

ENGLISH AGREEMENT

Updated December 2015

All data is entered in the relevant area in Scorelink unless otherwise stated

Rec	Literacy Focus	Type of Test	Benchmark Level/Signpost	When to conduct test All data is then entered into Score Link unless otherwise stated	In class expectations
	<u>Oral language</u>	Oral Language Assessment (OLA)	Lang and Lit level - Oral Level 4 (end of year)	Completed by Week 5, Term 1.	Focus on oral language as part of classroom interactions including the explicit teaching of text and grammar knowledge for the relevant genres.
	<u>Phonological Awareness</u>	Screen of Phonological Awareness test (SPAT-R)	Score of 3/4 up to sect. 7 and in sect. 9 by week 9, Term 2.	1. Completed by Week 5, Term 1. 2. Completed by Week 9, Term 2.	20 mins of PA per day in areas where students did not reach benchmark, and daily practice in blending and segmenting words.
	<u>Phonics/Spelling</u>	Alphabet Knowledge Jolly Phonics/Jolly Grammar 1 72 Tricky Words	All 26 common sounds All 26 letter names (upper and lower case) Entered on EDSAS Spell 40 words Entered on EDSAS	1. Completed by Week 5, Term 1. 2. Completed by Week 5, Term 4 Continuous SW testing using dictations throughout the year	Focus on developing alphabet /sight word knowledge as part of class literacy program using Phonics Hierarchy and Jolly Phonics list. Introduction of letter sounds as per Jolly Phonics order. Daily routine - introduce letter sound; handwriting of letter, blending and identifying sounds in words/segmenting words, working on Tricky Words.
	<u>Reading and Fluency</u>	Running Record Jolly Phonics/Jolly Grammar 1 72 Tricky Words	Term 1 - L2 Term 2 - L4 Term 3 - L7 Term 4 -L10 Read 72 Entered on EDSAS	Running Records to be taken minimum 2x per term until Level 30 is reached Fluency data to be collected on a seen text for each RR - words per minute on seen text Continuous SW testing throughout the year.	Analysis of RR done on all 3 levels, quantifying, sources of information and, fluency and intonation. This data is used to program for individual /group instruction in reading. Focus on developing sight word knowledge as part of classroom literacy program including in connected text.
	<u>Reading Comprehension</u>	PATR-c	Scale score 81.1	Completed by Week 5, Term 3.	Concepts of Print are taught explicitly to all students. A screening test is included in the 'Read, Record, Respond' text if required.
	<u>Writing</u>	Language and Literacy Levels	Level 4 Entered on EDSAS	Completed by end of Term 2. For EALD and Aboriginal students one sample each of a <i>factual</i> text type and a <i>fiction</i> text type are analysed and used to assign this level. This data is entered on their levelling sheet in their EALD folder with the samples of the Oral transcript. For all other students a range of oral texts can be analysed. This analysis is recorded on the Text Analysis sheet and information is summarised on the tracking sheet. The level and text analysis are included in the student's Transition Folder. A piece of Writing is included in the Transition Folder at the end of the year.	Using data to provide targeted explicit teaching in writing using Genre Map and Language and Literacy Document to guide instruction.

