

Literacy

Primary school



School Improvement
Inspire



Government
of South Australia

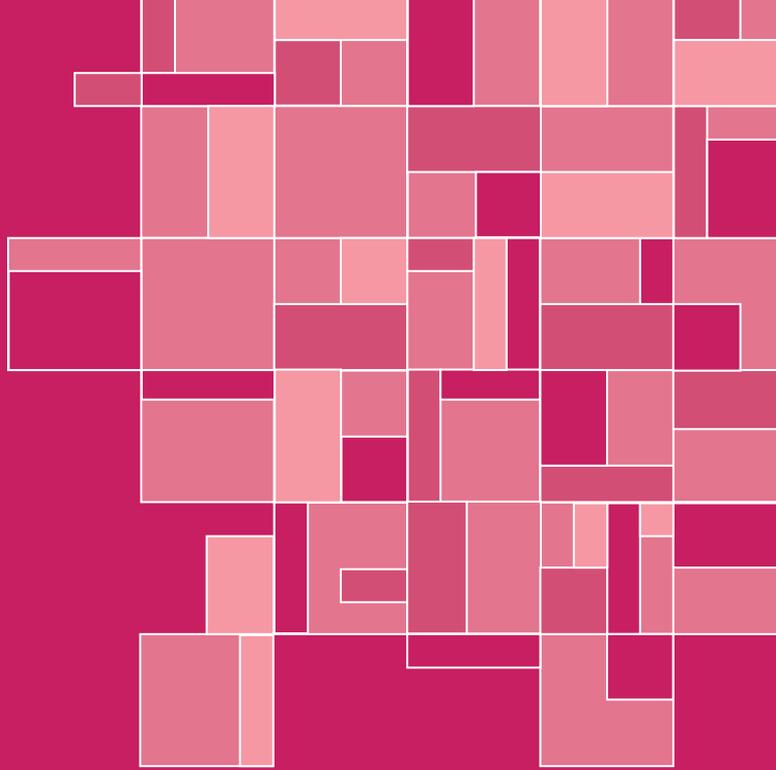
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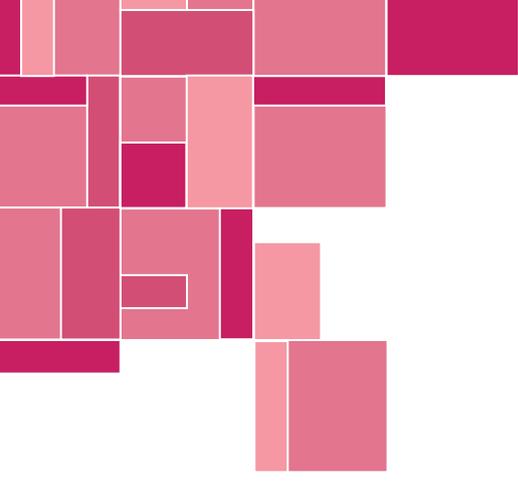
Inspire

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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External links

- 1 Australian Curriculum**
<https://tiny.cc/AustCurric>
- 2 Teaching for Effective Learning framework**
<http://tiny.cc/TfELFramework>
- 3 Australian Curriculum: English**
<https://tiny.cc/ACenglish>
- 4 Australian Curriculum: Mathematics**
<https://tiny.cc/ACmaths>
- 5 Best Advice papers: Literacy and numeracy**
<http://tiny.cc/BestAdviceNumLit>
- 6 Literacy and Numeracy First**
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- 7 Learning Design**
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- 8 Metacognition and self-regulated learning**
<http://tiny.cc/EEFmetacognition>
- 9 Formative assessment**
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- 18 Vocabulary**
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- 19 Building Better Readers: Lori Oczkus and reciprocal teaching**
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- 20 Literature circle role cards**
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- 21 English: sequence of content F–6 strand: language**
<http://tiny.cc/ACenglishSequence>
- 22 PETAA book extras**
<http://tiny.cc/PETAAbookExtras>
- 23 readwritethink website**
<http://www.readwritethink.org/>
- 24 Your Reading Comprehension Toolkit: Making predictions**
<http://tiny.cc/RdgCompToolkit>
- 25 Primary English Teaching Association Australia (PETAA)**
<http://tiny.cc/PETAA>
- 26 Australian Literacy Educators' Association**
<https://www.alea.edu.au/>
- 27 The Teacher Toolkit**
<http://www.theteachertoolkit.com/>
- 28 A Close Look at Close Reading: Scaffolding students with complex texts**
<http://tiny.cc/CloseRead>
- 29 English Textual Concepts**
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- 30 Copyright Agency Reading Australia: Primary**
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Purpose and context

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 Curriculum](#)¹ provides the content and standards for learning programs and the [Teaching for Effective Learning framework](#)² 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 [English](#)³ and [Mathematics](#)⁴ and through a focus on literacy and numeracy across the curriculum.

The Department's [Best Advice papers](#)⁵ in literacy and numeracy describe recommended practices for all students.

[Literacy and Numeracy First](#)⁶ provides strategies to accelerate the learning of different cohorts of students in primary schools. These strategies are also relevant to secondary schools.

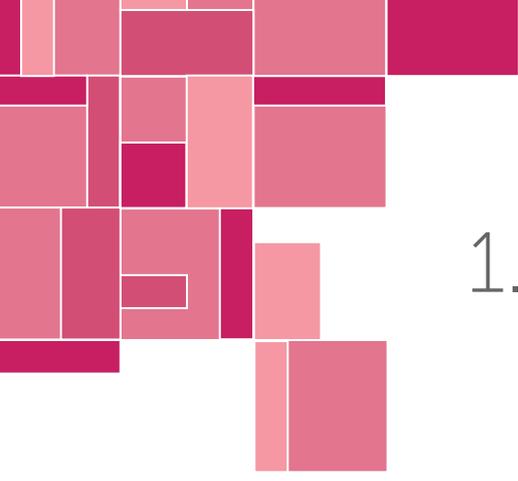
The advice in these sets of resources should continue to inform the development of a school's literacy and numeracy program.

