

# ngā taumata tuhituhi **draft**

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# introduction: the draft manual

## **Description of the manual**

This manual is being developed and trialled as support material for kaiako to identify tuhituhi achievement levels in relation to Te Marautanga o Aotearoa (TMOA) and for the express purpose of meeting Ngā Whanaketanga Rumaki Māori (NWRM) requirements.

Tuhituhi descriptions and exemplars for the Marautanga sublevels of Taumata 1 (i.e. He Pīpī, He Kaha, and He Kaha Ake) have been developed to enable finer decisions about the tuhituhi achievement of learners to be made.

Descriptions and exemplars to capture the achievement of learners who may be transitioning from one Taumata to another e.g from Taumata 2 to 3 have also been developed. These appear as Taumata 1 -2, Taumata 2 – 3, Taumata 3 – 4, and Taumata 4 -5.

Both of these sets of descriptors and exemplars draw on information from He Manu Tuhituhi and He Ara Ako i te Reo Matatini as well as earlier work on Ngā Kete Kōrero:Tuhituhi levels

Whanaketanga 1, 2, 3, 4, and 5 have also been included in this resource for easier reference. Kaiako should however continue to access the full information in the Whanaketanga manual. Futhermore Kaiako should continue to employ a range of aromatawai approaches to maximise learning oportunitites for students.

The descriptions for Taumata and criteria for Whanaketanga are merely a sampling of writing behaviour that might be observed. They should be relatively 'context' free meaning that they should apply equally well to a *tuhinga paki* or a *tuhinga tohutohu* (for example). A 'best fit' approach is recommended as learners are likely to exhibit characteristics across multiple levels.

## **Identifying student samples**

The writing samples in this document have been sourced mainly during *Te Whakatakoto* stage of the tuhituhi process<sup>1</sup> as it is at this stage that we can best observe what a student can do themselves. This makes *Tuhinga Māhorahora* and early drafts generated from the tuhituhi instructional programme or from other learning areas of Te Marautanga o Aotearoa better sources of writing for kaiako to make matches to taumata and whanaketanga. When overall teacher judgments that include assigning a level are required, it is recommended that students be involved in selecting a piece of writing that they think best represents what they can do. They should be given further opportunities to craft that piece of work independently before a final taumata/whanaketanga is assigned.

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<sup>1</sup>Refer to He Manu Tuhituhi resource

### **Moderation**

Kaiako should seek opportunities to moderate student writing samples with students and with other teachers to identify which taumata or whanaketanga applies using the exemplars and criteria in this manual.

The taumata or whanaketanga can be entered into Te Waharoa Ararau ā Kura where a reference to national expectations is required.

A collation of responses from the feedback sheet should help determine how well the descriptions and writing samples in this document support the consistency of student and teacher judgments and assist with any modifications and refinements required to strengthen the resource to support teachers make stronger overall teacher judgments in tuhituhi when such judgments are required.

# feedback sheet

1. Which (if any) descriptions for any of the levels were confusing or difficult to understand? What wording would you use instead?

Page reference	Identify if Āheinga (AR), Puna (PR) or Rautaki RR) Reo	Wording	Suggested alternative

2. Which levels (if any) need to be further distinguished because the descriptions or criteria do not adequately distinguish one level from another?

3. Which if any of the writing samples do not exemplify well the descriptions (criteria)?

Page reference	Tauira no.

4. Where can additional tuhituhi samples be sourced that better exemplify any of the descriptions (criteria)?

5. What improvements would you suggest to make this document more functional?

# taumata, whanaketanga & stage reference chart

Ko ngā ngā taumata/apaapa tuhituhi ko ēnei:

Taumata :TMOA	Whanaketanga	Taumata:Ngā Kete Kōrero	Stage: He Manu Tuhituhi
Beginning 1 He Pīpī		Whenu (Wh) Whenu/Harakeke (Wh/H)	Ka oho
1 He Pīpī		Harakeke (H)	
1 He Kaha			
1 He Kaha Ake		Harakeke/Kiekie (H/K)	Ka oho/Ka whai huruhuru
1 He Pakari	1	Kiekie (K)	Ka whai huruhuru
1 He Pakari – 2			
2	2	Kiekie/Pīngao (K/P)	Ka whai huruhuru/Ka mārewa
2-3			
3	3	Pīngao (P)	Ka mārewa
3-4			
4	4	Pīngao/Miro (P/M)	Ka mārewa/Ka rere
4-5		Miro	Ka rere
5	5		

# understanding the contents

Whanaketanga expectations appear on pages that look like this:

Whanaketanga 1 He Pakari		
Āheinga Reo: Ngā paetohu	Puna Reo: Ngā Paetohu	Rautaki Reo: Ngā Paetohu
<p>Inā tuhi ia:</p> <ul style="list-style-type: none"> <li>ka hanga tuhinga e taea ana e tētahi atu te pānui</li> <li>ka whakaatuhia ōna whakaaro nui.</li> </ul>	<p>Ka whakaatu ia tana mōhio ki:</p> <ul style="list-style-type: none"> <li>ētahi kupu auau te puta me ētahi kupu e hāngai ana ki āna kaupapa tuhituhi</li> <li>te whakamahi i te irakati me ngā pūmatua</li> <li>te tātaki tika i ētahi kupu auau te puta, te whakamātau ki te tātaki kupu mā te hono atu i te oro ki te pū me te whakamahi i te tohūtō</li> <li>ngā rerenga mama</li> </ul>	<p>I a ia e tuhi ana:</p> <ul style="list-style-type: none"> <li>ka kōrerorero ia, ka tā whakaahua kupu, aha atu rānei hei hurahi whakakaupapa i ōna whakaaro</li> <li>ka pānui anō ia i āna tuhinga, me te whakapaipai haere kia tika ake ai, kia mārāma ake ai ngā tuhinga.</li> </ul>
Tauira 1	Tauira 2 (whārangi 1)	Tauira 2 (whārangi 2)

Tuhituhi descriptions and exemplars across the taumata of Te Marautanga o Aotearoa: te reo Māori learning area appear on pages that look like this.

