

CHALCOT LODGE PRIMARY SCHOOL

ENGLISH / LITERACY

INITIAL COPY

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RATIFIED

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Policy

To enable our students to become effective learners and communicators using skills in Reading & Viewing, Writing and Speaking & Listening, which facilitate successful participation in school and community life.

Summary

English

- Competence in English is acquired through a developmental process, and as such, each student's needs will be unique;
- English is the prime process through which a comprehensive curriculum is taught in an integrated way;
- The English Program should reflect the range of experiences and diverse cultural backgrounds of the children;
- The English Program should aim to develop skills and positive attitudes in:
 - Reading & Viewing , including appreciation of literature;
 - Writing, including spelling, grammatical conventions and handwriting;
 - Speaking & Listening; and
- Parent participation is recognised as an important aspect in children's acquisition of literacy skills.

Literacy in the Victorian Curriculum: English

- Literate practices are embedded in the aims of the Victorian Curriculum: English. Students learn to:
- Listen to, read, view, speak, write, create and reflect on spoken, written and multimodal texts across a range of contexts;
- Appreciate, enjoy and use the English language and understand its potential to communicate for a range of purposes;
- Understand how Standard Australian English works in spoken and written form and in combination with non-linguistic forms of communication to create meaning; and
- Students must develop and demonstrate:
 - i. the Language strand aims to develop students' knowledge of the English language and how it works
 - ii. the Literature strand aims to engage students in the study of literary texts of personal, cultural, social and aesthetic value
 - iii. the Literacy strand aims to develop students' ability to interpret and create texts for learning in and out of school, and for participating in the workplace and community

Details

- A whole school approach to the teaching and learning of English and Literacy will be embedded;
- The Reading Program will be enhanced by the use of print and online resources and will include the explicit teaching of phonics and phonological awareness, vocabulary and comprehension skills through a variety teaching practices and strategies;
- Multimodal and printed English materials and resources will comprise equal quantities of fiction and nonfiction, including decodable reading material and will reflect the integrated curriculum approach when applicable;
- The Writing Program will be enhanced by the use of the Seven Steps to Writing Success Program and the explicit teaching of phonics and phonemic awareness alongside modelled, guided and independent Writing Practices

- A range of teaching and learning strategies and practices will be implemented, in line with the Victorian Curriculum, to meet the individual learning needs of the students as text decoders, text encoders, text participants, text users and text analysts;
- Formal and informal moderation will be conducted by staff to ensure consistent judgements in recording student achievement and collaborative planning for future learning goals;
- A variety of information technology and multimodal literature will be used to support the implementation of the English Program;
- The English as an Additional language (EAL) strategies will be implemented to assist students from non English speaking backgrounds;
- The Chalcot Writing Schedule, including Sound Waves Spelling program and Grammar and Punctuation Schedule will be implemented from Prep to Year 6;
- The Chalcot Speaking & Listening Schedule and Reading & Viewing Schedule encompassing the Explicit Systematic Synthetic Phonics Instruction Program and Cars n Stars Comprehension will be implemented from Prep to Year 6;
- Additional assistance will be provided to designated students through the Language Support Program, delivered by a Speech Pathologist, Individual Learning Goals, and EAL strategies.
- A whole school approach to the Assessment of English & Literacy will be embedded
- A whole school approach to Literacy will be embedded;
- Assessment will be used to inform teaching: identifying current student understanding and future learning needs; specific English skills and concepts to be taught; and formation of Teams (differentiated learning groups based on point of need), which will be flexible according to student need and ability;
- Students will be assessed in accordance with the school's Assessment Schedule;
- Student achievement will be collected as formative and summative and recorded electronically through GradeXpert
- Teachers will be provided with ongoing professional development in teaching and learning strategies and practices in English;
- Timetabling will aim to facilitate the collaborative planning and implementation of the English Program P-6 for approximately 10 hours a week;
- Parents will have access to information via the school newsletter and school website to develop understanding of current teaching and learning practices;
- Parent helpers will be encouraged to support classroom programs and will be given direction for their role in the classroom;
- Reading at home will be a homework expectation from Prep to Year 6;
- The English Program will be evaluated and English online and hard copy resources, literature and materials inventoried, replaced and upgraded, annually as part of the Program Management process;
- The Literacy Leader, in consultation with class teachers, will be responsible for the stocktaking and purchasing of new resources;
- The Library Program supports and enriches the English Program P – 6;

EVALUATION

The English Policy will be reviewed by the Literacy Leader, in consultation with the Education Policy Committee, every three years or sooner if required.