

Te Reo Pākehā





TE REO PĀKEHĀ

Te Reo Pākehā *Ko tō ringa ki ngā rākau a te Pākehā hei ora mō te tinana*

Ko tā te wāhanga ako o Te Reo Pākehā he whakaari i te reo Pākehā hei huarahi whakawhiti whakaaro, hei pūkenga whakahoahoa, hei kākahu mō te whakaaro, hei huarahi ki ngā taumata o te mātauranga.

Ka tautoko tēnei wāhanga ako i te reo Māori hei reo matua mō te whakaako i ngā kura rumaki reo Māori. Ko tāna he whakakaha ake, he whakapakari ake hoki i ngā pūkenga reo kua rārangi mai i roto i te wāhanga ako reo Māori. Nō reira, e whai ana tēnei wāhanga ako kia tāpiritia ake te reo Pākehā ki te puna reo o te whakaako me te ako.

Kia tupu ai ngā pūkenga kōrero reo rua, pūkenga matatini reo rua o ngā ākongā, me aro ā tātou mahi whakaako ki te whakawhitinga o ngā pūkenga me te māramatanga, mai i tētahi reo ki tētahi. Ka taea ētahi rautaki te whakawhiti mai i te akoranga a ngā ākongā i te reo Māori. Engari, me āta tohutohu mārire ngā ākongā me pēhea te whakamahi i aua rautaki i te reo Pākehā. Waihoki, ko ngā rautaki ka ākona ki te reo Pākehā, ka taea te whakawhiti ki te reo Māori. Mā konei ka tautoko te wāhanga ako o Te Reo Pākehā i te whakawhitinga atu i te reo Māori ki te reo Pākehā, i te reo Pākehā ki te reo Māori, mā te akiaki i ngā kaiako kia whakanuia te katoa o ngā huinga pūkenga reo o ngā ākongā.

Te Pūtake o te Ako i te Reo Pākehā

Tērā ō tātou matua, ō tātou tīpuna e mārāma ana ki ngā painga o te ako i te reo Pākehā hei huarahi ki te ao whānui. Kua tuhia tētahi rārangi o te kōrero rongonui a Tā Āpirana Ngata i runga ake nei. Ko tā Apirana he akiaki i te hunga tamariki kia mau tonu ki ngā taonga tuku iho a ngā tīpuna, arā, ko te reo Māori, ā, ki te whai atu anō hoki i ngā "rākau" a te Pākehā. (Ko te reo Pākehā tētahi o aua "rākau".)

E rangona tonutia ana tērā akiaki i roto i ngā kōrero a ngā matua o ēnei rā, ā, e tautoko ana te wāhanga ako o Te Reo Pākehā i te wawata mō ngā tamariki i roto i ngā kura reo Māori, kia matatau ki te kōrero i te reo Māori me te reo Pākehā.

Kia matatau ngā ākongā ki te reo Pākehā:

- kia whai wāhi atu, kia takoha painga hoki ki te ao whānui
- kia pakari ngā pūkenga reo i roto i ngā reo e rua.
- kia whiwhi tohu NCEA mā te reo Pākehā, ki te hiahia rātou
- kia tutuki ētahi atu moemoeā.

Te Hanga o tēnei Wāhanga Ako

Mō te tino nuinga o ngā ākongā i ngā kura reo Māori, ko te reo Pākehā tētahi o ō rātou reo ā-waha. Nō reira e tautoko atu ana tēnei wāhanga ako Te Reo Pākehā i ēnei mātauranga o te ākongā, ā, ka arahina kia whānui ake ngā pūkenga kua mau kē i a ia. Ko te otinga ake, ka tipu te ākongā hei tangata reo rua.

I roto i ngā mahi o ia rā, ka aro atu ngā ākongā ki ngā āheinga, ki ngā kīwaha me ngā kīrehu o te reo Pākehā i ngā horopaki o ia rā. Ko te reo whakahei he ingoa e pā ana ki ngā take e kōrero ai tātou i tētahi kōrero, i tētahi momo reo. Ko ētahi o ēnei ko te mihi ki te tangata, ko te hoko taonga, ko te whakarite hui, me te tonu i te tangata kia āwhina mai. E hia nei ngā āheinga reo i roto i ngā nekenekheanga o te rā. Ina koa, he rite tonu tā tātou tonu āwhina, ina haere ki te hoko taonga.





TE REO PĀKEHĀ

E eke ai te ākongā ki ngā taumata o te mātauranga, me matatau ia ki te reo o te mātauranga. Mā te ako i ēnei āhuatanga o te reo Pākehā mō te mātauranga, e eke ai te ākongā ki ngā taumata e hiahia ana ia i roto i ngā akoranga o te kura tuarua me te kura tuatoru, penei i te whare wānanga, i te kuratini rānei.

Ki te tūhura ngā ākongā i te reo Pākehā mō te whakawhitiwhiti whakaaro me te reo o te mātauranga, ka piki ake ō rātou pūkenga whakarongo, pūkenga kōrero, pūkenga pānui, pūkenga tuhituhi hoki.

Ngā Wehenga e Ono

E rua ngā wāhanga o te anga o tēnei wāhanga ako. Tuatahi ko te pikinga mā ngā hipanga e toru e kīia nei ko Kaupae 1, Kaupae 2, me Kaupae 3. Ka piki haere tonu tēnei pikinga kia tae ki ngā taumata e toru, ki Taumata 6, 7, me Taumata 8.

Hei ārahi ngā Kaupae e toru i te whanaketanga kaupapa mō te whakaako me te ako i te reo Pākehā, taea noatia te tīmatanga o ngā taumata matua o te kura tuarua. Ka riro mā ngā Taumata 6, 7, me te 8 hei ārahi i te whanaketanga kaupapa mō te whakaako me te ako i te reo Pākehā i ngā taumata o runga rawa o te kura tuarua. Ko ngā Taumata 6, 7, me te taumata 8, he whakamāoritanga kau i ngā taumata taurite o te wāhanga ako reo Pākehā o te *New Zealand Curriculum*.

Ngā Whenu e Whā o Kaupae 1, 2, me 3

E whā ngā whenu i ngā Kaupae 1, 2, me 3: Te Tino Āhua o te Reo Pākehā; ā-Waha; ā-Tā; ā-Tinana. Hāunga Te Tino Āhua o te Reo Pākehā, he rite tonu ki ērā i te wāhanga ako o Te Reo Māori. Mā tēnei huarahi e tautoko ngā kaiako o te reo Māori me te reo Pākehā kia whakamahere tahi me te ako kia ngāwari ai te whakawhiti i ngā wāhi katoa e taea ai. Ko ngā whenu e whā o tēnei akoranga e whai ake nei.

Te Tino Āhua o te Reo Pākehā

Ka noho tēnei whenu kōmitimiti i raro i ērā atu whenu e toru. Ka noho tēnei hei waitohunga nui mō ngā kaupapa ako i te reo Pākehā i ngā horopaki rumaki reo Māori. E rua ngā wāhanga o tēnei whenu: Te Ao Māori i roto i te Reo Pākehā, Te Reo Whakawhiti Kōrero me te Reo Kura. Nā te mea kei runga rawa tēnei whenu, he whenu hoki hei ārahi i ngā mahi, he ōrite ōna whāinga paetae i ngā Kaupae e toru katoa.

ā-Waha – te reo kōrero

Ka kapi katoa i tēnei whenu ngā kōrero ā-waha, ngā pūtake me ngā pūnaha reo, tae atu ki te tāpae i ngā rautaki whai take mō te hunga ako.

