

# Literacy

Primary school



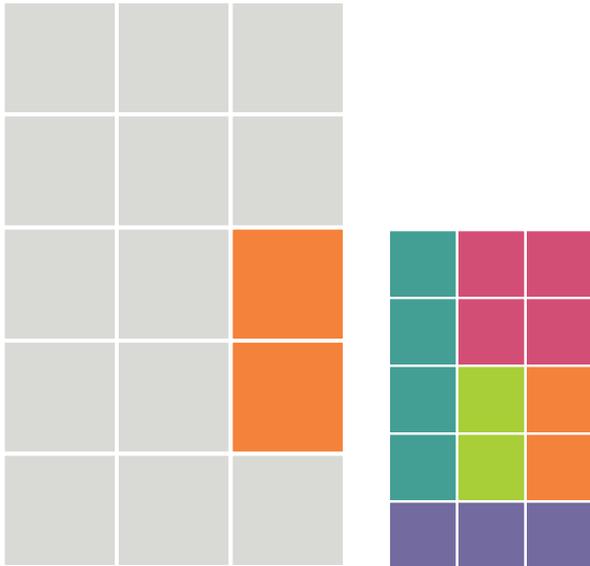
**School Improvement**  
Maintain momentum



Government  
of South Australia

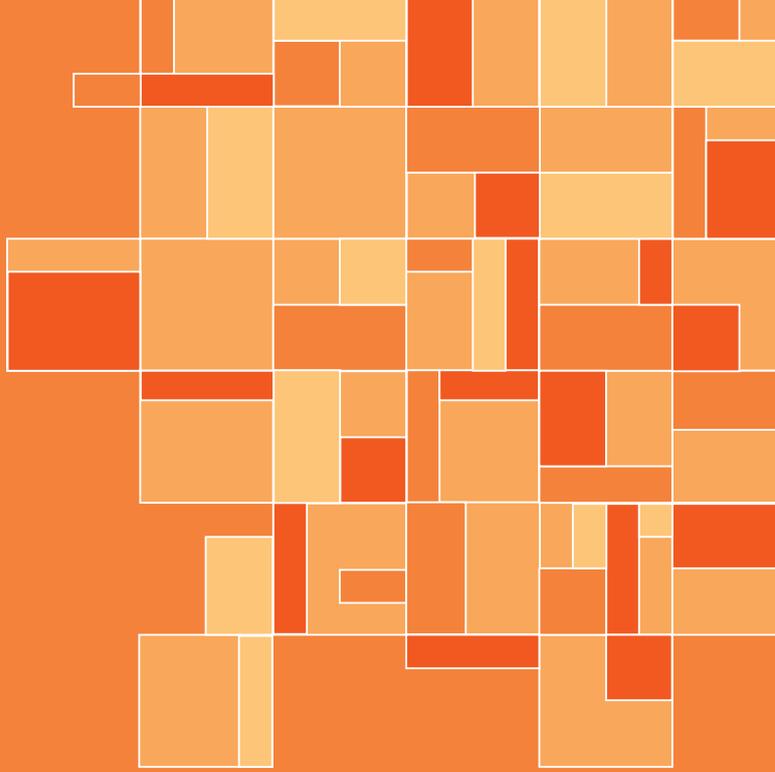
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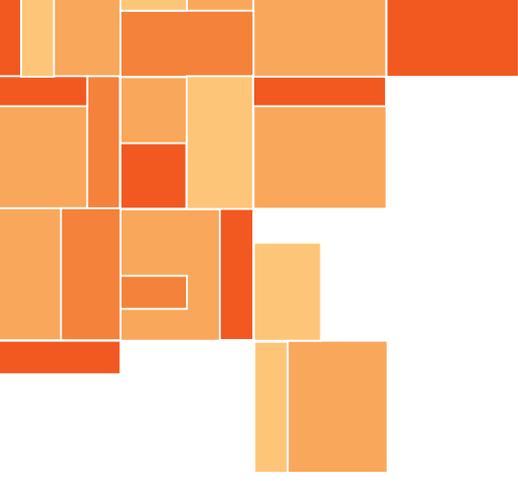
## Maintain momentum