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 inspire: overview

Actions for leaders

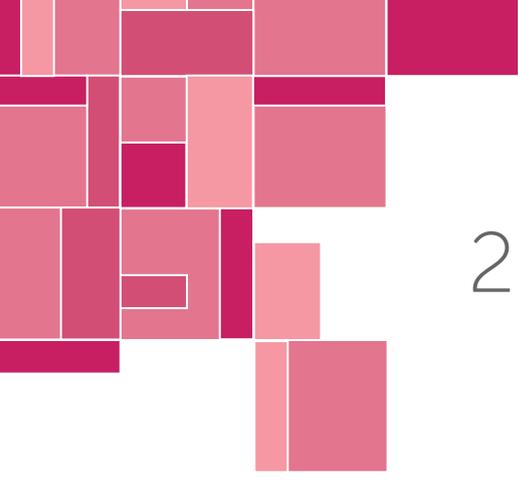
At this stage, the site has established literacy practices including a carefully sequenced teaching and learning cycle with a balance of teacher and student talk to explicitly teach literacy across the learning areas. All students are motivated to learn due to tailored [learning design](#)⁷ which includes processes and resources that are respectful, inclusive and relevant to culturally and linguistically diverse learners. Teachers are aware of the importance of [metacognitive strategies](#)⁸ and are leading students to a greater awareness of themselves as learners who are developing independence and responsibility for their own learning goals.

Focus	Strategies
Leaders work with staff to develop agreements about shared metalanguage for literacy practices	<p>Develop a metatalk with staff to identify and extend the interaction practices in the classroom.</p> <p>Lead professional learning on metacognition and self-regulation to enable explicit teaching and fostering of strategies.</p> <p>Ensure the metalanguage for 'talk about texts' is used consistently and visible across the whole-school.</p>

Actions for teachers

Teachers engage students in discussion about their learning through [formative assessment](#)⁹ practices, using metalanguage to discuss common patterns of classroom interactions, reading processes and texts. Teachers explicitly teach students [metacognitive strategies](#)⁹ to enable self-regulation, reflection of learning and development of learning goals.

Focus	Strategies
ORAL LANGUAGE Foster a deep understanding of how the different types of talk and interaction develop learning area knowledge	Shared 'metatalk' (a metalanguage for talk and interaction) is used to identify and extend the purposes for oral language across the whole-school.
READING Foster critical and metacognitive awareness in reading for the construction of knowledge	Teachers enable students to monitor their own extensive responses to rich literature and factual texts, orally, in journals, and through writing tasks.
WRITING Foster conscious language choices as students write for specific purposes and audiences	Teachers enable students to explain and justify the textual and linguistic choices they have made in their writing. Teachers and students reflect on learning goals, identifying and evaluating the processes used for writing.



2. Key ideas in detail

Actions for leaders

Focus: leaders work with staff to develop agreements about shared metalanguage for literacy practices

Develop a metatalk with staff to identify and extend the interaction practices in the classroom

When learners enter a classroom for the first time, they are required to learn new patterns of talk and learn to participate in interactions where many people are involved. In order for students to become expert at these processes, they require explicit teaching about the behavioural expectations and the processes so that talk can become a resource for learning.

'The moment students enter schools they need to acquire new discourses and patterns of discourse to participate in the multiparty talk of the classroom. Entering into these new discourse patterns requires explicit talk about talk and interaction that extol its value both as a meaning making resource and a learning resource' (Edwards-Groves & Davidson, 2017, p 143).

This will require time for staff to collaborate and come to an agreement about how they:

- explicitly teach the various routines for talk and interaction such as circle time, turn and talk, class discussions
- talk about the purpose for different ways of talking ('talk moves'), processes for interaction and 'vacating the floor'

- choose the descriptive metalanguage they will share consistently across the whole-school to support understanding of dialogic processes.

Lead a process which enables teachers and students to develop 'metatalk' to talk about classroom interactions:

- using transcripts from classroom interactions either from teachers self-recording or from observations (see Attachment 1), teachers collaborate to highlight all of the terms currently used in classroom interactions, eg circle time, turn and talk, discussion
- list terms that might be used for the behaviours required for respectful interaction, the purpose of the interaction, the names of talk routines, roles and procedures
- discuss the ways in which metatalk can be made explicit to students and shared across the whole-school.

By developing a language to talk about the oral language practices in the school, the practices will become recognised as learning tools which have an agreed set of behaviours and expectations. This clarity will support the extension of talk for learning across the whole-school.

Lead professional learning on metacognition and self-regulation to enable explicit teaching and fostering of strategies

Understanding the cognitive processes that students use when they are engaged in learning and developing literacy skills enables teachers to name and discuss them. Discussion of metacognition supports students to be more aware of the actions that successful learners use, and supports them to self-regulate their own learning processes. Independent learners can deepen their learning by understanding themselves as learners, understanding what a learning task demands, using strategies to complete tasks, and monitoring their own learning and self-regulating (Fisher, Frey & Hattie, 2016). Metacognition can be applied to [oral language](#)¹⁰ interactions, reading [comprehension](#)¹¹ and writing.

