



# English Policy

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## Introduction

### **Introduction**

The English domain is incorporated within the discipline-based strand of learning. It is centred on the conscious and deliberate study of language in a variety of texts and contexts. English involves students in reading, viewing, writing, comparing, researching and talking about texts whilst considering the audience and purpose of the task.

At Avondale Primary School, English is central to learning and needs to be explored in a variety of texts and contexts.

The skills of speaking and listening, reading and writing are our major means of communication. The sequential development of these skills forms the major focus of the classroom English program. The standards and points of progress in English are indicators of points of growth in learning across the developmental stages ie Years Prep to 4 (laying the foundations), Years 5 to 8 (building the breadth) Years 9 to 10 Developing Pathways. In teaching English it needs to be recognised that language is not confined to specific instructional sessions but permeates all domains.

The staff at Avondale Primary School recognise that the *Curriculum Standards Framework II* remains an important curriculum resource underpinned by the *Victorian Essential Learnings* document which ensures that all three strands and their domains are addressed in our teaching programs, assessment and reporting of English.

## Learning Focus

### **Learning Focus**

The main goals in English are:

- To develop skills and confidence in speaking, listening, reading and writing and to acknowledge the inter-relationship of these areas
- To develop Reading, Writing and Speaking and Listening standards which meet the essential learning standards and outcomes identified in the *School Strategic Plan* and the *Annual Implementation Plan*
- To provide challenging and meaningful experiences which promote language development
- To develop an awareness of the various purposes of language and to teach children the correct context and manner in which to use them



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- To recognise that children learn English at different rates and that teachers must accommodate for these differences
- To provide a stimulating learning environment which promotes expression in all areas of the curriculum.

## Implementation

### Implementation

It is recognised that each child comes to school with varying experiences and language competence. The Early Years Literacy P-4 takes place over a dedicated teaching block, consisting of reading and writing. This time incorporates speaking and listening and the formal teaching of handwriting, spelling and grammar skills. English is taught using a whole class focus or in small group learning centres. Children rotate activities in groups which are both fluent and flexible. Avondale has recently implemented the Discovery approach to improve comprehension skills. The focus is on factual texts and children are encouraged to build upon current understandings to explore a range of resources to question and extend their knowledge.

## Evaluation

### Evaluation

Children's progress in English is determined by the standards and points of progress at the CSF levels 1-4 appropriate to their age/grade. Using the standards, points of progress and CSF learning outcomes for English, teachers map each child's progress along a continuum in Reading Writing, Speaking and Listening.

National Benchmarks are used for reporting achievement in reading for P-2 students and for reading, writing and spelling at years 3, 5 and 7. These national benchmark performance indicators are an agreed minimum acceptable standard for each year level.

Evaluation records might include:

- Formal assessment tasks (designed by class teacher) in reading, spelling, grammar writing, speaking and listening
- Checklists of learning outcomes in line with CSF levels 1-4.
- Anecdotal notes by teachers
- Reading/running records
- Formal testing, i.e., AIM tests, Grades 3 & 5: NSW English test Grades 3-6, Benchmark tests for reading accuracy P-2
- Samples of children's work, e.g., pieces of writing, diaries, spelling tests, reports or research work  
tape/video recordings of reading or oral language work.

## Resources

### Resources

Reading: Junior School P-2 Guided reading material (levels 1-25)] Consists of a range of fiction and non-fiction texts, plays and magazines from a variety of publishers. It is presently located in the English Resource Room and is kept in sets of 8 for use in small groups for Guided



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Reading. Reading response tasks are kept in coloured folders levelled for easy location. Teacher resource books and black-line masters are kept on the shelves at the front of the room.

Take home books are housed in the breezeway of the Junior School building. They are graded from levels 1-30. Children change books daily and parents form an important part of the reading program by listening to children read daily.

### Reading: Senior School

Consists of a range of fiction and non-fiction texts, plays and magazines from a variety of publishers. It is presently located outside the staff room and is kept in sets of 8 for use in small groups for Guided Reading.

Teacher resource and support materials are located in the staff room and coloured folios are placed at each level for teachers to collate and share book response tasks.

Take home books for grade 3-6 are located outside the grade 3/4 rooms or children borrow from the school library