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**  
<http://tiny.cc/LitNumFirst>
- 7 **Big Six Components of Reading**  
<http://tiny.cc/BestAdviceLit>
- 8 **Professional Learning Communities**  
<http://tiny.cc/PLCs>
- 9 **Comprehension**  
<http://tiny.cc/ReadComp>
- 10 **Learning Design**  
<http://tiny.cc/LearningDesign>
- 11 **Anchor charts**  
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- 12 **Vocabulary**  
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- 13 **Inference**  
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- 14 **Graphic organisers**  
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- 15 **Self-assessment video**  
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- 16 **Peer assessment video**  
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- 17 **Formative assessment**  
<http://tiny.cc/FormAssess>
- 18 **Reframing feedback to improve teaching and learning**  
<http://tiny.cc/AITSLfeedback>
- 19 **PETAA book extras**  
<http://tiny.cc/PETAAbookExtras>
- 20 **readwritethink website**  
<http://www.readwritethink.org/>
- 21 **Your Reading Comprehension Toolkit: Making predictions**  
<http://tiny.cc/RdgCompToolkit>
- 22 **Primary English Teaching Association Australia (PETAA)**  
<http://tiny.cc/PETAA>
- 23 **Australian Literacy Educators' Association**  
<https://www.alea.edu.au/>
- 24 **The Teacher Toolkit**  
<http://www.theteachertoolkit.com/>
- 25 **A Close Look at Close Reading: Scaffolding students with complex texts**  
<http://tiny.cc/CloseRead>
- 26 **Functional grammar**  
<http://tiny.cc/FunctionalGrammar>
- 27 **Brightpath**  
<http://tiny.cc/Brightpath>

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

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

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

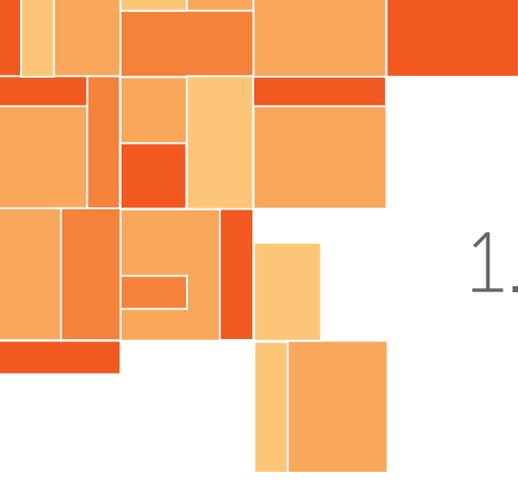
The advice in these sets of resources should continue to inform the development of a school's literacy and numeracy program.

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 maintain momentum: overview

## Actions for leaders

At this stage, the school has established literacy practices which include the integration of oral language, reading and writing programs across the whole-school. Teachers explicitly teach the [Big Six Components of Reading](#)<sup>7</sup> (DECD, 2016a) within a timetabled reading program including the teaching and monitoring of comprehension. A carefully sequenced teaching and learning cycle is used to explicitly teach literacy and includes a balance of teacher and student talk. All students are motivated to learn due to careful learning design that includes processes and resources that are respectful, inclusive and relevant to culturally and linguistically diverse learners.

Focus	Strategies
<b>Leaders use data from classroom observations to develop professional learning priorities</b>	<p>Use data from observations of student and teacher talk to inform professional learning that enables teachers to 'vacate the floor'.</p> <p>Establish <a href="#">Professional Learning Communities</a><sup>8</sup> to inquire into effective teaching practices that inform reading comprehension strategies before, during and after reading.</p> <p>Ensure all teachers have a sound knowledge of the key genres of schooling at word, sentence and text level to inform and guide assessment in writing.</p>

## Actions for teachers

Teachers deepen oral language interactions and apply them in reading activities to build comprehension. Teachers support students to understand how writing develops so students can work towards specific goals.

Focus	Strategies
<b>ORAL LANGUAGE</b> Deepen expert interactions to build learning area knowledge and understanding	Teachers intentionally select strategies that enable students to provide extended responses and ask questions of each other.
<b>READING</b> Deepen expertise in the close reading of texts using comprehension strategies	Teachers strengthen the design of the reading program through embedded activities that build comprehension and incorporate dialogic teaching strategies around literature and factual texts.
<b>WRITING</b> Deepen strategies in formative assessment which support students to write effectively according to success criteria	Teachers provide models of various stages of success in writing to enable self-assessment and personal goal setting. Teachers support students to engage in peer assessment so that they can help each other reach writing goals.



