Wāhanga Ako
Te Reo Rangatira
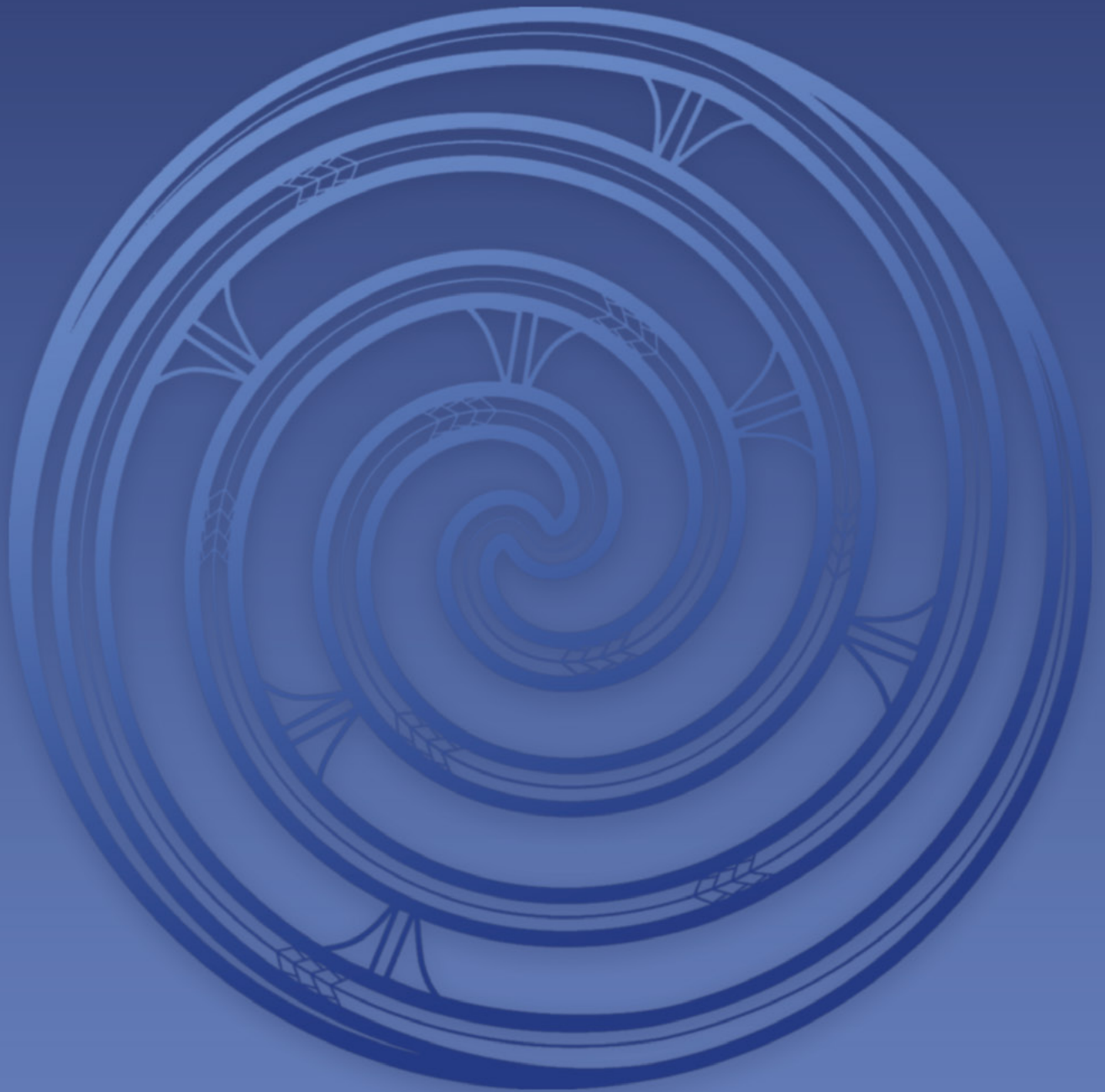
Direction for school boards about requirements
Kura and schools must give effect to Te Reo Rangatira Wāhanga Ako years 0–6

Te Reo Rangatira Wāhanga Ako Years 0–6 is published by the Minister of Education, Hon Erica Stanford, under section 90(1) of the Education and Training Act 2020 as a foundation curriculum policy statement and a national curriculum statement.

The sections which are made as national curriculum statements are Whenu, Toi Mokopuna and Tohu Ako (excluding Mā te Kaiako). These set out what students are expected to learn over their time at school, including the desirable levels of knowledge, understanding, and skill to be achieved.

The rest (including Mā te Kaiako within the Tohu Ako section) is made as foundation curriculum policy statements. These set out expectations for teaching, learning and aromatawai that underpin the national curriculum statements and give direction for effective Te Reo Rangatira (including te reo matatini/pānui and tuhituhi) teaching and learning programmes.

The statements came into force on **1 January 2025** and replace the 2010 Te Reo Māori national curriculum statement (wāhanga ako) **for students in years 0–6**. Other existing national curriculum statements for *Te Marautanga o Aotearoa (2010)* remain in place.[1]

These are the statements of official policy in relation to the teaching of Te Reo Rangatira (including te reo matatini) that give direction to each school's curriculum and aromatawai responsibilities (section 127 of the Education and Training Act 2020) (the Act), teaching and learning programme (section 164 of the Act), and monitoring and reporting of student performance (section 165 of the Act and associated Regulations). As required under these sections of the Act, school boards must make sure that their school's principal and staff develop and implement teaching and learning programmes that give effect to these statements.

What is required?
Kura and schools must be able to demonstrate that they have used these statements when planning what and how to teach Te Reo Rangatira for students in years 0–6. This includes teachers:
- using the year-by-year teaching sequence in Tohu Ako to inform what to teach and when, based on their students' prior learning
- including all the pedagogical guidance and teaching strategies, including Mā te Kaiako and Te Roanga o te Kōrero for kaiako in their teaching practice

- using aromatawai to ascertain their students' progress and achievement for Te Reo Rangatira based on the Tohu Ako progress outcomes.

Teachers should continue to use their professional judgement to adapt their teaching and learning programmes to their students' needs - which may mean that some students learn at a different part of the teaching sequence than their year level. If students need extension beyond year 6 for the Te Reo Rangatira wāhanga ako, teachers should use the Curriculum Levels 4 and above in the 2010 Te Reo Māori national curriculum statement (wāhanga ako).

Pānui, tuhituhi, and pāngarau teaching time requirements
The teaching and learning of pānui, tuhituhi, and pāngarau is a priority for all schools. So that all students are getting sufficient teaching and learning time for pānui, tuhituhi, and pāngarau, each school board with students in years 0 to 8 must, through its principal and staff, structure their teaching and learning programmes and/or timetables for delivering the National Curriculum Statements, including this one, to provide:

- 10 hours per week of teaching and learning focussed on supporting their progress and achievement in pānui and tuhituhi in a typical school week, recognising the important contribution oral language development makes, particularly in the early phases of learning.

- 5 hours per week of teaching and learning focussed on supporting their progress and achievement in pāngarau in a typical school week.

Where pānui, tuhituhi, and/or pāngarau teaching and learning time is occurring within the context of National Curriculum Statements other than Te Reo Rangatira (years 0–6) or Te Reo Māori (curriculum level 4 up) or pāngarau, progression of students' pānui, tuhituhi, and/or pāngarau dispositions, knowledge and skills at the appropriate level must be explicitly and intentionally planned for and attended to.

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

[1] https://gazette.govt.nz/notice/id/2009-go8814
[2] https://gazette.govt.nz/notice/id/2023-go5904

Te Reo Rangatira

Tēnā koutou katoa,

It is my pleasure to introduce the revised Te Reo Rangatira wāhanga ako for Years 7-13 in Te Marautanga o Aotearoa. This marks the first time we have developed a national curriculum that is knowledge-rich, year-by-year, sequenced, and based on the science of learning. Specific subjects for Te Reo Rangatira for Years 11, 12 and 13 are easily identified.

This new curriculum ensures clarity about what students need to understand, know, and do each year, while also providing teachers with a clear framework, resources and supports to guide their classroom practice.

Our aim is to reduce ambiguity, empowering educators to teach with confidence, and ensuring that all students have access to a high-quality education that prepares them for success in the future. This curriculum reflects the dedication of many individuals working together to offer our young people the best educational opportunities.

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

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

Ultimately, this new content is about raising achievement and closing the equity gap. Every ākonga should have the opportunity to realise their full potential and thrive in both the classroom and in life, no matter their background or where they attend kura.

I encourage you to engage with this wāhanga ako and provide your feedback so that we can ensure your expertise as classroom teachers and experts in literacy education is reflected in the final version of this wāhanga ako, due for release later this year. Every piece of feedback is incredibly valuable, and I look forward to working together to ensure that this curriculum is truly world-leading and sets up both our teachers and students for success.

Ngā mihi nui,

Hon Erica Stanford (Minister of Education).

Essence Statement
Te Reo Rangatira

E whakanohoia ai 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 mokopuna to participate effectively in their world as representatives of their whānau, hapū, iwi, and communities. This includes providing the critical foundation of literacy needed to move successfully into higher education and the workforce.

Māori language enables mokopuna uniqueness and origins – 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. Language is the expression of who a person is - their thinking, their identity, their essence. Moreover, each mokopuna has their own language as does their iwi, and the iwi of the local area. Kaiako have a role to play in promoting the language of mokopuna and their iwi, as well as the local dialect. Hence, mokopuna need to be competent learners of language and kaiako need to be competent teachers of language.

Te Reo Rangatira identifies the dispositions, skills, and knowledge that support mokopuna 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

Iwi proudly preserve and guide the development of their own dialects.

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
- Interpersonal communication | Kia Arero Taiaha
- Linguistic creativity | Kia Auaha

These strands contribute to the **Pou Matua** and the four outcomes of the curriculum.
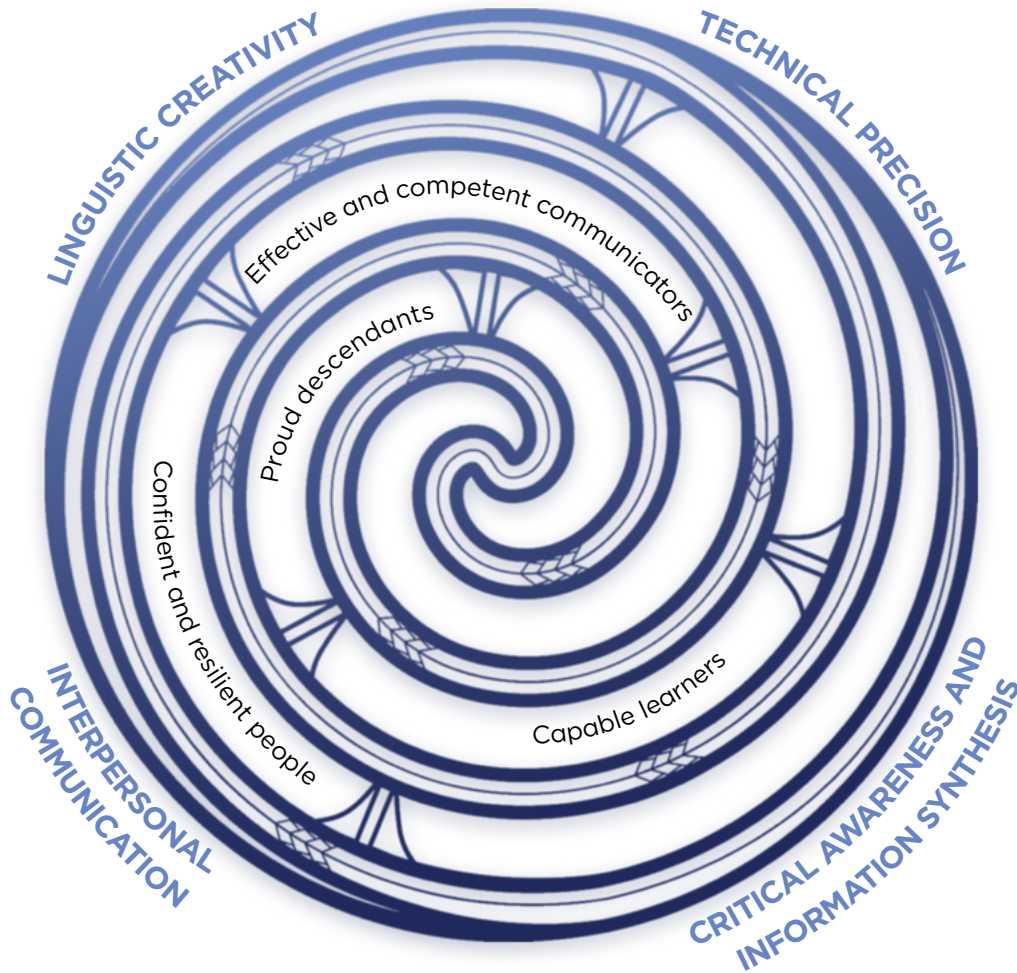
Toi Mokopuna

Toi Mokopuna describe the dispositions and attributes of mokopuna 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 kaiako and mokopuna about the purpose of the knowledge, skills, understandings and learning experiences embedded in each strand.

Strands	Kia Tika	Kia Mārama	Kia Arero Taiaha	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.

A Progression of Language Learning

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

| Phase 1 Years 0–3 | Phase 2 Years 4–6 | Phase 3 Years 7–8 | Phase 4 Years 9–10 | Phase 5 Years 11–13 |

At each phase there are four key objectives, one per Toi Mokopuna. The key objectives signal the most significant learning at a particular phase and describe a progression of language development expected over 13 years. Each mokopuna learns at their own pace and in their own way. Therefore, it is important that kaiako 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 - kaiako 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 each mokopuna will be at a different stage of learning.

> *While the phases outline a progression of language development, developmentally and experientially, individual mokopuna are at different stages and progress at different rates. Teaching must be responsive to the readiness of each mokopuna and to the way in which learning happens (cf Science of learning[1]) to ensure achievement and progress.*

Key Objectives

At each phase, four key objectives are identified:

	Kia Tika	Kia Mārama	Kia Arero Taiaha	Kia Auaha
Learning Focuses On:				
Phase 1 (Years 0–3)	accurately understanding and using 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 understanding and using 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 understanding and using 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 understanding and using 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 understanding and using 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. (2024). *A knowledge-rich curriculum underpinned by the science of learning.* Ministry of Education.

Unpacking the Key Objectives

Tohu Ako unpack the key objectives to identify what needs to be taught at each year level within a phase.

