The goals of education in English at St Elizabeth’s Parish School parallel the goals of education as expressed in the school’s vision statement; the ability to successfully belong, participate and contribute to society will require our students to develop competence in literacy.

At St Elizabeth’s Parish School we believe that English learning serves as a means of communication and expression, promoting personal competence and confidence and developing students’ potential to interact with others in both a meaningful way and on an appropriate level.

In the provision of a comprehensive curriculum we require our students to use their English knowledge and skills to speak, listen, read, view and write for purpose and effect.

Education in English at St Elizabeth’s School is relevant and engaging for all students. In the provision of an inclusive curriculum we believe that language learning develops from, and builds on, the language experiences of the individual student. We, therefore, are committed to program development that recognises and caters for the needs of the individual student.

English, we believe is learned by IMMERSION; using and receiving language in all its forms in various situations on a daily basis. We maintain that a balanced, challenging and enjoyable program is one which skills students to enhance and enrich their personal relationships develop effective communication skills and gain meaning and enjoyment whilst developing their language for life’s uses; personal and vocational.

We aim to provide a program that allows students to:

- Learn to appreciate, enjoy and use language and develop a sense of its richness and its power to evoke feelings, to form and convey ideas, to inform, to discuss, to persuade, to entertain and to argue.

- Study language in the variety of texts and contexts in which it is spoken, read, viewed and written. It is concerned with a wide range of texts and media in print and electronic forms, including imaginative literature, popular fiction and non-fiction, personal writing, commercial and workplace texts, everyday communication, plays, film and other multimedia texts.

- Be involved in reading, viewing, writing, comparing, researching and talking about texts. …Teachers encourage students to explore the meaning of texts and how meaning is conveyed. They introduce critical approaches to the ideas and thinking contained in texts and support students in the development of critical understanding about the ways writers and speakers control language to influence their listeners, readers and viewers.
Understanding texts and recognising how language works within them is necessary for success at school and beyond for an active, informed and fulfilling life in modern Australian society and the global community. By understanding and working with texts, students acquire the knowledge, skills and personal qualities that enable them to read, view and listen critically and to think, speak and write clearly and confidently.

The English domain is part of the Discipline Strand in the Victorian Essential Learning framework. The dimensions within this domain are:

**Reading**
This dimension involves understanding, interpreting, reflecting upon, and enjoying written and visual, print and non-print texts. Reading involves active engagement with texts and the development of knowledge about the relationship between them and the contexts in which they are created. This dimension encompasses reading and viewing a wide range of texts and media, including fiction and non-fiction works, newspapers and magazines, illustrations, posters and charts, film and television and the texts associated with information and communications technology.

**Writing**
This dimension refers to the active process of conceiving, planning, composing, editing and publishing fiction and non-fiction texts. Writing involves using appropriate language for particular purposes or occasions to represent and reflect on ideas, issues, arguments, events, experience, character, emotion and information. It involves the development of knowledge about writing strategies and conventions and includes writing for print and electronic media and performance.

**Speaking and Listening**
This dimension refers to the various formal and informal ways oral language is used to convey and receive meaning. It involves the development and demonstration of knowledge about the appropriate oral language for particular audiences and occasions, including body language and voice. It also involves the development of active listening strategies and an understanding of the conventions of different spoken texts including everyday communication, group discussion, formal presentations and speeches, storytelling and negotiating.
These statements are taken from the Victorian Essential Learning Standards Framework:

**LEVEL 1 [PREP]**
At Level 1 students match print and spoken text in their immediate environment. They read aloud simple print and electronic texts that include some high-frequency words and predominantly oral language structures. They recognise how sounds are represented alphabetically and identify some sound-letter relationships. They read from left to right with return sweep, and from top to bottom. They use title, illustrations and knowledge of a text topic to predict meaning. They use context and information about words, letters, combinations of letters and the sounds associated with them to make meaning, and use illustrations to extend meaning when reading aloud.

