

# PROGRAM PLANNING

# 1

## THIS CHAPTER WILL ASSIST YOU TO:

- ▶ understand the importance of a balanced, comprehensive literacy program that includes all modes
- ▶ identify the teaching procedures that facilitate student learning within the literacy program
- ▶ explain the planning process at whole school and classroom level within primary and secondary settings
- ▶ plan long- and short-term teaching programs that focus on developing students' knowledge of text types and enhancing their literacy skills
- ▶ understand the structure and purpose of each stage of a literacy session.

## KEY TERMS

classroom planning  
long-term planning  
medium-term planning  
multistrand programs  
scope and sequence chart

short-term planning  
teaching procedures  
units of work  
whole school planning

## INTRODUCTION

It seems appropriate to begin with a description of the beliefs and understandings that we have drawn upon, and that underpin the content of this book. Our thinking is shaped by the work of the following literacy researchers and educators: Fellowes and Oakley (2019), Knapp and Watkins (2005), Winch et al. (2020), Zammit and Downes (2002), Cope and Kalantzis eds (2000), Alloway and Gilbert (2002), Freebody and Luke (1990, 2003) and Goodman and Watson (1998).

A comprehensive literacy program includes content about all aspects of the following modes: speaking and listening, reading and viewing, and writing. It includes teaching and learning experiences that provide opportunities for students to learn English language, to learn about English language and to learn through English language.

The *Australian Curriculum: English* (AC:E), provides information about expected content and standards for literacy programs from Foundation to Year 10. The three interrelated strands within this—English Language, Literature and Literacy—each have sub-strands that include content descriptions that focus on aspects of speaking and listening, reading and viewing, or writing for each year level. The content descriptions can be used to guide planning for teaching and for monitoring student progress.

## SPEAKING AND LISTENING PROGRAM

The speaking and listening part of the literacy program needs to include formal, planned, informal and incidental opportunities for students to use oral language in a range of contexts. Although students naturally use oral language in everyday contexts, their speaking and listening skills can be enhanced through purposeful teacher planning and intervention. Discussion in whole class and small group contexts is integral to all learning. Its effectiveness is dependent on each student's ability to respectfully and gainfully contribute to discussion. They need to be taught how to actively listen to others; to process, interpret and build on (elaborate on) what others have said.

Teachers can facilitate rich discussion by refraining from using classroom conversation that consists of: a teacher question, student response and teacher evaluation of the response (Banks, 2015). Students' understanding of texts (the creation of, intended purpose and audience, structure and linguistic features, as well as the work of readers and writers) can be developed through purposeful discussion that is guided by effective teacher prompts and a high expectation that all students participate in building group knowledge. Banks (2015) suggests the following to ensure that all students participate in focused discussion. Examples of how this might look when discussing aspects of text type have been added.

Use written text to anchor or focus talk. For example, create class charts that record discussion questions, summaries of the discussion or key information from and about the discussion topic.

Make explicit the expectations of the students' conduct during, and outcomes from, the discussion. For example, provide a model of a text type and demonstrate what students could comment on, ask or answer questions about, respond to or connect with.

Provide small group contexts for students to practise their discussion skills. For example, provide each group of students with a model of a different text type, discussion prompts and a means for each group to record their findings. After discussion, each group reports their findings to the whole class, opening up discussion in a broader context.

Ensure all students participate in discussion. For example, in modelled, shared and guided teaching contexts, using a specific text, encourage students to contribute to the discussion by inviting individuals to:

- ▶ interpret what is read or written or what the speaker has said
- ▶ add extra information to someone else's comments or ideas
- ▶ provide another perspective or point of view
- ▶ take a stance and provide reasons for the argument
- ▶ share their response to aspects of the text or comments
- ▶ form questions for the group to consider.

Speaking and listening is at the heart of and facilitator for meaningful teaching and learning. Through speaking and listening, students develop an awareness of the contexts, purposes, text structures and patterns of language. They extend their vocabulary and knowledge of how language works for different purposes and audiences. The students build the language to discuss text types as well as develop and extend their understanding of subjects about which texts can be written.

Through teacher modelling, effective feedback and purposeful teaching focuses, students can use oral language to learn language, to learn about the world and to learn how to learn. Speaking and listening is integral for learning in all contexts and of particular importance to the literacy development of English as an additional language or dialect (EAL/D) students.

Teachers can explicitly demonstrate to students, or draw their attention to, aspects of text types and the reading and writing of these through purposeful, guided discussions with the students. Teachers can encourage students to talk about what they know about texts and the reading and writing of these, and to pose and seek answers to questions they may have about texts, reading and writing.

## READING AND VIEWING PROGRAM

The reading program provides opportunities for the students to listen to, read, view and discuss a range of text types for a variety of purposes, and learn about the reading process and themselves as readers. The reading and viewing resources should include a range of informative, imaginative and persuasive texts in printed, visual and multimodal formats. Multiple interactions with a range of text types help students to become familiar with different purposes, audiences, text structures, content organisation and language features. These interactions help them to develop language to talk about reading and viewing, understand the work of and influences

on writers, and explore ways of examining, interpreting, evaluating and responding to texts.

The program should provide opportunities for explicit teaching about reading strategies (Harvey & Goudvis, 2007; Keene & Zimmerman, 2007; Templeton & Geshmann, 2014) and how these are employed for different reading purposes and texts.



#### teaching procedures:

Classroom, small group or individual activities that teachers use to specifically guide student learning.

**Teaching procedures** that support students as they develop towards independent readers need to be included, as discussed below.

## READING TO STUDENTS

Through a read aloud program, teachers can introduce students to a range of texts that they may not be able to read for themselves. It is also important for students to hear great writing read well. Incorporating picture books into a rich literacy program can provide a powerful link between reading, writing and visuals (Booker, 2012).

### MODELLED READING

Teachers can read to students to help them simply enjoy and share a text, but when wanting to emphasise or explicitly teach a specific aspect of reading, they can conduct modelled reading: the planned and explicit demonstration of effective reading strategies and what experienced readers know about and do with texts.

## READING WITH STUDENTS

Through reading with students, teachers can model how to read and support students as they read alongside them, setting the pace, volume and expression for the text. Students have the opportunity to opt out, pause briefly and promptly resume when they regain fluency and capacity to continue with the teacher.

### SHARED READING

Shared reading is the joint reading of a text that is visible to both teacher and students, and during which the teacher and students take turns to read, with the teacher demonstrating specific strategies and knowledge within a supportive, interactive learning experience.

## READING BY STUDENTS

Through independent reading, students can draw on and practise their reading knowledge and strategies as they read a range of texts.

### GUIDED READING

Guided reading is a small group teaching procedure during which students work with a teacher-selected text based on their reading needs, developmental stages and the teacher's purpose for the session. Through careful introduction to the text (that

is, activating and building on prior knowledge of the text structure and content), explicit teaching of particular aspects and the provision of support as the students independently read, the teacher is able to help students interact with a range of text types.

## INDEPENDENT READING

In independent reading contexts, individual students apply and practise the reading knowledge and skills they have learnt as they read self-selected texts or texts from within a teacher-selected range.

## WRITING PROGRAM

A comprehensive writing program provides opportunities for students to develop the knowledge, skills and strategies necessary to create informative, imaginative and persuasive texts in paper-based and multimodal formats for a variety of purposes and audiences. It aims to develop competent, engaged and motivated writers who can use writing as a means of self-expression and communication for various audiences and purposes.

Regular and sustained opportunities for writing and focused teaching enable students to learn about the writing process and related strategies (planning, drafting, revising, editing and publishing); the contexts, purposes, audiences, structures and organisation of texts; language features and devices; conventions of writing (spelling, grammar—at sentence, clause, word group and word level—punctuation, vocabulary, handwriting and software use); and to gain knowledge of what writers know and do. An effective writing program includes opportunities for writing for, writing with and writing by students.

The Literacy Teaching Toolkit (<<https://www.education.vic.gov.au/school/teachers/teachingresources/discipline/english/literacy/writing/Pages/default.aspx>>) has been developed by the Victorian Department of Education and Training (DET) to guide teachers in high impact teaching practices and contains a section focused on all key aspects of literacy including writing instruction. The Literacy Tool provides further information—examples outlining the role of the teacher and students—on the core teaching practices including modelled writing, shared writing, interactive writing, guided writing/writing conferences, independent writing and language experience approach.

## WRITING FOR STUDENTS

Through writing for students, the teacher can demonstrate what more experienced writers do as they write. It enables the teacher to write texts that may otherwise be too difficult for the students to write independently. Teachers can use mentor text to assist their students in writing more complex and authentic pieces.

## MODELLED WRITING

Modelled writing is the explicit demonstration by the teacher of what writers do during the writing process (for further information please see page 81).

## LANGUAGE EXPERIENCE

This teaching procedure can be used at a whole class or small group level to create a shared written text about a common experience. It can also be used to create personal texts for and with each student. The teacher helps students process an experience through focused speaking and listening activities that build on and extend the students' oral language. Through teacher prompting, students list and use vocabulary, specific expressions and experience-specific knowledge before creating their texts. The teacher then negotiates the text with the students and scribes it for them—either for a whole class, small group or individual student. The text can then be revised, edited and published over several sessions with the students. The published text can be adapted and used for various classroom-reading activities and for home reading.

