Literacy Expectations 2023

Effective Literacy Practice Expectations

These are a set of teacher expectations for our literacy teaching and learning programmes. To raise achievement in literacy we have a shared approach to teaching. The key competencies are the key to learning in every learning area. We aim to deliver high quality and consistent programmes across our school to enhance student achievement in literacy.

We have high expectations that all students will be working within their band of expectation or above; as a guide for this we are using the New Zealand Curriculum and the Literacy Learning Progressions. Alongside this we have developed tools for tracking progress and achievement in reading and writing.

Our expectation for most children at Pukete School in Writing is to be working at or above the expected curriculum level that is:-

- Working at curriculum Level 1 by Year 2
- Working at curriculum Level 2 by Year 4
- Working at curriculum Level 3 by Year 6

Our expectation for most children at Pukete School in Reading is to be working at or above:

- Level 12 after one year at school
- Level 17 after two years at school
- Level 21 after three years at school
- Level 24 by the end of Year 4
- Level 26 by the end of Year 5
- Level 27 by the end of Year 6



These guidelines have been organised around the Effective Practices in literacy.

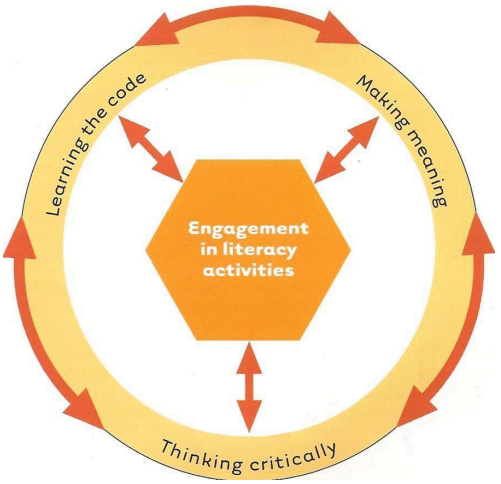
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Knowledge of Literacy Learning

Literacy acquisition and development

Literacy is the ability to understand, respond to, and use those forms of language that are required by society and valued by individuals and communities. (ELP- Yrs 5 - 8, pg18)

Many factors are involved in students' literacy acquisition and development, and these are specifically reflected in the progressions.
Other key factors :
• the cumulative nature of literacy learning;
• the continuing importance of oral language and vocabulary development;
• fluency;
• the need for students to have the literacy expertise to engage with the increasingly complex texts and tasks of the curriculum;
• motivation and engagement;
• the importance of developing metacognition.



Literacy Acquisition

The process of becoming literate is intensely complex. The literacy learner has to develop a knowledge base, a repertoire of strategies, and awareness of how to put their knowledge and strategies together.
The scope and content of the literacy learning progressions are based on the understanding that, in broad terms, literacy acquisition has three main aspects.

Literacy learners need to learn the code of written language. This learning includes phonological awareness, knowledge of the alphabetic principle and of grapheme–phoneme (letter–sound) correspondence, and automatic recognition or spelling of familiar words. Literacy learners need to learn to make meaning of texts. This learning includes the use of background knowledge, vocabulary knowledge, knowledge of how language and texts are structured, knowledge about literacy, and strategies to get and/or convey meaning. Literacy learners need to think critically. This includes analysing and responding to texts and bringing a critical awareness to reading and writing.
Adapted from (ELP- Yrs 1- 4, pg 24; ELP- Yrs 5- 8, pg 25; and Snow et al)

Literacy learning is cumulative and builds on existing expertise. Certain literacy knowledge and skills are prerequisites for further literacy learning.

Teachers will use the literacy learning progressions to alert them to what students need to know and be able to do at particular points. This is important because, when students have not mastered the prerequisite knowledge and skills at the places identified in the progressions, their further development is limited. These skills and this knowledge will need to be priorities for instruction.

Oral language

Expertise in oral language is essential to learning the code, making meaning, and thinking critically, and not just in the early years at school. For example, through discussion, we focus on ideas found in our reading and writing and on how they are expressed, and we extend both our vocabulary and our thinking. Teachers need to take account of the role of oral language in both reading and writing and reflect the fact that expertise in written language (for example, vocabulary learned in reading) increasingly extends to oral language.

Vocabulary development

“Knowing” a word involves a complex network of connections, images, and understandings. Initially, children’s vocabulary knowledge is gained from their exposure to and use of oral language. They hear and learn the meanings of large numbers of words, storing them in memory and recalling their meanings when they are heard again. Research shows that speakers of English at primary school learn at least three or four thousand new words each year.

Fluency

Fluency in reading and writing refers to the ease with which students are able to read or write. Fluent readers are able to adjust their rate of reading to take into account factors such as the purpose for reading and the density of the text. Refer to “A note on fluency in written language”, on page 24 of Effective Literacy Practice in Years 5 to 8, for more information about the concept of fluency.

Increasingly complex texts and tasks

A text’s complexity is affected by the complexity of its vocabulary, sentence length and construction, cohesion, layout, length, and illustrative and graphic support. The kinds of information in a text and the ways in which that information is related and presented also affects the text’s complexity – for example, the inclusion of abstract information, separated (non-continuous) information, multiple pieces of information, implied information, and distracting (competing) information. The relative complexity of a text is also affected by the reader’s prior knowledge. As well as the more familiar texts, students need to be able to read and retrieve information from other types of texts, which include charts and graphs, tables and matrices, diagrams, maps, and forms.
The texts that students read and write and the tasks with which they must engage as they move through the school system become increasingly complex. Teachers need to be aware of the challenges of the texts and tasks that their students engage with and also of those that they will need to engage with in later years.

Motivation and engagement

Students’ enthusiasm for their learning can be a good indicator of what their progress will be. All students need to be motivated to learn and engage actively in their learning if they are to make the expected progress in literacy learning, and every student is different. Students are engaged and motivated by learning that makes connections to their individual expertise and interests and builds from there. Teachers need to be aware of cognitive, emotional, environmental, and cultural aspects of engagement.

Metacognition

It is important that students are actively taught to be aware of what literacy expertise they are using and how they are using it, so that they can deliberately select from their repertoire and apply their literacy knowledge and strategies in more and more contexts in different areas of the curriculum. This metacognitive awareness enables them to become independent readers and writers.

Spelling

Expertise in spelling is essential to writing. It develops as writers build knowledge of spelling patterns and how words are constructed and learn how to use and coordinate a range of spelling strategies. Expert spellers have learned to use such strategies automatically, employing one or more of them as needed to solve specific problems. To help students develop their spelling expertise, teachers need to understand what strategies students are using effectively and provide instruction in those they need to learn. Vocabulary instruction that teaches students how words and parts of words work, as well as what they mean, also supports the development of expertise in spelling. Effective Literacy Practice in Years 1 to 4, pages 144–148, and Effective Literacy Practice in Years 5 to 8, pages 161–166, provide suggestions to help students develop spelling expertise.
Literacy Learning Progressions: Meeting the Reading and Writing Demands of the Curriculum pages 3-5

Handwriting

Teachers should follow the teaching procedures as outlined in "Teaching Handwriting in New Zealand". For years 2-3 teaching the correct letter formation is continued 2-3 times a week. In the senior school the amount of time devoted to the teaching of handwriting needs to be linked with the specific learning needs of the student. It is important that children are able to write legibly. **All handwriting is carried out in black pen.**

Conditions for Literacy learning

Brian Cambourne's Conditions for Literacy Learning are particularly relevant as they direct us to the learning environment we need to create.

