



**Te Tāhuhu o
te Mātauranga**
Ministry of Education

He mea tārai e mātou te mātauranga
kia rangatira ai, kia mana taurite ai ōna huanga.

We shape an education system that delivers
equitable and excellent outcomes.



**Te Kāwanatanga
o Aotearoa**
New Zealand Government

A quick note before we begin:

- This session is being recorded so others can access the kōrero later.
- If you choose to contribute verbally or in the chat, please only do so if you're comfortable being part of the recording.
- You're welcome to reflect privately or listen in without sharing – whatever feels right for you.
- Our aim is to create a safe, respectful, and inclusive space for learning.





evaluation
associates
Te Huinga Kākākura
Mātauranga

Supporting English language learners with NCEA literacy requirements

Te Manu Ka Rere – July 2025

Julie Luxton & Lynette Hay



Karakia timatanga

Tau mai te mauri o te wānanga,
Ki runga ki ēnei pūkenga,
Kia mātāmua ai, ko te ako kounga, a te tamaiti,
Ko ia ki mua, ko ia ki muri o ēnei kōrero,
Kia puta ai ia, ki te whaiao, ki te ao mārama!
Hui e, tāiki e!

*Bestow the life force of learning,
Upon these repositories,
So that aspiration of quality learning for our children is paramount,
And remains at the forefront of all of our works,
So that they may flourish and thrive,
For all eternity!*



Introductions

Lynette Hay - Tāmaki Herenga Waka

MCE, MEd, PGCert DCL, GDipEd, HCertTESSOL, DipPTE

- 23 years teaching experience across Tertiary, Secondary and Primary sectors.
- 5 years as a Facilitator with EA
- Primary trained with Secondary subject specialisation in Digital Technologies and Computer Science
- Accredited Facilitator (Cultural Capability, Mathematics & Statistics) through Evaluation Associates for Ministry-funded PLD



Introductions

Julie Luxton

MA, PGDip SLT, BA (Hons), Dip Tchg

- 20 years' secondary teaching experience
- Secondary subject specialisation in English and English Language (ESOL)
- Facilitation experience with Universities of Waikato and Canterbury and Evaluation Associates – Secondary Literacy, English Language, Assessment for Learning, Te Kotahitanga
- NZQA English Language National Moderator and English for Academic Purposes Moderator
- Accredited Facilitator (Structured Literacy, Cultural Capability) through Evaluation Associates for Ministry-funded PLD
- TESOLANZ and ALTAANZ Executive member



Key focus questions

- What practices support English language learners with the NCEA literacy requirements?
- What practices help accelerate English language learners' learning?



Webinar goals

- understand NCEA Co-requisite literacy readiness for ELLs
- understand the importance of developing English vocabulary for ELLs
- share some effective teaching approaches and strategies supporting ELLs with reading and writing development
- introduce the approved Level 3 EAP unit standards



Whakawhanaungatanga

What is your role in the school?
Who are your English language
learners?



NCEA Literacy readiness



Are your learners ready for the challenge?

Take a moment to consider how you currently gauge readiness:

- ✓ What do your observations and conversations with English language learners tell you?
- ✓ What does your assessment data say?

Tools and frameworks to support readiness decisions:

e-asTTle, PATs

ELLP matrices

LNAAT and Pathways Awarua

LPFs and PaCT scores

No single measure gives the full picture – combine multiple sources of evidence.

<https://ncea.education.govt.nz/determining-%C4%81konga-readiness>



e-asTTle as an indicator of readiness for ELLs



What does the data tell us?

- ELLs scoring 'at or above the recommended readiness level - **4A or higher in e-asTTle reading or writing** - are more likely to succeed in the CAA (Evaluation Report Two, 2023)
- Early data indicates that **more than half** of ELLs with a 4A e-asTTle reading score successfully met the Reading Co-requisite (Teacher comment)

Use e-asTTle alongside other indicators (e.g., ELLP, teacher observation) to make informed readiness decisions.



Chart 14: Secondary student achievement for Literacy and Numeracy standards compared to e-asTTle scores - overall results 2022



Evaluation Report Two, 2023



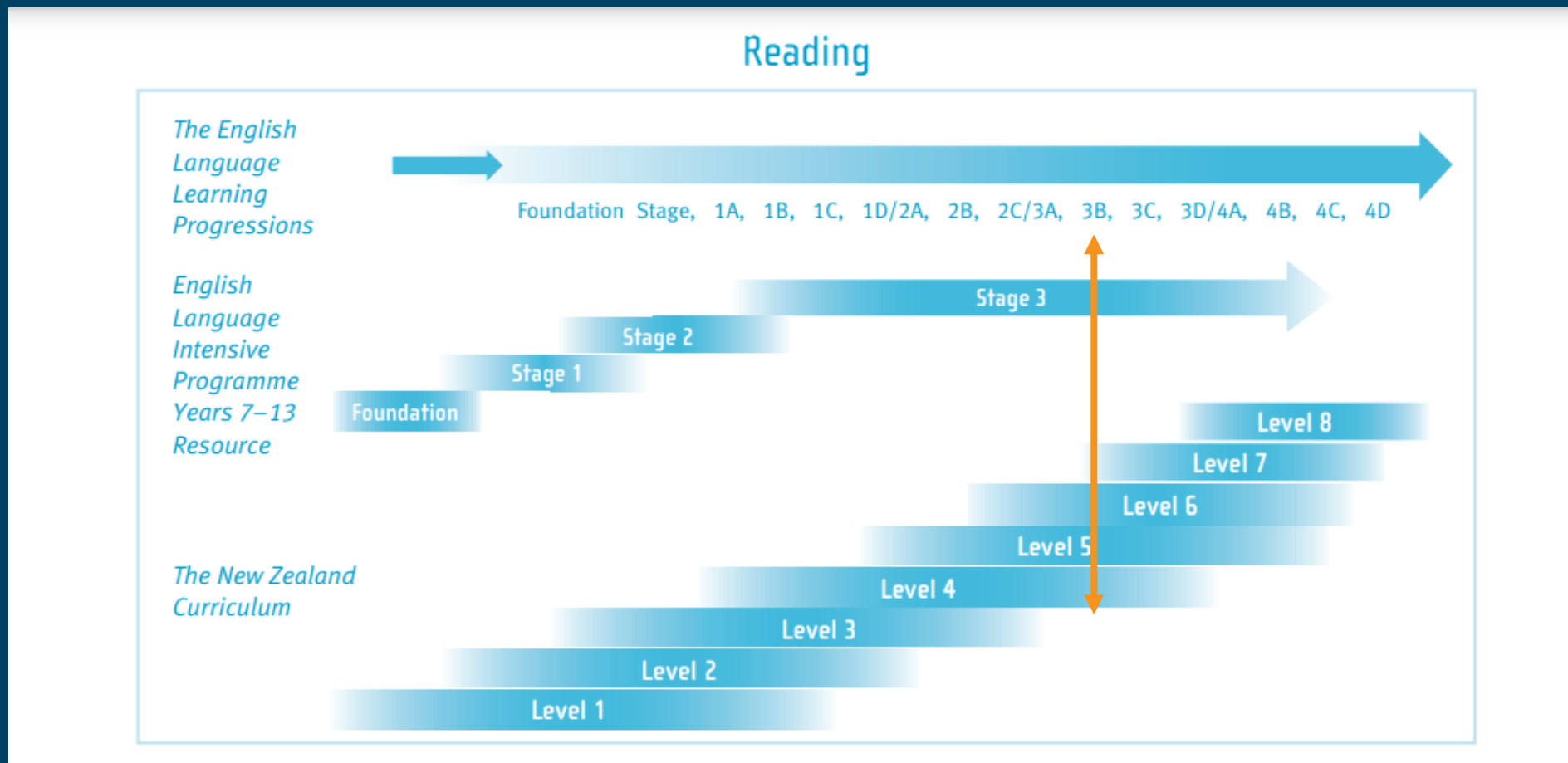
ELLP as a readiness measure for ELLs

Why use ELLP?

