



Help for non-English speakers

If you need help to understand the information in this policy please contact Rosebud Primary School office on 5986 8274.

Victorian Curriculum English Rationale

The study of English is central to the learning and development of all young Australians. It helps create confident communicators, imaginative thinkers and informed citizens. It is through the study of English that individuals learn to analyse, understand, communicate and build relationships with others and with the world around them. The study of English helps young people develop the knowledge and skills needed for education, training and the workplace. It helps them become ethical, thoughtful, informed and active members of society and plays an important part in developing the understanding, attitudes and capabilities of those who will take responsibility for Australia's future.

Although Australia is a linguistically and culturally diverse country, participation in many aspects of Australian life depends on effective communication in Standard Australian English. In addition, proficiency in English is invaluable globally. The English curriculum contributes both to nation-building and to internationalisation, including Australia's links to Asia.

English also helps students to engage imaginatively and critically with literature to expand the scope of their experience. Aboriginal and Torres Strait Islander peoples have contributed to Australian society and to its contemporary literature and literary heritage through their distinctive ways of representing and communicating knowledge, traditions and experience.

AIMS

The English curriculum aims to ensure that students:

- learn to listen to, read, view, speak, write, create and reflect on increasingly complex and sophisticated spoken, written and multimodal texts across a growing range of contexts with accuracy, fluency and purpose
- appreciate, enjoy and use the English language in all its variations and develop a sense of its richness and power to evoke feelings, convey information, form ideas, facilitate interaction with others, entertain, persuade and argue
- understand how Standard Australian English works in its spoken and written forms and in combination with non-linguistic forms of communication to create meaning
- develop interest and skills in inquiring into the aesthetic aspects of texts, and develop an informed appreciation of literature.

Rosebud Primary School Beliefs and Actions

Belief- Because learning is a consequence of thinking.

Action – Every day we will see students reading, writing and talking more than the teacher.

Belief – Because we believe in the gradual release of responsibility.

Action – Teachers will model *just enough* to show children how and why, sending them off to have a go, catching them back if and when they need.

Belief – Because we believe students need time to practise what they are being taught.

Action – Students are involved in authentic literacy work, receive small group instruction where they are exposed to a range of genres and modes of texts and have time to read and write independently.

Belief – Because we believe every learner needs descriptive feedback to grow and get smarter.

Action – Every day teachers will confer with students, look at the work they are creating, and give them concrete feedback.

Belief – Because we believe in assessment for learning.

Action – We value formative assessment and summative assessment. Formative assessment for the purpose of student feedback to ensure growth. Summative assessment for the purpose to reflect on practice, student learning and plot growth.

Structure at Rosebud Primary School

Lessons should be structured to cater for the individual needs of all students in the classroom and take advantage of point-of-need teaching opportunities. All planners should include curriculum links and when planning lessons the Victorian Curriculum and The Literacy Teaching Toolkit should be referred to.

- Independent reading should be completed in all English learning sessions. Reading time will vary by ability level. Teachers are to confer with students during this time.

- Learning Intention/Success Criteria discussed with students.

Reading blocks should include:

- Sustained reading, conferring, mini lesson, oral language experiences, task (independent/small group), debriefing (reflection/sharing)

Writing blocks should include:

- Handwriting (Sassoon font), spelling (THRASS), mini lesson, task (independent/small group), debriefing (reflection/sharing)

- English, including the integration of other topics, library visits etc. should run in the classroom for 600 minutes a week (10 hours).

Instructional Model

This structure is derived from the Lyn Watts¹ style of CAFÉ reading and writing and has been further modified to suit the structural and academic needs at Rosebud Primary School. It supports *HITS 2. Structuring Lessons* by setting clear expectations, sequences and links lessons, provides clear transitions and scaffolds learning. To

accommodate the 85 minute lesson structure and needs of the students, lessons should be structured as follows:

Years F-6 (4x 85 minute reading and writing sessions each week)

Note: No THRASS lesson or common word study is to take place before the 'engage' lesson phase

Engage (Reading)

