

POLICY: ENGLISH



PURPOSE:

Language is central to all learning at Brentwood Park Primary School. The AusVELS English Curriculum aims to develop confident communicators, imaginative thinkers and informed citizens through Literature, Language and Literacy. The English curriculum encompasses analysis, understanding and communication. It builds relationships with others and the world around them: developing the knowledge and skills needed for education, training and the workplace. Whilst Literacy is a foundation for Inquiry, using the Inquiry process is also an essential context for learning English so students can develop world knowledge, understanding and deep thinking skills.

AIMS:

- To develop the students' ability to speak, listen, view and write with enjoyment, purpose, effect and confidence in a wide range of contexts.
- To encourage students to be active learners through interaction, exploration, risk taking and problem solving.
- To provide students with the opportunity to explore a wide range of print, film and pictures which is relevant to their real life experiences.
- To provide students with opportunities to have ongoing practice of their skills in a stimulating and supportive learning environment.
- To provide students with time to reflect upon their learning experiences and strategies, and monitor their own progress.
- To encourage students to work independently and co-operatively and to represent their learning in a variety of ways.
- To provide students with opportunities to share their experiences, to clarify their understandings and celebrate their successes.
- To promote and increase parental understandings and involvement in the English program.
- To develop Literacy strategies when teaching Investigative/Inquiry skills.
- To develop interest and skills inquiring into the aesthetic aspects of text, and develop an informed appreciation of literature.

IMPLEMENTATION:

- Specific English skills to be explicitly taught on a daily basis Foundation-6 and /or within the context of Investigative Learning (Foundation-Year 1) and Inquiry Learning (Years 2-6). The structure of whole-part-whole is to be adopted for reading, viewing, writing, speaking and listening. The E5 quality teaching practices will be implemented to develop students' metacognitive capacity.
- Intervention programs will be offered to supplement the classroom program for selected students. Data will be collected from teachers to identify the students to be included and the programs to be conducted. Experienced teachers and community members trained in the BRIDGES program will facilitate the intervention.
- Learning technologies to be incorporated into the English program to enhance the students' literacy skills.

- Assessment and evaluation will be ongoing to identify how students are progressing and determine their learning goals. The information will be gathered via benchmarking data, NAPLAN data, work samples, checklists, anecdotal records and on-going assessment tools.
- A whole School Benchmarking Schedule is to be implemented in May and November.
- Staff are expected to further develop skills and knowledge in line with their Performance and Development Plans.
- Parental involvement is encouraged through the provision of information sessions, whole school activities and classroom participation. .
- Students celebrate their successes through classroom and school newsletters, school displays, whole school activities and participation in Book Fair and Literacy Week activities.
- A balanced English program incorporates the strands: Language, Literacy and Literature.

Speaking and Listening (Oral Language)

- Oral language will underpin all elements of learning. Students will be encouraged to explore, problem solve, analyse and discuss their observations and conclusions. The Investigative/Inquiry learning approach promotes the development of oral language
- Rich oral language in discussions has a vital role in providing scaffolded learning experiences for students. Teachers will need to explicitly teach, model and facilitate students in the skills needed for a more in-depth, academic conversation.
- Vocabulary enrichment will be a crucial component of all subject areas. Students will be supported and encouraged to improve the quality of their conversations through modelling and opportunities to participate in deep and meaningful conversations.
- Teaching needs to be explicit and clarify new words in context to ensure that the students understand what skills they are being taught when doing a task and what links they can make to prior knowledge.
- Effective oral language includes: auditory and listening skills, correct pronunciation, adequate description, the ability to categorise, accurate grammar, developing sentence structure, ability to formulate questions and understanding of the social skills of communication (pragmatics).
- Speakers and listeners create meaning through their conversations. Therefore teachers will teach students to be effective listeners and to develop protocols for quality conversations.

