

St. Philip Neri Catholic School

Literacy Plan

Definition of Literacy

Literacy is the ability to read and use written information and to write appropriately, in a range of contexts. It is used to develop knowledge and understanding, to achieve personal growth and to function effectively in our society. Literacy also includes the recognition of number and basic mathematical signs and symbols within text.

Literacy involves the integration of speaking, listening and critical thinking with reading and writing. Effective literacy is intrinsically purposeful, flexible and dynamic and continues to develop throughout an individual's lifetime. All Australians need to have effective literacy in English, not only for their personal benefit and welfare but also for Australia to reach its social and economic goals.

Australia's Language and Literacy Policy, Companion Volume to the Policy Paper, 1991, p.9

Since 1991, the very nature of what constitutes literacy has been expanded by the emerging multimedia and information technologies, the appearance of the Internet and further developments in computing and word processing.

Literacy Strategy, Focus on Literacy. NSW Department of School Education, Curriculum Directorate, 1997, p.8

Literacy in the Catholic School

Education is primarily about the development of the whole person. It is essential that children learn sound literacy skills because they are crucial to the development of the individual made in God's image and likeness. Also, with God's help, the children can make a sound contribution to both their own and the common welfare, perceiving their world as something on which they can, and should, make a positive impact. Impoverished literacy skills mean a limited ability to communicate with others, to build effective relationships, to learn, to reason, to express joy, suffering, concern and love.

It is the responsibility of the Catholic School, in teaching literacy to ensure that Gospel values are incorporated into the literacy programme. These values are evident not only in the manner in which literacy is taught, but in the selection and acquisition of policies in regard to resources employed. The school reflects and promotes a belief in the children's dignity and provides experiences that will develop their gifts. It also educates the children to live responsible lives, being concerned for both themselves and others and developing their sense of value as disciples of Jesus.

The notions of uniqueness of the individual, rights and responsibilities, the individual as part of a wider community, social justice and transformation of self and the community are integral to the teaching of literacy in the Catholic school.

Aims of Teaching Literacy

The aims of literacy teaching at St Philip Neri are to:

- educate the whole child, spirit, body and mind.
- develop in children effective and purposeful literacy skills in order that they may function confidently at school, at home and in society.
- individually challenge children according to ability and interests so they can reach their full potential.
- develop literacy skills that promote critical awareness.
- develop in the children a love of reading and writing.
- develop in the children a perception of themselves as life long learners.
- develop in the children literacy skills that assist them in interpreting their world.

Beliefs about Literacy Learning at St Philip Neri

We believe that student's literacy development is enhanced when the following beliefs are evident in literacy teaching K-6.

1. Learning is natural. Children learn best when involved, stimulated and challenged.

- Children are active participants in their learning.
- Opportunities are provided for children to engage in authentic reading and writing activities daily.
- Purposes are made explicit for learning.

2. Learning is a life long process. It is continuous, developmental and holistic.

- Learning opportunities are developmentally appropriate and based on needs.
- Activities are always meaningful and contextualised.

3. Learning is individual. Children learn at different rates, have different learning styles and come to us with different understandings.

- Children are seen as individuals with unique abilities.
- Instruction is individualised based on effective assessment of needs.
- Learning experiences are based on children's understandings.
- Adequate resources are provided to support children at all the stages of their literacy development.

4. Environment impacts on learning. Everyone has the right to a supportive, positive, happy environment.

- Classrooms provide structure and predictability for students that support learning.
- The classroom environment demonstrates beliefs about literacy through the print displayed.
- Children's efforts are respected and valued.

5. Teachers' programmes support the development of the students' potential in literacy.

- Programmes are well-developed and based on the outcomes of the English K-6 Syllabus. They reflect the interconnectedness between Talking and Listening, Reading and Writing. Class programmes are also based on authentic assessment and high expectation of individual achievement.

Teaching and Learning Practices K-6

When teaching literacy the teachers at St Phillip Neri follow key teaching and learning practices K-6 to ensure continuity and consolidation of learning.

A balanced approach to teaching literacy is required. All teachers adhere to the required number of hours for teaching literacy (ES1/S1 – 8.5 hours and S2/S3 – 8 hours). Where possible, an uninterrupted 2 hour literacy block takes place in K-6 at least 4 days each week. (See Appendix A 'Literacy Block').

During this time, the children are involved in many tasks aimed at developing their literacy skills. These tasks aim to achieve the outcomes set down in our English Syllabus document and involve explicit, focused teaching and learning activities.

Components of a Balanced Literacy Program

The following teaching strategies are a regular part of a balanced literacy block at St Philip Neri. Definitions of the strategies are in Appendix B.

Talking and Listening

Modelled Talking and Listening - Teacher models specific skills.

Shared Talking and Listening - Planned whole class interactions with a specific focus.

Guided Talking and Listening - Carefully planned small group instruction.

Independent Talking and Listening - Talking and listening for identified audiences and purposes.

Reading

Modelled Reading - The teacher reads aloud a variety of text types. The main purpose of this is enjoyment.

Shared Reading - An enlarged text is used over several days to explicitly teach aspects of language and to promote enjoyment.

Guided Reading - Carefully planned small group instruction based on individual needs. This takes the form of Reciprocal Teaching and Readers' Circle for fluent readers in the upper grades.

Independent Reading - Time spent reading, discussing and promoting books.

Writing

Modelled Writing - The teacher writes and "thinks aloud". The short, focussed lesson is based on the children's needs.

Shared Writing - This is also known as Joint Construction. The teacher plans the writing and involves the children in the construction.

Guided Writing - Carefully planned small group instruction to meet observed needs or to extend the children.

Independent Writing - Children write for a clearly identified audience and purpose across a variety of text types.

At St Philip Neri we strongly affirm the role our parents play in supporting students' literacy learning, both at home and at school. We are very grateful to many wonderful parents (and some parishioners) who are involved on a daily basis in our classroom literacy programmes and we extend our appreciation for their ongoing support.

Features of the literacy block at St Philip Neri include:

Talking and Listening

- The employment of individual, paired, group, whole class activities (integrated across KLA's).
- Modelling of talking and listening skills and provision of practical follow up tasks.
- Questioning which will challenge children to think at various levels and respond accordingly.
- Use of class presentations, debates and public speaking.
- Regular listening comprehension experiences.
- Ensuring the use of talking and listening as a foundation for the teaching of text types.

