

Consultation opens for the English Learning Area Years 0-6

Priority 1: Establishing a knowledge rich curriculum grounded in the science of learning

Priority 2: Implementing evidence-based instruction in early literacy and mathematics

The draft learning area for English Years 0-6 in The New Zealand Curriculum (NZC) is now available. We welcome your feedback on this content during our consultation from 26 August – 20 September. The final version is due to be released in Term 4.

The first draft of the Year 0-6 English learning area is now ready for your review and feedback. As school leaders, classrooms practitioners and experienced professionals your insights are a valuable part of this process and will help ensure that we have a world-leading curriculum.

So far, this work has been contributed to by teachers, subject-matter experts, school leaders, and curriculum design experts. It has been shared with sector representative groups for initial feedback and independently reviewed by the Education Review Office (ERO) who have drawn on their leadership partners from schools and kura around the country as well as international experts.

You can read the draft content for the English learning area for Years 0-6 and have your say here: [Draft English Curriculum — Open for Consultation \(education.govt.nz\)](https://www.education.govt.nz/draft-english-curriculum-open-for-consultation/)

This is your first opportunity to provide feedback. Thank you for taking the time to share your insights on work done to date. Final versions are due to be presented as online resources in Term 4 2024. The next round of feedback will be open at the end of 2025 once you've had the opportunity to embed the content into your classrooms.

As you provide your feedback, please consider how this document will support teachers anywhere in their teaching journey, but especially our new beginning teachers as they build confidence and fluency in the curriculum content and sequence.

The draft English learning area for Years 7-13 will be released in Term 4 for consultation and feedback throughout 2025.

Is this the final presentation?

The draft English learning area is currently presented as a PDF for your feedback. **This is not yet formatted for online or the final hard copy.** We have focus groups of teachers and principals providing advice on an online format of the curriculum. The final version will be interactive, easy to navigate and connected to valuable resources that we will continue to add to over time. We've already heard from you through the maths consultation that you have exciting ideas about how the maths learning area is presented. For example, one-page summaries for the progressions. We'll be acting on this feedback.

What you will recognise and what is new

The English learning area will sit within the New Zealand Curriculum Framework (Te Mātaiaho). This framework will continue to be refined alongside the development of all learning areas.

You will recognise:

- The Understand Know Do (UKD) model
- Phases of learning and progress outcomes
- Previously seen elements of the Common Practice Model (CPM)

What's new:

- Increased teaching guidance and year-by-year teaching sequences to reduce your workload and provide clarity on what should be taught and when
- The NZC and the CPM completed and combined into one place

Supporting you to use the English learning area

As you start to use the updated English learning area next year, we'll support you in a range of ways as you implement the updated content including through Professional Learning and Development (PLD).

- The first cohort of Years 0-3 teachers is now receiving new PLD in structured literacy approaches delivered by Ministry-approved providers.
- Applications for the second cohort of Years 0-3 teachers open 26 August, with an expansion to teachers of Years 4-8 in 2025.
- Cohort 2 PLD will be delivered in Term 4 2024 and Term 1 2025.

Ministry-funded PLD in structured literacy approaches is also being delivered through the Better Start Literacy Approach in Term 3 and Term 4 2024. We'll be monitoring how schools are progressing with embedding structured literacy approaches to ensure we are providing the right level of support.

Your questions answered

The new English and Te Reo Rangatira (Years 0-6) and maths and pāngarau (Years 0-8) curriculum will be required for use from Term 1 2025. But our work to jointly progress the content with you won't stop there. We know you'll have important insights and experiences to share with us as you bring the content to life in your classrooms.

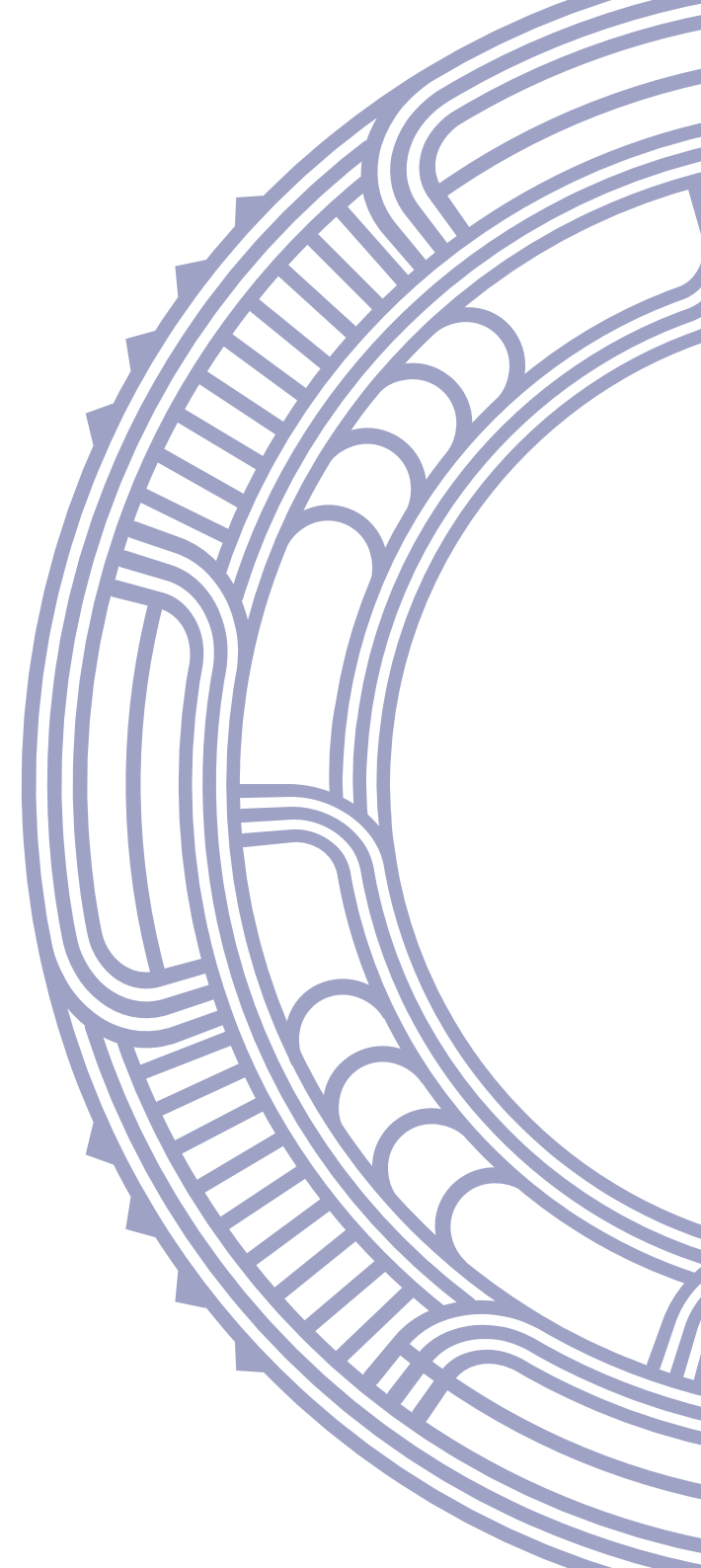
The timing of this is that:

- The Minister of Education will issue the Years 0-6 English and Te Reo Rangatira curriculum and Years 0-8 maths and pāngarau curriculum in the New Zealand Gazette at the end of 2024 for required use in 2025.
- The Minister of Education will issue the final full Years 0-13 English, Te Reo Rangatira, maths and pāngarau curriculum at the end of 2025 for required use in 2026. This will incorporate any amendments for Years 0-6 English and Te Reo Rangatira and Years 0-8 maths and pāngarau in response to feedback we receive from you during 2025.



Te Poutāhū
Curriculum Centre

DRAFT



Te Mātaiaho

The New Zealand Curriculum

ENGLISH YEARS 0-6



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

**Te Kāwanatanga
o Aotearoa**
New Zealand Government

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In the English curriculum, the tables in the teaching sequences for phases 1 and 2 are spread across two pages. Therefore, on screen, the curriculum is best viewed using the ‘double pages’ document, so that each double page spread is visible.

If you are printing the document to view it, print the ‘single pages’ version, backed. Then staple or bulldog clip the left-hand side of the printout, so that as you go through the document, each double spread is visible when you turn the pages.

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.*

The purpose statement for the learning area of English reflects the deep and enduring big ideas and themes that underpin all five phases of learning.

Literacy in English is critical for students to be able to engage successfully with all curriculum learning areas. Their fluency, confidence, and competence depends on them being literate and mastering the foundations of oral and written language.

The learning area is broken into three core strands: oral language, reading, and writing. It is through these three strands that students develop their views and identities, apply knowledge, make linguistic and cultural connections, and extend their creativity and capacity to think critically to thrive in the modern world.

Through the English learning area, students learn to appreciate the power of language and literature, gaining insights into themselves and others. Their ability to communicate enables them to build positive relationships, collaborate for common purposes, deliberate, and share their ideas with others. The study, use, and enjoyment of language and literature in a variety of text forms enables them to access the thoughts and perspectives of others, to walk in different worlds, and to broaden their horizons by experiencing diverse cultures, ideas, and viewpoints.

Through the English learning area, students develop a positive relationship with language and literature by engaging with stories as a source of joy

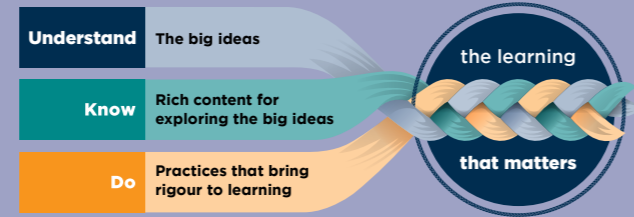
and nourishment. Learning in English helps them understand, enjoy, and celebrate the beauty and richness of stories from Aotearoa New Zealand, from Te Moana-nui-a-Kiwa, and the wider world. Engaging with non-fiction texts broadens their knowledge base through interactions with factual and practical information. As text creators, students are encouraged to see themselves as members of literary and digital communities¹, contributing their own stories and ideas as well as interpreting the stories and ideas of others.

Through the English learning area, students develop an understanding of the shared codes and conventions of texts; this gives them the power to interpret and challenge texts and to create their own texts. How texts are used, and how they are chosen, are important considerations for teaching in English and important ways in which teachers can contextualise learning for their students. As students move through the phases, they will encounter and engage with texts in a range of modes (e.g., written, spoken, visual, and multimodal) and use a range of technologies.

The English learning area equips students with the skills they need to maximise their life opportunities, enhance their employability, and engage with global experiences and issues. By becoming effective communicators and developing the capacity to think critically and creatively, students are prepared for success both during and after their schooling journey.

¹ A literary community is a collective of individuals who share a passion for literature and engage in discussions, critiques, and appreciation of various literary works, fostering creativity and intellectual growth. A digital community is a network of individuals who interact and communicate through online platforms and share ideas, knowledge, and interests, fostering collaboration in a virtual space.

Understand-Know-Do overview (in development)



Understand Big ideas

Understand describes the deep and enduring big ideas and themes that students develop over phases 1-5.

UNDER DEVELOPMENT

The Understand-Know-Do Overview will be completed when all five learning phases have been completed.

Know Content and concepts

Know comprises the meaningful and important content, concepts, and topics that exemplify and enrich students' understanding of the big ideas.

UNDER DEVELOPMENT

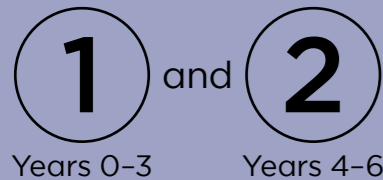
The Understand-Know-Do Overview will be completed when all five learning phases have been completed.

Do Practices

Do describes the practices (skills, strategies, processes, and competencies) that are particular to each learning area and that bring rigour to learning.

UNDER DEVELOPMENT

Phases

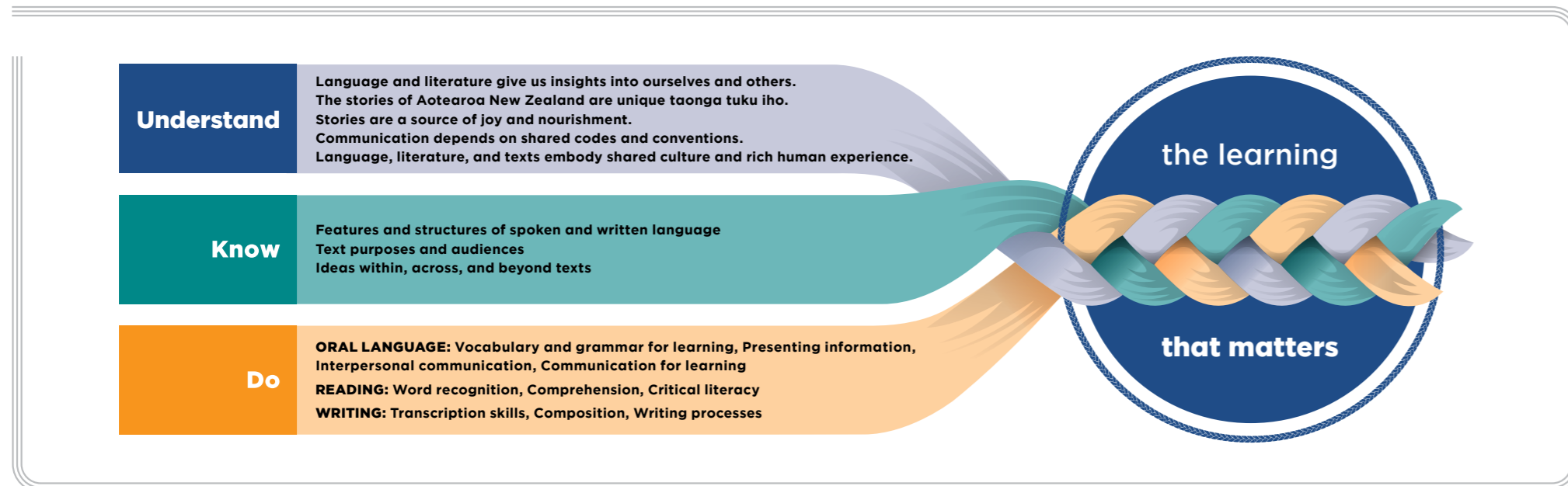


English learning area structure

This section clarifies the Understand-Know-Do framework on which the English learning area is structured.

- › **Understand** describes the big ideas and themes that students develop over phases 1 to 5.
- › **Know** outlines the meaningful and important content, concepts, and topics that exemplify and enrich students' understanding of the big ideas and themes.
- › **Do** describes the skills and actions that students practise, demonstrating what they know and understand.

Through the Understand-Know-Do structure, students do not simply memorise content. They develop understandings of big ideas and themes (Understand), build key knowledge (Know), and learn the practices and capabilities inherent in the learning area (Do).



The year-by-year teaching sequences weave Understand, Know, and Do around three strands that reflect the critical focus on literacy in the first six years of school:

- › **Oral language** – the focus of this strand is to teach students to communicate and interact effectively and to express themselves, building a solid foundation for collaborative learning and mutual respect.
- › **Reading** – the focus of this strand is to teach students to decode and comprehend text and instill in them an early love for reading.
- › **Writing** – the focus of this strand is to teach students to express ideas in written form that others can understand and to foster a love for writing from an early age.

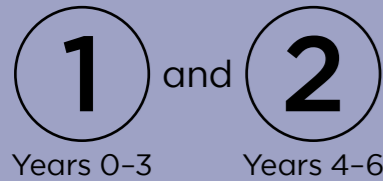
These strands cover the essential knowledge and abilities that all students need to interact effectively with the various texts and tasks required across the curriculum. They outline the ‘constrained skills’² necessary for independent reading and writing. These skills are limited, follow a similar development pattern for most students, and are acquired and mastered relatively quickly. They are best developed through explicit teaching. The strands also include ‘unconstrained’ skills and knowledge, such as those used for understanding text, which are more flexible and continue to grow throughout a person’s life.

Phase 1 builds on learning in early childhood and focuses on the oral language, reading, and writing skills and knowledge students need for English and all other learning areas. For reading and writing, this includes a strong focus on written texts. The reciprocal relationships between oral language, reading, and writing play a pivotal role in developing literacy skills. As students learn to express themselves orally, they begin to understand the structure of language, which aids in reading comprehension and written expression, thereby fostering a positive and enriching relationship with literacy. Integrating the elements of structured literacy approaches into teaching is an efficient and effective way of building and consolidating key knowledge and skills (e.g., teaching students to decode and spell a particular phoneme-grapheme correspondence in the same lesson).

In phase 2, students continue to build on the relationships between oral language, reading, and writing. Through an emphasis on communication for learning, they enhance their ability to acquire knowledge through oral language and communication, providing many opportunities to articulate their thoughts and ideas. In reading, they consolidate their automatic word recognition skills and develop a love for independent reading. In writing, they explore diverse topics and genres with increasing technical accuracy, fostering creativity and enhancing their communication skills. Additionally, students have opportunities to consolidate their learning through written text, as well as through visual, spoken, and a range of digital technologies.

² “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.)

Phases



Teaching guidance

A comprehensive teaching and learning programme underpinned by the science of learning

This section describes the science of learning, explicit teaching, structured literacy approaches, and the positive relationships with oral language, reading, and writing that underpin teaching in phases 1 and 2.

The science of learning in practice

The science of learning helps teachers understand how students learn biologically, developmentally, cognitively, culturally, emotionally, and socially. It considers the cognitive processes involved in learning, distinguishing between novice and expert learning stages, and takes account of the impact of emotions, sense of belonging, and executive functioning skills on the ability to learn.

Building on teachers' understanding that variability and neurodiversity in learning are part of every classroom helps them create learning environments that are welcoming, responsive, and inclusive from the outset. When teachers understand the various ways in which students engage with learning, process information, and demonstrate their knowledge and abilities, they can enhance teaching and learning for every student.

Activating prior knowledge: Students learn new things by connecting them to what they already know. The more they know and the better it is connected, the easier and faster they learn. We need to recognise the influence of pre-existing knowledge (cognitive schema) on the ability to learn and memorise new information.

Cognitive load and working memory: Working memory has limited capacity, and therefore if tasks are too cognitively demanding or if we are confronted with too much additional information at once, learning is impeded. Learning is easier when teachers break it down into small steps and ensure each step is understood before moving on. Students need to experience explicit instruction that does not overwhelm working memory and that uses chunking, questioning, models, and spaced recall practice.

Starting lessons with revision: Reviewing what students already know helps them connect added information to existing knowledge. It is important to start lessons with revision to activate students' schema, preparing them to connect new learning with what they already know.

Practice: Students need to practice recalling information from their long-term memory to use it in new situations. Spreading practice over time is more effective than cramming. When teachers use worked examples for guided practice and combine new learning with previous knowledge, it improves cognitive flexibility for students.

Scope and sequence: 'Scope' refers to the concepts or skills that need to be taught. 'Sequence' refers to the order in which the concepts and skills are introduced. This ensures that foundational knowledge is built before introducing more complex concepts. This structured approach helps students make connections, facilitating deeper understanding and retention of information.

Effective feedback: Feedback is crucial for learning. Formative assessment is a crucial part of the science of learning because it provides ongoing feedback that helps students identify their strengths and areas for improvement, allowing them to adjust their learning strategies, accordingly. Providing immediate corrective feedback helps to prevent the encoding of errors into long-term memory.

Affective learning skills: Believing in their ability to learn and having skills like self-regulation and motivation are essential for students' success. Creating a sense of connection and belonging in learning is important because it makes students feel valued and motivated. Including cultural and linguistic connections helps students see their identities reflected in the material, enhancing their engagement and learning. It is important to target and tailor teaching to accommodate individual student needs and developmental stages, combining explicit instruction with other pedagogical approaches to provide a rich learning environment.

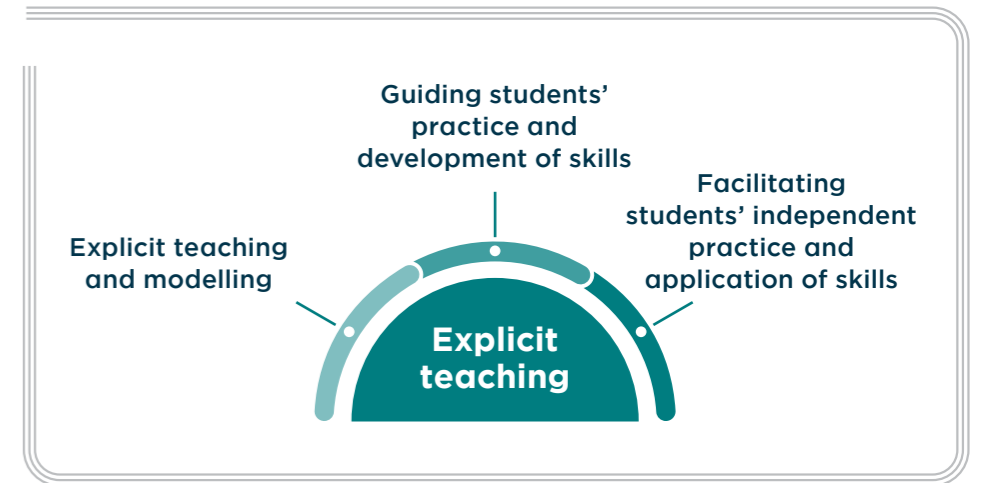
Explicit teaching

Explicit teaching means teachers clearly explain concepts with specific learning intentions and success criteria for each lesson, rather than expecting students to figure them out on their own. This approach is useful when teaching new material or addressing misunderstandings.

Explicit teaching is not just about teacher talk. In it, teachers gradually give students more responsibility for their own learning. Students stay actively involved, and teachers regularly check for understanding, providing immediate and constructive feedback.

The principles of explicit teaching include:

- › **a gradual release of responsibility.** Beginning with teaching and modelling ('I do'), teachers move to guided practice and skill development ('We do'), and finally to facilitating students' independent practice ('You do'). This process is repeated as students encounter new learning



- › **being systematic,** by organising learning content in a sequential order broken down into its elements from simple to complex, sometimes called a scope and sequence, which reduces cognitive load
- › **being precise,** by using clear language to explain new learning, including accurate terminology for concepts, topic content, and metalanguage (words used to describe a language)

- › **providing repeated and varied opportunities for learning** such as multiple explanations, examples, and diverse ways of representing information (e.g., verbally, visually, and in writing)
- › **being cumulative**, by building on prior knowledge with multiple opportunities for review and practice. This means that new learning does not have to wait until previous learning is fully embedded. Opportunities for practice, review, and consolidation of previous learning can be provided alongside new learning, whilst being mindful of cognitive overload
- › **being diagnostic and responsive**, by paying continuous attention to student needs through informal and formal assessment, which includes observation and noticing, recognising, and responding
- › **developing mastery and automaticity**, by linking new knowledge and skills to prior learning and providing multiple opportunities for spaced repetition. This process ensures that new information is transferred to long-term memory, allowing skills to be performed effortlessly, and opening up opportunities for extension and enrichment.

Elements of structured literacy approaches

For the purposes of both reading and writing, the elements of structured literacy approaches include:

- › **oral language** – including learning to communicate and learning through communication, and both listening and speaking
- › **phonemic knowledge** – knowledge of the smallest units of sound in words (e.g., the word ‘ship’ has three phonemes – ‘sh’, ‘i’ and ‘p’). This is taught most effectively when letters are presented along with sounds

- › **systematic synthetic phonics** teaching and knowledge for **decoding** and **spelling**. Synthetic phonics involves explicitly teaching students to read and spell words by blending phonemes into words and segmenting words into phonemes. For example, ‘mmm-aaa-nnn’ to ‘man’ (blending) or ‘man’ to ‘m-a-n’ (segmenting). Synthetic phonics teaching is systematic when it follows an evidence-informed scope and sequence. A phonics ‘scope’ is the summary of what is being taught and moves from simple to complex. A phonics ‘sequence’ is the order that sounds and letters are cumulatively introduced within the scope
- › **handwriting** – explicitly teaching handwriting to fluency, along with spelling and executive function skills, reduces cognitive load and frees up cognitive resources for composition. It also supports the consolidation of phoneme-grapheme relationships
- › **vocabulary** – explicit teaching of sophisticated vocabulary (sometimes referred to as ‘tier 2 words’) and content-specific words (sometimes referred to as ‘tier 3 words’) supports comprehension³
- › **morphology** – the study of the meaningful parts of words. Morphemes are the smallest unit of meaning. An example is ‘ed’, which shows us that the action captured by a verb happened in the past
- › **syntax** – explicitly teaching the structure of sentences supports comprehension and composition
- › **fluency** – decoding and handwriting fluency reduces cognitive load and supports students to focus on higher-order comprehension and composition tasks
- › **text structure** – explicitly teaching the structure of diverse types of text supports both comprehension and written composition
- › **writing processes** – planning, drafting, revising, and editing
- › **comprehension** – many of the other elements of structured literacy approaches combine, along with prior knowledge and knowledge-building, to support comprehension.

The elements of structured literacy approaches are explicitly taught to novice learners.

Positive relationships with oral language, reading, and writing

As students are developing positive relationships with oral language, reading and writing, they enjoy words and word play, participate in conversations, share books, stories, and poems, invite their families to share stories, encourage one another to share favourite texts, visit libraries, suggest topics for writing, respect each other’s ideas and inner resources, and develop confidence in expressing their opinions as readers and authors.