**LEVEL 2 [YEAR ONE & YEAR TWO]**
At Level 2 students read independently and respond to short imaginative and informative texts with familiar ideas and information, predictable structures, and a small amount of unfamiliar vocabulary. They match sounds accurately to a range of letters, letter clusters and patterns, and work out the meaning of unfamiliar phrases and words in context. They locate directly stated information, retell ideas in sequence using vocabulary and phrases from the text, and interpret labeled diagrams. They predict plausible endings for stories and infer characters' feelings. They self-correct when reading aloud and describe strategies used to gain meaning. They identify that texts are constructed by authors, and distinguish between texts that represent real and imaginary experience.

National Literacy Benchmark: Year 3 Reading
- Students read and understand a range of texts that are suitable for this year level. These texts appear in, for example, picture books, illustrated chapter books, junior reference material and the electronic media. Typically, texts that these students are able to read have predictable text and sentence structures. Words that may be unfamiliar are explained in the writing or through TWO illustrations. Typically, these texts use straightforward, everyday language.
- When students read and understand texts like these, they can identify the main purpose of the text; identify a sequence of events in stories; find directly stated information in the written text and/or illustrations; make links between ideas stated directly and close together in different parts of a text.
- When students read and understand texts like these, they can work out the meaning of some unfamiliar phrases and words.

**LEVEL 3 [YEAR THREE & YEAR FOUR]**
At Level 3 students read and respond to a range of imaginative and informative texts with some unfamiliar ideas and information, vocabulary and textual features. They interpret the main ideas and purpose of texts and make inferences about characters' qualities, motives and actions. They identify how language is used to represent characters, people and events in different ways. They use several strategies to locate, select and record key information from texts.

National Literacy Benchmark: Year 5 Reading
- Students read and understand a range of texts that are suitable for this year level. These texts appear in, for example, chapter books, junior novels, junior reference material, magazines, newspapers and the electronic media. When students read and understand texts like these, they can identify the main purpose of a text; identify the main idea in a text; find directly stated information in the written text and/or illustrations; make links between ideas in a text.
At Level 4 students read, interpret and respond to a wide range of literary, everyday and media texts in print and in multimodal formats. They analyse these texts and support interpretations with evidence drawn from the text. They describe how texts are constructed for particular purposes, and identify how sociocultural values, attitudes and beliefs are presented in texts. They analyse imagery, characterisation, dialogue, point of view, plot and setting. They use strategies such as reading on, using contextual cues, and drawing on knowledge of text organisation when interpreting texts containing unfamiliar ideas and information.

National Literacy Benchmark: Year 7 Reading

- Students read effectively for a range of purposes, using texts that are common in the learning areas. The texts they read appear in print and electronic forms and include those that describe, explain, instruct, argue and narrate, often in combination.
- Students draw on prior knowledge of content and language and a range of strategies to read and comprehend according to the requirements of the task.

These statements are taken from the Victorian Essential Learning Standards Framework

LEVEL 1 [PREP]
At Level 1 students write personal recounts and simple texts about familiar topics to convey ideas or messages. In their writing, they use conventional letters, groups of letters, and simple punctuation such as full stops and capital letters. Students are aware of the sound system and the relationships between letters and sounds in words when spelling. They form letters correctly, and use a variety of writing implements and software.

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LEVEL 2 [YEAR ONE & YEAR TWO]
At Level 2 students write short sequenced texts that include some related ideas about familiar topics. They write texts that convey ideas and information to known audiences. They select content and form depending on the purpose for writing, and describe the purpose and audience for their own and others' writing. They use appropriate structures to achieve some organisation of the subject matter. They link ideas in a variety of ways using pronouns, conjunctions and adverbial phrases indicating time and place. They write upper- and lower-case letters legibly with consistent size, slope and spacing, and use capital letters, full stops and question marks correctly. They accurately spell frequently used words, and make use of known spelling patterns to make plausible attempts at spelling unfamiliar words. They reread their own writing and use a range of editing resources to revise and clarify meaning.
National Literacy Benchmark: Year 3 Writing

- Students compose simple pieces of writing that make sense to the reader and show a basic understanding of the writing task. The pieces of writing show evidence of some organisation of the subject matter. However, they may also include irrelevant details, or ideas not well tied into the writing.
- The pieces of writing contain a few ideas related to the task and topic. The ideas are usually briefly addressed.

