

What's New in English Years 0–6

Changes across 0–6 content and structure

| Section | What is staying the same? | What is different? |
|------------------------------------|--|---|
| Purpose statement | Purpose statement retained | The purpose statement now includes the enduring big ideas (Understand) and themes that students develop understanding of over the years. The Learning Area whakataukī has been updated to align with the whakataukī presented in the 7–13 draft. |
| Understand-Know-Do Overview | | <p>Following extensive work on knowledge-rich curriculum design, we have updated the Understand, Know, Do structure for all New Zealand Curriculum learning areas.</p> <p>In previous versions of the draft learning areas, the Understand, Know and Do components had been woven together within the Progress Outcomes. In this version, the concepts of understanding, knowledge and practice are strengthened, while the terms Understand, Know and Do are no longer explicitly referred to in the curriculum.</p> |
| Learning area structure | Unpacking of the three strands: Oral Language, Reading, and Writing | What were previously known as sub-strands and focus areas are now elements and sub-elements. The learning area structure section is now more explicit about both the strands and elements within the English Learning Area and how these evolve over Years 0–10. |
| Introduction | This is a new section | This section tells the story of how the English learning area develops over Years 0–10. It provides a brief overview that captures the intent of the English learning area and how teaching content changes over time. This supports teachers to situate the teaching sequence statements within a broader context. |
| Teaching Guidance | <p>Much of this content has been retained but has been grouped differently — some content has moved to be across the whole curriculum and some content is under different headings.</p> <p>Retained <i>Structured Literacy Approach</i> guidance and <i>English Language Learner</i></p> | <p>The overall teaching guidance for the English Learning Area has been removed to be consistent with all other learning areas. For example, the following content has been removed and will now sit across the whole curriculum:</p> <ul style="list-style-type: none"> ○ <i>Explicit Teaching</i> ○ <i>Inclusive Teaching and Learning</i> (renamed <i>Creating responsive learning environments</i>) ○ <i>Using assessment to inform teaching</i> ○ <i>Planning</i> |

| Section | What is staying the same? | What is different? |
|--------------------------|--|--|
| | <p>content from 'Inclusive Teaching and learning' section.</p> <p>Retained <i>Working with texts</i> guidance and included the reading for pleasure content.</p> | |
| Teaching Sequence | <p>"Teach students to..." statements have been retained (now called 'Practice statements'), although some have been revised to ensure clearer progression and consistency.</p> | <p>The knowledge (Know) and practices (Do) for each learning area are now clearly laid out in the year-by-year teaching sequences. These teaching sequences have been organised to present and revisit knowledge and practices in ways that develop and deepen student understanding.</p> <p>Previously, 0–6 statements were framed as "teach students to..." — this content has largely been retained in the Practices column, with the addition of a new Knowledge column to clarify what students are expected to know. This updated structure replaces the previous 'knows' and 'dos' framework.</p> <p>Most examples in the practice statements have been moved to the knowledge statements to be consistent with other learning areas.</p> <p>There are now only a small number of teaching considerations. This has enabled the size of the English learning area to be reduced while making essential content more prominent. The rich guidance that has been removed is not lost — it will be captured in supporting resources.</p> |

Key content changes at each year level

Key changes: Across all year levels 0–6

| Section | What is staying the same | What is different |
|-------------------|---|--|
| Teaching Guidance | Sections on <i>Structured literacy approaches</i> and <i>Working with Texts</i> have been retained. Added an <i>English Language Learners</i> (ELLs) section. All other guidance removed to sit across the whole curriculum or repositioned within updated guidance (as outlined in overview section above). | <p>Added a definition of structured literacy approaches and the list of structured literacy approach components (formerly known as ‘elements’ — and changed to not cause confusion with the elements in the teaching sequences). Reduced the phase-specific structured literacy approach content to focus on the most essential points — other guidance will sit outside the curriculum in supporting resources.</p> <p>Added a link to new structured literacy approach teaching resources available on Tāhūrangi to the structured literacy approaches section.</p> |
| Oral Language | <p>The following sub-elements have been retained:</p> <ul style="list-style-type: none"> ○ <i>Verbal reasoning</i> ○ <i>Presenting to Others</i> ○ <i>Listening and Responding</i> <p>The teaching consideration about cultural and neurodivergent preferences for non-verbal communication has been retained.</p> | <p>The <i>Verbal Reasoning</i> content has changed:</p> <ul style="list-style-type: none"> • Years 0-3: <i>Verbal Reasoning</i> content about describing and categorisation has been removed. Content around asking and answering questions and explaining causes and outcomes has been added to address gaps. Content about retells and recounts was removed (Retells are included in the <i>Comprehension Strategies</i> sub-element in the Reading domain). • Years 4-6 <i>Verbal Reasoning</i> content has been changed to include explaining causes and outcomes, creating and answering questions, and making judgments to address gaps. <p><i>Taking on Roles</i> sub-element has been removed. This content is reflected in the Arts Learning Area.</p> <p><i>Non-verbal Communication</i> and <i>Controlling Voice using Tone, Volume and Pace</i> sub-elements have been removed. Content has been moved into <i>Presenting to Others</i>.</p> <p>The <i>Vocabulary and Grammar</i> element and its sub-elements have been removed as vocabulary, sentence structure and morphology content features in the <i>Reading</i> and <i>Writing</i> domains.</p> <p>The <i>Communication for Learning</i> sub-elements <i>Metacognition</i> and <i>Self-regulation</i> have been merged and renamed to <i>Reflective and Strategic Communication</i>, and the content revised in order to clearly position this element in the Oral Language domain.</p> <p>In Years 4-6, new content has been added to explore more diverse oral practices and contexts relevant to New Zealand, including introductions such as pepeha and mihi that support connection, identity, and whanaungatanga.</p> |

