	Policy Name:	English Policy	Date of approval:	28/5/2018
	Responsible:	Curriculum Leaders	Review date:	05/2022



## ENGLISH POLICY

### 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

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- 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 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 twice a day by students (after recess and after lunch). Reading time will vary by year level. Teachers are to confer with students during this time.

- Learning Intention/Success Criteria discussed with students.

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- 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).