State Government **Victoria** | Department of Education and
Early Childhood Development

Key Characteristics of Effective Literacy Teaching 7-10
Differentiating support for all students

Every child, every opportunity

Contents

Introduction

> The international evidence base has reached consensus about the significant influence teachers have in the classroom and the knowledge and the skill base required to teach all students well. In order to improve teacher practice, teachers must not only understand what it looks like to improve in different domains of learning but they must also believe they are capable of improving their practice.
> *e[5] Instructional Model*, DEECD, 2009

They Key Characteristics of Effective Literacy Teaching 7-10 provide a framework to support improvement in teaching and learning. The purpose of the document is to:

- Articulate effective practice in literacy teaching that supports differentiation within the classroom
- Build knowledge and capacity in literacy teaching and learning with a focus on student improvement
- Establish a common, shared language to describe effective practice in literacy teaching.

The document is applicable to a range of audiences:

- Classroom teachers: to enable them to guide their planning and instruction, based on student assessment information; to build discipline and pedagogical content knowledge; to focus discussion in professional learning teams
- Principals with the leadership team: to enable substantive conversations to take place with teachers on effective practice in literacy teaching, to inform Strategic and Annual Implementation Plans including professional learning opportunities for the whole staff, teams of teachers and individual teachers
- Regional Network Leaders and other regional staff: to support articulation of clear and consistent messages on literacy teaching and learning.

Students within each class have a wide range of literacy experiences, abilities and backgrounds. This provides a significant challenge as teachers support all students to develop the knowledge and skills for continuous engagement and improvement in literacy.

International research indicates that teachers need to consider systematically 'two phases of teaching' to respond effectively to the diversity of student learning needs and aspirations at all stages of learning:

- The first phase - quality differentiated classroom teaching for all students, and
- The second phase - additional short-term intervention to accelerate learning for students not achieving the expected level in literacy.

The *Key Characteristics of Effective Literacy Teaching 7–10* specifies the first phase high quality, differentiated classroom teaching for all students within the Victorian Essential Learning Standards (VELS) disciplines.

These key characteristics support teachers to recognise and build on their students' literacy skills and understanding within domains, ensuring all students are able to access the academic language and text types, domain specific vocabulary, concepts and behaviours required to be successful at school.

Language is our primary source of making meaning within each domain. It is the vocabulary, language features and text types which allow the content of the domain to be communicated, explored and learned. By teaching the literacy demands within domains explicitly, barriers to learning for many students are removed.

The first phase high quality, differentiated classroom teaching requires that *the teacher proactively plans and carries out varied approaches to content, process, and product in anticipation of and response to student differences in readiness, interest, and learning needs* (*e[5] Instructional Model*, DEECD, 2009).

To effectively plan for differentiated teaching within domains, teachers draw on their knowledge and understanding of key literacy teaching and learning theories, the developmental learning continuum of literacy, and knowledge and skills within the identified VELS domains. This is important for responsive and focused teaching for students at all levels. Teachers also require excellent knowledge of their students, including their interests and prior knowledge, English language proficiency, and their identified learning strengths and areas for improvement.

Teachers identify a specific focus for teaching using assessment data. This includes using assessment information to determine purposeful teaching strategies that meet the identified needs of individual students.

The *e⁵ Instructional Model* is used to inform the delivery of the planned curriculum. Teachers assess and monitor students' progress, adjusting their instruction to meet the needs of students when appropriate.

Planning, teaching and assessing literacy within the domains should be a process which is both strategic and sequential. This supports teachers to scaffold students' learning, moving from the gradual release of support towards independent student learning.

The *Key Characteristics of Effective Literacy Teaching 7–10* is a companion document to the *Victorian Literacy and Numeracy Statement*, and the other three *Key Characteristics of Effective Literacy Teaching P-6 and Key Characteristics of Effective Numeracy Teaching P-6 and 7-10*. These characteristics were informed by research and developed through consultation with classroom practitioners, literacy and numeracy experts, coaches and regional personnel.

The document has sections for Prep, Years 1 and 2, Years 3 and 4 and Years 5 and 6, each containing:

- **Teacher knowledge** – the disciplinary and pedagogical content knowledge that teachers require, including VELS standards for each domain and the Communication domain, ESL Standards, ESL Developmental Continuum P-10, Literacy Professional Learning Resource and advice on literacy learning concepts and theory
- **Literacy focus** – identifying key knowledge, concepts and skills within each domain
- **Assessment** – advice on key assessments, their timing and effective assessment practices to inform planning, teaching and assessment of literacy within each domain
- **Planning and instruction** – a systematic and sequential approach to the teaching and learning of literacy within each domain. This section also refers to the *e⁵ Instructional Model* which provides a framework to support differentiated, purposeful teaching for literacy.

Approaches

This document has embedded the following approaches and concepts to inform the teaching of literacy within the domains. These include: the Genre Teaching and Learning Cycle, the Four Resources Model (Luke & Freebody, 1999), the Register Continuum, Multiple Levels Of Text Processing (Munro, 1995) and Teacher Talk. All of these represent purposeful, planned and explicit approaches to the teaching of all aspects of literacy within the domains. Teachers should consider how they approach the teaching of speaking, listening, reading and writing to allow students to access the knowledge, skills and language of the domain.

This document describes the key characteristics of effective literacy teaching 7–10 in the following VELS domains:

- The Arts
- English
- Languages Other Than English
- The Humanities – Economics
- The Humanities – Geography
- The Humanities – History
- Mathematics
- Science
- Health and Physical Education.

Selected Readings

- [Literacy Professional Learning Resource](#)

Provides support and guidelines for effective practice for classroom teachers and school leaders as recommended in *Literacy Teaching and Learning in Victorian Schools Paper No. 9* Part A (August 2006).

- [Literacy Teaching and Learning in Victorian Schools](#) and [Evidence-based research for expert literacy teaching: Paper No. 12, October 2007 (PDF - 605Kb)](#)

Examines the findings of national and international literacy education research and discusses effective literacy teaching and learning practices. The reports provide high quality research-based information on how to best improve literacy skills to maximise student outcomes.

- [The Key Characteristics of Effective Literacy Teaching P–6 (PDF - 552Kb)](#)

Specifies the nature of quality differentiated classroom teaching for all students in Years Prep to 6. These characteristics were informed by research and developed through consultation with classroom practitioners, literacy experts, coaches and regional personnel. This document links to the Victorian Essential Learning Standards and relevant online literacy learning and teaching resources and includes sections on teacher knowledge, literacy focus, assessment, and planning and instruction.

The Arts

Teacher knowledge

The Victorian Essential Learning Standards (VELS) provide what is essential for students to learn in The Arts.

The Arts are unique, expressive, creative and communicative forms that engage students in critical and creative thinking and help them understand themselves and the world. In every society The Arts play a pivotal role socially, economically and culturally. The Arts encourage the development of skills and the exploration of technologies, forms and processes through single and multimodal forms. They fuel the exploration of ideas that cross the gamut of human emotions and moods through holistic learning in cognitive, emotional, sensory, aesthetic, kinaesthetic and physical fields.

In The Arts students learn to create, make, explore and respond through narratives, transactions, procedures, explanations, expositions, discussions, reviews and forms. They **listen** to appreciate, interpret, respond and create. Through **speaking**, they are able to articulate ideas, clarify understandings, express opinions, present and perform to various audiences. They **read** to build knowledge, recognising organisational elements in texts, including knowledge of technical language to understand concepts and symbols used to convey and interpret meaning. They apply an understanding of the way different text types are organised to **write** texts appropriate for their purpose and audience.

For effective literacy teaching in The Arts teachers require:

- thorough knowledge of the domains of The Arts and Communication – with a focus on levels 4 to 6 and ESL Standards: Stage SL, Stage S1, Stage S2, Stage S3 and Stage S4

- knowledge of the ESL Developmental Continuum P–10 (standards and progression profiles, indicators of progress, teaching strategies)

- knowledge of key literacy learning concepts including students' language development in the secondary years, scaffolding, appropriate texts selection to support literacy learning and the reciprocal relationship between oral language, reading and writing

- knowledge of oral language competencies necessary for the development of reading and writing knowledge and skills in the domains

- knowledge of the particular needs that students may have in relation to English language and literacy, including students from Koorie, ESL or Low SES backgrounds

- thorough knowledge of the Genre Teaching and Learning Cycle, Four Resources Model (Luke & Freebody, 1999), the Register Continuum, Multiple Levels Of Text Processing (Munro, 1995) and Teacher Talk.

