

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.

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 (Victorian 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

IMPLEMENTATION:

In the Victorian Curriculum Foundation – 10, the English curriculum is organised by language modes and strands. The language modes are interrelated and the learning in one often supports and extends learning of the others. The language modes include **Reading and Viewing, Writing and Speaking and Listening.**

Reading and Viewing involves students understanding, interpreting, critically analysing, reflecting upon, and enjoying written and visual, print and non-print texts. It encompasses reading and viewing a wide range of texts and media, including literary texts. Reading involves active engagement with texts and the development of knowledge about the relationship between them and the contexts in which they are created. It also involves the development of knowledge about a range of strategies for reading.

Writing involves students in the active process of conceiving, planning, composing, editing and publishing a range of texts. Writing involves using appropriate language for particular purposes or occasions, both formal and informal, to express and represent ideas and experiences, and to reflect on these aspects. It involves the development of knowledge about strategies for writing and the

conventions of Standard Australian English. Students develop a metalanguage to discuss language conventions and use.

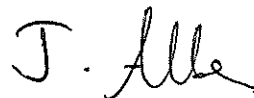
Speaking and Listening refers to the various formal and informal ways oral language is used to convey and receive meaning. It involves the development and demonstration of knowledge about the appropriate oral language for particular audiences and occasions, including body language and voice. It also involves the development of active-listening strategies and an understanding of the conventions of different spoken texts.

Within each language mode, the content descriptions are grouped into strands and sub-strands. The Strands include **Language, Literature and Literacy**.

- The teachers will devise the yearly and term planners using the Victorian Curriculum F-10 prescribed content and achievement standards, with supporting activities and resources
- The teachers will use the following supporting programs and professional understandings to inform their English planning:
 - Reading and Viewing – CAFÉ and Daily 5, Fountas & Pinnell
 - Writing – VCOP and Big Write, Oxford Word List
- The teaching of English will follow Barton Primary School's Instructional Model for English
- The teaching and learning programs will build on students' interests, strengths, goals and learning needs, to ensure engagement and successful English learning
- English will be taught for 10 hours per week
- Students classified as EAL will be placed on the Victorian Curriculum EAL continuum where the student has not yet met achievement levels for English Curriculum outcomes
- Student achievement will be ongoing and learning opportunities will be planned and provided to cater for the identified learning needs of each student
- The whole school assessment schedule will inform regular school-wide English assessments to be completed
- Student progress in English will be recorded progressively for each language mode. Final judgements against the Victorian Curriculum achievement standards will be moderated by teachers and reported in half and end of year parent reports, and the school's annual report
- Home-school partnerships will be actively fostered, with students having online and hard copy resources to access
- An English team will be allocated the responsibility of coordinating the school's English program, in consultation with the Curriculum Co-ordinator. The team will oversee the delivery of the English curriculum, provide ongoing teacher professional learning, allocate resources and promote the value of English in the school
- The English Sub-Program Budget is to be managed by the English Team Leader. The amount of funds available to the English Team may vary in accordance with whole school priorities and the distribution of funds as outlined in the annual Student Resource Package, Indicative Budget and Confirmed Budget

APPROVED:

Ratified by School Council: on 13th December 2017



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