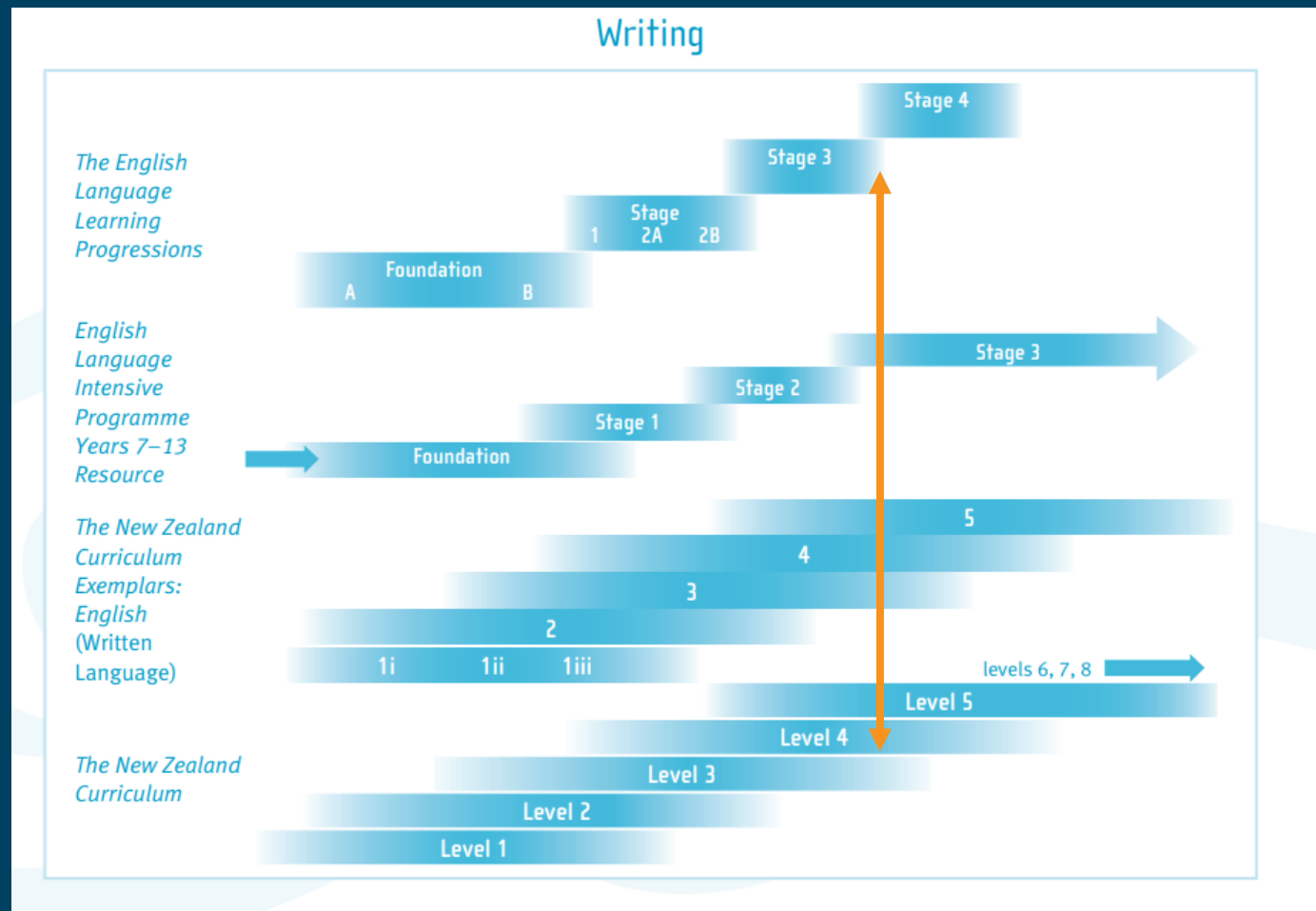
- ✓ 'The English Language Learning Progressions (ELLP) and ELLP Pathway are essential resources for the assessment, planning and teaching of English language learners. These progressions can serve as a guide to determine a learner's readiness to sit the Co-requisite. Achieving full mastery at Stage 3 of the ELLP indicates readiness for the Corequisite.' (MOE)
- ✓ ELLP stage assessment involves a range of formal and informal measures to form a well-rounded picture of readiness.
- ✓ Anecdotal evidence suggests that ELLP Stage 4 is potentially a better indicator of readiness.



ELLP as a readiness measure for reading



ELLP as a readiness measure for writing



Teacher observations: Readiness & success factors for ELLs

Language Background & Exposure

- The **longer learners have been in Aotearoa**, the more time they've had to develop social and academic English.
- **Home language proximity** to English (like Afrikaans or German) can make transfer of skills easier.
- **Regular interaction with native-English speakers** provides informal exposure to vocabulary and sentence structures.

Educational Support Structures

- Learners who have spent time in **junior EAL classes** likely have foundational strategies for reading and writing in English.*
- **Tutorials or targeted workshops** in senior years boost confidence and academic vocabulary.

Systemic/School-Wide Supports

- ELLs benefit from **grouping** in literacy-focused classes where teachers can adapt pace and content.
- A **whole school focus on literacy**, where reading and writing are taught explicitly across subjects, reinforces consistent language learning and increases access.



Effective Practices that support NCEA Literacy



ESOL principle 2 – Identify the learning outcomes

This resource explores the second of seven ESOL principles, designed to help teachers plan for academic and language progress in all learning areas.

newzealandcurriculum.tahurangi.education.govt.nz/new-zealand-curriculum-online/teaching-support/multicultural-learner-success-and-esol-support/5637164826.c

1. Share a positive and productive attitude to literacy.
2. Provide many opportunities for learners to read and write.*
3. Connect reading and writing.*
4. Show how you read and write.*
5. Support learners to read critically across texts.
6. Build vocabulary knowledge.*
7. Scaffold learners' writing by focusing on text structure.*
8. Scaffold learners' writing by focusing on language.*
9. Use a writer's checklist.*
10. Give feedback on learners' writing.*

<https://ncea.education.govt.nz/literacy-and-numeracy/literacy/teaching>



Vocabulary matters



Why vocabulary matters

Most recognised barrier

- NZ secondary teachers identify vocabulary as the top challenge for ELLs (Gleeson, 2010)

Vocabulary linked to achievement

- Language knowledge strongly links to academic success – especially for expository texts (Hirsch, 2003; Mokhtari & Velten, 2015)

70-80%

- If a student understands around **70-80%** of the words in a text, they're **more likely to understand** the general meaning or gist (Bromley, 2007)



Challenges of the CAA vocabulary for ELLs

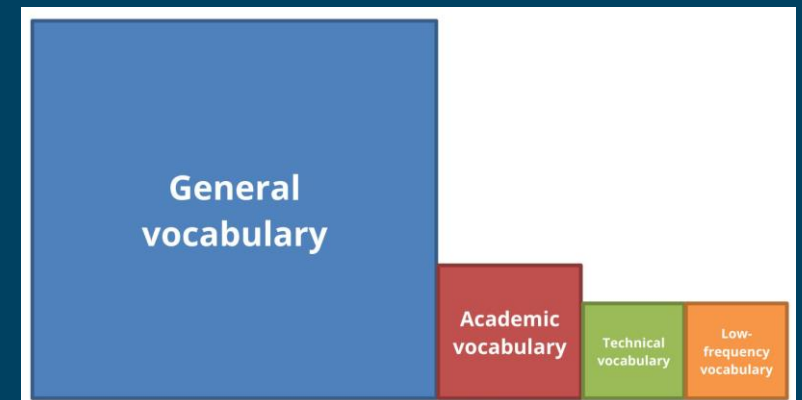
English Language Learners (ELLs) face several **vocabulary-related challenges** in the NCEA Literacy Co-requisite assessments (CAAs), in both reading (US 32403) and writing (US 32405). These challenges affect both comprehension and expression, and often influence whether students can **demonstrate their true knowledge** in English.



Understanding vocabulary: What learners need

- high-frequency words (first 2,000) - New General Service List (Browne, 2013)
- mid-frequency words (3,000 – 9,000)
- low-frequency words (10,000 +)
- academic words - Academic Word List (Coxhead, 2000) e.g. analyse, evaluate, controversy
- specialised | subject-specific | technical words e.g. photosynthesis, magma, metaphor

See also: <https://www.eapfoundation.com/vocab/>



Vocabulary strategies to support ELLs

Effective vocabulary teaching includes multiple, varied exposures to words. Here are some practical strategies:

- **Vocabulary grids** – Learners track their understanding before/after a lesson.
- **Matching & word cards** – reinforce definitions, synonyms, or word-picture links.
- **Mind maps / clusters** – help show connections between related words.
- **“I have... Who has?” games** – build fluency and confidence through repetition.
- **Kaitiaki o te kupu** – Learners become “word guardians” who teach others.
- **Morphology** – explore word parts (prefixes, suffixes, roots) to grow decoding skills with a focus on word meanings.

See also: [Vocabulary - ESOL Teaching Strategies](#)



Which strategies do you already use?

Type your response in the chat



NCEA Literacy: Reading



What does the Reading CAA assess?

The **Reading Co-requisite** in NCEA Literacy (assessed through **US 32403**) tests **reading comprehension skills to** assess whether students can independently read and comprehend a range of texts used in **real-world contexts**.



Learning – Reading Matrix

Reading

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: <ul style="list-style-type: none">• 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 in the text.	Significant Learning Learners: <ul style="list-style-type: none">• develop a critical awareness that enables them to consider who wrote a text, for whom, why and whether it may have purposes that are not immediately apparent.	Significant Learning Learners: <ul style="list-style-type: none">• are clear about their purpose for reading and have 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.

