

## Principals as Literacy Leaders

# Literacy Practices Guide for the Primary Years

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This Guide has been developed to support reflection by both teachers and leaders on classroom literacy practices across a range of domains. It is suggested that those conducting the survey indicate with either a dash, a tick or series of ticks to indicate the extent to which the indicators of effective literacy practice are in place.

	<b>LITERARY PRACTICES GUIDE R-YR1</b> Focus is on rich language development, explicit teaching of phonemic awareness, letter/sound knowledge and sight words	Self-reflection	Principal/leader reflection
<b>CLASSROOM</b>	Room design supports whole group, small group and individual instruction		
	Comfortable, well-organised, informal reading area		
	Children's names displayed		
	Environmental print; labelling of resources, days of week, calendar, etc		
	Organisation of environmental print e.g. word families		
	"Living" word walls e.g. stickies, new words appearing		
	Accessible reading resources e.g. rhyming dictionary, picture dictionary		
	Range of text types in room: narrative, information, etc		
	Children's work displayed		
	Picture alphabet displayed		
	Imaginative play area (dress-up/shop/kitchen, etc)		
	Sets of magnetic/plastic letters for each child to manipulate		
	Evidence of group composition displayed		
	Home readers		
	Evidence of community, family involvement, e.g. business or community partnerships, family reading nights, mentors		
Comments			
<b>STUDENT WORK</b>	Work responded to and dated		
	Reasonable student attempts at all tasks		
	Explicit (specific) feedback		
	Targeted feedback; ie not every error marked		
	Correct model for invented spelling attempts		
	All levels displayed - not just "the best"		
	Student portfolios well organised and attractively collated		
	Comments		
<b>PLANNING</b>	Planning for:		
	Oral language and vocabulary development		
	Explicit phonological awareness teaching		
	Explicit letter-sound teaching		
	Explicit sight word teaching		
	Grouping of students		
	Rationale of order of letter-sound teaching		
	Explicit oral retelling		
	Individual tracking of student achievement		
	Link between assessment and instruction		
	Year-level collaboration		
	Reference to school-wide literacy plan		
	Comments		

	<b>LITERARY PRACTICES GUIDE R-YR1</b> Focus is on enjoyment of different text types; explicit teaching of phonemic awareness, letter/sound knowledge and sight words.	Self-reflection	Principal/leader reflection
<b>READING LESSON OBSERVATION</b>	Teacher reads aloud in every lesson		
	Modelling of good oral reading (phrasing, expression)		
	Variety of guided, shared and modelled reading strategies		
	Clear purpose set for reading; e.g. find facts, enjoyment		
	Explanation of text parts – title, author, words, pictures		
	Oral language development opportunities		
	Grouping of students for reading at level		
	Explicit vocabulary instruction – child-friendly definitions, “rich” instruction		
	Incidental practice of new vocabulary		
	Monitoring of progress		
	Variety of levels of oral questioning		
	Phonemic awareness in context		
	Explicit letter-sound teaching		
	Explicit sight word teaching		
	Constructing words with magnetic letters		
	Think-alouds used to model comprehension strategies		
Comments			
<b>OTHER LESSON OBSERVATION</b> Learning area:	Activates prior knowledge of content		
	Subject-specific vocabulary instruction		
	Practice of new vocabulary		
	Comments		
Assessment types used (e.g. teacher judgement, anecdotal notes, running records, portfolios, rubrics, alphabet checklists, phonological awareness assessments, standardised tests, receptive vocabulary tests, oral language tests)			

	<b>LITERARY PRACTICES GUIDE YRS 2 - 4</b> Focus is on securing letter/sound and word knowledge within a language-rich learning environment	Self-reflection	Principal/leader reflection
<b>CLASSROOM</b>	Room design supports whole group, small group and individual instruction		
	Comfortable, well-organised informal reading area		
	Displays of current student work		
	Alphabet displayed		
	"Living" word walls		
	Word families displayed		
	Other words categorised (e.g. in themes)		
	High-interest fiction and non-fiction books available at variety of reading levels		
	Multi-modal or read-along texts available		
	Take home books		
	Evidence of community, family involvement, e.g. business or community partnerships, family reading nights, mentors		
	Comments		
<b>STUDENT WORK</b>	Work responded to and dated		
	Reasonable student attempts at all tasks		
	Feedback is explicit, rather than simply "Good work" type comments.		
	Targeted feedback – page not covered in corrections		
	Correct model for incorrectly spelt words		
	All levels displayed - not just "the best"		
	Student portfolios well organised and attractively collated		
	Comments		
<b>PLANNING</b>	Planning for:		
	Explicit phonological awareness teaching where necessary, e.g. for particular individuals or groups		
	Explicit letter-sound (morphemes and spelling rules) and sight word teaching		
	Grouping of students		
	Use of technology to support literacy		
	Individual tracking of student achievement		
	Link between assessment and instruction		
	Year level collaboration		
	Comments		