Reading

- Planning a balance of modelled, shared, guided and independent reading strategies every week. The balance of strategies is determined by assessment.
- Providing a balance of text types, both literary and factual.
- Providing resources that reflect multicultural and Aboriginal perspectives as well as those which appeal to boys.
- Providing opportunities to develop oral reading skills in a variety of settings.
- Providing responses to reading which are authentic and meaningful whereby children practise the skills of reading and writing they are learning.
- Providing reading group activities, serial reading and take home reading.
- Developing comprehension skills through literal and inferred questioning.

Writing

- Planning a balance of modelled, shared, guided and independent writing tasks.
- Focusing on text types as per the Scope and Sequence in English K-6. Teachers refer to overview from the previous year. (Appendix F).
- Engaging the children in the writing process and emphasising process and product.
- Providing opportunities for children to reflect on their learning both orally and in writing.
- Providing the opportunity for children to write every day, exposing them to a variety of texts and extended writing tasks across all K.L.A's.
- Ensuring that students perceive both an audience and purpose for their writing.

Grammar

Grammar is taught in context for all stages as per the English K-6 Syllabus document. Specific grammar related to text types in the K-6 Modules is also addressed.

Handwriting

- Emphasising correct posture and pencil grip to develop fluency, style and speed.
- Explicit handwriting lessons will take place in K-4 classrooms, twice per week. These lessons will be of approximately twenty minutes duration and they will incorporate the use of handwriting textbook.
- Teaching word processing skills.
- Offering suggestions for improvement and follow up in response to regular assessment.

Spelling

At St Philip Neri, we believe that there are 5 important principles of spelling and our classrooms, K-6 reflect these. (See Appendix C).

- Teaching phonological and graphological processing as per the scope and sequence in English K-6 and Stage Agreements. (See Appendix D).
- Providing frequent opportunities to write for a range of purposes and audiences.
- Explicitly teaching a range of spelling strategies and providing appropriate spelling activities throughout the week.
- Employing learning strategies K-6 as required including, have-a-go book, sight words, chunking, word families and spelling rules, dictionary skills, proofreading and editing.
- Individualising spelling by including personal words identified through the child's writing.
- Ensuring children have knowledge of high frequency words appropriate to their level of development.

- Encouraging children, when dealing with new words, to analyse and look at the structure, relating this to word meaning.
- Providing a rich print environment in K-6 classrooms and exposing children to everyday words (on word banks around the room).
- Encouraging independent correction of spelling K-6, through developing the skills of editing and proofreading. (See “St Philip Neri Proofreading Symbols”, Appendix E).
- Using annotated work samples to demonstrate spelling development.
- Using errors as diagnostic and developmental signposts.

Identification of Students with a need for Learning Support and/or Special Talents

At St Philip Neri Catholic School, all children are seen as individuals, and as such may require intervention or extension programmes to be developed to suit their needs.

- Parent /teacher interviews to gather information.
- Observation Surveys are administered to children considered to be at risk at the beginning of Year 1.
- Running Records are used to identify specify reading behaviours and to determine appropriate focus for Guided Reading.
- Learning support teacher assesses children identified by the class teacher as being at risk. Following testing an IEP is developed in conjunction with the class teacher.
- Programs individually designed for children with special talents and needs.

Role of Specialist Personnel

To support the class teacher.

To support and enhance the class program.

To plan cooperatively with the class teacher.

To assess children identified as being ‘at risk’ and to feed back to the class teacher so that planning can be done cooperatively.

Support to be integrated into the classroom program.

Assessment and Reporting

Assessment involves teachers in identifying, gathering and interpreting information about learning achievements of their students. Assessment assists teachers to set the direction for ongoing teaching and learning. It allows teachers and schools to evaluate the effectiveness of teaching programs, to plan to meet individual learning needs of all students and to report to parents.

The outcomes provide standards of achievement for each stage. Each outcome has a number of possible indicators that suggest a variety ways of demonstrating the outcome. The indicators have been developed to assist teachers in monitoring student progress at each stage and are used to annotate student work samples. Teachers can develop other indicators which reflect the experiences of children and the cultural background of their students.

Once the assessment has been carried out, the English K-6 syllabus will be used to design teaching and learning programs to cater for the identified learning needs of all students. The content and scope and sequence sections of this document will provide guidance in selecting appropriate learning experiences related to the outcomes.

Teachers engage in authentic assessment for reporting by:

- collecting information about students’ literacy development using a variety of strategies, multiple opportunities and varying contexts.
- observing and recording behaviours during whole class and group lessons
- using oral and written retellings of familiar texts
- taking and analysing running records. Years K-3, Benchmarks twice per year for portfolios and reports. Informal running records, twice per term. Years 4-6, running records when necessary.
- using student self assessment
- using work samples. Annotated writing samples to Principal once per term
- analysing a student’s incorrect response talking to parents and caregivers.
- using “Assessment for Teaching” – Appendix G.

- Standardised tests are used as follows:
Kindergarten – Letter ID, beginning and end of year.
Year 1 - Observation Survey, MIST (Middle Infant Screening Test).
Year 2 – Waddington Reading, South Australian Spelling Test.
Years 3-6 – TORCH (Test of Reading Comprehension), South Australian Spelling Test, CARS (Comprehensive Assessment of Reading Strategies)
Years 3 and 5 Basic Skills - Writing and Literacy.
- Diagnostic Testing used as required e.g. Neale Analysis, Phonemic Awareness

Standards and Targets

- At St Philip Neri, we are working towards achieving outcomes in the English K-6 Syllabus.
- We teach from outcomes-based class programmes.
- We will continue teacher professional development when applicable.
- We expect the following reading levels to be achieved by the end of the year: Kindergarten – Yellow 8; Year 1 – Orange 16; Year 2 – Gold 22. Years 3-6 children will be independent, fluent readers with deep comprehension.
- With the help of the Learning Support Teacher, students at risk of failure in English will be identified.
- BST and PWA results will be analysed to inform our teaching.

Professional Development

All teachers are encouraged to attend cluster meetings and inservices when available to enhance their expertise in the teaching of literacy.

It is expected that all teachers develop their skills and understandings of best practice in teaching literacy by:

- attending ongoing professional development
- reading journals and articles available through professional organisations such as PETA
- sharing professional reading
- visiting classrooms in and outside the school
- co-operative planning with stage teacher
- sharing of classroom programmes
- contributing appropriate information at regular staff meetings

Partnership Between Parents, Teachers and Children

The partnership between parents and teachers is seen as crucial at St Philip Neri Catholic Neri Catholic School. Parents are the children's first teachers and their insights and input are both valued and valuable.

