



# English Curriculum

## Overview:

From the transition from home or ECE to Collingwood New Entrant classroom, Reading, Writing and Oral language are the major focus for students, who are taught to read in small groups and are introduced to a range of text types. Writing is taught in a way that ensures that all students succeed, and everyone can learn and practice the basic grammar rules to write their own stories successfully.

English through the middle and secondary school is a spiral curriculum whereby students work on increasingly sophisticated texts in terms of the ideas, themes and features of the texts. This way, students improve their abilities in speaking, listening, writing and reading as presenters and viewers.

The ability to engage with texts in all forms allows students to achieve and succeed in all areas of the educational curriculum and life beyond school. Our bi-cultural heritage and multicultural status should be interwoven into the learning in order to honour the lives of all students. It is important that students at Collingwood Area School study a wide range of texts, including New Zealand and International texts. This helps students gain a sense of identity and what is special about Collingwood, Golden Bay, New Zealand and the World. It also helps students understand different perspectives and viewpoints other than the students own.

Through the Key Competencies of Managing Self, Participating and contributing, Thinking, Relating to others and Using language symbols and texts represent qualities we want to foster in our tamariki.

These skills need to be worked on explicitly with the student's knowledge. Whilst these competencies will not be assessed they will be worked on in a variety of ways; Discussed in groups and deconstructed into what it means for students. Added as part of aims and objectives for lessons which are clearly referred to at the start of the lesson or task. Reflected on by students in evaluative tasks.

*"It gives them access to knowledge and skills that they will need to participate fully in the social, cultural, political, and economic life of New Zealand and the wider world."*

– pg 18 The New Zealand Curriculum

## References



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**Effective Literacy Practice in Years 5-8** Ministry of Education, Learning Media Ltd, Wellington

**New Zealand Curriculum**, Ministry of Education, Learning Media Ltd, Wellington

**Effective Literacy Strategies in Years 9-13 A Guide for teachers**, Ministry of Education, Learning Media Ltd, Wellington

**Literacy Leadership in New Zealand Schools Years 9-13** Ministry of Education, Learning Media Ltd, Wellington

**The Literacy Learning Progressions, Meeting the Reading and Writing Demands of the Curriculum**,  
Ministry of Education, Wellington, Learning Media Ltd



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## Year 1

<b>Assessments</b>	<ul style="list-style-type: none"><li>● Observation survey at 6 years.</li><li>● Running records.</li><li>● Ongoing formative assessment of classwork record forms majority of evidence.</li></ul>
<b>Teaching Strategies</b>	<p><b>In reading :</b></p> <ul style="list-style-type: none"><li>● Lesson objectives stated and displayed at the start of the lesson.</li><li>● Small group guided reading.</li><li>● Teacher read alouds.</li><li>● Reading at home.</li><li>● Peer reading.</li><li>● Library visits and personal reading.</li><li>● Word cards.</li><li>● Alphabet Books.</li><li>● Teacher targeting students who need extra support.</li><li>● Interventions if needed eg. Reading Recovery, Alphabet or phonological awareness programmes.</li></ul> <p><b>In Writing:</b></p> <ul style="list-style-type: none"><li>● Lesson objectives stated and displayed at the start of the lesson.</li><li>● Working Walls to include: annotated student work, key vocab, process of writing.</li><li>● Co-constructed success criteria.</li><li>● Teacher demonstration</li><li>● Needs based writing groups</li><li>● Individual writing tasks.</li><li>● Individual support by teacher or teacher aide.</li><li>● Teacher praise and feedback.</li><li>● Teacher targeting individual students who need support</li><li>● Word bursts regularly</li></ul>



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<b>Community Support Ideas</b>	<ul style="list-style-type: none"><li>• Home Reading.</li><li>• Parent help – promoting reading/ stories in the library and mat time.</li><li>• Reading Together Workshops: Yearly to promote effective learning at home.</li><li>• Librarian visits - TDC Library.</li><li>• Holiday Reading Programmes.</li></ul>
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## Year 2

<b>Year Level</b>	<b>Yr 2</b>
<b>SOLO - Relevant concepts to inform teaching</b>	Students will define, name, find, match, identify, draw, label, recall, describe, list, outline, follow a procedure
<b>Skills</b>	By the end of Year 2 students will be able to: <ul style="list-style-type: none"><li>• Work independently programmes on the computer. Eg. Reading Eggs and Mathletics</li><li>• Begin to publish their writing on the computer</li><li>• Read a story or poem to the class.</li><li>• Participate in class discussions.</li><li>• Share their news with the class.</li><li>• Work with a partner when doing group work.</li><li>• Help complete a task in a given timeframe.</li></ul>
<b>Reading Skills</b>	By the end of Year 2 students will be able to: <ul style="list-style-type: none"><li>• Be reading at Turquoise level in the Ready to Read series.</li><li>• Use a variety of reading strategies to work out words.</li><li>• Recognise many high frequency words. (300-500)</li><li>• Use comprehension strategies.</li></ul>



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<b>Writing Skills</b>	By the end of Year 2 students will be able to: <ul style="list-style-type: none"><li>● Plan and write several sentences independently. Including some compound sentences.</li><li>● Hear and record letters and sounds as they are writing.</li><li>● Write legibly.</li><li>● Can write essential word lists 1 to 3 by the end of the year.</li><li>● Independently complete a piece of writing within a given time frame.</li><li>● Proofread their writing by underlining some spelling errors and applying some fix up strategies.</li></ul>
<b>Spelling, Grammar &amp; Punctuation.</b>	By the end of Year 2 students will be able to: <ul style="list-style-type: none"><li>● Use strategies to support their spelling. (wall charts, dictionaries e.g.)</li><li>● Re-read their writing to make sure it makes sense.</li><li>● Underline words that are not spelt correctly and apply some fix up strategies.</li><li>● Use capitals and full stops correctly.</li></ul>
<b>Possible Topics</b>	<ul style="list-style-type: none"><li>● Literacy can be integrated into other areas of learning such as Science, Maths, Art or Topic.</li></ul>

