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## WYNDHAM PARK PRIMARY SCHOOL NO. 5540 LITERACY POLICY

### Rationale:

Language is central to living and learning. Wyndham Park Primary School fully supports the idea that Literacy is part of the 'core business' of schools. This is reflected by the commitment of staff to promote language development as one of the school's main priorities, with daily Literacy time, (consisting of 1 hour of reading and 1 hour of writing with an additional 30 minutes of Independent Reading) in all classes throughout the school. Every teacher will promote and support the development of students speaking, listening, reading, writing and thinking skills in a variety of meaningful contexts in all curricular areas.

Students are encouraged to develop a love of books and the disposition to read. We strive to teach all our students to enjoy a variety of texts so that they will become independent, critical, life-long readers and learners. We believe reading is a vital skill and this belief underpins the emphasis we place on the teaching of reading in our school.

All students will be given the opportunity to participate on equal terms. Students share their thoughts, ideas and opinions in a respectful environment of co-operation and collaboration. At our school we aim to develop an environment that is open and accepting of students' opinions.

### Aims

- To develop students' thinking and problem solving skills in order to express opinions to support their thinking.
- To foster in students the confidence, desire and ability to express their views both orally and in writing.
- To value and celebrate diversity in culture and language.
- To reinforce, complement and extend the learning opportunities beyond the classroom
- To promote a wide use of Information and Communication Technology (ICT) and media texts as a medium for the further development of language across the curriculum.
- To value and use multiple forms of literacy for learning.
- To use this policy as an example of 'best pedagogical practice' at Wyndham Park Primary School

### Guidelines For Implementation

- Phonics and Whole Language approach are used to support the reading and writing processes.
- Reading conferences are a daily occurrence during literacy lessons [see appendix 1]
- Modelled, Shared, Guided and Independent Reading and Writing takes place during the Literacy sessions.
- Oral Language is consistently modelled by staff and students are provided with opportunities to practise Speaking and Listening across all curriculum areas.
- See EAL website for teaching strategies as listed below:  
<http://www.education.vic.gov.au/studentlearning/teachingresources/esl/teachstrat.htm>

### Curriculum Guarantees

- A Scheduled daily 2-hour literacy block directed by clearly defined teaching and learning intentions
- Use Gradual Release of Responsibility [GRR] workshop model to structure lessons [see appendix 2].
- Provide additional half hour Independent Reading session: confer and set goals with each student, expect reading of multiple genres.
- Relate and integrate literacy, technology, numeracy and inquiry; read and write for multiple purposes, using authentic tasks where possible.
- Use ICT as integral literacy learning tool.
- Teach VOCABULARY in every lesson: incidental learning, embedded learning, specific to inquiry, reading and writing needs using the strategies from Building Academic Vocabulary Teacher's Manual by Robert J. Marzano and Debra J. Pickering
- Students have a time to share, reflect and evaluate their learning.

### Speaking and Listening

- Our overall aim is for students to become proficient language users. This will be achieved through purposeful interaction with teachers. We recognise that speaking and listening are fundamental skills upon which the educational development of our students depends. Through the development of oral and aural skills, they learn about language and this equips them to demonstrate and refine their learning.
- The teachers consistently model Oral Language.
- Speaking and Listening is planned in all areas of the curriculum, with resources and displays as supports.



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### Reading

We aim to provide a classroom environment which promotes a love of books and reading where students feel inspired to read. Each classroom is a language rich environment with lots of environmental print, labels, posters, information, students' work etc. Books are given their rightful place throughout the school.

Each room has a class library where books are displayed in a variety of ways.

Topic books are easily accessible to the students.

We ensure students are exposed to a wide range of reading material across the genres, including print, digital media and multi-literacies

Explicit teaching of reading strategies takes place during all reading classes, these strategies are based on the strategies outlined in The Continuum of Literacy Learning PreK- 8 by Gay Pinnell and Irene Fountas

Modelled, Shared, Guided and Independent Reading take place throughout the whole school.

Reading boxes are used by all students at the school. These contain

'Just Right Books' (JRB)

Interest based books

Favourites of the reader

Guided books

Newspaper articles

Articles from other sources

Excerpts

As a part of the Literacy Intervention some students also have intervention books to support their reading, these books need to be read first during their Independent Practice.

The school has a mix of books including Levelled books, Guided reading sets, Big books, E books, Classroom and Learning Community Library books.

Students are read to frequently in all classes by the classroom teacher.

### Writing

We aim to provide a classroom environment which promotes opportunities to support the whole of the writing process from the pre-planning stage through to publishing. Classes will have both Independent Writing sessions and genre specific studies.

Phonics and Whole Language approach is used to support students reading and writing across the school from Spelling K-8

Planning and Teaching by Diane Snowball and Faye Bolton

Students use Looks Say Spell Cover Write Check (LSSWC) and spelling investigations to support their learning in spelling. They use words taken from their own writing to learn, and also use the Oxford Wordlist to support their learning of common words.

<http://www.oxfordwordlist.com/pages/search.asp>

Handwriting is a part of the writing process (refer to the Wyndham Park Handwriting Policy)

Writer's Notebook for all students above grade 1 is a part of the classroom practice, Prep and Grade 1 students are introduced to Writer's Notebook as a whole class.

Word Walls, Vocabulary Walls and Vocabulary Books are used to support student learning with descriptions and non-linguistic representations using student input as recommended in the book. Building Academic Vocabulary Teacher's Manual by Robert J. Marzano and Debra J. Pickering.

