Te Poutāhū
Curriculum Centre
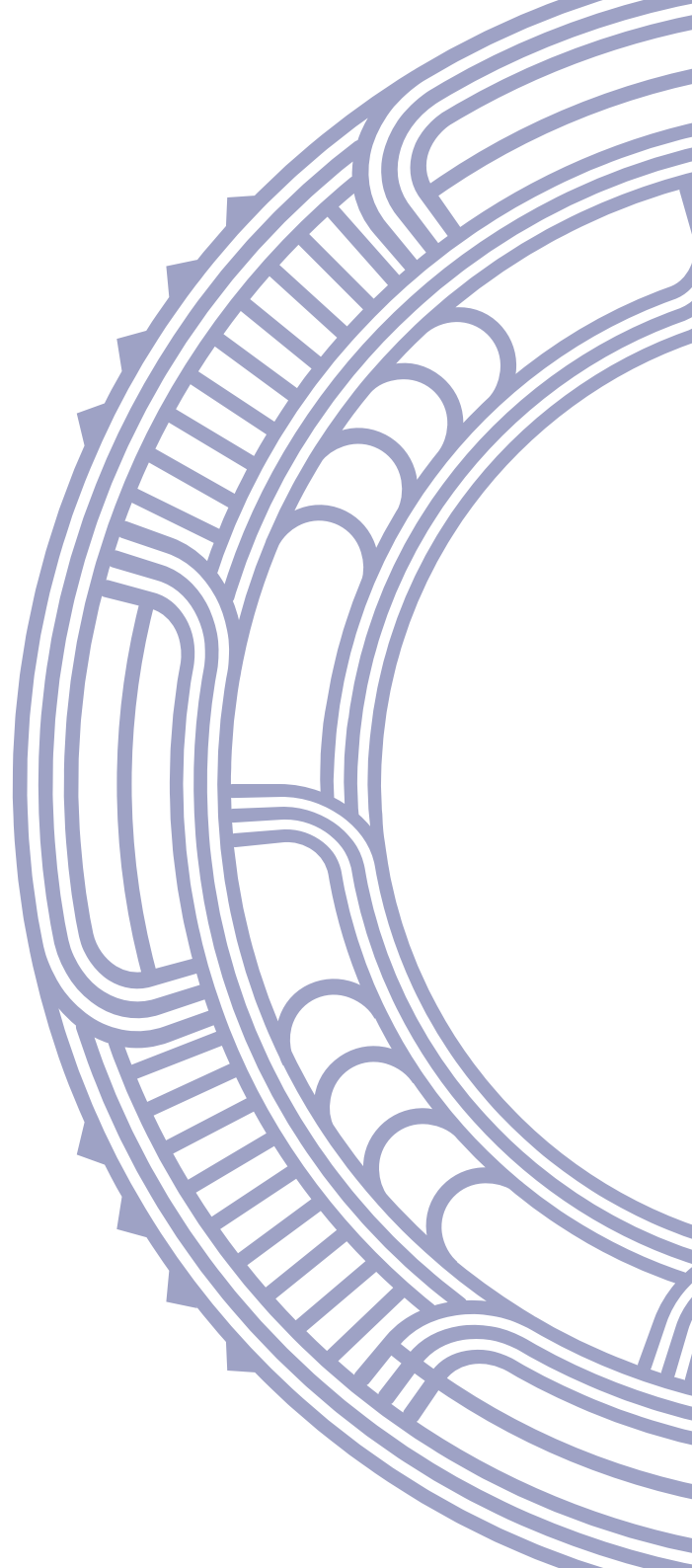
DRAFT

Te Mātaiaho

The New Zealand Curriculum

ENGLISH YEARS 7–13

Te Tāhuhu o te Mātauranga
Ministry of Education

Te Kāwanatanga o Aotearoa
New Zealand Government

Contents

There are two versions of the English learning area. To ensure you can see the full phase 3 teaching sequences, which spread across two pages:

› for printing, print the 'single pages' version, backed; staple or bulldog clip the left-hand side of the printout

› for reading online, view the 'double pages' version.

Purpose statement

Whaowhia te kete mātauranga.
Fill the basket of knowledge.

The English learning area equips students with knowledge of the codes and conventions of literacy, language, and texts. Through this knowledge and understanding students can explore the beauty and richness of classic and contemporary literature across a range of forms and genres.

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

The English learning area is underpinned by carefully selected content that supports students to develop their capacity to think critically and express themselves coherently and fluently. Learning in English exposes students to the thoughts and perspectives of others, allowing them to explore different worlds and broaden their horizons. This strengthens their knowledge and understanding of different perspectives from Aotearoa New Zealand and the wider world.

The English learning area also recognises the unique contributions of global literary traditions and acknowledges the special character of New Zealand English and its relationship with te reo Māori. Through the study of English, students learn about literature's universal themes as well as the historical events and local contexts surrounding literary works. By studying literature from various times and places, students examine how ideas and language evolve, while recognising that some concepts remain timeless.

As critics, students are equipped with the knowledge and skills they need to interpret and analyse texts and develop a rich knowledge and understanding of genre-specific features in poetry, prose, and dramatic works. This supports them to use their imagination to create meaningful texts, and it enables them to contribute their own stories and ideas while engaging with those of others.

The English learning area opens pathways for every student to maximise their life opportunities, pursue tertiary education, enhance their employability, and become active and engaged citizens.

Understandings

Over phases 1–5 students will develop and deepen a rich understanding of the following ideas.

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

Shared codes and conventions allow us to make sense of what we read, hear, and see. They change over time and in different contexts. Our history and cultures have shaped how we use language in Aotearoa New Zealand.

Language and literature give us insights into the rich diversity of human experiences and imagination. | Kei roto i te reo me ngā momo tuhinga he māramatanga mō te kanorau haumako o ngā wheako ā-tangata me tōna pohewatanga.

Literature and other texts expand our horizons and help us to understand more about ourselves, others, and the world around us. As authors, we gradually develop our own voice and make our own unique contributions.

New Zealand authors make an important contribution to the development of language and literature at home and around the world. | E tino rahi ana te takoha mai a ngā kaituhi o Niu Tireni ki te puna o te reo me ngā momo tuhinga i te kāinga nei, ā, puta noa ki te ao.

New Zealand literature helps us understand where we have come from and who we are. It shows us what it means to live in Aotearoa New Zealand and connects us to global literary and linguistic traditions.

Broadening our appreciation of stories makes our lives fuller and richer. | Mā te whānui ake o tō tātou aro ki ngā pūrākau, ka whai hua, ka whai rawa te oranga.

Reading, hearing, and creating stories enables us to experience different worlds. Stories may be classic or contemporary, fiction or non-fiction, narrative or non-narrative. They have the power to challenge us, create emotional responses, immerse us in other worlds, and spark imagination and joy.

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

Literature and language are powerful tools for conveying and shaping ideas. Understanding this allows us to explore how ideas, characters, themes, and relationships are developed in and between texts, across time.

English learning area structure

This section describes the English learning area structure and how it changes over the five phases of learning.

Each phase has:

› a description of what students know and can do by the end of the phase

› an introduction to the teaching sequence highlighting **how** to teach during this particular phase

› a year-by-year teaching sequence highlighting **what** to teach for each year in the phase, along with (in phases 1–3) teaching considerations for particular aspects of content.

Phases 1–3 (Years 0–8)

The year-by-year teaching sequences of the first three phases is organised into three strands: oral language, reading, and writing. This reflects the critical focus on structured literacy approaches in the first eight years of school.

Oral language

This strand focuses on teaching students to speak and listen effectively. 'Oral language' encompasses any first language communication method, such as spoken languages, New Zealand Sign Language, and alternative and augmentative communication (AAC). It also includes expressions such as vocalisations, gestures, movements, and images.

In phase 3, the strand also focuses on syntax and grammar, which involve constructing sentences correctly and understanding the rules of language. Pragmatics, or using language appropriately in different contexts, is another important aspect. Additionally, vocabulary development focuses on expanding the range of words students understand and use. Listening and responding to others, controlling voice using tone, volume, and pace, and adapting to situations and audiences are also essential components.

Reading

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

Writing

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

Phase 4 (Years 9–10)

The year-by-year teaching sequence of the fourth phase is organised into two knowledge areas: Language studies and Text studies. This phase places less emphasis on constrained literacy knowledge and skills than phases 1–3 and greater emphasis on students developing their disciplinary English knowledge and skills. They learn to use and study language for a variety of purposes and engage with a broad range of literary and non-fiction texts.

Language studies

The focus of this knowledge area is on teaching students how to craft written, visual, and oral texts for a variety of purposes and audiences.

Text studies

This knowledge area focuses on expanding students' knowledge of a broader range of literary and non-fiction text forms, in greater depth. It also aims to deepen students' understanding of the literary features used across a range of forms. This knowledge enhances their roles and skills as readers, audience members, and authors.

Phase 5 (Years 11–13)

The phase is organised around the knowledge areas of Language studies and Text studies. Students further refine their disciplinary English skills, employing and analysing language for different purposes while engaging with an extensive array of literary and non-fiction texts.

Language studies

The focus of this knowledge area is on teaching students how to craft increasingly complex written, visual, and oral texts for a variety of purposes and audiences.

Text studies

This knowledge area focuses on expanding students' knowledge of analytical and evaluative skills through the study of a wide variety of literary and non-fiction texts, including seminal texts. By using analytical approaches and frameworks, students gain insights into literary features across a range of forms, such as poetry, prose, and dramatic works. This knowledge helps them to compare and contrast different texts. This comprehensive approach helps students appreciate the richness and complexity of literature.

Year-by-year teaching sequences

In each phase of the curriculum, students build on their knowledge and practices through reading and creating more complex texts. In response to the prior knowledge, strengths, and experiences that students bring to their learning, teachers deliver tailored learning programmes, drawing on their professional judgment and clear guidance about what to teach and how to teach it.

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

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

Phases 1 and 2 include teaching considerations for all teaching foci. In phase 3, the learning shifts from focusing predominantly on the constrained elements of literacy to increasingly focusing on unconstrained skills and on exploring text and language in the English learning area. Therefore the teaching considerations for phase 3 cover only explicit teaching guidance for the more constrained, structured-literacy-approach elements that align with phases 1 and 2. Phases 4 and 5 have no specified teaching considerations, as the focus shifts to discipline-specific teaching and learning.

Teaching guidance

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

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

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

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

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

› Motivation is critical for wellbeing and engagement in learning.

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

The implications of these characteristics for teaching English are described in this section and in the 'teaching considerations' in the year-by-year teaching sequences for phases 1–3.

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

› developing a comprehensive teaching and learning programme

› using assessment to inform teaching

› planning.

Developing a comprehensive teaching and learning programme

A comprehensive teaching and learning programme supports the depth and breadth of learning described in each of the teaching sequences. English learning area programmes have the following components:

› explicit teaching

› structured literacy approaches

› inclusive teaching and learning

› developing as confident communicators, readers, and writers

› working with texts.

Explicit teaching

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

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

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

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

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

Explicit teaching involves:

› connecting the current focus to previous learning

› providing concise, step-by-step explanations, accompanied by student input and discussion

› explaining, modelling, and demonstrating

› regularly checking for understanding and providing feedback

› providing opportunities for collaborative and independent practice.

Structured literacy approaches

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

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

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

Inclusive teaching and learning

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

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

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

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

Developing as confident communicators, readers, and writers

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

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

Students develop confidence as communicators, readers, and writers by recognising and valuing the use of literacy and English in their lives. This is enhanced when they explore texts that reflect their identities, cultures, interests, and preferences, and especially when they make choices about what they read and write. Developing as confident communicators, readers, and writers also involves creativity and imagination.

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

Working with texts across the learning area

Working with literary and non-fiction text is at the core of English.

