

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