



## LITERACY STATEMENT

*“Literacy is integral to effective learning across the curriculum”*

*Literacy is the ability to read, write and use written language appropriately in a range of contexts for different purposes and to communicate with a variety of audiences. Reading and writing, when integrated with speaking, listening, viewing and critical thinking, constitute valued aspects of literacy in modern life<sup>1</sup>. Literacy includes the cultural knowledge that enables a speaker, writer or reader to recognise and use language appropriate to different social purposes and situations.*

<sup>1</sup>*Every Chance to Learn Curriculum Framework p13*

Teachers at Farrer recognise the importance of authentic literacy experiences, and embed them into integrated inquiries. All students have opportunities to experience, conceptualise, analyse and apply their literacy learning. Within the *Every Chance to Learn* framework, there are a number of *Essential Learning Achievements* that contain literacy content relevant across the curriculum. Teachers refer to these *Essential Learning Achievements* when planning literacy lessons.

Literacy practices at Farrer Primary School are underpinned by the following beliefs.

- All students can be successful literacy learners
- All students bring diverse resources, needs and experiences to school
- All students are at different points on the learning continuum and every student is entitled to a learning experience designed to meet their needs
- Learning experiences are relevant to our students and our society
- Intellectual quality is necessary in all learning experiences to support and engage all students

Teachers at Farrer frame their practices around the ***Four Resources Model***, which responds to the complexity of reading and the changing and challenging demands of literacy in our society. Teachers teach explicit skills around being a:

- code breaker,
- text user,
- text participant and
- text analyst

### Achievement Targets

	Early Stage 1	Stage 1	Stage 2	Stage 3
Reading	Experimental Reading	Early Reading	Transitional Reading	Conventional  *refer to <i>Every Chance to Learn</i>
Writing and Spelling	Experimental Writing	Early Writing	Early  <i>Showing indicators of Transitional</i>	Conventional  *refer to <i>Every Chance to Learn</i>
Oral Language	Early Language	Exploratory Language  <i>Showing indicators of Emergent Language</i>	Emergent  <i>Showing indicators of Consolidated</i>	Consolidated  *refer to <i>Every Chance to Learn</i>

**Note:** The classroom teacher will monitor individual student development through the First Steps Map of Development. Teachers will develop a Literacy Support Plan in conjunction with the LA support team for each student who is either working beyond or yet to be working within the phase identified as an Achievement Target on entry to the each stage.

## Our Practices

Farrer’s balanced literacy program incorporates the following components, for students at all stages. Inclusive strategies to engage students through these components are described in the essential *Teacher Professional Library* resources.

Reading	Writing and Spelling	Oral Language
Daily reading experience	Daily writing experience	Daily oral language experience
Shared and modelled reading of a wide variety of different text types	Modelled, scaffolded and independent writing of all text forms for authentic purposes	<b>Speech development</b> Modelled reading and speaking Assembly program
Independent reading of self selected texts	Word study	<b>Language of social interaction</b> Cooperative learning environments negotiation
Partner Reading	Spelling Journals	
Oral reading to teacher	Opportunities to sustain writing through the process of planning, drafting, revising (editing and proof reading) and conferencing	<b>Language and Literacy</b> Discussion across the curriculum Reflective responses to own and others’ contributions
Oral reading of class novel		
Partner Reading		
Guided reading		
Cooperative reading		Debating and arguing
Critical reflection on and responses to text		

## Teacher Professional Learning

Teachers who are new to Farrer Primary School have access to a suite of induction experiences. This includes sustained development around First Steps Second Edition and the Four Resources Model, eg Myread. In addition to this professional development all teachers are encouraged to sit in on other classes to watch these lessons in operation.

## Teacher Professional Library

All teachers are provided with a collection of professional resources supplied by the school, which supports the implementation of our literacy approach. The Professional Library includes:

- [www.myread.org](http://www.myread.org)
- *First Steps* Resource Books and Map of Developmental for:
  - Reading
  - Writing/Spelling
  - Oral Language
- *First Steps* Linking Assessment, Teaching and Learning Resource Book

## Student/Classroom Resources

Each classroom is provided with a box of literacy resources for students and teachers to access. Resources include:

Stage 1	Stage 2	Stage 3
<b>Dictionaries</b> <ul style="list-style-type: none"> <li>• 8x Usborne Very First Dictionary</li> <li>• 8x Usborne First Dictionary</li> <li>• 1x The Macquarie First Dictionary</li> <li>• 5x MacMillan Australian Primary Dictionary</li> </ul>	<b>Dictionaries</b> <ul style="list-style-type: none"> <li>• 10x McMillan Australian Primary Dictionary</li> <li>• 10x Oxford Australian Primary Dictionary and Thesaurus</li> </ul>	<b>Dictionaries</b> <ul style="list-style-type: none"> <li>• 44x Oxford The Australian Integrated Primary School Dictionary and Thesaurus</li> </ul>
<b>Thesaurus</b> <ul style="list-style-type: none"> <li>• 11x Oxford First Thesaurus</li> </ul>	<b>Thesaurus</b> As above	<b>Thesaurus</b> As above
<b>Personal dictionaries</b> <ul style="list-style-type: none"> <li>• My useful Word Book</li> </ul>	<b>Personal dictionaries</b> <ul style="list-style-type: none"> <li>• My useful Word Book</li> </ul>	<b>Personal dictionaries</b> <ul style="list-style-type: none"> <li>• My useful Word Book</li> </ul>
	<b>Atlas</b> 10x McMillan Primary Atlas	<b>Atlas</b> 44x McMillan Primary Atlas

In addition to the literacy resource boxes each class also has:

- Text type chart
- High frequency words
- Phonemic Awareness Charts
- "Have a go" dictionaries
- Writing folders
- Reading log

## Transition information

At the end of each school year teachers add to or create Transition Packs for each of their students. This transition information is given their new teacher and includes:

- The First Steps Writing Map of Development highlighting the student's development for that year
- Current writing sample
- The First Steps Reading Map of Development highlighting the student's development for that year
- Current reading record (Stage 1 students and identified Stage 2 and 3 students)
- Learner Assistance Plan for that year (if applicable)
- Identified Learner Assistance Plan for the following year (if applicable)
- Learner Assistance Plan for extension (if applicable)

## Interventions

Each year teachers from all stages produce an Intervention Plan for their stage to identify specific focuses as identified through in school or external assessment including ACTAP and PIPS.

## **2008 Intervention plan**

### **Stage 1**

Our Kindergarten literacy program introduces students to a range of books and love of reading and writing. Specific focus begins with understanding sound/letter relationships and letter/word relationships. Teachers focus learning around developing phonological and phonemic awareness skills and recognising, reading and writing a variety of high frequency words.

The Stage 1 program builds on students' prior learning. Teachers in Year 1 focus on exposing students to a wide variety of text types in their reading and writing sessions. Year 2 takes a very detailed look at narrative structure and author craft with the opportunity to read and write increasingly difficult texts for sustained periods of time.

In addition to this, teachers in Stage 1 focus literacy learning around:

- developing strong phonemic awareness skills
- writing and recognition of high frequency words
- developing strategies for decoding familiar and unfamiliar words
- reading a wide variety of genres
- writing in a range of different text types

### **Stage 2**

Year 3 students are exposed to a range of genres, with a particular focus on narrative & exposition. There is a strong focus on developing note-taking skills, developing oral skills through oral presentations, and viewing. There is a significant focus on spelling strategies, punctuation and further developing vocabulary. Students in Year 3 are exposed to cooperative reading strategies as a whole class. Students in Year 3 complete the NAPLAN assessment. NAPLAN results are analysed and areas for development are identified and included in our literacy programs.

In Year 4 literacy practices are informed by data from the previous year's NAPLAN results.

Students in Year 4 further develop skills in writing narratives and expositions. Oral language and listening are also addressed through rostrum, debating and planned everyday activities. Year 4 students continue to develop spelling strategies, punctuation and editing skills. They are encouraged to write more extensive pieces with an explicit logical sequence and are exposed to more advanced writing tools such as similes, metaphors and other descriptive language. Students in Year 4 complete two cycles of cooperative reading.

### **Stage 3**

Based on NAPLAN and First Steps Writing and Reading Map of Development data Stage 3 will focus on the following areas to support students in their literacy learning:

- Specific editing skills through self edits and peer editing
- Consolidating all genres including using rich text
- Explicit teaching of the report text type
- "Tools of the trade" including punctuation, spelling, speech marks, etc
- Spelling strategies taught specifically using the four forms of spelling knowledge (phonological, morphological, etymological & visual knowledge)
- Oral language: informal speeches and ACT Rostrum
- Shared and modelled reading of a wide variety of different text types.
- Two yearly cycles of co-operative reading
- Daily independent reading of self selected texts