RATIONALE
Literacy is the basic aim of schooling. The goal of all teachers in the school is for all students to be able to read, write, talk and listen according to their stage of development. Literacy teaching occurs across all key learning areas.

KEY POLICY STATEMENTS
Literacy includes:

Talking and listening
- using spoken texts for different situations
- responding to spoken text
- using appropriate grammatical patterns to communicate, express thoughts and convey ideas
- reflecting on responding and interacting with multi modal media in a meaningful way

Reading
- developing the skills required for reading
- comprehending and responding to a variety of text types
- recognising and responding to punctuation and grammatical structure in texts

Writing
- experiencing writing opportunities using a variety of text types
- using handwriting and word processing
- applying appropriate spelling patterns, grammatical forms and punctuation to create written text
- creating multi modal texts

PRINCIPAL’S RESPONSIBILITIES
The Principal will
- support and supervise the class teachers in planning, implementing and evaluating their literacy programs
- organise a formal structure to diagnose and assess students’ literacy development; the process will be maintained for diagnostic purposes.
- develop strategies to give internal and external support to the teachers and students, and establish mechanisms to monitor and describe the progress of exceptional students
- maintain a formal structure to report on the students’ literacy progress to parents and students
- organise a formal structure for the exchange of students learning outcome information when students move to the next teacher
- ensure that the literacy material available in the school caters for the needs of all students and reflects cultural and social diversity
- develop strategies to diagnose and assess students’ literacy progress
- ensure that parents have sufficient information to help and guide their children with reading at home
- evaluate, modify and adapt the literacy policy and supporting statements and structures to the changing needs of the school

TEACHERS’ RESPONSIBILITIES
Teachers will

- develop, maintain and convey their high expectations of literacy development to the students
- have the primary responsibility for the diagnosis, teaching, assessing and reporting to parents and other teachers for all students in the class
- prepare and maintain a balanced literacy program. The program will be available and current; it will include diagnostic information, explicit and systematic teaching strategies and formative/summative evaluative statements
- ensure that a balanced reading program includes shared/modelled reading and guided reading at the students’ instructional level. Independent reading will be encouraged.
- ensure the reading program includes explicit teaching techniques which use the four sources of information: semantic (meaning), grammatical (wording), graphological (writing) and phonological (sounding)
- ensure the reading program supplies experiences that enable students to develop the four roles of the reader: code breaker, text-participant, text-user and text-analyst
- ensure that students are exposed to all relevant text-types, forms of writing, listening and talking exercises and skills
- teach handwriting and spelling according to the parameters defined by the school
- teach grammar and punctuation, in context, through both formal and informal mechanisms
- teach the skills of comprehension in such a way as to maximise student progress
- use the continuum to describe a student’s stage of development in all aspects of literacy
- arrange student learning outcome information in such a way that it is meaningful for all stakeholders and is readily available
- promote home reading through the use of appropriate encouragement processes.

**STUDENTS’ RESPONSIBILITIES**

Students will

- Assume an increasing responsibility for their learning
- Be involved in the processes and strategies used to plan, assess and report on their learning.

**PARENTS RESPONSIBILITIES**

- Listen to their children as they complete their home reading
- Encourage and support their children in Spelling and Writing.
- Read to their children
- Support the children in all school learning

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