ENGLISH

in the New Zealand CURRICULUM

CONTENTS

FOREWORD

This curriculum statement replaces the syllabuses *Language in the Primary School: English* (1961), its supplement *Statement of Aims* (1986), and *English: Forms 3-5: Statement of Aims* (1983). It builds on New Zealand research and curriculum development in English language education, and provides the basis for English programmes in schools from year 1 to year 13; that is, from junior classes to form 2 in primary schools and from form 3 to form 7 in secondary schools.

The Minister of Education requested the redevelopment of the English curriculum in 1991, as part of a broad initiative aimed at improving primary and secondary school student achievement. The development process involved a small project team and a number of reference groups. An advisory group provided guidance at key stages of the project. A draft statement was prepared and circulated to schools and interested groups for comment and discussion. The views of all those who responded have been taken into account in preparing the final curriculum statement.

This curriculum statement gives special emphasis to continuity and progression in English programmes by specifying clear learning goals expressed as achievement objectives at eight levels through all the years of schooling. It focuses on developing the highest levels of literacy and understanding of language for a variety of purposes, to enable students to participate fully in society and the world of work. Finally, the statement includes a range of diagnostic and formative assessment procedures to enhance the learning of all students.

I am grateful to all who have contributed to the development of this curriculum statement, especially Ministry staff, the contractor and the writers, the members of the reference groups, and the members of the policy advisory group and review committee, all of whom gave freely of their time, expertise, and experience.

Dr Maris O'Rourke
Secretary for Education

Language and Languages

English is included in Language and Languages, one of the seven essential learning areas of *The New Zealand Curriculum Framework*.

> Language development is essential to intellectual growth. It enables us to make sense of the world around us. The ability to use spoken and written language effectively, to read and to listen, and to discern critically messages from television, film, the computer, and other visual media is fundamental both to learning and to effective participation in society and the work-force.
>
> Language is a vital medium for transmitting values and culture. Confidence and proficiency in one's first language contribute to self-esteem, a sense of identity, and achievement throughout life….
>
> Because English is the language of most New Zealanders and the major language of national and international communication, all students will need to develop the ability and confidence to communicate competently in English, in both its spoken and written forms. Provision will be made for students whose first language is not English.
>
> *The New Zealand Curriculum Framework*, page 10

English in the New Zealand Curriculum implements this statement, making explicit what is entailed in "the ability and confidence to communicate competently in English". Drawing on contemporary research and successful teaching practice, it defines the English language skills which students will need to participate fully in New Zealand society and in the international community.

Seeking to develop high levels of literacy, the English curriculum therefore establishes language aims for the three "strands"—oral, written, and visual language. Within each strand it sets out a clear and structured progression, describing achievement objectives which span all levels of schooling. These give a basis for planning, and enable teachers, students, and parents to follow students' progress and be aware of the goals ahead. Continuity is also established between primary and secondary school programmes.

The English curriculum affirms that learning and teaching must be responsive to individual needs. It recognises that language learning involves the continual revision and consolidation of previous learning. As students' understanding of language becomes increasingly complex and sophisticated, their ability to use language for specific purposes also develops. This involves understanding and using the formal conventions of English.

The statement includes suggestions for learning, teaching, and assessment. These are intended to show how teachers can plan integrated programmes within a clear progression of achievement, how students can be helped to meet the various achievement objectives, and how assessment is used to monitor individual progress against the required outcomes.

The Principles

In planning and implementing their programmes, teachers must take account of the principles of *The New Zealand Curriculum Framework*.

> The principles give direction to the curriculum in New Zealand schools. They are based on the premises that the individual student is at the centre of all teaching and learning, and that the curriculum for all students will be of the highest quality. The principles affirm and reflect New Zealand's identity. They provide national direction while allowing for local discretion. All schools must ensure that the principles are embodied in their programmes.
>
> *The New Zealand Curriculum Framework*, pages 6-7

The Essential Skills

The New Zealand Curriculum Framework specifies eight groupings of essential skills: communication skills; numeracy skills; information skills; problem-solving skills; self-management and competitive skills; social and co-operative skills; physical skills; and work and study skills (pages 17 to 20).

Communication skills are integral to the English curriculum and are developed through all three strands—oral, written, and visual language. The statement sets objectives for developing the skills of discrimination and critical analysis as students interpret oral, written, and visual texts. Competence in using information and communication technologies, essential for full participation in society and the world of work, is also part of the curriculum.

Information skills and *problem-solving skills* are essential for learning, for language development, and for involvement in society, and are specifically reflected in the achievement objectives. For example, the ability to distinguish between main and supporting ideas is included in the objectives for oral and written language. Students also need to retrieve, interpret, use, produce, and present information in a variety of contexts as a basis for solving problems and making decisions. Opportunities to develop these skills, using a range of information-retrieval and information-processing technologies, are included in this statement.

The English curriculum also recognises the importance of *social and co-operative skills* for learning and language development. Many of the approaches to learning and teaching described in this statement include group and co-operative activities that are designed to help students develop their ability to use language and communicate with others. The statement also recognises the need for students to develop respect for individual differences, and to participate in a range of social and cultural settings.

The development of *self-management skills* and *work and study skills* is strongly encouraged in the English curriculum. The achievement objectives and the learning and teaching examples illustrate the importance of students being able to take increasing responsibility for their learning, and to work both independently and in groups. Learning and teaching programmes provide opportunities for self-monitoring and self-evaluation and enable students to set goals for themselves.

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Attitudes and Values

The New Zealand Curriculum Framework states that "attitudes and values, along with knowledge and skills, are an integral part of the New Zealand Curriculum" (page 21).

The curriculum for English provides opportunities for students to explore, challenge, think critically about, and clarify both their own attitudes and values, and those of others. In exploring an oral, written, or visual text, students may consider the values and viewpoint which it expresses and compare them with their own. This is an essential part of the process of thinking critically about literature, for instance.

GENERAL AIMS

This statement builds on the shared aims and philosophies of the primary school language and the secondary school English syllabuses. It affirms the following general aims for the teaching of English at all levels of the school curriculum. These aims are reflected in and achieved through each of the three strands of the English curriculum—oral language, written language, and visual language.

> *Students should be able to:*
> *   engage with and enjoy language in all its varieties;
> *   understand, respond to, and use oral, written, and visual language effectively in a range of contexts.

To achieve these aims, students will:
*   develop control over the processes associated with using and responding to English language purposefully and effectively through reading, writing, speaking, listening, viewing, and presenting;
*   develop an understanding of the grammar and conventions of English;
*   develop an understanding of how language varies according to the user, audience, and purposes;
*   respond personally to and think critically about a range of texts, including literary texts;
*   use language skills to identify information needs, and find, use, and communicate information;
*   understand and appreciate the heritages of New Zealand through experiencing a broad range of texts written in English.

All English programmes should reflect the following characteristics of language, learning, and teaching, which apply to all levels of the curriculum.

Language expresses identity.
Language is integral to the development of identity. There is a close link between the ability to control the different functions of language and learners' own personal, social, intellectual, and imaginative development. The ways in which learners view the world are moulded by their language development.

English language programmes should enable students to communicate their own ideas and responses and develop confidence in themselves.

Language is fundamental to thinking and learning.
As the primary means by which we gather and communicate meaning and information, language is essential for reflecting and reasoning, and for clarifying and expressing thought in all areas of the curriculum. Although English teachers have a particular responsibility to ensure that students can use English for effective learning, teachers in all curriculum areas should develop approaches to learning and teaching that recognise the important role of English for learning.

Language is essential for living in society.
English programmes should be responsive not only to individual needs but also to the community and society.

Language learning is lifelong and students should develop the skills they will need to participate confidently in the wider community. They should develop increasing understanding of the different functions, contexts, and varieties of English, and the skills for using English for different purposes, audiences, and situations. Competence in information and communication technologies is becoming increasingly important.

Language programmes should be learner-centred.
Learning programmes should affirm the value of the learner's own language and experience. Schools present many learners with a new and unfamiliar language and culture. English programmes should match each learner's needs, learning styles, and current level of knowledge, and make connections between the learner's own world and that of school. These considerations are particularly important for learners who speak a first language other than English. Those whose first language is English may also need extra support to develop and expand their language repertoire so that they can interact effectively and confidently with others.

Language development is fostered by an environment which encourages creativity and experimentation.
Students should be encouraged to experiment and take risks with language to explore ideas. Trial and error and approximations in written and spoken English are part of the learning process and give opportunities for well-focused teaching to develop students' knowledge and skills.

Language development is fostered by an environment which provides challenges and high expectations for students.

Students should be challenged to increase their understanding of and control over English for a range of situations and purposes. Teachers should communicate high expectations to all students to support them in achieving to the best of their ability.

Language learning is dynamic and progressive.

Although language learning and the development of literacy have recognisable developmental characteristics, there is no single learning model that applies to all learners. Language development is spiral, and involves building on previous learning, and using and responding to specific functions of language at increasingly complex and sophisticated levels. The curriculum statement for English recognises that language itself varies and changes according to time, place, and purpose.

Language learning requires interaction and active participation.

Successful language learning and development require students to be active participants in learning. This includes interaction between teacher and learner and between learner and learner. Teachers should use and monitor the effectiveness of such collaborative approaches.

Language is best developed when students understand and control the learning processes.

Students should increasingly take responsibility for their own learning, work independently, and transfer their skills and knowledge to new learning. The clear structure of the English curriculum will facilitate their understanding of their own progress.

Students should learn how to use the appropriate skills or procedures for any English language task. By knowing the steps in the writing process, for instance, they will develop as independent writers, able to transfer their knowledge to different kinds of writing.

Language is best developed through an integrated approach to learning.

Programmes should incorporate integrated, holistic approaches to learning and teaching, and use a combination of approaches. Sharing books, expressing students' own experiences orally and in writing, guided reading of texts, and writing in different genres are examples which involve the integration of reading, speaking, and listening.

Language and knowledge about language develop principally through use.

Students learn best when they are engaged in purposeful tasks and have a variety of satisfying experiences. The focus of programmes should be language in use within authentic contexts which are relevant to the learner and which include the learner's own experiences. Students' knowledge about how language is patterned and organised should be an integral part of the whole English curriculum.

English programmes should reflect the New Zealand context.

Language development and study in New Zealand must be in the context of our own linguistic situation. Attention should be given to the distinctive New Zealand varieties of English and to New Zealand's own literature, while English programmes will continue to draw widely on the rich international and historical resources and achievements of the English language and of literatures in English.

Thinking critically is important for learning and language development.
All learners should develop the ability to discriminate and respond critically to a wide range of written, oral, and visual texts, including imaginative literature. Literary texts with established critical reputations and from different periods and places have a central place at all levels. Students should develop the skills, knowledge, and strategies to analyse and evaluate language, including their own. They should reflect on the different social assumptions, judgments, and beliefs which are embodied in texts, and which different people bring to language and learning.

Assessment involves evaluation of students in the process of learning.
Assessment of students' progress is essentially diagnostic and should be integrated with learning and teaching. Through sensitive and informed monitoring of students in the process of learning within the English curriculum, teachers are better able to support and assist their development.

The New Zealand Curriculum provides all students with equal educational opportunities.

The school curriculum will recognise, respect, and respond to the educational needs, experiences, interests, and values of all students: both female and male students; students of all ethnic groups; students with different abilities and disabilities; and students of different social and religious backgrounds. Inequalities will be recognised and addressed. All programmes will be gender-inclusive, non-racist, and non-discriminatory, to help ensure that learning opportunities are not restricted.

The New Zealand Curriculum Framework, page 7

In selecting authors and texts, schools will have regard to gender balance and to the inclusion of a range of cultural perspectives.

The curriculum will promote the use of language that does not discriminate against particular groups of people. Provision will be made for students who have special learning needs in the area of communication.

The New Zealand Curriculum Framework, page 10

Language development is based on the language that learners already have and is inextricably linked with their gender, social and cultural backgrounds, and individual needs.

All students should have equal access to the English curriculum. An inclusive curriculum, which is responsive to the wide diversity of perspectives and linguistic backgrounds in New Zealand, can enrich English education for all students. Learners not experiencing success in terms of participation and achievement should be identified so that equitable access to all learning activities is assured.

The Gender-inclusive Curriculum

The gender-inclusive curriculum "acknowledges and includes the educational needs and experiences of girls equally with those of boys, both in its content, and in the language, methods, approaches, and practices of teaching".

The New Zealand Curriculum Framework, page 1

Although girls are more successful than boys in English at school, their attainments in English are not always transferred into the full range of vocational training and employment options. Boys, on the other hand, may be restricted because of lack of achievement in English. A gender-inclusive curriculum has a critical role to play in producing and maintaining equitable outcomes for all students.

Both boys and girls are disadvantaged by the ways in which oral, written, and visual language can create, reflect, and reinforce gender stereotyping. Through analysing the language of a range of texts, students can find out what they reveal about attitudes towards sex roles and gender, and how these attitudes are constructed.

The programme should provide a supportive learning environment, in which girls and boys receive equitable access to resources, including teachers' time and attention, technology, learning assistance, and a range of roles in group activities.

The experiences and values of both girls and boys should be included. Texts should include and reflect the achievements, interests, and perspectives of girls, women, boys, and men.

English for Maori Students

The New Zealand Curriculum recognises the significance of the Treaty of Waitangi.

The school curriculum will recognise and value the unique position of Maori in New Zealand society.... The school curriculum will acknowledge the importance to all New Zealanders of both Maori and Pakeha traditions, histories, and values.

The New Zealand Curriculum Framework, page 7

Programmes must be planned so that Maori students are able to achieve confidence and excellence in English. The achievement in English of Maori students will be enhanced when teachers are knowledgeable about Maori culture and when Maori knowledge is affirmed and respected in the classroom.

The growth of Maori-medium classes (bilingual programmes, total immersion programmes, and kura kaupapa Maori) has considerable implications for the English curriculum. Teachers need to be aware that some Maori students—particularly those in bilingual classes—may have to meet two sets of cultural expectations. This has implications for bilingual teachers, who need to maintain the balance between the English curriculum and te marautanga Maori (the Maori curriculum).

Teachers in mainstream classes need to plan their programmes so that they are relevant to Maori students. The teaching, learning, and assessment examples in this document provide a variety of suggestions for texts and activities which reflect students' needs and interests.

All students should be encouraged to appreciate New Zealand's bicultural heritage. In their approaches to learning and teaching, in the issues that are addressed, and in their selection of spoken, written, and visual texts, teachers should include Maori perspectives. New Zealand texts, including those by Maori authors and about Maori, should form a significant part of the wide range of texts that students will explore.

Each kura kaupapa Maori has its own approach to the way English is to be taught, through Te Aho Matua which affirms English as a heritage language of New Zealand. Central to the growth and development of kura kaupapa Maori is the need for Maori students first of all to develop a secure base in their own language and culture. Students in kura kaupapa Maori are expected to be fluent in spoken and written Maori before the study of English begins.

Mo nga tamariki, kia rua nga reo. Ko te reo o nga matua tupuna tuatahi, ko te reo o tauiwi tuarua. Kia orite te pakari o ia reo, kia tu tangata ai nga tamariki i roto i te ao Maori, i roto i te ao o Tauiwi.

For the children, let there be two languages. First the language of the ancestors, second the language of the settlers. Let the growth of each language be equal, so that the children stand strong in the Maori world and in the world of the settlers.

Students from Language Backgrounds Other Than English

The New Zealand Curriculum reflects the multicultural nature of New Zealand society.

The school curriculum will encourage students to understand and respect the different cultures which make up New Zealand society. It will ensure that the experiences, cultural traditions, histories, and languages of all New Zealanders are recognised and

valued. It will acknowledge the place of Pacific Islands communities in New Zealand society, and New Zealand's relationships with the peoples of Asia and the South Pacific.

The New Zealand Curriculum Framework, page 7

Students from language backgrounds other than English add valuable language resources and experiences to the classroom. Competent use of one language is an excellent foundation for developing a second or third. The prior knowledge, first language, and culture of each student should be respected and incorporated in English programmes. Where students have some facility in a first language, they should initially be encouraged to explore tasks in that language, moving between their first language and English.

Although students from language backgrounds other than English should work towards the same objectives for English as native speakers, they will approach the objectives differently and may at times be working at different levels from most of the class. The classroom environment and organisation should affirm cultural values, such as individual or group learning, in order to support these students. Time and a range of learning opportunities should be provided, including opportunities to use language for both formal and informal purposes.

For such students, it is particularly important to make connections with other areas of learning. The ways in which different kinds of English are used for many different purposes should be made explicit by teachers. Teachers in all curriculum areas should develop approaches to teaching and learning that recognise the vital role of language competence in extending learning.

Some new learners may need transition time within an intensive English language class as a first step. The transition is best managed, however, by planned immersion experiences in mainstream English classrooms.

Learners with Other Special Needs

There are a significant number of learners for whom the acquisition of skills in formal English is difficult.

The English language programme must offer students with communication difficulties and disabilities every opportunity to develop their communication skills. Such students should have access to the balanced English curriculum. They may also require opportunities for intensive teaching in order to learn skills specific to their needs through, for instance, visual communication in deaf culture; technology, such as Braille; and special intervention, for example, in the Reading Recovery programme, and in the provision of readers, writers, or interpreters.

Many of the teaching and learning examples in this curriculum statement provide access for a wide range of learners, emphasising both group support and individual activity.

Gifted and Talented Students

The aims and objectives described in this curriculum statement provide goals and challenges for all, including gifted and talented students. Teachers should adapt learning contexts to stimulate and extend these students.

Many of the learning and teaching examples suggest contexts for acceleration and enrichment—for instance, the processes and knowledge needed for complex language activity or research, and the emphasis on individual challenge, experiment, and excellence. The curriculum's openness with regard to the choice of literary texts also offers opportunity for challenge and extension to students with special language abilities.

This curriculum statement, following theoretical precedents, uses "text" to describe any language event, such as a conversation, a poem, or a poster. The term is an economical way of suggesting the similar language skills involved in "reading" a film, interpreting a speech, or responding to an advertisement.

The English curriculum encourages the use of a full range of texts representing a wide variety of language functions. These functions are reflected in the achievement objectives specified between pages 25 and 41.

Learning to enjoy, respond to, and understand a wide range of written, spoken, and visual texts will enlarge students' repertoire of language, and help them with their learning across the school curriculum.

Students should respond to text in a variety of ways. Initial responses may be intuitive and personal. Students will extend their ability to discriminate and to understand text through close reading and through exploring and analysing the effects of words, conventions, structures, techniques, and images. At senior levels, students should be able to evaluate the effects and qualities of different texts.

Students should learn to think critically about language and meaning as they listen, read, view, and respond to texts, and develop the skills of literary criticism.

Students should understand that each text reflects a particular viewpoint and set of values which are shaped by its social or historical context. They should be aware that texts can affect their own understanding. Thinking critically involves students in linking or comparing the text's view of the world with their own.

Literary Texts

Among the wide range of texts included in English programmes, literary texts have an important role at all levels. Responding to literature has always been central to students' encounter with language. Students should read a range of literature, including popular literature, traditional stories, children's literature, and literary texts with established critical reputations. The English curriculum affirms the importance of literature for literacy development, for imaginative development, and for developing personal, social, cultural, historical, and national awareness and identity.

Programmes at all levels should encourage enjoyment, breadth, and variety of reading in different literary genres, such as drama, fiction, and poetry. Programmes should also include close and careful reading of literary texts and the development of the skills of literary criticism. These skills are developed from the earliest years of schooling.

Teachers must ensure that there is a balance between the reading and study of local literature and the wider heritage of English literature and world literature in English. New Zealand writing should be given a significant place in English programmes. New Zealand's cultural identity and its literature are in some important respects distinctive. The heritage and contemporary voices of Maori are major sources of this distinctiveness. Pacific voices also contribute to New Zealand's linguistic and cultural identity.

Students' future reading needs will be vocational, recreational, personal, and informational. While a focus on literary criticism will be appropriate for many in the senior secondary school, all students should extend their experience of reading into many forms and genres. New Zealand's international standing as a nation of readers is affirmed and supported by this curriculum statement.

EXPLORING AND LEARNING ABOUT LANGUAGE

Exploring and learning about the language of a variety of texts increases students' awareness of how language varies over time and according to context. This knowledge will help them respond confidently to, and develop control over, the wide range of texts and language uses required for learning and living in society.

Knowledge about language is an area of intrinsic interest, worthy of attention in its own right. It is important for students' language development. Such knowledge, expressed in relevant terminology, enables students to talk about texts in an informed way. All students must learn the conventions of formal English. Learning how to make their knowledge of language explicit provides a basis from which they can make informed and conscious choices of language.

Students should explore and develop an understanding of:

*   the structure of texts, sometimes called discourse structure;
*   grammar, or the way words and phrases are formed and combined (see also: morphology and syntax, Selected Glossary);
*   the conventions of written forms, including spelling and punctuation;
*   semantics, or word meanings, and the relationships among these meanings;
*   phonology, including sounds, stress, and intonation.

Although these elements are listed separately, students should be aware that they are interrelated, and that they interact in communicating meaning.

To develop their knowledge about the organisation and functions of language, and to enable text to be discussed with others, students will need to understand and use linguistic terminology. In the earlier years of schooling this should be explained as the need arises. As students progress, they develop concepts and knowledge which are increasingly abstract and detailed, and therefore require a more extended terminology to describe language and how it functions in communicating meaning.

Students learn best about language as they use it in authentic contexts. The systematic exploration of language is an integral part of working with all oral, written, and visual texts.

Students can also learn about language by investigating specific language topics, such as language in use in particular situations or aspects of the history and development of English. The language of a chosen sport (in different contexts, such as a biography, television commentary, or rule book), the use of sexist language, or the historical development of New Zealand English would be appropriate examples.

In the senior secondary school, students can also explore language by comparing English with another language, such as Maori, or any other language spoken or taught in the school or community.

Students should explore both local and international uses of oral, written, and visual English. New Zealand's unique linguistic situation includes its own distinctive varieties of English, and the indigenous language, Maori, which has an important influence on the development of English in New Zealand.

Teachers should build on students' own knowledge to help them make explicit their understandings about language. As students develop their knowledge of language, they are better able to analyse and evaluate their own and others' use of language in terms of its appropriateness for the user, purpose, and audience.

Teaching and learning examples for exploring language are included in this statement.

UNDERSTANDING AND USING TECHNOLOGY

The New Zealand Curriculum Framework recognises the need for students to become competent in using information and communication technology, including augmented communication for people with disabilities (*The New Zealand Curriculum Framework,* page 18). Rapid technological changes have created an urgent need for people to be highly skilled and adaptable.

English programmes have an important role in helping students to develop technological skills and confidence. It is important to note, however, that while there is a need for students to be able to use technology effectively, the focus should be on using a range of technologies in the processes of learning, for example, to create and explore texts.

The use of appropriate technology enhances learning and facilitates new kinds of teaching. It can encourage independence in learning, as well as co-operation and interaction with others. Being able to use a word processor, fax machine, video camera, tape recorder, CD-ROM, and other computer technologies can assist the development of oral, written, and visual communication skills. The use of databases and library materials is essential for the development of information skills.

English programmes also provide students with the opportunity to explore issues relating to the use of technology in society, and to become aware of the range of available technologies.

Access is an important issue. Teachers should develop approaches and programmes which ensure that all learners have equitable access to various technologies.