Time	Structure	Teaching Approach
5-15 minutes	Mini lesson (Whole group)	<p>Engaging Students</p> <ol style="list-style-type: none"> 1. Use a mentor text, anchor chart, etc. to engage student interest. <ol style="list-style-type: none"> a. Questioning: Use open questioning techniques to activate students' prior knowledge, encourage text-to-self links and assess student familiarity with the topic. Use 'turn and talk' strategies to enable students to share their ideas and understanding (<i>HITS 7. Questioning, 5. Collaborative Learning</i>) b. Word Focus: When appropriate, notice and explore language: key terminology, technical vocabulary, common words, letters and sounds. Ask students to repeat important words and explore word meaning in context (<i>HITS 3. Explicit Teaching</i>) c. THRASS: When appropriate, use THRASS to explore an example of key vocabulary to be used for the day/week (<i>HITS 4. Worked Examples</i>) <p>Focussing the Lesson</p> <ol style="list-style-type: none"> 2. Target or 'notice' parts of the text that explore specific reading skills, examples of text structure and features, parts of speech, etc. Introduce the focus skill for the lesson, linked to examples derived from the mentor text (<i>HITS 3. Explicit Teaching, HITS 4. Worked Examples</i>) <ul style="list-style-type: none"> • Refer to the learning intention and success criteria in context (<i>HITS 1. Setting Goals</i>)

Read and Confer (Reading)

Time	Structure	Teaching Approaches
2- 10 minutes (depending on group capability)	Sustained reading and conference (Students read individually or in pairs while the teacher confers with an individual)	<p>Student role consists of:</p> <ul style="list-style-type: none"> • Students <i>read to self, others or listen to reading</i>. They practise a reading skill derived from the mini lesson and/or their ongoing reading goal (<i>HITS 6. Multiple Exposures</i>) • Students should not leave their seats or approach the teacher • Timer may be used so that students can monitor reading and build reading stamina • Students should read 'good-fit' books or text-type specific classroom texts (<i>HITS 9. Metacognitive Strategies</i>) <p>Teacher role consists of:</p> <ul style="list-style-type: none"> • Confer with up to two students in each session

		<ul style="list-style-type: none"> Record the date of each conference and make notes about reading behaviour on each student's conference form (<i>HITS 1. Setting Goals, HITS 9. Feedback</i>) Set goals with students. Record them on the conference form and on the wall chart. Articulate what students are doing well (<i>HITS 1. Setting Goals</i>) <p>Note- Students with reading difficulties require more individual conferences than competent readers</p> <p>Note- Running records should not be conducted in this time</p>
	Share (Short and informal-whole group)	<ul style="list-style-type: none"> Students share their understanding of the reading strategy or goal with the whole group, with specific reference to their good-fit book or class text (<i>HITS 9. Metacognitive Strategies</i>) Students articulate the connections made between the 'engage' and 'read and confer' phases of the lesson (<i>HITS 9. Metacognitive Strategies</i>) Students do not leave their working space during the share

Apply (Reading)

Time	Structure	Teaching Approach
10-20 minutes	Model Task (Short- whole group)	<ul style="list-style-type: none"> Model/explain the reading activity or task for students (<i>HITS 3. Explicit Teaching</i>). No new learning concepts are introduced in this time The task should complement or expand upon the text-type or skill introduced in the 'engage' phase
	Activity (Group majority) Focus group (Small group of students with similar needs)	<p>Student role could consist of:</p> <ul style="list-style-type: none"> Students complete a structured reading task involving the identification and usage of reading strategies, comprehension skills, text structure and features, parts of speech, etc. (<i>HITS 6. Multiple Exposures</i>) Students work independently, in pairs or small groups to suit the unique needs of each learning task (<i>HITS 5. Collaborative Learning</i>) Students practise the strategy and receive feedback and dynamic learning goals. Students also have the opportunity to clarify ideas with the teacher and peers (<i>HITS 3. Explicit Teaching, HITS 4. Worked Examples, HITS 5. Collaborative Learning, HITS 8. Feedback, HITS 10. Differentiation</i>) <p>Teacher role could consist of:</p> <ul style="list-style-type: none"> Short guided reading, reciprocal reading or focus group instruction completed <i>before the teacher roams the classroom</i> The teacher works with a small group of students with similar learning needs The teacher then roams the classroom, identifying and resolving learning misconceptions, formatively assessing and setting individualised work goals (<i>HITS 1. Goals, HITS 8. Feedback</i>)
	Review (Short- whole group)	<ul style="list-style-type: none"> Provide students with the opportunity to articulate their ideas and learning (<i>HITS 9. Metacognitive Strategies</i>) Share work samples with feedback (time permitting) (<i>HITS 8. Feedback</i>)

