Purpose:
The ability to communicate enables people to participate effectively as active, informed citizens with confidence, purpose and enjoyment in a wide variety of contexts. Effective language acquisition includes the appropriate use of language as a means of forming and expressing thoughts, ideas and feelings when conveying information, knowledge and beliefs about the world. Effective users of language employ language to inform, to discuss, to persuade, to entertain and to debate.

Students at Jells Park Primary School will be actively involved in the study and practice of English language and in the broader concept of literacy, in the appropriate and effective usage of language, in the use of language as a means of learning and in the development of knowledge about language.

Guidelines:
• To develop students’ ability to speak, listen, read, view, and write effectively and with confidence, purpose and enjoyment.
• To provide opportunities for students to understand the ways in which language varies according to context, purpose, audience and content, and to apply this knowledge effectively when communicating.
• To enable students to use their knowledge of the linguistic patterns and features used to construct different texts, and to apply their learned skills, especially in written language.
• To expose students to a broad range of text types and develop their capacity to relate these to aspects of contemporary society and personal experience.
• To enable students to critically discuss and analyse texts and language.
• To enable students to identify and evaluate the ways textual interpretation and understanding may vary according to cultural, social and personal differences, and develop the capacity to provide reasoned arguments about interpretation and meaning.
• To teach Spelling through a variety of approaches and provide daily opportunities for students to recognise and record an increasing number of sounds and words independently when reading and writing.
• To teach Grammar to assist students in their understanding of the structure of English and as a basis for the study of foreign languages.

Implementation:
1. All students will participate in a daily two-hour literacy block, within the inherent timetabling restrictions, as recommended by the Early and Middle Years of Schooling initiatives.
2. The Victorian Early and Middle Years literacy model will be the recommended teaching and learning methodology.
3. The Victorian Essential Learning Standards will be used to facilitate the planning, delivery and evaluation of a sequential literacy program from Prep to Year 6.
4. Literacy skills and knowledge will be developed across the curriculum with content, where practical, derived from Integrated Inquiry Studies units.
5. A wide range of written and spoken texts in print and electronic forms will be emphasised, including literacy texts such as novels, short stories, poetry, plays and non-fiction. Multimodal texts such as film and video, other media texts, commercial and work-place texts, everyday texts, as well as personal writing, will inform aspects of the school-wide English program.
6. Students will be grouped for instruction according to their needs. Learning activities will be differentiated according to the specific needs and requirements of the individual, and groups of students.

7. The JPPS Comprehension Scope and Sequence document suggestions will be used to structure the development of Reading Comprehension.

8. Spelling will be taught sequentially from Prep to Year 6 using the JPPS Spelling Continuum. A variety of approaches will be incorporated and include elements of phonics, the Spelling Steps Program and spelling rules.

9. Grammar will be taught to assist in the acquisition of sound literacy skills and as a basis for studies of foreign languages.

10. Parent literacy information and training programs will be provided and parents will be encouraged to help in, and support, classroom programs from Prep to Year 6.

11. The Reading Recovery program will be available for selected Year 1 students.

12. Additional Literacy Support will be provided for selected students, as required, from Prep to Year 6.

13. A Buddy Reading Program to support students with particular literacy requirements will be provided for a number of Year 1 and 2 students by trained and supervised, volunteer Year 6 students.

14. Individual Learning Plans to support students below and above the expected level in specific areas of literacy learning will be developed by teachers.

15. Literacy homework will be regularly set, which will be appropriate for the year level and particular students’ requirements, for example: Take Home reading and/or the regular learning of spelling words.

16. A variety of assessment tools will be employed to evaluate student literacy progress and regular moderation of achievement standards will be undertaken between and across all Levels.

17. Collected assessment data will be used to report student literacy progress to the relevant DEECD departments.

18. Regular Professional Development activities will be provided related to literacy pedagogy, effective moderation and assessment strategies and the integration of other key learning areas under the literacy umbrella.

**Evaluation:**
Successful implementation of this policy will be measured by:

- Recorded and observable evidence of classroom programs which display the Early and Middle Years rationale and methodology
- Collected assessment data which displays student progress over time in all VELS English dimensions
- Effective reporting of progress to parents, English NAPLAN results, NSW English Test results for some students, Annual School Reporting to DEECD and School Council and other reporting requirements, as necessary.
- Parent Opinion Survey data
- This policy will be reviewed as part of the school’s four-yearly review cycle.