



Inglewood Primary School

English Operational Plan 2017



Business Plan Targets

Academic

Attendance

Satisfaction Rates

Operational Plan Targets:

Reading & Writing On Entry Targets:

Reading: 70% of Year 1 students to be above 1.0 at the start of 2018

Writing: 40% of Year 1 students to be above 1.0 at the start of 2018

NAPLAN Reading Targets:

75% of Year 3 students to attain bands 4-6 by 2018 (by targeting C/D grade students).

75% of Year 5 students to attain bands 6-8 by 2018 (by targeting band 5 students).

NAPLAN Writing Targets:

18% of Year 3 students to attain band 6 by 2018 (by targeting band B/C students).

60% of Year 5 students to attain bands 6-8 by 2018 (by targeting band 6/7 students)

NAPLAN Spelling Targets:

80% of Year 3 students to attain bands 4-6 by 2018 (by targeting C/D grade students.)

70% of Year 5 students to attain bands 6-8 by 2018 (by targeting band 5 students.)

Strategies	Resources	Monitoring/Milestones
Priority Area 1 Effective and Relevant Teaching		
Building Staff Capacity		
<p>Staff to establish protocols for Classroom Observations and develop Procedures. Establish Watch Others Work to improve practice</p>	<p>AITSL Framework All teaching staff at staff meeting Relief time to enable effective discussions and feedback following sessions</p>	<p>Classroom Observation Protocol Classroom Observation Procedures</p>
<p>Share an English professional reading on a rotational basis at team level</p>	<p>Collaborative year groups during collaborative meetings Renew annual membership to PETAA</p>	<p>Register of sharing</p>
Quality Curriculum implementation		
<p>Reading: -Review Reading Instruction overview from Statewide services -Review use of PM Benchmarks/Probe 2 at staff meeting -Year 4-6 trial and develop procedures for using Probe 2 assessment -Staff listen to audio recording of PM Benchmark and Probe 2 assessments to complete assessment, analyse and discuss processes and misconceptions</p>	<p>Reading 3 5 7 overview Reading Assessment Procedure using PM Benchmarks and Probe 2 <u>Purchases:</u> Probe 2 and 2x PM Benchmark Kits Audio recording and running record sheet for all staff at staff meeting</p>	<p>Term 1 PD Day PM / Probe Levels collated and used for home and guided reading; staff meeting term 3 Common understandings of the procedures developed; term 3 staff meeting - more consistent judgements of reading levels Levels collated by week 5, terms 2 and 4 Improved use of assessment to inform teaching NAPLAN targets</p>
<p>Writing: -Seven Steps to Writing Success program developed with follow-up PD at staff meetings -Collaborative year groups focus on an element of the Seven Steps program and discuss writing samples once per term -Moderate a writing sample using NAPLAN marking guides -Writing instruction overview from Statewide services shared as a review of writing</p>	<p>Vanessa Blythe - Seven Steps Coach Seven Steps to Writing Success resource Writing Samples Collaborative year groups; writing samples NAPLAN marking guides Brodie and Donna Writing 3 3 10 3 6 overview</p>	<p>Term 2 PD Day Ongoing collaborative year group sharing and discussion K-6 moderated writing samples shared in collaborative time- week 7 of terms 2 and 4 Term 4 staff meeting NAPLAN targets</p>

<p>Spelling / Vocabulary:</p> <ul style="list-style-type: none"> - review to develop a whole school scope and sequence document for spelling and vocabulary -K-2: implement Letters and Sounds program (Y3-6 at risk students) -Years 3-6: use Words Their Way program -explicitly teach phonic and spelling patterns and strategies to learn the spelling of sight vocabulary to develop students' spelling consciousness -continue development of tier 2 and tier 3 vocabulary 	<p>Letters and Sounds and Words Their Way programs to form the basis of the scope and sequence</p> <p>Oxford high frequency words <u>Purchases:</u> Spelling resources</p> <p>Vocabulary Scope and Sequence</p>	<p>Term 1 / Term 3- all relevant staff workshopped re resources; Semester 2 for review</p> <p>Words Their Way assessment, terms 1 and 4 collated onto data tracking</p> <p>NAPLAN targets</p>
<p>Reading / Writing Plan:</p> <ul style="list-style-type: none"> -Whole staff review of the integration of reading and writing focusing upon the purposes; explicit teaching of text types and language features and of reading strategies -Explicit teaching of reading strategies across a range of text types (include the focus areas needing development as determined by NAPLAN 2015/2016 data analysis - 2 identified strategies unpacked as a whole school each term (terms 2-4) -Create or source parent information pamphlets re home reading and reading strategies -Create or source posters for classrooms for First Steps Reading resources, including reading strategies 	<p>Online Plan for reading and writing focus areas, hyperlinked to First Steps resources (available through Connect.) Reading Strategies Scope and Sequence</p> <p><u>Purchases:</u> Range of texts types across levels for guided and home reading; Relevant K literacy resources; Relevant PP audio books and resources</p> <p>Home reading and reading strategies parent pamphlets Reading strategies charts and materials <u>Time</u> for Committee to collaborate and refocus information across year groups and to create resources for the reading and writing focus areas. <u>Time</u> for EAs to make resources (posters, parent information booklets, related resources) <u>Purchases:</u> card, laminated pouches and stationery for reading strategies, resources</p>	<p>Term 2- review staff meeting session Students reading and writing a range of text types. Students' knowledge and reflection regarding their reading strategies</p> <p>NAPLAN targets</p>
<p>Use of relevant strategies and resources</p>		