Literacy focus for The Arts domain

Speaking	Listening	Reading/Viewing	Writing
Teachers purposefully plan for effective speaking and scaffold students' learning through:	Teachers purposefully plan for effective listening and scaffold students' learning through:	Teachers purposefully plan for effective reading/viewing and scaffold students' learning through:	Teachers purposefully plan for effective writing and scaffold students' learning through:
• using talk as preparation for reading and writing	• articulating learning goals and assessment outcomes for the lesson and checking for understanding from students	• purposefully selecting texts that expand students' view of and interest in The Arts	• identifying the purpose and audience of the text to be written
• using talk to stimulate interest and curiosity	• identifying stages and sequences of lesson(s) and checking for understanding from students	• identifying the purpose of texts	• making links for students from knowledge gained through speaking, listening and reading to construct texts
• using talk to signal the structured sequence of a lesson and connecting what is new to what is known	• monitoring and exploring the ways students follow and interpret instructions	• modelling and explaining to students strategies to learn the meaning of concepts and vocabulary within The Arts	• deconstructing texts to identify the language features, text structure, vocabulary and concepts that need to be demonstrated in the text
• identifying learning goals and assessment outcomes at the beginning of every lesson	• explaining the terminology and concepts specific to The Arts	• deconstructing and identifying the text structure and language features that allow students to make meaning from the text	• jointly constructing an example of the text to be written with the class or a group of students
• promoting questioning	• explaining to students how to listen to and record information, and follow instructions heard	• teaching notational systems in dance and music	• modelling the way different text types are organised so students can construct a text appropriate for their purpose and audience
• engaging in **focused instructional talk** to build students' background knowledge	• explicitly teaching strategies to identify and interpret aural devices used to convey and make meaning and to recognise an artist's viewpoint	• teaching strategies to interpret literal and inferential meanings in gestures, movements, marks, images, notes, sounds and words, including subtext and metaphor	• modelling and explaining to students strategies to record information from a variety of sources before writing
• focusing on making explicit connections in the talk to all levels of text (visual, word, meaning, functional and critical) through predicting, clarifying, questioning (at literal, inferential and evaluative levels), paraphrasing and summarising	• asking students questions to clarify understanding	• explicitly teaching and exploring with students how the use of text organisations including headings, main ideas, links, images and supporting details are used to gather information from reference (multimodal) texts	• explicitly teaching students to record information in their own words; reflecting personal meaning/ understanding/interpretation
• modelling the use of subject-specific vocabulary	• explicitly demonstrating strategies to analyse arts works to ascertain the artist's intention in order to respond appropriately	• explicitly teaching how the use of body movement, facial expression and gesture can be interpreted to make meaning	• explicitly demonstrating how to transfer written texts to graphic and symbolic representations
• providing repeated opportunities for students to contribute to discussions and performances in a meaningful way, by responding to, critiquing and elaborating on the ideas and responses presented by others	• exploring with students how the structure of arts works/texts illustrate the artists' styles, impacted by historical contexts including Baroque, Expressionism, or New Wave	• explicitly identifying and modelling ways in which texts attempt to position	• modelling and exploring with students the text forms and language structures to argue, position or point of view
• providing time for **cooperative learning**			• modelling the language/mode

- for students to use language to clarify their thinking and to communicate with others
- creating opportunities and exploring with students their role in instructing others in a group on how to perform a dance, or create an art work, or when directing a performance in drama or music
- building on and asking students to elaborate on each other's responses
- modelling and providing repeated opportunities for students to explain the processes used to construct an art work, performance or musical composition
- demonstrating strategies and explaining how to present information, develop an argument and draw conclusions, using relevant technical language
- identifying and explaining to students how body movement, facial expression and gesture enhance meaning
- providing time for students to share their learning, and to summarise, review, evaluate and reflect on their learning.

- exploring with students how language is used, and the relationship between the speaker and listener including attending to tone of voice and informal and formal language registers
- explicitly teaching students to identify and attend to aural patterns that are culturally determined and make meaning
- explicitly teaching and engaging students in group processes such as seeking clarification
- explicitly teaching students how to interpret and respond to strategic feedback on performance
- teaching the main organisational structures of spoken texts, such as dialogues, monologues and persuasive texts
- explicitly teaching the skills of giving and receiving feedback.

readers/audience.

appropriate to audience and purpose, to argue a position or point of view

- teaching the range of conjunctions and connectives used to indicate relationships between ideas in writing
- conferencing with students and providing immediate and frequent feedback
- teaching students to adopt a multi-strategy approach to spelling, applying phonological, morphemic, etymological and visual knowledge
- providing time for students to independently construct, draft and edit texts.

Assessment

Teachers continuously use assessment to inform planning and to identify the needs of every student and differentiate teaching to meet those needs.

At **the beginning** of each semester all teachers:

- use data about students' literacy achievements (including VELS Communication teacher judgements, VCAA On Demand Tests in Reading, Writing and Spelling, Linear progress tests for class cohorts at Years 7 – 8, Adaptive tests for selected students from Years 7 – 10 and NAPLAN) to understand the starting point for each student's literacy learning.

- plan for assessment within The Arts domain in order to effectively assess the knowledge and concepts of the domain.

Throughout the semester all teachers:

- use assessment data to differentiate instruction for each student

- use a range of assessment tools to support literacy learning in this domain

- analyse and moderate student work samples and how understandings of The Arts are demonstrated through communication in spoken, written and visual texts

- regularly observe students within the class context, particularly during independent and group tasks, and document progress and needs in literacy

- provide students with regular opportunities for self-assessment and self-reflection

- provide timely and frequent feedback including feedback on literacy knowledge and skills.

Planning and instruction

When planning for the explicit teaching of literacy in all domains, all teachers demonstrate capabilities as described in the e^5 *Instructional Model*.

Assessment is the starting point for planning and informs teaching to identify and differentiate the needs of every student. Effective teachers scaffold students' learning through a sequence of purposeful, planned and explicit speaking, listening, reading and writing procedures. Knowledge and concepts of the discipline are taught through the explicit instruction of vocabulary, language features and genres.

English

Teacher knowledge

The Victorian Essential Learning Standards (VELS) provide what is essential for students to learn in English.

In the English domain, *texts* and *language* constitute the central and essential concepts. The concept of *texts* focuses equally on creating and analysing texts, understanding and interpreting texts, and moving beyond interpretation to reflection and critical analysis. The concept of *language* includes the use of language and the development of linguistic competence, and the development of knowledge about language.

Students learn to appreciate, enjoy and use language and develop a sense of its richness and its power to evoke feelings, to form and convey ideas, to inform, to discuss, to persuade, to entertain and to argue.

In English students are asked to create and respond to texts by narrating, describing, responding, persuading, arguing, instructing and explaining. They will be able to deconstruct**,** manipulate, create, critique and evaluate a large range of text types, including spoken, written and visual and multimodal texts. In English they **listen** to develop knowledge about the appropriate oral language for particular audiences and occasions and the conventions of different texts. Through **speaking** they learn to apply their understanding of the grammatical structures of Standard Australian English. They **read** and view a wide range of texts to develop knowledge and understanding about the relationship between them and the contexts in which they are created, how to infer and evaluate texts and how they are being positioned by texts. They apply an understanding of the way different text types are organised so that they can **write** texts appropriate for their purpose and audience.

For effective literacy learning and teaching in English teachers require:

- thorough knowledge of the domains of English and Communication – with a focus on levels 4 to 6 and ESL Standards Stage SL, Stage S1, Stage S2, Stage S3 and Stage S4

- knowledge of the English Developmental Continuum P–10 (indicators of progress, teaching strategies, video snippets of typical student literacy behaviours) and if appropriate, the ESL Developmental Continuum P–10 (standards and progression profiles, indicators of progress, teaching strategies)

- knowledge of typical student literacy behaviours:

  - reading videos: 4.0, 4.5, 5.0, 5.5 and 6.0

  - writing videos: 4.0, 4.5, 5.0, 5.5 and 6.0

  - speaking and listening videos: 4.0, 4.5, 5.0, 5.5 and 6.0

- knowledge of key literacy learning concepts including students' language development in the secondary years, scaffolding, appropriate text selection to support literacy learning and the reciprocal relationship between oral language, reading and writing

- knowledge of oral language competencies necessary for the development of reading and writing knowledge and skills in the domains

- knowledge of the particular needs that students may have in relation to English language and literacy, including students from Koorie, ESL or low SES backgrounds

- thorough knowledge of the genre teaching and learning cycle, Four Resources Model (Luke & Freebody, 1999), the Register Continuum, Multiple Levels Of Text Processing (Munro, 1995) and Teacher Talk.

Literacy focus for the English domain

Speaking	Listening	Reading/Viewing	Writing
Teachers purposefully plan for effective speaking and scaffold students' learning through:	Teachers purposefully plan for effective listening and scaffold students' learning through:	Teachers purposefully plan for effective reading/viewing and scaffold students' learning through:	Teachers purposefully plan for effective writing and scaffold students' learning through:
• using talk as preparation for reading and writing • using talk to stimulate interest and curiosity • using talk to signal the structured sequence of a lesson and connecting what is new to what is known • identifying learning goals and assessment outcomes at the beginning of every lesson • promoting questioning • engaging in **focused instructional talk** to build students' background knowledge • focusing on making explicit connections in the talk to all levels of text (visual, word, meaning, function and critical) through predicting, clarifying, questioning (at literal, inferential and evaluative levels), paraphrasing and summarising • modelling the use of subject-specific vocabulary • responding to students' contributions in a meaningful way, reformulating ideas, skills and knowledge articulated by the students • building on and asking students to elaborate on each other's responses • providing opportunities for students to interact with others to express opinions about literary works and performances and to listen and respond to the views of others • modelling and explicitly teaching how to	• articulating learning goals and assessment outcomes for the lesson and checking for understanding from students • identifying stages and sequences of lesson(s) and checking for understanding from students • monitoring and exploring the ways students follow and interpret instructions • identifying language appropriate to context, purpose and audience • assisting students to identify the ways purpose, audience and situation affect the register of speech • attending to techniques used in spoken texts to position the listener, such as tone of voice and body language • assisting students to identify and recognise the structure of language and detect the intention of the author of the text • assisting students to interact in group processes and seek clarification • explicitly teaching the skills of giving and receiving feedback.	• purposefully selecting texts to explore an **interest in and engagement with reading for learning** • identifying the purpose of texts • modelling and explicitly teaching strategies that help students to learn meaning of new vocabulary and concepts • deconstructing and identifying the text structure and language features that allow students to make meaning from the text • teaching students to **comprehend texts** at literal, inferential and evaluative levels • helping students to construct meaning and interpret visual information • explicitly teaching ways to identify opinion, bias and point of view • creating opportunities for students to research information from a variety of sources, selecting and synthesising information, with the ability to question accuracy, bias and plausibility • explaining and exploring with students ways to identify how the text attempts to position them as	• identifying the purpose and audience of the text to be written • making links for students from knowledge gained through speaking, listening and reading to construct text • deconstructing texts to identify the language features, text structure vocabulary and concepts that need to be demonstrated in the text • jointly constructing an example of the text to be written with the class or a group of students • providing frequent opportunities for students to participate in the joint construction of texts • conferencing with students and providing timely and frequent feedback • teaching students to adopt a multi-strategy approach to spelling, applying phonological, morphemic, etymological and visual knowledge • explicitly teaching students how to select, summarise, paraphrase and organise ideas and information from a variety of sources • providing time for students to independently construct, draft and edit texts.

deliver oral presentations

- providing time for **cooperative learning** for students to use language to clarify their thinking and to communicate with others

- providing time for students to share their learning through talk, to help students summarise, review, evaluate and reflect on their learning.

readers/audience.

