SACRED HEART CENTRAL SCHOOL

K-10 LITERACY POLICY

PURPOSE
Literacy skills need to continually expand and diversify because our rapidly changing social and economic environment requires competence in a range of new communication forms and media.

Literacy competence is central to achievement in all areas of learning as students progress through the early, middle and later years of schooling and into the workforce and life.

POLICY
At Sacred Heart Central School, all teachers implement literacy concepts throughout all Key Learning Areas from K to 10.

Literacy teaching incorporates explicit and systematic instruction in the skills, knowledge and understandings required for students to be literate. Literacy is taught in a balanced and integrated way.

DEFINITIONS

**Literacy** is the ability to understand and evaluate meaning through reading and writing, listening and speaking, viewing and representing.

**Reading** involves recognising words automatically, reading in a phrased and fluent way and navigating texts to create meaning.

**Comprehension** involves responding to, interpreting, analysing and evaluating texts.

**Vocabulary** involves understanding the meaning of spoken and written words and using words to create and understand texts.

**Writing** involves using spelling, grammar, design features, handwriting and digital tools to create texts for specific purposes. ‘Texts’ include oral,

**Speaking** involves using oral language to communicate with others in a range of contexts, and listening actively and attentively when interacting with others. While listening when ‘interacting orally’ with others is represented in this aspect, it is also an essential component in a number of other aspects.

**Texts** include oral, aural, written, visual, electronic and multimodal texts.

PROCEDURES
In the early years, literacy teaching will include the explicit teaching of: phonemic awareness; phonics; vocabulary knowledge; comprehension; concepts about print; grammar, punctuation; spelling and handwriting.
Literacy teaching will draw on the strengths of a comprehensive range of evidence and research-based approaches to meet the learning needs of all students.

First Steps strategies are utilised K-6 and Tactical Teaching strategies are implemented in all KLAs in Secondary.

Teachers will ensure students are equipped with a range of literacy practices and skills that support them in code-breaking and in understanding, using, analysing and evaluating texts for a variety of purposes and audiences.

Teachers K-10 will develop and continually refine a broad and responsive set of effective literacy teaching practices to meet the diverse learning needs of students.

Teachers K-10, across all key learning areas, are responsible for the teaching and learning of literacy skills, knowledge and understandings.

Teachers K-10 will allocate sufficient time to explicitly plan, program and teach literacy to ensure students’ achievement of syllabus standards.

Teachers K-10 will use school-based and state-wide literacy assessment information to inform teaching and to regularly evaluate the effectiveness of teaching programs.

Sacred Heart will report formally and informally to parents, caregivers and school communities on student literacy achievement using state-wide and school based assessment information.

REFERENCES
BOSTES
NSW Literacy Continuum 7-10
First Steps
Tactical Teaching

RELATED POLICIES
Literacy Policy (CE) – currently under review

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