
English Policy



Let Your Light Shine

2015

to be reviewed

2018

RATIONALE

At St Francis Xavier's Belmont we recognise the need to provide a comprehensive and inclusive English program that encompasses all aspects of the curriculum – one that will provide students with the language skills necessary to carry them through their school years and later life as capable communicators in society. "Language is central to children's intellectual, social and emotional development and has an essential role to all Key Learning Areas."

The learning experiences provided endeavour to assist students to become competent in all aspects of language, be it verbal or written. We want these experiences not only to develop students' abilities to comprehend, interpret and communicate successfully, but also to give them a lifelong appreciation of language and literature.

AIMS

At St Francis Xavier's the English Policy aims to develop in students:

1. the ability to understand and use language effectively, appreciate, reflect on and enjoy the English language and to make meaning in ways that are imaginative, creative, interpretive, critical and powerful.
2. a knowledge of the ways in which language varies according to context, purpose, audience and content, and the capacity to apply this knowledge.
3. a knowledge of the linguistic patterns used to construct different texts, and the capacity to apply this knowledge, especially in writing.
4. a broad knowledge of a range of texts and a capacity to relate this to aspects of contemporary society and personal experience.
5. the capacity to discuss and analyse texts and language critically.
6. a knowledge of the ways textual interpretation and understanding may vary according to cultural, social and personal differences, and the capacity to develop reasoned arguments about interpretation and meaning.

IMPLEMENTATION

1. All teachers will have access to a personal and online copy of the NSW English Syllabus.
2. The main elements of the English Syllabus:
Listening and Speaking
Reading and Viewing
Writing and Representing
will be implemented in a variety of activities and learning experiences across the grades.
3. English will be allocated approximately 25% – 35% of the weekly teaching time – though it is recognised that literacy skills are taught across all the KLA's.
4. Learning opportunities will be provided that cater for the identified needs of each student.
5. Students' individual progress will be monitored using formal and informal assessments (see Appendix 1).
6. Children in Stage 1 who are identified as at risk will participate in the MiniLit and LEXIA program.
7. Information Technology opportunities should be incorporated in activities and learning experiences.
8. Parent helpers are encouraged particularly within Early Stage 1 and Stage 1.

9. Student progress in all strands of English is reported at the end of Semester One and Semester Two using the Diocesan A – E Reporting Format. (See Reporting Policy)

RESPONSIBILITIES FOR TEACHERS

1. Development of a differentiated teaching programme.
2. Teach and program from the NSW K-6 English Syllabus using the school's Scope and Sequence. (see Appendix 2)
3. Ensure that expectations are both realistic and challenging.
4. Ensure that there are opportunities to explicitly teach within context (where appropriate).
5. Modifications to teaching programmes based on the needs of the children. (see Programming Policy)
6. Provide appropriate scaffolding to support the children's learning, ensuring that they experience success.
7. Undertake ongoing assessment, **as**, **of** and **for** learning of both the teaching programme and the children's progress according to the school's assessment policy. (refer Assessment Policy)
8. Assessment data to be kept to support teaching programme (see Assessment Policy).
9. Inform students and parents on individual progress and achievement in English.
10. Continue professional development in English.
11. Track student's progress on ELK 2

EXECUTIVE RESPONSIBILITIES

1. To provide leadership in the teaching of English.
2. To ensure that staff are kept up to date with CSO and BOSTES requirements in relation to English.
3. To ensure that teachers are made aware of, and provided with suitable professional development opportunities in English.
4. To ensure that all teachers are aware of their responsibilities in relation to the programming, teaching, assessment and reporting of English.
5. To monitor the programming, teaching, assessment and reporting of English in the school.
6. To determine an appropriate amount within the yearly budget for training and the purchase of resources.
7. To lead the development, implementation and review of the school's English Policy.

BUDGET

To set an appropriate amount from within the school budget that will ensure the effectiveness of this English Policy.

EVALUATION

This policy will be reviewed every three years or as required by CSO or Board of Studies amendments.

