



CAMBRIDGE PRIMARY SCHOOL

ENGLISH

Purpose:

- 1. To provide the children with the necessary skills of understanding, interpreting, reflecting upon, enjoying and producing written and visual, print and non-print texts.**
- 2. To provide the children with proficient literacy skills to enable them to develop concepts, skills and understandings from all other curriculum areas.**
- 3. To foster a love of literature and an enjoyment of books.**
- 4. To encourage an interest in all styles of communication including multi media texts.**
- 5. To assist the students in the pursuit of knowledge across all curriculum domains.**
- 6. To develop desirable attitudes such as perseverance, independence, co-operation and responsibility.**
- 7. To encourage an interest in the English language, which, is sustained beyond the pupil's school life.**
- 8. To encourage and support students in their critical understanding skills**

Guidelines:

The children will develop their language skills through the classroom programs based upon Early Years and Middle Years Literacy models and current VELS guidelines. Therefore classroom practices will include the following practices:

- modeling and demonstration**
- immersion in language**
- regular practice of language skills**
- direct experiences**
- special programs such as Reading Recovery, Literacy Intervention, Early Years Literacy,**
- co-operative learning strategies**
- the Early Years co-ordinator will provide training for parents as classroom helpers**
- language learning and development will be enhanced by the provision of a stimulating program.**
- Language support program**

Implementation:

- The English program will be supported by use of the Library facilities**

- Stimulating resources and materials of a non-sexist and non-discriminatory nature will be provided
- Teachers will have access to a record of all resources and follow the appropriate guidelines
- Co-operative learning strategies such as shared reading, guided reading and literature based reading will be encouraged
- A daily two-hour literacy block will be timetabled for Prep -2 and 3 -6 where possible according to the Early Years model.
- Children’s own direct experience will be an important source upon which to base development
- Classroom grouping structures will vary according to the needs of the children and include as balance of whole class and small group organisation
- Parents will be encouraged to participate in the English programs
- Parents who participate in class programs will be provided with appropriate training
- Professional Development opportunities for all teachers will be encouraged and recommended
- Teachers will model desired behaviours and skills for students
- Regular home reading will be an essential and integral aspect of the homework policy
- Provide a range of activities relevant to pupil’s needs and interests and acknowledge and cater for the needs of each child in an inclusive way, including producing ILP’s for extension and intervention students.
- Student assessments are in line with current Assessment and Reporting practices and may include:
- Appropriate resources and materials, which will be of a non-sexist and non-discriminatory nature, will be provided in line with the Acquisition and Censorship Policy.
- Student assessment may include:
 - Anecdotal and cumulative records of children’s progress (eg. Checklists)
 - Marie Clay’s Observational Survey (& parts thereof)
 - Running records.
 - Comprehension tests such as Pat-R will be used.
 - South Australian Spelling Test linked to the Quota Spelling program
 - Benchmarking P-2
- VELS developmental continuum

Evaluation:

Evaluation procedures will include:

- annual minor evaluations as part of the program budgeting process
- records of teacher participation in Professional Development
- unit planning documents
- students evaluation against the VELS progression points
- teachers’ Records of Procedure.
- classroom and whole school timetables

Ratification Date October 2003	Review Date Year 2009	Policy Number 6	Version Number 4	Date Produced December 1998
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