To support the transition of mokopuna into kura from early learning, what needs to be taught in Year 1 has been described in two sections – the first six months, and the second six months. Language learning is an ongoing, cyclical process with varying degrees of progress being made at different times. Mokopuna need repeated practice at new skills to become competent. Therefore, significant learning develops through each phase. However, kaiako need to explicitly focus on the skills, knowledge, and understandings signalled at a specific year.

Where there is a critical point of learning that kaiako must be aware of, this is stated in the section *Kia Mataara*. Not all whenu, or phases will include *Kia Mataara* learning. However, where Kia Mataara learning is signalled, kaiako must take particular care in the teaching and learning of these aspects as they can affect the future learning and achievement of mokopuna.

Te Ngako o te Whāinga ("in a nutshell") provides a summary of the key learning embedded in a 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 te Kōrero* ("full explanation"). The finer aspects to be learnt and the teaching required are explained in this section. Te Roanga o te Kōrero starts with a general description of the mokopuna as a learner and what should be expected during this phase, as well as what kaiako need to consider in terms of language development.

Throughout this section, the whāinga are unpacked in terms of four key elements of teaching and learning: strategies and skills, knowledge, language, and identity. This signals the breadth of learning embedded in a key objective and what needs to be taught. Referred to as *Ngā Tini Mata o te Whakaako* ("the many aspects of teaching and learning"), these elements reflect the key pedagogical ideas of Te Marautanga o Aotearoa - that all kaiako are teachers of learning, of language and of mokopuna.

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

Diversity in Language Learning

Recognising the diverse learning styles of all mokopuna is critical for knowing how to facilitate their language learning. Start by speaking with whānau to identify and understand mokopuna unique strengths and challenges and what works for them. Use Te Ngako o te Whāinga as the basis for a discussion on their priorities for language development.

Become knowledgeable about strategies that work for neurodiverse and physically diverse mokopuna and what these look like in a language learning context.

During language lessons engage all mokopuna by:

Being Consistent
- having a consistent structure so mokopuna know what to expect
- maintaining momentum and flow through the lesson
- name the strategies you use so mokopuna know what to do each time.

Focusing on Communication
- speak clearly, and succinctly – give short instructions
- ensure mokopuna do most of the talking – teacher talk time is specific.

Fostering Active Participation
- engage mokopuna with communicative tasks and strategies that are fun
- encourage mokopuna to use whatever and all language they know to complete language-learning tasks
- encourage collaboration among mokopuna
- encourage and celebrate "having a go" with using new language.

Promoting Learning
- use a range of specific language teaching methods appropriate to mokopuna year level, sequence, and stage of learning to identify what works for each mokopuna
- provide scaffolded support for mokopuna who have diverse learning needs
- start with what mokopuna already know as the basis for learning new language
- use familiar contexts and strategies when introducing new language
- teach mokopuna strategies for learning new words and language
- utilise visual, auditory, and tactile methods to engage different learning styles
- include regular time for reflection to help mokopuna identify the strategies that work for them and questions they may have
- foster an inclusive classroom environment that values all learning differences.

Rangaranga Reo ā-Tā

Rangaranga Reo ā-Tā is the pedagogical approach used for teaching pānui and tuhituhi. The approach draws on cognitive neuroscience (specifically how the brain processes language), linguistics, and language acquisition theory and practice to teach pānui and tuhituhi in an explicit, systematic, and cumulative way.

Language is presented and learnt in small chunks (e.g., as phonemes and graphemes) that are revisited regularly. Doing so builds up mokopuna knowledge, memory, and competence to write and read a growing range of material.

Rangaranga Reo ā-Tā has six components:
1. Phonological and Phonemic Awareness
2. Alphabetic Principle
3. Syllables and Word Recognition
4. Morphology
5. Syntax
6. Semantics.

Each component outlines:
- scope – what needs to be taught
- sequence – the order in which it should be taught
- pace – when it should be taught.

Aspects of these components can be seen in the whenu of Te Reo Rangatira.

Monitoring and Aromatawai

National monitoring practices and qualifications data provide a view of te reo Māori literacy achievement across Years 0-13.

In kura, aromatawai practices are also used to track and monitor individual mokopuna progress, enabling kaiako to celebrate the achievements of each mokopuna. By setting clear priorities and specific goals, kaiako can better understand and support the growth of every mokopuna.

The information gathered through aromatawai practices should inform kura, kaiako, and whānau about the effectiveness of the language programme. It should also give mokopuna and kaiako a clear understanding of what has been achieved and the progress made.

Ako is the Foundation of Aromatawai
In general, monitoring and measuring language development should not "look" any different to language learning. The difference is in what, and how, the kaiako notices what mokopuna are doing. Active observation is a key strategy for monitoring progress:
1. Pay close attention to what the mokopuna is doing or communicating – observe, listen, notice, reflect.
2. Recognise specific knowledge, skills, attitudes, and behaviours the mokopuna is demonstrating.
3. Reflect and think carefully about what the mokopuna can do and how to build on from that.

Aromatawai is Mana-Enhancing
Aromatawai and monitoring should focus on identifying the knowledge, skills, and dispositions that a mokopuna has mastered in order to know how effective the teaching has been and what the next steps should be.

In order to acknowledge the full breadth and diversity of learning, kaiako and kura gather evidence of progress across all whenu and areas of Te Reo Rangatira including:
- language knowledge (ngā tini mata o te reo, ngā tini mata o te mātauranga)
- language skills (ngā tini mata o te ako)
- language dispositions (ngā tini mata o te tuakiri).

Aromatawai is Evidence-Based
Kaiako and kura are responsible for the judgements they make about mokopuna and their language development. For this reason, it is essential that kaiako, kura, whānau, and mokopuna all have confidence in the evidence used to support these decisions. To ensure that judgements about language learning are both reliable and valid, a combination of tangible and intangible processes are used.

Tangible processes include learning interactions, formal monitoring, and informal practices. Intangible processes involve more nuanced approaches, such as using senses and deeply understanding the mokopuna as an individual – their needs, strengths, challenges, and dispositions.

Tūārere 1
Years 0–3

Tūārere 2
Years 4–6

Tūārere 3
Years 7–8

Tūārere 4
Years 9–10

Tūārere 5
Years 11–13

Tūārere 3
Years 7–8

Whenu			
Kia Tika	**Kia Mārama**	**Kia Arero Taiaha**	**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 3: Years 7–8**			
Whāinga			
Mokopuna learning focuses on accurately understanding and using an expanding range of vocabulary and sentence structures.	**Mokopuna learning focuses on** identifying form and purpose across a range of oral, written, and visual texts.	**Mokopuna learning focuses on** communicating purposefully.	**Mokopuna learning focuses on** using descriptive and figurative language purposefully.
Kia Mataara			
		By the end of year 7, mokopuna require a range of strategies that allow them to communicate appropriately for a range of purposes.	
By the end of year 8, mokopuna should be reading longer, more complex texts with fluency, using correct intonation and phrasing. In writing, mokopuna need to be spelling words correctly including using macrons or double vowels.	**By the end of year 8,** knowledge of word parts should enhance the ability of mokopuna to create and comprehend more complex vocabulary. In oral language, mokopuna should be speaking in full, coherent sentences. In reading, mokopuna need to be able to identify main ideas and key information with supporting evidence. In writing, mokopuna should be able to edit their own work for sense.		

Kia Tika	Kia Mārama	Kia Arero Taiaha	Kia Auaha
Tohu Ako Phase 3: Years 7–8			
Te Ngako o te Whāinga			
Mā te Kaiako			
Year 7 **Support mokopuna to:** • speak clearly • understand and use an extended range of vocabulary • understand and use a range of grammatical structures and features.	**Year 7** **Support mokopuna to:** • identify reduplication and its effect on meaning • use more complex prefixes • use word and text-based contextual cues when reading, viewing, and listening • use organisational devices and text features • create engaging and meaningful oral and written texts.	**Year 7** **Support mokopuna to:** • actively participate in group conversations • form and express opinions orally, visually, and in writing.	**Year 7** **Support mokopuna to:** • play with words • use language for impact.
Year 8 **Support mokopuna to:** • use an extended range of vocabulary • accurately understand and use more complex sentence structures and grammatical features.	**Year 8** **Support mokopuna to:** • use and derive meaning from less common suffixes • bring information together from two or more sources • discuss and reflect on what they have heard, read, or seen • create meaningful written, oral, and visual texts.	**Year 8** **Support mokopuna to:** • explore ways to be more concise • form and express opinions considerately.	**Year 8** **Support mokopuna to:** • say things in different ways • use imagery in their oral, written and visual language.
Mā te Mokopuna			
I am learning: • words that mean the same and opposite • new words and terms in all my subjects • that people from other iwi say some things differently to me • to write and say sentences correctly • to write and say longer sentences • to use punctuation correctly • to think about how to write longer explanations and stories accurately • to write and speak formally.	**I am learning:** • the difference between main ideas and supporting ideas • to tell the difference between types of writing and speaking • to speak differently depending on who I am speaking to and why • how to work out the meaning of a new word by looking at cues around it • to write using paragraphs and headings.	**I am learning:** • to mihi to others for their ideas • to share my ideas in a group • to ask others about their opinions • to present my opinions and ideas in different ways • to get to the point when I speak • to add on to what others say • to think about how I say something.	**I am learning:** • new whakataukī and kīwaha • to talk, write, and present a topic in different ways • to describe how things smell, look, taste, and feel • to draw my ideas • to make up words.

Kia Tika	Kia Mārama	Kia Arero Taiaha	Kia Auaha
Tohu Ako		Phase 3: Years 7–8	
Te Roanga o te Kōrero			
Characteristics of Mokopuna Mokopuna are likely to be picking up new words, phrases, slang, and ways of saying things from a range of sources including their peers and online media. Their vocabulary continues to expand as they are exposed to new words, terms, and phrases, including complex words and expressions. Pronunciation and articulation of sounds and intonation is generally correct. They are growing their confidence in using formal language. They should be able to adapt their writing depending on the task or purpose and will sometimes correct their own written and oral language without prompting. They will start developing digital writing skills and using word processing software.	**Characteristics of Mokopuna** Mokopuna are learning to adapt their oral, visual, and written language according to context, purpose, and audience. Give mokopuna opportunities to present their ideas for different purposes to a range of audiences. Encourage them to focus on the effectiveness of their communication. Support mokopuna to engage with and understand longer and more complex texts. As they are exposed to a broader range of written, oral, and visual texts, they need support to reflect and think critically about what they see, hear, and read.	**Characteristics of Mokopuna** Mokopuna are learning to engage in discussions and present their ideas clearly. They are developing the ability to state their personal opinions while being considerate of others' viewpoints. They are becoming aware of what is appropriate in different situations and learning to adjust their language accordingly.	**Characteristics of Mokopuna** Mokopuna develop their creativity using a range of expressions and figurative language. They are learning about the features of waiata, haka, rotarota, and other text purposes that use figurative language. Exposure to a variety of figurative language devices expands their vocabulary and range of expressions. As a result, mokopuna start to understand how to use idioms and figurative language in their speech and writing to provide greater depth and interest.

Kia Tika	Kia Mārama	Kia Arero Taiaha	Kia Auaha
Tohu Ako — **Phase 3: Years 7–8**			
Te Roanga o te Kōrero			
Language Learning Mokopuna are learning some advanced grammar.	**Language Learning** Mokopuna are learning to develop coherent paragraphs and organise their ideas in a logical sequence. They are learning the impact of: • certain words used in specific contexts • repetition and hyperbole • headings and subheadings • formal and informal language.	**Language Learning** Mokopuna are learning to express their thoughts clearly and appropriately. Mokopuna understand and are learning to use: • pitch, tone, and intonation • thoughtful questions • empathetic language • expressive language (including specific and diverse emotions).	**Language Learning** Mokopuna are learning to use a range of vocabulary and expressions to express how they feel and what they think about. Mokopuna understand and are learning to use: • idioms and expressions • more elaborate metaphors and similes • words and expressions that paint a picture in a reader's, viewer's, or listener's mind. Through oral, written, and visual text, mokopuna engage with various text purposes. Specific text purposes include: • recount • narrative • instructional/procedural • descriptive • explanatory • cultural connection.

Year 7
Mokopuna are also learning to:
• speak clearly with correct enunciation and pronunciation
• understand and use an extended range of vocabulary including:
  - a range of synonyms, antonyms, and context-based words
  - subject-specific terminology across the curriculum
• understand and use a range of grammatical structures and features, including:
  - using tense accurately
  - compound sentences that join two ideas in one sentence using a conjunction, comma, or semicolon
  - conditional sentences and their corresponding negative forms (e.g., mēnā, pēnā, mehemea, mēnā kāore…, ki te, ki te kore, ina, ina …ai, ka… ana, kia…, kia kore…)
  - a range of negative sentences structures
  - some formal language (e.g., Nau mai, piki mai, kake mai; Tēnā koe i tō pātai)
  - consistently using common punctuation.
	Year 7
	Mokopuna are also learning to:
	• identify reduplication and its effect on meaning (e.g., paki > pakipaki, rere > rērere, ringa > ringaringa, iti > itiiti, kau > kaukau)
	• use more complex prefixes (e.g., ā-, kau-, tau-, whā-)
	• use word and text-based contextual cues when reading, viewing, and listening (see Learning Strategies)
	• use organisational devices and text features such as:
	  - paragraphs
	  - headings
	  - illustrations
	  - captions
	• create engaging and meaningful oral and written texts by considering communicative purpose, audience, form, and language. This includes differentiating various communicative purposes and their forms.
		Year 7
		Mokopuna are also learning to:
		• actively participate in group conversations by:
		  - asking relevant questions
		  - contributing ideas
		  - acknowledging others' ideas
		• form and express opinions orally, visually, and in writing including:
		  - explaining why they hold a particular view
		  - providing examples
		  - acknowledging others' views.
			Year 7
			In oral, written, and visual texts, mokopuna are also learning to:
			• play with words (e.g., to create rhythm or rhyme or to invent new words)
			• use language for impact by:
			  - considering the audience, form, and purpose
			  - expanding their range of descriptive and emotive words (e.g., adjectives, superlatives, synonyms, clines).