<https://ncea.education.govt.nz/literacy-and-numeracy/literacy/learning>



Reading US 32403 – Assessment Specifications

- Locate facts or information
- Select appropriate vocabulary
- Describe who, what, when, where, how
- Recognise features of language and structure
- Identify main ideas
- Identify the writer's purpose or point of view
- Interpret information from text features
- Organise information
- Distinguish relevant from irrelevant information
- Distinguish fact from opinion
- Identify bias | misinformation | omission
- Make basic inferences and predictions
- Make accurate generalisations
- Summarise information
- Make a recommendation based on information in the text
- Compare or contrast texts



Reading US 32403 – Term 3 2024

1. An article about a young mental health advocate
2. An infographic about sharks
3. Information about aspects of ocean navigation around the world
4. An article about two Kiwis making a difference through repurposing
5. Three texts about concerning messages / scams
6. Three texts about survival and making fire

<https://www2.nzqa.govt.nz/ncea/subjects/past-exams-and-exemplars/litnum/32403/>

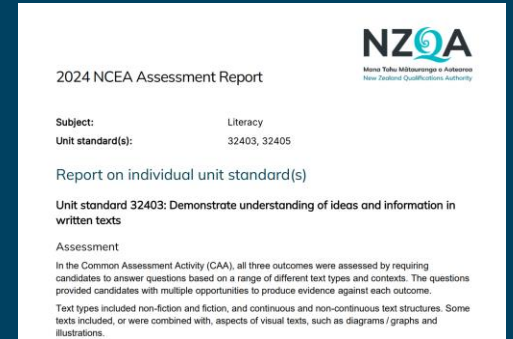


Areas requiring improvement – Reading 2024

Developing...

- a wide reading vocabulary.
- strategies to work out meanings of words that may be less familiar (e.g. topic specific, specialised, and academic words)
- close reading strategies to locate, check, and select relevant information
- knowledge of a range of language features and text structures (e.g. sentence types, grammatical constructions, paragraphing) and reasons for their use
- critical thinking and awareness, including an understanding of a writer's purpose and the implications for the reader (e.g. explicit / implicit, inference, opinion / fact, stereotype, point of view)

<https://www2.nzqa.govt.nz/assets/NCEA/LitNum/2024-exams-and-reports/32403-report-2024.pdf>



Reading CAA: Challenges and implications for ELLs



Challenges of the NCEA Reading CAAs for ELLs

English language learners often find the NCEA Reading CAAs challenging due to **unfamiliar vocabulary and contexts, complex sentence structures**, and the need to **read across multiple texts**. They may also struggle with questions that require **inference** or use **abstract language**, even if they understand the content. These demands can make it difficult for ELLs to show what they know without targeted support.



ELLP Reading - Stages 3-4

Stage 3	<ul style="list-style-type: none">– Topics are developed to more complex levels in a variety of ways, using connectives to signal the relationship of ideas, e.g., cause and effect or sequence.– Texts may interweave more than one text type.– Comprehension requires more inference.	<ul style="list-style-type: none">– Texts contain a variety of sentence types, some of which may be more complex. They may include passive constructions and direct speech.	<ul style="list-style-type: none">– Texts use some lower-frequency and technical words that are not easy to infer from the context.– They may use some idiomatic language.	<ul style="list-style-type: none">– Texts are arranged in paragraphs and may be supported by diagrams, illustrations, or photographs.
Stage 4	<ul style="list-style-type: none">– Topics are developed in great depth and may be very technical.– Texts may include many different time settings or multiple voices.– Texts may interweave more than one text type.	<ul style="list-style-type: none">– Texts include a variety of sentence structures. They may include embedded and relative clauses and passive constructions.– Each sentence may contain several concepts.	<ul style="list-style-type: none">– Texts use low-frequency words and technical vocabulary.– They may use similes, metaphors, and idiomatic language without explanation.	<ul style="list-style-type: none">– Texts are arranged in paragraphs and may use subheadings.– There may be no illustrations, or there may be some that require high-level interpretation.



CAA Reading Term 3 2024 Q.3

Text complexity:

- introduction
- visual support
- sub-headings and frames for sections
- glossary
- complex sentences
- relative clauses
- passive voice
- pronoun reference

Ocean navigation around the world

How did anyone travel anywhere before Google Maps?

In the past, people navigated thousands of kilometres across the oceans between islands. How did they do this? Here are four ways people navigated the Pacific and around the world before GPS and Google Maps.

Skies

Astrophysicist Dr Pauline Harris has studied how traditional Polynesian navigators use astronomy to explore. The navigators use a star compass to memorise where the bright and distinctive stars rise and set. Navigators steer their waka towards a star on the horizon. When that star rises too high in the sky or sets beneath the horizon, another is chosen. Seven to 12 stars are enough for one night's navigation, and bright planets such as Kōpū (Venus) and Pareārau (Jupiter) are also useful.



Southern Cross in the night sky

The sun and moon can also help. At daybreak, navigators check where the waka is in relation to the rising sun. In the evening, they look to where it will set. On a cloudy night, the moon may still be visible and be a good bearing marker.

Seabirds



Kuaka (godwit) in flight

Norse sailors watched auk birds. If the birds' beaks were full, then they were heading towards home; if empty, they were heading out to sea for food. Birds that migrated from one country to another also helped navigators discover new lands. Research by Dr Hēmi Whaanga and Dr Priscilla Wehi shows that exploring waka sometimes followed migrating birds, such as the kuaka (godwit), towards land.

Reading CAA

Term 3 2024

1K	75.25
2K	7.72
Academic	2.38
Off-list	14.65

For independent comprehension 95-98%
of the words in a text need to be known.

CEFR: B2+
RA: 14-15 years

<https://www.lex tutor.ca/vp/eng/>
<https://textinspector.com/>
<https://www.webfx.com/tools/read-able/>

how did anyone travel anywhere before **google maps**
in the past people **navigated** thousands of **kilometres** across the **oceans** between **islands**
how did they do this here are four ways people **navigated** the **pacific** and around the
world before **gps** and **google maps**
skies **astrophysicist** dr **pauline harris** has studied how **traditional polynesian navigators**
use **astronomy** to **explore** the **navigators** use a star **compass** to memorise where the
bright and **distinctive** stars rise and set **navigators** **steer** their **wakawaka** towards a star
on the **horizon** when that star rises too high in the sky or sets beneath the **horizon**
another is chosen seven to number stars are enough for one night **navigation** and bright
planets such as **venus** and **pareārau jupiter** are also useful
the sun and moon can also help at **daybreak** **navigators** **check** where the **waka** is in
relation to the rising sun in the evening they look to where it will set on a cloudy night
the moon may still be **visible** and be a good bearing marker southern cross in the night
sky
seabirds **norse** sailors watched **auk** birds if the birds **beaks** were full then they were
heading towards home if **empty** they were heading out to sea for food birds that **migrated**
from one country to another also helped **navigators** discover new lands **research** by dr
hēmi whaanga and dr **priscilla wehi** shows that **exploring waka** sometimes followed
migrating birds such as the **kuaka godwit** towards land **kuaka godwit** in flight
waves when skies are too **overcast** for **navigators** to use the stars **ocean** waves can be a
rough **guide** to direction an experienced **navigator** can sense the direction **swells**
swells are coming from as they pass under the boat if you note the direction from which the
swells are coming at a time when the stars are **visible** those same **swells** can **guide** you
when the stars disappear
in the **pacific** north and south **easterly** winds **push** up **swells** that remain **constant** for
long **periods** **navigators** keep their **waka** at the same **angle** to these **swells** **sudden**
changes in **waka motion** shows the **waka** has changed course **ocean** waves
tools while **compasses** were **invented** and used in **china** number number years ago they
have only been used at sea for the last number number years the **arabic** **invention** of the
kamal made of a **rectangle** of wood and **string** helped sailors work out their position from
the distance between the **horizon** and a **target** star a **sextant** is an early **european** and
american **navigational** **tool** it measures the **angle** between two objects such as the
horizon and a star or **planet** this **angle** is then used to **calculate** the boat is position on a
nautical **nautical** **chart** **navigation** **tools** **sextant** **kamal** and **compass**
definitions
astrophysicist a scientist who uses **physics** and **chemistry** to study the **universe**
nautical relating to sailors **navigation** or ships
swells a group of waves travelling across the **ocean**
waka canoe these are also called **vaka va'a waka** or **wa'a** depending on where in
polynesia you are

Some implications for ELLs

- **Teach vocabulary intentionally**, focusing on high- and mid-frequency words, and helping students manage low-frequency terms using context.
- **Use pre-reading strategies** to activate prior knowledge and set a purpose for reading.
- **Model and practise a variety of reading strategies**, such as skimming, scanning, and close reading, to match different tasks.
- **Provide guided reading opportunities** with unfamiliar and complex texts, offering structured support.
- **Help students build skills in reading across multiple texts**, e.g. using graphic organisers like I-charts.
- **Teach critical reading explicitly**, so students can identify main ideas, tone, purpose, and bias.