Ongoing communication is fostered by the following strategies:

- Information sessions
- Meetings, newsletters to enhance ongoing communication about various literacy issues.
- Biannual meetings with parents to explain goals and achievements
- Use of term overview and class newsletters to communicate specific grade information, learning requirements and special events.
- Regular and ongoing communication about the child's progress.
- Making available training for parents working in classrooms with children.

APPENDIX B – TEACHING STRATEGIES

Modelled Talking and Listening

In modelled talking and listening, the teacher provides a model of a proficient speaker and listener. The teacher can plan to model any aspect of listening and talking and related skills. When modelling talking and listening, teachers model different ways to ask questions, make statements and give commands. They also demonstrate the differences between open-ended and closed questions. The teacher encourages polite and active listening skills and draws attention to the different ways in which spoken texts are structured. It is the role of the teacher to facilitate an understanding of the way in which spoken texts vary according to context, audience and purpose. Finally, the teacher should develop the children's awareness of the needs of the listener.

Whole Class Talking and Listening

When engaging in whole class talking and listening, teachers at St Philip Neri:

- implement group activities that focus on joint sharing, problem solving, negotiation and consensus.
- point out the differing grammatical structures used when speaking.
- provide guidance in how to prepare for and rehearse spoken presentations.
- develop children's formal presentation skills
- discuss with children effective and ineffective aspects of spoken language.
- listen and respond to points of view presented by others in group and class discussion.

Guided Talking and Listening

Guided Talking and Listening is mostly used during small group focus activities. The role of the teacher is to facilitate, guide and respond to the children's needs in talking and listening.

Independent Talking and Listening

During independent talking and listening sessions, children:

- participate in a range of learning experiences (see *English K-6 Modules*) related to text types being learned.
- discuss and debate issues.
- use different kinds of questions to interview, research, and classify meaning.
- prepare and present information reports and projects.
- discuss events, incidents, people and personal experiences.
- prepare, present or perform spoken texts to different audiences and for different purposes.
- present a point of view on an issue and argue a case with supporting evidence.
- engage in debates.
- use appropriate pitch, pace, pause and emphasis in public speaking and performance.
- retell stories heard and read, changing their voice to indicate different characters.
- respond to spoken texts in a variety of ways.

Modelled Reading

Modelled reading involves reading to the class daily. Reading to children leads to acquisition of language patterns and vocabulary and further demonstrates effective skills of reading aloud. It fosters an understanding of reasons for reading and provides a time for reading for pleasure.

Shared Reading

In this approach the teacher uses enlarged texts. Through shared reading children can become independent in reading material that would otherwise be too difficult. Shared reading is an important part of the whole class focus and provides a vehicle to demonstrate reading strategies in a meaningful context. A Shared Book experience may go through several stages in the course of a week or more – introducing the enlarged text (teacher-centred), exploring the text (children join in and the teaching focus is planned in terms of the group needs) and independent reading (may involve reading response activities appropriate to the reading level of individual learners).

Guided Reading

Guided Reading enables a teacher and a group of students to talk, read and think their way purposefully through a text. Books are matched to the individual reading ability of the children at an instructional level, determined by the analysis of running records. Each child is guided to be responsible for gaining and maintaining meaning and developing strategies to achieve accuracy. The teacher's role is to guide the students

in developing reading skills with comprehension being central to the act of reading. Students will engage in silent reading and the teacher may read, or have a child read part of the text to provide support. When discussing or revisiting the text, it may be appropriate for students to read parts aloud to answer a question or to justify an opinion.

Independent Reading

Within the daily reading workshop children require a time to read suitable materials independently. A range of materials should be made available for children to practise their reading skills on familiar and unfamiliar texts. A Home Reading programme is in place from K-6. Books are self-selected and based on the children's independent reading levels.

Reciprocal Teaching

This is a useful strategy to move from the teaching of reading skills to developing depth of comprehension. It takes the form of a dialogue between the teacher and students as they use and develop the strategies of predicting, clarifying, questioning and summarising. For Reciprocal Teaching, it is important to find a suitable fiction or factual text at an instructional level for the small group of children participating. It is also useful to model the four processes prior to commencing the strategy. Reciprocal Teaching helps readers to internalise the strategies which effective readers employ. When engaging in reciprocal teaching strategies, the students are practising and developing the skills required to comprehend and to learn.

Readers' Circle

The purpose of Readers' Circle is to take children beyond the usual individual response to text. It involves a small group of children selecting a text to read. Each child must have a copy of the text and will read individually an agreed part of the text. The children then come together to explore their understanding and interpretations of the text.

The initial discussion should focus on the cover, author and blurb as the teacher leads the group to make predictions on the content. After beginning the reading in their own time, the group comes together to discuss reactions to the text, having kept notes about their likes, dislikes, patterns and puzzles to assist them in taking part in the discussion. The teacher's role is crucial in the early stages in guiding the discussion and helping to make links between the comments the children are making.

Modelled Writing

In modelled writing the teacher provides a model of a proficient writer in progress. The teacher 'thinks aloud' the writing process as the modelling takes place. The students are the observers of the writing process in action. The teacher can plan to model any aspect of the writing process or related skills.

Shared Writing

This is a joint construction of a piece of text where the ideas come from both the teacher and the students. The teacher needs to be aware of the different parts of the writing process as well as text types, and ensure that children are exposed to a variety of each.

Guided Writing

Guided Writing is most commonly used during small group focus section of the writing workshop. The role of the teacher is to facilitate, guide and respond to the student's thinking in the process of composing texts. Guided Writing is when the students are constructing the text while being guided by the teacher, to extend or support, most often when the class is engaged in independent writing.

Independent Writing

Students write independently to practise the skills that they are learning through modelled, shared and guided writing. It is essential that expectations and routines are clearly established. The whole class focus and guided writing sessions will continue to provide strong models of writing behaviours that will support children when they write independently for a clearly articulated audience and purpose.

APPENDIX C – PRINCIPLES OF SPELLING

At St Philip Neri, we believe that there are five important principles of spelling.

Principle One - Spelling is learnt as we use it

Teachers have an essential role in increasing students' interest in words and in influencing their attitudes toward spelling. Students need to feel they are able to succeed in learning to spell.

How we translate this into classroom practice:

- Providing frequent opportunities to **write for a range of purposes and audiences**
- Providing a print rich environment that includes displays of letters, words, and word patterns on **Word Walls etc.**
- Encouraging students' attempts to spell words. Letting them approximate — especially when they are trying to use new words. Pointing out the parts they have spelled correctly. Using the parts they have misspelt as a focus for teaching spelling
- Ensuring students **proofread** their writing to identify possible spelling errors
- Selecting words from their **have-a-go pad**.
- Responding to the messages in children's writing by writing back to them. Making use of words that are misspelt in order to model the correct spelling

Principle Two - Learning to spell is part of the developmental process of learning to write

When teachers understand **spelling development**, they can match teaching strategies to developmental needs. Records can be kept showing the developmental indicators, strategies and skills that children are using by monitoring students' writing. In this way, teachers can decide when and how it is appropriate to intervene. Teachers are able to determine what students already know about spelling and they can then build on that knowledge.

