

# ST. TERESA'S PRIMARY SCHOOL



## English Curriculum

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## 1. COMMUNITY PROFILE

### Mission Statement

Our mission at St Teresa's School is to develop a community of faith, based on belief in God and a Christian way of Life. These values are taught by and experienced through the commitment of a caring staff. Together in partnership, the family and the school nurture the overall development of the child, encouraging him/her to attain his/her highest potential. Positive relationships are encouraged through respect for one another, a sense of kindness and fairness and concern for others.

Relationships are further reinforced through promoting self-discipline and personal responsibility in an atmosphere of trust and forgiveness. It is always remembered that strong family values and close communication between home and school, create an atmosphere where God's presence is treasured. St Teresa's recognizes the role of parents in the education process of the child and desires a high correlation between home and school values. The goal of the school is to work with parents to develop each child academically, emotionally, socially, physically and spiritually.

It is our goal to create an atmosphere inspired by love, a concern for one another and a relationship with God. We are fortunate that our small numbers promotes the achievement of this goal.

St Teresa's School was opened in 1950. It was staffed by the Sisters of Mercy until 1978. Now it is staffed entirely by lay teachers. It has 130 students from prep to year 7. The school consists of 6 classrooms, an office area, library, a tuck-shop, a playing field and a sports court. St Teresa's is currently undergoing a new buildings program that includes a new library, administration block, undercover sports area and new adventure playground.

Ravenshoe is a farming community producing beef, dairy, corn, peanuts, avocados and vegetables. It has a timber mill which now only produces plywood, after a history of timber cutting for many years. This large industry was lost after world heritage decisions were made around 1990.

Ravenshoe is a rural community in a remote location. Because of changes in the timber industry and other factors, employment opportunities have become very limited. Travel out of town is common for permanent employment. For the most part, any activities in which children participate after school require transportation to surrounding towns.

Until the end of 2011 we are being funded through the Priority Country Area Program (PCAP) for many academic and social emotional programs which would otherwise be unavailable to the school. From 2012, St Teresa's will be eligible for funding through the Rural and Remote Education Access Program (RREAP). PCAP is to cease at the end of 2011 and be replaced by RREAP.

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## 2. LEARNING AREA 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 contributes both to nation-building and to internationalisation.

The Australian Curriculum: 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. The Australian Curriculum: English values, respects and explores this contribution. It also emphasises Australia's links to Asia.

The [Diocesan Learning framework](#) is reflected in how we teach English in the following ways:

At St Teresa's School, we are committed to following the Catholic Education Diocese of Cairns – Learning framework and at the heart of this framework is the 'vision to excite and empower learners to enjoy, shape and enrich our changing world inspired by the gospel of Jesus Christ...'

The Learning Framework describes the key elements that should inform curriculum planning and decision-making in schools, along with the delivery and evaluation of curriculum in classrooms across the Diocese. It also provides a beginning point for planning for learning at any level. It challenges and supports educators in our system to create learning opportunities that meet the needs of learners in our schools in the 21st century.

It illustrates how students can aspire to Be and Become

- People of hope, joy, courage and wisdom
- Communicators who are effective and creative
- Learners who are inquiring and reflective, seeking truth
- Participants and producers who are independent and interdependent
- Citizens of the world who are responsible, ethical and resourceful
- People enriched by a spiritual appreciation of self, God, neighbour and life

**Ref:** *Diocese of Cairns Learning Framework (2007)*

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### 3. BROAD SUBJECT 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.

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#### YEARS K – 2 (TYPICALLY FROM 5 TO 8 YEARS OF AGE)

Students bring to school a range of experiences with language and texts from their home and community life. Within the three strands of the English curriculum, students' out-of-school experiences with texts and language will be included as valid ways of communicating in their lives and as rich resources for further learning about language, literature and literacy. In the early years, students will be engaged with purposeful listening and speaking activities for different purposes and contexts.

The curriculum in these years aims to provide the foundational skills, knowledge, and understandings needed for continued learning. English in the early years will provide students with:

- skills to expand their knowledge of language and acquire strategies to assist that expansion
- a pleasurable and varied experience of literature
- the beginnings of a repertoire of listening, speaking, viewing, reading, writing and creating activities.

**Language Strand:** Students develop an understanding that spoken sounds can be represented with letters and use their knowledge of letters and combinations of letters to make written words. Students begin to develop their handwriting and develop basic sentences. They learn about essential forms of punctuation such as capital letters and full stops. They continue to extend their vocabulary and learn to read more words. They also build their comprehension of the intended meaning conveyed in texts as they learn to read. Most importantly, students begin to develop a broad conceptual understanding of what a language is, and its importance in and out of school.

**Literature Strand:** Students encounter a variety of literary texts, including picture books, short stories, rhymes, poems, and multimedia texts such as films, pictures and websites. They listen to teachers and others read and respond to reading. Through engagement with literature they learn about themselves, each other and the world, beginning to develop an appreciation for literature, to talk about features, and to see how features relate to their appreciation. Students describe and explore the events and characters in literary texts and develop personal responses to the texts. They create their own narratives, drawing on their experiences with literature.

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**Literacy Strand:** Students further understand the purposes of a range of texts. They speak to and write for a growing range of audiences and contexts. They compose short texts, starting from single words and sentences and moving to more sustained compositions, for different purposes. Students are given explicit guidance and modelling in their production of texts, and direct, explicit links are made between the texts explored in class and texts that might be composed by the students. Through their written and oral texts, students are given opportunities to describe their world outside of school, their understandings and ideas about that world, and their place in it. Familiarity with both print and digital settings for writing begins in this early stage.

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YEARS 3 – 6 (TYPICALLY FROM 8 TO 12 YEARS OF AGE)

**Language Strand:** Students develop an increasingly sophisticated understanding about grammar and language features and are increasingly able to articulate these understandings. More complex punctuation, clause and sentence structures, and textual purposes and patterns are introduced. This deeper understanding includes more explicit metalanguage as students learn to classify words, sentence structures, and texts. To consolidate both 'learning to read' and 'reading to learn', students explore the language features of different types of texts, including visual texts, advertising, digital/online and media texts.

