

WOOMBYE STATE **SCHOOL LITERACY PLAN**

Literacy is the ability to read and write, and to use written information appropriately in a range of contexts.

Literacy involves the integration of reading and writing with speaking, listening, viewing and critical thinking.

Literacy also includes a person's cultural knowledge that enables them to recognise and use language that is appropriate to different social situations. There is strong evidence to support the assertion that teachers should draw on a range of approaches to the teaching of literacy, particularly literacy in the curriculum from Prep to Year 12.

At Woombye State School these approaches should include a balance of:

- explicit teaching of word-, sentence- and text-level grammar, including phonics, spelling, vocabulary, punctuation, clause structures, text structures and visual and digital codes (code breaker)

- scaffolded and contextualised teaching of how to comprehend (interpret) and compose (construct) written, visual and spoken texts (text participant)

- focused teaching of how texts function to achieve a range of purposes in different social situations (text user)

- purposeful teaching of ways language and texts are used to craft points of view, opinions and stereotypes (text analyst).

In this way students will become fluent, accurate and confident users of language, and will be able to interpret and create clearly constructed and coherent texts.

Early years of schooling

At Woombye State School in Prep, the emphasis is on students:

- exploring and experimenting with the codes used in spoken, written, visual and multimodal texts (e.g. letters of the alphabet, visual symbols, vocabulary [e.g. doing and feeling verbs])

- making meaning by interpreting familiar topics and making connections with their own experiences (e.g. respond to factual and imaginative texts, read aloud, recount events, and describe and explain their ideas and actions to others)

- using a small range of spoken texts for different purposes and beginning to use written and visual texts to explore personally significant topics (e.g. observation and comments, transactions and recounts)

- identifying similarities and differences between visual representations of familiar people, places and things (e.g. identify the ways different people look in different texts).

At Woombye State School in Years 1 to 3, the emphasis is on students:

- knowing about and using codes within a small range of texts, including the patterns of visual resources, letters, sounds and words (e.g. spelling, letter–sound relationships, punctuation, vocabulary (e.g. nouns, synonyms), simple and compound sentence structures)
- making meaning by interpreting and making connections between directly stated ideas and information (e.g. interpret behaviours of a person in a narrative; compare aspects of a place)
- using a small range of written texts to extend familiar ideas and share information (e.g. procedures, reports and narratives)
- identifying how visual resources represent people, places, events and things (e.g. recognise stereotypical treatment of people).

Middle years of schooling

At Woombye State School in Years 4 to 7, the emphasis is on students:

- knowing about and using the codes within a range of texts, including the patterns of visual resources, words, clauses and sentences (e.g. complex sentence structure, cohesion [e.g. conjunctions, reference], paragraphs, text structure)
- making meaning by interpreting, inferring and identifying main ideas, and making connections between ideas in texts (e.g. interpret causes and effects in an explanation)
- using a range of texts to build and demonstrate knowledge in all Key Learning Areas (e.g. information report, explanations, expositions)
- identifying how language patterns in texts represent people, places, events and things in particular ways (e.g. analyse the effects of discriminatory use of language in texts on people).