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

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

Texts can be in a range of language modes (e.g., written, oral[1], and visual modes) and use a range of technologies (e.g., print and digital). Multimodal texts such as film and digital media combine language with other means of communication, such as images or a soundtrack. Texts are also generated using augmentative and alternative communication (e.g., gestures and picture symbols) and Braille.

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

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

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

› texts that are decodable (phonically controlled), when the primary purpose is practising grapheme-phoneme correspondences they have recently been taught

› texts that have rich language, when the primary purposes are building students' enjoyment of reading, vocabulary, knowledge of text structures, and comprehension skills (e.g., sophisticated picture books, classic and contemporary literature, stories from Aotearoa New Zealand that include kupu Māori, stories from the Pacific, and stories from around the world)

› texts that model the modes, conventions, or structures being taught (e.g., prose, poetry, plays, and novels)

› texts that are relevant to students' current learning and allow for a variety of interpretations and responses, multiple perspectives, and global, national, and local contexts (e.g., information texts and narrative texts by international writers, including Pacific or New Zealand authors)

› texts that provide multiple entry points with the purpose of exploring a concept rather than learning to read or write (e.g., sophisticated picture books and texts that explore similar ideas using different modes)

› texts that allow for exploration, reflection, and discussion of how text authors use techniques to persuade or influence, and the impact of these on different people

› texts that allow for exploring the use of language over time and in different places (e.g., by comparing contemporary and historical texts or texts from different countries).

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

In the English learning area, teachers support reading for pleasure by enabling students to select texts aligned with their interests, fostering engagement and a love for reading. Reading for pleasure has numerous benefits for students, including raising reading and writing achievement, improving text comprehension, vocabulary, and grammar, developing positive reading attitudes, and developing self-confidence.

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

Using assessment to inform teaching

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

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

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

› designing scaffolds to support students to access and enrich their learning

› providing opportunities for students to apply new learning

› planning lessons focused on revisiting, reteaching, or consolidating learning.

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

Planning

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

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

› Develop plans using the sequence statements for the year, taking students' prior learning into account. Plan for all students to experience all the statements in the sequence.

› Map out a year's programme composed of 'units' by looking for opportunities to teach statements from the year sequence together. These may be from the same strand or may be across several strands. For example, integrating the teaching of oral language, reading, and writing can be efficient, provided it does not cause cognitive overload for students.

› Order the units so that new learning will build on students' prior learning and connect over the course of the year. Consider the length of time allocated to specific strands, content, and concepts across the year – some may require more teaching time than others. Ensure the year's programme includes opportunities to revisit, consolidate, and extend learning around previously taught knowledge, concepts, and processes.

› Within unit or weekly planning, break down the knowledge and skills into a series of manageable learning experiences, so that students have several opportunities to deepen their knowledge. Use assessment information to plan where you will introduce and reinforce learning.

› Identify the key texts you will use that support students to explore and learn. Consider texts that provide opportunities to engage in learning that promotes creativity and curiosity.

› Within unit or weekly plans, break down new content, concepts, and procedures into a series of manageable learning experiences, and provide enough opportunities to develop understanding and fluency. Plan for a balance of explicit teaching (to introduce and reinforce learning), and rich tasks (to investigate a concept, support consolidation of previously taught content, and apply learning to new situations). Students should also be given daily opportunities to revisit prior learning. This consolidates and extends their knowledge and practices. In phases 1–3, teach both reading and writing for at least an hour each a day (two hours in total), with an understanding that reading and writing are complementary, and will often be taught together.

› Plan for inclusive teaching and learning. Think about multiple ways for students to participate in learning experiences and to show their progress. Plan for equitable access to allow all students to have fair access to learning opportunities. Identify and reduce barriers to learning, and plan for universal supports that are available to all students.

› Use flexible groups within a lesson, based on the learning purpose for the lesson (e.g., working as a whole class for demonstration and discussion, in smaller groups to discuss a text, in pairs to explain thinking). Provide opportunities for both individual and collaborative work, and enable students to determine when they need to work with others and when they need time and space to work independently.

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

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

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

Phase

3

Years 7–8

Phase 3 emphasises developing students' discipline-specific English knowledge while building and using their literacy skills in all learning areas. In the phase, students develop a deeper understanding of themselves as effective communicators, audiences, and authors who can draw on appropriate skills and knowledge to convey and interpret information, in order to participate in and understand the world around them. As engaged readers and expressive writers, students explore the wider world through language and literature.

The following pages describe the knowledge and practices that students have multiple opportunities to develop over phase 3.

The teaching sequences for phases 1 and 2 are available in the English Years 0–6 document.

Know

Oral language | Reo ā-waha

Students know that specific kinds of oral presentations have specific features. They know that successful presenters tailor the content and style of presentations to their audiences. Students know that specific forms of in-class communication, such as discussing work with their peers, can enhance their learning.

Reading | Pānui

Students know that decoding, self-correction, and drawing on their wider knowledge are central to successfully reading texts. They know that texts have a variety of forms, genres, structures, styles, and features which shape their meaning. Students know that texts are composed for particular purposes and audiences and can be interpreted differently by different people. They know that interpretations of a text must be backed up by textual evidence.

Writing | Tuhituhi

Students know most of the complex rules of grammar and spelling in English. They know that mastery of these rules allows them to write fluently and accurately. Students know the conventions of different forms of writing, including writing to entertain, inform, and persuade. They have knowledge of a range of language features, and have a wide vocabulary to draw from in their writing. They know the key steps in the writing process, including planning, drafting, revising, and editing.

Do

Oral language | Reo ā-waha

Students know how to deliver extended presentations in a range of formats. They know how to select particular content, language, and stylistic features to communicate effectively with a chosen audience. They know how to use a range of oral language approaches which enhance their learning, such as discussing work with their peers.

Reading | Pānui

Students know how to read increasingly complex texts accurately and expressively by drawing on their decoding and self-correction skills and their wider knowledge. While reading a text, they know how to monitor their comprehension, make inferences, and identify key ideas or messages. They know how to identify and discuss the effects of different textual forms, genres, structures, styles, and features on an audience. They know how to identify an author's purpose, and how to provide evidence from a text to support an interpretation of the text.

Writing | Tuhituhi

Students know how to handwrite and use keyboards with fluency, accuracy, and stamina. They know how to spell complex words with unusual spelling patterns. They know how to utilise a variety of complex sentence structures, word forms, and punctuation. They know how to select appropriate text forms, genres, words, and language features for particular audiences and effects. They know how to plan, draft, revise, and edit their writing so that it can achieve maximum impact.

In phase 3, students will experience teaching that blends the enjoyment of language and texts with structured and explicit instruction in oral language, reading, and writing. They will enhance their writing skills and deepen their knowledge, engaging with literary and non-fiction texts and text features across various modes (e.g., spoken, visual, and multimodal). Students will be encouraged to think critically, articulate their ideas clearly, and engage with complex texts in meaningful ways. They will use their imagination and creativity to create and comprehend texts. Using the components of a comprehensive teaching and learning programme, teachers create opportunities for students to experience success in the English learning area.

Working with texts

Teachers choose texts that are suitable for their students' learning levels and interests and that will support the learning described in phase 3. This ensures that selected texts are both engaging and suitably challenging.

To 'engage meaningfully' with texts means more than just reading or listening; it includes students analysing, discussing, and applying what they learn from texts. The teaching sequence for this phase supports students to learn how to:

› comprehend and interpret key ideas and details within increasingly complex texts

› create various types of texts for different audiences and purposes, using effective language and accurate grammar

› use a range of strategies to understand texts, including comparing, evaluating, and synthesising ideas

› participate in reading communities, discussing various text forms and genres and making informed text recommendations.

Studying different types of text forms together, such as stories, poems, and articles, helps students compare and contrast them, enhancing their comprehension and critical thinking skills. Engaging with a variety of texts multiple times allows students to gain a deeper understanding of how texts communicate ideas and represent the world.

Students who are still consolidating their decoding skills need to access year-level texts[2] to develop skills and knowledge (including vocabulary, comprehension, and content knowledge) alongside their peers. Teachers support students to do this by adapting supports and scaffolds for students, rather than by simplifying or modifying texts. An effective way to accelerate students' learning is to work with a small group to explore the content of year-level texts together, explicitly teaching features of the texts that carry meaning. This will enable the students to make sense of texts that are above their traditional 'instructional level'. When this is not possible, remove barriers and provide alternative ways to access year-level texts – for example, by using audio versions or print-to-speech software.

A key point is that the difficulty of a text for a particular student is determined by the relationship between the text, the complexity of the task, and the student's existing knowledge and expertise.

The following table describes the text requirements for this phase.

Text requirements

Text forms and numbers	Text complexity	Range of texts
Across the phase, students must engage meaningfully with: › at least two works of extended written text[3] › at least one collection of poetry › at least one film › at least one drama text › a range of other text forms, including short stories, non-fiction texts, and visual, spoken, multimodal, and digital texts.	Texts should be of varying lengths, have an appropriate level of complexity, and include: › a level of sophistication that supports intended practices and aligns with the increasing depth required for student progress › words and phrases with multiple meanings that require students to know and use effective word-solving strategies to retain their focus on meaning › non-continuous text structures and mixed text types › sentences that vary in length, including long, complex sentences that contain a lot of information › visual features that contain main ideas, including, for example, illustrations, photographs, text boxes, diagrams, maps, charts, or graphs › language features that contribute to a text's richness, including, for example, metaphor, similes, and onomatopoeia › ideas and contexts that are relevant to students' lives – for example, age-appropriate characters overcoming challenges › elements that require interpretation, such as complex plots, developed themes, and abstract ideas › complex layers of meaning and/or information that require students to infer meaning or make judgments.	Students must experience historical and contemporary fiction and non-fiction texts that are widely regarded as high quality.[4] These texts must include: › seminal texts, which are important writings, such as books, stories, or poems, that have played a significant role in helping people appreciate and understand texts; these texts are valued because they introduce key ideas and ways of thinking › texts by Aotearoa New Zealand authors › texts from around the world › texts from popular and youth cultures › texts students have chosen for personal interest and enjoyment. Non-fiction texts include: › reports › explanations › arguments › discussions › articles › biographies › news from reliable sources.

2 Texts whose subject matter and reading challenges are appropriate for a given student's year level; for example, School Journal Level 4 texts are designed for students in years 7–8 and so are a good model for the range of text forms and text complexity these students should encounter.

3 A comprehensive piece of fiction or non-fiction (e.g., a novel or memoir) that develops a subject in depth and often involves multiple sections or chapters, allowing for detailed arguments and complex ideas

4 High-quality texts are well crafted, engaging works of fiction or non-fiction that exhibit literary excellence, address meaningful themes, and offer significant educational value and challenge.

Oral language

		During year 7 Informed by prior learning, teach students to:	**During year 8** To consolidate learning, teach students to:
Presenting to others	**Presentation structure**	› use specific structural devices to shape extended presentations (e.g., debates, speeches, monologues, and podcasts) › use the structure of formal debates (e.g., Socratic, Youth-Parliament, model-United-Nations) to acknowledge an opposing view or present a counter-argument, supporting their views with evidence › identify and use traditional oral-language structures from their own and others' cultures	
	Planning for an audience	› identify and plan for an audience's age, interests, and prior knowledge about the topic › provide examples that the audience can relate to › know that figurative language is a key feature of oral language in their own and others' cultures (e.g., metaphor and expressions)	› anticipate and plan for an audience's emotional responses › provide examples and analogies that are relevant to the audience's experiences and interests › employ figurative language that is traditionally used orally in their own and others' cultures (e.g., symbolism and idiom)
	Maintaining audience interest	› know that an audience will better understand their points if they use a clear, confident tone, moderate volume, and a steady pace › vary pace to keep the audience engaged	› use a moderate volume to ensure clarity without overpowering others › adapt their tone for their audience and purpose › vary volume to emphasise key points
		› identify how body-language techniques (including gesture and facial expressions) support meaning during oral presentations	
	Listening and responding to others	› respond to others' ideas with sensitivity › identify when a discussion is going off topic and be able to bring it back on track › use an awareness of group dynamics (e.g., inviting those who haven't spoken to contribute, or asking for clarification if there is confusion)	› challenge others' ideas and express ideas with sensitivity and respect for other perspectives › show understanding of other people's feelings and viewpoints before presenting a counter-argument › manage discussions to keep on topic, be inclusive, and repair communication breakdowns

Teaching considerations

Each year, students should present oral texts, choosing suitable language and structures for specific audiences and purposes. When appropriate, these presentations include:
› language features that engage the audience, including rhetorical questions and the use of inclusive pronouns such as 'us', 'we', and 'our'
› ideas that are of high interest to the audience
› personal viewpoints that are expressed with detailed descriptions
› simple arguments and counter-arguments for presented ideas
› cue cards (to support the delivery of prepared presentations).