Kia Tika	Kia Mārama	Kia Arero Taiaha	Kia Auaha
Tohu Ako **Phase 3: Years 7–8**			
Te Roanga o te Kōrero			

Language Learning Year 8
Mokopuna are also learning to understand and accurately use:
• an extended range of vocabulary including:
  - synonyms and antonyms for common words (e.g., ātaahua, rerehua, purotu; iti, paku, ririki, moroiti)
  - subject-specific terms across the curriculum
• more complex sentence structures and grammatical features including:
  - passive sentence structures (e.g., kua pānuitia te pukapuka e Mea)
  - sentences using the particle 'ai' (e.g., haere ai koe ki...)
  - possessive pronouns and prepositions (e.g., tā/tō tāua; ā/tā mātou ...; ō/tō rātou...)
  - some features of iwi dialects (e.g., tēneki, teenaa koe, erangi, mounga).
	Language Learning Year 8
	In oral, written, and visual language, mokopuna are also learning to:
	• use and derive meaning from less common suffixes (e.g., -ia, -a) and suffixes with stem changes (e.g., ārahi > arahina; kukume > kūmea; noho > nōhia, nohoia; rongo > rangona; tiki > tīkina; titiro > tirohia)
	• bring information together from two or more sources
	• discuss and reflect on what they have heard, read, or seen including:
	  - differentiating main points and supporting ideas
	  - identifying purpose, intent, and impact
	  - discussing effect of language, form, and audience
	  - identifying stereotypical messaging, conflicting ideas, and nonsensical points
	• create meaningful written, oral, and visual texts with audience and purpose in mind.
		Language Learning Year 8
		In oral, written, and visual texts, mokopuna are also learning to:
		• explore ways to be more concise by using key words, setting word limits, and structuring thoughts
		• form and express opinions considerately by:
		  - asking questions about others' ideas
		  - identifying others' opinions
		  - elaborating on others' ideas
		  - thinking about the impact of the language they use
		  - moderating their tone, pitch, and intonation.
			Language Learning Year 8
			In oral, written, and visual texts, mokopuna are also learning to:
			• say things in different ways by:
			  - rephrasing
			  - using synonyms
			  - changing the form, genre, or audience
			• use imagery by:
			  - using similes and metaphors
			  - mimicking imagery from texts they have seen, read or heard
			  - describing feelings
			  - using descriptive words and phrases
			  - using idioms, expressions and whakataukī (including common and local whakataukī).

Key Understanding Mokopuna are learning that messages are understood better if they are said accurately.	**Key Understanding** Mokopuna are learning that context is important to understanding what is seen, heard, read, or experienced.	**Key Understanding** Mokopuna are learning that the way we speak or write is important for creating or gaining understanding.	**Key Understanding** Mokopuna are learning that complex ideas can sometimes be explained using just a few words through metaphor, idiom, or expressions.

Kia Tika	Kia Mārama	Kia Arero Taiaha	Kia Auaha
Tohu Ako	**Phase 3: Years 7–8**		
Te Roanga o te Kōrero			
Learning Strategies Mokopuna are learning to engage with and create more complex texts. Key strategies for mokopuna to learn include: • re-reading • independently self-correcting to apply grammatical rules • following a guideline to create structured paragraphs or longer texts • using body language and facial expressions to support speech.	**Learning Strategies** Mokopuna are learning to conduct basic research and navigate online platforms. Key strategies for mokopuna to learn include: • breaking unknown words into parts to gain meaning • paying attention to words and phrases around an unknown word • questioning the credibility of a source, the information, and intent of the creator • summarising • highlighting key points • captioning • skim reading to gain general understanding • identifying main ideas • making inferences • drawing basic conclusions • identifying persuasive techniques • writing introductory and concluding paragraphs • using key search words. Teach mokopuna to transfer their knowledge of another language's text types, genres, or strategies to support their learning of te reo Māori.	**Learning Strategies** Mokopuna are learning how to articulate thoughts clearly, orally and in writing. Key strategies for mokopuna to learn include: • listening attentively • asking relevant questions • responding thoughtfully • clarifying and checking understanding • re-drafting and editing • using resources (e.g., dictionaries) to identify appropriate words and phrases.	**Learning Strategies** Mokopuna are learning to convey their thoughts in multiple ways and gain meaning from figurative language. Key strategies for mokopuna to learn include: • adding illustrations and captions to support their writing • reading aloud with rhythm • experimentation to try new techniques • dramatisation • journaling to record and reflect on their thoughts, feelings, and experiences • imaging • refining tone, register, style • creating approximations and onomatopoeia.
Affirming Identity Support mokopuna to develop a sense of their own and others' language competence (to know what they know and what they still need to learn).	**Affirming Identity** Encourage mokopuna to be open to new ideas.	**Affirming Identity** Teach mokopuna to be sensitive to others' feelings, opinions, and viewpoints.	**Affirming Identity** Support mokopuna to develop their own "voice" and understand the nature of collective voice.

Hei Tautoko i te Ako
Pedagogical Guidance

Te Reo Rangatira recognises the intrinsic link between identity, language, and learning (cognition)[2]. To be effective, language teaching must take into account the Whare Tapa Whā[3] of the mokopuna - the emotional and contextual factors that affect development, their health, and their wellbeing as well as the cognitive processes involved in learning. Developing mokopuna sense of self-belief in their ability to learn is fundamental to successful language learning.[4]

Supporting Achievement for Every Mokopuna

Individual mokopuna progress at different rates. Inclusivity in a language learning context means that the language programme is driven by the needs of each mokopuna. 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.

Successful language learning requires mokopuna to take risks[5][6]. 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. Build mokopuna confidence in communicating by creating a language-rich classroom environment:

- surround mokopuna with te reo Māori through visual aids, posters, books, audio, and multi-media resources
- provide opportunities and physical spaces for pair work, group discussions, and role-plays
- create areas of interest, surprise, and intrigue that stimulate communication and curiosity
- foster a welcoming and non-judgemental atmosphere where mokopuna feel comfortable making mistakes.

Assistive technologies that reduce barriers to language learning are another way to support mokopuna with physical or neurodiverse learning needs. Specific hardware, software, and physical tools can empower mokopuna to work independently and significantly enhance their engagement in learning. For information on how these tools support language learning, visit the Ministry of Education website https://www.education.govt.nz/education-professionals/schools-year-0-13/learning-support/who-assistive-technology

Programme Design

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:

Discovery learning – kaiako provide a choice of activities that encourage mokopuna to explore and practice new language. This supports mokopuna to move between using their working memory and their long-term memory. Practice is essential to learning.

Guided learning - kaiako provide activities that 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.

[2] Pere, R. (1994). *Ako: Concepts and Learning in the Māori Tradition*. Te Kohanga Reo National Trust Board.
[3] Durie, M. H., 1985. "A Maori perspective of health", *Social Science & Medicine*, Elsevier, vol. 20(5), pages 483–486, January.
[4] Johnston, M., Hood, N., Aitken, G. (2004). *A knowledge-rich curriculum underpinned by the science of learning*. Ministry of Education.
[5] Ellis, R. (1994). *The Study of Second Language Acquisition*. Oxford University Press.
[6] Brown, H. D. (1994). *Principles of Language Learning and Teaching*. Prentice Hall.

Kaiako-facilitated learning – kaiako are deliberate in their language teaching methods (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 7–8**, the language programme has an increased focus on kaiako-facilitated and guided learning with kaiako-led modelling, demonstrating, or explaining of new learning. Opportunities for practice with kaiako guidance are important, but there should still be discovery and guided opportunities provided in lessons, or across a series of lessons.

Discovery learning	Guided learning	Kaiako-facilitated learning

Teaching for Transfer

Language is central to mokopuna identity. An effective Te Reo Rangatira teaching and learning programme is responsive to the experiences and literacies of mokopuna.

If mokopuna have a degree of proficiency in another language (English or any language), the design of a Te Reo Rangatira programme should recognise that the languages mokopuna learn and use are not separate knowledge systems. Rather, the languages present as a total resource which can be leveraged to accelerate and support the learning of any language.

There is one central processing "think tank" in the brain enabling cross-linguistic transfer from one language to another[7] and this can be utilised to improve learning. Mokopuna can learn language, subject knowledge, and skills in one language and transfer those skills and knowledge to another language. If this process is supported by the kaiako it is more efficient and accurate.

Actively *teaching for transfer* means that kaiako of Te Reo Rangatira would draw on all language that mokopuna know and use to help their learning of te reo Māori. Therefore, kaiako of Te Reo Rangatira and other languages should collaborate on programme design so that the teaching and learning of each language is coordinated. By teaching parts of speech, text purposes, or strategies that are similar at the same time, or in a coordinated way, teaching and learning become easier and more efficient.

In Years 7-8, mokopuna may be using the internet to support their learning across the curriculum. This will mean that they may be accessing information in English and need support to unpack that information and transfer it into te reo Māori.

Provide mokopuna with practice in using language that is functional and can be applied in real-life e.g.,
* giving and following directions
* listing and prioritising features, tasks, or things
* sorting and sequencing information
* comparing and contrasting ideas
* storytelling, reacting, predicting.

The language functions should be practiced and transferred across a wide range of contexts and text types.

[7] Cummins, J. (2008). Teaching for Transfer: Challenging the Two Solitudes Assumption in Bilingual Education. In N. H. Hornberger (Ed.), *Encyclopedia of Language and Education* (pp. 1528-1538). Springer.

Rangaranga Reo ā-Tā

Rangaranga Reo ā-Tā is the pedagogical approach used for teaching pānui and tuhituhi. The approach draws from cognitive neuroscience (specifically how the brain processes language), linguistics, and language acquisition theory and practice to teach pānui and tuhituhi in an explicit, systematic, and cumulative way.

Language is presented and learnt in small chunks (e.g., as phonemes and graphemes) that are revisited regularly. Doing so builds up mokopuna knowledge, memory, and competence to write and read a growing range of material.

Rangaranga Reo ā-Tā has six components:
1. Phonological and Phonemic Awareness
2. Alphabetic Principle
3. Syllables and Word Recognition
4. Morphology (the structure of words)
5. Syntax (the arrangement of words into sentences)
6. Semantics (the meaning of words, phrases, or text).

At this phase, the focus of Rangaranga Reo ā-Tā is on the last three components of morphology, syntax and semantics.

Each component outlines:
• scope – what needs to be taught
• sequence – the order in which it should be taught
• pace – when it should be taught.

Task-based Language Teaching

Task-based language teaching (TBLT) is a mokopuna-centred and experiential approach to language teaching. Kaiako design tasks (activities, projects, discussions, problems) that require mokopuna to communicate for themselves[8]. TBLT supports the development of oral and written language skills through three key elements:
1. focus on meaning – mokopuna focus on making themselves understood
2. focus on language type – mokopuna learn how best to express themselves
3. focus on form – mokopuna learn the grammatical aspects of language.

These elements are reflected in the whenu of Te Reo Rangatira.

At this phase, mokopuna have developed the technical skills of pānui, tuhituhi, whakarongo, and kōrero. While there is still room for strengthening these skills, more emphasis can be placed on whakarongo, pānui, kōrero, and tuhituhi for the purpose of learning language. The types of tasks used during this phase, should reflect this focus.

Coordinating cross-curricular projects (tasks) is important in this phase to enable mokopuna to see language learning and language skills as important across all disciplines and universally relevant.

One Hour a Day

Kura are required to spend an average of one hour a day teaching pānui and tuhituhi to mokopuna in Years 0-8. This can be dedicated lessons or integrated across all learning areas.

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[8] Willis D. & Willis J. (2007). *Doing Task-based Teaching.* Oxford University Press. p. 1.

Working with Texts

The texts mokopuna work with at this phase can be useful as models for their own speaking, writing, and visual texts across a range of text purposes. The text purposes mokopuna need to engage with during Tūārere 3 include:

- recount
- narrative
- instructional/procedural
- descriptive
- explanatory
- cultural expression.

These text purposes can be found in range of formats - electronic, print, and multi-media (e.g., social media posts, news articles, posters, carvings, tukutuku, environmental features).

In selecting texts for mokopuna in this phase, kaiako should consider a range that:

- is engaging and enjoyable
- uses descriptive and figurative language purposefully
- communicates the creator's purpose clearly
- demonstrates varying forms and purposes
- uses a wide range of sentence structures and vocabulary
- challenges perceptions and worldviews
- reflects diverse perspectives and experiences
- shares cultural (including local) knowledge and understandings
- includes short and extended written text, creative text, contemporary and traditional texts.

Teaching Strategies[9]

Kia Tika	Kia Mārama	Kia Arero Taiaha	Kia Auaha
Tohu Ako	**Phase 3: Years 7–8**		

Discovery Learning

Kia Tika	Kia Mārama	Kia Arero Taiaha	Kia Auaha
New Words Mokopuna set themselves a challenge to learn a set number of new words each day or week. They track their progress. Set the timeframe for the challenge at the outset (e.g., 1 month).	**Group Storytelling** In groups of 5-6, mokopuna create a group story of their choice. They should agree the format/type of story and who it is for before they start. Provide the first speaker with a prompt if needed. Set a time limit for each speaker. Each member of the group adds on to the story. They should keep the same form, and style. After several rounds, discuss the language and form they used.	**Different Perspectives** The mokopuna talks or writes about an event from the perspective of a character portrayed in an image, photograph, or piece of artwork.	**Learning Through Art** Design an art piece that depicts a whakataukī that mokopuna have learned about or researched. Or view an art piece and describe what you see and feel. What story or message is the artist wanting to convey? **Journalling** Mokopuna use AI or other software tools to write blogs to record and reflect on their thoughts, feelings, and experiences.

Guided Learning

Kia Tika	Kia Mārama	Kia Arero Taiaha	Kia Auaha
Alpha Ladder Use the Alpha Ladder and include a column for synonyms and antonyms. **Strip Story** A *Strip Story* draws mokopuna attention to features of a text (e.g., punctuation and grammar) as well as its meaning. Rewrite a known story or process. Write each sentence on a strip of card or paper. To draw mokopuna attention to the grammar of the sentences, break the sentences up and write parts of sentences on the strips. Mix the strips and distribute one to each mokopuna in a group. Each mokopuna reads out their strip, and the group then discuss and work out how to sequence the strips to form the correct sequence of the story. The rule is that they must not show their strip of paper to others in the group. **Digital Flashcards** Mokopuna use AI or other platforms to create flashcards of synonyms and/or antonyms they are learning.	**Main Idea** Active listening: Mokopuna listen to an audio or watch a video. While listening they can take notes around specific information (e.g., content words, details, topics). They then discuss what they heard and noted, and as a group decide what the main idea of the text was and why they think that. **Concept Maps** Provide mokopuna with a list of key words about a theme or topic. Mokopuna draw lines between related ideas and provide a brief explanation of the relationship. **Cloze Activity** Create a reading or listening cloze, deleting word types that could be substituted with other words.	**Round Robin** A strategy to encourage discussion. Include criteria such as acknowledging the speaker and being able to disagree or agree. More information. **Kōrerotia! (Say It!)** Kōrerotia! gives practice in impromptu speaking. The kaiako creates a list of topics for mokopuna to discuss. They randomly choose a topic, have a short time to prepare, and then speak for a set amount of time (say, 2-3 minutes). **Debating** Create a set of simple topics for mokopuna to discuss and debate. Organise mokopuna 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.	**Diamante Poem** Mokopuna write a poem on a set topic using words and language they have learnt. The kaiako can set the criteria for the writing, such as: • line 1: heading • line 2: write two nouns about the topic • line 3: write three verbs • line 4: write two adjectives • line 5: kīwaha. **Create a Story from Word Types** Provide the mokopuna with a mixture of idioms, phrases, sayings, and onomatopoeia (ororite). Mokopuna have to incorporate these into an original story or play.

