

LITERACY STANDARD (includes kōrero (oral language), pānui (reading) and tuhituhi (writing):

(TE REO MATATINI – TE WHANAKETANGA 1)

TAHA KŌRERO ORAL LANGUAGE	This standard applies to a learner working independently at Level 1 of <i>Te Marautanga o Aotearoa</i> .
Aheinga Reo Language Functions	<p>The learner understands and identifies simple oral texts and uses oral language for their own purposes and also to meet the demands of the curriculum at Level 1.</p> <p>When listening, the learner can:</p> <ul style="list-style-type: none"> • identify the main idea that the speaker is trying to convey • locate specific information in an oral text. <p>When speaking, the learner can:</p> <ul style="list-style-type: none"> • convey their ideas clearly and appropriately • describe main ideas • recite culturally based texts (eg, tribal proverbs, karakia, waiata).
Puna Reo Linguistic Features	<p>The learner identifies and uses simple language features and structures in order to meet the oral language demands of the curriculum at Level 1.</p> <p>The learner demonstrates their knowledge of:</p> <ul style="list-style-type: none"> • Māori language intonation • high frequency vocabulary and some words that convey personal feelings and ideas • simple structures.
Rautaki Reo Language Strategies	<p>The learner identifies and applies strategies in order to make meaning from what they hear and to convey meaning when speaking.</p> <p>When listening and speaking, the learner:</p> <ul style="list-style-type: none"> • asks questions to clarify meaning • makes connections to their prior knowledge • grasps and repeats key words and phrases for memory retention.

PĀNUI READING	This standard applies to a learner working independently at Level 1 of <i>Te Marautanga o Aotearoa</i>.
Āheinga Reo Language Functions	<p>The learner understands and identifies the purposes of texts at early Kiekie level and also at Level 1 of the curriculum.</p> <p>When reading, the learner can:</p> <ul style="list-style-type: none"> • identify the main ideas in fictional texts and the main information in non-fiction texts • express their own ideas about the text.
Puna Reo Linguistic Features	<p>The learner understands and identifies language features and structures in texts at early Kiekie level and in texts used across the curriculum at Level 1.</p> <p>The learner demonstrates their knowledge of:</p> <ul style="list-style-type: none"> • sound-symbol correspondence to attempt new vocabulary • the use of punctuation.
Rautaki Reo Language Strategies	<p>The learner understands, identifies and applies reading strategies in order to make meaning from text at early Kiekie level and from texts used across the curriculum at Level 1.</p> <p>When reading, the learner:</p> <ul style="list-style-type: none"> • draws upon personal experiences • attends to illustrations and the context to predict, infer and confirm meaning • uses their knowledge of Māori language structure to work out the meaning of some new vocabulary • identifies useful clues.

TUHITUHI WRITING	This standard applies to a learner working independently at Level 1 of <i>Te Marautanga o Aotearoa</i>.
Aheinga Reo Language Functions	<p>The learner understands that writing has a purpose, can identify simple written text types, and can write for their own purposes at Level 1 of the curriculum.</p> <p>When writing, the learner can:</p> <ul style="list-style-type: none"> • construct written texts that can be read by others • convey their main ideas.
Puna Reo Linguistic Features	<p>The learner understands and uses the language features and simple structures required in Level 1 of the curriculum in their writing.</p> <p>The learner demonstrates their knowledge of:</p> <ul style="list-style-type: none"> • some high frequency words and some topic specific words • the use of fullstops and capital letters • correct spelling of some high frequency words, and attempts to spell unfamiliar words through sound/letter pattern association and use of macrons • simple sentence structures.
Rautaki Reo Language Strategies	<p>The learner understands and uses the strategies indicated at Level 1 of the curriculum to convey their ideas in their writing.</p> <p>When writing, the learner:</p> <ul style="list-style-type: none"> • talks and draws as a means of planning ideas • re-reads and makes adjustments to improve accuracy and to clarify meaning.

