Shift gear

These Literacy and Numeracy guidebooks have been developed to provide direction and support to schools at different stages on their improvement journey. The guidebooks support school improvement planning processes by providing leaders with a limited menu of evidence-informed Literacy and Numeracy practices aimed at improving learner growth and achievement.
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The Literacy and Numeracy guidebooks have been developed to provide direction and support to schools at different stages on their improvement journey. The guidebooks will support school improvement planning processes, providing leaders with a limited menu of evidence-informed, differentiated literacy and numeracy practices aimed at improving learner growth and achievement.

The Australian Curriculum¹ provides the content and standards for learning programs and the Teaching for Effective Learning framework² provides directions for pedagogy.

Literacy and numeracy are foundational aspects of learning. Every student’s successful progress through school depends on their literacy and numeracy skills. Accordingly, they are essential aspects of every program of learning from the early years onwards, both through the content of English³ and Mathematics⁴ and through a focus on literacy and numeracy across the curriculum.

The Department’s Best Advice papers⁵ in literacy and numeracy describe recommended practices for all students.

Literacy and Numeracy First⁶ provides strategies to accelerate the learning of different cohorts of students in primary schools. These strategies are also relevant to secondary schools.

The advice in these sets of resources should continue to inform the development of a school’s literacy and numeracy program.

In particular, the Literacy and Numeracy First high-impact strategies should underpin all literacy and numeracy teaching. These are:

- targeted differentiated teaching
- clear learning intentions
- logical and intentional sequencing of the learning
- explicit teaching
- ongoing feedback.

The Guidebooks recommend even more differentiated advice – evidence-based literacy and numeracy strategies that have been tailored to schools’ stage of improvement.

These strategies are not intended to represent the entire literacy and numeracy program in a school. However, these are strategies that should be prioritised by the school; these are the ‘must-haves’. These are the strategies that evidence tells us will drive improved learning and achievement.
1. Key ideas to shift gear: overview

**Actions for leaders**

At this stage it is assumed that the school has established literacy practices which include intentional oral language activities, a timetabled reading program integrating the *Big Six Components of Reading* (DECD, 2016a) and daily writing, including responding to independent reading.

<table>
<thead>
<tr>
<th>Focus</th>
<th>Strategies</th>
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</table>
| Leaders strengthen the capacity of staff to tailor approaches | Interrogate all available data and support teachers to interpret literacy data and set learning goals using the Australian Curriculum *Literacy Learning Continuum*, *National Literacy Learning Progression*, NAPLAN and PAT–R assessment criteria, and for EALD students, the *Language and Literacy Levels Across the Australian Curriculum: EALD*.

Establish literacy *Professional Learning Communities* where teachers are supported to design learning based on learner needs.

Ensure teachers are able to use *formative assessment* to engage students and support their progress. |
**Actions for teachers**

Across the whole-school, teachers plan collaboratively to meet learners’ specific literacy and language needs. Teachers support learners to set individual learning goals in reading and writing and they use formative assessment practices to keep learners on track.

<table>
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<th>Focus</th>
<th>Strategies</th>
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| **ORAL LANGUAGE** | Teachers use specific strategies to extend student talk, incorporating learning area vocabulary.  
Strengthen approaches to oral language for learning  
Teach students to collaborate as a means to develop oral language. |
| **READING** | Teachers develop individual reading goals for students based on decoding, fluency and comprehension.  
Strengthen and tailor the reading program through differentiation |
| **WRITING** | Teachers incorporate daily writing activities including responding to reading.  
Strengthen writing practices  
Teachers develop their knowledge of language to enable differentiated language instruction when teaching writing across the curriculum areas. |
2. Key ideas in detail

Actions for leaders

Focus: leaders strengthen the capacity of staff to tailor approaches

Interrogate all available data and support teachers to interpret literacy data and set learning goals using the Australian Curriculum Literacy Learning Continuum, National Literacy Learning Progression, NAPLAN and PAT-R assessment criteria, and for EALD students, the Language and Literacy Levels Across the Australian Curriculum: EALD students

Leaders need to stress the importance of ensuring all students are motivated to learn. This is achieved by designing learning which includes processes and resources that are respectful, inclusive and relevant to culturally and linguistically diverse learners. Hence, it is imperative for teachers to know the strengths and needs of the students and make decisions about next steps for learning based on learning data. Teachers need time and support to compare the classroom assessment data such as oral language assessments, running records and other reading observations, Language and Literacy Levels Across the Australian Curriculum: EALD and other diagnostic data as well as moderated portfolios of work, with external data sets such as NAPLAN and PAT–R. From this comparison, teachers can develop a clearer understanding of students’ needs and set specific learning goals.

