

Karori Normal School

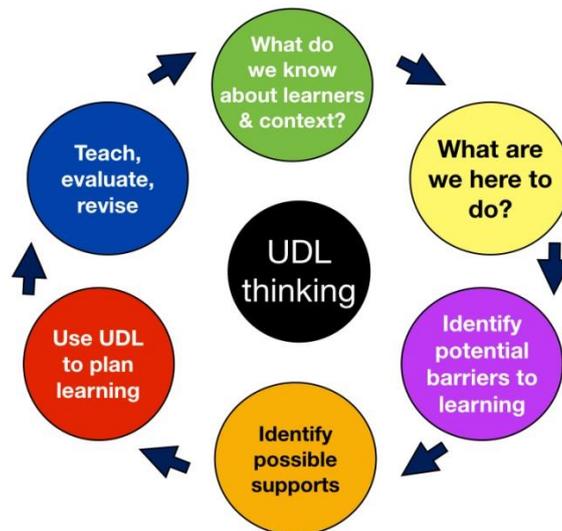
Curriculum Plan for Teaching and Learning

2017 version



We encourage children to be the best they can be.

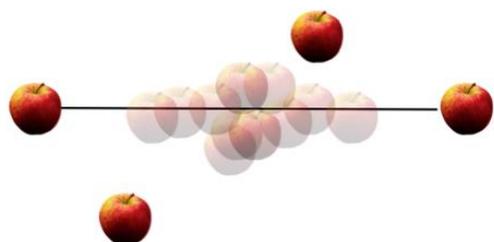
Principles, Vision, Values, Key Competencies, Learning, Quality Teaching, Assessment Reporting



Chrissie Butler CORE Education CC attribution

“where everybody’s in and not excluded intentionally, by design, or unintentionally”

Edgar Schmidt



This is **Karori Normal School's** “curriculum plan”. The school’s curriculum is seen in the interpretation of this plan within individual classrooms. The plan allows teachers to make interpretations in recognition of their students’ interests and needs. It is expected that teachers’ interpretations will be consistent with this plan, and that programmes will be developed using the universal design for learning principles.

KNS Curriculum Plan for Teaching and Learning

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KNS Mission Statement:

KNS provides quality education in which excellence is pursued and individual potential is realised.

We encourage our children to be the best they can be Tino pai ake

KNS Vision: Our vision is for children at Karori Normal School to be:

- Confident
- Connected
- Caring and Safe
- Actively Involved
- Lifelong Learners

KNS Goals for 2015-2017:

1. All students are stimulated to achieve their personal best through a wide range of engaging and effective teaching and learning practices and experiences. The annual plans will contain actions to achieve this goal which address the following areas:

- Diverse learners focus – catering for individual learning styles, support and extension
- Professional development support for teachers in catering for needs within the class
- Development of opportunities to celebrate success throughout the school
- Consistency of practice – all children will experience a challenging, engaging programme regardless of who their teacher is.
- Strengthen performance management systems, including a review of the teacher appraisal process
- Use of target setting at class, team and school level

2. Students and staff have a strong sense of belonging and pride in their school environment that supports student well-being and a positive school culture. The annual plans will contain actions to achieve this goal which address the following areas:

- Development of opportunities to engage children in developing the school's physical environment.
- Engagement with families and the community on what makes people proud of the school
- Development of a school-wide positive behaviour management plan.
- Development and implementation of a landscaping plan and implementation of the schools building programme

3. Student learning is supported and understood through positive communications, engaged families and opportunities for parent involvement. The annual plans will contain actions to achieve this goal which address the following areas:

- Helping parents better understand the programmes we offer
- Consistent communication expectations from the staff to parents including a review of the effectiveness of school communications
- Taking advantage of the skills parents have to offer
- Greater use of technology to keep parents informed of what is happening at the school including investigation of a more interactive website
- Re-engage with Maori community to check the current direction of the school in relation to Maori learning needs.

Meeting Te Tiriti O Waitangi Requirement

Aspects of tikanga Māori and te reo Māori which are taught in all classrooms throughout the school. All children participate in weekly Kapa Haka and a Kapa Haka performance group with membership from Karori Normal School, Karori West Normal School and St Teresa's School was formed in 2012. Te Reo is taught throughout the school by a specialist teacher.

Meeting the needs of priority learners

Karori Normal School welcomes all learners in our community. The board is committed to provide a programme which meets the needs of all learners. Learners with diverse learning needs are supported to engage in school activities and achieve against the key competencies and learning areas of The New Zealand Curriculum.

PRINCIPLES

to underpin KNS curriculum design and practice

Curriculum is both plan and practice. Its strength and quality depends on commitment to ongoing professional learning and development.

- 1. The KNS curriculum is driven by the learner's needs**
Planning begins with clarifying where students are at. Teachers have a clear idea of the intended progressions the children will make.
- 2. The KNS curriculum is driven by high expectations**
This requires planning, teaching and learning experiences extend, challenge and motivate students to achieve their personal best.
- 3. The KNS Curriculum is consistent with the New Zealand Curriculum**
The KNS curriculum reflects the intentions and directions of the *New Zealand Curriculum*.
- 4. The KNS curriculum connects key dimensions of learning**
Planning, teaching and learning experiences connect Core Learning (Literacy and Numeracy) and Rich Learning (Values, Key Competencies and Learning Areas).
- 5. The KNS curriculum has a 'Key Concept focus'**
What is planned at the Key concept level is the basis for teaching, learning and assessment. Key concepts are overarching yet give scope for choice and flexibility at both team and classroom levels. Key concepts are derived from Learning Area statements rather than achievement objectives.
- 6. The KNS curriculum Progressions of Learning**
Progressions of learning, which provide the basis for assessing and reporting student achievement, are developed specifically for Literacy and Numeracy and broadly in the Rich Learning areas. Students in conjunction with teachers are active participants in gauging their achievement, progress and next learning.
- 7. The KNS curriculum seeks high level student engagement**
High level student engagement and motivation is sought through using approaches that actively involve students in decisions about their learning inquiry and activities.
- 8. The KNS curriculum has a clear planning structure and cycle**
The planning structure and cycle makes connections from school-wide "Key Concepts" through to team and classroom programme plans. The system involves interconnected processes of planning-teaching-assessing-reviewing. The structure is based on 5 concept statements that are linked with the Main focus goals. These are Identity, Change, Diversity, Systems and Cause and Effect.
- 9. The KNS curriculum review**
Ongoing review allows analysis of the curriculum as it impacts on teaching and learning and informs future direction and development.

Curriculum Principles

REQUIREMENT: The school's curriculum is underpinned by and consistent with the principles on page 9, NZC

Principles are the qualities that underpin curriculum design and action.

<p style="text-align: center;">NZC</p> <p style="text-align: center;">Curriculum practice throughout our school is underpinned by and consistent with the NZC through performing the following actions.</p>	<p style="text-align: center;">Karori Normal School</p> <p style="text-align: center;">Principles are evident when the following actions are seen in our practice</p>
<p>HIGH EXPECTATIONS The curriculum supports and empowers all students to learn and achieve personal excellence, regardless of their individual circumstances.</p> <p>LEARNING TO LEARN The curriculum encourages all students to reflect on their own learning processes and to learn how to learn.</p> <p>TREATY OF WAITANGI The curriculum acknowledges the principles of the Treaty of Waitangi and the bi-cultural foundations of Aotearoa New Zealand. All students have the opportunity to acquire knowledge of te reo Maori me ona tikanga.</p> <p>CUTURAL DIVERSITY The curriculum reflects New Zealand's cultural diversity and values the histories and traditions of all its people.</p> <p>INCLUSION The curriculum is non-sexist, and non-discriminatory; it ensures that students' identities, languages, abilities and talents are recognised and affirmed and that their learning needs are addressed.</p> <p>COHERENCE The curriculum offers all students a broad education that makes links within and across learning areas, provides for coherent transitions, and opens up pathways to further learning.</p> <p>FUTURE FOCUS The curriculum encourages students to look to the future by exploring such significant future-focused issues as sustainability, citizenship, enterprise, and globalisation.</p> <p>COMMUNITY ENGAGEMENT The curriculum has meaning for students, connects with their wider lives, and engages the support of their families, whanau, and communities.</p>	<p>High Expectations</p> <ul style="list-style-type: none"> • High Expectations are clearly communicated • Students are motivated to achieve personal excellence <p>Learning to Learn</p> <ul style="list-style-type: none"> • Students, through reflection can explain the steps used in their learning, and make positive changes to their learning • Students are guided through feedback that helps them understand where they are at, and how best to move forward. <p>Treaty of Waitangi</p> <ul style="list-style-type: none"> • Learning experiences across all curriculum areas help to build understandings and practices of the bicultural tikanga and te reo maori of Aotearoa/New Zealand <p>Cultural Diversity & Inclusion</p> <ul style="list-style-type: none"> • School and classroom practices show knowledge and respect of students' cultural backgrounds (language, beliefs, traditions) and students individual needs abilities, talents and interests. <p>Coherence</p> <ul style="list-style-type: none"> • Curriculum is planned and experienced in ways that make natural connections across and within values, key competencies, learning areas and knowledge. <p>Future Focus</p> <ul style="list-style-type: none"> • Where relevant, learning programmes and experiences encourage students to look to the future and to consider issues. <p>Community Engagement</p> <ul style="list-style-type: none"> • Purposeful experiences connect with students' lives outside of school, and where relevant seek to involve the support and interest of their families and community.

Vision for Students' Learning

**Vision involves connecting the past, the present and the future.
The past is all too familiar. The present is uncertain. The future is untried!**

<p>NZC Vision for all of New Zealand's young people who participate in our school system.</p>	<p>Our School Vision of the qualities our students will show as a result of their years of learning and living in our school and its community.</p>
<p><i>Confident</i></p> <ul style="list-style-type: none"> • Positive in their own identify • Motivated and reliable • Resourceful • Resilient <p><i>Connected</i></p> <ul style="list-style-type: none"> • Relate well with others • Use communication tools effectively • Connected to the land and environment <p><i>Actively involved</i></p> <ul style="list-style-type: none"> • Participate in a range of life opportunities • Contributors to the well-being of New Zealand <p><i>Lifelong learners</i></p> <ul style="list-style-type: none"> • Literate and numerate • Critical, creative thinkers • Seekers, users, creators and judges of knowledge • Informed decision makers <p style="text-align: center;"><i>The New Zealand Curriculum, 2007</i></p>	<p>Through our influence, example and persistent efforts we aim to help our students to be the best they can be:</p> <p>Confident in Themselves</p> <ul style="list-style-type: none"> • Strong sense of identity • Resilient • Committed to KNS values <p>Active Participants</p> <ul style="list-style-type: none"> • Communicate and engage with others • Respond positively to opportunities and experiences • Use Initiative <p>Motivated and Challenged</p> <ul style="list-style-type: none"> • Curious and responsive • Active body and mind • “ Can do” attitude <p>Future Thinkers</p> <ul style="list-style-type: none"> • Have goals and dreams • Make and justify decisions • Have a desire to learn

Values We Share

REQUIREMENT: The values on page 10 NZC are encouraged, modelled, explored.

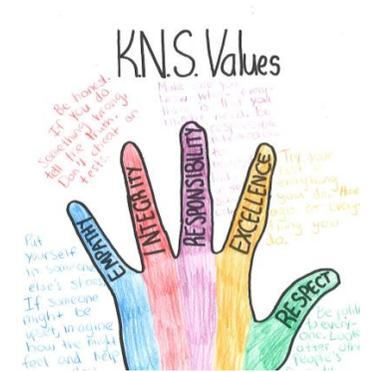
Values are ... the principles and fundamental convictions which act as general guides to behaviour, the standards by which particular actions are judged as good or desirable.
Halstead and Taylor (2000)

NZC Values we support as a national direction, through encouragement, modelling and exploration	Our School Values that are encouraged, lived and regularly reviewed by everyone in our school
<p><i>Excellence</i></p> <ul style="list-style-type: none"> • aiming high, persevering <p><i>Innovation, inquiry, curiosity</i></p> <ul style="list-style-type: none"> • thinking critically, creatively, reflectively <p>Diversity</p> <ul style="list-style-type: none"> • different cultures, languages, heritages <p><i>Equity</i></p> <ul style="list-style-type: none"> • fairness and social justice <p><i>Community and participation</i></p> <ul style="list-style-type: none"> • for the common good <p><i>Ecological sustainability</i></p> <ul style="list-style-type: none"> • care for the environment, etc. <p><i>Integrity</i></p> <ul style="list-style-type: none"> • being honest, responsible, accountable, ethical • <p style="text-align: center;"><i>The New Zealand Curriculum (2007)</i></p>	<p>The following five values were decided through extensive community engagement. These values are emphasised at KNS, and connect with NZC values.</p> <p>EXCELLENCE Is about trying to do your best in everything you do. It includes aiming high, thinking creatively, critically, and reflectively. <i>This value links to excellence and innovation, inquiry and curiosity, NZC Values</i></p> <p>RESPECT Is about being considerate and valuing others. It includes understanding others' opinions and ideas, and caring about what is around you. <i>This links to respect, and diversity, and ecological sustainability, NZC Values</i></p> <p>RESPONSIBILITY Is about doing something you have committed yourself to do, and following it through. It includes doing the job you are supposed to do, being sensible, and owning up. <i>This links to equity and community, and participation and ecological sustainability, NZC Values</i></p> <p>EMPATHY Is about caring for one another and putting yourself in the other person's shoes. It includes helping and supporting others, understanding how others feel, and considering how you need to respond to others. <i>This links to diversity, and community and participation, NZC Values</i></p> <p>INTEGRITY Is about making your "yes" be "yes, and your "no" be "no". It includes being honest and truthful, being sincere and sticking to what you believe. <i>This links to integrity, NZC Values.</i></p>



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 "Tino pai ake"

What our KNS Values mean for our behaviour



Empathy	Integrity	Responsibility	Excellence	Respect
<ul style="list-style-type: none"> ✓ Care for each other and demonstrate an awareness and consideration for others' feelings ✓ Care for our environment ✓ Support others ✓ Be friendly ✓ Think about when we need to compromise 	<ul style="list-style-type: none"> ✓ Be honest and truthful ✓ Be sincere ✓ Be open-minded about others and their beliefs ✓ Do what we have said and agreed to do ✓ Maintain a high standard of behaviour regardless of a change of setting or situation ✓ Act on our own beliefs 	<ul style="list-style-type: none"> ✓ Be ready to listen and learn ✓ Think before we act ✓ Be problem solvers ✓ Do the right thing ✓ Own our behaviours 	<ul style="list-style-type: none"> ✓ Persevere with activities and tasks ✓ Try our best in everything that we do ✓ Try to improve ✓ Try to do the right thing ✓ Do what is expected 	<ul style="list-style-type: none"> ✓ Treat others as we would like to be treated ✓ Consistently use good manners ✓ Be an active and respectful listener and learner ✓ Respect all property and equipment ✓ Respect the environment (show kaitiakitanga) ✓ Play and work co-operatively ✓ Speak to adults politely ✓ Respect ourselves



KARORI NORMAL SCHOOL

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Karori Normal School Behaviour Management Procedure

All staff will be familiar with the procedures for behaviour management at Karori Normal School.

We encourage positive behaviours in our school in these ways:

- Praising
- Acknowledging
- Rewarding
- Encouraging
- Modelling of school values.

A restorative approach is taken to correcting, shaping and changing inappropriate behaviours. Teachers will do this by:

- Exploring what has happened by asking all parties involved about the incidents.
- Building an understanding of what has happened.
- Putting things right (consequences).
- Planning a way forward and developing an understanding within students of what they can do in the future – links to the KNS school values.

Students and staff will model the KNS school values and appropriate standards of behaviour. Teachers will set firm, fair and consistent expectations both for the classroom and in the playground.

Class treaties and agreements will be set by teachers and their students at the beginning of the school year and referred to throughout the year. These will reflect the school values and expected behaviours at KNS.

The KNS values will be promoted and recognised in a variety of ways e.g. team focuses on specific values, classrooms displays, school displays and values focuses in the playground.

Behaviour Expectations

Students will be role models for each other and will display the KNS values - Respect, Empathy, Integrity, Responsibility and Excellence, both inside and outside the classroom.

Year 1 and 2 children will have the junior area (outsides Rooms 1-3 and outside Rooms 4 & 5) to play and feel safe in. All remaining areas within the school are for all students to play and enjoy. Areas for children to play quiet games and activities inside are restricted to the downstairs area in the junior block (outside Rooms 6, 7, 8 and 9), corridor in the middle block (outside Rooms 14, 15, 16 & 17), area outside the library by the heater and in the corridors outside Rooms 22, 23 & 23A.

Students at KNS will:

- Have an awareness of others when playing in shared spaces and moving around the school, including corridors.
- Care for the school environment – look after gardens, plants and play areas and put all rubbish in the bins.
- Stay within the school grounds and the boundaries during school hours.
- Be sun smart and wear a suitable sunhat during Terms 1 and 4, or play in the shade.
- Show consideration and respect for others at all times and care for other people's feelings and property.
- Be inclusive of each other during games.
- Use peer mediators for minor disputes.

Procedure for Dealing with Inappropriate Behaviours

Behaviours of a minor nature (these are in the majority)

These behaviours in the classroom and playground are dealt with as soon as possible using the restorative approach and the KNS Values. Any consequences should not be time consuming. Teachers can make personal judgments with the provision that students have the right to expect fair and consistent treatment from teachers.

Behaviours that are non-compliant and consistent

Identified students are discussed at team meetings and strategies may be implemented. The Guidance and Learning team (DP's) may be approached to suggest additional strategies. Parents may be consulted and included in supporting behaviour changes.

At this time a referral may be made to an outside agency with the Guidance and Learning team (DP's) if the behaviours are of a high level e.g. consistent non compliance, disrespect, use of put downs, physical hurting, or emotional excluding.

Referrals to Deputy Principal may occur when:

- Behaviours discussed with teachers e.g. strategies tried, prior involvement with parents, warnings and consequences given.
- At this stage parents are likely to be notified and a meeting will then be arranged. It is important that parents are involved and are supportive of interventions and actions.
- There needs to be a referral to RTLB.
- There needs to be a referral to Special Education (Extremely high level behaviour).

Incidents involving serious physical harm, theft, vandalism, serious threatening behaviour or emotional harm or misuse of computers

- Relevant Deputy Principal involved immediately.
- Relevant Deputy Principal / class teacher / duty teacher ensures victim/s supported (this will be dependent on the incident or behaviours involved).
- Student/s involved in harming are excluded from classroom / playground immediately and sent to sit outside relevant Deputy Principal's office (Junior – Year 1-4 and Senior – Year 5-8).
- Statements written or verbal made by all involved, including witnesses, if any. Written documentation / records kept in playground incident folder if during breaks by the duty teacher or on e-tap if during class time by the classroom teacher.
- A restorative meeting with students and a meeting with parents may be arranged, as appropriate (this would apply to victims family also).
- Consequences are determined, as appropriate, following investigation. These could involve exclusion from classroom, playground, or restriction of boundaries.
- A behaviour plan may be implemented.
- Parents of students involved informed of actions taken and may be further involved.
- Referral to outside agencies may be implemented if determined appropriate.
- A stand down / suspension may be implemented if determined appropriate.

For stand downs, suspensions and expulsions

- Procedures will be followed according to Ministry guidelines.
- Documentation regarding other incidents of non compliance must be kept on e-Tap under Guidance / Behaviour and should describe incidents or information is to be kept with the relevant Deputy Principal (Year 1-4 Junior and Year 5-8 Senior).

Complaints by parents concerning student behaviour

- These are investigated either by the teacher or senior leadership dependent on seriousness.
- Interventions as above.
- Parents are given feedback regarding the complaint.



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Individual Education Plan / Parent meeting process at KNS

Purpose of an Individual Education Plan (IEP)

- Adapting and differentiating your classroom program and the curriculum to cater for the needs of a child.
- Identifying strategies and building relationships with families and communicating about strategies to be used at school and home.