Students need to develop:

* knowledge and understanding of tools, such as word processors, video equipment, electronic spell-checks and dictionaries, and electronic display and presentation devices;
* the ability to use technology effectively, for example, using a tape recorder to enhance speaking and presentation, video technology for exploring visual as well as verbal language, and tools for listening, writing, viewing, and presenting in the classroom;
* awareness and evaluation of the role of technology in a range of contexts—social, historical, cultural, and everyday—which may include the study of relevant texts.

The Strands

The curriculum statement for English consists of three strands—oral language (listening and speaking); written language (reading and writing); and visual language (viewing and presenting).

> The strands build on the knowledge and understanding outlined in *The New Zealand Curriculum Framework* for the essential learning area Language and Languages.
>
> The ability to use spoken and written language effectively, to read and to listen, and to discern critically messages from television, film, the computer, and other visual media is fundamental both to learning and to effective participation in society and the work force.…
>
> …Throughout their schooling, students will be provided with frequent opportunities to observe, learn, and practise oral, written, and visual forms of language, to learn about the structures and use of language, and to access and use information.
>
> *The New Zealand Curriculum Framework*, page 10

Although the strands of oral, written, and visual language are set out separately in this curriculum statement, in practice they will be interwoven. English programmes should ensure that students' experience of language is coherent and enriched through all three strands.

A more detailed description of each strand precedes the charts of achievement objectives on pages 26 to 41.

Achievement Objectives

Each strand includes descriptions of achievement objectives which span eight levels of achievement. These objectives are of two types: language functions, and processes.

The language functions specify what students are expected to be able to do as they use and respond to English language. For example, the objectives for written language specify the ability to use language for expressive, poetic, and transactional purposes. Achievement objectives for the functions are expressed for each of the eight levels.

The processes underpin the language functions and are crucial for students' language development. For each strand, three processes are specified—exploring language, thinking critically, and processing information. For example, through exploring spoken language, students will learn to adapt spoken language to their audience. The achievement objectives for the processes span eight levels in four sets of two-level bands.

These functions and processes are set out on pages 28 to 41.

The achievement objectives provide the basis for planning programmes and for assessing a student's language development at any one time. Learning is enhanced when students have clear concepts of their learning goals.

The achievement objectives are based on the recognition that language is a developmental process and that students within a single class will be operating at different levels of learning. The objectives are intended to be seen as cumulative, and express learning as progressively more complex language behaviours and skills. They enable teachers to

determine whether the language aims are being achieved, to establish what an individual student can do, and to decide what the next step should be.

The following diagram indicates approximate parallels between levels of achievement and class and age bands. It is not expected that all students of the same age will be achieving at the same level at the same time. The level statements assist teachers to identify a student's progressive development, and therefore to provide the most appropriate programmes.

Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	Y9	Y10	Y11	Y12	Y13

J1	J2	J3	S2	S3	S4	F1	F2	F3	F4	F5	F6	F7
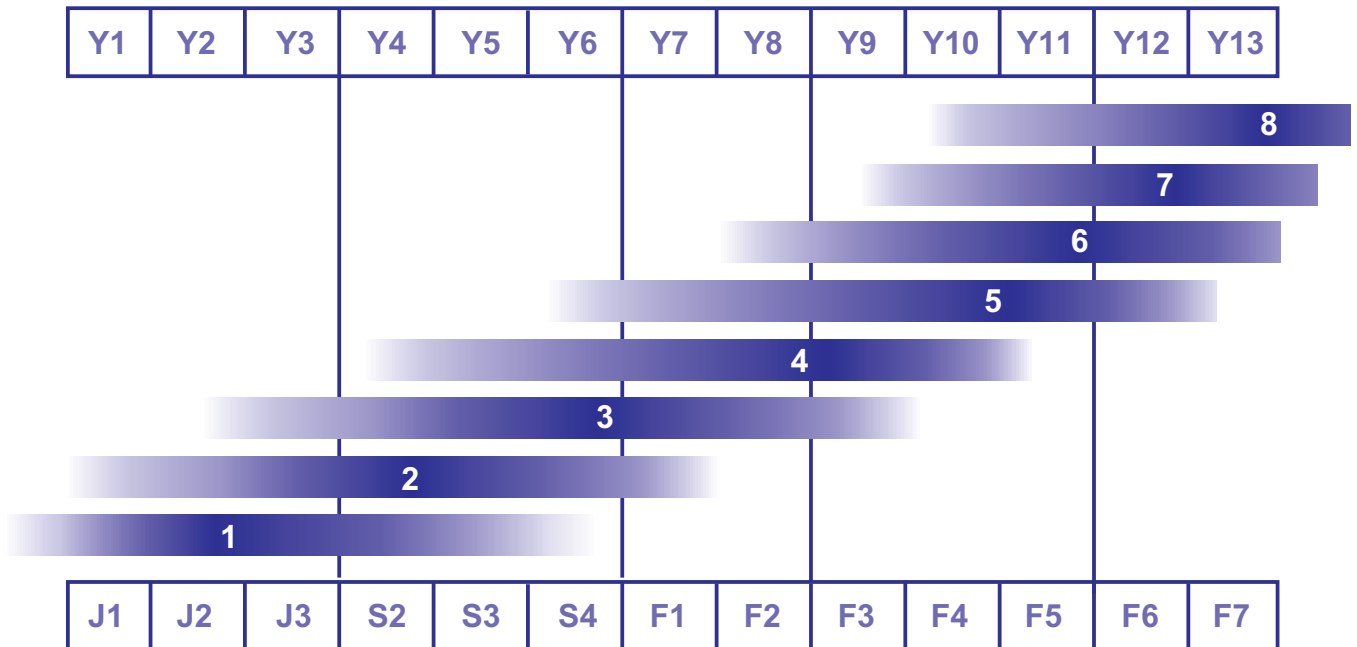
Students will show progress through:
- their increased vocabulary, their use of increasingly elaborate and cohesive sentence structures, and their control over a variety of types of text;
- the range and variety of the contexts in which they use language;
- their continuing growth in independence and ability in using language for different purposes;
- their ability to select precise vocabulary and idiom for the purpose and situation;
- the movement from familiar, personal contexts to exploring new ideas and impersonal or abstract concepts;
- the range and complexity of their ideas and responses;
- their ability to apply language skills to new learning;
- their developing ability to interpret layers of meaning in complex texts.

Teaching and Learning Examples

Teaching and learning examples are provided as possible starting points and directions for teachers in their planning. Each example provides a specific focus for achieving one or more objectives within a broader context. In practice, the three language strands are often combined, and many of the examples indicate opportunities for teachers to plan an integrated approach to learning and teaching. At the same time, the objectives define, encourage, and recognise specific kinds of learning which, together, contribute to literacy development.

Assessment

> The primary purpose of school-based assessment is to improve students' learning and the quality of learning programmes.…
>
> Assessment of individual students' progress is essentially diagnostic. Such assessment is integral to the learning and teaching programme. Its purpose is to improve teaching and learning by diagnosing learning strengths and weaknesses, measuring students' progress against the defined achievement objectives, and reviewing the effectiveness of teaching programmes.
>
> *The New Zealand Curriculum Framework,* page 24

Teachers should use a range of formal and informal approaches to assessment to take account of students' varying learning needs and styles. These include:
* ongoing, continuous assessment which provides immediate feedback, enhancing the learning as it proceeds;
* self-assessment, which enables students to monitor their own progress against specific objectives and evidence from their own work;
* peer assessment, which helps to improve learning and to develop social and co-operative skills;
* teacher assessment, in which progress and strengths are recognised, difficulties diagnosed, and strategies to overcome them planned.

Effective assessment also assists teachers to monitor their teaching and modify programmes accordingly.

The suggested learning and teaching examples in the English curriculum statement are organised in two-level bands. Students within any one group will be achieving at different levels. Their levels of achievement will also vary across different strands. The examples, therefore, illustrate ways of assessing students' achievement against more than one level, and across the strands, with a single assessment task.

Each example demonstrates ways in which aspects of English language development might be assessed, and how this assessment can be integrated with learning and teaching. The assessment approaches cover a range of procedures which teachers have found to be effective, and are included as examples to build on. These procedures, however, should not be seen in isolation from the much broader teaching and learning context provided for each example.

When evaluating students' progress, teachers should reflect on the range of observations, records, and work that has been assembled, and determine which level for a particular strand is the "best fit" for each student in terms of consistent performance. Through this process, teachers will build a profile of each student's language development.

Within the New Zealand Qualifications Framework, standards for English will be developed that are based on the achievement objectives contained in this curriculum. Any external examination prescriptions will also be informed by this statement and its achievement objectives.

Using the Strands

Although the strands for English are presented here in isolation, they will in practice be integrated in a language-rich environment. For example, the knowledge and imaginative insight gained through reading written texts can be further explored and clarified through discussion, and then presented in oral or dramatic form. In planning their programmes teachers will take account of this interdependence.

Teachers' decisions on the relative balance of the strands will be influenced by a range of factors. Reading and writing will be of central importance in all English programmes at all levels. The needs of the learner will invariably be a starting point for planning and will also suggest the relative emphasis to be placed on the strands.

When planning their programmes over the course of the year, teachers should incorporate all three strands, recognising that:
• oral language supports and strengthens all language learning;
• reading and writing are of central significance in language growth;
• visual language is important in everyday communication;
• written, oral, and visual strands each support and extend the others.

In planning their programmes teachers will also need to consider a range of other factors. These include:
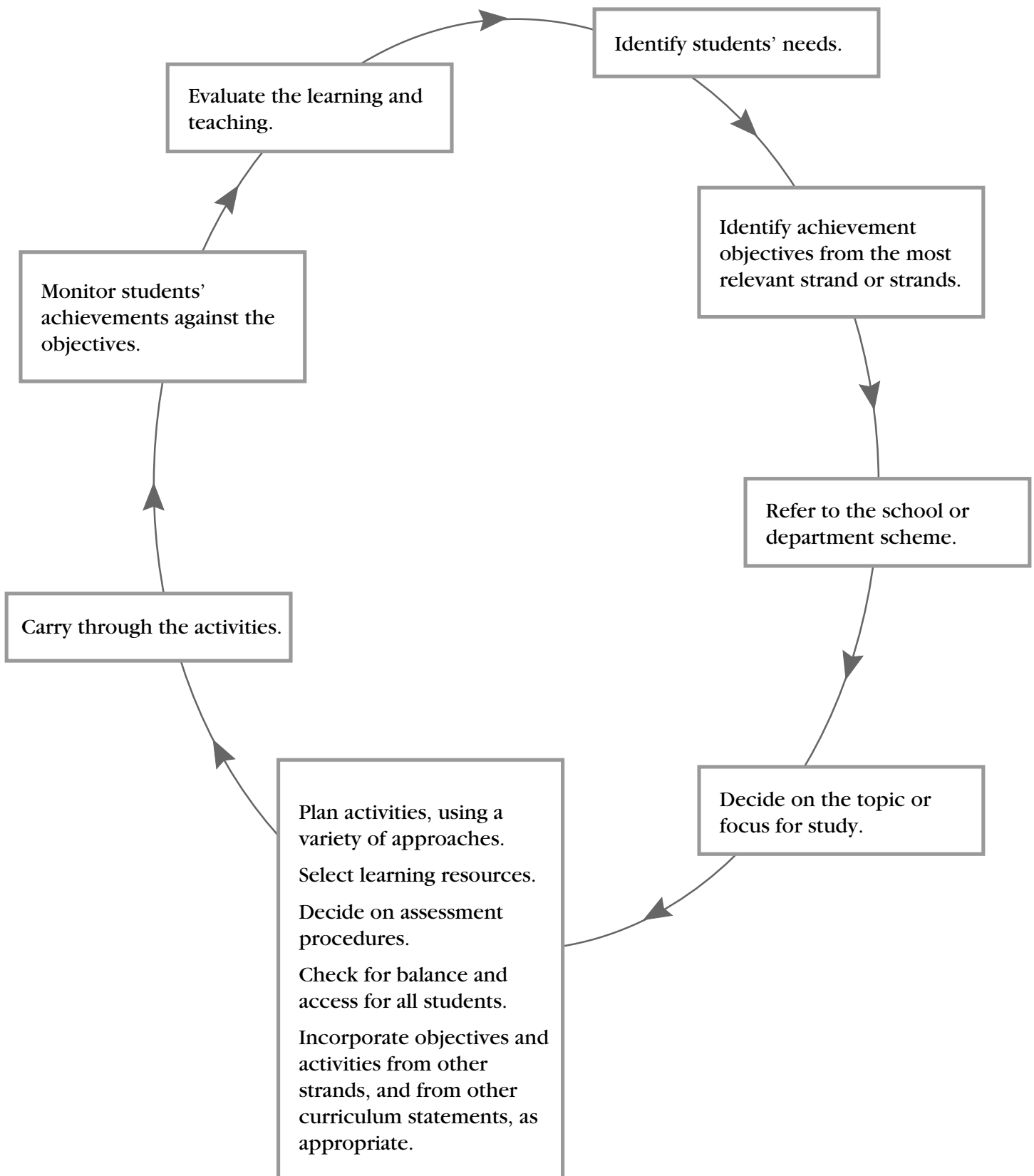• the topic or focus for learning, which may be derived from students' needs, concerns, or experiences;
• the achievement objectives for the strand or strands which are most relevant to the focus and purpose for learning;
• the policies and guidance provided by the school or department scheme;
• the activities and resources which will enable students to work effectively towards the achievement objectives;
• the teaching strategies (including individual and group work, learning through drama, research-based learning, and integrated studies) which will enable students to achieve the objectives that are appropriate for their stage of development;
• the assessment procedures to be used to monitor students' progress, based on the achievement objectives which are relevant to the students' needs.

The teaching, learning, and assessment examples in this document provide some starting points for this type of planning. Some examples from each strand which relate clearly to other strands have been identified to assist teachers in the planning process.

The Library

The most valuable resource for the English curriculum is the library, which is a centre for personal reading, independent learning, critical thought, and the development of information-processing skills. Well planned use of the school and other libraries is essential for the fulfilment of the objectives of the English curriculum.

An Approach to Planning

Identify students' needs.

Identify achievement objectives from the most relevant strand or strands.

Refer to the school or department scheme.

Decide on the topic or focus for study.

Plan activities, using a variety of approaches.

Select learning resources.

Decide on assessment procedures.

Check for balance and access for all students.

Incorporate objectives and activities from other strands, and from other curriculum statements, as appropriate.

Carry through the activities.

Monitor students' achievements against the objectives.

Evaluate the learning and teaching.

CHARTS OF
ACHIEVEMENT OBJECTIVES

Students should be able to:
- engage with and enjoy oral language in all its varieties;
- understand, respond to, and use oral language effectively in a range of contexts.

Listening and speaking are essential for language development, for learning, for relating to others, and for living successfully in society. Students should learn to express their own ideas, feelings, and thoughts clearly, and respond to others appropriately, in a range of formal and informal situations.

Students need structured, planned experiences in order to develop the listening and speaking skills that they will use in adult life. They should understand the processes by which they acquire these skills, think critically about what they hear, and use oral language to gather, process, and present information. They should recognise the ways in which oral language varies according to context, understand the structures and conventions of different oral language texts, and develop the knowledge and strategies for analysing spoken language, using real examples.

The oral language strand is divided into the sub-strands of listening and speaking. Within each of these sub-strands, achievement objectives are set out for two functions of oral language: interpersonal listening and speaking, and listening to and using texts. These functions of oral language are not mutually exclusive, and are often part of a continuum as students use and respond to oral language in different formal and informal contexts.

The achievement objectives imply the use of technology, such as radio and tape recording, as well as direct communication in formal and informal situations.

As they develop their oral language through these language functions, students will be using the processes of exploring language, thinking critically, and processing information. Achievement objectives are set out to assist teachers to monitor students' development of the oral language processes.

Listening Functions

	Interpersonal Listening	Listening to Texts
	Students should:	*Students should:*
LEVEL 1	• listen and respond to others	• listen and respond to texts and relate them to personal experience
LEVEL 2	• listen to and interact with others in a group or class discussion	• listen and respond to texts, recall the main ideas, and relate them to personal experience
LEVEL 3	• listen to and interact with others to clarify understanding in a group or class discussion	• listen to texts and recall and respond to the main ideas in an organised way, relating them to personal and wider experience
LEVEL 4	• listen to and interact with others to clarify understanding of narrative, information, ideas, and opinions, and to contribute to discussion, in one-to-one, small group, and class discussion	• listen to texts, identify the purposes, and recall and respond to the main ideas in a well structured, imaginative way
LEVEL 5	• listen to and interact appropriately with others to clarify understanding of narrative, information, ideas, and opinions, and to support discussion in different situations	• listen and respond to a range of texts, distinguishing between main and supporting ideas, and understanding some abstract concepts
LEVEL 6	• listen to and interact appropriately with others to communicate and explore understanding of narrative, information, ideas, and opinions, and sustain and encourage discussion in a range of situations	• listen and respond to a wide range of texts, distinguishing between main and supporting ideas, understanding some abstract concepts, and recognising implicit and explicit messages
LEVEL 7	• listen as active participants, interpreting and responding to narrative, information, ideas, and opinions, and sustaining, encouraging, and facilitating discussion in a wide range of situations and for different purposes	• listen and respond to a wide range of texts, understanding abstract concepts, and investigating, interpreting, and comparing the texts in terms of their purpose, messages, structure, and effects
LEVEL 8	• listen as active participants, interpreting and responding to narrative, information, ideas, and opinions, and initiating, sustaining, encouraging, and promoting discussion in a wide range of situations and for different purposes	• listen and respond to a wide range of contrasting texts, understanding abstract concepts, and analysing, interpreting, comparing, and evaluating the texts in terms of their purpose, messages, tone, structure, and effects

Speaking Functions

	Interpersonal Speaking *Students should:*	**Using Texts** *Students should:*
LEVEL 1	• converse, and talk about personal experiences	• tell a story, recite, or read aloud
LEVEL 2	• converse, ask questions, and talk about events and personal experiences in a group	• tell stories, recite, or read aloud, informally and for an audience
LEVEL 3	• talk clearly in small and large groups about experiences, events, and ideas, organising material effectively and attending to others' responses	• using texts from different genres, tell stories, recite, read aloud, present, or perform, sequencing material, and conveying meaning clearly and accurately
LEVEL 4	• talk coherently in small and large groups about experiences, events, information, ideas, and opinions, organising material effectively, and questioning and supporting others	• using texts from several genres, narrate, recite, read aloud, present, or perform, arranging material, and making meaning clear by using appropriate speech and delivery
LEVEL 5	• speak confidently and clearly in small and large groups to recount experiences and events, and communicate information, ideas, and opinions, respecting and responding to others	• using a range of texts, narrate, recite, read aloud, present, or perform, individually or in groups, arranging material coherently and using appropriate speech and delivery to clarify and explore meaning
LEVEL 6	• speak confidently and effectively in a variety of situations to recount experiences and events, and communicate information, ideas, and opinions, consulting with and responding to others	• using a wide range of texts, narrate, recite, read aloud, present, or perform, individually or in groups, arranging material effectively and using different techniques of speech and delivery to interpret possible meanings
LEVEL 7	• speak confidently, clearly, and persuasively in a variety of situations to recount experiences and events, communicate and explore information, ideas, and opinions, and facilitate discussion	• using a wide range of texts, narrate, recite, read aloud, present, or perform, individually and in groups, organising material effectively and choosing different techniques of speech and delivery to interpret and explore possible meanings and purposes
LEVEL 8	• speak coherently, effectively, and persuasively in a variety of situations to debate ideas and opinions, recount experiences and events, communicate information and contrasting points of view, and promote focused discussion	• using a wide range of texts, narrate, recite, read aloud, present, or perform, individually and in groups, adapting and integrating techniques of speech and delivery, to express well reasoned points of view, and interpret and communicate meanings for different purposes and audiences

Listening and Speaking Processes

	Exploring Language *In achieving the objectives of understanding and using oral language, students should:*	**Thinking Critically** *In achieving the objectives of understanding and using oral language, students should:*	**Processing Information** *In achieving the objectives of understanding and using oral language, students should:*
LEVELS 1 AND 2	• identify, describe, and use some commonly used verbal and non-verbal features in a range of texts, and begin to adapt spoken language to an audience	• identify, clarify, and question meanings in spoken texts, drawing on personal background, knowledge, and experience	• ask questions, and listen to, interpret, and present information, using appropriate technology
LEVELS 3 AND 4	• identify and discuss language features and their effects in a range of texts, and use these features in speaking and recording, adapting them to the topic, purpose, and audience	• discuss and interpret spoken texts, considering relevant personal experiences and other points of view	• select, assemble, and interpret information, using appropriate technology
LEVELS 5 AND 6	• identify language features and their effects in a range of texts, and describe and analyse their relationship to meaning, purpose, and audience, adapting these features for different situations	• discuss, interpret, and analyse spoken texts, identifying some attitudes and beliefs and relating them to personal experience and knowledge of other texts	• assemble information from a range of sources, and select and present it clearly and coherently, using appropriate technology
LEVELS 7 AND 8	• identify language features in a range of texts and describe, analyse, and evaluate their appropriateness and effects in terms of meaning, purpose, and audience, adapting these features for different situations	• discuss, interpret, and evaluate spoken texts in terms of their structure and their social, cultural, political, and historical contexts	• interpret and evaluate information from a range of sources, and select and present accurate information coherently, using appropriate technology
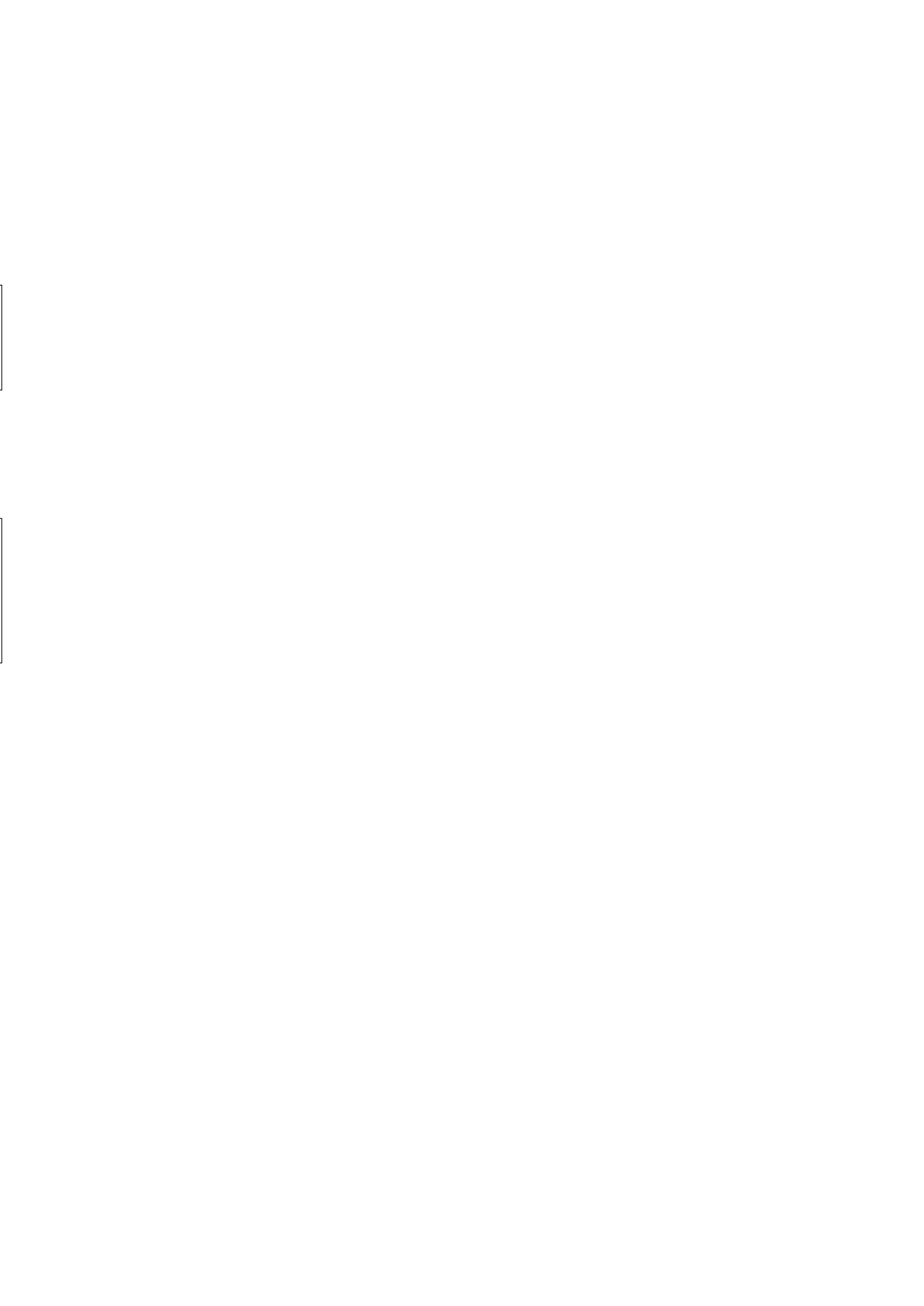
Students should be able to:
- engage with and enjoy written language in all its varieties;
- understand, respond to, and use written language effectively in a range of contexts.