**LITERACY STANDARD (includes kōrero (oral language), pānui (reading) and tuhituhi (writing):
(TE REO MATATINI – TE WHANAKETANGA 2)**

TAHA KŌRERO ORAL LANGUAGE	This standard applies to a learner working independently at Level 2 of <i>Te Marautanga o Aotearoa</i> .
<p>Aheinga Reo Language Functions</p>	<p>The learner identifies and explains the purpose of oral texts and uses oral language for their own purposes, for some Māori specific purposes, and also to meet the demands of the curriculum at Level 2.</p> <p>When listening, the learner can:</p> <ul style="list-style-type: none"> • follow the flow of oral texts in familiar contexts • identify the main and supporting ideas in oral texts. <p>When speaking, the learner can:</p> <ul style="list-style-type: none"> • convey their ideas clearly and appropriately • talk comprehensibly about a topic • give simple acknowledgements purposefully and in context.
<p>Puna Reo Linguistic Features</p>	<p>The learner explains and uses language features and structures in order to meet the oral language demands of the curriculum at Level 2.</p> <p>The learner demonstrates their knowledge of:</p> <ul style="list-style-type: none"> • correct pronunciation of known words and phrases • some learnt words and phrases to convey ideas (eg, adjectives to describe a person, a place, an item or an action) • linguistic features used for connecting ideas.
<p>Rautaki Reo Language Strategies</p>	<p>The learner uses and explains some strategies useful for making meaning from what they hear and for conveying meaning when speaking.</p> <p>When listening and speaking, the learner:</p> <ul style="list-style-type: none"> • enquires and responds to extend their knowledge or opinions • repeats what they say in order to clarify meaning for the listener • follows the protocols of conversation (ie, turntaking).

PĀNUI READING	This standard applies to a learner working independently at Level 2 of <i>Te Marautanga o Aotearoa</i>.
Aheinga Reo Language Functions	<p>The learner understands and identifies the purposes of texts at late Kiekie level and also at Level 2 of the curriculum.</p> <p>When reading, the learner can:</p> <ul style="list-style-type: none"> • identify the main and supporting ideas and information in fictional texts and non-fiction texts • express and explain their own ideas about the text.
Puna Reo Linguistic Features	<p>The learner understands and explains language features and structures in texts at late Kiekie level and in texts used across the curriculum at Level 2.</p> <p>The learner demonstrates their knowledge of:</p> <ul style="list-style-type: none"> • sound clusters to assist in reading new words • some language features and can discuss their understanding of those features • the use and purpose of punctuation.
Rautaki Reo Language Strategies	<p>The learner uses and explains reading strategies in order to make meaning from text at late Kiekie level and from texts used across the curriculum at Level 2.</p> <p>When reading, the learner:</p> <ul style="list-style-type: none"> • cross checks own personal experiences with new information in text • gains support from illustrations and the context to predict, infer and confirm meaning • uses their knowledge of Māori language structure to make meaning from new words and sentences • discusses useful strategies.

TUHITUHI WRITING	This standard applies to a learner working independently at Level 2 of <i>Te Marautanga o Aotearoa</i>.
Aheinga Reo Language Functions	<p>The learner understands some purposes of written text and some written text forms, and can write for their own purposes, some Māori specific purposes and to meet the demands of the curriculum at Level 2.</p> <p>When writing, the learner can:</p> <ul style="list-style-type: none"> • construct texts on a specific topic for an identified audience • sequence writing appropriately to convey ideas clearly.
Puna Reo Linguistic Features	<p>The learner understands and uses the language features and structures required in Level 2 of the curriculum.</p> <p>The learner demonstrates knowledge of:</p> <ul style="list-style-type: none"> • some words that describe emotions and thoughts as well as some topic specific vocabulary • use of question marks and exclamation marks • correct spelling of most words used and correct use of macrons • different sentence beginnings and logical sequencing of sentences • some language features that relate specifically to the purpose for writing, such as sequencing expressions (<i>reo raupapa</i>) in recounts (<i>taki</i>), and naming expressions (<i>reo tapa</i>) in pepeha.
Rautaki Reo Language Strategies	<p>The learner understands and uses the strategies indicated at Level 2 of the curriculum to convey their ideas in their writing.</p> <p>When writing, the learner:</p> <ul style="list-style-type: none"> • uses planning frameworks to plan and develop ideas • evaluates and corrects writing to improve clarity.

LITERACY STANDARD (includes kōrero (oral language), pānui (reading) and tuhituhi (writing):: (TE REO MATATINI – TE WHANAKETANGA 3)

