

English - Te Reo Pākehā

Our students learn the code of written language, learn to make meaning of texts and learn to think critically.

What our students learn

The students learn **the code of written language**, including:

- phonological awareness
- knowledge of the alphabetic principle and of phoneme-grapheme relationships
- knowledge of how words work
- automatic recognition and spelling of familiar words.

The students learn to use a range of strategies to **make meaning** of ideas or information they receive by **listening, reading and viewing**.

They learn to use reading **processing strategies**. These “in-the-head” ways in which readers make use of the sources of information in the text to decode words include:

- attending and searching (looking for particular text features or information)
- predicting what will be in the text
- cross-checking to confirm that the reading makes sense and fits
- self-correcting by searching for more information when an error is detected

Students learn to use reading **comprehension strategies**, to make sense of text:

- making connections between texts and their prior knowledge
- forming and testing hypotheses about texts
- creating mental images or visualising
- inferring meaning from texts
- identifying the writer’s purpose and point of view
- identifying the main idea or theme in a text
- summarising the information or events in a text
- analysing and synthesising ideas, information, structures, and features in texts
- evaluating ideas and information

The students learn to **create meaning** for themselves or others by **speaking, writing and presenting** by

- creating texts for a range of purposes across the curriculum
- planning for writing, using talk, pictures, text or graphic organisers
- rereading what they have written, as they write, to maintain meaning
- responding to feedback by making changes such as adding and deleting details or changing punctuation or spelling
- revising their text and editing it for clarity and accuracy of meaning
- proofreading their text to check punctuation and spelling

The students learn to think critically by

- analysing texts
- responding to texts
- bringing a critical awareness to reading and writing

How our teachers engage students in learning

Our teachers:

- use their **knowledge of literacy learning** – the repertoire of reading and writing strategies and processes, and the knowledge and awareness, that students need to acquire as they advance in literacy learning;
- use their **knowledge of the learner** – each student's individual profile of learning and the implications of this for instruction – to inform practice;
- ensure that students have **many opportunities** throughout the day to read and write. On most days teachers work with **small groups**, explicitly focusing on student needs and interests;
- use **instructional strategies*** that focus learning in order to meet a particular purpose:
 - activating **prior knowledge**
 - setting and sharing a **learning goal**
 - teaching ways of **comprehending and thinking critically** about texts
 - **modelling** the processes used by effective readers and writers
 - providing **feedback**;
- use the instructional strategies within a **range of approaches* to teaching reading and writing**:
 - reading to students
 - guided reading and writing
 - independent reading and writing
 - other contexts, such as reciprocal teaching of reading
- engage students with **quality texts** (including New Zealand literature), making **links between reading and writing**;
- have and clearly express high but appropriate **expectations** for students which are shared and reflected upon and reviewed;
- actively promote **partnerships** with the students, their peers and family, and specialist teachers.

- Effective instructional strategies and approaches used to teach reading and writing are explained in the following key Ministry of Education resources:

