

Kōrero

Pānui

Tuhituhi

Pāngarau

Year 6

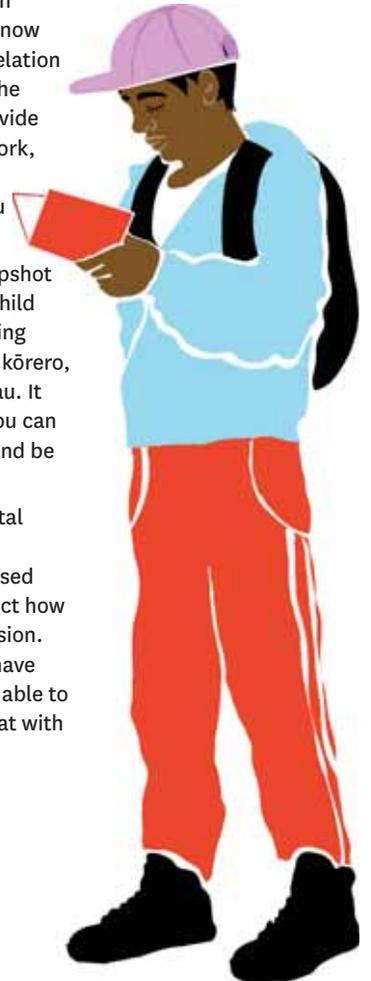
**Ngā Whanaketanga Rumaki Māori** have been designed to let whānau, teachers and children know where they are at with their learning in Te Reo Matatini and Pāngarau.

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 sixth 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 sixth year at kura they will be working at level 3 of the marautanga.

They will be able to speak confidently about many things and make increasing use of descriptive and figurative language, like whakataukī and kiwaha. They will be comfortable with interviewing on a topic and presenting their results.

They will be learning to:

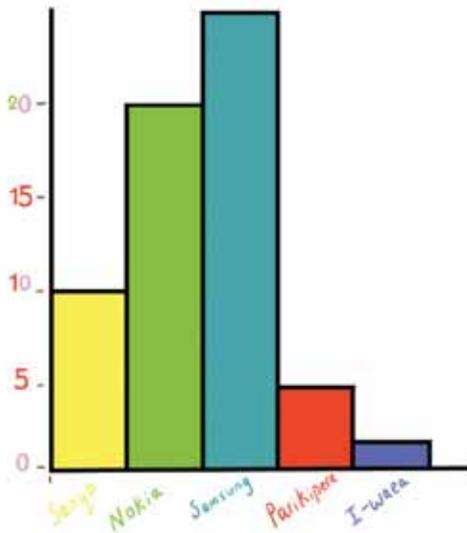
- identify words, phrases and main ideas in things they listen to
- identify and discuss the types of language that a speaker is using
- use words and phrases appropriate to context, topic and audience
- express themselves in a range of Māori situations, like at the marae, kura, kapa haka, waka ama.

### A speaking and listening activity

A research project – in pairs or groups, they conduct a survey of students at their kura to find out which is the most popular cell phone. They interview students, organize results into a graph and present their findings to their class.

### At home

- Encourage your children to put on a play for an upcoming whānau event. Talk about what they need – costumes, music, props, scripts.
- Talk with your child about books they are reading or topics they are interested in.
- Learn the vocabulary of the sports your child plays and use it to support them from the sidelines – “Tau kē koe!”, “Kei runga noa atu koe!”



## Pānui

During your child's sixth year at kura they will be working at level 3 of the marautanga and they will be reading books in the Kete Pīngao range.

Your child will be able to read a variety of texts both silently and aloud and think more critically about what they are reading. They will be reading fluently and use expression in their voice, appropriate to the story

They will be learning to:

- discuss an author's purpose – to persuade, acknowledge, inform
- identify words and expressions that are used to connect ideas e.g. waihoki, anō, otirā
- identify paragraphs and recognise how they are organised – topic sentence, supporting sentences and concluding sentence
- identify texts as fiction or non-fiction
- read for longer periods and over a longer time frame – like a chapter book over a few days or weeks
- use knowledge of suffixes and prefixes to decipher new words e.g. haerenga, whakamahi, kaimahi.

**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 books at this level

- Illustrations that are loosely tied to the text.
- The use of complex punctuation.
- Varied sentence beginnings
- Longer and more complex sentences.
- Journal articles and stories.

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

- think about what they already know about the topic
- think of questions that might be answered in the story
- look for important words
- speed read.

### At home

- Help your child identify an author, character or series of books that they particularly like and find more in the series or by the author.
- Think about subscribing to a magazine on your child's special interest e.g. animals, sport or check out magazines at the library or on the Internet.
- Make your home 'reader friendly' with plenty of books, magazines, newspapers and other material that everyone can read.



