



English Policy

(Ratified by School Council: November 2014)

PURPOSE: To provide a supportive English program based on our school vision statements.

GUIDELINES: The English program will consist of the three modes of Reading, Writing and Speaking and Listening. These modes represent the key aspects of the English curriculum and are in accordance with AusVELS.

IMPLEMENTATION:

General

- Budget expenditure is to be coordinated by the Head of Literacy Teaching and Learning. They are responsible for allocation of funds and the purchase of resources to support the whole school approach to reading and writing.
- Planning will reflect the Gradual Release of Responsibility Model and highlight differentiation within each lesson as well as, supported programs for EAL students. Programs will cater for EAL students and students with special needs.
- Assessment to be guided by the requirements set by the Assessment and Reporting SSP team and based on AusVELS standards.
- Pupil data will be collected from a number of assessment contexts to ensure review and evaluation is comprehensive, including but not inclusive of Naplan, VCAA testing, Fountas and Pinnell.
- Moderation will occur at and across levels to ensure consistent assessment and reporting in the English strand.
- Computers, iPads and IWB technology will be used as a complimentary tool for the development of English.

Planning:

- It is a requirement that one hour of reading is taught daily in every classroom.
- It is a requirement that one hour of writing is taught daily in every classroom.
- Planning will reflect the Gradual Release of Responsibility Model and highlight differentiation within each lesson as well as, supported programs for EAL students.

Reading

- GWPS implements a whole school approach to the teaching of reading. This is based on the C.A.F.E. reading program adapted to suit our student needs.
- Lessons consist of a mini lesson, independent reading, student conferencing and strategy work on a daily basis.
- All students develop with teacher support an individual reading goal based on strategies that are taught under the C.A.F.E umbrella of Comprehension, Accuracy, Fluency and Expanding Vocabulary.
- All students are to have individual book boxes where they can hold a variety of text types to support strategy work within the classroom.
- All students will keep a Reader's Notebook in which they will practise and reflect on the comprehension strategies.

- Fountas and Pinnell reading tests are to be completed twice a year for each student in line with the whole school approach to reading assessment.
- The process of identification of children at risk in English will occur in their Foundation year and continue in Year One for their possible inclusion in the Reading Recovery Program.

Writing

- The teaching of writing is based on a Whole School Approach based on the Six plus one Traits of writing.
- All students will keep a Writer's Notebook in which they will practise and reflect on the writing strategies taught in class.
- The V.O.I.C.E.S (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.
- At all year levels the scope and sequence for the teaching of text types will be followed to ensure text types are introduced in accordance with Ausvels requirements.
- Moderation will occur twice a year to ensure consistent reporting and assessment.

Speaking and Listening

- Oral language classes will included in the Early Years program.
- Students will be given opportunities to develop oral language skills through a variety of areas including but not inclusive of Multi Media, Smart 8 programs and classroom sharing.

Student Needs:

- Planning will cater to the needs of students on ILP's and support them to work on their individual reading goals.
- The process of identification of children at risk in English will occur in their Foundation year and continue in Year One for their possible inclusion in the Reading Recovery Program
- Extension will occur through the selection of student goals to suit individual needs and through strategy group work and/or learning tasks with multiple entry and exit points.

RELATED POLICIES:

EAL Policy

POLICY EVALUATION:

Evaluation will be conducted bi- annually by the English SSP team.

DUE DATE FOR REVIEW:

Due for review in 2016