ā-Tā – te reo tuhituhi

Ka kapi katoa i tēnei whenu ngā tuhinga ā-ringa, ngā pūtake me ngā pūnaha reo o aua tuhinga, tae atu ki te tāpae i ngā rautaki whai take mō te pānui me te tuhituhi i roto i te reo Pākehā.

ā-Tinana – te reo tohu

Ka kapi i tēnei whenu ērā āhuatanga o te reo Pākehā ehara i te reo ā-waha, i te reo tuhituhi rānei. He maha tonu ngā tikanga ka kawea mā tēnei momo reo. He mea tino nui kia eke anō te mōhiotanga o te hunga ako mō te reo tohu ki te taumata, e kīia ai rātou he kaikōrero matatau ki te reo Pākehā.





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Ngā Whāinga Paetae Matua me ngā Whāinga Paetae

Ko tā ngā whāinga paetae e toru he whiriwhiri tahi i ngā whenu reo ā-waha, ā-tuhi, me te reo tohu, kia rere ko te tino āhua torowhānui o tēnei mea te ako i te reo. Ka tīpae aua whāinga e toru i ngā Kaupae e toru katoa.

Āheinga Reo: ngā kaupapa e whakamahia ai te reo.

Puna Reo: tae atu ki ngā kupu, ki ngā tangi, me te whakatāhuhutanga o te reo.

Rautaki Reo: ngā huarahi e āwhinatia ai te ākonga kia mārama ki te reo, kia tika hoki tāna whakawhiti whakaaro.

E wehea ana ēnei aronga whakamaru kia rere he whāinga paetae. Hei tā ēnei, he whakamārama i te tino āhua o te whāinga i ia Kaupae. Kia mahara hoki kei roto i te whāinga whānui kē atu o te whakawhanake rautaki reo tētahi whāinga paetae poto motuhake, kei ia Kaupae, e tautoko ana i te pakari o ngā rautaki whakawhiti pūkenga o te ākonga. Ka kapi ngā whenu e toru, ā-Waha, ā-Tā, ā-Tinana hoki i tēnei whāinga paetae poto.

Te Hanga o tēnei Wāhanga Ako i ngā Taumata 6, 7, me 8

I ngā taumata pakeke o te kura tuarua, kua whakatāhuhutia te reo Pākehā i runga i ētahi whenu tauawhiawhi e rua. Kei ia whenu ngā āhuatanga ā-waha, ā-tuhi, ā-ataata hoki o te reo. Ka aro kē ngā whenu ki tēnā aratau, ki tēnā aratau, ko te mahi matua a ngā ākonga he:

- whiwhi māramatanga mai i ngā whakaaro, mōhiotanga hoki ka tae ki a rātou (**Te Whakarongo, te Pānui, te Mātakitaki**)
- hanga māramatanga mō rātou anō me ētahi atu (**Te Kōrero, te Tuhituhi, te Whakaatu**).

I raro i ngā whāinga paetae poto i roto i ia whenu, ka kitea ngā hipanga ka kakea e te nuinga o ngā ākonga, i te huarahi whakapiki i ō rātou pūkenga ā-waha, ā-kōrero, ā-ataata hoki. Ka whakamahi ngā ākonga i tētahi kāhui tukanga, rautaki hei takere kia whanake ai te mōhiotanga, ngā pūkenga me te māramatanga e pā ana ki:

- ngā whāinga o ngā tuhinga me te hunga mā rātou aua tuhinga
- ngā ariā i roto i ngā horopaki reo
- ngā āhuatanga reo hei whakapiki i ngā tuhinga
- te whakatāhuhu me te whakaraupapa i tēnei mea te tuhinga.

Me akoako ngā ākonga kia *whiwhi māramatanga* me te *waihanga māramatanga* i ia taumata o te marautanga. Ka whakaatatia tēnei hiahia i roto i te whakatāhuhutanga o ngā whāinga paetae poto. I ngā ākonga e ahu whakamua ana ka whakahāngai rātou i ō rātou pūkenga ki ngā taumahi me ngā tuhinga matatini kē atu, uaua kē atu – me te hōhonu haere tonu o ngā mahi.





TE REO PĀKEHĀ

Te Hanga o tēnei Wāhanga Ako i ngā Kaupae 1, 2, me 3

Ngā Āhuatanga o te Ākonga Te Tino Āhua o te Reo Pākehā



ā-Waha



ā-Tā



ā-Tinana

Āheinga Reo


Ka pāhekoheko angitu te ākonga i te reo Pākehā mō ngā take huhua noa iho.


Puna Reo


Ka mārama, ka whakawhiti angitu te ākonga i te reo Pākehā mā ōna anō mōhiotanga reo.


Rautaki Reo


Ka mārama, ka whakamahi, ka whakamahuki hoki i te tōnuitanga o ngā rautaki hei whakangāwari i te akoranga, i te whakawhitiwhiti kōrero.


 = whakarongo

 = kōrero

 = pānui

 = tuhituhi

 = mātakitaki

 = whakaatu





Ngā Āhuatanga o te Ākonga i te Tomokanga ki Kaupae 1

Ka puta pea i te ākonga te katoa, te nuinga rānei o ēnei āhuatanga e whai ake nei:

- te māia ki te reo Pākehā ā-waha, tae atu ki tana mōhio ki ngā kupu e tino whakahuahuatia ana
- te mōhioatanga ki ngā pukapuka me te hanga taketake o tēnei mea te tuhinga
- te māramatanga ki te whanaungatanga o te pūāhua me te oro ki te reo Māori
- te āhei ki te tuhi i te reo Māori me te whakamahi tohutuhi
- tētahi māramatanga o te reo Pākehā tuhi – he māia pea ki te pānui, ki te tuhi rānei/hoki, i ngā tuhinga poto
- ngā pūkenga reo i ngā mahi whāiti tonu e kaingākau ana te ākonga pēnei i ngā tākaro rorohiko.

Te Tino Āhua o te Reo Pākehā

Te Ao Māori i roto i te Reo Pākehā

- Ka matapaki, ka tiki atu hoki te ākonga i tā te titiro Māori ki tōna ao hei tautoko i tōna māramatanga ki te reo Pākehā.



Te Reo Whakawhiti Kōrero me te Reo Kura

- Ka piki ngā pūkenga o te ākonga ki te whakawhitiwhiti kōrero i te reo Pākehā, hei tautoko i ngā pūkenga whakahoahoa.



- Ka piki ngā pūkenga i te reo Pākehā hei tautoko i te akoranga puta noa i te marautanga, i ngā taumata teitei kē atu.



ā-Waha

ā-Tā

ā-Tinana

Āheinga Reo Ka pāhekoheko angitu te ākonga i te reo Pākehā mō ngā take huhua noa iho.

- Ka tautohu, ka mārama hoki ki te pūtake o ngā kōrero ā-waha me ōna pānga ki te hunga whakarongo e whāia ana.



- Ka tautohu, ka mārama hoki ki ētahi mōhiohio whāiti i ngā kōrero ā-waha, tae atu ki ngā momo kōrero Māori ake nei pēnei i te whaikōrero me te pepeha.



- Ka ngāwari te whakaputa i ōna ake ariā.



- Ka whakarongo, ka tika hoki te whakautu i roto i ngā matapaki ā-waha poto, ngāwari, tae atu ki ngā pāhekohekotanga i ngā horopaki ōkawa.



- Ka tautohu, ka mārama hoki (ki te tautokona), ki te hiahia o te kaituhi ki ngā ariā matua, me ētahi mōhiohio motuhake i ngā tuhinga e piki haere nei te matatini.



- Ka tautohu, ka mārama hoki ki te pūtake o ngā tuhinga kōrero me te āhua o te hunga pānui e whāia ana.



