



Teaching and Learning Handbook 2025



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SCHOOL VISION



School Vision

Our Vision

At Ellenbrook Primary School, we inspire a community where **Respect, Resilience, and Active Learning** are the foundation of every student's success. Together, we foster a safe, inclusive environment that prepares our students to thrive in an evolving world.

School Values

Our school values:



RESPECT

We treat everyone kindly and listen carefully



RESILIENCE

We bounce back and grow through challenges



ACTIVE LEARNER

We engage with material through discussion and practice



Successful Learning Environment

Our school givens:

At Ellenbrook Primary School, our learning environment is defined by **six** givens that shape each classroom:

1. Strong Relationships
2. Positive Classroom Tone
3. High Expectations and Excellent Practices
4. Pride in Presentation
5. Mastery Through Resilience
6. Quality Time and Feedback



Successful Learning Environment

Strong Relationships

- Building strong relationships is essential; students need to feel they are trusted and supported by teachers who believe in them.
- Model respect, courtesy, and honesty, greeting students and families daily.
- Show enthusiasm and resilience, guiding students to see mistakes as learning opportunities.

Positive Classroom Tone

- Foster a positive, supportive environment where every student feels secure and motivated.
- Model positive behaviours, ensuring a respectful and engaging learning community.
- Classrooms should have structure creating a sense of order that supports focus.
- Establish an inclusive space where individual learning needs are recognised and supported.



Successful Learning Environment

High Expectations and Excellent Practices

- Set clear and consistent expectations; enforce routines, requiring students to meet standards the first time, every time.
- Set the standard for excellence in work quality, behaviour, and classroom etiquette, with high standards for presentation and preparedness.

Pride in Presentation

- Inspire students to take pride in their learning, from the quality of their work to how they present themselves in uniform.
- Encourage students to continuously improve, respecting the learning environment and maintaining neat and organised work.
- Create classrooms that are organised, clean, and welcoming, with clearly defined learning areas.
- Showcase a balance of student work and teacher resources in engaging, high-quality displays.



Successful Learning Environment

Mastery Through Resilience

- Promote a growth mindset where students learn from challenges and build skills that stick.
- Support students in building resilience by celebrating effort and persistence.
- Encourage students to persevere, learn from mistakes, and support students to transfer learning to long-term memory for deep understanding.

Quality, Timely Feedback

- Provide constructive feedback that drives growth and fosters resilience, reinforcing continuous improvement in learning and skills.



INSTRUCTIONAL MODEL



Planning Requirements

Informed, knowledgeable and well-planned teachers get the most out of every student every day

- Complete planning prior to the commencement of the unit, individually or in teams.
- Implement the mandated EPS school curriculum programs and assessments.
- Implement EPS Effective Teaching Model.



Prior to Planning

- Familiarise yourself with your year level timetable.
- Familiarise yourself with the EPS curriculum plan.
- Establish students' levels of knowledge and understandings.

During Planning

- Be clear as to what content / essential learning is being assessed and what benchmarks and standards you are moving all students towards.
- Organise your groupings / lessons to cater for all learners – document how you are catering for differentiation.
- Implement and monitor individual education plans, where required.
- Take responsibility for identification and referral of students to the Deputy for intervention processes.
- Organise resources in advance for the lesson.

During Teaching

- Implement daily reviews and explicit instruction into all lessons daily.
- Teach the minimum allocation of time for each learning area.
- Have a clear and detailed weekly/daily plan.
- Balance the practice of photocopied worksheets with a range of interactive, pedagogical practices.
- Ensure activities are marked and corrected at point of error (formative assessment), recorded for assessment and regular feedback is provided to students and parents.

Teaching and Learning Cycle

Step 1: Curriculum Intent

Identify and understand curriculum content, skills and knowledge to be taught.

Identify quality assessment tasks.

Locate or develop exemplar.

Step 2: Know your Students

Collect base-line data.

Analyse the base-line data.

Base-line data provided through school collection tools. This forms the foundation for additional data collection.

Step 3: Planning

Identify the skills, knowledge and specific features of the Learning Area.

Develop a plan.

Ensure adjustments are made and documented.

Step 5: Assessment and Feedback

Assess students' knowledge.

Give clear and specific feedback to students.

Use assessment data to identify and plan for future learning.

Step 4: Sequencing Explicit Teaching and Learning

Develop an appropriate teaching and learning sequence.

Implement explicit teaching practices.



Effective Teaching at Ellenbrook PS

Explicit Instruction

When teachers at EPS adopt explicit teaching practices, they clearly show students what to do and how to do it. Scaffolding, modelling and using worked examples are an essential element of teaching at EPS. To successfully do this, our teachers develop and embed **Rosenshine's Principles of Instruction** along with **the Gradual Release Model** as a basis for teaching and learning. This is a regular feature of most literacy and numeracy learning experiences across the school.

SCAN ME



Rosenshine's principles of instruction provide the basis for the successful transfer of subject knowledge from teacher to students in lessons.
All staff are required to read the 2012 paper:
<https://www.aft.org/sites/default/files/Rosenshine.pdf>

THE PRINCIPLES OF INSTRUCTION

TAKEN FROM THE INTERNATIONAL ACADEMY OF EDUCATION

This poster is from the work of Barak Rosenshine who based these ten principles of instruction and suggested classroom practices on:

- research on how the brain acquires and uses new information
- research on the classroom practices of those teachers whose students show the highest gains
- findings from studies that taught learning strategies to students.

HOW2
teachinghow2s.com

01 DAILY REVIEW

Daily review is an important component of instruction. It helps strengthen the connections of the material learned. Automatic recall frees working memory for problem solving and creativity.

02 NEW MATERIAL IN SMALL STEPS

Our working memory is small, only handling a few bits of information at once. Avoid its overload — present new material in small steps and proceed only when first steps are mastered.

03 ASK QUESTIONS

The most successful teachers spend more than half the class time lecturing, demonstrating and asking questions. Questions allow the teacher to determine how well the material is learned.

04 PROVIDE MODELS

Students need cognitive support to help them learn how to solve problems. Modelling, worked examples and teacher thinking out loud help clarify the specific steps involved.

05 GUIDE STUDENT PRACTICE

Students need additional time to rephrase, elaborate and summarise new material in order to store it in their long-term memory. More successful teachers built in more time for this.

06 CHECK STUDENT UNDERSTANDING

Less successful teachers merely ask "Are there any questions?" No questions are taken to mean no problems. False. By contrast, more successful teachers check on all students.

07 OBTAIN HIGH SUCCESS RATE

A success rate of around 80% has been found to be optimal, showing students are learning and also being challenged. Better teachers taught in small steps followed by practice.

08 SCAFFOLDS FOR DIFFICULT TASKS

Scaffolds are temporary supports to assist learning. They can include modelling, teacher thinking aloud, cue cards and checklists. Scaffolds are part of cognitive apprenticeship.

09 INDEPENDENT PRACTICE

Independent practice produces "overlearning" — a necessary process for new material to be recalled automatically. This ensures no overloading of students' working memory.

10 WEEKLY & MONTHLY REVIEW

The effort involved in recalling recently-learned material embeds it in long-term memory. And the more this happens, the easier it is to connect new material to such prior knowledge.



Effective Teaching at Ellenbrook PS

Explicit Instruction

The Gradual Release Model is a best practice instructional model where teachers strategically transfer the responsibility in the learning process from the teacher to the students (Fisher & Frey). Typically, the model of teaching has four phases: I DO- where the teacher models the lesson objective in a focus lesson, WE DO- guided instruction with both input from the teacher and the students, YOU DO TOGETHER: Collaborative learning in small groups or partners and YOU DO ALONE- independent practice.



Explicit instruction is underpinned by:

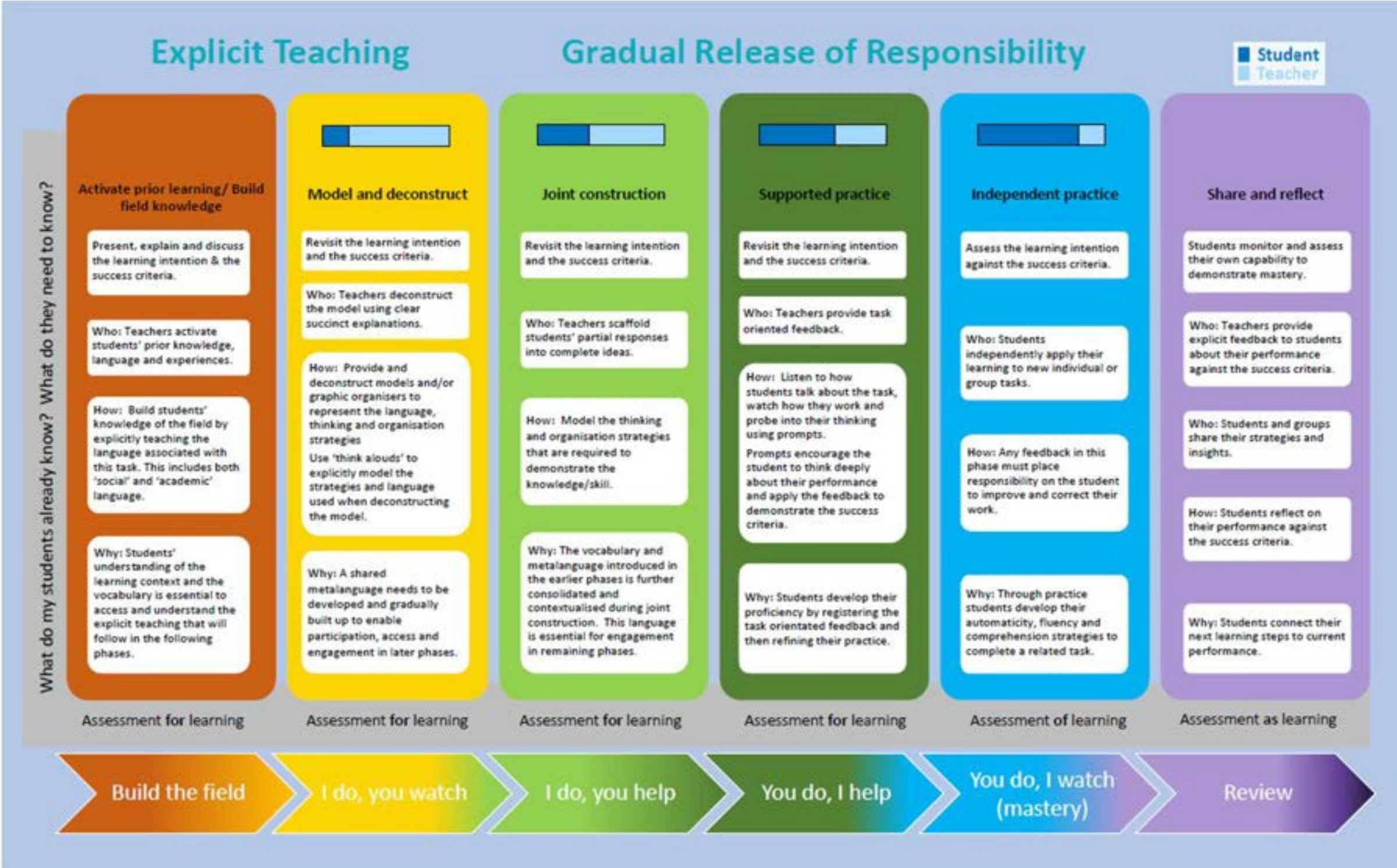
- The information processing model, which suggests that learners only remember what they think about and keep thinking about, and
- the cognitive load theory, which suggests that there is a limit to how much new information the human brain can process and how much can be stored in long-term memory.