[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 Arero Taiaha	Kia Auaha

Tohu Ako Phase 3: Years 7–8

Guided Learning

| | **Narrative Text**
Read or create a narrative text. Instruct mokopuna to fold a piece of paper using as many folds as required to create the requisite number of events in the narrative. Mokopuna draw the events in sequence then use the pictorial draft to retell the story orally and/or in written form. | **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.

Whakarāpopoto Kōrero 4/3/2
A useful technique for developing oral fluency. Mokopuna give the same talk to three different listeners but the time decreases with each retelling.

More information. | |

Kaiako-facilitated Learning

Substitution Table Support the mokopuna to learn new language by creating substitution tables. | Tūmahi	Pū tautuhi	Tūingoa
Tīkina Horoia Whiua	te/ngā	pōro. tūru. waka. | **What's the Rule?** Provide multiple examples of the use of a specific grammatical feature (e.g., the particle *ai*). Mokopuna develop and test a rule for that feature.	**Jumbled Text** Choose two different texts written in very different genre (e.g., instructing and greeting). Cut the texts up into phrases then jumble them up. The mokopuna sort the two texts. **Semantic Grid** Provide mokopuna with a grid template with headings such as: Word, Picture, Explanation, Example. Mokopuna complete the grid with technical words they encounter in their learning.		

Kia Tika	Kia Mārama	Kia Arero Taiaha	Kia Auaha
	Tohu Ako **Phase 3: Years 7–8**		
	Language Examples		

Sentence Types
Adjectival sentences (Kua pau i a ia te kai.)

Passive sentences (Kua pānuitia te pukapuka.)

Grammatical Features
Time clauses (<u>Nō/I te</u> taenga mai o ...; <u>Ka</u> haere <u>ana</u> koe ...)

Conditional clauses (Ki te haere koe ... Ki te kore koe e haere ...)

Particle *ai* (Haere ai mātou ki ...)

Conjunctions (Otirā, Nā/Nō reira)

Negation
Ehara māku e / Ehara nāna i ...
Ehara mā/mō/nā/nō ...
E kore e ...
Kīhai i ...

Prefixes
ā – (tae ā-tīnana, utu ā-haora, hui ā-tau)

kau- (kauawhi, kauhoe, kauhanga, kauhuri, kaumoana, kauneke, kaupare, kaupapa)

tau- (tauawhi, tautohe, taukinikini, tauutuutu)

whā [whaka] (whāinu, whākao, whākoekoe, whākuru, whāngongo).

Sequencing
Kia oti tēnā ka ..., Kātahi anō ... ka ..., i muri iho ...

Comparing
Rite pū tēnei ki tēnā.

Stating Opinion
Inā hoki ..., Otirā ..., Heoi anō ...

Explaining, Justifying
Ko te take ..., Koinā i pērā ai

Pātai
He aha i kore ai e ...?
He ... nō ... i kore ai e ...

Initiating
E rere atu ana taku manu kōrero ...

Nau mai, haere atu taku reta ki te mihi atu ...

Praise
Kei hea mai nei koe.

Agreement
Tika tonu tāu. Kei konā au.

Negation
Kāore au mō te hiahia.
Kei a koe mō tēnā.

Questioning
He aha koe i ... ai?
Nā te aha i ... ai?
Nā wai i ...?
Mā wai e ...?
He aha te hononga ki ...?
He aha ō whakaaro mō/ e pā ana ...?
He whakaaro anō ōu?

Proverbs
Idioms
Metaphor
Me he ...
Anō nei ...
Me te mea nei ...

Descriptive Language
Wera ana ngā hihi o te rā.

Simile
He manu tīoriori a Kere.

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Tūārere 1
Years 0–3

Tūārere 2
Years 4–6

Tūārere 3
Years 7–8

Tūārere 4
Years 9–10

Tūārere 5
Years 11–13

Tūārere 4
Years 9–10

Whenu			
Kia Tika	**Kia Mārama**	**Kia Arero Taiaha**	**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 4: Years 9–10			
Whāinga			
Mokopuna learning focuses on accurately understanding and using a range of subject-specific vocabulary and complex sentences.	**Mokopuna learning focuses on** analysing oral, written, and visual texts.	**Mokopuna learning focuses on** communicating appropriately.	**Mokopuna learning focuses on** analysing and using language creatively.
Kia Mataara			
	By the end of year 9, mokopuna require a clear understanding of communicative purpose and how that impacts the language that is used.		

Kia Tika	Kia Mārama	Kia Arero Taiaha	Kia Auaha
Tohu Ako	**Phase 4: Years 9–10**		

Te Ngako o te Whāinga

Mā te Kaiako

Kia Tika	Kia Mārama	Kia Arero Taiaha	Kia Auaha
Year 9 **Support mokopuna to:** • actively increase their bank of vocabulary • differentiate and use formal and informal language • use an extended range of grammatical features and structures with accuracy.	**Year 9** **Support mokopuna to:** • evaluate the credibility of information • use specific text features • write, speak, and present for specified purposes.	**Year 9** **Support mokopuna to:** • think about purpose, intent, and audience when communicating • respond to unexpected questions • show consideration for others' opinions • use appropriate body language to show agreement and disagreement.	**Year 9** **Support mokopuna to:** • be imaginative • develop their vocabulary to support their imagination.
Year 10 **Support mokopuna to:** • speak, write, and present concisely • use an increasing range of grammatical features and structures accurately.	**Year 10** **Support mokopuna to:** • interpret a broad range of texts • produce a broad range of texts.	**Year 10** **Support mokopuna to:** • formulate opinions based on evidence • use different strategies to communicate and respond appropriately.	**Year 10** **Support mokopuna to:** • be selective about the language, gestures, and expressions they use • identify and describe the features of different text types, including local texts • develop their own style of expression.

Mā te Mokopuna

Kia Tika	Kia Mārama	Kia Arero Taiaha	Kia Auaha
I am learning: • to speak to the point • to ask open-ended questions • to correct my own work, including my punctuation • to use a range of sentence types when I write.	**I am learning:** • to make my writing clearer by using things like headings and captions • to ask questions about what I read, hear, or see • to notice the techniques speakers or writers use for different reasons.	**I am learning:** • other ways to speak or write depending on who I am communicating with and why • to form an opinion and share it • to acknowledge other opinions.	**I am learning:** • lots of words and ways to describe things • to say and write things in my own way • to compose rhymes and use words to create interest.

Kia Tika	Kia Mārama	Kia Arero Taiaha	Kia Auaha

Tohu Ako   Phase 4: Years 9–10

Te Roanga o te Kōrero

Characteristics of Mokopuna Mokopuna are building on their language skills so that they will be able to engage in learning at senior levels of the curriculum. Their growing vocabulary should include subject-specific words and terms. They are increasingly aware of grammatical errors they make and should be encouraged to self-correct them, particularly in their writing. Their writing and speech are starting to become more coherent and organised.	**Characteristics of Mokopuna** Mokopuna are learning to reflect on what they read, see, hear, and experience. They can research a topic, analyse similarities and differences between ideas, and provide a summary of the key points. Their ability to identify credible and unreliable information is increasing but they still need support to be discerning.	**Characteristics of Mokopuna** Mokopuna are learning to engage appropriately in discussions. They will need to be able to say things in different ways to share their ideas and opinions clearly. They may need support to formulate their own viewpoints. Provide opportunities and encouragement to participate in discussions to practice articulating their viewpoints clearly and appropriately according to audience, context, and purpose.	**Characteristics of Mokopuna** Mokopuna are learning to express their thoughts in creative ways. Encourage them to experiment with words and sounds to create interest and to bring their own "voice" to their writing and compositions. Provide multiple opportunities for mokopuna to experiment with a range of creative texts such as waiata, haka, pakiwaitara, pūrākau, and toikupu (poetry).

Kia Tika	Kia Mārama	Kia Arero Taiaha	Kia Auaha
Tohu Ako **Phase 4: Years 9–10**			
Te Roanga o te Kōrero			

Language Learning

Mokopuna are learning to use technical terms and specific vocabulary.

They are also learning to accurately use a range of complex sentence structures and grammatical features, such as:
- modifiers (e.g., [base] + kē, rawa, tonu; whai, āhua, kaha, mātua, paku + [base])
- clauses of reason
- expressions of time
- passive sentences
- negative sentences
- open-ended questions.

Language Learning

Mokopuna are learning to ask questions about the information they receive.

They are learning to use a range of question forms, such as:
- Me pēhea …
- Mā/Nā te aha …
- He aha i … ai …
- He aha i kore ai …
- Nōnāhea i …
- Hei aha te …

Language Learning

Mokopuna are learning to communicate appropriately.

They are learning to:
- acknowledge other ideas (e.g., tēnā koe i tēnā whakaaro, e ai ki…, hei whai atu i …., hei tautoko i …., e tautoko ana i…)
- use conjunctions (e.g., kātahi ka, heoi anō, nā reira, heoi, heoi anō…)
- use possessive particles (e.g., mā, mō, nā, nō, tā, tō, ā, ō…)
- use synonyms and antonyms
- use supportive language.

Language Learning

Mokopuna are learning to:
- use a range of creative language devices and text types to convey their thoughts
- use a range of compound and complex words to enhance their writing or compositions.

They understand and use:
- figurative language
- whakataukī
- rhyme
- kīwaha
- kīpeha
- kīrehu
- metaphor and simile
- dialect.

Through oral, written, and visual text, mokopuna engage with various text purposes. Specific text purposes include:
- recount
- narrative
- instructional/procedural
- descriptive
- persuasive.

Year 9

Mokopuna understand and are learning to use with increasing accuracy:
- an extended range of subject-specific terminology across the curriculum (e.g., pūāhua, papatipu, tautika, mahere hoahoa)
- formal and informal language (e.g., Kei te karanga a Rongo = Kua reri te kai)
- an extended range of grammatical features and structures including:
  - macrons
  - punctuation
  - negative sentence structures
  - open-ended questions (e.g., He aha koe i whakaaro pēnā ai?)
  - some exceptions to the rules of language.

Year 9

In oral, written, and visual language, mokopuna are also learning to:
- evaluate the credibility of information including:
  - identifying bias and misinformation
  - discussing stereotypical messaging, conflicting ideas, and nonsensical points
  - reading and listening between the lines
  - identifying the trustworthiness of sources
- use specific text features (e.g., headings, subheadings, illustrations, captions)
- write, speak, and present for specified purposes such as:
  - to request/inquire
  - to share opinions
  - to inform
  - to socialise
  - to express emotions
  - to describe
  - to instruct
  - to explain
  - to entertain
  - to greet.

Year 9

In oral, written, and visual language, mokopuna are also learning to:
- think about purpose, intent, and audience when communicating in order to select the appropriate language and communication strategies
- respond to unexpected questions by:
  - listening actively
  - clarifying the question (e.g., Tēnā koa, whakamāramahia mai te…; Koinei te tikanga o tō pātai?)
  - breaking the question into parts and responding to the parts
- show consideration for others' opinions including acknowledging, restating, and clarifying others' viewpoints
- use appropriate body language to show agreement and disagreement including gestures, eye and head movements, and the way they sit or stand.

Year 9

In oral, written, and visual language, mokopuna are also learning to:
- be imaginative through storytelling, role-play, and improvisation, impromptu scenarios and responding to open-ended questions
- develop their vocabulary to support their imagination by increasing their range of descriptive and emotive words.

Kia Tika	Kia Mārama	Kia Arero Taiaha	Kia Auaha
Tohu Ako	**Phase 4: Years 9–10**		
Te Roanga o te Kōrero			
Language Learning Year 10 Mokopuna understand and are learning to: • speak, write, and present concisely by: - identifying unnecessary words - using the most precise vocabulary - knowing when to use simpler words - avoiding unnecessary detail - using conjunctions to formulate compound sentences • use an increasing range of grammatical features and structures including: - the consistent use of tense, and singular/plural - modifiers and conjunctions to intensify or tone down language - different sentence types to say, write, and present things accurately in other ways.	**Language Learning Year 10** In oral, written, and visual language, mokopuna are also learning to: • interpret a broad range of texts for the purposes of: - learning - enjoyment - acquiring information - researching differing ideas and opinions - distinguishing between facts and opinions - understanding the techniques writers, illustrators, speakers, and performers use • produce a broad range of texts for the purposes of: - instructing - entertaining - sharing information - sharing their own and others' opinions - describing and explaining what they are learning about and why.	**Language Learning Year 10** In oral, written, and visual language, mokopuna are also learning to: • formulate opinions based on evidence (e.g., Ki ōku whakaaro… E pēnei ana ōku whakaaro tā te mea…) • use different strategies to communicate and respond appropriately including: - asking relevant questions - being selective about the language they use - reflecting on the effectiveness of language and techniques used.	**Language Learning Year 10** In oral, written, and visual language, mokopuna are also learning to: • be selective about the language, gestures, and expressions they use by considering: - purpose - text type - audience - impact and effect - clarity • identify and describe the features of different text types (including local texts) such as: haka, waiata, story/fiction, traditional story, media, poetry and drama • develop their own style of expression by experimenting with different words, tone, and language features.
Key Understanding Mokopuna are learning that for communication to be clearer it needs to be precise and structured.	**Key Understanding** Mokopuna are learning that some information is more reliable than others and how to assess the credibility and reliability of sources.	**Key Understanding** Mokopuna are learning that purpose, audience, context, and topic affect communication.	**Key Understanding** Mokopuna are learning that language is fun and an avenue for creative thought and expression.