When should a child have an IEP

- If the child fits the above purpose.
- There is a request from the parents.
- Teacher concern.
- Guidance and Learning
- SENCO advice.
- Written report identifying a learning difference or difficulty from an outside agency/health

Setting up and having an IEP:

1. If a child is an ORS child or has other outside agencies (e.g. GSE, RTLB, Speech language therapy.....) working with them, a Guidance & Learning (DP's) needs to be involved in this IEP. Please include them when arranging the IEP /parent meeting time and drafting the document.
2. If you think a child needs an IEP / parent meeting , please check with Guidance & Learning (DP's)
3. If it is agreed that an IEP/parent meeting would be useful, arrange a time to meet with the parents to set a time and date.
4. Draft the IEP /parent meeting prior to the meeting. Have an idea of some of the things you would like to focus on. This can then be discussed at the meeting with parents and any other people involved and ways to support the child can be agreed.
5. At the meeting review the previous IEP /parent meeting (if they have had a meeting before) Then discuss the draft document. Consult and obtain parents opinions.
6. IEP's /parent meetings are held depending on the needs of the child e.g. termly, once or twice a year.
7. Once the IEP/parent meeting is completed, (within a week) email copies to those who attended and send a copy to Carol's office for the file.
8. At the next IEP/parent meeting you will review the previous one. It is expected that the reviewed documents are also sent through to the Guidance & Learning (DP's) along with the new document.
9. Copies of the IEP/parent meetings are filed in the school Identified Needs folders (in Carol's office). They are available to all teachers.



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Karori Normal School

Gifted and Talented Guidelines

Rationale

Karori Normal School recognises that students with exceptional abilities are present in our school population. We acknowledge that gifted students possess, to an outstanding degree, demonstrated ability or potential in one or more of the following areas:

- ✓ general intelligence
- ✓ specific academic areas
- ✓ visual and performing arts
- ✓ psychomotor ability
- ✓ leadership
- ✓ creative thinking
- ✓ interpersonal and intrapersonal skills

Policy Statement

The Ministry of Education document (2012), 'Gifted and Talented Students: Meeting their Needs in New Zealand Schools,' forms the basis of our school's policy to ensure our gifted students are identified and receive specific educational attention.

- Gifted students require supportive teachers and learning environments in order that their potential may be translated into demonstrable ability and talent.
- Gifted students can underachieve in relation to their potential and may not be seen as productive or successful in class.
- Gifted students can have learning disabilities with which they may require help and support.
- A language barrier does not preclude a child from being gifted, or from requiring extension work.
- Children from other cultures have gifts and talents which are valued and which should be recognised.

Implementation

Identification of students

Karori Normal School is committed to identifying our gifted students so that their individual needs may be more appropriately met.

- Students are identified as early as possible in order that they may develop successful learning patterns and so minimise situations leading to under-achievement. We recognise that lack of motivation, under-achievement, and behavioural difficulties can negatively influence the identification of a student's exceptional potential.
- Teacher observation of emerging potential is an ongoing process because of the fluid and developing nature of intelligence.

- A range of objective and subjective criteria are used to identify both the achieving and under-achieving gifted students.

A selection of the following is used, dependent upon student needs and their situation:

- teacher observation
- student products
- parent information
- information from outside agencies
- teacher checklist or teacher observation scales
- student interest inventory – (GATE Database)
- student self-evaluation

The Principal will:

- Ensure a key person is responsible for, and supported in, the management and maintenance of the gifted policy.
- Provide opportunities for staff to participate in ongoing training and development in methodologies and practices aimed at enhancing learning outcomes for their students.
- Provide opportunities to enable teachers to deliver a range of learning opportunities (social, academic, physical and emotional) and the smooth process of acceleration.

Teachers will:

- Use the guidelines from the UDL framework to provide opportunities for all students within their existing classroom programmes.
- Ensure that there is regular contact with parents through an IEP in order to establish important support and develop the relationship between the child, home and school.

The Board of Trustees will:

- Support the principal by providing budgetary requirements, which will take into account staff training needs and provision of resources.

Conclusion

All children deserve an equal opportunity to receive the best education it is possible to give them. For those with special abilities and interests, provisions need to be made so they can achieve their potential.

Key Competencies

REQUIREMENT: Students are supported to develop the key competencies on pages 12-13, NZC.

Competencies are integrated, holistic and complex. They include the knowledge, skills, attitudes and values needed for living, learning, working and contributing to the life of the community. Key competencies are those competencies needed by everyone across many life contexts. School is only one of those contexts, and the matter of transfer or generalization from school to life needs to be considered.

NZC Five Major Competencies which we support students to develop	Our School In our school we emphasise students' development of the following:
<p>Thinking</p> <ul style="list-style-type: none"> • Use creative, critical, metacognitive and reflective processes to make sense of information, ideas, experiences • Actively seek, use and create knowledge • Reflect on own learning, draw on personal knowledge and intuitions, ask questions, challenge the basis of assumption and perceptions <p>Using language, symbols and texts</p> <ul style="list-style-type: none"> • Interpret and use words, number, images, movement, metaphor and technologies in a range of situations • Recognise how choices of language and symbol affect people's understanding and ways in which they respond to communications • Use ICT confidently to communicate and access information <p>Managing self</p> <ul style="list-style-type: none"> • Self-motivation • 'Can do' attitude • Set personal goals, make plans, have high personal standards • Be enterprising, resourceful, reliable, resilient • Have strategies for meeting challenges • Know when and how to follow someone's lead, or make own well-informed choices <p>Relating to others</p> <ul style="list-style-type: none"> • Interact effectively with a diverse range of people in a variety of contexts • Listen actively, recognise different points of view, negotiate and share ideas • Open to new learning • Take different roles in different situations • Know when it is appropriate to compete, and when it is appropriate to co-operate <p>Participating and contributing</p> <ul style="list-style-type: none"> • Participating actively in local, national, global communities • Respond appropriately as a group member • Make connections to others • Create opportunities for including people in group activities 	<p>Learning Competencies (Thinking and languages, symbols and Texts)</p> <p>Thinking</p> <ul style="list-style-type: none"> • Asking, investigating and acting on questions that involve critical, creative, lateral thinking • Exploring, inquiring and problem solving • Making and justifying decisions • Reflecting on knowledge, ideas, values and behaviour. <p>Language, Symbols and Texts The school's objectives for ENGLISH and MATHEMATICS & STATISTICS are the basis for the development of this competency. Those objectives connect across all learning areas and activities.</p> <p>Personal & Social Competencies (Managing self, relating to others, participating and contributing) These competencies are strongly linked to all learning areas and are reflected in planning and learning experiences. Students are encouraged to use the common language of the competencies as part of every day school life.</p> <p>Managing Self:</p> <ul style="list-style-type: none"> • Having and working to goals • Staying focused • Seeking and acting on feedback • Being organised, <p>Relating to Others:</p> <ul style="list-style-type: none"> • Showing respect and courtesy • Listening and communicating • Being open minded and trusting • Interacting well with people in different settings. <p>Participating and Contributing:</p> <ul style="list-style-type: none"> • Active engagement in community activities • Taking leadership and membership roles in various groups

Learning Areas

Learning for Knowledge and Skills

REQUIREMENT: Students are provided with effectively taught programmes in the learning areas, pp18-23, NZC

The learning associated with each area is part of a broad general education, and lays a foundation for later specialised learning.

NZC Essence and Strands	Our School
<p><i>English</i> Students study, explore, and enjoy language and literature communicated orally, visually, or in writing.</p> <ul style="list-style-type: none"> • <i>Listening, reading and viewing</i> • <i>Speaking, writing and presenting</i> <p><i>Mathematics & Statistics</i> Students explore relationships in quantities, space, and data.</p> <ul style="list-style-type: none"> • <i>Number and algebra</i> • <i>Geometry and measurement</i> • <i>Statistics</i> 	<p>Main Focus Goals for students across all levels of the school.</p> <p><u><i>English</i></u> The focus of learning is on the use and enjoyment of the English language and literature, communicated orally, visually, and in writing for a range of purposes and audiences, and in a variety of ways.</p> <ol style="list-style-type: none"> 1. Communicate clearly and well in oral, visual and written form. 2. Express ideas and present information using conventions and formats suited to purpose. 3. Read, view and listen for purpose and for pleasure to broaden understandings and perspectives. 4. Use processes and strategies to gain meaning from what is seen, heard and read. 5. Use processes of proofing, editing to improve the quality of work. <p><u><i>Mathematics & Statistics</i></u> The focus of learning is on exploring the use of patterns and relationships in quantities, space and time and in data. Students learn to estimate with reasonableness, calculate with accuracy, and realise when results are accurate or doubtful.</p> <p>Number</p> <ol style="list-style-type: none"> 1. Recognise, interpret and use mathematical ideas and information in everyday situations. 2. Understand and use a variety of strategies to efficiently solve problems. 3. See and use patterns in numbers shapes and measures. <p>Geometry and Measurement</p> <ol style="list-style-type: none"> 1. Use and recognise properties of shapes 2. Use appropriate units and instruments of measurement and calculate. <p>Statistics</p> <ol style="list-style-type: none"> 1. Investigate, collect, interpret and present data 2. Explore patterns and meanings in data. 3.

Science

Students learn to investigate, understand, and explain our natural, physical world and the wider universe.

- *The nature of science*
- *The living world*
- *The planet Earth and beyond*
- *The physical world*
- *The material world*

Social Sciences

Students learn about how societies work and how people can participate as critical, active, informed and responsible citizens.

- *Identity, culture and organization*
- *Place and environment*
- *Continuity and challenge*
- *The economic world*

Technology

Students learn to use practical and other resources to develop products and systems that expand human possibilities by addressing needs and realising opportunities.

- *Technological practice*
- *Technological knowledge*
- *Nature of technology*

Science

In science education, the focus of learning is on investigating, understanding, and explaining our natural, physical world and the wider universe, through generating and testing ideas, gathering evidence from observations and investigations, and communicating findings, ideas and understandings.

1. Show an understanding of the diversity of life, life processes and the impact that all forms of life have on each other with an emphasis on the biology of New Zealand. **(LW)**
2. Show an understanding of the interconnecting systems and process of the earth and solar system. Understand that these are interconnected. **(PEB)**
3. Show an understanding of the concept of energy and how it changes from one form to another and apply this understanding to everyday challenges. **(PW)**
4. Describe and group materials based on properties and recognise permanent and temporary changes in materials in everyday situations. **(MW)**

Social Sciences

The focus of learning is on how communities and societies work, and how people can participate as informed, critical and responsible citizens.

1. Explore local, national and global issues to increase awareness of the impact of the past that helps shape the future.
2. Develop an awareness of the Treaty of Waitangi and learn about other cultures within and beyond New Zealand, past, present and future.
3. Understanding of relationships between people, economies, and environments.
4. Show an understanding of people's roles and responsibilities and their impact on society

Technology

In technology education, the focus of learning is on the use of practical approaches to develop products and systems to meet needs and explore opportunities.

1. Show how and why things work, their uses, limitations, suitability **(Technological practice)**
2. Make and evaluate plans, models, products and systems for particular purposes **(Technological Knowledge)**
3. Evaluate and critique the impact of technology on people and environments **(Nature of technology)**

The Arts

Students explore, refine, and communicate ideas as they create works and respond to the works of others.

- *Dance*
- *Drama*
- *Music*
- *Visual arts*

Health & Physical Education

Students learn about their own well-being and that of others, in health-related and movement contexts.

- *Personal health and physical development*
- *Movement concepts and motor skills*
- *Relationships with other people*
- *Healthy communities and environments*

Learning Languages

Students develop the means of communicating with people from another culture and exploring their own personal world.

- *Communication*
- *Language knowledge*
- *Cultural knowledge*

The Arts

The focus of learning is on exploring artistic expression of self, community and culture, and expressing and interpreting ideas with creative, aesthetic, and performance frameworks.

1. Express self, culture and ideas and respond to the works of others.
2. Communicate, express, develop and interpret creative ideas and emotions through movement, image and sound.
3. Create music from natural, acoustic, and digital environments, explored through listening, performing and creating.
4. Represent and communicate their creative ideas using a variety of mediums and techniques.

Health & Physical Education

The focus of learning is on knowing the meaning of personal, social and community well-being and engaging in activities that promote it.

1. Show an understanding of the importance of hauora in both a personal and wider social context. (**personal health and physical development**)
2. Use knowledge of hauora to participate and develop a range of motor movements (**movement concepts and motor skills**)
3. Show ability to build healthy relationships with other people and the need to be healthy. (**relationships with others**)
4. Show an understanding of how and why they need to be healthy and how our bodies work. (**healthy communities and environments**)

Learning Languages

The focus of learning is on communicating using the language of other cultures and developing appreciation for languages, communication and culture.

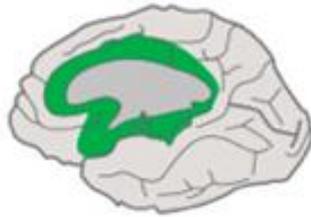
1. Show an understanding of the interrelationships between languages and culture.
2. To apply knowledge of a language by using the correct structures and vocabulary to communicate with native speakers.

Quality Teaching

At our school we have identified and decided on the following characteristics of quality teaching. These characteristics are reference points for regular teacher self and peer reflection and appraisal.

Professional Knowledge	<ol style="list-style-type: none"> 1. Are dedicated, enthusiastic and passionate about their own learning and the learning of their students 2. Challenge themselves, take responsibility for their professional learning and growth; use reflection, analysing and critical thinking skills to identify areas of weakness so as to improve their practice 3. Plan, each skills and develop knowledge in literacy and numeracy so students are literate life-long learners who have access across all learning areas 4. Have knowledge of what they are teaching and why
Teaching techniques	<ol style="list-style-type: none"> 1. Bridge the gap between theory and practice, utilizing people, places and contexts within the school and wider community 2. Observe learning and use evidence of progress to inform planning of next steps 3. Use a variety of teaching approaches including questioning and high-order thinking 4. Provide opportunities for modelling and reflection 5. Involve students in decision making, the setting of direction of learning, negotiate success criteria, promote independence and taking responsibility, self-evaluation and celebrate student achievements
Motivation of students	<ol style="list-style-type: none"> 1. Are enthusiastic and passionate about the learning of their students 2. Know their learners, accept and celebrate diversity and differences, link student's prior knowledge and interests to engage learners in relevant, memorable and meaningful context 3. Provide a varied, stimulating and balanced curriculum sharing their learning experiences to meet the needs and interests of all students 4. Make fun part of learning experiences
Classroom management	<ol style="list-style-type: none"> 1. Develop a safe, structured learning environment for risk taking, filled with high expectations, optimism, respect for all students and have students as their 'prime focus' believing they can make a difference 2. Are consistent, flexible, caring, nurturing, have positive relationships with students, model they are human and promote the KNS values
Communication	<ol style="list-style-type: none"> 1. Are active listeners and effective communicators
Support for and co-operate with colleagues	<ol style="list-style-type: none"> 1. Accepts new ideas and are willing to change their own practice adjusting to changing circumstances so as to address student needs 2. Are open-minded, adaptable, well organized, perceptive and realistic 3. Work collaboratively with colleagues, management and mentors as a member of a learning community 4. Can prioritize, manage themselves and energy levels whilst keeping a balanced life

Universal Design for Learning Guidelines



Provide Multiple Means of Engagement

Purposeful, motivated learners

Provide options for self-regulation

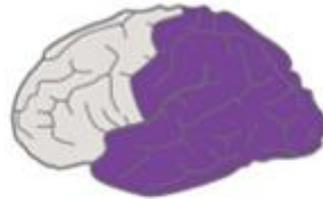
- + Promote expectations and beliefs that optimize motivation
- + Facilitate personal coping skills and strategies
- + Develop self-assessment and reaction

Provide options for sustaining effort and persistence

- + Heighten salience of goals and objectives
- + Vary demands and resources to optimize challenge
- + Foster collaboration and community
- + Increase mastery-oriented feedback

Provide options for recruiting interest

- + Optimize individual choice and autonomy
- + Optimize relevance, value, and authenticity
- + Minimize threats and distractions



Provide Multiple Means of Representation

Resourceful, knowledgeable learners

Provide options for comprehension

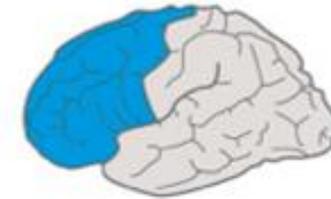
- + Activate or supply background knowledge
- + Highlight patterns, critical features, big ideas, and relationships
- + Guide information processing, visualization, and manipulation
- + Maximize transfer and generalization

Provide options for language, mathematical expressions, and symbols

- + Clarify vocabulary and symbols
- + Clarify syntax and structure
- + Support decoding of text, mathematical notation, and symbols
- + Promote understanding across languages
- + Illustrate through multiple media

Provide options for perception

- + Offer ways of customizing the display of information
- + Offer alternatives for auditory information
- + Offer alternatives for visual information



Provide Multiple Means of Action & Expression

Strategic, goal-directed learners

Provide options for executive functions

- + Guide appropriate goal-setting
- + Support planning and strategy development
- + Enhance capacity for monitoring progress

Provide options for expression and communication

- + Use multiple media for communication
- + Use multiple tools for construction and composition
- + Build uencies with graduated levels of support for practice and performance

Provide options for physical action

- + Vary the methods for response and navigation
- + Optimize access to tools and assistive technologies

KNS INQUIRY FRAMEWORK 2017

Refer to the relevant year when selecting the **Concept** and the Learning Areas.
Team Leaders can negotiate the Learning areas however coverage will need to be justified.

Key Concepts	
Identity	Definition: The characteristics by which a person, group or thing is recognized.
Change	Definition: The act, process, or result of altering or modifying.
Diversity	Definition: Recognising the differences within and between groups and the relationship to time and/or place.
Cause and Effect	Definition: Knowing why something happens or happened, or what happened as the result of something else.
Systems	Definition: A process or anything working together as part of a mechanism or an interconnecting whole.

2016	2017	2018	2019
School Wide Programmes <i>Science Fair KNS Keeping Ourselves Safe Yr1-8 (H1)/Changes at Puberty (H4) School Road Safety Art Splash Life Education (H1) Camp Yr5-8</i>	School Wide Programmes <i>Changes at Puberty Yr 5-8 (H4) Kia Kaha Y1-8 (H1) School Road Safety Art Splash Showcase Y7/8 Overnight camp Y5-8</i>	School Wide Programmes <i>Science Fair KNS Keeping Ourselves Safe Yr1-8 (H1)/Changes at Puberty (H4) School Road Safety Art Splash Life Education (H1) Camp Yr5-8</i>	School Wide Programmes <i>Changes at Puberty Yr 5-8 Kia Kaha Y1-8 School Road Safety Art Splash Life Education NA Showcase Y7/8 Overnight camp Y5-8</i>
Diversity 2016 SS2 or SS4 S1 or H3 T1-3	Identity S1, H1, SS3 T1-3	Diversity SS2 or SS3 S1 or H1 or H3 T1-3	Identity 2015 SS3 H1
Change S1 or S4 SS4, T1-3	Change SS2 T1-3	Change SS2 or S4 T1-3	Change T3
Systems SS3 T1-3	Systems S2, H4 T1-3	Systems SS3 T1-3	Systems H2 H4 or S2
Cause and Effect SS1 T1-3	Cause and Effect H3, S1 T1-3	Cause and Effect SS1 T1-3	Cause and Effect T1 or S3

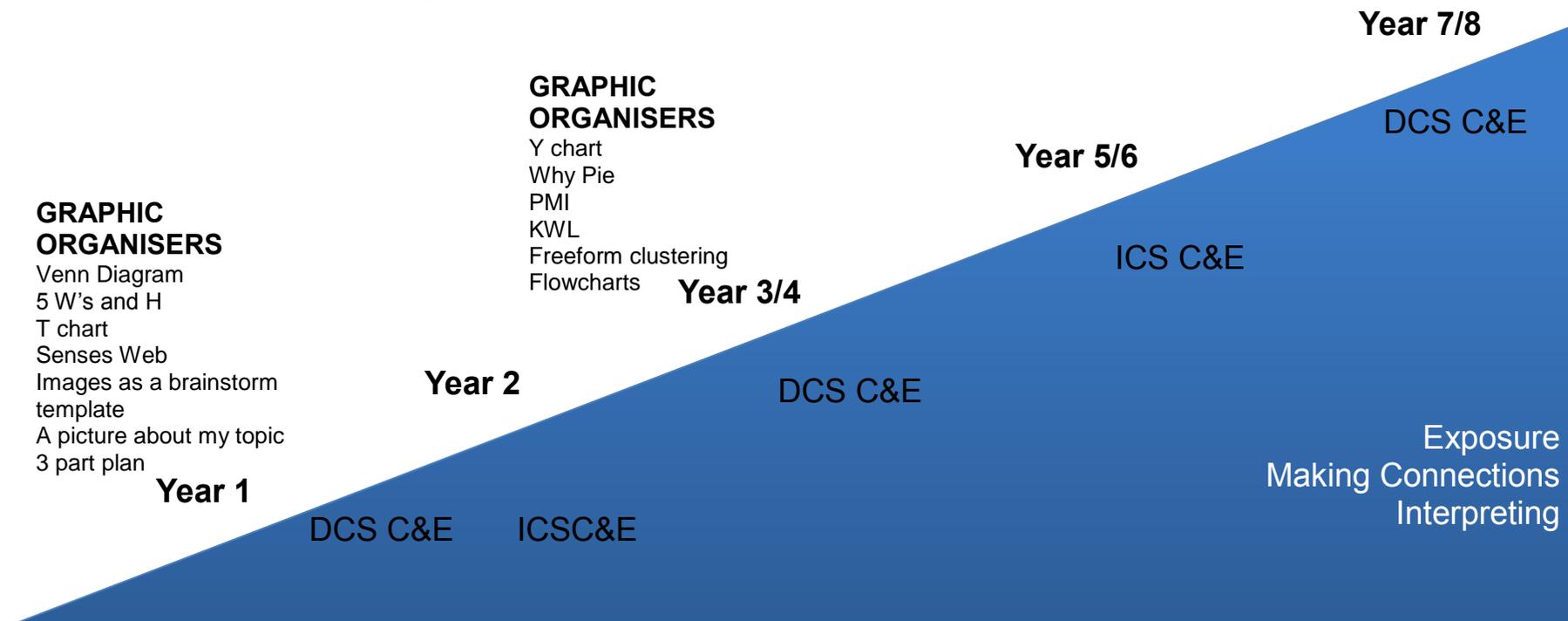
Building a deeper conceptual understanding through Inquiry

5 key concepts **Identity, Change, Diversity, Systems, Cause and Effect**

These are revisited through **different contexts** as children move through KNS.

