



**Rationale:**

- Active and effective participation in Australian society depends on the ability to speak, listen, read, view and write with confidence, purpose and enjoyment. The study of English, and the broader concept of literacy, is about the appropriate and effective use of language, the use of language as a means of learning and the development of knowledge about language.

**Aims:**

The English program aims to teach students to:

- 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

**Implementation:**

- Phonics Approach: From 2025, all Victorian primary schools will use **systematic synthetic phonics** as the basis of their reading programs for Foundation, Grade 1 and Grade 2. This evidence-based approach supports children in developing critical word reading and spelling skills.
- English is an essential learning area of the Victorian Curriculum.
- All Foundation to Year 6 students at our school will study sequential English courses based upon the content descriptions contained within the Curriculum English learning area.
- All teachers are encouraged to work with their respective professional learning teams or cluster level to contribute to the development and implementation of a viable, guaranteed and sequential English course for all students and to implement student needs based lessons using agreed planning templates, assessment tools and lesson structures.
- The school will endeavour to appoint an English coordinator who will coordinate the development and implementation of English across our school.
- We will endeavour to measure and report on student’s individual abilities against the expected Curriculum achievement standards, particularly at the commencement of each unit of work and learning opportunities must be provided that cater for the identified needs of each student.
- Student progress in English will be reported in half and end of year academic reports, as well as the school’s Annual Report.
- Reading Recovery may be available if needed for all year 1 students identified as ‘at risk’.
- Intervention or Support programs may be provided for all students at all year levels identified as ‘at risk’
- English study for each student will be not less than 10 hours per week, ideally this would consist of 5 x 2 hour uninterrupted literacy blocks time-tabled for the first 2 hours of each school day.
- All classes will implement elements of the BIG WRITE (VCOP) program with an aim to develop writing.
- All classroom teachers will focus on spelling strategies and reinforce these skills using elements of the Smart Spelling Program.
- English activities that reflect the topics being studied at school and are appropriate to each child’s ability may form a regular component of each student’s homework regime and spelling words.
- Daily reading will be the norm for all classes and junior students may utilise Reading Eggs online to reinforce these skills.
- Budgets that provide for the needs of the English program will be developed by the English coordinator in consultation with all staff members and resourced by school council.

**Evaluation:**

- This policy will be reviewed as part of the school’s four year review cycle.
- This policy was endorsed by School Council on Monday 22<sup>nd</sup> June 2026.