



Bletchley Park
P R I M A R Y



English Policy

Identity

Bletchley Park Primary School is:

- * A place of excellence where students can achieve full potential in their academic, creative, personal, physical, social and emotional development.
- * A safe, caring environment where students and adults feel valued as individuals.
- * A place where values are promoted and students learn to respect themselves, others and their environment.
- * A place where partnerships between students, parents, staff and the community as a whole are fostered.

As an IPS we are bound to implement **The Western Australian Curriculum**. In English, this aims to ensure that students:

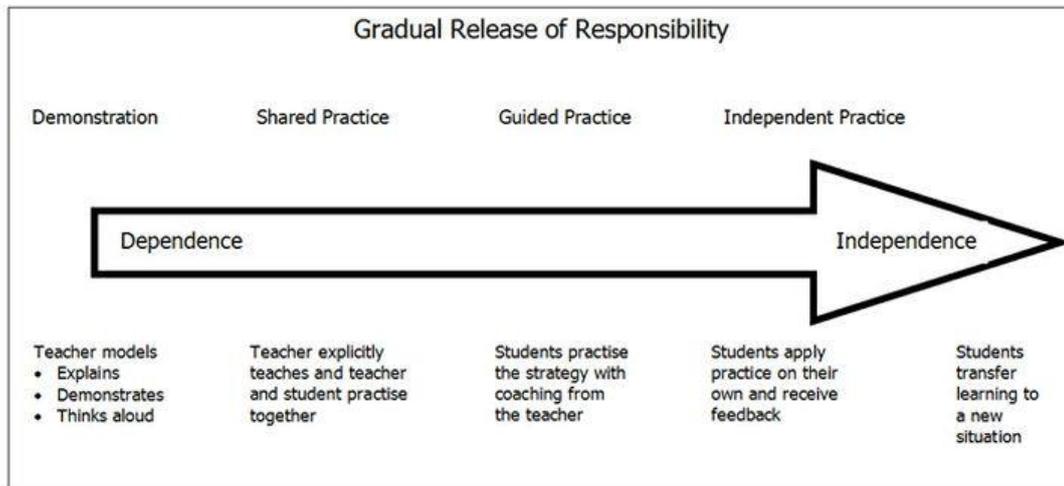
- learn to listen to, read, view, speak, write, create and reflect on increasingly complex and sophisticated spoken, written and multimodal texts across a growing range of contexts with accuracy, fluency and purpose.
- appreciate, enjoy and use the English language in all its variations and develop a sense of its richness and power to evoke feelings, convey information, form ideas, facilitate interaction with others, entertain, persuade and argue.
- understand how Standard Australian English works in its spoken and written forms and in combination with non-linguistic forms of communication to create meaning
- Develop interest and skills in inquiring into the aesthetic aspects of texts, and develop an informed appreciation of literature.

K-2 will work towards meeting the National Quality Standards and use the Early Years Quality Framework, Kindergarten Curriculums Guidelines and SCSA to plan learning environments and programmes.

Shared Beliefs:

Bletchley Park encourages the use of First Steps Resources.

At the heart of this is **the Gradual Release of Responsibility**



Model:

We also expect that:

- English is integrated across the curriculum.
- Meaning is integral to the teaching of English.
- Speaking and Listening is an essential part of all classrooms, and that collaborative learning structures are seen as a key element of Speaking and Listening.
- Teachers increasingly use the technologies, media and texts of the world around us to prepare students for the future.
- Standard Australian English is the accepted dialect however students' home languages and dialects are valued and built upon.

Skills and Capabilities

As per the Western Australian Curriculum, teachers will use the Content Descriptions and Elaborations in their planning, teaching and assessment.

Language

Language variation and change

Language for interaction

Text structure and organisation

Expressing and developing ideas

Sound and letter knowledge

Literature

Literature and context

Responding to literature

Examining literature

Creating literature

Literacy

Texts in context

Interacting with others

Interpreting, analysing and evaluating

Creating texts

Teachers will also need to incorporate the three Cross-curriculum priorities in the Western Australian Curriculum:

- Aboriginal and Torres Strait Islander histories and cultures.
- Asia and Australia's engagement with Asia.
- Sustainability.

