

# WIGRAM PRIMARY SCHOOL CURRICULUM STATEMENT

## Overview

Curriculum design is a dynamic, collaborative, continual and ever evolving process which takes into consideration a number of aspects, the most important being the needs of the learner.

*The New Zealand Curriculum* sets the policy and direction for curriculum delivery and allows schools the opportunity to design their own 'local curriculum' in collaboration and consultation with their community.

At Wigram Primary School we aim to provide an engaging, balanced and meaningful curriculum that meets the needs of our learners and encourages and challenges them to exceed expectations.

## Vision

Our Vision *Learning Together, soaring to new heights* encapsulates our beliefs about providing high quality learning and teaching that is engaging, reflective and ongoing.

We adhere to the vision of the *New Zealand Curriculum* for our learners to be Confident, Connected, Actively Involved, Lifelong learners.

## Principles

At Wigram Primary School we put our children at the centre of learning and teaching, and involve them with a curriculum that is engaging and challenging.

High Expectations:

We aim for all our children to achieve the best they can be,

- Use of formative assessment with clear learning intentions and success criteria.
- Feedback and feed-forward to improve learning.
- Supportive and collaborative environment that fosters success.
- Quality professional learning to provide the best learning and teaching.

Treaty of Waitangi:

At Wigram Primary School we acknowledge New Zealand's cultural diversity and in doing so the unique position of Maori as tangata whenua. At our school we will provide opportunities that support its students in te reo and tikanga maori.

- Teaching te reo as part of our class programme and integrating tikanga where possible.
- Provision for Kapa Haka.
- Whanau consultation and involvement.

### Cultural Diversity:

Our school curriculum acknowledges the cultural diversity and values of our local and wider community.

- Empathy and understanding of the cultural diversity within our community.

### Inclusion:

At our school we aim to have an inclusive curriculum that recognises the talents and abilities of each child while also celebrating and accepting the differences.

- Understanding and knowing our learners.
- Providing opportunities to share talents, successes and achievements.

### Learning to Learn:

Our school curriculum firmly adheres to the principles of formative assessment where children are encouraged to reflect on their own learning processes and to learn how to learn.

- Providing clear learning intentions and success criteria.
- Feedback and Feed-forward to critique and improve learning.
- Exemplars and/or models of the intended learning to scaffold children's understanding.

### Community Engagement:

Community consultation and collaboration support the design and review of curriculum.

- Providing opportunities to keep our community informed.
- Gauging and seeking community feedback as part of self-review.

### Coherence:

We aim for our curriculum to build on prior knowledge which makes links within an across learning areas and opens up pathways to new learning.

- Making connections between learning areas through an integrated approach.
- Programmes that are based on a conceptual curriculum which allows for greater connections to be made.

### Future Focus:

At our school we believe in a conceptual curriculum that focuses on authentic, integrated learning that aims to ready our children for their future.

- Incorporating the principles of formative assessment with learning intentions and the setting of goals.
- Co-creating and involving children with the design of learning programmes and experiences.

## Values and Key Competencies

At Wigram Primary School we believe in a strong inclusive culture. Our culture is underpinned by our Charter, community values and the key competencies.

### KEY COMPETENCIES

#### Thinking:

We aim for our children to be creative, critical thinkers who can process and synthesize information, make evaluations and considered responses and judgments.

#### Using language, symbols and texts:

We aim for our children to experience, understand, interpret and use a variety of languages, symbols and texts to make meaning and generate new thinking and ideas.

#### Managing Self:

We aim for our children to possess the skills of independence, time management and task completion to the best of their ability. We want our children to have a 'can do' attitude and to see themselves as learners and evaluators of their own learning.

#### Relating to Others:

We aim for our children to be able to positively interact with a diverse range of people.

#### Participating and Contributing:

We aim for our children to be active contributors within their local, wider and global community.

