

EARLY YEARS LITERACY

POLICY

Rationale:

- The establishment of sound and well developed literacy skills at an early age have been demonstrated as essential to future student learning. Students who leave the early years of schooling unable to read or write effectively, make little gain in the later years.

Aims:

- To provide a program that ensures all students can read and write effectively by the time they graduate from year four.

Implementation:

- Our school has consistently identified early years literacy as a whole school priority and has undertaken to develop and implement a sequential and viable Early Years literacy curriculum for all classes from prep to year four.
- The school will provide an uninterrupted 2-hour literacy block each school day for all participating classes. The literacy block will be scheduled for the first 2 hours of the day.
- Appropriate professional development will be made available for all participating staff.
- A whole school literacy assessment schedule will be developed and implemented, with minimum achievement standards and targets being set for all students in reading, writing, spelling, punctuation and grammar.
- Running records will be a feature of classroom reading programs as well as ongoing formative assessment, and a differentiated data-driven curriculum.
- Assessment data will be collected and analysed by the classroom teachers, with the results being used to drive each child's individual literacy program, as well as to record each child's individual achievement.
- An annual school council budget will reflect the priority the school has placed on early years literacy.

Evaluation:

- This policy will be reviewed annually as part of the Early Years Literacy Plan, and as part of the school's three-year review cycle.

This policy was last ratified by School Council in....

September 2015