

## LITERACY POLICY

### **Rationale:**

- To develop the necessary skills and understandings for our students to achieve a level of literacy which enables them to function effectively in our society.
- To develop the students' ability to facilitate communication in a broad range of functional and social contexts.

### **Guidelines:**

- Our English program will be based on the Victorian Curriculum, utilising the Scope and Sequence charts for goal setting
  - The key components of the daily program will include – Reading and Viewing, Writing (including spelling, handwriting and keyboarding) and Speaking and Listening (including augmented communication systems).
  - Many and varied opportunities will be provided for the students to engage in authentic reading and writing activities.
  - Students will be involved in community access programs, cultural events and performances, school visits, camps and excursions to provide authentic learning experiences and exposure to language and vocabulary.
  - An atmosphere in which students feel free to express appropriate opinions, queries and knowledge without fear of censure, will be encouraged.
  - There will be an emphasis on developing an enjoyment of reading by providing a variety of interesting experiences and activities.
  - Students will be introduced to and read a wide range of text types by good authors.
  - The writing program will focus on students being given the opportunity to write/keyboard transactional texts, which are real and meaningful to them.
  - The program will include a variety of text types and situations in which writing is needed.
  - Students will be encouraged to develop strategies to locate the correct spelling of words, primarily through the use of THRASS resources.
  - Acceptable work presentation will be encouraged.
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## **Implementation:**

- The teaching approaches used across the school will reflect explicit teaching and exemplary classroom practice.
- A whole school approach to Literacy development/content will be implemented, primarily through utilising the THRASS program.
- A daily literacy block, which includes reading, writing and speaking and listening will be put in place across all classrooms where possible.
- Parent information and involvement will be encouraged and offered in a variety of ways e.g., take-home reading and parent information sessions.
- Specific Reading, Writing, Speaking and Listening and Communication goals will be set in each student's Individual Education Plan.
- Students will be assessed against their Individual Education Plan goals and assessments documented using the Victorian Curriculum and a variety of assessment tools.
- Depending on the needs of our students assistive/augmented communication devices will be utilised such as devices, iPads, MAKATON, Boardmaker, Picture Exchange Program {PECS} and other daily schedule systems.
- Experiential learning will be an important mechanism incorporated into our students' programs.
- Professional Learning will be ongoing for staff.

## **Relevant Documents**

- SSSS Instructional Model
- SSSS Assessment Schedule
- Victorian Curriculum A-D F-10 Scope and Sequence charts
- SSSS Teaching and Learning Manual

## **Related School Policies**

- SSSS Curriculum Framework Policy

## **Policy Review and Approval**

<b>Policy last reviewed</b>	May 2022
<b>Consultation</b>	School Council
<b>Approved by</b>	Principal
<b>Next scheduled review date</b>	May 2026

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