



WHAKATANE INTERMEDIATE SCHOOL

ENGLISH CURRICULUM

MAKING MEANING OF IDEAS OR INFORMATION – **LISTENING, READING, VIEWING & SPEAKING, WRITING, PRESENTING**

Planning

Considering all points

- NZ Curriculum
- Data gathering and analysis
- School targets
- School and individual needs
- Priority students
- English learning progressions
- Whanau/community
- Ethnic and cultural diversity
- Resources
- Integration
- Critical thinking
- Key competencies
- Digital technology
- Relevant

Action

Expectations

- Planned literacy programmes everyday
- Assessment/analysis
- Priority learners/target students
- Group teaching
- consistent delivery from planned structured lessons
- meaningful contexts
- collaboration
- talking about and understanding learning
- practice
- teaching to meet the needs of different learning styles
- incorporate key competencies/principles
- constructive feedback/feed forward
- critical thinking/discussion
- digital learning experiences
- taking learning into the home
- needs based programmes

Outcome

What learners will have achieved

- By the end of year 7 students will be working towards level 4 of the NZ Curriculum
- By the end of year 8 students will be achieving at level 4 of the NZ curriculum
- Be consistent self directed learners
- Talk about and describe learning
- Discuss next steps in reading
- Collaborate effectively to solve problems
- Demonstrate a positive attitude towards English
- Meet the national standard for year 7 or year 8
- Be able to discuss next steps in all areas of literacy
- Make progress in standardised tests



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| LEVEL 3 | LEVEL 4 | LEVEL 5 |
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| All planning must consider the indicators for each Achievement Objective | | |
| <p>Processes And Strategies</p> <ul style="list-style-type: none"> Integrate sources of information, processes, and strategies with developing confidence to identify, form, and express ideas. <p>Purposes and Audiences</p> <ul style="list-style-type: none"> Show a developing understanding of how texts are shaped for different purposes and audiences. <p>Ideas</p> <ul style="list-style-type: none"> Show a developing understanding of ideas within, across, and beyond texts. <p>Language Features</p> <ul style="list-style-type: none"> Show a developing understanding of how language features are used for effect within and across texts. <p>Structure</p> <ul style="list-style-type: none"> Show a developing understanding of text structures. | <p>Processes And Strategies</p> <ul style="list-style-type: none"> Integrate sources of information, processes, and strategies with confidently to identify, form, and express ideas. <p>Purposes and Audiences</p> <ul style="list-style-type: none"> Show an increasing understanding of how texts are shaped for different purposes and audiences. <p>Ideas</p> <ul style="list-style-type: none"> Show an increasing understanding of ideas within, across, and beyond texts. <p>Language Features</p> <ul style="list-style-type: none"> Show an increasing understanding of how language features are used for effect within and across texts. <p>Structure</p> <ul style="list-style-type: none"> Show an increasing understanding of text structures. | <p>Processes And Strategies</p> <ul style="list-style-type: none"> Integrate sources of information, processes, and strategies purposefully and confidently to identify, form, and express increasingly sophisticated ideas. <p>Purposes and Audiences</p> <ul style="list-style-type: none"> Show an understanding of how texts are shaped for different purposes and audiences. <p>Ideas</p> <ul style="list-style-type: none"> Show an understanding of ideas within, across, and beyond texts. <p>Language Features</p> <ul style="list-style-type: none"> Show an understanding of how language features are used for effect within and across texts. <p>Structure</p> <ul style="list-style-type: none"> Show an understanding of a range of structures. |
| <p>END OF YEAR 7 (The NZ curriculum: Reading at school)</p> | <p>END OF YEAR 8 (Reading Literacy Progressions)</p> | <p>WHAT DOES THIS LOOK LIKE AT WIS?</p> |
| <p>To meet the standard the student will be learning to:</p> <ul style="list-style-type: none"> read a wide range of stories including both fiction and non-fiction, and with a number of layers of meaning including complicated plots, difficult themes and ideas recognise most words automatically and work out more difficult words using a range of strategies. For example, letter-sound knowledge, inferring what they don't know from what they already know about parts of words and letter patterns choose the best strategy – from a whole range they know – to help them understand what they're reading recognise and use features of grammar to support understanding of more difficult words use their judgment to work out their personal response to what they are reading and think about the strengths and weaknesses of what they are reading, using a wide range of information. | <p>When students at this level read, respond to, and think critically about texts, they:</p> <ul style="list-style-type: none"> use appropriate skills and technologies to locate and use a range of texts for specific purposes; increasingly control a repertoire of comprehension strategies that they can use flexibly and draw on when they know they are not comprehending fully, including such strategies as: <ul style="list-style-type: none"> using their prior knowledge, along with information in the text, to interpret abstract ideas, complex plots, and sophisticated themes identifying and resolving issues arising from competing information in texts gathering, evaluating, and synthesising information across a small range of texts identifying and evaluating writers' purposes and the ways in which writers use language and ideas to suit their purposes; apply some criteria to evaluate texts (e.g., accuracy of information; presence of bias). <p>They draw on knowledge and skills that include:</p> <ul style="list-style-type: none"> decoding texts with such automaticity that they do not need to decode all words; | <ul style="list-style-type: none"> Learning programmes which reflect the local history of the area including legends Literacy every day/Balanced Reading Programme Development of global knowledge around tech/arts/science to support tech/arts/science learning Develop skills for science fair e.g. summarising, understanding digital texts, graphs etc Grouping for shared and guided reading Develop library skills during weekly visits Independent reading at own level and for leisure Use of vocabulary developed in technology and topics woven in to programmes where applicable Use of the listening post NIE/Kiwi Kid News/Current events/Stuff/NZHerald Sheena Cameron strategies and resources Use of a wide variety of reading resources e.g. STEPS Programme AVAILL SOLE – Self Organised Learning Environments Using reading as a tool across the curriculum Develop skills (as necessary) in: inference, critical thinking, information skills, skimming and scanning, fact and opinion etc |

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| | <ul style="list-style-type: none"> • working out more complex, irregular, and/or ambiguous words by using strategies such as inferring the unknown from the known; • recognising and understanding the features and structures of a wide variety of continuous and non-continuous text types and text forms; • recognising and understanding a variety of grammatical constructions and some rhetorical patterns (e.g., cause and effect; comparing and contrasting); • making links across a text by recognising connectives or adverbial clauses; • using their growing academic and content-specific vocabulary to understand texts; • interpreting metaphor, analogy, and connotative language. | <ul style="list-style-type: none"> • Students given opportunities for personal reading • Internet research – teaching research skills • Teaching students to identify quality and reliable sources of information • Using the internet effectively to support learning • Student conferencing • A range of reading strategies employed everyday • From learning to read to reading to learn • Use of Effective Literacy Practice Yr 5 - 8 as a valuable resource • Reading a quality novel/text to students daily • Reading to, reading by, reading with, talking with • Reciprocal reading, literacy circles • Online – e-Books, Audio Books e.g. Read Theory, Oxford Owl • High interest texts • NZ Journals – use of NZ stories students will relate to • Use of Learning intentions and success criteria to guide learning • Podcasts – BLOGs - VLOGs • Enjoying movies from books – comparing books and movies • Enhance listening skills • Student reading skills utilised and supported throughout teach/arts/science classes. Specialist staff aware of the learner needs of the students. |
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