

ST CECILIA'S CATHOLIC PRIMARY SCHOOL CURRICULUM PLAN 2016

Section One – Profile of the Learners

St Cecilia's is a single stream Catholic Primary School catering for approximately 230 students from Kindergarten to Year Six. The school's motto 'Faith Family Friendship' reflects the Catholic belief of living Jesus' message in all aspects of our lives. St Cecilia's has families from all cultures and believes our belief of an inclusive community where everyone is welcomed and valued. In recent years our indigenous population has grown to answer the call to include the marginalised.

St Cecilia's is situated in a rural location with a declining population due to the down turn of the mining industry. Many families are transitory with very few students commencing in Kindergarten and completing Year Six at the school. The community has a wide diversity of cultural backgrounds, but families are primarily of European descent. Many families come from a non-English speaking background and for some parents, English is their second language.

In addition to providing a sound academic curriculum based on the Australian Curriculum, students are taught by specialist teachers in Science and Technology & Enterprise, Health & Physical Education and Library. Support is also provided in classes by education assistants across the school.

It is important that all staff 'know their learners'. Currently this data is gathered:

- Australian Early Development Census(PP)
- Performance Indicators in Primary School (PP)
- National Assessment Plan – Literacy and Numeracy (Year 3 & 5)
- Progressive Achievement Testing (Year 2 – 6)
- National Quality Standards (PK – Year 2)
- Occupational Therapy and Speech Therapy Reports (K & PP)
- Early Years Literacy and Numeracy Data (Year 1 & 2)
- Mathematics Assessment Interviews (Year 1 – 3 All Students | Year 4 – 6 At Risk)
- Bishops Religious Literacy Assessment (Year 3 & 5)
- SEQTA Pastoral Care Data (Whole School)

There needs to be focus on improving resilience, empathy, self-regulation and self-help skills in all children from Pre-Kindergarten to Year Six. There has been a significant increase in the percentage of students (5% to 16%) with poor self-regulation skills as evident in the Australian Early Development Index.

Reading levels have improved across the school, which gives them the ability to engage with the curriculum. It also demonstrates that the students have the ability to improve. Our students' results demonstrate improvement is required in all areas of numeracy, this is shown through PIPS and PAT Testing.

Section Two – Reflection – What have we been doing?

The St Cecilia's teaching staff is a well-developed professional learning community. Teachers meet once a week and these meetings are developed from the school development plan, using areas of curriculum focus to drive the professional learning agenda. Staff meetings over the term take the form of Professional Learning Communities, cluster meetings and general staff meetings. Curriculum and cluster meetings are used for professional development where teachers engage in professional reading, research, dialogue and development of whole school or cluster approaches to teaching and learning.

After much discussion and exploration of both NAPLAN and school level data, the Professional Learning Community believed there was a need to focus on developing students' understanding of reading comprehension. We have focused on the following questions in particular:

- What are the most common difficulties students have with comprehending texts?
- What are the steps in the reading process?
- What reading content and skills needs to be covered in each year level in the Australian Curriculum?
- How do we identify where students are at, in their acquisition of reading comprehension skills?
- What is the best way to teach reading comprehension skills?

We engaged in professional reading to identify why students experienced difficulties in relation to reading and comprehension development. Teachers have also engaged in deep professional dialogue about their teaching. DOTT is given in one block from 8.25am – 12.20pm in one day. Library DOTT of 35 minutes is also given once a week.

As a staff we brainstormed some suggested strategies to assist students to overcome these difficulties. This was supported by the implementation of a Guided Reading Program across the school, including Magic Words and Running Records. The school also introduced a reading Recovery program for students from Years One to Six. We have participated in a variety of school based English Professional Development Sessions on reading and comprehension skills. In Junior Primary we undertook testing via Observation Survey.

During 2013 we focussed on Mathematics as our area of concern. 2014 saw St Cecilia's develop and implement a differentiation plan to assist those students outside the average for their year level. In 2015 we realised that students reading comprehension skills were below the Australian average and introduced a Guided Reading program from Pre-Primary to Year 6. This was facilitated by our PLC and teaching staff were given PD to ensure there was a common language and understanding of what guided reading is and how to incorporate it into classrooms.

In 2015 we ran a parent workshop to give parents a better understanding of the strategies that are being used at school for homework. Staff members instructed parents in Literacy and Numeracy skills to ensure parents understood how they could help their children with homework, including reading for comprehension. Parents were also informed that students were given Reading Books to take home that matched their reading comprehension ability.

