Taumata 1 Level 1

Ētahi Horopaki mō te Ako i te Reo Possible Language Learning Contexts

Possible sociocultural themes

Te whānau (the family, belonging)
Kāinga noho (home)
Tūpuna (grandparents, ancestors, hapū, iwi)
Whanaungatanga (kinship, relationships, connections)
Ngā mihi (informal and formal introductions)
Ako (learning together)
Te wā (time, seasons, lunar calendar)

Possible topics

Whānau, hapū, iwi My home My classroom My school Origin, identity, location

Possible text types

Class timetables

Kīwaha (idioms)
Pepeha (iwi-specific sayings)
Waiata Māori (Māori songs)
Whakataukī (proverbs)
Captions for pictures and
photographs
Simple, short dialogues
Greeting and leave-taking
routines

Ngā Whāinga Paetae

Students should be able to:

- 1.1 greet, farewell, and acknowledge people and respond to greetings and acknowledgments;
- 1.2 introduce themselves and others and respond to introductions;
- 1.3 communicate about number, using days of the week, months, and dates;
- 1.4 communicate about personal information, such as name, parents' and grandparents' names, iwi, hapū, mountain, and river, or home town and place of family origin;
- 1.5 communicate about location;
- 1.6 understand and use simple politeness conventions (for example, ways of acknowledging people, expressing regret, and complimenting people);
- 1.7 use and respond to simple classroom language (including asking for the word to express something in te reo Māori).



Ngā Ara Reo Language Modes

Whakarongo - Listening

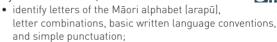




- identify the sounds of letters of the Māori alphabet (arapū), letter combinations, intonation, and stress patterns;
- recognise and understand simple, familiar spoken words, phrases, and sentences.

Pānui - Reading

By the end of level 1, students can:



 recognise and understand simple, familiar written words, phrases, and sentences.

Mātakitaki - Viewing

By the end of level 1, students can:



- recognise the communicative significance of particular facial expressions and other body language;
- interpret meanings that are conveyed in combinations of words and images or symbols.

Körero - Speaking

By the end of level 1, students can:



- imitate the pronunciation, intonation, stress, and rhythm of Māori words, phrases, and sentences;
- respond appropriately to simple, familiar instructions and simple questions;
- ask simple questions;
- initiate spoken encounters in te reo Māori, using simple greetings, questions, and statements.

Tuhituhi - Writing

By the end of level 1, students can:



- write letters and numbers;
- write vowels with macrons;
- reproduce letter combinations and punctuation for Māori words, phrases, and sentences in familiar contexts;
- write simple, familiar words, phrases, and sentences using the conventions of written language, such as appropriate spelling and punctuation.

Whakaatu - Presenting

By the end of level 1, students can:



- use appropriate facial expressions, body language, and images to convey messages (with and without accompanying verbal language);
- use selected features of visual language to add meaning to simple written or oral text.

Taumata 2 Level 2

Ētahi Horopaki mō te Ako i te Reo

Possible Language **Learning Contexts**

Possible sociocultural themes

Te whānau (the family, belonging)

Tuakana-teina (roles and responsibilities, reciprocity) Whanaungatanga (kinship, relationships, connections) Te marae (the marae) Tūrangawaewae (my place to stand)

Ako (learning together) Te wā (time, seasons, lunar calendar)

Possible topics

The marae: its people and places

Whānau relationships (my family

.....

My school

Weather and seasons Food preferences

Possible text types

Kīwaha (idioms) Pepeha (iwi-specific sayings) Waiata Māori (Māori songs) Whakapapa (genealogy students could use simple family tree charts) Whakataukī (proverbs) Simple written forms Informal personal notes Photograph albums with captions Posters Questionnaires Simple email messages

Simple, short dialogues

Simple weather reports

Ngā Whāinga Paetae

Students should be able to:

- 2.1 communicate about relationships between people;
- 2.2 communicate about possessions;
- 2.3 communicate about likes and dislikes, giving reasons where appropriate;
- 2.4 communicate about time, weather, and seasons;
- 2.5 communicate about physical characteristics, personality, and feelings.