The **Victorian Premier's Reading Challenge** is for all Victorian students in Prep to Year 10.

The aim of the Challenge is to promote a love of reading and challenges students to read, to read more and to read more widely. The Reading Challenge book list is updated each year in consultation with experienced teacher-librarians.

There are over 7,000 titles on the Challenge book list. Each title has been allocated to the year level or levels for which it is **usually** most appropriate. The books on the list are diverse in style and cover a broad range of themes and ideas. The book list is a useful stand alone reference for teachers (it can be accessed by teachers even if their students are not involved in the Challenge).

The list also includes a range of young adult titles from which students, parents and teachers can choose reading material which is appropriate for each individual. The inclusion of a book on this list does not mean it is a recommended text for all students.

Premier's Reading Challenge book lists (http://www.education.vic.gov.au/prc/books/default.htm)

Assessment

Teachers continuously use assessment to inform planning and to identify the needs of every student and differentiate teaching to meet those needs.

At **the beginning** of each semester all teachers:

- use data about students' literacy achievements (including VELS Communication teacher judgements, [VCAA On Demand Tests in Reading, Writing and Spelling](), Linear progress tests for class cohorts at Years 7 – 8, Adaptive tests for selected students from Years 7 – 10 and [NAPLAN]()) to understand the starting point for each student's literacy learning.

- plan for assessment within the English domain in order to effectively assess the knowledge and concepts of the domain.

Throughout the semester all teachers:

- use assessment data to differentiate instruction for each student

- use a range of [assessment tools to support literacy learning]() in this domain

- analyse and moderate student work samples and how understandings of English are demonstrated through communication in spoken, written and visual texts

- regularly observe students within the class context, particularly during independent and group tasks, and document progress and needs in literacy

- provide students with regular opportunities for self-assessment and self-reflection

- provide timely and frequent feedback including clear feedback on literacy knowledge and skills.

Planning and instruction

When planning for the explicit teaching of literacy in all domains, all teachers demonstrate capabilities as described in the *e^5 Instructional Model*.

Assessment is the starting point for planning and informs teaching to identify and differentiate the needs of every student. Effective teachers scaffold students' learning through a sequence of purposeful, planned and explicit speaking, listening, reading and writing procedures. Knowledge and concepts of the discipline are taught through the explicit instruction of vocabulary, language features and genres.

Languages other than English (LOTE)

Teacher knowledge

The Victorian Essential Learning Standards (VELS) provide what is essential for students to learn in LOTE.

In learning a language, students develop communication skills and knowledge and come to understand social, historical, familial relationships and other aspects of the specific language and culture of the speakers of the language they are studying. Learners are also provided with the tools, through comparison and reflection, to understand language, culture and humanity in a broad sense. In this way, language learning contributes to the development of intercultural aware citizens at a time of rapid globalisation.

Literacy in one language supports and enhances literacy in other languages. By comparing the features of English with those of the target language students are better able to understand the structures and workings of English. Through learning a second or a third language, students gain insights and understanding about how language functions, including knowledge about the structure of words, the structure of sentences, the sound patterns possible in a language and how the structural features of a spoken language can be manipulated. These skills are transferable and enhanced by acquiring more languages. The explicit teaching of language and communication in LOTE supports, in particular, students who are having difficulty with English literacy.

In LOTE students learn to locate, select, organise, present and explain through everyday literature and media texts. They **listen** to gain information and follow instructions and listen to deduce and identify the main idea and supporting details in spoken texts. Through **speaking**, they are able to express their wishes, feelings, needs and opinions. They **read** to engage with the target language, building vocabulary knowledge and knowledge of text structures to make meaning. They apply an understanding of the way different text types are organised to **write** texts appropriate for their purpose and audience.

For effective literacy learning and teaching in languages other than English teachers require:

- thorough knowledge of the domains of LOTE, English and Communication – with a focus on levels 4 to 6 and ESL Standards: Stage SL, Stage S1, Stage S2, Stage S3 and Stage S4

- thorough knowledge of how learning another language can enhance literacy in English as demonstrated in the research document: Teaching and Learning Languages Other Than English (LOTE) in Victorian schools

- the ESL Developmental Continuum P–10 (standards and progression profiles, indicators of progress, teaching strategies)

- knowledge of key literacy learning concepts including: students' language development in the secondary years which include scaffolding, appropriate text selection to support literacy learning and the reciprocal relationship between oral language, reading and writing

- knowledge of oral language competencies necessary for the development of reading and writing knowledge and skills in the domains

- knowledge of the particular needs that students may have in relation to English language and literacy, including students from Koorie, ESL or Low SES backgrounds

- thorough knowledge of the Genre Teaching and Learning Cycle, Four Resources Model (Luke & Freebody, 1999), the Register Continuum, Multiple Levels Of Text Processing (Munro, 1995) and Teacher Talk.

Literacy focus for the Languages Other Than English (LOTE) domain

Speaking	Listening	Reading/Viewing	Writing
Teachers purposefully plan for effective speaking and scaffold students' learning through:	Teachers purposefully plan for effective listening and scaffold students' learning through:	Teachers purposefully plan for effective reading/viewing and scaffold students' learning through:	Teachers purposefully plan for effective writing and scaffold students' learning through:
• using talk as preparation for reading and writing	• articulate learning goals and assessment outcomes for the lesson and checking for understanding from students	• purposefully selecting texts of appropriate level of difficulty that expand students' view of the target language culture to help students identify the similarities and differences between their own culture	• identifying the purpose and audience of the text to be written
• using talk to stimulate interest and curiosity			• supporting students to choose language appropriate to audience and purpose
• identifying learning goals and assessment outcomes at the beginning of every lesson	• identifying stages and sequences of lesson(s) and checking for understanding from students	• modelling text orientation and structure that are culturally derived	• modelling and explicitly teaching text orientation and structure that are culturally derived and how these compare to their own culture
• signalling to students the structured sequence of a lesson and connecting what is new to what is known	• allowing students to gain information and follow instructions	• deconstructing and identifying the text structure and language features to make meaning from texts and to draw comparisons with English	• making links from knowledge gained through speaking, listening and reading to construct texts
• encouraging students to use target language to communicate, allowing wait time for students to become confident to do so	• monitoring and exploring the ways students follow and interpret instructions	• modelling and explicitly teaching word identification strategies including visual and phonic patterns, word derivations and meanings	• deconstructing texts to identify and compare the language features, text structure, vocabulary and concepts that need to be demonstrated in the text
• engaging in [focused instructional talk](#), moving from formulaic expressions to explicit teaching of structures of sentences and comparing these structures to those found in English	• prompting students to ask questions to clarify meaning	• modelling and explicitly teaching students to use a range of self-correcting strategies when reading, including reading-on and sub vocalising	
	• explaining the structures of questions, statements and commands and comparing these structures to those in English		• modelling and explicitly teaching the way different text types are organised so they can construct a text appropriate for their purpose and audience
• focusing on making explicit connections in the teacher talk to all levels of text (visual, word, meaning, function and critical) through predicting, clarifying, questioning (at literal, inferential and evaluative levels), paraphrasing and summarising	• teaching students strategies of listening for meaning including identifying key words	• modelling and explicitly teaching students to read texts orally, utilising appropriate stress, pause, intonation and inflection patterns appropriate to the target language	• jointly constructing texts with students
	• supporting students to interpret requests for information	• explicitly teaching the strategies to infer word meanings from context	• modelling for students strategies to maintain sequence and meaning, through re-reading work during writing, changing words and phrases, and checking for errors
• modelling and providing opportunities for conversation to build knowledge of pronunciation, enunciation and inflection patterns to support	• modelling for students how to identify and interpret emotive words in an argument and comparing these to emotive words used in English	• explicitly teaching how to use the important organisational elements in texts including main ideas and	• explicitly teaching strategies to independently monitor word
	• teaching students to compare the cultural conventions of transactions in different languages		

conveyed meaning

- explaining the use of culturally appropriate body movement, facial expressions and gestures to convey and interpret meaning

- modelling and explicitly teaching the vocabulary, syntax and grammar of the language and identifying the similarities and differences between these elements in the target language and English

- explicitly teaching students to express their wishes, feelings, needs and opinions

- modelling and explicitly teaching students to correct word constructions, understanding of word usage, including phonic patterns, word derivations and meanings

- <u>building on</u> and asking students to elaborate on each other's responses

- providing opportunities for students to contribute to discussions in a meaningful way

- supporting students to demonstrate an understanding of and sensitivity to cultural conventions

- providing opportunities for students to practise and apply newly learned language and skills in familiar and unfamiliar contexts

- teaching students to identify ways in which ideas are expressed to influence the listener in a discussion compared to how this is achieved in English

- providing opportunities for students to interact in group processes

- directing students to attend to tone of voice, language used, and to understand the relationship between the speaker and listener

- explicitly teaching and modelling for students the main organisational structures of spoken texts, such as procedures, explanations and expositions.

supporting details and headings

- modelling and explicitly teaching how to view and interpret diagrams, tables, graphs and symbols that links information

- modelling and explicitly teaching students to interpret questions, statements, words and syntactic patterns and compare these features to those in English

- supporting students to describe the features, appearance, behaviour and feelings of a character in a story and to identify opinions and feelings portrayed in texts

- explicitly teaching and modelling how to analyse and compare different representations of cultural events.

construction and attempt corrections through an understanding of word usage including visual and phonic patterns, word derivations and meanings

- conferencing with students and providing timely and frequent feedback

- providing time for students to independently construct, draft and edit texts.

Assessment

Teachers continuously use assessment to inform planning and to identify the needs of every student and differentiate teaching to meet those needs.

