

LALOR EAST PRIMARY SCHOOL ORAL LANGUAGE CENTRE POLICY

Rationale

Lalor East Primary School recognises the need to provide an Oral Language Centre to enable students to:

- develop a strong oral language base as a foundation for further learning
- develop social and organisational skills necessary for learning
- build children's self confidence and self esteem
- develop resourcefulness and creativity that will assist them to be creative in their thinking.

Broad Guidelines

The program aims to equip students with the knowledge and skills to support literacy skills through speaking and listening

The OLC program will:

- provide an intense focus on developing AusVELS Foundation to Level 2 Speaking and Listening standards
- provide opportunities for rich engagement in speaking and listening and other literacy dimensions
- allow teacher scaffolding and the opportunity to instruct and extend where appropriate
- be based on a child initiated and child centred approach
- provide a non-threatening and caring environment
- provide play opportunities that will not be dominated by the teacher
- ensure the educational value of the play is maintained by teacher guidance
- provide directed and undirected play situations that provide opportunities for children to practise language
- provide many opportunities for students to return to an item of play thereby extending their point of interest
- provide open ended tasks that allow for differentiation
- provide natural high quality materials to encourage respect for equipment
- provide a stimulus and purpose for student writing.

Implementation

Specific implementation guidelines will be developed in consultation with classroom teachers and Oral Language Centre teachers. Yearly student and staff numbers will be taken into account when developing implementation guidelines.

- all Prep to Grade 2 children will take part in the program
- the program will be play based
- prep classes will use the OLC with their classroom teacher running their program
- the use of oral storytelling with visual scaffolding is essential to the program
- concepts and understandings from all curriculum areas will be incorporated into the program both explicitly and incidentally
- a detailed term program referencing the appropriate standards at each level will be followed
- each session will end with a teacher directed whole group oral language activity and a share time.

Evaluation

The program will be regularly evaluated and modified as required using the following formal and informal approaches:

- observations and anecdotal records
- feedback from staff
- English online interview P-2 testing
- AusVels Speaking and Listening
- teacher judgement.