

1.0 PURPOSE OF POLICY

English programs aim to develop in all students:

- 1.1 The ability to speak, listen, read, view and write effectively with confidence and purpose.
- 1.2 A knowledge of the ways in which language varies according to context, purpose, audience and content, and the capacity to apply this knowledge.
- 1.3 A knowledge of the linguistic patterns used to construct different texts, and the capacity to apply this knowledge across the curriculum.
- 1.4 A broad knowledge of a range of texts and a capacity to relate the content to aspects of contemporary society and personal experience.
- 1.5 The opportunity to access the English curriculum at their individual point of need.
- 1.6 The capacity to discuss and analyse texts and language critically.
- 1.7 A knowledge of the ways textual interpretation and understanding may vary according to cultural, social and personal differences, and the capacity to develop reasoned arguments about interpretation and meaning.
- 1.8 An increase in stamina in handwriting.
- 1.9 Understanding of writing skills focusing on the capacity to proof read, edit and improve the quality for a variety of purposes and audiences.

2.0 PRINCIPLES

- 2.1 The English program should extend and build upon the literacy skills, experiences and interests of the students.
- 2.2 The English program should encompass sequential developmental steps through Years Prep to 12 in line with current curriculum requirements.
- 2.3 Staff should recognise that Literacy is an integral part of all curriculum areas.
- 2.4 Assessment of students should be in the form of ongoing evaluation. Teachers should ensure that ongoing, termly assessment is conducted with consistent feedback provided to students in line with current curriculum requirements.
- 2.5 An appropriate and varied range of experiences should be provided.
- 2.6 Explicit instructions with the use of learning intentions, success criteria and learning goals will be used to support feedback and assessment
- 2.7 Teachers should use a variety of research based strategies and resources that cater to all students' individual needs.
- 2.8 Audio, visual and ICT material should be used to enhance instructional programs.
- 2.9 School- wide literacy programs will be supported through targeted professional development for staff.
- 2.10 Literacy interventions will be on offer in accordance with student needs.
- 2.11 In years P-6 the literacy program will be in accordance with the structure as outlined in the Early Years Literacy Program supported by the CAFÉ reading program structure and MENU.

3.0 HOW THIS POLICY WILL BE PUT INTO PRACTICE

- 3.1 English will be a core subject at all levels of the school.

English

- 3.2 Implementation and teacher planning will be guided by current DET curriculum requirements including the English Australian and Victorian Curriculum.
- 3.3 High levels of literacy will be an expectation across all subject areas
- 3.4 The Reading Recovery Program (now literacy support program) will be implemented in Year 1.
- 3.4 P-12 Literacy support programs will be offered as a school priority in line with AIP goals.
- 3.5 Students will be encouraged to participate in tutorials, extension opportunities and competitions.
- 3.6 Parents will be encouraged to play an essential role in the student's language development both at home and at school.
- 3.8.1 P-2 Parents will be trained to work in classrooms to assist in the implementation of the reading program.
- 3.7 Years 7-10 will take part in core English units prior to VCE and VCAL units at Years 11-12.
- 3.8 Staff will be strongly encouraged to participate in Professional Development Programs related to English.