



# Literature-rich, Knowledge-based Curriculum

South Melbourne  
Primary School





# Context









# Our journey

## 2018

	Reading	Writing	Spelling	Grammar	Numeracy
Year 3	465	410	451	434	406
Year 5	471	443	492	455	456

## 2023

	Reading	Writing	Spelling	Grammar	Numeracy
Year 3	473	456	475	484	469
Year 5	546	528	540	557	547





# The role of leadership

Out of Class	Title	Portfolio
	Principal	School Leadership
	Assistant Principal	Whole School Org
	Learning Specialist	Wellbeing, Disability and Inclusion
	Learning Specialist	Curriculum and Learning

+ Part time Learning Specialist for coaching

In Class	Title	Portfolio
	Team Leader	One year level
	Maths Leader	Maths curriculum



# My role

## Curriculum and Learning

- English lessons Prep to Year 6
- Literacy lessons in Prep to Year 2
- Oversee Maths direction
- Pedagogy

## Other

- Assessment and data
- Reporting
- Intervention and extension
- Leadership team



# Define the Approach

Literature-rich

Knowledge-based







LIKE THE OCEAN WE RISE



# Define the Approach

Literature-rich

Knowledge-based





**Skills**

**Knowledge**



# Explore the Approach



	Prep	Year 1	Year 2	Years 3-6
Skills	5	5	5 including SRA	5x 30 mins spelling
English	5	5	5	4x 90 mins 1x 30 mins + 60 mins SRA
Maths	5	5	5	5
Science	2	2	2	2
Humanities	0 in Term 1 1 in Terms 2-4	1	1	1
Prosocial (C.S. & RRRR)	1.5	1.5	1.5	1.5
Library (fortnightly)	0.5	0.5	0.5	0.5
Friday Afternoon Activity	1	1	1	1
Specialists	4	4	4	4
Total # of Sessions	24 in library week	25 in library week	25 in library week	25 in library week
	23.5 in non-library week	24.5 in non-library week	24.5 in non-library week	24.5 in non-library week