*Text in orange identifies the features that best distinguish a level from a previous one*

Taumata 1 He Kaha Ake – Taumata 1 He Pakari Kiekie (K)		
Āheinga Reo. The writer:	Puna Reo. The writer:	Rautaki Reo. The writer:
<ul style="list-style-type: none"> <li>Records a written message that can be read by others</li> <li>Tends to repeat ideas although deliberate attempts to sequence and elaborate on ideas may be evident</li> <li>Writes ideas which might be fragmented and unconnected to previously expressed ideas</li> </ul>	<ul style="list-style-type: none"> <li>Spells many basic words correctly</li> <li>Tends to repeat/favour particular language structures</li> <li>May be splitting words into 'sound clusters' e.g. a hau</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates that any accompanying picture they draw is secondary to the writing</li> <li>Might be preoccupied with the need to get the writing right</li> <li>Is re-reading their writing in order to continue with a sequence of ideas or information</li> </ul>
Tauira 1	Tauira 2	

## Taumata 1 Tīmatatanga o He Pīpī

Āheinga Reo. The writer:	Puna Reo. The writer:	Rautaki Reo. The writer:
<ul style="list-style-type: none"> <li>Records a message that only they can read.</li> <li>Will provide a message that generally comprises single words, or short phrases that might include some English words when asked to read aloud what they have written</li> </ul>	<ul style="list-style-type: none"> <li>Imitates 'writing like' behaviours and creates texts using either personal symbols (scribble) or a combination of personal symbols letters and/or numerals which tend to be repeated</li> </ul>	<ul style="list-style-type: none"> <li>Starts with 'drawing' their ideas and often has to be encouraged and prompted to 'write' a message as well</li> </ul>
Taura 1	Taura 2	Taura 3
		<p style="color: red;">A further example is yet to be sourced</p>

# Taumata 1 He Pīpī

## Āheinga Reo. The writer:

- Records a message that only they can read.
- Will provide a message that comprises single words, short phrases and sometimes a complete sentence or two when asked to ‘read aloud’ what they have written. Some words in English might be included to convey the message.

## Puna Reo. The writer:

- Generally writes random continuous ‘strings’ of lower case and/or upper case letters and might include some numerals.

## Rautaki Reo. The writer:

- Draws to generate ideas for the writing

Tauira 1



- G O T X I A H R X  
*I haere te hoiho te tiki*
- E Y a t a s u k M + p s 4 9  
*te aporo me tetahi tama me*
- h n t m a t e  
*tetahi*
- O R I  
*rapeti.*

Tauira 2



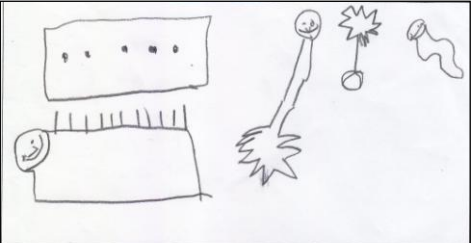
- D I q q i a i y i p i p i q e  
*Ko Uenuku me te rā.*
- 
- 
- 
- | b k u y k k k k H o o k B h  
*l b k u y k k k H o o k B h*
- 

Tauira 3

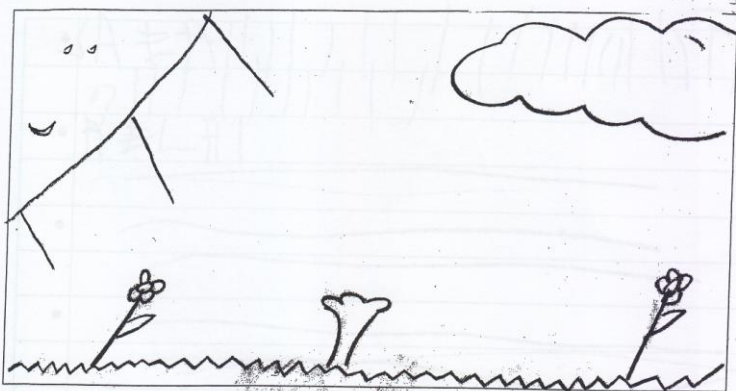
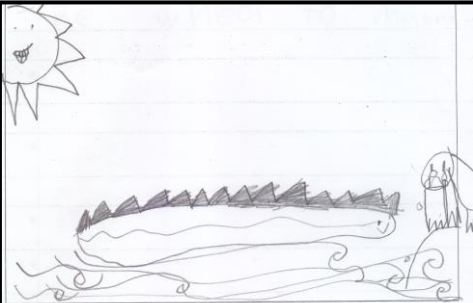
A further example is yet to be sourced



