

LITERACY PLAN 2016-2017:

Our Vision: *Making a Difference for Every Student*



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Our Belief

Every teacher at Loganlea State High School is responsible for teaching literacy and will:

- Engage students in literacy activities relevant to curriculum area and the real world context
- Recognise diverse abilities, cultural backgrounds and life circumstances of students
- Engage in professional learning communities to develop specific teaching practices that align with the schools pedagogical framework
- Teach reading, vocabulary, comprehension and writing, as well as the technical processes associated with language inclusive of spelling, grammar and the writing of correctly punctuated sentences and paragraphs across all curriculum areas
- Utilise a variety of teaching practices (scaffolding, modelling, questioning, monitoring and feedback as well as coaching) and research based programs such as *Symphony of Teaching and Learning*.

Our Pedagogical Approach to Literacy

All teachers, across all faculties, are committed to the explicit teaching of literacy in alignment with the school's pedagogical framework, *Making a Difference for Every Student*. Integral to *Making a Difference for Every Student* and literacy learning is a common language and shared understanding of instructional routines. All teachers are committed to the implementation of a gradual release of responsibility in their classrooms and the explicit teaching of reading and vocabulary. Specifically, every faculty has guaranteed the explicit teaching of Question – Answer – Relationship and Marzano's Six Step Process to Building Academic Vocabulary to improve the literacy outcomes of all students.

Our Targets

Loganlea State High School's target is to support every student to achieve a C or better in every subject. Literacy is integral to meeting this target. Embedded literacy at Loganlea State High School will improve the knowledge and skill of all students to ensure they achieve their personal potential and become independent learners; confident when speaking, signing or writing. Specific targets include:

- 100% of our students will be engaged in literacy learning across all curriculum areas every day they are at school
- 100% of all Junior Secondary students will be engaged in NAPLAN specific learning and practices to ensure that by year 9, students will be confident in accessing the testing instrument and will make gains or achieve at or above National Minimum Standards across all domains (reading, writing, spelling, grammar and punctuation) according to their personalised learning plan
- Students in Junior Secondary will demonstrate measurable gains in reading and comprehension using PAT-R, Waddington and PROBE testing instruments
- Students across all year levels will practice spelling specific to the meta language of the curriculum area
- All students will access a differentiated curriculum to ensure 0% difference in outcomes

Monitoring, Assessment and Intervention

All teaching staff of KLAs will provide:

- Appropriate and timely, pre-testing, formative and summative assessment
- Feedback that is constructive and timely
- Differentiated learning and curriculum materials which respond to individual and class group needs
- Diagnostic testing, referral to learning support co-ordinator and targeted specific interventions to remediate learning difficulty
- Scaffolding and exemplars for all written and spoken tasks across all faculties
- Moderated samples to ensure feedback and marking is in line with criteria
- Opportunities for regrouping and extension.

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GRAMMAR AND PUNCTUATION	READING AND COMPREHENSION	WRITING AND SPELLING	SPEAKING AND LISTENING	VISUAL LITERACY
<p>All teachers will actively teach and monitor conventions of written language:</p> <ul style="list-style-type: none"> -Capitalisation and full stops -Sentence construction -Punctuation appropriate to sentence type -Appropriate tense -Weekly grammar lessons in Junior Secondary English reinforced with appropriate homework activities 	<p>Students will develop phase appropriate reading and comprehension competencies through modelled reading, guided reading and independent reading. Loganlea State High School teachers will:</p> <ul style="list-style-type: none"> -Scaffold and contextualise the teaching of reading and reading strategies for each subject area -Focus on text structures and language patterns - Explicitly teach reading comprehension strategies through Loganlea SHS's Signature reading strategies including, but not restricted to, QAR, Marzano's Six Step Process for Building Academic Vocabulary and SIMPA. -Provide opportunities for self-correction, re-reading, independent reading and prediction -Engage students with interesting, complex, culturally diverse and subject specific reading materials -Monitor SSR (10 minutes every English and SOSE lesson) and provide opportunities for journal writing for reflection -Create subject specific meta-language/vocabulary lists and explicitly teach key words for each unit- so that students understand the <i>Three Tiers of Vocabulary</i>. -Teach inference and provide opportunities for practice 	<p>Loganlea State High School students come to the school with complex learning challenges but are often skilled in modern literacy skills. As a consequence teachers will:</p> <ul style="list-style-type: none"> -Explicitly teach, model and scaffold all extended and short response writing tasks -Explicitly teach a range of text types and genres -Explicitly teach perfectly punctuated sentence and paragraph writing -Ensure that students practice writing simple, compound and complex sentences when answering questions -Include a written assessment task each term -Use writing and the testing of spelling to gather information about a student's progress-paying particular attention to gaps in literacy skills -Implement weekly spelling lists across all curriculum areas -Access to dictionaries and dictionary activities to enhance writing, vocabulary and spelling skills 	<p>Opportunities for speaking and listening are an integral part of our everyday lives. At Loganlea State High School students are encouraged to participate in a variety of speaking and listening activities across all teaching and learning areas. Students will develop these skills further through:</p> <ul style="list-style-type: none"> -Activities which value and encourage speaking and listening in their learning -The acquisition of language and speaking skills which enables students to communicate ideas, ask questions and order thoughts -Development which facilitates increased confidence in social and academic situations -Communication which models our Loganlea Way and promotes positive relationships and improved self esteem 	<p>Opportunities for interacting with visual literacies are part of all curriculum areas at Loganlea State High School. Students will develop skills to understand visual codes through:</p> <ul style="list-style-type: none"> -Visualisation activities whereby students form mental images that match the different text types-so that they can access them -Having classrooms rich in visual material that stimulates memory and cues important information and concepts -Creating summaries of concepts through use of graphic organisers and concept maps -Use of a variety of graphs and tables to present information for ease of recall and interpretation