



# ENGLISH POLICY

## **Rationale:**

English is the shared language of our country and it serves as a means of expression and communication. It provides access to learning and is the key to success in school and everyday life.

## **Beliefs:**

At Cana Catholic Primary School we believe that students best learn language when:

- They are immersed in and surrounded by language and experiences, which are supported by language.
- They have specific aspects of language demonstrated to them regularly.
- They are expected to use language with meaning, imaginatively and effectively.
- They are responsible for the appropriateness and effectiveness of their own language.
- They are encouraged and supported to have a go in their early attempts.
- They are given regular and ample opportunities to employ a whole range of language skills.
- They are actively engaged in literacy and group activities either independently or with teacher guidance.
- They receive positive feedback from their teachers and peers and others in the school community.

## **Goals:**

Through the implementation of our English program, we encourage students to achieve their full potential:

- To develop the ability to speak, listen, read, view and write with enjoyment, purpose, effect and confidence in a wide variety of contexts.
- To give them knowledge of the ways in which language varies according to context, purpose, audience and content and to give them the capacity to apply this knowledge.
- To give them the knowledge of linguistic patterns used to construct different texts and the ability to apply this knowledge, particularly in writing.
- To provide students with a broad knowledge of a range of texts and the ability to relate this to aspects of society and personal experience.
- To develop the ability to discuss and analyse texts and language critically.
- To develop a knowledge of the ways the interpretation and understanding of texts may vary according to cultural, social and personal differences and the ability to develop reasoned arguments about interpretation and meaning.

## **Implementation:**

- All students at Cana will study a sequential English course based on the outcomes contained within the Victorian Curriculum and the model of CLaSS (Children's Literacy Success Strategy)
- **Years Prep-2** focus is on developing foundational skills in English – listening, speaking, reading,

viewing, writing and creating.

- Student's individual abilities will be monitored using formal measurements. In P-2, these will include Marie Clay Observation Survey tests and Running Records. Learning opportunities will cater for the identified needs of each student.
- **Years 3-4** focus is on consolidation of English skills.
- **Years 5-6** focus is on increasing student English skills enabling the development of higher order thinking skills and engagement in increasingly complex learning. Students in the middle years of schooling are reading to learn and the focus of English is on student engagement to maximize student learning.
- A two-hour literacy block will consist of whole – part – whole structure.
- Victorian Curriculum, English, is the main reference for the planning of teaching and learning.
- Fortnightly facilitated curriculum planning, with a focus on student data, ensures that teaching and learning opportunities are authentic and targeted to student needs.
- The Victorian Curriculum strands of Language, Literature and Literacy are interrelated and English is planned with reference to other curriculum domains e.g. inquiry.
- Teachers co-construct Term Overviews and weekly Planners which outline curriculum content.
- Explicit teaching occurs in authentic and meaningful contexts assisted by Learning Intentions & Success Criteria.
- Student achievement is monitored according to a developmental continuum (Victorian Curriculum and/or First Steps Reading Continuum) and analysis of assessment provides ongoing data used to direct teaching.
- The success of the English program and the range of support for students and teachers will be monitored by the Curriculum coordinator.

### **Assessment:**

- In English we aim to use a variety of assessment tasks and strategies in conjunction with the Victorian Curriculum and the model of CLaSS to cater for the needs of all students.
- The Marie Clay Observation Surveys will be conducted twice a year for P-2 students.
- There will be ongoing monitoring for reading and writing in Years 3-6.
- Oral Language will be monitored through student interactions, social play, (especially in the foundation year), social skills and oral presentations.
- Student progress of English will consist of a written report June and December of each academic year.
- Student's writing will be assessed to show the understanding and implementation of the different text types.
- Annual testing of Years 3 and 5 students' levels of achievement in aspects of literacy and numeracy, conducted as part of the National Assessment Program – Literacy and Numeracy (NAPLAN).

**This policy was last reviewed in 2019.**