GRAPHIC ORGANISERS

Fishbone
Herring bone
Thinkers Keys
KWHL
Cause and Effect Map
Decision Matrix
Knowledge Tier



**English, Mathematics and Statistics, Sciences, Social Sciences
Technology, The Arts, Health and PE, Learning Languages**

Supporting Information for Building a deeper conceptual understanding through Inquiry

- Our Integrated model is delivered through a concept. The context is the vehicle.
- The 5 Key concepts are visited through different contexts in the learning areas from the NZC/ KNS Curriculum. Each concept has been mapped to the Rich curriculum learning areas of Health, Science, Social Studies or Technology.
- The core areas of English and Mathematics and Statistics are the foundations for all learning areas. They are not necessarily separate. The core and rich curriculum influence the holistic view of both teaching and learning.
- Viewing a concept from a different context each time enables deeper understanding to be developed. See the diagram above to show the progression.
- Children will revisit the Key Concepts at least 3 times during their time at KNS.
- Key concepts will be fixed for each year to ensure coverage. Teams are able to plan the order that these concepts are covered in any given year. **This is mapped out early in Term 1.**
- The prior knowledge of a Concept should be built on from one year to the next.
- Universal supports such as graphic organisers are used to support conceptual understanding, planning, thinking and reflecting. As children progress through the school graphic organisers are introduced to promote learning and encourage independence.
- E-Learning and devices are used to support all learning. As children progress through the school their confidence and skills in e-Learning will grow.
- The Arts are used to express and communicate ideas, thinking and expression of self. The Arts are not necessarily separate, but a way for students to represent and express their ideas and learning.
- The Long Term plan through inquiry template is initially drafted as a skeleton plan with the concept and context set by the team. The UDL guidelines are used alongside with the KNS framework.
- Inquiry is a way to create environments where the variable needs of all are considered from the outset.

TOP TIPS FOR UDL THROUGH INQUIRY

Based on the Universal Design for Learning Guidelines, here are key statements and questions to consider when planning *successful inquiry teaching and learning*:

1. **Pre-planning to 'hook' the students:** awareness of school, national and international events to include in planning. Will the inquiry provide options that help all learners sustain effort and motivation? Will the inquiry provide options that engage and interest all learners?
2. **Gathering Prior Knowledge** from your class about their thoughts and ideas about the suggested inquiry topic to help guide planning and cater for student interest and needs. What will you need to know in order to provide options that can help all learners regulate their own learning?
3. **Building of Knowledge:** Is the way you are presenting the information going to build on and increase students' content knowledge? Are you providing options for all learners to reach higher levels of comprehension and understanding? How can you provide options that help all learners perceive what needs to be learned?
4. A clear **Integrated inquiry** that the teacher and students are teaching and learning towards. Will the integrated inquiry tasks provide options that help all learners express themselves fluently? Is the assessment flexible, providing multiple options for learners to show their knowledge?
5. **Hands on Activity component/s** Will the inquiry provide options that help all learners physically respond? Will the inquiry provide options that help all learners act strategically?
6. **Reading, writing and maths** is linked where possible. What skills and strategies will need to be taught so that students will have success?
7. **Inquiry is not a linear, cyclic or isolated process.** Expect to offer options and flexibility.
8. Consider the **so what** as you plan your inquiry. What is the point? Does it challenge?
9. An inquiry can be **taught in a day, week or possibly over a term.** It can spark from a teachable moment.
10. Wherever possible, create solutions that work for the most people from the outset. To do this, seek diverse perspectives to inform the design.

How to start your Skeleton Inquiry

Look at the Inquiry framework and decide on the concept



Brainstorm contexts that will engage and develop the children's understanding of the concept?



Develop a hook, a provoking question or statement, that will engage students and direct them to start thinking and asking questions



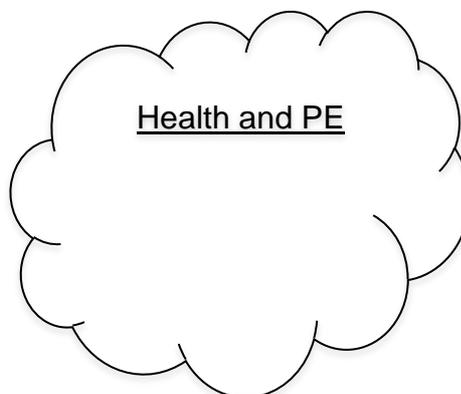
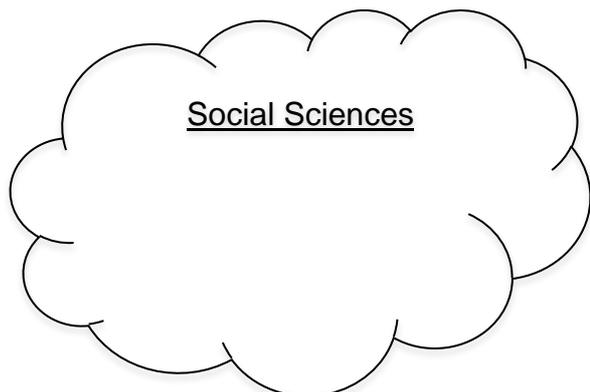
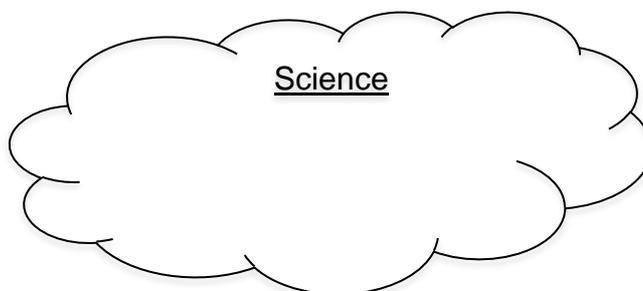
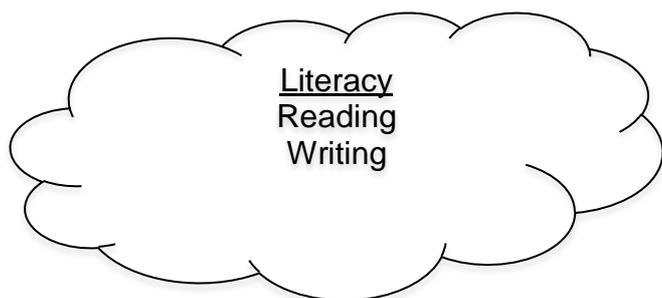
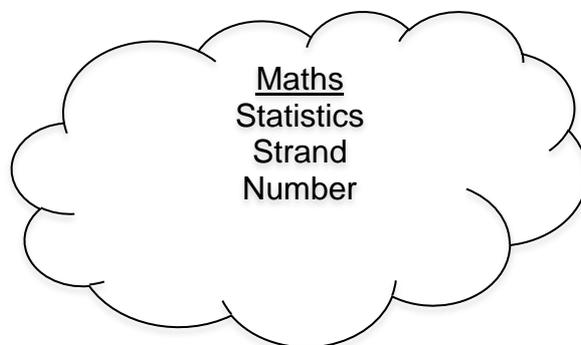
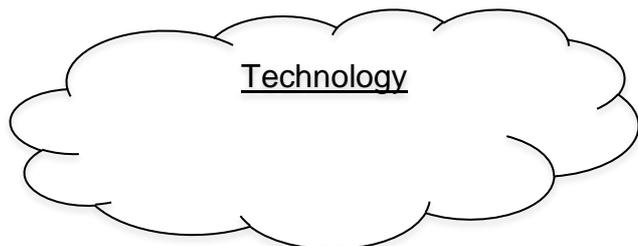
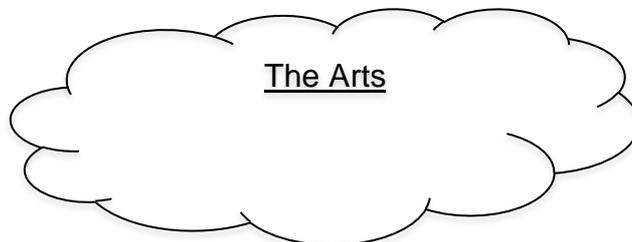
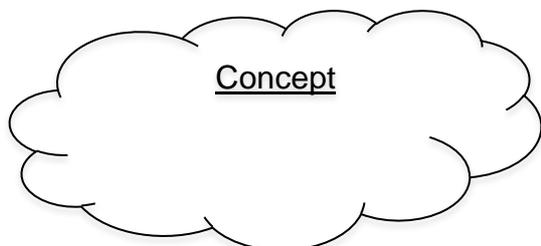
What are the major abilities that you want the children to develop, in relation to the concept, throughout the inquiry?
Develop a Rich task for learning and assessment.



Plan learning activities that support the rich task and combine core curriculum areas. Ensure that you keep returning to the concept to show the learning links.
This is an ongoing process.

Brainstorm Bubbles to assist with establishing the context for your Inquiry

Look at the integrated brainstorm bubble maps for each concept to select your context. These are only a starting point. You will have plenty of other ideas for contexts. Refer to curriculum documents and Learning Areas as required.





We encourage our children to be the best they can be
"Tino pai ake"

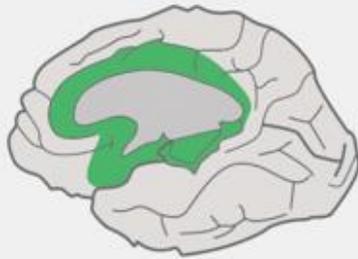
2017 KARORI NORMAL SCHOOL Long Term Plan through Inquiry

Team: Year Level:	Key Concept: SYSTEMS CAUSE&EFFECT CHANGE IDENTITY DIVERSITY Curriculum Area(s) Time Frame:	
Who are the learners?	What is the Context? <i>Through the context of...students will gain/broaden their understanding of...</i>	What do the learners bring with them?
What are we here to do? <i>What is the purpose of the learning?</i>		
What are the barriers? <i>What might get in the way of learners succeeding? What are the potential barriers in the learning design?</i>		
Universal supports <i>What supports can I make available to everyone?</i>		
Values and Key Competencies		
Values to be explored, encouraged, modelled through learning.		
Key Competencies to be emphasised in the Context of the learning Digital Citizenship Consider what questions may arise and what skills will need to be taught.		

Plan the Learning through UDL

What options can I provide to help learners plan, organise and demonstrate their understanding?
 What options can I provide to support sustained engagement?
 How can I present information in different ways to support access and understanding?

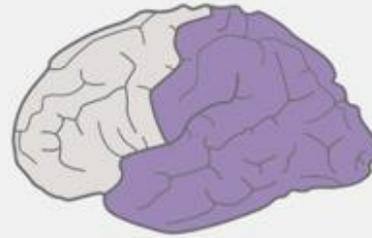
AFFECTIVE NETWORKS:
 THE **WHY** OF LEARNING



Engagement

For purposeful, motivated learners, stimulate interest and motivation for learning.

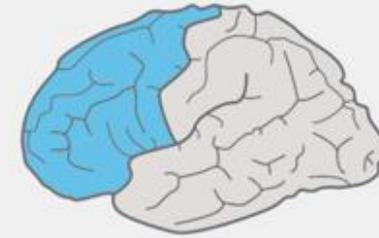
RECOGNITION NETWORKS:
 THE **WHAT** OF LEARNING



Representation

For resourceful, knowledgeable learners, present information and content in different ways.

STRATEGIC NETWORKS:
 THE **HOW** OF LEARNING



Action & Expression

For strategic, goal-directed learners, differentiate the ways that students can express what they know.

How did it go? How do I know it went well? Who can I ask?

Curriculum Connections : Strand box(es) fully shaded for major focus; partly shaded for minor focus

English		Maths & Stats			The Arts				Health & PE				Science				Social Sciences				Technology			Lang		
LRV	SW P	NA	MG	S	M	V	Da	Dr	P	M	R	C	L	M	P	PE	ICO	PE	CC	EW	TP	TK	N	C LK CK		

Concepts = Knowledge, Understanding, Insight

Abilities = Skills, Processes

Pedagogy

- Make connections and promote engagement by enabling students to enter and explore new learning environments, overcoming barriers of distance and time;
- Facilitate shared learning, communication and collaboration by enabling students to join or create communities of learners that extend beyond the classroom;
- Create supportive learning environments by offering resources and universal supports that take account of individual, cultural, or developmental differences;
- Enhance opportunities to learn and represent learning by offering students virtual experiences, skill acquisition support and exposure to tools that save them time, and allow them to take their learning further. NZC pg 36



*We encourage our children to be the best they can be
Tino pai ake*

eLearning at KNS

Curriculum

- At KNS we promote engagement, representation and action via eLearning, to support learners and their access to all areas of the curriculum.
- We use a wide range of eLearning tools as universal supports for learning and assessment, responsive to learners and their needs.



Digital Citizenship

- To be a confident and capable user of devices (**excellence**)
- To use devices for learning as well as other activities
- To think carefully about whether the information seen online is true (**responsibility**)
- To speak the language of digital technologies
- To understand that problems may be experienced when using devices but have strategies to solve these. (**integrity**)
- To always use devices to communicate with others in positive ways (**empathy**)
- To be honest and fair in all actions using devices (**responsibility**)
- To always respect people's privacy and freedom of speech online (**respect**)
- To help others to become better digital citizens (**respect, integrity, empathy, responsibility, excellence**)



E-Learning Information 2017

Introduction

Karori Normal School operates a dual platform of PCs and Apple Macs. Laptops are MacBooks and MacBookPros. Most classrooms have a PC and iMac desktop computer. Nick Dowson and Emma Newton are the eLearning facilitators.

Classroom Computers

Personal log on: jbloggs and then your password

Classroom log on: room2 password, then room2 (no spaces and no capitals)

If you wish to move your computer and your cable is not long enough, please see Nick or Emma. An alternative to this is that you record it in the ICT book that is located in the office.

TELA Laptops

Each full time teacher is entitled to the use of a TELA laptop. The MoE and school pay for its rental. As you have your own profile on this computer, your files are secure as long as you log off. You must, however, ensure you synchronise your laptop after you have used it. Teachers will be required to sign a user agreement at the beginning of each year.

Synchronising Files on Macs

Synchronising your profile is an easy way to safeguard your files and folders on your laptop. When you log on and off at school, the Apple server will automatically synchronise (save) all files and folders on your laptop that are saved on your desktop, or in your Documents folder. Your folder on the Apple server will replicate what is on your laptop, so any changes you make will automatically occur in your folder on the server. If you choose to skip this process then it will take longer to synchronise next time, as you will have more data to be replicated onto the server.

Server and File Storage

Each teacher has a folder on the server. When using your PC to access or save work, the path is MyDocuments/Teacher\$/JBloggs. Only you can access your folder.

There are two exceptions to this:

1Public is where many school wide documents are stored. You can access any folders and files in this area. Please save any templates you use to your own folder before working in them.

2Public is also the home of much school wide data. Here you can 'read only' and not make any changes – you can save to your own folder if you wish to write in any of the templates etc.

There is also a Student\$ storage area which works the same way. Each room has a folder for the storage of their work. You can make individual student folders in here for your class.

Connecting to the Server from Macs

You and your students can access and save files to and from the PC server. Click on your desktop and them press command and K



This connects you to the server from the desktop and must be done if you wish to access the server. The server can be accessed from the dock on your mac – there are icons for both teachers and students on the right side of your dock on your laptops.



Student Use

Students are able to use all ICT equipment. Students may use all computers, but must log in **on their room profile** and not have access to the teacher profile. All classroom profiles on Macs have a short cut to the server on the desktop. This is a file that is usually in the top right hand corner.

eLearning User Agreement

Classes create and agree to an eLearning user agreement at the beginning of the year that then supports their learning throughout the year. These agreements are signed by the student and their parent(s).

At our school we promote a Digital Citizenship model for supporting safe and responsible use of the internet in teaching and learning. An important part of this is that we are able to show others what that responsible use looks like while we are using technology in our learning.

We think a good digital citizen is someone who;

- is a confident and capable user of devices
- will use devices for learning as well as other activities
- will think carefully about whether the information they see online is true
- will be able to speak the language of digital technologies
- understands that they may experience problems when using technology but have strategies to solve these
- will always use devices to communicate with others in positive ways
- will be honest and fair in all of their actions using devices
- will always respect people's privacy and freedom of speech online
- will help others to become a better digital citizens.

For more information please see www.netsafe.co.nz

We will go over the Students User Agreements and Digital Citizenship at the Teacher only Days and teams will decide what this will look like in order to best suit the learners at their level.

Booking Mac Books or Mac Book Pro

Pod laptops can be booked using the following link: bit.ly/knspodlaptops

	A	B	C	D	E	F	G	H	I	J	K
1	MacBook Number	Monday			Tuesday			Wednesday			Thursday
2		9am - 10:40am	11am - 12:30pm	1:30pm - 3pm	9am - 10:40am	11am - 12:30pm	1:30pm - 3pm	9am - 10:40am	11am - 12:30pm	1:30pm - 3pm	9am - 10:40am
3		1	2	1							
4		3	3	3	1						1

Please abide by the following when booking equipment:

- only teachers may book equipment and must ensure laptops are returned when you are finished with them for the next class to use
- try to keep to a ratio of one laptop to two students
- avoid block booking of laptops to ensure equity
- make sure you leave them plugged in so they are charged for the next users
- if you change your mind, please cancel your booking so others may use the laptops

This booking system generally works well. Please keep the following in mind to ensure success for all:

- teachers must supervise **ALL** students uplifting and returning laptops and ensure all are put away correctly and plugged in, however as the year progresses teachers should use their judgement as to whether their students are able to collect and return laptops independently
- keep noise at a minimum during this process as teachers may be working in the resource room
- ensure laptops are put away at the beginning of breaks so they have time to recharge
- remember to check that students log off their classroom profile before they return the laptops to the pod
- please ensure that students **walk** with the laptops and carry them with the lids closed
- please record any problems in the book in the office, or tell Nick or Emma so any issues can be sorted quickly.

iPads

iPads are allocated amongst a team. You and your team will choose how to manage these iPads to suit your needs. If there is an app that you would like for your team please speak to the eLearning facilitators.

Assistive Technology

Assistive technology at KNS helps children with learning differences or difficulties to do things they cannot do, or to do them better. It is sometimes called 'specialised equipment' or 'assistive equipment'. It includes technology devices such as computer hardware (laptop, netbook, ipad) and appropriate and suitable software to meet the individual needs of the child.

If a child requires this level of support, the school is responsible for applying for assistive technology and will need to work with parents and other members of the students' support team to fill in an application form. The team might include the teacher, specialist teacher, school special education needs coordinator (SENCO), RTLB or another member of the teaching team that works with the student.

