Taumata 1 Level 1

Ētahi Horopaki mō te Ako i te Reo Possible Language Learning Contexts	Ngā Whāinga Paetae Achievement Objectives	Ngā Ara Reo Language Modes

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
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
Class timetables

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).

Whakarongo – Listening
By the end of level 1, students can:
- 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.

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Pānui – Reading
By the end of level 1, students can:
- identify letters of the Māori alphabet (arapū), letter combinations, basic written language conventions, and simple punctuation;
- recognise and understand simple, familiar written words, phrases, and sentences.

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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.

....

Kōrero – 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.

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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.

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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
Achievement Objectives

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
By the end of level 2, students can:
• 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 questions;
• 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
By the end of level 2, students can:
• 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)
Pōwhiri (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
Achievement Objectives

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 kōrero pūrakau, whakataukī, pepeha, or waiata, making effective use of visual language features.

Taumata 4 Level 4

Ētahi Horopaki mō te Ako i te Reo **Possible Language Learning Contexts**	Ngā Whāinga Paetae **Achievement Objectives**	Ngā Ara Reo **Language Modes**

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)

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

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.

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
By the end of level 4, students can:
- understand a range of short written texts that consist mainly of familiar language;
- 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

Ētahi 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
By the end of level 5, 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;
• distinguish between past and present actions and states.

Pānui – Reading
By the end of level 5, students can:
• make use of context and familiar language to work out the 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.

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**	Ngā Whāinga Paetae **Achievement Objectives**	Ngā Ara Reo **Language Modes**

Possible sociocultural themes

Tapu me noa (respect, observance, contrasting states – sacred and non-sacred)
Tohu (directions, signs, symbols)
Whare wānanga (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)
Whaikōrero (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 — Achievement Objectives

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 audiences;
- 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

Curriculum vitae

Video presentations

Ngā Whāinga Paetae
Achievement Objectives

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
By the end of level 7, students can:
- understand much of what other speakers of te reo Māori say about a range of topics across a range of spoken text types, formal and informal;
- distinguish between facts and opinions and recognise intentions to persuade and influence.

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Pānui – Reading
By the end of level 7, students can:
- understand much of what is written in te reo Māori about a range of topics across a range of written text types intended for different purposes and audiences;
- distinguish between facts and opinions and recognise intentions to persuade and influence.

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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.

....

Kōrero – 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.

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
Graphs and tables
Magazines and newspapers
Novels
Poems
Promotional and advertising material (for example, videos, CDs, book covers, posters)
Questionnaires
Reports
Short stories
Songs
Talks
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
By the end of level 8, students can:
• 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.

Kōrero – 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 Māori 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.