Principle Three - Exploring words and vocabulary are part of learning to spell

Teaching spelling is an on-going activity. Whenever students come across new words, they should be encouraged to analyse them and to look at their structure and relate this to word meanings. **Word study** is an important part of the literacy program.

Principle Four - Independence and self-evaluation are essential in spelling development

How we translate this into classroom practice:

- Teaching **proofreading** skills - proofreading is different from normal reading. Students are encouraged to proofread their work. Students identify words they think might not be correct, even when they don't know how to correct the words. Knowing when a word *looks* wrong, is the first step towards getting it right
- Encouraging students to evaluate their own progress, identifying goals achieved and areas that need further work
- Teaching students **how to learn words** and how to check spelling of words they have attempted
- Making students aware of processes for **trying to write new words**

Principle Five - Effective spellers use a number of different strategies interactively in order to spell correctly

We believe that students need to be explicitly taught four forms of knowledge in order to help them to become competent spellers:

- Phonological Knowledge
- Visual Knowledge
- Morphemic Knowledge.
- Etymological Knowledge.

Strategic spellers/readers/writers know a range of strategies and can describe them as well as use them. Spelling is a thinking activity, not a rote learning activity.

(Principles of Spelling - <http://www.discover.tased.edu.au/english/six.htm>)

APPENDIX D – SCOPE AND SEQUENCE OF PHONOLOGICAL AND GRAPHOLOGICAL SKILLS

EARLY STAGE 1

Students will be provided with opportunities to:

Visual Processing

1. Recognise that words are units of print with a space on either side, that they carry a message and have constant meanings

- Modelled writing, and recording news
- Demonstrate one to one correspondence during Shared Book
- Engage children in interactive writing
- Use of coloured dots or highlighter tape to highlight words or letters
- Text reconstruction.

2. Automatically recognise whole common words by sight, e.g. student's name, high-frequency words from texts (e.g. through matching games)

- Do regular guided print walks.
- Build word walls.
- Develop personal word lists.
- Provide name tags and word towers.

3. Follow text directionality from left to right, including knowledge that letters are written from left to right to form individual words

- Engage children in interactive writing.
- Use pointer during shared book.
- Teacher talk during modelled writing.

4. Discriminate between letters through matching activities

- Alphabet match.
- Letter sort.
- Use magnetic letters.

5. Develop an awareness that the direction of a letter (e.g. b/d), and whether it goes above or below the line (e.g. b/p), makes a difference when identifying a letter

- Provide explicit handwriting lessons.
- Use magnetic letters to match, sort etc.
- Sort letters into body/head and body/tail.
- Use hand movements to 'make the bed'.
- Use teacher talk during modelled writing.

6. Know the names of the letters of the alphabet

- Build an alphabetised word wall.
- Provide alphabet on desks as tent cards or place mats.
- Highlight during guided and shared reading.
- Play games with the letters.

7. Recognise that the same letter may be printed in upper and lower case

- Use matching games and magnetic letters.
- Emphasise during modelled writing.
- Remind children during independent writing.

Sound Awareness

1. Recognise that words are made up of sounds

- Use a small whiteboard to explore words in Guided Reading.
- During shared book use 'post its' to cover parts of words to engage children in discussion.
- Have fun using alliteration around children's names.

2. Join in rhymes and chants

- Use choral reading for rhymes, chants and poems.
- Engage children in lots of oral activities.

3. Recognise rhymes and provide a rhyming word, given a predictable context

- Use oral rhyming games.
- Build words lists of rhyming words as they are discovered.
- Direct focus to these words in Guided and Shared Reading.
- Engage children in simple word hunts.

4. Segment oral sentences into individual words (using words of one syllable at first)

- Say sentences and clap each word.
- Read sentences and clap each word in Guided Reading
- Develop oral games.

5. Segment spoken multisyllabic words into syllables (e.g. ba-na-na), using clapping or drum-beats

6. Say the first sound in a spoken word

- Provide lots of opportunities for the children to be involved in listening games.
- Listen for the first sound in children's names.
- Use interactive writing to make connections between the spoken and written word.

7. Recognise spoken words that begin with the same sound (e.g. pat, pin) or a given sound (e.g. Clap when you hear a word beginning with 'm')

- Find words during guided print walks.
- Find words during shared book e.g. be a word detective.
- Do simple word sorts.

8. Vocally 'stretch' a word (e.g. m-a-n, b-ea-ch, t-r-ee, sh-o-p), using a hand gesture to support the stretching concept, to highlight the first, middle and last sounds

9. Say the last sound in a spoken word (e.g. in 'game' the last sound is 'm')

- Use teacher talk to emphasise the last sound in modelled writing.
- Model using this strategy in the early stages of have a go.
- Demonstrate the last sound in shared book reading.
- Use children's names to look for the last sound.

Letter-Sound Relationships

1. Achieve the insight that written words refer to spoken words

- Focus on this during Guided Reading through one to one matching.
- Use teacher talk during daily modelled writing.
- Make links to oral work during shared reading.

2. Say the most common sounds for all the lower-case letters (to avoid confusion, letters that look alike and sound alike should not be introduced together, e.g. 'b' and 'd', 'a' and 'u')

- Focus on letters/sounds not known
- Use Letter ID to determine needs
- Work with needs based groups to teach letter sounds.
- Provide opportunities for word hunts and word sorts.

3. Identify new words using known letter-sound relationships, e.g. using initial letter to guess the word

- Use post-its to hide initial sounds during shared reading.
- Look for known letter-sound patterns during word hunts.
- Demonstrate using known letter-sound patterns during modelled writing.

4. Blend known letter–sound relationships to form vc (e.g. at) and cvc (e.g. sit) spoken and written words.
 - Develop word lists from the big book used for Shared Reading.
 - Experiment with blending known letter sounds during modelled writing.
 - Create lists of vc and cvc words using oral activities.

