



2. (i) LITERACY OVERVIEW

Although the overview describes content in year levels, it is important that staff make professional judgements about when to introduce content based on children's prior knowledge and achievements.

		K	pp	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6	YEAR 7	
WRITING	MAJOR TEACHING EMPHASES	Curriculum Framework Statement of Learning - English, English Syllabus K - 3 and 4 - 7 Writing scope and sequence document DET Literacy Online Resources - Spelling and Word Study and Grammar and Punctuation First Steps Writing Map of Development and Resource Book									
	KEY LEARNING ACTIVITIES	DET Literacy Online Resources - K Phonological Awareness and Graphophonics First Steps- Writing Map of Development and Writing Resource Book School Based Oral Narrative Framework Diana Rigg Literacy Resources	DET Literacy Online Resources - P/1 Spelling and P/1 Grammar and Punctuation First Steps- Writing Map of Development and Writing Resource Book K-3 Classroom Literacy Assessment- high frequency word lists Construction of Word Walls School Based Oral Narrative Framework Diana Rigg Literacy Resources	DET Literacy Online Resources - Year 2/3 Spelling and Word Study and 2/3 Grammar and Punctuation First Steps- Writing Map of Development and Writing Resource Book K-3 Classroom Literacy Assessment- high frequency word lists Construction of Word Walls School Based Oral Narrative Framework Diana Rigg Literacy Resources Timed writing activities	DET Literacy Online Resources - Year 4/5 Spelling and Word Study and 4/5 Grammar and Punctuation First Steps- Writing Map of Development and Writing Resource Book Construction of Word Walls High frequency word lists in Spelling and Word Study DET Online Resource School Based Narrative Framework Timed writing activities	DET Literacy Online Resources - Year 6/7 Spelling and Word Study and 6/7 Grammar and Punctuation First Steps- Writing Map of Development and Writing Resource Book Construction of Word Walls High frequency word lists in Spelling and Word Study DET Online Resource School Based Narrative Framework Timed writing activities	High frequency words are included as part of a personalised spelling program in Year 1 to 7 classrooms. The program should also incorporate subject specific words, words related to current topics or themes and words misspelt in writing. The Look, Say, Cover, Visualise and Check strategy to learn to spell new words, and strategies associated with Have-A-Go Pads to spell unknown words, should be used across year levels.				
	KEY ASSESSMENT STRATEGIES	First Steps Writing Map of Development to be used in K to Year 7 classrooms - Focussed observation of literacy behaviours. Conferences and interviews Analysis of products including student self-assessment and goal setting Writing samples - Collection of 1 unassisted sample each term. Have-A-Go Pads Tests to be used as appropriate to phase of development to support accurate judgements. Diana Rigg- Screening tools including Pre-Literacy and Early Literacy for Years K-3 Literacy Net to be used in Kindergarten to Year 7 classrooms.									
	Diana Rigg Pre-Literacy Screening Tool	On Entry Assessment K-3 Classroom Literacy Assessment- high frequency word lists (Yr 1) Diana Rigg Pre-Literacy Screening Tool Early Literacy Screening Tool (Year 1)	Diana Rigg Early Literacy Screening Tool K-3 Classroom Literacy Assessment- high frequency word lists South Australian Spelling Test (Yr 2- Form B, Yr 3 -Form A) Timed Narrative Assessment (NAPLAN Marking Guide)	South Australian Spelling Test (Yr 4 Form B Yr 5 Form A) Timed Narrative Assessment (NAPLAN Marking Guide)	South Australian Spelling Test (Year 6 Form B) Timed Narrative Assessment (NAPLAN Marking Guide)						

READING	MAJOR TEACHING EMPHASES	Curriculum Framework Statement of Learning - English, English Syllabus K - 3 and 4 - 7 Reading scope and sequence documents <i>First Steps</i> Reading Map of Development and Resource Book				
	KEY LEARNING ACTIVITIES	<i>First Steps</i> - Reading Map of Development and Reading Resource Book	<i>First Steps</i> - Reading Map of Development and Reading Resource Book	<i>First Steps</i> - Reading Map of Development and Reading Resource Book Reciprocal Reading	<i>First Steps</i> - Reading Map of Development and Reading Resource Book Reciprocal Reading Cooperative Reading - Four Roles of a Reader framework i.e. Code Breaker, Text User, Text Participant, Text Analyst	<i>First Steps</i> - Reading Map of Development and Reading Resource Book Reciprocal Reading Cooperative Reading - Four Roles of a Reader framework i.e. Code Breaker, Text User, text Participant, Text Analyst
	KEY ASSESSMENT STRATEGIES	<p><i>First Steps</i> Reading Map of Development to be used in K to Year 7 classrooms Focussed observation of literacy behaviours. Conferences and interviews Analysis of products including student self-assessment and goal setting</p> <p>Think-alouds Work samples Retells Cloze procedures Oral reading/miscue analysis</p> <p>Tests to be used as appropriate to phase of development to support accurate judgements PM Benchmark Kit Literacy Net to be used in Kindergarten to Year 7 classrooms.</p>				
		Diana Rigg Pre-Literacy Screening Tool	On Entry Assessment Diana Rigg Pre-Literacy Screening Tool Early Literacy Screening Tool (Year 1) K-3 Classroom Literacy Assessment- Key sight words Comprehension Task 2 (Yr 1)	Diana Rigg Early Literacy Screening Tool K-3 Classroom Literacy Assessment- Key sight words Comprehension Task 1 (Year 2) Task 3 (Year 3) Task 4 (Year 3)	Read Around Write Around Comprehension Task	Read Around Write Around Comprehension Task