Reading and writing make it possible to understand, clarify, and communicate ideas, feelings, and thoughts, as well as to gather, process, and present information. The processes of becoming a reader and a writer are inextricably linked. Students should be encouraged to read widely, analyse and evaluate written texts, and develop their ability to make meaning out of increasingly challenging text. They should think critically about what they read, and understand that written language varies according to context.

In planning programmes, teachers should include a wide range of written language, including literary texts. Students should read a variety of texts with confidence, competence, and enjoyment. They should develop strategies for responding to and analysing text, and an understanding of the structures of written language.

Students should develop an explicit knowledge of the processes of reading and writing.

In reading, students should be aware of the processes by which meaning is gained, and of strategies such as sampling, scanning, and reading closely. They should learn how to respond to texts in a range of contexts, and analyse their structures.

In writing, they should develop an explicit knowledge of the steps of the writing process, such as forming intentions, composing, drafting, correcting, and publishing. They should learn to understand and use accurately the conventions of written language, especially in formal contexts, and to write confidently, clearly, and appropriately, in a range of styles and for a variety of purposes.

For the sub-strand of reading, achievement objectives are set out for the two functions of personal reading and close reading. The functions of writing are categorised as expressive writing, poetic writing, and transactional writing (See Selected Glossary, pages 137 to 141).

Expressive writing is personal, spontaneous, and often unstructured, reflecting the ebb and flow of thoughts and feelings, and is frequently the source for other writing. Poetic writing is shaped to convey sensory and artistic qualities, and includes fiction in its many forms. The term "poetic" highlights the crafted quality of such writing. Transactional writing conveys factual information, persuades, or argues a point of view objectively. It, too, is characterised by crafting and shaping, as in report writing or scientific language. These functions of writing are not mutually exclusive, and are often part of a continuum as a writer explores ideas for different purposes.

Through both sub-strands and all functions, students will be developing skills and knowledge in the processes of exploring language, thinking critically, and processing information. Achievement objectives are set out to assist teachers to monitor students' development of the written language processes.

Reading Functions

	Personal Reading	Close Reading
	Students should:	*Students should:*
LEVEL 1	• select and read for enjoyment and information a range of written texts, beginning to use semantic, syntactic, visual, and grapho-phonic cues to gain meaning	• respond to language and meanings in texts
LEVEL 2	• select and read for enjoyment and information a range of written texts, making confident use of semantic, syntactic, visual, and grapho-phonic cues and the conventions of print, and predicting and self-correcting while clarifying ideas	• respond to language, meanings, and ideas in different texts, relating them to personal experiences
LEVEL 3	• select and read independently, for enjoyment and information, different contemporary and historical texts, integrating reading processes with ease	• discuss language, meanings, and ideas in a range of texts, relating their understanding to personal experiences and other texts
LEVEL 4	• select and read independently, for enjoyment and information, a range of contemporary and historical texts, integrating reading processes and using a variety of reading strategies	• discuss language, meanings, and ideas in a range of texts, relating their understanding to experiences, purposes, audience, and other texts
LEVEL 5	• select and read fluently and independently a wide range of contemporary and historical texts, beginning to adapt reading processes and strategies for different purposes	• discuss language, meanings, and ideas in a range of contemporary and historical texts, relating their understandings to personal experience, purposes, audience, and other texts
LEVEL 6	• select and read fluently and independently a wide range of contemporary and historical texts, including some with established critical reputations, confidently adapting reading processes and strategies for different purposes	• discuss and analyse language, meanings, ideas, and literary qualities in a range of contemporary and historical texts, taking account of purpose, audience, and other texts
LEVEL 7	• select and read fluently, confidently, independently, and with discrimination a wide range of contemporary and historical texts, including some with established critical reputations, choosing and adapting reading processes and strategies for a variety of purposes	• analyse critically language, meanings, and ideas in a wide range of contemporary and historical texts, discussing and interpreting their literary qualities and effects in relation to purpose and audience
LEVEL 8	• read and reread a wide range of texts fluently and with enjoyment for personal development and information, gaining satisfaction from exploring ideas and aspects of texts as an integral part of daily life	• analyse, interpret, and respond to language, meanings, and ideas in contrasting texts from a wide range of genres, traditions, and periods, evaluating their literary qualities and effects in relation to purpose and audience

Writing Functions

|	Expressive Writing	Poetic Writing	Transactional Writing
	Students should:	*Students should:*	*Students should:*
1	• write spontaneously to record personal experiences	• write on a variety of topics, beginning to shape ideas	• write instructions and recount events in authentic contexts
2	• write regularly and spontaneously to record personal experiences and observations	• write on a variety of topics, shaping ideas in a number of genres, such as letters, poems, and narrative, and making choices in language and form	• write instructions and explanations, state facts and opinions, and recount events in a range of authentic contexts
3	• write regularly and with ease to express personal responses to different experiences and to record observations and ideas	• write on a variety of topics, shaping, editing, and reworking texts in a range of genres, and using vocabulary and conventions, such as spelling and sentence structure, appropriate to the genre	• write instructions, explanations, and factual accounts, and express personal viewpoints, in a range of authentic contexts, sequencing ideas logically
4	• write regularly and with ease to express personal responses to a range of experiences and texts, explore ideas, and record observations	• write on a variety of topics, shaping, editing, and reworking texts in a range of genres, expressing ideas and experiences imaginatively and using appropriate vocabulary and conventions, such as spelling and sentence structure	• write instructions, explanations, and factual accounts, and express and explain a point of view, in a range of authentic contexts, organising and linking ideas logically and making language choices appropriate to the audience
5	• write regularly and confidently to respond to a range of experiences, ideas, observations, and texts, developing a personal voice	• write on a variety of topics, shaping, editing, and reworking texts in an extended range of genres, selecting appropriate language features and using conventions of writing accurately and confidently	• write coherent, logical instructions, explanations, and factual accounts, and express and argue a point of view, linking main and supporting ideas, and structuring material in appropriate styles in a range of authentic contexts
6	• write regularly, confidently, and fluently to reflect on a range of experiences, ideas, feelings, and texts, developing a personal voice	• write on a variety of topics, shaping, editing, and reworking texts to express experiences and ideas imaginatively in an extended range of genres, choosing appropriate language features and using conventions of writing accurately and with discrimination	• write clear, coherent instructions, explanations, and factual reports and express and justify a point of view persuasively, structuring material confidently, in appropriate styles for different audiences, in a range of authentic contexts
7	• write regularly, confidently, and fluently to reflect on, interpret, and explore a wide range of experiences, ideas, feelings, and texts, developing a personal voice	• write on a variety of topics, shaping, editing, and reworking texts to investigate and explore ideas imaginatively in a wide range of genres, using the conventions of writing securely, and integrating techniques with purpose	• write clear, coherent explanations and reports, and debate a proposition or point of view, structuring well researched material effectively, in appropriate styles for different audiences, in a range of authentic contexts
8	• use expressive writing regularly, fluently, and by choice, to reflect on, interpret, and explore a wide range of experiences, ideas, feelings, and texts, expressing complex thoughts in a personal voice	• write on a variety of topics, in a wide range of genres, shaping, editing, and reworking texts and demonstrating depth of thought, imaginative awareness, and secure use of language, including accurate and discriminating use of the conventions of writing, and integrating techniques with purpose	• write explanations and reports on complex issues, and debate in depth a proposition or point of view, structuring well researched material effectively, in appropriate styles for different audiences, in a range of authentic contexts

Reading and Writing Processes

	Exploring Language	Thinking Critically	Processing Information
	In achieving the objectives of understanding and using written language, students should:	*In achieving the objectives of understanding and using written language, students should:*	*In achieving the objectives of understanding and using written language, students should:*
LEVELS 1 AND 2	• explore choices made by writers, and identify and use the common conventions of writing and organisation of text which affect understanding	• identify and express meanings in written texts, drawing on personal background, knowledge, and experience	• identify, retrieve, record, and present coherent information, using more than one source and type of technology, and describing the process used
LEVELS 3 AND 4	• identify, discuss, and use the conventions, structures, and language features of different texts, and discuss how they relate to the topic	• discuss and convey meanings in written texts, exploring relevant experiences and other points of view	• gather, select, record, interpret, and present coherent, structured information from a variety of sources, using different technologies and explaining the processes used
LEVELS 5 AND 6	• using appropriate terminology, describe, discuss, analyse, and apply the distinctive conventions, structures, and language features of a range of texts and explain how they suit the topic and purpose	• interpret, analyse, and produce written texts, identifying and discussing their literary qualities, and explore and identify attitudes and beliefs in terms of personal experience and knowledge of other texts	• using appropriate technologies, retrieve, select, and interpret information from a variety of sources, and present accurate and coherent information for a range of purposes, analysing the processes used
LEVELS 7 AND 8	• using appropriate terminology, describe, discuss, analyse, and evaluate the way language features, structures, and conventions of a wide range of texts suit the topic, purpose, and audience, and apply these understandings	• interpret, evaluate, and produce written texts, identifying and discussing their language and literary qualities and relating them to personal, social, cultural, political, and historical contexts	• using a variety of resources and types of technology, retrieve, select, interpret, synthesise, and present accurate and coherent information, evaluating the processes used
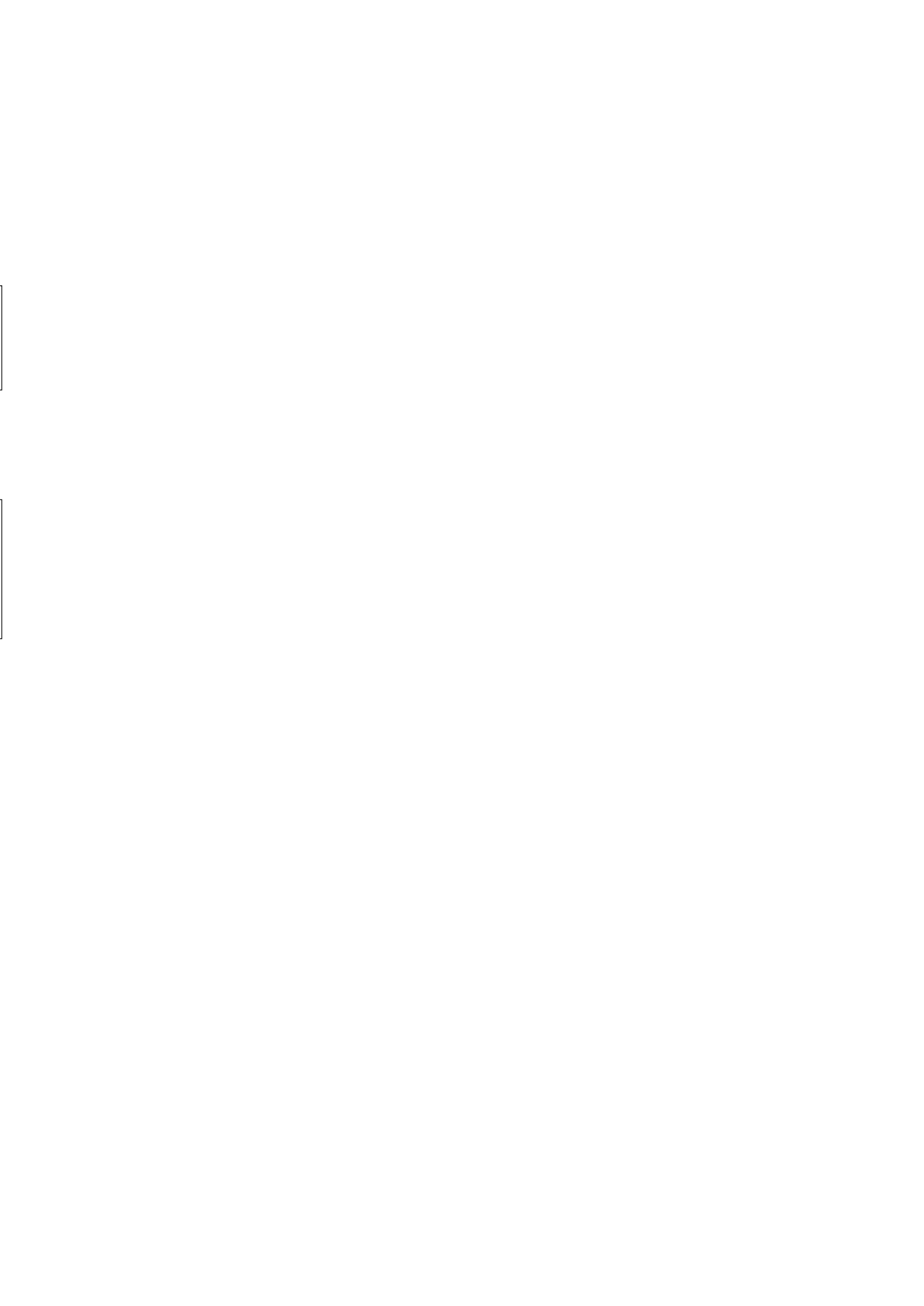
Students should be able to:
- engage with and enjoy visual language in all its varieties;
- understand, respond to, and use visual language effectively in a range of contexts.

Our language environment is rich in signs, symbols, and other forms of visual language in which words and images interact. On the page, on the stage, on television, and on the computer screen, visual and verbal elements are combined in increasingly global systems of communication.

The study of visual language, which draws on semiotics, provides an understanding of the ways in which visual and verbal elements are combined to produce particular meanings and effects. It involves the interpretation of dramatic conventions, signs, symbols, and symbolic elements of visual language. Within the English curriculum, the study of visual language focuses on forms of communication which directly incorporate words or have a direct relevance to linguistics. It lays the foundations for advanced studies that extend beyond the scope of English, such as advanced design, media studies, or film-making.

Students should explore various forms of verbal and visual communication and analyse the interaction between words and images, thinking critically about the meanings and effects produced. They should develop strategies to identify and analyse the techniques and conventions of visual language in a variety of contexts. They should combine theory with practice, producing their own examples of visual language by writing a script, planning and making a video, designing an advertisement, or producing a class newspaper.

Working with appropriate equipment, such as the video camera, can help students to understand techniques and refine ideas. In assessing such work, teachers should be concerned less with the technical results than with the student's process of learning and understanding.

Visual language has two sub-strands, viewing and presenting. Through both these sub-strands, students will develop the skills and knowledge associated with the three processes of exploring language, thinking critically, and processing information. Achievement objectives are set out to assist teachers to monitor students' development of the visual language processes.

Handwriting

Because written language forms an integral part of the English curriculum, the skills of handwriting have traditionally been linked with the English language programme. Clarity and fluency of handwriting, like facility in using other types of technology, should be developed in all areas of learning. Teachers should monitor handwriting at all levels, encouraging students to develop and use a fluent, legible, consistent style.

The cursive style is recommended since it develops in a natural progression from basic script to increasing fluency and speed, while allowing for individual variations.

Handwriting is included in the achievement objectives for visual language, as part of processing information.

Viewing and Presenting Functions

	Viewing	**Presenting**
	Reading visual and dramatic texts, including static and moving images, students should:	*Using static and moving images, students should:*
LEVEL 1	• respond to meanings and ideas	• present ideas using simple layouts and drama
LEVEL 2	• respond to meanings and ideas, identifying and describing the verbal and visual features	• use verbal and visual features to communicate ideas or stories using layout, drama, video, or still photography
LEVEL 3	• respond to and discuss meanings and ideas, identifying and describing the effects of and links between verbal and visual features	• use verbal and visual features to communicate information, ideas, or narrative through layout, drama, video, or still photography
LEVEL 4	• respond to and discuss meanings, ideas, and effects, identifying the purposes for which the verbal and visual features are used and combined	• combine verbal and visual features to communicate information, ideas, or narrative through drama, video, computer, or other technologies and media
LEVEL 5	• respond to and discuss various meanings, ideas, and effects, describing how verbal and visual features are combined for different purposes	• use and combine verbal, visual, and dramatic features to communicate information, ideas, or narrative to an identified audience
LEVEL 6	• respond to and interpret various meanings, ideas, and effects, describing how verbal and visual features are combined for different purposes and audiences	• use and combine a variety of verbal, visual, and dramatic features to communicate information, ideas, narrative, or other messages to different audiences
LEVEL 7	• analyse different texts, comparing how verbal and visual features are organised and combined for different meanings, effects, purposes, and audiences	• use and adapt production techniques and technologies to communicate information, ideas, narrative, or other messages for different purposes and audiences
LEVEL 8	• analyse contrasting texts, evaluating the ways verbal and visual features are organised and combined for different meanings, effects, purposes, and audiences in different social contexts	• use and adapt production techniques and technologies to communicate information, ideas, narrative, or other messages, integrating verbal, visual, and dramatic features to achieve a range of effects

Viewing and Presenting Processes

	Exploring Language *In achieving the objectives of understanding and using visual language, students should:*	**Thinking Critically** *In achieving the objectives of understanding and using visual language, students should:*	**Processing Information** *In achieving the objectives of understanding and using visual language, students should:*
LEVELS 1 AND 2	• understand that communication involves verbal and visual features which have conventionally accepted meanings	• show awareness of how words and images can be combined to make meaning	• view and use visual texts to gain and present information, become familiar with and use appropriate technologies, and write letter and number forms legibly to present ideas
LEVELS 3 AND 4	• identify important features of verbal and visual language and use them to create particular meanings and effects	• identify and discuss ways in which verbal and visual features can be combined for a particular purpose and audience	• view and use visual texts to retrieve, interpret, organise, and present information coherently; use appropriate technology, including fluent handwriting, for effective presentation
LEVELS 5 AND 6	• using appropriate terminology, describe the conventions of verbal and visual language in several genres, and use them to create particular effects	• identify and analyse the effects of combining verbal and visual features in different ways for a variety of purposes and audiences	• select and interpret information from visual texts and present it effectively, using appropriate production technologies for different purposes
LEVELS 7 AND 8	• using appropriate terminology, identify, use, and evaluate the effectiveness of particular conventions of verbal and visual language in a range of genres	• identify, analyse, and evaluate the effects of combining verbal and visual features, relating the choice and use of verbal and visual features to particular purposes and audiences	• select, interpret, and synthesise information from visual texts and present it effectively, using a range of visual and layout features and appropriate technologies for a variety of purposes

TEACHING, LEARNING, AND ASSESSMENT EXAMPLES

Achievement Objectives

LEVEL 1	*Students should:* • listen and respond to others	**Interpersonal**
LEVEL 2	• listen to and interact with others in a group or class discussion	**Listening**
LEVEL 1	• listen and respond to texts and relate them to personal experience	**Listening to Texts**
LEVEL 2	• listen and respond to texts, recall the main ideas, and relate them to personal experience	
LEVELS 1 AND 2	*In achieving the objectives of understanding and using oral language, students should:* • identify, describe, and use some commonly used verbal and non-verbal features in a range of texts, and begin to adapt spoken language to an audience	**Exploring Language**
LEVELS 1 AND 2	• identify, clarify, and question meanings in spoken texts, drawing on personal background, knowledge, and experience	**Thinking Critically**
LEVELS 1 AND 2	• ask questions, and listen to, interpret, and present information using appropriate technology	**Processing Information**

Teaching, Learning, and Assessment Examples

EXAMPLE 1

Achievement Objectives

Listening to texts: thinking critically; exploring language

Teaching and Learning

Context: responding to a character in a favourite story

- Students listen to a story read by the teacher and brainstorm what they know and how they feel about the main character, and how they gained knowledge about her or him. All responses are encouraged and recorded.
- Students discuss the results of the brainstorming session, and teacher and students make up a wall chart of interesting or important words and phrases used by the author to describe the main character.
- Students listen to the text again to work out how each impression might have been gained.

Assessment

- The teacher observes and records students' ability to recall the text and the main features of the character, and to identify language features.

Links With Other Strands

Speaking, Reading, Presenting

Related examples in other strands at the same level: Reading, Example 2; Presenting, Example 2.

EXAMPLE 2

Achievement Objectives

Interpersonal listening: processing information

Teaching and Learning

Context: a social studies unit on "Ourselves"

- Students bring photographs of themselves as babies or toddlers, or of a place where they lived.
- In pairs, they share the photographs and talk about an incident which took place when they were small children.
- Each student retells something they have learned about their partner from their discussion.

Assessment

- The teacher records observations of individual listening and responses during the discussions between pairs and during the retelling.

Links With Other Strands

Speaking, Viewing

EXAMPLE 3

Achievement Objectives

Interpersonal listening: processing information; exploring language

Teaching and Learning

Context: making a class newspaper as part of a newspaper study

- Students are introduced to interviews through examples from video or radio.
- Students view and listen to the teacher interviewing a visiting speaker, another teacher, an older student, or a parent.
- A class discussion, which includes the person interviewed by the teacher, establishes agreed criteria for listening and speaking in an interview. Verbal and non-verbal features are discussed, such as open and closed questions, body language which conveys interest, and different ways of responding to answers.
- In small groups, two students interview each other on agreed topics, while the rest of the group watches and listens. Groups share what they have learned from the interview and what they would still like to find out. Students share their understanding of questioning and answering techniques as they assess the good aspects of the interview and suggest ways in which it could have been improved.
- Students carry out interviews, individually or in pairs, in the course of gathering information for their own newspaper. The interviewer prepares a question outline and uses writing or a tape recorder to record the answers of those being interviewed.
- Students write a short item based on their interviews.

Assessment

- The teacher assesses how well individuals have listened by questioning students during group work and recording observations of students' listening, and their skills of processing information and exploring language, during various stages of the unit.

Links With Other Strands

Speaking, Writing, Viewing

Related example in another strand at the same level: Speaking, Example 2.