Section Three – Data Analysis

- Australian Early Development Census (PP)
- Performance Indicators in Primary School (PP)
- National Assessment Plan – Literacy and Numeracy (Year 3 & 5)

- National Quality Standards (PK – Year 2)
- Occupational Therapy and Speech Therapy Reports (K & PP)
- Early Years Literacy and Numeracy Data (Year 1 & 2)
- Mathematics Assessment Interviews (Year 1 – 3 All Students |
- SA Australian Spelling Test
- Probe Test
- Bishops Religious Literacy Assessment (Year 3 & 5)
- SEQTA Pastoral Care Data (Whole School)

All results are entered on to a whole school spread sheet to allow for tracking of students across the years. During a staff meeting in Term 1, Year 2 – 6 teachers are taken through the process of analysing the Progressive Achievement Tests to identify the strengths and areas of improvement for students. The Mathematics Assessment Interview allows for tracking of children from Year 1 – Year 3 for all students and then Year 4 for students at risk. Teachers have been provided resources and support to assist students in moving from one growth point to the next. Teachers in Year 1 and 2 are required to conduct Observation Survey on students with a Reading Level of 19 and below. Burt Testing and Writing Vocab Testing are to be done for all students Year 1 – 3. From this data we are able to identify those students most at risk. In Year 1 – 3 the teachers were required to conduct Running Records at least once every three weeks. Test of Learning Ability & Standard Progressive Matrices Test is used for the identification of students for the Extension Program with a specialist teacher.

National Testing Data **Religious Education**

In this section reference is made to NAPLAN and Bishops’ Religious Literacy Test data. The following graphs show St Cecilia’s Catholic Primary School’s means compared with WA Catholic Similar Schools, where possible, for this period. St Cecilia’s has shown a steady increase in achievement since 2013.

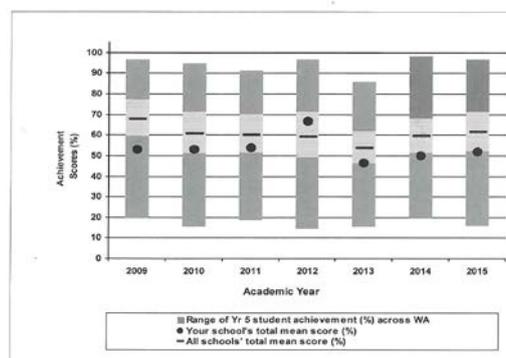
THE CATHOLIC EDUCATION OFFICE OF WESTERN AUSTRALIA
The Bishops’ Religious Literacy Assessment
Year 5 School Report

School Name: ST CECILIA’S CATHOLIC PRIMARY SCHOOL
State Code: 1159

Summary of School Mean Over Time

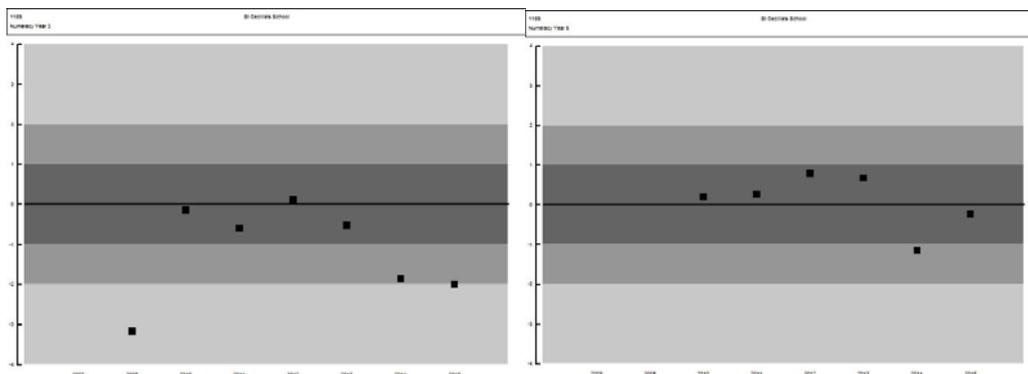
The graph below shows your school’s mean relative to the state mean and the overall distribution of students’ scores from 2009 to 2015.

The range of scores in the lightly shaded areas indicate the middle 50% of all students’ achievement scores.



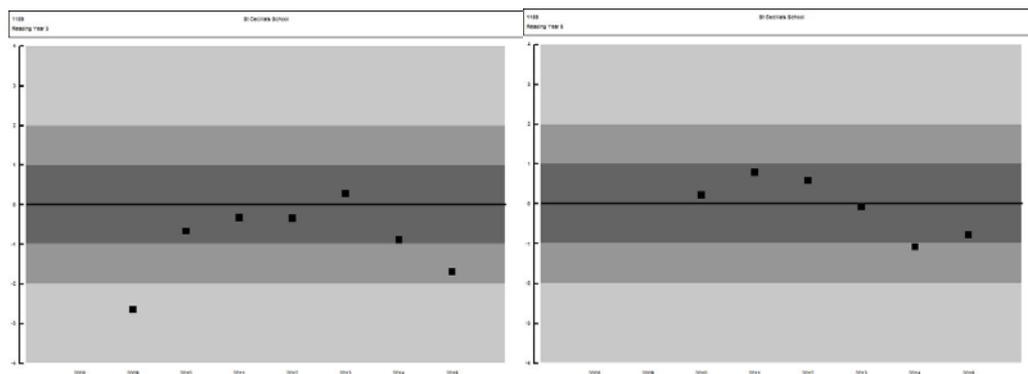
Numeracy

The data below indicates that in 2013 our Year 3 students were above similar schools, with a significant drop in 2014. In 2015 the Year 5 students show a pleasing upward movement closing the gap between our school and similar schools.