Spelling

1. Write their own name using correct spelling
 - Provide name tags.
2. Copy the sequence of letters from models of high frequency, topic and personal words
 - Demonstrate the use of word walls/towers during modelled writing.
 - Constantly model the use of environmental print during writing.
3. Write high frequency words independently (e.g. is, I, am, the)
 - Encourage children to use a variety of strategies such as referring to word walls/towers etc
 - Provide lots of opportunities to write for a clearly articulated audience and purpose.
4. Say and sound while writing the letter for the first sound in a word
 - Encourage children to say the sound/word out loud when independent writing.
 - Demonstrate saying the first sound in a word when modelling writing.
5. Say and write letters for some of the sounds in a word beyond the initial sound, identifying the sounds through stretching the word (initially with teacher support) — students may still use letter names for sounds
 - Demonstrate saying and writing letters for sounds beyond the initial sound in modelled writing.
 - Use interactive writing to have individual children have a go at writing sounds in words.
 - Make connections to oral and written work related to identifying sounds during shared reading.
6. Spell unknown words phonetically (as they sound), with most of the letters in the correct sequence
 - Demonstrate using have a go cards.
 - Provide alphabet strips on desks to support children writing our words.

STAGE 1

Students will be provided with opportunities to:

Visual Processing

1. Recognise an increasing number of high-frequency sight words (sight words may have to be practised to support automatic recall)

- Base word list from 'Who, What, Where, Why'
- Use games such as memory, snap, go fish.
- Children take home personal lists for spelling homework.

2. Demonstrate an early ability to see small words within bigger words (eg within compound words such as 'cowboy'.)

- Use look, explore, cover, write, check
- Do word hunts to find small words within bigger words.

3. Recognise lower-case & upper-case letters

- Sort lower and upper-case letters using magnetic letters, personal alphabet cards etc.
- Use teacher talk to emphasise during modelled writing.
- Reinforce during handwriting lessons.

4. Read environmental print

- Ensure there is appropriate environmental print at child height.
- Provide regular opportunities for guided print walks.
- Use 'read around the room' as a regular strategy.

Sound Awareness

1. In early phases of Stage 1, segment spoken cv (b-e), vc (o-n) and cvc (l-o-t, p-a-ck, sh-o-p) words into separate sounds

- During modelling use and explain the correct terminology.
- Use alphabet cards and magnetic letters to make cv, vc and cvc words.
- Use word sorts to identify the above.

2. In early phases of Stage 1, blend single sounds to form a spoken word (cv, vc and cvc words)

- Use rhymes and chants for oral work.

3. In early phases of Stage 1, delete onset from spoken word to utter a rime separately, or to make a new spoken word (eg say 'sheet' without the 'sh')

- Use small whiteboard to demonstrate the use of onset and rime in guided reading.
- Highlight the use of onset and rime during shared reading.

4. In later phases of stage 1, segment consonant blends (cc, eg s-p-o-t, & ccc eg s-p-l-it) to show awareness of identity of separate phonemes (tr-, dr-, -mp, -nt, nd & -nk may need extra explanation, with attention to how they are formed in the mouth.)

- Use a variety of games such as word matching and word sorts.
- Demonstrate the formation of letters using rhymes and chants.

5. In later phases of Stage 1, blend single sounds to form a spoken word, (ccvc, eg slip, clock, sneeze; cvcc, eg desk, lunch; cccvc eg street; ccvcc, eg crust)

- When demonstrating spelling words identify the consonant vowel patterns.
- Encourage children to have a go at blending single sounds.

6. Manipulate phonemes to make new words, eg exchange one sound in a spoken word with a different sound to make a new word

- Provide time for oral circle games to manipulate phonemes and create new words.
- Identify words during shared book and manipulate the phonemes.

Letter-Sound Relationships

1. Understand difference between letter names and letter sounds
 - Reinforce using games.
 - Reinforce during shared and guided reading.
2. Understand that letter names remain constant but the sounds they represent may vary
 - Explore in the context of shared book.
 - Develop lists of words that sound the same, highlighting particular letters.
 - Continue to demonstrate during modelled writing.
3. Know the names and most common sounds for all single letters
 - Reinforce during shared reading.
 - Use children's names to reinforce names and sounds of letters.
4. Blend sounds in written vc, cv, and cvc, to work out unknown sounds
 - Help children to recognise letter patterns in shared and guided reading.
 - Demonstrate using letter patterns to spell during modelled writing.
5. Recognise consonant digraphs (eg sh, ch, th, wh, ph)
 - Use highlighter tape in shared book lessons.
 - Develop word lists from shared book.
 - Encourage children to refer to lists when writing.
 - Use word hunts to develop word lists.
6. Recognise common vowel digraphs (eg ea, ay, ar, er, or)
 - Use highlighter tape in shared book lessons.
 - Develop word lists from shared book.
 - Encourage children to refer to lists when writing.
 - Use word hunts to develop word lists.
 - Use word sorts to reinforce common vowel digraphs.
7. Recognise long vowel sounds (silent 'e')
 - Use highlighter tape in shared books to model long vowel sounds.
 - Find examples of long vowel sounds during guided and independent reading.
8. Segment written words into onset and rime (eg slip: sl and ip)
 - Play oral games emphasising onset and rhyme.
 - Identify words during shared and guided reading.
 - Demonstrate using onset and rhyme to spell unknown words during modelled writing.
9. Build word families using words with known rimes (eg using knowledge of 'day' to spell 'bay' and 'ray'.)
 - Develop word lists from shared book.
 - Add to lists using word hunts.
 - Play rhyming games.
10. Recognise that common suffixes in words can have different sounds (eg talked, wanted, rubbed)
 - Focus on word endings during shared and guided reading.
 - Use highlighter tape during shared book.
 - Have children do word sorts related to different suffixes.
11. Identify the sounds of known letter clusters, syllables or rimes in unknown words.
 - Model how children can use these sounds when implementing have a go.
 - Model proofreading for teaching spelling.

Spelling

1. Focus on letter sequences and their sounds when copying and learning high- frequency, topic and personal words.
 - Use look, explore, cover, write, check.

- Model using letter sequences in have a go.
 - Model the use of word towers, wall print etc.
2. Write cv, vc and cvc words that contain known letter-sound relationships
 - Demonstrate using letter patterns to spell during modelled writing.
 - Find examples in shared book reading.
 - Do word searches for specific letter patterns.
 3. Choose phonetically appropriate letters to represent most of the sounds in unknown words (students may have difficulty with consonant blends)
 - Use have a go book.
 - Use interactive writing.
 - Focus on words that can be spelt phonetically during shared book.
 4. Use rime analogy to spell new words (eg mop, hop)
 - Model the use of analogy as a spelling strategy.
 - Add this to your chart of 'What good spellers do.'
 5. Use knowledge of familiar letter patterns to spell words, eg -ed, -ing
 - Focus on familiar letter patterns during shared book.
 - Encourage children to articulate the spelling strategies they use to spell words.
 - Highlight familiar letter patterns during guided reading.
 6. Spell words using consonant blends, digraphs and long vowel sounds that have been introduced as a component of the reading program
 - Make connections between words observed in reading and spelling.
 7. Start to use self-correction strategies such as visual and auditory strategies (eg sounding out, sight words) to spell unknown words in own writing.
 - Teach these strategies and include on 'What good spellers do' chart.
 - Encourage the use of have a go.
 - Model proofreading strategies.

