

APPLICABLE TO	All Primary Catholic Schools in the Diocese of Maitland-Newcastle
DOCUMENT OWNER	Catholic Schools Office – Teaching and Learning Services
APPROVAL DATE	May 2019
APPROVED BY	Head of Teaching and Learning Services
SCHOOL ACTIONS	System policy: Schools are to ensure their practices are consistent with this policy. A local policy is not required.
LAST REVIEW DATE/S	New document
NEXT REVIEW DATE	December 2021
RELATED DOCUMENTS	English K–6 Syllabus KLA Procedure 2019 Programming K–12 Policy 2019 Reporting K–12 Policy 2017 Assessment K–12 Policy 2019

Purpose

The purpose of this English Policy is to present clear guidelines for acceptable and consistent practice in the teaching of English and to support teaching staff in implementing the NSW English K–6 syllabus within the Diocese of Maitland-Newcastle.

Policy Statement

In the years of schooling from Kindergarten to Year 10, English is the study and use of the English language in its various textual forms. This encompasses spoken, written and visual texts of varying complexity through which meaning is shaped, conveyed, interpreted and reflected.

In acknowledgement of its role as the national language, English is the mandatory subject from Kindergarten to Year 12 in the NSW curriculum. Knowledge, understanding, skills, values and attitudes acquired in English are central to the learning and development of students in NSW. Developing proficiency in English enables students to take their place as confident communicators, critical and imaginative thinkers, lifelong learners and informed, active participants in Australian society. It supports the development and expression of a system of personal values, based on students' understanding of moral and ethical matters, and gives expression to their hopes and ideals.

The study of English from Kindergarten to Year 10 should develop a love of literature and learning and be challenging and enjoyable. It develops skills to enable students to experiment with ideas and expression, to become active, independent and lifelong learners, to work with each other and to reflect on their learning.

Through responding to and composing texts from Kindergarten to Year 10, students learn about the power, value and art of the English language for communication, knowledge and enjoyment. They engage with and explore texts that include widely acknowledged quality literature of past and contemporary societies and engage with the literature and literary heritage of Aboriginal and Torres Strait Islander peoples. By composing and responding with imagination, feeling, logic and conviction, students develop understanding of themselves and of human experience and culture. They develop clear and precise skills in speaking, listening, reading, writing, viewing and representing, and knowledge and understanding of language forms and features and structures of texts.

The study of English in this syllabus is founded on the belief that language learning is recursive and develops through ever-widening contexts. Students learn English through explicit teaching of language and through their engagement with a diverse range of purposeful and increasingly demanding language experiences. The English K–10 Syllabus enables teachers to draw on the methods of different theoretical perspectives and models for teaching English to assist their students to achieve the syllabus outcomes at the highest levels. The syllabus is linked to the purpose statement and broad learning outcomes of the K–10 Curriculum Framework.

In their study of English, students continue to develop their critical and imaginative faculties and broaden their capacity for cultural understanding. They examine the contexts of language usage to understand how meaning is shaped by a variety of social factors. As students' command of English grows, they are able to question, assess, challenge and reformulate information and use creative and analytical language to identify and clarify issues and solve problems. They become imaginative and confident users of a range of electronic and digital technologies and understand and reflect on the ongoing impact of these technologies on society. These skills and understandings allow them to develop their control of language in ways that will help them in lifelong learning, in their careers and in life.

(NSW English K–10 Syllabus Rationale, p.13)

Definitions

The glossary of terms located in the NSW English K–10 Syllabus is to be used as the primary source for defining and interpreting elements of the syllabus.

Scope

This policy applies to all primary schools and system personnel in the Diocese of Maitland-Newcastle and is to be read in conjunction with the English K–6 Syllabus KLA Procedure document.

Guiding Principles

The NSW English K–10 Syllabus (2012) is reflected in all K–6 primary schools scope and sequence documents and teaching programs across the Diocese of Maitland-Newcastle.

English is timetabled for 25–35% (6¼– 8¼) per week or equivalent over the semester/year.

Assessment in English aligns with the CSO's Assessment K–12 Policy (2019) and the individual school Assessment Policy.

Reporting in English aligns with the CSO's Reporting K–12 Policy (2017) and the individual school Reporting Policy.