Once identified, incorporate the students’ goals into their learning design – What do the students bring to the learning? Plan a range of strategies to engage students in learning and enable them to achieve the goals within the context of curriculum learning (Centre for Education, Statistics and Evaluation, 2018).

Leaders can support the work of teachers by:

■ providing professional learning in the analysis of learning data
■ clarifying a schedule for the collection and analysis of learning data
■ timetabling regular opportunities for teachers to analyse data
■ identifying key teachers who can lead and model the processes.

Establish literacy professional learning communities where teachers are supported to design learning based on learner needs

Professional Learning Communities (PLCs) which focus on learning design enable teachers to clarify goals and work through the design process with the support of collaboration. PLCs provide classroom and specialist teachers with an opportunity to confer over the needs of students for whom they both have responsibility. They also enable year level teams to work together to develop strategies.
Leaders can support the work of teachers by:

- maintaining high expectations for engagement in the learning design process
- ensuring all teachers have access to professional learning which builds their capacity to design learning and moderate evidence of learning.

**Ensure teachers are able to use formative assessment to engage students and support their progress**

Formative assessment[^11], sometimes referred to as assessment for learning, is a complex process which involves clarifying learning intentions, eliciting evidence of learning and providing feedback that moves students forward. It is evidence-based practice that has been shown to roughly double the rate of learning (Esterman, 2016). Ensure all teachers collaboratively develop formative assessment processes that identify what learners know, understand and can do, prior to and during the learning, and use this information to inform and adjust next teaching steps. ‘Practice in a classroom is formative to the extent that evidence about student achievement is elicited, interpreted, and used by teachers, learners, or their peers, to make decisions about the next steps in instruction that are likely to be better, or better founded, than the decisions they would have taken in the absence of the evidence that was elicited’ (Leahy & Wiliam, 2015, p 8).

Leaders can support teachers by ensuring:

- all teachers have access to professional learning in formative assessment practices[^13]
- that teachers participate in PLCs to build their knowledge and practice in the implementation of formative assessment to improve literacy achievement.

**Actions for teachers**

**Focus: strengthen approaches to oral language for learning**

As schools shift gear, it is assumed that their teachers are currently intentionally planning for oral language development and scaffolding the language required to access the curriculum.

**Teachers use specific strategies to extend student talk, incorporating learning area vocabulary**

Oral language activities provide an opportunity for students to hear and use new vocabulary and language structures. Depending on students’ prior experiences with Standard Australian English (SAE), scaffolding may need to be highly intentional and modelled. Oral language[^14] should be part of the daily routines in a classroom. Teacher actions to strengthen approaches to oral language for learning are:

- plan intentionally to ensure that all learners have the opportunity to express their thinking and learning in oral language
- design oral language activities in the context of curriculum learning with clear learning intentions and success criteria
- include specific curriculum area vocabulary in oral language activities
- explicitly introduce, discuss, paraphrase vocabulary and make it visible on word walls and in student developed glossaries
- develop shared experiences that motivate students to talk
- build on what already interests them or develop interest by connecting the curriculum with their life-worlds
- develop oral learning tasks around shared experience such as:
  - hands on activities and excursions
  - games, songs and rhymes
  - shared reading and viewing
  - visual texts.
Teach students to collaborate as a means to develop oral language

Interacting with better language users (teachers or peers) provides opportunities for children to use their growing vocabulary and different language structures (Konza, 2014 cites Albany, Morrow, Strickland, & Wood, 1998; Hart & Risley, 1995; Morrow & Rand, 1991).

Effective collaboration occurs when learners work together to achieve results or outcomes that are too complex to do on their own, or that they could not do as well on their own. Collaborative learning supports the development of oral language when students work together in a small group on a collective task. This requires students to communicate as they solve problems and complete tasks.

