Croydon Hills Primary School

English

Rationale

Language is central to living and learning. Every teacher will promote and support the development of children’s talking, listening, reading, writing and thinking skills in a variety of meaningful contexts in all curricular areas.

Children bring with them to school a wide range of attitudes towards, understanding of, and experiences with language. This diversity in children’s experiences, skills and understanding will be recognised by the staff, who will seek to work with the children and their families in the development of each individual as an able and enthusiastic language user.

Children will have opportunities, across all areas of the curriculum, to present ideas, experiences and understanding in ways that require a growing awareness of audience and purpose. Progression will be seen in pupils’ increasing independence in talking, listening, reading, writing and thinking, their understanding and response to what they hear, read and write. Children will learn to appreciate, enjoy and use language and develop a sense of its richness and its power to evoke feelings, to form and convey ideas, to inform, to discuss, to persuade, to entertain and to argue.

Policy Statement

Croydon Hills will deliver a sequential program course based on the outcomes from the Victorian Essential Learning Standards (VELS)

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Talking and Listening

We recognise that talking and listening are fundamental skills upon which the educational development of our children depend. Through the development of oral and aural skills, they learn about language and this equips them to demonstrate and refine their learning.

Our overall aim is for children to become efficient language users. This will be achieved by devoting time, energy and resources to the development of oral communication. Through purposeful interaction with teachers, children will be provided with experiences that develop their skills in talking and listening.

Reading

Children should be encouraged to develop a love of books and the disposition to read. We strive to teach all our children to read and to enjoy a variety of texts so that they will become independent, critical, life-long readers and learners. We believe reading is a vital skill and this belief underpins the huge emphasis we place on the teaching of reading in our school.

Writing

Children should learn to communicate meaning through enjoyable writing activities, whereby they express themselves in writing both imaginatively and factually and including digital resources. Children write to express their emotions, to convey their thoughts and opinions and to present evidence of research. By developing these skills, we can equip our children to use writing across a range of curricular activities in which they are involved.

We aim to develop within our children an ability to write effectively in various forms according to purpose and audience. They will be encouraged to develop as
independent writers, learning over time to use conventional spelling, punctuation, grammatical organisation and handwriting.

Implementation

Croydon Hills will meet its commitment to delivering a high quality English program by providing a program planned around the VELS and will:

- Develop children’s key skills and confidence in all areas of language.
- Present children with a broad range of materials and experiences which will stimulate interest and provide pleasure.
- Link language with thinking processes in a range of curricular contexts in order to apply and develop their language and cognitive skills.
- Enable children to communicate effectively and confidently within a variety of forms of speech and in a range of social groupings in formal and informal contexts.
- Develop children’s knowledge, understanding, appreciation and enjoyment of a wide range of fiction and non-fiction text, and to enable them to develop preferences and make informed choices.
- Teach children to read fluently and with understanding, using reading methods that are appropriate to the material and to the writing purpose.
- Develop children’s ability to use information texts and to locate, extract and use relevant information.
- Develop writing skills for a range of purposes and audiences, using spelling, punctuation and syntax appropriately and with confidence.
- Promote the wide use of ICT and media texts as a medium for the further development of language across the curriculum.
- Develop children’s thinking and problem solving skills.
- Teach children how written language is organised. The following strategies will be used to write words: Sound-Phonemic strategies, Look-visual strategies, Meaning-morphemic strategies, Connections-linking strategies and Inquiry–research strategies.
- Include a wide range of written and spoken texts in print and electronic forms including literary texts such as novels, short stories, poetry, plays and non-fiction; film and other multimodal texts; media texts; information, commercial and workplace texts; everyday texts; and personal writing.
- Involve students in reading, viewing, listening to, writing, creating, comparing, researching and talking about a range of text types from the simple to the complex, from texts dealing with concrete and straightforward information to those dealing with increasingly complex and abstract issues and ideas.
- Have a Curriculum Coordinator responsible for overall coordination, organisation and implementation of effective literacy strategies across the school.
- Ensure Classroom teachers have the principle responsibility for developing literacy skills in classroom programs, through comprehensive level planning and consultation with the relevant Coordinator.
- Include a literacy based learning program that fully engages the children in all the dimensions of the English language.
- Ensure Cultural Literacy is addressed through the Integrated Curriculum and Studies of Asia programs.
- Ensure classroom programs include learning intentions explicitly stating the learning to be required for each learning activity.
- Provide a variety of activities and experiences to enable students to confidently apply their knowledge, skills and personal understandings.
- Monitor children’s achievement against VELS standards and provide intervention and extension strategies for students who are performing below or above expected standards of literacy with provision made for students who have special needs in English language. Students requiring additional assistance or
extension will be identified, supported and monitored through IEPs and/or targeted small group assistance.

- Assessment will be FOR learning, OF learning and AS learning with common assessment tasks developed, implemented and moderated on.
- Students will be involved in self and peer assessment that enables them to recognise, articulate and share their understandings.
- Ensure that teachers provide a range of feedback to students to assist and support student progress.
- Be timetabled for at least 10 hours per week.
- Ensure that ICT will be used to support the development of students’ skills in language.
- Incorporate the Australian National Curriculum when it becomes available.

References:

Victorian Essential Learning Standards

ESL Companion to the Victorian Essential Learning Standards

Review

As part of the school’s cyclic review process.