



OUR HOLY REDEEMER

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English

RATIONALE:

The study of English is central to the learning and development of all young Australians. It helps create confident communicators, imaginative thinkers and informed citizens. It is through the study of English that individuals learn to analyse, understand, communicate and build relationships with others and with the world around them. The study of English helps young people develop the knowledge and skills needed for education, training and the workplace. It helps them become ethical, thoughtful, informed and active members of society and plays an important part in developing the understanding, attitudes and capabilities of those who will take responsibility for Australia's future.

Although Australia is a linguistically and culturally diverse country, participation in many aspects of Australian life depends on effective communication in Standard Australian English. In addition, proficiency in English is invaluable globally. The English curriculum contributes both to nation-building and to internationalisation, including Australia's links to Asia.

English also helps students to engage imaginatively and critically with literature to expand the scope of their experience. Aboriginal and Torres Strait Islander peoples have contributed to Australian society and to its contemporary literature and literary heritage through their distinctive ways of representing and communicating knowledge, traditions and experience. (Victorian Curriculum, English, 2019).

AIMS:

At Our Holy Redeemer School we aim that English pedagogy:

Looks	Sounds	Feels
<ul style="list-style-type: none"> ▪ Teacher explicitly teaching through the shared or modelled approach. ▪ Children working independently, with a partner, teacher or in groups. ▪ A variety of activities 	<ul style="list-style-type: none"> ▪ Purposeful dialogue between teacher and student to teacher/adult and student to student. ▪ Positive language appropriate to the topic ▪ Feedback at regular intervals 	<ul style="list-style-type: none"> ▪ Safe place to take risks and learn. ▪ A place where each child is challenged to achieve excellence. ▪ High standards are expected from each child. ▪ A place where

<p>related to reading, writing and speaking and listening.</p> <ul style="list-style-type: none"> ▪ Children engaged in work. ▪ Children utilising a variety of media for reading, writing, speaking and listening ▪ Whole, small, whole groupings ▪ Visual literacy stimulus around the room ▪ Children working independently, or with a teacher in guided reading ▪ Learning intentions on display ▪ Book area in the classroom 	<ul style="list-style-type: none"> ▪ Singing Literacy songs ▪ Reading aloud with expression, sharing text ▪ Group discussions ▪ Positive language appropriate to the topic ▪ Teacher and peer to peer feedback on regular occasions ▪ Quiet periods of time for students to focus, compose and examine their work 	<p>students are engaged in purposeful learning.</p> <ul style="list-style-type: none"> ▪ A place in which a love of literacy is fostered
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Expected

The English block consists of all three areas of English in the Victorian Curriculum – Reading and Viewing, Speaking and Listening, and Writing.

<p>Foundation, Year one and Two</p> <p>Visible Learning Intentions Visible Co- constructed Success Criteria 5 Big Question to Guide understanding Guided Reading Individual reading Oral Language Shared reading Modelled writing Spelling Individual writing Personal reading Public Speaking Literacy rotations Vocabulary development Handwriting</p>	<p>Years 3-4</p> <p>Visible Learning Intentions Visible Co- constructed Success Criteria 5 Big Question to Guide understanding Modelled writing Shared writing Literacy rotations Guiding reading Individual reading Serial Reading Multi-modal literacy Spelling Grammar sessions Public speaking Viewing and responding Readers Theatre Handwriting Personal reading</p>	<p>Years 5-6</p> <p>Visible Learning Intentions Visible Co- constructed Success Criteria 5 Big Question to Guide understanding Literature circles Spelling Guided Reading Modelled Writing Collaborative Writing Public Speaking Debating Oral Presentations Visual Presentation Text response Personal reading Serial Reading Vocabulary development Individual Writing Discussion Reflective Thinking Grammar Explicit teaching Running Records</p>
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At Our Holy Redeemer we teach and plan using:

- Victorian Curriculum English
- Visible Learning Intentions
- Visible Co-constructed Success Criteria
- 5 Big Questions – (What are you learning, Sharratt, 2018)
- Explicit teaching in all literacy sessions.
- Small groups - focus/guided reading groups
- Co- moderated writing using Whole school Rubrics
- Plan sequences of lessons based on assessment and curriculum LI
- Wholeschool English planning templates
- Reading and writing activities are interconnected and can link to Inquiry Units and Re Units where possible to make learning meaningful and purposeful.
- Recorded notes on Guided reading sessions at least twice a week
- Time at the end of a session for critical reflection on learning.

IMPLEMENTATION:

Assessment

A variety of assessment 'of' and 'for' learning to inform planning and teaching.

Open ended tasks/authentic tasks

Formal Tests: PAT Testing Reading, Spelling, Soundwaves Diagnostic

Observations and anecdotal records

Running Reading Records

Teacher designed tests

Brainstorms/Discussions

Wholeschool Co- moderated writing

Time allocation:

At our Holy Redeemer we have a minimum of 10 sessions per fortnight.

Spelling – to be explicitly taught using 'Soundwaves'. A minimum of 5 x 10-30 minute sessions per week.

Two hour English sessions Integrating the three modes: Reading and Viewing, Speaking and Listening and Writing based learning activities.

English sessions can be integrated with Inquiry Units and need to have visible and clear Literacy learning intentions as set out in the Victorian Curriculum- English.

Intervention Programs

The following tests/programs are available when students are failing to meet benchmarks and or experiencing significant difficulties in literacy.

SPAT-R (Sutherland Phonological Assessment Test)

PERI (Phonological Early Reading Instruction program)

ERIK (Enhancing Reading Intervention program)

LLI (Levelled Literacy Intervention)

RR (Reading Recovery)

English Planning

Plan, structure and sequence learning programs AITSL

Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.

It is a requirement that the planned Learning Intentions link to the Victorian Curriculum English and that Guided Reading is recorded and part of weekly literacy activities. Activities are required to include Reading and viewing, Writing, Speaking and Listening and responding to

Literature. This recommended planner is based on The Learning Collaborative (Sharratt, 2012) body of research which underpins OHR's English teaching aims.

Link to Victorian Curriculum:

linked to <http://victoriancurriculum.vcaa.vic.edu.au/english/>

Link to Template:

https://docs.google.com/document/d/1_fB6Cy_x3b2mvuY4f02m_oYPR3dO8AkMOS55dHEBoK8/edit?usp=sharing

Google Drive, Whole School Literacy/ Literacy Planning

EVALUATION:

- This policy will be reviewed bi-annually as part of the school's development plan.

This policy was updated by staff: February 2019