Appendix 1

(Placement tests done beginning and end of year)

Kinder	Best Start
Year 1	Ants in the Apple Placement
Year 2	Waddington Spelling 1 Ants in the Apple Placement
Year 3	Waddington Spelling 2 Ants in the Apple Placement
Year 4	Waddington Spelling 1 Ants in the Apple Placement
Year 5	South Australian Spelling (A) Ants in the Apple Placement
Year 6	South Australian Spelling (B) Ants in the Apple Placement

Comprehension / Reading (Mid term 2 and 4)

Kinder	Best Start
Year 1	P.M. Reading (Reading Recovery level) Waddington Reading (1)
Year 2	**P.M. Reading / Sails (Reading Recovery level) Waddington Reading (2)
Year 3	**P.M. Reading / Sails (Reading Recovery level) *Torch Grasshoppers Lizards Love Eggs Waddington Reading (1)
Year 4	**P.M. Reading / Sails (Reading Recovery level) **Torch Waddington Reading (2) or Waddington Reading Advanced (1)
Year 5	**Torch Waddington Reading Advanced (2)
Year 6	**Torch Waddington Reading Advanced (1)

Appendix 2

St Francis Xavier's Belmont Grammar Scope & Sequence

	Early Stage 1	Stage 1		Stage 2		Stage 3	
	Kindergarten	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Text Level (cohesion)	repeated words, repeated groups of words eg. Koalas eat leaves. Koalas are not bears. Koalas.....	synonyms antonyms connectives		Homonyms / homophones word families referring words		word chains – synonyms, antonyms, repetition, collocation word sets connectives dialogue patterns	
Sentence Level (structure of the sentence)	simple sentence, Kim broke the glass...	Sentence/ one or more clauses conjunctions		quoted (direct) speech, e.g Kim said, "I want to go home."		compound – two or more independent clauses joined by a conjunction. complex sentence	
Clause level (structure of the clause)	statement question command exclamation	statement question command exclamation clause/groups of words		syntax meaning theme of clause		syntax meaning theme of clause – active, passive	
Group & Phrase Level (Structure of the noun and verb group) Phrases (structure of the adverbial phrase)	when, where, how words	noun group adverbial phrase		structure of noun group - additional elements of noun group structure of verb group –negatives (including contractions): auxiliary, helping verbs. e.g She is sitting there.		structure of noun group – additional elements of noun group, e.g adjectival phrase structure of verb group – modal verbs (high/medium/low shades of meaning)	
Word level Nouns Articles Adjectives	naming words describing words	noun group/naming word for people, places, things adjective/describing word		additional types of nouns, eg girl(singular) girls (plural) types of articles eg the dog (definite) a dog (indefinite) additional types of adjectives		additional types of nouns, eg happiness (abstract) additional types of adjectives, eg her book (possessive) <u>native</u> flower (classifying) types of articles eg the dog (definite) a dog (indefinite) additional types of	

				adjectives
Pronouns	I, me, he, she	pronoun/stands instead of a noun, eg I, me, him, it (personal)		additional types of pronouns, eg the girl <u>who</u>(relative)
Verbs	doing words	verb/doing word, eg run (action), shout (saying), wonder (thinking)	relating verbs, eg She is my teacher... tense, eg She went home (past); koalas eat leaves (present); She will arrive tomorrow (future)...	tense, eg multiple word tenses (we have been working for three hours)
Adverbs	when/where/how words	adverb/tells when, where, how eg carefully (<i>how</i>)	additional types of adverbs, eg possibly (modal), very (degree)	additional types of adverbs, eg luckily (comment), in my opinion (point of view)
Prepositions		preposition/placed in front of a noun group to show where, when etc	prepositions, eg in front of	prepositions, eg <u>throughout</u> the story; <u>underneath</u> the bed
Word Building & Origins		compound word/two words combined, eg playground	base words, eg happy, prefixes, eg <u>un</u> happy suffixes, eg happily	word origins, eg telephone (Greek), pyjamas (Persian and Urdu) bungalow (Indian)
Figurative Language		creative word play, eg alliteration (slimey, slippery, snakes) onomatepeia (the wind whooshed)	evaluative language, eg It was an excellent piece of writing. Simile, eg She sings like an angel	metaphor, She is an angel. idiom, eg Pull yourself together personification, eg the water licking at my feet

