



Bletchley Park
P R I M A R Y

English Policy

Effective: 24 June 2020

Version: 1.2

Review Date: 24 June 2020



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.

At Bletchley Park PS we believe effective teaching and learning of Literacy occurs when:

Teachers work collaboratively to plan purposeful tasks with clear learning intentions. They use evidence based, best practice to differentiate the learning for all students. Teachers provide access to a range of quality texts, model effectively and design a variety of rich learning experiences. A range of quality assessments are used to measure student achievement; this information leads to explicit feedback for students and informs future classroom planning.

Students are actively engaged in purposeful tasks accessing a variety of text types pitched at their individual level. They are encouraged to analyse, think critically and creatively and respond thoughtfully. With clear learning intentions, they have opportunities to practise and consolidate skills and strategies in a range of contexts, receiving timely and explicit feedback around their achievement.

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 current evidence based practices to teach reading.

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

We achieve this through the use of the iStar teaching model.

Inform & Inspire

Explicitly state the learning objective to students so they know what is expected of them during the lesson.

WALT; **WILF** is differentiated: All of you...Most of you...Some of you...; **TIB**: This is because (purpose!)

Show & Share

Explicit teaching of the concept where the teacher demonstrates what is expected. The **WAGOLL** may be shown here.

Try & Transfer; Apply & Action

Students move into groups; classroom structures are in place that allow promote and support group work.

Instructional Reading groups are ability/needs based. All other groupings should be mixed ability.

Review & Revise

As a class, revisit the learning objective and create opportunities for students to share what they have learnt.

Encourage the use of metalanguage in the sharing of learning.

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 and teaching. The SCSA Judging Standards drive our assessment processes.

Language	Literature	Literacy
Language variation and change	Literature and context	Texts in context
Language for interaction	Responding to literature	Interacting with others
Text structure and organisation	Examining literature	Interpreting, analysing and evaluating
Expressing and developing ideas	Creating literature	Creating texts
Sound and letter knowledge		



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.

Whole School Practice

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 Policy and Whole School Literacy Plan.
- Use assessment practices that are purposeful, 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.
- Through differentiation, provide all students with opportunity to access the curriculum at their own level
- Devote 50% of the day to the teaching of Literacy and Numeracy
- 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:

- Explicit teaching.
- Modelled reading, writing, speaking and listening.
- Instructional 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. We read aloud to our students every day.
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. We follow our Expose, Teach & Maintain continuum for the teaching of reading strategies.
5. We use a range of reading procedures to teach reading skills and strategies.
6. We follow a whole school instructional reading process to ensure connected practice. Instructional reading occurs 3-4 times weekly and is structured to ensure the needs of individual students are addressed.



7. Students are engaged in meaningful, purposeful learning experiences with a range of texts.
8. Children are taught the Processes and Strategies of Reading (*predicting, connecting, visualising, summarising, self-questioning, inferring*) using the Gradual Release Model.
9. Viewing is now a part of Reading and must be included in programmes.
10. The YARC may be administered by team leaders/admin leaders or teachers for EALD students.

Assessment

Year PP-2 Dibels
One Minute Reading Test
Heggerty Phonemic Awareness Screener

Year 3-6 CARS
Dibels One Minute Reading Test

Writing

Specific to BPPS:

1. Teachers use the TALK FOR WRITING programme and incorporate the following non-negotiables:
 - **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 Pie Corbett's Jumpstart books.
3. Teachers plan, assess and moderate collaboratively using Brightpath.
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 in 2020



Data Collection for English:

- On Entry Testing
- Early Years Writing Scale
- Brightpath
- SOCS
- NAPLAN
- School Yearly Audit- PAT- R, PAT- P&G, Single Word Spelling Test
- YARC
- Letters & Sounds Assessments
- Heggerty
- Dibels
- **Assessment and Moderation tasks to be decided upon at team level.**

Data collected is used to inform planning at a classroom, team and whole school level.

