TE MANU KA RERE
NCEA Targeted Support for Secondary Schools

Targeted Support for Literacy
Intervention Planning

What: An approach to targeted support for Literacy learning for small groups, to support accelerated learning progress, and achievement in the NCEA Literacy common assessment activity (CAA) co-requisite assessments.

How: A 10-lesson programme, 1-hour per lesson for small groups (5 students per group) supporting accelerated learning of key Literacy skills.

Outcomes:
1. Targeted students are identified using readiness indicators, including e-asTTle and teacher observations, and targeted support is implemented to accelerate learning progress for these students in small groups;
2. Teachers are provided with appropriate professional learning, detailed guidance and develop capacity to provide targeted support and accelerated learning opportunities; and
3. Targeted students demonstrate accelerated learning progress and achievement in the NCEA Literacy common assessment activity co-requisite assessments.

Note: These lessons and activities are intended as a guide only and this planning should be adapted to context and learners, using contextually relevant topics/ themes and responsive texts and examples – to engage and meet learners' needs.

Additional practice for each concept would also be beneficial, using relevant questions from the past CAA papers. This would reinforce the learning and provide practice in the context of the CAA.

Key terminology: The following key terminology supports the understanding of the focus of this intervention.

Acceleration: In the current New Zealand Curriculum[i], students are generally expected to progress through one curriculum level every two years.[ii] This means students would typically be expected to have mastery of Level 5 (or Phase 4 of Te Mātaiaho: The Refreshed New Zealand Curriculum) and be ready to operate at Level 6 (or Phase 5 of Te Maātaiaho: The Refreshed New Zealand Curriculum) by the end of Year 10 (in preparation for NCEA Level 1 in Year 11). However, individual student progress may vary, and some students may progress faster or slower than this general guideline

Accelerated learning progress: Accelerated learner progress refers to: "... advancing the learning of children related to content at their current year level. Accelerated learning is achieved through specific teaching strategies, learning conditions, or scaffolded supports that enable learners to acquire skills more rapidly than they would under 'usual' teaching conditions. It relies on continuous monitoring of student progress against benchmarks and progress indicators, ensuring that the learning process remains aligned with year-level expectations." (Gillon et al, 2024.)[iii]

Accelerated learning progress means students make more than one year's worth of progress in a year. This also includes progress that is noticeably faster than expected based on their previous learning, as assessed by tools that measure reading, writing, and math skills.[iv]

Literacy: Literacy is a foundational skill that enables access to further learning, develops important life skills, and allows people to fully engage in work and in their communities[v]. Literacy enables voices to be heard. It empowers learners to participate in, communicate with, and contribute to their communities. This includes making connections to personal, learning and work contexts. Foundational literacy refers to the knowledge and capabilities in reading and writing that enable learners to access further learning, develop important life skills, engage in employment and in their communities. In Aotearoa New Zealand, these include an understanding of how to participate in our bicultural society.[vi]

Targeted support: Targeted support builds on 'Universal' (tier 1) classroom teaching, accelerating the progress of students needing extra help so they can fully engage with their year level curriculum. Effective universal classroom teaching that includes small group work targeted to specific needs is part of the same continuum as targeted teaching.
Targeted support including small group work can be integrated into the regular classroom programme and does not require students to be removed from their regular classroom.
Targeted teaching accelerates progress through focused small-group instruction. It is additional, explicit instruction that models skills, addresses specific needs, and helps students apply learning in new contexts – it's not just more lessons. Effective targeted teaching reflects students' cultural identities, languages, knowledge, beliefs, and experiences.[vii]

NCEA Literacy

Tāraia te mahara, ka tāraia ai te rākau
Carve the mind before carving your path

The concept behind this whakatauākī comes from Tangaroa, known as the God of the sea and the God of wood and bone carving. Those who enter into whare whakairo (traditional carving schools) start their development by learning about 'te hiringa i te mahara' (the power of the mind) through karakia, pūrākau, waiata tahito and whakapapa long before touching a piece of wood or bone. This whakatauākī stands as a metaphor for equipping the mind with the literacy tools necessary for students to live a full and prosperous life.[viii]

NCEA Literacy co-requisite common assessment activity (CAA) assessments[ix]

- All learners need to achieve a 20-credit co-requisite specific to te reo matatini or literacy and pāngarau or numeracy skills to be awarded any level of NCEA. The co-requisite is a one-off requirement.
- The requirements are formally separated out from the certificate at Levels 1-3 and the 20-credit co-requisite becomes mandatory from 2024.
- The transition period for the implementation of the NCEA Co-requisite, originally scheduled to end in 2025, has been extended by another two years up to the end of 2027. This will give schools, kura, and all NCEA providers extra time to adjust to the new requirements and strengthen the teaching and learning of te reo matatini, pāngarau, literacy and numeracy.
- From 2028, dedicated standards, or common assessment activities (CAAs) for te reo matatini, pāngarau, literacy, and numeracy will be the only method to achieve the NCEA Co-requisite.