The research from the Education Endowment Foundation (2018) about collaborative learning is consistently positive. Structured approaches with well-designed tasks achieve the greatest learning gains. To foster successful collaboration:

- clarify the purpose of the collaborative task, eg communicating through a barrier game, ranking and justifying information, reconstructing a text/image from pieces, creating a story from images, etc (Gibbons, 2011)
- ensure all students are included and valued in the collaboration by assigning roles appropriate for the learners’ abilities and dispositions
- support students to work together, ensuring they understand their roles and responsibilities in a group task
- provide structure such as processes and time frames so all students have the opportunity to articulate their thinking
- model appropriate language for communicating respectfully in a group situation.

Model and provide sentence starters that model the language for collaboration:

**Stating an opinion**

- I think/ I believe ...
- In my opinion ...
- From my perspective ...
- In my view ...

**Agreeing**

- I agree with (a person) that ...
- I share your point of view ...
- My perspective is similar to (a person’s) ...
- My idea builds upon (a person) ...

**Asking for clarification**

- What do you mean by ...?
- Will you explain that again?
- I have a question about ...
- I don’t quite understand...

**Disagreeing**

- I don’t quite agree
- I hear what you are saying, however...
- I see it differently
- I have a different point of view...

**Paraphrasing**

- Are you saying...?
- So what you are saying is that...
- In other words, you think...
- If I understand you correctly, your opinion is that...

**Asking for a response**

- What do you think?
- We haven’t heard from you yet?
- Do you agree?
- What are your thoughts?

**Increase think time**

According to Stahl (1994), when students are given three or more seconds of undisturbed think time after a question is asked, the length and correctness of responses increases; the frequency of non-answers or ‘I don’t know’ decreases; more students volunteer appropriate answers and the scores of students on academic achievement tests tend to increase. Questioning strategies tend to become more varied and flexible. The quantity of questions decreases but the quality and variety of questions increases. More questions are asked that require more complex processing and higher-order thinking.
Focus: strengthen and tailor the reading program through differentiation

As schools shift gear with literacy practices, this guide assumes teachers have established a daily, timetabled reading program, which integrates the Big Six Components of Reading.

**Teachers develop individual reading goals for students based on decoding, fluency and comprehension**

Differentiation is dependent on knowing the students and what they bring. While research presents evidence of classroom practices which lead to improvements in reading, it is important to consider which practices will work for which students and under what conditions (Bigelman & Peterson 2016).

For a reading program to be effective, respond to each individual reader’s learning needs to direct the next step in learning to read. Teacher actions which lead to successful differentiation are:

- frequently analyse student work samples and assessment data to determine next steps
- provide whole group, small group instruction and independent work
- provide different instruction and learning tasks for different students
- establish high expectations and routines so that students can be self-regulating
- engage students in higher level thinking through talking and writing about reading
- provide challenging and engaging literacy activities (Bigelman & Peterson 2016).

**Gather information about students**

The annual Phonics Screening Check (PSC) is an important source of data to check how students in year 1 are progressing. An analysis of student answers will reveal what the next teaching points should be. Detailed information on responding to the PSC is available in the *Responding to the results* booklet.

Use knowledge of the reading process to gather evidence during shared and guided reading or through individual reading assessments such as running records and reading conferences. The diagram below outlines the cycle for using information gathered through assessment to guide planning and teaching prior to the next assessment (DECD, 2017).

**Using running records effectively:**
Running records

Appropriate use of running records assists teachers to bring about improvement in reading outcomes. Use running records to:

- monitor progress
- assess text difficulty
- show students’ reading behaviours by allowing us to see HOW they read independently
- provide explicit feedback to students and their parents
- identify areas of strength in programs, and areas for further development
- evaluate the effectiveness of our teaching (DECD, 2017).

Use running records to design differentiated teaching of reading:

- ensure texts are well matched to students
- group learners with similar needs
- cater for individual differences.

See the Department’s ‘Running records’ Practical Guide for further information.

Responding to the data

When students are not achieving as expected or surpassing expectations, it is important to modify instruction to meet their needs. Teacher actions include:

- working with individuals or small groups to provide additional coaching or conferencing
- using additional resources such as visuals, hands on equipment and graphic organisers with small groups
- incorporating peer assisted learning for short specific literacy tasks
- providing additional challenge or more complex tasks
- ensuring the rest of the class is engaged with reading or writing activities while working with a small group.