At **the beginning** of each semester all teachers:

- use data about students' literacy achievements (including VELS Communication teacher judgements, VCAA On Demand Tests in Reading, Writing and Spelling, Linear progress tests for class cohorts at Years 7 – 8, Adaptive tests for selected students from Years 7 – 10 and NAPLAN) to understand the starting point for each student's literacy learning.

- plan for assessment within the LOTE domain in order to effectively assess the knowledge and concepts of the domain.

Throughout the semester all teachers:

- use assessment data to differentiate instruction for each student

- use a range of assessment tools to support literacy learning in this domain

- analyse and moderate student work samples and how understandings of LOTE are demonstrated through communication in spoken, written and visual texts

- regularly observe students within the class context, particularly during independent and group tasks, and document progress and needs in literacy

- provide students with regular opportunities for self-assessment and self-reflection

- provide timely and frequent feedback including clear feedback on literacy knowledge and skills.

Planning and instruction

When planning for the explicit teaching of literacy in all domains, all teachers demonstrate capabilities as described in the *e^5 Instructional Model*.

Assessment is the starting point for planning and informs teaching to identify and differentiate the needs of every student. Effective teachers scaffold students' learning through a sequence of purposeful, planned and explicit speaking, listening, reading and writing procedures. Knowledge and concepts of the discipline are taught through the explicit instruction of vocabulary, language features and genres.

The Humanities - Economics (Levels 4-6)

Teacher knowledge

The Victorian Essential Learning Standards (VELS) provide what is essential for students to learn in Economics.

Economics is the study of how different societies allocate resources to satisfy the wants and needs of its members. As with any social Science, Economics is concerned with human social behaviour: the behaviour of individuals and the interaction among them. Economics is also concerned with how to best manage resource scarcity and addresses the requirements for human survival and economic sustainability.

To be successful in Economics students need to demonstrate a variety of literacy skills in order to effectively convey their skills, knowledge and understandings of the discipline. Students are expected to interpret and critically examine material, write extended responses and produce effective summaries.

In Economics students learn to define, locate, select, organise, present and assess information through discussions, explanations, expositions, recounts and reports. They **listen** to gain information and respond constructively to the ideas and opinions of others. Through **speaking**, they are able to discuss ideas, offer explanations, ask questions and argue constructively. They **read** to build knowledge by recognising organisational elements in texts (including knowledge of technical language to understand economic concepts), select resources, identify fact from opinion and discuss ways in which different media treat the same event. They apply an understanding of the way different text types are organised so that they can **write** texts appropriate for their purpose and audience.

For effective literacy learning and teaching in Economics teachers require:

- thorough knowledge of the domains of Economics and Communication – with a focus on levels 4 to 6 and ESL Standards: Stage SL, Stage S1, Stage S2, Stage S3 and Stage S4

- knowledge of the ESL Developmental Continuum P–10 (standards and progression profiles, indicators of progress, teaching strategies)

- knowledge of key literacy learning concepts including: students' language development in the secondary years which include scaffolding, appropriate text selection to support literacy learning and the reciprocal relationship between oral language, reading and writing

- knowledge of oral language competencies necessary for the development of reading and writing knowledge and skills in the domains

- knowledge of the particular needs that students may have in relation to English language and literacy, including students from Koorie, ESL or Low SES backgrounds

- thorough knowledge of the Genre Teaching and Learning Cycle, Four Resources Model (Luke & Freebody, 1999), the Register Continuum, Multiple Levels Of Text Processing (Munro, 1995) and Teacher Talk.

Literacy focus for the Humanities domain (Economics)

Speaking	Listening	Reading/Viewing	Writing
Teachers purposefully plan for effective speaking and scaffold students' learning through:	Teachers purposefully plan for effective listening and scaffold students' learning through:	Teachers purposefully plan for effective reading/viewing and scaffold students' learning through:	Teachers purposefully plan for effective writing and scaffold students' learning through:
• using talk as preparation for reading and writing	• articulate learning goals and assessment outcomes for the lesson and checking for understanding from students	• purposefully selecting texts that expand students' view of and interest in Economics	• identifying the purpose and audience of the text to be written
• using talk to stimulate interest and curiosity	• identifying stages and sequences of lesson(s) and checking for understanding from students	• identifying the purpose of texts	• making links from the knowledge gained from speaking, listening and reading to construct texts
• using talk to signal the structured sequence of a lesson and connecting what is new to what is known	• using subject-specific vocabulary to demonstrate and explain knowledge and concepts of Economics	• identifying language features to make meaning from texts	• deconstructing texts to identify the text structure, language features, vocabulary and concepts that need to be demonstrated in the text
• identifying learning goals and assessment outcomes at the beginning of every lesson	• monitoring and evaluating how students interpret and follow instructions	• modelling and explicitly teaching strategies to learn the meaning of vocabulary and concepts appropriate to the study of Economics	• jointly constructing an example of the text to be written with the class or a group of students
• promoting questioning	• modelling how to recognise a speaker's point of view	• deconstructing and identifying the text structure and language features that allow students to make meaning from the text	• explicitly teaching and modelling for students how to record information from a variety of sources before writing
• engaging in **focused instructional talk** to build students' background knowledge	• explicitly teaching students to discriminate fact from opinion	• explicitly teaching text organisation of headings, main ideas, links and supporting details to gather information from reference/multimodal texts and primary and secondary sources	• explicitly teaching and modelling for students how to transfer written texts to graphic and symbolic representations
• focusing on making explicit connections in the talk to all levels of text (visual, word, meaning, function and critical) through predicting, clarifying, questioning (both at literal, inferential and evaluative levels) paraphrasing and summarising	• allowing students time to listen, interact and ask questions to clarify meaning	• helping students to acquire new knowledge of the related subject matter/issue/text type	• explicitly teaching students how to select, summarise, paraphrase and organise ideas and information from a variety of sources, using a range of recording formats including graphic organisers
• modelling the use of subject-specific vocabulary	• providing time for students to interact in group processes and seek clarification	• modelling and supporting students to use the information and ideas implicit in texts by referring to text features and structure	• explicitly teaching students the way different text types are organised appropriately for purpose and audience
• responding to students' contributions in a meaningful way, reformulating ideas, skills and knowledge articulated by the students	• modelling for students how to identify the main idea and supporting details of a spoken report and summarise it for others	• explicitly teaching students to view and interpret diagrams, tables, graphs, symbols and relationships to explain, describe, interpret and argue	• modelling and explicitly teaching
• **building on** and asking students to elaborate on each other's responses	• modelling the strategies speakers use to influence the audience		
• modelling use of a variety of	• attending to techniques used in		

connectives or conjunctions to express cause and effect and time

- providing time for students to explore their ideas and understandings through [cooperative learning](#) for students to use language to clarify their thinking and to communicate with others
- explicitly teaching and modelling how to present information, develop an argument and draw conclusions using relevant technical language
- promoting understanding of and sensitivity to cultural conventions and values
- modelling and supporting students to deliver oral presentations using knowledge and understanding of economic reasoning to explain theories and key factors that influence the economy
- providing time for students to share their learning to summarise, review, evaluate and reflect on their learning.

spoken texts to position the listener such as tone of voice and body language

- explicitly teaching students how to recognise the main organisational structures of spoken texts, such as descriptions, explanations and expositions
- explicitly teaching the skills of giving and receiving feedback.

Economics concepts

- explicitly teaching how to interpret a variety of forms of information
- explicitly teaching students to identify opinion, bias and point of view through language choice
- explicitly teaching research skills using information from a variety of sources
- selecting and synthesising information, with the ability to question accuracy, bias and plausibility
- engaging students in interpreting comparisons and contrasts of aspects of places, times, systems and cultures
- explicitly teaching and modelling for students how to identify the ways texts attempt to position them as readers/audience.

students how to choose language appropriate to audience and purpose, to argue a position or point of view

- explicitly teaching how to use a range of conjunctions and connectives to indicate relationships between ideas in writing
- conferencing with students and providing timely and frequent feedback
- teaching students to adopt a multi-strategy approach to spelling, applying phonological, morphemic, etymological and visual knowledge
- providing time for students to independently construct, draft and edit texts.

Assessment

Teachers continuously use assessment to inform planning and to identify the needs of every student and differentiate teaching to meet those needs.

At **the beginning** of each semester all teachers:

- use data about students' literacy achievements (including VELS Communication teacher judgements, VCAA On Demand Tests in Reading, Writing and Spelling, Linear progress tests for class cohorts at Years 7 – 8, Adaptive tests for selected students from Years 7 – 10 and NAPLAN) to understand the starting point for each student's literacy learning.

- plan for assessment within the Economics domain in order to effectively assess the knowledge and concepts of the domain.

Throughout the semester all teachers:

- use assessment data to differentiate instruction for each student

- use a range of assessment tools to support literacy learning in this domain

- analyse and moderate student work samples and how understandings of Economics are demonstrated through communication in spoken, written and visual texts

- regularly observe students within the class context, particularly during independent and group tasks, and document progress and needs in literacy

- provide students with regular opportunities for self-assessment and self-reflection

- provide timely and frequent feedback including clear feedback on literacy knowledge and skills.

Planning and instruction

When planning for the explicit teaching of literacy in all domains, all teachers demonstrate capabilities as described in the *e^5 Instructional Model*.

Assessment is the starting point for planning and informs teaching to identify and differentiate the needs of every student. Effective teachers scaffold students' learning through a sequence of purposeful, planned and explicit speaking, listening, reading and writing procedures. Knowledge and concepts of the discipline are taught through the explicit instruction of vocabulary, language features and genres.

The Humanities - Geography (Levels 4-6)

Teacher knowledge

The Victorian Essential Learning Standards (VELS) provide what is essential for students to learn in Geography.

Geography is the study of physical and human environments from a spatial perspective. It provides students with the knowledge and skills to observe and describe places on the surface of the Earth and to analyse and provide explanations from a spatial perspective of human and physical phenomena and their complex interactions. Students' evolving understanding of their world provides a basis for evaluating strategies for the sustainable use and management of the world's resources.

