



Te Poutāhū
Curriculum Centre

Te Mātaiaho

The New Zealand Curriculum

ENGLISH YEARS 0-6

*Mātai aho tāhūnui,
Mātai aho tāhūroa,
Hei takapau wānanga
E hora nei.*

*Lay the kaupapa down
And sustain it,
The learning here
Laid out before us.*



**Te Tāhuhu o
te Mātauranga**
Ministry of Education

**Te Kāwanatanga
o Aotearoa**
New Zealand Government

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There are two versions of the English learning area. To ensure you can see the full teaching sequences, which spread across two pages:

- › **for printing, print the ‘single pages’ version, backed; staple or bulldog clip the left-hand side of the printout**
- › **for reading on line, view the ‘double pages’ version.**

The New Zealand Curriculum – knowledge-rich, informed by the science of learning, and framed within the whakapapa of Te Mātaiaho

The New Zealand curriculum is knowledge-rich. It prioritises and explicitly describes what must be taught each year and is deliberately sequenced to enable students to build knowledge, skills, and competencies systematically over time. It supports teachers to design teaching programmes that bring learning to life in the classroom, using local, national, and global contexts.

The science of learning informs curriculum sequencing and teaching practice. The curriculum builds on scientific understanding to identify five characteristics of how we learn:

We learn best when we experience a sense of belonging in the learning environment and feel valued and supported.

Students bring with them different cultural identities, knowledge, belief systems, and experiences. They need to see that these are valued and reflected in a school environment characterised by strong relationships and mutual respect. Students' sense of belonging is enhanced by sensitivity to their individual needs, emotions, cultures, and beliefs.

A new idea or concept is always interpreted through, and learned in association with, existing knowledge.

The amount of existing knowledge students have, and the degree to which that knowledge is interconnected in long-term memory, influence both the quality and ease with which they can build on that knowledge. Recognising and drawing on students' prior knowledge therefore improves their learning.

Establishing knowledge in a well-organised way in long-term memory reduces students' cognitive load when building on that knowledge. It also enables them to apply and transfer the knowledge.

Establishing new knowledge and skill in long-term memory requires active engagement and multiple opportunities to engage with them, practise them, and connect them to existing knowledge structures. When knowledge is well organised in long-term memory, students are more likely to be able to build on it and apply it in novel ways. If knowledge is not well established in long-term memory, students' working memory is likely to be overloaded when they attempt to build on or apply it. This cognitive overload can cause confusion, anxiety, and disengagement.

Our social and emotional wellbeing directly impacts on our ability to learn new knowledge.

Social and emotional wellbeing reduces anxiety, which frees cognitive capacity to learn new knowledge and skills, leading to deeper, more durable learning. Conversely, anxiety and negative emotions inhibit students' ability to learn. The factors that impact positively or negatively on social and emotional wellbeing vary between students. The influence of these factors is dynamic – it fluctuates over time, even during the course of a single day.

Motivation is critical for wellbeing and engagement in learning.

Motivation develops when students feel that three basic needs are met: autonomy – developing increasing self-direction in learning; competence – experiencing success in learning and seeing oneself as a successful learner; social connection – belonging and contributing to a group from which one learns. Success in learning helps to build motivation.

The New Zealand Curriculum – knowledge-rich, informed by the science of learning, and framed within the whakapapa of Te Mātaiaho

The design of this framework encompasses seven curriculum components. Te Mātaiaho as a whole weaves together these components, all of which begin with the word 'mātai', meaning to observe, examine, and deliberately consider.

Mātaiahikā | Relationships with tangata whenua and local community

Learning through relationships with tangata whenua and local communities

Mātai kōrero ahiahi. | Keep the hearth occupied, maintain the stories by firelight.

Poutama curves represent relationships with tangata whenua and the community.

Mātaiaho | National curriculum – contextualised

The process by which schools bring the national curriculum to life through local, national, and global contexts

Mātai oho, mātai ara, whītiki, whakatika. | Awaken, arise, and prepare for action.

Unaunahi scales represent wealth of knowledge, purpose, and know-how.

Mātaiaho | Learning areas

The eight learning areas, which each include a purpose, big ideas, knowledge, and practices, year-by-year

Mātai rangaranga te aho tū, te aho pae. | Weave the learning strands together.

Taratara-a-kae niho notches represent diversity, resilience, and mana.

› English years 0-6

Mātairangi | The guiding kaupapa

The overarching kaupapa guiding the curriculum, based on the science of learning and ensuring excellent and equitable outcomes for students

Mātai ki te rangi, homai te kauhau wānanga ki uta, ka whiti he ora. | Look beyond the horizon, and draw near the bodies of knowledge that will take us into the future.

The outer rings represent our guiding kaupapa.

Mātainuku | Creating a foundation

The curriculum principles (e.g., holding high expectations, and enabling all students to access the full scope of the curriculum)

Mātai ki te whenua, ka tiritiria, ka poupoua. | Ground and nurture the learning.

The centre rings represent the foundation and calls to action.

Mātaitipu | Vision of young people

The educational vision of young people, as conceived by young people

Mātaitipu hei papa whenuakura. | Grow and nourish a thriving community.

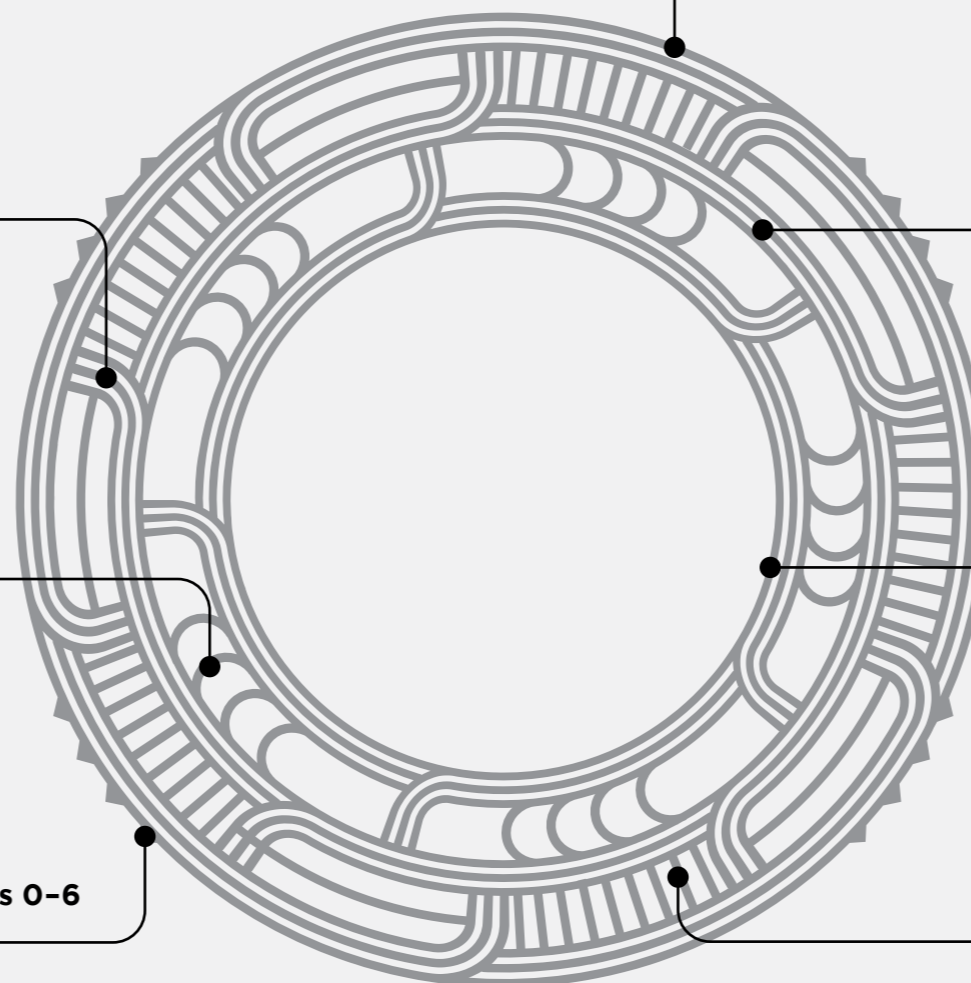
The inner rings and circular space represent the vision and students at the centre.

Mātairea | Supporting progress

The whole schooling pathway and the overarching focus for year-by-year learning and progress

Mātai ka rea, ka pihi hei mähuri. | Build and support progress.

Niho kurī lines represent building and supporting the development of students.



Learning areas

The curriculum has eight learning areas: English, the arts, health and physical education, learning languages, mathematics and statistics, science, social sciences, and technology. Together they provide the basis for a broad, general education for the first four phases of learning (years 0–10) and collectively lay a foundation for specialisation in phase 5 (years 11–13).

Each learning area is knowledge-rich. This knowledge has been carefully chosen to support all students in their schooling pathway and is framed using Understand, Know, and Do:

- › **Understand** – the deep and enduring big ideas and themes that students develop understanding of over the phases
- › **Know** – the meaningful and important content, concepts, and topics at each phase that enrich students' understanding of the big ideas and themes and that students study using the practices
- › **Do** – the practices (skills, strategies, and processes) that bring rigour to learning and support the development of the key competencies.

A **progression model** provides the structure that sequences the knowledge. It supports all students to develop greater:

- › breadth and depth of knowledge and understanding, through engaging with increasingly complex and ambiguous contexts
- › refinement and sophistication in their use of competencies, practices, strategies, processes, and skills
- › ability to connect, transfer, and apply new learning in meaningful contexts
- › knowledge and awareness of themselves as learners
- › effectiveness when working with others.

Content of the learning areas

Knowledge and progression are reflected in how the learning areas are organised. Each learning area has the following main sections:

Purpose statement and UKD overview

A purpose statement describes the learning area's contribution to the lives of students. It is followed by an overview of Understand, Know, and Do. This gives a view of the big ideas, themes, concepts, topics, and practices that underpin the learning area.

Teachers use the purpose statement and UKD overview to develop an understanding of the learning area, so that they can share its benefits with students.

Learning area structure

For each learning area, this section outlines its structure and the changes it undergoes over five phases of learning, particularly in the final phase, where students specialise and choose from a range of subjects.

There are five phases of learning, spanning years 0–13. Each phase covers two to three years of schooling, which reflects how most schools organise learning across year levels.

A **critical focus** for each phase establishes a sustained, strengths-based, focus on the student and their social, emotional, and cognitive learning at this stage of their schooling journey. Each critical focus builds on the phase before and is reflected in the content of the learning area for the phase.

The critical focuses are:

- › **Phase 1** (years 0–3): Thriving in environments rich in literacy and maths
- › **Phase 2** (years 4–6): Expanding horizons of knowledge, and collaboration
- › **Phase 3** (years 7–8): Seeing ourselves in the wider world and advocating with and for others
- › **Phase 4** (years 9–10): Having a purpose and being empathetic and resilient
- › **Phase 5** (years 11–13): Navigating pathways and developing agency to help shape the future.

Teachers use the critical focus of each phase in their selection and design of topics and activities.

Teaching guidance

Each learning area also draws from the science of learning and wider education theory to provide a knowledge base and guidance for teachers. Teachers use this to help them make purposeful decisions about how to teach the learning area's content in ways that are inclusive of all students.

The guidance is organised under three headings:

- › Designing a comprehensive teaching and learning programme
- › Using assessment to inform teaching
- › Planning.

Progress outcomes

In each learning area, there is one comprehensive progress outcome for each phase.

The progress outcomes act as signposts that describe expectations for what students should sufficiently understand, know, and be able to do at key points in the schooling pathway.

The content of each progress outcome is organised using the Understand-Know-Do framework. While the Understand statements repeat across the five phases, students' depth of understanding increases as their knowledge of the learning area's content (Know) grows and their use of the practices (Do) develops.

When read alongside the progress outcomes for prior and subsequent phases, the progress outcome for a phase helps teachers maintain an overview of the learning they are building on and the learning they are preparing students for. Progress outcomes are therefore key for planning, along with the more detailed teaching sequences (described below).

Teachers also use the progress outcomes to help them form a comprehensive view of each student's progress, achievement, learning needs, and strengths. Schools can use information from twice-yearly, standardised assessment tools to help develop this view, which can also be used to report to parents.

In forming a view of progress and achievement, teachers should ask themselves:

- › **Are students using learning from the progress outcome of the previous phase to make sense of new learning in the current phase?** This demonstrates how well they can connect new learning to what they already know. It generally occurs in the first year of a phase.
- › **Are students consolidating the learning expressed in the progress outcome in a wide range of contexts?** This demonstrates how well and confidently they are using their new learning. This generally occurs in the second year of the phase.
- › **Are students secure in the learning described in the progress outcome within an increasingly complex range of contexts?** Are they showing greater depth of knowledge, understanding, and application as they use their new learning and prepare for the challenges of the next phase? This generally occurs towards the end of the final year of the phase.
- › **Are there gaps in learning that are going to restrict students' ability to make progress in the next phase of their learning?** This is a question teachers should ask across all years of the phase, drawing on the section *Using assessment to inform teaching* (page 25) to consider how to adapt their practices to meet students' learning needs.

Leaders must have a mechanism and strategies for prioritising and closely monitoring urgent action, when required, to support classroom teaching. Where teaching needs to be targeted and intensified to meet specific needs for finite periods, leaders draw on a breadth of available supports, as required.

Teaching sequences

Each phase has a year-by-year teaching sequence. These sequences support teachers to know what to teach and when and how to teach it as students work towards the progress outcome for the phase. They have been organised to support students to revisit ideas, knowledge, and practices in ways that deepen their learning and enable them to use it at the next phase.

There are two parts in a teaching sequence: statements of **what** to teach, and 'teaching considerations' for **how** to teach:

- › the 'what to teach' statements are preceded by the stem 'Informed by prior learning ...', which reminds teachers to use their professional judgment and assessment information when selecting what content to teach
- › the teaching considerations help teachers to know 'how to teach' this content in response to students' prior knowledge, strengths, and experiences.

The teaching sequence tables should be viewed both vertically and horizontally. Looking down the columns helps teachers know what to plan for in a year's programme. Looking across the rows at the statements for the same concept in the preceding and following years helps teachers to recognise prior learning that students may come with and to consider how they might extend this year's learning. It also helps teachers to form a more detailed view of their students' progress, and it is a strong support when planning for mixed-level classes.

The approach of the year-by-year teaching sequences changes in phase 5, as the content becomes more discipline-focused.



Te Mātaiaho

The New Zealand Curriculum

ENGLISH 0-6



Board requirements

Schools and kura must give effect to the learning area *English Years 0–6*.

English Years 0–6 is published by the Minister of Education under section 90(1) of the Education and Training Act 2020 (the Act) as a foundation curriculum policy statement and a national curriculum statement. These are the statements of official policy in relation to the teaching of English (including literacy) that give direction to each school's curriculum and assessment responsibilities (section 127 of the Act), teaching and learning programmes (section 164 of the Act), and monitoring and reporting of student performance (section 165 of the Act and associated Regulations). School boards must ensure that they and their principal and staff give effect to these statements.

The sections of *English Years 0–6* that are published as a national curriculum statement are the Understand–Know–Do (UKD) progress outcomes for each phase (pages 29–31 and 77–79). These set out what students are expected to learn over their time at school, including the desirable levels of knowledge, understanding, and skill to be achieved in English.

The rest is published as a foundation curriculum policy statement. This sets out expectations for teaching, learning, and assessment that underpin the national curriculum statement and give direction for effective English (including literacy / reading and writing) teaching and learning programmes.

The statements come into effect on **1 January 2025**. They replace curriculum levels 1–3 of the existing English national curriculum statement (learning area). The remainder of the existing English national curriculum statement remains in force. Apart from those for *Mathematics and statistics Years 0–8*, other existing foundation curriculum policy statements and national curriculum statements for the New Zealand Curriculum remain in place.

Schools should choose the appropriate English statements for their students' needs. This means that intermediate and secondary schools may choose to make use of the new statements for some students if they are currently working below curriculum level 4, or that primary schools may choose to make use of the existing statements for some students if they are already working above phase 2.

Reading, writing, and maths teaching time requirements

The teaching and learning of reading, writing,¹ and maths² is a priority for all schools. So that all students are getting sufficient teaching and learning time for reading, writing, and maths, each school board with students in years 0–8 must, through its principal and staff, structure their teaching and learning programmes and/or timetables to provide:

- › 10 hours per week of teaching and learning focused on supporting students' progress and achievement in reading and writing, and recognising the important contribution oral language development makes, particularly in the early phases of learning
- › 5 hours per week of teaching and learning focused on supporting students' progress and achievement in maths.

Where reading, writing, and/or maths teaching and learning time is occurring within the context of national curriculum statements other than English or mathematics and statistics, the progression of students' reading, writing, and/or maths dispositions, knowledge, and skills at the appropriate level must be explicitly and intentionally planned for and attended to.

¹ While the terms reading and writing are used, these expectations are inclusive of alternative methods of communication, including New Zealand Sign Language, augmentative and alternative communication (AAC), and Braille.

² For simplicity, 'maths' is used as an all-encompassing term to refer to the grouping of subject matter, dispositions, skills, competencies, and understandings that encompasses all aspects of numeracy, mathematics, and statistics.

Purpose statement

*Ko te reo tōku tuakiri, ko te reo tōku ahurei, ko te reo te ora.
Language is my identity; language is my uniqueness; language is life.*

In the English learning area, students study, use, and engage with language and texts.

Learning in English helps students develop an understanding of the shared codes and conventions of texts and to enjoy and celebrate the beauty and richness of classic and contemporary literature.

The English learning area enables students to access the thoughts and perspectives of others, to walk in different worlds, and to broaden their horizons by experiencing others' values, ideas, and viewpoints. Exploring texts from different times and places helps students to see how some ideas and language change, while others stay the same. Making meaning of texts provides opportunities for students to strengthen their knowledge and understanding of different perspectives from Aotearoa New Zealand and the wider world.

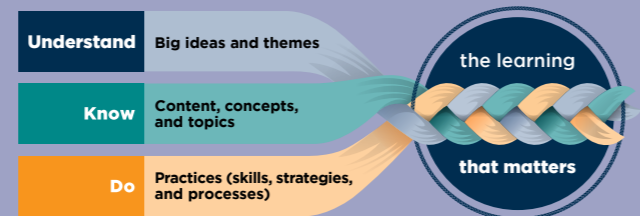
As text critics, students come to understand how language and texts work and how they change over time, giving them the knowledge and skills to interpret and challenge texts and to create their own meaningful texts. As text creators, students are encouraged to see themselves as members of literary and digital communities, by contributing their own stories and ideas and interpreting the stories and ideas of others.

The English learning area offers meaningful opportunities for students to connect with and use their languages, including te reo Māori and New Zealand Sign Language (NZSL), and their diverse cultural knowledge as resources for learning. The use and development of first and heritage languages enable stronger language and literacy learning and can lead to improved educational outcomes and wellbeing for multilingual learners.

Literacy in English is critical for students to be able to engage successfully with all curriculum learning areas. Being literate and mastering the foundations of oral and written language enable students to be confident and competent learners across the curriculum.

The English learning area plays an important part in developing students' capacities to think critically and express themselves coherently, fluently, and ethically as active members of society.

Understand-Know-Do overview



Understand

Understand describes the deep and enduring **big ideas** in the English learning area that students develop over phases 1-5.

Communication depends on shared codes and conventions. | E kore te whakawhiti kōrero e haere ki te kore he kawa, he tikanga e mōhiotia ana e te katoa.

Shared codes and conventions enable us to make sense of what is heard, read, and seen. They change over time and are used differently in different contexts. How we use language in Aotearoa New Zealand (including accuracy, fluency, comprehension, and expression) has been shaped by our histories and linguistic heritages, and the encounters between them.

Language and literature give us insights into ourselves and others. | Mā ō tātou reo me ngā tātai kōrero ka mārama tātou ki a tātou anō, ki tangata kē anō hoki.

Through our encounters with literature and other texts, we learn more about ourselves and come to understand and appreciate more about other people and the world around us. As we grow as text creators, we develop our own voice and identity and make our own unique contributions. This enables us to further understand ourselves and others, and helps others to better understand us.

The stories of Aotearoa New Zealand are unique and special. | He taonga tuku iho ahurei ngā pūrākau o Aotearoa, nō konei taketake.

Through the literatures of New Zealand and the Pacific, we understand where we have come from, who we are, and what it means to live in Aotearoa New Zealand. The stories, authors, and languages of New Zealand represent knowledge and experiences shared across time and place, and connect us to global literary and linguistic traditions.

Stories are a source of joy and nourishment. | Hei puna harikoa, hei puna waiora hoki ō tātou pūrākau.

Reading, hearing, and creating stories provide opportunities to experience different worlds through creativity, imagination, and interaction. Stories may be classic or contemporary, fiction or non-fiction, narrative or non-narrative. They may cross boundaries in relation to mode and medium. Broadening and deepening an intellectual and aesthetic appreciation of classic and contemporary stories makes our lives fuller and richer.

Literature, language, and texts express, influence, and explore perspectives and ideas. | Kei ngā mātatuhi, kei te reo, kei ngā tuhinga hoki te whakaahuatanga o te mana tangata, mana rōpū.

Literature and language have been used throughout history to express, challenge, promote, and influence perspectives and ideas. Recognising and understanding the impact that literature and language can have enables us to explore the development and representation of ideas, events, and relationships in different contexts and at different points in time.

Know

Know describes the meaningful and important English learning area **content, concepts, and topics** through which students develop understanding of the big ideas.

