

ENGLISH CURRICULUM DAY
27th March 2015

1. C.A.F.E

The focus for the first part of our Curriculum day was unpacking the Reading Strategies from C.A.F.E

C = Comprehension

A = Accuracy

F = Fluency

E = Expand Vocabulary

The reading section of this program is currently being piloted in the Sub school B (Middle school) as clearly outlined in our school's A.I.P

1. Strategic Spelling.

Middle and Senior school teachers attended a PD with Monique Corcoran and Kathy Goodwin to introduce Strategic Spelling as an explorative and investigative approach of word relationship and understanding.

As a result of this PD, students in Middle and Senior school are beginning to utilize different approaches to spelling based on Visual, Phonemic, Etymological and Morphemic strategies.

2. Phonological Awareness

Junior School teachers and many of our integration aides attended a PD to explore the nature and development of Phonological Awareness and the role in literacy development. During the session the teachers focused on the links that phonological awareness has with phonics and the ways in which THRASS can be used as a tool to support children, in their acquisition of reading and writing skills. Teachers are now working to implement these strategies when teaching reading and writing to their students.

3. Handwriting.

Presentation from Marnee Wills (outsourced presenter). Teachers were given the opportunity to view current research on the importance of explicitly teaching handwriting skills. They discussed the links between the 'haptics' of handwriting and students' cognitive development and how writing by hand strengthens the learning process. Teachers were provided with a number of resources for teachers wishing to promote neat, legible and fluent handwriting in the classroom.

As a result of this PD, the English team is currently auditing the processes and strategies that are currently being used to teach Handwriting. In addition we are also reviewing our handwriting policy with reference to the links handwriting has with the development of reading and writing. The English team is also considering the possibility of Marnee Wills returning to our school to provide Professional Development on the explicit teaching and sequence involved in teaching Handwriting at different levels within our school.