

Jells Park Primary School English Language Policy
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Purpose:

The ability to communicate effectively enables people to participate as effective and informed members of the community.

Effective language acquisition includes the appropriate use of language as a means of forming and expressing thoughts, ideas and feelings when communicating information, knowledge and our beliefs. Effective users of language employ various language techniques to inform, discuss, persuade, entertain and to debate.

Students at Jells Park Primary School will be actively involved in the study and practice of the English language and in the broader concept of literacy. They will learn appropriate and effective use of language, the ways in which we can manipulate language and how language is embedded in every facet of our lives.

Guidelines:

- To develop students' ability to speak, listen, read, view, and write effectively and with confidence, purpose and enjoyment.
- To provide opportunities for students to understand the ways in which language varies according to context, purpose, audience and content, and to apply this knowledge effectively when communicating.
- To enable students to use their knowledge of the linguistic patterns and features used to construct different texts, and to apply their learned skills, especially in written language.
- To expose students to a broad range of text types and develop their capacity to relate these to aspects of contemporary society and personal experience.
- To enable students to critically discuss and analyse texts and language.
- To enable students to identify and evaluate the ways textual interpretation and understanding may vary according to cultural, social and personal differences, and develop the capacity to provide reasoned arguments about interpretation and meaning.
- To explicitly teach reading strategies using the CAFÉ Framework
- To implement daily reading of a 'good fit' book.
- To teach the Words Their Way routines regularly and consistently during writing sessions
- To complete the Words Their Way Inventory test twice a year as deemed necessary
- To explicitly teach the Words Their Way spelling rules according to individual needs
- To explicitly teach a variety of writing genres following the agreed timeline
- To explicitly teach grammar as part of the writing session as outlined in AusVELS and the school documents.
- To teach and model strong oral language skills across the school.
- To create a greater awareness of our Asian neighbours using appropriate texts.
- All students will participate in a daily two-hour literacy block, within the inherent timetabling restrictions, as recommended by the Early and Middle Years of Schooling initiatives.

Implementation:

1. Prep-4 students to have a 2 hour daily literacy block with 10 hours per week as a minimum.
Years 5-6 to have a 2 hour literacy block where possible with a minimum of 8 hours of literacy instruction per week.
2. The Victorian Early and Middle Years literacy model will be the recommended teaching and learning methodology.
3. The AusVELS learning standards will be used to facilitate the planning, delivery and evaluation of a sequential literacy program from Prep to Year 6.
4. Literacy skills and knowledge will be developed across the curriculum with content, where practical, derived from Integrated Inquiry Studies units.
5. A wide range of written and spoken texts in print and electronic forms will be emphasised, including literacy texts such as novels, short stories, poetry, plays and non-fiction. Multimodal texts such as film and video, other media texts, commercial and work-place texts, everyday texts, as well as personal writing, will inform aspects of the school-wide English program.
6. Students will be grouped for instruction according to their needs. Learning activities will be differentiated according to the specific needs and requirements of the individual, and groups of students.
7. Refer to the CAFÉ menu and AusVELS to teach a range of comprehension strategies using a range of text types including visual & digital literacies.

8. Spelling will be taught sequentially from Prep to Year 6 using the Words Their Way Program. A variety of approaches will be incorporated and include elements of phonics and explicit teaching of known spelling rules.
9. Grammar will be explicitly taught to assist in the acquisition of sound literacy skills and as a basis for studies of foreign languages.
10. Oral Language skills will be explicitly taught at all levels using a range of engaging activities.
11. Parent literacy information and training programs will be provided and parents will be encouraged to help, and support, classroom programs from Prep to Year 2.
12. The Reading Recovery program will be available for selected Year 1 students.
13. Additional Literacy Support will be provided for selected students, as required, from Prep to Year 6.
14. Individual Learning Plans to support students below and well above the expected level in specific areas of literacy learning will be developed and implemented by teachers.
15. Literacy homework will be regularly set, which will be appropriate for the year level and particular students' requirements, for example: Take Home reading and /or the regular learning of spelling rules/sorts.
16. The Take Home reading program will be used by students until they are deemed 'independent' readers or reach PM Benchmark Level 30.
17. A variety of assessment tools will be employed to evaluate student literacy progress and regular moderation of achievement standards will be undertaken between and across all grades.
18. Collected assessment data will be used to report student literacy progress to the relevant DET departments.
19. Regular Professional Development activities will be provided related to literacy pedagogy, effective moderation and assessment strategies and best practice of literacy instruction.
20. WRITING All Levels will explicitly teach the same agreed upon genre for the half term duration.
21. All planning will include sessions focussed on increasing oral language skills as well as those focussed on reading and writing skills.
22. Technologies will be used to create and evaluate many forms of literacy, students will be taught the language of Information Communication Technologies.
23. Where appropriate the school will use texts with an Asian focus or background.

Evaluation:

Successful implementation of this policy will be measured by:

- Recorded and observable evidence of classroom programs which display the Early and Middle Years rationale and methodology.
- Collected assessment data which displays student progress over time in all AusVELS English dimensions.
- Effective reporting of progress to parents, English NAPLAN results, ICAS English Test results for some students, Annual School Reporting to DET and School Council and other reporting requirements, as necessary.
- Parent Opinion Survey data.
- This policy will be reviewed as part of the school's four-yearly review cycle.