



RATIONALE

In ENGLISH, texts and language are the central and essential concepts. Students learn to appreciate, enjoy and use language and develop a sense of its richness and its power to evoke feelings, to form and convey ideas, to inform, to discuss, to persuade, to entertain and to argue. Students develop these skills through the conscious and deliberate study of language and the variety of texts and contexts in which it is spoken, read, viewed and written and incidentally through the integration of all domains.

Understanding texts and recognising how language works within them is necessary for success at school and beyond, for an active, informed and fulfilling life, both locally and globally. By understanding and working with texts, students acquire the knowledge, skills and personal qualities to enable them to read, view and listen critically and to think, speak and write clearly and confidently.

AIMS

To develop in students:

- The ability to speak, listen, read, write and view effectively with enjoyment, purpose and confidence.
- A knowledge of the ways in which language varies according to purpose, audience and situation.
- An understanding and knowledge of a range of written and spoken texts, in print and electronic forms.
- The understanding of how a variety of texts are constructed and the ability to apply this knowledge to reading, writing, viewing, speaking and listening.
- The capacity to discuss and analyse texts and language critically, exploring meaning and how meaning is conveyed.
- The capacity to develop reasoned arguments about interpretations and meaning.
- The ability to use accurate spelling, effective punctuation and appropriate grammar.

IMPLEMENTATION

Development of skills and knowledge in English should be promoted by providing students with opportunities to think, read, write, view, speak and listen for real purposes.

Students should be involved in rich and varied reading, writing and speaking and listening tasks.

Students should:

- Read and view a wide range of texts and media.
- Be actively engaged in understanding, interpreting, critically analysing, reflecting upon, and enjoying written and visual, print and non print texts.
- Develop knowledge about a range of strategies for reading.
- Be involved in an active process of conceiving, planning, composing, editing and publishing a range of texts including writing for print, electronic media and performances, and for a variety of purposes.
- Learn to spell accurately and punctuate effectively.
- Be developing knowledge about the strategies for writing, the conventions of Standard Australian English, and the metalanguage used to discuss language conventions and use.
- Be involved in speaking and listening for a variety of purposes, audiences and occasions.

EVALUATION

- Ongoing monitoring and assessment to be used to monitor student progress and inform teaching decisions.
- Assessment tasks should include Running Records, Observation Survey, TORCH, Burt Word List, South Australian Spelling Test, and teacher assessments.
- Student progress will be monitored consistently across all VELs levels using checklists and work samples (including Portfolio tasks) to moderate student achievement.
- Assessment information from VELs results, Statewide benchmarking and AIM data will be used for future program planning, reporting to parents and to assist the evaluation of the program
- This policy will be reviewed as part of the school's three-year review cycle.

This policy was ratified by School Council in May 2007