

WODONGA SOUTH PRIMARY SCHOOL

ENGLISH

SCHOOL SPECIFIC POLICY

Rationale:

- Active and effective participation in Australian society depends on the ability to speak, listen, read, view and write with confidence, purpose and enjoyment. The study of English, and the broader concept of literacy, is about the appropriate and effective use of language, the use of language as a means of learning and the development of knowledge about language.

Aims:

The English program at Wodonga South Primary School, aims to teach students to:

- 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

Implementation:

- English is an essential learning area of the Victorian Curriculum.
- All Foundation to Year 6 students at our school will study sequential English courses based upon the content descriptions contained within the Victorian Curriculum English learning area.
- All teachers are required to work with their respective professional learning teams, their Teaching and Learning Leader and the English Curriculum Leader, to contribute to the development and implementation of a viable, guaranteed and sequential English course for all students and to implement student needs based lessons using agreed planning templates, assessment tools and lesson structures.
- The Wodonga South Primary School English Placemats will be used in planning and followed in teaching and learning.
- Learning Intentions and differentiated Success Criteria will be used in each lesson to understand content, measure success and reflect on learning.
- Teachers planning English will meet weekly with their Teaching and Learning Leader and the English Curriculum Leader to plan for their cohort. Data and reflection on prior planning and student needs will be the basis for planning and collaborative planning time will be quarantined
- The school will appoint an English coordinator who will coordinate the development and implementation of English across our school.
- Student's individual abilities will be measured and reported against the expected Victorian Curriculum achievement standards, particularly at the commencement of each unit of work, and learning opportunities must be provided that cater for the identified needs of each student. Where applicable student's individual abilities will be measured and reported against ABLES or the EAL/D continuum.
- Student progress in English will be reported in half and end of year academic reports, as well as the school's Annual Report.
- Students deemed at risk (12 months behind or ahead of expected level) in Reading, Writing and/or Speaking and Listening will be supported through an Individual Learning Plan.

- English study for each student will be not less than 10 hours per week, consisting of 5 x 2 hour uninterrupted literacy blocks time-tabled for the first 2 hours of each school day, where possible.
- English activities that reflect the topics being studied at school, and are appropriate to each child's ability, will form a regular component of each student's homework regime.
- Budgets that provide for the needs of the English program will be developed by the English coordinator in consultation with all staff members and resourced by school council.

Evaluation:

- This policy will be reviewed as part of the school's review cycle.

This policy was last ratified by School Council on....

March 2017