Strategies to support ELLs with reading



"A good reading exercise directs the learners' attention to features of text, or to strategies for dealing with any text, with the aim 'to develop in the language learner the ability to comprehend *texts*, not to guide him to comprehension of a *text*' (Davies & Widdowson, 1974: 172) ... When learners study a reading text, we want them to gain knowledge that will help them understand tomorrow's reading text."

Nation (1979) *The Curse of the Comprehension Question*



'I'm distinguishing between lessons that ensure students comprehend a specific text that is being used in the lesson, and those aimed at enabling students to comprehend other texts better in the future. It's not that I don't care whether kids understand what they're reading in their lessons. It's just that that outcome is insufficient.'

'For me, teaching reading comprehension means improving students' abilities to read other texts – on their own – with greater understanding. If the teacher's action won't contribute to making kids better comprehenders, then it isn't comprehension instruction.'

Shanahan (2025) *Are we teaching reading comprehension?*



Pre-reading

- brainstorm
- preview the text – sub-headings, images, layout
- make predictions
- anticipatory reading guide
- yes – no – make it right
- KWL chart
- simplified text summary

Prior knowledge
Purpose
Preview
Predict
Keywords
Key Concepts

	Statement	Before Reading		After Reading		Evidence / Explain
		Agree	Disagree	Agree	Disagree	
1	Three quarters of NZ's wealth is in the hands of 10% of the NZ population.					
2	Becoming rich is always the result of individual effort.					
3	Most Kiwis are actively concerned about poverty in Aotearoa NZ.					
4	Poverty builds over generations and is linked to our history for Māori and Pacific peoples.					
5	Rich people do not understand what it's like to be poor.					

Text: <https://interactives.stuff.co.nz/the-side-eye/the-table/>

See also: [Reading - ESOL Teaching Strategies](#)



Literacy systems - Reading

Case Study: Green Bay HS

SURVEY

- Identify quick clues - Text type? Creator information?
- Activate prior knowledge - What do you already know about this topic?

SKIM & SCAN

- Locate headings, sections and features
- Make predictions
- Review topic specific vocabulary

READ

- Take your time and read the text thoroughly
- Identify unfamiliar vocabulary

CLARIFY


- Address areas of uncertainty
- Reread to check understanding

REVIEW

- Summarise the main idea in this piece of writing
- Evaluate the reading for bias and reliability
- Identify the creator's purpose
- Explore the impact or effect on audience



Pukekohe HS Literacy Team 2022



WE READ

Before reading

Why?

I ask myself...

- Why am I reading this?
- What is my purpose for reading this?
- What information am I looking for?

During reading

Expect

I ask myself...

- What do I **expect** this to be about?
- What do I think this will be about based on the title, headings and pictures?
- What do I already know about this?

During reading

Reach

I **reach** for understanding of...

- Specialised and academic vocabulary.
- Main ideas and the writer's purpose.
- The importance of what I am reading in relation to my purpose for reading.

During reading

Extract

To **extract** information I...

- Remember my purpose for reading.
- Make notes about the important ideas from the text for future use.
- Can identify relevant quotes and paraphrase information.

After reading

Apply

To **apply** the findings from reading I...

- Use the information I have extracted, showing that I understand it.
- Integrate ideas into my own writing.
- Relate my findings to my purpose for reading.

After reading

Digest

To **digest** the findings from our reading I...

- Think critically.
- Compare my findings with my prior knowledge and beliefs.
- Develop my own understanding about the key ideas.
- Evaluate the ideas and information within the text.

Name/Ingoa _____

WE READ

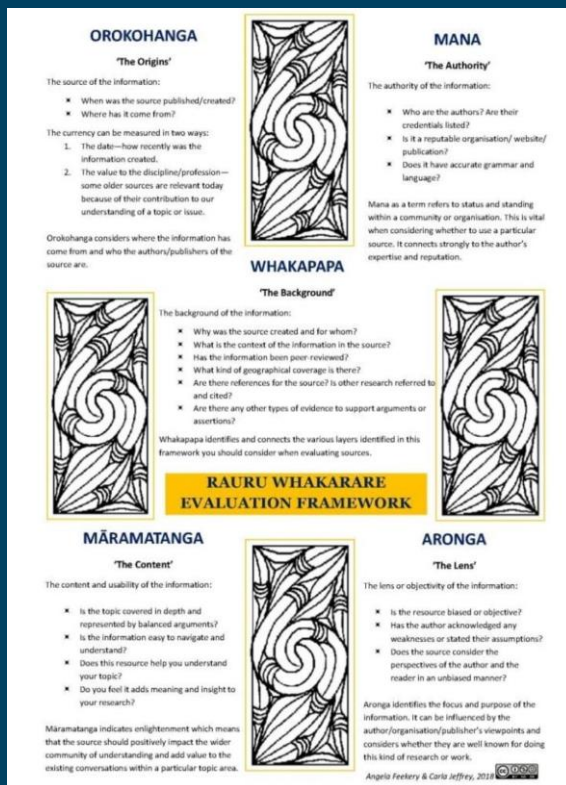
Title	
Author	

WHY?	What is your purpose for reading today?
EXPECT	What do you think the text will be about? What do you already know about the topic?
REACH	List at least 3 words that you don't understand. For each word find the meaning and write it in your own words.
EXTRACT	Make notes about the main ideas in the text.
APPLY	Write 3-5 sentences summarising the text. How will you use these ideas for learning?
DIGEST	What stands out for you? And what questions do you have?

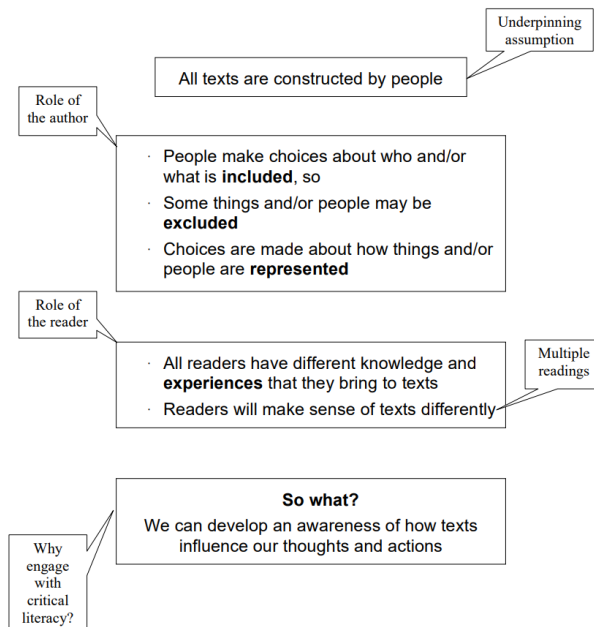
Reading critically

Te Rauru Whakarare Evaluation Framework: a kaupapa Māori informed approach

<https://learningessentials.auckland.ac.nz/finding-information/evaluating-sources/rauruwhakarare/>





Critical Literacy



Susan Sandretto & The Critical Literacy Research Team
susan.sandretto@otago.ac.nz

Sandretto, S. *Planting Seeds: Embedding critical literacy into your classroom programme* (NZCER, 2011)

Reading Strategies



Comment Codes

Reading: *US 32403 Demonstrate understanding of ideas and information in written texts*

This activity supports learners to achieve Reading Outcome 3: Learners read different written texts for different purposes.

Significant Learning: Learners are clear about their purpose for reading and have appropriate strategies to meet that purpose.	Purpose: This strategy encourages students to be active readers, engaging with the text and responding to the ideas presented. It also gives the teacher evidence about how well the students are understanding the texts they read.
Application: At any time during a programme of teaching and learning.	Source: Effective Literacy Strategies in Years 9-13 p90





























Instructions:

1. Kaiako discuss with ākonga how they can annotate text as they read. Explain the codes they can use to comment on the text. (Examples of comment codes are A for "agree", DA for "disagree", MI for "main idea", D for "detail", CTO for "check this out", and I for "interesting" — but you can use whatever works for the text and your classroom.)
2. Kaiako models the process using a different text or by doing the first paragraph together.
3. Give ākonga another text to read and annotate independently.
4. As ākonga read, they either write their annotations in pencil in the margins of the text or line up a piece of paper beside the text and use the codes in the appropriate places.
5. In pairs or small groups, they compare and discuss how they have used their comment codes.
6. Discuss the annotations and what they reveal about ākonga responses to the ideas in the text.