## Year 2

<b>Assessments</b>	<ul style="list-style-type: none"><li>● Observation survey at 6 years.</li><li>● Running records</li><li>● Peter's Spelling</li><li>● Ongoing formative assessment of classwork should form majority of evidence.</li></ul>
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<b>Teaching Strategies</b>	<p><b>In reading :</b></p> <ul style="list-style-type: none"><li>● Lesson objectives stated and displayed at the start of the lesson.</li><li>● Small group guided reading.</li><li>● Teacher read alouds.</li><li>● Reading at home.</li><li>● Peer reading.</li><li>● Library visits and personal reading.</li><li>● Teacher targeting students who need extra support.</li><li>● Interventions if needed eg. Reading Recovery, Alphabet or phonological awareness programmes.</li><li>● Learning intentions written and shared at the start of the learning.</li></ul> <p><b>In Writing:</b></p> <ul style="list-style-type: none"><li>● Lesson objectives stated and displayed at the start of the lesson.</li><li>● Teacher demonstration</li><li>● Working Walls to include: annotated student work, key vocab, process of writing.</li><li>● Co-constructed success criteria.</li><li>● Needs based writing groups</li><li>● Individual writing tasks.</li><li>● Individual support by teacher or teacher aide.</li><li>● Teacher praise and feedback.</li><li>● Teacher targeting individual students who need support</li><li>● Word bursts regularly</li></ul>
<b>Community Support Ideas</b>	<ul style="list-style-type: none"><li>● Home Reading.</li><li>● Parent help – promoting reading/ stories in the library and mat time.</li><li>● Reading Together Workshops: Yearly to promote effective learning at home.</li><li>● Librarian visits - TDC Library.</li><li>● Holiday Reading Programmes.</li></ul>



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## Year 3

Year Level	Yr 3
<b>SOLO - Relevant concepts to inform teaching</b>	Students will define, name, find, match, identify, draw, label, recall, describe, list, outline, follow a procedure
<b>Skills</b>	By the end of Year 3 students will be able to: <ul style="list-style-type: none"><li>● Work independently programmes on the computer. Eg.core five and studyladder.</li><li>● Publish their writing on the computer.</li><li>● Read a story or poem to the class, or perform a simple play.</li><li>● Share their news with the class.</li><li>● Participate in class discussions.</li><li>● Work with a partner when doing group work and peer/share.</li><li>● Help complete a task in a group within a given time frame.</li></ul>
<b>Reading Skills</b>	By the end of Year 3 students will be able to: <ul style="list-style-type: none"><li>● Be reading at Gold level in the Ready to Read series.</li><li>● Use and articulate a variety of reading strategies to work out unknown words.</li><li>● Can read all high frequency words automatically.</li><li>● Integrate and use a variety of comprehension strategies.</li><li>● Evaluate information and ideas within a text.</li></ul>



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<b>Writing Skills</b>	By the end of Year 3 students will be able to: <ul style="list-style-type: none"><li>● Use a variety of planning strategies</li><li>● Write several sentences independently that are elaborated by the use of adjectives, adverbs, conjunctions.</li><li>● Can write essential word lists 1 to 4 by the end of the year.</li><li>● Independently complete a piece of writing within a given time frame.</li><li>● Be legible, accurate and laid out effectively.</li><li>● Proofread their writing by underlining some spelling errors and applying fix up strategies.</li></ul>
<b>Spelling, Grammar &amp; Punctuation</b>	By the end of Year 3 students will be able to: <ul style="list-style-type: none"><li>● Use strategies to support their spelling. (wall charts, dictionaries e.g.)</li><li>● Re-read their writing to make sure it makes sense.</li><li>● Underline words that are not spelt correctly and apply fix up strategies.</li><li>● Use capitals and full stops correctly and begin to use some other punctuation.</li></ul>
<b>Possible Topics</b>	<ul style="list-style-type: none"><li>● Literacy can be integrated into other areas of learning such as Science, Art or Maths.</li></ul>

## Year 3

<b>Assessments</b>	<ul style="list-style-type: none"><li>● EasTTle Writing</li><li>● Running records</li><li>● Ongoing formative assessment of classwork should form majority of evidence.</li></ul>
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<b>Teaching Strategies</b>	<p><b>In reading :</b></p> <ul style="list-style-type: none"><li>● Lesson objectives stated and displayed at the start of the lesson.</li><li>● Small group guided reading.</li><li>● Teacher read alouds.</li><li>● Reading at home.</li><li>● Peer reading.</li><li>● Library visits and personal reading.</li><li>● Teacher targeting students who need extra support.</li><li>● Interventions if needed eg. Core 5, Multilit.</li></ul> <p><b>In Writing:</b></p> <ul style="list-style-type: none"><li>● Lesson objectives stated and displayed at the start of the lesson.</li><li>● Working Walls to include: annotated student work, key vocab, process of writing.</li><li>● Co-constructed success criteria.</li><li>● Teacher demonstration</li><li>● Needs based writing groups</li><li>● Individual writing tasks.</li><li>● Individual support by teacher or teacher aide.</li><li>● Teacher praise and feedback.</li><li>● Teacher targeting individual students who need support</li><li>● Word bursts regularly</li></ul>
<b>Community Support Ideas</b>	<ul style="list-style-type: none"><li>● Home Reading.</li><li>● Parent help – promoting reading/ stories in the library and mat time.</li><li>● Reading Together Workshops: Yearly to promote effective learning at home.</li><li>● Librarian visits - TDC Library.</li><li>● Holiday Reading Programmes.</li></ul>



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## Year 4

Year Level	Yr 4
<b>SOLO - Relevant concepts to inform teaching</b>	Students will define, name, find, match, identify, draw, label, recall, describe, list, outline, follow a procedure, generalise, compose, design, perform, predict, reflect, create, plan, argue
<b>Skills</b>	By the end of Year 4 students will be able to: <ul style="list-style-type: none"><li>● Work independently programmes on the computer.</li><li>● Publish their writing on the computer.</li><li>● Use google docs to write documents and make presentations.</li><li>● Begin to research on the internet with support.</li><li>● Read a story or poem to the class, or perform a play.</li><li>● Share their news with the class.</li><li>● Participate in class discussions.</li><li>● Complete a task in a group within a given time frame.</li></ul>
<b>Reading Skills</b>	By the end of Year 4 students will be able to: <ul style="list-style-type: none"><li>● Be reading a variety of texts at Level 2.</li><li>● Use and articulate a variety of reading strategies to work out unknown words.</li><li>● Can read all high frequency words automatically.</li><li>● Integrate and use a variety of comprehension strategies.</li><li>● Use a variety of strategies to monitor reading.</li><li>● Evaluate a variety of texts and discuss responses to them.</li><li>● Read for sustained periods of time. E. Short novels for 20-30 minutes over several days.</li></ul>