Explicitly model:
› how to structure a presentation by using a clear introduction, logical sequencing of ideas, and strong conclusion
› the ways in which tone, volume, and pace can affect communication
› how to adapt to an audience.

		During year 7	**During year 8**
		Informed by prior learning, teach students to:	To consolidate learning, teach students to:
Communication for learning	Metacognition	› discuss their English learning goals and how they plan to achieve them › ask peers for feedback on their work, and provide constructive feedback in return	› articulate specific strengths and areas for improvement within the English learning area › process feedback received through external and internal self-talk and plan manageable steps
	Self-regulation	› practise strategies that help them regulate their emotions and identify the strategies that are most effective for them › implement changes to their environment and self-talk that will support learning.	› use strategies to remain calm when discussing a controversial topic › communicate in ways that help manage frustration if group members disagree › implement changes to their environment and self-talk that will support learning › be considerate and curious about the views of others.

Teaching considerations

Explicitly model metacognitive thinking and the language that supports it.

Explicitly model:
› the use of sentence stems that support students to express more complex emotional language (e.g., "I feel overwhelmed when I have multiple assignments due, but I can manage my time better by creating a schedule" or "I understand you feel frustrated, but have you considered …?")
› a wider range of words that express emotions, and their synonyms (e.g., "nervous" versus "anxious")
› strategies to support emotional regulation (e.g., handling nervousness by practising deep breathing, or using positive self-talk before presenting).

Reading

		During year 7 Informed by prior learning, teach students to:	**During year 8** To consolidate learning, teach students to:
Reading enrichment	Decoding	› continue to use their decoding and self-correction skills and knowledge when they encounter unfamiliar words	
	Fluency	› read year-level texts accurately and expressively, reflecting understanding of the text while maintaining a natural pace of reading at oral-fluency rates appropriate for the year level › adjust their reading expression and intonation according to the purpose of reading and the nature of the texts they are reading (e.g., poems, plays, narratives, and non-fiction texts)	

Teaching considerations

Some phase 3 students will still need explicit decoding instruction in the alphabetic code or in using morphemes and syllables for decoding. Seek support from school leadership and provide tailored support within the classroom. Use diagnostic assessment to identify the reading skills (e.g., phonemic awareness, decoding, and fluency) that require more intensive teaching and deliberate practice. Once these areas are pinpointed, targeted instruction should be given. It is important to use age-appropriate materials (e.g., decodable texts designed for older students).

While these students continue to build their foundation skills in reading and writing, it is essential that they have access to age-appropriate comprehension texts, so that they can continue to build their vocabulary, knowledge, and comprehension skills.

Deciding if a text is at a year 7 or year 8 level involves considering a range of different factors relating to text difficulty, including readability levels, length and complexity of the sentences, and the sophistication of the vocabulary, ideas, concepts, and storylines. School Journals contain items that have been allocated reading year levels; these can be helpful for building a sense of text level to apply to other texts of varying lengths, including books.

Fluent reading, characterised by accuracy, appropriate rate, automaticity, and expression, is essential for reading comprehension. To support students in achieving fluency, it is important to identify those needing targeted teaching through Oral Reading Fluency (ORF) assessments and monitor their progress regularly.

Daily reading practice is crucial for developing these skills, with reading aloud being more effective than silent reading until sufficient fluency is achieved. Poetry and plays are ideal for repeated reading to enhance expression.

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

› echo reading
› partner reading
› repeated reading
› wide reading, in which students read a variety of texts.

As well as developing fluency, wide reading builds vocabulary and background knowledge.

Model and explicitly teach fluency using techniques such as the following:

› Read aloud to students with phrasing and expressiveness, paying attention to punctuation, sentence structure, and language features.
› Use vocal performance techniques, such as breathing, projection, clarity, diction/articulation, accent, and modulation. (Modulation includes pitch, pace, pauses, inflection, emphasis, tone, mood, and volume).
› Model how to adapt pace to accommodate text complexities, using texts that include sophisticated, multisyllabic words and complex sentence structures.
› Teach students to respond to punctuation and to group words in phrases for expression, stress, and intonation. The aim is to make their reading sound like spoken language, which supports their understanding of what they read.

Providing multiple opportunities for practice, such as readers' theatre and plays, supports fluency development. If students require continued support with fluency at phase 3, they may need additional support with foundational decoding skills. For guidance, refer to teaching considerations for decoding in the row above.

		During year 7 Informed by prior learning, teach students to:	**During year 8** To consolidate learning, teach students to:
Reading enrichment	Developing reading behaviours	› use a range of strategies for identifying and selecting texts, including how to choose an appropriate level of challenge and to expand their repertoire of texts › develop reading stamina and read longer texts independently	
Comprehension	Vocabulary	› use a range of strategies to ascertain the meaning of academic and content-specific words and phrases in year-level texts › know the meanings of Greek and Latin roots and affixes to make meaning of new words › use year-appropriate academic and content-specific words and phrases with accuracy › use print and digital dictionaries for spelling, pronunciation, and definition for both English and everyday te reo Māori	
	Text forms and genre	› know how different text forms and genres are created and how they shape the audience's experience › engage with a variety of teacher- and student-selected texts across different genres to discover their unique features and effects › explore texts that are not easily categorised – for example, poetry that has persuasion as its purpose, or informational narrative texts (such as biographies or historical novels)	
	Text structure, style, and features for all genres	› identify and describe how a chapter, verse, section, or scene fits into a text's structure and contributes to the meaning of the text as a whole › compare and contrast different text forms and explain how their structural and language features help communicate meaning › identify and describe language features including alliteration, allusion, metaphors, onomatopoeia, repetition, rhetorical questions, similes, and personification › identify and describe visual features such as angles, colour, background, midground, foreground, figure, graphic weight, shots, framing, and space › examine the role of visual features in texts, and explain how these enhance meaning and communication	› identify and describe how structural and language features help communicate meaning across a variety of different texts and explain the impact their use has on the audience › identify and describe how the narrative elements in stories and dramas interact, and the effect this has on characters, plot, and themes › identify and describe language features including alliteration, allusion, metaphors, onomatopoeia, repetition, rhetorical questions, similes, personification, cliches, the use of contrast, and puns, and explore their effect on the audience › identify and describe visual features such as angles, colour, background, midground, foreground, figure, graphic weight, shots, framing, space, contrast, emanata, motion lines, repetition, and symbolism and explore their effects on the audience › examine the effectiveness of various visual features (e.g., pictures, illustrations, images, graphics, and diagrams) in conveying meaning and enhancing understanding within different text forms

		During year 7 Informed by prior learning, teach students to:	**During year 8** To consolidate learning, teach students to:
Comprehension	Comprehension monitoring	› monitor and confirm their understanding across a range of texts and sources of information by annotating, rereading, reading ahead, asking questions, and visualising	› monitor and check their understanding across a range of texts and sources by selecting appropriate strategies, including annotating, reading ahead, asking questions, and consulting references
	Summarising and drawing conclusions	› identify the main ideas and supporting details in texts, and draw conclusions that are well supported by evidence from the text › summarise the themes of a text, and show how the author has developed it by providing a main idea, supporting details, and a conclusion	› compare, evaluate, and synthesise the main ideas and themes within and across texts to build meaning › draw conclusions about themes or topics that are well supported by evidence from the text
	Inferring using evidence	› make local and global inferences to examine texts closely, using both clear evidence from the text and interpretations to develop understanding	› make local and global inferences to examine a range of texts closely, using both clear evidence from the text and interpretations to develop a deeper understanding
Critical analysis	Author's purpose	› know why authors make their texts and how their backgrounds shape the way they present different topics › identify the author's purpose that underpins the text › identify how people, places, or ideas are represented in texts › identify whose positions are being represented	
	Making connections and interpretations	› explain how the ideas expressed in texts connect to experiences, skills, and knowledge › notice cultural elements (e.g., values, rituals, ceremonies, symbolism, art, and dance) that are represented in a range of texts and explain how these elements help communicate meaning › use evidence from a text, together with prior knowledge, to make interpretations of the text, drawing on other texts for comparison › acknowledge and build on others' ideas, respectfully challenging other students' interpretations	
	Digital literacy	› evaluate the validity of digital and media texts › analyse the different forms and conventions of digital texts to identify the intended purpose, message, context, and audience of the texts.	

Teaching considerations

Use think-alouds to model your own thought processes when you find problems in a text or are comparing texts. For example, show how you deal with unknown words, conflicts with prior knowledge, and inconsistencies in the text, and demonstrate what you can do to solve those problems.

Explicitly teach summarising by using a range of different texts, across the curriculum. For example:
› Use think-alouds to model how to summarise texts, identifying the main ideas, the crucial details, the irrelevant details, and the key words and phrases.
› Model how to support conclusions with specific evidence from the text (e.g., by using a two-column chart, with one side listing evidence and the other side listing the conclusions drawn from that evidence).

Teach students to use clues in the text and their own prior knowledge to make predictions and inferences – for example, about a character's motivation or an author's opinion.

Explicitly teach and model how to analyse a text for contextual details, examining sentences to know how each word provides clues for meaning. Show students how you use contextual information from the text and your own knowledge to draw conclusions.

Writing

		During year 7 Informed by prior learning, teach students to:	**During year 8** To consolidate learning, teach students to:
Transcription skills	Handwriting	› handwrite with stamina and fluency while maintaining legibility, size, spacing, and slope	
	Keyboarding	› use efficient keyboarding with fluency, accuracy, and stamina	
	Spelling	› spell words with ambiguous vowel spelling including: – <ei> representing long /ā/ (e.g., reign) or long /ē/ (e.g., ceiling) – 'ou' representing short /u/ (e.g., enough) – 'a' representing /o/ (e.g., following 'w': was and 'qu': quad)	› spell words with ambiguous vowel spellings including: – schwa for unstressed syllables (e.g., awkw<u>ar</u>d, wat<u>er</u>) – <or> representing /er/ following 'w' (e.g., worse)
		› spell words with ambiguous consonant spellings, including <gh> representing /f/ (e.g., enough) and <ch> representing /ch/, /sh/, or /k/	
		› spell words with less common silent letters: <gn> = /n/, <gh>=/g/, <ps> = /s/, <pn> = /n/, <mn> = /m/, <rh> = /r/, and <pt> = /t/	› use the correct spelling for advanced homophones (e.g., patients-patience, cite-site-sight, I'll-aisle-isle)
		› spell words with two-syllable prefixes (e.g, 'inter', 'over', 'circum', 'contra', 'ambi', 'ante', 'anti')	› spell words with common chameleon prefixes (e.g.,'in', 'im', 'il', and 'ir' meaning 'not' and 'con'; 'col', 'co', 'com' 'cor' meaning 'with' or 'together')
		› spell words with suffixes '-able', '-ible', and '-ure'	› spell words where the consonant changes when adding the suffix (e.g., mischief-mischievous) and where the vowel changes when adding the suffix (e.g., explain-explanation)
Composition	Audience, purpose, and task	› plan and write with a specific audience and purpose in mind, make choices in genre and style to communicate meaning, anticipate the reaction of the audience, and evaluate the effectiveness of the writing in relation to its purpose	› use codes and conventions of different modes and text types in the texts they compose › identify how to select or deliberately combine modes to enhance the message in texts in relation to their purpose

Teaching considerations

Using a consistent, school-wide approach, ensure students are building handwriting stamina every day.

