

English Policy

St Albans East Primary School

Date: May 2017



Rationale

The study of English is central to the learning and development of all young Australians. It helps create confident communicators, imaginative thinkers and informed citizens. It is through the study of English that individuals learn to analyse, understand, communicate and build relationships with others and with the world around them. The study of English helps young people develop the knowledge and skills needed for education, training and the workplace. It helps them become ethical, thoughtful, informed and active members of society and plays an important part in developing the understanding, attitudes and capabilities of those who will take responsibility for Australia's future.

Although Australia is a linguistically and culturally diverse country, participation in many aspects of Australian life depends on effective communication in Standard Australian English. In addition, proficiency in English is invaluable globally. The English curriculum contributes both to nation-building and to internationalisation, including Australia's links to Asia.

English also helps students to engage imaginatively and critically with literature to expand the scope of their experience. Aboriginal and Torres Strait Islander peoples have contributed to Australian society and to its contemporary literature and literary heritage through their distinctive ways of representing and communicating knowledge, traditions and experience. (Taken from the Victorian Curriculum and Assessment Authority Rationale).

Aim

The English curriculum aims to ensure that students:

- learn to listen to, read, view, speak, write, create and reflect on increasingly complex and sophisticated spoken, written and multimodal texts across a growing range of contexts with accuracy, fluency and purpose
- appreciate, enjoy and use the English language in all its variations and develop a sense of its richness and power to evoke feelings, convey information, form ideas, facilitate interaction with others, entertain, persuade and argue
- understand how Standard Australian English works in its spoken and written forms and in combination with non-linguistic forms of communication to create meaning
- develop interest and skills in inquiring into the aesthetic aspects of texts, and develop an informed appreciation of literature. (Taken from the Victorian Curriculum and Assessment Authority Aims)

Implementation

Provide a balanced program, which covers the three modes of Reading and Viewing, Writing and Speaking and Listening.

- Implement the Victorian Curriculum strategically across all year levels ensuring a sequential, guaranteed curriculum based upon the achievement standards.
- Use the Victorian Curriculum Scope and Sequence to support the development of the English program to best meet the needs of all students.
- Provide two hours of English each day using the Gradual Release of Responsibility Model.
- Provide a range of instructional teaching practices including Modelled, Shared, Guided and Independent learning experiences as appropriate.

- Recognise the developmental nature of language learning and take into consideration children's prior learning, interests and experiences and develop skills appropriate to their stage of development.
- Expose the children to a wide range of appropriate visual and multimodal media and children's literature and encourage the development of an appreciation of literature through the classroom program.
- Provide opportunities for digital literacy in Reading and Viewing, Writing and Speaking and Listening including: Literacy Planet, English iPad apps, digital books and online reading.
- Encourage students to borrow books from the school library and their classroom library for home reading and use the research facilities.
- Provide a home reading program that encourages parents to participate in their child's literacy development by reading at home with their child every day.
- Inform parents of educational initiatives in the area of English through the school newsletter, school website, information sessions and other forums such as parent afternoon teas.
- Utilise formative and summative assessments that are ongoing as outlined in the school's assessment schedule and are in line with DET initiatives.
- Assess student's individual abilities and monitor these using formal measurements including the English Online Interview and the Observation Survey with learning opportunities provided that cater for the individual needs of each student.
- Ensure that student progress against all the Modes in English be reported in half year and end of year academic reports, as well as be reported in the school's annual report.
- Ensure that the English Standards (or English as an Additional Language (EAL) stages if appropriate) are the basis of children's evaluation and that individual evaluative records are maintained.
- Identify students at risk of not achieving expected levels in English. These students will be provided with Individual Learning Plans. Reading Recovery will be provided to assist in meeting the needs of students in Year 1 and Bridges Literacy & Levelled Learning Intervention will be provided to assist in meeting the needs of students in Years Foundation (Prep)-6.
- Provide support for the English development of students with specific needs (EAL, Deaf, LSP, and PSD). These students will be provided with Individual Learning Plans identifying specific goals, strategies and measures of achievement.
- Ensure that Deaf and Hearing Impaired students work with a Teacher of the Deaf, who will provide a speech and language program to support their literacy development in response to their specific English learning goals.
- An annual English program budget will be developed by the Literacy Coordinator, seeking feedback from staff and resourced by school council.

Evaluation

This policy will be reviewed as part of the school's three-year review cycle

Review Year

2020