

Kōrero

Pānui

Tuhituhi

Pāngarau

Year 7

Ngā Whanaketanga Rumaki Māori have been designed to let whānau, teachers and children know where they are at with their learning in Te Reo Matatini and Pāngarau.

The whanaketanga are directly aligned with the Marautanga o Aotearoa which is the framework used by kura to teach all the learning areas – Te Reo Māori, Pāngarau, Pūtaiao, Tikanga ā-Iwi, Hauora, Ngā Toi, Te Reo Pākehā and Hangarau.

Your child's school must provide you with at least two written reports a year, letting you know how your child is doing in relation to the Whanaketanga and the Marautanga. Many kura provide a portfolio of your child's work, if your kura doesn't do this ask the teacher to show you their work.

This booklet provides a snapshot of the sorts of things your child will have been learning during their seventh year at school in kōrero, pānui, tuhituhi and pāngarau. It gives you an idea of what you can expect your child to know and be able to do in these areas.

If your child has come to total immersion education more recently, they may be assessed slightly differently – to reflect how long they've been in immersion. Talk to your teacher if you have any concerns – they will be able to explain where your child is at with their learning.



Pānui

During your child's seventh year at kura they will be working at early level 4 of the marautanga and they will be reading books in the late Pīngao and the Miro ranges.

Your child will be able to find, think about and bring together ideas and information from a wide range of sources (e.g. books, articles, Internet research, whakapapa, interviews).

They will be learning to:

- use various comprehension strategies to work out unknown words and understand texts
- use their increasing vocabulary to read a wide range of stories
- read a wide range of material, (fiction and non-fiction), that have layers of meaning – including complicated plots, difficult themes and ideas
- use their own judgment to respond to what they are reading – thinking about its strengths and weaknesses.

Readers are grouped into 'Kete', starting with Kete Harakeke where the books are simple and progressing to Kete Kiekie, Pīngao and Miro, which get slightly harder and more complex at each kete. During their next year at kura your child could progress to books in the late Kete Pīngao range.



Some features of Pīngao and Miro books at this level

- Increased use of different text types and forms, like diagrams, labels and subtitles.
- Topics, themes and settings outside the student's personal experience.
- A significant level of unfamiliar vocabulary.
- Illustrations that match concept or main theme.

As your child reads this story they might:

- think about the different uses of honey and their favourite way to eat honey
- talk about places they see bees in their own environment and why they might be in these places
- talk about the impact on the bee population of diseases like *Varroa* mite and what it means for horticulture.

At home

- Encourage your child to read the lyrics of their favourite songs, waiata, mōteatea or haka. Talk about why the composer wrote the song. What were they trying to say? Search the Internet for more information. Ask kaumātua or whānau.
- Be a role model – show that you read for a variety of reasons – recipes, bus timetables, comparing products in advertisements, to be informed about current events, for enjoyment and relaxation.
- Just because your child can read, it doesn't mean that they don't enjoy listening to someone else reading. Keep reading to your child – it could be a chapter book, an article from a newspaper, an email from a friend or relation.



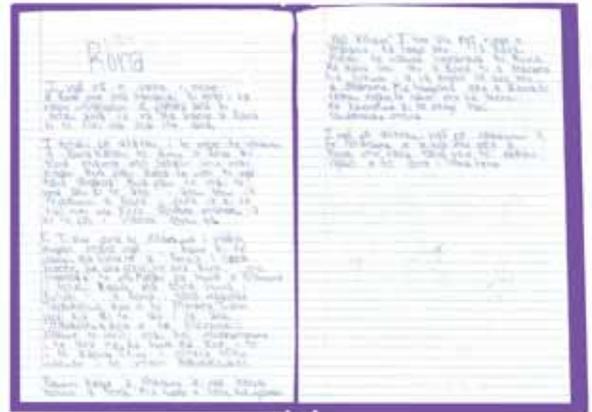
Tuhituhi

During your child's seventh year at kura they will be writing at early level four of the marautanga.

They will be writing for a variety of purposes and audiences, using appropriate, clear and logical structures. They will be planning their writing projects and will edit their work as they write.

They will be learning to:

- persuade someone to their point of view about a local or global issue
- recount an historical event through the eyes of one of the characters
- discuss and select the text type appropriate to the purpose and audience
- work on the same piece of writing over several days
- use punctuation like hyphens, bullet points and colons correctly.



In this piece of writing the child has:

- entertained the reader through narrative
- used language features related to the writing purpose, e.g. descriptive words
- used research and study skills to identify the information they need.

At home

- Ask your child if they are entering the Ngarimu VC Essay competition – ask their teacher too.
- Use technology to encourage your child to write – emails, text messages.
- Use a message board at home to leave notes for each other – reminders about events, praise for a job well done, 'to do' lists.
- Buy interesting stationery for your child – gel pens, coloured paper, pencils.
- Give a diary, book or notebook as a present.



Pāngarau

During your child's seventh year at kura they will be working at early level 4 of the marautanga and about 40–60 percent of their learning will focus on number.

They will be solving realistic problems using their growing understanding of number, algebra, geometry, measurement and statistics. They will solve problems using multiplication and division that use decimals, fractions and percentages.

