



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. Through the conscious and deliberate study of Language, Literature and Literacy, individuals learn to analyse, understand, communicate with and build relationships with others. This, in turn, helps young people become ethical, thoughtful, informed and active members of society. Through the study of AusVELS, English students are also able to engage imaginatively and critically with literature to expand their experiences.

English conveys meaning through written, oral and visual media. It encompasses purposeful conversation, the ability to read both written and digital texts, and to effectively communicate through writing. As a foundation for inquiry, this process is also an essential context for learning English and enabling students to develop world knowledge, understanding and deep thinking skills.

Aims

- To develop an appropriate and effective use of language, thus enabling individuals to achieve a better understanding of themselves and their culture so that they can participate effectively in Australian society and the global community.
- To provide a balanced daily 2 hour English program that uses explicit teaching and promotes competence in the three modes of Reading and Viewing, Writing and Speaking and Listening encompassing the strands of Language, Literature and Literacy.
- To provide opportunities for students to speak, listen, read and write effectively with confidence, purpose and enjoyment through immersion in planned reading, writing, speaking and listening activities.
- To develop understanding of the structure and purpose of different genres and use them in writing.
- To discuss and analyse texts and language critically, exploring the meaning of texts, including multimodal, and to comprehend how meaning is conveyed.
- To provide a range of texts for listening to, reading and viewing, developing accuracy, fluency and an understanding of purpose.
- To develop a fluent Victorian Cursive Script writing style.

Guidelines for Action

- Immerse students in a rich English environment to provide challenges and extend their existing capabilities. A variety of teaching and learning strategies will be used to cater for different learning styles and capabilities.
- Teachers will plan together in teams using AusVELS in conjunction with the KSPS English Program with planning to reflect consistency across grade levels and progression from year to year.

- Ensure that teaching is purposeful with a clear, visual focus reflected in both the planning and delivery of lessons and understanding of the students.
- English lessons will be developed using the school's agreed explicit teaching model.
- English lessons will utilise modelled, shared, guided and independent teaching and learning strategies in each of the modes of Reading and Viewing, Writing and Speaking and Listening.
- Achievement in English will be assessed at every year level (as per the KSPS Assessment Schedule which is updated annually) according to AusVELS standards with assessment tasks and work sample/portfolio activities completed each term. Formal reports to parents are completed half yearly.
- Recognise that students have differing rates of English development and to provide, where possible, special assistance to students with specific learning problems and special abilities. Individual Learning Plans are completed (twice yearly) for Koori, out of home care and high or low achieving students.
- A Reading Recovery program will operate – where possible – for students deemed to be at risk with English learning during their second year of schooling.
- Provide opportunities for teachers to attend professional development particularly those areas identified as priority in the Annual Implementation Plan and Individual Performance Plans.
- Ensure that students encounter a range of quality texts and media in print and electronic form. Material should be drawn from literature, everyday texts and from multi-media.

Updated by English Key Learning Area Team (2015)

Date of next review:

2016