# Taumata 1 He Kaha

Āheinga Reo. The writer:	Puna Reo. The writer:	Rautaki Reo. The writer:
<ul style="list-style-type: none"> <li>Records a message that only they can read.</li> <li>Will provide a message that comprises single words, short phrases and complete sentences when asked to 'read aloud' what they have written. Some words in English might still be included to convey the message. Any correctly spelt words may not match the message they have 'read aloud'.</li> </ul>	<ul style="list-style-type: none"> <li>Starting to correctly spell words</li> <li>Might still be writing 'strings' of lower case and/or upper case letters</li> <li>Attempting to use spacing between 'words'</li> </ul>	<ul style="list-style-type: none"> <li>Rehearses or talks about their topic before they write and actually writes about that topic</li> </ul>
Taura 1	Taura 2	Taura 3
 <p>• He tāwhiro ahuirangi ahi</p> <p>• te māhira oia oia oia oia</p> <p>• ko te oia oia oia</p> <p>• to e oia oia oia oia te</p> <p>• Uia oia oia oia oia</p> <p><i>He pai ki ahau nga pikitia e mahi au i tenei afa</i></p>	A further example is yet to be sourced	A further example is yet to be sourced

# Taumata 1 He Kaha Ake

Āheinga Reo. The writer:	Puna Reo. The writer:	Rautaki Reo. The writer:
<ul style="list-style-type: none"> <li>Records a written message that can be read by others</li> <li>Tends to repeat ideas although deliberate attempts to sequence and elaborate on ideas may be evident</li> <li>Writes ideas that might be fragmented and unconnected to previously expressed ideas</li> </ul>	<ul style="list-style-type: none"> <li>Spells many basic words correctly</li> <li>Tends to repeat/favour particular language structures</li> <li>May be splitting words into 'sound clusters' e.g. a hau</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates that any accompanying picture they draw is secondary to the writing</li> <li>Might be preoccupied with the need to get the writing right</li> <li>Is re-reading their writing in order to continue with a sequence of ideas or information</li> </ul>
Taura 1	Taura 2	Taura 3
 <ul style="list-style-type: none"> <li>Kei te Whiti <del>Whiti</del></li> <li>Kei te tipu hga PutiPuti me</li> <li>hga tiku.</li> </ul>	<p>E noho ana te tanuwha i roto i te ana</p> <p>E me ana te tanuwha i roto i te ana</p> <p>E ana ana te papaka i raro i te ngaki</p> <p>E kaku ana te haka i roto i te wai</p> <p>E tahi ana te tanuwha i te kai.</p> <p>E hiki ana te kura i te taha o te toka</p> <p>E paha ana te tanuwha te putiki.</p> <p>E te kaka te kura me te haka.</p> <p>E putiki teka te ki a te tanuwha</p> <p>E ki a tanuwha aaaaaa</p> <p>aaaaa tui te ki a tanuwha</p> <p>E tui te tanuwha i te papaka.</p>	 <ul style="list-style-type: none"> <li>e tuna ka mohio</li> <li>koe kei whea</li> <li>taku mama e</li> <li>anna kore ka</li> <li>mohio qhan.</li> </ul>

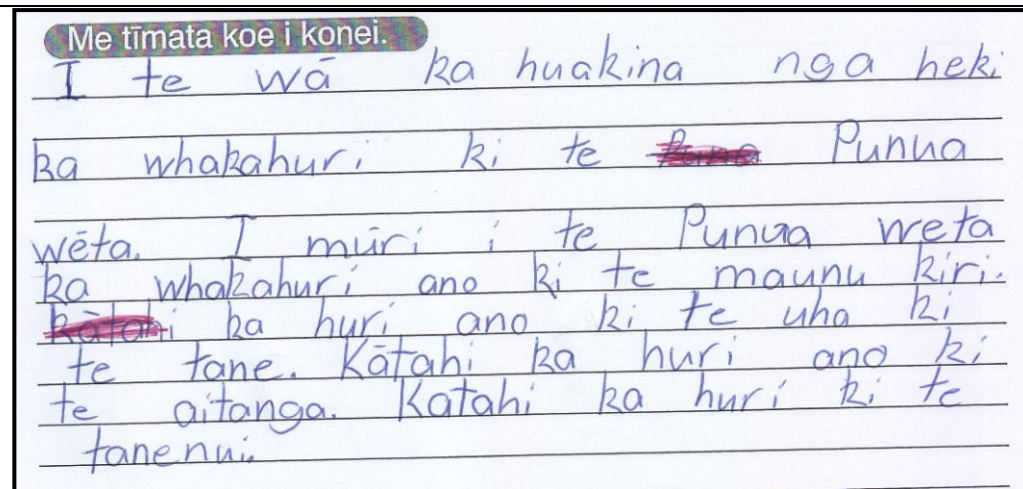
# Whanaketanga 1 He Pakari

Āheinga Reo: Ngā paetohu	Puna Reo: Ngā Paetohu	Rautaki Reo: Ngā Paetohu
<p><b>Inā tuhi ia:</b></p> <ul style="list-style-type: none"> <li>ka hanga tuhinga e taea ana e tētahi atu te pānui</li> <li>ka whakaatuhia ōna whakaaro nui.</li> </ul>	<p><b>Ka whakaatu ia tana mōhio ki:</b></p> <ul style="list-style-type: none"> <li>ētahi kupu auau te puta me ētahi kupu e hāngai ana ki āna kaupapa tuhituhi</li> <li>te whakamahi i te irakati me ngā pūmatua</li> <li>te tātaki tika i ētahi kupu auau te puta, te whakamātau ki te tātaki kupu mā te hono atu i te oro ki te pū me te whakamahi i te tohutō</li> <li>ngā rerenga mama</li> </ul>	<p><b>I a ia e tuhi ana:</b></p> <ul style="list-style-type: none"> <li>ka kōrerorero ia, ka tā whakaahua kupu, aha atu rānei hei hurahi whakakaupapa i ōna whakaaro</li> <li>ka pānui anō ia i āna tuhinga, me te whakapaipai haere kia tika ake ai, kia mārama ake ai ngā tuhinga.</li> </ul>
Taura 1	Taura 2 (whārangi 1)	Taura 2 (whārangi 2)