**Literature Strand:** Students encounter denser and more finely structured literary texts and have more extensive discussions about them. They develop ways to explore aesthetic and ethical aspects of literary texts. Students are given opportunities to develop an informed appreciation of how stories and characters are developed in order to achieve particular purposes such as to generate pleasure and engagement. They explore different forms of literary texts such as narrative, poetry, prose, plays and film in more depth. They use these understandings to inform the development of their own texts.

**Literacy Strand:** Students explore the narrative, expository and persuasive potential of written and spoken language for different purposes. They learn to produce texts for a greater range of audiences and analyse the differences between types of texts, purpose and audience. Students are also given opportunities to represent their ideas through the production of spoken, written and multimodal texts. In these years students produce texts individually and in groups. The purposes and content of discussions and negotiations around joint productions of text are important.

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YEARS 7 – 10 (TYPICALLY FROM 12 TO 15 YEARS OF AGE)

**Language Strand:** Students extend their understandings of how language works and learn to transfer understandings of language to different contexts. To achieve this, students develop understandings of the requirements of different types of texts. Building on earlier learning, students continue to represent both personal and increasingly abstract ideas in a variety of ways.

**Literature Strand:** Students are introduced to increasingly sophisticated analysis of the differences between various kinds of literary texts, popular-culture texts, and everyday texts. They continue to apply what they have learnt about literature when creating their own texts. Students are given opportunities to engage with a variety of texts, including texts of their own choosing, and they explain why they made that choice. The notion of 'valuing' of certain texts as 'literature' is discussed. Students develop understandings of how such texts can be discussed and analysed in relation to themes, ideas and historical and cultural contexts.

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**Literacy Strand:** Students apply their emerging understandings of what makes a text valuable and appropriate when they create texts of sociocultural and personal importance. Students engage with a variety of genres and modes. They re-enact, represent and describe texts in order to display their understanding of narrative, theme, purpose, context and argument and to defend their ideas in written and oral modes. Students continue to be given opportunities to create increasingly sophisticated and multimodal texts in groups and individually.

Ref: [Shape of the Australian Curriculum: English](#)  
Commonwealth of Australia 2009

#### 4. CROSS CURRICULUM PRIORITIES

Cross Curriculum Priorities equip young Australians with the skills, knowledge and understanding that will enable them to engage effectively with and prosper in a globalised world. Students will gain personal and social benefits, be better equipped to make sense of the world in which they live and make an important contribution to building the social, intellectual and creative capital of our nation.

English provides considerable opportunity for students to explore, understand and appreciate the wider world through the integration of across curriculum perspectives. The following statements about cross curriculum content indicate ways in which the following areas are embedded whilst ensuring that subject integrity is maintained.

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##### CATHOLIC ETHOS

The overarching purpose of Catholic schools of the past, as well as the future, is to bring the Good News of Jesus to all who hear it. In the midst of a world of educational, social and economic change the focus on the holistic growth of the individual remains the surest way catholic school can prepare students for the uncertainties of the future.

[Defining Features](#), Diocese of Cairns

Through the teaching of English students will experience opportunities for young people to:

- Connect their curriculum experiences to a living Christian faith.
  - Recognize the contributions of other various groups that support all people in the use of sustainable practices and aim to provide basic needs to better the lives of those in poor communities.
  - Understand that through reflective learning practices, the values of respect, tolerance, faith and a sense of connection will affect changes towards a more just world.
  - Be creative thinkers who are inquiring and reflective and who seek the truth
  - Work towards becoming competent, literate people who are equipped to become active, informed members of society who can confidently debate and make reasoned judgements about moral, ethical and social issues.
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## ABORIGINAL AND TORRES STRAIT ISLANDER HISTORIES AND CULTURES

Active engagement of inclusive curriculum practices which reflect Aboriginal and Torres Strait Islander perspectives, knowledge, histories, cultures and spirituality. A genuine commitment to Reconciliation, guided by principles of personal dignity, social justice and equity, which reflects the Gospel message and the mission of the Church.

The curriculum provides opportunities to value and respect:

1. traditional knowledge and practices
2. culture and natural heritage
3. spirituality

and to critically examine and/or challenge:

1. social constructs
2. prejudice and racism

Through the teaching of English students will experience opportunities to:

- Identify and challenge stereotypes and assumptions based on race
- Work together as Australians towards a more inclusive, safer, healthier and more sustainable future
- Recognise, value and respect the contributions of past and present indigenous communities who form an integral part of our community
- Encourage and maintain communication and sharing of expertise and resources with Aboriginal and Torres Strait Islander parents, families and community elders eg; local leaders Maisie Barlow and June Mackay).
- Commit to Reconciliation, guided by principles of personal dignity, social justice and equity, which reflect the Gospel message and the mission of the Church.
- Understand the similarities and differences between Australian Standard English and Indigenous languages and that all languages have value.

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## ASIA AND AUSTRALIA'S ENGAGEMENT WITH ASIA

This perspective requires students to develop skills, knowledge and understandings related to Asia and Australia's engagement with Asia.

The curriculum provides opportunities to know, understand and be able to:

1. Understand 'Asia'
  2. Develop informed attitudes and values
  3. Know about contemporary and traditional Asia
  4. Connect Australia and Asia
  5. Communicate effectively with people of the Asian region both within and outside Australia confidently
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Through the teaching of English students will experience opportunities to

- Develop knowledge, skills and understandings about the language, history, culture and geography of Asia.
- Develop an appreciation of the economic, political and cultural interconnections that Australia has with the region.
- Be active and informed citizens working together to build harmonious relationships that communicate and reflect cultural awareness and intercultural understanding.
- Engage with culturally appropriate information and a variety of literature when learning.