Reading and Viewing:

- Read Aloud, Shared or Modelled Reading, with an explicit teaching focus, occurs on a regular basis.
- Students will be engaged in sustained, purposeful independent reading every day to build a love of reading; plus comprehension, accuracy, fluency and expanding vocabulary. The teachers may conduct one-on-one reading conferences with students during this time.
- Multimodal technologies incorporating interactive whiteboards, computers, laptops and iPads will complement the reading program.
- Small group sessions/workshops will be taken at least three times a week. One of these sessions will be a teacher guided reading session. Teachers will communicate the learning intention for the small group session.
- Comprehension is an integral part of all reading sessions to obtain meaning from a text, through informed conversation, providing a purpose for reading. The teachers will aim to develop in

students a higher level of understanding and the ability to think deeply/critically about their reading, targeting literal, reorganisation, inference, vocabulary, evaluation, visualisation and reaction skills.

- The focus of teaching comprehension skills will be on building strategies, such as CARS and STARS, Learning to Read, CAFÉ program, Key Into, Big Six and AusVELS.
- Students will have reading material so they are able to read daily. The class teacher will regularly check the students' Home Reading Logs (diary).

Writing

- The process of writing: planning, drafting, revising, editing and publishing will be modelled and explicitly taught to the students from Foundation-6. The students publish and celebrate pieces of writing.
- During independent writing, they will collect ideas, plan and rehearse writing.
- Students will be encouraged to write a variety of texts within the AusVELS recommended genres of Information Report, Imaginative and Persuasive. The students will write texts on a variety of topics often related to rich language experiences.
- Writing sessions are to be taken at least three times a week. Each structured session will have a learning focus, an independent writing time, opportunity for individual conferences and a share time. Teaching strategies will include shared and modelled writing, independent writing plus small group interactive or guided writing according to student need.
- VCOP- (Vocabulary, Connectives, Openers, Punctuation) and the Big Write will be implemented.
- Each class will have a writing resource area that is accessible for students and will include paper and materials for writing; revising and editing support materials such as dictionaries and thesauruses; publishing and bookmaking supplies.
- Wordlists related to Inquiry and vocabulary building is integral to the development of quality independent writing. Classroom labels and captions supporting classroom organisation will also support word familiarity.
- Handwriting sessions Foundation to 4 and as required thereafter, will concentrate on the explicit teaching of letter formation - especially starting points, pen/pencil grip, size, speed and style of writing.

Spelling

- The development of phonological awareness is a pre-cursor to learning to spell. This includes oral activities to build sound-letter relationships; replicating and inventing rhymes, alliteration, syllables and sound patterns; manipulating onset and rime with magnetic letters.
- Spelling should be a daily feature of the writing process. Students should be aware that the purpose of being able to spell accurately is directly related to their role as writers. Publishing writing means that the audience is able to read what is written.
- By the end of Year Four students are to be able to spell the 404 Oxford Words. This includes learning high frequency words; using onset and rime to spell words; matching common vowel and consonant digraphs or consonant blends; learning about digraphs, long vowels, blends, correct spelling choices; morphemes and syllabification. As students become more competent writers, they understand how to use sound/letter relationships and knowledge of spelling 'rules', compound words, prefixes, suffixes, morphemes and less common letter combinations to attempt new words.

- Towards the upper end of primary school, students are able to use apostrophes of contraction effectively; know how to use context to identify correct spelling of homophones; can transfer knowledge of word origins and base words to make links with new words, such as technical words.
- The word selection for spelling lists should be related to the individual need of each student. The sources of these words are:
 - High frequency words that students are using in reading and writing. Teachers assist students to recognise High Frequency words. Use of Oxford 404 Most Used Word List.
 - Topic Words from Investigation/Inquiry work or class charts.
 - Personal Words that students cannot spell.
- The number of weekly spelling words per year level are: Foundation and Year One up to 5 words; Year Two 2 up to 8 words; Years 3 and 4 up to 10 words; Year Five between 10 to 15 words and Year Six up to 15 words. The number of words should be adjusted according to the individual student's ability to learn new words.
- Regular spelling investigations that involve student conversations and writing about observations should be a feature of the spelling program. Word lists should support the learning of new words. It should be placed in a highly visible section of the room at eye level- preferably with removable words.
- Students should be taught to use appropriate resources, dictionaries and thesauruses, to enable them to locate correct spelling.
- The spelling strategies to be taught are: The Big Six (Visual Spelling; Phonological Spelling; Morphemic and Etymological Spelling). The THRASS Program will support the spelling program. SWST assessment will monitor students' learning.

EVALUATION:

This policy will be reviewed as necessary.