## WRITING WITH STUDENTS

Through writing with the students, the teacher assists students to write texts of greater complexity than they would have created independently (see Chapter 3).

## SHARED WRITING—JOINT CONSTRUCTION OF TEXT

Shared writing is a teaching procedure in which the teacher and students jointly construct a text that incorporates ideas, language structures and features that result from discussion and negotiation. The teacher keeps the teaching purpose in mind and acts as the scribe (using handwriting or keyboarding) during the process. Through careful questioning and guidance, the teacher ensures a well-structured text that includes the contributions of both the teacher and students is written.

## INTERACTIVE WRITING

This is a teaching procedure in which the students take greater responsibility for the physical writing of most of the text. It is best suited for the teaching of the conventions of print (spelling, punctuation, grammar, phonics, handwriting or vocabulary). The teacher and students discuss what they want to write before and throughout the construction of the text. As each part is negotiated, the teacher acts as a facilitator, identifies opportunities for teaching print conventions, writes linking parts of the text and hands over to the students the responsibility for writing and for correcting the selected conventions.

## WRITING BY STUDENTS

Students, regardless of their stage of writing development, need time to write independently, so that they assume responsibility for their writing, make decisions as writers and practise or experiment with all aspects of writing.

## INDEPENDENT WRITING

Through independent writing, students use the knowledge and skills they have developed about text types and the writing process to write for different purposes and audiences. They practise their writing skills and apply what they have learnt to new contexts. The teacher provides support through regular discussions or conferences with individuals and needs-based teaching as required. The teacher is able to provide specific feedback to each student and to focus their attention on particular aspects of writing and the text.

## GUIDED WRITING

Guided writing is a teaching procedure in which the teacher works with a small group of students with similar needs. The teacher explicitly demonstrates a couple of aspects of writing, after which the students write individually and independently while the teacher observes and supports individual students as required.

## READING–WRITING CONNECTIONS

Reading and writing are interrelated. Each mode provides information about the other and each influences the way the user reads or writes. A good writing program needs to be accompanied by a good reading program. When teachers make explicit the links between reading and writing, they help students to read like writers—to read with the writer in mind; and write like readers—to write with the reader in mind (Smith, 1983; Booth Olsen, 2011; Hill, 2006).

During reading sessions, some texts can be deconstructed by analysing the purpose, work, content, meaning, structure and features of each section. Texts can be reconstructed by summarising, paraphrasing, retelling or physically piecing together sections so that the writer's intended purpose and message are maintained.

During writing sessions, teachers can construct texts with the students as observers of the process or they can write texts with the students (jointly constructed) during which the students and teacher negotiate the content and process. Finally, individual students can independently create texts during which they draw upon their growing understanding of writers, writing and text. Tables 1.1 and 1.2 provide further ideas on making links between reading and writing explicit for students: Table 1.1 outlines classroom contexts in which links might be emphasised and Table 1.2 suggests teacher questions.

Note that the terms 'readers/reading' and 'writers/writing' include viewers and creators of print and visual texts, which can be paper-based, digital and/or multimodal.



**TABLE 1.1** SOME CONTEXTS IN WHICH THE LINKS WITH READING AND WRITING CAN BE MADE EXPLICIT

<b>Reading</b>	<p>Through <i>reading activities</i>, build up the students' knowledge of:</p> <ul style="list-style-type: none"> <li>▶ What writers need to know and do in order to write specific texts</li> <li>▶ The strategies readers employ to read and comprehend a text</li> <li>▶ Writers' purposes for writing</li> <li>▶ Readers' purposes for reading</li> <li>▶ How writers select and use specific text types, text structures and language features to construct texts for specific purposes and audiences</li> <li>▶ How the text choice, text structure and features help readers gain the intended meaning from the text</li> <li>▶ Strategies writers might use for specific texts</li> <li>▶ Strategies readers might use to comprehend texts</li> </ul>	Through <i>text deconstruction</i> of commercial or other texts, build up knowledge of the purpose of the texts, and of their structure, content organisation and language features	Through <i>text reconstruction</i> , build up knowledge of the purpose of the texts, and of their structure and language features at sentence, clause, word group and word level
<b>Writing</b>	<p>Through <i>writing sessions</i>, build up the students' knowledge about:</p> <ul style="list-style-type: none"> <li>▶ An audience—how do authors keep in mind who might read their writing?</li> <li>▶ The purpose of the text— how does a reader gain meaning from the text?</li> <li>▶ The writing process and strategies involved in constructing a text</li> <li>▶ What the reader might do with the text when reading the text</li> <li>▶ Which text (visual, print and multimodal) and relevant structures and features will be included when writing the text</li> <li>▶ Which text structures, language features and conventions will help the reader gain the intended meaning</li> </ul>	Through <i>joint construction of the text</i> , provide opportunities for the students to clarify and apply their knowledge within a supportive scaffold	Through <i>group or individual construction of the text</i> , provide opportunities for the students to apply, practise and extend their knowledge and skills about the text and writing strategies
<b>Sharing and providing feedback</b>	Through <i>conferences (peer and teacher–student) and share times</i> provide opportunities for constructive feedback on the students' reading and writing of specific text types		



**TABLE 1.2** TEACHER QUESTIONS TO HELP STUDENTS IDENTIFY THE LINKS WITH READING AND WRITING AND READERS AND WRITERS

Questions teachers might ask to help students make links with writing when they are reading	Questions teachers might ask to help students make links with reading when they are writing
<p>Why do you think the author wrote this? What was the author's purpose for writing it?</p> <p>For whom did the author write this? Why do you think so?</p> <p>What might the author have done to prepare for writing this?</p> <p>What did the author need to do to write the piece?</p> <p>How did the author organise the information? Why do you think so?</p> <p>What has the author used in the text to make it easier for you to read it?</p> <p>What features has the author used in this text to add to the meaning?</p>	<p>What is your purpose for writing this? Why are you writing it?</p> <p>For whom are you writing? Who might read this? Who do you want to read it? Who is your target audience?</p> <p>What do you need to know and do before you start writing?</p> <p>How will you organise your writing so that it flows smoothly?</p> <p>What do you want the reader to know/ understand/think/feel/do when they have read this?</p> <p>What features can you use in your text to gain a greater meaning?</p>

## PLANNING FOR TEACHING TEXT TYPES

There are many approaches to teaching of and about reading and writing in general, just as there are many ways to teach about text types. The common factors across all effective approaches are that teaching:

- ▶ is differentiated to cater for each student's needs and interests
- ▶ acknowledges and builds on the students' prior knowledge
- ▶ employs inquiry so that students seek answers and build their knowledge
- ▶ involves authentic purposes for writing and reading for real audiences
- ▶ provides for student choice in all or some of the following: topic, purpose, audience, text type, formats, technology use, timelines and so on
- ▶ supports the students as they increasingly assume responsibility for their own reading and writing
- ▶ integrates all the language modes
- ▶ provides regular, sustained times for students to write and read for a variety of teacher negotiated and personal purposes
- ▶ focuses on the importance of the editing process so that the meaning is clear and the conventions are correct in the final, published text
- ▶ focuses on the importance of self-monitoring and self-correction when reading so that the reader comprehends the text and the meaning of the text is not lost

- ▶ focuses on an understanding of ‘metacognition’ (learning how to learn), as this empowers students to determine whether they understand what they are reading and to understand themselves as learners: as readers and writers. Reading comprehension relies on students being able to assign meaning to words on a page and use their general knowledge to provide context to these words. This requires cognitive abilities such as concentration and memory (RAND, 2002; Pressley, 2002)
- ▶ in various ways, uses the capabilities of rapidly expanding technologies to enhance the teaching and learning of reading and writing
- ▶ employs cumulative and summative assessment from a range of sources and contexts.

The following describes one way of linking reading and writing during a focused text-type study.

It is important to plan the reading and viewing program first so that students are exposed to exemplary models of the text type and have opportunities to respond to, deconstruct and reconstruct the texts in modelled, shared and guided, and independent reading situations. Specifically, teachers need to:

- ▶ Determine the students’ prior learning and their current knowledge about writing, writers and texts and use this information to plan further teaching and learning experiences. Identify the writing contexts and purposes for writing that will arise from a specific subject, topic and experience or from tasks that students will be required to complete. Use all the gathered information to identify what needs to be taught with regard to text types.
- ▶ Decide on the purpose for writing and the genre/text type to be taught. Identify what they want to teach/want the students to know and be able to do. Use the AC:E to identify specific content descriptions that will assist in the planning process. Think about the purpose of, audience for, text structure and language use within the text. Think at whole text, paragraph, sentence, word group and word level. Think about opportunities to teach grammar, punctuation, vocabulary, spelling, critical and visual literacy and so on.
- ▶ Plan for the monitoring of student progress through the use of cumulative and summative assessment that involves, for example, peer assessment, student self-assessment and teacher assessment.
- ▶ Build criteria against which students will be able to assess their progress as they read and write—this can be teacher determined or negotiated.
- ▶ Provide examples of the text type for the students to read, comprehend, analyse, deconstruct and reconstruct during modelled, shared, guided and independent reading. Provide opportunities for students to make links between writing and reading and the writer and reader (themselves).
- ▶ Seek and build on students’ prior knowledge and facilitate student inquiry around their questions so that they construct their own learning.
- ▶ Create charts with the students that record their prior and developing understandings.
- ▶ Conduct modelled, shared and interactive writing sessions to explicitly demonstrate the specific aspects of writing.
- ▶ Provide timely feedback and support as students write in guided or independent contexts.
- ▶ Conduct mini lessons, conferences and point of need teaching during the writing process, making constant links between readers and writers, and reading and writing.