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## SUSTAINABILITY

Education for sustainability develops the knowledge, skills and values necessary for people to act in ways that contribute to more sustainable patterns of living. It is futures-oriented, focusing on protecting environments and creating a more ecologically and socially just world through action that recognises the relevance and interdependence of environmental, social, cultural and economic considerations.

The curriculum provides opportunities to reflect upon:

1. the gift of creation
2. an attitude of responsible stewardship

and to *critically* examine and/or challenge:

1. the impact of human interaction with the natural, built and social environment
2. current environmental issues

Through the teaching of English students will experience opportunities to

- Develop a sense of stewardship to the Earth as a part of the global community
- Develop the capacities for thinking and acting that are necessary to create a more sustainable future.
- Explore all possibilities that will promote and continue to provide a sustainable community now and in the future.
- Engage in School based and local community 'sustainability' projects.

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## SOCIAL EMOTIONAL LEARNING

Social and emotional competencies are integral to academic and work success and are the basis of resilience, relational quality and social capital.

The curriculum provides opportunities to develop:

1. Self Awareness
2. Social Awareness
3. Responsible Decision Making
4. Self-Management
5. Relationship Management

The *You Can Do It* program is an important element of the whole school approach to social emotional learning at St Teresa's School. SEL teaches the skills children need to handle themselves, their relationships and their work, effectively and ethically. It allows the students to develop their potential academically, socially, spiritually, intellectually and emotionally through the use of the 5 Foundation areas of: Emotional Resilience, Persistence, Getting Along, Confidence and Organisation.

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Through the teaching of English students will experience opportunities to:

- Develop a strong sense of personal worth
- Value and respect the contributions of all members of our community and globally
- Understand that each person does make a difference and the worth that each individual plays within society
- Learn the 'language' of Social Emotional Learning to better communicate and reflect
- To take a collaborative approach to decision making.

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## INCLUSIVE EDUCATION

It is by the quality of interactions and relationships that all students learn to understand and appreciate difference, to value diversity and learn to respond with dignity and respect to all through mutually enriching interactions.

The curriculum provides equitable access for and/or positive interactions with students from different backgrounds and with diverse needs and abilities.

Inclusive Education means providing equitable access to the curriculum for students with physical or intellectual disabilities: those with learning difficulties; students who experience poverty, abuse, neglect or isolation; those who have emotional or behavioural difficulties; and those who experience social alienation. This perspective also encompasses students with particular gifts and talents.

When planning English at St Teresa's School teachers will:

- Provide educational adjustments required to accommodate students who have been identified by the Learning Support Teacher, as culturally different, gifted/talented or someone who is known to have a very different learning style to the majority.

Through the teaching of English students will experience opportunities to:

- Value and respect the contributions of all
  - Develop an awareness that all people are unique and learn in different ways
  - Develop their full potential in the area of English
  - Participate in classes that provide appropriate and equitable intervention strategies that allow for learning and assessment.
  - Participate in classes that cater to the needs, interests and rates of learning and learning styles in a differentiated curriculum.
  - Develop their individual needs and interests.
  - Challenge stereotypical assumptions in students, teachers, curriculum documents, current practices and English texts and resources.
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## 5. GENERAL CAPABILITIES

General capabilities encompass skills, behaviours and dispositions that students develop and apply to content knowledge and that support them in becoming successful learners, confident and creative individuals and active and informed citizens.

Throughout their schooling students develop and use these capabilities in their learning across the curriculum, in co-curricular programs and in their lives outside school.

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### LITERACY

Students become literate as they develop the skills to learn and communicate confidently at school and to become effective individuals, community members, workers and citizens. These skills include listening, reading, viewing, writing, speaking and creating print, visual and digital materials accurately and purposefully within and across all learning areas.

Literacy involves students engaging with the language and literacy demands of each learning area.

As they become literate students learn to:

- interpret, analyse, evaluate, respond to and construct increasingly complex texts (Comprehension and composition)
- understand, use, write and produce different types of text (Texts)
- manage and produce grammatical patterns and structures in texts (Grammar)
- make appropriate word selections and decode and comprehend new (basic, specialised and technical) vocabulary (Vocabulary)
- use and produce a range of visual materials to learn and demonstrate learning (Visual information)

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### NUMERACY

Students become numerate as they develop the capacity to recognise and understand the role of mathematics in the world around them and the confidence, willingness and ability to apply mathematics to their lives in ways that are constructive and meaningful.

As they become numerate, students develop and use mathematical skills related to:

- Calculation and number
- Patterns and relationships
- Proportional reasoning
- Spatial reasoning
- Statistical literacy
- Measurement

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### INFORMATION AND COMMUNICATION TECHNOLOGY

Students develop ICT competence when they learn to:

- Investigate with ICT: using ICT to plan and refine information searches; to locate and access different types of data and information and to verify the integrity of data when investigating questions, topics or problems
  - Create with ICT: using ICT to generate ideas, plans, processes and products to create solutions to challenges or learning area tasks
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- Communicate with ICT: using ICT to communicate ideas and information with others adhering to social protocols appropriate to the communicative context (purpose, audience and technology)
- Operate ICT: applying technical knowledge and skills to use ICT efficiently and to manage data and information when and as needed
- Apply appropriate social and ethical protocols and practices to operate and manage ICT.

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### CRITICAL AND CREATIVE THINKING

Students develop critical and creative thinking as they learn to generate and evaluate knowledge, ideas and possibilities, and use them when seeking new pathways or solutions. In learning to think broadly and deeply students learn to use reason and imagination to direct their thinking for different purposes. In the context of schooling, critical and creative thinking are integral to activities that require reason, logic, imagination and innovation.

