

Curriculum Guidelines for Teaching and Learning Te Reo Māori

Te whakatōtanga ~ Levels 1 and 2: Beginning to use Te Reo Māori

Te tohu tauākī - Proficiency target statement

By the end of level 2, students can understand te reo Māori that contains well-rehearsed sentence patterns and familiar vocabulary and can interact in predictable exchanges. They can read and write straightforward versions of what they have learned to say. They are aware of and understand some of the typical cultural conventions that operate in interpersonal communication. Students are developing an awareness of the processes involved in learning te reo Māori.

Taumata 1 - Level 1

Possible socio-cultural themes	Possible topics	Possible text types
<ul style="list-style-type: none"> te <u>whānau</u> (the family, belonging) <u>kāinga noho</u> (home) tūpuna (grandparents, ancestors, hapū, <u>iwi</u>) <u>whanaungatanga</u> (kinship, relationships, connections) <u>ngā mihi</u> (informal and formal introductions) ako (learning together) te wā (time, seasons, lunar calendar) 	<ul style="list-style-type: none"> whānau, hapū, iwi my home my classroom my school origin, identity, location 	<ul style="list-style-type: none"> <u>kīwaha</u> (idioms) pepehā (iwi-specific sayings) <u>waiata</u> Māori (Māori songs) whakataukī (proverbs) captions for pictures and photographs simple, short dialogues greeting and leave-taking routines class timetables

Ngā whāinga paetae - Achievement objectives

Students should be able to:

- 1.1. greet, farewell, and acknowledge people and respond to greetings and acknowledgments
- 1.2. introduce themselves and others and respond to introductions
- 1.3. communicate about numbers, using days of the week, months and dates
- 1.4. communicate about personal information, such as name, parents' and grandparents' names, iwi, hapū, mountain and river, or home town and place of family origin
- 1.5. communicate about location
- 1.6. understand and use simple polite conventions, eg ways of acknowledging people, expressing regret and complimenting people
- 1.7. use and respond to simple classroom language (including asking for the word to express something in te reo Māori).

Ngā ara reo - Language modes

By the end of Level 1 students can:

<u>Whakarongo</u> – Listening	<ul style="list-style-type: none"> identify the sounds of letters of the Māori alphabet (arapū), letter combinations, intonation and stress patterns recognise and understand simple, familiar spoken words, phrases and sentences.
<u>Pānui</u> – Reading	<ul style="list-style-type: none"> identify letters of the Māori alphabet (arapū), letter combinations, basic written language conventions and simple punctuation recognise and understand simple, familiar written words, phrases and sentences.
<u>Mātakitaki</u> – Viewing	<ul style="list-style-type: none"> recognise the communicative significance of particular facial expressions and other body language interpret meanings that are conveyed in combinations of words and images or symbols.
<u>Kōrero</u> – Speaking	<ul style="list-style-type: none"> imitate the pronunciation, intonation, stress, and rhythm of Māori words, phrases, and sentences respond appropriately to simple, familiar instructions and simple questions ask simple questions initiate spoken encounters in te reo Māori, using simple greetings, questions and statements
<u>Tuhituhi</u> – Writing	<ul style="list-style-type: none"> write letters and numbers write vowels with macrons reproduce letter combinations and punctuation for Māori words, phrases and sentences in familiar contexts write simple, familiar words, phrases and sentences using the conventions of written language, such as appropriate spelling and punctuation.
<u>Whakaatu</u> – Presenting	<ul style="list-style-type: none"> use appropriate facial expressions, body language and images to convey messages (with and without accompanying verbal language) use selected features of visual language to add meaning to simple written or oral text.

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Taumata 2 - Level 2

Possible socio-cultural themes	Possible topics	Possible text types
<ul style="list-style-type: none"> te whānau (the family, belonging) tuakana–teina (roles and responsibilities, reciprocity) whanaungatanga (kinship, relationships, connections) te marae (the marae) tūrangawaewae (my place to stand) ako (learning together) te wā (time, seasons, lunar calendar) 	<ul style="list-style-type: none"> the marae: its people and places whānau relationships (my family) my school weather and seasons food preferences 	<ul style="list-style-type: none"> kīwaha (idioms) pepeha (iwi-specific sayings) waiata Māori (Māori songs) whakapapa (genealogy – students could use simple family tree charts) whakataukī (proverbs) simple written forms informal personal notes photograph albums with captions posters questionnaires simple email messages simple, short dialogues simple weather reports

Ngā whāinga paetae - Achievement objectives

Students should be able to:

- communicate about relationships between people;
- communicate about possessions;
- communicate about likes and dislikes, giving reasons where appropriate;
- communicate about time, weather, and seasons;
- communicate about physical characteristics, personality, and feelings.

