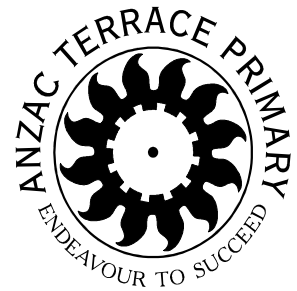


# ANZAC TERRACE PRIMARY SCHOOL LITERACY PLAN



## 1. RATIONALE

Anzac Terrace Primary School will effectively cater for the developmental levels of student literacy learning using explicit planned learning experiences developed by teaching staff and other agencies. These learning experiences connect to the student's current knowledge and understandings and enable them to achieve the appropriate outcomes in each aspect of literacy. It is our belief that early identification of children experiencing difficulties means that interventions to provide support for these children can be put in place. Early assessment is a key element of our school planning and monitoring.

The management of resources and how assessment, record keeping and reporting are approached are key points of the policy.

The prime focus of the school is the intellectual development of the students and we are committed to the **achievement of high academic standards, particularly in literacy (incorporating talking, listening, reading and writing)**, with all staff sharing responsibility.

## 2. AIMS

- To define the importance of Language both across the Curriculum and a within the area of English
- To develop knowledge, skills, values and attitudes that lead to effective literacy skills.
- Use appropriate diagnostic tasks to determine a student's phase of development.
- To provide a learning environment that promotes risk taking and a positive attitude towards literacy.
- To provide developmentally appropriate programmes to cater for individual needs.

## 3. IMPLEMENTATION

What will be used:

- Curriculum Framework:
  - Principles of Teaching and Learning and appropriate phase of schooling
- Unified approach
  - Letterland appendix 1 & 2
  - Phonological Awareness
- Outcomes and Standards Framework:
  - Levels appropriate to student learning

- First Steps strategies for all aspects of Literacy appendix 3
  - Support from speech and language services
- Literacy Guidelines developed and reviewed by teaching staff members which clearly states:
  - Outcomes for each level.
  - What will be taught at each level – see Scope and Sequence attachment
  - The First Steps strategies that will be used at each level.
  - MELS screening test for Kindy and Pre Primary
  - How to collect, use and access student data.
  - The assessment and monitoring tools to be used at each level.
- Teaching Strategies
  - Team teaching
  - Collaborative Planning
  - Enable staff to collate and be consistent in the assessment & planning across the early years
  - Direct teaching

#### **4. MONITORING**

- Principles of Assessment in the Curriculum Framework
  - Valid
  - Educative
  - Explicit
  - Fair
  - Comprehensive
- Outcomes and Standards Framework
  - Knowledge
  - Understanding
  - Skills
  - Attitudes and Values
- W.A.L.N.A
- Record keeping
  - Common assessments and record keeping
  - need to create base line and longitudinal data
  - MELS screening test for Kindy and Pre Primary

#### **5. RESOURCES**

- Literacy Guidelines
  - Literacy scope and Sequence appendix 4

- First Steps Resource Materials
  
- Networking
- Education assistants
- Literacy Army
  
- Budget allocation for:
  - Purchase of student resources
  - Professional Development for staff members
  - Language Development Centre assistance
  - Curtin Speech pathologists programme
  - Parents as Partners initiative
  - Library – used to stimulate children’s interest in books – starting with Kindy students

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