



Te Tāhuhu o
te Mātauranga
Ministry of Education

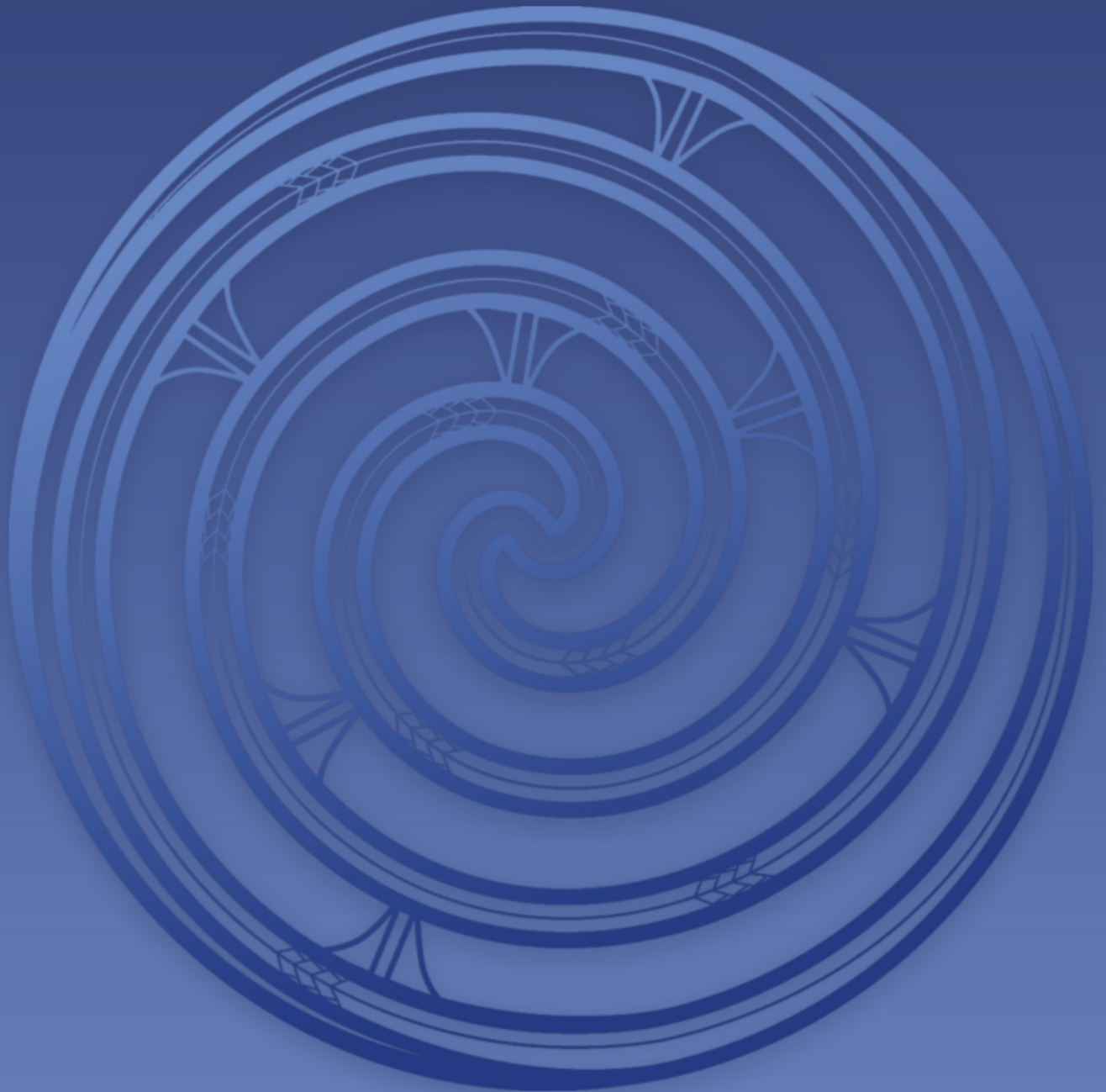


Te Poutāhū
Curriculum Centre

Draft for consideration

Wāhanga Ako

Te Reo Rangatira



Essence Statement
Te Reo Rangatira





E whakanoho i a ia te tīrewa
e whakairia ai ngā wheako
o tōu ao ... ko te tīrewa ko te reo.

[Te Wharehuia Milroy (2012). Waka Huia. https://www.youtube.com/watch?v=5r_PXgM9jHY&t=457s (7:35)]

Māori language is the means by which mokopuna are able to think about and make sense of what they experience in their lives.

Purpose

At the centre of Te Reo Rangatira is the critical link between the many aspects of language that enable a person to participate effectively in their world as representatives of their whānau, hapū, and iwi. This includes providing the critical foundation of literacy needed to move successfully into higher education and the workforce.

Māori language enables a child's uniqueness and origins – be they linguistic, personal, cultural, or practical – to be exhibited and acknowledged. Promoting and developing their uniqueness and identity enables them to be successful in their lives as Māori, and as people. Language is the expression of who a person is – their thinking, their identity, their essence. Moreover, each child has their own language as does their iwi, and the iwi of the local area. Teachers have a role to play in promoting the language of the child and their iwi, as well as the local dialect. Hence, children and young people need to be competent learners of language and teachers need to be competent teachers of language

Te Reo Rangatira identifies the dispositions, skills, and knowledge that support children and young people to express who they are and to be successful and effective communicators, learners, and inquirers of ideas, opinions, and understandings.

Perspectives

Te Reo Rangatira views the teaching and learning of Māori language in the following ways:



Whakapapa

Māori language is intergenerational



Tūrangawaewae

Māori language is place based – it is from and of this land



Mana Motuhake

the authority of Māori language lies with whānau, hapū and iwi.



Kaitiakitanga

Māori language is a taonga; we have a responsibility to care for and sustain it.



Whanaungatanga

Māori language is relational. Through language we connect with others.

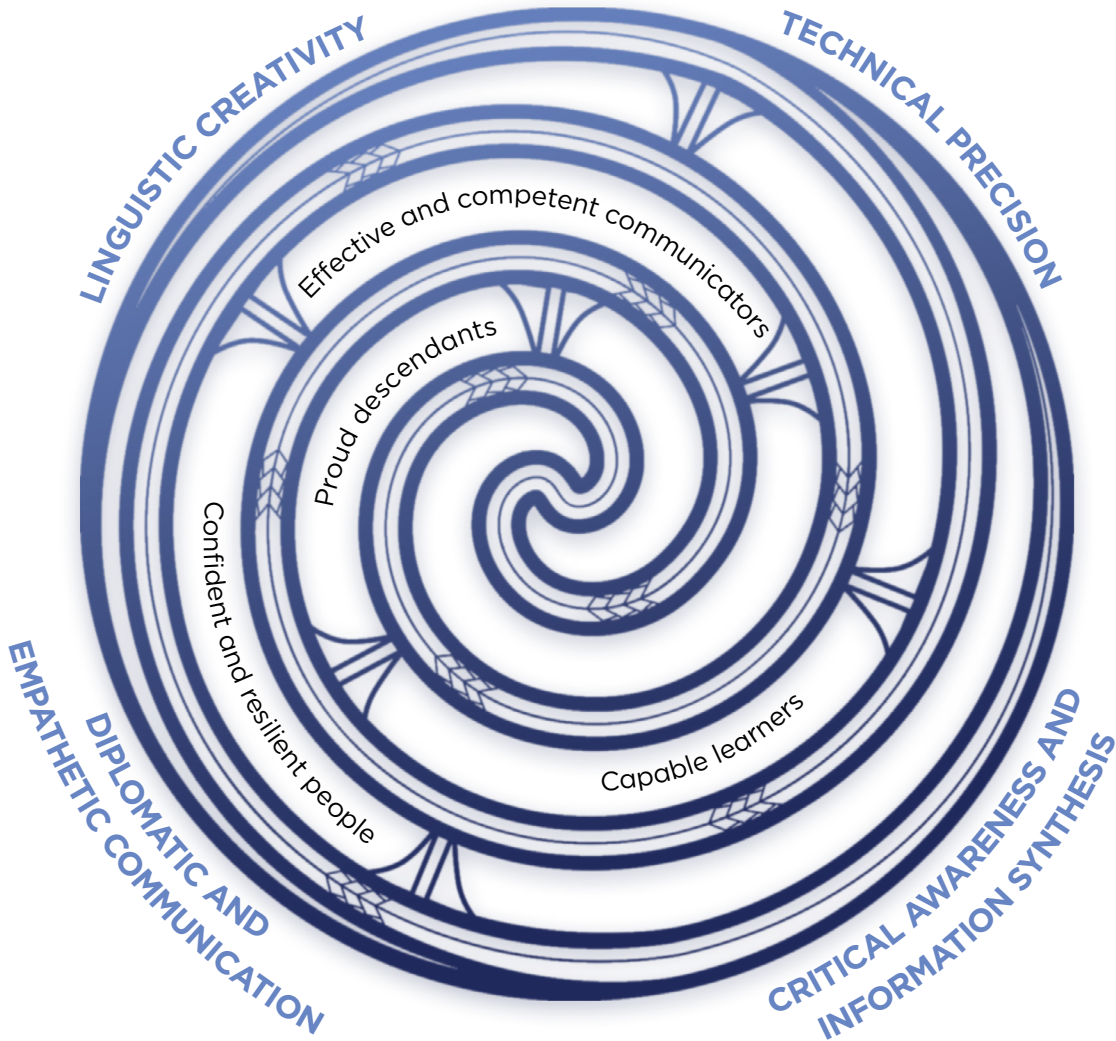
Structure

Strands

Te Reo Rangatira has four strands:

- Technical precision | Kia Tika
- Critical awareness and information synthesis | Kia Mārama
- Diplomatic and empathetic communication | Kia Whakahangahanga
- Linguistic creativity | Kia Auaha

These strands contribute to the four outcomes of the curriculum.



Toi Mokopuna

Toi Mokopuna describe the dispositions and attributes of learners who have been formally learning Te Reo Rangatira for 13 years. They reflect the aspirations of whānau, hapū, and iwi, the desired outcomes of Te Reo Rangatira, and the rationale for each strand. The dispositions remain the focus of learning across the phases and provide clarity for teachers and learners about the purpose of the knowledge, skills, understandings and learning experiences embedded in each strand.

Strands	Kia Tika	Kia Mārama	Kia Whakahangahanga	Kia Auaha
Toi Mokopuna	Mokopuna care about saying things correctly.	Mokopuna are critical thinkers.	Mokopuna are thoughtful about how they express their ideas.	Mokopuna use language creatively (and) in a Māori way.

A progression of language learning

Te Reo Rangatira shows a progression of language development across five phases from Year 0 to Year 13.

At each phase there are four key objectives, one per Toi Mokopuna. The key objectives signal the focus of learning at that phase. The key objectives have been determined according to the most significant learning required at each phase.

Across the phases, from Phase 1 to Phase 5, the key objectives identify the progression of language development expected over 13 years.

However, learning is individual, and each learner learns at their own pace and in their own way. Therefore, it is important that teachers are familiar with not only the year they teach, but also the focus of learning in years before and ahead. This is one of the advantages of a phase spanning multiple years - teachers can easily see the focus of learning in the previous years, and/or in the years ahead. This also reflects the reality of multi-level classrooms where children are at multiple stages of learning.