As they develop critical and creative thinking students learn to:

- pose insightful and purposeful questions
- apply logic and strategies to uncover meaning and make reasoned judgments
- think beyond the immediate situation to consider the 'big picture' before focusing on the detail
- suspend judgment about a situation to consider alternative pathways
- reflect on thinking, actions and processes
- generate and develop ideas and possibilities
- analyse information logically and make reasoned judgments
- evaluate ideas and create solutions and draw conclusions
- assess the feasibility, possible risks and benefits in the implementation of their ideas
- transfer their knowledge to new situations

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### ETHICAL BEHAVIOUR

Students develop ethical behaviour as they learn to understand and act in accordance with ethical principles. This includes understanding the role of ethical principles, values and virtues in human life; acting with moral integrity; acting with regard for others; and having a desire and capacity to work for the common good.

As they develop ethical behaviour students learn to:

- recognise that everyday life involves consideration of competing values, rights, interests and social norms
  - identify and investigate moral dimensions in issues
  - develop an increasingly complex understanding of ethical concepts, the status of moral knowledge and accepted values and ethical principles
  - explore questions such as:
    - *What is the meaning of right and wrong and can I be sure that I am right?*
    - *Why should I act morally?*
    - *Is it ever morally justifiable to lie?*
    - *What role should intuition, reason, emotion, duty or self-interest have in ethical decision making?*
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## PERSONAL AND SOCIAL COMPETENCE

Students develop personal and social competence as they learn to understand and manage themselves, their relationships, lives, work and learning more effectively. This involves recognising and regulating their emotions, developing concern for and understanding of others, establishing positive relationships, making responsible decisions, working effectively in teams and handling challenging situations constructively.

As they develop personal and social competence students learn to:

- recognise and understand their own emotions, values and strengths, have a realistic assessment of their own abilities and a well-grounded sense of self-esteem and self-confidence (Self-awareness)
- manage their emotions and behaviour, persevere in overcoming obstacles, set personal and academic goals, develop self-discipline, resilience, adaptability and initiative (Self-management)
- perceive and understand other people's emotions and viewpoints, show understanding and empathy for others, identify the strengths of team members, define and accept individual and group roles and responsibilities, be of service to others (Social awareness)
- form positive relationships, manage and influence the emotions and moods of others, cooperate and communicate effectively with others, work in teams, build leadership skills, make decisions, resolve conflict and resist inappropriate social pressure (Social management).

## INTERCULTURAL UNDERSTANDING

Students develop intercultural understanding as they learn to understand themselves in relation to others. This involves students valuing their own cultures and beliefs and those of others, and engaging with people of diverse cultures in ways that recognise commonalities and differences, create connections and cultivate respect between people.

As they develop intercultural understanding students learn to:

- identify increasingly sophisticated characteristics of their own cultures and the cultures of others
  - recognise that their own and others' behaviours, attitudes and values are influenced by their languages and cultures
  - consider what it might be like to 'walk in another's shoes'
  - compare the experiences of others with their own, looking for commonalities and differences between their lives and seeking to understand these
  - reflect on how intercultural encounters have affected their thoughts, feelings and actions
  - accept that there are different ways of seeing the world and live with that diversity
  - stand between cultures to facilitate understanding
  - take responsibility for developing and improving relationships between people from different cultures in Australia and in the wider world
  - contribute to and benefit from reconciliation between Indigenous and non-Indigenous Australians.
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## 6. SEQUENCE AND SCOPE

Refer to the separate document located as Appendix or download the Sequence and Scope from:

<http://www.australiancurriculum.edu.au/English/Curriculum/F-10>

## 7. LEARNING AND TEACHING

At St Teresa's School, we encourage teachers to use an inquiry pedagogical approach and agree to give students the opportunity to enhance their knowledge of English by engaging them in collaborative learning (with the teacher or with each other) that encourages students to communicate and express their ideas.

Pedagogy is the art of teaching. Effective teachers use a variety of strategies to meet the diverse needs of the students and to improve learning outcomes. Good pedagogy engages students, helps students to link curriculum with their life experiences and contributes to positive classroom experiences for students and teachers.

Students currently inhabit a highly technological and information rich world that has experienced an information explosion. There are significant and rapid changes to society and changes in national and international economic structures. Young people increasingly live, socialise, create and work in a digital environment.

At St Teresa's School teachers will teach English based on the sound theories as outlined in the Australian Curriculum – English. Teachers will teach the three strands of Language, Literature and Literacy which are interrelated and inform and support each other. Each strand is of equal importance and focuses on developing skills in Listening and speaking, reading and viewing, writing and creating.

### ***Teachers at St Teresa's School will:***

- use the Australian Curriculum – English content descriptors and achievement standards
- Identify levels of learning and achievement to inform their planning and what to teach.
- Provide a variety of learning experiences that are relevant, rigorous and meaningful and allow for different rates of learning – in particular those who require additional support.
- Use the achievement standards to make judgements about the quality of learning demonstrated by students
- Will use the data collected from the achievement process to report to parents and students both informally and formally.

At St Teresa's English is taught for 7 hours per week (or as outlined in the Diocesan approved Time Allocations) and is integrated across a variety of Learning areas. Teachers plan units of work using the school based planning pro-forma that meets the requirements stipulated in the Diocesan "A Way Forward" document and align with the Diocesan Learning and Teaching Policy.

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***At St Teresa's School, when teaching English teachers should:***

- ✓ Provide 'hands on' activities
- ✓ Provide real life contexts and inquiry based learning opportunities that are relevant to the context of St Teresa's students e.g. timber, farming, rural, school, playground...
- ✓ Provide explicit teaching of English concepts and skills
- ✓ Provide lessons that suit different learning styles (Multiple Intelligences)
- ✓ Provide opportunities for the development of literacy skills
- ✓ Use digital resources to engage students and bring the worldviews into the classroom
- ✓ Use internet based resources to engage students and consolidate concepts
- ✓ Describe, interpret, instruct, explain and encourage participation
- ✓ Use open-ended investigative approaches
- ✓ Investigate students' prior knowledge through discussion or pre-assessment to inform planning (eg: Running records using PM Benchmark)
- ✓ Collect information about students at the beginning of the school year using a Student Interest Inventory to assist them with planning engaging and relevant units of work.
- ✓ Collect information about students at the beginning of the school year using previous work samples on file, report cards and in consultation with previous teacher if available.

