



# St. Joseph's Primary School

## ENGLISH POLICY 2015

### RATIONALE

St. Joseph's Primary School Merriwa honours its commitment to quality Catholic education through its provision of high quality educational programs by which each child is enabled to reach their full potential.

(adapted from the school vision statement)

Literacy is central to the intellectual, emotional and social development of children and has an essential role in all Key Learning Areas. The development of a high standard of literacy is essential if students are to become active participants in, and shapers of, society. Literacy competence enables people to interact, communicate, enjoy and make sense of the world.

At St. Joseph's Merriwa we believe that:

- To participate effectively in society, individuals need to develop an *active literacy* that allows them to use language to enhance their capacity to think, create and question
- Literacy learning is *life long* and extends beyond the school context to the wider community
- Literate individuals are better equipped to effectively participate in a *technologically advanced society*
- All students should be given the opportunity to develop their literacy levels to their *full potential*

### AIMS

At St Joseph's School Merriwa, English education seeks to assist and encourage students to:

- develop the range of skills required to be literate through explicit teaching, a clear continuum of learning and using a variety of strategies
- develop knowledge and understanding of the various types of texts
- develop knowledge and skills in grammar, punctuation and vocabulary through clearly defined content and text structure
- develop experience of a range of contexts, such as intercultural experiences, Aboriginal histories and culture, Asian perspectives and environmental sustainability
- develop the ability to use language effectively and reflect critically on how language works

### CATHOLIC DIMENSION

As followers of Christ and people made in the image and likeness of God, students must truly value who they are and feel empowered to develop and become the people God wishes them to be. The ability of young people to value themselves and their environment as they grow and mature is a true reflection of the value and love God holds for all people.

Relationships with the people, the places, events and the things of this world are an essential part of students' growing understanding of themselves. The realisation of one's potential, demands a commitment to learning about the people, events and things of our world. In them, we believe, God may be found.

Our faith is found in all that we teach and learn and God's hand is clearly evident in our past, our present and our future.

## **IMPLEMENTATION**

### **1. Personnel**

- a. **Class teachers** at St. Joseph's will be responsible for the implementation of the NSW Syllabus for the Australian Curriculum K-6 English, providing explicit teaching and learning experiences which develop positive values and attitudes towards the use and study of English as well as speaking, listening, reading, writing, viewing and representing on a continuum of skill development. The class teacher will follow the scope and sequences as outlined below:  
[Appendix A](#) : Scope and Sequence for Early Stage One, Stage 1, Stage 2, Stage 3.  
[Appendix B](#) : Phonological and graphological scope and sequence  
[Appendix C](#) : Scope and sequence of grammar and Punctuation  
Appendix D: Core word lists for each stage. Teachers are also expected to cover topic word banks
- b. **The Learning Support Teacher** will assist in the assessment of students' literacy levels and will support the classroom teacher so that opportunities for curriculum differentiation are implemented to ensure all children have access to the curriculum and that individual literacy needs are being met. He/she will also assist with the development of special programs for students with disabilities, when required.
- c. **The Learning Support assistant**, if available, will assist the class teacher within the classroom context, or on a one to one or small group basis following programs devised by the class teacher and/or LST.
- d. **Teacher Librarian** will support the teacher through provision of programs of work to complement what is being taught in the classroom and by providing further opportunities to develop skills in information technology.
- e. **The Library Assistant** will assist in the development of literacy by assisting in the retrieval of resources and assisting children to locate suitably levelled books.
- f. **Parent and Community** volunteers are encouraged, to assist classroom teachers during the English teaching session.

### **2. Time**

Teachers will allocate between 6.25 – 8.75 hours of teaching time to this key learning area. Time allocation will vary according to skill development. English will ideally be taught in the morning session and without interruption. All reasonable effort must be made to avoid booking other school events that would interrupt the daily English block.

### **3. Procedures**

Teachers are responsible for preparing a balanced English program for their class. This program will reflect the learning experiences indicated in the following model.

