



English Policy

Policy Code: Curr - EP
To be Reviewed: 2021
Ratified: September 2018

Identity Statement

To provide a school community that draws on the traditions of the Brigidine Order, that celebrates life, reaches out to others and actively cares for our world.

Vision Statements

St Patrick's Primary School strives to:

- Guide and support students on their faith journey through experiences of the Catholic tradition, building a strong sense of belonging, responsibility and wonder within our school, church and global communities.
- Develop an environment that builds on student resilience, self - respect, confidence and empathy – in partnership with families.
- Foster a learning environment that provides a holistic education that nurtures all learners in order for them to realise their full potential.
- Model and foster a safe and supportive environment for students and their families within the school community.
- Provide learning and teaching experiences that promote decision making.
- Conserve God's creation and recognise the traditional owners of the land.

Graduate Outcomes

We endeavour to create graduates who will:

- Have a dynamic faith
- Be committed to social justice
- Be environmentally aware
- Develop and sustain loving relationships
- Be life-long learners
- Realise their potential
- Be creative problem-solvers
- Be resilient, confident and independent
- Be respectful
- Have courage and integrity
- Be self-aware
- Enjoy their experiences

Basic Beliefs

We need to provide situations which:

- Provide challenge and opportunity
- Focus on identifying and solving intellectual and / or real world problems
- Closely resemble the ways that students will be expected to use their knowledge and skills in the real world
- Give some choice over the specific questions they want to answer and how to present their new understandings.

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.

English also helps students to engage imaginatively and critically with literature to expand the scope of their experience.

Planning documents will include standards from the dimensions of Reading, Writing, Speaking and Listening. Documents will outline the term plan as well as a yearly plan for each school level - Victorian Curriculum First Steps - Addressing Current Literacy Challenges (2nd Edition) – Year levels will use the First Steps documents for Reading, Writing, Listening and Speaking as their main support for English planning. Teachers will plot their students within the phases of First Steps and organise whole class, small group and individual activities to the phases the students are grouped in.

Aims



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The English curriculum 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.

Supplementary resources:

- * THRASS – Teaching Handwriting, Reading and Spelling Skills
- * A Sound Way - Phonological Awareness Program
- * Colourful Semantics – Sentence structure / Grammar Program
- * Reading Eggs / Reading Eggspress – Reading Program
- * Extension Program – Able Gifted and Talented
- * Spelling Matters – Spelling program
- * Spelling Rules – Spelling Program
- * Victorian Modern Cursive – Handwriting program
- * 7 Steps to Writing – program outlining the writing process

Planning

Classroom teachers will allow for at least 10 hours per week of English sessions.

Yearly Plan

This will include the Victorian Curriculum and a summary of the text forms to be covered for the year, First Steps plans as well as the schools throughline.

Term Planner

This will include Victorian Curriculum Statements, Major Teaching Emphasis (use of texts, contextual understanding, conventions and processes and strategies) Teaching and Learning experiences, resources and assessment. Text forms to be covered during the term should also be stated.

Weekly Planner

Should include the following: Date, time, Major Teaching Emphasis (e.g. Conventions, Processes and Strategies), the focus of the lesson and a brief description of the activity – including whole class and small group within their appropriate phase, individual learning plans for students receiving extra assistance (include teacher's Learning Support Officer timetable), relevant page references and resources, assessment and evaluation.

Teacher's planning documents are reviewed by Principal / Deputy Principal

Support

- Speech therapy – available for those students who meet the criteria
- Occupational Therapy Checks / programs for students with handwriting difficulties
- Colourful semantics / reading tools
- Reading Recovery
- Synthetic phonics program - SPELD

Evaluation and Assessment

- Australian Standardised Spelling test
- Marie Clay Observation Survey
- CEO Alpha A
- CEO Alpha B



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- NAPLAN
- Fountas and Pinnell
- Dictation test- Peter's
- Samples of student writing
- PM Benchmark reading levels
- Alpha Assess Reading Levels
- Pat-R
- Letter ID
- High Frequency words
- Record of oral language
- Concepts about print

Protocols and Procedures

Record Keeping and Assessment:

Student's individual abilities will be monitored by classroom teachers using the following formal and informal methods to guide teaching and to monitor progress over time-

- Running records
- Observation survey in Years Foundation, Years 1 and 2
- NAPLAN in Years 3 and 5
- Teacher observations and anecdotal records
- Pat-R
- Record achievement to be kept by individual teachers
- Australian Standardised Spelling Test
- Fountas and Pinnell
- Foundation entry auditory processing assessment
- Record of oral language
- MIOOW words / High frequency words / Clay words
- Foundation oral language screening assessment

Reporting

Formal Parent / Teacher interview in Term one and Term three

Written mid year and end of year report

Informal communication with parents, as required.

Communication to parents:

- Newsletter
- Email / Twitter / Facebook / Instagram
- Program Support Meetings

Principal Signature: _____