



English Policy

“English development is achieved by learning language, learning through language and learning about language.”
(Victorian Curriculum)

Rationale:

At St Peter's we believe that English is vital to the learning and development of all young Australians. Active and effective participation in Australian society depends on the ability to speak, listen, read, view and write with confidence, purpose and enjoyment in a wide range of contexts. An ability to utilise language empowers people to think, create and question, fully engage in the world around them, enhance their self-esteem, and develop themselves through expression and reflection.

The study of English and the broader concept of literacy, is about the appropriate use of language as a means of learning and the development of knowledge about language. Literacy therefore involves the use and application of listening, speaking, reading, viewing, writing and creating oral, print, visual and digital texts. Different literacies and multiliteracies are associated with various aspects of life and learning. Students at St Peter's learn how language works and how to use it well, in both formal and informal contexts. They learn to appreciate and enjoy language and to develop a sense of its richness and its power to evoke feelings, to form and convey ideas, to inform, to discuss, to persuade, to entertain and to argue.

At St Peter's we believe that literacy skills, knowledge and understanding are intrinsically woven throughout our curriculum, through all stages of schooling, supporting our students to become confident communicators, imaginative thinkers and informed citizens.

Aims:

At St Peter's we aim to

- Develop in students the ability to confidently speak, listen, read, view, write and create for purpose, effect and enjoyment across a range of contexts with accuracy and fluency
- Expose our students to a range of texts written, visual and spoken, including; literary texts, multimodal texts (forms of persuasion), media texts (technology used), informative and visual texts
- Develop interest and skills in inquiring into the aesthetic aspects of texts
- Develop an informed appreciation of literature
- Develop our student's knowledge of the ways textual interpretation and understanding may vary according to the author's purpose, cultural, social and personal differences
- Develop our student's knowledge of the linguistic patterns used to construct language and the capacity to apply this knowledge

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- Develop our student’s capacity to form reasoned arguments about interpretation and meaning
- Provide students with the skills necessary to apply their knowledge of written, spoken, visual and multimodal conventions to effectively create and communicate meaning
- Assist students to control language using their knowledge of the grammatical structure of Standard Australian English including accurate spelling and effective use of grammar and punctuation

Implementation:

At St. Peter’s, the Victorian Curriculum is used as a framework to guide our literacy teaching at each level. The foundational skills are developed from Prep to Year 2 and extended on in Years 3-6. Reading and Writing are taught in the literacy block F-6. These strands may be integrated to complement the literacy aspects of the school’s Faith Life Inquiry units and programming. Oral language (Listening and Speaking) is taught as part of the literacy block and is built into the daily Reading and Writing lesson as well as embedded across STEM and Inquiry Big Ideas.

Explicit teaching is structured and focussed to the learning needs of students and is a reflection of the Victorian Curriculum and school priorities. Strategies are integrated into classroom practice through focused whole class and small group teaching. Teachers implement a range of classroom practices and strategies in response to the needs of individual students.

The Learning and Teaching Leader works from P-6 to oversee the whole school approach. Additionally, opportunities are provided for the professional development of staff and parents. The planning of our Inquiry based units (Big Ideas) incorporates opportunities to plan for the Literacy demands of the topics. The Literacy Leader meets regularly with the Leadership Team and teachers to build in continuous improvement processes and assists as needed in the classes and with graduate teachers in the implementation of their literacy programs.

The formal teaching of English is specifically timetabled 5 days a week for 2 hours each day across the whole school. Teachers use Literacy planning sheets and record sheets to document observations and learning achievements. Students are made aware of the learning intention (the what and why) for the session and accompanying success criteria (the how). Groups are flexible and based upon the needs of the students.