## 2. Key ideas in detail

### Actions for leaders

Focus: leaders use data from classroom observations to develop professional learning priorities

#### Use data from observations of student and teacher talk to inform professional learning that enables teachers to 'vacate the floor'

Developing highly interactive or dialogic classrooms goes beyond speaking and listening skills and the oral language development of individual students. Strategic interactions about learning promote deeper meaning making across the curriculum. See [Attachment 1](#) for the classroom talk observation checklist introduced in 'Stretch'.

To develop a culture of dialogic learning, teachers need support to:

- understand their 'default practice', eg the 'initiation, response, evaluation' (IRE) questioning pattern which limits student interaction
- develop a shared 'metatalk' to name and discuss the different types of classroom talk
- rise to the challenge of uncertainty when the direction of students' dialogue may be unpredictable (Edwards-Groves & Davidson, 2017).

Build teacher capacity in this area through implementing peer support, collaborative planning and classroom observation structures.

#### Establish Professional Learning Communities to inquire into effective teaching practices that inform reading comprehension strategies before, during and after reading

In order to maximise [comprehension](#)<sup>9</sup> of narrative or content material, teachers need to design comprehension activities before, during and after reading (BDA) (Pressley, 2002; DECD, 2016b). It is vital that teachers understand that teaching a strategy is not the end in itself. Students require ongoing support to apply comprehension strategies to increasingly complex texts to ensure deep understanding. The application of comprehension strategies before, during and after reading lead to:

- preparation for reading and learning
- the ability to make connections, generate questions and determine importance during reading
- the connection of new knowledge to existing knowledge
- the ability to problem solve when meaning is unclear.

'The good reader knows to relate what is being read to prior knowledge, and he or she is aware that good readers predict what might be in upcoming text and relate ideas encountered in text to their prior knowledge. The metacognitively sophisticated reader also knows to ask questions while reading, construct images of ideas being conveyed in text, and summarize what is being read' (Pressley, 2002, p 304).

Research has shown that well organised Professional Learning Communities (PLCs) which set collective goals and analyse data to determine strengths and weaknesses in practice lead to improved competency and efficacy of the whole group.

'In our study, teacher efficacy was fostered from doing the PLC work of analyzing student data and work and deciding what interventions or changes in instruction were needed to ensure students' mastered learning goals' (Voelkel & Chrispeels, 2017, p 520).

The establishment of reading comprehension PLCs provides each teacher with an opportunity to interrogate data such as the Phonics screening check, running records, NAPLAN reading and PAT-R and triangulate with evidence from reading conferences and other classroom learning. From here, teachers can read, research and trial strategies while establishing the common practice of embedding explicit teaching of comprehension before, during and after reading.

Leaders can support teachers by:

- timetabling regular PLC meeting times
- establishing a PLC with an agreed purpose, structure and group norms
- establishing goals using data
- facilitating group sharing
- identifying professional learning needs
- sharing implementation of new before, during and after reading processes
- celebrating success.

## Ensure all teachers have a sound knowledge of the key genres of schooling at word, sentence and text level to inform and guide assessment in writing

Assessment in writing requires teachers to think about what success would look like in terms of curriculum content, purpose for writing and text and language features. Sound knowledge of the key genres of schooling will enable teachers to share clear learning intentions and success criteria with students. Teachers can then scaffold all students towards the successful completion of specific tasks. Some students may need more detail in the steps or stages towards the goal so that it remains challenging but still attainable and this requires teacher expertise in language.

'Showing students near the beginning of a series of lessons what success at the end should look like is among the most powerful things we can do to enhance learning' (Fisher, Frey & Hattie, 2016, p 22).

Using the audit tool ([Attachment 2](#)), identify whether teachers have a sound knowledge of the key genres of schooling at word, sentence and text level to enable:

- [learning design](#)<sup>10</sup> which ensures genre teaching is embedded in the context of curriculum learning
- the development of clear learning intentions and success criteria
- the explicit teaching of written language as it increases in complexity.

Identify teachers for whom teaching writing is a strength and those who require professional learning. Encourage teachers to collaborate through co-designing for writing success and share resources.

# Actions for teachers

Focus: deepen expert interactions to build learning area knowledge and understanding

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.

**Teachers intentionally select strategies that enable students to provide extended responses and ask questions of each other**

Through explicit teaching and modelling of how to engage responsibly in classroom interactions, teachers gradually hand over responsibility for class discussions to the students. The following table provides examples of types of talk, questions, response stems and examples of where they can be used across the curriculum.