## Taumata 1 Pakari- Taumata 2

Āheinga Reo. The writer:	Puna Reo. The writer:	Rautaki Reo. The writer:
<ul style="list-style-type: none"> <li>Sequences and elaborates on ideas and information although significant gaps in information may still be evident</li> <li>Uses a variety of language structures, sentence beginnings and vocabulary as devices to make the writing more appealing to an audience beyond the writer</li> </ul>	<ul style="list-style-type: none"> <li>Spells most words correctly and is able to check the spelling of words using Māori dictionaries and other resources</li> <li>Uses both simple and complex sentences to express ideas and present information although some language structures may be over used</li> </ul>	<ul style="list-style-type: none"> <li>With prompting, re-reads their writing in order to continue with a sequence of ideas or information and elaborate on original ideas</li> <li>Edits mainly for accuracy (spelling) and/or to improve language structures</li> </ul>

Tauira 1

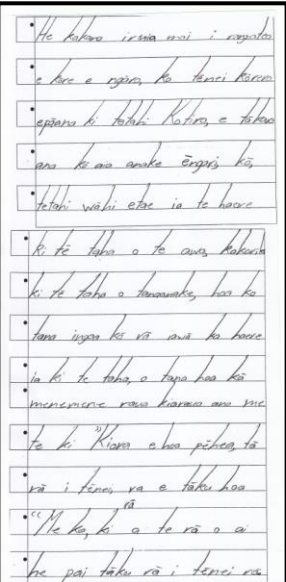


Tauira 2

A further example is yet to be sourced

# Whanaketanga 2

<p><b>Āheinga Reo: Ngā paetohu</b></p>	<p><b>Tauria 1</b></p>
<ul style="list-style-type: none"> <li>ka hanga tuhinga ia e pā ana ki tētahi kaupapa mā te hunga pānui kua tautohua</li> <li>ka tika tana whakaraupapa i āna tuhinga kia mārama ai ōna whakaaro ki tētahi atu</li> </ul>	<div data-bbox="884 432 2004 1209"> <p><b>Kua tuhia te tapanga hei tautohu i te kaupapa o te whakaahua.</b></p> <p><b>Kua whakaahuatia tōna āhuareka ki te korikori ki te rorohiko.</b></p> <p><b>Reo ā-kaupapa – kaingākau, rorohiko, YouTube, kiriata.</b></p> <p><b>Kua tuhia e ia he whakaahuatanga anō mō ngā painga mōna o te toro haere ki hōtaka kē atu o te rorohiko.</b></p> <p><b>Kua tuhia te whakatakinga o te whakaahua.</b></p> <p><b>Kua whakaahuatia ko ēhea pūmanawa rorohiko e kaingākauria ana e ia.</b></p> <p><b>... na te mea ka taea ki te whakarongo ...</b></p> <p><b>... nā te mea ka whai wāhi ahau ki te whakarongo ...</b></p> </div>
<p><b>Puna Reo: Ngā Paetohu</b></p>	
<ul style="list-style-type: none"> <li>ētahi kupu hei whakaatu i ōna kare ā-roto me ōna whakaaro, me ētahi kupu e hāngai ana ki āna kaupapa tuhituhi</li> <li>te whakamahi i te tohu pātai me te tohuhā</li> <li>te tātaki tika i te nuinga o ngā kupu e tuhia ana e ia me te whakamahi i te tohutō</li> <li>ētahi momo tīmatanga rerenga me te whakaraupapa ararau i āna rerenga</li> </ul>	
<p><b>Rautaki Reo: Ngā Paetohu</b></p>	
<ul style="list-style-type: none"> <li>ka whakamahi ia i ētahi o ngā anga whakamahere kia pai ai te whakakaupapa, te whakawhanake hoki i whakaaro</li> <li>ka arotake, ka whakatika haere i āna tuhituhi kia mārama ake ai ngā tuhinga</li> </ul>	

Taumata 2 - 3					
Āheinga Reo. The writer:		Puna Reo. The writer:			
<ul style="list-style-type: none"> <li>Consciously sequences and elaborates on ideas and information to clarify the message</li> <li>Uses a variety of language structures, sentence beginnings and vocabulary to make the writing more appealing to an audience beyond the writer</li> <li>Checks written resources or consults with teachers and/or peers to ensure that texts they craft reflect the conventions and structure associated with that text type/form (e.g. tuhinga mihi, tuhinga tohutohu)</li> </ul>		<ul style="list-style-type: none"> <li>Makes basic use of linguistic features (kīwaha, dialogue) to enhance the writing</li> <li>Spells most words correctly and uses hard copy and online dictionaries to identify alternatives for known words</li> <li>Uses both simple and complex sentences to express ideas and present information</li> </ul>			
Rautaki Reo. The writer:		Rautaki Reo. The writer:			
		<ul style="list-style-type: none"> <li>Re-reads their writing with some prompting to continue with a sequence of ideas or information and elaborate on original ideas</li> <li>Edits for accuracy (spelling) and/or to improve language structures and/or to improve the quality of the message</li> </ul>			
Taura 1		Taura 2			
		<p>He kakano i ruia mai i rangiātea e kore e ngaro ko tēnei kōrero epāana ki tetahi Kotiro, e tākaro ana ko aia anake ēngari, ko, tetahi wāhi e tae ia te haere ki te taha o te awa, kakariki ki te taha o tanaanake hoa ko tana ingoa ko rā iawa ka haere ia ki te taha o tana hoa kā menemene raua kiaraua ano me te ki „Kiora e hoa pēhea, tō rā i tenei ra e tāku hoa.” Me ka ki a te rā a ai he pai tāku rā i tēnei rā</p>		<p>A further example is yet to be sourced</p>	
Taura 3		Taura 3			
		<p>A further example is yet to be sourced</p>			