The goal of the GRR framework is to give students the best opportunity to successfully master new skills and strategies by providing them with appropriate levels instruction. It involves the intentional shift from teacher-centred delivery to student-centred independent practice and application. It is also known as the 'I do, we do, you do', approach.



Effective Teaching at Ellenbrook PS

Explicit Instruction Gradual Release Model



The following diagram from a document titled 'Framework for Quality Education in Northern Territory Schools,' illustrates the explicit teaching gradual release of responsibility model.



Effective Teaching at Ellenbrook PS

Explicit Instruction Lesson Design

Lesson Component	Description
Learning Objective and Success Criteria	<p>Learning Objectives are descriptions of what learners should know, understand and be able to do by the end of a learning period or unit. Learning objectives are the basis for tracking student progress, providing feedback and assessing achievement. In addition to learning objectives, students may also have individual learning goals that they address in their learning.</p> <p>Success criteria are the measures used to determine whether, and how well, learners have met the learning intentions.</p>
Concept Development	<p>Teach the concepts of the lesson- definitions, examples, non-examples and resources. At this point in the lesson, make sure that examples and non-examples are of the concept.</p> <p>Examples of the skill execution go into the I DO - WE DO - YOU DO. In a skill-focused lesson, the concept will most likely be shorter to explain or less complex than the skill, so should not need as much instructional time.</p> <p>A hinge-point question can be used to determine whether conceptual understanding is understood well enough to continue in the skill progression.</p>
I Do	<p>Provide Steps: The way to reach an outcome should not be a secret. Always tell students the steps needed to complete a task and present a written version. Break the task into small parts and reduce language while maintaining academic terms.</p> <p>Model: The teacher needs to model completing the task using the exact steps given to the students. While completing this, the teacher should narrate their thinking.</p> <p>CFU: Checks for Understanding and participation at this stage of the lesson require students to explain back to the teacher what has been shown to them.</p>
We Do	<p>Guided: This is the heart of a skill-based lesson and will be where the bulk of instructional time is spent and the bulk of checking for understanding is worked through with clear hinge points at the end of each variation. A teacher should never send students onto a 'You Do' unless thorough guiding and checking proves that students can work independently. In a We do, students start by solving the task step by step at the same time as the teacher. As the teacher moves through multiple examples, they gradually release the responsibility of solving the task to the students.</p>
You Do	<p>Independent: Students solve the task independently while the teacher observes, responds to questions, and checks after completion.</p> <p>Peer: There are sometimes chances for independent practice to include peer collaboration or peer review; however, both must be explicitly taught first.</p>
Objective Demonstration (Wrap Up)	<p>At the end of a learning sequence, the teacher must check that all students can prove that they can apply the concept (Success Criteria) and execute the skill from the learning objective. This is the final CFU a teacher does before releasing the students to work on tasks independently or move onto the next lesson. There will have already been multiple checks for understanding throughout the lesson, but this task must assess all elements of the learning objective.</p>



Effective Teaching at Ellenbrook PS

Explicit Instruction – Lesson Design Checklist

Learning Objective:

- Clearly states what students will be learning
- Uses the required vocabulary...Today we are learn to...
- Students repeat back the LO
- Checks to see that students understand what they will be learning

Success Criteria:

- Clearly explains to students what they will need to do to be successful in this lesson
- Uses the required vocabulary ...by the end of this lesson I will be able to....
- Checks to see that students understand what will be required by the end of the lesson

Activate Prior Knowledge:

- Revises previous taught skill if required
- CFU-students may already know
- Explain connection to new skill



Effective Teaching at Ellenbrook PS

Explicit Instruction – Lesson Design Checklist

I do:

- Teaches concept first-define, model, explain
- Explains to students the steps needed to complete a task
- Models the task using the exact steps given to the students
- While completing steps, teacher narrates their thinking
- Checks for Understanding

We do:

- Provides opportunity for students to solve a similar tasks step by step with the teacher
- Releases the responsibility of solving similar tasks to the students
- Checks that students can apply the concept and execute the skill
- Checks for Understanding-reteach concept if necessary

You do:

- Students solve the task independently while the teacher observes, responds to questions, and checks after completion
- Teacher provides positive and corrective feedback
- Teacher provides differentiation and support at point of need
- Checks that all students can execute the skill from the success criteria
- Provides feedback and closure of lesson



Effective Teaching at Ellenbrook PS

Engagement Norms

Research states that teachers create engagement in classrooms when they ask students to do something. For this reason, the DataWorks Student Engagement Norms should be used in every class, during every lesson.

When done correctly, Explicit Direct Instruction actually requires the students to talk, write something on their whiteboard, pair-share, or Do something at least once per minute.

Each of the norms on this poster facilitates that process. Pronounce, track, read, gesture, and pair-share are all ways that students will interact with the content in a meaningful way. The last three items on the engagement norms are specific classroom management techniques that support all this teacher-student interaction.

Teachers must be checking for understanding regularly throughout all components of a lesson. This is achieved through the selection of non-volunteers, whiteboard responses, pair-share (followed by non-volunteer responses), and/or a physical demonstration.



Creating Academic STUDENT ENGAGEMENT

- **Pronounce With Me**
- **Track With Me**
- **Read With Me**
- **Gesture With Me**
- **Pair-Share**
A → B, B → A
- **Attention Signal**
Eyes Front, Back Straight
- **Whiteboards**
Chin-it
- **Complete Sentences**
Public Voice, Academic Vocabulary

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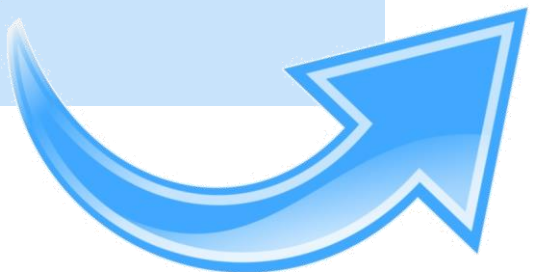


Effective Teaching at Ellenbrook PS

Lesson Delivery Check for Understanding (CFU)

Teachers must be checking for understanding regularly throughout all components of a lesson. Checking for understanding is the best way to verify that students are learning while the teacher is teaching. DataWORKS developed TAPPLE as an easy way to remember the six research-based components of Checking for Understanding. Using TAPPLE, teachers can get feedback from students to determine the pace of the lesson

We use **TAPPLE** to guide the CFU process at EPS:



TAPPLE LESSON DELIVERY
Verify students are learning while you're teaching!

- T Teach First**
before you ask the question so students are equipped to respond.
- A Ask a Question**
specific to what you just taught.
- P Pair-Share**
with a partner so students practice their response to the question.
- P Pick a Non-Volunteer**
randomly to verify that everyone is learning.
- L Listen**
to student responses so you can make real-time instructional decisions.
- E Effective Feedback**
Elaborate, explain or reteach based on student responses.

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Effective Teaching at Ellenbrook PS

Cognitive Load Theory and Instruction


At Ellenbrook PS, staff have an understanding of Cognitive Load Theory and the practical implementations this has on instruction. "Cognitive load" relates to the amount of information that working memory can hold at one time. Sweller says working memory has a limited capacity, instructional methods should avoid overloading it with additional activities that don't directly contribute to learning.

Cognitive Load Theory is supported by a robust evidence base which shows that students learn best when they are given explicit instruction accompanied by lots of practice and feedback. Researchers have identified a number of strategies that can help teachers to maximise student learning. These strategies work by optimising the load on students' working memories.


- Strategy 1:** Tailor lessons according to students' existing knowledge and skill.
- Strategy 2:** Use worked examples to teach students new content or skills.
- Strategy 3:** Gradually increase independent problem-solving as students become more proficient.
- Strategy 4:** Cut out inessential information.
- Strategy 5:** Present all the essential information together.
- Strategy 6:** Simplify complex information by presenting it both orally and visually.
- Strategy 7:** Encourage students to visualise concepts and procedures that they have learnt.

COGNITIVE LOAD THEORY: KEY TERMS


by @inner_drive | www.innerdrive.co.uk



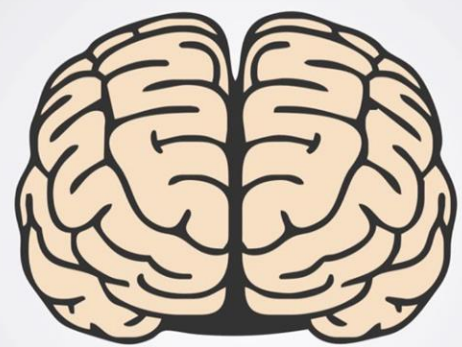
Working Memory
This is where we hold and process new information. It has a small capacity. If information is not transferred to long-term memory from here, it will be forgotten.



