

English @ Tarras School

"Understand" – English Curriculum Big Ideas

1. Language and literature give us insights into ourselves and others.

2. The stories of Aotearoa New Zealand are unique taonga tuku iho.

3. Stories are a source of joy and nourishment.

4. Communication depends on shared codes and conventions.

5. Literature, language, and texts embody power relationships.

Our Aims

At Tarras School we aim to empower ākonga through a rich blended approach to literacy. Students are provided with opportunities to interact with a variety of literature to enable them to make connections and better understand the world around them. We aim to create a passion for reading and writing through engaging with rich language and literature. We aim to provide a solid foundation in phonics, vocabulary, grammar, and comprehension, ensuring that all ākonga have the necessary tools to succeed. Through sharing stories, we aim to nurture not only literary skills but also cultural literacy and a profound connection to the heritage of Aotearoa.

Big Idea 1, 2, 3, 4, 5

Our Approach

At Tarras School we cultivate an appreciation for literacy by providing ākonga with a diverse array of culturally responsive literature and text.. Our approach encourages active engagement, fostering critical thinking, discussions, personal expression, and creative exploration. We blend phonics, STEP's, explicit skill instruction, and modelling with opportunities for independent and collaborative tasks. Our goal is to empower ākonga not only to read and write proficiently, but to navigate the complexities of the world with confidence, making informed choices and contributing meaningfully as effective communicators.

Big Idea 1, 2, 3, 4, 5

Our Beliefs

We believe that literacy skills form the basis of all learning. By leveraging the power of language and literature, we have the capacity to captivate and motivate ākonga to establish meaningful connections and uncover insights about themselves as learners and the world around them. We believe communication is central to all we do and we empower ākonga to apply these skills across diverse situations. We believe that a solid grounding in literacy not only equips ākonga with the tools to thrive academically but also empowers them to be active contributors within their broader community.

Big Idea 1, 2, 3, 4, 5

"Know" – Contexts for Learning

Ngā whāinga me ngā hunga mā rātou ngā tuhinga
Text purposes and audiences

Ngā ariā
Ideas within, across, and beyond texts

Ngā āhuatanga reo
Features and structures of language

How we go about it...

Expectations: Kaiako plan a blended literacy programme that is engaging and meets the needs and abilities of ākonga. Reading and writing takes place daily. This may consist of phonics, spelling programmes, explicit skill teaching, whole class and collaborative group work. Reading and writing opportunities are integrated across the whole curriculum.

Planning: (Yearly Overview)

Literacy is integrated across the curriculum, especially through topic.
Text types are aligned with units of work on the curriculum overview.
Reading groups are fluid depending on the focus.

Key Components of a lesson:

Sharing texts, modelling, explicit skill teaching, individual tasks or collaborative group work.
Opportunities to explore, think, discuss, investigate and create.

<p>Local Contexts: Places of interest: museums, Bendigo Mines, Shrek the Sheep, farming, vineyards & orchards, school gardens, local stories and tourism.</p>	<p>School Themes / Student Interests: Science fiction, graphic novels, creative writing, telling their own stories, “Telling our story : Past to Present” - overarching theme for year and Enviroschools.</p>
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“Do” – Skills or practices of English

<p>Te whakamahi rautaki ki te whai māramatanga Comprehending and creating texts</p>	<p>Te tātari arohaehae Critical analysis</p>
<p>Te pānui hei whakangahau, hei whakapārekareka Reading for pleasure</p>	<p>Te tūhono mā te whakawhiti kōrero Connecting through storytelling</p>

How we go about it...

<p>Where the “DO” fits... Through our blended literacy approach, ākonga are equipped to comprehend and generate various types of texts and empowered to undertake critical analysis, derive enjoyment from reading, and establish meaningful connections through the art of storytelling. This multifaceted approach ensures that ākonga are well-prepared to engage with literature on diverse levels.</p> <p>Furthermore, the opportunities for practical application of their literacy skills extend beyond the confines of the English Curriculum. This integration of skills underscores our commitment to nurturing versatile learners who can effectively communicate, analyse, and connect across curriculum areas and situations.</p>	<p>Assessment Beliefs: We believe in an assessment for learning approach whereby all assessment informs next steps, including teacher practice.</p> <p>Assessment can be completed in a variety of ways using different tools such as anecdotal notes, observations, exit slips, formative check ins, quizzes and pre assessment tasks.</p> <p>We believe in using a combination of formative and summative assessments and that all forms of assessment inform our next steps for teaching and learning.</p>	<p>Assessment Expectations:</p> <ul style="list-style-type: none"> ● Running records / PROBE : year 1 - 8 termly. Used to monitor growth and identify next steps. ● PAT : Years 4, 5 & 6 : term 1 & term 4. Term 1 provides a baseline and areas of need and term 4 measures growth and identifies next steps for the following year. ● Phonics Screen : year 1 & 2 at end of phonics phase. Used to monitor growth and identify next steps. ● Observation, anecdotal notes, formative check ins. A combination of formative and summative assessments.
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