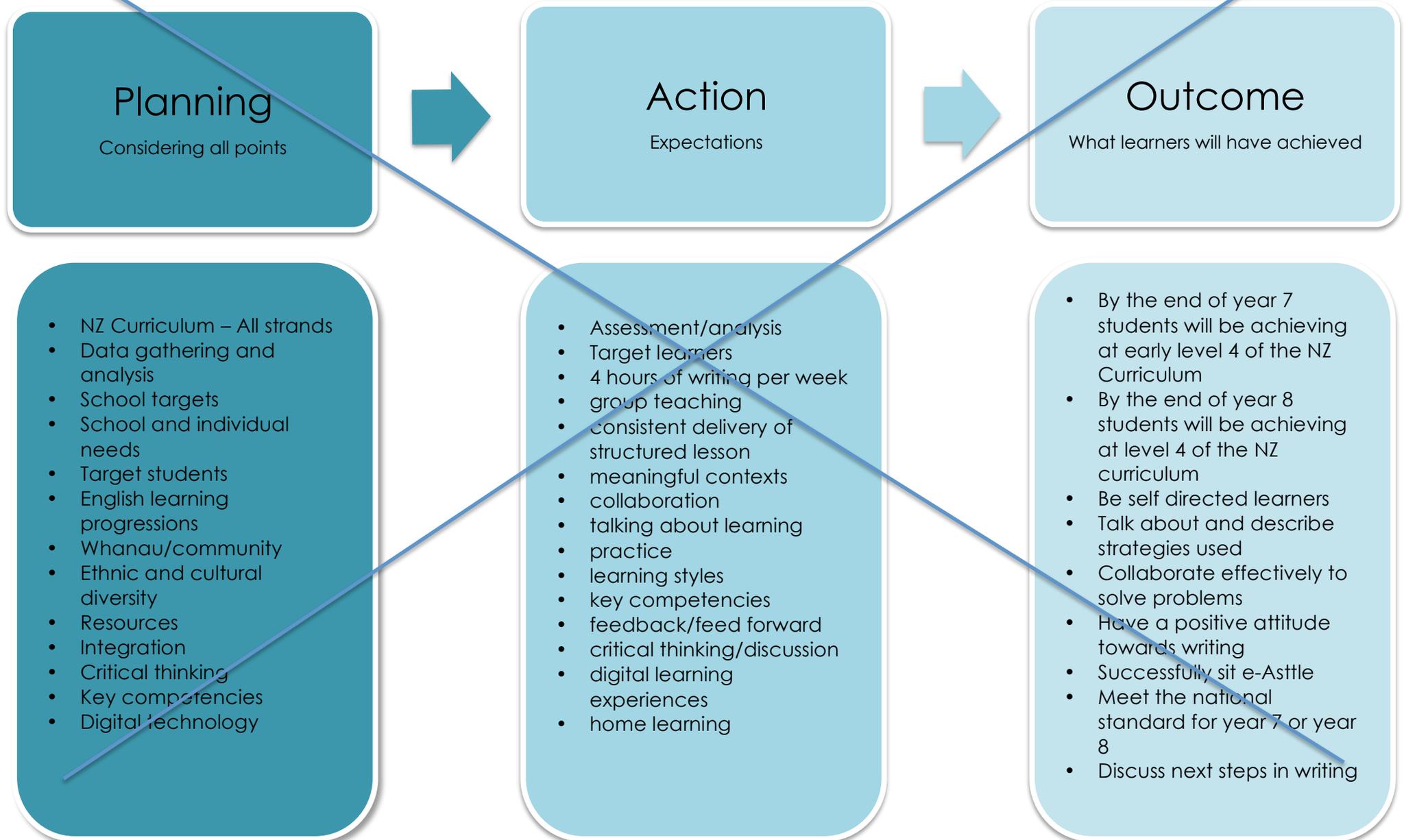




# WHAKATANE INTERMEDIATE SCHOOL

## ENGLISH CURRICULUM

MAKING MEANING OF IDEAS OR INFORMATION – **SPEAKING, WRITING, PRESENTING**





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### MAKING MEANING OF IDEAS OR INFORMATION – **SPEAKING, WRITING, PRESENTING**