Achievement Objectives

LEVEL 3	*Students should:* • listen to and interact with others to clarify understanding in a group or class discussion	**Interpersonal Listening**
LEVEL 4	• listen to and interact with others to clarify understanding of narrative, information, ideas, and opinions, and to contribute to discussion, in one-to-one, small group, and class discussion	
LEVEL 3	• listen to texts and recall and respond to the main ideas in an organised way, relating them to personal and wider experience	**Listening to Texts**
LEVEL 4	• listen to texts, identify the purposes, and recall and respond to the main ideas in a well structured, imaginative way	
LEVELS 3 AND 4	*In achieving the objectives of understanding and using oral language, students should:* • identify and discuss language features and their effects in a range of texts, and use these features in speaking and recording, adapting them to the topic, purpose, and audience	**Exploring Language**
LEVELS 3 AND 4	• discuss and interpret spoken texts, considering relevant personal experiences and other points of view	**Thinking Critically**
LEVELS 3 AND 4	• select, assemble, and interpret information, using appropriate technology	**Processing Information**

Teaching, Learning, and Assessment Examples

EXAMPLE 1

Achievement Objectives

Listening to texts: processing information; thinking critically

Teaching and Learning

Context: studying a topical issue

- Teacher and students locate and select information relating to the topic, including oral material from, for instance, radio.
- Two teams develop a series of views on the topic, and record them on video or audio tape.
- Students listen to the recordings and write down the main ideas from each team.
- Students listen again to a replay of the recording and check their recall of the ideas and sequence.
- The teams report back on the main ideas which they presented.
- In small groups, students talk about and compare their personal responses to the ideas.

Assessment

- Students assess the effectiveness of their own recall on first hearing, compared with the second.
- Individual students assess their own accuracy of recall against the team's reporting back.
- The teacher observes students' listening ability as they work in groups, and assesses their ability to compare their personal experiences with other points of view.

Links With Other Strands

Speaking, Writing, Viewing

Related examples in other strands at the same level: Reading, Example 1; Presenting, Example 2.

EXAMPLE 2

Achievement Objectives

Interpersonal listening; listening to texts: thinking critically

Teaching and Learning

Context: a study of an event in New Zealand history

- The class listens to or views a story or account of an event related to New Zealand history.
- The teacher pauses at a significant point in the story.
- The teacher and students map the story of events to date, including characters, sequence of events, and setting.
- In small groups, students devise possible endings for the story which are consistent with the story so far.
- Groups present their findings to the class.
- The class decides on the most likely story-line, with reference to the story maps to judge consistency and validity.
- The class listens to or views the author's original version.
- Groups discuss the author's ending and their alternative endings and come to some conclusions about the differences between their own lives and the story's social and historical context.

Assessment
• The teacher observes the discussion and notes the students' responses and critical thinking.

Links With Other Strands
Writing, Speaking, Viewing

EXAMPLE 3

Achievement Objectives
Interpersonal listening; listening to texts: exploring language

Teaching and Learning
Context: studying traditional stories
• Students listen to and discuss stories from a particular genre, for example, fable, fairy-tale, or myth.
• Students discuss the structure and features of the selected genre, and the teacher summarises the main features on a wall chart.
• Students construct a group story to tell, in which each student contributes to the story-line in keeping with the selected structure and features.

Assessment
• The teacher and students assess each student's ability to adhere to the story-line within the selected genre, to further develop the story by listening to others, and to explain their awareness of the language features of the genre.

Links With Other Strands
Speaking, Writing, Reading
Related examples in other strands at the same level: Reading, Example 1; Writing, Example 4.

EXAMPLE 4

Achievement Objectives

Listening to texts: exploring language

Teaching and Learning

Context: comparing different kinds of language in use

- Students and teachers work together to collect spoken language samples linked to a chosen sport. Examples could include a taped talk by a coach, a radio commentary, an instructional video, or an advertisement.
- Students listen to and discuss ways in which oral language varies in different contexts, identifying words and phrases which are formal or informal, and ways in which tone of voice and pace vary according to topic, purpose, and audience.
- Students work in small groups to prepare a presentation, simulating one of the text types discussed.

Assessment

- Students evaluate their group's simulation for credibility and understanding of the language features.
- The teacher observes and records the students' accuracy in recognising and comparing language uses.

Links With Other Strands

Speaking, Viewing, Presenting

Achievement Objectives

LEVEL 5	*Students should:* • listen to and interact appropriately with others to clarify understanding of narrative, information, ideas, and opinions, and to support discussion in different situations	**Interpersonal Listening**
LEVEL 6	• listen to and interact appropriately with others to communicate and explore understanding of narrative, information, ideas, and opinions, and sustain and encourage discussion in a range of situations	
LEVEL 5	• listen and respond to a range of texts, distinguishing between main and supporting ideas, and understanding some abstract concepts	**Listening to Texts**
LEVEL 6	• listen and respond to a wide range of texts, distinguishing between main and supporting ideas, understanding some abstract concepts, and recognising implicit and explicit messages	
LEVELS 5 AND 6	*In achieving the objectives of understanding and using oral language, students should:* • identify language features and their effects in a range of texts, and describe and analyse their relationship to meaning, purpose, and audience, adapting these features for different situations	**Exploring Language**
LEVELS 5 AND 6	• discuss, interpret, and analyse spoken texts, identifying some attitudes and beliefs and relating them to personal experience and knowledge of other texts	**Thinking Critically**
LEVELS 5 AND 6	• assemble information from a range of sources, and select and present it clearly and coherently, using appropriate technology	**Processing Information**

Teaching, Learning, and Assessment Examples

EXAMPLE 1

Achievement Objectives
Interpersonal listening; listening to texts: processing information

Teaching and Learning
Context: a study of a topical issue, such as health
- The teacher and students devise and discuss strategies for note making which they could use while listening to an oral text.
- Students practise note making from a recorded radio or television speech related to a health issue or topic.
- In pairs, students compare note-making techniques and then draft instructions for note making.
- Students listen to an invited guest with expertise on the subject and make notes on the key points and supporting ideas, and the speaker's purpose, attitude, and ways of sequencing ideas for effect.
- Students work in groups to develop an oral report which outlines the speech and provides an assessment of the speaker's intentions.

Assessment
- Students discuss which strategies for making notes while listening were successful or unsuccessful.
- The teacher assesses students' contributions to their group's oral reports for their ability to identify key points, supporting ideas, and the speaker's viewpoint, and for their selection of material and interpretation of the speech.

Links With Other Strands
Speaking, Writing

EXAMPLE 2

Achievement Objectives
Interpersonal listening: exploring language; processing information

Teaching and Learning
Context: learning about community meetings
- Students brainstorm a number of contexts in which they might find knowledge of meeting procedures useful. They check the list with other family members or friends and add to it if necessary.
- Students attend part of a formal meeting in the school or community and note aspects of formal procedure.
- In groups, students compare notes and prepare a brief report on:
  — the procedures they have observed and what their purpose might be;
  — participation strategies and how they affect the meeting, such as referring to parts of a previous speaker's argument in order to agree or disagree with it, thus adding constructively to the discussion;
  — the role of the chairperson.
- Groups share their reports, with input from the teacher.
- A class meeting is planned, on a real topic of concern, with the aim of reaching a consensus about the action that might be taken.

- Students prepare for the meeting by gathering information from local news sources, including radio, television, or newspapers, and having small-group discussions on the topic to clarify their points of view.
- Roles are assigned, and the meeting is held.

Assessment

- The teacher observes and notes individual contributions in terms of listening skills which are appropriate to the context.
- Students assess their own contribution to the meeting, and the kinds of listening which they found appropriate and useful.
- In groups, students assess what they have learned about effective questioning and ways of sustaining productive discussion.

Links With Other Strands

Speaking, Writing

EXAMPLE 3

Achievement Objectives

Listening to texts: exploring language

Teaching and Learning

Context: a study of the differences between spoken and written language

- Students listen to a recorded speech. They note the language features which helped them to identify major ideas, and compare notes in pairs.
- In groups, students make a list of the verbal and non-verbal features which contributed to their understanding, such as emphasis, intonation, pace, and pitch.
- Students read a selection of written texts which present a point of view, and choose one. They identify main and supporting ideas and consider how best these could be conveyed in speech.
- Individually, in pairs, or in small groups, students record their selected text, adapting it as required.

Assessment

- In larger groups, students listen to and discuss each other's recordings, and assess them for effective use of language features to clarify the meaning.
- The teacher records significant points in student profiles.

Links With Other Strands

Speaking, Reading

EXAMPLE 4

Achievement Objectives

Listening to texts: thinking critically; exploring language

Teaching and Learning

Context: exploring a topic or theme often treated in literature, for example, emigration

• Students listen to readings of two contrasting texts on the topic and make notes on the main ideas and implications.

• In groups, students discuss their responses to the texts, discussing the relevance of the views expressed and evaluating the ways in which the views are conveyed.

• The whole class listens to a documentary or current affairs programme about the same or a similar issue. In groups, students compare the programme with the previous texts in terms of attitudes and beliefs, justifying their points by identifying verbal and non-verbal features which carry explicit and implied messages.

• Students role-play an interview on the topic, modelling their ideas on any of the texts used, and discuss with the class how the views were conveyed.

• Other students form a studio audience for the interview, adopting appropriate roles.

Assessment

• Students and the teacher assess the clarity and effectiveness of the views expressed in the role play.

Links With Other Strands

Speaking, Writing

Achievement Objectives

LEVEL 7	*Students should:* • listen as active participants, interpreting and responding to narrative, information, ideas, and opinions, and sustaining, encouraging, and facilitating discussion in a wide range of situations and for different purposes	**Interpersonal Listening**
LEVEL 8	• listen as active participants, interpreting and responding to narrative, information, ideas, and opinions, and initiating, sustaining, encouraging, and promoting discussion in a wide range of situations and for different purposes	
LEVEL 7	• listen and respond to a wide range of texts, understanding abstract concepts, and investigating, interpreting, and comparing the texts in terms of their purpose, messages, structure, and effects	**Listening to Texts**
LEVEL 8	• listen and respond to a wide range of contrasting texts, understanding abstract concepts, and analysing, interpreting, comparing, and evaluating the texts in terms of their purpose, messages, tone, structure, and effects	
LEVELS 7 AND 8	*In achieving the objectives of understanding and using oral language, students should:* • identify language features in a range of texts and describe, analyse, and evaluate their appropriateness and effects in terms of meaning, purpose, and audience, adapting these features for different situations	**Exploring Language**
LEVELS 7 AND 8	• discuss, interpret, and evaluate spoken texts in terms of their structure and their social, cultural, political, and historical contexts	**Thinking Critically**
LEVELS 7 AND 8	• interpret and evaluate information from a range of sources, and select and present accurate information coherently, using appropriate technology	**Processing Information**

Teaching, Learning, and Assessment Examples

EXAMPLE 1

Achievement Objectives
Listening to texts; interpersonal listening: exploring language

Teaching and Learning
Context: investigating the genre of radio talk-back
- The class listens to several excerpts from a range of talk-back shows.
- In groups, students select two contrasting excerpts in which the hosts adopt a belligerent approach and a softer approach.
- Individual members make notes as the group finds and discusses specific examples of language used by the host which goads, encourages, ridicules, or supports the contributor. Students compare and contrast the effects on the contributor of different attitudes taken by the host, and vice versa. The group evaluates the effectiveness of the different behaviours in terms of each programme's purpose.

Assessment
- Groups present their findings by playing back or role-playing examples, or by visual presentations.
- Class members compare and contrast the different talk-back styles demonstrated in the group presentations, and evaluate the presentations in terms of the nature of the language used.

Links With Other Strands
Speaking, Writing

Related examples in other strands at the same level: Speaking, Example 2; Viewing, Example 2.

EXAMPLE 2

Achievement Objectives
Interpersonal listening; listening to texts: thinking critically; exploring language

Teaching and Learning
Context: studying a play by, for example, Shakespeare
- After listening to a reading or recording, and discussing the meanings and characterisation implicit in the action of a scene from the play, students make their own draft notes for filming two or three lines. Their notes should indicate visual language features, such as set, costumes, and casting; directions for the use of the voice, such as pace and pitch; and suggestions for an accompanying sound track.
- Students listen to and view the scene from a film version of the play.
- In groups, students discuss the characterisation, mood, and historical setting achieved by the actor and director, identifying verbal and visual language features which communicate their interpretations. They report their findings to the class.
- Students hear or watch and discuss another recorded or film version of the same scene. In pairs, they evaluate this interpretation of the scene and compare their response to it with their responses to the other versions.

Assessment
- Students revise their draft notes for filming in the light of their understandings, and record the sound track for the film of their selected lines, justifying the choices they make for the use of the voices and for music or sound effects.
- The teacher notes the students' understanding of oral language features.

Links With Other Strands
Viewing, Speaking

Related example in another strand at the same level: Presenting, Example 2.

EXAMPLE 3

Achievement Objectives
Interpersonal listening; listening to texts: processing information; thinking critically

Teaching and Learning
Context: studying New Zealand English
- Students discuss examples, from a range of media and settings, of different varieties of New Zealand English.
- Students develop topics for research on attitudes to the sounds of New Zealand English, such as people's views of the New Zealand accent; broad, general, and cultivated New Zealand accents and why they are adopted in a range of radio contexts; peer responses to broad and cultivated New Zealand accents; or changing attitudes to the use of varieties of New Zealand English in the media.
- Students plan processes for carrying out their research, individually or in small groups.
- Students develop a presentation of their findings and conclusions which represent their personal views and the views of others. Their aim is to demonstrate their ability to discuss and evaluate spoken text in terms of the social, cultural, and historical influences on people's attitudes.
- Students present their findings in seminars, using audio tapes to illustrate them.

Assessment
- The seminars are assessed in terms of the students' responses and the quality of their observations.
- Students' research and contributions to discussion are assessed and noted by the teacher.

Links With Other Strands
Speaking, Writing, Presenting

EXAMPLE 4

Achievement Objectives

Interpersonal listening; listening to texts: processing information; exploring language

Teaching and Learning

Context: a study of oratory

- Students listen to and watch whaikōrero performed and explained by an invited guest, who is welcomed into the school with a simple mihi and waiata.
- Students discuss with the guest the ways in which verbal and non-verbal features combine in whaikōrero and in mihi.
- Students watch and listen to videos and/or visiting speakers to explore other examples of oratory, including speakers from other cultures represented in the class or school, and both men and women. In groups, students analyse the relationships between the verbal and non-verbal features of speeches and their purposes and audiences, and report back to the class.
- Students listen to recordings or read transcriptions of famous speeches in history, each group working with a different text. They plan, undertake, and record group research, with each member of the group contributing, to discover the historical context of the speech, including its immediate situation, audience, and purpose. Students analyse the speech in terms of both verbal and non-verbal features and prepare an introduction to it based on their research. They present their findings to the class, with each member of the group speaking. Other students take notes and ask questions.

Assessment

- The teacher's observations are matched with the students' self-assessments to assess students' participation in groups and questioning during the group work.
- The teacher assesses students' active listening, individual records, analyses, and presentations.

Links With Other Strands

Speaking, Presenting, Viewing, Reading, Writing

Achievement Objectives

LEVEL 1	*Students should:*	**Interpersonal**
LEVEL 2	• converse, and talk about personal experiences	**Speaking**
	• converse, ask questions, and talk about events and personal experiences in a group	
LEVEL 1	• tell a story, recite, or read aloud	**Using Texts**
LEVEL 2	• tell stories, recite, or read aloud, informally and for an audience	
LEVELS 1 AND 2	*In achieving the objectives of understanding and using oral language, students should:*	**Exploring Language**
	• identify, describe, and use some commonly used verbal and non-verbal features in a range of texts, and begin to adapt spoken language to an audience	
LEVELS 1 AND 2	• identify, clarify, and question meanings in spoken texts, drawing on personal background, knowledge, and experience	**Thinking Critically**
LEVELS 1 AND 2	• ask questions, and listen to, interpret, and present information, using appropriate technology	**Processing Information**

Teaching, Learning, and Assessment Examples

EXAMPLE 1

Achievement Objectives
Using texts: exploring language

Teaching and Learning
Context: a language study
- The class views a wordless text, such as a photograph, wordless book, painting, mime, or kowhaiwhai.
- In small groups, students discuss the characters and setting, and develop a possible story-line.
- In role, groups present their versions of the text.
- Students agree on an interpretation and collaboratively record or act out a text.
- Students discuss the ways in which the collaborative text reflects or differs from their original perceptions.

Assessment
- The teacher assesses students' ability to interpret character, story, and setting through the use of spoken language and non-verbal techniques.

Links With Other Strands
Viewing, Presenting, Listening, Reading

Related example in another strand at the same level: Presenting, Example 4.

EXAMPLE 2

Achievement Objectives
Interpersonal speaking: processing information

Teaching and Learning
Context: a social studies unit, for example, "Distanced in Time"
- The students, working in small groups and with some guidance, compose some focus questions to ask a grandparent or older person in the community and decide on a method of recording information, possibly using a tape-recorder or scribe. Groups compare ideas and refine their processes.
- Interviewees are invited to visit the class, or students visit them to conduct their own interviews.
- Students share their information with the class.
- The class collaborates to make a chart on "When our Grandparents Were Young".

Assessment
- Students assess the relevance of their questions to the information required for making the chart.
- The teacher records observations of students' ability to question, clarify, and present information statements.

Links With Other Strands
Presenting, Listening, Reading, Writing

Related example from another strand at the same level: Listening, Example 3.

EXAMPLE 3

Achievement Objectives

Using texts: exploring language

Teaching and Learning

Context: close reading of one genre, for example, myth

*   Students and the teacher read a myth.
*   In groups, students identify important features of the myth, such as characters, setting, mood, and message.
*   Each group of students retells the myth in a dramatised version, setting the scene verbally and identifying characters appropriately.
*   Each group's retelling is shared with other groups.

Assessment

*   The class discusses the effectiveness of various versions for clarity and meaning.
*   The teacher observes the students, assessing their ability to tell a story.
*   As a class, students identify and discuss verbal and non-verbal techniques which were effective.

Links With Other Strands

Reading, Listening, Viewing, Presenting

Related example from another strand at the same level: Writing, Example 2.

EXAMPLE 4

Achievement Objectives

Interpersonal speaking: exploring language; thinking critically

Teaching and Learning

Context: preparations for welcoming school visitors

*   Students, in groups, decide on an appropriate way to greet visitors to their school or classroom, taking into account their own greeting rituals, the purpose and context of the visit, and the cultural or social factors which will make the visitors feel welcome.
*   The teacher and students discuss and set criteria for participation.
*   Students, in groups, discuss specific points and plan the procedure they will use.
*   Students rehearse for the event.

Assessment

*   Students assess the quality of their rehearsals and make agreed changes.
*   The teacher records observations of individual students' contributions to the group planning, and their participation during the rehearsal and the actual event.

Links With Other Strands

Presenting, Listening

Achievement Objectives

<table>
<tr><td rowspan="2">LEVEL 3</td><td>Students should:</td><td rowspan="2">Interpersonal Speaking</td></tr>
<tr><td>• talk clearly in small and large groups about experiences, events, and ideas, organising material effectively and attending to others' responses</td></tr>
<tr><td>LEVEL 4</td><td>• talk coherently in small and large groups about experiences, events, information, ideas, and opinions, organising material effectively, and questioning and supporting others</td><td></td></tr>
<tr><td>LEVEL 3</td><td>• using texts from different genres, tell stories, recite, read aloud, present, or perform, sequencing material, and conveying meaning clearly and accurately</td><td rowspan="2">Using Texts</td></tr>
<tr><td>LEVEL 4</td><td>• using texts from several genres, narrate, recite, read aloud, present, or perform, arranging material, and making meaning clear by using appropriate speech and delivery</td></tr>
<tr><td>LEVELS 3 AND 4</td><td>In achieving the objectives of understanding and using oral language, students should:
• identify and discuss language features and their effects in a range of texts, and use these features in speaking and recording, adapting them to the topic, purpose, and audience</td><td>Exploring Language</td></tr>
<tr><td>LEVELS 3 AND 4</td><td>• discuss and interpret spoken texts, considering relevant personal experiences and other points of view</td><td>Thinking Critically</td></tr>
<tr><td>LEVELS 3 AND 4</td><td>• select, assemble, and interpret information, using appropriate technology</td><td>Processing Information</td></tr>
</table>

Teaching, Learning and Assessment Examples

EXAMPLE 1

Achievement Objectives

Using texts: exploring language.

Teaching and Learning

Context: reading a shared narrative text

- Students listen to a text, such as a narrative poem or short story, read aloud.
- In groups, students map the key incidents.
- Students select one incident and prepare a retelling in dramatic form, using a narrator who works with narrators from other groups to prepare introductions which link the incidents together into a whole story.
- The whole story is recorded or videotaped.

Assessment

- The teacher records observations of individual contributions.
- Groups assess the ways they used language features to show their interpretation of the text.

Links With Other Strands

Presenting, Listening, Reading

Related example from another strand at the same level: Presenting, Example 3.

EXAMPLE 2

Achievement Objectives

Using texts: exploring language; thinking critically

Teaching and Learning

Context: reading a range of texts connected with a theme, such as journeys, the seasons, or death

- The teacher reads aloud or plays recordings of several short examples of texts on the selected theme, such as ballads, myths, legends, or lyrics, modelling the use of speech and delivery to create appropriate effects.
- In groups, students identify language features which helped to convey the interpretation.
- In groups, students select a text on the theme and discuss how they could deliver it orally, with particular attention to clarifying, enhancing, and supporting the meaning.
- Groups rehearse and present each selection. The presentation is recorded on video or audio tape.
- Students could make their presentations at the syndicate or school assembly.

Assessment

- Students view the presentations and assess them for appropriate use of techniques of speech and delivery.
- The teacher assesses the final presentation, focusing on how well language features have been used for the purpose and audience.

Links With Other Strands

Listening, Reading, Viewing, Presenting

EXAMPLE 3

Achievement Objectives

Interpersonal speaking: processing information

Teaching and Learning

Context: preparing for a class visit to a place of interest such as a museum

- The teacher clarifies the broad purposes of the visit.
- Students work in pairs or groups to decide on a focus for their group's observations for an oral report. These are shared to ensure that the main purposes of the visit will be met.
- During the visit, each group discusses their observations and notes major points and questions for further research.
- In class, students work together to research and select relevant information, organising it so that each group member takes part in an oral report. The reports are presented, using visual props or artefacts as necessary.

Assessment

- Students assess each other's presentations for interest, clarity, and structure.
- The teacher records observations of the processes and students' participation.

Links With Other Strands

Listening, Writing, Presenting

Achievement Objectives

	Students should:	
LEVEL 5	• speak confidently and clearly in small and large groups to recount experiences and events, and communicate information, ideas, and opinions, respecting and responding to others	**Interpersonal Speaking**
LEVEL 6	• speak confidently and effectively in a variety of situations to recount experiences and events, and communicate information, ideas, and opinions, consulting with and responding to others	
LEVEL 5	• using a range of texts, narrate, recite, read aloud, present, or perform, individually or in groups, arranging material coherently and using appropriate speech and delivery to clarify and explore meaning	**Using Texts**
LEVEL 6	• using a wide range of texts, narrate, recite, read aloud, present, or perform, individually or in groups, arranging material effectively and using different techniques of speech and delivery to interpret possible meanings	
	In achieving the objectives of understanding and using oral language, students should:	
LEVELS 5 AND 6	• identify language features and their effects in a range of texts, and describe and analyse their relationship to meaning, purpose, and audience, adapting these features for different situations	**Exploring Language**
LEVELS 5 AND 6	• discuss, interpret, and analyse spoken texts, identifying some attitudes and beliefs and relating them to personal experience and knowledge of other texts	**Thinking Critically**
LEVELS 5 AND 6	• assemble information from a range of sources, and select and present it clearly and coherently, using appropriate technology	**Processing Information**

Teaching, Learning, and Assessment Examples

EXAMPLE 1

Achievement Objectives

Interpersonal speaking: thinking critically; processing information

Teaching and Learning

Context: preparing for a class or school radio programme or debate

- Students choose a controversial national or international issue of current concern.
- In groups, students discuss the issue, decide on a group position, and develop arguments to support their views. Records are kept in note form.
- The teacher provides examples of a range of public or formal text types in which opinions are aired, such as a radio or television current affairs interview, commentary, or documentary programme, a presentation of a paper to a meeting, or a contribution to a public forum or debate. The students explore verbal and non-verbal language features in relation to the context of each text type.
- Each group organises their original material according to a context or text type chosen from the range, rehearses a presentation, using models they have discussed, and presents it to the class.
- The class selects presentations from different points of view to compile their radio programme or other presentation.

