

# LALOR EAST PRIMARY SCHOOL LITERACY POLICY

## Rationale

Literacy learning is central to the learning and development of all young Australians. It helps create confident communicators, imaginative thinkers and informed citizens. A balanced and integrated approach to teaching literacy which includes speaking and listening, reading and writing is essential.

## Aims

The Literacy program aims to teach students to:

- learn to listen to, read, comprehend, view, speak, write, create and reflect on increasingly complex and sophisticated spoken, written and multimodal texts across a growing range of contexts with accuracy, fluency and purpose
- appreciate, enjoy and use the English language in all its variations and develop a sense of its richness and power to evoke feelings, convey information, form ideas, facilitate interaction with others, entertain, persuade and argue
- understand how Standard Australian English works in its spoken and written forms and in combination with non-linguistic forms of communication to create meaning
- develop interest and skills in inquiring into the aesthetic aspects of texts and develop an informed appreciation of literature.

## Broad Guidelines

Lalor East Primary staff will:

- use the Literacy Scope and Sequence documentation to focus their teaching on improving literacy outcomes
- follow the **Lalor East Primary School: Assessment Schedule** and use collected data to inform teaching
- moderate and triangulate data (for, as and of learning) to inform teaching and to report against the AusVels
- follow the Region based - Achievement Improvement Zones lesson structure
- communicate high expectations of student achievement
- consider the cultural and socio-economic backgrounds of students when planning literacy sessions
- use the 7 High Reliability Literacy Teaching Procedures to support and develop comprehension of written text (Getting Knowledge Ready, Vocabulary, Reading Aloud, Paraphrasing/Visualising, Questions answered by the text, Summarising and Reviewing)
- follow Ann Angelopoulos' Writing Model for the effective teaching of writing strategies and the development of student writing
- identify and refer students for participation in literacy intervention and extension programs
- share skills and content knowledge through collaborative discussion, planning strategically and utilising expert literacy mentoring.

## **Implementation**

### **Planning**

Lalor East Staff will include:

- a minimum of 10 hours of literacy in their curriculum planning each week
  - 5 daily 1hour reading sessions
  - 5 daily 1 hour writing sessions [writing may be integrated into other curriculum areas]
- structured, explicit and sequenced sessions that cater for one-to-one and/or small group and whole settings
- an explicit purpose for each literacy session – evidenced in weekly planners
- flexible student groupings based on data
- a full range of available and appropriate technology in their planning.

### **Lesson Structure**

Lalor East Staff will follow the Region based – Achievement Improvement Zones lesson structure:

- Learning Intention (5 min)
- Whole / Launch (10 min)
- Part / Explore (35 min)
- Whole / Summarise (10 min)

### **Classroom Practice**

Lalor East Staff will:

- ensure time on task is purposeful and maximised e.g. Task relates directly to the learning intention
- provide opportunities for differentiated tasks (at least three levels)
- rove consistently to provide purposeful feedback throughout each session
- make explicit connections between related concepts
- encourage and support all students to set high personal learning goals which will progress their learning
- provide explicit vocabulary and getting knowledge focus in all lessons.

### **Assessment and Reporting**

Lalor East Staff will:

- regularly monitor student progress (collective responsibility for year level group)
- follow a whole-school approach to communicating and reporting on evidence of student progress in literacy
- use the AusVels Standards, English Continuum, EOI data and OnDemand Data to assist in making accurate teacher judgements and systematically use data to report on student outcomes
- running records will be a feature of classroom reading programs
- moderate student work samples to establish evidenced and uniform decisions about student achievement
- communicate student progress to parents/caregivers, including ways they can provide support at home
- use feedback from parents, students and staff in support of improved student learning outcomes
- refer to whole school assessment schedule for testing requirements and dates.

### **Professional Development**

Lalor East Staff will attend Professional Learning Team forums to reflect on and improve their teaching strategies by:

- reporting back on the progress of students participating in Literacy intervention or extension
- discussing explicit teaching strategies that will be used by all teachers eg. Getting Knowledge Ready
- planning the next stage of learning for identified groups of students
- sharing learning from external Professional Development Sessions
- communicating expectations of literacy development to parents/caregivers and families, including ways they can maintain support.

### **Links**

Other policies which are connected to this policy are:

- Lalor East Oral Language Policy 2014
- Lalor East English as an Additional Language Policy 2014
- Lalor East Assessment and Reporting Policy 2015

### **Evaluation**

This policy will be reviewed in consultation with all staff members as part of the school's three-year review cycle.

Approved at School Council: June 2015

Review Date: June 2018