To be successful in Geography students need to demonstrate a variety of literacy skills in order to effectively convey their skills, knowledge and understandings of the discipline. Students are expected to interpret and critically examine material, write extended responses and produce effective summaries.

In Geography students learn to define, locate, select, organise, present and assess through discussion, instructing, explanation, exposition, recounting and reporting. They **listen** to gain information and respond constructively to the ideas and opinions of others. Through **speaking**, they are able to discuss ideas, offer explanations, ask questions and argue constructively. They **read** to build knowledge by recognising organisational elements in texts, including knowledge of technical language to understand geographical concepts, select resources, distinguish fact from opinion and discuss ways in which different media treat the same event. They apply an understanding of the way different text types are organised so that they can **write** texts appropriate for their purpose and audience.

For effective literacy learning and teaching in Geography teachers require:

- thorough knowledge of the domains of Geography and Communication – with a focus on levels 4 to 6 and ESL Standards: Stage SL, Stage S1, Stage S2, Stage S3 and Stage S4

- knowledge of the ESL Developmental Continuum P–10 (standards and progression profiles, indicators of progress, teaching strategies)

- knowledge of key literacy learning concepts including students' language development in the secondary years, scaffolding, appropriate text selection to support literacy learning, and the reciprocal relationship between oral language, reading and writing

- knowledge of oral language competencies necessary for the development of reading and writing knowledge and skills in the domains

- knowledge of the particular needs that students may have in relation to English language and literacy, including students from Koorie, ESL or Low SES backgrounds

- thorough knowledge of the Genre Teaching and Learning Cycle, Four Resources Model (Luke & Freebody, 1999), the Register Continuum, Multiple Levels Of Text Processing (Munro, 1995) and Teacher Talk.

Literacy focus for the Humanities domain (Geography)

Speaking	Listening	Reading/Viewing	Writing
Teachers purposefully plan for effective speaking and scaffold students' learning through: • using talk as preparation for reading and writing • using talk to stimulate interest and curiosity • using talk to signal the structured sequence of a lesson and connecting what is new to what is known • identifying learning goals and assessment outcomes at the beginning of every lesson • promoting questioning • engaging in **focused instructional talk** to build students' background knowledge • focusing on making explicit connections in the talk to all levels of text (visual, word, meaning, function and critical) through predicting, clarifying, questioning (both at literal, inferential and evaluative levels) paraphrasing and summarising • modelling the use of subject-specific vocabulary • responding to students' contributions in a meaningful way, reformulating ideas, skills and knowledge articulated by the students • **building on** and asking students to elaborate on each other's responses • modelling use of a variety of	Teachers purposefully plan for effective listening and scaffold students' learning through: • articulating learning goals and assessment outcomes for the lesson and checking for understanding from students • identifying stages and sequences of lesson(s) and checking for understanding from students • using subject-specific vocabulary to demonstrate and explain geographical knowledge and concepts • monitoring and evaluating how students follow and interpret instructions • explicitly teaching students to discriminate fact from opinion • modelling how to recognise a speaker's viewpoint • providing students with time to listen, interact and ask questions to clarify meaning • providing time for students to interact in group processes and seek clarification • modelling for students how to identify the main idea and supporting details of the spoken report and summarise it for others • modelling the strategies speakers use to influence an audience	Teachers purposefully plan for effective reading/viewing and scaffold students' learning through: • purposefully selecting texts that expand their view of and interest in Geography • identifying the purpose of texts • identifying language features to make meaning from texts • modelling and explicitly teaching strategies to assist students to make meaning of Geography specific vocabulary and concepts • explicitly teaching text organisation of headings, main ideas, links and supporting details to gather information from reference/multimodal texts and primary and secondary sources • helping students to acquire new knowledge of the related subject matter/issue/text type • modelling and supporting students to use the information and ideas implicit in texts by referring to text features and structure • explicitly teaching how to view and interpret diagrams, tables, graphs and symbols to explain, describe, interpret and argue • explicitly teaching how to interpret a variety of forms of information • explicitly teaching students to identify	Teachers purposefully plan for effective writing and scaffold students' learning through: • identifying the purpose and audience of the text to be written • making links for students from knowledge gained through speaking, listening and reading to construct texts • deconstructing texts to identify the text structure, language features, vocabulary and concepts that need to be evident in the text • jointly constructing an example of the text to be written with the class or a group of students • explicitly teaching and modelling for students how to record information from a variety of sources before writing • explicitly teaching and modelling for students how to transfer written texts to graphic and symbolic representations • explicitly teaching students how to select, summarise, paraphrase and organise ideas and information from a variety of sources, using a range of recording formats including graphic organisers • explicitly teaching students how different text types are organised so they can construct a text appropriate for their purpose and audience

connectives or conjunctions to express cause and effect and time - providing time for **cooperative learning** for students to use language to clarify their thinking and to communicate with others - explicitly teaching and modelling how to present information, develop an argument and draw conclusions using relevant technical language - naming and summarising abstract processes like deforestation or globalisation - promoting understanding of, and sensitivity to, cultural conventions and values - modelling and supporting students to deliver oral presentations using geographical knowledge to explain events and phenomena - providing time for students to share their learning to articulate, summarise, review, evaluate and reflect on their learning.	- attending to techniques used in spoken texts to position the listener such as tone of voice and body language - explicitly teaching students to recognise the main organisational structures and language features of spoken texts, such as explanations and expositions - explicitly teaching the skills of giving and receiving feedback.	opinion, bias and point of view through language choice - explicitly teaching research skills using a variety of sources, selecting and synthesising information, to develop an ability to question its reliability, accuracy, bias and plausibility - engaging students in interpreting comparisons and contrasts of aspects of places, times, systems and cultures - explicitly teaching and modelling the ways texts attempt to position the reader/audience.	- explicitly teaching and modelling for students how to write an argument on a topical issue - exploring and engaging students in choosing language appropriate to audience and purpose, to argue a position or point of view - explicitly teaching how to use a range of conjunctions and connectives to indicate relationships between ideas in writing - explicitly teaching students how to use circumstances of time, including changes in environmental conditions over time - conferencing with students and providing timely and frequent feedback - teaching students to adopt a multi-strategy approach to spelling, applying phonological, morphemic, etymological and visual knowledge - providing time for students to independently construct, draft and edit texts.

Assessment

Teachers continuously use assessment to inform planning and to identify the needs of every student and differentiate teaching to meet those needs.

At **the beginning** of each semester all teachers:

- use data about students' literacy achievements (including VELS Communication teacher judgements, VCAA On Demand Tests in Reading, Writing and Spelling, Linear progress tests for class cohorts at Years 7 – 8, Adaptive tests for selected students from Years 7 – 10 and NAPLAN) to understand the starting point for each student's literacy learning.

- plan for assessment within the Geography domain in order to effectively assess the knowledge and concepts of the domain.

Throughout the semester all teachers:

- use assessment data to differentiate instruction for each student

- use a range of assessment tools to support literacy learning in this domain

- analyse and moderate student work samples and how understandings of Geography are demonstrated through communication in spoken, written and visual texts

- regularly observe students within the class context, particularly during independent and group tasks, and document progress and needs in literacy

- provide students with regular opportunities for self-assessment and self-reflection

- provide timely and frequent feedback including clear feedback on literacy knowledge and skills.

Planning and instruction

When planning for the explicit teaching of literacy in all domains, all teachers demonstrate capabilities as described in the *e^5 Instructional Model*.

Assessment is the starting point for planning and informs teaching to identify and differentiate the needs of every student. Effective teachers scaffold students' learning through a sequence of purposeful, planned and explicit speaking, listening, reading and writing procedures. Knowledge and concepts of the discipline are taught through the explicit instruction of vocabulary, language features and genres.

The Humanities - History (Levels 4-6)

Teacher knowledge

The Victorian Essential Learning Standards (VELS) provide what is essential for students to learn in History.

History is the study of the past from ancient civilisations to today's news. Learning in the History domain provides students with knowledge, skills and behaviours to understand themselves and their world, to apply their understanding in their present lives and consider futures they desire.

The past is a great narrative of people's lives, events both trivial and major, ideas and ways of thinking. The past gives students inspiration and alternatives for their own lives. It helps them understand how the world has changed in the past and how it might be changed again in the future. It assists students to distinguish between the ephemeral and what is of lasting worth.

The study of History encompasses the broad time sweep of human History from ancient and medieval times to today. It develops in students an understanding of cultures, ideas and values that are important to other societies as well as their own. It considers the way societies have changed and also the significant continuities that prevail. Key concepts include time, continuity, change, motivation, cause and effect as well as concepts that relate to particular historical contexts.

In History students learn to define, locate, select, organise, present and assess through discussion, explanation, exposition, recounting, reporting and narrating. They **listen** to gain information and respond constructively to the ideas and opinions of others. Through **speaking**, they are able to articulate ideas, clarify understandings, and express opinions. They **read** to build knowledge by recognising organisational elements in texts, including knowledge of technical language to understand historical concepts, select resources, identify fact from opinion and recognise and discuss the position taken by the writer. They apply an understanding of the way different text types are organised so that they can **write** texts appropriate for their purpose and audience.

For effective literacy learning and teaching in History teachers require:

- thorough knowledge of the domains of History and Communication – with a focus on levels 4 to 6 and ESL Standards: Stage SL, Stage S1, Stage S2, Stage S3 and Stage S4

- knowledge of the ESL Developmental Continuum P–10 (standards and progression profiles, indicators of progress, teaching strategies)

- knowledge of key literacy learning concepts, including students' language development in the secondary years, scaffolding, appropriate text selection to support literacy learning and the reciprocal relationship between oral language, reading and writing

- knowledge of oral language competencies necessary for the development of reading and writing knowledge and skills in the domains

- knowledge of the particular needs that students may have in relation to English language and literacy, including students from Koorie, ESL or Low SES backgrounds

- thorough knowledge of the Genre Teaching and Learning Cycle, Four Resources Model (Luke & Freebody, 1999), the Register Continuum, Multiple Levels Of Text Processing (Munro, 1995) and Teacher Talk.