Assessment

- Group presentations are assessed by the teacher and peers for use of language and delivery appropriate to the topic, purpose, and audience.

Links With Other Strands

Listening, Writing, Presenting

EXAMPLE 2

Achievement Objectives

Interpersonal speaking; using texts: exploring language; processing information; thinking critically

Teaching and Learning

Context: a class investigation of ways in which language varies according to situation

- Students work in groups to collect advertisements for a type of product, such as chocolates, footwear, or carpeting, from a range of sources, such as different magazines or newspapers, radio, or television. These could include examples from historical sources. Each member of the group records the steps of the process of choosing the product, developing the group's approach, and identifying and gathering material.
- Working as a group, students prepare and present a seminar in which all members of the group speak, comparing and contrasting advertisements from different spoken, written, and visual media. They identify verbal and non-verbal elements of the text and consider their impact on the intended audience.
- Using the texts to illustrate their points, students report on the differences between spoken (scripted) and written language. The teacher provides specialised terminology for aspects of language identified by the group.
- Each student records the process of selecting texts for the seminar, making decisions to ensure that the presentation is clear and coherent, and using appropriate media or technology for retrieving, recording, and presenting material.

Assessment
- The teacher and individual students assess the findings and processes used.

Links With Other Strands
Listening, Writing, Presenting

EXAMPLE 3

Achievement Objectives
Interpersonal speaking; using texts: thinking critically

Teaching and Learning
Context: a study of characterisation in a literature unit
- Students form groups, and select a major character from a text they have read. One student assumes the role of that character.
- The group prepares the student who is taking the role of interviewer, by considering possible questions that may be asked, referring closely to the text.
- The student taking the role of the major character is introduced by the rest of the group. The group explains the character's part in the text and gives some context for questions.
- The class questions the character about the person's part in the action in the text, and their relationships, feelings, and responses.

Assessment
- Each presentation is assessed, in terms of how well the character and text are understood.
- The teacher assesses the participation of class members in terms of the quality of their questions and the way they contributed to sustaining the discussion constructively.

Links With Other Strands
Listening, Reading, Presenting
Related example from another strand at the same level: Presenting, Example 4.

EXAMPLE 4

Achievement Objectives
Interpersonal speaking: exploring language; processing information

Teaching and Learning
Context: a unit on radio news
- Students study tapes of radio news from several different types of station, identifying language features and conventions which are appropriate for that station's audience.
- In groups, and with the teacher's guidance, students select a target audience for whom they will make a radio news bulletin or short documentary, focusing on factual information.
- Students devise questions which they could ask of either a classmate or staff member, to gain information about a special interest, achievement, or issue relevant to the target audience.
- Students interview the selected person, using either a tape-recorder or notebook. They process the interview data, and shape it into a news bulletin or segment of a news backgrounder.
- Students record their programme, using taped segments of their interview.

LEVELS 5 AND 6

Assessment
- Students and the teacher assess the productions against the criteria of presenting factual information in ways suited to the audience.
- Students assess the effects of specific language features which they selected in order to meet the purpose.

Extension Option
- Students may choose to make another news clip, from the same information, for a contrasting station.

Links With Other Strands

Listening, Writing, Presenting

Related example in another strand at the same level: Listening, Example 1.

Achievement Objectives

LEVEL 7	*Students should:* • speak confidently, clearly, and persuasively in a variety of situations to recount experiences and events, communicate and explore information, ideas, and opinions, and facilitate discussion	**Interpersonal Speaking**
LEVEL 8	• speak coherently, effectively, and persuasively in a variety of situations to debate ideas and opinions, recount experiences and events, communicate information and contrasting points of view, and promote focused discussion	
LEVEL 7	• using a wide range of texts, narrate, recite, read aloud, present, or perform, individually and in groups, organising material effectively and choosing different techniques of speech and delivery to interpret and explore possible meanings and purposes	**Using Texts**
LEVEL 8	• using a wide range of texts, narrate, recite, read aloud, present, or perform, individually and in groups, adapting and integrating techniques of speech and delivery, to express well reasoned points of view, and interpret and communicate meanings for different purposes and audiences	
LEVELS 7 AND 8	*In achieving the objectives of understanding and using oral language, students should:* • identify language features in a range of texts and describe, analyse, and evaluate their appropriateness and effects in terms of meaning, purpose, and audience, adapting these features for different situations	**Exploring Language**
LEVELS 7 AND 8	• discuss, interpret, and evaluate spoken texts in terms of their structure and their social, cultural, political, and historical contexts	**Thinking Critically**
LEVELS 7 AND 8	• interpret and evaluate information from a range of sources, and select and present accurate information coherently, using appropriate technology	**Processing Information**

Teaching, Learning, and Assessment Examples

EXAMPLE 1

Achievement Objectives

Interpersonal speaking; using texts: exploring language; thinking critically

Teaching and Learning

Context: studying the characteristics of formal and informal speaking situations

- In groups, students select an informal situation, such as ordering food at a takeaway, and develop a simulation of the situation, making choices about, for example, the participants, relationships, clothing, language, tone of voice, and body language.
- Each group presents the simulation to the class.
- They discuss with the rest of the class the situation, the relationships between participants, and their choices of verbal and non-verbal language features, justifying their choices in terms of their appropriateness for the situation.
- The groups repeat the above process for a more formal context, such as meeting a potential employer.

Assessment

- Each group compares their two simulations closely, discussing and evaluating the language used and analysing the influences on the choice of language.
- The teacher and students assess these analyses.
- In an open forum, students discuss the appropriateness of the language choices demonstrated in the simulations.

Extension Option

- Students could listen to or view a scene from a comedy or sketch where the humour is created by the use of an inappropriate register for the situation, and identify the specific language features which contribute to the humour.

Links With Other Strands

Listening, Writing, Viewing, Presenting

EXAMPLE 2

Achievement Objectives

Interpersonal speaking; using texts: exploring language; thinking critically

Teaching and Learning

Context: investigating the language of radio and television interviews

- Students explore and discuss combinations of verbal and non-verbal features of language in a number of interviews conducted by different interviewers. They evaluate the effectiveness of the interviews in terms of their purposes and audiences.
- Working in pairs, students develop and script an interview on an issue of interest or based on an incident in a literary text, for a particular audience and purpose. In role, they rehearse and record their interviews or present them to the group.
- Other students identify the intended audience and purpose.

Assessment

- The teacher assesses students' ability to use language appropriate to the audience and situation, the quality of questioning, and the students' responses.

Links With Other Strands

Listening, Presenting

Related examples in other strands at the same level: Listening, Example 1; Viewing, Example 2.

EXAMPLE 3

Achievement Objectives

Interpersonal speaking; using texts: exploring language; thinking critically

Teaching and Learning

Context: a study of the language of the law, using literary or media texts

- Students listen to a radio or recorded play or watch a short television clip dealing with a courtroom drama and identify features of the specialised language of the court and the verbal and non-verbal features of its delivery.
- Students work in pairs. In the roles of barristers in an imaginary court of law, they prepare and present closing arguments for and against a selected fictional character on a charge which could have been levelled at the character.

Assessment

- The teacher assesses the credibility of each presentation, its relationship to the original text, and the persuasiveness of the argument.
- Each group assesses the appropriateness of the language features they selected in terms of the response from the class.

Links With Other Strands

Listening, Presenting, Viewing, Reading

EXAMPLE 4

Achievement Objectives

Using texts: exploring language; thinking critically

Teaching and Learning

Context: a study of poetry

- Students read a selection of poems silently, and then hear them read aloud by the teacher or from recordings.
- The class discusses the ways in which the voice is used to clarify meanings by emphasising rhythm, highlighting particular words or phrases, and signalling the role and effects of line endings, stanza breaks, and other elements of structure.
- Individual students choose one of the poems to discuss in depth, analysing and evaluating the verbal and non-verbal features in the presentation. These evaluations are shared.
- Individual students select a poem they enjoy, and prepare a presentation of it for their group.

Assessment

- The teacher observes individual students' participation in the activities and assesses their understanding of the language features.

Links With Other Strands

Presenting, Reading, Listening

Achievement Objectives

LEVEL 1	*Students should:* • select and read for enjoyment and information a range of written texts, beginning to use semantic, syntactic, visual, and grapho-phonic cues to gain meaning	**Personal Reading**
LEVEL 2	• select and read for enjoyment and information a range of written texts, making confident use of semantic, syntactic, visual, and grapho-phonic cues and the conventions of print, and predicting and self-correcting while clarifying ideas	
LEVEL 1	• respond to language and meanings in texts	**Close Reading**
LEVEL 2	• respond to language, meanings, and ideas in different texts, relating them to personal experiences	
LEVELS 1 AND 2	*In achieving the objectives of understanding and using written language, students should:* • explore choices made by writers, and identify and use the common conventions of writing and organisation of text which affect understanding	**Exploring Language**
LEVELS 1 AND 2	• identify and express meanings in written texts, drawing on personal background, knowledge, and experience	**Thinking Critically**
LEVELS 1 AND 2	• identify, retrieve, record, and present coherent information, using more than one source and type of technology, and describing the process used	**Processing Information**

Teaching, Learning, and Assessment Examples

EXAMPLE 1

Achievement Objectives

Close reading: exploring language; thinking critically

Teaching and Learning

Context: developing understanding of a new genre

- The teacher draws on students' prior knowledge and experiences as an introduction to the text.
- The teacher draws attention to significant visual cues, and draws on other material to help students' understanding.
- While discussing and reading the text, students are encouraged to sample and predict, make approximations, and use cue sources to cross-check and confirm their understanding.
- Students discuss selected parts of the text which they found interesting, identifying words which have a particular impact.
- Students are encouraged to notice and talk about the conventions of writing which affect meaning, for example, text layout, the use of bold type, and punctuation, such as full stops, exclamation marks, and question marks.
- The class explores ways in which students could respond to the text and clarify understanding by, for example, rereading, painting, improvising a short drama, or retelling and changing parts of the text to reflect the experiences of children in the class.

Assessment

- The teacher takes running records and analyses them to assess the students' use of appropriate reading strategies.
- The teacher observes individual students during the reading and discussion in terms of exploration of language and critical thinking, and notes comments in individual records.

Links With Other Strands

Speaking, Listening

Related examples in other strands at the same level: Listening, Example 1; Presenting, Example 2.

EXAMPLE 2

Achievement Objectives

Personal reading; close reading: exploring language; thinking critically

Teaching and Learning

Context: a personal reading programme

- Each student and the teacher selects an extract from a fictional text which they particularly enjoyed.
- The teacher shares his or her selection on the overhead projector and models a close reading of the text.
- In pairs, students share their selections and work together on a close reading, using the approach modelled by the teacher, to identify ideas and features of language which make their selections interesting, help understanding, and guide readers to respond to the text in particular ways.
- Students move into combined groups, and survey each member's responses to the text.

Assessment

- Students record their choices in reading logs.
- The teacher observes students' contributions to the discussion, and their work in pairs and groups, in terms of their exploration of language and ideas.
- Students share what they have learned from each other, including ideas about books to read.

Links With Other Strands

Listening, Speaking, Viewing

EXAMPLE 3

Achievement Objectives

Close reading: exploring language; processing information

Teaching and Learning

Context: making a class news-sheet

- Students and the teacher look at and discuss the conventions and organisation of the front page of a newspaper, such as the masthead, headlines, subheadings, and the relationships between text and photographs.
- Students identify different text types and other front-page information.
- Students are given a brief news item of local interest, without a headline, with an accompanying photograph.
- Students create their own caption and headline for the photograph and story, and set it out in a front-page format.

Assessment

- Students share their ideas and discuss the effects and effectiveness of the captions and headlines.

Extension Option

- Students could select a photograph from a picture pack or newspaper, and write their own story, providing a headline and caption.

Links With Other Strands

Writing, Speaking, Presenting

Related example in another strand at the same level: Presenting, Example 1.

EXAMPLE 4

Achievement Objectives

Close reading: exploring language; processing information

Teaching and Learning

Context: studying the structure of non-fiction texts for a cross-curriculum topic in, for example, science

- The teacher introduces the topic with a stimulus to explore students' prior knowledge.
- In groups, students devise a focus question for the topic.
- The teacher shares a selected non-fiction text, to demonstrate the ways its structure assists the reader to gain information, using and discussing such features as the title, table of contents, headings and subheadings, pictures and their captions, diagrams, index, and glossary.
- Students work in groups and use guided or independent reading to find and record the information they require to answer their questions, using relevant texts.

Assessment

- Students share their findings with interest groups. The teacher notes students' ability to describe the processes they used to gain the information.

Links With Other Strands

Speaking, Listening, Presenting

Achievement Objectives

LEVEL 3	*Students should:* • select and read independently, for enjoyment and information, different contemporary and historical texts, integrating reading processes with ease	**Personal Reading**
LEVEL 4	• select and read independently, for enjoyment and information, a range of contemporary and historical texts, integrating reading processes and using a variety of reading strategies	
LEVEL 3	• discuss language, meanings, and ideas in a range of texts, relating their understanding to personal experiences and other texts	**Close Reading**
LEVEL 4	• discuss language, meanings, and ideas in a range of texts, relating their understanding to experiences, purposes, audience, and other texts	
LEVELS 3 AND 4	*In achieving the objectives of understanding and using written language, students should:* • identify, discuss, and use the conventions, structures, and language features of different texts, and discuss how they relate to the topic	**Exploring Language**
LEVELS 3 AND 4	• discuss and convey meanings in written texts, exploring relevant experiences and other points of view	**Thinking Critically**
LEVELS 3 AND 4	• gather, select, record, interpret, and present coherent, structured information from a variety of sources, using different technologies and explaining the processes used	**Processing Information**

Teaching, Learning, and Assessment Examples

EXAMPLE 1

Achievement Objectives

Personal reading; close reading: processing information

Teaching and Learning

Context: a study of the heritages of the children in the class

- Students read and talk about the languages, family traditions, and individuals linked to their heritages, such as historical figures, personal acquaintances, or relatives.
- Students and the teacher gather a range of texts, including information from resources such as audio and visual texts, genealogies and whakapapa, conversations with older people about their childhood memories, *School Journals*, and other written sources, which they identify in libraries using the technologies available.
- Students read a variety of fiction, non-fiction, and poetry texts which reflect the different heritages of students in the class. The class keeps a reading "map", linking their reading with places.
- The students work in pairs or groups to assemble a presentation of their own heritages, choosing appropriate methods and technologies.

Assessment

- The teacher observes and records students' use of processes and technologies to select resources, and their reading strategies.
- Students evaluate their own work, including discussion and recording of the processes involved in gathering information.
- Students share and respond to each other's contributions.
- The teacher discusses records with students.

Links With Other Strands

Writing, Speaking, Viewing, Presenting

Related example in another strand at the same level: Listening, Example 3.

EXAMPLE 2

Achievement Objectives

Personal reading; close reading: thinking critically

Teaching and Learning

Context: independent reading of a self-selected text

- A selection of *School Journal* stories or novels is made available to the class, with several copies of each title.
- Students are grouped according to their choice of text for independent reading. Students agree to read a section of text by a certain time, and the teacher provides time for independent reading.
- As they read, students make personal notes on aspects they would like to share, such as related personal experiences, a character, a piece of action, or specific language features.
- The teacher discusses progress with the groups, helping to extend their responses through questions and comments.
- Individual students develop a written response, or groups, pairs, or individuals shape a presentation to share with larger groups, about an aspect of the text which was important to them.

Assessment

- Students' responses are assessed by the teacher and by other students for their critical thinking and for their ability to convey their enjoyment of the text.

Links With Other Strands

Writing, Speaking, Listening

EXAMPLE 3

Achievement Objectives

Close reading: thinking critically; exploring language

Teaching and Learning

Context: preparing to write for a class magazine

- Students read about a particular event or issue, using texts from a range of sources, including magazines, newspapers, cartoons, and letters to the editor.
- Students identify and discuss different points of view or angles and use appropriate terminology to justify their analysis, such as headlines, choice of words, organisation of text, and the language features which contribute to the text's impact.
- In pairs, students discuss the different attitudes to the subject and express their own opinions, specifically linking their arguments to the texts by finding evidence and developing reasons for their views, especially those based on personal experience or feelings.

Assessment

- In larger groups, students share the opinions they have developed, reading from texts that they have agreed or disagreed with. The emphasis is not on debate but on the range of opinions in the group.
- The students' contributions are assessed for evidence of critical thinking and clarity of response.

Links With Other Strands

Writing, Speaking, Listening

Related example in another strand at the same level: Viewing, Example 2.

EXAMPLE 4

Achievement Objectives

Close reading: exploring language; thinking critically; processing information

Teaching and Learning

Context: exploring language in use in a range of situations, with a focus on the language of instruction

- Students read a range of instructional texts, such as recipes, rules of games, road rules, and instructions for developing particular skills in sports.
- They explore the characteristics of the language used in each of the texts, such as specialised vocabulary, organisation of text, economy of language, and layout.
- The students compare the characteristics of different texts and consider the reasons for these differences, in terms of topic and purpose.

Assessment

- In groups, students apply these characteristics in preparing instructions for various class activities or procedures.
- Students set out in their learning logs a summary of the characteristics of instructional language.
- The clarity and usefulness of the instructions for class activities or procedures is tested in use.

Links With Other Strands

Writing, Speaking, Listening

Related example in another strand at the same level: Presenting, Example 2.

Achievement Objectives

LEVEL 5	*Students should:* • select and read fluently and independently a wide range of contemporary and historical texts, beginning to adapt reading processes and strategies for different purposes	**Personal Reading**
LEVEL 6	• select and read fluently and independently a wide range of contemporary and historical texts, including some with established critical reputations, confidently adapting reading processes and strategies for different purposes	
LEVEL 5	• discuss language, meanings, and ideas in a range of contemporary and historical texts, relating their understandings to personal experience, purposes, audience, and other texts	**Close Reading**
LEVEL 6	• discuss and analyse language, meanings, ideas, and literary qualities in a range of contemporary and historical texts, taking account of purpose, audience, and other texts	
LEVELS 5 AND 6	*In achieving the objectives of understanding and using written language, students should:* • using appropriate terminology, describe, discuss, analyse, and apply the distinctive conventions, structures, and language features of a range of texts and explain how they suit the topic and purpose	**Exploring Language**
LEVELS 5 AND 6	• interpret, analyse, and produce written texts, identifying and discussing their literary qualities, and explore and identify attitudes and beliefs in terms of personal experience and knowledge of other texts	**Thinking Critically**
LEVELS 5 AND 6	• using appropriate technologies, retrieve, select, and interpret information from a variety of sources, and present accurate and coherent information for a range of purposes, analysing the processes used	**Processing Information**

Teaching, Learning, and Assessment Examples

EXAMPLE 1

Achievement Objectives
Close reading: exploring language

Teaching and Learning
Context: reading a range of short stories
• The teacher selects one story to share with the class.
• Before reading, the teacher asks students to write briefly, from their own experiences, about an idea, situation, or relationship which is relevant to the story.
• Several students read aloud their responses and the class discusses significant points and ideas.
• The teacher reads the story aloud, or plays a recorded reading.
• A class discussion of students' responses follows.
• Students silently reread the story, identifying particular features which make it effective. These might include sentence construction, the structure of the text as a whole, vocabulary, dialogue, or imagery.
• In groups or as a class, students share their responses to reinforce their understanding of the text.
• Students individually select and read several new short stories and choose one for a written or oral response, discussing how the language features create effects and contribute to meaning.

Assessment
• The teacher assesses the students' personal assignments in terms of their understanding of how language features contribute to the effects of written texts.

Links With Other Strands
Writing, Speaking, Listening

EXAMPLE 2

Achievement Objectives
Personal reading; close reading: processing information; exploring language; thinking critically

Teaching and Learning
Context: exploring the background to a novel
• Students read more than one novel of their choice.
• The teacher conferences with each student to discuss their responses to the texts and to share ideas for further research and reading.
• In groups, students share their responses to different novels.
• Students then select one of the novels they have read, and research its background and social climate, using a wide range of resources, such as biographies, newspapers, reference books, diaries, and official documents.
• Students present information from their study, using selected media, and making connections with the novel itself by identifying and quoting extracts which reflect its social context.

Assessment
• The teacher observes the students' ability to relate their research to the topic.
• Students assess each other's presentations for the interest in the novel which they demonstrate.

Extension Option

*   Students read, discuss, and analyse extracts from the various texts which they used for their research, identifying characteristic features of each genre.

Links With Other Strands

Presenting, Speaking, Listening

EXAMPLE 3

Achievement Objectives

Close reading: exploring language

Teaching and Learning

Context: exploring language through poetry or song lyrics

*   Each student selects a lyric poem which has been set to music, or the lyric of a song, and makes a transcript of the words.
*   In groups, students select one of the texts and discuss aspects of the form, such as rhymes, line division, and stanza division.
*   Students take turns reading the text aloud. The group discusses the effects of different emphases, stresses, and rhythms. They listen to the musical version and compare its effect with their spoken interpretations.
*   Students examine the imagery of the lyric and discuss its effects, noting any unusual words or phrases, and any complex or unusual sentence structures, and discussing their meaning and impact.
*   Students prepare a group reading, using, for example, a chorus and solo voices, and present it to the class, with mime or other visual elements, where appropriate. The class then listens to the musical version.

Assessment

*   Each group assesses what they have learned about the effect of language features in lyric poetry.
*   The group presentations are assessed in terms of how they conveyed the mood and meaning of the lyric.

Links With Other Strands

Speaking, Listening, Presenting, Viewing

EXAMPLE 4

Achievement Objectives

Close reading: exploring language; thinking critically; processing information

Teaching and Learning

Context: a study of the language of information technology

- The class brainstorms what students know about the language of information technology, and where they will find resources and examples of relevant texts.
- Students map their information and establish questions for the investigation.
- In groups, students retrieve and select information relevant to one area of information technology by investigating different genres such as advertisements, manuals, and encyclopaedias.
- Students describe, discuss, and analyse the language features of each text, such as specialised vocabulary, neologisms, sentence construction, and the use of active and passive voice.
- Students choose a way to organise their findings and present them to the class.
- The class draws conclusions from the group presentations, in a set of descriptive statements about the language of information technology and how it is used for different audiences.

Assessment

- Students write up individual reports, with samples included, of the language of technology and the ways in which it varies according to audience and purpose. The report is assessed for breadth of information and interpretation and analysis of language.
- Students record the information processes and variety of sources that were used, setting out their bibliography in a standard format. The teacher notes these records.