TAHA KŌRERO ORAL LANGUAGE	This standard applies to a learner working independently at Level 3 of <i>Te Marautanga o Aotearoa</i> .
<p>Aheinga Reo Language Functions</p>	<p>The learner analyses the purpose and context of oral text and uses oral language for their own purposes, for some Māori specific purposes, and also to meet the demands of the curriculum at Level 3.</p> <p>When listening, the learner can:</p> <ul style="list-style-type: none"> • understand the speaker’s opinions, in familiar contexts • identify and analyse words, phrases and main information within oral text • identify and discuss features of oral text that illustrate the intention/aim of the speaker. <p>When speaking, the learner can:</p> <ul style="list-style-type: none"> • exchange ideas appropriately in both formal and informal contexts that they are reasonably familiar with • use language (words and text types) appropriate to the context, topic and audience • use Māori specific oral text types in familiar contexts.
<p>Puna Reo Linguistic Features</p>	<p>The learner analyses and uses language features needed to meet the oral language demands of the curriculum at Level 3.</p> <p>The learner demonstrates their knowledge of:</p> <ul style="list-style-type: none"> • flow, tone and intonation in Māori • some phrases and figurative language • a wide range of synonyms and adjectives • some linguistic features used to embellish ideas (eg repetition, rhyme).
<p>Rautaki Reo Language Strategies</p>	<p>The learner analyses and uses strategies useful for making meaning from what they hear and for conveying meaning when speaking.</p> <p>When listening and speaking, the learner:</p> <ul style="list-style-type: none"> • seeks clarity when they are not sure of the meaning • self corrects and says things in different ways to make meaning clearer for the listener • enters into discussions (including interjecting) appropriately.

PĀNUI READING	This standard applies to a learner working independently at Level 3 of <i>Te Marautanga o Aotearoa</i>.
Aheinga Reo Language Functions	<p>The learner understands and analyses the purposes of texts at mid Pīngao level and also at Level 3 of the curriculum.</p> <p>When reading, the learner can:</p> <ul style="list-style-type: none"> • summarise the main ideas in fictional texts and the main information in non-fiction texts and can identify the parts of the text that support the main ideas • identify and discuss the structure and text features that reflect the intention of the author • express their own opinions about the text and identify examples from the text that exemplify those opinions.
Puna Reo Linguistic Features	<p>The learner understands and analyses language features and structures in texts at mid Pīngao level and in texts used across the curriculum at Level 3.</p> <p>The learner demonstrates their knowledge of:</p> <ul style="list-style-type: none"> • quickly decoding words • some language features and the impact of these on the theme or the reader • the use of punctuation to separate ideas, to aid with expression and assist with comprehension.
Rautaki Reo Language Strategies	<p>The learner analyses and applies reading strategies in order to make meaning from text at mid Pīngao level and from texts used across the curriculum at Level 3.</p> <p>When reading, the learner:</p> <ul style="list-style-type: none"> • adapts knowledge of the theme, context and own experiences to understand new information • attends to clues in the illustrations • analyses word or language structure to infer meaning, uses a dictionary to confirm predictions of meaning • analyses the appropriateness and effectiveness of strategies from his/her bank of strategies.

TUHITUHI WRITING	This standard applies to a learner working independently at Level 3 of <i>Te Marautanga o Aotearoa</i>.
Aheinga Reo Language Functions	<p>The learner understands some purposes of written text and some written text forms, and can write for their own purposes, some Māori specific purposes and to meet the demands of the curriculum at Level 3.</p> <p>When writing, the learner can:</p> <ul style="list-style-type: none"> • construct texts on a specific topic for the intended audience • clearly and logically express ideas and information on a specific topic.
Puna Reo Linguistic Features	<p>The learner understands and uses the language features and structures required at Level 3 of the curriculum.</p> <p>The learner demonstrates knowledge of:</p> <ul style="list-style-type: none"> • a variety of words to describe emotions and ideas as well as topic specific vocabulary when writing • use of commas, speech marks and bullet points • correct spelling of most words and correct use of macrons • a range of sentence beginnings and organisation of texts into paragraphs • some language features that relate specifically to the purpose for writing, such as passive verb commands (instructions), and other language features that embellish their ideas, such as use of descriptive language, repetition of words or phrases and rhyme (entertaining poem/ditty).
Rautaki Reo Language Strategies	<p>The learner understands and uses the strategies indicated at Level 3 of the curriculum to convey their ideas in their writing.</p> <p>When writing, the learner:</p> <ul style="list-style-type: none"> • finds, gathers and evaluates resources to locate relevant information and ideas, and uses a writing plan appropriate to the text type to organise information and ideas • critiques their text considering whether style, form and register are appropriate for the intended audience, and whether the purpose of the text has been achieved.

