

LITERACY for LEARNING with a Reading Focus				
Year level	Targets	Action Strategies Classroom and school	Evidenced by	Review Date
Reception	<p>Students meet regional standards- reading Level 5 (Big 6)</p> <p>Students can recognise 50 of the Magic 200 Words learnt (Vocab).</p> <p>Students know the alphabet and sounds (Phonological Awareness and Phonics).</p> <p>100% participation in Premier's Reading Challenge.</p>	<p>Classroom Strategies:</p> <p>Wave 1- Explicit, consistent teaching approach using the 'Big 6'- Oral Language, Phonological Awareness, Phonics, Vocabulary, Fluency and Comprehension.</p> <p>Programmes in use: <i>Jolly Phonics, Fitzroy Reading, Wings and Reading Eggs</i></p> <ul style="list-style-type: none"> • Jolly Phonics- alphabet • Fitzroy Readers and Software- to link with sounds and reinforce concepts. • Wings readers in use currently for reading development. • Reading Eggs- online software to support Big 6 <p>Students made aware of test results and assisted to set achievable targets for their learning. Results are recorded in 'portfolio' folders for display in the classroom and sharing with parents/caregivers.</p> <p>Wave 2 - 1:1 support from SSO 2 ½ days a week. Reading skills- focus on fluency using timed reading strategies and vocab development.</p>	<p>Classroom Level:</p> <ul style="list-style-type: none"> • Running Record data- collected as required • M200Word sight word testing • Testing sounds with students. 	<p>Term 3</p> <p>Term by Term</p>
		<p>School Strategies:</p> <p>Work with Literacy Coach on explicit teaching strategies.</p> <p>Performance management discussions focused on reading improvement.</p> <p>Portfolios- as above</p>	<p>School Level:</p> <p>A performance management plan with a personal reading education target.</p>	<p>Each term</p>

SMARTA Targets- Specific/Student focussed, Measurable, Achievable, Relevant, Time-lined, Agreed

Years 3 to 5	<p>Reading Comprehension: PAT-R Students achieve 2 stanines of growth</p> <p>Lexile- to be added once testing conducted</p> <p>NAPLAN Data-Reading Year 3-</p> <ul style="list-style-type: none"> • 100% achieving National Minimum Standard <p>Year 5-</p> <ul style="list-style-type: none"> • 65% achieving National Minimum Standard • 60 points of growth in Median Score Achieved 	<p>Classroom Strategies: Wave 1- Explicit, consistent teaching approach using the 'Big 6'- Oral Language, Phonological Awareness, Phonics, Vocabulary, Fluency and Comprehension.</p> <p>Wave 2- 1:1 support from SSO 2 ½ days a week. Reading skills- focus on fluency using timed reading strategies and vocab development.</p> <p>Programmes in use: <i>Jolly Phonics and Jolly Grammar, Fitzroy Reading, Wings and Reading Eggs</i></p> <ul style="list-style-type: none"> • Jolly Phonics- alphabet sound revision • Fitzroy Readers and Software- to link with sounds and reinforce concepts. • Wings readers in use currently for reading development. • Reading Eggs- online software to support Big 6 <p><i>Lexile</i> testing to help students select appropriate novels to read.</p> <p><i>Springboard into Comprehension</i>-explicit reading comprehension activities</p>	<p>Classroom Level: Data Analysis with Literacy Coach to inform planning</p> <p>Teachers have data file/portfolio of student progress</p> <p>Individual Learning Plans</p>	
	<p>School Strategies: Developing a school continuum of explicit comprehension skills with appropriate resources- in consultation with 6-9 staff.</p> <p>Work with Literacy Coach on explicit teaching strategies.</p> <p>Performance management discussions focused on reading improvement.</p> <p>Portfolios- as above Performance management discussions focused on reading improvement.</p>	<p>School Level: PAT-R Testing</p> <p>Measured by the NAPLAN reading test for students in years 3 and 5.</p> <p>A performance management plan with a personal reading education target.</p> <p>Neale Analysis</p>	<p>Term 1 and Term 4</p> <p>Term 2</p> <p>Term by Term</p> <p>End of the year</p>	

SMARTA Targets- Specific/Student focussed, Measurable, Achievable, Relevant, Time-lined, Agreed

Years 6-9	<p>Reading Comprehension: PAT-R Students achieve 2 stanines of growth</p> <p>Lexile- to be added once testing conducted</p> <p>NAPLAN Data-Reading Year 7-</p> <ul style="list-style-type: none"> 75% achieving National Minimum Standard 60 points of growth in Median Score Achieved <p>Year 9-</p> <ul style="list-style-type: none"> 100% achieving National Minimum Standard 60 points of growth in Median Score Achieved 	<p>Classroom Strategies: Wave 1 Students-</p> <ul style="list-style-type: none"> Explicit teaching and feedback to learners 'Living' word walls for each subject in home group classrooms for students to access. <p>Wave 2 Students- 1:1 support from SSO 2 ½ days a week. Reading skills- focus on fluency using timed reading strategies and vocab development.</p> <p><i>Lexile</i> testing to help students select appropriate novels to read.</p> <p><i>Springboard into Comprehension</i>-explicit reading comprehension activities</p> <p>School Strategies: Developing a school continuum of explicit comprehension skills with appropriate resources- in consultation with 3-5 staff</p> <p>Make connections with staff at surrounding schools to share resources and moderate tasks around reading comprehension.</p>	<p>Classroom Level: Data Analysis with Literacy Coach to inform planning</p>	
	<p>School Level: PAT-R Testing</p> <p>Measured by the NAPLAN reading test for students in years 7 and 9</p> <p>Teachers have data file/portfolio of student progress</p>	<p>Term 1 and Term 4</p> <p>Term 2</p>		
Senior Schooling		<p>Classroom Strategies: Wave 1 Students- Wave 2 Students- Wave 3 Students-</p> <p>School Strategies:</p>	PAT-R Testing- Year 10 students	Term 1 and Term 4

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