

# Wodonga South Primary School

## English Policy 2021



### PURPOSE

- 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 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 and plays an important part in developing the understanding, attitudes and capabilities of those who will take responsibility for Australia's future.
- 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. The English curriculum contributes both to nation-building and to internationalisation, including Australia's links to Asia.
- English also helps students to engage imaginatively and critically with literature to expand the scope of their experience. Aboriginal and Torres Strait Islander peoples have contributed to Australian society and to its contemporary literature and literary heritage through their distinctive ways of representing and communicating knowledge, traditions and experience.

### SCOPE

The English curriculum at Wodonga South Primary School aims to ensure that students:

- 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 lessons based upon the content descriptors contained within the Victorian Curriculum English learning area.
- All teachers are required to work with their respective professional learning teams and their Learning Specialists to contribute to the development and implementation of research-based literacy practices.
- Teachers will play a key role in supporting the development of a whole school approach to literacy, and the adoption of a metalanguage for talking about texts and language across the curriculum. They will implement evidence-based instruction that meets students' needs using agreed planning templates, assessment tools and instructional model 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 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 Learning Specialist who will coordinate the development and implementation of English across our school.
- Students' 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 students' individual abilities will be measured and reported against the EAL 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 (more than 12 months behind or ahead of expected level) in Reading, Writing and/or Speaking and Listening will be supported through an Individual Education Plan.
- English study for each student will be not less than 10 hours per week, consisting of daily Reading and Writing sessions timetabled for the first 2 hours of each school day, where possible.
- Budgets that provide for the needs of the English program will be developed by the English Learning Specialist in consultation with staff members and resourced by school council.

## REVIEW CYCLE

This policy was last updated in 2021 and is scheduled for review in 2024.