



St Francis Xavier Primary School

English Policy

Rationale

English at St Francis Xavier Primary School is central to the learning and development of all students. To develop children's knowledge, understanding and skills of communication in English through Reading and Viewing; Writing, Speaking and Listening is paramount.

Comprehending texts and recognising how language works within them, is necessary for literacy success. By understanding and working with texts, students acquire the knowledge, skills and personal qualities that enable them to read, view, comprehend, listen critically and to think, speak and write clearly and confidently.

Purpose:

At St Francis Xavier Primary School, we aim to develop in all students:

- a love for reading where they choose to read frequently for enjoyment and information;
- the ability to read accurately, fluently and with good understanding;
- a strong command of the written and spoken word in order to communicate and respond effectively
- a high awareness of audience and the ability to adapt their language and style for different purposes and genres;
- an interest in words and their meanings to acquire a wide vocabulary;
- sound phonological and phonemic awareness skills;
- a sound understanding of grammar and punctuation and the ability to use that knowledge in literacy;
- legible, fluent handwriting style and the confidence and competence to produce high quality writing;
- the powers of imagination, inventiveness and critical awareness.

Implementation:

At St Francis Xavier Primary School, we believe that:

- literacy is the cornerstone to success across the curriculum;
- knowledge about how language functions and how it both reflects and shapes social attitudes, assists students to achieve a better understanding of themselves, their culture and the contemporary world;
- through focused data-driven instruction, we can develop the individual abilities of each child;
- the English program should cater for children of all levels and abilities;
- creating a challenging and stimulating learning environment where children are encouraged to take risks and solve problems is essential to learning progress;
- children learn in different ways, therefore teachers need to use a variety of teaching methods and strategies;
- as well as targeted teaching within the classroom environment, additional intervention and enrichment programs for those children with additional needs should be provided whenever possible;
- a language rich environment should be provided that promotes a culture of reading and writing.

Implementation:

At St Francis Xavier Primary School our English curriculum:

- provides a sequential learning program in English from Prep to Year 6 based on student needs and the Victorian Curriculum as a standard measure;
- provides two hours of focussed literacy teaching daily;
- includes small group focussed teaching to meet the needs of individual students;
- uses a wide range of educational approaches, strategies and resources that meet the needs of each child and will be utilised in the teaching of literacy throughout the school to develop skills of speaking, listening, reading and writing, e.g. Guided Reading, Levelled Literacy Intervention, SMART Spelling;
- provides resources that target the learning needs of students at different stages in their development, including intervention and enrichment programs;
- uses a range of ongoing formal and informal assessment and evaluation strategies in various contexts to measure student progress, learning styles and future needs;
- encourages a collaborative approach to monitoring and assessing children, where teachers work together to determine the next step for a student;
- integrates the use of Digital Technologies into the literacy program;
- provides opportunities for family involvement in literacy learning, e.g. home reading.

At St Francis Xavier Primary School:

- we will appoint Junior and Senior level leaders who will oversee, with the Learning and Teaching Leader, the development and implementation of Literacy across our school;
- agreed planning guidelines, proformas and planning documents will be used by all staff;
- level leaders, in consultation with staff members, will develop budgets based on the needs of the students in the English curriculum;
- back to back planning will be provided for classroom teachers where possible for teachers to design an English program that meets the needs of all students;
- intervention staff are appointed to work with and support students with additional literacy learning needs;
- professional learning in English will be available for staff each term during Staff and Professional Learning meetings.

Evaluation:

This policy will be revisited yearly, reviewed as part of the school's review cycle or as changes are made to the Victorian curriculum.