RATIONALE
At Streeton PS, we believe that English is central to all areas of the curriculum and to the learning and development of all students. In order for our students to become active global citizens, it is paramount that they develop the ability to speak, listen, read, view and write with confidence, purpose and enjoyment. Through the study of English, students convey and discover information, work through ideas and express feelings. Students learn how language works and how to use it well. Learning about texts and language will equip our students to develop the confidence and competence to meet the demands of school, employment and further education. The knowledge and skills of literacy are essential to people who contribute effectively to political, social and cultural life and are active and informed citizens.

Language is central to learning and enables us to express our thoughts, ideas, beliefs and feelings. Language skills are necessary for interaction with others and problem solving in a variety of contexts. Language development is achieved by learning language, learning through language and learning about language. The development of literacy is central to the English curriculum and involves speaking, listening, reading, viewing, writing and thinking in a cultural context.

1.0 VISION
All students able to communicate with confidence, purpose and enjoyment by ‘reading and viewing’, ‘writing’ and ‘speaking and listening’ in a wide range of contexts.

The English curriculum aims to ensure that students:

- learn to listen to, read, view, speak, write, create and reflect on increasingly complex and sophisticated spoken, written and multimodal texts across a growing range of contexts with accuracy, fluency and purpose

- appreciate, enjoy and use the English language in all its variations and develop a sense of its richness and power to evoke feelings, convey information, form ideas, facilitate interaction with others, entertain, persuade and argue

- understand how Standard Australian English works in its spoken and written forms and in combination with non-linguistic forms of communication to create meaning

- develop interest and skills in inquiring into the aesthetic aspects of texts, and develop an informed appreciation of literature.
2.0 ACTION

The Program

2.1 Organise learning experiences in three dimensions:
- Reading and Viewing
- Writing
- Speaking and Listening

2.2 The language modes are interrelated and the learning in one often supports and extends the learning of the others. Within each language mode, the content descriptions are grouped into strands and sub-strands.

2.3 Integrate aspects of the 3 English modes, where possible with other curriculum areas.

2.4 Recognise the developmental nature of language learning and will take into consideration the student’s prior knowledge, needs, interests and experiences. Develop skills according to each student’s stage of development.

2.5 Provide focused literacy sessions at each year level using the Early Years teaching models.

2.6 Teachers will use, model and provide shared learning experiences as an integral part of the classroom program. English language learning will occur through integrated curriculum and focused teaching.

2.7 Area teams will establish implementation goals with clear learning intentions and develop a plan to guide their teaching using best practice.

2.8 Provide students with an opportunity to experience a wide range of genres and text types in literature, non-fiction texts, every-day texts and mass media texts.

2.9 Use ICT tools for the development of language learning.
Resources
2.10 Ensure that resources and materials are appropriate in content.

2.11 Share resources and store them in a way that makes them accessible to staff and students.

Parent participation
2.12 Encourage the development of a home-school partnership to improve student’s literacy learning.

2.13 Provide parent education programs to enable parents to support their children’s literacy learning at home and in the classrooms as classroom helpers.

Student assessment
2.14 Assess all Prep students entering school early in the school year to determine literacy needs.

2.15 Ensure that assessment and monitoring is carried out continuously for all students, as set out in Streeton’s Whole School Assessment Grid/Schedule.

2.16 Use a variety of assessment and evaluation strategies. Refer to Streeton’s Whole School Assessment Grid/Schedule.

2.17 Assess all students against the Victorian Curriculum.

2.18 Use the Early Years assessment program.

2.19 Identify and provide additional assistance to students who require it. Planning for additional assistance will be consistent and supportive of all students who have individual literacy learning needs. These support programs could include specific classroom teaching strategies, Individual Learning Plans and may include the withdrawal of small groups.
3.0 REVIEW and EVALUATION

The English program will be evaluated and reviewed using the following:

- Devising a program budget.
- Implementing Victorian Curriculum.
- Purchasing and management of resources.
- Investigating and researching effective methodologies.
- Planners and work programs will reflect the implementation strategies and processes.
- Student assessment records.
- Assessment strategies as per Victorian Curriculum and the Whole School Assessment Schedule.
- End of Year data collection for Early Years annual report.
- Department prescribed Year 3 and 5 NAPLAN Testing results.
- Student opinion surveys.
- English progress will be reported in the school’s Annual Report.
- The English Policy will be reviewed as part of the school’s three-year review cycle.