

	<h2 style="margin: 0;">Hughesdale Primary School</h2>
	<h3 style="margin: 0;">English Policy</h3>
Last Review Date: November 2021	Due for Next Review: November 2025
Included on Website: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Authorised (Principal):

PURPOSE

This policy is written to guide the teaching and learning of English at Hughesdale Primary School.

Through the study of English, learners build their capacity to analyse, understand, communicate and build relationships with others and the world around them. A meaningful and deep exploration of all modes of the English curriculum enables children to appreciate, enjoy and use the English language and develop a sense of its richness and power to evoke feelings, convey information, form ideas and facilitate interaction with others.

The study of English helps to create confident communicators, imaginative thinkers and informed citizens who develop the knowledge and skills needed for future learning and work opportunities.

The aims of the teaching of English at Hughesdale Primary School are to:

- develop a thorough knowledge and understanding of the Victorian Curriculum learning areas of Reading and Viewing, Writing, Speaking and Listening
- engage students in sequences of learning that stimulate and maintain engagement, deepening each learner’s ability to listen, read, view, speak, write, create and reflect on increasingly complex spoken, written and multimodal texts
- build word-conscious students who are curious about language and understand the importance of language in expressing ideas
- promote learning that encourages students to think critically and engage imaginatively with literature
- build the capacity of English as an Additional Language (EAL) students to communicate confidently and effectively by developing English language competence in the modes of Speaking and Listening, Reading and Viewing and Writing for our EAL learners
- develop literate individuals who see purpose behind strategic activity and problem-solving when learning English
- understand the importance and purpose of learning English and build awareness of the many ways it plays a role in students’ lives and communication with others
- develop a practical understanding of how to effectively comprehend, interpret and present information
- promote enjoyment of and enthusiasm for literature through the investigation, analysis and composition of different text types in Reading and Writing.

GUIDELINES

- An English Professional Learning Team (PLT) will be formed each year consisting of a teaching representative from each Year Level and led by a Learning Specialist or suitably qualified member of staff.
- Planning will reflect the Gradual Release of Responsibility Model (GRoR) and highlight differentiation to support personalised student learning needs. Programs will inclusively cater for students where English is an Additional Language (EAL), as well as students that are part of the Program for Students with Disabilities (PSD).
- Teachers will provide explicit instruction, demonstrate concepts and build learner knowledge and skills in English.
- Individual learning goals will be created for each student in Reading, using the Fountas and Pinnell Continuum, with alignment to their most current level of learning.
- The Hughesdale Primary School yearly and unit planners for each level should be used to plan all learning from Foundation to Level 6.
- Relevant Professional Learning should be planned for and implemented in response to identified needs to continue the creation of a whole-school approach to English.
- Digital technology will be used as a complementary tool for developing English.

IMPLEMENTATION

- The teaching of English is timetabled to occur in each class according to the school's *Curriculum Framework*:

Learning Area	Hours Per Week	Sessions per week (50min)	Percentage of instruction
English	Levels F to 3 9.5	11.5	38%
	Levels 4 to 6 8.3	10	33%

- The understanding that the language modes (Reading and Viewing, Writing, Listening and Speaking) are interrelated and the learning in one often supports and extends learning of the others underpins the planning of English.
- Learners engage in a range of individual, small group and whole group instruction to explore, deepen and extend their knowledge and capabilities in English.
- The GRoR and Workshop models, Fountas and Pinnell Continuum, development of Writing Communities, 6+1 Traits and a repertoire approach to the teaching and learning of spelling provide structure and guide the planning and implementation of varied aspects of an engaging and rigorous English program.
- Yearly planners are always used in planning meetings to ensure opportunities to access all relevant achievement standards across the year are provided and evidenced within English Unit Planners.
- It is the professional responsibility of teachers to ensure that teaching and learning programs cater for all student ability levels. To support this, unit planners will explicitly include opportunities for students working below, at and above the expected level.
- Teams use Learning Intention and Success Criteria sequences for all English units.

- Staff and Level mMeetings will include opportunities for staff members to share new learning and pedagogical approaches and/or resources that would assist in the teaching of English.
- English resources are stored in the English Resource Room in the main building. Fountas and Pinnell Benchmark Assessment System Kits are provided to each level team and returned at the end of the year to the English PLT Leader.
- Teacher reference materials are provided to each year level team at the commencement of each year. The English PLT recommends, maintains and adds to new teacher references by. Any new teacher references are catalogued and returned to the English PLT Leader at the end of the year.
- Budget planning allows for the purchase of new materials and the replacement of existing materials and professional learning.

ASSESSMENT

- The assessment and reporting of English is conducted in line with the *Hughesdale Primary School Assessment and Reporting Schedule*. These assessments include (but are not limited to) National Assessment Program - Literacy and Numeracy (NAPLAN), Fountas and Pinnell Benchmark Reading Assessment, Single Word Spelling Test, Annotated Writing Samples and Acer Progressive Achievement Tests.
- The EAL curriculum sets out what students are expected to learn and is designed as a pathway of learning. EAL learners are assessed against the achievement standards outlined in this curriculum as they progress through the EAL pathways.
- Teachers confer with individual students to gather individualised data about their reading and writing skills and use this to set personalised goals.
- Ongoing formative assessment is used to plan units and sequences of learning that cater for the needs of all students in the cohort.
- Summative assessment is used to measure the impact of learning units, measuring growth of student data.

COMMUNICATION

This policy will be communicated to our school community in the following ways:

- available publicly on our school's website
- included in induction processes for relevant staff
- made available upon request to the front office.

RELATED POLICIES AND RESOURCES

School policies:

- *Curriculum Framework*
- *Assessment and Reporting Policy*

POLICY REVIEW

Policy last reviewed	November 2021
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Next scheduled review date	November 2025
Review cycle	This policy will be reviewed every 3 to 4 years.