



English Policy

(Ratified by School Council: October 2026)

PURPOSE:

To support the delivery of a high-quality English teaching and learning program we utilise:

- The Victorian Curriculum Version 2.0,
- The Victorian Teaching and Learning Model 2.0.,
- MultiLit Program resources,
- Impact Curriculum English resources
- Our Whole School Approaches to teaching and learning and
- Our school's Guiding Statements.

GUIDELINES:

The English Curriculum will consist of the three interrelated strands and their sub-strands in accordance with the Victorian Curriculum Version 2.0.

Strand	Language	Literature	Literacy
Sub-strands	Language for interacting with others	Literature and contexts	Interacting with others
	Text structure and organisation	Engaging with and responding to literature	Phonic and word knowledge (FLA-6) or Word knowledge (7-10)
	Language for expressing and developing ideas	Examining literature	Building fluency and making meaning (FLD-6)
		Creating literature	Texts in context
			Analysing, interpreting and evaluating
			Creating texts

IMPLEMENTATION:

General

- An English Working Group Team will be formed each year, consisting of a teaching representative from each Year Level with the English Learning Specialist leading.
- Budget expenditure is to be coordinated by the English Working Group Team leader. They are responsible for allocation of funds and the purchase of resources to support whole school priorities.
- Planning will reflect the Victorian Teaching and Learning Model 2.0 and highlight explicit and responsive teaching to support student learning needs. Approaches will inclusively cater for



students where English is an Addition Language (EAL) as well as students that are part of the Disability Inclusion (DI) and Program for Students with Disabilities (PSD).

- Assessment will be guided by the requirements set by the Whole School Assessment Schedule and based on the Victorian Curriculum 2.0 achievement standards in Speaking and Listening, Writing and Reading and Viewing as well as any assessments that are part of the Multilit Program and Impact Curriculum English Units.
- Student data will be collected from a range of assessments to ensure data is consistent, accurate and utilised for future goal setting and curriculum planning. These assessments include (but not limited to) NAPLAN, PAT testing, DIBELS, Cumulative Reviews, Progress Monitoring, WARN, WARL, WARP, English Unit Assessments summative and formative assessments.
- Moderation will be conducted in level teams throughout the year to ensure consistent assessment and reporting within the English strand.

As outlined in the Curriculum Policy, two hours of classroom instruction per day is devoted to the development of student literacy. This is to be delivered in the form of:

- InitialLit in Prep to Year 2
- A language and literacy block, and a literature block in Years 3-6.

These times are dedicated to ensure that students:

- learn to purposefully and proficiently listen to, speak about, read, view, write, create and reflect on a range of texts, through their historical, cultural and social contexts and across an increasing level of complexity,
- understand how to use Standard Australian English appropriately, and in combination with non-linguistic forms of communication, to create meaning,
- develop interest and skills in examining and analysing texts, and develop an informed appreciation of the aesthetic aspects of literature,
- appreciate, enjoy, analyse, evaluate, adapt and use the richness and power of the English language in all its variations to evoke feelings, form and convey ideas, and facilitate interaction with others.

Years Prep to 2

InitialLit is an evidence-based whole-class literacy program providing all students with the essential core knowledge and strong foundations to become successful readers and writers. This program covers the first three years of school (Prep to Year 2) and is designed to be delivered to whole classes by classroom teachers. The program is aligned to the Victorian Curriculum English 2.0 across all areas.

Implementation Guidelines

- **Professional Development:** Staff will receive training on the InitialLit program and its instructional strategies.
- **Structured Implementation:** The InitialLit program will be delivered consistently across all classes, following the prescribed lessons and timelines to ensure all students receive the full benefits of the program.
- **Assessment and Monitoring:** Teachers will conduct regular curriculum-based assessments to identify student needs and inform instruction.



- **Collaboration:** Teachers will collaborate to share resources, strategies, and insights related to the program's implementation.
- **Parental Involvement:** Parents will be informed about the InitialLit program and encouraged to support their child's literacy development at home.

InitialLit-F Prep

InitialLit–F focuses on three main components:

1. Phonics, to systematically and explicitly teach the basic alphabetic code in a set sequence. In addition to learning letter-sound correspondences and how these are applied to reading and spelling, children will be introduced to common morphemes and simple grammatical concepts.
2. Tricky words, to develop fluency with irregular high-frequency words that cannot be fully decoded using standard phonics rules
3. Vocabulary, oral language and listening comprehension through quality children's literature. Detailed lessons, including writing tasks, are provided for each of the storybook titles selected for use with the program.

