

POLICY

ENGLISH

RATIONALE:

English is to engage with and enjoy language in all its varieties; understand, respond to and use oral, written and visual language effectively in a range of contexts. – General Aim P9

PURPOSE:

To participate in

To enjoy

To develop independence in

To understand the structure of

To think critically about a range of texts in

To find, use and communicate information through

To develop confidence and competence in

Listening and Speaking

Reading and Writing

Viewing and Presenting

GUIDELINES:

1. Our learner-centred programmes will provide a variety of planned teaching, learning and assessment experiences so that each child develops to their potential.
2. The integrated programme will provide a variety of approaches and strategies.
 - Oral:
 - Written: shared, guided and independent (To, By & With) (reciprocal, buddy, modelling)
 - Visual:
3. The programme will provide a variety of genre/text so students will develop an understanding of the different purposes and forms and develop their critical thinking skills.
4. The provision of a variety of resources will form an integral part of the programme, including school library, readers, computers and ICT tools.
5. Our English programme will be challenging, encourage creativity and experimentation through active interaction and participation.
6. Handwriting within our programme will enable students to develop a fluent, legible and consistent style.
7. The goal of the spelling programme will be to develop independence and accuracy.
8. Students with special needs will have the opportunity to develop skills through reading recovery, small group precision teaching and teacher aid programmes.
9. Ongoing monitoring of students' progress and achievement using a variety of assessment tools will occur and classroom programmes will reflect student's needs.
10. Junior school literacy programmes (Yrs 1-3) will be given priority in the daily timetable.

CONCLUSION

The delivery of English in the New Zealand Curriculum will enable students to develop high levels in literacy.

Formulated by: May 1995 (4 separate policies)

Reviewed: August 2001

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Next review: August 2004