



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"> 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 draw on their knowledge of how language works to make meaning and create meaning in written, visual, and oral text in English recognise how being able to use the English language with control supports effective participation in society explore how the process of interpreting and producing literary text develops empathy, critical thinking, and literacy, and can help develop identity appreciate how the English language in Aotearoa New Zealand is unique and includes elements of te reo Māori and Pacific languages explore how 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 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 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 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 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 	<ul style="list-style-type: none"> show a discerning awareness of how aspects of te ao Māori are woven through texts by reading a range of Māori literature show an analytical understanding of 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 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 draw 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 critically respond to and evaluate how aspects of Māori storytelling shape texts 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 integrated 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 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 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(s).	<ul style="list-style-type: none">• explain their interpretations of increasingly varied and complex texts, analysing examples and/or details primarily from a text but also from beyond it• show an analytical understanding of how identity influences and informs personal responses to language and language choices• show an analytical understanding of increasingly varied and complex texts, using examples and/or details primarily from a text but also beyond it.	<ul style="list-style-type: none">• 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• 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 a text but also from beyond it.
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