

A resource for teachers

NCEA Literacy Resource Bank

This is a curated list of resources for New Zealand secondary school teachers who are interested in developing their knowledge of literacy teaching and support learning for the NCEA Co-requisite.

This resource contains:

Teacher Development and Support Resources	Literacy Strategy Resources
<ul style="list-style-type: none">• The NCEA Co-requisite and the NZC• Teacher resources to support the NCEA Co-requisite• Teacher resources to support Literacy• Teacher readings and resources.	<ul style="list-style-type: none">• Reading Strategies for every classroom• Writing Strategies for every classroom• Other useful literacy resources.

Teacher Development and Support Resources

The NCEA Co-requisite and the NZC

Resource	About this resource
Aligning Co-requisite and NZC Reading Aligning Co-requisite and NZC Writing Aligning Co-requisite and NZC Numeracy	An overview of how the NCEA Co-requisite for reading, writing and numeracy aligns with the new NZC.

Teacher resources to support the NCEA Co-requisite on [NCEA.ed](https://www.ncea.ed.govt.nz)

Resource	About this resource
English Language Learners and the Co-requisite	<p>English Language Learners can have specific learning needs in the classroom, particularly when it comes to improving literacy and numeracy skills in preparation for the Co-requisite. This resource highlights some of those needs.</p>
Supporting students after co-requisite results	<p>The following information is provided for interpreting and responding to student results from the dedicated co-requisite standards in reading, writing, and numeracy.</p>
Understanding the Writing Common Assessment Activity Understanding the Reading Common Assessment Activity Understanding the Numeracy Common Assessment Activity	<p>These resources cover numeracy, reading, and writing. They are designed to help parents and whānau understand the Common Assessment Activity reports sent to students if they do not achieve. These resources also provide suggested activities to support and strengthen student skills in numeracy, reading, and writing.</p>
Unpacking Co-requisite - Reading Outcome 1 Unpacking Co-requisite - Reading Outcome 2 Unpacking Co-requisite - Reading Outcome 3 Unpacking Co-requisite - Writing Aspect 1 Unpacking Co-requisite - Writing Aspect 2 Unpacking Co-requisite - Writing Aspect 3 Unpacking Co-requisite - Writing Aspect 4 Unpacking Co-requisite - Numeracy Outcome 1 Unpacking Co-requisite - Numeracy Outcome 2 Unpacking Co-requisite - Numeracy Outcome 3	<p>These resources cover numeracy, reading, and writing. They are designed to help teachers understand the NCEA Co-requisite reports and how to unpack them using the recommended support materials. These resources also provide suggested activities to support literacy and numeracy learning for each of the standard outcomes.</p>

Teacher resources to support literacy on [NCEA.ed](https://www.ncea.ed.govt.nz)

Resource	About this resource
Demonstrate understanding of ideas and information in written texts	The NCEA Co-requisite Reading Standard.
Write texts to communicate ideas and information	The NCEA Co-requisite Writing Standard.
Approved Standards for Literacy Agricultural and Horticultural Science 1.1 Approved Standards for Literacy English 1.1 Approved Standards for Literacy English 1.2 Approved Standards for Literacy Geography 1.1 Approved Standards for Literacy History 1.2 Approved Standards for Literacy Religious Studies 1.1 Approved Standards for Literacy Religious Studies 1.2 Approved Standards for Literacy Science 1.1 Approved Standards for Literacy Social Studies 1.1 Approved Standards for Literacy Te Reo Māori 1.1 Approved Standards for Literacy Te Reo Māori 1.2 Planning for learner variability with the Approved Standards	<p>During the transition period (2024-2027), learners can achieve the NCEA Co-requisite using either the six dedicated standards or around 130 approved literacy and numeracy-rich standards that are available across a range of subjects.</p> <p>We have developed one-page guides and a PowerPoint presentation to support teachers to plan for variability with the approved additional standards.</p>
Are your learners ready? NCEA	Knowing when students are ready for the assessment will provide them with the best opportunity to be successful and have a positive assessment experience. Learn more here.
Case Studies NCEA	Schools are working to adapt their practices to change, support students through the process, and lift literacy and numeracy outcomes for their students. Schools have been interviewed from across the country. These case studies provide tangible examples of teaching practice.