Cognitive Load
A person can only process so much information at once. Too much information can lead to cognitive overload, which hinders how much can be transferred from working memory to long-term memory.



Long-Term Memory
This is where we store the things we have learnt. It has a huge capacity, meaning we can remember things from a long time ago. Connecting information from our working memory to our long-term memory is how we learn new things.




✗ The redundancy effect
When students are presented with unnecessary information, it clogs up their working memory. This means they may remember the irrelevant information and forget the information you want them to learn.

✗ The split attention effect
When students have to process two or more sources of information simultaneously in order to understand the material, it places a burden on their working memory. The cost of switching between the sources means students remember less of the content.

Scaffolding Support

NOVICE



Worked Examples
This is a problem that has already been solved for the student, with every step fully explained. This is helpful for novice learners. By showing them the strategy, they can devote all of their working memory to applying the information to the problem at hand.

Completion Tasks
This is similar to a worked example, but instead of showing all the steps, only a partial solution is given. The students then have to complete the test themselves. This is more appropriate if the students have more knowledge about the topic, as they can make the appropriate links themselves.

Independent Problem Solving
This is a task where students are simply given a question and they have to choose the correct strategy and solve the problem themselves. This is appropriate for students with a large knowledge base and high levels of confidence in that domain.

Effective Teaching at Ellenbrook PS

Full Participation Tactics and Icons

*To be included in all Powerpoints

Participation Tactics

- Track with me
- Non volunteer
- Pronounce with me
- Pair Share
- Group Share
- Whiteboards
- In Your Workbook
- Teacher Read
- Students Read
- Gesture with me
- Vote
- Multiple Choice (A, B, C, D)

Explicit Direct Instruction Lesson components


- I DO
- WE DO
- YOU DO
- Activating Prior Knowledge
- Concept/Skill Development
- Review











Effective Teaching at Ellenbrook PS

Daily Reviews

The Curriculum Team have developed Daily Review covers to be used on all Daily Review PowerPoints. These are colour coded for each year level. We aim to keep PowerPoint designs simple and not distract from the content being viewed.




**Ellenbrook Primary School
Daily Review Cover Pages,**

PP	
Kindy	
Year 1	
Year 2	
Year 3	
Year 4	
Year 5	
Year 6	



Literacy Daily Review
Kindy
Term 1, Week 1

Participation Symbols



Track with me Non volunteer Pair Share Whiteboards In Your Workbook Teacher Read Students Read Gesture with me Vote Multiple Choice



Effective Teaching at Ellenbrook PS

Daily Reviews

From Lower Order Thinking to Higher Order Thinking

It is not:	Drill and Kill
It is:	Drill and Skill
Perhaps:	Drill and Thrill

About Daily Reviews (Warm-Ups)

- ✓ Daily reviews are mandated in literacy & numeracy (Literacy blocks and numeracy blocks should all begin with a daily review).
- ✓ Daily reviews are fast-paced, well-planned sessions to consolidate core concepts and skills.
- ✓ Daily reviews transfer learning from short-term to long-term memory (automatise).
- ✓ The purpose is to revise and review what has been taught previously – not to introduce new learning.
- ✓ Delivery can be through IWB/ PowerPoint, flash cards, orally (working out books), games, actions, chants, little whiteboards.
- ✓ Daily reviews need to be changed regularly. Once the teacher feels the class has automatized a concept (one click), remove it from the daily review and bring back in five weeks' time, then assess if the students have retained in long term memory. If not, return it to the daily review for a few more weeks.
- ✓ Slide order, style and format need to be changed and checked for understanding.
- ✓ Daily reviews are clearly timetabled.

Key Aspects of Daily Reviews

Recite – Teach the concept first before including in a daily review. Change the daily review as required once students acquire skills and concepts; replace them with more recently acquired ones. Known concepts and skills need to be eventually removed, returning every 5 weeks or so to check that automaticity and transference into long term memory has been achieved.

Recall – Having students simply chant the consolidation is not sufficient. Teachers need to have systems in place to check for understanding and to hold students accountable.

Apply – Apply the daily reviews with students in a variety of ways. Differentiation will occur at this stage of the daily review. **The daily review needs to have 30% of items for your support students, 40% at year level and 30% above year level for your above-benchmark students.**



Effective Teaching at Ellenbrook PS

Daily Literacy Reviews

Learning is a change in long term memory
"The aim of all instruction is to alter long term memory.
If nothing has changed to long term memory, nothing has been learned"
Kirschner,P., Sweller. J. Clarke, R.E. E

Year level, Literacy Components Percentage Breakdown:

Where to start with Daily Review for Reading/Literacy

	Oral Language	PA	Phonics	Fluency (Word & Passage Reading)	Vocabulary	Reading Comprehension
K	40%	40%	10%	-	10%	-
PP	20%	25%	20%	20%	10%	5%
Year 1	10%	20%	30%	20%	10%	10%
Year 2	10%	20%	30%	20%	10%	20%
Year 3	5%	15%	20%	20%	20%	20%
Year 4	-	10%	20%	30%	20%	20%
Year 5	-	10%	10%	30%	20%	30%
Year 6	-	10%	10%	30%	20%	30%

Dr L. Hammond

- What should we be including in our literacy daily reviews?
- ✓ Phonological Awareness
Identify and manipulate units of oral language – parts such as words, syllables, and onsets and rimes. Children should be able to identify and make oral rhymes, clap out the number of syllables in a word, and recognize words with the same initial sounds like 'money' and 'mother.'
 - ✓ Phonics
Teaching children the sounds made by individual letter or letter groups and teaching children how to merge separate sounds together to make it one word.
 - ✓ Decoding
The ability to apply knowledge of letter-sound relationships, including knowledge of letter patterns, to correctly pronounce written words.
 - ✓ Sight Recognition
Knowing word by **sight** rather than needing to break the word apart.
 - ✓ Vocabulary
Revision of the words students have already learnt.
 - ✓ Fluency
Students practise to read with speed, accuracy, and proper expression.
 - ✓ Reading Comprehension
The ability to process text, understand its meaning, and to integrate with what the reader already knows.
 - ✓ Language structures
Phonemes, morphemes, syntax,



ENGLISH

EE
EE
EE
EE
EE

Reading Theory

At Ellenbrook Primary School, learning in English will take place in 'Structured Literacy' Lessons. Instruction in English includes the following areas:

READING

Simple View of Reading

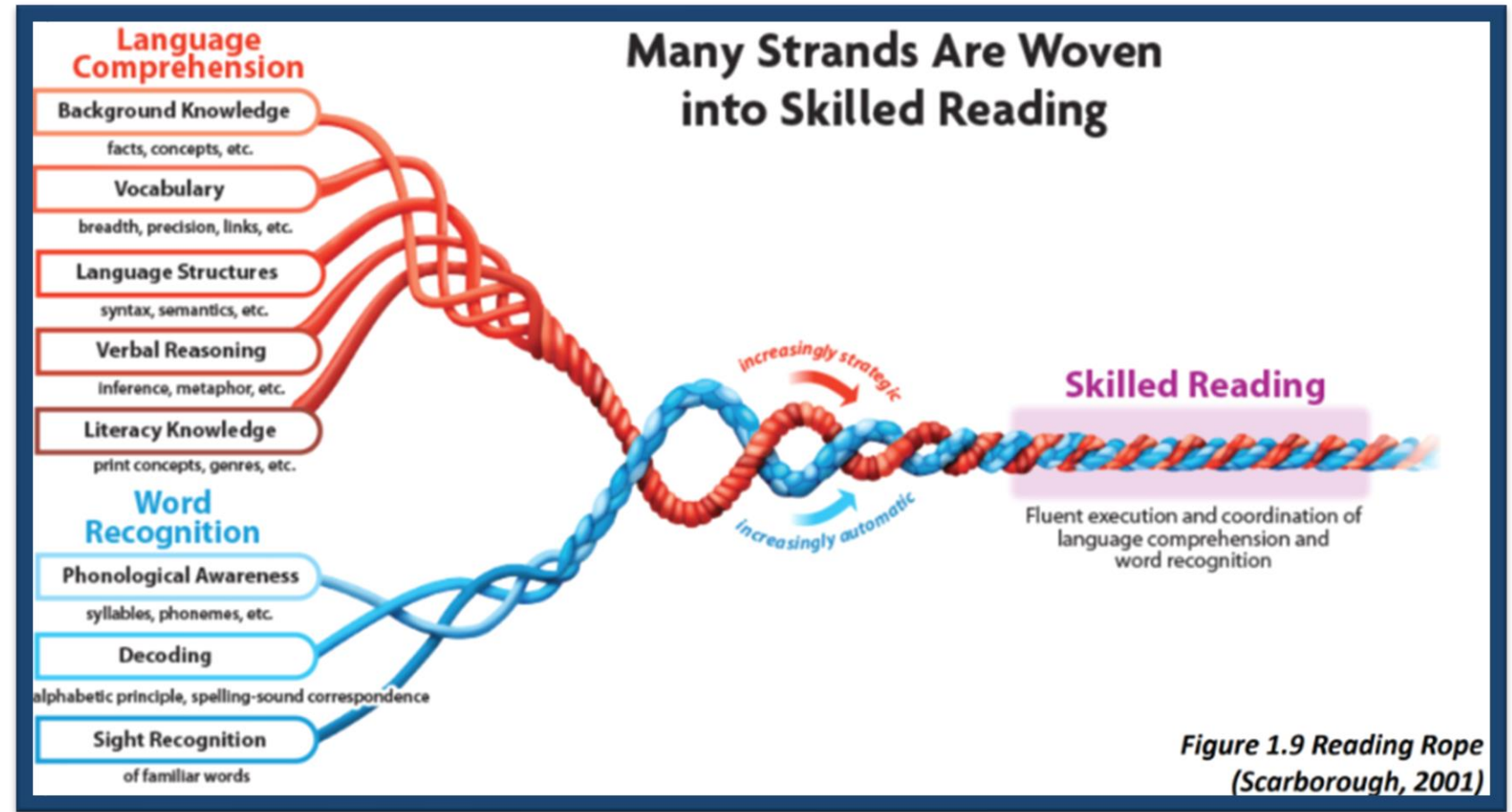
Gough & Tunmer (1986) proposed the widely accepted view that reading comprehension (**R**) has two basic components: word-level decoding ability (i.e. word recognition) (**D**) and listening/oral language comprehension ability (**C**) (i.e. how well one understands spoken language). It is called the 'Simple View of Reading' (Farrell et al., 2010; Wren, 2001). Good readers have strong abilities in both components of reading. If decoding or language comprehension is poor, then reading comprehension will be affected.