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<b>Year 4 Writing Skills</b>	<p>By the end of Year 4 students will be able to:</p> <ul style="list-style-type: none"><li>● Plan and organise ideas and information logically.</li><li>● Expand their writing vocabulary.</li><li>● Use a variety of sentence types and sentence beginnings.</li><li>● Can write essential word lists 1 to 5 by the end of the year.</li><li>● Independently complete a piece of writing within a given time frame.</li><li>● Be legible, accurate and laid out effectively.</li><li>● Revise their writing for clarity and impact.</li><li>● Proofread their writing for accuracy, using supports and reference materials when necessary.</li></ul>
<b>Year 4 Spelling, Grammar &amp; Punctuation</b>	<p>By the end of Year 4 students will be able to:</p> <ul style="list-style-type: none"><li>● Use strategies to support their spelling. (dictionaries, thesaurus e.g.)</li><li>● Re-read as they are writing to check for consistency of meaning and fitness for purpose.</li><li>● Proofread their spelling and fix up errors.</li><li>● Correct spelling of most high frequency words.</li><li>● Correct use of most punctuation marks.</li></ul>
<b>Possible Topics</b>	<ul style="list-style-type: none"><li>● Literacy can be integrated into other areas of learning such as Maths, Science, Technology or Art.</li></ul>
<b>Assessments</b>	<ul style="list-style-type: none"><li>● Pat Reading</li><li>● EastTtle Writing</li><li>● Running records ( unless reading age of 13yrs or more.)</li><li>● Peter’s Spelling programme.</li></ul>



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<b>Teaching Strategies</b>	<p><b>In reading :</b></p> <ul style="list-style-type: none"><li>● Lesson objectives stated and displayed at the start of the lesson.</li><li>● Sustained silent reading.</li><li>● Small group guided reading.</li><li>● Teacher read alouds.</li><li>● Reading at home.</li><li>● Peer reading.</li><li>● Library visits and personal reading.</li><li>● Teacher targeting students who need extra support.</li><li>● Interventions if needed eg. Core 5, Multilit.</li></ul> <p><b>In Writing:</b></p> <ul style="list-style-type: none"><li>● Lesson objectives stated and displayed at the start of the lesson.</li><li>● Working Walls to include: annotated student work, key vocab, process of writing.</li><li>● Co-constructed success criteria.</li><li>● Teacher demonstration.</li><li>● Needs based writing groups.</li><li>● Individual writing tasks.</li><li>● Individual support by teacher or teacher aide.</li><li>● Teacher praise and feedback.</li><li>● Teacher targeting individual students who need support.</li></ul>
<b>Community Support Ideas</b>	<ul style="list-style-type: none"><li>● Home Reading.</li><li>● Parent help – promoting reading/ stories in the library and mat time. .</li><li>● Librarian visits - TDC Library.</li><li>● Holiday Reading Programmes.</li></ul>



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## Year 5

<b>Year Level</b>	<b>Yr 5</b>
<b>SOLO - Relevant concepts to inform teaching</b>	Students will define, name, find, match, identify, draw, label, recall, describe, list, outline, follow a procedure, generalise, compose, design, perform, predict, reflect, create, plan, argue
<b>Skills</b>	By the end of Year 5 students will be able to: <ul style="list-style-type: none"><li>● Work independently programmes on the computer. Eg. Reading Eggs and Mathletics.</li><li>● Publish their writing on the computer.</li><li>● Use google docs to write documents and make presentations.</li><li>● Begin to research on the internet with support.</li><li>● Read a story or poem to the class, or perform a play.</li><li>● Participate in class discussions.</li><li>● Complete a task in a group within a given time frame.</li></ul>
<b>Reading Skills</b>	By the end of Year 5 students will be able to: <ul style="list-style-type: none"><li>● Be reading a variety of texts at Level 2-3.</li><li>● Use and articulate a variety of reading strategies to work out unknown words.</li><li>● Can read all high frequency words automatically.</li><li>● Integrate and use a variety of comprehension strategies.</li><li>● Use a variety of strategies to monitor reading.</li><li>● Evaluate a variety of texts and discuss responses to them.</li><li>● Read for sustained periods of time. E. Short novels for 20-30 minutes over several days.</li></ul>



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<b>Writing Skills</b>	<p>By the end of Year 5 students will be able to:</p> <ul style="list-style-type: none"><li>● Plan and organise ideas and information logically.</li><li>● Expand their writing vocabulary.</li><li>● Use a variety of sentence types and sentence beginnings.</li><li>● Can write essential word lists 1 to 6 by the end of the year.</li><li>● Independently complete a piece of writing within a given time frame.</li><li>● Be legible, accurate and laid out effectively.</li><li>● Revise their writing for clarity and impact.</li><li>● Proofread their writing for accuracy, using supports and reference materials when necessary.</li></ul>
<b>Grammar &amp; Punctuation</b>	<p>By the end of Year 5 students will be able to:</p> <ul style="list-style-type: none"><li>● Use strategies to support their spelling. (dictionaries, thesaurus e.g.)</li><li>● Re-read as they are writing to check for consistency of meaning.</li><li>● Proofread their spelling and fix up errors.</li><li>● Correct spelling of most high frequency words.</li><li>● Correct use of most punctuation marks.</li></ul>
<b>Year 5 Possible Topics</b>	<ul style="list-style-type: none"><li>● Literacy can be integrated into other areas of learning such as Maths, Science or Art.</li></ul>
<b>Assessments</b>	<ul style="list-style-type: none"><li>● PAT Reading</li><li>● EasTTle Writing</li><li>● Running records (until reading age exceeds 13yrs)</li><li>● Peter's Spelling</li></ul>



