

# St Aloysius Catholic Primary School

## Chisholm



## English Policy

*Last Reviewed*

2015

*Next Review*

2019

## **ST ALOYSIUS CATHOLIC PRIMARY SCHOOL VISION**

***At St Aloysius Catholic Primary School we are called to be the face of Christ through living, loving and learning together. We dare to empower all to wonder, hope, thrive and be proud witnesses of our faith.***

### **RATIONALE**

Language shapes our understanding of ourselves and our world. It is the primary means by which we relate to others and is central to the intellectual, social and emotional development of all students. Knowledge, understanding, skills, values and attitudes acquired in English are central to the learning and development of all students. Developing proficiency in English enables students to take their place as confident communicators, critical and imaginative thinkers, lifelong learners and informed, active participants in Australian society.

At *St Aloysius*, the study of English from Kindergarten to Year 6 aims to develop a love of literature and learning and be challenging and enjoyable. It develops skills to enable students to experiment with ideas and expression, to become active, independent and lifelong learners, to work with each other and to reflect on their learning. Through responding to and composing texts students at *St Aloysius* learn about the power, value and art of the English language for communication, knowledge and enjoyment. They engage with and explore texts that include widely acknowledged quality literature of past and contemporary societies and engage with the literature and literary heritage of Aboriginal and Torres Strait Islander peoples. By composing and responding with imagination, feeling, logic and conviction, students develop understanding of themselves and of human experience and culture. They develop clear and precise skills in speaking, listening, reading, writing, viewing and representing, and knowledge and understanding of language forms and features and structures of texts.

As students' command of English grows, they are able to question, assess, challenge and reformulate information and use creative and analytical language to identify and clarify issues and solve problems. They become imaginative and confident users of a range of electronic and digital technologies and understand and reflect on the ongoing impact of these technologies on society. These skills and understandings allow them to develop their control of language in ways that will help them in lifelong learning, in their careers and in life.

(Adapted from NSW Syllabus for the Australian Curriculum English K-6 Syllabus p.13)

### **Catholic Dimension**

Catholic Schools have a particular task of offering quality education in all areas of the curriculum and presenting that quality education as an expression of the Catholic worldview.

Every curriculum area that is taught within a Catholic School has a religious dimension, a capacity to assist students to examine the world of human culture and the world of religion, providing knowledge and skills and fostering attitudes and values that are life-giving and that assist young people to search for meaning and truth.

The Catholic worldview is a comprehensive perception of the universe revealed in Jesus that provides insights into the meaning of life and how to live it.

The Catholic worldview is experiencing life through the eyes of our Catholic faith. Catholic Schools transform the individual by informing the student about, and forming the student in, the Catholic vision and story. Catholic Schools offer opportunities for students to apply that worldview to all aspects of school life, and life outside school. The task for the teacher in the Catholic School is to ensure that all pedagogical and pastoral decisions in all key learning areas are founded in the Gospel of Jesus Christ and Catholic Social Teaching and offer students the experience and knowledge necessary to develop a distinctive Catholic way of being in and seeing the world.

Through the use of storytelling, students will learn about the rich history of our Catholic faith. Students will have access to the Children's Bible and various biblical stories. Students will be provided with opportunities to read and write a variety of texts and respond to the values modelled through these texts.

### **AIM**

At St Aloysius, English in Years K – 6 is taught to enable students to understand and use language effectively, appreciate, reflect on and enjoy the English language and to make meaning in ways that are imaginative, creative, interpretive, critical and powerful.

(Adapted from NSW Syllabus for the Australian Curriculum English K-6 Syllabus p.15)

### **OBJECTIVES**

Through responding to and composing a wide range of texts and through the close study of texts, students will develop knowledge, understanding and skills in order 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

Students will value and appreciate:

- the importance of the English language as a key to learning
- the personal enrichment to be gained from a love of English, literature and learning
- the power of language to explore and express views of themselves as well as the social, cultural, ethical, moral, spiritual and aesthetic dimensions of human experiences
- the power of effective communication using the language modes of speaking, listening, reading, writing, viewing and representing
- the role of language in developing positive interaction and cooperation with others
- the diversity and aesthetics of language through literary and other texts
- the independence gained from thinking imaginatively, creatively, interpretively and critically

(NSW Syllabus for the Australian Curriculum English K-6 Syllabus p.15)

### **IMPLEMENTATION**

#### **Personnel**

At St Aloysius, teachers will be responsible for the explicit and systematic teaching of English based on the content outlined in the NSW Board of Studies English Syllabus.

The following people are responsible for the effective delivery of this KLA:

- Classroom Teachers who follow the school scope and sequence to plan units of work.
- Teacher Librarian who incorporates the outcomes of the English syllabus in consultation with the class teacher
- Learning Support Teacher who assist in the implementation of the English syllabus for students with special needs.
- Learning Support Assistants who in collaboration with the class teacher assist with students in the classroom setting.