# Whanaketanga 3

## Āheinga Reo: Ngā paetohu

### Inā tuhi ia:

- ka hanga tuhinga ia pā ana ki tētahi kaupapa mā te hunga pānui kua tautohua
- ka mārama, ka arorau te whakaputa i ngā whakaaro, ā ka hāngai ngā whakaaro me ngā pārongo ki te kaupapa.

## Puna Reo: Ngā Paetohu

### Ka whakaatu ia tana mōhio ki:

- ngā kupu maha e whakaatu ana i ōna kare ā-roto me ōna whakaaro, me ētahi kupu e tino hāngai ana ki āna kaupapa tuhituhi
- te whakamahi i te piko, i ngā tohu kōrero, me ngā tohumatā
- te tātaki tika i te nuinga o ngā kupu e tuhia ana e ia me te whakamahi tika i te tohutō
- ngā momo tīmatanga rerenga maha me te whakaraupapa tuhinga ki te kōwae
- ētahi āhuatanga reo e hāngai ana ki te pūtake tuhituhi pērā i te whakahau kupu mahi hāngū (tohutohu), me ētahi āhuatanga reo hei whakanikoniko i tewhakaaro pērā i te reo whakaahua, te tāruarua, me te huarite (whiti/ruri whakangahau)

## Rautaki Reo: Ngā Paetohu

### I a ia e tuhi ana:

- ka rapu, ka kahi, ka arotake ia i ngā rauemi hei tautohu i ngā pārongo me ngā whakaaro e hiahiatia ana, ka whakaraupapa hoki i ngā pārongo me ngā whakaaro ki tētahi mahere e hāngai ana ki te anga o te momo tuhinga

## Tauira 1

**Tā te ākonga tuhinga whakamārama**

The image shows a page of handwritten Māori text with several annotations in red boxes. The central image is a scan of the original handwriting. The annotations are as follows:

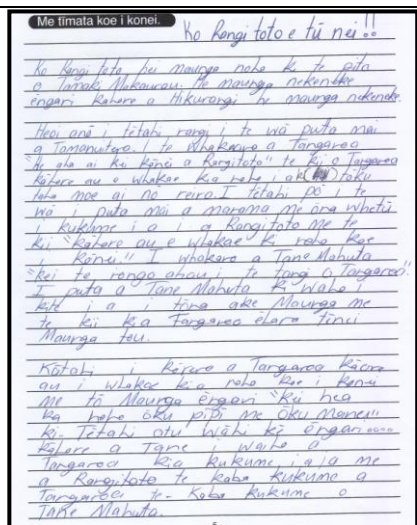
- Top Left:** Kua tuhia te tapanga hei tautohu i te kaupapa o te paki. Matakū ana a Ngāpo i a ia e tākoto ana i tōna moenga.
- Second Left:** Ka tīmata te paki ki te horopaki – kua mārama te kaupānui ko Ngāpo tētahi kiripuaki matua, ā, kua tuhia tētahi rerenga tuhituhi e tohu ana i tētahi tūāhuatanga o te mahi kei te haere, arā, ka matakū a Ngāpo i waenganui pō.
- Third Left:** Ātahipō ka ahu mai ngā oro tauhou ... Kei te piki haere te raru.
- Fourth Left:** Ka rangona kau ake te matakū o te kiripuaki, mā te kupu "Aue!"
- Fifth Left:** Kua whakawhānuitia te kupu hei whakaatu i te matakū o te kiripuaki – Tu ... tu ... tu ...tūturu.
- Sixth Left:** Ka Kī a Māmā, "Kāore he taniwha tuturu i roto i tēnei ao ..."
- Bottom Left:** Te whakataunga – kua tau te raruraru.
- Top Right:** I rongu a Ngāpo ki ngā oro tauhou, ka karanga atu a Ngāpo, "Māmā, Māmā, haere mai, he oro tauhou Kei te ahu mai i taku kāpata".
- Second Right:** Kua tīmata te raru. Kua whakamāhia ngā tohu kōrero mō ngā kōrero a ngā kiripuaki.
- Third Right:** Ka tika te whakamahi i te reo tautahi mō te kōrero a te kiripuaki ki a ia anō.
- Fourth Right:** aue, Kei whea ēra ika i walhotia e au
- Fifth Right:** Kua piki ake te raru, kua pātai anō te kiripuaki ki a ia anō.
- Sixth Right:** He tika te whakatakatoranga o te rerenga tuhi mataitini me te whakamahi i te reo hāngū.
- Bottom Right:** Kāore i te tino tika te whakamahi i te kupu "ohorere", heoi, kua mōhio te kaupānui he take nui kei te haere.