- ▶ Provide an audience for students' writing so that they write to ensure that the reader gains the intended meaning.
- ▶ Use assessment data to identify students' reading and writing knowledge, skills and behaviours and to plan for further learning.

## CONSIDER AND CONNECT

1. Draw on your classroom experiences and identify the elements of a comprehensive literacy program that you have observed being incorporated into the class program. Identify the frequency of the elements within the program. Identify any elements that are missing or are less frequent within the program. Discuss possible reasons for this and what might be the possible effects on the students' learning.
2. Discuss the relationship between a comprehensive literacy program and helping students to become effective text users, participants, analysts and decoders or encoders. How might this information impact on your planning for literacy teaching and learning?

## LEVELS OF PLANNING

Systematic and purposeful planning at both whole school and classroom level provide coherent and cohesive programs that support all students as they learn about reading and writing. Please note that the following examples focus only on text types and are not indicative of a comprehensive literacy or writing program.

### WHOLE SCHOOL PLANNING

**Whole school planning** could involve the following:

- 1 finding out what is already being done within the school in this area and identifying the strengths and gaps.

This will involve a review of which written and visual text types are taught across the school. Most primary schools will have a **scope and sequence chart** detailing the introduction and teaching of each text type—revising this fairly regularly is recommended. If one does not exist, then it would be the responsibility of the teachers on the English Committee, with the support of executive staff members, to create one that suits the needs of the individual school. In secondary school settings the review can be completed by individual teachers at all levels or be compiled by faculties/subject areas.

In addition to identifying written and visual text types, a review of the *purposes* for language and the text types taught across the school can be conducted so that any under- or over-exposure of texts can be identified and addressed. This can be completed in several ways, one of which requires the teachers to indicate on a pro forma the

▼  
**whole school planning:** Global planning, usually completed by executive and other key staff members, to create a whole school approach to a particular type of learning.

▼  
**scope and sequence chart:** A chart that is created and shared with the whole school detailing the order of teaching particular concepts to ensure sequential and cohesive learning.

text types (written, visual and/or multimodal) that they explicitly teach for specific language purposes. (See Tables 1.3 and 1.4.) The completed lists from each year level, faculty or subject teacher can be laid out in sequence so that a school overview is created. The review can then be used as a starting point for discussion and whole school planning.

As part of the review process, teachers from across the school work together to identify the main structural and language features for each text type so that they have a shared understanding of what competent, experienced language users know about and do with texts. They share information about reading and writing processes and strategies, as well as the social and cultural understandings that the teaching of, and about, the text will provide.

It is reasonable that some text types will be revisited each year; however, the complexity of the texts should increase as the students move through the school and the teaching focuses should also become more detailed and complex.

**TABLE 1.3** EXTRACT OF A REVIEW OF PURPOSES AND TEXT TYPES FOR A SINGLE YEAR LEVEL

Written texts	Taught	Context
Please note that this is used to indicate when something was an explicit teaching focus. It does not reflect the other contexts in which the text may have been used.		
<b>Purpose: to persuade</b>		
Argument	✓	Integrated Inquiry Unit about government
Discussion/debate		
Reviews	✓	Genre study
Advertisements	✓	School Fete, School Concert
OTHER		

**TABLE 1.4** EXTRACT OF A REVIEW OF VISUAL TEXTS FOR A SINGLE YEAR LEVEL

Visual texts	Taught	Context
Please note that this is used to indicate when something was an explicit teaching focus. It does not reflect the other contexts in which the text may have been used.		
<b>Diagrams</b>		
Simple diagrams: picture and labels	✓	Science and Integrated Inquiry Unit on endangered animals
Scale diagram	✓	Maths Geography—Australia's geographical features
Cross-sections		Natural processes—Earth's structure
Cutaways	✓	Geography—Australia's geographical features

- 2 developing shared understandings or beliefs about the teaching and learning of writing in general. This could include, for example, reference to the developmental nature of learning to write, the conditions required for learning to write, what effective writing teachers do and so on.

Developing shared beliefs and consistent teacher judgment is a valuable process because while teachers are discussing, clarifying and identifying what is important, they often share teaching practices, resources, student work samples from their classes, concerns and successes, which results in a stronger teaching culture. Table 1.5 shows an extract of a belief statement that links each belief to specific classroom practices.

**TABLE 1.5** EXTRACT OF A SCHOOL'S BELIEF STATEMENT

This is what we believe about the teaching and learning of writing	Therefore we:
The teaching of writing needs to be differentiated to ensure that the writing needs of all students are addressed	<ul style="list-style-type: none"> <li>▶ Use assessment to identify each student's writing interests, strengths and needs and plan accordingly</li> <li>▶ Run a multistrand writing program that includes individual, small group and whole class teaching contexts</li> <li>▶ Help students to reflect on their writing and themselves as writers and to develop individual learning goals</li> <li>▶ Make sure students know where they are at as well as where they can go next and how</li> <li>▶ Develop independent routines to focus on specific writing products, processes, strategies and conventions</li> </ul>

- 3 developing a shared understanding of the teaching of text types. This could include discussions about language purposes; the purpose, structure and features of written and visual texts; a shared language about texts and writing; and teaching contexts, approaches and procedures.
- 4 developing a broad overview of the text types to be explicitly taught at each stage of schooling.

A scope and sequence chart can record general teaching focuses deemed appropriate for each stage of schooling so that teachers are constantly building on the students' knowledge and experiences. The information in each column can be used as a teacher prompt when planning, or as a check by the teacher to ensure the content has been covered at the appropriate time.

See Table 1.6 for an example of an overview of teaching focuses for recounts. It must be noted that this is a guide only and that teachers will plan teaching programs that suit the needs and abilities of the students. The usefulness of an overview may just be in the fact that it helps teachers identify where students have come from and where they are heading, thus enabling teachers to teach at the point of need.

**TABLE 1.6** AN OVERVIEW OF POSSIBLE TEACHING FOCUSES FOR ONE TEXT TYPE

<b>Recounts</b> <b>Purpose of recount: to tell what happened</b> <b>Recounts: personal, historical, factual, imaginative</b>			
Note that this table is neither prescriptive nor complete. Its purpose is to provide examples only of the scope of knowledge that can be developed about the purpose, structure and language features of a text type. It is assumed that each focus will be revisited and built on as required throughout the students' time at school. The content is what might be expected at the end of each of these phases of schooling.			
Lower primary	Middle primary	Upper primary	Secondary
<i>Text structure and organisation</i> Purpose of recounts: tell what happened Description of what has happened—includes information about who, what, when, where and why Organisation of information in chronological order Punctuation of different types of sentences; use of commas for lists Visual text types often used with recounts <i>Sentence and clause level grammar</i> Parts of a simple sentence Compound sentences and coordinating conjunctions <i>Word level grammar</i> Work of the types of nouns in recounts Work of different types of verbs in recounts	<i>Text structure and organisation</i> Purpose and audiences for recounts How intended audience and topic can affect language choices Structure of recount <ul style="list-style-type: none"> <li>▶ orientation</li> <li>▶ series of events</li> <li>▶ personal comment</li> <li>▶ reorientation</li> </ul> Purpose of each stage/part of a recount Paragraphs—purpose and structure Visual text—how decisions re images and their composition work to enhance the written text <i>Sentence and clause level grammar</i> How sentences can be enhanced through the use of noun groups, verb groups and prepositional phrases Work of adverb groups and prepositional phrases in providing extra information Noun–verb agreement in clauses	<i>Text structure and organisation</i> Purposes, audiences and different types of recounts <ul style="list-style-type: none"> <li>▶ formal and informal</li> <li>▶ first and third person</li> <li>▶ personal</li> <li>▶ historical</li> <li>▶ imaginative</li> <li>▶ factual</li> <li>▶ biographical</li> <li>▶ anecdotal</li> <li>▶ memoir</li> </ul> Difference between recount and reflection Text cohesion through: <ul style="list-style-type: none"> <li>▶ linking devices (pronouns, text connectives)</li> <li>▶ starting points of sentences</li> </ul> How the text structure and language features work together Ways of adapting the language structures and features of recounts to create texts for different purposes and effects Punctuation—use of quotation marks, apostrophe of possession	<i>Text structure and organisation</i> How recount structures and language features can be changed for a variety of purposes and intended effects The structure and work of paragraphs Ways of extending and enhancing paragraph content The arrangement and organisation of paragraphs for different purposes, audiences, perspectives and effects Punctuation of complex sentences Use of all punctuation conventions to create clear meaning <i>Sentence and clause level grammar</i> Complex sentences—main and subordinate clauses Work and structure of a variety of clause structures Use of embedded clauses