While the phases outline a progression of language development, developmentally and experientially, individual learners are at different stages and progress at different rates. Teaching must be responsive to the readiness of each learner and to the way in which learning happens (cf Science of learning¹) to ensure achievement and progress.

Key objectives

At each phase, four key objectives are identified:

	Kia Tika	Kia Mārama	Kia Whakahangahanga	Kia Auaha
Learning Focuses On:				
Phase 1 (Years 1-3)	accurately using and understanding basic vocabulary and sentence structures.	developing basic comprehension skills and strategies.	developing basic interpersonal communication skills.	discovering ways to express their thoughts and imagination.
Phase 2 (Years 4-6)	accurately using and understanding a range of vocabulary and sentence structures.	interpreting a range of oral, written, and visual texts.	using basic interpersonal communication skills effectively.	using descriptive and figurative language.
Phase 3 (Years 7-8)	accurately using and understanding an expanding range of vocabulary and sentence structures.	identifying form and purpose across a range of oral, written, and visual texts.	communicating purposefully.	using descriptive and figurative language purposefully.
Phase 4 (Years 9-10)	accurately using and understanding a range of subject-specific vocabulary and complex sentences.	analysing oral, written, and visual texts.	communicating appropriately.	analysing and using language creatively.
Phase 5 (Years 11-13)	accurately using and understanding an expanding range of specialised vocabulary and complex sentence structures.	synthesising and critically analysing information.	communicating diplomatically and empathetically.	being innovative with language.

¹ Johnston, M., Hood, N., Aitken, G. (2004). *A knowledge-rich curriculum underpinned by the science of learning*. Ministry of Education.

Unpacking the key objectives

Te Reo Rangatira carefully explains each objective. Each of the key objectives is broken down in terms of what needs to be taught at each year level within a phase.

What needs to be taught in Year 1 has been described in two sections – the first six months, and the second six months. This is intended to support the transition of children into kura from early learning.

Language learning is an ongoing, cyclical process with varying degrees of progress being made at different times. Learners need repeated practice at new skills in order to become competent. Therefore, all significant learning is developing through each phase. However, teachers need to explicitly focus on the skills, knowledge and understandings, signalled at a specific year.

Where there is a critical point of learning that teachers must be aware of, this is stated in *Kia Mataara*. All teachers should pay specific attention to these statements, as they can affect the future learning and achievement of a child.

Te Ngako o te Whāinga (In a Nutshell) provides a summary of the key learning in relation to the key objective. This is the first layer of unpacking of a key objective. In this section, the teaching and learning is described in Year levels so that it is clear what the focus is each year.

The full detail of an objective is unpacked in *Te Roanga o ngā Kōrero (Full Explanation)*. The finer aspects to be learnt and the teaching required is explained in this section. The section is specific, but applies to the phase to more accurately reflect the reality of teaching and learning where children learn at different rates.

Te Roanga o ngā Kōrero starts with a general description of the child as a learner and what should be expected during this phase, as well as what teachers need to consider in terms of the child's language development.

Specific unpacking is defined in terms of the four key elements: strategies and skills, knowledge, language, and identity signalling the breadth of learning embedded in a key objective and what needs to be taught. Referred to as Ngā Tini Mata o te Ako (the many aspects of teaching and learning), these elements reflect the key ideas of an Ako pedagogy² and espouses all kaiako are teachers of learning, of language and of mokopuna³.

In the section, *Hei Tautoko i te Ako (Supporting teaching and learning)*, the pedagogical considerations are explained including suggested teaching strategies, resources, and exemplar language.

² Pere, R. (1994). *Ako: Concepts and Learning in the Māori Tradition*. Te Kohanga Reo National Trust Board.

³ Insert reference to Ministry's Ako framework

Tūārere 1
Years 1-3

Tūārere 2
Years 4-6

Tūārere 3
Years 7-8

Tūārere 4
Years 9-10

Tūārere 5
Years 11-13



Tūārere 1 Years 1-3



Te Reo Rangatira

Whenu			
Kia Tika	Kia Mārama	Kia Whakahangahanga	Kia Auaha
Toi Mokopuna			
Mokopuna care about saying things correctly.	Mokopuna are critical thinkers.	Mokopuna are thoughtful about how they express their ideas.	Mokopuna use language effectively, creatively, (and) in a Māori way.
Tohu Ako: Phase 1: Years 1–3			
Whāinga			
Mokopuna learning focuses on accurately using and understanding basic vocabulary and sentence structures.	Mokopuna learning focuses on developing basic comprehension skills and strategies.	Mokopuna learning focuses on developing basic interpersonal communication skills.	Mokopuna learning focuses on discovering ways to express their thoughts and imagination.
Kia Mataara			
<p>By the end of six months at kura, mokopuna should be able to distinguish between different sounds (phonemes) in Māori.</p> <p>By the end of one year at kura, mokopuna need to be able to correctly match sounds (phonemes) to letters (graphemes) in reading, and letter to sounds in writing.</p> <p>By the end of 18 months at kura, mokopuna need to know single consonant-single vowel syllables.</p> <p>By the end of two years at kura, mokopuna need to have a clear understanding of the relationship between sounds and letters. They should be able to:</p> <ul style="list-style-type: none"> • decode with some accuracy, recognising letters, simple symbols, and building a personal bank of high frequency words • match most written words to the spoken words when reading. <p>By the end of 3 years at kura, mokopuna should be:</p> <ul style="list-style-type: none"> • speaking in full sentences • writing legibly • correcting some errors in reading and writing because they know the word they used doesn't match the word in the text or make sense in context. • attempting to correct spelling of high frequency words when they are told an error has been made. 	<p>By the end of two years at kura, mokopuna need to be able to ask and respond to simple questions.</p>	<p>By the end of 18 months at kura, mokopuna need to be able to listen attentively to others to learn new words, sentence structures, and correct pronunciation.</p>	<p>By the end of 3 years at kura, mokopuna should be able to tell a simple story, recount an experience and retell a local story.</p>

Kia Tika	Kia Mārama	Kia Whakahangahanga	Kia Auaha
Tohu Ako: Phase 1: Years 1–3			
Te Ngako o te Whāinga			
Mā Te Kaiako			
<p>Year 1 During the first 6 months, support mokopuna to:</p> <ul style="list-style-type: none"> distinguish the sounds of the Māori language, by teaching in the following order: <ul style="list-style-type: none"> short and long vowels consonants and digraphs vowel digraphs develop a basic vocabulary including descriptive and emotive language use basic sentence structures understand and produce basic questions practice reading and writing from left to right. <p>From 6 months to 1 year, also support mokopuna to:</p> <ul style="list-style-type: none"> match sound to letters and letters to sound listen, repeat, and retain language recognise and identify sounds and words that rhyme understand that letters form words and words form sentences. <p>Year 2 Support mokopuna to:</p> <ul style="list-style-type: none"> effectively communicate simple ideas, feelings, needs immediately recognise high frequency words in reading (sight words) identify simple punctuation segment words into syllables to help read and write them correctly. <p>Year 3 Support mokopuna to:</p> <ul style="list-style-type: none"> increasingly use language associated with learning in a school/kura context use simple punctuation identify and use simple conjunctions accurately follow simple grammatical rules. 	<p>Year 1 During the first 6 months, support mokopuna to:</p> <ul style="list-style-type: none"> respond to what they read, see, hear, and feel identify key words and gestures to support meaning making. <p>From 6 months to 1 year, also support mokopuna to:</p> <ul style="list-style-type: none"> draw on their personal experiences to support meaning making use visual information as a source of information. <p>Year 2 Support mokopuna to:</p> <ul style="list-style-type: none"> ask simple questions to support meaning making understand and produce instructions, simple narratives and recounts understand the purposes for communicating talk about main themes when preparing to write. <p>Year 3 Support mokopuna to:</p> <ul style="list-style-type: none"> use basic language learning strategies (e.g., prediction, imaging, basic inference, decoding) identify main ideas and key information and link these to their own experiences talk about what they read, create, see, hear and feel formulate questions that broaden thoughts and ideas. 	<p>Year 1 During the first 6 months, support mokopuna to:</p> <ul style="list-style-type: none"> acknowledge others use basic manners use and understand basic body cues. <p>From 6 months to 1 year, also support mokopuna to:</p> <ul style="list-style-type: none"> modify intonation and the sound of their voice to support their message. <p>Year 2 Support mokopuna to:</p> <ul style="list-style-type: none"> demonstrate empathy and respect take turns when sharing or discussing in a group. <p>Year 3 Support mokopuna to:</p> <ul style="list-style-type: none"> notice and respect the ways other people speak and communicate. 	<p>Year 1 During the first 6 months, support mokopuna to:</p> <ul style="list-style-type: none"> draw pictures to generate ideas and language express themselves when learning through play. <p>From 6 months to 1 year, also support mokopuna to:</p> <ul style="list-style-type: none"> use oral and body language to express their thoughts, feelings and needs explore, draw, and create stories using their imagination. <p>Year 2 Support mokopuna to:</p> <ul style="list-style-type: none"> build confidence in using productive language listen actively to retell and interpret stories create their own codes and representations use simple descriptions. <p>Year 3 Support mokopuna to:</p> <ul style="list-style-type: none"> describe what things look like or feel like draw and create stories tell and act out stories.

Kia Tika	Kia Mārama	Kia Whakahangahanga	Kia Auaha
Tohu Ako: Phase 1: Years 1–3			

Te Ngako o te Whāinga

Mā Te Mokopuna

<p>I am learning:</p> <ul style="list-style-type: none"> • the sounds of the Māori language • the Māori alphabet • lots of new words • what some symbols mean • to say sentences correctly • to read words correctly • to write sentences and spell correctly • to talk so others can understand me. 	<p>I am learning:</p> <ul style="list-style-type: none"> • how to ask questions • to give instructions • how to work out what might happen next in a story • to describe things in a story like the people, where it is, and what is happening • to explain what I am doing and why. 	<p>I am learning:</p> <ul style="list-style-type: none"> • to mihi to others • to use my manners • to say how I feel • to listen carefully to others • to take turns when talking • to understand body language • to think about who I am talking to • that people speak in different ways. 	<p>I am learning:</p> <ul style="list-style-type: none"> • to talk about, draw, or show, what I am feeling, seeing, hearing and reading • to talk about what I am doing when I am playing • to describe what things look like or feel like • to make up words and sounds • to create and write stories • to tell and act out stories I have heard.
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Te Roanga o te Kōrero

