rich bank of spelling activities

• Has systematic and explicit teaching of active spelling strategies and metacognitive knowledge

• Employs a range of assessment strategies

• Provides a spelling proforma

• Makes references and meaningful links to the Australian Curriculum

SPELLING – A DEVELOPMENTAL PROCESS

Learning to spell is a developmental process whereby students move through five distinct phases to become independent spellers.

The phases include:

• Preliminary spelling

• Semi-phonetic spelling

• Phonetic spelling

• Transitional spelling

• Independent spelling
**Preliminary Spellers typically:**

- Understand that print carries a message
- Use letter-like symbols that do not correspond to sounds to represent written language
- Arrange symbols horizontally
- Lack the concept of word
- Do not understand the alphabetic principle
- ‘Read’ a message shortly after writing, which can change with subsequent readings

**Semi-phonetic spellers typically:**

- Understand that alphabet letters say sounds and that words are comprised of groups of letters
- Attend to only the most prominent sounds when writing words
- Represent a whole word with one, two or three letters, mainly consonants
- Use left to right and top to bottom orientation of print
- Use letter name strategies such as ‘r’ for are and ‘mi’ for my
- Demonstrate a developing awareness of phonemic segmentation
**Phonetic spellers typically:**

- Choose letters on the basis of sound without regard for conventional spelling patterns, e.g. kaj (cage)
- Sound out and represent all substantial sounds in a word, e.g. ktn (kitten)
- Develop particular spellings for certain sounds often using self-formulated rules, e.g. becoz (because) and woz (was)
- Confuse short vowel sounds
- Confuse ‘n’ or ‘m’ before a consonant
- Confuse past tense markers
- Omit silent letters

**Transitional spellers typically:**

- Show awareness of word segmentation and special orientation
- Being to articulate the strategies used in problem solving the spelling words
- Use letters to represent all vowel and consonant sounds in a word, placing vowels in every syllable
- Use beginning visual strategies, such as knowledge of common letter patterns and critical features of words, e.g. silent letters and double letters
- Include most appropriate letters in words, but may reverse some letters’ patterns
- Represent words using every sound heard
- Use beginning basic morphemic knowledge when spelling new words
- Differentiate alternate spellings for the same sounds
- Discuss strategies for spelling difficult words
Independent spellers typically:

- Are aware of, and can explain, the many patterns and rules that are characteristic of the English spelling system – sound, meaning, visual and etymological patterns, e.g. common English letter patterns, relationship between meaning and spelling
- Make generalisations and are able to apply them to new situations, e.g. rules for adding suffixes
- Accurately spell and can apply most prefixes, suffixes, contractions, compound words
- Use context to correctly distinguish homonyms and homophones
- Use Silent letters and double consonants correctly
- Effectively spell words with uncommon spelling patterns and words with irregular spelling, e.g. aisI, quay
- Use a multi-strategy approach to spelling, using sound, meaning, visual and etymological patterns
- Are able to recognise when a word doesn't look right and think of alternative spellings
- Analyse and check work, editing writing and correcting spelling
- Recognise word origins and use this information to make meaningful associations between words
- Continue to experiment when writing new words
- Use spelling references such as dictionaries, thesauruses and resource books appropriately
- Use syllabification when spelling new words
- Have accumulated a large bank of know sight words and are using more sophisticated language
- Show increased interest in word similarities, differences, relationships and origins
- Are willing to take risks and responsibilities and are aware of a writer’s obligations to readers with regard to spelling
• Have a positive attitude towards themselves as a speller, a genuine interest in words and enjoy using them

• Are willing to use a range of resources and extend knowledge of words, including derivation, evolution and application.


AN INTEGRATED AND BALANCED APPROACH TO SPELLING

An integrated and balanced approach to spelling is paramount to an effective spelling program and recognises the interdependence that exists between reading, writing and spelling through:

• Modelled and shared reading experiences

• Complementary activities

• Independent writing tasks

• Modelled and shared writing lessons

• Independent reading opportunities

• Sharing and reflecting sessions Adapted from First Steps: Spelling Development Continuum, 1997

Modelled and Shared Reading provide contexts for the teacher to deliberately expose students to the concepts and conventions of print; graphophonetic relationships; word knowledge; high frequency and high interest words; sounds of words (syllables, rhyme, onomatopoeia, alliteration); word meanings and derivations; strategies for generating hypotheses regarding word structures and modifications; and new, challenging, technical or specialised vocabulary. These lessons are explicit and the role of the teacher is expert.
Complementary Activities enables students to practice, refine and consolidate their phonological awareness; alphabet knowledge; sound/symbol knowledge; word knowledge; rules for pluralisation; understandings of morphemic relationships (effects of adding ‘ed’ and ‘ing’ etc); and their understandings of the critical features of words including visual letter patterns, common letter sequences, small words within big words, word roots, prefixes, suffixes and compound words. Complementary activities encourage students to experiment, solve problems, take risks, self-correct and learn from their mistakes in a supportive environment. The role of the teacher is to guide and observe learning and make decisions about the developmental milestones and needs of each individual.

