



# Lurnea Public School TPL Action Plan

2017 Early Stage One

Scanning Question				
Hunch				
In our opinion, good oral language is the foundation to high quality reading and writing. Our students need purposeful interactions and experiences to act as the stimulus to encourage and develop the use of the writing mechanics.				
<b>Taking Action</b>				
What will we do differently?				
	Issue	Desired Outcome	Action	Resources
Data Collection	Students are not verbalising their thoughts into complete sentences prior to writing	Students can articulate a simple sentence before writing	<ul style="list-style-type: none"> <li>• Video Annotations</li> <li>• Work samples</li> </ul>	<ul style="list-style-type: none"> <li>• Talk partner wheels</li> <li>• Shared vocab- think it, say it, write it</li> </ul>
Programming	Students are not able to apply the mechanics of writing	Students develop good oral language that can be used to construct written text	<ul style="list-style-type: none"> <li>• Programming of short sharp interventions focused on sight words, letter/sound and letter combinations</li> <li>• Program shared learning experiences that engage students in learning conversation</li> </ul>	<ul style="list-style-type: none"> <li>• Sight word activities</li> <li>• Letter/sound activities</li> <li>• Quick cards – ticket out the door</li> <li>• Shared experiences – linked with student interests</li> <li>• Talk partners</li> </ul>
Collaboration	Our students visual and short term memory is underdeveloped.	Teachers have a greater understanding of how information is stored in long term memory	<ul style="list-style-type: none"> <li>• Research on visual memory - how does the brain retain and process information</li> </ul>	<ul style="list-style-type: none"> <li>• David Sousa resources</li> </ul>
<b>Checking</b>		Are we making enough of a difference? How do we know?		
What evidence will we be seeking to know we are making a difference?		Video evidence, hearing and recording sounds (L3 assessment), summative sound/letter assessment		
When will you check and how often?		Video evidence – one every fortnight to be shared at Collaboration		
How can we check in a way that allows for adjustment – right away?		Hearing Recording Sounds – completed every 10 weeks Summative sound/letter assessment – twice a term		
<b>Feed Forward</b>				
What effect has the professional learning had on your students?				

**What is going on for our learners?**

**How do we know?**

**Why does it matter?**