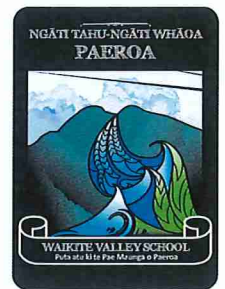




Waikite Valley School Essential Learning Areas CURRICULUM PLAN



English:

General Statement

English is an essential learning area that requires specific and skilled teaching. Prior to any teaching taking place the learning needs of the children must be identified and catered for, so that the children may reach the expected level of English.

The students should be able to:

- engage with and enjoy language in all its variances
- understand respond to and use oral, written and visual language effectively in a range of contexts

Educational Objectives

The children will:

- develop control over the processes associated with using and responding to English language purposefully and effectively through reading, writing, speaking, listening, viewing and presenting.
- develop an understanding of the grammar and conventions of English
- develop an understanding of how language varies according to the user, audience and purposes
- respond personally to and think about a range of texts, including literary texts
- use language skills to identify information needs, and find, use, and communicate information
- understand and appreciate the heritage of New Zealand through experiencing a broad range of texts written in English

Children who achieve low scores in STAR, PAT or AsTTle testing will be catered for by being provided with reading support and working with the teacher and/or teacher aide on targeted areas of support on a regular basis. We have resumed a Reading Recovery program, with Lisa Dinning as our specialist teacher. This will ensure our 6 year old readers who are below expectations are given an accelerated boost to put them in good stead for future years.

Learning Outcomes

- the children will have a positive attitude towards English
- the children will explore and use a wide variety of genre
- the children will develop communication skills and information skills as a result of their exposure to the English curriculum
- the development of self management skills will be fostered through the delivery of the English curriculum
- children with special ability in English will be encouraged to extend themselves and apply their learning in new situations

Reading

Before morning tea we read a shared story while the children eat their morning tea (morning munchie: 10.45-11am). The aim of this is to introduce the children to worthwhile and exciting literature, to encourage a positive attitude towards reading, to develop their listening skills, an opportunity for the teacher to model reading and to focus the children and get them in the right frame of mind for a successful day.

Part of home learning every night requires that the children read for 10-20 minutes (depending on their ability) and then fill in their home reading sheet or book which must be signed by a parent or guardian. At least every Friday the teacher checks these sheets, to ensure that the children are keeping up with their reading. The purpose of this is to increase all students reading mileage.

During the children's independent reading time we try to encourage them to read more varied titles and genre and suggest authors that they might enjoy.

Reading activities start in a fairly structured way, with children grouped according to their reading age. Reading groups rotate through reading activities as listed on the task board. These include a variety of activities, e.g. with the teacher **reciprocal reading** - Focusing on clarifying, predicting, summarising and questioning skills. With peers in a **readers circle**, sharing text and discussing ideas.

Other daily reading activities may include:

Journal articles and research material to support **resource based learning** - Focusing on comprehension, dictionary, index, table of contents, reference material, interpreting timetables, graphs, maps diagrams and pictorial material - all skills which have been identified in P.A.T. tests as requiring work for some children.

S.R.A. lab Focusing on language skills

Journal plays Extend cooperative reading skills

Poetry Anthology -Children formulating a personal collection of poems designed at appreciating the varying styles of poetry. Children handwrite their poems on each page and decorate.

Computer - Wide ranging reading activities provided through the interactive fiction, Reading Eggs program, research using the internet and desk top publishing activities.

Independent Reading- An area we will move more and more towards as the year progresses, with children having individual reading contracts to complete - supported by increasing use of school journals and library materials. Developing skills of resource based learning skimming and scanning, note taking and note making, researching to answer questions set by the children themselves.

Browsing Boxes/classroom libraries - The children are to browse from the boxes of chosen books, they read the books for that day only, but may go back to them next time their reading group has book browse.

Reading around the world - Whereby the children are encouraged to read fiction and non-fiction from countries all around the world and then place them on their copy of the world map. This encourages children to have a broad variety of genres and themes and can also support any unit study the children are involved in.