<p>Past tense Adverbs telling when, where and how Adjectives to describe nouns <i>Vocabulary</i> Signal words/groups of words that signal order/sequence, passing of time Words that refer to nouns (pronouns) Topic specific terminology</p>	<p><i>Word level grammar</i> Verbs representing different processes Formation of verbs/verb groups in past tense Work of pronouns—how pronouns link to/refer to nouns <i>Vocabulary</i> Modal verbs and adverbs to enhance opinions or descriptions</p>	<p><i>Sentence and clause level grammar</i> Structure and work of complex sentences The difference between main and subordinate clauses Active and passive voice <i>Word level grammar</i> Subordinating conjunctions in complex sentences First and third person pronouns <i>Vocabulary</i> Shades of meaning of words in sentences Precise word choice</p>	<p><i>Word level grammar</i> Work of modal verbs, adverbs, adjectives and nouns to enhance meaning in sentences <i>Vocabulary</i> How appropriate vocabulary choices contribute to the effectiveness of the text</p>
<p>Please note that it is not expected that students can write or will have written all of the types of recounts listed. Rather it is intended that, through purposeful reading and writing experiences, they are able to recognise the types and their purposes and may have written some.</p>			

Decide what you want the students to learn, how they will demonstrate their learning and then plan the teaching and learning experiences.

It is also useful to have a whole school overview of the major text types across the school for a period of time (term, semester)—see Tables 1.7 and 1.8. Such an overview can provide useful information for school administrators as well as specialist and support teachers who might be able to contribute or link their programs to the class programs.

**TABLE 1.7** THE MAJOR TEXT TYPES COVERED ACROSS A PRIMARY SCHOOL FOR ONE SEMESTER

Semester overview		
Please note that this is used to indicate the units of work that were a major teaching focus. It does not reflect the other contexts or units in which other text types may have been used.		
<b>Foundation</b>	<p><b>Topic:</b> <i>Happy, Healthy Me</i>—an inquiry into the actions required for personal safety and well-being <b>Major language purpose:</b> to instruct <b>Text type:</b> procedural—rules <b>Visual text:</b> sign</p>	<p><b>Topic:</b> <i>Families</i>—an inquiry into the types, roles and activities of families and their members <b>Major language purpose:</b> to recount <b>Text type:</b> recount/description <b>Visual text:</b> flowchart</p>



Semester overview		
<b>Years 1 and 2</b>	<b>Topic:</b> <i>Creature Features</i> —an inquiry into the structure and features of small creatures and their interdependence within a habitat <b>Major language purpose:</b> to describe <b>Text type:</b> information report <b>Visual text:</b> simple labelled diagram	<b>Topic:</b> <i>Our Community Then and Now</i> —an inquiry into what makes a community and how the local community has changed over time <b>Major language purpose:</b> to narrate <b>Text type:</b> personal recount <b>Visual text:</b> map, simple timeline
<b>Years 3 and 4</b>	<b>Topic:</b> <i>The Human Body</i> —an inquiry into the structure and function of systems within the human body <b>Major language purpose:</b> to explain <b>Text type:</b> explanation to describe a process (how and why) <b>Visual text:</b> cut-away	<b>Topic:</b> <i>Author Study</i> —an inquiry into the life and work of _____ (selected contemporary Australian children's author/s) <b>Major language purpose:</b> to narrate <b>Text type:</b> narrative, script <b>Visual text:</b> Venn diagram, data chart for comparison
<b>Years 5 and 6</b>	<b>Topic:</b> <i>Endangered Species</i> —an inquiry into why some plants and animals become endangered and how humans affect their survival <b>Major language purpose:</b> to persuade <b>Text type:</b> argument <b>Visual text:</b> graphic organiser—fish diagram	<b>Topic:</b> <i>Slices of Time</i> —an inquiry into the eras, people and events of the past that have impacted on Australia as it is today <b>Major language purpose:</b> to describe <b>Text type:</b> information report <b>Visual text:</b> timeline

▼  
**units of work:** A series of sequential lesson plans (may also include learning intentions and assessment) based around a topic or learning focus that aims to build student learning.

Please note that the table above includes the major text types that teachers will explicitly teach about within **units of work**. Students will use other texts in their personal writing and in their work across the curriculum. These texts, however, are not the focus of the planned whole class teaching program so may be taught in either small group or individual situations.

**TABLE 1.8** THE MAJOR TEXT TYPES COVERED IN SUBJECTS IN A SECONDARY SCHOOL FOR ONE SEMESTER

	English	Science	History	Geography	Health	Economics
<b>Year 7</b>	Literature response Graphic novel Persuasive text Poetry	Explanation Design brief Investigation report Video analysis	Explanation Description Information report Comparison	Information Report Data analysis	Explanation Persuasive text Investigation report	Data analysis Comparison

	English	Science	History	Geography	Health	Economics
<b>Year 8</b>	Film response Literature response Persuasive text Short story	Explanation Information report Experiment procedure	Historical recount Explanation Comparison	Explanation Data response	Explanation Recount Investigation report Persuasive text	Explanation Research report Data analysis
<b>Year 9</b>	Discussion Literature response Film review Poetry Comparison Memoir	Cartoon Analysis Investigation report	Explanation Source analysis Research report Newspaper	Comparative Information report Explanation	Investigation report Explanation Comparison	Source analysis Research report Explanation Comparison

It is useful to ask teachers to identify the key words/actions that they use when setting tasks within their subjects. They can share these and agree on a definition along with what they would expect the writing to include. Table 1.9 shows some terms commonly used in subjects within a secondary school. The terms could be used for a review of the writing set within subjects because the terms become the purpose for writing and thus influence the choice of text type.

**TABLE 1.9** TERMS COMMONLY USED IN SUBJECTS WITHIN A SECONDARY SCHOOL

Term	Definition
<b>Analyse</b>	Identify components and the relationship between them; draw out and relate implications
<b>Appreciate</b>	Make a judgment about the value of
<b>Assess</b>	Make a judgment of value, quality, outcome, results or size
<b>Clarify</b>	Make clear or plain
<b>Compare</b>	Show how things are similar or different
<b>Contrast</b>	Show how things are different or opposite
<b>Critically (analyse)</b>	Add a degree or level of accuracy, depth, knowledge and understanding, logic, questioning, reflection and quality to
<b>Define</b>	State meaning and identify essential qualities
<b>Describe</b>	Provide characteristics and features
<b>Discuss</b>	Identify issues and provide points for and/or against
<b>Evaluate</b>	Make a judgment based on criteria to determine the value

## CONSIDER AND CONNECT

1. Draw on your classroom experiences and identify the major subject topics, inquiry units or major school events that are covered during a semester within a classroom. Identify a major text type for each context. Check that there is a balance across the semester.

**classroom**

**planning:** Planning that includes differentiation to cater for varying student needs, abilities and learning styles within the one class.

**long-term**

**planning:** Planning that considers how learning outcomes could be achieved over a longer time period e.g. a calendar year.

**medium-term**

**planning:** Planning that considers how learning outcomes can be achieved over a medium-term period e.g. one term.

**short-term**

**planning:** Planning that considers how learning outcomes can be achieved over a shorter period e.g. days and weeks.

**multistrand**

**program:** A three pronged approach to the program that balances teacher directed instruction and directed student activities; teacher and student negotiated teaching and learning focuses; and opportunities for individual students to make personal choices and decisions about aspects of their learning.

## CLASSROOM PROGRAM PLANNING

Secondary and primary **classroom planning** involves **long-, medium- and short-term planning** that provides for teacher selected, teacher and student negotiated contexts as well as student selected and personal choice contexts. This constitutes a **multistrand program** that includes:

- ▶ a teacher directed strand that uses texts for instructional purposes and student practice
- ▶ teacher and student negotiated text-specific strand that focuses on texts related to specific subjects, inquiries or other contexts. It also includes English-specific texts such as literary texts (narratives, poetry, plays, stories etc.)
- ▶ a personal-choice strand that ensures that individual students have regular, ongoing opportunities to make personal reading and writing choices.