Ngā Ara Reo Language Modes

Whakarongo - Listening





- identify the sounds of letters of the Māori alphabet, letter combinations, intonation, and stress patterns;
- recognise and understand familiar spoken words even in some unfamiliar contexts;
- understand a range of short oral texts containing familiar phrases and sentences;
- get the gist of slightly more complex or less familiar reo Māori phrases and sentences.

Pānui - Reading

By the end of level 2, students can:



- · identify letters of the Māori alphabet, letter combinations, and simple punctuation;
- recognise and understand simple, familiar written words, phrases, and sentences;
- understand short written texts consisting of familiar reo Māori words, phrases, and sentences;
- get the gist of slightly more complex or less familiar reo Māori phrases and sentences.

Mātakitaki - Viewing



By the end of level 2, students can:

- · respond appropriately to meanings conveyed through selected visual texts;
- understand and respond to combinations of visual and verbal language in selected texts.

Kōrero - Speaking

By the end of level 2, students can:



- begin to use pronunciation, intonation, stress, and rhythm for emphasis and to clarify meaning;
- respond appropriately to simple, familiar instructions and simple auestions:
- ask simple questions and give simple information;
- initiate simple conversations in te reo Māori.

Tuhituhi - Writing



By the end of level 2, students can:

- write simple, familiar words, phrases, and sentences using spelling and punctuation conventions;
- · write simple messages in te reo Māori;
- write a series of sentences in te reo Māori describing the appearance or characteristics of something.

Whakaatu - Presenting





- produce visual texts to present information and/or ideas:
- combine visual and verbal language to present information and/or ideas.



Taumata 3 Level 3

Ētahi Horopaki mō te Ako i te Reo Possible Language Learning Contexts

Possible sociocultural themes

Te marae (the marae)
Te whare tupuna/te wharenui (ancestral house/meeting hall)
Te wharekai (the dining hall)
Manaakitanga (extending hospitality, honouring others, empathy)
Põwhiri (routines and procedures associated with a formal welcome)
Tohu (directions, symbols, signs)

Possible topics

The marae: routines and procedures
Modes of transport
Sport and leisure gatherings
Planning leisure-time events

Possible text types

Karakia (prayers)
Kīwaha (idioms)
Kōrero pūrakau
Pepeha (iwi-specific sayings)
Waiata Māori (Māori songs)
Whakataukī (proverbs)
Informal and semi-formal
conversational exchanges
Maps and plans
Posters, pamphlets, flyers
Simple email and text
messages
Simple personal letters
Class timetables
Personal diaries

Ngā Whāinga Paetae

Students should be able to:

- 3.1 communicate, including comparing and contrasting, about habits, routines, and customs;
- 3.2 communicate about events and where they take place;
- 3.3 give and follow directions;
- 3.4 communicate, including comparing and contrasting, about how people travel;
- 3.5 communicate about immediate past activities.

Ngā Ara Reo Language Modes

Whakarongo - Listening

By the end of level 3, students can:



- understand specific detail and overall meaning in familiar contexts and in some unfamiliar contexts;
- understand a range of short oral texts consisting mainly of familiar language;
- get the gist of short oral texts that contain some unfamiliar language.

Pānui - Reading

By the end of level 3, students can:



- understand specific detail and overall meaning in a range of short written texts consisting mainly of familiar language;
- get the gist of short written texts that contain some unfamiliar language.

Mātakitaki – Viewing

By the end of level 3, students can:



- identify and respond to some visual and verbal features of texts and the ways these features interact for particular purposes:
- understand and respond to a range of features in selected visual texts.

Kōrero - Speaking

By the end of level 3, students can:



- initiate and sustain short conversations;
- give short prepared talks on familiar topics;
- use generally appropriate pronunciation, stress, rhythm, and intonation;
- express simple, original ideas;
- describe familiar events, people, and things.