### VALUES

The Key Competencies align and sit directly with our Wigram Primary School Values

We assist learners to develop New Zealand Curriculum key competencies through our values:



## Wigram Primary HEART Values

HEART Values	Whakatauki	Key Ideas	Te Taumutu Rūnanga Values embedded in our values:
<b>Hauora</b> "Be well to do well" "We look after ourselves and others"	He hauora te taonga Health is wealth	Kindness, care, resilience, be brave, empathy, tolerance, keeping safe, Taha Hinengaro (mental and emotional wellbeing)	<b>Manaakitanga</b> - Where there is aroha and a sense of whānau in a school, manaakitanga will be naturally evident. It ties people together creating the sense of community.  <b>Kotahitanga</b> - The concept of kotahitanga is that of recognising and obtaining unity and consensus whilst still respecting and acknowledging individuality.  <b>Ako</b> - to learn, to study to teach  <b>Awhinatanga</b> - Guiding and Supporting  <b>Rangatiratanga</b> - is leadership, commitment, autonomy, chieftainship, respect, self-determination <b>Tiakitanga</b> - is the concept of guarding, looking after, preserving, fostering, protecting and/or sheltering something.  <b>Whanaungatanga</b> - is the bond or feeling of family that influences the way Māori people live and react to one another in their kinship group.
<b>Explore</b> "Be curious, ask questions"	Ka pū te ruha, ka hao te rangatahi - As an old net is cast aside, another is remade	Imagination, curiosity, critical thinking, growth mindset, responsibility, collaboration, life-long learning	
<b>Aspire</b> Better Every Single Time "Be the best you can be" Strive, persevere and aim high	He kai kei aku ringa - there is food at the end of my hands	Challenge, perseverance, risk-taker, positivity, resilience, excellence, leadership, self-directed, integrity, passion	
<b>Respect</b> We care and we share Treat others how you would like to be treated	Whākana ki ō manuhiri i tō kāinga Mana is upheld through fulfilling roles and responsibilities	Mindfulness, positive relationships, thoughtfulness, manaakitanga, honesty, tolerance, kaitiakitanga,	
<b>Taonga</b> We are all special and unique Treasure what we value	Mā te tuakana e tika ai te teina, mā te teina e tika ai te tuakana Through relationships and respect we can find the way forward	Family, sustainability, cultural identity, equity, cultural identity, appreciation, sensitivity, kaitiakitanga, Whanaungatanga	

**New Zealand Curriculum Links**

HEART VALUES	BROADER VALUES THAT LINK	KEY COMPETENCIES LINK	
<p><b>HAUORA</b></p> <ul style="list-style-type: none"> <li>Be well to do well</li> <li>We look after ourselves and others</li> </ul>	<p>Kindness, Care, Resilience, strong relationships, thoughtfulness, brave, courageous, Acceptance, diversity, empathy, aroha, tolerance, sensitive, whanaungatanga, pride, safety</p>	<p>Relating to others Managing self</p>	<p><b>Using Language  Symbols  &amp;  Text</b></p>
<p><b>EXPLORE</b></p> <ul style="list-style-type: none"> <li>Be curious, Ask questions</li> <li>We are courageous and we ask questions</li> </ul>	<p>Imagination, curiosity, critical thinking, enjoyment, co-operation, relationships, team player, inquiry, growth mindset, Responsibility, risk taking, passion, Life-long learner</p>	<p>Thinking, participating and contributing, relating to others, managing self</p>	
<p><b>ASPIRE</b></p> <ul style="list-style-type: none"> <li>Better Every Single Time</li> <li>We try our best</li> <li>Strive, persevere and aim high</li> </ul>	<p>Perseverance, risk-taker, patience, critical thinking, positivity, courage, resilience, independence, relationships, excellence, leadership, self directed, integrity, passion, responsibility, pride</p>	<p>Thinking, participating and contributing, relating to others, managing self</p>	

