

	<b>Hughesdale Primary School</b>	
	<b>English Policy</b>	
<b>Ratified at school Council; Monday 19<sup>th</sup> November 2018</b>		<b>Due for Review; March 2020</b>
<b>Authority (Principal);</b>		<b>Authority (School Council President);</b>

## READING

### 1. PURPOSE

- To ensure that students progress to their full potential in order to become independent readers.
- To develop a love of reading in students.
- To develop fluent, competent, discerning readers who are able to comprehend analyse, summarise, evaluate and respond in a variety of ways to a wide range of literacy styles.
- To encourage students to become confident in choosing books to read and selecting appropriate reading material according to a purpose.

### 2. GUIDELINES

- The program will follow the principles, philosophies and practices as outlined in Victorian Curriculum .
- The program will recognise students' individual differences.
- The program will actively involve students in their learning, build upon students' experience and interests, foster communication and co-operation in learning, and encourage a willingness to take risks and learn from errors.
- The program needs to be both varied and flexible to ensure continuous and appropriate development for all students.
- The program will accommodate and build on prior learning to ensure all students experience success and that learning proceeds at a pace suited to the individual student.
- The program will be implemented across all areas of the curriculum.
- The program will foster the development of reading for different purposes.

### 3. PLAN FOR IMPLEMENTATION

- The Hughesdale Primary School teaching of reading will be informed by the Victorian Curriculum content descriptors
- Lessons should be structured using the Victorian Curriculum Reading Model.
- The teaching and learning of Reading in Levels 5 and 6 will be based on an analysis of Fountas and Pinnel Reading Benchmarking data
- Teaching foci and student goals will be set according to Fountas and Pinnel instructional reading levels.
- A balance of formal and informal learning experiences will be provided where students have access to a variety of activities and materials appropriate to their ability levels, including both printed and electronic texts.
- Each student will have adequate time to share, reflect and respond when involved in different reading experiences.
- Students will be given feedback, encouragement, support and guidance in developing effective reading strategies.
- Students will be encouraged to read silently for extended periods depending on their year level.
- Students will have weekly timetabled library lessons where they will learn library skills (see Library Learning Skills document – updated 2014) and complete activities that are linked with Victorian Curriculum Content Descriptors.
- They will be encouraged to borrow a variety of text types.
- Teachers will be provided with opportunities to enable them to build upon existing skills through exposure to new ideas, methods and techniques through ongoing Professional Learning both internally and externally.
- Students in Levels 3 and 4 will be tested using the Fountas and Pinnel Reading Benchmarking System in

2019.

- The teaching and learning of Reading in Levels 3 and 4 will be based on an analysis of Fountas and Pinnel Reading Benchmarking data
- In Foundation – 2, students will read levelled take home books.
- As part of the take home reading program, students in Foundation – 6 are expected to read to their parents, read with their parents and have their parents read to them.

4. **ASSESSMENT**

- Assessment of individual students in F-6 against Victorian Curriculum content descriptors will be ongoing
- Reading assessment will follow the timeline and incorporate all assessment tasks as outlined in
- The Hughesdale Literacy Assessment Schedule. (See the Assessment and Reporting Handbook)
- Level 3 & 5 leaders will meet with their teams to discuss and evaluate Reading NAPLAN data that requires further focus. These findings will then be shared at staff meetings.
- Level 5 and 6 Fountas and Pinnel Reading Benchmarking data will be collected in Terms 2 and 4 from 2020.
- Level 5 and 6 Fountas and Pinnel Reading Benchmarking data will be stored on Compass.
- The collection of Level 3 and 4 Fountas and Pinnel Reading Benchmarking data will be implemented in 2019.
- The collection of Foundation, Level 1 and 2 Fountas and Pinnel Reading Benchmarking data will be implemented in 2020.

**WRITING**

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1. **PURPOSE**

- To derive pleasure and satisfaction through the writing process.
- To develop confidence and enable students to communicate effectively through writing.
- To increase students' understanding and awareness of how written language works.
- To have students use written language proficiently for a range of purposes and audiences.
- To develop students' confidence and skills in the use of the 6 + 1 Traits of Quality Writing – Voice, Organisation, Ideas, Conventions, Excellent Word Choice and Sentence Fluency (VOICES).
- To develop competent spellers.

2. **GUIDELINES**

- The program will follow the principles, philosophies and practices as outlined in Victorian Curriculum
- The program will recognise individual differences and accommodate them and build on their prior learning to ensure all students experience success.
- The program will encourage free choice writing stemming from the development of self-generated ideas as taken from the students' Writer's Notebooks.
- The program will embrace the handwriting and word processing components of the curriculum.
- All teachers will be expected to adhere to the Values and Beliefs About Writing at HPS document (please see attached appendix).
- Author mentors will be used to guide writers where possible.
- Writing genre foci will be developed in conjunction with reading material foci.

3. **IMPLEMENTATION**

- Teachers will teach spelling as outlined in the Hughesdale Spelling Program (updated version December 2015).
- All grades will be expected to establish a Writing Community within their own classrooms that outline the roles of both students and teachers within the Writer's Workshop, unpack and develop understanding of VOICES and initiate use of Writer's Notebooks.
- Lessons should be structured using the Writer's Workshop model (based on the Gradual release of Responsibility instructional model).
- The use of computers will be an integral part of the writing program.