Tuhituhi - Writing

By the end of level 3, students can:



- use resources (for example, dictionaries and glossaries) to experiment with some new language in writing and to check spelling;
- prepare and write short texts on familiar topics;
- write simple personal letters and emails;
- use appropriate writing conventions.

Whakaatu - Presenting

By the end of level 3, students can:



- present texts in which visual and verbal features interact to produce particular meanings and effects:
- present or perform a k\u00f6rero p\u00fcrakau, whakatauk\u00e4, pepeha, or waiata, making effective use of visual language features.

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Taumata 4 Level 4

Ētahi Horopaki mō te Ako i te Reo

Possible Language Learning Contexts

Possible sociocultural themes

Whanaungatanga (kinship, relationships, connections)
Manaakitanga (extending hospitality, honouring others, empathy)

Tuakana-teina (roles and responsibilities, reciprocity)
Te wā (time, seasons, lunar calendar)

Tau utuutu (payment, maintaining balance) Taha tinana, taha hinengaro, taha wairua (qualities of a person, well-being, balance)

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Possible topics

Planning and shopping for a hui Roles and duties at home, in the community, and at school Planning a visit away from home

.......

Telling the time

Possible text types

Karakia (prayers)
Kīwaha (idioms)
Pepeha (iwi-specific sayings)
Waiata Māori (Māori songs)
Whakataukī (proverbs)
Information brochures and pamphlets
Announcements
Informal and semi-formal conversational exchanges
Informal notes and letters to family

Menus

Notes, cards, and letters of invitation, acceptance, and refusal

Posters

Rules and regulations Shopping lists Simple advertisements Simple web pages Email and text messages

Ngā Whāinga Paetae

Achievement Objectives

Students should be able to:

- 4.1 request, offer, accept, and decline things, invitations, and suggestions;
- 4.2 communicate about plans for the immediate future;
- 4.3 communicate about obligations and responsibilities;
- 4.4 give and seek permission or agreement;
- 4.5 communicate about the quality, quantity, and cost of things.

Ngā Ara Reo Language Modes

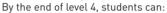
Whakarongo - Listening

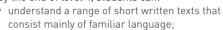
By the end of level 4, students can:



- make use of context and familiar language to work out meaning and relationships between things, events, and ideas;
- understand specific details in contexts that may contain some unfamiliar language.

Pānui - Reading





- understand overall meaning and specific detail in contexts that may contain some unfamiliar language;
- guess the meanings of unfamiliar words and phrases used in familiar contexts.

Mātakitaki - Viewing

By the end of level 4, students can:



- identify particular features of visual language and understand their significance in communicating information and ideas to specific audiences:
- understand and respond to combinations of visual and verbal language and their significance in communicating information and ideas to specific audiences.

Kōrero - Speaking

By the end of level 4, students can:



- engage in short personal conversations;
- make plans with friends, face to face and by telephone;
- initiate and sustain short conversations that involve polite social interactions (such as declining invitations);
- give short prepared talks on familiar topics;
- use generally appropriate pronunciation, stress, rhythm, and intonation.

Tuhituhi - Writing

By the end of level 4, students can:



- use resources (for example, dictionaries and glossaries) to experiment with new language and to review writing for accuracy;
- write short texts on familiar topics;
- plan longer written texts and write parts of these;
- use appropriate writing conventions;
- send text and email messages.

Whakaatu - Presenting

By the end of level 4, students can:



- communicate information, ideas, or narrative through texts in which visual and verbal features interact to produce particular meaning and effects;
- present or perform traditional or modern cultural items in selected settings.