-Ensure relevant English resources on Connect -English Committee to investigate and review relevant literacy resources	Connect Inglewood Primary School Community	Staff feedback
Integration of ICT in learning and inquiry process with the sharing of resources	Kate and Jess STEM committee to investigate relevant resources	Staff feedback
Development and implementation of Inglewood Way K-6	Time to develop and compile	Inglewood Way K-6 used by staff Scope and Sequence documents and relevant resources included
Introduce Multi-Lit as a targeted program for SAER students Year 2-6	Professional Learning and Multi-Lit resources	Pre- and post-testing of identified students shows progress Increased engagement in classroom reading activities due to improved decoding skills
Priority Area 2 Engaged and Successful Students		
Differentiating the Curriculum		
Implementation of assessment schedule to identify improvement targets and strategies for identified students	Data tracking tool on Connect community Assessment Schedule SENAT Writing WA Curriculum outline used for IEPs	Students identified and needs addressed IEPs Reviews with parents and sharing with staff in 2018
Ensure PD sessions include strategies for student extension within class or by others.	PD by staff and/or outside agencies Connect community folder of resources	Students' needs addressed IEPs Reviews with parents and sharing with staff in 2018
Encourage student participation in English education competitions	Eg Tim Winton Writing, WA Newspaper, make-a-story-book, Dorothea McKellar Poetry, Shaun Tan Art	
Priority Area 3 Meaningful Community Relationships		
Public Relations and Marketing		
Literacy & Numeracy week – multi-aged buddy classes to team up and share literacy or numeracy activities	Department's website- relevant activities Book of the year	Week 3 Term 3

<p>Celebrate books! Book Week celebrated.</p> <ul style="list-style-type: none"> -Book Fair -Inglewood Public Library incursions -stickers 	<p>Scholastic Book Fair</p> <p><u>Purchase:</u> Book Week stickers for all students</p>	<p>Book Week: Week 5 Term 3</p> <p>Theme: Escape to Everywhere</p>
<p>Parent Engagement</p>		
<p>Parent Support Group continued to target students' reading by assistance with guided reading and relevant reading activities</p>	<p>Workshop for new parents in support group and current parents</p> <p>Sessions include reading strategies</p>	<p>Surveys of staff and parent support group</p> <p>Feedback</p> <p>Targeted students</p> <p>Term 1/2 workshop for new parents for support group</p> <p>Term 2/3 workshop for current parents for support group</p>
<p>Parent Information:</p> <p>Workshop to promote strategies and common language</p> <p>Increase awareness of reading strategies</p>	<p>Booklets re reading strategies and Seven Steps to Writing</p> <p>First Steps strategies shared</p> <p>Newsletter segments</p>	<p>Parent feedback</p>

Analysing NAPLAN Reading Data

2015 Reading Areas of Concern from NAPLAN Student Distribution and Question Profile

(by comparing group % correct with expected % and Australian%)

Year 3	Year 5
<p>(red) Identifies complication in a folktale Q26 (red) Identifies text type in a folktale Q30 (red) Comprehends vocabulary in context in a narrative Q38</p> <p>Identifies main purpose of a simple factual text Q6 Infers reference for a response in a short narrative Q9 Locates information in a poster Q 13 Locates a fact in a poster Q14 Infers a fact from a poster Q 16 Identifies the audience of a poster Q17 Matches text and symbol in a multi-text- persuasive sign Q 19 Interprets and summarises details in a multi-text persuasive sign Q21 Locates directly stated information in a folktale Q 29 *****</p> <p>(green) Identifies narrative purpose of two paragraphs in a narrative Q37</p>	<p>(red) Interprets character's response to an event in a narrative Q22 (red) Infers leadership role in a narrative Q25 (red) Identifies overall opinion of a game review Q39</p> <p>Infers an attitude from a sign in a multi-text – persuasive sign Q7 Locates directly stated information in a folktale Q16 ***** Identifies purpose of a folktale Q 18 Synthesises main idea of a paragraph in a factual text Q28 Infers nature of a closing statement in a factual text Q32</p> <p>(green) Interprets figurative language in a game review Q34</p>