Text purposes and audiences | Ngā whāinga me ngā hunga mā rātou ngā tuhinga

Texts are shaped for particular purposes and with particular audiences in mind. *Text purposes and audiences* focuses on why texts are shaped the way they are (the purposes) and who texts are shaped for (the audiences). All other aspects of a text (including its ideas and use of language) are in service of the text's purpose. Understanding the purposes and audiences of texts enables us to consider our own use of texts and their impact (positive and negative).

Ideas within, across, and beyond texts | Ngā ariā

All texts carry ideas and help us to form our ideas about the world. *Ideas within, across, and beyond texts* focuses on the knowledge needed to identify, respond to, and express ideas across all forms of texts. It helps us to act as literary critics who make evidence-based evaluations and judgments about texts and the ideas of the creators. Exploring ideas in texts helps us to think about our place in New Zealand and the wider world.

Features and structures of language | Ngā āhuatanga reo

Features and structures of language is about the codes and conventions used to make meaning in texts and to structure texts, particularly literary texts. These codes and conventions include both the technical conventions that help texts make sense and the more specialised conventions of particular text forms. As we learn about language and its history, we come to appreciate how it affects how we see the world, ourselves, and each other.

Do

Do describes the English learning area **practices, strategies, processes, and skills** that are used to both learn and apply the big ideas and concepts.

Comprehending and creating texts | Te whakamahi rautaki ki te whai māramatanga

Comprehending and creating texts focuses on the processes and strategies required to make sense of texts and to create texts that make sense. It enables us to interpret and create texts in written, visual, and oral modes.

Critical analysis | Te tātari arohaehae

Critical analysis involves close reading, viewing, and listening to texts in order to interpret, appreciate, and challenge them. It enables us to make connections within, across, and beyond texts by analysing the relationships between language and ideas in the texts. When we consider and respectfully discuss different perspectives on texts with others, we develop new insights.

Reading for pleasure | Te pānui hei whakangahau, hei whakapārekareka

Reading for pleasure involves choosing a variety of texts (including written texts) based on our preferences and interests.

Connecting through storytelling | Te tūhono mā te whakawhiti kōrero

Connecting through storytelling involves the use of creative processes to explore ideas in texts and to craft and share texts in all the modes. The scope of the stories that we share and that others share with us can be very wide. It includes non-fiction and non-narrative texts in oral, written, visual, or multimodal forms. Storytelling can be collaborative or individual, for sharing with others or for self-expression.

English learning area structure

This section describes the English learning area structure and how it changes over the five phases of learning. (See [pages 9–11](#) for the general structure of each learning area in the New Zealand curriculum.)

Each phase has:

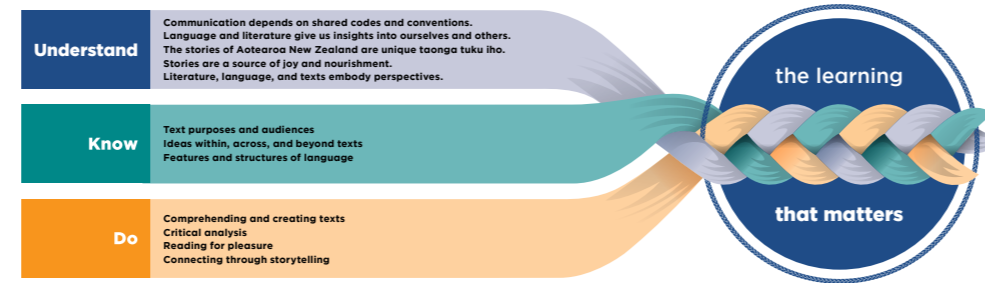
- › a progress outcome describing what students understand, know, and can do by the end of the phase
- › an introduction to the teaching sequence highlighting **how** to teach during this particular phase
- › a year-by-year teaching sequence highlighting **what** to teach in the phase, along with teaching considerations for particular aspects of content.

Progress outcomes

The progress outcomes (one per phase) describe what students will understand, know, and be able to do by the end of the phase.

- › **Understand** describes the big ideas and themes that students develop over the five phases. These understandings grow in complexity as students develop, their skills grow, and they create and use more complex texts.
- › **Know** outlines the meaningful and important content, concepts, and topics that exemplify and enrich students' understanding of the big ideas. These concepts have been organised under the headings *Text purposes and audiences; Ideas within, across, and beyond texts;* and *Features and structures of language.*
- › **Do** describes the practices (e.g., the strategies, skills, and actions) that students learn to use in more sophisticated and refined ways. As students develop proficiency with these practices, they are able to engage with knowledge in greater depth and breadth. The practices have been organised under the headings *Comprehending and creating texts; Critical analysis; Reading for pleasure;* and *Connecting through storytelling.*

It is through the interweaving of Understand, Know, and Do that students develop their conceptual understandings and use of the practices, supporting success and bringing richness and meaning to English for them.



As students progress through the two phases, their learning shifts from focusing predominantly on the constrained¹ elements of literacy (such as decoding and handwriting), to building a strong literacy foundation, and then to using this foundation in all learning areas. They increasingly focus on unconstrained skills (such as vocabulary and comprehension) and on exploring text and language in the English learning area.

This change in focus is seen in how the Understand, Know, and Do progress outcomes are reflected in the year-by-year teaching sequences. The descriptors of what to teach each year have the stem 'Informed by prior learning ...' in order to reinforce that teachers will use their professional judgment about what content to teach and how to teach it. They will make these judgments in response to the prior knowledge, strengths, and experiences that students bring to their learning.

Strands

The teaching sequences of the first two phases weave together the progress outcome content with three strands: oral language, reading, and writing. This reflects the critical focus on structured literacy approaches in the first six years of school.

Oral language

The focus of this strand is on teaching students to speak and listen effectively. The term 'oral language' refers to any method of communication a child uses as a first language; this includes spoken languages, New Zealand Sign Language, and alternative and augmentative communication (AAC). It also encompasses expressions such as vocalisations, gestures, movements, and images.

This strand acknowledges that strong oral language is the cornerstone of learning and is crucial for success across all learning areas. Although everyday language develops naturally in a rich environment, mastering complex academic and formal language and communication skills requires explicit teaching and practice. Reading and writing instruction and learning experiences across the curriculum provide opportunities for both incidental and planned teaching of language and communication skills.

Reading

The focus of this strand is on teaching students to decode, make meaning from, and think critically about text. It also provides opportunities for them to develop a love of reading and to value the ways in which reading widely can enrich their lives. As text critics, students come to understand how language and texts work, enabling them to challenge texts. By exploring texts from New Zealand, the Pacific, and around the world, students gain insights into themselves and others.

Writing

The focus of this strand is on teaching students to write for a variety of purposes, following the codes, conventions, and structures that enable others to understand what they have written. It also aims to foster a love of writing.

Teaching sequences

Much of the learning in English is iterative and recursive. Throughout their schooling pathway, as they read and create a broader range of more complex texts, all students continue to build on the knowledge and practices that they have developed in the early phases of the curriculum.

Some statements in the teaching sequences are repeated across multiple years, allowing more time for progression and consolidation. Not all statements are progressed each year; some topics start and others end as the teaching emphasis changes.

The statements in the teaching sequences vary in the amount of teaching time they require. The learning area is designed to enable knowledge and practices to be connected and taught together, so individual statements in a year sequence should be combined in ways that enhance learning.

The year-by-year content can be viewed both vertically and horizontally. The vertical view helps teachers know what to plan for the next year. The horizontal view allows teachers to follow the statements for one concept across several stages. This helps them understand the prior knowledge students may bring to their learning and helps them decide how to extend this learning. The horizontal view also helps teachers plan for mixed-level classes.

The teaching sequences are accompanied by teaching considerations, which provide more detailed guidance.

¹ "Constrained knowledge and skills consist of a limited number of items and thus can be mastered through systematic teaching within a relatively short time frame. Unconstrained meaning-making knowledge and skills are learned across a lifetime and are broad in scope." (Scott P. (2005). Reinterpreting the Development of Reading Skills. *Reading Research Quarterly*, 40/2,184–202.)

Teaching guidance

Key characteristics of how people learn have informed the development of the English learning area. These characteristics are:

- › We learn best when we experience a sense of belonging in the learning environment and feel valued and supported.
- › A new idea or concept is always interpreted through, and learned in association with, existing knowledge.
- › Establishing knowledge in a well-organised way in long-term memory reduces students' cognitive load when building on that knowledge. It also enables them to apply and transfer the knowledge.
- › Our social and emotional wellbeing directly impacts on our ability to learn new knowledge.
- › Motivation is critical for wellbeing and engagement in learning.²

All five characteristics are interconnected in a dynamic way. They are always only pieces of the whole, so it is critical to consider them all together. The dynamic and individual nature of learning explains why we see individual learners develop along different paths and at different rates.

The implications of these characteristics for teaching English are described in this section, with more detail in the introduction to each phase and the 'teaching considerations' in the year-by-year teaching sequences.

The remainder of this section focuses on three key areas of teacher decision making:

- › developing a comprehensive teaching and learning programme
- › using assessment to inform teaching
- › planning.

Developing a comprehensive teaching and learning programme

A comprehensive English learning area programme needs the following components:

- › explicit teaching
- › structured literacy approaches
- › inclusive teaching and learning
- › developing positive identities as communicators, readers, and writers
- › working with texts.

Explicit teaching

Explicit teaching is a structured, carefully sequenced approach to teaching. The sequencing of content is thought out and broken down into manageable steps, each of which is clearly and concisely explained and modelled by the teacher. Explicit teaching requires a high level of teacher-student interaction, guided student practice, and, when proficiency is achieved, independent practice.

Explicit teaching supports cumulative learning as new knowledge is built on what students already know.

Teachers provide multiple opportunities for practising, reviewing, consolidating, and using previous learning alongside new learning.

Explicit teaching takes account of cognitive overload. With sufficient practice, new learning is transferred to long-term memory. This frees up working memory, opening up opportunities for extension, enrichment, and new learning.

Explicit teaching is strongly interactive – it is not simply teacher talk. It includes rich discussions between teachers and students and amongst students, to check on understanding. Teachers adapt the pace of their teaching in response to students' progress. They engage students in creative and challenging tasks to foster motivation and engagement.

Explicit teaching involves:

- › connecting the current focus to previous learning
- › providing concise, step-by-step explanations, accompanied by student input and discussion
- › explaining, modelling, and demonstrating
- › regularly checking for understanding and providing feedback
- › providing opportunities for collaborative and independent practice.

² A description of each characteristic is found on [page 5](#).

Structured literacy approaches

Structured literacy approaches support students to develop strong literacy foundations in a way that maximises their progress and manages the cognitive load inherent in learning. For the purposes of oral language, reading, and writing, these approaches include:

- › speech and language, encompassing any method of communication a student uses, including communication modes such as New Zealand Sign Language (NZSL) and augmentative and alternative communication (AAC)
- › phonemic awareness
- › systematic synthetic phonics teaching and knowledge to develop decoding and spelling skills
- › handwriting
- › vocabulary
- › morphology
- › syntax
- › fluency
- › text structure
- › writing processes
- › comprehension.

These elements are reflected in the content of the teaching sequences and teaching considerations. Systematically and explicitly teaching these elements to novice learners strengthens their understanding, helps to manage their cognitive load, and maximises their progress in acquiring literacy.

Inclusive teaching and learning

All students learn best when they have a strong sense of belonging and feel valued and supported. Awareness that students vary in their strengths and needs helps teachers create welcoming, responsive, and inclusive environments that nurture students' learning, identities, languages, and cultures.

Because students engage with learning, process information, and demonstrate knowledge in diverse ways, teachers design experiences that allow students to participate in a range of ways. Inclusive frameworks like [Te Tūāpapa o He Pikorua](#), integrate flexible supports into day-to-day teaching and learning. They enable teachers to create environments that acknowledge and address the needs and strengths of all students. Explicitly teaching essential knowledge and skills and addressing barriers to learning provides equitable access to language and literacy learning.

Teachers support students to connect with and use their languages, including te reo Māori and New Zealand Sign Language (NZSL), and their cultural knowledge as resources to progress their learning. The use and development of students' first and heritage languages enable stronger language and literacy learning and can lead to improved educational and wellbeing outcomes for multilingual learners. Students express their languages in various ways when they engage with the English learning area, including augmentative and alternative communication, Braille, gestures, and other visual supports. Acknowledging this fosters an inclusive and effective learning environment, supporting the diverse needs and strengths of all students.

Teachers can use the [English Language Learning Progressions \(ELLP\) and ELLP Pathway](#) to plan targeted language support for new learners of English. These help to support both their social communication skills and their academic language proficiency in English. This is particularly important because the academic language demands of the eight learning areas increase with successive phases.

Developing positive identities as communicators, readers, and writers

Learning is enhanced when students have success and feel positive about their learning.

If students feel anxious, they have fewer cognitive resources available for learning. Teachers can help to manage students' anxiety about their learning by helping them to understand that literacy development is dynamic and non-linear. Literacy learning may include periods of rapid improvement, as well as periods of revisiting and refining skills. It does not always follow an even, sequential progression of learning.

Students develop positive identities as communicators, readers, and writers by recognising and valuing the use of literacy in their lives. This is enhanced when they explore texts that reflect their identities, cultures, interests, and preferences, and especially when they choose what they read and write. Developing positive identities also involves creativity in exploring ideas in texts and in crafting and sharing texts.

Students may enjoy word play; participate in rich, extended conversations; share books, stories, and poems; invite their families to share stories; encourage one another to share favourite texts; visit public and school libraries; and suggest topics for writing. They should be encouraged to respect one another's ideas and to express their opinions as readers and writers.

Working with texts

Working with text is at the core of English.

Texts can be in a range of language modes (e.g., written, oral³, and visual modes) and use a range of technologies (e.g., print and digital). Multimodal texts such as film and digital media combine language with other means of communication, such as images or a soundtrack. Texts are also generated using augmentative and alternative communication (e.g., gestures and picture symbols) and Braille.

How texts are used as well as how they are chosen are important considerations for teaching in English.

Different texts make different demands on their creators and users. Typically, as students progress in their learning, they work with a broader range of text forms and engage with increasingly complex texts. This does not mean that, for instance, fluent readers will no longer work with simple texts; rather, they will have a broader range of texts to work with.

³ Oral language encompasses any method of communication a child uses as a first language; this includes New Zealand Sign Language and, for children who are non-verbal, augmentative and alternative communication (AAC).

Students need to develop certain skills, knowledge, and attitudes if they are to meet the reading and writing demands of the curriculum. Although reading and writing are described in separate strands in the first three phases of learning, they are often used together in English and across the learning areas. Texts that students read are used as models for writing, and their writing is often a response to what they have read.

Teachers select texts based on their knowledge of their students and of the learning purposes. These could include:

- › texts that are decodable (phonically controlled), when the primary purpose is practising grapheme-phoneme correspondences they have recently been taught
- › texts that have rich language, when the primary purposes are building students' enjoyment of reading, vocabulary, knowledge of text structures, and comprehension skills (e.g., sophisticated picture books, classic and contemporary literature, stories from Aotearoa New Zealand that include kupu Māori, stories from the Pacific, and stories from around the world)
- › texts that model the modes, conventions, or structures being taught (e.g., prose, poetry, plays, and novels)
- › texts that are relevant to students' current learning and allow for a variety of interpretations and responses, multiple perspectives, and global, national, and local contexts (e.g., information texts and narrative texts by local, New Zealand, Pacific, and international writers)

- › texts that provide multiple entry points with the purpose of exploring a concept rather than learning to read or write (e.g., sophisticated picture books and texts that explore similar ideas using different modes)
- › texts that allow for exploration, reflection, and discussion of how text creators use techniques to persuade or influence, and the impact of these on different people
- › texts that allow for exploring the use of language over time and in different places (e.g., by comparing contemporary and historical texts or texts from different countries).

It is important to include texts that reflect the identities and cultures of students, or that provide windows into different places, times, and cultures (e.g., prose, poetry, plays, novels, contemporary and historical texts, stories from New Zealand, the Pacific, and around the world). Making meaning of these texts provides opportunities to strengthen students' knowledge and understanding of Aotearoa New Zealand perspectives.

Texts may include those that students have created themselves and texts from their families and communities. Texts are also generated using Braille, and augmentative and alternative communication (AAC) such as gestures and picture symbols.

Using assessment to inform teaching

Assessment that informs decisions about adapting teaching practice is moment-by-moment and ongoing. Teachers use observation, conversations, and low-stakes testing to continuously monitor students' progress in relation to their year level in the teaching sequence. They ensure that they notice and recognise the development, consolidation, and use of learning-area knowledge by students within daily lessons, and that they provide timely feedback. They respond by adapting their practice accordingly. For example, they reduce or increase scaffolding and supports, paying particular attention to anxiety caused by cognitive overload. Formative assessment information can also be collected through self and peer assessment, with students reflecting on goals and identifying next steps.

In addition to daily monitoring, teachers use purposefully designed, formative assessment tasks at different points throughout a unit or topic to highlight the concepts and reasoning students use and understand. Teachers ensure such tasks are valid by addressing barriers to learning so that every student is able to demonstrate what they know and can do.

When planning next steps for teaching and learning, teachers consider students' strengths and responses along with potential opportunities for further consolidation. Next steps could include:

- › designing scaffolds to support students to access and enrich their learning
- › providing opportunities for students to apply new learning
- › planning lessons focused on revisiting, reteaching, or consolidating learning.

Providing timely feedback throughout the learning process and identifying and addressing misconceptions as they arise lead to the efficient and accurate development of learning-area concepts and promote further learning. Teachers can use feedback to prompt students to recall previous learning, make connections, and extend their understanding.

Planning

This section provides guidance on what to pay attention to when planning English teaching and learning programmes. In every classroom, there are many ways in which students engage in learning and show what they know and can do. Using assessment information and designing inclusive experiences, teachers plan an ‘entry point’ to a new concept that every student can access. Students’ interests and the school culture and community shape the planning, adding richness, creativity, and meaning to the programme.

Teaching and learning plans are developed for each year, topic or unit, week, and lesson and make optimal use of instructional time. The following considerations are critical when planning and designing learning:

- › Develop plans using the sequence statements for the year, taking students’ prior learning into account. Plan for all students to experience all the statements in the sequence.
- › Map out a year’s programme composed of ‘units’ by looking for opportunities to teach statements from the year sequence together. These may be from the same strand or may be across several strands. For example, integrating the teaching of oral language, reading, and writing can be efficient, provided it does not cause cognitive overload for students.

- › Order the units so that new learning will build on students’ prior learning and connect over the course of the year. Consider the length of time allocated to specific strands and concepts across the year – some concepts may require more teaching time than others. Ensure the year’s programme includes opportunities to revisit, consolidate, and extend learning around previously taught concepts and processes.
- › Within unit or weekly planning, break down the knowledge and skills into a series of manageable learning experiences, so that students have several opportunities to deepen their knowledge. Use assessment information to plan where you will introduce and reinforce learning.
- › Identify the key texts you will use that support students to explore, learn, and use these concepts, and provide opportunities to engage in learning that promotes creativity and curiosity.

- › Within unit or weekly plans, break down new concepts and procedures into a series of manageable learning experiences, and provide enough opportunities to develop understanding and fluency. Plan for a balance of explicit teaching (to introduce and reinforce learning), and rich tasks (to investigate a concept, support consolidation of previously taught concepts or procedures, and apply learning to new situations). Students should also be given daily opportunities to revisit prior learning. This consolidates and extends their knowledge and practices. Teach both reading and writing for at least an hour each a day (two hours in total), with an understanding that reading and writing are complementary, and will often be taught together.
- › Plan for inclusive teaching and learning. Think about multiple ways for students to participate in learning experiences and to show their progress. Plan for equitable access to allow all students to have fair access to learning opportunities. Identify and reduce barriers to learning, and plan for universal supports that are available to all students.
- › Use flexible groups within a lesson, based on the learning purpose for the lesson (e.g., working as a whole class for demonstration and discussion, in smaller groups to discuss a text, in pairs to explain thinking). Provide opportunities for both individual and collaborative work, and enable students to determine when they need to work with others and when they need time and space to work independently.

- › Teach students to use digital tools accurately, appropriately, and efficiently to enhance meaning making and creation – for example, creating and editing written, visual, and audio text. Plan for students to evaluate the validity, credibility, and accuracy of digital texts. While the use of digital tools is important, students must first learn to read and write print-based text. Handwriting has been shown to reinforce the correct spelling of words and the retention of information, as it involves more cognitive engagement than typing. Therefore, these foundational skills are a key focus in the first two phases of learning.

To support students who have not developed the prior knowledge needed to fully engage with the content of the teaching sequence statements for their year, it is important to find ways to accelerate their progress through such approaches as targeted and explicit small-group teaching.

When students have developed a deep knowledge and consolidated their practices for their year, you can extend their learning by asking them to apply their understanding to unfamiliar situations and more complex texts.

Phase

1

Years 0-3

Progress outcome by the end of year 3 (Foundation)

Thriving in environments rich in literacy and maths

Te tupu pāhautea i te taiao ako e haumako ana i te reo matatini me te pāngarau

The critical focus of phase 1 is for all students to thrive in environments rich in literacy and maths. Building on their learning in early childhood, students develop the knowledge and skills in oral language, reading, and writing that they need in all learning areas. As students learn to express themselves, they begin to understand the structure of language, and that it follows shared codes and conventions that enable them to understand what is communicated, written, and read. This learning supports reading comprehension and written expression, fostering a positive and enriching relationship with literacy.

