



English Policy

(Ratified by School Council: November 2016)

PURPOSE:

To support the delivery of a high quality English program based on the Victorian Curriculum, our Whole School Approaches to teaching and learning and our school's Guiding Statements.

GUIDELINES:

The English Curriculum will consist of the three modes which represent and are in accordance with the Victorian Curriculum.

1. Reading and Viewing,
2. Writing,
3. Speaking and Listening.

IMPLEMENTATION:

General

- An English Vertical Team (EVT) will be formed each year, consisting of a teaching representative from each Year Level and a designated Team Leader.
- Budget expenditure is to be coordinated by the designate EVT leader. They are responsible for allocation of funds and the purchase of resources to support whole school priorities.
- Planning will reflect the Gradual Release of Responsibility Model and highlight differentiation to support personalised student learning needs. Programs will inclusively cater for students where English is an Addition Language (EAL) as well as students that are part of the Program for Students with Disabilities (PSD).
- Assessment will be guided by the requirements set by the Assessment and Reporting Vertical Team (ARVT) and based on the Victorian Curriculum achievement standards.
- Pupil data will be collected from a range of assessments to ensure data is consistent, accurate and utilised for future goal setting and curriculum planning. These assessments include (but not limited to) NAPLAN, VCAA testing, and Fountas and Pinnell.
- Whole school moderation will be conducted by teachers to ensure consistent assessment and reporting within the English strand.
- Digital technology will be used as a complimentary tool for the development of English.
- As outlined in the Curriculum Policy, two hours of classroom instruction per day is devoted to the development of student literacy. This is generally broken down into a focus on Reading (50%) and Writing (50%).

Reading

- GWPS implements a whole school approach to the teaching of Reading. This is based on the CAFÉ Reading Model which has been further enhanced to deepen literacy skills and build on school specific, whole school assessment data.
- Lessons generally consist of a Mini lesson, personalised strategy work, partner reading, independent reading and student conferencing on a daily basis. The lesson fits within the Gradual Release of Responsibility Model.
- All students develop with teacher support, a personalised Reading Goal based on strategies that are taught to deepen Comprehension, Accuracy, Fluency and Expansion of Vocabulary (CAFÉ).
- The CAFÉ (Comprehension, Accuracy, Fluency and Expanding Vocabulary) acronym will be displayed in each classroom to ensure common language is used through the school in the teaching of Reading.
- All students have individual book boxes where they can store a variety of texts (genre, level and purpose) to support strategy work within the classroom.
- All students will maintain a Reader's Notebook in which they will practise and reflect on specific comprehension strategies.
- Fountas and Pinnell Reading Assessments will be completed twice a year for each student, aligning with the Assessment Schedule and our whole school approach to Reading assessment.
- The Reading Recovery Program will be made available to selected students in Year One, with a stringent testing and aged based selection process to identify students eligible for inclusion. Participation in the program is ultimately offered by the Principal or chosen representative.

Writing

- GWPS implements a whole school approach to the teaching of Writing. This is based on the 6+1 Traits of Writing which has been further enhanced to deepen literacy skills and build on school specific, whole school assessment data.
- The 6+1 Traits is known as the VOICES program at GWPS.
- The VOICES (Voice, Organisation, Ideas, Convention, Excellent Word Choices, Sentence Fluency) acronym will be displayed in each classroom to ensure common language is used through the school in the teaching of Writing.
- All students will keep a Writer's Notebook in which they will practise and reflect on the writing strategies taught in class. This notebook will be utilised to develop Writing ideas and strategies.
- A Scope and Sequence (S&S) document specific to GWPS outlines Writing units and their instructional sequence for all year levels from Prep to Year 6. The S&S was designed to best enhance scaffolding as students transition from year to year.
- Whole school moderation will be conducted by teachers twice a year to ensure consistent assessment and reporting.

Speaking and Listening

- Speaking and Listening, or oral language development will be integrated into a range of Curriculum areas including (but not limited to) Reading, Writing, Humanities and Science.
- Students will be given opportunities to develop oral language skills through additional Curricular opportunities such as the Multi Media programs, Smart 8 programs and Buddies.

Student:Teacher Conferences

Known as Conferring, they are scheduled during class time to monitor progress towards personalised learning goals. Teachers generally utilise the following sequence;

Step 1: Ask an open-ended question of the student, linked to the reading/writing being shared.

Step 2: Ask a follow-up question

Step 3: Examine the student's work sample

Step 4: Provide feedback to the student

Step 5: Explicitly teach content/strategy that links to personalised learning needs/goals

Step 6: Support the student to trial the strategy correctly

Step 7: Link the strategy to the student's learning goal

Step 8: Teacher records details of the conference

Student Needs:

- Curriculum Planning will be responsive to cohort specific, formative assessment data.
- All students will be supported to develop individual reading goals which are regularly reviewed and reset to reflect progress in student learning.
- Student growth will be monitored and extended with the development of student goals to match personalised learning needs. Focus strategy groups and learning tasks will target multiple learning entry and exit points.

RELATED POLICIES:

EAL Policy

Assessment and Reporting Policy

Curriculum Policy

POLICY EVALUATION:

Evaluation will be conducted every two years by the English Vertical Team.

DUE DATE FOR REVIEW:

Due for review in November 2018