<p>Characteristics of Mokopuna</p> <p>Mokopuna enjoy learning the basics of language – sounds, words, grammar, and syntax. They may speak in short phrases, sometimes in single words, to communicate in their first two years at kura.</p> <p>They are learning to read and write. Understanding the relationship between letters and sounds for decoding is critical and the foundation for producing and understanding language accurately.</p> <p>They are developing the finer motor skills needed for writing, to form upper- and lower-case letters and size and space letters consistently. They are attempting to correct high frequency words when they are made aware of an error.</p>	<p>Characteristics of Mokopuna</p> <p>Mokopuna are learning to make sense of, and communicate what they feel, hear, read, observe, and understand. This is the foundation for analysing and critiquing information.</p>	<p>Characteristics of Mokopuna</p> <p>Mokopuna confidence in conversing with others is growing. They are building their social and communication skills (including respect and empathy) to support positive relationships with others. This is the foundation for appropriate and effective communication in later years.</p>	<p>Characteristics of Mokopuna</p> <p>Mokopuna grow their language competence and confidence through play and imagination. Encourage them to use their language creatively to express what they are seeing, imagining, and experiencing. This is the foundation for using language creatively and effectively in later years.</p>
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Kia Tika	Kia Mārama	Kia Whakahangahanga	Kia Auaha
Tohu Ako Phase 1: Years 1–3			
Te Roanga o Te Kōrero			
<p>Language learning In oral, written, and visual language, mokopuna understand and are learning to use:</p> <ul style="list-style-type: none"> • simple symbols and sight words • basic vocabulary • basic nominal, verbal, descriptive and negation sentence structures • conjunctions • basic punctuation. <p>In the first six months at kura, the focus is on phonological awareness i.e., distinguishing sounds:</p> <ul style="list-style-type: none"> • Vowels (a, ā, e, ē, i, ī, o, ō, u, ū) • Consonants (m, n, k, h, t, w, r, p) • Digraphs (ng, wh) • Vowel digraphs (ae, ai, ao, au, ea, ei, eo, eu, ia, ie, io, iu, oa, oe, oi, ou, ua, ue, ui, uo). <p>In the remainder of the first year, the focus is on alphabetic principle i.e., understanding the relationship between sounds and letters:</p> <ul style="list-style-type: none"> • Vowels and vowel blends • Consonants and digraphs. <p>In the first 18 months, the focus is on syllables i.e., segmenting syllables to read and spell words:</p> <ul style="list-style-type: none"> • Single consonant vowel syllables (e.g., ha, ka, ma, na). <p>In the second year, the focus is on syllables and word recognition in order to:</p> <ul style="list-style-type: none"> • read and write basic words, interest words and topic words • decode unfamiliar words. 	<p>Language learning Mokopuna understand and are learning to use:</p> <ul style="list-style-type: none"> • instructions • questions • descriptive language to provide detail • non-verbal language • colour, shape, and form to convey a message. <p>They are learning to follow spoken and written instructions, recount events, and sequences of events, and to describe characters.</p>	<p>Language learning In oral, written, and visual texts, mokopuna are learning to use:</p> <ul style="list-style-type: none"> • basic vocabulary to express their emotions, needs, and experiences • basic manners and appropriate greetings • appropriate tone, intonation, volume, and speed. <p>Mokopuna are becoming aware of iwi dialect.</p>	<p>Language learning Mokopuna are learning to:</p> <ul style="list-style-type: none"> • play with the sounds and words • use expressive and descriptive language • recite and create rhymes, jingles, and karakia • perform waiata and haka etc.
<p>Key understanding Mokopuna are learning that sounds are represented by letters. They are also learning how letters, words, and symbols work separately and together and that symbols convey meaning.</p>	<p>Key understanding Mokopuna are learning that instructions, questions, descriptions, and recounts each take different forms (language and presentation) and serve different purposes.</p> <p>Mokopuna understand that they need to use different forms of language when they are communicating with different people or for different purposes.</p>	<p>Key understanding Mokopuna need support to learn about what language is appropriate to use when, and with whom.</p> <p>They need practice and support to understand the concepts of turn taking, interrupting, and waiting.</p>	<p>Key understanding Mokopuna are learning that there are many ways to communicate ideas and emotions.</p> <p>They are learning that oral, written, and visual texts are a source of new ideas, experiences, and language.</p>

Kia Tika	Kia Mārama	Kia Whakahangahanga	Kia Auaha
Tohu Ako Phase 1: Years 1-3			
Te Roanga o Te Kōrero			
<p>Learning strategies Mokopuna are learning to differentiate between sounds, words, and symbols.</p> <p>Identifying patterns in language helps them to reproduce those patterns and grammatical structures accurately.</p> <p>Key strategies for mokopuna to learn are:</p> <ul style="list-style-type: none"> • repetition • memorisation • self-monitoring. 	<p>Learning strategies Mokopuna are learning to identify main ideas in basic texts (oral, visual, digital, and written).</p> <p>Encourage mokopuna to be curious and think critically about what they see, feel, hear, read, and write.</p> <p>Key strategies they need to comprehend are:</p> <ul style="list-style-type: none"> • creating mental pictures • using prior knowledge to make connections • giving meaning to written words and symbols they have decoded • identifying key details to check their understanding. 	<p>Learning strategies Mokopuna are learning to listen attentively, to pay attention when others speak, and to respond appropriately.</p> <p>Key strategies for mokopuna to learn are:</p> <ul style="list-style-type: none"> • predicting what to expect next • noticing mood and tone • noticing visual cues to identify how others might be feeling. 	<p>Learning strategies Mokopuna are developing their listening and visualisation skills to understand, interpret, retell and create stories.</p> <p>Through reading, viewing, saying and listening to poems and rhymes, mokopuna learn about rhythm of speech and structure.</p> <p>Key strategies they need to develop their creativity are:</p> <ul style="list-style-type: none"> • curiosity • risk taking • role play • collaboration • expressive artforms (e.g., constructing, drawing, play, rhymes, jingles, waiata etc.).
<p>Affirming identity Support mokopuna to see Te Reo Māori as part of their identity.</p>	<p>Affirming identity Encourage mokopuna to be curious about what they see, hear, and feel.</p>	<p>Affirming identity Grow mokopuna awareness of others when they are communicating.</p>	<p>Affirming identity Grow mokopuna awareness of self and others by relating to characters and events.</p>

Hei Tautoko i Te Ako

Pedagogical guidance

Ako pedagogy recognises the intrinsic link between identity, language, and learning (cognition)^{4 5}. To be effective, teaching must be cognisant of the cognitive processes involved in learning, as well as the emotional and contextual factors that affect how a child learns. Developing mokopuna sense of self belief in their ability to learn is fundamental to successful learning.⁶

Successful language learning requires mokopuna to take risks^{7 8}. The classroom and learning conditions must foster trust, respect, and cooperation so that all mokopuna experience an environment in which it is safe to take risks in their language learning.

Individual learners progress at different rates. Inclusivity in a language learning context means that the language programme is driven by the needs of each learner. The specific criteria outlined in Te Ngako o te Whāinga can be used to engage in discussions with whānau and mokopuna about their priorities to ensure that every mokopuna has a learning pathway that provides for continual progress and achievement.

To be engaging, a language learning programme should enable mokopuna to be active participants in their own learning process. The programme should comprise the following components:

Unstructured opportunities – kaiako provide a choice of activities that encourage mokopuna to explore and practice new language. Practice is essential to learning. For the first two years, not all activities that mokopuna choose to engage with may be directly related to the teaching content.

Semi-structured opportunities – kaiako provide activities which require mokopuna participation but do not limit how they participate i.e., mokopuna have agency over what they say, do, or write. The activities should activate existing knowledge so that learning is easier and faster.

Structured opportunities – kaiako are deliberate in their language teaching (modelling, explaining, showing, telling, demonstrating) based on the developing language profiles of the mokopuna. They expose mokopuna to language patterns, language learning and content they might not otherwise access, in a manageable way, and provide effective feedback that is essential to the learning process.

To support mokopuna in transitioning to kura:

- In the **first six months**, much of the learning time is play-based and discovery learning with kaiako identifying specific learning opportunities.
- From **6 months – 3 years**, the kaiako acts as the facilitator, encouraging ākongā to actively engage in activities shared between the kaiako and groups of ākongā. The teaching programme also includes some explicit modelling and self-directed learning where mokopuna are given the opportunity to practise specific skills and strategies to consolidate their learning.

0 – 6 months	Play-based, discovery learning (unstructured)		Self-directed learning (semi-structured)	Kaiako facilitated learning (structured)
6 months – 3 years	Play-based, discovery learning (unstructured)	Self-directed learning (semi-structured)	Kaiako facilitated learning (structured)	

⁴ Insert reference to Ako framework when available.

⁵ Pere, R. (1994). *Ako: Concepts and Learning in the Māori Tradition*. Te Kohanga Reo National Trust Board.

⁶ Johnston, M., Hood, N., Aitken, G. (2004). *A knowledge-rich curriculum underpinned by the science of learning*. Ministry of Education.

⁷ Ellis, Rod. (1994). *The Study of Second Language Acquisition*. Oxford University Press.

⁸ Brown, H. Douglas. (1994). *Principles of Language Learning and Teaching*. Prentice Hall.

A Structured Literacy approach to the teaching of reading and writing involves:

Year 1

In the first six months, teach phonemes in the following order:

1. **Oropuare (vowels)** so that mokopuna:
 - distinguish long and short vowel sounds
 - hear and identify words in sentences
 - hear and distinguish between the initial sounds in words.
2. **Orokati (consonants)** so that mokopuna:
 - hear and distinguish between the initial sounds in words
 - distinguish between open sounds (vowels) and closed sounds (consonants).
3. **Oropuare pūrua (vowel digraphs)** so that mokopuna:
 - hear and identify syllables in words
 - recognise final syllable sounds
 - recognise rhyming words.

In the first year, then teach vowels and consonants in the following order:

1. Vowels
 - a, ā (aa), A, Ā (AA)
 - e, ē (ee), E, Ē (EE)
 - i, ī (ii), I, Ī (II)
 - o, ō (oo), O, Ō (ŌŌ)
 - u, ū (uu), U, Ū (UU)
2. Consonants
 - p, P
 - t, T
 - m, M
 - k, K
 - w, W
 - n, N
 - h, H
 - r, R
 - wh, Wh
 - ng, Ng

Year 2

In the first 18 months, teach single consonant-vowel syllables

- ha, ka, ma, na, pa, ra, ta, wa, nga, wha
- he, ke, me, ne, pe, re, te, we, nge, whe
- hi, ki, mi, ni, pi, ri, ti, wi, ngi, whi
- ho, ko, mo, no, po, ro, to, wo, ngo, who
- hu, ku, mu, nu, pu, ru, tu, wu, ngu, whu

In the second year, then teach:

- building words from single consonant-vowel syllables
- basic sight words
- building words from sight vocabulary
- building words from vowel digraphs through rhyme
- reading and writing a broad range of high frequency, interest, and topic words.