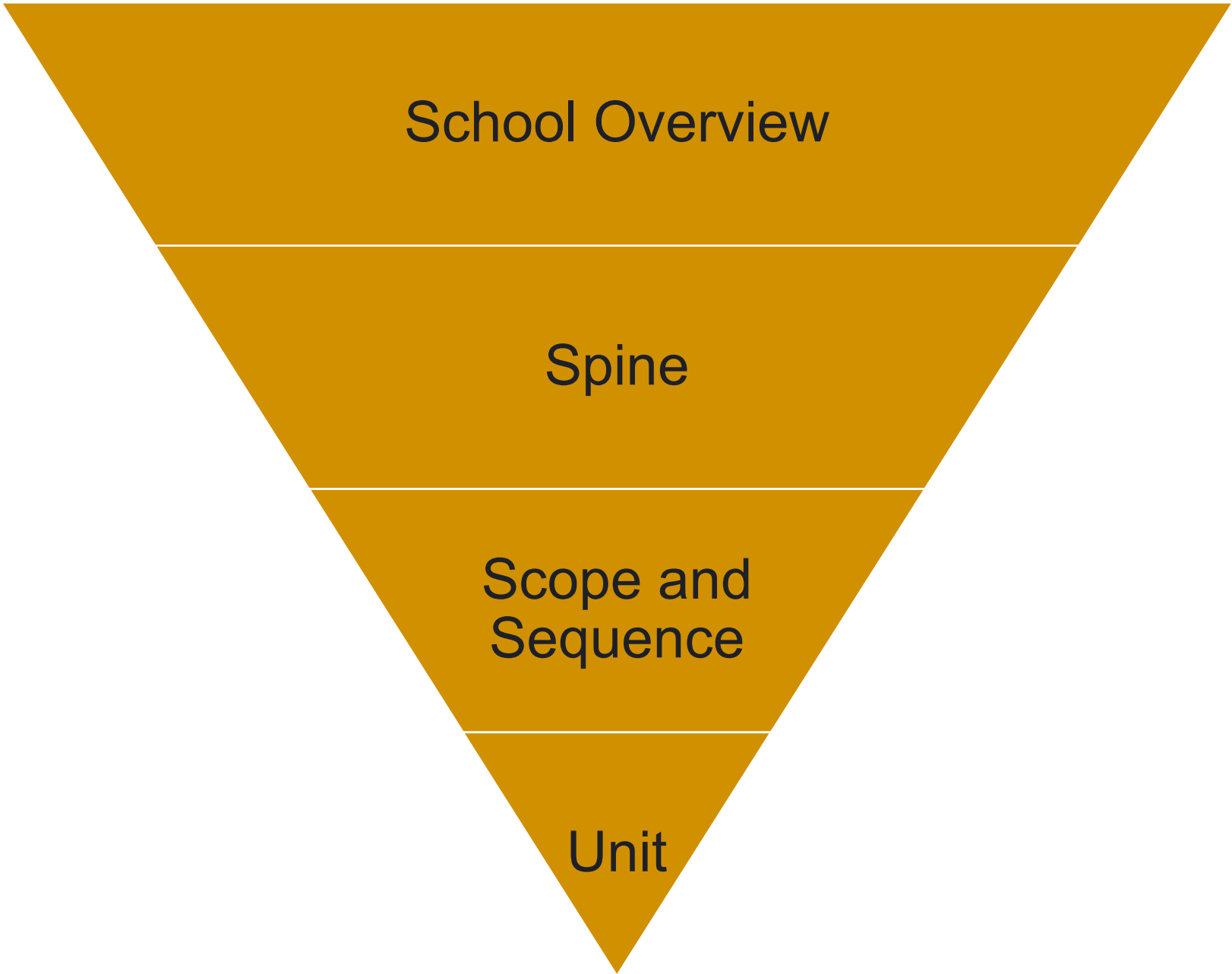






**Literacy Skills**

**English**





School Overview


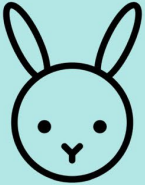


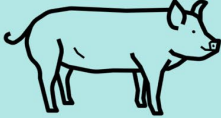
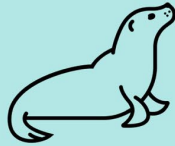

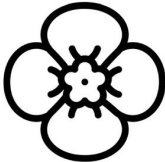
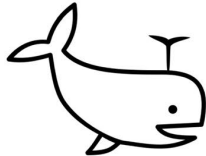


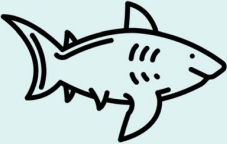

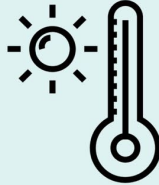
Spine

Scope and  
Sequence

Unit





	Term 1	Term 2	Term 3	Term 4
English	Cloud Busting 	The Legend of Podkin One-Ear 	Storm Boy 	The Lion, The Witch and The Wardrobe 
	Charlotte's Web 		Nim's Island 	
Humanities	Our Island Home 	Remembrance and Celebrations 	Under the Sea 	Rivers of Life 
Science	Healthy Me 	Friend or Foe? 	Material World 	Feeling the Heat 