Conditions	What	Evidence in the Classrooms
Immersion	Children need to be surrounded by an environment that is rich in spoken and written language.	Immersion of students in the content and context. Print rich examples of writing are in evidence. Use of multi-sensory approach (sights, sounds, tastes, feelings).Saturated classroom with meaningful and relevant content
Demonstration	Children need opportunities to observe models of the way written language is used in daily life.	Practical and concrete models. Demonstrations using explicit action. Use of multi-sensory approaches. Use of frameworks to aid memory Teacher made charts and visual prompts.
Expectation	Children need to be in an environment where adults believe that they will acquire literacy skills.	Organisation and routines evident. Clarity about what students are expected to know, be able to do, or value. Start and end every lesson with a focus on the expected learning intention and success criteria. Students are encouraged to reach for the highest level of performance. Rubrics provided when large tasks are assigned Use of charts to define high quality work e.g. exemplars
Responsibility	Children need to maintain some control of the learning process by knowing they have the ability to make decisions. This is important within the whole writing process	Teach literacy problem solving. Choices of ways students can demonstrate their learning Leadership opportunities. Speaking about students being accountable for their own learning. The fostering of independent learning where students are encouraged to take increasing responsibility for their own learning.
Engagement	Children need opportunities to try reading and writing activities on their own. They need to feel they are writers/authors.	Writing everyday Free choice activities Writing centres Published work
Use/Practice	Children must use reading and writing skills throughout their daily lives.	Contexts' are authentic, many practice opportunities given. Start with near transfer practice and move to far transfer practice as students gain confidence with the new skill or knowledge. Practice opportunities that involve whole group, small group, and individual practice
Approximation	Children should be free to make attempts at written language that move closer and closer to conventional reading and writing.	Celebration of close approximations Identification of the classes' "zone of proximal development" in relation to what they are learning. Modify expectations as needed for students

Response	Children need to receive feedback from teachers and peers on their attempts at reading and writing.	Be specific about strengths and weaknesses/ next steps for learning Useful 'closing the gap' comments Celebrate! – Teacher highlights successes against learning intentions Allow specific time to read, reflect and respond to marking (reader's response)

Knowledge of the Learner

Knowledge of the learner encompasses knowing about the pathway of progress for each child and about the patterns of progress for literacy learners in general at different points in their development.

Teachers need an extensive and continually developing knowledge of:

- each child's individual profile of learning and the implications of this for instruction;
- patterns of progress for learners as they acquire literacy;
- each child's language practices outside of school as well as in school.

This knowledge:

- is gathered in a planned way from many sources, formal and informal;
- is analysed and used to inform practice;
- involves sensitivities relating to individual learners, such as cultural considerations or rates of progress.

The effective gathering, analysing, and using of knowledge about the learner is informed by the teacher's knowledge of literacy learning as well as by the teacher's expectations.

The meaning that is made in any assessment is based not only on what we say and do, but on how we say it and the context and relationship in which it is said. Our assessment interactions with students tell them who we think they are, what we think learners should do, and what we think it means to be literate.

Assessments are not simply outcomes, they are part of the process and product of social activity.
(E.L.P. Chapter 3- Yrs. 1-4 - Yrs. 5-8)

Knowledge of data collecting and recording in Literacy

Each term an assessment schedule will be set outlining the expected assessments due for that particular term.

- All assessments will be recorded onto our school system 'Assembly'
- All teachers will follow the Assessment Schedule as set for each year.

The assessments will be made up from the following sources:

- Running Records
- PM Benchmarking
- PROBE: Years 4-6: Odd Years: Fiction: Even years: Non Fiction
- STAR: Years 3-6
- e-AsTTle: writing: Years 2-6
- Draft Writing Books
- OTJ's
- Essential Spelling Lists

Engaging Learners with Texts

Engaging learners with text means placing the use and creation of texts at the heart of literacy learning.

Effective literacy teaching practice involves using texts to engage students in their reading and supporting the students as they create texts in their writing.

There is convincing evidence that engaging students in rich experiences with texts has a strong positive impact on student achievement. Studies show that:

- using and creating texts is a key way to motivate students, and motivation promotes learning:
- vocabulary built through rich-text activities enhances students' achievement, for example, in comprehension;
- experiences with texts that have different forms and structures are associated with positive student outcomes;
- opportunities for many reading and writing experiences are associated with student achievement. (ELP Yrs. 1-4, pg. 112. Yrs.5-8 pg. 122)

A Focus on Purpose

In order to engage learners in a reading or writing activity that will improve their achievement, the teacher needs to be clear about:

- the learning intention – (what the teacher wants the students to learn, in order to address their identified needs).
- how they will share this learning intention with the students, this means clearly articulated and written down.
- what the learning activities and tasks will be and which instructional strategies will be most effective.
- co-construction of success criteria – how they and the students will know that the learning intention has been achieved.

When teachers are explicit in sharing with students the reasons for a reading or writing task, they give a point to the task and build the expectation that reading and writing will always be for a purpose. By reviewing the purpose and reflecting on the learning at the end of the activity, they reinforce this expectation

Instructional Strategies – Approaches to Reading

The following explicit teaching approaches form a vital component of quality literacy programmes. Children need to see and hear their teacher read and write, in some form, each day! Teachers need to plan to use a range of these strategies throughout each term. Working with groups and individuals is an appropriate way to maximise teaching and learning.
Reading to children (ELP- Yrs.1-4 pgs. 91-93 Yrs.5-8 pgs.97-98)

Reading to children from good literature should happen every day in the classroom at all levels. This frees children from having to decode and encourages active listening. The children make connections between what they know and what they hear and they develop new knowledge and awareness. Vocabulary is enriched by hearing new words in context. There is a great deal of implicit learning happening when children are read to.

Shared Reading (ELP Yrs.1-4 pgs.93-96 Yrs.5-8 pgs.98-104)

This is an essential part of the literacy programme. It allows interaction and helps children to increase their understanding of themselves as text users. This approach can be carried out with both small/large groups. The children participate as active listeners and the text is read by the teacher and children together. All children need to see the text (usually enlarged). Shared Reading provides a secure environment that can and should be enjoyed by all children. It can open up new worlds for children and motivate them in mastering the skills they will need to become successful learners.

Guided Reading (ELP Yrs.1-4 pgs.96-100 Yrs. 5-8 pgs.104-108)
Guided Reading has a central role in leading children to independence in reading. Teacher works with a small group of children with similar instructional needs – so they are supported in reading text independently. Guided Reading provides the framework in which teachers can use instructional strategies to:

- help students to develop an understanding of what is involved in reading and an expectation of success;
- help students to learn, practise, and integrate their reading strategies;
- help students to read new text successfully;
- monitor students closely while they engage with and process texts;
- develop students' comprehension of and critical responses to text;
- build students' confidence as independent readers;
- show students how the processes of reading and writing are integral to each other.

Independent Reading (ELP Yrs.1-4pgs.100-101 Yrs.5-8 pgs. 109-110)

Reading at home and at school should be enjoyable. Parents and teachers show their enjoyment of reading when they also read and make sure that children have time to enjoy reading. This builds the habit of reading, practising reading strategies, building comprehension and vocabulary, promotes fluency, puts responsibility for solving problems with words and meaning in their own hands, helps sustain concentrated reading and helps to build confidence about trying new material.

Phonics
Phonemic awareness (the ability of children to hear and differentiate sounds) is the starting point of any phonics programme. Children with low levels of phonemic awareness will need to develop the supporting skills e.g. clapping word syllables and rhyming before entering into a formal phonics programme.

Phonics instruction should be an intrical part of literacy programmes. As well as teaching letter names and letter sounds, children should be taught to separate into individual phonemes and to blend phonemes into words. Explicit links in phonics should be made between reading and writing.

Reciprocal teaching of Reading (ELP Yrs.1-4 pgs.101-102Yrs.5-8 pg.110)
Useful Contexts for Developing Literacy Learning
This is a small group procedure to help improve comprehension and critical thinking of fluent readers. This involves 4 explicit strategies for reading comprehension:

- formulating questions to stimulate thoughtful discussion
- clarifying ideas in the text
- predicting what might follow, using prior knowledge and information in text.
- Summarising information in the text

The teacher initially leads the group and then the children take on more of the responsibility by taking turns to lead.

Literature Circles (ELP Yrs.1-4 pg. 102Yrs.5-8 pg. 111)
These can be used to encourage children to think and talk about a wide range of texts. In a literature circle children generate the discussion based on their interpretation of the text. They share their personal response and interpretations with others in the group.

Expectations

School-wide Expectations and Procedures

To realise high levels of achievement it is very important that we have in place consistent procedures and methods across the school. The following is to be found in every classroom. The reading focus aligns, where possible, with the writing focus for each term as set out in the Pukete School wide Writing Plan.