- Ka mārama ki te painga o te pānui me te tuhituhi i tā rātou mahi o ia rā.



- Ka tuhi mō ngā pūtake maha, tae atu ki ētahi i roto i ngā horopaki Māori.



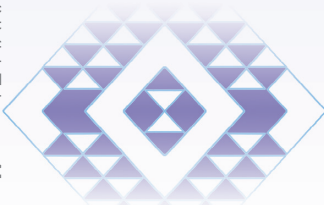
- Ka whakaatu mōhiohio me ngā ariā mō te huhua o ngā kaupapa.



- Ka mārama ki te whakamahinga me te pānga o ngā āhuatanga o te reo tohu.












- Ka whakamahi i te whakawhitiwhiti reo tohu māmā hei tautoko i te whakawhitiwhiti reo kōrero.
















Puna Reo Ka mārama, ka whakawhiti angitu te ākonga i te reo Pākehā mā ōna anō mōhiotanga reo.

- Ka mārama, ka whakamahi i te kupu kōrero. 
- Ka whakamahi i ngā āhuetanga pēnei i ngā pūtūingoa whaiaro me tā te reo Māori tirohanga hei waihanga tikanga, pānga hoki ki te reo kōrero. 
- Ka mārama ki ngā hononga oro-pū e haere tahi ana ki te tuhi kupu Pākehā. 
- Ka tīmata ki te whakamahi i ngā rerenga ngāwari, i ngā rerenga pūhui, me ētahi pūtūhono poto. 
- Ka whakaatu i tana mōhio ki ngā āhuetanga taketake o te reo, ki te wā, ki te ōritenga o te tāhū me te kupumahi o tētahi rerenga, ki ngā takitini, me te whakaraupapa tika i ngā kupu o te rerenga. 
- Ka āhukahuka, ka whakamahi hoki i ngā kupu he rite tonu te whakamahi, tae atu ki ētahi kupu hāngai ki tētahi wehenga reo motuhake. 
- Ka mōhio ki te tātaki i ngā kupu auau me te kite atu e mārama ana ki ētahi tauira tuhi, āhuetanga tūtata rānei. 
- He tika te whakamahi i ngā tohutuhi. 
- Ka mārama ki te hononga i waenga i te reo kōrero me te reo tohu. 

Rautaki Reo Ka mārama, ka whakamahi, ka whakamahuki hoki i te tōnuitanga o ngā rautaki hei whakangāwari i te akoranga, i te whakawhitiwhiti kōrero.

- Ka mārama, ka taea te whakawhiti mai i tētahi reo matatini ki tētahi, ina koa, mai i te reo Māori ki te reo Pākehā. 

- Ka whakamahi i ngā tiwhiri horopaki hei hanga tikanga mai i ngā kōrero ā-waha. 
- Ka whakatāhuhu i ngā kōrero ā-waha ngāwari hei whakaatu i te māramatanga i hiahiatia, hei whakaoho hoki/rānei i ngā whakaaro o te kaiwhakarongo ki tāna i hiahia ai. 
- Ka whai wāhi noa i roto i ngā matapaki ā-rōpū. 
- Ka whakaatu anō i ngā ariā matua i muri i te pānui, i te whakarongo rānei ki ētahi kupu. 
- Ka whakamahi i ngā rauemi pēnei i ngā papakupu, i te punakupu, me ngā taputapu taki-kupu o te rorohiko. 
- Ka pānui mō te tikanga mā te aro ki te whakatāhuhutanga me ngā tiwhiri ā-kanohi. 
- Ka aroturuki, ka whakatika i a ia anō i a ia e pānui ana, e tuhi ana rānei hei whakapiki i te huatau o te kōrero, hei whakamārama hoki i ngā tikanga. 
- Ka whakamahi i ōna wheako whaiaro hei hanga tikanga hei hanga tuhinga hoki. 
- Ka whakatāhuhu tika i ngā tuhinga hei hanga i ōna whāinga e whāia ana. 
- Ka whakamahi i ngā tiwhiri reo tohu hei hanga tikanga mai i te tuhinga ā-waha. 





Ngā Āhuetanga o te Ākongā i te Tomokanga ki Kaupae 2

Ka puta pea i te ākongā te katoa, te nuinga rānei o ēnei āhuetanga e whai ake nei:

- te āhei ki te whakawhitiwhiti mōhiohio me te ariā i runga i te tika
- he matatau nei ki tētahi pūkeinga kupu rahi tonu, tae atu ki ngā kupu he onge tonu te rongona
- ka āhei ki te whakamahi i ngā ture reo māmā
- ka māia ki te kōkiri i ētahi hanganga ture reo matatini kē atu
- ka āhei ki te pānui mō te tikanga, me ngā mōhiohio o roto
- he ngahau te pānui ki te ākongā
- he māia ki te whakamātau ki te reo ina kōrero, ina tuhituhi rānei
- ka āhei ki te whakawhanake me te whakaraupapa ariā i te reo tuhituhi.

Te Tino Āhua o te Reo Pākehā

Te Ao Māori i roto i te Reo Pākehā

- Ka matapaki, ka tiki atu hoki te ākongā i tā te titiro Māori ki tōna ao hei tautoko i tōna māramatanga ki te reo Pākehā.



Te Reo Whakawhiti Kōrero me te Reo Kura

- Ka piki ngā pūkenga o te ākongā ki te whakawhitiwhiti kōrero i te reo Pākehā, hei tautoko i ngā pūkenga whakahoahoa.



- Ka piki ngā pūkenga i te reo Pākehā hei tautoko i te akoranga puta noa i te marautanga, i ngā taumata teitei kē atu.



ā-Waha

ā-Tā

ā-Tinana

Āheinga Reo Ka pāhekoheko angitu te ākongā i te reo Pākehā, mō ngā take huhua noa iho.

- Ka tautohu, ka mārama, ka whakapuaki kōrero hoki mō te pūtake o ngā kōrero ā-waha me ōna pānga ki te hunga whakarongo e whāia ana.



- Ka whakamāori, ka whakamahuki hoki i ngā mōhiohio mai i ngā kōrero ā-waha, tae atu ki ngā momo kōrero Māori ake nei pēnei i ngā pakiwaitara.



- Ka whakanohonoho, ka whakapuaki hoki i ngā mōhiohio me ngā whakaaro me te pikinga anō o te mārama ki te hunga whakarongo.



- Ka tīmata, ka whakarongo, ka urupare kia hāngai tonu i roto i ngā whakawhitinga kōrero, he roa ētahi, he poto ētahi, ahakoa matatini, ahakoa ngāwari.



- Ka tautohu, ka mārama hoki ki te hiahia o te kaituhi, ki ngā ariā matua me ētahi mōhiohio motuhake i ngā tuhinga e piki haere nei te matatini, me te pikinga ake o te māia kia tū takitahi.



- Ka tautohu, ka mārama, ka tīmata hoki ki te whakapuaki kōrero mō te whāinga o ngā tuhinga me ōna pānga ki te hunga e whāia ana hei hoa whakarongo.



- Ka whakamahi i ngā pūkenga pānui me ngā pūkenga tuhituhi i ngā mahi o ia rā.



- Ka whakawhanake whakaaro mō ngā pūtake maha, tae atu ki ētahi i roto i ngā horopaki Māori.



- Ka mārama te whakaatu atu i ngā mōhiohio me ngā ariā mō te huhua o ngā kaupapa.



- Ka tautohu, ka mārama hoki ki te whāinga o ngā tohutohu ā-tinana maha, ki ngā koringa kanohi, me ngā kahanga tangi, āhuareka o te reo, ahakoa piki, ahakoa heke, me te mārama anō ki te painga o ēnei ki te hunga mātakitaki e hiahiatia ana.















