

# Tahakopa School Literacy Statement

“Communication is at the heart of all human interaction.”  
(21 CLD Learning)

“ ...

The New Zealand Curriculum	What is important to us	
<p><b>What is English about?</b> 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.</p> <p><b>Why study English?</b> Literacy in English gives the students access to the understanding, knowledge, and skills they need to participate fully in the social, cultural, political, and economic life of New Zealand and the wider world. To be successful participants, they need to be effective oral, written, and visual communicators who are able to think critically and in depth.</p> <p>Success in English is fundamental to success across the curriculum. All learning areas (with the possible exception of languages) requires students to receive, process, and present ideas or information using the English language as a medium.</p> <p><b>How is the learning area structured?</b> English is structured around two interconnected strands, each encompassing the oral, written, and visual forms of the language. The strands differentiate between the modes in which the students are primarily:</p> <ul style="list-style-type: none"> <li>• making meaning of ideas or information they receive (<b>Listening, Reading, and Viewing</b>)</li> <li>• Creating meaning for themselves or others (<b>Speaking, Writing, and Presenting</b>)</li> </ul> <p>Using a set of underpinning processes and strategies, students develop knowledge, skills, and understanding related to:</p> <ul style="list-style-type: none"> <li>• text purposes and audience;</li> <li>• ideas within language contexts;</li> <li>• language features that enhance texts;</li> <li>• the structure and organisation of texts</li> </ul> <p>Students need to practice <i>making meaning</i> and <i>creating meaning</i> at each level of the curriculum.</p>	Listening, Reading, and Viewing	Speaking, Writing and Presenting
	<p>Students will:</p> <ul style="list-style-type: none"> <li>• select and read texts for enjoyment and personal fulfillment;</li> <li>• recognises connections between oral, written, and visual language;</li> <li>• selects and uses sources of information (meaning, structure, visual and grapho-phonic information) and prior knowledge with growing confidence to make sense of increasingly varied and complex texts;</li> <li>• uses an increasing knowledge of letter clusters, affixes, roots, and compound words to confirm predictions;</li> <li>• selects and uses processing strategies and an increasing range of comprehension strategies with some understanding and confidence;</li> <li>• thinks critically about texts with some confidence;</li> <li>• monitors, self-evaluates, and describes progress with some confidence.</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• shows some understanding of the connections between oral, written, and visual language when creating texts;</li> <li>• creates texts by using meaning, structure, visual and grapho-phonic sources of information, and processing strategies with growing confidence;</li> <li>• seeks feedback and makes changes to texts to improve clarity and meaning;</li> <li>• is reflective about the production of texts: monitors, self-evaluates, and describes progress with some confidence.</li> </ul>