Y1	Literacy Focus	Type of Test	Benchmark Level/Signpost	When to conduct test All data is then entered into Score Link unless otherwise stated	In class expectations
	<u>Oral language</u>	Oral Language Assessment (OLA) (If 15/15 has not been achieved)	Score of 15	Completed by Week 5, Term 1.	Focus on oral language as part of classroom interactions including the explicit teaching of text and grammar knowledge for the relevant genres.
	<u>Phonological Awareness</u>	Screen of Phonological Awareness test (SPAT-R) For students below reading and spelling benchmark level	Score of 4/4 up to sect. 7 and in sect. 9	Completed by Week 5, Term 1.	Targeted teaching in PA in areas where students score less than 4/4 up to sect 7 and sect 9
	<u>Phonics/Spelling</u>	Year 1 Spelling Test (3 letter blends, 2 letter initial and final blends, 3 letter consonant blends and stage 1 digraphs) Jolly Phonics/Jolly Grammar 1 72 Tricky Words	31/31 Entered on EDSAS Spell 72 Entered on EDSAS	Completed by Week 5, Term 1. Completed by Week 5, Term 4 Continuous SW testing using dictations throughout the year	Test is analysed and matched against the Phonics Hierarchy, and then a differentiated spelling program is established for students. Subject specific vocabulary, sight words and technical language are also included in this program. Spelling programs aim at building student inquiry in using the four spelling knowledges - auditory, visual, morphemic and etymological. There are checks of student skills at least twice per term, and the transference of these skills into their writing is monitored. Proof reading forms part of this process. Daily practice of segmenting words.
	<u>Reading and Fluency</u>	Running Record Fluency Test - rate of reading (Words per Minute) Jolly Phonics/Jolly Grammar 1 72 Tricky Words	Term 1 - L12 Term 2 - L14 Term 3 - L17 Term 4 -L20 60 wpm If > 3 errors per wpm, RR for fluency needs to be retaken on an easier text. Read 72 Entered on EDSAS	Running Records to be taken minimum 2x per term until Level 30 is reached. If Level 30 has been reached, <u>initial RR taken in Term 1 to confirm this.</u> With each RR Fluency data to be collected on a seen text for each RR including those who have achieved Level 30. Continuous SW testing throughout the year.	Analysis of RR done on all 3 levels, quantifying, sources of information and, fluency and intonation. This data is used to program for individual /group instruction in reading. Daily practice of blending words. Focus on developing sight word knowledge as part of classroom literacy program including in connected text.

	<u>Reading Comprehension</u>	PATR-c	Scale score 93.0	Completed by Week 5, Term 1. Completed by Week 5, Term 3.	Score in Term 3 of previous year is used to develop individual goal (score) for each student. Term 1 data is analysed and used to develop individual explicit teaching foci for each student, as well as guiding class explicit teaching.
	<u>Writing</u>	Language and Literacy Levels	Level 5 Entered on EDSAS	Completed by end of Term 2. For EALD and Aboriginal students one sample each of a <i>factual</i> text type and a <i>fiction</i> text type are analysed and used to assign this level. This data is entered on their levelling sheet in their EALD folder with the samples of Writing/Oral transcript. For all other students a range of writing can be analysed. This analysis is recorded on the Text Analysis sheet and information is summarised on the tracking sheet .The level and text analysis are included in the student's Transition Folder. A piece of Writing is included in the Transition Folder at the end of the year.	Using data to provide targeted explicit teaching in writing using <i>Genre Map</i> and Language and Literacy Document to guide instruction.

Y2	Literacy Focus	Type of Test	Benchmark Level/Signpost	When to conduct test <i>All data is then entered into Score Link unless otherwise stated</i>	In class expectations
	<u>Oral language</u>	Oral Language Assessment (OLA) (If 15/15 has not been achieved)	Score of 15	Completed by Week 5, Term 1.	Focus on oral language as part of classroom interactions <i>including the explicit teaching of text and grammar knowledge for the relevant genres.</i>
	<u>Phonological Awareness</u>	Screen of Phonological Awareness test (SPAT-R) For students below reading and spelling benchmark level	Score of 4 in sect. 1-11. Score of 8 sect. 12 and 13	Completed by Week 5, Term 1.	Targeted teaching in PA in areas where students score less than 4/4 or 8/8 in all sections.
	<u>Phonics/Spelling</u>	Year 2/3 Spelling Test (3 letter blends, 2 letter initial and final blends, 3 letter consonant blends and stage 1,2 and 3 digraphs,) Jolly Grammar 2 72 Tricky Words Jolly Phonics/Jolly Grammar 1 72 Tricky Words	53/53 Entered on EDSAS Spell 144 Entered on EDSAS	Completed by Week 5, Term 1. Completed by Week 5, Term 4 Continuous SW testing <i>using dictations</i> throughout the year	<i>Test is analysed and matched against the Phonics Hierarchy, and then a differentiated spelling program is established for students. Subject specific vocabulary, sight words and technical language are also included in this program.</i> Spelling programs aim at building student <i>inquiry in using the four spelling knowledges - auditory, visual, morphemic and etymological.</i> There are checks of student skills at least twice per term, and the transference of these skills into their writing is monitored. Proof reading forms part of this process. <i>Daily practice of segmenting words.</i>
	<u>Reading and Fluency</u>	Running Record Fluency Test - rate of reading (Words per Minute) Jolly Grammar 2 72 Tricky Words Jolly Phonics/Jolly Grammar 1 72 Tricky Words	Term 1 - L21 Term 2 - L22 Term 3 - L23 Term 4 -L26 90/100wp/m If > 3 errors per wpm, RR for fluency needs to be retaken on an easier text. Read 144 Entered on EDSAS	Running Records to be taken minimum 2x per term until Level 30 is reached. If Level 30 has been reached, <u>initial RR taken in Term 1 to confirm this.</u> With each RR Fluency data to be collected on a seen text for each RR including those who have achieved Level 30. Continuous SW testing throughout the year.	Analysis of RR done on all 3 levels, quantifying, sources of information and fluency and intonation. This data is used to program for individual /group instruction in reading. <i>Daily practice of blending words.</i> Focus on developing sight word knowledge as part of classroom literacy program <i>including in connected text.</i>