<p><b>RESPECT</b></p> <ul style="list-style-type: none"> <li>· participating and contributing, relating to others, managing self</li> <li>Show respect to get respect</li> <li>· We care and we share</li> <li>· People, place, space</li> <li>· Treat others how you want to be treated</li> </ul>	<p>Kindness, care, mindfulness, empathy, sustainability, relationships, teamplayer, thoughtfulness, self control, manaakitanga, compassion, honesty, humility, using manners</p>	<p>Relating to others, Managing self</p>	
<p><b>TAONGA</b></p> <ul style="list-style-type: none"> <li>· Treasure what we value – what is important and unique</li> </ul>	<p>Family, treasuring, sustainability, care, cultural Identity, pride, tolerance, equity, appreciation, Acceptance, kaitiakitanga, empathy, sensitivity</p>	<p>Relating to others</p>	

## Curriculum Design

We consider there are six aspects or dimensions to curriculum design at Wigram Primary School:

### 1. On-going School Based Priorities

As identified in the school charter (which also reflect the NAGs/NEGs). This is where the Board of Trustees identifies 'What matters most' as a result of considering government goals and focus areas, while engaging staff, students and the community. These include the 'future skills' we consider students need over and above the 'foundation skills' of literacy and numeracy.

Presently these are...

- Literacy and Numeracy (esp in Years 1-6)
- Digital Technology
- Formative Assessment
- Future Focused Learning

### 2. School Wide Priorities

- Achievement and Progress Targets based on evidence
- Digital learning – Learn, Create, Share
- Curriculum Review
- Teaching as Inquiry

### 3. Conceptual Curriculum and Modules

To provide a rich, meaningful and authentic curriculum which is relevant and inter-connected, we will focus on a Conceptual Curriculum. We will focus on one umbrella concept for the duration of the year, delivered through different contexts, where children can make deeper meaning and connection of the concept.

To ensure breadth of the Curriculum, we will construct an overview that allows for teachers will plan and deliver a programme that has a major base on either The Arts, Science, Technology, Social Sciences or Tikanga.

### **5. Classroom Evidence Based Priorities**

Teachers must focus on the learning needs of their students. Each class and indeed each student has different learning needs. Teachers use a range of information and assessment to identify the learning needs of each child and provide programmes that cater for their learning.

### **6. The Teachable Moment and Just in Time Learning**

We acknowledge that some of the most powerful learning opportunities are those that result from a 'current event' (particularly in the local community) and will take advantage of these. We will also harness the teachable moment and/or accommodate just in time learning, to fully ensure we meet our children's learning needs.

### **Overview Design:**

At the conclusion of each term, staff will evaluate and review the terms teaching and learning and consider, What was successful? Why? What needed changing? Why? What could be improved? How else might we approach this? How successful was the children's learning?

This review will help shape the next terms planning and learning and teaching programmes.

At the end of the year, a comprehensive review will occur of the year Annual Plans and to evaluate the programmes and professional development. From here, an overview of the following years planning will be drafted by staff. Consideration will be given to a balanced curriculum, identifying the concepts for each term, learning area coverage, value and key competency focus and any events for the term.

This will be revisited during the planning session in the term prior to the programme being implemented. From here, teams of teachers will develop a Plan of Intent indicating what will be planned for the term.

## Section 5 Pedagogy

**At Wigram Primary this means:**

### **Our Curriculum Focus**

Principles of conceptual curriculum

- Aligns with the NZC vision, principles, values, key competencies and curriculum depth\
- Considers the knowledge of the learners, their interests, talents, curiosities and experiences
- Connects the local to national to global
- Contexts and issues that are rich and meaningful authentic and current.
- Learning is ubiquitous
- Rich integrated links to core curriculum
- Places the teacher in the role of the facilitator of learning



We believe that a concept based curriculum enables students to transfer their understandings across learning areas and contexts, and make connections to their own experiences, and the wider world both now and in the future. Having a conceptual understanding provides students with a framework through which to develop their own way of structuring their understandings. Learning will be enhanced through opportunities to explore and revisit concepts in-depth, through many perspectives and in a number of contexts.