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<b>Teaching Strategies</b>	<p><b>In reading :</b></p> <ul style="list-style-type: none"><li>● Lesson objectives stated and displayed at the start of the lesson.</li><li>● Working Walls to include: annotated student work, key vocab, process of writing.</li><li>● Co-constructed success criteria.</li><li>● Sustained silent reading.</li><li>● Small group guided reading.</li><li>● Teacher read alouds.</li><li>● Reading at home.</li><li>● Peer reading.</li><li>● Library visits and personal reading.</li><li>● Teacher targeting students who need extra support.</li><li>● Interventions if needed eg. Core 5, Multilit.</li></ul> <p><b>In Writing:</b></p> <ul style="list-style-type: none"><li>● Lesson objectives stated and displayed at the start of the lesson.</li><li>● Teacher demonstration.</li><li>● Needs based writing groups.</li><li>● Individual writing tasks.</li><li>● Individual support by teacher or teacher aide.</li><li>● Teacher praise and feedback.</li><li>● Teacher targeting individual students who need support.</li></ul>
<b>Community Support Ideas</b>	<ul style="list-style-type: none"><li>● Home Reading.</li><li>● Parent help – promoting reading/ stories in the library and mat time.</li><li>● Parent Education Seminar: promoting effective teaching strategies for parents.</li><li>● Librarian visits - TDC Library.</li><li>● Holiday Reading Programmes.</li></ul>



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## Year 6

Year Level	Yr 6
<b>SOLO - Relevant concepts to inform teaching</b>	Students will define, name, find, match, identify, draw, label, recall, describe, list, outline, follow a procedure, generalise, compose, design, perform, predict, reflect, create, plan, argue, sequence, compare and contrast, explain effects, distinguish, question, classify, explain causes
<b>Skills</b>	By the end of Year 6 students will be able to: <ul style="list-style-type: none"><li>● Work independently using programmes on the computer. Eg. Read Theory and Studyladder..</li><li>● Publish their writing in a variety of ways.</li><li>● Use google docs to write documents and make presentations.</li><li>● Begin to research on the internet with support.</li><li>● Read a story or poem to the class, or perform a play.</li><li>● Participate in class discussions.</li><li>● Complete a task in a group within a given time frame.</li></ul>
<b>Reading Skills</b>	By the end of Year 6 students will be able to: <ul style="list-style-type: none"><li>● Be reading a variety of texts at Level 3.</li><li>● Use and can explain a variety of reading strategies to work out unknown words.</li><li>● Can monitor their reading for accuracy and sense.</li><li>● Draw on a repertoire of comprehension strategies.</li><li>● Can locate information in a variety of texts.</li><li>● Use strategies to compare and evaluate information.</li><li>● Read for sustained periods of time. Eg. Short novels for 20-30 minutes over several days.</li></ul>





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<b>Writing Skills</b>	<p>By the end of Year 6 students will be able to:</p> <ul style="list-style-type: none"><li>• Can make text level choices (eg. About text type and text form) to suit the intended purpose and audience and routinely plan for writing using a variety of planning activities.</li><li>• Can make sentence and word level choices to select the best language for the purpose and audience. Eg. Precise and descriptive words.</li><li>• Organise related ideas into a topic sentence with supporting details in paragraphs.</li><li>• Have automatised the basic skills for writing words (handwriting, spelling and punctuation)</li><li>• Revise their writing for clarity and impact.</li><li>• Independently review and revise their writing, to clarify meaning and add impact, and proofread to correct grammar, spelling and punctuation.</li></ul>
<b>Spelling, Grammar &amp; Punctuation.</b>	<p>By the end of Year 6 students will be able to:</p> <ul style="list-style-type: none"><li>• Have automatised the basic skills for writing words (handwriting, spelling and punctuation)</li><li>• Revise their writing for clarity and impact.</li><li>• Independently review and revise their writing, to clarify meaning and add impact, and proofread to correct grammar, spelling and punctuation.</li></ul>
<b>Year 6 Possible Topics</b>	<ul style="list-style-type: none"><li>• Literacy can be integrated into other areas of learning.</li></ul>

<b>Assessments</b>	<ul style="list-style-type: none"><li>• PAT Reading</li><li>• EastTtle Writing</li><li>• Running records (until reading age of 13yrs is reached.)</li><li>• Peter's spelling programme.</li></ul>
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<b>Teaching Strategies</b>	<p><b>In Reading :</b></p> <ul style="list-style-type: none"><li>● Lesson objectives stated and displayed at the start of the lesson.</li><li>● Working Walls to include: annotated student work, key vocab, reading strategies.</li><li>● Co-constructed success criteria.</li><li>● Sustained silent reading.</li><li>● Small group guided reading.</li><li>● Teacher read alouds.</li><li>● Reading at home.</li><li>● Peer reading.</li><li>● Library visits and personal reading.</li><li>● Teacher targeting students who need extra support.</li><li>● Interventions if needed eg. Core 5, Multilit.</li></ul> <p><b>In Writing:</b></p> <ul style="list-style-type: none"><li>● Lesson objectives stated and displayed at the start of the lesson.</li><li>● Working Walls to include: annotated student work, key vocab, process of writing.</li><li>● Co-constructed success criteria.</li><li>● Teacher demonstration.</li><li>● Needs based writing groups.</li><li>● Individual writing tasks.</li><li>● Individual support by teacher or Learning Assistant.</li><li>● Teacher praise and feedback.</li><li>● Teacher targeting individual students who need support.</li></ul>
<b>Community Support Ideas</b>	<ul style="list-style-type: none"><li>● Home Reading.</li><li>● Parent Education Seminar: promoting effective teaching strategies for parents.</li><li>● Librarian visits - TDC Library.</li><li>● Holiday Reading Programmes.</li></ul>



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## Year 7

Year Level	Yr 7
<b>SOLO - Relevant concepts to inform teaching</b>	Students will define, name, find, match, identify, draw, label, recall, describe, list, outline, follow a procedure, generalise, compose, design, perform, predict, reflect, create, plan, argue, sequence, compare and contrast, explain effects, distinguish, question, classify, explain causes, apply, interview, organise, make an analogy,
<b>Skills</b>	By the end of Year 7 students will be able to: <ul style="list-style-type: none"><li>● Use various computer programmes to assist learning. Eg. Read theory and Studyladder.</li><li>● Publish their writing in a variety of ways.</li><li>● Use google docs to write documents and make presentations.</li><li>● Begin to research on the internet with support.</li><li>● Read a story or poem to the class, or perform a play.</li><li>● Participate in class discussions.</li><li>● Complete a task in a group within a given time frame.</li></ul>
<b>Reading Skills</b>	By the end of Year 7 students will be able to: <ul style="list-style-type: none"><li>● Be reading a variety of texts at Level 4.</li><li>● Use and can explain a variety of reading strategies to work out unknown words.</li><li>● Can monitor their reading for accuracy and sense.</li><li>● Draw on a repertoire of comprehension strategies.</li><li>● Can locate information in a variety of texts.</li><li>● Use strategies to compare and evaluate information.</li><li>● Read for sustained periods of time. Eg. Short novels for 20-30 minutes over several days.</li></ul>