Positive relationships with oral language, reading, and writing are developed more effectively when students can connect texts with their identities, interests, and preferences. A critical component of developing these positive relationships is enabling student agency when they read and write for pleasure.

Typically, as students progress in their learning, they interact with a broader range of text forms and engage with increasingly complex texts. This is not to say that, for instance, fluent readers will no longer work with simple texts; rather, they will have a wider selection of texts to work with. Students retain agency in selecting texts to read for pleasure as they are introduced to a broad range of text types and contexts.

Developing these positive relationships 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. Exploring and crafting texts can be collaborative or individual, for sharing with others or for expressing oneself.

Working with texts is at the core of English

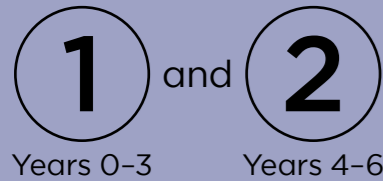
Teachers select texts that support the learning purposes – for example:

- › 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 purpose is building students’ vocabulary, knowledge of text structures, word knowledge, and comprehension skills (e.g., sophisticated picture books, classic and contemporary literature, stories from 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 particular learning areas and allow for the exploration 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 to achieve the same learning and address issues of equity and access (e.g., sophisticated picture books, texts that explore similar ideas using different modes)
- › texts that reflect the identities, cultures, and lived experiences of students or provide windows into different places, times, and cultures (e.g., prose, poetry, plays, novels, texts by Māori authors, contemporary and historical texts, stories from New Zealand, the Pacific, and around the world)
- › texts that allow for exploration, reflection, and discussion of how text creators use techniques to persuade or influence, and the impact of this on different people.

These texts also include students’ own texts and texts from their families and communities.

³The categorisation of vocabulary into Tier 1, Tier 2, and Tier 3 words is a widely accepted framework in education, particularly in the context of literacy instruction. This framework was popularized by Isabel Beck, Margaret McKeown, and Linda Kucan in their book *Bringing Words to Life: Robust Vocabulary Instruction* (2002, Guilford Press).

Phases



Planning guidance

This section provides guidance on what to pay attention to when planning teaching in literacy.

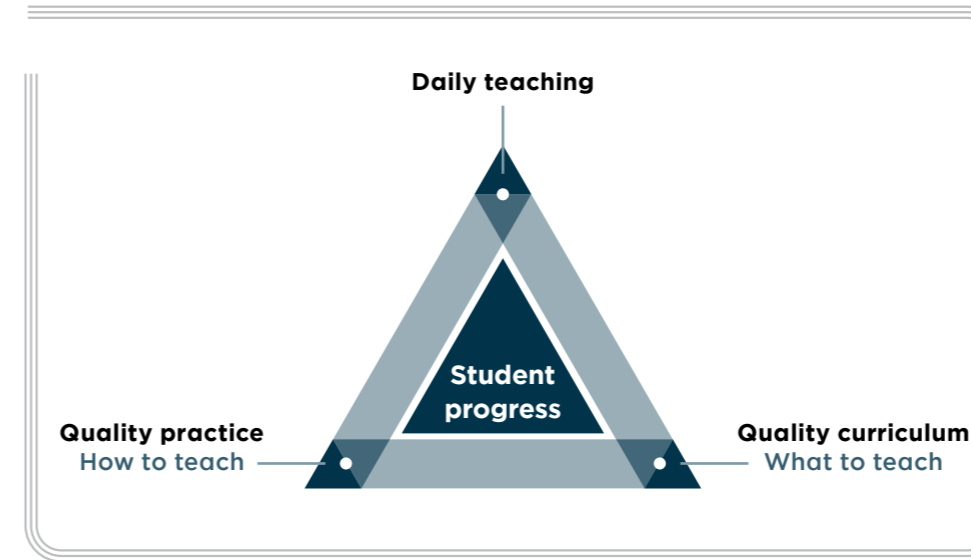
Teaching and learning plans are developed for a syndicate, year, topic or unit, week, and lesson, and differentiated to meet the needs of individual students. The following considerations are critical when planning.

- › Design organised and focused plans to make optimal use of instructional time.
- › Identify the critical content that will provide rigorous learning for all students. This includes the facts, concepts, and generalisations; the skills strategies, and processes; and the vocabulary and language conventions that match students' instructional needs and will empower them in the future.
- › Take opportunities to plan engaging, fun, and creative learning experiences.
- › Sequence the knowledge and practices in ways that consider such things as easier and harder aspects, highly frequent to less frequent usage, prerequisites, and associated knowledge and practices. The teaching sequences for Oral language, Reading, and Writing have been specifically designed to support this sequencing.
- › Break down complex skills, strategies, and knowledge into smaller instructional units.
- › Include a review of previously taught material to consolidate this into long-term memory and the development of automaticity.

Planning for an hour a day

Students learn best when they have daily opportunities to revisit and practise their prior literacy knowledge alongside new learning. Reading and writing are each taught for an average of one hour per day. This approach helps students connect new information to what they already know, with teachers providing 45 minutes of dedicated reading and 45 minutes of dedicated writing each day, along with at least an additional 30 minutes of practice spread throughout the day and across learning areas. This can include using games and other activities that make reading and writing fun and engaging for young learners (e.g., role play, alphabet and phonics games, book-themed scavenger hunts, interactive read-alouds, and independent reading).

Integrating oral language, reading, and writing across all learning areas provides students with regular opportunities to communicate for authentic purposes in a range of learning contexts and encourages them to take risks and apply what they have learned in dedicated literacy lessons. Providing language-rich and innovative communication, collaborative, and creative activities underpins this daily teaching approach.



Planning for variability in learning

Variability in learning means that in every classroom, the ways in which students engage in learning, process information, and show what they know and can do are diverse. Addressing barriers to learning requires teachers to be responsive in their design of learning experiences by building on what students already understand, know, and can do.

Planning for variability means designing lessons that respond to students' unique strengths, needs, experiences, and interests. Teachers must adjust the explicitness and intensity of their teaching based on their knowledge of their students, using structured literacy approaches that adapt to students' progress in reading and writing. Some students may not have learnt everything they have been explicitly taught and will need additional, targeted, small-group teaching. Other students may have learnt more than they have been explicitly taught, through implicit learning, and will need extension and enrichment. By targeting and tailoring teaching methods, teachers can ensure that every student receives the support they need to succeed in literacy.

Planning for assessment

Ongoing formative assessment is essential, as it allows teachers to continuously monitor students' progress in literacy according to the steps in a teaching sequence. By regularly assessing students' literacy skills, teachers can notice and respond to individual strengths and areas needing improvement, responding and planning accordingly. This continuous assessment helps in selecting teaching strategies that build on students' prior knowledge and extend their understanding.

Regular and ongoing feedback enables teachers to match instruction to each student's unique needs, ensuring that every child receives the appropriate support, exactly when they need it, to advance their literacy skills effectively.

Standardised assessment tools, such as the Phonics Check, provide a measure of students' literacy progress over specific periods. These assessments help teachers and parents to understand how well students are meeting literacy benchmarks and to identify when more supports are required.

Planning for effective grouping practices

Groups should be flexible, changing as students progress or as different skills are targeted, allowing teachers to respond to feedback from formative monitoring of progress. When working in groups, students can support each other, share diverse perspectives, and engage more actively in their learning. Varying grouping types (pairs, small groups, whole class) and practices can enhance learning, encourage peer support, and allow for more personalised teaching. Planning flexibly for diverse groups is helpful and necessary to manage learning effectively, ensuring that all students' needs are met.

Phase

1

Years 0-3

*Thriving in environments rich in literacy and numeracy
Te tupu pāhautea i te taiao ako e haumako ana i te reo matatini me te pāngarau*

Progress outcome by the end of year 3 (Foundation)

The goal of this phase is for all students to thrive in environments rich in literacy and numeracy. The English learning area supports students to build literacy skills across all other learning areas, as described in the Understand-Know-Do progress outcome on the following page.

Understand

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.
Communication depends on shared codes and conventions.
Language, literature, and texts embody shared culture and rich human experience.

Know

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

Do

ORAL LANGUAGE: Vocabulary and grammar for learning, Presenting information, Interpersonal communication, Communication for learning
READING: Word recognition, Comprehension, Critical literacy
WRITING: Transcription skills, Composition, Writing processes

the learning

that matters

Understand Big ideas

As students develop their literacy capabilities and knowledge of written texts, they come to understand how language works and that it follows shared codes and conventions that enable us to make sense of what is heard, written, read, and seen.

Students also come to understand that texts – those we create, those we read, and those we experience – can be a source of joy and a basis for shared experience about who we are and what is special about Aotearoa New Zealand. They begin to see that not everyone understands or accesses stories and information in the same way.

Know Content and concepts

Know Content and concepts:

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

By the end of this phase, students have a sense of purpose when they engage with and create written texts. They know that these texts can persuade, inform, or entertain, and that they can be sources of ideas and information that provide insights into our world and the worlds of others. Students know that their background and experience influence their interpretations of these texts and what they like, and that this may be different from others.

During this phase, students develop knowledge of stories and ideas from te ao Māori and from Aotearoa New Zealand that strengthen their connection to Aotearoa New Zealand. They know they can expand their knowledge by connecting to stories from the wider world. They know that they too have stories and ideas worth sharing. Students are given daily opportunities to develop positive relationships with oral language, reading, and writing.

By the end of this phase, students are familiar with the core conventions of written texts. 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. Students are learning to talk and learning through talk.

Do Practices

Do Practices:

- Oral language: Vocabulary and grammar for learning, Presenting information, Interpersonal communication, Communication for learning
- Reading: Word recognition, Comprehension, Critical literacy
- Writing: Transcription skills, Composition, Writing processes

Throughout this phase, students are developing their identities as communicators, readers, and writers.

Oral language – By the end of this phase, students can communicate effectively, using appropriate words, tone, and gestures for different contexts, and actively participate in conversations. They interpret texts by drawing on various elements and recognise different perspectives, sharing their own opinions and interpretations. They enhance their vocabulary and grammar for learning, for presenting information, and for engaging in interpersonal communication. Students are supported to build their language to talk about their learning.

Reading – By the end of this phase, students have developed basic literacy capability and can read fluently and accurately. They engage with a variety of written texts, developing their word recognition, comprehension, and critical literacy skills. When reading aloud, they use appropriate intonation and phrasing. They can use appropriate strategies when they are confused by text. When this confusion stems from decoding, they can check initial decoding and self-correct using cues from print. When the confusion stems from comprehension, they can use knowledge of word structure (morphology), sentence knowledge, and the surrounding text (context) to grasp the meaning of the text.

Early in the phase, students are learning what opinions are and that others may have a different opinion to them. By the end of the phase, they are backing 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.

Writing – During this phase, students plan and write texts for a range of purposes. They develop transcription skills, enabling them to write grammatically and use a variety of sentence structures. They use phonics and morphological knowledge to spell new, regular words and a growing number of irregular words correctly. They compose their own coherent and structured written texts. They also learn and apply various writing processes, such as planning, drafting, revising, and editing. Additionally, they can form all letters correctly with automaticity.

Teaching sequence

Thriving in environments rich in literacy and numeracy

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

The purpose of this section is to describe what teachers must pay attention to when teaching literacy in years 0 to 3.

Using a teaching sequence to plan helps teachers to prioritise and organise learning in each year in ways that lead to students consolidating and securing their knowledge of the big ideas, concepts, and practices described in a phase's progress outcome. Throughout phase 1, students should experience teaching that combines the enjoyment of language and literature with systematic and explicit teaching in oral language, reading, and writing.

Prioritising learning to read and write written texts in phase 1 is crucial because these foundational skills are essential for academic success across all learning areas. Early literacy development enables students to access and engage with a wide range of learning materials, fostering their overall literacy and language development.

Ensuring continuity in literacy learning as students transition from one year to the next is vital to prevent gaps in foundational skills that are crucial for learning progress. Teachers should revisit previous steps in the teaching sequence, alongside introducing new skills to reinforce understanding and build a strong literacy foundation. All steps in the teaching sequence are essential. Teachers will provide access to appropriately levelled learning experiences and texts that should be at least at a student's current year level step in the teaching sequence. Some students may not have fully grasped everything they have been explicitly taught and will need additional, targeted, flexible small-group teaching to reinforce these concepts. Conversely, other students may have acquired more knowledge than they have been explicitly taught through implicit learning and will require extension and enrichment activities. Teachers need to be responsive in their design of learning experiences by building on what students already understand, know, and can do.

Variability in learning means there are many ways in which students engage in learning, process information, and show what they know and can do. Addressing barriers to learning requires teachers to be responsive in their design of learning experiences by building on what students already understand, know, and can do.

Planning for the needs of all students means anticipating barriers to learning within the learning environment and building in appropriate supports. For example, access to digital technology may be essential for a dyslexic student's learning to support their engagement in reading and writing. For an English language learner, visual supports may be essential for enhancing the understanding of new vocabulary. Communication supports or devices may be essential for enabling an autistic learner to participate fully in class or group discussions. The use of New Zealand Sign Language (NZSL) and Braille may be essential for supporting the communication and literacy needs of deaf and blind students. Choice around text types and writing tasks may be essential for challenging a gifted student in their creative writing. Enabling learners access to what is essential for them to learn and progress can also be beneficial for all learners, enhancing their learning experiences too.

Throughout the day, teachers will provide opportunities for students to:

- › experience explicit teaching – explicit teaching is the key approach for students learning new literacy knowledge and skills
- › participate in environments that are rich in oral language and that extend communication skills – oral language is both the essential foundation for learning to read and write and a vehicle for building knowledge and understanding in all curriculum areas

- › build vocabulary knowledge – as an important predictor of reading skill in general, vocabulary knowledge needs to be built through oral language, in reading and writing, and across the curriculum. Be intentional about word learning throughout the entire day
- › develop phonemic awareness, phonics, and morphology for decoding and spelling – integrate decoding and spelling by using daily explicit teaching of phonics and phonemic awareness, following a scope and sequence of increasingly complex grapheme-phoneme correspondences and morphology
- › practise with decodable (phonically controlled) texts and less controlled texts – decodable texts are especially helpful for readers learning to accurately apply phonics skills and build automaticity in reading new words. Less-controlled texts are helpful for building reading fluency and breadth and depth of knowledge. Scaffold students to read a variety of less controlled texts with different difficulty levels
- › read to students daily – this provides opportunities for students to learn new vocabulary, explore books beyond their current reading skill, and develop a love of reading. Choose texts that expose students to a wide range of genres and reflect the languages and cultures of students, and explore the stories of Aotearoa New Zealand and the Pacific, introducing humour, suspense, and drama in ways that make the text more relatable and fun for students. Choose texts that broaden the experiences of students by providing windows into different places, times, and cultures
- › read independently – encourage students to read, and share with others, texts and genres they enjoy. This includes opportunities for students to read for pleasure every day, including texts that they have chosen

- › write on a variety of topics – students need explicit teaching and deliberate practice to develop writing skills so they can write about topics that are familiar and interesting to them. In the first three years, developing proficiency in handwriting, layout, spelling, and sentences is key. Create writing opportunities inspired by the texts that are being read to students and that they are reading independently
- › develop their identities as readers, writers, and communicators, so that they:
 - share the texts they choose others, both at school and at home; many of these are read to them, and some they look at or read themselves
 - draw on their imagination and what is familiar to them to craft and share oral, written, visual, and multimodal texts as a way of making sense of their world
 - enrich their storytelling by selecting from written language, oral language, and the visual mode (or a combination of these), and a variety of text forms
 - share stories with others, treating those that are shared with them with respect
 - work with others to compose rich texts
 - discuss how people, places, things, and ideas are included or excluded in a text
 - notice how text creators use language and modes to influence their understanding
 - discuss how the results of their critical analysis influence their feelings, thoughts, and actions.

Oral language

		6 months <i>For familiar situations and listening and responding to a range of stimuli, teach students to:</i>	Year 1 <i>For familiar situations and listening and responding to a range of stimuli, teach students to:</i>	Year 2 <i>For a range of situations and a variety of audiences and purposes, teach students to:</i>
Vocabulary and grammar for learning	Communicating using an expanding vocabulary	<ul style="list-style-type: none"> › use talk in play to practise new vocabulary (e.g., bigger, smaller) › define and use precise nouns and verbs relating to themselves and their bodies and to everyday home and school life (e.g., sleep, sprint, eyelash, shoulder, furniture, kitchen, classroom, ruler) 	<ul style="list-style-type: none"> › use a wider range of appropriate vocabulary specific to the topic in question (e.g., 'lighter' or 'heavier' rather than 'bigger' or 'smaller') › try out new language, even if it is not always correctly used › define and use precise nouns and verbs relating to the wider school and community environment and to content-area learning (e.g., assembly, cafe, order, vehicle, ambulance, rescue, chrysalis, hatch) 	<ul style="list-style-type: none"> › use a wider variety of words, including more specific nouns (e.g., 'dolphin' instead of 'fish'), descriptive adjectives (e.g., 'gigantic' instead of 'big'), and action verbs (e.g., 'gallop' instead of 'run') › define and use precise nouns, verbs, and adjectives relating to content-area learning (e.g., scales, feathers, breathe, reproduce, aggressive, nocturnal) › use words that are specific to different contexts, such as school, home, or play (e.g., 'experiment' in a science context, 'recipe' in a cooking context) › adapt how they choose vocabulary in different situations, according to their audience
	Vocabulary for learning	<ul style="list-style-type: none"> › define and use precise vocabulary for: <ul style="list-style-type: none"> - colours - basic shapes - quantity words - sensory attributes - physical sensations - adverbs of time - spatial and positional words - size words 	<ul style="list-style-type: none"> › define and use precise vocabulary for: <ul style="list-style-type: none"> - emotions - shapes - quantity words - sensory attributes - adverbs of time - spatial and positional words - size words - adverbs of manner 	<ul style="list-style-type: none"> › define and use precise vocabulary for: <ul style="list-style-type: none"> - thinking, learning, and self-regulation - texture and materials - character traits and personal qualities - adverbs of frequency - adverbs of place - social relationships and collaboration

Year 3 <i>For a range of situations and a variety of audiences and purposes, teach students to:</i>	Examples of teaching methods and things to consider
<ul style="list-style-type: none"> › use vocabulary related to different learning areas › make precise vocabulary choices (e.g., instead of just describing a cake as 'nice', using 'delicious') 	<p>Teaching vocabulary is an essential part of building knowledge. Students are best able to learn and retain words when they experience learning through a sustained topic or a conceptually related theme over days and weeks, rather than encountering different topics every day.</p> <p>Plan to teach in thematically coherent units sustained over time, with multiple opportunities for students to hear, say, read, and write words.</p> <p>Select and teach words explicitly by:</p> <ul style="list-style-type: none"> › telling students how to pronounce, read, and write a word › using the word in the context of the learning situation and putting it in a related sentence › supplying a student-friendly definition › giving examples and non-examples › making connections with other words and related knowledge through synonyms, antonyms, categories, attributes, and students own knowledge › supporting important words with visuals and graphic organisers to support the above connections › providing guided and independent practice using the words, spaced over multiple occasions › reviewing previously learned words. <p>Nurture students' curiosity about and appreciation for words. Teach word-learning skills such as:</p> <ul style="list-style-type: none"> › asking questions about words, and discussing their meanings and connections
<ul style="list-style-type: none"> › define and use precise vocabulary for: <ul style="list-style-type: none"> - thinking, learning, and self-regulation - adverbs of frequency - character traits and qualities - words indicating degree - social relationships and collaboration 	<ul style="list-style-type: none"> › learning how to deduce word meanings from the context and background knowledge (e.g., about meaningful word parts (morphemes) › using print and digital sources to find out the meanings of words.

		6 months <i>For familiar situations and listening and responding to a range of stimuli, teach students to:</i>	Year 1 <i>For familiar situations and listening and responding to a range of stimuli, teach students to:</i>	Year 2 <i>For a range of situations and a variety of audiences and purposes, teach students to:</i>
Vocabulary and grammar for learning	Sentence structure	<ul style="list-style-type: none"> › communicate in full sentences, including a subject (noun phrase) and a verb › join ideas using coordinating conjunctions (e.g., and, but) 	<ul style="list-style-type: none"> › form full sentences including a subject and verb, joining clauses with subordinating conjunctions (e.g., because, so) 	<ul style="list-style-type: none"> › form full sentences including a subject and verb and with coordinating, subordinating, and conditional conjunctions
		<ul style="list-style-type: none"> › speak in sentences using joining phrases with words such as if, because, so, could, but 	<ul style="list-style-type: none"> › use conjunctions to organise and sequence ideas (e.g., first, then, next) › use sentence stems to link to others' ideas in group discussion (e.g., "I agree with ... because ...") 	<ul style="list-style-type: none"> › speak in sentences using joining phrases to create longer sentences › use sentence stems to signal when they are building on or challenging others' ideas
	Morphological awareness	<ul style="list-style-type: none"> › use present-tense and regular past-tense verbs (e.g., "They are playing rugby." "They played rugby.") 	<ul style="list-style-type: none"> › use future verb tense (e.g., "They will play rugby.") 	<ul style="list-style-type: none"> › use third-person singular present-tense verbs (e.g., "She sings a waiata." "The plant grows.") › use common irregular past-tense verbs
	<ul style="list-style-type: none"> › identify and use morphemes in oral language, including regular plural nouns formed by the plural suffix (e.g., cat/cats, box/boxes, baby/babies) and present-tense verbs with the suffix -ing (e.g., eat/eating, swim/swimming) 	<ul style="list-style-type: none"> › identify, explain, and use morphemes in oral language, including regular past-tense verbs with the suffix -ed (e.g., jump/jumped), comparative adjectives using -er (e.g., bigger), and superlative adjectives using -est (e.g., biggest) 	<ul style="list-style-type: none"> › identify, explain, and use morphemes in oral language, including common irregular plural nouns (e.g., sheep, fish, women, students, mice), the suffix -ly, forming adverbs that describe how actions are performed (e.g., loud/loudly, slow/slowly), and the third-person singular present-tense verb suffix -s (e.g., the kākāpō climbs up a tree.) 	

