LCPS LITERACY BELIEFS AND VALUES

Outcome: The *Literacy* strand aims to develop students' ability to interpret and create texts with appropriateness, accuracy, confidence, fluency and efficacy for learning in and out of school, and for participating in Australian life more generally.

TEXTS IN CONTEXT	INTERACTING WITH OTHERS	INTERPRETING, ANALYSING AND EVALUATING	CREATING TEXTS
Students learn that texts from different cultures or historical periods may reveal different patterns in how they go about narrating, informing and persuading.	Students learn how individuals and groups use language patterns to express ideas and key concepts to develop and defend arguments.	Students learn to comprehend what they read and view by applying growing contextual, semantic, grammatical and phonic knowledge.	Students apply knowledge they have developed in other strands and sub-strands to create with clarity, authority and novelty a range of spoken, written and multimodal texts that entertain, inform and persuade audiences.

We believe the following are important elements of LITERACY	Therefore… what do I need to do in my classroom? What do the students need?
- fluency in the sound–letter correspondences of English - an expanding reading, writing and speaking vocabulary - a grasp of grammatical and textual patterns sufficient to understand and learn from texts encountered in and out of school and to create effective and innovative texts - fluency and innovation in reading, viewing and creating texts in different settings - the skill and disposition needed to analyse and understand the philosophical, moral, political and aesthetic bases on which many texts are built - an interest in expanding the range of materials listened to, viewed and read, and in experimenting with innovative ways of expressing increasingly subtle and complex ideas through texts.	- Language rich environment - Opportunities for students to be immersed in a variety of text types/genres - Scaffolding the use of comprehension strategies - Provide framework for each genre - Plan, draft and publish informative, persuasive, fictional texts - Students must be given repeated opportunities to practise their language patterns in context - Opportunities to discuss, clarify, share, collaborate and evaluate ideas - Opportunities for students to reflect and set learning goals - Opportunities for students to communicate and present, using a variety of modes

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OUTCOME: students develop their knowledge of the English language and how it works.

LANGUAGE VARIATION AND CHANGE	LANGUAGE FOR INTERACTION	TEXT STRUCTURE AND ORGANISATION	EXPRESSING AND DEVELOPING IDEAS	SOUND AND LETTER KNOWLEDGE
Students learn that languages and dialects are constantly evolving due to historical, social and cultural changes, demographic movements and technological innovations.	Students learn that the language used by individuals varies according to their social setting and the relationships between the participants.	Students learn how language is used to create texts that are cohesive and coherent.	Students learn how, in a text, effective authors control and use an increasingly differentiated range of clause structures, words and word groups.	Students develop knowledge about the sounds of English and learn to identify the sounds in spoken words.

We believe the following are important elements of LANGUAGE	Therefore… what do I need to do in my classroom? What do the students need?
- Understand the way language evolves to reflect a changing world - Understand how to use banks of known words, word origins, base words, suffixes and prefixes, morphemes, spelling patterns and generalisations to learn and spell new words - Understands how language is used to evaluate texts - Recognise the letters of the alphabet and sound letter matches, diagraphs and blends - Understand that successful cooperation with others depends on shared use of social conventions, including turn-taking patterns, and forms of address that vary according to the degree of formality in social situations - Understand and explain how the text structures and language features of texts become more complex in informative and persuasive texts and identify underlying structures - Understand the use of vocabulary to express meaning, and know that words can have different meanings in different contexts - Recognise the importance and use of grammatical conventions when reading or creating a text - Word walls - Labelling - Words Their Way	- Grammar Conventions/Every day Grammar and activities in context - Daily Writing/Journals - Shared book activities - Modelled and shared writing - Literacy games - Posters – editing, text structure, grammar - Integration of technology into literacy lessons - Drama and role play

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OUTCOME: The Literature strand aims to engage students in the study of literary texts of personal, cultural, social and aesthetic value.

LITERATURE AND CONTEXT	RESPONDING TO LITERATURE	EXAMINING LITERATURE	CREATING LITERATURE
Students learn how ideas and viewpoints about events, issues and characters that are expressed by authors in texts are drawn from and shaped by different historical, social and cultural contexts.	Students learn to identify personal ideas, experiences and opinions about literary texts and discuss them with others.	Students learn how to explain and analyse the ways in which stories, characters, settings and experiences are reflected in particular literary genres, and how to discuss the appeal of these genres.	Students learn how to use personal knowledge and literary texts as starting points to create imaginative writing in different forms and genres and for particular audiences.

We believe the following are important elements of LITERATURE	Therefore… what do I need to do in my classroom? What do the students need?
- literature is significant in everyday life - exposure and appreciation of a variety of genres and texts - analysing of differing styles of literary work - comparing works of literature from different language, ethnic and cultural backgrounds - recognising and exploring the historical and cultural context behind written texts - making connections between personal experiences and text based on choices in language (for example modality, repetition, metaphor, rhythm, rhyme…) - discussing and evaluating how authors create characters, setting, and points of view using language and images - experimenting with language features when creating literary texts - listen to, recite and perform poems, chants, rhymes and songs, imitating and inventing sound patterns including alliteration and rhyme	- Modelled, shared and guided reading - Rich print environment - Access to a variety of text types/genres – class library - Library and research lessons - Book corners – quiet and relaxing area - Reader's Theatre - Quiet reading time - Ipad applications - Technology - Integration of text types into other learning areas - Drama and role play - Graphic organisers for reading responses - Comprehension strategies - Read Around, Write About - Reading Comprehension (books in library) - Collaborative tasks (book clubs, rotations) - Lexile - Levelled texts – home reading