Literacy focus for the Humanities domain (History)

Speaking	Listening	Reading/Viewing	Writing
Teachers purposefully plan for effective speaking and scaffold students' learning through: • using talk as preparation for reading and writing • using talk to stimulate interest and curiosity • using talk to signal the structured sequence of a lesson and connecting what is new to what is known • identifying learning goals and assessment outcomes at the beginning of every lesson • promoting questioning • engaging in <u>focused instructional talk</u> to build students' background knowledge • focusing on making explicit connections in the talk to all levels of text (visual, word, meaning, function and critical) through predicting, clarifying, questioning (at literal, inferential and evaluative levels) paraphrasing and summarising • modelling the use of subject-specific vocabulary • responding to students' contributions in a meaningful way, reformulating ideas, skills and knowledge articulated by students • <u>building on</u> and asking students to elaborate on each other's responses • modelling use of a variety of	Teachers purposefully plan for effective listening and scaffold students' learning through: • articulating learning goals and assessment outcomes for the lesson and checking for understanding from students • identifying stages and sequences of lesson(s) and checking for understanding from students • using subject-specific vocabulary to demonstrate and explain knowledge of History and its concepts • monitoring and exploring the ways students follow and interpret instructions • explicitly teaching students to distinguish fact from opinion • modelling how to recognise a speaker's viewpoint • allowing students time to listen, interact and ask questions that clarify meaning • providing time for students to interact in group processes and seek clarification • modelling for students how to identify the main idea and supporting details of a spoken report, summarising it for others • modelling the strategies speakers use to influence audiences • explicitly identifying how the structure	Teachers purposefully plan for effective reading/viewing and scaffold students' learning through: • purposefully selecting texts to explore and expand their view of and interest in History • identifying the purpose of the text • modelling and explicitly teaching strategies to learn the meaning of History vocabulary and concepts • deconstructing and identifying the text structure and language features that allow students to bring/make meaning from the text • explicitly teaching cause-effect relationships within the domain of History • explicitly teaching text organisation of headings, main ideas, links and supporting details to gather information from reference/multimodal texts and primary and secondary sources • explicitly teaching students to construct meaning through viewing and interpreting diagrams, tables, graphs and symbols to explain, describe, interpret and argue • engaging students in interpreting comparisons and contrasts of aspects of places, times, systems and cultures • explicitly teaching students to identify opinion, bias and point of view	Teachers purposefully plan for effective writing and scaffold students' learning through: • identifying the purpose and audience of the text to be written • making links for students through knowledge gained from speaking, listening and reading to construct texts • deconstructing texts to identify the language features of the text structure, vocabulary and concepts that need to be demonstrated in the text to be written • jointly constructing an example of the text to be written with the class or a group of students • explicitly teaching and modelling how to record information from a variety of sources before writing • explicitly teaching and modelling for students how to transfer written texts to graphic and symbolic representations • explicitly teaching students how to select, summarise, paraphrase and organise ideas and information from a variety of sources, using a range of recording formats including graphic organisers • explicitly teaching and explaining the way different text types are organised so they can construct a text appropriate for their purpose and

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connectives or conjunctions to express cause and effect and time • providing time for students to explore their ideas and understandings through [cooperative learning](#) for students to use language to clarify their thinking and to communicate with others • explicitly teaching and modelling how to present information, develop an argument and draw conclusions, using relevant technical language • promoting understanding of and sensitivity to cultural conventions and values • modelling and supporting students to deliver oral presentations using historical knowledge to explain, argue or defend ideas and theories • providing time for students to share their learning to summarise, review, evaluate and reflect on what they've learned.	of language can demonstrate the intent of the author to influence • attending to techniques used in spoken texts to position the listener, such as tone of voice and body language • explicitly teaching and exploring with students the main organisational structures of spoken texts, such as historical recounts and descriptions • explicitly teaching the skills of giving and receiving feedback.	through language choice • exploring opportunities to find things out from a variety of sources, selecting and synthesising information, and developing an ability to question accuracy, bias and plausibility • explicitly teaching students how to interpret a variety of forms of information • explicitly teaching and modelling ways the text attempts to position readers/audience.	audience • explicitly teaching and modelling for students how to argue in favour of or against position or point of view • exploring and engaging students in choosing language appropriate to audience and purpose, to argue a position or point of view • explicitly teaching students to use a range of conjunctions and connectives to indicate relationships between ideas in writing • explicitly teaching students to use phases referring to circumstances of time, such as in the nineteenth century, during this period, at this time • conferencing with students providing timely and frequent feedback • teaching students to adopt a multi-strategy approach to spelling, applying phonological, morphemic, etymological and visual knowledge • providing time for students to independently construct, draft and edit texts.

Assessment

Teachers continuously use assessment to inform planning and to identify the needs of every student and differentiate teaching to meet those needs.

At **the beginning** of each semester all teachers:

- use data about students' literacy achievements (including VELS Communication teacher judgements, VCAA On Demand Tests in Reading, Writing and Spelling, Linear progress tests for class cohorts at Years 7 – 8, Adaptive tests for selected students from Years 7 – 10 and NAPLAN) to understand the starting point for each student's literacy learning.

- plan for assessment within the History domain in order to effectively assess the knowledge and concepts of the domain.

Throughout the semester all teachers:

- use assessment data to differentiate instruction for each student

- use a range of assessment tools to support literacy learning in this domain

- analyse and moderate student work samples and how understandings of History are demonstrated through communication in spoken, written and visual texts

- regularly observe students within the class context, particularly during independent and group tasks, and document progress and needs in literacy

- provide students with regular opportunities for self-assessment and self-reflection

- provide timely and frequent feedback including clear feedback on literacy knowledge and skills.

Planning and instruction

When planning for the explicit teaching of literacy in all domains, all teachers demonstrate capabilities as described in the *e^5 Instructional Model*.

Assessment is the starting point for planning and informs teaching to identify and differentiate the needs of every student. Effective teachers scaffold students' learning through a sequence of purposeful, planned and explicit speaking, listening, reading and writing procedures. Knowledge and concepts of the discipline are taught through the explicit instruction of vocabulary, language features and genres.

Mathematics

Teacher knowledge

The Victorian Essential Learning Standards (VELS) provide what is essential for students to learn in [Mathematics](#).

Mathematics is a human endeavour that has developed by practice and theory from the dawn of civilisation to the present day. Many societies and cultures have contributed to the growth of Mathematics, often in times of scientific, technological, artistic and philosophical change and development. Complementary to this broad perspective of Mathematics are the various mathematical practices that take place day to day in communities around the world.

While the usefulness of Mathematics for modelling and problem solving is well known, Mathematics also has a fundamental role in enabling cultural, social and technological advances, and empowering individuals as critical citizens in contemporary society and for the future. Number, space and measurement, chance and data are common aspects of most people's mathematical experience in everyday personal, study and work situations. Equally important are the essential roles that mathematical structure and working mathematically play in people's understanding of the natural and human worlds.

In Mathematics students learn to define, locate, select, organise, present and explain through procedures, descriptions, reports, expositions and arguments. They **listen** to gain information and respond constructively to the ideas and opinions of others to follow instructions. Through **speaking**, they are able to discuss ideas, describe mathematical concepts and processes, offer explanations, ask questions and argue constructively. They **read** to build knowledge by recognising organisational elements in texts, including knowledge of technical language to understand mathematical concepts and recognise opinions and points of view. They devise alternative ways for resolving mathematical problems. They apply an understanding of the way different [text types](#) are organised so that they can **write** texts appropriate for their purpose and audience.

For effective literacy learning and teaching in Mathematics teachers require:

- thorough knowledge of the domains of [Mathematics](#) and [Communication](#) – with a focus on levels 4 to 6 and [ESL Standards](#): [Stage SL](#), [Stage S1](#), [Stage S2](#), [Stage S3](#) and [Stage S4](#)

- knowledge of the [ESL Developmental Continuum P–10](#) (standards and progression profiles, indicators of progress, teaching strategies)

- knowledge of key [literacy learning concepts](#), including: students' language development in the secondary years which include scaffolding, appropriate text selection to support literacy learning and the reciprocal relationship between oral language, reading and writing

- knowledge of [oral language competencies](#) necessary for the development of reading and writing knowledge and skills in the domains

- knowledge of the particular needs that students may have in relation to English language and literacy, including students from [Koorie](#), [ESL](#) or [low SES](#) backgrounds

- thorough knowledge of the [Genre Teaching and Learning Cycle](#), [Four Resources Model](#) (Luke & Freebody, 1999), the [Register Continuum](#), [Multiple Levels Of Text Processing](#) (Munro, 1995) and [Teacher Talk](#).