The program is designed to be delivered in an instruction block and includes:

- 20-30 minutes of explicit whole-class teaching using a detailed scripted lesson plan.
- 45 minutes of teacher-led small-group and independent activities (independent tasks consolidate the teaching while teacher-led small-group instruction is based on student's needs)).
- 20-30 minutes for a Storybook session. This literature component provides opportunities to develop oral language, vocabulary and comprehension, with one storybook used as a focus over four sessions.
- Regular progress monitoring using curriculum-based assessments to identify and respond to the needs of children.

InitialLit-1 Year 1

InitialLit–1 continues on from InitialLit–Foundation in providing an explicit and effective model for teaching reading, spelling and related skills to children in their second year of school. InitialLit–1 focuses on the five main components of:

1. Phonics, to systematically and explicitly teach the basic and advanced alphabetic code in a set sequence. In addition to learning letter-sound correspondences..
2. Spelling choices and spelling rules
3. Morphology and Grammar
4. Tricky Words, to develop fluency with irregular high-frequency words that cannot be fully decoded using standard phonics rules
5. Vocabulary, oral language and listening comprehension through quality children's literature. Detailed lessons, including writing tasks, are provided for each of the storybook titles selected for use with the program.

The InitialLit–1 literacy session includes the following:

- 30-40 minutes of explicit whole-class teaching using a detailed scripted lesson plan
- 10 minutes of spelling as the lesson directs
- 45 minutes of



teacher-led small-group and independent activities (independent tasks consolidate the teaching while teacher-led small-group instruction is based on student's needs)

- 30 minutes for a Storybook session. One storybook is used as a focus for four sessions, over a two-week period.
- Ongoing progress monitoring using curriculum-based assessments to identify and respond to the needs of children.

InitialLit-2 Year 2

By Year 2, most children will be well on their way to reading independence. The program builds on the skills taught in InitialLit-F and InitialLit-1, with the focus shifting now to consolidating children's reading and spelling skills, working specifically on reading comprehension, fluency, spelling and vocabulary.

InitialLit-2 has four main components: Spelling. This component reviews phoneme-grapheme correspondences and spelling concepts taught in InitialLit-1 and teaches the remainder of the advanced alphabetic code systematically and explicitly. Children will also learn new spelling rules and morphological concepts. Reading comprehension and fluency. In this component, children will be taught comprehension strategies explicitly and how to apply them to different types of text. They will also be given regular opportunities to work on reading fluency through echo, choral and paired reading. Grammar. Children will be explicitly taught key grammatical features and how to apply them to a writing task.

Vocabulary, oral language and comprehension through children's literature. Detailed lessons are provided for each of the storybook titles selected for use with the program, including detailed writing tasks. Two novel studies are included for use towards the end of the year.

InitialLit-2 program structure

InitialLit-2 includes the following:

- Two comprehension and fluency lessons per week
- Three spelling lessons per week
- Two storybook lessons per week
- Grammar lessons to be used flexibly during writing lessons (30 per year)
- Time for reading groups using RAD (Read and Discuss) Reading Books and any other appropriate reading material, and independent work using a variety of resources
- Ongoing curriculum-based assessments

Mini Lit Sage

Students in the bottom 25% of the expected range for their age group in Years 1 and 2 will be screened for participation in the Mini Lit Sage Intervention Program. This is a Tier 2 small group reading program that provides explicit instruction in phonemic awareness, and systematic synthetic phonics for reading, spelling, letter formation and connected text reading.

Years 3 to 6

Implementation Guidelines

- GWPS implements a whole school approach to the teaching of English. This is based on the Impact Curriculum English scope and sequence and curriculum resources which has been further enhanced to deepen language, literacy and literature skills.
- Our Approach to English was developed based on current research into the best practice in English, including research from AERO (Australian Education Research Organisation), Five From Five and the Five Pillars of Literacy.
- Lessons are split into two blocks, Language and Literacy, and Literature. The main components to these blocks are explicit and interactive whole class teaching, independent practice and developing mastery of English through structured lessons and retrieval practices.
- Students are exposed to a variety of different text types and genres through the model texts for each unit and are all given a copy of each text, Text Level Writing and Sentence Level Writing Booklets for use during lessons.
- Assessments include PAT Reading (twice a year), DIBELS (beginning, middle and end) and end of Unit Assessments (7-9 per year)
- Curriculum Planning will be based on the Impact Curriculum Scope and Sequence and responsive to cohort specific, formative assessment data.

