



English

POLICY - 2014

Rationale:

To provide children with opportunities to develop their knowledge, understanding and skills of communication in English through reading and viewing; writing, speaking and listening. Understanding texts and recognising how language works within them is necessary for success and beyond for an active, informed and fulfilling life in modern Australian society and the global community. By understanding and working with texts, students acquire the knowledge, skills and personal qualities that enable them to read, view and listen critically and to think, speak and write clearly and confidently.

Aims:

The English program aims to develop in students: -

- An ability to appreciate, enjoy and use language and develop a sense of its richness and power to evoke feelings, to form and convey ideas, to inform, to discuss, to persuade, to entertain and to argue.
- An awareness of the variety of texts and contexts in which language is spoken, read, viewed and written. These include literary, multimodal, media, workplace and everyday texts.
- An ability to explore text and how meaning is conveyed.
- A critical understanding about the ways writers and speakers control language to influence their listeners, readers and viewers.
- An understanding of the way the purpose, audience and situation influence the structures and features of language and learn to apply their knowledge in their reading, writing, viewing, speaking and listening.
- Terminology to describe and discuss particular structures and features of language produced in a variety of contexts.

Implementation:

- A daily focused two-hour literacy session will occur throughout the school encompassing the Developmental Curriculum, Daily 5 and Café practises.
- A wide range of educational approaches and strategies to meet the needs of each child will be utilised in the teaching of literacy throughout the school. From these the skills of speaking, listening, reading and writing will develop.
- The Australian Curriculum/AusVELS will be used as the basis of our English / Literacy Program.
- Provision of resources will be targeted to meet the learning needs of students at different stages in their development, including intervention programs.
- A range of formal and informal assessment and evaluation strategies in various contexts will be used to measure student progress, learning styles and future needs. A Prep-6 assessment schedule will outline the assessment measures. Assessment **for, of and as** learning will also be undertaken.
- A literacy learning environment in which a range of organisational and management strategies support the explicit teaching of reading, including individual and small group and whole group instruction.
- Various strategies will be utilised including Guided Reading, Reciprocal Reading.
- Technology Programs will be implemented to allow learners to interact with electronic texts, process ideas through print, improve writing styles, practise editing and proof reading skills and explore publication techniques.
- Teacher references will be made available through the library and further references will be purchased to keep teachers informed.
- Teachers will be given the opportunity to participate in professional development programs.

- A wide variety of texts will be made available to children and will be constantly maintained and updated.
- Planned whole school activities e.g. Literacy/Numeracy Week.
- Parents and other volunteer helpers will be utilised to help support English programs.
- Strategically planned home school liaison will take place each year in the form of parent/teacher interviews, SSG meetings.
- Individual Learning Plans to be placed on Central File.
- Parent Information sessions to develop greater understanding of current approaches to English.

Evaluation:

- The English/Literacy policy will be reviewed annually as a part of the program budget review.
- Whole school English/Literacy evaluation will be ongoing and incorporates a range of formal and informal assessment and evaluation strategies, including completion of the P-6 Assessment Schedule. Approaches will include anecdotal records, collection of work samples, rubrics and standardised and diagnostic tests.
- This policy will be reviewed as part of the school's three year review cycle.