Teaching strategies⁹

Kia Tika	Kia Mārama	Kia Whakahangahanga	Kia Auaha
Tohu Ako: Phase 1: Years 1–3			
Unstructured Learning			
<p>Hopscotch Draw a hopscotch grid. Mokopuna add a letter to each square. When they land on a square, they say a word that starts with the letter.</p>	<p>Experiences Create experiences for mokopuna so they can describe how they feel, what they see, what they hear etc. Make these into personal books for mokopuna to keep referring to.</p>	<p>Role Play Use role play to explore different emotions.</p> <p>Statues Play a game similar to statues by calling out the name of a mokopuna who has to move quickly to the front, perform a simple task while the rest stand like statues - not moving or saying anything until it's their turn.</p> <p>Opportunities to Lead Mokopuna are invited or rostered to lead the morning mihimihi and direct routines (karakia, mihimihi, collecting and storing lunch boxes, reciting weather charts, etc).</p>	<p>Learning Environments Set up environments such as a shop, sandpit, construction area, dress up corner etc where mokopuna can role play. Support the mokopuna by asking questions and providing language models to encourage kōrero.</p> <p>Drama/Role Play Play games such as Charades. Give mokopuna pictures, words, or simple scenarios to act out. Create sets of cards using apps such as Heads Up!</p>
Semi-structured Learning			
<p>Role Modelling Role model correct enunciation and pronunciation while sharing or reading a story.</p> <p>Signalling Sounds or Words Select a sound/letter and/or word. Have mokopuna signal when they hear those sounds or words when listening to or reciting a waiata or rotarota.</p>	<p>Innovating on a Text Innovate on a text by replacing the characters with other characters (e.g., farm animals with sea creatures) to recreate a new version of the story while keeping a similar sequence of events.</p> <p>Predicting the End Only read the beginning and middle of a text, ask the mokopuna to predict an ending.</p> <p>Hidden Image/Text Cover a part of an image or book cover. Mokopuna study the clues in the image/text and guess what the hidden part is.</p>	<p>Simple Listening Tasks Set simple listening tasks when mokopuna are listening to others, e.g., 'Whakarongo ki te kōrero a Mea, he aha tana mahi tuatahi?'</p>	<p>Muted Videos Watch short simple cartoon video clips with the sound turned off. Mokopuna predict what they think is being said.</p>

⁹ These strategies are examples only of teaching practices that have proven to be successful in relation to the specific learning identified in the key objective. Kaiako are encouraged to use a wide range of evidence-informed teaching practices.

Kia Tika	Kia Mārama	Kia Whakahangahanga	Kia Auaha
Tohu Ako: Phase 1: Years 1-3			
Structured Learning			
<p>Learning the Alphabet Recite the alphabet using published class sound/letter charts or create class or individual charts with pictures; a mō awa, wh mō wheke etc.</p> <p>Using Objects Use concrete objects such as blocks with the pū written on them, magnetic letters or cards to help ākongā learn letters and join sounds.</p> <p>Modified Post-its Leave exposed only the beginning letter/letters of a word in a shared text using modified post-its. Mokopuna have to predict the word and explain the other letters/sounds they would expect to be in that word.</p>	<p>Templates and Grids Use Y-chart templates or simple grids to record by drawing or writing what characters in a story saw, heard, did, felt etc.</p>	<p>Chant it! Introduce a new mihi using the Chant it! strategy. Mokopuna sit in a circle and each ākongā says one kupu of the new phrase, then repeat.</p>	<p>Nan's Cupboard Mokopuna, in turn, list imaginary items found in "Nan's" cupboard. One item per student, firstly repeating all previously stated items in order.</p>
Related resources¹⁰			
 <p>Hunia, M. (2005). <i>Te Kete Kupu, Ngā Kupu Waiwai o Tōku Reo</i>. Huia Publishers.</p> <p>A collection of more than 300 basic words.</p>	 <p>Murphy, H., Dixon, E., Gray, A. (2016). <i>He Rau Taki Kōrero</i>. Haemata.</p> <p>See teaching strategy cards:</p> <ul style="list-style-type: none"> • He Kitenga Kanohi • Kapohia te Matū o te Kōrero • E Tā! • Whakarāpopototia! • He Kokonga Whare e Kitea • Waiata Mai • Kei Hea Taku Hoa? • Ko Wai Ahau? 	 <p>Gibbons, P. (1991). <i>Learning to Learn in a Second Language</i>. Primary English Teaching Association.</p> <p>Learning to Listen and Getting the Sounds Right p. 90</p>	 <p>Te Tāhuhu o te Mātauranga. (2012). <i>Te Reo Matatini: Tau 1-4. A literacy handbook for Māori medium teachers</i>. Huia.</p> <p>Tō Akomanga pp. 9-14</p>
 <p>Murphy, H., Dixon, E., Gray, A. (2016). <i>He Rau Taki Kōrero</i>. Haemata.</p> <p>Refer to Puna Reo section.</p>	<p>Te Tāhuhu o te Mātauranga. <i>Te Reo ā-Waha. Ngā Akoranga Tau 1-3</i>. Te Reo whakaahua.</p> <p>See Lessons for Years 1-3: Describing</p> <p>https://kauwhatareo.tahurangi.education.govt.nz/mi/te-reo--waha---he-aratohu-m-te-pouako/5637201716.p</p>	 <p>Cameron, S., & Dempsey, L. (2016). <i>The Oral Language Book</i>. S&L Publishing.</p> <p>Chapter 2 - The Speaking and Listening Classroom p. 25-48</p>	 <p>Goulton, F., Lediard, S., Butts, F., Karatea, M., & Te Whaiti, W. (2008). <i>He Manu Tuhituhi: Ka rere te manu ki te ao tuhituhi</i>. Aronui.</p> <p>Te Akomanga p. 147</p>

¹⁰ See each resource for the evidence and research which underpin the practices and teaching strategies described.

Kia Tika	Kia Mārama	Kia Whakahangahanga	Kia Auaha
Tohu Ako: Phase 1: Years 1-3			

Related resources

 <p>Goulton, F., Lediard, S., Butts, F., Karatea, M., & Te Whaiti, W. (2008). <i>He Manu Tuhituhi: Ka oho te manu ki te ao tuhituhi</i>. Aronui.</p> <ul style="list-style-type: none"> • Te Weteoro pp. 24-33 • Te Puna Kupu pp. 48-53 • Te whakatakoto Tuhinga pp. 54-64 • Ngā Kārawarawatanga pp. 64-67 	 <p>Te Tāhuhu o te Mātauranga. (2012). <i>Te Reo Matatini: Tau 1-4. A literacy handbook for Māori medium teachers</i>. Huia.</p> <ul style="list-style-type: none"> • Whakarite ana i te hōtaka kōrero p. 45 • Pānui approaches pp. 52-55 	 <p>Murphy, H., Dixon, E., Gray, A. (2016). <i>He Rau Taki Kōrero</i>. Haemata.</p> <p>See strategies for teaching Mihi, and Kōrero Tūhono.</p>	 <p>Professional Development Services for Teachers. (n.d.) <i>Five Components of Effective Oral Language Instruction</i>.</p> <p>Written by teachers to support the teaching of oral language. See pages 25-28 relating to learning environment.</p>
 <p>Goulton, F., Lediard, S., Butts, F., Karatea, M., & Te Whaiti, W. (2008). <i>He Manu Tuhituhi: Ka rere te manu ki te ao tuhituhi</i>. Aronui.</p> <ul style="list-style-type: none"> • Phonological awareness Ka Rere pp. 35-37 • Alphabet knowledge • Ka Rere pp. 38-41 • Spelling pp. 42-47. 	 <p>Te Tāhuhu o te Mātauranga. (2006). <i>He Ara Ako i Te Reo Matatini: Te pānui me te tuhituhi. He aratohu mā te kaiako</i>. Huia.</p> <p>During the first six months at school:</p> <ul style="list-style-type: none"> • pp. 10-13 (reading) • pp. 14-16 (writing) <p>During the first year at school:</p> <ul style="list-style-type: none"> • pp. 18-22 (reading) • p. 23-26 (writing) <p>During the second year at school:</p> <ul style="list-style-type: none"> • pp. 28-33 (reading) • pp. 34-38 (writing) <p>During the third year at school:</p> <ul style="list-style-type: none"> • pp. 40-44 (reading) • pp. 45-48 (writing) 	 <p>Professional Development Services for Teachers. (n.d.) <i>Five Components of Effective Oral Language Instruction</i>.</p> <p>Refer to pp 5-6 re: oral language and body language</p>	<p>Waiata</p> <p>Te Tāhuhu o te Mātauranga (1995). <i>Waiata Kōhungahunga 1</i>. Te Pou Taki Kōrero.</p> <p>Te Tāhuhu o te Mātauranga. (1995). <i>Waiata Kōhungahunga 2</i>. Te Pou Taki Kōrero.</p> <p>Te Tāhuhu o te Mātauranga. (1996-1997). <i>Waiata Kōhungahunga 3</i>. Te Pou Taki Kōrero.</p> <p>Te Tāhuhu o te Mātauranga. (2000). <i>Waiata Kōhungahunga 4</i>. Te Pou Taki Kōrero.</p> <p>Te Tāhuhu o te Mātauranga. (2001). <i>Waiata Kōhungahunga 5</i>. Te Pou Taki Kōrero.</p> <p>Te Tāhuhu o te Mātauranga. (2004). <i>Waiata Kōhungahunga 6</i>. Te Pou Taki Kōrero.</p> <p>Te Tāhuhu o te Mātauranga. (2009). <i>Waiata Kōhungahunga 7</i>. Te Pou Taki Kōrero.</p>

Kia Tika

Kia Mārama

Kia Whakahangahanga

Kia Auaha

Tohu Ako: Phase 1: Years 1-3

Related resources



Te Tāhuhu o te Mātauranga. (2006). *He Ara Ako I Te Reo Matatini: Te pānui me te tuhituhi*. He aratohu mā te kaiako. Huia.

During the first six months at school:

- pp. 10-13 (reading)
- pp. 14-16 (writing)

During the first year at school:

- pp. 18-22 (reading)
- p. 23-26 (writing)

During the second year at school:

- pp. 28-33 (reading)
- pp. 34-38 (writing)

During the third year at school:

- pp. 40-44 (reading)
- pp. 45-48 (writing)



Goulton, F., Lediard, S., Butts, F., Karatea, M., & Te Whaiti, W. (2008). *Te Hōtaka Tuhituhi Māhorahora*. Aronui.



Goulton, F., Lediard, S., Butts, F., Karatea, M., & Te Whaiti, W. (2008). *He Tuhinga Mihi*. Aronui.

<https://kauwhatareo.tahurangi.education.govt.nz/he-tuhingamihi/5637200.p>

Rotarota

A collection of jingles and rhymes that kaiako can use to 'play' with language.

- *Te Tāhuhu o te Mātauranga* (2001). He Rotarota.
- Tātai Aho Rau Core Education. [Winiwini Wiriwiri](#).



Rau, C., & Milroy, W. (2008). *Pānui Arahangā*. Ngāruawahia: Kia Ata Mai Educational Trust.

Refer to:

- The Text As The Source of Learning: Responding to Linguistic Items pp. 31-33
- Practising Reading Strategies p. 48
- Knowledge of Concepts of Print for Decoding and Gaining Meaning pp. 48-50
- Analysing Words as Individual Items for Decoding and Gaining Meaning pp. 55-57
- Applying Knowledge of (Māori) Language Structure for Gaining Meaning p. 58



Goulton, F., Lediard, S., Butts, F., Karatea, M., & Te Whaiti, W. (2008). *He Manu Tuhituhi: Ka oho te manu ki te ao tuhituhi*. Aronui.

- The Writing Process p 71-73
- The Shared Writing Approach p. 97-99.