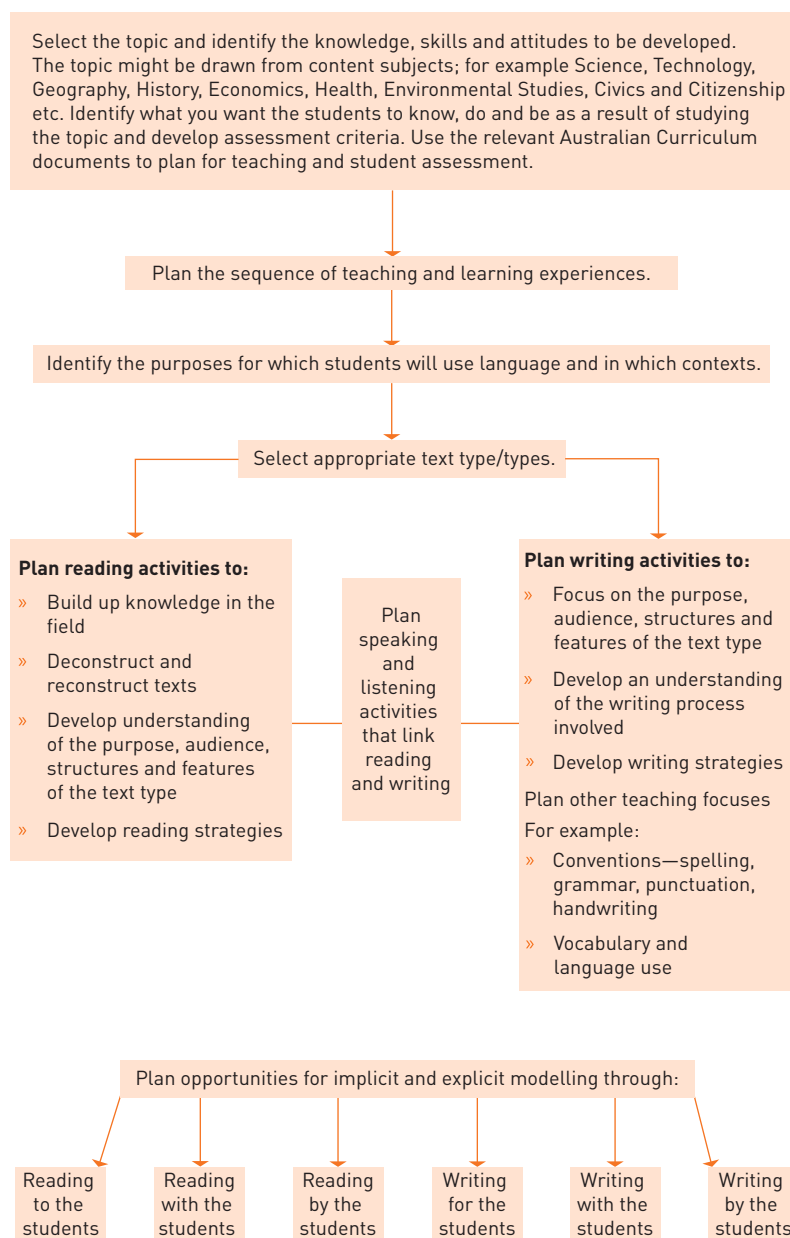
It is important that programs include both strands. If the students are exposed to a range of texts and are taught about the purpose, structures and features of these within text-type specific teaching contexts, their reading and writing repertoires increase.

## TEXT TYPES ACROSS THE CURRICULUM

The following suggestions may help with teaching about text types that are drawn from topics within subjects or across the curriculum:

- ▶ Plan the topic so that resources, including examples of particular text types, can be collected.
- ▶ Draw from the topic as many language activities (oral, written, reading and viewing) as possible. Decide how language will be used to gather, organise and present information and identify the text types that will facilitate this.
- ▶ Select activities that will help students to understand the context, purpose, audience, structure and features of the focus text type.
- ▶ Build students' knowledge of the topic and the vocabulary unique to the field, as well as text type knowledge.
- ▶ Decide how to use the topic and the related resources to further the students' knowledge of text types. It could be done in one of the following ways:
  - » Select examples of the chosen text type and use the similarities of purpose and form between these as the focus for modelled reading and writing sessions.
  - » Select many different texts on the topic and use the differences in form and purpose to develop the students' interest in both the topic and related text types.

- ▶ Include writing activities that require extended writing rather than one-word or one-sentence responses.
- ▶ Ensure that the teaching of the particular text type also becomes an integral part of the English program.
  - » Build the students' subject/topic knowledge as well as their knowledge of the text type to be used within the topic.
- ▶ Use published texts (paper-based, digital and multimodal) as mentor texts. Identify the teaching points within each one.
- ▶ Frequently read and discuss mentor texts with the students so that they enhance their text type knowledge.
- ▶ Use a range of teaching procedures and activities. Remember informative, persuasive and imaginative texts cannot always be presented nor read in the same manner.
- ▶ Model writing and jointly construct texts within the chosen text types drawing students' attention to specific elements. These teaching procedures can be used during the introductory or whole class focus time of language sessions, during mini lessons in a subject session or as an integral part of the content area of the curriculum.
- ▶ Provide time and support for students to explore and experiment with the text before expecting it to be part of their writing repertoire.
- ▶ When conferring with students, include questions that focus on aspects of text type. For example:
  - » What did you need to know or do to write this?
  - » Who is the target audience? What have you done to help the readers?
  - » What is the purpose of this writing? or Why was this written?
  - » How have you organised or presented the information? Why?
- ▶ Provide an audience for the students' writing to give them an opportunity to reflect on and discuss their efforts.
- ▶ Be aware that one text might include aspects of several text types (i.e. it might be a blended genre) according to the purpose of each part. Focus on the teaching points you wish to develop. Figure 1.1 and Table 1.10 show examples of planning for teaching text types drawn from across the curriculum.

**Figure 1.1** Plan for teaching text types from across the curriculum

**TABLE 1.10** PRIMARY AND SECONDARY TEACHER ACTIONS AND TEACHER SELF-QUESTIONS DURING THE PLANNING FOR TEACHING ABOUT TEXTS WITHIN CONTENT SUBJECTS OR ACROSS THE CURRICULUM

Teacher actions	Teacher questions
<p><b>Plan the subject content or unit of study</b>  Plan a sequence of teaching and learning experiences that will work towards developing the students' knowledge and skills of the subject or unit through inquiry.  <i>Primary teachers</i>  The unit of work might be an integrated inquiry unit, the content of which is drawn from across the curriculum.  <i>Secondary teachers</i>  The unit might comprise a sequence of teaching and learning experiences within a specific subject.</p>	<p>What do the students already know and can do? (activate prior learning)  What do they need to know and do next? (progression in learning)  What understandings, knowledge or concepts will the students develop as a result of this subject or unit of work?  What do I want the students to know, be able to do and be as a result of studying this subject or unit? What are the learning intentions or goals?  How will they best achieve the above? What do I need to do to ensure they achieve the above?  Have I planned teaching and learning experiences that cater for all learners? Will they have opportunities to use language in meaningful contexts to enhance their learning within the subject or unit?</p>
<p><b>Identify language use</b>  Look at the sequence of activities planned within the subject or unit of work and make sure that there is a balance of modes and purposes for language.  <i>Primary teachers</i>  Consider all classroom contexts when checking the balance of modes and language purposes.  <i>Secondary teachers</i>  Consider the range of modes and language purposes within the subject over the year.</p>	<p>Which activities in the subject/unit require students to use language (oral, written, visual) for specific purposes?  What are the purposes for which language will be used in this subject/unit?  Is there a balance of language purposes, contexts and audiences?  How will language be used to locate, evaluate, organise and present information?  What will I need to plan for and do to help all students learn about and use language (oral, written and visual) for a range of purposes and audiences within this subject/unit?  Which purpose/s for language will be the main one/s that will be major teaching focuses? What will I need to explicitly teach?  How will I plan teaching and learning experiences that will provide opportunities to develop the students' literacy skills and knowledge?</p>
<p><b>Target the main language purposes and text types</b>  Select the text type/s after checking that the choice will extend the students' learning and contribute to their repertoire of text types.  <i>Primary teachers</i>  Focus on purpose and audience for the selected text type—relate to everyday use of the texts.</p>	<p>For which purposes will the students be using written language?  Which text types can be used for each language purpose?  Which is/are the main text type/s students will use in this unit/subject? Which format (paper-based, live, digital, multimodal) will be used?</p>
<p><i>Secondary teachers</i>  If the term 'essay' is used in any writing task, make sure the students know the purpose/s for the essay and the expected structure or stages and language features.</p>	<p>Will the study of this/these text type/s provide a balance across the year and enhance and extend the students' literacy learning and thinking?</p>