The NCEA Literacy common assessment activities (CAAs) for assessment of the co-requisite requirements are:

- **READING**
  US32403 (v2). Demonstrate understanding of ideas and information in written texts
  Purpose: Learners credited with this unit standard are able to demonstrate understanding of written texts, evaluate written text with critical awareness, and process written texts for different purposes.
  Level: 1   **Credits:** 5

- **WRITING**
  US32405 (v3). Write texts to communicate ideas and information
  Purpose: Learners credited with this unit standard are able to write meaningful texts for different purposes and audiences, and use written language conventions to support communication.
  Level: 1   **Credits:** 5

NCEA Literacy Learning Matrix

READING (US32403)		
Demonstrate understanding of ideas and information in written texts		
Big Idea 1: Learners make sense of written texts.	**Big Idea 2:** Learners read critically.	**Big Idea 3:** Learners read for different purposes.
Significant Learning Learners use: • a processing system to decode and comprehend text. Readers develop expertise in using sources of information and comprehension strategies to make sense of text. • knowledge of text structures and features. Readers develop their knowledge of text features and use this to navigate and understand texts. • vocabulary knowledge. Successful comprehension depends on understanding most of the meanings of the words of the text.	**Significant Learning** Learners: • develop a critical awareness that enables them to consider who wrote the text, for whom, why and whether it may have purposes that are not yet immediately apparent.	**Significant Learning** Learners: • are clear about their purpose for reading and have the appropriate strategies to meet that purpose. • understand and use ideas in texts. • locate and evaluate the ideas and information within and across a range of print and digital texts to meet their purpose.
Outcome 1: Demonstrate understanding of written text.	**Outcome 2:** Evaluate written texts with critical awareness	**Outcome 3:** Process written texts for different purposes.
Performance criteria 1.1 Process information and identify important ideas. 1.2 Make links within texts using text structures and language features. Range may include but is not limited to – layout, headings, illustrations, cohesive devices. 1.3 Identify the meaning of vocabulary essential to understanding the text. Range may include but is not limited to – specialised, topic-specific, general, academic.	**Performance criteria** 2.1 Identify and make links between audience, purpose, and writer point-of-view. 2.2 Evaluate the reliability and credibility of the text and/or the writer. Range may include but is not limited to – bias, stereotypes, missing or contradictory information.	**Performance criteria** 3.1 Select and evaluate the relevance of texts according to the reader's purpose. 3.2 Locate and use information across a range of texts according to the reader's purpose. Range may include but is not limited to – compare, contrast, summarise, link.

WRITING (US32405)
Write texts to communicate ideas and information

Big Idea 1:	Big Idea 2:
Learners write meaningful texts for different purposes and audiences.	Learners use written language conventions appropriately to support communication.

Significant Learning	Significant Learning
Learners: • use strategies within a writing process to plan and create texts. • select content, text structure and language choices appropriate to purpose and audience. • select and use vocabulary that is specific to their topic, purpose and audience. • revise and edit their work.	Learners: • develop their expertise in sentence construction, grammar, punctuation, spelling, word choice.

Outcome 1:	Outcome 2:
Write meaningful texts for different purposes and audiences.	Use written language conventions to support communication.

Performance criteria	Performance criteria
1.1 Select and use content that is appropriate to purpose and audience. Range may include but is not limited to – ideas, information, examples, details. 1.2 Use text structures in ways that are appropriate to purpose and audience. 1.3 Make language choices that are appropriate to purpose and audience. Range may include but is not limited to – vocabulary, register, the way phrases and sentences are composed, tense. 1.4 Write text that demonstrates sufficient technical accuracy to communicate meaning, without intrusive errors in spelling, punctuation, or grammar.	2.1 Construct a variety of complete sentences. Range must include – simple, compound, complex sentences. 2.2 Punctuate correctly to support meaning. Range must include but is not limited to – capital letters, full stops, question marks. 2.3 Use grammatical conventions within sentences and paragraphs with sufficient technical accuracy to communicate meaning. Range must include but is not limited to – tense, subject-verb agreement, pronoun reference, word form. 2.4 Use and spell everyday high frequency vocabulary with technical accuracy. 2.5 Make simple changes to improve text coherence and the organisation of the content.

Targeted support for accelerating literacy intervention

The following **10-lesson teaching and learning plan** is designed to support teaching and learning for the **NCEA Literacy Co-requisite** assessments focusing on key literacy skills for **US32403 Demonstrate understanding of ideas and information in written texts (Reading)** and **US32405 Write texts to communicate ideas and information (Writing)**. The plan integrates key **acceleration strategies** to support learners who need scaffolding and targeted support to meet the literacy standards.

🔑 Key Literacy Skills for READING (US32403)	🔑 Key Literacy Skills for WRITING (US32405)
• Identifying main ideas and supporting details (including text structures and language features). • Making inferences and interpreting meaning • Understanding vocabulary in context • Analysing purpose, audience, and writer's point-of-view • Locate, process and evaluate specific information across texts	• Structuring ideas clearly (introduction, development, conclusion) • Using appropriate content, text structures, language and tone for purpose and audience • Writing using complete sentences and coherent and cohesive paragraphs • Using punctuation, grammar, and spelling with accuracy • Drafting, revising, and proofreading

🔑 Key acceleration strategies for literacy learning

- **ASSESSMENT FOR LEARNING: Formative assessment**
  Clear learning intentions and success criteria with frequent check-ins and self-assessment.

- **COLLABORATIVE LEARNING: Reciprocal teaching**
  Learners teaching each other to reinforce understanding.

- **CULTURAL RESPONSIVENESS: Culturally responsive pedagogy**
  Valuing and reflecting learners identities and backgrounds, including culturally responsive text.

- **DEVELOPING ORAL LANGUAGE: Use of multimodal texts**
  Engaging students with dialogic and interactive pedagogies including visual/audio elements alongside print.

- **EXPLICIT TEACHING: Deliberate acts of teaching**
  Targeting specific understanding and skills, and implementing targeted support for small groups.

- **SCAFFOLDING: Chunking and modelling**
  Breaking down complex tasks and showing "how-to" steps.

- **SCAFFOLDING: Scaffolded learning**
  Provides and gradually removes supports as learners gain independence.

