

## **Our Beliefs About English**

Success in English is fundamental to success across the curriculum.

At Rangikura School we will provide opportunities for students to engage in Literacy activities in order to become competent users of oral, visual and written language.

Our Literacy goal is:

*To increase student experience, knowledge, engagement  
and achievement in literacy across the school*

Students at Rangikura will have opportunities to engage in literacy activities in order to become competent speakers, listeners, readers, writers, presenters and viewers.

## **Why Study English?**

At Rangikura School we want our students to have the skills and confidence to access, participate, and understand the social, cultural, political and economic life of New Zealand, the Pacific and the wider world.

We want our students to be successful, effective oral, visual and written communicators.

## **English Programmes**

At Rangikura Literacy will be structured around the two English strands;

- Making meaning of ideas or information they receive (Listening, Reading, and Viewing)
- Creating meaning for themselves or others (Speaking, Writing, and Presenting)

The achievement objectives within each strand suggest progressions through which students move as they become more effective oral, written and visual communicators. They will use a set of underpinning processes and strategies to develop knowledge, skills and understandings relating to:

- Text purposes and audiences
- Ideas within language contexts
- Language features that enhance texts
- The structure and organisation of texts

Students will practise making meaning and creating meaning at each level of the curriculum.

Teachers will use the current English Implementation document to support the teaching of Literacy.

### English and the Key Competencies

All the key competencies can be incorporated into English teaching programmes:

- Thinking:
  - To develop understanding and purpose
  - To make sense of information
  - To question and challenge
  - To draw on personal knowledge and experiences
  - To make connections to prior learning
  - To construct ideas
  - To be inquisitive learners
- Using Language, Symbols and Texts:
  - To communicate ideas and information
  - To display and describe understandings
  - To interpret information using words, numbers and symbols
  - To produce written, oral and visual information
  - To accurately use language tools
- Managing Self
  - To complete tasks and activities
  - To assess performance
  - To manage progress by setting goals
  - To have strategies to meet challenges
  - To act on feedback
  - To develop independence
- Relating to Others
  - When communicating information
  - When working in group activities
  - When comparing and contrasting their ideas with those of others
  - When giving and receiving feedback
  - When actively listening
- Participating and Contributing
  - When working on projects that relate to real life situations, community and home
  - When discussing strategies and understanding
  - When involved in literacy experiences
  - When presenting work
  - When responding appropriately in a variety of situations

These key competencies will be evident in teachers' literacy planning and classroom programmes.

## English and the Core Values

All of the values will be incorporated into literacy programmes school wide. However, in English the following will be given greater emphasis.

- Excellence
  - Students supported to strive to do their best
  - Students will be recognised for attaining excellence and persevering to complete tasks and activities
- Innovation, Inquiry and Curiosity
  - Students given opportunities to develop the skills needed to look at topics in depth
  - Students will work creatively, critically and reflectively
  - Students have opportunities to approach ideas from different angles and perspectives
- Community and Participation
  - Students have the opportunity to share their ideas and to participate as part of various groups
  - Students will participate in programmes relevant to the real world
- Diversity and Equity
  - Students will be provided with a variety of learning experiences to fairly reflect the diversity of our school
  - To consolidate and develop understanding
- Respect
  - Students will show respect for the ideas and strategies used by others
  - Students will understand the importance of literacy
  - Students will demonstrate respect for the various ideas, strategies and resources used by others
  - Students will show empathy to others

## Achievement in English

Our school expects our students to achieve to high standards in English. Students will be guided, supported and challenged to achieve high standards and levels of achievement in all areas of literacy.

Our minimum school expectations are:

# RANGIKURA SCHOOL CURRICULUM - ENGLISH

## END OF YEAR WRITING EXPECTATIONS

### Year One

1i	1ii	1iii	2B	2P	2A	3B	3P	3A
At Expectations		Above Expectations	High Achievers					

### Year Two

1i	1ii	1iii	2B	2P	2A	3B	3P	3A
Cause for Concern		At Expectations	Above Expectations	High Achievers				

### Year Three

1i	1ii	1iii	2B	2P	2A	3B	3P	>3P
At Risk	Cause for Concern	At Expectations		Above Expectations		High Achievers		

### Year Four

1i	1ii	1iii	2B	2P	2A	3B	3P	>3P
At Risk		Cause for Concern			At Expectations		Above Expectations	High Achievers

### Year Five

<b>&lt;2B</b>	2B	2P	2A	3B	3P	3A	4B	>4B
At Risk		Cause for Concern		At Expectations		Above Expectations		High Achievers

### Year Six

<b>&lt;2P</b>	2P	2A	3B	3P	3A	4B	4P	4A	5B	5P	>5B
At Risk		Cause for Concern	At Expectations		Above Expectations		High Achievers				

### Year Seven

<b>&lt;2A</b>	2P	3B	3P	3A	4B	4P	4A	5B	5P	>5P
At Risk		Cause for Concern		At Expectations		Above Expectations			High Achievers	

### Year Eight

<b>&lt;2A</b>	2P	3B	3P	3A	4B	4P	4A	5B	5P	>5P
At Risk			Cause for Concern			At Expectations		Above Expectations		High Achievers

# RANGIKURA SCHOOL CURRICULUM - ENGLISH

## END OF YEAR READING EXPECTATIONS

### Year One

5-6 Yrs Rdg Age	6-7 6 Yrs Rdg Age	7-8 Yrs Rdg Age	2B	2P	2A	3B	3P	3A
At Expectations			Above Expectations			High Achievers		

### Year Two

6-7 Yrs Rdg Age	7-8 Yrs Rdg Age	2B	2P	2A	3B	3P	3A
At Expectations	Above Expectations		High Achievers				

### Year Three

5-6 Yrs Rdg Age	6-7 Yrs Rdg Age	7-8 Yrs Rdg Age	2B	2P	2A	3B	3P	>3P
At Risk	Cause for Concern	At Expectations	At Expectations		High Achievers			

### Year Four

<1P	1P	1A	2B	2P	2A	3B	3P	>3P
At Risk		Cause for Concern		At Expectations	Above Expectations	High Achievers		

### Year Five

<2B	2B	2P	2A	3B	3P	3A	4B	>4B
At Risk		Cause for Concern	At Expectations	Above Expectations			High Achievers	

### Year Six

<2P	2P	2A	3B	3P	3A	4B	4P	4A	5B	>5B
At Risk		Cause for Concern		At Expectations	Above Expectations		High Achievers			

### Year Seven

<2A	2P	3B	3P	3A	4B	4P	4A	5B	5P	>5P
At Risk		Cause for Concern		At Expectations	Above Expectations			High Achievers		

### Year Eight

<2A	2P	3B	3P	3A	4B	4P	4A	5B	5P	>5P
At Risk			Cause for Concern			At Expectations	Above Expectations		High Achievers	