English Policy

Rationale

Language is easy to learn when the learner has the power to use it.

Language is a total concept and involves every area of the curriculum.

Curriculum is a developmental continuum.

The learner is at the centre of planning.

A learning program needs to reflect student needs, backgrounds, perspectives and interests.

Assessment practices are an integral part of teaching and learning.

A key feature of effective literacy is quality differentiated classroom teaching for all students.

Communication in the written form provides the purpose for spelling. Spelling should be taught as an integral part of the writing process.

Learners need to be immersed in text of all kinds.

Implementation

1. AusVels English curriculum is built around the 3 interrelated strands of:
   Language
   Literature
   Literacy.
   This is the core framework that all teachers use to inform literacy development.

2. English is viewed through the language modes of:
   Reading and Writing
   Speaking and Listening
   Writing.

3. Language, Literature and Literacy are balanced and integrated into teaching and learning programs. Daily Literacy blocks of 2 hours are required. Literacy time is of 10 hours minimum per week.

4. Together the strands focus on developing students’ knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating.
5. Literary texts from Foundation upward comprise Australian literature, including oral narrative traditions of Aboriginal and Torres Strait Islander peoples, as well as the contemporary literature of these 2 cultural groups, and classic and contemporary world literature, including texts from and about Asia.

6. The purposes of assessment are for learning, as learning and of learning. Practices of: inference about student progress, achievement judgements from evidence against goals and standards, student reflection and monitoring of their own progress and future learning goals, are used.

7. Administer and analyse running records.

8. Regularly collect and analyse student writing samples.

9. Source relevant online literacy learning and teaching resources.

10. A differentiated classroom will have proactive plans and varied approaches to content, process and product in anticipation of and response to student differences in readiness, interest and learning needs. For example: use of MultilLit

11. The Pembroke Primary School Spelling book 2013 is to be followed.

12. Elements of the Daily 5 are used within the scope of the Literacy program to ensure all areas are covered consistently
   * Reading to Self  * Reading to Others  * Listen to Reading
   * Word Work  * Work on Writing
   In addition to time spent on Handwriting.

14. Elements of spelling, grammar and punctuation are to be included in all areas.

15. Thrass is taught.

16. Behaviours that support reading are:
   * Get Started Right Away  * Stay in One Spot
   * Stay in One Spot  * Work Quietly
   * Read the Whole Time  * Increase Stamina
   * Select and Read Good Books.

17. Participate in the Premier’s Reading Challenge, encouraging voracious readers.

Responsibility

Principal, Co-ordinator.

Ratified at School Council:

Due for Review: First School Council Meeting after AGM each year.