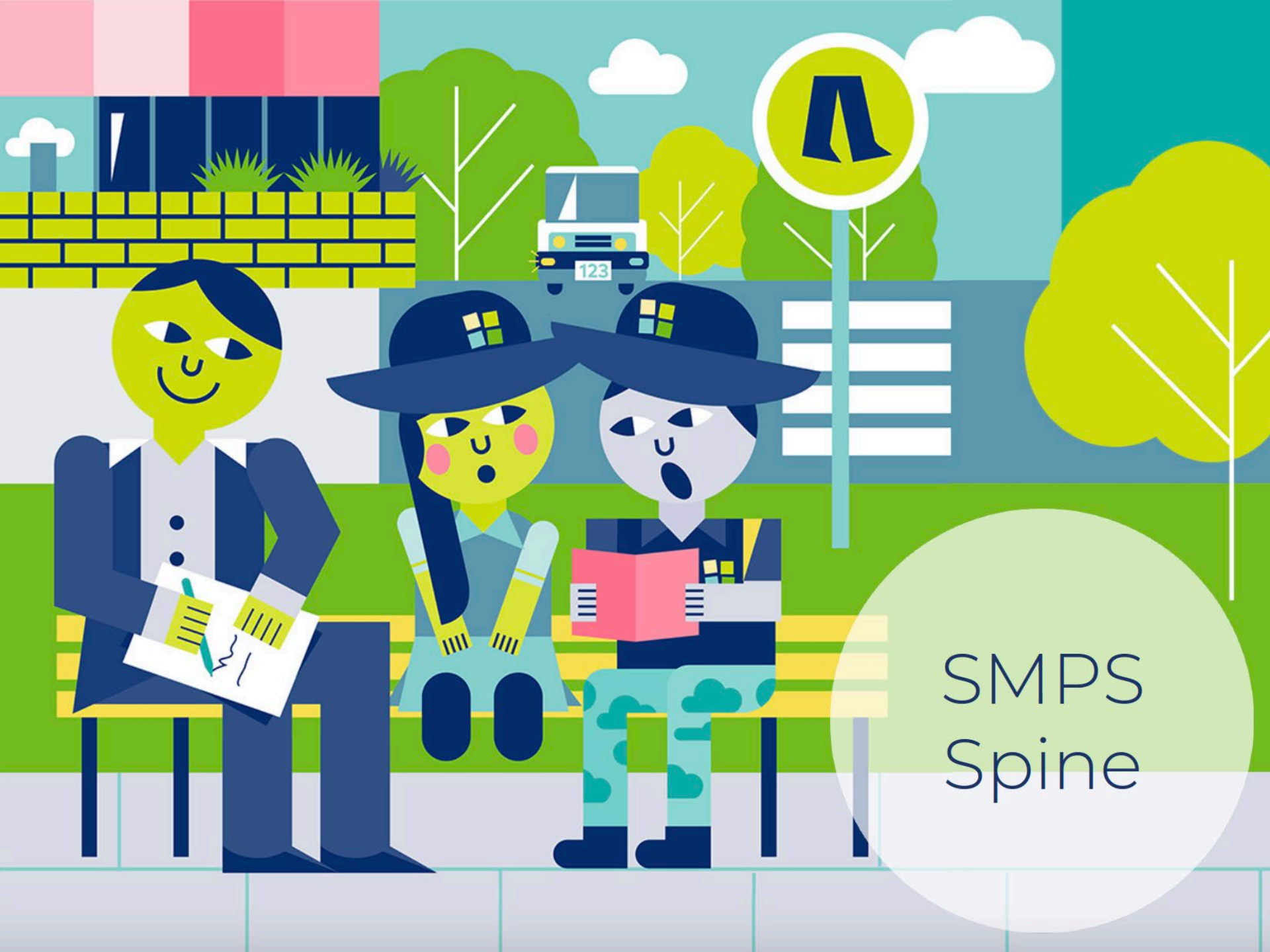
School Overview

Spine

Scope and  
Sequence

Unit





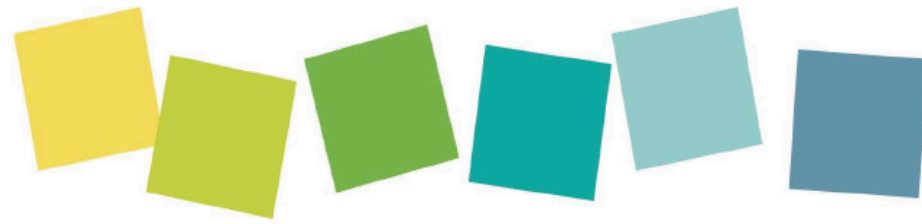
SMPS  
Spine









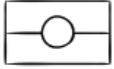








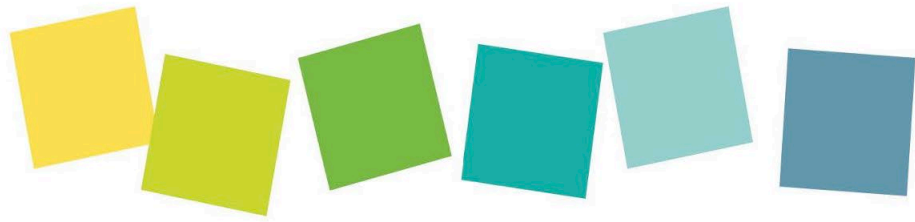
# Key



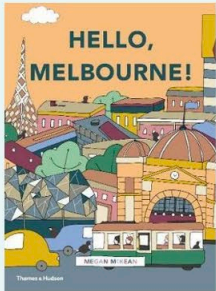
Symbol	Plague
	Archaic Language
	Non-Linear Time Sequences
	Narratively Complex
	Figurative/Symbolic
	Resistant
	Non-fiction

Symbol	Feature
	Aboriginal author or characters
