INGLE FARM EAST - Literacy agreement

Ingle Farm East Primary school promotes high quality literacy learning, teaching through a focussed approach to literacy improvement. Our whole school literacy agreement is inclusive of the following:

**Successful literacy pathways**
We will ensure that all learners are catered for and supported to reach their potential by:
- Providing balanced literacy programs which cater for different ability groups. Incorporating wave theory into teaching and applying a synthetic phonetic approach
- Explicit Teaching – including writing, in a daily literacy block
- Referring students of concern to our Student Review team

**Use of evidence, data & research**
We will effectively use data, evidence and research to inform, monitor and review literacy outcomes by:
- School wide screening of students – refer to assessment guidelines and EALD Language & Literacy levels

**Focused literacy leadership**
Providing direction and coordination of a coherent whole site literacy approach will be achieved by:
- Implementing agreed curriculum structure & processes
- Ensuring that literacy as a key focus area is appropriately resourced
- Reviewing the effectiveness of our literacy programming using DiAF
- Negotiated professional learning

**Partnerships with families and communities**
We will collaborate with families on literacy approaches to improve learner outcomes by:
- Keeping in constant communication with our families e.g. class newsletters, interviews, noticeboards, face to face
- Encouraging more parent volunteers to listen to reading. (Rockets and Reading club)
- Involving parents in intervention process, including development of individual reading goals
- Promote literacy to our school community/parents

**Consistent whole site approaches**

We will commit to whole school structured literacy block

- Oral Language
- Phonological awareness
- Vocabulary
- Writing, offering real life opportunities for literacy application (financial) eg. Literacy and use of current technology (ipads etc)
- Comprehension
- Phonics (Synthetic approach)
- Fluency

Students R-7 will have opportunities to read aloud to their teacher, other adults and peers each week. We will use the following resources to guide us:
- The Australian Curriculum will guide planning, programming, teaching and assessment.
- IFEPS genre map
- TfEL to support our professional effectiveness as leaders and teachers
- DiAF to support whole school review

**References/Appendices**
1. IFEPS genre map
2. School genre plan
3. EALD assessment guide
4. IFEPS Assessment timeline