Reading conferences

Reading conferences (see the Literacy Teaching Toolkit) support teachers to negotiate individual goals with students. A running record can be taken during a reading conference, but the power of the conference is in the dialogue between teacher and students after reading. Actively listening to students talk about their reading enables them to clarify their own thinking and build comprehension:

‘The reader’s first response is ‘in the head’, but talking enables the reader to put thoughts into words. When we value our students’ oral responses to reading, they become more conscious of their own thinking as meaningful and important’ (Fountas & Pinnell, 2001, p 164).

Reading conferences are also important for students’ who have moved beyond running records and are continuing to work on fluency and comprehension. Teachers can assess whether students are:

- reading a ‘just right’ text
- using comprehension strategies
- reading fluently, with attention to punctuation, phrasing and expression.

In a reading conference, teachers should:

- learn about the student as a reader, their interests and attitudes
- become aware of the students’ goal and their next steps
- use discussion points and prompts for dialogue about the text
- renegotiate goals for the student to focus on when reading.

An illustration of a reading conference where the student’s goal is ‘summarising’ can be observed in this video.
Setting goals in reading conferences

In order to set goals for learners, use the National Literacy Learning Progression (ACARA, 2018a) to identify where students are and what their next steps are. Some examples of potential goals which have been formulated from the progression (ACARA, 2018b) are:

Decoding

Early primary years
- I can read CVC words when reading texts
- I can read high frequency words in texts.

Middle primary years
- I can read words with silent letters in digraphs
- I can blend multisyllabic words quickly and accurately.

Comprehension

Early primary years
- I can talk about the pictures and some words in a text
- I can retell ideas from simple texts.

Focus: strengthen writing practices

As schools shift gear, it is assumed that teachers are currently:
- incorporating daily writing activities to enable learners to practise and build automaticity
- explicitly teaching two extended texts per term to develop text grammar and vocabulary knowledge.

Teacher actions

Set up reading journals to include a reading log of independent reading to track the amount and variety of reading a student is engaged in. This can include a record of their ‘premiers reading challenge’ books. Provide a varied range of activities to engage learners in responding to text:

Early primary years
- draw/describe a setting in a narrative
- self-monitor using sticky notes: read and place a sticky note on places where meaning breaks down, and note which word or sentence was a problem
- discuss notes with a peer or teacher during a reading conference
- write a brief comment about a text, eg ‘My favourite part was …’
- write about characters: ‘Which character would you like to meet? Why?’
Middle primary years

- Complete a graphic organiser to retrieving information about the text.
- Question web – record questions about the text prior to reading.
- Self-monitor using sticky notes: read and place a sticky note on places where meaning breaks down, and note which word or sentence was a problem.
- Later note which strategy was used to solve the problem.
- Before and after web – students record some facts about a topic prior to reading an information book, then add additional facts after reading.
- Take notes from a text – recording key words and phrases.
- Create beginning, middle and end flip charts to summarise a story.
- Create a timeline for a character.
- Write about characters: ‘Do the characters seem like real people? Why/why not?’
- Write about setting: ‘Describe another time and place you think would work for this story.’
- Use setting, character, problem story sticks and write a quick story.

Upper primary years

- Complete a KWL chart before and after reading an information text – What I know, What I want to know, What I have learned.
- Maintain a strategy log when reading independently: in a table include text title, page number, problem words/sentence, strategy, how it helped.
- Double entry journal, divide the page into 2 columns:
  1. On the left, the student records their questions about the text.
  2. On the right, they record what the text says during and after reading.
- Complete graphic organisers to take notes from a text for different purposes.
- Use a compare and contrast diagram to: compare yourself to a character from the text, compare to characters, two settings, two texts, etc.
- Draw a map of the setting from a bird’s eye view.
- Use an ‘I think t-chart’ to record an inference from a text and the supporting evidence form the text.
- Choose a favourite quote from the text and explain what it means.
- Explain an idea or theme from the text.
- Summarising: write an extended summary following steps provided by the teacher (Harvey & Goudvis, 2017; Cameron, 2009).

Teachers develop their knowledge of language to enable differentiated language instruction when teaching writing across the curriculum areas

The Language strand of the Australian Curriculum: English (ACARA, 2018c) details the language to be taught at each year level. This is elaborated in the Literacy General Capability and the National Literacy Learning Progression. Understanding each student’s capability in writing and the language they need to develop in order to improve accelerates writing development.