Teaching and Learning Plan Overview

Lesson	Focus	Activities	Literacy Skills	Acceleration Strategies
1	**Unpacking the CAA requirements and learning outcomes.**	Read the NCEA Literacy CAA documents. Identify and define key vocabulary and terms.	• Reading comprehension • Decoding and interpreting vocabulary	Scaffolding (sentence stems) Summarising strategies
2	**READING: Identifying main ideas and supporting details**	Read short texts, highlight key points, use mind maps	• Reading comprehension	Scaffolding (graphic organisers, modelling) Collaborative learning
3	**READING: Vocabulary in context**	Vocabulary journals, context clue scavenger hunt	• Decoding and interpreting vocabulary	Explicit teaching (semantic mapping, word families, close activities)
4	**READING: Developing critical thinking and reading critically.**	Explore author's intent and audience through varied texts	• Reading critically • Analysing purpose and audience	Scaffolding (modelling, sentence stems) Collaborative learning (reciprocal reading) Summarising strategies
5	**READING: Synthesising across texts**	Compare 2-3 short texts and create a synthesis summary	• Making connections between ideas	Collaborative learning (jigsaw reading, graphic organisers – I-chart) Summarising strategies
6	**WRITING: Writing for purpose and audience**	Analyse model texts, begin first drafts	• Use tone and language	Explicit teaching Scaffolding (modelling/ model texts, co-construction of texts)
7	**WRITING: Planning and structuring writing**	Write plans for different writing purposes, use templates	• Use text structure	Scaffolding (sentence starters, scaffolded outlines)

Lesson	Focus	Activities	Literacy Skills	Acceleration Strategies
8	**WRITING: Sentence and paragraph development (using a variety of sentence types)**	Sentence combining Unpack a paragraph Write and revise body paragraphs with peer feedback	• Coherence and cohesion	Scaffolding (writing frame/ paragraph structure e.g. PEEL) sentence linking strategies
9	**WRITING: Revising and proofreading**	Revise own and peers' work using rubrics and feedback (provide examples/ exemplars)	• Grammar, spelling, punctuation	Assessment for learning Collaborative learning (peer editing, editing checklists)
10	**Final assessment task and reflection**	Practice CAA assessments for 32403 and 32405, reflect on progress Task 1 – Writing Task 2 – Reading (1) Task 3 – Reading (2)	• Apply reading and writing literacy skills	Assessment for learning (scaffolding removed, self-assessment)

LESSON 1	Unpacking the CAA requirements and outcomes

Learning outcomes:

By the end of the lesson, learners will…
- understand the CAA requirements
- understand intended learning and learning outcomes of the CAA
- understand what they need to learn, know and do to achieve the CAA

Learning activities

Time	
'Do now'/ Starter activity (10 minutes)	*Word Splash/ Vocabulary Jumble* • Display key words/ terms from the CAA and learning outcomes. • Students then predict meanings and categorise them • Students can then check with a partner/ group – share and compare • Lastly, have a whole class discussion of words that were unknown or not fully known.
Input/ knowledge-building activity (15 minutes)	1. *Skim and Scan* Read through the Literacy resources (depending on group numbers this activity maybe done as a co-operative learning activity. E.g. *Expert Jigsaw)* Resource 1: Literacy Learning Matrix Resource 2: Unpacking Literacy Resource 3: NCEA Co-requisite Learning Outcomes for Reading Resource 4: NCEA Co-requisite Learning Outcomes for Writing *Or use an alternative relevant resource related to the language and content of the CAA. 2. **Vocabulary** Use different colours to highlight: 2.1 Unfamiliar vocabulary. 2.2 Key verbs connected to the Significant Learning (i.e. what will learners be doing as a part of this learning?) 2.3 Key terms connected to learning outcomes of the CAA (i.e. what skills will learners be learning?)
Processing activity (20 minutes)	1. **Group discussion**: What do the learning outcomes mean in your own words? 2. **Summarising**: Use sentence stems to scaffold interpretation of the documents, particularly the learning outcomes. 2.1. I will be learning to… (actions/ skills) 2.2. The outcome is asking learners to…(actions/ skills) 2.3. This means I need to be able to…(actions/ skills)
Reflection activity (10 minutes)	*Exit ticket* (sticky note) • Write 1 thing you have learned about literacy learning for the CAA • Write 1 question you still have about literacy learning for the CAA

Resources

- [NCEA Literacy and Numeracy unit standard 32403 (version 2)](#) - Reading
- [NCEA Literacy and Numeracy unit standard 32405 (version 3)](#) – Writing
- [Literacy Learning Matrix](#)
- [Unpacking Literacy](#)
- [NCEA Co-requisite Learning Outcomes for Reading](#)
- [NCEA Co-requisite Learning Outcomes for Writing](#)
- [Alternate resource](#) (NCEA Literacy CAA)

LESSON 2	READING: Identifying main ideas and supporting details

Learning outcomes:

By the end of the lesson, learners will…
- identify main ideas when reading text
- use evidence from text to support ideas
- develop their vocabulary and reading comprehension skills

Learning activities

Time	
'Do now'/ Starter activity (10 minutes)	*Headline match* In pairs, students match headlines with 3 short blurbs. One matches; others are distractors. Discuss what helped them decide. **N.B.:** Leader/ teachers will need to locate thematically relevant headlines from current events and create 3 short blurb. *Alternate starter activity would connect and recap to learners' prior learning/ lesson.
Input/ knowledge-building activity (15 minutes)	1. *Main idea table* Teacher models how to identify a main idea and supporting detail using a short text and a *Main idea table* graphic organiser. **N.B.:** Leader/ teachers will need to locate thematically relevant short text for this activity; and follow the Gradual Release of Responsibility Instructional Framework 2. **Vocabulary** Use different colours to highlight: 2.1 Unfamiliar vocabulary. 2.2 Key signal words connected to the main ideas 2.3 Key signal words providing further detail to the main ideas
Processing activity (20 minutes)	1. *Main idea table* In pairs, students read a new short text. Discuss and record the main idea and supporting detail using a *Main idea table* graphic organiser. 2. *Peer check* Each pair should share their findings with another pair. Compare the information and discuss similarities and differences in the main ideas.
Reflection activity (10 minutes)	*Main idea snowball* Students write their main idea on a slip of paper, crumple it, and throw it into the middle (bucket). Then they need to pick one idea out and say whether they agree or disagree and why.