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**PLANNING**

When planning English, teachers are required to complete the following:

- Unit plan with weekly schedule (Appendix A)
- Assessment task sheets (Appendix C)
- Criteria sheets (Appendix D)
- Focused learning lessons for grammar, word study and punctuation
- Reading rotation units of work (pro-forma located on the school server)
- Speaking and Listening lessons and tasks
- Spelling groups
- Reading groups and levels
- Writing plan for each term – specific genre work
- Spelling lists
- Individual education plans for verified or supported students (adjustments to be noted on weekly plans)

Planning timelines will apply to all teachers and the following documents are to be handed into the Principal and/or the Curriculum Officer:

- ❖ Planning for all Learning areas by Week 3 of the term
  - ❖ Planning documents to be stored on the school supplied USB for your class (these will then be digitally stored on the school server)
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- ❖ Review of planning will be conducted by the Curriculum Officer and feedback given if required.

### Agreed Practice - English Block

#### PURPOSE

This Agreed Practice outlines the components and time frames for implementing an English Block within classrooms as part of the development of a whole school literacy program. At St. Teresa's we believe that students learn best when there is a planned, systematic, whole school and developmental approach to the teaching, learning and assessment of English knowledge and skills. See Appendix 1 (Model of Teaching and Learning)

#### PROCEDURES

All teachers will implement Reading and Writing Blocks. The Reading Block consists of a minimum of 40 minutes to one hour session which has a set framework (see below) and includes a Guided Reading component. The Writing Block also consists of a 40 minute to one hour session and follows a prescriptive framework (see below).

#### THE LEARNING ENVIRONMENT

At St. Teresa's we believe that students learn to use English best when they are in a learning environment where they are exposed to quality reading and written texts and resources. Each class are encouraged to have a library area of various ability leveled books which are always available for children to read. The classroom will reflect the learning by displaying for example the alphabet, sight words / spelling / word walls, retrieval charts, grammar charts, models of writing and children's work etc.

English is the key learning area where students develop knowledge, skills and understandings about English language and literature. The three interrelated strands that support students' growing understanding and use of English are:

- **LANGUAGE:** knowing about the English language
- **LITERATURE:** understanding, appreciating, responding to, analyzing and creating literature
- **LITERACY:** expanding the repertoire of English usage.

Content descriptions in each strand are grouped into sub-strands that, across the year levels, present a sequence of development of knowledge, understanding and skills. The sub-strands are:

Language	Literature	Literacy
Language variation and change	Literature and context	Texts in context
Language for interaction	Responding to literature	Interacting with others
Text structure and organization	Examining literature	Interpreting, analysing and evaluating
Expressing and developing ideas	Creating literature	Creating Texts

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## **READING**

Teaching & Learning: Teachers refer to the *First Steps Reading Resource* and *Linking Assessment and Teaching for Learning* books as a guide to implement exemplary teaching practices in the teaching, organization and assessment of reading. The Reading Map of Development is to be used to track and record student learning and inform teaching, to cater for the varied needs in their classes.

In their planning teachers will:

- indicate explicit teaching and learning experiences as well as
- show differentiated learning (at least 3 levels)
- allocate time for independent and modeled reading

**Reading to students:** At St. Teresa's, we believe that students need to have the behaviors of good readers modeled to them as well as to experience a variety of texts, in order to become the best readers they can be. Teachers will read to their students on a regular basis. This reading may link to a particular unit of work, but does not have a curriculum focus. In other words, it is reading for information and entertainment where the teacher can model good reading practices to foster the love of reading. Teachers will read from a variety of texts each day for a min of 10 minutes for the appreciation of literature. Teachers are encouraged to also read independently alongside students during their allocated USSR time each day.

We believe that parents play a major role in their child's education therefore teachers will provide reading opportunities for home reading e.g. home-readers, library books, websites etc.

The purpose of home reading is to provide students with the opportunity to;

- practice skills and knowledge learned in class
- read for enjoyment

Home reading will commence from Term 1 in grades 1-7 and formally, from Term 2, in Prep. Students in the grades Prep to Year 3-4 will be matched with texts that are below their instructional level. Students in the upper grades are encouraged to choose their own home reader which at times may be above their instructional level. Parents are asked to sign their child's home reading experiences in a log if it has been instructed by the teacher (Prep – Year 4).

**School Library:** In addition to home reading, students will be given the opportunity to take home books from the school library. These books are for children to enjoy at home and are not restricted by levels. They can be borrowed for a period of two weeks and then returned or re-borrowed until they have completed reading.

## **WRITING:**

Teaching & Learning: Teachers refer to the *First Steps Writing Resource* and *Linking Assessment and Teaching for Learning* books as a guide to implement exemplary teaching practices in the teaching, organization and assessment of writing. The *Writing Map of Development* is also used to track and record student learning and inform teaching, to cater for the varied needs in their classes.

In their planning teachers will:

- indicate explicit teaching and learning experiences as well as
  - show differentiated learning (at least 3 levels)
  - allocate time for independent writing
-

**EDITING SKILLS:** At St. Teresa's teachers all agree that editing skills need to be taught in a developmental, sequential, whole school approach. In 2012, the teachers will continue trialing the FAST editing skills checklist issued by Rod Campbell (2011).

Teachers will add to each student's First Steps *Writing Map of Development*, at least once per term, with the purpose of identifying areas of strength for each child and making links with the Major Teaching Emphasis suggestions that will guide the teacher in what needs to be taught to assist the child in developing further skills and knowledge. The *Writing Map of Development* is to be kept in each child's Student Profile.