The Ministry of Education's assistive technology services include:

- * advice, support and information on assistive technology products
- * an assistive technology assessment framework to help teams support students
- * advice and support for schools and specialists who undertake assistive technology assessments
- * funding of assistive technology devices for individual students (to meet their learning needs)

Children that have been granted assistive technology are encouraged to use their equipment as much as possible for learning tasks both in the classroom as well as at home, so that they can develop their skills and competency to use their equipment confidently at school/college.

Please speak to Nick about Assistive Technology.

Problems

If you are having any technical issues with any devices, please record this in the book kept in the office so that Ryan or Tim from OneStopIt can action it. Ryan is in school 5 days a week from 8am - 10am and will be able to help with any problems you might have. Make sure you date your entry and add your name and your room number! **Please follow this process and do not just grab the technicians when you see them.**

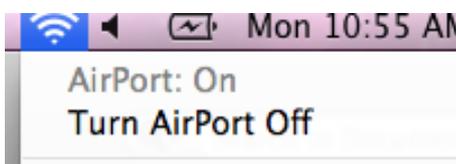
Here are a few common problems that arise that you can fix yourself.

No Server Address



No Airport Signal

 To activate it, just click this button on the top bar of your laptop and select turn airport off and then do the same again to turn it on. If this fails, speak to Ryan the eLearning facilitators.



Passwords for Resources

Journal Surf

<http://journalsurf.learningmedia.co.nz/>

User name: KNS
Password: student

Digistore.

Karori Normal is registered with digitsore
<http://www.tki.org.nz/r/digistore/>

Our student username: st_karori31
Password: karori31

Assessment Resource Banks (arbs)

<http://arb.nzcer.org.nz/>

Username: arb
Password: guide

NZCER Marking

NZCER marking is where PAT and STAR results can be obtained.
<http://www.nzcermarking.org.nz/login.php5>

Username: admin2874
Password: KNSdonald1

Sunshine on Line

Sunshineonline.co.nz

Username: Karorinormal
Password: school

Ready to Read and School Journal audio books on the Server (Prior to 2010)
Apples: student server/11 student activities/School journal listening post
Use your classroom's name and password
Post 2011 are all online at tki.org.nz (All teacher support materials)

Spell-write computer games (PC only)
Click on Educational activities and then Literacy to access
Students can select an "Essential List" to work.

E-Tap

Etap.co.nz

Username KNS
Password – donald

Then enter your given number code with your own password.

Assessment & Reporting

Assessment at our school serves two interrelated purposes: informing teaching and learning as it happens, and accumulating information for reporting to parents and the Board of Trustees. Principles, practises and the programme for assessment and reporting are described below. All judgments of student achievement and progress draw on multiple sources of information, analysis of the information, and making dependable decisions on successes and future learning priorities.

We must report to students and their parents on the student's progress and achievement in relation to Ngā Whanaketanga Rumaki Māori and/or National Standards. Reporting to parents in plain language in writing must occur at least twice a year;

At Karori Normal school we provide two strands of reporting on progress and achievement.

One involving the parent, the teacher and the child.
The other involving the parent and the teacher.

The Parent, the teacher and the child strand is focussed on

- Celebrating learning, success and progress,
- Setting goals/next steps,
- The child articulating what he/she is learning and understanding his/her next learning steps.

Term 1

- **Two set days prior to school commencing (e.g. 01/02/16 & 02/02/16. - Teacher Led Goal Setting**
- Discussions centre on Next steps based on EOY Report, Reflection Book & parent/child/teacher input.
- Parent, teacher and child meet each other and begin to develop a working relationship. Notes can be recorded under Caregiver meetings on SMS-eTap.
- **Week 4 – Action Plan (In class and recorded in Reflection book)**
- Teacher and child develop an action plan to achieve the next steps set at the start of the school year.

Term 2

- **Week 9 - Reflection Books sent home**

Term 3

- **Week 4/5 – Celebration of Learning Conference (Parent/Teacher/Child)**
- Child led focus on goals, learning and progress
- The reflection book is central to this conference. The reflection book purpose, expectations, content will be co-constructed at staff/team meetings early in Term 1
- Reflection Books sent home

Term 4

- **Week 9** - Reflection Books sent home and returned to school.

The Parent and the teacher stand is focussed on

- Sharing achievement information, particularly in relation to National Standards
- Opportunities for parent and teacher to meet to discuss concerns, questions, etc.

Years 1-3

Ongoing Terms 1 to 4

- On eTap the National standards time frames are referred to in months.
- Junior Progress (interim) Report 20 weeks- 6 months, 60 weeks -18 months & 100 weeks – 30 months are **provided within two weeks of the date the child reaches the milestone.**
- Junior Anniversary Report 40 weeks -12 months, 80 weeks -24 months, & 120 weeks – 36 months are final judgements against NS and **provided within two weeks of the date the child reaches the milestone.**
- Parents are invited to meet the teacher if they wish to discuss any concerns with the teacher (15 minutes)
- New Entrant – 6 Week Meetings –face to face discussions will be provided for parents and teachers to share how the child is settling at school.

All children will receive a Rich curriculum report in Term 4. This will be as a stand alone report if they are not receiving an Anniversary or Progress report in Term 4.

Years 4-8

Term 1

- **Week 9/10 – Parent/Teacher Interview**
- Parents invited to meet if they wish to discuss any concerns with the teacher (15 minutes)

Term 2

- **Week 6** - Overall Teacher Judgements in relation to the NS made and inputted into SMS (First week in June)
- **Week 10 or 11 – OTJs (Interim Report) Last week of the term.**
- Report posted home, simplified format, OTJs and brief comment regarding achievement & next steps in reading, writing and mathematics
- Parents invited to meet if they wish to discuss any concerns with the teacher (15 minutes)

Term 4

- **Week 6** - OTJs made and inputted into SMS (First week in December)
- **Week 10 – Written Report**
- Parents are provided with a written report that summaries their child's progress and achievement in relation to the child's main goals of the year, including literacy, numeracy, and key aspects of the school's rich curriculum (e.g. values, inquiry learning, competencies). This report will also show progress and achievement in Literacy and Numeracy in relation to the National Standards.

2017



KARORI NORMAL SCHOOL

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Guidelines for making Overall Teacher Judgements

An overall teacher judgement involves drawing on and applying the evidence gathered up to a particular point in time in order to make an overall teacher judgement about a student's progress and achievement. Overall teacher judgements are consistent when the same evidence is used over time. Different teachers make the same overall teacher judgement on the same evidence.

Anniversary reporting for after 40,80,120 weeks will be made close to the anniversary date and a report will be sent home within 2 weeks of the date of the anniversary.

Interim reporting for 20, 60,100 will be made within 2 weeks of the date and a report sent home within this time. The current teacher of any child who has an anniversary or interim in December, January or February will make the OTJ.

Planning documentation and reflection will enhance the learning opportunities and guide the evidence required to assist in making overall teacher judgements.

Karori Normal School has established a moderation process as part of our effective teaching programme. This involves professional discussions with staff in the first instance and then in teams. Progress and achievement conversations are a regular part of team meetings.

Team Leaders with the Literacy and Numeracy Leaders will share evidence that has been collected using the KNS framework and moderate a sample of students work using *above, at, below and well below* in relation to the characteristics of the standard at any year.

The moderated samples will then be analysed by the all staff individually and then together a final agreement made as to the level and the use of "same evidence" as guided by the school OTJ framework.

Keeping record of teacher judgements will mean that the team, and the school are able to keep track of whether independent OTJ's are becoming more consistent over time.

After the independent OTJ's are made for all students, any discrepancies will be discussed with the Leadership and a final decision made. All teams will share evidence of randomly selected students

All interim and final OTJ's will be recorded on SMS Writing, Reading and Numeracy. This will be accessed through eTap in 2017.

2017 Year 1-3 Reporting Process for drafting, proofing, printing and signing.

All Year 1-3 children will be reported on in relation to the National Standards on a rolling cycle from the beginning of the year.

All reports are located on eTap and each teacher has the responsibility to write the report and provide the OTJ relevant to the weeks of school. **Reports will be posted within two weeks of the child reaching the milestone.**

All children will receive a Rich curriculum report in Term 4. This will be a stand alone report.

Term 3 New Entrant – 6 week meetings – face to face and a Rich curriculum report.

Term 4 New Entrant – 6 Week Meetings – face to face discussions will be provided for parents and teachers to share how the child is settling at school.

Any child who has an anniversary or progress report in Term 4 will have the report posted within two weeks of the date the child reaches the milestone.

- If a child is not receiving an Anniversary or Progress report then a Rich curriculum report will be completed.
- Teachers will have a buddy from their team to assist with proofreading.
- Team Leaders will assist all teachers to keep a schedule of the reporting cycle for the class.
- All Anniversary and progress reports will be printed by the class teacher in colour and then given to the DP who will do a final check and sign the report. Please include all drafts with the final coloured copy.
- The report will then be given to the Principal to sign and then returned to the teacher's pigeonhole.
- Teachers will then enclose the anniversary or progress report in an addressed envelope. This goes to the office out tray for posting **within two weeks of the anniversary or progress date occurring.**
- A second copy of the report is kept in the child's file.
- In Term 4 any child who has an anniversary or progress report that falls in December, January or February the current class teacher will write the report and this will be posted on a date to be confirmed

Term 4 Week 1-6

All parents have a log in with a password and ID to the parent portal.

Rich curriculum Reports are completed on eTap and will be published on the parent portal.

- Teachers will be offered workshops for report writing to ensure content is meeting expectations.
- **Week 7**
- Rich curriculum reports are proofread by a team Buddy and any changes made by the classroom teacher.
- Rich Curriculum reports are printed in colour as the final copy by the classroom teacher and given as a class set to the Deputy Principal. Once these are uploaded on the parent portal, the colour copy will be returned to teachers to place in the child's file.
- **Week 8**
- All Year 1-3 Rich curriculum reports will be loaded to the parent portal on eTap by the Deputy Principal's.
- All parents will receive a message via the eTap email system that reports will be published on the site the following week.
- **Week 9**
- Final checking against class list will be checked by DP and TL to ensure the correct documents are sent.
- All Rich curriculum, class lists and stationery lists will be loaded to the parent portal on eTap by the Deputy Principals. These will be published on the parent portal on a date to be confirmed.
- The office will post anniversary and progress reports on the 09/12/16.

Ongoing Terms 1 to 4

- On Etap the National standards time frames are referred to in months.
- Junior Progress (interim) Report 20 weeks- 6 months, 60 weeks -18 months & 100 weeks – 30 months are provided within two weeks of the date the child reaches the milestone.
- Junior Anniversary Report 40 weeks -12 months, 80 weeks -24 months, & 120 weeks – 36 months are final judgements against NS and provided within two weeks of the date the child reaches the milestone.
- Parents are invited to meet the teacher if they wish to discuss any concerns with the teacher (15 minutes)
- New Entrant – 6 Week Meetings –face to face discussions will be provided for parents and teachers to share how the child is settling at school.

ANNIVERSARY EVIDENCE

No single source of information can accurately summarise a student's achievement or progress. A range of approaches is necessary to compile a comprehensive picture.

<p>Key Competencies Values These are the main focus for development and progress.</p>	<p>Observations made refer to indicators Pictures that tell the story</p>	<p>Observations made refer to indicators Pictures that tell the story</p>	<p>Observations made refer to indicators Pictures that tell the story</p>
<p>Reading Year 1-3</p>	<p>40 weeks after 1 year</p>	<p>80 weeks after 2 years</p>	<p>120 weeks after 3 years</p>
<p>Most recent running record STAR results for year 3 Observed behaviours, anecdotal notes from conversations and interactions with text Evidence of work (eg self assessments/reflection books, work books/wall display/digital)</p>	<p>6 year net summary Wedge Graph – Ready to Read Fiction/ non Fiction Running Record Reading Response</p>	<p>Wedge Graph – Ready to Read Fiction/ non Fiction Running Record Reading Response</p>	<p>STAR Wedge Graph – Ready to Read Fiction/ non Fiction Running Record Reading Response</p>
<p>Writing Year 1-3</p>	<p>40 weeks after 1 year</p>	<p>80 weeks after 2 years</p>	<p>120 weeks after 3 years</p>
<p>Unassisted writing sample Observed behaviours, anecdotal notes from conversations and interactions from modelling/discussions **W Writing samples in books, unassisted samples Reflection book</p>	<p>Writing sample Observation Grid Aspects from 6 year net Draft writing book</p>	<p>Writing sample Observation Grid Draft writing book Essential list</p>	<p>Writing sample Evidence of writing expectations at Year 3- annotated showing different audience and purpose. Draft writing book Essential list</p>
<p>Mathematics</p>	<p>40 weeks after 1 year</p>	<p>80 weeks after 2 years</p>	<p>120 weeks after 3 years</p>
<p>Rich mathematical tasks PAT Maths (year 3-8) Self and peer assessments/reflection book. Refer to Maths OTJ chart</p>	<p>JAM Number Knowledge Evidence of strategies</p>	<p>JAM Evidence of strategies</p>	<p>JAM Evidence of strategies NUMPA Ikan PAT</p>

Karori Normal School Interim Evidence

Key Competencies Values These are the main focus for development and progress	Observations made refer to indicators Pictures that tell the story	Observations made refer to indicators Pictures that tell the story	Observations made refer to indicators Pictures that tell the story
Writing Year 1-3	20 weeks NE-Year 1	60 weeks Year 2	100 weeks Year 3
Unassisted writing sample Observed behaviours, anecdotal notes from conversations and interactions from modelling/discussions **W Writing samples in books, unassisted samples Reflection book	School Entry assessment High Frequency words Samples of writing	Samples of writing Draft book Essential words	Samples of writing Draft book Essential words Evidence of writing expectations at Year 3- annotated showing different audience and purpose.
Reading year 1-3	20 weeks NE-Year 1	60 weeks Year 2	100 weeks Year 3
Most recent running record STAR results for year 3 Observed behaviours, anecdotal notes from conversations and interactions with text Evidence of work (eg self assessments/reflection books, work books/wall display/digital)	Wedge Graph – Ready to Read Fiction/ non Fiction Running Record Reading Response	Wedge Graph – Ready to Read Fiction/ non Fiction Running Record Reading Response	STAR Wedge Graph – Ready to Read Fiction/ non Fiction Running Record Reading Response
Mathematics	20 weeks NE-Year 1	60 weeks Year 2	100 weeks Year 3
Rich mathematical tasks PAT Maths (year 3-8) Self and peer assessments/reflection book. Refer to Maths OTJ chart.	JAM Number Knowledge Evidence of strategies Basic Facts	JAM Evidence of strategies Basic Facts	JAM Evidence of strategies Basic Facts NUMPA

Year 4 to Year 8

Overall Teacher Judgements will be made using the following guidelines for evidence at each year level. This was shared and agreed upon with staff in 2015 and will be adapted as required as evidence of learning and achievement may be altered as part of the assessment development. No single source of information can accurately summarise a student's achievement or progress. A range of approaches is necessary to compile a comprehensive picture.

<p>Writing year 4-8</p>	<p>Observed behaviours, anecdotal notes from conversations and interactions Writing samples in books across the curriculum Writing responses, unassisted writing samples **W, blogs Reflection book. Modelling books</p>
<p>Reading year 4-8</p>	<p>Most recent running record (if at or below chronological age) Observed behaviours, anecdotal notes from conversations and interactions (from guided reading sessions) Reflection book to show critical thinking. Modelling books Evidence of work- Reading responses across the curriculum/integrated. (self-assessments/reflection books, work books, wall display/digital) PAT Reading comprehension</p>
<p>Mathematics Refer to Maths OTJ chart -</p>	<p>Observed behaviours, anecdotal notes from conversations and interactions in mathematics tasks. Modelling books Numeracy Diagnostic and Think Sheets Evidence of number knowledge (IKan/tracking sheets) and strand maths. Rich mathematical tasks PAT Maths (year 3-8) Self and peer assessments/reflection book. Maths books</p>



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Karori Normal Assessment Schedule 2017 Year 1 Feb 2017

Core/Rich Area	School wide -	Other assessments
Writing	<p>KNS School entry assessments (SEA- after 6 weeks of schooling) on eTap 6 Year Net on eTap. Term 2 and 4 – exemplar analysis. (Moderate and mark writing sample, refer to year 1 writing expectations) on eTap Writing T2 and Writing T4 Spelling –essential word lists (list 1 – High Frequency words) expected after 6 months at school. Specific link to Literacy progressions “ after one year” on eTap 20 and 40 weeks OTJ made Reflect on goals in reflection book</p>	<p>Spelling analysis- NZCER</p> <p>My Words (NZCER) was specifically designed for Curriculum Level One learners.</p> <p>Term 1 and 3 – exemplar analysis. (Moderate and mark writing sample, refer to year 1 writing expectations) on eTap Writing T1 and Writing T3</p> <p>ARBs</p>
Reading	<p>KNS School entry assessments (SEA after 6 weeks of schooling) on etap 6 Year Net- reading age level will automatically feed into the Junior Reading (Wedge) mark book from the 6 year net mark book Wedge graphs to track progress are referred to. (This is part of eTap) Running Records –Beginning of the year, then every 6 weeks as needed in the Running record termly mark books on eTap. 20 and 40 weeks – Ready to Read/ fiction/non - fiction. Need to be specific to link to LLP and standards 20 and 40 weeks OTJ made</p>	<p>As needed', changing levels, confirming and documenting concerns regarding progress and achievement.</p> <p>Reading age levels of additional Running records to be entered into the Junior Reading (Wedge) mark book.</p> <p>ARBs</p>
Numeracy	<p>KNS School entry assessments (SEA after 6 weeks of schooling) on etap 6 Year Net on eTap JAM – Beginning/ End on eTAP algebra/measurement/geometry – select the level, comments can be entered for strand. Anecdotal evidence of strand Strand evidence in reflection books 20 and 40 weeks OTJ made</p>	<p>Numeracy tracking sheets proposed from Team solutions Think Sheets ARBs</p>
Inquiry PE and Sport	<p>Samples of learning and reflection Collation of Rich curriculum comments ready for Term 4 –These can be entered on eTap in the Rich Curriculum report at any stage in the year.</p>	ARBs
Parent/ Teacher/ Child Strand	<p>Setting up effective communication through He Hui Mihimihi 1st,2nd Feb (20 mins) Record on eTap any comments under Guidance- parent meetings Reflection books Celebration of Learning conversation Term 3</p>	
Parent/ Teacher Strand	<p>Anniversary and progress reporting Years 1-3 is ongoing throughout Terms 1 to 4. New Entrant – 6 Week Meetings –face to face discussions will continue throughout the year. Rich Curriculum report Term 4 KNS TJ made in the first week of December – this judgement considers where the child is at this point in time in reading, writing, mathematics for their year level and entered on eTap.</p>	



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Karori Normal Assessment Schedule 2017

Year 2 Feb 2017

Core/Rich Area	School wide	Other Assessments
Writing	<p>6 Year net if applicable - reading age level will automatically feed into the Junior Reading (Wedge) mark book from the 6 year net mark book Moderate and mark unassisted writing sample at the end of each term against exemplar analysis. (Refer to writing expectations for year 2) on eTap Spelling –essential word lists recorded each term as part of the termly writing on eTap Reflect on goals in reflection book</p> <p>40, 60, 80 weeks OTJ made</p>	<p>Spelling –essential word lists recorded in assessment folder.</p> <p>ARBS</p>
Reading	<p>6 Year net if applicable - reading age level will automatically feed into the Junior Reading (Wedge) mark book from the 6 year net mark book Wedge graphs to track progress- (this is part of eTap function) Running Records –Beginning of the year, then as needed.</p> <p>40, 60, 80 weeks OTJ made using Ready to Read/ fiction/non - fiction. This is MOE requirement for reading standard.</p>	<p>These may be done more frequently but not all need to be entered but evidence must be kept in assessment folder.</p> <p>Reading age levels of additional Running records to be entered into the Junior Reading (Wedge) mark book. Students reading above. Running record must be completed at least once a term.</p> <p>ARBS</p>
Numeracy	<p>6 Year net if applicable - reading age level will automatically feed into the Junior Reading (Wedge) mark book from the 6 year net mark book</p> <p>JAM – Beginning/ End on eTAP algebra/measurement/geometry – select the level, comments can be entered for strand. Strand evidence in reflection books 40, 60, 80 weeks OTJ made</p>	<p>NumPa Diagnostic (If a year 2 child has completed all stages of JAM) and the assessment is purposeful. Think sheets</p> <p>ARBS</p>
Inquiry PE and Sport	<p>Samples of learning and reflection. Collation of Rich curriculum comments ready for Term 4. These can be entered on eTap in the Rich Curriculum report at any stage in the year.</p>	ARBS
Parent/ Teacher/ Child Strand	<p>Setting up effective communication through He Hui Mihimihi 1st,2nd Feb (20 mins) Record on eTap any comments under Guidance- parent meetings Reflection books Celebration of Learning conversation Term 3 weeks 5/6 (15 mins)</p>	
Parent/ Teacher Strand	<p>Anniversary and progress reporting Years 1-3 is ongoing throughout Terms 1 to 4 Rich curriculum report Term 4. KNS- TJ made in the first week of December – this judgement considers where the child is at this point in time in reading, writing, mathematics for their year level.</p>	