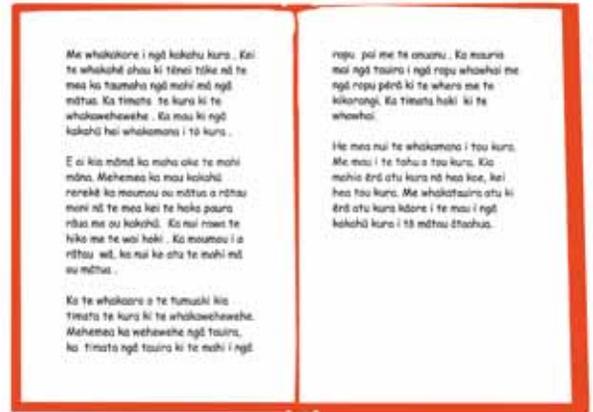
## Tuhituhi

During your child's sixth year at kura they will be writing at level 3 of the marautanga.

They will be writing fluently in a variety of ways. They will be using vocabulary and language features appropriate to the audience and purpose.

They will be learning to:

- choose the type of writing to suit the audience
- organise their writing logically using paragraphs, heading, diagrams, pictures and captions
- entertain through narrative, poem or play
- use other texts as models for parts of writing like structure, plot and characterisation
- respond to the writing of others e.g. by identifying words or phrases they liked, because they helped create a picture.

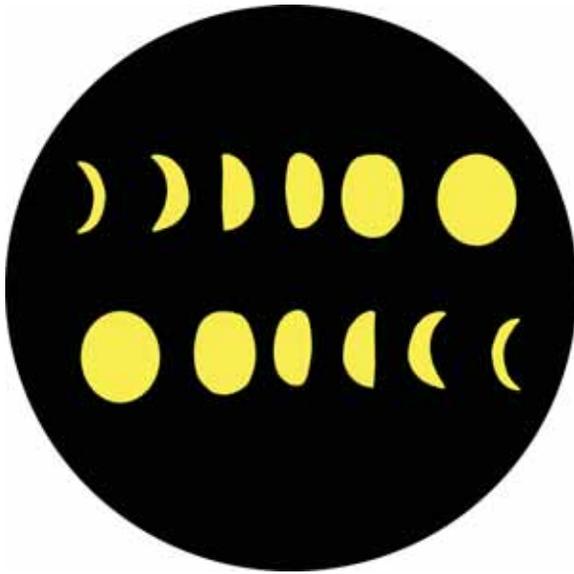


In this piece of writing the child has:

- used persuasive language
- included oral references e.g. Māmā and the kaiako
- organised related ideas into paragraphs.

At home

- Start a blog about a whānau interest e.g. mutton-birding, fishing, waka ama, kapa haka.
- Make an argument in writing for a special request e.g. a present, a trip.
- Find online language games and Apps for your child to play.



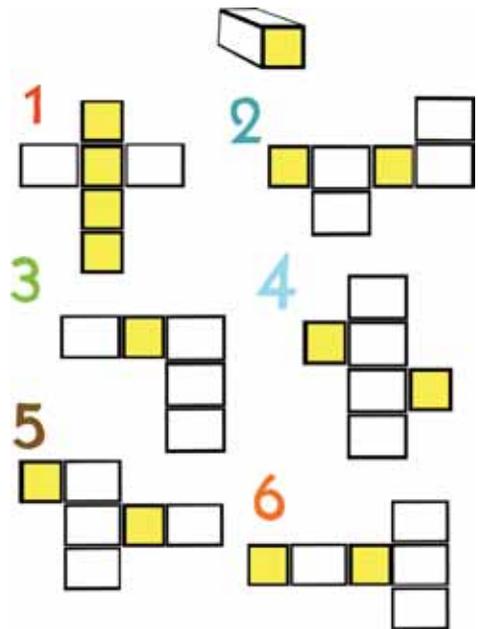
## Pāngarau

During your child's sixth year at kura they will be working at level 3 of the marautanga and about 50-70 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. Your child will be learning a range of approaches to solving problems. The problems will involve several steps and they will need to choose the most appropriate method to solve them.

Your child will be learning to:

- choose the best method to solve problems (using +, -, ×, ÷)
- use repeated halving or known multiplication facts to solve problems involving fractions
- find the value of a given number in a pattern
- sort, create and identify 2D and 3D shapes
- measure time and find the area and volume of objects
- use grid references on maps and points of the compass to give directions
- draw objects from different view points.



### A pāngarau problem

Without cutting or folding the paper, how many of these nets (templates) will fold up to make the box shown?