Year 3 <i>For a range of situations and a variety of audiences and purposes, teach students to:</i>	Examples of teaching methods and things to consider
<ul style="list-style-type: none"> › form full sentences including a subject and verb and with coordinating, subordinating, and conditional conjunctions 	<p>Developing syntactic awareness</p> <p>Teaching students how sentences are built and how they support their expression and understanding in both spoken and written language.</p> <p>The important focus should be how to construct and use sentence forms, not the linguistic terms for them. There is no need to require young students to identify and name 'passive' or 'negation' sentences.</p> <p>Explicitly teach and model new sentence structures. Provide multiple opportunities, with immediate feedback, for students to practise using them accurately in speaking and listening, until mastery is achieved. Use visual supports such as colour-coding and graphics for sentence parts.</p> <p>Use oral sentence-combining as a robust means of teaching and providing practice with new grammar and sentence structures. Initially teach discrete syntax skills with familiar subject matter. Then embed frequent syntax practice in the context of learning across the curriculum, providing sentence stems for learners to repeat and expand using their own ideas.</p> <p>Students' oral sentence structures will be strengthened as they practise sentence structures through their writing and reading.</p>
<ul style="list-style-type: none"> › carefully consider the phrasing they use to express their ideas and how this supports the purpose of talk 	
<ul style="list-style-type: none"> › use singular and plural nouns with matching verbs in basic sentences (e.g., "Nikau hops.", "He hops.", "We hop.", "They hop.") 	<p>Developing morphological awareness</p> <p>Teach students how words can be broken down into meaningful parts (morphemes) and recombined. Although many students will be using these word structures accurately in conversation, they are unlikely to have a conscious awareness of how they work. Developing morphological awareness supports vocabulary, comprehension, word-reading, and spelling.</p> <p>Explicitly teach and model new grammatical structures. Provide multiple opportunities, with immediate feedback, for students to practise using them accurately in speaking and listening.</p> <p>Plan to teach discrete language skills, such as using and identifying morphemes or new sentence structures within literary or learning-area content lessons rather than within stand-alone grammar lessons.</p>
<ul style="list-style-type: none"> › identify, explain, and use morphemes in oral language, including the suffix -er, which indicates the person or thing doing an action and changes a verb to a noun (e.g., teach/teacher, sharpen/sharpener), and adjective and verb morphemes (e.g., -ful in joyful, -less in fearless, un- in unzip) 	

		6 months <i>For familiar situations and listening and responding to a range of stimuli, teach students to:</i>	Year 1 <i>For familiar situations and listening and responding to a range of stimuli, teach students to:</i>	Year 2 <i>For a range of situations and a variety of audiences and purposes, teach students to:</i>
Communicating ideas and information	Presenting to others	<ul style="list-style-type: none"> › share their own first name and surname, and the names of family members › memorise and sing the alphabet › memorise and recite with others a rhyme, poem, song, or waiata 	<ul style="list-style-type: none"> › memorise and share their own home address, school name, and teacher's name › memorise and recite a rhyme, poem, song, or waiata independently 	<ul style="list-style-type: none"> › give short prepared oral presentations on a topic, with visual or written support (e.g., say an introductory sentence, two details and a concluding sentence)
	Taking on roles	<ul style="list-style-type: none"> › try to behave and speak as someone or something else (e.g., an animal or character from a book) 	<ul style="list-style-type: none"> › take on the role of someone else (e.g., a character from a class text) 	<ul style="list-style-type: none"> › take on the role of someone else and interact with others
	Describing and explaining	<ul style="list-style-type: none"> › generate or dictate captions for photographs, illustrations, and their own artworks › describe themselves, their home, and their immediate family › convey simple, single-step directions to others 	<ul style="list-style-type: none"> › generate or dictate descriptions to accompany their artworks of people, objects, events, or activities, derived from their experience or imagination › describe items, people, and settings in the wider school and community environment › convey a multi-step instruction to others to complete a familiar task (e.g., brushing teeth), using basic time connectives (e.g., first, next, last) 	<ul style="list-style-type: none"> › describe familiar things (e.g., a spider or a bike), providing additional detail (e.g., about parts, functions, and attributes) with prompting › describe real things, scenes, and images in detail, including who, what, where, when, and any apparent action (e.g., an illustration of a seed germinating) › convey detailed, step-by-step instructions that guide another person through a specific activity

Year 3 <i>For a range of situations and a variety of audiences and purposes, teach students to:</i>	Examples of teaching methods and things to consider
<ul style="list-style-type: none"> › give prepared oral presentations on a topic, with independently prepared prompts (e.g., presenting their findings from a science experiment) 	<p>Explicitly model and explain good presentation skills yourself. Demonstrate clear speech, eye contact, and confident body language.</p> <p>Use interactive activities like 'Show and Tell,' storytelling, and role-playing to practise presentation skills in a fun and engaging way.</p> <p>Encourage children to watch and learn from each other's presentations. Pair them up to practise and give feedback.</p> <p>Break down the presentation process into manageable steps, such as planning, practising, and delivering.</p> <p>Provide regular opportunities for students to present to peers, the teacher, small groups, and the whole class. Provide opportunities for students to present to large groups (e.g., at the syndicate or team hui).</p>
<ul style="list-style-type: none"> › maintain a role and show understanding by responding in role 	<p>Set up different scenarios that are familiar to the student, such as a grocery store, a doctor's office, or a restaurant. This helps them use and understand relevant vocabulary in context.</p> <p>Participate in the role play and model the use of new vocabulary and sentence structures. For example, if you're playing a shopkeeper, you might say, "How can I help you today?" or "Would you like a bag for your groceries?"</p> <p>Props and costumes can make role play more engaging and realistic. They also provide visual cues that can help students understand and remember new words.</p>
<ul style="list-style-type: none"> › describe in detail real or imaginary people, places, things, locations, events, actions, and scenes › give a detailed explanation using precise language to clearly convey a process or to explain how something works 	<p>Explicitly teach students, using modelling, think-alouds, and consistent visual supports, to understand and use narrative language to describe people, places, things, locations, events, actions, scenes, and learned information.</p> <p>Plan to provide daily opportunities for students to use descriptive and narrative language in the context of building knowledge across the curriculum.</p> <p>Model sophisticated language use by speaking in complete sentences and using rich vocabulary. Provide scaffolding by giving prompts or sentence starters to help students express their ideas.</p>

		6 months <i>For familiar situations and listening and responding to a range of stimuli, teach students to:</i>	Year 1 <i>For familiar situations and listening and responding to a range of stimuli, teach students to:</i>	Year 2 <i>For a range of situations and a variety of audiences and purposes, teach students to:</i>
Communicating ideas and information	Recounting, retelling, and generating narratives	<ul style="list-style-type: none"> › recount details of something that has happened to them and shared experiences, describing them and supported by visuals or props › explore and imitate familiar stories and scenarios through play 	<ul style="list-style-type: none"> › recount something that has happened to them, shared experiences, and tasks that have already taken place, incorporating narrative elements (e.g., who, where) and details of what happened › retell familiar literary stories through play, performance, or speaking 	<ul style="list-style-type: none"> › describe characters or participants, settings, events, and a conclusion to retell a familiar story or recount a shared experience › talk about events in sequence using time connectives, with supporting details › adapt and retell stories through speaking or drama, using time connectives to indicate the sequence of events
	Giving reasons to support views	<ul style="list-style-type: none"> › use 'because' to develop their ideas 	<ul style="list-style-type: none"> › offer reasons for their opinions 	<ul style="list-style-type: none"> › explain and develop reasons for their opinions
	Sorting, classifying, comparing, and contrasting	<ul style="list-style-type: none"> › understand and use the terms 'same' and 'different' › describe how two real things are different from each other › sort objects or pictures by an attribute (e.g., shape, size, colour, function, material) 	<ul style="list-style-type: none"> › understand and use the terms 'similar', 'alike', and 'matching' › describe how two real things are similar › classify objects or pictures into given categories (e.g., furniture, food, toys) 	<ul style="list-style-type: none"> › compare and contrast two concrete items or illustrations of real things, describing similarities and differences (e.g., a dolphin and a shark) › identify and explain the category of a group of items, pictures, or words that share similar attributes (e.g., rugby, netball, hockey as sports) › give further examples of items that belong in a given category

Year 3 <i>For a range of situations and a variety of audiences and purposes, teach students to:</i>	Examples of teaching methods and things to consider
<ul style="list-style-type: none"> › describe events and tasks that will take place in the future, incorporating narrative elements (e.g., who, where, when) and sequential details of what will happen › generate original stories through speaking or drama, using time connectives and causal words and phrases (e.g., because, so) to indicate the sequence and relationship of events 	<p>Model and teach students to use a consistent story map structure or other visual support to help them organise their thoughts. Visual supports can include elements such as characters, setting, problem, events, and resolution.</p> <p>Incorporate props, puppets, and visual aids to make storytelling more engaging.</p> <p>Encourage students to participate in interactive storytelling sessions.</p> <p>Incorporate a daily story time where students can share stories with their peers. This regular practice helps build confidence and fluency in oral storytelling.</p> <p>Encourage students to tell stories about their day or retell familiar stories. This helps them practise organising their thoughts and using sequential language.</p> <p>Engage in role-playing activities where students act out different scenarios, such as a trip to the zoo or a visit to the doctor. This helps them practise conversational skills and understand the structure of different types of interactions.</p> <p>Use sequencing cards or pictures to help students understand the order of events. Ask them to arrange the cards in the correct order, and to describe what is happening in each picture, adding time connectives to indicate sequential order.</p>
<ul style="list-style-type: none"> › offer opinions that aren't their own 	<p>Demonstrate how to give reasons by thinking aloud (e.g., <i>"I think we should wear coats because it's cold outside"</i>).</p> <p>Provide sentence starters to help students practise giving reasons (e.g., <i>"I like apples because ..."</i>)</p> <p>Engage in role-playing activities where students have to explain their actions (e.g., playing a game where they have to convince a friend to play a certain game by giving reasons).</p> <p>Encourage them to use phrases like 'because' and 'so that'.</p> <p>Verbal reasoning</p> <p>Present students with problems to solve and ask them to explain their reasoning (e.g., <i>"How can we build a taller tower with these blocks?"</i> or <i>"What should we do if we spill water on the floor?"</i>).</p> <p>Encourage students to think through their solutions and articulate their reasoning.</p>
<ul style="list-style-type: none"> › compare and contrast concrete and abstract items, explaining similarities and differences (e.g., solids and liquids; two different cultures) › explain various ways in which concrete and abstract items, pictures, or words are related (e.g., rain and rivers; doctors and health) 	<p>Verbal reasoning skills are ideally embedded in all curriculum areas and do not generally require discrete lessons.</p> <p>Plan opportunities for modelling verbal reasoning as part of learning experiences and when reading aloud to students. Pose questions and prompts for students to respond to, and give feedback.</p> <p>If students have difficulty in responding to a question or prompt, use some of the following scaffolding methods:</p> <ul style="list-style-type: none"> › Allow sufficient wait time for students to process and respond to questions. › Repeat students' responses back to them, affirming their contribution and providing 'next step' upgrades in grammar, vocabulary, and ideas to extend their language and thinking. › Provide a full, accurate model response for the student or group to echo.

		6 months <i>For familiar situations and listening and responding to a range of stimuli, teach students to:</i>	Year 1 <i>For familiar situations and listening and responding to a range of stimuli, teach students to:</i>	Year 2 <i>For a range of situations and a variety of audiences and purposes, teach students to:</i>
Communicating ideas and information	Cause and effect		<ul style="list-style-type: none"> › give reasons to explain concrete situations using the conjunction 'because' (e.g., "We can't play on the field today because it is raining.") › ask and respond to causality questions (why? how?) and open-ended prompts about experiences and learning, to clarify understanding together 	<ul style="list-style-type: none"> › identify and explain the cause of an obvious problem (e.g., "The paper plane crashed because the wings were bent.") › ask and respond to causality questions (why? how?) and open-ended prompts requiring interpretations, judgements, or giving opinions in the context of learning experiences
	Inferring and predicting	<ul style="list-style-type: none"> › offer ideas on what might happen next in a story 	<ul style="list-style-type: none"> › predict what may happen next in a story or real experience › make inferences based on visual information about real items or pictures 	<ul style="list-style-type: none"> › use their own knowledge to make inferences based on visual information
	Clarifying and summarising	<ul style="list-style-type: none"> › summarise an experience or story in one gist sentence 		<ul style="list-style-type: none"> › summarise an experience, learned information, or a story in one gist sentence

Year 3 <i>For a range of situations and a variety of audiences and purposes, teach students to:</i>	Examples of teaching methods and things to consider
<ul style="list-style-type: none"> › identify and explain the result of an action or event (e.g., "When the sunlight warmed up the ice, it melted more quickly than it did in the shade.") › understand and use 'if ... then' reasoning (e.g., "If the plant doesn't get water, then it will wilt and die.") › ask and respond to complex questions and open-ended prompts in the context of learning experiences, justifying responses by referring to specific examples, observations, and data 	<p>Read stories that clearly illustrate cause and effect relationships. After reading, discuss the cause and effect events (e.g., "What happened when the character forgot their umbrella?" and "Why did the character get wet?")</p> <p>Encourage students to retell a story, focusing on cause and effect sequences.</p> <p>Use picture books or cards that depict cause and effect scenarios. Ask students to describe what they see and explain the cause and effect (e.g., "The boy is crying because he fell off his bike.")</p> <p>Provide cards that show a sequence of events and ask students to arrange them in order and explain cause and effect relationships.</p>
<ul style="list-style-type: none"> › use details, observations, and subtle information to make connections with their own knowledge and draw inferences 	<p>Use pictures or illustrations and ask students to infer what is happening or predict what might happen next. This visual approach helps them practise making educated guesses based on visual clues.</p> <p>Provide students with the beginning of a story and ask them to predict what will happen next. This encourages them to use their imagination and reasoning skills to continue the narrative.</p> <p>During read-aloud sessions, pause at key moments and ask students to infer characters' feelings or predict upcoming events. This interactive approach keeps them engaged and thinking critically about the story.</p>
<ul style="list-style-type: none"> › begin to summarise a discussion 	<p>Teach learners to create gist summary sentences by questioning to ascertain <i>Who or what? Did what? When / Where? Why / How?</i> Then synthesise the elements into a single sentence (e.g., "Kiwi hunt for worms and insects at night using their whisker-like feathers to help them navigate in the dark.")</p> <p>Demonstrate how to clarify and summarise by thinking aloud (e.g., after reading a story, you might say, "So, to summarise, the main character went on an adventure, faced some challenges, and then returned home safely.")</p> <p>Provide sentence starters or prompts to help students practise. (e.g., "Can you tell me what happened first?" or "What was the main idea of the story?")</p> <p>Interactive Read-Alouds</p> <p>Pause during read-alouds to ask questions that encourage students to clarify their understanding (e.g., "What do you think this word means?" or "Can you explain what just happened in the story?")</p> <p>After reading, ask students to summarise the story in their own words. Encourage them to focus on the main events or ideas.</p>

		6 months <i>For familiar situations and listening and responding to a range of stimuli, teach students to:</i>	Year 1 <i>For familiar situations and listening and responding to a range of stimuli, teach students to:</i>	Year 2 <i>For a range of situations and a variety of audiences and purposes, teach students to:</i>
Interpersonal communication	Non-verbal communication	<ul style="list-style-type: none"> › use clear facial expressions and gestures to support meaning (e.g., smiling, frowning, nodding, pointing, waving) 	<ul style="list-style-type: none"> › use body language to show engagement › use clear facial expression, body posture, position, proximity to others volume, and expression to convey meaning › use non-verbal cues, appropriately and with sensitivity towards cultural differences, to understand meaning 	<ul style="list-style-type: none"> › use gestures to support the delivery of ideas (e.g., gesturing towards someone if referencing their idea) › continue to consolidate understanding and use of non-verbal communication
	Listening and responding to others	<ul style="list-style-type: none"> › actively listen to a speaker, intentionally directing attention towards them and concentrating on what they are saying › start conversations with others, and join in during partner and group conversations and play › engage in respectful greetings and farewells 	<ul style="list-style-type: none"> › actively listen to a speaker, intentionally directing attention towards them and concentrating on what they are saying › participate in conversations with a variety of adults and peers over four to five turns, maintaining the topic and commenting on or responding to others' comments › request the assistance of an adult or peer appropriately when needed › attempt to negotiate solutions to problems and disagreements through conversation 	<ul style="list-style-type: none"> › participate in extended partner and group conversations, taking turns to speak, actively listen, and respond with contributions relevant to the topic and others' comments › ask questions or reword what has been said to clarify meaning (e.g., "Did you mean ... ?") › offer responses in discussions while agreeing, respectfully disagreeing, or adding on › identify and use different styles of speaking (registers) in different settings (e.g., playground words and phrases vs classroom learning conversations)
	Controlling voice using tone, volume, and pace	<ul style="list-style-type: none"> › speak audibly so they can be heard and understood 	<ul style="list-style-type: none"> › begin to adjust tone, volume, and pace 	<ul style="list-style-type: none"> › experiment with adjusting tone, volume, and pace

Year 3 <i>For a range of situations and a variety of audiences and purposes, teach students to:</i>	Examples of teaching methods and things to consider
<ul style="list-style-type: none"> › understand that body language may influence an audience › consider position and posture when addressing an audience 	<p>Build on the communication and thinking skills and languages that students have brought with them. Through frequent, planned dialogic discussions, support students to share relevant ideas, take turns, and focus on understanding other people's contributions.</p> <p>Teach students prompts for starting a conversation (e.g., by saying "Hello", "Kia ora", or asking a question).</p> <p>Teach students how to join an existing conversation in a respectful way (e.g., by saying "Excuse me", or waiting for a break and offering an opinion or experience related to the existing conversation).</p>
<ul style="list-style-type: none"> › ask relevant questions and make comments to maintain and extend conversations › add detail or leave out unnecessary information, according to how much is already known by the listener or audience › reword or summarise what has been said, building on the ideas of others to find agreement and to identify reasons for difference › use acceptable ways of changing a topic, such as waiting for a brief pause in the conversation or using a transition statement 	<p>Teach students prompts for starting a conversation (e.g., by saying "Hello", "Kia ora", or asking a question).</p> <p>Teach students how to join an existing conversation in a respectful way (e.g., by saying "Excuse me", or waiting for a break and offering an opinion or experience related to the existing conversation).</p> <p>Explicitly teach, model, and use think-alouds to teach and reinforce guidelines for participating in conversations – for example:</p> <ul style="list-style-type: none"> › using eye contact and body position to show attention to the speaker › taking turns talking and listening › identifying what the topic of the conversation is and thinking about how to continue with that topic › speaking respectfully › knowing when to stop talking › using appropriate volume for the context. <p>Teach students to identify some vocal effects, including tone, pace, pitch, and volume, and use these appropriately to help communicate their meaning (e.g., increasing volume to emphasise points).</p> <p>Provide structured opportunities for students to practise discussion in pairs and small groups, with consistent visual and written prompts to refer to, supporting rules and procedures to be followed, and skills to be developed.</p> <p>Teach students sentence structures to use in discussions in order to query, clarify, agree, add on, disagree, and negotiate. They could use visual or written prompts with sentence structures to support their participation in discussions (e.g., "I disagree with ... because ...").</p>
<ul style="list-style-type: none"> › experiment with adjusting tone, volume, and pace for different audiences 	<p>Teach students to identify some vocal effects, including tone, pace, pitch, and volume, and use these appropriately to help communicate their meaning (e.g., increasing volume to emphasise a point).</p>

		6 months <i>For familiar situations and listening and responding to a range of stimuli, teach students to:</i>	Year 1 <i>For familiar situations and listening and responding to a range of stimuli, teach students to:</i>	Year 2 <i>For a range of situations and a variety of audiences and purposes, teach students to:</i>
Interpersonal communication	Adapting to situations and audiences	› engage in conversations with peers and familiar adults for at least 4-5 reciprocal turns	› develop awareness of their audience (e.g., what might interest a certain group)	› develop awareness of different settings and audiences and use different styles of speaking for them (e.g., playground words and phrases vs classroom learning conversations)
	Talk for learning	Metacognition	› request the assistance of an adult or peer appropriately	› identify what they have found easy or more difficult in their learning
		Self-regulation	› identify and communicate basic physical needs, opinions, and preferences › understand the expected talk, behaviour and routines of the classroom.	› express their feelings, opinions, and preferences about the learning and experiences › begin to differentiate between wants and needs. › evaluate what they did well or need to improve on after completing a task › use a growing vocabulary to describe their thoughts and feelings about the learning and experiences › express needs and wants to a trusted or familiar adult.

Year 3 <i>For a range of situations and a variety of audiences and purposes, teach students to:</i>	Examples of teaching methods and things to consider
› begin to adapt the content of their speech for specific audiences and settings	Engage students in role-playing activities where they practice speaking in different contexts, such as talking to a teacher, a friend, or a family member. This helps them understand how to adjust their language based on the audience. Use simple plays or skits to help students practice using appropriate language for different characters and situations. Play games where students have to respond to different scenarios using appropriate language. For example, “ <i>What would you say if you were asking for a toy at the store?</i> ” versus “ <i>What would you say if you were asking for a toy from a friend?</i> ” Use matching cards where students have to pair scenarios with appropriate language responses.
› offer strategies to improve their learning (e.g., self-monitoring, self-evaluation, goal-setting, positive self-talk)	Teaching metacognition and self-regulation in this phase involves helping students become aware of their own thinking processes and how to manage these processes to improve their communication. Use explicit teaching, modelling, think-alouds, and scaffolding to teach age-appropriate strategies for metacognition and self-regulation.
› talk through problems or challenges with teachers and peers to identify and explain causes and potential solutions	Encourage students to reflect on and justify their thinking and to pose their own questions about their learning. Explicitly teach students the language they can use to express feelings of challenge (e.g., ‘hard’, ‘easy’, ‘difficult’), and encourage them to identify the reasons why they feel this way. Teach students to use language and self-talk that promote perseverance and self-efficacy and attribute success to effort rather than luck.

Reading

Engaging with year-level texts

The texts that students read become increasingly complex over time, supporting them to succeed in English and all other learning areas at each year level. For this to occur, teachers need to provide opportunities for students to engage with at least the text complexity described below for each year level when the purposes are other than learning decoding. Although fluent readers may still work with simple texts, particularly as a teaching option 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 that able readers are prevented from reading more complex texts; texts will be at their year level or above. During phase one, the focus will be on written texts. Many of these texts will also include visual elements such as pictures and illustrations.

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
- › vocabulary difficulty.

Noticing, recognising and responding to variable learning

Other than when specifically learning decoding, students who are still consolidating their decoding skills also need to access year-level texts to develop skills and knowledge alongside their peers, such as vocabulary, comprehension, and content knowledge. This is done by adapting the supports and scaffolds for learners, rather than by simplifying or modifying texts.

Examples of ways to remove barriers to accessing year-level texts include providing audio versions, working with a small group to explore the content of the text together, or using print-to-speech software. For students who need additional teaching to accelerate their decoding skills, teachers will continue to provide frequent, explicit practice in flexible small groups, targeting decoding knowledge and skills.

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

During the first six months at school

Students are likely to be reading decodable (phonically controlled) texts where single-consonant, short-vowel, and consonant-digraph phoneme-grapheme correspondences that have been taught are practised in connected text, such as texts at the Kākano level of the Ready to Read Phonics Plus scope and sequence. These texts will have been designed around:

- › a scope and sequence of phoneme-grapheme correspondences
- › a simple narrative with a clear beginning, middle, and end
- › some topic and interest words that are likely to be in the reader’s oral vocabulary but include phoneme-grapheme correspondences that have not yet been explicitly taught.

During the second half of the first year at school

At this level, students are likely to be reading decodable (phonically controlled) texts where consonant patterns, adjacent consonants, and a range of long-vowel phoneme-grapheme correspondences that have been taught are practised in connected text, such as 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 phoneme-grapheme correspondences
- › a narrative that has a beginning, middle, and end and that may include a problem and a resolution
- › a variety of sentence structures, including compound and some complex sentences
- › an increasing number of topic and interest words that are likely to be in the reader’s oral vocabulary but include phoneme-grapheme correspondences that have not yet been explicitly taught.

As soon as students can accurately decode text with consonant digraphs and adjacent consonants and are beginning to learn long-vowel patterns, they will be reading a wide range of carefully selected texts with teacher support. These texts will have characteristics that include:

- › generally familiar contexts and settings
- › one text form and one main storyline or topic
- › most content explicitly stated, but also some implicit content that provides opportunities for simple inferences
- › illustrations that support and extend the meaning but that do not exactly match the words
- › 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
- › some visual language features such as diagrams or speech bubbles
- › sentences that run over more than one line without splitting phrases
- › dialogue between easily identified speakers
- › a range of punctuation, including speech marks and commas, to support phrasing and meaning.

During year 2

Early in year 2, students are likely to be reading decodable (phonically controlled) texts where r-controlled vowels, alternative spellings, diphthongs, and morphemes that have been taught are practised in connected text, such as 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
- › 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 with 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 may suggest new ideas or viewpoints
- › mostly familiar words, but some new topic words and descriptive language whose meaning is supported by the context (e.g., synonyms, definitions, or explanations) or illustrations
- › some visual-language features such as labelled diagrams, inset photographs, and bold text for topic words linked to a glossary.

During year 3

Students will be reading texts of varying lengths, such as Junior Journals and CHAPTERS, that have been designed with characteristics that include:

- › some unfamiliar contexts and settings
- › shifts in time and place
- › (in narrative texts) many characters and events and more than one storyline
- › a mix of explicit and implicit content within text and illustrations, requiring students to make connections between ideas in the text and their prior knowledge in order to make simple inferences
- › some pages with no illustrations
- › 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

- › 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
- › 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
- › content that encourages critical analysis by raising wonderings and questions in the mind of the reader within texts and across texts.

These texts will include both fiction and non-fiction in electronic and print media.