	Australian author or setting
	Poetry
	Disability
	Prominent female

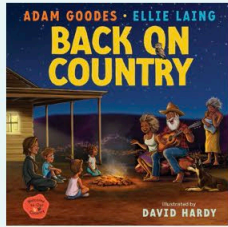
# Year 4



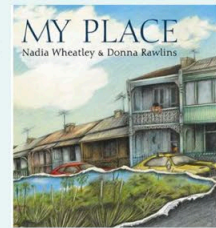
Picture books:



Hello, Melbourne!  
Megan McKean



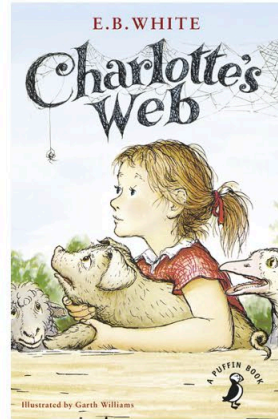
Back on Country  
Adam Goodes



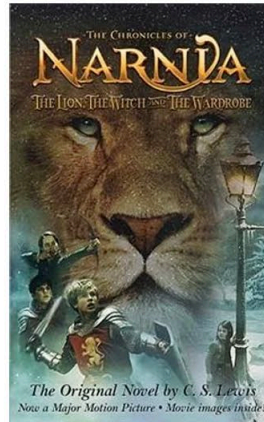
My Place  
Nadia Wheatley



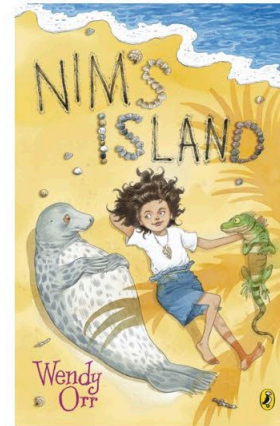
Giinagay Gaagal, Hello Ocean  
Melissa Greenwood



