



English Learning Matrix

Curriculum Levels 6-8

English Whakataukī:

Ko te reo te tuakiri
Ko te reo tōku ahurei
Ko te reo te ora

Big Ideas

Language and identity are inextricable

Ko te reo te tuakiri
Language is my identity

Making and creating meaning are processes that occur when we interpret and when we produce text

Ko te reo tōku ahurei
Language is my uniqueness

Engaging with text is a source of enjoyment and enrichment

Ko te reo te ora
Language is life

Significant Learning

Māori voices

- Māori creators provide an important perspective on living and participating in Aotearoa New Zealand and the world.
- The study of Māori texts plays a role in the process of honouring Te Tiriti o Waitangi.



Students will learn about the unique nature of Aotearoa New Zealand through the study of Māori voices and perspectives in literature.

At Curriculum Level 6 students will show a developed awareness of how aspects of te ao Māori are woven through texts by reading a range of Māori literature.

At Curriculum Level 7 students will show a discriminating awareness of how aspects of te ao Māori are woven through texts by reading a range of Māori literature.

At Curriculum Level 8 students will 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.

Students will learn how Māori storytelling comes from te ao Māori and creates meaning in culturally specific ways.

At Curriculum Level 6 students will learn to describe and explain how aspects of Māori storytelling shape texts.

At Curriculum Level 7 students will learn to analyse how aspects of Māori storytelling shape texts.

At Curriculum Level 8 students will learn to critically respond to and evaluate how aspects of Māori storytelling shape texts.

Language

- We draw on our knowledge of how language works to interpret and produce text in English.
- Being able to use the English language with control can strengthen your identity and enable you to effectively participate in society.
- The English language in Aotearoa New Zealand is unique and includes elements of te reo Māori and Pacific languages.



Students will learn that as readers and creators they are participants in an ongoing conversation that spans past, present, and future.

At Curriculum Level 6 students will interpret ideas within and between texts from a range of contexts.

At Curriculum Level 7, students will analyse links between texts and contexts, and how contexts influence ideas/style within texts.

At Curriculum Level 8 students will analyse, evaluate and synthesise links between texts and contexts, and how contexts influence ideas/style within texts.

Students will learn that language is rich and varied, adapts and changes, and is shaped by and for context.

At Curriculum Level 6 students will identify and understand the features of language use in particular contexts.

At Curriculum Level 7 students will analyse and integrate their knowledge of how features of language are used in different contexts.

At Curriculum Level 8 students will critically evaluate and synthesise their knowledge of how features of language are used in different contexts.

Students will learn to make deliberate choices in the crafting and editing of visual, oral, and written texts to communicate ideas.

At Curriculum Level 6 students will communicate developed ideas by selecting and using a range of language features accurately for a variety of effects.

They will seek feedback and make changes, with guidance, to improve clarity, meaning and effect.

At Curriculum Level 7 students will communicate sustained ideas by selecting and integrating a range of language features appropriately for a variety of purposes.

They will seek feedback and self-evaluate, with increasing independence, to make changes to improve clarity, meaning and effect.

At Curriculum Level 8 students will communicate sustained and insightful ideas by selecting and integrating a range of appropriate language features purposefully and fluently.

They will seek feedback, monitor, evaluate, and justify their choices independently.

Interpreting text

- Interpreting and producing literary text enables us to understand what it means to be human and to empathise with others.
- Texts can be open to multiple interpretations. Readers make meaning using evidence in the text, from other texts, from their own experience, and in their particular time and place
- Interpreting texts by Māori and Pacific creators enable readers to connect the unique language and literature of Aotearoa New Zealand and the Pacific.



Students will learn that their own perspectives, which are shaped by their experiences, whānau, histories, values and beliefs, influence their understanding and interpretation of texts.

At Curriculum Level 6 students will identify, describe, and explain their own perspectives through their responses to various texts. They will 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.

At Curriculum Level 7 students will analyse and interpret, and acknowledge their own perspectives through their responses to various texts. They will 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. They will make conclusions by drawing from their knowledge of ideas, purpose, language features, and structure.

At Curriculum Level 8 students will critically respond and evaluate, while acknowledging their own perspectives through their responses to various texts. They will show an insightful understanding of why and how the audience is being positioned, how a text relates to other texts and contexts, and they will integrate their knowledge of ideas, purpose, language features, and structure.

Students will learn to explain and justify their interpretations of texts, which gives them confidence in their voice.

At Curriculum Level 6 students will 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.

At Curriculum Level 7 students will 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.

At Curriculum Level 8 students will 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.

Aesthetic qualities

- **Texts possess aesthetic qualities which generate sensory, perceptual, cognitive, and affective responses.**
- **In the study of a range of texts including those by Māori and Pacific creators, students will learn that writing can have intrinsic beauty.**



<p>Students will learn that response to language is personal and linked to identity.</p> <p>At Curriculum Level 6 students will identify how identity influences and informs personal responses to language and language choices.</p> <p>At Curriculum Level 7 students will analyse how identity influences and informs personal responses to language and language choices.</p> <p>At Curriculum Level 8 students will evaluate how identity influences and informs personal responses to language and language choices.</p>	<p>Students will learn that an author’s purpose can be to evoke an affective/emotional response which can lead to deeper exploration of meaning.</p> <p>At Curriculum Level 6 students will describe and explain the literary qualities of increasingly complex texts using examples from the text.</p> <p>At Curriculum Level 7 students will analyse increasingly varied and complex texts, using examples and/or details primarily from the text but also beyond it.</p> <p>At Curriculum Level 8 students will 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.</p>