

RATIONALE

Active and effective participation in Australian society and the global community depends on the ability to speak, listen, read, view, write and think with confidence, purpose and enjoyment. The study of English and the broader concept of literacy, encompasses the appropriate and effective use of language, the use of language as a means of learning and the development of knowledge about language. It supports students to become ethical, thoughtful, informed and active members of society.

AIMS

The teaching of English 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 of 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 English works in its spoken and written forms and in combination with non-linguistic forms of communication to create meaning; and
- develop an interest and skills in inquiring into the aesthetic aspects of texts and develop an informed appreciation of literature.

IMPLEMENTATION

- English is an essential learning area of the Victorian Curriculum and must be implemented in all year levels Foundation to Level 6.
- All Foundation to Level 6 students will study sequential learning units based upon the content descriptions contained within the Victorian Curriculum for the areas of Reading and Viewing, Writing, and Speaking and Listening.
- Teachers are required to collaborate with their professional learning teams within and across level teams to contribute to the development and implementation of literacy learning experiences for all students.
- The school's requirement of teachers to differentiate learning means planning should reflect the needs, interests and aptitudes of students, based on data collected and analysed in line with the school's Assessment Schedule.
- Planning should utilise the school's templates, assessment tools and agreed lesson structures outlined by the Sandringham East Primary School Instructional model.
- The Literacy programs utilised at Sandringham East Primary School will inform the teaching and learning of English and include CAFE (Comprehension, Accuracy, Fluency, Vocabulary) for Reading, and VCOP (Vocabulary, Connectives, Openers, Punctuation) for Writing. The research work of Professor Misty Adoniou will further inform planning for Writing.
- Learning Leaders of level teams will be responsible for ensuring programs reflect whole school aims – as per the School Strategic Plan and Annual Implementation Plan – and will co-ordinate the

development and implementation of literacy across our school, in conjunction with PLC leaders, Learning Specialists and the School Improvement Team.

- Student's individual growth and achievement will be measured against the expected achievement standards particularly at the commencement and completion of each unit of work (pre- and post-assessments), and learning opportunities should cater for the identified needs and goals of each student.
- Student progress in English will be reported based on Victorian Curriculum Standards biannually to parents and students in the Semester One (June) and Semester Two (December) reports, or as determined by Victorian Department of Education requirements.
- The Annual Report will document and report de-identified student progress trends to the school community.
- Support will be provided for students identified as 'at risk' and those in need of extension. IEPs (Individual Education Plans) will be developed for students performing 12 or more months below the indicative standard. IEPs demonstrate an agreement between the school and home with agreed strategies to support students to progress toward their specific learning goals.
- Student growth will be monitored by tracking Teacher Judgements over 6 and 12mths periods and through NAPLAN analysis. Students not making expected growth will be monitored and plans put in place to support their growth.
- Learning in English will consist of regular learning blocks, including explicit lessons in Reading, Writing and Spelling. English should also be integrated with other areas of learning, such as Investigations provocations in levels F-2, as well as permeating other areas of the curriculum.
- All students should undertake reading at home daily and English tasks may be assigned as homework in line with the school's Homework Policy.
- A budget that provides for the needs of the English program will be developed and reviewed annually, with a staff member (leader) assigned to coordinate the budget in consultation with the Principal and Business Manager.

EVALUATION & REVIEW

This policy will be reviewed as part of the school's **three-year review cycle**. This policy was ratified by School Council in **October 2020**.