**Table 1: Extending student responses**

Interaction goals	Interaction goals	Response stems	Contextual examples
<p><b>Listen actively and analytically</b></p> <p><b>Respond critically</b></p>	<p>Can someone summarise what has been said?</p> <p>Would this apply in all circumstances?</p> <p>Who can explain that in their own words/in another way?</p>	<p>The main ideas are ...</p> <p>The most important details are ...</p> <p>In some circumstances ...</p> <p>It suggests that ...</p>	<p><b>HASS/English</b> discussing issues arising from texts or historical accounts</p> <p><b>STEM/HPE</b> discussing hypotheses and predictions</p> <p><b>The Arts</b> listening to performance and interpreting</p>
<p><b>Sustain thinking through extended turns</b></p>	<p>Can you say more about that?</p> <p>What else can you add?</p> <p>Can you go a bit further?</p> <p>Can anyone add to that?</p>	<p>I think that ...</p> <p>I would also like to say ...</p> <p>I would like to add ...</p>	<p><b>HASS/English/The Arts</b> sharing ideas about characters and/or figures</p> <p><b>STEM</b> explaining how something works, why something occurred</p> <p><b>HPE</b> discussing issues in health</p>
<p><b>Clarify thinking</b></p>	<p>What do you mean?</p> <p>What makes you say that?</p> <p>You said ... Is that what you mean?</p>	<p>I mean ...</p> <p>I think ... because ...</p> <p>I believe ...</p> <p>To me, it seems ...</p>	<p><b>English/The Arts</b> responding to meaning in a text or art work,</p> <p><b>HASS</b> clarifying understanding of content by comparing and contrasting</p> <p><b>STEM</b> clarifying technical terms and concepts</p>

**Table 1: Extending student responses**

Interaction goals	Interaction goals	Response stems	Contextual examples
<b>Support responses with reasons and evidence</b>	Can you give an example? What are your reasons for that? What's your evidence?	An example is ... My reasons ... One reason is ... The evidence is ...	<b>All learning areas:</b> developing ability to persuade using logic and reasoning, eg argument, discussion, review, historical account
<b>Build the ideas of others</b>	Who can say more about that? Who can give another example? Does anyone want to respond to that?	I agree and I also think ... I would like to add that ... Another point is ...	<b>All learning areas:</b> joint construction of a learning area text, planning a project or event, problem solving tasks, peer review of completed tasks

(Adapted from Edwards-Groves & Davidson, 2017, p 101)

Teacher actions to enable more frequent and effective student interactions are:

- plan for more opportunity to involve students in deeper interactions
- intentionally choose questions with specific goals in mind
- support students to provide extended responses and to ask questions of each other through modelling behaviours and creating [anchor charts](#)<sup>41</sup>, display question and response resources in the classroom
- closely monitor EALD learners for comprehension and if required, allow them to practise new language in smaller groups to build confidence.

# Focus: deepen expertise in the close reading of texts using comprehension strategies

At this stage, teachers have established a daily, timetabled reading program, which integrates the [Big Six Components of Reading](#)<sup>7</sup> (DECD, 2016a) and includes individual reading goals for students. Teachers focus on and explicitly teach the comprehension strategies that good readers use.

## Teachers strengthen the design of the reading program through embedded activities that build comprehension and incorporate dialogic teaching strategies around literature and factual texts

Once taught, comprehension strategies should be embedded into reading processes to enable students to access increasingly complex texts. These strategies include the close reading of a text, where teachers and students go deeper into comprehension through repeated readings of the same text.

‘By using close reading strategies, your students will read and reread text passages, using thoughtful analysis to gain a deeper understanding of the text with each read through. Close reading moves readers past the surface content of the passage, and allows them to delve into more complex concepts, such as discussing why the author made certain word choices, analyzing themes throughout a poem, or determining how a narrator’s point of view shapes a story’ (Burke, 2016).

### Early primary years

Interactive reading with young students supports vocabulary development, exposure to the syntax of literary texts, which is often much more complex than every day speech, and provides opportunities for modelling comprehension strategies before, during and after reading. It is an effective way to integrate the Big Six Components of Reading (DECD, 2016a) while using sophisticated picture books in which readers have to infer characters thoughts and motivations and connect them to actions. Sophisticated books also enhance [vocabulary](#)<sup>12</sup> development and listening comprehension as students engage in analytic talk (McGee & Schickedanz, 2018). Comprehension and [inference](#)<sup>13</sup> is more likely to develop when working with culturally relevant texts.

The process for interactive reading is:

The **first reading** introduces the text and new vocabulary.

