



## LITERACY POLICY

### RATIONALE:

Active and effective participation in society depends on the ability to speak, listen, read, view and write with confidence, purpose and enjoyment in a wide range of contexts. Through language use, students convey and discover information, work through ideas and express feelings. Knowledge about how language functions and how it both reflects and shapes social attitudes, assists students to extend their understanding of themselves, other cultures and the world.

### AIMS:

The English program aims to develop in students:

- the ability to speak, listen, read, and write with enjoyment, purpose, effect and confidence in a wide range of contexts,
- the capacity to discuss, analyse, justify and respond to texts and language critically through writing, reading, viewing, comparing and discussing, and relate to the world around them,
- the ability to apply the ways in which language varies in texts according to context, purpose, audience and content,
- a range of strategies so students can compose, comprehend, interpret, justify and respond to spoken, written and visual texts,
- an understanding of the distinctive features of literature, media, fiction and factual texts,
- an understanding about audience, purpose and form, using spoken, written, graphic and visual texts.

### IMPLEMENTATION:

- All students at Box Hill North Primary School are to study a sequential English program in accordance with AusVELS documents.
- A Literacy Coordinator is to oversee the implementation of the English policy and program.
- A Literacy assessment strategy is to be developed annually by the Assessment Coordinator in conjunction with the Literacy coordinator and classroom teachers. Students' individual abilities are to be monitored using a variety of assessment strategies including running records from Fountas and Pinnell Benchmarking Systems, On demand reading and writing tests, PAT comprehension reading tests and South Australian Spelling Tests.
- Teachers will report to parents against the AusVELS outcomes each Semester and ILJ tasks each term.
- Teachers are to plan, teach and assess using procedures and strategies from the Early Years Literacy Program (Years Foundation – 4) and Middle Years Literacy Program (Years 5 – 6) and current approaches from texts including 'Strategies that work' by Stephanie Harvey and Anne Goudvis, 'Reading for meaning' by Debbie Miller, 'The 6+1 traits of writing' by Ruth Culham and 'Writing Workshop the essential guide' by Ralph Fletcher and JoAnn Portalupi
- A minimum of 8 hours (when possible) will be allocated to Literacy each week, with reading and writing sessions comprising the following structure from years 1-6
  - Whole class mini lesson (15 minutes)
  - Independent or group tasks, including focus groups where teachers meet with individuals and small groups of students to conference and set goals (40 minutes)
  - Individual or whole class share time, self-assessment and reflection time (5-10 minutes)
- Every classroom will have access to a shared classroom library that is updated by students every term.
- The whole school reading and writing programs will be delivered using the gradual release of responsibility.
- Independent reading with student/teacher reading conferences for each student will be held

at least every 3 weeks (during which individual reading goals are set). There will be explicit teaching of the comprehension strategies and reading groups will meet weekly with the teacher for a guided reading, reciprocal reading or literature circle/book club teaching session.

- The writer's workshop format will be followed in every classroom with students learning about the writing process and different genres using their writer's notebook as a space to explore ideas and practise skills being studied.
- Student/teacher writing conferences will be held for individual students at least fortnightly
- The spelling program will include a weekly or fortnightly whole class focus and personal words that students are working towards learning.
- A literacy intervention program is to be introduced
- A home reading program is to be encouraged and supported through information, guidelines and stated expectations
- Library resourcing reflects current practice and is to be used to support English programs and students' interests.
- The Literacy Coordinator, as part of a team, is to offer the '3R's in the 21<sup>st</sup> Century' program each year to assist parents to support their child's literacy development at home and those parents working in the classroom during Literacy sessions.

**EVALUATION:**

This policy is to be reviewed as part of the school's three year review cycle.

**ROLE OF PARENTS:**

- Parents should be good role models of speech, listening and questioning skills.
- Parents should encourage reading by example, and by listening attentively to children reading.
- Parents should display an interest in, and encourage the use of, written skills at home.

This policy was ratified by School Council: October 2014

Next policy review: October 2014