

ENGLISH

POLICY

Rationale:

- Active and effective participation in Australian society depends on the ability to speak, listen, read, view and write with confidence, purpose and enjoyment. The study of English, and the broader concept of literacy, is about the appropriate and effective use of language, the use of language as a means of learning and the development of knowledge about language.

Aims:

The English program aims to develop in students:

- the ability to speak, listen, read, and write effectively with confidence, purpose and enjoyment
- a knowledge of the ways in which language varies according to context, purpose, audience and content, and the capacity to apply this knowledge
- a knowledge of the linguistic patterns used to construct different texts, and the capacity to apply this knowledge, especially in writing
- a broad knowledge of a range of texts and a capacity to relate this to aspects of contemporary society and personal experience
- the capacity to discuss and analyse texts and language critically
- a knowledge of the ways textual interpretation and understanding may vary according to cultural, social and personal differences, and the capacity to develop reasoned arguments about interpretation and meaning.
- The English domain is centred on the conscious and deliberate study of language in the variety of texts and contexts in which it is spoken, read, viewed and written.

Implementation:

- All students at Templeton will study a sequential English course based upon the AusVELS.
- All teachers will utilise the appropriate framework, structures and resource material from the Department of Education and Early Childhood Development website: www.education.vic.gov.au
These include:
 1. Australian Curriculum standards and the discipline based English Domain.
 2. Standards and Progression points
 3. Assessment Advice
 4. Reporting
 5. Sample Units
 6. The Literacy Professional Learning Resource
 7. Learners of English as a Second Language
 8. The English Developmental Continuum Prep – Year 10
 9. The ESL Developmental Continuum Prep – Year 10
 10. Students with Disabilities Guidelines
 11. Language Support Program
- All teachers will work with their respective teams to develop and implement the relevant sequence of the English course for all students.
- A student's individual abilities will be monitored using a range of formal assessment tools including School Entry Assessment tasks, Prep-2 Benchmarking, NAPLAN, TORCH, running records, moderated writing tasks and the English On-line Interview P-2.
- Learning opportunities must be provided that cater for the identified needs of each student, including the development of Individual Learning Plans

- Reading Recovery will be available for Year 1 students who require it on a priority basis.
- Student progress in all strands of English will be formally reported in the half year and the end of year reports.
- The aim is for each student to receive 10 hours of English study per week, timetabled where possible in the first half of the day.
- English activities will form a regular component of each student's homework regime.
- A staff member will be allocated the responsibility for coordinating English across the school as well as implementing an English budget developed by staff and resourced by School Council.
- One staff member from each year level will be on the English Committee.

Evaluation:

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

This policy was last ratified by School Council in....

July 2016