Links With Other Strands

Listening, Speaking, Reading, Writing, Presenting

Achievement Objectives

LEVEL 7	*Students should:* • select and read fluently, confidently, independently, and with discrimination a wide range of contemporary and historical texts, including some with established critical reputations, choosing and adapting reading processes and strategies for a variety of purposes	**Personal Reading**
LEVEL 8	• read and reread a wide range of texts fluently and with enjoyment for personal development and information, gaining satisfaction from exploring ideas and aspects of texts as an integral part of daily life	
LEVEL 7	• analyse critically language, meanings, and ideas in a wide range of contemporary and historical texts, discussing and interpreting their literary qualities and effects in relation to purpose and audience	**Close Reading**
LEVEL 8	• analyse, interpret, and respond to language, meanings, and ideas in contrasting texts from a wide range of genres, traditions, and periods, evaluating their literary qualities and effects in relation to purpose and audience	
LEVELS 7 AND 8	*In achieving the objectives of understanding and using written language, students should:* • using appropriate terminology, describe, discuss, analyse, and evaluate the way language features, structures, and conventions of a wide range of texts suit the topic, purpose, and audience, and apply these understandings	**Exploring Language**
LEVELS 7 AND 8	• interpret, evaluate, and produce written texts, identifying and discussing their language and literary qualities and relating them to personal, social, cultural, political, and historical contexts	**Thinking Critically**
LEVELS 7 AND 8	• using a variety of resources and types of technology, retrieve, select, interpret, synthesise, and present accurate and coherent information, evaluating the processes used	**Processing Information**

Teaching, Learning, and Assessment Examples

EXAMPLE 1

Achievement Objectives
Personal reading; close reading: exploring language; processing information

Teaching and Learning
Context: a theme-based study, using a range of genres
- Students and the teacher select a theme, such as youth and age, or city life.
- The teacher and students explore different texts on the topic, such as an essay and a poem, in terms of the ways in which the conventions of writing, language features, and aspects of structure vary according to the point of view, purpose, and context.
- In groups, students work with further texts on the same theme, exploring and comparing language. They then read one text closely, evaluating its effectiveness and justifying their judgments.
- Students collect data, including factual material such as statistics, which are relevant to the theme, and compare these texts with others, looking particularly at the ways in which their language varies according to the text's purpose and audience.
- Each group makes a scrapbook of extracts from a variety of genres on the same theme, including two of the texts considered in class. They write a commentary on the language and its effectiveness in relation to the purpose of each genre.

Assessment
- While the scrapbooks are being worked on in class, the teacher holds conferences with the groups, and material is shared with peers for comment. Each student also records a self-assessment against agreed criteria.

Links With Other Strands
Writing, Speaking, Listening

EXAMPLE 2

Achievement Objectives
Close reading: exploring language; thinking critically

Teaching and Learning
Context: a study of the expression of personal opinion and points of view
- Students and the teacher collect a range of feature articles, editorials, columns, and essays from newspapers, magazines, and other sources, including historical examples.
- Students and the teacher consider one example in detail, in terms of the topic and the context, analysing and evaluating the language choices made by the writer.
- In groups, students read and analyse at least two other examples in a similar way.
- In groups, students discuss and summarise significant characteristics of the feature article, editorial, column, and essay, based on their experience of the examples.

Assessment
- Students write a collaborative definition of each of the genres they have analysed.
- Individually, students select and evaluate one feature, editorial, column, or essay in terms of its genre, purpose, context, and audience.

Extension Option
- Each student writes on a topic of their choice in one of the four genres they have studied.

Links With Other Strands
Writing, Speaking, Listening

EXAMPLE 3

Achievement Objectives

Close reading: exploring language

Teaching and Learning

Context: a language study on gender bias in language

- The teacher reads an extract from material generally perceived to be intended for females or males (for example, romantic fiction or spy novels). Students read with the teacher, and note language features.
- The teacher introduces the same, or a similar language sample, reversing the original gender pronouns. The class discusses the effects of this reversal, noting, for example, the specific vocabulary, imagery, and dialogue which become inappropriate.
- Alternatively, the teacher removes gender references from the passage, and students supply what seems appropriate, using the context clues. The class discusses the choices, reverses the gender references, and considers the effects and implications of the changes.
- Independently or in groups, students develop a satirically exaggerated short piece, using the models previously discussed.
- The texts are shared and discussed.
- Students set out the language features which they have observed to be gender-marked, using a concise report format, and, independently or in groups, suggest neutral alternatives.

Assessment

- The reports are assessed in terms of the students' understanding of the ways in which the choice of language features is related to the intended audience.

Links With Other Strands

Writing, Speaking, Listening

Related example in another strand at the same level: Writing, Example 3.

EXAMPLE 4

Achievement Objectives

Close reading: exploring language; thinking critically; processing information

Teaching and Learning

Context: an investigation of language change reflected in literature

- Students and the teacher read together short extracts from prose texts on similar subjects, selected from major periods of English literature.
- Students interpret and discuss the meanings of each text, noting distinctive language features, including vocabulary, text structure, grammar, inflections, and imagery.
- The teacher clarifies for the students some reasons for the changes they note, and the appropriate terminology for discussing them.
- In groups, students research the information for a broad outline of the history of the English language, with each group studying one major period.
- Students share their information, noting major features of change in the period they studied.

Assessment

- Students rewrite one of the earlier texts for a contemporary audience, making changes they think necessary to convey the meaning and purpose. The rewriting is annotated to explain the decisions for each change.
- The work is assessed for quality of research and exploration of language.

Links With Other Strands

Speaking, Listening, Writing, Presenting

Achievement Objectives

	Students should:	
LEVEL 1	• write spontaneously to record personal experiences	**Expressive Writing**
LEVEL 2	• write regularly and spontaneously to record personal experiences and observations	
LEVEL 1	• write on a variety of topics, beginning to shape ideas	**Poetic Writing**
LEVEL 2	• write on a variety of topics, shaping ideas in a number of genres, such as letters, poems, and narrative, and making choices in language and form	
LEVEL 1	• write instructions and recount events in authentic contexts	**Transactional Writing**
LEVEL 2	• write instructions and explanations, state facts and opinions, and recount events in a range of authentic contexts	
	In achieving the objectives of understanding and using written language, students should:	
LEVELS 1 AND 2	• explore choices made by writers, and identify and use the common conventions of writing and organisation of text which affect understanding	**Exploring Language**
LEVELS 1 AND 2	• identify and express meanings in written texts, drawing on personal background, knowledge, and experience	**Thinking Critically**
LEVELS 1 AND 2	• identify, retrieve, record, and present coherent information, using more than one source and type of technology, and describing the process used	**Processing Information**

Teaching, Learning, and Assessment Examples

EXAMPLE 1

Achievement Objectives
Expressive writing; poetic writing: exploring language

Teaching and Learning
Context: personal storytelling
- The teacher reads a story or passage which reflects a common or universal experience.
- Students respond, orally or in writing, relating the story to similar experiences of their own.
- The teacher tells a related story from his or her own experience, modelling how a storyteller can craft a narrative.
- In pairs, students exchange personal stories, and suggest ways of shaping the ideas.
- Two or three stories may be shared with the larger group, with the storyteller reworking the narrative.
- In preparation for writing, the teacher may guide students to focus their experience and to choose an effective point to begin their writing, so that it draws the reader into the narrative.
- Students write their personal stories, paying attention to the focus and detail.

Assessment
- In groups, students read, or have read for them, their completed piece, and respond in specific terms to the effects of each other's writing and the particular language choices made.
- The teacher notes students' responses and achievements.

Links With Other Strands
Listening, Speaking

EXAMPLE 2

Achievement Objectives
Expressive writing; poetic writing: exploring language; thinking critically

Teaching and Learning
Context: the traditional tale
- The teacher reads aloud a number of traditional stories which reflect the cultural heritages of the children in the class.
- Students write their spontaneous responses to the stories.
- Students, guided by the teacher, discuss the features of traditional tales, including language, structure, settings, and characterisation.
- The students read other tales and choose one they like, to retell in written form.

Assessment
- During their writing, students confer with each other, discussing and reconsidering their choice of language and its appropriateness to the genre.
- The teacher observes students to assess their engagement with, and enjoyment of, the process of spontaneous writing.
- The teacher assesses the finished stories, which may also be shared in groups for peer assessment.

Links With Other Strands
Reading, Speaking, Listening

Related example in another strand at the same level: Speaking, Example 3.

EXAMPLE 3

Achievement Objectives
Transactional writing: exploring language

Teaching and Learning
Context: learning an unfamiliar maths game
- The teacher demonstrates how the maths game is played.
- Two or three sets of games instructions are modelled and discussed.
- Students work in groups to compile a checklist for writing games instructions.
- The teacher and students jointly construct a set of instructions for the new game.
- In pairs or in small groups, students choose another game, and write instructions for the one they choose.

Assessment
- The students exchange games and instructions and try out the games, following the instructions developed by their peers. They feed back to the writer what was helpful or confusing, with any suggestions for revision.
- The teacher guides this process by encouraging the students to focus on particular words, the layout, sentence structures, and punctuation.
- Students revise their instructions, using the information they have gained in exploring the texts, and retain both their first effort and the revised version.
- The teacher confers with each student or pair, enabling them to explain the changes they made.

Links With Other Strands
Speaking, Listening, Reading

EXAMPLE 4

Achievement Objectives

Expressive writing; poetic writing: exploring language

Teaching and Learning

Context: close observation of the natural environment

- Students collect something from the natural environment, such as a twig, flower, or leaf.
- Students look closely at the item and describe it orally, in specific terms, drawing on all their senses.
- Students draw the chosen item, observing and recording the details.
- Students record in writing their observations and personal responses. Students share these with their peers.
- The teacher models some ideas for refining the writing in poetic form, for example, the use of economical language, sensory language, and structural features, such as line divisions.

Assessment

- Students rework their first ideas into a crafted form, using the criteria worked through with the teacher.
- The teacher provides specific feedback in terms of the criteria.

Links With Other Strands

Listening, Speaking

Achievement Objectives

	Students should:	
LEVEL 3	• write regularly and with ease to express personal responses to different experiences and to record observations and ideas	**Expressive Writing**
LEVEL 4	• write regularly and with ease to express personal responses to a range of experiences and texts, explore ideas, and record observations	
LEVEL 3	• write on a variety of topics, shaping, editing, and reworking texts in a range of genres, and using vocabulary and conventions, such as spelling and sentence structure, appropriate to the genre	**Poetic Writing**
LEVEL 4	• write on a variety of topics, shaping, editing, and reworking texts in a range of genres, expressing ideas and experiences imaginatively and using appropriate vocabulary and conventions, such as spelling and sentence structure	
LEVEL 3	• write instructions, explanations, and factual accounts, and express personal viewpoints, in a range of authentic contexts, sequencing ideas logically	**Transactional Writing**
LEVEL 4	• write instructions, explanations, and factual accounts, and express and explain a point of view, in a range of authentic contexts, organising and linking ideas logically and making language choices appropriate to the audience	
	In achieving the objectives of understanding and using written language, students should:	
LEVELS 3 AND 4	• identify, discuss, and use the conventions, structures, and language features of different texts, and discuss how they relate to the topic	**Exploring Language**
LEVELS 3 AND 4	• discuss and convey meanings in written texts, exploring relevant experiences and other points of view	**Thinking Critically**
LEVELS 3 AND 4	• gather, select, record, interpret, and present coherent, structured information from a variety of sources, using different technologies and explaining the processes used	**Processing Information**

Teaching, Learning, and Assessment Examples

EXAMPLE 1

Achievement Objectives

Expressive writing; transactional writing: exploring language; processing information

Teaching and Learning

Context: studying the work of a New Zealand author

- The teacher and students read together and talk about a range of stories by New Zealand writers. Students record their responses to some stories.
- During discussion of one or two stories, students identify and describe some significant conventions of written language, such as structural features, words, and imagery chosen to convey moods or emotions.
- In groups, students identify any language features or specific references which identify the story as being from New Zealand.
- In groups of three or four, the students select the work of one author to study in greater depth. They share a number of stories by their chosen author, and identify and note down what they already know and what they want to find out. Each member of the group contributes as they map and record the process they intend to use to locate, retrieve, and record information.
- The groups undertake their research, collate and interpret the material they have found, and collaboratively draft, revise, and edit a presentation of their findings.
- Students share their presentations with other groups.

Assessment

- The teacher notes the students' responses to the material.
- The teacher observes and discusses the processes of finding and recording information with the students, and assesses the effectiveness of the presentations.

Links With Other Strands

Reading, Speaking, Listening, Presenting, Viewing

EXAMPLE 2

Achievement Objectives
Expressive writing; poetic writing: exploring language; thinking critically

Teaching and Learning
Context: writing a poem in a particular form
- The teacher selects and shares with the students a poem written in a particular form.
- The students respond, orally or in expressive writing, to the ideas and images of the poem.
- The teacher and class discuss and list some of the language and structural features of the poem.
- Students and the teacher identify the criteria for writing this form of poem.
- The teacher leads the students through the process of selecting a topic for writing their own poem by drawing on their own experiences.
- The teacher guides the students through the steps of composition, with students working on their own choice of topics.

Assessment
- Students evaluate their poem against the criteria. They share and respond to each other's poems in groups.
- The teacher notes students' responses and subsequent reworking of their writing.

Extension Option
Students use this process for developing a poem in a different form.

Links With Other Strands
Reading, Speaking, Listening

EXAMPLE 3

Achievement Objectives
Transactional writing: exploring language

Teaching and Learning
Context: preparing for a school concert, visit, or event
- Students gather and study a range of formal and informal invitations, advertisements, notices to parents, and other informational material about a forthcoming event.
- In groups, students identify the language features used in writing to inform different audiences.
- Groups clarify the information which they will need to convey about the event, and the range of audiences. The ideas are shared and collated, and the class decides which will be required.
- Each group takes responsibility for writing one of the information texts, such as invitations to neighbouring schools, a newspaper item, a notice for parents, a reminder for staff, or school notices.
- Groups write their texts, adopting a structure and language which is suitable to the occasion and which reflects the various cultures represented in the school and audience.

Assessment

- Each group presents their drafts, and class members contribute suggestions, with reasons, for any changes.
- The texts are finalised by the groups, and distributed to the appropriate audience.
- The teacher observes and notes individual students' participation and achievements.

Links With Other Strands

Reading, Presenting

EXAMPLE 4

Achievement Objectives

Poetic writing; exploring language

Teaching and Learning

Context: exploring narrative in prose and poetry

- Students listen to a narrative, told either as a short story with a strong narrative thread, or as a ballad, waiata, or poem.
- In small groups, students retell the story, working together to recall as much detail and accuracy of sequence as they can. The purpose of this retelling is to strengthen students' sense of narrative construction.
- These retellings may be shared with others.
- The teacher provides up to five elements which are to be included in a new narrative. These could include a setting, a character, an incident, objects, and events.
- Each group now develops and writes a group story, in prose or in narrative poetic form.

Assessment

- The teacher discusses the drafts as they proceed, noting students' contributions to, and control of, the process.
- The group narratives are shared and assessed for imaginative power, quality of language, and use of narrative techniques.

Links With Other Strands

Listening, Speaking

Related example in another strand at the same level: Listening, Example 3.

Achievement Objectives

LEVEL 5	*Students should:* • write regularly and confidently to respond to a range of experiences, ideas, observations, and texts, developing a personal voice	**Expressive Writing**
LEVEL 6	• write regularly, confidently, and fluently to reflect on a range of experiences, ideas, feelings, and texts, developing a personal voice	
LEVEL 5	• write on a variety of topics, shaping, editing, and reworking texts in an extended range of genres, selecting appropriate language features and using conventions of writing accurately and confidently	**Poetic Writing**
LEVEL 6	• write on a variety of topics, shaping, editing, and reworking texts to express experiences and ideas imaginatively in an extended range of genres, choosing appropriate language features and using conventions of writing accurately and with discrimination	
LEVEL 5	• write coherent, logical instructions, explanations, and factual accounts, and express and argue a point of view, linking main and supporting ideas, and structuring material in appropriate styles in a range of authentic contexts	**Transactional Writing**
LEVEL 6	• write clear, coherent instructions, explanations, and factual reports and express and justify a point of view persuasively, structuring material confidently, in appropriate styles for different audiences, in a range of authentic contexts	
LEVELS 5 AND 6	*In achieving the objectives of understanding and using written language, students should:* • using appropriate terminology, describe, discuss, analyse, and apply the distinctive conventions, structures, and language features of a range of texts and explain how they suit the topic and purpose	**Exploring Language**
LEVELS 5 AND 6	• interpret, analyse, and produce written texts, identifying and discussing their literary qualities, and explore and identify attitudes and beliefs in terms of personal experience and knowledge of other texts	**Thinking Critically**
LEVELS 5 AND 6	• using appropriate technologies, retrieve, select, and interpret information from a variety of sources, and present accurate and coherent information for a range of purposes, analysing the processes used	**Processing Information**

Teaching, Learning, and Assessment Examples

EXAMPLE 1

Achievement Objectives

Expressive writing; poetic writing; transactional writing: exploring language; thinking critically

Teaching and Learning

Context: exploring personal experiences

*   Students hear and read a range of texts describing personal experiences, such as extracts from biography, travel narrative, feature articles, and letters.
*   Students write informally in their personal journals about their own feelings, based on the recollection of a person or experience.
*   Students discuss their recollections in groups to clarify their ideas.
*   Students shape their text in a form of their choice, to share the feelings associated with that memory. First drafts are discussed in pairs and groups, edited, and reworked for presentation to their group.
*   Students now draw on the same recollection to write a short article, feature, or letter to inform their audience or set out a point of view that arises from their experience.

Assessment

*   Students compare their three written accounts, identifying and noting their choices of material and language features according to the different functions.
*   The teacher assesses the two shaped pieces for appropriateness and effectiveness.

Links With Other Strands

Listening, Reading

EXAMPLE 2

Achievement Objectives

Poetic writing: exploring language

Teaching and Learning

Context: writing a poem

- Students listen to and read a number of poems in different forms which have highly descriptive language, and express aspects of a universal theme.
- Each group looks at a different form, for example, haiku, lyric, ballad, or sonnet, for characteristics of the form, such as imagery, rhyme, word order, and other language features.
- The groups report to the class on their findings, and the class discusses the ways in which language is used in poetry, considering the topic, purpose, context, and implied audience.
- They write a group poem using one of the forms discussed.

Assessment

- The groups read their poems and evaluate them, using knowledge gained from earlier discussions.
- Groups share poems with others, responding to each other's ideas and choice of language features.
- Students write their own poems.
- They assess their work with the teacher in terms of ideas and effective use of language.
- Students record an evaluation of their poem and their control of the writing process in their log.

Links With Other Strands

Reading, Speaking, Listening

EXAMPLE 3

Achievement Objectives

Transactional writing; poetic writing: exploring language

Teaching and Learning

Context: studying the language of advertising

- Students plan an advertising and publicity campaign for the school drama production. They look closely at the formats and language features of written and visual texts, such as theatre programmes, posters, and local newspapers. They use journals or learning logs to comment on the language features they identify, such as imperatives, truncated sentences, repetition, and imagery.
- Students decide on the appropriate media for their campaign, such as brochure, poster, newsletter, and radio.
- Each group member is responsible for the concept script for each medium and develops a draft text for the group to rework into the campaign.
- Special attention is paid to appropriate choice of language.

Assessment

- In their groups, students assess themselves and their classmates for the overall effectiveness of their campaign and the effectiveness of the draft texts.
- Students then collaborate in reworking the drafts into final products. The teacher observes and notes their understanding of the different choices for different media.

Links With Other Strands

Reading, Listening, Speaking, Viewing, Presenting

Related example in another strand at the same level: Presenting, Example 3.

EXAMPLE 4

Achievement Objectives

Transactional writing: processing information; exploring language

Teaching and Learning

Context: investigating the language of campaigning

- After brainstorming ideas and planning how to gather material related to a political or special interest campaign, groups of students gather examples of different genres, such as letters to the editor, petitions, or campaign songs.
- The teacher also provides texts from, for example, campaigns in New Zealand history, or from literature, and the class discusses the language features and conventions of each genre.
- In groups, students compare two examples from their own collection for presenting to the class.
- Each group selects a current issue of concern. Within the group, each student prepares one item, such as an article, speech, bumper sticker, advertisement, or song, designed to persuade others to join their campaign.

Assessment

- Groups display their campaign material for peer assessment.
- Students present, for assessment by the teacher, an anthology of several texts, with a commentary on the language and effectiveness of each.

Links With Other Strands

Reading, Speaking, Listening, Presenting

Achievement Objectives

	Students should:	
LEVEL 7	• write regularly, confidently, and fluently to reflect on, interpret, and explore a wide range of experiences, ideas, feelings, and texts, developing a personal voice	**Expressive Writing**
LEVEL 8	• use expressive writing regularly, fluently, and by choice, to reflect on, interpret, and explore a wide range of experiences, ideas, feelings, and texts, expressing complex thoughts in a personal voice	
LEVEL 7	• write on a variety of topics, shaping, editing, and reworking texts to investigate and explore ideas imaginatively in a wide range of genres, using the conventions of writing securely, and integrating techniques with purpose	**Poetic Writing**
LEVEL 8	• write on a variety of topics, in a wide range of genres, shaping, editing, and reworking texts and demonstrating depth of thought, imaginative awareness, and secure use of language, including accurate and discriminating use of the conventions of writing, and integrating techniques with purpose	
LEVEL 7	• write clear, coherent explanations and reports, and debate a proposition or point of view, structuring well researched material effectively, in appropriate styles for different audiences, in a range of authentic contexts	**Transactional Writing**
LEVEL 8	• write explanations and reports on complex issues, and debate in depth a proposition or point of view, structuring well researched material effectively, in appropriate styles for different audiences, in a range of authentic contexts	
	In achieving the objectives of understanding and using written language, students should:	
LEVELS 7 AND 8	• using appropriate terminology, describe, discuss, analyse, and evaluate the way language features, structures, and conventions of a wide range of texts suit the topic, purpose, and audience, and apply these understandings	**Exploring Language**
LEVELS 7 AND 8	• interpret, evaluate, and produce written texts, identifying and discussing their language and literary qualities and relating them to personal, social, cultural, political, and historical contexts	**Thinking Critically**
LEVELS 7 AND 8	• using a variety of resources and types of technology, retrieve, select, interpret, synthesise, and present accurate and coherent information, evaluating the processes used	**Processing Information**

Teaching, Learning, and Assessment Examples

EXAMPLE 1

Achievement Objectives

Expressive writing; transactional writing; poetic writing: exploring language

Teaching and Learning

Context: a study of newspaper and magazine columns

- Students read and discuss various examples of columns from newspapers and magazines, paying attention to tone, and the elements of style which contribute to tone, such as irony, hyperbole, and metaphor, and to the language features which convey a personal voice. They compare different examples in terms of the intended audiences and record their impressions.
- Students write about a personal experience or point of view, adopting the style of one of the published columnists, with an emphasis on writing for the selected audience.

Assessment

- Students exchange their texts, and assess each other's texts in terms of their suitability for their audience.
- Students then write another piece on the same topic, developed for a different audience, in the voice of a different columnist, and in a different tone. This text could, for example, be persuasive, frivolous, or hard-hitting.
- The teacher and student assess the texts, identifying contrasting features for different audiences.

