



## English Policy

### **Rationale:**

The study of English is central to the learning and development of all young Australians. The aim is to create confident communicators, imaginative thinkers and informed citizens. It is through the study of English that individuals learn to analyse, understand, communicate with and build relationships with others and with the world around them. The study of English helps students to develop the knowledge and skills needed for education, training and the workplace and develop their personal and social development. It helps them become ethical, thoughtful, informed and active members of society.

Learning English at Yarraville West Primary School is about appropriate and effective use of language to convey and discover information, organise, explore and construct ideas and express feelings. Our teaching and learning practices are underpinned by the unshakable belief that every child can and will learn to read and write. We aspire to instill a love of literature, and not only the strategies required to read but also an appetite for reading. Whilst we acknowledge that writing involves a variety of skills such as planning, sequencing, punctuation, spelling, organising and editing, we also value the development of writer's craft. Crafting the writer's work provides the paint, the decoration; a way to invite the reader in and have them captivated and engaged. In addition, with oral language a significant determining factor in reading success, it is important to develop confident, articulate speakers with a rich vocabulary and the listening skills to be responsive and respectful in all facets of life.

### **Goals:**

- 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
- Develop an informed appreciation of literature

## **Implementation:**

### **Time Allocations**

- Provide a minimum of 10 hours literacy per week and include reading and viewing, writing and speaking and listening
- Daily 2 hour, uninterrupted literacy block for grades Prep –Two
- Literacy to be taught in the first two hours available, where possible

### **Planning**

- Teams to create a term planner for the English learning across their level, reflecting AusVELS, and the curriculum overview.
- Teachers to use the term planner as a guide to plan weekly lessons, addressing specific needs in their classroom

### **Reading and Viewing**

- Teachers to provide opportunities for shared, and independent reading and viewing, of a range of multimodal texts
- Teachers to use guided reading, reciprocal teaching and literature circles to differentiate their teaching of reading
- Teachers to provide daily opportunities for independent reading as a means of building reading stamina, practising strategies and skills and developing a love of literature
- Take home reading program to support student's reading. It is expected that children will read every night as part of their homework. Teachers will monitor this to ensure 'just right' texts are being selected
- Teachers to read a range of quality literature to students and use mentor texts to analyse and critique author's craft
- Teachers to establish classroom libraries to support literacy teaching and learning
- Teachers to make learning intentions and success criteria clearly visible and understood by students
- Reading Recovery as an intervention program to be implemented in Grade One

### **Writing**

- Teachers to plan for text types/genres using the writing genre scope and sequence document
- Writing sessions to be holistic, varied and authentic
- Writing sessions to incorporate the 6+1 traits of writing: ideas, organisation, conventions (this includes spelling, grammar and punctuation), word choice, sentence fluency, voice and presentation (this includes handwriting)
- Students to develop a working knowledge of the writing process
- Teachers to read a range of quality literature to students and use mentor texts to model the traits of good writing
- THRASS to be used as a tool, Prep –Two, to develop phonemic awareness when reading and writing, and correct letter formation
- Teachers to refer to the spelling continuum to differentiate their teaching of spelling
- Writer's notebook may be used as a tool from grades One – Six
- Teachers to make learning intentions and success criteria clearly visible and understood by students

### **Speaking and Listening**

- Speaking and listening activities to be planned for in term planners and integrated with reading, viewing and writing tasks
- Speaking and Listening assessment tasks to be part of term planners, including the use of student and teacher rubrics

### **Assessment**

- Teachers to monitor students using formal and informal assessments according to the current Assessment Schedule
- Teachers to collect and use data to inform their teaching and develop individual goals

### **Evaluation**

The English Policy will be reviewed in 3 years using whole school data to inform the success of the policy.

### **Appendices:**

Curriculum overview

Writing genre Scope and Sequence

THRASS document

Assessment schedule

Agreed Non negotiables

Spelling Continuum

Ratified by School Council, 29/4/2105  
Review date: 2018