Lead staff professional learning on metacognition and self-regulation that:

- raises awareness of what metacognition and self-regulation are
- introduces the metacognition/cognition cycle of planning, monitoring and evaluation
- explores the thinking and self-talk that occurs at each of these stages
- provides examples, eg planning for writing
- introduces the seven-step model for teaching [metacognitive strategies](#)⁸:
 1. activating prior knowledge
 2. explicit strategy instruction
 3. modelling of learned strategy
 4. memorisation of strategy
 5. guided practice
 6. independent practice
 7. structured reflection(Education Endowment Foundation, 2018a, p 14).

Ensure teachers have an opportunity to read more and trial strategies in the classroom. Build time into staff meetings for sharing progress. Further evidence-based [guidance reports](#)¹² that provide detailed information and tools are available from the Education Endowment Foundation (2018b).

Ensure the metalanguage for 'talk about texts' is used consistently and is visible across the whole-school

The metalanguage used to talk about texts should be drawn from the [Australian Curriculum: English](#)³, [Literacy General Capability](#)¹³ and the [National Literacy Learning Progression](#)¹⁴.

In an inspiring school, teachers are able to teach the standard grammatical terminology which is used to describe word classes (eg noun, verb, adjective, adverb, article, conjunction) as well as teaching the meaningful grammatical patterns in a text. These patterns are commonly described using functional terms (eg participant, process, circumstance, conjunctions, noun groups) which are identified and discussed to establish the author's intent. Understanding the patterns of written text is considered a resource for learning and meaning making. It requires expert teacher knowledge and the use of metalanguage to explain how language works across contexts (Derewianka, 2011).

The language described in the Australian Curriculum is Standard Australian English (SAE). Many students come to school with SAE as an additional language or dialect (including Aboriginal and Torres Strait Islander students who speak a variety of Aboriginal English). It is fundamental to success in schooling that all students are aware of the varieties of language and dialects which exist, (as described in the [English](#)³ curriculum). It is also imperative that all learners have their home languages or dialects acknowledged and included in the classroom as a resource for communication and meaning making.

SAE in the Australian Curriculum is described using 'standard grammatical terminology but applies it within a contextual framework, in which language choices are seen to vary according to the topics at hand, the nature and proximity of the relationships between the language users, and the modes or processes of communication available' (ACARA, 2018a).

Leaders can ensure that:

- teachers have the capacity and expertise to teach the Australian Curriculum: English Language strand
- explicit teaching of grammatical concepts is part of the literacy of every learning area
- literacy agreements spell out the expectations of a common metalanguage aligned with the curriculum
- the use of metalanguage in conjunction with explicit language teaching is accepted as a means to raise literacy achievement

- metalanguage is visible on classroom resources such as [anchor charts](#)¹⁵, text deconstruction examples and examples of language patterns derived from texts
- all teachers explicitly teach grammatical concepts and then use metalanguage to talk about how meanings are created in texts.

'Research has shown that children at an early age are able to cope with the use of formal grammatical metalanguage and the concepts it refers to when terminology is used regularly and purposefully in specific contexts, alongside examples and patterns of the language feature under study' (Myhill, Jones, Watson & Lines, 2016, p 4).

Actions for teachers

Focus: foster a deep understanding of how the different types of talk and interaction develop learning area knowledge

At this stage, teachers are using specific strategies to extend student talk, incorporating learning area vocabulary. Teachers and leaders have conducted classroom observations and have worked to balance teacher talk with learner talk through oral language tasks, using talk to respond to texts and to negotiate writing. Students are more skilled in interaction and teachers create meaningful opportunities to vacate the floor and hand over responsibility for interactions to the students.

Shared 'metatalk' (a metalanguage for talk and interaction) is used to identify and extend the purposes for oral language across the whole-school

Dialogic classrooms lead to deeper engagement, understanding and insight as students participate in meaningful, purposeful interactions that support their learning. For students to be conscious about the way they interact and participate in meaningful ways, they need to understand:

- the purpose of talk
- whether they are required to use SAE or home languages and dialects
- the behaviours that promote positive interaction
- the participant roles and procedures of the various talk routines and activities

- that active participation in talk routines enables them to hear other perspectives and think more deeply about what they are learning.

Furthermore, teachers and students need a language to talk about interaction:

'If [a classroom] is indeed dialogic, then the talk and interaction requires language that helps teachers respond to and develop students' interactional competences. Students also need to have a language to talk about the very processes that push them towards new understandings, new concepts and new insights' (Edwards-Groves & Davidson, 2017, p 155).

Using 'metatalk' will enable teachers to be explicit about what is required from participants in an interaction. They will better be able to:

- negotiate the roles and behaviours required for respectful interaction
- make the learning intentions for any interaction clear
- make explicit what success looks like during interactions.

Table 1: Examples of metatalk

Purposes for talk/interaction	To sustain questioning, to extend and deepen thinking, to challenge thinking, to agree and disagree
Participant roles and procedures	Active listening, wait time, piggy back, talk turns, contributions, waiting for the quiet moment, 'I wonder ...?' questions, talking sticks, feedback, reflection, exchanges
Routines and activities	Think-pair-share, turn and talk, literature circles ¹⁶ , Socratic questioning, whole group discussion, small group discussion

With students, teachers co-develop the words to describe key processes or procedures involved in interactions so that all students will understand. Involve students in the process by:

- using thinking tools such as Y charts – What does _____ look like, feel like sound like?

- co-designing cue cards for activities to remind students of expectations
- co- designing [anchor charts](#)¹⁵ to outline routines
- encouraging students to use the metatalk
- continuing to build on to metatalk terms and to share and collaborate with colleagues.

Focus: foster critical and metacognitive awareness in reading for the construction of knowledge

At this stage, teachers have established a daily, timetabled reading program, which integrates the [Big Six Components of Reading](#)¹⁷ (DECD, 2016) and includes individual reading conferences to set goals for students. Teachers explicitly teach the comprehension strategies that good readers use, and model the application of strategies before, during and after reading. Teachers enable deep knowledge of texts through multiple readings of a text with dialogic processes.