Reading Theory

Scarborough's Reading Rope

For students to become skilled readers, we must explicitly teach the concepts from BOTH the bottom and top sections of the reading rope – language comprehension and word recognition. There will be a greater focus on word recognition in the early years of schooling, however both strands are important. Reading instruction at Ellenbrook Primary School will be based on research related to the Science of Reading and the Science of Learning to ensure that students all become successful readers.



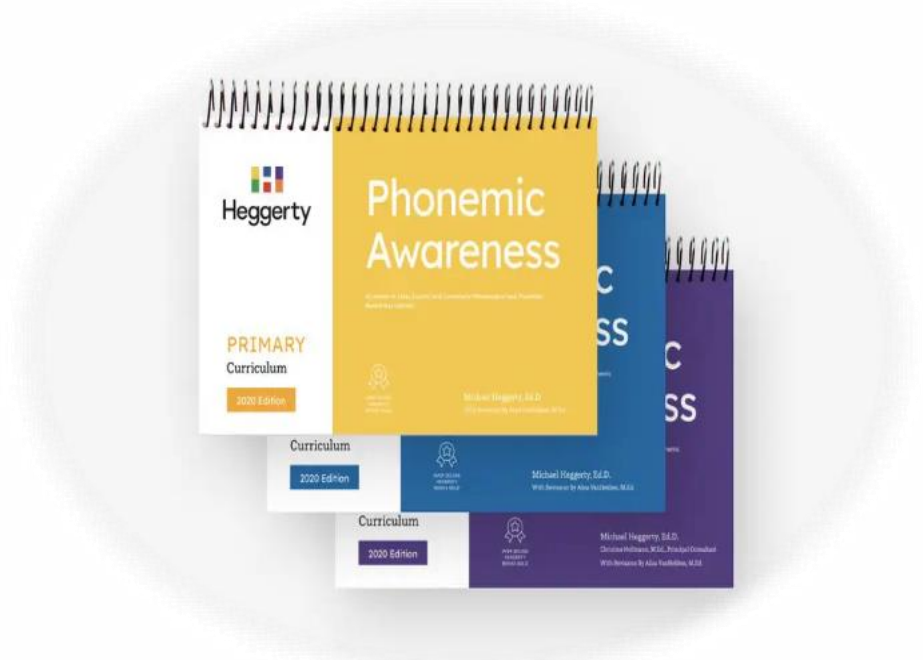


English Overview

Word Recognition

Phonological Awareness – Heggerty

The Heggerty Phonemic Awareness Curriculum provides students with consistent and repeated instruction, and this transfers to developing a student's decoding and encoding skills. All students participate in the lessons as part of the Tier 1 curriculum in Kindergarten to Year 2. Heggerty may be used as one on one intervention for tier 2 and tier 3 support if required. All these students complete a Heggerty assessment at the beginning and end of year so that progress can be monitored. Teachers are required to teach a **10-15min lesson** from their Heggerty book **every day**.





English Overview

Word Recognition

Decoding



Phonics differs from phonological awareness in that it doesn't solely focus on the sounds in spoken language, but refers to the connection between sounds and print with letters representing the sounds of spoken language (alphabetic principle). Promoting Literacy Development (PLD) provides an Australian, evidence-based approach to Structured Synthetic Phonics (SSP) for primary school educators. Aligned with the Science of Reading, PLD's SSP approach extends from the junior primary years through to upper primary years and thereby facilitating a whole school approach.

In 2024, Ellenbrook PS introduced PLD into the K-2 phase. Teachers will follow a screening and tracking schedule which will place students at their working level and have their areas of need targeted. There can be up to 3 groups per class and students will be exposed to all levels of teaching. All planning will be consistent across the K-2 phases ensuring a seamless transition as the students move from year to year. Student progress is tracked through the screening assessments. All Year 1 students will complete the mandatory Year 1 Phonics Check in addition to PLD assessments.



English Overview

Word Recognition

Decoding

Below is an outline of non-negotiables that need to be evident in all classrooms throughout 2024:

Evidence in class ✓	PLD Non-negotiables
	Assessments – Follow the Assessment Schedule as outlined in the Teaching Manuals. Data to be uploaded onto Tracking Sheets.
	Displays – All PLD posters to be displayed. Removal of Jolly Phonics Displays. Charts get put up as you teach.
	Follow the Scope and Sequence as outlined in the Teaching Manuals. Low variation teaching so students know what to expect year to year.
	Engagement Norms – Must be used in all classrooms. These are found in the EPS Teaching Handbook.
	Daily Reviews – Use a combination of PLD flip books and PowerPoint. Must include Participation Icons on the PowerPoint.
	Blending and Segmenting at the same time as introducing letter sounds.
	NSW Font to be used for Handwriting lessons.
	3 levels of targeted teaching groups in every class. No more. Students exposed to all levels of instruction (Year 1 & 2).

Evidence in class ✓	Other PLD Expectations
	Homework – Spelling sound focus / list words to be sent home as well as a decodable passage or book (PP-2).
	Reading for enjoyment – To be done every day in the class as a whole class (During eating time may be a good use of time).
	Decodable Readers – Only use Decodable Readers and not predictive texts until students develop increased fluency and word attack skills.

Word Recognition

Sight Recognition – High Frequency Words

PLD integrates the teaching of high-frequency words within the phonic sequence and utilises Heart Words for words that must be learnt off by heart. Students are assessed to identify what stage they are to be placed on which corresponds to the focus sound group. Students are taught the application at reading, spelling and writing level (and with the addition of suffixes).

PLD's High-Frequency Word Teaching Sequence
An evidence-based structured synthetic phonic program that integrates the teaching of high-frequency words within the phonic sequence.

The chart is organized into stages and years:

- Foundation Term 1 & 2:** Preparing for Stage 1. Skill Area 1: Alphabet Sounds (Groups 1-4). Skill Area 2: Letter Formation. Skill Area 3: Phonic Awareness Blending (for Decoding).
- Foundation Term 3 & 4:** Stage 1 Target 1. Includes Alphabet Sounds, Phonic Concepts, Flash Words, and Heart Words.
- Year 1 Term 1:** Stage 1 Target 2 & 3. Includes Phonic Concepts, Flash Words, and Heart Words.
- Year 1 Term 2:** Stage 1 Target 4. Includes Phonic Concepts, Flash Words, and Heart Words.
- Year 1 Term 3:** Early Stage 2. Includes Phonic Concepts, Flash Words, and Heart Words.
- Year 1 Term 4 & Year 2 Term 1:** Mid Stage 2. Includes Phonic Concepts, Flash Words, and Heart Words.
- Year 2 Term 2:** Early Stage 3. Includes Phonic Concepts, Flash Words, and Heart Words.
- Year 2 Term 3:** Mid Stage 3. Includes Phonic Concepts, Flash Words, and Heart Words.
- Year 2 Term 4 & Year 3 Semester 1:** Late Stage 3. Includes Phonic Concepts, Flash Words, and Heart Words.

At the bottom, four boxes show the words: **has**, **you**, **what**, and **some**, each with a red heart icon above it.



English Overview

Word Recognition

Sight Recognition - Morphology

Direct morphological instruction has been linked to an increased sight word reading speed as well as increased decoding abilities, both of which lead to increased reading fluency and comprehension.

The RSIS morphology scope and sequence and the PowerPoints from The Morphology Project will be used by teachers at EPS in conjunction with our Yr 1-2 spelling lessons and our Yr 3-6 Spelling Mastery program already being implemented, to explicitly teach morphology from Yr 1-6.

These PowerPoints will be used to support the explicit instruction of English morphology to develop students spelling and vocabulary development. All these lessons and planners are ready to teach on the shared drive in the <teacher shared> folder under 'Morphology'. Morphology lessons should be **5-10 mins three times a week**. For Year 3-6 these lessons should be taught in your Spelling Mastery class. For year 2, teachers should be teaching morphology as part of their daily spelling lessons.

We encourage teachers to watch the free professional learning session "Beyond Phonics – Morphology and Why it Matters" by Jasmine Shannon and Kylie Conrad prior to using these resources.
<https://thinkforwardeducators.org/events/shannon-conrad-jun2022>



Activate Prior Knowledge

- A morpheme is the smallest unit of meaning within a word.
- A **base** is a morpheme that cannot be broken down into smaller meanings.
- An **affix** is a morpheme that is added to the base.

Morphemes can be:

- **Free** – can stand alone as words and do not have to be combined with other morphemes (e.g. spite, script, woman, elephant)
- **Bound** – work as meaningful units only when in combination with other morphemes (e.g. pre, ject, ous)

CRU:

- What is a morpheme?
- What is a base?
- What is a free base?
- What is a bound base?

Word Recognition

Spelling Mastery

EPS uses the Spelling Mastery to explicitly teach spelling to students from Year 2 -Year 6. All teachers in these year levels are required to teach Spelling Mastery for 20mins 4 times a week. Teachers are required to follow the direct instruction for each lesson from the teacher handbook. Students complete an assessment which places them on their required level that they will work on for this program.

Spelling Mastery approaches spelling through strategies, patterns and rules. The straightforward lessons in Spelling Mastery combine **phonemic**, **morphemic**, and **whole-word** instruction to make spelling easier to learn, leading the way to more effective writing. Spelling Mastery interweaves these three approaches according to students' skill development and provides lessons to help you efficiently and effectively teach the spelling skills students need to become proficient readers and writers. Explicit instruction, careful selection of spelling words, and repeated and cumulative practice help students master each concept and reinforce and retain key information.





