**IMPROVING LITERACY ACROSS R-7... Focus on Learning: Reading and Writing**

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| Improve literacy outcomes for all students R-7 through a focus on: | **Common agreements about**  
- challenging students using Higher Order Thinking Skills  
- reading comprehension - strategies/skills  
- explicit teaching of text types - particularly Persuasive Text  
- assessment and reporting practices – Running Records, Lexiles, TORCH test  
- Data: So What? - Formative data collection practices and usage  
- Strategic Planning - Understanding by Design (Backwards Design Model) Further development  
- moderation year level timelines set | **In classrooms we will see**  
Explicit teaching and opportunities to transfer understanding across learning areas  
Science  
- Information Reports  
- Procedures/Problem Solving  
- Explanations  
- Formative assessment tasks | **Running Records R-7 –**  
- 70% children in Year 2 achieve level 21-26 reading an information text, by the end of Term 3 2011 |
| Reading Comprehension | Provide Targeted Professional Learning to support Literacy Learning and develop PLCs in this area  
Reading Comprehension  
- Access to outside T&D opportunities e.g. Stephen Graham, Anne Bayeto – Read, Reflect, Respond  
- Questioning strategies  
- Invited experts for Pupil Free Day workshops  
- Resident guest mentor  
- Utilising Staff expertise | Mathematics  
- Procedures/Problem Solving  
- Explanations  
- Discussions  
- Formative assessment tasks | **Lexiles – Year 3-7**  
- The Lexile level of 85% of children in Yrs 3 to Yr 7 to match year level expectations as outlined in the Aberfoyle Hub R-7 English Agreements |
| Literacies in Science | Australian Curriculum Familiarisation  
- English – literacy strand – links across curriculum areas  
- Science – literacy demands  
- Mathematics – literacy demands | **English**  
- Mechanics of reading and comprehension  
- Specific Genre - Persuasive, Exposition, Narrative, Recount, Response  
- Guided Reading groups  
- 100% of students participating in the Premier’s reading Challenge | **Moderation of common assessment tasks**  
- English  
- Reading comprehension  
- Writing samples – (1 /term) (low, mid and high achievers)  
- Science  
- Mathematics |
| Literacies in Mathematics | Teaching for Effective Learning Framework  
- 2.2 Build a community of learners  
- 2.4 support and challenge students to achieve high standards  
- 3.2 foster deep understanding and skilful action  
- 4.4 communicate learning in multiple modes | **Science**  
- Information Reports  
- Procedures/Problem Solving  
- Explanations  
- Formative assessment tasks | **NAPLAN - Y3/5/7**  
- Improve the % of Yr 5 students achieving in the top 2 proficiency bands in NAPLAN Reading from19% to 35%  
**2012 increase…**  
Y3 29%+  
Y5 38%+  
Y7 22%+  
- Greater than 25% of students achieve in the upper growth band from Yr 3 to 5 and Yr 5 to Yr 7 in NAPLAN Reading  
**2012**  
Y3-y5 – 25%+  
Y5-y7 – from 22%-25% |

An Inquiry approach to improve classroom practices and support learners in improving reading outcomes  
Assessment for learning – through TfEL – How will we be successful and how will we know?