



English Learning Area Years 0–10

20 October 2025

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

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

We are pleased to release the curriculum content for the New Zealand Curriculum Years 0–10 English. The learning area is now ready for you to use, starting from Term 1, 2026.

[English Years 0-10 on Tāhūrangi](#)

This information sheet provides details about the final version of English Years 0-10 to help you get ready and start embedding the new content in your classrooms from the start of 2026.

To ensure strong alignment and a well-sequenced progression across the entire learning pathway from Years 0–10, we've also made updates to the existing Years 0–6 content. You will see these changes in this version of English Years 0-10.

What you will notice across all learning areas

UKD Change — in previous versions of the draft learning areas, the Understand, Know and Do components had been woven together within the Progress Outcomes. In the updated versions, 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.

Purpose Statement — describes why the learning area is important and how it contributes to a student's education. It captures the enduring big ideas that students develop understanding of over the years and sets out the context for teaching and learning programmes.

Learning Area Structure — defines the knowledge strands used as the major organisational components within the learning area. It lays out how the related knowledge and practices are grouped into distinct areas of disciplinary focus.

Introduction — presents the increasingly sophisticated journey of the learning area as the knowledge and practices unfold across Years 0–10. It describes the evolving role of teachers and the different emphasis of teaching and learning programmes across the different year levels.

The year-by-year teaching sequence, organised through the knowledge strands, sets out the knowledge and practices to be taught each year. Together, the knowledge and practice statements support students to build deep understanding and fluency in each learning area.

Through engaging with the disciplinary knowledge and practices of the learning areas, students develop capabilities essential for lifelong learning.

The enactment of the teaching sequence is shaped by teachers who design learning in response to their learners, adjusting the order and emphasis and adding appropriate contexts and content.

Specific changes to look out for in English Years 0-10

Across all years

- The majority of teaching considerations will now be in supporting resources; removing most teaching considerations has enabled the size of the English Learning Area to be reduced while ensuring essential content is more explicit.
- Removed content about explicit teaching and generic content about inclusive teaching and learning. This has been repositioned as part of the overarching NZC framework.
- Guidance about students learning English as an additional language and students with decoding needs remains in the English Learning Area, in the teaching guidance at the beginning of the teaching sequence statements across all years.
- Structured literacy approaches guidance has been refined, with a clear definition and updated list of components added to the teaching guidance at the beginning of the teaching sequence statements for Years 0-8. The year-level text information has been moved from the beginning of each Reading sequence into the Working with texts section of the teaching sequence guidance.

Phase 1 (Years 0–3)

- The Oral Language strand has been revised to reduce duplication with Reading and Writing, improve coherence, and better align with the overall curriculum structure. Some elements have been removed or relocated, new content has been added to address gaps, and sub-elements have been renamed or reorganised.
- The Reading and Writing strands have been revised, with several sub-elements merged and renamed to reduce overlap, improve clarity, and support a more coherent progression across Years 0–8.
- Knowledge and practice statements have been added in the decoding sub-element for Years 2–3 to support accurate pronunciation of kupu Māori in year level texts and highlight differences in sound representation between te reo Māori and English.
- Spelling guidance for vowel patterns has been adjusted, with the ‘second year’ and ‘third year’ practice statements merged to allow greater flexibility in teaching sequence.

Phase 2 (Years 4–6)

- The Oral Language strand has been revised to reduce duplication with Reading and Writing, improve coherence, and better align with the overall curriculum structure. Some

elements have been removed or relocated, new content has been added to address gaps, and sub-elements have been renamed or reorganised.

- The Reading and Writing strands have been revised, with several sub-elements merged and renamed to reduce overlap, improve clarity, and support a more coherent progression across Years 0–8. Content reflecting bicultural concepts relevant to learners in New Zealand has been included.
- Content that addresses correct decoding and pronunciation of kupu Māori is included in the decoding practice statement and the fluency practice statements and teaching considerations.
- The ‘Digital texts’ sub-element has been removed, with consideration of digital texts now integrated into Critical Analysis.

Phase 3 (Years 7–8)

- Text Specifications (formerly Text Requirements) have been revised to improve clarity, relevance, and manageability:
 - Expectations are now set per year rather than across phases
 - Form and range requirements have been reduced and complexity statements refined
 - Authors representative of New Zealand’s bicultural and multicultural heritage are now explicitly included
 - Footnotes and glossary updates clarify expectations and terminology.
- The Oral Language strand has been revised to support a more coherent progression across Years 0–8, with new content added to explore more diverse oral forms and contexts relevant to New Zealand.
- The Reading and Writing strands have been revised, with several sub-elements merged and renamed to reduce overlap, improve clarity, and support a more coherent progression across Years 0–8.
- The ‘Digital Literacy’ and ‘Digital Texts’ sub-elements have been removed, with content integrated into Reading and Writing to reflect how students engage with texts in digitally rich contexts.

Phase 4 (Years 9–10)

- Text Specifications (formerly Text Requirements) have been revised to improve clarity, relevance, and manageability:
 - Expectations are now set per year rather than across phases.
 - Form and range requirements have been reduced and complexity statements refined.
 - Authors representative of New Zealand’s bicultural and multicultural heritage are now explicitly included.
 - Footnotes and glossary updates clarify expectations and terminology.
- Text Studies:
 - The strand structure has been revised, with several sub-elements renamed and merged to improve clarity, enable integrated analysis, and support a more coherent progression across Years 0–10.

- Content broadened to include literary tradition, tropes, media, and digital texts
- ‘Structuring Essays’ relocated to Language Studies and renamed as ‘Literary Essays’ to reflect disciplinary writing focus.
- Language Studies:
 - The strand structure has been revised, including renaming ‘Expository Texts’ to ‘Discursive Texts’ and expanding ‘Visual Texts’ to ‘Visual and Digital Texts’ to reflect broader writing purposes and multimodal communication.
 - As above, a new sub-element, ‘Literary Essays’, has been added to support disciplinary writing practices.
 - ‘Presenting’ and ‘Listening’ content has been revised to include diverse oral forms and interactive formats, with emphasis on New Zealand’s rich oral traditions.

More detailed unpacking of changes to 0–6 can be found [here](#).

Valuable feedback from the education sector received during consultation earlier this year helped to shape the updated curriculum content for Years 7-10 English. You can view this [here](#).

Supports

We understand that effective implementation and sustainable change cannot be achieved overnight – it is a shared and ongoing commitment. To support the updated curriculum timeline schools and kura will be supported every step of the way.

These supports will include:

- Quick guides and revised teacher support materials to help use structured literacy approaches
- Targeted professional learning and development (PLD) including subject specific PLD and change leadership PLD
- Teacher Only Day and Curriculum Day materials to support leaders to lead curriculum implementation in 2026
- Curriculum Advisory Service will support you to unpack the curriculum during Term 4 and beyond
- Curriculum Roadshows for Years 0-8 and 9-13 for school and kura leaders
- Regional workshops to unpack the curriculum from Term 4 in November
- Targeted Structured Literacy Approaches and writing PLD for every school with students in Years 7-10
- Subject Associations to deliver aligned supports and resources focused on Year 9 students (through Networks of Expertise (NEX))
- Cross-curricula resources for teachers of Year 9 students, these include:
 - annual and unit plans
 - learning kits with lesson plans.

Support material can be found on Tāhūrangi [New Zealand Curriculum Home](#)