

Bombay School

ENGLISH LANGUAGE CURRICULUM

OUR MAIN AIM IS:

To develop programmes which will enable students to engage with and enjoy language in all its varieties. Students should be able to understand, respond to, and use oral, written and visual language effectively in a range of contexts.

OUR OTHER INTENTIONS ARE:

To make English:

- enjoyable for the learner and teacher
- meaningful to the learner
- manageable for the teacher
- relevant to the learner.

To provide opportunities for students to:

- explore language
- think critically
- process information



IMPLEMENTATION OF BOMBAY SCHOOL POLICY

CHOOSING CONTEXTS

1. When planning programmes, all three strands will be incorporated to achieve a balance:
 - Oral language supports and strengthen all language growth
 - Reading and writing are of central significance in language growth
 - Visual language is important in every day communication
 - Written, oral and visual strands each support the others.
2. Planning will be integrated across other curriculum areas where appropriate.
3. Term overviews will be used each term. A coverage sheet will ensure that a balance across the strands occurs.
4. Planning steps:
 - Decide on context
 - Select appropriate achievement objectives
 - Collect resources
 - Define specific learning objectives
 - Plan teaching, learning and assessment examples.

LEARNING AND TEACHING

1. The teachers' role is to provide a rich learning environment that includes:
 - print saturation
 - teacher pupil modeling
 - teacher directed / pupil choice
 - a variety of teaching learning examples to cater for students varying learning styles
 - access to resources.
2. Provide equal opportunities of teacher time, resources and group roles
3. Provide a range of learning opportunities. These will include:
 - ✓ New learning
 - ✓ Practice of new learning
 - ✓ Maintenance of previous learning
 - ✓ Enrichment activities
 - ✓ Problem solving
 - ✓ Choice activities
 - ✓ Uses technology where appropriate.

PLANNING

1. English in the New Zealand Curriculum specifies the coverage for the levels and strands (pages 26 – 41).
2. As a student progresses through the levels, the changes that will be met are:
 - Complexity of task
 - Complexity of resources
 - Degree and use of terminology
 - Independence of the learner.
3. It gives a comprehensive coverage of examples for teaching, learning and assessment.
4. The three strands are:
 - Oral (listening and speaking)
 - Written (writing and reading)
 - Visual (viewing and presenting)
5. Each strand sets out achievement objectives of two types:

THE LANGUAGE FUNCTIONS

- Interpersonal speaking and listening
- Listening to and using texts
- Personal reading
- Close reading
- Expressive writing
- Poetic writing
- Transactional writing
- Viewing and presenting

THE PROCESSES

- Exploring language
- Thinking critically
- Processing information

RESOURCES

All English resources are stored in the Multipurpose Room and the Library.

Summary of resources:

- Library – fiction and non fiction
- School Journals
- Junior Readers
- Videos
- Interactive Computer Programmes
- Senior Reading Series
- A range of texts (oral, written and visual)
- Teacher Resources
- Learning Media Kits
- Dancing with the Pen
- Journal of Young Peoples' Writing
- Guide for School Journals
- Reading in the Junior Classes
- Information Technology

PERSONNEL

The English Curriculum Leader is Barrie Duckworth with other committee members.

Responsibilities include Language development, promotion and resources within the school.

Purchasing of major resources is the responsibility of this committee and teachers must submit requests to them for approval.