Kia Tika	Kia Mārama	Kia Arero Taiaha	Kia Auaha
Tohu Ako		**Phase 4: Years 9–10**	
Te Roanga o te Kōrero			
Learning Strategies Key strategies for mokopuna to learn include: • thinking aloud (saying/reading aloud to monitor their own and the language of their peers) • self-correction to apply grammatical rules • proof-reading • rephrasing • summarising • structuring text (oral and written).	**Learning Strategies** Mokopuna are learning to be selective about the information they rely on. Key strategies for mokopuna to learn include: • inference to read between the lines • corroborating information • chunking text into manageable pieces • summarising key ideas • comparing and contrasting multiple sources or viewpoints • researching to gather information and evidence • identifying key themes, concepts, or messages. Teach mokopuna how to transfer into Māori, ideas they have accessed in another language by integrating those ideas with things they already know in and through te reo Māori.	**Learning Strategies** Mokopuna are learning to select effective strategies for communicating appropriately. Key strategies for mokopuna to learn include: • restating • open-ended questioning • adapting language to context • recrafting and reshaping.	**Learning Strategies** Mokopuna are learning to experiment with language. Key strategies for mokopuna to learn include: • repetition • alliteration • pitch, volume, intonation, tone • humour • reflection to evaluate effectiveness.
Affirming Identity Encourage mokopuna to support others to improve their language.	**Affirming Identity** Encourage mokopuna to be reflective about their own and others' beliefs.	**Affirming Identity** Teach mokopuna to be respectful of who they are communicating with.	**Affirming Identity** Mokopuna are creative with their language.

Hei Tautoko i te Ako
Pedagogical Guidance

Te Reo Rangatira recognises the intrinsic link between identity, language, and learning (cognition)[10]. To be effective, language teaching must take into account the Whare Tapa Whā[11] of the mokopuna - the emotional and contextual factors that affect development, their health, and their wellbeing as well as the cognitive processes involved in learning. Developing mokopuna sense of self-belief in their ability to learn is fundamental to successful language learning.[12]

Supporting Achievement for Every Mokopuna

Individual mokopuna progress at different rates. Inclusivity in a language learning context means that the language programme is driven by the needs of each mokopuna. 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.

Successful language learning requires mokopuna to take risks[13] [14]. 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. Build mokopuna confidence in communicating by creating a language-rich classroom environment:

- surround mokopuna with te reo Māori through visual aids, posters, books, audio, and multi-media resources
- provide opportunities and physical spaces for pair work, group discussions, and role-plays
- create areas of interest, surprise, and intrigue that stimulate communication and curiosity
- foster a welcoming and non-judgemental atmosphere where mokopuna feel comfortable making mistakes.

Assistive technologies that reduce barriers to language learning are another way to support mokopuna with physical or neurodiverse learning needs. Specific hardware, software, and physical tools can empower mokopuna to work independently and significantly enhance their engagement in learning. For information on how these tools support language learning, visit the Ministry of Education website https://www.education.govt.nz/education-professionals/schools-year-0-13/learning-support/who-assistive-technology

Programme Design

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:

Discovery learning – kaiako provide a choice of activities that encourage mokopuna to explore and practice new language. This supports mokopuna to move between using their working memory and their long-term memory. Practice is essential to learning.

Guided learning - kaiako provide activities that 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

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[10] Pere, R. (1994). *Ako: Concepts and Learning in the Māori Tradition.* Te Kohanga Reo National Trust Board.
[11] Durie, M. H., 1985. "A Maori perspective of health", *Social Science & Medicine*, Elsevier, vol. 20(5), pages 483-486, January.
[12] Johnston, M., Hood, N., Aitken, G. (2004). *A knowledge-rich curriculum underpinned by the science of learning.* Ministry of Education.
[13] Ellis, R. (1994). *The Study of Second Language Acquisition*. Oxford University Press.
[14] Brown, H. D. (1994). *Principles of Language Learning and Teaching*. Prentice Hall.

Kaiako-facilitated learning - kaiako are deliberate in their language teaching methods (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. They provide effective feedback that is essential to the learning process.

In **Years 9–10**, the language programme should support mokopuna to develop the ability to learn independently. Mokopuna practice the learning by themselves and with others. Kaiako mentor or act as a resource when needed and provide effective feedback.

Discovery learning	Guided learning	Kaiako-facilitated learning

Teaching for Transfer

Language is central to mokopuna identity. An effective Te Reo Rangatira teaching and learning programme is responsive to the experiences and literacies of mokopuna.

If mokopuna have a degree of proficiency in another language (English or any language), the design of a Te Reo Rangatira programme should recognise that the languages mokopuna learn and use are not separate knowledge systems. Rather, the languages present as a total resource that can be leveraged to accelerate and support the learning of any language.

There is one central processing "think tank" in the brain enabling cross-linguistic transfer from one language to another[15] and this can be utilised to improve learning. Mokopuna can learn language, subject knowledge, and skills in one language and transfer those skills and knowledge to another language. If this process is supported by the kaiako it is more efficient and accurate.

Actively *teaching for transfer* means that kaiako of Te Reo Rangatira would draw on all language that mokopuna know and use to help their learning of te reo Māori. Therefore, kaiako of Te Reo Rangatira and other languages should collaborate on programme design so that the teaching and learning of each language is coordinated. By teaching parts of speech, text purposes, or strategies that are similar at the same time, or in a coordinated way, teaching and learning become easier and more efficient.

In Years 9-10, mokopuna may be using the internet to support their learning across the curriculum. They may also be carrying out research in the community. This will mean that they may be accessing information in English and need support to unpack that information and interpret it through te reo Māori.

Using a teaching for transfer approach in this phase also involves teaching functional language skills that can be transferred into real-life scenarios e.g.,

- expressing opinions
- seeking help
- summarising information
- greeting people
- giving instructions
- sharing information and opinions.

Language functions should be practiced across a wide range of contexts and text types.

[15] Cummins, J. (2008). Teaching for Transfer: Challenging the Two Solitudes Assumption in Bilingual Education. In N. H. Hornberger (Ed.), *Encyclopedia of Language and Education* (pp. 1528-1538). Springer.

Task-based Language Teaching

Task-based language teaching (TBLT) is a mokopuna-centred and experiential approach to language teaching. Kaiako design tasks (activities, projects, discussions, problems) that require mokopuna to communicate for themselves[16]. TBLT supports the development of oral and written language skills through three key elements:

1. focus on meaning – mokopuna focus on making themselves understood
2. focus on language type – mokopuna learn how best to express themselves
3. focus on form – mokopuna learn the grammatical aspects of language.

At this phase, mokopuna have developed the technical skills of pānui, tuhituhi, whakarongo, and kōrero. While there is still room for strengthening these skills, more emphasis can be placed on:

- whakarongo, pānui, kōrero, and tuhituhi for the purpose of learning language
- pānui, whakarongo, tuhituhi, and kōrero for learning across the curriculum.

Coordinating cross-curricular projects (tasks) continues to be important to reinforce mokopuna understanding of language learning and language skills as universally relevant. Cross-curricular projects support the application of learning and skills in real-life contexts.

During Phase 4, many of the tasks and strategies used in earlier phases are still useful and relevant; however, the focus is on using more sophisticated techniques, strategies, and language.

Working with Texts

The texts mokopuna work with at this phase can be useful as models for their own speaking, writing, and visual text across a range of text purposes. The text purposes mokopuna need to engage with during Tūārere 4 include:
- recount
- narrative
- instructional/procedural
- descriptive
- persuasive
- cultural expression.

These text purposes can be found in range of formats - electronic, print, and multi-media (e.g., social media posts, news articles, posters, haka, waiata, traditional story, poetry, drama, carvings, tukutuku, environmental features).

In selecting texts for mokopuna in this phase, kaiako should consider a range of that:
- is engaging and enjoyable
- includes oral, written, and visual texts
- uses creative language effectively
- uses a wide range of subject specific vocabulary and complex sentences
- communicates opinions appropriately
- challenges perceptions and worldviews
- reflects diverse perspectives and experiences
- shares cultural (including local) knowledge and understandings
- includes short and extended written text, creative text, contemporary and traditional texts.

[16] Willis D. & Willis J. (2007). *Doing Task-base Teaching.* Oxford University Press. p. 1.

NCEA Co-requisite Te Reo Matatini

To gain an NCEA qualification, all mokopuna need to achieve a 20-credit co-requisite using Te Reo Matatini and Pāngarau standards, or the Literacy and Numeracy standards. The co-requisite is a one-off requirement and can be offered to mokopuna from Year 9.

For more information and support resources related to Te Reo Matatini co-requisite standards visit the following websites:

Visit the NZQA website for full information on Te Reo Matatini NCEA co-requisite standards, including the support resources, assessment specifications and sample assessments. https://www2.nzqa.govt.nz/ncea/subjects/select-subject/te-reo-matatini-me-te-pangarau/

Visit this site for Te Reo Matatini NCEA co-requisite support resources and information. https://ncea.education.govt.nz/mi/te-reo-matatini-me-te-pangarau/te-reo-matatini/te-ako

Teaching Strategies[17]

Kia Tika	Kia Mārama	Kia Arero Taiaha	Kia Auaha
	Tohu Ako	Phase 4: Years 9–10	

Discovery Learning

Kia Tika	Kia Mārama	Kia Arero Taiaha	Kia Auaha
Word Games Provide time for mokopuna to play word games (e.g., Pictionary, Charades, Scattergories).	**Different Perspectives** The mokopuna talks or writes about an event from the perspective of a character portrayed in a story, image, photograph, or piece of artwork.	**Four Corners** This activity is a type of debate. It requires mokopuna to show their position on a specific issue (strongly agree, agree, disagree, strongly disagree) by standing in a particular corner of the room. They share their opinion with others in their corner. Each group then presents a summary of their ideas to argue their agreed position.	**Waiata** Mokopuna choose a waiata to listen to, present, and discuss. They decide how and what they will present. **Rhymes** In groups, mokopuna create a rhyme, poem, or jingle using AI. Then individually, they each amend the rhyme to reflect their own personal voice.

Guided Learning

Kia Tika	Kia Mārama	Kia Arero Taiaha	Kia Auaha
Concept Maps Provide mokopuna with a list of key words about a theme or topic. Mokopuna draw lines between related ideas and provide a brief explanation of the relationship. **Relating a Topic** Provide a topic, a problem, a scenario, or a request. How would the mokopuna relate it to the tumuaki or School Board? To their friends? What different text types might they use (e.g., email with an attachment)? **Grouping Particular Words for a Purpose** After building an extensive vocabulary list with the class about a topic that includes technical and descriptive words, ask mokopuna to group them based on their own criteria and give each grouping a heading that clearly shows why they belong together.	**Whakarāpopoto Kōrero 4/3/2** A useful technique for developing oral fluency. Mokopuna give the same talk to three different listeners, but the time decreases with each retelling. **Visual Thinking Strategy** Use a powerful piece of art or an image as a stimulus. Mokopuna examine and discuss what they notice in detail. They must use evidence to support their ideas. Kaiako ask four questions: • What's going on in this picture? • What do you see that makes you say that? • What more can we find? • What would you add to the image and why? More information. **Text Variations** Mokopuna select two texts about the same topic and identify variations between the two versions. This could be about events, dialect, and/or characterisation. **Developing a Writer's Profile** Mokopuna select two (or more) texts written by the same author and develop a writer's profile for that author highlighting the characteristics of their writing style.	**Debate** Set an appropriate topic for mokopuna to debate, formally or informally. Give varying amounts of preparation time. **Solving Problems** Set problems for mokopuna to solve, individually or in groups. They should explain how they went about solving the problem. **Kōrerotia! (Say It!)** Kōrerotia! is an impromptu speaking task. Use scenarios that present problems or controversial topics which require mokopuna to give an opinion. More information. **Adapting to the Audience** Take a formal or informal text and adapt or rewrite it for a different audience and purpose. **Develop a Graphic Organiser** Listen to/view oral texts. Develop a graphic organiser with labels that reflect the content and style of the oral text. Insert examples.	**Whakaari** Mokopuna write their own whakaari/mōteatea/waiata ā-ringa and organise a performance. **Visual Thinking Strategy** Use a powerful piece of art or an image as a stimulus. Mokopuna examine and discuss what they notice in detail. They must use evidence to support their ideas. Kaiako ask three questions: • What's going on in this picture? • What do you see that makes you say that? • What more can we find? More information. **Mahi Toi** Mokopuna view a static image or art piece and describe what they see and feel. What story or message is the artist wanting to convey? What techniques do they use to do that? What inspiration do you draw from it to develop your own piece?

[17] 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 Arero Taiaha	Kia Auaha
	Tohu Ako Phase 4: Years 9–10		
	Kaiako-facilitated Learning		

Text Structure
Deconstruct and reconstruct texts or parts of texts. This activity will help mokopuna see how other writers sequence ideas in a piece of writing. They will also use their knowledge of language to rejoin the text.

Thinking Tools
Design templates and thinking tools aligned to specific writing purposes to help mokopuna sort and sequence their ideas.

Language Device Examples
Mokopuna refer to waiata or other text types and highlight examples of repetition, alliteration, and personification.

Language Examples

Sentence Types
Kua pānuitia kētia te pukapuka.

Modifiers
[base] + kē, mā, noa, rawa, tonu
  Kei te taetae *tonu* mai rātou.
  I tūpono *noa* rāua ki te tangata.

[base] + anō, hoki, anake, rānei, pea
  I kuhu mai *anō* te kuia.
  Ko au *pea* hei hoa mōu.

kaha, āta, āhua, mātua, paku, tata, tere, tino + [base]
  Kei te *kaha* whai ia i tana hiahia.
  He *āhua* roa te haere.
  I *āta* kōrerotia te kaupapa.

Clauses of Reason
Nā te ... ai,
Kia ... ai,
Koinā i ... ai,
Koinā te take ...
me te aha ...

Sequencing
I konā ka...
Hei konā ka ...
Ka tahi, ka rua...

Negation
Kia kaua e ...
Kāore anō kia ...
E kore e ...
Mei kore ake ...

Questioning
Nā wai i ...?
Mā wai e ...?
Me pēhea...?
He aha i ... ai ...?
Nōnāhea i ...ai?
Āhea ... ai?

Stating Opinions
Hei tā ...
E ai ki a ...
Anei ko tāku ...
Ko tāku atu ...
Ko taku kupu ki a koe ...
Ki a au nei ...
Ki taku mōhio ...
Engari e mea noa ana au ...

Conjunctions
I runga anō i ...
Āpitihia ki ...

Conjunctions
Heoi anō, Otirā, Ahakoa tonu, Engari anō, Me te aha, ...

Possessive Particles
mā, mō, nā, nō, tā, tō, ā, ō...

Vocabulary
synonyms, near synonyms, antonyms

Clauses of Reason
nā te mea, kia

Encouragement/Praise
Ka mau te wehi o ... Kāore i kō mai, i kō atu i ..., Kāore i tua atu i ...,

Agreement
Tika tonu tāu
Tēnā koe i ōu ...
Koia!
Kotahi atu!
Āna!
E mea ana koe!

