

# **NGĀ KETE KŌRERO REFINEMENT PHASE 2**

## **CW38650**

**CONTRACTED TO: KIA ATA MAI EDUCATIONAL TRUST**

**COMMISSIONED BY: MINISTRY OF EDUCATION**

### **MILESTONE REPORT THREE**

**18 November 2016**

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This milestone is the final report for Ngā Kete Kōrero Refinement Phase 2.

#### HOW MUCH?

Reporting measure description	Result/Status	23 September 2016 (Milestone 2)
<p><b>How much?</b> 1x reviewed and finalised Ngā Kete Kōrero framework ready for online publication</p> <p>Estimated date of completion: 18 November 2016</p>	95%	<p>A total of 456 texts for the 19 levels from KHa.KHe to Muka (previously known as Miro) were individually assessed. A total of 23 texts were recommended to be de-commissioned leaving a balance of 433 texts to be included in the refined Ngā Kete Kōrero Framework.</p> <p>This Framework is nearly ready for online publication in English and Māori and includes:</p> <ol style="list-style-type: none"> <li>1. Mihi</li> <li>2. Explanation of the refinement of Ngā Kete Kōrero Levelling Framework</li> <li>3. Exemplars: Description and list for each of the levels</li> <li>4. Guidelines for Placing Texts Into the Framework</li> <li>5. Guidelines for Selecting Texts for Assessment</li> </ol> <p>See Appendix 1 for the English version and Appendix 2 for the Māori version of the guidelines.</p> <p>Note we are waiting on feedback from the QA process and will submit the final English and Māori versions of the Framework under separate cover. We are also awaiting the final proof of the icons after we asked the designer to make further changes to one of the icons. The updated version will also be sent with the finalised Framework.</p> <p>We have also created a spreadsheet with the following information:</p> <ol style="list-style-type: none"> <li>1. A list and description of all texts considered in the refinement process.</li> <li>2. Texts to be considered for inclusion in the revised Framework</li> </ol> <p>The remaining tabs in the spreadsheet relate to 2. Immediately above.</p> <ol style="list-style-type: none"> <li>1. Texts with no changes required (32% of texts)</li> <li>2. Texts requiring just a change in level (33% of texts)</li> <li>3. Texts requiring other changes to be fit for purpose (35% of texts)</li> </ol> <p>See Appendix 3.</p>

		Having this information publicly available on TKI as a downloadable spreadsheet is contingent upon the resourcing decisions made by the Ministry in light of this analysis.
<b>How much?</b> 1x set of recommendations to fill gaps for future resource production  Date of completion: 26 September 2016	100% (completed)	A set of guidelines to inform future resource production s has been produced with the recommendation that they be made available as hardcopy to the Māori-medium panel with contracts for resource reproduction (where texts are reprinted) or production (in the case of new texts).  Feedback from writers and publishers gathered during this final milestone phase have been incorporated into these guidelines.  See How Well? for a summary of the feedback.
<b>How much?</b> 1x set of guidelines for future text levelling (ready for online publication)	100% (completed)	This is included in the guidelines (See Appendices 1 and 2).
<b>How much?</b> 1x set recommendations for a process to manage notification (to the sector) of re-levelled texts  Estimated date of completion: by 18 November 2016	100%	Every Ministry of Education funded text/title to support Ngā Kete Kōrero Framework (no. = 456) has been analysed by the Refinement Group. The working total reduces to 433 with the removal of the 23 texts identified to be de-commissioned. Analysis of the 433 texts follows.  <b>No or minor changes required</b> 141/433 or 32% of texts require no changes to be made 144/433 or 33% of texts require a level change only 136/433 or 31% of texts require additional minor changes. These are mainly related to: <ul style="list-style-type: none"> <li>• Additions or deletions of text</li> <li>• The glossary (mainly replacing English explanations with Māori ones)</li> <li>• Punctuation and spelling</li> <li>• Grammar</li> </ul>