Resources

- Headline match
- Main idea table graphic organiser
- Gradual Release of Responsibility Instructional Framework

LESSON 3	READING: Vocabulary in context

Learning outcomes:

By the end of the lesson, learners will…
- Develop their understanding of a range of words
- Understand unknown vocabulary using context
- Use vocabulary decoding to interpret information

	Learning activities
Time	
'Do now'/ Starter activity (10 minutes)	*Who am I?* Students will be given five sentences, about five different celebrities, each with a missing word and clues around it. Students need to guess the missing word, guess the celebrity, and justify why. *Alternate starter activity would connect and recap to learners' prior learning/ lesson.
Input/ knowledge-building activity (15 minutes)	*Context clues* 1. Teach 3-4 different types of context clues: definition, synonym, antonym, inference. 2. Use a short passage to model how to work out word meanings from word parts (morphology) and context 3. Introduce vocabulary journals (these might be digital or set up in a notebook) and word family charts (these might be digital or set up as a 'word wall' for the class).
Processing activity (20 minutes)	*Context clues – Scavenger Hunt* 1. Students read a short article and find 5 challenging words. 2. Use journals to record: word, sentence, possible meaning, clue type, and drawing (optional). 3. Semantic map (web) one word together as a class – add this to the 'word wall'.
Reflection activity (10 minutes)	*Cloze reading* Students complete a cloze activity using the words they learned in this lesson.

Resources

- [Who am I?](#)
- [Context clues worksheet](#)
- Vocabulary journals
- Word family charts (word wall)
- Context clues – Scavenger hunt (short article)

LESSON 4	READING: Reading critically

Learning outcomes:

By the end of the lesson, learners will…
- identify the author's purpose for writing
- identify the author's intended audience for writing
- read critically, actively analysing text for purpose and audience.

Learning activities

Time	
'Do now'/ Starter activity (10 minutes)	*Fact v. opinion* Students read SIX short sentences, then sort them into 'fact' or 'opinion'. Share their sorted sentences with their neighbour and justify their answers.
Input/ knowledge-building activity (15 minutes)	**Purpose and Audience** Watch the video: Audience, Purpose, and Form (BBC: Bitesize) 1. **Purpose and audience table** Explicit teaching of various writing purposes (e.g. persuading, informing, or entertaining) and how authors use various writing features to tailor their writing to specific audiences. Students need to copy and complete the table: Text Form | Purpose | Audience | Language Features (from the language features chart). 2. **Language Features** Explicit teaching of various language features used to explicate the author's purpose and intent for writing (e.g. emotive language, repetition, etc.)
Processing activity (20 minutes)	*Reciprocal Reading* 1. Teacher models a close reading of a persuasive or opinion text; identifying language features used that reveals the author's purpose. 2. In reciprocal reading groups (roles including: Predictor, Questioner, Clarifier and Summariser) students complete a close reading of another persuasive or opinion text; identifying language features used that reveals the author's purpose.
Reflection activity (10 minutes)	**Summarising** Use the following sentence stems to summarise the information: • This the purpose of this __ [text form]__ is to… • The author uses __[language feature] __ to… [explain purpose of language features in relation to the text form] • I think the author has written this for __[audience]__ • The author uses __[language features]__ to… [explain the purpose of the language features in relation to the intended audience]

Resources

- Features of text forms (Tahurangi)
- Audience, Purpose, and Form (BBC: Bitesize)
- Purpose and audience table (activity)
- Reciprocal teaching (activity instructions)

LESSON 5	READING: Synthesising across texts

Learning outcomes:

By the end of the lesson, learners will…
- Bring together information from multiple sources
- Synthesise ideas
- Summarise with clarity

Learning activities

Time	
'Do now'/ Starter activity (10 minutes)	***Think | Pair | Share*** Students are provided with two – three current events headlines on the same topic and asked to identify how they are similar and how they are different. • **Think**: Students reflect individually (2–3 minutes) • **Pair**: Discuss their responses with a partner (3-4 minutes) • **Share**: A few pairs share ideas with the class (4-5 minutes)
Input/ knowledge-building activity (15 minutes)	***Pinwheel* OR *Two stay, two stray* OR *Expert Jigsaw*** (depending on the number of students: Expert jigsaw min. 9) Use three short texts on the same topic/theme (e.g., climate change, different cultural responses to a tradition, perspectives on a current event). 1. **Group Formation:** Divide class into 3 "expert" groups. Each group reads and discusses one of the three texts and notes: o Main idea o Key points o Author's perspective or purpose 2. **Jigsaw Groups:** Rearrange into new groups with one student from each "expert" group. o Each student shares their summary of their original text with their new group. o Individually students should complete an I-chart: Source 1-3 | Main idea | Key points | Authors perspective/ purpose o Group discusses connections and differences between the texts. ***Additional supports:** • Provide guided reading questions for each text. • Use sentence stems for main ideas etc.
Processing activity (20 minutes)	**Synthesis summary** Students then individually write a synthesis summary in a paragraph using their I-chart as a guide: 1. Identify common ideas and themes 2. Compare and contrast ideas and perspectives 3. State their own synthesis (i.e., how the texts connect and what overall understanding they give) ***Additional supports:** • Use a paragraph structure to support writing (e.g. PEEL, TEXAS) • Provide a model synthesis summary with sentence frames such as: "While Text 1 states that ___, Text 2 focuses on ___. Both texts suggest that ___. Overall, the issue is seen as ___."