		6 months <i>Building on previous learning, teach students to at least:</i>	Year 1 <i>Building on previous learning, teach students to at least:</i>	Year 2 <i>Building on previous learning, teach students to at least:</i>
Word recognition	Phonemic awareness and phonics knowledge	› orally identify and connect to print the first, last, and middle phonemes in a single-syllable word	› discriminate between short- and long-vowel sounds (phonemes) aurally	
		› orally segment, blend, and connect to print words with up to three phonemes (e.g., bat, fun)	› orally segment, blend, and connect to print words with up to six phonemes (e.g., sprint, picnic)	
		› identify lower- and upper-case letters of the alphabet by name and match letters to given phonemes	› pronounce the phoneme for all consonant digraphs (e.g., ck, sh) and trigraphs (tch, dge), split digraphs (the VCe pattern, e.g., make) and easier vowel teams (e.g., ee and oo)	› pronounce the phoneme for common vowel teams (e.g., ai, ea, oa, igh), diphthongs (e.g., oi, oy), and r-controlled vowels (e.g., ar, er, or)
	Decoding	› decode consonant-vowel-consonant CVC words in isolation and in connected text	› decode words with adjacent consonants (CVCC, CCVC, CCVCC, e.g., stamp), and words with the long vowel represented by a split digraph and easier vowel teams in connected text	› decode common words with long-vowel patterns, diphthongs, and r-controlled vowels in connected text
			› decode two-syllable words with a closed-syllable pattern (e.g., rapid and picnic)	› decode two- and three-syllable words with all taught patterns, e.g., costume and lightning
		› decode CVC words with the suffix -s	› decode words with the suffixes -ed (e.g., jumped) and -ing (e.g., jumping)	› decode words with a range of common prefixes (re-, un-) and suffixes (-er, -est, -ly)

Year 3 <i>Building on previous learning, teach students to at least:</i>	Examples of teaching methods and things to consider
	<p>Articulation</p> <p>Notice when a student’s pronunciation of phonemes and words is underdeveloped compared to their peers, and model the correct articulation.</p> <p>Show the correct mouth position as a fun activity rather than a drill (e.g., by using mirrors).</p> <p>Be sensitive to students’ confidence levels, and continue to encourage them.</p> <p>Use pre-emptive modelling (e.g., by using the Ready to Read Phonics Plus sound and phonics cards or other similar resources).</p> <p>Phonemic awareness and phonics knowledge and skills</p> <p>Use concrete materials, such as tokens and fingers, to represent phonemes while teaching this abstract concept. Current research indicates that teaching phonemes together with graphemes leads to stronger reading outcomes than oral phonemic awareness activities without letters. Once learners have become aware that spoken words can be broken down into phonemes, and that phonemes are represented by graphemes in written words, phonemic awareness is most efficiently developed in the context of reading and spelling words –for example, by:</p> <ul style="list-style-type: none"> › blending phonemes to read words › segmenting spoken words to spell them <p>› ‘word-chaining’ activities with letter / grapheme tiles, or on whiteboards (e.g., changing map → mop → top → stop).</p> <p>Use the Ready to Read Phonics Plus sound and phonics cards or other similar resources to support your teaching.</p> <p>There is no need to teach phonemic awareness to students who are already reading proficiently. Phonemic awareness is a means to an end and not an end in itself – it is a skill that is used in the service of reading goals. Current research indicates that there are diminishing returns after the first year at school.</p> <p>For students who need additional teaching to accelerate their decoding skills, continue to provide frequent, explicit practice of targeted knowledge and skills in flexible small groups. The Phonics Checks after 20 weeks at school and 40 weeks at school will help identify students who would benefit from additional support. More detailed diagnostic assessments to find out what students already know and need to learn next will assist you to form small groups around specific needs.</p> <p>For those students who reach decoding mastery at an accelerated rate of progress, provide opportunities for enrichment and extension in other literacy domains, such as vocabulary and comprehension, and ample opportunities to read increasingly challenging text.</p> <p>Alphabet</p> <p>Teach letter names and sounds explicitly during whole-class and small-group teaching in a range of daily activities. The Ready to Read Phonics Plus sound and phonics cards or other similar resources could be used.</p> <p><i>(continued on the next page)</i></p>
› read words with less-common vowel and consonant graphemes (e.g., ough, eigh, aigh, augh, kn, mb), noting the phoneme-grapheme correspondences	
› decode words using knowledge of less-common vowel spellings and morphemes	
› read multi-syllable words by finding the vowel patterns and decoding them syllable by syllable, and by identifying and decoding affixes and base words (morphemes)	
› decode words with a wide range of prefixes (in-, dis-) and suffixes (-less, -ful)	

		6 months <i>Building on previous learning, teach students to at least:</i>	Year 1 <i>Building on previous learning, teach students to at least:</i>	Year 2 <i>Building on previous learning, teach students to at least:</i>
Word recognition	Decoding	<ul style="list-style-type: none"> read the most common high-frequency words in Ready to Read Phonics Plus Kākano 1 and 2 books or other equivalent book series 	<ul style="list-style-type: none"> read high-frequency words in Ready to Read Phonics Plus Kākano 3 and Tupu books or other equivalent book series 	<ul style="list-style-type: none"> read the most common high-frequency words in Ready to read Phonics Plus Māhuri books or other equivalent book series
		<ul style="list-style-type: none"> self-correct decoding using taught grapheme-phoneme knowledge 	<ul style="list-style-type: none"> self-correct decoding using grapheme-phoneme knowledge 	<ul style="list-style-type: none"> adjust decoding attempts by varying pronunciation, making use of different phonemes represented by the graphemes, and confirming with oral vocabulary
		<ul style="list-style-type: none"> read sentences and decodable (phonically controlled) texts (such as the Kākano Ready to Read Phonics Plus books) containing taught phonic patterns 	<ul style="list-style-type: none"> read decodable (phonically controlled) texts (such as the Tupu and Māhuri Ready to Read Phonics Plus books) predominantly, and carefully selected texts with an increasing number of untaught phonic patterns (such as Ready to Read Colour Wheel Blue and Green books) 	<ul style="list-style-type: none"> read a variety of texts including decodable (phonically controlled) books (such as Māhuri and Rākau Ready to Read Phonics Plus books) and less controlled texts (such as Ready to Read Colour Wheel Orange and Turquoise books)

Year 3 <i>Building on previous learning, teach students to at least:</i>	Examples of teaching methods and things to consider
<ul style="list-style-type: none"> read the most common high-frequency words in Ready to Read Phonics Plus Rākau books or other equivalent book series 	<p>Decoding</p> <p>Provide many opportunities for students to decode words, following the order of your teaching sequence. Teach children to blend phonemes together continuously to decode words rather than saying the phonemes individually, then blending.</p> <p>Alongside decoding words, also ask students to spell them, because it helps reinforce the connections between the phonemes and the graphemes.</p> <p>Teach students to build skills, from reading and writing single words, to reading phrases, sentences, and books.</p> <p>Teach students to check for meaning during and after reading words and sentences.</p> <p>Provide multiple opportunities to learn high-frequency words.</p> <p>Use a comprehensive scope-and-sequence resource such as Ready to Read Phonics Plus for teaching the written code. Informed by formative assessment, be responsive to students' needs. A scope and sequence provides a road map to follow, but students only need to visit places that they don't already know.</p> <p>Provide frequent, repeated, and varied opportunities for deliberate practice of new phonic and morphological knowledge and skills to ensure students develop accuracy and automaticity at word, sentence, and text level. Give responsive feedback and prompt, supportive error correction.</p> <p>Use the Phonics Plus sound cards or other similar resources to support the development of phoneme and grapheme knowledge. You can use these either before students begin reading or while they are reading.</p> <p>Use the teaching notes for the Ready to Read Phonics Plus books or for other similar resources to help you plan how to engage your students with word recognition and build their language knowledge.</p> <p>Use the Phonics Plus games pack or other similar resources to provide opportunities for students to practise the skills you have already explicitly taught – for example, decoding and blending. The games also provide opportunities to consolidate the phoneme-grapheme correspondences learned in the Kākano and Tupu phases of the Ready to Read Phonics Plus scope and sequence.</p> <p>Consider the best books to support students' developing skills. Decodable (phonically controlled) texts support students to apply and practise taught phoneme-grapheme correspondences. As soon as students can accurately decode text with consonant digraphs and consonant blends with growing automaticity, and are beginning to learn long vowel patterns, support them to read a wide range of carefully selected texts. Provide frequent opportunities to build reading fluency, including accuracy, automaticity, and expression, to facilitate reading comprehension.</p> <p>Whole-class and small-group organisation</p> <p>Whole-class teaching provides equal opportunities for everyone to be introduced to, and practise, essential knowledge and skills.</p> <p>Small-group instruction enables the teaching and deliberate practice of targeted knowledge and skills with more personalised teacher feedback.</p>
<ul style="list-style-type: none"> adjust decoding attempts by applying the variety of phonemes that graphemes can represent, and confirming with oral vocabulary 	
<ul style="list-style-type: none"> read a wide variety of texts of varying lengths (such as Ready to Read Colour Wheel Purple and Gold level books, Junior Journals, and the CHAPTERS series) as well as a range of poetry, children's literature, and informational texts from other sources 	

		6 months <i>Building on previous learning, teach students to at least:</i>	Year 1 <i>Building on previous learning, teach students to at least:</i>	Year 2 <i>Building on previous learning, teach students to at least:</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

Year 3 <i>Building on previous learning, teach students to at least:</i>	Examples of teaching methods and things to consider
	During shared reading with a big book, in small-group reading, or in modelled writing, help students to become familiar with the conventions of print, e.g.:
	› the front cover › reading from left to right › one-to-one word matching › the return sweep › capital letters › full stops.
› 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	You can also point out particular high-frequency words or known words. Read a shared story book aloud and pause to point out capital letters and full stops. Ask the students to identify them as you read. Encourage students to talk about what they like about books, and consider this in your read-aloud choices. Use a highlighter to mark capital letters and full stops in a printed text. Let the students do this with their own copies. Write sentences on strips of paper, cut them into individual words, and mix them up. Ask the students to rearrange the words to form correct sentences, paying attention to capital letters and full stops. Create cards with different parts of sentences. Students can match the beginning of a sentence (capital letter) with the end (full stop). Provide sentence-starters with capital letters and ask students to complete the sentences, ensuring they end with a full stop.

		6 months <i>Building on previous learning, teach students to at least:</i>	Year 1 <i>Building on previous learning, teach students to at least:</i>	Year 2 <i>Building on previous learning, teach students to at least:</i>
Word recognition	Fluency	<ul style="list-style-type: none"> › identify single-letter graphemes automatically and accurately, moving on to lists of single words when ready 	<ul style="list-style-type: none"> › read lists of single words automatically and accurately, moving on when ready to reading decodable sentences and text up to a level equivalent to Ready to Read Phonics Plus Tupu 2, accurately and with growing automaticity 	<ul style="list-style-type: none"> › read text at a level equivalent to Ready to Read Colour Wheel Turquoise accurately, at an appropriate pace, and with expression, at oral reading fluency rates per minute appropriate for year 2 students

Year 3 <i>Building on previous learning, teach students to at least:</i>	Examples of teaching methods and things to consider
<ul style="list-style-type: none"> › read text at a level equivalent to Ready to Read Colour Wheel Gold accurately, at an appropriate pace, and with expression, at appropriate oral reading fluency rates per minute for year 3 students 	<p>Fluent reading – with accuracy, appropriate rate, automaticity, and expression – is necessary for reading comprehension to occur. Use Oral Reading Fluency (ORF) assessment to identify students needing more targeted teaching support, and to monitor progress regularly over time. ORF measures are brief, reliable, and highly predictive of reading comprehension and overall reading achievement.</p> <p>Read to students every day, modelling phrasing and expression. Enjoy texts together, and choose texts that draw on students' interests. Provide frequent opportunities for students to re-read familiar books (decodable, phonically controlled books, and others). Repeated decoding of the same words also supports orthographic mapping, which increases reading fluency through enabling automatic word recognition. Orthographic mapping is the process of connecting the spelling (graphemes), pronunciation (phonemes), and meaning of a word in long-term memory for instant recognition as a 'sight word'.</p> <p>Teach students to respond to punctuation and to group words in phrases for expression, stress, and intonation. The aim is to make their reading sound like spoken language, to support their understanding of what they read.</p> <p>The following techniques can be used in small-group teaching or whole-class lessons to promote fluency.</p> <ul style="list-style-type: none"> › Choral reading – everyone reads a text aloud together. › Echo reading – the teacher reads sentences from a text, and the students read them back after the teacher's model. › Partner reading – one student reads to another, then they swap roles. Teach students a simple routine to coach each other through reading errors. › Repeated reading – students re-read texts multiple times, focusing on improving accuracy and expression. Poetry and plays are particularly well-suited to repeated reading, as they require practice to deliver the text with engaging expression. › Wide (continuous) reading – students read a variety of texts. As well as developing fluency, wide reading builds vocabulary and background knowledge. Provide opportunities for students to connect texts with their identities, interests, and preferences. <p>Time in text is the critical factor – daily opportunities to practise reading are required to consolidate accurate decoding skills, and develop automaticity and expression to enable reading comprehension. Reading aloud is more effective practice than silent reading until such time as learners have developed sufficient oral reading fluency.</p>

		6 months <i>Building on previous learning, teach students to at least:</i>	Year 1 <i>Building on previous learning, teach students to at least:</i>	Year 2 <i>Building on previous learning, teach students to at least:</i>
Comprehension	Vocabulary	› in texts that are read to them, notice and talk about unfamiliar or new words as they arise	› in texts that are read to them, ask and answer questions to help determine or clarify the meaning of words and phrases	› in texts that are read to them, use context clues and knowledge of syntax to determine the meaning of unknown words and phrases (e.g., the meaning of 'elated' in <i>"She felt elated when she saw the rainbow"</i>)
		› use clues from the text (e.g., what is happening in the picture) to identify the meaning of unknown words and ask questions about words	› use clues from the text (e.g., capital letters on words not at the start of sentences that are names of people or places) to identify the meaning of unknown words	› use knowledge from other Year 2 learning areas and topics to determine the meaning of words and phrases in a text
		› ask questions about words and their meanings	› ask questions about unfamiliar words and their meanings	› ask questions about words and their meanings, and make connections between words that may have similar meanings

Year 3 <i>Building on previous learning, teach students to at least:</i>	Examples of teaching methods and things to consider
› in texts that are read to them, use developing knowledge of context clues, prefixes (e.g., un- and dis-) and root words to understand new vocabulary (e.g., in the word "dislike", the prefix "dis-" meaning 'not' or 'opposite' and the root word 'like')	<p>Read to students every day from quality, rich-language texts, including sophisticated picture books and informational texts, to build vocabulary, knowledge of text structures, background knowledge, and comprehension skills.</p> <p>Select texts for students to practise explicitly taught content, changing the type and complexity of text as students' skills increase.</p> <p>Although decodable (phonically controlled) texts are used primarily to practise phoneme-grapheme correspondences, comprehension opportunities are not as complex as with texts you read aloud to students. However, include a focus on meaning-making with every text students read.</p> <p>Develop students' vocabulary by immersing them in sophisticated language throughout the school day.</p> <p>Use explicit instruction to teach unfamiliar words. Say the word, show it in the context of the story, relate it to other contexts outside the story, and apply it. See 'Teaching vocabulary' in the Oral language strand for more detailed guidance.</p> <p>Provide students with multiple opportunities to hear new words and to practise pronouncing them correctly.</p> <p>Students need to be taught less-common words and words that express abstract concepts. These can be described as Tier 2 words.</p> <p>Set speaking and writing tasks that will provide opportunities for students to use these new words repeatedly, reviewing them frequently.</p> <p>Before reading a story, take a 'picture walk' through the book. Discuss the pictures and predict what might happen, introducing new vocabulary in context.</p> <p>Model how to use context clues by thinking aloud while reading (e.g., <i>"I don't know this word, but the sentence says the cat is purring, so it must be something the cat does when it's happy."</i>)</p> <p>Pause during read-aloud sessions to discuss new words. Ask questions like, <i>"What do you think this word means?"</i> and <i>"What clues in the picture or sentence help us to understand this word?"</i></p>
› use knowledge from other Year 3 learning areas and topics to determine the meaning of words and phrases in a text	<p>Read a sentence aloud and model how you use context clues to figure out an unknown word. For example, <i>"I see a picture of a dog running. The sentence says, 'The dog dashed across the yard.' I think 'dashed' means 'ran quickly' because of the picture."</i></p> <p>While reading, pause at an unknown word and ask the students to predict its meaning using the text and pictures. Encourage them to explain their thinking.</p> <p>Use interactive whiteboards or tablets to highlight and annotate text, showing how to use context clues to understand unknown words.</p> <p>While reading a story, pause at new or interesting words and ask questions like <i>"What do you think this word means?"</i> or <i>"Why do you think the author used this word?"</i></p> <p>Model your own thinking process by saying, <i>"I wonder what this word means. Let's look at the picture and the other words around it to figure it out."</i></p> <p><i>(continued on the next page)</i></p>

		6 months <i>Building on previous learning, teach students to at least:</i>	Year 1 <i>Building on previous learning, teach students to at least:</i>	Year 2 <i>Building on previous learning, teach students to at least:</i>
Comprehension	Vocabulary			
	Sentence and text structure	<ul style="list-style-type: none"> › read and comprehend simple sentences 	<ul style="list-style-type: none"> › read and comprehend both extended simple and compound sentences › use cohesive ties to follow the subject in consecutive sentences, even when a pronoun, synonym, or noun phrase is used 	<ul style="list-style-type: none"> › read complex sentences with subordinating conjunctions, holding the meaning across the whole sentence › use cohesive ties to follow the subject in consecutive sentences, even when a pronoun, synonym, or noun phrase is used
	Narrative	<ul style="list-style-type: none"> › identify characters, setting, and the major events in a narrative story and discuss similarities with other texts 	<ul style="list-style-type: none"> › identify the common narrative text types (e.g., poems, realistic fiction, fairy tales), identifying key features of each, including the chronological order of narrative storytelling 	<ul style="list-style-type: none"> › identify the structural elements of a narrative plot (characters, setting, problem / purpose, actions, resolution, and ending), and how a range of authors create the plot sequence
	Information	<ul style="list-style-type: none"> › identify the topic of a text and recall the supporting information 	<ul style="list-style-type: none"> › identify various text features (e.g., headings, pictures, and contents pages) to locate key facts or information, and distinguish between information given visually and in words 	<ul style="list-style-type: none"> › identify the main topic or purpose of information texts and understand how to identify supporting facts, as well as how to use various text features (e.g., subheadings, bolding, and glossaries) to locate key information

Year 3 <i>Building on previous learning, teach students to at least:</i>	Examples of teaching methods and things to consider
	<ul style="list-style-type: none"> › Teach students to use these question words to explore new vocabulary. For example, “<i>What does this word mean?</i>” or “<i>Why did the character use this word?</i>” › Create a word wall where new words are displayed. Encourage students to ask questions about the words on the wall. › Let students take turns being the ‘teacher’ and asking questions about new words on the board. <p>Spend time enjoying texts together and provide opportunities to make connections to the vocabulary and linguistic knowledge that students bring with them.</p>
<ul style="list-style-type: none"> › read and hold meaning across longer sentences and between sentences using cohesive ties 	<p>Find and explore a range of sentences during shared reading and when reading to students. Demonstrate how we can clarify the meaning of a sentence by identifying the subject and verb, and how we gain extra information from adverbial phrases. Explain that the subject may be a ‘who’ or a ‘what’.</p>
<ul style="list-style-type: none"> › recognise and describe the overall structure including how the beginning introduces setting and character, and how the end concludes the storyline › recount stories, including Māori origin stories, along with myths and legends to identify the central explanation, message, or lesson 	<p>While reading a story, pause to discuss the characters, setting, and major events. Ask questions like, “<i>Who is this character?</i>” “<i>Where is the story taking place?</i>” and “<i>What just happened?</i>”</p> <p>Model your thinking process by saying, “<i>I notice that the main character is very brave. Let’s see if we can find other stories with brave characters.</i>”</p> <p>After reading a story, discuss how it is similar to or different from other stories the students know. Use a Venn diagram to visually compare characters, settings, and events.</p> <p>Encourage students to retell the story in their own words, focusing on the characters, setting, and major events. This helps reinforce their understanding.</p>
<ul style="list-style-type: none"> › identify the main topic of a multi-paragraph text as well as the main topic of individual paragraphs, and explain how visual images both contribute to and clarify a text 	<p>Before reading, look at the pictures in the book and ask, “<i>What do you think this book is about?</i>” This helps students to guess the topic.</p> <p>Have students draw pictures that represent the main topic and details of a text.</p> <p>Read a text aloud and model how to identify the topic by thinking aloud. For example, “<i>This text is mostly about animals in the zoo. Let’s see what details support this topic.</i>”</p>

		6 months <i>Building on previous learning, teach students to at least:</i>	Year 1 <i>Building on previous learning, teach students to at least:</i>	Year 2 <i>Building on previous learning, teach students to at least:</i>
Comprehension	Opinion	<ul style="list-style-type: none"> › identify favourite stories or characters in narrative texts and discuss why they are favourites, providing reasons 		<ul style="list-style-type: none"> › distinguish between fact and opinion › across a range of texts, identify the authors' opinions and discuss the reasons given by the authors to support their opinions

Year 3 <i>Building on previous learning, teach students to at least:</i>	Examples of teaching methods and things to consider
<ul style="list-style-type: none"> › recognise the use of opinion across a range of text forms, and how conjunctions are used to connect opinions with reasons, evidence, or examples 	<p>Awareness of text structures should start during reading. Explicitly teaching text structures during reading supports better comprehension. Ensure that the complexity of the text is appropriate for the students. In the beginning of this phase, this will primarily be done through shared reading. It is important to teach these features early using year-level appropriate text, as comprehension is ahead of decoding.</p> <p>Use close reading of exemplar texts to explicitly teach students to recognise and understand the features and structures of texts.</p> <ul style="list-style-type: none"> › Help them to notice the organisational structures of different genres (e.g., introductions, body of development, and conclusions). › Identify the purposes of each genre and show how its features relate to the purpose. › Show how particular patterns in texts can signal to the reader what type of text they are reading (e.g., “Once a upon a time” is likely to indicate a fairy tale). › Use exemplar texts to demonstrate particular text structures and features. › Help students to identify when a new paragraph starts and finishes. Missing these cues can affect comprehension. Students need to understand that while the topic may be the same, the new paragraph introduces a different detail. › Help students to understand the main idea of a paragraph. This can be done through summarising activities (e.g., summarising the paragraph in ten words). › Show students that a paragraph is structured around a main idea stated in a topic sentence, and details that support the topic sentence. Look at how the details are ordered. › Help students to comprehend more complex sentences, especially those that contain subordinating and coordinating conjunctions. Breaking apart the sentences can help unpack the meaning. › Teach students to notice transition words and phrases (linking words). These can help them understand that there is an order to follow (e.g., first, next, last). Teaching the meaning of transition words is essential, and we should not assume that students understand them. › Teach students to recognise and use language that is suitable to the genre. Note that different examples of a genre can be written for different purposes. For example, a letter can be written to persuade or to retell an event. <p>Colour coding is an activity that supports students to identify particular text structures and features. For example, some genres will have titles or headings, graphics, and captions. You could colour-code the different elements of a genre – for example, in an informational text, colour the topic sentence one colour, supporting details a second colour, evidence from the used text a third colour, and the concluding sentence a fourth colour. This can support students to visually recognise the different elements.</p> <p>While teaching critical content about text structures, it is useful to use a text that students are familiar with, so that they can focus on the structures and features of the text rather than its meaning.</p>

		6 months <i>Building on previous learning, teach students to at least:</i>	Year 1 <i>Building on previous learning, teach students to at least:</i>	Year 2 <i>Building on previous learning, teach students to at least:</i>
Comprehension	Comprehension monitoring		<ul style="list-style-type: none"> › monitor their understanding of texts by checking that each sentence they have read makes sense, rereading, and asking questions 	<ul style="list-style-type: none"> › monitor their understanding of texts and attempt to repair meaning by rereading, asking questions, and visualising
Critical literacy	Understanding the author's purpose and perspective	<ul style="list-style-type: none"> › discuss how visual images and text work together to describe people, places, and things 	<ul style="list-style-type: none"> › discuss how visual images and text work together to describe people, places, and things 	<ul style="list-style-type: none"> › identify how text creators use features of text (e.g., word choice, size of print, illustrations, and punctuation) to draw attention to particular things or to change the mood
	Making connections and interpretations	<ul style="list-style-type: none"> › make connections to texts by using their experiences and cultural knowledge 	<ul style="list-style-type: none"> › make connections to and share opinions of texts by using their knowledge of topics, experiences, and cultural knowledge 	<ul style="list-style-type: none"> › make connections to and share interpretations of texts by using their general knowledge, knowledge of other texts, experiences, and cultural knowledge

Year 3 <i>Building on previous learning, teach students to at least:</i>	Examples of teaching methods and things to consider
<ul style="list-style-type: none"> › monitor their understanding of a range of texts and repair meaning by adjusting reading speed to accommodate complexity, rereading, visualising, and asking / answering questions of the text › identify and discuss with peers parts of the text they find challenging, collaborating to clarify meaning 	<p>Modelling thinking</p> <p>Talk through your own thought processes to show students what to do when they find problems in texts (e.g., unknown words, conflicts with prior knowledge, and inconsistencies in the text). Demonstrate what they can do to solve those problems.</p> <p>Ask questions during and after reading/listening to the text (e.g., <i>"Does that make sense?" "Why did...?" "How does that connect ...?" "How does this information fit with what I already know about this topic?"</i>)</p> <p>Error Detectives</p> <p>Deliberately share texts that have errors, so that students can practise noticing them. Tell students the text has errors, and they have permission to 'criticise' the text.</p> <p>The teacher may create texts that have purposeful errors so that they can model how to work through how to solve them – e.g., errors in word choice, syntactic errors, or conflicts within the text.</p> <p>Summarising</p> <p>Encourage students to summarise the text at certain points while reading or listening.</p> <p>Visualising</p> <p>Encourage students to visualise a story as a series of mental images. This is useful for students from around the age of 8 or 9.</p>
<ul style="list-style-type: none"> › share what they notice is included and missing from stories (e.g., perspectives not shown or shown through pictures rather than words), and how language and visual images are used to influence feelings, thoughts, and actions › use evidence from texts and their experiences and cultural knowledge to discuss differences and similarities in how the texts are interpreted or viewed, and respond respectfully to differences 	<p>Read aloud to students every day, and discuss what you read. Talk about what you like about reading.</p> <p>Provide opportunities for students to share texts they choose with others. These can include texts that are read to them and some they look at or read themselves.</p> <p>Facilitate a collaborative space where students can share and listen to other people's opinions and interpretations of texts.</p> <p>Create prompts to help students form opinions about stories, make connections and inferences, and identify perspectives – for example:</p> <ul style="list-style-type: none"> › <i>"I think ..."</i> › <i>"The clue I used was ..."</i> › <i>"The character felt ..."</i> › <i>"I think that means ..."</i> › <i>"The words tell me ..."</i> › <i>"The pictures tell me ..."</i> <p><i>(continued on the next page)</i></p>

		6 months <i>Building on previous learning, teach students to at least:</i>	Year 1 <i>Building on previous learning, teach students to at least:</i>	Year 2 <i>Building on previous learning, teach students to at least:</i>
Critical Literacy	Summarising and drawing conclusions	› respond to recall and sequence questions (what? when? who?) and open-ended prompts about texts, to clarify understanding together	› respond to causality questions (why? how?) and open-ended prompts about texts, to clarify understanding together	› ask sequence questions about texts (what happened? when did it happen? who did it happen to? what happened next?), and respond to questions from others to clarify understanding together
	Inferring using evidence	› use clues from a text (drawing on words, phrases, and illustrations) to infer how a character is feeling	› use clues from a text (drawing on words, phrases, and illustrations) to infer how a character is feeling and to predict what might happen	› use clues from a text (drawing on words, phrases, and illustrations) to infer details about characters, e.g, their traits, preferences, likely responses, and actions