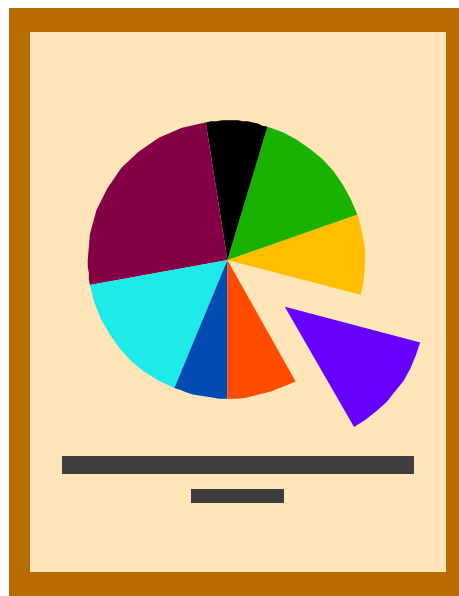
STRATEGIES

1. Are essential to reinforce skills and concepts that have previously been taught. They are viewed as a significant part of the learning cycle and should be part of the daily programme.
2. Maintenance activities may take a variety of forms:
 - Reciting poems
 - Reading around the room
 - Handwriting
 - Learning spelling
 - Reading to and by.
3. Students will show progress through:
 - Increased vocabulary with more elaborate sentence structure
 - Control over a variety of types of texts
 - Range and variety of contexts
 - Growth in independence

- Ability to select vocabulary and idiom for purpose and situation
- Movement from personal context to impersonal or abstract concepts
- The range of ideas and responses
- Ability to apply language skills to new learning
- Developing ability to interpret meaning in complex texts.

ASSESSMENT, EVALUATION AND REPORTING

1. Three types of assessment will be used:
 - a) Diagnostic (*reveals all student's strengths and needs for planning purposes*)
 - b) Summative (*for reporting purposes*)
 - c) Formative (*ongoing assessment providing immediate feedback*)
2. A variety of assessment procedures will be used:
 - i. Observations
 - ii. Peer assessment
 - iii. Self assessment
 - iv. Conferencing
 - v. Collection of samples
 - vi. Standardised tests
 - vii. Running records
 - viii. Exemplars
3. Reporting will include:
 - I. Written reports
 - II. Formal and informal interviews
 - III. Reporting to the Board of Trustees as required
 - IV. Notifying parents of policy changes and inviting them to view
 - V. Newsletter information



ORAL LANGUAGE

LISTENING AND SPEAKING

Students should be able to:

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

ACHIEVEMENT OBJECTIVES

FUNCTIONS : Refer to pages 28 & 29				
Interpersonal Listening and Speaking	Pairs, Groups, Class, Interviews, Brainstorming, Doughnuts, Walk/Gawk/Talk, Barrier Games, Jigsaw	Snakes/Chances, Class Meetings, Council Meetings, Invited Speakers and visitors, School Assembly, Announcements, Telephone Conversations Giving instructions Explain, Messages, UFO's	Animal /Vegetable/ Mineral?? Problem Solving Criticizing/Dealing with Criticism, Summarising, Persuade, Sequencing, Reporting back, Current events, Ask questions, Answer questions, Surprise box	Telling jokes, Draw and guess, Introductions, Thanking, Apologising, Express opinion, Giving encouragement, sport, 20 questions, Headbands, True/False, Stickers on back.
Listening / Using Texts	Books, Photographs, Pictures, Newspapers, Video, Radio, Tape recorder, Maps & Charts	Journals, Bulletins, Wall charts/stories, Vocabulary Piles, Add, Zoom, Flashback, Squeeze, Reciting, Retelling stories, Oral close	Varies according to User, Purpose & Audience	Speeches, Impromptu speeches, Bus stop, Reciting poems, Book Reviews.

ORAL LANGUAGE

LISTENING AND SPEAKING **ACHIEVEMENT OBJECTIVES (cont)**

<u>PROCESSES</u>			
	EXPLORING LANGUAGE	THINKING CRITICALLY	PROCESSING INFORMATION
Levels 1 & 2	Identify, describe and use some commonly used verbal and nonverbal features in a range of texts, and begin to adapt spoken language to an audience	Identify, clarify and question meanings in spoken texts, drawing on personal background, knowledge and experience	Ask questions and listen to, interpret, and present information, using appropriate technology
Levels 3 & 4	Identify and discuss language features and their effects in a range of texts, and use these features in speaking and recording, adapting them to the topic, purpose and audience	Discuss and interpret spoken texts, considering relevant personal experiences and other points of view	Select, assemble and interpret information using appropriate technology
Levels 5 & 6	Identify language features and their effects in a range of texts, and describe and analyse their relationship to meaning, purpose and audience, adapting these features for different situations.	Discuss, interpret and analyse spoken texts, identifying some attitudes and beliefs and relating them to personal experience and knowledge of other texts	Assemble information from a range of sources, and select and present it clearly and coherently, using appropriate technology.