		<p>This means that 96% of texts require no or minor changes. These texts should be given priority in any intended resourcing decisions.</p> <p>See Appendix 3a for an extract from the <b>Texts with no changes</b> worksheet  See Appendix 3b for an extract from the <b>Texts with level changes only</b> worksheet  See Appendix 3c for an extract from <b>Texts with minor changes</b> worksheet  See Appendix 3d for an extract from <b>Texts with major changes</b> worksheet</p> <p>The full record of the worksheets mentioned above are available in the e-copy that accompanies this milestone report</p> <p>The balance of texts mostly require changes to illustrations.</p> <p><b>Recommended process</b></p> <p>The process to manage notification (to the sector) of re-levelled texts can be achieved through a combination of direct comms from the Ministry to schools/kura, and indirect comms via the Gazette and TKI.</p> <p>Ngā Kete Kōrero Refinement group recommends the Ministry of Education funds the production of adhesive stickers in the first instance to replace the current kete levels on titles currently being used in schools/kura. We believe that this ‘transition’ would be best facilitated via direct support to clusters of schools/kura nationally through a series of workshops. There is at least one school/kura we are aware of that has exemplary practice around Ngā Kete Kōrero resource management whose example could form the blueprint for other schools/kura to follow.</p> <p>Any subsequent reprints of individual titles or new texts for the Framework should include the new icon.</p>
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## HOW WELL?

<b>Reporting measure description</b> All development tasks successfully completed	<b>Result/Status</b>	<b>18 November 2016 (Milestone 3)</b>
<ul style="list-style-type: none"> <li>Review criteria and finalise the revised Ngā Kete Kōrero framework</li> </ul> <p>Estimated date of completion: 18 November 2016</p>	100% completed	See Appendices 1 and 2
<ul style="list-style-type: none"> <li>Review the benchmark books and replace and expand as required</li> </ul> <p>Date of completion: 26 September 2016</p>	100% completed	<p>Reported 26 September 2016</p> <p>See also Appendices 1 and 2 for finalised guidelines re selecting texts for assessment</p>
<ul style="list-style-type: none"> <li>Identify criteria for a text cull and maintain records of reasons for recommendations of text titles to be de-commissioned</li> </ul> <p>Estimated date of completion: 18 November 2016</p>	100% completed	<p>A total of 23 texts were recommended to be de-commissioned by Ngā Kete Kōrero Refinement group largely because the text required:</p> <ol style="list-style-type: none"> <li>1. Substantial reworking in order to be considered as suitable for inclusion in the revised Ngā Kete Kōrero Framework.</li> </ol> <p>and/or because the text</p> <ol style="list-style-type: none"> <li>2. Does not include child-centric themes appropriate to the age/stage of ākonga</li> <li>3. Does not include Māori-centric themes appropriate to the age/stage of ākonga</li> <li>4. Does not inspire and delight and/or does not contribute to the knowledge base of the ākonga</li> </ol>

		<ol style="list-style-type: none"> <li>5. Contains errors of grammar</li> <li>6. Does not readily support Māori language and literacy acquisition</li> <li>7. Does not sufficiently reflect criteria identified for the exemplar texts</li> </ol> <p>See Table 1 below.</p> <p>It should be noted that:</p> <ul style="list-style-type: none"> <li>• What all texts have in common is that substantial changes are required to make them fit for purpose</li> <li>• Texts recommended to be de-commissioned also failed to meet 3 or more additional criteria</li> <li>• The recommendation of the Refinement group is to decomission all titles from Ngā Kawenga Kōrero series. These are all Māori translations/versions of English language texts. We have however recommended that texts from the Ready to Read series that are also Māori translations/versions of English language texts be retained.</li> <li>• The 23 texts recommended to be de-commissioned were published at least 16 years ago. Many texts published in the same era however, are still considered fit for purpose</li> </ul>
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**Table 1. Analysis of texts recommended to be de-commissioned**

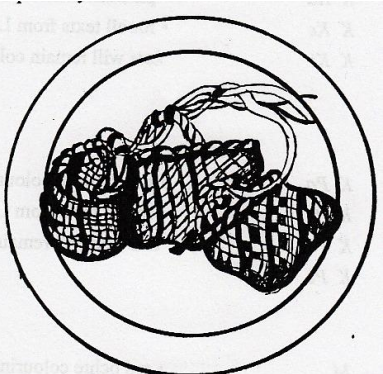
Text title and revised level	Publisher	Series	1. Substantial changes required	2. Child-centric themes?	3. Māori-centric themes?	4. Inspires and delights or adds to knowledge base?	5. Readily supports language & literacy acquisition?	6. Free of grammatical errors?	7. Reflects exemplar criteria?
Te Kaihautū Rererangi (KKa)	Huia (2000)	Ngā Kete Kōrero							
He Kai Mā Te Ika (KKa.KPa)	Te Tari Mātauranga (1982)	He Purapura							
Tōku Rā Whānau (KPa)	Learning Media (1991)	He Purapura							
Ko Otunui me te Hēki (KPi)	Te Tāhuhu o te Mātauranga (1988)	Ngā Tamariki Iti o Aotearoa							
3...2...1...Koropewa! (KPi)	Te Pou Taki Kōrero (1995)	Kawenga Kōrero							
Kairetiripa (KPi)	Te Pou Taki Kōrero (1995)	Kawenga Kōrero							
Wai Kukuti Manawa (KPi.KPo)	Te Pou Taki Kōrero (1998)	Kawenga Kōrero							
Whakataetae Eke Hoiho (KPi.KPo)	Te Pou Taki Kōrero (1999)	Kawenga Kōrero							
Te Rā Rīpene Whero (KPi.KPo)	Te Pou Taki Kōrero (1996)	Kawenga Kōrero							
Hoki Whakamuri ki te Whenua (KPi.KPo)	Te Pou Taki Kōrero (1998)	Kawenga Kōrero							
Kai Tonotono (KPi.KPo)	Te Pou Taki Kōrero (1996)	Kawenga Kōrero							
Te Mahi Mōrearea Kamupūtu Pūwhero (KPi.KPo)	Te Pou Taki Kōrero (1996)	Kawenga Kōrero							
Te Rapanga a Tuterakiwhano (KPo)	Te Tāhuhu o te Mātauranga (1989)	Ngā Tamariki Iti o Aotearoa							
He Kurī Pirihimana (KPo)	Te Pou Taki Kōrero (1997)	Kawenga Kōrero							
Te Rere Teitei (KPo)	Te Pou Taki Kōrero (1999)	Kawenga Kōrero							



Text title and revised level	Publisher	Series	1. Substantial changes required	2. Child-centric themes?	3. Māori-centric themes?	4. Inspires and delights or adds to knowledge base?	5. Readily supports language & literacy acquisition?	6. Free of grammatical errors?	7. Promotes mātauranga māori?
Bill Black:Kaiurungi Waka Toparere (KPo)	Te Pou Taki Kōrero (1995)	Kawenga Kōrero							
Whakahekeheke Hukarere (KPo.KMa)	Te Pou Taki Kōrero (2000)	Kawenga Kōrero							
Te Motopaika Tere Rawa Atu (KPo.KMa)	Te Pou Taki Kōrero (1995)	Kawenga Kōrero							
Te Kai Topa Rangi (KPo/.Ma)	Te Pou Taki Kōrero (1996)	Kawenga Kōrero							
Pirihimana Tautiaki Motokā (KPo.KMa)	Te Pou Taki Kōrero (1996)	Kawenga Kōrero							
Hau Wera (KPo/KMa)	Te Pou Taki Kōrero (1999)	Kawenga Kōrero							
Te Mahi Tītī (KMa)	Te Pou Taki Kōrero (1995)	Kawenga Kōrero							
Huakitanga Ārani (KMa)	Te Pou Taki Kōrero (1996)	Kawenga Kōrero							

<b>Reporting measure description</b> All development tasks successfully completed	<b>Result/Status</b>	<b>18 November 2016 (Milestone 3)</b>
<ul style="list-style-type: none"> <li>Align remaining texts to the revised Ngā Kete Kōrero Framework</li> </ul> <p>Estimated date of completion: 18 November 2016</p>	100% completed	<p>A total of 433 texts considered by the Refinement group for inclusion in the revised Ngā Kete Kōrero Framework have been aligned to the revised Ngā Kete Kōrero Framework</p> <p>See Appendix 3.</p>
<ul style="list-style-type: none"> <li>Identify gaps in text provision (type, level etc) as the basis for future resource publication as part of a stock-take exercise</li> </ul> <p>Estimated date of completion: 18 November 2016</p>	100% completed	<p>There is a relatively reasonable spread of texts between levels Harakeke A to Pīngao E. After Pīngao E, the number of single titles diminishes quite substantially.</p> <p>We suspect however that there is material at these levels in the miscellanies (He Kohikohinga, Te Tautoko, Ngā Kōrero and Wharekura) but until a formal levelling process has been carried out on these, it is impossible to ascertain what the level gaps actually are.</p> <p>We can report that:</p> <ul style="list-style-type: none"> <li>144/ 433 (33%) texts required a level adjustment. This includes 80 titles (56%) where the level was upgraded to a higher level and 59 titles (41%) where the level was downgraded to a lower level. The level for the remaining 5 titles (3%) was previously unknown.</li> </ul> <p>Some gaps in text type have also become apparent. We can report the following from our analysis of text purposes that:</p> <ul style="list-style-type: none"> <li>36% texts are <i>whakaahua</i></li> <li>32% texts are <i>taki</i></li> <li>8% texts are <i>paki</i></li> <li>8% are <i>taki and whakaahua</i></li> <li>5% texts are <i>tohutohu</i></li> <li>2% texts relate to <i>tūhono</i></li> </ul>

		<ul style="list-style-type: none"> <li>• 2% texts relate to <i>takenga pūtaiao</i></li> <li>• 2% texts are <i>whakangahau</i> (and are mainly plays)</li> <li>• 1% texts are <i>pūrākau whakamārama</i></li> <li>• less than 1% are <i>paki whakamārama</i></li> <li>• 2% are classified as other</li> </ul> <p>We can also report that recommendations have been made to address the following:</p> <ul style="list-style-type: none"> <li>• Changes to the glossary- either adding or amending (80 texts)</li> <li>• Grammar (17 texts)</li> <li>• Spelling – mainly macrons (17 texts)</li> <li>• Adding or deleting text – including interlingual interference (40 texts)</li> <li>• Formatting (15 texts)</li> <li>• Illustrations (12 texts)</li> <li>• Punctuation (7 texts)</li> <li>• Adding a word count (1 text)</li> </ul> <p>It should also be noted that some texts require multiple changes to be made.</p>
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<ul style="list-style-type: none"> <li>Develop an icon and suggest a process to indicate re-levelled texts</li> </ul> <p>Estimated date of completion: 18 November 2016</p>  <p><i>Draft of the original Ngā Kete Kōrero icons designed by Mere Berryman.</i></p> <p>This appears on p.29 in: Ngā Kete Kōrero Policy Project: A report to Te Puni Kōkiri. December 1995. Framework team. Richard Benton, Ted Glynn, Alva Kapa, Hineihaea Murphy, Mere Berryman, Rawiri Hindle, Cath Rau</p>	<p>95%</p>	<p>MEA Mobile, <a href="http://we-are-mea.com/">http://we-are-mea.com/</a> a design company with an office in Hamilton, provided three options for the Ngā Kete Kōrero Framework group to consider.</p> <p>The Refinement group unanimously agreed on one of the options which has since been further refined. (See Appendix 8). This choice was based on the fact that the new icons:</p> <ul style="list-style-type: none"> <li>Are stylistically different enough from the ones designed by Huia Publishers to make it obvious that a refinement or review of levels has occurred. The circle (as opposed to the actual kete shape) indicates that a close examination of the weaving i.e. skill and knowledge level of the reader is being taken into consideration</li> <li>Reflect the colours of the undyed materials of the kete more realistically than the earlier version where Kiekie was a burnt orange instead of buff, where Pīngao was maroon instead of gold and where Miro was blue instead of the original suggestion of red. Miro (the threads) were supposed to represent the twine that tied Kete Harakeke, Kete Kiekie and Kete Pīngao together. This was a symbolic indication that the learner was ‘tying together’ all of the skills and experiences from earlier kete levels to enable them to work successfully at this fluency reading level. In the design process however, Miro was represented (incorrectly) as a kete</li> <li>Maintain the integrity of the kete metaphor by making Muka (considered to be the ultimate natural material for weaving by master kete makers) the final level while also still incorporating the idea of miro being an essential element in the construction of this highly prized kete</li> </ul>
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<p>Identified materials are ready for online publication to ensure easy accessibility for kaiako in Māori-medium settings in a format approved by the Ministry's Web Services team</p> <p>Estimated date of completion: 18 November 2016</p>	<p>100% completed</p>	<p>We have had discussions with key stakeholders around the format of the completed material and its suitability for online publication. Patariki advised that a Word and Excel version of the resources/materials would convert readily to an online format. We did discuss the possibility of including scans of the covers of the exemplar texts in the refined Framework (as a minimum) and the covers of all texts (as a maximum) in the downloadable material however the size of the respective documents eventually made this untenable. We explored the suggestion of Hemi Waerea to include the URL to every text from Down the Back of the Chair however, this directs the user to the main catalogue and NOT the specific resource.</p>
<p>Appropriate quality assurance and sector involvement/ feedback processes have been built into the development work to ensure the refined Ngā Kete Kōrero Framework is fit for purpose</p> <p>Estimated date of completion: 18 November 2016</p>	<p>100% completed</p>	<p>Sector involvement included gathering and considering feedback over four separate trials from reo matatini PLD specialists, one current and practitioner and two with recent classroom practice who were also part of the Ngā Kete Kōrero Refinement group. The findings from these trials were reported in Milestones 1 and 2.</p> <p>During Milestone 3, five writers and publishers of Ngā Kete Kōrero material were also asked to provide feedback. See below - Is Anyone Better Off?</p> <p>We also contacted the original Ngā Kete Kōrero project team during this period as a matter of courtesy and invited them to comment in particular on the expansion of the Framework to 21 levels from 10 levels and the revised icons. See below - Is Anyone Better Off?</p>

## IS ANYONE BETTER OFF?

Reporting measure description	Result/Status	18 November 2016 (Milestone 3)
<p>The revised Ngā Kete Kōrero Framework provides an easy to follow, easily managed reading framework for the Māori-medium sector</p> <p>Estimated date of completion: 18 November 2016</p>	100%	<p>A summary of feedback was collated re Ngā Kete Kōrero (refined) guidelines.</p> <p><b>Description of feedback from writers and publishers</b></p> <p>Five experienced authors and/or publishers of reading material for the Māori medium sector were invited to provide feedback about the draft Ngā Kete Kōrero guidelines. Their feedback contributed to the further refinement and development of a high quality framework to guide decisions about future text production and levelling.</p> <p>Participants had the choice of either completing an open-ended questionnaire or completing an online survey requiring them to provide ratings and comments. Participants chose to respond in the following ways.</p> <ul style="list-style-type: none"> <li>3/5 respondents completed the set of predetermined questions.</li> <li>1/5 respondents completed the online survey</li> <li>1/5 responded directly to the Refinement group</li> </ul> <p>A summary of their feedback/responses follows:</p> <ol style="list-style-type: none"> <li>1. Overall, participant feedback about the Draft Ngā Kete Kōrero Framework was extremely positive.</li> <li>2. Participants were pleased to see the inclusion and alignment of the He Manu Tuhituhi writing purposes to the reading programme.</li> <li>3. 2/5 respondents commented on the small pool of text themes and made recommendations to broaden the scope for future publications. These included themes and topics that are relevant to our children of today that excite and inspire, particularly for students in years 4-7; the creation of a character/s or a theme/s that readers could follow from level to level; creation of a set of books that follows the growth and development of a child and activities he is involved in within in his community. E.g. <i>kaikanikani</i>, <i>kaikauhoe</i>, <i>kaihoe waka ama</i>, <i>kaitākaro</i>, <i>kairutu(judo) ara atu</i>, <i>ara atu</i>.</li> <li>4. The layout of the Refinement Working Group's Guidelines for Placing Text into the Framework required clearly labelled headings to ensure publishers / authors / levellers were able to follow the process to place text that have not been levelled.</li> </ol>

		<p>5. One respondent provided feedback on the wording of the Revised Ngā Kete Kōrero Framework as some messages and or statements were not clear or easily understood.</p> <p>6. Two respondents provided ideas for the types of materials to be considered for inclusion in Ngā Kete Kōrero Framework as a means to support literacy and language acquisition. These included:</p> <ul style="list-style-type: none"> <li>• The inclusion of exemplar texts for Guided Reading that lend themselves towards developing particular reading skills;</li> <li>• Teacher support materials that include sample questions for guided reading, ideas of how to teach new, novel or context specific vocabulary, language structures and or punctuation.</li> </ul> <p><b>Discussions and Actions Resulting from Author / Publisher Feedback:</b></p> <ol style="list-style-type: none"> <li>1. <i>Two respondents commented on the small pool of text themes and made recommendations to broaden the scope for future publications.</i> <ul style="list-style-type: none"> <li>• These recommendation have been added to the list of gaps in text provision for future resource publication.</li> </ul> </li> <li>2. <i>One respondent commented on the layout of the Refinement Working Group’s Guidelines for Placing Text into the Framework. It was recommended that a highlighted label be added to each step to ensure publishers / authors / levellers were able to clearly follow the process to place text that have not been levelled.</i> <ul style="list-style-type: none"> <li>• A clearly labeled and highlighted box has been added to each step in the Guidelines for Placing Text into the Framework.</li> </ul> </li> <li>3. <i>One respondent provided recommendations to improve wording of the Revised Ngā Kete Kōrero Framework to ensure messages are clearly understood by its intended audience.</i> <ul style="list-style-type: none"> <li>• Recommendations for changes to wording were considered and adjusted accordingly.</li> </ul> </li> <li>4. <i>Two respondents provided ideas for types of materials to be considered for inclusion in Ngā Kete Kōrero Framework as a means to support literacy and language acquisition.</i> <ul style="list-style-type: none"> <li>• These recommendations have been considered by the Refinement Group and included in recommendations for future text publications. The Record of Text Decisions document also identifies and aligns linguistic features of many texts to the He Manu Tuhituhi resources.</li> </ul> </li> </ol> <p><b>Further Recommendations:</b></p>
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		<p>The following additional recommendations were made by respondents but are not directly linked to the original brief. These are:</p> <ul style="list-style-type: none"> <li>• That serious consideration be given to a 5 yearly review of the Ngā Kete Kōrero Framework and Record of Text Decisions to ensure material, content and context gaps remain current and are continually updated. This would also include a review of the benchmark texts and an analysis of text purposes as more text and material is produced.</li> <li>• That the Ministry of Education give consideration to providing a platform to develop a technological interface that allows for manipulation of text when reading. This could include informational text that uses a scanner code whereby a reader could source further information about a given topic, or e-copies of text that could be accessed and read on digital devices such as tablets or ipads.</li> <li>• That workshops for writers of Māori text be delivered to / for interested writers.</li> </ul> <p><b>Description of feedback from the original Ngā Kete Kōrero Project team (1995)</b></p> <p>Three of the five<sup>1</sup> original project team provided feedback.</p> <ul style="list-style-type: none"> <li>• All three endorsed the refinement of the levels (and their expansion)</li> <li>• One made a suggestion about the icon for Muka level which has been incorporated into the final design</li> </ul> <p>See Appendix 7 for a copy of their correspondence</p>
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<sup>1</sup> The sixth member of the project team, Cath Rau, was also part of Ngā Kete Kōrero Refinement group.