In phase 3, it is expected that students will be forming letters correctly. Focus on increased fluency and building handwriting stamina. Use assistive technologies to support composition when needed.

Plan explicit instruction in keyboarding skills and opportunities for regular practice. It can be helpful for students to use quality online touch-typing programmes that incorporate systematic teaching and deliberate practice.

Explicit instruction in spelling is still required in phase 3, with a focus on morphology and the supporting role of syllables in identifying correct phoneme-grapheme correspondences. Teach spelling multiple times each week, providing regular opportunities for deliberate, spaced, and interleaved practice and review to allow students to consolidate their learning into long-term memory.

Teach students to segment words into syllables and morphemes, and teach groups of words sharing the same syllable patterns or morphological elements.

Include exploration of the etymology and meanings of morphemes and words in the spelling instruction.

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

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

		During year 7 Informed by prior learning, teach students to:	**During year 8** To consolidate learning, teach students to:
Composition	Sentence structures, grammar, and punctuation	› write complex sentences with relative or adjective clauses	› write compound-complex sentences
		› use their understanding of different sentence structures to craft sentences that effectively communicate ideas, using complex sentences with adjective or relative clauses to illustrate the connections between ideas	› use their understanding of sentence structures to craft sentences that effectively communicate ideas, using complex sentences that combine phrases and clauses to illustrate the connections between ideas
		› craft sentences that communicate meaning clearly, correctly using: – nouns – abstract nouns – gerunds – verbs – verb tenses	› craft sentences that communicate meaning clearly, correctly using: – indirect objects – predicate nouns – predicate adjectives – participles – adverbial phrases
		› distinguish between active and passive voice, and make deliberate choices about which to use when writing	
		› use colons for introducing a list after a complete sentence (e.g., 'The recipe calls for several ingredients: flour, sugar, eggs, and butter.') › use semicolons to separate two independent clauses (e.g., 'The weather was perfect for a hike; the sun was shining and the sky was clear.')	
		› use colons for introducing explanations or examples (e.g., There was only one thing left to do: finish the project.)	

Teaching considerations

Sentence structure is becoming more complex at this phase and will involve modelling and analysing sentence parts.

Explicitly teach and model new sentence structures. Students may find it helpful to use visual supports (e.g., colour coding or graphics) to identify sentence parts.

Explicitly teach appropriate punctuation alongside sentence structure, as learning punctuation in context supports improved understanding and retention.

Sentence combining and expanding can be done orally at first so that students can experiment with changing the order of phrases and conjunctions and see whether this also changes the meaning (for example, indicating the importance of an action by putting it first or last) or tone of the sentence.

		During year 7 Informed by prior learning, teach students to:	**During year 8** To consolidate learning, teach students to:
Composition	**Writing to entertain**	› write texts to entertain that: – include narratives, poems, and descriptive writing – reflect real or imagined experiences or events – are well structured, using paragraphs, stanzas, or scenes to create a sense of sequence – use carefully selected words and phrases, relevant descriptive details, and sensory language to convey experiences and events – provide a conclusion or sense of closure that follows from the rest of the text	› write texts to entertain that: – include narratives, poems, and descriptive writing – present real or imagined experiences or events or a combination of these – orient the reader, listener, or viewer by establishing a situation and setting – use a variety of techniques to sequence events, thoughts, or experiences and signal shifts from one setting or idea to another – use carefully selected words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events – provide a conclusion that follows from and reflects on the rest of the text
	Writing to inform	› write texts to inform that: – include reports, explanations, arguments, discussions, articles, biographies, character profiles, scripts for presentations, and responses to text – clearly introduce the topic and organise ideas and information logically into paragraphs – include headings and visual elements such as illustrations, charts, tables, and multimedia (when useful for aiding comprehension) – make use of relevant facts, definitions, examples, and quotations – provide references for the sources of information used in the text – use precise language and domain-specific vocabulary to explain the topic – provide a concluding paragraph which highlights the most important points	› write texts to inform that: – include reports, explanations, arguments, discussions, articles, biographies, character profiles, scripts for presentations, and responses to text – clearly introduce the topic, provide a preview of what will be covered, and organise ideas and information logically within and across paragraphs – make considered use of headings and visual elements such as illustrations, charts, tables, and multimedia – link ideas within and across categories of information using carefully selected and varied transition words, phrases, and clauses (e.g., similarly, consequently, conversely) – make use of relevant and carefully selected facts, definitions, examples, and quotations – provide references for the sources of information used in the text – use precise language and domain-specific vocabulary to explain the topic – provide a concluding paragraph which highlights the most important points and encourages further reflection

Teaching considerations

Each year, students must independently write texts, choosing suitable language and structures for specific audiences and purposes.

When appropriate, the texts they create must include:

› an appropriate length for the task and purpose

› content-specific vocabulary suitable to the register and tone

› subject-verb agreement, tense agreement, pronouns, and prepositions, along with capital letters, full stops, question marks, and exclamation marks

› complex punctuation, such as apostrophes showing possession, commas that separate clauses, and semicolons

› correct spelling, informed by their knowledge of spelling rules and word derivations

› grammatically correct complex sentences

› conventions of particular text forms (including, for example, paragraphs, stanzas, rhythm, and rhyme)

› clearly related ideas, both within and between paragraphs

› concise content, often including details and comments supporting main points

› features of written language (including, for example, similes and metaphors).

Using exemplar texts, explicitly teach students the structural features of texts, such as titles, headings, diagrams, illustrations, and order of events. Help them to identify the language features and structures used for particular purposes in different text forms.

Provide specific planning templates to support students to include these language and structural features in their writing.

Model how text authors:

› make choices in the use of language, drawing on word selection, language, or literary devices

› make use of visual elements.

Provide opportunities for students to use and create visual elements in texts.

		During year 7 Informed by prior learning, teach students to:	**During year 8** To consolidate learning, teach students to:	**Teaching considerations**
Composition	Writing to persuade	› write texts to persuade that: – include opinion pieces, advertisements, letters to the editor, arguments, persuasive presentations, debates, and discussions – introduce a preferred position and organise the reasons and evidence clearly – support the stated position with clear reasons and relevant evidence, using trustworthy sources – have a concluding section that restates the position clearly and has a concluding statement	› write texts to persuade that: – include opinion pieces, advertisements, letters to the editor, arguments, persuasive presentations, debates, and discussions – clearly introduce a preferred position, acknowledge alternate or opposing position(s), and organise the reasons and evidence logically – support the preferred position with logical reasoning and relevant evidence, using accurate, trustworthy sources – present the opposing position with evidence, pointing out why the preferred position is stronger – have a concluding section that clearly restates the preferred position and why it is the one the reader should also support	*(see teaching considerations on the previous page)*
	Digital texts	› use a wide range of digital tools and media to create and edit written, visual, and audio content for a variety of purposes	› create and edit digital texts and media for a variety of purposes, using a range of digital tools for editing	
		› collaborate with others to create digital texts that express increasingly complex ideas, and share the texts with a wider, trusted audience, adjusting the message accordingly		
		› engage in the responsible use of digital content, including how to use content sourced online and using citations for content	› engage in the responsible use of digital content, including linking to or citing sources for the created texts and considering copyright and creative commons when sharing to a wider audience	
Writing craft	Word choice	› select and use words that clearly express the intended meaning, including deciding between synonyms for effect	› deliberately select and use words and phrases that clearly express their intended meaning, considering the nuances of synonyms to enhance clarity, impact, and personal voice	Explicitly teach and model how to make choices between words that are similar in meaning.
		› use a physical or appropriate digital thesaurus to locate synonyms	› use a physical or appropriate digital thesaurus to locate synonyms for different purposes	
	Language features and devices	› deliberately select and use a range of language features (e.g., listing, repetition, rhetorical questions) to meet the purpose of the writing, and be able to explain how they will engage the reader or viewer	› deliberately select and use a range of language features (e.g., hyperbole, cliche, contrast, pun) to meet the purpose of the writing, and be able to explain how these might have an effect on the reader or viewer	Use exemplar texts to model how language features are carefully selected for effect.

		During year 7 Informed by prior learning, teach students to:	**During year 8** To consolidate learning, teach students to:
Writing processes	**Planning**	› use appropriate planning and note-taking formats to plan to meet the needs of the writing purpose or genre	
		› carry out focused research projects that use several sources to deepen their knowledge of specific topics	› carry out focused research projects that answer a specific question or questions, using several sources to deepen their knowledge of specific topics
		› gather data from various printed and online materials	› gather information and data from various printed and online materials to interpret and use
		› refine the research question as needed throughout the information-gathering process	› extend their knowledge by investigating additional details and asking clarifying questions related to the topic
		› find relevant information and continue to search online	
		› question the validity of each source used	
		› begin to quote and paraphrase sources and write information in their own words	› quote and paraphrase sources accurately and write information in their own words
		› include a basic bibliography to cite sources used	
		› set, work toward, and self-evaluate against specific writing goals based on analysis of writing content and processes	
	Drafting	› transfer ideas from their planning, including transferring main ideas to topic sentences › use structural features such as linking words across the whole text to support cohesion	
		› write multi-paragraph texts for a range of purposes, organising the information and ideas to best suit their purpose, and using headings and subheadings appropriately	

Teaching considerations

The writing process is recursive. Effective writers continually repeat and revisit the stages in the process as they write. Students working in phase 3 should be encouraged to write across the curriculum.

Students should be writing daily.

Planning

Students must have enough knowledge about the topic they are going to plan and write about. Build their knowledge about a topic through reading to and with them and through research, experiences, and discussion.

Provide consistent planning templates so that students can become confident and familiar with their use. Support students by using planning templates that promote clear paragraph and multi-paragraph structures (e.g., with an introduction, body, and conclusion).

Model the use of note-taking, key words, and phrases during planning to encourage students to write information in their own words.

Use a questioning matrix to help students develop complex questions, which they can respond to in the planned text.

Model how to use search engines effectively, and encourage students to use them to find valid sources of information.

Explicitly teach students how to assess the validity of information – for example, by checking that the same information can be sourced from at least three different web pages.

Explicitly teach organisational skills during planning, such as how to group content into relevant paragraphs.

Develop students' ability to set and monitor progress towards their writing goals independently. Writing goals may relate to aspects of transcription, composition, craft, and managing the writing process, and will increase in sophistication over time.

Drafting

Model the drafting process, including:

› referring to their planning during drafting and refining, and adjusting it as they go
› using keywords, notes, and phrases from their planning and turning them into complete and varied sentences
› checking as they write that sentences and paragraphs make sense and have the necessary punctuation
› checking transitions, order of ideas, and cohesive ties between paragraphs.

(continued on the next page)

| | | **During year 7** | **During year 8** |
		Informed by prior learning, teach students to:	To consolidate learning, teach students to:
Writing processes	Revising	› make revisions to the content, style, features, and tone of draft texts, and add, delete, and re-sequence words and sentences to improve clarity, focus, grammar, and coherence for the intended audience and purpose	
		› request and selectively use peer feedback to determine where revision is needed, justifying their decision when the feedback is not used	
	Editing	› edit draft texts, checking for errors in spelling, punctuation, and formatting › edit digital texts using word-processing software, including spell- and grammar-checkers.	

Teaching considerations

Revising

Revising is an important part of the writing process – it should happen both as students write and after they have finished writing.

Explicitly teach students how to make revisions by teaching them techniques such as:

› improving word choice to convey vivid meaning

› using domain-specific words

› combining and expanding sentences

› varying sentence types

› checking for clarity of writing.