KEY WORDS AND AREAS:

- Range of text types- identify text type and structure; across narrative, persuasive and informational texts
- Infers attitude, fact, reason for text structure
- Purpose/audience
- Summarises/synthesises
- Locates facts/information ***** same concern in years 3 and 5

2016 Reading Areas of Concern from NAPLAN Student Distribution and Question Profile

(by comparing group % correct with expected % and Australian%)

Year 3	Year 5
<p>(red) Identifies detail in narrative- narrative 2 Q26</p> <p>Infers meaning in a simple narrative- narrative 1 Q2</p> <p>Locates a fact in an info text- info 1 Q7</p> <p>Identifies main idea of a paragraph in an info text- info 1 Q10</p> <p>Identifies the reason for including a photograph in an info text- info 1 Q11</p> <p>Locates a fact in an informational text- info 2 Q15 and 17 *****</p> <p>Identifies main purpose in an info text- info 2 Q18</p> <p>Identifies method of persuasion in a persuasive letter Q20</p> <p>Locates a fact in a persuasive letter Q22</p> <p>Infers the reference for an expression in personal letter Q23</p> <p>Infers meaning of a character’s statement in a persuasive letter Q24</p> <p>Identifies an example of hyperbole in a persuasive letter Q25</p> <p>Interprets a detail in a narrative- narrative 2 Q29</p> <p>Analyses use of exclamation marks in narrative- narrative 2 Q30</p> <p>Analyses figurative language in a narrative- narrative 2 Q31</p> <p>(green) Interprets info to make an inference in an informational text- Info 2 Q16</p>	<p>(red) Interprets a detail in a narrative- narrative 1 Q12</p> <p>(red) Infers the effect of information on a persuasive sign Q24</p> <p>Locates directly stated information in simple info text Q 3</p> <p>Recognises purpose of simple info text Q4</p> <p>Interprets a detail in info text- info 2 Q 6 and 7 ****</p> <p>Interprets info to make an inference in an info text – info 2 Q9</p> <p>Locates a fact in an info text – info 2 Q10</p> <p>Identifies onomatopoeia in a narrative- narrative 1 Q19</p> <p>Infers meaning of a statement on a persuasive sign Q20</p> <p>Interprets characters actions in a narrative extract- narrative 2 Q28</p> <p>Infers a character trait in a narrative extract- narrative 2 Q29</p> <p>Synthesises a narrative extract to identify the change in a character’s action- narrative 2 Q32</p> <p>Interprets a writer’s opinion in a book review Q33</p> <p>Infers the purpose of a symbolic summary at the end of a book review Q38</p> <p>(green) Interprets character in a narrative Q18</p>

KEY WORDS/AREAS:

- Infer meaning of statements or information, opinion
- Making connections to infer character actions or traits, synthesise across the text
- Locating detail- interpreting detail (see***** and reds in year 3 and 5)
- Identify language features in different text types and recognise purpose
- Range of text types/ purposes

Reading Strategies the 2015 & 2016 NAPLAN data shows need further focus:

1. Inferring e.g. interpret information, statement and detail across the text; make conclusions; predict reasons for character's actions
2. Determining importance e.g. identify main idea; identify character traits; locate key words and details identified in informational text and narratives
3. Making connections within and across the text e.g. noun/pronoun reference; recognise purpose of diagram/subheading/bold print and how it gives further detail to the body of the text
4. Compare and contrast e.g. make conclusions about the character's traits; analyse text and symbol in a persuasive sign
5. Summarising e.g. identify opinion of the author or character or opinion in book review; identify connected information to retell key information or events
6. Synthesising e.g. use own knowledge and information from a range of sources across the paragraph or text or texts

Our Focus Areas for READING/ WRITING DIAGRAM: (diagram to come with hyperlinks to First Steps pages)

- Purposes of text read or written: to inform, persuade and narrate
- Immerse in- read and write- a range of text types for these purposes
- Explicitly teach text types' structures and language features
- Explicitly teach reading strategies using the range of text types