

# Hato Petera



## JUNIOR ENGLISH

## ENGLISH Year 9

English is the study, use and enjoyment of the English language and its literature, communicated orally, visually, and in writing, for a range of purposes and audiences and in a variety of text forms. Learning English encompasses learning the language, learning through the language, and learning about the language.

English is structured around two interconnected strands. These are: (Making meaning) Listening, Reading and Viewing, and (creating meaning) Speaking, Writing and Presenting.

Resources:

**Simply Grammar** by Rachel Reynolds, **English Basics** by Tania Roxborough & Jenny Thomas, **Power of Poetry** by Eshuys, Lewer & Crawley, **Complete Close Reading Book 1** by Jenny Thomas and Kirsten Owens, ARBs, **School Journals**, teacher produced literacy activities, A3 paper, felts and pencils

Class sets of **Kura Toa, DrinkDriving** TV advertisement, teacher prepared activities

Strands	Unit/Topic and Time allotment	Curriculum level	Curriculum statement (from the curriculum document)
Reading Writing	Exploring Language  10 weeks	3	<p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li>• Language Test</li> <li>• Creative Writing</li> </ul> <p><b>Making Meaning</b> <b>Processes and strategies:</b></p> <ul style="list-style-type: none"> <li>• selects and uses a range of processing and comprehension strategies with growing understanding and confidence</li> </ul> <p><b>Language features:</b></p> <ul style="list-style-type: none"> <li>• identifies written language features used in texts and recognises their effects</li> </ul> <p><b>Structure:</b></p> <ul style="list-style-type: none"> <li>• understands that the order and organisation of words, sentences, paragraphs, and images contribute to and affect text meaning</li> </ul> <p><b>Creating Meaning</b> <b>Processes and strategies:</b></p> <ul style="list-style-type: none"> <li>• seeks feedback and makes changes to texts to improve clarity, meaning, and effect</li> <li>• is reflective about the production of own texts: monitors and self-evaluates progress, articulating learning with growing confidence</li> </ul> <p><b>Language features:</b></p> <ul style="list-style-type: none"> <li>• uses written language features to create meaning and effect and engage interest</li> <li>• uses a range of vocabulary to communicate meaning</li> </ul>

			<p><b>Structure:</b></p> <ul style="list-style-type: none"> <li>uses a variety of sentence structures, beginnings, and lengths</li> </ul>
<p><b>Reading</b> <b>Writing</b></p>	<p>Relationships  10 weeks</p>	3	<p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li>Close Reading</li> <li>Creative Writing</li> </ul> <p><b>Making Meaning</b> <b>Processes and strategies:</b></p> <ul style="list-style-type: none"> <li>integrates sources of information and prior knowledge with developing confidence to make sense of increasingly varied and complex texts</li> <li>selects and uses a range of processing and comprehension strategies with growing understanding and confidence</li> </ul> <p><b>Ideas:</b></p> <ul style="list-style-type: none"> <li>makes meaning of increasingly complex texts by identifying main and subsidiary ideas in them</li> <li>makes and supports inferences from texts with increasing independence</li> </ul>
<p><b>Listening</b> <b>Viewing</b> <b>Reading</b> <b>Writing</b></p>	<p>Challenges (7 weeks)</p>	3/4	<p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li>Storyboard</li> <li>Response-to-text essay</li> </ul> <p><b>Making Meaning</b> <b>Processes and strategies:</b></p> <ul style="list-style-type: none"> <li>recognises and understands the connections between oral, and visual language</li> </ul> <p><b>Language features:</b></p> <ul style="list-style-type: none"> <li>identifies oral, and visual language features used in and recognises and describes their effects</li> <li>shows an increasing knowledge of how a range of text conventions can be used appropriately</li> </ul> <p><b>Creating Meaning</b> <b>Ideas:</b></p> <ul style="list-style-type: none"> <li>forms and expresses ideas and information with increased clarity, drawing on a range of sources</li> <li>adds or changes details and comments to support ideas, showing some selectivity in the process</li> </ul> <p><b>Structure:</b> organises and sequences ideas and information with increasing confidence</p>