Teachers will have the opportunity to report on each student's progress in writing at formal (at the end of Term 1) and informal (needs basis) parent/teacher interviews throughout the year and in the written reports.

### **GRAMMAR AND PUNCTUATION**

The teaching of Grammar and Punctuation must be taught explicitly and in context. Teachers will use the Scope and Sequence for planning purposeful and meaningful lessons.

Sequence and Scope for Grammar (Appendix B)

Sequence and Scope for Punctuation (Appendix E)

### **SPELLING**

The teaching of Spelling must be taught explicitly in all year levels. Spelling involves:

- Phonemic Awareness
- Spelling Rules
- Initial Sounds
- Blends, Diagraphs
- Word Origins
- Syllabification
- Chunking
- Dictation

Teachers must use the Sequence and Scope for planning their spelling lessons e.g. spelling rules. Teachers will provide learning experiences which will cater for their individual needs (challenging words for more capable students). Teachers will refer to Scope and Sequence for Spelling (Appendix D). At St Teresa's we use a textbook to further support the teaching that has occurred in a whole class or small group lesson.

### **HANDWRITING**

Handwriting is an important component in the teaching of English. The explicit teaching of handwriting will occur from Prep to Year 7. Please see allocated hours on Sequence and Scope for Handwriting. (See Appendix F). Students from Prep to Year 4 will use a set textbook.??

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**SPEAKING & LISTENING:**

Teaching & Learning: Teachers will use the Sequence and Scope to develop engaging and meaningful purposes and opportunities for speaking and listening each term.

In their planning teachers will:

- indicate explicit teaching and learning experiences as well as
- show differentiated learning (at least 3 levels)
- provide opportunity in general whole school day to day experiences for all students to engage in purposeful speaking and listening opportunities eg. School assemblies, prayer assembly, liturgy, class sharing, running errands etc.

**ENGLISH READING BLOCK**

<b>READING BLOCK</b>	<p><b>WHOLE CLASS</b></p> <ul style="list-style-type: none"> <li>• Weekly focus</li> <li>• Includes <b>READING TO</b> students</li> <li>• Usually includes introductory steps of <b>MODELLED AND SHARED READING</b></li> <li>• May include shared experience as the starting point for language-experience</li> <li>• May include a mini lesson based on previous day's work</li> </ul>
	<p><b>SMALL GROUPS AND INDEPENDENT WORK</b>                  ( teachers can choose to use 3, 4 or 5 groups depending on needs and numbers of students)                  Learning tasks may involve reading or writing but must be focused on teaching reading strategies. <b>(Refer to First Steps)</b></p> <ul style="list-style-type: none"> <li>• Teacher directed learning activity that students can complete independently. Linked to literature – <b>shared book, guided reading text</b></li> <li>• Teacher directed learning activity that students can complete independently. Focus on specific reading skills – <b>comprehension, sight vocabulary, grammar, punctuation, cloze activity, dictionary skills, spelling strategies.</b></li> <li>• Shared Reading group – reread familiar texts, readers theatre, choral reading</li> <li>• Independent learning activity – Books boxes. Students choose from broad branded book box. Read text silently and complete individual, self selected follow up task or task cards.</li> </ul>
	<p><b>GUIDED READING GROUP</b></p> <ul style="list-style-type: none"> <li>• Independent reading</li> <li>• Explicit teaching or mini lessons may result from the above procedures E.g., <b>Text types; linguistic structures and features; features of print; reading strategies (predicting, confirming and self correcting using semantic, syntactic and graph phonic information). Retelling; sequencing; innovating on repetitive text structures; predicting consequences when aspect of plot is changed etc...</b>)</li> <li>• Teacher directed guided reading group. <b>Use guided reading to teach a SPECIFIC FOCUS according to the needs of ability group. Can use guided reading set, magazines, newspaper articles, parts of text.</b></li> </ul>
	<p><b>COGNITIVE CLOSURE</b></p> <ul style="list-style-type: none"> <li>• Whole class sharing - This can be a discussion but may ideally include a written component to reinforce their learning</li> <li>• What did you learn? (Not what did you do?)</li> <li>• A short, sharp focused discussion</li> </ul>

### WHOLE CLASS

- Weekly focus
- Often includes modeled writing in front of whole class
- Usually includes shared or interactive writing with whole class
- May include a mini lesson based on previous day's work
- Usually includes a **handwriting mini lesson (Refer to Handwriting Scope and Sequence- Appendix F)**
- **Modeled Writing** (teacher holds pen) OR **Shared Writing** (teacher and student share the pen) Choose a SPECIFIC FOCUS and use different text types to model( **Refer to Sequence and Scope – Appendix C**)
- Set task related to whole class focus for whole class

### SMALL GROUP

- Language experience
- Often includes shared or interactive writing groups
- Includes guided writing
- Includes independent writing

Learning tasks may involve reading or writing but must be focused on teaching writing strategies.  
**(Refer to First Steps)**

### GUIDED WRITING GROUP

- Explicit teaching or mini lessons may result from the above procedures **E.g. Text types; linguistic structures; and features; features of print including punctuation); spelling; handwriting.**
- Experimenting with a range of text types and writing purposes (often linked to texts used in sharing reading and writing)
- Re-reading, proof reading / editing to reflect on writing and clarify meaning; revision (authorial role)
- Editing (secretarial role) / Peer editing

Students with similar needs and abilities work together.

Small group work is highly focused and can be taught with interactive writing, guided writing or shared writing.

Students may be in a small group for part or all of this session.

### COGNITIVE CLOSURE

- Whole class sharing - This can be a discussion but may include a written component to reinforce their learning
- What did you learn? (Not what did you do?)
- A short, sharp focused discussion

## 8. RESOURCES

At St Teresa's School, teachers will find documents and resources for English produced by the CES on 'My Classes' as well as the extensive number of resource texts that are located in the teacher resource room. There is also available an extensive range of home reading and guided reading texts for use by all year level teachers. The Learning Support area can also be accessed for further guidance, reference or use with planning individual programs for those students who have been ascertained or require additional support.

