

Rationale:

At Stevensville we believe that it is imperative to provide children with opportunities to develop their knowledge, understanding and skills of communication in English through reading and viewing, writing and speaking and listening. Understanding texts and recognising how language works within them is necessary for success and beyond for an active, informed and fulfilling life in modern Australian society and the global community. By understanding and working with texts, students acquire the knowledge, skills and personal qualities that enable them to read, view and listen critically and to think, speak and write clearly and confidently.

Purpose:

- To acquire language skills, which are essential for successful learning across the curriculum.
- Encourage all students to reach their maximum potential in English
- To integrate each aspect of language –listening, speaking, reading and writing, as well as striving to integrate all key learning areas, to give the greatest possible meaning to language.
- To encourage participation in the use of ICT (Information Communication Technology) to enhance students literacy skills.
- To encourage all children to develop a diverse range of communication skills.
- To provide appropriate literature for all students.
- To provide teaching and learning strategies for any students with special needs.
- To develop literacy competence to access information and express ideas and feelings.
- To enjoy and appreciate a wide variety of language experiences looking at a broad range of topics e.g. a wide range of books and materials, oral, written, multimedia and electronic texts, shared books, poetry and drama.

Guidelines:

The teaching of language skills will be focused on the demonstrated needs of each child and in line with appropriate Victorian Curriculum documentation and the DEECD (Department of Education and Early Childhood Development) English Continuum located on the DEECD website. Teachers have been provided with professional development in elements of classroom differentiation to further develop best practice in teaching and learning strategies. The school has also developed a whole school Literacy Scope and Sequence document focussed on the Victorian Curriculum with the three strands of Language, Literature and Literacy focussing on developing students' knowledge, understanding and skills in Listening, Reading & Viewing, Speaking and Writing.

Language – Knowing about the English language

Literature – Understanding, appreciating, responding to, analysing and creating literature

Literacy – Expanding the repertoire of English usage

Implementation:

- A daily focused two-hour literacy block is operating in all classes (this may operate at different times during the week), ensuring that all aspects of English are covered, including Reading, Writing and Speaking and Listening
- The Stevensville Literacy Scope and Sequence Victorian Curriculum F – 6 will be used as the basis of our English/Literacy Program.
- The Gradual Release of Responsibility instructional model of teaching and learning will be incorporated.
- Provision of resources will be targeted to meet the learning needs of students at different stages in their development, including intervention programs.
- A range of formal and informal assessment and evaluation strategies in various contexts will be used to measure student progress, learning styles and future needs. A Foundation – 6

Assessment Schedule will outline the assessment measures. Assessment for, of and as learning will also be undertaken.

- A literacy learning environment in which a range of organisational and management strategies support the explicit teaching of reading, including individual, differentiated small group and whole group instruction.
- Various strategies will be utilised including Shared Reading, Guided Reading and Reciprocal Reading.
- Technology programs will be implemented to allow learners to interact with electronic texts, process ideas through print, improve writing styles, practise editing and proof reading skills and explore publication techniques.
- Teacher references will be made available through the library and further references will be purchased to keep teachers informed.
- A wide range of texts will be made available to children and will be constantly maintained and updated on a regular basis.
- Planned whole school activities e.g. Book Week and Literacy/Numeracy Week
- Parents and other volunteer helpers will be utilised to help support English programs.
- Individual Learning Plans will be placed on the School Server.
- Parent information sessions will be planned to develop a greater understanding of current approaches to English.
- Class teachers will provide extra assistance through small group instruction, for children with limited literacy skill development. Some Year 1 students in this category will access Reading Recovery.
- A wide range of activities and experiences will be provided to cater for a diverse range of learning styles and abilities, including integrated students, talented students and autonomous learners.

Evaluation:

- The English/Literacy Policy will be reviewed annually as part of the program budget review.
- Whole school English/Literacy evaluation will be ongoing and incorporate a range of formal and informal assessment and evaluation strategies, including completion of the F-6 Assessment Schedule. Approaches will include anecdotal records, collection of work samples, rubrics and standardised and diagnostic tests.
- This policy will be reviewed with staff, student, parent and community input as part of the school's three year review cycle.