Students also come to understand that texts – those we create, those we read, and those that are read to us – can be a source of joy and a basis for shared experience about who we are and what is special about Aotearoa New Zealand and the wider world. They begin to see that other people can interpret stories differently from the way they do. Phase 1 has a strong focus on written texts and on using a structured literacy approach to build and consolidate key knowledge and skills.

The phase 1 progress outcome describes the understanding, knowledge, and practices that students have multiple opportunities to develop over the phase.

Understand

Communication depends on shared codes and conventions.
Language and literature give us insights into ourselves and others.
The stories of Aotearoa New Zealand are unique taonga tuku iho.
Stories are a source of joy and nourishment.
Literature, language, and texts embody perspectives.

Know

Text purposes and audiences
Ideas within, across, and beyond texts
Features and structures of language

Do

Comprehending and creating texts
Critical analysis
Reading for pleasure
Connecting through storytelling

the learning

that matters

The phase 1 progress outcome is found on the following two pages.

Understand

Communication depends on shared codes and conventions. | E kore te whakawhiti kōrero e haere ki te kore he kawa, he tikanga e mōhiotia ana e te katoa.

Shared codes and conventions enable us to make sense of what is heard, read, and seen. They change over time and are used differently in different contexts. How we use language in Aotearoa New Zealand (including accuracy, fluency, comprehension, and expression) has been shaped by our histories and linguistic heritages, and the encounters between them.

Language and literature give us insights into ourselves and others. | Mā ō tātou reo me ngā tātai kōrero ka mārāma tātou ki a tātou anō, ki tangata kē anō hoki.

Through our encounters with literature and other texts, we learn more about ourselves and come to understand and appreciate more about other people and the world around us. As we grow as text creators, we develop our own voice and identity and make our own unique contributions. This enables us to further understand ourselves and others, and helps others to better understand us.

The stories of Aotearoa New Zealand are unique and special. | He taonga tuku iho ahurei ngā pūrākau o Aotearoa, nō konei taketake.

Through the literatures of New Zealand and the Pacific, we understand where we have come from, who we are, and what it means to live in Aotearoa New Zealand. The stories, authors, and languages of New Zealand represent knowledge and experiences

shared across time and place, and connect us to global literary and linguistic traditions.

Stories are a source of joy and nourishment. | Hei puna harikoa, hei puna waiora hoki ō tātou pūrākau.

Reading, hearing, and creating stories provide opportunities to experience different worlds through creativity, imagination, and interaction. Stories may be classic or contemporary, fiction or non-fiction, narrative or non-narrative. They may cross boundaries in relation to mode and medium. Broadening and deepening an intellectual and aesthetic appreciation of classic and contemporary stories makes our lives fuller and richer.

Literature, language, and texts express, influence, and explore perspectives and ideas. | Kei ngā mātatuhi, kei te reo, kei ngā tuhinga hoki te whakaahuatanga o te mana tangata, mana rōpū.

Literature and language have been used throughout history to express, challenge, promote, and influence perspectives and ideas. Recognising and understanding the impact that literature and language can have enables us to explore the development and representation of ideas, events, and relationships in different contexts and at different points in time.

Know

Text purposes and audiences | Ngā whāinga me ngā hunga mā rātou ngā tuhinga

By the end of this phase, students know that texts are designed for specific purposes with particular audiences in mind. They know that all other aspects of a text (including its ideas and use of language) are in service of the text's purpose. Students know that understanding the purposes and audiences of texts enables them to consider their own use of texts and the impact (positive and negative) that they can have.

Ideas within, across, and beyond texts | Ngā ariā

By the end of this phase, students know there are stories and ideas that matter to them and help them to understand their connection to Aotearoa New Zealand.

Students know there are ideas in texts that connect to their lives and interests. These ideas include themes, messages, and opinions. They also know they have their own ideas and stories that are worth sharing.

Features and structures of language | Ngā āhuatanga reo

By the end of this phase, students know and are familiar with codes, conventions, and features that help them understand how language and texts work. This includes knowledge of letters, words, and the parts of words, as well as knowledge of grammar and syntax. They know that the order, organisation, and selection of words, sentences, and visual elements affect the meaning of these texts. They know that these elements govern what is appropriate and effective use of language in different contexts.

Students know that the order and organisation of the parts of a text, such as words, sentences, and visual elements, are what determine its structure, and that the structure can affect the meaning of a text.

Students know that there are many languages and ways of using language in Aotearoa New Zealand, and that our diversity of language enriches us. They know that some people use augmentative and alternative communication to support their understanding and expression of language.

Do

Comprehending and creating texts | Te whakamahi rautaki ki te whai māramatanga

By the end of this phase, students can communicate effectively, using appropriate words, tone, and gestures for different contexts, and can actively participate in conversations. They have enhanced their vocabulary and grammar for learning and can use it to present information, and for engaging in interpersonal communication.

Students can use their basic literacy capability and can read fluently and accurately. They engage with a variety of written texts and have developed their word recognition and comprehension.

When reading aloud, students use appropriate intonation and phrasing. They can use appropriate strategies when they are confused by text. When this confusion stems from difficulty with decoding, they can check their initial decoding and can self-correct. When the confusion stems from comprehension, they can use their knowledge of word structure (morphology), sentence knowledge, and the surrounding text (context) to grasp the meaning of the text.

Students can use transcription skills to write grammatically and use a variety of sentence structures. They can use phonics and morphological knowledge to spell unfamiliar regular words and a growing number of irregular words correctly. They can form all letters correctly with automaticity.

Critical analysis | Te tātari arohaehae

By the end of this phase, students can back up their opinions about a text with evidence from the text, and they are beginning to identify who or what is included or excluded in a text. They can recognise different perspectives and share their own opinions and interpretations.

Reading for pleasure | Te pānui hei whakangahau, hei whakapārekareka

By the end of this phase, students can read for pleasure, including texts that they can choose for themselves. They enjoy sharing these texts with others, either by being read to or by reading themselves.

Connecting through storytelling | Te tūhono mā te whakawhiti kōrero

By the end of this phase, students can draw on their imagination to plan, draft, edit, and write texts for a range of purposes. They can share their stories with others and treat those that are shared with respect. They can use the responses of others to enrich and revise their storytelling and writing.

Teaching sequence

Thriving in environments rich in literacy and maths

Te tupu pāhautea i te taiao ako e haumako ana i te reo matatini me te pāngarau

This section describes how the components of a comprehensive English teaching and learning programme are used during the first phase of learning at school.

In phase 1, such a programme offers students teaching that inspires the enjoyment of language and texts and provides systematic, explicit teaching of oral language, reading, and writing.

Continuously monitor students' learning and respond quickly to address any misconceptions. Be mindful of providing manageable learning experiences, building on students' prior learning and leading to further challenge.

Explicit teaching

During phase 1, the first priority is for students to learn to read and write texts, and to express themselves clearly and effectively. These foundational skills are essential for academic success across all learning areas.

- › Explain and model new learning in manageable steps, with active student engagement. Use think-alouds to model decision making and problem solving, such as using phonics knowledge to decode unfamiliar words.
- › Foster engagement using techniques that enable every student to participate, such as 'think-pair-share' techniques.
- › Reduce or increase scaffolding and supports in response to what you are noticing and recognising about students' learning (paying particular attention to cognitive load).
- › Provide immediate feedback, such as gently rephrasing students' language and communication responses, to model their next learning step.

- › Plan to consolidate students' learning to build mastery and automaticity, using a variety of independent activities that are designed to provide spaced practice and retrieval. In addition, use cumulative scope and sequences, for example, to teach spelling or phonics.
- › Enable repeated exposure to and reinforcement of new learning.

Structured literacy approaches

During phase 1, there is a major focus on the constrained elements of structured literacy approaches. These can usually be mastered relatively quickly. The constrained elements include the following aspects:

- › **Phonemic awareness** involves knowledge of the smallest units of sound in words. This is taught most effectively when letters are presented along with sounds.
- › **Systematic synthetic phonics** is used for teaching decoding and spelling. Synthetic phonics involves explicitly teaching students to read and spell words by blending phonemes into words and teaching them to spell words by segmenting them into phonemes. This can be done by using an evidence-informed scope and sequence.
- › Mastering **handwriting** reduces the cognitive load involved in the constrained skills of writing, freeing up cognitive resources for composition. Mastery (automaticity) is achieved through explicit teaching and practice. Handwriting also supports the consolidation of grapheme-phoneme relationships.

Unconstrained literacy skills, such as vocabulary knowledge and comprehension, are also developed from the first day of school. For example, meaning-making skills can be developed through daily reading to students, and written composition skills can be developed through shared writing led by the teacher. As students progress through this phase, and attain automaticity with constrained skills, they will develop their ability to apply unconstrained skills more independently. For example, the teaching sequence for writing sentences begins with students repeating a simple sentence orally that was modelled by the teacher. It concludes with students being taught how to write complex sentences during Year 3.

Inclusive teaching and learning

Students learn best when teachers design inclusive learning environments and experiences that anticipate and value diversity and the open-ended potential of every learner.

- › Respond to students' unique strengths, needs, experiences, and interests.
- › Adjust the explicitness and intensity of teaching based on knowledge of students' progress towards mastery of their current learning.
- › Hold high expectations for every student and be prepared to accelerate teaching sequences for students who are making progress ahead of curriculum expectations. [New Zealand-based research](#) shows that significant growth in foundational literacy skills can be achieved in the first 10 weeks of school, and that new-entrant English-language learners can achieve proficiency similar to that of other students in their first year at school.
- › Provide targeted, intensive teaching for students with identified needs or strengths sooner rather than later. Recent [New Zealand literacy evaluations](#) found that targeted support is more efficient and effective at closing gaps when students are under 6 years old, and that it can successfully close gaps over a 10-week period starting as early as 10 weeks after students have begun school.
- › Use the [English Language Learning Progressions and ELLP Pathway](#) to plan targeted language support for new learners of English. These learners need a strong oral-language foundation to support their language and literacy development.

Developing positive identities as communicators, readers, and writers

- › Provide opportunities for students to experience success in their learning by systematically and explicitly teaching new knowledge and skills in manageable steps.
- › Select texts to share with students that are fun and that speak to their interests, identities, languages, and cultures.
- › Support students to choose and talk about their favourite texts.

Working with texts

- › Although reading and writing are described in separate strands, they are increasingly used together across the learning areas. Texts that students read are used as models for their writing, and writing is often a response to what they have read.
- › Read rich-language texts to students daily to build their vocabularies, content knowledge, knowledge of text structures and features, word knowledge, comprehension skills, and love of books.
- › Provide decodable (phonically controlled) texts for students to practise recently taught grapheme-phoneme correspondences.
- › Use less-constrained texts to develop deeper reading-comprehension skills and enable statistical learning once students have built sufficient decoding knowledge. In the context of reading, statistical learning is the ability to recognise patterns and regularities in written language. It is a form of implicit learning and includes becoming aware of the probability that a particular grapheme will correspond to a particular phoneme.
- › Provide opportunities to strengthen knowledge and understanding of Aotearoa New Zealand perspectives when making meaning.
- › See the section on reading that describes year-level texts that students should be independently reading by the end of each year.

Oral language

		During the first 6 months <i>Informed by prior learning, teach students to:</i>	During the first year <i>Informed by prior learning, teach students to:</i>	During the second year <i>Informed by prior learning, teach students to:</i>	During the third year <i>Informed by prior learning, teach students to:</i>
Communicating ideas and information	Verbal reasoning	<ul style="list-style-type: none"> › describe themselves and their home context › describe familiar events, objects, or actions › give step-by-step instructions to others 	<ul style="list-style-type: none"> › describe photographs, illustrations, objects, and their own work / creations › give multi-step instructions 	<ul style="list-style-type: none"> › describe familiar events, objects, or actions using extended details › give detailed multi-step instructions 	<ul style="list-style-type: none"> › describe real or imaginary scenarios using extended details › give detailed instructions and explanations of processes and concepts
		<ul style="list-style-type: none"> › recount details of personal and shared experiences, scaffolded as needed by visuals or props › use play to explore and reenact familiar stories and scenarios 	<ul style="list-style-type: none"> › incorporate narrative elements and details when: <ul style="list-style-type: none"> – recounting personal and shared experiences – retelling familiar literary and cultural stories 	<ul style="list-style-type: none"> › incorporate narrative elements, descriptive details, and time connectives when: <ul style="list-style-type: none"> – recounting experiences and events in sequence – retelling and adapting familiar literary and cultural stories 	<ul style="list-style-type: none"> › incorporate narrative elements, sequential details, and causal relationships when: <ul style="list-style-type: none"> – recounting experiences and events – retelling and adapting familiar literary and cultural stories – predicting and describing events and tasks that may take place in the future
		<ul style="list-style-type: none"> › understand and use the terms ‘different’ and ‘same’ › describe how two real things are different from each other › sort items by attributes 	<ul style="list-style-type: none"> › understand and use the terms ‘similar’, ‘alike’, and ‘matching’ › describe some ways in which concrete items are similar and different, and classify items into given categories 	<ul style="list-style-type: none"> › compare concrete items, describing their similarities and differences › identify and explain the category of a group of items that share similar attributes 	<ul style="list-style-type: none"> › compare concrete and abstract items, explaining their similarities and differences › explain how items can be categorised, and give examples of items that belong in a given category

Teaching considerations

Effective verbal reasoning skills are essential for learning, communication, and reading comprehension. These skills are ideally embedded in learning conversations across all curriculum areas through intentional planning and explicit instruction.

Provide opportunities for students to use descriptive and narrative language with feedback / feedforward in all learning areas.

Enable students to use more complex language by using scaffolds such as question prompts, sentence stems, and visual supports.

Regular, deliberate practice with increasingly complex narrative language builds students’ confidence and fluency. Consider modelling and teaching students to use a consistent story-map structure or other visual support to help them organise their thoughts.

Scaffolds for developing narrative language can include:

- › physical objects such as puppets and props
- › sequencing cards
- › icons and written labels for narrative elements such as characters, setting, problem, and resolution, and for time connectives (e.g., first, after that, suddenly).

Explicitly teach the concepts and language of classification and comparison with techniques such as:

- › classifying and comparing concrete materials and situations before moving to abstract items
- › exploring attributes by asking questions such as “What does it do?”, “What is it made from?”, and “What does it have?”
- › supporting students’ thinking and discussion with scaffolds such as question prompts, sentence stems, concrete materials, and visual supports (e.g., Venn diagrams or graphic organisers) to demonstrate relationships between items
- › using think-alouds to explain your reasoning process, modelling how you identify attributes, differences, and similarities when classifying items
- › providing guided practice to develop these skills, embedded in content-area learning – for example, by comparing sharks and dolphins, solids and liquids, or two different cultures; classifying living things by attributes (e.g., plants or animals).

		During the first 6 months <i>Informed by prior learning, teach students to:</i>	During the first year <i>Informed by prior learning, teach students to:</i>	During the second year <i>Informed by prior learning, teach students to:</i>	During the third year <i>Informed by prior learning, teach students to:</i>
Communicating ideas and information	Presenting to others	› together with others, recite items such as short texts or songs	› independently recite items such as short texts or songs	› prepare and present short recitations and oral presentations on a topic, using visual or written scaffolds	› prepare and confidently present short recitations and oral presentations on a topic, using independently prepared prompts
	Taking on roles	› try to behave and speak as if they are someone or something else (e.g., an animal or familiar person)	› take on the role of someone else (e.g., a character from a familiar story)	› take on the role of someone else and interact with others	› maintain a role and show understanding by responding in role
Interpersonal communication	Non-verbal communication	› begin to understand and use facial expressions and gestures that support meaning › attempt appropriate, audible volume so they can be heard	› begin to use body language to show active listening › begin to use appropriate facial expression, gesture, body posture, and proximity to others to convey meaning › begin to adjust volume and pace	› continue to consolidate their understanding and use of non-verbal communication to convey meaning › experiment with volume and pace to convey meaning	› understand that body language may influence an audience › consider their position and posture when addressing an audience › experiment with volume and pace to convey meaning

Teaching considerations

Use techniques for teaching presenting to others, such as:

- › breaking down the presentation process into manageable steps, such as planning, practising, and delivering
- › providing regular opportunities for students to present to peers, adults, small groups, the whole class, and, where possible, to larger groups (e.g., at the syndicate or team hui)
- › encouraging students to watch and learn from each other's presentations, teaching them to provide and respond to feedback.

Teach students to take on roles with techniques such as:

- › setting up familiar scenarios for dramatic play (e.g., a supermarket or a doctor's office)
- › modelling the use of new vocabulary, sentence structures, voices, and mannerisms in simple role play.

Be mindful of cultural differences and unique neurodivergent preferences when teaching about non-verbal communication, as these can influence students' interpretations, degree of familiarity, and comfort.

Model, explain, and support students' development of the various aspects of non-verbal communication in the context of learning experiences and conversations.

		During the first 6 months <i>Informed by prior learning, teach students to:</i>	During the first year <i>Informed by prior learning, teach students to:</i>	During the second year <i>Informed by prior learning, teach students to:</i>	During the third year <i>Informed by prior learning, teach students to:</i>
Interpersonal communication	Listening and responding to others	<ul style="list-style-type: none"> › actively listen to speakers › initiate and join discussions and play › engage in respectful greetings and farewells 	<ul style="list-style-type: none"> › actively listen to speakers › participate in conversations, maintaining the topic and responding › offer reasons for their opinions › request assistance appropriately › attempt to negotiate solutions through conversation 	<ul style="list-style-type: none"> › participate in extended conversations, taking turns, actively listening, and contributing › ask clarifying questions › use sentence stems to respectfully agree, disagree, and add on to ideas › explain reasons for their opinions and ideas 	<ul style="list-style-type: none"> › participate in extended discussions, taking turns, actively listening, questioning, and contributing › add or omit details based on listener / audience knowledge › use sentence stems to reword, summarise, and build on others' ideas respectfully › change topics appropriately › offer opinions and perspectives that aren't their own

Teaching considerations

- Explicitly teach communication skills and scaffold students' learning through activities such as:
- › modelling, think-alouds, and structured practice opportunities in pair and group discussions with prompts and supportive feedback
 - › demonstrations, visual supports, and prompts
 - › teaching sentence stems and useful phrases.

		During the first 6 months <i>Informed by prior learning, teach students to:</i>	During the first year <i>Informed by prior learning, teach students to:</i>	During the second year <i>Informed by prior learning, teach students to:</i>	During the third year <i>Informed by prior learning, teach students to:</i>
Vocabulary and grammar	Vocabulary	<ul style="list-style-type: none"> › use accurate nouns and verbs relating to themselves, their bodies, and everyday home and school life (e.g., sprint, shoulder, classroom, ruler) 	<ul style="list-style-type: none"> › use topic-specific nouns and verbs relating to the wider school and community environment (e.g., cafe, menu, vehicle, ambulance, rescue) 	<ul style="list-style-type: none"> › use appropriate and specific vocabulary to name and describe objects and actions › choose suitable descriptive adjectives and nouns relevant to the audience and purpose › use precise nouns, verbs, and adjectives relating to content-area learning (e.g., kahawai, gigantic, gallop, recipe) 	<ul style="list-style-type: none"> › use precise nouns, verbs, and adjectives relating to content-area learning (e.g., reproduce, aggressive, nocturnal) › adapt vocabulary for the audience and purpose
		<ul style="list-style-type: none"> › correctly use precise vocabulary, including adverbs of time and words for: <ul style="list-style-type: none"> - colours - basic shapes - quantity - sensory attributes - physical sensations - size - space and position 	<ul style="list-style-type: none"> › correctly use precise vocabulary, including: <ul style="list-style-type: none"> - words for emotions and shapes - adverbs of manner (e.g., sadly, slowly) 	<ul style="list-style-type: none"> › correctly use precise vocabulary, including adverbs of frequency (e.g., daily) and place (e.g., outside), and words for: <ul style="list-style-type: none"> - thinking, learning, and self-regulation - texture and materials - character traits and personal qualities - social relationships and collaboration 	<ul style="list-style-type: none"> › define and use precise vocabulary, including words for indicating degree (e.g., completely)

Teaching considerations

Teaching vocabulary is an essential component of building knowledge; both knowledge of how language works and content knowledge across the curriculum. Students learn and retain new vocabulary most effectively within thematic units, sustained over time.

Teach vocabulary explicitly by:

- › teaching the correct pronunciation of a word
- › using the word in the context of the learning situation and then in a related sentence
- › supplying a student-friendly definition
- › giving examples of correct and incorrect use
- › making connections with other words and related knowledge through exploration of morphemes, synonyms, antonyms, categories, and attributes, and by drawing on students' own knowledge
- › illustrating learning by using visual features and graphic organisers
- › teaching how to read and spell a word – knowing the word in print supports vocabulary learning
- › providing spaced practice opportunities for students to hear, say, read, and write the words
- › nurturing students' curiosity about and appreciation of words
- › teaching word-learning skills such as asking questions about words and discussing their meanings and connections
- › modelling and explaining how to use print and digital sources to find out the meanings of unknown words.