Year 3 <i>Building on previous learning, teach students to at least:</i>	Examples of teaching methods and things to consider
› ask sequence questions about texts (what happened? when did it happen? who did it happen to? what happened next?), and use the answers to those questions to recount the text	<p>Guide the retelling and discussion of stories by asking questions such as:</p> <ul style="list-style-type: none"> › “What happened first?” › “What happened next?” › “What changed during the story?” › “Is there a place in the story where a character changed?” › “Was the change expected?” <p>Encourage students to share their perspectives by asking them questions such as:</p> <ul style="list-style-type: none"> › “Who would read or view this text?” › “Why are we reading or viewing this text?” › “What do you think the creator of the text wants us to think about?” › “Who is in the text, and who do you think is missing from the text?” <p>Help students recognise that their views of texts, including the voices they think are missing, are influenced by their own lived experience, skills, and knowledge.</p> <p>Support students to form and share opinions and interpretations of texts based on evidence from them and their experiences.</p>
› use clues from a text to infer a character’s feelings, thoughts, and motives and to explain their actions	

Writing

		6 months <i>Building on previous learning, teach students to at least:</i>	Year 1 <i>Building on previous learning, teach students to at least:</i>	Year 2 <i>Building on previous learning, teach students to at least:</i>
Transcription	Handwriting	<ul style="list-style-type: none"> › form most lower-case letters correctly and legibly, with each letter on the line 	<ul style="list-style-type: none"> › form most lower- and upper-case letters correctly and legibly, with each letter on the line and attending to size and spacing 	<ul style="list-style-type: none"> › form all letters and numerals correctly and legibly, attending to size, placement, and spacing
	Spelling	<ul style="list-style-type: none"> › use knowledge of phoneme-grapheme correspondences learned through decoding to segment CVC words into phonemes for spelling 	<ul style="list-style-type: none"> › use knowledge of phoneme-grapheme correspondences learned through decoding to segment CCVC and CVCC words into phonemes for spelling 	<ul style="list-style-type: none"> › use knowledge of phoneme-grapheme correspondences learned through decoding to segment two-syllable words into syllables, then syllables into phonemes for spelling

Year 3 <i>Building on previous learning, teach students to at least:</i>	Examples of teaching methods and things to consider
<ul style="list-style-type: none"> › print all letters and numerals correctly and legibly, attending to size, placement, spacing, and slope with ease and automaticity › begin using some of the necessary diagonal and horizontal strokes to connect letters, and recognise which adjacent letters are better left unconnected 	<p>Provide opportunities to develop fine motor control through developmentally appropriate activities, such as threading beads to create patterns, using scissors, tongs, peg-boards, Lego, and buttons; and mark-making / painting / drawing with a variety of implements.</p> <p>Using a consistent school-wide approach, teach handwriting explicitly every day for around 7-10 minutes.</p> <p>Teach students to use a stable position when handwriting by sitting comfortably with feet on the floor, the writing arm resting on a table or desk, the opposite hand resting on the paper, and shoulders relaxed.</p> <p>Teach the tripod grip. Accept other functional grips if they have already been established. Help learners to use pressure and grip that is not too light or too hard.</p> <p>As you introduce new graphemes in the phonics scope and sequence, teach students lower-case and upper-case letter formations.</p> <p>During handwriting instruction, teach and provide practice with groups of letters that are formed with similar motor patterns, e.g.:</p> <ul style="list-style-type: none"> › 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 <p>Capital letters may be developmentally easier for students to form, as they have more straight lines, and no re-tracing or letters that sit below the line.</p> <p>Teach the correct starting points, stroke direction, pen lifts, stopping points, shape, size, and slope. Use consistent verbal instructions for how to form each letter and numeral.</p> <p>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.</p>
<ul style="list-style-type: none"> › segment multi-syllable words into syllables, then syllables into phonemes for spelling 	<p>Spelling knowledge aligns with the decoding knowledge and skills students are working with for reading and writing. In the early stages of this phase, the phoneme-grapheme correspondences needed for reading and spelling are taught together.</p> <p><i>(continued on the next page)</i></p>

		6 months <i>Building on previous learning, teach students to at least:</i>	Year 1 <i>Building on previous learning, teach students to at least:</i>	Year 2 <i>Building on previous learning, teach students to at least:</i>
Transcription	Spelling	› match phonemes to graphemes for the five short-vowel sounds and some single-letter consonant sounds to spell VC and some CVC words	› match phonemes to graphemes for the five short-vowel sounds and most single-letter consonant sounds to spell CVC words, including CVC words with the suffix -s	› record the correct grapheme for all short-vowel and consonant phonemes, including double consonants and digraphs (sh, ch, th, ng), and spell words with adjacent consonants (CVCC, CCVC)
				› spell words with long-vowel patterns represented by long a (a_e, ai, ay), long e (e_e), long i (i_e), long o (o_e), and long u (u_e)
		› spell five or more words that are high frequency in their oral vocabulary and that contain either currently untaught phoneme-grapheme correspondences or are irregular (containing less typical phoneme-grapheme correspondences) (e.g., I, the, a, my, to)	› spell 15 or more words that are high frequency in their oral vocabulary and that contain either currently untaught phoneme-grapheme correspondences or are irregular (e.g., was, of, said, is, what)	› spell 30 or more words that are high frequency in their oral vocabulary and that either contain currently untaught phoneme-grapheme correspondences or are irregular (e.g., brother, who, two, put, some, could)
				› add common suffixes (-s, -ed, -ing)
				› 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 words with the /ow/ sound represented by 'ou' and 'ow'

Year 3 <i>Building on previous learning, teach students to at least:</i>	Examples of teaching methods and things to consider
› spell words with long-vowel patterns represented by long e (ee, ea) and long o (oa, ow)	Spelling knowledge (encoding) comprises the foundation skills of: <ul style="list-style-type: none"> › phonemic awareness › orthographic knowledge – phoneme-grapheme correspondences, morphology, and spelling conventions (e.g., suffixing rules) › letter formation. Students will develop these skills in the contexts of learning to write and learning to read.
› spell words with vowel teams 'oo' as in 'good' and 'oy' and 'oi' as in 'coin' and 'toy'	Teach spelling every day, and provide multiple opportunities for practice and review, spaced and interleaved over time. This is most effective when closely connected with learning to decode. Teach students to segment words into phonemes and to identify syllables in words. Teach spelling patterns and spelling conventions, and teach groups of words with the same phoneme-grapheme correspondences and/or morphemes.
› spell most commonly-used irregular words containing less typical phoneme-grapheme correspondences	Teach students to spell irregular, high-frequency words, closely analysing how the graphemes represent the phonemes of the word, which parts are spelled regularly, and which parts need careful attention to remember. Group words that share similar patterns, e.g., could, should, and would.
› add less-common suffixes (-er, -ly) and apply early spelling conventions (e.g., taking away e from a split-vowel digraph before adding a vowel suffix (hope → hoping))	
› 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 the r-controlled syllable represented by 'ar' 'or', 'er', 'ir', and 'ur'	

	6 months <i>Building on previous learning, teach students to at least:</i>	Year 1 <i>Building on previous learning, teach students to at least:</i>	Year 2 <i>Building on previous learning, teach students to at least:</i>
Writing craft	Word choice	<ul style="list-style-type: none"> › choose and suggest words and phrases that are related to the topic or concept and have been acquired through conversation, reading, and being read to, when participating in shared writing 	<ul style="list-style-type: none"> › select and use words and phrases acquired through conversation, reading, and being read to, that describe, provide detail about, and signal simple relationships › use verbs with different purposes (e.g., to describe acting, saying, relating, or sensing) › use verbs correctly and appropriately to convey a sense of past, present, and future
	Audience, purpose, and task	<ul style="list-style-type: none"> › discuss the intended audience and purpose while constructing a text in shared writing lessons 	<ul style="list-style-type: none"> › select and use words and phrases acquired through conversation, reading, and being read to, including adjectives and adverbs that describe and provide details relating more precisely to the object or action being described › accurately use the past tense of frequently used irregular verbs
		<ul style="list-style-type: none"> › identify and discuss who the audience will be for a text, plan its purpose, and write with the purpose and audience in mind 	<ul style="list-style-type: none"> › identify the audience and purpose for a text, then plan and write the text with these in mind to clearly communicate the intended meaning

Year 3 <i>Building on previous learning, teach students to at least:</i>	Examples of teaching methods and things to consider												
<ul style="list-style-type: none"> › select and use words and phrases, including adjectives and adverbs, that are increasingly precise in providing their intended shades of meaning 	<p>Word choice</p> <p>During shared information gathering and reading of texts, record words that will be useful for writing, including topic-specific words, descriptive words used by the author, and words that have been explicitly taught. Use these to create a specific word bank for students to use, and model using the word banks during the planning, drafting, and revising stages of writing.</p> <p>Help students to select precise words by modeling and explaining ‘shades of meaning’: e.g., ‘cold’ could mean ‘chilly’, ‘frosty’, ‘freezing’, ‘icy’, or ‘cool’. Choosing the right word helps to convey the precise meaning for the reader.</p> <p>Use exemplar texts that use and do not use precise or vivid language to compare and contrast the effect they have on the reader. Ask the students to consider whether the words create a mental picture. This process could be applied using ‘I do, We do, You do’ (see below).</p> <p>With the students, collaboratively complete a table with ‘general’ nouns, verbs, adjectives, and adverbs. Then brainstorm precise, ‘upgraded’ nouns, verbs, and adjectives.</p> <table border="1"> <thead> <tr> <th></th> <th>noun</th> <th>verb</th> <th>adjective</th> </tr> </thead> <tbody> <tr> <td>general</td> <td>dog</td> <td>walk</td> <td>big</td> </tr> <tr> <td>specific</td> <td>labrador</td> <td>dawdle</td> <td>enormous</td> </tr> </tbody> </table>		noun	verb	adjective	general	dog	walk	big	specific	labrador	dawdle	enormous
	noun	verb	adjective										
general	dog	walk	big										
specific	labrador	dawdle	enormous										
<ul style="list-style-type: none"> › identify the audience and purpose for a text, then plan for and choose an appropriate style of writing, such as formal or informal language 	<p>Explicitly teach students to recognise and use different genres of writing by reading a range of text types and using model texts at writing time. Make students aware of:</p> <ul style="list-style-type: none"> › the features of the genre › the tone and type of language used › specific sentence structures used › the purpose of the genre (e.g., the purpose of a narrative could be to entertain). <p>Model the use of ‘think-alouds’ to demonstrate how you (as the writer) are keeping the task, audience, and purpose in mind as you write.</p> <p>For example, when drafting, you could say, “I’m writing about my opinion, so have I given reasons for it with evidence? Have I used persuasive words?”</p> <p>Explicitly teach students key expository and instructional words (e.g., ‘explain’, ‘discuss’, ‘describe’, and ‘summarise’) so that they understand what the task is asking them to do.</p> <p>It is important for students to share their writing with an audience, not just with their teacher. Provide opportunities for students to share their own writing and engage with writing from others. When students know that they are going to share their writing in print, orally, or in some other visual form, the quality of their writing improves.</p>												

		6 months <i>Building on previous learning, teach students to at least:</i>	Year 1 <i>Building on previous learning, teach students to at least:</i>	Year 2 <i>Building on previous learning, teach students to at least:</i>
Writing craft	Language features and devices	<ul style="list-style-type: none"> notice simple language features during shared reading (e.g., onomatopoeia, alliteration, and repetition) and talk about why the author used them 	<ul style="list-style-type: none"> identify and use onomatopoeia and alliteration to enhance effect 	<ul style="list-style-type: none"> identify and use rhyme, alliteration, onomatopoeia, and simile to enhance effect in writing

Year 3 <i>Building on previous learning, teach students to at least:</i>	Examples of teaching methods and things to consider
<ul style="list-style-type: none"> identify and use rhyme, alliteration, onomatopoeia, and simile to enhance effect in writing, and describe how they communicate meaning 	<p>Only introduce one or two language features at a time. Give the feature's name and a definition suitable for the students' age. Share examples of the feature, and discuss the effect it has.</p> <p>Teach short, focused lessons on specific language features and devices, such as similes, metaphors, or onomatopoeia. Use examples from children's literature, and have the students practise using these devices in their own writing.</p> <p>When students are familiar with more than one feature, compare sentences or phrases, and ask students to decide which language features they recognise. Develop this skill during close reading, to help students see how authors have used these features for effect or to convey meaning.</p> <p>Using exemplar texts, including high-quality poetry and narrative, highlight language features, and discuss how these have been used.</p> <p>While the students are planning and gathering ideas for their writing, brainstorm examples of appropriate features, and add these to any specific vocabulary they might use.</p> <p>Provide multiple, spaced opportunities for students to practise applying taught language features in sentence- and text-level writing.</p> <p>Provide opportunities for students to enjoy, experiment, and play with language. Encourage students to see themselves as writers. During read-aloud sessions, pause to discuss the language features and devices used in the text. Ask questions such as <i>"What words make this part exciting?"</i> or <i>"How does the author describe the character?"</i></p> <p>Encourage students to draw pictures to accompany their writing. This helps them think about how to describe scenes and characters in detail.</p> <p>Create a word wall with interesting adjectives, verbs, and nouns. Encourage students to use these words in their writing. You can update the wall regularly with new words from books you read together.</p> <p>Provide fun and imaginative writing prompts that encourage the use of descriptive language. For example, ask students to <i>"Describe your favourite animal using three adjectives and a simile"</i> or <i>"Write a story about a magical place."</i></p>

		6 months <i>Building on previous learning, teach students to at least:</i>	Year 1 <i>Building on previous learning, teach students to at least:</i>	Year 2 <i>Building on previous learning, teach students to at least:</i>
Composition	Sentence structures and punctuation	› understand and discuss what a simple sentence is, by identifying the subject and verb	› use simple sentences in writing	› begin to use complex sentences with support (e.g., using sentence stems) › create compound sentences using coordinating conjunctions (e.g., and, but, so)
		› orally expand simple sentences by using question words to add a detail (e.g., what, when, where, who, why)	› combine two simple sentences using a coordinating conjunction to form a compound sentence (e.g., because, but, and)	› expand simple sentences using adjectives and adverbs or adverbial phrases
		› recognise and use a full stop at the end of sentences and capital letters at the start of sentences › begin writing at the margin and leave spaces between words	› correctly use full stops and capital letters, with support	› end sentences using the appropriate punctuation, including question marks and exclamation marks, depending on the sentence type
			› begin to distinguish between statements and questions	› identify and construct statements, questions, commands, and exclamation sentence types

Year 3 <i>Building on previous learning, teach students to at least:</i>	Examples of teaching methods and things to consider
› recognise incomplete sentences or fragments and convert them into sentences › begin to use passive sentence construction for simple questions – e.g., “Do bees collect pollen?” compared with “Is pollen collected by bees?”	Developing syntactic awareness Teaching students how sentences are built supports their expression and understanding in both spoken and written language. It is important to teach students how to construct and use particular parts of speech and sentence structures rather than focusing on the linguistic terms for these. For example, in this phase you could talk about ‘when’ details rather than ‘adverbials of time’, ‘how’ details rather than ‘adverbials of manner’, and ‘who’ or ‘what’ rather than ‘nouns’ or ‘noun phrases’. In this phase, students need to practise forming different sentence structures orally before writing them. Exposing students to written texts that include a range of high-quality sentence structures will help them to develop syntactic awareness. Writing about what they read builds students’ comprehension and oral language.
› begin to use simple subordinating conjunctions and time connectives (e.g., before, after, if)	Students need to understand the building blocks of simple, compound, and complex sentences. For instance, a simple sentence must include a subject and a verb (e.g., “ <i>The cat caught a mouse.</i> ”). Explicit instruction is essential for teaching students to recognise and use the different types of sentences. You can do this by modelling and by using visual supports, such as colour coding, graphics, and manipulatives to identify the parts of sentences. Depending on students’ abilities and the complexity of the sentence skill, this may require more time at the ‘I do’ and ‘We do’ stages of explicit instruction (see below). It is best to introduce new sentence structures while students are reading and writing about familiar material, to reduce the cognitive load. Once students can recognise the different types of sentences, you can embed these into the context of learning across the curriculum, for example, by practising sentence-writing skills in science and social sciences writing. Explicitly teach appropriate punctuation while you are teaching sentence structure. This is best done in context, as students are practising their writing skills while learning across the curriculum.
› use commas with lists › begin to punctuate direct speech with quotation marks	It is helpful for students to be able to identify incomplete sentences (fragments) and run-on sentences. This enables them to identify errors in their writing and understand how to correct them.

		6 months <i>Building on previous learning, teach students to at least:</i>	Year 1 <i>Building on previous learning, teach students to at least:</i>	Year 2 <i>Building on previous learning, teach students to at least:</i>
Composition	Narratives	› use a combination of drawing, dictating, and writing to narrate a single event with evidence of chronological order	› use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, providing some information about the events in the order in which they occurred, and providing a reaction to what happened	› write narratives in which they narrate two or more appropriately sequenced events, including some details regarding what happened and where, using temporal words to signal event order, and providing some sense of closure
	Information	› use a combination of drawing, dictating, and writing to name the topic they are writing about and convey some information about the topic	› use a combination of drawing, dictating, and writing to write informative texts in which they start by naming what they are writing about and sharing some information about the topic	› write informative or explanatory texts in which they begin by naming a topic, follow this by supplying some facts about the topic, and provide some sense of closure
	Persuasive	› use a combination of drawing, dictating, and writing to state an opinion or preference about a topic	› use a combination of drawing, dictating, and writing to create opinion pieces in which they tell a reader the topic they are writing about and state an opinion, feeling, or preference about the topic (e.g., My favourite sports person is ...)	› write opinion pieces in which they begin by introducing the topic they are writing about, state their opinion, follow this by supplying a reason for the opinion, and provide some sense of closure

Year 3 <i>Building on previous learning, teach students to at least:</i>	Examples of teaching methods and things to consider
› 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, using temporal words to signal event order, and provide a sense of closure › begin to use paragraphs as an organising structure for elaborations or events	Students' awareness of text structures 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. Ensure that the complexity of the text they are reading is appropriate for the students. Use exemplar texts to guide students in analysing the structure of texts as they read, and use modeling and 'think-alouds' to help them use these structures as they create texts. Explicitly teach: › the organisational structure of different genres (e.g., introduction, body of development, and conclusion) › the purposes of each genre and how its structural and language features relate to the purpose. Use model or exemplar texts to teach students how to recognise and use text structures and features. Some genres make use of titles or headings, graphics, and captions. It is helpful to incorporate these extra features during planning.
› write informative or explanatory texts in which they introduce a topic through a topic sentence and use facts and definitions to share information about the topic through print and the use of visual images › begin to use paragraphs as the organising structure for ideas, and provide a concluding statement or paragraph	While introducing critical learning about text structures, it is best to use a text that students are familiar with, so that they can focus on the structure and features rather than grappling with the meaning of the text. As they read an exemplar text, students could colour-code the topic sentence one colour, supporting details a second colour, evidence from the source text a third colour, and the concluding sentence a fourth colour. This supports them to visually identify the different elements. Teach students how to select and order their ideas within a paragraph. Explain that a paragraph is structured around a main idea stated in a topic sentence, followed by details that support the topic sentence. Encourage students to use transition words and phrases (linking words) to organise their ideas (e.g., first, next, finally). Make a list of appropriate transition words for students to use. Teach students to recognise and use language that is suitable for a particular genre. Explain that different examples of a genre can be used for different purposes. For example, a letter can be written to persuade or to retell an event.
› write opinion pieces in which they introduce the topic they are writing about, state an opinion about the topic, and give some supporting evidence for their opinion › supply reasons for their opinion, using linking words (e.g., because, and, also) to connect their opinion and the reasons for it, and provide a concluding statement or paragraph	Provide opportunities for students to draw upon their background to enrich their writing and express their personal voice.

		6 months <i>Building on previous learning, teach students to at least:</i>	Year 1 <i>Building on previous learning, teach students to at least:</i>	Year 2 <i>Building on previous learning, teach students to at least:</i>
Writing processes	Planning	<ul style="list-style-type: none"> › orally brainstorm ideas for a writing topic or purpose within a group › select ideas and words from the group brainstorm to use in shared or independent writing 	<ul style="list-style-type: none"> › brainstorm ideas for a given writing topic within a group › select ideas and words from the brainstorm to use in their independent writing 	<ul style="list-style-type: none"> › group coherent ideas together from a brainstorm on a given topic › use simple graphic organisers and mnemonics to plan a simple paragraph

Year 3 <i>Building on previous learning, teach students to at least:</i>	Examples of teaching methods and things to consider
<ul style="list-style-type: none"> › choose key ideas and vocabulary from a brainstorm, and use them in a planning organiser to meet the purpose of the text being constructed 	<p>Explicitly teach the process of writing to support students to apply their knowledge of the structure and features of texts to create their own texts.</p> <p>Use shared texts (if necessary, using multiple readings) to:</p> <ul style="list-style-type: none"> › consolidate students' knowledge of text structures and features › support students to use these structures and features in their own writing › teach important vocabulary. <p>Always consider students' interests and preferences when choosing texts.</p> <p>Explicitly teach students how to plan, draft, revise, and edit their writing, using the 'I do. We do. You do' method.</p> <p>Teacher-guided - I do</p> <p>Share the writing prompt with the students and explain what is required, including reviewing the text's purpose and structure.</p> <p>Explain to the students that writing is a process. It is essential to plan what they want to say, what the purpose of the text is, and who the audience will be.</p> <p>Provide a blank version of an appropriate graphic organiser or bubble-map and model how to use it. Ask the students to share their ideas and brainstorm key information.</p>
<ul style="list-style-type: none"> › use simple note-taking in their planning, for transferring to a draft 	<p>Discussion may be needed to check that the students' ideas are relevant or appropriate.</p> <p>Use 'think-alouds' to suggest appropriate phrases, notes, or key ideas.</p> <p>Transcribe the ideas and information into the graphic organiser or bubble-map. Early in year 1, you may need to jointly create a picture plan of these ideas.</p> <p>In year 3, students will begin to move the brainstormed ideas into a planning organiser, and you can model this with the students.</p> <p>Guided practice - we do</p> <p>In small mixed-ability groups, or using structured pair-sharing, have students talk about the topic or prompt and generate a group graphic organiser, bubble-map, or picture plan.</p> <p>Share these with the larger group or class before moving to drafting.</p> <p>Independent practice - you do</p> <p>Give students a copy of the planning sheet, and encourage them to add to it themselves.</p> <p>As they work through the phase, encourage students to create their own brainstorms once their knowledge has been developed through discussion.</p> <p>Encourage students to see that they have ideas worth sharing in their writing.</p>

		6 months <i>Building on previous learning, teach students to at least:</i>	Year 1 <i>Building on previous learning, teach students to at least:</i>	Year 2 <i>Building on previous learning, teach students to at least:</i>
Writing processes	Drafting	<ul style="list-style-type: none"> › orally brainstorm ideas for a writing topic or purpose within a group › use brainstormed words or phrases to participate in the shared construction of short paragraphs 	<ul style="list-style-type: none"> › transfer ideas and words about the main idea to the draft, of paragraph length, using a sentence starter or template as support, and adding additional sentences that logically follow, using the brainstormed vocabulary and ideas 	<ul style="list-style-type: none"> › transfer the planned topic to the draft as the first sentence and add details to support the topic, drafting at least one paragraph

Year 3 <i>Building on previous learning, teach students to at least:</i>	Examples of teaching methods and things to consider
<ul style="list-style-type: none"> › write supported drafts using organisers as the guide, including at least one key idea from the brainstorm and using identified vocabulary and phrases to support the idea, across one or more paragraphs 	<p>Teacher-guided - I do Explicitly teach students how to gradually incorporate their ideas into complete sentences. Help the students to use the notes and ideas from the planning sheet and turn them into complete sentences, using the key vocabulary and notes. Use modelling and ‘think-alouds’ to demonstrate sentence construction, correct punctuation, and word choices. If appropriate, remind students of spelling routines, including segmenting and using known grapheme-phoneme correspondences.</p> <p>Guided practice - we do Using collaborative writing, in small mixed-ability groups, have the students work from a shared plan to turn their notes, key words, and phrases into complete sentences. (This step may need to be done several times before students are able to write independently from a plan.) Monitor and support the students during this process.</p> <p>Independent practice - you do When the students are ready, have them turn their notes, key words, and phrases into complete sentences. You can use exemplars of connected plans and drafts to show students what this looks like. The students can tick ideas off as they use them in their drafting. Monitor and support the students during this process. Encourage the students to see themselves as writers and to express their personal voice in their writing.</p>

		6 months <i>Building on previous learning, teach students to at least:</i>	Year 1 <i>Building on previous learning, teach students to at least:</i>	Year 2 <i>Building on previous learning, teach students to at least:</i>
Writing processes	Revising	<ul style="list-style-type: none"> › read drafted sentences to the teacher to check for meaning 	<ul style="list-style-type: none"> › re-read written drafts of sentences for meaning and add or delete words using feedback from the teacher 	<ul style="list-style-type: none"> › make some simple independent revisions to draft texts, such as adding and deleting words

Year 3 <i>Building on previous learning, teach students to at least:</i>	Examples of teaching methods and things to consider
<ul style="list-style-type: none"> › make simple revisions to draft texts, such as adding, deleting, or substituting words, phrases, and sentences 	<p>Teacher-guided - I do</p> <p>It is essential to explicitly teach students how to revise their writing. Explain that revising writing is important because it helps them learn how to improve their work, not just for this piece of writing, but also for future pieces. It is what good writers do.</p> <p>Using gradual release is beneficial. Explain that when revising, writers seek to improve word choice (by using varied, vivid, and precise words) and sentence quality (by combining or expanding sentences, by using a variety of sentence types and complexities, and by using transitions).</p> <p>Select a written piece to revise.</p> <p>Tell students what you are going to be looking for. Explain that you may need to add, delete, or change elements in this piece of writing.</p> <p>With the students, read through the piece of writing, then go through it sentence by sentence. You might say, “I think we need to add an adjective to describe the character.” You could then use ‘think-alouds’ to recall what the character is like, select the best word, and insert it in the correct place.</p> <p>Repeat this process through the piece of writing.</p> <p>Guided practice - we do</p> <p>In small groups or as a whole class, have the students work on shared writing pieces (not their own).</p> <p>First ask the students to read through the whole piece of writing.</p> <p>Have them follow your modeling to add, delete, or change parts of the writing (focusing on one aspect at a time).</p> <p>Check in with each group to make sure they are showing understanding.</p> <p>Ask the students to share their revisions with the class.</p> <p>Independent practice - you do</p> <p>Students may need to do this after conferencing or receiving feedback from a teacher or peer.</p> <p>Have the students practise revising their own writing or an exemplar text.</p> <p>First ask them to read through the text as a whole.</p> <p>Then ask them to reread the text sentence by sentence to identify what to add, delete, or change.</p> <p>Ask the students to share their revised writing</p> <p>Early in this phase, focus on just one aspect to revise.</p>

		6 months <i>Building on previous learning, teach students to at least:</i>	Year 1 <i>Building on previous learning, teach students to at least:</i>	Year 2 <i>Building on previous learning, teach students to at least:</i>
Writing processes	Editing	<ul style="list-style-type: none"> › add missing punctuation after receiving feedback. 	<ul style="list-style-type: none"> › check for known spelling patterns, full stops, capital letters, and incomplete sentences, with feedback and support from the teacher. 	<ul style="list-style-type: none"> › make simple edits to draft texts (e.g., changes to capitalisation, punctuation, spelling, and incomplete sentences).

