

Spensley Street Primary School

ENGLISH EDUCATION POLICY

Rationale

This policy is needed because English:

- underpins all communication and future learning in an English-speaking country
- supports all other work in the primary years of school
- provides an important recreational aspect to life (commonly called the “love of literature”).

English is the mainstream language and Australian English is integral to our identity and our culture. While we support the development of first-language literacy and encourage literacy in other languages, proficiency in English is central to further education and employment as well as to the individual's personal and social needs.

Mastery of the conventions and functions of the English language enables a lifelong improvement in literacy so that students can fully participate in their community (social, cultural, economic/employment).

Definitions

English is defined by The Department of Education and Training (DET) as the Key Learning Area that includes Reading, Writing, Speaking and Listening. Through English, students are engaged in becoming literate.

Literacy is defined as the ability to understand, analyse, critically respond to and produce appropriate spoken, written, visual and multimedia communication in different contexts.

Literacy is not fixed, but changes with different social and cultural contexts. In our 21st Century technological society it is no longer enough to simply decode and/or encode printed words. The concept of literacy is expanding to include the media and electronic texts, in addition to alphabetic and numeric systems. Reading and writing are understood to include the processes of text use, meaning making, analysis and critique.

Principles

For general principles about teaching and learning at Spensley Street refer to the Teaching and Learning Policy.

Children learn when the learning experiences are whole, relevant, purposeful and developmentally appropriate.

Teachers provide stimulating, challenging and rich learning experiences and environments for students.

Teachers expect all students to achieve high standards of reading, writing, listening, speaking, viewing and critical analysis, and give them opportunities to practise and to achieve this in contexts that are meaningful to them.

Students are immersed in the procedures and practices of English that we expect them to learn.

Children learn best through immersion, demonstrations, engagement, awareness of teacher and home expectations, taking responsibility, being able to approximate (take risks), having time for practice and by getting feedback.

Parents and carers have a critical role in their child's literacy learning.

Goals

By the end of their primary years of school our students will:

- Be competent users of literacy in meaningful real life contexts
- Be excited by literacy and see themselves as valuable members of a literate community
- Read, write and speak fluently across a range of purposes, using the appropriate genres
- Listen attentively to others while fulfilling the role of responsive audience
- Be critically aware of the purpose of a range of texts.

Strategies

- Provide a developmentally appropriate English curriculum which –
 - ❖ engages students
 - ❖ generates meaningful communication
- Model a range of genres so that students have the opportunity to use and understand a variety of text types and discourses
- Provide opportunities for children to write for varied and authentic audiences
- Critically analyse and unpack all types of written, electronic and visual texts, as well as developing research skills, a willingness to check information, and an awareness of the problematic nature of knowledge
- Integrate English, as much as possible, with other areas of the curriculum
- Provide adequate time for students to achieve those goals
- Provide additional support for students according to individual need
- Provide ongoing professional development and support for teachers and aides
- Provide regular forums for parent education and communication.

References

School Vision Statement

School Philosophy

School Teaching and Learning Policy

School Assessment and Reporting Policy

Australian Language and Literacy Policy, 1992

Brian Cambourne, *The Whole Story: Natural learning and the acquisition of literacy in the classroom*. Ashton Scholastic. Auckland, 1988

Alan Luke and Peter Freebody, 1999, *A Map of Possible Practices: further notes on the four resources model*, Practically Primary vol 4 no 2

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