Ngā ara reo - Language modes

By the end of Level 2 students can:

<p><u>Whakarongo</u></p> <p>– Listening</p>	<ul style="list-style-type: none"> identify the sounds of letters of the Māori alphabet, letter combinations, intonation and stress patterns recognise and understand familiar spoken words even in some unfamiliar contexts understand a range of short oral texts containing familiar phrases and sentences get the gist of slightly more complex or less familiar reo Māori phrases and sentences.
<p><u>Pānui</u></p> <p>– Reading</p>	<ul style="list-style-type: none"> identify letters of the Māori alphabet, letter combinations and simple punctuation recognise and understand simple, familiar written words, phrases and sentences understand short written texts consisting of familiar reo Māori words, phrases and sentences get the gist of slightly more complex or less familiar reo Māori phrases and sentences.
<p><u>Mātakitaki</u></p> <p>– Viewing</p>	<ul style="list-style-type: none"> respond appropriately to meanings conveyed through selected visual texts; understand and respond to combinations of visual and verbal language in selected texts.
<p><u>Kōrero</u></p> <p>– Speaking</p>	<ul style="list-style-type: none"> begin to use pronunciation, intonation, stress, and rhythm for emphasis and to clarify meaning respond appropriately to simple, familiar instructions and simple questions ask simple questions and give simple information initiate simple conversations in te reo Māori.
<p><u>Tuhituhi</u></p> <p>– Writing</p>	<ul style="list-style-type: none"> write simple, familiar words, phrases, and sentences using spelling and punctuation conventions write simple messages in te reo Māori write a series of sentences in te reo Māori describing the appearance or characteristics of something.
<p><u>Whakaatu</u></p> <p>– Presenting</p>	<ul style="list-style-type: none"> produce visual texts to present information and/or ideas combine visual and verbal language to present information and/or ideas

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Te tupuranga - Levels 3 and 4: Developing communication skills in te reo Māori

Te tohu tauākī - Proficiency target statement

By the end of level 4, students can cope with a variety of routine situations when talking to speakers of te reo Māori. They can use familiar language with some flexibility and pick up some new language from its context. They can read and write simple notes and short letters and fill out simple forms. They can also use and respond to language, including directions and requests, that is likely to occur in familiar Māori settings. They are becoming more confident in using a range of language learning strategies.

Taumata 3 - Level 3

Possible socio-cultural themes	Possible topics	Possible text types
<ul style="list-style-type: none"> te <u>marae</u> (the marae) te <u>whare</u> tupuna/te <u>wharenuī</u> (ancestral house/meeting hall) te <u>wharekai</u> (the dining hall) <u>manaakitanga</u> (extending hospitality, honouring others, empathy) <u>pōwhiri</u> (routines and procedures associated with a formal welcome) <u>tohu</u> (directions, symbols, signs) 	<ul style="list-style-type: none"> the marae: routines and procedures modes of transport sport and leisure gatherings planning leisure-time events 	<ul style="list-style-type: none"> <u>karakia</u> (prayers) <u>kīwaha</u> (idioms) <u>kōrero</u> pūrākau pepehā (iwi-specific sayings) <u>waiata</u> Māori (Māori songs) whakataukī (proverbs) informal and semi-formal conversational exchanges maps and plans posters, pamphlets, flyers simple email and text messages simple personal letters class timetables personal diaries

Ngā whāinga paetae - Achievement objectives

Students should be able to:

- communicate, including comparing and contrasting, about habits, routines and customs
- communicate about events and where they take place
- give and follow directions
- communicate, including comparing and contrasting, about how people travel
- communicate about immediate past activities.

