



**Strathmore**  
PRIMARY SCHOOL No.4612

*Strive to Achieve*

## ENGLISH POLICY

This policy should be read in conjunction with the School's

- *School Strategic Plan*
- *Teaching and Learning Policy*
- *Assessment and Reporting Policy*

### RATIONALE

Capabilities developed in English are central to all learning, as proficiency in the English language affects how widely and how well students are able to improve the wellbeing of themselves and their communities. In English, students develop literacy skills, which are reading, writing, speaking, listening and viewing that are central to all learning. Understanding a wide range of texts and recognising how language works within them, is necessary for success at school and beyond for an active, informed and fulfilling life in modern Australian society and the global community. By understanding and working within texts, students acquire the knowledge, skills and personal qualities that enable them to read, view and listen critically and to think, speak and write clearly and confidently. The Victorian Curriculum for English acknowledges the important roles of Literacy, Literature and Language in the learning of English across the domains of Reading and Viewing, Writing and Speaking and Listening.

### AIMS

Strathmore Primary School aims that its English curriculum will enable students to:

- Demonstrate learning of essential skills and knowledge in English at and beyond the expected level of progress and demonstrate growth in the progress of their learning.
- Experience an English curriculum that systematically covers guaranteed and viable learning goals across the strands of English throughout all levels of the curriculum, as documented in the school's Essential Learning Statements.
- Experience a differentiated and challenging curriculum that develops high-level thinking and self-directedness whilst supporting all students at their assessed points of need.
- Develop the ability to speak, listen, read, view and write effectively with confidence and purpose for lifelong enjoyment and learning.

- Acquire and apply a knowledge of the ways in which language has developed and varies according to context, purpose, audience and content.
- Demonstrate a knowledge of the linguistic patterns used to construct different texts and the capacity to apply this knowledge, especially in writing.
- Access a broad range of literary texts and develop an informed appreciation of literature
- Build comprehension skills to:
  - Extend the capacity to discuss and analyse texts and language critically.
  - Learn how textual interpretation and understanding may vary according to cultural, social and personal differences
- Acquire the capacity to develop reasoned arguments about interpretation and meaning.
- Appreciate the fundamental importance of literacy to the functioning of society.

## IMPLEMENTATION

- Teachers will report on student progress in English using the Victorian Curriculum.
- A focus on learning growth will drive the implementation of a differentiated curriculum catering for all students, whether at, below or above the expected level of progress. Teachers will follow the whole school assessment schedule in English to administer and analyse key assessments, whilst also working in teams to create common assessment tasks for individual learning units.
- Where identified and/or assessed, students who are learning English as an additional language (EAL) will experience a curriculum planned using the EAL continuum of the Victorian Curriculum and supported by an Individual Learning Plan.
- EAL students will be assessed according to the EAL continuum of the Victorian Curriculum
- Teachers will use the school's Essential Learning Scope and Sequences (derived from Victorian Curriculum standards) to prepare assessments, plan for student learning and to identify the next point of learning in each student's progress.
- Teachers will implement the VCOP model for writing (Vocabulary, Connectives, Openers, Punctuation), with all P-6 classes having a VCOP wall in the room
- Teachers will share skills, knowledge and expertise through collaborative dialogue and planning as part of participating in professional learning teams (PLTs).
- A variety of flexible student grouping strategies will be used by teachers based on the needs of students as determined by assessment data.
- Teachers will use the English domain from the Victorian Curriculum, the Literacy Professional Learning Resource, the English Continuum and the former Western Metropolitan Region Blueprint for School Improvement and school-generated Essential Learning Scope and Sequences to plan sequential and comprehensive programs.
- Teachers will plan in Professional Learning Teams and use a term planner to document focuses and learning intentions, purposeful learning experiences, sequences of learning units and assessment strategies.
- Teachers will expose students to a wide range of written and spoken texts in print and electronic forms including literacy texts such as novels, short stories, poetry, plays, non-fiction; film and other multimodal texts; media and audio texts; information texts; interactive and digital texts; everyday texts and personal writing.