Our curriculum will

- Will give priority to teaching and learning in English, Mathematics and Statistics as vehicles for accessing the rest of the curriculum
- Will be integrated where there are natural and meaningful links
- Will be based on the needs of the current group of students
- Will be conceptually based for Social Sciences, Science, Technology, the Arts & PE/Health where appropriate
- Will be based in sound pedagogy and the principles of assessment & learning
- Will be underpinned by and consistent with the Principles of the NZC
- Will encourage students to model and explore HEART Values
- Will support students by providing opportunities through which the Key Competencies can be developed
- Will provide students with effectively taught programmes across the seven Learning Areas

We aim to develop students who will

- Recognize the need to be guardians of each other and their environment
- Be open and sensitive to the needs, values and unique qualities of others
- Have a well developed sense of self worth
- Experience the benefits of being active citizens within their community
- Begin to develop an understanding of how integrated and closely connected our world is
- Experience what it is to be a creative thinker and have opportunities to share their creative ideas and innovations

When planning for Integrated Concept - Based learning, teachers consider:

- The needs of the students and the learning outcomes that will best meet these needs
- The Big Ideas/Enduring Understandings that can help students grasp the concept and transfer it across learning areas
- The contexts that best meet the needs of the students
- The Curriculum Strands that link to the concept and the needs of the students
- The New Zealand Curriculum Principles
- The Key Competencies that can be developed through the Integrated Learning
- The Big Question that provides opportunities to explore the concept and Big Ideas
- How the Wigram HEART Values can be explored through the Concept selected

## Curriculum Coverage

The New Zealand Curriculum specifies eight learning areas: English, the arts, health and physical education, learning languages, mathematics and statistics, science, social sciences, and technology.

The learning associated with each area is part of a broad, general education and lays a foundation for later specialisation. Like the key competencies, this learning is both end and means: valuable in itself and valuable for the pathways it opens to other learning.

While the learning areas are presented as distinct, this should not limit the ways in which schools structure the learning experiences offered to students. All learning should make use of the natural connections that exist between learning areas and that link learning areas to the values and key competencies.

### Learning areas and language

Each learning area has its own language or languages. As students discover how to use them, they find they are able to think in different ways, access new areas of knowledge, and see their world from new perspectives.

For each area, students need specific help from their teachers as they learn:

- the specialist vocabulary associated with that area
- how to read and understand its texts
- how to communicate knowledge and ideas in appropriate ways
- how to listen and read critically, assessing the value of what they hear and read.

In addition to such help, students who are new learners of English or coming into an English-medium environment for the first time need explicit and extensive teaching of English vocabulary, word forms, sentence and text structures, and language uses.

As language is central to learning and English is the medium for most learning in the New Zealand Curriculum, the importance of literacy in English cannot be overstated.



In **English**, students study, use, and enjoy language and literature communicated orally, visually, or in writing.



In **the arts**, students explore, refine, and communicate ideas as they connect thinking, imagination, senses, and feelings to create works and respond to the works of others.



In **health and physical education**, students learn about their own well-being, and that of others and society, in health-related and movement contexts.



In **learning languages**, students learn to communicate in an additional language, develop their capacity to learn further languages, and explore different world views in relation to their own.



In **mathematics and statistics**, students explore relationships in quantities, space, and data and learn to express these relationships in ways that help them to make sense of the world around them.



In **science**, students explore how both the natural physical world and science itself work so that they can participate as critical, informed, and responsible citizens in a society in which science plays a significant role.



In the **social sciences**, students explore how societies work and how they themselves can participate and take action as critical, informed, and responsible citizens.



In **technology**, students learn to be innovative developers of products and systems and discerning consumers who will make a difference in the world.

## Flexible Learning Spaces

Flexible Learning Spaces are modern learning environments that are designed to cater for the needs of today's learners. One dimension of this is the exciting and flexible classroom space itself, which enable students to benefit from the innovative use of digital technology. But more than this, Flexible Learning Spaces allow teaching programmes to be personalised, with the learners themselves taking increasing responsibility for meeting their learning goals.

Because these new spaces bring together several teachers, they are able to plan, teach and assess collaboratively: this means every child has three teachers who know all about their current strengths and future needs.