# Taumata 3- 4

Āheinga Reo. The writer:	Puna Reo. The writer:	Rautaki Reo. The writer:
<ul style="list-style-type: none"> <li>Consciously sequences and elaborates on ideas and information to clarify the message while adding elements that show flair and reflect personal voice</li> <li>Uses a wide variety of language structures, sentence beginnings and vocabulary to make the writing more appealing to an audience beyond the writer</li> <li>Checks written resources or consults with teachers and/or peers to ensure that texts reflect the conventions and structure associated with that text type/form (e.g. tuhinga mihi, tuhinga tohutohu)</li> <li>Uses paragraphs and subheadings to organise their writing</li> </ul>	<ul style="list-style-type: none"> <li>Uses linguistic features (kīwaha, dialogue tāruaruatanga, etc) to enhance the writing</li> <li>Spells most words correctly and uses hard copy and online dictionaries to identify alternatives for known words</li> <li>Combines simple and complex sentences to express ideas and present information</li> </ul>	<ul style="list-style-type: none"> <li>Consciously plans how the kaupapa will be captured in their written piece</li> <li>Adds details to support ideas</li> <li>Re-reads their writing in order to continue with a sequence of ideas or information and elaborate on original ideas</li> <li>Edits for accuracy (spelling) and/or to improve language structures and/or to improve the quality of the message</li> </ul>

Taura 1

Taura 2



Ko Rangitoto hei maunga noho ki te pito o Tamaki Makaurau. He maunga nekeneke engari kahore Hikurangi he maunga nekeneke.

Heoi anō i tētahi rangi i te wā puta mai a Tamanuitera I te whakaaro a Tangaroa “He aha ai kei kōnei a Rangitoto” te kii o Tangaroa. Kahore au e whakae kia noho ia ki toku taha moe ai no reira I tētahi pō i te wā i puta mai a marama me ōna whetū i kukume ia i a Rangitoto me te kii “kahore au e whakae ki noho koe i konei”. I whakaro a Tane Mahuta “kei te rongo ahau i te tangi o Tangaroa”. I puta a Tane Mahuta ki waho i kite ia i tōna ake Maunga me te kii kia Tangaroa ēhara tēnei Maunga tou...

A further example is yet to be sourced



# Taumata 4

## Āheinga Reo. Ngā Paetohu:

### Ina tuhi ia:

- ka tutuki i a ia ngā tuinga whaihua mō ngā pūtake maha e hāngai ana ki te kaupapa, te horopaki, me te hunga pānui
- ka tino mārama tana whakatinana i ngā whakaaro me te whakaraupapa whakaaro ā ka tino hāngai ngā whakaaro ki te kaupapa.

## Puna Reo. Ngā Paetohu

### Ka whakaatu ia i tana mōhio ki:

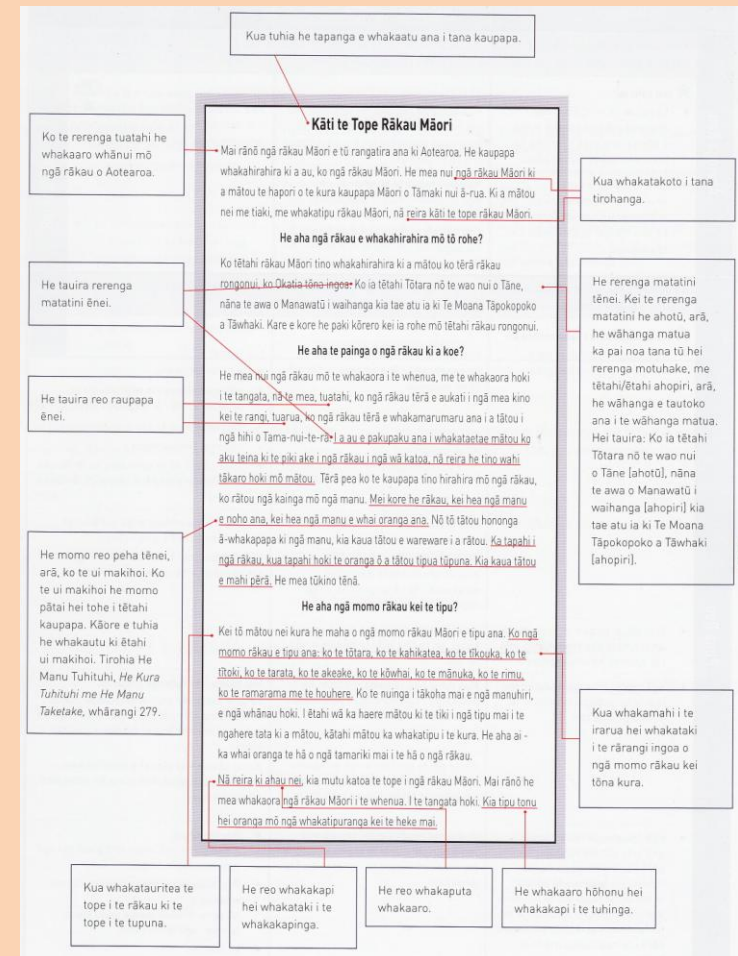
- ngā kupu āhua huhua nei e hāngai ana ki āna kaupapa tuhituhi
- te whakamahi i te tohuwhai me te irarua
- ki te tātaki tika i ngā kupu me te whakamahi tika i te tohutō i roto i te tuinga ka whakaputaina
- ngā momo rerenga matatini me te whakaraupapa tuinga ki te kōwae piringa tahi
- ngā āhautanga reo e hāngai ana ki te pūtake tuhituhi, pērā i to reo raupapa, te reo tūhono i te take me te pānga, te reo whakakapai mō te tuhituhi tautohe, me ētahi āhuatanga reo hei whakanikoniko i te whakaaro, pērā i te huahuatau me te ui makihoi.