Year 3 <i>Building on previous learning, teach students to at least:</i>	Examples of teaching methods and things to consider
<ul style="list-style-type: none"> › make simple edits to draft texts (e.g., checking for errors in capitalisation, punctuation, and spelling) and checking for run-on sentences › improve sentence construction, for example, by combining consecutive sentences. 	<p>Editing is done after revising. Explicit teaching is needed to show students how to check text for errors in grammar, punctuation, capitalisation, spelling, and sentence structure. These constitute the mechanics of writing.</p> <p>Teacher-guided – I do</p> <p>Using an exemplar text, read through it sentence by sentence, using ‘think-alouds’ as you check that it adheres to the correct conventions. For example, “<i>I’m going to check that this sentence has a capital letter and a full stop</i>” or “<i>I’m going to check that this sentence is complete – does it have a noun and verb?</i>”</p> <p>Early in this phase, it is best to look at one aspect at a time. As the students progress, they may be able to attend to more than one aspect in a sentence at a time.</p> <p>If students are using an editing checklist, show them how to tick items off as they go.</p> <p>Guided practice – we do</p> <p>Use an exemplar text, first with the whole class, and then in small groups. Go through the text sentence by sentence identifying errors. You may need to guide or prompt students to notice the error and understand why it needs to be changed.</p> <p>Ensure active student participation during this section.</p> <p>If the students are using an editing checklist, have them check items off as they go through the text</p> <p>As a scaffold, you could give them a text that has symbols already added.</p> <p>If the students are working in small groups, rove to support and scaffold them as needed.</p> <p>Independent practice – you do</p> <p>The students can practise editing either an exemplar text or one they have created themselves.</p> <p>Have the students work through the process of editing the text. Providing a checklist can be helpful to keep them on track.</p> <p>Using a class or school-wide system of editing codes or symbols is beneficial. This can make it easier to give feedback about mechanical errors.</p> <p>Students may need scaffolding at first. Rather than students having to both identify and then fix errors, tell them the errors they need to fix, if required.</p>

Phase

2

Years 4-6

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

Progress outcome by the end of year 6

The goal of Phase 2 is for all students to broaden their knowledge 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. Students' progress in English is shown in the 'Understand-Know-Do' section on the next page.

Understand

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. Communication depends on shared codes and conventions. Language, literature, and texts embody shared culture and rich human experience.

Know

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

Do

ORAL LANGUAGE: Vocabulary and grammar for learning, Presenting information, Interpersonal communication, Communication for learning
READING: Word recognition, Comprehension, Critical literacy
WRITING: Transcription skills, Composition, Writing processes

the learning

that matters

Understand Big ideas

As they use their literacy capabilities in increasingly specialised ways, students gain a more nuanced understanding of language codes and conventions, and how the use of them 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 Aotearoa New Zealand's stories are a source of insight into the place and people. They also understand the power and influence of texts on themselves and on those who are represented in and by texts.

Know Content and concepts

Know Content and concepts:

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

By the end of this phase, students know why and for whom texts are created. They know that their experiences influence their interpretations and opinions of texts and that this may be different for others.

Students learn that texts can provide insights into the world and help them think about moral and ethical issues. They know that these insights are not always provided explicitly and may require inference. Through reading texts from Aotearoa New Zealand, they gain a better understanding of their place and learn more about te ao Māori and Māori perspectives. They see the value in reading works by authors from New Zealand, the Pacific, and around the world to expand their knowledge and imagination.

Students also learn the rules of different types of texts and how to use these rules in various situations. They understand the power of different ways of communicating to express ideas effectively. They are developing as confident communicators who can share their ideas and opinions and understand others' perspectives.

Do Practices

Do Practices:

- Oral language: Vocabulary and grammar for learning, Presenting information, Interpersonal communication, Communication for learning
- Reading: Word recognition, Comprehension, Critical literacy
- Writing: Transcription skills, Composition, Writing processes

Throughout this phase, students are consolidating their identities as communicators, readers, and writers.

Oral language – 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 'talk for learning' and build their language for describing their learning across the curriculum.

Reading – By the end of this phase, students have consolidated their basic literacy capabilities. They can apply a combination of decoding skills, comprehension strategies, and critical literacy skills to unlock meaning in diverse texts across a range of modes, including digital modes. They can maintain meaning, and they can self-monitor to rectify any misunderstandings that may arise.

Students can examine and respectfully share different interpretations of texts, justifying their own interpretation through a combination of personal knowledge, textual evidence, and insights from similar texts. They examine how people, places, and ideas are portrayed, considering the potential biases or underlying messages embedded within these representations. They develop awareness of how their own thinking evolves through critical analysis, and they can identify instances where their perspectives have shifted or solidified as a result of their critical analysis.

During this phase, students are learning to analyse and question how texts are constructed to influence others. They can distinguish facts from opinions and communicate how their thinking about a text has changed due to examining it from different perspectives.

Students participate in reading communities where they share, discuss, and recommend texts. They select their own texts to read based on preferences and interests. They draw on their personal background as a source of inspiration to express themselves creatively.

Writing – During this phase, students employ a range of composition strategies to plan and craft written texts with varying sentence structures, organisational frameworks, and appropriate punctuation. They can plan and revise to ensure 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 a mode (written text, image, digital, or a combination) to convey their intended message most effectively.

Students 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*

The purpose of this section is to describe what teachers must pay attention to when teaching literacy in years 4 to 6.

Using a teaching sequence to plan helps teachers to prioritise and organise learning in each year in ways that lead to students consolidating and securing their knowledge of the big ideas, concepts, and practices described in a phase's progress outcome.

By the end of phase 1, most students will have grasped the essentials of foundational literacy skills. Throughout the phase, they will have experienced teaching that combines the enjoyment of language and literature with systematic and explicit teaching in oral language, reading, and writing. As students move through phase 2, they consolidate their learning through written texts while encountering and engaging with texts in a range of other modes (e.g., spoken, visual, multimodal), and they begin to use a range of digital technologies.

Ensuring continuity in literacy learning as students transition from one year to the next is vital to prevent gaps in developing skills that are crucial for learning progress. Teachers should revisit previous steps in the teaching sequence, alongside introducing new skills to reinforce understanding and consolidate a strong literacy foundation. All steps in the teaching sequence are essential. Teachers will provide access to appropriately levelled learning experiences and texts, which should be at least at a student's current year level step in the teaching sequence. Some students may not have fully grasped everything they have been explicitly taught and will need additional, targeted, flexible small-group teaching to reinforce these concepts. Conversely, other students may have acquired more knowledge than they have been explicitly taught through implicit learning and will

require extension and enrichment activities. Teachers need to be responsive in their design of learning experiences by building on what students already understand, know, and can do.

Variability in learning means that there are many ways in which students engage in learning, process information, and show what they know and can do. Addressing barriers to learning requires teachers to be responsive in their design of learning experiences by building on what students already understand, know, and can do.

Planning for the needs of all students means anticipating barriers to learning within the learning environment and building in appropriate supports. For example, access to digital technology may be essential for a dyslexic student's learning to support their engagement in reading and writing. For an English language learner, visual supports may be essential for enhancing the understanding of new vocabulary. Communication supports or devices may be essential for enabling an autistic learner to participate fully in class or group discussions. The use of New Zealand Sign Language (NZSL) and Braille may be essential for supporting the communication and literacy needs of deaf and blind students. Choice around text types and writing tasks may be essential for challenging a gifted student in their creative writing. Enabling learners access to what is essential for them to learn and progress can also be beneficial for all learners, enhancing their learning experiences too.

Throughout the day, teachers will provide opportunities for students to:

- › experience explicit teaching – explicit teaching is the key approach for students learning new literacy knowledge and skills

- › extend oral language and communication skills – support students to extend their oral language skills and vocabulary knowledge so that they can participate in extended conversations, speak with expression, engage an audience, ask questions, and take part in discussions. This fosters active listening, turn-taking, and collaboration, creating an inclusive and dynamic learning environment where all students can practise and improve their communication abilities
- › build vocabulary knowledge – vocabulary knowledge is an important predictor of the development of reading comprehension. Support students to work out word meanings through morphology (word parts) and etymology (word origins). Continue to build vocabulary knowledge through oral language, in reading and writing, and across the curriculum
- › consolidate their decoding skills – by phase 2, most students will have grasped the essentials of the alphabetic code. During phase 2, students' knowledge of the English writing system will grow as a result of learning morphology and extended spelling conventions and patterns. Students who have not yet acquired phase 1 skills for decoding and encoding will need time to continue to build their foundational literacy skills. Careful use of diagnostic and formative assessment should be used to pinpoint areas of need for targeted teaching. Refer to the phase 1 word recognition decoding sub-strands for support
- › access age-appropriate texts – engaging with a range of written, visual, and multimodal texts of varying length and for a variety of purposes and beginning to use a range of technologies will help develop students' comprehension skills. Students who are still at phase 1 for decoding will need scaffolding and support to access these texts
- › read to students daily – this provides opportunities for students to hear and learn new vocabulary, explore books beyond their current reading skill, and develop a love of reading. Choose texts that expose students to a wide range of genres, reflect the languages and cultures of students, and explore the stories of Aotearoa New Zealand and the Pacific. Introduce students to class novels as a resource to extend literary knowledge, introducing humour, suspense, and drama in ways that make the text more relatable and fun for students. Carefully select texts that provide opportunities for a critical literacy focus and allow for scaffolded discussions about the reliability of information, the source of the information, and the position of the author and audience.

- › read independently – encourage students to read, and share with others, a wide range of texts of varying length and genre that they enjoy
- › write on a variety of topics and in a range of genres – students need explicit teaching and supported, deliberate practice to continue to develop writing skills as they write about topics that are interesting to them. With this support, they will develop proficiency with more sophisticated sentence structures, and they will learn to organise their writing at the paragraph and whole-text level and to use conventions appropriate to purpose and genre for different audiences and purposes, including in formal situations. Provide writing opportunities inspired by the texts students are reading, content from other curriculum areas, and other experiences
- › consolidate their identities as readers, writers, and communicators, so that they:
 - regularly read for pleasure, both at and outside school, selecting texts based on their preferences and interests
 - participate in reading communities where they listen, read, and make text recommendations
 - connect through storytelling, sharing their own stories and engaging with stories from others
 - use a creative process to craft stories in multiple ways, using written language, oral language, the visual mode, or a combination of these
 - draw upon their background, home language, and stories of their whānau to enrich their storytelling and express their personal voice
 - create stories in collaboration with others, respecting their contributions
 - share interpretations to compare how people's different knowledge and experiences influence the meaning they make from texts
 - consider the effects of how people, places, objects, and ideas are represented in and across texts
 - identify how their thinking has changed or solidified as a result of their critical analysis.

Oral language

		Year 4 <i>For a range of contexts, different audiences, and a variety of purposes, teach students to:</i>	Year 5 <i>For a range of formal and informal contexts, different audiences, and a variety of purposes, teach students to:</i>	Year 6 <i>For a range of formal and informal contexts, different audiences, and a variety of purposes, teach students to:</i>
Vocabulary and grammar for learning	Communicating using an expanding 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
	Communicating using correct grammar and sentence structures	› understand how to vary sentence length to create effect and support meaning	› vary sentence lengths for effect, using short sentences for emphasis and longer sentences for detailed descriptions	› recognise and use the sentence structures of rhetoric (e.g., rule of 3, repetition, alliteration)
Presenting ideas and information	Structuring talk so that ideas can be understood by others	› present their ideas clearly, giving an introduction and conclusion when appropriate	› plan and organise the content and structure of talk so that the audience can make connections between points	› plan and construct a detailed argument or narrative
	Taking on roles	› develop a role and add their own ideas to develop the character or their position	› make relevant contributions in different roles and adapt to evolving scenarios by maintaining a role	› move discussion forward in different roles, and make contributions in different roles that keep others on task

Examples of teaching methods and things to consider

Explicitly teach new abstract and discipline-specific vocabulary, incorporating the pronunciation, meaning, spelling, morphology, etymology, closely-related words, and how words are used in sentences to build a deep understanding with strong links to students' existing knowledge.

Deliberate practice and frequent review helps reinforce new vocabulary.

Engage students in role-playing activities where they must use new vocabulary in realistic scenarios.

Encourage students to tell stories or recount personal experiences using new vocabulary.

Organise group discussions and debates on various topics. This supports students to practise subject-specific vocabulary.

Use games like "Taboo," "Charades," or "20 Questions" that require students to describe, guess, or use new vocabulary words.

Incorporate videos, podcasts, and audio recordings that feature new vocabulary. Listening to new vocabulary in context supports pronunciation and usage.

Hold 'question-and-answer sessions' where students must use new vocabulary.

Introduce students to sentence stems for citing evidence and asking probing questions.

Regularly model correct grammar and sentence structures during conversations. Encourage students to repeat sentences to practise proper syntax and pronunciation.

Engage students in structured dialogues where they must use specific grammatical structures.

Use visual aids such as sentence diagrams or charts that break down sentence structures. Visual representations can help students grasp the components of a sentence and how they fit together.

Explicitly teach structures for building evidence-based arguments.

Develop a shared language for talk in the classroom by creating a class set of discussion guidelines. These can be used as success criteria to support students to reflect on their discussions.

Explicitly teach the conventions for different types of talk (e.g., in oral storytelling, using similes, metaphors, time connectives, rich descriptions, and techniques for building suspense; in a persuasive pitch, using a 'hook' to grab the audience's attention and language devices such as patterns of three and rhetorical questions).

Incorporate drama and theatre activities, such as performing short plays or skits. Encourage students to create their own scripts and characters.

Use interactive storytelling where students take on the roles of different characters in a story and improvise dialogue and actions based on their character's perspective.

Assign group projects where students must collaborate and take on different roles to complete a task (e.g., creating a presentation, organising an event).

Organise debates and discussions on various topics, assigning roles such as moderator, speaker, and audience member.

		Year 4 <i>For a range of contexts, different audiences, and a variety of purposes, teach students to:</i>	Year 5 <i>For a range of formal and informal contexts, different audiences, and a variety of purposes, teach students to:</i>	Year 6 <i>For a range of formal and informal contexts, different audiences, and a variety of purposes, teach students to:</i>
Presenting ideas and information	Recounting, retelling, and generating stories	<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 the listener 	<ul style="list-style-type: none"> › give well-structured descriptions, explanations, presentations, and narratives for different purposes, including for expressing feelings
	Giving reasons to support views	<ul style="list-style-type: none"> › draw upon knowledge of the world to support their own point of view and explore different perspectives 	<ul style="list-style-type: none"> › give supporting evidence (e.g., citing a text, a previous example, a historical event) 	<ul style="list-style-type: none"> › assess different viewpoints and present counterarguments › use direct quotes or citations to support an argument or view
	Inferring and predicting	<ul style="list-style-type: none"> › make simple inferences based on explicit information provided in conversations or stories (e.g., <i>“The character is sad because they lost their toy.”</i>) › predict what might happen next in a story or conversation based on context clues (e.g., <i>“I think the character will find their toy because they are looking in the right place.”</i>) › connect different pieces of information to draw conclusions (e.g., <i>“Since it’s raining and they have an umbrella, they will stay dry.”</i>) 	<ul style="list-style-type: none"> › make more complex inferences that require integrating multiple pieces of information (e.g., <i>“The character is nervous because they are biting their nails and looking around.”</i>) › predict outcomes and provide reasons for their predictions (e.g., <i>“I think the character will apologise because they look guilty and are avoiding eye contact.”</i>) › understand and infer information that is not explicitly stated (e.g., <i>“The character didn’t say they were scared, but their actions show it.”</i>) 	<ul style="list-style-type: none"> › infer motivations, emotions, and underlying themes in conversations and stories (e.g., <i>“The character is acting brave to impress their friends, even though they are scared.”</i>) › predict more complex scenarios and consider multiple possible outcomes (e.g., <i>“If the character tells the truth, they might get in trouble, but they will feel better about it.”</i>) › discuss inferences and predictions, considering different perspectives and evidence

Examples of teaching methods and things to consider

Encourage students to act out stories. This helps them internalise the story structure and details, improving their ability to retell it later.

Use story cubes or dice with pictures or words to prompt students to create and tell their own stories. This encourages creativity and helps students practise generating new narratives.

Record students as they tell stories and play back the recordings. This allows them to hear their own storytelling and identify areas for improvement.

Organise workshops where students can learn different storytelling techniques for making their stories more engaging (e.g., using voice modulation, gestures, and facial expressions).

Organise simple debates on age-appropriate topics. Teach students to state their opinion and back it up with reasons (e.g., *“Is it important to protect endangered species in Aotearoa New Zealand?”* Encourage them to use phrases like *“I believe ... because ...”* and *“My reason is ...”*)

Create a safe space where students can share their opinions on various topics. After sharing, ask them to explain the reasons why they hold that view. This practice helps them articulate their reasoning.

Use role-playing scenarios where students must defend their viewpoints (e.g., a town meeting where they argue for or against building a new playground).

Implement the ‘Think-Pair-Share’ strategy – students first think about a question individually, then pair up to discuss their thoughts, and finally share their ideas with the class. This method encourages them to articulate their reasoning in a supportive environment.

Introduce graphic organisers such as an OREO (Opinion, Reason, Example, Opinion) chart. This visual aid helps students structure their thoughts and provide clear reasons for their opinions.

Provide provocations and question prompts that require reasoning (e.g., *“Why do you think this character made that decision?”* or *“What are the benefits of recycling?”*) These prompts encourage students to think critically and to support their answers with reasons.

Provide a collection of various objects related to a theme or story. Have students infer what the theme or story might be, based on the objects.

Create scenarios where students must infer information about a character or situation based on limited details.

Model the process of making inferences and predictions by thinking aloud during a story or discussion. Show students how you use clues and prior knowledge to make educated guesses.

Use tools like T-charts or Venn diagrams where students can list their inferences and predictions along with the evidence supporting them.

Have students keep journals where they write down their inferences and predictions about stories or events. This practice helps them to organise their thoughts and reflect on their reasoning.

Encourage students to reflect on their learning process. Ask them to write or discuss what strategies they used to make inferences and predictions and how confident they feel about their skills.

		Year 4 <i>For a range of contexts, different audiences, and a variety of purposes, teach students to:</i>	Year 5 <i>For a range of formal and informal contexts, different audiences, and a variety of purposes, teach students to:</i>	Year 6 <i>For a range of formal and informal contexts, different audiences, and a variety of purposes, teach students to:</i>
Presenting ideas and information	Clarifying and summarising	<ul style="list-style-type: none"> › ask for clarification using simple questions › provide clear summaries using main points 	<ul style="list-style-type: none"> › ask questions for clarifying and begin to paraphrase information to check understanding › use structured summaries, connecting ideas and events in them 	<ul style="list-style-type: none"> › ask specific questions to clarify complex information › make detailed summaries that include their own interpretations and opinions
	Interpersonal communication	Non-verbal communication	<ul style="list-style-type: none"> › consider movement when addressing an audience 	<ul style="list-style-type: none"> › consider body language and movement as they present
	Listening and responding to others	<ul style="list-style-type: none"> › make comments that encourage a discussion to use more natural and subtle prompts for turn taking › consider the impact of their words on others when giving feedback 	<ul style="list-style-type: none"> › pick up on others' contributions and ask relevant questions that either clarify or develop a task › question others and highlight strengths and weaknesses › identify when a discussion is going off topic and be able to bring it back on track 	<ul style="list-style-type: none"> › challenge others' ideas with sensitivity › ask questions to clarify and challenge the views of others › read a room or a group and take action accordingly (e.g., moving on if everyone looks disengaged; stopping to take questions if people look confused) › develop an awareness of group dynamics and invite those who haven't spoken to contribute

Examples of teaching methods and things to consider
<p>Implement the Think-Pair-Share strategy – students first think about a topic individually, then pair up to discuss their thoughts, and finally share their ideas with the class. This method encourages them to clarify their thoughts and summarise key points.</p> <p>After reading a story or listening to a passage, ask students to summarise the main points in their own words. Encourage them to focus on the 'who, what, when, where, why, and how' of the story.</p> <p>Teach students to ask clarification questions when they don't understand something. Questions like <i>"Can you explain that again?"</i> or <i>"What do you mean by ...?"</i> help them practise seeking clarity.</p> <p>Use graphic organisers such as Venn diagrams, story maps, or summary charts to help students organise their thoughts and summarise information. Visual aids can make the process of summarising more concrete and manageable.</p> <p>Create scenarios where students must clarify and summarise information (e.g., one student playing the role of a news reporter summarising an event, with another asking clarifying questions).</p>
<p>Engage in role-playing activities in which students practise using non-verbal cues in different scenarios (e.g., greeting someone, expressing emotions). Watch videos of people communicating and discuss the non-verbal cues being used. Ask students to identify and interpret these cues.</p> <p>Encourage students to tell stories using expressive body language and facial expressions.</p> <p>Facilitate group discussions where students are encouraged to use and observe non-verbal communication.</p>
<p>Teach strategies for listening for an extended period of time (e.g., note-taking or drawing visuals).</p> <p>Create opportunities for students to reflect on their own oracy skills and those of their peers, and set targets for improvement.</p> <p>When using trio discussions, assign one member of the trio the role of questioner; their responsibility during the discussion is to ask questions of the rest of the group.</p> <p>Equip students with language for describing when a discussion has gone off track, and support them to identify when this has happened (e.g., by looking at transcripts or video examples). Develop sentence stems for students to use to bring the discussions back on track (e.g., <i>"That might be true, however what do you think about X?"</i>; <i>"It feels a bit like we are going off topic here. Let's get back to X."</i>)</p> <p>Develop and explicitly teach sentence stems that have a similar meaning to those students are already familiar with (e.g., for agreement: <i>"I agree and I would like to add ..."</i>; <i>"I would like to echo what X said because ..."</i>; <i>"I see it in a similar way to X because ..."</i>; <i>"I have a similar opinion because ..."</i>)</p>

		Year 4 <i>For a range of contexts, different audiences, and a variety of purposes, teach students to:</i>	Year 5 <i>For a range of formal and informal contexts, different audiences, and a variety of purposes, teach students to:</i>	Year 6 <i>For a range of formal and informal contexts, different audiences, and a variety of purposes, teach students to:</i>
Interpersonal communication	Controlling voice using tone, volume, and pace	<ul style="list-style-type: none"> › consider how tone, volume, and pace influence meaning › engage the attention of the listener by using appropriate tone, pitch, pace, and volume › use deliberate word emphasis to stress the importance of a point 	<ul style="list-style-type: none"> › project their voice to a large audience 	<ul style="list-style-type: none"> › adjust tone, volume, and pace for a given purpose and audience › influence the listener by using an appropriate tone and degree of formality
	Adapting to situations and audiences	<ul style="list-style-type: none"> › be aware of audience needs and expectations › plan and adapt the content of a presentation for a specific audience and setting 	<ul style="list-style-type: none"> › be aware of audience needs and expectations › plan and adapt the content of a presentation for a specific audience and setting 	<ul style="list-style-type: none"> › anticipate and plan for audience needs and expectations, leading to more tailored and effective communication
Talk for learning	Metacognition	<ul style="list-style-type: none"> › use talk to identify and set goals for their learning 	<ul style="list-style-type: none"> › use talk to identify and set specific goals for their learning and plan steps to achieve them 	<ul style="list-style-type: none"> › use talk to monitor their progress and explain how they are making changes to better meet their learning goals
	Self-regulation	<ul style="list-style-type: none"> › use language to problem-solve and find solutions to emotional challenges (e.g., <i>“If I feel nervous, I can practise my speech with a friend first”</i>). 	<ul style="list-style-type: none"> › use a more sophisticated emotional vocabulary to describe their feelings and reactions (e.g., <i>“I feel disappointed because my ideas were not listened to”</i>). 	<ul style="list-style-type: none"> › show empathy by using language to articulate the emotions of others (e.g., <i>“I can see you’re upset because you didn’t get the role you wanted”</i>).

