



Stella Maris

Catholic Primary School

113 OAK STREET, BEAUMARIS 3193 TELEPHONE 9589 2641 WWW.SMBEAUMARIS.CATHOLIC.EDU.AU

Stella Maris English Policy 2021

Rationale

Literacy is the ability to identify, understand, interpret, create, communicate and compute, using printed written and visual materials associated with varying contexts. Literacy is a powerful, wide-ranging life skill that is essential to effectively function in our society. An English program consists of Speaking and Listening, Reading & Viewing and Writing. A quality English program develops the necessary skills for one to participate in a contemporary society.

The English program aims to:

- Maximise literacy potential by providing planned, sequential and explicit teaching of Reading & Viewing, Writing, and Speaking and Listening.
- Foster a lifelong enjoyment of reading while developing the skills to read, comprehend effectively and build knowledge.
- Develop the ability to respond creatively and communicate effectively, verbally, in written form and in digital formats.
- Provide challenging and engaging literacy activities to promote confident, articulate and independent students.
- Develop in students a broad knowledge of a range of texts and a capacity to use these to respond to issues in our global society and make connections to personal experiences.
- Develop in students the capacity to discuss and analyse text and language critically.

Implementation

- Use the Victorian Curriculum to determine the sequential learning focus of a Foundation to Year 6 English program.
- To monitor targeted intervention to identify, support and oversee students at risk.
- Reading Recovery will be available for all Year 1 students identified as needing specific Literacy Intervention.



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- Provide specific teaching of the Victorian Modern Cursive handwriting script as appropriate to each year level. To follow the Learning and Teaching cycle for the teaching of Writing
- To use the SMART spelling approach alongside the Stella Maris Spelling Scope and Sequence to support student learning
- To use the Seven Steps to Writing as a primary resource to support the teaching of Writing at all levels
- To implement writing rubrics for assessing writing which align with the Victorian Curriculum
- For Literacy Leaders to attend relevant professional development provided by CEM and the wider educational community
- To use Phonics in Context (and recommended resources) to develop animated readers and writers

Expectations Foundation-Year 2

*That monthly Running Records are taken on **all students** below level 28, recorded on spreadsheet and uploaded on server

*Fortnightly Running Records are taken on **students at risk** who have not reached benchmark standards

*For students who enter the year at level 28; Assess comprehension level using BAS and update as required

*PAT Reading Assessments are administered to Year 1 & 2

*Teachers allocate a two-hour Literacy Block each day

*Two Guided Reading Sessions are to be taken daily as part of the Literacy Program

*Teachers follow the Literacy Assessment schedule and use findings to plan their Teaching and Learning Programs

*Teachers will apply the Literacy Scope and Sequence and Victorian Curriculum English in their planning.

*Guided Reading focus books are to be completed daily

*Guided Writing focus books are to be used daily



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*CAFE – Reading Strategies and language are used for teaching Reading and Comprehension in Year 2

*That Writers Notebook is used as a tool for teaching Writing

*Teachers use Phonics in Context and Seven Steps to Writing

*Teachers use Stella Maris Spelling Scope and Sequence and SMART Spelling

Expectations Year 3-6

*Teachers allocate a two-hour Literacy Block

*Teachers follow the Literacy Assessment schedule and use findings to inform their planning and teach to student needs

*Teachers will apply the Literacy Scope and Sequence and Victorian Curriculum English in their planning

*Guided Reading sessions are to be taken daily

*CAFE Reading is used as a resource for teaching Reading in Year 3 and 4

*Guided Reading focus books / Student Reading Observation Records are to be completed daily

*Modelled Writing / Shared Reading is provided on a daily basis as part of an effective Literacy Program

*Teachers use Grammar in Context, SMART Spelling and Seven Steps to Writing

*Teachers use Stella Maris Spelling Scope and Sequence



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Literacy Assessment Practices

Prep- Year 2	Year 3 - 6
Literacy Advance Assessments	BAS (termly)
Oxford Words (up to 300 as needed)	Oxford Words 300, or 400
PAT-R Comprehension (Years 1&2)	PAT – R Comprehension Online
BAS 28+ (Year 2)	Peters Dictation 3 or 4
Writing Rubric	Writing Rubric
South Australian Spelling Test	Burt Word (students at risk)
Running Records	Alpha Assess (students at risk)
-	NAPLAN Year 3 & 5

Policy reviewed 2021 T Ruyg, H Graham, C Fisher & A Evans



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Literacy Assessment Tools

Prep- Year 2	Year 3 - 6
Literacy Advance Assessments	BAS (each Term)
Oxford Words (up to 300 as needed)	South Australian Spelling Test
PAT-R Comprehension (Year 1 & 2)	NAPLAN
BAS (28+ as required)	Peters Dictation 3 or 4
Writing Rubric (Moderation each Term)	Oxford Words 300, or 400 (as required)
Speaking and Listening Rubrics (tba)	PAT – R Comprehension
South Australian Spelling Test	Burt Word (students at risk)
Running Records (Monthly)	Alpha Assess (students at risk)
	Writing Rubric (Moderation each Term)

Expectations Prep – Year 2

*That monthly Running Records are taken on **all students** below level 28, recorded on spreadsheet and uploaded on server

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*Teachers follow the Literacy Assessment schedule and use findings to plan their Teaching and Learning Programs

*Teachers will apply the Literacy Scope and Sequence and Victorian Curriculum English in their planning

*Guided Reading focus books are to be completed daily

*Guided Writing focus books are to be used daily

*CAFE – Reading Strategies and language are used for teaching Reading and Comprehension in Year 2

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*Teachers use Phonics in Context and Seven Steps to Writing

*Teachers use Stella Maris Spelling Scope and Sequence and SMART Spelling

Expectations Year 3-6

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*That Guided Reading Sessions are to be taken daily as part of CAFE Reading and Literacy Program

*That CAFE Reading is used as a structure for teaching Reading in Year 3 and 4

*Guided Reading focus books / Student Reading Observation Records are to be completed daily

*Guided Writing focus books are to be used daily

*CAFE – Reading Strategies and language are used for teaching Reading and Comprehension

*Modelled Writing / Shared Reading is provided on a daily basis as part of an effective Literacy Program

*Teachers use Grammar in Context, SMART Spelling and Seven Steps to Writing

*Teachers use Stella Maris Spelling Scope and Sequence

Literacy Assessment Practices

Prep- Year 2	Year 3 - 6
Literacy Advance Assessments	PROBE Comprehension
Oxford Words (up to 300 as needed)	SWST(single word spelling test)
PAT-R Comprehension (Year 2)	Peters Dictation 3 or 4
PROBE Comprehension (Year 2)	Oxford Words 300, or 400



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Writing Rubric (to be devised)	PAT – R Comprehension Online
Speaking and Listening Rubrics	Burt Word (students at risk)
SWST (Single word spelling test)	Alpha Assess (students at risk)
Running Records	Writing Rubric (to be devised)
	Speaking and Listening Rubrics
	NAPLAN Year 3 & 5

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