	<b>LITERARY PRACTICES GUIDE YRS 2-4</b> Focus is on securing more advanced letter/sound knowledge and sight word knowledge within a language-rich learning environment	Self-reflection	Principal/leader reflection
<b>READING LESSON OBSERVATION</b>	Purpose of lesson stated		
	Modelling of good oral reading practices (fluency, use of expression)		
	Whole class and targeted individual assistance		
	Clear Before, During and After reading strategies articulated: <ul style="list-style-type: none"> <li>• Activate prior knowledge</li> <li>• Preview text layout of informational text</li> <li>• Specific attention to vocabulary</li> <li>• Use of strategies such as graphic organisers, mind maps, etc to assist comprehension</li> </ul>		
	Explicit instruction of strategies to decipher multi-syllabic words e.g. syllabifying; identifying known words parts		
	Variety of levels of questioning included		
	Think-alouds used to model comprehension strategies		
	Comments		
<b>OTHER LESSON OBSERVATION</b> Learning area:	Activated prior knowledge of content		
	Specific attention to content-specific vocabulary		
	Previewed text layout of informational text		
	Whole class and targeted individual assistance		
	Variety of levels of questioning included		
	Explicit teaching of comprehension strategies; e.g., retrieval charts, flow charts		
	Comments		
Assessment types used (e.g. teacher judgement, anecdotal notes, running records, portfolios, rubrics, alphabet checklists, phonological awareness assessments, standardised assessments, receptive vocabulary tests, oral language tests)			

	<b>LITERARY PRACTICES GUIDE YRS 5 - 7</b> Focus is on vocabulary development, fluency and comprehension	Self-reflection	Principal/leader reflection
<b>CLASSROOM</b>	Room design supports whole group, small group and individual instruction		
	Interesting word definitions displayed ("word consciousness")		
	High interest, fiction and non-fiction at different levels in class library		
	Word walls that focus on different elements of words, e.g. etymological roots, morphemic components		
	Task checklists displayed; e.g. for editing, researching,		
	Accessible references e.g. thesauruses, dictionaries,		
	Displays of current student work		
	Both individual and group work displayed		
	Culturally-diverse books, magazines and newspapers available in class library		
	Multi-modal or read-along texts available		
	Class newspaper/research projects displayed		
	Evidence of community, family involvement, e.g. business or community partnerships, family reading nights, mentors		
	Comments		
<b>STUDENT WORK</b>	Work responded to and dated		
	Reasonable student attempts at all tasks		
	Feedback is explicit and supportive, rather than simply "Good work" type comments.		
	Targeted feedback		
	Correct model for incorrectly spelt words		
	Student portfolios well organised and attractively collated (by students?)		
	Evidence of self-correction in student work		
	Comments		
<b>PLANNING</b>	Evidence of grade level planning		
	SSR at instructional level		
	Grouping of students		
	Differentiation of curriculum evident		
	Planning for advanced phonic work (spelling/grammatical rules)		
	School-wide reading plan		
	Use of technology to support literacy		
	Individual tracking of student achievement		
	Comments		

	<b>LITERARY PRACTICES GUIDE YRS 5 – 7</b> Focus is on vocabulary development, fluency and comprehension	Self-reflection	Principal/leader reflection
<b>READING LESSON OBSERVATION</b>	Modelling of good oral reading for performance purposes		
	Purpose of lesson stated		
	Whole class and targeted individual assistance		
	Clear Before, During and After reading strategies articulated <ul style="list-style-type: none"> <li>• Activate prior knowledge</li> <li>• Preview text layout of informational text</li> <li>• Specific attention to vocabulary</li> <li>• Use of strategies such as graphic organisers, mind maps, etc to assist comprehension</li> </ul>		
	Explicit instruction of strategies to decipher multi-syllabic words, e.g. syllabifying; identifying known words parts		
	Reference to use of glossaries, thesauruses, dictionaries		
	Use of “Accountable talk” – teachers ask for evidence for opinions, statements, etc		
	Range of levels of questions asked		
	Students given opportunities to use higher order skills - draw inferences, make connections, summarise, analyse, evaluate, apply to authentic situations		
	Comments		
<b>OTHER LESSON OBSERVATION</b> Learning area:	Activates prior knowledge of content		
	Explanation of text relating to maps and diagrams		
	Specific attention to content-specific vocabulary		
	Previews text layout of informational text		
	Checks for student understanding		
	Whole class and targeted individual assistance		
	Use of graphic organisers to organise information		
	Relate new to existing knowledge		
	Comments		
<ul style="list-style-type: none"> <li>• Assessment types used: Standardised or non-standardised e.g. Neale Analysis, Informal Prose Inventory, PAT-R, SAST, teacher judgement.</li> </ul>			

