



ENGLISH

POLICY

Preamble/Rationale:

Active and effective participation in society depends on the ability to communicate effectively. At Craigieburn South Primary School we believe that students' learning will be enhanced by a consistent and comprehensive approach to reading, writing, speaking and listening. The development of language is fostered by ensuring programs are relevant and meaningful to the students. These programs will be developmentally appropriate and enable students to achieve their fullest potential. Students will be encouraged to develop an enthusiasm and interest in English in an environment that is stimulating, encouraging and success orientated.

Purpose:

- To communicate effectively as a functional member of society.
- To provide a balanced program using the skills of speaking and listening, reading and writing based on the Victorian Essential Learnings with extension to Level 5 for advanced students.
- To provide a program where students will be encouraged to be self-motivated in their attitude so that they see purpose and value in their achievements in English.
- To provide English learning that is based on the widest possible variety of experience.

Implementation:

- The teaching of language will focus on the demonstrated developmental needs of the child using recommendations from Department of Education and Early Childhood Development plus the Victorian Essential Learnings
- The English domains of writing and reading will be part of a daily 2 hour literacy session – 1 hour for reading and 1 hour for writing based on the Early Years strategy in Years Prep – 6.
- Grade Level teams will develop English term planners from which class teachers will draw the content of their weekly planning.
- Students requiring additional assistance may have the opportunity to participate in programs which may include Reading Intervention, Reading Recovery or any other program that is deemed suitable.

Speaking and Listening:

- Provide favourable conditions for language learning and development including:
 - demonstrations of various form of language usage
 - expectations of high standards of performance
 - a variety of methods and resources
 - encouragement and feedback to students
 - speaking and listening experiences which vary according to audience, situation, purpose and requirements of individual students
- Value and encourage student's discussion before, during and after tasks.
- Plan explicitly for oral language development as an integral part of literacy sessions.
- Provide resources and materials which support language learning.

Reading:

- Share a wide range of books and materials which include oral, written and electronic texts.
- Match students to text level.
- Plan for and explicitly teach comprehension.
- Read to students regularly at all levels.
- Allow times for students to select and read for their personal enjoyment.
 - Encourage students to read at home daily, having ready access to quality literature for their use in the classroom and at home.
- Provide students with the time and opportunity to explore and experiment by collectively reading and writing.
 - Ensure the classroom is a print rich environment.

- Conference effective reading strategies and offer specialised guidance through guided reading sessions.
- Provide daily reading sessions Prep – 6 to be based on the Early Years Reading model.

Writing:

- Allow time daily to write and experiment with a variety of written forms.
- Encourage students to use writing skills ie. handwriting, punctuation, spelling and editing in all areas of the curriculum.
- Explicitly plan for and provide students with a variety of spelling strategies appropriate to their needs. (Refer to Spelling Addendum to this policy).
- Provide feedback on writing at each student's point of need.
- Expose students to a wide range of written materials which demonstrate different literary style, modes and genre
- Encourage co-operative learning through sharing and responding to each other's work
- Use each student's knowledge and achievements in language as the basis for planning of ongoing programs
- Base daily writing sessions on the Early Years Writing model

Evaluation:

This development and implementation of programs developed under this policy needs to be based on the rigorous evaluation of data. Teachers will use the following to record, assess and report on student performance:

- Ongoing evaluation including anecdotal notes and observations
- Samples of work
- Running records
- Formal testing procedures such as Marie Clay's Observation Survey, AIM, CARS, Benchmarking, High Frequency Words and other procedures as are suitable

This policy was ratified by School Council in 2007.

This policy will be reviewed in 2010