#### Before reading

- Give a brief summary of the story, without giving away the problem and resolution.
- Choose 5 to 10 words to focus on which are important to understanding the text and/or will be encountered frequently in other contexts (DECD, 2016a).
- Introduce these words in the book introduction using tone of voice, dramatic gestures and paraphrasing.

#### During reading

- Focus on the main character and how they are thinking and feeling about the main events.
- Pause at significant moments in the text where an inference is required.
- Think aloud about what is happening and follow with a question to model and scaffold the analytical process of comprehension.

#### After reading questions

- Ask ‘Why ...?’ questions to engage thinking, and think aloud to scaffold understanding.

The **second reading** develops a deeper comprehension through think aloud and questioning.

#### Before reading

- Remind students that they have read the book before.
- Briefly say what it is about and ask students to elaborate.
- Incorporate the vocabulary from the previous reading and include additional vocabulary from the story.

#### During reading

- Repeat the same process as in the first reading, asking questions about main characters’ motivation and/or actions of other characters.

#### After reading

- Ask questions which require an explanation, perhaps going beyond the text – a ‘What if ...?’ question.

The third reading develops analytical thinking through story reconstruction which includes discussion about what caused the events and what the characters were thinking.

#### Before reading

- Encourage students to do more of the talking by asking them to recall the title of the book and what the book is about.

#### During reading

- Show a double page spread or other key illustrations and ask 'Do you remember what happened here?' If the next page is causally related, also ask – 'What happened next?'
- Continue to build on the vocabulary by giving examples of previously discussed words in another context.

#### For the fourth reading:

- look closely at language, in particular clause and sentence structures
- select a short passage from the book to do a clause analysis
- as students are now familiar with the story, work on how language and image choices support the meaning and how these choices can be transferred to the student's own writing
- complete a short write by co-constructing a new story using the clause patterns with alternative word choices.

**Table 2: Suggestions for an interactive reading session followed by explicit language work**

	First read-aloud	Second read-aloud	Third reading: Guided oral reconstruction	Sentence and clause work
Before reading	Introduce text, focusing on the main character and using illustrations on the book cover, back, and title page Introduce 5–10 words	Remind students they have read the text before. Ask 'Do you remember ...?' questions about the characters and problem (complication).	Have students recall the title of the book. Invite students to identify the problem (complication) and describe the solution (resolution) – use turn and talk so each student has an opportunity to talk about what they remember.	Choose a passage that represents a stage of the narrative, eg orientation, introduction of complication. Explain the purpose of the text
During reading	Think aloud to reveal what the main character is thinking and feeling Ask one or two questions based on your comments Use turn and talk and think time	Continue to emphasise the new vocabulary Think aloud to reveal what other characters are thinking or feeling Ask more analytical follow-up questions Use turn and talk and think time	Before reading a double page, show the illustration and ask, 'What is happening here?' Follow up student's comments by extending comments or asking for clarification Read some of the pages of text. When appropriate, before turning to the next page, ask, 'Who remembers what will happen next?' Call attention to some vocabulary in different contexts	Read together asking question highlight parts of each clause, eg What is happening? Who/what is involved? Where ...?, When ...?, etc Write the word groups on coloured card so students can reconstruct the sentences
After reading	Ask a 'Why ...?' question that calls for explanation Think aloud to model how to answer. Use follow-up questions to prompt answers. Use turn and talk and think time	Ask another 'Why ...?' question or ask, 'What would have happened if ...?' Use follow-up questions to prompt student's thinking Use turn and talk	Ask another 'Why ...?' question or ask, 'What would have happened if ...?' Use turn and talk	Transform the sentences by replacing the word groups with alternatives, eg 'the hen' might become 'the duck', 'on the farm' might become 'by the river', etc

(Adapted from McGee & Schickedanz, 2018)

### Middle and upper primary years

A close reading is a way of engaging students with a text over several readings using short passages and excerpts. Students gain a deeper understanding of the text through discussing:

- purpose and audience of a text
- vocabulary and language structures
- noticing things that are confusing
- using dialogic processes such as questioning, group discussions and turn and talk.

Texts should be more complex than students can manage independently. Close reading follows a protocol, which usually involves:

- careful selection of a text
- initial independent reading
- annotating parts of the text
- re-reading with specific purpose
- frequent discussion through turn and talk
- small groups and whole class
- responses to text using reading journals.