WRITTEN LANGUAGE

READING AND WRITING

Students should be able to:

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

ACHIEVEMENT OBJECTIVES

FUNCTIONS : Refer to pages 34 - 36			
Personal Reading	Library, Browsing, Book boxes, Re-reading favourites, Sustained silent reading	Buddy and Paired reading, Shared reading, Reading round the room, Reading logs, Independent reading	Reading with, Reading to, Reading by
Close Reading	Home readers, Shared reading, Guided reading, Newspaper, Pamphlets, Junk Mail, Poems	Thematic reading, Information skills, Plays, Interviews, Authors, Illustrators, Activities Reading with, to, and by	Journal covers, Responding to a text, Magazines, Phone book, Crossword puzzles
Expressive Writing	Recording personal experiences, Notes, Lists	Journal writing, Diary writing, Shopping lists, Reminders	Word finds
Poetic Writing	Myths and legends, Fairy stories, Fables, Jokes/riddles	Plays, Imaginative writing, Poetry, Mystery, Science Fiction, Adventure, Westerns	Folk tales, Fables, Letters, Songs
Transactional Writing	Letters, Instructions, Recipes, Explanations, Factual accounts, Captions, Graffiti, Rules of games, Contracts, Advertisements, Arguments, Postcards, Interviews, Surveys <i>Also refer: Pages 21-23</i>	Reports, Minutes of meetings, Brochures, Letters, Passports, Invitations, Character sketches, Timetables, Signs, Questions, Lost/Founds, Graphs, Puzzles, Fax <i>- Dancing with the Pen</i>	For Sale, Experiments, Forecasts, Forms, Recounts, Fact/Opinion, Invitations, Family trees, Labelling, Menus, Mind map, Postcards, Birthday cards

Varies according to User, Purpose & Audience

WRITTEN LANGUAGE

READING AND WRITING ACHIEVEMENT OBJECTIVES (cont)

<u>PROCESSES</u>			
	EXPLORING LANGUAGE	THINKING CRITICALLY	PROCESSING INFORMATION
Levels 1 & 2	Explore choices made by writers, and identify and use the common conventions of writing and organisation of text which affect understanding	Identify and express meanings in written texts, drawing on personal background, knowledge and experience.	Identify, retrieve, record and present coherent information, using more than one course and type of technology, and describing the process used.
Levels 3 & 4	Identify, discuss and use the conventions, structures and language features of different texts and discuss how they relate to the topic	Discuss and convey meanings in written texts, exploring relevant experiences and other points of view, i.e. courtroom	Gather, select, record, interpret and present coherent structured information from a variety of sources, using different technologies and explaining the processes used.
Levels 5 & 6	Using appropriate terminology, describe, discuss, analyse and apply the distinctive conventions, structures and language features of a range of texts and explain how they suit the topic and texts. <i>Also Refer: Pages 21-23</i>	Interpret, analyse and produce written texts, identifying and discussing their literary qualities, and explore and identify attitudes and beliefs in terms of personal experience and knowledge of other texts <i>- Dancing with the Pen</i>	Using appropriate technologies, retrieve, select and interpret information from a variety of sources, and present accurate and coherent information for a range of purposes, analysing the processes used.