### **The classroom environment**

Our learning spaces are designed so that the centre of what we do is effective pedagogy rather than purpose-built facilities, so we have:

- Open and flexible arrangements of students and teachers.
- Breakout spaces for small groups.
- Moveable and flexible furniture

### **The student experience**

We use our learning spaces to develop important strengths and learning opportunities for our students:

- Using a wide range of technology.
- Being connected to learning communities.
- Having choices about where they "work" best.
- Being self-directive in their learning.
- Setting their own goals
- Having greater understanding of their learning steps.
- Being able to reflect on and revise their work.
- Being self motivated.
- Managing their learning time effectively.

### **What we expect to see**

The signs of productive and positive learning in our learning spaces include:

- Students using a wide range of technology.
- Students working in small groups.
- Team teaching of both large and small groups, using a range of strategies.
- Students learning through "passions."
- Choices in learning.

- Use of e-learning tools to promote and support future learning.

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## Wigram Primary School Curriculum Overview 2021 - 2025

	2025	2021	2024	2022	2023
Year Theme	Looking after ourselves and our place	Let's be explorers	Beyond Today	Valuing Us	Appreciating what we have

Values	Hauora	Explore	Aspire	Respect	Taonga
Curriculum Themes -to cover all 7 Learning Areas	Health and fitness	Our environment on Earth and Beyond	Innovation	Our Past/History	Citizenship
	Sustainability	Electricity	Change	Conservation	Healthy Communities
	Relationships	Creativity/Innovation	Technology	Rights and responsibilities	Living World
	Our Place and space	Music	Challenges	Environment	Passion
		Communication		Cultural Diversity	The Arts
Key Competencies	Covered across all learning areas				
Themes and ideas to fit with curriculum above	Our body KOS Personal health Home improvements Who lives here?	Space Mini beasts Gardens Exploring NZ Local community Visual Arts Kitchen science Explorers Wearable Arts Circuits	Olympics Inventions Design process	Pepeha Marae visit Museum Endangered species Wildlife parks Government/Elections Citizenship Our Forest NZ History	Rocky Shore Garden to Table

One theme is taken for a year's coverage through the lens of a Value. Looking at an integration of learning across the curriculum areas. Each year unpacked to make sure there is a coverage of all curriculum areas within a year Theme focus.

Sport at Wigram Primary is fun and inclusive. Tamariki are taught a range of different physical skills including motor skills and coordination. Wigram strives to give our tamariki daily opportunities to explore and play with a range of exciting events including:

- Swimming
- Athletics
- Cross country
- Gymnastics
- Winter sport (football, hockey, netball, rugby)
- Basketball
- Touch rugby

We encourage all children to give sport a go, show good sportsmanship and be life long participants in sport. Sport improves children's fitness, confidence, communication and friendship skills and gives them a positive outlet to channel their energy.

Wigram Primary School's sporting events bring together a sense of community and we encourage whānau to support their children to be physically active. Hauora (wellbeing) is one of our Wigram Primary School values and has overarching importance when supporting a child as a whole.

## **Assessment and Reporting**

### **Reporting to Parents**

Our Reporting process links to our student management system (SMS) HERO.

At Wigram Primary School our door is always open especially when it is to discuss learning. It is essential that we all have a clear understanding of your child's learning needs and progressions and work together to support your child's learning.



We use a range of formal, informal, oral and written means to communicate each student's progress.

### **Written Reports :**

You will receive two formal reports a year. These are produced through our HERO system. Parents need to log in to HERO to access their child's information. This reporting is against the New Zealand Curriculum Levels and the dials identify the number of learning goals that have been completed, and those yet to be achieved. This report is followed by a Student/Parent/Teacher conference.

An end-of-year report is the culmination of a year of goal setting, planning, reviewing and reflection on the part of the student, the teacher, and the parents, family and whānau. It's a statement that sums up the year, celebrates what has been learned. Again this is through HERO. A conference can be arranged upon request.

Early in the year we hold Ako conferences - a chance to share your aspirations for your child for the year.

### **Informal Reporting:**

Includes informal meetings and discussions, viewing students books and work, celebrations of achievements in our school newsletter, website or at special assemblies.