Other resources available for teachers to access:

- School Literacy Documents Book 1 & 2 (blue folders located in Teacher resource room – see below for content)
- St Teresa's Oral Language Document
- PM Benchmark Kit 1
- PROBE reading assessment kit
- Spelling scope and sequence folder with strategies and BLMs.
- School resources and documents located on school server (digitally)
- ICT and classroom resources (eg: Learning objects and other IWB resources)
- Shared resources on Scootle
- Planning pro-forma located on school server in Teacher reference folder
- Professional Readings
- Promethean Planet flipcharts and resources

*School Literacy Documents Book 1 contains: (overviews, strategies and extra resources)*

- Reading
- Phonics and Spelling
- T.H.R.A.SS resources
- Handwriting

*School Literacy Documents Book 2 contains: (overviews, strategies and extra resources)*

- Writing
  - Writing – recount
  - Writing – Narrative
  - Writing – Report (includes Description)
  - Writing – Explanation
  - Writing – Procedure
  - English skills
  - Spoken/Oral Language
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### **Purchasing Resources**

Classroom teachers have opportunity to purchase resources through the school. Teachers are encouraged to discuss resource needs with the other teachers privately and at staff meetings. St Teresa's has an allocated resource budget which generally meets the needs of curriculum and which is continually assessed and monitored.

Discussion with principal and school administration officers about the ordering of books and other resources is generally all that is required. In the instance where teachers purchase agreed resources with their own money, invoices must be handed to the staff in charge of accounts in the office. New resources must be catalogued by the library staff and added to the school resource list when they arrive.

*(An extensive list of resources would be too large to include in this document so teachers are encouraged to access the teacher resource room at all times).*

## **9. ASSESSMENT AND REPORTING**

### **ASSESSMENT**

Assessment is the process of gathering and interpreting information about student progress and achievement of standards. Assessment is designed to allow students the opportunity to demonstrate their ability and knowledge and understanding over a period of time. Assessment occurs as a regular part of teaching and learning. Students are assessed in accordance with the achievement of the Australian Curriculum standards, by the classroom teacher and other specialist teachers on staff. Assessment is for a variety of purposes including:

- To direct future planning and teaching
- To inform teachers, students and parents about current understandings or misconceptions
- To identify strengths and weaknesses
- To create a 'point in time' snapshot of a student's performance
- To create a record of a student's learning
- To enable teachers to report

At St Teresa's School planning for assessment is a vital part of the teaching process. Therefore:

- Teachers are to plan their assessment for each term before they plan their learning experiences.
  - Teachers must include a variety of assessment techniques and include details about the use of these techniques e.g. approximate dates for assessment items, conditions for the assessment (individual work, pairs or groups) and criteria sheets for marking. A criteria sheet outline is included –Appendix D.
  - Assessment criteria included on criteria sheets should use descriptive and comparative words that enable teachers to make clear judgements about the standard of a student's work
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- Students should be informed of assessment items and should know exactly what is expected. (Appendix D).

Standardised Assessment at St Teresa's will include all of those indicated on the school Assessment schedule (Appendix A).

At St Teresa's School, we believe that along with the standardised assessment, quality of assessment in English needs to be the same as other learning areas and should include some of the following additional items:

- Observations
- Anecdotal records
- Checklists
- Exemplars
- Writing tasks
- Reading tasks
- Running records for reading (PM benchmark requirements)
- Student reflections/hypotheses
- Speaking and listening tasks
- Comprehension tasks
- FAST strategy tasks and work samples
- Book work and work samples (both published and unpublished)
- Criteria Sheets for relevant genre assessment pieces (Appendix D)
- Oral presentations and explanations (Appendix C)
- Task Sheets (if required by another Learning area and is linked with English)
- Peer assessments
- Self assessments
- Verbal responses/discussions

Assessment will be recorded in the following ways:

- Observation checklists
  - Anecdotal records
  - Running records (PM benchmark requirements) – 1 x formal assessment each term to be placed in student files and informal assessment to take place regularly.
  - Diagnostic tests (as per the school Assessment schedule)
  - Criteria Sheets
  - Written samples of work (both published and unpublished) – 1 x per term to include a Task and Criteria sheet.
  - Report cards
  - Photo or other digital evidence
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## Record Keeping of English Assessment

For record keeping purposes and accountability teachers need to file selected work samples and diagnostic tests as per the school Assessment Schedule (Appendix A). These files will be stored in filing cabinets in classrooms and are passed along when students progress through the years. When students leave the school at the end of Year 7 these files will be archived.

Teachers will also be required to use their professional judgment in keeping those additional work samples, criteria sheets and tasks sheets as appropriate for other learning areas (process and presentation) that may have an English focus to the assessment. These will also be stored in classroom filing cabinets and some data will also be collected and stored digitally for tracking purposes (eg: Diagnostic test and running record reading results).

Teachers should also store photos or other digital evidence, class checklists and anecdotal records along with their planning (hard copy and/or on the school server).

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## REPORTING

Reporting is an integral part of the learning process and communicates information that has been obtained from a variety of assessment processes and involves a professional judgement on behalf of the teacher. OnTrack reporting software is mandatory from a Diocesan level and is used to report in Terms 2 and 4. At St Teresa's School reporting occurs in the following ways:

- Per semester – Written CES format (Term 2 and 4)
- Term 1 and 3 – Oral Interview
- QCATS – internet upload as required
- Assessment task sheet / criteria sheet on major assessment tasks (Appendix C & D)
- Parent invitation to oral presentations or displays of major assessment tasks (including technology)
- Informal feedback/reporting on a needs basis.
- Individual student Portfolios
- Newsletters – with up and coming information, curriculum information and photos
- Assemblies
- Verbal feedback both formally and informally
- NAPLAN

National Assessment Program (NAPLAN) Years 3, 5 and 7 participate each year in this mandated assessment program by the Department of Education and Training. It provides teachers with information on their student's performance in Mathematics and English. Parents receive a formal report.