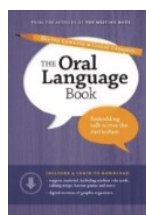


Rau, C., & Milroy, W. (2008). *Pānui Arahangā*. Ngāruawahia: Kia Ata Mai Educational Trust.

Texts as a Resource for Literacy and (Māori) Language Learning pp. 17-19

Kia Tika	Kia Mārama	Kia Whakahangahanga	Kia Auaha
Tohu Ako: Phase 1: Years 1–3			

Related resources



Cameron, S., & Dempsey, L. (2016). *The Oral Language Book*. S&L Publishing.

Refer to Chapter 3 - e kōrero mō te whakaako kupu.



Te Tāhuhu o te Mātauranga. (2008a). *Hei Korowai Tuatahi mō te Marautanga Reo Māori. Te whakamahi i te marau reo Māori*. Haemata.

- Exploring ways of searching and researching information. p. 27.
- Exploring ideas and meaning p. 28
- Integrating reading strategies p. 31
- Types of reading strategies p. 32



Rau, C., & Milroy, W. (2008). *Pānui Arahanga*. Ngāruawahia: Kia Ata Mai Educational Trust.

Refer to:

- Introducing a Text in Pānui Arahanga p. 20
- Previewing and Reviewing Text pp. 22-23
- Articulating the Learning to students pp. 24-27
- Sectioning Texts into Manageable Chunks p. 28
- The Text as a Source of Learning: Taking into Account Text Type pp. 29-30
- Taking into Account Any Themes, Plots and Subplots pp. 35-37
- Making Effective Use of Prompts and Questions pp. 38-41
- Practising Reading Strategies. p. 48
- Knowledge of Concepts of Print for Decoding and Gaining Meaning
- Integrating Knowledge of the Context for Gaining Meaning pp. 51-52
- Using Illustrations for Gaining Meaning pp. 53-54
- Integrating the Strategies on Text pp. 59-60.

Kia Tika	Kia Mārama	Kia Whakahangahanga	Kia Auaha
Tohu Ako: Phase 1: Years 1-3			
Language examples			
<p>Sentence types Ka, Kua, I, Me, E, Kei, Kei te, E ... ana, I te, Ko ...</p> <p>Kei te kai ia. Ka rongo ia. Kua mihi ia. I haere rāua.</p> <p>Nominal sentences He pai tēnei. He tamaiti pai ia. Ko Pare te kaiako.</p> <p>Negation Kāore e ...ana</p> <p>Kāore i te ...</p> <p>Kaua e ...</p> <p>Conjunctions ā.../ engari... / me.../Nā/Nō te mea...</p> <p>Personal pronouns au/koe/ia/māua/tāua/rāua/ kōrua/tātou/rātou/koutou/ mātou</p> <p>Possessive particles a/o, tana/ana, tōku/ōku, tā/ā, tō/ō</p>	<p>Seeking clarification He aha? / Anō?</p> <p>Kāore au i te mārama.</p> <p>He aha te tikanga o...?</p> <p>Tēnā kōrero mai anō?</p> <p>Sequencing Ka..., ā, ka.../ Nā.../ Tēnā.../ Kātahi anō... ka .../ Kātahi ka .../ Tuatahi ..., tuarua.../</p>	<p>Greeting Mōrena</p> <p>Ngā mihi o te ata... o te ahiahi...o te wā</p> <p>Kia ora</p> <p>E mihi ana ki...</p> <p>Pō mārie/Ata mārie/ Nau mai ...</p> <p>Farewelling Hei āpōpō.</p> <p>E noho rā/Haere rā/Ka kite anō/ Noho ora mai.</p> <p>Ka kite i a .../ Hei konei/konā mai/konā rā.</p> <p>Ka kite anō i a koe.</p> <p>Apologising Auē taku ...</p> <p>Mō tōku hē...</p> <p>Kua kitea taku hē.</p> <p>Stating opinion Nā ki a au nei.../ Ki ōku nei whakaaro.../ Tēnā pea... E pā ana ki ... Kia mōhio mai koe.../ Kia mārama mai...</p>	<p>Requesting Homai te/ngā..</p> <p>Haere atu.</p> <p>Kei te pīrangi ahau ...</p> <p>E pai ana kia au?</p> <p>Asking questions He aha te kupu mō...? He aha tēnā? He aha tō hiahia? Kei te pēhea/pai koe? Kei hea te/ngā...?</p> <p>Imagination Ko Māui ahau (role play)</p> <p>He ... ahau.</p> <p>Kei te ... ahau.</p> <p>Titiro ki konā/rā.</p> <p>Explaining He ... tēnā/tērā. Ināianei kei te ... nā te mea/i te mea</p> <p>Sequencing I ngā wā o mua, i te tīmatanga I te tuatahi, ...</p> <p>Rhyme Piki, wiki, niki, i!</p> <p>Repetition Pakipaki, pekepeke, pikipiki e.</p>

Tūārere 1
Years 1-3

Tūārere 2
Years 4-6

Tūārere 3
Years 7-8

Tūārere 4
Years 9-10

Tūārere 5
Years 11-13



Tūārere 2 Years 4-6



Whenu			
Kia Tika	Kia Mārama	Kia Whakahangahanga	Kia Auaha
Toi Mokopuna			
Mokopuna care about saying things correctly.	Mokopuna are critical thinkers.	Mokopuna are thoughtful about how they express their ideas.	Mokopuna use language effectively, creatively, (and) in a Māori way.
Tohu Ako:		Phase 2: Years 4–6	
Whāinga			
Mokopuna learning focuses on accurately using and understanding a range of vocabulary and sentence structures.	Mokopuna learning focuses on interpreting a range of oral, written, and visual texts.	Mokopuna learning focuses on using basic interpersonal communication skills effectively.	Mokopuna learning focuses on using descriptive and figurative language.
Kia Mataara			
By the end of year 4, mokopuna should be making near-correct attempts at using words with multiple syllables in their writing.	By the end of year 5, mokopuna need to be reading longer texts with increasing fluency, while ensuring that what they are reading makes sense to support their understanding of the text and they are using the rules of language to read accurately.		

Kia Tika	Kia Mārama	Kia Whakahangahanga	Kia Auaha
Tohu Ako: Phase 2: Years 4–6			
Te Ngako o te Whāinga			
Mā Te Kaiako			
<p>Year 4 Support mokopuna to:</p> <ul style="list-style-type: none"> use their ability to decode with their knowledge of how the Māori language works to read more accurately, checking that what they have read makes sense use compound sentence structures. <p>Year 5 Support mokopuna to:</p> <ul style="list-style-type: none"> expand their vocabulary including context specific words, synonyms, and antonyms follow grammatical rules use punctuation correctly craft paragraphs use appropriate tone, volume, and body language. <p>Year 6 Support mokopuna to:</p> <ul style="list-style-type: none"> identify some dialectal features extend their use of subject-specific vocabulary, synonyms and antonyms use longer sentences accurately. 	<p>Year 4 Support mokopuna to:</p> <ul style="list-style-type: none"> engage with a variety of texts and text purposes use language learning strategies such as questioning and predict and confirm. <p>Year 5 Support mokopuna to:</p> <ul style="list-style-type: none"> understand an author or speaker’s intent. <p>Year 6 Support mokopuna to:</p> <ul style="list-style-type: none"> recognise different strategies speakers and writers use identify bias adapt their language to suit the purpose for the communication use a range of language learning strategies including summarisation and inference recognise main ideas and supporting details. 	<p>Year 4 Support mokopuna to:</p> <ul style="list-style-type: none"> actively participate in discussions with peers and adults. <p>Year 5 Support mokopuna to:</p> <ul style="list-style-type: none"> interact with empathy and respect. <p>Year 6 Support mokopuna to:</p> <ul style="list-style-type: none"> listen actively express themselves more fully. 	<p>Year 4 Support mokopuna to:</p> <ul style="list-style-type: none"> organise their thoughts into logical sequences for storytelling. <p>Year 5 Support mokopuna to:</p> <ul style="list-style-type: none"> use appropriate words and terms to be more specific about characteristics present short stories to an audience. <p>Year 6 Support mokopuna to:</p> <ul style="list-style-type: none"> use similes and basic metaphors to create images.

Kia Tika	Kia Mārama	Kia Whakahangahanga	Kia Auaha
Tohu Ako: Phase 2: Years 4-6			

Te Ngako o te Whāinga

Mā Te Mokopuna

<p>I am learning:</p> <ul style="list-style-type: none"> lots of new words that mean the same thing what some symbols mean that people from other iwi might use different words to make sense of what I'm reading based on what words mean and how they fit together in a sentence to say and write long sentences to use punctuation in my writing to write paragraphs to use my voice in different ways. 	<p>I am learning:</p> <ul style="list-style-type: none"> to read longer books and listen for longer how to write and speak differently depending on what I want to happen to ask questions about what I am listening to, reading or seeing to identify main and supporting ideas that I should question what I read and hear because not everything is true. 	<p>I am learning:</p> <ul style="list-style-type: none"> to talk with adults to ask others what they think and how they feel how to show others that I am listening to be polite when I'm giving my opinion. 	<p>I am learning:</p> <ul style="list-style-type: none"> lots of new describing words to describe how things look, feel, and sound to talk and write about things that happen and things I imagine to tell stories in front of the class and other people.
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Te Roanga o Te Kōrero

<p>Characteristics of Mokopuna</p> <p>Mokopuna are starting to refine their language skills to be more precise, orally and in writing. They need exposure to a wide range of language to expand their vocabulary and understanding of Te Reo Māori. They also need engaging and challenging learning experiences that will promote effective communication. In handwriting, they are working on maintaining consistent sizing, spacing between words and lines, and alignment down the page. Handwriting must be legible.</p>	<p>Characteristics of Mokopuna</p> <p>Mokopuna are receptive to listening, speaking, reading, writing, viewing and producing texts. They are gaining a greater understanding of more challenging texts (visual, spoken and written) with multiple layers of meaning. This develops their ability to think critically about what they hear, see, and read.</p>	<p>Characteristics of Mokopuna</p> <p>Mokopuna are beginning to engage in more complex interactions. They are learning to express themselves more fully, consider others' perspectives, and participate in conversations that involve multiple viewpoints.</p>	<p>Characteristics of Mokopuna</p> <p>Mokopuna develop their creativity with language through narrating personal experiences and imaginative stories in both spoken and written form. They need opportunities to tell stories to others in groups and larger audiences. Encourage them to use a wide range of descriptive and figurative language to describe what they are experiencing. This is the foundation for understanding how figurative language adds depth and expression to communication.</p>
<p>Language Learning</p> <p>In their oral, written, and visual language, mokopuna understand and are learning to use:</p> <ul style="list-style-type: none"> a wide range of grammatical structures some synonyms and antonyms some subject-related words compound sentences tenses macrons punctuation marks (commas, apostrophes, quote marks). <p>Mokopuna are able to identify words from other dialects.</p>	<p>Language Learning</p> <p>Mokopuna understand and are learning to use:</p> <ul style="list-style-type: none"> persuasive language sentence variety more complex words cohesive language devices (e.g., conjunctions, pronouns, substitution etc.) different ways for sharing their thinking. 	<p>Language Learning</p> <p>In oral, written, and visual texts, mokopuna are learning to use and understand:</p> <ul style="list-style-type: none"> descriptive language (adjectives, adverbs, and figurative language) phrases for expressing an opinion phrases for disagreeing body language their personal voice wait time. 	<p>Language Learning</p> <p>Mokopuna are learning to provide better descriptions by using:</p> <ul style="list-style-type: none"> synonyms and antonyms similes and basic metaphors adjectives and adverbs.

