

# **ST PHILIP NERI CATHOLIC SCHOOL**

## **ENGLISH POLICY APPENDICES**

### **APPENDICES 1 –4: PROGRAMMING**

The English Program is to be developed by each teacher in accordance with the NSW English K-6 Syllabus 2001. Programs are developed in response to the assessed needs of the children and within the framework of the St Philip Neri Literacy Plan.

The English Program ought to contain:

1. **Aims**- from the Syllabus
2. **Organizational Statement for the English classroom**- detailing management, grouping, timetabling of the 2 hour Literacy Block
3. **Overview**- provides a week by week “at a glance” overview of what is being taught in English
4. **Outcomes and indicators of learning**- from the syllabus and teacher developed to reflect the anticipated learning outcomes of the program. Outcomes and indicators are to expressed for Talking and Listening, Reading and Writing.
5. **Teaching and Learning tasks**- are listed and are designed to achieve the stated outcomes. Tasks ought to be:-
  - o Sequential, balanced and developmental
  - o Differentiated to cater for individual learning needs
6. **Assessment statement**- detailing *how* the children’s achievement of the stated outcomes will be assessed
7. **Evaluation**- of the Program’s effectiveness is to be completed at the conclusion of each Term. The evaluation ought to reflect upon the various elements of the Program with a view to improving the Program in successive Terms.

Appendices 1 – 3 provide suggested proformas for the development of an English Program.

Appendix 4 provides a model for a Term Overview proforma.

## **APPENDIX 5: ASSESSMENT**

The English curriculum is subject to the following standardized Assessment Regime.

### **Term 1**

#### **Kindergarten**

- Pre-school screening

#### **Year 1**

- Observation Survey
- MIST (Middle Infant Screening Test)

#### **Year 2**

- Waddington Reading Test
- South Australian Spelling Test

#### **Year 3 – 6**

- TORCH
- South Australian Spelling Test
- CARS (Comprehensive Assessment of Reading Strategies)

### **Term 3**

#### **Year 3 and Year 5**

- Basic Skills Test in Literacy and Writing

### **Term 4**

#### **Year 1**

- Retest Observation Survey

Results of these standardized tests are collated and recorded in a Class Assessment folder that is held in each classroom.

The data in the folder is added to throughout the child's academic career at St Philip Neri Catholic School.

The Assessment Folder is handed onto the next teacher.

Data gathered in this folder is intended to inform the planning of teaching programs.

## **PORTFOLIOS**

Each child has a portfolio of his or her work in English. These are presentation pieces. Each Term, four pieces of written work reflecting the text type being taught, is collected, annotated and included in the Portfolio.

In Early Stage 1 and Stage 1, running records are included for each term. The PM Benchmark is used twice a year in June and November. Similarly, the Byron Bay kit is to be used by Stages 2 and 3.

In Stages 2 and 3 examples of the child's editing is included for each term.

Portfolios are used at Parent /Teacher Interviews to support the teacher's Report to the Parents.

Portfolios are sent home with the children at the end of each school year.

## **APPENDIX 6: RESOURCES**

### **Reading**

Reading resources are stored in the Staffroom.

Reading materials are leveled according to the Reading Recovery colour bands.

At St Philip Neri Catholic School we take these to be:-

- ∞ Magenta- Levels 1 & 2
- ∞ Red- Levels 3 –5
- ∞ Yellow- Levels 6- 8
- ∞ Dark Blue- Levels 9- 11
- ∞ Green- Levels 12- 14
- ∞ Orange- Levels 15- 16
- ∞ Turquoise- Levels 17- 18
- ∞ Purple- Levels 19- 20
- ∞ Gold- Levels 21- 22

Material for Stages 2 and 3 are leveled into Early/ Mid/ Late stage. Multiple copies of texts are provided for classroom use.

Titles have been selected to reflect a balance of fiction and non-fiction. A variety of text types have also been provided for.

Titles have also been selected to reflect the perspectives outlined in the NSW Syllabus. These include boys' education, multiculturalism, Indigenous and Asian perspectives.

### **Spelling**

Core lists for Kindergarten to Year 3 are drawn from the **How? Why? When?** books.

Years 2 to 6 have a Spelling text book **Spelling Essentials**. This is used as a teaching resource. It may also be used as spelling revision activities for Homework. These book are used in parallel with the class Spelling Program.

### **Handwriting**

Each class has a Handwriting text as a teaching resource. These are used in accordance with the principles of the St Philip Neri Literacy Plan.

## **APPENDIX 7: ICLT**

The use of ICLT is specified in the NSW Syllabus. Specific indicators of learning are detailed by the Syllabus. These have been extracted as a resource for teachers to foreground the importance of ICLT to the English. It should be noted that ICLT is not to be considered apart from the general English curriculum but rather an integral part of it. Listed below are the specific outcomes that refer to ICLT in the English curriculum.

### **Learning to Talk and Listen - Skills and Strategies**

TS1.2

TS3.2

### **Learning About Reading - Reading and Viewing Texts**

RES1.5

RS1.5

RS2.5

RS3.5

### **Learning About Reading - Skills and Strategies**

RES1.6

RS1.6

RS2.6

RS3.6

### **Learning About Reading - Context and Text**

RES1.7

RS1.7

RS2.7

RS3.7

### **Learning About Reading - Language Structures and Features**

RES1.8

RS1.8

RS2.8

RS3.8

### **Learning to Write - Producing Texts**

WES1.9

WS1.9

WS2.9

WS3.9

### **Learning to Write - Skills and Strategies**

WS2.11

WS3.11

WES1.12

WS1.12

WS2.12

WS3.12

WS2.12

WS3.12