(Burke, 2016; Fisher, Frey, Hattie & Thayre, 2017)

**Table 3: A suggested process for close reading**

	First reading	Second reading	Third reading
<b>Before reading</b>	<p>Set the purpose for reading: focus on main ideas and specific story elements</p> <p>Do not provide information about the text as students are required to integrate their prior knowledge while reading</p>	<p>Set the purpose for reading: focus on complex elements or ideas that are important for a deeper understanding of the text</p>	<p>Set the purpose of the reading: integration of ideas</p>
<b>During reading</b>	<p>Depending on students' needs, this can be independent reading, paired reading, or read aloud</p> <p>Students annotate the text while reading</p> <p>Establish a system for annotation, eg <u>underline</u> main ideas, <b>highlight</b> important details, circle unknown vocabulary, use a ? for parts that are confusing and an ! for parts that are surprising</p>	<p>Use a text dependent question to focus the reading</p> <p>Students focus on text structure, language features, and author's choices</p>	<p>Use a <a href="#">graphic organiser</a><sup>14</sup> such a compare/contrast, cause and effect, etc to support the analysis and extraction of information from the text</p>
<b>After reading</b>	<p>Think-pair-share to discuss the main ideas in the text</p> <p>Students ask questions for clarification</p>	<p>Discuss in small groups</p> <p>A reporter from each group shares with the whole class</p>	<p>Students share with a partner then write a reflection of their learning in their reading journals</p>

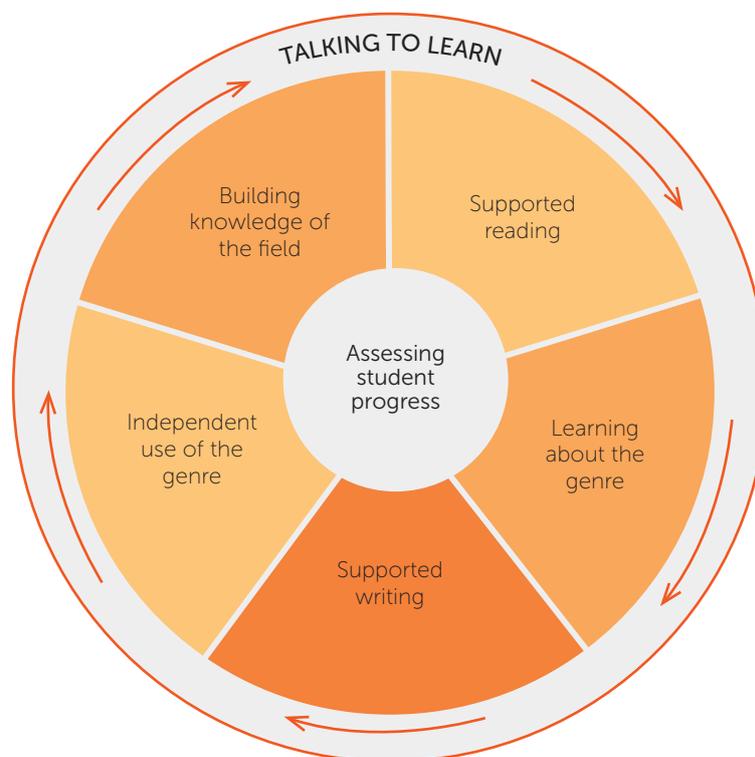
(Adapted from Burke, 2016)

# Focus: deepen strategies in formative assessment which support students to write effectively according to success criteria

At this stage, teachers set daily writing activities to enable learners to respond to reading and other experiences. 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 self-assessment and personal goal setting

As teachers and students progress through the teaching and learning cycle (see Figure 1), the explicit teaching of language is paramount to enable students to learn to write a wide range of texts for specific purposes and audiences. Students need to continue to develop their knowledge and understanding of written language at word, sentence and text level to compose more complex texts and show evidence of learning against the achievement standards.



**Figure 1: Teaching and learning cycle**  
(Adapted from Derewianka, 2016, and Rothery, 1994)

When language is patterned to meet specific purposes, those patterns can be explicitly taught. Table 4 shows examples of the language patterns typical of school genres. Once these patterns have been taught and students have had opportunities to use the language patterns in a range of activities, the patterns can then be stipulated in the success criteria.

For example, in writing a recount:

- I choose circumstances of time to begin a paragraph so the reader knows it is a change in time.
- I choose evaluative words to share my thought and feelings with the reader.
- I choose effective adjectives in the noun group to create an image for the reader.