Reading

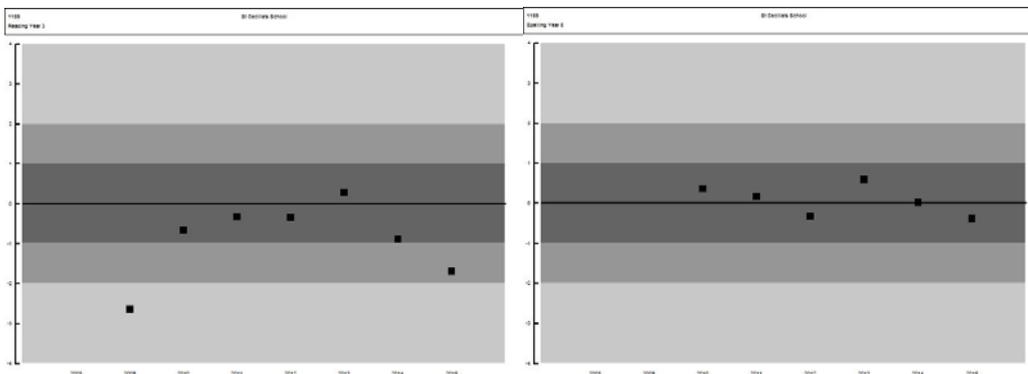
The reading data below indicates that Year 5 results are inconsistent, however there is growth from 2014 to 2015 and this is something we will need to monitor. The Year 3 results are showed a downward trend, with 2013 showing our data being slightly below similar schools.



Insert data

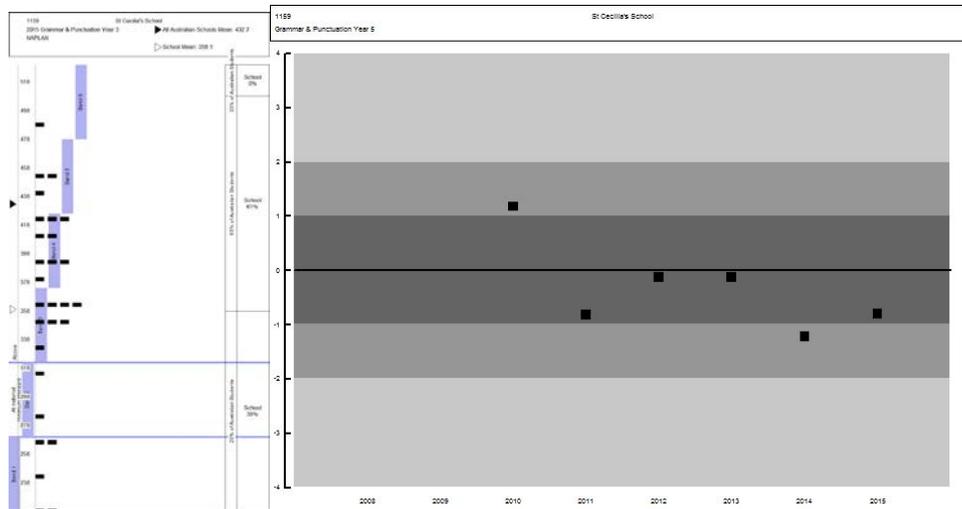
Spelling

The spelling data below indicates that Year 5 results are slightly lower level with similar schools, although this year we were below similar schools. The Year 3 results are below similar schools.



Grammar and Punctuation

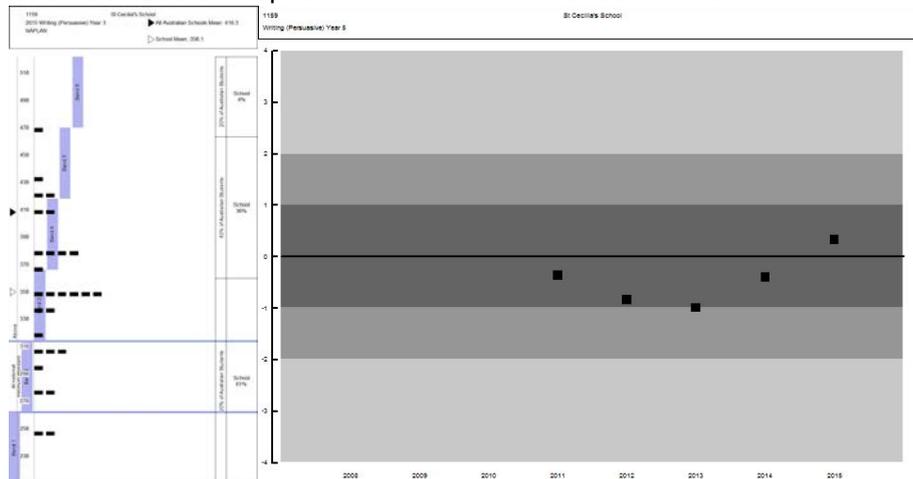
Overall our 2015 data has seen St Cecilia's below similar schools with an inconsistent trend. The graph below indicates that our Year 3 results were below similar schools. The Year 5 data showed St Cecilia's below similar schools but with a pleasing upward trend. This is something that we will continue to monitor.