### At home

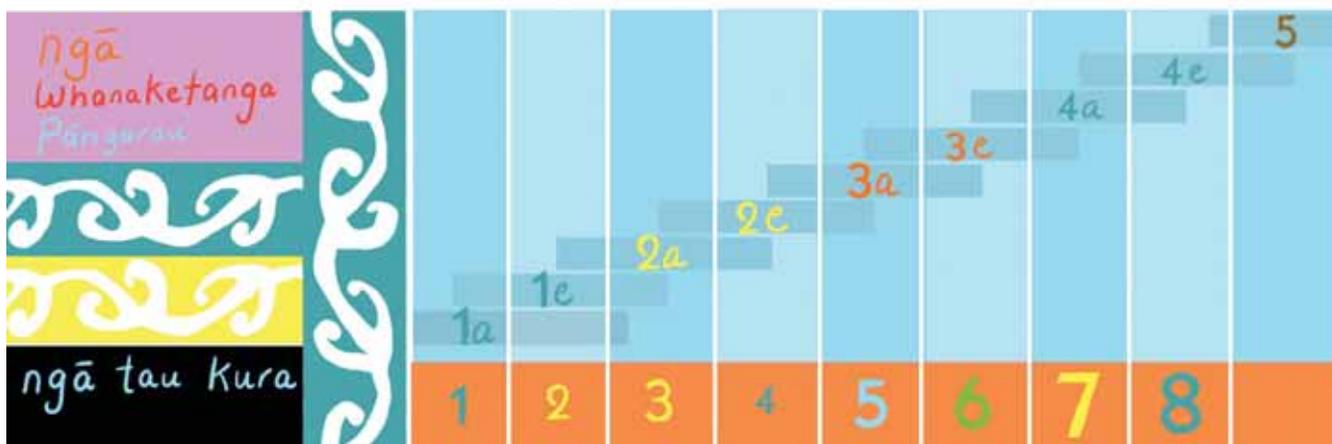
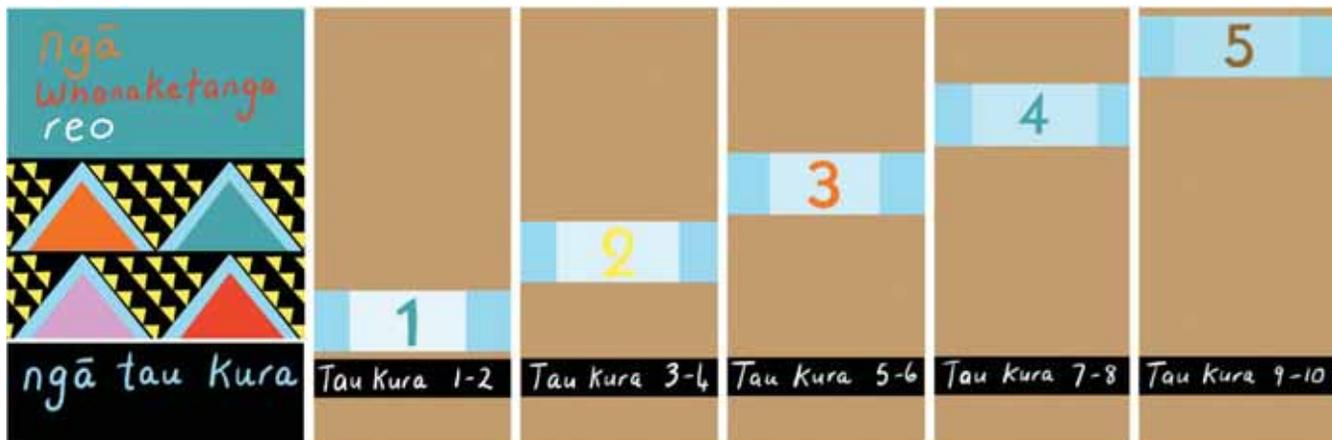
Pāngarau is an important part of everyday life. Get your child to show you how they solve problems – it might be different to how you did things when you were at school.

### Numbers and patterns

- Count forwards and backwards starting with numbers like these fractions  $\frac{1}{4}$ ,  $\frac{1}{2}$ ,  $\frac{3}{4}$ , 1,  $1\frac{1}{4}$ ,  $1\frac{1}{2}$  ...
- Talk about the phases of the moon and link these to the best times for fishing and planting.
- Talk about patterns in the night sky – summer, winter – what changes and why?

### Everyday activities

- Help at the supermarket – look for best buys, check sizes and weights.
- Cooking – make pizza, work out toppings, share it out, design a lunch box for a pizza slice.
- Play outdoor games – frisbee, touch rugby, softball, soccer, tennis, netball.



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).

Illustrator: Ellie May Logan.

Designer: Spencer Levine.

The book in the Pānui section is *Piki Whara* written by Kiwa Hammond.

This booklet was published by Hana Limited on behalf of the Ministry of Education, 2014.

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Nama take: 710946