		<ul style="list-style-type: none"> • Students complete a peer review or gallery walk (time permitting) (<i>HITS 8. Feedback</i>) • It may not be necessary for students to leave their working space during the share
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Engage (Writing)

Time	Structure	Teaching Approaches
5- 10 minutes	Mini lesson (Whole group)	<p>Engaging Students</p> <ol style="list-style-type: none"> 1. Use a mentor text to explore the text-type and emphasise the writing skill to practise. The mentor text should be the same as in the reading session, or at least be of the same text type. Mentor texts should provide clear examples of the VOICES component being studied (<i>HITS 3. Explicit Teaching, HITS 6. Multiple Exposures</i>) <p>Example: Use of Mentor Texts E.g. Using <i>Woolvs in the Sitee</i> by Margaret Wild to study voice, character, setting and point of view</p> <p>E.g. Using <i>The Gruffalo</i> by Julia Donaldson to study excellent word choice (adjectives, adverbs, etc.)</p> <p>AND/OR</p> <ol style="list-style-type: none"> 2. Modelled writing. Focus on a component of VOICES (voice, organisation, ideas, conventions, excellent word choice, and sentence fluency) (<i>HITS 3. Explicit Teaching, HITS 4. Worked Examples</i>) <ul style="list-style-type: none"> • Refer to the learning intention and success criteria (<i>HITS 1. Setting Goals</i>)

Write (Writing)

Time	Structure	Teaching Approaches
15-25 minutes	Independent writing (Independent or partner writing)	<p>Student role could consist of:</p> <ul style="list-style-type: none"> • Students practise sustained writing, with a text type/genre focus and incorporating the VOICES components introduced in the 'engage' stage • Students may: <ol style="list-style-type: none"> a. Work independently b. Work with a partner- both students write their own text but work cooperatively and share ideas c. Complete shared writing- One student writes while one student composes the text (usually a strategy used to encourage reluctant writers) (<i>HITS 5. Collaborative Learning</i>) <p>Note: THRASS charts used to support spelling</p> <p>Teacher role could consist of:</p> <ul style="list-style-type: none"> • The teacher works with students in a guided writing group. Reinforce writing strategies introduced throughout the 'engage' phase. Guide individual/small group writing with immediate teacher feedback and sharing of writing pieces (<i>HITS 3. Explicit Teaching, HITS</i>

		<p>4. Worked Examples, HITS 5. Collaborative Learning, HITS 8. Feedback, HITS 10. Differentiation)</p> <ul style="list-style-type: none"> The teacher then roams the classroom, identifying and resolving learning misconceptions, formatively assessing and setting individualised work goals (HITS 1. Goals, HITS 8. Feedback)
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Review (Writing)

Time	Structure	Teaching Approaches
5 minutes	Author's feedback and critique	<ul style="list-style-type: none"> Revise the VOICES component or lesson focus introduced in the 'engage' phase Revise and articulate links to the learning intention and success criteria (HITS 9. Metacognitive Strategies) Provide students with the opportunity to articulate their ideas and learning (HITS 9. Metacognitive Strategies) Students complete a peer review or gallery walk (time permitting) (HITS 8. Feedback) Share work samples with feedback (time permitting). (HITS 8. Feedback)

- Lesson structure and teaching approaches derived from Lyn Watts' CAFÉ Reading – Agreed Lesson Structure document 2. All HITS references derived from High Impact Teaching Strategies- Excellence in Teaching and Learning handbook issued by the Department of Education and Training, Melbourne, June 2017.

F-6 Consistent Planning Template- Reading and Writing

	<p>Year # Weekly English Planner Term # Week # Team Members:</p>
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Team Member's Name	Targeted Learning Group Level			
	...day	...day	...day	...day
Learning Intention				
Success Criteria	Reading- Café Menus	Reading- Café Menus	Reading- Café Menus	Reading- Café Menus

	Writing- Voices Focus	Writing- Voices Focus	Writing- Voices Focus	Writing- Voices Focus
Engage (reading) 5-15 minutes				
Read and Confer 2- 10 minutes				
Apply 10-20 minutes				
Engage (writing) 5- 10 minutes				
Write 15-25 minutes				
Review/Feedback 5 minutes				
Resources				
Assessment				

POLICY REVIEW AND APPROVAL

Policy last reviewed	02/2022
Consultation	S/C
Approved by	S/C
Next scheduled review date	02/2026