

CAMP HILL PRIMARY SCHOOL

ENGLISH FRAMEWORK POLICY



PURPOSE

Active and effective participation in a global society depends on the ability of a literate person to speak, listen, read, interpret, view and write. It is vital that all children have opportunities to reach optimum literacy potential.

AIMS

The English program at Camp Hill Primary School will provide opportunities for each child to:

- Speak, listen, read, and write effectively with confidence, purpose and enjoyment through immersion in planned reading, writing, speaking and listening activities
- Grow in confidence when communicating with others
- Develop understanding and use language appropriate to the social situation
- Develop understanding of the structure of different genre and use them in writing
- Discuss and analyse texts and language critically
- Develop a fluent Victorian Cursive Script writing style.

GUIDELINES FOR ACTION

- All students at our school will study a sequential English course based upon the outcomes contained within the Victorian Curriculum and English Domain
- All teachers will plan together each term using the Victorian Curriculum, the Camp Hill PS Writing Scope and Sequence, the Direct Instruction Models for Reading and writing; and the Spelling Continuum.
- The Camp Hill PS program is based on the Education State Literacy Strategy to best assess what every student knows, what they need to learn next, and to match this with high quality, differentiated instruction in literacy based on the Victorian Curriculum. Camp Hill PS delivers its curriculum through the Direct Instructional Model, using the Early Years Model as a guide in years F -4, and the Leading Literacy professional learning to support planning and implementation across the Years F-6 program.
- Students' progress will be monitored using English Online testing, 'On Demand' adaptive reading and spelling computer programs, NAPLAN, ABLES and learning opportunities provided to cater for the identified needs of each student including Reading Recovery and SELL (Supporting Early Literacy Learning)
- Student progress in all strands of English will be reported in half and end of year academic reports as well as in the school's Annual Report.
- Timetabling will ensure a daily two hour Literacy program providing focused teaching of Reading, Writing, Speaking and Listening skills in all year levels. In Foundation – Year 2 classes, the literacy block will be timetabled for the first two hours of each school day. In Years 3-6 classes, the literacy block will be timetabled 11.25 -1.25 pm of each school day.
- Teachers seeking to vary the designated times must submit a written request to the leadership team for consideration
- Literature Clubs will play a key component in the Years 5/6 reading program
- A team of teachers will be responsible for coordinating English across the school, as well as the administration of the English budget
- Programs such as Literature Club, Reading Recovery and classroom reading will be resourced to ensure ongoing success for all learners

EVALUATION

This policy will be reviewed as part of the school's four-year review cycle.

This policy was last updated April 2019 and is scheduled for review in April 2023.