



English Policy

RATIONALE (AusVELS 2012)

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. The study of English helps young people develop the knowledge and skills needed for education, training and the workplace. It helps them become ethical, thoughtful, informed and active members of society.

Learning English is about appropriate and effective use of language to convey and discover information, organise, explore and construct ideas and express feelings. It assists students to have a better understanding of themselves, their culture and their world. Learning English is important to personal and social development, employment and further education.

Although Australia is a linguistically and culturally diverse country, participation in many aspects of Australian life depends on effective communication in Standard Australian English. In addition, proficiency in English is invaluable globally.

PURPOSE (AusVELS 2012)

AusVELS English aims to ensure that:

- 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.

BROAD GUIDELINES:

At Kensington Primary School, the content of literacy policy and its implementation is guided by the Strategic Plan developed with input from all staff every four years. Every year the Annual Implementation Plan is created with targets and details of how these are to be achieved. The AIP literacy committee oversees the details of the implementation, bearing in mind that:

- Classroom programs and assessment will be linked to the AusVELS.
- Students will have access to reading and writing resources appropriately levelled to their ability and suitable technology, such as access to the Reading Eggs website and i-pad apps.
- Student will be assessed formally and informally according to the school assessment schedule so their progress may be closely monitored
- Students at all levels will be challenged, extended and motivated through engaging and relevant reading and writing tasks that cover genres of literature appropriate to students' stage of development, and where appropriate are linked with Units of Inquiry, Numeracy, Bounce Back and all curriculum areas.
- Development of speaking and listening skills will be embedded across all curriculum areas
- Students will be provided with the skills and strategies necessary to be confident to "have a go" and explain their ideas and methods with meaningful responses.
- Ongoing Professional Development for staff will be provided through sharing ideas with colleagues on a regular basis, inservice programs, Networks, and professional reading.
- Home/School links will be developed and encouraged through a home reading program consistently implemented across grade levels.

IMPLEMENTATION:

- Provide a minimum 10 hours of literacy per week– Language / Literature / Literacy: Reading and Viewing; Writing and Spelling; Speaking and Listening

- English lessons will be implemented using a consistent approach in all classrooms and will involve daily teaching of a range of literacy skills and knowledge through teacher modelling demonstration, guided practice and independent practice. Refer to Appendix A
- Provide support to all students by differentiating the curriculum to meet their learning needs.
- English planning documents will be developed each term by teaching units and reflected in weekly planning documents
- Weekly planning to incorporate a variety of opportunities to use language in different contexts through modelling and real life experiences
- Targeted use of ICT will be used to enhance and support literacy learning
- Provide regular opportunities for students to share, reflect and articulate their learning
- Provide formal and informal opportunities to speak to a variety of audiences eg reader's heater, debates, books talks etc..
- Classroom teachers to conduct individual student reading and writing conferences where goals are set, discussed and recorded/ monitored with regularity differentiated to student needs
- Classroom libraries are established to support literacy teaching and learning
- Classroom library collections will be refreshed at least twice a year
- All students are expected to read every night. To support this, classroom structures must include individual student reading logs, teacher monitoring of home reading and reading logs, and provision of a variety of high quality reading materials through the development and maintenance home reading boxes and library borrowing
- Teachers to read a range of quality literature daily to students.
- Monitoring students using formal and informal assessments according to the yearly 'Assessment and Reporting Schedule'
- Classroom and team term planners to be informed by analysis of English assessment data including whole school and class data
- Using English environment checklists to monitor and promote positive literacy learning environments within classrooms - Include checklist as Appendix
- During spelling lessons, provide opportunities for students to learn about words, to learn to spell words and to expand their vocabulary
- Provide ongoing professional development for teachers in the areas of English

The components of the literacy program will be:

- A daily structured classroom program with additional assistance for identified students eg. Reading Recovery for Gr 1 students at risk and small group intervention for other students.
- The daily classroom program will include a two hour literacy block that involves reading, writing and oral language each morning.
- A home reading program will operate throughout the school.
- Moderation will take place in teams and between teams to determine student achievement and to assist planning for particular students.
- Teachers will assess students regularly to guide their teaching, using a variety of assessment procedures and identify those students in need of inclusion in Intervention programs and classroom extension.
- Teachers will assess and report on student achievement against the AusVELS English standards.