The study of English in K–6 enables students to understand and use language effectively, appreciate, reflect on and enjoy the English language and to make meaning in ways that are imaginative, creative, interpretive, critical and powerful.

(NSW English K–10 Syllabus Aim, p.15)

COURSE REQUIREMENTS

The study of English in K–6 involves the following text requirements:

In this syllabus, the study of a wide range of texts is central to the study of English. This includes the study of texts which are widely regarded as quality literature, providing students with the opportunity for aesthetic experience and to develop an appreciation of the artistic expression found in texts.

In the primary years of schooling, the study of text types, as part of a broader study of texts, is intended to facilitate student literacy skills and help to establish knowledge about the purpose and audience, structures and language features of a broader range of texts. In the categorisation of texts into 'text types', it is important to note that any such classification is to some extent arbitrary and that there is always likely to be overlap between ways of grouping and defining texts.

While delivering courses that reflect the outcomes and content, the following text requirements should be addressed.

Students in K–6 **must** read, listen to and view a variety of texts that are appropriate to their needs, interests and abilities. These texts become increasingly sophisticated as students move from Kindergarten to Year 6.

In **each Year** students **must** study examples of:

- spoken texts
- print texts
- visual texts
- media, multimedia and digital texts.

Across a **stage of learning**, the selection of texts must give students experience of:

- texts which are widely regarded as quality literature
- a widely defined Australian literature, including texts that give insights into Aboriginal experiences in Australia
- a wide range of literary texts from other countries and times, including poetry, drama scripts, prose fiction and picture books
- texts written about intercultural experiences
- texts that provide insights about the peoples and cultures of Asia
- everyday and community texts
- a wide range of factual texts that present information, issues and ideas
- texts that include aspects of environmental and social sustainability
- an appropriate range of digital texts, including film, media and multimedia.

In selecting specific texts for study in English, teachers should consider the needs, interests and abilities of their students and the ethos of the school and its local community.

(NSW English K–10 Syllabus Content and Text Requirements, p.26)

KNOWLEDGE, UNDERSTANDING AND SKILLS

Through responding to and composing a wide range of texts and through the close study of texts, students will develop knowledge, understanding and skills in order to:

- communicate through speaking, listening, reading, writing, viewing and representing
- use language to shape and make meaning according to purpose, audience and context
- think in ways that are imaginative, creative, interpretive and critical
- express themselves and their relationships with others and their world
- learn and reflect on their learning through their study of English

VALUES AND ATTITUDES

Students will value and appreciate:

- the importance of the English language as a key to learning

- the personal enrichment to be gained from a love of English, literature and learning
- the power of language to explore and express views of themselves as well as the social, cultural, ethical, moral, spiritual and aesthetic dimensions of human experiences
- the power of effective communication using the language modes of speaking, listening, reading, writing, viewing and representing
- the role of language in developing positive interaction and cooperation with others
- the diversity and aesthetics of language through literary and other texts
- the independence gained from thinking imaginatively, creatively, interpretively and critically.

(NSW English K–10 Syllabus Objectives, p.15)

Responsibilities

CSO TEACHING AND LEARNING

Teaching and Learning Services are responsible for:

- Reviewing and amending the current policy and procedures as required
- Advising schools of changes made to the current policy and associated documentation
- Providing advice to schools on Programming, Reporting and Assessment in English as required
- Ensuring syllabus implementation is in accordance with the NSW Education Standards Authority (NESA) school registration and accreditation processes.

SCHOOL PRINCIPALS

The Principal is responsible for communicating this policy and procedure to all teachers in the school. If this policy is adapted for an individual school, the Principal is responsible for the writing, approval, implementation and dissemination of the policy and any associated procedures or guidelines.

TEACHING STAFF

All teaching staff are responsible for programming, assessing and reporting the NSW English K–10 Syllabus (2012).

Review

The policy is managed by the Catholic Schools Office Teaching and Learning Services and will be routinely reviewed every three years or sooner in the event a new syllabus document is released.

Budget

Appropriate funds will be allocated from the school budget to allow for the successful teaching of English.

Legislative/Professional Guidelines

NSW English K–10 Syllabus (NESA)