		During the first 6 months <i>Informed by prior learning, teach students to:</i>	During the first year <i>Informed by prior learning, teach students to:</i>	During the second year <i>Informed by prior learning, teach students to:</i>	During the third year <i>Informed by prior learning, teach students to:</i>
Vocabulary and grammar	Sentence structures and morphology	<ul style="list-style-type: none"> › communicate in complete sentences with a subject and verb, correctly using: <ul style="list-style-type: none"> - present-tense verbs (suffixes -ing, -s) - regular plural nouns (suffix -s) 	communicate in complete sentences, correctly using: <ul style="list-style-type: none"> - regular past-tense verbs (suffix -ed) - comparative and superlative adjectives (suffixes -er and -est) - coordinating conjunctions (e.g., and, but, for, so) - sequencing connectives 	communicate in complete sentences, correctly using: <ul style="list-style-type: none"> - common irregular plural nouns and past-tense verbs - third-person singular present-tense verbs (suffix -s) - adverbs (suffix -ly) - subordinating conjunctions (e.g., because, until, when) - time connectives 	<ul style="list-style-type: none"> › communicate in complete sentences, correctly using subject-verb agreement, conditional conjunctions (e.g., unless, whether), and a range of connectives to organise and sequence ideas
Communication for learning	Metacognition	<ul style="list-style-type: none"> › request assistance appropriately to support their own learning 	<ul style="list-style-type: none"> › reflect on what they have learned › identify what they have found easy or more difficult in their learning 	<ul style="list-style-type: none"> › reflect on what they have learned, and explain some steps in their learning process › evaluate what they did well or need to improve on after completing a task 	<ul style="list-style-type: none"> › reflect on and explain their learning › select and use taught strategies to improve their learning
	Self-regulation	<ul style="list-style-type: none"> › identify and communicate basic physical needs, opinions, and preferences › understand the expected talk, behaviour, and routines of the classroom. 	<ul style="list-style-type: none"> › express their feelings, opinions, and preferences about their learning and experiences › begin to differentiate between wants and needs. 	<ul style="list-style-type: none"> › use a growing vocabulary to describe their thoughts and feelings about their learning and experiences › express needs and wants to a trusted or familiar adult. 	<ul style="list-style-type: none"> › talk through problems or challenges with teachers and peers to identify and explain causes and potential solutions.

Teaching considerations

Teach sentence structure and morphological awareness explicitly through oral language in all curriculum areas. This helps students express their thoughts and ideas clearly and precisely, supporting learning across the curriculum.

Morphological awareness supports vocabulary learning, comprehension, word-reading, and spelling.

Teaching specific morphemes and sentence structures can be done both explicitly and incidentally, for example, by:

- › modelling full, accurate responses, providing a clear example of effective language use
- › teaching students how spoken words can be broken down into meaningful parts (morphemes) and recombined to develop their understanding of how the words work
- › introducing new morphemes and sentence structures with topics familiar to students, embedding speaking and listening practice within learning throughout all curriculum areas, rather than in isolated grammar lessons
- › using oral sentence-combining to practise new structural elements
- › scaffolding learning by using visual supports, colour-coding, and manipulatives to indicate sentence parts
- › providing sentence stems for the use of new structures (e.g., “Before they hatch, ____.”).

Explicitly teach students age-appropriate metacognitive and self-regulation strategies such as: self-monitoring, self-evaluation, goal setting, and positive self-talk.

Use modelling, think-alouds, and scaffolding techniques that support students to become aware of their own thinking processes and learn how to manage these processes to improve their learning.

Explicitly teach vocabulary for expressing feelings of challenge (e.g., hard, difficult, easy) and guide students in identifying the reasons behind these feelings.

Encourage students to reflect on and justify their thinking, and to formulate their own questions about their learning.

Teach students to use language and self-talk that foster perseverance, self-efficacy, and an understanding that success is linked to effort rather than luck.

Reading

Working with year-level texts

The texts that students read become increasingly complex over time, supporting them to understand text in all learning areas at each year level. For this to occur, when the purpose of the reading is other than learning decoding or reading for pleasure, students need opportunities to engage with texts at or above the complexity described below for each year level. Although fluent readers may still work with simple texts, particularly to reduce cognitive load when new skills or concepts are being introduced, they will be working predominantly with texts that are at least at their year level. This does not mean you should prevent able readers from reading more complex texts; most texts will be at their year level or above. During phase 1, the focus will be on written texts. Many of these texts will also include visual elements such as pictures and illustrations.

Decodable (phonically controlled) texts are used primarily to practise phoneme-grapheme correspondences. Although comprehension opportunities will be less complex in these texts than in those you read aloud to students, you should include a focus on meaning making with every text students read.

The texts referred to on pages 45–47 have been designed for students in New Zealand.

Noticing, recognising, and responding to students' strengths and needs

Except when they are specifically learning to decode text or reading for pleasure, students who are still consolidating their decoding skills need to access year-level texts to develop skills and knowledge (including vocabulary, comprehension, and content knowledge) alongside their peers. Help students do this by adapting the relevant supports and scaffolds, rather than by simplifying or modifying texts. An effective way to accelerate students' learning is to explicitly teach them the features of year-level texts that carry meaning. This will enable them to make sense of texts that are above their traditional 'instructional level'. Students who need to accelerate their decoding skills will continue to require frequent, intensive, and explicit teaching and practice in flexible small groups, targeting their decoding needs.

Students who reach decoding mastery at an accelerated rate of progress need opportunities for enrichment and extension in other literacy domains, such as vocabulary and comprehension, and ample opportunities to read increasingly challenging text.

Texts for the first six months at school

At this level, students are likely to be reading decodable texts in which single-consonant, short-vowel, consonant-digraph, and phoneme-grapheme correspondences are practised in connected text.

These include texts at the Kākano level of the Ready to Read Phonics Plus scope and sequence. These texts have been designed around a scope and sequence of grapheme-phoneme correspondences and include:

- › a simple narrative with a clear beginning, middle, and end
- › some high-frequency words.

Texts for the second half of the first year at school

At this level, students are likely to be reading decodable texts in which consonant patterns, adjacent consonants, and a range of long-vowel phoneme-grapheme correspondences are practised in connected text. These include texts at the Tupu and Māhuri levels of the Ready to Read Phonics Plus scope and sequence. These texts are designed around a scope and sequence of grapheme-phoneme correspondences and include:

- › a variety of sentence structures, including compound, and some complex sentences, with an increasing number of high-frequency words
- › a narrative that has a beginning, middle, and end and that may include a problem and a resolution.

As soon as students can accurately decode texts with words that contain consonant digraphs and adjacent consonants, and have learned long-vowel patterns from early in the chosen phonics scope and sequence, they will be reading a wide range of carefully selected texts with teacher support in ways that align with structured literacy approaches. These texts could include Ready to Read colour-wheel books up to Green level. They will include:

- › generally familiar contexts and settings, one text form, and one main storyline or topic
- › content that is mostly explicitly stated, but also some implicit content that provides opportunities for simple inferences
- › dialogue between easily identified speakers
- › illustrations that support and extend the meaning but do not exactly match the words
- › sentences that run over more than one line without splitting phrases
- › topic words and interest words (including a wide range of regular and irregular verbs and some adjectives and adverbs) that are likely to be in a reader's oral vocabulary and whose meaning is strongly supported by the context or illustrations
- › a range of punctuation, including speech marks and commas, to support phrasing and meaning
- › some visual-language features such as diagrams or speech bubbles.

Texts for the second year at school

Early in year 2, students are likely to be reading decodable texts in which r-controlled vowels, alternative spellings, diphthongs, and morphemes are used in connected text. These could include texts at the Māhuri and Rākau levels of the Ready to Read Phonics Plus scope and sequence. These texts are designed around a scope and sequence of phoneme-grapheme correspondences. They include:

- › a narrative that has a beginning, middle, and end and that may include more than one problem and resolution
- › a variety of sentence structures, including complex sentences.

Students will also be reading a wide range of carefully selected texts (e.g., Ready to Read colour-wheel books at Orange and Turquoise levels) in ways that align with structured literacy approaches. These texts will have characteristics that include:

- › some settings and contexts that may be outside the students' prior knowledge but that they can easily relate to
- › a mix of explicit and implicit content that provides opportunities for simple inferences
- › illustrations that support the meaning and that may suggest new ideas or viewpoints
- › mostly familiar words, but some new topic words and descriptive language (e.g., synonyms, definitions, or explanations) whose meaning is supported by the context
- › visual-language features such as labelled diagrams, inset photographs, and bold text for topic words linked to a glossary.

Texts for the third year at school

Students will be reading fiction and non-fiction texts of varying lengths, such as Ready to Read colour-wheel books at Purple and Gold levels, Junior Journals, CHAPTERS, and texts from other sources, in ways that are aligned with structured literacy approaches. These texts will have characteristics that include:

- › some unfamiliar contexts and settings with shifts in time and place, many characters and events, and more than one storyline in narrative texts
- › a variety of sentence structures, including complex sentences
- › frequent use of dialogue, some of which is not explicitly attributed, and more than one character speaking on a page
- › some unfamiliar words and phrases whose meaning is supported by the context or illustrations, including descriptive vocabulary, subject-specific vocabulary, and commonly used words with multiple meanings

- › a mix of explicit and implicit content, requiring students to make connections between ideas expressed in the text or illustrations and their prior knowledge in order to make simple inferences
- › some pages with no illustrations
- › visual-language features such as subheadings, text boxes, footnotes, glossaries, indexes, and diagrams and maps that are clearly explained and linked to the body text
- › ideas and information organised in paragraphs
- › text that encourages critical analysis by raising wonderings and questions in the mind of the reader within texts and across texts.

These texts will include a range of poetry, children's literature, visual and graphic texts, and informational texts from a range of sources, including digital sources.

		During the first 6 months <i>Informed by prior learning, teach students to:</i>	During the first year <i>Informed by prior learning, teach students to:</i>	During the second year <i>Informed by prior learning, teach students to:</i>	During the third year <i>Informed by prior learning, teach students to:</i>
Word recognition	Phonemic awareness and phonics knowledge	› orally identify the first, last, and middle phonemes in a three-phoneme word, and connect to print	› discriminate between short- and long- vowel phonemes		
		› orally blend up to three phonemes to make words (e.g., bat, fun)	› orally blend up to six phonemes to make words (e.g., sprint, picnic)		
		› name lower- and upper-case letters of the alphabet and match letters to consonant and short-vowel phonemes	› pronounce the phoneme for all consonant digraphs (e.g., ch, sh) and some long-vowel patterns	› pronounce the phoneme for common vowel teams (e.g., ai, igh), diphthongs (e.g., oy), and r-controlled vowels (e.g., ar, ir)	› decode words with less-common graphemes, noting the phoneme-grapheme correspondences
	Decoding	› decode consonant-vowel-consonant (CVC) words in isolation and in connected text, using their phonics knowledge	› decode words with adjacent consonants, consonant digraphs, and some long-vowel patterns in connected text, using their phonics knowledge	› decode common words with long-vowel patterns, diphthongs, and r-controlled vowels in connected text, using their phonics knowledge	› decode words with less-common spellings, using their phonics knowledge
		› decode CVC words with the suffix -s, using their phonics and morpheme knowledge	› decode words with the suffixes -ed and -ing, using their phonics and morpheme knowledge	› decode words with a range of common prefixes (re-, un-) and suffixes (-er, -est, -ly), using their phonics and morpheme knowledge	› decode words with a wide range of prefixes (in-, dis-) and suffixes (-less, -ful), using their phonics and morpheme knowledge

Teaching considerations

Teach phonemes together with graphemes, as current research indicates that this leads to stronger reading outcomes than providing oral phonemic awareness activities without letters.

Once learners are aware that spoken words are made up of phonemes, and that phonemes are represented by graphemes in written words, phonemic awareness is best developed in the context of learning to decode and spell words.

Provide opportunities for students to develop phonemic awareness and phonics knowledge through activities and resources such as:

- › Word chains – these are a good way to simultaneously develop phonemic awareness, phonics knowledge, and the skills of decoding and spelling. A word chain substitutes one phoneme at a time (e.g., changing map → mop → top → stop).
- › Sound and phonics cards – these support you to teach articulation of phonemes (taking into consideration students’ dialects and accents), grapheme-phoneme correspondences, blending, and segmenting. [Ready to Read Phonics Plus](#) sound and phonics cards are one example.

A comprehensive, systematic, synthetic phonics scope and sequence provides a detailed sequence of grapheme-phoneme correspondences to guide your teaching. The [Ready to Read Phonics Plus scope and sequence](#) is one example.

Be responsive to students’ strengths and needs. This includes the use of fingerspelling for students who use NZSL, or Braille for students who are blind. For emergent bilingual and multilingual learners, seek information about the phonemes present in their known language(s), as English phonemes that are not present in their other language(s) are likely to need careful teaching and practice.

Develop students’ new phonic and morphological knowledge and skills by providing frequent, repeated, spaced, and varied opportunities for deliberate practice. Make sure that students develop accuracy and automaticity when they are decoding at word, sentence, and whole-text level.

Give responsive feedback, and correct errors promptly and supportively.

Ask students to write words that apply their new grapheme-phoneme correspondences learning. This will reinforce the connections between graphemes and phonemes.

Explicitly teach students to decode words by using continuous blending. This involves sounding out words without stopping between phonemes (e.g., “mmmmaaat”). Model this by sliding your finger under the word rather than pointing to each grapheme separately.

Note that unstressed syllables have vowels that don’t make their typical sounds. Instead, they make sounds known as the schwa. The schwa often sounds like the short u sound or the short i sound, like the sound for ‘er’ in water, or the sound for ‘o’ in police. Teaching students about the schwa sound can be helpful when they begin to read multisyllabic words because it is the most common vowel sound in the English language.

Teach students to apply their phonic and morphological knowledge when decoding words that they do not yet recognise automatically, and not context and picture cues. Context and picture cues can be used to support making meaning.

Provide multiple opportunities for students to learn high-frequency words by mapping their grapheme-phoneme correspondences in the same way they would map other words. This will enable orthographic mapping, which is the process of connecting the spelling, pronunciation, and meaning of a word in long-term memory for instant retrieval as a ‘sight’ word. Draw attention to any unknown or irregular grapheme-phoneme correspondence(s).

You could further develop students’ phonic and morphological skills by using games that provide varied and fun ways for students to practise the skills you have already explicitly taught. For example, you could use [Ready to Read Phonics Plus games](#). *(continued on the next page)*

		During the first 6 months <i>Informed by prior learning, teach students to:</i>	During the first year <i>Informed by prior learning, teach students to:</i>	During the second year <i>Informed by prior learning, teach students to:</i>	During the third year <i>Informed by prior learning, teach students to:</i>
Word recognition	Decoding		› decode two-syllable words with a closed-syllable pattern (e.g., rapid and picnic), using their phonics knowledge	› decode two- and three-syllable words with all taught correspondences (e.g., costume and lightning), using their phonics and morpheme knowledge	› decode multi-syllable words, including words with unstressed syllables, using their syllable, morpheme, and word knowledge
		› read the most common high-frequency words in decodable texts at their year level	› read the most common high-frequency words in decodable texts at their year level	› read the most common high-frequency words in decodable texts at their year level	› use their phonics and morpheme knowledge to read words that are not entirely regular, including high-frequency words
		› self-correct their decoding attempts using taught grapheme-phoneme knowledge	› self-correct their decoding attempts using grapheme-phoneme knowledge	› adjust their decoding attempts by varying pronunciation, making use of different phonemes represented by the graphemes, and confirming with oral vocabulary	› adjust their decoding attempts by applying the variety of phonemes that graphemes can represent, including the schwa sound in unstressed syllables, and confirming with oral vocabulary

Teaching considerations

Use your chosen phonics scope and sequence responsively, adapting your teaching to meet the needs and strengths of your students:

- › For students who need additional teaching to accelerate their decoding skills, continue to provide frequent, explicit practice of targeted knowledge and skills. The Phonics Checks after 20 weeks and 40 weeks at school will help identify students who would benefit from additional support. Use more detailed diagnostic skills assessments to find out what students already know and need to learn next. These will assist you to form flexible small groups around specific needs.
- › Provide students who reach decoding mastery more quickly with opportunities for enrichment and extension in other literacy domains, such as vocabulary and comprehension, and give them ample opportunities to read increasingly challenging texts.

Consider the best books to support students' developing skills:

- › Decodable texts support students to apply and practise taught grapheme-phoneme correspondences.
- › Monitor when students can accurately decode text with most consonant spellings and have learned long-vowel patterns from early in the chosen phonics scope and sequence. Then continue to use decodable texts for new learning, and begin to use carefully selected, less-controlled texts in ways that align with structured literacy approaches.
- › Engaging with less-controlled texts promotes the statistical learning required for reading proficiency. In the context of reading, statistical learning is the ability to recognise patterns and regularities in written language. It is a form of implicit learning and includes becoming aware of the probability that a particular grapheme will correspond to a particular phoneme.

		During the first 6 months <i>Informed by prior learning, teach students to:</i>	During the first year <i>Informed by prior learning, teach students to:</i>	During the second year <i>Informed by prior learning, teach students to:</i>	During the third year <i>Informed by prior learning, teach students to:</i>
Word recognition	Conventions of print	› match spoken words to written words while decoding (word-to-word matching), pointing to words if necessary			
		› read from left to right and use a return sweep for the next line of text			
		› identify capital letters and full stops to explain where sentences begin and end	› identify capital letters, full stops, and exclamation marks to explain where sentences begin and end, and basic punctuation such as speech marks	› identify and explain the purpose of basic punctuation such as speech marks, commas, exclamation marks, and question marks	› identify and explain the purpose of punctuation features such as speech marks, commas, exclamation marks, question marks, and parentheses, and print features such as bold print and italics
	Fluency	› read words with learned grapheme-phoneme correspondences quickly, as blended units	› read words with learned grapheme-phoneme correspondences accurately and automatically › read decodable sentences and year 1 level text , with phrasing and growing automaticity	› read year 2 level text , accurately, with expression, and at oral-reading fluency rates appropriate for year 2 students	› read year 3 level text , accurately, with expression, and at appropriate oral-reading fluency rates for year 3 students

Teaching considerations

Discuss and demonstrate the use of print conventions during shared reading, small group reading, and modelled writing.

If students are learning English as an additional language, consider any differences between the script (e.g., symbols or letters) and print conventions (e.g., direction of text) of English and those of their home and heritage languages.

Fluent reading – with accuracy, appropriate rate, automaticity, and expression – is necessary for reading comprehension. Fluency will begin to develop once students reach proficiency in phonics knowledge and decoding skills. Use an Oral Reading Fluency (ORF) assessment to identify students who need more targeted teaching support, and to monitor their progress regularly over time.

Time spent reading text is critical. Students need daily opportunities to practise reading in order to consolidate accurate decoding skills, develop automaticity and expression, and enable reading comprehension. Reading aloud provides more effective practice than silent reading until students have developed sufficient oral-reading fluency.

Support students to develop their fluency through evidence-based strategies such as:

- › modelling fluent reading through daily read-alouds, using phrasing and expression
- › teaching students to respond to punctuation when reading aloud and to group words in phrases for expression, stress, and intonation
- › encouraging students to make their reading sound like spoken language, to support their understanding of what they read
- › using choral reading, echo reading, partner reading, and repeated reading
- › encouraging continuous wide reading, where students read a variety of texts, which also builds vocabulary and background knowledge
- › reading a number of slightly different texts on the same topic to improve both comprehension and fluency.

		During the first 6 months <i>Informed by prior learning, teach students to:</i>	During the first year <i>Informed by prior learning, teach students to:</i>	During the second year <i>Informed by prior learning, teach students to:</i>	During the third year <i>Informed by prior learning, teach students to:</i>
Comprehension	Vocabulary	› notice and ask questions about new or unfamiliar words as they arise in texts that are read to them	› ask questions about unfamiliar words, and use context clues from the text to identify the meaning of those words, when text is being read to them	› use context clues and knowledge of syntax to determine the meaning of unknown words and phrases in texts that are read to them	› use knowledge of context clues, prefixes, and root words to understand new vocabulary in texts that are read to them
				› use knowledge from other year 2 learning areas and topics to determine the meaning of words and phrases in a text	› use knowledge from other year 3 learning areas and topics to determine the meaning of words and phrases in a text
	Sentence structure	› read and comprehend simple sentences	› read and comprehend both extended simple and compound sentences › follow the subject in consecutive sentences, even when a pronoun, synonym, or noun phrase is used	› read complex sentences with subordinating conjunctions, holding the meaning across the whole sentence › follow the subject in consecutive sentences, even when a pronoun, synonym, or noun phrase is used	› read and hold meaning across longer sentences and between sentences

Teaching considerations

Vocabulary knowledge is vital for developing comprehension skills.

Explicitly teach vocabulary that is at students' age-appropriate, oral-language level, rather than at their decoding level. Encourage them to proactively ask questions about unfamiliar words.

In the first year or two of this phase, vocabulary teaching will usually take place during interactive read-alouds, when you are reading to students. It is best to do this by quickly supplying student-friendly definitions, rather than by canvassing the class for guesses about the word's meaning. This ensures that the flow of the story is not lost and that students do not remember the incorrect meanings.

Context clues should only be used to work out the meaning of words, not to work out what the word is. They may sometimes, however, alert the reader to a decoding error when the meaning of a sentence has been lost.

When teaching students how to use context clues for meaning, deliberately point out clues in the surrounding sentences. For example, say, "Let's look at the other words around it to figure out the meaning." Use think-alouds to model how you use context clues.

For some students, new vocabulary learning will centre on less-common words and words that express abstract concepts. In addition, English language learners and students with language-related learning challenges will benefit from explicit teaching and incidental support for some common, everyday vocabulary.

Making sense of a range of sentence structures is fundamental for reading comprehension, and using that knowledge helps students to write clearly.

Demonstrate how to clarify the meaning of a sentence by breaking it down and paraphrasing what it means.

To develop understanding of sentence structures, you could find and explore a range of sentence structures during shared reading and interactive read-alouds.

