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Cranbourne West Primary School No. 5189

LITERACY POLICY

RATIONALE:

Language is central to learning and the major means of elaborating and expressing thought. It is from learning language and learning through language, that students come to need, and benefit from, learning about language. The development of literacy is central to the English curriculum and is the responsibility of all teachers.

GENERAL STATEMENT:

The AusVELS domain of English is divided into three strands - Language, Literature and Literacy. Each strand is divided into the following sub-strands.

Language	Literature	Literacy
Language variation and change	Literature and context	Texts in context
Language for interaction	Responding to literature	Interacting with others
Text structure and organisation	Examining literature	Interpreting, analysing and evaluating
Expressing and developing ideas	Creating literature	Creating texts
Sound and letter knowledge		

These strands cover all aspects of literacy learning. Language teaching is not confined to timetabled language sessions. It permeates, and draws its content from, all areas of the curriculum. Literacy acquisition is a pre-requisite of success in other areas of the curriculum.

Aims:

The Literacy curriculum aims to develop in students:

- The ability to speak, listen, read, view and write with enjoyment, purpose, effect and confidence in a wide range of contexts.
- A knowledge of the ways in which language varies according to context, purpose, audience and content and the capacity to apply this knowledge.
- A knowledge of the linguistic patterns used to construct different texts, and the capacity to apply this knowledge, especially in writing.
- Opportunities to improve vocabulary understanding both verbally and written.
- A broad knowledge of a range of texts and a capacity to relate this to aspects of contemporary society and personal experience.
- The capacity to discuss and analyse texts and language critically.
- A knowledge of the ways textual interpretation and understanding may vary according to cultural, social and personal differences and the capacity to develop reasoned arguments about interpretation and meaning.
- An increasing confidence in the use of technological tools for literacy acquisition and development.
- An appreciation that language will become a means to gain an expansion of knowledge.
- An appreciation that language can be used to enhance and enrich personal relationships.
- An understanding of formal and informal language.

IMPLEMENTATION GUIDELINES:

- The teaching of language skills will be focused on the demonstrated needs of the students to achieve the Australian Curriculum standards (AusVELS) for the appropriate level.
- Various teaching approaches may be adopted.
- Real experiences, within the home, classroom, school and the community (excursions), provide a basis for literacy learning.
- An integrated curriculum approach gives meaning and purpose to language learning.
- Texts will provide appropriate models of language for student learning.
- Use electronic media to develop digital literacy.
- Students with learning difficulties and ESL backgrounds will have modified programs in an endeavour to meet their particular needs.
- Students will be exposed to literature that widens their experiences and values and deepens their understanding of society.
- Positive feedback will be provided by teachers and peers.
- The learning situations should be non-threatening and meaningful.
- Adequate and appropriate resources will be available for students and teachers.
- The Literacy program is developed around Personalized Learning using the strategies of Collaborative Teams, Explicit Teaching, Targeted Teaching and Independent Learning.

EVALUATION/ASSESSMENT AND REPORTING:

Assessment is based on the achievement of specific learning outcomes outlined in the AusVELS document. Teachers will monitor and assess student performance and progress using a variety of the following:

- Student Learning Journals
- NAPLAN Years 3-5
- work folios
- running records
- observations
- interviews
- student self assessment
- peer assessment
- diagnostic testing
- program effectiveness survey
- Online English Interview P-2
- Fontus and Pernell
- On Demand testing
- Assessment rubrics

Reporting formats will include:

- written achievement report to parents
- parent/teacher interviews
- school annual report
- Strategic Plan implementation reports