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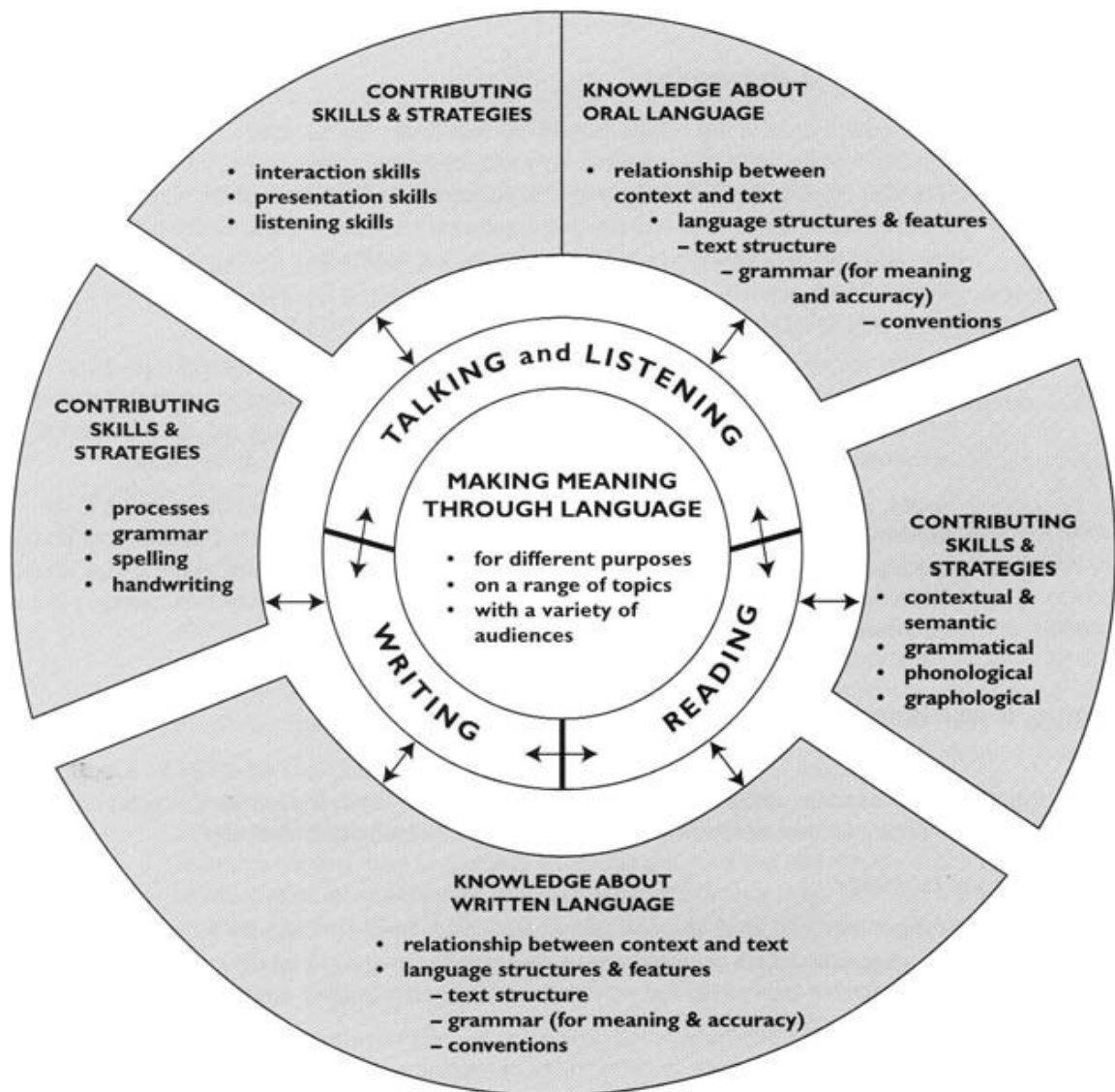
ENGLISH K-6 POLICY

Revised March 2009

"English is the key learning area where students develop knowledge, skills and understandings about English language and literature. The English Syllabus is organised in broad stages that describe the sequence of learning experiences through which students will progress."

At Pretty Beach Public School, we commit to using the *English K-6 Syllabus* as the basis for all English programming and teaching and learning experiences. The aim of the *English K-6 Syllabus* is to encourage positive attitudes towards learning English, to develop students' ability in using language effectively and to enable critical reflection on how language works.

Content Summary of English K-6 Syllabus



THE PROCESSES OF LANGUAGE

Talking and Listening

Skills and strategies for effective Talking and Listening include interaction skills, oral presentation skills and specific listening skills. Teachers create opportunities for talking and listening in a variety of contexts across the curriculum, ranging from informal discussion through to formal oral presentations.

At Pretty Beach Public School all students (K - 6) participate in a Public Speaking program that requires each child to produce a speech on a given topic for presentation to their class group. A Public Speaking Evening celebrates selected students who have given quality speeches. Parents and community are invited to attend. As well, students in Stages 2 and 3 participate in the NSW Multicultural Public Speaking Competition with two representatives from each stage going into the District finals.

Reading

Skills and strategies that contribute towards reading development include the ability to use contextual, semantic and grammatical information in comprehending the meaning of text, and the ability to use graphological and phonological information to discriminate between different sounds and to relate them to different written symbols. Reading is programmed under the headings of: Modelled Reading, Guided Reading and Independent Reading.