		K	PP	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6	YEAR 7	
LISTENING AND SPEAKING	MAJOR TEACHING EMPHASES	Curriculum Framework Statement of Learning - English, English Syllabus K - 3 and 4 - 7 Listening and Speaking scope and sequence documents <i>First Steps</i> Speaking and Listening Map of Development									
	KEY LEARNING ACTIVITIES	<i>First Steps</i> Speaking and Listening Map of Development and Resource Book School Based Oral Narrative Framework	<i>First Steps</i> Speaking and Listening Map of Development and Speaking and Listening Resource Book School Based Oral Narrative	<i>First Steps</i> Speaking and Listening Map of Development and Speaking and Listening Resource Book School Based Oral Narrative			<i>First Steps</i> Speaking and Listening Map of Development and Speaking and Listening Resource Book School Based Oral Narrative		<i>First Steps</i> Speaking and Listening Map of Development and Speaking and Listening Resource Book School Based Oral Narrative		
	KEY ASSESSMENT STRATEGIES	<i>First Steps</i> Speaking and Listening Map of Development to be used in K to Year 7 classrooms - Focussed observation of literacy behaviours. Conferences and interviews Analysis of products including student self-assessment Spoken presentations to be used as appropriate to phase of development to support accurate judgements Literacy Net to be used in Kindergarten to Year 7 classrooms									
			On Entry Assessment								
VIEWING	MAJOR TEACHING EMPHASES	Curriculum Framework Statement of Learning - English, English Syllabus K - 3 and 4 - 7 Viewing scope and sequence documents									
	KEY LEARNING ACTIVITIES	Focus for learning activities in the Early Childhood Phase: <ul style="list-style-type: none"> valuing different life and viewing experiences viewing as communication codes and conventions used in visual text building viewing terminology strategies for making meaning from visual texts awareness of viewing thinking processes and strategies, and critical viewing practices shared and individual viewing experiences using traditional and new visual texts 					Focus for learning activities in the Middle Childhood Phase: <ul style="list-style-type: none"> the influence personal experiences and different points of view have on making meaning exploring visual text forms and content individual and alternative viewing interpretations extending visual terminology viewing as an active process extending viewing strategies and developing critical viewing practices explaining viewing and thinking processes and strategies viewing and sharing increasingly complex and diverse traditional and new visual texts 				
	KEY ASSESSMENT STRATEGIES	OSF to be used in K to Year 7 classrooms - Focussed observation of literacy behaviours Analysis of products including student self-assessment, Work samples, Literacy Net to be used in Kindergarten to Year 7 classrooms									

ASSESSMENT MANAGEMENT
CLASS LEVEL

TOOL	CYCLE	STORED IN INDIVIDUAL STUDENT FILES
<i>First Steps</i> Maps of Development K-7 - Whole Class Profiles (teacher planning purposes)	Mid Terms 1 and 3	
On Entry Assessment	Pre-Primary	YES
Literacy Net K-7 - Class Profiles (teacher planning purposes) - Student Profiles (completed for identified students)	Week 3, Term 4 in Kindergarten and by Week 8, Terms 1 and 3 in PP to Year 7 Ongoing (updated at least once each term)	YES
Read Around Write Around Comprehension Task	Week 3, Term 4	SAER children
Timed Writing Assessment	Term 1- Years 3,5 and 7, Term 4- Years 2,4 and 6	YES
School Based Phonic and High Frequency Words Tests	Each term	SAER children
South Australian Spelling Test	Week 3, Term 4	SAER children
K-3 Classroom Literacy Assessment Comprehension tasks	Week 3, Term 4 Task 1 -Year 2 Term 1	SAER children

SCHOOL LEVEL

TOOL	CYCLE
NAPLAN Reading, Writing, Spelling, Punctuation and Grammar Years 3, 5 and 7	May
Student summative reports	July, December
On Entry Assessment	Pre-Primary