- Teachers will ensure that all Strathmore Primary School Literacy Expectations are implemented in the classroom. Teachers will:
  - Implement a structured, two-hour literacy sequence that consists of the equivalent of one hour for reading and one hour for writing every day.
  - Incorporate the whole, part, whole framework for reading and writing.
  - Incorporate recommended teaching approaches using the Gradual Release of Responsibility Model into their daily reading and writing blocks.
  - Create a learning environment that is supportive and productive for students in developing literacy skills.
  - Develop and maintain a comprehensive classroom library with their students
  - Ensure that students are reading 'Just Right' books during independent reading, during the reading session and at other opportunities throughout the day.
  - Conduct individual reading conferences with students during the reading session and develop individual goals with students.
  - Explicitly teach comprehension skills, including predicting, summarising, using text structures and features, visualising, questioning, making inferences and read aloud/think aloud.
  - Consolidate student literacy skills by incorporating authentic, purposeful literacy and literary experiences.
  - Integrate learning technologies into the classroom literacy program.
  - Display an alphabet in Victorian script in every P-4 learning space
  - Use the school's spelling scope and sequence document for the planning and teaching of spelling.
  - Establish and maintain a clearly visible VCOP wall that supports the learning of high frequency words and topic words that are being learnt by the students as well as Connectives, Openers and Punctuation.
- Teachers will implement a Home Reading Program and monitor student involvement.
- Teachers will use the school library to immerse students in a variety of literature and encourage the borrowing of books to develop an appreciation and enjoyment of reading.
- Teachers will follow the whole school assessment schedule in English to administer and analyse literacy formative and summative assessments of student learning to obtain a clear picture of student achievement and plan programs, including the use of assessment resources such as Fountas and Pinnell, PM benchmarking, PAT-R Comprehension, On-Demand Reading, VCOP Writing Moderation Rubrics and PLT-generated common assessment tasks based on the school's Essential Learning Scope and Sequence.
- Teachers will administer the English On-line Interview (Year Prep - 2) and NAPLAN (Years 3 and 5) as directed by the Department of Education and Training (DET).
- Teachers will implement timely intervention in the form of Individual Plans for students identified as "below the expected level" and "well above the expected level" of achievement in English and will establish home/school partnerships for these students.
- Teachers will work towards achieving school-based targets in Reading, Writing and Speaking and Listening that reflect high expectations of students as outlined in the School's Strategic Plan and Annual Implementation Plan.
- An English Coordinator and Committee will be appointed each year to work with School Leadership to oversee the implementation of the English Policy and the implementation and evaluation of the school's Essential Learning Scope and Sequence.

- An English/Literacy Program Budget will be established and evaluated each year to ensure adequate resource provision across the school.
- The English Coordinator and School Leadership determine the need for staff professional learning in English and will organise provision where appropriate.
- The English Coordinator and Committee will promote English and literacy learning throughout the school, utilising opportunities such as National Literacy Week.

## EVALUATION

This policy will be reviewed as part of the school's on-going review cycle. It is anticipated that the policy will be reviewed after four years of implementation, however, changes as deemed necessary by the school's leadership and/or changes in Departmental terminology may necessitate that the policy is reviewed at an earlier time.

The English Coordinator, in conjunction with School Leadership, the English Committee and Professional Learning Teams will implement the following evaluation processes:

- Implement and evaluate the school's English Essential Learning Scope and Sequence.
- Provide and analyse information about student learning progress in English as presented in the results of key assessment items, such as whole-cohort reports for reading benchmarking (such as Fountas and Pinnell), NAPLAN Reading, NAPLAN Writing, NAPLAN Spelling Grammar and Punctuation, PAT-R Comprehension and On-Demand Reading.
- Provide a report on English for the Annual Report and School Review
- Evaluate the spending of the English Program Budget and to plan accordingly for the following year

THIS POLICY WAS LAST RATIFIED BY SCHOOL COUNCIL ON ..... 21<sup>ST</sup> AUGUST, 2017