The information provided in these reports should be constructive and should encourage parents and students to reflect on progress and areas of strength and weakness, and encourage students to set future goals for their learning.

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Teachers are encouraged to communicate frequently on an informal basis with parents about concerns or to praise student achievements. This may be done through notes on homework, class notes, awards, informal discussions etc...

If teachers have serious concerns about a student's progress in English, they should arrange a formal meeting with parents to discuss their concerns. They should also discuss these concerns with Learning Support staff. Included in this group of students would be gifted and talented, those needing support and those requiring amendments for individual learning programs.

Teachers should ensure that parents are kept up to date with what students are currently working on in English lessons. This may be done in a variety of ways e.g. sending home a term overview for science at the start of the term, including weekly snippets of information on homework sheets or through science updates on the 'my classes' class page. Parents may be invited to watch presentations in class, on parade and in the community.

St Teresa's Primary school also value the Consistency of Teacher Judgment professional development day each year. Each year, the teaching staff from across the Diocese engage in moderation in order to achieve consistency in grading student work samples.

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## WRITTEN AND ORAL REPORTS

### **Written Reports**

These will be as per the Diocesan and government requirements at the end of Term 2 and Term 4 each year. The information provided in these reports should be constructive and should encourage parents and students to reflect on progress and areas of strength and weakness, and encourage students to set future goals for their learning.

Teachers should refer to the Diocesan recommended key points of what to include:

1. Clear information on what the student has achieved
2. Suggestions for areas of improvement that the student should work on next
3. Information on how the school will help the student to improve
4. Suggestions on how parents can help the student to improve

### **Oral Reports**

These will be conducted in Term 1 and Term 3 of each year. Oral interviews are scheduled with individual teachers on set days and times as indicated on a letter sent home to parents informing them of these times. Teachers are also encouraged to communicate frequently on an informal basis with parents about concerns or to praise student achievements. This may be done through notes on homework, class notes, awards, informal discussions etc...

First term oral interviews should look at how well the student has settled into the school year, what they may have achieved to this point, what they have been working on in class, how they are progressing with each Learning area and a discussion about their Social Emotional learning within the school and classroom environments. It is recommended to make written notes of what is discussed and keep these filed for future reference.

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## 10. EVALUATION

Evaluation occurs in three ways:

- Evaluation of planning by the teacher/Principal/Curriculum Support Teacher
- Evaluation of learning and teaching strategies/resources etc
- Evaluation of the school curriculum document to ensure it reflects current understandings and practices.

Evaluation is the process of making judgements about the effectiveness of curriculum documents, teaching programs, procedures and resources. Evaluation is an inherent part of our professional lives as teachers and as a school.

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### EVALUATION OF PLANNING BY THE TEACHER/LEARNING AREA COORDINATOR

Classroom English planning and weekly overviews will be discussed on a one to one basis between the principal and the class teacher. This communication may include the curriculum support person at St Teresa's School. The aim of this contact is to unify planning expectations on a school level, ensure all English strands are covered consistently at every year level and that adequate resources are provided to enhance varied and engaging learning experiences at every stage.

A planning conference occurs twice a year, with new and inexperienced teachers receiving more frequent and detailed help as required. At St Teresa's School we are very lucky to have a small, supportive staff who regularly communicate at meetings as well as informally around the lunch table.

Teachers are encouraged to reflect upon their own planning in terms of how the learning experiences met the needs of the students throughout the unit.

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### EVALUATION OF LEARNING AND TEACHING STRATEGIES/RESOURCES ETC

#### **Teacher Class Planning**

This evaluation is done by teachers and is an on-going process. Teachers should record notes on their planning to show:

- Modifications to planning (differentiation)
- Reflections on teaching strategies, resources, student achievement etc...
- Completed work (date to show when completed) and unfinished work
- Teachers may also use student reflection and evaluation to help to determine the success of all work covered.

Professional development for teachers in English will be provided as the new National Curriculum starts to roll out. Currently teachers within the Diocese have attended sessions conducted on Grammar and this will continue throughout 2011. Purchasing and use of resources is encouraged and individual assistance for targeted students is available through learning support and other funded intervention programs.

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Furthermore, teachers can access additional resources from the 'myclasses' website as they are made available from Diocesan Curriculum Support officers and other teachers within the Diocese.

### **Resources evaluation**

On a whole school level, an evaluation of the resources that we have available within the school library and teacher resource room are checked, rotated or replaced as necessary at least once a year. Teachers are encouraged to source new resources or to revitalize old resources that can still be utilized within the classrooms.

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## EVALUATION OF THE SCHOOL CURRICULUM DOCUMENT TO ENSURE IT REFLECTS CURRENT UNDERSTANDINGS AND PRACTICES.

### **Evaluation of the English Curriculum Document.**

St Teresa's School endeavors to work collaboratively with the Tablelands Curriculum Cluster, Cairns Diocesan Curriculum support staff to evaluate and review our English document as required over the coming years. As the Australian Curriculum is rolled out it will be necessary to make decisions and changes as to how we can improve the implementation of the curriculum within our school environment.

This document will be formally reviewed in 2014

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**List of Appendices.**

**Appendix A – Australian Curriculum Sequence and Scope for English**

**Appendix B – Grammar Sequence and Scope**

**Appendix C – Text Forms**

**Appendix D – Spelling Sequence and Scope**

**Appendix E – Punctuation Sequence and Scope**

**Appendix F – Handwriting Sequence and Scope**

**Appendix G - Assessment Task sheet**

**Appendix H - Assessment Schedule**

**Appendix I – Speech Sound Development.**

**Appendix J -**

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