

## Bellbrae Primary School

50 School Road  
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Victoria

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Policy ratified by  
School Council

June 2015

### 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 AusVELS 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. AusVELS English contributes both to nation-building and to internationalisation.

AusVELS English also helps students to engage imaginatively and critically with literature to expand the scope of their experience. Aboriginal and Torres Strait Islander peoples have contributed to Australian society and to its contemporary literature and its literary heritage through their distinctive ways of representing and communicating knowledge, traditions and experience. AusVELS English values, respects and explores this contribution. It also emphasises Australia's links to Asia.

### Purpose

AusVELS 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.

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## English Strands and Sub Strands

The AusVELS: English is organised into three interrelated strands:

- Language: knowing about the English Language
- Literature: understanding, appreciating, responding to, analyzing and creating
- Literacy; use of listening and speaking, reading and viewing, writing.

Language	Literature	Literacy
<i>Language variation and change</i>	<i>Literature and context</i>	<i>Text in Context</i>
<i>Language for interaction</i>	<i>Responding to literature</i>	<i>Interacting with others</i>
<i>Text structure and organization</i>	<i>Examining literature</i>	<i>Interpreting, evaluation and analysing</i>
<i>Expressing and developing ideas</i>	<i>Creating literature</i>	<i>Creating texts</i>
<i>Sound and letter knowledge</i>		

## **Content Descriptions**

Content descriptions describe the knowledge, understanding, skills and processes that students are expected to learn.

Learning in English is recursive and cumulative, and builds on concepts, skills and processes developed in earlier years. A concept or skill introduced at one year level may be revisited, strengthened and extended at later year levels as needed.

### Additional Information:

1. Sound Waves will form the basis of the Spelling Program. A Writer's Workshop approach will form the basis of the Writing Program.
2. The program will involve parent participation and assistance where possible with parents who have completed relevant courses (i.e Classroom Helpers Course in Literacy).
3. Reading Recovery and Literacy Support will form part of the program.
4. Appropriate resources will be purchased to support the program.

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5. The Leadership Team and English Coordinator where possible will promote suitable Professional Development activities.
6. The English Assessment Schedule will align with D.E.T Guidelines.
7. The Leadership Team, English Coordinator and Class Teachers will oversee the implementation of the program throughout the year.
8. In addition to the teaching of specific literacy skills, English will be integrated into other Curriculum areas.
9. I.C.T will be imbedded into the Literacy program.
10. Ongoing assessment and monitoring of student achievement in literacy will be undertaken to ensure students reach their full potential.

### Evaluation

- Student achievement data from various sources (e.g SPA, ACER PAT Reading, NAPLAN) will inform the content and implementation of the English program
- This Policy and Program will be reviewed as part of the school's three year review cycle.