Behaviours and Environment

In order to increase connected practice within and across learning teams, through collaboration, teachers will:

- Plan using the Western Australian Curriculum, with reference to the business plan, English focus document, The English Policy and any associated policies such as Spelling, Handwriting Policies and Genre Overview.
- Use assessment practices that are fair, educative and educationally sound.
- Undertake assessments that are an integral part of instructional activities and inform their teaching; planning for these collaboratively in teams.
- Undertake assessments that lead to quality informative and summative reporting.
- Moderate within and across teams to ensure consistency of judgements.
- Provide all students with opportunity to learn- taking note of differences, yet ensuring inclusivity (ie differentiate the curriculum where necessary.)
- Will devote 50% of the day to the teaching of Literacy and Numeracy- 2 hours to literacy (this will need to be integrated.)
- Will include the explicit teaching of the information process in their programmes, especially from year 4.
- Have flexible groupings- whole class, small groups, partners and individualised instruction.

Students

Will be engaged in a range of instructional activities that reflect the First Steps Gradual Release Model, including:

- Explicit teaching.
- Modelled reading, writing, speaking and listening.
- Guided and shared reading, writing, speaking and listening.
- Independent tasks.
- Collaborative Group work.
- Reflections - self and peer assessments.
- In the early years students will participate in English through activity- based learning, classroom routines, literature and music etc.

Reading:

Specific to BPPS:

1. A Literature Spine is in place to guide choice of texts for read alouds and literature foci.
2. All teachers should read aloud from this list at least 10 mins per day (EC will need to do much more.)
3. All children from year 1 are engaged in the uninterrupted reading of connected texts for at least 15 minutes per day: silent reading, buddy reading, quiet reading (sub vocalising), independent journal reading, reading along with computer texts, living books etc. Reading should be at a level they can read independently.
4. Guided Reading (or a form thereof such as Cooperative Reading or Reciprocal Reading) should take part in all classrooms from Year 1.
5. Students engage in meaningful activities (such as FS procedures.)
6. Children are taught the Processes and Strategies of Reading (*predicting, connecting, visualising, summarising, self- questioning, inferring*) using the Gradual Release Model.

7. Viewing is now a part of Reading and must be included in programmes.
8. PM Benchmarks are collected and used until a student reaches level 30. They are used diagnostically especially for SAER. It may be useful to consider the levels within this framework:

Emergent –

A – levels 1-2 (RA approx. 4.5-5.5)

B- levels 3-5 (RA Approx 5.0-5.5)

Early

C – levels 6-8 (RA 5.5.-6.0)

D- levels 9-11 (RA 5.5- 6.)

Transitional

E levels 12-14 (RA 6)

F levels 15-17 (RA 6.5-7.0)

Extending

G levels 18-20 (RA 7.0-7.5)

H levels 21-23 (RA 7.0-8.0)

Writing

Specific to BPPS:

1. Teachers use the TALK FOR WRITING programme and incorporate the following non-negotiables in programmes starting in 2016 and embedding by 2017:
 - ***Modelled, shared, guided and independent writing.***
 - ***Adoption of the three eyes: imitation, innovation and invention.***
 - ***Visible common practice: toolkits, Magpie books or walls, boxing up/deconstruction, storymaps and oral retells.***
2. Teachers teach word, sentence and text level grammar using a range of resources including First Steps and Pie Corbett's Jumpstart books.
3. Teachers plan, assess and moderate collaboratively using the school genre overview.
4. See implementation plan for Talk 4 Writing attached.
5. Spelling is seen as part of writing and assessed within writing. (See separate policy.)

Handwriting:

1. K-2 use the New South Wales Foundation font
2. Year 3 onwards- teachers teach students joined cursive writing, using the Victorian Modern Cursive speed loops.
3. See Handwriting Policy

Speaking and Listening: to be developed further.

1. In 2016 teams interrogate SCSA curriculum to discuss what is required at each level. All classes encourage collaborative learning to develop the language of social interaction.
2. All teams consider doing a unit of more formal Speaking and Listening together to moderate for reporting purposes.
3. K/P to interrogate Halliday's Language Functions and First Steps Speaking and Listening Resources with a view to establishing common practices.

Data Collection for English:

- On Entry Testing.
- Early Years Writing Scale.
- TAC-K.
- SOCS.
- NAPLAN 3 &5.
- School Yearly Audit- PAT- R, PAT- P&G, Spelling Assessment.
- Words Their Way levels passed on each year. Specific level and sorts completed.
- Letters & sounds Assessments
- **Assessment and Moderation tasks to be decided upon at team level.**