

# Literacy Policy

## Rationale:

The teaching of Literacy and English is seen as a priority by both the DEECD and Killara Primary School. Literate students are able to effectively use their literacy skills and knowledge in their everyday lives. They can learn to appreciate, enjoy and use language and develop a sense of its richness and its power to evoke feelings, to form and convey ideas, to inform, to discuss, to persuade, to entertain, and to argue. Students develop proficiency in English when the home and the school work in partnership.

## Purpose:

The purpose of this policy is to outline the development and implementation of the literacy program at Killara Primary School. Proficiency in the use of English facilitates learning in all curriculum areas.

## Description:

At Killara Primary School we will:-

1. Provide a clearly defined and sequential framework that will result in consistency and continuity in the teaching and learning of English and ensure the development of effective and efficient readers, writers, speakers, listeners and thinkers
2. Provide a program that supports and challenges students in literacy development
3. Provide additional assistance and/or extension for students with special needs in Literacy through reading intervention
4. Provide a range of resources including multimedia and multimodal
5. Ensure teacher capacity to deliver quality teaching and learning opportunities
6. Assess and report student progress to determine achievements and establish future learning needs
7. Encourage parental involvement in their children's literacy development

## Implementation:

***1 Provide a clearly defined and sequential framework that will result in consistency and continuity in the teaching and learning of English and ensure the development of effective and efficient readers, writers, speakers, listeners and thinkers.***

- 1.1 Literacy instruction for each student will be not less than 2 hours per day. Learning opportunities for further English development will occur throughout the curriculum.
- 1.2 All students will be provided with daily opportunities to read, write, speak and listen to a variety of styles and for a variety of purposes.
- 1.3 The following teaching strategies are a regular part of a balanced literacy block:
 

<ul style="list-style-type: none"> <li>• Modelled Reading</li> <li>• Shared Reading</li> <li>• Guided Reading</li> <li>• Independent Reading</li> <li>• Readers' Circle</li> <li>• Reciprocal Teaching</li> </ul>	<ul style="list-style-type: none"> <li>• Modelled Writing</li> <li>• Shared Writing</li> <li>• Guided Writing</li> <li>• Independent Writing</li> <li>• Spelling/Word Study/Vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• Modelled Speaking and Listening</li> <li>• Shared Speaking and Listening</li> <li>• Guided Speaking and Listening</li> <li>• Independent Speaking and Listening</li> <li>• Language Conventions (Grammar)</li> </ul>
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- 1.4 Classroom programs will operate within the guidelines set out in the Victorian Essential Learning Standards (VELS) and the Victorian Early Years documents, the school's Policy statement and Code of Teaching Practice for Literacy
- 1.5 The [Key Characteristics of Effective Literacy Teaching](#), as recommended by DEECD and John Munro's Highly Reliable Learning and Teaching Strategies (HRLTS) will be applied in the Years P– 6. These include the elements of teacher knowledge, literacy focus, assessment and planning and instruction.

**2 *Provide a program that supports and challenges students in literacy development.***

- 2.1 Students will be provided with daily opportunities to read, write, speak and listen in a variety of styles and for a variety of purposes and audiences
- 2.2 Students will be provided with opportunities to develop an appreciation of literature
- 2.3 Students will be provided with differentiated learning opportunities to cater for their learning needs
- 2.4 *Reading* will involve understanding, interpreting, reflecting upon, and enjoying written and visual, print and non-print texts. Reading involves the active engagement with texts and the development of knowledge about them and the contexts in which they are created. This dimension encompasses reading and viewing a wide range of texts and media, including fiction and non-fiction works, newspapers and magazines, illustrations, posters and charts, film and television and texts associated with information and communication technology.
- 2.5 *Writing* will involve the active process of conceiving, planning, composing, editing and publishing fiction and non-fiction texts. Writing involves using appropriate language for particular purposes or occasions to represent and reflect on ideas, issues, arguments, events, experience, character, emotion and information. It involves the development of knowledge about writing strategies and conventions and includes writing for print and electronic media and performance.
- 2.6 *Speaking and Listening* will involve the various formal and informal ways oral language is used to convey and receive meaning. It involves the development and demonstration of knowledge about the appropriate oral language for particular audiences and occasions, including body language and voice. It also involves the development of active listening strategies and an understanding of the conventions of the different spoken texts including everyday communication, group discussion, formal presentations and speeches, storytelling and negotiating.

**3 *Provide additional assistance and/or extension for students with special needs in Literacy through reading intervention***

- 3.1 Classroom teachers, in consultation with parents and the Literacy Coordinator, will formulate ILIPs for those students deemed at risk i.e. students operating 12 months below/beyond expected level of achievement. Regular meetings will be conducted with parents to evaluate progress.
- 3.2 Reading intervention will be provided to those children identified through the benchmarking process.

**4 *Ensure teacher capacity to deliver quality teaching and learning opportunities***

- 4.1 Professional Learning Teams will be established each year to ensure that teaching staff at Killara Primary School are kept up to date with Literacy teaching practices.
- 4.2 The Literacy Coordinator, in consultation with staff, is to be responsible for developing a yearly Action Plan containing the elements of policy and program development, budget and resource management, professional development and other aspects deemed essential for the successful operation of the program.

**5 *Provide a range of resources including multimedia and multimodal***

- 5.1 P-6 classrooms will be provided with levelled Book Boxes/library books for all students to cater for daily reading practice of “easy” texts incorporating a range of text types.
- 5.2 A wide range of books, materials and equipment, including ICT, will be provided for students
- 5.3 Teachers will be provided with high quality literacy resources to use in their classrooms and as take home materials for students.

**6 *Assess and report student progress to determine achievements and establish future learning needs***

- 6.1 Students’ progress will be assessed on an ongoing basis to determine future learning needs
- 6.2 Teachers will provide students with clear and effective feedback to assist students to achieve learning targets
- 6.3 A range of assessment procedures will be used to monitor student progress e.g. teacher observation, English On Line (P-2), NAPLAN (Years 3 & 5), Benchmarking data, Running Records, moderated writing samples.

**7 *Encourage parental involvement in their children’s literacy development***

- 7.1 Parents will be encouraged to participate in their children’s literacy learning through involvement in the Home Reading program, discussion, written work and homework.
- 7.2 A ‘Parent Helpers’ course will be available to provide parents with opportunities to develop useful strategies to assist language development and to cater for those wishing to assist at school.

**Definitions:**

**VELS:** Victorian Essential Learning Standards

**DEECD:** Department of Education and Early Childhood Development

**Parent Helpers Course:** A learning course, taken by the Literacy Coordinator, to assist parents and carers in understanding how to best assist their child and other students in the classroom

**ILIP:** Individual Learning Improvement Plan

**NAPLAN:** National Assessment Program Literacy and Numeracy

**Appendix:**

- 1. Refer to ‘Teaching Code of Practice’ document
- 2. Key Characteristics of Effective Literacy Teaching P-6

Ratified : 2011

Minor review: annually

Major review: 2014