Independent Writing otherwise known as joint construction of texts, enables teachers to demonstrate the ‘think aloud’ strategy; explore the techniques of proofreading, editing and reworking texts; and investigate the deliberate choices of language made to suit different purposes and audiences. Modelled and shared writing also provides opportunities for students to witness spelling strategies in action such as ‘having-a-go’ using print around the room, using a dictionary, looking to see whether a word looks right, considering sounds-symbol relationships, segmenting words into syllables, and using knowledge of word origins.

Independent Reading allows students to broaden their vocabulary, engage with concepts and conventions of print, meet different representations of words, encounter high interest and high frequency words, construct meaning and discover language appropriate to different text types. The role of the teacher is to provide ample opportunities to read high interest books, both of an independent an instructional level, and both of a literary and non-literary (informational) nature.

Sharing and Reflecting engages students in thinking and talking about their learnings, the successes experienced and those strategies found to be useful when spelling. Possible ways for students to share and reflect on their experiences include informally reporting back to others a spelling discovery (new word, compound word, rule, word origin, word meaning or visual letter pattern, etc); devising a mnemonic to help remember difficult words; adding a high interest or personally significant word to an individual spelling list; role-playing being teacher; making an entry in a learning log or spelling journal; designing posters and checklists to help others on their spelling journey; or contributing to a class chart of spelling discoveries.

Adapted from First Steps: Spelling Developmental Continuum 1997
MODELLED, GUIDED AND INDEPENDENT SPELLING

**Modelled Spelling** involves explicit teacher demonstration of the use and integration of phonological, visual, morphemic and etymological knowledge in the context of reading, writing and spelling. Modelled spelling is usually a whole class experience.

**Guided Spelling** is typically an individual or group activity whereby spelling is differentiated and targeted to meet the needs of like groups of students.

**Independent Spelling** involves the individual application and practice of the spelling knowledges that have been the focus of modelled and guided spelling sessions. As the students interact with spelling the teacher provides feedback, observes, records and encourages efforts.

*Adapted from Explicitly Teaching Spelling as, p13 2009*

MULTI-SENSORY APPROACHES

Students, regardless of the developmental spelling stage they are operating in, have preferred learning styles that when tapped into and expanded have the potential to accelerate knowledge acquisition and spelling proficiency. A multi-sensory approach teaches students to utilise their eyes, ears, hands and mind effectively and collaboratively to explore the spatial, acoustic and semantic components of words. Multi-sensory activities provide synthesised opportunities to feel, vocalise, visualise and memorise standard and non-standard letter combinations through:

- Attention to the acoustic properties of words by exaggerating the tricky syllable’s sound
- The use of writing techniques which increase kinaesthetic feedback, e.g. using a felt-tipped pen on sand paper
- Attention to legible handwriting, using the correct and efficient entry and exit points for each letter
- Provision of useful tips for remembering tricky words including over enunciation, locating smaller words within words, highlighting unusual letter patterns and chunking words into manageable syllables
- The creation of a memory screen, i.e. students take an imaginary photograph of a tricky word and project it on a screen inside their head
- The development of nonsense sentences to cue specific letter combinations and patterns
Multi-sensory approaches are highly motivating, stimulate a curiosity in words and sustain attention for prolonged periods.

CORE LISTS

Core lists are compact lists of words that are considered to be the minimum expectation of spelling competency at different developmental stages. Word families are lists of words grouped according to a common visual, phonological, morphemic or etymological feature which when thoroughly investigated and manipulated, provide students with significant opportunities to problem-solve, generate spelling generalisations and expand vocabulary. Core lists and word families are set out in a progressive fashion and used at Wooroolin State School through the Sound Waves programme.

Personally-significant words can further shift students towards spelling competency and automaticity.

At Wooroolin State School weekly spelling lists comprise words that reinforce the four knowledges, specific purpose words and individual student words which continue to cause concern. The basis for the weekly spelling lists is the Sound Waves List Words.

WORD FAMILIES AND WORD SORTS

Word sorting is an approach to the study of words which ensures students engage with and manipulate specific word families and move beyond viewing them as merely lists of words with ‘some’ common feature. ‘Word sorting’ as the name suggests is the act of categorising words accordingly to the visual, phonological, morphemic or etymological characteristics they share. The ability to sort words is a complex task which requires students to think analytically about which words belong together, independent of the way they may look or sound. Word sorting requires students to physically manipulate words, which have been recorded on cards, into like groups. It is intended to be a cooperative activity, whereby students discuss, justify and negotiate the placement of words within particular groups.
SPELLING JOURNALS

Spelling journals serve as an individualised and collective bank of core lists, word family lists and personally significant lists which can be readily accessed and utilised during the writing process. They are intended to act as a fluid document which is regularly visited and regularly updated. Effective spelling journals also promote the ‘look-say-cover-write-check’ strategy.