It can be helpful for students to practise this skill collaboratively on exemplar pieces of writing.

Editing

Editing should happen as students write each sentence and paragraph, as well as at the whole-text stage, to ensure that their writing makes sense, including revisions. Some students will need support to locate where they need to make corrections.

Model for students how to fix errors. It can be helpful for students to practise this skill collaboratively on exemplar pieces of writing.

Provide clear feedback to support revising, to clarify meaning, to meet the text's purpose, and to suit the audience.

Provide clear feedback to support revising and editing for conventions such as spelling and punctuation.

During the revising and editing processes, teach students how to respond to feedback from the teacher and their peers.

When students are using word-processing software, teach them to look at the recommendations and ascertain whether they are correct or not and whether what is recommended will enhance their writing.

In phase 4, students develop a deep understanding of themselves as confident communicators, audiences, and authors. This phase emphasises advancing their subject-specific English knowledge, particularly in literacy, while continuing to enhance and apply literacy skills. Students will progress in English by grasping the nuances of different text forms, recognising the impact of context, purpose, and audience on communication, and appreciating varied perspectives and experiences through literature. Throughout phase 4, students are developing their abilities to use English to express themselves, understand others, and engage with the world around them.

Know

Crafting texts | Waihanga kōrero

Students know that, when crafting a text, it needs to be tailored to a specific audience and purpose. They know that expository, persuasive, and creative texts have distinctive features. Building on their work in phases 1, 2, and 3, students continue to revise their knowledge of grammar, punctuation, and spelling so that they are equipped to produce fluent, well-crafted texts.

Oral communication | Reo ā-waha

Students know that different forms of oral communication have specific features. They know that listening can be both active and critical and involves questioning to clarify, summarise, and assess.

Text analysis | Tātari hanga o te reo

Students know that aspects of text are used for particular purposes and audiences. They know that texts can take a variety of forms, including poetry, novels, short stories, drama, film, and non-fiction, each of which has distinct features and subtypes.

Critical analysis | Tātari arohaehae

Students know that texts are influenced by their historical, cultural, and social contexts, as well as by their author's personal background. In order to successfully analyse a text, students know that they need detailed knowledge of the specific context(s) relevant to that text.

Responding to texts | Kōrero/Tuhinga urupare

Students know that they respond to texts by attending to a range of textual features, including a text's themes, characters, purpose, structure, and language use. They know that there are multiple ways to respond to texts, and that people respond to texts in different ways. Students know that literary essays are one important way to respond to texts, and these have specific features, including an introduction, body paragraphs, and conclusion.

Do

Crafting texts | Waihanga kōrero

Students know how to craft texts for specific purposes and audiences. They develop confidence and fluency in using a wide range of text forms, structural features, and language features to clearly and effectively convey an idea. Drawing on their knowledge of grammar, spelling, and punctuation, they know how to write accurately and clearly.

Oral communication | Reo ā-waha

Students know how to present ideas orally through a wide variety of oral text forms. They know how to be confident, assured speakers and presenters who use a variety of appropriate techniques to convey ideas effectively. When listening to others, students know how to be engaged and attentive.

Text analysis | Tātari hanga o te reo

Students know how to accurately identify the key features of forms and other aspects of texts. They know how to analyse how these features affect the way a text conveys meaning.

Critical analysis | Tātari arohaehae

Students know how to analyse the ways in which a text's meaning is connected to its historical, cultural, and social contexts, as well as to the author's personal background. They are also adept at making connections between multiple texts, and between texts and their own lives.

Responding to texts | Kōrero/Tuhinga urupare

Students know how to respond to texts in varied and meaningful ways. They know how to consider others' perspectives on texts. Students know how to produce literary essays which offer thoughtful analyses of texts, and provide ample evidence to support their arguments.

Teaching sequence

In phase 4, the focus shifts towards disciplinary knowledge, emphasising text and language studies while maintaining a strong focus on literacy. Students will analyse and interpret a wide range of literary and non-fiction texts, exploring themes, structures, and contexts, while studying the nuances of language to understand how it shapes meaning and influences perception. Teachers use a comprehensive teaching and learning programme to create opportunities for students to experience success in the English learning area. By connecting elements of Language and Text studies, teachers deepen students' understanding of both, fostering a greater appreciation for the power of language and texts in academic and real-world contexts.

Working with texts

Teachers choose texts that are suitable for their students' learning levels and interests. This ensures that selected texts are both engaging and suitably challenging.

To 'engage meaningfully' with texts means more than just reading or listening; it includes students analysing, discussing, and applying what they learn from texts.

The choice of texts depends on the teaching purpose. For example, if the goal is to teach narrative techniques, teachers might use a novel. If the focus is on persuasive writing, teachers might choose speeches or opinion pieces. Different types of text forms can be studied together to show how they compare and contrast. Some texts can be studied in more detail than others.

By engaging with a variety of literary and non-fiction texts and having multiple opportunities to do so, students enhance their comprehension and critical thinking skills, gaining a deeper understanding of how texts represent the world and communicate ideas.

Encouraging students to read for pleasure further fosters a lifelong love of reading, enriching their personal growth and appreciation of diverse perspectives. Teachers provide opportunities for students to select texts that match their interests or fulfill academic and personal goals, reflecting their identities as readers.

Students who need intensive, accelerative, targeted support to build their decoding skills need age-appropriate materials that reflect their interests. At the same time, they need scaffolded access to year-level texts so that the development of their content knowledge, vocabulary, and comprehension skills is not restricted to the level of their decoding skills.

A key point is that the difficulty of a text for a particular student is determined by the relationship between the text, the complexity of the task, and the student's existing knowledge and expertise. In year 10, the practices from year 9 are consolidated and new practices are introduced.

Text Requirements

Text forms and numbers	Text complexity	Range of texts
This list is designed to ensure students encounter at least one of each of these text types across this phase. In planning a comprehensive teaching and learning programme, teachers should ensure that students engage meaningfully with more than the minimum number of texts listed here. Across the phase, students must engage meaningfully with: › at least two works of extended written text, at least one of which must be a novel › at least one collection of poetry › at least one film › at least one drama text › at least one short story › at least one non-fiction text › a range of other text forms, including visual, spoken, multimodal, and digital texts.	Texts should be of varying lengths, have appropriate complexity, and include: › a level of sophistication that supports intended practices and aligns with the increasing depth required for student progress › multiple perspectives, which may be expressed across a number of texts › language features, including euphemism, juxtaposition, and hyperbole, that may require students to use strong inferencing skills to know the intended meaning › ideas that are complex, but that students can relate to › themes that may challenge assumptions and deepen understanding › characters, settings, and events that work together to support the audience's understanding of the author's purpose › challenging perceptions and world views.	Students must experience historical and contemporary texts that are widely regarded as high quality. These texts must include: › fiction texts › non-fiction texts › seminal world texts from different places and times that have shaped literature and ideas around the world › texts by Aotearoa New Zealand authors › texts from around the world › texts from popular and youth cultures › texts students have chosen for personal interest and enjoyment.

Language studies

		Knowledge Students' progress is underpinned by the coverage of increasingly complex texts and forms.	
		During year 9 Informed by prior learning, teach students to know that:	**During year 10** To consolidate learning, teach students to know that:
Crafting texts	**Audience and purpose**	› considering an audience involves analysing its characteristics (including ages and interests) and expectations › the purpose of a text influences the text's content, style, and length › each type of writing has specific conventions, including language, structural, and stylistic features › planning techniques (e.g., brainstorming and outlining) help them to organise their ideas › peer review and feedback help them to refine their writing through constructive criticism	
	Expository texts	› expository texts provide explanation or information about a particular subject, including clear and factual information and avoiding personal opinions or persuasive features › language features (e.g., listing, textual evidence, quotations, and connectives), structural features (e.g., headings, paragraphs, and a thesis statement), and stylistic features (e.g., formal tone and diction) enhance and shape meaning in expository texts	
	Persuasive texts	› persuasive texts aim to convince the reader to agree with the author's point of view, take an action, or adopt a certain belief; they use a combination of emotional appeal (ethos), logical reasoning (pathos), and credible evidence (logos) › language features (e.g., emotive language, rhetorical questions, and statistics), structural features (e.g., a thesis statement, a conclusion with a call to action, and counter-arguments), and stylistic features (e.g., tone and diction) enhance and shape meaning in persuasive texts	
	Creative texts	› creative texts explore ideas, emotions, and experiences in imaginative ways; they often use figurative language, symbolism, and other literary devices to engage the reader's senses and emotions › language features (e.g., sensory details, metaphors, and emotive language), structural features (e.g., meter, varied sentence structures, conflict, and resolution), and stylistic features (e.g., tone and diction) enhance and shape meaning in creative texts	

	Practices In year 10, the practices from year 9 are consolidated and new practices are introduced.	
	During year 9 Informed by prior learning, teach students to know how to:	**During year 10** To consolidate learning, teach students to know how to:
	› identify their intended audience and purpose when planning texts › apply knowledge of the language, structural, and stylistic features of different text forms to draft texts for different purposes and audiences › reflect on the effectiveness of their texts	› evaluate the effectiveness of their texts in achieving their intended purpose, and make adjustments as needed
	› plan and develop a sequence of ideas at conceptual, paragraph, and whole-text levels › use appropriate language, structural, and stylistic features for a selected audience and purpose › draft complex expository, persuasive, and creative texts, citing sources used where appropriate › evaluate and revise the content, structure, style, and language features of draft texts for effectiveness › establish a voice in their texts, modifying language, style, and tone to suit the form, genre, audience, and purpose, and clearly expressing their thoughts and opinions › support their ideas with details and examples	› refine their planning by developing more detailed outlines to enhance the coherence and depth of their texts › anticipate and address counter-arguments when defending a position in an expository or persuasive text › participate in peer reviews, offering and incorporating constructive feedback

Knowledge

Students' progress is underpinned by the coverage of increasingly complex texts and forms.

		During year 9 Informed by prior learning, teach students to know that:	**During year 10** To consolidate learning, teach students to know that:
Crafting texts	**Visual texts**	› visual texts communicate ideas, emotions, and messages through design elements to convey meaning; they are designed for specific purposes (to entertain, inform, or persuade) and can take various forms; some of which, including moving images, will incorporate oral language › language features (e.g., captions, quotations, and dialogue), structural features (e.g., framing, perspective, and sequencing), and stylistic features (e.g., lighting, contrast, and colour schemes) enhance and shape meaning in visual texts	
	Grammar, punctuation, and vocabulary	› accurate grammar is essential for creating clear, structured, and effective communication › accurate grammar includes the correct use of: – clauses – tenses – different sentence types, including simple, compound, and complex sentences – active and passive voice › accurate punctuation provides clarity in their writing and can be used to help readers navigate text smoothly, emphasise key ideas, and control pacing › accurate punctuation includes the correct use of: – apostrophes for showing ownership and contractions – commas for lists and other purposes – colons for lists and explanations – semicolons to link related sentences – quotation marks for dialogue and titles – parentheses – dashes – hyphens › effective vocabulary choices support writers to convey their intended meaning and tone › effective vocabulary choices include the correct use of: – synonyms and antonyms to avoid repetition or to provide the appropriate level of formality for the purpose and audience of their writing – common idiomatic expressions › words have specific connotations, and selecting words with these connotations allows writers to subtly influence a reader's emotions, perceptions, and interpretations	

Practices

In year 10, the practices from year 9 are consolidated and new practices are introduced.