Resource	About this resource
Effective Practices to Support Literacy	Effective classroom practices aimed at enhancing literacy in every classroom, regardless of subject.
Effective Relationships	Every school leader, teacher, student and whānau member has a role in the development of literacy. By considering how everyone can work in a connected and coherent way, literacy learning can thrive within and beyond educational settings.
Kaiako Literacy Action Plan	An action plan designed to help schools plan for the NCEA Literacy standards.
Literacy - Learning NCEA	NCEA Literacy supports students to develop a level of literacy knowledge and skills to engage successfully with all the learning areas of the New Zealand Curriculum. Learn more here.
NCEA Literacy and Numeracy Resources: School Leaders NCEA Literacy and Numeracy Resources: Students and whānau NCEA Literacy and Numeracy Resources: Teachers-Kaiako	Our resource guides have organised our collection of literacy and numeracy resources for easy use by school leaders, teachers, whānau and students.

Resource	About this resource
Targeted Support Materials for Additional NCEA Literacy and Numeracy-rich Standards NCEA	<p>During 2025, Evaluation Associates developed online Professional Learning and Development (PLD) resources (self-directed & guided) to provide targeted literacy/te reo matatini and numeracy/pāngarau support to schools.</p> <p>These recorded webinars, slide decks, and resources are aimed at helping schools to accelerate the literacy and numeracy skills of students, so they are ready for the co-requisite.</p> <p>Topics include: Accelerating literacy and numeracy using the science of learning practices Targeted Support and Acceleration - Literacy Supporting English language learners with NCEA literacy Literacy and Numeracy Readiness Assessment for learning and assessment literacy for acceleration Quality assessment practices Leading the engagement with NCEA Co-requisite</p> <p>(The above are links to PowerPoints for the webinars. To access the webinars, click on the main menu item: Targeted Support Materials for Additional NCEA Literacy and Numeracy-rich Standards NCEA.)</p>
TE MANU KA RERE Literacy 10 lessons	<p>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.</p>

Teacher Readings and Resources

Resource	About this resource
Dyslexia and learning Inclusive Education	<p>Understand what dyslexia is and how it affects students so that you can support them.</p>
Literacy - Tāhūrangi.education.govt.nz	<p>A range of literacy learning area resources.</p>
Literacy and Numeracy Teaching and Learning - Effective Teacher Practices	<p>Effective Teacher Practices - You Tube video.</p>

Resource	About this resource
Webinar - Teaching and Learning Module	Improving literacy and numeracy outcomes for students - You Tube video.
Literacy-across-the-curriculum-at-secondary-school.pdf	Produced by the education hub, this article discusses effective literacy practice in secondary schools.
Promoting effective literacy practices at secondary school - the education hub	Produced by the education hub, this article discusses promoting effective literacy practices at secondary school.
Reading & Writing in the Disciplines - Annenberg Learner	This course provides teachers and literacy coaches with an overview of disciplinary literacy, essential concepts related to proficient reading and writing, and general instructional practices that support literacy development indicated by the Common Core and NGSS. (United States)
Critical Reading	This resource explains the difference between reading and critical reading.
Teaching Secondary Students to Write Effectively	The goal of this practice guide is to offer teachers specific, evidence-based recommendations that address the challenges of teaching students in grades 6–12 (United States) to write effectively.

Literacy Strategies Resources

Reading Strategies for every classroom

Resource	Purpose	Overview of the task
Before and After Vocab Grid.pdf	This vocab strategy will help students know the sound, spelling, and meaning of some keywords for this topic. It also supports metacognition.	Students are given a list of words to define. Later in the unit they get an opportunity to revise their definition.
Cloze Deletion.pdf	Students use the context clues in a piece of writing to work out the meaning of unknown words and the correct structure of sentences.	High frequency words are deleted from a text, and students use text clues to decide the words that are missing.