St Francis Xavier's Belmont Phonological and Graphological Scope & Sequence

	Early Stage 1	Stage 1	Stage 2	Stage 3
Visual Processing	<p>recognise that words are units of print with a space on either side, that they carry a message and have constant meanings</p> <p>automatically recognise whole common words by sight, eg students name, high frequency words from texts</p> <p>follow text directionality from left to right, including knowledge that letters are written from left to right to form individual words</p> <p>discriminate between letters through matching activities</p> <p>develop an awareness that the direction of a letter (eg b/d), and whether it goes above or below the line (eg b/p), makes a difference when identifying a letter</p> <p>know the names of the letters of the alphabet</p> <p>recognise that the same letter may be printed in lower and upper case</p>	<p>recognise an increasing number of high – frequency sight words</p> <p>demonstrate an early ability to see small words within bigger words</p> <p>recognise lower-case and upper-case letters</p> <p>read environmental print</p>	<p>build fluency and automaticity in recall of an expanding number of words in literary and factual texts</p> <p>find known letter clusters and smaller words in big words</p>	<p>build fluency and automaticity in recall of almost all words in the spoken vocabulary</p> <p>automatically process longer words in terms of letter cluster, syllables and smaller words in big words</p>
Sound Awareness	<p>recognise that words are made up of sounds</p> <p>join in rhymes and chants</p> <p>recognise rhymes and provide a rhyming word, given a predictable context</p> <p>segment oral</p>	<p>in early phases of stage 1, segment spoken cv (b-e), vc (o-n) and cvc (l-o-t, p-a-c-k, sh-o-p) words into separate sounds</p> <p>in early phases of stage 1, blend single sounds to form a spoken word(cv,vc and</p>	<p>produce a rhyming word that begins with the same sound</p> <p>delete consonants from consonant blends to make a new word</p> <p>delete 'n' from final blends</p>	<p>display complex oral phonemic manipulation skills, eg spoonerisms</p>

	<p>sentences into individual words (using words of one syllable first) segment spoken multisyllabic words into syllables (eg ba-na-na), using clapping or drum beats</p> <p>say the first sound in a spoken word</p> <p>recognise spoken words that begin with the same sound (eg pat, pin) or a given sound (eg Clap when you hear a word beginning with 'm')</p> <p>vocally 'stretch' a word eg m-a-n, b-ea-ch, t-r-ee, sh-o-p), using a hand gesture to support the stretching concept, to highlight the first, middle and last sounds</p> <p>say the last sound in a spoken word (eg in 'game' the last sound is 'm')</p>	<p>cvc words) in early phases of stage 1, delete onset from a spoken word to utter the rime separately, or to make a new spoken word (eg say 'sheet' without the 'sh')</p> <p>in later phases of stage 1, segment consonant blends (cc, eg s-p-ot, and ccc, eg s-p-l-it) to show awareness of identity of separate phonemes (tr-, dr-, mp-, nt-, nd-, and –nk may need extra explanation, with attention to how they are formed in the mouth)</p> <p>manipulate phonemes to make new words, eg exchange one sound in a spoken word with a different sound to make a new word</p>		
<p>Letter-Sound Relationships</p>	<p>achieve the insight that written words refer to spoken words</p> <p>say the most common sounds for all the lower case letters (to avoid confusion, letters that look alike and sound alike should not be introduced together, eg 'b' and 'd', 'a' and 'u')</p> <p>identify new words using known letter – sound relationships, eg using initial letter to guess the word</p>	<p>understand the difference between letter names and letter sounds</p> <p>understand that letter names remain constant but the sounds they represent may vary</p> <p>know the names and most common sounds for all single letters</p> <p>blend sounds in written vc, cv, cvc words to work out unknown words</p> <p>recognise consonant digraphs (eg, sh, ch, th, wh, ph)</p> <p>recognise common vowel</p>	<p>read unknown words in syllable chunks, rather than separate sounds</p> <p>read multi-syllabic words with known prefixes and suffixes</p> <p>recognise contractions</p> <p>give the most common sounds for all vowel digraphs and trigraphs</p> <p>decode more unusual letter patterns as chunks</p>	<p>most students should be able to read familiar and unfamiliar words</p> <p>use knowledge of a wide range of graphophonic relationships involving a variety of letter patterns</p> <p>recognise smaller meaning units within larger words eg base words, prefixes, suffixes, compound words</p> <p>use knowledge of root words and word origins</p> <p>sound out unknown words in chunks rather than single letters</p> <p>read aloud, demonstrating</p>