Reading is to be planned using a Reading Plan, Teachers will then differentiate the strategies being taught for the students in their class and include these details in their own planning.
Expectations are the ideas that teachers, students, parents and communities have about students as learners – about their knowledge and expertise, their progress and their achievement. Teachers' expectations for their students are informed by professional knowledge, theoretical knowledge, their beliefs and values and based on evidence. They should be high but appropriate. They should also be:

- Clearly expressed
- Shared by all partners in the students' learning
- Informed by feedback from all partners in the students' learning
- Reflected upon and reviewed in the light of evidence about their effects

Effective teachers have expectations that children can achieve academic progress and believe that they can be effective in helping to do this. For example, in literacy, they believe that their children can attain independence in reading and writing, and they continually look for opportunities to move them up a gradient of difficulty, with appropriate interactive support. (ELP Yrs.1-4, pg. 152. Yrs. 5-8, pg.172)

Implications for Teachers

Part of teachers' professionalism is being prepared to shift their practice when they see evidence that this can improve outcomes for their students. For teachers, being professional means raising their awareness in the face of evidence, being prepared to confront their own beliefs and assumptions, and being willing to accept that data may need to be explained in terms of what the teacher believes and does. It means accepting that they cannot continue to attribute disparities in achievement to out-of-school factors, such as family circumstances or low income.

Finally, teachers need to consider their expectations in terms of routines and management of how they communicate with all learners in the course of the school day. These expectations, too, are part of a teacher's belief system and influence their practice. They may relate to how different students will participate in classroom literacy activities and to certain students' potential for maintaining focus, working independently, making choices, or taking responsibility for classroom tasks. Such expectations can be conveyed in subtle ways, many of which are non-verbal. Children internalise these messages and reflect them in their own attitudes and actions. (ELP Yrs. 1-4, pgs. 155-157)

Formative Assessment Practices

Sharing Learning Intentions and success criteria

What	**Classroom Evidence**
Sharing learning intentions with children has become internationally recognised as a key to engaging children in learning. Research shows that children, (see Unlocking Formative Assessment Pg 25) are more motivated and task orientated if they know the learning intention. They are also able to make better decisions as to how to go about a task. When we set learning intentions and success criteria with students the learning becomes more explicit. Students can confirm, consolidate and integrate new knowledge. Setting criteria with students scaffolds future learning. It helps teach students what quality looks like.	This happens every lesson. Learning intentions - Discussed, written down and clearly articulated by the teacher and students. Keep the learning intention separate from the "how to" instructions of the activity. State the learning intention – "We are learning to…." Then with the class create success criteria. Go on to "how will we know we achieved this?" this helps involve the students with creating the success criteria. Then ask the students to repeat it or read it back to you (this may be think, pair, share) Remember the power of the visual image – displaying the learning intention and success criteria. (Mind maps, co-constructed class charts, child generated charts.) Be the main focus of feedback.

Feedback and Feedforward FOR Learning

Feedback FOR Learning is feedback that supports learning. "Specific constructive feedback about learning, as it is occurring, is one of the most powerful influences on student achievement." (N.Z –MOE 2001,p2) It describes strengths upon which further learning can build and areas that need to be improved. It gives the students the information they need to adjust what he or she is doing so they can improve	**Pukete School has a focused coded marking strategy** When marking students work: Focus on the learning intention, success criteria and/or a child's personal goal. Teachers highlight successes against learning intention in pink. Make feedback specific so feedforward can be specific to enhance performance. Teachers arrange as many ways as possible to increase feedback to the writer. Ways to increase feedback: ● Involving students in setting criteria ● Providing models, samples or exemplars to show what success looks like ● Involving students in self assessment. The sources of feedback may include – parents, teacher, self and peer feedback.

Self Assessment

Students' self assessment yields highly valuable information for the teacher. The students' own comments on and the interpretations of their learning and problem solving	Emphasis on thinking and articulating, not writing Can be achieved by brainstorming in small groups or pairs Related to the learning intention

can reveal to teachers what their students are thinking in terms of: • what they have learned • what they understand • what else they need to know • what thoughts they have on their next learning steps (ELP- Yrs 1-4, p. 62 – Yrs 5-8, p.63) Self assessment allows metacognitive learning. "The greatest impact on children is an overall rise in their self-esteem. This is a well researched result of pupil self assessment." (Clarke 2001, page 41)	Is visually displayed Is modelled by the teacher first Happens straight after the learning Teacher spends time modelling possible answers students might have to self-assessment questions (I think some of you may say you are most pleased with…) Children are: • Able to say where they need help • Working towards being in control of their own learning • Beginning to set their own targets and goals • Talking about their own learning • Know the purpose of self-assessment

Knowledge of the Learner: Reading

Running Records

If Running Records are taken in a systematic way they provide evidence of how well children are directing their knowledge of letters, sounds and words to understanding the messages in the text. While Running Records are not standardised tests, there are key principles we can all adhere to which will increase their validity and reliability.

- Seen texts to be used.
- Students need to score 80% or better with the comprehension questions.
- Number of words – Maximum of 150-200 words at orange level or above.
- All Running Records are to be carried out by the classroom teacher.

Accuracy Rate Chart

Independent	Easy enough for independent reading	95% -100%
Instructional	Instructional level for use in leveled reading session	90% - 94%
Frustrational	Too difficult and will frustrate the reader	89% and below

Text selection at other times

Reading Recovery levels will be used as a guide rather than the colour wheel for assessment purposes.
PM books using a variety of fiction/non-fiction
PM Benchmark Kits
Probe Kits

Administration Format of Running Records

Introducing the text

1. Tell the students about the procedure. What to do, i.e. It is a running record; you read aloud to me, I will record what you say. If you make a mistake and know it, it is OK to go back and fix it up (self-correct) and use the strategies we have used in class, (look at the pictures, get your mouth ready, try again etc). I am not going to be helping you.
2. Flick through the text (child independently looking at the pictures) and tell them the title, sub title and proper nouns. N.B. Proper nouns one error, this is not a teaching time, "Try that again" prompt. Standardised recording.

NO Feedback during the Running Record

Positive feedback after the reading could include; what they have done well, be specific about the strategies they used, going back into the text and giving a self correcting example, fluency, expression, phrasing – this may lead into a "reading goal" card.

Analysis: The retelling and comprehension of the text is crucial. This information shows me that... My next teaching steps need to be... We are looking for consistent reading behaviours as they are achieved in the classroom and on the running records.

PROBE: Years 4-6
For children in Yr. 4-6 PROBE will be used. PROBE will be carried out according to the set guidelines that are in the PROBE kit. (Each team has a kit). For children in Yr. 4-6 who are reading one year or more below their chronological age, running records will be carried out using the PM's/ PM Benchmark Kit.

Engaging Learners with Texts: Reading

Using Texts - Developing Readers' Processing Strategies

Teachers have a crucial role in helping their students to develop a network of reading strategies and awareness of how to use them. Providing rich experiences of purposeful reading, using an expanding range of texts, is central to this development. The emphasis may initially be on decoding and making sense, but thinking critically about the text is part of reading and writing from the beginning of instruction – the aspects develop together.
Above all, the activities should be motivating and enjoyable for all students. As students become more proficient readers, teachers have a crucial role in helping their students to refine their reading processing strategies and in extending their awareness of how to use these strategies effectively. (ELP Yrs.1-4 pgs.128-135. Yrs.5-8 pgs. 139-152)

Attending and Searching

Children need to attend to details of text in order to decode and determine meaning.
For beginning readers this usually involves attending closely to every word (especially to initial letters) and illustrations.
For fluent readers this usually involves taking in larger chunks of text (phrases rather than words) and slowing down to identify and focus on specific words or features only when necessary to clarify meaning.

Predicting

Predicting is a strategy to not only identify words but to also anticipate what might come next.

For beginning readers it is usually at the level of individual words.
For fluent readers it involves prior knowledge and information in the text to decide on meaning of unknown words or difficult passages.

Cross Checking, confirming and self correcting

Teachers need to show children how to monitor their own reading.
For beginning readers cross checking usually involves checking that their prediction of an individual word fits and makes sense. This often takes time and is quite deliberate.
For fluent readers cross checking usually involves further searching for information to confirm understanding. In skilled reading these are fast and automatic.