Kia Tika	Kia Mārama	Kia Whakahangahanga	Kia Auaha
Tohu Ako: Phase 2: Years 4–6			
Te Roanga o Te Kōrero			
<p>Key Understanding Mokopuna are learning that language has rules and conventions.</p>	<p>Key Understanding Mokopuna are learning that some information is reliable and other information is inaccurate. They need a lot of opportunities to differentiate between credible and unreliable information sources, and to identify bias in oral, digital, and written language.</p>	<p>Key Understanding Mokopuna are developing a better understanding of turn-taking and that a discussion or conversation requires everyone to contribute.</p>	<p>Key Understanding Mokopuna are learning that providing more detail makes stories more interesting and engaging.</p>
<p>Learning Strategies Mokopuna are learning to use a range of language accurately and clearly.</p> <p>Key strategies for mokopuna to learn are:</p> <ul style="list-style-type: none"> • paraphrasing • active listening • inference. 	<p>Learning Strategies Mokopuna are learning to identify an author or speaker's purpose, main ideas, and supporting ideas.</p> <p>Encourage mokopuna to ask questions before, during, and after engaging with oral, visual, and written texts.</p> <p>Key strategies mokopuna need to comprehend are:</p> <ul style="list-style-type: none"> • questioning • predicting and confirming • summarising • note-taking (including organising ideas from what they hear, see, or read) • comparing and contrasting ideas or information • identifying persuasive and figurative language. 	<p>Learning Strategies Mokopuna are learning to work with others collaboratively to help their learning and to grow positive relationships. They are listening actively and participating appropriately in discussions.</p> <p>Key strategies for mokopuna to learn are:</p> <ul style="list-style-type: none"> • active listening (e.g., through asking questions, acknowledging what they have heard, responding appropriately, paraphrasing etc.) • active participation in discussions • asking follow-up questions • reflection • self-talk. 	<p>Learning Strategies Mokopuna are learning to organise thoughts in a coherent sequence for storytelling and structuring text.</p> <p>Key strategies for mokopuna to learn are:</p> <ul style="list-style-type: none"> • “think again” to come up with new ideas • brainstorming • grouping similar ideas • prioritising ideas • reflection • asking “what if” questions • using mnemonics and rhythm to learn new words and concepts.
<p>Affirming Identity Encourage mokopuna to be curious about language including the way other people and iwi say things.</p>	<p>Affirming Identity Support mokopuna to be observant and responsive to their surroundings. Ensure they have the language to share their observations and responses.</p>	<p>Affirming Identity Grow mokopuna awareness of how they communicate with others and the impact it has.</p> <p>Mokopuna awareness of the different ways people speak, including dialectal differences, is growing.</p>	<p>Affirming Identity Develop mokopuna confidence to believe in their ability to convey their ideas.</p>

Hei Tautoko i Te Ako

Pedagogical guidance

Ako pedagogy recognises the intrinsic link between identity, language, and learning (cognition)^{11 12}. To be effective, teaching must be cognisant of the cognitive processes involved in learning, as well as the emotional and contextual factors that affect how a child learns. Developing mokopuna sense of self belief in their ability to learn is fundamental to successful learning.¹³

Successful language learning requires mokopuna to take risks^{14 15}. The classroom and learning conditions must foster trust, respect, and cooperation so that mokopuna experience an environment in which it is safe to take risks in their language learning.

Individual learners progress at different rates. Inclusivity in a language learning context means that the language programme is driven by the needs of each learner. The specific criteria outlined in Te Ngako o te Whāinga can be used to engage in discussions with whānau and mokopuna about their priorities to ensure that every mokopuna has a learning pathway that provides for continual progress and achievement.

To be engaging, a language learning programme should enable mokopuna to be active participants in their own learning process. The programme should comprise the following components:

Unstructured opportunities - kaiako provide a choice of activities that encourage mokopuna to explore and practice new language. Practice is essential to learning. For the first two years, not all activities that mokopuna choose to engage with may be directly related to the teaching content.

Semi-structured opportunities - kaiako provide activities which require mokopuna participation but do not limit how they participate i.e., mokopuna have agency over what they say, do, or write. The activities should activate existing knowledge so that learning is easier and faster.

Structured opportunities - kaiako are deliberate in their language teaching (modelling, explaining, showing, telling, demonstrating) based on the developing language profiles of the mokopuna. They expose mokopuna to language patterns, language learning and content they might not otherwise access, in a manageable way, and provide effective feedback that is essential to the learning process.

In **Years 4–6**, the language programme should provide a balance of kaiako facilitated activities, explicit teaching, demonstration, and explanation, and self-managed learning where the mokopuna practice by themselves or with others while the kaiako mentors or acts as a resource when needed.

Play-based, discovery learning (unstructured)	Self-directed learning (semi-structured)	Kaiako facilitated learning (structured)
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¹¹ Insert reference to Ako framework.

¹² Pere, R. (1994). *Ako: Concepts and Learning in the Māori Tradition*. Te Kohanga Reo National Trust Board.

¹³ Johnston, M., Hood, N., Aitken, G. (2004). *A knowledge-rich curriculum underpinned by the science of learning*. Ministry of Education.

¹⁴ Ellis, Rod. (1994). *The Study of Second Language Acquisition*. Oxford University Press.

¹⁵ Brown, H. Douglas. (1994). *Principles of Language Learning and Teaching*. Prentice Hall.

Teaching strategies¹⁶

Kia Tika	Kia Mārama	Kia Whakahangahanga	Kia Auaha
Tohu Ako: Phase 2: Years 4–6			
Unstructured Learning			
<p>Scavenger Hunt Mokopuna find examples of grammar rules or types of words (e.g., noun, verb, or adjective) they know in their environment. Give them a set time limit.</p>	<p>Storytelling Dice Draw or attach pictures of characters, places, objects, and events to each face of a dice. Do this to several dice. Each child takes a turn rolling the dice and using the picture to create a short story.</p>	<p>Collaborative Activities Activities such as group discussions, role-playing scenarios, and collaborative projects can help students practice and develop these conversational diplomacy skills.</p>	<p>Mātakitaki In pairs or groups students mime a scenario, the audience listen and observe, they then try and decide what the scene is about, and what some of the characters said. You could use the Think, Pair, Share strategy to encourage discussion.</p>
Semi-structured Learning			
<p>Alpha Ladder Mokopuna work in groups. Select a theme (e.g., te tāone). One mokopuna is assigned as a writer, one an illustrator while the role of the others in the group is to provide as many words as they can think of related to that theme within a specified time period. More information.</p> <p>Replacing Words in a Sentence Using sentences taken from a text mokopuna have read together with the kaiako or that a mokopuna has said or written, mokopuna take turns replacing a word or words in the sentence. How many variations can they come up with?</p>	<p>Debating Create a set of simple topics for the students to discuss and debate. Organise students into small discussion groups, each member of the group contributes one point or idea about their topic. As they listen to other groups, they have an opportunity to debate what has been said.</p> <p>Bargaining Mokopuna are presented with some type of object that they must “sell”. They try to convince their peers that they need the object. They can work in pairs and spend a short time preparing what they need to say. Encourage mokopuna to ask questions while they are listening.</p> <p>Word Types Display cards with different word types e.g., kupu hono that mokopuna can refer to when writing and/or specify a word or words they must incorporate into their writing.</p> <p>Key Words Present mokopuna with a set of key words from an event or written or visual text in random order on the page. Mokopuna use the key words to construct their own version.</p>	<p>Round Robin Select a topic for mokopuna to discuss, each mokopuna shares their thoughts. Include criteria such as acknowledging the speaker and being able to disagree or agree. More information.</p> <p>The Doughnut This activity allows mokopuna to practice their conversational skills and share ideas in a fun and safe setting. More information.</p> <p>Kōrerotia! (Say It) Kōrerotia! gives practice in impromptu speaking. The kaiako creates a list of topics for the ākonga to discuss. They randomly choose a topic, have a short time to prepare, and then speak for a set amount of time (say, 1 minute). Allow time for the listeners to ask questions or debate the ideas of the speaker.</p>	<p>Drama/Role Play Perform published plays. Describe a scene for students to listen to carefully and then dramatise what they heard. For example, “<i>Kei te hīkoi koe i te taha moana, kei te pupuhi te hau, he tino karekare te moana ... kia tūpato kei mākū koe!</i>”</p> <p>Muted Video Clips Watch video clips with the sound turned off. Mokopuna explain what they think is being said and what is happening and create dialogue.</p>

¹⁶ These strategies are examples only of teaching practices that have proven to be successful in relation to the specific learning identified in the key objective. Kaiako are encouraged to use a wide range of evidence-informed teaching practices.

Kia Tika	Kia Mārama	Kia Whakahangahanga	Kia Auaha
Tohu Ako: Phase 2: Years 4-6			

Structured Learning

<p>Develop Active Listening Skills Design activities that develop active listening skills such as listen and sequence, listen and identify, listen and do.</p> <p>Matching Parts of a Phrase Use oral or written tasks where mokopuna match parts of phrases or sentences together using their knowledge of language, grammar and punctuation to help them.</p> <p>Oral Cloze In an oral cloze activity, ākongā follow along as the kaiako reads aloud a text leaving out particular words. Ākongā fill in the gaps orally, while the kaiako reads.</p>	<p>Clines Play clines (gradients of meaning) by selecting a word e.g., makariri. Mokopuna add words such as tino, rawa, atu etc., and order the enhanced phrases in order of 'coldness'. Add 'mahana' and 'wera' to create a continuous cline.</p> <p>Semantic Grid Provide mokopuna with a grid template with headings such as: kupu, pikitia, whakamārama, taurā. Mokopuna complete the grid for technical words they meet in their learning.</p>		
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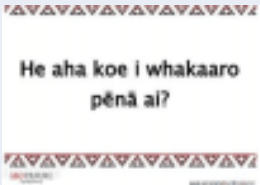

Related resources¹⁷

			
<p>Te Tāhuhu o te Mātauranga. (2008a). <i>Hei Korowai Tuatahi mō te Marautanga Reo Māori. Te whakamahi i te marau reo Māori</i>. Haemata. pp. 24-25</p>	<p>Cameron, S., & Dempsey, L. (2016). <i>The Oral Language Book</i>. S&L Publishing.</p> <ul style="list-style-type: none"> Ranking activities p. 131 Hot Seating p. 88 TQS p. 96 	<p>Cameron, S., & Dempsey, L. (2016). <i>The Oral Language Book</i>. S&L Publishing.</p> <p>Chapter 2 - The Speaking and Listening Classroom pp. 25-48.</p>	<p>Murphy, H., Dixon, B., Gray, A. (2016). <i>He Rau Taki Kōrero</i>. Haemata.</p> <p>See sections: Kōrero whakaahua, Kōrero tūhono, Kōrero mihi and Puna reo.</p>

¹⁷ See each resource for the evidence and research which underpin the practices and teaching strategies described.