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Karori Normal Assessment Schedule 2017

Year 3 and 4 2017

Core/Rich Area	School wide-	Other Assessments
Writing	Moderate and mark against exemplars. Unassisted writing sample each term on eTap. This also includes the spelling level that is shown in the writing. Spelling –essential word lists recorded Term 1 and Term 3 on eTap. What level they have mastered. Reflect on goals in reflection book 80, 100 and 120 weeks OTJ	ARBs Spelling –essential word lists recorded Term 2 and Term 4 on eTap. What level they have mastered.
Reading	STAR for Y3 Term 1 Wk 3 enter on eTap only PAT Reading Comprehension for Y4 Term 2 Wk 3. This will automatically appear on eTap. Wedge graphs (this is part of eTap function) Running Records-Y3-4 RR/PM's as required if reading at or below chronological age. Entries made once a term in the Running record termly mark books on eTap. Running record will be completed prior to any formal report or judgement that needs to be made. 80, 100 and 120 weeks OTJ -	Running records may be done more frequently but not all need to be entered, but evidence will need to be kept in an assessment folder. Reading age levels of additional Running records to be entered into the Junior Reading (Wedge) mark book. ARBs
Numeracy	PAT Maths /Statistics Term 2 Wk 3 This will automatically appear on eTap. NUMPA/ Diagnostic (throughout the year) on eTap Strand maths evidence on eTap. Record the level that is achieved from pre-level 1- Level 5. Comments can be made on eTap. • 80, 100 and 120 weeks OTJ -	Gloss (Students strategy stages) Beginning/End Basic facts first, IKAN (Students knowledge stages) Beginning/ End Think Sheets Team solutions tracking sheets ARBs
Inquiry PE and Sport	Samples of learning and reflection Rich curriculum comments collated for End of year reports. These can be entered on eTap in the Rich curriculum report for Year 3's or the Senior End of year report for Year 4 at any stage in the year.	ARBs
Parent/ Teacher/ Child Strand	Setting up effective communication through Goal setting on 4 th /5 th Feb (20 mins) Record on eTap any comments under Guidance- parent meetings Reflection books Celebration of Learning conversation Term 3 weeks 5/6	
Parent/ Teacher Strand	Anniversary and progress reporting Years 1-3 is ongoing throughout Terms 1 to 4	
	Years 4-8 Parent/Teacher interviews (15 mins) at the end of Term 1 or beginning of Term 2. Years 4-8 OTJ made in first week of June and first week of December - KNS TJ made in the first week of December – this judgement considers where the child is at this point in time in reading, writing, mathematics for their year level on eTap. Mid Year report for Year 4 in Term 2 on eTap. End of Year report for Year 4, Term 4 Week 10 on eTap. Rich curriculum report for year 3 on etap. Rich Curriculum report for Year 3 Term 4, Week 10 on eTap.	



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Karori Normal Assessment Schedule 2017

Year 5 and 6 Feb 2017

Core/Rich Area	School wide-	Other Assessments
Writing	Moderate and mark against exemplar. Unassisted writing sample each term on eTap. This also includes the spelling level that is shown in the writing. Spelling –essential word lists recorded on eTap. What level they have mastered. OTJ mid year/interim and End of year on eTap.	ARBs
Reading	PAT Reading comprehension T 2 Wk 3 Y5-6. This automatically appears on eTap. STAR for those < stanine 6 T 1 Wk 6 enter on eTap only. Running Records Y5-8 as required if reading at or below. Entries made once a term on eTap Running Records Y5-6 for all as baseline for the year in Term 1 on eTap OTJ mid year/interim and End of year	ARBs Running records may be done more frequently but not all need to be entered, evidence must be kept in assessment folder. Critical response to text evidence
Numeracy	PAT Maths /Statistics T 2 Wk 3-4. This automatically appears on eTap. NUMPA/ Diagnostic (throughout the year) on eTap. Strand math evidence on eTap. Record the level that is achieved from pre level1-level 5. Comments can be made on eTap. OTJ mid year/interim and End of year	Gloss (Students strategy stages) IKAN (Students knowledge stages) Think Sheets Team solutions tracking sheets ARBs
Inquiry PE and Sport	Samples of learning and reflection Rich curriculum comments collated for End of year. These can be entered on eTap in the Rich curriculum report at any stage in the year.	ARBs
Parent/ Teacher/ Child Strand	Setting up effective communication through He Hui Mihimihi 1 st ,2 nd Feb (20 mins) Comments recorded on eTap under Guidance – parent meetings Celebration of Learning conversations Term 3 week 5/6 Korero Book	
Parent/ Teacher Strand	Years 4-8 Parent/Teacher interviews (15 mins) at the end of term 1 or beginning of term 2. Years 4-8 OTJ made first week in June and first week in December. Mid year report for year 5 /6 end of term 2 on eTap. End of Year Report for year 5/6 Term 4, Week 10 on eTap.	



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Karori Normal Assessment Schedule 2017

Year 7 and 8 Feb 2017

Core/Rich Area	School wide-	Other Assessments
Writing	PAT Grammar and Vocab Y7/8 Term 2 Week 3-5 This will automatically appear on eTap. Moderate and mark against exemplar samples. Unassisted writing sample each term on eTap. This also includes the spelling level that is shown in the writing. T1 and T3 Spelling list if below list 8 and still learning Commonly Misspelt Words. Record the list they have mastered with accuracy on eTap. T1 and T4 OTJ mid year/interim and End of year	PAT Grammar and Vocab Y7/8 in Term 4. Record Spelling lists in assessment folder. Arbs
Reading	PAT Reading comprehension Term 2 Wk 3 Y7 -8 automatically appears on eTap. STAR for those < stanine 6 Term 1 Wk 6 enter on eTap only. Running Records Y7-8 as required if reading at or below. Entry once a term for these students on eTap. OTJ mid year/interim and End of year	Running records may be done more frequently, evidence kept in assessment folder. PAT Reading Comprehension in Term 4 Arbs Critical response to text
Numeracy	PAT Maths /Statistics Term 2 Wk 3 automatically appear on eTap. IKAN T1 Gloss (Students strategy stages) Otago Maths Problem Solving 5 tests in T1-T3 (data entry on Otago site only) Strand math evidence on eTap.. Record the level that is achieved from pre-level 1 to level 5. Comments can be made on eTap. OTJ mid year/interim and End of year	Gloss (Students strategy stages) Team solutions tracking sheets. PAT Maths /Statistics Term 4 Arbs
Inquiry PE and Sport	Samples of learning and reflection Rich curriculum comments collated for End of year. These can be entered on eTap in the Rich curriculum report at any stage of the year.	PAT Thinking with evidence Term 2 Arbs
Parent/ Teacher/ Child Strand	Setting up effective communication through He Hui Mihimihi 1 st ,2 nd Feb (20 mins) Celebration of Learning conversations Term 3 week 5/6 Korero books	
Parent/ Teacher Strand	Years 4-8 Parent/Teacher interviews (15 mins) at the end of Term 1 or beginning of Term 2. Comments recorded on Etap. Mid Year Reports Interim OTJ's Term 2 on eTap. Years 4-8 OTJ made first week in June and first week in December. End of Year Report Term 4 Week 10 on eTap.	

2017 LITERACY Expectations and Conventions

Writing Expectations for all Year Levels

Annual Plan - Targets

These underpin the teaching of writing and reading in our school.

Our Literacy Programmes are a combination of oral language, visual language, reading, writing and spelling. Planning is needed for all of these components. Plan for engagement, action and expression and representation by using the Universal Design for learning guidelines.

Key Documents for planning writing and reading are at the back of this document

Further resources are in your grey bucket or with your team leader in a large Red box.

Literacy Learning Progressions (LLP) www.literacylearningprogressions.org.nz

National Standards, Reading and Writing

Effective Literacy Years 1 to 4, Years 5 to 8 (grey boxes)

Teaching of Writing, years 1-3, Foundation

Teaching of Writing, years 4-6, Across the Curriculum

Teaching of Writing years 7-8, Accelerating Progress.

Joy Alcock Spelling Resources

Resources on the KNS server - 1 Public Literacy is all outlined in the ICT information

Oral Language

This aspect of the literacy programme must be planned for. It should be part of the reading programme, writing programme, inquiry or as a stand alone. "Talk it" Oral Language resource is available in the Resource area. Refer to Learning Through Talk, MOE, Year 1-4 and Year 5-8.

Visual Language

This aspect of the literacy programme must be planned for. Handwriting, visual literacy, Key Competencies, presentation and publishing skills, are part of the inquiry process. Refer to Literacy on line for further resources.

Writing

Expectations for all year levels have been compiled from The Literacy progressions, National Standards and the Teaching of Writing documents as a result of staff input. These give clear direction for planning across the year and across the curriculum.

The KNS Writing expectations and conventions are to be shared with children and maintained as part of the literacy programme. The KNS writing observations for 20, 40 and 80 week judgements can be used to show the evidence for individual children's writing development and give clear next steps. These are to be used to assist with making judgements. All teams will need to refer to the expectations and conventions.

Programme

Children must write daily. Expectations for each team will be decided upon. This may be across the curriculum depending on the class level and on links made to the inquiry. The audience and purpose for this writing must be clearly communicated to the students and shown in planning. Teachers may use Modelling Books and/or interactive white boards which can be referred to by the children when writing independently. Each class teacher will use Deliberate Acts of Teaching (DATs) to ensure effective literacy practice. Teaching of writing may be to the whole class, small groups or individual according to needs. Refer to the Characteristics of an Effective Literacy Classroom.

Planning

Please refer to the UDL framework for ways to best support your students' needs.

This needs to be documented in long term plans, inquiry, weekly and daily plans. Long term plans and inquiry planning are initially completed as a team. **The classroom teacher prepares the weekly and daily plans to address the diverse learners in the room.** Please ask your team leader and the Literacy Team for help with planning or programme needs. The English Language Learning Progressions will be used to guide planning for ESOL children. Planning forms part of the appraisal process.

Reading Programme

Children will be reading every day in either guided, independent, or shared reading programmes. This may be across the curriculum depending on the class level and links made to the inquiry.

Each class teacher will use DATs to ensure effective literacy practice. Teaching of reading may be to the whole class, small groups, or individuals according to needs. Round Robin reading is not considered as current effective reading practice. Every day there should be 'reading to children', 'reading with children' and 'reading by children'. For more information refer to the Characteristics of an Effective Literacy Classroom included in this booklet.

Readers need to be available for independent, guided reading, and shared reading in the classroom and should be changed regularly. Browsing boxes need to be appropriately levelled. We encourage library books to be part of home and school reading. At home reading may include taking home a book bag with a seen text to a library book of student's choice at Year 8.

Year 1 – Evidence must be collected of achievement in fiction and non-fiction Ready to Read texts at Green and Turquoise, when applicable to assist in making OTJ's. Children should not read beyond Turquoise level unless there has been a discussion with the Team Leader and Deputy Principal. They should be extended with non-fiction texts at this level ensuring all aspects of the LLPs are covered.

Year 2 – The emphasis should not only be on decoding but on comprehension and retelling, with evidence collected for achievement at both levels of the colour level in fiction and non-fiction. Children should be reading fiction and non-fiction texts. Junior Journals can be used to add to reading texts at Purple and Gold. Refer to the standards and LLP as appropriate to the year level.

Running Records (To be reviewed during 2017-2018)

Year 1 – Year 3

Ready to Read is a requirement to assist in making an OTJ. Therefore all students must have a Running record completed on a seen text when making an OTJ. Gathering of evidence of questioning, how they respond to texts and discussion around the text can be made as a reading observation on eTap. Evidence must be collected at Green, Turquoise and Gold.

PMs may be used for confirming the level and as a guide to moving students on.

Year 3 - Year 8

Running Record folders are in each class. A guided reading book may also be used with suitable comprehension questions. Every child will complete a running record in term one as baseline data and a reading observation entered on eTap.

Each child must have at least one Running Record completed in Term one from a familiar text so that this data may be entered into eTap it is proof to you that they are reading at the correct level. If the child is reading at more than two years above their chronological age, then you will need to use different data to show evidence of this. Their decoding may be accurate but their retelling, comprehension, inference may be poor and this is where you will need to focus. REMEMBER that your analysis of the reading behaviours is the important part, this will help you to plan for the next steps in the child's reading development. You may take a Running Record on any text, using a blank sheet of paper.

The Arbs provide a variety of reading responses that can provide evidence of critical thinking and across curriculum texts.

Arbs: <http://arb.nzcer.org.nz/>

Wedge Graphs (from Magenta to Green)

On completion of running records the wedge Graph on eTap will automatically display the progress. It is important that Running records are completed 6 weeks apart.

Wedge Graphs (from Orange to Turquoise, and then Purple to Gold)

On completion of running records the wedge Graph on eTap will automatically display the progress. It is important that Running records are completed 6 weeks apart.

Book Rooms

Each cohort has a book room with sets of books at various levels. These are to be used for all aspects of reading. Each team is responsible for looking after the book rooms.

Some parents are available for putting away books in the Zone One book room.

Zone 1, by Rm30 for Year 1 and 2, Independent Browsing Boxes, please put these away in correct boxes. Sort other sets of readers and place into buckets at the bottom.

Zone 3, by Rm14 for Year 3/4. Return own readers

Zone 5, between Rm 18/21 Year 5/6. Return own readers

Zone 7, Office by Rm 29, Year 7/8. Return own readers

Spelling and Phonics

Spelling should be part of your reading and writing programmes. KNS uses Spell-Write as the basis for our spelling programme. Each teacher has a spelling kit (grey bucket) that is linked to the KNS Spelling escalator, which shows the progression from Year 1 to Year 8. The Spelling Escalator is found on the server. Children are tested on each Essential List and results are to be entered on eTap each term (this will apply to children reading above yellow). Five copies of Spell-Write are in each class and all students from Y 1 to 4 are encouraged to purchase their own copy.

Spelling Kit

Spelling Escalator, Code Breakers Guide to English, Spelling Essentials, Booklet of ideas for spelling programmes, How to Learn a Word, Y1-4 Sound Spelling Patterns chart, Y5-8 Sounds of English and Vowels Spelling Patterns charts, Spell-Write. Many other resources are in the resource area at the back of the Library.

Budget/Resources

The budget preparation for the following school year is done in Term 4. All teachers have the opportunity to have input into the resourcing of the school. Talk to the Curriculum team if there is anything you need.

2017 Karori Normal School Junior Literacy Guidelines for Support following Junior School - wide assessments

February 2017

School Entry Assessment (KNS SEA) 6 weeks after beginning school

- Share the concern with the Team Leader
- Focus on the Key competencies and try strategies
- Follow up further discussions with Team leader
- Team leader and teacher discuss with Deputy Principal
- Deputy Principal, SENCO and Literacy Team discuss

6 Year net (Observation Survey) Year 1 predominately and some Year 2's in Term 1 of any given year.

- Share the concern with the Team Leader
- Focus on the Key competencies and try various strategies
- Follow up further discussions with Team leader
- Team leader and teacher discuss with Deputy Principal
- Deputy Principal, SENCO and Literacy Team discuss

Literacy Support for Junior children

Literacy Team will meet to share progress of children with DP overall and the impact of Reading /writing support programmes.

The wedge graph and the writing observation grid, 20, 40, 80 weeks will be used as the basis for tracking progress for any child receiving 'in class' support in Literacy. Monitoring meetings will be organised once a term to focus on children's progress.

Accelerated Programme for Year 2 Term 3 and Term 4.

Identification will be based on data from reading evidence and the wedge graph. This programme will be focused on the needs identified for a period of time ideally 3-4 weeks.

Reading Alerts

Reading Intensive with Literacy support teachers.

- Identification from low level on Reading Wedge Graph and 6 year net analysis
- Working in a class with a group of 3 or 4 children on specific identified reading needs
- 3 week duration

ESOL Coordinator and Trained TA with ESOL certificate

- Reading Recovery is possible for ESOL children who have arrived at school with no English.
- Can be identified if there is not enough English to understand the teacher instructions on the Observation survey tasks. (CAP scores less than 2)
- TA works with small group of children identified at Foundation, stage 1-3
- ESOL Coordinator supports classroom teacher with resources, strategies and tracking on ELLP
- Reading Recovery teacher could support these children in an accelerated programme that assists them to acquire reading, writing and oral skills.
- If an ESOL is identified and funded, it is possible to transfer some of the funds to support Reading recovery.

Accelerated Reading Programme/ Reading Recovery Teacher

Initial candidates are based on Identification not selection

- Running record for the children identified as at risk.
- A seen and unseen text will be administered as part of identification.
- Some aspects from the Observation survey may also be administered to narrow down the field for candidates.
- Literacy Team and Reading Recovery Teacher will carry this out
- Literacy Team and Reading Recovery Teacher will keep a list of children on a Spread sheet/SMS
- Teachers to complete the 6 Year net and send a copy of the cover sheet to Literacy Team
- Literacy Team and Reading Recovery Teacher will look at Wedge graphs and running record data in discussion with Deputy Principal and relevant Team Leaders.
- Discussion with Deputy Principal as to the identification of students for Reading Recovery
- Identification for Reading Recovery based on children aged between 6 and 6:4 with the lowest reading level.
- Children new to the school who were on Reading recovery will need to be part of Reading Recovery transition.
- Four students on Reading Recovery at a time. Children will rotate within the timetable so they are out at different times.
- Reading Recovery teacher will send the Timetable out to Teachers, Team Leader, DP
- Ready to Reads are texts that are used alongside PMs.
- Parent support for this programme is vital for a child to get the full potential of an accelerated programme.
- Reading Recovery teacher will communicate to all parents of children selected prior to them starting and keep them updated. If they are unable to commit to the programme, then another child will be selected.
- Reading Recovery and classroom teacher update one another on progress of identified children.
- Teacher observes a session and shares strategies, and may ask for assistance in the class programme.
- The duration at KNS is 20 weeks. If progress has not been made then DP, SENCO and Literacy Team will discuss where to next with Reading recovery teacher.
- If a child has been identified for the programme and it is known that they will be leaving KNS, then they will begin so that they can transfer when they get to the new school.
- If a child is identified and have communicated that they will be away from school for a period of time then they would begin the programme on their return.

Monitoring for Reading Recovery

- Reading Recovery Teacher will monitor ex reading recovery students up to year 6. The even year the Reading Recovery teacher will monitor and the odd year the teacher will monitor. (A running record, Burt reading and spelling will be taken)

MOE Reading Recovery Audit for 6 year olds

- Data will be collated by the Deputy Principal and the Literacy team as required.

Bridging Reading after Reading Recovery with Literacy Team

- Children coming off reading recovery programme.
- Parents are communicated with to celebrate the success of children.
- Ready to Read is the material selected.
- Transition into groups from individual one on one with Literacy Team or Reading Recovery Teacher
- 3 week duration
- Reading strategies for home and school are communicated
- Continued monitoring by the Reading Recovery teacher will occur and consultation with the teacher if continued progress is not occurring appropriate intervention will be organised.

6 YEAR OBSERVATION SURVEY

The Observation Survey is used to inform teaching, learning, patterns over time and the needs for school Professional Development.

All children will complete a 6 year net within 2 to 3 weeks of turning 6.

The Class teacher will conduct the 6 year net on those children reading Blue and below and those children with IEPs or special learning needs, as the teacher has the rapport with the children.

- The Literacy leader releases the class teacher to carry out these 6 year net surveys
- This is shown termly on the progress/anniversary grid when the 6 year net time frame is occurring, as organized by the Team leader.
- The Literacy Leader and class teacher are responsible for ensuring that release is organized in time for this to occur, by referring to the grid at the beginning of each term.

