



Challenge, Opportunity & Achievement

STAWELL WEST PRIMARY SCHOOL

LITERACY POLICY

CONTEXT:

Stawell West Primary School's students are drawn from a variety of backgrounds and demonstrate a range of abilities. We are committed to an integrated language approach that promotes the ability to use the English language effectively for a wide range of audiences and purposes.

1. PURPOSE:

- 1.1 To learn to listen to, read, 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
- 1.2 To 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
- 1.3 To understand how Standard Australian English works in its spoken and written forms and in combination with non-linguistic forms of communication to create meaning
- 1.4 To develop interest and skills in inquiring into the aesthetic aspects of texts, and develop an informed appreciation of literature.

2. GUIDELINES:

- 2.1 This Literacy Policy is based on the Victorian Curriculum.
- 2.2 The key components of the weekly literacy program will be Reading, Writing - including Spelling, Handwriting and Speaking and Listening
- 2.3 Many and varied opportunities will be provided for the children to express themselves in order to assist them to clarify their thinking and build their literacy skills
- 2.4 An atmosphere in which the children feel free to express appropriate opinions, queries and knowledge without fear of ridicule will be encouraged
- 2.5 The CAFE reading program will be integrated into the classroom program to complement the Victorian Curriculum. Children will be introduced to and encouraged to read a wide range of literature and text types. Children will develop the capacity to critically discuss and analyse texts and language. An emphasis will be on developing an enjoyment of reading by providing a range of interesting experiences and activities
- 2.6 Children will be exposed to an explicit and systematic teaching of spelling following the SMART Spelling program. Correct spelling is recognised as an important convention that will be part of the total language program. Students will become independent spellers from developing phonological knowledge (the ability to break words into syllables and individual sounds), orthographic knowledge (the visual skill that involves choosing the correct letters that make a sound in a word), etymological knowledge (the study of where words come from) and morphemic knowledge (how prefixes and suffixes change the meaning of base words).
- 2.7 The writing program will focus on the children being given the opportunity to write about things which are real and meaningful to them. Children will develop the ability to control language by applying their understanding of the grammatical structures of English and by learning to use punctuation effectively by following the Victorian Curriculum Scope and Sequence. The program will include a variety of text types and situations in which writing is needed, including the use of Information and Communications Technology. Acceptable book work presentation and handwriting expectations will apply at all year levels.

3. IMPLEMENTATION:

- 3.1 Through explicit instruction and modelling, children will be supported in developing the skills needed to work independently
- 3.2 All children will be given the opportunity to use Speaking and Listening, Reading and Writing on a daily basis
- 3.3 A weekly Literacy program of no less than 600 minutes will be put in place across all classrooms
- 3.4 Students will be exposed to a broad range of text types and genres in both reading and writing
- 3.5 PLTS will develop yearly and/or term planners on which teachers' weekly programs will be based, incorporating the Victorian Curriculum, SMART Spelling sequence, Vic Curriculum Scope and Sequence for writing, grammar and punctuation developed by Lyn Watts and the CAFE Reading Program
- 3.6 Reading, Writing, Speaking and Listening will be based on Victorian Curriculum and the CAFÉ Reading Program will be used in all classrooms throughout the school
- 3.7 Handwriting will be based on the recommended "Victorian Modern Cursive" style
- 3.8 Class teachers will keep ongoing records of each child's progress in all dimensions. Samples of children's work will be kept in student files. Running record results are to be recorded on server file and hard copied stored in student files, writing moderation including a variety of text types are to be stored in student files.
- 3.9 Students will be placed on Victorian Curriculum continuums as part of reporting procedures
- 3.10 Intervention programs such as Fountas and Pinnell Reading Intervention Program, Oral language and speech therapy assistance, will be made available to students identified as having special learning needs.
- 3.11 Additional assistance will be provided, within the classroom where appropriate, for children in need using Individual Learning Plans
- 3.12 Assessment will be based on summative assessments at the end of Term 2 and Term 4 and ongoing formative assessment
- 3.13 Teachers will use moderation processes to place students on Victorian Curriculum continuums for reporting purposes
- 3.14 Parents will be encouraged to participate in the school literacy program
- 3.15 Teacher professional development and support will be provided to teachers through PD opportunities, Professional Learning Teams and mentoring

4. EVALUATION

<i>Ratified by School Council</i>	<i>Date:</i>	19 February 2019
<i>Signed</i>	<i>Principal:</i>	Jim O'Brien
	<i>School Council President:</i>	Lindy Chester
	<i>Next Minor Review Date:</i>	February, 2020
	<i>Next Major Review Date:</i>	2022

- 4.1 A minor review will take place annually
- 4.2 A major review will take place every four years as part of the school review process