Disagreement
Nā wai tāu!
Nō hea tāu!

Pronouns
Voice (first person, second person, third person)

Ngāi tātou

Proverbs
Mahia te mahi hei painga mō te iwi - nā Te Puea Hērangi

Synonyms and Antonyms
makariri, mātao, mātaotao, māeke - anu

nui, hira, whai take, whai tikanga - iti, hakahaka

tere, kakama, hohoro - pōturi

Rhyme
Whākana mai ngā karu pūkana o Nani Hūhana!

Colloquial Expressions
Kia pai mai hoki!

Figurative Expressions
Ka noho rātou hei ahikā ki te tiaki i te papakāinga o te whānau.

Idiom
He kino te reka o tēnei keke.

Tūārere 1
Years 0–3

Tūārere 2
Years 4–6

Tūārere 3
Years 7–8

Tūārere 4
Years 9–10

Tūārere 5
Years 11–13

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Tūārere 5
Years 11–13

Whenu			
Kia Tika	**Kia Mārama**	**Kia Arero Taiaha**	**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 5: Years 11–13**			
Whāinga			
Mokopuna learning focuses on accurately understanding and using an expanding range of specialised vocabulary and complex sentence structures.	**Mokopuna learning focuses on** synthesising and critically analysing information.	**Mokopuna learning focuses on** communicating diplomatically and empathetically.	**Mokopuna learning focuses on** being innovative with language.

Kia Tika	Kia Mārama	Kia Arero Taiaha	Kia Auaha
Tohu Ako Phase 5: Years 11–13			
Te Ngako o te Whāinga			
Mā te Kaiako			

Kia Tika	Kia Mārama	Kia Arero Taiaha	Kia Auaha
Year 11 **Support mokopuna to:** • speak with increasing accuracy • use lower frequency vocabulary • understand and use complex and compound grammatical structures • understand dialectal features.	**Year 11** **Support mokopuna to:** • discuss a topic of study • compare and contrast different texts • reflect on what they have read, heard, seen or experienced • critically assess the media.	**Year 11** **Support mokopuna to:** • communicate for a range of purposes • explain the impact of context on language • use a range of language strategies.	**Year 11** **Support mokopuna to:** • explain the specific features of different genres • use a range of descriptive vocabulary • identify rhetorical devices • develop a distinct writing style and voice • use and explain a range of text types that exist in cultural contexts.
Year 12 **Support mokopuna to:** • expand their range of low frequency vocabulary • write with grammatical accuracy • create coherent, well-structured text.	**Year 12** **Support mokopuna to:** • synthesise information from multiple sources • write persuasive essays.	**Year 12** **Support mokopuna to:** • communicate for a range of purposes • participate in debates and discussions • analyse complex communicative situations.	**Year 12** **Support mokopuna to:** • analyse symbolism and other literary devices • experiment with language structures, words, and expressions • use figurative language to create rhythm and imagery.
Year 13 **Support mokopuna to:** • use specialised words and terms • write complex sentences with grammatical accuracy • use dialectal features • use a range of words and phrases that add formality to their language.	**Year 13** **Support mokopuna to:** • evaluate arguments • recognise the context and historical background that shape texts and arguments • explain connections between ideas.	**Year 13** **Support mokopuna to:** • communicate for a range of purposes • navigate sensitive topics • form comprehensive and cohesive arguments • speak publicly with diplomacy.	**Year 13** **Support mokopuna to:** • use symbolism in their oral and written language • use language creatively.

Mā te Mokopuna

Kia Tika	Kia Mārama	Kia Arero Taiaha	Kia Auaha
I am learning: • new words that aren't common • to use technical words • about different dialects • to speak clearly and to the point • to explain ideas with more detail • to make my writing flow better • to speak and write formally • to use some of my own iwi dialect.	**I am learning:** • new ways to persuade someone • to work out if information is reliable • to compare information from lots of sources • to justify my ideas and opinions • how to explain cause and effect • how to produce longer pieces of writing • to present facts, information, and data • to write references and bibliographies.	**I am learning:** • to use evidence to support my viewpoint • to "read the room" • to think about what others' might be feeling or thinking • to say things more diplomatically.	**I am learning:** • words that have lots of meanings • to use symbolism • to make up my own words and expressions • to say things in different ways that might be more interesting • to compose waiata, haka, pao, tauparapara, whaikōrero, and karanga.

Kia Tika	Kia Mārama	Kia Arero Taiaha	Kia Auaha
Tohu Ako **Phase 5: Years 11–13**			
Te Roanga o te Kōrero			
Characteristics of Mokopuna Mokopuna are refining their language skills so that they can engage in learning at senior levels of the curriculum. Their growing vocabulary and language knowledge enable them to be more precise in their oral and written language and understand subject-specific texts. Increasingly, they are aware of grammatical errors they make and are able to correct them, particularly in their writing. Their writing and speech are becoming more coherent and organised. They are comfortable participating in formal language situations.	**Characteristics of Mokopuna** Mokopuna are learning to reflect more deeply on what they read, see, hear, and experience. They need opportunities to discuss what they read, see, or experience in order to deepen their understanding and to form connections. This helps them to synthesise information and develop an analytical mind.	**Characteristics of Mokopuna** Mokopuna are learning to present their views coherently in discussions. They are learning to express a differing opinion while maintaining respect for others. They may need support to express ideas in front of larger audiences. Teach mokopuna how to structure their ideas to produce well-structured oral and written texts using evidence to support their opinions.	**Characteristics of Mokopuna** Mokopuna are learning to create depth of meaning in their written and oral language by using symbolism, themes, and figurative language. Provide multiple opportunities for mokopuna to explore and create a range of creative oral and written texts such as waiata, chants, laments, haka, stories, journalism, poetry, and plays.
Language Learning Mokopuna are learning to accurately construct complex sentences that consist of more than one clause (e.g., Kei te pīrangi te kaiako kia hoki wawe mai ngā ākonga i te puna kaukau i ngā Mane). They are also learning to: • differentiate words of similar meaning • be selective with the vocabulary they use.	**Language Learning** Throughout this phase, mokopuna are learning complex sentences that show connections including similarities and differences, and cause and effect (e.g., e...ai, kia... kia...ai, E...ai..., nā reira.., mā .... ka, ko tā.... he..., kātahi ka...).	**Language Learning** Throughout this phase, mokopuna are learning to formulate and share their own opinions. They are learning to use: • conjunctions (e.g., waihoki, ka mutu, manohi anō, nā whai anō, kāti...) • possessive particles (e.g., mā, mō, nā, nō, tā, tō, ā, ō...) • synonyms and antonyms • clauses of reason (e.g., nā te mea, e... ai; kia; kia...ai; inā hoki...) • embellishments • encouragement.	**Language Learning** Mokopuna are learning to use a range of creative language devices and text purposes to convey their thoughts. They understand and use: • figurative language • gesture • voice (first person, second person, third person) • synonyms and antonyms • colloquial expression • figurative expression • idiom • metaphor and simile • dialect. Through oral, written, and visual text, mokopuna engage with various text purposes. Specific text purposes include: • explanatory • argument • scientific explanation • entertaining • persuasive • cultural connection.

Kia Tika	Kia Mārama	Kia Arero Taiaha	Kia Auaha
Tohu Ako		**Phase 5: Years 11–13**	
Te Roanga o te Kōrero			

Language Learning Year 11

Mokopuna understand and are learning to:

- speak with increasing accuracy
- use lower frequency vocabulary such as specialised terminology from across the curriculum (e.g., tōpana, koranehe, horahanga)
- use a range of more complex grammatical structures (e.g., Me āta kōrero kia mārama ai ō hiahia)
- use compound grammatical structures when writing and speaking (e.g., Ka tautau iho te tamaiti, ā, ka taka iho ki te wai)
- identify dialectal features by comparing and contrasting the features of other dialects.

Language Learning Year 11

In oral, written, and visual language, mokopuna are also learning to:

- discuss a topic by:
  - describing key ideas
  - supporting ideas and opinions with examples
  - identifying connections between ideas
  - identifying the implications of what is said, written or presented
  - presenting facts, information, and data
  - organising their thoughts logically
  - presenting ideas succinctly and cohesively
  - using relevant and appropriate vocabulary
- compare and contrast different texts by:
  - explaining the purpose of a text
  - identifying the similarities and differences between texts
  - identifying the intention and techniques used by speakers and writers
- reflect on what they have read, heard, seen, or experienced by:
  - explaining information they receive
  - asking and responding to questions of what, why, who and when
  - assessing reliability of sources
  - unpacking ideas received in te reo Pākehā in order to interpret them in te reo Māori
- critically assess the media (including social, digital, and mass) by:
  - evaluating the relevance and usefulness of information
  - recognising biases
  - identifying persuasive techniques.

Language Learning Year 11

In oral, written, and visual language, mokopuna are also learning to:

- communicate for a range of purposes including to:
  - inform
  - instruct
  - clarify
  - acknowledge
  - express opinions
  - describe people, things and events
  - predict
- explain the impact of context on language by:
  - identifying who, where, what and how
  - describing how these factors affect the language used
  - describing how the language used affects how the message is received
- use a range of language strategies (see Learning Strategies) by:
  - selecting an appropriate strategy
  - applying the strategy appropriately
  - adapting the language used to suit the strategy
  - achieving the intended purpose.

Language Learning Year 11

In oral, written, and visual language, mokopuna are also learning to:

- explain the specific features of different genres (e.g., the selection of words and repetition to create rhythm in haka, use of imagery and alliteration in poetry)
- use a range of descriptive vocabulary to describe:
  - looks, touch, sounds, and tastes (e.g., māeneene, mātotoru, pāhare)
  - characteristics, features, qualities of people, elements, and relationships (e.g., tōtōpū, mehameha, kōmā)
- identify rhetorical devices such as alliteration, assonance, and onomatopoeia
- develop a distinct writing style and voice by:
  - experimenting with writing styles and sentence types
  - building their vocabulary knowledge
  - using different tone
  - creating a range of text purposes/types
- use and explain a range of text types that exist in cultural contexts (e.g., mihi, pepeha, pao, karanga, tauparapara, features of local/own dialect).

Kia Tika	Kia Mārama	Kia Arero Taiaha	Kia Auaha
Tohu Ako Phase 5: Years 11–13			
Te Roanga o te Kōrero			

Language Learning Year 12

Mokopuna understand and are learning to:

- expand their range of low frequency vocabulary by:
  - selecting appropriate words for specific contexts (e.g., words used when talking about food: kakati, penupenu, kōnatunatu, kakukaku)
  - identifying collocations (words that typically go together, e.g., hīhī and Tamanuiterā, pāinaina and rā, mao and ua, māeke and whenua, tautau and hūpē)
  - learning words with multiple meanings (e.g., tere, aho, paepae)
- write with grammatical accuracy by:
  - discussing many of the rules of the language
  - using derived noun agreement and passive agreement correctly (e.g., rerenga kētanga, nohonga tahitanga; tuhia kētia, whakaritea rawatia)
- create coherent, well-structured text by:
  - creating well-formed paragraphs
  - using a consistent language format (e.g., when writing bullet pointed lists or structuring a report/essay)
  - using cohesive devices (e.g., conjunctions and phrases) and pronouns to connect text and create flow.

Language Learning Year 12

Through oral, written, and visual language, mokopuna are learning to:

- synthesise information from multiple sources by:
  - integrating prior knowledge and experiences with new information
  - connecting ideas from different sources
  - making conclusions based on information received
  - clarifying and checking their understanding
  - using information from various sources to formulate solutions
  - unpacking ideas received in te reo Pākehā in order to translate/interpret them accurately in te reo Māori, maintaining the intended meaning
- write persuasive essays by:
  - using persuasive language to present ideas (e.g., koinei te take…; e ai ki a Mea…, kia whakaarohia ake te…)
  - considering counterarguments
  - structuring their writing (introduction, body, conclusion)
  - providing evidence
  - using citations.

Language Learning Year 12

Through oral, written, and visual language, mokopuna are learning to:

- communicate for a range of purposes including to:
  - seek and give support
  - express opinions
  - express their identity
  - present themselves favourably
  - build relationships
  - influence and persuade
  - make predictions
- participate in debates and discussions by:
  - thinking about various ways to present their opinions to others
  - saying the same thing in different ways
- analyse complex communicative situations including:
  - identifying the purpose, impacts and intent of the language used
  - evaluating the evidence provided to support arguments
  - comparing and contrasting different viewpoints.

Language Learning Year 12

Through oral, written, and visual language, mokopuna are learning to:

- analyse symbolism and other literary devices such as rhyme, simile, metaphor, onomatopoeia, oxymoron, and personification
- experiment with language structures, words, and expressions to create impact, effect and flow
- use figurative language such as metaphor, antimetabole, and hyperbole to create rhythm and imagery (e.g., i te ao i te pō, te uira e whākanakana mai ana).

Kia Tika	Kia Mārama	Kia Arero Taiaha	Kia Auaha
Tohu Ako		**Phase 5: Years 11–13**	
Te Roanga o te Kōrero			

Kia Tika	Kia Mārama	Kia Arero Taiaha	Kia Auaha

Language Learning Year 13
Mokopuna understand and are learning to:
• use specialised words and terms including:
  - words that differentiate shades of meaning (e.g., anuanu vs wetiweti, rawe vs pai)
  - modifiers that differentiate degrees of intensity correctly (e.g., nui, nunui, tino nui, nui atu, nui rawa atu, tino nui rawa atu)
  - words that have limitations on their application (e.g., ninihi for people; mōkitokito not for people; tokomaha is for people only; huhua, tini and maha for countable things only)
• write complex sentences with grammatical accuracy by:
  - following orthographic conventions for the writing of standard Māori
  - using adverbs and adjectives with accuracy (e.g., Me *āta* taki i te karakia; Kua mimiti *haere* te puna kōrero)
  - extending their sentences with subordinate clauses (e.g., kia ... ai, e ... ai)
• use dialectal features of their own dialects
• use a range of words and phrases that add formality to their language (e.g., Kei taku rangatira; papaki kau ana ngā tai o...; te hau o mihi).
	Language Learning Year 13
	Through oral, written, and visual language, mokopuna are learning to:
	• evaluate arguments by:
	  - assessing validity of ideas
	  - identifying bias
	  - assessing evidence
	  - unpacking ideas received in te reo Pākehā in order to translate/interpret them, maintaining the intended meaning and tone
	• recognise the context and historical background that shapes texts and arguments by:
	  - explaining connections between ideas
	  - looking into bibliographical references
	  - reading and researching wider to identify related ideas
	  - identifying underlying ideas and principles.
		Language Learning Year 13
		Through oral, written, and visual language, mokopuna are learning to:
		• communicate for a range of purposes including to:
		  - evaluate
		  - hypothesise
		  - advocate for a cause
		  - plan and organise
		  - repair relationships
		  - problem solve
		  - collaborate
		  - resolve conflict
		  - persuade/argue a position
		• navigate sensitive topics by understanding the impact of what they say and write on others
		• form comprehensive and cohesive arguments including:
		  - providing evidence to support their opinions
		  - giving consideration to counterarguments
		• speak publicly with diplomacy by acknowledging people present, the purpose of their message and other people's views.
			Language Learning Year 13
			Through oral, written, and visual language, mokopuna are learning to:
			• use symbolism in their oral and written language (e.g., tūī as spokesperson or singer, harakeke as future generations)
			• use language creatively to:
			  - capture specific Māori ideas
			  - evoke emotions
			  - create their own expressions.