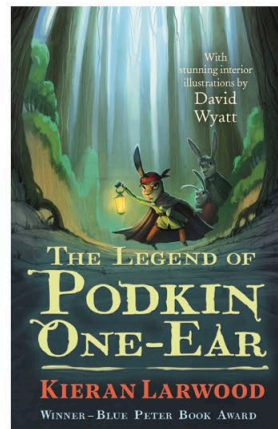
Charlotte's Web  
E. B. White



The Lion, The Witch and the Wardrobe  
C. S. Lewis



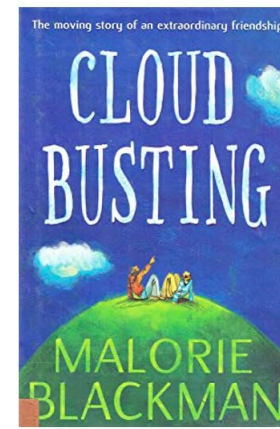
Nim's Island  
Wendy Orr



The Legend of Podkin One-Ear  
Kieran Larwood



Storm Boy  
Colin Thiele



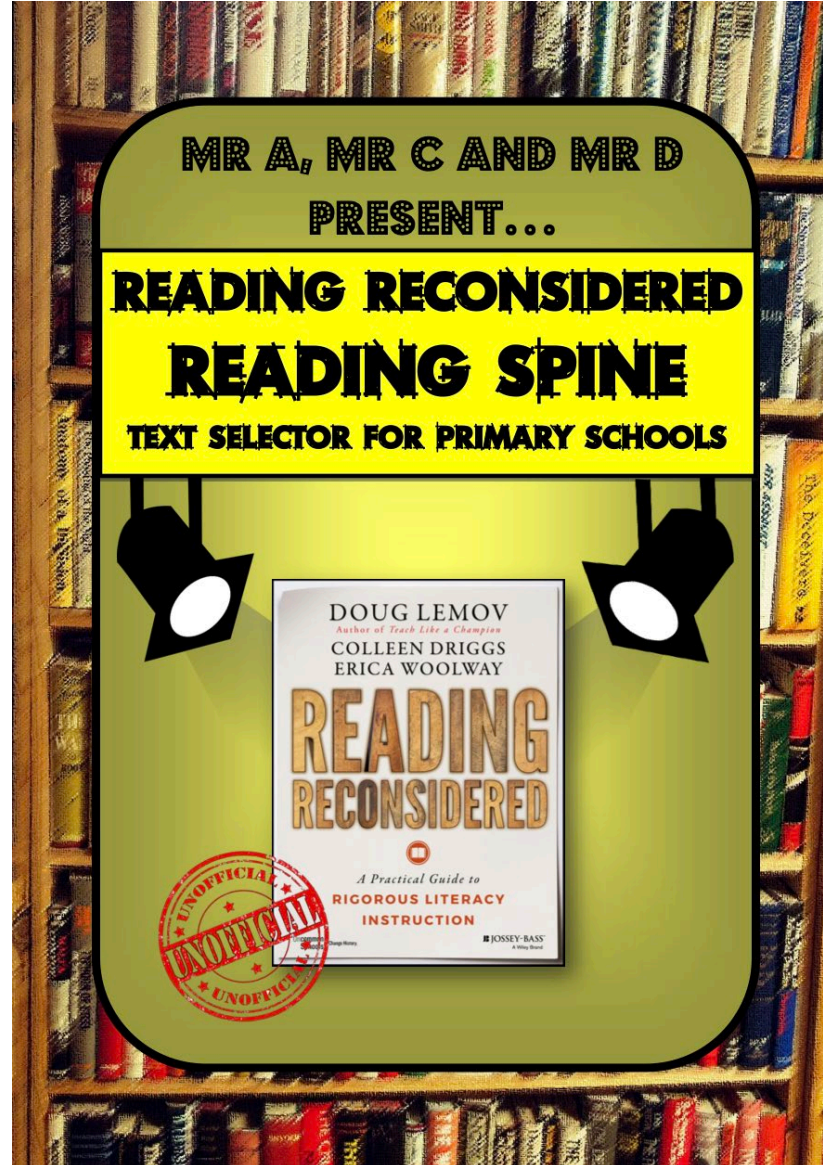
Cloud Busting  
Malorie Blackman

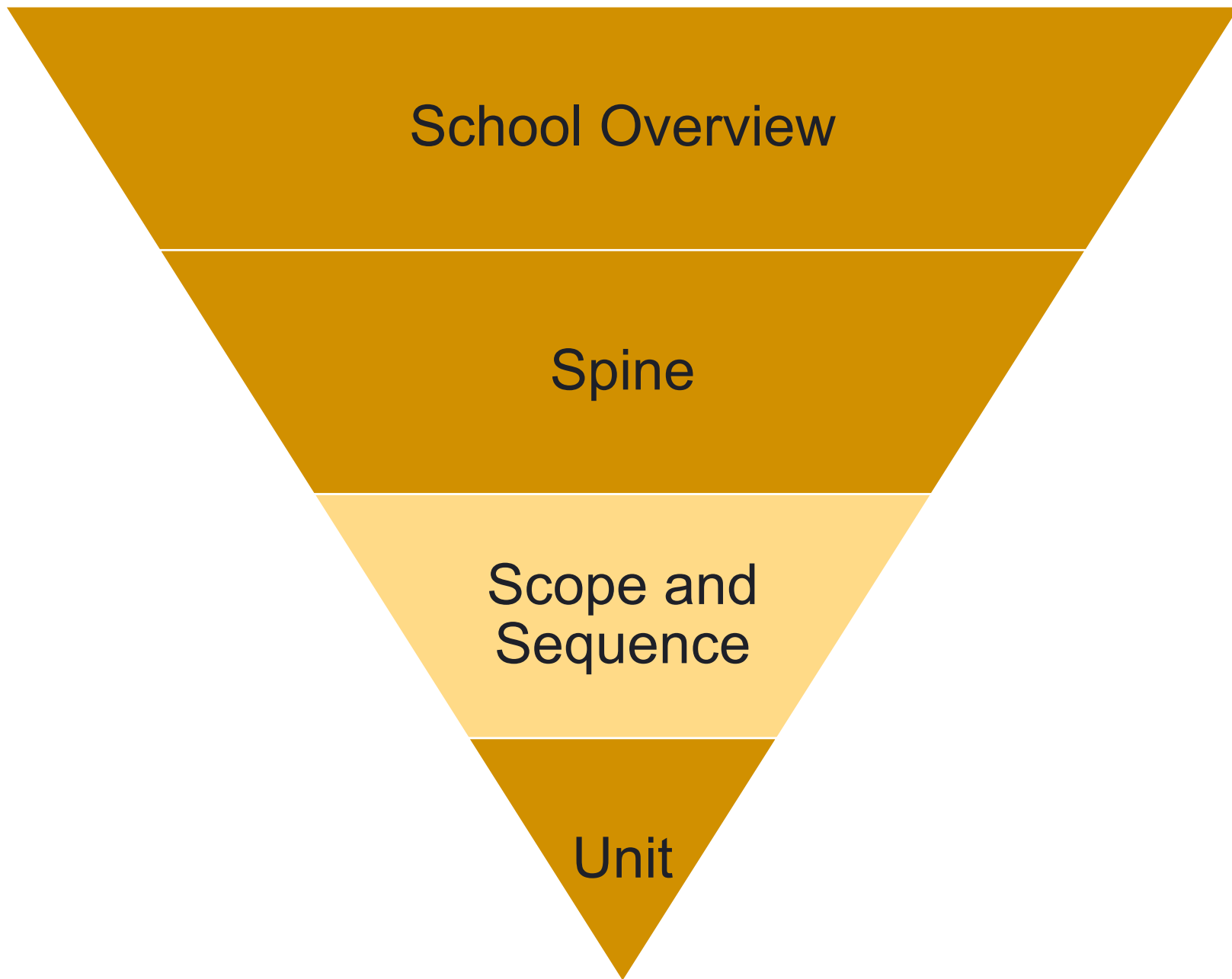




### Australian Reading Spine

Classic books and high-quality literature to form the core of a read-aloud program from Kindergarten/Preschool to Year 6