Teachers enable students to monitor their own extensive responses to rich literature and factual texts, orally, in journals, and through writing tasks

Metacognition and reading

Metacognition involves students monitoring their own learning against the learning intentions and success criteria that frame the tasks they are working on such as responding to independent reading in a reading journal. They use metacognitive knowledge about:

- their own abilities and attitudes (themselves)
- what strategies are effective and available (the strategies)
- the type of activity they are involved in (the task).

Through applying metacognitive knowledge, students are able to plan and monitor their own progress and evaluate their efforts. Research has shown that children as young as 3 years are capable of engaging in a wide range of metacognitive and self-regulatory behaviours (Education Endowment Foundation, 2018a).

Students develop [metacognitive strategies](#)⁸ to enhance their fluency and comprehension of texts when teachers:

- explicitly teach reading strategies
- model them through 'think aloud'
- support students to remember them by co-constructing anchor charts and cue cards
- provide guided practice during guided reading
- monitor independent practice during reading conferences
- listen to students reflect on their own application.

The ability of students to not only apply comprehensions strategies but to reflect on their effectiveness in helping the student to understand the text will ensure that students are engaged in thinking about what they are understanding and how they are learning.

‘Subsequent research has included metacognition and self-regulation as part of students’ repertoire of reading strategies. It is important that students know clearly when and how to implement specific reading strategies and exert control over them during the reading process’ (Ng & Graham, 2017, p 33).

Responding to literary texts

Teachers take students beyond comprehension strategies to a deep understanding of the text concepts in the [Australian Curriculum: English³](#) and the way in which authors use language to engage readers. Teachers use a broad range of literary texts, which have personal, social, cultural and aesthetic value to enrich students’ scope of experience (ACARA, 2018b).

Table 2 provides a brief summary of some of the literary genres that should be available to primary years learners.

Table 2: Examples of literary genres

Genre	Features
Realism 1. Contemporary 2. Historical	1 Contemporary world with recognisable settings, characters and emotional conflict. 2 Details of ordinary lifestyles of the time. Conflict often arises from issues/thinking of time period.
Folk and fairy tales	Vague time and place, good vs evil, strong emotions, males rescue females, formulaic plot, magic.
Fantasy	Characters pass through a portal to fantasy worlds, time warps, fictional countries, magical powers, animals have human qualities, characters have unusual names/clothing.
Science fiction	Future time and place, technological inventions, other worlds, good vs evil.
Animal stories 1. Real 2. Fantasy	1 Pets, working animals, wild animals, strong bonds with humans, react to humans emotions, rescue humans. 2 Human feelings and emotions, dressed in human clothes, wise and offer advice
Mystery	Uncovering secrets, time away from families, find clues, can be under threat, can be in fantasy settings.
Innovative forms 1. Postmodern picture books 2. Graphic novels 3. Manga	1 Readers actively participate in constructing meaning. Features include exaggeration, ambiguity, parody and intertextuality; disrupt the typical conventions of a picture book. 2 Sequenced panel to panel format, variety of panel shapes and sizes, captions, speech and thought bubbles, visual elements. 3 Written top to bottom, right to left, black and white, 2-dimensional, characters are ordinary but have special friends, mixed cultural and gender characteristics.

(Adapted from McDonald, 2018)

Deep engagement with texts requires:

- access to texts which are culturally relevant
- an understanding of the choices authors make
- knowledge about the texts, language and visual resources that authors draw upon to make meaning
- a metalanguage to discuss the elements of text
- dialogic processes through which students come to an interpretation.

'This attention to the ways an author influences the reader is essential for developing deep comprehension, and all readers can be guided to observe such features, even as they learn to decode with literary texts appropriate to their age and reading level. In all years, this attention provides text-based grammatical evidence for building inferential and critical comprehension' (McDonald, 2018, p 121).

Support students to more deeply understand how a text works by exploring the sentence patterns that reveals the events in a text, how the text 'hangs together', the interpersonal meanings and the vocabulary. Use questioning to engage students thinking and dialogic routines to enable discussion about text meanings.

Questions about what's happening:

- What's going on here? What's happening? (verbs/processes)
- Who or what is involved? (participants/nouns)
- Is the text cohesive? Does the text hang together? (connectives, conjunctions, pronouns, word chains, etc)
- How might the reader see the scene or feel about the scene? (positioning: evaluative language)

Writers engage readers through their choice of sentence forms, so in discussing these questions, look at the sentences. What kinds of sentences are used? (questions, statements or commands). How do they work to engage? Are they conventional or do they disrupt expectations for the genre?

Questions about interpersonal meanings:

- How does the text make you feel? How does the author feel? (emotions)
- Does the author describe the setting and other things in a positive or negative way? (appreciation)
- How does the author judge the characters? Are they good, bad, special, competent? (judgement)

Questions about vocabulary:

- How does the author use literary techniques? (alliteration, assonance, hyperbole, idiom, imagery, metaphor, simile, onomatopoeia, personification)
- What connotations do the words evoke?

Exploring the connotations of words in the context of rich literature supports [vocabulary](#)¹⁸ development for students and builds comprehension through understanding the nuances of vocabulary choices. Denotation is the dictionary meaning of a word. Connotation is the meaningful emotional or imaginative associations that some words can evoke. Authors choose words with strong connotations for either negative or positive effect.

Teachers can:

- work with students to identify words in a text which give a negative or positive connotation
- discuss why the word carries this meaning
- find other words which could replace it with a neutral or opposite connotation (use a thesaurus)
- discuss the impact on the meaning of the whole text.