Focus Area Data for 2015

Writing

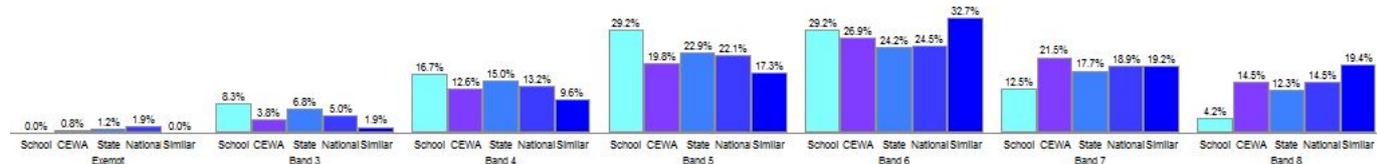
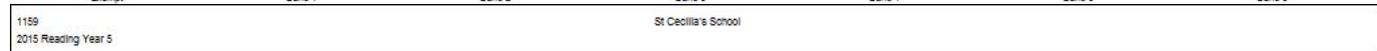
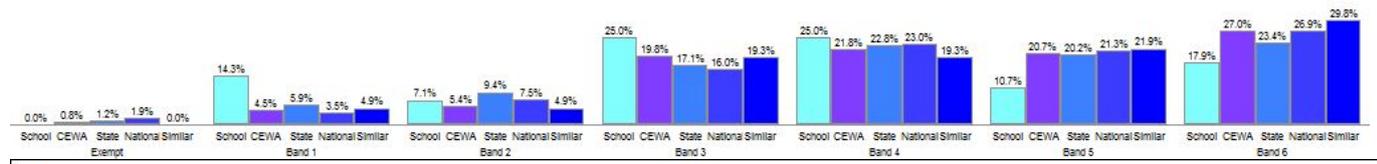
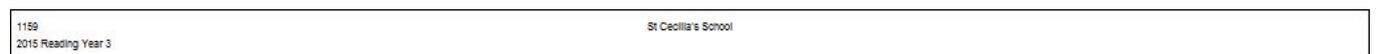
The 2015 Year 3 data shows St Cecilia's as below similar schools. Our Year Five have shown a pleasing upward trend since 2013. This has culminated in St Cecilia's exceeding the level of similar schools. This is the first time since the inception of NAPLAN that this has occurred.



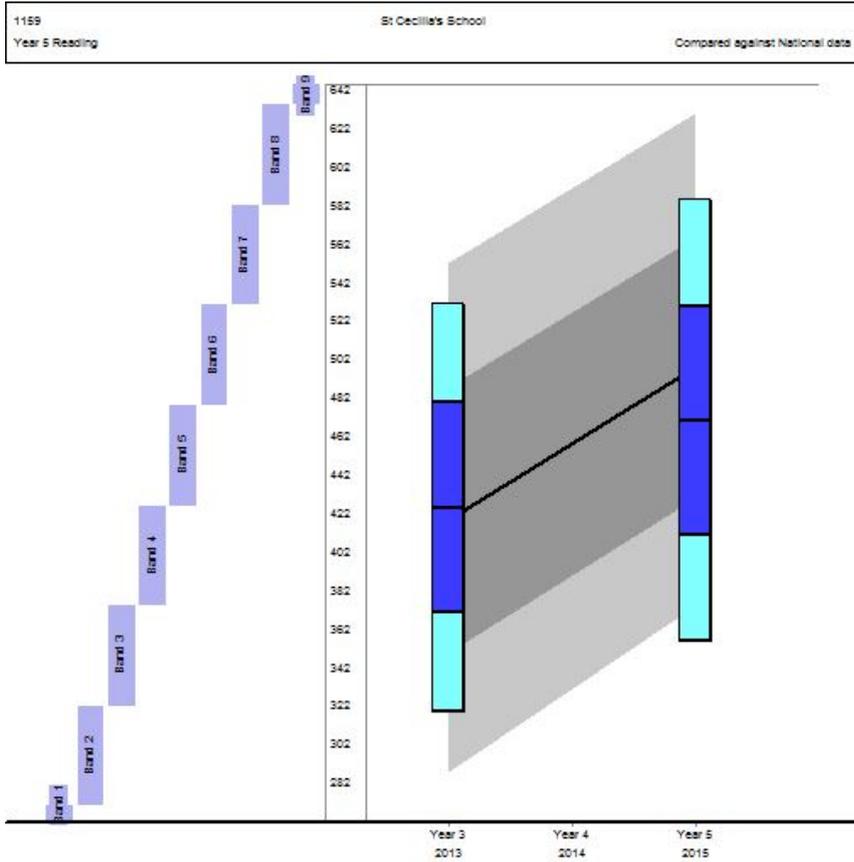
Reading

After much discussion and analysis of data, the Professional Learning Community at St Cecilia's Primary School believes that our data indicates Reading comprehension as an area of need.