<b>Speaking and Listening</b>	<b>Reading</b>	<b>Writing</b>	<b>Language Experience</b>
	Reading Aloud to Children	Modelled Writing	
	Shared Reading	Shared/Interactive Writing	
	Reading Skills Development	Writing Skills Development	
	Guided reading	Guided Writing	
	Independent Reading	Independent Writing	

The English block and class program must have a balance of activities to develop each student's knowledge, understanding and skills to –

- communicate through speaking, listening, reading, writing, viewing and representing.
- use language to shape and make meaning according to purpose, audience and context.
- think in ways that are imaginative, creative, interpretive and critical.
- express themselves and their relationships with others and their world.
- learn and reflect on their learning through their study of English.

These activities will be varied across the classes. Each year students must be exposed to examples of spoken texts, print texts, visual text, media, multimedia and digital texts.

### **Assessment**

*The purpose of assessment is to gather valid, reliable and useful information about student learning in order to:*

- monitor student achievement in relation to syllabus outcomes
- guide future teaching and learning opportunities
- provide ongoing feedback to students to improve learning.

Assessment opportunities will be designed to:-

- be valid and based on syllabus outcomes
- include criteria to clarify for students what aspects of learning are being assessed
- enable students to demonstrate their learning in a range of different contexts
- be reliable, be free from bias and provide evidence that accurately represents a student's knowledge, understanding and skills
- enable students and teachers to use feedback effectively and reflect on the learning process
- be inclusive of and accessible for all students
- be part of an ongoing process where progress is monitored over time.
- Teachers will collect, analyse and record information about students' progress.

Assessment will be designed in 3 ways:

*Assessment **for** learning:* using evidence about students' knowledge, understanding and skills to inform their teaching.

*Assessment **as** learning:* Students monitor their own learning, ask questions and use a range of strategies to decide what they know and can do, and how to use assessment for new learning.

These are some examples of on-going assessment strategies that can be used:

KLA	Assessment Strategies
<b>English</b> <b>Speaking and Listening</b>	prepared and impromptu presentations (eg role-plays, debates, dramatic presentations) presentations using ICT tools / posters Retelling Retelling with summative questions Summarise main points of oral presentations Role play different contexts for speaking e.g. Answering the phone. Phonemic awareness games and drills Debating Listening games Group work
<b>Reading and Viewing</b>	Running records (Accuracy & Fluency) Miscue analysis Oral reading Guided reading with pre-determined criteria Reading conferences Standardised tests Diagnostic tests Reading response logs Reading Journal Comprehension Close
<b>Writing and Representing</b>	Criteria based pieces of writing (understanding of text form, grammar, spelling, punctuation) Editing exercises Daily handwriting Keyboard skills Word processing samples Weekly spelling Standardised tests Diagnostic tests

*Assessment of learning* assists teachers in using evidence of student learning to assess achievement against outcomes and standards.

Assessing will occur throughout the year using the following assessment tools:

Who	What	When
<b>Kinder</b>	Best Start Literacy Kinder PM Benchmark Oral Reading Fluency SJM Core words Lexia Placement test Yark Test	February Term 3 & Term 4 Terms 1,2,3 &4 Term 1 As needed

<b>Year 1/Year 2</b>	SJM Core words PM Benchmark Oral Reading Fluency Waddington Reading Waddington Spelling Burt Word Test Yark Test PAT Spelling	Term 1 Term 1 & Term 3 Term 1, 2, 3 & 4 Term 3 Term 3 As needed As needed Term 4 Term 4
<b>Year 3 / Year 4</b>	SJM Core words PM Benchmark Oral Reading Fluency  Burt Word Test Yark Test PAT Comprehension PAT Spelling NAPLAN	Term 1 & Term 3 Term 1, 4 if needed As needed As needed Term 4 Term 4 Term 2 (Year 3 Only)
<b>Year 5 / Year 6</b>	SJM Core words PM Benchmark Oral Reading Fluency(where required) Burt Word Test Yark Test PAT Comprehension PAT spelling NAPLAN	Term 1 & Term 3 as needed as needed As needed Term 4 Term 4 Term 2 (Year 5 Only)

### **NAPLAN**

All children in Years 3 and 5 will sit for the NAPLAN each year. These tests assess literacy across all KLA s. All syllabus and curriculum documents, either explicitly or implicitly, require competence in a full range of literacy skills in order for students to understand and express the types of knowledge relevant to each KLA.

