



## 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 literature give us insights into ourselves and others	The stories of Aotearoa New Zealand are unique taonga tuku iho	Stories are a source of joy and nourishment	Communication depends on shared codes and conventions	Literature, language, and texts embody power relationships
Significant Learning				
Across all Curriculum Levels, ākonga will...				
<ul style="list-style-type: none"> <li>explore how Māori creators provide an important perspective on living and participating in Aotearoa New Zealand and the world, and how the study of Māori texts plays a role in the process of honouring Te Tiriti o Waitangi</li> <li>draw on their knowledge of how language works to make meaning and create meaning in written, visual, and oral text in English</li> <li>recognise how being able to use the English language with control supports effective participation in society</li> <li>explore how the process of interpreting and producing literary text develops empathy, critical thinking, and literacy, and can help develop identity</li> <li>appreciate how the English language in Aotearoa New Zealand is unique and includes elements of te reo Māori and Pacific languages</li> <li>explore how texts can possess aesthetic qualities which generate sensory, perceptual, cognitive, and affective responses.</li> </ul>				
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"> <li>show a developed awareness of how aspects of te ao Māori are woven through texts by reading a range of Māori literature</li> <li>describe and explain how aspects of Māori storytelling shape texts</li> <li>interpret ideas within and between texts from a range of contexts</li> <li>identify and understand the features of language use in particular contexts</li> <li>communicate developed ideas by selecting and using a range of language features accurately for a variety of effects</li> <li>seek feedback and make changes to improve clarity, meaning, and effect</li> <li>identify, describe, and explain their own perspectives through their responses to various texts</li> <li>show a developed understanding of how text creators 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</li> <li>take a stance and explain their interpretations of increasingly complex texts, using examples and/or details primarily from a text but also from beyond it</li> </ul>	<ul style="list-style-type: none"> <li>show a discerning awareness of how aspects of te ao Māori are woven through texts by reading a range of Māori literature</li> <li>show an analytical understanding of how aspects of Māori storytelling shape texts</li> <li>analyse links between texts and contexts, and how contexts influence ideas/style within texts</li> <li>analyse and integrate their knowledge of how features of language are used in different contexts</li> <li>communicate sustained ideas by selecting and integrating a range of language features appropriately for a variety of purposes</li> <li>seek feedback and self-evaluate, with increasing independence, to make changes to improve clarity, meaning, and effect</li> <li>analyse and interpret, and acknowledge their own perspectives through their responses to, various texts</li> <li>show an analytical understanding of why and how text creators position their intended audience, and why and how a text relates to other texts and contexts</li> <li>draw conclusions by drawing from their knowledge of ideas, purpose, language features, and structure</li> </ul>		<ul style="list-style-type: none"> <li>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</li> <li>critically respond to and evaluate how aspects of Māori storytelling shape texts</li> <li>evaluate and synthesise links between texts and contexts, and how contexts influence ideas/style within texts</li> <li>critically evaluate and synthesise their knowledge of how features of language are used in different contexts</li> <li>communicate sustained and integrated ideas by selecting and integrating a range of appropriate language features purposefully and fluently</li> <li>seek feedback, monitor, evaluate, and justify their choices independently</li> <li>critically respond and evaluate, while acknowledging their own perspectives through their responses to various texts</li> <li>show a critical understanding of why and how text creators position their intended audience, and why and how a text relates to other texts and contexts</li> <li>integrate their knowledge of ideas, purpose, language features, and structure</li> </ul>	



<ul style="list-style-type: none"><li>• identify how identity influences and informs personal responses to language and language choices</li><li>• describe and explain the literary qualities of increasingly complex texts using examples from the text(s).</li></ul>	<ul style="list-style-type: none"><li>• explain their interpretations of increasingly varied and complex texts, analysing examples and/or details primarily from a text but also from beyond it</li><li>• show an analytical understanding of how identity influences and informs personal responses to language and language choices</li><li>• show an analytical understanding of increasingly varied and complex texts, using examples and/or details primarily from a text but also beyond it.</li></ul>	<ul style="list-style-type: none"><li>• develop an argument to 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 a text but also from beyond it</li><li>• evaluate how identity influences and informs personal responses to language and language choices</li><li>• 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 a text but also from beyond it.</li></ul>
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For Implementation