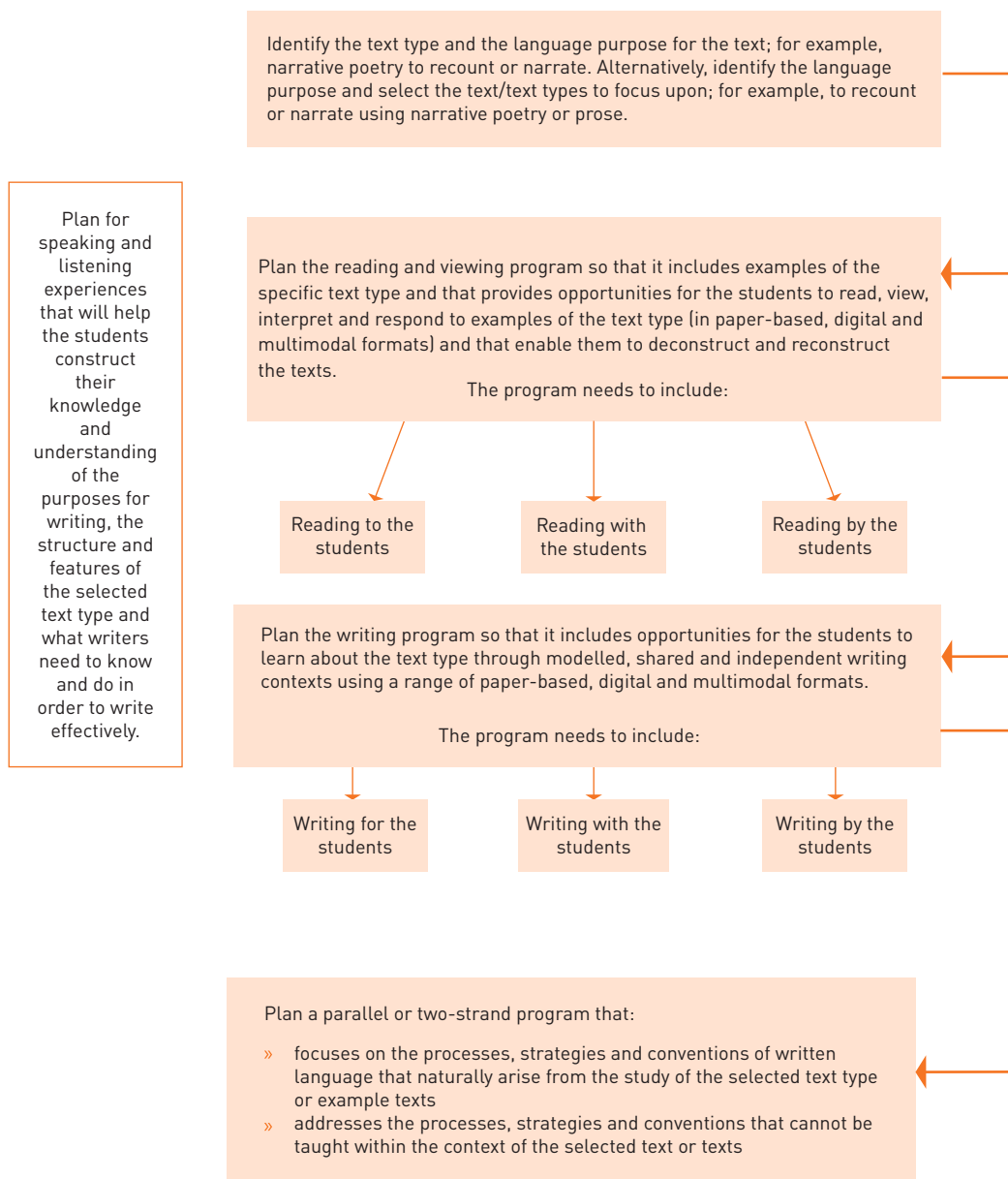
Teacher actions	Teacher questions
<p><b>Select key aspects to focus on</b>            Use AC:E to inform your planning—use the strands and sub-strands and content descriptions to guide selection of teaching focuses that arise naturally from the texts. Consider whole text, sentence, clause and word level teaching focuses, processes and strategies.            Identify the text structures and language features that will be focused upon.  <i>Primary teachers</i>            Select speaking and listening, reading and writing teaching focuses that enhance the students’ understanding of all aspects of writing—especially text types.  <i>Secondary teachers</i>            Think about the demands of the writing task or text type/s required in the subject and identify the aspects that students might need to be taught.</p>	<p>How will I use AC:E when planning for teaching?            What do the students already know and can do?            What is the next step in their learning?            Which aspects of the written tasks/selected text type/s will need to be unpacked with the students? Which aspects will need to be explicitly taught?            Which text structures and language features of this text type will the students need to know?            Which resources will facilitate the students’ knowledge of and use of the text structures and language features?</p>
<p><b>Tease out the teaching focuses</b>            Identify the specific teaching focuses and the contexts in which these can be explored with the students.  <i>Primary teachers</i>            Make explicit the reading and writing links.            Work out when aspects will be taught—either within the unit as required by the students or within specific English sessions.  <i>Secondary teachers</i>            Break the teaching about writing into small parts that can be focused upon during short, sharp, focused teaching during the subject lesson.            Decide how much subject teaching time will be allocated to teaching the key aspects about the specific text type/writing task.</p>	<p>What do I want the students to know and do as writers/text creators? What do I want them to know about writing, writers and texts?            What are the major teaching focuses? How will I teach these?            How can I use examples of the selected text type/s and the content of the subject/unit to teach text breaker and encoder practices, text participant practices, text user practices, and text analyst practices?            (See Chapter 3 for further information.)</p>
<p><b>Organise for assessment</b>            Consider assessment criteria, purposes, contexts, tasks and record keeping while the subject/unit are planned. Make criteria explicit to the students. Make sure they know what good work looks like and how good is good enough.  <i>Primary and secondary teachers</i>            Ensure that subject assessment criteria include literacy (specifically writing) criteria.            Make it clear to students that writing matters/is important in the subject.</p>	<p>What do I want the students to know, be able to do and be as a result of the teaching? What are the teaching intentions/goals?            How will I use the AC:E when planning for assessment?            How will I find out what the students already know and can do (student prior knowledge and skills)?            How will I involve the students in both self and peer assessment?            How will I organise for summative and cumulative assessment?            How will I monitor and record the students’ progress?            How will I use the assessment information?</p>



Teacher actions	Teacher questions
<p><b>Plan the English program</b></p> <p>Consider differentiation. How will EAL/D students be catered for? Can extra scaffolding be included for Learning Support students? In what ways will gifted and talented students be challenged to extend their writing? There may be support teachers who specialise in the above areas. If so, ask them to help with planning.</p> <p><i>Primary teachers</i></p> <p>Plan the literacy program to include stand-alone sessions and sequences of sessions to develop student knowledge and skills. Explicit teaching will occur in literacy sessions and incidental teaching as the need arises. Students apply the gained knowledge and skills across the curriculum.</p> <p><i>Secondary teachers</i></p> <p>Subject teachers need to assume responsibility for the literacy demands within their subject. This means clearly identifying literacy teaching focuses and planning short, sharp teaching sessions within the subject time allocation. Informing English teachers of the language purposes and text types required within each subject might help the English teachers make links for the students.</p>	<p>How will I use the AC:E to plan the English program?</p> <p>How will I plan for whole class, small group and individual student needs and interests?</p> <p>How will I provide a range of multimodal experiences that will develop literacy skills and knowledge?</p> <p>How will I contextualise literacy learning?</p> <p>Which resources will we need/use?</p>

## TEXT TYPES IN STAND-ALONE ENGLISH UNITS

Some texts don't naturally arise from the study of topics drawn from content subjects or across the curriculum. For example, some texts (literature responses, reviews, poetry, narratives, imaginative, drama texts, scripts etc.) may need to be taught in English units that run parallel with, but are not related to, the current topic drawn from the content subjects (Science, Health, History, Geography etc.). They are taught within stand-alone English sessions. Figure 1.2 describes one way of planning for the teaching of a text in a stand-alone English unit.

**Figure 1.2** Plan for teaching text types in Subject English or stand-alone English units

## LONG-TERM PLANNING

A yearly planner that provides a brief overview of the major English teaching focuses and contexts, the expected learning outcomes and overall year level standard, provides the big picture of the teaching and learning intentions for the year for a specific year level. This long-term planner provides guidance by keeping the end ‘in mind and up front’ when teachers conduct medium- and short-term planning.

The AC:E provides information on what needs to be taught, at each year level, about the English Language, Literature and Literacy (the three interrelated strands in the AC:E). The sub-strands within each of these strands include focus threads, content descriptions and elaborations. There are student work samples to help guide teacher assessment.

In the initial stages of planning, teachers identify the topics or subjects to be studied throughout the year. They decide which text types can be taught after considering the language purposes within the subject or units of work. Primary teachers also need to identify the text types that will be covered in stand-alone English sessions or units of work because those texts don't naturally arise in other subjects or units of work (e.g. poetry). Secondary subject teachers identify the language purposes and text types the students will be required to use within their subject. All teachers, primary and secondary, use the AC:E to identify the content that can be taught through the study of text types.

## MEDIUM-TERM PLANNING

Prior to the beginning of a term, teachers use the yearly overview in planning a broad overview of the literacy program for the term. This overview draws on opportunities for literacy teaching arising from the topics and the specific English focuses. Table 1.11, which is neither all-inclusive nor comprehensive, shows one way of planning. It contains major teaching focuses only. There will also be incidental teaching focuses.