Examples of teaching methods and things to consider

Explicitly teach and model using think-alouds.

Provide guided practice to develop the following skills for participating in conversations and debates:

- › using appropriate volume for the context
- › identifying some vocal effects, including tone, pace, pitch, and volume, and using them appropriately to help communicate meaning (e.g., increasing volume to emphasise important points or to communicate to a large audience).

Expose students to a range of models for talk (e.g., by meeting an expert or watching a talk online). Unpick why each speaker is successful.

Facilitate discussions on various topics, encouraging contributions.

Demonstrate how to adapt language for different situations and audiences through your own speech. Support students to adjust their language based on the audience and purpose.

Use games and activities that require students to adapt their language, such as charades or improvisation exercises.

Teaching metacognition and self-regulation in this phase involves helping students become aware of their own thinking processes and how to manage these processes to improve their communication.

Model the process of thinking aloud while speaking, showing students how to plan and organise their thoughts before they speak.

Encourage students to give and receive feedback from their peers, helping them to see different perspectives and learn from each other.

Model how to set specific, achievable goals for oral language development and to track progress with these goals.

Model how to keep a journal in which students reflect on their speaking experiences and set goals for improvement.

Use explicit teaching, modelling, think-alouds, and guided practice to teach age-appropriate strategies for metacognition and self-regulation. Work towards learners independently selecting and applying strategies that they have identified are effective for their own learning and success.

Teach language use and self-talk that promote perseverance, self-efficacy, and attribution of success to effort, not luck.

Facilitate discussions about emotions and self-regulation, encouraging students to share their experiences and strategies.

Reading

Engaging with year-level texts

The texts that students read become increasingly complex over time, supporting students to succeed in English and meet the demands of all other learning areas at each year level. For this to occur, teachers need to provide opportunities for students to engage with at least the text complexity described for each year level below. This does not mean that fluent readers will no longer work with simple texts, particularly as a teaching option to reduce cognitive load when new skills and concepts are being introduced; rather, that on-balance they will be working predominantly with year-level texts. This also does not mean that able readers are prevented from reading more complex texts; texts will be ‘at least’ at year level.

During this phase, texts will encompass oral, visual, and both fiction and non-fiction written texts in electronic and print media. Oral language texts encompass texts in New Zealand Sign Language. 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
- › vocabulary difficulty.

Noticing, recognising and responding to variable learning

Students who are still consolidating their decoding skills also need to access year-level texts to develop skills and knowledge alongside their peers, such as vocabulary, comprehension, and content knowledge. This is done by adapting the supports and scaffolds for learners, and not by simplifying or modifying texts. Examples of ways to remove barriers to accessing year-level texts include providing audio versions, working with a small group to explore the content of the text together, or using print-to-speech software. For students who need additional teaching to accelerate their decoding skills, teachers will continue to provide frequent, explicit practice of targeted decoding knowledge and skills in flexible small groups.

For students who reach fluency and comprehension mastery at an accelerated rate of progress, teachers will provide opportunities for enrichment and extension, and ample opportunities to read increasingly challenging text.

During year 4

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 the students’ prior knowledge
- › some places 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
- › some compound and complex sentences, which may consist of two or three clauses
- › some words and phrases that are ambiguous or unfamiliar to the students, but whose meaning is supported by the context or clarified by photographs, illustrations, diagrams, or written explanations
- › other visual language features that support the ideas and information (e.g., text boxes or maps)
- › figurative language, such as metaphors, similes, or personification.

During years 5 and 6

The texts that students use to meet the reading demands of the curriculum at this level will be of varying lengths and 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
- › some information that is irrelevant to the identified purpose for reading (i.e., competing information) and that 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)
- › 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 text difficulty factors including readability levels, length and complexity of the sentences, and the sophistication of the vocabulary, ideas, concepts, and storylines. School Journals have titles that have been allocated a reading year level; these can be helpful for building a sense of text level to apply to other texts of varying lengths, including books.

		Year 4 <i>Building on learning in previous years, use at least year 4 level texts to teach students to:</i>	Year 5 <i>Building on learning in previous years, use at least year 5 level texts to teach students to:</i>	Year 6 <i>Building on learning in previous years, use at least year 6 level texts to teach students to:</i>
Word recognition	Decoding	<ul style="list-style-type: none"> › continue to use their decoding and self-correction skills and knowledge when they encounter words they don't know › develop reading stamina and read longer texts silently 		
	Fluency	<ul style="list-style-type: none"> › read accurately and expressively, reflecting understanding of the text while maintaining a natural pace of reading, at oral reading fluency rates per minute appropriate for year 4 students 	<ul style="list-style-type: none"> › read accurately and expressively, reflecting understanding of the text while maintaining a natural pace of reading, at oral fluency rates per minute appropriate for year 5 students 	<ul style="list-style-type: none"> › read accurately and expressively, reflecting understanding of the text while maintaining a natural pace of reading, at oral fluency rates per minute appropriate for year 6 students

Examples of teaching methods and things to consider

For students who are still developing their decoding skills:

- › refer to the decoding progression for years 0–3
- › scaffold their access to year-level texts for other reading purposes
- › teach targeted knowledge and skills in small groups to accelerate learning, using appropriate learning materials.

Some learners may benefit from decodable (phonically controlled) texts, but books designed for younger students are unlikely to be appropriate. In addition, learners who are using decodable (phonically controlled) text to develop their decoding skills also need opportunities to engage with a range of content-rich, age-appropriate texts for other reading purposes (e.g., building background or topic knowledge and comprehension skills), with teacher support and scaffolding as needed.

Refer to the word recognition sub-strands in phase 1 for more detailed information on decoding progressions and the Ministry's guidance on targeted teaching (to be developed). For emergent bilinguals and multilinguals, use the Ministry's [ESOL resources](#), including the [English Language Learning Progressions](#) and [Pacific dual language books](#), to support your teaching. 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. The guides on the Ministry [Inclusive Education website](#) include details of effective teaching strategies for responding to a range of learning needs.

Talk with students about what you like about reading and encourage students to share what they enjoy.

Fluent reading – with accuracy, appropriate rate, automaticity, and expression – is necessary for reading comprehension to occur. Use Oral Reading Fluency (ORF) assessment to identify students needing more targeted teaching support and to monitor progress and acceleration regularly over time. ORF measures are brief, reliable, and highly predictive of reading comprehension and overall reading achievement.

If students are not reading with sufficient fluency at phase 2, this may indicate difficulty with foundational decoding skills. Investigate this further using appropriate assessment tools to identify any challenges with word decoding or phonemic awareness, and refer to the Year 0–3 decoding progression for more decoding content to support your teaching.

Learners who are continuing to build their decoding skills still require equal opportunities to engage with texts at their year level. Avoid selecting, simplifying, or modifying texts in a way that means students lose access to important information. Instead, think about how to remove barriers to accessing age-level texts. Differentiate the scaffolding and support, not the text itself, for example:

- › scaffold accurate and fluent reading of the text through echo reading, choral reading, partner reading, and repeated reading – this can enable learners to fluently read text they may not have been able to decode independently, providing them with access to the content
- › provide audio versions of the text, or read it aloud to them
- › work with a small group to explore the content of the text together
- › provide students with access through print-to-speech software technology.

These accommodations would be provided alongside continued teaching of decoding skills and building of reading fluency.

Fluency teaching and interventions should target reading accuracy, phrasing, and expression. 'Fast' reading is not the aim.

(continued on the next page)

		Year 4 <i>Building on learning in previous years, use at least year 4 level texts to teach students to:</i>	Year 5 <i>Building on learning in previous years, use at least year 5 level texts to teach students to:</i>	Year 6 <i>Building on learning in previous years, use at least year 6 level texts to teach students to:</i>
Word recognition	Fluency			
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 and phrases 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 and phrases in texts 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

Examples of teaching methods and things to consider

Model and explicitly teach reading aloud with phrasing and expressiveness, in response to punctuation, sentence structure, and language features.

Provide multiple opportunities to practise accurate, expressive reading. This will result in increased automaticity. Include texts with sophisticated, multisyllabic words and complex sentence structures.

Provide opportunities for shared reading of age-appropriate texts, scaffolding where necessary with echo reading, choral reading, and repeated reading to enable independent, fluent reading.

Provide opportunities for students to read texts that require turn-taking, such as readers' theatre and plays.

Teach students to adapt their pace to accommodate text complexities.

Provide opportunities for students to select and use texts that draw on their interests. Encourage them to read, and share with others, a wide range of texts that they enjoy.

Develop students' vocabulary by immersing them in sophisticated language throughout the school day across learning areas.

Use explicit instruction to teach unfamiliar words, including less-common words and words that express abstract concepts. These can be described as Tier 2 words.

Students will also need to be taught discipline-specific words. These can be described as Tier 3 words.

Provide multiple opportunities for students to hear new words and to practise pronouncing them correctly.

Provide many opportunities for students to engage with increasingly complex texts, and explicitly teach any unknown vocabulary.

Teach students about the meanings of word parts and their origins to help them work out the meaning of unknown words.

Teach students to use context clues to determine the meaning of unknown words.

Set speaking and writing tasks that provide opportunities for students to practise and show understanding of vocabulary across learning areas.

Provide opportunities for students to enjoy, experiment, and play with vocabulary.

Provide opportunities to draw connections to the vocabulary and linguistic knowledge that students bring with them.

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.*")

Teach students to break down words into their base words, prefixes, and suffixes (e.g., understanding that 'unhappy' means 'not happy' because of the prefix 'un-')

Use morpheme mapping to break down complex words into their base words, prefixes, and suffixes.

Encourage students to be word detectives, looking for context clues and word parts to solve the meanings of unknown words in texts.

		Year 4 <i>Building on learning in previous years, use at least year 4 level texts to teach students to:</i>	Year 5 <i>Building on learning in previous years, use at least year 5 level texts to teach students to:</i>	Year 6 <i>Building on learning in previous years, use at least year 6 level texts to teach students to:</i>
Comprehension	Text structure	› read and hold meaning within and between paragraphs	› read and hold meaning within and between chapters, verses, and sections	› read and hold meaning within and between related texts
	Narrative	› recognise and describe the different structure of stories, drama, and poems and how language is used to different effect in each › recount Māori and Pasifika origin stories, along with myths, legends, and folktales, and explain how the message in each is conveyed through the story	› identify and explain the main difference between stories, drama, and poetry, referring to the structural elements of each › identify the theme of prose (a story, myth, legend), a drama, or a poem, and compare and contrast it with other texts to identify social, personal, and moral messages	› explain how a series of chapters, scenes, or stanzas come together to provide the overall structure of a story, drama, or poem › determine the theme of prose, a drama, or a poem, justifying the theme using details from the text, including how characters respond to challenges, how the author uses symbols or imagery, or how the speaker of a poem uses language to convey meaning
	Information	› determine the structure of texts (cause and effect, problem and solution, sequence) and how it is conveyed through multi-paragraph texts › use visual information, textual elements, and text features (e.g., side bars, hyperlinks, links to glossaries) to understand a text and locate additional relevant information	› determine the main idea of a text, using the introduction and conclusion to clarify the author’s intention and to describe how the structure of the text (cause and effect, problem and solution) provides information on events, ideas, information or concepts › interpret visually presented information and explain how it supports the reader’s understanding of a text	› determine two or more main ideas within a text and explain how they are supported by the key details within the body of the text › compare and contrast text structures to explore the use of language and visual features that support the reader’s understanding of the texts
	Opinion	› determine the structure of opinion-based and persuasive texts, by identifying the topic being written about and the use of emotive language (e.g., ‘cruel’, ‘terrible’) to make the reader feel a certain way	› identify and discuss how an author uses reasons and evidence to support their opinions, along with emotive language, to try to persuade the reader to have the same opinion	› compare and contrast different authors’ perspectives, including how they use different reasons and evidence to support their opinions and which author is most persuasive and why

Examples of teaching methods and things to consider

Awareness of text structures should start during reading. Explicitly teaching text structures during reading supports better comprehension.

Ensure that the complexity of the text is appropriate for the students. As students are becoming competent decoders, teaching text structures can be done through shared reading and comprehension reading lessons. Students who are still developing decoding and fluency need to be taught text structures at the appropriate year level, not their decoding level.

Explicit teaching that uses exemplar texts (e.g., print, digital and visual texts) through close reading is essential for students to understand text structures.

Explicitly teach:

- › the organisational structures of different genres: introductions, body of development, conclusions
- › the purposes of each genre and how its features relate to the purpose
- › how particular patterns in a text can signal to the reader a type of text (e.g., the language of “*Students should not have to wear school uniform*” alerts the reader that this is an opinion or argument)
- › how to use exemplars of text structures and features. Some genres will have titles and headings, graphics, and captions. Colour code the different elements of a genre (e.g., in an informational text, consistent colour-coding for topic sentences, supporting details, evidence and elaboration of details, and concluding sentences). This can support students to visually identify the different elements
- › when a new paragraph starts and finishes. Missing these cues can affect comprehension. Students need to understand that while the topic may be the same, the new paragraph has a different idea to explain
- › how to identify the main idea of a paragraph. This can be done through summarising activities (e.g., a paragraph in ten words)
- › that a paragraph is structured around a main idea, stated in a topic sentence, and details that support the topic sentence
- › how to comprehend more complex sentences, especially those that contain subordinating and coordinating conjunctions. Breaking apart a sentence can help unpack its meaning
- › how to notice transition words and phrases (linking words). These can help students process that there is an order to follow (e.g., first, next, last). Teaching the meaning of transition words is essential; we should not assume students understand them
- › language that is suitable to each genre. Note that different examples of a genre can be written for different purposes (e.g., a letter can be written to persuade or to retell an event).

While introducing critical learning about text structures, it is useful to use a text that students are familiar with, so that they can focus on its structures and features, rather than grappling with its meaning.

		Year 4 <i>Building on learning in previous years, use at least year 4 level texts to teach students to:</i>	Year 5 <i>Building on learning in previous years, use at least year 5 level texts to teach students to:</i>	Year 6 <i>Building on learning in previous years, use at least year 6 level texts to 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

Examples of teaching methods and things to consider

Modelling thinking or think-alouds
Talk through your own thought processes when you find problems in texts (e.g., unknown words, conflicts with prior knowledge, inconsistencies) and what you can do to solve those problems.
Ask questions during and after reading or listening to a text (e.g., “Does that make sense?”; “Why did ...?”; “How does that connect with ...?”; “How does this information fit with what I already know about this topic?”)

Error detectives
Deliberately share texts that have errors, so that students can practise noticing them. Tell students the text has errors and that their role is to be a detective tasked with finding the errors.
This approach works well with students who are poor comprehenders.
You may also create texts that have purposeful errors and model how to work through solving them (e.g., errors in word choice, syntactic errors, conflicts within the text). Note this does not work for all text types. It can be useful to assess comprehension monitoring.

Summarising
Encourage students to summarise a text at certain points while reading or listening. Doing so during and after reading can help pinpoint any misunderstandings students may have about the text.

Visualising
Encourage students to visualise a story as a series of mental images. This technique is usually quick and easy to teach and is useful for students from around the age of 8 or 9.
Creating mental images helps students remember details more accurately and supports the integration of information across the text. It aids memory and helps students to detect inconsistencies in texts.

		Year 4 <i>Building on learning in previous years, use at least year 4 level texts to teach students to:</i>	Year 5 <i>Building on learning in previous years, use at least year 5 level texts to teach students to:</i>	Year 6 <i>Building on learning in previous years, use at least year 6 level texts to teach students to:</i>
Critical literacy	Understanding the author's purpose and perspective	› identify the narrator's point of view, including first and third person, in a variety of texts, and suggest an alternative point of view for telling each story	› identify the narrator's point of view, including first, second, or third person, in a variety of texts, and describe the advantages and disadvantages of the approach used in each story	› identify the narrator's point of view, including first, second, or third person, in a variety of texts, and justify the advantages and disadvantages of the approach used in each story
	Identifying perspectives	› identify and discuss how different groups of people are constructed or portrayed in texts, including identifying the different positions presented › identify explicit and implicit perspectives in a range of texts, discuss how these perspectives are shown, make connections to their own lived experiences, and discuss how world views in texts can influence an audience	› identify and discuss how different groups of people are constructed or portrayed in texts, including identifying the different positions presented › identify explicit and implicit perspectives in a range of texts, explain how these perspectives are shown, provide some evidence of specific world views within texts that represent these perspectives, and discuss how this can influence an audience	› identify and explain how different groups of people are constructed or portrayed in texts, including identifying the different positions presented and who has power › explain explicit and implicit perspectives in a range of texts, make connections to their lived experiences, provide evidence of how specific world views are represented in these perspectives, and discuss different ways texts could be constructed to show differing world views

Examples of teaching methods and things to consider

Develop critical literacy skills by helping students uncover the perspectives and positions that underpin texts, including their own. Make clear the differences between fact and opinion, and information and misinformation. Unpack content knowledge and use metalanguage (words to describe a language) so that students can participate in rich interactions with each other.

Encourage students to listen and attend to other people's interpretations to realise there are different viewpoints. Model how to use information from a text to elaborate and justify their opinions and to build on the thoughts of others. Support students to draw on personal knowledge and knowledge of similar texts to form and justify a position.

Facilitate discussion around how people, places, language, and objects are represented and the effects of these representations (e.g., how has the designer of a cereal packet used colour and spatial layout to appeal to a specific audience? What information have they privileged and why? Is the language fact or opinion?)

Carefully select texts and text forms that provide a critical literacy focus and allow for scaffolded discussion.

Texts that focus on perspectives and social, cultural, linguistic, political, and environmental issues can be introduced at any age and level of learning. Where appropriate, use texts from across other learning areas.

Start critical literacy explorations with a focusing question or topic that evokes responses from students. Encourage students to share their perspectives by asking them questions such as:

- › Who is most likely to read or engage with this text and why?
- › Why are we interacting with this text? What is its purpose and structure?
- › What does the creator of this text want us to know and understand?

		Year 4 <i>Building on learning in previous years, use at least year 4 level texts to teach students to:</i>	Year 5 <i>Building on learning in previous years, use at least year 5 level texts to teach students to:</i>	Year 6 <i>Building on learning in previous years, use at least year 6 level texts to teach students to:</i>
Critical literacy	Making connections and interpretations	<ul style="list-style-type: none"> › when reading novels, poetry, prose, and non-fiction, or analysing visual texts, use evidence from the texts to share and justify opinions about them, considering fairness and morality and using appropriate terminology to talk about ideas 	<ul style="list-style-type: none"> › when reading novels, poetry, prose, and non-fiction, or analysing visual texts, use specific evidence (including quotes from the texts) to justify interpretations of events, settings, and characters' feelings, thoughts, and actions, using appropriate terminology (e.g., 'problems' and 'resolutions') 	<ul style="list-style-type: none"> › when reading novels, poetry, prose, plays, and non-fiction, or analysing visual texts, use specific evidence (including quotes from the texts) to justify interpretations of events, settings, and characters' feelings, thoughts, and actions, drawing on other familiar texts for comparison and using appropriate terminology (e.g., 'character development' and 'motives')
		<ul style="list-style-type: none"> › interpret information from words and illustrations and visual images (e.g., maps, photographs) to identify the author's main points in information texts › explain how the use of visual elements in a text strengthens and adds to the story 	<ul style="list-style-type: none"> › use specific evidence from texts, presented in words (e.g., quotes), visually, orally, or quantitatively (e.g., through graphs or tables), to identify the author's main points in information texts › compare and contrast how the same story is presented in different formats (e.g., audio, written, visual, film) 	<ul style="list-style-type: none"> › use specific evidence from information texts, including quotes, to make inferences and to share interpretations of the author's argument or main idea › use specific evidence from a text to show how an author has developed tone (e.g., via suspense, humour) and comment on its effectiveness
		<ul style="list-style-type: none"> › recognise their own opinions and interpretations of texts, distinguishing between fact and opinion, and talk and ask questions about others' interpretations to identify points of agreement and disagreement 	<ul style="list-style-type: none"> › acknowledge and extend others' contributions to text discussions to understand why they interpret the text differently 	<ul style="list-style-type: none"> › acknowledge and extend others' contributions to text discussions to understand their interpretations, noting similarities and differences between them and their own interpretations and opinions

Examples of teaching methods and things to consider

Read aloud to students every day from a wide range of texts, including information texts, stories, poems, and plays, and discuss and clarify what you read. Provide opportunities for students to choose the texts based on their preferences and interests.

Create prompts to help students form opinions about stories and texts, make connections and inferences, and identify perspectives – for example:

"I think ...",

"The clue I used was ..."

"The character felt ..."

"I think that means ..."

"The words tell me ..."

"The pictures tell me ...".

Model how to identify and analyse character traits by examining their actions, thoughts, and interactions.

Engage in discussions and activities that encourage students to consider different perspectives and infer the author's purpose.

Provide explicit instruction on how to formulate and respond to "how" and "why" questions that prompt inferential thinking

Encourage students to record their inferential questions while reading and share them with peers.

Use a variety of complex texts, including both narrative and informational genres, to provide practice generating inferences across different text structures or text forms.

Discuss themes and conventions in and across a wide range of texts. Consider whose perspectives are included and whose are missing. Make comparisons within and across books or between books and film.

Guide the retelling and discussion of stories by asking questions such as:

- › What happened first?
- › What happened next?
- › What changed during the story?
- › Is there a place in the story where a character changed?
- › Was the change expected?

When reading sophisticated picture books and other visual texts, discuss how artistic techniques with colour, symbol, and composition can help tell us about a character, plot, or theme. Show students how to use clues in the story (pictures and words) to make connections and inferences.

Retell and adapt familiar literary texts through play, performance, images, or writing.

When reading non-fiction texts, discuss whether the information fits with what we already know about a topic. Talk about what else we know about the topic and ask whether there are other ideas or opinions about the topic that we cannot find in the text.

		Year 4 <i>Building on learning in previous years, use at least year 4 level texts to teach students to:</i>	Year 5 <i>Building on learning in previous years, use at least year 5 level texts to teach students to:</i>	Year 6 <i>Building on learning in previous years, use at least year 6 level texts to teach students to:</i>
Critical literacy	Summarising and drawing conclusions	› ask questions, find details and examples in texts to identify main points, and draw conclusions in discussions and writing	› ask questions, find details and examples in texts to identify the main idea, explain how details provide support for that idea, and draw conclusions in discussions and writing	› ask questions, explain the author's main point and how it is developed through key details, compare related texts, and draw conclusions in discussions and writing
	Inferring using evidence	› use evidence from a text to justify their inferences about a character's feelings, thoughts, and motives	› use evidence from a text to justify their inferences about a character's feelings, thoughts, and motives and to notice differences in interpretations	› use evidence from a text to infer details about a range of aspects of the text, including character, and to compare their inferences with others' interpretations

Examples of teaching methods and things to consider
<p>Encourage students to paraphrase sections of a text in their own words before summarising. This helps deepen their understanding and ensures they grasp the main ideas. Have students exchange summaries with a partner and provide feedback. This improves their summarising skills and their ability to critique and refine their work. Teach students to back up their conclusions with specific evidence from the text (e.g., by using a two-column chart where one side lists evidence and the other side lists the conclusions drawn from that evidence).</p> <p>Introduce frameworks like the 'SWBST' method (Somebody, Wanted, But, So, Then), adding complexity by, for example, including themes or the author's purpose.</p> <hr/> <p>Model the process of making inferences by thinking aloud while reading a text. Show students how you use clues from the text and your own knowledge to draw conclusions.</p> <p>Create charts where students can list evidence from the text on one side and their inferences on the other. This helps them visually connect the clues to their conclusions. Encourage students to ask questions about the text. Questions such as <i>"Why did the character do that?"</i> or <i>"What might happen next?"</i> can lead to deeper understanding and help students practise making inferences.</p> <p>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.</p> <p>During read-aloud sessions, pause to ask students what they think is happening and why. Encourage them to use evidence from the text to support their answers.</p>

Writing

		Year 4 <i>Building on learning in previous years, teach students to:</i>	Year 5 <i>Building on learning in previous years, teach students to:</i>	Year 6 <i>Building on learning in previous years, teach students to:</i>
Transcription	Handwriting	<ul style="list-style-type: none"> › handwrite with increasing stamina and fluency while maintaining legibility, size, spacing, and slope › apply the necessary diagonal and horizontal strokes to connect letters, and recognise which adjacent letters are better left unconnected 	<ul style="list-style-type: none"> › handwrite with increasing stamina and fluency while maintaining legibility, size, spacing, and slope and making decisions about which letters to join 	<ul style="list-style-type: none"> › handwrite with increasing stamina and fluency while maintaining legibility, size, spacing, and slope and joining some letters with automaticity
		<ul style="list-style-type: none"> › use a keyboard and become familiar with the layout, practising hand placement for keyboarding 	<ul style="list-style-type: none"> › increase speed and accuracy of keyboarding through efficient keyboarding techniques 	<ul style="list-style-type: none"> › use efficient keyboarding with fluency and accuracy
	Spelling	<ul style="list-style-type: none"> › spell words with long-vowel patterns represented by long a (ea, ey), long e (y, ey), long i (igh, y, ie), long o (oe), and /oo/ as in mood (ew, ue) 	<ul style="list-style-type: none"> › spell words with long-vowel patterns represented by long a (eigh), long e (ie), long o (ough), and long u (ue) 	<ul style="list-style-type: none"> › 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
		<ul style="list-style-type: none"> › spell words with the /or/sound represented by 'aw and 'au' 	<ul style="list-style-type: none"> › spell words containing soft c and soft g 	<ul style="list-style-type: none"> › use the three different spellings for the /air/ sound: 'air, 'are, 'ear
		<ul style="list-style-type: none"> › spell words with prefixes (un-, dis-, re-) and suffixes (-est, -ful, -less) 	<ul style="list-style-type: none"> › spell words with prefixes (semi-, sub-, mis-, multi-, pre-) and suffixes (-tion, -sion, -cion) 	<ul style="list-style-type: none"> › 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

Examples of teaching methods and things to consider

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 linking letters for 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.