- Ka mārama ki te tikanga o te reo tohu i roto i tōna horopaki ā-ahurea, ina koa, te nohopuku, te harirū me ngā tohu whakamihi, whakanui i te tangata kē.

























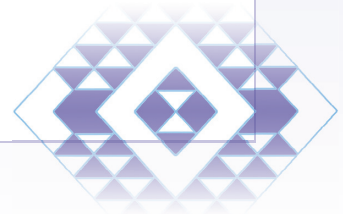


Puna Reo Ka mārama, ka whakawhiti angitu te ākonga i te reo Pākehā mā ōna anō mōhiotanga reo.

- Ka mārama ki ngā āhuatanga tīwekaweka o te tātaki i te reo Pākehā pēnei i ngā pū wahangū. 
- Ka mārama, ka whakamahi i tana puna kupu e whānui haere ana, tae atu ki ngā kupu aronga-whāiti ki tētahi kaupapa.  
- Ka whakamahi i ngā āhuatanga o te reo ā-waha, pēnei i te oro piki me te heke, te tere hoki, hei hanga whakaahua i te hinengaro o te kaiwhakarongo. 
- Ka whakamahi i ngā rerenga ngāwari, pūhui hoki me te huhua o ngā pūtūhono. 
- Ka whakaari i te mōhiotanga me te whakamahinga tika o ngā ture reo taketake, tae atu ki te wā, ki ngā kupu takitini, ki te raupapa tika o ngā kupu me te ōritenga tāhū, pūnga anō hoki. 
- Ka āhukahuka, ka whakamahi aunoa hoki i ngā kupu auau te whakamahi, tae atu ki ētahi kupu hāngai ki tētahi kaupapa motuhake, ki tētahi wehenga reo motuhake, tae atu ki ngā kupu mō te mātauranga.  
- Ka mārama ki ngā tauira tātaki kupu noa; ka tātaki i te nuinga o ngā kupu auau; ka whakaatu i te mārama ki ngā tauira tātaki matatini kē atu.  
- He tika te whakamahi i ngā tohutuhi matatini kē atu. 
- Ka kōwhiri i ngā āhuatanga reo tohu hei whakanikoniko i āna whakawhitiwhiti kōrero. 

Rautaki Reo Ka mārama, ka whakamahi, ka whakamahuki hoki i te tōnuitanga o ngā rautaki hei whakangāwari i te akoranga, i te whakawhitiwhiti kōrero.

- Ka āta mōhio mārire ki te whakawhiti i te mātauranga, i te māramatanga me ngā rautaki mai i te reo Māori ki te reo Pākehā, ā, e mārama ana hoki ka taea ngā rautaki te whakawhiti mai i te reo Pākehā ki te reo Māori.      
- Ka whakamahi i te tōnuitanga o ngā rautaki reo kia hauhaketia mai te tikanga o ngā kōrero ā-waha.  
- Ka tārei i ngā kōrero ā-waha uaua ake (ōkawa, ōpaki) hei whakaatu i tētahi kaupapa, hei whakaoho hoki/rānei i ngā whakaaro o te hunga whakarongo ki tāna i hiahia ai. 
- Ka tīmata, ka whai wāhi hoki ki ngā matapaki ā-rōpū.  
- Ka kaha ake te āhei ki te whakarāpopoto i tētahi tuhinga, kōrero ā-waha rānei, ka whakamārama ai i ngā whakaaro o roto. 
- Ka whakamahi, ki te aratakina, i ngā momo whāiti o tēnei mea te rauemi, tae atu ki ngā papakupu me te ipurangi, me te arotahi ki ngā wāhanga motuhake o ngā whakaputanga, pēnei i ngā kuputaka, i ngā whārangi ihirangi me ngā kuputohu, hei kimi mōhiohio.  
- Ka āhei, ki te tautokona, ki te hīkaro i te tino tikanga o ngā tuhinga, kia hōhonu ake ai ngā māramatanga.  
- Ka hokihoki atu ki te tārei anō i āna ake tuhinga kia mārama kē atu, kia rere ā-tuna te kupu. 
- Ka whakamahi i ōna wheako whaiaro me tana mōhio ki te pānui i te reo Māori hei hanga tikanga, hei hanga tuhinga hoki.  
- Ka whakaraupapa i ngā ariā, ka whakamahi hoki i te tini o ngā āheinga rerenga me ngā taputapu tui kupu hei whakanikoniko i te whakatāhuhutanga, me te rere o ngā tuhinga kōrero. 
- Ka tīmata tana whakamahi i te oro piki, heke e tika ana, te āta whakahuahua mārire, te tangi āhuareka, kawa o te reo, ka whakatā hoki hei āwhina i te māramatanga ina pānui i tētahi mea, ina pānui ā-waha i ngā tuhinga matatini. 
- Ka aro atu ki te horopaki ā-ahurea e haere ana te reo tohu, kia tika ai te whāinga wāhi ki ngā mahi. 





Ngā Āhuratanga o te Ākonga i te Tomokanga ki Kaupae 3

Ka puta pea i te ākonga te katoa, te nuinga rānei o ēnei āhuratanga e whai ake nei:

- he ngāwari ki ia te kōrero Pākehā i te whānuitanga e piki haere ana o ngā horopaki ōkawa, ōpaki hoki
- e tino piki ana ngā pūkenga ki te whakamahi i te reo o te mātauranga (pēnei i ngā kupu hangarau) me ngā whakaritenga reo (pēnei i te reo whakarite me ngā kupu whakarite)
- he māia ki te pānui i te reo Pākehā, he mōhio ki te whānuitanga o ngā rautaki hei hura i te tikanga o ngā kupu tauhou
- he toitū te mātauranga ki ngā ture o te reo
- ka āhei ki te tātari he pēhea te pānga o te hunga whakarongo, te pūtake, me te horopaki ki te tuhinga e āhei ai ia te whakawhitiwhiti whakaaro i roto i ngā tuhinga ā-ringa.

Te Tino Āhua o te Reo Pākehā

Te Ao Māori i roto i te Reo Pākehā

- Ka matapaki, ka tiki atu hoki te ākonga i tā te titiro Māori ki tōna ao hei tautoko i tōna māramatanga ki te reo Pākehā.



Te Reo Whakawhiti Kōrero me te Reo Kura

- Ka piki ngā pūkenga o te ākonga ki te whakawhitiwhiti kōrero i te reo Pākehā, hei tautoko i ngā pūkenga whakahoahoa.



- Ka piki ngā pūkenga i te reo Pākehā hei tautoko i te akoranga puta noa i te marautanga, i ngā taumata teitei kē atu.



ā-Waha

ā-Tā

ā-Tinana

Āheinga Reo Ka pāhekoheko angitu te ākonga i te reo Pākehā me te pai anō, mō ngā take huhua noa iho.

- Ka tautohu, ka mārama, ka whakapuaki pai hoki i ngā pūtake o ngā kōrero ā-waha me ōna pānga ki te whānuitanga o te hunga whakarongo e whāia ana.



- Ka whakamāori, ka waihanga anō i ētahi mōhiohio whāiti o ngā kōrero ā-waha, tae atu ki ngā momo kōrero Māori ake nei, pēnei i ngā mōteatea.



- Ka kōkiri i ana ariā me ana whakaaro i runga i te mārama me te māia.



- Ka whakarongo, ka whakamāori, ka whakautu tika i roto i ngā whakawhitinga kōrero e piki haere tonu nei te matatini.