LEVEL 3	LEVEL 4	LEVEL 5
All planning must consider the indicators for each Achievement Objective		
<p><b>Processes and strategies</b></p> <ul style="list-style-type: none"> <li>Integrate sources of information, processes, and strategies with developing confidence to identify, form, and express ideas.</li> </ul> <p><b>Purposes and audiences</b></p> <ul style="list-style-type: none"> <li>Show a developing understanding of how to shape texts for different purposes and audiences.</li> </ul> <p><b>Ideas</b></p> <ul style="list-style-type: none"> <li>Select, form, and communicate ideas on a range of topics.</li> </ul> <p><b>Language features</b></p> <ul style="list-style-type: none"> <li>Use language features appropriately, showing a developing understanding of their effects within and across texts.</li> </ul> <p><b>Structure</b></p> <ul style="list-style-type: none"> <li>Show a developing understanding of text structures.</li> </ul>	<p><b>Processes and strategies</b></p> <ul style="list-style-type: none"> <li>Integrate sources of information, processes, and strategies confidently to identify, form, and express ideas.</li> </ul> <p><b>Purposes and audiences</b></p> <ul style="list-style-type: none"> <li>Show an increasing understanding of how to shape texts for different purposes and audiences.</li> </ul> <p><b>Ideas</b></p> <ul style="list-style-type: none"> <li>Select, develop, and communicate ideas on a range of topics.</li> </ul> <p><b>Language features</b></p> <ul style="list-style-type: none"> <li>Use a range of language features appropriately, showing an increasing understanding of their effects.</li> </ul> <p><b>Structure</b></p> <ul style="list-style-type: none"> <li>Organise texts, using a range of appropriate structures.</li> </ul>	<p><b>Processes and strategies</b></p> <ul style="list-style-type: none"> <li>Integrate sources of information, processes, and strategies purposefully and confidently to identify, form, and express increasingly sophisticated ideas.</li> </ul> <p><b>Purposes and audiences</b></p> <ul style="list-style-type: none"> <li>Show an understanding of how to shape texts for different audiences and purposes.</li> </ul> <p><b>Ideas</b></p> <ul style="list-style-type: none"> <li>Select, develop, and communicate purposeful ideas on a range of topics.</li> </ul> <p><b>Language features</b></p> <ul style="list-style-type: none"> <li>Select and use a range of language features appropriately, showing an understanding of their effects.</li> </ul> <p><b>Structure</b></p> <ul style="list-style-type: none"> <li>Organise texts, using a range of appropriate, effective structures.</li> </ul>
<p><b>END OF YEAR 7</b> (The NZ curriculum: Writing at school)</p>	<p><b>END OF YEAR 8</b> (Writing Literacy Progressions)</p>	<p><b>WHAT DOES THIS LOOK LIKE AT WIS?</b></p>
<p><b>To meet the standard the student will be learning to:</b></p> <ul style="list-style-type: none"> <li>write for particular audiences and purposes using appropriate, clear and logical structures</li> <li>carefully plan their writing projects using a variety of strategies</li> <li>use paragraphs that link main ideas and supporting details, within and between paragraphs</li> <li>write in grammatically correct sentences using a range of language features and complex punctuation; eg rhetorical questions, metaphors, semicolons</li> <li>use correctly-spelt words, using a range of strategies. For example, letter-sound knowledge, spelling rules and conventions, meaning and spelling of word parts and word origins, letter patterns show they are revising and editing as well as proof-reading as they write.</li> </ul>	<p><b>When students at this level create texts, they:</b></p> <ul style="list-style-type: none"> <li>understand their purposes for writing and how to achieve those purposes (e.g., by using different ways to examine and present their own thinking and knowledge);</li> <li>plan effectively, where appropriate, by using strategies such as mind mapping or skills such as information-literacy skills to find and record the information they need for their writing;</li> <li>create content that is concise and relevant to the curriculum task, often including carefully selected detail and/or comment that supports or elaborates on the main points;</li> <li>craft and re-craft text by revising and editing, checking that the text meets its purpose and is likely to engage the intended audience, and proofreading the text to check the grammar, spelling, and punctuation;</li> <li>actively seek and respond to feedback on their writing.</li> </ul> <p><b>They draw on knowledge and skills that include:</b></p> <ul style="list-style-type: none"> <li>deliberately choosing a clear and logical text structure to suit their purpose and audience, sometimes innovating in order to achieve this;</li> <li>using language that is appropriate to the topic, audience,</li> </ul>	<ul style="list-style-type: none"> <li>A planned writing overview – based on needs</li> <li>Writing for a purpose and an audience</li> <li>Write using vocabulary and phrases suitable to the writing purpose</li> <li>Planned, purposeful writing including facts and/or emotional descriptions</li> <li>Use of real life experiences to guide the writing programme</li> <li>Teaching editing and proof reading and knowing the differences between the two</li> <li>Common language/understanding of the writing process throughout the school</li> <li>Use of models to guide student writing</li> <li>Students writing daily</li> <li>Promotion of oral language</li> <li>Variety of spelling programmes</li> <li>Dictionary/thesaurus skills</li> <li>Speech competitions – Manu Korero, English</li> <li>Performances, production, film, script writing,</li> </ul>

