



St Joseph's Primary School

ENGLISH BELIEFS AND UNDERSTANDING STATEMENT

Child Safety at St Joseph's - We are committed to ensuring the safety and wellbeing of our students, staff, and volunteers. As part of this commitment we have implemented the Victorian Child Safe Standards to help protect children and young people under the age of 18 from child abuse and neglect, including cultural safety for Indigenous children and those from culturally and linguistically diverse backgrounds, and children with a disability.

English is an essential life skill that enables individuals to better understand and negotiate the world in which they live. At St Joseph's Primary School, English permeates all learning areas and is one of the highest academic responsibilities of our teachers.

At St Joseph's Primary School, we believe:

- the fundamental skills of English are reading, writing, speaking and listening
- with the emergence of visual and digital communication media, the traditional view of English has broadened and evolved. We now recognise viewing and representing as key English skills as well, reading and writing on the web
- all students have the right to quality English teaching that gives them the best chance to achieve their potential as learners and as literate adults
- all students are provided with opportunities to use language effectively in a range of contexts from informal to formal.
- English capabilities need to be explicitly taught, emphasised and developed throughout the years of schooling
- English should be explicitly and systematically taught in daily English sessions and use the English session to incorporate other curriculum content to support students' English learning
- that teachers know exactly what students need to be taught based on assessment information and knowledge of curriculum expectations (Victorian Curriculum ENGLISH)
- English lessons are planned and personalised to directly and intentionally teach the skills and strategies that each student needs in order to achieve.

English Learning at St Joseph's Primary School Northcote

Junior School - Foundation – Year 2

In the junior school, students develop essential foundational skills, knowledge and understandings about areas critical to their initial and ongoing English development.



At Foundation, students begin to link their knowledge about oral language to their growing knowledge about written language. They contribute to class discussions, listen to, ask and respond to questions. They discuss the meaning of texts read aloud by the teacher and they begin to use a number of skills and strategies to read and view texts.

They use their ability to hear sounds in words and their knowledge of letter-sound relationships to help them read and write words. They compose simple texts that begin with single words and sentences using handwriting and word processing. They learn about sentence punctuation, elementary grammar and expand their vocabulary.

As students progress through the junior school, they learn how to read and respond to more demanding written, visual and digital texts for pleasure, to communicate and to gain information. They create spoken, written, visual and digital texts that become increasingly sustained as the range of contexts, audiences and purposes broadens. They use simple punctuation, spell familiar words and can discuss and use the grammar of a range of texts.

English learning in the junior school provides the foundation for future English learning and sets the stage for students to use and apply their developing skills, knowledge and understandings in a range of contexts and across learning areas.

Middle and Senior School: Years 3 – 6

In the senior school, students learn how to understand and produce increasingly sophisticated texts. In particular, they develop and extend their comprehension strategies, vocabulary knowledge and reading fluency. As well, they create extended spoken, written and multimodal texts and further develop their ability to spell, punctuate and use more complex grammar. They increasingly articulate these understandings about language and transfer them to different circumstances and learning areas.

Students read, respond to and compose increasingly complex texts in different media, both print-based and digital, that have multiple purposes and audiences. They investigate, craft, manipulate and explore texts creatively and analyse the differences between texts, purposes and audiences.

Students begin to make connections to other learning areas during daily English sessions. They reinforce and expand their knowledge and experience of English through these connections and use them to develop understandings about how language is used distinctively in different learning areas.

EVALUATION:

This Policy will be evaluated in accordance with the School Improvement Plan under the sphere of Learning and Teaching.