Students are required to write for different purposes and audiences across the curriculum. To enable students to write successfully, explicitly teach writing at text, grammar and word level. All students benefit from explicit instruction of language, however EALD learners, including Aboriginal and Torres Strait Islander learners for whom SAE is an additional language or dialect, explicit teaching is essential.

Teacher actions to meet the language needs of learners include:

- Link language features to the effect they have on the writing.
- Use grammatical terms and explain them through examples of how they work in texts.
- Encourage discussion about how language works.
- Use examples from authentic mentor and model texts.
- Use texts to model the patterns that students need to learn.
- Support students to make deliberate language choices when writing.
Early primary years
Focus on developing an understanding of the elements of a clause:

- use questions to identify the different parts of a simple sentence: What is happening (process)? Who/what is involved (participant)? Where/when/how/with who/what is it happening (circumstances)?
- colour code or use shapes to identify processes – green, participants – red and circumstances – blue
- identify verbs (processes) in a text and highlight in green
- use the verbs (processes) to orally create sentences
- create a word wall with the verbs so students can access them in their own writing
- use questions to identify the different parts of a sentence
- create participant, process and circumstance cards using language from a familiar mentor text for student to create their own sentences and then write them down
- identify the participants, processes and circumstances in a model text to show the sentence structures. Practise writing sentences using the same pattern.

Middle primary years
Focus on elaborating on simple sentences and joining clauses to create complex sentences:

- focus on joining simple sentences (clauses) using a range of conjunctions
- practise changing the position of the clauses to see how this impacts on meaning, eg:
  - Dad was sitting at the table eating breakfast when I came in
  - When I came in, Dad was sitting at the table eating breakfast
- take simple sentences from a mentor text and expand them using conjunctions
- find conjunctions in model and mentor texts and build a word wall
- teach the four categories of verbs – doing, sensing, saying and linking

- identify verbs in a mentor text and sort them into categories
- identify verbs in a model text and identify the kinds of verbs used in that text type
- rewrite sentences using a more sophisticated or descriptive verb
- identify circumstances in a mentor text and the kind of information they provide
- identify where circumstances are positioned in a sentence and what difference it makes to the meaning if they are moved around.

Upper primary years
Focus on expanding the range of clause types and creating denser sentences:

- find complex sentences in model texts and work out how many clauses there are (one verb per clause) and how they are joined
- practise expanding sentences using relative pronouns (who, which, that)
- find relative pronouns in a mentor/model text
- practise expanding sentences using non-finite verbs (-ing and to – verbs)
- deconstruct a model text to identify the range of complex sentences
- identify the sentence patterns in a model text of the target genre
- build denser sentences by expanding the information built around a noun (noun group).
3. References


Australian Curriculum, Assessment and Reporting Authority (ACARA) (2018a) National Literacy Learning Progression, available at http://tiny.cc/LitLearnProgression


Beck IL & McKeown MG (1985) ‘Teaching vocabulary: making the instruction fit the goal’, Educational Perspectives, 23(1), 11–15

Bigelman L & Peterson D (2016) No More Reading Instruction Without Differentiation, Portsmouth: Heineman


Fountas IC & Pinnell GS (2001) Guiding Readers and Writers: Teaching comprehension, genre, and content literacy, Portsmouth, NH: Heinemann


## 4. Resources

<table>
<thead>
<tr>
<th>Resource</th>
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<tbody>
<tr>
<td>Professional Learning Communities (PLCs): a brief guide</td>
<td>This is an extensive guide which defines PLCs and provides guidelines to assess, start-up and develop a PLC culture in a school.</td>
</tr>
<tr>
<td>Department for Education and Child Development 2016) Oral language, Best Advice series</td>
<td>This Department Best Advice paper offers advice for leaders and practical classroom strategies for developing oral language.</td>
</tr>
<tr>
<td>Cameron S &amp; Dempsey L (2016) The Oral Language Book: Embedding talk across the curriculum, NZ: S&amp;LPublishing</td>
<td>A practical book that supports teachers to include more oral language opportunities in the design of learning. Practical ideas to increase student interactions via peer and group activities.</td>
</tr>
<tr>
<td>Department for Education and Child Development 2016) Vocabulary, Best Advice series</td>
<td>This Department Best Advice paper provides compelling reasons for explicitly teaching vocabulary and offers practical classroom strategies.</td>
</tr>
<tr>
<td>NSW Centre for Effective Reading (Middle Years), Vocabulary: Selecting words to teach, available at <a href="http://tiny.cc/VocabSelectWords">http://tiny.cc/VocabSelectWords</a></td>
<td>This useful article supports the three waves approach to vocabulary developed by Beck &amp; McKeown (1985).</td>
</tr>
<tr>
<td>Edwards-Groves C, Anstey M &amp; Bull G (2013) Classroom talk: Understanding dialogue, pedagogy and practice, Primary English Teaching Association Australia (PETAA)</td>
<td>This book describes the importance of classroom talk and illustrates how explicit teaching is not the same as direct, prescriptive instruction. Through classroom examples, it balances the theoretical and practical aspects of ‘classroom talk’.</td>
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### Resource