Reflection activity (10 minutes)	**Synthesis sharing** Students swap summaries with a partner and give the following feedback about the synthesising of ideas: *"One strength is…"* *"One suggestion is…"* *"One question I have is…"*

LESSON 6	WRITING: Writing for purpose and audience

Learning outcomes:

By the end of the lesson, learners will...
- understand different writing purposes and text forms
- be able to identify formal and informal register in relation to writing task and audience

Learning activities

Time	
'Do now'/ Starter activity (10 minutes)	**Activating prior knowledge: Writing purposes** In pairs, learners write examples of text forms for each of the writing purposes in the table below: **Writing purpose / Text forms *** If more scaffolding is required, learners could be given a bank of text forms to insert into the table e.g. ***Note:** that US 32405 GI 5 provides specific definitions for text types and text forms in the context of text structures. Discussion is likely to show that text forms often serve more than one purpose e.g. a blog post could be both informative and persuasive. This is also the case for most of Outcome 1 Task 1 topics in the CAAs. For example, describing a school or community activity and explaining why you would recommend this (CAA Event 2, Week 1).
Input/ knowledge-building activity (15 minutes)	1. **Ranking task – Identifying informal and formal writing contexts** 1.1. Consider each of the following contexts. 1.2. Number them from 1 (least formal) to 10 (most formal). 1.3. Discuss your choices in pairs or small groups. 1.4. Write a brief justification for your top 2 (least formal) and bottom 2 (most formal) choices. • Thank you email to a coach after a school sports event • Email to a teacher asking for an extension on an assignment • Application letter for a leadership role at school • Cover letter for a part-time job application • Text message to a friend about weekend plans • Email to a sports coordinator asking to join a team • Email to whānau members about holiday plans • Letter to the principal providing feedback on a school event • Letter to the local council about a community issue of concern ***Note:** In the follow-up discussion, the importance of the audience, particularly in terms of power differences in the writer-reader relationship, needs to be highlighted.

Detail for the starter activity table and text bank:

Writing purpose	Text forms *
to inform	
to persuade	
to explain	
to describe	
to instruct	
to narrate	

novels   directions   advertisements   recipes   manuals   character portraits   letters to the editor   political party pamphlets   travel brochures   newspaper articles   biographies   'how to' texts   science reports   short stories   blog posts

*Note: CAA Reminder. Remind learners that Literacy Writing Unit Standard 32405 Outcome 1 *Write meaningful texts for different purposes and audiences* requires 'two pieces of writing of different text types, and for different purposes and audiences' and that one text 'must be in a formal register'.

Refer learners back to the definitions (GI 5) of 'register' as 'the scale of formality' (informal, semi-formal, formal) and sample text types for formal register i.e. 'letters of application, CVs, workplace reports, essays etc., and informal register, 'used in personal communication'.

2. **Formal and informal writing conventions**
   Explicit teaching of formal and informal writing conventions:

   2.1. **Activating prior knowledge:** Elicit from learners, examples of informal and formal writing which they currently do in their daily lives, in school and beyond.

   2.2. **Explicit teaching:** Explain the differences between formal and informal writing conventions, using one of the following videos – or another of your choice:
   https://www.youtube.com/watch?v=sdDBY2-Wmis
   https://www.youtube.com/watch?v=nwMI97hDTJk

   2.3. **Discussion:** In pairs, learners analyse the 2023 Task 1 writing exemplars with a focus on language choices – register, tone, vocabulary, and the range of sentence types - appropriate for the audience and purpose (pc 1.2). Then, feedback to the whole group / class. (Teachers can refer to marker commentaries for pc 1.2 for guidance.)

Processing activity (20 minutes)	**Writing response** Individually, learners write a response to the 2024 Week One Task 1 writing assessment task Learners compare their response with the example below, with a specific focus on register, tone, and related language choices. They could collaborate with a partner on this. ***Subject: Community Suggestion – Support for a Skate Park in the New Outdoor Space*** *Dear Local Council,* *I am writing to express my strong support for the idea of including a skate park in the new outdoor community space currently being developed. I believe this would be a valuable addition for many reasons.* *Firstly, a skate park would provide a safe, designated space for young people to gather, exercise, and express themselves. At the moment, many skaters use local car parks or footpaths, which can be unsafe and disruptive. A purpose-built skate park would reduce this and encourage responsible use of public space.* *Ideally, the park would include a variety of ramps, rails, and bowls for different skill levels, as well as seating for spectators, lighting for evening use, and drinking fountains to keep users hydrated. It could also include some shaded areas and clear signage promoting safety and respect for others.* *This option benefits the wider community by promoting physical activity, reducing anti-social behaviour, and offering a free, accessible space for recreation. It would give young people a sense of belonging and pride in their neighbourhood. Unlike a community garden or children's playground, a skate park serves an often-overlooked group – teenagers – and helps meet their needs in a positive way.*

	Thank you for considering this suggestion. I hope you will take the voices of young people and families into account as you plan this exciting new development. *Kind regards,* *Alex Tan*
Reflection activity (10 minutes)	**Double Entry Journal Reflection**

What I learned	My Reflections / Thoughts
List 2-3 things you've learnt about formal/informal register.	You may like to consider the following questions: *Why is this important?* *Which style – formal or informal - do I feel more comfortable with, and why?* *When might I use this in real life in future?*

Resources

- [Effective Literacy Strategies from Years 9 to 13](#) p, 162 – Purposes for writing and examples of written text forms for each purpose
- [CAA Writing assessment resources](#)

LESSON 7	WRITING: Planning and structuring writing

Learning outcomes:

By the end of the lesson, learners will...
- know how to correctly structure writing.
- understand the differences between a discussion and a persuasive text.
- organise ideas and plan for writing a persuasive text.