English Overview

Word Recognition

Reading Fluency

Reading fluency is the ability to read text quickly, accurately, and with proper expression. Fluent readers can read smoothly, without needing to stop and decode each word, which allows them to focus on understanding the text.

Fluency has three key components:

Accuracy: Reading words correctly without mispronunciation.

Rate: Reading at an appropriate speed, neither too fast nor too slow.

Prosody: Reading with proper expression, intonation, and phrasing, which reflects comprehension of the text.

Fluency is a critical bridge between **word recognition** and **comprehension**. Without fluency, students struggle to make sense of what they're reading because they are too focused on decoding individual words.

At Ellenbrook Primary School, we emphasise the development of reading fluency across all year levels, from Kindergarten through Year 6. We recognise that fluency is a key factor in reading success, and we work to provide students with the tools and practice they need to become fluent readers.



English Overview

Word Recognition

Reading Fluency

Key Components of our Implementation:

Modelling Fluent Reading: Teachers model fluent reading by reading aloud to students, demonstrating how to use proper phrasing, expression, and pacing. This gives students a clear example of what fluent reading sounds like.

Repeated Reading: Repeated reading is an effective strategy we use to help students improve their fluency. Students are encouraged to reread familiar texts, which helps them read more smoothly and confidently over time.

Use of Decodable Texts: In the early years, students use decodable texts that align with their phonics knowledge. These texts help students apply their decoding skills in a meaningful context, building accuracy and fluency.

Timed Reading Activities: To help students improve their reading rate, we incorporate timed reading activities, where students practice reading passages within a set time and track their progress.

Fluency Assessment: Teachers regularly assess students' reading fluency using various methods, such as oral reading fluency tests or running records. These assessments help guide instruction and identify students who need additional fluency support.



English Overview


Word Recognition


Reading Fluency Posters


Years 1-3


Years 4-6


Characteristics of Fluent Reading

ACCURACY
I read the words correctly. 


EXPRESSION
I read the text loudly and with emotion. 


PACE
I read not too slow and not too fast. 


PUNCTUATION
I paused at commas and full stops. 


COMPREHEND
I can remember two things that I read about. 


Characteristics of Fluent Reading

I pay close attention to **ACCURACY** . I don't eliminate words or word endings (affixes) 
 . I don't add words that don't belong.

I read with appropriate **EXPRESSION** . I don't sound like a ROBOT. 
 . I control my inner dramatic actor.

I read smoothly and use **PUNCTUATION** . I look for commas, dialogue and emotion! 
 . I look for **bold** or *italics* or words to be emphasised.

I read with a natural **PACE** . I am not in a speed reading competition. 
 . I sound like I'm having a natural conversation.

I make sure I can always **COMPREHEND** . I am always checking for understanding. 
 . I read to learn.



English Overview

Word Recognition



Reading Fluency Rating



Years 1-3



Years 4-6



Paired Reading Fluency Rating Card



Date: _____
 Assessed by: _____
 My partner: _____

Accuracy
 My partner read the words correctly.  

Expression
 My partner read the text loudly and with emotion.  

Punctuation
 My partner paused at commas and full stops.  

Rate
 My partner read not too slow and not too fast.  


Comprehend
 My partner can tell me two things they read about.  

Paired Reading Fluency Rating Card


Date: _____
 Assessed by: _____
 Name of Reader: _____

Total: /25


Accuracy ✓
 Reads the words correctly and automatically. Does not miss words or add words.

	1	2	3	4	5
---	---	---	---	---	---


Expression
 Reads the text with volume and emotion. Does not sound like a robot.

	1	2	3	4	5
---	---	---	---	---	---

Punctuation
 Abides by punctuation marks while reading

	1	2	3	4	5
---	---	---	---	---	---

Pace
 Reads the text not too slow and not too fast. Does not speed read.

	1	2	3	4	5
---	---	---	---	---	---

Comprehend
 Is able to retell what was read.

	1	2	3	4	5
--	---	---	---	---	---



English Overview

Language Comprehension

Language Structures - Syntax

Syntax is the part of linguistics that studies the structure and formation of sentences. It explains how words and phrases are arranged to form correct sentences. Syntax skills help us understand how sentences work—the meanings behind word order, structure, and punctuation. Learning syntax and sentence structure helps students clarify meaning within and between sentences. Studies show a close relationship between an individual’s syntactic awareness and reading comprehension; that is, as students learn to use more complex sentences in oral and written language, their ability to make sense of what they read increases as well.

In 2022, a group of teachers and school leaders from 17 different primary schools across Australia participated in The Syntax Project, facilitated by Stephanie Le Lievre from Serpentine Primary School. The syntax PowerPoint lessons from The Grammar Project will be used by teachers at EPS. All lessons along with yearly planners are ready to use on the shared drive in the <teacher shared> under ‘Syntax’.

Professional Learning:

- 1. Syntax Matters! A Kendore Learning Webinar Featuring William Van Cleave
[Syntax Matters! A Kendore Learning Webinar Featuring William Van Cleave. - YouTube](#)
- 2. The writing revolution: Additional resources to support the implementation of The Hochman Method
[Online Resources - The Writing Revolution](#)
- 3. The Writing Revolution videos (hosted by Vimeo)
[The Writing Revolution \(vimeo.com\)](#)





English Overview

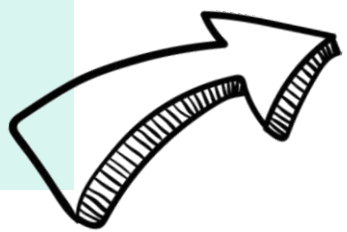
Language Comprehension



Talk for Writing

Throughout EPS, from K-Year 6, we teach the Talk for Writing program to our students. This approach enables children to read and write independently for a variety of audiences and purposes within different subjects. A key feature is that children internalise the language structures needed to write through ‘talking the text’, as well as close reading. The approach moves from dependence towards independence, with the teacher using shared and guided teaching to develop the ability in children to write creatively and powerfully.

Imaginative units of work are developed to create a whole-school plan that is refined over the years, is well-resourced and documented to release teachers from planning and preparation so that they can focus on adapting their teaching for children’s learning. All Talk for Writing planners and lessons can be found on the shared drive in <teacher shared> in the Talk for Writing folder.

The key phases of the Talk for Writing process enable children to imitate orally the language they need for a particular topic, before reading and analysing it, and then writing their own version.



Planning	<ul style="list-style-type: none"> • Baseline assessment – (cold task – have a go) • Refine language focus & adapt model text • Test model: box-it-up, analyse it, plan toolkit
1. Imitation 	<ul style="list-style-type: none"> • Creative hook & context • Warm up words/phrases/sentences/short-burst writing • Internalise model text – text map • Deepen understanding, eg: drama • Read as a reader – vocab + comprehension • Read as a writer: box-up, analyse & co-construct toolkit
2. Innovation 	<ul style="list-style-type: none"> • Box-up new version & talk the text • Shared writing – innovate on model • Pupils write own version: peer assess • Teacher assesses work – plans next steps • Feedback & improvement
3. Independent application	<ul style="list-style-type: none"> • Next steps based on assessment • Pupils write independently (hot task)
Final assessment	<ul style="list-style-type: none"> • Compare cold/hot assess progress

English Overview

Language Comprehension



Talk for Writing

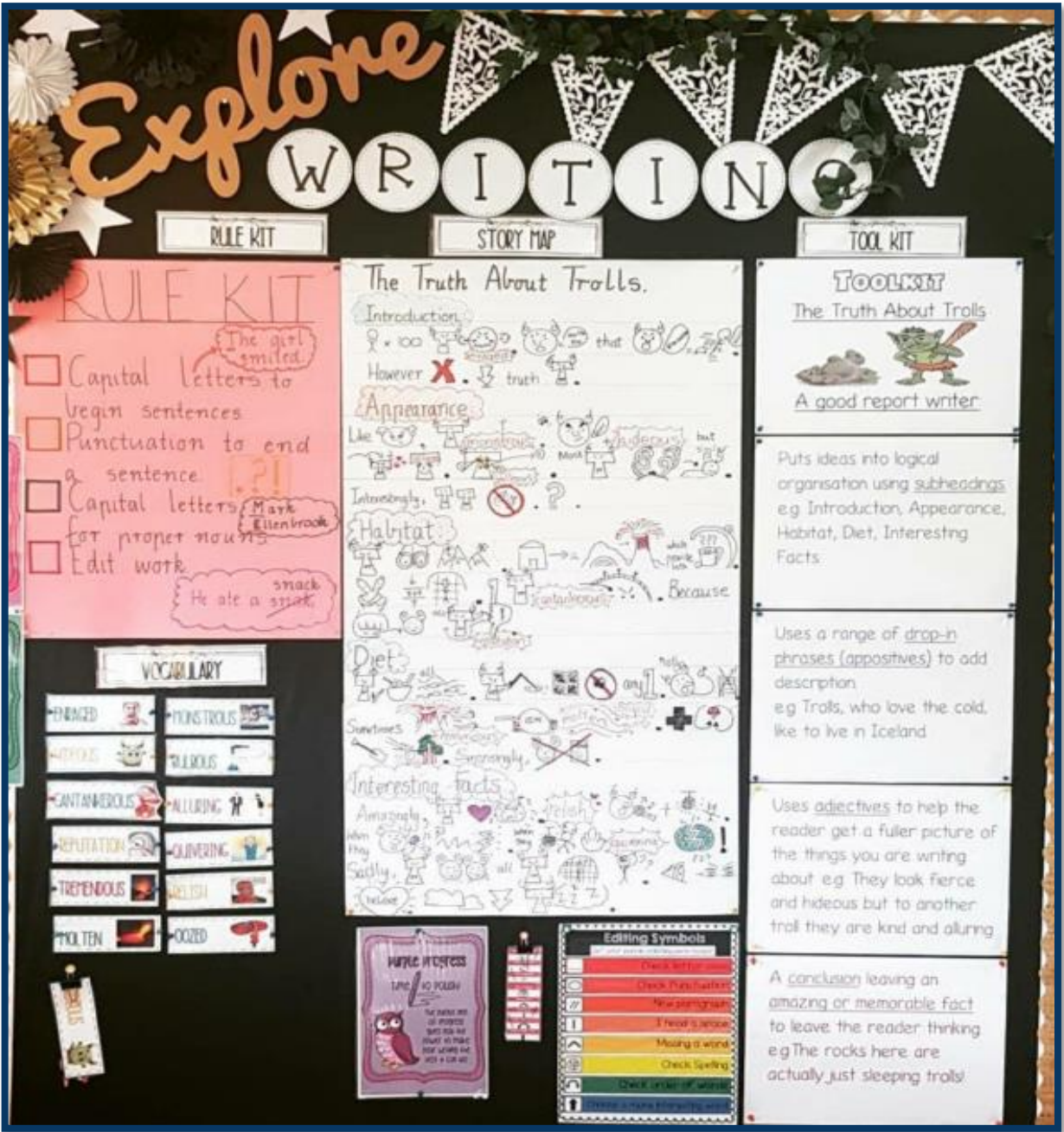
All teachers are required to explicitly teach Talk for writing lessons in their class **4 times a week (30-40min sessions)**. Teachers are also required to have a visible Talk for Writing washing line/board on display in their classroom to assist the students throughout the learning process. Students should be learning the text by memory through the use of a story map and gestures. All teachers should familiarise themselves with the EPS talk for Writing Non-negotiables.

Talk for Writing Non-Negotiables 2023	
<p>Below is an outline of non-negotiables that need to be evident in all classrooms throughout 2023. If you require any support or have any questions regarding the goals for the term, please see your literacy phase leader for assistance.</p>	
Evidenced in class ✓	Talk for Writing non-negotiables
	<p>Washing line or Talk for Writing board that displays the following:</p> <ul style="list-style-type: none"> • story map • boxing up • toolkit • text vocabulary
	<p>Talk for Writing posters on display:</p> <ul style="list-style-type: none"> • editing symbols poster • rule kit – non negotiables for students when writing • green for growth, tickled pink and purple polishing posters • key connective posters that relate to the model text
	<p>Magpie Wall or Talk for Writing board that displays any words or phrases that would assist students with their writing during the unit, for example, amazing adjectives, vivid verbs and sentence starters</p>
	<p>Short Burst Writing must be completed and linked to toolkit items</p>
	<p>Cold task must be completed prior to unit and hot task at the conclusion of the unit with an attached rubric</p>
	<p>All students in years 3-6 must have a magpie book in which to gather interesting words, phrases, and ideas.</p>
Evidenced in class ✓	Other writing expectations:
	Two cursive handwriting lessons per week
	Ruling-up expectations to be enforced and displayed
	Teach all required syntax lessons from the year level planner




Language Comprehension

Talk for Writing



Teachers plan in phases and follow the same process when developing a Talk for Writing Unit of work.

These units are overseen by our Curriculum Coordinators to ensure consistency across the school and that units are developed with our whole school instructional approach in mind.

‘Talk for Writing’ Process 		
Stage	Activities	✓
Baseline Assessment	<ul style="list-style-type: none"> Complete ‘COLD TASK’ 	
Planning	<ul style="list-style-type: none"> Decide on key language focuses – grammar/toolkit/vocabulary Adapt the model text Complete all assigned tasks for folders 	
Imitation	<ul style="list-style-type: none"> Hook Short burst writing Collect and mark using a pink (tickled pink) and a green (green for growth) pen. Return to students and have them make changes/revisions using a purple polisher pen. Develop story map with students or learn one that is already prepared. Rehearse the story map and internalise the text - use gestures for various words/phrases and text connectives. Display text connective charts and story map. Reading as a reader: text level comprehension. <ul style="list-style-type: none"> - A differentiated version is also recommended. Reading as a writer: <ul style="list-style-type: none"> - box-up the text - discuss the elements included the toolkit and how they relate to the text (short burst writing is linked to these). 	
Innovation	<ul style="list-style-type: none"> Expose students to a teacher generated boxing-up for the teacher innovation. Have students complete a boxing up at the same time for their own innovations. <ul style="list-style-type: none"> - Teacher generates title → students generate title. - Teacher generates first paragraph → students generate first paragraph. Collect and mark innovations a pink (tickled pink) and green (green for growth) pen. Return to students and students then make changes/revisions using a purple polisher pen. Write innovations. Have students complete innovations at the same time as the teacher completes theirs. <ul style="list-style-type: none"> - Teacher generates first paragraph → students generate first paragraph. - You may want to highlight the changes you have made to the original text. 	
Independent Application	<ul style="list-style-type: none"> Students write independently - HOT TASK 	
Assessment	<ul style="list-style-type: none"> Compare with cold task and assess progress. Ensure a rubric that reflects the SCSA standards and a few toolkit items is used to grade the HOT TASKS. 	



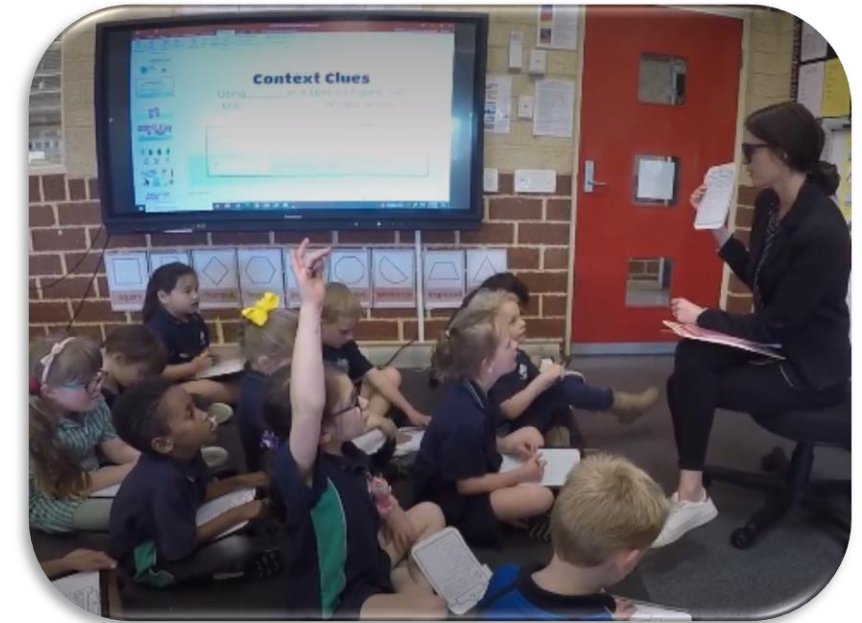
English Overview

Language Comprehension

Reading Renewal

EPS introduced a new reading comprehension program called 'Reading Renewal,' in response to the areas of growth identified in our whole school data analysis. This program was developed by the literacy committee in collaboration with EPS staff to combine knowledge gained from the Science of Reading, Scarborough's Reading Rope and The Big 5. Each reading unit is developed around a selected mentor text while linking closely to one of the 12 Reading Strategies as a focus within the unit to extend their learning in an enjoyable way. Each mentor text is carefully selected by the teachers to ensure that they are year level appropriate, mixed themed and varied text types. Teachers meet collaboratively in their phases to refine each unit which provides consistency across each classroom and across the school.

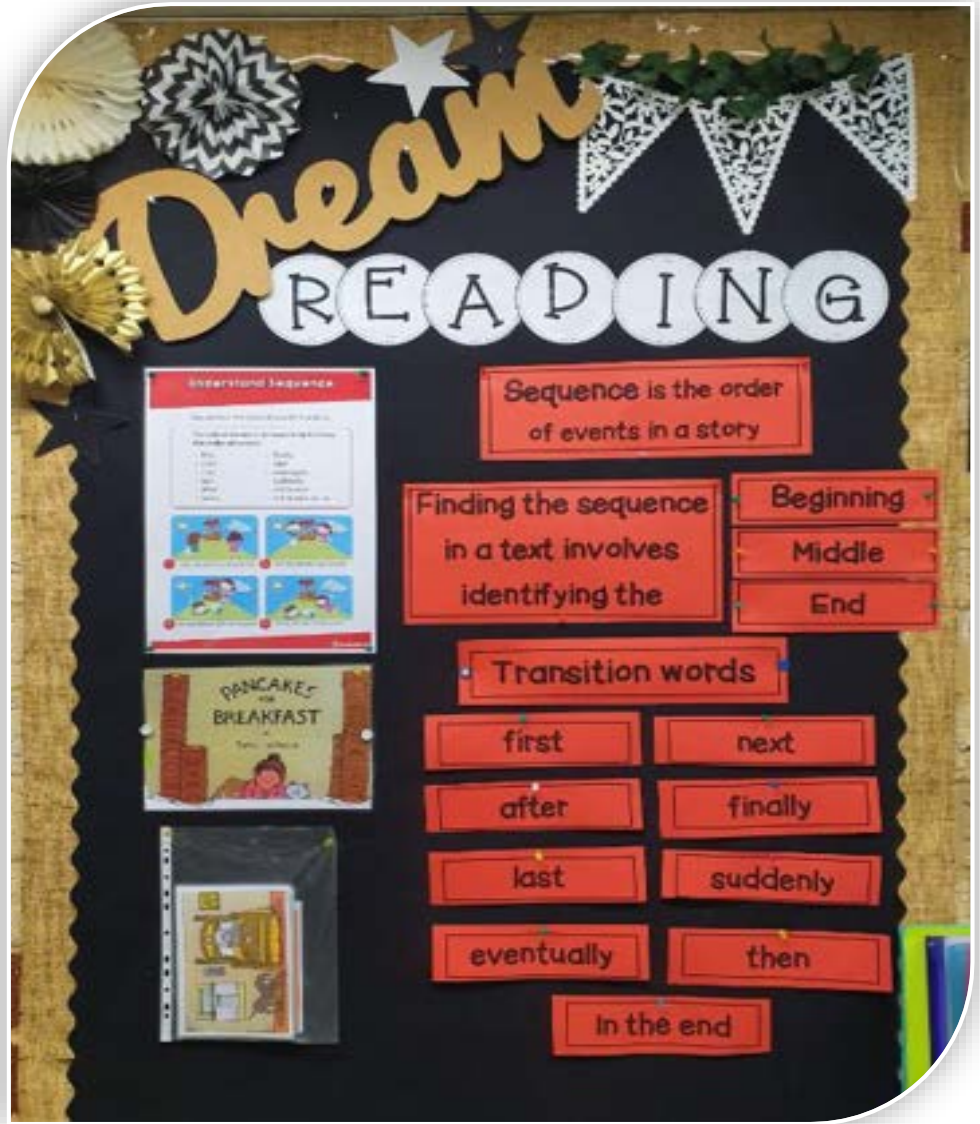
The literacy committee organises and leads after school meetings where teachers work closely together to plan templates for units. In this planning process, they develop phase planners, templates, lessons, PowerPoints, worksheets and assessments. This program explicitly teaches the twelve comprehension strategies, the three comprehension questioning techniques (Literal, Inferential, Critical/Evaluative) while also encouraging students to make deeper connections with the text in a practical and fun way.



