ENGLISH POLICY – 2013

To be reviewed: 2016

RATIONALE

The study of English provides students with the language to give meaning to the world. It helps to create confident communicators, imaginative thinkers, critical thinkers and informed citizens.

The students learn English through the modes of speaking and listening, reading and viewing, writing and creating and it is fundamental in expressing feelings and opinions, sharing stories and information, communicating ideas, solving problems and building and enriching relationships.

The study of English aims to assist young people to develop the knowledge and skills needed for education, training and the workplace. It is hoped that they will develop as ethical, thoughtful, informed and active members of society.

AIMS

Teachers will encourage and teach the students to:

- 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 other 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.

IMPLEMENTATION

- Content is drawn from the Australian Curriculum and is organised in three strands:
  - Language: knowing about the English language
  - Literature: understanding, appreciating, responding to, analysing and creating literature
  - Literacy: expanding the repertoire of English usage.

- Formal assessment of the students’ literacy skills occurs from F-6 at the beginning and conclusion of the year. Ongoing assessments occur and observable behaviours are recorded during the year. These assessments are used to inform the teachers of their students’ learning needs.

- Professional Learning Teams meet regularly to share information and strategies to assist student learning.
• Effective classroom practices are used to challenge and engage students in purposeful learning tasks to develop skills in listening and speaking, reading and viewing, writing and creating. The students work with a range of spoken, written and multimodal texts from the simple to the complex; from texts dealing with concrete and simple information to those dealing with increasingly complex and abstract issues and ideas.

• Various strategies and pedagogical tools are used to support the students’ critical thinking as they identify and evaluate evidence for the purpose of being informed, to inform, to persuade, to discuss, to make decisions and draw conclusions and communicate their beliefs clearly and accurately.

• Various strategies and pedagogical tools are used to support the students’ imaginative thinking as they learn to appreciate, enjoy, use language and develop a sense of its richness and power to evoke feelings.

• In Foundation-Level Two, the focus for spelling is on developing phonemic awareness, phonological knowledge, the learning of high frequency words and visual patterns.

• In Levels 3-6, the ‘Spelling For Life’ Program is implemented, along with a focus on individual student spelling needs.

• Grammar and punctuation are explicitly taught within a meaningful context.

• All handwriting lessons demonstrate and allow practice of the Victorian Modern Cursive style with an emphasis on good posture, paper placement and pencil grip.

• Literacy is integral to Inquiry Based Learning and permeates all aspects of the curriculum.

• Teachers refer to the Australian Curriculum English Scope and Sequence document and the English as an Additional Language (EAL) Continuum for planning their teaching.

• A Literacy Leader supports the teachers and students and is responsible for overseeing the implementation of the whole school program.

• Individual/ group learning plans are used to cater for students with specific needs.

• Reading Recovery is implemented for students deemed to be ‘at risk’ in Year One.

• Other intervention programs may be implemented subject to student needs and available staffing.

• Foundation-Level Two classes implement the English content via an uninterrupted two hour block daily, supported by Parent Helpers when possible.
• Levels 3-6 classes implement a two hour block of English content four times a week.

EVALUATION
This policy will be reviewed as part of the school’s three year cycle.