Key Understanding Mokopuna are learning that being proficient gives you more choices in how to express and explain things.	**Key Understanding** Mokopuna are learning that language is powerful.	**Key Understanding** Mokopuna are learning that language exposes the heart and soul.	**Key Understanding** Mokopuna are learning that language transmits culture.

Kia Tika	Kia Mārama	Kia Arero Taiaha	Kia Auaha
Tohu Ako Phase 5: Years 11–13			
Te Roanga o te Kōrero			
Learning Strategies Key strategies for mokopuna to learn include: • self-monitoring to apply grammatical rules • peer-correction • proof-reading • imitation (reading to write; listening to speak) • structuring text (oral and written) • editing writing from a reader's point of view to improve structure, logic, and comprehensibility • proof-reading to apply grammatical rules.	**Learning Strategies** Mokopuna are learning to assess the credibility and reliability of sources. Key strategies they use to create and analyse oral, written, and digital text are: • inference to read between the lines • active reading (highlighting key words and irrelevant information, making notes, marking important information) • previewing text to get an overview of what to expect • synthesising multiple sources or viewpoints • identifying key themes, concepts, or messages • outlining techniques to structure essays or assignments • incorporating quotes and evidence from various sources • setting key questions to respond to • using presentations. Teach mokopuna to unpack ideas and concepts from a Māori text in order to translate/ transfer or interpret them accurately in another language, maintaining the intended meaning and tone.	**Learning Strategies** Mokopuna are learning to select appropriate strategies for communicating diplomatically. Key strategies they use are: • summarising • adapting language • rephrasing • changing genre/text type • talking around an idea • negotiating to reach compromises and find solutions • open-ended questioning • evaluation of others' arguments • practice/self-talk • affirming others' opinions and feelings.	**Learning Strategies** Mokopuna are learning to be innovative with language. Key strategies they use are: • visual language • body language • repetition • alliteration • visualisation - crafting visual pictures with words • storytelling • humour • reflection to evaluate impact • recrafting for audience or greater effect.
Affirming Identity Encourage mokopuna te be proud speakers of Māori.	**Affirming Identity** Encourage mokopuna to be reflective about what they see, hear, and read.	**Affirming Identity** Grow mokopuna awareness of how they say things and its impacts on others. Encourage mokopuna to be thoughtful about the language they use.	**Affirming Identity** Inspire mokopuna to embrace language nuances.

Hei Tautoko i te Ako
Pedagogical Guidance

Te Reo Rangatira recognises the intrinsic link between identity, language, and learning (cognition)[18]. To be effective, language teaching must take into account the Whare Tapa Whā[19] of the mokopuna - the emotional and contextual factors that affect development, their health, and their wellbeing as well as the cognitive processes involved in learning. Developing mokopuna sense of self-belief in their ability to learn is fundamental to successful language learning.[20]

Supporting Achievement for Every Mokopuna
Individual mokopuna progress at different rates. Inclusivity in a language learning context means that the language programme is driven by the needs of each mokopuna. 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.

Successful language learning requires mokopuna to take risks[21][22]. 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. Build mokopuna confidence in communicating by creating a language-rich classroom environment:

- surround mokopuna with te reo Māori through visual aids, posters, books, audio, and multi-media resources
- provide opportunities and physical spaces for pair work, group discussions, and role-plays
- create areas of interest, surprise, and intrigue that stimulate communication and curiosity
- foster a welcoming and non-judgemental atmosphere where mokopuna feel comfortable making mistakes.

Assistive technologies that reduce barriers to language learning are another way to support mokopuna with physical or neurodiverse learning needs. Specific hardware, software, and physical tools can empower mokopuna to work independently and significantly enhance their engagement in learning. For information on how these tools support language learning, visit the Ministry of Education website https://www.education.govt.nz/education-professionals/schools-year-0-13/learning-support/who-assistive-technology

Programme Design
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:

Discovery learning – kaiako provide a choice of activities that encourage mokopuna to explore and practice new language. This supports mokopuna to move between using their working memory and their long-term memory. Practice is essential to learning.

Guided learning - kaiako provide activities that 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.

[18] Pere, R. (1994). *Ako: Concepts and Learning in the Māori Tradition.* Te Kohanga Reo National Trust Board.
[19] Durie, M. H., 1985. "A Maori perspective of health", *Social Science & Medicine*, Elsevier, vol. 20(5), pages 483–486, January.
[20] Johnston, M., Hood, N., Aitken, G. (2004). *A knowledge-rich curriculum underpinned by the science of learning.* Ministry of Education.
[21] Ellis, R. (1994). *The Study of Second Language Acquisition*. Oxford University Press.
[22] Brown, H. D. (1994). *Principles of Language Learning and Teaching*. Prentice Hall.

Kaiako-facilitated learning - kaiako are deliberate in their language teaching methods (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 11–13**, the language programme should support mokopuna to learn independently and collaboratively. Kaiako mentor, provide guidance when needed, and feedback to strengthen learning.

Discovery learning	Guided learning	Kaiako-facilitated learning

Teaching for Transfer

Language is central to mokopuna identity. An effective Te Reo Rangatira teaching and learning programme is responsive to the experiences and literacies of mokopuna.

If mokopuna have a degree of proficiency in another language (English or any language), the design of a Te Reo Rangatira programme should recognise that the languages mokopuna learn and use are not separate knowledge systems. Rather, the languages present as a total resource that can be leveraged to accelerate and support the learning of any language.

There is one central processing "think tank" in the brain enabling cross-linguistic transfer from one language to another[23] and this can be utilised to improve learning. Mokopuna can learn language, subject knowledge, and skills in one language and transfer those skills and knowledge to another language. If this process is supported by the kaiako it is more efficient and accurate.

Actively *teaching for transfer* means that kaiako of Te Reo Rangatira would draw on all language that mokopuna know and use to help their learning of te reo Māori. Therefore, kaiako of Te Reo Rangatira and other languages should collaborate on programme design so that the teaching and learning of each language is coordinated. By teaching parts of speech, text purposes, or strategies that are similar at the same time, or in a coordinated way, teaching and learning become easier and more efficient.

In Years 11-13, mokopuna will be carrying out research on topics across the curriculum. This will mean accessing information in English which they will need to unpack, analyse, and translate into te reo Māori. Support will be needed to carry out this process with accuracy, so that the transfer maintains the meaning, intent, and tone of the original work.

Using a teaching for transfer approach in this phase also involves teaching functional language skills that can be transferred into real-life scenarios e.g.,

- sharing viewpoints
- providing evidence and justification
- making predictions
- advocating for a cause
- relationship-building.

The language functions should be practiced across a wide range of text types and contexts and where possible should reflect future situations.

Supporting cross-curricular transfer of language knowledge and skills is also a feature of teaching for transfer during this phase. Teach mokopuna to reflect on how they use language in different subject areas and contexts so that they consciously connect and transfer those skills.

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[23] Cummins, J. (2008). Teaching for Transfer: Challenging the Two Solitudes Assumption in Bilingual Education. In N. H. Hornberger (Ed.), *Encyclopedia of Language and Education* (pp. 1528-1538). Springer.
[24] Willis D. & Willis J. (2007). *Doing Task-based Teaching.* Oxford University Press. p. 1.

Task-based Language Teaching

Task-based language teaching (TBLT) is a mokopuna-centred and experiential approach to language teaching. Kaiako design tasks (activities, projects, discussions, problems) that require mokopuna to communicate for themselves[24]. TBLT supports the development of oral and written language skills through three key elements:

1. focus on meaning – mokopuna focus on making themselves understood
2. focus on language type – mokopuna learn how best to express themselves
3. focus on form – mokopuna learn the grammatical aspects of language.

While fluency is a major goal of TBLT, in this phase there should be an increased focus on accuracy.

In continuing to strengthen the skills of pānui, tuhituhi, whakarongo, kōrero, mātakitaki, and whakaatu, the focus during Phase 5 is on using more sophisticated techniques, strategies, and language.

More emphasis should also be placed on:

- whakarongo, pānui, kōrero and tuhituhi for the purpose of expanding the language repertoire of mokopuna
- pānui, whakarongo, tuhituhi and kōrero for learning across the curriculum.

Challenge mokopuna to plan, organise, negotiate, collaborate, and innovate through cross-curricular tasks/projects.

Tasks in this phase should more closely mimic real-life problems, challenges, or situations. Knowing the purpose for a task, understanding its relevance, and having a clear outcome (e.g., presenting their findings, or producing a product) help mokopuna to stay motivated. Tasks that have impact on their lives, their whānau, and their community are particularly relevant during this phase.

Working with Texts

The texts mokopuna work with at this phase can be useful as models for their own speaking, writing, and visual text across a range of text purposes. The text purposes mokopuna need to engage with during Tūārere 5 include:

- explanatory
- argument
- scientific explanation
- entertaining
- persuasive
- cultural expression.

These text purposes can be found in range of formats - electronic, print, and multi-media (e.g., social media posts, media articles, posters, haka, waiata, story/fiction, traditional story, poetry, drama, chants, laments, mihi, pepeha, pao, karanga, tauparapara).

In selecting texts for mokopuna in this phase, kaiako should consider a range that:

- is engaging and enjoyable
- includes oral, written, and visual texts
- demonstrates innovative use of language and language features
- uses a wide range of specialised vocabulary and complex sentence structures
- navigates sensitive topics diplomatically
- challenges perceptions and worldviews
- reflects diverse perspectives and experiences
- shares cultural (including local) knowledge and understandings
- includes short and extended written text, creative text, contemporary, traditional, and historical texts.

NCEA Te Reo Rangatira

For specific information and support resources relating to Te Reo Rangatira Level 1, 2, and 3 achievement standards visit the following websites:

Learning Matrix: Te Reo Rangatira

The learning matrix identifies key learning for Te Reo Rangatira at NCEA 1, 2, 3.

https://ncea.education.govt.nz/mi/te-reo-rangatira/te-reo-rangatira/te-ako

Te Reo Rangatira Subject Learning Outcomes for Assessment (NCEA Level 1)

Subject Learning Outcomes identify the knowledge and skills that mokopuna need to be ready for assessment.

https://ncea.education.govt.nz/mi/te-reo-rangatira/te-reo-rangatira/te-ako

NZQA website provides achievement standards, past examination papers, exemplars, and assessment specifications and information for Te Reo Rangatira NCEA Levels 1, 2, 3 and Scholarship.

https://www2.nzqa.govt.nz/ncea/subjects/select-subject/te-reo-rangatira/

The NCEA website houses the achievement standards, assessment specifications and assessment tasks for NCEA Level 1 Te Reo Rangatira standards.

https://ncea.education.govt.nz/mi/te-reo-rangatira/te-reo-rangatira/te-ako

Teaching Strategies[25]

Kia Tika	Kia Mārama	Kia Arero Taiaha	Kia Auaha
Tohu Ako		**Phase 5: Years 11–13**	

Discovery Learning

Kia Tika	Kia Mārama	Kia Arero Taiaha	Kia Auaha
My Language Journey Mokopuna choose a format for presenting a project on "My language journey". The objective is for mokopuna to reflect on their language and how it has developed over their life, using specific language examples. Formats they might use include a journal or diary, a podcast or vlog, a painting, an illustrated story, or a presentation.	**Different Perspectives** The mokopuna talks or writes about an event from the perspective of a character portrayed in a story, image, photograph or piece of artwork.	**Peer Evaluation** The mokopuna asks questions and provides constructive feedback about a classmate's work. **Four Corners** This activity is a type of debate. It requires mokopuna to show their position on a specific issue (strongly agree, agree, disagree, strongly disagree) by standing in a particular corner of the room. They share their opinion with others in their corner. Each group then presents a summary of their ideas to argue their agreed position.	**Watch TV Show or Movie** Encourage mokopuna to watch a TV show or movie of their choice in te reo Māori. They describe/present the storyline, including any language features that they notice.

Guided Learning

Kia Tika	Kia Mārama	Kia Arero Taiaha	Kia Auaha
Concept Maps Provide mokopuna with a list of key words about a theme or topic. Mokopuna draw lines between related ideas and provide a brief explanation of the relationship. **Relating a Topic** Provide a topic, a problem, a scenario, or a request. How would the mokopuna relate it to the tumuaki or Board of Trustees? To their friends? What different text types might they use (e.g., email with an attachment)? **Grouping Particular Words for a Purpose** After building an extensive vocabulary list with the class about a topic that includes technical and descriptive words, ask mokopuna to group them based on their own criteria and give each grouping a heading that clearly shows why they belong together.	**Think Aloud** When reading, mokopuna stop periodically to verbalise what they are thinking, check their comprehension, make predictions, ask questions, connect ideas, reflect, and make inferences. **Whakarāpopoto Kōrero 4/3/2** A useful technique for developing oral fluency. Mokopuna give the same talk to three different listeners, but the time decreases with each retelling. **Visual Thinking Strategy** Use a powerful piece of art or an image as a stimulus. Mokopuna examine and discuss what they notice in detail. They must use evidence to support their ideas. Kaiako asks four questions: • What's going on in this picture? • What do you see that makes you say that? • What more can we find? • What would you add to the image and why? More information. **Text Variations** Mokopuna select two texts about the same topic and identify variations between the two versions. This could be about events, dialect, and characterisation.	**Debate** Set an appropriate topic for mokopuna to debate, formally or informally. Give varying amounts of preparation time. **Solving Problems** Set problems for mokopuna to solve, individually or in groups. They should explain how they went about solving the problem. **Kōrerotia! (Say It!)** Kōrerotia! is an impromptu speaking task. Use scenarios that present problems or controversial topics which require mokopuna to give an opinion. More information. **Adapting to the Audience** Take a formal or informal text and adapt or rewrite it for a different audience and purpose.	**Dramatisation** Mokopuna write their own play, song or other creative text and organise a performance. **Visual Thinking Strategy** Use a powerful piece of art or an image as a stimulus. Mokopuna examine and discuss what they notice in detail. They must use evidence to support their ideas. Kaiako asks three questions: • What's going on in this picture? • What do you see that makes you say that? • What more can we find? More information. **Mahi Toi** Mokopuna view a static image or art piece and describe what they see and feel. What story or message is the artist wanting to convey? What techniques do they use to do that? What inspiration do you draw from it to develop your own piece?

