

WNS Fundamental Learning

Following our WNS Curriculum Compass (guided by the NZ Curriculum), we utilise various research-based pedagogies to shape our learning approaches. These approaches facilitate targeted instruction in literacy and mathematics through targeted programmes and integrated learning experiences. Programmes utilise the phases of Understand, Know, Do across diverse contexts to consolidate learning and showcase progress and achievement.

Multiple sessions are timetabled for everyday, using flexible structures, to meet the diverse needs of ākonga. Kaiako are reflective in their practice to ensure ākonga are engaged and learning connects to real-world challenges and contexts. This includes connecting Literacy and Mathematics to support Inquiry learning which nurtures the learning of Aotearoa Histories, the Arts, Science, PE, Health and Social Sciences.

Ākonga are also empowered with the fundamental tools of being Motivated and Self-Regulated, becoming a Positive Contributor and feeling Confident and Healthy throughout their journey at Westport North School.

Mathematics and Statistics		
Junior Year 1-4	Middle Year 5-6	Senior Year 7-8
<p>Whole class 20-30 daily math skill lessons with a focus on learning essential Number concepts and various mathematical areas. Break-out groups are used to focus on targeted skills and concepts that may need further support. Integration of Mathematical concepts are also linked to Inquiry learning to reinforce these maths skills and connect math to real-world contexts.</p>	<p>Daily maintenance of Number Knowledge before ākonga explore Rich Mathematical tasks that incorporate key mathematical concepts within Math strand areas. These tasks link to Inquiry contexts to foster real-world application and deeper understanding of math concepts. Break out groups are used to focus on number strategies, targeted skills and concepts that may need further support. Students are developing mathematical language to critique findings and deepen key understandings.</p>	<p>Rich Mathematical tasks are used as a springboard for ākonga to explore their pre-existing knowledge of math concepts and identify what new knowledge is required. Break out groups are used to focus on number knowledge, strategies, targeted skills and concepts that may need further support. Students communicate using mathematical language and critique findings and deepen understanding.</p>

Reading

WNS Implement a Structured Literacy approach and use a scope and sequence of written language acquisition based on the Science of Reading.

Junior Year 1-4

Whole class Code focus 20-30 minutes each morning followed by break-out groups targeted to meet the needs of ākonga using instructional readers based on their knowledge of the code. A rich language environment is fostered through shared poetry, personal reading, library time, shared big books and unpacking texts related to Inquiry learning.

Middle Year 5-6

Whole class Code focus 20 minutes each morning followed by break-out groups targeted to meet the needs of ākonga based on their knowledge of the code. Interest based texts are selected and reading for understanding and meaning is fostered. Ākonga collaborate with others and engage in reading behaviours that allow them to enquire and build deeper understandings about the world around them.

Senior Year 7-8

Whole class Code focus 15 minutes each morning followed by break-out groups targeted to meet the needs of ākonga based on their knowledge of the code. More sophisticated and complex themes are explored within texts fostering 'reading to learn' behaviours. Collaborative discussions around the connections within and across texts explored to enhance their understanding and skills.

Writing

Junior Year 1-4

A focus on essential skills (fine-motor control, proper pencil grip, correct letter formation, writing routines, links between graphemes and phonemes) lay the groundwork for writing. Whole class Teacher modelling sessions, shared activities and frontloading with key vocabulary help to 'Hook' students into writing. Break-out groups are used to meet the needs of individual groups.

Middle Year 5-6

Whole class WNS Writing Cycle explored to incorporate oral language, rich vocabulary, success criteria, exemplars and formative assessment routines within daily writing 40 minute sessions. Individual and peer conferencing to support progress towards achieving Literacy Learning progression goals occurs throughout these sessions. Transfer and practice of writing knowledge modelled by teacher within Inquiry sessions based on overarching Big, Rich questions.

Senior Year 7-8

Whole class WNS Writing Cycle explored to incorporate oral language, rich vocabulary, success criteria, exemplars and formative assessment routines within daily writing 40 minute sessions. Individual and peer conferencing to support progress towards achieving Literacy Learning progression goals occurs throughout these sessions. Ākonga to transfer and apply writing knowledge more independently when engaging in Inquiry sessions based on overarching Big, Rich questions.

Oral Language

Oral Language underpins all learning at WNS and all social interactions. Ākonga draw on oral language whenever they think, read and write and whenever ākonga communicate with others. They do this to convey information, develop understandings, think critically, express ideas and identity, define their membership of social groups, build relationships and manage social interactions. It's oral language that enables ākonga to become literate, to think and to communicate across all curriculum areas