VISUAL LANGUAGE

VIEWING AND PRESENTING

Students should be able to:

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

ACHIEVEMENT OBJECTIVES

FUNCTIONS : Refer to pages 40 – 41			
Viewing	Television, advertisements, road signs, symbols, cultural groups, school performers, logos, cartoons, flags, packaging	C D Covers, charts, maps, posters, public notices, OHT, photographs, picture books, TV clips, junk mail	Wordless texts, comics, symbolic figures.
Presenting	Oral, OHT, charts, maps, posters, 3-D models, diorama, mural, booklets, video camera, birds eye view, scale drawings, Handwriting, cross section, labels, captions	Word processor, assembly items, productions, plays, role-plays, drama, pamphlets, timelines, lists, plan, newspaper, storyboard, fax.	Enlarge/reduce, photographs, diagrams, headings, graphs, flowcharts, timetables,

Static / Moving Images



VISUAL LANGUAGE

VIEWING AND PRESENTING ACHIEVEMENT OBJECTIVES (cont)

PROCESSES			
	EXPLORING LANGUAGE	THINKING CRITICALLY	PROCESSING INFORMATION
Levels 1 & 2	Understand that communication involves verbal and visual features which have conventionally accepted meanings	Show awareness of how words and images can be combined to make meaning	View and use visual texts to gain and present information, become familiar with and use appropriate technologies, and write letter and number forms legibly to present ideas.
Levels 3 & 4	Identify important features of verbal and visual language and use them to create particular meanings and effects	Identify and discuss ways in which verbal and visual features can be combined for a particular purpose and audience	View and use visual texts to retrieve, interpret, organise and present information coherently, use appropriate technology, including fluent handwriting, for effective presentation.
Levels 5 & 6	Using appropriate terminology, describe the conventions of verbal and visual language in several genres, and use them to create particular effects.	Identify and analyse the effects of combining verbal and visual features in different ways for a variety of purposes and audiences	Select and interpret information from visual texts and present it effectively, using appropriate productions technologies for different purposes.

KEY CRITERIA FOR EVALUATING WRITTEN LANGUAGE

ACHIEVEMENT OBJECTIVES

Level 1	<p>Child can:</p> <ul style="list-style-type: none">• dictate a story to teacher• trace over teacher text• copy teach text• write some conventional letter forms• write the first sight words• write stylised sentences• use invented spellings• write freely with invented spellings• retell simple stories• select text to publish	<p>Conferencing involves:</p> <ul style="list-style-type: none">➤ simple punctuation➤ phonetic spelling skills➤ expanding ideas
Level 2	<p>Children:</p> <ul style="list-style-type: none">• write freely with invented spelling• are primarily concerned with the expression of an idea• write five or more sentences• write and check drafts independently• settle to write for a sustained period• use spelling aids independently• select text to publish as wall displays, books etc.	<p>Conferencing involves:</p> <ul style="list-style-type: none">➤ expanding ideas➤ correcting appropriate words➤ building sentence structure, sequence, vocabulary and punctuation.

KEY CRITERIA FOR EVALUATING WRITTEN LANGUAGE

ACHIEVEMENT OBJECTIVES (cont)

Level 3	<p>Children can:</p> <ul style="list-style-type: none">• write independently with invented spelling• write more than eight sentences to expand a single idea• write prose that is sequential, and has a logical progression throughout (i.e. a beginning, a middle and a conclusion)• proof read, alter and correct their drafts independently• use a variety of spelling aids• write draft text involving several sittings• select text to publish by rewriting, word processing etc	<p>Conferencing involves:</p> <ul style="list-style-type: none">➤ expanding ideas➤ correcting appropriate words➤ building sentence structure, tense, sequence, vocabulary & punctuation
Level 4	<p>Children can:</p> <ul style="list-style-type: none">• plan pieces of prose• use paragraphing and sorting skills• extend their writing time over several sittings• write independently without a draft• use a dictionary independently• know the structured formats for language• proof read effectively using their spelling conscience• present work in a variety of forms• use a word processor competently	<p>Conferencing involves:</p> <ul style="list-style-type: none">➤ building detailed vocabulary➤ sorting ideas/paragraphs➤ questioning: - Is there a better word to fit here? - Could that be put differently?

The content of the Writing Programme is divided into three sections.
For planning and assessment purposes these are seen as focal points of emphasis:

- Expressive Writing
- Poetic Writing
- Transactional Writing