

Marlborough Primary School

School Policies Manual



ENGLISH

Rationale:

Active and effective participation in Australian society depends on the ability to speak, listen, read, view and write with confidence, purpose and enjoyment. The study of English is about the effective use of language as a means of learning in all aspects of education.

Language development is achieved by *learning language, learning through language and learning about language.*

Aim:

The English Curriculum aims to develop:

- the ability to speak, listen, read, view and write with enjoyment, purpose, effect and confidence in a wide range of contexts.
- a knowledge of the ways in which language varies according to context, purpose, audience and content, and the capacity to apply this knowledge.
- a knowledge of the linguistic patterns used to construct different texts, and the capacity to apply this knowledge, especially in writing.
- a broad knowledge of a range of texts and a capacity to relate this to aspects of contemporary society and personal experience.
- the capacity to discuss and analyse texts and language critically.
- 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.
- stronger home and school partnership and its links to literacy achievement.

Implementation:

1. English Discipline-based Learning is integral to successful learning and teaching in all curriculum areas. A minimum of 10 hours of literacy will be timetabled per week. Where possible this will be a daily two hour focused session.
2. The English curriculum through the Australian Curriculum has been categorised into strands of *listening, reading, viewing, speaking, writing and creating.*
3. Inquiry and Research skills are important and will be fostered through individual and class activities and specific teaching sessions.
4. English learning is best fostered in a socially supportive environment which promotes success for every student.

5. As students come from different backgrounds and learn at different rates and in different ways the program will be differentiated to cater for individual differences.
6. The school will provide a supportive environment which respects and maintains the student's first language and culture while providing opportunities for English competence to be developed at the student's own rate.
7. Exposure to English is needed for those students learning English as a second language. The stages of English development of many EAL students mean that teachers will need to plan appropriate objectives for them.
8. When available, literacy support will be provided for individuals and small groups through additional assistance teachers or programs such as CAFÉ Reading, reading support, Toe by Toe, and Gifted and Talented activities.

Evaluation

Teachers will continually monitor students in their class, interacting with them and keeping dated records (anecdotal notes, evidence of performance etc.)

Teachers will collect samples of students' work which demonstrate achievement of specific indicators. These need to be annotated, indicating the learning intention and the outcomes demonstrated and the Australian Curriculum Achievement Standard.

Assessment information will be used for future program planning (whole class, group, individual), reporting to parents and to inform effectiveness.

Student development will be reflected in the increasing complexity and challenge of the texts, increasing control of a widening range of texts, and an increasing awareness by the students of context, purpose and audience. Australian Curriculum and Departmental guidelines will direct this sequential skill development.

Ongoing assessment and reporting of students' progress will be made through use of the Marlborough Primary School Assessment Schedule which includes:

- Online testing
- Commercial testing (English Online, PAT Testing, On Demand Testing etc.)
- NAPLAN
- Benchmarking
- Individual Student Portfolios
- Twice yearly formal reporting to parents
- Informal reporting to parents