

# Flemington Primary School

## English Policy

**Ratified by School Council 2006**

### **Overview**

The development of literacy is central to all curriculum areas. Literacy involves speaking, listening, reading, writing and thinking within a cultural context. It enables the student to recognise and select language appropriate to different situations. The increasing use of technological tools has implications for literacy acquisition and development.

In the primary classroom the teacher has the principal responsibility to develop literacy skills in each key learning area in the English Domain.

### **Principles**

- Language acquisition is fundamental to every area of learning and enables each child to participate fully in all aspects of school.
- The rate of language acquisition varies from child to child.
- A variety of pedagogical approaches should be used to cater for all children's learning styles and stages of English language acquisition.
- The school will provide information/guidelines to parents to assist in the development of student's literacy skills.

### **Aims**

Through the teaching of English at Flemington Primary School, it is expected that students will, to the best of their ability:

- develop the skills to speak, listen, read, write and think with developing accuracy and confidence, for enjoyment, purpose and effect, in a wide range of contexts;
- develop a knowledge of the ways in which language varies according to context, purpose, audience, history and content and gain the ability to apply this knowledge;
- develop a knowledge of the linguistic patterns used to construct different texts, and the capacity to apply this knowledge, especially in writing;
- develop a broad knowledge of a range of texts, and an ability to relate these to aspects of contemporary society;
- develop the ability to discuss and analyse texts and language critically;
- develop a knowledge of the ways textual interpretation and understanding may vary according to cultural, social and personal differences and be able to develop reasoned arguments about interpretation and meaning;
- develop creativity in oral and written expression through English;

- develop an enjoyment of and a desire to read a variety of text types in differing media;

## **Guidelines**

*The following statements provide guidance for our curriculum planning and program development*

- An English Coordinator and Committee will be appointed each year to oversee the implementation of the English Policy, Program and budgets.
- The English Committee coordinates the resourcing of the delivery of the English curriculum across the school.
- Teachers will assess, plan and teach using procedures and strategies from the Early Years and Middle Years Literacy Programs.
- Teachers will team plan for English, documenting their planning.
- As the major planning documents, teachers will use Victorian Essential Learning Standards (VELS), The English Curriculum and Standards Framework (CSF II), PoLT, and Flagship Strategy 1 (Student Learning).
- Teachers will follow the school based P-6 Assessment Schedule (see attached)
- Information sessions and class involvement will be provided for parents, through the classroom helpers program, co-ordinated by the Early Years Literacy Coordinator.
- Teachers will have access to ongoing professional development related to English.
- DE&T initiatives via [www.education.vic.gov.au](http://www.education.vic.gov.au) will be utilised in planning across grades, teams and school.
- Teachers will assess and report on student achievement against progression points in the English Domain of VELS.
- An Individual Student Literacy Profile detailing results will be completed on an annual basis and passed on to the next classroom teacher.
- An ongoing record of reading assessment for each grade will be completed at the end of each term and entered onto the Reading Data Base allowing the English co-ordinator to track progress.
- Literacy Intervention Programs (Reading Recovery, students funded through PSD) will be available for students who are identified as being most 'at risk' with their Literacy skills.
- ILIP's (Individual Learning Improvement Plans) will be written for those students deemed needing extra assistance at either end of the scale.
- ESL (English as a Second Language) students will be identified and supported in classroom programs, through ILIP's, focused Literacy teaching groups using appropriate resources such as WELS (Western English Language Centre) and the Victorian Essential Learning Standards.
- Students will have access to a variety of text types for reading, speaking, listening and writing.
- Students will have access to home-reading and library texts.

- Students will have access to a range of Technologies (eg; Internet, software programs, films, videos, digital camera, etc), to enhance their competencies in all forms of Literacy.
- State Benchmarking and target setting will be conducted annually for P-2 students as required by DE&T.