Learning activities

Time	
'Do now'/ Starter activity (10 minutes)	**Text sequencing** In pairs, learners put the four paragraphs of a discussion text, such as the example below, in the correct order – introduction, body paragraphs, conclusion. ***Discussion Text Model: Does Social Media Help or Harm Teen Mental Health?*** *In conclusion, social media offers both advantages and disadvantages for teenagers. What truly matters is how it is used. By being mindful of its effects, setting healthy limits, and supporting one another, young people can enjoy the benefits of social media while protecting their mental well-being.* *There are certainly some positive aspects. Social media can help teenagers stay connected with friends, especially when they are feeling isolated or do not see others in person very often. It also provides opportunities for self-expression through photos, videos, and writing. For those who feel excluded in everyday life, online communities can offer a sense of belonging. Additionally, social media can expose young people to new ideas, hobbies, and causes they care about, which can be both empowering and educational.* *These days, it is rare to find a teenager who is not using some form of social media—whether it is Instagram, TikTok, Snapchat, or another platform. Social media has become a major part of how young people stay in touch, share their lives, and keep up with what is happening around them. However, as its use continues to grow, many are beginning to ask an important question: is social media doing more harm than good to teenagers' mental health?* *On the other hand, social media can also have a negative impact on mental health. Constant exposure to carefully edited images and idealised lifestyles can make some teenagers feel inadequate or left out. The pressure to gain likes, followers, and approval from others can lead to low self-esteem and anxiety. Cyberbullying is another serious issue, as harmful comments and exclusion online can be extremely upsetting. Furthermore, spending too much time on social media—particularly late at night—can affect sleep, increase stress, and reduce focus during the day.*

Input/ knowledge-building activity (15 minutes)	**Structuring writing**
	Explicit teaching of writing structure.
	
	1. Elicit from learners the structure of a discussion text, using the model just sequenced:
	    • Introduction **-** stating the topic and briefly outlining both sides in a neutral tone
	    • Body paragraphs - arguing one side (backed with evidence) and then the opposing side (backed with evidence)
	    • Conclusion - restating the issue, summarising both sides, and stating a position.
	
	2. Discuss how the topic sentences and transitional words or phrases helped them to sequence the text.
	
	3. Explain the differences between a discussion text and a persuasive text. The persuasive text below could be considered in contrast to the discussion text.
	
	Persuasive Text Model: Social Media is Harming Teen Mental Health
	
	Social media is often seen as a fun and harmless way for teenagers to connect, share, and stay entertained. However, behind the filters and trending videos lies a growing problem: social media is seriously harming the mental health of young people. It is time to stop ignoring the evidence and start recognising the damage being done.
	
	One of the biggest concerns is the way social media affects self-esteem. Teenagers are constantly exposed to images of people who seem to have perfect lives, perfect bodies, and endless popularity. These unrealistic standards cause many young people to feel like they are not good enough. This leads to self-doubt, body image issues, and in some cases, depression and anxiety. Research has shown that the more time teenagers spend on social media, the more likely they are to feel unhappy with themselves.
	
	In addition, social media creates a dangerous cycle of comparison and pressure. Teenagers often feel the need to post regularly, get likes, and be noticed. If a post does not perform well, it can feel like a personal failure. This constant search for approval can make young people feel anxious and stressed. Social media has turned what should be simple communication into a popularity contest, where teens are judged not by who they are, but by how they appear online.
	
	Cyberbullying is another serious issue that cannot be ignored. Unlike face-to-face bullying, online bullying can happen at any time, in front of a much larger audience, and it often goes unnoticed by adults. Many teens suffer in silence, afraid to speak up or unsure of how to escape the abuse. The emotional damage caused by cyberbullying can be long-lasting and severe.
	
	Some may argue that social media helps teens stay connected, but real friendships and communication should not come at the cost of mental health. Teenagers do not need likes to feel valued, nor should they depend on digital approval to feel confident. Instead, we need to encourage healthier habits, real-life connections, and time away from screens.
	
	In conclusion, social media is not just a harmless part of teen life—it is a major contributor to stress, anxiety, and low self-worth. If we care about the mental well-being of young people, we must take action. Parents, schools, and even teenagers themselves need to think more critically about how these platforms are being used. The truth is clear: social media is doing more harm than good.
	
	Some argue that social media helps teens stay connected, but real connection should not come at the cost of mental wellbeing. Teenagers need time away from screens, face-to-face friendships, and support to build confidence in real life—not through online validation. If we want to protect young people, we need to take this issue seriously and make changes now.

Processing activity (20 minutes)	**Planning writing – Persuasive text** Individually, learners use the template below to plan a persuasive text arguing for or against the selected topical issue – building on and developing ideas in the relevant paragraph in the discussion text.

Introduction – State your viewpoint	
Reason 1	Reason 2
Supporting evidence / examples	Supporting evidence / examples
Conclusion - Restate your viewpoint	

Reflection activity (10 minutes)	*RIQ – Recall | Insight | Question* Learners record one thing that they can recall from the lesson, one idea or insight they have gained, and a question they still have.