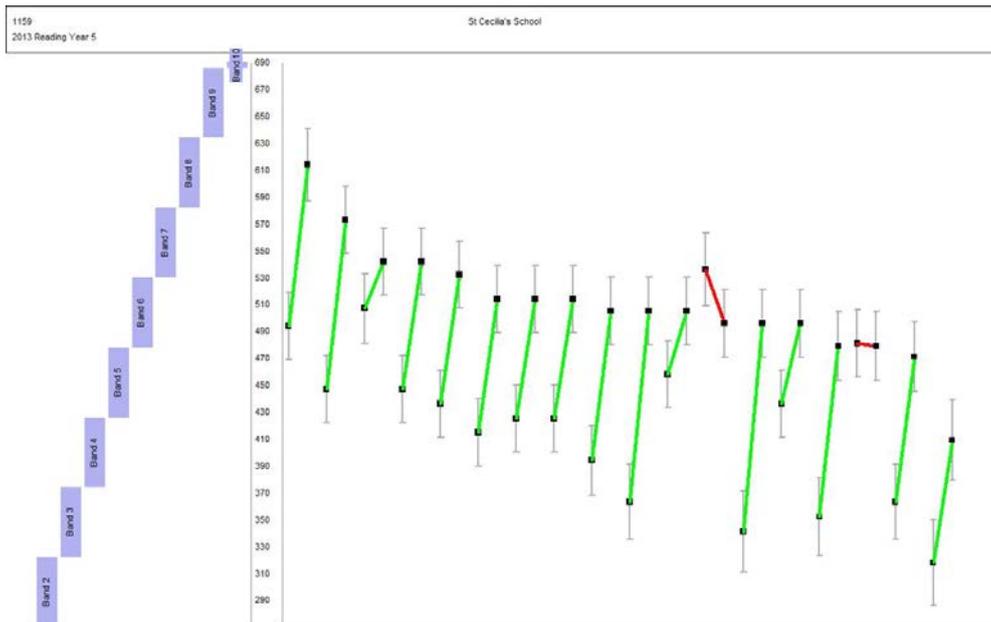
- For Year 3 our Band Percentage graphs indicate that we have some students in Bands 5 and 6 . We have a significantly higher proportion of students in Bands 3 and 4. St Cecilia's also has a higher proportion of students in Band 1 then similar school. This indicates that overall our students are not performing as well as other students in Reading.
- For Year 5 our Band Percentage graphs indicate that we have fewer students in Bands 7 and 8 compared to all other comparison data. We have a significantly higher proportion of students in Bands 5 and 6. This indicates that overall our students are not performing as well as other students in Reading.



- Our Distributions Over Time graphs indicate that our Year 3 mean has have progressed at a slower rate then similar schools.
- In Year 3 and Year 5 all of our percentile data was below similar schools. Over the last three years we have also had a significant spread of students below the 20th percentile when compared with similar schools, with a smaller spread of students above the 80th percentile.



- The above Cohort Over Time graph indicates that when our Year 5 students were in Year 3, their mean was equal to the mean of similar schools and it is now slightly below that of similar schools.



- Our Student Progress graph indicates that most students have progressed between Year 3 and 5, with a number of students making significant gains.
- Two students have regressed.
- The students who made significant progress from Year 3 to Year 5 came from a range of ability levels. We need to further investigate this as a school to ensure that we are differentiating the curriculum in order to cater for all students.

Section Four – Future Plans

Short Term Goals

Develop staff leadership capacity

1. Two teacher will lead the school in the Geraldton Project (Lyn Sharratt use of Data) from 2016 -2018.
2. Two teacher and a Teacher's Assistant will facilitate the school's improvement plan.

Education

1. Develop a common language for Literacy and Numeracy.
3. Investigate and instigate Ability Grouping.
4. Introduce Repetition to Literacy and Numeracy
5. Re-engage with Explicit Teaching through the introduction of a Explicit Teaching coach
6. Ensure Learning Intentions are discussed at the beginning and end of lessons.
7. Introduce a Special Needs Advisory Committee to support teachers and students.
8. Hold staff meetings every week before school.
9. Hold PLC's AND Cluster Group meetings every alternate week
10. Common Assessment Tasks within Year Levels for Literacy and Numeracy at least once a semester; and Religious Education at least once a unit. Moderation meeting to be linked in to the staff meeting schedule.
11. During early to middle Term 1: Assess Students using PAT-R and PAT-M Year 2 – 6.

