

ENGLISH POLICY

Rationale:

English at Aspendale Gardens Primary School is explicitly taught but is also student centred. Students are explicitly taught skills and strategies to suit their individual needs and to become proficient users of English in all aspects of their daily life. Teachers observe students' ability to demonstrate and apply these skills by looking at what they say, make, do or write through authentic experiences. Students are supported to become confident communicators who can express and think critically and creatively, develop international mindfulness and reflect on ideas, knowledge and experiences. Our transdisciplinary approach ensures literacy is central to learning across our units of inquiry and other curriculum areas.

Aims:

The English program 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.
- 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 and facilitate interaction with others.

Implementation:

Planning.

1. The English Learning Specialist will work with the English Curriculum Team to plan the priority areas to develop each year in keeping with the Strategic Plan and AIP, the special events for English and the priority spending (in consultation with the staff).
2. All teachers are given collaborative planning time where they will plan a sequential English course based on the content of The Victorian Curriculum which will be differentiated for the needs of the students in the year level.
3. The yearly reading planning will be based around the Daily 5 /CAFE structure and guided reading. (CAFE is an acronym for Comprehension, Accuracy, Fluency and Expand Vocabulary)
4. Speaking and Listening is integrated into all curriculum areas.
5. Writing is taught through authentic writing experiences where possible. Students participate in scaffold literacy each term.
6. Professional development for teaching staff will be ongoing and multi-faceted.

English Lessons + Programs.

1. A structured minimum 50 minute Daily 5 reading session which will include a short whole class focus, followed by a student driven Daily 5 Activity.
2. Focus teaching time, with a group of students with like needs or with an individual will be provided, specifically based around specific needs.
3. Explicit teaching of the CAFE Strategies and the Daily 5 behaviours will occur.

4. There will be a daily minimum 50 minute writing block where students participate in scaffold literacy. Rich authentic texts are used to extend students.
5. Program planning will accommodate students' interest and activities will be based on investigations from other learning areas.
6. Sharing and reflecting time will be an integral part of each lesson or investigation.
7. SMART spelling patterns will be introduced each week (aside from review weeks) on Monday. Each day during the week students will spend 10 minutes working on their chosen spelling words. Students will be assessed on their words and participate in dictation on Friday.
8. Selected students' reading and writing will be supported by intervention/tutoring programs.

Student Progress and Tracking.

1. The assessment and monitoring of English will be based on the Whole School Assessment Schedule, including the online literacy, OnDemand Testing, Common Assessment Tasks, Fountas and Pinnell, PM, CARS, teacher observations and peer and self-assessment.
2. Student English data will be uploaded on to the SPA program (Student Performance Analyser) termly to assist with student progress tracking. The results will be used to monitor performance, as well as to drive program development and delivery.
3. Students who are 'at risk' (6-12 months behind) or advanced in English (12 months ahead) may be given an IEP (Individual Learning Plan) with individualised goals. This will involve a termly meeting with parents to discuss progress.
4. Student progress in English will be reported in mid-year and end of year academic reports and during parent/ teacher progress meetings.

Parental Involvement.

1. Parents are encouraged to assist with English sessions in the classroom. A 'Working With Children Check' is essential for parents assisting in our school.
2. Parent education programs will be conducted to assist parents in becoming active, informed partners in English learning at home and at school.

Resources:

- **Daily 5/CAFE books**
- **SMART spelling manuals**
- **PM Benchmarking kits**
- **Fountas and Pinnell Benchmark assessments**
- **Essential assessment literacy component.**
- **Comprehension kits**
- **SPA**

POLICY REVIEW AND APPROVAL

Policy last reviewed	27/03/2023
Approved by	Principal and School Council
Next scheduled review date	25/03/2024



Help for non-English speakers

If you need help to understand the information in this policy, please contact the office on 9587 0877.