



## SANDRINGHAM EAST PRIMARY SCHOOL

### **English Policy**

#### **Rationale:**

Active and effective participation in Australian society and the global community depends on the ability to speak, listen, read, view, write and think with confidence, purpose and enjoyment. The study of English and the broader concept of literacy, encompasses the appropriate and effective use of language, the use of language as a means of learning and the development of knowledge about language. It supports students to become ethical, thoughtful, informed and active members of society. This policy is compliant with DET policy requirements.

#### **Aims:**

English 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 of 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; and
- develop an interest and skills in inquiring into the aesthetic aspects of texts and develop an informed appreciation of literature.

#### **Implementation:**

- English is an essential learning area of the Victorian Curriculum.
- All Foundation to Year six students at our school will study sequential English courses based upon the content descriptions contained within the English Victorian Curriculum.
- Teachers are required to collaborate with professional learning teams within and across levels to contribute to the development and implementation of a sequential English program for all students. Differentiated learning to reflect the needs, interests and aptitudes of students is to be incorporated into curriculum planning documentation utilising the agreed templates, assessment tools and lesson structures.
- Leading Teachers of Level areas will be responsible for ensuring programs reflect whole school aims, and will co-ordinate the development and implementation of English across the school.
- Student's individual progress and achievement will be measured and reported against the expected Victorian Curriculum achievement standards, particularly at the commencement and completion of each unit of work. Learning opportunities

that cater for the identified needs of each student will be planned and implemented.

- Student progress in English will be reported biannually to parents and students in the half and end of year academic reports. The Annual Implementation Report will document student progress to the school community.
- Support programs will be provided for students identified as 'at risk' and those in need of extension. IPLs (Individual Learning Plans) will be developed for students performing one year or more below and or above the indicative and expected standard.
- A support teacher will be employed to support students with special needs in English.
- English study for each student will consist of regular uninterrupted literacy blocks, timetabled in the morning where possible. English study will incorporate the development of knowledge, skills and understandings from other domains where applicable.
- Parents are encouraged to support the implementation of the English program through classroom involvement. Parents must complete a classroom helpers training program and hold a current working with children check (WWCC).
- Budgets that provide for the needs of the English program will be developed.
- The Literacy programs CAFÉ (Comprehension, Accuracy, Fluency, Vocabulary) and VCOP (Vocabulary, Connectives, Openers, Punctuation) are currently utilised and taught at SEPS as the integral part of English language program in accordance with the Victorian Curriculum.

### **Evaluation**

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

**This policy was ratified by School Council – August 2017**