Long Term Goals

1. Meet the national expectation for distribution of students in all aspects of NAPLAN testing.
2. Raise the Bishops' Religious Literacy Assessment results for Year 3 and maintain for Year 5.
3. Shoulder to shoulder culture to be developed.
4. Continue to develop student reading comprehension.
5. Develop a Special Needs Advisory Committee to support student learning and achievement through support of teachers.

Section Five – Assessment and Reporting

Case Management Policy – Appendix 1

Assessment Schedule used by teachers in Year 1 to Year 6 – Appendix 2

Mapping Assessment and Teaching Process – Appendix 3

Section Six – Evaluation of Curriculum Focus

Visible in Teacher Timetables / DWP / Classroom Viewings:

- Focus 160 – 100 minutes Literacy / 60 minutes Mathematics – consideration given to a whole school daily plan for what is to be taught on what days for literacy.
- WALT – We Are Learning To | WILF – What I'm Looking For – to be implemented in all classes with lesson objectives for each literacy and numeracy lesson.
- Plenary to be included in all literacy and numeracy lessons.
- Problem Solving Strategies, within Prime Mathematics, to be regularly taught.
- The most qualified people to take the weakest children, not the Education Assistant the majority of the time.
- Friendly Schools Program and Making Jesus Real.

Number of children in each Year Level at each Stanine:

- Improve Comprehension Strategies with links to other learning areas.

Program to be saved on T: Share:

- Outdoor program to be developed for Kindergarten and Pre-Primary by the teachers.

- Common Assessment Tasks within Year Levels for Literacy and Numeracy at least once a semester; and Religious Education at least once a unit. Moderation meeting to be linked in to the staff meeting schedule.

Staff Meeting Schedule:

- 10 minutes dedicated time for professional reading / viewing / demonstrations for at least three staff meetings.
- During early to middle Term 1: Analysis of PAT – Year 2 – 6.
- Improve fluency and intonation when reading aloud – up-skilling our community.

Document Completed:

- Developmental Profile from the Occupational Therapist and Speech Therapist for what children should be able to do at any one level as a handout.

NAPLAN & BRLA Data:

- Meet the national expectation for distribution of students in all aspects of NAPLAN testing.
- Raise the Bishops' Religious Literacy Assessment results for Year 3 and maintain for Year 5.

Discussion with Staff:

- Shoulder to shoulder culture to be developed.

Section Seven – Considerations, Concerns and Queries

- Resetting our readers to take focus from Reading Levels.
- Possible redistribution of reading boxes.
- Parent Pack to be developed when children reach Level 30.
- Common Assessment Tasks – time needs to be given for staff to develop and moderate these tasks.
- Overcrowded curriculum to be monitored.

St Cecilia's Catholic Primary School

Student Case Management

RATIONALE:

The purpose of this policy statement is to provide an overview of the process to be implemented at St Cecilia's Catholic Primary School for the Management of students who are identified as *Students at Educational Risk* or *Students requiring extension* who are involved in support programs run in the school e.g. Reading Recovery, OptiMinds.

PROCEDURES:

1. The school will maintain records of students that have received support who fall into the following categories: **Students at Educational Risk**, students who need **Curriculum Adjustment Plans, Extension, Special Needs, Behavioural and Support programs**. The data is recorded on the 'Case Management of Students Document. It is saved on T Share in the '*Special Learning Needs*' folder called '*Case Management of Students*'.
2. Entry into Reading Recovery is based on Observation Survey data taking into consideration the lowest Instructional Reading Level and their birth dates. The oldest child in that year level with the lowest IRL who does not have any other significant learning impairment will be taken into the program.
3. When analysing data for a cohort of students in any given year level SAER usually represent the lowest 20% of the cohort. Of this 20% Reading Recovery generally takes the bottom 5%.
4. The Reading Recovery Program for targeted students will move from Year 1 to Year 2 of the following year until they complete the program. Following this the focus will be in Year 1. New students to the school in Year 1 or 2 will complete the full Observation Survey so that a decision can be made for entry into the program based on this data.
5. The aim of Reading Recovery intervention is to bring the student to the class average. This class average is based on the St XXXXX Benchmarks as stated in the document entitled 'Instructional Reading Levels and Report Grades' which can be found on T Share in the 'Assessment and Reporting File'.
6. The Reading Recovery Program generally runs for 20 weeks. The Reading Recovery teacher can make a decision to exit a student earlier from the program at around 12 weeks and or before the 20 weeks if the student has reached the class average.
7. Once a student has been exited from the Reading Recovery Program either after the full 20 weeks or earlier, the Reading Recovery Teacher continues to track the student and oversees the student's integration back into the classroom for at least 12 months.
8. Exiting Reading Recovery students are not automatically taken into other support programs.
9. The aim of Mini-lit is to take the next lowest of the original 20% of the class cohort.
10. Mini-lit will target Year 2 level in Semester One of each year and will move into Year 1 in Semester Two of each year.
11. The school has in place whole school standardised testing each year. This data will be used to identify **Students at Educational Risk** (SAER). This data will also be used to decide which students will be included in the support programs.
12. Students will be involved in support programs for a period of 20 weeks, however, if it is felt that the student can function within the classroom with adequate skills with support from the classroom teacher through a differentiated curriculum. A decision can be made for the student to exit from the intervention. This decision will always be based on data and in consultation with the classroom teacher, the support teacher and the leadership team. Any changes to support programs in the school must go through the Literacy Support Team and must be requested through this team at literacysupport@XXXXXXX.com.au.
13. Data in the form of Instructional Reading Levels gained through testing using the PM Benchmark Testing will be used to make decisions about students exiting the Mini-lit program.
14. A standard letter will need to go out to parents of students that are receiving extra support through any support program informing them of this extra intervention and the commitment required. A standardised