LITERACY STANDARD (includes kōrero (oral language), pānui (reading) and tuhituhi (writing): (TE REO MATATINI – TE WHANAKETANGA 4)

TAHA KŌRERO ORAL LANGUAGE	This standard applies to a learner working independently at Level 4 of <i>Te Marautanga o Aotearoa</i> .
<p>Aheinga Reo Language Functions</p>	<p>The learner compares a range of purposes and contexts of oral text types, and uses oral language for their own purposes, some Māori specific purposes and also to meet the demands of the curriculum at Level 4.</p> <p>When listening, the learner can:</p> <ul style="list-style-type: none"> • understand the intention of the speaker • identify and consider features of the oral text that indicate the objectives of the speaker • identify the effect of one aspect (topic or purpose) on another in oral text. <p>When speaking, the learner can:</p> <ul style="list-style-type: none"> • convey thoughts confidently according to their understanding of the topic or purpose and audience • clearly explain their experiences and opinions in learning contexts and social contexts • confidently use the Māori specific oral texts that they know (eg, mihi, tribal proverbs, karakia and waiata).
<p>Puna Reo Linguistic Features</p>	<p>The learner can use and compare language features needed to meet the oral demands of the curriculum at Level 4.</p> <p>The learner demonstrates their knowledge of:</p> <ul style="list-style-type: none"> • some descriptive phrases and similes • conjunctions used to connect ideas in a text • vocabulary and structures appropriate to register.
<p>Rautaki Reo Language Strategies</p>	<p>The learner uses and compares strategies useful for making meaning from what they hear and for conveying meaning when speaking.</p> <p>When listening and speaking, the learner:</p> <ul style="list-style-type: none"> • asks questions to find out what they want to know • uses their linguistic and cultural knowledge to gain meaning from longer oral text • carefully uses known oral language features to maintain the attention of the listener.

PĀNUI READING	This standard applies to a learner working independently at Level 4 of <i>Te Marautanga o Aotearoa</i>.
Aheinga Reo Language Functions	<p>The learner understands and compares the purposes of texts at late Pīngao level and also at Level 4 of the curriculum.</p> <p>When reading, the learner can:</p> <ul style="list-style-type: none"> • summarise the main ideas in fictional texts and the main information in non-fiction texts and can identify supporting evidence • identify and discuss the structure and text features that demonstrate the intentions of the author have been successfully achieved • discuss their own opinions about the text and evidence that supports those opinions.
Puna Reo Linguistic Features	<p>The learner understands and compares language features and structures in texts at late Pīngao level and in texts used across the curriculum at Level 4.</p> <p>The learner demonstrates their knowledge of:</p> <ul style="list-style-type: none"> • quickly decoding a wide range of words • some figurative and literal language items and an understanding of the impact of these • some features that distinguish/separate ideas.
Rautaki Reo Language Strategies	<p>The learner applies and compares reading strategies in order to make meaning from text at late Pīngao level and from texts used across the curriculum at Level 4.</p> <p>When reading, the learner:</p> <ul style="list-style-type: none"> • synthesises knowledge from explicit information and makes inferences from implicit information sourced from the text • analyses new vocabulary or language structures to infer meaning and uses a wide range of dictionaries to confirm predicted meaning • uses a wide range of strategies to justify selections.

TUHITUHI WRITING	This standard applies to a learner working independently at Level 4 of <i>Te Marautanga o Aotearoa</i>.
Aheinga Reo Language Functions	<p>The learner understands the purposes and forms of a range of text types, and can use these to write for their own purposes, some Māori specific purposes and to meet the demands of the curriculum at Level 4.</p> <p>When writing, the learner can:</p> <ul style="list-style-type: none"> • construct complex texts that relate specifically to topic, context and intended audience for a range of purposes • use understanding of text structure to clearly present and sequence ideas on a given topic.
Puna Reo Linguistic Features	<p>The learner understands and uses the language features and structures required in Level 4 of the curriculum.</p> <p>The learner demonstrates knowledge of:</p> <ul style="list-style-type: none"> • a wide range of topic specific words and expressions • use of the dash and colon • correct spelling of all words and correct use of macrons in published texts • a variety of complex sentences and construction of cohesive paragraphs • language features that relate specifically to the purpose for writing, such as expressions that order ideas or events in sequence, expressions of cause and effect and concluding expressions for persuasive texts, including language features that enhance their ideas, such as metaphors and rhetorical questions.
Rautaki Reo Language Strategies	<p>The learner understands and uses the strategies indicated at Level 4 of the curriculum to convey their ideas in their writing.</p> <p>When writing, the learner:</p> <ul style="list-style-type: none"> • finds, gathers and sequences information and ideas before writing • reviews and revises draft texts, evaluating whether information, main ideas, supporting evidence and language used are appropriate to the audience and writing purpose.