| Section | What is staying the same | What is different |
|----------------|---|--|
| | | <p>Most teaching considerations have been removed, with the addition of articulation teaching considerations for clarity.</p> <p>Where possible, the same element and sub-element naming conventions are used across the Years 0–8 structure to streamline the framework and provide greater coherence.</p> |
| Reading | <p>The practice statements in the following sub-elements have remained largely the same as the gazetted content, with some minor reorganisation and rewording, and the removal of some examples:</p> <ul style="list-style-type: none"> ○ Phonemic awareness and phonics knowledge (Years 0-3) ○ Decoding (aside from the addition of kupu Māori in Years 0-3) ○ Conventions of Print (Years 0-3) ○ Fluency ○ Vocabulary ○ Sentence Structure Interpretations and Connections (formerly Connecting and responding). | <p>Minor wording changes to the <i>Year-Level Text</i> section. This has been moved to the teaching sequence guidance <i>Working with Texts</i> section at the start of the Years 0–3 and Years 4-6 teaching sequence.</p> <p>Knowledge and practice statements and teaching considerations about kupu Māori have been added recognising that New Zealand texts often include kupu Māori. The addition of kupu Māori content in the decoding sub-element for Years 2–3 enables teachers to teach students correct pronunciation. The importance of meaning is also retained in the teaching considerations in Years 2–3. In Years 4-6, practice statements and teaching considerations about kupu Māori have been added to the <i>Fluency</i> sub-element recognising that some students may still need support with pronunciation.</p> <p>In Years 4-6, the <i>Developing Reader Identity</i> sub-element has been renamed to <i>Developing Confident Readers</i> to provide greater coherence across Years 0–8 structure with consistent sub-elements where possible.</p> <p>The <i>Text Forms and Genre</i>, and <i>Text Structure, Style and Features</i> (and for Years 0-3 <i>Identifying Perspectives</i>) sub-elements have been merged into <i>Text Structure, Style, and Features</i> and reworded to remove repetitive or overlapping content and increase clarity.</p> <p>The sub-elements <i>Comprehension Monitoring</i>, <i>Summarising and Drawing Conclusions</i>, and <i>Inferring using Evidence</i> have been merged into one sub-element called <i>Comprehension Strategies</i> to support using these strategies together in service of making meaning and building knowledge.</p> <p>The Critical Analysis’ sub-elements have been revised; in Years 0-6 the sub-element <i>Connecting and Responding</i> is now <i>Interpretations and Connections</i>, and in Years 4-6, <i>Author’s Purpose</i> has been renamed to <i>Context and Purpose</i> to streamline the framework and provide greater coherence across Years 0–8 structure. Content has been added to include analysis of digital media texts beginning in Year 6. Further content has been added to reflect diverse text types and perspectives relevant to New Zealand.</p> |
| Writing | <p>The practice statements in the following sub-elements have remained largely the same as the gazetted content, with some minor</p> | <p>In the <i>Spelling</i> element, practice statements for vowel patterns have been merged across ‘during the second year’ and ‘during the third year’ to increase flexibility so that teachers can teach these spelling patterns in the same sequence as they have for reading. Addition of some teaching consideration content around the teaching of vowel patterns during the second and third years at school to explain how to approach teaching the content across the two years.</p> |

| Section | What is staying the same | What is different |
|---------|---|---|
| | <p>reorganisation and rewording, and the removal of some examples:</p> <ul style="list-style-type: none"> ○ Handwriting ○ Spelling (except for some vowel pattern content in Years 0-3) ○ Writing to entertain ○ Writing to inform ○ Writing to persuade ○ Planning ○ Drafting | <p>The sub-element <i>Sentence Structures and Punctuation</i> has been renamed <i>Sentence Structures, Grammar, and Punctuation</i> to streamline the framework and provide greater coherence across the Years 0–8 structure. <i>Note – this includes orally forming different types of sentences.</i></p> <p><i>Audience, Purpose and Task, Word Choice</i> and <i>Language Features and Devices</i> sub-elements have been merged into <i>Audience, Purpose, and Language Choice</i>, along with some rewording, to present content in a more logical grouping for clarity.</p> <p>In Years 4-6, the <i>Digital Texts</i> sub-element was removed as content was focused on using tools, rather than text. Consideration of digital texts now in <i>Critical Analysis</i>.</p> <p>The sub-elements 'Revising and Editing' have been merged as they are closely related.</p> |