letter has been created and is available on T Share in the 'Special Learning Needs' folder called 'Support Letter'. The responsibility for sending this letter home to families lies with the support teachers who are also responsible for ensuring that a copy of the letter is placed on SEQTA.

15. Any student involved in any intervention will require a Curriculum Adjustment Plan or an Individual Educational Plan.
16. Students at St XXXXX will receive support at 3 levels. Level 1 (80%) through a Differentiated Curriculum, Level 2 (15%) Small group intervention and Level 3 (5%) Individual Intervention.
17. Copies of all documentation such as placement tests etc. must be placed in student files. The responsibility for this lies with the Literacy Support Team.
18. Students in Reading Recovery or Mini-lit may be required to attend lessons during Italian time. If this is the case these students will not receive a grade for Italian.

School Requirements:

1. The school is undertaking the Geraldton Project in 2016. The project will be facilitated by Lyn Sharratt and the data collected in this project may differ from what is listed below.
2. The Leadership (Assistant Principal Administration/Curriculum) is responsible for the update of school data.
3. Tracking of students will occur on a regular basis at least once per term. This responsibility lies with Leadership (Assistant Principal Administration/Curriculum.)

PROCEDURES:

1. All staff members are required to conduct the necessary assessments and record the data on the school's share document.
2. Based on Whole School data decisions are then made as to which students are at Educational Risk and will require intervention. Consultation with the Classroom Teachers, Leadership and Support Staff will take place to agree who will be included in support programs.
3. Letters of invitations to support programs will need to be written and sent out to the parents of those students to be supported by such programs.
4. All students identified as "At Educational Risk", must have a Curriculum Adjustment Plan or an Individual Educational Plan in place and therefore teachers are required to meet with parents to inform them. In addition parents of students who are targeted for Reading Recovery must meet with the Reading Recovery Teacher, and those parents in other support programs, may request a meeting with the relevant Support Teacher.
5. Parent Consent forms must be returned before any intervention can take place with Reading Recovery or Mini-lit students.
6. Any student who exits any support program will continue to be tracked by that support teacher, once they are back in the classroom, for a further 12 months.

ST XXXXX REPORTING SCHEDULE 2015

LEARNING AREA	SEM	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Religious Education	1	Discovering God Drawing on Human Experience	Discovering God Catholic Practices	Knowing Jesus Drawing on Human Experience	Knowing Jesus Discovering God	Drawing on Human Experience Catholic Practices	Discovering God Drawing on Human Experience
	2	Living Like Jesus Catholic Practices	Drawing on Human Experience Knowing Jesus	Catholic Practices Living Like Jesus	Catholic Practices Living Like Jesus	Living Like Jesus Knowing Jesus	Knowing Jesus Catholic Practices
English	1	Reading & Viewing Writing Listening & Speaking					
	2	Reading & Viewing Writing Listening & Speaking					
Mathematics	1	Number and Algebra Measurement and Geometry Statistics and Probability					
	2	Number and Algebra Measurement and Geometry Statistics and Probability					
Science	1	Science Inquiry Skills Earth and Space Sciences	Science Inquiry Skills Biological Sciences	Science Inquiry Skills Physical Sciences	Science Inquiry Skills Biological Sciences	Science Inquiry Skills Earth and Space Sciences	Science Inquiry Skills Biological Sciences
	2	Science Inquiry Skills Physical Sciences	Science Inquiry Skills Chemical Sciences	Science Inquiry Skills Earth and Space Sciences	Science Inquiry Skills Chemical Sciences	Science Inquiry Skills Physical Sciences	Science Inquiry Skills Chemical Sciences
Humanities	1	Geography Inquiry Skills Geography Content	Geography Inquiry Skills Geography Content	Geography Inquiry Skills Geography Content	History Inquiry Skills History Content	Geography Inquiry Skills Geography Content	Geography Inquiry Skills Geography Content
	2	History Inquiry Skills History Content	History Inquiry Skills History Content	History Inquiry Skills History Content	Geography Inquiry Skills Geography Content	History Inquiry Skills History Content	History Inquiry Skills History Content
Technology & Enterprise	1	Technology Process Materials	Technology Process Systems	Technology Process Information	Technology Process Materials	Technology Process Systems	Technology Process Information
	2	Technology Process Information	Technology Process Materials	Technology Process Systems	Technology Process Information	Technology Process Materials	Technology Process Systems
Computer Skills	1	Computer Skills					
	2	Computer Skills					
The Arts	1	<i>Music & Drama</i> Arts Skills & Processes	<i>Music & Media</i> Arts Skills & Processes Art Ideas	<i>Music & Visual Arts</i> Arts Skills & Processes Arts in Society	<i>Music & Dance</i> Arts Skills & Processes Arts in Society	<i>Music & Dance</i> Arts Skills & Processes Art Responses	<i>Music & Dance</i> Arts Skills & Processes Art Ideas
	2	<i>Music & Dance</i> Arts Skills & Processes	<i>Music & Dance</i> Arts Skills & Processes Art Responses	<i>Music & Dance</i> Arts Skills & Processes Art Ideas	<i>Music & Media</i> Arts Skills & Processes Art Responses	<i>Music & Visual Arts</i> Arts Skills & Processes Art Ideas	<i>Music & Drama</i> Arts Skills & Processes Arts in Society
Physical Education	1	Skills for Physical Activity					
	2	Skills for Physical Activity					
Health	1	Self-Management Skills					
	2	Knowledge & Understanding					
Languages	1 & 2	Listening, Responding and Speaking	Listening, Responding and Speaking	Listening, Responding and Speaking	Listening, Responding & Speaking Viewing, Reading & Responding Writing	Listening, Responding & Speaking Viewing, Reading & Responding Writing	Listening, Responding & Speaking Viewing, Reading & Responding Writing