- Ka tautohu, ka mārama hoki ki te hiahia o te kaituhi, ki ngā mōhiohio motuhake me ngā ariā matua i ngā tuhinga e piki haere nei te matatini, me te tū takitahi.
- Ka tautohu, ka mārama, ka whakapuaki kōrero mō te whāinga o ngā tuhinga me te āhua o te hunga whakarongo e whāia ana.
- Ka whakamahi i ngā pūkenga pānui, tuhi hoki mō ngā mahi o ia rā i runga i te māia.
- Ka whakawhanake whakaaro mō ngā pūtake maha me ngā taunaki e tika ana, tae atu ki ētahi i roto i ngā horopaki Māori.
- Ka mārama te whakaatu i ngā ariā tūhono me ngā mōhiohio mō te huhua o ngā kaupapa.











- Ka whakamahi i te reo tohu hei whakaū, hei whakaihiihi hoki i ngā wā e tika ana me ngā pūtake mō te hunga e whāia ana hei kaiwhakarongo.
- Ka maumahara ki te hunga e whāia ana hei kaiwhakarongo ina kōwhiritia ngā āhuratanga reo tohu e hāngai ana.







Puna Reo Ka mārama, ka whakawhiti angitu te ākongā i te reo Pākehā mā ōna anō mōhiotanga reo.





- Ka tautohu, ka mārama hoki ki te pūtake o ngā kupu me ngā ture e pā ana ki aua kupu. 
- Ka mārama ki te tino whānuitanga o ngā rārangi kupu, ka mārama ki te rerekētanga o ngā kupu ōkawa, o ngā kupu aronga-whāiti ki tētahi kaupapa hoki, ngā kupu ōpaki, ā, he matatau ki te whakamahi i ngā tūmomo kupu. 
- Ka whakamahi i te whānuitanga o ngā āhuatanga reo, pēnei i te huahuatau, i te kupu whakarite, i te kupu whakaahua tangi, hei hanga tikanga, hei whakaihiihi hoki i ana kōrero. 






- Ka whakamahi i ngā rerenga ngāwari, i ngā rerenga pūhui, i ngā rerenga matatini he tika te takoto, he hāngai hoki ki te pūtake o ngā tuhinga. 
- Ka āta whakamahi mārire i te maha tonu o ngā āhuatanga ā-reo, tae atu ki ngā whakaritenga ā-ture reo, me ētāhi atu āhuatanga e tika ana. 
- Ka āhukahuka, ka whakamahi i te pūkeinga tino nui o ngā kupu e tino whakahuahuatia ana, ngā kupu aronga-whāiti ki tētahi kaupapa, me ngā kupu o te mātauranga. 
- Ka mārama, ka whakamahi tika hoki i ngā tauira tātaki matatini. 
- Ka tika te whakamahi i ngā tohu tuhi reo, ka hāngai anō hoki. 



- Ka whakamahi i te tino whānuitanga o ngā āhuatanga reo tohu pēnei i te tangi piki, te tangi heke, i te kaha āhuareka, kawa o te reo, i ngā wahangūtanga, i ngā rerekētanga o te kaha whakaputa kōrero, i ngā koringa ā-kanohi, me ngā tohutohu ā-tinana. 

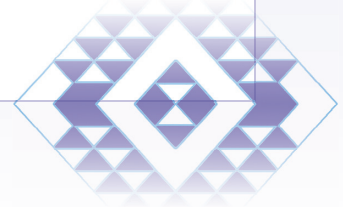
Rautaki Reo Ka mārama, ka whakamahi, ka whakamahuki hoki i te tōnuitanga o ngā rautaki hei whakangāwari i te akoranga, i te whakawhitiwhiti kōrero.

- Kua piki tana āhei ki te whakawhiti i ana rautaki reo me ngā tukanga i roto i ngā mahi ako reo me ngā kaupapa katoa o te marautanga. 

- Ka whiriwhiri i ngā mōhiohio, i ngā puna maha ina tūhono ariā ki ngā mātauranga kua mau kē, me ngā wheako, kia mārama ai ki ngā kōrero ā-waha. 
- Ka tārei i te whānui o ngā kōrero ā-waha, āhua uua, matatini rānei, hei whakaatu kōrero ki ngā kaiwhakarongo, hei whakaoho rānei i tētahi pānga e hiahiatia ana. 
- Ka whakahaere, ka whai wāhi hoki ki ngā matapakī ā-rōpū. 
- Ka tātari, ka matapakī hoki i ngā kōrero ā-waha i runga i te matatau. 

- Ka whakamahi i ngā rauemi, pēnei i ngā papakupu me te ipurangi, me te arotahi ki ngā wāhanga motuhake o ngā whakaputanga, pēnei i ngā kuputaka, i ngā whārangi ihirangi me ngā kuputohu, hei kimi mōhiohio. 
- Ka kōtuitui i ngā mōhiohio mai i ngā puna e rua, neke atu rānei, hei whiriwhiri, hei kōkiri hoki i ana ariā. 
- Ka arotake i āna anō tuhinga kia mōhio ai kei te hāngai ngā āhuatanga tuhinga ki te hunga whakarongo me te kaupapa. 
- Ka whakamahi i ōna wheako whaiaro me tana mōhio ki te reo Māori, tae atu ki ana mātauranga mō te ao, hei hanga tikanga hei hanga tuhinga hoki. 
- Ka whakaraupapa i ngā tuhinga mā te whakamahi i ngā kōwae, i ngā whakaupoko, i ngā whakaupoko o raro, me ngā whakaahua hei āwhina i te māramatanga o te kaupānui. 

- Ka whakamahi i te oro piki, te oro heke e tika ana, te āta whakahuahua mārire, te tangi āhuareka, kawa o te reo, ka whakatā hoki hei āwhina i te māramatanga ina pānui i tētahi mea, ina pānui ā-waha i ngā tuhinga matatini. 
- Ka whakamahi i te reo me te koringa tinana hei tautoko i te tikanga, hei whakaoho hoki i te hunga whakarongo. 





Te Reo Pākehā





TE REO PĀKEHĀ

Te Reo Pākehā *Ko tō ringa ki ngā rākau a te Pākehā hei ora mō te tinana*

The learning area Te Reo Pākehā presents the English language as a communication tool that underpins social interaction, the expression of thoughts, and academic learning.

The learning area supports Māori as the primary language of instruction in Māori-medium schools. It does so by strengthening, and building on, the linguistic competencies outlined in the Reo Māori learning area. In this way, Te Reo Pākehā as a learning area supports an additive approach to language teaching and learning.

In order for learners to become bilingual and biliterate, we need to teach for the transfer of skills and understanding across the languages. Students can transfer some strategies from their learning of the Māori language. However, they need to be shown explicitly how to use those strategies in English. Equally, strategies can be taught in English and transferred to Māori. In this way, the learning area Te Reo Pākehā supports the teaching for transfer across the Māori and English languages by encouraging teachers to acknowledge the learner's total language toolkit.

The Purpose of Learning English

Our parents and tīpuna have long understood the benefits of learning English as a means of accessing, and contributing to, the wider world. An excerpt from a well-known saying by Sir Apirana Ngata is quoted above. It encourages children and young people to retain their heritage (including the Māori language), while also mastering the tools of the Pākehā world (including the English language).

The same idea is echoed by parents today, and the learning area Te Reo Pākehā supports the aspiration that children in Māori-medium settings be bilingual in Māori and English.