Ngā ara reo - Language modes

By the end of Level 3 students can:

<u>Whakarongo</u> – Listening	<ul style="list-style-type: none"> understand specific detail and overall meaning in familiar contexts and in some unfamiliar contexts understand a range of short oral texts consisting mainly of familiar language get the gist of short oral texts that contain some unfamiliar language.
<u>Pānui</u> – Reading	<ul style="list-style-type: none"> understand specific detail and overall meaning in a range of short written texts consisting mainly of familiar language get the gist of short written texts that contain some unfamiliar language.
<u>Mātakitaki</u> – Viewing	<ul style="list-style-type: none"> particular purposes understand and respond to a range of features in selected visual texts.
<u>Kōrero</u> – Speaking	<ul style="list-style-type: none"> initiate and sustain short conversations give short prepared talks on familiar topics use generally appropriate pronunciation, stress, rhythm and intonation express simple and original ideas describe familiar events, people and things.
<u>Tuhituhi</u> – Writing	<ul style="list-style-type: none"> use resources, eg dictionaries and glossaries to experiment with some new language in writing and to check spelling prepare and write short texts on familiar topics write simple personal letters and emails use appropriate writing conventions.
<u>Whakaatu</u> – Presenting	<ul style="list-style-type: none"> present texts in which visual and verbal features interact to produce particular meanings and effects present or perform a kōrero pūrākau, whakataukī, pepehā, or waiata, making effective use of visual language features.

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Te tupuranga - Levels 3 and 4: Developing communication skills in te reo Māori

Taumata 4 - Level 4

Possible socio-cultural themes	Possible topics	Possible text types
<ul style="list-style-type: none"> • <u>whanaungatanga</u> (kinship, relationships, connections) • manaakitanga (extending hospitality, honouring others, empathy) • <u>tuakana–teina</u> (roles and responsibilities, reciprocity) • te wā (time, seasons, lunar calendar) • <u>tau utuutu</u> (payment, maintaining balance) • <u>taha tinana</u>, <u>taha hinengaro</u>, <u>taha wairua</u> (qualities of a person, well-being, balance) 	<ul style="list-style-type: none"> • planning and shopping for a <u>hui</u> • roles and duties at home, in the community, and at school • planning a visit away from home • telling the time 	<ul style="list-style-type: none"> • karakia (prayers) • kīwaha (idioms) • pepehā (iwi-specific sayings) • waiata Māori (Māori songs) • whakataukī (proverbs) • information brochures and pamphlets • announcements • informal and semi-formal conversational exchanges • informal notes and letters to family • menus • notes, cards, and letters of invitation, acceptance and refusal • posters • rules and regulations • shopping lists • simple advertisements • simple web pages • email and text messages

Ngā whāinga paetae - Achievement objectives

Students should be able to:

- 4.1. request, offer, accept, and decline things, invitations and suggestions
- 4.2. communicate about plans for the immediate future
- 4.3. communicate about obligations and responsibilities
- 4.4. give and seek permission or agreement
- 4.5. communicate about the quality, quantity and cost of things.

Ngā ara reo - Language modes

By the end of Level 4 students can:

<p><u>Whakarongo</u></p> <p>– Listening</p>	<ul style="list-style-type: none"> • make use of context and familiar language to work out meaning and relationships between things, events and ideas • understand specific details in contexts that may contain some unfamiliar language.
<p><u>Pānui</u></p> <p>– Reading</p>	<ul style="list-style-type: none"> • understand a range of short written texts that consist mainly of familiar language • understand overall meaning and specific detail in contexts that may contain some unfamiliar language • guess the meanings of unfamiliar words and phrases used in familiar contexts.
<p><u>Mātakitaki</u></p> <p>– Viewing</p>	<ul style="list-style-type: none"> • identify particular features of visual language and understand their significance in communicating information and ideas to specific audiences • understand and respond to combinations of visual and verbal language and their significance in communicating information and ideas to specific audiences.
<p><u>Kōrero</u></p> <p>– Speaking</p>	<ul style="list-style-type: none"> • engage in short personal conversations • make plans with friends, face to face and by telephone • initiate and sustain short conversations that involve polite social interactions, eg declining invitations • give short prepared talks on familiar topics • use generally appropriate pronunciation, stress, rhythm and intonation.
<p><u>Tuhituhi</u></p> <p>– Writing</p>	<ul style="list-style-type: none"> • use resources, eg dictionaries and glossaries to experiment with new language and to review writing for accuracy • write short texts on familiar topics • plan longer written texts and write parts of these • use appropriate writing conventions • send text and email messages.
<p><u>Whakaatu</u></p> <p>– Presenting</p>	<ul style="list-style-type: none"> • communicate information, ideas, or narrative through texts in which visual and verbal features interact to produce particular meaning and effects • present or perform traditional or modern cultural items in selected settings.