

## Example Teaching and Learning Programme Outline 1

(Not Ministry of Education endorsed. Guide to aid teacher planning only.)

### Purpose

This example teaching and learning programme outline has been produced to help teachers and schools understand the new NCEA Learning and Assessment matrices, and could be used to create year-long programmes of learning. It will give teachers ideas of how the new standards might work to assess the curriculum at a particular level.

### Context

This programme will provide students with multiple encounters with texts, both literary and non-literary, and drawn from written, oral and visual sources. It will also provide students with opportunities to develop their skills as creators of written, oral and visual texts. The course aims to keep the big ideas of English front and centre: enjoyment and enrichment through language and literature; consideration of how language and literature arise from and contribute to individual and collective identities; and the development of creative skills.

### Teaching and Learning Programme Sequence

		Learning Focus	Connections to the Curriculum		Throughout the year assessment for learning happens often and evidence may be collated for summative assessment.	
			Big Ideas & Significant Learning		Learning Activity	Suggested Assessment Opportunities
Term 1	5 Weeks	Aspects of Texts Responding to texts	Making Meaning Creating Meaning	Making meaning is an active process  Engaging with text is a source of enjoyment and enrichment  Language and Identity are inextricable	<ul style="list-style-type: none"> <li>Introduction to <b>Aspects of Texts</b> individually then together – with various texts and teaching of terminology. Texts chosen to best reflect the aspect being explored. Eg. Structure – Short stories/films, poems. Include a variety of Māori, Pasifika, NZ, global.</li> <li>Compile collection of terms and ways to approach texts as all aspects are considered together.</li> <li>Look at how to present and develop a response.</li> <li>Some of the responses must be produced in visual or oral format as well as written – consider 1.2 in Term 3.</li> <li>Students will thus have met several texts to add to their library of the year, gained some skills and confidence in their ability to respond in a variety of ways and also in their ability to decipher unfamiliar texts.</li> </ul>	Teaching for Internal 1.2 (See Term 3) - Present a verbal and visual personal response to texts. AND Teaching for External 1.4 (See Term 4) Show understanding of significant aspects of texts, using supporting evidence.
	6 Weeks	Language Study	Making Meaning Creating Meaning	Making meaning is an active process  Engaging with text is a source of enjoyment and enrichment  Language and Identity are inextricable	<ul style="list-style-type: none"> <li>Think of patterns in language.</li> <li>Begin with examples from a range of situations: sporting commentaries, advertising, political speeches, conversation, etc...</li> <li>Go over the aspects in terms of what the Purpose/Ideas/Structure and then language features are in some detail.</li> <li>Transcripts made of several, and language features identified.</li> <li>Developing understanding of how language patterns appear and why.</li> <li>Choose one language study the student wants to pursue.</li> <li>Personal Inquiry - finding examples, identifying particular patterns</li> <li>Prepare a draft review and then identify on the draft what language patterns they have encountered.</li> </ul>	Teaching for Internal 1.1 - Demonstrate understanding of how verbal language patterns are used for a specific audience and purpose.  AND Teaching for External 1.4 (See Term 4) Show understanding of significant aspects of texts, using supporting evidence.

					<ul style="list-style-type: none"> <li>• Then critique (peer review? teacher conversation? individual reflection) about what they have done, whether it worked and what they could do to perfect it further.</li> <li>• Produce a piece 'in the style of...'</li> </ul>	Internal 1.1 – Demonstrate understanding of how verbal language patterns are used for a specific audience and purpose. (Assessment)
Term 2	3 Weeks	Writing for purpose	Making Meaning Creating Meaning	<p>Making meaning is an active process</p> <p>Engaging with text is a source of enjoyment and enrichment</p> <p>Language and Identity are inextricable</p>	<ul style="list-style-type: none"> <li>• How to create atmosphere, effective description, and establishing pace and tone. Point of view.</li> <li>• Teach ways to structure/add detail /topic sentences etc.</li> <li>• Produce draft using background research and reflection of draft.</li> <li>• Numerous small attempts, lots of examples and then a draft piece.</li> <li>• Draft and then reflection after critique. Getting into process of writing.</li> </ul>	Teaching and Learning for 1.3 Develop ideas in writing and demonstrate understanding of the writing process.
	8 Weeks	Thematic Study  Background research: Transactional Writing	Making Meaning Creating Meaning  Making Meaning Creating Meaning	<p>Making meaning is an active process</p> <p>Engaging with text is a source of enjoyment and enrichment</p> <p>Language and Identity are inextricable</p>	<ul style="list-style-type: none"> <li>• Choose possible thematic focus of interest: Identity, Dystopia, Futures, ..... and texts from a variety of sources and genres. Including texts by Māori, Pacific, NZ, and global creators wherever possible.</li> <li>• Individual choice of texts included.</li> <li>• Examined in light of aspects.</li> <li>• Teaching of ways to present and develop responses in a variety of formats: written and visually and verbally.</li> <li>• Include inquiry/research into aspect or issue, and ways to do so</li> <li>• Look at ways to develop and structure a transactional written response.</li> <li>• Draft, feedback, reflect.</li> </ul>	<p>Teaching for Internal 1.2 (See Term 3) - Produce a verbal and visual personal response to texts.</p> <p>AND</p> <p>Teaching for External 1.4 (See Term 4) Show understanding of significant aspects of texts, using supporting evidence.</p> <p>AND</p> <p>Teaching and Learning for 1.3 Develop ideas in writing and demonstrate understanding of the writing process.</p>
Term 3	5 Weeks	Aspects of Texts Responding to texts	Making Meaning Creating Meaning	<p>Making meaning is an active process</p> <p>Engaging with text is a source of enjoyment and enrichment</p> <p>Language and Identity are inextricable</p>	<ul style="list-style-type: none"> <li>• Choose a text to focus on; look back to Term 1 and 2</li> <li>• Work on this learning, prepare the presentation, and present</li> </ul>	1.2 Produce a verbal and visual personal response to texts.  (Assessment)

	5 Weeks	Writing Skills and Process	Making Meaning Creating Meaning	<p>Making meaning is an active process</p> <p>Engaging with text is a source of enjoyment and enrichment</p> <p>Language and Identity are inextricable</p>	<ul style="list-style-type: none"> <li>• Further teaching and learning of writing skills</li> <li>• Students given task and prepare a draft piece</li> <li>• Feedback received and given</li> <li>• Reflect on it in terms of its effectiveness, accuracy etc.</li> <li>• Present final piece.</li> </ul>	1.3 (External) Develop ideas in writing and demonstrate understanding of the process.
	3 Weeks		Making Meaning Creating Meaning	<p>Making meaning is an active process</p> <p>Engaging with text is a source of enjoyment and enrichment</p> <p>Language and Identity are inextricable</p>	<b>NCEA:</b> Revision for External	Teaching/Completion of 1.4 (External) Show understanding of significant aspects of texts, using supporting evidence.
Term 4	? Weeks		Making Meaning Creating Meaning	<p>Making meaning is an active process</p> <p>Engaging with text is a source of enjoyment and enrichment</p> <p>Language and Identity are inextricable</p>	<b>NCEA:</b> Revision for External	