During year 9 Informed by prior learning, teach students to know how to:	**During year 10** To consolidate learning, teach students to know how to:
› plan and develop ideas › create a visual text, using appropriate language, structural, and stylistic features for a selected audience and purpose › evaluate and revise the content, structure, style, and language features of their visual text for effectiveness	› develop more detailed planning to enhance the coherence and depth of their visual texts › participate in peer reviews, offering and incorporating constructive feedback
› use different sentence types, including simple, compound, and complex sentences › recognise and accurately use clauses, tenses, and the active and passive voice › use apostrophes correctly for showing ownership and contractions › apply commas, colons, and semicolons appropriately in their writing › use quotation marks for dialogue and titles › correctly incorporate parentheses, dashes, and hyphens › choose words effectively to convey the right meaning and tone › recognise and accurately use prefixes, suffixes, synonyms, antonyms, idiomatic expressions, and connotation › adjust the level of formality in their writing to suit different situations and audiences › edit draft texts to improve their accuracy, checking for errors in spelling, punctuation, grammar, and structure, and correcting inconsistencies › edit digital texts using word-processing software, including spelling- and grammar-checkers, making informed choices about the suggestions provided by these tools	› master advanced punctuation techniques, including ellipses, brackets, and the Oxford comma, to improve the clarity and style of their texts

Knowledge

Students' progress is underpinned by the coverage of increasingly complex texts and forms.

		During year 9 Informed by prior learning, teach students to know that:	**During year 10** To consolidate learning, teach students to know that:

Oral communication	Presenting	› presentations take many different forms and are crafted for different purposes, including to inform, to entertain, and to persuade; they can be delivered individually or collectively, and can be formal or informal
		› presenting an individual formal presentation requires:
		  – understanding their audience and purpose
		  – clear organisation of ideas, including a strong introduction, well-structured body paragraphs, and a compelling conclusion
		  – using rhetorical devices and persuasive techniques (e.g., rhetorical questions and visual aids) to influence and engage the audience effectively
		  – confident delivery techniques (e.g., using appropriate gestures, and controlling tone and pace)
		  – practising their delivery (tone, pace, and body language) so that it engages the audience
		› participating in debates requires:
		  – clearly stating and defending their position on a topic
		  – providing well-researched and credible evidence to support their arguments
		  – anticipating and refuting counter-arguments to strengthen their position
		  – using persuasive language and rhetorical devices to enhance the impact of their arguments
		  – maintaining a respectful and courteous tone
		  – organising their arguments logically and coherently	

	Listening	› active listening involves questioning for the purposes of clarifying and summarising › critical listening involves questioning for the purposes of assessing the validity of a spoken text and identifying bias.	

Practices

In year 10, the practices from year 9 are consolidated and new practices are introduced.

During year 9 Informed by prior learning, teach students to know how to:	**During year 10** To consolidate learning, teach students to know how to:
› communicate clearly in a range of contexts › structure extended presentations logically, considering the ordering of ideas › communicate fluently, using a range of techniques, expressions, and gestures for effect › use specific structural devices to shape presentations (e.g., hooks, signposting, or visual aids) › check the credibility and bias of information to make their positions stronger	› present detailed arguments, using sophisticated structural and language features › adopt deliberate but subtle shifts in tone, pace, and volume, according to their purpose and audience › combine different viewpoints and sources to create well-rounded arguments
› use questioning techniques to clarify and summarise information.	› use questioning to assess the validity of a spoken text and identify bias.

Text studies

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Knowledge
Students' progress is underpinned by the coverage of increasingly complex texts and forms.
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<tr><td>

During year 9

Informed by prior learning, teach students to know that:
</td><td>

During year 10

To consolidate learning, teach students to know that:
</td></tr>
<tr><td rowspan="7">Text analysis</td><td>Aspects of texts</td><td>

› authors make choices about how to use aspects of texts for particular audiences and purposes
› aspects of texts work together to convey meaning and create effects
› aspects of texts include:
  – literary features (e.g., imagery, metaphor, simile, symbolism, and personification)
  – characterisation
  – setting
  – plot
  – mood
  – central ideas
  – formatting
</td><td></td></tr>
<tr><td>Form: the novel</td><td>

› language features (e.g., narrative voice, dialogue, and descriptive language), stylistic features (e.g., tone, diction, and symbolism), and structural features (e.g., plot development, chapter organisation, and point of view) enhance and shape meaning in novels
</td><td></td></tr>
<tr><td>Form: the short story</td><td>

› language features (e.g., narrative voice, dialogue, and descriptive language), stylistic features (e.g., tone, diction, and imagery), and structural features (e.g., plot structure, setting, and pacing) enhance and shape meaning in short stories
</td><td></td></tr>
<tr><td>Form: poetry</td><td>

› language features (e.g., imagery, metaphors, and personification), stylistic features (e.g., tone, diction, and sound devices), and structural features (e.g., form, lineation, stanza structure, and rhyme scheme) enhance and shape meaning in poetry
</td><td></td></tr>
<tr><td>Form: drama</td><td>

› language features (e.g., dialogue, monologue, and soliloquy), stylistic features (e.g., dramatic irony, diction, and stage directions), and structural features (e.g., acts, scenes, and pacing) enhance and shape meaning in drama
</td><td></td></tr>
<tr><td>Form: film</td><td>

› language features (e.g., dialogue, narration, and voiceover), stylistic features (e.g., cinematography, lighting, and sound design), and structural features (e.g., plot development, scene organisation, and editing) enhance and shape meaning in films
</td><td></td></tr>
<tr><td>Form: non-fiction</td><td>

› language features (e.g., factual language, rhetorical devices, and technical terms), stylistic features (e.g., tone and diction), and structural features (e.g., headings, subheadings, and paragraphs) enhance and shape meaning in non-fiction texts
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Practices
In year 10, the practices from year 9 are consolidated and new practices are introduced.
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<tr><td>

During year 9

Informed by prior learning, teach students to know how to:
</td><td>

During year 10

To consolidate learning, teach students to know how to:
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<tr><td>

› recognise how aspects of texts are used for particular audiences and purposes
› recognise how aspects of texts work together to convey meaning and create effects
</td><td></td></tr>
<tr><td>

› examine the key language, stylistic, and structural features of different text forms
› recognise how language, stylistic, and structural features enhance and shape meaning across a range of text forms
› draw on their personal reading of different forms to discuss their preferences and opinions
</td><td>

› compare and contrast the use of language, stylistic, and structural features across different forms of writing to evaluate their impact on meaning and their effect on the audience
</td></tr>
</table>

Knowledge

Students' progress is underpinned by the coverage of increasingly complex texts and forms.

		During year 9 Informed by prior learning, teach students to know that:	**During year 10** To consolidate learning, teach students to know that:
Critical analysis	Contextual analysis	› texts are influenced by authors' historical, cultural, and social contexts › authors reflect and respond to their context and often comment on the wider societal issues of their time › understanding the context in which a text was written, as well as aspects of its author's life, provides deeper insights into the text's themes, characters, and messages › a reader's own historical, cultural, and social background can influence how they interpret a text	
	Understanding the author's purpose	› authors have specific purposes for writing; the purpose influences the content and style of their texts › language and structural choices are made deliberately by the author to influence the reader › evidence within a text can be used to identify the author's purpose and message	
	Making connections and interpretations	› connections can be made between a text and other texts, personal experiences, and the wider world › personal responses to a text and interpretations of it are valuable and should be supported by evidence from the text	
Responding to texts	Personal responses	› there are many ways to respond to texts; responses can be written, visual, or oral, and formal or informal › people interpret and respond to texts in different ways, depending on their personal experiences and contexts	
	Structuring essays	› an essay response follows a structure that includes an introduction, body paragraphs, and a conclusion: – the introduction includes a clear, concise thesis statement that presents a main argument about the text and provides a focus for the essay – each body paragraph develops an idea and is supported by evidence from the text – this evidence is analysed to show how it supports the thesis – the conclusion summarises the main points discussed in the response.	

Practices

In year 10, the practices from year 9 are consolidated and new practices are introduced.

During year 9 Informed by prior learning, teach students to know how to:	**During year 10** To consolidate learning, teach students to know how to:
› research an author's background, including their biography, major works, and influences to support understanding of the text › examine the historical, cultural, and social context of a text	› identify wider societal issues addressed in a text and examine how they relate to the author's context
› question the neutrality of texts, including identifying bias › identify an author's purpose by examining a text's content, structure, language, and stylistic features › gather and interpret evidence from a text to support conclusions about the author's purpose and message	› combine evidence from multiple texts to analyse an author's purpose in a given text and the broader context of their work
› identify and explain connections between a text and other texts, personal experiences, and the wider world › support connections and interpretations with specific evidence from a text	
› express their personal responses to texts in various ways (written, visual, or oral) › recognise that others have different responses › consider various viewpoints to clarify and strengthen their own position	
› develop a clear thesis statement, stating a main argument about the text in a concise manner › begin each paragraph with a topic sentence, using connectives where appropriate › use appropriate language, stylistic, and structural features › use relevant quotations and examples from the text › explain how their evidence supports their main argument › explore the author's purpose and techniques › summarise the main points discussed in the essay.	› develop thesis statements that express complex ideas › analyse evidence in greater depth, showing how it supports their thesis statement and discussion of the author's purpose › support their discussion of the author's purpose with knowledge of the author's context › provide a conclusion that succinctly rephrases the argument and reinforces its key points.

In Phase 5, students hone their abilities to use English to express themselves clearly, understand others deeply, and engage thoughtfully with the world around them. This includes interpreting and producing texts, which help them to explore and articulate complex ideas and emotions. Teachers are expected to connect elements of Language and Text studies to deepen students' understanding of both, ensuring they develop the skills to navigate and contribute in a range of contexts with confidence and skill.

Know

Crafting texts | Waihanga kōrero

Students know that, when crafting a text, it needs to be tailored to a specific audience and purpose. They know that writers can experiment with and subvert the rules of language conventions for effect.

Oral communication | Reo ā-waha

Students know that different forms of oral communication are appropriate for different purposes and audiences. They know that active and critical listening enables understanding and supports them to evaluate reliability and bias.

Text analysis | Tātari hanga o te reo

Students know that aspects of texts are combined in multiple ways to create and shape meaning in texts. They know that these aspects can be interpreted in multiple ways.

Critical analysis | Tātari arohaehae

Students know that texts are influenced by their historical, cultural, and social contexts, as well as by their author's personal background. They know the core ideas associated with a range of analytical frameworks and know how these can be used to critically interpret texts.

Responding to texts | Kōrero/Tuhinga urupare

Students know that they respond to texts by attending to a range of textual features, including a text's themes, structure, and language use. Students know that the ways in which people interpret and respond to texts are shaped by their experiences and backgrounds. When producing literary analyses, students know the specific features of literary essays so that they can develop sophisticated, well-structured written responses to texts.

Do

Crafting texts | Waihanga kōrero

Students know how to craft increasingly complex and impactful texts for specific purposes and audiences. They know how to develop a clear personal voice by using a range of structural and language features. Drawing on their knowledge of grammar, spelling, and punctuation, they know how to write with accuracy and control.

Oral communication | Reo ā-waha

Students know how to present complex ideas orally through a wide variety of oral text forms. They know how to be confident, assured speakers who use a variety of impactful techniques to clearly convey ideas. When listening to others, students know how to ask clarifying questions, assess the validity of arguments, and identify bias.

Text analysis | Tātari hanga o te reo

Students know how to develop varied and nuanced interpretations of how aspects of texts shape the texts' meaning. They know how to develop sophisticated arguments about texts by drawing on these varied interpretations.

Critical analysis | Tātari arohaehae

Students know how to critically analyse the ways in which a text's meaning is connected to its historical, cultural, and social contexts, as well as to the author's personal background. They know how to draw on multiple analytical frameworks to develop critical interpretations of texts.

Responding to texts | Kōrero/Tuhinga urupare

Students know how to respond to texts in critical and perceptive ways. They know how to express their own responses to texts, while considering different perspectives to clarify and refine their positions. They know how to produce literary essays which offer nuanced and considered analyses of texts, and which provide compelling evidence to support their arguments.

