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| Galilee Regional Catholic Primary School | System Update: 06. 06. 2022 |  |
| Version 0.1 | Date of Next Review: 06.06.2025 | |

GALILEE REGIONAL CATHOLIC PRIMARY SCHOOL ENGLISH POLICY

Rationale:

At Galilee, English is central to the learning and development of the students. English encompasses three strands: Language, Literature and Literacy. It provides a framework for students to become ethical, thoughtful, informed and active members of society. English is fundamental to communication and provides students with opportunities to think, speak, listen, read and write. It supports the development of joyful, imaginative and critical engagement in literature.

Aims:

To:

- appreciate, enjoy and use the English language in its different forms
- listen, read, view, speak, write, create, analyse and reflect on increasingly complex and sophisticated spoken, written and multimodal texts with accuracy, fluency and purpose
- understand and apply the structures of different texts and media in relation to personal experience and society
- develop reasoned viewpoints through acquiring a broad knowledge of how textual interpretation and understanding may vary according to cultural, social and personal differences, and develop reasoned viewpoints

Implementation:

1. The main reference for the teaching of English is the Victorian Curriculum: Reading and Viewing, Writing and Speaking and Listening
2. The English Leader is allocated the responsibility for coordinating the English program and managing the budget
3. Teachers document and implement a consistent whole school and pedagogical approach to the teaching and learning of English
4. Literacy learning is a minimum of 8 to 10 hours per week, timetabled at the beginning of the school day, where possible
5. Student progress is reported to parents twice yearly, in the form of a written report, and once a year through student led conferences
6. Student achievement is monitored and assessed using formal and informal measurements including standardised assessments, teacher assessments (pre and post tests) and personal goal setting and reflection
7. A differentiated English curriculum will be provided to support, stimulate and challenge the diverse needs of the students, using the Daily 5 and CAFE program
8. Where possible, students below and above the expected learning level receive additional classroom support, including the use of Individual Learning Plans. A Literacy Intervention Program may be provided. The learning of English is related to real life experience to foster student enjoyment and understanding of spoken, written and multimodal communications
9. Teachers' capacities will be enhanced through targeted and relevant internal and external professional development
10. Aboriginal and Torres Strait Islander culture and Australia's links to Asia are acknowledged through literature.