	<u>Reading Comprehension</u>	PATR-c	Scale score 105.1	Completed by Week 5, Term 1. Completed by Week 5, Term 3.	Score in Term 3 of previous year is used to develop individual goal (score) for each student. Term 1 data is analysed and used to develop individual explicit teaching foci for each student, as well as guiding class explicit teaching.
	<u>Writing</u>	Language and Literacy Levels	Level 6 Entered on EDSAS	Completed by end of Term 2. For EALD and Aboriginal students one sample each of a <i>factual</i> text type and a <i>fiction</i> text type are analysed and used to assign this level. This data is entered on their levelling sheet in their EALD folder with the samples of Writing. For all other students a range of writing can be analysed. This analysis is recorded on the Text Analysis sheet and information is summarised on the tracking sheet .The level and text analysis are included in the student's Transition Folder. A piece of Writing is included in the Transition Folder at the end of the year.	Using data to provide targeted explicit teaching in writing using <i>Genre Map</i> and Language and Literacy Document to guide instruction.

Y3	Literacy Focus	Type of Test	Benchmark Level/Signpost	When to conduct test All data is then entered into Score Link unless otherwise stated	In class expectations
	<u>Oral language</u>	Oral Language Assessment (OLA) (If 15/15 has not been achieved)	Score of 15	Completed by Week 5, Term 1.	Focus on oral language as part of classroom interactions including the explicit teaching of text and grammar knowledge for the relevant genres.
	<u>Phonological Awareness</u>	Screen of Phonological Awareness test (SPAT-R) For students below reading and spelling benchmark level	Score of 4 in sect. 1-11. Score of 8 sect. 12 and 13	Completed by Week 5, Term 1.	Targeted teaching in PA in areas where students score less than 4/4 or 8/8 in all sections.
	<u>Phonics/Spelling</u>	Year 2/3 Spelling Test (3 letter blends, 2 letter initial and final blends, 3 letter consonant blends and stage 1,2 and 3 digraphs,) Jolly Grammar 2 72 Tricky Words Jolly Phonics/Jolly Grammar 1 72 Tricky Words	53/53 Entered on EDSAS Spell 144 Entered on EDSAS	Completed by Week 5, Term 1. Completed by Week 5, Term 4 Continuous SW testing using dictations throughout the year	Test is analysed and matched against the Phonics Hierarchy, and then a differentiated spelling program is established for students. Subject specific vocabulary, sight words and technical language are also included in this program. Spelling programs aim at building student inquiry in using the four spelling knowledges - auditory, visual, morphemic and etymological. There are checks of student skills at least twice per term, and the transference of these skills into their writing is monitored. Proof reading forms part of this process. Daily practice of segmenting words.
	<u>Reading and Fluency</u>	Running Record Fluency Test - rate of reading (Words per Minute) Jolly Grammar 2 72 Tricky Words Jolly Phonics/Jolly Grammar 1 72 Tricky Words	Term 1 - L26 Term 2 - L27 Term 3 - L28 Term 4 -L28 100/120wp/m If > 3 errors per wpm, RR for fluency needs to be retaken on an easier text. Read 144 Entered on EDSAS	Running Records to be taken minimum 2x per term until Level 30 is reached. If Level 30 has been reached, <u>initial RR taken in Term 1 to confirm this.</u> With each RR Fluency data to be collected on a seen text for each RR including those who have achieved Level 30. Continuous SW testing throughout the year.	Analysis of RR done on all 3 levels, quantifying, sources of information and fluency and intonation. This data is used to program for individual /group instruction in reading. Daily practice of blending words. Focus on developing sight word knowledge as part of classroom literacy program including in connected text.