## Rautaki Reo. Ngā Paetohu

### I a ia e tuhi ana:

- ka rapu, ka kohi, ka whakaraupapa ia i ngā pārongo me ngā whakaaro i mua i te tuhituhi
- ka arohaehae i āna ake tuinga hukihuki mā te arotake i ngā pārongo, i ngā whakaaro matua me ngā taunakitanga, i te reo i whakamahia, me te takoto mai o ngā kupu kia hāngai te tuinga ki te hunga pānui me te putake tuhituhi.

## Taurira 1



## Taumata 4- 5

Āheinga Reo. The writer:	Puna Reo. The writer:	Rautaki Reo. The writer:
<ul style="list-style-type: none"> <li>• Is able to develop and connect complex ideas to construct a cohesive text</li> <li>• Consciously selects language structures and features to make the writing more appealing to an audience</li> <li>• Shows flair and expresses personal voice</li> <li>• Adds detail expressly for the benefit of the reader</li> <li>• Confidently uses conventions and structure associated with that text type/form (e.g. tuhinga mihi, tuhinga tohutohu)</li> <li>• Uses a variety of devices (paragraghing, sub-headings, captions, text layout etc) to organise their writing</li> </ul>	<ul style="list-style-type: none"> <li>• Uses linguistic features (kīwaha, huahuatau, tāruaruatanga, reo peha, etc) to enhance the writing</li> <li>• Spells words correctly and uses hard copy and online dictionaries to identify alternatives for known words</li> </ul>	<ul style="list-style-type: none"> <li>• Describes a variety of approaches to plan how the kaupapa could be captured in their written piece and makes a judicious choice based on this knowledge</li> <li>• Adds details to support ideas and can articulate why these added details are necessary</li> <li>• Re-reads their writing in order to continue with a sequence of ideas or information and elaborate on original ideas</li> <li>• Edits for accuracy (spelling) and/or to improve language structures and/or to improve the quality of the message</li> </ul>

Tauria 1

He korero tēnei e pā ana ki te hītori o Putauaki, Whakaari rātau ko Tarawera.

I ngā rā o mua i noho a Putauaki hei whaipō mā Tarawera. I te mea kaha ake a Tarawera (wahine) ia Putauaki, ia pō i wehe a Putauaki. Kā te pohehe a Tarawera e moe ana ia.

Ia pō ka wehe a Putauaki ka haere ia ki Whakatane, nō te mea he wahine (maunga) ano i reira, ko Whakaari tōna tama.

Kaore tēnei whine a Whakaari e mohio ana ki a Tarawera rāua ko Putauaki.

Ia Putauaki e wehe ana i tētahi pō, i maranga a Marangai tōna tama. I whai a ia i tōna pāpa.

"Aue" te karanga o Putauaki i te ohore kua whai a Marangai i a ia.

Nā te kaha o tōna "Aue! Ka oho a Tarawera ā ka kite a ia ia Putauaki rāua ko Marangai (tōna tama) e wehe ana. ~~I aia.~~

Nā te pukuriri a Tarawera ka huri kohatu a ia i a Putauaki rāua ko Marangai. Ko te raru o tēna kāore ano a Putauaki ~~ka~~ tau ki Whakatane. Nō reira kei Kawerau a ia e ~~noho~~ ana.

Tini mokemoke a Tarawera rāua ko Whakaari nā te mea kua huri a Putauaki hei ~~Maunga~~ <sup>kohatu</sup>. Nō reira ka pahu a Tarawera ~~hei pūia~~ <sup>he pūia</sup>. E kite tōnu ana a Tarawera rāua ko Whakaari ia Putauaki inaeanei tōnu, āgari kāore ka taea ratou te hono.

He korero tēnei e pā ana ki te hītori o Putauaki, Whakaari rātau ko Tarawera.

I ngā rā o mua i noho a Putauaki hei whaipō mā Tarawera i te mea kaha ake a Tarawera (wahine) ia Putauaki ia pō i wehe a Putauaki. Ko te pohehe a Tarawera e moe ana a ia.

Ia pō ka wehe a Putauaki ka haere ia ki Whakatane nō te mea he wahine (maunga) ano i reira, ko Whakaari tōna ingoa.

Kaore tēnei wahine a Whakaari e mohio ana ki a Tarawera rāua ko Putauaki.

Ia Putauaki e wehe ana i tētahi pō, i maranga a Marangai tōna tama. I whai a ia i tōna pāpa.

"Aue" te karanga o Putauaki i te ohore kua whai a Marangai i a ia.

Nā te kaha o tōna "Aue! Ka oho a Tarawera ā ka kite a ia ia Putauaki rāua ko Marangai (tōna tama) e wehe ana i aia \_\_\_\_\_

Nā te pukuriri a Tarawera ka huri kohatu a ia i a Putauaki rāua ko Marangai. Ko te raru o tēna kāore ano a Putauaki kua tau ki Whakatane. Nō reira kei Kawerau a ia e noho tū ana.

Tini mokemoke a Tarawera rāua ko Whakaari nā te mea kua huri a Putauaki hei maunga kohatu. Nō reira ka pahu a Tarawera hei pūia. He uia. E kite tonu ana a Tarawera rāua ko Whakaari ia Putauaki inaeanei tonu ēngari kāore ka taea ratou te hono.

# Taumata 5

## Āheinga Reo. Ngā Paetohu:

### Ina tuhi ia:

- ka tutuki i a ia ngā tuhinga whaihua mō ngā pūtake maha e hāngai ana ki te kaupapa, te horopaki me te hunga pānui
- ka arorau ngā whakaaro, ā, he whai kohunga tonu te whakatinana whakaaro me te whakaraupapa whakaaro.

