

At school there is an imperative for students to move from acquiring new words through oral language to acquiring them from reading and writing. This is difficult as the oral supports of gesture, clear visual context and tone of voice are not present in print. Moving consistently from rich talk to written form is very important for young students.

A vocabulary focus is specified through the Australian curriculum. Aspects explicitly referred to include comprehension strategies, text processing strategies, punctuation, morphemes, cohesion, synonyms and antonyms, relating vocabulary to audience and purpose, technical vocabulary, homophones and idioms.

We will teach vocab explicitly and implicitly by focusing on:

- Comprehensible input (text appropriateness)
- Word knowledge
- 3 tiers of vocab
- Receptive (reading and listening) and expressive (speaking and writing) vocabulary

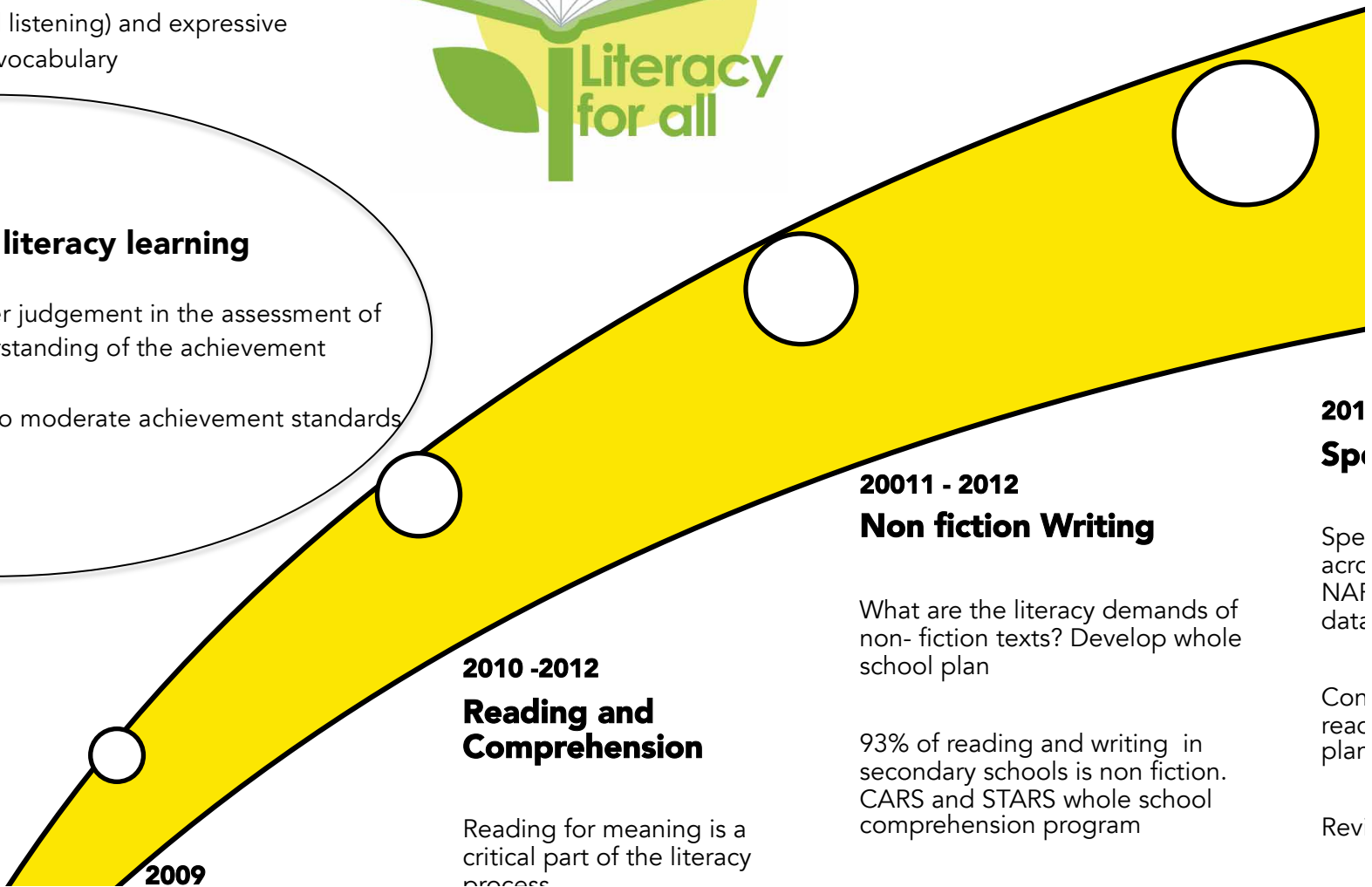


2017
Assessment of, for, as literacy learning

Develop consistency of teacher judgement in the assessment of literacy, through a deep understanding of the achievement standards.
 Use annotated work samples to moderate achievement standards across the partnership.

2018
Guided reading

Assessment for, of, as literacy learning as per 2017 SIP



2010 -2012
Reading and Comprehension

Reading for meaning is a critical part of the literacy process

2011 - 2012
Non fiction Writing

What are the literacy demands of non-fiction texts? Develop whole school plan

93% of reading and writing in secondary schools is non fiction. CARS and STARS whole school comprehension program

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