	<u>Reading Comprehension</u>	PATR-c	Scale score 114.5	<p>Completed by Week 5, Term 1. Completed online Week 7-10, Term 3</p>	<p>Score in Term 3 of previous year is used to develop individual goal (score) for each student. Term 1 data is analysed and used to develop individual explicit teaching foci for each student, as well as guiding class explicit teaching.</p>
	<u>Writing</u>	Language and Literacy Levels	<p>Level 7</p> <p>Entered on EDSAS</p>	<p>Completed by end of Term 2.</p> <p>For EALD and Aboriginal students one sample each of a <i>factual</i> text type and a <i>fiction</i> text type are analysed and used to assign this level. This data is entered on their levelling sheet in their EALD folder with the samples of Writing.</p> <p>For all other students a range of writing can be analysed. This analysis is recorded on the Text Analysis sheet and information is summarised on the tracking sheet .The level and text analysis are included in the student's Transition Folder.</p> <p>A piece of Writing is included in the Transition Folder at the end of the year.</p>	<p>Using data to provide targeted explicit teaching in writing using <i>Genre Map</i> and Language and Literacy Document to guide instruction.</p>

Y4	Literacy Focus	Type of Test	Benchmark Level/Signpost	When to conduct test All data is then entered into Score Link unless otherwise stated	In class expectations
	<u>Oral language</u>	Oral Language Assessment (OLA) (If 15/15 has not been achieved)	Score of 15	Completed by Week 5, Term 1.	Focus on oral language as part of classroom interactions including the explicit teaching of text and grammar knowledge for the relevant genres.
	<u>Phonological Awareness</u>	Screen of Phonological Awareness test (SPAT-R) For students below reading and spelling benchmark level	Score of 4 in sect. 1-11. Score of 8 sect. 12 and 13	Completed by Week 5, Term 1.	Targeted teaching in PA in areas where students score less than 4/4 or 8/8 in all sections.
	<u>Phonics/Spelling</u>	Year 4-7 South Australian Spelling Test (Test A) Jolly Grammar 2 72 Tricky Words Jolly Phonics/Jolly Grammar 1 72 Tricky Words	At chronological age. Spell 144 Entered on EDSAS	Completed by Week 5, Term 1. Completed by Week 5, Term 4 Continuous SW testing using dictations throughout the year	Test is analysed and matched against the Phonics Hierarchy, and then a differentiated spelling program is established for students. Subject specific vocabulary, sight words and technical language are also included in this program. Spelling programs aim at building student inquiry in using the four spelling knowledges - auditory, visual, morphemic and etymological. There are checks of student skills at least twice per term, and the transference of these skills into their writing is monitored. Proof reading forms part of this process. Daily practice of segmenting words.
	<u>Reading and Fluency</u>	Running Record Fluency Test - rate of reading (Words per Minute) Jolly Grammar 2 72 Tricky Words Jolly Phonics/Jolly Grammar 1 72 Tricky Words	Term 2 - 29 Term 4 - L 30 (Students not at L30 need a minimum movement of 2 levels per year) 100/120wp/m (with <3 errors with material getting harder) If > 3 errors per wpm, RR for fluency needs to be retaken on an easier text. Spell 144 Entered on EDSAS	Running Records to be taken minimum 2x per term until Level 30 is reached. If Level 30 has been reached, <u>initial RR taken in Term 1 to confirm this.</u> With each RR Fluency data to be collected on a seen text for each RR including those who have achieved Level 30. Continuous SW testing throughout the year.	Analysis of RR done on all 3 levels, quantifying, sources of information and fluency and intonation. This data is used to program for individual /group instruction in reading. Daily practice of blending words. (if needed) Focus on developing sight word knowledge as part of classroom literacy program including in connected text.