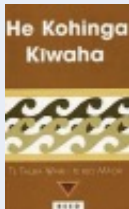
Kia Tika	Kia Mārama	Kia Whakahangahanga	Kia Auaha
Tohu Ako: Phase 2: Years 4–6			

Related resources

 <p>Murphy, H., Dixon, E., Gray, A. (2016). <i>He Rau Taki Kōrero</i>. Haemata.</p> <p>See sections: Puna Reo and Rautaki Ako.</p>	 <p>Ministry of Education. (nd). Question Wall Cards. Ako Panuku.</p> <p>https://www.akopanuku.tki.org.nz/information/resources?search=question%20wall%20cards</p>	 <p>Te Tāhuhu o te Mātauranga. (2008). <i>He Tuhinga Pūrākau Whakamārama</i>. Aronui.</p> <p>Te Tāhuhu o te Mātauranga. (2008). <i>He Tuhinga Paki Whakamārama</i>. Aronui.</p> <p>Te Tāhuhu o te Mātauranga. (2008). <i>He Tuhinga Whakaahua</i>. Aronui.</p> <p>http://kauwhatareo.tahurangi.education.govt.nz/mi/he-manu-tuhituhi/5637200847.p</p>	<p>Rory's Story Cubes https://www.storycubes.com/en/</p> <p>A set of cubes with images to encourage creative and imaginative discussions.</p>
 <p>Te Tāhuhu o te Mātauranga. (2006). <i>He Ara Ako i Te Reo Matatini: Te pānuī me te tuhituhi</i>. He aratohu mā te kaiako. Huia.</p> <p>Puna reo: p. 52, pp. 57-58, p. 64, pp. 69-70</p>	 <p>Ministry of Education. (2009). <i>Te Reo Māori in the Classroom: Critical Thinking Questions</i></p> <p>https://www.akopanuku.tki.org.nz/information/resources?search=critical%20thinking</p> <p>Collections of wallcards to encourage critical thinking. Questions are in English and Māori.</p>		 <p>Te Tāhuhu o te Mātauranga. (2014). <i>He Raurau Kupu: He puna kupu mā te hunga ako i roto i ngā kaupapa rumaki reo Māori</i>. Haemata.</p> <p>A thesaurus to help mokopuna extend their vocabulary.</p>

Kia Tika	Kia Mārama	Kia Whakahangahanga	Kia Auaha
Tohu Ako: Phase 2: Years 4–6			

Related resources

		
<p>Rau C., & Milroy W. (2008). <i>Pānui Arahangā</i>. Kia Ata Mai Educational Trust.</p> <ul style="list-style-type: none"> • Chapter 4. Focussing in on Instruction <ul style="list-style-type: none"> - The Text as the Source of Learning: Responding to Linguistic Items pp. 31-33 • Chapter 6. Practising Reading Strategies. <ul style="list-style-type: none"> - Analysing Words as Individual Items for Decoding and Gaining Meaning pp. 55-57 - Applying Knowledge of (Māori) Language Structure for Gaining Meaning p. 58 • Using macrons, pp.47 • Vocabulary, pp. 47-53 • Writing, pp.54-64 • Punctuation, pp. 64-67 • Using a dictionary p.46 • Paragraphs p.55 	<p>Te Tāhuhu o te Mātauranga. (2006). <i>He Ara Ako i Te Reo Matatini: Te pānui me te tuhituhi</i>. He aratohu mā te kaiako. Huia.</p> <p>During the fourth year at school:</p> <ul style="list-style-type: none"> • pp. 50-55 (reading) • pp. 56-60 (writing) <p>During the sixth year at school:</p> <ul style="list-style-type: none"> • pp. 62-67 (reading) • pp. 68-72 (writing) 	<p>Te Taura Whiri i Te Reo Māori. (1999). <i>He Kohinga Kīwaha</i>. Reed.</p> <p>This collection of idioms provides explanations and examples of usage.</p>

Kia Tika

Kia Mārama

Kia Whakahangahanga

Kia Auaha

Tohu Ako: Phase 2: Years 4–6

Related resources



Te Tāhuhu o te Mātauranga. (2006). *He Ara Ako i Te Reo Matatini: Te pānui me te tuhituhi. He aratohu mā te kaiako.* Huia.

- Phonological awareness pp. 57
- Alphabet knowledge pp.57
- Spelling pp. 57, 69
- Vocabulary pp. 57, 69
- Inferring pp. 54, 67



Rau C., & Milroy W.(2008). *Pānui Arahanga.* Kia Ata Mai Educational Trust.

- Chapter 3. Hei Timatanga: Getting Started
 - Introducing a Text in Pānui Arahanga p. 20
 - Previewing and Reviewing Text pp. 22- 23
- Chapter 4. Focussing in on Instruction
 - Articulating the Learning to students pp. 24 - 27
 - Sectioning Texts into Manageable Chunks p.28
 - The Text as a Source of Learning: Taking into Account Text Type pp. 29 - 30
 - Taking into Account Any Themes, Plots and Subplots pp. 35-37
- Chapter 5. Making Effective Use of Prompts and Questions pp. 38-47
- Chapter 6. Practising Reading Strategies. p. 48.
 - Knowledge of Concepts of Print for Decoding and Gaining Meaning p.48
 - Integrating Knowledge of the Context for Gaining Meaning pp. 51-52
 - Using Illustrations for Gaining Meaning pp. 53-54
 - Integrating the Strategies on Text pp. 59-60.

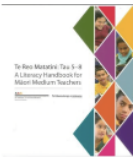

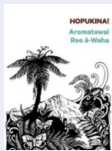


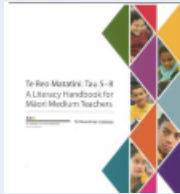
Ako Panuku

<https://www.akopanuku.tki.org.nz/>

- Whakataukī cards
- E Tau! Affirmation cards
- He Pūkōrero te Pūrākau

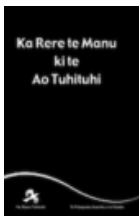
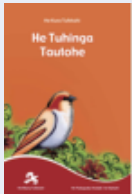
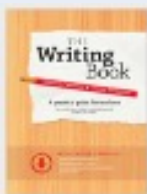
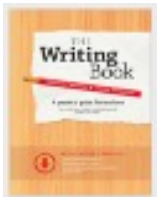

Kia Tika	Kia Mārama	Kia Whakahangahanga	Kia Auaha
Tohu Ako: Phase 2: Years 4-6			

Related resources

 <p>Te Tāhuhu o te Mātauranga. (2012). <i>Te Reo Matatini: Tau 5-8. A literacy handbook for Māori medium teachers.</i> Huia.</p>	 <p>Te Tāhuhu o te Mātauranga. (2012). <i>Te Reo Matatini: Tau 5-8. A literacy handbook for Māori medium teachers.</i> Huia.</p> <ul style="list-style-type: none"> • He Rautaki pānui pp. 64-81. 		 <p>Tāhuhu o te Mātauranga. (2015). <i>Hopukina! Aromatawai reo ā-Waha.</i> Kia Ata Mai Educational Trust.</p> <p>Hopukina! uses retelling as a context for supporting oral language. This resource provides guidance on developing an oral language programme.</p>
 <p>Cameron, S (2019), <i>Teaching Reading Comprehension Strategies a practical classroom guide.</i> Pearson.</p> <p>Building Vocabulary Knowledge p. 163.</p>	 <p>Goulton, F., Lediard, S., Butts, F., Karatea, M., & Te Whaiti, W. (2008). <i>He Kura Tuhituhi me He Manu Taketake: Te pukapuka aratohu mā te kaiako.</i> Aronui.</p> <p>He Ngohe ā-Waha</p> <ul style="list-style-type: none"> • Numbered Think Tanks p. 224 • Retelling pp. 227-228 • Story Character Interviews p. 231 • Summarise pair share p. 234 • Tautohe p. 235 • Think, Pair, Share p. 236 <p>He Ngohe Pānui</p> <ul style="list-style-type: none"> • Annolighting a Text p. 242 • Ask the Teacher p. 244 • Summarising Text p. 261 • Retelling p. 257 		 <p>Te Tāhuhu o te Mātauranga. (2012). <i>Te Reo Matatini: Tau 5-8. A literacy handbook for Māori medium teachers.</i> Huia.</p> <p>Oral language p. 47 - 55 Reading to learn p. 57 - 58</p>

Kia Tika	Kia Mārama	Kia Whakahangahanga	Kia Auaha
Tohu Ako: Phase 2: Years 4–6			

Related resources

 <p>Goulton, F., Lediard, S., Butts, F., Karatea. M., & Te Whaiti, W. (2008). <i>He Manu Tuhituhi: Ka rere te manu ki te ao tuhituhi</i>. Aronui pp. 34–61.</p> <p>https://kauwhatareo.tahurangi.education.govt.nz/mi/ka-rere-te-manu-ki-te-ao-tuhituhi/5637199572.p</p>	 <p>Goulton, F., Lediard, S., Butts, F., Karatea. M., & Te Whaiti, W. (2008). <i>He Tuhinga Tautohe</i>. Aronui.</p> <p>https://kauwhatareo.tahurangi.education.govt.nz/mi/he-tuhinga-tautohe/5637199542.p</p>		 <p>Cameron, S & Dempsey, L (2013), <i>The Writing Book. A practical guide for teachers</i>, Auckland, S&L Publishing.</p> <p>Adding Detail to Writing pp. 92 - 96 Adding detail poster p. 240 Character brainstorm Ychart p. 230</p>
 <p>Cameron, S & Dempsey, L (2013), <i>The Writing Book. A practical guide for teachers</i>, Auckland, S&L Publishing.</p> <ul style="list-style-type: none"> • Writing in sentences pp. 69 - 81 			 <p>Goulton, F., Lediard, S., Butts, F., Karatea. M., & Te Whaiti, W. (2008). <i>Te Hōtaka Tuhituhi Māhorahora</i>. Aronui</p> <p>https://kauwhatareo.tahurangi.education.govt.nz/mi/he-manu-tuhituhi/5637200847.p</p> <ul style="list-style-type: none"> • He Tuhinga Tūhono • He Tuhinga Whakaahua • He Tuhinga Taki • He Tuhinga Whakangahau • He Tuhinga Paki Whakamārama • He Tuhinga Pūrākau Whakamārama • He Tuhinga Tūhono

