



### Literacy Belief Statement

*Literacy is the basis of educational and global success; critical literacy is the foundation upon which all learning is built. The ultimate goal is to develop independent life-long learners, who comprehend and communicate respectfully and effectively.*

*It is the responsibility of all community stakeholders to provide a literacy-rich environment in which students are challenged and supported to reach their highest level of potential.*

*All students will be supported by explicit literacy instruction through differentiated programs across the curriculum which accommodates their physical, cognitive, social, and emotional needs inspiring them to become productive 21<sup>st</sup> century active and respectful citizens.*

### To achieve this Pimpala Primary School will strive to provide:

- A culture of learning and inspiration to succeed
- Development of community partnerships and shared responsibility for student learning outcomes
- Explicit and effective teaching programs based on current and research based practices.
- Ongoing Professional development is available for all teaching and support staff
- A strategic approach to data collection, diagnostic assessment and analysis which informs learning programs
- Intervention programs tailored to the needs of the individual students
- Use of 21<sup>st</sup> century technology
- Acknowledgement and celebration of success

### In practice this encompasses:

- Teaching and Learning programs designed using the Australian Curriculum, Understanding by Design, and Differentiated Instruction as a basis and incorporating the elements of Teaching for Effective Learning.
- Explicit teaching of English components of Reading, Writing, Spelling, Grammar & Punctuation, Oral Language, Handwriting. Explicit use of Guided Reading and Guided Writing practices.
- Professional and para-professional support during Literacy lessons. All staff are involved in the Literacy block – Specialist teachers (eg Music, Science, PE, Indonesian, Teacher Librarian) are Literacy support teachers during this time
- Clearly defined summative measures for reporting and grading. Consistent approach to assessment and moderation practices between classes
- Intervention programs which are provided by skilled personnel and resourced appropriately
- Inquiry Based Learning Units of work in collaboration with the teacher librarian
- Use of IWB, computers, iPads
- Whole School involvement in the Premier's Reading Challenge
- Parent/Carer workshops 5 times per term

## **Resources**

- Jolly Phonics, Jolly Grammar
- THRASS
- Guided Reading – Stephen Graham, Oxford Literacy, Pearson, MacMillan Literacy Network
- PM Writing
- PM reading benchmarks
- Words Their Way
- Oxford Sight Words

## **Intervention**

- Speech and Language program in collaboration with the DECD Speech Pathologist
- Rainbow Reading, Fitzroy
- Multilit, PreLit
- Clicker 6
- Occupational therapy programs
- Fine Motor Coordination program
- The Listening Program

## **Assessment**

- PM Reading levels
- Phonological awareness screen
- Peter Westwood Spelling test
- Oxford Sight Word test
- PAT – Reading
- NAPLAN
- Formative & summative assessments

## **Data Framework and timeline**

- JP reading levels entered on EDSAS at the end of each term
- Peter Westwood Spelling test conducted in November each year (Year 2-7)
- Primary – Words Their Way data collected and analysed in November each year
- Oxford reading and spelling tests continually tested throughout the year and final results recorded at the end of November each year
- Phonological assessments conducted at the end of the first term at school and thereafter students identified at risk tested at the end of each term until benchmarks are met