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<b>Writing Skills</b>	<p>By the end of Year 7 students will be able to:</p> <ul style="list-style-type: none"><li>● Can make text level choices (eg. About text type and text form) to suit the intended purpose and audience and routinely plan for writing using a variety of planning activities.</li><li>● Can make sentence and word level choices to select the best language for the purpose and audience. Eg. Precise and descriptive words.</li><li>● Organise related ideas into a topic sentence with supporting details in paragraphs.</li><li>● Have automatised the basic skills for writing words (handwriting, spelling and punctuation)</li><li>● Revise their writing for clarity and impact.</li><li>● Independently review and revise their writing, to clarify meaning and add impact, and proofread to correct grammar, spelling and punctuation.</li></ul>
<b>Year 7 Spelling, Grammar &amp; Punctuation.</b>	<p>By the end of Year 7 students will be able to:</p> <ul style="list-style-type: none"><li>● Have automatised the basic skills for writing words (handwriting, spelling and punctuation)</li><li>● Revise their writing for clarity and impact.</li><li>● Independently review and revise their writing, to clarify meaning and add impact, and proofread to correct grammar, spelling and punctuation.</li></ul>
<b>Possible Topics</b>	<ul style="list-style-type: none"><li>● World War 1 and the Anzacs</li><li>● Friendship</li><li>● Relationships/Family</li><li>● Survival</li></ul>
<b>Assessments</b>	<ul style="list-style-type: none"><li>● Pat Reading</li><li>● EasTTle Writing</li><li>● Running records (until reading age exceeds 13yrs).</li><li>● Peter's Spelling</li></ul>
<b>Teaching Strategies</b>	<p><b>In reading :</b></p> <ul style="list-style-type: none"><li>● Lesson objectives stated and displayed at the start of the lesson.</li><li>● Thematic study incorporating a novel, short story or non-fiction text, read as a class.</li><li>● Sustained silent reading.</li><li>● Small group guided reading if needed.</li><li>● Teacher read alouds.</li></ul>



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	<ul style="list-style-type: none"><li>● Reading at home.</li><li>● Peer reading.</li><li>● Library visits and personal reading.</li><li>● Teacher targeting students who need extra support.</li><li>● Interventions if needed eg. Core 5, Multilit.</li></ul> <p><b>In Writing:</b></p> <ul style="list-style-type: none"><li>● Lesson objectives stated and displayed at the start of the lesson.</li><li>● Working Walls to include: annotated student work, key vocab, process of writing.</li><li>● Co-constructed success criteria.</li><li>● Teacher demonstration.</li><li>● Needs based writing groups.</li><li>● Individual writing tasks.</li><li>● Individual support by teacher or teacher aide.</li><li>● Teacher praise and feedback.</li><li>● Teacher targeting individual students who need support.</li></ul>
<b>Community Support Ideas</b>	<ul style="list-style-type: none"><li>● Home Reading.</li><li>● Parent Education Seminar: promoting effective teaching strategies for parents.</li><li>● Librarian visits - TDC Library.</li><li>● Holiday Reading Programmes.</li></ul>



# English Curriculum

## Year 8

Year Level	Yr 8
<b>SOLO - relevant concepts for year level</b>	Students will define, name, find, match, identify, draw, label, recall, describe, list, outline, follow a procedure, generalise, compose, design, perform, predict, reflect, create, plan, argue, sequence, compare and contrast, explain effects, distinguish, question, classify, explain causes, apply, interview, organise, make an analogy, analyse, prioritise, construct, invent, perform, compose, justify, invent, prove.
<b>Skills</b>	By the end of Year 8 students will be able to: <ul style="list-style-type: none"><li>● Use various computer programmes to assist learning. eg. e-books online &amp; Studyladder.</li><li>● Publish their writing.</li><li>● Use google docs to write documents and make presentations.</li><li>● Build research and inquiry skills, such as scanning for information, judging usefulness and reliability and referencing.</li><li>● Present / talk to class about current events, speech, presentation, reading or poem to class.</li><li>● Participate fully in class discussions.</li><li>● Complete a task in a group within a given time frame.</li></ul>
<b>Reading Skills</b>	By the end of Year 8 students will be able to: <ul style="list-style-type: none"><li>● Be reading a variety of texts at Level 4.</li><li>● Can select texts at their reading level to meet specific reading purposes. Eg. To find information.</li><li>● Understand academic vocabulary that relates to their learning.</li><li>● Can use their knowledge of the features and structures of a wide variety of text types and forms to aid comprehension.</li><li>● Increasingly control their use of comprehension strategies in flexible ways and draw on a repertoire of such strategies when they know they are not comprehending the text thoroughly.</li><li>● Use a variety of strategies to gather and synthesise information across a small range of texts and text forms and can identify and resolve issues arising from</li></ul>



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	<p>competing information.</p> <ul style="list-style-type: none"><li>● Identify and evaluate writers' purposes and apply some criteria to evaluate texts.</li></ul>
<b>Year 8 Writing Skills</b>	<p>By the end of Year 8 students will be able to:</p> <ul style="list-style-type: none"><li>● Use their writing to examine their own thinking and knowledge.</li><li>● Plan effectively to match the writing purpose with the appropriate text form.</li><li>● Independently find the information they need for their writing.</li><li>● Write words fluently (including academic and subject specific words) using strategies such as analysing words, and inferring the unknown from the known, and attempting to write challenging words by using knowledge of common spelling patterns.</li><li>● Craft and recraft a text, using peer review.</li><li>● Actively seek and respond to feedback on their writing.</li><li>● Have automatised the basic skills for writing words (handwriting, spelling and punctuation)</li><li>● Independently review and revise their writing, to clarify meaning and add impact, and proofread to correct grammar, spelling and punctuation.</li></ul>
<b>Spelling, Grammar &amp; Punctuation</b>	<p>By the end of Year 8 students will be able to:</p> <ul style="list-style-type: none"><li>● Have automatised the basic skills for writing words (handwriting, spelling and punctuation)</li><li>● Revise their writing for clarity and impact.</li><li>● Independently review and revise their writing, to clarify meaning and add impact, and proofread to correct grammar, spelling and punctuation.</li></ul>
<b>Possible Topics</b>	<ul style="list-style-type: none"><li>● Student Voice, Journaling, and cross curricular topics.</li></ul>