Mapping the Assessment and Teaching Process Monitoring Progress through a Range of Assessment Tools

Reading and Comprehension

Vocabulary

Maths

Spelling

Writing

Assessing reading fluency and literal, inferential and evaluative comprehension of texts.

Assessing level of vocabulary knowledge and word consciousness.

Assessing understanding of curriculum content using Western Australian Curriculum.

Assessing spelling accuracy.

Assessing the ability to produce written texts that follow the conventions of writing.

Targeted Assessment

PIPS (PP)
Reading Level (Yr 1&2)
York Assessment of Reading Comprehension (SAER Yr 3-6)
EYLAND Yrs1&2 and SAER Yr3
NAPLAN (Yr 3&5)
PAT R Reading and Comprehension Test (Yr 2-6)
Informal Prose (Yr 2-6)

Diana Rigg Early Literacy Screen (K & PP)
PAT R Vocabulary Test (Yr 2-6)
PIPS Vocab Section (PP)
Magic Words for Instant Recognition (PP-Yr2)
BURT Word Test

PIPS Maths Section (PP)
Mathematics Assessment Interview (Yr 1&2 and SAER Yr 3-6)
NAPLAN (Yr 3&5)
PAT R Maths (Yr 2-6)

NAPLAN (Yr 3&5)
PAT– R Spelling (Yr 2-6)
Diana Rigg-Pre Literacy Screen (K/PP)
Diana Rigg Phonic & Sight Word Sequence (Yr 1&2)
Words Their Way Inventory (Yr 3-6)

NAPLAN (Yr 3&5)
Writing - On Balanced Judgement (School Based)

Linked Teaching Processes

Guided Reading
Reader’s Theatre | Listening Posts
Reading Response Journal
Running records
Shared reading | Modelled reading |
Read to | Independent reading
First steps strategies
Literacy based LDT
Cloze | Jumbled sentences
Library—Literature activities
Thematic Activities—Integrated
Sight Word Recognition
Reading Eggs
Reading About Writing About S

Interesting Word Charts
Dictionary / Thesaurus Activities
Activities focusing on sentence structure
Rhyming Games
Poems
Vocabulary based games on the computer
Word Study
Word Cloze | Jumbled sentences
Have-a-go Pads
Word of the Day
Sentence of the Week

ICE Mathematics (Yr 2-6)
Explicit instruction of Mental Computation Strategies and MAI
Growth Points
Use of ICT to teach & consolidate skills and concepts
Differentiated Learning
NDT—Whole / Part / Whole
Explicit Teaching of Mental Computation Strategies
Open ended tasks
Problem solving investigations
Repetition of Basic Number Facts

Spelling Mastery Program
Editing Skills
Spelling activities that focus on specific grammar areas
Word Work / Word banks / Syllables
Class focus words
Dictionary skills
Jolly Phonics K-PP
Diana Rigg Program in Yrs K to 2
Explicit Teaching

Explicit teaching of different Genres of writing
Whole group shared writing
Explicit teaching of specific areas of need
Integrating into all subject areas
Connection to oral language
Modelled Writing
Guided writing / Co-writing activities
Independent writing
Library research
Grammar activities
Diana Rigg Dictation
Sustained Silent Writing