	<u>Reading Comprehension</u>	PATR-c	Scale score 122.6	<p>Completed by Week 5, Term 1. Completed online Week 7-10, Term 3</p>	<p>Score in Term 3 of previous year is used to develop individual goal (score) for each student. Term 1 data is analysed and used to develop individual explicit teaching foci for each student, as well as guiding class explicit teaching.</p>
	<u>Writing</u>	Language and Literacy Levels	<p>Level 8</p> <p>Entered on EDSAS</p>	<p>Completed by end of Term 2.</p> <p>For EALD and Aboriginal students one sample each of a <i>factual</i> text type and a <i>fiction</i> text type are analysed and used to assign this level. This data is entered on their levelling sheet in their EALD folder with the samples of Writing.</p> <p>For all other students a range of writing can be analysed. This analysis is recorded on the Text Analysis sheet and information is summarised on the tracking sheet .The level and text analysis are included in the student's Transition Folder.</p> <p>A piece of Writing is included in the Transition Folder at the end of the year.</p>	<p>Using data to provide targeted explicit teaching in writing using <i>Genre Map</i> and Language and Literacy Document to guide instruction.</p>

Y5	Literacy Focus	Type of Test	Benchmark Level/Signpost	When to conduct test All data is then entered into Score Link unless otherwise stated	In class expectations
	<u>Oral language</u>	Oral Language Assessment (OLA) (If 15/15 has not been achieved)	Score of 15	Completed by Week 5, Term 1.	Focus on oral language as part of classroom interactions including the explicit teaching of text and grammar knowledge for the relevant genres.
	<u>Phonological Awareness</u>	Screen of Phonological Awareness test (SPAT-R) For students below reading and spelling benchmark level	Score of 4 in sect. 1-11. Score of 8 sect. 12 and 13	Completed by Week 5, Term 1.	Targeted teaching in PA in areas where students score less than 4/4 or 8/8 in all sections.
	<u>Phonics/Spelling</u>	Year 4-7 South Australian Spelling Test (Test B) Jolly Grammar 2 72 Tricky Words Jolly Phonics/Jolly Grammar 1 72 Tricky Words	At chronological age. Spell 144 Entered on EDSAS	Completed by Week 5, Term 1. Completed by Week 5, Term 4 Continuous SW testing using dictations throughout the year	Test is analysed and matched against the Phonics Hierarchy, and then a differentiated spelling program is established for students. Subject specific vocabulary, sight words and technical language are also included in this program. Spelling programs aim at building student inquiry in using the four spelling knowledges - auditory, visual, morphemic and etymological. There are checks of student skills at least twice per term, and the transference of these skills into their writing is monitored. Proof reading forms part of this process. Daily practice of segmenting words.
	<u>Reading and Fluency</u>	Running Record Fluency Test - rate of reading (Words per Minute) Jolly Grammar 2 72 Tricky Words Jolly Phonics/Jolly Grammar 1 72 Tricky Words	Level 30 (Students not at L30 need a minimum movement of 2 levels per year) 100/120wp/m (with <3 errors with material getting harder) If > 3 errors per wpm, RR for fluency needs to be retaken on an easier text. Read 144 Entered on EDSAS	Running Records to be taken minimum 2x per term until Level 30 is reached. If Level 30 has been reached, <u>initial RR taken in Term 1 to confirm this.</u> With each RR Fluency data to be collected on a seen text for each RR including those who have achieved Level 30. Continuous SW testing throughout the year.	Analysis of RR done on all 3 levels, quantifying, sources of information and fluency and intonation. If > 3 errors RR/fluency needs to be retaken on an easier text. This data is used to program for individual /group instruction in reading. Daily practice of blending words. (if needed) Focus on developing sight word knowledge as part of classroom literacy program including in connected text.