Comprehension Strategies

Comprehension strategies are specific, learned procedures that foster active, competent, self regulated and intentional reading (Trabasso and Bouchard, 2002).

- Forming and testing hypotheses about texts
- Asking questions
- Creating mental images or visualising
- Inferring

Identifying the author's purpose and point of view

- Identifying and summarising the main ideas
- Analysing and synthesising
- Evaluating ideas and information

School-wide Expectations: Reading

Reading is to be planned for using a weekly plan.

To realise high levels of achievement it is very important that we have in place consistent procedures and methods across the school. The following is expected to be found in every classroom.

- **Reading to**: the children are read to each day by the teacher from good literature.
- **Shared Reading** is happening in every class 4x weekly in years 0-6 to convey the message about the joys of reading.
- **Guided Reading** is a focus in every classroom and children should be having a guided reading lesson at least twice a week.
- **Independent Reading** the children read independently every day at school and are encouraged to read at home daily.
- Years 0-3/ Levels 1-23 reading groups to be seen by an adult 4 times a week
- Readers go home with students Monday - Thursday for all students level 1-23
- Students are expected to have a Book Bag or Laptop case to take books home in
- Lower ability students read with teachers, higher ability students read with Learning Assistants

Pukete School Achievement Indicators – Reading

- Reading indicators for 'After 1-6 Years At School' are included in this document.

Guided Reading Targets – January 2017

Using the targets: Use your Reading assessments and OTJ to identify next steps; review the range of targets at the appropriate level; identify targets that match the group's needs. Note: you do not need to cover all the targets at each level, only those that match group needs.

Level	Skills	Fluency & strategies	Comprehension	Responses to text (from gold)
Magenta RR Level 1-2	To point to the words To recognise and read high frequency words (list 1)	To repeat and read simple sentences.	To attempt reading independently. To predict and attempt sentences using pictures. To answer simple questions about books.	
Red and yellow Level 3-8	To recognise and read high frequency words (list 1 and 2). To identify and use the initial letter / sound to predict words. To identify a word and the first and last letter in a word. Stop pointing to words by end of red (L 5)	To stop if reading does not make sense. To re-read to check reading. To fix up some mistakes that do not 'look right'	To attempt reading independently. To answer simple sentences about books. To predict what the text may be about using the title and illustrations.	
Blue and green Level 9 - 14	To look at the sounds at the end of a word. To decode and blend three sound words. To recognise and read high frequency words (list 1 – 3). To recognise parts of words (e.g. 'ing' 'at' 'br').	To check reading 'looks right, sounds right and makes sense' To re-read a sentence to fix up mistakes. To read fluently. To read with expression.	To answer simple questions using evidence from the text (literal). To retell the main points in order. To predict what a text might be about using the title, illustrations and prior knowledge. To predict what might happen next.	
Orange and turquoise Level 15 – 18 6.5 – 7.5yr rdg age	To 'chunk' an unknown word. To recognise parts of words and use this knowledge to read tricky words. To read and understand longer sentences. To predict the meaning of unknown words using clues in the text and prior knowledge.	To check reading 'looks right, sounds right and make sense' To re-read a sentence to fix up mistakes. To read fluently. To read with expression.	To answer simple questions using evidence from the text (literal). To retell the main points in order. To predict what a text might be about using the title, illustrations and prior knowledge. To predict what might happen next using evidence from the text. To answer simple inference questions using evidence in the text (inferential).	

Purple and Gold Level 19 – 22 7.5 – 8.5yr rdg age	To 'chunk' an unknown word. To recognise parts of words and use this knowledge to read tricky words. (prefixes and suffixes) To read and understand longer sentences, with conjunctions. To predict the meaning of unknown words using clues in the text and prior knowledge.	To check reading 'looks right, sounds right and make sense' To re-read a sentence to fix up mistakes. To read fluently. To read with expression. To adjust reading pace if reading gets tricky.	To answer simple questions using evidence from the text (literal). To identify the main points in the text. To predict what a text might be about using the title, illustrations and prior knowledge. To predict what might happen next using evidence from the text. To answer simple inference questions using evidence in the text (Inferential). To ask open and closed questions about the text.	To give opinions about events in the story.
8.5 – 9.5yr rdg age Level 23 – 25	To work out the meaning of more challenging vocabulary. To review word choices made by the author. To analyse and discuss tricky phrases and sentences.	To read and understand tricky words by using clues in the text and prior knowledge. To adjust reading pace if reading gets tricky.	To connect ideas in the text to answer questions about the text. To answer inference questions using evidence in the text. To summarise the main ideas on a page and in the text.	To give opinions about events in the story. To discuss characters and their actions.
9.5 – 10.5yr rdg age Level 26 - 27	To work out the meaning of more challenging vocabulary. To analyse and discuss tricky phrases and sentences. To review word choices made by the author.	To read and understand tricky words by using clues in the text and prior knowledge. To check understanding of words and main ideas and to scan and check and re-read if necessary.	To connect ideas in the text to answer questions about the text. To answer inference questions using evidence in the text. To summarise the main ideas on a page and in the text.	To give opinions about events in the story. To evaluate ideas in the text, using evidence from the text and prior knowledge. To give opinions about characters' actions.
10.5 – 11.5yr rdg age Level 28 - 29	To identify words and phrases that have figurative meanings as well as literal. To identify connectives and discuss how they link ideas in the text. To identify and discuss how texts are structured.	To check understanding of words and main ideas to scan and check and re-read if necessary.	To use two or more comprehension strategies to get deeper meaning from the text. To combine prior knowledge and ideas from the text to make new ideas (synthesise).	To identify and discuss the author's purpose. To give personal opinions about ideas in texts. To evaluate ideas in the text. Using evidence from the text and prior knowledge.
11.5+ yr rdg age Level 30+	To interpret figurative language and discuss its impact. To identify connectives and discuss how they link ideas in the text. To identify and discuss how texts are structured.	Te decode text fluently. To sort out any problems in the text using a range of strategies.	To use two or more comprehension strategies to get deeper meaning from the text. To identify and discuss themes in texts. To combine prior knowledge and ideas from the text to make new ideas (synthesis) To identify and discuss setting in texts and its impact on the story. To compare and contrast events and characters in the story.	To apply criteria to evaluate texts. To review characters in the text, drawing on evidence and sharing personal opinions. To identify and discuss the author's purpose. To give personal opinions about ideas in the texts.

Reading Progressions Aligned with Curriculum - Years 4 – 6		
Reading; By The End of Year 4	**Reading; By The End of Year 5**	**Reading; By The End of Year 6**
By the end of Year 4 students will read, respond to, and think critically about texts in order to meet the demands of the New Zealand Curriculum at level 2.	By the end of year 5 students will read, respond to and think critically about texts in order to meet the reading demands of the New Zealand Curriculum as they work towards level 3.	By the end of year 6 students will read, respond to, and think critically about texts in order to meet the reading demands of the New Zealand Curriculum at level 3.
Students will be able to; •Meet a reading purpose by using specific comprehension strategies such as identifying and summarising main ideas and making and justifying inferences ● Make connections between what they know and the text to interpret the meanings of new words and figurative language ● Choose reading material they like and are able to read and know where to locate such reading material ● Read for sustained periods (20 – 30 minutes) ● Sustain meaning in longer texts over time (e.g. by reading short novels over several days) ● Discuss and evaluate the ideas in different texts in relation to the purpose for reading ● Work out meanings of new words by using strategies such as applying knowledge of most prefixes and suffixes such as using reference sources such as; dictionaries and thesauruses inferring word meaning, e.g. using known meaning of tele and port to infer the meaning of teleport. ● Use a variety of strategies to monitor reading when meaning breaks down e.g. cross checking, re-reading, clues to confirm predictions and inferences	Students will be able to; ● Understand some abstract ideas by making connections between what they know and concrete ideas in the text. ● Locate and summarize some ideas by skimming and scanning, identifying key words, topic sentences and subheadings ● Link some pieces of information in texts to make inferences ● Evaluate and integrate some ideas and information about the same topic from a small number of texts to meet a specific learning purpose ● Generate their own questions about texts as well as answering questions from the teacher ● Use a variety of fiction and non -fiction texts to locate, evaluate and integrate information and ideas by drawing on their knowledge, skills and attitudes ● Mostly use and explain several reliable strategies for finding and learning the meanings of unknown words ● Have a growing knowledge of basic grammatical constructions and use this knowledge to assist meaning ● Have a developing knowledge of specific language features and structures of many common text types and use this knowledge to aid comprehension ● Monitor their reading for accuracy and sense and have the confidence to adjust their reading when they encounter difficulties ● Read regularly for sustained periods of 30 minutes ● Sustain meaning in longer novels and across a variety of texts on a single topic over several days.	Students will be able to; ● Understand abstract ideas by making connections by what they know and concrete ideas in the text ● Identify key words, topic sentences and sub headings to locate and summarise ideas relevant to their reading purpose ● Link several pieces of information that is close together in texts to make inferences ● Evaluate and integrate the ideas and information about the same topic from a small number of texts to meet a specific learning purpose ● Use and explain several strategies for finding and learning the meanings of unknown words ● Have a knowledge of basic grammatical constructions and use this knowledge to assist meaning ● Understand the specific language features and structures of many text types and use this knowledge to aid comprehension ● Monitor their reading for accuracy and sense and have the confidence to adjust their reading when they encounter difficulties ● Identify and reflect on the writer's purpose and on the ways in which writers use language and ideas to suit their purposes e.g. vocabulary used to develop a mood or set a scene ● Read regularly for sustained periods of 30 minutes or more ● Sustain meaning in longer novels and across a variety of texts on a single topic over several days.

