

## English at Torbanlea State School

At Torbanlea State School, English is a central learning area that empowers students to communicate confidently and creatively, think critically, and engage respectfully with others.

Our English program is aligned with the Australian Curriculum Version 9.0, providing a coherent and purposeful framework for developing students' knowledge, understanding and skills in language, literature and literacy from Prep to Year 6.

English enables students to make meaning from texts, express ideas clearly and effectively, and participate fully in learning and community life.

Each morning from 9:00am - 11:00am students engage in their English learning through a structured 2-hour English block. The block blends reading, phonics, writing, and comprehension, with activities designed to build fluency, decoding, vocabulary, and language comprehension skills.

### Daily Components:

- Independent Morning Reading: Students read decodable or authentic texts at their level to support fluency.
- Explicit Phonics and Spelling: Whole-class systematic synthetic phonics lessons with ability-based groups for intervention or extension. Instruction follows a Review → Teach → Practise → Apply routine.
- Explicit instruction of handwriting: Practising letter formation aligned to the phonics and spelling sequence.
- Shared and Dialogic Reading: Whole-class explicit instruction using curriculum and authentic texts to develop comprehension, vocabulary, grammar, text structure, inferencing, and monitoring skills.
- Shared Writing: Collaborative writing activities integrating reading, writing, listening, speaking, and viewing to develop language structures, cohesion, and multimodal communication.
- Reading Fluency Practice: Teacher-monitored oral reading to ensure accuracy, smoothness, phrasing, and expression. Partner reading may also be included.

### **Curriculum Structure and Focus**

The Australian Curriculum: English Version 9.0 is organised into three interrelated strands that develop increasingly sophisticated communication skills:

#### **Language**

Students learn how the English language works, including:

- Vocabulary and word knowledge
- Grammar and sentence structure

- Text organisation and cohesion
- Spelling and sound–letter relationships
- How language choices vary according to purpose, audience and context

Students explore how language shapes meaning and how effective communicators adapt language deliberately.

### Literature

Students engage with, interpret and create a wide range of literary texts. They:

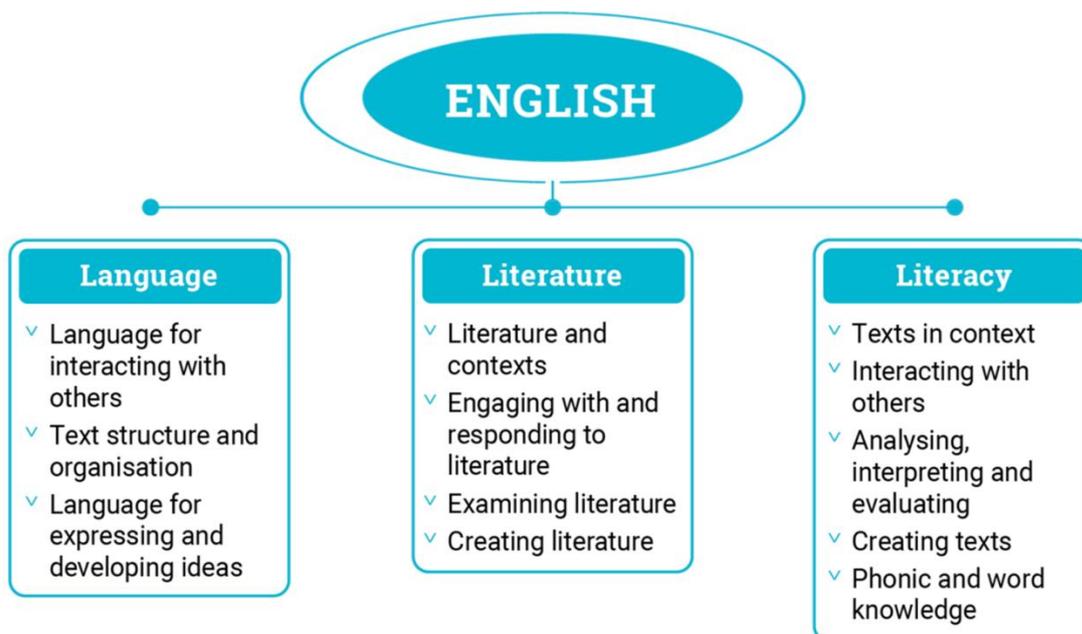
- Explore characters, settings, events and themes
- Examine language features and author craft
- Consider how texts reflect and shape personal, cultural and social perspectives
- Respond imaginatively, analytically and critically

### Literacy

Students develop the skills to listen, speak, read, view and write for a range of purposes and audiences. They:

- Interpret and create texts in print, digital and multimodal forms
- Apply language and literature knowledge in increasingly complex ways
- Communicate clearly, coherently and purposefully

These strands are taught in an integrated way, recognising that effective communication requires deep knowledge of language, engagement with rich literature, and strong literacy practices.



