

Kōrero

Pānui

Tuhituhi

Pāngarau

Year 1

**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 first 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.





## Kōrero

During your child's first year at kura they will be working at early level 1 of the marautanga.

They will be reciting pepeha, karakia, waiata and mihi – rich sources of language that are often quite complex. They will be recounting stories from their own experiences and be able to give and follow simple instructions.

They will be learning to:

- talk about personal items
- ask and answer simple questions to clarify meaning
- retell a simple story they have had read to them.

### Examples of speaking and listening activities

- Following teacher's instructions in the classroom – “Put the books back on the shelf and sit in pairs on the mat.”
- Taking turns at leading karakia.
- Reciting their pepeha.

### At home

- Give instructions at home – “Horoia ōu ringaringa.”, “Tikina ōu hū.”, “Homai te pakipaki.”, “Taitaia ōu niho.”
- Ask about what they did at kura, “I ako koe i te aha i tēnei rā?”, “He aha tāu mahi pai rawa atu i te kura, i tēnei rā?”
- Involve your child in cooking a meal, talk to them about what you are doing together – “Kia rua ngā kapu miraka.”, “Kia kotahi te pune huka.”, “Kōrorihia.”, “Tapatapahia.”

## Pānui

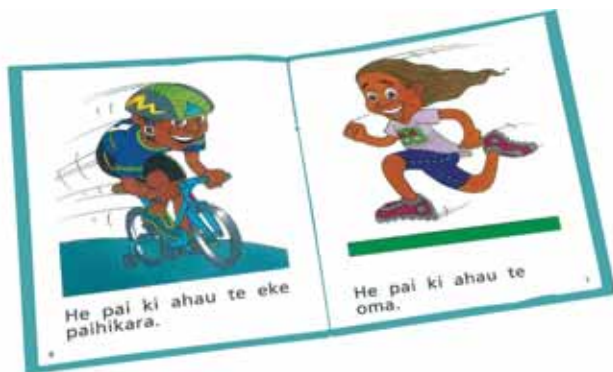
During your child's first year at kura they will be working at early level 1 of the marautanga and they will be reading books in the Kete Harakeke range.

They will understand the stories they read, use many words that they already know and will recognise that their reading sounds like their talking.

They will be learning to:

- enjoy reading text with support as a member of a group
- use illustrations to gain meaning
- distinguish between short and long vowel sounds
- identify simple print conventions – full stops, tohutō, capital letters, spaces between words
- connect stories they read to their personal experiences
- identify the main idea in a story.

**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 second year at kura your child will begin reading books in the Kete Kiekie range.**



### Some features of Harakeke books at this level

- Pictures that strongly support the text.
- Words are well spaced.
- Simple text structures which are mainly repetitive and predictable.
- Basic words – he, ko, māmā, kurī.
- One sentence per page, with one or two lines of text.

### As your child reads this story they might:

- talk about what will happen next
- think about the sorts of things they like to do
- use the pictures to help with unfamiliar words
- use the sentence structures to talk about the things they like to do.

### At home

- Children love being read to – read in Māori, English or your first language.
- Visit libraries together.
- Be a role model – let your child see you enjoying reading and talk about what you like to read.
- Talk about pictures in books.
- Share the reading – see whether your child wants to read or be read to.

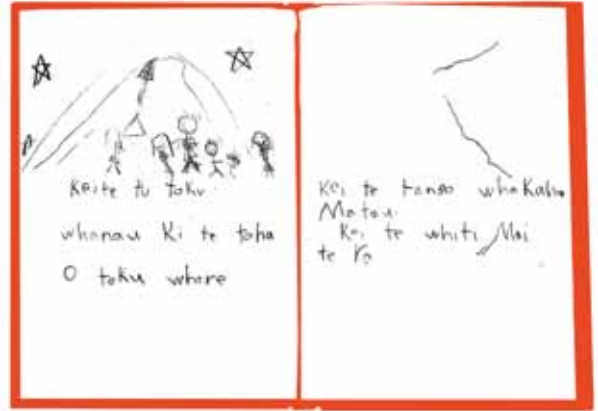
## Tuhituhi

During your child's first year at kura they will be writing at early level 1 of the marautanga.

They will write for different purposes and be able to read, and talk about, what they have written.

They will be learning to:

- plan what they want to write about by talking, drawing and using words
- use words they know from their reading
- talk or draw to generate ideas
- write for a purpose and an audience
- recognise the macron as the symbol for a long vowel sound in words.



**In this piece of writing the child has:**

- used a picture to plan their writing
- used a full stop
- used capital letters at the beginning of sentences
- written from left to right and left spaces between words.

**At home**

- Writing is fun ... have felt pens, pencils, crayons and paper available.
- Work with your child to make labels for special things like the door to their room, or their toy box.
- Write notes to each other and leave them in interesting places, like in their lunchbox or under their pillow.
- Help them to email, text or write to whānau or friends.
- Encourage your child to write shopping lists or birthday cards.
- Make a scrapbook with pictures of things they are interested in. Encourage them to write stories under the pictures and talk to you about them.