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<b>Assessments</b>	<ul style="list-style-type: none"><li>● PAT Reading</li><li>● EasTTle Writing</li><li>● Running records (until reading age is at 13 yrs or above).</li><li>● Peter's Spelling</li></ul>
<b>Year 8 Teaching Strategies</b>	<p><b>In reading :</b></p> <ul style="list-style-type: none"><li>● Lesson objectives stated and displayed at the start of the lesson.</li><li>● Whole class thematic study, whole class reading and discussion.</li><li>● Sustained silent reading.</li><li>● Small group guided reading if needed.</li><li>● Teacher read alouds.</li><li>● Reading at home.</li><li>● Peer reading.</li><li>● Library visits and personal reading.</li><li>● Teacher targeting students who need extra support.</li><li>● Interventions if needed eg. Core 5, Multilit.</li></ul> <p><b>In Writing:</b></p> <ul style="list-style-type: none"><li>● Lesson objectives stated and displayed at the start of the lesson.</li><li>● Working Walls to include: annotated student work, key vocab, process of writing.</li><li>● Co-constructed success criteria.</li><li>● Teacher demonstration.</li><li>● Needs based writing groups.</li><li>● Individual writing tasks.</li><li>● Individual support by teacher or teacher aide.</li><li>● Teacher praise and feedback.</li><li>● Teacher targeting individual students who need support.</li></ul>
<b>Community Support Ideas</b>	<ul style="list-style-type: none"><li>● Home Reading.</li><li>● Parent Education Seminar: promoting effective teaching strategies for parents.</li></ul>





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## Year 9

Year Level	Yr 9
<b>SOLO - Relevant concepts to inform teaching</b>	Students will use terms: In conclusion, In my Opinion, the Main Point, In their writing.
<b>Skills</b>	<ul style="list-style-type: none"><li>● Will be able to conduct inquiry with growing independence.</li><li>● Making a Speech</li><li>● Group work. ( film making, performance, written task, e.g.)</li><li>● Good Personal organisation (completes homework on time, communicates well with teachers, arrives to class on time with correct equipment).</li></ul>
<b>Reading Skills</b>	<ul style="list-style-type: none"><li>● Reads at home for pleasure.</li><li>● Students should be reading somewhere between levels 4-6 of the curriculum.</li><li>● Reading and responding to a wide range of texts including but not limited to : Poetry, prose, newspaper articles, magazines, novels, historical documents and visual texts. These texts often feature:<ul style="list-style-type: none"><li>● Complex information,</li><li>● Complex themes, plots, settings and relationships;</li><li>● Sophisticated concepts and informations.</li></ul></li></ul>
<b>Writing Skills</b>	<ul style="list-style-type: none"><li>● Writing is between levels 4-6 of the curriculum</li><li>● Will plan, structure appropriately for text type and write using increasingly developed ideas.</li><li>● Uses writing to explain, describe, argue and share their own beliefs and opinions.</li><li>● Will use an increasing vocabulary in their written work that includes; academic, subject-specific and topic related words.</li><li>● Will independently use a range of strategies to refine and edit their work.</li><li>● Understand editing process. Especially to use first draft opportunity to take</li></ul>



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	<p>creative risks, which can be altered in further drafts.</p> <ul style="list-style-type: none"><li>• Write with an increasing sense of audience and purpose, taking into account, tone of voice, atmosphere appropriate to both.</li></ul>
<b>Spelling, Grammar &amp; Punctuation</b>	<ul style="list-style-type: none"><li>• Can write direct speech correctly, use quotes and parentheses.</li><li>• Use a range of sentence structures to improve fluency.</li><li>• Capitalisation and full stops and paragraphing are always used correctly.</li><li>• Final draft work will be finished to publication standard.</li><li>• Will use first draft opportunity to risk writing in new ways, understands editing will correct work of self and others.</li></ul>
<b>Possible Topics</b>	Satire, Diary of Anne Frank, Creative Writing, Film Documentary. Myth and Fairytale, Change, Hope, Natural disaster,
<b>Year 9 Assessments</b>	Formative class assessment, including but not limited to; Description, Argument, Creative Writing, Visual text analysis. Reading Log, Key vocabulary spelling test results. <ul style="list-style-type: none"><li>• PAT Reading</li><li>• EastTtle Writing</li><li>• Running records for individuals where reading age is below 13yrs.</li></ul>
<b>Teaching Strategies</b>	<ul style="list-style-type: none"><li>• Working Walls to include: annotated student work, key vocab, process of writing.</li><li>• Co-constructed success criteria.</li><li>• Whole class, Group work, mixed ability pair reading,</li><li>• Extension activities for more able, differentiated tasks, ability groups,</li><li>• timed writing.</li><li>• Recapping knowledge from previous lesson,</li><li>• objectives written at start. Plenary at end to recap what is learnt during lesson, to help dyslexic and adhd students.</li><li>• Wide range of Visual stimulus to support understanding of written texts (e.g. novels)</li><li>• variety of tasks and choice for students to enable students with range of learning styles.</li></ul>



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<b>Community Support Ideas</b>	<ul style="list-style-type: none"><li>• Ugly Shakespeare to perform yearly.</li><li>• Spelling Bee for more able students.</li></ul>
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# English Curriculum