In phase 5, teachers create opportunities for students to succeed in the English learning area. They foster a deeper appreciation for the influence of language and literary and non-fiction texts in both academic and real-world contexts. Throughout this phase, teachers aim to develop students' abilities to use English to express themselves clearly, understand others deeply, and engage thoughtfully with the world around them. By the end of phase 5, students can navigate and contribute in a range of contexts with skill and assurance.

Working with texts

Teachers choose literary and non-fiction texts that are suitable for their students' learning levels and interests. This ensures that selected texts are both engaging and suitably challenging.

To 'engage meaningfully' with texts means more than just reading or listening; it includes students analysing, discussing, and applying what they learn from texts.

The choice of texts depends on the teaching purpose. For example, if the goal is to teach narrative techniques, teachers might use a novel. For persuasive writing, teachers might choose speeches or opinion pieces. Different types of texts (e.g., stories, poems, and articles) can be studied together to show their similarities and differences. Some texts might be studied more closely, depending on their relevance.

Teachers should choose texts that have a clear purpose and cover a wide range of knowledge. These should include important literary works and non-fiction texts that have influenced language and genre or reflect significant historical or social events. The texts should be complex enough to allow for detailed analysis using different perspectives and analytical frameworks.[5]

By engaging with a variety of texts, students enhance their comprehension and critical thinking skills, gaining a deeper understanding of how texts represent the world and communicate ideas.

Teachers should support reading for pleasure by encouraging students to independently explore texts and develop preferences. Teachers should provide opportunities for students to read regularly, confidently discuss their preferences, and engage in thoughtful reading communities.

Students who need intensive, accelerative, targeted support to build their decoding skills need age-appropriate materials that reflect their lives and interests. At the same time, they need scaffolded access to year-level texts so that the development of their content knowledge, vocabulary, and comprehension skills is not restricted to the level of their decoding skills.

A key point is that the difficulty of a text for a particular student is determined by the relationship between the text, the complexity of the task, and the student's existing knowledge and expertise.

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5 Analytical frameworks provide lenses through which texts can be critiqued. These frameworks allow audiences to analyse influences on the creation, interpretation, and reception of various texts. Each analytical framework is based on a particular set of principles or assumptions about knowledge, influence, and society that guide the analysis and critique and ensure a deeper understanding of the underlying factors that shape texts.

Text Requirements

Text forms and numbers

In each year across phase 5, students must engage meaningfully with:

› a range of text forms, which will include short stories, drama texts, non-fiction texts, and visual, spoken, multimodal, and digital texts

› at least one extended written text, which is a comprehensive piece of fiction or non-fiction (e.g., a novel or memoir)[6]

› at least one collection of poetry

› at least one film

› at least one drama text.

When planning a comprehensive teaching and learning programme, teachers should ensure that students engage meaningfully with more than the minimum number of texts listed here.

Text complexity

During year 11

Texts must be of varying lengths, have appropriate complexity, and include:

› a level of sophistication that supports intended practices and aligns with the increasing depth required for student progress

› increasingly complex language strategies and techniques, including features such as sound devices, symbolism, personification, and extended metaphors, sometimes woven through the text

› traditional structures that may be subverted for effect

› ideas explored across a number of texts, enhancing audiences' understanding

› characters with complex relationships, requiring the reader to use inference and critical interpretation

› contexts that require the reader to seek out additional information in order to understand the text's central themes.

During years 12 and 13

Texts must be of varying lengths, have appropriate complexity, and include:

› a level of sophistication that supports intended practices and aligns with the increasing depth required for student progress

› increasingly mature themes relating to human nature and society

› complex ideas that can be explored across a range of text forms and genres

› historical, political, psychological, or philosophical contexts that require additional conceptual understandings

› a work by Shakespeare and a text from the 19th century.

Range of texts

Students must experience historical and contemporary texts that are widely regarded as high quality. These texts must include:

› fiction texts

› non-fiction texts

› seminal world texts from different places and times that have shaped literature and ideas around the world

› texts by Aotearoa New Zealand authors

› texts from around the world

› texts from popular and youth cultures

› texts students have chosen for personal interest and enjoyment.

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6   An extended written text develops a subject in depth and often involves multiple sections or chapters, allowing for detailed arguments and complex ideas.

Language studies

		Knowledge Students' progress is underpinned by the coverage of increasingly complex texts and forms.	
		During year 11 Informed by prior learning, teach students to know that:	**During years 12 and 13** To consolidate learning, teach students to know that:
Crafting texts	Audience and purpose	› analysing the expectations and characteristics (e.g., age, interests, and prior knowledge) of their intended audience supports writers to meet their purpose › considering the established conventions of different types of writing helps writers to meet the expectations of their audience › refining writing is an iterative process, supported by peer- and self-review	› texts can have more than one purpose, which can overlap, creating nuanced and layered messages › analysing the expectations and demographic of their intended audience supports writers to effectively align their writing with their intended purpose › considering the established conventions of different types of writing helps writers to meet the expectations of their audience › refining writing is an iterative process, supported by peer- and self-review

Practices	
During year 11 Informed by prior learning, teach students to know how to:	**During years 12 and 13** To consolidate learning, teach students to know how to:
› consider the nature of their intended audience and their purpose when planning content, language, and text form › develop ideas for a specific audience or purpose using suitable language, structural, and stylistic features › use language, structural, and stylistic features to develop a personal voice appropriate to their intended audience and purpose › analyse the effectiveness of their texts in achieving the intended purpose and make adjustments as needed	› make deliberate choices when planning content, language, and text form, based on analysis of their intended audience and purpose › develop ideas for their intended audience and purpose, making considered choices about their language, structure, and style › analyse the effectiveness of their texts in achieving the intended purpose and make adjustments as needed

Knowledge

Students' progress is underpinned by the coverage of increasingly complex texts and forms.

		During year 11 Informed by prior learning, teach students to know that:	**During years 12 and 13** To consolidate learning, teach students to know that:
Crafting texts	**Persuasive texts**	› persuasive texts aim to convince the reader to agree with the author's point of view, take an action, or adopt a certain belief, by using a combination of emotional appeal (ethos), logical reasoning (pathos), and credible evidence (logos) › language features (e.g., anecdote, allusion, and juxtaposition), structural features (e.g., circular structure, hook, and repetition), and stylistic features (e.g., hyperbole and antithesis) enhance and shape meaning in persuasive texts › authors can experiment with language features, structural features, and stylistic features to impact the tone of their texts and influence audience perspectives	› persuasive texts aim to convince the reader to agree with the author's point of view, take an action, or adopt a certain belief, by using a combination of emotional appeal (ethos), logical reasoning (pathos), and credible evidence (logos) › language features (e.g., paradox, pathos, and logos), structural features (e.g., layered counter-arguments and climactic development), and stylistic features (e.g., tone and diction) enhance and shape meaning in persuasive texts › writers can 'break the rules' or subvert expectations of language features, structural features, and stylistic features to convey tone and convincingly influence audience perspectives
	Creative texts	› creative texts explore ideas, emotions, and experiences in imaginative ways, often using figurative language, symbolism, and other literary devices to engage the reader's senses and emotions › language features (e.g., allegory and pathetic fallacy), structural features (e.g., subplots and cliffhangers), and stylistic features (e.g., tone and syntax manipulation) enhance and shape meaning in creative texts › authors can experiment with language features, structural features, and stylistic features to impact the tone of their texts and develop their own personal voice and style	› creative texts explore ideas, emotions, and experiences in imaginative ways, often using figurative language, symbolism, and other literary devices to engage the reader's senses and emotions › language features (e.g., anaphora and synecdoche), structural features (e.g., extended metaphor), and stylistic features (e.g., irony and ambiguity) enhance and shape meaning in creative texts › writers can 'break the rules' or subvert expectations of language features, structural features, and stylistic features to convey tone and convincingly express their personal voice and style

Practices

During year 11 Informed by prior learning, teach students to know how to:	**During years 12 and 13** To consolidate learning, teach students to know how to:
› plan and draft increasingly complex texts › revise to improve their ideas and structure, and edit to improve grammar, punctuation, and spelling › use language features, structure, and style appropriately for their intended audience and purpose, knowing when to experiment with conventions for effect › identify potential counter-arguments and defend their position by using logical reasoning, clear evidence, and persuasive analysis to show the strength of their ideas › provide thoughtful and constructive feedback on their peers' work, focusing on strengths and areas for improvement, and use feedback from others to refine and improve their own work	› plan and draft sophisticated texts › revise to improve their ideas and structure, and edit to improve grammar, punctuation, and spelling › use language features, structure, and style appropriately for an audience and purpose, knowing when to subvert conventions for particular effect › identify potential counter-arguments and defend their position by using logical reasoning, clear evidence, and persuasive analysis to show the strength of their ideas › provide thoughtful and constructive feedback on their peers' work, focusing on strengths and areas for improvement, and use feedback from others to refine and improve their own work

Knowledge

Students' progress is underpinned by the coverage of increasingly complex texts and forms.

		During year 11 Informed by prior learning, teach students to know that:	During years 12 and 13 To consolidate learning, teach students to know that:
Crafting texts	**Grammar, punctuation, and vocabulary**	› accurate grammar, punctuation, and spelling continues to be important › authors can experiment with grammar, vocabulary choices, and punctuation to impact the tone of their texts and develop their own personal voice and style	› accurate grammar, punctuation, and spelling continues to be important › writers can subvert expectations of language conventions and vocabulary as a stylistic choice for a range of reasons › subversion can result in effects such as mirroring a character's thoughts, drawing attention to specific elements, surprising the reader, emphasising themes, and changing how texts are experienced

Oral communication	**Presenting**	› presentations take many different forms and are crafted for different purposes (e.g., to inform, to entertain, or to persuade)
		› presentations can be delivered individually or collectively and can be formal or informal
		› an individual formal presentation requires:
		  – understanding the audience's values, needs, and expectations in order to tailor a presentation for greater impact
		  – logically structured ideas, with smooth transitions and thematic connections between sections
		  – the use of advanced rhetorical devices, such as parallelism, ethos/pathos/logos, and antithesis, to strengthen persuasiveness
		  – confident delivery, involving intonation, strategic pauses, purposeful gestures, and vocal variation to maintain audience interest
		› practising in front of others and incorporating their feedback improves performance
		
		(continued on page 70)
			› presentations take many different forms and are crafted for different purposes (e.g., to inform, to entertain, or to persuade)
			› presentations can be delivered individually or collectively and can be formal or informal
			› an individual formal presentation requires:
			  – understanding the audience's context to enable tailored messaging that resonates deeply
			  – ideas that are structured with a clear logical flow, integrating counterpoints or alternative views to strengthen arguments and credibility
			  – the use of sophisticated rhetorical devices, such as tricolon (rule of three), chiasmus, and analogies, to enhance engagement and persuasion
			  – confident delivery, including dynamic pacing, strategic use of pauses, and controlling volume to emphasise key points effectively
			  – in-the-moment adaptation to the audience's reactions and feedback, to enhance the overall impact of the presentation
			
			(continued on page 70)

Practices

During year 11 Informed by prior learning, teach students to know how to:	During years 12 and 13 To consolidate learning, teach students to know how to:
› use language conventions (including grammatical, punctuation, and spelling conventions) accurately › reflect on and refine their vocabulary choices to convey the intended meaning and tone › experiment with their punctuation and grammar to convey the intended tone and develop their personal voice	**Year 12** › use language conventions (including grammatical, punctuation, and spelling conventions) and make vocabulary choices with accuracy and control **Year 13** › effectively subvert expectations through their language conventions and vocabulary choices where appropriate, to convey the intended meaning and tone
› structure extended presentations logically, organising ideas with clear introductions, seamless transitions, and conclusions that reinforce key points › communicate fluently by using a variety of techniques such as expressive gestures, varied tone, and impactful language to engage the audience › incorporate structural devices, such as an attention-grabbing hook, clear signposting to guide the audience, and well-chosen visual aids to enhance clarity and impact › communicate clearly and confidently in a range of formal and informal contexts, adapting tone and language to suit the purpose and audience	› structure cohesive and extended presentations, ensuring ideas flow logically and are connected by well-developed arguments and transitions › communicate with fluency and sophistication, using a diverse range of rhetorical techniques, purposeful gestures, and nuanced expressions to create impact › integrate effective structural devices, such as a compelling hook, layered signposting for clarity, and visual or multimedia aids to support and enhance the presentation's key messages › adapt speech delivery confidently across a variety of formal and informal contexts

Knowledge

Students' progress is underpinned by the coverage of increasingly complex texts and forms.