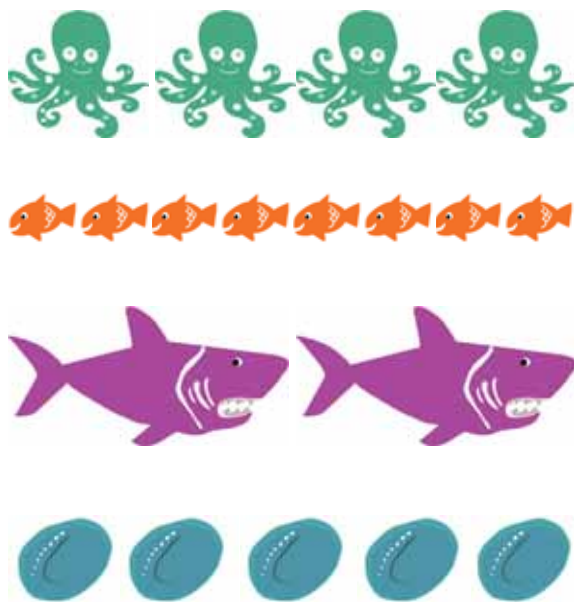
## Pāngarau

During your child's first year at kura they will be working at early level 1 of the marautanga and most 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 are likely to be counting from 1 using their fingers or objects to solve problems. They may also be starting to count in their heads and recognising number patterns like  $3+2=5$ ,  $1+4=5$ .

Your child will be learning to:

- count forwards and backwards with numbers up to 20, then up to 100
- solve pāngarau problems up to 10, then up to 20
- know the number before or after any given number
- explore patterns, shapes and measurement
- organise and share objects
- talk about where they are, how they got there and where they are going
- discover things by asking and answering questions – “How many children are in the classroom?”



### A maths problem

Here are some kaimoana. Arrange them so that someone else can see how many of each there are.

How many wheke are there?

Which kaimoana is there the most of?

### At home

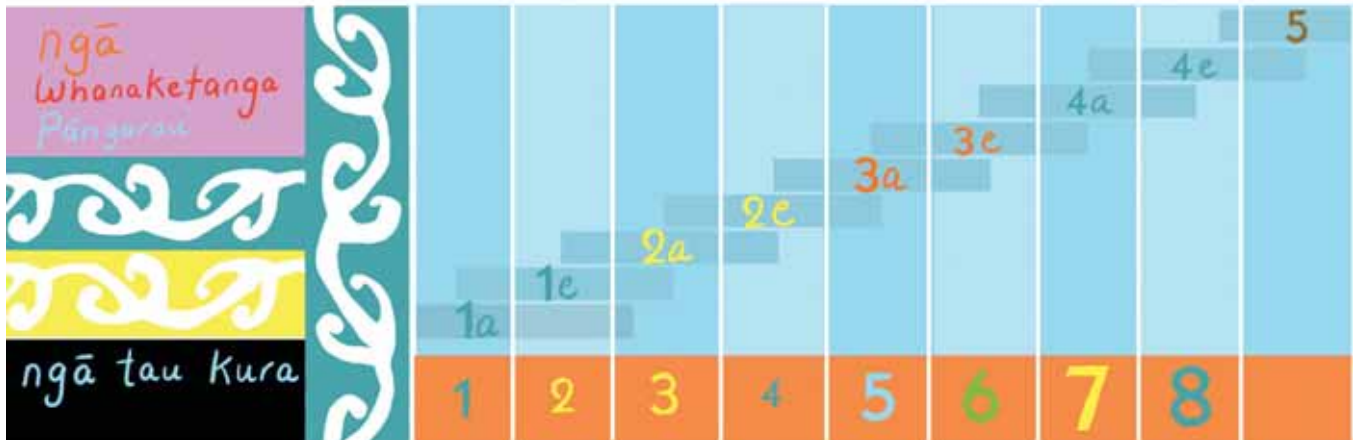
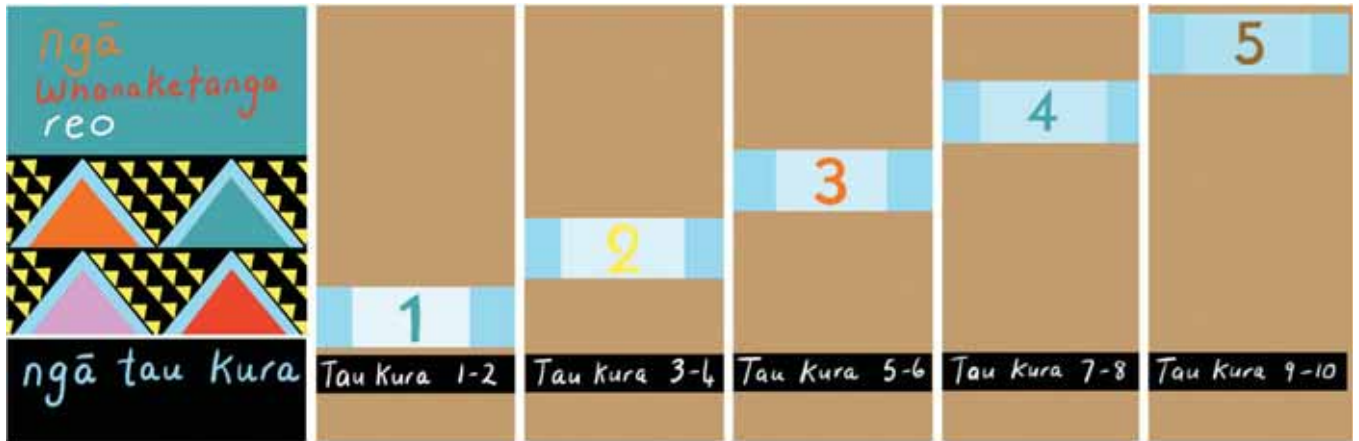
Pāngarau is an important part of everyday life – there are lots of ways to make it fun.

#### Numbers and patterns

- Find numbers everywhere – clocks, letterboxes, speed signs – count forwards and backwards with them.
- Do jigsaw puzzles, play card and board games; build with blocks.

#### Everyday activities

- Talk about time – lunchtime, story-time, night-time.
- Use lots of maths words – under, over, between, up, down, heavy, light, round, circle, square, yesterday, tomorrow.
- Play with water using different shaped containers and measuring cups.



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](http://www.minedu.govt.nz).

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