At Pretty Beach Public School Reading is generally taught in ability groups, with the teacher leading the guided reading group. Individual running records are taken at least once a term (K-2) and through teacher observation and anecdotal records student progress is assessed in oral reading and comprehension (3-6).

A Home Reading Program operates for children in Years K - 2 and those students in 3-6, as identified by the classroom teacher. Parents are asked to sign the Home Reading Book for each night on which the child reads for 15 minutes. The children gain certificates and rewards as they accumulate certain numbers of books read.

Writing

Skills and strategies involved in learning to write include the ability to use such strategies as drafting, revising, conferencing, editing, proofreading, and publishing. Writing also involves the skills of using well-structured sentences, accurate spelling and punctuation, and neat, legible handwriting. Producing texts involves the development of computer skills, including word processing, graphics and multimedia presentation. In creating written texts, students will be involved in three types of activities: -Modelled Writing, Guided Writing - joint/collaborative construction and Independent Writing.

Teaching about Texts

Both oral and written forms of language are learned through interaction with text. Texts are organised patterns of written and spoken language and for the purpose of the syllabus are organised into categories of literary and factual texts. In order to interpret and create texts, children are taught the structures and grammatical patterns of each text type.

At Pretty Beach Public School the teachers follow a school based scope and sequence in order to expose children to a range of texts, teach the components of the text and consolidate this knowledge. Teachers plan a literacy focus to all units of work to create a purpose for using different text types, across each Key Learning Area. Teaching about Grammar is closely linked to the focus text type and does not generally take the form of isolated exercises. In planning teaching experiences related to text types, teachers follow the structure modelled in the Syllabus Support "Modules" document, linking staged outcomes, indicators, teaching/learning activities and assessment tasks.

DIPL - Doorway Into Practical Literacy (K-3)

Students K-3 are involved in a commercial language program named DIPL that is aligned to the K-6 English Syllabus. DIPL ensures all areas of spelling, grammar, reading and writing are addressed and sets this out clearly and comprehensively for programming. Teachers utilize the resources made available and students work in their own text book which is purchased at the beginning of the school year. A period of 40 minutes is devoted to this program each day. As with all commercially produced programs they may require adaptations to suit the individual learning styles and needs of particular students. The classroom teacher is responsible for programming to ensure those students' needs are met accordingly.

DIPL: Spelling is intensive across all knowledge areas (phonological, visual, morphemic, and etymological) as required by the syllabus

Spelling

"Correct spelling is a tool for writing and a way of supporting meaning in writing" (Teaching Spelling K-6). Spelling is taught in the context of a talking & listening, reading or writing focus, in guided and modelled lessons, and across all key learning areas.

At Pretty Beach Public School we use elements of the DIPL Program, in addition to a variety of teacher resources, for the programming and assessment of Stage 2 and 3 students. Emphasis on the teaching of Spelling Rules is the focus of programming for these grades.

Best Start Assessment for Kindergarten

Best Start is a state-wide Kindergarten assessment tool that helps teachers identify the literacy and numeracy skills of each student at the beginning of Kindergarten. The purpose of the Best Start assessment process is to provide information for Kindergarten teachers to:

- *build on each student's current knowledge and experiences.*
- *develop quality teaching and learning programs that support students in achieving Early Stage 1 outcomes.*

At Pretty Beach Public School the Best Start assessments take place during the first few weeks of Term 1 of each year and each child in Kindergarten is assessed on their Literacy and Numeracy skills. When the children have been assessed and the information analysed, these results form the basis of the Kindergarten Teaching Program. Feedback is given to parents requiring information about their children. This feedback is given either verbally or through a written report.

Assessing Student Learning

Teaching/Learning activities provide teachers with opportunities to observe and collect evidence of student progress. Written work samples in a variety of forms that indicate development are collected, matched against indicators defining the outcomes and annotated accordingly. Reading progress is assessed through regular running records, as well as class based comprehension activities. Checklists indicate talking and listening progress in a variety of contexts. Students who are identified as experiencing difficulty in language learning are referred to the STLA to be placed on individual programs.

Children in Years 3 and 5 participate in the NAPLAN Test which provides a broad based assessment of accumulated skills. The results also indicate areas of strength and weakness in teaching programs and direction for future programming. An individual tracking sheet is kept for every student in their Student Record Card.

STLA Program

The STLA designs learning programs specific to the needs of individual students who have been referred by the class teacher for the following reasons:

- Students in K - 2 whose reading levels do not reach benchmarks for each grade.
- Yrs 3 - 6 students whose achievement in the NAPLAN test indicates that support is required.
- Where individual assessment indicates that the child's reading age is more than two years below his/her chronological age, the district learning support team is brought in to help design a more specific program

The STLA keeps a tracking sheet for each child referred to them. This indicates the type of intervention that has occurred by the school and external agencies, results of tests and progress made. This sheet progresses through the grades with the child and is filed in the Student Record Card once the intervention program is complete.

The school learning support team, comprising the principal and the STLA (and the class teacher and school counsellor at point of need), is responsible for identifying students and monitoring programs.

Reporting to Parents

A report indicating the progress of the child is made available for parents each semester.

- Term 1: Parent/Teacher Meetings early in Term
Term 2: Interviews and reports
Term 4: Report sent home, interviews upon request.

* Parents may make an appointment for an interview at any time during the year.