The Literacy Leader will conduct the 6 year net on those children reading Green and above.

Team Minutes will record those children who will be needing the Observation Survey to be administered by the Class Teacher or Literacy Leader. This will show the latest reading level.

Notes for Completing 6 year Observation Survey

You will be released for a block of time to complete the 6 year net, to analyse results and to enter onto SMS.

6 year nets will be administered by using the following:

- **Alphabet Knowledge** – tick known letters, note IR (incorrect response) ask to give the sound or word that starts like that if unknown. If you doubt their knowledge of sounds, check a few
- **Word test – List B** -note wrong words or response, sounds given
- **BURT** – stop them when they have given 10 incorrect responses. Use Stanines for Boys and Girls
- **Concepts about Print** – make notes in comments column, to remind you of responses, their dialogue, notes to follow up on etc
- **Writing Vocab** – try to get a range of HF words, names, rhymes, some blends, suffixes etc and keep prompting – make notes on reverse side of cover sheet, watch for letter formation, reversals, letter order, rhymes, word association.....
- **Hearing and Recording Sounds – Form A** -note responses as above, make notes on initial sounds, medial sounds, endings
- **Running Record** –. Use Ready to Read, approximately 100 words to **DB**, L11, 150 words **L12 Gr to L16 Orange**, 200 words **Turquoise** and above.

Note msv, and analyse reading. Be sure to note retell responses and use sample questions in folder as a guide for comprehension. Find instructional level 90 – 94% - remember for R to R benchmarks they must have at least 90% accuracy. Use “How the reading sounds” sheet for comments

Analysis:

- Complete the front cover of 6 year net, copy the cover and send to Cheryl
- Enter data on SMS, Assessment, 6 year net. Keep hard copies in disco files.
- Update your Action plan to address the strengths/needs of the child
- Share results with Team Leader– if there are concerns inform DP and Lit Team
- Literacy Leader to share findings with Teacher, and discuss any next steps needed from survey.
- Teams to share issues in Team Meetings, advise literacy team of need for support for children, and type of support needed.

KNS Writing Expectations and Conventions 2017

Year level	20 weeks	Y1	Y2	Y3/4	Y5/6	Y7/8
Students should have the opportunity to write daily in any curriculum area						
Date 7.02.16	Teacher date	Short date in margin at start of each writing session				
Miss a line	Blank page	Miss a line so students can make changes and edit on line above				
Proofreading		Green pen to proofread and edit				
Underlining		Underline spelling errors as students are writing	Go back and do afterwards			
Feedback **W	Stars and Wishes from teacher (oral)	Stars and wishes symbols from teacher (written, oral)	Stars and wishes symbols from teacher and self Written /oral	Stars and wishes from self, peer and teacher, written, oral	Stars and wishes from self, peer and teacher written, oral	Feedback/ feedforward written and oral
Marking	Teachers make changes in a different coloured pen					
Text Types	Personal recounts, simple descriptions	Personal recounts, simple descriptions, record information on different topics	Simple recounts, descriptions and reports, experiences, information and ideas that may relate to a curriculum topic	Basic structure according to purpose, with a beg, middle and end (Y3) Recounting, narrating, reporting, explaining, describing(Y3/Y4)	Recounting, narrating, reporting, explaining, describing, arguing	Independently choose ---- Personal narratives, poems, arguments, feature articles, character profiles, research reports, essays, responses to literature, short answers
Planning	Picture plan, oral	Picture, 3 part picture plan, oral	3 part plan, word map, GOs, templates etc	Variety of planning- GOs, Inspiration, Mind maps, templates etc	Variety of planning- GOs, Inspiration, Mind maps, templates etc where necessary	Select from a variety of plans- GOs, Inspiration, Mind maps, templates, Information

						Literacy skills etc where necessary
Evidence of revising/editing	Checks HF words	Replace words for better, more specific words or add a word for clarity. Changes to spelling words from learnt lists	Evidence of revising/editing prior to publishing *in response to feedback *In consideration of purpose and audience			
Examples	Teacher models, print rich environment	Teacher models, print rich environment	Teacher models, print rich environment			
Purpose/ Audience		Purpose and audience are communicated to children, WALT, WILF, Success Criteria				
Success criteria	Success criteria shared	Success criteria shared and maybe Displayed, modelling books.				
Children's Resources	Computers, iPads Use of phonics cards and yellow butterfly cards, word banks	Computers, iPads Use of phonics cards and yellow, blue butterfly cards, dict, Other Words, Spell-write, word Banks	Computers, iPads Butterfly cards, Spell-write, dictionaries, Other Words, classroom resources, vocab charts etc	Computers, iPads Use Spellwrite, dictionaries, thesaurus and other resources, classroom resources, vocab charts etc		
Publishing	Publish in a variety of ways				Make choices on how to publish	
Handwriting	Magic Caterpillar. (in grey bucket) Daily handwriting lessons teaching a letter a day with the whole class, following Magic Caterpillar language. The		Magic Caterpillar, at least 3 times per week Whole class or groups. The forming of the letters should be the focus of the lessons. Students	Handwriting practice for form and speed Lessons or practice activities as required. Students' handwriting should be legible and a consistent size.	Lessons or practice activities as required. Students' handwriting should be legible and a consistent size. Pen licences are to be given at the discretion of the	Lessons or practice activities as required. Students' handwriting should be legible and a consistent size. Pen licences are to be given at the discretion of the

	formation of the letters should be the focus of the lessons. Students are only to use pencil.		are only to use pencil.	Students are only to use pencil	teacher.	teacher.
<p>Phonics (KNS uses Jolly Phonics (JP) for initial teaching of letter/sounds)</p> <p>Teaching of phonics should be meaningful and formative</p>	<p>Teach a sound a day following JP order, s a t i p etc. Phonics learning centre should support this. Resources; JP frieze, Handbook, 7 hard cover books. Once all sounds are established move to medial sounds and blends – poems, blend cards, Crocodile Crunching Crackers, Sound Spelling Patterns Poster, Spellwrite</p>	<p>Teach a sound a day following JP order, s a t i p etc plus sounds oo oi etc. Phonics learning centre should support this. Resources; JP frieze, Handbook, 7 hard cover books. Once all sounds are established move to blends – poems, blend cards, Crocodile Crunching Crackers, Sound Spelling Patterns Poster, Spellwrite</p>	<p>Consolidate sounds, teach medial sounds, vowels (Jolly Phonics Grammar), Blends, spelling patterns building up resource of words with same sound, spelled in different ways eg sound per week, long and short vowel sounds (Sounds of Spelling Posters) Jolly Phonics Grammar handbook; Crocodile Crunching Crackers; Sound Spelling Patterns Poster; Search for sounds , Prowl for vowels; Code-breakers Guide to English; Spelling Pack of Resources</p>	<p>Consolidation of all sounds, blends, long and short vowel sounds, spelling patterns, building up resource of words with same sound eg or, oar, awe, oor, spelled in different ways as per Sound Spelling Patterns poster and Codebreakers Guide to English, Spelling Pack of Resources</p>	<p>English Sounds and Spelling Patterns poster, Vowel Spelling Patterns poster, Code-breakers Guide to English, Spelling Pack of Resources</p>	<p>English Sounds and Spelling Patterns poster, Vowel Spelling Patterns poster, Code-breakers Guide to English, Spelling Pack of Resources</p>



KARORI NORMAL SCHOOL

We encourage our children to be the best they can be. "Tino pai ake"

Name: _____

Level 1, Beginning

After 20 weeks at school

The child can....	Date			On-going observations
A & P Write about something he knows				
C / I Write on a topic				
Hold an idea in his head long enough to write it down				
Use oral language to express ideas				
STR retell experience in sequence				
P & O Make a picture plan				
Label the plan				
Tell the teacher the plan				
L / V Use vocab from oral language				
P & SP Write initial consonant letter for each word				
Write letters for sounds				
Leave spaces				
Write some whole words				
Write some words in order				
Move in left to right direction and return				
Know the difference between a letter and a word				
Begin to use capital letters and full stops				
GR / S.S Write a sentence that makes sense				
E, PR & F Reread story to the teacher				
KNS Use phonics cards and tent cards, wall charts to find words				

Date completed _____ Comment _____



Level 1, Proficient

After 40 weeks at school

The child can....	Date			On-going observations
A & P Write mainly for self				
C / I Write on a topic				
Convey simple ideas, responses...				
STR Put his ideas in order				
P & O Put the main ideas in the plan				
Write a title				
L / V uses HF words and personal vocab				
Take risks with writing new words				
P & SP Use capital letters and full-stops to begin and end sentences				
Write the beginning, end and some middle sounds of words				
Demonstrate that HF words and those learnt in spelling are spelt correctly in writing				
Begin to find and record the correct spelling of one or two of his errors				
Form all letters and numerals accurately				
GR / S.S Write sentences that make sense <ul style="list-style-type: none"> • Write one sentence • Two sentences • Three or more sentences 				
Write some sentences with two ideas using joining words (conjunctions) <i>like, but, so, and</i>				
E, PR & F Reread what he has written as he writes to maintain meaning				
Respond to **W by making changes to writing				
Proof-read his writing by underlining the spelling errors				
Use green pen to make changes to writing				
KNS Write on alternate lines				
Use classroom resources such as wallcharts, picture dictionaries and 'tent' cards				

Date completed _____ Comment _____



The child can....	Date			On-going observations
A & P Talk about who the audience is				
Talk about why he is writing				
C / I Write on a topic				
Add some detail to the writing				
Convey ideas, responses, opinions, or questions				
Relate content to curriculum topic				
Make the writing show who he is; what he thinks, what he feels				
Write using the senses				
Write to show not tell				
STR Write in different ways *recount,				
*description				
*reports-				
Put the main ideas in sequence in the plan				
P & O Plan using 3 part plan, word map, GO				
Sequence his ideas				
Add a title where appropriate				
L / V Add some key content vocabulary, nouns to my writing				
Use some adjectives, when appropriate, to make the writing more interesting				
Use some strong verbs in the correct place				
Know how and when to use a simile to improve my writing				
P & SP Write many words correctly				
Use capital letters and full-stops to begin and end sentences				
Use other punctuation, ! ? - ,begin to use " "				
Form all letters and numerals accurately				
GR / S.S Write some compound sentences that use words to join ideas like; <i>and, but, yet, so</i>				
Write some complex sentences that use words to join ideas like; <i>because, since, after, when, who or which</i>				

Begin sentences in different ways				
E, PR & F Reread what he has written as he writes to maintain meaning				
Respond to **W by making changes to writing				
Begin to edit/re-craft the writing using green pen by; -adding a word if necessary to clarify the message -changing a word for a better or more specific one				
Proofread the writing by ; -underlining spelling errors as he writes (in pencil) -correcting some spelling errors(green pen) -making sure the Essential List words are correct – 1,2 some 3,4 -adding capital letters (green pen) -adding full-stops (green pen)				
KNS Write the short date				
Write on alternate lines				
Use classroom resources such as wall charts, picture dictionaries and 'tent' cards				

Date completed _____ Comment

A & P - Audience and Purpose

C / I - Content / Ideas

STR - Structure

P & O - Planning and Organisation

L / V - Language / Vocabulary

P & SP - Punctuation and Spelling

GR / S.S - Grammar and Sentence Structure

E, PR & F - Editing, Proof-reading and Feedback

KNS - KNS Conventions

These match up with the Writing Expectations in the Literacy Booklet

WRITING EXPECTATIONS FOR YEAR 1

Expectations for all year levels have been compiled from The Literacy progressions, National Standards and the Teaching of Writing documents as a result of staff input.

Learning Areas	Year 1 Level 1B- Level 1P
Audience and Purpose	<p>Who are we writing for? (mainly self) Why are we writing it?</p>
<p>Content / Ideas the relevance, quantity, quality, selection and elaboration of ideas for the topic</p>	<p>*Children draw on their oral (or signed) language. *convey simple ideas, responses, opinions, or questions; *Ask them to tell their story to a buddy as a way of rehearsing their ideas. *hold an idea in their head long enough to write it down, the ability to retell an experience, an event, or a known text;</p>
<p>Structure (purpose) the presence and development of structural features appropriate to the specified purpose</p>	<p>*understand simple text types (e.g., personal recounts and simple descriptions) and using them to meet their writing purpose; *the ability to retell an experience, an event, or a known text in some logical sequence</p>
<p>Planning and Organisation the organisation of ideas into a coherent text</p>	<p>*plan for writing, using talk, pictures, text, or drawing, diagram. Encourage students to draw detailed pictures and talk about their picture as a planning tool. writes one to three sentences with capital letters and full stops used correctly</p>
<p>Language / Vocabulary the presence and development of language features appropriate to the specified purpose; the range, precision and effectiveness of word choices appropriate to the topic</p>	<p>*curiosity about oral language and a willingness to experiment with it, for example, by playing with rhyme and alliteration; *using vocabulary drawn from their own oral language or encountered in their reading or other classroom activities; *using classroom resources such as wallcharts and picture dictionaries; *some key personal vocabulary and high-frequency words; *the student uses some content specific words *Encourage them to take risks with the words that they want to use rather than stick with words they know how to write</p>
<p>Punctuation and Spelling sentence punctuation markers and the range and accuracy of other punctuation aid understanding of the text and to enhance meaning; the difficulty of the words used and the accuracy of the spelling</p>	<p>*using capital letters and full stops to begin and end sentences. *the student writes several sentences, with most capital letters and full stops used correctly; the student attempts to use a comma. *write from left to right and leave spaces between words *record the predominant sounds in the words they want to write. *They are constantly refining their ability to aurally distinguish sounds in spoken words. *high-frequency words written correctly and records dominant sounds for unknown words; *using their developing phonemic awareness to aurally segment words into syllables (e.g., <i>win-dow, ham-bur-ger</i>) and one-syllable words into individual phonemes (e.g., <i>b/a/n/d; sh/i/p</i>); *using their developing visual memory to accurately write some key personal words and some high-frequency words; *encoding (spelling) unfamiliar words by using their developing knowledge of phoneme– grapheme relationships, which enables them to: -recognise and write most sounds of English in at least one appropriate way (e.g. <i>s,t,ch,ow,k,f,oy</i>) -recognise that there can be different ways of representing the same sound (e.g. <i>phone/father; keep/cat</i>)</p>

	<p>-apply sound-letter relationships in order to write words they want to use (e.g. <i>catapulla</i>)</p> <p>*encoding (spelling) unfamiliar words by using their developing knowledge of morphology to write word endings correctly (e.g., <i>jump/jumped; boy/boys</i>);</p> <p>*using classroom resources such as wallcharts and picture dictionaries;</p> <p>*forming all upper-case and lower-case letters and numerals correctly;</p> <p>*respond to feedback by making changes in punctuation or spelling</p> <p>*the student checks her work and uses pencil to underline words she's not sure about;</p>
<p>Grammar / Sentence Structure the quality, effectiveness and correctness of sentences</p>	<p>*composing simple sentences and some compound sentences using conjunctions such as <i>and</i> or <i>but</i>;</p> <p>*They use an increasing variety of verb forms correctly, including irregular past-tense forms, and they draw on their understanding of grammatical structure when they read and write</p> <p>*writes one to three sentences with capital letters and full stops used correctly</p>
<p>Editing, Proofreading & Feedback (or Writing Process)</p>	<p>*reread what they write as they are writing and read (or retell) their writing to themselves and others.</p> <p>*reread what they have written, as they write, to maintain meaning;</p> <p>*respond to feedback by making changes such as adding or deleting details or changing punctuation or spelling.</p>
<p>KNS Expectations</p>	<p>"I can" sheets completed for each child</p> <p>Correct formation of letters and numerals</p> <p>Teacher feedback is oral, stars.... Two stars and a Wish (**W),</p> <p>Evidence of proofreading using green pen</p> <p>Use of Writing Process- Plan, Draft, Revise/Edit, Proofread, Publish - see charts</p> <p>Success Criteria shared and displayed (in modelling book or books, or in classroom)</p> <p>Words learnt from Essential Lists should be spelt correctly during the Draft process</p>

WRITING EXPECTATIONS FOR YEAR 2

Expectations for all year levels have been compiled from The Literacy progressions, National Standards and the Teaching of Writing documents as a result of staff input.

Learning Areas	Year 2 Level 1A
Audience and Purpose	<p>Who are we writing for? Why are we writing it? Knowledge of the purpose and audience for their writing</p>
Content / Ideas the relevance, quantity, quality, selection and elaboration of ideas for the topic	<p>*Experiences, information, and/or ideas that relate to a curriculum topic, supported by some (mostly relevant) detail and/or personal comment; *Develop content that is related to the curriculum topic, with some (mostly relevant) detail. *Students to elaborate on their ideas and add detail</p>
Structure (purpose) the presence and development of structural features appropriate to the specified purpose	<p>*Using appropriate text structures for text types such as simple recounts, descriptions, and reports, experiences, information and ideas that relate to a curriculum topic. Knowledge of the purpose and audience for their writing- may write in second person (you)</p>
Planning and Organisation the organisation of ideas into a coherent text	<p>*The student uses a picture or other (-talk, brainstorm, mind map, 3 part plan, Graphic Organisers...) to plan their writing *Use simple planning strategies to organise their ideas and then apply their planning as they turn ideas into connected sentences. *The student uses appropriate titles.</p>
Language / Vocabulary the presence and development of language features appropriate to the specified purpose; the range, precision and effectiveness of word choices appropriate to the topic	<p>*Students to use appropriate, descriptive and precise language. *The student uses precise language and comparisons to clarify the information. *Extend vocabulary *Mainly personal content vocabulary, as well as words and phrases that are drawn from the student's oral vocabulary and from the book language that they know; *Student uses some key content vocabulary. *Some attempts at variety and precision in the use of adjectives, nouns, and verbs.</p>
Punctuation and Spelling sentence punctuation markers and the range and accuracy of other punctuation aid understanding of the text and to enhance meaning; the difficulty of the words used and the accuracy of the spelling	<p>*student uses punctuation appropriately and spells most words correctly *Using full stops, question marks, or exclamation marks to end sentences and using capital letters correctly to begin sentences (and for familiar proper nouns) *The student uses capital letters and full stops correctly and uses a hyphen when part of a word has to be carried over to the next line. *The student uses conventional spelling for most words and close approximations for others *Using their developing phonemic awareness to form new words aurally by changing or taking out some of the sounds in a word or by adding new sounds to words. *Using their visual memory to spell personal vocabulary as well as high-frequency words, which could include most of the words in essential lists 1 and 2 as well as some of the high- frequency words in essential lists 3 and 4. *Encoding (spelling) unfamiliar words by: - using their knowledge of diverse phoneme-grapheme relationships to write some of the sounds of English in different ways</p>

	<p>(e.g., photo, laugh, Friday).</p> <ul style="list-style-type: none"> - applying strategies such as sounding out words, making analogies to words that sound or look the same, and using known chunks and rimes - using their increasing knowledge of morphology to correctly spell word endings and other morphemes (e.g., greatest, florist). - applying their knowledge of simple spelling rules (e.g., using -es for plural nouns ending in s, such as buses). <p>*Forming all lower-case and upper-case letters correctly with increasing speed and automaticity. *The student has checked her work and underlined words she's not sure about.</p>
<p>Grammar / Sentence Structure the quality, effectiveness and correctness of sentences</p>	<ul style="list-style-type: none"> *Writes sentences that make sense *Use sentences with subject-verb agreement and noun-pronoun agreement *Encourage flexibility with sentence structures *Model ways of combining clauses within sentences. *Mainly simple and compound sentences that have some variation in their beginnings; *The student writes a compound sentence (using the conjunction "and") with a phrase that adds extra detail *Simple conjunctions correctly used such as <i>but, yet, so, like, after</i> *student uses a variety of sentence structures and ways of joining ideas ("<i>and</i>", "<i>that</i>", "<i>so</i>"). *student may attempt some complex sentences that use words to join ideas like; <i>because, since, after, when, who, which...</i>
<p>Editing, Proofreading & Feedback (or Writing Process)</p>	<ul style="list-style-type: none"> *Revise their text (often in response to feedback) and edit it for clarity and accuracy of meaning. *Proofread their text to check punctuation and spelling, (e.g., by using their previous writing and other sources to find or verify correct spellings). (Tent cards, Spellwrites, wall charts etc)
<p>KNS Expectations</p>	<p>Letter formations, upper and lower case letters Words learnt from Essential Lists should be spelt correctly during the Draft process Use the Writing Process- Plan, Draft, Revise/Edit, Proofread, Publish - see charts Two stars and a Wish (**W), for feedback and feedforward, throughout the writing process Evidence of underlining, revising, editing, proofreading, using green pen Success Criteria shared or co-constructed and displayed (in modelling book or books, or in classroom) (WALT & WILF)</p>

WRITING EXPECTATIONS FOR YEAR 3

Expectations for all year levels have been compiled from The Literacy progressions, National Standards and the Teaching of Writing documents as a result of staff input.