Other variations:

- Also see 'Colour Codes'

NCEA Literacy and Numeracy Resources for Kaiako

-  Before and After Vocab Grid
-  Cloze Deletion
-  Colour Codes
-  Comparing Texts
-  Decoding New Words
-  Graphic Organisers
-  Jigsaw Reading
-  KWL(H) Grid
-  Mind Mapping
-  Pair Definitions
-  Reading Behind the Lines
-  Text Completion
-  Trash or Treasure
-  Vocab Jumble
-  Call my bluff
-  Clustering
-  Comment Codes
-  Concept Circles
-  Fact or Opinion
-  Jeopardy
-  Keyword Trees
-  Main Idea Sorting
-  Mix and Match
-  Predicting and Defining
-  Skimming and Scanning
-  Three-level Thinking Guide
-  Treasure Hunt
-  Vocabulary Frames

Unpacking Co-requisite Outcomes: Reading Outcome 1

Literacy (reading): 32403, Demonstrate understanding of ideas and information in written texts

View as a PDF

Outcome	No Evidence	Minimal Evidence	Weak Evidence	Sufficient Evidence	Strong Evidence
Read to make sense of the written text.				✓	
Read the written text with critical awareness.			✓		
Read different written texts for different purposes.			✓		

Result: Not achieved

Reading Outcome 1:

Read to make sense of the written text.

This means that learners:

- use both skills (automatic processes) and strategies (deliberately selected processes) to understand text.
- decode the words in the texts they read and understand their meaning.
- use a range of strategies to work out the meaning of the texts they read.
- draw on their knowledge of how texts are structured to help them make meaning (for example, they scan through headings in a report to find the section that is of most interest to them).
- understand that different texts have different structures, and that these impact on the way a reader engages with a text.
- use their knowledge of sentence structures, and of the way ideas are linked in texts, to make sense of the overall text.
- use strategies to work out the meanings of unfamiliar words.

Taken from: [Unpacking Literacy](#)

This resource should be read in conjunction with:

- [US32403 - Demonstrate understanding of ideas and information in written texts](#)
- [Literacy Learning Matrix](#)
- [NCEA Co-Requisite Learning Outcomes for Reading](#)

Examples of teaching strategies to support learning for Reading Outcome 1:

- Practice identifying main ideas in texts.
 - [Assessment Resource Banks \(nzcer.org.nz\)](#)
 - [Literacy on Pathways Awarua](#)
 - [Colour Codes](#)
- Explicitly teach a range of strategies to navigate texts. For example, using headings and sub-headings, layouts, illustrations, graphics, bullet points, cohesive devices, and other written/visual cues.
 - [How to Investigate structure in non-fiction texts](#)
 - [Keyword Trees](#)
- Explicitly teach strategies to use when with unfamiliar words e.g. Word families, prefixes and suffixes.
 - [How to Use the Frayer Model in Your Classroom](#)
 - [FrayerModel.pdf \(adlit.org\)](#)
 - [Decoding New Words](#)
- Explicitly teach language features such as grammar, tense, vocabulary, sentence structures and paragraphing.
 - [Before and After Vocab Grid](#)
 - [Cloze Deletion](#)
 - [Vocab Jumble](#)
 - [TEEL-Paragraph-Writing-Guide](#)

For more literacy strategies search: [Literacy Resource Bank](#)

Unpacking Co-requisite Outcomes: Reading Outcome 2

Literacy (reading): 32403, Demonstrate understanding of ideas and information in written texts

View as a PDF

Outcome	No Evidence	Minimal Evidence	Weak Evidence	Sufficient Evidence	Strong Evidence
Read to make sense of the written text.				✓	
Read the written text with critical awareness.			✓		
Read different written texts for different purposes.			✓		

Result: Not achieved

Reading Outcome 2:

Read the written text with critical awareness.

This means that learners:

- understand that writers of texts are influenced by their culture, values, beliefs, and sense of identity.
- use the above understanding to identify a writer's point of view, their purpose for writing, and the language techniques the writer has used.
- begin to reflect critically on the explicit and implicit messages in the text, as well as how they have been presented by the writer to the audience.
- think about the background knowledge and experiences of the writer of the text when they assess the credibility of informational texts.

Taken from: [Unpacking Literacy](#)

This resource should be read in conjunction with:

- [US32403 - Demonstrate understanding of ideas and information in written texts](#)
- [Literacy Learning Matrix](#)
- [NCEA Co-Requisite Learning Outcomes for Reading](#)

Examples of teaching strategies to support learning for Reading Outcome 2:

- Practice identifying the writer's purpose for writing texts. For example, was the text written to instruct, inform, explain, narrate, describe, persuade or influence action/behaviour/thinking.
 - [Comparing Texts](#)
- Explicitly teach a writer's culture, values, beliefs and look for ways this is reflected in the text.
- Explicitly teach implicit and explicit messaging in texts.
 - [Reading Behind the Lines](#)
- Practice identifying fact from opinion, bias, stereotyping, misleading and inaccurate information.
 - [Fact or Opinion](#)
- Explicitly teach determining relevance, reliability and trustworthiness of information.
 - [Trash or Treasure](#)

For more literacy strategies search: [Literacy Resource Bank](#)

Unpacking Co-requisite Outcomes: Reading Outcome 3

Literacy (reading): 32403, Demonstrate understanding of ideas and information in written texts

View as a PDF

Outcome	No Evidence	Minimal Evidence	Weak Evidence	Sufficient Evidence	Strong Evidence
Read to make sense of the written text.				✓	
Read the written text with critical awareness.			✓		
Read different written texts for different purposes.			✓		

Result: Not achieved

Reading Outcome 3:

Read different written texts for different purposes.

This means that learners:

- select texts that meet their purpose for reading.
- identify main ideas and information relevant to their purpose for reading, both within and across texts.
- know that their purpose for reading, and their background knowledge and prior experiences, will impact on the strategies they use for reading (which may include skimming, in-depth reading, and re-reading).
- choose appropriate strategies for reading depending on their purpose for reading.
- choose appropriate strategies for reading depending on their background knowledge/prior experiences.

Taken from: [Unpacking Literacy](#)

This resource should be read in conjunction with:

- [US32403 - Demonstrate understanding of ideas and information in written texts](#)
- [Literacy Learning Matrix](#)
- [NCEA Co-Requisite Learning Outcomes for Reading](#)

Examples of teaching strategies to support learning for Reading Outcome 3:

- Practice using appropriate strategies for reading. For example, skimming a text for general meaning, scanning to locate keywords or information, close reading for understanding of detail.
 - [Skimming and Scanning \(tki.org.nz\)](#)
 - [Text Completion](#)
 - [KWL\(H\) Grid](#)
- Explicitly teach how to select and evaluate if a text matches the purpose for reading.
 - [Comment Codes](#)
 - [Colour Codes](#)
- Explicitly teach how to use information from a range of sources. For example, organising, comparing, contrasting, summarising and linking information.
 - [Main Idea Sorting](#)
 - [Mind Mapping](#)
 - [Graphic Organisers](#)
- Practice making recommendations and generalisations based on information in a text.
 - [Jigsaw Reading](#)

For more literacy strategies search: [Literacy Resource Bank](#)

NCEA Literacy and Numeracy Resources for Kaiako

NCEA Literacy: Writing



What does the Writing CAA assess?

The **Writing Co-requisite** in NCEA Literacy (assessed through **US 32405**) evaluates whether students can independently produce **clear, purposeful, and appropriate writing** across two different text types. It focuses on **real-world communication skills**.



Writing – Big Ideas

Writing

Big Idea 1:

Learners write meaningful texts for different purposes and audiences.

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.

Big Idea 2:

Learners use written language conventions appropriately to support communication.

Significant Learning:

Learners:

- develop their expertise in sentence construction, grammar, punctuation, spelling, word choice.

<https://ncea.education.govt.nz/literacy-and-numeracy/literacy/learning>



US 32405: CAAs 2023 - 2024

Task	Purpose – Text Type	Audience	Text Form
Write a response to someone seeking advice	to give advice	Forum member seeking advice	online forum post
Write to recommend someone for an award	to inform and persuade	'Everyday Hero Awards' committee	online support forum post
Write to sign up for a volunteering project	to describe and explain	volunteering co-ordinator	email
Write an article	to give an opinion or discuss	school or community	online magazine
Write a thank you message	to describe and explain	a school staff member or community volunteer	email
Write an article	to give an opinion or discuss	community members	community website article
Write to support a new community facility	to describe and explain	local councillors	email
Write an article	to give an opinion or discuss	community members	community website article



Writing CAA: Challenges and implications for ELLs



Writing CAA Challenges for ELLs

English language learners often find the Writing CAAs challenging due to **limited vocabulary**, **difficulty interpreting task instructions**, and **managing the structure and organisation of their ideas**.

