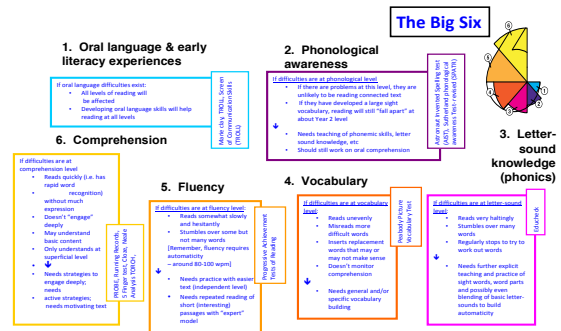


MYPOLONGA PRIMARY SCHOOL

'International research shows that love of reading is the biggest predictor of a person's social wellbeing as a 30 year old. However, literacy programs aimed at improving test scores often have a detrimental effect on students' enjoyment of reading.'

Professor Guy Claxton.



Oral Language

- All reception students will be tested using the Oral Language Assessment tool at school entry. This will be repeated in Term 3 and improvement measured.
- All R-2 students will be assessed against the oral language assessment rubric at key screening times. All data will be entered into MARKiT at the allocated times.
- Teachers are aware of and use interactive pedagogical strategies (from 'Classroom Talk')

Oral Language Pie



- Teachers will ensure that students are engaged in productive classroom dialogue

Phonological Awareness

- All students will be assessed using the Phonological Awareness Skill Mapping Tool at school entry. This will be repeated for those identified students at the beginning of 3rd term. All data will be entered into MARKiT at the allocated times.
- In the first two terms identified student will be 'bombed' with skills of: syllable segmentation, rhyme, first sounds, final sounds, blending, 3 sound segmentation, 4 sound segmentation, sound delete and sound / letter relationships.
- A focus on rhyme will be embedded in planning for playgroup and parents will be made aware of it's significance in reading readiness.

*If children repeatedly confuse letter names and sounds, concentrate on sounds only until they are securely learnt.'

Deslea Konza 'Teaching Children with Reading Difficulties)

Decoding will not be the only strategy used by students to read unknown words. Strategies such as reading on will give students a better repertoire of ways to identify unknown words.

Phonics

- In Reception we will use the "Jolly Phonics program' to teach sound / letter relationships
- In Years 1 and 2 we will use the 'Jolly Grammar Program.
- 3 groups will be formed in approximate year level groupings 3 times per week.
- High frequency words (Oxford list) recognition will support the phonics program.

Explicit strategies to teach when a student approaches an unknown word

Read on to see if you can make sense of a word	Break the words into syllables
Go back and read it again	Listen to the words as you read them
Use the picture for clues	Look to see if the word is similar to one you know.
Look for smaller words hiding inside bigger words	Imagine what is happening

Running Record Data Collection

Running Record data will be collected twice per term from Reception to year 2 and one per term in Year 3. From Year 4 on Running Records will be taken at the discretion of the teacher. All data will be entered into MARKiT

Standard of Educational Achievement:- Reception: Level 5, Year : Level 13, Year 2: Level 21