		During the first 6 months <i>Informed by prior learning, teach students to:</i>	During the first year <i>Informed by prior learning, teach students to:</i>	During the second year <i>Informed by prior learning, teach students to:</i>	During the third year <i>Informed by prior learning, teach students to:</i>
Comprehension	Text forms and genre	› distinguish between texts that entertain and texts that inform	› distinguish between different types of text that entertain (e.g., poems or stories)	› identify and discuss the purpose, and some of the characteristics, of different types of texts that entertain and texts that inform › identify and discuss the purpose and some of the characteristics of texts from their own or others' cultures	› identify the audience and purpose of texts that entertain, inform, and persuade › identify the audience and purpose of texts from their own and others' cultures
	Text structure, style, and features	› recognise basic features of texts that entertain, such as chronological order in stories or sound patterns in poetry (e.g., rhyme)	› notice and discuss the features of texts including setting, character, and main events in stories and the use of sound in poetry (e.g., alliteration and rhyme)	› identify and discuss text features and their purpose (e.g., titles, headings, images, table of contents), the use of story grammar, and how the author uses language purposefully › identify and discuss text features and their purpose, the use of story grammar, and how language is used purposefully in texts from their own or others' cultures	› explore how texts are structured (problem-solution, compare-contrast), the use of text features (visual elements, headings, glossaries, chapters, scenes) and how language is used (tense, figurative and topic-specific language) › explore how texts are structured, the use of text features, and how language is used in texts from their own and others' cultures

Teaching considerations

To comprehend a whole text, students need both general knowledge and vocabulary knowledge. Throughout the school day, students should have opportunities to widen their knowledge and engage with a range of texts that support learning across curriculum learning areas. Most of the texts used for teaching comprehension will be read to students in this phase, particularly in the first two years of schooling.

When you are reading to students, select texts that introduce them to a range of text forms, purposes, and genres, including poetry, picture books, and informational texts. Point out that some texts can meet more than one purpose, such as being both informative and entertaining.

Explicitly teach students to recognise and understand the features and structures of texts (e.g., through the use of exemplar texts).

Explicitly teaching text structures during reading supports better comprehension, as it enables students to focus on key information and make sense of the content. It also supports students to apply that knowledge in their writing.

Ensure that the complexity of the text is appropriate for students.

For students to know that there are stories and ideas from New Zealand, pay particular attention to texts valuing te ao Māori and Māori perspectives. To further build students' understanding of what it means to live in the Pacific, explore texts by Pacific authors and others who have made New Zealand their home.

Selecting texts because they are fun, or because they speak to the interests, identities, languages, and cultures of students, helps to demonstrate that stories are a source of joy and nourishment.

Although you cannot ensure that students grow to love reading, you can put in place the right conditions to make it more likely. Success in reading usually helps to build students' engagement. You can also build their engagement with reading by encouraging them to choose and talk about favourite texts (some of which you may have introduced to them in read-alouds).

		During the first 6 months <i>Informed by prior learning, teach students to:</i>	During the first year <i>Informed by prior learning, teach students to:</i>	During the second year <i>Informed by prior learning, teach students to:</i>	During the third year <i>Informed by prior learning, teach students to:</i>
Comprehension	Comprehension monitoring	› use their prior knowledge of a topic or concept, along with their knowledge of words, to respond to questions (e.g., how or why) about texts	› respond to questions (e.g., how or why) and open-ended prompts about texts › monitor their own understanding of texts by checking that each sentence they have read makes sense › use rereading as a strategy to find where and why meaning broke down	› monitor their understanding of texts and attempt to repair meaning by rereading, drawing on their prior knowledge and knowledge of words, and asking questions (e.g., what, how, or why)	› monitor their understanding of a range of texts and repair meaning by adjusting reading speed to accommodate complexity, rereading, visualising, checking, decoding, and asking and answering questions of the text
	Summarising and drawing conclusions	› identify the main event in texts that entertain and the main topic or idea in texts that inform	› retell the key details from a text in response to prompting questions (e.g., who or what)	› identify the key message or idea in a text, and retell the key details of the text in response to sequence questions (e.g., what happened? when did it happen? who did it happen to? what happened next?)	› identify the central message or main idea in a text, and provide the key details in sequence, beginning to use paragraphs as a structural guide to identify the main ideas
	Inferring using evidence	› use prior knowledge to predict what might happen next in a text	› use what has happened in a text, along with their prior knowledge, to predict what might happen next	› use what is stated in a text, along with their prior knowledge, to predict what might happen next › draw inferences, using visual images in the text to check and support those inferences	› make use of stated and implied information or ideas in a text to make connections with their own knowledge, to draw inferences, and to make meaning

Teaching considerations

Students can practise applying comprehension skills both when reading texts and when listening to texts. All texts, including decodable texts, provide opportunities for using comprehension skills to make meaning,

Model your own thought processes by thinking aloud to show students what to do when they find problems in texts. These problems could include unknown words, conflicts with prior knowledge, and inconsistencies. Demonstrate what they can do to solve these problems. For example, during and after reading or listening to the text, ask questions such as “Does that make sense?”, “Why did ...?”, “How does that connect with ...?”, or “How does this information fit with what I already know about this topic?”

Summarising and drawing conclusions are powerful skills because they improve students’ memory of what they have read. They can also be used as a comprehension check.

Explicitly teach summarising skills when reading to and with students. Encourage them to also use these skills when they are reading texts for themselves. These skills can be modelled and practised several times during the day with a variety of texts.

Explicitly teach students to summarise text by using think-alouds. Model how to find the main ideas, crucial details, keywords, and phrases, and to identify irrelevant details that can be ignored. You could then teach students how to combine these ideas into a single, informative sentence, called a gist statement.

Explicitly teach students to infer meaning from texts by modelling and using think-alouds. Teach students to use clues in the text and their prior knowledge to make predictions and inferences.

Younger students could practise inferring information using illustrations.

Use questions to guide students about what they know and what they still need to find out to make inferences about the text.

		During the first 6 months <i>Informed by prior learning, teach students to:</i>	During the first year <i>Informed by prior learning, teach students to:</i>	During the second year <i>Informed by prior learning, teach students to:</i>	During the third year <i>Informed by prior learning, teach students to:</i>
Critical analysis	Identifying perspectives		<ul style="list-style-type: none"> › discuss how words in a text can make the reader feel a certain way about a character or event 	<ul style="list-style-type: none"> › discuss how text creators choose words, symbols, images, and other text features to communicate their intended meaning or perspective 	<ul style="list-style-type: none"> › share what they notice is included and missing from texts (e.g., perspectives shown or not shown) and explain the effect of this › discuss how language, text features, and visual images are used to influence feelings, thoughts, and actions
	Connecting and responding	<ul style="list-style-type: none"> › make personal connections to texts by sharing their feelings and thoughts, drawn from their experiences, about the characters or ideas in texts. 	<ul style="list-style-type: none"> › respond to, share opinions about, and make connections to texts by drawing on their knowledge of topics, their experiences, and their knowledge of the world. 	<ul style="list-style-type: none"> › identify connections between the ideas expressed in texts and their own knowledge of topics and other texts, their experiences, and their knowledge of the world › respond to texts by sharing opinions and personal feelings about the ideas in texts. 	<ul style="list-style-type: none"> › make connections within and between texts and their own knowledge of topics, their experiences, and their knowledge of the world › discuss differences and similarities in how texts are interpreted or viewed › respond to texts by sharing opinions and personal thoughts and feelings about the ideas in texts.

Teaching considerations

Carefully select texts that provide opportunities to see into different places, times, and cultures, going beyond the actual experiences of students. They might include stories, news reports, information texts, and letters.

Explicitly teach and model:

- › recognising opinions in a text and acknowledging that it is OK for others to have different opinions from their own
- › how to respond to others who have different points of view from their own
- › how to back up their opinions with evidence from the text
- › how to make connections between their own experiences and the text
- › the specific language that they might need to use (e.g., stereotype, included, excluded).

Ask students questions such as:

- › How are your experiences or views similar to or different from those in the text?
- › Who was the author thinking about?
- › Whose voice is included and whose is missing. What is the effect of this?

The different kinds of knowledge that students bring to text, including topic, disciplinary, cultural, and general knowledge, all contribute to their understanding of texts.

Explicitly teach students not only to use their existing knowledge, but also to refine it by seeking new information.

Classroom environments need to be safe places where students feel comfortable sharing their knowledge so that different perspectives can be heard and understood. Early in this phase, teach students what it means to have and express opinions. Make sure they understand that their opinion might differ from other people's and that different opinions are OK.

Deliberately build students' depth and breadth of knowledge by introducing them to rich, complex texts, experiences, and discussions,

Use questioning before, during, and after reading. This allows you to check the knowledge that students already have and are developing as they read.

Writing

		During the first 6 months <i>Informed by prior learning, teach students to:</i>	During the first year <i>Informed by prior learning, teach students to:</i>	During the second year <i>Informed by prior learning, teach students to:</i>	During the third year <i>Informed by prior learning, teach students to:</i>
Transcription skills	Handwriting	› form most lower-case letters and numerals correctly and legibly, with each letter or numeral on the line	› form most lower- and upper-case letters and numerals correctly and legibly, with each letter or numeral on the line, and attending to size and spacing	› form all letters and numerals correctly and legibly, attending to size, placement, and spacing	› print all letters and numerals correctly and legibly, attending to size, placement, spacing, and slope with ease and automaticity
		› sit comfortably, apply a comfortable amount of pressure, and use a functional pencil grip, with support	› sit comfortably, apply a comfortable amount of pressure, and use a functional pencil grip, independently	› consistently practise good posture and a comfortable grip when writing	› consistently practise good posture and a comfortable grip when writing across the curriculum

Teaching considerations

Explicitly teach handwriting every day for at least 10 minutes using a consistent, school-wide approach.

As you introduce new graphemes in the phonics scope and sequence, teach students lower-case and upper-case letter formations.

During handwriting instruction, teach and provide practice with groups of letters that are formed with similar motor patterns:

- › rounded 'c' shape: c, a, d, g, q, o, e
- › curve start: s, f
- › straight down start: l, t, i, j, r, n, m, p, h, b, k, y, u
- › slants: v, w, x, z.

Teach the correct starting points, stroke direction, pencil lifts, stopping points, shape, size, and slope. Use consistent verbal instructions for how to form each letter and numeral.

Model letter and numeral formation and watch closely as students practise. If you see an error or confusion developing, re-model for the student and support them to practise correctly.

Support students with their handwriting during writing time also, to avoid errors and confusions being practised.

		During the first 6 months <i>Informed by prior learning, teach students to:</i>	During the first year <i>Informed by prior learning, teach students to:</i>	During the second year <i>Informed by prior learning, teach students to:</i>	During the third year <i>Informed by prior learning, teach students to:</i>
Transcription skills	Spelling	› orally segment phonemes in a single-syllable, CVC word	› orally segment phonemes in a single-syllable, CCVC or CVCC word	› orally segment two-syllable words into syllables, then segment syllables into phonemes for spelling	› orally segment multi-syllable words into syllables, then segment syllables into phonemes for spelling
		› map graphemes to phonemes for the five short vowels and some single-letter consonants to spell some CVC words	› map graphemes to phonemes for the five short vowels, all single-letter consonants, and some consonant digraphs › apply phoneme-to-grapheme knowledge to spell single-syllable CVC words, words with consonant digraphs (e.g., sh, th, ng), and words with two adjacent consonants (CVCC, CCVC)	› map graphemes to phonemes for all short-vowel and consonant phonemes, including double consonants (e.g., ff, ss), consonant digraphs and trigraphs (e.g., -dge, -tch), and up to three adjacent consonants (CCCVC, CCCVCC)	
				› spell words with the vowel patterns: - <a_e>, <ai>, <ay> representing /long a/ - <e_e> representing /long e/ - <i_e> representing /long i/ - <o_e> representing /long o/ - <u_e> representing /long u/	› spell words with the vowel patterns: - <oo> as in 'good' - <oy> and <oi> as in 'coin' and 'toy' - <ee>, <ea> representing /long e/ - <oa>, <ow> representing /long o/

Teaching considerations

Students will develop these skills and build this knowledge in the contexts of learning to write and learning to read.

Teach spelling every day and provide multiple opportunities for practice and review.

Explicitly teach students:

- › to identify syllables within words
- › to segment words or syllables into phonemes
- › to spell irregular, high-frequency words, closely analysing how the graphemes represent the phonemes of the word, which parts are spelt regularly, and which parts need careful attention to remember
- › spelling patterns and spelling conventions.

In the early stages of this phase, the phoneme-grapheme correspondences needed for spelling and reading are often taught together.

Practise decoding and spelling words that share the same phoneme-grapheme correspondences and/or morphemes, in isolation and in sentences.

Symbols used in the sequence: the content within <> is the grapheme and within // is the phoneme.

		During the first 6 months <i>Informed by prior learning, teach students to:</i>	During the first year <i>Informed by prior learning, teach students to:</i>	During the second year <i>Informed by prior learning, teach students to:</i>	During the third year <i>Informed by prior learning, teach students to:</i>
Transcription skills	Spelling	› spell 5 or more words that are high frequency in their oral vocabulary and contain irregular or currently untaught phoneme-grapheme correspondences (e.g., l, the, a, my, to)	› spell 10 or more words that are high frequency in their oral vocabulary and contain irregular or currently untaught phoneme-grapheme correspondences (e.g., was, of, said, is, what)	› spell 20 or more words that are high frequency in their oral vocabulary and contain irregular or currently untaught phoneme-grapheme correspondences (e.g., brother, who, two, put, some, could)	› spell most commonly used irregular words containing less typical phoneme-grapheme correspondences
				› add common suffixes (e.g., -s, -ed, -ing)	› add less-common suffixes (-er, -ly) and apply simple spelling conventions (e.g., taking away e from a split-vowel digraph before adding a vowel suffix (hope → hoping)
				› spell easier contractions for two-word phrases (e.g., those ending with am, is, and are – I'm, she's, he's, it's, we're)	› spell contractions for two-word phrases ending with has, had, not, will (e.g., he's, I'd, don't, she'll)
				› spell words with: › <ou>, <ow> representing /ow/	› spell words with r-controlled vowels represented by <ar>, <or>, <er>, <ir>, and <ur>

Teaching considerations

(See teaching considerations on page 65.)

		During the first 6 months <i>Informed by prior learning, teach students to:</i>	During the first year <i>Informed by prior learning, teach students to:</i>	During the second year <i>Informed by prior learning, teach students to:</i>	During the third year <i>Informed by prior learning, teach students to:</i>
Composition	Audience, purpose, and task	› suggest an intended audience and purpose while constructing a text in shared writing lessons	› discuss who the audience will be for a text and what the purpose will be, then plan and write with the purpose and audience in mind	› identify the audience and purpose for a text, then plan and write for the intended audience and purpose	› identify the audience and purpose for a text, then plan and write for the intended audience and purpose › choose an appropriate language register, such as formal or informal language
	Sentence structures and punctuation	› demonstrate understanding that a sentence is a group of words used to communicate an idea	› demonstrate understanding that a simple sentence communicates an idea and includes a subject and a verb	› demonstrate understanding that a compound sentence consists of two clauses joined by a coordinating conjunction	› demonstrate understanding that a complex sentence consists of two clauses joined by a subordinating conjunction
		› repeat simple sentences, modelled by the teacher	› orally form a simple sentence, with a subject-verb clause	› combine two simple sentences, orally, using a coordinating conjunction, to form a compound sentence	› combine two simple sentences orally, using a subordinating conjunction, to form a complex sentence
			› use simple sentences in writing	› use compound sentences using coordinating conjunctions (e.g., and, but, so) in writing	› use complex sentences using subordinating conjunctions (e.g., although, because, though) in writing
		› recognise and use a full stop at the end of the sentence	› correctly use full stops and capital letters, with some support	› use full stops and capital letters correctly and independently	› use capital letters, full stops, question marks, and exclamation marks correctly › use commas for lists

Teaching considerations

Select model texts that demonstrate a writer's effective choices of words and language features. Discuss and analyse these with the students during shared reading or writing times.

Explicitly teach students:

- › the different purposes and features of text forms and genres
- › the different vocabulary used for specific text purposes (e.g., imperative verbs for instructions).

Provide opportunities for students to share their writing with different audiences.

Explicitly teach students what a sentence is.

Make sure they realise that written sentences often have a different structure (or syntax) than spoken sentences.

Teach students to identify complete sentences and fragments and explain the difference. This enables them to identify errors in their writing and understand how to correct them.

Students will benefit from co-constructing sentences and discussing sentence structure and punctuation.

It is often helpful to record orally constructed sentences, highlighting punctuation to show how it is used to form sentences.

Oral sentence-combining helps to teach grammar, and the difference between simple, compound, and complex sentences. It also provides opportunities for students to practise forming these types of sentences.

Sentence-expanding teaches students to add detail about what, when, where, who, why, and how to their sentences. Added details can be single words or phrases.

Some students will benefit from scaffolding and supports such as colour coding, graphics, and manipulatives to identify the different parts of a sentence.

		During the first 6 months <i>Informed by prior learning, teach students to:</i>	During the first year <i>Informed by prior learning, teach students to:</i>	During the second year <i>Informed by prior learning, teach students to:</i>	During the third year <i>Informed by prior learning, teach students to:</i>
Composition	Writing to entertain	› narrate a single event orally, pictorially, or through teacher scribing	› write one or more sentences that narrate a single event or several loosely linked events in the order in which they occurred	› write short narratives about two or more sequenced events, including some details regarding what happened and where, and provide some sense of closure	› write a narrative in which they recount a well-elaborated event or short sequence of events, including details to describe setting, actions, thoughts, and feelings, and provide a sense of closure
	Writing to inform	› retell learned information about a topic	› write one or more sentences sharing learned information about a topic	› write a series of sentences about a topic, including a main idea and some related details	› write a paragraph about a topic that includes a topic sentence, supporting details, and a concluding sentence
	Writing to persuade	› orally state an opinion or preference about a topic	› write a sentence stating an opinion, feeling, or preference about a topic	› write a series of sentences in which they state their opinion about a topic, followed by a reason for the opinion	› write a paragraph that states an opinion about a topic, give some supporting reasons for their opinion, and provide a concluding statement

Teaching considerations

Students' awareness of text structures begins with reading. Explicitly teach them how to recognise text structures as they read. This supports their reading comprehension as well as their writing composition. Teach them to identify the features of different text types (e.g., titles, headings, diagrams, illustrations, tenses, order of events, and the language used). Encourage students to use specific text-type planning templates to ensure essential elements of the text type are included (e.g., a letter would use a different planning template than a narrative).

		During the first 6 months <i>Informed by prior learning, teach students to:</i>	During the first year <i>Informed by prior learning, teach students to:</i>	During the second year <i>Informed by prior learning, teach students to:</i>	During the third year <i>Informed by prior learning, teach students to:</i>
Writing craft	Word choice	› suggest words and phrases related to the topic or concept when participating in shared writing	› use words and phrases that show simple relationships and verbs that correctly show different tenses	› select and use words and phrases, including adjectives and adverbs, that give clear details about an object or action › correctly use the past tense for irregular verbs	› select and use words and phrases, including adjectives and adverbs, that are increasingly precise in expressing the intended meaning
	Language features and devices	› notice simple language features during shared reading (e.g., onomatopoeia, alliteration, and repetition)	› identify and discuss the use of simple language features such as onomatopoeia, rhyme, and alliteration in texts that entertain	› identify and use rhyme, alliteration, onomatopoeia, and simile to enhance effect in writing that entertains and engages the reader	› identify and use language features to enhance effects in writing, and describe how they can communicate meaning figuratively
Writing processes	Planning	› plan their writing by saying a sentence to the teacher	› plan their writing through talk, determining the precise wording of each sentence before writing it	› plan a short series of sentences through talk, thinking carefully about each sentence before writing it	› use simple organisers (e.g., graphic organisers or mnemonics) to plan single-paragraph texts
					› use simple note-taking in their planning
			› identify and work towards a specific writing goal, with close support	› identify and work towards a specific writing goal, with support	› identify and work towards a specific writing goal based on revisions and edits made to previous writing

Teaching considerations

When teaching word choice:

- › build word knowledge through shared reading of texts and class discussions
- › explicitly teach and record words that students could use in their writing, including topic-specific words or descriptive words
- › model using these words in the planning, drafting, and revising stages of writing
- › model choosing the best word to convey meaning
- › introduce 'shades of meaning' (e.g., freezing, frosty, chilly, or cool)
- › use model texts to show how an author has chosen words for different purposes.

Poetry is a rich source of vivid and imaginative word choice. Reading and writing poetry gives students the chance to encounter a rich store of words and use them in innovative and creative ways.

Explicitly teach students to recognise and use language features that will enhance their writing. This is best done in the context of purposeful writing, rather than in isolated activities.

For example, when writing a narrative, similes or metaphors might help to create a vivid image of the setting.

Teach students about language features and devices, for example, by:

- › analysing model texts to notice and recognise taught language features
- › discussing how these features enhance the text.

After discussing and analysing model texts, make the examples of language features accessible for students to refer back to when they are writing.

Students should be writing daily as soon as they have enough transcription knowledge and skills to make readable spellings.

The writing process is recursive. Effective writers continually repeat and revisit the stages in the process as they write.

Students must have enough knowledge about a topic to plan and write about it. Build students' knowledge about a topic by reading to and with them, facilitating relevant experiences and discussions, and providing opportunities for them to read independently.

Explicitly teach note-taking skills to ensure that students are recording key words and phrases in their own words.

