POLICY: ENGLISH

PURPOSE:

Language is central to all learning at Brentwood Park Primary School. 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.

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, audio, 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.
- 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.
- To 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.
- To understand how Standard Australian English works in its spoken and written forms and in combination with non-linguistic forms of communication to create meaning.

IMPLEMENTATION:

- Specific English skills to be explicitly taught on a daily basis to Foundation-6 and /or within the context of Investigative Learning (Foundation-Year 1) and Inquiry Learning (Years F-6). The workshop model is to be adopted for reading, viewing, writing, speaking and listening.
- 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.
- 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.
- 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 /CAFÉ, VCOP and Big Six 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, enunciation, 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 (CAFE). The teachers will 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. Teachers will take focus groups and 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 will be implemented through the CAFE Daily 5 program, utilising the workshop model. The workshop model involves explicit teaching, collaborative and independent work. Students take charge of their own learning becoming active and engaged in their work to promote understanding. Conferencing and group work will take place with the teacher. Comprehension skills will be enhanced by teaching strategies, through resources.
- Students will have reading material, so they are able to read daily. The class teacher will regularly check the students' Home Reading Logs (diary).
- There will be three 100 minutes sessions a week from year 1 to 6.

WRITING:

- The process of writing will be under the umbrella of VCOP (Vocabulary, Connectives, Openers, Punctuation) and the Big Write through the workshop model. The process of 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 Victorian Curriculum recommended genres: Information Report, Imaginative and Persuasive writing. 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.
- Wordlists related to Inquiry/Investigative Learning 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, the school's expectations are that students are 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 expected to use apostrophes of contraction effectively; know how to use context to identify correct spelling of homophones and 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 learn Oxford Words. Use of Oxford 404 Most Used Word List.
    - Topic Words from Investigation/Inquiry work or class charts.
    - Personal Words that students cannot spell.
    - Whole grade and individual (from word sorts) focus words
- The number of weekly spelling words per year level are Foundation 5 words; Year One 10 words; Year Two 2 10 words; Years 3 and 4 10 words; Year Five between 10-15 words and Year Six 20 words. The number of words should be adjusted according to the individual student's ability to learn new words.
- Spelling is implemented through having a whole grade focus and an individual focus at the student's level determined through Words Their Way testing. Regular spelling investigations and word sorts that involve student conversations and writing about observations should be a feature of the spelling program. Whole class focus word lists should support the learning of new words. It should be placed in a highly visible section of the room.
- 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 (sound) Spelling; Morphemic and Etymological (meaning) Spelling). The THRASS Program will support the spelling program.
- Each child should know the spelling strategy for the whole grade and individual focus, whether it is a sound, visual or meaning strategy.

POLICY REVIEW AND APPROVAL

Policy last reviewed	3/9/2024
Consultation	Consultation with Brentwood Park School Council
Approved by	James Bell, principal and school council
Next scheduled review date	September 2027