



# Parkmore Primary School

## English Policy

### 1. Rationale:

- 1.1. The English domain is an essential component of the discipline-based Learning Strand of the Australian Curriculum and Victorian Essential Learning Standards (AusVELS). Active and effective participation in Australian society depends on the ability to speak, listen, read, view and write with confidence, understanding, purpose and enjoyment.

### 2. Aims:

Parkmore Primary School aims to:

- 2.1. 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.
- 2.2. 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 interactions with others, entertain, persuade and argue.
- 2.3. Understand how Standard Australian English works in its spoken and written forms and in combination with non-linguistic forms of communication to create meaning.
- 2.4. Develop interest and skills in inquiring into the aesthetic aspects of texts, and develop an informed appreciation of literature.
- 2.5. Develop an ability to critically analyse texts and various forms of media.

### 3. Implementation:

- 3.1 Teams of teachers will implement a sequential and organised Foundation to Year 6 program based upon AusVELS.
- 3.2 Teachers work in teams to develop a sequential English program based on the identified needs of each student.
- 3.3 The English Developmental Continuum F-10 will be integrated by teams of teachers into programs that support students to develop increasingly sophisticated English understanding.
- 3.4 Student's individual abilities will be monitored using a range of formal and informal assessment strategies (for, as, and of learning). These will be used to measure student progress and identify future learning needs. The Parkmore Assessment schedule will outline the formal assessment tools to be used.
- 3.5 Learning opportunities will be structured to cater for the identified needs of each student.
- 3.6 Students in Foundation to Year 6 will participate in the English program on a daily basis, for a minimum of 10 hours per week. Variance may occur due to changes in the regular program, such as camps and excursions.
- 3.7 Specialist teachers will be mindful in incorporating English concepts into their programs whenever possible, strengthening the classroom based English program.
- 3.8 Parents/carers are actively encouraged to participate in English program across the school. Classroom helpers are required to hold current Working with Children Check and are required to adhere to confidential expectations of the classroom.
- 3.9 Students in Foundation – Year 4 are encouraged to participate in daily reading to, with, and by parents/carers or older siblings outside of school. Students in Year 5 and 6 are encouraged to participate in daily independent reading outside of school. Reading of a variety of text types is encouraged e.g. newspapers, online material, instructions, signs, dependent on the developmental stage of students and personal interest.
- 3.10 A staff member will be allocated the responsibility of coordination and resourcing the English program across the school.
- 3.11 Provision of resources will be targeted to meet the learning needs of students at different stages of their development. A range of learning and teaching resources are available to assist teachers in supporting students from language backgrounds other than English.



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### 3. Resources:

**AusVELS - English:** introduction to the domain, relationships to other domains, standards and learning content descriptors for English.

**The English Developmental Continuum F-10** provides evidence based indicators of progress, linked to teaching strategies, aligned to the progression points and the achievement standards for the AusVELS English Domain.

**The English as an Additional Language EAL Developmental Continuum P-10** provides evidence based indicators of progress, linked to practical teaching strategies to support the assessment of EAL students and the development of effective learning programs for the many students in Victorian schools who are learning English as an additional language.

### 4. Evaluation:

4.1. This policy will be reviewed as part of the school's three-year review cycle.

Review Date: 2018

This policy was last ratified by School Council in: **May 2015**