(continued on the next page)

		During the first 6 months <i>Informed by prior learning, teach students to:</i>	During the first year <i>Informed by prior learning, teach students to:</i>	During the second year <i>Informed by prior learning, teach students to:</i>	During the third year <i>Informed by prior learning, teach students to:</i>
Writing processes	Drafting	› write the sentence that they have planned orally (with close support)	› write one or more sentences each day, after planning each sentence orally	› write a short series of related sentences each day that follow from their planning	› write single-paragraph texts that follow from their planning
		› begin at the margin and leave spaces between words	› begin at the margin and leave spaces between words	› begin at the margin and leave appropriately sized spaces between words	› begin at the margin and leave appropriately sized spaces between words
	Revising	› reread to check the sentence (with close support)	› reread to check each sentence as they write	› reread to check each sentence and make corrections when something does not make sense	› reread to check each sentence and make corrections when something does not make sense or is ungrammatical
				› add or delete words to clarify meaning, using feedback from teachers	› add, delete, or substitute words to clarify meaning
					› improve sentence construction by separating run-on sentences and/ or combining consecutive sentences
	Editing	› check each sentence and add any missing capital letters and full stops, with close support.	› check each sentence for known spelling patterns, capital letters, and full stops, with feedback and support.	› make simple edits to draft sentences, using known spelling patterns, capital letters, and punctuation to indicate the end of a sentence.	› make simple edits to draft sentences using known spelling patterns and punctuation.

Teaching considerations

Revising and editing is done at the planning stage and at sentence and whole-text levels.

Encourage students to develop increasing independence in setting and monitoring their own progress towards their writing goals. Writing goals may relate to aspects of transcription, composition, craft, and managing the writing process.

As you teach writing processes, focus on the following aspects:

- › Planning should ideally be done orally at first.
- › Demonstrate notetaking by modelling how to take notes on a topic.
- › Prompt students to read and check each sentence as they write it. Use think-alouds to demonstrate how to plan a sentence, write it, and then check that it makes sense and has the necessary punctuation.
- › Make sure students are writing correct sentences.
- › If students have begun writing longer texts, you may be able to introduce teaching points from subsequent year levels.
- › Encourage students to work on improving word choices and sentence structure. Where appropriate, demonstrate how to improve sentence structure by combining and expanding sentences.
- › Model how to identify errors and make corrections.
- › Practise writing skills collaboratively by using shared exemplars and templates.

Phase

2

Years 4-6

Progress outcome by the end of year 6

*Expanding horizons of knowledge, and collaborating
Te whakawhānui i ngā pae o te mātauranga me te mahi tahi*

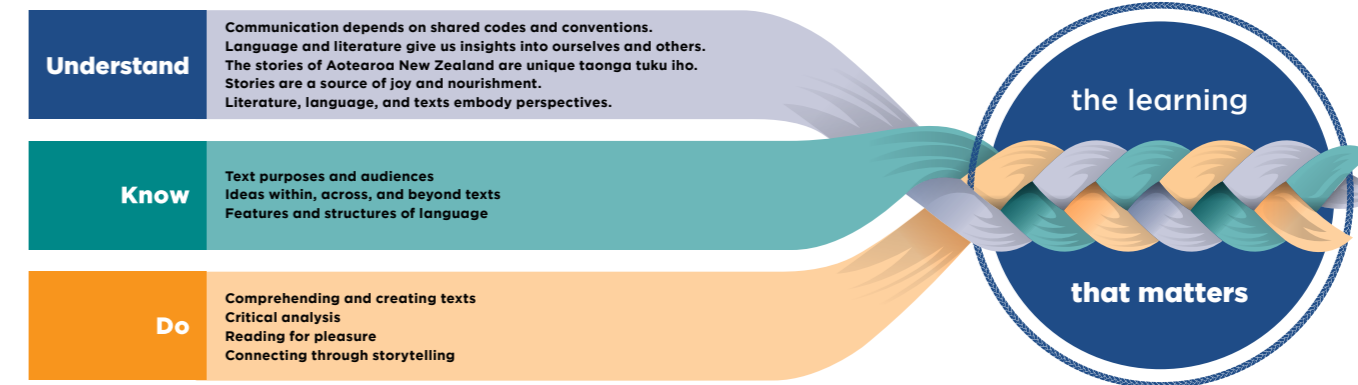
The critical focus of phase 2 is for all students to expand their horizons of knowledge and their collaboration, while continuing to nurture a positive relationship with oral language, reading, and writing. Throughout this phase there is a greater emphasis on using literacy in all learning areas and increasing students' overall and subject-specific knowledge.

Through an emphasis on communicating for learning, students enhance their ability to acquire knowledge through communication, in response to frequent opportunities to articulate their thoughts and ideas.

In reading, students consolidate their automatic word-recognition skills and further develop a love of reading. In writing, they explore diverse topics and genres with increasing technical accuracy, fostering creativity and enhancing their communication skills.

Students have opportunities to consolidate their learning through written text, as well as through visual and oral modes, and begin to use a range of digital technologies. As they use their literacy capabilities in increasingly specialised ways, students gain a more nuanced understanding of language codes and conventions, and how their use changes depending on context and purpose. Students deepen their understanding of the role of story in people's lives and the ability of stories to shape lives. They understand that stories from New Zealand and the wider world are a source of insight into places and people. They also understand the influence of texts on themselves and on those who are represented in and by texts.

The phase 2 progress outcome describes the understanding, knowledge, and practices that students have multiple opportunities to develop over the phase.



The phase 2 progress outcome is found on the following two pages.

Understand

Communication depends on shared codes and conventions. | E kore te whakawhiti kōrero e haere ki te kore he kawa, he tikanga e mōhiotia ana e te katoa.

Shared codes and conventions enable us to make sense of what is heard, read, and seen. They change over time and are used differently in different contexts. How we use language in Aotearoa New Zealand (including accuracy, fluency, comprehension, and expression) has been shaped by our histories and linguistic heritages, and the encounters between them.

Language and literature give us insights into ourselves and others. | Mā ō tātou reo me ngā tātai kōrero ka mārāma tātou ki a tātou anō, ki tangata kē anō hoki.

Through our encounters with literature and other texts, we learn more about ourselves and come to understand and appreciate more about other people and the world around us. As we grow as text creators, we develop our own voice and identity and make our own unique contributions. This enables us to further understand ourselves and others, and helps others to better understand us.

The stories of Aotearoa New Zealand are unique and special. | He taonga tuku iho ahurei ngā pūrākau o Aotearoa, nō konei taketake.

Through the literatures of New Zealand and the Pacific, we understand where we have come from, who we are, and what it means to live in Aotearoa New Zealand. The stories, authors, and languages of New Zealand represent knowledge and experiences

shared across time and place, and connect us to global literary and linguistic traditions.

Stories are a source of joy and nourishment. | Hei puna harikoa, hei puna waiora hoki ō tātou pūrākau.

Reading, hearing, and creating stories provide opportunities to experience different worlds through creativity, imagination, and interaction. Stories may be classic or contemporary, fiction or non-fiction, narrative or non-narrative. They may cross boundaries in relation to mode and medium. Broadening and deepening an intellectual and aesthetic appreciation of classic and contemporary stories makes our lives fuller and richer.

Literature, language, and texts express, influence, and explore perspectives and ideas. | Kei ngā mātatuhi, kei te reo, kei ngā tuhinga hoki te whakaahuatanga o te mana tangata, mana rōpū.

Literature and language have been used throughout history to express, challenge, promote, and influence perspectives and ideas. Recognising and understanding the impact that literature and language can have enables us to explore the development and representation of ideas, events, and relationships in different contexts and at different points in time.

Know

Text purposes and audiences | Ngā whāinga me ngā hunga mā rātou ngā tuhinga

Students know that the purpose of a text can be to generate a specific response (e.g., emotional or intellectual) based on the text creator's point of view. They also know that audiences may not always respond to a text in ways that the creator intended, and they will not all share the same interpretation.

As text creators, students know that their stories can be powerful and are aware of the responsibility to consider how their stories may affect others.

Ideas within, across, and beyond texts | Ngā ariā

Students know that all texts develop ideas and show different ways of seeing the world, and that they help students consider ethical dilemmas and social issues. They know that elements of texts can have figurative and literal meanings, that sometimes ideas in texts are not directly stated, and that texts rely on shared understandings to get their messages across.

Features and structures of language | Ngā āhuatanga reo

By the end of this phase, students know, recognise, and use the codes, conventions, and features of different types of texts, allowing for a greater degree of precision and clarity of meaning. This includes using less-common codes and conventions for specialised purposes (e.g., for conveying dialogue or showing relationships between ideas).

They know that there are different structures within different types of texts and know that combining a range of these structures helps to make meaning in specialised ways.

Students know that people use language in different ways in different situations, and that this helps to signal social roles and relationships.

Students know some local stories that provide insights into their rohe and community. They also know some stories from Aotearoa New Zealand and the Pacific.

Do

Comprehending and creating texts | Te whakamahi rautaki ki te whai māramatanga

By the end of this phase, students have a strong command of vocabulary and grammar for communication, which supports their learning and ability to present information clearly. Their interpersonal communication skills, including listening and responding, are continuing to strengthen as they engage effectively with those around them. They can evaluate and integrate ideas and information from a variety of sources. They participate in communication for learning and build their language for describing their learning across the curriculum.

Students can use and combine decoding, comprehension, and vocabulary strategies to make, maintain, and restore meaning in written, visual, and multimodal texts. They can evaluate and integrate ideas and information across a small range of texts.

Students can use a range of encoding and composing strategies to create written texts with a variety of sentence structures, text structures, and forms of punctuation (e.g., for dialogue). They can plan and revise so that their work is accurate and clear. They write with ease and automaticity and correctly spell a wide range of words, including those with advanced spelling patterns. They can select the mode (e.g., written text, image, digital, or a combination) that will convey their intended message most effectively.

Critical analysis | Te tātari arohaehae

At the end of this phase, students can discuss different interpretations of a text and justify a position using personal knowledge, evidence from the text, and knowledge of similar texts. They consider the effects of how people, places, objects, and ideas are represented in and across texts and can distinguish facts from opinions. They can also identify how their thinking has changed or solidified as a result of this critical analysis.

Reading for pleasure | Te pānuī hei whakangahau, hei whakapārekareka

Students regularly read for pleasure, selecting texts based on their preferences and interests. They participate in reading communities where they listen, read, and make text recommendations.

Connecting through storytelling | Te tūhono mā te whakawhiti kōrero

Students draw on their personal background as a source of inspiration to express themselves creatively. They can create texts in collaboration with others, respecting the contributions everyone brings. By considering audience feedback, they identify and act on areas for improvement.

Teaching sequence

*Expanding horizons of knowledge, and collaborating
Te whakawhānui i ngā pae o te mātauranga, me te mahi tahi*

This section describes how the components of a comprehensive English teaching and learning programme are used during the second phase of learning at school.

In phase 2, such a programme offers students teaching that inspires the enjoyment of language and texts and provides systematic, explicit teaching of oral language, reading, and writing.

Students will continue to build their skills and knowledge with written texts while also encountering and engaging with texts and text features in a range of other modes (e.g., spoken, visual, and multimodal).

Continuously monitor students' learning and respond quickly to address any issues and misconceptions. Ensure teaching builds on what students already understand, know, and can do.

Explicit teaching

During phase 2, students' existing oral language, reading, and writing skills will be consolidated and extended as they are exposed to more complex learning and a broader range of content, text types, and modes. Although explicit teaching of new content, skills, and knowledge is still essential, there will also be a shift towards more guided skill-development and practice, as well as independent practice and application as students combine new learning with prior learning.

- › Explain and model new learning in manageable steps, with active student engagement.
- › Use think-alouds and worked examples to model decision making and problem solving – for example, using knowledge of morphology to work out the meaning of new vocabulary.

- › Guide students' skill development and practice by prioritising engagement and using techniques that enable every student to participate. For example, every student could use hand gestures to indicate agreement or disagreement at the same time.
- › Reduce or increase scaffolding and supports in response to what you are noticing and recognising about students' learning.
- › Plan for consolidation of students' learning to build mastery and automaticity through varied independent activities that are designed to provide spaced practice and retrieval.

Structured literacy approaches

During phase 2, there is still a focus on some of the constrained elements of structured literacy approaches. These can usually be mastered in a relatively short time frame and include the following elements:

- › **Fluency** is the ability to read text with accuracy, appropriate rate, automaticity, and expression.
- › **Spelling** involves segmenting words into sounds and representing them correctly with letters.
- › Mastering **handwriting** reduces the cognitive load involved in the constrained skills of writing, freeing up cognitive resources for composition when explicitly taught and practised to automaticity. It also supports the consolidation of grapheme-phoneme relationships.

The focus on unconstrained skills, which are more flexible and continue to develop throughout a person's life, expands during this phase. These include the following skills.

- › Explicit teaching of **oral language** supports students to develop the more advanced skills needed to effectively present ideas and information in ways that engage an audience and take an effective part in collaborative discussions and group work.
- › Explicit teaching of new abstract and discipline-specific **vocabulary** to support comprehension.
- › **Comprehension** is developed by combining many of the other elements of structured literacy approaches (e.g., phonics, vocabulary development, morphology, syntax, fluency, and text structure), along with activating prior knowledge and building new knowledge.

Inclusive teaching and learning

Students learn best when teachers design inclusive learning environments and experiences that anticipate and value diversity and the open-ended potential of every learner.

- › Respond to students' unique strengths, needs, experiences, and interests.
- › Adjust the explicitness and intensity of teaching based on knowledge of students, using structured literacy approaches.
- › Hold high expectations for every student and be prepared to accelerate teaching sequences in response to student progress. Formative assessment and observation are important for identifying knowledge gained through implicit learning rather than through explicit teaching.
- › Provide targeted additional support to students in response to identified needs and strengths sooner rather than later, to prevent progress from stalling or gaps from widening further.
- › Use the [English Language Learning Progressions and ELLP Pathway](#) to plan targeted language support for new learners of English and those that are developing proficiency in the English language.

Some phase 2 students will still be working through a decoding scope and sequence, and this may include English language learners who began attending an English-medium school during phase 2. Use diagnostic assessments to pinpoint needs and strengths, and provide these students with intensive, accelerative, targeted support using age-appropriate materials.

Developing positive identities as communicators, readers, and writers

- › Select texts to share with students that are fun and that speak to their interests, identities, languages, and cultures.
- › Provide opportunities for students to experience success in their learning through systematic and explicit teaching of new oral language, reading, and writing knowledge and skills in manageable steps.
- › Provide opportunities and support for students to select texts based on their preferences and interests and talk about favourite texts. Give students choice and opportunities to collaborate.

Working with texts

- › Although reading and writing are described in separate strands, they are often used together. Texts that students read are used as models for writing, and writing is often a response to what they have read.
- › Read rich language texts daily to students to build their vocabulary, content knowledge, knowledge of text structures and features, word knowledge, comprehension skills, and love of books.
- › Explore a wider range of national and international texts with students during this phase, including oral texts, visual texts, and both fiction and non-fiction written texts in electronic and print media.
- › Provide age-appropriate materials for students who need intensive, accelerative, targeted support to build their decoding skills. At the same time, scaffold their access to year-level texts so that the development of their content knowledge, vocabulary, and comprehension skills is not restricted to the level of their decoding skills.
- › Provide opportunities to strengthen students' knowledge and understanding of Aotearoa New Zealand perspectives when making meaning.
- › See the section in reading that describes the year-level texts that students should be independently reading by the end of each year.

Oral language

		During year 4 <i>Informed by prior learning, teach students to:</i>	During year 5 <i>Informed by prior learning, teach students to:</i>	During year 6 <i>Informed by prior learning, teach students to:</i>
Communicating ideas and information	Verbal reasoning	<ul style="list-style-type: none"> › give descriptions, recounts, and narrative retellings with specific details to actively engage listeners 	<ul style="list-style-type: none"> › narrate stories with intonation and expression to add detail and excitement for listeners 	<ul style="list-style-type: none"> › give well-structured descriptions, explanations, presentations, and narratives for different purposes, including for expressing their feelings
	Presenting to others	<ul style="list-style-type: none"> › present their ideas clearly, giving an introduction and conclusion when appropriate › be aware of audience needs and expectations › plan and adapt the content of a presentation for a specific audience and setting › draw on knowledge of the world to support their own point of view and explore different perspectives 	<ul style="list-style-type: none"> › plan and organise the content and structure a talk so that the audience can make connections between points › be aware of audience needs and expectations › plan and adapt the content of a presentation for a specific audience and setting › give supporting evidence (e.g., citing a text, a previous example, or a historic event) 	<ul style="list-style-type: none"> › plan and construct a detailed argument or narrative › anticipate and plan for audience needs and expectations, leading to more tailored and effective communication › assess different viewpoints and present counter arguments › use direct quotes or citations to support an argument or view
	Taking on roles	<ul style="list-style-type: none"> › develop a role and add their own ideas to develop their position 	<ul style="list-style-type: none"> › make relevant contributions in different roles and adapt to evolving scenarios by maintaining a role 	<ul style="list-style-type: none"> › move discussion forward in different roles, and make contributions in different roles that keep others on task

Teaching considerations

Regular, deliberate practice builds confidence and fluency in the use of increasingly complex narrative language.

Examples of techniques for teaching recounting, retelling, and generating narratives include:

- › modelling the use of a consistent story-map structure, or other visual support, to help organise thoughts
- › providing opportunities for students to act out stories to help them internalise the story structure and details and improve their ability to retell it later
- › recording students as they tell stories, then playing back the recordings, allowing them to hear their own storytelling and identify areas for improvement
- › organising workshops where students can learn different storytelling techniques to make their stories more engaging (e.g., using voice modulation, gestures, and facial expressions).

Examples of techniques for teaching presenting to others include:

- › developing class discussion guidelines as shared success criteria for use in reflection
- › teaching conventions for different types of talk (e.g., storytelling, persuasive pitches)
- › organising simple debates on age-appropriate topics, supporting students to state their opinions and back them up with reasons.

Teach taking on roles using techniques such as:

- › assigning collaborative projects that require diverse roles for task completion (e.g., presentations, events)
- › organising structured debates and discussions, assigning specific roles (e.g., moderator, speaker).

		During year 4 <i>Informed by prior learning, teach students to:</i>	During year 5 <i>Informed by prior learning, teach students to:</i>	During year 6 <i>Informed by prior learning, teach students to:</i>
Interpersonal communication	Non-verbal communication	<ul style="list-style-type: none"> › consider using movement when addressing an audience 	<ul style="list-style-type: none"> › consider using body language and movement as they are presenting 	<ul style="list-style-type: none"> › use posture and body language to develop a stage presence
	Listening and responding to others	<ul style="list-style-type: none"> › make comments that encourage discussion, and ask clarifying questions › give and respond to natural prompts for turn-taking in conversation and consider the impact of their words on others 	<ul style="list-style-type: none"> › actively participate in discussions by picking up on others' contributions and asking relevant questions › identify off-topic discussions › clarify and paraphrase information 	<ul style="list-style-type: none"> › challenge others' ideas with sensitivity › identify similarities in perspectives and consider where collective agreement can be reached › ask specific questions to clarify complex information › develop an awareness of group dynamics and invite those who haven't spoken to contribute › identify how their thinking has changed or solidified in response to discussion
	Controlling voice using tone, volume, and pace	<ul style="list-style-type: none"> › understand how tone, volume, and pace influence meaning and use them effectively to engage listeners 	<ul style="list-style-type: none"> › project their voice to a large audience and adjust tone, volume, and pace to suit the purpose and audience 	<ul style="list-style-type: none"> › use tone, volume, and pace strategically to influence listeners and achieve communication goals in various informal and formal settings

Teaching considerations
<p>Be mindful of cultural differences and unique neurodivergent preferences when teaching about non-verbal communication, as these can influence interpretations and degree of familiarity and comfort.</p> <p>Teach non-verbal communication using techniques such as:</p> <ul style="list-style-type: none"> › watching videos of people communicating so students can identify and interpret the non-verbal cues being used › encouraging students to tell stories using expressive body language and facial expressions › demonstrating various hand gestures that can be used to emphasise points (e.g., open palms for honesty, pointing for emphasis) › facilitating group discussions where students are encouraged to use and observe non-verbal communication.
<p>Teach listening and responding to others through techniques such as:</p> <ul style="list-style-type: none"> › teaching strategies for active listening for an extended period of time (e.g., note-taking with words and symbols, drawing visuals) › providing opportunities for students to discuss, problem solve, debate, and critically analyse topics and questions with peers to teach them skills and strategies that allow all students to participate in meaningful discussions › using sentence stems to support agreement, citing evidence, asking clarifying and probing questions, and keeping discussions on track – for example: “Can you explain that in a different way?”, “What do you mean by ...?”, “It feels a bit like we are going off topic here. Let’s get back to X.”, or “I have a similar opinion because ...”.
<p>Be mindful of cultural differences and unique neurodivergent preferences when teaching about tone, volume, and pace, as these can influence interpretations and degree of familiarity and comfort.</p> <p>Teach tone, volume, and pace through techniques such as:</p> <ul style="list-style-type: none"> › providing regular opportunities for guided practice, and opportunities for students to present to peers, adults, small groups, the whole class, and where possible, to larger groups (e.g., at the syndicate or team hui) › encouraging students to watch and learn from each other’s presentations, and to provide and respond to feedback › explicitly teaching and modelling vocal effects such as tone, pace, pitch, and volume, and how to use them appropriately to help communicate meaning (e.g., increasing volume to emphasise important points or to communicate to a large audience).