GENERALISATIONS

Generalisations are guides to the usual spelling and treatment of words based on specific letter combinations, the addition of affixes, pluralisation and etymological origina. Generalisations have numerous exceptions that, without explicit exploration, have the potential to trick students and lead to misconceptions.

ACTIVITIES BANK

At Wooroolin State School a variety of spelling activities designed to activate phonological, visual, morphemic and etymological knowledge are included in our spelling programme. These:

- Use multi-sensory strategies linked to each student’s Aus Identities profile
- Are appropriate to the developmental stage students are operating in
- Are flexible enough to cater for differentiated instruction
- Are highly motivating and engaging
- Stimulate active spelling strategies
- Develop knowledge of self as a speller
- Provide positive experiences and feedback
- Are implemented through systematic and explicit teaching
EXPLICIT TEACHING OF ACTIVE SPELLING STRATEGIES AND METACOGNITIVE KNOWLEDGE

‘Spelling is taught not caught’. We believe it is only through explicit teaching of active spelling strategies and metacognitive thinking processes that students can master spelling the 10,000 words that the average literate person can accurately and automatically write.

ASSESSMENT

At Wooroolin State School we believe that spelling knowledge and understanding is paramount to providing individualised and differentiated spelling instruction. These should be diagnostic and analytical in nature. Please see our Assessment Framework for further information in this area.

PLANNING DOCUMENTS

Please see the attached documents which outline the spelling programme for Wooroolin State School.
THE TEACHING OF

SPEAKING

and

LISTENING

AT

WOOROOLIN STATE SCHOOL
ORAL LANGUAGE IN THE EARLY YEARS OF SCHOOLING

Oral language plays a vital role in the learning and lives of all students, but particularly early childhood students. These students learn to adjust their home language in order to use and understand the language of schooling.

Michael Halliday lists seven functions of oral language which relate to the different ways young children use language to achieve particular purposes within particular contexts. These functions are:

- Instrumental *I want*
- Regulatory *Do as I tell you*
- Interactional *Me and you*
- Personal *Here I come*
- Heuristic *Tell me why*
- Imaginative *Let’s pretend*
- Representational *I’ve got something to tell you*


According to Halliday these functions are the foundation of adult language and provide an apprenticeship into the notion of genre. As children develop an understanding of the predictable language patterns of common genres they begin to realise the potential of language.

The functions are not hierarchical, although *Instrumental* is usually observed first, and *Representational* is usually the last to develop. For very young children each utterance begins as only one function. The functions begin to shade into each other, and eventually evolve into abstract functional components of the adult grammatical system.

Halliday states that the two functions crucial to success in school are *Personal* and *Heuristic*. The ability to operate effectively in these functions is something that has to be learnt; it does not follow automatically from the acquisition on the grammar and vocabulary of the mother tongue. (Halliday, *The Language of Early Childhood*, 2003)

In order to support students to become competent in all language functions, strategic decisions need to be made in order to plan the teacher talk and choose the most appropriate teaching and learning strategy.
HOW DO CHILDREN LEARN TO TALK?

They require:
- Good speaking and listening models
- An interactive environment
- Exposure to books and games
- Encouragement to play and make believe
- An introduction to rhymes and songs
- Encouragement to talk in a variety of situations with a variety of people
- Repetitive language (eg. rhymes, stories)
- A purpose for talking
- An expectation to communicate
- Opportunities to use and practice language

EXPRESSIVE LANGUAGE (Speaking)
Expressive language is the ability to express ideas, wants and needs (Naming objects, using the correct words, using the correct grammar, sentence structure, retelling a story).

RECEPTIVE LANGUAGE (Listening)
Receptive language is the ability to understand language (ie. Understanding vocabulary, following directions, concept knowledge, understanding different sentence structure)

PRAGMATICS
Pragmatics is referred to as social skills or conversational behaviours. It includes:
- Establishing and maintaining eye contact
- Beginning, ending and maintaining a conversation
- Turntaking
- Greetings
- Understanding body language
- Selecting a conversational topic
- Appropriately disagreeing
SUPPORT –A-TALKER

Support-A-Talker (SAT) is an oral language program for Prep, Year 1 and/or Year 2 students. The aim of SAT is to provide children experiencing language delays the opportunity to interact regularly with a supportive adult to enhance the child’s language learning. The target student population is those students with language delays.

PREPTALK

Prep Talk was a Greater Brisbane project which has developed into a wider spoken language programme for schools across Queensland. Prep Talk is play based and child centred, has a structured framework and is easy for teachers to adopt. It incorporates a number of strategies for teachers to use to support the development of spoken and early written language. The overall structure also allows specific additional support for individual students to be incorporated into the classroom program.

LISTENING

At Wooroolin State School we encourage active listening.

Active listening strategies

Students who are effective listeners listen in order to understand and respond appropriately in a variety of situations for a range of purposes. Listening is an active process that involves comprehension and the active building of meaning.

The processes involved in listening require listeners to:

- retrieve information
- make inferences from the spoken text
- interpret and integrate ideas and information
- evaluate spoken texts by critically reflecting on content, structure and language used.