	Term 1	Term 2	Term 3	Term 4	End of Year
<b>Text Structure and Organisation</b>	<ul style="list-style-type: none"> <li>• Explain how to take care of a book</li> <li>• Identify the front and back cover of a book.</li> <li>• Identify the title and author and illustrator of a text.</li> <li>• Hold a book the correct way up.</li> <li>• Use directionality skills when reading;</li> </ul>	<ul style="list-style-type: none"> <li>• Point to the punctuation in a text.</li> <li>• Use basic functions of a digital text and keyboard: <ul style="list-style-type: none"> <li>○ Clicking icons and buttons</li> <li>○ Swiping and scrolling</li> <li>○ Drop down menus.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Identify the blurb and the spine of a book.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain how to find a book of interest in the class library and a picture book in the school library</li> </ul>	Understand concepts about print in print and digital texts, including how books and simple digital texts are usually organised (VC2EFLA04)





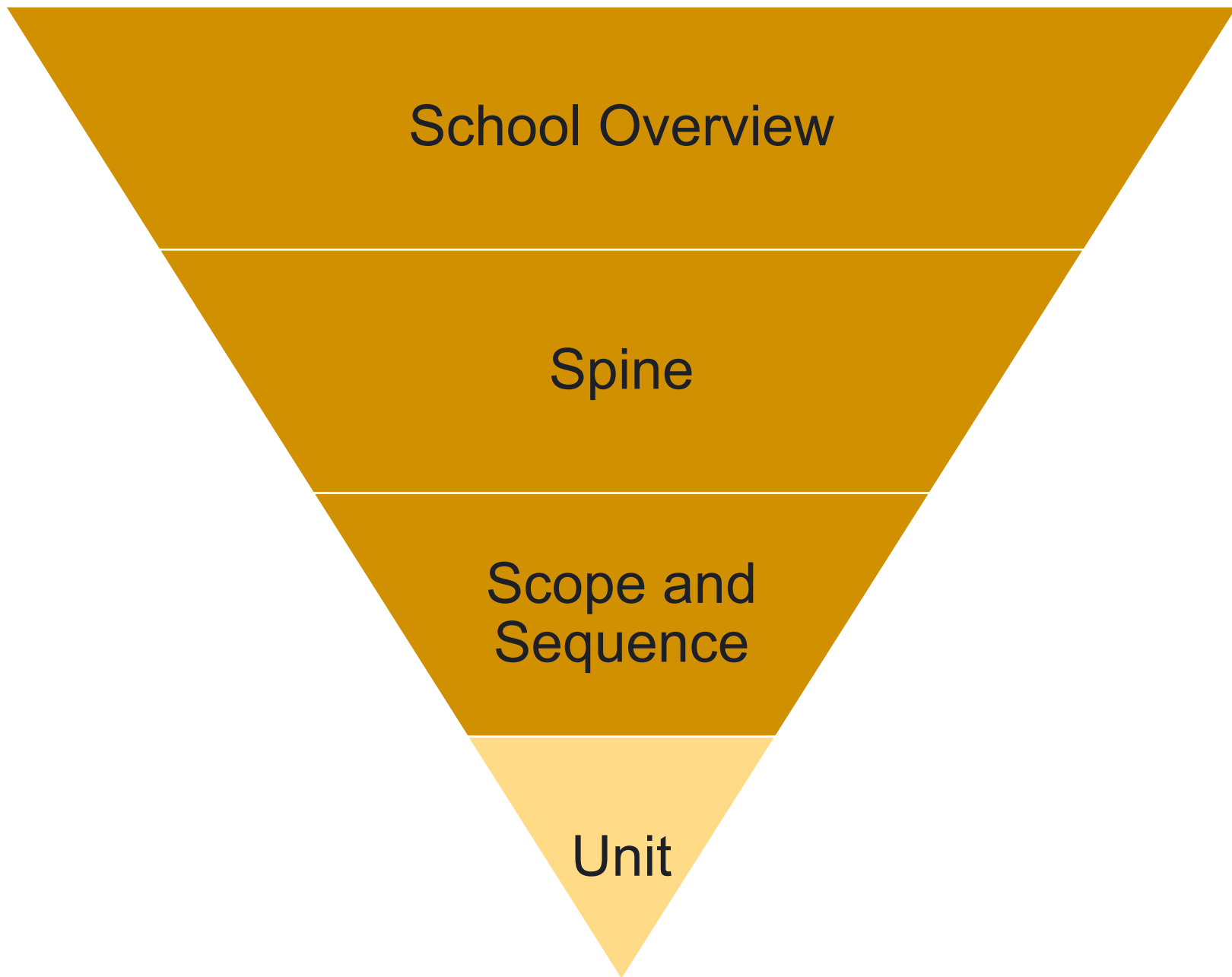
# Skills

Reading	<ul style="list-style-type: none"><li>• Identify that paragraphs within informational texts contain related facts.</li><li>• Identify diagrams as a source of information in non-fiction texts.</li><li>• Build background knowledge of insects and cycles in nature.</li><li>• Use a graphic organizer (table) to record non-fiction text details.</li></ul>
Writing	<ul style="list-style-type: none"><li>• Write a summary of a cycle in nature (the life cycle of a flowering plant).</li><li>• Explore point of view and perspective in non-fiction by writing a hybrid piece 'I Am a Tree'.</li><li>• Write and illustrate key factual information about the life cycle of a chicken.</li><li>• Write a sequential informational paragraph using a topic sentence, first, next, then, finally, and a concluding sentence.</li><li>• Correctly punctuate sentences (statement, question, command, exclamation).</li></ul>
Speaking and Listening	<ul style="list-style-type: none"><li>• Act out, observe and write about a cycle in nature.</li><li>• Academic vocabulary: thrive, tilt, adapt, protective, replenished, transparent</li><li>• Unit specific vocabulary: germination, burrow, precipitation.</li></ul>