Resources

- [Features of Text Forms - Persuasion](#)

LESSON 8	WRITING: Sentence and paragraph development

Learning outcomes:

By the end of the lesson, learners will
- understand how paragraphs are organised
- understand how connectives within and between sentences upport paragraph flow

	Learning activities
Time	
'Do now'/ Starter activity (10 minutes)	**Paragraph sequencing task** Learners organise jumbled sentences into a coherent paragraph. For example: *Moreover, many find support in online communities that share their interests or struggles, reducing feelings of loneliness.* *As teenagers grow, staying connected with peers and exploring their identities becomes increasingly important.* *Therefore, by promoting communication and belonging, social media can have a positive impact on teenagers' development.* *In addition, social media offers a space where they can interact with others and express themselves in creative ways.* *Social media provides several important benefits for teenagers, especially in terms of social connection and self-expression.* *For example, teens use apps like Instagram and TikTok to share thoughts, photos, and videos, which helps them feel seen and heard.* Learners share what helped them sequence the sentences e.g. connectives and transition signals.
Input/ knowledge-building activity (15 minutes)	*Dictogloss* Dictogloss has four stages: 1. **Preparation** – Introduce the topic, the language focus, and the key vocabulary. 2. **Dictation** – Read the paragraph below (or a model paragraph on your chosen topic) to learners at normal speed twice. Instruct learners to just listen on the first reading, but when the paragraph is read a second time, they are to note down key points. 3. **Reconstruction** - Then individually each learner reconstructs the paragraph based on their notes. NB: There is no expectation that the paragraph will be recorded verbatim, as in a dictation. Instead, learners will form their own sentences, using their grammatical knowledge. 4. **Evaluation** - As a follow-up, instruct learners to share, compare and evaluate their reconstructed paragraph in terms of the TEEL (or another acronym which may be used school-wide). They could colour code parts of their paragraphs based on the acronym, and consider the following questions: • Is there a topic sentence which clearly states the main idea of the paragraph? • Are all the relevant supporting details and examples included? • Are the sentences in a logical order? • Are connectives or linking words used to help the paragraph flow?

- Does the final sentence link clearly back to the main idea in the topic sentence?

Learners, in pairs, could refine and rewrite the reconstructed paragraph based on their collaborative discussion/evaluation.

The following is an example of a model paragraph that could be used for a dictogloss activity:

Social media can negatively impact teenagers' mental health by exposing them to idealised images of beauty and success. This can lead to unhealthy comparisons and lower self-esteem, which can increase feelings of anxiety and depression. A 2022 study by the American Psychological Association, for example, found a 15% rise in anxiety levels among teens who used Instagram for more than three hours daily. Therefore, limiting social media use and encouraging offline activities may help improve the emotional well-being of teenagers. Parents and educators have an important role to play. Not only can they promote healthy digital habits, but they can also initiate conversations about self-image, to help teenagers develop a more realistic perspective.

Processing activity (20 minutes)	**Drafting writing - Persuasive text** Learners go back to their persuasive text planning template from Lesson 7 and draft their response with an introduction, 2-3 central paragraphs, and a conclusion. They share this draft with a partner and use the following checklist (based on the 2024 CAA Writing rubric) to review and revise their text:

Content	Have I clearly explained my main idea / viewpoint? Have I included enough supporting details or examples to back up my viewpoint? Have I stayed on topic and made sure that my ideas connect well to the purpose of the task? Does my writing achieve the purpose of the task?
Language Choices	Have I chosen words and phrases that suit the purpose, audience, and topic? Do my sentence types (short, long, simple, compound, complex) help make my writing more effective? Have I used formal language as required by the task?
Structure / Organisation	Do I have a clear introduction, body, and conclusion? Is each paragraph focused on one main idea? Have I used connectives / linking words e.g. *because, however, additionally*, to guide the reader? Does my writing flow in a logical and smooth way?
Accuracy	Have I checked my spelling, punctuation, and grammar? Have I checked for common errors (e.g., their/there/they're, its/it's)?

Reflection activity (10 minutes)	**Reflection** Ask learners to consider some, or all, of the following questions in relation to the persuasive writing task they've completed: • What are you most pleased about? • What did you find difficult? How did you deal with this challenge? • What might you do differently next time? • Do you feel better prepared for the Writing CAA? Why / Why not? What other support do you need?

Resources

- [Dictogloss](#)
- [CAA Writing resources](#)

LESSON 9	WRITING: Revising and proofreading

Learning outcomes:

By the end of the lesson, learners will be able to…
- use a range of connectives to vary sentence structures and support cohesion
- identify and correct errors in writing

Learning activities

Time	
'Do now'/ Starter activity (10 minutes)	**Error correction** Learners collaboratively correct errors in spelling, sentence structure and punctuation (pc 1.4) in the sample text below. *Schools shouldn't force students wear uniform because it takes away there identity and rights to choose what they wear. Uniforms is boring and dont let young people exprss themselves properly. Some students feel more confident when there aloud to dress how they like, it shows there personality and make them more happier. If everyones looking the same its hard to tell who is who and that make school feels like a prison. Also uniforms cost alot and not every family can afford them, especialy if they have more then one kid. Teachers say uniforms help with behaviour and focus but theres no proof that it really do. It be better if schools let student wear clothes thats comfortable, appropiate and suit them. People learn better when they feel good and comfortible. So making kids wear uniform dont help learning it just make them feel controlled and not respected at all.* **N.B.:** Ensure you provide feedback and go through the correct answers with learners.
Input/ knowledge-building activity (15 minutes)	**Connectives cloze** The following activities support learners to increase the range of sentence structures and connectives used in their writing. *Learners complete the cloze text below – with or without the connectives bank provided.* *Teenagers use social media every day. This helps them stay connected. Snapchat, TikTok and Instagram, _____, are used to chat with friends, share photos and watch videos. These platforms can _____ help teenagers express their identity and creativity.* *_____, not all experiences on social media are positive. Some teenagers feel pressure to look perfect or gain more likes and followers. _____ they may compare themselves with others and this can lower self-esteem.* *Social media can also be distracting during school hours. _____ teenagers know they should focus on learning, they may still feel the urge to check their phones. This can lead to reduced concentration and low achievement. This is why some countries have banned the use of mobile phones during school hours. _____, social media can spread misinformation, especially when users share content without checking the facts. _____ these challenges, for most teens social media is an important part of their social life.* as a result also even though however moreover for example in spite of