Resource	Purpose	Overview of the task
Clustering.pdf	Students have the opportunity to think about the meanings of words and the relationships between words.	Students work together to arrange keywords into clusters.
Colour Codes.pdf	This strategy encourages students to be active readers, engaging with the text, and responding to the ideas presented. It also gives teachers evidence about how well students understand the texts they read.	Teachers choose categories for processing text and assign a colour for each. Students use the colours as they read to highlight accordingly.
Comment Codes.pdf	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 understand the texts they read.	As above but using codes rather than colours.
Comparing Texts.pdf	Students need to become aware of the different ways information is conveyed in texts and the reason for those differences.	Two different texts on the same topic. Students complete a scaffolded comparison chart.
Concept Circles.pdf	This vocabulary strategy will help students know the sound, spelling, and meaning of some keywords for this topic. It also supports metacognition.	Put four words on the board and ask students to identify what they all have in common. Discuss their reasoning.
Decoding New Words.pdf	Students use their knowledge to sound out the word. This will often lead to them realising they know the word.	Explains how to break down and teach new words.
Fact or Opinion.pdf	This teaches students the importance of identifying an author's viewpoint and how that influences what that write.	Students read a text and respond to summary statements about what they have read.
Graphic Organisers.pdf	This strategy teaches students how to summarise by graphically representing the main ideas of a text.	Teachers provide students with a structure to summarise information.
Jeopardy.pdf	This vocab strategy will help students know the sound, spelling, and meaning of some keywords for this topic.	Students are given the definitions of keywords and must identify the word being defined.

Resource	Purpose	Overview of the task
Jigsaw Reading.pdf	Jigsaw activities give students further independent practice in reading and interpreting texts.	Teachers put the class into groups of four. Each of these groups will take responsibility for becoming an expert on the content of a particular section of a text and will then share their expertise with the rest of the class.
Keyword Trees.pdf	This helps students to understand keywords of a topic and identify relationships between them. They work best with hierarchical information.	A hierarchy of keywords or concepts that relate to one main idea and students must order them correctly.
KWL(H) Grid.pdf	For students to identify their own prior understanding and to monitor their learning during the activity. For teachers to activate students' prior knowledge of a given topic.	Students identify what they know and learn at various points in unit of work.
Main Idea Sorting.pdf	This strategy provides students with a tool to help them distinguish between main ideas and supporting details in a text by “weeding out” what is less important.	Students are given summary sentences for a text and must match them with the correct section from the text.
Mind Mapping.pdf	This strategy allows students to process what they have read in an ordered way.	Students read a text and add all then provide all ideas, keywords, and concepts they can think of about the topic.
Mix and Match.pdf	This vocabulary strategy will help students know the sound, spelling, and meaning of some keywords for this topic.	Students match words and definitions relating to the topic.
Pair Definitions.pdf	This vocab strategy gives students the opportunity to understand and use keywords of a topic.	Students are given keywords to define. They then share their definition with another student who tries to guess the original keyword.
Predicting and Defining.pdf	This strategy raises student awareness of keywords and encourages them to think about their understanding.	Works with keywords in a text. Students are given keywords and predict others, providing definitions for all words.
Reading Behind the Lines.pdf	This teaches students that values and beliefs of the author affect the messages that are communicated.	Sets of questions are given by the teacher that help students to think critically.