Curriculum Levels

Colour	PM Levels	Age Bands	PROBE	NZC Level	
Magenta 1	Level 1	R.A 5.0 – 5.25			
Magenta 2	Level 2				
Red 1	Level 3	R.A 5.25 – 5.5			
Red 2	Level 4				
Red 3	Level 5				
Yellow 1	Level 6	R.A 5.5 – 5.75			
Yellow 2	Level 7				
Yellow 3	Level 8				
Blue 1	Level 9	R.A 5.75 – 6.0	5 - 6	1B	
Blue 2	Level 10				
Blue 3	Level 11				
Green 1	Level 12	R.A 6.0 – 6.5	5.5 – 6.5	1B - 1P	After 1 Year
Green 2	Level 13				
Green 3	Level 14				
Orange 1	Level 15	R.A 6.5 – 7.0	6 - 7	1P	
Orange 2	Level 16	R.A 6.5 – 7.0			
Turquoise 1	Level 17	R.A 7.0 – 7.5	6.5 – 7.5	1A	After 2 Years
Turquoise 2	Level 18	R.A 7.0 - 7.5			
Purple 1	Level 19	R.A 7.5 – 8.0	7 - 8	2B	
Purple 2	Level 20	R.A 7.5 - 8.0			
Gold 1	Level 21	R.A 8.0 – 8.5	7.5 – 8.5	2B - 2P	After 3 Years
Gold 2	Level 22	R.A 8.0 - 8.5			
Silver 1	Level 23	R.A 8.5 - 9.0	8 - 9		
Silver 2	Level 24	R.A 8.5 - 9.0		2A	End of Year 4
Emerald 1	Level 25	R.A 9.0 – 9.5	8.5 – 9.5		
Emerald 2	Level 26	R.A 9.5 – 10.0	9 - 10	3B – 3P	End of Year 5
Ruby 1	Level 27	R.A 10.0 – 10.5	9.5 – 10.5		
Ruby 2	Level 28	R.A 10.5 – 11.00	10 - 11	3A	End of Year 6
Sapphire 1	Level 29	R.A 11.0 – 11.5	10.5 – 11.5		

Sapphire 2	Level 30	R.A 11.5 – 12.0	11 - 12	4B	

Instructional Strategies – Approaches to Writing

The following explicit teaching approaches form a vital component of quality literacy programmes. **Children need to see and hear their teacher read and write, in some form, each day!** Teachers need to plan to use a range of these strategies throughout each term. Working with groups and individuals is an appropriate way to maximise teaching and learning.

Language Experience

Guided Writing (ELP Yrs.1-4 pgs. 102-104)

The key feature of this approach is that it involves providing children with experiences that encourage them to explore, think, and feel.
These experiences enrich children's speaking and leads on to their writing and reading.
Language Experience activities involve planned, purposeful 'doing and talking' together, which will be followed by writing and reading about the experience.
A great deal of implicit learning (something expressed in an indirect way) occurs during language experience activities.
Many messages are conveyed about the nature of writing, how print works, and the conventions of various forms of written language.

Guided Writing (ELP Yrs.1-4 pgs. 138-141 Yrs. 5-8 pgs.116-117)

In guided writing the child progressively takes control over the writing process.
The teacher works with a targeted group on a focused task.
The teacher knows what the children already know and what their needs are and what the next learning steps will be.
These are identified as learning goals and the children construct their texts individually, working with ideas about writing already developed with the teacher.
The children practice some or all of the steps in the writing process as set out in (Effective Literacy Practice in Years 1 to 4, pages 138-141).
The children learn from each other as well as the teacher and they seek feedback as they think and talk their way through the writing task. The guided writing session is 10-20 minutes long.

Shared Writing (ELP Yrs.1-4 pgs.104-107 Yrs.5-8 pgs.112-116)

Shared writing involves the teacher and a group of children (often the whole class) in planning and constructing a text together.
The teacher models and talks through the process of constructing a text, giving explicit instruction (something that is shown or expressed clearly) in how to use writing strategies, during the shared writing process.
Children contribute their ideas and expertise to the construction of the text.
Shared writing allows children to take part in constructing a more complex text than they could do on their own.
Shared writing exposes children to new language that adds to what they are using in their personal writing.
Writing strategies are taught such as letters, words, punctuation, spelling, re-reading and revising texts.

Interactive Writing (ELP Yrs.1-4pgs. 107-108)

This is a variation of shared writing, where all children are involved in scribing the common text.
The children have a marker and a small whiteboard and the teacher leads, but the children write down the text themselves, sometimes copying and sometimes writing the letters and words they know.
This is effective with a small group. It provides a safe and supportive environment for reluctant writers, for NESB children and for children who need intense attention to the features of the English language.

Independent Writing (ELP Yrs.1-4pg.109 Yrs.5-8 pg.118)

The children not only work on teacher-directed tasks, but they also have time to write for their own purposes on topics that are of high interest to them. The children have an opportunity during the independent writing time to explore ideas they want to and to practice the skills they have learned during shared and guided writing. When the children are writing on their own the teacher can observe their writing, see their progress and be there to give guidance when necessary, but ensuring that ownership of the writing is not taken away from the child. The opportunity to share finished writing with a group or the class should always be there and their writing should be displayed regularly. Teachers need to share their own writing honestly with the children and in turn the children should look forward to sharing their writing with the teacher who helps them to think critically about what they have written and how a reader will feel when reading it.

Engaging Learners with Texts: Writing

Creating Texts - The Writing Process and Writing Strategies

Writing is a creative act – not a set of skills to be taught in sequence. The teacher's purpose is for the children to produce high quality accurate writing that achieves its purpose and has an impact on the reader. Students need to learn not only that text forms have identifiable features but also that these forms and features can be manipulated to suit various purposes.
(ELP Yrs.1-4 pgs. 136-141. Yrs. 5-8 pgs. 153-167)

Forming Intentions

Forming intentions means planning carefully in order to create an effective text that has clarity and impact. The writer thinks about this in terms of the purpose and audience. As teachers support children in forming intentions for their writing, children become aware that writing, like reading, is for a purpose. Depending on children's age and ability, forming intentions may take time or very little time at all.

Crafting or Composing a Text

This involves the writer in translating thought and ideas into a written form, (getting something down on paper).
Beginning writers will need lots of modelling and support and explicit instruction to form letters and words accurately.
Fluent writers will write words, phrases and sentences in an automotive way; they will re-read and may modify their plan.

Reflecting on or Revising

This generally involves re-ordering, deleting and adding text to make one's meaning clearer. At this stage the writer searches for more accurate words and expressions to capture the audience.

Revising Proof-reading and Editing…our distinction

It is vital that we use the terms proof-reading and editing consistently across the school. Proof-reading is fundamentally about a piece of writing making sense and therefore the surface features. It is absolutely vital that at the end of every draft writing session a child proof-reads for;

- Sense
- Punctuation that affects sense – fullstops and capital letters
- To identify possible spelling errors.

