

POLICY NO. CUR004 (Previously #49) LITERACY POLICY

Written by: L Aldred – Literacy Leader in consultation with the Education Sub Committee

Date approved by School Council: 10th September, 2012

Rationale:

The establishment of sound and well developed literacy skills is essential to personal development across the whole curriculum. The further extending and enrichment of each student's literacy skills is paramount to their successful interaction with the ever wider communities beyond our school.

Aim:

To provide an engaging and challenging Literacy program that nurtures each student's development in the areas of Reading, Writing and Speaking and Listening

Implementation:

Throughout the school the delivery of Literacy will adhere to the following principles:

1. **A focus on teaching and learning** – A commitment to continually review our teaching in light of its impact on learning
2. **A Commitment to working collaboratively to achieve a common purpose** – The needs of the students are universally understood to be the responsibility of the whole school community
3. **Results orientated** – we assess our effectiveness on the basis of results not just intentions.

Chelsea Heights Primary School will provide:

- A literacy curriculum based around set 'essential learnings' for each grade level. These essential learning standards will have been drawn from the Vels and Ausvels curriculum and will be reviewed and revised on a yearly basis
- Regular and frequent, formative and summative assessments that will be used to determine each student's understanding in each area or topic studied
- Where the need has been identified, specific intervention to ensure academically vulnerable children are supported and academically strong children challenged
- A unified planning format employed throughout the school, that represents explicit teaching through clearly stated learning objectives and success criteria for each learning opportunity. Learning intentions and success criteria will also be made clear to the students and be displayed around the classroom
- From Prep, Grade 1 and Grade 2, a foundation in grapheme and phoneme recognition through explicit teaching of the THRASS program
- From Prep, Grade 1 and Grade 2, a platform to develop their high frequency word recognition through the M100W and THRASS Hot Words program.



Chelsea Heights Primary School

Together we learn

- Opportunities to investigate a comprehensive range of genres through immersion, deconstruction, scaffolded construction and finally independent construction and publication.
- Explicit instruction in drafting and re-drafting of their work based upon self, peer and teacher assessment throughout their school career.
- Teaching and Learning opportunities that reflect the interdependent nature of Reading, Writing and Speaking and Listening
- Varied teaching and learning opportunities throughout a typical week, featuring 1:1, guided group, whole class teaching
- Access to well -resourced and organised library facilities with the opportunity to borrow on a weekly basis
- Opportunities to express their ideas through digital technology such as computers, netbooks, i-pads, cameras and smart-boards
- A daily, uninterrupted 100 to 120 minute teaching and learning block
- A Literacy Curriculum Leader who will drive developments and initiatives to improve student learning and be supported by a team of other committed teachers
- A literacy component to the weekly homework; reading-based from Prep to Grade 2, extending to writing and research elements from Grade 3

Evaluation:

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