

English

1.0 Rationale

English is central to the learning and development of all students. It helps create confident communicators, imaginative thinkers and informed citizens. It is through English that individuals learn to analyse, understand, communicate with and build relationships with others and with the world around them. The English curriculum enables students to be effective users of Standard Australian English when speaking and listening, reading and viewing and writing. Through the strands of Language, Literature and Literacy students will learn to appreciate, enjoy and use language to form and convey their ideas effectively to a variety of audiences for a specific purpose.

2.0 Goals

- To implement the three strands of the English AusVELS curriculum:
 - *Language*: knowing about the English language;
 - *Literature*: understanding, appreciating, responding to, analysing and creating literature; and
 - *Literacy*: expanding the repertoire of English usage.
- To give students knowledge of how Standard Australian English works in its spoken and written forms and in combination with non-linguistic forms of communication to create meaning.
- To give students the knowledge and skills to be able to speak, listen, read, view and write with enjoyment, purpose and confidence while informing, discussing, persuading, entertaining or arguing, including the use of multimodal texts.
- To develop students interest and skills in inquiring into the aesthetic aspects of texts, and develop an informed appreciation of literature to assist in creating their own literacy texts.
- To give students knowledge and skills in *Language* including spelling, grammar and punctuation at the word, sentence and text levels.
- To give students knowledge and skills in *Literature* in engaging students in the study of literary texts of personal, cultural and aesthetic value.
- To give students knowledge and skills in *Literacy* to develop students' ability to interpret and create texts with appropriateness, accuracy, confidence, fluency and efficacy for learning in and out of school.
- To give students the knowledge and skills to use a range of software programs including word processing, selecting purposefully from a range of functions to communicate and create clear, effective, informative and innovative.
- To assist students to develop and consolidate a handwriting style that is legible, fluent and automatic so that it supports sustained writing.
- To utilise a range of assessment tools to assess students achievement, monitor progress and plan future programmes.

3.0 Implementation

- The teaching, learning and assessment programs should balance and integrate the three English strands: *Language*, *Literature* and *Literacy*.
- Students will be engaged in daily reading and writing learning activities.

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- Teachers will use assessment data in English to plan whole grade, small group and individual learning tasks.
- A range of literacy approaches will be used to teach reading and viewing and writing: e.g. guided reading, reciprocal teaching, literature circles, reader's workshop and writer's workshop.
- The explicit teaching of reading comprehension skills and writing texts types will be taught using a wide range of texts including multimodal texts.
- The explicit teaching of grammar, punctuation, spelling and handwriting will be taught weekly.
- Students will be expected to use oral and written language appropriately and effectively to interpret, create and analyse texts considering context, purpose and audience.
- Individual Learning Plans will be written for students requiring further support.
- The Reading Recovery Programme will be implemented for Level 1 students at risk.
- Students will be expected to participate in the home reading programme at all Levels.
- An English as an Additional Language programme will be made available to identified students.
- The school subscribes to English online digital resources which will be used by teachers and students in the classroom.
- Resources both book and digital will be purchased to support the teaching of English.

4.0 Resources

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| <ul style="list-style-type: none"> • AusVELS • Primary Connections Materials • Literacy Centre Activities • Literature Sets • Library materials | <ul style="list-style-type: none"> • Spelling Rules • Western Australian First Steps • Take home books. • Digital resources e.g. online |
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5.0 Evaluation

- AusVELS achievement standards
- CEPS Assessment Schedule
- Running Records
- Individual Learning Improvement Plans
- NAPLAN - Level 3 and Level 5
- PAT Comprehension, Spelling and Vocabulary
- Online English Interview - Foundation
- VCAA - On Demand Adaptive Reading Tests
- Team Moderation of student work samples
- Self and Peer Evaluation
- Individual work portfolios e.g. digital
- Student written reports, twice yearly
- Parent Interviews



6.0 End of Document