- Students will be provided with constant feedback on their writing, with as much individual conferencing as possible.
- Students will be encouraged to become key evaluators of their own writing and spelling.
- Students will be exposed to a wide range of written materials that demonstrate different literary styles and genres.
- A HPS Writing Scope and Sequence will be developed in 2019 to ensure whole school collaborative planning of writing units and minimal crossover in relation to writing types and associated skills being taught across sequential levels.
- A Writing Celebration will be conducted by Levels at the conclusion of each term to allow the HPS community to reflect on the successes of the students.

4. **ASSESSMENT**

- Assessment of individual students in F-6 against Victorian Curriculum content descriptors will be ongoing.
- Writing assessment will follow the timeline and incorporate all assessment tasks as outlined in the Hughesdale Literacy Assessment Schedule.
- All level teams will meet each term to moderate on students' writing.
- Victorian Curriculum and VOICES based assessment criteria will be used to build Writing Data Walls that will track individual, grade, level and whole school movement along the learning continuum.
- Leadership will meet with their teams to discuss and evaluate Writing NAPLAN data that requires further focus. These findings will then be shared at staff meetings.

## **SPEAKING & LISTENING**

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1. **PURPOSE**

- To promote an awareness and appreciation of spoken language and the intrinsic part it plays in human relationships.
- To establish confident and effective speakers who incorporate appropriate non-verbal communication in order to fully engage their audience in a variety of settings.
- To develop an increasing vocabulary and competence in sentence structure.
- To provide opportunities for students to explore, classify and refine ideas.
- To develop effective listening skills in a variety of settings and be able to respond appropriately to verbal information.

2. **GUIDELINES**

- The program will follow the principles, philosophies and practices as outlined in Victorian Curriculum.
- The program will be linked to all areas of the curriculum.
- The program will involve students in a variety of ways and provide for individual differences.

3. **IMPLEMENTATION**

- Victorian Curriculum Speaking and Listening content descriptors will form the basis of the program in F-6.
- Lessons should be structured using the Victorian Curriculum Speaking & Listening Scope and Sequence
- Opportunities will be provided for formal and informal speaking.
- Collaborative learning for students to explore, share, discuss and respond to tasks in both small and large groups.
- Structures will be set up to promote a variety of oral language activities - poetry, drama, interviews, talks, media and reading to an audience.
- Speaking and Listening will be embedded in all curriculum areas

4. **ASSESSMENT**

- Assessment of individual students in F-6 against Victorian Curriculum content descriptors will be ongoing.

**RELATED DOCUMENTS AND POLICIES**

<http://victoriancurriculum.vcaa.vic.edu.au/english/introduction/rationale-and-aims>

<https://www.education.vic.gov.au/school/teachers/teachingresources/discipline/english/Pages/default.aspx>

<https://www.education.vic.gov.au/school/teachers/teachingresources/discipline/english/Pages/literacyportal.aspx>

**APPENDIX:**

**HUGHESDALE PRIMARY SCHOOL BELIEFS AND ACTIONS FOR WRITING**

Beliefs	Actions	
Because <b>we believe</b> children need time to practice what they are learning ...	<b>We</b> use the workshop structure for the teaching of Literacy which includes a short focused mini lesson.	Beliefs and Values from slides.
Because <b>we believe</b> in the workshop structure ...	<b>We</b> plan short, focused mini lessons that are informed by our curriculum and formative assessment processes.	
Because <b>we believe</b> that the Gradual Release of Responsibility Instructional Model supports the development of independence ...	<b>We</b> will model <i>just enough</i> to show our students how and why, send them off to have a go, and catch them back if and when they need it.	
Because <b>we believe</b> descriptive feedback is a vital ingredient if our students are to grow and get smarter ...	<b>We</b> capture our student's work, observe and confer individually with them.	
Because <b>we believe</b> that our students need to understand the 'what' and the 'why' of every lesson ...	<b>We</b> use learning intentions and success criteria for every lesson.	
Because <b>we believe</b> that every child at our school deserves a year of growth...	<b>We</b> will cater for <b>individual needs</b> by differentiating our instruction, and talking with students about where we are, where we are going and how we will get there?	
Because <b>we believe</b> in the power of classroom communities and the emotional engagement they offer ...	<b>We</b> will ensure our students are interacting with one another in a variety of collaborative, thoughtful and respectful ways.	
Because <b>we believe</b> that planning for writing should be driven by reflections and evidence	<b>We</b> will collaborate as a team to share our own reflections, evidence and ideas, and use this to shape our planning.	Beliefs and Values created by Hughesdale
Because <b>we believe</b> student choice is essential for evoking a passion for writing	<b>We</b> will plan opportunities for authentic writing scenarios be encouraging students to decide on their own audience, genre and ideas.	
Because <b>we believe</b> that the Writer's Notebook fosters a writing community that creates engages writers	<b>We</b> will use the Writer's Notebook as a personalised tool for students to explore their ideas, take risks and continuously add and refer to throughout the writing process.	
Because <b>we believe</b> that conferring is an essential part of teaching and learning	<b>We</b> will confer with one or more students to collaboratively reflect on a current strength and plan for future learning. This will be achieved every lesson. We aim to take no longer than 5 minutes per conference.	
Because <b>we believe</b> that when students write for real audiences and are given authentic tasks, they will invest more heavily in their writing	<b>We</b> prompt students to identify their audience before writing, and give them opportunities to share their work and achieve their purpose.	
Because <b>we believe</b> student engagement is maximised if they have an authentic audience and purpose for their writing	<b>We</b> ensure opportunities allow students to choose what they want to write about and who they want to write it for. We utilise student initiative to guide authentic/purposeful writing.	