Kia Tika	Kia Mārama	Kia Whakahangahanga	Kia Auaha
Tohu Ako: Phase 2: Years 4-6			
Language examples			
<p>Stative sentences Kua pau te kai. Kua oti te mahi.</p> <p>Negation Kāore i konei. Kāore anō kia ... Ehara i a ..., Ehara i te ...</p> <p>Conjunctions Nā, Tēnā, Kātahi ka,</p> <p>Actor emphatic Māku tēnā e mahi. Nāku koe i āwhina.</p> <p>Possessive particles tā/tō ā/ō wā/wō ngaa-/ngoo- Arā tā rātou mōkai. Kei hea tō māua waka?</p> <p>Modifiers tonu, rawa, kē, noa</p>	<p>Conjunctions Heoi anō, Nō reira, Kātahi anō ... ka ..., Kātahi ka ...</p> <p>Pronouns rātou/tātou/koutou</p> <p>Stating opinions Anei te ... Mehemea/mēnā ... Tēnā pea ... E pā ana ki ...</p> <p>Questioning Ko te aha ...? Ko tēhea ...? He aha ai ...? He aha i ... ai? He aha i pērā ai ...? Nā te aha i pērā ai?</p> <p>Comparing and contrasting Ko te mea tino pai rawa atu ... Ko tōku tino hoa ... Rerekē ake tēnei i tēnā. Rite tonu tēnei ki tēnā.</p>	<p>Stating opinions Nā, ki a au nei ... Ki ōku nei whakaaro ... Ki tōku mōhio ... Kia mōhio mai koe ...</p> <p>Conjunctions Tēnā koa ... Nā, ... Tēnā, ... Kāti, ...</p> <p>Agreeing Tika tonu! Āe mārika! Koia! Koinā! Ana! Āe, kei te whakaae/tautoko au. Āe, e whakaae/tautoko ana au.</p> <p>Disagreeing Anei kē ... Hei aha tāu! Engari mō tēnā! Kāore au i te whakaae/tautoko. Kāore au e whakaae/tautoko ana.</p>	<p>Descriptive language He ... - He pōuri rawa te āhua o te pō.</p> <p>Sequencing ka ..., ā, ka ..., / ā muri mai ... / hei muri i tērā / whai muri mai ... Tēnā koa ko te tautahi ... / kātahi ka whai mai ko ...</p> <p>Personification Ka whakatangata i tētahi mea.</p> <p>Time Markers I te tīmatanga .../ I te mutunga ... / I ngā wa o mua ... / Inatahirā .../ I tērā ...</p> <p>Figurative language pērā i - He tangata kaha au pērā i a Mea. anō nei - he tere ki te kauhoe anō nei he aihe au. Ka noho rātou ki te māra a Tāne.</p> <p>Conjunctions nō reira, koinā te take</p> <p>Repetition ataata, hāereere, ringaringa, pakupaku, ririki, nunui, matimati, whakaaroaro ...</p>

Te Reo Rangatira

Kuputaka

A

āhua	form
āhuareka	interest
āhuatanga	characteristic
āhuatanga	feature
āhuatanga tuatini o te wetereo	advanced grammar
āhuatanga tuhi	text features
āki	encourage
ako ngātahi	collaborative learning
ako tautauāmoa	self-directed learning
ako tūhura	discovery learning
akoranga	learning opportunities
angawā	timeframe
arapāho tuihono	online media
aratohu	guideline
aro	notice
arohaehae	critique
arohaehae	discerning
aropā	peer group
arorau	coherent
arorau	logical
arotake	evaluate
arotake aropā	peer evaluation
aroturuki	monitor
aroturuki whaiaro	self-monitoring
aruaru	interrupt
ata	image
ata toka	static image
atataki	vlog
auaha (-tanga)	creative, creativity

H

hā	intonation
hā	tone
hā o te reo	style
hā whaiaro	personal style of expression
hāngai (o te reo)	appropriate, appropriateness (of language)
hātuhi	writing style
haukume	bias
hautaka	journal
hīkaro	inference
hinengaro tātari	analytical mind
hoahoa	design
horopaki	context
huahuatau	metaphor
huarite	rhyme
huatau	concept
huatau/whakaaro	ideas
huatau matua	key ideas
hunga whakarongo, hunga pānui,	
hunga mātakitaki	audience
huritao	reflect

huritao takamua

preview

I

īpāho

podcast

K

kahaoro

volume

kāhua kaituhi

writer profile

kai tūraru

risk taking

kaipānui motuhake

independent reader

kaitā pikitia

illustrator

kanorau

diverse

kārawarawa

punctuation

kare ā-roto

emotion

kātū

genre

kaupapa ako ngātahi

collaborative projects

kaupapa ārita

sensitive topic

kī horipū

quote

kīanga pūtake

clause/comment of reason

kīhono

conjunction

kīpaki

slang

kīpeha

figurative expressions

kiripuaki

character

kiritōpū

collective (collectivity)

kore auau

low frequency

kōrero

narrative

kōrero

text

kōrero autaki

talk around

kōrero horihori

misinformation

kōrero taikākā

important information

kōrero tene

impromptu speaking

kōrero tīrangorango

jumbled text

kōrero whaiaro

self-talk

kōtuitui

synthesise

kūoro

syllable

kūororau

multisyllabic

kupu āhukahuka

sight word

kupu auau

high frequency words

kupu kakare

emotive word

kupu kaupapa

subject-related word

kupu kiko

content word

kupu motuhake

specialised vocabulary

kupu tauaro

antonym

kupu taurite

synonym

kupu tuatini

complex word

kupu waiwai

basic vocabulary

kupu whakamōmona

hyperbole

kupu whakarite

simile

M

mahi ngātahi

collaboration

māia

confidence

manawataki

rhythm

matapaki

discuss

matapakinga

discussion

matawhānui

comprehensive

matawhawhati

unexpected

matihiko

digital

mauminamina

receptive

pāpāho

media

mōhio
momo reo
momo reo

recognise
register
text type

N

nuka reo
nuka whakanahanaha

language device
organisational device

NG

ngākau aroha
ngākau whakaute
ngaku
ngohe

empathy
respect
strip (of paper)
activities

O

ohia manomano
oro
oro
orokati
orokati pūrua
orokati tārua
oropuare
oropuare pūrua
oropuare tārua
ororite

brainstorm
pitch
sound
consonant
digraph
alliteration
vowel
vowel blend
assonance
onomatopoeia

P

pae tuihono
paearu
pāhekoheko
paki, pakiwaitara
pākiki
pakini
pānui anō
pānui whakatika
pāpāho
paparanga tikanga
paparua
pāpātanga
parahau
pārekareka
pārongo ataata
pārongo hauarea
pārongo mātuatua
pārongo, kōrero
pātai turuki
pātai tuwhera
pepa hāpiapia
Pikinare
pikitia ataata
piko
pohewa
pono
pū
pūāhua
pūkenga nuku
pūkenga pāhekoheko
pūkenga pāpori
pūkenga whakawhiti kōrero
puku

online platform
criteria
interact
story
curious
apostrophe
re-reading
proof-reading
media
layers of meaning
restating
impact
justify
interesting
visual information
irrelevant information
key information
information
follow-up question
open-ended question
post-it note
Pictionary
visual picture
comma
imagination
reliable, reliability
letter
situation
motor skills
interpersonal (communication) skill
social skills
communicating skills
body (of a text)

pūmanawa	ability
pūmanawa patokupu	word processing application
pūmatua	upper-case letter
pūriki	lower-case letter
pūrua	double vowel
pūtake/take o te kōrero	purpose (of communicating)
pūtakenga whakawhitiwhiti kōrero	text purposes
pūtohu	modifier

R

ranga wairua	inspiration
rārangi puna kōrero	bibliography
rātaka	diary
raupapa	sequence
rautaki	strategies
rawa ōkiko	concrete object
raweke	manipulate
reo ā-iwi	dialect
reo ā-tuhi	written word
reo ihiihi	expressive language
reo kakare	emotive language
reo o te ngākau	empathetic language
reo ōpaki	informal language
reo peha	figurative language
reo pohewa	imagery
reo tinana	body language
reo tohu	symbolism
reo whakaahua	descriptive language
rerenga	sentence
rerenga tuatini	complex sentences
rerepūhui	compound sentence
ringatoi	artist
ritenga	manners
rōnaki	clines (game)
Rūnanga Kura	Board of Trustees

T

tāhū o te paki	storyline
taipitopito	detail
takatā	edit
takawaenga	facilitator
taki	recount
takirua	retell
tāmuramura	highlight
tāruarua	repetition
tātaitanga whakaahua	graphic organiser
tātaki kupu	spell
tātari	analyse
tātari arohaehae	critically analyse/evaluate
tātauira	template
taumata	degrees
tautohe	controversial
tautohe / tautohetohe	argument
tautohu	identify
tāuutuutu	take turns
tāwhaitanga	imitate
tīaroaro	alignment (of text)
tikanga tuhi	orthographic convention
tikanga whakaaro	thinking tool
tīmatanga mahi	stimulus

tīrangorango
tīwae
tīwhiri horopaki
tohu ā-tinana
tohu kī
tohutohu
tohutoro
toikupu
topenga ataata
tūāhua
tūāhuatanga
tuakiri
tūāpapa o te reo
tuhi tīpoka
tuhinga paki
tūhonohono
tūhura
tūingoa
tūkē
tukutuku
tūoho
tūoho whaiaro
tuone
tūpou
tūtōhi
tūtōhi whakauru

U

uhingaro
urupare

W

waihanga
waihanga o te kiripuaki
waiwai
wāmahi
wehewehe
weteoro
wetereo

WH

whai wāhi
whai wāhi hihiri
whaiaro
whakaahua
whakaahua
whakaahua ā-hinengaro
whakaahua; whakaahua ā-kupu
whakaahuahanga
whakaari
whakaari
whakaaro ā-waha
whakaaro arohaehae
whakaaroaro; whai whakaaro
whakaatu
whakaatu
whakaawhiwhitanga
whakahangahanga
whakahāngai
whakaharatau

mix
column
contextual clues
body cue
quote mark
instruct
reference
poetry
video clip
adjective
scenario
identity
basics of language
note taking
narrative text
cohesive
explore
noun
adverb
grid
awareness
self-awareness
gesture
pronoun
chart
substitution table

code
respond, response

constructing
characterisation
basic
tense
differentiate/distinguish
decode
grammar

engage
active participation
personal
description
illustration
imaging
describe
representation
act
play (drama)
think aloud
critical thinking
consider
demonstrate
depict
approximation
diplomatically
adapt, make relevant
practice

whakahoa	relate (to a character)
whakahokinga whaihua	constructive feedback
whakahua	enunciate
whakahua	pronunciation
whakakapi	replace
whakakapinga	conclusion
whakamāori	interpret
whakamārama	explain
whakamaumahara	memorise
whakaōrite	consistent, consistently
whakapai ake	refine
whakapapa reo	language profile
whakapoto	concise, concisely
whakapūaho	caption
whakapuakanga	expression
whakapuakanga	phrasing
whakapuaki	express
whakapuaki anō	paraphrase
whakapuaki anō	rephrase
whakapūmau	confirming
whakaputa	communicate (ideas)
whakarāpopoto	summarise
whakari ngū	mime
whakarongo pīkari	active listening
whakatairite	compare
Whakatakune	charades
whakatau	(to) role play
whakatau	role play
whakatauario	contrast
whakatauirā	model
whakatautau	dramatisation
whakatika	recite
whakatika aropā	peer correction
whakatika whaiaro	self-correct
whakaū	affirm
whakauru	substitution
whakawhānui	expanding
whakawhānui / whakawhanake	develop
whakawhere	persuasive
whakawhiti	transition
whakawhiti kōrero	communicate (text)
whakawhiti whakaaro	negotiate
whakawhitinga kōrero	dialogue
whētui	fold

