

English Policy

Time: 10 hours per week (2 hour block per day)

Teaching model: Stand alone subject (however, literacy should be in everything that we do)

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. 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. Participation in many aspects of Australian life depends on effective communication in Standard Australian English. In addition, proficiency in English is invaluable globally.

Purpose:

Students' ability to effectively communicate and interpret the English language with confidence, purpose and enjoyment will be developed.

Guidelines for Implementation:

1. Priority will be given to ensure a minimum of a two hour literacy block daily.
2. Students will have personal goals in relation to Reading and Writing.
3. Students will be provided with a sequential literacy program, based on AusVELS and teacher planning for point of need teaching.
4. Students will be provided with a differentiated program based upon meeting the expectations and standards of the AUSVELS documentation.
5. Reading will be based upon the CAFÉ menu (Comprehension, Accuracy, Fluency, Expanding Vocabulary).
6. The Literacy block will be based on the Daily 5 components, Read to Self, Read to Someone, Listen to Reading, Work on Words, Work on Writing.
7. Students with specific needs in English will be supported through Individual Learning Plans and appropriate Scaffolding/Extension programs.
8. The extent of Literacy Scaffolding/ Extension programs will be dependent upon the needs of the student, as well as the level of staff availability. Targeted intervention may include programs such as, but not exclusively, Reading Recovery.
9. Parental/carer, community assistance during the two hour literacy block will be actively encouraged.
10. A staff member will be allocated the responsibility for coordinating English across the school, as well as implementing the English budget developed in conjunction with staff, and resourced by School Council.
11. The school will be proactive with their involvement in all DEECD and Regional Literacy initiatives, making informed and considered decisions in relation to their full implementation.
12. The Literacy block lessons will include daily small focus groups, such as Guided reading and writing.
13. Teaching and Learning will be conducted in accordance with the Epsom Primary School 'Instructional' Model.
14. In recognition of its importance to both reading and writing, phonics will be explicitly taught across the school.
15. The Student Outcomes Leaders will be responsible for the oversight of

- the program implementation / guidelines,
- Assessment and Reporting Procedure.
- Ensuring adequate opportunities for English professional development are provided.

Resources:

AUSVels

PoLT

Daily 5 – The two sisters

Café – The Two sisters

PM – Benchmarks

The Writing Book (S Cameron)

Fontas and Pinell benchmarking

School Documentation

School Scope and sequence charts

English Online interview

Assessment Schedule

Library and Associated resources

Levelled Book

Guided Reading Sets

Big Books