Students have both genre studies and Independent Writing sessions.

Students are encouraged to write both purposeful and authentic pieces.

Writing involves making explicit the processes and thinking involved in the writing process so that students can internalise and apply them in their own writing through Mentor Texts, using Modelled, Shared, Guided and Interactive Writing.

Assessment

Forms of assessment at the school

Refer to current assessment schedule.



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### Assessment

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Refer to current assessment schedule.

### Literacy summative assessment

- Spelling Oxford word list – June/ December
- Reading Fountas and Pinnell benchmarks – once per term
- Writing pieces of published works per term as per CAT's developed by teams
- Speaking and Listening- VELs benchmarking once per term
- English Online Interview (Prep – Grade 2)
- Adaptive Online assessment Reading ( Grades 3-6)
- NAPLAN Grades 3and 5

### Literacy formative assessment

- Spelling – LSSCWC
- Reading – conferring, goal setting, using Fountas and Pinnell strategies
- Writing – plan, draft, revise, edit, publish-class/ individual rubric.
- Speaking and Listening – class/ individual rubric
- Self- assessment using rubrics developed by class and teacher

### The Relationship Between The EAL Standards And The English Standards

The progress of an English as Additional Language (EAL) student learning English should be reported against the stages of the EAL Standards rather than the levels of the English Standards.

An EAL student is generally considered to be one who:  
Is learning English as a second or additional language.

Is not as proficient in English as a native English speaker of the same age.

Exhibits English language structures and features that are typical of those in the process of learning English

Needs assistance in classroom activities because of their stage of English language development.

<http://www.education.vic.gov.au/studentlearning/teachingresources/esl/relationships.htm#5>

EAL reports are written for literacy if the student has a blue dot on the WPPS Reading Continuum, and is one year below expected standard in Reading, Writing, Speaking and Listening. No Literacy VELs report is written, however, if a student is off the EAL continuum for Reading and/or Writing their EAL report should contain a statement about their Literacy VELs level in the comment section.

### Appendix 1

Conferring Document WPPS. Developed, March 2012 Literacy Committee  
Full Conference

Conferences need to take place on a fortnightly basis with students.

Conference should take approximately 10 minutes.

#### 1. Before the Conference

- Decide where you are going to have your Conferences
- Conferring timetable displayed for the student
- Be prepared
- Teacher record book
- Student Reading Log/ Journal
- Book box with 5 books including Just Right Books, favourites, mix of factual and fiction texts

#### 2. Interest of the Reader

- New student – find out about the student's interests, reading habits etc.
- Ongoing students – refer to changing reading interests and cumulated knowledge

#### 3. Goals

- Ask the student to restate previous reading goal/s
- Ask the student to clarify most recent goal and how they have used it in their reading
- Ask the student if they have been successful using their reading goal, rating their success, if you were a \_\_\_ what would you need to do to reach a \_\_\_
- Check reading log with the student to see what they have been reading

#### 4. Hear the student read

- Student to read aloud- check decoding, fluency, 'Just Right Book' etc.

#### 5. Discussion and Feedback

- Discuss the students understanding of the text



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- Refer to the Fountas and Pinnell Continuum for teaching point and discuss strategies to support the student moving forward. Refer back to earlier reading goal.
- Vocabulary is addressed in this section of the conference.
- 6. Agreeing on a goal
  - Establish a new reading goal or continue with the earlier goal based on the read aloud and discussion.
  - Record the goal in the student reading journal and teacher record book including dates
  - Conclude the conference with a positive piece of feedback
- 7. Notes on the conference
  - Dates
  - Text level
  - Type of book being read
  - Teaching points
  - Goals
  - Information discussed with the student
  - Running record information if one has been taken
  - Benchmarking levels if one has been taken

### Appendix 2

#### Mini Lesson (10 Minutes)

Modelled reading using Mentor Text to support the strategy being taught.  
Shared Reading (whole class reads from the 1 piece of text with the teacher).  
Focus, Learning Intention and Success Criteria based on student needs.

#### Reading lesson using the Gradual Release of Responsibility (GRR) Model

##### Guided reading groups (up to 15 minutes each)

90-94% accuracy-instructional level  
2 groups per session; with the lowest group based on class-room data seen daily  
As well as  
Conferring with individuals see conferring document

##### Independent Reading Practice (40 minutes)

Using JRBs. (95% accuracy- easy), using the strategies used in the modelling session & student's personal reading goals.  
Tasks that give opportunity to practise the lesson focus at their own level, examples include Book club, Author studies, Listening post, Reader's Theatre

Time frame for the body of the lesson is 40 minutes, with the Guided and Independent Reading running alongside each other.

#### Share Reflection ( 10 Mins.)

Students reflect on their learning. This should focus on the strategies being modelled in the mini lesson.  
What supported their learning? What hindered their learning? Rate themselves using success criteria.

### References

Building Academic Vocabulary Teacher's Manual by RobertJ. Marzano and Debra J. Pickering  
The Continuum of Literacy Learning PreK- 8 by Gay Pinnell and Irene Fountas  
Spelling K-8 Planning and Teaching by Diane Snowball and Faye Bolton  
<http://www.oxfordwordlist.com/pages/search.asp>  
<http://www.education.vic.gov.au/studentlearning/teachingresources/esl/relationships.htm#5>  
<http://www.education.vic.gov.au/studentlearning/teachingresources/esl/teachstrat.htm>

Ratified by School Council:  
Policy Review: