



Malvern Central School English Policy

1. Rationale

This policy is written to guide the teaching and learning of English at Malvern Central School. The study of English is central to the learning and development of all young Australians. It helps create confident communicators, imaginative thinkers and informed citizens. It is through the study of English that individuals learn to analyse, understand, communicate and build relationships with others and with the world around them. The English Curriculum supports students in developing the knowledge and skills needed for education, training and the workplace. It helps them become ethical, thoughtful, informed and active members of society and plays an important part in developing the understanding, attitudes and capabilities of those who will take responsibility for Australia's future.

2. Aims

The aims of teaching English at Malvern Central School are to:

- 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.

3. Guidelines

a. Victorian Curriculum

Within the Victorian Curriculum, English is organised by language modes and strands:

- Reading and Viewing
- Writing
- Speaking and Listening

Within each language mode, the content descriptions are grouped into strands and substrands. The language modes are interrelated and the learning in one often supports and extends learning of another. Each content description has been placed in the mode which is the major focus of its learning.

b. Planning and Lesson Structure

The planning of English (Reading and Viewing, Writing and Speaking and Listening) at Malvern Central School is supported by a Scope and Sequence document which is based on the Victorian Curriculum - English. School planning at Malvern Central School is based on the Professional Learning Community (PLC) structure, which involves teams of teachers working collaboratively to improve student learning outcomes.

c. Assessment and Reporting

The assessment and reporting of English is conducted in line with the Assessment and Reporting Schedule which is reviewed and produced by the School Improvement Team (SIT) in conjunction with the English Curriculum Team. Each semester, families are provided with a student report document which assesses the student's progress against the three content strands. In addition, a student portfolio is shared, which demonstrates their learning and individualised learning goals. As part of the Assessment and Reporting timeline, moderation sessions occur each semester for English.



4. Implementation

a. Timetabling

In line with our English policy, all year levels have a 100 minute English block timetabled from Monday to Friday, inclusive of direct instruction for Reading and Viewing, Writing and Speaking and Listening.

b. Lesson Structure

The teaching of the English curriculum is delivered through a model whereby teachers use a range of explicit teaching strategies to model and guide student learning. The table below provides a broad overview of the strategies and approaches used to implement and support the teaching and learning of English.

	Foundation to Year 2	Year 3 to Year 6
Reading and Viewing	<ul style="list-style-type: none"> - Guided reading - Shared reading - Comprehension strategies - Digital focus using Reading Eggs 	<ul style="list-style-type: none"> - Guided reading - Reading conferences - Literature Circles - Comprehension strategies (<i>activating and using prior knowledge, predicting, visualising, asking and answering questions, summarising, synthesising and critical thinking</i>)
Writing	<ul style="list-style-type: none"> - Explicit developmental writing focus based on text types (<i>informative and imaginative</i>) - Foundation SMART spelling - SMART spelling - Handwriting - Vocabulary, Connectives, Openers and Punctuation (VCOP) - Writing scaffolds using Seven Steps to Writing Success 	<ul style="list-style-type: none"> - Explicit developmental writing focus based on text types (<i>informative and imaginative</i>) - SMART spelling - Handwriting - Digital focus using Chromebooks and Google Suite applications - Vocabulary, Connectives, Openers and Punctuation (VCOP) - Writing scaffolds using Seven Steps to Writing Success)
Speaking and Listening	Oral language focus using: <ul style="list-style-type: none"> - Circle time - Star of the week - Class presentations 	Oral language focus using: <ul style="list-style-type: none"> - Circle time - Class presentations

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5. Related websites

- a. Victorian Curriculum
<https://victoriancurriculum.vcaa.vic.edu.au/mathematics/introduction/rationale-and-aims>
- b. VCAA
<https://www.vcaa.vic.edu.au/Pages/HomePage.aspx>
- c. ACARA
<https://www.acara.edu.au/>
- d. DET
<https://education.vic.gov.au>
- e. Literacy Teaching Toolkit DET
<https://www.education.vic.gov.au/school/teachers/teachingresources/discipline/english/literacy/Pages/default.aspx>

6. Related policies

- a. Teaching and Learning Policy
- b. Assessment and Reporting Policy

7. Policy evaluation

This revised policy will be reviewed in line with the school's new Strategic Plan in 2019.