**TABLE 1.11** EXTRACT FROM AN EXAMPLE DOCUMENT SHOWING ONLY MAJOR FOCUSES

Literacy teaching focuses arising from the unit		Other focuses for literacy teaching
Please note that this example document is neither inclusive nor comprehensive. It contains examples of major teaching focuses only. There will be other teaching focuses as required.		
	<b>Unit:</b> How does the human body work?	<b>Literature study:</b> poetry study—assorted forms and subjects <b>Fiction:</b> short stories
<b>Purpose for language</b> <b>Focus text type/s</b>	To explain: explanation (oral and written) To describe: information report (oral and written)	To describe and/or narrate: poetry—variety of forms To narrate: short stories To describe: relate to characters settings, actions within short stories
<b>Text structure and organisation: major focuses</b>	<i>Structure of explanation</i> Statement of process or thing to be explained or described, paragraphs of related information, topic sentences Cause and effect <i>Structure of information report</i> Classification, description of components, conclusion	Identifying structure and features of poems—variety of forms and structures Structure of narrative in short form: orientation, complication and series of events, conclusion, reorientation Paragraphs: topic sentences

	Literacy teaching focuses arising from the unit	Other focuses for literacy teaching
<b>Reading and viewing focuses</b>	<p>Texts: range of print, digital and multimodal factual texts</p> <p>Comprehension—all levels</p> <p>Strategies:</p> <p>Determining importance</p> <p>Note taking</p> <p>Summarising</p> <p>Skimming</p> <p>Scanning</p>	<p>Texts: variety of poetry forms and short stories (realistic, science fiction, contemporary, historical, fantasy etc.)</p> <p>Comprehension—all levels</p> <p>Strategies:</p> <p>Response—personal</p> <p>Making connections</p> <p>Comparing and contrasting</p>
<b>Texts to be produced</b>	<p><b>WRITING:</b> Explanation on how a body system (e.g. digestive, skeletal, muscular, respiratory, circulatory, reproductive, nervous etc.) is structured and how it works. Cross-sections and labelling</p> <p>Information report—description of the structure of an organ from a body system (e.g. heart—cardiovascular system)</p>	<p><b>WRITING:</b> Description—settings, characters, events, actions</p> <p>Narrative of own choice</p> <p>Free-form poetry</p> <p>Poetry writing—own choice of form and topic</p>
	<b>SPEAKING:</b> Group presentation (oral report) on the structure of an organ that is a part of a body system	<b>SPEAKING:</b> Poetry performance
	<b>VISUAL TEXTS:</b> Cross-sections, flow diagrams	<b>VISUAL TEXTS :</b> Story maps, Venn diagrams, concept maps
	<b>MULTIMODAL TEXTS:</b> create simple website	<b>MULTIMODAL TEXTS:</b> write short film script that can be performed and filmed on iPads
<b>Language use: vocabulary</b>	Technical terms, specialised vocabulary, classification of terms	<p><i>Literary devices:</i> hyperbole, alliteration, simile, metaphor, repetition, rhythm, personification</p> <p><i>Vocabulary to talk about:</i> texts (poetry, narratives); the work of writers</p>
<b>Language use: grammar</b>	Timeless present tense, pronouns, words linking cause and effect	<p><i>Clause and sentence level:</i> happenings, subject, circumstances, noun groups, verb groups, adverbials, extending, enhancing and combining sentences</p> <p><i>Word level:</i> comparative and superlative adjectives, synonyms (thesaurus use), adverbs, verbs</p>
<b>Spelling focuses</b>	<p><i>Etymological:</i> circum (Latin for around), bios (Greek for life), extra, auto, micro</p> <p><i>Morphemic:</i> word building—tense</p> <p><i>Sound symbol:</i> ways of representing or (as in for) sound</p> <p><i>Visual:</i> unusual letter combinations—biological terms</p> <p><i>Strategies:</i> ways of remembering how to spell words</p>	<p><i>Morphemic:</i> word building adverbs, adding ily.</p> <p><i>Etymological:</i> incidental</p> <p><i>Sound symbol:</i> revise rimes</p> <p><i>Visual:</i> unusual letter patterns in words, word shapes</p> <p><i>Resource skills:</i> thesaurus, dictionary, shades of meaning, word origins</p> <p><i>Strategies:</i> ways of attempting unknown words, checking spelling and learning to spell</p>

	Literacy teaching focuses arising from the unit	Other focuses for literacy teaching
<b>Punctuation</b>	Punctuation of sentences and organising into paragraphs Book title: bibliographies	Direct and reported speech
<b>Processes and strategies</b>	Use of flowcharts to plan for explanations Use of cue cards for oral reports	Planning for narratives: story maps Planning for poetry: mind maps Personal spelling routine
<b>Contextual understandings</b>	Create text for specific audience Compare texts: same topic	Ways authors use words to achieve their purpose Use of stereotypes Identifying points of view

## SHORT-TERM PLANNING

The teacher can use a medium-term planning/broad literacy focuses document to guide their short-term planning. For example, the teacher might produce a week-by-week overview or a weekly work program that records the sequential teaching and learning experiences based on the focuses. The short-term planning, by definition, is not completed too far ahead of the actual implementation, as this planning will change because of the teacher's regular reflection on and evaluation of the effectiveness of the program, the students' needs and student input.

Effective teaching involves long-, medium- and short-term planning with the student outcomes always in mind.

## PLANNING FOR LITERACY TEACHING SESSIONS—PRIMARY AND SECONDARY CONTEXTS

Teachers plan for and implement specific literacy teaching sessions regardless of the source of the literacy teaching focuses. The focuses can be drawn from a content subject, an integrated or inquiry unit, from across the curriculum or from a stand-alone English unit. Regardless of the source of the focus, aspects of each will be explicitly taught within literacy sessions for student application in a range of contexts.

### PLANNING FOR A LITERACY SESSION IN A PRIMARY SCHOOL SETTING

As literacy is relevant to many different subjects or key learning areas also taught in primary schools, some literacy focuses will be taught at the point of need within contexts other than an English or literacy session. For example, the students might:

- ▶ be required to use information reports as part of a content subject or unit. They may learn about the purpose, structure and features of these within literacy sessions so that they can use these in the unit.
- ▶ learn about the work of parts of speech during literacy sessions so that they can better construct texts in a variety of contexts.
- ▶ learn about the organisation of bibliographies and the punctuation of publishing details of resource materials (citing of resource materials) when they require this, during a context other than an English session.

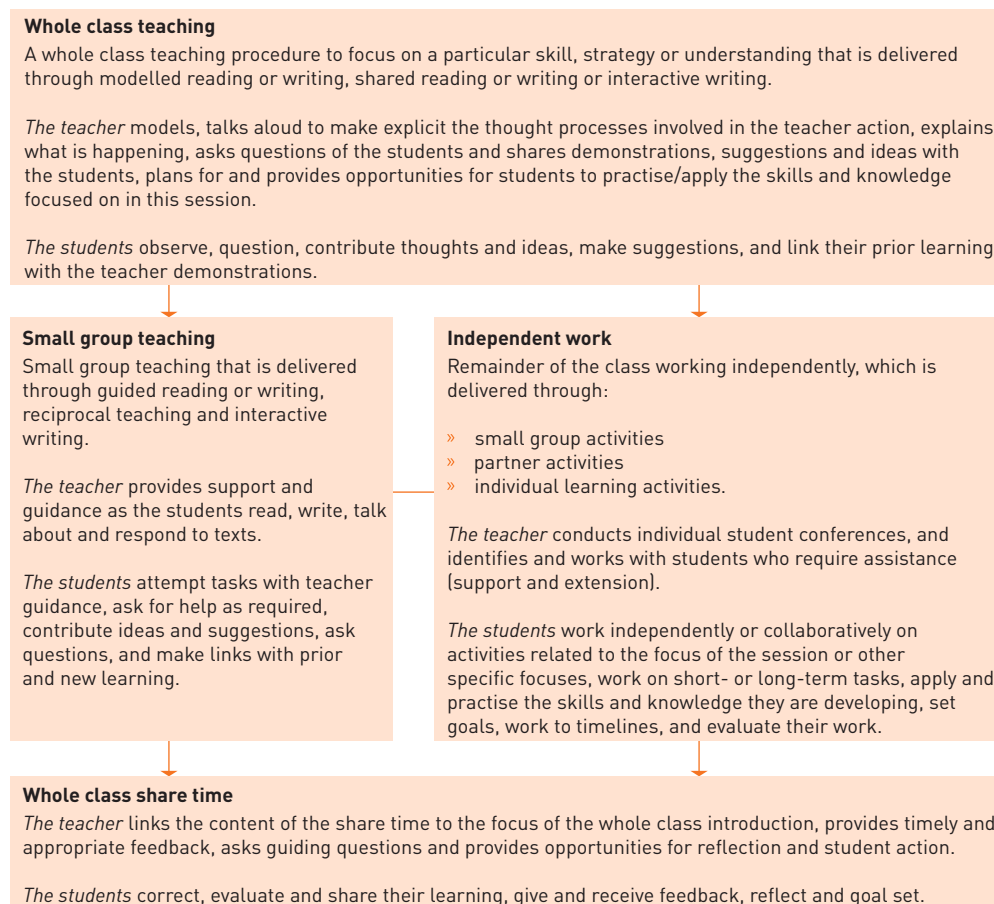
Literacy sessions can include whole text, paragraph, sentence, word group, word or letter-level teaching focuses as well as focuses on processes, procedures and products. They can include explicit teaching of and about literacy practices (Freebody & Luke, 1990).

A large block of time is required for literacy activities so that students have opportunities to explore, experiment with, demonstrate, share and practise all literacy skills within whole class, small group and independent learning contexts. The following describes key stages in the structure of a literacy session.