READING STRATEGIES		WRITING STRATEGIES	
Shared Reading	P-6	Shared Writing	P-6
Read To	P-6	Modelled Writing	P-6
Oral Language Reading	P-6	Oral Language Writing	P-6
Guided Reading	P-6	Guided Writing	P-6
Reciprocal Reading	3-6	Interactive Writing	P-4
Literature Circles	3-6	Independent Writing	P-6
Reading to Learn (Independent Reading)	P-6		
Reading To Learn	4-6		
Listening and Speaking underpin and are embedded within the Reading and Writing Program (P-6)			
<ul style="list-style-type: none"> • Thinking Routines 			

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Assessment:

Student learning in English is informed by regular formative and summative assessment using internal and external assessment tools. These occur at the beginning of the year, throughout the school year and at the end of the year to build up a learning profile for each student. The Literacy Assessment Schedule for each level ensures completion of all formal and informal testing measures. The Assessment Schedule will be reviewed with teachers in consultation with the Literacy Leader to reflect and evaluate specific test effectiveness.

English Testing Includes: (Refer to Literacy Assessment Schedule)

- MACS pre and post testing F-2 (includes Record of Oral Language (February) and Alpha Assess (November) running records)
- Oral Language Assessment F-2 (3-6 if less than 15)
- Observational Survey Tests (F-2 Early Learning Behaviours[CAPS], Letter and Sound Recognition, Phonemic Awareness)
- Fountas and Pinnell (BAS unseen Running Records (F-6 February, F-6 June, 3-6 November)
- Ongoing Guided Reading running records
- Instructional Level Vocabulary in Context as required
- High Frequency Words ongoing
- Words Their Way Spelling Inventory Tests (F-6, March, May, August, November)
- Whole School Writing Analysis pieces (Semester 1 and 2)
- PAT-R Adaptive (2-6, September to measure 12 months growth)
- NAPLAN (Yrs 3 &5)

Assessment data is analysed and results are used to drive teaching and learning. (Refer Student Data Tracking wall)

Post Testing targets relating to reading achievement levels of students are:

Prep - Text Level 5 (Alpha Assess) Level D (Fountas and Pinnell)
Year One - Text Level 16 (Alpha Assess) Level I (Fountas and Pinnell)
Year Two - Text Level 28 (Alpha Assess) Level M (Fountas and Pinnell)
Year Three - Level O/P (Fountas and Pinnell)
Year Four - Level R/S (Fountas and Pinnell)
Year Five - Level U/V (Fountas and Pinnell)
Year Six - Levels X/Y (Fountas and Pinnell)

We take into account a student's individual needs and strengths when setting targets. Targets for students 'at risk' are predominately short term, involving smaller steps and established within Personalised Learning Plans.

Reporting:

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- To ensure consistency around teacher understanding of the standards, whole school writing moderation occurs twice a year, with ongoing opportunities during level planning meetings, as well as unpacking learning progressions all English substrands
- Student English progress is reported in mid and end of year reports using the Victorian Curriculum progression points and are articulated at learning conversations
- Data from NAPLAN, PAT-R and other assessment tools throughout the year are used to monitor the targets set and to evaluate their effectiveness
- 'At risk' students on PLPs receive a modified program, which is recorded on the work program
- For those students who continue to experience difficulties in English, referrals to the MACS specialists or outside agencies will be made to gather additional data. Referrals are made through the Student Wellbeing or Learning Diversity Leader
- Parental Support Group (PSG's) meetings are held to support individual students and their families. They involve the classroom teacher, the parents, the Student Wellbeing Leader or Learning Diversity Leader, and other staff as needed. Outside specialists may also be involved in testing/monitoring the student.

Family Engagement:

At St Peter's, many opportunities are fostered to strengthen the partnership with families and the wider community.

- Daily home reading is encouraged with the 'Take Home Books' routine established within the first term each year
- Library books can be borrowed and read both in the classroom and at home
- The Literacy Leader provides training for Parent Classroom Helpers to be involved during the Literacy block
- Newsletter updates from the Literacy Leader inform parents about upcoming activities and teacher and student posts on Seesaw inform parents of their children's literacy achievements
- Events highlight the importance of literacy within the school including participation in the Book Week activities

Evaluation:

This policy will be reviewed as part of the school's review cycle.

Stage	Date	Ratified
Developed	August 2020	August 2020
Review 1	November 2021	November 2021
Review 2		
Review 3		