

## GLADSTONE PARK PRIMARY SCHOOL

### ENGLISH POLICY

#### **RATIONALE**

At GPPS we believe that active and effective participation in school and society depends on the ability to speak, listen, read, view and write with confidence, purpose and enjoyment in a wide range of contexts.

We promote language development by providing programs which are relevant and meaningful to students. Experiences are relevant to their developmental level and provide opportunities for the students' language abilities to be extended beyond their immediate environment. The Early Years Literacy Program is a strategic and comprehensive approach to literacy development and forms the basis of the school's Literacy Program.

#### **PURPOSE**

The purpose of the Literacy Program is to:

- Give children the skills to use all forms of language appropriately in everyday life.
- Enable children to communicate confidently and effectively in society.
- Encourage children to gain enjoyment from language.
- Help children to develop strategies to understand the meaning of language.
- Develop children's appreciation that language can be used to enhance and enrich personal relationships.
- Develop children's ability to make decisions and solve problems.

#### **GUIDELINES**

- The teaching of language will focus on the demonstrated needs of the child using recommendations outlined in The Early Years Literacy Program.
- Language learning will be based on the widest possible variety of experiences.
- The Dimensions (i.e. Reading, Writing, Speaking and Listening) will be integrated into all areas of the curriculum.

## **IMPLEMENTATION**

Curriculum planning and implementation are based on the guidelines presented in the Victorian Essential Learning Standards for the English domain. This domain consists of three dimensions:

- Reading
- Writing
- Speaking and Listening

Learning in these dimensions is interrelated.

Standards within each dimension define what students should know, and be able to do, at different levels of schooling. They are the outcomes against which student achievement will be assessed and reported on and provide valuable information about student progress. To support student progress, learning contexts should be diverse and include situations that are informal, formal, planned and spontaneous.

### **IMPLEMENTATION GUIDELINES FOR EACH DIMENSION ARE:**

#### **READING**

- Establish a language rich environment where print is presented in a natural and meaningful context.
- Read to children every day using a wide range of literature.
- Ensure children have the opportunity to read independently every day.
- Make sure that children have ready access to books for use in the classroom and home.
- Match children to text levels where possible.
- Model and discuss reading strategies i.e. comprehension strategies, word identification and general strategies.
- Encourage children to respond to, and reflect on, texts critically.
- Encourage children to take risks while making meaning.

#### **WRITING**

- Provide opportunity to write and experiment with a variety of written forms every day.
- Encourage children to use writing skills i.e. handwriting, punctuation, spelling and editing in all areas of the curriculum.
- Use modelled writing to demonstrate a range of skills, processes and strategies – style, mode and genre.
- Provide children with a variety of spelling strategies appropriate to their needs.

- Encourage co-operative learning through sharing and responding to each other's work.
- Use each child's knowledge and achievements in language as a basis for planning on-going programs.

#### **SPEAKING AND LISTENING**

- Provide favourable conditions for language learning and development including:
  - demonstrating various forms of language usage
  - expectations of high standards of performance
  - a variety of methods and resources
  - encouragement and feedback to children
  - speaking and listening experiences which vary according to audience, situation, purpose and requirements of individual children
- Value and encourage children's discussion before, during and after tasks.
- Use oral language as an integral part of literacy sessions.
- Provide resources and materials which support learning language.
- Encourage children to explore language through drama.

Children requiring ongoing assistance will have the opportunity to participate in:

- Literacy Intervention
- ESL

#### **REPORTING**

Student progress will be reported to parents through:

- Informal discussions when necessary
- Written reports for each semester
- Student Portfolios
- Three-way conferences at the end of Semester 1
- Regular ILP and Integration Support Group meetings
- NAPLAN
- English-on-line Interview reports

**GLADSTONE PARK PRIMARY SCHOOL**

**PREP – 6 END OF YEAR ENGLISH ASSESSMENT RECORDS**

Name: .....

Date of Birth: .....

<b>Task/assessment</b>	<b>Prep</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>English On Line</b>				NA	NA	NA	NA
<b>Letter Identification</b> <small>L – Letter name S – Letter sound</small>	L S	L S	L S	L S	L S	L S	L S
<b>MIOOW</b>							
<b>M200W</b>							
<b>Burt Word</b>	NA	NA					
<b>SA Spelling Test score</b>	NA						
<b>Final Running Record Level &amp; %</b>							
<b>Blue Box Level</b>	NA	NA		NA	NA	NA	NA
<b>Cars and Stars</b> <small>level/components mastered</small>	NA	NA	NA				
<b>Torch Test</b>	NA	NA	NA	NA			
<b>Literacy Intervention</b>							
<b>Bridges Program</b>							
<b>ESL</b>							
<b>Speech Therapy</b>							

**NB** Write in red when child retained for a second year

Mark with a tick and date

Observation Survey for **AT RISK** children ( found in Literacy Box )

**Additional comments** (e.g. overseas + date, high absence, illness etc )