



Reviewed Ratified Next review

DISCIPLINE BASED LEARNING ENGLISH DOMAIN POLICY

1. RATIONALE

- 1.1. A purpose of English is to provide students with the means of elaborating, responding and expressing thought through texts. A range of written and spoken texts should include informal to formal, print, electronic and multimedia formats.

2. AIMS

- 2.1. Student will learn to appreciate, enjoy and use language and develop a sense of its richness and its power to, evoke feelings, form and convey ideas, inform, discuss, persuade, entertain and argue.
- 2.2. The English Domain will concentrate on the conscious and deliberate study of language in the variety of texts and contexts in which it is spoken, read, viewed and written.
- 2.3. Students will develop an understanding of the meaning of text and how that meaning is conveyed.
- 2.4. Students will develop an understanding of the ways, purpose, audience and situation influence the structures and features of language.
- 2.5. Students will learn terminology or metalanguage to describe and discuss particular structures and features of language produced in a variety of texts.
- 2.6. By understanding and working with texts students will acquire the knowledge, skills and personal qualities necessary for an active, informed and fulfilling life in Australian society.

3. IMPLEMENTATION

- 3.1. According to ELS the English Domain is divided into 3 dimensions
 - Reading
 - Writing
 - Speaking & Listening
- 3.2. Neerim South Primary School will use a whole language approach with particular emphasis on the Early Year's program in Grade Prep-4.
- 3.3. An intervention program, Reading Recovery, will be available for those children most at risk by the end of their first year at school.
- 3.4. Spelling will focus on a phonetic approach eg THRASS and Sound Way.
- 3.5. At Neerim South Primary the following strategies are used (but are not limited to) to ensure students become effective speakers, listeners, viewers, writers and thinkers.
 - 3.5.1 Strategies for speaking and listening include (but are not limited to)
 - monitoring understanding and listening for cues such as key words

- identifying and staying on the topic, taking turns and making relevant comments in dialogues, small and large group discussions.
- rehearsing, drafting, reviewing editing and delivering formal presentations.

3.5.2 Strategies for reading include:

- techniques such as reading the cover blurb and contents page when selecting texts.
- predicting, checking, confirming and self correcting using the students' own knowledge of a topic.
- browsing, skimming and scanning for key words and content
- using computer technology

3.6 Strategies for writing include:

- rehearsing, drafting, reviewing, editing and publishing
- word processing and graphics programs to publish texts
- phonetic, visual and morphemic strategies when spelling
- consulting resources.

4. ASSESSMENT

4.1. Assessment will be according to Assessment Strategy. See appendix 1

5. EVALUATION

5.1. This policy will be reviewed as part of the school's three year review cycle.

APPENDIX 1

Term	Year Level	Assessment Strategy	Assessment Timeline
Term 1	Prep	PEAP	
	Prep – 2	Early Years Numeracy Interview	
	Grade 1 and 2 at risk	Observation Survey	
	Grade 2	Waddington Spelling	
	Grade 3 – 6	South Australian Spelling Lexile Reading Test	
	Grade P - 6	Observation of The Arts	
	Grade P-2	Fundamental Motor Skills	
	Grade 3 – 6	End of Unit assessment - Humanities	
	Prep - 6	Ongoing teacher observations	
	Prep – 6	Parent/Teacher interviews	Week 3 or 4
Term 2	Grade 3 and 4	TORCH BURT	
	Grades 3 - 6	Signpost Diagnostic tests	
	Grades 3 - 6	End of Unit assessments - Humanities	
	Prep - 6	Ongoing teacher observations	
	Prep -6	School reports	End of term
	Prep – 2	Early Years Numeracy interviews	
Term 3	Grade 3 and 5	AIM tests	July/August
	Prep – 6	Parent/Teacher interviews	
	Prep -2	Ongoing teacher observations	
	Grade 3 – 6	End of Unit assessments – Humanities	
	Prep – 2	Early Years Numeracy interview	
Term 4	Prep - 2	Early Years Numeracy interview Benchmarking	
	Grade 2	Waddington	
	Prep - 6	On going teacher observations	
	Grade 3-6	TORCH SA Spelling test Signpost diagnostic	
	Prep – 6	School Reports	End of term