Your child will be learning to:

- solve problems involving decimals, using addition and subtraction
- use a range of multiplication methods to solve problems using whole numbers and fractions
- create tables, graphs and rules for repeating patterns
- find perimeters, areas and volumes of shapes
- explore probability – experiment and compare actual results with expected results.



A pāngarau problem

The Paku and the Roa whānau are driving home from their holidays. The Paku whānau are $\frac{1}{2}$ of the way home, and the Roa whānau are $\frac{3}{8}$ of the way home.

Which whānau has travelled the furthest?

At home

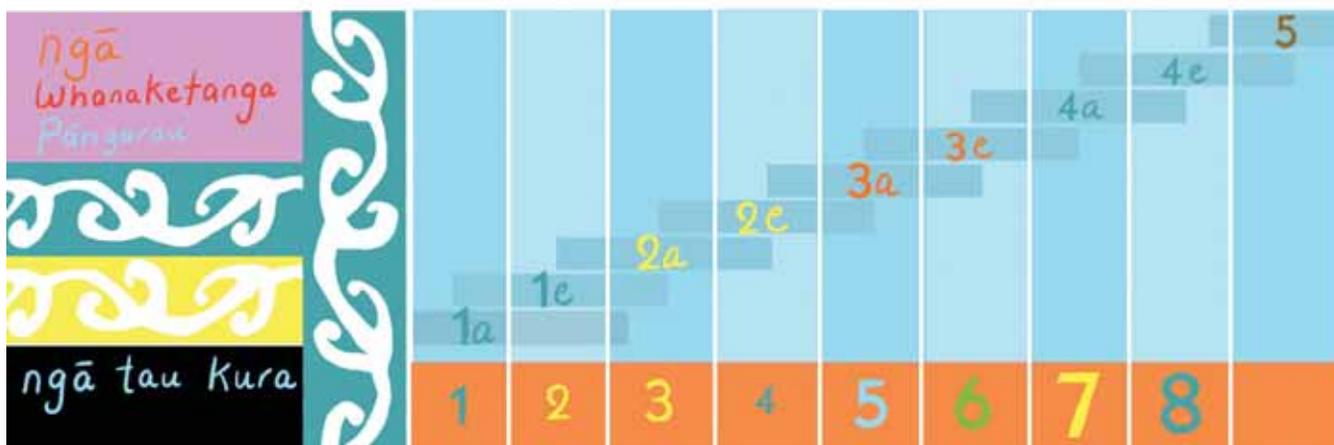
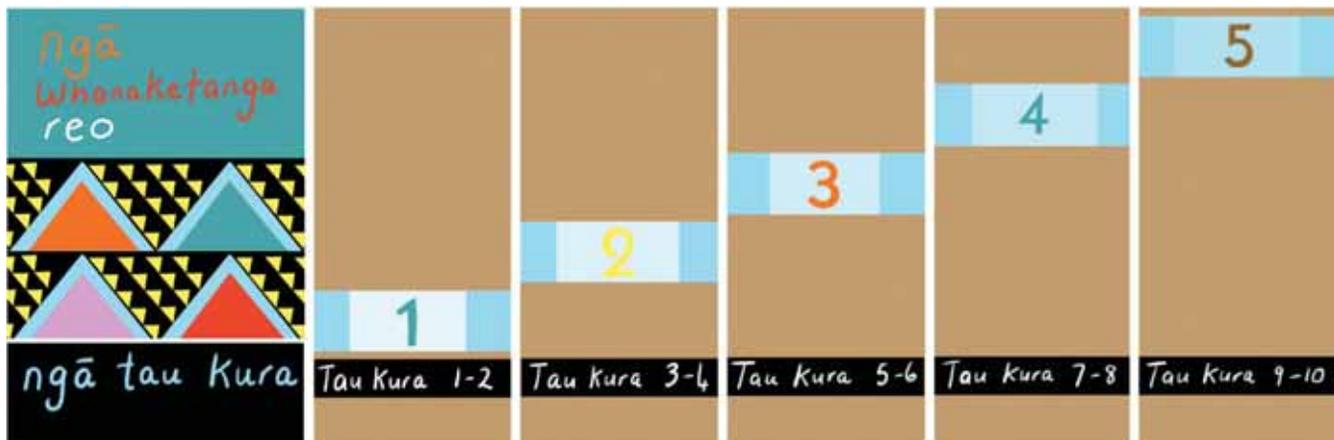
Pāngarau is an important part of everyday life. Get your child to show you how they solve problems – it might be different to how you did things when you were at school.

Numbers and patterns

- Budget pocket money – plan to open a savings account; discuss earning interest; investigate which bank offers the best return on your money.
- Talk about current prices of things that interest your child. Using the Internet or advertisements, work out where you can get the best deal.

Everyday activities

- Revising times tables – check with your child or their teacher, which tables you can practice together.
- Play games – find new board or card games that use strategy.



Thanks to everyone who contributed and gave support to this project. Special thanks to the student whose work is included in the Tuhituhi section of this booklet.

For more information about Ngā Whanaketanga Rumaki Māori and Te Marautanga o Aotearoa visit the Ministry of Education's website, www.minedu.govt.nz.

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