PEDAGOGY:

Learning Intention and Success Criteria

- The Learning Intention and Success Criteria is a clear statement that begins with a SOLO verb and tells students exactly what knowledge, skill, or understanding they are building. It is visible in the classroom and written in student-friendly language.
- The purpose is for students to know what they are learning and why it matters. It helps them stay focused, take ownership of their learning and see how each lesson connects to their long-term growth. A clear learning intention also supports teachers to plan purposeful instruction and ensures everyone is working toward the same goal.

Explicit Instruction

- Explicit Instruction is a structured teaching sequence where the teacher models the concept or skill (I do), guides students through shared practice (We do) and then supports students to practise independently utilising their workbook (You do).
- The purpose is to ensure students learn new skills with clarity and support. This approach reduces cognitive load, builds confidence step-by-step and allows all students to gradually take ownership of their learning with scaffolds that fade as independence grows.

Independent Tasks

- Independent learning in English provides students with the opportunity to explore skills learned during explicit teaching part of a lesson. They practise skills, apply concepts, check their work and reflect on mistakes to deepen understanding. Learning tasks are completed in their Sentence Level and Text Level Writing booklets. During this time, the teacher actively moves around the room, checking progress, providing targeted support and responding to student needs promptly.
- It helps students take ownership of their learning and develop persistence when working through challenges. With the teacher circulating to provide prompt, targeted support students stay on track and misconceptions are addressed as they arise. This approach also

builds independence and prepares students to apply their skills confidently in assessments and real-world contexts.

Mastery Through Lesson Structure and Assessment

- Developing Mastery in English means building deep, connected understanding of concepts over time through structured practice and assessment. Using a Science of Learning Approach, this includes strategies such as repetition, spaced practice and retrieval to strengthen knowledge and support long-term retention. This is supported through End-of-unit Assessments, ongoing Progress Monitoring (Check for Understanding) during independent tasks, and with tools such as Progressive Achievement Testing (PAT) and DIBELS (assesses reading fluency, accuracy and comprehension) to track student achievement and growth.
- It ensures students move beyond surface knowledge to confidently apply concepts in different contexts. Using a combination of assessments and ongoing monitoring allows teachers to address misconceptions, respond to student needs and support consistent progress for all learners.

LANGUAGE AND LITERACY COMPONENTS:

Daily Review

- This is a short (10 minutes) session at the beginning of a class where learners interact with various previously learned skills in various contexts (mini whiteboards, choral response, voting etc.)
- Learners practise and reinforce previously learned skills and concepts. It helps build knowledge and fluency and transfers knowledge into long term memory.

Reading Fluency

- Students read with a partner to improve their ability to read accurately, at a good pace and with expression. When students can read fluently, they read with automaticity and accuracy which allows them to access the meaning of the text more easily.

Grammar

- Once a week, students are explicitly taught grammar within the context of writing. Lessons are designed to build their grammar conceptual understanding and skills. Grammar provides the framework needed to communicate clearly, allowing students to express ideas accurately.

Spelling

- Each week there is a focus on a different spelling pattern or rule, which is explicitly taught and reviewed throughout the week. Spelling is essential because it unlocks reading comprehension, builds vocabulary, and empowers confident communication.

Handwriting

- Twice a week, students are explicitly taught handwriting and have multiple opportunities to practise. Practising handwriting develops the fine motor skills needed for daily tasks and for future learning and job opportunities.



LITERATURE COMPONENTS:

Text Level Reading

- Students spend quality time engaged in the pages of high-quality children's literature. Reading aloud and questioning ensures students are reading accurately and deeply. Reading involves asking questions about the author's intentions, credibility, perspective, and biases to gain a better understanding of the text and its message.

Vocabulary

- Students are explicitly taught words from the novel text being studied, as well as incidental vocabulary during reading. They are encouraged to use the new vocabulary in their writing. Students need to have many exposures to a word to ensure it becomes a part of their vocabulary.

Sentence Level Writing

- Students are explicitly taught how to craft a range of sentence types and structures. They need explicit instruction in writing, as sentences are the building blocks of all writing.

Text Level Writing

Students are explicitly taught a range of skills and knowledge within the text-level writing lessons of each unit, using examples from the unit text as well as a purpose-written accompanying mentor text. They are exposed to many different text types and genres.

Macq Lit

Students in the bottom 25% of the expected range for their age group in Years 3 and above will be screened for participation in the Macq Lit Intervention Program. This is a Tier 2 small group reading program that provides explicit instruction in phonemic awareness, phonics, fluency, vocabulary and comprehension.

RELATED POLICIES:

EAL Policy

Assessment and Reporting Policy

Curriculum Policy

POLICY EVALUATION:

Evaluation will be conducted every two years by the English Working Group Team.

DUE DATE FOR REVIEW:

Due for review in October 2028.