	blend known letter-sound relationships to form vc (eg at) and cvc (eg sit) spoken and written words	digraphs (eg ea, ay, ar, er, or) recognise long vowel sounds (silent 'e') build word families using words with known rimes (eg using knowledge of 'day' to spell 'bay' and 'ray')		good control of intonation, pause and stress
Spelling	<p>write their own name using correct spelling</p> <p>copy the sequence of letters from models of high-frequency, topic and personal words</p> <p>write high-frequency words independently (eg is, I, am, the)</p> <p>say and sound while writing the letter for the first sound in a word</p> <p>say and write letters for some of the sounds in a word beyond the initial sound, identifying the sounds through stretching the word (initially with teacher support) – students may still use letter names for sounds</p> <p>spell unknown words phonetically (as they sound), with most of the letters in the correct sequence</p>	<p>focus on letter sequences and their sounds when copying and learning high – frequency, topic and personal words</p> <p>write cv, vc and cvc words that contain letter-sound relationships</p> <p>choose phonetically appropriate letters to represent most of the sounds in unknown words</p> <p>use rime analogy to spell new words (eg mop-hop)</p> <p>use knowledge of familiar letter patterns to spell words, eg –ed, -ing</p> <p>start to use self correction strategies such as visual and auditory strategies (eg sounding out, sight words) to spell unknown words in own writing</p>	<p>use an increasing bank of known spelling words written automatically</p> <p>use known letter patterns and sound sequences, not just individual letters, when spelling unknown words</p> <p>classify words into groups according to the way in which they are spelt</p> <p>become familiar with the various ways of representing a particular sound in writing</p> <p>hypothesise about and learn spelling generalisations (eg l before e except after c; y to I rule for plurals etc)</p> <p>use known word parts when spelling unknown words</p> <p>correctly represent consonant blends when spelling unknown words</p> <p>become familiar with various spelling resources, eg spell check, dictionary</p>	<p>students should be able to accurately and automatically spell words that are regularly used in the classroom</p> <p>use competent visual and phonological strategies for attempting and checking spelling (does it look and sound right?)</p> <p>use known word meanings and base words when spelling unknown words</p> <p>develop knowledge of word origins, eg Greek and Latin root words</p> <p>consolidate and extend proofreading skills and take responsibility for editing own work competently</p> <p>use various spelling resources, eg spell check, dictionary</p>
Handwriting	<p>recognise correct pencil grip and employ self-correcting techniques to practise it</p> <p>maintain correct body position for writing</p> <p>practise the three</p>	<p>form upper-case and lower-case letters in NSW Foundation Style with letters that are:</p> <ul style="list-style-type: none"> - of consistent size - of consistent slope - of consistent shape 	<p>write upper-case and lower-case letters in NSW Foundation Style with Cursive Stages 1 and 2 letters that are:</p> <ul style="list-style-type: none"> - of consistent size - of consistent slope - appropriately spaced 	<p>write fluently in NSW Foundation Style and personal style, forming joined letters of appropriate size and spacing and using appropriate pressure</p>

	<p>NSW Foundation Style</p> <p>movements: the sloped anticlockwise ellipse movement, the sloped clockwise ellipse movement and the sloped downstroke movement</p> <p>use a variety of writing implements</p> <p>use a variety of paper, eg butcher's paper, paper with single line, paper with many lines</p> <p>copy lower case letters in NSW Foundation style – students copy from a model with verbal prompts and trace from models that provide directional guides</p> <p>write their own name using NSW Foundation style</p> <p>know and demonstrate that letters are proportional to each other</p> <p>know and demonstrate that everything we write (upper-case letters, lower-case letters and numerals) will start at the top except for 'd' and 'e', which start in the middle</p> <p>know that letters are related to each other (eg 'g' is an 'a' with a tail)</p> <p>experiment with using a computer keyboard</p>	<ul style="list-style-type: none"> - appropriately spaced - in straight lines <p>use correct posture and correct pencil grip</p> <p>use lined paper to guide</p> <p>practise using a keyboard</p>	<ul style="list-style-type: none"> - in straight lines - legible <p>use correct pencil and pen grip and good posture</p> <p>use a range of keyboard skills (eg ability to use all essential function keys)</p>	<p>use correct pen grip and maintain good posture</p> <p>give attention to layout and practice calligraphic flourishes to enhance writing in appropriate situations (eg project headings)</p> <p>experiment with different instruments, eg range of pencils, different types of biros and pens</p> <p>demonstrate confidence, accuracy and speed in keyboard skills.</p>
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