Miller Technology High School
SWELL: *Success with English Language and Literacy*

The Literacy Ladder

LEVEL 5

- I analyse NAPLAN data to establish directions for future literacy teaching and plan for responsive literacy instruction
- I facilitate the use and integration of technology such as IWB and Web 2.0 tools such as blogs and wikis to maximise the teaching of literacy
- I explicitly focus on the TAAPS model to develop and further enhance students' critical literacy skills
- I adopt an **integrated and systematic** approach for the teaching of literacy in my classroom and at the whole school level
- I collaborate with ESL/STLA/ASLSO /SLSO to plan for and differentiate literacy instruction to meet students' different learning needs

LEVEL 4

- I use NAPLAN data to plan for and differentiate literacy instruction to meet students' different learning needs
- I integrate ICT and Web 2.0 tools to enhance and extend effective literacy teaching and learning strategies
- I use the TAAPS model in my selection of appropriate texts to enhance student accessibility to the content as a guide to text analysis
- I make connections between students' experiences and the learning of new literacy knowledge
- I collaborate with colleagues within and outside of my faculty to improve literacy pedagogy

LEVEL 3

- I refer to school's analysed NAPLAN results on student literacy to inform my teaching
- I use a range of Web 2.0 tools and technology in my lessons to enhance literacy
- I draw upon TAAPS questions in my everyday teaching practice to enhance students' comprehension
- My questions require inferential meanings of texts i.e. Why or How aspects?
- I embed some literacy strategies in my classroom practice/units of work
- I have a good grasp of the language demands of my subject and provide opportunities for students to demonstrate their literacy learning

LEVEL 2	- I use some aspects of technology and basic Web 2.0 tools to teach literacy - I make reference to some elements of TAAPS in order to enhance text comprehension - I know my students' levels of literacy in reading and writing - I can identify literacy requirements within the program - My questioning is focussed on literal comprehension i.e. the who/what/when/where - I provide students with topic glossaries
LEVEL 1	- I am aware that using technology has the potential to transform the way literacy is taught and learned in classrooms - My focus is on code-breaking skills i.e.spelling, punctuation & phonics - I am aware of the whole school approach to literacy-the TAAPS model - I require support in identifying literacy needs of the students - I require support in identifying literacy demands of my subject - I require support in programming for literacy