## Puna Reo. Ngā Paetohu

### Ka whakaatu ia i tana mōhio ki:

- ngā kupu āhua huhua nei e hāngai ana ki āna kaupapa tuhituhi
- te whakamahi i te irapiko
- te tātaki tika i ngā kupu me te whakamahi tika i te tohutō
- ngā momo rerenga matatini me te whakaraupapa tuhinga ki te kōwae piringa tahi hei waihanga i te tuhinga pipiri
- ngā āhuatanga reo e hāngai ana ki ngā pūtake tuhituhi, te reo peha me ōna pānga (hei tauira, te ui makihoi, te huahuatau me te tātorutanga).

## Rautaki Reo. Ngā Paetohu

### I a ia e tuhi ana:

- ka rapu, ka kohi, ka arotake ia i ngā rauemi hei tautohu i ngā pārongo me ngā whakaaro e hiahiatia ana, ka whakaraupapa hoki i ngā pārongo me ngā whakaaro ki tētahi mahere e hāngai ana ki te anga o te momo tuhinga
- ka arohaehae i ngā tuhinga kia hāngai te āhua o ngā tuhituhi, te momo tuhinga, me te momo reo ki te hunga pānui, kia ea ai hoki te pūtake o te tuhinga

## Tauira 1

**E te Ētita**

Kātahi anō māua ko tāku hua ko Putiputi ka pānui i tētahi reta a tētahi tangata mai Hongeoka Ki te Ētita e pā ana ki: "He aha te hua o te reo Māori Ki roto i ngā kura". Hika mā, ka aroha hoki! Ānei tāku:

Mā te Kōrero i te reo Ka ora ai, mā te ora o te reo Ka rangatira, ahakoa he aha te reo. Arā, he rangatira te tangata Kōrero i tōna reo ake. Ko te kaupapa "He aha te hua o te reo Māori i roto i ngā kura", ko mātau ngā tāngata whenua e tika-tonu ana me ake tonu mātau i te reo Māori. E haere ana ahau ki te Kura Kaupapa Māori. I whakatūria ngā kura Kaupapa Māori me ngā kōhanga reo nā te mea i patua e ngā kura Pākehā te reo, te wairua, te rangatiratanga o te tamaiti Māori. Ko tāku hāku! Kia whāngaitia te reo Māori ki āku whanaunga ake. Me te mea nei hoki ahakoa te aha ka pīrangī tonu mātau i ā mātau waiata ake, i ā mātau haka i roto i tō mātau ake reo.

Arā, pērā i te haka, "Ka mate, Ka mate" Ki te haka ina i roto i te reo Pākehā he pai, he aha rānei? Kore rawa ahau e whakahe Ki tērā. Ka ahatia te wairua o taua haka? Ka ahatia te ihi? Ka ahatia te wana? E hika! Ka mate noa iho, ka Kore noa iho.

Ina ka whai i te Kōrero waiho te reo Māori i roto i ngā kāinga, ka pēhea tātau? Ka pēhea hoki a Aotearoa? Nā ngā tāngata pērā i a Apirana Ngata i whakakaha te iwi Māori i tana Kōrero: "Ka tō ringa Ki ngā rākau a te Pākehā hei aranga mā tō tinana; Ko tō ngākau Ki ngā taonga a ō tipuna hei tikiiki mā tō māhunga; Ko tō wairua Ki te atua nāna nei ngā mea katoa."

E hua, me whai tātau i tērā Kōrero? Ki a au nei ina kāhore tō ringa e pā, kāhore tō ngākau e ū, kāhore tō wairua e pono Ki tōu ake rangatiratanga, Moumou ngā Kōrero, otirā ka mate ngā hitori o Aotearoa whānui. Ko wai rā mātau? Nōhea hoki mātau? He tino taonga tuku iho te reo Māori. He tino taonga tuku iho te reo Pākehā. Ngā reo katoa he taonga.

Ki a au nei ina kāhore tōu ake reo, kāhore hoki te wairua. Ānei kā pea te Kōrero tika; me ake tātau i ngā reo e rua, e toru, hei tikiiki mā ō tātau māhunga, hei huaki i ngā kuaha o te ao.

Nā reira e te Ētita, Kia kaha Ki te tuhi i tēnei Kōrero Kia rata ai te manamano tāngata he tino taonga te reo Māori. Kia tau ngā manaakitanga Ki runga i tērā tangata mai Hongeoka.

Nāku noa  
Kātiro Māori

Kua whakatakoto i tana kaupapa, arā, he aha te hua o te reo?

Kua whiria tētahi kīanga kua rangona whānuitia hei tīmatanga, koia hoki ko te tohenga matua tuatahi.

He tohenga e tautoko ana i te tohenga matua.

Kua whakatakatoria he tātorutanga – e toru ngā ui makihoi hei whakakaha i te āhua whakaiti.

Kua tāpirihia he tuhinga rongonui a Tā Apirana Ngata hei kinakitanga.

He kupu whakakapi hei whakakahi i te whakakapinga.

Te mihi whakaoti.

Te mihi whakatuwhera.

He kupu hāhiki, arā, he ātete te tikanga o ēnei kupu.

Kua hangaia tēnei rerenga kia noho ki te pito mutunga te haunui hei whakakaha i te whakaari.

He tohenga e tautoko ana i te tohenga matua.

Kua whakamahia he ui makihoi hei whakakahi i te tohenga matua tuarua.

Kua whakamahia anō he tātorutanga hei whakakahi i te tohenga matua tuatoru.

He huahuatau hei whakakaha i tēnei tohenga.

He kupu whakataua.