Editing is about improving the message and is normally to suit the explicit learning intention. It is important that the editing process is taught. Strong consideration needs to be given to the likely audience while maintaining the writer's voice.

Depending on the child's level of writing development factors to consider include;

- Adding text – do I need to add more information?
- Deleting text – is that word(s) unnecessary?
- Improving vocabulary – use of descriptive phrasing or words.
- Organisation or layout considerations such as paragraphing.
- Reordering text to improve the writing sequence.
- Sense – will the writing make sense to the reader?
- Spelling – is the spelling and word usage correct?
- Grammar – is the writing grammatically correct?
- Reflecting on the intended audience's likely perception of the writing.

Publishing or Presenting

This means making a text available for others to read. In publishing or presenting the children may do some of the following;

- Make judgements about how to present their writing to the audience
- Proof-read their writing to check for spelling, capitals (surface features)
- Complete the version to be published or presented
- Seek feedback about the work from teacher or peers to inform further learning
- Enjoy their own work, share it and display it

Technical Skills for Writing

Writers need to develop the ability to use conventional spelling in order to write clearly, fluently and accurately. This involves moving through a number of stages. To become a proficient speller, a writer has to develop various kinds of knowledge, strategies for spelling unknown words, and awareness of how to use their knowledge and strategies.

Developing Spelling Knowledge

The teacher needs to support students to enable them to:

- use their phonemic awareness
- use their knowledge of letter-sound relationships
- develop a knowledge of orthographic patterns
- develop a knowledge of the morphological structure of written English
- Years 0-2, teaching of Yolanda Soryl phonics programme 4 times a week

School Expectations: Writing

We have high expectations that all students will be working within their band of expectation or above; as a guide for this we are using the New Zealand Curriculum' and the Literacy Learning Progressions'. To realise high levels of achievement it is very important that we have in place consistent procedures and methods across the school.

Our expectation for most children at Pukete School in Written Language is to be working at or above the expected curriculum level that is:-

- ➢ Working at curriculum Level 1 by Year 2.
- ➢ Working at curriculum Level 2 by Year 4.
- ➢ Working at curriculum Level 3 by Year 6.

School-wide Procedures:
Writing is to be planned within teams, teachers will then differentiate the strategies being taught for the students in their class and include these details in their own planning.

The following is to be found in every classroom.

Feedback and Feedforward

Conferencing is the process of giving children specific oral and written feedback/feedforward about their writing and encouraging and motivating them. We suggest that teachers have two types of conference;
Draft writing conference: Aim to conference i.e. give oral and written feedback/feedforward to each child at least every 2 weeks. Again the feedback will focus on the current learning intention, success criteria or personal goal, and the feedforward is 'what next.' The written comments become a valuable record of the child's progress.
Publishing Conference: As children edit their work ready for publishing the teacher will need to see each child individually to review and feedback on their editing skills. These conferences will take place as needed.

Goal sheets must be included in the front or back of every student's writing book.

Exemplars must be used to demonstrate to students what the learning outcome is. Exemplars are used with the students to identify the learning intention and define the criteria. The exemplars may be used with the whole class, writing groups, or individuals. Students should be able to talk about what they are learning, why they are learning it, how they will know they have learnt it and their next steps for learning.

The following system is used for writing and feedback in student books:

- Students write in black pen.
- Students write on every second line.
- Students edit in green pen from Year 3, to make changes for publishing.
- Students highlight where they have met their learning goal/s in yellow highlighter.
- The teacher writes feedback/feedforward comments in children's books using any colour pen except red, green or black.
- The teacher highlights in any colour except yellow to show the next learning step/s.

Juniors

Years 0-1

- children write 4x weekly
- children's work is dated with a date stamp every time children write
- children write on the right hand side of the page only
- children write on every second line, starting at the margin
- the picture plan is drawn in the blank space at the top of the page
- children do not write above the top line or below the bottom line
- children's work is published a minimum of 2 times a term

Years 2-3

- children write 4x weekly for at least 20 minutes
- children's work is dated every time children write either with date stamp or by child
- children write on every page
- children write on every 2nd line, starting at the margin
- children have a ruled planning space or a scaffold.
- children don't write above the top line or below the bottom line
- at year 3, children use green pen daily for editing independently, to show their changes
- children's work is published a minimum of 2 times a term

Seniors

Years 4, 5 and 6

- children write 4x weekly for at least 20 minutes **(BYOD classes 50% of written language (twice a week) to be in their draft writing book)**
- work is dated by the children every time they write
- children write on every page
- children write on every second line, starting at the margin, and finishing at the right hand edge of the page
- when beginning a new paragraph children miss one extra line (total of 2) and do not indent
- speech is started on a new line for each new speaker
- children miss one line after date/title and before ruling off that piece of writing
- a planning scaffold needs to be included at the beginning of every new piece of writing
- children don't write above the top line or below the bottom line
- children identify attempts at spelling by underlining in black as they write
- children proofread for sense, punctuation that affects sense, and to identify spelling errors every time they write
- proofreading post draft writing is done with a black pen
- editing, to improve and craft writing for publishing is done with a green pen
- children's work is published 2-3 times a term

Pukete School - Writing Progressions Aligned with Curriculum

Pre-one year
•Hold an idea in their head long enough to write it down •Say, hear, and record the predominate sounds in the words they want to write •Experiment with writing words from their oral vocab •Spell some known words •Attempt to use capital letters and full stops •Reread what they write •Make close attempts to encode words.

Years 1 – 3		
After one year (Year 1) at school is able to:	**After two years (Year 2) at school is able to:**	**After three years (Year 3) at school is able to:**
Deeper Features •Use oral language or pictures to plan ideas before writing •Write two or more simple sentences that make sense •Use some key personal vocab and high frequency words in writing •Include some simple conjunctions (e.g. 'and' & 'because') •Re-read what they have written	**Deeper Features** •Use simple planning strategies to organise their ideas •Independently write a simple text with varied sentence beginnings that includes experiences, information or ideas that relate to a current topic •Use simple conjunctions correctly e.g. and, that, so, but •Show an awareness of the audience e.g. through the use of 2nd person 'you' •Use many personal content vocab drawn from oral and book language •Use some adjectives, nouns and verbs correctly •Revise their writing from feedback and edit it for clarity •Use vocab that indicates sequence e.g. then, next, after that, finally	**Deeper Features** •Use planning strategies to organise and shape their ideas and generate language for writing e.g. mind maps, lists •Show an awareness of the purpose and the audience with appropriate choices of language, text type, text form e.g. procedural writing: 'steps 1,2,3', relevant descriptive vocab: 'very dark' •Use subject specific vocab e.g. compost/worms/container •Edit writing, make judgements to determine whether writing meets intended purpose and revise if necessary •Use mainly simple and compound sentences that vary in beginning and length •Make attempts at some complex sentences •Produce texts that are organised according to a basic structure e.g. recount: beginning/middle/end •Include sentences that are elaborated by use of adjectives, adverbs and prepositional phrases •Use tenses correctly •Use relevant content that describes several incidents as well as supporting detail and personal comment
Surface Features •Use most capital letters and full stops correctly •Write most letters and numerals legibly •Use their knowledge of sound/letter relationships to enable the spelling of regularly spelled words •Spell all words from essential list 1 •Use strategies to support spelling e.g. wall charts, simple dictionaries •Use some knowledge of word endings to encode words e.g. s,ing, ed •Begin writing at the margin and leave spaces between words •Hold the pen/ pencil correctly	**Surface Features** •Spell most words from Essential lists 1-3 •Proofread their writing for sense and simple punctuation. Locate correct spelling of high frequency words from alphabet card •Use capital letters and full stops correctly •Use known blends, digraphs, chunks and endings to approximate spelling •Use phonic knowledge to approximate unknown words	**Surface Features** •Spells most words from essential lists 1-4 •Proof reads work, recognises and underlines most spelling errors, and is mostly able to make appropriate corrections through their developing knowledge of spelling, by using related resources such as dictionaries, charts and other reading material to spell new word •Use titles, sub-headings and labelled illustrations •Begin to use commas, question marks, speech marks and exclamation marks