## Year 10

<b>Year Level</b>	<b>Yr 10</b>
<b>SOLO</b>	In conclusion, The Main Point, In my opinion...
<b>Skills</b>	By the end of Year 10 students will be able to:
<b>Reading Skills</b>	<p>By the end of Year 10 students will be able to:</p> <ul style="list-style-type: none"><li>● Select their own texts and read at home independently.</li><li>● Students should be reading somewhere between levels 4-6 of the curriculum.</li><li>● Reading and responding to a wide range of texts including but not limited to: Poetry, short stories, web media, newspaper articles, magazines, novels, historical documents and visual texts. These texts often feature:<ul style="list-style-type: none"><li>● Complex information,</li><li>● Complex themes, plots, settings and relationships;</li><li>● Understand more sophisticated concepts and information.</li></ul></li></ul>
<b>Writing Skills</b>	<p>By the end of Year 10 students will be able to:</p> <ul style="list-style-type: none"><li>● Write in an increasingly sustained way, at a standard that is aiming towards level 6 of the curriculum.</li><li>● Will plan, structure appropriately for text type and write using increasingly developed ideas.</li><li>● Uses sustained and well-structured writing to explain, describe, argue and share their own beliefs and opinions.</li><li>● Will use an increasing vocabulary in their written work that includes; academic, subject-specific and topic related words, spelt correctly in final draft.</li><li>● Understands and will independently use a range of strategies to refine and edit their work.</li><li>● Understand editing process. Especially to use first draft opportunity to take creative risks to improve their writing, which can be altered in further drafts.</li></ul>



# English Curriculum

<b>Spelling, Grammar &amp; Punctuation</b>	<p>By the end of Year 10 students will be able to:</p> <ul style="list-style-type: none"> <li>● Create sustained and polished writing.</li> <li>● This is writing that has no or few errors in punctuation, spelling and grammar.</li> <li>● That uses a wide range of text conventions, correct text structures, variety in sentence composition.</li> <li>● Shows a more mature awareness of audience and purpose through their writing. Word choice to create atmosphere, tone etc.</li> </ul>
<b>Possible Topics</b>	<p>Book study, What the papers say, Debating, poetry.</p>
<b>Year 10 Assessments</b>	<ul style="list-style-type: none"> <li>● Formative ongoing class assessment to form the majority of evidence. Collected on Google classroom.</li> <li>● PAT Reading</li> <li>● Asttle Writing</li> <li>● Running records where reading age falls below 13 yrs.</li> </ul>
<b>Teaching Strategies</b>	<ul style="list-style-type: none"> <li>● Working Walls to include: annotated student work, key vocab, process of writing.</li> <li>● Co-constructed success criteria.</li> <li>● Preparation for NCEA tasks</li> <li>● Whole class, Group work, mixed ability pair reading,</li> <li>● Extension activities for more able,</li> <li>● ability groups, peer reading, reading fluency games,</li> <li>● close reading,</li> <li>● timed writing.</li> <li>● Recapping knowledge from previous lesson, objectives written at start. Plenary at end to recap what is learnt during lesson, to help dyslexic and adhd students.</li> <li>● Wide range of visual stimulus to support understanding of written texts (e.g. novels)</li> <li>● variety of tasks and choice for students to enable students with range of learning styles.</li> <li>● Peer assessment, self-assessment, student voice feedback collected on topics.</li> </ul>
<b>Community Support Ideas</b>	<ul style="list-style-type: none"> <li>● Writers in residence.</li> <li>● Students submitting work to local newspapers.</li> </ul>



# English Curriculum

## Year 11

<b>Year Level</b>	<b>Yr 11</b>
<b>SOLO</b>	Students will use predicting, Commenting and Concluding in their exam essays. 'On reflection I believe that...', 'In conclusion', 'The most significant'....
<b>Skills</b>	By the end of Year 11 students will be able to: <ul style="list-style-type: none"><li>● Create and deliver an oral presentation.</li><li>● Create, draft, edit and refine written work independently.</li><li>● Work in groups to complete tasks in a set time frame.</li></ul>
<b>Reading Skills</b>	By the end of Year 11 students will be able to: <ul style="list-style-type: none"><li>● Read and understand the main ideas, themes, characters, settings of a film or written text.</li><li>● Explores how the author illustrates their theme using the language. (Close reading).</li><li>● Understands how the characters, situation and settings relate to the themes of the text. (Level 6 NZC)</li></ul>
<b>Writing Skills</b>	By the end of Year 11 students will be able to: <ul style="list-style-type: none"><li>● Create a piece of formal writing.</li><li>● Create a piece of creative writing.</li><li>● Understand how to structure and write an effective essay. (Level 6 NZC)</li></ul>
<b>Spelling, Grammar &amp; Punctuation.</b>	By the end of Year 11 students will be able to: <ul style="list-style-type: none"><li>● Complete Level 1 internals up to NCEA standard. Independently completed Written work must contain few to no errors in punctuation, spelling and grammar.</li></ul> (Level 6 NZC)
<b>Possible Topics</b>	Short story, Novel study, film study, formal writing, essay writing.
<b>NCEA Requirements/ Terminology</b>	NCEA: Students must DESCRIBE. A text they have seen. And must be able to read an unseen text and describe what language features are.



# English Curriculum

<b>Assessments</b>	Internal (teacher marked) and External (End of year exams) Assessments.
<b>Teaching Strategies</b>	<ul style="list-style-type: none"><li>● Working Walls to include: annotated student work, key vocab, process of writing.</li><li>● Co-constructed success criteria.</li><li>● Practice skills required in weeks leading up to assessment.</li><li>● Explicit teaching of language of assessment during skill preparation and practice, so students are aware what they need to do to gain Excellence and below.</li><li>● Exemplars of performance shared with students.</li><li>● Clear expectations given around deadlines and conditions of assessment.</li><li>● Opportunities for reassessment given wherever possible and desirable for the student.</li><li>● Whole class, Group work, mixed ability pair reading, ability groups,</li><li>● close reading, timed writing. Recapping knowledge from previous lesson,</li><li>● objectives written at start. Use a plenary at end to recap what is learnt during lesson, to help dyslexic and adhd students.</li><li>● Wide range of visual stimulus to support understanding of written texts (e.g. novels). Peer assessment, self-assessment.</li></ul>
<b>Community Support Ideas</b>	<ul style="list-style-type: none"><li>● Complete Internal Moderation with other schools.</li><li>● Ugly Shakespeare Performance.</li><li>● Creative writing workshops with published authors.</li></ul>