EVALUATION:

The effectiveness of the English Policy will be determined through:

- Consistent whole school approach to the teaching of literacy in classrooms
- Team Unit planners and weekly planning documents
- Year 3/5 Naplan Testing results
- Tracking student reading progress using form assessments as outlined in our assessment schedule
- Common assessment tasks and moderation by teachers within and across year levels.
- Student Assessment files containing annotated and moderated student work samples.

Relevant documents / links

- <http://ausvels.vcaa.vic.edu.au/English>
- Teaching Writing Prep – Yr 9 written by Dale Gordon
- Language Conventions P-10 Planning & Teaching written by Di Snowball & Faye Bolton

Reviewed by Education Committee: May 7th 2015

This Policy was approved by School Council:

Appendix A

An English lesson will involve daily teaching of a range of literacy skills and knowledge through demonstration, guided practice and independent practice. The following is an outline of the features of this model and its application to reading and writing:

READING

Shared / Whole Class Focus

The teacher explicitly models a short focussed lesson on a comprehension strategy. The comprehension strategies identified as the most important strategies to improve students' comprehension of text include: Prediction/Prior Knowledge, Questions and Questioning, Think-aloud, Text Structures and Features, Visualising and Summarisation.

Independent Reading

The students read a 'Just Right' book, (Just Right – able to be read with 90%+ accuracy), practising the skills/knowledge demonstrated in the mini lesson, as well as previous lessons, and work on their individual reading goal. Students might use their Reading Journal to record their thinking.

Guided Reading

While the majority of the grade works independently, the teacher brings together a small group to explicitly teach effective reading strategies for fiction and/or information texts. The teacher selects teaching points based on readers' needs, (identified through assessment and conferences with individual children), and sometimes assigns oral and/or written response tasks.

Individual Student Conferences

At the conclusion of the guided practice group, the teacher will conference with individual students who have been reading independently, engaging in a conversation with the student about their reading. The conference enables the teacher to understand each student's reading progress and to help the individual student refine and extend his/her reading competence.

conference ends with an agreed reading goal the student will practice for the next few lessons or until achieved. The information gathered from the conferences informs the teaching for future lessons.

Reflection time

Whole class reflection is where individual students articulate strategies used. Reflection reinforces students' reading and extends their thinking as they benefit from the thoughts and ideas of others.

WRITING

Shared / Whole Class Focus

The teacher explicitly teaches a specific writing principle or procedure. These include:

Strategy and skill mini-lessons help students learn how to use the conventional rules of written language accurately and effectively.

Craft mini-lessons show students how to improve the quality of their writing over time through explicitly teaching/demonstrating what makes good writing.

Independent Writing

The students write for a designated time and apply new knowledge from the mini-lesson to individual writing. Students explore topics, draft, revise, edit and publish.

Guided Writing

While the majority of the grade works independently, the teacher brings together a small group for a lesson based on particular interests or needs. The teacher explicitly works with students to teach the writer's craft, strategies and skills.

Individual Student Conferences

At the conclusion of the guided practice group, the teacher will conference with individual students who have been writing independently. The purpose of a writing conference is to help students extend their writing strategies, listen to students talk about their writing, evaluate students' progress in writing and to assist students to set writing goals. The information gathered from the conferences informs the teaching for future writing lessons.

Reflection Time

Whole class reflection is where individual students articulate strategies used. Reflection reinforces students' writing and extends their thinking as they benefit from the thoughts and ideas of others'.