



# Oakleigh Grammar

<b>Policy Document Name</b>	<b>English Policy – ELC to Year 12</b>
<b>Date Ratified by Management Committee</b>	August 2021
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## 1. Preamble

The teaching and learning of English is central to the Oakleigh Grammar curriculum, in that it embraces, involves and enriches every student in every year of our ELC to Year 12 school.

The forms of this teaching and learning of English, as literacy skills, reading, writing, viewing, speaking, listening and presenting, are subdivided along four divisions in the school. These divisions, noted for their specificity of philosophy and materials taught and learned, are:

- a) ELC. Reggio Emilia and Literacy through Play
- b) Years P – 10: The Australian Curriculum
- c) Years 6 – 10: The IB Middle Years Programme (MYP)
- d) Years 10 – 12: Victorian Certificate of Education (VCE)

Please note that any overlaps between b, c and d above are intentional, and they do not create any compromise between models used. Rather, they will act as an adjunct.

## 2. ELC – Reggio Emilia and Literacy through Play

The following set of foundation principles underpins the philosophy of Reggio Emilia:

- Children must have some control over the direction of their learning;
- Children must be able to learn through experiences of touching, moving, listening, seeing and hearing;
- Children have a relationship with other children and with material items in the world that children must be allowed to explore and
- Children must have endless ways and opportunities to express themselves.

Within this framework, the following aims and objectives will be addressed:

- Understand how different types of play affect literacy;
- Understand why oral language is a crucial element in literacy development;
- Gain insights on how to increase phonological awareness in young children;
- Understand how oral language, reading and play are related to writing;
- Increase families' understanding and support of the emerging literacy process through playful interactions;
- Develop powerful strategies to use on a daily basis to increase children's oral language abilities.

### **3. Years P – 10. The Australian Curriculum**

#### **3a. Rationale**

The study of English is central to the learning and development of all young Australians. It helps create confident communicators, imaginative thinkers and informed citizens. It is through the study of English that individuals learn to analyse, understand, communicate with and build relationships with others and with the world around them. The study of English helps young people develop the knowledge and skills needed for education, training and the workplace. It helps them become ethical, thoughtful, informed and active members of society. In this light it is clear that the Australian Curriculum: English plays an important part in developing the understanding, attitudes and capabilities of those who will take responsibility for Australia's future.

Although Australia is a linguistically and culturally diverse country, participation in many aspects of Australian life depends on effective communication in Standard Australian English. In addition, proficiency in English is invaluable globally.

The Australian Curriculum: English assists students to engage imaginatively and critically with literature to expand the scope of their experience. The Australian Curriculum: English - values and respects Aboriginal and Torres Strait Islander peoples contribution to Australian society and to its contemporary literature and its literary heritage. It also emphasises Australia's links to Asia.

The Australian Curriculum focusses students to become literate as they develop the knowledge, skills and dispositions to interpret and use language confidently for learning and communicating in and out of school and for participating effectively in society. Literacy involves students in listening to, reading, viewing, speaking, writing and creating oral, print, visual and digital texts, and using and modifying language for different purposes in a range of contexts.

#### **3b. Aims**

The Australian Curriculum: English 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.

#### 4. Years 6 – 10: The International Baccalaureate, Middle Years Programme

The MYP aims to help students develop their personal understanding, their emerging sense of self and responsibility in their community.

Teaching and learning in the MYP is underpinned by the following concepts:

- Conceptual understanding
- Teaching and learning in context
- Approaches to learning (ATL)
- Service as action (community service)
- Language and identity
- Learning diversity and inclusion

Students learn best when their learning experiences have context and are connected to their lives and their experience of the world that they have experienced.

**Using global contexts:** MYP students develop an understanding of their common humanity and shared guardianship of the planet through developmentally appropriate explorations of:

- Identities and relationships
- Personal and cultural identity
- Orientations in space and time
- Scientific and technical innovation
- Fairness and development
- Globalization and sustainability.

**Conceptual understanding:** Concepts are big ideas that have relevance within specific disciplines and across subject areas. MYP students use concepts as a vehicle to inquire into issues and ideas of personal, local and global significance and examine knowledge holistically.

**Approaches to Learning:** A unifying thread throughout all MYP subject groups, approaches to learning (ATL) provide the foundation for independent learning and encourage the application of their knowledge and skills in unfamiliar contexts. Developing and applying these social, thinking, research, communication and self-management skills helps students learn how to learn.

These aims translate to the study of Language and Literature (English) as the following. Students should be enabled to:

- Use language as a vehicle for thought, creativity, reflection, learning, self-expression, analysis and social interaction
- Develop the skills involved in listening, speaking, reading, writing, viewing and presenting in a variety of contexts
- Develop critical, creative and personal approaches to studying and analysing literary and non-literary texts
- Engage with text from different historical periods and a variety of cultures
- Explore and analyse aspects of personal, host and other cultures through literary and non-literary texts
- Explore language through a variety of media and modes
- Develop a lifelong interest in reading
- Apply linguistic and literary concepts and skills in a variety of authentic contexts.

