

Literacy Policy

Rationale:

1. To develop in children the ability to speak, listen, read and write competently and confidently for the purposes of communication, learning and enjoyment in our society.

Guidelines:

1. Children will be given maximum opportunity to develop their full potential in the three dimensions of: Reading, Writing, Speaking and Listening in the Domain of English.
2. The English Program is based on the VELS; St Arnaud Primary School Strategic Plan as well as Regional Literacy Initiatives.
3. Materials and activities will be inclusive (culture, religion and gender).
4. Thinking Tools and ICT will be explicitly included in the program to assist students in clarifying their thinking.
5. Individual Learning Plans will be generated for all students in literacy.
6. The whole school literacy plan will outline action for school improvement in Literacy.
7. Literacy will link into other areas of the curriculum.
8. Literacy development is the responsibility of all staff and is a partnership between home and school.

Implementation:

1. All children will be given an opportunity to use the three dimensions of English on a daily basis. Ten hours of literacy instruction will be provided during a week which includes 2 hours of uninterrupted literacy each day.
2. Professional Learning Teams will develop a Literacy planner incorporating a whole school year plan and a four term plan in which their Early Years and Middle Years program will be based on VELS standards. (progression points)
3. Each teacher will be responsible for developing a weekly/daily planner showing groups for differentiated instruction and learning intention for each Literacy lesson.
4. The format of each Literacy lesson will be on the whole-part-whole model.
5. Handwriting (Victorian Cursive) will be a regular part of the focused classroom routine.
6. The school spelling approach is based on the SRA spelling scheme and is a concentrated thirty minute program per day. Regular assessment ensures that student data is current and reflected in their working levels.
7. Parents will be kept informed of developments in Literacy. Home reading will be encouraged and monitored for all children.
8. Each class teacher will keep on-going records of each child's progress in all three dimensions and these moderated work samples of each child's work will be used for assessment purposes and to inform planning for point of need teaching / differentiation.
9. PLTs will allocate time in their meetings for sharing pedagogical approaches and planning including moderating work samples and scaffolding new learning. This will support the performance and development culture through reflective teacher practice including literacy walks, lesson student and peer observations.
10. Students will be assessed against intended outcomes using a variety of assessment tools, according to the St Arnaud PS assessment schedule, and their achievement reported to parents based on VELS levels.
11. Students will be given opportunities for self-assessment and goal setting.
12. BRIDGES and other Literacy Intervention Programs will be offered to selected students.
13. Extension/enrichment programs will be provided for those students who are performing above/below expected levels.
14. Professional Learning will be undertaken by all staff to maintain and improve their Literacy knowledge and skills.