Taumata 5 Level 5

Etahi Horopaki mō te Ako i te Reo Possible Language Learning Contexts

Possible sociocultural themes

Taiao (the natural world)
Whakapapa (lines of descent, connections, history)
Hapū (extended family)
Ahi kā (home fires, preserving one's connection to the land, conservation)

Tikanga me kawa (protocols and procedures)

Tangata whenua (indigenous people, people with a bond to the land)

Te tika me te ngākau pono (integrity, honour)

Taha tinana, taha hinengaro, taha wairua (qualities of a person, well-being, balance)

Possible topics

Fishing and food gathering Preparing and presenting food Recounting sport, leisure, and cultural activities Recounting activities with family, friends, and community

Possible text types

Karakia (prayers)
Kīwaha (idioms)
Pepeha (iwi-specific sayings)
Waiata Māori (Māori songs)
Whakataukī (proverbs)
Brochures
Plans for models and
structures
Conversational exchanges
Letters

Maps (including weather maps)
Questionnaires
Reports
School timetables
Simple interviews
Simple speeches

Web pages

Ngā Whāinga Paetae Achievement Objectives

Students should be able to:

- 5.1 communicate about past activities and events;
- 5.2 communicate about present and past states, feelings, and opinions;
- 5.3 communicate about past habits and routines;
- 5.4 describe, compare, and contrast people, places, and things.

Ngā Ara Reo Language Modes

Whakarongo - Listening

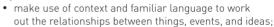




- make use of context and familiar language to work out meaning and relationships between things, events, and ideas:
- understand specific details in contexts that may contain some unfamiliar language;
- distinguish between past and present actions and states.

Pānui - Reading

By the end of level 5, students can:



- understand specific details in contexts that may contain some unfamiliar language;
- distinguish between past and present actions and states.

Mātakitaki - Viewing

By the end of level 5, students can:



- understand and respond to information and ideas encountered in a variety of visual texts;
- identify particular features of visual language and understand their significance in communicating information to a specific audience for a specific purpose, when used on their own and also in combinations with verbal language.

Kōrero – Speaking

By the end of level 5, students can:



- initiate and sustain short conversations:
- give short talks on familiar topics in a range of contexts, past and present;
- discuss topics of mutual interest;
- use appropriate pronunciation, stress, rhythm, and intonation.

Tuhituhi - Writing

By the end of level 5, students can:



- use resources such as dictionaries and glossaries to experiment with new language and review writing for accuracy;
- write information on familiar topics in a range of contexts, past and present;
- use appropriate writing conventions;
- write a range of text types for a range of purposes and audiences.

Whakaatu - Presenting

By the end of level 5, students can:



- communicate information, ideas, or narrative through texts in which visual and verbal features interact to produce particular meanings and effects;
- present or perform a variety of visual texts for a range of purposes and audiences.



Taumata 6 Level 6

Ētahi Horopaki mō te Ako i te Reo Possible Language

Learning Contexts

Possible sociocultural themes

Tapu me noa (respect, observance, contrasting states - sacred and non-sacred) Tohu (directions, signs, symbols) Whare wananga (houses of higher learning) Tangata whenua (indigenous people, people with a bond to the land)

Tikanga me kawa (protocols and procedures) Karanga (the art of karanga) Whaikorero (the art of oratory) Poroporaki (taking one's leave) Ngā toi (the creative arts)

Possible topics

Tangihanga (funerals) Famous Māori people Māori creative arts Entertainment (for example, television, music, movies, and community events) Health and well-being

Possible text types

Karakia (prayers) Karanga (welcome call) Kīwaha (idioms) Pepeha (iwi-specific sayings) Waiata Māori (Māori songs) Whaikōrero (oration/speeches) Whakataukī (proverbs) Conversational exchanges Maps Letters, telephone calls, email Advertising posters Questionnaires Radio and television programmes Reports Extended stories and essays Simple interviews Simple speeches Graphs and tables Web pages

Ngā Whāinga Paetae

Students should be able to:

- 6.1 give and follow instructions;
- 6.2 communicate about problems and solutions:
- 6.3 communicate about immediate plans, hopes, wishes, and intentions;
- 6.4 communicate in formal situations.

Ngā Ara Reo Language Modes

Whakarongo - Listening



By the end of level 6, students can:

- make use of context and familiar language to understand instructions and information in formal and informal contexts:
- understand specific details in contexts that may contain some unfamiliar language;
- · distinguish between past and present actions and states.