		During year 11 Informed by prior learning, teach students to know that:	**During years 12 and 13** To consolidate learning, teach students to know that:
Oral communication	Presenting	› participating in debates to present and defend a position requires: – logical reasoning and deeper analysis to make arguments compelling – the use of credible and diverse sources to support arguments and add authority – anticipating counter-arguments by understanding opposing viewpoints and addressing them effectively with evidence – the use of persuasive techniques (e.g., analogies, rhetorical questions, and contrasts) to engage the audience – professional and respectful communication to enhance the impact of arguments › structuring arguments with a clear, logical progression to build towards strong conclusions	› participating in debates to present and defend a position requires: – nuanced reasoning, incorporating real-world examples to make arguments more compelling – integrating evidence from diverse and expert-level sources, such as studies or statistics, to lend greater authority to arguments – addressing counter-arguments with an emphasis on logical inconsistencies or gaps – incorporating rhetorical flourishes, such as climactic arguments or vivid imagery, to captivate the audience – adjusting tone and language to suit both formal and semi-formal debates, without sacrificing respectfulness or clarity
	Listening	› active listening involves asking questions to clarify meaning and summarise key points, ensuring a clear understanding of what is being communicated › critical listening requires questioning to evaluate the reliability and validity of spoken texts, identify bias, and assess the strength of the arguments presented.	› active listening involves not only clarifying and summarising, but also identifying nuanced meanings, intentions, and emotions behind what is communicated › critical listening involves analysing the logical structure, assumptions, and implications of spoken texts in order to identify subtle biases.

Practices

During year 11 Informed by prior learning, teach students to know how to:	**During years 12 and 13** To consolidate learning, teach students to know how to:
(see page 69)	*(see page 69)*
› ask clarifying questions to ensure accurate understanding of the speaker's message and intentions › assess the validity of arguments by questioning the logic, evidence, and consistency of the speaker's points.	› ask probing and open-ended questions that delve deeper into the speaker's message, uncovering not just intentions but also subtle implications and contextual nuances › critically assess the validity of arguments by identifying inconsistencies or logical flaws, and analysing the reliability of evidence.

Text studies

Knowledge

Students' progress is underpinned by the coverage of increasingly complex texts and forms.

		During year 11 Informed by prior learning, teach students to know that:	During years 12 and 13 To consolidate learning, teach students to know that:
Text analysis	Aspects of texts	› authors make choices about how to combine aspects of texts to create certain effects › aspects of texts, and their interplay, can be interpreted in a variety of different ways › aspects of texts provide key pieces of evidence that can be drawn on when developing arguments about texts	› authors make intentional choices in how they combine aspects of texts to shape meaning, evoke responses, and create distinct effects › the way different aspects of texts work together can be interpreted in multiple nuanced ways, according to the reader's personal experiences and contexts › aspects of texts provide a foundation of evidence for constructing well-reasoned arguments that explore the deeper meanings and purposes of the text
Critical analysis	Contextual analysis	› texts are influenced by the author's historical, social, and cultural context, reflecting the time and place in which they were created › authors often comment on contextual issues, sharing opinions or ideas about the world around them, either directly or subtly › understanding the author's background and the time they lived in, as well as how the text relates to other works from the same or different periods, supports a deeper understanding of texts › the way readers interpret a text is influenced by their own personal contexts and experiences, as well as the changing values of society	› texts are shaped by complex historical, social, and cultural contexts, and these contexts often interact in nuanced ways to influence an author's work › authors engage deeply with the issues of their time, providing critical commentary on societal structures and values through their texts › a deeper understanding of a text comes from examining its broader cultural significance, including how it challenges or reinforces dominant ideas and how it connects to other works across time and in a range of genres › readers bring their own unique perspectives, shaped by personal and societal contexts, which influence their interpretations and may lead to diverse or even conflicting readings of a text

Practices

During year 11 Informed by prior learning, teach students to know how to:	During years 12 and 13 To consolidate learning, teach students to know how to:
› recognise that aspects of texts can be interpreted in different ways › use interpretations of aspects of texts as key pieces of evidence when developing arguments about the meaning of texts	› use interpretations of aspects of texts as key pieces of evidence to develop sophisticated and nuanced arguments about the meaning of texts
› examine connections between the author's historical, social, and cultural context › explain how the author's context can influence a text's meaning and purpose › recognise and interpret an author's commentary on contextual issues, considering both explicit and subtle elements within the text › compare a text with other works from the same or different time periods, identifying connections and contrasts to deepen their understanding of themes, characters, and messages › evaluate their own perspectives and consider how their personal backgrounds may shape their interpretation of a text, while engaging with diverse viewpoints	**Year 12** › evaluate the influence of historical, social, and cultural contexts on a text › explain how the author's background and experiences may contribute to the meaning and purpose of a work **Year 13** › critically assess an author's commentary on societal structures and values, examining how the text engages with or challenges dominant ideas of its time › explore the broader cultural impact of a text by comparing it to other works across time and genres, determining how it upholds, interrogates, or redefines key themes or ideas › critically reflect on and compare their own interpretations with those of others, considering how their personal and societal contexts shape their reading of a text

Knowledge

Students' progress is underpinned by the coverage of increasingly complex texts and forms.

		During year 11 Informed by prior learning, teach students to know that:	**During years 12 and 13** To consolidate learning, teach students to know that:
Critical analysis	**Understanding the author's purpose**	› authors craft their texts with a deliberate purpose, tailoring language, structure, and techniques to communicate complex ideas, perspectives, or critiques › texts are shaped by underlying perspectives and values which influence their content, style, and meaning › a detailed analysis of textual evidence can reveal subtle nuances of the author's purpose, message, and the values embedded in their work	› authors may have multiple, sometimes conflicting purposes › texts are constructed to position perspectives and values that may reflect or challenge dominant societal norms › detailed examination of textual evidence allows for critical evaluation of the author's purpose, message, and stance, acknowledging subtleties or contradictions within the work

Critical analysis	**Making connections and interpretations**	› connections can be made between texts, personal experiences, and the wider world to uncover deeper layers of meaning
		› personal interpretations are valuable when they are thoughtful, well-reasoned, and supported by evidence from the text
		› texts can have multiple interpretations, influenced by their context, audience, and the way themes and ideas are presented
			› analytical frameworks (e.g., feminism, psycho-analytical criticism, and new criticism) help us interpret texts by offering different perspectives, enabling us to analyse themes, characters, and contexts more deeply
			› analytical frameworks act as 'lenses' through which we can explore a text's meaning, highlighting aspects that might otherwise be overlooked
			› applying analytical frameworks involves:
			  – identifying an analytical framework to use
			  – reading the text while focusing on elements relevant to that perspective
			  – using evidence from the text to support interpretations

Practices

During year 11 Informed by prior learning, teach students to know how to:	**During years 12 and 13** To consolidate learning, teach students to know how to:
› analyse texts to uncover the underlying perspectives and values that shape their content, style, and meaning › evaluate the author's use of language, structure, and techniques to determine how these choices communicate complex ideas and critiques › analyse evidence from the text, explaining how specific elements reveal nuances in the author's purpose, message, and embedded values	**Year 12** › recognise that authors may have multiple, sometimes conflicting, purposes which can shape the construction of texts in complex ways › analyse the ways a text positions its audience by identifying and critically examining the perspectives and values embedded in the text **Year 13** › evaluate the techniques, stylistic choices, and layered meanings employed by the author to convey, challenge, or critique ideas and world views › closely examine and interpret textual evidence, evaluating how it reveals the author's purpose, message, and stance, while considering any subtleties or contradictions
› explain connections between a text and other texts, personal experiences, and the wider world, considering how these connections enhance or challenge the meaning of the text › support connections and interpretations with specific evidence from the text, integrating detailed analysis to demonstrate how the evidence reinforces their interpretation	**Year 12** › identify perspectives in texts and explain how these perspectives shape and enhance the meaning of the text › draw connections across complex and varied texts, linking ideas, themes, or concepts to support their interpretations of a given text **Year 13** › apply a range of analytical frameworks to make informed judgments about texts based on textual evidence

Knowledge

Students' progress is underpinned by the coverage of increasingly complex texts and forms.

		During year 11 Informed by prior learning, teach students to know that:	**During years 12 and 13** To consolidate learning, teach students to know that:
Responding to texts	**Personal responses**	› responses to texts can take varied forms, such as analytical essays, creative reinterpretations, oral presentations, or multimedia works, and should align with the intended purpose and audience › the ways people interpret and respond to texts are influenced by their unique perspectives, shaped by their personal experiences and critical engagement with the text's themes and ideas	› responses to texts can be varied and sophisticated, incorporating detailed analysis, creative reinterpretations, or multimodal presentations that are tailored to specific audiences and purposes › interpretations and responses to texts are shaped by a range of factors, including the reader's personal context, as well as their understanding of the text's themes, purpose, and techniques
	Structuring essays	› an essay requires a cohesive structure with a clear introduction, logically developed body paragraphs, and a focused conclusion › the introduction includes a strong thesis statement that outlines the essay's argument and the complexity of ideas explored › body paragraphs present distinct but interconnected ideas, using carefully chosen evidence from the text and detailed analysis to link back to the thesis › the conclusion synthesises the key ideas and reflects on their relevance to the essay's broader context or argument.	› an essay develops a coherent argument, structured through a compelling introduction, insightful body paragraphs, and a perceptive conclusion › the introduction presents a clear and insightful thesis statement that establishes the essay's argument and its critical scope › body paragraphs explore complex and interconnected ideas, with precise evidence and layered analysis that critically examines the text and reinforces the thesis › the conclusion reflects on the argument's significance, exploring its broader implications.

Practices

During year 11 Informed by prior learning, teach students to know how to:	**During years 12 and 13** To consolidate learning, teach students to know how to:
› express their thoughts and feelings about texts in clear and creative ways, including in written, oral, or visual form › find and explain links between the text they are studying and other texts, ideas, or themes › consider other people's responses to texts, even if they are different from their own › include other viewpoints to make their own responses and arguments stronger and more thoughtful	**Year 12** › express their personal response to texts in considered ways, tailoring their written, visual, or oral responses to suit specific purposes and audiences › consider other people's responses to texts, recognising and reflecting on how varying perspectives can offer valuable insights **Year 13** › articulate connections between the text being studied and other texts, exploring shared themes, ideas, or stylistic elements › evaluate different perspectives, integrating these viewpoints into their own analysis to strengthen and deepen their position
› develop thesis statements that set a strong direction for their argument › examine textual evidence, linking it to their thesis with well-reasoned analysis that explores subtleties in the author's purpose and techniques › integrate detailed knowledge of the author's context into their discussion to enrich their analysis of the text's meaning and purpose › craft closing statements that synthesise their argument and connect the text to wider societal or universal themes.	**Year 12** › craft thesis statements that demonstrate a thorough understanding of the text and its broader implications › embed detailed understanding of the author's context into their analysis to provide deeper insights into the text **Year 13** › analyse and interpret evidence, demonstrating a clear connection to their thesis and exploring layers of meaning, contradictions, or ambiguities in the author's purpose › write conclusions that go beyond summarising by synthesising their argument, offering reflective insights, and connecting the text to universal themes, contemporary issues, or broader societal questions.