



Vagahau Niue Learning Matrix

Curriculum Levels 6, 7, and 8

Learning Area Whakatauākī:

Ko tōu reo, ko tōku reo, te tuakiri tangata. Tīhei uriuri, tīhei nakonako.

Your language and my language are expressions of identity. May our descendants live on and our hopes be fulfilled.

Nā, Tuteira Brightwell Pohatu, Ngāti Porou

Big Ideas					
Learning a language contributes to its ongoing vitality and integrity and the wellbeing of the community in which it is spoken	Learning languages is about connecting and communicating within and across cultures and communities	Languages express meaning through unique forms of communication	Language, culture, and identity are inextricably linked	Learning languages encourages diverse ways of thinking, doing, and being	Language learning is an empowering process that involves risk-taking and fosters resilience and perseverance
Significant Learning					
Across all Curriculum Levels, students will...					
<ul style="list-style-type: none"> engage with others respectfully when communicating and exchanging information, ideas, and opinions be exposed to, practise, and enjoy experimenting with a wide range of spoken, written, and visual communication in Vagahau Niue be exposed to the key values of Niue culture such as fakafeleveia, loto fakaalofa, fakalilifu, fakafetuaiga, and kaufakalataha build a growing awareness of the processes involved in additional language acquisition, including sustained, repeated practice, risk taking, and learning from mistakes connect with those outside the classroom to explore and learn from the community and from examples of Pacific success grow intercultural awareness by questioning assumptions and stereotypes, and exploring how language and culture affect, and work together in, communication. 					
At Curriculum Level 6, students will...		At Curriculum Level 7, students will... (indicative only)		At Curriculum Level 8, students will... (indicative only)	
<ul style="list-style-type: none"> explore language commonly used to express personal information, ideas, and opinions in everyday contexts with reference to events or experiences in the present, as well as the past or future engage with and make meaning of a variety of text types, featuring connected sentence and paragraph-level expression and a range of very high frequency vocabulary develop interactive skills and strategies to exchange simple information, ideas, and opinions in a range of predictable situations develop one-way communicative skills to express simple information, ideas, and opinions develop a foundational awareness of and use the key linguistic building blocks and patterns of language acquire simple linguistic strategies and basic knowledge of how to use resources to make meaning from unfamiliar language 		<ul style="list-style-type: none"> explore language used to elaborate on information, ideas, and viewpoints in personal and community contexts, including giving justifications, comparing information and making links, communicating about possibilities or future plans, providing suggestions or advice, and communicating in formal situations engage with and make meaning of a variety of text types, featuring connected paragraph-level expression and a range of high frequency vocabulary develop interactive skills and strategies to exchange and connect information, ideas, and viewpoints in more detail develop one-way communicative skills to expand on and support information, ideas, and points of view with relevant examples develop a growing awareness of and use a range of linguistic building blocks and patterns of language expand their linguistic strategies and use resources effectively to make meaning from unfamiliar language 		<ul style="list-style-type: none"> explore language used to delve into information, ideas, and perspectives related to topics of both personal and societal relevance, as well as to express abstract concepts, including developing a course of action or an argument, using language persuasively or imaginatively, communicating about conditionality, probability or uncertainty, and making and responding to predictions engage with and make meaning of a variety of text types, featuring extended connected paragraph-level expression and more specialised vocabulary develop interactive skills and strategies to exchange varied information, ideas, and perspectives and to adapt to less predictable situations strengthen one-way communicative skills to vary, structure, and enhance the sustained expression of information, ideas, and perspectives develop an awareness of and use more complex linguistic building blocks and patterns of language 	



<ul style="list-style-type: none"> • participate in activities that use, promote, and celebrate Vagahau Niue • explore links to their own heritage to deepen their sense of personal identity • engage with the traditions, belief systems, and practices of Niue culture. 	<ul style="list-style-type: none"> • participate in and contribute to activities that use, promote, and celebrate Vagahau Niue • explore links to their own heritage to deepen their sense of belonging to a community • explore the traditions, belief systems, and practices of Niue culture, understanding their origins. 	<ul style="list-style-type: none"> • select with growing confidence from a range of linguistic strategies and resources to make meaning from unfamiliar language • show initiative in using, promoting, and celebrating Vagahau Niue • critically reflect on the links to their own heritage to expand their sense of connection to their place in the wider world • explore and gain deeper insight into the traditions, belief systems, and practices of Niue culture, reflecting on their origins and potential future evolution.
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See **Vocabulary List** documents for indicative vocabulary, grammar structures, and expressions related to each level under the Teaching Tab on [NCEA.education.govt.nz](https://www.ncea.govt.nz/education/teaching-tab)