# Knowledge

Knowledge	<ul style="list-style-type: none"><li>• Describe ways that plants and animals depend on each other.</li><li>• Identify the stages of the life cycle of a:<ul style="list-style-type: none"><li>• flowering plant (seed to seed)</li><li>• tree (seed to seed)</li><li>• chicken (egg to egg)</li><li>• frog (egg to egg)</li><li>• butterfly (egg to egg)</li></ul></li><li>• Explain that a cycle is a sequence of events that repeats itself again and again.</li><li>• Describe the seasonal cycle: spring, summer, autumn, winter.</li><li>• Explain effects of seasonal changes on plants and animals.</li><li>• Describe the formation of clouds.</li><li>• Identify three types of clouds: cirrus, cumulus, and stratus.</li><li>• Define water cycle</li><li>• Explain that there is a limited amount of water on Earth.</li></ul>
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# Fables and Folktales



# Outcomes – Students

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# Outcomes – Staff

	2018	2023
Curriculum instruction and teaching and learning programs are well coordinated across the different year levels at this school.	59%	97%
Teachers in this school have a deep understanding of the curriculum they teach.	73%	93%
This school provides opportunities for teachers to build knowledge and skills in the use of high-impact teaching strategies.	73%	100%







# How Principals Could Lead This Work



Conditions that allow this work to take place:

1. Dedicated Curriculum Leader
2. Defined curriculum timing
3. Frame of pedagogy (Explicit Direct Instruction)
4. 'On the Hook'
  - Data tracking
  - Hyper-consistency of routines and procedures
5. Culture of feedback

# Possible First Steps

- Define curriculum timing
- Develop a ‘spine’
- List knowledge and skills in each unit

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Skills	5	5	5 including SRA	5x 30 mins spelling 4x 90 mins
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## Skills

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## Knowledge

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# Questions and Answers





# Thank you



**SOUTH  
MELBOURNE**  
Primary School