STAGE 2

Students will be provided with opportunities to:

Visual Processing

1. Build fluency and automaticity in recall of an expanding number of words in literacy and factual texts
 - Link word knowledge across KLA's.
 - Make connections about word knowledge during shared/guided reading.
 - Use a small white board during guided reading to highlight words.
2. Find known letter clusters (eg solution), syllables (eg un/co/ver) and smaller words in big words (eg knowledge) (Automatic processing of letter clusters assists in word recognition.)
 - Look, explore, cover, write, check– eg height, see eight.
 - Strengthen letter identification in words eg knowledge.
 - Use a have a go book.

Sound Awareness

(At stage 2, development of phonemic awareness typically occurs through learning experiences in which letters are linked to sounds, i.e. in phonics and spelling activities. Phonemic awareness skills could be consolidated through games and activities.)

1. Produce a rhyming word that begins with the same sound (say a word that rhymes with 'sheet' but begins with 'm')
 - Highlight rhyming words with different spelling – eg meat, meet.
 - Use big books to develop word lists.
 - Develop appropriate word hunts/word sorts.
 - Use poetry to highlight rhyming words in context.
2. Delete consonants from consonant blends to make a new word (say 'smack' without the 'm')
 - Use word wall charts to record new words that have been discovered.
 - Use look, explore, cover, write, check.
 - Highlight words in big books.
3. Exchange one consonant blend with another consonant to make a new word (eg say 'smack', but instead of the 'm' say 'n')
 - Clarify terminology used eg. Consonants and vowels.
 - Use word hunts to discover new examples eg. smack becomes snack.
 - Use look, explore, cover, write, check.
 - Highlight examples of words in big books
4. Delete 'n' from final blends (eg say 'went' without the 'n')
 - Use word hunts to find other examples.

Letter-sound Relationships

1. Read unknown words (two syllables) in syllable chunks, rather than separate sounds
 - Clap words and spelling of syllables – eg 'glockenspiels'
 - Highlight words in guided reading.
2. Read multi-syllabic words with known prefixes and suffixes (eg un-, non-, -tion, -ness, -able)
 - Use word hunts using print around the room, guided reading books to develop word banks.
 - Use word lists to create word sorts related to prefixes and suffixes.
3. Recognise contractions (eg shouldn't)
 - During silent and independent reading, have children record the contractions they come across.
 - Highlight contractions in big books and develop word lists.
4. Give the most common sound for all vowel digraphs (eg cloud) and trigraphs (eg

high)

- Draw children's attention to digraphs and trigraphs during modelled writing and shared reading.
- Explicitly explain digraphs and trigraphs.
- Find examples during silent reading.

5. Decode more unusual letter patterns as chunks (eg 'ough', 'scious')

- Use analogy to try and make links to other words.
- Use word hunts.
- Discuss unusual letter patterns when words are encountered during shared and guided reading.

6. Be aware of more advanced letter-sound correspondence rules (eg soft c and g before e (eg cent, gent), l (eg city, giant) or y (eg cygnet, gym))

- Children devise their **own** set of rules.
- Demonstrate rules during modelled writing.
- Explicitly teach spelling rules.

Spelling

1. Use an increasing bank of known spelling words written automatically

- Use a have a go book when writing.

2. Use known letter patterns and sound sequences, not just individual letters, when spelling unknown words

- Use a have a go book when writing.
- Teach and practise proofreading skills.
- Use look, explore, say, over, write, check.
- Use analogy for eg. Where else have you seen those letters – sounds?

3. Classify words into groups according to the way in which they are spelt (eg thought, bought, ought)

- Use word building to develop word banks.
- Use word sorts.
- Use have a go book when writing.
- Sound explosion i.e. Children write as many words as they can think of with the same sound and spelt the same way.

4. Become familiar with the various ways of representing a particular sound in writing (eg meat, meet, metre)

- Develop lists during shared book experience and in spelling lessons.
- Children contribute to lists by identifying words during own reading.
- Encourage children to refer to these lists when writing.
- Make links to grammar eg. meat – noun, meet – verb.

5. Hypothesise about, and learn spelling generalisations (eg i before e except after c; y before i for plurals; double consonants etc.)

- Have children write their own generalisations to explain word lists developed.
- Demonstrate the use of these rules/generalisations during modelled writing.
- Remind children to refer to the rules/generalisations developed when proof reading.

6. Use known word parts when spelling unknown words (eg prefixes, suffixes, compound words)

- Refer to class lists of prefixes and suffixes etc. when proofreading.
- Use teacher talk to emphasise these word parts during modelled writing.

7. Consider meaning and context when spelling words (eg when differentiating between homonyms such as their/there/they're)

- Explicitly teach using meaning as a strategy to spell.
- Explain different spellings using grammar.
- Ensure that all spelling activities are meaning based.

- Develop a class chart of homonyms and have children add to this when they find words during reading.
8. Correctly represent consonant blends when spelling unknown words
 - Use have a go book.
 - Emphasise when designing proofreading activities.
 - Demonstrate during modelled writing.
 9. Use common consonant and vowel digraphs in attempting unknown words
 - Demonstrate the use of this strategy during modelled writing.
 - Encourage children to use this strategy when using have a go book.
 - Apply during look, explore, cover, write, check.
 10. Use mnemonics for spelling irregular or difficult words (eg 'piece of pie')
 - Develop a short list of suitable mnemonics when these words occur.
 11. Increasingly use visual and phonetic self-correction strategies in editing own work (words that do not look or sound right)
 - Continue to teach and practice the skills of proofreading.
 12. Become familiar with various spelling resources, eg spell check, dictionary.
 - Provide activities that will involve children using a range of dictionaries and thesaurus'.
 - Help children become aware of the times when spell check is unreliable.

STAGE 3

Students will be provided with opportunities to:

Visual Processing

1. Build fluency and automaticity in recall of almost all words in the spoken vocabulary
 - Base list of words displayed prominently in the classroom.
2. Automatically process longer words in terms of letter cluster (eg introduction, production), syllables (eg en/cy/clo/pe/di/a) and smaller words in big words (eg development). (Automatic processing of letter clusters assists in word recognition.)
 - Use teacher observation to identify any children having difficulty with this.
 - Use look, explore, cover write, check.