Resource	Purpose	Overview of the task
Skimming and Scanning.pdf	This teaches students to gather information efficiently when reading, helping them to gather relevant information in the text.	Strategies for finding information in texts that are taught explicitly and then used.
Text Completion.pdf	This strategy helps students to record main ideas and supporting details, after reading a text or viewing a video. Rather than copying notes and having little engagement with the text, students read carefully to fill the gaps.	Main ideas are provided, and students must provide examples or supporting details and evidence.
Three-level Thinking Guide.pdf	A reading strategy which supports students to read the text closely by providing a clear purpose and direction for reading. It is used to develop comprehension skills.	A series of statements about a text are provided. Some are true and some are false. Students agree or disagree and justify their answers.
Trash or Treasure.pdf	This teaches students to evaluate information that they are given, selecting relevant information, and setting aside irrelevant information.	Students sort a group of statements according to relevance based on a question asked by the teacher.
Treasure Hunt.pdf	This strategy enables students to learn about text features that help readers to find information.	Students are given questions to find the answer to, from a long piece of text using supports such as contents page, index, and scanning headings.
Vocab Jumble.pdf	This vocabulary strategy will help students know the sound, spelling, and meaning of some keywords for this topic.	Write a large list of keywords. Students study for two minutes and try to remember as many as they can.
Vocabulary Frames.pdf	This vocab strategy will help students know the sound, spelling, and meaning of some keywords for this topic.	Students make their own flashcards for keywords in a topic.

Writing Strategies for every classroom

Resource	Purpose	Overview of the task
Acronyms.pdf	Provide valuable support for students as they sequence and structure their ideas to meet the purposes of their writing tasks.	Analyse the structure of a model example and provide an acronym to help students remember the requirements.
Change of Audience.pdf	Language changes depending on the audience. This activity shows students how the same information can be adjusted to suit an audience.	Look at a paragraph and discuss the vocabulary, tone, and sentence structure with students. Change the audience and ask students to recreate the paragraph.
Combining Sentences.pdf	This strategy can help students understand how sentences are constructed. It can also encourage them to use more complex sentence structures.	Teachers write/find a paragraph that is relevant to the topic and write half of each of the sentences on one card each. Students match and reconstruct the paragraph.
Condensing.pdf	Learning to condense information helps students to reduce or eliminate the amount of straight copying they do when note making. It also helps them to think about what they are writing and how best to express it for the purpose.	Teachers model the process of condensing information into notes that will be useful for their purposes in your subject area.
Editing Checklists.pdf	A checklist is developed identifying features, which students need to check that they have used in their piece of writing.	Teachers prepare a checklist of everything they want to see in a piece of writing, and students tick it off as they go.
Organise and Link Ideas.pdf	This strategy helps students to organise information logically and to provide cohesion between the sentences and paragraphs in an extended text.	Teachers provide a text and remove all of the connectors, so the paragraphs are not clearly linked. Students reconstruct adding connectors.
Picture Dictation.pdf	Using this strategy helps students to listen carefully to an oral text and to transform the information into visuals and then back into words. This allows students to practice recognising and using key content vocabulary.	As students listen to a clearly organised text, they draw images to help them remember the sections of text. In pairs they try to reconstruct the whole text, using their images as prompts.

Resource	Purpose	Overview of the task
Reconstructing Paragraphs.pdf	This strategy helps students understand how paragraphs are constructed. It prepares them to critically analyse the writing of paragraphs.	Teachers rewrite a paragraph with its sentences “scrambled”, that is, in the wrong order. Students reconstruct the paragraph.
Running Dictation.pdf	A running dictation gets students out of their seats and engages them in reading, writing, listening, and speaking skills.	In teams, students remember parts of a text and must recreate the text by reporting to a ‘writer’.
Shared Paragraph Writing.pdf	Shared paragraph writing enables students to write together, helping one another to work through the process of structuring content and selecting the most appropriate language	Students take turns dictating a sentence to form a paragraph on a given topic following a given structure.
Sharing Quality Work.pdf	By reading and analysing good models, students gain a clearer understanding of what they are expected to write.	Highlight good pieces of writing by identifying why it is good and providing a model to students. Then give another piece to students to do the same.
Templates.pdf	Provide valuable support for students as they sequence and structure their ideas to meet the purposes of their writing tasks.	Use templates to model for students (or collaboratively build with them) an effective paragraph for a text in that form.
Writing Frames.pdf	Writing frames provide structures for extended writing at the draft stage.	Prepare an outline for an appropriate text form in the subject area and create an outline (writing frame) with prompts for students to follow.