		During year 4 <i>Informed by prior learning, teach students to:</i>	During year 5 <i>Informed by prior learning, teach students to:</i>	During year 6 <i>Informed by prior learning, teach students to:</i>
Vocabulary and grammar	Vocabulary	› consider the words and phrasing they use to express their ideas and how this supports the purpose of their talk (e.g., to persuade or entertain)	› carefully consider the words and phrasing they use to express their ideas and how this supports the purpose of their talk	› understand and use idioms and expressions from their own and others' cultures
	Sentence structure	› communicate in complete sentences, incorporating a range of conjunctions and connectives, and varying sentence structure and length to create effect and support meaning	› communicate using a variety of sentence structures and lengths, employing short sentences for emphasis and longer sentences for detailed descriptions	› communicate using a variety of sentence structures, including rhetorical devices such as the rule of three, repetition, and alliteration to enhance the impact and clarity of their message
Communication for learning	Metacognition	› select, adapt, and use taught strategies to improve their learning › use strategies to identify and set goals for their learning	› use discussion and self-talk to set specific learning goals and plan steps to achieve them	› use discussion and self-talk to monitor their progress and explain how they are adapting their learning strategies and goals in response
	Self-regulation	› use precise vocabulary to describe their emotions and reactions › use discussion and self-talk to find solutions for challenges.	› use precise, nuanced vocabulary to describe their emotions and reactions › use discussion and self-talk to find solutions for challenges.	› show empathy by using language to articulate the emotions of others › use discussion and self-talk to find solutions for challenges.

Teaching considerations
<p>Teaching vocabulary is an essential component of building knowledge; both knowledge of how language works and content knowledge across the curriculum. Students learn and retain new vocabulary most effectively by learning words within thematic units, sustained over time.</p> <p>Introduce abstract and discipline-specific vocabulary by explicitly teaching pronunciation, meaning, spelling, morphology, etymology, related words, and usage in sentences. Connect new vocabulary to students' existing knowledge to foster deeper understanding.</p> <p>Provide opportunities for deliberate practice and frequent review to solidify students' grasp of new vocabulary by, for example, using role play to apply new vocabulary in realistic scenarios, and incorporating new vocabulary into their storytelling and personal narratives.</p> <p>Consider using videos, podcasts, and audio recordings that feature new vocabulary, providing diverse opportunities for students to hear and understand words in context.</p>
<p>Teaching sentence structure and morphological awareness explicitly through oral language in all curriculum areas helps students express their thoughts and ideas clearly and precisely, supporting learning across the curriculum.</p> <p>The teaching of specific sentence structures can occur both explicitly and incidentally. Introduce new sentence structures within topics familiar to students. Subsequently, embed speaking and listening practice within learning, throughout all curriculum areas rather than in isolated grammar lessons.</p> <p>Teach these skills through techniques such as:</p> <ul style="list-style-type: none"> › using oral sentence-combining for practice with new structural elements › providing sentence stems for the use of new structures (e.g., "Despite living in an arid climate, ____.") › modelling full, accurate responses, to provide clear examples of effective language use.
<p>Teaching metacognition and self-regulation in this phase involves helping students become aware of their own thinking processes and actions, and how to manage these to improve their learning through discussion and self-talk.</p> <p>Build these skills through techniques such as:</p> <ul style="list-style-type: none"> › using think-alouds to demonstrate the use of internal self-talk to support planning and organisation › teaching students strategies to give and receive feedback from their peers, helping them to see different perspectives and learn from each other › teaching them strategies to set specific, achievable learning goals, and to track progress towards them.
<p>Work towards students independently selecting and applying strategies that they have identified as being effective for their own learning.</p> <p>Build these skills through techniques such as:</p> <ul style="list-style-type: none"> › teaching the use of positive language and self-talk that promotes perseverance, self-efficacy, and attribution of success to effort, not luck › facilitating discussions to develop students' awareness of emotions and self-regulation › encouraging students to share their experiences and strategies.

Reading

Working with year-level texts

The texts that students read become increasingly complex over time, supporting them to succeed both in English and in all other learning areas at each year level. For this to occur, when the purpose for reading is other than learning decoding or reading for pleasure, students need opportunities to engage with texts at or above the complexity described for each year level. Although fluent readers may still work with simple texts, particularly to reduce cognitive load when new skills and concepts are being introduced, they will be working predominantly with texts that are at least at their year level. This does not mean you should prevent able readers from reading more complex texts; most texts will be at their year level or above.

Noticing, recognising, and responding to students' strengths and needs

Except when they are specifically learning to decode text or reading for pleasure, students who are still consolidating their decoding skills need to access year-level texts to develop skills and knowledge (including vocabulary, comprehension, and content knowledge) alongside their peers. Help students do this by adapting the supports and scaffolds for students, rather than by simplifying or modifying texts. An effective way to accelerate students' learning is to explicitly teach the features of year-level texts that carry meaning. This will enable them to make sense of texts that are above their traditional 'instructional level'. When this is not possible, remove barriers and provide alternative ways to access year-level texts, for example, by using audio versions or print-to-speech software. Students who need to accelerate their decoding skills will continue to require frequent, intensive, and explicit teaching and practice in flexible small groups, targeting their decoding needs.

Students who reach fluency and comprehension mastery at an accelerated rate of progress need opportunities for enrichment and extension, and ample opportunity to read increasingly challenging texts.

Selecting text

During this phase, texts will include oral, visual, and written texts (fiction and nonfiction) in print and electronic media. Texts across this phase of learning will also:

- › use appropriate text features, structures, and language to support students' growing understanding about reading and writing texts across the learning areas, building knowledge of content-specific literacy
- › offer opportunities for students to critically analyse and discuss interpretations.

Factors that affect the level of text difficulty include:

- › age appropriateness
- › complexity of ideas
- › structure and coherence of the text
- › syntactic structure of the text
- › difficulty of vocabulary.

Year 4 level texts

The texts that students use to meet the reading demands of the curriculum at this level will be of varying lengths and often include:

- › some abstract ideas that are clearly supported by concrete examples in the text, or easily linked to students' prior knowledge
- › some texts where information and ideas are implicit, and where students need to make inferences based on information that is easy to find (because it is nearby in the text and there is little or no competing information)
- › a straightforward text structure, such as one that follows a recognisable and clear text form, with some compound and complex sentences consisting of two or three clauses
- › some words and phrases that are ambiguous or unfamiliar to students, but whose meaning is supported by the context or clarified by visual features, such as photographs, illustrations, diagrams, or written explanations
- › text that may have visual features that support the ideas and information (e.g., text boxes or maps) or figurative language, such as metaphors, similes, or personification.

Year 5 and 6 level texts

The texts that students use to meet the reading demands of the curriculum at this level will be of varying lengths and will often include:

- › abstract ideas, in greater numbers than in texts at earlier levels, accompanied by concrete examples in the text that help support the students' understanding
- › some ideas and information that are conveyed indirectly and that require students to infer by drawing on related pieces of information in the text, and some information that is irrelevant to the identified purpose for reading (i.e., competing information) which students need to identify and reject as they integrate information in order to answer questions
- › mixed text types (e.g., a complex explanation within a report) with sentences that vary in length and structure (e.g., sentences that begin in different ways, and different kinds of complex sentences with subordinate clauses).

Deciding if a text is at a year 5 or year 6 level involves considering a range of different factors relating to text difficulty, including readability levels, length and complexity of the sentences, and the sophistication of the vocabulary, ideas, concepts, and storylines. School Journals contain items that have been allocated reading year levels; these can be helpful for building a sense of text level to apply to other texts of varying lengths, including books.

		During year 4 <i>Informed by prior learning, teach students to:</i>	During year 5 <i>Informed by prior learning, teach students to:</i>	During year 6 <i>Informed by prior learning, teach students to:</i>
Word recognition and reading enrichment	Decoding	<ul style="list-style-type: none"> › decode multi-syllable words by applying their knowledge of the alphabetic code, morphology, and syllables › develop reading stamina and read longer texts independently 		
	Fluency	<ul style="list-style-type: none"> › read year-level texts accurately and expressively, reflecting understanding of the text while maintaining a natural pace of reading, at oral-reading fluency rates appropriate for year 4 students 	<ul style="list-style-type: none"> › read year-level texts accurately and expressively, reflecting understanding of the text while maintaining a natural pace of reading, at oral fluency rates appropriate for year 5 students 	<ul style="list-style-type: none"> › read year-level texts accurately and expressively, reflecting understanding of the text while maintaining a natural pace of reading, at oral fluency rates appropriate for year 6 students
	Developing reader identity	<ul style="list-style-type: none"> › use strategies for identifying and selecting texts based on their interests › identify their strengths and successes 		

Teaching considerations
<p>Explicitly teach students to use their learned knowledge of grapheme-phoneme correspondence, morphemes, syllables, and words to decode and orthographically map multi-syllable and more complex new words.</p> <p>Some phase 2 students will still be working through a decoding scope and sequence, so it is important that they receive the explicit teaching they need to become proficient readers and writers. Use diagnostic formative assessment to identify their needs and strengths and to design accelerative and intensive targeted teaching, using age-appropriate materials. While these students continue to build their foundational skills in reading and writing, scaffold their access to year-level texts so that they can continue to build vocabulary, content knowledge, and comprehension skills at their year level.</p> <p>Refer to the Ministry’s online guidance on targeted teaching. The guides on the Ministry’s Inclusive Education website include details of effective teaching strategies for responding to a range of learning needs.</p> <p>For emergent bilingual and multilingual students, use the Ministry’s English Language Learning Progressions (ELLP) and ELLP Pathway and Pacific dual language books to support your teaching.</p> <p>For Deaf or hard-of-hearing students, make use of the Ministry’s New Zealand Sign Language resources and e-books to support your teaching.</p>
<p>Fluent reading – with accuracy, appropriate rate, automaticity, and expression – is necessary for reading comprehension. Use an Oral Reading Fluency (ORF) assessment to identify students needing more targeted teaching support and to monitor progress and acceleration regularly over time.</p> <p>If students are not reading with sufficient fluency at phase 2, this may indicate difficulty with foundational decoding skills.</p> <p>Fluency teaching and interventions should target reading accuracy, phrasing, and expression. ‘Fast’ reading is not the aim.</p> <p>Support students to develop their fluency through evidence-based strategies such as:</p> <ul style="list-style-type: none"> › modelling and explicitly teaching reading aloud using phrasing and expression, in response to punctuation, sentence structure, and language features › providing multiple opportunities to practise accurate, expressive reading › including year-level texts with sophisticated, multisyllabic words and complex sentence structures › teaching students to adapt their pace to accommodate text complexities.
<p>Provide opportunities for students to select texts based on their preferences and interests. These may include texts that are above or below their year level. Establish a reading community where students listen, read, and make text recommendations.</p> <p>Positively influence students’ relationships with reading by providing positive learning experiences. Set relevant and meaningful learning objectives and offer high-interest texts. Give students choice, opportunities to collaborate, and challenging tasks, and recognise success.</p> <p>Model a positive reader identity by sharing your own relationship with reading in a positive way. For example, regularly share your reading with students as a way of modelling curiosity, enjoyment, and how to overcome reading challenges. Help students recognise that stories can be a source of joy and nourishment.</p>

		During year 4 <i>Informed by prior learning, teach students to:</i>	During year 5 <i>Informed by prior learning, teach students to:</i>	During year 6 <i>Informed by prior learning, teach students to:</i>
Comprehension	Vocabulary	<ul style="list-style-type: none"> › infer from context clues and use a developing knowledge of morphology (root words, affixes, prefixes, and suffixes) to determine the meaning of words in a text with an affix (e.g., the suffix '-ful' in 'helpful' changes the verb 'help' into an adjective to describe a person or thing ready to give help) › use knowledge from other year 4 learning areas and topics to determine the meaning of base words, whole words, and phrases in a text 	<ul style="list-style-type: none"> › infer from context clues and use an increasing knowledge of morphology to independently determine the meaning of words with more than one affix (e.g., 'exportable' is made up of 'ex' (out of) , 'port' (to carry), and 'able', turning it into an adjective describing an item that can be carried out of a place) › use knowledge from other year 5 learning areas and topics to determine the meaning of base words, whole words, and phrases in a text 	<ul style="list-style-type: none"> › independently infer from context clues and use morphology to understand challenging words › use knowledge from other year 6 learning areas and topics to determine the meaning of base words, whole words, and phrases in a text › understand and use idioms and expressions from their own and others' cultures
	Text forms and genre	<ul style="list-style-type: none"> › identify the audience and purpose of texts that entertain, inform, and persuade › identify the audience and purpose of cultural texts from their own and others' cultures 	<ul style="list-style-type: none"> › recognise and describe the main differences between types of text, including cultural texts from their own and others' cultures 	<ul style="list-style-type: none"> › compare and contrast different text forms and genres across a topic, including cultural texts from their own and others' cultures, and discuss how they are written for different audiences
	Text structure, style, and features	<ul style="list-style-type: none"> › determine the structure of texts and how ideas are conveyed through text features and visual elements › determine the structure of texts and how ideas are conveyed through text features and visual elements in texts from their own and others' cultures › explore how language is used for effect within texts, including the use of figurative and literal language to convey meaning 	<ul style="list-style-type: none"> › identify and discuss how authors use text features, language features, and structures in purposeful ways › identify and discuss how authors use text features, language features, and structures in purposeful ways in texts from their own and others' cultures › explore how language is used to effect within texts, including the use of figurative and literal language to convey meaning 	<ul style="list-style-type: none"> › compare and contrast the features and style of texts written for different purposes to explore the use of text, language, and visual features that are purposefully selected › compare and contrast the features and style of texts written for different purposes to explore the use of text, language, and visual features that are purposefully selected in texts from their own and others' cultures › explore how language is used to effect within texts, including the use of figurative and literal language to convey meaning

Teaching considerations
<p>Vocabulary knowledge is vital for reading comprehension. Develop students' vocabulary by immersing them in sophisticated language across learning areas throughout the school day. Provide multiple opportunities for students to hear new words, in conversations and through engaging with increasingly complex texts, and to practise pronouncing them correctly.</p> <p>Provide opportunities to make connections with the vocabulary and linguistic knowledge that students bring with them.</p> <p>For some students, new vocabulary learning will centre on less-common words and words that express abstract concepts. In addition, ELLs and students with language-related learning challenges will benefit from explicit teaching and incidental support for more common, everyday vocabulary.</p> <p>Teach students about the meanings of word parts and their origins to help them work out the meaning of unknown words. This may include teaching students to break down words into their base words, prefixes, and suffixes when helpful and relevant (e.g., understanding that 'unhappy' means 'not happy' because of the prefix 'un-').</p> <p>Teach students to use context clues to determine the meaning of unknown words. Model how to use context clues by thinking aloud while reading (e.g., "I don't know this word, but the sentence says the creature lives in trees, so 'arboreal' must mean something related to trees.").</p> <p>Context clues should only be used to work out the meaning of words. They are not used to work out what the word is, although they may sometimes alert the reader that they have made a decoding error when meaning is lost.</p>
<p>Whole-text comprehension is largely dependent on both general knowledge and vocabulary knowledge, so teach these throughout the school day. Provide opportunities for students to read often and widely so they engage with a range of texts for enjoyment and to build knowledge.</p> <p>Provide examples of a range of genres and forms. For example, explore the differences between different poetic forms, including language choices and structure.</p> <p>Students need to have exposure to texts specific to Aotearoa New Zealand and global texts to expand their horizons of knowledge. By comparing and contrasting these texts, paying particular attention to texts valuing te ao Māori and Māori perspectives, they identify what makes Aotearoa New Zealand unique. To further their understanding of what it means to live in the Pacific, they need to engage with texts by Pacific authors and others who have made New Zealand their home.</p> <p>Explicitly teach the different purposes for writing and the features and structures of texts through, for example, the use of exemplar texts. Ensure that the complexity of the text is appropriate.</p>

		During year 4 <i>Informed by prior learning, teach students to:</i>	During year 5 <i>Informed by prior learning, teach students to:</i>	During year 6 <i>Informed by prior learning, teach students to:</i>
Comprehension	Comprehension monitoring	› monitor and confirm their understanding across a range of texts by annotating, rereading, asking and answering questions, and visualising	› monitor and confirm their understanding across a range of texts by annotating, rereading, adjusting their reading rate, asking and answering questions, and visualising	› monitor and confirm their understanding across a range of texts and sources of information by annotating, rereading, adjusting their reading rate, asking and answering questions, and visualising
	Summarising and drawing conclusions	› identify the central message or main idea in a text and provide the key details in sequence, explaining how the details support the main idea or message	› identify the central theme or main idea of a text, summarise the key details that support the theme or idea, and draw a conclusion	› identify the central theme or main idea of a text, summarise how it is developed through the key details, and draw a supported conclusion
	Inferring using evidence	› make use of stated and implied information or ideas to make predictions and inferences, using prior knowledge and making connections within the text	› make inferences, using explicit and implicit evidence from the text (including quotes or references to images) and prior knowledge, to extend the understanding of a text and the author's purpose	› make inferences using explicit and implicit evidence, justify the inferences using evidence from the text, and compare their inferences with the interpretations of others

Teaching considerations

Talk through your own thought processes to model what students should do when they find problems in texts (e.g., unknown words, conflicts with prior knowledge, and inconsistencies). Demonstrate what they can do to solve those problems. For example, ask questions during and after reading or listening to a text such as, “Does that make sense?”, “Why did ...?”, “How does that connect with ...?”, or “How does this information fit with what I already know about this topic?”.

Support students to visualise a story as a series of mental images. This helps some students remember details more accurately, supports the integration of information across the text, and helps them to detect inconsistencies.

Summarising and drawing conclusions are powerful skills to teach because they improve students' memory of what they have read and can also be used as a comprehension check.

Explicitly teach summarising and drawing conclusions with a range of different texts, across the curriculum.

Teach these skills through techniques such as:

- › modelling and using think-alouds to identify main ideas, crucial details, irrelevant details, and keywords and phrases
- › using question frames with the 5 Ws and H, then either saying or writing the sentence
- › practising with students to write summaries of what they read, at a sentence level (with ‘gist’ type sentences) and at a paragraph level
- › providing opportunities for students to share summaries with peers, compare, and give feedback
- › teaching students to back up their conclusions with specific evidence from the text.

During read-aloud sessions, pause to ask students what is happening and why. Encourage them to use evidence from the text to support their answers. Model the process of making inferences by thinking aloud. Show students how you use your knowledge and clues from the text to draw conclusions.

Encourage students to ask questions about the text. Questions such as “Why did the character do that?” or “What might happen next?” can lead to deeper understanding and help students practise making inferences.

You may want to organise group discussions or debates on a text. Encourage students to present their inferences and defend them with textual evidence. This promotes critical thinking and deeper engagement with the material.

		During year 4 <i>Informed by prior learning, teach students to:</i>	During year 5 <i>Informed by prior learning, teach students to:</i>	During year 6 <i>Informed by prior learning, teach students to:</i>
Critical analysis	Identifying perspectives	<ul style="list-style-type: none"> › identify explicit and implicit perspectives and portrayals of groups of people in texts › discuss the effect of how these perspectives are shown through the text creator's choice of language or visual features, such as text layout, image size and choice, and decisions about what is and is not included 	<ul style="list-style-type: none"> › identify explicit and implicit perspectives and portrayals of groups of people in a range of texts, explaining how these perspectives are shown through the text creator's choice of language and visual elements, textual features, and decisions about what is and is not included, and the effect of these decisions 	<ul style="list-style-type: none"> › explain how groups of people are constructed or portrayed in texts, providing evidence, and discuss what world views and perspectives are presented or omitted by the text creator, and the effects of these decisions

Teaching considerations
<p>Provide students with a wide range of texts, including information texts, stories, poems, and plays that provide them with the opportunity to form opinions, make connections and inferences, and identify perspectives.</p> <p>Develop critical analysis skills by helping students uncover the perspectives and positions that underpin texts, including their own, and the impact of these.</p> <p>Teach students to understand the difference between fact and opinion, and information and disinformation. Equip students with the skills to identify and affirm, or resist, the positions and perspectives put forward in texts, in both print and digital formats.</p> <p>Explicitly teach students:</p> <ul style="list-style-type: none"> › to understand the specific kinds of language used in discussions, (e.g., bias, stereotypes, inclusion, and exclusion) › how to listen to others' viewpoints › how to use content from the text to elaborate and justify their opinions › how other elements in a text can be used to give effect to the meaning (e.g., colour, graphics, choice of people or places) › to consider who is most likely to read or engage with this text and why › how to consider the perspectives that they want to include when they are creating texts. <p>Ask questions to prompt students to share their perspectives:</p> <ul style="list-style-type: none"> › Why are we interacting with this text? (purpose and structure) › What does the text creator want us to know and understand? › Whose views are excluded here?

		During year 4 <i>Informed by prior learning, teach students to:</i>	During year 5 <i>Informed by prior learning, teach students to:</i>	During year 6 <i>Informed by prior learning, teach students to:</i>
Critical analysis	Making connections and interpretations	<ul style="list-style-type: none"> › make connections within and between texts, and with their own knowledge, experiences, and cultural understandings, to discuss differences and similarities in how the texts are interpreted or viewed 	<ul style="list-style-type: none"> › make connections within and between texts, describing how the ideas in texts connect with their own topic knowledge, lived experiences, cultural knowledge, values, and practices 	<ul style="list-style-type: none"> › make connections within and between texts, explaining how the ideas in texts connect with their own knowledge, lived experiences, cultural knowledge, values, and practices, considering the interpretations and ideas of others
		<ul style="list-style-type: none"> › respond to texts by sharing opinions and personal thoughts and feelings about ideas in texts › acknowledge others' responses and respond respectfully to differences. 	<ul style="list-style-type: none"> › respond to texts by sharing opinions and personal thoughts and feelings about ideas in texts › acknowledge and extend others' contribution to text discussion, noting similarities and differences. 	<ul style="list-style-type: none"> › share opinions about how topics are addressed in texts and how messages are conveyed, providing evidence from the text and their prior knowledge to support their opinions › acknowledge and extend others' contributions to text discussions, noting the similarities and differences in the ways texts are interpreted and considering instances where collective agreement can be reached.