•Encoding words. Using knowledge of phonics e.g. m-a-t		

By the end of Year 4 - is able to:	By the end of Year 5 - is able to:	By the end of Year 6 - is able to:
Deeper Features •Plan and organise ideas/information logically e.g. using headings, graphic organisers, questions, mind maps •Write on a variety of topics and confidently express ideas and opinions •Use appropriate subject specific and context specific vocab •Use a variety of sentence types and beginnings •Use mainly simple and compound sentences that vary in beginning, structures, length and are mostly grammatically correct •Attempt complex sentences •Use conjunctions that link ideas e.g. but, because •Re-read as they write to check for consistency of meaning and purpose •Edit writing for clarity and impact in response to feedback	**Deeper Features** •Write for a range of different purposes on topics across the curriculum and apply a process appropriate to the task. •Group ideas into paragraphs •Write simple and compound sentences that are correct grammatically, and some complex sentences that are mostly correct grammatically •Use words and phrases that are appropriate to the topic and purpose, including subject specific vocabulary •Select appropriate details to communicate information and experiences relevant to curriculum tasks •Use literary devices to enhance writing e.g. similes, metaphors •Use a range of strategies to edit own writing to improve the message	**Deeper Features** •Independently organise the content vocab and sentence structures as they record and communicate ideas to meet the curriculum •Make text level choices to suit the purpose and audience and plan using a variety of planning activities •Make sentence and word choices to select the best language for the purpose and audience e.g. short sentence to build tension, precise and descriptive words to create a mental image •Organise related ideas into paragraphs e.g. topic sentence with supporting detail •Begin to use a variety of tenses and grammatical structures that communicate increasingly abstract ideas •Include visual language features to clarify meaning e.g. diagrams, maps •Write simple and compound sentences that are correct grammatically and some complex sentences that are mostly correct grammatically •Use literary devices such as similes, metaphors, alliteration, onomatopoeia and personification appropriately to add interest and impact •Independently revise writing to clarify meaning and impact
Surface Features •Spell most words from essential lists 1-5 •Identify and correct most spelling errors using variety of sources e.g. dictionary and thesauruses •Use correct use of most punctuation marks e.g. . , ? ! speech marks and apostrophe for contractions (can't) •Apply knowledge of the meanings of most common prefixes e.g. (mis, sub, pre) and suffixes (ity, ty, ist) •Encode words by using knowledge of consonants and vowel sounds of common spelling patterns •Make choices for publishing in a range of media	**Surface Features** •Spell most words from essential lists 1-6 •Use knowledge of spelling rules and conventions, and applies these when encoding unfamiliar words •Mostly use accurately punctuated dialogue •Automatically use the basic skills for writing words most of the time e.g. handwriting, spelling, punctuation •Independently revise writing to correct spelling, grammar and punctuation	**Surface Features** •Spell most words from essential lists 1-7 •Proof read to correct grammar, spelling, and punctuation •Automatically use the basic skills for writing words e.g. handwriting, spelling and punctuation •Correctly encode most unfamiliar words through their knowledge of how words work •Accurately punctuated dialogue

Pukete Writing Progressions

Sentence Structure					
Year One	**Year Two**	**Year Three**	**Year Four**	**Year Five**	**Year Six**
Teach: - Short simple sentences. -Introducing compound sentences.	Teach: -Varied sentence beginnings. -Compound sentences.	Teach: -Varied sentence beginnings. -Basic complex sentences. -Past, present, future tense.	Teach: Continue to develop, revisit and refine as Year 2 and 3.	Teach: Continue to develop, revisit and extend as Year 2 and 3.	Teach: Continue to develop, revisit and extend as Year 2 and 3.
Expose to: -Varied sentence beginnings. -Compound sentences.	Expose to: -Basic complex sentences. -Past, present, future tense.				

Vocabulary				
Year One	**Year Two**	**Year Three**	**Year Four**	**Year Five and Year Six**
-Use simple everyday words. -Using personal vocabulary. Teach Through: - Language experience. - Modelling Play. - Expose to the teacher reading a wide range of quality, children's literature. Expose to: - A wide range of literature. - Adjectives - Word banks	Many personal content words drawn from oral, book and personal experiences. Teach Through: - Language experience -Modelling Expose to: -A wide range of quality literature. - Adjectives - Word banks - Similes -Conjunctions	Topic related vocabulary. Use a variety of language, e.g said – cried, shouted, yelled. Effective word choices appropriate to the topic. Continue to Teach: - Word banks - Language experiences - Modelling - Expose to a wide range of literature -Definitions - Adjectives - Nouns - Verbs - Similes - Conjunctions	Expose to: -Appropriate subject and topic specific language. -a wide range of literature, definitions, adjectives, nouns, verbs, similes, conjunctions and exposure to precise verbs.	-Experimenting with vocabulary to enhance meaning and mood. -Use keywords (taught in planning) -Choosing appropriate vocabulary, metaphors, alliterations and onomatopoeia. (list as with other years)

Organisation, Planning and Ideas					
Year One	**Year Two**	**Year Three**	**Year Four**	**Year Five**	**Year Six**
Hold an idea in their heads then plan (draw a picture) for it. From the plan, verbalise 2 or 3 simple sentences related to the picture. Verbalise each sentence then write each one verbalising as they proceed.	Using a range of planning e.g labelling, key words: Who, What, When, Where - graphic organisers.	Graphic organisers – a variety of different types. Key words: Who, What, When, Where – graphic organisers. Key words. Sequencing of ideas. Choosing an idea and elaborating upon it.	Several ideas with elaborating. (Supporting ideas that key words are interesting) Sequencing of ideas.	Sequencing of ideas. Continue to introduce graphic organisers and extend. Teaching: Grouping ideas. Ideas organised into basic paragraphs. Encourage choosing appropriate graphic organisers.	Sequencing of ideas. Continue to introduce graphic organisers and extend. Teaching: Grouping ideas. Idea Ideas organised into basic paragraphs. Encourage choosing appropriate graphic organisers.
Expose to: A range of language experiences.	Expose to: Extending and expanding a number of ideas. Sequencing of ideas.	Expose to: Several ideas with elaborating.	Expose to: Paragraphs. Continue to introduce graphic organisers and extend.	Expose to: All 6 organisers – some fit more easily with different genres.	Expose to: All 6 organisers – some fit more easily with different genres.