Links With Other Strands

Reading, Speaking, Listening

EXAMPLE 2

Achievement Objectives

Expressive writing; poetic writing: exploring language; thinking critically

Teaching and Learning

Context: reading fiction, non-fiction, and poetry on a similar theme, such as relationships or the environment

- Students read and listen to a wide range of texts on the theme, including extracts from longer texts and texts of their own choice.
- They write reflections on some of the texts, expressing ideas, thoughts, and feelings. The teacher also writes, sharing with students approaches to writing which result in thoughtful exploration.
- Students review their expressive writing and choose one idea, thought, or feeling which they then develop into the first draft of a poem or short piece of prose.
- Using other texts, students explore language features and techniques, aspects of structure, and use of the conventions of written language, in a number of different forms, to increase their understanding of poetry and personal voice.

Assessment

- Students review their expressive writing to observe their own processes.
- Students revise, edit, and present their poetic or crafted texts, by reading them aloud, recording, or displaying them.
- The teacher observes and notes the processes used by each student, and assesses the final text.

Links With Other Strands

Speaking, Listening, Reading, Presenting

EXAMPLE 3

Achievement Objectives

Poetic writing: exploring language

Teaching and Learning

Context: a study of language and gender

- In small groups, students write a short playscript in which a woman is interviewed for a job by a male employer. Students are told to avoid satire or obvious stereotyping, but are not told the next stage of the task.
- They change the situation, so that a man is now being interviewed by a female employer, without changing the script. Groups discuss and report back, in detail, on the extent to which the language fits the new situation.
- Individual students find and select written interviews, extracts from plays, and sections of dialogue from books, and remove any names or gender-specific pronouns. They exchange extracts, and discuss and explore whether the gender of the participants is clear from the language used by and about them.
- Students write a report on their findings, analysing and evaluating the relationships between language, gender, and context.

Assessment
- The students' reports are assessed by the teacher in terms of the clarity of their analysis of the relationships between language features, gender, and context.

Links With Other Strands
Reading, Speaking, Listening
Related example in another strand at the same level: Reading, Example 3.

EXAMPLE 4

Achievement Objectives
Transactional writing: exploring language

Teaching and Learning
Context: the formats and conventions of letters
- Students collect examples of a range of semi-formal and formal letters, such as formal invitations, applications for jobs, insurance or bank enquiries, and club or organisational letters.
- In groups, students discuss the formats and conventions, identifying different language features used for different purposes.
- Working in pairs or groups, and using a word processor if possible, students prepare a number of draft models for a range of different situations.
- The class pools the drafts and each student has a copy.
- Students work together to redraft and revise their writing, seeking and using advice from experts, such as teachers in other relevant areas, parents who work in business or employ others, and local bank staff.
- Students select and publish examples in a handbook for their own reference.
- In groups, students develop guidelines for other writers about preparing formal correspondence, and add it to their handbook.

Assessment
- The teacher and students assess the students' understanding of the language features, structures, and conventions of letter writing.
- The teacher observes and notes the students' ability to write in a style which is appropriate for an audience.

Links With Other Strands
Reading, Speaking, Listening

Achievement Objectives

LEVEL 1 LEVEL 2	*Reading visual and dramatic texts, including static and moving images, students should:* • respond to meanings and ideas • respond to meanings and ideas, identifying and describing the verbal and visual features	**Viewing**
LEVELS 1 AND 2	*In achieving the objectives of understanding and using visual language, students should:* • understand that communication involves verbal and visual features which have conventionally accepted meanings	**Exploring Language**
LEVELS 1 AND 2	• show awareness of how words and images can be combined to make meaning	**Thinking Critically**
LEVELS 1 AND 2	• view and use visual texts to gain and present information, become familiar with and use appropriate technologies, and write letter and number forms legibly to present ideas	**Processing Information**

Teaching, Learning, and Assessment Examples

EXAMPLE 1

Achievement Objectives
Viewing: exploring language, thinking critically

Teaching and Learning
Context: viewing a television advertisement
- Students view, discuss, and give their opinions on one or more television advertisements.
- Students discuss how the product is presented to the viewer, for example, through dialogue, words on the screen, music, and types of character.
- The teacher and students discuss the images and story-line, and the teacher introduces some basic techniques and terms used in film-making, such as close-up and long shot, as appropriate.
- In groups, students discuss how the words and images have been combined for a particular effect.
- The teacher builds up a basic storyboard from the group discussions, sketching the outline for the advertisement and introducing questions about the purposes of certain techniques, such as showing a face in close-up.
- In groups, students discuss another advertisement of their own choice, in terms of the ideas they have explored in class.

Assessment
- The teacher notes how well students show a connection between the verbal and visual features of the advertisement, and the meanings they have drawn from it.

Links With Other Strands
Speaking, Listening, Reading

EXAMPLE 2

Achievement Objectives
Viewing: thinking critically; processing information

Teaching and Learning
Context: a study of road signs
- The class takes a walk in their local community, and students observe and discuss the road signs and symbols they see.
- The class makes a collection of illustrations and photographs of road signs for a wall display.
- The class discusses the ways these visual signs are presented and how they convey their meanings.
- During discussion the teacher introduces concepts and terms such as standardisation, international, sign, and symbol.
- The teacher provides large photographs of outdoor scenes; the students, working in pairs or groups, identify any signs or symbols and discuss their meanings.

Assessment
- The teacher notes the extent to which the students understand the meanings of the signs and symbols they have explored in class.

Links With Other Strands
Speaking, Listening

EXAMPLE 3

Achievement Objectives

Viewing: thinking critically; processing information

Teaching and Learning

Context: understanding the meaning of signs and symbols to do with danger

- Students collect signs and symbols indicating danger, from sources such as labels on medicines or cleaning fluids, film or television censorship warnings, gas and power cable indicators, and beach warning signs.
- The class discusses how colour, shape, wording, and pictures contribute to the impact of the signs.
- Students discuss with their teacher and role-play how they act, react, and respond in given situations, where warning signs are given.
- Students use words such as warning, care, careful, danger, keep out, electrocuted, bells, keep clear, and avoid.

Assessment

- Students view a safety video and talk about whether or not the verbal and visual messages reflect their own understanding and practices.
- The teacher assesses students' ability to identify and describe visual and verbal features.

Links With Other Strands

Reading, Speaking, Listening

EXAMPLE 4

Achievement Objectives

Viewing: exploring language

Teaching and Learning

Context: viewing a ceremony

- Students watch a ceremony or performance by, for instance, a cultural group, either personally or on film.
- The teacher guides the students in identifying significant verbal and visual features which helped to convey the meaning of the ceremony, such as particular movements, garments, words, and images.
- The teacher helps students to understand terms specific to that ceremony. For instance, in describing a poi performance, terms such as twirl, rhythm, traditional, modern, waiata, and melody might be appropriate.
- The teacher relates the ceremony to the students' prior knowledge of special occasions.
- Students compare the ceremony they have seen with ceremonies or celebrations within their own families.
- Students learn a movement, song, or other element used in a significant ceremony.

Assessment

- In groups, students list verbal and visual features which are often found in ceremonial performances or important ceremonies, such as wearing special clothing, having particular food, or using a particular form of words.
- The teacher assesses the students' ability to identify and describe features of visual language found in particular ceremonies.

Links With Other Strands

Speaking, Listening, Presenting

Achievement Objectives

<table>
<tr>
<td>LEVEL 3</td>
<td>Reading visual and dramatic texts, including static and moving images, students should:
• respond to and discuss meanings and ideas, identifying and describing the effects of and links between verbal and visual features</td>
<td>Viewing</td>
</tr>
<tr>
<td>LEVEL 4</td>
<td>• respond to and discuss meanings, ideas, and effects, identifying the purposes for which the verbal and visual features are used and combined</td>
<td></td>
</tr>
<tr>
<td>LEVELS 3
AND 4</td>
<td>In achieving the objectives of understanding and using visual language, students should:
• identify important features of verbal and visual language and use them to create particular meanings and effects</td>
<td>Exploring Language</td>
</tr>
<tr>
<td>LEVELS 3
AND 4</td>
<td>• identify and discuss ways in which verbal and visual features can be combined for a particular purpose and audience</td>
<td>Thinking Critically</td>
</tr>
<tr>
<td>LEVELS 3
AND 4</td>
<td>• view and use visual texts to retrieve, interpret, organise, and present information coherently; use appropriate technology, including fluent handwriting, for effective presentation</td>
<td>Processing Information</td>
</tr>
</table>

Teaching, Learning, and Assessment Examples

EXAMPLE 1

Achievement Objectives
Viewing: thinking critically; exploring language

Teaching and Learning
Context: making an advertisement
• In groups, students collect a range of magazine advertisements.
• Students explore the colours and shapes of logo symbols and a range of signs in the advertisements.
• Each group chooses one type of product, such as soap, cars, or biscuits. The group discusses how two advertisements for that type of product are constructed to make consumers view them in a particular way, and the effects of verbal language, symbols, and colour used in combination.

Assessment
• Each group records their findings and they are displayed and commented on.
• Groups make up an advertisement for a food product and discuss it with others, assessing the possible meanings and effects of each other's advertisements in terms of the combination of visual and verbal features that they have used.

Links With Other Strands
Presenting, Speaking, Listening

EXAMPLE 2

Achievement Objectives
Viewing: exploring language

Teaching and Learning
Context: exploring humour and satire
• The teacher provides examples of cartoon strips and short cartoon films.
• In groups, students explore how cartoons combine visual and verbal language to achieve particular effects.
• Students examine some of the conventions of cartoon making, such as framing, speech bubbles of various kinds, pauses suggested by three dots, movement marks, animal characters, caricature, and sound effects.
• While viewing cartoons, students are encouraged to use terms such as dialogue, image, frame, story-line, comedy, and comic.
• In pairs, students re-create a brief event in cartoon-strip form.

Assessment
• Students and teacher assess their understanding of visual language conventions and the particular effects created.

Links With Other Strands
Presenting, Speaking, Listening
Related example in another strand at the same level: Reading, Example 3.

EXAMPLE 3

Achievement Objectives
Viewing: exploring language; thinking critically

Teaching and Learning
Context: a study of the language of film
- Students watch selected scenes or one short clip from a television soap opera, several times.
- In groups, students watch for and discuss the characters in terms of their settings, appearance and dress, body language, gestures and expression, dialogue and use of voice, attitudes, and behaviour.
- The students analyse the interrelationships of these features.

Assessment
- Within the groups, each student chooses one of the characters and writes a description of his or her personality, referring in detail to evidence from visual and verbal elements of the text.
- Students discuss their character studies in their groups, comparing impressions and assumptions, and justifying their choices by reference to the film.
- The teacher observes and listens to the discussions, and assesses each student's understanding of how verbal and visual elements are combined to show meanings.

Extension Option
- This study could be integrated with a social studies unit through discussion of the extent to which the real-life social context is reflected in the television series.

Links With Other Strands
Writing, Speaking, Listening

EXAMPLE 4

Achievement Objectives
Viewing: exploring language; thinking critically

Teaching and Learning
Context: a study of Pacific cultures
- The class listens to and views a range of music and dance representative of different countries, presented by members of the communities, or seen on film.
- Students listen to explanations of traditions and stories associated with the dance, and note new vocabulary.
- Students discuss how these ideas and stories are conveyed through rhythm and movement.
- In groups, students select an item of music or dance, and prepare an introduction to present to the class, explaining the ways in which the visual and verbal elements combine to develop the meaning, significance, or story.
- Individual students tell of, and respond to, a performance they have seen, relating it to their own experience.

Assessment
- The groups' introductions are assessed for evidence that important verbal and non-verbal features have been identified and explained.

Links With Other Strands
Presenting, Speaking, Listening

EXAMPLE 5

Achievement Objectives

Viewing: exploring language

Teaching and Learning

Context: examining the impact of visual language on consumer products

• Students view two different cereal boxes and discuss what they notice about them.

• The teacher lists the verbal and visual features identified by the students, such as images, colour, layout, graphics, and messages.

• The teacher shows the students another cereal box, and, using the list of features, helps them to identify similarities and differences and to view features which they may not have noticed on the first boxes.

• The students gather a variety of cereal boxes over several days, talking informally with others about the verbal and visual features they find interesting.

Assessment

• Students are presented with the idea of a new brand of cereal and, in groups, describe what features should be on the box so that people will want to buy it.

• The teacher assesses students' understanding of the ways in which verbal and visual language features can be used to create particular effects.

Links With Other Strands

Speaking, Listening

Achievement Objectives

	Reading visual and dramatic texts, including static and moving images, students should:	
LEVEL 5	• respond to and discuss various meanings, ideas, and effects, describing how verbal and visual features are combined for different purposes	**Viewing**
LEVEL 6	• respond to and interpret various meanings, ideas, and effects, describing how verbal and visual features are combined for different purposes and audiences	
	In achieving the objectives of understanding and using visual language, students should:	
LEVELS 5 AND 6	• using appropriate terminology, describe the conventions of verbal and visual language in several genres, and use them to create particular effects	**Exploring Language**
LEVELS 5 AND 6	• identify and analyse the effects of combining verbal and visual features in different ways for a variety of purposes and audiences	**Thinking Critically**
LEVELS 5 AND 6	• select and interpret information from visual texts and present it effectively, using appropriate production technologies for different purposes	**Processing Information**

Teaching, Learning, and Assessment Examples

EXAMPLE 1

Achievement Objectives
Viewing: exploring language; thinking critically

Teaching and Learning
Context: a study of body language in interviews
- Students select an advertisement from the Situations Vacant column of a newspaper and discuss information that would help them in an interview for that position.
- Teacher and students discuss features of interviewing, highlighting the importance of non-verbal features of language, and using terms such as gesture, facial expression, and posture.
- Students develop possible criteria for assessing an employment interview.
- The teacher models the roles of interviewer and interviewee with another person. Students assess the interviews, using the criteria.

Assessment
- Groups interview their own members, taking turns with the roles of employer and employee, and assess their use of language and conventions.
- Students prepare for and present an interview for another position advertised in the Situations Vacant column of a newspaper.
- Students discuss who might win the position, based only on criteria relevant to the interview, and how well the interviewees have combined verbal and non-verbal elements.

Links With Other Strands
Presenting, Speaking, Listening

EXAMPLE 2

Achievement Objectives
Viewing: thinking critically

Teaching and Learning
Context: a study of visual language associated with popular songs
- Students view a range of CD covers, posters, and videos of popular songs and singers, and discuss how effectively they combine words and images to influence and appeal to the intended audience.
- In groups, students analyse the impact and effects of the texts, such as mood, expectations, and themes, and discuss how these are established, through features such as symbolism, body language, colour, and use of words.
- Students undertake a close reading of a video, transcribe the text, and discuss how the elements of video making, music, and text are combined to appeal to an audience.
- Students discuss the implied messages in the video.

Assessment
- In groups, students establish criteria for an excellent video, CD cover, and poster. The teacher notes the students' understanding of the effects of the language features.

Links With Other Strands
Speaking, Listening

EXAMPLE 3

Achievement Objectives

Viewing: thinking critically

Teaching and Learning

Context: a study of societies and stereotypes, through the medium of television

- Students view individual scenes from two or three different television shows which are related in theme. They look for specific aspects, for example, the ways in which law enforcement officers or parents are presented in American, Australian, New Zealand, or British television dramas.
- Students view two short clips from earlier periods, such as the 1940s, looking for ways the protagonists are portrayed.
- In groups, students consider and discuss comparisons of social aspects such as language, dress, lifestyle, cars, technology, offices, houses, behaviour, and values, and the portrayal of different groups of people. Their reports are shared.
- Guided by the teacher, students examine the visual and non-verbal features of each programme, noting, for example, camera work, pace, sound effects, and music.
- Each group of students chooses one of the clips which establishes a character.
- Students then make notes to the director for changing some of the features of the characterisation, such as appearance, dress, voice, mannerisms, language, background, and setting, in order to fit the character into a different period or cultural context.

Assessment

- The teacher discusses the suggested changes with each group, and assesses their understanding of how the elements combine to portray certain values.

Links With Other Strands

Speaking, Listening, Writing

EXAMPLE 4

Achievement Objectives

Viewing: exploring language; processing information

Teaching and Learning

Context: a research project on language in the wider community

- Students select a particular type of visual language, such as billboard advertising, shopping mall signs, or public notices, and in groups video or photograph as many examples of the category as possible.
- Groups interpret and analyse characteristics of the selected visual language types and discuss their effects.
- Groups exchange information on the characteristics of language types, and present examples and findings to other groups for comparison.

Assessment

- Using a range of visual techniques, each group synthesises its information for a presentation, focusing on how the meanings and effects of the chosen language are created.
- Students are assessed for their ability to interpret information from visual texts and to discuss the effects of visual language features.

Links With Other Strands

Speaking, Listening, Presenting

Achievement Objectives

LEVEL 7	*Reading visual and dramatic texts, including static and moving images, students should:* • analyse different texts, comparing how verbal and visual features are organised and combined for different meanings, effects, purposes, and audiences	**Viewing**
LEVEL 8	• analyse contrasting texts, evaluating the ways verbal and visual features are organised and combined for different meanings, effects, purposes, and audiences in different social contexts	
LEVELS 7 AND 8	*In achieving the objectives of understanding and using visual language, students should:* • using appropriate terminology, identify, use, and evaluate the effectiveness of particular conventions of verbal and visual language in a range of genres	**Exploring Language**
LEVELS 7 AND 8	• identify, analyse, and evaluate the effects of combining verbal and visual features, relating the choice and use of verbal and visual features to particular purposes and audiences	**Thinking Critically**
LEVELS 7 AND 8	• select, interpret, and synthesise information from visual texts and present it effectively, using a range of visual and layout features and appropriate technologies for a variety of purposes	**Processing Information**

Teaching, Learning, and Assessment Examples

EXAMPLE 1

Achievement Objectives

Viewing: thinking critically

Teaching and Learning

Context: a study of the relationship between body language and spoken language

- The teacher and students devise a number of different situations which represent a brief real-life action or event, such as buying or selling something, or talking to someone directly or by telephone.
- In groups, students prepare a role-play for one of the situations and present it to the class. All students discuss and make notes of the different kinds of body language associated with the spoken language.
- The players are then asked to play the same roles, using the same language, where possible, but adopting different or inappropriate body language.

Assessment

- Students discuss and compare the differences and anomalies. They record significant features of the relationships between body language and spoken language, and the effects of the changes in body language.
- Students are assessed for their ability to analyse and evaluate the effects of combining verbal and visual features.

Links With Other Strands

Speaking, Listening, Presenting

EXAMPLE 2

Achievement Objectives

Viewing: exploring language; thinking critically

Teaching and Learning

Context: a news media study

- Students assemble examples of different news media treatments of the same story, over one or two days, such as from television, newspapers, magazines, and radio.
- The different versions are shared in groups. Students discuss the differences in the emphasis of each presentation, and identify visual, verbal, and non-verbal features which convey the interpretations.

Assessment

- Each group reports on their findings, and evaluates the stories in terms of clarity and effectiveness of presentation for the audience. The teacher notes the understanding and supporting evidence provided by each group.

Extension Option

- The students are given a press release and pictures for a news item.
- They choose an audience and medium, develop the item, and present it to the class for evaluation.

Links With Other Strands

Speaking, Listening, Presenting

Related examples in other strands at this level: Listening, Example 1; Speaking, Example 2.

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EXAMPLE 3

Achievement Objectives
Viewing: exploring language; thinking critically

Teaching and Learning
Context: viewing a live theatre production
- Before attending the performance, the teacher and students discuss the play, focusing on specific scenes, the main characters, and technical production aspects.
- Students consider aspects to look for in a production, particularly the ways in which the interpretations of character and theme might be developed visually.
- Students view a film or video version of this or another play before attending the performance, and practise looking for aspects of interpretation.
- The teacher and students collect examples of theatre reviews and discuss their characteristics.

Assessment
- Students write a review of the live performance, focusing on how well the production combined the verbal and visual elements to enhance the meaning and interpretation.
- The teacher assesses the reviews in terms of students' ability to analyse and evaluate the ways in which verbal and visual elements are combined in the production.

Links With Other Strands
Speaking, Listening, Reading, Writing

EXAMPLE 4

Achievement Objectives
Viewing: exploring language; thinking critically

Teaching and Learning
Context: a study of images of New Zealand in the media
- The teacher and students assemble advertisements from television, magazines, and newspapers promoting New Zealand products or services, such as butter, clothes, cars, or tourism.
- Each group of students chooses a product or service and analyses its advertisements in terms of their visual and verbal features and the ways in which these are organised and combined for particular effects.
- Each group analyses the interpretation of New Zealand cultures and peoples which is portrayed in the advertising of that product or service.
- Using appropriate terminology, the students evaluate the impact of the visual and verbal signs and discuss how effectively the advertisements reflect particular perceptions of New Zealand life, and their relevance to their own lives.
- In groups, students compare their findings.

Assessment
- Individually, students select their own advertisements and write an evaluation of them, using appropriate terminology.
- The teacher assesses the students' ability to evaluate the combination of verbal and visual elements in advertisements, and their use of appropriate terminology.

Links With Other Strands
Writing, Speaking, Listening

Achievement Objectives

	Using static and moving images, students should:

LEVEL 1 · present ideas using simple layouts and drama **Presenting**

LEVEL 2 · use verbal and visual features to communicate ideas or stories using layout, drama, video, or still photography

In achieving the objectives of understanding and using visual language, students should:

LEVELS 1 AND 2 · understand that communication involves verbal and visual features which have conventionally accepted meanings **Exploring Language**

LEVELS 1 AND 2 · show awareness of how words and images can be combined to make meaning **Thinking Critically**

LEVELS 1 AND 2 · view and use visual texts to gain and present information, become familiar with and use appropriate technologies, and write letter and number forms legibly to present ideas **Processing Information**

Teaching, Learning, and Assessment Examples

EXAMPLE 1

Achievement Objectives

Presenting: processing information

Teaching and Learning

Context: a study of newspaper layout

- Students discuss a recent illustrated story in a local paper to learn the terms for and identify features such as headline, caption, column, layout, and story and to explore elements of newspaper language, for example, factual language, and short, simple sentence structures.
- The teacher focuses the students' interest on newspaper layout.
- The class views photographs of local interest or related to a theme.
- Students co-operatively write a story to accompany the photographs, and provide captions or headlines.
- Students are given a picture and a simple page layout, and work in groups to present a newspaper page.

Assessment

- The teacher and students assess the students' pages for effective layout and the way the story is related to the visual image.

Links With Other Strands

Speaking, Writing, Reading

Related example in another strand at the same level: Reading, Example 4

EXAMPLE 2

Achievement Objectives

Presenting: thinking critically; processing information

Teaching and Learning

Context: creating a mural or series of posters as part of a social studies, science, or literature topic

- The class discusses and determines the theme of the mural or posters, and where they will be placed.
- The class clarifies the information they require for a clear presentation of the topic.
- Groups discuss possible design, layout, colours, background, foreground, size, and proportion. They share these ideas.
- Students refer to other examples of murals and posters which convey information.
- Individuals or groups produce the mural or various posters, referring to other resources as required for further information.

Assessment

- Students analyse the work they have done in terms of its verbal and visual impact and how clearly and effectively it conveys the intended messages.
- Another class or syndicate is invited to view and comment on the work, and their responses are noted by the groups.
- The teacher assesses students' understanding of the ways in which words and images are combined for specific effects.

Links With Other Strands

Speaking, Listening, Viewing

Related examples in other strands at the same level: Listening, Example 1; Reading, Example 1

EXAMPLE 3

Achievement Objectives

Presenting: exploring language; thinking critically

Teaching and Learning

Context: a cross-curricular study, including music, art education, and social studies, of New Zealand in the Pacific

- Students hear a legend or several stories or songs relating to one or more of the Pacific nations, including New Zealand.
- Groups are formed to plan for a presentation:
  — some students role-play a story, using simple props;
  — some students learn a song or dance from the Pacific;
  — some students collect and arrange a display of pictures and artefacts as a backdrop for a performance;
  — some students make a video or take still photographs of another group's work.
- Students and the teacher organise a presentation in which examples of their work are performed to another class or syndicate.

