

LITERACY PROFESSIONAL LEARNING RESOURCE

Levels 1 & 2

| Key Concepts | Teaching Strategies | Assessment |
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| <p>Early language development – before school (Wells, Snow et al)</p> <p>Victorian Essential Learning Standards - Stages of Learning: Laying the foundations</p> <p>Victorian Essential Learning Standards English domain</p> <p>Zone of Proximal Development & Scaffolding (Vygotsky, Bruner, Rogoff)</p> <p>Teacher scaffolding in the classroom</p> <p>Language and learning (Halliday)</p> <p>Developing literate language (Christie, Clay, Wells)</p> <p>Repertoires of language (Gee, Halliday, Snow)</p> <p>Oral language and schooling - Speaking and listening (Wells)</p> <p>Learning to read (Clay, Luke and Freebody, Munro)</p> <p>Comprehension (Brown, Palincsar, Pinnell, Pressley)</p> <p>Systematic teaching of phonics (Wray)</p> <p>Oral reading fluency (Chall, Kuhn, Rasinski, Stahl)</p> <p>Selecting appropriate texts to support literacy learning (Anderson, Freebody)</p> <p>Learning to write (Clay, Munro)</p> <p>Reciprocal relationship of language (Clay)</p> | <p>English Developmental Continuum</p> <p>Speaking and Listening:</p> <p>Students generating questions</p> <p>Teaching vocabulary</p> <p>Reading:</p> <p>Reading for learning: Pause, Prompt, Praise</p> <p>Reading strategies scaffolding: Collaborative learning and teaching</p> <p>Language experience</p> <p>Comprehension strategies</p> <p>Teaching reading fluency</p> <p>Writing:</p> <p>Writing strategies scaffolding: Collaborative learning and teaching</p> <p>Comprehension strategies: Responding to reading through writing</p> <p>Adding on information: noun groups</p> | <p>Assessment advice</p> <p>Assessing literacy using the standards and progression points</p> <p>Assessment to support literacy learning</p> <p>Tell Me: A collaborative language activity</p> <p>Concepts about print</p> <p>Writing vocabulary & hearing and recording sounds in words</p> |

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| Literacy demands within the Victorian Essential Learning Standards | | |
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LITERACY PROFESSIONAL LEARNING RESOURCE

| Level 3 | | |
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| Key Concepts | Teaching Strategies | Assessment |
| <p>Victorian Essential Learning Standards - Stages of Learning: Laying the Foundations</p> <p>Victorian Essential Learning Standards - English domain</p> <p>Zone of Proximal Development and scaffolding (Bruner, Rogoff, Sharpe, Vygotsky)</p> <p>Teacher scaffolding in the classroom</p> <p>Speaking and listening</p> <p>Reading complex text (Chall, Luke & Freebody, Munro, Rose)</p> <p>Selecting increased variety of text types (Chall, Munro, Luke & Freebody)</p> <p>Comprehension of complex texts (Trehearne, Doctorow, Munro)</p> <p>Fourth grade slump in Reading (Chall, Grosson de Leon, Hirsch, Kamil)</p> <p>Writing complex texts (Munro)</p> <p>Multi-modal texts and literate language (Callow, Christie)</p> <p>Literacy demand within the Victorian Essential Learning Standards</p> | <p>Speaking and listening strategies</p> <p>Reading for learning: Pause, Prompt, Praise</p> <p>Reading strategies</p> <p>Writing strategies</p> <p>Creating more complex noun groups: Adding on information</p> | <p>Assessment advice</p> <p>Assessing literacy using the standards and progression points</p> <p>Assessment to support literacy learning</p> <p>On Demand Testing</p> <p>Read and Retell</p> <p>TORCH: Tests of Reading Comprehension</p> <p>PROBE: Prose, Reading Observation, Behaviour and Evaluation</p> <p>Developmental Assessment Resources for Teachers (DART) English</p> |

LITERACY PROFESSIONAL LEARNING RESOURCE

Level 4

| Key Concepts | Teaching Strategies | Assessment |
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| Victorian Essential Learning Standards stages of Learning: Building breadth and depth Victorian Essential Learning Standards - English and Communications domains Zone of Proximal Development & Scaffolding (Vygotsky, Bruner, Rogoff) Teachers scaffolding in the classroom Speaking and listening Designed in scaffolding: an example using speaking and listening as preparation for writing Genre teaching and learning cycle for writing Commonsense versus specialised/technical language Increasing technicality: Compressing information Reading to learn (Luke and Freebody, Munro, Rose) Reading comprehension Selecting appropriate texts to support literacy learning Literacy demands within the Victorian Essential Learning Standards (All domains) | Speaking and listening strategies Speaking and listening strategies all VELS domains Reading strategies for all VELS domains Reading for learning: Pause, Prompt, Praise Reciprocal Teaching Collaborative Cloze Teaching reading using the Four Resources Model: Code breaking Teaching reading using the Four Resources Model: Text participating Teaching reading using the Four Resources Model: Text using Teaching reading using the Four Resources Model: Text analysing Writing strategies all VELS domains Independent writing | Assessment advice Assessing literacy using the standards and progression points Assessment to support literacy learning On Demand Testing Read and Retell TORCH: Tests of Reading Comprehension PROBE: Prose, Reading Observation, Behaviour and Evaluation Developmental Assessment Resources for Teachers (DART) English |

LITERACY PROFESSIONAL LEARNING RESOURCE

| Levels 5 & 6 | | |
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| Key Concepts | Teaching Strategies | Assessment |
| Victorian Essential Learning Standards - Stages of learning: Building breadth and depth & developing pathways Victorian Essential Learning Standards English and Communications domain Zone of Proximal Development & Scaffolding (Vygotsky, Bruner, Rogoff) Teacher scaffolding in classroom Speaking and listening Genre teaching and learning cycle for writing Written language development: Scaffolding specialised language Written Language Development: Nominalisation Reading for learning (Luke and Freebody, Munro, Rose) Comprehension – the essence of reading Selecting appropriate texts to support literacy learning Literacy demands within the Victorian Essential Learning Standards – All domains | Speaking and listening strategies all VELs domains Reading strategies for all VELs domains Detailed reading: A teaching strategy for high level support in reading and writing Guided reading: Reciprocal teaching Reading for learning: Pause, Prompt, Praise Writing strategies all VELs domains | Assessment advice Assessing literacy using the standards and progression points Assessment to support literacy learning On Demand Testing Read and Retell TORCH: Tests of Reading Comprehension PROBE: Prose, Reading Observation, Behaviour and Evaluation Developmental Assessment Resources for Teachers (DART) English |