Teacher actions that support students to learn from and about texts

Early primary years

Working with rich literature is an integral part of [Australian Curriculum: English](#)³ and has a place in every classroom alongside the important work of teaching children to decode through a systematic synthetic phonics program and, where necessary, providing decodable readers. Rich literature provides the motivation to learn to read and the content for dialogic processes around text and language.

Use shared reading of rich literature to:

- engage students in narrative themes to provide topics for dialogue
- provide a context for developing tier 2 vocabulary
- draw attention to sight words and conventions of written texts
- model fluent reading.

Middle primary years

Book Club is 'a research-based and time-tested instructional framework, designed to provide students with the opportunity to read, write and talk about literature' (Brock, Boyd & Caldwell, 2015). The framework for Book Club is represented in Table 3.

Table 3: Book Club instructional framework

Book Club stages	Description
Whole class share	10–15 minutes: mini lesson based on an aspect of the text and/or dialogic process that will be followed.
Reading	10–20 minutes: depending on learner needs, this can be independent reading, shared reading, read aloud, etc
Writing	Students write in their reading journals based on a writing prompt connected to the mini lesson.
Student-led small group discussion	In small groups, students discuss what they have recorded in their journals. The teacher circulates to listens in on the discussions.
Whole class discussion	Teacher leads discussion about topics issues or misconceptions that emerged during the small group discussions.

(Adapted from Brock et al, 2015)

[Reciprocal teaching](#)¹⁹ is another evidence-based collaborative learning method which develops reading comprehension (refer to [Literacy and Numeracy First](#)⁶ (DECD, 2017, pp 13–14) for further details).

Upper primary years

[Literature circles](#)¹⁶ are a means of promoting student-to-student dialogue about rich literature. Using a shared text, students read and record their responses to reading in their reading journals. They come together in small groups to share their responses. Traditionally, students have been provided with individual roles such as word wizard, character captain, artful artist, etc as a way to view shared texts through different lenses. [Literature circle role cards](#)²⁰ can be sourced online.

Research suggests that individual roles can often result in the literature circle having just one student at a time sharing what they have recorded in their reading journals, resulting in little discussion about the journal entries. A more dialogic approach is for 2 or 3 students to share the same role which enables the comparing and contrasting of their interpretations, resulting in greater dialogue between the students (Simpson, 2014). The dialogue is more robust when students are challenged by needing to provide evidence in the text to justify their responses (McDonald, 2017).

Responding to factual texts

Reading factual texts is different to reading fiction. Students need to be familiar with the characteristics and conventions of factual texts and understand that they are resources which reflect the physical,

biological and social world around them (Fisher & Frey, 2014). To comprehend and retrieve information that can be transformed into their own writing, students need to understand the text, language and visual features (see Table 4).

Table 4: Features of factual texts and their purpose

Text feature	Purpose
Table of contents (front of book)	Identify key topics. Locate information using page numbers.
Title (Front of book and top of pages)	Informs main topic for section.
Heading/sub heading	Divides text into smaller chunks. Enables scanning for specific information.
Glossary (back of book)	Provides definitions of key terms.
Font styles such as bold print	Highlights important words or phrases.
Index	To locate specific information using alphabetical order and page numbers.
Images	To enhance understanding of concepts in texts.
Labelled diagrams	To represent information and processes.
Captions	To provide additional information about an image or diagram.
Language features	To generalise, define, classify, describe, compare and contrast, develop technicality, analyse.

(Adapted from Ankrum, Morewood & Dagen, 2017; Derewianka & Jones, 2018)

Teacher actions that support students to learn from and about factual texts

Early primary years

Explicitly teach the features of factual texts through interactive reading:

- have a clear learning intention
- use a big book or enlarged text
- select quality texts that are above independent reading levels
- use think aloud to model how to navigate the text and the purpose of each feature
- use questioning that leads to sustained discussion about the features and contents
- use strategies such as turn and talk to enable students time to process, think about and discuss what they are learning
- consolidate with activities in a reading journal.

Middle and upper primary years

- Incorporate clear learning intentions and reflection on processes to encourage metacognitive thinking.
- Use quality factual texts for close reading.
- Use online factual texts such as quality web pages and other multimodal texts.
- Model how to skim and scan the text to locate information using specific text features.
- Model how to highlight key information using colour and/or other coding strategies.
- Model notetaking using graphic organisers to sort information.
- Use a note taking frame which mirrors the frame for the target writing text, eg information report, explanation.
- Incorporate dialogic processes to ensure deep understanding of comprehension strategies, reading processes and content.

Focus: foster conscious language choices as students write for specific purposes and audiences

At this stage teachers set daily writing activities to enable learners to respond to reading and they have developed their knowledge of language to enable differentiated language instruction when teaching writing across the curriculum areas. Teachers use a teaching and learning cycle incorporating dialogic talk and reading activities to build content prior to writing. Teachers provide models of various stages of success in writing to enable students to set goals and monitor their own progress through peer assessment strategies.

Teachers enable students to explain and justify the textual and linguistic choices they have made in their writing

A shared knowledge of language and ways to talk about language enables the exploration of how language functions to create different types of meaning. Students learn to understand the structure and form of various language features which they will come across in reading or will be required to use in writing (Derewianka, 2011).

Teaching a metalanguage about language requires teaching both the form of the language and the way we can choose language resources to make meaning for a variety of functions. The [Australian Curriculum: English](#)³ uses both form and function in

its content descriptions, eg 'Understand that verbs represent different processes, for example; doing, thinking, saying, and relating and that these processes are anchored in time through tense' (ACARA, 2015, [ACELA1482](#)²¹).