# English Curriculum

## Year 12

Year Level	Yr 12
<b>SOLO</b>	Students combine multi-structural and extended abstract thinking, by <b>COMBINING EVIDENCE</b> to <b>COMMENT</b> and <b>CONCLUDE</b> . “Together these...”, “This is shown by..”, “The main point...” “In my opinion”.
<b>Skills</b>	By the end of Year 12 students will be able to: <ul style="list-style-type: none"> <li>● Create and deliver an oral presentation.</li> <li>● Create, draft, edit and refine written work independently.</li> <li>● Work in groups to complete tasks in a set time frame.</li> </ul>
<b>Reading Skills</b>	By the end of Year 12 students will be able to: <ul style="list-style-type: none"> <li>● Read and understand the main ideas, themes, characters, settings of a film or written text.</li> <li>● Explores how the author illustrates their theme using the language. (Close reading).</li> <li>● Understands how the characters, situation and settings relate to the themes of the text. (Level 7 NZC)</li> </ul>
<b>Writing Skills</b>	By the end of Year 12 students will be able to: <ul style="list-style-type: none"> <li>● Create a portfolio of poetic and prose writing in a range of styles independently to publication standard. Select best work from that to go forward for assessment.</li> <li>● Be able to plan, structure and write an effective analytical essay. (Level 7 NZC)</li> </ul>
<b>Spelling, Grammar &amp; Punctuation</b>	By the end of Year 12 students will be able to: <ul style="list-style-type: none"> <li>● Complete Level 2 internals up to NCEA standard. Independently completed written work must contain few to no errors in punctuation, spelling and grammar. (Level 7 NZC)</li> </ul>
<b>Possible Topics</b>	Film study, Novel study, Writing Portfolio, Close reading, language techniques.
<b>NCEA Requirements/ Terminology</b>	<b>ANALYSE:</b> Students must analyse a character, setting or technique in a text and explain <b>HOW</b> they think it works in relation to the text as a whole, the themes within it. They must provide a close reading, using relevant and well-chosen evidence to back up their points.





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<b>Assessments</b>	Internal (teacher marked) and External (End of year exams) Assessments.
<b>Teaching Strategies</b>	<ul style="list-style-type: none"><li>● Working Walls to include: annotated student work, key vocab, process of writing.</li><li>● Co-constructed success criteria.</li><li>● Practice skills required in weeks leading up to assessment.</li><li>● Explicit teaching of language of assessment during skill preparation and practice, so students are aware what they need to do to gain Excellence and below.</li><li>● Exemplars of performance shared with students. Clear expectations given around deadlines and conditions of assessment.</li><li>● Opportunities for reassessment given wherever possible and desirable for the student.</li><li>● Whole class, Group work, mixed ability pair reading, ability groups, close reading, timed writing.</li><li>● Recapping knowledge from previous lesson, objectives written at start. Plenary at end to recap what is learnt during lesson, to help dyslexic and Adhd students.</li><li>● Wide range of visual stimulus to support understanding of written texts (e.g. novels) Peer assessment &amp; self-assessment.</li></ul>
<b>Community Support Ideas</b>	<ul style="list-style-type: none"><li>● Complete Internal Moderation with other schools.</li><li>● Ugly Shakespeare Performance.</li><li>● Creative writing workshops with published authors.</li></ul>



# English Curriculum

## Year 13

Year Level	Yr 13
<b>SOLO</b>	Students will be working increasingly in Relational and Extended Abstract thinking, using the following in their writing; “This can also be seen...”, “As a result”, “The implication of this is...”, “However”.
<b>Skills</b>	By the end of Year 13 students will be able to: <ul style="list-style-type: none"> <li>● Create and deliver a sustained oral presentation/seminar.</li> <li>● Create, draft, edit and refine written work independently to publication standard.</li> <li>● Work in groups to complete tasks in a set time frame.</li> </ul>
<b>Reading Skills</b>	By the end of Year 13 students will be able to: <ul style="list-style-type: none"> <li>● Read and understand the main ideas, themes, characters, settings of a film or written text.</li> <li>● Explores how the author illustrates their theme using the language. (Close reading).</li> <li>● Understands how the characters, situation and settings relate to the themes of the text. (Level 8 NZC)</li> </ul>
<b>Writing Skills</b>	By the end of Year 13 students will be able to: <ul style="list-style-type: none"> <li>● Create a portfolio of poetic and prose writing in a range of styles independently to publication standard. Select best work from that to go forward for assessment.</li> <li>● Be able to plan, structure and write an effective critical essay. (Level 8 NZC)</li> </ul>
<b>Spelling, Grammar &amp; Punctuation.</b>	By the end of Year 13 students will be able to: <ul style="list-style-type: none"> <li>● Complete Level 3 internals up to NCEA standard. Independently completed written work must contain few to no errors in punctuation, spelling and grammar. (Level 8 NZC)</li> </ul>
<b>Possible Topics</b>	Film study, Novel Study, writing portfolio. Language Features of texts, (Close reading).
<b>NCEA Requirements/ Terminology</b>	CRITICAL ANALYSIS: Students must discuss a thesis statement and use critical theory to underpin their ideas in exams. They must also use close reading and evidence in their essay writing.



# English Curriculum

<b>Assessments</b>	Internal (teacher marked) and External (End of year exams) Assessments.
<b>Year 13 Teaching Strategies</b>	<ul style="list-style-type: none"><li>● Working Walls to include: annotated student work, key vocab, process of writing.</li><li>● Co-constructed success criteria.</li><li>● Practice skills required in weeks leading up to assessment.</li><li>● Explicit teaching of language of assessment during skill preparation and practice, so students are aware what they need to do to gain Excellence and below.</li><li>● Exemplars of performance shared with students.</li><li>● Clear expectations given around deadlines and conditions of assessment.</li><li>● Opportunities for reassessment given wherever possible and desirable for the student.</li><li>● Critical thinking whole class discussions and homework.</li><li>● Revision skills. Extra homework for those who want it.</li><li>● Whole class, Group work, mixed ability pair tasks, ability groups, close reading, timed writing. Recapping knowledge from previous lesson, objectives written at start.</li><li>● Plenary at end to recap what is learnt during lesson, to help dyslexic and Adhd students.</li><li>● Wide range of visual stimulus to support understanding of written texts (e.g. novels). Self-assessment.</li><li>● Gather student voice to inform future planning.</li></ul>
<b>Community Support Ideas</b>	<ul style="list-style-type: none"><li>● Complete Internal Moderation with other schools.</li><li>● Ugly Shakespeare Performance.</li><li>● Creative writing workshops with published authors.</li></ul>