

**Policy: English****Code: 402/020****Program Leader:**

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**1. Rationale**

English is a form of communication involved in all social interaction. It begins early in childhood and involves speaking and listening, reading and writing effectively. The school continues to foster this development by providing opportunities to think, speak, listen, read and write for **real purposes** in all areas of the curriculum.

The purpose for this program is to provide children with the skills needed for a satisfying life by developing communication skills for successful participation in all learning activities, and in society in general.

**2. Aims**

- 2.1. To teach children to speak fluently, expressively and appropriately.
- 2.2. To encourage children to listen to spoken language as attentive listeners.
- 2.3. To develop an appreciation of literature and foster pleasure in the written word.
- 2.4. To give students the opportunity to record their language, develop fluency, expression, imagination and accuracy while using appropriate structures, spelling, grammar and punctuation.
- 2.5. To teach and encourage good handwriting skills.

**3. Implementation**

- 3.1 The Literacy coordinator, supported by PLT leaders and staff will ensure that school programs are providing the children with appropriate activities and provide professional development to ensure that recent department initiatives are implemented from Prep to Grade 6.
- 3.2 The Scope and Sequence Programs for Grammar, Grapho-Phonics and Writing forms also provide information about program content and development for Grades Prep - 6.  
A Synopsis for each term and a weekly program, records details of the action taken to implement the course at each grade level (Prep - 6). The individual needs of children will be catered for in this program. Special Needs programs will also assist in program implementation. Necessary adjustments will be considered to ensure all programs agree with current AusVELS requirements.
- 3.3 Time spent teaching English will be in accordance with statewide benchmarks. The Literacy Coordinator will be allocated time for stocktaking.
- 3.4 Classroom programs benefit greatly from the support of parent helpers. Parent programs will provide training for parents to develop skills and understandings that will enable them to confidently assist teachers in the classroom,
- 3.5 Evaluation of children's progress will include observation, conferencing, self - assessment profiles, checklists, anecdotal records, reading running records, sampling of work, Standardised PAT (spelling and reading tests) and testing.
- 3.6 The Reading Recovery Program is being implemented at Grade 1.
- 3.7 The "Getting Language Understanding and English" (GLUE) program will support ESL and students with a language difficulty in junior grades.
- 3.8 The Early Years Literacy Program is being implemented from Prep - Grade 4.
- 3.9 Middle Years strategies are being developed and implemented in grade 5 and 6.
- 3.10 Bridges is a support program developed to assist children in grades 1 to 6 to strengthen their literacy skills.

**4. Evaluation**

Evaluation will be formally undertaken during the annual policy evaluation process during which the success and concerns of the program will be addressed.