[25] 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 Arero Taiaha	Kia Auaha

Tohu Ako   Phase 5: Years 11–13

Guided Learning

Developing a Writer's Profile
Mokopuna select two (or more) texts written by the same author and develop a writer's profile for that author highlighting the characteristics of their writing style.

Translate it
In small groups, or individually, mokopuna write a short piece in Māori according to some set criteria about what must be included (e.g., an idiom, a simile, a greeting/acknowledgement). Mokopuna swap their writing with others, who must translate it into English, maintaining its intended meaning and style.

This task can be used to develop translation skills from English-Māori or Māori-English.

Kaiako-facilitated Learning

Text Structure
Deconstruct and reconstruct texts or parts of texts. The text could be a whaikōrero, karanga, or waiata. This activity will help mokopuna see how other writers sequence ideas in a piece of writing or composition. They will also use their knowledge of language to rejoin the text.

Thinking Tools
Design templates and thinking tools aligned to specific writing purposes to help mokopuna sort and sequence their ideas.

Substitution Table
Support the mokopuna to learn new language by creating substitution tables.

Verb	Modifier	Article	Noun
Tīkina Horoia Whiua	rawatia noatia	te ngā etahi	kōrero pōro tūru waka

Proof-reading
Co-construct with the class a set of criteria for proof-reading (e.g., punctuation, grammatical rules, word selection). Mokopuna use AI to create a short text then proof-read it using the agreed criteria.

Develop a Graphic Organiser
Listen to/view oral texts. Develop a graphic organiser with labels that reflect the content and style of the oral text. Insert examples.

Language Device Examples
Mokopuna refer to waiata, karanga, whaikōrero or other text types and highlight examples of repetition, alliteration, and personification.

Symbolising an Idea
Mokopuna choose an object (living or non-living) that they want to represent an idea or concept. Then, they write a poem, tauparapara, or pao based on that symbol.

Kia Tika	Kia Mārama	Kia Arero Taiaha	Kia Auaha
Tohu Ako		Phase 5: Years 11–13	
Language Examples			

Passive Sentences
Kua inumia katoatia te miraka.

Nominal Sentences
nohonga pukutanga

Particle 'Ana'
Kei … ana (Kei pai ana te rā …)

Subordinate Clauses
nei, nā, rā, ai (te poaka i pūhia ai; te … e tapahi nei …)

tāu/tāna/tā … i/e … ai (… tāku i tono ai; Koia tāu i pātai mai nā; Tonoa tāu e pīrangi ai.)

ka … ai (Whakakīa te waka ki te hinu, ka haere ai ki te tāone.)

Explaining with Comments of Reason
Koinā i … ai,
Nā whai anō i … ai,
me te aha …
ki tā … i … ai
Kātahi, nā te …
… ki a au, mōku i …
… tāu i … mai nā

Negation
Kāore anō … i …
Kāore anō … kia …
Tē …
ki te kore e…, kua kore (nei) e …
Tino kore nei e …
Mei kore ake …

Warning
Kei noho koe ka …
Kei wareware
Kei ngaro
Kei mākū

Questioning
Mā/Nā te āha …?
He aha i kore ai …?
Hei aha te …?
I nē?

Stating Opinion
Ki a *au* anō nei …
Engari e mea noa ana *au* …
Hei a *koe* mō te …
Tēnā, kia whakaarohia …
Ka mutu, ka …
Ara inā, ka kī atu au …

Intensifiers
ake (tōku ake kāinga)

anō (nāu anō te … nei)

Conjunctions
waihoki, ka mutu, manohi anō, nā whai anō

Possessive Particles
mā, mō, nā, nō, tā, tō, ā, ō …

Synonyms and Antonyms
kupu taurite, kupu āhuarite, kupu tauaro

Clauses of Reason
e … ai; kia … ai; nā … i … ai

Embellishment
E te/taku kōko tangiwai, e kui …

Praise
Kei whea mai i ō whakaaro …
Kāore i kō mai, i kō atu i …
Kāore kē i tua atu i …

Agreement
Ko tātou katoa kei tēnā …, Kua oti tēnā, Engari pea tēnā …, Kotahi atu! Ana!

Expressions
Tēnā koe i te āhua o …
Tēnā koe, e te kanohi o …

Figurative Language
Taku kahurangi pīataata …

Tērā te rā kei tua o Tāwauwau e whiti ana.

Proverbs
He kūkū ki te kāinga, he kākā ki te haere.

He kitenga kanohi he koanga ngākau.

He tao kupu e kore e taea te karo.

Kāore a kino e kai e whai i a pai tangata …

Kākāriki tunua, kākāriki otaina.

Synonyms and Antonyms
rerehua, turuturua, ranginamu anuanu, anuhea

manawareka, pārekareka ongaonga, takaritarita

parahutihuti, whewheo, hukehuke, auahi

newanewa, ngerungeru

Alliteration
Makimaki mitimiti menemene e!

Noke neke nuku, niki naku nū …

Colloquial Expressions
Paipai ana
Kātahi nā te … ko …
Me te mea nei
Mei kore ake …, Me kore ake …

Idiom
Tīno kino te pai
Kākā waha nui
Puku te rae!

Te Reo Rangatira
Kuputaka

A

āheinga	capability, opportunity
aho	clause
aho pūtake	clause of reason
āhua	form
āhuareka	interest
āhuatanga	characteristic, feature
āhuatanga motuhake	special (unique) feature
āhuatanga tuatini o te wetereo	advanced grammar
āhuatanga tuhi	text features
āki	encourage
ako horipū	explicit teaching
ako ngātahi	collaborative learning
ako tautauāmoa	self-directed learning
ako tūhura	discovery learning
akoranga	learning opportunities
angawā	timeframe
arapāho tuihono	online media
aratohu	guideline
ariā waiwai o te reo ā-tā	basic concepts of print
aro	notice
aroā oromutu	phonemic awareness
arohaehae	critique, discerning
aropā	peer group
arorau	coherent, logical
arotake	evaluate
arotake aropā	peer evaluation
aroturuki	monitor
aroturuki whaiaro	self-monitoring
aruaru	interrupt
ata	image
atamai hangahanga	artificial intelligence
ata toka	static image
atataki	vlog
auaha (-tanga)	creative, creativity
aunoa	automatically

H

hā	intonation, tone
hā o te reo	style
hā whaiaro	personal style of expression
hāngai (o te reo)	relevant, related, appropriate (of language)
hātuhi	writing style
hauhiko	blog
haukume	bias
hautaka	journal
hīkaro	inference
hinengaro tātari	analytical mind
hiringa	inspiration
hoahoa	design
horopaki	context
huahuatau	metaphor
huarite	rhyme
huatau/whakaaro	ideas

huatau matua	key ideas
hunga whakarongo/pānui/mātakitaki	audience
huritao	reflect
huritao takamua	preview

I

īpāho	podcast

K

kahaoro	volume
kāhua kaituhi	writer profile
kai tūraru	risk taking
kaimahi whakaputa	actor-emphatic
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	expression, saying
kīanga pūtake	clause/comment of reason
kīhono	conjunction
kīpaki	slang
kīpeha	figurative expressions
kīrehu	idiom
kiripuaki	character
kitenga	findings
kiritōpū	collective (collectivity)
kiritūnei	first person (voice/narrative)
kiritūnā	second person (voice/narrative)
kiritūrā	third person (voice/narrative)
kokenga	progress
kore auau	low frequency
kōrero	narrative, text
kōrero autaki	talk around
kōrero horihori	misinformation
kōrero taikākā	important information
kōrero tene	impromptu speaking
kōrero tīrangorango	jumbled text
kōrero tuku iho	history, historical background
kōrero whaiaro	self-talk
kōtuitui	synthesise
kuhi	affix
kūmuri	suffix
kūmuri whakahāngū	passive suffix
kūmuri whakaingoa	noun suffix
kūoro	syllable
kūoro pūrua	single consonant-vowel syllables
kūororau	multisyllabic
kupu āhuareka	interest words, near synonym
kupu āhuarite	near synonym
kupu āhukahuka	sight word
kupu auau	high frequency words
kupu hono	conjunction
kupu huri hāngai	antimetabole
kupu kakare	emotive word
kupu kaupapa	subject-related word

kupu kiko	content word
kupu motuhake	specialised vocabulary
kupu pūhui	compound word
kupu tauaro	antonym
kupu taurite	synonym
kupu tuatini	complex word
kupu waiwai	basic vocabulary
kupu whakapehapeha	hyperbole
kupu whakarite	simile

M

mahi ngātahi	collaboration
māia	confidence
manawataki	rhythm
mātai pūnaha ioio	cognitive neuroscience
matapaki	discuss
matapakinga	discussion
matapōkere (tia)	randomly
matawhānui	comprehensive
matawhawhati	unexpected
matihiko	digital
mauminamina	receptive
mōhio	recognise
momo reo	register, text type

N

nahanaha	systematic, well-organised
nuka reo	language device
nuka whakanahanaha	organisational device

NG

ngākau aroha	empathy
ngākau whakaute	respect
ngaku	strip (of paper)
ngohe	activities

O

ohia manomano	brainstorm
oro	pitch, sound
oro arapū ā-tā	alphabetic principle
orokati	consonant
orokati pūrua	digraph
orokati tārua	alliteration
oromotu	phoneme
oropuare	vowel
oropuare pūrua	vowel blend
oropuare tārua	assonance
ororite	onomatopoeia
orotuhi	grapheme

P

pae tuihono	online platform
paearu	criteria
pāhekoheko	interact
paki, pakiwaitara	story
pākiki	curious
pakini	apostrophe
pānui anō	re-reading
pānui ripiripi	skim read
pānui whakatika	proof-reading
pāpāho	media
paparanga tikanga	layers of meaning

paparua (tanga)	restate
pāpātanga	impact
parahau	justify
pārekareka	interesting
pārongo	information
pārongo ataata	visual information
pārongo hauarea	irrelevant information
pārongo mātua	key information
pārongo, kōrero	information
pātai turuki	follow-up question
pātai tuwhera	open-ended question
pepa hāpiapia	post-it note
Pikinare	Pictionary
pikitia ataata	visual picture
piko	comma
pohewa	imagination
pono	reliable, reliability
popoto	concise, succinct, to be short
pū	letter
pūāhua	situation
pūkenga nuku	motor skill
pūkenga pāhekoheko	interpersonal (communication) skill
pūkenga pāpori	social skills
pūkenga whakawhiti kōrero	communicating skills
puku	body (of a text)
pūmanawa	ability
pūmanawa patokupu	word processing application
pūmatua	upper-case letter
pūriki	lower-case letter
pūriro/pūpānga	possessive particle
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 tikanga	symbolism
reo whakaahua	descriptive language
rereāhua	descriptive sentence
rerehāngū	passive sentence
rereingoa	nominal sentence
rerekaimahi	actor emphatic sentence
reremahi	verbal sentence
reremahi āhua	stative sentence

rerenga	sentence
rerepānga	possessive sentence
rerepūhui	compound sentence
reretuatini	complex sentences
reretūpono	conditional 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
tārai kiripuaki	characterisation
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
tāwhai (-tanga)	imitate
te reo tūhono i te take me te pānga	conjunction (of reason)
tīaroaro	alignment (of text)
tikanga tuhi	orthographic convention
tikanga whakaaro	thinking tool
tīmatanga mahi	stimulus
tīrangorango	mix
tito ohia	improvisation
tīwae	column
tīwhiri horopaki	contextual clues
toai	restate, reiterate
tohu ā-tinana	body cue
tohu kī	quote mark
tohuoho	exclamation mark
tohutohu	instruct
tohutoro	reference
toikupu	poetry
topenga ataata	video clip
tūāhua	adjective
tūāhua inati	superlative
tūāhuatanga	scenario
tuakiri	identity
tūāpapa o te reo	basics of language
tuatini	complex
tuhi tīpoka	note taking
tuhinga paki	narrative text
tuhinga taketake	original text
tūhonohono	cohesive
tūhura	explore
tūingoa	noun

tūkē	adverb
tukutuku	grid
tūmahi ingoa	gerund, derived noun
tūoho	awareness
tūoho whaiaro	self-awareness
tuone	gesture
tūpou	pronoun
tute	prompt
tūtohi	chart
tūtohi whakauru	substitution table

U

uhingaro	code
urupare	respond, response

W

waehanga	component
waihanga	constructing
waihanga o te kiripuaki	characterisation
waiwai	basic
wairua tōkeke	equity/unbiased
wāmahi	tense
wehewehe	differentiate/distinguish
weteoro	decode
wetereo	grammar

WH

whai wāhi	engage
whai wāhi hihiri	active participation
whai whakaaro	give consideration to
whaiaro	personal
whakaahua	description, illustration
whakaahua ā-hinengaro	imaging
whakaahua; whakaahua ā-kupu	describe
whakaahuahanga	representation
whakaari	act, play (drama)
whakaari ngū	mime
whakaari taketake	original story
whakaaro	idea, opinion
whakaaro ā-waha	think aloud
whakaaro arohaehae	critical thinking
whakaaroaro; whai whakaaro	consider
whakaatu	demonstrate, depict
whakaawhiwhitanga	approximation
whakahangahanga	diplomatic
whakahāngai	adapt, make relevant
whakaharatau	practice
whakahoa	relate (to a character)
whakahokinga whaihua	constructive feedback
whakahua	enunciate, pronunciation
whakakapi	replace
whakakapinga	conclusion
whakamāori	interpret
whakamārama	explain
whakamaumahara	memorise
whakaōrite	consistent, consistently
whakapai ake	refine
whakapakepake(tia)	convince, persuade
whakapapa reo	language profile
whakapoto	concise, concisely
whakapūaho	caption

whakapuakanga	expression, phrasing
whakapuaki	express
whakapuaki anō	paraphrase, rephrase
whakapūmau	confirming
whakaputa	communicate (ideas)
whakarāpopoto	summarise
whakari ngū	mime
whakarongo pīkari	active listening
whakatairite	compare
whakatakune	charades
whakatau	role play
whakatauaro	contrast
whakatauira	model
whakatauiratanga mataaho	explicit modelling
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
whiriwhiri	negotiate