Learning Areas	Year 3 Level 2B – 2P
Audience and Purpose	<p>Who are we writing for? Why are we writing it? Where appropriate texts are clearly directed to a particular audience through appropriate choice of content, language, and text form. However students may often assume that their audience is familiar with the content. Students write independently.</p>
Content / Ideas the relevance, quantity, quality, selection and elaboration of ideas for the topic	<p>*create content, mostly relevant, that conveys several experiences, items of information, and/ or ideas relating to the topic or task and that sometimes includes details and/or comment *Relevant content which describes several incidents as well as supporting detail (some of which can be added during editing) *Personal comments</p>
Structure (purpose) the presence and development of structural features appropriate to the specified purpose	<p>*using a basic text structure to organise their text effectively for its purpose (e.g., a story with a beginning, a middle, and an end) *Using appropriate text structures for text types such as simple recounts, descriptions, and reports, experiences, information and ideas that relate to a curriculum topic. Adapt text to different purposes eg transport inquiry (TOW) explanation – explaining what is needed to catch a train or how to use a walking bus interview – with older people, perhaps grandparents, about what transport was like when they were little report – comparing and contrasting what grandparents or great-grandparents remember about earlier transport with what they notice about transport today argument – supporting an opinion about road safety for students walking to school personal recount – recalling personal experiences of journeys description – observing and describing</p>
Planning and Organisation the organisation of ideas into a coherent text	<p>*Use planning strategies to organise ideas for writing (e.g., by using lists and mind maps that distinguish main ideas from details) and to generate language for writing; *Provide support with organising ideas. Focus on planning. Limit to three main ideas and use writing frames to help organise supporting detail *using a basic text structure to organise their text effectively for its purpose e.g., a story with a beginning, a middle, and an end *Use sequential words e.g first, then, after that *Use titles, sub-heading, labelled illustrations and logical sequenced steps *Written texts will become longer and more complex, and they will show greater independence in planning</p>
Language / Vocabulary the presence and development of language features appropriate to the specified purpose; the range, precision and effectiveness of word choices appropriate to the topic	<p>*Using simple written language features (such as alliteration) and visual language features (such as labelled diagrams) to support meaning *using increasingly specific words and phrases (e.g., adjectives and more precise nouns and verbs) that are appropriate to the content of the text *Descriptive vocabulary to clarify procedure e.g precise verbs (sprinkle, drip), prepositions (in, under), prepositional phrases (with a hole in the bottom), adjectives (great, shredded), qualifiers (about, some, a little bit often) and examples (something strong like carpet) *Use sequential words e.g first, then, after that</p>

	<p>*Encourage your students to incorporate new words from their oral vocabulary and/or reading and make deliberate choices in the words they want to use, and to be precise and descriptive. Uses subject specific vocabulary.</p> <p>*Extend vocabulary by discussing effective writing. For example, discuss the use of precise vocabulary in a procedural text. Provide feedback to arm their successful attempts.</p>
<p>Punctuation and Spelling sentence punctuation markers and the range and accuracy of other punctuation aid understanding of the text and to enhance meaning; the difficulty of the words used and the accuracy of the spelling</p>	<p>*using capital letters, full stops, question marks, and exclamation marks correctly, dashes to connect ideas</p> <p>*Contractions such as don't, wouldn't, can't</p> <p>*use their visual memory to spell personal vocabulary and high-frequency words (e.g., many words from essential lists 1–4 and some from list 5 and list 6¹)</p> <p>*encode (spell) unfamiliar words by:</p> <ul style="list-style-type: none"> -using their knowledge of phoneme–grapheme relationships, along with their developing awareness of spelling conventions, to select correct spelling patterns for sounds in words (e.g., spelling the k sound correctly in both catch and kitchen) -applying their growing knowledge of useful spelling rules (e.g. the rules relating to adding simple plural suffixes such as those in baby/babies and half/halves) and their growing knowledge of morphology (e.g., adding a d to hear to make heard) -applying their expanding knowledge of graphemes (e.g., of graphemes such as or, awe, oar, and oor, which record similar sounds) to write words correctly; <p>*write all upper-case and lower-case letters correctly, legibly and fluently</p>
<p>Grammar / Sentence Structure the quality, effectiveness and correctness of sentences</p>	<p>*construct sentences in which the tenses are mostly consistent</p> <p>*use both simple and compound sentences that vary in their beginnings and lengths (and in the simple conjunctions used) and that are usually grammatically correct;</p> <p>*attempt to write complex sentences; may use because, since, after, when, who, which...</p>
<p>Editing, Proofreading & Feedback (or Writing Process)</p>	<p>revising and editing their text for clarity and impact</p> <p>*revise and edit their writing for sense and impact and give their peers feedback on their writing;</p> <p>*publish, where appropriate, in a variety of media, depending on their purpose and audience.</p> <p>*Use the computer for a few weeks so changes to drafts can be easily cut and pasted.</p> <p>*proofread their writing to check the spelling, grammar, and punctuation, drawing on their own developing knowledge about words and sentence construction and using classroom resources such as junior dictionaries;</p> <p>*Direct your students to reread what they have written to check that their writing makes sense and they have met their writing purpose</p> <p>*some supporting detail can be added during editing</p>
<p>KNS Expectations</p>	<p>Words learnt from Essential Lists should be spelt correctly during the Draft process</p> <p>Use the Writing Process- Plan, Draft, Revise/Edit, Proofread, Publish - see charts</p> <p>Two stars and a Wish (**W), for feedback and feedforward, throughout the writing process</p> <p>Evidence of underlining, revising, editing, proofreading, using green pen</p> <p>Co-constructed Success Criteria shared and displayed (WALT & WILF)</p>

WRITING EXPECTATIONS FOR YEAR 4 Expectations for all year levels have been compiled from The Literacy progressions, National Standards and the Teaching of Writing documents as a result of staff input.

Learning Areas	Year 4 Level 2B – 2A
Audience and Purpose	Who are we writing for? Why are we writing it? Independently create a variety of texts for different purposes, demonstrating an awareness of the audience through appropriate choice of content, language and text form.
Content / Ideas the relevance, quantity, quality, selection and elaboration of ideas for the topic	*Create content that is mostly relevant to the curriculum task, covers a range of ideas, experiences, or items of information, and often includes detail and/or comment that supports the main points
Structure (purpose) the presence and development of structural features appropriate to the specified purpose	*student can use logical order and simple text structures to organize their writing effectively for its purpose, such as when recounting, describing, narrating, reporting or explaining, arguing e.g., an orientation, sequenced events described in the past tense, and connectives to show sequence (for a recount) *using language and simple text structure appropriate to the purpose e.g. an orientation, sequenced events described in the past tense, and linking words to show sequence (for a recount)
Planning and Organisation the organisation of ideas into a coherent text	*Select and use tools (e.g., graphic organisers) and strategies (e.g., using headings) to plan and organise ideas and information to meet their purposes for writing;
Language / Vocabulary the presence and development of language features appropriate to the specified purpose; the range, precision and effectiveness of word choices appropriate to the topic	*Using written language features (such as similes and onomatopoeia) and visual language features (such as illustrations and diagrams) that is appropriate meaning and purpose *Using specific vocabulary (in particular, nouns, verbs, adjectives, and adverbs) that clearly conveys ideas, experiences, or information. E.g Sparrow not bird. Travelled not went. *Expanding their writing vocabulary by using strategies such as: – applying their knowledge of the meaning of most common prefixes (e.g., <i>un-</i> , <i>sub-</i> , <i>pre-</i> , <i>non-</i>) and most common suffixes (e.g., <i>-ful</i> , <i>-ly</i> , <i>-tion</i> , <i>-able/-ible</i> , and <i>-ment</i>) * using reference sources (e.g., dictionaries and thesauruses) to check the meanings of words and to find new words; *connectives to show sequence (for a recount)
Punctuation and Spelling sentence punctuation markers and the range and accuracy of other punctuation aid understanding of the text and to enhance meaning; the difficulty of the words used and the accuracy of the spelling	*Using capital letters, full stops, question marks, and exclamation marks correctly and using speech marks, commas for lists, and apostrophes for contractions correctly most of the time. Encoding (spelling) by: – using their knowledge of diverse phoneme–grapheme relationships (e.g., ship , chef , ocean , station , special), of the meaning and spelling of morphemes (e.g., root words and affixes), and of common, reliable spelling rules (e.g. changing y to ies) and conventions (Spelling pack in grey box) – using their visual memory to help them spell personal vocabulary and high-frequency words correctly (the high-frequency words include most words from essential lists 1–4 and many from essential lists 5–7) *Be familiar with some spelling patterns, e.g. what makes the 'long o' sound? (Joy Allcock Spelling Sounds Poster)

<p>Grammar / Sentence Structure the quality, effectiveness and correctness of sentences</p>	<ul style="list-style-type: none"> *Correctly using subject–verb agreement, tense agreement. *Consistent pronouns and correct use of prepositions *Using mainly simple and compound sentences, along with some complex sentences, that vary in their beginnings, structures, and lengths and are mostly correct grammatically;
<p>Editing, Proofreading & Feedback (or Writing Process)</p>	<ul style="list-style-type: none"> *Reread their writing at various stages to check for meaning and fitness for purpose *Evidence of revising and editing their writing for clarity, impact, and fitness for purpose, often in response to feedback *Evidence of proofreading for accuracy of spelling, grammar, and punctuation *Make choices, when appropriate, for publishing in a variety of media, including digital and visual media. <p>Locate words in dictionary, Spellwrite</p>
<p>KNS Expectations</p>	<p>Words learnt from Essential Lists should be spelt correctly during the Draft process Use the Writing Process- Plan, Draft, Revise/Edit, Proofread, Publish - see charts Two stars and a Wish (**W), for feedback and feedforward, throughout the writing process Evidence of underlining, revising, editing, proofreading, using green pen Co-constructed Success Criteria shared and displayed (WALT & WILF)</p>

WRITING EXPECTATIONS FOR YEARS 5 AND 6

Expectations for all year levels have been compiled from The Literacy progressions, National Standards and the Teaching of Writing documents as a result of staff input.

Learning Areas	Year 5 and 6 Highlighted text applies to Year 6 Level 3B – 3A
Audience and Purpose	<p>Who are we writing for? Why are we writing it? Independently write texts appropriate for the audience, mostly to meet the demands of the curriculum, with more control in organizing content, vocabulary and text structures</p>
Content / Ideas the relevance, quantity, quality, selection and elaboration of ideas for the topic	<p>*Generate content on a range of topics that is usually (Year 6 is ‘almost always’) relevant to the curriculum task, supporting or elaborating their main ideas with detail (that has been selected with some care; *Several sources of information are used to write a text</p>
Structure (purpose) the presence and development of structural features appropriate to the specified purpose	<p>*Students will, with support (independently), write texts, choosing language and overall text structures that are appropriate for their audience and purpose (for example, when recounting, describing, narrating, reporting, arguing, or explaining). *Understand their purposes for writing and identify writing processes that are appropriate for those purposes; *Using an overall text structure that is appropriate for their purpose, e.g., an orientation, a problem, a climax, and a satisfying resolution (for a narrative) and an introduction, a series of main points, and a logical conclusion (for a report);</p>
Planning and Organisation the organisation of ideas into a coherent text	<p>*Use a variety of planning activities, such as graphic organisers, constructing flow charts, for those writing tasks that need to be planned; *Organising related ideas into paragraphs (e.g., paragraphs comprising a topic sentence with supporting detail) and beginning (can use) to use cohesive devices to link paragraphs; *Using visual language features (such as headings, charts, or maps) to extend or clarify meaning and to engage their audience</p>
Language / Vocabulary the presence and development of language features appropriate to the specified purpose; the range, precision and effectiveness of word choices appropriate to the topic	<p>*Using a range of written language features to add interest and detail by using descriptors such as adverbials and adjectives and other features e.g. metaphors *use written language features (such as emotive language) to extend or clarify meaning and to engage their audience *Selecting vocabulary that is appropriate to the topic, register, and purpose (e.g., emotive vocabulary, academic and subject-specific vocabulary appropriate for specific learning areas or precise and descriptive words to create a mental image); *use more sophisticated vocab *Sometimes uses (Uses) dialogue appropriately to add to story</p>
Punctuation and Spelling sentence punctuation markers and the range and accuracy of other punctuation aid understanding of the text and to enhance meaning;	<p>* basic punctuation that is mostly correct (e.g., when punctuating dialogue); *attempting some complex punctuation (e.g., using apostrophes for possession, commas for clauses, or semicolons). *using their knowledge of how words work (e.g., knowledge of diverse phoneme–grapheme relationships, of common, reliable spelling rules and conventions, and of the meanings and spellings of morphemes), along with their knowledge of word derivations, to fluently and correctly encode most unfamiliar words, including words of many syllables (hygienic), irregular (Yacht) and technical words</p>

the difficulty of the words used and the accuracy of the spelling	*correctly spelling most (all) high-frequency words used in their writing (almost all words in Spell-write lists)
Grammar / Sentence Structure the quality, effectiveness and correctness of sentences	*using simple and compound sentences that are correct grammatically and have a variety of structures, beginnings, and lengths and using some complex sentences that are mostly correct grammatically;
Editing, Proofreading & Feedback (or Writing Process)	<ul style="list-style-type: none"> *Reread their writing at various stages to check for meaning and fitness for purpose *Independently revise and edit their writing to clarify its meaning and add impact, often in response to feedback; *Evidence of revising and editing their writing for clarity, impact, and fitness for purpose, often in response to feedback *Proofread to check the spelling, grammar, and punctuation, using appropriate computer- based or print tools *Evidence of proofreading for accuracy of spelling, grammar, and punctuation *Make choices, when appropriate, for publishing in a variety of media, including digital and visual media.
KNS Expectations	<p>Words learnt from Essential Lists should be spelt correctly during the Draft process</p> <p>Use the Writing Process- Plan, Draft, Revise/Edit, Proofread, Publish - see charts</p> <p>Two stars and a Wish (**W), for feedback and feedforward, throughout the writing process</p> <p>Evidence of underlining, revising, editing, proofreading, using green pen</p> <p>Co-constructed Success Criteria shared and displayed (WALT & WILF)</p> <p>NB. Students need to move to Y7/8 knowing how to write all text types, e.g. reports, arguments, narratives etc, so that they can then choose features from them to suit their purpose</p>

WRITING EXPECTATIONS FOR YEARS 7 AND 8

Expectations for all year levels have been compiled from The Literacy progressions, National Standards and the Teaching of Writing documents as a result of staff input.

Learning Areas	Year 7 and 8 Level 4B- 4A Highlighted text applies to Year 8
Audience and Purpose	<p>Who are we writing for? Why are we writing it? Students will write for a range of different purposes on topics and themes across the curriculum at this level, selecting and applying a process appropriate to the task and drawing on the knowledge, skills, and attitudes that will help them achieve their purpose</p>
Content / Ideas the relevance, quantity, quality, selection and elaboration of ideas for the topic	<p>*Create content that is concise and relevant to the curriculum task, often including carefully selected detail and/or comment that supports or elaborates on the main points; *In Year 7 students are developing independence when creating texts <u>choosing</u> content, language, and a clear and logical text structure to meet the requirements of the curriculum task *By the end of year 8, students need to be confidently and deliberately choosing the most appropriate processes, text features and strategies for writing in different learning areas. The texts are more complex in content in Year 8</p>
Structure (purpose) the presence and development of structural features appropriate to the specified purpose	<p>*In years 7 and 8, students create texts choosing content, language, and a clear and logical text structure to meet the requirements of the curriculum task (for example, when writing personal narratives, poems, arguments, feature articles, character profiles, research reports, essays, responses to literature, and short answers). *Deliberately choose a clear and logical text structure to suit their purpose and audience rather than a particular text type, sometimes innovating to achieve this *Understand their purposes for writing and how to achieve those purposes (e.g., by using different ways to examine and present their own thinking and knowledge);</p>
Planning and Organisation the organisation of ideas into a coherent text	<p>*Make decisions about how to plan for writing (and whether a plan is necessary) *Plan effectively, where appropriate, by using strategies such as mind mapping or skills such as information-literacy skills to find and record the information they need for their writing; *Record specific information and organise notes *Organise writing into paragraphs in which the ideas are clearly related and linking these paragraphs</p>
Language / Vocabulary the presence and development of language features appropriate to the specified purpose; the range, precision and effectiveness of word choices appropriate to the topic	<p>*Deliberately using written language features (e.g., rhetorical questions and metaphors) and visual language features to engage the audience and/or convey meaning. Year 8 Students use more sophisticated language *Use language that is appropriate to the topic, audience, and purpose (e.g., expressive, academic, or subject-specific vocabulary) and discuss these language choices using appropriate terms, such as <i>register</i> and <i>tone</i> *Use a range of scientific symbols, conventions, and vocabulary</p>
Punctuation and Spelling sentence punctuation markers and the range and accuracy of other punctuation aid	<p>* Use basic punctuation correctly and attempt some complex punctuation, with greater accuracy in Y8 (e.g., using semicolons, colons, and parentheses). *Punctuation errors do not interfere with meaning *Fluently and correctly encode all high-frequency words, most unfamiliar words (including words of many syllables) by drawing</p>

understanding of the text and to enhance meaning; the difficulty of the words used and the accuracy of the spelling	on their knowledge of how words work (e.g., in terms of diverse phoneme– grapheme relationships, common and reliable spelling rules and conventions, and the meanings and spellings of morphemes) and their knowledge of word derivations; *Writing contains few intrusive spelling errors
Grammar / Sentence Structure the quality, effectiveness and correctness of sentences	*Use complex sentences that are grammatically correct *Use a variety of sentence structures, beginnings, and lengths for effect *Demonstrate greater accuracy and fluency in writing in Year 8
Editing, Proofreading & Feedback (or Writing Process)	*Reread writing at various stages to check for meaning and fitness for purpose *Craft and recraft text by revising and editing, checking that the text meets its purpose and is likely to engage the intended audience *Actively seek and respond to feedback on their writing *Evidence of revising and editing their writing for clarity, impact, and fitness for purpose, often in response to feedback (KNS with green pen) *Evidence of proofreading the text for accuracy of spelling, grammar, and punctuation (KNS with green pen) *Make choices, when appropriate, for publishing in a variety of media, including digital and visual media.
KNS Expectations	Words learnt from Essential Lists should be spelt correctly during the Draft process Use the Writing Process- Plan, Draft, Revise/Edit, Proofread, Publish - see charts Two stars and a Wish (**W), for feedback and feedforward, throughout the writing process Evidence of underlining, revising, editing, proofreading, using green pen Co-constructed Success Criteria shared and displayed (WALT & WILF)

