

 **Belgrave South Primary School**

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ENGLISH POLICY

**Rationale:**

The acquisition of the English language is central to learning as it is the major means of communication. The primary years of schooling are very important in the acquisition and development of literacy skills and provide children with opportunities to develop their knowledge, understanding and skills of communication in English through reading and viewing; writing, speaking and listening. English development is achieved by learning language, through language and about language. 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. 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. It supports students to become ethical, thoughtful, informed and active members of society. This policy is compliant with DET policy requirements.

**PURPOSE**

• To provide authentic experiences to promote the competent use of written, spoken and oral language for a range of purposes.

 • To develop knowledge, skills and personal qualities, which enable students to read, view, write, compare research and talk about texts.

* To nurture an enjoyment of writing and reading and foster a love of literature.
* 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.
* The students will be encouraged to speak clearly and confidently in a variety of situations.
* Every classroom will have a library that is vital and inviting and includes a range of interesting reading materials at a range of developmental levels.
* Students will undertake independent practice in reading and writing every day for one hour. Teachers will conference with students while students are undertaking independent practice.
* Teachers will run small group conferences and targeted teaching sessions during independent practice
* Students will be taught CAFÉ (comprehension, accuracy, fluency and expanding vocabulary) reading skills through direct teaching
* Students will be taught the six trait of writing (Ideas, Voice, Word Choice, Organisation, Conventions and Sentence Fluency) and the writing process (Prewrite, Draft, Revise, Edit, Publish)
* Students will be taught a variety of genres through the reading program and will have the opportunity to practice a variety of genres through the writing program
* Systematic phonics will be taught in Foundation.
* Phonemic Awareness will be taught in Foundation and Grade 1 and where needed with grade 2 students
* The individual differences in ability, experiences and interests of the students will be reflected in the students’ individual learning goals.
* Formative assessment is continuous and will inform the next sequence of lessons.
* Technology will be an integral part of the English learning program.
* Teachers will undertake professional learning to enhance teaching and learning strategies and skills.

**Implementation**

The English policy will be implemented as follows:

* The Victorian Curriculum will be used as the basis of our English / Literacy Program.
* The literacy co-ordinator and Literacy Team will be responsible for overseeing the program, including whole school activities for the school community and the school’s participation in various community literacy events e.g. Literacy Week.
* Provision of resources will be targeted to meet the learning needs of students at different stages in their development, including intervention programs.
* 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.
* Planning will be done in year level teams to provide a progressive variety of activities which cover all the English strands.
* Teaching and planning will be based on The Victorian Curriculum and supported by Literacy Teaching Toolkit, The CAFÉ Framework, The Six Traits of Writing, Guiding Thinking for Effective Spelling resources and other relevant supporting materials.
* Opportunities will be provided for students to develop and use literacy skills for a variety of real life purposes, including reading, writing and viewing in a variety of genres through the 7 years of schooling.
* Students will be encouraged to learn from one another in co-operative speaking, listening, reading, viewing and writing situations.
* Home-school partnerships will be actively fostered.
* 2 hours will be made available daily for literacy teaching, learning and application. Where timetabling allows, this will be in daily 2 hour blocks.
* Classroom teachers will provide a differentiated curriculum in Literacy. Staff will build upon the literacy experiences of the students by matching students’ learning needs with appropriate teaching activities enabling all students to experience success.
* A broad range of multimedia technologies will be used in the classroom program, such as Reading Eggs.
* An adequate English budget will be allocated to increase materials and resources for the program.
* Opportunities beyond the school setting will be provided for students with specific talent in English. E.g. G.A.T.E.WAYS.
* Additional support will be provided for students at risk.
* Professional development opportunities will be provided for all teachers.
* 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.
* Parent Information sessions will help to develop greater understanding of current approaches to English.
* All writing assessment tasks will be moderated between level cohorts

**Assessment will be carried out by:**

* formal and informal tests
* regular running records (P-2 and 3-6 as required)
* EYOL interview - February (Foundation & where appropriate)
* Regular reading and writing conferences

**Review cycle**

This policy was last updated on September 2020 and is scheduled for review in September 2023