NAPLAN assessment data can be incorporated into established and ongoing classroom assessments to provide useful indicator of student's achievement in relation to syllabus outcomes and stages.

*The whole staff will utilise the NAPLAN results to:*

- Familiarise themselves with the skills required in specific NAPLAN items
- Identify results that stand out from the norm
- Look for patterns in results that indicate a need for some action
- Inform other teachers about students' progress so as to provide continuity from year to year
- Incorporate into classroom practices programming ideas in relation to KLA content and literacy demands
- Provide literacy strategies which could be used in the context of suggested units of work in the KLA's of English, Mathematics, HSIE, S&T, PDHPE and Creative Arts

Class teachers will use their assessment data to plot students on the Literacy continuum via the ELK website. This is an ongoing process but must be updated by Week 9 each term and discussed at the following staff meeting. The information on the continuum informs teachers of the direction of new learning and teaching.

### **Reporting**

Overall achievement in English, achievement related to the strands of Speaking and Listening, Reading and Writing, Responding and Viewing as well as a grading related to the student's application and effort in this KLA will be reported to parents each semester via school reports and interviews at this time and any other additional time as deemed necessary by the teacher and/or the parent. The report will use the A-E reporting scale.

### **Resources**

• The primary resource used at St Joseph's is the NSW Board of Studies – NSW Syllabus for the Australian Curriculum. - English K-6

Supplementary material is chosen from the following: –

Early Stage 1 and Stage 1

- SWELL resources
- Jolly Phonics
- PM readers
- PM Benchmarking Kit
- Big books
- Computer technology
- LEXIA computer based reading program
- Study Ladder computer program
- Classroom readers
- St Joseph's Sights and Sounds Program
- MiniLit program
- MultiLit program
- Write On
- Read On
- Guided Phonemic Awareness
- Getting Started Program
- Cued Articulation

## Stage 2 and 3

- Book Web Plus
- Bookshelf Collections.
- Sparklers readers
- Reading 360
- Safari Magazine collection
- School magazines
- PM Readers
- Assorted take home readers
- Big books
- Computer technology and software
- LEXIA computer based reading program
- Focus on Reading Kit
- Revisit, Reflect and Retell comprehension strategies
- 100 minutes
- Spelling Knowledge and Resource pack
- Literacy resources from Steven Graham

Resources are catalogued and made readily accessible to the staff and students.

Students are encouraged to take part in the Premier's Reading Challenge each year, as well as spelling bees, public speaking and debating competitions and other activities which enhance the development of literacy skills.

All staff at St Joseph's have the responsibility to regularly update their professional skills.

Teachers are encouraged to:

- Attend in-service opportunities provided externally by the Board of Studies, the Catholic Schools Office (e.g. Grammar workshops), or other accredited providers
- Attend staff meetings conducted by CSO Support Personnel and other guest speakers, where curriculum issues are discussed and advice and instruction given to enhance student learning (e.g. Writing Skills Development)
- Seek training where necessary (e.g. Grammar, Guided Reading, etc)

## 4. BUDGET

Appropriate funds will be allocated annually from the school budget to allow for the successful implementation of this policy. Staff will prioritise the purchase of resources that are necessary to effectively implement the English Syllabus and units of work. Learning Support Assistance will be provided for SWD students and students of Indigenous backgrounds. The school will from time to time allocate for Learning support assistance where necessary.

## 5. EVALUATION

The effective implementation of this policy is measured by

- Class Programs reflective of the NSW Board of Studies – NSW Syllabus for the Australian Curriculum.  
- English K-6
- Student progress as indicated by ongoing assessment as well as standardized assessment results including NAPLAN results.

This policy was amended in	<b>2015</b>	
It will be reviewed:	<b>2017</b>	<b>OR</b> beforehand if the need arises.

Appendix A : Scope and Sequence for Early Stage One, stage 1, Stage 2, Stage 3.

Appendix B : Phonological and graphological scope and sequence

Appendix C : Scope and sequence of grammar and Punctuation

Appendix D :Core word lists for each stage. Teachers are also expected to cover topic word banks

The Scope and Sequence attached is currently followed by all teachers and suits the Stage based arrangements of the classes. The nature of the school is such that the composition of classes changes from time to time and the Scope and Sequence must change to reflect this.