	<u>Reading Comprehension</u>	PATR-c	Scale score 127.6	Completed by Week 5, Term 1. Completed online Week 7-10, Term 3	Score in Term 3 of previous year is used to develop individual goal (score) for each student. Term 1 data is analysed and used to develop individual explicit teaching foci for each student, as well as guiding class explicit teaching.
	<u>Writing</u>	Language and Literacy Levels	Level 9 Entered on EDSAS	Completed by end of Term 2. For EALD and Aboriginal students one sample each of a <i>factual</i> text type and a <i>fiction</i> text type are analysed and used to assign this level. This data is entered on their levelling sheet in their EALD folder with the samples of Writing. For all other students a range of writing can be analysed. This analysis is recorded on the Text Analysis sheet and information is summarised on the tracking sheet .The level and text analysis are included in the student's Transition Folder. A piece of Writing is included in the Transition Folder at the end of the year.	Using data to provide targeted explicit teaching in writing using <i>Genre Map</i> and Language and Literacy Document to guide instruction.

Y6	Literacy Focus	Type of Test	Benchmark Level/Signpost	When to conduct test All data is then entered into Score Link unless otherwise stated	In class expectations
	<u>Oral language</u>	Oral Language Assessment (OLA) (If 15/15 has not been achieved)	Score of 15	Completed by Week 5, Term 1.	Focus on oral language as part of classroom interactions including the explicit teaching of text and grammar knowledge for the relevant genres.
	<u>Phonological Awareness</u>	Screen of Phonological Awareness test (SPAT-R) For students below reading and spelling benchmark level	Score of 4 in sect. 1-11. Score of 8 sect. 12 and 13	Completed by Week 5, Term 1.	Targeted teaching in PA in areas where students score less than 4/4 or 8/8 in all sections.
	<u>Phonics/Spelling</u>	Year 4-7 South Australian Spelling Test (Test A) Jolly Grammar 2 72 Tricky Words Jolly Phonics/Jolly Grammar 1 72 Tricky Words	At chronological age. Spell 144 Entered on EDSAS	Completed by Week 5, Term 1. Completed by Week 5, Term 4 Continuous testing throughout the year.	Test is analysed and matched against the Phonics Hierarchy, and then a differentiated spelling program is established for students. Subject specific vocabulary, sight words and technical language are also included in this program. Spelling programs aim at building student inquiry in using the four spelling knowledges - auditory, visual, morphemic and etymological. There are checks of student skills at least twice per term, and the transference of these skills into their writing is monitored. Proof reading forms part of this process. Daily practice of segmenting words.
	<u>Reading and Fluency</u>	Running Record Fluency Test - rate of reading (Words per Minute) Jolly Grammar 2 72 Tricky Words Jolly Phonics/Jolly Grammar 1 72 Tricky Words	Level 30 (Students not at L30 need a minimum movement of 2 levels per year) 100/120wp/m (with <3 errors with material getting harder) If > 3 errors per wpm, RR for fluency needs to be retaken on an easier text. Read 144 Entered on EDSAS	Running Records to be taken minimum 2x per term until Level 30 is reached. If Level 30 has been reached, <u>initial RR taken in Term 1 to confirm this.</u> With each RR Fluency data to be collected on a seen text for each RR including those who have achieved Level 30. Continuous testing throughout the year.	Analysis of RR done on all 3 levels, quantifying, sources of information and fluency and intonation. This data is used to program for individual /group instruction in reading. Daily practice of blending words. (if needed) Focus on developing sight word knowledge as part of classroom literacy program including in connected text.

	<u>Reading Comprehension</u>	PATR-c	Scale score 130.4	<p>Completed by Week 5, Term 1. Completed online Week 7-10, Term 3</p>	<p>Score in Term 3 of previous year is used to develop individual goal (score) for each student. Term 1 data is analysed and used to develop individual explicit teaching foci for each student, as well as guiding class explicit teaching.</p>
	<u>Writing</u>	Language and Literacy Levels	<p>Level 10</p> <p>Entered on EDSAS</p>	<p>Completed by end of Term 2.</p> <p>For EALD and Aboriginal students one sample each of a <i>factual</i> text type and a <i>fiction</i> text type are analysed and used to assign this level. This data is entered on their levelling sheet in their EALD folder with the samples of Writing.</p> <p>For all other students a range of writing can be analysed. This analysis is recorded on the Text Analysis sheet and information is summarised on the tracking sheet .The level and text analysis are included in the student's Transition Folder.</p> <p>A piece of Writing is included in the Transition Folder at the end of the year.</p>	<p>Using data to provide targeted explicit teaching in writing using <i>Genre Map</i> and Language and Literacy Document to guide instruction.</p>