Writing clearly in English requires control over sentence structure, grammar, and cohesive devices—skills that many ELLs are still developing. They may also struggle to revise and edit their work effectively, which impacts overall clarity and accuracy.



ELLP Writing - Stages 3-4

Stage 3	<ul style="list-style-type: none">– Topics are developed according to the purpose of the task.– Topics are sustained and organised logically and coherently in stages. Ideas are linked with appropriate use of a range of connectives (e.g., “however”, “therefore”).– Texts may follow a model closely.	<ul style="list-style-type: none">– Texts include varied and complex sentence structures and/or sentence types appropriate to the writing purpose, often with errors.– Some incorrect structures are still likely to be seen at times, such as inaccurate use of articles or lack of subject–verb agreement.	<ul style="list-style-type: none">– Words are chosen from an expanding bank of general, technical, and academic vocabulary in a range of curriculum and topic areas. In less familiar topic areas, the vocabulary may revert to more general or vague word choices (e.g., “things”).– Words are mostly chosen appropriately to meet the purpose for writing and to create specific effects, such as using literary devices for humour or consciously choosing features of persuasive language.– Direct translations may lead to inappropriate word choices.	<ul style="list-style-type: none">– The writing style is now established, and there is little likelihood of the learner changing how they form their letters.	<ul style="list-style-type: none">– The writing shows evidence of independent accurate editing.– Surface features are generally controlled consistently, although in unfamiliar topic areas or under time pressure in formal assessments, control may be reduced.
Stage 4	<ul style="list-style-type: none">– See the NCEA and asTTle websites for descriptions of advanced writing.				



Sample assessment task

CAA Term 3 2024 -
Week One

Writing US 32405

<https://www2.nzqa.govt.nz/ncea/subjects/past-exams-and-exemplars/litnum/32405/>

QUESTION TWO

Write between 250 and 350 words.

Write an article for a school or community website on **ONE** of the following topics.

***EITHER* Topic A:**

What are the qualities or characteristics of a good leader?

A leader could be a cultural leader, sports coach, community leader etc.

You could consider:

- caring for others
- being knowledgeable
- being reliable.



***OR* Topic B:**

What are the benefits of learning more than one language?

You could consider:

- it's great for understanding people and cultures
- it's helpful for travel and tourism
- it's useful for future careers.



You will be marked on:

- length: writing a minimum of 250 words
- ideas: providing information and details that are appropriate for your audience and purpose
- structure: organising your ideas clearly and appropriately, with a clear beginning, middle, and ending
- language choices: choosing words and sentences that are appropriate for your audience and purpose
- accuracy: using correct spelling, punctuation, and grammar.

Areas for improvement – Writing 2024

Areas requiring improvement for candidates who were not at, or were borderline in meeting the required standard:

- Following the assessment instructions (e.g., complete all three sections: two pieces of writing and the multi-choice questions).
- Following the instructions and guidelines for each task (e.g., select only one topic, follow the recommended text length).
- Planning their answers to avoid going “off topic” (e.g., brainstorming, mind maps, listing ideas).
- Grouping their ideas together to form structure (e.g. to avoid “jumping around”, repetition).
- Linking their ideas to each other and to the specified purpose.
- Providing relevant examples and sufficient detail when developing ideas.
- Using language appropriate for the audience and purpose as specified in the task (e.g., appropriateness of register and tone).
- Using a variety of sentence types (short / long, variation in beginnings and sentence type).
- Using appropriate vocabulary for the purpose and audience (e.g., avoidance of slang, using specific and precise words to clarify meaning and for interest).
- Editing and proofreading their work for technical accuracy (e.g., run-on / incomplete sentences, spelling, punctuation, capital letters).

<https://www2.nzqa.govt.nz/ncea/subjects/past-exams-and-exemplars/litnum/32405/>



Strategies to support ELLs with writing



Aspects of writing

To support ELLs in developing the **five key aspects of writing** for the **NCEA Literacy Writing CAA (US 32405)** – *Process, Fluency, Structure, Complexity, and Accuracy* – teachers can use specific, targeted strategies that align with their language learning needs.

Aspect	What It Means	How to Support ELLs
Process	Planning, drafting, revising	Scaffolds, modelling, conferencing, editing focus
Fluency	Confidence and flow in writing	Quick writes, oral rehearsal, bilingual aids
Structure	Logical organisation and paragraphing	Graphic organisers, text models, scaffolds
Complexity	Sentence variation and idea linking	Teach connectives, sentence combining
Accuracy	Grammar, spelling, punctuation	Targeted error focus, peer editing, feedback and redraft

The writing process

Pukekohe HS
Literacy Team 2022



The Writing Process

Prewrite, plan, draft, revise, edit.

Understanding the Writing Process

Writing is a process, and understanding each stage can make you a more confident and effective writer. This handout outlines the key stages of the writing process to help you produce your best work.

The Stages of Writing

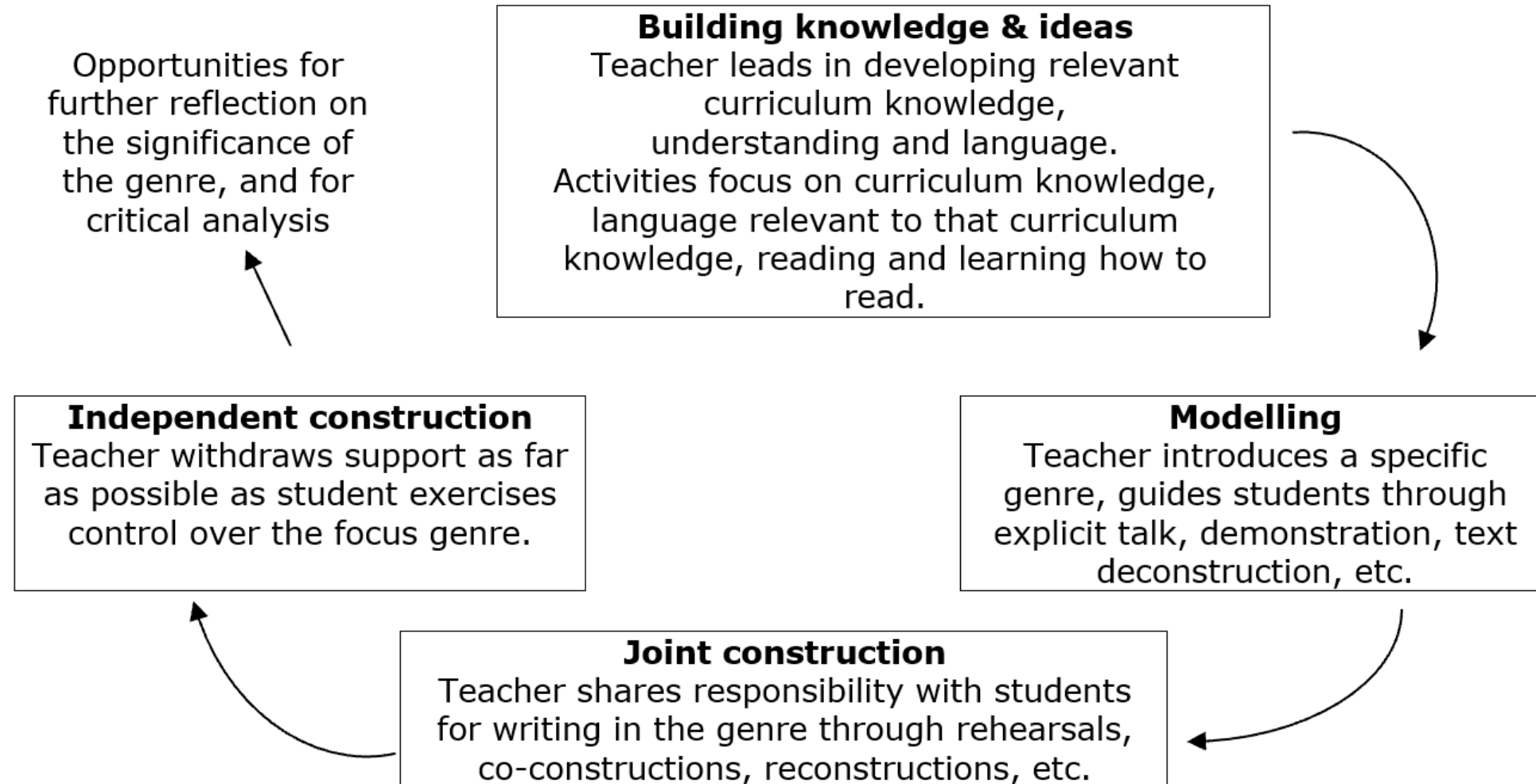
PREWRITE	<ul style="list-style-type: none">• Understand Purpose, Message, Text Type, and Audience: What are you trying to achieve? Who are you writing for? What type of text is required?• Read Exemplars: Analyze successful examples of similar writing to understand the task requirements.
PLAN	<ul style="list-style-type: none">• Identify Main Points: What are the key ideas you want to communicate?• Consider Development: How will you support your main points? What evidence will you use?• Order Ideas: Arrange your main points and supporting details in a logical sequence.
DRAFT	<ul style="list-style-type: none">• Write Your Piece: Focus on getting your ideas down on paper (or screen!).• Utilize Scaffolds: Use templates, writing acronyms, and sentence starters to help you structure your writing and articulate your thoughts.
REVISE	<ul style="list-style-type: none">• Check Structure and Clarity: Does your writing flow logically? Are your main points clear?• Evaluate Against Criteria: Does your writing meet the requirements of the assignment?• Make Improvements: Revise your writing based on your evaluation.• Seek and Apply Feedback: Get feedback from teachers and peers and use it to improve your work.
EDIT	<ul style="list-style-type: none">• Proofread Carefully: Check for errors in capitalization, punctuation, and sentence structure.• Publish: Prepare your final draft for submission.