The oral language matrix: input/listening

	Interpersonal context	Content	Delivery	Language structures	First-language support
	<i>The learner may understand:</i>				<i>The learner needs:</i>
Foundation Stage	<ul style="list-style-type: none"> – language use in face-to-face contexts, often with support from pictures or objects – limited interactions in pairs (student to student and student to teacher) – limited interactions in small-group contexts – limited interactions in whole-class contexts 	<ul style="list-style-type: none"> – basic concepts expressed in simple English (e.g., colours, shapes, time, dates, numbers, body parts, feelings) – some basic instructions and simple questions – models of different types of oral texts (see <i>English Language Intensive Programme Years 7-13 Resource and Supporting English Language Learning in Primary Schools</i>) – words that are significant to or for them 	<ul style="list-style-type: none"> – slow and clear speech using simple language – direct address, with key words repeated often – gestures and facial expressions that accompany simple instructions, information, or questions 	<ul style="list-style-type: none"> – individual words and some short chunks of language (formulaic chunks) 	<ul style="list-style-type: none"> – extensive first language support (e.g., through bilingual helpers or bilingual picture dictionaries and first-language texts)
Stage 1	<ul style="list-style-type: none"> – limited interactions in pairs (student to student and student to teacher) – limited interactions in small-group contexts – limited interactions in whole-class contexts 	<ul style="list-style-type: none"> – curriculum content that reflects what their peers are learning in mainstream classes – simple, repetitive texts such as songs, rhymes, poems, and raps – one or two clusters of ideas in familiar curriculum and social contexts – carefully scaffolded texts in unfamiliar curriculum contexts – simple oral texts, which may be presented on CDs, CD-ROMs or DVDs (e.g. the CD <i>Junior Journal 34 and 35</i>) 	<ul style="list-style-type: none"> – the meaning of gestures, facial expressions, and changes in volume or tone – slow and clear speech, using longer phrases of simple language, with key ideas repeated – standard New Zealand English, including slang and idioms that are limited and/or explained 	<ul style="list-style-type: none"> – simple sentences and longer common phrases – short passages of natural speech, such as in conversations and instructions 	<ul style="list-style-type: none"> – extensive first language support (e.g., through bilingual helpers or bilingual picture dictionaries and first-language texts)
Stage 2	<ul style="list-style-type: none"> – interactions in pairs (student to student and student to teacher) – interactions in small-group contexts – interactions in whole-class contexts – interactions through extended speech (e.g. listening to a debate) 	<ul style="list-style-type: none"> – curriculum content that reflects what their peers are learning in mainstream classes – some commonly used colloquial expressions and some Maori words and phrases – extended speech in familiar curriculum and social contexts – extended speech in unfamiliar contexts with support – oral texts, which may be presented on CDs, CD-ROMs, or DVDs 	<ul style="list-style-type: none"> – short passages of standard New Zealand English in a range of accents, spoken at a natural speed – extended speech that allows pauses for them to process what they have heard – the meaning of non-verbal language features (body language and prosodic features) 	<ul style="list-style-type: none"> – some complex sentences – complete and incomplete sentences 	<ul style="list-style-type: none"> – continued first-language support wherever possible, from bilingual helpers, bilingual dictionaries and first-language texts
Stage 3	<ul style="list-style-type: none"> – extended passages of natural speech – multiple speakers in interactive contexts (e.g. a group or panel discussion) 	<ul style="list-style-type: none"> – a wide range of curriculum and social content – extended passages of natural speech in familiar and unfamiliar curriculum and social contexts – extended oral texts, which may be presented on CDs, CD-ROMs, or DVDs (e.g. the Choices audiotape <i>Danger!</i>) – figurative language, as long as it is clearly defined and explained (e.g. puns and metaphors) 	<ul style="list-style-type: none"> – a range of accents, including those of speakers for whom English is an additional language – the purpose and effect of non-verbal language features – both standard and colloquial language – language spoken at a natural pace 	<ul style="list-style-type: none"> – connected text with several ideas or text sequences – longer passages of speech spoken at a natural pace and without planned pauses (e.g. talks by visiting speakers) 	<ul style="list-style-type: none"> – continued first-language support wherever possible, from bilingual helpers, bilingual dictionaries and first-language texts
Stage 4	<ul style="list-style-type: none"> – multiple speakers in interactive contexts (e.g. a group or panel discussion) – multimedia texts presented without interpersonal support (e.g., a video with no teacher support). 	<ul style="list-style-type: none"> – a wide variety of texts, including multimedia texts – long and complex speech in a wide range of familiar and unfamiliar contexts – speech in situations that have an immediate context (e.g. a workshop or sports game) and in situations that don't have an immediate context (e.g. a history documentary) – sophisticated language devices such as irony, satire, and euphemisms, as long as these are clearly identified and explained 	<ul style="list-style-type: none"> – the purpose and effect of non-verbal language features 	<ul style="list-style-type: none"> – complex, extended speech in a wide variety of structures at levels similar to a native speaker 	<ul style="list-style-type: none"> – continued encouragement to use their first language to enrich their learning

The oral language matrix: output/speaking

	Interpersonal context	Content	Delivery	Non-verbal responses	Language structures
	<i>The learner may</i>				
Foundation Stage	<ul style="list-style-type: none"> – respond in face-to-face social or curriculum contexts – respond with a mixture of their first language and English – participate in limited interactions in pair, small-group, and whole-class contexts 	<ul style="list-style-type: none"> – say a few words in English – give a formulaic but appropriate response – use a gesture or facial expression to indicate that they do or don't understand – remain silent or give an inappropriate response 	<ul style="list-style-type: none"> – not respond at all, or may pause for a long time before responding – have pronunciation that is strongly influenced by their first language 	<ul style="list-style-type: none"> – respond with a relevant action, gesture, or facial expression – respond with silence, which may indicate respect for the speaker, a lack of comprehension, or a lack of confidence 	<ul style="list-style-type: none"> – say single words – echo phrases that they hear – respond in their first language
Stage 1	<ul style="list-style-type: none"> – respond with a mixture of their first language and English – participate in limited interactions in pair, small-group, and whole-class contexts 	<ul style="list-style-type: none"> – retell the main ideas or messages from their reading or listening and present one or two ideas – use a gesture, facial expression, or phrase to indicate that they do or don't understand – initiate communication (e.g., by making requests or comments or offering information) 	<ul style="list-style-type: none"> – pause and hesitate when speaking – make some distinctions between minimal pairs in English (e.g. "pin" and "bin"," ship" and "sheep") – have pronunciation that shows features of their first language 	<ul style="list-style-type: none"> – follow an instruction or complete a task – respond with silence, which may indicate respect for the speaker, a lack of comprehension, or a lack of confidence 	<ul style="list-style-type: none"> – use mostly high-frequency words and leave out structural words – use non-standard vocabulary and sentence structures – use the subject–verb–object structure if they have had a chance to plan what they are going to say
Stage 2	<ul style="list-style-type: none"> – respond in an appropriate or relevant way for the audience and the purpose for communicating – participate in different interactive group situations, such as pairs, groups, and whole class discussions – use English confidently and appropriately in a range of situations 	<ul style="list-style-type: none"> – ask questions, give instructions, negotiate disagreements, buy something in a shop, arrange appointments, or explain a problem 	<ul style="list-style-type: none"> – use a larger vocabulary and give detailed responses – speak fluently, with occasional pauses and hesitation – pronounce most words in a way that is usually clear to the listener, although they may retain some features of their first language – make distinctions between minimal pairs in English (e.g. "pin" and "bin"," ship" and "sheep") 	<ul style="list-style-type: none"> – begin to make use of non-verbal features of the English language 	<ul style="list-style-type: none"> – include structural vocabulary to produce fairly coherent and accurate standard English – rely less on formulaic chunks and use more independently generated language structures
Stage 3	<ul style="list-style-type: none"> – respond in a way that is appropriate or relevant for the audience and the purpose for communicating – choose appropriate vocabulary (e.g. making distinctions between technical, formal, and informal vocabulary) – speak in a variety of contexts 	<ul style="list-style-type: none"> – take turns, initiate conversations, and talk for a long time, both when they have had time to plan what they will say and when they speak spontaneously – use language devices (e.g. puns and irony) appropriately for effect 	<ul style="list-style-type: none"> – pronounce words so that the listener can usually understand them easily (although depending on the speaker's age and other factors, their pronunciation may retain some features of their first language) 	<ul style="list-style-type: none"> – consciously choose non-verbal features of the English language to use in their own communication 	<ul style="list-style-type: none"> – use increasingly varied and complex language structures in standard English, with few inaccuracies – use features of natural spoken language (e.g. saying "coming" instead of "I am coming")
Stage 4	<ul style="list-style-type: none"> – choose appropriate language for different audiences, purposes, contexts, and effects (e.g., making distinctions between formal and informal contexts) 	<ul style="list-style-type: none"> – take turns, initiate conversations, and talk for a long time, both when they have had time to plan what they will say and when they speak spontaneously – use sophisticated language devices such as irony, satire, and euphemisms appropriately for effect 	<ul style="list-style-type: none"> – pronounce words clearly and speak accurately and fluently 	<ul style="list-style-type: none"> – use non-verbal features of spoken language, such as pauses, changes in pitch or volume, and gestures for effect 	<ul style="list-style-type: none"> – use increasingly varied and complex standard English language structures, with few inaccuracies

The reading matrix

	Topic development	Language structures	Vocabulary	Layout	Examples can be found in:
Foundation Stage	<ul style="list-style-type: none"> – Texts are very short. They contain one or two simple ideas and use a lot of repetition. 	<ul style="list-style-type: none"> – Texts contain single words or short sentences, usually in the subject–verb–object order. 	<ul style="list-style-type: none"> – Texts use repeated high-frequency words and some words that are lower frequency and topic-specific and that are strongly supported by the context. 	<ul style="list-style-type: none"> – Texts have only a few words per page and are well supported by illustrations. 	<ul style="list-style-type: none"> – Years 1-4, pages 22-23 – Years 5-8, pages 22-23 – Years 9-13, pages 22-23
Stage 1	<ul style="list-style-type: none"> – Texts are short and often present ideas in a simple sequence. 	<ul style="list-style-type: none"> – Texts contain simple and compound sentences with a variety of sentence beginnings. There are usually no more than two clauses per sentence. 	<ul style="list-style-type: none"> – Texts use varied high-frequency words and some words that are lower frequency and topic-specific and that are strongly supported by the context. 	<ul style="list-style-type: none"> – Texts have about three sentences per page and are well supported by illustrations. 	<ul style="list-style-type: none"> – Years 1-4, pages 24-31 – Years 5-8, pages 24-31 – Years 9-13, pages 24-31
Stage 2	<ul style="list-style-type: none"> – Topics are developed in more depth and assume more background knowledge. – Text types are more varied: they may be reports, arguments, procedures, explanations, recounts, or mixtures of these. 	<ul style="list-style-type: none"> – Texts contain simple, compound, and some complex sentences. Sentences are sometimes expanded with prepositional phrases or other structures. 	<ul style="list-style-type: none"> – Texts use varied high-frequency words and some words that are lower frequency and topic-specific or technical, and that should be clear from the context. 	<ul style="list-style-type: none"> – Texts have several sentences or short paragraphs per page and may be supported by illustrations. 	<ul style="list-style-type: none"> – Years 1-4, pages 30-35 – Years 5-8, pages 30-35 – Years 9-13, pages 30-35
Stage 3	<ul style="list-style-type: none"> – Topics are developed to more complex levels in a variety of ways, using connectives to signal the relationship of ideas, e.g., cause and effect or sequence. – Texts may interweave more than one text type. – Comprehension requires more inference. 	<ul style="list-style-type: none"> – Texts contain a variety of sentence types, some of which may be more complex. They may include passive constructions and direct speech. 	<ul style="list-style-type: none"> – Texts use some lower frequency and technical words that are not easy to infer from the context. – They may use some idiomatic language. 	<ul style="list-style-type: none"> – Texts are arranged in paragraphs and may be supported by diagrams, illustrations, or photographs. 	<ul style="list-style-type: none"> – Years 5-8, pages 34-41 – Years 9-13, pages 34-43
Stage 4	<ul style="list-style-type: none"> – Topics are developed in great depth and may be very technical. – Texts may include many different time settings or multiple voices. – Texts may interweave more than one text type. 	<ul style="list-style-type: none"> – Texts include a variety of sentence structures. They may include embedded and relative clauses and passive constructions. – Each sentence may contain several concepts. 	<ul style="list-style-type: none"> – Texts use low-frequency words and technical vocabulary. – They may use similes, metaphors, and idiomatic language without explanation. 	<ul style="list-style-type: none"> – Texts are arranged in paragraphs and may use subheadings. – There may be no illustrations, or there may be some that require high-level interpretation. 	<ul style="list-style-type: none"> – Years 9-13, pages 40-51

The writing matrix

	Topic development	Sentence development and language structures	Vocabulary development	Script control	Editing, spelling, and punctuation
Foundation Stage	<ul style="list-style-type: none"> – Texts may be exact copies of a model. – Original texts are very short (two or three ideas) with minimal topic development. – Ideas may be presented randomly. – Towards the end of the Foundation stage, ideas may be organised in an order appropriate to the text type. 	<ul style="list-style-type: none"> – Sentences show frequent or repeated use of a restricted range of model (learned) structures. – Sentences are simple or compound (linked with “and”). – There may be a range of different errors, some attributable to the learner’s age and some to their proficiency in English. These errors may include lack of agreement of subject and verb (“he go”), incorrect word endings, omitted or overused articles (“the China”), incorrect verb forms, or over-generalised use of a grammar rule (“I broked it”). 	<ul style="list-style-type: none"> – Most words are high-frequency and there is little topic-specific vocabulary (unless it has been provided). 	<ul style="list-style-type: none"> – Letter formation is developing but is often variable. – Towards the end of the Foundation stage, writing usually shows appropriate use of upper- and lower-case letters. 	<ul style="list-style-type: none"> – The writing may show evidence of self-correction. – Some words are spelt correctly, and there are attempts to spell words as they sound. – There are often errors in the use of simple punctuation.
Stage 1	<ul style="list-style-type: none"> – Texts are longer (at least 6–8 sentences), with some organisation of the ideas. – The main ideas may be expanded with details. 	<ul style="list-style-type: none"> – Sentences are mainly simple or compound (e.g. linked with “and”) – The writing shows a reduced reliance on formulaic structures. – Words like “because” indicate that the learner is beginning to expand texts by using complex sentence structures. – Texts include linking words to signal the development of ideas (such as markers of time in a narrative or of cause and effect in an explanation). – Errors in words and structures are likely to be frequent and obvious. – Texts by learners who are literate in their first language may show attempts to use more complex structures but will often have intrusive errors. 	<ul style="list-style-type: none"> – Texts use a greater range of vocabulary. Most familiar vocabulary is likely to be accurately spelt or show phonemic awareness. Attempts to use unfamiliar vocabulary show evidence of phonemic awareness. – Texts use some learned topic-specific vocabulary. Words may be chosen to create an effect. 	<ul style="list-style-type: none"> – Script is generally readable. 	<ul style="list-style-type: none"> – There is some evidence of editing, usually teacher-directed. – Many high-frequency words are spelt correctly, but there may be intrusive errors. – Writing may show some awareness of additional punctuation features and control over full stops.
Stage 2	<ul style="list-style-type: none"> – Topics are developed in stages, using appropriate paragraph structure. – Ideas are linked and organised, although they may simply be listed at times. 	<ul style="list-style-type: none"> – Texts include a range of different sentence beginnings and structures (such as use of relative clauses). – The writing shows an increasing use of subordinate clauses. – The writing may use modal verbs (e.g., “might”, “should”). – A range of errors in language forms and structures is likely to be evident (e.g., run-on sentences or inaccuracies in, or omissions of, elements of a complex verb phrase). – Texts may show overuse of a recently learned structure. 	<ul style="list-style-type: none"> – The writing shows a strong personal voice developing through deliberate choice of appropriate vocabulary. – There may be some evidence of less appropriate language choices, perhaps from direct translation, e.g., use of “companion” instead of “friend”. – Texts may have insufficient topic-specific or formal vocabulary for the task or context. 	<ul style="list-style-type: none"> – The script is controlled and legible. 	<ul style="list-style-type: none"> – The text shows some evidence of accurate editing. – The writing shows evidence of attention to specific points, such as distinguishing between homonyms (“their” and “there”, “to”, “too”, and “two”, and so on). – Contractions are used appropriately.
Stage 3	<ul style="list-style-type: none"> – Topics are developed according to the purpose of the task. – Topics are sustained and organised logically and coherently in stages. Ideas are linked with appropriate use of a range of connectives (e.g. “however”, “therefore”). – Texts may follow a model closely. 	<ul style="list-style-type: none"> – Texts include varied and complex sentence structures and/or sentence types appropriate to the writing purpose, often with errors. – Some incorrect structures are still likely to be seen at times, such as inaccurate use of articles or lack of subject–verb agreement. 	<ul style="list-style-type: none"> – Words are chosen from an expanding bank of general, technical, and academic vocabulary in a range of curriculum and topic areas. In less familiar topic areas, the vocabulary may revert to more general or vague word choices (e.g., “things”). – Words are mostly chosen appropriately to meet the purpose for writing and to create specific effects, such as using literary devices for humour or consciously choosing features of persuasive language. – Direct translation may lead to inappropriate word choices. 	<ul style="list-style-type: none"> – The writing style is now established, and there is little likelihood of the learner changing how they form their letters. 	<ul style="list-style-type: none"> – The writing shows evidence of independent, accurate editing. – Surface features are generally controlled consistently, although in unfamiliar topic areas or under time pressure in formal assessments, control may be reduced.
Stage 4	<ul style="list-style-type: none"> – See NCEA and asTTle websites for descriptors of advanced writing. 				

2017 MATHEMATICS INFORMATION

Annual Plan – Targets

These underpin the teaching of numeracy and maths in our school.

Maths Programmes

Maths is to be taught daily - can be taught as a standalone subject e.g. number knowledge (with an emphasis on basic facts) or integrated into all other learning areas.

Time spent teaching number:

- * 80% - Stage 1-4
- * 60% - Stage 5 and 6
- * 50% - Stage 7 and 8

Strand maths is integrated into programmes within the inquiry framework.

Students will have access to a variety of teaching supports:

- Task boards
- Modelling books
- Equipment/devices
- Small or large groups
- Mixed ability or ability groups
- Please refer to the UDL framework for ways to best support your students' needs.

Students will be engaged in productive, independent activities that may include:

- * practice that is related to the most recent strategy lesson
- * games and puzzles suited to the strategy stage of the group
- * knowledge practice activities
- * problem solving
- * revision activities relating to another strand

Planning

Planning needs to be documented in long-term plans, inquiry plans, weekly and daily plans, addressing the diverse learners in the room.

Guidance can be found on the nzmaths website. Planning sheets from this site may be helpful in supporting the development of classroom maths programmes, ensuring a balanced programme is delivered.

http://www.nzmaths.co.nz/planning-sheets?parent_node=

Please ask any of the Rich/Core Leaders if you need any help with planning. Planning is evidence for your PTC folder and as part of the appraisal process throughout the year.

Assessment

KNS OTJ Evidence Poster:

This is to be used as part of assessment for maths.

All Maths assessment data is entered onto eTap according to the Assessment Schedule. These results are used for future planning and as part of your OTJ evidence.

JAM (Junior Assessment of Mathematics): NE, Year 1 and 2

The JAM assesses the achievement of a student in relation to levels one and two of The New Zealand Curriculum. This consists of 9 modules which can be used throughout the year as an ongoing assessment tool. Each module can be used as a separate assessment, or the modules can be combined to provide a broader assessment. Teachers will need to select the modules that are relevant to the needs of their students.

The Diagnostic Interview

Year 3-8 – These kits must be used throughout the year as an ongoing assessment tool. They are kept in the Maths Resource Room.

IKAN (Individual Knowledge Assessment of Number):

http://www.nzmaths.co.nz/ikan-forms?parent_node=

Data for these domains can be entered as required through the year onto eTap. (*Number Sequence and Order, Fractions, Place Value, Basic Facts*)

New Zealand Curriculum and National Standards

The New Zealand Curriculum Mathematics Standards Years 1-8 Poster is to be used to support teaching and learning in conjunction with the UDL Framework.

Resources/Budget

The budget preparation for the following school year is done in Term 4. All teachers have the opportunity to have input into the resourcing of the school. Talk to the Curriculum team if there is anything you need during the year.

Each class is provided with a maths box of equipment. There is different equipment according to year levels. NE, Year 1 and Year 2 classrooms have maths trolleys with other equipment. If teachers of Years 3-8 need any other equipment, this is kept in the maths resource room.

The maths resource room is located in the junior block in between Room 12 and 13. This is where the strand equipment, teacher resource books, Figure It Out series, maths big books etc can be located. Equipment is not issued out to teachers with the understanding that people will respect the room, put back equipment when they are finished using it and keep it tidy. There are boxes available for teachers to collect and store equipment.

Numicon is a multi-sensory, tactile resource that is used to help children of all abilities to visualise various mathematical concepts. A set of numicon is provided within all Year 1 - 6 classes (and available for Year 7/8 if necessary). If you need any help using numicon, please see a member of the Curriculum team.

Reporting to Parents – Schoolwide

Refer to the KNS Assessment Schedule for details.

Links

KNS Maths Hub: <https://sites.google.com/a/bekgalloway.co.nz/kns-maths-hub-alg-meas-geo/>

Basic Facts Escalator: can be found on 1Public

Arbs: <http://arb.nzcer.org.nz/>

Rich task ideas: <http://nrich.maths.org/frontpage>

www.nzmaths.co.nz