- ▶ *Introduction—focused teaching time*: this short, sharp, focused instructional time at the beginning of a session involves the whole class. The teacher seeks and makes links to prior learning, and introduces and elaborates on specific aspects of English through explicit modelling, demonstration and explanation.
- ▶ *Small group teaching*: this enables the teacher to work with students with similar needs and provide specific instruction and support that further develops their skills and knowledge. Small group instructional sessions enable students to use, transfer and/or consolidate what they have learnt in the whole class focus time.
- ▶ *Independent activity time*: this may include directed or free-choice activities that enable the students to independently use and practise their literacy skills and knowledge. The activities might relate to the content of the focus time and involve individual or small group experiences.
- ▶ *Whole class share time*: this session might involve the sharing of individual, small group or whole class knowledge, skills and activities that may be related to the whole class focus time. It provides opportunities for:
  - » teachable moments as the students reflect upon and share their work with each other
  - » reviewing the teaching and learning focuses
  - » checking students' progress and facilitating student evaluations about their achievement of success criteria
  - » discussing with the students possibilities for further teaching and learning.

Figure 1.3 also shows these key stages.

**Figure 1.3** Example structure of a literacy session



## PLANNING FOR LITERACY TEACHING IN A SECONDARY SCHOOL SETTING

Subject English teachers within secondary schools employ many of the steps outlined above for primary teachers. The complexity of texts and tasks, the time constraints and the nature of the students will affect the way English teaching sessions are structured in secondary schools.

All teachers are responsible for facilitating students' literacy learning—not just teachers of subject English. Subject teachers need to plan for the teaching of the subject content and skills as well as identify the literacy demands within their subject and determine which aspects they need to explicitly focus on during their subject



sessions. The timetabling constraints within secondary school settings mean that literacy teaching within subjects needs regular, briskly paced teaching episodes that develop content knowledge along with literacy skills. Table 1.12 provides ideas for planning for literacy teaching within content subjects.

**TABLE 1.12** PLANNING FOR LITERACY TEACHING WITHIN CONTENT SUBJECTS

Teacher questions	Teacher actions
Which literacy skills and knowledge will the students need to complete the tasks within this topic/subject?	Think about the literacy demands within the topic to be studied. Consider the discipline area/the subject. Identify the aspects of reading, viewing, writing and speaking and listening skills and knowledge that the students might find challenging within the topic/subject. Think about literacy practices, processes and strategies within each mode, text structures and organisation, conventions of written language (spelling, punctuation, grammar, vocabulary etc.). Plan for explicit teaching of these aspects through regular short mini teaching times within the subject period.
What is my purpose for the writing task? For which purpose/s will students write? Which text type/s will students use? How will I ensure that the students know the purpose of, and requirements for, the task?	Identify the writing task—purpose, text type, criteria. Be clear about your purpose for the writing task.
What will be the assessment criteria? How will the writing task be assessed? Am I making sure that I assess content and writing knowledge?	Make assessment criteria explicit—content knowledge and writing skills. Assessment criteria can be teacher determined or negotiated with the students. Consider writing skills and knowledge as well as content. Focus on meaning, content, conventions, strategies.
What will students need to understand about the topic? How will I help them identify their information needs, locate resources and select, organise and present appropriate information?	Build content knowledge along with writing skills and knowledge. <i>Content knowledge</i> Build on what students already know. Provide opportunities for students to read to learn. Provide many and varied experiences to enhance the students' knowledge of the topic. Introduce vocabulary—technical terms.
	<i>Knowledge of writing and texts</i> Build on what students already know. Provide multiple examples of the text type.
What will the students need to know about the purpose, structure and language features of the text type (text knowledge)? How will I help them understand the work of writers, the writing process and texts? When? Which resources will I use? Why?	Deconstruct, reconstruct and construct texts with the students—work from shared to independent contexts. Use language to talk about texts and language, concepts, skills and knowledge.

Teacher questions	Teacher actions
What will I need to do to support the students before, during and after the writing process? What will I focus on during planning, drafting, revising, editing and publishing?	Support students as they work towards completing the writing task. Use short, focused teaching times that focus on writing. Teach at whole class, group and individual student level. Use multiple experiences in which the students are supported as they work towards independently completing the writing. Demonstrate the writing process. Use a range of strategies to help students prepare for writing, to draft, to revise and to publish their writing.
How will I record and use the assessment information? How will feedback be provided? By whom? When? What are the students expected to do?	Assess the writing task. Use teacher, student self-assessment and peer assessment. Use the assessment data to plan for further learning—to support and extend students.

## TEACHING LITERACY IN A CONTENT SUBJECT LESSON

Subject teachers can use content of their subject to teach literacy in context. They can teach aspects of literacy while the students are reading and writing about the content of the subject. The subject teachers can structure their teaching sessions (often periods of 50 minutes) to include a specific literacy focus while creating or using subject-specific texts. The following is one way to structure a session.

### DURING THE INTRODUCTION TO THE SESSION

Depending on the literacy demands of the session, upcoming task or activity, the teacher might select an aspect that needs to be explicitly taught in a mini teaching time (5–7 minutes) before addressing the subject content during the remainder of the session. For example, during the session the students might have to read and summarise a text on the topic. The teacher decides what the students need to know and do in order to summarise, and plans one or more mini literacy teaching times using a short model text on the subject.

### DURING THE ACTIVITIES CONDUCTED IN THE SESSION

The teacher might choose to conduct ‘in time’ teaching of and about an aspect of literacy as the lesson progresses. Once again, the literacy teaching will be a minor part of the whole session. For example, the teacher notices that some students are not sure how to spell some of the subject-specific vocabulary. The teacher takes the opportunity to use some of the students’ attempts to demonstrate strategies for attempting, checking and/or correcting spelling.

## DURING THE CONCLUDING PART OF THE SESSION

As a result of observing the students at work, the teacher might decide to conduct a literacy teaching focus that links with what they have done and what they are required to know, do and be in subsequent sessions. The teacher might pose questions that prompt students to reflect on their learning within the subject as well as what they have learnt about literacy during the session. For example, the History teacher might ask what the students have learnt about life in Ancient China from the multimodal text they read and then might ask them what they learnt about ways of organising written/visual/aural information in multimodal texts.

### CONSIDER AND CONNECT

Many schools encourage team planning in which groups of teachers work together to plan the teaching program. Think about and discuss the following. What might be the benefits and drawbacks of team planning? Suggest ways of overcoming the drawbacks. How might planning sessions be structured? What might common planning documents look like, and include? What could the teachers plan together? What might be left to the individual classroom or subject teacher?

## RESOURCES

Booker, K. 2012, Using Picturebooks to Empower and Inspire Readers and Writers in the Upper Primary Classroom. *Practical Strategies- Literacy Learning: the Middle Years*, 20:2, i-xiv

The author emphasises the importance of sharing picture books in the classroom even with older students. The use of picture books enables students to critically evaluate texts and can be used as a 'mentor text' for their own writing.

Booth Olsen, C. 2011, *The Reading/Writing Connection: Strategies for Teaching and Learning in the Secondary Classroom*, Pearson Allyn and Bacon, Boston.

The author provides practical, theory-based ideas and activities designed to help secondary teachers make explicit to their students what accomplished readers and writers do during their interactions with texts.

Cecil, N.L. & Gipe, J.P. 2009, *Literacy in Grades 4–8: Best Practices for a Comprehensive Program*, Second Edition, Holcomb Hathaway Publishers, Scottsdale.

The authors provide information about establishing a balanced and comprehensive literacy program that caters for student diversity. The book includes practical classroom strategies, procedures, activities and resources that assist student learning.

Fellowes, J. & Oakley, G. 2019, *Language, Literacy and Early Childhood Education*, Third Edition, Oxford University Press, South Melbourne.

The authors provide detailed information on language and literacy/literacies development, literacy teaching strategies and activities and ideas for planning and programming using ICT, literature and other resources.

Fountas, I. & Pinnell, G. 2017, *Literacy Continuum: a Tool for Assessment, Planning and Teaching*, Heinemann, Portsmouth.

The authors provide comprehensive information about literacy development and how to observe and assess each student's literacy behaviours and plan for responsive teaching across all elements of literacy.

Killen, R. 2012, *Effective Teaching Strategies: Lessons from Research and Practice*, Sixth Edition, Cengage Learning, South Melbourne.

The book describes key principles of teaching and learning and effective teaching strategies. It includes lesson planning guidelines and practical activities to use in a range of subject areas.

Westall, P. 2016, *What Teachers Need to Know about Differentiated Instruction*, ACER, Camberwell.

The author describes how to use data to guide differentiation through curriculum content, teaching methods, activities, resources and adapting the physical, social and digital learning environments to cater for individual learning rates and levels of ability.

Winch, G., Johnston, R., March, P., Ljungdahl, L. & Holliday, M. 2020, *Literacy: Reading, Writing and Children's Literature*, Sixth Edition, Oxford University Press, South Melbourne.

The authors provide a variety of practical approaches to teaching literacy that acknowledge the role of oral language, multiple literacies and the effect of technologies in developing students' literacy skills.