Literacy focus for the Mathematics domain

Speaking	Listening	Reading/Viewing	Writing
Teachers purposefully plan for effective speaking and scaffold students' learning through: • using talk as preparation for reading and writing • using talk to stimulate interest and curiosity • identifying students conceptions and misconceptions through talk • using talk to signal the structured sequence of a lesson and connecting what is new to what is known • identifying learning goals and assessment outcomes at the beginning of every lesson • promoting questioning • engaging in focused instructional talk to build students' background knowledge • focusing on making explicit connections in the talk to all levels of text (visual, word, meaning, function and critical) through predicting, clarifying, questioning (both at literal, inferential and evaluative levels) paraphrasing and summarising • modelling the use of subject-specific vocabulary • building on and asking students to elaborate on each other's responses • modelling (demonstrating) and explicitly teaching the use of prepositions to take on different	Teachers purposefully plan for effective listening and scaffold students' learning through: • articulating learning goals and assessment outcomes for the lesson and checking for understanding from students • identifying stages and sequences of lesson(s) and checking for understanding from students • monitoring and exploring the ways students follow and interpret instructions • modelling (demonstrating) and explaining the use of mathematical vocabulary • engaging students in demonstrations with interactions allowing students to have input and to ask clarifying questions • modelling (demonstrating) for students how to interact in group processes and seek clarification • explicitly teaching students to recognise the main organisational structures of spoken texts including explanations • Explicitly teaching the skills of giving and receiving feedback.	Teachers purposefully plan for effective reading/viewing and scaffold students' learning through: • purposefully selecting texts that expand their view of and interest in the world of Mathematics • modelling (demonstrating) and explicitly teaching strategies to learn the meaning of mathematical vocabulary and concepts • deconstructing and identifying the language features that allow students to make meaning from texts • explicitly teaching students how to view and interpret diagrams, tables, graphs and symbols and mathematical relationships to explain, describe, interpret and justify • modelling (demonstrating) and exploring with students how to interpret information in a variety of forms • identifying key information presented in problems to consider solutions.	Teachers purposefully plan for effective writing and scaffold students' learning through: • making links for students from knowledge gained through speaking, listening and reading to construct texts • deconstructing texts to identify the language features, mathematical vocabulary and ideas, information and concepts required in a text to achieve its purpose • explicitly teaching and modelling (demonstrating) for students how to transfer written texts to graphic and symbolic representations • explicitly teaching and modelling (demonstrating) for students how to document observations and record data • explicitly teaching students how to select, summarise, paraphrase and organise ideas and information from a variety of sources, using a range of recording formats including graphic organisers • explicitly teaching students the way different text types are organised to construct a text appropriate for their purpose and audience • explicitly teaching students to use conjunctions to express cause and effect, relationships, sequences and comparisons • jointly constructing an example of the

mathematical meanings

- modelling (demonstrating) for students how to present information, develop an argument and draw conclusions using relevant technical language
- modelling (demonstrating) and explicitly teaching students how to deliver oral presentations, using knowledge and understanding of mathematical reasoning to explain theories and key concepts
- providing time for students to engage in **cooperative learning** for students to use language to clarify their thinking and to communicate with others
- providing time for students to share their mathematical learning to summarise, review, evaluate and reflect on their learning.

text to be written with the class or a group of students

- providing frequent opportunities for students to participate in the joint construction of texts
- teaching students to adopt a multi-strategy approach to spelling, applying phonological, morphemic, etymological and visual knowledge
- conferencing with students and providing immediate and frequent feedback
- providing time for students to independently construct, draft and edit written mathematical texts.

Assessment

Teachers continuously use assessment to inform planning and to identify the needs of every student and differentiate teaching to meet those needs.

At **the beginning** of each semester all teachers:

- use data about students' literacy achievements (including VELS Communication teacher judgements, VCAA On Demand Tests in Reading, Writing and Spelling, Linear progress tests for class cohorts at Years 7 – 8, Adaptive tests for selected students from Years 7 – 10 and NAPLAN) to understand the starting point for each student's literacy learning.

- plan for assessment within the Mathematics domain in order to effectively assess the knowledge and concepts of the domain.

Throughout the semester all teachers:

- use assessment data to differentiate instruction for each student

- use a range of assessment tools to support literacy learning in this domain

- analyse and moderate student work samples and how understandings of Mathematics are demonstrated through communication in spoken, written and visual texts

- regularly observe students within the class context, particularly during independent and group tasks, and document progress and needs in literacy

- provide students with regular opportunities for self-assessment and self-reflection

- provide timely and frequent feedback including clear feedback on literacy knowledge and skills.

Planning and instruction

When planning for the explicit teaching of literacy in all domains, all teachers demonstrate capabilities as described in the *e⁵ Instructional Model*.

Assessment is the starting point for planning and informs teaching to identify and differentiate the needs of every student. Effective teachers scaffold students' learning through a sequence of purposeful, planned and explicit speaking, listening, reading and writing procedures. Knowledge and concepts of the discipline are taught through the explicit instruction of vocabulary, language features and genres.

Science

Teacher knowledge

The Victorian Essential Learning Standards (VELS) provide what is essential for students to learn in Science.

To be human is to be curious about the world we live in, to wonder why it is that way, and to ask about our place in it. A fundamental goal for Science education is to stimulate, respond to and nourish such curiosity, wonder and questioning. Science provides us with one view of the world – a view that changes as our knowledge and understanding of Science evolves.

Science is a human process influencing and influenced by social values. Science has a long and fascinating History of human attempts to appreciate, understand, control and manage our world. Scientists use techniques of scientific investigation to create an understanding of the world. The resulting cumulative knowledge is part of our human heritage.

In Science students are asked to inquire, interpret and explain, by predicting, classifying, instructing, investigating, discussing, arguing and summarising. They **listen** to gain information and follow instructions. Through **speaking**, they construct scientific meaning by linking prior understanding to new knowledge. They **read** to build knowledge by recognising organisational elements in texts, including knowledge of technical language to understand scientific concepts and phenomena. They apply an understanding of the way different text types are organised so that they can **write** texts appropriate for their purpose and audience.

For effective literacy learning and teaching in Science teachers require:

- thorough knowledge of the domains of Science and Communication – with a focus on levels 4 and 6 and ESL Standards, Stage SL, Stage S1, Stage S2, Stage S3 and Stage S4

- knowledge of the ESL Developmental Continuum P–10 (standards and progression profiles, indicators of progress, teaching strategies)

- knowledge of key literacy learning concepts, including students' language development in the secondary years, scaffolding, appropriate text selection to support literacy learning, and the reciprocal relationship between oral language, reading and writing

- knowledge of oral language competencies necessary for the development of reading and writing knowledge and skills in the domains

- knowledge of the particular needs that students may have in relation to English language and literacy, including students from Koorie, ESL or Low SES backgrounds

- thorough knowledge of the Genre Teaching and Learning Cycle, Four Resources Model (Luke & Freebody, 1999), the Register Continuum, Multiple Levels Of Text Processing (Munro, 1995) and Teacher Talk.

Literacy focus for the Science domain

Speaking	Listening	Reading/Viewing	Writing
Teachers purposefully plan for effective speaking and scaffold students' learning through: - using talk as preparation for reading and writing - using talk to stimulate interest and curiosity - identifying students conceptions and misconceptions through talk - using talk to signal the structured sequence of a lesson and connecting what is new to what is known - identifying learning goals and assessment outcomes at the beginning of every lesson - promoting questioning - engaging in **focused instructional talk** to build students' background knowledge - focusing on making explicit connections in the talk to all levels of text (visual, word, meaning, function and critical) through predicting, clarifying, questioning (at literal, inferential and evaluative levels) paraphrasing and summarising - modelling the use of subject-specific vocabulary - providing time for students to explore through **cooperative learning** for students to use language to clarify their thinking, and to communicate with others	Teachers purposefully plan for effective listening and scaffold students' learning through: - articulating learning goals and assessment outcomes for the lesson and checking for understanding from students - identifying stages and sequences of lessons and checking for understanding from students - monitoring and exploring the ways students follow and interpret instructions - using scientific vocabulary to demonstrate and explain scientific knowledge and concepts - allowing students to gain information and follow instructions - allowing students to participate in demonstrations, encouraging students to have input and to ask clarifying questions - modelling (demonstrating) how to analyse speech critically to ascertain the purpose of the author and respond appropriately - identifying how the structure of language can demonstrate the intent of the author - modelling (demonstrating) for students how to interact in group processes and seek clarification - identifying for students how to attend	Teachers purposefully plan for reading/viewing and scaffold students' learning through: - purposefully selecting texts that expand their view of and interest in the world of Science - identifying the purpose of texts - explicitly teaching strategies to learn the meaning of scientific terminology and concepts - deconstructing and identifying the text structure and language features that allow students to make meaning from texts - identifying cause and effect relationships within scientific texts - exploring with students how to acquire new knowledge of the related subject matter/issue/text type - explicitly teaching students how to use text organisation of headings, main ideas, links and supporting details to research information from reference texts - explicitly teaching students how to view and interpret scientific diagrams, tables, graphs, symbols to explain, describe, interpret and argue - modelling (demonstrating) for students how to interpret information in a variety of forms - explicitly teaching students how to identify hierarchical concept	Teachers purposefully plan for effective writing and scaffold students' learning through: - identifying the purpose and audience of the text to be written - making links for students from knowledge gained through speaking, listening and reading to construct texts - deconstructing texts to identify the language features, text structure, vocabulary and concepts that are required in the text to achieve its purpose - jointly constructing an example of the text to be written with the class or a group of students - explicitly teaching and modelling (demonstrating) for students how to transfer written texts to graphic and symbolic representations - explicitly teaching and modelling (demonstrating) for students how to document observations and record data - explicitly teaching students how to use the language features, scientific vocabulary and structures that need to be demonstrated in a text to achieve its purpose, including arguments, predictions and reports - teaching students to adopt a multi-strategy approach to spelling applying phonological, morphemic,

- **building on** and asking students to elaborate on each other's responses
- discussing facts, findings and opinions to reflect on processes, share and analyse data, determine validity of conclusions, apply concepts and create meaning
- modelling (demonstrating) for students through talk how to predict outcomes and generate hypotheses and explanations
- articulating cause and effect relationships in explaining observations or experimental results
- modelling (demonstrating) for students through talk how to present information, develop an argument and draw conclusions using relevant technical language
- modelling (demonstrating) for students and assisting them to deliver oral presentations using scientific knowledge and vocabulary to explain, argue or defend ideas and theories
- providing time for students to share their learning with talk, to summarise, review, evaluate and reflect on their learning.

to tone of voice, language used and the relationship between the speaker and listener
- explicitly teaching the skills of giving and receiving feedback.

relationships in Science that determine levels of classification
- explicitly teaching students how to find things out from a variety of sources, selecting and synthesising information and to develop an ability to question its accuracy, bias and plausibility
- explicitly teaching students how to identify opinion, bias and point of view in texts
- modelling (demonstrating) for students how to identify ways the text attempts to position them as readers/audience.

etymological and visual knowledge
- explicitly teaching students how to select, summarise, paraphrase and organise ideas and information from a variety of sources
- explicitly teaching students the way different text types are organised so they can construct a text appropriate for their purpose and audience
- explicitly teaching students to use conjunctions to express cause and effect, relationships, sequences and comparisons
- explicitly teaching students to organise complex information, ideas and arguments using a variety of media
- providing frequent opportunities for students to participate in the joint construction of texts
- modelling (demonstrating) for students how to present alternative positions on reports, explanations or arguments
- modelling (demonstrating) for students how to write deductive arguments using scientific knowledge learned in class
- modelling(demonstrating) for students how to form and evaluate conclusions
- conferencing with students and providing immediate and frequent feedback
- providing time for students to independently construct, draft and edit texts.

