



BEYOND WORDS: PRIMARY LITERACY PROJECT

The Grade 1 Literacy Pilot project has evolved to become the Primary Literacy Project, supporting the success of students from Kindergarten to Grade 3 through evidence-based instruction, developing the skills in service of reading, writing and communicating.

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PROMOTING ACHIEVEMENT & WELLBEING

We believe that effective literacy programming responds to the diverse interests, learning preferences and readiness of learners.

The Primary Literacy Project continues to support educators from ELK to Grade 3 in achieving a comprehensive literacy program, developing the skills in service of reading and writing, and engaging students in personally meaningful contexts for learning. This project has been supported by the Family of Schools (FOS) vice-principals, and aligns professional learning with a foundation of related research and expertise.

Working in collaboration with Student Achievement Officer MaryLou McKinley, FOS VPs have developed a K-2 Writing Continuum that will enrich educators' understanding of what students can do, and what they need. The continuum aligns anchor papers (samples of student writing) with a rationale statement for each gradient of proficiency - to encourage a reliable measure of student growth over time. This instrument will enable educators, school teams and system leaders to more precisely monitor changes in student literacy achievement (specifically, generating and communicating ideas through writing) and respond more precisely to student needs.

The impact of the Primary literacy project has been increasingly visible in School Improvement Planning (goals and monitoring), as more schools are referencing key learning and measures from the project - including reading record data and student writing samples. School Effectiveness Framework (SEF) visits have also produced evidence that made visible the impact of the primary literacy work. With consistency, teachers are implementing evidence-based practices including Writers Workshop and Word Building (phonological awareness) activities across classrooms and schools.

The workshop approach to teaching writing has enabled educators to deliver responsive minilessons as needed, and to engage in conferences with individual students throughout the literacy block. Assessment for learning continues to inform differentiated instruction and develops a context to observe students as they apply the skills in service of reading and writing.

Ongoing collaboration between system Special Education and Program staff, classroom educators and school administrators will inform evolving project priorities and next steps.