English Overview

Language Comprehension

Reading Renewal



All teachers are required to explicitly teach Reading Renewal lessons in their class **3 times a week** (about 40 min sessions). Teachers are also required to have a visible Reading board on display in their classroom to assist the students throughout the learning process. All teachers should familiarise themselves with the EPS Reading Renewal Non-negotiables.

All lessons along with yearly/unit planners are ready to use on the shared drive in the <teacher shared> under 'Reading Renewal'.

Reading Renewal Non-Negotiables 2023

Below is an outline of non-negotiables that need to be evident in all classrooms throughout 2023. If you require any support or have any questions regarding the goals for the term, please see your literacy phase leader for assistance.

Evidenced in class ✓	Reading Renewal non-negotiables
	Reading display board <ul style="list-style-type: none"> Strategy poster page Visual of mentor text (cover etc) Text specific vocabulary
	Reading strategies poster on inside cover of exercise book
	Focus reading strategy poster in exercise book at commencement of unit
	Assessments completed and added to portfolio/work sample book
	Students answer verbal and written questions using full sentences

Evidenced in class ✓	Other Reading expectations:
	One Article-a-Week session
	Reading for enjoyment - Vooks, Epic, silent reading, class novel etc
	One ReadWorks assigned task per week
	Reading Strategies embedded in daily review



English Overview

Language Comprehension

Reading Comprehension Strategies are woven into the Reading Renewal Units.

Year Level	Reading Strategies to Cover
PP	<ul style="list-style-type: none"> ✓ Finding the Big Idea ✓ Finding Details ✓ Putting Things in Order ✓ Understanding What Happens and Why ✓ Making a Guess ✓ Figuring Things Out
1	<ul style="list-style-type: none"> ✓ Finding the Main Idea ✓ Finding Details ✓ Putting Things in Order ✓ Making a Guess ✓ Understanding What Happens and Why ✓ Figuring Things Out
2	<ul style="list-style-type: none"> ✓ Finding Main Idea ✓ Recalling Facts and Details ✓ Understanding Sequence ✓ Recognising Cause and Effect ✓ Making Predictions ✓ Finding Word Meaning in Context ✓ Drawing Conclusions and Making Inferences ✓ Reading Pictures

Year Level	Reading Strategies to Cover
3 & 4	<ul style="list-style-type: none"> ✓ Finding Main Idea ✓ Recalling Facts and Details ✓ Understanding Sequence ✓ Recognising Cause and Effect ✓ Comparing and Contrasting ✓ Making Predictions ✓ Finding Word Meaning in Context ✓ Drawing Conclusions and Making Inferences ✓ Distinguishing Between Fact and Opinion ✓ Identifying Author's Purpose ✓ Interpreting Figurative Language ✓ Distinguishing Between Real and Make-Believe
5 & 6	<ul style="list-style-type: none"> ✓ Finding Main Idea ✓ Recalling Facts and Details ✓ Understanding Sequence ✓ Recognising Cause and Effect ✓ Comparing and Contrasting ✓ Making Predictions ✓ Finding Word Meaning in Context ✓ Drawing Conclusions and Making Inferences ✓ Distinguishing Between Fact and Opinion ✓ Identifying Author's Purpose ✓ Interpreting Figurative Language ✓ Summarising



English Overview

Language Comprehension

Core Knowledge Units

To further develop our response to enhancing our students Background Knowledge, we have been exploring the use of Core Knowledge Units. Utilising and adjusting the Core Knowledge Units available from [Curriculum – Core Knowledge Foundation](#), students are exposed to high quality, content-rich learning materials from a variety of genres and links to HASS learning areas. Students are explicitly taught the associated vocabulary to further develop their level of understanding and comprehension of the text.

Students engage with the text and lesson activities include:

- Choral reading
- Teacher Read-Aloud
- Pair Shares
- Mini-Whiteboards
- Multiple Choice voting and other CFUs
- Group Discussion



We will continue to develop and refine our use of Core Knowledge Units in 2025.



English Overview

Language Comprehension

Read Works

As part of the Reading Renewal non-negotiables all classes from **Year 1-6** should be using Readworks in their teaching. Readworks has high-quality reading instruction tools and supports that make an impact. They focus on the following three pillars of reading comprehension to improve student reading comprehension and overall reading outcomes.

- 1. Building Background Knowledge
- 2. Growing Vocabularies
- 3. Strengthening Strategic Reading

- Teachers should be assigning students **one** (skill level appropriate) **comprehension passage** from Readworks to individually complete **each week** on the ipads.
- Students should also be completing at least **one article** from Readworks **each week** as a whole class and hold discussions on this article and **fill in their article workbook**.

Click here to access Readworks  [ReadWorks](https://www.readworks.com)

Teachers are encouraged to incorporate reading for enjoyment through story/book reading, silent reading, class novel, Epic reading app etc

BUSY BEES.

Bees are amazing insects. They work hard to get food. Bees get their food from flowers. This is why bees buzz around flowers.

Bees make **honey**. First they get food from flowers. Then they make **honey**. Bees love making **honey**.

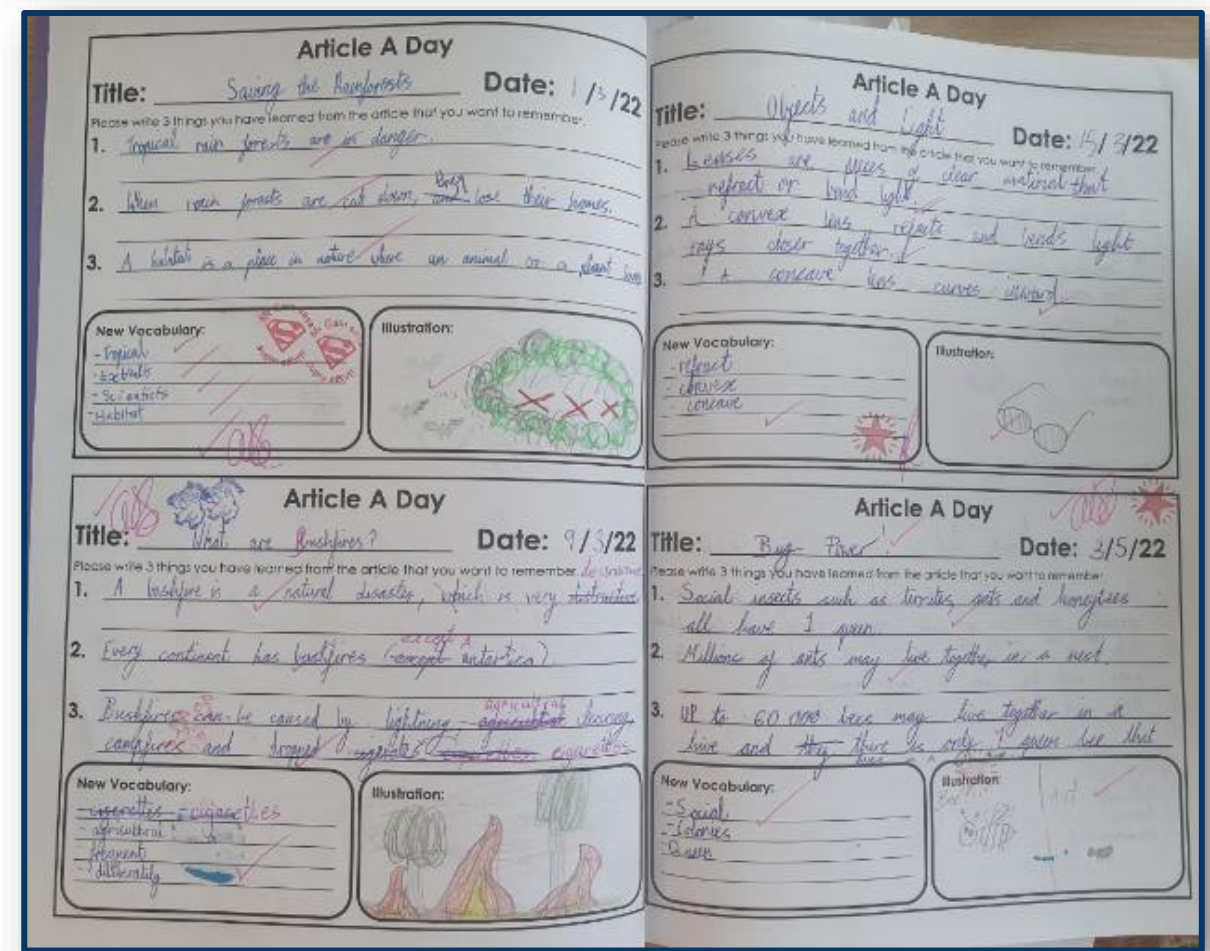
People also take **honey** from bees. All **honey** comes from bees. **Honey** can be very sweet!

Bees live in big groups. Thousands of bees live in one **hive**. The **hive** has one queen bee. The queen is the mother bee.

Bees are always busy. We sure are lucky that they make **honey**. But be careful around bees. Bees can **sting** you with their stinger!

ARTICLE A DAY.





SCAN ME





English Overview

Handwriting

EPS follows the letter formation stages as outline in the PLD (Promoting Literacy Development) program. Handwriting sessions are daily explicit sessions that are linked to the phonics sequence in K-2.

