

English Policy

Rationale

The study of English is central to the learning and development of all young Australians. It helps 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. It helps them become ethical, thoughtful, informed and active members of society (Reference: Victorian Curriculum)

Camberwell South Primary School recognises the importance of literacy learning for all our students. Active and effective participation in society depends on the ability to speak, listen, read, view and write with confidence, purpose and enjoyment. We also recognise that in the current digital age, students must be prepared to communicate in a variety of formats including print, visual and digital.

Students are exposed to a rich, relevant curriculum that promotes lifelong learning, promotes local and global citizenship and provides them with the attributes necessary to thrive.

Literacy is given high priority in all levels of the school.

Purpose

Ensure all 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

(Reference: <http://victoriancurriculum.vcaa.vic.edu.au/english/introduction/rationale-and-aims>)

Guidelines

The Victorian Curriculum will be the basis of the English Curriculum. Students at every year level will engage in activities which develop skills in the following:

- Language modes:
 - Reading and viewing
 - Writing
 - Speaking and listening

Within each of the language modes, the following strands provide further content descriptions:

- Language
- Literature
- Literacy

Implementation

The teaching of English at Camberwell South is based on the following principles:

- The core elements of a successful reading program include Oral Language, Phonological Awareness, Phonics, Vocabulary, Fluency, Comprehension.
- There is a daily focussed literacy block at all levels with students having the opportunity to develop their speaking and listening, reading and viewing and writing skills.
- Literacy skills are incorporated into all areas of the curriculum.
- A wide range of approaches and strategies, including targeted teaching, are used to meet the specific learning needs of each child.
- A literacy learning environment is provided, in which a range of organisational and management strategies, supports the explicit teaching of reading and viewing, writing, speaking and listening (e.g. modelled/shared/guided/individual conferences).
- Purposeful opportunities are provided for students to speak, write, create, reflect on and think critically about, increasingly complex and sophisticated texts.
- The school will provide a variety of resources to support the teaching of English such as a range of text types, home reading texts, and multi-modal materials.
- Even with the best teaching practice some students will need additional support or further extension. A differentiated classroom environment will provide individualised support and a range of intervention strategies will also be provided.
- Teacher professional learning needs will be prioritised to ensure students are exposed to acknowledged best practice in English teaching and learning.

Evaluation

- Formal and informal assessments are used to measure student progress, and future learning needs e.g. Progressive Assessment Test (PAT Reading), Probe, Burt Word Reading Test, anecdotal records, checklists, NAPLAN results and the Annual Report
- Effectiveness of class programs.

Review

A committee of staff and the Education Subcommittee will review the English Policy on a cyclical basis according to the School Council Policy Review Schedule. The review will ensure that the school's programs and procedures are adequately reflecting Statewide curriculum developments and the changing needs of the Camberwell South community.

Ratified By:	Date:	
Education Committee		
Staff		
School Council President	21/06/2017	Name: Pernille Cavanough Signature: 