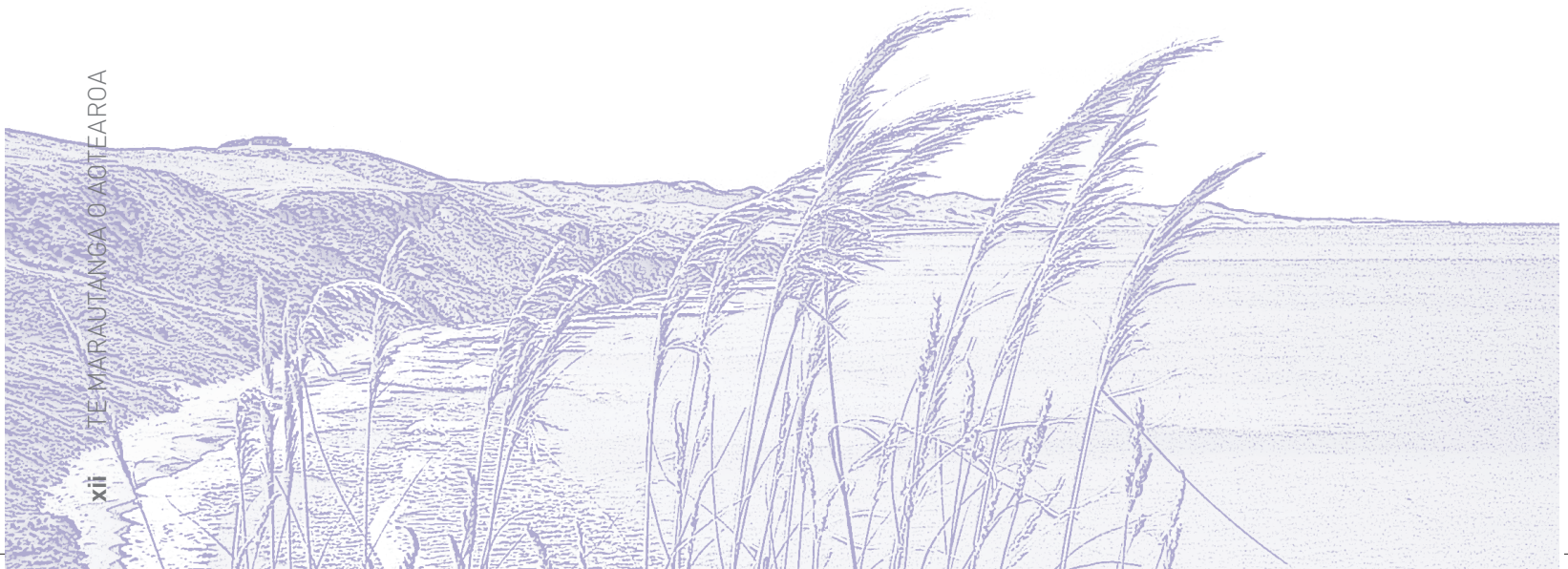
Students need to develop proficiency in English in order to:

- participate in, and contribute to, the global world
- be biliterate
- achieve NCEA qualifications in English if they wish
- achieve other aspirations.

The Structure of this Learning Area

The vast majority of learners in Māori-medium settings are proficient speakers of English. The learning area Te Reo Pākehā acknowledges learners' prior language knowledge and seeks to build on that base in order to develop bilingual learners.

Learners will experience the functional, colloquial, and idiomatic features of English in everyday settings. Functional language refers to the purposes for which we use language. These include greeting people, buying things, making appointments, and asking for help. Multiple language functions are evident in everyday language use. For example, it is common to ask for help while buying things.





TE REO PĀKEHĀ

In order to achieve academically, learners need to be proficient in academic language. Through studying academic English, learners will be equipped to reach their full potential at secondary and tertiary levels.

The skills of listening, speaking, reading, and writing can be strengthened if learners explore communicative and academic English.

Six Stages

This learning area has a two-part structure. First there is a progression composed of three steps – Kaupae 1, 2, and 3. This progression then leads into three levels, Taumata 6, 7, and 8.

The three Kaupae guide programme development for the teaching and learning of English up to the beginning of senior secondary level. Taumata 6, 7, and 8 guide programme development for the teaching and learning of English at senior secondary level. Taumata 6, 7, and 8 are translations of the equivalent levels in the English learning area of The New Zealand Curriculum.

Four Strands at Kaupae 1, 2, and 3

There are four strands at Kaupae 1, 2, and 3: The Nature of te Reo Pākehā; ā-Waha; ā-Tā; and ā-Tinana. Except for The Nature of te Reo Pākehā, they are the same as those of the Reo Māori learning area. This approach will support teachers of the Māori and English languages in planning together and teaching for transfer wherever possible. The four strands of this learning are as follows.

Te Tino Āhua o te Reo Pākehā – The Nature of te Reo Pākehā

This integrating strand underpins the other three. It signals an important direction for English-learning programmes in Māori-medium settings. There are two parts to this strand: Te Ao Māori i roto i te Reo Pākehā Māori Worldview and Te Reo Whakawhiti Kōrero me te Reo Kura Social and Academic Language. Because of the high-level, guiding nature of this strand, it has the same achievement objectives at all three Kaupae.

ā-Waha – oral language

This strand covers oral texts, including their purposes and language systems, as well as suggesting effective strategies for learners.

ā-Tā – written language

This strand covers written texts, including their purposes and language systems, and also suggests effective strategies for reading and writing in English.

ā-Tinana – non-verbal language

This strand covers those aspects of English that are not explicitly oral or written. These aspects carry significant meaning. It is important for learners to master non-verbal language in order to become competent users of English.





TE REO PĀKEHĀ

Achievement Aims and Achievement Objectives

Three achievement aims interweave the oral, written, and non-verbal language strands to capture the holistic nature of language teaching. The same three aims span all three Kaupae.

Āheinga Reo – language functions: the purposes for which language is used

Puna Reo – language systems: including the words, sounds, and structure of language

Rautaki Reo – language strategies: approaches that could help a learner to understand and communicate effectively

Each of these overarching aims is divided into achievement objectives. These explain the precise nature of the aim at each Kaupae. Note also that within the broader aim of developing language strategies (Rautaki Reo), there is a specific achievement objective at each Kaupae that supports the learner's mastery of transfer strategies. This achievement objective spans the three strands of ā-Waha, ā-Tā, and ā-Tinana.

The Structure of Taumata 6, 7, and 8

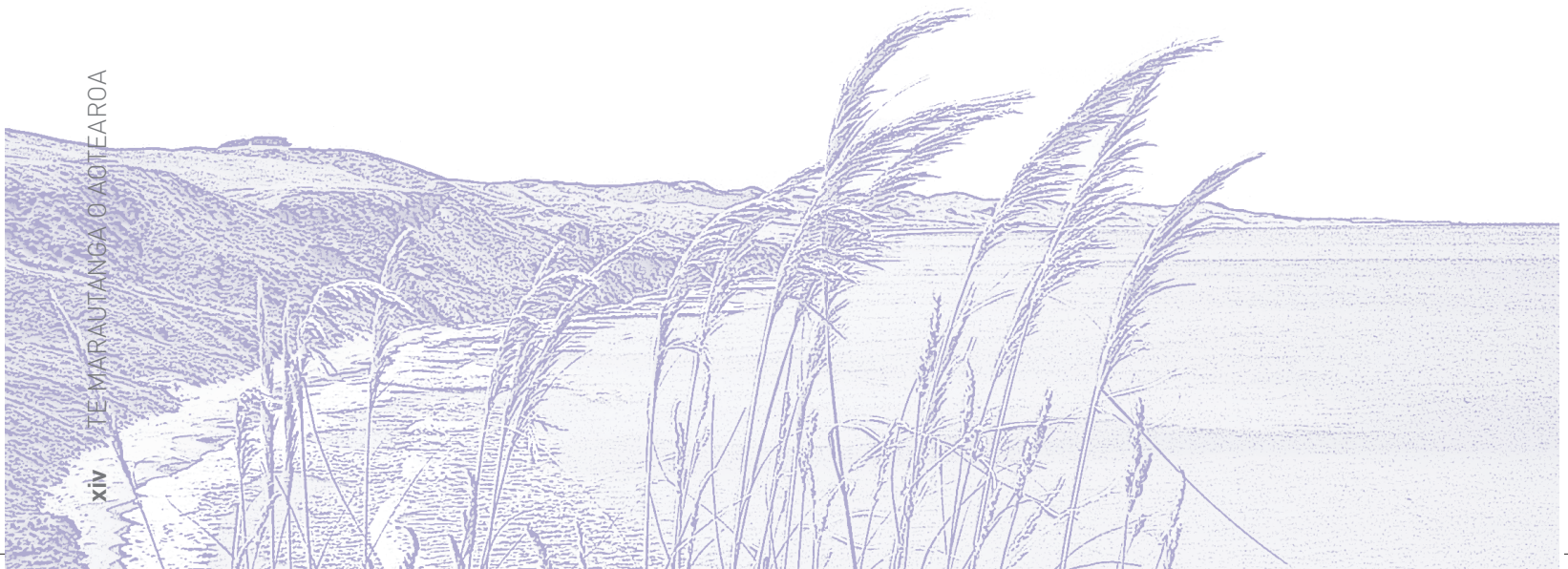
At senior secondary levels, English is structured around two interconnected strands. Each encompasses the oral, written, and visual forms of the language. The strands differentiate between the modes in which students are primarily:

- making meaning of ideas or information they receive (**Listening, Reading, and Viewing**)
- creating meaning for themselves or others (**Speaking, Writing, and Presenting**).

The achievement objectives within each strand suggest progressions through which most students move as they become more effective oral, verbal, and visual communicators. Using a set of underpinning processes and strategies, students develop knowledge, skills, and understanding relating to:

- text purposes and audiences
- ideas within language contexts
- language features that enhance texts
- the structure and organisation of texts.

Students need to practise *making meaning* and *creating meaning* at each level of the curriculum. This need is reflected in the way in which the achievement objectives are structured. As students progress, they use their skills to engage with tasks and texts that are increasingly sophisticated and challenging – and they do this in increasing depth.





The Structure of Kaupae 1, 2, and 3

Ngā Āhuatanga o te Ākonga Te Tino Āhua o te Reo Pākehā



ā-Waha



ā-Tā



ā-Tinana

Āheinga Reo


The learner interacts successfully in English for a wide range of purposes.


Puna Reo


The learner's language knowledge facilitates their ability to understand and communicate successfully in English.


Rautaki Reo


The learner can understand, use, and explain a range of strategies that facilitate their learning and communication.


 = whakarongo

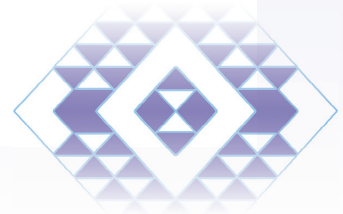
 = kōrero

 = pānui

 = tuhituhi

 = mātakitaki

 = whakaatu





Ngā Āhuatanga o te Ākonga i te Tomokanga ki Kaupae 1

The learner is likely to display most or all of the following characteristics:

- confidence in oral English, including familiarity with most high-frequency words
- knowledge of books and the basic structure of a text
- understanding of Māori letter-sound relationships
- capability in Māori writing and punctuation
- some comprehension of written English – may be confident in reading and/or writing short text
- language skills in areas of specific interest such as computer games.

Te Tino Āhua o te Reo Pākehā

Te Ao Māori i roto i te Reo Pākehā

- The learner discusses, and draws on, a Māori worldview in order to support their understanding of the English language.



Te Reo Whakawhiti Kōrero me te Reo Kura

- The learner develops communicative competence in English to support social interaction.



- The learner develops skills in English to support learning across the curriculum at higher levels.












ā-Waha



ā-Tā

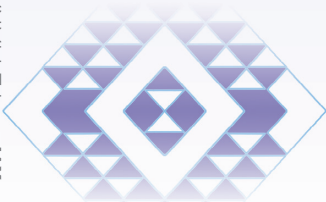
ā-Tinana

Āheinga Reo The learner interacts successfully in English for a wide range of purposes.

- Identifies and understands the purpose of oral text and its effects on the intended audience. 
- Identifies and understands specific information in oral texts, including Māori oral texts such as whaikōrero and pepeha. 
- Expresses their own ideas competently. 
- Listens, and responds appropriately, during short, simple oral discussions, including interactions in a limited range of formal situations. 




- With support, identifies and understands the author's intention, the main ideas, and some specific information in text of gradually increasing complexity. 
- Identifies and understands the purpose of a text and the nature of its intended audience. 
- Understands the application of reading and writing in their daily life. 
- Writes for a variety of purposes, including some within Māori contexts. 
- Communicates information and ideas about a range of topics. 









- Understands the purpose and effect of non-verbal language features. 
- Uses simple non-verbal communication to support verbal communication. 













Puna Reo The learner’s language knowledge facilitates their ability to understand and communicate successfully in English.






- Understands and uses a range of vocabulary.  
- Uses features such as personal pronouns and Māori voice to create meaning and effect in oral language. 










- Understands letter-sound relationships associated with English spelling.  
- Begins to use both simple and compound sentences and some simple conjunctions. 
- Demonstrates knowledge and use of basic grammar, tense, subject-verb agreement, plurals, and appropriate word order. 
- Recognises and uses a large bank of high frequency words automatically as well as some topic- and genre-specific words.  
- Spells many high-frequency words correctly and shows knowledge of common spelling patterns and approximations. 
- Uses basic punctuation correctly. 


- Understands the relationship between verbal and non-verbal language.  

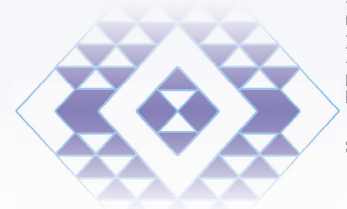
Rautaki Reo The learner can understand, use, and explain a range of strategies that facilitate their learning and communication.

- Understands that transfer is possible from one literacy to another, for example, from Māori to English.      

- Uses contextual cues to make meaning from oral text.  
- Structures simple oral text to impart desired understanding and/or gain a desired effect on the listener. 
- Participates spontaneously in group discussion. 
- Retells the main ideas after reading or listening to a text. 

- Uses resources such as dictionaries, thesauri, and computer spell-check tools.  
- Reads for meaning using structure and visual cues.  
- Self-monitors and self-corrects while reading or writing to improve fluency and to clarify meaning.  
- Uses their personal experience to make meaning from and to create text.  
- Structures text appropriately to achieve its intended purpose. 

- Uses non-verbal language cues to make meaning from oral text. 





Ngā Āhuatanga o te Ākonga i te Tomokanga ki Kaupae 2

The learner is likely to display most or all of the following characteristics:

- ability to communicate information and ideas competently
- active familiarity with a large bank of vocabulary, including a range of low-frequency words
- ability to use basic grammar
- confidence to attempt more complex grammatical structures
- ability to read for meaning and information
- enjoyment of reading
- confidence to experiment with language when speaking or writing
- ability to develop and organise ideas in written language.

Te Tino Āhua o te Reo Pākehā

Te Ao Māori i roto i te Reo Pākehā

- The learner discusses, and draws on, a Māori worldview in order to support their understanding of the English language.



Te Reo Whakawhiti Kōrero me te Reo Kura

- The learner develops communicative competence in English to support social interaction.
- The learner develops skills in English to support learning across the curriculum at higher levels.