Consider language in terms of a register continuum (Martin, 1984) which includes the subject matter or topic of writing, the role of the writer and their relationship with the audience, and whether the communication mode is more spoken-like or written-like in its grammatical features. As the register changes, so do the language choices.

Register continuum		
everyday concrete	Subject matter	technical
informal personal novice	Roles and relationships	impersonal informed
most spoken 'here and now'	Mode of communication	most written generalised

(Adapted from Martin, 1984)

Talking about the language choices within the context of the genre and the register continuum will help students understand the social and cultural reasons for specific choices. This is critical for EALD learners who are learning about new cultural and social concepts at the same time they are learning the new language. Concepts about language use take time and discussion to unravel. Deep understanding comes through talk about language in context:

'Teacher explanations of grammar are important in initiating learning, but linguistic understanding, like all learning, cannot simply be transmitted from teacher to child. Talk is a critically important tool in securing meaningful learning about language' (Myhill et al, 2016 p 5).

Teacher actions to foster conscious language choices

Early primary years

Ensure students are aware that writing is one form of communication among many and that we write for different purposes.

- Demonstrate the number of ways we can give a message, eg 'Stop!' can be conveyed verbally, using a symbol and/or image, a gesture or writing.
- Show that, around the world, there are many different kinds of writing.
- Find out what kind of writing students have seen outside of school. Do any students have stories read to them in different languages?
- Discuss the different purposes for writing such as telling a story, recounting an experience, describing something, giving instructions, etc. What do students already know? How do they see writing used in their first language?
- In the context of texts, teach and practise different ways of using questions, giving commands and using statements. Make explicit the purpose and audience in each case.

Middle primary years

Compare the different types of texts that students are familiar with, observing how the language choices vary depending on purpose and context. For example, compare the sentence structures between a procedure and a recount.

Collaboratively analyse clauses in two texts, colour coding **processes in green**, **participants in red** and **circumstances in blue**, using the metalanguage:

- ask questions: Do you notice anything the same about the two texts? Do you notice anything different about the two texts? Why do you think it is the same/different? What kind of work (function) do the processes do? (give commands, link descriptions, show the actions of the people)
- encourage students to respond to questions using the metalanguage
- model and support students to piggyback onto each other's responses, building the metalanguage together
- use similar routines with a range of texts until students naturally talk about texts, including their own, using metalanguage
- question students about their own choices: Can you tell me about the verbs you have chosen to write in your narrative? What words have you added to the noun groups to make it more descriptive? Can you tell me how the success criteria have helped you choose the language for your text?

Upper primary years

Explicitly teach students about register by modelling with a few texts and locating them on a register continuum. Think aloud as you compare purpose and audience, sentence types and vocabulary choices.

- Provide a range of informal and formal texts such as lists, notes, text messages, recounts, social media posts, published books, official websites, etc.
- Ask students to place the texts on a continuum and justify their choices with examples of language from each text.
- Encourage and support students to use the metalanguage to talk about the texts.
- Keep the continuum visible as a classroom reference, labelling and annotating as students learn more about texts and language.

Teachers and students reflect on learning goals, identifying and evaluating the processes used for writing

Reflecting on progress in learning is one aspect of [metacognition and self-regulation](#)⁸:

‘Put simply, independent learning is when pupils learn with a degree of autonomy, making active choices to manage and organise their learning, while deploying metacognitive strategies in the process’ (Education Endowment Foundation, 2018a, p 22).

Providing students with feedback which supports them to plan, monitor and evaluate their own progress supports them to become self-regulating and independent. For example:

- how the student approached the task, eg thinking through the steps involved before beginning to write

- the relationship between what they did and the quality of the product, eg taking time to plan resulted in a well organised text
- information about alternative strategies, eg re-reading and editing (Brookhart, 2008).

When students use writing to demonstrate their learning of new concepts and understanding, they require a degree of metacognition to achieve the process independently.

Teach students that skilled writing requires a balance of:

- metacognitive strategies, such as self-regulation and authorial identity to support the writing process (Louden, Rohl, Barratt-Pugh et al, 2005; Graham & Harris, 2016)
- textual, linguistic and cultural knowledge related to the topic and purpose for writing (see Table 5).

Table 5: Skills and knowledge needed by writers

Metacognitive strategies	Textual, linguistic and cultural knowledge
<p>Self-regulation of writing strategies: the way a writer identifies goals, uses appropriate planning tools, and engages with the ideas being developed in the writing.</p> <p>Self-regulation of performance: the way a writer monitors their own performance against the success criteria, and evaluates the progress of their writing.</p> <p>Commitment to a process: ensuring time for discussing, planning, drafting, reviewing, editing, engaging with collaborative feedback; expanding meaning as the text develops.</p> <p>Authorial identity: having confidence about writing, developing a writing style and shaping a text for the writer’s own communicative purpose; writer’s voice.</p>	<p>Purpose: understanding purpose for writing, including learning area-specific purposes.</p> <p>Audience: knowing who might read/view the text and the most socially appropriate way to communicate with that audience.</p> <p>Language features: knowing how texts work for the purpose and audience in terms of text structure, cohesion and grammar, vocabulary, spelling and visual elements.</p> <p>Digital technology: knowing how technologies support the purpose and context in terms of platform and design choices.</p> <p>Cultural understanding: knowing the cultural and social context of SAE.</p>

Learning about these aspects of writing is not complete at any point: it increases in complexity through the early years, primary years and into the secondary years.