Y7	Literacy Focus	Type of Test	Benchmark Level/Signpost	When to conduct test All data is then entered into Score Link unless otherwise stated	In class expectations
	<u>Oral language</u>	Oral Language Assessment (OLA) (If 15/15 has not been achieved)	Score of 15	Completed by Week 5, Term 1.	Focus on oral language as part of classroom interactions including the explicit teaching of text and grammar knowledge for the relevant genres.
	<u>Phonological Awareness</u>	Screen of Phonological Awareness test (SPAT-R) For students below reading and spelling benchmark level	Score of 4 in sect. 1-11. Score of 8 sect. 12 and 13	Completed by Week 5, Term 1.	Targeted teaching in PA in areas where students score less than 4/4 or 8/8 in all sections.
	<u>Phonics/Spelling</u>	Year 4-7 South Australian Spelling Test (Test B) Jolly Grammar 2 72 Tricky Words Jolly Phonics/Jolly Grammar 1 72 Tricky Words	At chronological age. Spell 144 Entered on EDSAS	Completed by Week 5, Term 1. Completed by Week 5, Term 4 Continuous SW testing throughout the year.	Test is analysed and matched against the Phonics Hierarchy, and then a differentiated spelling program is established for students. Subject specific vocabulary, sight words and technical language are also included in this program. Spelling programs aim at building student inquiry in using the four spelling knowledges - auditory, visual, morphemic and etymological. There are checks of student skills at least twice per term, and the transference of these skills into their writing is monitored. Proof reading forms part of this process. Daily practice of segmenting words.
	<u>Reading and Fluency</u>	Running Record Fluency Test - rate of reading (Words per Minute) Jolly Grammar 2 72 Tricky Words Jolly Phonics/Jolly Grammar 1 72 Tricky Words	Level 30 (Students not at L30 need a minimum movement of 2 levels per year) 100/120wp/m (with <3 errors with material getting harder) If > 3 errors per wpm, RR for fluency needs to be retaken on an easier text. Read 144 Entered on EDSAS	Running Records to be taken minimum 2x per term until Level 30 is reached. If Level 30 has been reached, <u>initial RR taken in Term 1 to confirm this.</u> With each RR Fluency data to be collected on a seen text for each RR including those who have achieved Level 30. Continuous testing throughout the year.	Analysis of RR done on all 3 levels, quantifying, sources of information and fluency and intonation. This data is used to program for individual /group instruction in reading. Daily practice of blending words. (if needed) Focus on developing sight word knowledge as part of classroom literacy program including in connected text.

	<u>Reading Comprehension</u>	PATR-c	Scale score 133.7	<p>Completed by Week 5, Term 1. Completed online Week 7-10, Term 3</p>	<p>Score in Term 3 of previous year is used to develop individual goal (score) for each student. Term 1 data is analysed and used to develop individual explicit teaching foci for each student, as well as guiding class explicit teaching.</p>
	<u>Writing</u>	Language and Literacy Levels	<p>Level 11</p> <p>Entered on EDSAS</p>	<p>Completed by end of Term 2.</p> <p>For EALD and Aboriginal students one sample each of a <i>factual</i> text type and a <i>fiction</i> text type are analysed and used to assign this level. This data is entered on their levelling sheet in their EALD folder with the samples of Writing.</p> <p>For all other students a range of writing can be analysed. This analysis is recorded on the Text Analysis sheet and information is summarised on the tracking sheet. The level and text analysis are included in the student's Transition Folder.</p> <p>A piece of Writing is included in the Transition Folder at the end of the year.</p>	<p>Using data to provide targeted explicit teaching in writing using <i>Genre Map</i> and Language and Literacy Document to guide instruction.</p>