Handwriting Style Progression:

- Kindergarten – Year 1: NSW print
- Year 2: NSW pre-cursive
- Year 3: NSW Cursive
- Year 4: NSW Cursive
- Year 5: NSW cursive speed loops
- Year 6: NSW cursive speed loops

Basic character sets for the 4 NSW styles

<p><i>The quick brown fox jumped over the lazy dog!</i> ABCDEFGHIJKLMNOPQRSTUVWXYZ 1234567890 NSW Print</p>	<p><i>The quick brown fox jumped over the lazy dog!</i> ABCDEFGHIJKLMNOPQRSTUVWXYZ 1234567890 NSW Pre Cursive</p>
<p><i>The quick brown fox jumped over the lazy dog!</i> ABCDEFGHIJKLMNOPQRSTUVWXYZ 1234567890 NSW Cursive</p>	<p><i>The quick brown fox jumped over the lazy dog!</i> ABCDEFGHIJKLMNOPQRSTUVWXYZ 1234567890 NSW Speed Loops</p>

Pre Primary

Year 1-2

Year 3-6

Dotted Line Size	Handwriting Text (Booklist)	Year 1: Semester 1 – 24mm Dotted Thirds, Semester 2 – 18mm Dotted Thirds	Year 3 & 4: 14mm Dotted Thirds Year 5 & 6: 9mm Dotted Thirds
	Exposure to writing on 24mm Dotted Thirds by Term 2.	Year 2: 18 mm Dotted Thirds	



MATHEMATICS



Maths Overview

Prime Mathematics



Click here to assess the Prime Hub for EPS



[Scholastic Learning Zone](#)

At EPS we teach mathematics using the Prime Mathematics program. All classes from Pre Primary to Year 6 are required to explicitly teach Prime mathematics, following the teacher notes, 5 times a week (1 hour sessions).

PRIME is better described as a 'text-based' or 'book-based' program. This is different from the typical textbook approach. It is designed to combine best practice pedagogy with recognition of how learning actually happens among diverse learners.

The PRIME program supports students to progressively develop concepts and master skills through systematic spiralling of content with constant rewinding and reinforcement of previous learning. Teachers are able to use a variety of contexts that are meaningful and relevant to their students without the need to constantly search out and build up teaching resources. Significantly, when following the PRIME program, teachers own mathematical understandings, knowledge and teaching strategies are strengthened and developed in ways that build professional confidence and capability.

At EPS staff are required to follow our non-negotiables when teaching this program.

List of Non-Negotiables

Planning	➤ Teach the book in order
	➤ Complete year level planning document
	➤ Read the lesson notes before every lesson
	➤ View the demonstration lesson videos to plan parallel lessons
Teaching	➤ Include a parallel lesson before every 'Let's Learn'
	➤ 'Concrete, Pictorial, Abstract' teaching pedagogy evident in every 'Let's Learn' as per lesson notes, and use of Copy Masters printed from the Teaching Hub when applicable
	➤ UPAC (Understand, Plan, Answer, Check) strategy followed for problem solving lessons
	➤ I Do (Let's Learn), We Do (Let's Do), You Do (Let's Practise) teaching model followed
Assessing	➤ EPS Lesson delivery-engagement norms to be used while teaching each lesson
	➤ PRIME Digital Assessments (Years 3-6), Paper Assessment (PP-2) after every topic

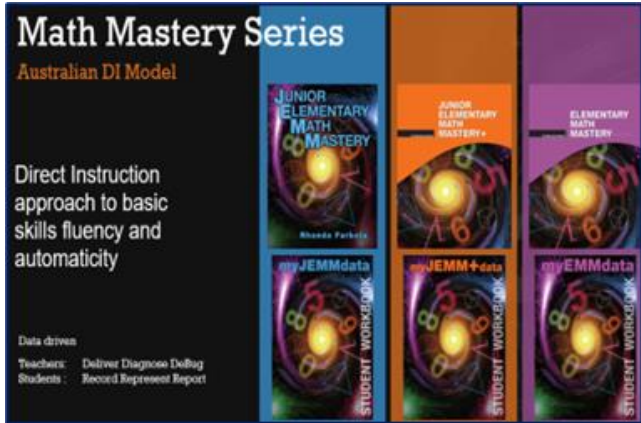


Maths Overview

Maths Mastery

JEMM / JEMM+ / EMM

At EPS we use the mental mathematics program Maths Mastery Series from Years 3-6. Yr 2 begin to introduce JEMM in Semester 2 using a chin-it approach. We teach this **5 times a week**, which requires **15-20 minutes** to implement, plus 5-10 minutes for instant feedback, diagnosis and correction procedures. Diligent implementation over the course of the school year will see students answering at least 600 questions at the end of which they will have achieved mastery. We also conduct a monthly **Jemmathon/Jemm+athon/EMMathon** which provide a review of the skills developed in Maths Mastery.



Presenting students with heap of new information in one go, then moving them to master it, then move on to an unrelated topic, and master it. The problem is compounded as students are not re-familiarised with the topic throughout the year.

JEMM/JEMM+/EMM circumvents this problem by running concurrent strands. Because the strands are run concurrently, students are soon familiar with the many connections existing between the various math disciplines, and become fluent and automatic in applying them.

THE MATH MASTERY SERIES PROGRAMS		
EMM	JEMM+	JEMM
Elementary Math Mastery	Junior Elementary Math Mastery+	Junior Elementary Math Mastery
<p>Ideally suited to upper primary and first year secondary students, and secondary school remedial classes.</p> <p>Requires daily 20-25 minutes to implement, plus 5-10 minutes for corrections and feedback.</p> <p>EMM features 160 lessons, each composed of 20 strands. Students answer one question per strand daily:</p> <ul style="list-style-type: none"> • Addition • Subtraction • Multiplication • Division • Number patterns • Equations and inverse operations • Whole number properties • Fractions • Decimals • Measurement • Space • Geometry • Average, percentage, ratio, chance • Math language • Money • Time • Algebra • Visual perception • Data analysis • Problem solving 	<p>Ideally suited to middle primary and upper primary students, and first year secondary school remedial classes.</p> <p>Requires daily 20-25 minutes to implement, plus 5-10 minutes for corrections and feedback.</p> <p>JEMM+ features 120 lessons, each composed of 15 strands. Students answer one question per strand daily:</p> <ul style="list-style-type: none"> • Counting • Addition • Subtraction • Multiplication • Division • Number patterns • Fractions • Decimals • Measurement • Space • Data and Chance • Money • Time • Visual perception • Problem solving 	<p>Ideally suited to middle primary students, and upper primary school remedial classes.</p> <p>Requires daily 20-25 minutes to implement, plus 5-10 minutes for corrections and feedback.</p> <p>JEMM features 80 lessons. Students answer one question per strand daily with Lesson 1 introducing:</p> <ul style="list-style-type: none"> • Whole number addition • Whole number subtraction • Number facts • Place value • Number patterns <p>Building on these base strands the following lessons introduce:</p> <ul style="list-style-type: none"> • Lesson 21 Money • Lesson 31 Measurement • Lesson 41 Fractions • Lesson 51 Time • Lesson 61 Data and Chance <p>Each JEMM lesson concludes with Strategic Thinking: a hands-on approach to problem solving.</p>
<p>These programs help all students, but particularly those who:</p> <ul style="list-style-type: none"> • Have not reached required numeracy level for their age • Have low motivation to learn, or low self-efficacy • Are classified as at-risk learners • Have difficulty concentrating, and would benefit from repeated structured teaching 		



Maths Overview

Times Tables

Familiarity and proficiency with the basic times tables are an essential building block in math. It opens the door to multi-digit multiplication and demystifies processes like long division and simplifying fractions. It lays the foundation for algebra. Being able to recall basic facts efficiently is a necessary first step in the development of more advanced skills for computational fluency with larger numbers and algebraic expressions.

Automatic Response, Time Tables Requirements at EPS

Pre Primary	Skip count in 2, 5 and 10
Year 1	<ul style="list-style-type: none">Skip count in 2, 5, 10 and 112, 5, 10 and 11 times tables
Year 2	<ul style="list-style-type: none">Skip count in 2, 3, 4, 5, 10 and 112, 3, 4, 5, 10 and 11 times tables
Year 3	<ul style="list-style-type: none">Skip count in 2, 3, 4, 5, 6, 7, 8, 9, 10 and 112, 3, 4, 5, 6, 7, 8, 9, 10 and 11 times tables
Year 4-6	<ul style="list-style-type: none">Skip count in 2, 3, 4, 5, 6, 7, 8, 9, 10, 11 and 122, 3, 4, 5, 6, 7, 8, 9, 10, 11 and 12 times tables




Along with explicitly teaching times tables through a variety of methods, EPS uses the Times Tables Rock Stars program to enhance student learning of their times tables. Tables Rock Stars has a proven track record of boosting children's fluency and recall in multiplication and division. Our question-based games automatically adapt to each child's unique learning needs, helping them to recall their times tables in record speed. This program can be used by students at school or/and at home.

Maths Overview

Daily and Weekly Reviews

At EPS, we consider daily and weekly reviews in mathematics to be an essential part of the learning process. These reviews strengthen previous learning and can lead to fluent recall. Rosenshine's research states that daily/weekly reviews are an important component of instruction. They help to strengthen the connections among the material we have learned. The review of previous learning can help us recall words, concepts, and procedures effortlessly and automatically when we need this material to solve problems or to understand new material.

01 DAILY REVIEW



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Daily review is an important component of instruction. It helps strengthen the connections of the material learned. Automatic recall frees working memory for problem solving and creativity.

Daily reviews should be succinct, 10-15mins maximum. They should have a key focus on key number facts, timetables and skills relevant to current prime lesson being taught that day.

10 WEEKLY & MONTHLY REVIEW



WEEK 1 WEEK 2 WEEK 3 WEEK 4 WEEK 5 WEEK 6 WEEK 7 WEEK 8

The effort involved in recalling recently-learned material embeds it in long-term memory. And the more this happens, the easier it is to connect new material to such prior knowledge.

Weekly Review should be once a week (preferably on a Monday to provide spacing effect). It needs to focus on interleaved practise of the skills learned across the previous week.