

PROGRAMME PLANNING

1. School-wide programmes will take into consideration the needs and experiences of students.
2. The school English programme shows strands and achievement objectives for Levels 1-3.
3. Suggested contexts are listed for each level covering a two-year period. These are repeated at each level as learning follows a spiral cycle.
4. Each staff member will use school resources to ensure a balanced programme is taught with the achievement objectives being covered in a variety of ways.
5. The two interconnected strands to be covered are:
 Listening, Reading and Viewing [making meaning]
 Speaking, Writing and Presenting [creating meaning]
6. The two Key Competencies that will be emphasised are:
 Thinking and Using Language, Symbols and Texts.
7. Strands and relevant achievement objectives, specific learning outcomes, key competencies, contexts, learning activities, assessment and integrated areas will form the basis of teaching and learning programmes.

**TAPANUI SCHOOL
ENGLISH
CURRICULUM PLAN**

AIM OF ENGLISH

Students will:

- engage with and enjoy language in all its varieties.
- understand, use and create oral, written and visual texts effectively in a range of contexts.

'The New Zealand Curriculum' and 'English in the NZ Curriculum' are the basis for this plan.

RESOURCES

English resources are stored in both the Junior and Senior blocks in three separate resource rooms.

Books for instruction are organised using the colour wheel and/or reading levels. Journals are boxed according to their levels.

Teaching resources used regularly are kept in classrooms.

New resources are constantly being added to keep English lessons relevant and up to date.

Outdated material is replaced and known gaps are filled.

We have a wide variety of resources so that a teacher can follow interests, select to class/individual needs or develop an objective from another starting point.

Information Communication Technology will be used where appropriate—fax, computer programmes, intranet and internet.

The library is also an important resource and will be used for both recreational and research purposes.

ASSESSMENT AND EVALUATION

1. Assessment will be an integral part of the English programme.
2. Students' progress in relation to achievement objectives and specific learning outcomes from the two strands will be assessed on a regular basis.
3. Work samples will be collected/pasted into Sample Books to show some English activities covered by students.
4. A variety of assessment methods will be used to give feedback and feedforward to students and report to parents and the BOT.
5. Children who are identified as having remedial / extension needs will use *SuccessMakerNZ* programmes where this is required.

SCHOOL AND COMMUNITY GOALS Children will learn through:

MAKING MEANING OF IDEAS OR INFORMATION STUDENTS RECEIVE:

- Listening: to listen attentively / to question, interpret and gain meaning from what is heard
- Reading: to develop strategies to become independent readers / to develop a love of reading / to develop the skills necessary to access information / to explore a wide range of literature
- Viewing: to view a variety of media including static and moving images / to critically evaluate what is viewed

CREATING MEANING FOR THEMSELVES OR OTHERS:

- Speaking: to become confident and clear speakers in a variety of situations / to organise ideas before speaking / to express themselves clearly and articulately / to recall, ask and answer questions
- Writing: to use conventions of written language [spelling, grammar and punctuation] / to become independent writers / to express their ideas in a variety of forms or genre / to learn spelling words and use these in writing
- Presenting: to develop neat and legible handwriting / to present both moving and static images, using verbal and visual features,