



NORTHFIELD R-6 WHOLE SCHOOL ENGLISH AGREEMENT

Rationale/Purpose

To create confident communicators, imaginative and critical thinkers, and informed citizens. To help students develop the knowledge and skills needed for education, training and the workplace. To promote students to become ethical, informed, perceptive, innovative and active members of society.

Essential Curriculum & Planning

- Australian Curriculum Version 9.0: Achievement Standards, Language, Literature & Literacy Strands, Literacy Capability & Continuum
- DfE phonics and spelling scope & sequence Reception to Year 2
- DfE spelling and morphology scope & sequence for Years 3 to 6
- DfE genres in English
- DfE Public Education Strategy
- R-2 500 minutes minimum per week. Years 3-6 300 minutes minimum per week.

Recommended Resources

- The Big 6 Components of Reading
- DfE Best Advice [Literacy and numeracy best advice series \(edi.sa.edu.au\)](https://www.edi.sa.edu.au/literacy- numeracy-best-advice-series)
- DfE resources [Teaching and learning \(edi.sa.edu.au\)](https://www.edi.sa.edu.au/teaching-and-learning)
- *A New Grammar Companion for Teachers* by Beverly Derewianka
- Teaching & Learning Cycle (Beverly Derewianka)
- Targeted Strategies to Accelerate SAE Proficiency (LEAP)
- *Beneath the Surface of Words* by Sue Scibetta Hegland
- *Speech to Print Language Essentials for Teachers* by Louisa Cook Moats
- *The Reading Comprehension Blueprint* by Nancy Lewis Hennessy
- *The Writing Revolution* by Hochman & Wexler
- The Resource Room: Jocelyn Seamer

High Impact Teaching Strategies

Targeted Differentiated Teaching: Teachers will build on what each individual learner knows and use this information to identify and scaffold future learning needs; use data to inform stretch and enrichment priorities; and track and monitor progress and efficiency using specific measures.

Logical and Intentional Sequencing of the Learning: Teachers will build connections in learning using well sequenced, manageable, and intentional steps; vary the steps according to student needs; support students to develop their own learning goals; and support the gradual expansion of skills and knowledge in each child.

Clear Learning Intentions: Staff will develop and communicate clear learning intentions for a sequence of learning. Students will know what is expected. Goals are challenging and specific, success criteria are explicit and transparent so that learners understand what success means. Students experience clear transitions between lessons and predictable routines.

Explicit Teaching: Teaching practice will show students what they need to do to be successful and how through: clear learning intentions and instructions; correcting misconceptions; promoting cognitive strategies; teaching sequentially; and allowing practice time. Learning is scaffolded through gradual release.

Multiple Approaches: Teachers use a variety of approaches to instruction; use effective questioning, design multiple exposures and representations and include collaborative learning.

Ongoing Feedback: Teachers will provide timely advice and actionable feedback for all students using differentiated methods. Feedback and assessment are formative and may include peer, small groups and individual feedback.

Questioning: Teachers use effective questioning to open up opportunities for students to discuss, argue, and express opinions and alternative points of view. Asking and answering questions help students become powerful language users.



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Assessment – Monitoring Student Progress

	Term 1	Term 2	Term 3	Term 4
Reception	SSP progress monitoring & review	SSP progress monitoring & review	SSP progress monitoring & review	SSP progress monitoring & review
	PASM - March			PASM - November
		LEAP Levels		
		Reports		Reports
Year 1	SSP progress monitoring & review	SSP progress monitoring & review	SSP progress monitoring & review	SSP progress monitoring & review
	PSC pre-check	*DfE spelling inventory	PSC weeks 3-6	*DfE spelling progress monitoring
	ORF benchmark beginning: weeks 3-5	ORF benchmark middle: week 7 term 2 to week 2 term 3		ORF benchmark end: weeks 4-6
	*ORF progress monitoring & intervention			
		LEAP Levels	PAT-R week 7-10	
		A-E reports		A-E reports
Year 2	SSP progress monitoring & review	SSP progress monitoring & review	SSP progress monitoring & review	SSP progress monitoring & review
	**DfE spelling inventory	DfE morphology inventory	DfE spelling progress monitoring	DfE spelling progress monitoring
	ORF benchmark: beginning weeks 3-5	ORF benchmark middle: week 7 term 2 to week 2 term 3		ORF benchmark end: weeks 4-6
	*ORF progress monitoring & intervention			
		LEAP Levels	PAT-R week 7 to 10	
		A-E reports		A-E reports
Years 3-6	**DfE spelling inventory			*DfE spelling progress monitoring
	DfE morphology inventory			
	*ORF benchmark: beginning weeks 3-5	*ORF benchmark middle: week 7 term 2 to week 2 term 3		*ORF benchmark end: weeks 4-6
	*ORF progress monitoring & intervention			
	MAZE benchmark: beginning weeks 3-5	MAZE benchmark middle: week 7 term 2 to week 2 term 3		MAZE benchmark end: weeks 4-6
	*MAZE progress monitoring & intervention			
	NAPLAN years 3 & 5 March	LEAP Levels	PAT-R week 7 to 10	
		A-E reports		A-E reports

Key

*recommended

**only required if progress monitoring hasn't been completed Term 4.

All data to be uploaded to Northfield TEAMS>Cohort Work> *relevant year level folder*.

No testing of students should occur in Weeks 1-2 of Term 1. Data from previous year can be utilised for returning Year 1-6 students.