



English Policy

(Ratified by School Council: October 2020)

PURPOSE:

To support the delivery of a high quality English program based on the Victorian Curriculum, our Whole School Approaches to teaching and learning and our school's Guiding Statements.

GUIDELINES:

The English Curriculum will consist of the four modes which represent and are in accordance with the Victorian Curriculum.

1. Reading and Viewing
2. Writing
3. Spelling
4. Speaking and Listening

IMPLEMENTATION:

General

- An English Vertical Team (EVT) 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 Vertical Team leader. They are responsible for allocation of funds and the purchase of resources to support whole school priorities.
- Planning will reflect the Gradual Release of Responsibility Instructional Model and highlight differentiation to support personalised 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 Program for Students with Disabilities (PSD).
- Assessment will be guided by the requirements set by the Data Literacy Vertical Team (ARVT) and based on the Victorian Curriculum achievement standards.
- Pupil 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, VCAA testing, and Fountas and Pinnell.
- Daily conferences will be held with individual students to set personal learning goals in order to increase English proficiency at a particular student's need. In some instances where student need is similar, group conferences can be conducted.
- Moderation will be conducted in level teams in Term One and Three. Whole school moderation will occur in Terms Two and Four by horizontal teams to ensure consistent assessment and reporting within the English strand.
- Digital technology will be used as a complimentary tool for the development of English.
- 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 literacy blocks, dedicated to building student understanding of transferring reading learning into their own authorship in writing.



Reading

- GWPS implements a whole school approach to the teaching of Reading. This is based on the CAFÉ Reading Model which has been further enhanced to deepen literacy skills and build on school specific, whole school assessment data.
- Lessons generally consist of a Mini lesson, personalised strategy work, partner reading, independent reading and student conferencing on a daily basis. The lesson fits within the Gradual Release of Responsibility Instructional Model.
- All students develop with teacher support, a personalised Reading Goal based on strategies that are taught to deepen Comprehension, Accuracy, Fluency and Expansion of Vocabulary (CAFÉ).
- The CAFÉ (Comprehension, Accuracy, Fluency and Expanding Vocabulary) acronym will be displayed in each classroom to ensure common language is used through the school in the teaching of Reading.
- All students have individual book boxes where they can store a variety of texts (genre, level and purpose) to support strategy work within the classroom.
- All students will maintain a Reader's Notebook in which they will practise and reflect on specific comprehension strategies.
- Fountas and Pinnell Reading Assessments will be completed twice a year for each student, aligning with the Assessment Schedule and our whole school approach to Reading assessment.
- All classrooms will display, for student reference a CAFE wall which has specific strategies, as per the CAFE menu, for student reading development.
- The Reading Recovery Program will be made available to selected students in Year One, with a stringent testing and aged based selection process to identify students eligible for inclusion. Participation in the program is ultimately offered by the Principal or chosen representative.

Writing

- GWPS implements a whole school approach to the teaching of Writing. This is based on the 6+1 Traits of Writing which has been further enhanced to deepen literacy skills and build on school specific, whole school assessment data.
- The 6+1 Traits is known as the VOICES program at GWPS.
- The VOICES (Voice, Organisation, Ideas, Convention, Excellent Word Choices, Sentence Fluency) acronym will be displayed in each classroom to ensure common language is used through the school in the teaching of Writing.
- All students will keep a Writer's Notebook in which they will practise and reflect on the writing strategies taught in class. This notebook will be utilised to develop Writing ideas and strategies.
- A Scope and Sequence (S&S) document specific to GWPS outlines Writing units and their instructional sequence for all year levels from Prep to Year 6. The S&S was designed to best enhance scaffolding as students transition from year to year.



- Whole school moderation will be conducted by teachers throughout the year to ensure consistent assessment and reporting.
- All students develop with teacher support, a personalised Writing Goal based on strategies that are taught to deepen Voice, Organisation, Ideas, Conventions, Excellent Word Choice and Sentence Fluency.
- All classrooms will display, for student reference a VOICES wall which has specific strategies, as per the VOICES menu, for student writing development.
- Sustained Writing will occur once a week with the intention of students building their authorship over an hour period.

Spelling

- Glen Waverley Primary School implements a Spelling Inquiry approach to building student self-regulation and knowledge of spelling words.
- Spelling Inquiry utilises one hour of Writing a week consisting of 60 minutes which are split into:
 - Whole Class Spelling Focus mini lesson and learning task 50%
 - Individual Inquiry learning task 50%
- All students will keep a spelling book which should include the following:
 - Title page for front – ‘My Individual Spelling Words’
 - Words I Want To Learn to Spell sheet (building a bank of words)
 - My Spelling Words (Current 5 words for practise)
 - Flip book for Look, Say, Name, Cover, Write, Check (N.B – ‘Name’ has multiple meanings P-2 name sounds and letters, 3-6 Name sounds, letters, blends and syllables).
 - Title page for back – ‘My Spelling Journal’ (Inquiry research placed here)
- A Scope and Sequence (S&S) document specific to GWPS outlines Spelling Learning foci and their potential sequence for all year levels from Prep to Year 6. The S&S was designed to best enhance scaffolding as students transition from year to year.
- Partner to Partner spelling testing will occur once a week on the day Home Learning is due.
- Students will have five spelling words in Prep and increase to ten spelling words from Year One to Year Six
 - Students will have :
 - Five spelling words as per a whole class focus that changes weekly.
 - Five individual Inquiry spelling words which change only once the learner has demonstrated they understand the methods for spelling. Students must have spelt this word correctly three times in writing and twice in a spelling test to move onto new Spelling Inquiry words. This will most likely be a two week process, supported by sustained writing.

Speaking and Listening

- Speaking and Listening, or oral language development will be integrated into a range of Curriculum areas including (but not limited to) Reading, Writing, Inquiry and ‘You Can Do It.’
- Students will be given opportunities to develop oral language skills through additional curricular opportunities such as the Multi Media programs, Smart 8 programs and Buddies.



Student: Teacher Conferences

Known as Conferring, they are scheduled during class time to monitor progress towards personalised learning goals. Can occur both individually or in a group. Teachers generally utilise the following sequence;

Step 1: Ask an open-ended question of the student, linked to the reading/writing being shared.

Step 2: Ask a follow-up question

Step 3: Examine the student's work sample

Step 4: Provide feedback to the student

Step 5: Explicitly teach content/strategy that links to personalised learning needs/goals

Step 6: Support the student to trial the strategy correctly

Step 7: Link the strategy to the student's learning goal

Step 8: Teacher records details of the conference

Student Needs:

- Curriculum Planning will be responsive to cohort specific, formative assessment data.
- All students will be supported to develop individual reading goals which are regularly reviewed and reset to reflect progress in student learning.
- Student growth will be monitored and extended with the development of student goals to match personalised learning needs. Focus strategy groups and learning tasks will target multiple learning entry and exit points.

RELATED POLICIES:

EAL Policy

Assessment and Reporting Policy

Curriculum Policy

POLICY EVALUATION:

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

DUE DATE FOR REVIEW:

Due for review in October 2022.