LITERACY STANDARD (includes kōrero (oral language), pānui (reading) and tuhituhi (writing): (TE REO MATATINI – TE WHANAKETANGA 5)

TAHA KŌRERO ORAL LANGUAGE	This standard applies to a learner working independently at Level 5 of <i>Te Marautanga o Aotearoa</i> .
<p>Aheinga Reo Language Functions</p>	<p>The learner understands and evaluates a range of purposes and contexts of oral text types, and uses oral language for their own purposes, some Māori specific purposes and also to meet the demands of the curriculum at Level 5.</p> <p>When listening, the learner can:</p> <ul style="list-style-type: none"> • identify the central theme of the oral text • critique and evaluate if the speaker has achieved their aim • follow most of what is being said even in less familiar contexts. <p>When speaking, the learner can:</p> <ul style="list-style-type: none"> • express an opinion clearly and convincingly • attend to the topic, purpose and audience (whether prepared or impromptu) • connect ideas well based on their understanding of organisational features in oral text.
<p>Puna Reo Linguistic Features</p>	<p>The learner can use and evaluate language features needed to meet the oral demands of the curriculum at Level 5.</p> <p>The learner demonstrates their knowledge of:</p> <ul style="list-style-type: none"> • some specific features of oral text (eg, repetition) • correct language, stress and register • some very specific vocabulary used to convey ideas with few words.
<p>Rautaki Reo Language Strategies</p>	<p>The learner uses and evaluates strategies useful for making meaning from what they hear and for conveying meaning when speaking.</p> <p>When listening and speaking, the learner:</p> <ul style="list-style-type: none"> • asks questions to find out what they want to know • notices if the listener is engaging with what they are saying and repeats, varies the speed or how they are saying things to help the listener follow what is being said • is able to resolve issues, debates or problems.

PĀNUI READING	This standard applies to a learner working independently at Level 5 of <i>Te Marautanga o Aotearoa</i>.
Aheinga Reo Language Functions	<p>The learner understands and evaluates the purposes of texts at Miro level and also at Level 5 of the curriculum.</p> <p>When reading, the learner can:</p> <ul style="list-style-type: none"> • synthesise the main and underlying ideas in fictional texts and the main and underlying information in non-fiction texts and can discuss evidence to support his/her choices • analyse and evaluate the extent to which the author has successfully achieved his/her purpose/intentions • discuss and justify their own opinions about the text.
Puna Reo Linguistic Features	<p>The learner understands and evaluates language features and structures in texts at Miro level and in texts used across the curriculum at Level 5.</p> <p>The learner demonstrates their knowledge of:</p> <ul style="list-style-type: none"> • decoding words including academic vocabulary, specialized vocabulary and dialectal variations • some figurative and literal language items and an understanding of the impact of these • a wide range of text organisational features.
Rautaki Reo Language Strategies	<p>The learner applies and evaluates reading strategies in order to make meaning from text at Miro level and from texts used across the curriculum at Level 5.</p> <p>When reading, the learner:</p> <ul style="list-style-type: none"> • confirms understandings from explicit information • infers understandings from implicit information • uses strategies successfully from a wide selection and evaluates the effectiveness of these strategies.

TUHITUHI WRITING	This standard applies to a learner working independently at Level 5 of <i>Te Marautanga o Aotearoa</i>.
Aheinga Reo Language Functions	<p>The learner understands and analyses topic, purpose and form of writing and can write a wide range of texts for their own purposes, Māori specific purposes and to meet the demands of the curriculum at Level 5.</p> <p>When writing, the learner can:</p> <ul style="list-style-type: none"> • construct competent texts for a range of purposes that relate specifically to topic, context and intended audience • express ideas logically, sequentially and fluently.
Puna Reo Linguistic Features	<p>The learner understands and uses the language features and structures required in Level 5 of the curriculum.</p> <p>The learner demonstrates knowledge of:</p> <ul style="list-style-type: none"> • a wide range of topic specific language • use of the semi-colon • correct spelling of words and use of macrons • a variety of complex sentences, and organisation of writing into cohesive paragraphs to construct a coherent text • language features that relate specifically to the purpose for writing, such as figurative language and its effects (eg, rhetorical questions, metaphors and parallelisms).
Rautaki Reo Language Strategies	<p>The learner understands and uses the strategies indicated at Level 5 of the curriculum to convey their ideas in their writing.</p> <p>When writing, the learner:</p> <ul style="list-style-type: none"> • finds, gathers and evaluates resources to locate relevant information and ideas, and organises information and ideas by using a writing plan specific to the structure of the text type • reviews and revises draft texts by evaluating whether the style, structure and language are appropriate to the audience and whether the purpose of the text has been achieved.