	Sentence combining In pairs, learners use the bank of subordinating conjunctions to combine the following sentences. 1. It began to rain. We continued the game. 2. You won't improve your writing. You revise and reflect on your mistakes. 3. He didn't study. He passed the exam. 4. They arrived late. There was traffic congestion on the motorway. 5. She was tired. She kept working. 6. I like classical music. My brother prefers rap. 7. The students were warned. They continued to break the school rules. *unless / until / although / even though / because / as / since / whereas / while*
Processing activity (20 minutes)	**Editing writing – Persuasive text** Learners edit their persuasive text with a focus on increasing the range of sentence structures and connectives used, and proofreading for errors. This could involve peer assessment and/or reading the text aloud.
Reflection activity (10 minutes)	*Exit card* Focus on writing skills • I have learned…. • I feel confident about… • I need to learn more about….
Resources	
• [Effective Literacy Strategies in Years 9 to 13](#) Appendix 11: Useful connectives and signal words p. 169	

LESSON 10	Developing assessment capability | Final assessment practice and reflection

Learning outcomes:

In this lesson, learners will…
- apply their learning by attempting some CAA reading and writing tasks,
- reflect on their learning and attempt and later receive teacher feedback on their responses.

Learning activities

Processing activity	**Final assessment practice** Provide learners with past literacy (reading and writing) papers. Discuss and set conditions for assessment practice (e.g. seating, timing etc.) **N.B.:** Having the opportunity to practice the CAA in digital form will support their digital fluency and assessment capability in the actual CAA.
Reflection activity (10 minutes)	**Reflection** - What did you find most challenging about the CAAs? - What strategies did you use to prepare for the CAAs? - What reading strategies (e.g. skimming, scanning, annotating) did you use, and how effective were they? - What types of questions did you find most difficult (e.g. inference, vocabulary, main idea)? Why? - What techniques did you use to structure your writing response (e.g. paragraphs, linking words, introductions)? - How did you check your writing for accuracy (e.g. grammar, punctuation, clarity)?

Resources

- https://www2.nzqa.govt.nz/ncea/subjects/past-exams-and-exemplars/litnum/32403/
- https://www2.nzqa.govt.nz/ncea/subjects/select-subject/literacy-writing/

[i] Ministry of Education, (2207), *New Zealand Curriculum*, retrieved from: https://newzealandcurriculum.tahurangi.education.govt.nz/new-zealand-curriculum/5637175326.p (19/06/25)

[ii] Smaill, E., and Darr, C., (2020), *An examination of the curriculum-levelling construct,* retrieved from: https://www.nzcer.org.nz/sites/default/files/downloads/An%20Examination%20of%20the%20Curriculum-Levelling%20Construct.pdf (22/04/25)

[iii] Gillon, G., et al., (2024), *Accelerating learning in oral language, reading, writing and mathematics,* retrieved from: https://newzealandcurriculum.tahurangi.education.govt.nz/accelerating-learning-in-english-and-maths/5637255598.p (22/04/25)

[iv] Education Review Office, (2021), *Accelerating achievement,* retrieved from: https://ero.govt.nz/sites/default/files/2021-05/Accelerating-student-achievement-synthesis.pdf (22/04/25)

[v] Ministry of Education (n.d.), Literacy: What is Literacy About? (website), https://ncea.education.govt.nz/literacy-and-numeracy/literacy/learning (05/05/25)

[vi] Ministry of Education (n.d.), *Unpacking Literacy*, retrieved from https://ncea-live-3-storagestack-53q-assetstorages3bucket-2o21xte0r81u.s3.amazonaws.com/s3fs-public/2022-03/Unpacking%20Literacy%20%28A4%3B%20Pages%207-8%20are%20A3%29%20-%202022%20version%20FINAL_0.pdf?VersionId=YAVrXStMeO0yBpvzkFWxSEGGEXfNdIUL (05/05/25)

[vii] Ministry of Education, (2024), *Accelerating progress in literacy – teacher guidance*, retrieved from: Accelerating progress in literacy – Teacher guidance (23/04/25)

[viii] Ministry of Education (n.d.). *Literacy Learning Matrix*, retrieved from: https://ncea-live-3-storagestack-53q-assetstorages3bucket-2o21xte0r81u.s3.amazonaws.com/s3fs-public/2023-09/1.%20Literacy%20Learning%20Matrix%20%28A4%29_0_0.pdf?VersionId=joo1k6Fz1ZbjMX2s9ZWoUdJp8wGS9oom (28/04/25)

[ix] Ministry of Education, (n.d.), NCEA Co-requisite (website), https://ncea.education.govt.nz/overview-NCEA-corequisite-standards#:~:text=happening%20from%202024?-,All%20learners%20need%20to%20achieve%20a%2020%2Dcredit%20co%2Drequisite,to%20gain%20an%20NCEA%20qualification. (28/04/25).