	<p>and purpose (e.g., expressive, academic, or subject-specific vocabulary) and discussing these language choices using appropriate terms, such as register and tone;</p> <ul style="list-style-type: none"> <li>• deliberately using written language features (e.g., rhetorical questions and metaphors) and visual language features to engage the audience and/or convey meaning;</li> <li>• fluently and correctly encoding most unfamiliar words (including words of many syllables) by drawing on their knowledge of how words work (e.g., in terms of diverse phoneme–grapheme relationships, common and reliable spelling rules and conventions, and the meanings and spellings of morphemes) and their knowledge of word derivations;</li> <li>• organising their writing into paragraphs in which the ideas are clearly related and linking these paragraphs;</li> <li>• using a variety of sentence structures, beginnings, and lengths for effect;</li> <li>• using complex sentences that are grammatically correct;</li> <li>• using basic punctuation correctly and attempting some complex punctuation (e.g., using semicolons, colons, and parentheses).</li> </ul>	<ul style="list-style-type: none"> <li>• Extravaganza</li> <li>• Handwriting</li> <li>• Part of speech</li> <li>• Te Reo/Mandarin</li> <li>• Vocab building</li> <li>• Language/writing skills</li> <li>• Opportunities to use a variety of presentation techniques i.e PowerPoint, Blogging, by hand</li> <li>• Teaching of specific layouts for presenting</li> <li>• Developing a love of writing by providing opportunities for students to express themselves</li> <li>• Manu Korero/Pepeha/karakia/waiata</li> <li>• Kapahaka</li> <li>• Powhiri</li> <li>• Role plays/readers theatre</li> <li>• Retelling of local legends</li> <li>• ICAS English, writing</li> <li>• Written language competitions</li> <li>• Student conferencing</li> <li>• Sharing and discussing own writing</li> <li>• Helping Circle – giving and receiving feedback/feedforward</li> <li>• Gail Loane</li> <li>• Exhibition of work for Whanau</li> <li>• Science Fair</li> <li>• Differentiated learning</li> <li>• STEPS</li> <li>• Self-reflection</li> <li>• Peer assessment/appreciation</li> <li>• Matrix/rubrics for self assessment</li> </ul>
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# WRITING OVERVIEW

TERM ONE	TERM TWO	TERM 3	TERM 4
<p><b>Exploring Language</b>            Word classes (nouns etc), sentence structure, paragraphs, use of a dictionary, Developing a 'tool box'.            Development of a greater understanding of language features used in writing. For example simile, metaphor, personification.            Use models and unpack the language features.</p>	<p><b>Exploring Language</b></p>	<p><b>Exploring Language</b></p>	<p><b>Exploring Language</b></p>
<p><b>PERSONAL WRITING</b></p>	<p><b>TRANSACTIONAL WRITING</b></p>	<p><b>PERSUASIVE WRITING</b></p>	<p><b>POETIC WRITING/PERSONAL WRITING</b></p>
<p>Brainstorming, building word lists, discussion. This could be daily in the form of a writing diary.</p> <ul style="list-style-type: none"> <li>• Recount</li> <li>•</li> </ul>	<p>Writing instructions, directions, writing up conclusions of science experiments etc.</p> <ul style="list-style-type: none"> <li>• Procedure</li> <li>•</li> </ul>	<p>Expressing an opinion through writing.</p> <ul style="list-style-type: none"> <li>• Argument</li> <li>• Speeches</li> <li>• Debating</li> <li>• Letters to the editor</li> </ul>	<p>Poetic Writing</p> <ul style="list-style-type: none"> <li>• Fable</li> <li>• Legend</li> <li>• Character description</li> </ul> <p>Personal Writing</p> <ul style="list-style-type: none"> <li>• Email</li> <li>• Letters</li> <li>•</li> </ul>

**Written language is interwoven with reading, visual, and oral language.**