Teaching considerations

The different kinds of knowledge that students bring to text, including topic, disciplinary, cultural, and general knowledge, all contribute to their understanding of texts. Explicitly teach students not only to use their existing knowledge, but also to refine it by seeking new information. Classroom environments need to be safe places where students feel comfortable sharing their knowledge, so that different perspectives can be heard and understood. Teachers need to deliberately build knowledge through complex, rich texts and experiences and discussions that build depth and breadth of this knowledge. Using questioning before, during, and after reading can provide opportunities to check your understanding of the knowledge that students have, and are developing, as they read. This approach can also be applied when students are creating their own texts.

Writing

		During year 4 <i>Informed by prior learning, teach students to:</i>	During year 5 <i>Informed by prior learning, teach students to:</i>	During year 6 <i>Informed by prior learning, teach students to:</i>
Transcription skills	Handwriting	› handwrite with increasing stamina and fluency while maintaining legibility when writing multi-paragraph texts	› handwrite with ease and automaticity when writing longer texts	› handwrite with ease and automaticity when writing for multiple purposes throughout the school day
		› organise their writing environment, including their seating position and the position of their book	› consistently maintain a comfortable writing posture	› consistently maintain a comfortable writing posture when handwriting and using a keyboard
	Keyboarding			› use efficient keyboarding to develop speed and accuracy
	Spelling	› spell words with: <ul style="list-style-type: none"> - <ea>, <ey> representing /long a/ - <y>, <ey> representing /long e/ - <igh>, <y>, <ie> representing /long i/ - <oe> representing /long o/ - <ew>, <ue> representing /oo/ as in mood 	› spell words with: <ul style="list-style-type: none"> - <eigh> representing /long a/ - <ie> representing /long e/ - <ough> representing /long o/ - <ue> representing /long u/ 	› spell words with less-common vowel and consonant graphemes (e.g., <ough>, <eigh>, <aigh>, <augh>, <kn>, <mb>, <sc> as /s/, <wr> as /r/), noting the unusual correspondences and where these occur in the word
› spell words with: <ul style="list-style-type: none"> - soft c: <c> representing /s/ - soft g: <g> representing /j/ (both usually followed by the letter e, i, or y) 		› spell words with <aw> and <au> representing /or/	› use the three different spellings for the /air/ phoneme: <air>, <are>, <ear>	
› spell words with prefixes (un-, dis-, re-) and suffixes (-est, -ful, -less)		› spell words with prefixes (semi-, sub-, mis-, multi-, pre-) and suffixes (-tion, -sion, -cion)	› spell words with prefixes indicating number (e.g., uni-, bi-, tri-, dec-) and suffixes that change words into a noun (e.g., -logy, -ism, -ment), and demonstrate understanding of their meanings	

Teaching considerations

Using a consistent, school-wide approach, teach handwriting explicitly, every day. In phase 2, it is expected that most students will be forming letters correctly. Focus now on automaticity and building increased handwriting stamina. Support students with their handwriting during writing time, and encourage them to practise their best handwriting every time they write. If handwriting difficulties persist after an extended period of appropriate instruction, consider using assistive technologies to support composition.

Ensure students are explicitly shown how to use a keyboard, including the use of the shift key to access capital letters and additional punctuation.

Symbols used in the sequence: the content within <> is the grapheme and within // is the phoneme.

Teach spelling every day.

While most phase 2 students will be fluent decoders, all will still require explicit instruction in spelling. Spelling is a more complex process, which requires deep knowledge of the ways in which the same phonemes can be represented by different graphemes. Students need to learn which are the correct graphemes to use for any particular word.

Provide multiple, spaced opportunities for deliberate practice and review.

Explicitly teach students:

- › to segment words into phonemes and identify syllables within words
- › to spell irregular high-frequency words by connecting phonemes and graphemes, attending carefully to the ‘irregular’ parts
- › review and practise the irregularly-spelled words they have learned until they are orthographically mapped and automatic
- › groups of words that share the same phoneme-grapheme correspondences or morphological elements
- › spelling patterns and spelling conventions
- › to use print and digital spelling resources, such as dictionaries and spellcheckers.

Support students to apply their spelling knowledge and skills during writing composition, providing prompt feedback and positive error corrections.

		During year 4 <i>Informed by prior learning, teach students to:</i>	During year 5 <i>Informed by prior learning, teach students to:</i>	During year 6 <i>Informed by prior learning, teach students to:</i>
Transcription skills	Spelling	› spell contractions for two-word phrases ending with have, would (e.g., I've, they'd)	› spell contractions correctly	
		› add an apostrophe to show singular possession (e.g., the dog's bowl)	› spell words with apostrophes to show singular and plural possession, adding a possessive apostrophe after the s if a plural noun ends in s (e.g., the boys' sister)	› spell words with apostrophes to show possession
		› use common homophones correctly (e.g., correctly distinguishing between their, there, and they're; your and you're; and we're and where)	› use less-common homophones correctly, distinguishing between queue, cue; minor, miner; you, ewe	
		› add a vowel suffix to one-syllable CVC words by doubling the final consonant (e.g., hop → hopping)	› either keep the y or change to an i when adding a suffix	› spell plurals of words ending in 'f' or 'fe' by changing the 'f' or 'fe' to 'ves' (e.g., leaf – leaves, knife – knives)
		› use the correct spelling pattern for words ending with consonant -le (e.g., table)		
Composition	Audience, purpose, and task	› identify the audience and purpose for a text › plan and write with the audience in mind, selecting the appropriate genre, language register, and word choice to best communicate the intended meaning › understand that different audiences may have a very different response to the same text	› plan and write with an audience and purpose in mind so that their writing is in the most appropriate genre and style › justify their use of language register and word choices that best communicate the intended meaning to the identified audience › consider how different audiences may be affected by the text they are creating	› plan and write for an audience and purpose, making careful choices of the most appropriate genre and style, with language register and word choices selected, and justified, to communicate meaning to the identified audience › make deliberate choices about what content to include or leave out in the texts they create, based on their understanding of how the writing may affect others

Teaching considerations

(See teaching considerations on page 101.)

When analysing model texts for writing, and during shared reading, explicitly teach students:

- › the different features and purposes of genres, language used, and sentence structures
- › to consider whether the text is entertaining, informing, or persuading
- › to consider the audience for their writing and how that can influence the style and tone used
- › to question whether their own writing meets the purpose during the planning/drafting and revising stages of writing
- › the different vocabulary associated with different genres (e.g., summarise, explain, describe) so that they understand what the task is asking for.

Provide opportunities for students to share their writing with different audiences and in different forms.

		During year 4 <i>Informed by prior learning, teach students to:</i>	During year 5 <i>Informed by prior learning, teach students to:</i>	During year 6 <i>Informed by prior learning, teach students to:</i>
Composition	Sentence structures and punctuation	› demonstrate understanding of incomplete (fragment) and run-on sentences	› demonstrate understanding of a dependent clause and an independent clause	› demonstrate an understanding of the difference between a clause and an adverbial phrase, and identify these in sentences within a range of structures
		› combine sentences orally, inserting phrases and varying the position of the phrase	› combine sentences orally to create a range of structures, and identify the impact of the different structures	› combine sentences orally to create a range of structures, choosing their preferred structure and justifying their choice
		› use a range of sentence structures and types, to suit the purpose of the writing and enhance its impact	› use a range of sentence structures and types to suit the purpose of the writing and avoiding repetition of certain structures	› use a range of sentence structures and types, rearranging the order of clauses and phrases for optimal effect
		› expand sentences using adverbial phrases	› expand sentences using adverbial phrases and appositives	› expand sentences using adverbial and adjectival phrases and appositives
		› use beginning and ending sentence punctuation correctly and consistently throughout multi-paragraph texts	› use beginning and ending sentence punctuation correctly and consistently when writing throughout the school day	
		› use commas correctly, for certain complex sentences, when using phrases, and when using transition words, with some support	› use commas correctly, for certain complex sentences, when using phrases, when using transition words, and when adding appositives, with some support	› use commas correctly, for certain complex sentences, when using phrases, when using transition words, and when adding appositives, independently
		› use speech marks and commas correctly for direct speech, with some support	› use speech marks, commas, and other associated punctuation correctly for direct speech, with some support	› use speech marks, commas, and other associated punctuation correctly for direct speech, independently

Teaching considerations

Explicitly teach sentence structures and punctuation using sentence-combining, explanations, and modelling. Students who can write well-constructed sentences with ease free up their working memory to focus on content.

Teach sentence structures and punctuation through activities such as:

- › oral sentence-combining – do this first so students can experiment with changing the order of phrases and conjunctions
- › frequent review of previously learned sentence structures – this is essential, especially as students begin to engage with and write more complex texts
- › identifying parts of a sentence, which will help students to learn and use the correct terms for different sentence structures
- › identifying errors, as it is helpful for students to be able to identify incomplete sentences (fragments) and run-on sentences and why they embody errors, so they can know how to fix them
- › showing correct punctuation in context.

Some students will benefit from scaffolding and supports such as colour coding, graphics, and manipulatives to identify the different parts of a sentence.

		During year 4 <i>Informed by prior learning, teach students to:</i>	During year 5 <i>Informed by prior learning, teach students to:</i>	During year 6 <i>Informed by prior learning, teach students to:</i>
Composition	Writing to entertain	<ul style="list-style-type: none"> › draw on their own experiences and knowledge, as well as acquired knowledge, to write texts to entertain that: <ul style="list-style-type: none"> - contain narrative elements: character, setting, problem/purpose, plan, action, resolution, and conclusion - begin to use paragraphs to organise events - use time connectives - begin to use dialogue - describe characters' thoughts and feelings - provide a sense of closure 	<ul style="list-style-type: none"> › draw on their own experiences and knowledge, as well as acquired knowledge, to write texts to entertain that: <ul style="list-style-type: none"> - contain narrative elements: character, setting, problem/purpose, plan, action, resolution, and conclusion - are organised into paragraphs - use time connectives - use sensory details to make their writing vivid and build the characters - use dialogue - provide a conclusion that follows naturally from the preceding events 	<ul style="list-style-type: none"> › draw on their own experiences and knowledge, as well as acquired knowledge, to write texts to entertain that: <ul style="list-style-type: none"> - contain narrative elements: character, setting, problem/purpose, plan, action, resolution, and conclusion - are well structured into paragraphs - develop the plot using transitional words or phrases - develop characters by including actions and feelings - may use shifts in time and several settings - use sensory details - provide a sense of closure that ends the story effectively
	Writing to inform	<ul style="list-style-type: none"> › draw on their own experiences and knowledge, as well as acquired knowledge to write texts to inform that: <ul style="list-style-type: none"> - introduce a topic, and group information together using simple paragraphs - begin to use linking words and phrases (also, another, together with) - use topic-related vocabulary - have a concluding statement 	<ul style="list-style-type: none"> › draw on their own experiences and knowledge, as well as acquired knowledge to write texts to inform that: <ul style="list-style-type: none"> - begin to use some simple visuals to support meaning (drawings, photos) - develop the topic with facts and related examples - use precise and domain-specific vocabulary - provide concluding sentences related to the information 	<ul style="list-style-type: none"> › draw on their own experiences and knowledge, as well as acquired knowledge to write texts to inform that: <ul style="list-style-type: none"> - introduce a topic clearly, and group related information logically into paragraphs - include headings and visual elements to support the meaning of their writing - develop the topic with facts, definitions, details, and examples that support the main idea - use precise language and domain-specific vocabulary <p><i>(continued on the next page)</i></p>

Teaching considerations

Writing should always have a purpose – for example:

- › texts to entertain include stories, fairy tales, diaries, and traditional tales
- › texts to inform include reports, newspaper articles, biographies, and explanations
- › texts to persuade include letters, advertisements, reviews, speeches, discussions, and arguments, and often explore social issues that are topical for students.

Students' awareness of text structures and purposes begins during reading. Explicitly teach students how to recognise text structures as they read. This supports their reading comprehension as well as their writing composition.

Use exemplar texts to explicitly teach students to recognise the structures and key features (titles, headings, diagrams, illustrations, order of events, and language used) of different text types during reading and writing.

As students move through this phase and write more, use specific text-type planning templates to support students to include essential elements of the text type (e.g., a persuasive piece would use a different planning template from a fairy tale).

For each text type, students will need explicit teaching for:

- › the language to be used
- › features to include
- › tense/s to use
- › the way sentences are to be organised.

		During year 4 <i>Informed by prior learning, teach students to:</i>	During year 5 <i>Informed by prior learning, teach students to:</i>	During year 6 <i>Informed by prior learning, teach students to:</i>
Composition	Writing to inform			<ul style="list-style-type: none"> - begin to use words and phrases to clarify, illustrate, or compare ideas (e.g., especially, for example, in contrast) - provide concluding sentences related to the information or explanation
	Writing to persuade	<ul style="list-style-type: none"> › draw on their own experiences and knowledge, as well as acquired knowledge, to write texts to persuade that: <ul style="list-style-type: none"> - introduce a topic and state their opinion - organise writing into one or more paragraphs, with supporting reasons for their opinion - begin to use some linking words and phrases (e.g., because, for example, also) to connect their opinions with the reasons - provide a concluding statement 	<ul style="list-style-type: none"> › draw on their own experiences and knowledge, as well as acquired knowledge, to write texts to persuade that: <ul style="list-style-type: none"> - introduce a topic and state an opinion on it, using the first person - organise writing into two or more paragraphs, grouping related opinions and reasons - support opinions with facts and details - use linking words and phrases (e.g., in addition, for instance) to connect the opinion with the reasons - provide concluding sentences related to the opinion 	<ul style="list-style-type: none"> › draw on their own experiences and knowledge, as well as acquired knowledge, to write texts to persuade that: <ul style="list-style-type: none"> - introduce a topic and clearly state a position taken on it - organise writing into three or more paragraphs that have logically grouped ideas - order ideas/paragraphs that are supported by facts/details from strongest to weakest - use emotive words and phrases to persuade the reader to adopt their position - use a range of linking words (e.g., consequently, specifically) to link the opinion and reasons - provide a concluding paragraph related to the position taken on the topic
	Digital texts		<ul style="list-style-type: none"> › begin to use digital tools, including word-processing programs, to create and edit texts with a mixture of print, visual, and audio content 	<ul style="list-style-type: none"> › use a range of digital tools to create and edit texts with a mixture of print, visual, and audio content

Teaching considerations

(See teaching considerations on page 107.)

Scaffold the creation of digital texts by explicitly teaching and modelling how to access and use word processing programs, including their editing tools. Support students to develop critical analysis skills and to use these to make decisions about selecting content for their digital texts (e.g., when selecting from the internet).

		During year 4 <i>Informed by prior learning, teach students to:</i>	During year 5 <i>Informed by prior learning, teach students to:</i>	During year 6 <i>Informed by prior learning, teach students to:</i>
Writing craft	Word choice	<ul style="list-style-type: none"> › select and use words and phrases that clearly express where and when things happen 	<ul style="list-style-type: none"> › select and use words and phrases that clearly express actions, feelings, situations, or conditions 	<ul style="list-style-type: none"> › select and use words and phrases that clearly express differences, additions, and other logical connections
	Language features and devices	<ul style="list-style-type: none"> › use figurative language such as simile and metaphor to purposefully create vivid images and effects to engage the reader 	<ul style="list-style-type: none"> › deliberately and carefully select and use literary devices, including simile, metaphor, and personification, to create vivid images and effects to engage the reader › explain how the devices they have used help create meaning for the intended audience 	<ul style="list-style-type: none"> › deliberately select and use a range of literary techniques, including imagery, personification, figurative language, alliteration, and idioms, to meet the purpose of the writing and engage the reader › explain how the devices they have used help create meaning for the intended audience

Teaching considerations

When teaching word choice:

- › build word knowledge, through the texts that students read and during information gathering, by explicitly teaching and recording words that students could use in their writing (e.g., topic-specific words or descriptive words)
- › model the use of identified words in the planning, drafting, and revising stages of writing
- › model choosing the best word to convey an exact meaning (e.g., freezing, frosty, chilly, or cool)
- › use model texts to show author word choice.

Poetry is a rich source of vivid and imaginative word choice. Reading and writing poetry gives students the chance to encounter a rich store of words and use them in innovative and creative ways.

During this phase, word choice should become a more deliberate act, and this needs to be modelled by the teacher.

Introduce the language feature or literary device by giving its name, a definition suitable for the year level, examples of its use, and the effect it has.

Teach language features and devices through such activities as:

- › analysing model texts to notice how authors use language features to enhance writing or to convey meaning
- › using quality poetry and narratives as exemplar texts to highlight language features and devices and discuss how they have been used
- › reading and writing poetry which provides opportunities to use language features and devices in a variety of ways
- › modelling writing showing students how to use language features and devices, deliberately and discerningly, to enhance their writing.

		During year 4 <i>Informed by prior learning, teach students to:</i>	During year 5 <i>Informed by prior learning, teach students to:</i>	During year 6 <i>Informed by prior learning, teach students to:</i>
Writing processes	Planning	› use organisers (e.g., graphic organisers or mnemonics) to organise and plan writing	› use organisers (e.g., graphic organisers or mnemonics), suitable to the text structure, to organise and plan writing	› choose and use the most appropriate graphic organiser or mnemonic for the writing task
		› make notes, reducing information into key words and phrases	› make notes, organising key information into categories	› make notes by gathering key information from a range of print and digital sources and organising it into categories
		› set and work towards specific writing goals based on reflection on their own writing content and processes	› set and work towards specific writing goals based on reflection on their own writing content and processes	› set and work towards specific writing goals based on reflection on their own writing content and processes
	Drafting	› transfer ideas from planning organisers or mnemonics into sentences	› transfer organised information from planning into draft paragraphs for each category or idea	› transfer organised information from planning, and ensure there are links between paragraphs and cohesion across the text
		› write non-fiction paragraphs that have a topic sentence, detail sentences, and a concluding sentence	› write multi-paragraph non-fiction texts which include an introduction, sub-topics, and a conclusion	› write multi-paragraph texts for a range of purposes, organising the information and ideas to best suit their intended purpose, using headings and subheadings appropriately
		› use layout conventions to indicate paragraphs (each begins on a new line and is indented from the margin)		

Teaching considerations

Ensure students are writing daily and are encouraged to write across the curriculum. This may be done independently or collaboratively. When collaborating, students need to respect the contributions everyone brings.

The writing process is recursive. Effective writers continually revisit and repeat the stages in the process as they write.

Build students' knowledge about the topics they are going to plan and write about through reading to, reading with, research, experiences, and discussion.

Explicitly teach the components of the writing process using think-alouds, modelling, and exemplar texts.

Use planning templates that promote a clear paragraph and multi-paragraph structure (introductions, body, and conclusions) to support students to write using these structures. Explicitly teach students how to organise content by grouping it into relevant paragraphs during planning.

Teach writing processes through focusing on:

- › note-taking and planning – model note-taking and using key words and phrases during planning to promote students writing information in their own words
- › modelling writing in sentences – during the drafting phase, model using keywords, notes, and phrases from planning then turning them into complete and varied sentences with cohesive ties between paragraphs
- › checking for sense – model checking that sentences and paragraphs make sense and have the necessary punctuation
- › improving word choice – explicitly teach students to improve word choice and to combine and expand sentences
- › correcting errors – support students to recognise fragment and run-on sentences so they can identify and fix them in their own work.
- › modelling how to notice and fix errors
- › providing exemplar writing – it can be helpful for students to practise revising and editing collaboratively on exemplars

Giving and receiving feedback will be part of both revising for message and purpose and editing for conventions such as spelling and punctuation. It will also help identify areas for goal setting.

		During year 4 <i>Informed by prior learning, teach students to:</i>	During year 5 <i>Informed by prior learning, teach students to:</i>	During year 6 <i>Informed by prior learning, teach students to:</i>
Writing processes	Revising	› reread to check at the sentence, paragraph, and whole-text level	› read and check continuously while writing	› independently read and check continuously while writing, throughout the school day across all learning areas
		› make simple revisions to their texts to improve the clarity for the intended audience and purpose (e.g., replacing words, adding sentences, and using audience and peer feedback)	› make revisions to the content of draft texts to improve clarity and focus for the intended audience and purpose (e.g., seeking audience and peer feedback and deleting or improving words, phrases, or sentences)	› make revisions at the word, sentence, and text structure levels, with the purpose and audience in mind
			› notice errors in grammar and meaning and make corrections as they write, with support from the teacher	› notice errors in grammar and meaning and independently make corrections as they write
	Editing	› make edits to draft paragraphs using known punctuation	› make edits to draft, multi-paragraph texts using known punctuation and layout conventions	› make edits to improve the clarity of a range of texts using known punctuation and layout conventions
		› use a word card or simple dictionary to find the spellings of unknown words	› use a simple or online dictionary to find the spellings of unknown words	› use a physical or online dictionary to find or confirm the spellings of unknown words
		› give feedback to and receive feedback from peers.	› seek and respond to audience and peer feedback.	› selectively accept or reject audience and peer feedback and justify their decision.

Teaching considerations

(See teaching considerations on page 113)