Assessment

Teachers continuously use assessment to inform planning and to identify the needs of every student and differentiate teaching to meet those needs.

At **the beginning** of each semester all teachers:

- use data about students' literacy achievements (including VELS Communication teacher judgements, VCAA On Demand Tests in Reading, Writing and Spelling, Linear progress tests for class cohorts at Years 7 – 8, Adaptive tests for selected students from Years 7 – 10 and NAPLAN) to understand the starting point for each student's literacy learning.

- plan for assessment within the Science domain in order to effectively assess the knowledge and concepts of the domain.

Throughout the semester all teachers:

- use assessment data to differentiate instruction for each student

- use a range of assessment tools to support literacy learning in this domain

- analyse and moderate student work samples and how understandings of Science are demonstrated through communication in spoken, written and visual texts

- regularly observe students within the class context, particularly during independent and group tasks, and document progress and needs in literacy

- provide students with regular opportunities for self-assessment and self-reflection

- provide timely and frequent feedback including clear feedback on literacy knowledge and skills.

Planning and instruction

When planning for the explicit teaching of literacy in all domains, all teachers demonstrate capabilities as described in the *e^5 Instructional Model*.

Assessment is the starting point for planning and informs teaching to identify and differentiate the needs of every student. Effective teachers scaffold students' learning through a sequence of purposeful, planned and explicit speaking, listening, reading and writing procedures. Knowledge and concepts of the discipline are taught through the explicit instruction of vocabulary, language features and genres.

Health and Physical Education

Teacher knowledge

The Victorian Essential Learning Standards (VELS) provide what is essential for students to learn in Health and Physical Education.

The Health and Physical Education domain provides students with knowledge, skills and behaviours to enable them to achieve a degree of autonomy in developing and maintaining their physical, mental, social and emotional health. This domain focuses on the importance of a healthy lifestyle and physical activity in the lives of individuals and groups in our society.

This domain is unique in having the potential to impact on the physical, social, emotional and mental health of students. It promotes the potential for lifelong participation in physical activity through the development of motor skills and movement competence, health-related physical fitness and sport education.

In Health and Physical Education students learn to explain, instruct, question, describe, analyse, evaluate and hypothesise through procedures, descriptions, reports, explanations, expositions and arguments. They **listen** to gain information, recall facts, follow instructions and respond constructively to the ideas and opinions of others. Through **speaking,** they are able to instruct others, ask questions and clarify meanings, offer explanations and argue constructively. They **read** to build knowledge by recognising organisational elements in texts, including knowledge of technical language to understand concepts of the domain. They apply an understanding of the way text types are organised so that they can **write** texts appropriate for their purpose and audience.

For effective literacy learning and teaching in Health and Physical Education teachers require:

- thorough knowledge of the domains of Health and Physical Education and Communication – with a focus on levels 4 to 6 and ESL Standards: Stage SL, Stage S1, Stage S2, Stage S3 and Stage S4

- knowledge of the ESL Developmental Continuum P–10 (standards and progression profiles, indicators of progress, teaching strategies)

- knowledge of key literacy learning concepts including students' language development in the secondary years, scaffolding, appropriate text selection to support literacy learning and the reciprocal relationship between oral language, reading and writing

- knowledge of oral language competencies necessary for the development of reading and writing knowledge and skills in the Health and Physical Education domain

- knowledge of the particular needs that students may have in relation to English language and literacy, including students from Koorie, ESL or Low SES backgrounds

- thorough knowledge of the Genre Teaching and Learning Cycle, Four Resources Model (Luke & Freebody, 1999), the Register Continuum, Multiple Levels Of Text Processing (Munro, 1995) and Teacher Talk.

Literacy focus for the Health and Physical Education domain

Speaking	Listening	Reading/Viewing	Writing
Teachers purposefully plan for effective speaking and scaffold students' learning through: • using talk as preparation for reading and writing • using talk to stimulate interest and curiosity • using talk to signal the structured sequence of a lesson and connecting what is new to what is known • identifying learning goals and assessment outcomes at the beginning of every lesson • promoting questioning • engaging in **focused instructional talk** to build students' background knowledge • focusing on making explicit connections in the talk to all levels of text (visual, word, meaning, function and critical) through predicting, clarifying, questioning (at literal, inferential and evaluative levels), paraphrasing and summarising • modelling use of subject-specific vocabulary • providing time for students, through discussions and debates, to reformulate ideas, knowledge and skills through talk • **building on** and asking students to elaborate on each other's responses • explicitly teaching and modelling	Teachers purposefully plan for effective listening and scaffold students' learning through: • articulating learning goals and assessment outcomes for the lesson and checking for understanding from students • identifying stages and sequences of lesson(s) and checking for understanding from students • monitoring and exploring the ways students follow and interpret instructions • modelling use of specialised terminology of the Health and Physical Education domain • providing opportunities for students to identify and clarify meaning when participating in demonstrations and engaging in group interactions. • explicitly identifying for students the main idea and supporting details of a spoken report and then asking students to summarise • explicitly identifying and exploring with students how to attend to tone of voice, language used, and the relationship between the speaker and listener • explicitly teaching and explaining to students how to interpret and respond to strategic feedback on performance • explicitly teaching and explaining to students how to recognise the main	Teachers purposefully plan for effective reading/viewing and scaffold students' learning through: • purposefully selecting texts that enhance their breadth of understanding and enjoyment of the domain • identifying the purpose of texts • modelling and explicitly teaching strategies to learn the meaning of vocabulary and concepts appropriate to the study of Health and Physical Education • deconstructing and identifying the text structure and language features that allow students to make meaning from the text • explicitly teaching and explaining to students how to identify and use organisational elements in texts, including main ideas and supporting details • explicitly teaching and explaining to students how to use text organisation of headings, main ideas and supporting details to gather information • explicitly teaching and exploring with students how to view and interpret diagrams, tables and graphs, symbols and diagrammatic notes, and explaining to students how to interpret information by linking symbols, prose and diagrams	Teachers purposefully plan for effective writing and scaffold students' learning through: • identifying the purpose and audience of the text to be written • making links for students from knowledge gained from speaking, listening and reading to construct texts • deconstructing texts to identify the language features, text structure, vocabulary and concepts that need to be demonstrated in texts • jointly constructing an example of the text to be written with the class or group of students • explicitly teaching and modelling for students how to transfer written texts to graphic and symbolic representations • explicitly teaching and explaining to students the way different text types are organised to construct a text appropriate for their purpose and audience • modelling and explaining to students how to write an argument on a topical issue • providing frequent opportunities for students to participate in the joint construction of texts • explicitly teaching and exploring with students how to develop different ways of linking paragraphs using a

(demonstrating) how to speculate, hypothesise or discuss possibilities	organisational structures of spoken texts, including procedures, explanations and expositions	• explicitly teaching and engaging students in recognising bias and objectivity distinguishing facts from hypotheses, theories or opinions	range of cohesive devices, e.g. choice of connectives, referencing and linking phrases
• providing time for students to explore their ideas and understandings through [cooperative learning](#) for students to use language to clarify their thinking and to communicate with others	• explicitly teaching the skills of giving and receiving feedback.	• engaging students in comparing and evaluating the presentation of ideas, values or emotions in related or contrasting texts.	• conferencing with students and providing immediate and frequent feedback
• modelling and explaining for students, through talk, how to present information, develop an argument and draw conclusions, using relevant subject-specific vocabulary			• teaching students to adopt a multi-strategy approach to spelling, applying phonological, morphemic, etymological and visual knowledge
• modelling and exploring with students, through talk, how to present a case persuasively to gain the attention, and influence the responses of, a specified audience			• explicitly teaching students how to select, summarise, paraphrase and organise ideas and information from a variety of sources, using a range of recording formats including graphic organisers
• modelling for students how to direct, coach and instruct their peers			• providing time for students to independently construct, draft and edit texts.
• providing time for students to share their learning to summarise, review, evaluate and reflect on their learning.			

Assessment

Teachers continuously use assessment to inform planning and to identify the needs of every student and differentiate teaching to meet those needs.

At **the beginning** of each semester all teachers:

- use data about students' literacy achievements (including VELS Communication teacher judgements, VCAA On Demand Tests in Reading, Writing and Spelling, Linear progress tests for class cohorts at Years 7 – 8, Adaptive tests for selected students from Years 7 – 10 and NAPLAN) to understand the starting point for each student's literacy learning.
- plan for assessment within the Health and Physical Education domain in order to effectively assess the knowledge and concepts of the domain.

Throughout the semester all teachers:

- use assessment data to differentiate instruction for each student
- use a range of assessment tools to support literacy learning in this domain
- analyse and moderate student work samples and how understandings of Health and Physical Education are demonstrated through communication in spoken, written and visual texts
- regularly observe students within the class context, particularly during independent and group tasks, and document progress and needs in literacy
- provide students with regular opportunities for self-assessment and self-reflection
- provide timely and frequent feedback including clear feedback on literacy knowledge and skills.

Planning and instruction

When planning for the explicit teaching of literacy in all domains, all teachers demonstrate capabilities as described in the *e^5 Instructional Model*.

Assessment is the starting point for planning and informs teaching to identify and differentiate the needs of every student. Effective teachers scaffold students' learning through a sequence of purposeful, planned and explicit speaking, listening, reading and writing procedures. Knowledge and concepts of the discipline are taught through the explicit instruction of vocabulary, language features and genres.

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