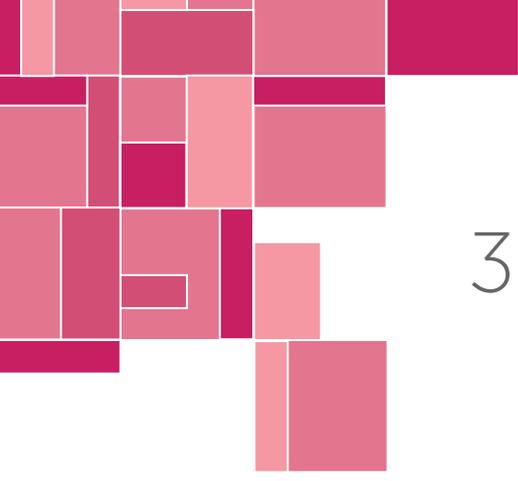
Teacher actions to develop skilled, reflective writers

Early primary years

- With the whole group, model setting writing goals for the lesson.
- Ask students to set a goal before leaving the group to write.
- Ask students to turn and tell their partner what steps they will take in the writing lesson, eg I will sit down with my book and a pencil/tablet, I will write about _____. I will use the word wall to help me.
- Ask students to reflect on their own texts: Who did you write/create/draw the text for? What is it about? Who will read your text? Do you think they will like/use your text?
- Incorporate metalanguage into your questions: Who are the participants in your text? Can you tell me about the verbs/processes you have chosen? What kind of circumstance have you used? What information do the circumstances give to the reader?

Middle and upper primary years

- Design initial learning about the language of the topic through oral language, reading and viewing and other learning experiences prior to writing.
- Provide a clearly defined writing task with specific goals organised in stages.
- Break the instruction into manageable stages and provide explicit instruction in goal setting and self-monitoring skills to direct the planning, organising, drafting and revising of the work.
- Model self-talk used in the writing process, thinking aloud about language choices, naming the language and explaining/justifying the choice.
- Review whether the text is unfolding in the best way, and redraft for improvement in cohesion and foregrounding.
- Encourage talk around the stages of composing a text and scaffold collaborative problem solving.
- Provide specific directions on what to do when writing collaboratively with peers and guidelines for how a 'community of writers' operates effectively.
- Plan for teacher and peer feedback at key stages in the writing task using shared, specific criteria.
- Include using metalanguage to reflect on choices in writing as part of the success criteria (Fisher et al, 2016; Graham & Harris, 2016).



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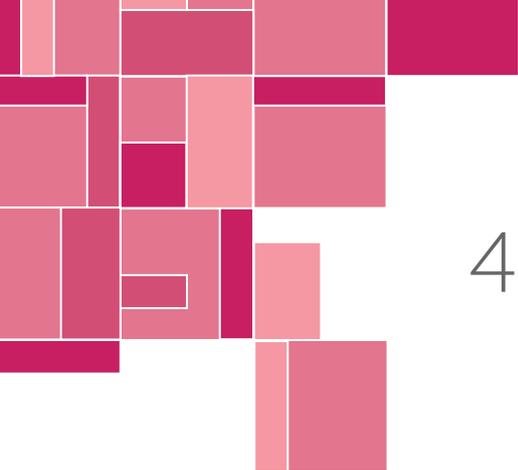
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4. Resources

Resource	Notes
Edwards-Groves C, Anstey M & Bull G (2014) Classroom Talk: Understanding dialogue, pedagogy and practice. NSW: Primary English Teaching Association Australia (PETAA)	An excellent resource for PLCs to support teacher understanding of dialogic talk. It includes examples and interpretations of classroom observations.
PETAA book extras ²⁰	Supplementary teacher resources to accompany classroom talk (Edwards-Groves et al, 2014). Many practical activities for developing oral language.
Metacognition and self-regulated learning guidance report ⁸	The Education Endowment Foundation (2018a) provides clear and actionable guidance for teachers on a range of high priority issues
readwritethink ²¹	A website with many comprehension strategies and resources.
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: <ul style="list-style-type: none">■ 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.
Mackenzie A (2018) Your Reading Comprehension Toolkit: Making predictions ²² , BookPagez.com	Practical activities for embedding comprehension strategies.

Resource	Notes
Catholic Education South Australia (CESA) (2014) Composing Written Texts Across the Australian Curriculum F–6, (2nd ed), Thebarton: CESA	This resource provides annotated models of text types in English, science and history with a range of language activities to develop student writing.
Cameron S & Dempsey L (2013) The Writing Book: A practical guide for teachers. NZ: S&L publishing	A wide range of interactive activities which can be incorporated into the teaching and learning cycle.
Primary English Teaching Association Australia (PETAA) ²³	A wealth of resources and professional learning opportunities.
Australian Literacy Educators' Association ²⁴	Resources and professional learning organised by ALEA Adelaide local council and a national conference each year bringing together the latest in literacy education and research.
Exley B & Kervin L (2013) Playing with Grammar in the Early Years: Learning about language in the Australian Curriculum: English, Norwood, South Australia: Australian Literacy Educators' Association (ALEA)	This publication provides a range of practical strategies for scaffolding young children through some of the content descriptions from the Australian Curriculum: English.
Exley B, Kervin L, & Mantei J (2015) Exploring with Grammar in the Primary Years: Learning about language in the Australian Curriculum: English, Norwood, South Australia: Australian Literacy Educators' Association (ALEA)	This publication provides a range of practical strategies for scaffolding young children through some of the content descriptions from the Australian Curriculum: English.

