



English Policy

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At Bletchley Park PS we believe effective teaching and learning of Literacy occurs when:

Learning takes place in a safe, caring, inclusive and culturally responsive learning environment that promotes leaning, collaboration and inclusivity. A gradual release of responsibility is evident, with students supported to take risks in their learning.

Teachers work collaboratively to plan purposeful tasks with clear learning intentions. They use evidence based, best practice to differentiate the learning for all students. Teachers provide access to a range of quality texts, model effectively, question thoughtfully and purposefully and provide a variety of rich learning experiences. A range of quality assessments are used to measure student achievement; this information leads to explicit feedback for students and informs future classroom planning.

Students are actively engaged in purposeful tasks accessing a variety of text types. They are encouraged to analyse, think critically and creatively, and respond thoughtfully. With explicit learning intentions and success criteria, students have opportunities to practise and consolidate skills and strategies in a range of contexts, receiving timely and targeted feedback around their achievement.

The Bletchley Park PS English Policy is in line with:

- DOE Strategic Directions
- Focus 2024
- Early Years Learning Framework
- National Quality Standards
- National School Improvement Framework
- West Australian School Curriculum
- Teaching For Impact Document/HITS Document
- Bletchley Park Primary School Business Plan
- BPPS English Whole School Practices Document and supporting documents

Whole School Practices

At Bletchley Park Primary School teachers will:

- Plan using the Western Australian Curriculum and the WA Kindergarten Curriculum Guidelines, with reference to the Bletchley Park Primary School Business Plan, English Policy, and Team Target Documents.
- Devote 50% of the day to the teaching of Literacy and Numeracy.
- Adhere to the Bletchley Park Primary School Self-Assessment Framework to undertake assessments to obtain quality data to inform summative reporting.
- Use differentiation, to provide all students with the opportunity to access the curriculum.
- Be given the opportunity for Professional Learning to support school practices and programs and coaching to implement prescribed English programmes effectively.

English planning should reflect:

- The Plan, Teach, Assess cycle as outlined in the DOE Teaching for Impact document
- High Impact Teaching Strategies (Vic DOE)
- A culturally responsive approach, including thoughtful selection of text types and understanding of the many cultures represented at BPPS

Speaking & Listening

Students at BPPS will be provided with regular and varied opportunities to talk to and with others.

- K-1: Explicit teaching and practise of oral language skills using the BPPS Scope and Sequence, and other teacher resources to cover: activity based, object based, event based news telling, oral recounts, story retells and story generation
- Years 2-6: Provide regular opportunities for oral presentations, with a minimum of two formal assessments per year.

Writing

Writing is explicitly taught through shared, small group, and independent writing. Sentence, paragraph, and text level instruction is evident in all classes.

- Talk 4 Writing program is used to teach necessary skills for sentence, paragraph, and text construction. (*Refer to Talk 4 Writing Overview*)
- Daily opportunities to extend writing at an independent level, and to share writing are provided. This should occur during Literacy learning as well as cross curriculum opportunities. Reading can provide the stimulus for writing. (*Refer to Writing Scope and Sequence*)
- Sentence level **grammar and punctuation** is taught explicitly alongside spelling and phonics programs, and text level writing. (*Refer to Writing Scope and Sequence*). On some occasions this is incorporated into T4W toolkits and short burst writing, however, explicit grammar/punctuation lessons are also necessary within English teaching and learning timetable for all year levels.
- At Bletchley Park PS we explicitly teach **handwriting** skills using SA font. Typing skills should be explicitly taught and practised.

Reading & Viewing

At BPPS, the teaching of Reading has the following components:

- Phonological Awareness
 - Students in Years K-1 participate in daily Heggerty Phonological Awareness lessons.
- Phonics/Explicit Teaching of Spelling
 - All students from PP-Year 3 receive Letters and Sounds instruction at whole class level, with targeted instruction of phonics code where required.
 - Students in Years 4-6 are taught spelling and morphology through the Sound Waves Spelling programme.
 - Tier 2 intervention includes Mini-Lit and Macq-Lit small group instruction.
- Fluency
 - Fluency is essential to develop as a basis for good comprehension skills. Students engage in fluency tasks for 10-15 minutes, at least 3 times per week for Years 1-6 (PP-exposure in Semester 2). Fluency is measured through the DIBELS Oral Reading Fluency Assessment.
- Vocabulary
 - Tier 2 Vocabulary is explicitly taught alongside: T4W texts, whole class and shared reading texts, and cross curricular texts. The development of vocabulary is essential to support comprehension skills.
- Comprehension
 - Explicitly teach and model how to analyse, annotate and respond to texts through a balance of whole class reading lessons, novel studies, teacher read-alouds and targeted small group instruction.

- Explicitly teach key reading strategies, knowledge, and skills where necessary. Subsequently model, embed and apply the use of these in connected texts to build a mental model for comprehension.

These components are essential for students to develop into skilled readers.



English as an Additional Language or Dialect (EAL/D)

Awareness of EAL/D student needs and strategies to support the acquisition of Standard Australian English should be evident in all English teaching and learning ie: forward planning and assessment using EAL/D Progress Maps. Where appropriate, extra support will be provided for EAL/D students in English at class level or in targeted small groups, as per BPPS EAL/D policy.

Home Reading

It is an expectation that students will read at home a minimum 4x per week. In PP-2 readers will be provided for students, and will be matched to their phonics instruction, with the intent to develop fluency. From Year 3 onwards students who are fluent readers may select their own book to read; this may be their library book or a book of their choice from home. Students who require support to develop their fluency may still be provided appropriate texts by their teacher. Each class will visit the library weekly, with students able to borrow a book of their choice.

Assessment

Student achievement is measured using the WA Judging Standards. Assessment tools used to inform teacher judgements are included in the BPPS Self-Assessment Framework and are distributed throughout the year. These include, but are not limited to:

- Brightpath
- PAT-Reading Adaptive Online Testing
- NAPLAN (Years 3 & 5)
- On-Entry Testing (Years PP & 1)
- DIBELS Oral Reading Fluency Testing
- Screen of Communication Skills (SOCS)
- York Assessment of Reading Comprehension (YARC)
- Heggerty Assessment
- Letters & Sounds Tracking
- Year One Phonics Screen