**Table 4: Examples of typical school genre language patterns**

Key: circumstances, participants, processes

Genre	Typical sentence structure	Cohesion	Other key vocabulary
<b>Personal recount</b>	Adverbial phrase of time, noun group for participant, verb, adverbial phrases of place and/or accompaniment On Wednesday, our class went to the museum for Science.	Conjunctions: and, but, when, after, before, because, etc Paragraphs usually beginning with an adverbial phrase or conjunction to signal a change in time	Evaluative words and phrases It was good. It was fun. I liked it.
<b>Narrative</b>	Adverbial phrase of time and/or place, noun group for participant, verb, noun group for 2nd participant, adverbial phrases of manner, place, and/or accompaniment Long, long ago, in the deep, dark wood wiley fox and artful rabbit hatched a cunning plan with mischievous intentions.	Conjunctions: and, but, when, after, before, because, etc Paragraphs usually beginning with an adverbial to signal a change in time or place Connectives and adverbials to connect paragraphs: next, then, later, suddenly, etc	Evaluative words and phrases Longer noun groups to add description Wider range of verbs
<b>Procedure</b>	Doing verb, noun group for participant, adverbial phrase Break the free range eggs into the mixing bowl	Subheadings to organise steps	Longer noun groups to add more factual information
<b>Description/ Report</b>	Noun group for participant, doing or linking verb, noun group 2nd participant or adverbial phrase The greater bilby has long pinkish ears and blue-grey fur.	Conjunctions: and, when, etc Sub headings to organise text	Longer noun groups to add more factual information
<b>Sequential Explanation</b>	Adverbial phrase of time and or place, noun group for subject, verb, noun group for 2nd participant, adverbial phrases of manner, place, and/or accompaniment First the chicken lays an egg in a nest.	Conjunctions: and, when, after, before, because, etc Paragraphs usually beginning with an adverbial or conjunction to signal a change in time Text may accompany a simple flow chart or labelled diagram	Longer noun groups to add more factual information
<b>Argument</b>	Projected clauses: I think that ... Some people think that ...	Conjunctions: when, because, if, etc Paragraphs usually begin with an adverbial to introduce the next argument: Firstly, in addition, etc	Adverbials to intensify arguments: really, very, strongly, firmly, etc Longer noun groups Modal verbs: could, should, must, etc

(Adapted from Catholic Education South Australia (CESA), 2014)

Being explicit about language resources available to writers enables students to make more deliberate choices when writing.

'Showing learners the grammatical choices writers make, and the grammatical choices they can make as writers, can alter the way their writing communicates and their understanding of the power of choice' (Myhill, 2018).

As students' progress through the years of schooling, their achievement is impacted by their ability to write more complex texts. By providing clear models of the same genre with increasing complexity, teachers can work with students to develop explicitly language goals.

Teacher actions to develop success criteria with students, at all year levels, during the 'learning about the genre' stage of the teaching and learning cycle:

- look at 3– 5 texts of the same genre
- compare generic features such as structure, sentence and paragraph openers, cohesive devices, verb types, use of adverbial phrases
- rank them from simple to complex
- identify what makes them complex and how the language impacts meaning
- annotate the features that students are learning to use
- display the texts
- refer to the texts during joint construction tasks
- provide formative feedback while supporting writers
- encourage students to refer to the success criteria and the displayed texts during peer and/or self-assessment.

An example of an early year's student self-assessing against a set of ranked texts can be viewed [here](#)<sup>15</sup>.

### Teachers support students to engage in peer assessment so that they can help each other reach writing goals

When teachers model talk about writing and author choices during 'read alouds' and during modelling or jointly constructing written texts, students are apprenticed into how to conduct dialogue around writing. Talk about writing needs to be intentional and related to meaningful choices so that it:

- fosters justification of language choices students have made
- supports students to make connections between the grammar feature and its effect in shaping meaning

- generates questions and misunderstandings
- encourages experimentation and language play
- discusses why some choices are less successful (Myhill, Jones & Wilson, 2016)

Once students are familiar with the success criteria and can identify language features in their own and peers' writing, they are able to participate in peer assessment using criteria. Involvement in the assessment process further develops students' understanding of the impact of language choices and criteria for quality writing.

In order for students to be able to participate successfully in peer assessment, they need to be scaffolded through the process by:

- working with students to set group norms in providing feedback respectfully
- setting specific goals for pairs or groups of students
- teaching students to back up their assertions with evidence in the text (this means they will also need to be able to recognise aspects of language, further developing their literacy skills).

An example of explicitly teaching the peer assessment process to early years learners can be viewed [here](#)<sup>16</sup>.