Case Study:
Green Bay HS



An apprenticeship model of teaching writing

A simple version of the genre-based curriculum cycle



adapted from 'Scaffolding – teaching and learning in language and literacy education' by Jennifer Hammond, PETA

Practical classroom strategies

Strategy	Purpose	Example
Graphic organisers	To plan writing structure	Problem–solution tables, T-charts
PEEL scaffold	To build paragraphs with evidence	Used in Social Studies, PE, English
Checklist for argument	Self-assess structure and language	Use before and after drafting
Sentence combining tasks	Develop complexity	Combine: "It was raining. I took an umbrella." → "Because it was raining, I took an umbrella."
Connectives cloze	Practice cohesion	Fill-in-the-gaps using words like <i>however</i> , <i>therefore</i> , <i>for example</i>
Linking words mind map	Build vocabulary and grammar knowledge	Colour-coded by function (reason, contrast, condition, etc.)
Connective function sort	Understand usage	Categorise linkers by use (e.g., cause and effect vs contrast)

See also: [Writing – ESOL Teaching Strategies](#)



Writing Strategies



Combining Sentences

Writing: *US 32405 Write texts to communicate ideas and information*

This activity supports learners to achieve Writing Outcome 1: Write meaningful texts for different purposes and audiences, Aspect 1.

Significant Learning: Learners use strategies within a writing process to plan and create texts.	Purpose: This strategy can help ākonga understand how sentences are constructed. It can also encourage them to use more complex sentence structures.
Application: Towards the middle/end of a programme of teaching and learning when ākonga are producing draft writing.	Source: Effective Literacy Strategies in Years 9-13 p87
Instructions: <ol style="list-style-type: none">1. Kaiako write/find a paragraph that is relevant to the topic they are teaching. Using the sentences from the paragraph, write half of each of the sentences on one card each.2. Read the paragraph to the class. Put the class into small groups and give each ākonga group a complete set of the prepared cards.3. Ākonga compare and discuss the sentences they've made, and they put the combined sentences into a sequence to form the paragraph they have just heard.4. They compare the paragraph they've formed with the one in the original text and discuss any anomalies.5. Ākonga could then copy (or paste) the correct sentences into their books as notes on the topic.	



Acronyms



Combining Sentences



Editing Checklists



Picture Dictation



Running Dictation



Sharing Quality Work



Writing Frames



Change of Audience



Condensing



Organise and Link Ideas



Reconstructing Paragraphs



Shared Paragraph Writing



Templates

NCEA Literacy and Numeracy Resources for Kaiako

Unpacking Co-requisite Outcomes: Writing Aspect 1

Literacy (writing): 32405, Write texts to communicate ideas and information

Writing Writing aspects	No Evidence	Minimal Evidence	Weak Evidence	Sufficient Evidence	Strong Evidence
Select and use content that is appropriate to purpose and audience.		✓			
Use text structures in ways that are appropriate to purpose, audience, and text type.		✓			
Make language choices that are appropriate to purpose and audience.		✓			
Write text that demonstrates sufficient technical accuracy to communicate meaning, without intrusive errors in spelling, punctuation, or grammar.	✓				

The marking rubric can be viewed [here](#).

Result: Not achieved

Writing Aspect 1:

Select and use content that is appropriate to purpose and audience.

This means that learners:

- write for different purposes, such as: enjoyment, personal interest, specific purposes.
- write different sorts of texts, such as: instructions, letters, reports, descriptions, promotional material, narratives, and essays.
- write for different audiences, such as: the learners themselves, individuals, and communities.
- are familiar with a variety of ways to plan their writing, such as: brainstorming, using graphic organisers, and note-taking.
- are aware of the suitability of different planning strategies for specific tasks.
- choose an appropriate text structure to achieve their purpose, and for their audience.
- use word choice and word form to apply an appropriate level of formality to achieve their purpose, and for their audience.

Taken from: [Unpacking Literacy](#)

This resource should be read in conjunction with:

- [US32405 - Write texts to communicate ideas and information](#)
- [Literacy Learning Matrix](#)
- [NCEA Co-Requisite Learning Outcomes for Writing](#)

Examples of teaching strategies to support learning for Writing Aspect 1:

- Explicitly teach planning strategies to organise ideas. For example, brainstorming, graphic organisers, note-making.
 - [Graphic Organisers](#)
 - [Inquiry Charts](#)
- Explicitly teach how to add appropriate details, information, and examples to develop and support their ideas.
 - [Acronyms](#)
 - [Templates](#)
 - [Sharing Quality Work](#)
- Practice writing a range of text types for different audience and purposes (with the appropriate level of formality.) Examples of text types include: instructions, reports, descriptions, promotional material, narratives.
- [Combining Sentences](#)
- Practice producing writing that directly addresses a specified audience such as the learners themselves, individuals and communities.

For more literacy strategies search: [Literacy Resource Bank](#)

Unpacking Co-requisite Outcomes: Writing Aspect 2

Literacy (writing): 32405, Write texts to communicate ideas and information

Writing Writing aspects	No Evidence	Minimal Evidence	Weak Evidence	Sufficient Evidence	Strong Evidence
Select and use content that is appropriate to purpose and audience.		✓			
Use text structures in ways that are appropriate to purpose, audience, and text type.		✓			
Make language choices that are appropriate to purpose and audience.		✓			
Write text that demonstrates sufficient technical accuracy to communicate meaning, without intrusive errors in spelling, punctuation, or grammar.	✓				

The marking rubric can be viewed [here](#).

Result: Not achieved

Writing Aspect 2:

Use text structures in ways that are appropriate to purpose, audience, and text type.

This means that learners:

- write for different purposes, such as: enjoyment, personal interest, specific purposes.
- write different sorts of texts, such as: instructions, letters, reports, descriptions, promotional material, narratives, and essays.
- write for different audiences, such as: the learners themselves, individuals, and communities.
- are familiar with a variety of ways to plan their writing.
- are aware of the suitability of different planning strategies for specific tasks.
- choose an appropriate text structure to achieve their purpose, and for their audience.
- edit and proofread their own work.

Taken from: [Unpacking Literacy](#)

This resource should be read in conjunction with:

- [US32405 - Write texts to communicate ideas and information](#)
- [Literacy Learning Matrix](#)
- [NCEA Co-Requisite Learning Outcomes for Writing](#)

For more literacy strategies search: [Literacy Resource Bank](#)

Examples of teaching strategies to support learning for Writing Aspect 2:

- Explicitly teach how to structure writing with a clear beginning, middle and end.
 - [Sharing Quality Work](#)
 - [Essay Planning Guidance](#)
- Practice demonstrating an understanding of the features for different text forms. (Text forms may include but are not limited to letters, articles, social media posts, reports, applications, editorials).
 - [Writing Frames](#)
 - [Templates](#)
- Practice writing both continuous and non-continuous text types (Continuous text consists of sentences organised into paragraphs and often into larger units of text such as essays, chapters and books, whereas non-continuous text consists of information without such continuous organisation. For example, lists, tables, charts, plans, graphs and images supported by a significant element of written information).
 - [Shared Paragraph Writing](#)

For more literacy strategies search: [Literacy Resource Bank](#)

Unpacking Co-requisite Outcomes: Writing Aspect 3

Literacy (writing): 32405, Write texts to communicate ideas and information

Writing Writing aspects	No Evidence	Minimal Evidence	Weak Evidence	Sufficient Evidence	Strong Evidence
Select and use content that is appropriate to purpose and audience.		✓			
Use text structures in ways that are appropriate to purpose, audience, and text type.		✓			
Make language choices that are appropriate to purpose and audience.		✓			
Write text that demonstrates sufficient technical accuracy to communicate meaning, without intrusive errors in spelling, punctuation, or grammar.	✓				

The marking rubric can be viewed [here](#).