### Procedures

The study of a wide range of texts is central to the study of English. Each year students **must** study examples of; spoken texts, print texts, visual texts and media, multimedia and digital texts. As students move from Kindergarten to Year 6, text selection becomes increasingly sophisticated.

Across a stage of learning, the selection of texts **must** give students experience of:

- texts which are widely regarded as quality literature
- a widely defined Australian literature, including texts that give insights into Aboriginal experiences in Australia
- a wide range of literary texts from other countries and times, including poetry, drama scripts, prose fiction and picture books
- texts written about intercultural experiences
- texts that provide insights about the peoples and cultures of Asia
- every day and community texts
- a wide range of factual texts that present information, issues and ideas
- texts that include aspects of environmental and social sustainability
- an appropriate range of digital texts, including film, media and multimedia.

(NSW Syllabus for the Australian Curriculum English K-6 Syllabus p.26)

Teachers are required to follow the school scope and sequence. A copy of the school scope and sequence is must be included in each teacher's program.

Teachers will establish identification procedures to ensure the recognition of all students at risk. These include:

- Completing the *Best Start Kindergarten Assessment*
- Placement of students from K – 6 on the Literacy Continuum
- Fluency and accuracy measures – Running Records
- Skills checklists
- Teacher identification and referral to Learning Support personnel
- Analysis of standardised test results e.g. PAT Spelling & Comprehension
- Analysis of National test results e.g. National Assessment Program - Literacy and Numeracy (NAPLAN)

Individual Programs (IPs) are developed for students with disabilities / special needs and those who are Gifted / Talented. Opportunities for curriculum differentiation are explored and implemented to ensure all children have access to the curriculum and that individual literacy needs are being met. The Learning Support Teacher (LST) and the Learning Support Assistants (LSA) will work with students with identified needs within the classroom context, or on a one to one or small group basis following programs devised by the class teacher, and / or Learning Support personnel. IP's are developed by the class teacher, in collaboration with Student Support personnel and parents.

### **Time Allocation**

A minimum of 100 minutes of English will be taught daily at St Aloysius. This may be integrated with other Key Learning Areas

### **Agreed Practices at St Aloysius**

Classes from K-6 allow teach a balanced approach to English. This structure takes the following form:

- Modelled teaching where the explicit teaching of literacy and English skills are modelled to the class
- Guided Teaching – where students practice the skill taught at the modelled stage at their instructional level
- Independent Teaching- it is expected that students will have time to demonstrate the skills learnt independently.
- It is expected that all teachers read aloud to students on a daily basis.

### **ASSESSMENT**

As part of the teaching, learning and assessment cycle, teachers will be responsible for developing assessment experiences that:

- Meet Board of Studies and system requirements (Programming Policy 2007 Assessment Policy 2005 and Reporting Policy 2007).
- Develop programs and teaching practices that incorporate *assessment as learning*, *assessment for learning* and *assessment of learning*.
- Measure student achievement against syllabus content and outcomes.
- Are planned, open-ended and challenging to allow students the opportunity to demonstrate all levels of achievement.
- Are differentiated to provide the most suitable opportunities for students to demonstrate what they know and can do.
- Include 'criteria for success' related to student performance so that students have a clear understanding of what it means to do well on particular tasks
- Provide meaningful feedback to students

Overall Achievement in English, relating to the modes of Speaking and Listening, Reading and Viewing and Writing and Representing are graded related to the student's application and effort in this KLA. This result will be reported to parents using the current A to E reporting system each semester via school reports and interviews when necessary.

As part of the teaching, learning and assessment cycle, teachers will be responsible for collecting and recording information that will enable them to:

- plan further learning and teaching.
- monitor and record student progress.

Teachers will also be responsible for:

- the analysis of data from NAPLAN Years 3 and 5 and ensuring this data is used to guide the design of targeted learning activities.
- engaging in professional dialogue with colleagues and use the online Assessment Resource Centre (ARC).

## **REPORTING**

Reporting takes place each Semester and students are awarded a A-E grades in Speaking and Listening, Reading and Viewing and Writing and Representing.

## **RESOURCES**

Resources are catalogued and made easily accessible to the staff. They include:

- NSW Syllabus for the Australian Curriculum English K-6 Syllabus and Support Documents
- The Maitland- Newcastle Literacy and Numeracy Framework 2010
- Ashton Scholastic readers and benchmarking resources
- Guided & Reciprocal Readers (multiple copies)
- Home Readers
- Class / School / Libraries
- SSP resources – sound clouds & keyrings
- Teacher made resources & units
- E books
- Appropriate Online Resources

## **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.

## **EVALUATION**

This policy will be reviewed every four years in keeping with the school policy review schedule or when Board of Studies or system requirements require a review