Sound Awareness

1. Display complex oral phonemic manipulation skills, eg spoonerisms
 - Collect examples of spoonerisms, malapropisms etc. through reading.
 - Explore a suitable text eg. Paul Jennings' books.

Letter-Sound Relationship

By stage 3, most students should be able to read familiar and unfamiliar words effortlessly and accurately by drawing on a range of word-identification strategies.

1. Use knowledge of a wide range of graphophonic relationships involving a variety of letter patterns (eg single letters, vowel and consonant digraphs, letter clusters and patterns.)
 - Use teacher observation to identify any children having difficulty with this.
 - Use look, explore, cover, write, check.
 - provide opportunities for complex word sorts.
2. Recognise smaller meaning units within larger words (eg base words, prefixes, suffixes, compound words.)
 - Create word webs.
 - Highlight prefixes, suffixes etc. during big book sessions.
 - Use look, explore, cover, write, check.
3. Use knowledge of root words and word origins
 - Develop an on-going list of core words.
 - Provide a range of dictionaries which will provide access to etymology.
4. Sound out unknown words (two or more syllables) in chunks (eg syllables, word segments) rather than single letters
 - Use as one of the available strategies to spell unknown words
5. Read aloud, demonstrating good control of intonation, pause and stress
 - Demonstrate this during modelled writing.

Spelling

(By stage 3, students should be able to accurately and automatically spell words that are regularly used in the classroom. They should be able to use a wide range of strategies for spelling unknown words and for learning commonly misspelt words.)

1. Use competent visual and phonological strategies for attempting and checking spelling (does it look and sound right?)
 - Design proof reading exercises related to common errors.
 - Develop a checklist of things to do if children can't spell a word.
2. Use known word meanings and base words when spelling unknown words (eg heal, healthy; sign, signature)
 - Explicitly demonstrate the use of base words.
 - Develop challenging word sorts.

3. Develop knowledge of word origins, eg Greek and Latin roots (telephone, aquarium)
 - Collaboratively develop lists and display in classroom.
 - Make use of a variety of dictionaries to source information.
4. Consolidate and extend proofreading skills and take responsibility for editing own work
 - Teach the skills of proofreading and editing.
 - Display and use whole school proofreading guide.
5. Develop a knowledge of less common letter patterns and spelling generalisations/rules and apply them to new situations
 - Highlight these during modelled writing.
 - Develop word lists eg. words that sound the same but are spelt differently.
 - Develop class generalisations/spelling rules based on class/group discussions.
6. Take responsibility for maintaining a personal spelling notebook
 - Support children to implement a personal spelling notebook.
7. Competently use various spelling resources, eg spell check, dictionary
 - Provide activities that will involve children using a range of dictionaries and thesaurus'.
 - Help children become aware of the times when spell check is unreliable.

Appendix G – KEY LEARNING AREA OUTCOMES AND INDICATORS RELATED TO COMPUTER EDUCATION

The following Outcomes and Indicators are taken from the NSW English Syllabus document. They relate directly to Computer Education and are by no means the only related outcomes. The Indicators (shown by a point) may provide a basis for teaching and learning activities. They may be adapted or provide inspiration for how each outcome may be achieved. The indicators shown below are often one of many which relate to the particular outcome.

Learning to Talk and Listen - Skills and Strategies

TS1.2 Interacts in more extended ways with less teacher intervention, makes increasingly confident oral presentations and generally listens attentively.

- Talks to whole class using a prop to guide talk, eg a computer graphic

TS3.2 Interacts productively and with autonomy in pairs and groups of various sizes and composition, uses effective oral presentation skills and strategies and listens attentively.

- Takes notes from a range of spoken texts, eg guest speaker, TV program, video and CD-ROM
- Makes an oral presentation using technology

Learning About Reading - Reading and Viewing Texts

RES1.5 Demonstrates developing reading skills to read short, predictable written texts on familiar topics.

- Recognises computer icons
- Contributes to shared reading of letters from e-mail peers/buddies Talks about the meanings found in still and moving images, eg CD-ROMs

RS1.5 Reads a wider range of texts on less familiar topics with increasing independence and understanding, making connections between own knowledge and experience and information in texts.

- Enjoys a variety of TV programs, videos and electronic storybooks (CD-ROMs) Uses a number of sources for information, including CD-ROMs
- Follows simple written instructions, eg instructions for using the classroom computer
Finds specific information in factual texts including CD-ROMs

RS2.5 Reads independently a wide range of texts on increasingly challenging topics and justifies own interpretation of ideas, information and events.

- Refers to the author and illustrator of a book or software title, commenting on other
- texts produced by them
- Predicts and lists a range of print and nonprint resources for answering focus questions, eg Internet etc
- Interprets basic maps, charts, diagrams, graphs, photographs, other still and moving graphics
- Uses e-mail to request and receive information
- Obtains information from selected internet/computer sites and other computer graphics and texts
- Interprets and follows short printed instructions or directions such as those in recipes, maps, board games and computer adventure games
- Obtains information from databases
- Selects print and nonprint material on an increasing range of topics from school and community libraries, the internet

RS3.5 Reads independently an increasing range of texts with increasing content demands and responds to themes and issues.

- Comprehends and interprets a wide variety of TV programs, videos,- multimedia and performances
- Interprets more complex maps, charts, diagrams, graphs, photographs, other still and moving graphics
- Accesses and interprets a wider range of internet/computer texts and graphics
- Uses e-mail and internet sources to request and receive information

Learning About Reading - Skills and Strategies

RES1.6 Demonstrates developing reading skills and strategies for reading books, and comprehending texts.

- Navigates through sections of computer software dealing with print

RS1.6 Draws on an increasing range of skills and strategies when reading and comprehending texts.

- Uses a number of sources for information, including software, pictures, posters, signs, labels, books
- Uses different parts of texts to access information, eg title page, contents page, glossary, menu

RS2.6 Uses efficiently an integrated range of skills and strategies when reading and interpreting written texts.

- Uses the table of contents, menu, index, page numbers, headings, captions and key words to find information
- Makes brief notes of information relevant to the topic, recording resources used
- Locates and sorts information on a topic from a variety of sources.
- Locates information from sources such as books, pictures, bookmarked sections of the internet, data bases, CD-ROMs and media texts
- Makes judgements about the appropriateness of information

RS3.6 Uses a comprehensive range of skills and strategies appropriate to the type of text being read.