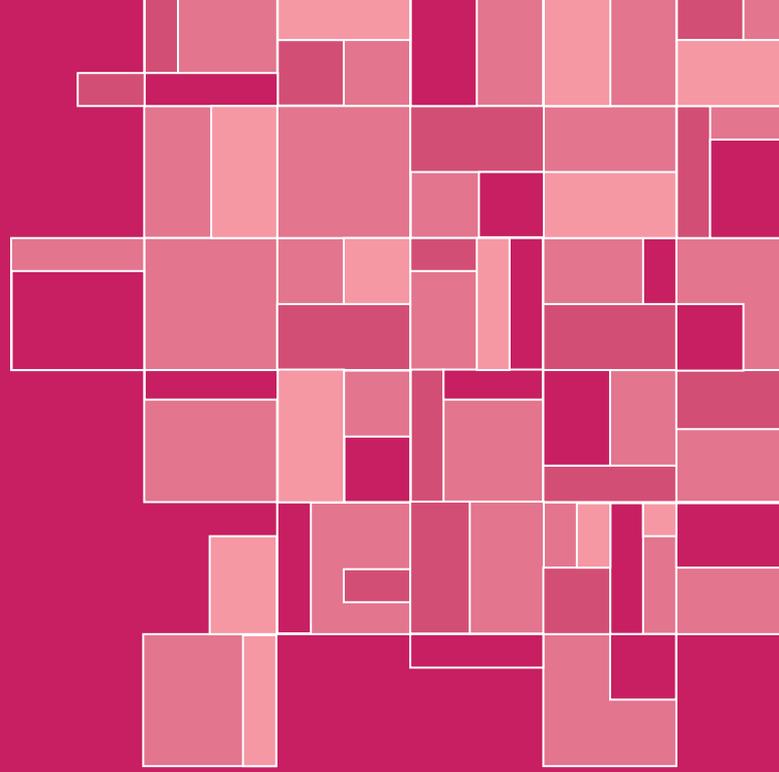
Resource	Notes
The Teacher Toolkit ²⁷	Classroom strategies with explanations and videos. Examples of using questions and sentence stems with EALD learners.
Bourke, B (2016) A Close Look at Close Reading: Scaffolding students with complex texts ²⁸	Suggestions on how to implement a close reading sequence.
English Textual Concepts ²⁹	An excellent resource to support primary teachers to develop a deeper understanding of English, including concepts such as character, code and convention, point of view, theme, etc. It also includes resources to support learning processes and learning design.
Copyright Agency Reading Australia: Primary ³⁰	Over 150 resources aimed at foundation to senior secondary, with more resources added regularly throughout the year. The resources for primary level were developed by the Primary English Teaching Association Australia (PETAA) ²⁵ (PETAA) and the Australian Literacy Educators' Association ²⁶ (ALEA).
Literature circle role cards ²⁰	A literature circle is a small group instructional approach to support the development of comprehension, independence and enjoyment. To prompt student thinking, role cards may be used.

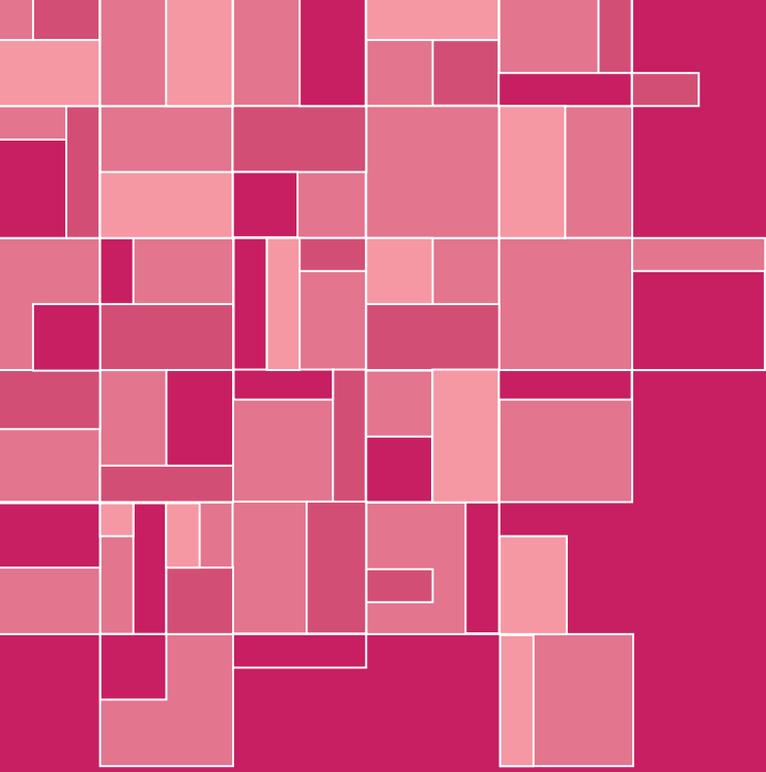
Resource	Notes
<p>How to give feedback to your students³¹</p>	<p>A comprehensive guide to providing feedback on learning and assessment.</p>
<p>EALD Hub: Teaching Aboriginal and Torres Strait Islander English as an additional language or dialect learners</p> <p>For further information, contact: education.ealdhub@sa.gov.au or ph 8463 5989</p>	<p>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.</p>
<p>Brightpath²⁶: Writing assessment tool</p>	<p>Brightpath enables teachers to compare their students' writing with a set of calibrated exemplars to judge performance. The accompanying software provides immediate reporting. Teachers' judgement data can then be used to evaluate student growth in learning and to inform school programs.</p>



Attachment 1: classroom talk observation checklist

Purpose of talk	Description of talk			
	Focus and description of questions or statements	Examples and frequency of teacher talk	Examples and frequency of student talk	Focus and function, eg organisation, doing literacy, learning about literacy
Classroom management Physical social and organisational				Organisation
Literacy management Talk to manage tasks rather than talk about the learning focus				Doing literacy
Literacy process Explicitly model cognitive activity and thinking processes, questioning, dialogue				Learning how, when, what and why about literacy
General observation comments				





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