Pānui - Reading

By the end of level 6, students can:



- make use of context and familiar language to understand written instructions and information in formal and informal contexts:
- understand specific details in contexts that may contain some unfamiliar language;
- distinguish between past and present actions and states. •••••

Mātakitaki - Viewing

By the end of level 6, students can:



- understand and respond to various meanings, ideas, and effects in visual texts for different purposes and
- use appropriate terminology to describe ways that visual and verbal language interact for specific effects and purposes.

Kōrero - Speaking



By the end of level 6, students can:

- initiate and sustain more extended conversations in both formal and informal contexts;
- discuss tasks in pairs or groups, for example, when sharing peer feedback on writing;
- give short talks in familiar contexts on familiar topics that relate to the past and present:
- use appropriate pronunciation, stress, rhythm, and intonation.

Tuhituhi - Writing

By the end of level 6, students can:



- use resources such as dictionaries and glossaries to experiment with new language and to review writing for accuracy:
- write information on familiar topics, referring to past, present, and future time;
- write a range of text types and more extended texts (for example, formal letters, personal letters, blogs, longer essays, descriptions, and narratives);
- use a range of written planning tools, such as graphic organisers and mind maps;
- use appropriate writing conventions.

Whakaatu - Presenting



By the end of level 6, students can:

- use visual language alone to communicate with different audiences for different purposes;
- use combinations of visual and verbal language to communicate with different audiences for different purposes.



Taumata 7 Level 7

Ētahi Horopaki mō te Ako i te Reo Possible Language **Learning Contexts**

Possible sociocultural themes

Ahi kā (home fires, preserving one's connection to the land, conservation) Taiao (the natural world) Ngā kōrero tuku iho (transmitting knowledge, spoken histories, the art of storytelling) Tū whakaiti, tū whakahī (humility and dignity)

Possible topics

The land wars The status of te reo Māori Te Taura Whiri i te Reo Māori (the Māori Language Commission) Urbanisation, assimilation, and resistance Global travel and exploration Social work, community service, and teaching The tourism industry Working and finding work

Possible text types Karakia (prayers) Kīwaha (idioms) Pepeha (iwi-specific sayings) Waiata Māori (Māori songs) Whakataukī (proverbs) Comics and cartoons News items Poems Computer-assisted presentations Conversational exchanges Electronic communications Websites Instruction sheets Programmes for shows and exhibitions Formal and informal letters Graphs and tables Recipes Short stories Talks Telephone calls and answerphone messages Classified advertisements Television and radio programmes Text messages

Ngā Whāinga Paetae

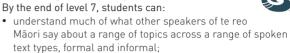
Students should be able to:

- 7.1 communicate about future plans;
- 7.2 offer and respond to advice, warnings, and suggestions;
- 7.3 express and respond to approval and disapproval, agreement and disagreement;
- 7.4 offer and respond to information and opinions, giving reasons;
- 7.5 read about and recount actual or imagined events in the past.

Ngā Ara Reo Language Modes

Whakarongo - Listening

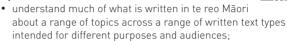




• distinguish between facts and opinions and recognise intentions to persuade and influence.

Pānui - Reading

By the end of level 7, students can:



• distinguish between facts and opinions and recognise intentions to persuade and influence.

Mātakitaki - Viewing

By the end of level 7, students can:



- understand and respond to visual texts that have been created for a range of purposes and audiences;
- describe how visual and verbal features are combined for different purposes and audiences.

Körero - Speaking

By the end of level 7, students can:



- use te reo Māori to entertain and persuade as well as to inform;
- initiate and sustain conversations in te reo Māori;
- give talks on a range of topics in a range of contexts;
- use appropriate pronunciation, intonation, rhythm, and stress.

Tuhituhi - Writing

By the end of level 7, students can:



- use resources such as dictionaries and glossaries to experiment with new language and to review writing for accuracy;
- write in te reo Māori about a range of topics, using words and expressions that are appropriate for the purpose and intended audience:
- begin to use language to entertain and persuade as well as to inform.