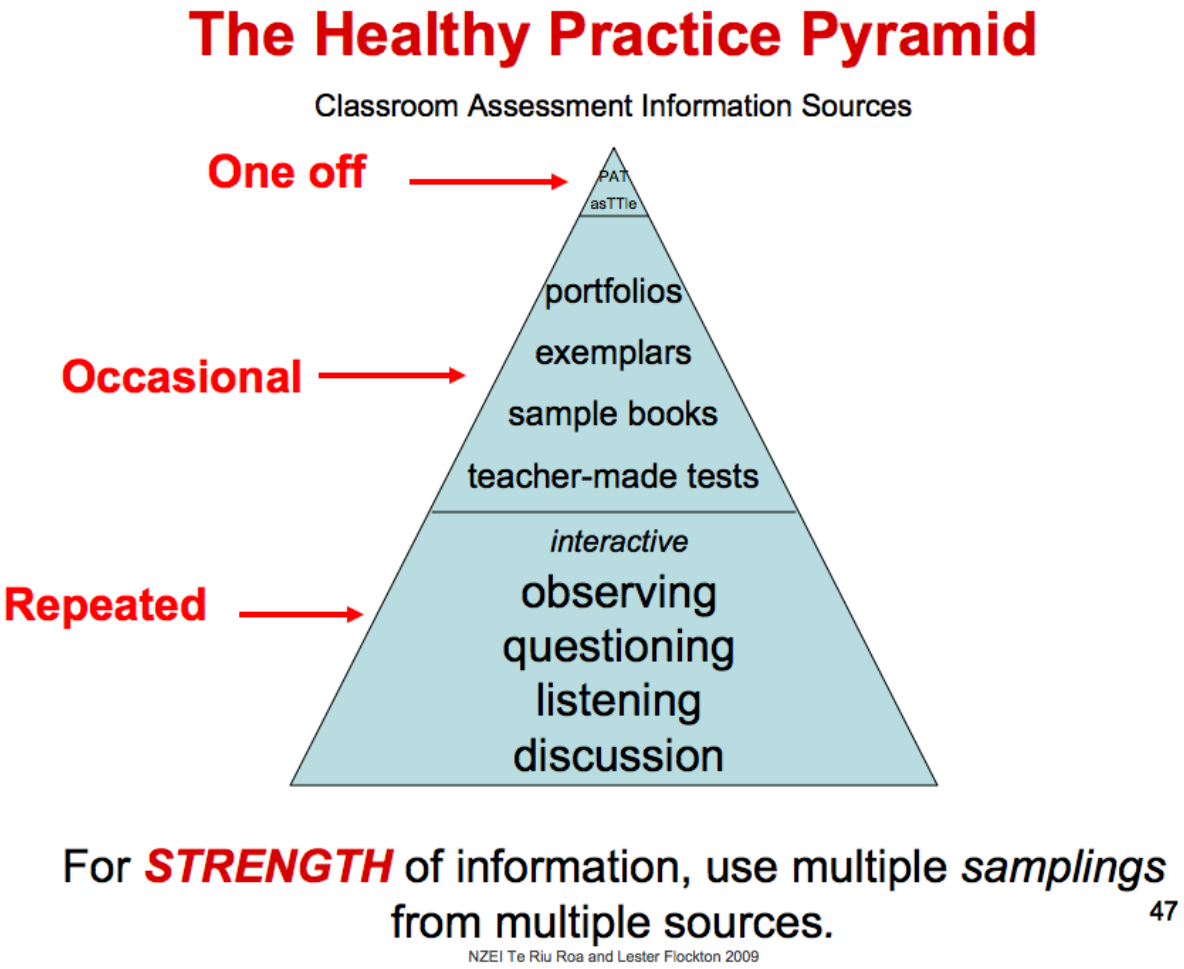
Punctuation				
Year One	**Year Two**	**Year Three**	**Year Four**	**Year Five and Year Six**
Teach: Full stops Correct use of capital letters – beginning sentences, proper nouns.	Teach: As children's first year with an expectation that most children will be successful. Expose to: Contractions, commas, exclamation marks and question marks.	Teach: As in the previous two years. Children are expected to experiment with commas, e.g for list, question marks, speech marks, exclamation marks. Teaching to be in context – whole class modelled or individual (explicit teaching) Expose to: Contractions (not for use with plurals)	Teach: As in previous years. Teach children to use punctuation correctly in most sentences, i.e fullstops, capital letters should be in place. (? ! ‘ ‘) Apostrophe for contractions should be taught and reinforced. Expose to: Possessive apostrophes. Punctuation within speech marks, e.g. “I want it!”, said John.	As in previous years. Teach: Possessive apostrophes. Punctuation within speech marks, e.g. ‘I want it!’ said John. Dialogue (correctly punctuated) “You can’t”, said Mary. Expose to: commas for phrases and clauses. Colon: For list Ellipsis (….) Parenthesis ( )

Spelling				
Year One	**Year Two**	**Year Three**	**Year Four**	**Year Five and Year Six**
Teach: - Essential Spelling List 1 & 2 - Expose to syllables - Expose to word endings s, ing, ed - Yolanda Soryl Stages 1-4 - Phonological knowledge (sound to the letter) - Phonemic awareness (hearing the sound) -40 sounds/phonics - Correct letter formation - Correct pencil grip. - Word families (build on these each year)	As in first year. Begin early proofreading by recognising some spelling errors. Teach: - Essential Spelling Lists 1 – 3 - Word families. - Syllables - Recording all sounds in words in correct order (close approximations) - Specific teachings on consonant and vowel sounds including blends and digraphs. - Blends - Digraph - Yolanda Soryl Stages 3+	As two previous years. Teach: - Essential Spelling Lists 1 – 4. - Proofread to recognise and correct most spelling errors. - Dictionary Skills - Charts - Environmental resources, e.g. thesaurus, atlases. - Reinforce the difference between constant and vowel sounds Expose to: - Long and short vowel sounds. -Prefixes,suffixes and contractions.	As in previous years. Teach: - Essential Spelling List 5 - Identify, correct most spelling errors. - Specific dictionary skills (use dictionary, thesaurus, atlases, etc. refining syllabification). Expose to: - Different spelling of the same sounds e.g. or, aw, augh. - Spelling rules and conventions. - Prefixes and suffixes, contractions, long and short vowel sound.	As above. Teach: - Essential list spelling 6+ - Syllabification at a more complex level. - Use knowledge of skills and conventions and apply these to unfamiliar words. - Independence in proofreading. - Root words, more complex prefixes etc.. - More complex digraph – house, sauce. - Silent letters, lamb, knee. - Initial, medial final double blends. - 3 letter blends, thr shr.

e-asTTle Writing Score Conversion Table - April 2015

Total score	Scale score (aWs)	Error in scale score (aWs)	Curriculum level
7	745	>134	1B
8	907	121	1B
9	1036	72	1B
10	1092	60	1B
11	1133	56	1B
12	1169	54	1B
13	1202	53	1B
14	1234	53	1P
15	1264	52	1P
16	1293	51	1P
17	1320	50	1A
18	1346	49	1A
19	1371	49	2B
20	1395	48	2B
21	1418	47	2P
22	1441	47	2P
23	1462	46	2A
24	1483	46	2A
25	1502	45	3B
26	1521	45	3B

Total score	Scale score (aWs)	Error in scale score (aWs)	Curriculum level
27	1540	45	3P
28	1558	44	3A
29	1576	44	3A
30	1594	44	4B
31	1612	44	4B
32	1629	44	4P
33	1647	44	4P
34	1665	44	4A
35	1682	44	4A
36	1700	45	5B
37	1719	45	5B
38	1739	46	5B
39	1760	47	5P
40	1784	49	5A
41	1812	52	5A
42	1848	59	6B
43	1903	73	>6B
44	1986	>119	>6B



Partnerships

Partnerships are collaborative relationships that contribute to and support students' learning. They are actively planned and dynamic. Effective partners compliment and respect one another and value each other's contributions. Together they form a network of significant people with a common interest in a child's learning. Each partner has a particular role in the relationship, takes responsibility for that role, and is accountable to the other partners. (ELP-Chapter 7-Yrs 1-4 - 5-8)

Home school Partnerships

Partnerships between homes and schools are most likely to be effective when they are based on shared expectations – that is, when all partners believe that the student will succeed as a learner.
Formal- Formal opportunities to form partnerships with parents include parent interviews held in the first and second or third term. Teachers should use these opportunities to focus on a child's learning needs and abilities.
The written reports issued during the year provide opportunities to reflect on a child's learning.
Informal - Often the most important partnerships we form with parents are the informal ones. Parents are encouraged to share their child's learning on many occasions.

Interventions
The teacher has a responsibility for networking with others in the school who are involved in their students' learning, including:

- Learning Assistant
- In class support
- One to one assistance
- Speech Language Referrals
- Resource Teacher of Literacy
- Resource Teacher of Learning and Behaviour
- Reading Recovery
- Learning Support Teachers
- ELL etc.

Transition
Teachers need to know about the learning activities in the intervention and to build on these in the classroom programme during and after the intervention.

- Home to school
- Preschool liaison entry to school – school visits, presentations
- Parent Education – Preparing your child for school (Refer research ELP Yrs 1-4 pg 70
- Class to class – information and records shared
- Between schools
- Between intervention and classroom programme
- Year 7 liaison

In -School Partnerships

The teacher has a responsibility for networking with others in the school who are involved in their students' learning, including:

- Local clusters – Enhancing High Standards Across Schools
- Networking in school – Learning Assistants, Specialist support staff service providers, librarian, in-class volunteer helpers.
- Principal support networks
- Support Agencies – School Support Services
- Board of Trustees

Resources

Literacy resources are found at Pukete in the classroom, the Resource Room, in Teaching Staff on Google Drive.
Other resources:

- Writing Hub Teacher Support Materials

- ELLP Reporting of OTJs – Guidance for reporting on English language learners – Ministry of Education ELL Progressions