

POLICY STATEMENT

PREPARED BY:

APPROVED BY COUNCIL:

REVIEWED:

ENGLISH

ROBYN HYATT & STAFF

8TH. AUGUST, 2014.

Rationale:

At Le Page Primary School we recognise that English language is central to all learning areas and the acquisition of language skills is essential for student success. The English Program therefore aims to develop literate students who possess the ability to speak, listen, read, view and write effectively with confidence, purpose, enjoyment and skill.

Implementation Guidelines (School):

- A whole school approach to the teaching of literacy will be developed and delivered in line with AUS VELS , Le Page Literacy Program documentation guidelines and Literacy Assessment Schedule. Letterland, a multisensory system for teaching children to read, write and spell will be used in the Early Years classes.
- The modes of Speaking and Listening, Reading and Viewing and Writing will be integrated across all learning domains to provide authentic and realistic contexts for learning.
- Teachers will include explicit and focused instruction when teaching in small groups, whole class or individual sessions which is supportive of individual students learning needs.
- It is expected all teachers are familiar with the Le Page Program Documents and Assessment Schedule and document classroom programs and student assessments using the agreed formats.
- Assessment is in line with current Assessment and Reporting practices and will include English Online testing, On Demand testing, PAT tests, Work Samples, Anecdotal records and observations and NAPLAN results (see Assessment Schedule).
- Teachers will use Assessment as a diagnostic tool to identify and cater for students, individual learning needs, to reflect on learning with students and set goals for further learning and to report on students' progress.
- Special programs such as Literacy Intervention and Reading Support will be provided according to needs and funding.
- Individual Learning Plans should be prepared in support of students performing more than six months below expected levels and those more than 12 months above expected levels.

Implementation Guidelines (Classroom):

- Teachers provide a daily literacy block where children, Read & View, Write, Speak & Listen.
- During reading, there is a Whole Class Focus that includes strategies such as Interactive Read-Alouds , Shared Reading , Serial Reading and Independent Reading. Focused teaching groups will include Guided Reading, Reciprocal Reading and Literacy Circles depending on student age and ability.
- For Independent Reading all children will have a 'Just Right' Book Box and will be able to select from a classroom library that has a range of genres (eg, picture fiction, non-fiction, levelled books, joke books, magazines, class made books, student-published books). Selected texts should be 'Just Right' texts for individual students
- During writing, there will be a Whole Class introduction with a planned focus (following Le Page Writing Text Types Scope and Sequence) with Teaching Groups that provide explicit instruction, Independent Writing and a time for reflection.

- The Le Page Spelling Program using ‘Spelling Rules’ as a support resource and Letter land will be followed.
- Opportunities for practise of speaking and listening will be incorporated into the overall classroom program.

Evaluation and Documentation procedures include:

- Assessment Data.
- Term Planners, Teachers’ Weekly Program, Timetables.
- Student and Teacher Feedback.
- Whole School review of the program on a 3 year cycle. Review due: August, 2017.