



Robertstown Primary School

Literacy: Statement of Practice

Robertstown Primary School acknowledge the Ngadjeri people, the traditional owners of the land on which we meet, work and play. We pay our respects to Elders past and present.

Belief statement:

At Robertstown Primary School, we provide a high-quality education to children from Reception to Year 6. Our goal is to prepare them for secondary education, lifelong learning. This will enable them to be responsible members of the community throughout their lives.

Our vision is to provide a balanced curriculum that prepares our students for a changing world. We aim to build strong relationships through effective communication, where individual needs are respected and supported. By fostering a nurturing and inclusive environment, we empower students to become confident, adaptable, and compassionate individuals ready to face future challenges.

To achieve this, we ensure our students receive high-quality teaching in language and literature, empowering them to think critically and understand their world. Through the English learning area, our students develop the ability to listen, read, analyse, and interpret, while also learning to communicate effectively through speaking, visual media, and writing.

Purpose:

The Robertstown Primary School Literacy: Statement of Practice outlines the agreed approaches to the practices of teaching English and Literacy across the school for all students. The agreed practices specify approaches across the school, intervention and standards that will be used as benchmarks to determine achievement and growth for cohorts and individual students.

The whole school Literacy: Statement of Practice ensures consistency in approach and language across the site. All teachers will be confident and competent in teaching English and Literacy with consistent R-6 evidence-based pedagogies.

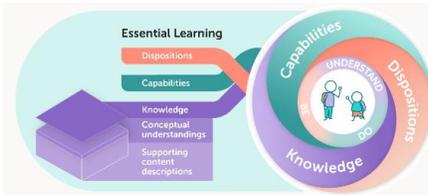
SA Curriculum:

Learning standards describe what learners are expected to demonstrate at each year level or band.



Understand: Knowledge – prioritise conceptual understanding over retaining information
Do: Capabilities – the ability to do something and take action
Be: Dispositions – an enduring attitude, belief, value or pattern of thinking

The Essential Learning focuses on key skills and knowledge in English. It helps students understand deeply and use what they learn in different situations.



Dispositions: resilient, curious, resourceful, empathetic, reflective
Capabilities: critical and creative thinking, intercultural understanding, personal and social communication, text and context, interpretation, cultural perspectives
Knowledge:

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Data Schedule

Assessments and screening tools will be completed, as per data schedule, to inform the teaching and learning programs and interventions

Assessment Tools	Term 1	Term 2	Term 3	Term 4
PASM	Reception students (and as required 1 – 6) Weeks 1 – 2		Reception students mid-year intake (and as required 1 – 6) Weeks 1 – 2	Reception students (and as required R – 6) Weeks 1 – 2
Spelling inventory (Literacy scope and sequence)	Years R – 6 students Weeks 1 – 2			Years R – 6 students Weeks 1 – 2
LGU ongoing assessment PHONICS	All students at the end of each Phonics Unit	All students at the end of each Phonics Unit	All students at the end of each Phonics Unit	All students at the end of each Phonics Unit
DIBELS – ORF Oral Reading Fluency		Years 1 – 6 students Weeks 2 – 5	Years 1 – 6 students Weeks 7 – 10	Years 1 – 6 students Weeks 4 – 6
DIBELS - MAZE		Years 2 – 6 students Weeks 2 – 5	Years 2 – 6 students Weeks 7 – 10	Years 2 – 6 students Weeks 4 – 6
Phonics Screening Check			Year 1 students (and teacher judgement)	
NAPLAN	All year 3 and 5 students			
PAT – R			Years 1 – 6	

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(Minimum 300 minutes of English/Literacy per week)

Pedagogy is based on the Big Six of Literacy

Constrained skills to be taught and assessed systematically:

- **Phonological and phonemic awareness** – explicit teaching of how to identify the sounds in spoken language and the ability to blend, segment and manipulate speech sounds
- **Phonics** – explicit teaching the ability to match sounds (phonemes) to letters (graphemes)
- **Fluency** – following a solid knowledge of phonics, explicit teaching of the three main components that contribute to fluent reading: accuracy, automaticity and prosody (expression)

Unconstrained skills to be developed through curriculum learning and continue over a lifetime:

- **Oral language** – development of a complex range of listening (receptive) and speaking (expressive) language skills
- **Vocabulary** – explicitly teaching a bank of words and providing opportunities to practise using the words multiple times and in different contexts
- **Comprehension** – explicitly teaching how to understand information being read, follow a storyline, recognise an author's message, analyse a text and make inferences

Practice is based on the Cycle of Learning and gradual Release of Responsibility models

- **Explicit instruction** (I do)
- **Guided practice** (We do)
- **Independent practice** (You do)

Resources/programs that we use are:

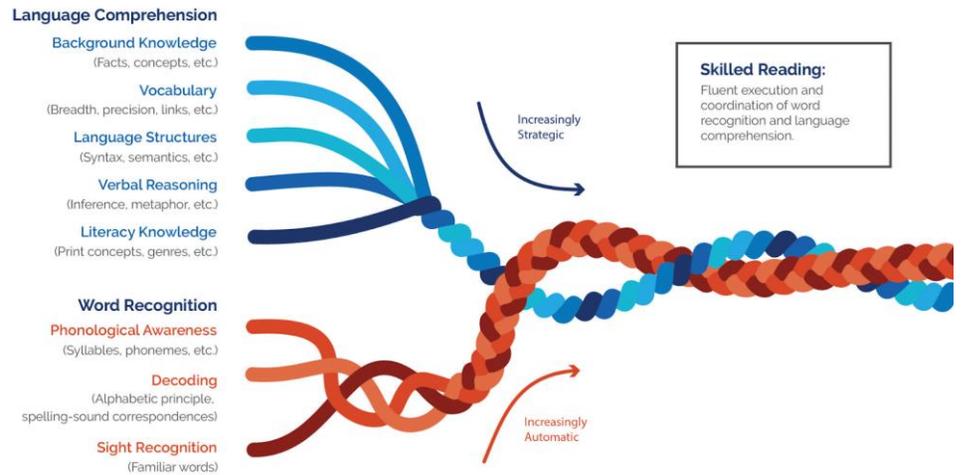
- DfE Scope and Sequence –phonics and morphology
- DIBELS – recommended interventions and activities
- Explicit teaching of writing using LEAP resources and moderation app (EdLEAP)
- Decodable texts
- Department modeled text resources to support writing across all learning areas
- Genre mapping – consistency across all learning areas with scheduling

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Literacy blocks

When **accuracy** is still developing – instruction is embedded in phonics

Monday	Tuesday	Wednesday	Thursday	Friday
Explicit Phonics Lesson + Consolidation Activities	Explicit Morphology Lesson + Consolidation Activities			
Fluency Practice				
Text Based Unit + vocabulary	Text Based Unit	Text Based Unit	Text Based Unit	Text Based Unit
Explicit Writing Instruction	Text Level Writing	Text Level Writing	Text Level Writing	Text Level Writing



When **fluency/comprehension** is the focus – more morphology in relation to phonics instruction

Monday	Tuesday	Wednesday	Thursday	Friday
Explicit Phonics Lesson + Consolidation Activities	Explicit Phonics Lesson + Consolidation Activities	Explicit Morphology Lesson + Consolidation Activities	Explicit Morphology Lesson + Consolidation Activities	Explicit Morphology Lesson + Consolidation Activities
Fluency Practice	Fluency Practice	Fluency Practice	Fluency Practice	Fluency Practice
Text Based Unit + vocabulary	Text Based Unit	Text Based Unit	Text Based Unit	Text Based Unit
Explicit Writing Instruction	Text Level Writing	Text Level Writing	Text Level Writing	Text Level Writing

