



# Melrose Primary School

RESPECT ~ HONESTY ~ RESPONSIBILITY ~ EXCELLENCE

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## Whole School Literacy Agreement

**The Australian Curriculum: English** rationale states:

*The study of English helps create confident communicators, imaginative thinkers and informed citizens. It is through the study of English that individuals learn to analyse, understand, communicate and build relationships with others and with the world around them. The study of English helps young people develop the knowledge and skills needed for education, training and the workplace. It helps them become ethical, thoughtful, informed and active members of society.*

Our vision at Melrose Primary School is that all students receive high quality teaching in literacy. Staff are committed to a whole school literacy agreement that will ensure consistency from Reception through to Year 6.

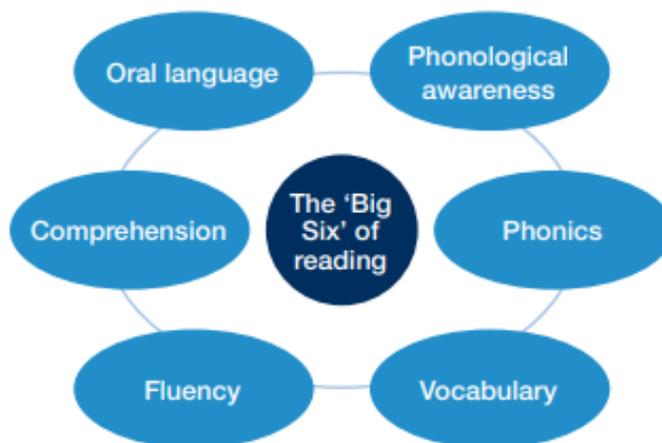
At Melrose Primary School we use methodologies that explicitly teach read, write and spell in an integrated way. Beginning with a strong phonics base, breaks down the complicated spelling, writing and reading processes in a logical, sequential and cumulative way. By explicitly teaching small units of knowledge and building on these, allows students to develop a strong understanding of the English language. This provides students with the tools to independently spell, write and read, and the ability to transfer these skills to meaningful contexts. Our whole school commitment is to teach aspects of literacy using the DfE scope and sequence and an integrated phonics program.

The following areas of literacy are taught using a sequential and an integrated approach across the whole school.

- Phonological Awareness (hearing the sounds in words)
- Synthetic phonics program (connecting the sound to the written letter)
- Spelling (letter patterns, rules and syllables)
- Vocabulary
- Grammar for Sentence Instruction (Parts of Speech, Punctuation)
- Sentence Structure
- Text Types (Recount, Exposition, Information Report, Narrative, Explanation, Procedure and Description)
- Literary Appreciation (the ability to understand, enjoy and evaluate works of Literature)
- Reading and Text Comprehension (Graded Readers and the Accelerated Reader Program)

Our school practices are consistent and aligned with the Australian Curriculum Outcomes and Achievement Standards, the National Literacy Learning Progressions, and the Department for Education requirements - Reception to Year 6. A minimum of 500 minutes of literacy is taught across all year levels per week. Whole school mapping (from the Australian Curriculum and the National Literacy Learning Progressions) in Spelling, Writing and Reading outlines all areas of English to be taught from Reception to Year 6. Literacy capabilities are embedded throughout all other learning areas across the curriculum.

This methodology underpins all literacy teaching and learning at Melrose Primary School. All teachers follow the Big 6 Components of Reading (Oral language, Phonological awareness, Phonics, Vocabulary, Fluency and Comprehension) to develop quality learning and teaching programs. This is also informed by the South Australian Teaching for Effective Learning Framework (TfEL) based on building student learning to maximise student engagement and achievement. Teachers individualise learning, and make adjustments to teach students to their capabilities and levels, backgrounds, and other possible factors that may impact on their learning.



Staff attend training and development sessions which support the implementation of learning programs in classrooms. Staff are also encouraged and given opportunities to observe their peers, share their programs and practices, and moderate work with colleagues, to ensure consistency across all year levels.

	<b>The Big 6 components</b>
1) Oral language	Is the foundation for learning to read
2) Phonological awareness	Is the ability to recognise and manipulate the sounds in spoken words
3) Phonics	Involves recognising the relationship between letters and sounds
4) Vocabulary	Is critical to success in reading and academic achievement. When children know the meaning of a word, they are more likely to be able to read it and make sense of it within a text.
5) Fluency	Is the ability to make reading sound like spoken language. It is reading words accurately with appropriate phrasing, expression and pace. It is not the ability to just read quickly.

6) Comprehension	Proficient readers monitor their understanding as they read, focus on relevant parts of the text, make and monitor predictions and evaluate content, and adjust their reading strategies, pace and vocabulary knowledge, as well as their strategies for decoding unfamiliar text
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**To be inclusive of all students Melrose Primary School staff:**

- Provide differentiated programs to cater for individual learning needs
- Organise intervention programs for students who are not meeting expected Standard of Educational Achievement (SEA) benchmarks
- Lead students to achieve learning goals based on the Australian Curriculum Learning Progressions.
- Review the Whole School Literacy Agreement annually

**WHOLE SCHOOL ASSESSMENT**

To maximise student learning outcomes, staff are committed to collecting and analysing student data using the following whole school testing timeline which is stated on page 3. The purpose of this timeline is for teachers to reflect on their teaching, inform their teaching practices and report on student progress.

Assessment Schedule	Rec	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
Writing – Brightpath Scaling	■	■	■	■	■	■	■
South Australian Spelling Test, Terms 1 & 4		■	■	■	■	■	■
NAPLAN (Term 1)				■		■	
PAT – Reading (Term 3)		■	■	■	■	■	■
Sutherland Phonological Test (Wave 2) Term 4		■	■				
Phonics Screening Year 1		■	■	■			
SA Spelling Test T1 & 4 (Yr 1-6)		■	■	■			
		■	■	■			