Other useful literacy resources

Grammar and Punctuation

Resource	About this resource	This resource supports	Source
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BBC Punctuation Guidance	This resource provides 11 student guides which explore various aspects of punctuation.	Learners to use written language conventions appropriately to support communication	BBC Bitesize (UK)
BBC Grammar Guidance	This resource provides 12 student guides which explore various aspects of grammar.	Learners to use written language conventions appropriately to support communication	BBC Bitesize (UK)

Independent reading activities for ākongā

Resource	About this resource	This resource supports	Source
Read Theory guidance	This resource provides online, independent reading material/ activities. Through the 'free version' students can navigate texts and explore assessment questions.	Learners to make sense of written texts Learners to read critically Learners to read for different purposes	Read Theory (USA)
Quill guidance	'Quill Reading for Evidence' is an independent reading activity which provides students with writing prompts.	Learners to read for different purposes	Quill (USA)
Common Lit Guidance	This resource provides online, independent reading material/ activities. Through the 'free version' students can navigate texts and explore guiding questions, assessment questions and discussion points.	Learners to read for different purposes	Common Lit (USA)

Knowledge of text structure and purpose

Resource	About this resource	This resource supports	Source
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Text structure resources guidance	This is a short course which takes you through a series of quick written/video explanations that outline some of the key points to know about text structure.	Learners to make sense of written texts Learners read for different purposes	BBC Bitesize (UK)
Text purpose guidance	This resource outlines text purpose, its meaning, and key features to look out for. It has some practice tasks to test understanding of this concept.	Learners to make sense of written texts Learners to read critically Learners to read for different purposes	Wales Essential Skills Toolkit (UK)

Planning Writing

Resource	About this resource	This resource supports	Source
Essay Planning Guidance	This resource is a digital interactive planning tool which will allow students to plan and structure their ideas before writing an essay.	Learners to write meaningful texts for different purposes and audiences	Figma (USA)
Inquiry Chart Guidance	This resource will support students to gather and organise ideas under different question headings, from a number of sources	Learners to write meaningful texts for different purposes and audiences	Adlit (USA)

Selecting appropriate vocabulary and Spelling

Resource	About this resource	This resource supports	Source
Formal and informal writing video and activity	This video link is appropriate for students to view, discussing language choices, and the difference between formal and informal language. Teachers will need to expand and contextualise this in the context of their subject and the writing task that students do in their class	Learners to write meaningful texts for different purposes and audiences Learners to use written language conventions appropriately to support communication	Youtube Follow up activity: ReadWriteThink (USA)

Resource	About this resource	This resource supports	Source
Text structure resources guidance	This resource provides five student guides which explore: Understanding root words How to spell plural nouns How to use suffixes in your writing How to memorise tricky spellings How to use a dictionary	Learners to use written language conventions appropriately to support communication	BBC Bitesize (UK)

Self-directed literacy activities and assessment preparation

Resource	About this resource	This resource supports	Source
Literacy on Pathways Awarua Guidance	Pathways Awarua helps students become self-directed in their learning as they progress along pathways at their own pace, starting at places that match their current capability.	Learners to make sense of written text Learners read critically Learners to read for different purposes Learners to use written language conventions appropriately to support communication Learners write meaningful texts for different purposes and audiences	Pathways Awarua (NZ)
Assessment Resources Banks Literacy guidance	The Assessment Resource Banks (ARBs) are a collection of formative assessment resources for students working at levels 1-5 of the New Zealand Curriculum in English (2007), Mathematics and Science. The English assessments can provide useful insights into learners' literacy levels.	Learners make sense of written texts Learners read critically Learners read of different purposes Learners write meaningful texts for different purposes and audiences Learners use written language conventions appropriately to support communication	New Zealand Commission of Educational Research (NZ)



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

**Te Kāwanatanga
o Aotearoa**
New Zealand Government