Good Shepherd Lutheran School
ANGASTON

English Policy

Last Reviewed 2008
Preface

In the English learning area, students learn about the English language; how it works and how to use it effectively. The study of English plays a vital role in the development of students’ literacy, enhances their learning in all area of the curriculum and provides them with the communication skills and critical understanding of language necessary for active participation in school life and life beyond school.

English involves learning about texts and about language, using the modes of speaking, listening, reading, viewing and writing. Learners understand and compose a range of literature, media and everyday texts. They explore and engage with fictional, factual, non-print and multimedia texts from diverse cultural perspectives, take pleasure in using these texts to explore ideas and think imaginatively and critically about themselves, their world and the global community. They also use the texts they read, view and listen to as resources for creating and constructing their own texts.

1. Aims

The English Learning Area aims to develop in all children:

• the ability to critically and creatively speak, listen, read, view and write with intellectual and emotional engagement, including imagination, passion and confidence, for a range of audiences and contexts
• knowledge of the ways language is used for different purposes, audiences and contexts, and the capability to apply this knowledge
• knowledge of and respect for diverse varieties of English, including Standard Australian English, and the capability to critically analyse and apply this knowledge
• a knowledge of a broad range of texts and the capability to critically analyse these texts in relation to personal experiences, the experiences of local and global communities, and the social constructs of advantage/disadvantage in order to imagine more just futures
• capacities to apply learning in English to other Learning Areas, to life in the wider community, to the virtual community, and in accessing further education and training.

These aims reflect the following beliefs;

Successful students will use *texts and contexts* to;

• listen to a range of texts
  - to identify feelings, main ideas and events.
  - to identify specific information about familiar topics and to respond to others’ views.
  - to develop ideas, identify diversity of opinion and to consider the appropriateness of context, purpose and audience.
• produce a range of spoken texts –
that describe familiar procedures and events, and experiments with adjusting own speaking to communicate with different audiences in a variety of familiar contexts.

- about topics and events of personal and community interest for different school and some community audiences and purposes.

- about topics and events of personal and community interest, for school and wider community contexts and audiences.

- read and view a range of texts containing
  - familiar topics and language and predictable text structures and illustrations and recognises the ways that texts are constructed to represent real and imaginary experience.
  - familiar topics and some unfamiliar text structures and language features, and identifies symbolic meaning and stereotypes.
  - some ideas and issues of social/cultural interest and more complex text structures and language features and explains possible reasons for different interpretations of texts.

Successful students will learn to use language to;

- identify, discuss and analyse aspects of spoken language when listening and responding to texts in a range of contexts.
- use and experiment with aspects of language when producing a variety of spoken texts for an appropriate for a wide range of school and community audiences.
- identify, talk, interpret and analyse features of written language and visual images when reading and viewing independently, a range of texts about familiar and unfamiliar topics.
- experiment, select and use a variety of language aspects when planning and composing a range of well-structured fiction, factual and media texts about familiar, new and possible experience.

Successful students will learn to use strategies to;

- use and discuss a variety of strategies for listening attentively to summarise alternative viewpoints in a range of spoken texts.
- experiment, use and select a variety of strategies for planning, composing, presenting and evaluating spoken texts for an increasing range of community audiences.
- experiment with strategies when selecting, reading, viewing and critically interpreting written and visual texts, and with teacher support, discusses their use of strategies.
- use strategies for identifying resources, locating information and for reading, viewing and critically interpreting information from various written and visual texts.
- select and use a variety of strategies for locating and recording information and for reading, viewing and critically interpreting a range of written and visual texts.
• selects and use a variety of strategies for planning, composing and reviewing own written texts and for consistently spelling most common words accurately.

2. Principles for Effective Teaching of English

The understandings, capabilities and dispositions encompassed in essential learnings may be achieved by learners through:

• using constructivist approaches to learning
• practising the relevant skills within supportive and enabling learning environments
• active involvement in their learning
• applying their learning to new and different contexts
• processes that are learner-centered are developed in authentic contexts, are built on over time and also identify evidence of learning over time.

3. Content

English involves using speaking and listening, reading and viewing, and writing, to:

• learn about texts
• learn about and use language strategies
• apply this knowledge and understanding to a range of contexts, purposes and audiences.

English is therefore organised through three strands:

• texts and contexts
• language
• strategies.

The three strands are interrelated. Texts are constructed, interpreted and responded to using language. Language, and the structure of the text, varies according to context, purpose and audience. Strategies are the processes by which learners use language to produce their own texts, and engage with and respond to the texts of others.

The Lutheran Curriculum Framework has been developed for use in all Lutheran Schools to support teachers in their planning and programming. The English Scope and Sequence is used to allow for a consistent approach across every year level.
4. Assessment

Assessment in English has a number of purposes. These include providing information to:

• students about their progress and achievements
• teachers to inform planning and programming
• parents and caregivers about their children’s learning

Judgments about the student’s achievements will be based on clear and explicit criteria.

Assessments draw on a comprehensive range of strategies including anecdotal records based on observations, work samples, portfolios, self assessment tasks, checklists, teacher made lists, standardized tests, audio tapes, video tapes and interviews.

Students are encouraged to monitor and reflect on their progress.

Student development will be mapped across year levels.

5. Teacher’s Professional Development

Teachers keep themselves well informed both with content knowledge and teaching strategies and practices. This is achieved through;

• professional reading
• sharing of best practice e.g. in staff meeting, hub groups
• attendance at advertised conferences, workshops, seminars, etc
• related and relevant association memberships.

6. Timetable

It is expected the time allocation for English will be a minimum of 10 hours per week. Where possible, teachers need to explore opportunities for integration with other curriculum areas.

7. Resources

Effective resourcing relies on:

• an annual meeting of the Principal, the English Key Teacher and Business Manager to review spending of the current year’s budget and to determine proposed budget for the next year.
• the administration of adequate budgetary commitments for the provision of teacher and student equipment, materials including library resources and software programs, access to the internet and related technology
• a key teacher accepting responsibility for coordinating the selection and purchase of equipment and materials to support the program
• adequate budgetary commitment to ongoing professional development for teachers.
8. Parents
At enrolment interviews, caregivers are informed about curriculum areas making up the school program and studies in which their students will participate. Both new and existing caregivers of students of the school are given the ongoing opportunity to learn about the key learning area. This information may be provided:
- parent information nights
- in printed form, through class and school newsletters
- by teachers according to individual need
- internet access of Texts and Contexts, Language and Strategies on SACSA website.

9. Scope and Sequence - English

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See attached Lutheran Curriculum Framework English Scope and Sequence.