



English Learning Matrix

Curriculum Levels 6, 7, and 8

Learning Area Whakataukī:

<i>Ko te reo te tuakiri</i>	<i>Language is my identity</i>
<i>Ko te reo tōku ahurei</i>	<i>Language is my uniqueness</i>
<i>Ko te reo te ora</i>	<i>Language is life</i>

Big Ideas		
Language and identity are inextricable <i>Ko te reo te tuakiri</i> <i>Language is my identity</i>	Making and creating meaning are processes that occur when we interpret and when we produce text <i>Ko te reo tōku ahurei</i> <i>Language is my uniqueness</i>	Engaging with text is a source of enjoyment and enrichment <i>Ko te reo te ora</i> <i>Language is life</i>
Significant Learning		
Across all Curriculum Levels, ākonga will learn that... <ul style="list-style-type: none"> Māori creators provide an important perspective on living and participating in Aotearoa New Zealand and the world, and the study of Māori texts plays a role in the process of honouring Te Tiriti o Waitangi we draw on our knowledge of how language works to interpret and produce written, visual, and oral text in English being able to use the English language with control supports effective participation in society interpreting and producing literary text develops empathy the English language in Aotearoa New Zealand is unique and includes elements of te reo Māori and Pacific languages texts can possess aesthetic qualities which generate sensory, perceptual, cognitive, and affective responses. 		
At Curriculum Level 6, ākonga will...	At Curriculum Level 7, ākonga will... (indicative only)	At Curriculum Level 8, ākonga will... (indicative only)
<ul style="list-style-type: none"> show a developed awareness of how aspects of te ao Māori are woven through texts by reading a range of Māori literature learn to describe and explain how aspects of Māori storytelling shape texts interpret ideas within and between texts from a range of contexts identify and understand the features of language use in particular contexts communicate developed ideas by selecting and using a range of language features accurately for a variety of effects seek feedback and make changes, with guidance, to improve clarity, meaning and effect identify, describe, and explain their own perspectives through their responses to various texts show a developed understanding of how writers position their intended audience through using the language conventions and techniques, point of view, structure, contexts, and intended purpose that shape a range of texts take a stance, explaining and justifying their interpretations of increasingly complex texts, using examples and/or details primarily from the text but also from beyond it 	<ul style="list-style-type: none"> show a discriminating awareness of how aspects of te ao Māori are woven through texts by reading a range of Māori literature learn to analyse how aspects of Māori storytelling shape texts analyse links between texts and contexts, and how contexts influence ideas/style within texts analyse and integrate their knowledge of how features of language are used in different contexts communicate sustained ideas by selecting and integrating a range of language features appropriately for a variety of purposes seek feedback and self-evaluate, with increasing independence, to make changes to improve clarity, meaning, and effect analyse and interpret, and acknowledge their own perspectives through their responses to various texts show a discriminating understanding of why and how the audience is being positioned, and why and how the text relates to other texts and contexts make conclusions by drawing from their knowledge of ideas, purpose, language features, and structure 	<ul style="list-style-type: none"> show an insightful awareness of how aspects of te ao Māori are woven through texts by responding critically and evaluating a range of Māori literature learn to critically respond to and evaluate how aspects of Māori storytelling shape texts analyse, evaluate, and synthesise links between texts and contexts, and how contexts influence ideas/style within texts critically evaluate and synthesise their knowledge of how features of language are used in different contexts communicate sustained and insightful ideas by selecting and integrating a range of appropriate language features purposefully and fluently seek feedback, monitor, evaluate, and justify their choices independently critically respond and evaluate, while acknowledging their own perspectives through their responses to various texts show an insightful understanding of why and how the audience is being positioned, how a text relates to other texts and contexts integrate their knowledge of ideas, purpose, language features, and structure



<ul style="list-style-type: none">• identify how identity influences and informs personal responses to language and language choices• describe and explain the literary qualities of increasingly complex texts using examples from the text.	<ul style="list-style-type: none">• develop an argument to explain and justify their interpretations of increasingly varied and complex texts, using examples and/or details primarily from the text but also from beyond it• analyse how identity influences and informs personal responses to language and language choices• analyse increasingly varied and complex texts, using examples and/or details primarily from the text but also beyond it.	<ul style="list-style-type: none">• develop and sustain an argument to explain and justify their interpretations of increasingly varied and complex texts, integrating insightful examples and/or details arising primarily from the student’s independent close reading of the text but also from beyond it• evaluate how identity influences and informs personal responses to language and language choices• critique and appreciate the literary qualities of increasingly varied and complex texts, integrating insightful examples and/or details primarily arising from the student’s independent close reading of the text but also from beyond it.
--	---	---

Draft for Pilot 2023