

## Purpose

At Coatesville Primary School we aspire for students to become powerful and effective communicators so that they can flourish socially, emotionally and academically. Communication is vital to develop a lifelong love of learning and to think as an internationally minded global citizen.

We do this by providing a Language Program that transcends all areas of the curriculum and provides students with the opportunity to:

- 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.
- analyse, understand, communicate and build relationships with others and with the world around them;
- understand that the formal elements of learning English involve Writing, Reading, Viewing and Speaking and Listening, which are interrelated;
- explore language and construct meaning in authentic, relevant, challenging and trans-disciplinary contexts that empowers and enriches their daily lives;
- develop 'international mindedness' by exploring the learning of world languages, including the use of mother-tongue and any indigenous languages, as an integral part of becoming a global citizen;
- share personal stories in order to develop intercultural understanding and multiple perspectives; and
- learning French in addition to English extends student's literacy repertoires and their capacity to communicate. It strengthens student's understanding of the nature of language, culture, and the processes of communication.

Mother-tongue languages will be valued and respected within our community. They will assist in deepening understandings about cultural and personal identity

## Definitions

**ACARA** - Australian Curriculum, Assessment and Reporting Authority.

**DET** - Department of Education and Training

**EAL** - English as an Additional Language

**ELT** – Executive Leadership Team which consists of Principal, Assistant Principal/s, Leading Teachers and Learning Specialists

**IB-PYP** - International Baccalaureate - Primary Years Programme

**Inquiry** - Coatesville Primary School's model of inquiry is based on the Kath Murdoch Inquiry Model

**LOTE**- Language Other Than English

**Mother Tongue** - language other than English which is the main language spoken in the home or is the child's strongest language.

**UOI** - Unit of Inquiry

**Vic Curric** - Victorian Curriculum

**WALT/WILF** - We Are Learning To / What I'm looking for

## Policy

The Language Policy incorporates:

- English (Writing, Reading and Viewing, Speaking and Listening);
- Language Other Than English (LOTE);
- English as an Additional Language (EAL);
- Indigenous languages and mother tongue.

The Language learning process simultaneously involves:

- learning language to speak, read and write where students develop their knowledge of the English language and how it works:
- learning about how reading and writing engages students in the study of literary texts of personal, cultural, social and aesthetic value: and
- learning through reading and writing to develop students' ability to interpret and create texts with appropriateness, accuracy, confidence, fluency and efficacy for learning in and out of school, and for participating in Australian life more generally.

These three aspects are inextricably linked and therefore they are best not thought of as discrete processes, but as major connecting elements across all curriculum domains.

Language acquisition is promoted as a partnership between all members of our community including parents, students, teachers and support staff.

Teachers provide a structured and sequential Language Program based on Victorian Curriculum and IB-PYP expectations.

The IB-PYP Inquiry Model, DET Victorian Early Years Learning and Development Framework, DET Literacy and Numeracy Strategy guide, The Victorian Literacy Portal, ACARA resources and DET Resources for EAL Teachers will be used to support and develop teachers' capacity to provide high quality instruction in Language development across the school.

Teachers' knowledge and skill development in the teaching of language is maintained through regular professional development and related experiences, such as, Professional Learning Communities, reflective dialogue, collaborative team planning, research, networking and online communication within and beyond the school.

Language is authentically incorporated into each of the six IB–PYP Transdisciplinary Themes through the UOI.

Planning, teaching and assessment of Language is in line with the IB- PYP Standards and Practices and DET guidelines.

LOTE (French) aims to develop the knowledge, understanding and skills to ensure that students:

- communicate in the language they are learning;
- understand the relationship between language, culture and learning;
- develop intercultural capabilities; and
- understand themselves as communicators.

The Language Program will differentiate and personalise learning to cater for the individual needs of students, giving consideration to their understanding, interests, ethnicity and gender.

While learning about a current UOI, students are given opportunities to develop their skills in their mother tongue language where possible to foster a sense of pride in their culture and language, thus promoting a sense of identity.

## **Implementation:**

The Language Program incorporates the teaching of Writing, Reading and Viewing and Speaking and Listening on a daily basis from Prep to Grade 6.

A minimum of 10 hours per week of instructional English is taught through the High Impact Teaching Strategies (HITS) teaching of skills and the six Units of Inquiry.

The timetable provides for weekly LOTE (French) instruction for every student from Prep to Grade 6.

Students from non-English speaking backgrounds are supported through the EAL program, where the budget allows.

Parents of newly arrived students from non-English speaking backgrounds will be advised of EAL resources and support provided by DET.

A Leading Teacher–Literacy is responsible for the Language Program, including organisation, time allocation, resources and the annual Language Program budget.

The Leading Teacher – Literacy is an instructional coach who will be modelling high impact teaching strategies in the classroom to improve student outcomes.

Teachers ensure that the Language Program is based on the IB-PYP Language framework and the Victorian Curriculum.

Teachers collaborate within their Grade team to develop and implement the Language Program and to ensure that Writing, Reading and Viewing, Speaking and Listening are all represented.

Teachers clearly display a *Learning Intention* and *Success Criteria* for each lesson, which are shared and/or developed with the class (WALT/WILF Prep – Grade Two).

The development of language is supported through regular Homework tasks. (Refer to the Homework Policy).

The Executive Leadership Team (ELT) is responsible for promoting and conducting a Parent Education Program. Parent education is promoted through parent workshops, Communicator articles, website information, Compass and information nights.

The PYP Coordinator liaises with the Librarian to ensure that appropriate texts and resources (fiction, non-fiction, and mother-tongue) are available within the Library collection, both in digital and/or hard copy, as appropriate.

Students reflect on their learning throughout the year and collate their achievements in their individual Student Portfolio. Students share their progress in Student-Led Conferences, held annually.

Students are regularly assessed throughout each Term, as per the Coatesville Assessment Schedule (Prep to Grade Six). Student achievement levels are recorded and stored electronically. This data individually tracks all students and is accessible by teachers.

The use of Mother Tongue provides opportunities to explore and discuss the concepts of the UOI through their first language where possible.

The school provides opportunities for students to participate in local, state and national language competitions and programs, where appropriate.

Student progress will be reported in mid-year and end of year Student Reports. Teacher judgements and cohort data are shared via the school's Annual Report.

## Evaluation

This policy will be reviewed 3-4 years as part of the school's regular review cycle.

Policy last reviewed	August 2023
Approved by	Principal & School Council
Next scheduled review date	2026-2027