ā-Waha

ā-Tā

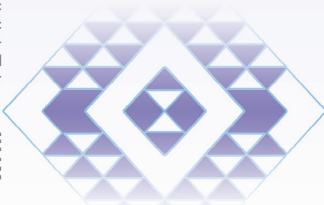
ā-Tinana

Āheinga Reo The learner interacts successfully in English for a wide range of purposes.

- Identifies, understands, and articulates the purpose of oral text and its effects on the intended audience.
- Interprets and explains specific information from oral text, including Māori text such as pakiwaitara.
- Formulates and expresses information and ideas with increased clarity.
- Initiates, listens, and responds appropriately during oral interactions of varying lengths and complexity.

- With increasing independence, identifies and understands the author's intention, the main ideas, and some specific information in text of gradually increasing complexity.
- Identifies, understands, and begins to articulate the purpose of a text and the nature of its intended audience.
- Applies reading and writing skills in everyday tasks.
- Develops ideas for a variety of purposes, including some within Māori contexts.
- Clearly communicates ideas and information about a range of topics.

- Identifies and understands the purpose of simple gestures, facial expressions, and changes in volume or tone and appreciates their effects on the intended audience.
- Understands the meaning of non-verbal communication according to cultural context, for example, silence, shaking hands hariru, and signs of respect.





Puna Reo The learner's language knowledge facilitates their ability to understand and communicate successfully in English.

- Understands the irregular features of English spelling such as silent letters.
- Understands and uses an increasing range of vocabulary, including topic-specific terminology.
- Uses oral language features, such as modulated intonation and pace, to create a visual picture in the listener's mind.

- Uses both simple and compound sentences with a variety of conjunctions.
- Demonstrates knowledge and correct use of basic grammar, including tense, plurals, word order, and subject-verb agreement.
- Recognises and uses a large bank of high frequency words automatically, as well as some topic- and genre-specific words and academic terms.
- Understands common spelling patterns; spells most high frequency words correctly; and shows some understanding of more complex spelling patterns.
- Uses more complex punctuation correctly.

- Chooses non-verbal features to enhance their spoken communication.

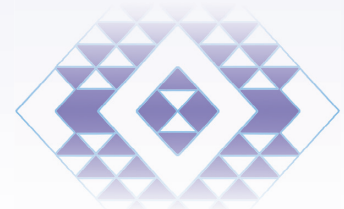
Rautaki Reo The learner can understand, use, and explain a range of strategies that facilitate their learning and communication.

- Consciously transfers knowledge, understanding, and strategies from Māori to English and is aware that strategies can also be transferred from English to Māori.

- Uses a range of comprehension strategies to infer meaning from oral text.
- Structures more complex oral texts (formal and informal) to convey meaning and/or gain a desired effect on the listener.
- Initiates and participates in group discussions.
- Summarises a text and describes the ideas within it with growing competence.

- With guidance, uses specific types of resource, such as dictionaries and the internet, and focuses on particular parts of publications, such as glossaries, contents pages, and indexes, to find information.
- With support, draws inferences from text to gain deeper meaning.
- Revises their own writing to clarify meaning and improve fluency.
- Uses their personal experience and Māori language literacy to make meaning from and to create text.
- Organises ideas and uses a variety of sentence structures and cohesive devices to enhance the structure and flow of written text.

- Begins to use appropriate intonation, pronunciation, tone of voice, and pauses to aid listeners' comprehension when reading complex texts aloud.
- Takes account of the cultural context in which non-verbal communication occurs in order to participate appropriately.





Ngā Āhuatanga o te Ākonga i te Tomokanga ki Kaupae 3

The learner is likely to display most or all of the following characteristics:

- comfort with speaking English in an increasing range of formal and informal contexts
- growing competence in using academic vocabulary (such as technical terms) and language devices (such as figurative language and metaphor)
- confidence in reading English, employing a range of strategies to discover the meaning of unfamiliar words
- well-established grammatical knowledge
- ability to think critically about how audience, purpose, and context influence text in order to effectively communicate ideas in writing.

Te Tino Āhua o te Reo Pākehā

Te Ao Māori i roto i te Reo Pākehā

- The learner discusses, and draws on, a Māori worldview in order to support their understanding of the English language.



Te Reo Whakawhiti Kōrero me te Reo Kura

- The learner develops communicative competence in English to support social interaction.
- The learner develops skills in English to support learning across the curriculum at higher levels.



ā-Waha

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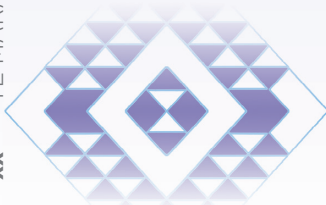
ā-Tinana

Āheinga Reo The learner interacts successfully in English for a wide range of purposes.

- Identifies, understands, and clearly articulates the purposes of oral texts and their effects on a range of intended audiences.
- Interprets and reconstructs specific information in oral text, including Māori oral text such as mōteatea.
- Justifies ideas and opinions clearly and confidently.
- Listens, interprets, and responds appropriately during sustained and increasingly complex spoken interactions.

- Independently identifies and understands the author's intention, the main ideas, and specific information in text of gradually increasing complexity.
- Identifies, understands, and articulates the purpose of a text and the nature of the intended audience.
- Confidently uses reading and writing skills for everyday tasks.
- Develops ideas with supporting evidence for a variety of purposes, including some within Māori contexts.
- Clearly communicates connected ideas and information about a range of topics.

- Uses non-verbal language for emphasis and effect as appropriate to the audience and purpose.
- Is mindful of audience and purpose when choosing appropriate non-verbal language features.





Puna Reo The learner's language knowledge facilitates their ability to understand and communicate successfully in English.

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|---|---|--|
| <ul style="list-style-type: none"> Identifies and understands the origins of words and rules affecting them. Understands a wide range of vocabulary and appreciates the distinction between formal, technical, and informal vocabulary, and uses each type appropriately. Uses a range of language features, such as metaphor, simile, and onomatopoeia, to create meaning and effect when speaking. | <ul style="list-style-type: none"> Uses simple, compound, and complex sentences that are grammatically correct and appropriate to the purpose of the writing. Uses a range of language features correctly, including, but not limited to, grammatical conventions. Recognises and uses a large bank of high-frequency, topic-specific, and academic words. Understands and uses complex spelling patterns. Uses complex punctuation correctly and appropriately. | <ul style="list-style-type: none"> Effectively uses a wide range of non-verbal features such as varied pitch, tone, pauses, changes in volume, facial expressions, and gestures. |
|---|---|--|

Rautaki Reo The learner can understand, use, and explain a range of strategies that facilitate their learning and communication.

- Increasingly able to transfer language strategies and processes in literacy and curriculum content work.

- | | | |
|--|--|--|
| <ul style="list-style-type: none"> Integrates information from a range of sources when making connections to prior knowledge and experiences in order to understand oral text. Crafts a range of complex oral texts to inform listeners or impart a desired effect. Facilitates and participates in group discussions. Competently analyses and discusses oral text. | <ul style="list-style-type: none"> Independently uses resources, such as dictionaries and the internet, and focuses on particular parts of publications, such as glossaries, contents pages, and indexes, to find information. Synthesises information from two or more sources to formulate and justify opinions. Reviews their own writing to ensure that the text features are appropriate to the audience and purpose. Uses their personal experience, Māori language literacy, and world knowledge to make meaning from and to create text. Organises text using paragraphs, headings, sub-headings, and illustrations to aid the readers' comprehension. | <ul style="list-style-type: none"> Confidently uses appropriate intonation, pronunciation, expression, tone of voice, and pauses to aid listeners' comprehension when reading complex texts aloud. Uses voice and movement to support meaning and engage the audience. |
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