Teach keyboarding to year 4 students so that they can develop proficiency in both transcription methods (handwriting and keyboarding). This is in preparation for the use of a variety of digital devices as they move up through the school system.

If handwriting difficulties persist, use assistive technologies to support composition.

Teach spelling every day. In phase 2, most students will be fluent decoders, but all will still require explicit instruction in spelling.

Provide multiple opportunities for spaced and interleaved practice and review, to consolidate learning into long-term memory.

Teach students to segment words into syllables and phonemes.

Teach groups of words sharing the same phoneme-grapheme correspondences or morphological elements.

Teach spelling patterns and spelling conventions (e.g., suffixing rules).

Teach students to spell irregular, high-frequency words by connecting phonemes and graphemes, attending carefully to the less familiar or regular parts.

(continued on the next page)

		Year 4 <i>Building on learning in previous years, teach students to:</i>	Year 5 <i>Building on learning in previous years, teach students to:</i>	Year 6 <i>Building on learning in previous years, teach students to:</i>
Transcription	Spelling	› spell contractions for two-word phrases ending with shall, have, would (e.g., she'll, 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, distinguishing between red and read, pear and pair, which and witch, nose and knows, and right and write	› use common homophones correctly, distinguishing between their, there, and they're; your and you're; and we're and where	› use common homophones correctly, distinguishing between flour and flower, war and wore, and break and brake
		› know when to 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 consonant -le		
Writing craft	Word choice	› select precise words and phrases to represent conversational, general-academic, and domain-specific concepts, including spatial and temporal relationships (e.g., after, before, in the morning)	› select precise words and phrases to represent conversational, general-academic, and domain-specific concepts, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered)	› select precise words and phrases to most accurately represent an idea or concept, including those that precisely signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition)

Examples of teaching methods and things to consider

Provide practice applying taught spelling patterns in single words, phrases, and sentences, with prompt feedback and positive error correction.

Support students to apply their spelling knowledge and skills during writing composition, and teach them to use print and digital spelling resources such as dictionaries and spellcheckers.

For soft c and soft g, these spelling rules may help:

- › When c is followed by letters e, i or y it changes from the hard /k/ as in 'cat' to the soft /s/ as in 'centre'.
- › When the letter g is followed by letters e, i, or y it changes from the hard /g/ as in gap to the soft /j/ as in germ.

For deciding when to keep the y or change to an i when adding a suffix, these spelling rules may help:

- › If the word ends with a vowel plus y, then keep the y before adding the suffix (e.g., stay – staying)
- › If the word ends with a consonant plus y, then change the y to an i before adding the suffix (e.g., study – studying)

During information gathering or text reading, record words that will be useful for writing (e.g., topic-specific words, descriptive words used by the author, words that have been explicitly taught), creating a specific word bank for students to use.

Model using these word banks when explicitly teaching the planning, drafting, and revising stages of the writing process. (Some writers include these words during drafting, while others find it easier to do so during revision.)

To support students' use of precise words, model and explain shades of meaning (e.g., cold could mean, chilly, cold, frosty, freezing, frigid – choosing the right word conveys precise meaning for the reader).

Use exemplar texts that do and don't use precise, vivid language to compare the effect they have on the reader and whether the words create a mental picture. This process could be applied using 'I do, We do, You do.'

Collaboratively complete a table with students that has general nouns, verbs, adjectives, and adverbs. Then together brainstorm precise nouns and verbs.

		Year 4 <i>Building on learning in previous years, teach students to:</i>	Year 5 <i>Building on learning in previous years, teach students to:</i>	Year 6 <i>Building on learning in previous years, teach students to:</i>
Writing craft	Audience, purpose, and task	<ul style="list-style-type: none"> › identify the audience and purpose for a text and plan and write with the audience in mind, selecting the appropriate genre, language register, and word choice to best communicate specific shades of meaning 	<ul style="list-style-type: none"> › plan and write with an audience and purpose in mind, so that writing is in the most appropriate genre and style and language register and word choices communicate meaning to the identified audience, and explain their choices 	<ul style="list-style-type: none"> › plan and write with an audience and purpose in mind, making careful choices in the most appropriate genre and style, with language register and word choices selected to communicate meaning to the identified audience, and explain their choices

Examples of teaching methods and things to consider

Explicit instruction is required for the teaching of audience, purpose, and task. Develop students understanding of different genres of writing through reading different text types and using model texts at writing time. Make students aware of the following through close analysis:

- › features of the genre
- › tone and type of language used
- › sentence structures
- › purpose of the genre (e.g., to entertain for a narrative).

Guide students to ask these questions about purpose:

- › What is the purpose for this writing piece?
- › Is it to inform, convince, or tell a story?
- › How might the audience determine the purpose?

During the different processes of writing, model using think-alouds to show how a writer keeps the audience, purpose, and task in mind (e.g., when drafting: “*I am writing about my opinion. Have I given reasons with evidence? Have I used persuasive words?*”)

Guide students to ask these questions about audience:

- › Who is the audience for the piece?
- › Is it my teacher or classmates, or is there another, more ‘authentic’ audience?
- › Who will actually read my piece, or who will I be presenting it to?
- › Will it be presented in print, in a drama, digitally, or in another visual form?

Explicitly teach students key expository and instructional words (e.g., explain, discuss, describe, contrast, compare, summarise, analyse), so that they understand what a task is asking them to do.

Guide students to ask these questions about the task:

- › What is the assignment?
- › What am I being asked to do?
- › What form will my writing take?

It is important to share students’ writing with an audience beyond the teacher. When students know that they are going to share their writing, it improves writing quality.

		Year 4 <i>Building on learning in previous years, teach students to:</i>	Year 5 <i>Building on learning in previous years, teach students to:</i>	Year 6 <i>Building on learning in previous years, teach students to:</i>
Writing craft	Language features and devices	<ul style="list-style-type: none"> › identify and use rhyme, alliteration, simile, and metaphor to purposely 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, and explain how they 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, and explain how they help create meaning for the intended audience
Composition	Sentence structures and punctuation	<ul style="list-style-type: none"> › create compound sentences using more complex coordinating conjunctions (e.g., for, and, nor, but, or, so) 		
		<ul style="list-style-type: none"> › create complex sentences using subordinating conjunctions (e.g., whenever, because, unless, even if), varying sentence structure by rearranging the order of clauses and phrases for optimal effect 	<ul style="list-style-type: none"> › create complex sentences using a range of more advanced subordinating conjunctions (e.g., since, however, although) and relative pronouns (who, that, which), varying sentence structure by rearranging the order of clauses and phrases for optimal effect 	
		<ul style="list-style-type: none"> › expand sentences using adverbial phrases for time, place, manner, and frequency 	<ul style="list-style-type: none"> › expand sentences using appositives and adverbial phrases of time, place, manner, frequency, and degree 	
		<ul style="list-style-type: none"> › use commas correctly to indicate a subordinate clause within a complex sentence, to separate consecutive phrases, and for lists › punctuate direct speech with quotation marks and commas, with some support 	<ul style="list-style-type: none"> › use commas correctly to indicate subordinate clauses, separate consecutive phrases, and lists › use commas to separate lead-in and embedded phrases in a clause › correctly punctuate direct speech with quotation marks and commas 	

Examples of teaching methods and things to consider

Only introduce one or two language features and devices at a time. Introduce the feature or device by giving its name, a definition suitable for the year level, examples of its use, and the effect it has.

When students know more than one feature or device, compare sentences or phrases and ask students to decide which they illustrate (e.g., similes, metaphors). Use this approach during close reading, to see how authors have used language features and devices for effect or to convey meaning.

Use quality images, poetry, and narratives as exemplar texts to highlight language features and devices and discuss how they have been used.

Brainstorm examples for specific pieces of writing during the gathering ideas and planning stages of writing, and add to the specific vocabulary to be used.

Encourage students to see themselves as writers. Show them how to use language features and devices, deliberately and discerningly, to enhance their writing.

Frequent reviewing of previously learned sentence structures is essential, especially as students begin to engage with and write more complex texts. Students who can write well-constructed sentences with ease free up their working memory to focus on content. It can be useful for students to learn and use the correct terms for different sentence structures.

Oral practice of more sophisticated sentence structures is still beneficial for students in this phase. Exposure to written texts with a range of high-quality sentence structures will help develop syntactic awareness.

Explicit instruction is essential for teaching students different sentence structures. This will involve modelling and using visual supports (e.g., colour coding, graphics) for sentence parts. Depending on students' abilities and the complexity of the sentence skill, this may require more time at the 'I do' and 'We do' stages of explicit instruction. Using manipulatives can also be helpful, especially for students who find writing challenging.

Explicitly teach appropriate punctuation alongside sentence structure (learning punctuation in context is best).

When students are beginning to write new sentence structures, make sure they do so in the context of well-known content to reduce the cognitive load. Following this, embed practice of frequent sentence construction (simple, compound, complex, expanded, and combined sentences) into the context of learning across the curriculum, practising sentence skills in, for example, maths, science, and social sciences. Writing about what you read builds comprehension and oral language.

It is helpful for students to be able to identify incomplete sentences (fragments) and run-on sentences and why they embody errors, so that they know how to fix them.

		Year 4 <i>Building on learning in previous years, teach students to:</i>	Year 5 <i>Building on learning in previous years, teach students to:</i>	Year 6 <i>Building on learning in previous years, teach students to:</i>
Composition	Narratives	<ul style="list-style-type: none"> › write narratives that: <ul style="list-style-type: none"> – establish a situation and setting and introduce a narrator or characters – organise an event sequence that unfolds naturally to reveal the plot – are beginning to use paragraphs to organise events, along with time connectives to indicate chronological order – are beginning to use a combination of dialogue and description to show actions, thoughts, and feelings or show the responses of characters to situations – provide a sense of closure 	<ul style="list-style-type: none"> › write narratives that: <ul style="list-style-type: none"> – orient the reader by establishing a situation and setting and introduce a narrator or characters – organise an event sequence that unfolds naturally to reveal the plot – uses paragraphs and a range of transitional words and phrases to organise the narrative – use a combination of dialogue and description to develop experiences and events or show the responses of characters to situations and events – use concrete words and phrases along with sensory details to precisely convey a sense of the setting and characters – provide a conclusion that follows from the narrated experiences or events 	<ul style="list-style-type: none"> › write narratives that: <ul style="list-style-type: none"> – orient the reader by establishing a situation and setting and introduce a narrator or characters – organise an event sequence that unfolds naturally – use narrative techniques such as description and pacing to develop experiences and events or show the responses of characters to situations – experiment with different ways of using dialogue to tell the story – use a variety of transitional words, phrases, and clauses to manage the sequence of events – provide a conclusion that follows from the narrated experiences or events
	Information	<ul style="list-style-type: none"> › write informative texts that: <ul style="list-style-type: none"> – introduce a topic and group related information together – use paragraphs as an organising structure for related ideas – include visual elements to aid comprehension – develop the topic with facts, definitions, and details <p><i>(continued on the next page)</i></p>	<ul style="list-style-type: none"> › write informative texts that: <ul style="list-style-type: none"> – introduce a topic clearly and group related information in paragraphs – include headings and visual elements including illustrations and multimedia (when useful for aiding comprehension) – develop the topic with facts, definitions, concrete details, other information, and related examples <p><i>(continued on the next page)</i></p>	<ul style="list-style-type: none"> › write informative texts that: <ul style="list-style-type: none"> – introduce a topic clearly, provide a general focus, and group related information logically in paragraphs – include headings and visual elements such as illustrations, photos, and multimedia (when useful for aiding comprehension) <p><i>(continued on the next page)</i></p>

Examples of teaching methods and things to consider

Awareness of text structures should develop during reading. Explicitly teaching text structures during reading supports better comprehension and writing.

Explicit teaching that uses exemplar texts (e.g., print, digital, and visual texts) and modelling with think-alouds is essential for students to understand text structures.

Explicitly teach:

- › the organisational structures of different genres: introductions, body of development, conclusions
- › the purpose of each genre and how its features relate to the purpose
- › using model or exemplar texts as guidance for text structures and features. Some genres will have titles, headings, graphics, and captions. Incorporating these extra features during planning is helpful. Colour coding the different elements of a genre (e.g., in an informational text, the topic sentence, supporting details, evidence from used texts, and the concluding sentence) can support students to visually see the different elements
- › that a paragraph is structured around a main idea stated in a topic sentence and supporting details. Students need to know how to order their ideas within a paragraph
- › transition words and phrases or ‘linking words’ (e.g., first, next, last). These can help with the organisation of ideas. Students need to gradually learn more sophisticated transition words (e.g., cause and effect, as a result, therefore). Categorised transition word lists are helpful for students
- › language that is suitable to the genre or purpose. Note that different examples of a genre can be written for different purposes (e.g., a letter can be written to persuade or to retell an event).

By the end of this phase, students should be able to self-select the correct genre for the audience, purpose, and task with minimal support.

When learning about text structures, it is useful to use a text students are familiar with, so that they can focus on the structures and features rather than the meaning of the text as well.

Plan tasks for a range of topics and genres, and integrate knowledge from other learning areas.

Use planning templates and mnemonics to help students plan their writing. Model using these, and support students to practise using them.

Provide opportunities for collaborative planning and for students to engage with a variety of engaging writing prompts, which can connect with students’ interests and backgrounds.

		Year 4 <i>Building on learning in previous years, teach students to:</i>	Year 5 <i>Building on learning in previous years, teach students to:</i>	Year 6 <i>Building on learning in previous years, teach students to:</i>
Composition	Information	<ul style="list-style-type: none"> - use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information - provide a concluding statement or paragraph 	<ul style="list-style-type: none"> - link ideas within categories of information using words and phrases (e.g., another, for example, also, because) - use precise language and domain-specific vocabulary to explain the topic - provide a concluding paragraph related to the information or explanation 	<ul style="list-style-type: none"> - develop the topic with facts, definitions, concrete details, quotations, other information, and related examples - are beginning to provide references for the sources of information used in the text - link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially) - use precise language and domain-specific vocabulary to explain the topic - provide a concluding paragraph related to the information or explanation
	Persuasive	<ul style="list-style-type: none"> › write persuasive pieces that: <ul style="list-style-type: none"> - introduce the topic they are writing about and state their opinion on it using the first person - use an organisational structure across one or more paragraphs that lists supporting reasons for the opinion - use linking words and phrases (e.g., because, therefore, since, for example) to connect the opinion with the reasons - provide a concluding statement or paragraph 	<ul style="list-style-type: none"> › write persuasive pieces that: <ul style="list-style-type: none"> - introduce a topic clearly and state an opinion on it using the first person - use a paragraph organisational structure in which related ideas are grouped to support their opinion - provide reasons for the opinion supported by facts and details - use more sophisticated linking words and phrases (e.g., for instance, in order to, in addition) to connect the opinion with the reasons - provide a concluding paragraph related to the opinion. 	<ul style="list-style-type: none"> › write persuasive pieces that: <ul style="list-style-type: none"> - introduce a topic clearly and state a position taken on it - use a paragraph organisational structure in which ideas are logically grouped to support the position - provide logically ordered reasons that are supported by facts and details and move from strong to weak reasons - use emotive words and phrases to persuade the reader to adopt their position on the topic <p><i>(continued on the next page)</i></p>

Examples of teaching methods and things to consider

		Year 4 <i>Building on learning in previous years, teach students to:</i>	Year 5 <i>Building on learning in previous years, teach students to:</i>	Year 6 <i>Building on learning in previous years, teach students to:</i>
Composition	Opinion			<ul style="list-style-type: none"> - use more sophisticated linking words, phrases, and clauses (e.g., consequently, specifically) to link the position taken with the reasons - provide a concluding paragraph related to the position taken on the topic
	Digital texts	› use digital tools, including word-processing programs, to create and edit texts with print, visual, and audio content	› use a range of digital tools to create and edit written text and appropriate visual and audio content	› use a wide range of digital tools to create and edit written content and visual and audio content for a variety of purposes
Writing processes	Planning	› make notes, using key words and phrases to capture ideas	› make notes and categorise information	› gather information from a range of print and digital sources, keeping a record of where the information came from
		› use graphic organisers to plan for new genres or text structures of more than one paragraph	› use graphic organisers to support the sequencing of multi-paragraph compositions in different genres or text structures	› use learnt planning organisers to plan to meet the requirements of a selected writing purpose or genre

Examples of teaching methods and things to consider

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 literacy skills and to use them to make decisions about selecting content for their digital texts (e.g., when selecting from the internet).

Ensure that students' skills built in earlier phases are reviewed and secure. Continue to build their knowledge and understanding of topics that will be written about. As students move through the phase, they may draw on multiple texts across different modes.

Teacher guided - I do

Share the writing prompt and explain what is required. Students will need very little time on this, as it is consolidating what was learned about planning in the previous phase. However, explicit instruction on note-taking will be required (e.g., by locating key words and phrases and teaching note-taking symbols and abbreviations).

Guided practice - We do

Ask students to share their ideas and key information to contribute to a brainstorm. Discussion may be needed to check ideas are relevant or appropriate. Students should become more independent with this as they move through the phase, but rich discussion is essential to ensure that students have adequate knowledge about the topic.

Transcribe the ideas (possibly by modelling the use of a graphic organiser), or have students do so independently or collaboratively. Use think-alouds to model using phrases, notes, and key words in the organisation of ideas.

Once students have completed the brainstorm, a graphic organiser can be used to create a plan that organises ideas into a coherent sequence. Modelling and practice is beneficial to sort ideas into relevant paragraphs, and possible exclude ideas.

When students get to the paragraph stage, it can be helpful to include fully-written topic and concluding sentences, with details and evidence in note form. As students transition from a single paragraph, they will need graphic organisers that support multi-paragraph planning. Have a specific place to put key words (topic specific words, interesting vocabulary) to support students to use them in their writing during the drafting stage.

Active participation, through activities such as structured pair-share, keeps students engaged.

(continued on the next page)

		Year 4 <i>Building on learning in previous years, teach students to:</i>	Year 5 <i>Building on learning in previous years, teach students to:</i>	Year 6 <i>Building on learning in previous years, teach students to:</i>
Writing processes	Planning			
	Drafting	› transfer ideas from planning organisers or brainstorming to a written format	› transfer categorised knowledge from planning into draft paragraphs for each category or idea	› transfer ideas from planning and ensure links between paragraphs and cohesion across the text
		› group together related ideas into paragraphs using key words and phrases	› generate a draft topic sentence from the idea, and use notes to generate supporting information for the topic sentence within each paragraph	› use their notes and planning to write well-constructed paragraphs that include a topic sentence and evidence or expanded details that support the topic sentence
Revising	› make simple revisions to the content of draft texts – replacing words, adding sentences, and using feedback from others – to improve content and clarity for the intended audience and purpose	› make revisions to the content of draft texts – using word and sentence choices to add or delete words and sentences and seeking feedback – to improve clarity and focus for the intended audience and purpose	› make revisions to the content of draft texts – using word and sentence choices and elements of style to add or delete sentences – to improve clarity, focus, and coherence for the intended audience and purpose, rewriting or trying a new approach to the writing as necessary	

Examples of teaching methods and things to consider

Independent practice – You do

As students move through the phase they will be increasingly independent in their planning, including being less reliant on graphic organisers. Using exemplar plans in place of these can show students strong examples of what effective planning should look like.

As students work through this phase, the expectation would be that they can select an appropriate planning format to meet the needs of the genre and purpose of writing.

Provide writing opportunities inspired by the texts students are reading and content from other curriculum areas or other experiences.

Encourage students to explore their writing preferences and their identities as writers.

Explicitly teach using the plan to transfer ideas into complete sentences. Using gradual release is beneficial.

Teacher guided – I do

Use the notes and ideas from the plan to develop complete sentences, using key words and vocabulary.

Use think-alouds to demonstrate sentence construction, varying sentences, expanding and combining sentences, correct punctuation, known spelling patterns, word choices, and using transition words.

Guided practice – We do

Ask students to work in small mixed-ability groups to collaboratively turn the shared plan's notes and key words and phrases into complete sentences. (This step may need to be done several times before independent writing from a plan can occur.)

Monitor and support students during this process. If a significant number of students are struggling with specific skills, stop and return to the 'I do' phase.

Independent practice – You do

When students are ready, have them turn their notes and key words and phrases into complete sentences. Monitor and support them during this process.

Students can tick ideas off as they use them in their drafting. Encourage them to re-read at regular intervals.

Use exemplar-connected plans and drafts to show students what this looks like, and provide opportunities for students to create texts in collaboration with others.

Encourage them to draw on their personal background to express themselves creatively.

Students need to be explicitly taught the skill and process of revision. Using gradual release is beneficial.

When revising, support students to improve aspects such as word choice (e.g., words that are varied, vivid, and precise); sentence quality, structure, and complexity (e.g., combining, expanding, and using a variety of types); transitions; paragraph and text structure; topic and concluding sentences; the order of ideas and amount of detail; cohesive ties and linking ideas between sentences and paragraphs.

Teacher guided – I do

Explain that revising writing is important – it helps us learn how to improve our work, for both the current piece of writing and future pieces. It is what good writers do.

Select a written piece to revise. Tell students what you are going to be looking for to add, delete, or change in this piece of writing. (While students at this phase maybe able to revise more than one aspect, it is beneficial if they focus on one aspect at a time.)

(continued on the next page)

		Year 4 <i>Building on learning in previous years, teach students to:</i>	Year 5 <i>Building on learning in previous years, teach students to:</i>	Year 6 <i>Building on learning in previous years, teach students to:</i>
Writing processes	Revising			
	Editing	<ul style="list-style-type: none"> › make edits to draft texts to improve accuracy, considering text conventions and checking for errors in punctuation, spelling, and sentence construction (including fragments and run-on sentences); then proof-read the edited draft to check if further edits are required. 	<ul style="list-style-type: none"> › make edits to draft texts to improve accuracy and style, checking for errors in punctuation, spelling, sentence construction, and text structure; then proof-read the edited draft to check if further edits are required. 	<ul style="list-style-type: none"> › make two consecutive rounds of edits to improve accuracy and style, checking for errors in spelling, punctuation, sentence construction, text structure, and format.

Examples of teaching methods and things to consider

Read through the piece of writing, then go through it sentence-by-sentence. You might say, “*I need to add a detail to this paragraph. What would help the reader understand this paragraph better?*”

Use think-alouds to go back to the plan and brainstorm notes to see what has been missed and to select some missing information. This can be repeated throughout the piece of writing.

Guided practice – We do

Have students work on shared writing pieces (not their own) in small groups or as a whole.

Ask them to read through the whole piece of writing and to follow your modelling to add, delete, or change parts of the writing, focusing on one thing at a time.

Check in with each group to make sure they understand the process and to ensure all students are contributing to the revising of the text.

Ask each group to share their revisions with the class.

Independent practice – You do

Students may need to do this after conferencing with or seeking feedback from a teacher or peer. They could practise on their own writing or with an exemplar text.

Ask students to read through the text as a whole, then sentence-by-sentence to identify what to add, delete, or change. Have them mark the places where change needs to happen.

It is beneficial for students to practise with writing from other students or exemplars before trying to revise their own work. It can also be helpful to have useful vocabulary (adjectives, adverbs, and topic-specific words) for students to access.

Editing occurs after revising, to check for errors in paragraph structure and the ‘mechanics of writing’ – grammar, punctuation, capitalisation, spelling, and sentence structure. Explicit teaching of editing is needed. Providing a checklist can be helpful to keep students on track.

Teacher guided – I do

Read through an exemplar text sentence-by-sentence, checking that it adheres to the correct conventions. Do this using think-alouds (e.g., “*As I read my writing, I notice this is a very long sentence. Are all the ideas connected in the sentence, or can I split it into two with separate ideas?*”)

If students are using an editing checklist, show them how to tick off items as they go through it. Looking at one or two aspects at a time can be useful to manage cognitive load.

Guided practice – We do

Using exemplar texts, begin as a whole class, then progress to working in small groups. When students are working in small groups, rove to support and scaffold as needed.

Go through the text sentence-by-sentence to identify errors. You may need to guide or prompt students about the error and what it is.

Ensure students are actively participating (e.g., by checking items off on their checklist). As a scaffold, you may give them a text that has some errors already marked.

Independent practice – You do

Have students practise on exemplar texts or their own writing, working through the editing process.

Using a class- or school-wide editing code and symbols is beneficial. It can make giving feedback about mechanical errors more efficient.

At first students may need some scaffolding in which you help identify errors – so that they know what to fix, rather than trying to find what to fix.

Glossary

IN DEVELOPMENT

IN DEVELOPMENT