National Literacy Benchmark: Year 3 Spelling

- Students spell accurately many frequently used and readily recognised words and other one-and two-syllable words. While students are expected to spell accurately the words described in the benchmark, they also attempt to spell a wider range of words. Errors made with these words should be close to the look and/or sound of the correct spelling.

LEVEL 3 [YEAR THREE & YEAR FOUR]

At Level 3 students write print and electronic texts of several logically ordered paragraphs that express opinions and include ideas and information about familiar topics. They write narratives which include characters, setting and plot. They order information and sequence events using detail or illustrative evidence, and they express a point of view providing some information and supporting detail. They combine verbal and visual elements in the texts they produce. They meet the needs of audiences by including appropriate background information.

They write a variety of simple and compound sentences and use verb tenses correctly. They use punctuation, including full stops, commas, question marks, exclamation marks and quotation marks, to support meaning. They use vocabulary appropriate to context and spell most one- and two-syllable words with regular spelling patterns, and frequently used words which have less regular spelling patterns. They use sound and visual patterns when attempting to spell unfamiliar words.

National Literacy Benchmark: Year 5 Writing

- Students compose pieces of writing that convey intended ideas and information to a particular reader. The pieces of writing contain several related ideas, relevant to the task and topic. Some of the ideas are detailed and tied into the writing. Students use a suitable type of writing for a particular purpose.

National Literacy Benchmark: Year 5 Spelling

- Students spell accurately most one- and two-syllable words with common spelling patterns; most of the frequently used and readily recognised words which have less common spelling patterns; and some other words of more than one syllable.
- While students are expected to spell accurately the words described in the benchmark, they also attempt to spell a wider range of words. Errors made with these words should show students’ awareness of sound and visual patterns, and all sounds should be represented.

LEVEL 4 [YEAR FIVE & YEAR SIX]

At Level 4 students produce, in print and electronic forms, a variety of texts for different purposes using structures and features of language appropriate to the purpose, audience and context of the writing. They use simple figurative language and a range of vocabulary, punctuation, grammar and visual images. They use a range of approaches to spelling, applying morphemic knowledge and an understanding of
visual and phonic patterns, and employ a variety of strategies for writing, including note-making, using models, planning, editing and proofreading.

National Literacy Benchmark: Year 7 Writing
• Students compose texts that demonstrate awareness of purpose and audience and contain subject matter that is relevant to the topic and task. Students use many text structures and features in accordance with the purposes of writing a particular text.

National Literacy Benchmarks: Year 7 Spelling
• In first-draft writing, students spell correctly most common and readily recognised words, as well as many subject-specific words. They also use a wider range of words with new spelling demands, including longer words, less familiar words, and words with more complicated spelling patterns. Students no longer rely so heavily on graphophonics as they apply their spelling knowledge to new situations. They increasingly draw on visual and morphemic spelling knowledge.

These statements are taken from the Victorian Essential Learning Standards Framework.

LEVEL 1 [PREP]
At Level 1 students use spoken language appropriately in a variety of classroom contexts. They ask and answer simple questions for information and clarification, contribute relevant ideas during class or group discussion, and follow simple instructions.

They listen to and produce brief spoken texts that deal with familiar ideas and information. They sequence main events and ideas coherently in speech, and speak at an appropriate volume and pace for listeners’ needs. They self-correct by rephrasing a statement or question when meaning is not clear.

LEVEL 2 [YEAR ONE & YEAR TWO]
At Level 2 students listen to and produce spoken texts that deal with familiar ideas and information. After listening to live or recorded presentations, they recall some of the main ideas and information presented. They demonstrate, usually in informal situations, that they are able to speak clearly when required.