Result: Not achieved

Writing Aspect 3:

Make language choices that are appropriate to purpose and audience.

This means that learners:

- write for different purposes such as: enjoyment, personal interest and specific purposes.
- write different sorts of texts, such as: instructions, letters, reports, descriptions, promotional material, narratives, and essays.
- write for different audiences, such as: the learner themselves, individuals, and communities.
- are aware of the suitability of different planning strategies for specific tasks.
- recognise that different words, and different sentence constructions, may work better in different contexts and for different audiences.
- use word choice and word form to apply an appropriate level of formality to achieve their purpose, and for their audience.
- edit and proofread their own work.

Taken from: [Unpacking Literacy](#)

This resource should be read in conjunction with:

- [US32405 - Write texts to communicate ideas and information](#)
- [Literacy Learning Matrix](#)
- [NCEA Co-Requisite Learning Outcomes for Writing](#)

For more literacy strategies search: [Literacy Resource Bank](#)

Examples of teaching strategies to support learning for Writing Aspect 3:

- Practice using language that shows a clear understanding of the intended audience.
 - [Change of Audience](#)
- Practice using language that shows a clear understanding of the intended purpose such as to persuade, to instruct, to describe, to inform, to explain.
 - [Shared Paragraph Writing](#)
- Practice using a wide vocabulary that is appropriate to audience and purpose.
 - [Positive Diction](#)
 - [Assessment Resources Banks](#)
- Explicitly teach how to use sentence composition to communicate clearly and effectively. For example, different sentence lengths, structures and sentence starters.
 - [Organise and Link](#)
- Practice using an appropriate tone and register (ie scale of formality).
 - [Formal and Informal Writing](#)

For more literacy strategies search: [Literacy Resource Bank](#)

Unpacking Co-requisite Outcomes: Writing Aspect 4

Literacy (writing): 32405, Write texts to communicate ideas and information

Writing Writing aspects	No Evidence	Minimal Evidence	Weak Evidence	Sufficient Evidence	Strong Evidence
Select and use content that is appropriate to purpose and audience.		✓			
Use text structures in ways that are appropriate to purpose, audience, and text type.		✓			
Make language choices that are appropriate to purpose and audience.		✓			
Write text that demonstrates sufficient technical accuracy to communicate meaning, without intrusive errors in spelling, punctuation, or grammar.	✓				

The marking rubric can be viewed [here](#).

Result: Not achieved

Writing Aspect 4:

Write text that demonstrates sufficient technical accuracy to communicate meaning, without intrusive errors in spelling, punctuation, or grammar.

This means that learners:

- write complete sentences.
- write simple, compound, and complex sentences.
- write in a consistent tense across sentences and paragraphs.
- use subject-verb agreement.
- use pronouns appropriately.
- use correct word forms (for example, "-ing" or "-ed").
- start sentences with capital letters.
- use full stops and question marks correctly to end sentences.
- spell everyday high frequency words accurately.

Taken from: [Unpacking Literacy](#)

This resource should be read in conjunction with:

- [US32405 - Write texts to communicate ideas and information](#)
- [Literacy Learning Matrix](#)
- [NCEA Co-Requisite Learning Outcomes for Writing](#)

For more literacy strategies search: [Literacy Resource Bank](#)

Examples of teaching strategies to support learning for Writing Aspect 4:

- This involves writing text that demonstrates sufficient technical accuracy to communicate meaning, without intrusive errors in spelling, punctuation or impact on meaning and/or interrupt the flow of the text.
 - [Literacy on Pathways Awarua](#)
 - [BBC Spelling](#)
 - [BBC Punctuation](#)
 - [BBC Grammar](#)
- Explicitly teach how to edit their writing to improve clarity and effectiveness.
 - [Running Dictation](#)
 - [Editing Checklists](#)
 - [Writing Frames](#)
- Practice proofreading their writing to correct any errors in punctuation, spelling and grammar.

For more literacy strategies search: [Literacy Resource Bank](#)

NCEA Literacy and Numeracy Resources for Kaiako



Let's recap...

✓ **Readiness for NCEA Literacy CAAs**

- Tools like e-asTTle, ELLP, and classroom observations
- Importance of triangulating data to make informed decisions

✓ **Why Vocabulary Matters**

- Vocabulary as a key barrier to comprehension and expression
- Types of vocabulary (high-frequency /general, mid-frequency, academic, specialised)
- Strategies for explicit vocabulary teaching

✓ **Supporting Reading for ELLs**

- Key challenges: unfamiliar vocabulary, complex texts, inference
- Strategies: pre-reading, close reading, text structure awareness, graphic organisers

✓ **Supporting Writing for ELLs**

- Challenges with structure, cohesion, and clarity
- Strategies to support fluency, accuracy, process, and complexity



EAP Standards



EAP unit standards approved for ELLs

Level 3 US 30507

Write a short text under test conditions in English for an academic purpose

Level 3 US 30511

Read and process information on a familiar topic in English for academic purposes

<https://www2.nzqa.govt.nz/ncea/subjects/select-subject/english-for-academic-purposes/>



The EAP standards

The EAP unit standards are NOT an easy option. They are cognitively demanding and require a lot of formative work.

The Level 3 EAP Belonging units on ESOL Online may be helpful but are not being migrated to Tāhūrangi, so download them now!

<https://esolonline.tki.org.nz/ESOL-Online/Planning-for-my-students-needs/Resources-for-planning/Teaching-and-learning-sequences>

Teaching and learning sequences



Primary ESOL



Archived resources -
Primary



Secondary ESOL



Archived resources -
Unit standards



English for Academic
Purposes (EAP) unit
standards - Level 3
Belonging units



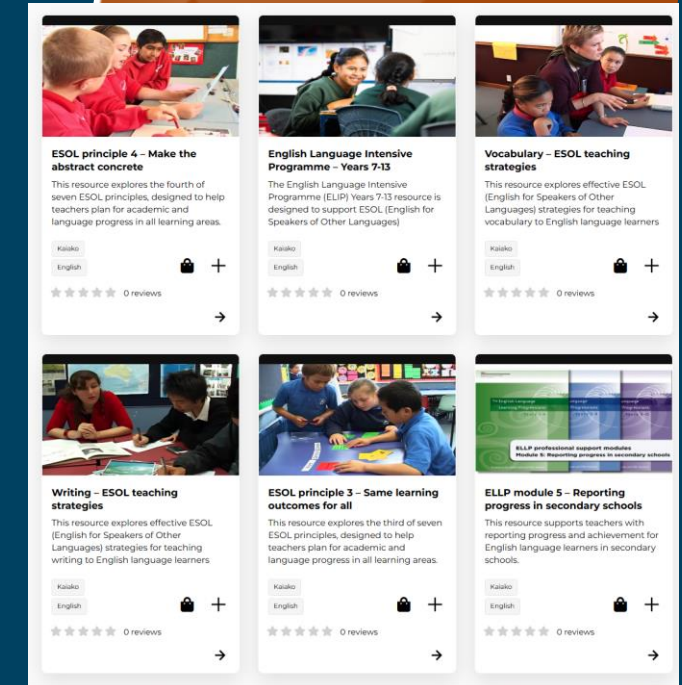
English for Academic
Purposes (EAP) unit
standards - Level 4
Millennium units

References

Effective Literacy Strategies in Years 9 to 13

Multicultural Learner Success and ESOL Support

AdLit: All about Adolescent Literacy



*What's one takeaway or strategy
you'll try?*

Type your response into the chat



Where to next?

Key actions to support ELLs with NCEA Literacy:

Check readiness

Use tools like e-asTTle, ELLP, and writing samples to guide decisions.

Prioritise vocabulary

Explicitly teach general, academic, and subject-specific words.

Embed reading & writing strategies

Model, scaffold, and link reading and writing tasks across subjects.

Explore EAP options

For eligible senior ELLs, consider the approved EAP standards.

Share and plan with colleagues

Build school-wide support and consistency.



Karakia whakamutunga

Tēnei rā te whakairi ake i te kete o te wānanga,
Tōna mauri nō runga, nō Rangi, nō raro, nō Papa,
Tēnei te mauri o te mātauranga ka whakatakina ake,
Kia wātea ai ēnei pūkenga,
Hui e, tāiki e!

*May we close these discussions of learning,
Whose essence is derived from both divine and earthly sources,
The life force of knowledge is reaffirmed
to allow this gathering to finish,
Forever bound!*





**Te Tāhuhu o
te Mātauranga**
Ministry of Education

He mea tārai e mātou te mātauranga
kia rangatira ai, kia mana taurite ai ōna huanga.

We shape an education system that delivers
equitable and excellent outcomes.



**Te Kāwanatanga
o Aotearoa**
New Zealand Government