### **Assessment**

Data is regularly collected in the core curriculum areas of Reading, Writing and Mathematics. Other areas are covered specifically with thematic learning, as well as within the areas of key competencies. All of this information goes together for overall teacher judgements and aspects for reporting to parents.

Standardised assessments are carried out early in the year, early term 4 and at other points appropriate to age, stage and time at school. Other assessments may be undertaken for specific purposes.

Assessments are used to look at student progress, gaps in learning, next learning steps and for ongoing comparative data. Data is used to inform teachers for planning, and next steps, and can be used by school management to look at trends, progress, schoolwide needs and reporting to other entities.

**Wigram Primary School  
Curriculum Achievement Plan**



Tier 1- Effective Classroom Teaching (Where we want kids to be achieving)						
Goal Setting information, focus student groups, feedback-feed forward, deliberate teaching actions, what else?						
Expected Outcomes	After 40 Weeks	After 80 Weeks	End Year 3 After 120 Weeks	End Year 4	End Year 5	End Year 6
<b>Reading</b>	Within Green Lvl 12-14 R.A 6.0-6.2 CL 1P	Within Turq Lvl- 17-18 R.A- 7-7.2 CL 1A	Within Gold Lvl- 21-22 R.A- 8-8.5 CL 2B	R.A 8.5-9 Yrs CL 2P	R.A- 9.5-10.5 CL 2A/3B	R.A 10.5- 11,5 CL 3P
<b>Writing</b>	CL- 1P	CL 1A	CL- 2B	CL- Working at Level 2- 2P	CL- Working towards Level 3- 2A/3B	CL- Working at Level 3- 3P
<b>Maths</b>	End of Stage 3	End Stage 4	Mid Stage 5	End Stage 5	Beginning Stage 6	End Stage 6/Completed Stage 6
<b>Interventions in Class</b>	Ideas to try before the kids are in Tier 2 <a href="#">Resources to help In class interventions</a> <ul style="list-style-type: none"> <li>- Take home packs for families</li> <li>- Building Blocks</li> <li>- Double grouping- Reading and Maths</li> <li>- Rainbow Reading</li> <li>- Reading together (on entry into Wigram Primary)</li> <li>- Reading mileage/Reading Audio Buddy reading with older student, Sunshine online, storyonline</li> <li>- Effective literacy practise- Ideas from book- Shared, guided and independent groups/activities</li> </ul>					

	<ul style="list-style-type: none"> <li>- Goal setting-more achievable short term goals to build confidence</li> <li>- Regular conversations with Whanau</li> <li>- Buddy maths game/goal</li> <li>- Using goal resources <a href="#">Click here</a></li> <li>- Feedback - feedforward- Effective literacy</li> <li>- Extended learning conversations</li> <li>- Activating prior knowledge</li> <li>- Use of learning space sites</li> <li>- Professional conversations in and across teams-identify different resources TKI, <a href="#">Journals TKI</a>, NZmaths, <a href="#">teacher tools</a></li> </ul>
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**Tier 2 (Below)**

Expected Outcomes	After 40 Weeks	After 80 Weeks	End Year 3 After 120 Weeks	End Year 4	End Year 5	End Year 6
Reading	Within Yellow (6-8) or Below	Green or Below (12-14)	Turq or Below	Below Gold	Below reading age 8.5	Below reading age of 9.5
Writing	1B	1P and below	1A and Below	2B and Below	2P and below	2A and below
Maths	Stage 2	Stage 3	Stage 4	Beginning Stage 5	Middle Stage 5	End of Stage 5
Possible Interventions that require extra classroom support might be	<ul style="list-style-type: none"> <li>- STEPS</li> <li>- Numicon</li> <li>- RTLB referrals</li> <li>- Quick 60</li> <li>- Colourful Semantics</li> <li>- Five Plus</li> <li>- Lexia</li> <li>- Building Blocks with a targeted group</li> <li>- Reading Recovery</li> <li>- ILP</li> <li>- Rainbow Reading</li> </ul>					

