

EASTWOOD PRIMARY SCHOOL

LITERACY POLICY

RATIONALE

To develop in children the ability to speak, listen, read and write competently and confidently for the purposes of communication, learning and enjoyment in our society.

GUIDELINES

1: Literacy and learning are inextricably linked. Reading writing and speaking and listening activities are integral to learning. All teachers have a responsibility to teach literacy and support the literacy development of students.

2: Children will be given maximum opportunity to develop their full potential in the three dimensions of: Reading, Writing, Speaking and Listening in the Domain of English.

3: The English Program is based on the VELS and priorities and outlines of whole school implementation plans.

4: Teachers will plan sequential programs in accordance with VELS learning focus and standards.

5: Appropriate Professional development will be made available to teachers to support them in developing classroom programs.

6: Materials and activities will be inclusive (culture, religion and gender).

7: Individual Learning Plans will be generated for all students who are at least 12 months behind or ahead of appropriate benchmarks in literacy.

8: Reading Recovery will be made available to identified students.

9: Literacy will link into other areas of the curriculum.

10: Literacy development is the responsibility of all staff and is reliant on the home/school partnership.

IMPLEMENTATION

1. All children will be given an opportunity to use the three dimensions of English on a daily basis, for a minimum of two sessions.
2. The Eastwood Literacy Program will be implemented each year by classroom teachers.

3. Leaders and their teams will be responsible for organising the purchase, storage and distribution of the materials.
4. Appropriate models of speaking, listening, reading and writing will be provided by all teaching staff.
5. Teachers will provide a friendly and positive classroom environment to facilitate individual language development.
6. Literature will be used for reading programs, enjoyment, personal interest, sharing and understanding cultural differences, as well as home reading.
7. A variety of activities, media and computer technology will be used as tools for learning.
8. Students assessed in the lower 20% of reading achievement at the end of their first year of schooling will be considered for inclusion in the Reading Recovery Program.
9. Student's individual needs will be recognised to provide relevant planning to extend existing language, understanding and skill.
10. Parent Information sessions will be provided to inform parents about the literacy program.
11. Literacy development will be evaluated through a combination of assessment procedures including observation, on line testing, and work samples.

EVALUATION.

This policy can also be reviewed as required or will be reviewed as part of the school's three year cycle.

Approved by School Council: September, 2010

Scheduled review: 2013