

# ENGLISH

## POLICY

### Rationale

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.

### Goals

- To implement the three modes of the English Vic Curriculum F-10:
  - *Reading and viewing*
  - *Writing*
  - *Speaking and listening*  
(and sub-strands of literacy, literature and language).
- To give students knowledge of how Standard Australian English works in its spoken and written forms and in combination with non-linguistic forms of communication to create meaning.
- To give students the knowledge and skills to be able to speak, listen, read, view and write with enjoyment, purpose and confidence while informing, discussing, persuading, entertaining or arguing, including the use of multimodal texts.
- To develop students interest and skills in inquiring into the aesthetic aspects of texts, and develop an informed appreciation of literature to assist in creating their own literacy texts.
- To give students knowledge and skills in *Language* including spelling, grammar and punctuation at the word, sentence and text levels.
- To give students knowledge and skills in *Literature* in engaging students in the study of literary texts of personal, cultural and aesthetic value.
- To give students knowledge and skills in *Literacy* to develop students' ability to interpret and create texts with appropriateness, accuracy, confidence, fluency and efficacy for learning in and out of school.
- To give students the knowledge and skills to use a range of software programs including word processing, selecting purposefully from a range of functions to communicate and create clear, effective, informative and innovative.
- To assist students to develop and consolidate a handwriting style that is legible, fluent and automatic so that it supports sustained writing.
- To utilise a range of assessment tools to assess students achievement, monitor progress and plan future programmes.

### Implementation

- The teaching, learning and assessment programs should balance and integrate the three English strands: *Language, Literature and Literacy*.
- Students will be engaged in daily reading and writing learning activities.

- Teachers will use assessment data in English to plan whole grade, small group and individual learning tasks.
- A range of literacy approaches will be used to teach reading and viewing and writing: e.g. guided reading, reciprocal teaching, literature circles, reader's workshop and writer's workshop.
- The explicit teaching of reading comprehension skills and writing texts types will be taught using a wide range of texts including multimodal texts.
- The explicit teaching of grammar, punctuation, spelling and handwriting will be taught weekly.
- Students will be expected to use oral and written language appropriately and effectively to interpret, create and analyse texts considering context, purpose and audience.
- Individual Learning Plans will be written for students requiring further support.
- Literacy intervention programs such as Multilit shall be employed to targeted students.
- Students will be expected to participate in the home reading program at all levels.
- The school subscribes to English online digital resources which will be used by teachers and students in the classroom.
- Resources both book and digital will be purchased to support the teaching of English.

### **Resources**

- Vic Curriculum F-10
- Fry's Spelling/Word Their Way
- VCOP resources
- Jenny Eather writing
- Take home books.
- Digital resources –Literacy Planet, Sunshine online, A-Z Reading.
- Library materials

### **Evaluation of English**

- Vic Curriculum F-10 achievement standards
- Assessment Schedule
- Running Records
- Individual Learning Improvement Plans
- NAPLAN - Level 3 and Level 5
- Online English Interview - Foundation
- Team Moderation of student work samples
- Individual work portfolios e.g. Seesaw
- Student written reports, twice yearly
- Parent Interviews
- Australian Criterion Scales
- PAT comprehension
- VCAA on demand and written
- Fountas & Pinnell

### **Evaluation:**

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

This policy was last ratified by School Council in....

August 2019



*Cavendish Primary School is committed to Child Safety – We have a zero tolerance for child abuse.*