**Tier 3 (Well Below)**

Expected Outcomes	After 40 Weeks	After 80 Weeks	End Year 3 After 120 Weeks	End Year 4	End Year 5	End Year 6
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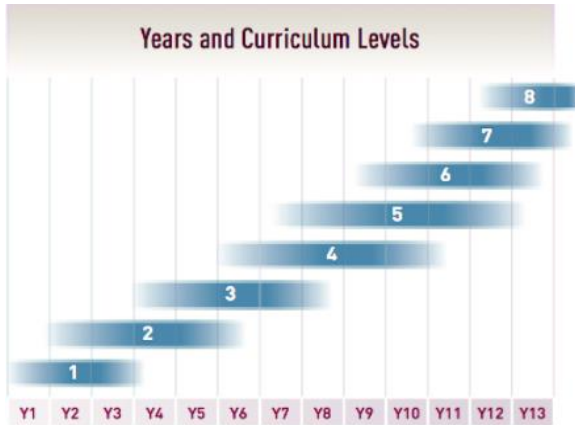
To consider	Students who are new to New Zealand or where language is the barrier Students who receive ORS support Can be when little/no progress has been made Child can be referred straight to Tier 3 in consultation with Special Needs Coordinator Learning and behaviour.					
Reading	Within Emergent/Red (1-5)	Within Yellow (6-8) or Below	Green or Below (12-14)	Turq or Below	Below Gold	Below reading age 8.5
Writing	1B or below	1B	1P	1A	2B	2P
Maths	Emergent/Stage 1	Stage 1	Stage 2	Stage 3	Stage 4	Beginning Stage 5

Expected levels/stages of achievement for students to keep abreast of expected levels of learning

<b>Curriculum Achievement plan – Mid and End of year</b>						
Curriculum	Mid Yr 1/End of Yr 1	Mid yr 2/End of Yr2	Mid Yr 3/End of yr3	Mid yr 4/ End Y4	Mid yr 5 / End Yr 5	Mid Yr 6/ End Yr 6
Reading	1B /1P	1P /1A	1A /2B	2B /2P	2P /2A 3B	3B /3P
Writing	1B /1P	1P /1A	1A /2B	2B /2P	2P /2A 3B	3B /3P
Mathematics	STAGE 0-3	STAGE 4	STAGE 5	STAGE 5	STAGE 6	STAGE 6

### **Reporting Against the Curriculum Levels**

As a replacement for National Standards, your child's progress is being measured against The New Zealand Curriculum Levels. This curriculum grid shows how curriculum levels typically relate to years at school. Not all students fit this pattern. They include those with special learning needs, those who are gifted, and those who come from a non-English-speaking backgrounds. (Ministry of Education, New Zealand 1993).



A range of in-  
create an  
curriculum

class assessments, observations and discussions about learning, lead teachers to overall teacher judgment (OTJ) about student progress and achievement against the levels.

Assessments vary depending on class level and time at school and may include :

Running Records, asTTle writing, Junior Assessment in Mathematics (JAM), IKAN, 6 year Net, PA tests, Peters Spelling, PROBE etc.

Teachers are happy to discuss your child's progress and achievement, and ways you can help at home to support learning.

### Reading Levels

Reading Level	1-5	6-16	17-20	21-22	23-24	25-26	27-28	29	30	30+
Reading Age	5-5.5	5.6-7	7-8.0	8-8.5	8.5-9	9-10	10-11	11	12	12+
Curric Level	1B	1P	1A	2B	2P	2A	3B	3P	3A	4B+
	LEVEL 1			LEVEL 2			LEVEL 3			L4

B = Basic P = Proficient A = Advanced

### Writing Levels

BPA	1B	1P	1A	2B	2P	2A	3B	3P	3A	4B	4P	4A
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NZC	Level 1	Level 2	Level 3	Level 4
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**Mathematics Levels (Numeracy Stage)**

Numeracy Stage	1-4	5	6	7
	Level 1	Level 2	Level 3	Level 4
Basic Facts		Add/Sub/Mult/Div 50% -65% of all	Add/Sub/Mult/Div 80% -100% of all	Add/Sub/Mult/Div 100%

Teachers may describe the learning as 'early stage...' or 'late stage.....'