The MYP promotes sustained inquiry in language and literature by developing conceptual understanding in global contexts. Key concepts such as *communication*, *connections*, *creativity* and *perspective* broadly frame the MYP curriculum. Related concepts promote deeper learning grounded in specific disciplines. Examples of related concepts in MYP language and literature include *genre*, *purpose*, *context* and *style*.

Each language and literature objective correspond to one of four equally weighted assessment criteria. Each criterion has eight possible achievement levels (1–8), divided into four bands with unique descriptors that teachers use to make judgments about students' work.

**Criterion A: Analysing**

Students demonstrate an understanding of the creator's choices, the relationship between the various components of a text and between texts, and make inferences about audience responses and creators' purposes. Students use the text to support their own responses and reflect on different perspectives and interpretations.

**Criterion B: Organizing**

Students understand and organize their ideas and opinions using a range of appropriate conventions for different forms and purposes of communication. Students recognize the importance of maintaining academic honesty, respecting intellectual property rights and referencing all sources accurately.

**Criterion C: Producing text**

Students produce written and spoken text, focusing on the creative process itself and on the understanding of the connection between the creator and his or her audience. Students make choices aimed at producing texts that affect both the creator and the audience.

**Criterion D: Using language**

Students develop, organize and express themselves and communicate thoughts, ideas and information. They use accurate and varied language that is appropriate to the context and intention.

**5. Years 11 – 12: The Victorian Certificate of Education (VCE)**

The Victorian Certificate of Education (VCE) as mandated by the Victorian Curriculum and Assessment Authority (VCAA) determined the structure and outcomes of the English teaching and learning in Years 11 to 12 at Oakleigh Grammar.

**5a. Rationale**

The study of English contributes to the development of literate individuals capable of critical and creative thinking, aesthetic appreciation and creativity. It also develops students' ability to create and analyse texts, moving from interpretation to reflection and critical analysis. Through engagement with texts from the contemporary world and from the past, and using texts from Australia and from other cultures, students studying English become confident, articulate and critically aware communicators and further develop a sense of themselves, their world and their place within it. English helps equip students for participation in a democratic society and the global community in the key discipline concepts of language, literature and literacy, and the language modes of listening, speaking, reading, viewing and writing.

## 5b. Aims

The study is designed to enable students to:

- Extend their English language skills through thinking, listening, speaking, reading, viewing and writing
- Enhance their understanding, enjoyment and appreciation of the English language in its written, spoken and multimodal forms
- Analyse and discuss a range of texts from different periods, styles, genres and contexts
- Understand how culture, values and context underpin the construction of texts and how this can affect meaning and interpretation
- Understand how ideas are presented by analysing form, purpose, context, structure and language
- Analyse their own and others' texts, and make relevant connections to themselves, their community and the world
- Convey ideas, feelings, observations and information effectively in written, spoken and multimodal forms to a range of audiences
- Recognise the role of language in thinking and expression of ideas
- Demonstrate in the creation of their own written, spoken and multimodal texts an ability to make informed choices about the construction of texts in relation to purpose, audience and context
- Think critically about the ideas and arguments of others and the use of language to persuade and influence audiences
- Extend their use of the conventions of Standard Australian English with assurance, precision, vitality and confidence in a variety of contexts, including for further study, the work place and their own needs and interests
- Extend their competence in planning, creating, reviewing and editing their texts for precision and clarity, tone and stylistic effect.

## 6. Intended Outcome ELC – Year12

1. To highly increase levels of English/Literacy achievement for every student.
2. Where relevant, to enable all students to achieve literacy standards above the National Benchmarks while challenging high achieving students.
3. To continue focus on reading skills – word formation, phonic values, morphology, grammar, punctuation - to create MEANING in a textual discourse.
4. To continue development of writing, stemming from the focus on reading skills, as above.
5. To provide quantitative and strong qualitative evidence for the progress of individual students, as well as groups, to guide further course development and possible other requirements such as time-tabling. Such evidence is to be provided and informed by the collection of high quality and relevant data.
6. To use internal and external data to determine alternative English pathways for students who require additional assistance.
7. To ensure that homework will never replace the work of the classroom. The English homework policy is that students must read every night for at least half an hour. This expectation is a supplement to the whole text studies

undertaken in class, the close text analyses studied for structure of a discourse, and the specific techniques taught for deriving meaning from a text discourse.

### **7. Evaluation**

This policy to be reviewed as part of the School's three-year review cycle, or earlier if necessary.