

Literacy Policy

Definition:

Literacy includes the capacity to read, understand and critically appreciate various forms of communication including spoken language, print, broadcast media and digital media.

Rationale:

The development of an effective literacy skillset (that is, speaking, listening, reading and writing) is fundamental to the achievement of a rich and fulfilling life. We use these skills every day in order to communicate with, and make sense of, the world around us. As such, the better we are at these skills the more successful we can expect to be in life.

At Kerrimuir Primary School we recognise that at the heart of improving literacy skills is explicit teaching and the opportunity to practise. Improving literacy and learning can have an impact on students' self-esteem, motivation, behaviour and attainment. It allows them to learn independently and is empowering.

We aim to provide a supportive, stimulating and secure environment where children are encouraged to express themselves and where their contributions are valued. We will provide for the language development of pupils and will develop their ability to use language to think, to explore and to recognise and communicate their ideas.

Aims:

- To raise the standard of literacy for all pupils.
- To enable pupils to express and communicate meaning in spoken language, listening to and interpreting what others say and matching style and response to audience, context and purpose.
- To provide pupils with a range of relevant and purposeful opportunities to develop their ability to read, understand and engage with various types of text for enjoyment and learning.
- To enable children to communicate using written language effectively, making and shaping text appropriately, according to context, purpose, reader or audience.
- To raise the students' own expectations of achievement, thus raising standards and aspirations.
- To develop the students' confidence and ability to express themselves.
- To support the staff team to implement effective literacy development and wider achievement across the school.

Roles/Responsibilities:

Principal

- Establish structures and procedures for the implementation of the literacy policy.
- Monitor the implementation of the policy.

- Provide access to Professional Development to support the teaching of literacy
- Provide access to appropriate resources to support the teaching of literacy.
- Ensure that the policy is reviewed after an appropriate length of time.

Parents

- Encourage reading for pleasure.
- Encourage students to borrow from the library.
- Support and encourage the completion of homework set by the teachers.
- Read to and with their children

Teacher:

Reading:

- Explicitly teach the six areas of reading: Phonological Awareness, Phonics, Irregular words, Fluency, Vocabulary, and Comprehension.
- Create an environment where reading is promoted across the school.
- To support reading through a range of varied and appropriately differentiated resources.
- Promote and support reading in non-school hours.
- Promote opportunities for reading as a class, in groups and individually. Encourage reading aloud if appropriate to task.
- Consistently model best practice reading

Writing:

- Provide students with a range of challenging writing tasks.
- Support writing with frames or scaffolds where appropriate, and use modelling within subjects.
- Ensure grammar, spelling and handwriting are explicitly taught and supported in all subjects.
- Promote and support writing in non-school hours.
- Consistently model best practice writing-presentation, punctuation, spelling and grammar.

Speaking and Listening:

- Raise awareness of the importance of speaking and listening across the school.
- Embed speaking and listening in all subjects.
- Support students to become proficient language users.
- Consistently model good Oral Language.

Assessment/Marking:

- Use designated assessment to guide planning and teaching, in order to meet each student's individual needs, whether it is for EAL, support, or extension.
- Assess students regularly, using informal or formal means; to drive instruction and help students meet their ZPD.

- When marking work it is not Kerrimuir Primary School policy to indicate every single mistake in students' work, especially when marking work of students who have low levels of literacy. Specific areas may be targeted in different assessments. Ensure that the student knows which particular focus will be assessed beforehand e.g. the particular focus for this piece will be the correct spelling of all key words.
- Take opportunities to praise, either verbally or through marking, the effective and accurate use of literacy skills.

Implementation:

- All students at Kerrimuir Primary school will study a sequential Literacy course in accordance with current Department of Education and Training (DET) and Victorian Curriculum.
- Synthetic Phonics and handwriting will form a daily part of the classroom literacy block.
- Student's individual abilities will be monitored using formal measurements as outlined in the annual, whole school assessment plan.
- Literacy support programs will be provided for students based on their needs and delivered through a variety of means. The Principal, in consultation with other staff members, will make the selection of such students on a needs basis.
- Individual Learning Plans will be developed for students where deemed necessary by school staff. This includes extension, support, SSG and EAL.
- Student progress in Literacy will be reported in half and end of year academic reports, and will be published (aggregated) in the school's Annual Report.
- Literacy study for each student will be not less than 10 hours per week.
- Teaching and learning will be differentiated for students and groups of students to ensure they are taught appropriately at their point of need (ZPD- Zone of Proximal Development). All students are expected to progress 12 months or more in a year in all areas of Literacy.
- English activities that reflect the topics being studied at school will form a regular component of each literacy session.
- Students will, with their teacher, set Specific, Measurable, Achievable, Realistic and Timely (SMART) goals for each area of Literacy. The goals will be reset as they are achieved.
- Students will be taught skills progressively, and where possible be given a rubric, or a continuum of skills, to help them meet their future learning goals. Students may be taught in isolation, small and larger groups, as the task necessitates.
- Information Technology will be an integral part of the literacy program throughout the school.
- Learning activities and expectations will be geared to the individual needs and abilities of the student.
- Staff members will be allocated the responsibility for coordinating Literacy (Reading team and Writing team) across the school as well as implementing a Literacy budget developed by staff and resourced by School Council.

Evaluation:

This policy will be reviewed as part of the school's three-year review cycle. A variety of formal and informal evaluation strategies will be used to assess student learning.

Victorian Curriculum results and NAPLAN results will be used to assess the adequacy of the school policy and program.