Paired/Buddy Reading - The children of higher ability do paired reading with those of less ability who would really benefit from one to one.

Book Sell - Where the children are “selling” a book that they have really enjoyed reading to the rest of the group, or the class.

Readers Theatre - Where the children are given a piece of teacher chosen text, and are to read the text with expression and meaning in groups of three.

Shared reading - To expose more complex text to all for specific context learning, especially relating to inquiry topics.

It is the aim of this programme that the children become as independent and self-motivated in their reading habits as possible, although their progress is closely monitored at all stages.

Written Language

AIM:

- To develop listening, reading and writing skills
- To develop independence in written recording
- To record language in different ways
- To promote word and sentence structure
- To provide opportunities for creative language
- To develop an understanding of the different styles of writing, factual, creative, reporting, letters, notices, note-taking etc
- To develop handwriting and presentation skills.
- To develop an understanding of the uses of punctuation
- To understand and develop the skills of proof reading/editing

All skills associated with the writing process will be encouraged and fostered.

- a) **BRAINSTORM** - list as many ideas and words on a topic as possible. Cluster these ideas into groups of ideas that go together.
- b) **DRAFT** - write on these ideas in the draft copy book using alternate lines only.
- c) **SHARE** with the class, identify interesting opening sentences, varied sentence beginnings, encourage everyone to participate, only allow positive comments. Children can use constructive criticism
- d) **PROOF READ** ensure that sentences make sense and give the desired meaning. Identify spelling errors by underlining them in pen. Write the correct spelling on the line above after checking with the dictionary. Check punctuation.
- e) **EDITING or POLISHING** replace overused words. Use the Thesaurus to make work more interesting. Vary sentence beginnings, remove all unnecessary words .

f) **AUTHOR'S CIRCLE** - children put their name on a list, when three children's names appear they group with their writing and share one by one. After one has read their work, children are to give constructive criticism to help children add more interesting ideas or include more descriptive language etc. They may do this by questioning to clarify meaning etc. This is an independent activity and there are rules for the group including no interrupting or put downs etc.

g) **TEACHER CONFERENCE** - after Author's circle children put their name on a conference list and teacher calls people according to place on the list, meanwhile children are fine tuning their work from the Author's circle ideas or working on a writing centre activity

h) **PUBLISH** this will be done in a variety of ways, including using the computer as a word processor.

A writing process is displayed in the classroom and will be shared with the parents at a parents evening.

These skills will be evaluated by the children and recorded, with supporting work samples in their learning journals.

This year (2015) we are taking part in the Accelerating Learning in Literacy initiative that will see 6-8 students receive an hour a day focused and strategic teaching to accelerate their written language achievement. This will be for an hour a day over 15 weeks.

Oral Expression

AIM:

To develop confident, clear speakers and prepare children to contribute to assembly items, represent the class/school when on trips, represent the class/school when we have visitors.

Skills - voice projection, clarity, pace, expression.

Topics - Drama conventions such as playmaking, debates, improvisation, oral book reviews, speeches, current events, PMI, and assembly items. Children will be provided with opportunities to speak both in front of the school, class and in small group work.

Spelling

A wide range of spelling ability is evident in our classes. Each classroom has a spelling program that is tailored to the needs of the students. Chunk, Check, Cheer is a popular program that will be shared at a parent evening to provide an example of ways families can support spelling at home.

Possible rules to study could include:

Commonly misspelt words

alphabetical order

y - ies

dictionary skills

there, their, they're

i before e

of off

consonant blends

suffixes

dropping the e

doubling the last letter

double l

double t

double r

to, too, two

Periodically rule checks will be made, miscues noted when children are not using a particular rule and a goal set according to the need, with support teaching provided.

Handwriting

AIM:

To teach the students to write legibly, fluently, without strain and with sufficient speed.

As needed, we revise the shape and linking of letters. The teacher will assess children who are displaying difficulty in handwriting and a handwriting homework book will go home where the children will complete formal worksheets. The remainder of the class will continue to work on formal handwriting lessons as appropriate.

Children will practise handwriting in all their books.