They organise spoken texts using appropriate features to signal beginnings and endings. They use appropriate intonation patterns to add emphasis. They contribute to group activities by making relevant comments and asking clarifying questions to facilitate communication. They listen to others’ responses and respond appropriately to what has been said.

LEVEL 3 [YEAR THREE & YEAR FOUR]
At Level 3 students vary their speaking and listening for a small range of contexts, purposes and audiences. They project their voice adequately for an audience, use appropriate spoken language features, and modify spoken texts to clarify meaning and information.

They listen attentively to factual spoken texts and identify the topic, retell information accurately, ask clarifying questions, volunteer information and justify opinions.
LEVEL 4 [YEAR FIVE & YEAR SIX]
At Level 4 students plan, rehearse and make presentations for different purposes. They sustain a point of view and provide succinct accounts of personal experiences or events. They adjust their speaking to take account of context, purpose and audience, and vary tone, volume and pace of speech to create or emphasise meaning.

When listening, they identify the main idea and supporting details of spoken texts and summarise them for others. They identify opinions offered by others, propose other relevant viewpoints and extend ideas in a constructive manner.

English Session Overview
At St. Elizabeth’s Parish School, it is expected that all students be engaged in Literacy for at least 2 hours per day. This time may be broken up to incorporate other areas of the curriculum. In the Junior School, it is expected that the St. Elizabeth’s Model of Literacy (Based on the CLaSS Model of Literacy) be followed during the 2-hour block. (Please see below) It is expected that, where possible, the Literacy curriculum be incorporated into the Inquiry Unit.

Planning
At the beginning of each term and at regular intervals, prior to recording ideas, teachers together with the Literacy and the Learning & Teaching co-ordinators will consult the Course of Study to ascertain the expected content for their Year Level. Then teachers brainstorm ideas, vocabulary, strategies and activities that best suit the needs of their students according to Test data and anecdotal information. The content covered should be highlighted on the Yearly Overview as a way of auditing what is being taught. The Yearly Overview is kept in your work program. Report indicators should be highlighted at the planning stage to ensure consistency across the Level.

Assessment
All Assessment Information is to be recorded. Teachers are expected to fulfill the following requirements for assessing their students in English:

Level 1 & 2
- Observation Survey (as per pre and post testing schedule)
- Regular Running Records
- Record of Oral Language
- Peters Dictation test
- Writing Analysis
- Set and analyse assessment tasks throughout the course of the year.
- Daily notes during Teacher Focus Groups
- Anecdotal records of student progress from teacher observations, Roving Conferences or from Student Reflective Journals etc.

Level 3 & 4
- PROBE Reading Test (Years 3 & 4)
- Peters and Smith Spelling test
- BURT Word test
- Writing Analysis (as per AIM checklist)
- Cars & Stars Comprehension
- NAPLAN Testing (Year 3 & 5 only)
- Set and analyse assessment tasks throughout the course of the year.
- Daily notes during Teacher Focus Groups
- Anecdotal records of student progress from teacher observations, Roving Conferences or from Student Reflective Journals etc.
Below is a framework for Literacy Learning based on the CLaSS model of literacy Learning. Included is a list of strategies for both reading and writing, which may or may not be taught in separate one-hour blocks. While this is a P-2 approach, teachers in Years 3-6 may choose to use elements and strategies also.

The Role of the Teacher in Reading is to:

- Provide a good model for oral reading.
- Foster a love of reading.
- Model how they comprehend by thinking aloud about the text.
- Demonstrate how to construct questions and find answers from text.
- Use oral cloze so that children see that they can predict words that make sense even if they don’t choose the authors words.
- Encourage open and forthright discussion relating what has been read to the life experiences of the reader and demonstrating that readers may construct meaning in different ways.
- Provide positive, pleasurable and worthwhile reading experiences.
- Provide quality reading materials.
- Provide a supportive environment.
- Link reading materials to Inquiry Units where possible.
- Ensure students read at home each night and monitor this.