## ENGLISH YEAR 10

Strands	Unit/Topic and Time allotment	Curriculum level	Curriculum statement (from the curriculum document)
Reading Writing	CONFLICT 10 weeks	4/5	<b>Assessment:</b> <ul style="list-style-type: none"> <li>In-role writing</li> <li>Close reading</li> </ul>
		4	<b>Making Meaning</b> <b>Processes and strategies:</b> <ul style="list-style-type: none"> <li>Integrate sources of information, processes, and strategies confidently to identify, form, and express ideas.</li> <li>integrates sources of information and prior knowledge confidently to make sense of increasingly varied and complex texts.</li> <li>selects and uses appropriate processing and comprehension strategies with increasing understanding and confidence</li> </ul> <b>Ideas:</b> <ul style="list-style-type: none"> <li>makes meaning of increasingly complex texts by identifying and understanding main and subsidiary ideas and the links between them</li> <li>makes and supports inferences from texts with increasing independence</li> </ul> <b>Creating Meaning</b> <b>Language features:</b> <ul style="list-style-type: none"> <li>uses a range of written features to create meaning and effect and sustain interest</li> <li>uses a range of text conventions, including grammatical conventions, appropriately, effectively, and with increasing accuracy</li> </ul> <b>Structure:</b> <ul style="list-style-type: none"> <li>organises and sequences ideas and information for a particular purpose or effect</li> </ul>
Listening Viewing Reading Writing	CHOICES 10 weeks	4/5	<b>Assessment:</b> <ul style="list-style-type: none"> <li>Film essay</li> <li>Close viewing</li> </ul>
		5	<b>Making Meaning</b> <b>Language features:</b> <ul style="list-style-type: none"> <li>identifies oral, written, and visual language features and understands their effects</li> <li>understands how a range of text conventions work together to create meaning and effect</li> </ul> <b>Creating Meaning</b> <b>Ideas:</b> <ul style="list-style-type: none"> <li>develops ideas by adding details or making links to other ideas and details</li> <li>organises and develops ideas and information for a particular purpose or effect, using the characteristics and conventions of a range of text forms</li> </ul> <b>Structure:</b> <ul style="list-style-type: none"> <li>organises and develops ideas and information for a particular purpose or effect, using the characteristics and conventions of a range of text forms</li> </ul>

Reading Writing Presenting	IDENTITY 10 weeks	4/5	<b>Assessment:</b> <ul style="list-style-type: none"> <li>• Creative writing</li> <li>• Static image</li> </ul>
		5	<b>Making Meaning</b> <b>Processes and strategies:</b> <ul style="list-style-type: none"> <li>• Integrate sources of information, processes, and strategies purposefully and confidently to identify, form, and express increasingly sophisticated ideas.</li> <li>• recognises, understands, and considers the connections between written and visual language</li> <li>• selects and uses appropriate processing and comprehension strategies with confidence</li> </ul> <b>Ideas:</b> <ul style="list-style-type: none"> <li>• makes meaning by understanding increasingly comprehensive ideas in texts and the links between them</li> <li>• makes connections by exploring ideas within and between texts from a range of contexts</li> </ul> <b>Creating Meaning</b> <b>Ideas:</b> <ul style="list-style-type: none"> <li>• develops ideas by adding details or making links to other ideas and details</li> </ul> <b>Language features:</b> <ul style="list-style-type: none"> <li>• uses a wide range of written, and visual features to create meaning and effect and to sustain interest</li> <li>• uses a wide range of text conventions, including grammatical and spelling conventions, appropriately, effectively, and with increasing accuracy</li> </ul> <b>Structure:</b> <ul style="list-style-type: none"> <li>• achieves a sense of coherence and wholeness when constructing texts</li> </ul>
TERM 4 Reading Listening Speaking	FUTURE PATHWAYS 5 weeks	4/5	<b>Assessment:</b> <ul style="list-style-type: none"> <li>• Research</li> <li>• Speech</li> </ul>
		5	<b>Making Meaning</b> <b>Purposes and audiences:</b> <ul style="list-style-type: none"> <li>• evaluates the purpose and usefulness of texts with confidence</li> </ul> <b>Language features:</b> <ul style="list-style-type: none"> <li>• identifies oral, and visual language features and understands their effects</li> </ul> <b>Creating Meaning</b> <b>Purposes and strategies:</b> <ul style="list-style-type: none"> <li>• is reflective about the production of own texts: monitors and self-evaluates progress, articulating learning with confidence</li> </ul> <b>Language features:</b> <ul style="list-style-type: none"> <li>• uses a wide range of oral, and visual language features to create meaning and effect and to sustain interest</li> </ul>