

English

Policy Statement

Croydon Hills Primary School will deliver a program based on outcomes from the Australian Curriculum/AusVELS—English. AusVELS is organised around the interaction of three interrelated strands:

- **Language:** *knowing about the English language,*
- **Literature:** *understanding, appreciating, responding to, analysing and creating literature, and*
- **Literacy:** *expanding the repertoire of English usage.*

Rationale

The acquisition of English is central to learning and plays a crucial role in equipping students with the skills necessary to become effective communicators in today's world. It is through the study of English that individuals learn to analyse, understand, communicate and build relationships with others and the world around them.

Our English program at Croydon Hills Primary School aims to create confident communicators, imaginative thinkers and informed citizens by providing students with opportunities to develop their knowledge, understanding and skills in the three language modes of:

1. reading and viewing,
2. writing and
3. speaking and listening.

It is important to note that learning in one mode supports, complements and occurs most effectively when integrated with learning in the other modes.

1. Reading and Viewing

Students will be encouraged to develop a 'love of books' and the disposition to read. Our aim is to encourage students to become independent, critical, life-long readers and learners. The study and use of film and digital texts forms an integral part of the English program. Interactive data panels, computers, laptops and iPads will complement the reading program and allow students access to a broad range of materials.

2. Writing

Students will learn to write both imaginatively and factually to express their emotions, to convey their thoughts and opinions and to present research. Our aim is to develop students to become independent in their ability to write effectively in various forms according to purpose and audience. Over time, students will learn to use conventional spelling, punctuation, grammatical organisation and handwriting.

3. Speaking and Listening

We recognise that speaking and listening are fundamental skills for the educational development of our students. Oral and aural skills will be developed via purposeful interaction and experiences.

Implementation

Croydon Hills Primary School will meet its commitment to delivering a high quality English program by:

- using the Australian Curriculum/AusVELS as a basis for our program.
- appointing a Curriculum Coordinator to be responsible for resource development, budget, coordination, and the implementation of effective literacy development across the school.
- ensuring classroom teachers have the principle responsibility for developing literacy confidence and skills through comprehensive classroom and level planning, moderation, assessment and reporting in consultation with the relevant Coordinator and/or Literacy Support.
- ensuring that teachers use a range of tools, consistent with the school's assessment schedule, including student self-assessment and feedback to assist and support student progress.



- using a range of formal and informal assessment and evaluation strategies in various contexts to identify and measure student progress, learning styles and future needs.
- present students with a broad range of materials and experiences that integrate with other curriculum programs.
- using a wide range of educational approaches and strategies to meet the needs of all students.
- providing resources targeted to meet the learning needs of students at different stages of their development.
- ensuring a consistent, whole school approach to the teaching of writing, reading and spelling.
- using digital resources to allow students to interact with electronic texts, process ideas through print, improve writing styles, practise editing and proof reading skills and explore publication techniques.
- providing students with a wide variety of well maintained and regularly updated texts.
- timetabling a daily focussed two-hour literacy block.
- using the school library to support the English program.
- allowing teachers to participate in relevant Professional Learning.
- promote and encourage participation in Government led initiatives, such as the Premier's Reading Challenge.

References:

AusVELS –Australian Curriculum and Reporting Authority (ACARA)

EAL Companion to AusVELS

Review

As part of the school's cyclic review process.