Assessment

- Students are assessed for competence with visual language techniques which are appropriate for presenting a particular body of knowledge.

Links With Other Strands

Speaking, Listening, Viewing

EXAMPLE 4

Achievement Objectives

Presenting: exploring language; thinking critically; processing information

Teaching and Learning

Context: exploring the interrelationship between dramatic, verbal, and visual features

- The teacher and students collaborate in writing a story from a shared experience.
- The teacher and students select the main events that occur in their story.
- Individually or in small groups, students choose one of the main events, draw an appropriate picture, or "frame" of the narrative, and caption it.
- Students arrange their pictures into a storyboard, in sequence, and mount them for display.
- The teacher and students discuss their pictures, their relationship to the part of the story they illustrate, and their sequence.

Assessment

- The teacher assesses the students' ability to retell the story and choose suitable images.
- The teacher observes students during the activity and notes their participation, awareness, and understanding of how words and images relate to one another.

Links With Other Strands

Viewing, Writing, Reading, Listening, Speaking

Related example in another strand at the same level: Speaking, Example 1

Achievement Objectives

LEVEL 3	*Using static and moving images, students should:* • use verbal and visual features to communicate information, ideas, or narrative through layout, drama, video, or still photography	**Presenting**
LEVEL 4	• combine verbal and visual features to communicate information, ideas, or narrative through drama, video, computer, or other technologies and media	
LEVELS 3 AND 4	*In achieving the objectives of understanding and using visual language, students should:* • identify important features of verbal and visual language and use them to create particular meanings and effects	**Exploring Language**
LEVELS 3 AND 4	• identify and discuss ways in which verbal and visual features can be combined for a particular purpose and audience	**Thinking Critically**
LEVELS 3 AND 4	• view and use visual texts to retrieve, interpret, organise, and present information coherently; use appropriate technology, including fluent handwriting, for effective presentation	**Processing Information**

Teaching, Learning, and Assessment Examples

EXAMPLE 1

Achievement Objectives

Presenting: exploring language; processing information

Teaching and Learning

Context: a study of sporting activities

- Students collect a variety of sports pages from different newspapers.
- The teacher uses one page to lead a discussion on the factors for analysis and to introduce terms such as camera angle, enlargement, cropping, and caption.
- In groups, students discuss ways in which visual language has been used to communicate information and influence audience responses. They develop criteria which describe effective layout, choice of material, angle, headlines, and captions.
- The students and teacher take and collect some photographs of sporting activities at school and in the local community, recording the facts relevant to each image.
- Students work in groups to design a page layout, using the photographs, and make decisions about placement on the page. They use a photocopier to explore the effects of enlargement and cropping.
- Each group writes the captions, headlines, and stories to fit the layout and the chosen photographs.

Assessment

- Students present their pages, and assess their effectiveness, using the criteria negotiated earlier.

Links With Other Strands

Writing, Speaking, Listening, Viewing

EXAMPLE 2

Achievement Objectives

Presenting: exploring language; processing information

Teaching and Learning

Context: a health and fitness study

- After learning about and experimenting with different exercises, students work in groups to design and publish or present an exercise programme suitable for the age group.
- Each pair of students develops the information for one of the exercises. Students experiment with types of technology, media, layout, and visual language to choose the one most appropriate for their purpose, such as a pamphlet, role-play, chart, or video.

Assessment

- Presentations are assessed by the students themselves, their peers, and the teacher for use of technology appropriate to the topic and purpose and for effective use of visual language.

Links With Other Strands

Speaking, Listening, Viewing

Related example in another strand at the same level: Reading, Example 4

EXAMPLE 3

Achievement Objectives
Presenting: exploring language

Teaching and Learning
Context: the language of film
• Students view and respond to selected sequences from popular television shows.
• Students discuss the visual features, such as setting, composition, kinds of shots, and framing.
• Students record one sequence in diagram form, with notes describing the visual features and their effects.
• The teacher models and discusses the decisions made in constructing a storyboard for a sequence of film.
• In groups, students design a storyboard for a video or film to accompany a short poem.

Assessment
• Students present the storyboards and justify their choice of visual features in terms of their appropriateness for the words of the poem.
• Students and teacher assess students' understanding of the effects of combining verbal and visual features.

Links With Other Strands
Writing, Speaking, Listening, Viewing
Related example from another strand at the same level: Speaking, Example 1

EXAMPLE 4

Achievement Objectives
Presenting: processing information

Teaching and Learning
Context: a topic related to the locality
• Students examine a range of pamphlets, and note the features of language and presentation, such as layout, headings, slogans, illustrations, descriptive text, and specific information.
• Each group of students is set the task of producing a pamphlet or leaflet to promote some significant feature of their locality to visitors, using appropriate technology, including a computer where one is available.
• Students gather, collate, and assemble the necessary information ready for developing their presentation.
• The groups prepare their draft texts, and discuss them with their peers for response in terms of suitability of the language and accuracy of information. The texts are revised.
• Students design their pamphlets, and produce and display them.

Assessment
• The teacher and students examine the pamphlets and assess them for effectiveness, coherence of organisation, layout, and suitability for the purpose.
• The teacher observes students' participation in the process and their understanding of the effects of visual language.

Links With Other Strands
Writing, Reading, Viewing

EXAMPLE 5

Achievement Objectives

Presenting: processing information

Teaching and Learning

Context: an individual study, such as a science topic

- The teacher provides a photograph pack or a selection of pictures and posters on the topic.
- The teacher models ways of establishing questions, and gathering and interpreting information from a visual source.
- Students work in groups, each with one picture, to deduce as much information from it as possible.
- Students collate the information from each group, entering their findings on a chart.
- Students identify any further information that they need in order to complete their understanding, and establish the sources and process for gaining this information.
- The teacher models the presentation of information, including sequencing of material, using technology such as an overhead projector, computer, or static display. Students discuss the qualities which contribute to clear presentation.
- Each group takes responsibility for one part of an organised presentation of the information on the topic.

Assessment

- The teacher records students' use of the information process, including their contribution to planning the presentation.
- Students assess their completed project and their use of the production methods available to them.

Links With Other Strands

Listening, Viewing, Reading

Achievement Objectives

LEVEL 5	*Using static and moving images, students should:* • use and combine verbal, visual, and dramatic features to communicate information, ideas, or narrative to an identified audience	**Presenting**
LEVEL 6	• use and combine a variety of verbal, visual, and dramatic features to communicate information, ideas, narrative, or other messages to different audiences	
LEVELS 5 AND 6	*In achieving the objectives of understanding and using visual language, students should:* • using appropriate terminology, describe the conventions of verbal and visual language in several genres, and use them to create particular effects	**Exploring Language**
LEVELS 5 AND 6	• identify and analyse the effects of combining verbal and visual features in different ways for a variety of purposes and audiences	**Thinking Critically**
LEVELS 5 AND 6	• select and interpret information from visual texts and present it effectively, using appropriate production technologies for different purposes	**Processing Information**

Teaching, Learning, and Assessment Examples

EXAMPLE 1

Achievement Objectives

Presenting: exploring language; thinking critically

Teaching and Learning

Context: a study of persuasive language

- The class looks at a poster together to identify how the visual elements, such as colour, graphics, juxtaposition, slogans, headlines, and symbolism combine to produce the meaning.
- Students work in groups on different texts to analyse the use of language and present their findings.
- In groups, students plan a campaign for a cause that is topical or which arises from their reading. They write a brief for the design of a poster, defining their message and audience clearly and suggesting specific design features and wordings to an artist. They may also brief the artist on associated visual material, such as a campaign button or pamphlet.
- Each group discusses other possibilities for action in their campaign—street theatre, a meeting with an influential person, or contributions to an impromptu debate. They choose one for a role-play, which may be recorded on video.

Assessment

- Students exchange the briefs they have prepared and produce an item, in sketch form, following the brief.
- Students discuss how successfully they communicated the message, judging this by how well their instructions have been followed.
- Students assess the effectiveness of their role-play from the responses of their peers.
- The teacher notes how clearly the students defined their message and the effectiveness of their communication, in terms of understanding the uses of the different media.

Links With Other Strands

Listening, Speaking, Writing

EXAMPLE 2

Achievement Objectives

Presenting: exploring language; processing information

Teaching and Learning

Context: a study of poetry

- The class hears, reads, and discusses several poems.
- In groups, students select one of the poems. They discuss ways in which the content and mood could be presented visually, and consider sources for filming, such as locations, photographs, and suitable backdrops.
- The teacher revises the terminology for shots, such as close-up, big close-up, long shot, high or low angle; and production terms, such as voice-over, imagery, editing, and sound effects.
- Each group writes a script, choosing appropriate music and voice-over, and designs a storyboard to organise the sequence of shots needed.

- If possible, students carry out filming according to the storyboard. Alternatively, each group could photograph a specified number of key shots, and use these to clarify their storyboard.
- Students record voice-over and music on to the video, or read out the poem and play the video at the same time, or read the poem with audio-taped music and sound effects, and their storyboard.

Assessment
- Each group assesses their production of their poem in terms of the combination of language features and their effectiveness in clarifying meaning.
- The teacher observes and notes the students' understanding of the ways in which visual and verbal language are combined.

Extension Option
- The teacher discusses with the class other examples of the different ways the same material can be presented in different media. Examples are shown of a dramatic scene from another written text, such as a novel which has been filmed or made into an opera.
- Students discuss the effects of the language features which have been used when the text has been re-presented in another medium.

Links With Other Strands
Viewing, Writing, Speaking, Listening

EXAMPLE 3

Achievement Objectives
Presenting: exploring language; thinking critically

Teaching and Learning
Context: a study of advertising for television
- Students select a current television series for which they will plan a full-page newspaper or magazine advertisement, and produce it as a concept sketch or a collage.
- In groups, students discuss the ways in which visual and verbal features are selected and combined in newspaper and magazine advertisements to appeal to particular audiences.
- Students discuss the series they have selected, identifying its genre, distinctive characteristics, mood, appeal, and principal target audience.
- Students then select visual and verbal features for their advertisement, such as key information, slogan, choice of photographs, or cartoon elements.
- They decide how best to combine and present these elements, using a range of graphic and layout techniques in their concept sketch or collage.

Assessment
- Teachers and students assess the effectiveness with which the concept sketches or collages address a particular audience through the selection and organisation of components.

Links With Other Strands
Speaking, Listening, Viewing
Related example in another strand at the same level: Writing, Example 3

EXAMPLE 4

Achievement Objectives

Presenting: exploring language; thinking critically

Teaching and Learning

Context: a wide reading programme

• Working in groups, students select a section of narrative text, for example, from fiction or biography, as a basis for a dramatisation.
• Students analyse the characters, mood, and structure of the narrative, and decide on roles.
• Using a narrator where appropriate, students improvise a dramatisation of the text.
• Students revise their improvisation into a script for a series of short scenes, combining dialogue, narration, and stage action, and using language which retains the tone of the original text.
• Students design simple backgrounds, costumes, and props, and choose and record or produce suitable music.
• The dramatisations are presented to the class.

Assessment

• Students assess the dramatisations in terms of the clarity of the storytelling, the creation of effects to convey mood, characterisation, and theme, and the interest created in the text.

Links With Other Strands

Speaking, Listening, Viewing

Related example in another strand at the same level: Speaking, Example 3

Achievement Objectives

LEVEL 7	*Using static and moving images, students should:* • use and adapt production techniques and technologies to communicate information, ideas, narrative, or other messages for different purposes and audiences	**Presenting**
LEVEL 8	• use and adapt production techniques and technologies to communicate information, ideas, narrative, or other messages, integrating verbal, visual, and dramatic features to achieve a range of effects	
LEVELS 7 AND 8	*In achieving the objectives of understanding and using visual language, students should:* • using appropriate terminology, identify, use, and evaluate the effectiveness of particular conventions of verbal and visual language in a range of genres	**Exploring Language**
LEVELS 7 AND 8	• identify, analyse, and evaluate the effects of combining verbal and visual features, relating the choice and use of verbal and visual features to particular purposes and audiences	**Thinking Critically**
LEVELS 7 AND 8	• select, interpret, and synthesise information from visual texts and present it effectively, using a range of visual and layout features and appropriate technologies for a variety of purposes	**Processing Information**

Teaching, Learning, and Assessment Examples

EXAMPLE 1

Achievement Objectives
Presenting: exploring language; thinking critically; processing information

Teaching and Learning
Context: studying novels selected from personal reading
- The teacher and students discuss goals for seminars on characters from novels.
- The teacher models an analysis of one character, and sets criteria with the class for a seminar presentation, including quality and quantity of information, references, and the effective use of visual media to clarify meanings.
- Students, individually or in pairs, select a character from a novel of their choice, and plan a seminar. In developing their seminars, students might:
  — use overhead projector transparencies to show the relationships between the character and other characters in the novel, in diagrammatic or other form, for example, a family tree;
  — use video or still photography to demonstrate ideas for a film setting, using, for example, close-up or macro shots of maps, or photographs of the city or country in which the novel is set, and of the people, fashion, and transport of the period;
  — use sound recording to record dialogue from the text or an interview with the character, with appropriate musical accompaniment.
- Students present their seminars.

Assessment
- The teacher and students evaluate the presentations for their effectiveness in analysing the ways in which characters are presented, and in interesting other students in the novel.

Links With Other Strands
Speaking, Listening, Reading, Viewing, Writing

EXAMPLE 2

Achievement Objectives
Presenting: exploring language

Teaching and Learning
Context: exploring a shared text, for example, a play by Shakespeare
- After reading, hearing, or viewing the play, and discussing it, groups of students each choose an extract which develops to a moment of dramatic significance.
- The class considers ways of presenting the point of climax as a "freeze frame".
- Each group develops a presentation, selecting a starting point in the text which leads coherently to the moment of climax, and planning the action so that the characters are in place for the maximum visual impact at the moment of climax for the "freeze frame". They make decisions about the characters' position, stance, gesture, and facial expression.
- Each group presents their selection, possibly in sequence if this has been planned by the class as a whole.
- The "freeze frames" are photographed, or the whole action recorded on video.

Assessment
- The teacher and students discuss the effectiveness of the portrayal at the moment of the "freeze frames", in terms of the audience expectations of what will follow.

Links With Other Strands

Reading, Speaking, Viewing, Listening

Related example in another strand at the same level: Listening, Example 2

EXAMPLE 3

Achievement Objectives

Presenting: exploring language; thinking critically; processing information

Teaching and Learning

Context: a study of communication in popular public messages

- Students collect greeting cards, and, in groups, discuss their social contexts, conventions, purposes, and audiences.
- Students and teacher analyse one card in detail, in terms of the combination of verbal and visual features which convey the meaning. They consider features, such as the use of imperatives, puns, script type or font, size and boldness of lettering, colour, and layout.
- In groups, students create a new occasion for a greeting card, such as a children's day, students' day, teachers' day, midwinter day, or pets' day.
- Each group produces a greeting card for their chosen day, using and combining appropriate verbal and visual features and techniques to communicate their message for their particular purpose and audience, to impress the purchaser and receiver of their card.

Assessment

- Students assess each group's card and respond to how well the message is communicated by the selected features.
- The teacher assesses the students' ability to combine verbal and visual features for a particular effect.

Links With Other Strands

Viewing, Speaking, Listening

EXAMPLE 4

Achievement Objectives

Presenting: exploring language; thinking critically

Teaching and Learning

Context: investigating music videos

- The teacher and students collect some examples of music videos, and view, discuss, and evaluate them in terms of their messages, their conventions, and the use of verbal, visual, and dramatic features.
- The soundtrack of another song is played to accompany the moving images of one video. Teacher and students discuss the effects.
- In groups, students script and develop a storyboard for shooting their own music video, using and adapting production techniques appropriate to the music, the genre of music video, and the audience.

Assessment

- Students and the teacher assess each group's storyboard or video in terms of its appropriateness and effectiveness for the purpose and audience.

Links With Other Strands

Viewing, Listening, Speaking

SELECTED GLOSSARY

Authentic context
A real situation, or a setting of genuine significance within the learning programme; a valid purpose.

Close reading (also called intensive reading)
Reading to develop detailed understanding, involving the identification of distinctive language features such as vocabulary, imagery, and structure, and how these contribute to meanings, implications, and effects. For example, close reading of a poem may also involve examination of rhythm and sounds; close reading of a film may include examination of the structure of a scene, and analysis of the combination of elements such as dialogue, acting, editing, and camera work.

Components
The distinctive features which are combined to create a whole. Components of a visual text, for instance, include images, symbols, written words, font and type size, script, colour, and layout.

Context
1. The parts which precede or follow a word or text and are essential to its meaning.
2. The broader literary, social, or cultural environment to which a text (or part of a text) is related, and which affects the reader's understanding. A text produced for use in one context may come to be read in other contexts (such as a New Zealand classroom today).

Convention
A generally accepted usage, rule, or practice in the making or reading of texts. The conventions of written English include: movement from left to right across the page, punctuation, spelling, structure, word patterns, and literary devices and forms.

There are also conventions associated with any genre or text type, such as the layout of a business letter or curriculum vitae. Oral language has conventions for language and procedures used in, for example, formal debates, sermons, or speeches of welcome. Visual language has conventions for uses such as documentary films, theatrical performance, television news reports, or magazine covers. Although conventions change over time, and from one audience to another, they continue to function as an important element in communication.

Conversation
The exchange of ideas by spoken words, characterised and able to be analysed in terms of turn-taking behaviour, the roles and functions of participants, and particular language features.

Discourse
Connected speech or writing which is longer than a conventional sentence; sometimes a formal term for a talk, conversation, or written treatment of a subject.

Edit
To re-structure, re-order, clarify, and polish a text.

Expressive writing
Personal writing which reflects the writer's immediate thoughts, feelings, and observations. It is characterised by spontaneity and immediacy and is often intended for individual, private use. It plays an important part in clarifying ideas and exploring language, and may subsequently be shaped for poetic or transactional purposes.

Feature
See Language feature.

Fluency
The features which give language use the qualities of being natural, including interpretation, ease of use, and, in oral and visual language, characteristics of rhythm, intonation, and articulation. A language user may be accurate without being fluent.

Form
The essential structure of a text, including the style, organisation, and sequence of its elements. Some forms are used often enough to have conventional names (for example, sonnet, montage sequence, formal debate).

Genre
A particular type of text, having specific and distinctive characteristics arising from its purpose, function, and audience. Genres are not fixed or discrete categories.

Examples in written text include narratives, reports, instructions, journals, essays, poems, and letters; oral genres include conversations, prayers, and speeches; visual genres include documentaries, feature films, soap operas, and cartoons. These may be analysed into more specific genres. For example, feature films could be grouped as westerns, thrillers, musicals, and comedies.

Grammar
The structure of a language, particularly the way words and phrases are formed and combined to produce sentences. It takes into account the meanings, functions, and organisation of these sentences in the system of the language.

Graphic
Concerned with visual representation, emphasising writing, printing, and design. The term "graphic" can also be used as a noun (especially in the plural, "graphics").

Grapho-phonic cues
The letters and patterns of letters, separately or in clusters, which enable readers to identify sounds.

Illustrate
To clarify text or support an argument by examples or using drawings, diagrams, or pictures.

Information processing
A general term for the processes by which information is identified, understood, stored, organised, retrieved, combined, and communicated to form new knowledge.

Interpersonal language
Language characterised by direct exchange among people in conversation, debate, or personal letters.

Language feature

Any identifiable structural element of language, or particular language effect, including imagery. Learning to identify language features, and how they influence meaning, is important in close reading and exploring language.

Language functions

The generic term for the various uses and purposes of language.

Map

To represent abstract concepts or ideas (or three-dimensional objects) on a flat surface, by delineating their elements in chart or graphic form, showing connections and relationships among them.

Medium and Media

The material or technical means through which people communicate, whether in written language, oral language, or visual language. Each of these may make use of specific media. For example, oral language may be communicated or received through media such as direct speech, radio, television, telephone, or audiotape.

The term "print media" refers to all forms of printed and published material, including books, newspapers, magazines, and pamphlets.

Morphology

The branch of grammar concerned with the form of words, including word formation and inflection.

Non-verbal language

Communication without the use of words, using, for example, sound effects, music, gesture, facial expression, posture, or other elements to contribute particular shades of meaning. See also Visual text.

Poetic writing

Writing which has been crafted or shaped to convey ideas, thoughts, feelings, and sensory qualities to evoke a response from the reader. It is characteristic of fiction, biography, travel, and other personal narrative, as well as of poetry.

Reading process

The process by which we construct meaning from texts. Following contemporary critical precedents, the term is used here to refer to the skills and information used to interpret texts of all kinds, not only written texts. The process includes using semantics, syntax, visual cues, context, and background knowledge, and combining these to construct meaning.

Dame Marie Clay says of the reading development of children that they continue "to gain in this complex processing throughout their formal education, interpreting statements of ever-increasing complexity".

Reading strategies

The methods used to apply reading processes to gain understanding. They include sampling, predicting, self-correcting, recapitulating, and confirming.

Recorded text

Used in the context of this document to refer to texts recorded in audio formats, including audio cassette, radio, and compact disc.

Register

The vocabulary and language features associated with a specific social or occupational group or activity, used in relation to particular situations, roles, subjects, and audiences. Each person uses a variety of registers.

Role-play

An activity in which participants take the roles of different people in a situation and act out an interpretation of events.

Sampling (in reading)

Identifying significant visual features in a text to establish initial recognition of the general sense.

Scanning

A type of reading used to locate a particular piece of information without necessarily attending to the other parts of a text.

Semantics

The relationship between words and their meanings.

Semiotics

The study of signs and symbols and their use in human communication, referring not only to language, but also to cultural and social elements such as clothing.

Skimming

A type of reading used to identify only the main idea or ideas.

Sign

Any symbol or form that has a conventional meaning recognised within a particular community. "Sign" is a broad term that includes visual symbols, conventional gestures, and other types of non-verbal communication, as well as words. When we recognise a sign—by eye or ear—we recognise both its pattern and its meaning.

Simulation

An activity which reproduces a situation and which often involves dramatisation, role-play, or group discussion.

Storyboard

The device on which still photographs, concept sketches, pieces of dialogue, and connecting ideas are set out as a plan for filming.

Syntax

The arrangement of words into meaningful structures, and the relationships and combinations of these structures.

Technique

A specific method or procedure used in crafting or shaping text, or in using texts; or a method or activity designed to achieve a particular outcome.

Text

A piece of spoken, written, or visual communication that constitutes a coherent, identifiable unit, such as a particular speech, poem, poster, play, film, conversation in the sign language of the deaf, or any other language event. A text may be considered from the point of view of its structure, context, and functions.

Transactional writing
Writing which is intended to convey factual information or to argue the validity of a point of view with objective evidence. Transactional writing is typical of the language of science, technology, trade, reporting, persuasion, legal argument, and debate.

Visual text
A text in which visual elements predominate over words. Visual texts may include some forms of purely visual communication that have traditional links with English, such as mime or photographs, or combine written, oral, and visual language to construct meaning.

Wide reading (also called extensive reading)
Reading in quantity across a range of genres in order to gain a general understanding, develop good reading habits, build up knowledge of vocabulary and structure, and increase enjoyment of reading.