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<tr>
<td><strong>Phonics Screening Check: Responding to results</strong>&lt;sup&gt;56&lt;/sup&gt;</td>
<td>Advice on responding to learner needs revealed through the phonics screening check.</td>
</tr>
<tr>
<td>Department for Education (2018) Bringing it to life&lt;sup&gt;2&lt;/sup&gt; (BitL), Leading Learning: Making the Australian Curriculum work for us</td>
<td>The question strands in the BitL printables support teachers in planning questioning to extend student thinking.</td>
</tr>
<tr>
<td>The SPELD SA&lt;sup&gt;23&lt;/sup&gt; (Specific Learning Difficulties Association of South Australia) website</td>
<td>This non-profit organisation provides advice and services including free resources for phonics support and decodable readers to support students with specific learning difficulties such as dyslexia.</td>
</tr>
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</table>
| MyRead project of the Australian Association for the Teaching of English (AATE) and the Australian Literacy Educators’ Association (ALEA), funded by the Commonwealth Department of Education, Science and Training, available at http://tiny.cc/MyRead | MyRead is based on the beliefs that:  
  ■ all students can be successful readers  
  ■ all teachers are teachers of reading  
  ■ teachers make a difference  
  ■ monitoring and assessment inform teaching and learning  
  ■ teachers need a repertoire of flexible practices. |
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<tr>
<td><strong>Formative assessment</strong>[^15], DECD Learning Design, Assessment and Moderation Strategy 2017–2020</td>
<td>An outline of the Department’s strategy highlighting the benefits of formative assessment.</td>
</tr>
<tr>
<td>Snowball D (2018) <em>Effective Literacy Teaching and Learning for all Students</em>, available at <a href="http://tiny.cc/SnowballDigipubs">http://tiny.cc/SnowballDigipubs</a></td>
<td>This online professional learning course was developed by Diane Snowball to assist primary and secondary teachers and school leaders with their professional learning about literacy teaching and learning. It has a strong focus on independent reading and reading conferences.</td>
</tr>
</tbody>
</table>
| **Premier’s Reading Challenge**[^24] | The Premier’s Reading Challenge is a literacy engagement program that was introduced by the Premier in 2004 to:  
- encourage students to read more books and enjoy reading  
- improve literacy levels.  
The Challenge requires students to read 12 books between the beginning of the school year and early September. |
| **Journal writing**[^25] | Rationale and ideas for using reading journals from early years to upper primary. |

[^15]: DECD Learning Design, Assessment and Moderation Strategy 2017–2020
[^24]: The Premier’s Reading Challenge
[^25]: Journal writing
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<tr>
<td>Catholic Education South Australia (CESA) (2013) <em>Composing Written Texts across the Australian Curriculum</em>, (2nd ed), Adelaide: CESA</td>
<td>This resource provides annotated models of text types in English, science and history with a range of language activities to develop student writing.</td>
</tr>
<tr>
<td>EALD Hub: Teaching Aboriginal and Torres Strait Islander English as an additional language or dialect learners</td>
<td>The EALD Hub is an online action learning course for educators of Aboriginal and Torres Strait Islander students who are identified as EALD learners. It is focused on providing high-quality education to Aboriginal and Torres Strait Islander students, and in particular, those students who have first languages other than Standard Australian English (SAE) and are learning SAE as an additional language or dialect.</td>
</tr>
<tr>
<td>For further information, contact: <a href="mailto:education.ealdhub@sa.gov.au">education.ealdhub@sa.gov.au</a> or ph 8463 5989</td>
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