Whakaatu - Presenting

By the end of level 7, students can:



- use visual language effects in a range of texts for different audiences and purposes;
- combine features of visual and verbal language in a range of texts for different audiences and purposes;
- create new visual texts to express their own information and ideas



Curriculum vitae Video presentations

Taumata 8 Level 8

Ētahi Horopaki mō te Ako i te Reo

Possible Language Learning Contexts

Possible sociocultural themes

Ngā kōrero tuku iho (transmitting knowledge, spoken histories, the art of storytelling)

Whaikōrero (the art of oratory)
Tau utuutu, pāeke (delivering and responding to speeches)
Ihi, wehi (qualities seen and felt that evoke emotion)

Ngā toi (the creative arts)
Rangatiratanga (the qualities of leadership, authority)
Mana (authority, integrity)

Possible topics

Bastion Point

Land marches

Māori media

The representation of Māori in the media

The foreshore and seabed situation The Waitangi Tribunal and Treaty settlements

Environmental issues

Natural resources

Significant events, past and present Significant people, past and present Social cohesion and social justice in Aotearoa

Possible text types

Karakia (prayers)

Kīwaha (idioms)

Mōteatea (traditional Māori songs and chants)

Pepeha (iwi-specific sayings)

Whakataukī (proverbs)

Classified advertisements

Comics, graphic novels, cartoons

Computer-assisted presentations

Debates

Dramatic texts

Films and video presentations

Formal and informal letters

Formal and informal conversational exchanges

exchanges
Graphs and tables

Magazines and newspapers

Novels

Poems

Promotional and advertising material (for example, videos, CDs, book

covers, posters) Questionnaires

Reports

Short stories

Songs

Songs

Television, film, theatre, book, and exhibition reviews

Television and radio programmes

Ngā Whāinga Paetae

Achievement Objectives

Students should be able to:

- 8.1 communicate about certainty and uncertainty, possibility and probability;
- 8.2 develop an argument or point of view, with reasons;
- 8.3 recount a series of events to inform, persuade, or entertain;
- 8.4 communicate the same information in different ways for different audiences;
- 8.5 respond to selected and adapted texts in te reo Māori that are about te reo and tikanga Māori (for example, texts from recorded speeches, literature, film, newspapers, magazines, television, video, DVD, and radio).

Ngā Ara Reo Language Modes

Whakarongo - Listening



By the end of level 8, students can:

- understand much of what other speakers of te reo Māori say about a range of topics;
- distinguish between facts, opinions, and hypotheses and recognise intentions to persuade and influence in different contexts.

Pānui - Reading

By the end of level 8, students can:



- understand much of what is written by other users of te reo Māori about a range of topics;
- distinguish between facts, opinions, and hypotheses and recognise intentions to persuade and influence in different contexts.

Mātakitaki - Viewing





- understand the ways in which artists, speakers, and writers combine visual and verbal features to present ideas and information to achieve particular effects for a range of purposes and audiences:
- understand and respond to visual features used to present information and ideas for particular effects for a range of purposes and audiences.

Körero - Speaking



By the end of level 8, students can:

- initiate and sustain conversations;
- give talks on a range of topics in a wide range of contexts;
- produce a wide range of spoken text types, formal and informal;
- adapt spoken texts to suit different audiences and purposes;
- use te reo M\u00e4ori to entertain and to persuade as well as to inform.

Tuhituhi - Writing

By the end of level 8, students can:



- use resources such as dictionaries and glossaries to experiment with new language and to review writing for accuracy;
- write about a range of topics across a wide range of text types, selecting words and expressions that are appropriate for the purpose and intended audience;
- adapt written texts to suit different audiences and purposes:
- use te reo Māori to entertain and to persuade as well as to inform.

Whakaatu - Presenting

By the end of level 8, students can:



- combine visual and verbal features to present ideas and information to achieve particular effects for a range of purposes and audiences;
- use visual language in a range of text types for different audiences, purposes, and effects;
- create new visual texts to express their own information and ideas.