Reference: <https://www.australiancurriculum.edu.au/>

## Reading - Our Priority

At Torbanlea State School, reading is our overarching priority curriculum area. Strong reading skills underpin success across all learning areas and are foundational for lifelong learning.

Our approach aligns with Version 9.0 and the Queensland Department of Education Reading Position Statement, which affirms that:

- Reading is essential to educational success and equity
- All students can learn to read when provided with high-quality, explicit instruction
- Effective reading instruction is evidence-informed and systematic
- Teaching must be responsive to data and student need

## The Simple View of Reading

Our reading instruction reflects the *Simple View of Reading* and draws on Scarborough's Reading Rope to illustrate how the underlying skills develop in an integrated, cumulative way.

## ***Reading Comprehension = Word Recognition × Language Comprehension***

### Word Recognition (Decoding)

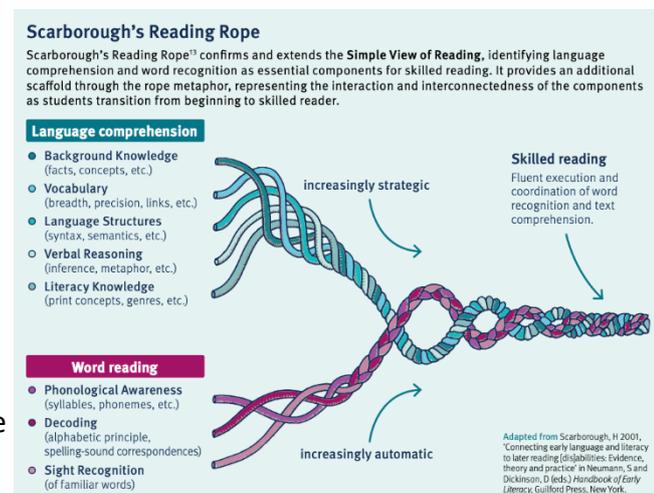
Students learn to:

- Develop phonemic awareness
- Apply systematic, explicit phonics
- Build automatic word recognition
- Read with increasing accuracy and fluency

### Language Comprehension

Students learn to:

- Develop vocabulary and background knowledge
- Understand sentence and text structures
- Infer, interpret and evaluate meaning
- Engage in rich oral language experiences



Reference: <https://education.qld.gov.au/curriculums/Documents/reading-position-statement.pdf>

## How We Teach Reading at Torbanlea

In alignment with Version 9.0 and the Department of Education's Reading Position Statement, we:

- Provide systematic, explicit phonics instruction in Prep to Year 2
- Build fluency through repeated and supported reading

- Explicitly teach vocabulary and academic language
- Develop comprehension strategies, including predicting, questioning, clarifying and summarising
- Teach students to analyse author purpose, text structure and language features
- Ensure students read widely across literary, informative and persuasive texts
- Use student data to guide intervention, extension and differentiation

Students are supported to become confident, thoughtful and independent readers who can access, interpret and evaluate ideas with increasing fluency and purpose.

### **What Students Learn (Prep to Year 6)**

#### Speaking and Listening

Students develop clarity and confidence in:

- Expressing ideas
- Engaging in discussion
- Presenting information
- Listening actively and respectfully

#### Reading and Viewing

Students engage with a broad range of texts, including literary, informative and persuasive texts in print, digital and multimodal forms. They:

- Interpret, analyse, evaluate and reflect on meaning
- Examine how images, symbols, sound and digital features contribute to meaning
- Understand how authors and creators use language and multimodal elements for purpose and audience

#### Writing and Creating

Students create written and multimodal texts, including imaginative, informative and persuasive texts. They:

- Plan, draft, revise and edit
- Make deliberate choices about language, text structure and visual or digital elements
- Adapt writing for audience and purpose

### **Teaching and Learning in English**

English at Torbanlea State School is purposeful, explicit and responsive. Teachers design learning experiences that:

- Build foundational language and literacy knowledge progressively
- Integrate reading, writing and speaking and listening

- Provide modelling, guided practice and independent application
- Encourage critical and creative thinking
- Connect literacy learning across curriculum areas

Classrooms are rich in quality texts, structured talk, shared and modelled reading and writing, and opportunities to apply literacy in authentic and meaningful contexts.

### **Why English Matters**

English equips students with essential communication skills for life, learning and future pathways. Students learn to:

- Communicate ideas clearly and effectively
- Interpret and evaluate information and media
- Express imagination, identity and perspective
- Engage thoughtfully and respectfully with others

Strong literacy supports success across all learning areas and empowers students to participate confidently in an increasingly complex world.

### **Further Information**

Queensland Department of Education Reading Position Statement:

<https://education.qld.gov.au/curriculums/Documents/reading-position-statement.pdf>