This peer assessment process will support the collaborative identification and interpretation of evidence of learning, empowering students to know exactly what they need to do to be successful. The process of [formative assessment](#)<sup>17</sup> will integrate authentic dialogue, which leads to more effective learning (Black & William, 2018).

The process of modelling talk about writing and preparing students for peer assessment will enable students to respond more deliberately to success criteria, leading to targeted improvements in writing. Feedback can be reframed to improve teaching and learning (AITSL, 2017). A useful resource can be found [here](#)<sup>18</sup>.



## 3. References

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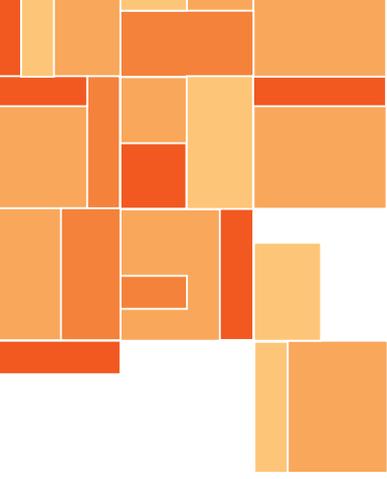
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## 4. Resources

Resources	Notes
Edwards-Groves C, Anstey M & Bull G (2014) <i>Classroom Talk: Understanding dialogue, pedagogy and practice</i> . 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.
<a href="#">PETAA book extras</a> <sup>19</sup>	Supplementary teacher resources to accompany classroom talk (Edwards-Groves et al, 2014). Many practical activities for developing oral language.
<a href="#">readwritethink</a> <sup>20</sup>	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 <a href="http://tiny.cc/MyRead">http://tiny.cc/MyRead</a>	MyRead is based on the beliefs that: <ul style="list-style-type: none"> <li>■ all students can be successful readers</li> <li>■ all teachers are teachers of reading</li> <li>■ teachers make a difference</li> <li>■ monitoring and assessment inform teaching and learning</li> <li>■ teachers need a repertoire of flexible practices.</li> </ul>
Mackenzie A (2018) <a href="#">Your Reading Comprehension Toolkit: Making predictions</a> <sup>21</sup> , <i>BookPagez.com</i>	Practical activities for embedding comprehension strategies.
Catholic Education South Australia (CESA) (2014) <i>Composing Written Texts Across the Australian Curriculum F–6</i> , (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) <i>The Writing Book: A practical guide for teachers</i> , NZ: S&L publishing	A wide range of interactive activities which can be incorporated into the teaching and learning cycle.
<a href="#">Primary English Teaching Association Australia (PETAA)</a> <sup>22</sup>	A wealth of resources and professional learning opportunities.

Resources	Notes
<a href="#">Australian Literacy Educators' Association</a> <sup>23</sup>	Resources and professional learning organised by Adelaide local council and a national conference each year bringing together the latest in literacy education and research.
<a href="#">The Teacher Toolkit</a> <sup>24</sup>	Classroom strategies with explanations and videos. Examples of using questions and sentence stems with EALD learners.
Bourke, B (2016) <a href="#">A close look at close reading: scaffolding students with complex texts</a> <sup>25</sup>	Suggestions on how to implement a close reading sequence.
<a href="#">Functional grammar</a> <sup>26</sup> : language and meaning project	Classroom resources for helping teachers develop and share reading and writing activities for their students. Developed by the University of Michigan's language & meaning project and Dearborn Public Schools. Principal investigators: Mary Schleppegrell and Annemarie Palincsar.
EALD Hub: Teaching Aboriginal and Torres Strait Islander English as an additional language or dialect learners  For further information, contact: education.ealdhub@sa.gov.au or ph 8463 5989	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.
<a href="#">Brightpath</a> <sup>27</sup> : Writing assessment tool	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.



# 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
<b>Classroom management</b> Physical social and organisational				Organisation
<b>Literacy management</b> Talk to manage tasks rather than talk about the learning focus				Doing literacy
<b>Literacy process</b> Explicitly model cognitive activity and thinking processes, questioning, dialogue				Learning how, when, what and why about literacy
<b>General observation comments</b>				

# Attachment 2: audit tool - identify teacher knowledge of the key genres of primary schooling

Genre	Text purpose	Typical sentence structure	Cohesion	Other key vocabulary
Personal recount				
Narrative				
Procedure				
Description/ Report				
Sequential Explanation				
Argument				