- Identifies and locates resources, eg through subject/key word/author/title searches, consulting encyclopaedias, atlases, yearbooks, databases, CD-ROMs, pamphlets, newspapers, internet
- Identifies a research topic and selects relevant and accurate information
- Identifies relevant and valid resources for research
- Summarises key information

Learning About Reading - Context and Text

RES1.7 Demonstrates an emerging awareness that written and visual texts convey meaning and recognises that there are different kinds of texts that serve different purposes.

- Identifies subject matter of pictures in books, magazines, electronic books, CD-ROMs, television and video

RS1.7 Understands that texts are constructed by people and identifies ways in which texts differ according to their purpose, audience and subject matter.

- identifies the different parts of a publication and talks about their use, eg title page,
- contents page, glossary, index, menu
- selects texts related to a topic.

RS2.7 Discusses how writers relate to their readers in different ways, how they create a variety of worlds through language and how they use language to achieve a wide range of purposes.

- *makes general statements about how visual texts such as diagrams, tables and
 - illustrations enhance or detract from meaning
 - makes comparisons and identifies differences between text produced in different media

RS3.7 Critically analyses techniques used by writers to create certain effects, to use language creatively, to position the reader in various ways and to construct different interpretations of experience. .

- discusses how information on a local issue or newsworthy event is presented in articles from a magazine or newspaper, in television news broadcasts or on the Internet recognises opportunities and constraints attached to methods of constructing electronic texts.

Learning About Reading - Language Structures and Features

RES1.8 Identifies some basic language structures and features of texts.

- uses words such as 'letter', 'sound', 'printing', 'drawing', 'word', 'label', 'sentence'
- recognises conventions in the use of icons and written text in computer software.

RS1.8 Identifies the text structure and basic grammatical features of a limited range of text types.

- uses appropriate terminology to discuss computer texts, eg space, full stop, letter, upper and lower case, bold, italics.
-

RS2.8 Discusses the text structure of a range of text types and the grammatical features that are characteristic of those text types.

- discusses the use of the colon, semicolon, dash
- identifies types of visual information, eg map, chart, table, animation
- .identifies conventions of electronic texts, eg hyperlinking
- uses appropriate terminology to discuss computer texts.

RS3.8 Identifies the text structure of a wider range of more complex text types and discusses how the characteristic grammatical features work to influence readers' and viewers' understanding of texts.

- compares conventional structures used in print and electronic texts.

Learning to Write - Producing Texts

WES1.9 Engages in writing texts with the intention of conveying an idea or message.

- recognises the fact that texts can be produced using a range of media
- uses visuals to communicate ideas
- uses drawing software to create pictures for scribed texts
- creates pictures using a drawing program, writes own text or has it scribed
- contributes to jointly constructed class e-mail messages.

WS1.9 Plans, reviews and produces a small range of simple literary and factual texts for a variety of purposes on familiar topics for known readers.

- uses drawings to accompany texts where relevant.

WS2.9 Drafts, revises, proofreads and publishes well-structured texts that are more demanding in terms of topic, audience and written language features.

- researches specific topics to write about
- writes on both familiar and researched topics.
- uses illustrations and diagrams where relevant
- chooses the medium for writing, eg by hand or by computer
- uses longer noun groups characteristic of the written mode
- writes letters to family and friends.

WS3.9 Produces a wide range of well-structured and well-presented literary and factual texts for a wide variety of purposes and audiences using increasingly challenging topics, ideas, issues and written language features.

- Constructs text in a range of media, eg video, multimedia, audio
- undertakes research to extend knowledge of subject matter.
- uses diagrams, charts, maps, graphs, illustrations relevant to text.

Learning to Write - Skills and Strategies

WS2.11 Uses knowledge of letter-sound correspondences, common letter patterns and a range of strategies to spell familiar and unfamiliar words.

- deletes or adds words, adds information and rereads work to clarify meaning
- uses spell check as one strategy for checking spelling

WS3.11 Spells most common words accurately and uses a range of strategies to spell unfamiliar words.

- checks own attempts using a dictionary or spell check
- recognises most misspelt words in own writing and uses a variety of resources for correction
- uses a thesaurus to find synonyms when writing
- demonstrates an awareness of the limitations of spell check features in word processing programs.

WES1.12 Produces most lower-case and upper-case letters and uses computer technology to begin to construct texts.

Using Computers

- experiments with using the computer mouse and keyboard and other specialised equipment
- produces own name
- produces some letters other than those in own name
- produces commonly used words
- moves the cursor using the mouse and keyboard and other specialised equipment
- associates the pressing of a key with the appearance of a character on the screen
- turns the computer on and off
- identifies the cursor on the screen
- recognises letters on the keyboard
- uses computer software programs to create texts
- types simple sentences.

WS1.12 Produces texts using letters of consistent size and slope in NSW Foundation Style and using computer technology.

Using Computers

- experiments with computer functions
- uses functions when editing

- accurately uses words associated with computers, eg keyboard, screen, cursor, mouse, disk, space bar
- enlarges and changes text font
- produces a card or invitation using both graphics and written text
- types sentence/s without assistance
- recognises letters on the keyboard
- uses computer software to create texts
- inserts and ejects a disk
- recognises simple conventions, eg space bar for spaces, shift and caps lock for upper-case letters, tab
- uses computer terminology, eg save, delete, open, exit, print, hard disk, floppy disk, menu, save as, command, caps lock.

WS2.12 Uses joined letters when writing in NSW Foundation Style and demonstrates basic desktop publishing skills on the computer.

Using Computers

- selects and inserts graphics or illustrations to enhance text meaning
- locates and uses spell check
- changes appearance of text according to purpose
- carries out basic functions, eg drafts, redrafts, prints, saves to correct place and retrieves a text
- saves texts at regular intervals
- edits spelling and sentence structure
- uses word processing programs to design text for paper-based and electronic publication, eg class newsletter, website
- investigates other forms of publishing, eg slide shows, multimedia
- sets out writing in a form suitable for purpose.

WS3.12 Produces texts in a fluent and legible style and uses computer technology to present these effectively in a variety of ways.

Using Computers

- uses computer software programs and associated technology to format a variety of texts .
- locates and uses thesaurus
- varies font and layout to suit particular audience and purpose
- chooses appropriate graphics to accompany text
- designs and organises information for a web page
- locates and uses columns or borders when appropriate
- adds graphics, changes spacing and style when publishing
- uses word processing programs to design school/class newspaper, importing graphics and written texts from a range of sources
- uses multimedia authoring software to create published works incorporating text, graphics, sound, animation
- creates texts that incorporate graphics or tables when appropriate.

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