

English Policy

Monmia Primary School



MONMIA PRIMARY SCHOOL
- Learn and Achieve -

This policy was last presented to School Council in: June 2022
School Council President: Amanda Deakin

Rationale	Students will be empowered to use English in all its forms and contexts, to communicate effectively and purposefully.
Aim	Through the English program students will: <ul style="list-style-type: none">• learn to listen to, read, view, speak, write, create and reflect on increasingly complex and sophisticated spoken, written and multimodal texts across a growing range of contexts with accuracy, fluency and purpose• appreciate, enjoy and use the English language in all its variations and develop a sense of its richness and power to evoke feelings, convey information, form ideas, facilitate interaction with others, entertain, persuade and argue• understand how the English language works in its spoken and written forms and in combination with non-linguistic forms of communication to create meaning• develop interest and skills in inquiring into the aesthetic aspects of texts, and develop an informed appreciation of literature.
Implementation	Teachers will: <ul style="list-style-type: none">• plan, teach and evaluate the English Program collaboratively• implement the Victorian Teaching and Learning Model and FISO 2.0 frameworks to reflect upon and positively impact student learning outcomes in English• work collaboratively in PLCs to establish a deep understanding of the Literacy Teaching Toolkits and other resources to support implementation of agreed strategies• conduct English sessions daily for two hours, preferably in an uninterrupted literacy block in the first two hours of the day• follow the English Program using the Gradual Release of Responsibility Model, where they will model and teach to students, then have students work alongside one another and with them, and then release them to work independently using the skills and knowledge learnt• make strategic choices about instructional practices. For example: modelled, shared, guided or independent reading and writing• implement a sequential English program based on the Victorian Curriculum, taking into account the School Strategic Plan and the Annual Implementation Plan:• provide a supportive and stimulating literacy environment for students, that includes accessible charts to support the learning focus, and a comprehensive classroom library• implement a daily Independent Reading Program which encourages the 'Just Right' selection of books and a focus on the Comprehension Strategies of activating and using prior knowledge, predicting, visualising, asking and answering questions, summarising, synthesising, inferring and critical thinking• provide ongoing vocabulary instruction within the reading block, both explicit and incidental• implement daily Writers' Workshop sessions, where students learn the process through which the writer shapes language to communicate effectively and for a purpose• develop students' speaking and listening skills, using both formal and informal settings, building confidence and a student 'voice'• provide regular spelling/language convention investigations. Spelling will also include weekly personal spelling words according to student needs• integrate learning technologies into the literacy program

- monitor individual abilities using formal and informal measurements in accordance with the Assessment Schedule, using formative data and summative data. This includes regular individual conferences and goal setting, and students' own self evaluation and ongoing reflections.
- moderate assessment within and across teams and year levels, to assess student learning outcomes and the impact of PLCs across the school
- Display and use the CAFÉ Menu of reading strategies (Comprehension, Fluency, Accuracy and Expanding Vocabulary) as a visual reminder of whole class instruction as well as goal setting
- Use the Fountas and Pinnell Literacy Continuum to inform instruction and goal setting and assess students' reading ability using Fountas and Pinnell Benchmark System
- Measure excellence in reading and writing using the National Assessment Program – Literacy (NAPLAN).
- teach explicitly using Learning Intentions and Success Criteria in each session, ensuring students understand what is being learnt and why, and how they will know they have learnt it
- differentiate teaching to meet students' different learning needs; provide intervention and extension for students, including the development of Individual Learning Plans where needed
- encourage parents/guardians to provide consistent support for students both at home, and in the school situation after attending the Classroom Helpers Program
- ensure that home reading is consistently monitored by teachers and parents
- provide ongoing Professional Learning for teachers to implement the effective teaching of English, including using the Gradual Release of Responsibility and Workshop Model

Evaluation

The program leaders will review this policy as part of the school four year review cycle.

- The Literacy Leader will collaborate with teams to monitor and evaluate the implementation and effectiveness of the English program, on an ongoing basis.
- Professional Learning Communities (PLCs) will collate and chart data, ensuring that student progress is monitored regularly and data walls are amended to reflect student progress following the triangulation of data.
- This policy will be reviewed as part of the school's cyclic review.

Policy Last Reviewed

June, 2022

Consultation

June, 2022

Approved By

Principal

Next Scheduled Review Date

2026