

# English Policy



## Rationale

In English students will acquire the knowledge, skills and strategies that enable them to read, view and listen critically and to think, speak and write clearly, confidently and effectively in their everyday life. The study of English will develop and encourage every student's skills, interests and enjoyment of language and texts. The study of English will assist students to become effective communicators, and become active and informed members of Australian society and the global community.

## 1. Guidelines

- 1.1 The ability to decode and explore meaning in written and spoken text and to read, view and listen critically
- 1.2 The ability to think, speak and write clearly and with confidence, and to be able to use the appropriate linguistic structures, spelling and punctuation
- 1.3 An understanding of language and its application as it is used in a variety of text types including the use of print, media and electronic forms
- 1.4 An understanding of language and its application as it is used in a variety of contexts for different purposes and audiences
- 1.5 An appreciation for literature and language and its inherent ability to evoke feeling, entertain, form and convey ideas, inform, discuss, persuade and argue.

## 2. Implementation

- 2.1. The English program will provide a balance of study in the interrelated dimensions of English; Reading and Viewing, Writing and Speaking and Listening as specified in the Australian Curriculum in Victoria (AusVELS)
- 2.2. The English program will be a developmentally appropriate and sequential curriculum. The program will provide comprehensive teaching and learning opportunities for all students inclusive of all learning styles and abilities. The English program will incorporate the structure, strategies and approaches of the Early Years Literacy model, and the CAFÉ reading approach during the dedicated literacy block
- 2.3. Teaching and learning activities will be designed to support each child's learning goals and progression through their developmental stages of learning in Reading and Viewing, Writing, Speaking and Listening toward their achievement of the AusVELS standards
- 2.4. Teachers will receive explicit instruction and feedback that focuses on and extends their Literacy learning
- 2.5. Reading and Viewing, Writing, Speaking and Listening will be an integral part of the broader daily curriculum
- 2.6. Language rich, active and open-ended learning tasks will form the basis of daily programs in the three dimensions

- 2.7. Opportunities will be provided for the students to express themselves in order to assist them to clarify their thinking, to build their literacy skills and to promote confident, articulate and independent students
- 2.8. Students will be introduced to, and encouraged to read using a wide range of literature and text types. Students will be given the opportunity to develop the capacity to critically discuss and analyse texts and explore the conventions and structure of language. Developing an enjoyment of reading and literature will be the focus by providing a comprehensive range of stimulating and challenging experiences and activities
- 2.9. Instructional approaches to reading may include literacy circles, strategy groups, reciprocal groups and guided reading where students will be matched to text and their progress continually monitored and assessed
- 2.10. The Writing program will focus on students being given the opportunity to write for an authentic purpose about topics that are real and meaningful to them. Students will be given the opportunity to practise their writing skills in a variety of contexts so they explore various text types, apply their understanding of the grammatical structures, use punctuation and word solving strategies effectively and take risks in a safe and supportive environment. Through daily writing opportunities and instruction, students will learn to use developmentally appropriate word solving and spelling strategies. Spelling is recognised as an important writing convention and the teaching and learning of spelling strategies will be part of the English program
- 2.11. The Speaking and Listening program is developed within the Reading and Writing context and throughout the school day across all activities that students engage in. The development and consolidation of spoken language and listening will be provided through planned interactions, discussion, presentations, modelling, oral language and listening activities daily
- 2.12. The English program will include the use of multimedia technologies. Literacy teaching and learning will integrate the use of digital media, Interactive Whiteboards and Information and Communications Technology (ICT)
- 2.13. Students will be encouraged to enrich and extend their English skills wherever possible through the use of open ended activities, thinking tools, ICT and preferred learning styles activities
- 2.14. Students will visit the library on a regular basis and will be able to access its resources for enjoyment, research and for the borrowing/return of books
- 2.15. Assessment will be based on formal and informal measures including classroom observations, anecdotal records, NAPLAN testing, English Online interviews, VCAA online demand testing and the school scheduled diagnostic tools. Teachers will undertake formative and summative assessment and maintain the ongoing collection and analysis of student learning data to inform their teaching
- 2.16. Teachers will use student learning data to develop teaching and learning plans to provide focused teaching and learning experiences with open-ended learning challenges for students. The data will be used to further differentiate classroom instruction and to link classroom instruction with student intervention and extension programs, as required
- 2.17. Class teachers will keep ongoing records of each student's progress in all three dimensions. Students will be placed on AusVELS continuums as part of reporting procedures
- 2.18. Teachers will use moderation processes to ensure consistent assessment judgments are made and to place students on AusVELS continuums for assessment and reporting purposes

- 2.19. Additional assistance or Literacy support will be implemented addressing the needs of students at risk where deemed appropriate. Individual Education Plans will be implemented for students operating below expected levels, students with English as a Second Language (ESL) and enrichment and extension for higher achieving students
- 2.20. The English Coordinator and Committee will be responsible for promoting a shared vision, understanding and language about Literacy teaching and learning and overseeing a strategic and comprehensive Literacy program to ensure it is consistently implemented across the school
- 2.21. The English Coordinator and Committee will meet regularly and be responsible for organising relevant Literacy professional development, raising staff awareness of best teaching and learning practice, supporting level team planning, modelling and mentoring as appropriate, purchasing and maintaining resources and the implementation of the English Budget
- 2.22. Teachers will plan in level teams, undertake ongoing professional development and conversations about the English program to continuously improve teaching and learning and implement best practice
- 2.23. Parent participation in the classroom Literacy program will be encouraged. Strong partnerships between school and the home will be developed to support families to understand and share the view of Literacy learning, to participate in their child's education and enhance Literacy achievement.

### **3. Resources**

- 3.1. Classroom resources for English will be supported through the annual program budget
- 3.2. The English Coordinator will be responsible for the purchase of student and teacher resources
- 3.3. Each class will have access to a range of literacy resources within the classroom and library
- 3.4. ICT programs and resources will be used to enhance the English program where possible.

### **4. Evaluation**

- 4.1 The Education Sub Committee and Weeden Heights staff will review the effectiveness of the school's English Policy on a cyclical basis in accordance with DET guidelines.