## OTHER COMMENTARY

### 1. Describe any highlights from the work or contract period. The Refinement group identified as highlights:

- Gaining a greater understanding into the methodology, reasoning and decisions of the original Ngā Kete Kōrero (1995) project team through the eyes of one of those original members.
- Gaining greater insights into the kete metaphor as a way of representing the levels and the opportunity to restore the integrity of that thinking in the re-designed icons
- Closely studying each text produced since the 1980s and appreciating the great quality of many of those texts and in particular those produced in the 1980s and early 1990s.
- Using the opportunity to link Ngā Kete Kōrero with He Manu Tuhituhi and therefore make explicit links between pānui and tuhituhi as interrelated and interdependent processes
- Applying the indicators from the Literacy Progressions to texts as a way of reaffirming (in most cases) the validity and reliability of those indicators and seeing clearly how language progression is represented through the texts
- Feedback from the writers as final users
- The quality of feedback we received from the trials that lead to improvements with each successive iteration of the Guidelines

### 2. What typical issues have arisen in the completion of the work or over the contract period?

- The lack of access to a comprehensive, single-source catalogue to ensure all eligible texts were considered for inclusion into the refined Framework. We are therefore not fully confident that we processed every possible text. The refinement group found He Kohinga Rauemi ā Ipurangi more useful than Down the Back of the Chair for information about some texts.
- Sourcing hardcopies of some of the texts was problematic. As a result we had to access several schools to try and locate them.
- While we made use of the opportunity to link Ngā Kete Kōrero and He Manu Tuhituhi through this project, we often found it difficult to be definitive about the text purposes of many titles. Often they demonstrated multiple text purposes. For example, texts with a tohutohu purpose were written more like taki
- The Refinement group underestimated the amount of time required to complete the analysis of each text particularly at the Pīngao + levels where titles comprised greater volumes of text.
- It was challenging to identify the linguistic features of some texts (see the excel spreadsheet - Texts for the Framework- Column K) mainly because there isn't a definitive reference for linguistic terms and definitions in te reo Māori. We consulted several references that used sometimes different terminology for the same feature
- Understandably inconsistencies have arisen in the levels some texts have been assigned over the 21 years that the original Framework has been in existence. We suspect that this is a result of a lack of a standardised reliable process for all publishers to follow
- In selecting the exemplar texts, we would have preferred to represent a greater range of text purposes, however the range of high quality texts to allow this, is simply not there

### 3. Identify any new risks that the Purchasing Agency should be aware of

- Making the required level changes to texts currently in circulation in schools could be highly problematic as it relies on those schools having highly efficient processes in place to manage the transition. This would be best carried out at the end of the school year (or at the end of a term) when traditionally, teachers return all texts to the resource room. Our experience has been that few schools have the types of systems and processes in place for effectively managing resources in general
- While teachers will welcome the additional finer grained levels in the revised Framework, particularly because they now match the levels in Te Waharoa Ararau, they are none the less,

likely to find the transition challenging especially if the systems and processes for resource management in their schools are inefficient.

- There is the possibility that the refined Framework will influence (positively or negatively) overall teacher judgements in schools where teachers rely on the outcome of a single assessment to make a summative judgement about achievement especially if they don't account for the fact that some texts have moved up a level while others have moved down a level. Our analysis shows that about a third of the texts in the Framework are affected by this.

#### **4. Outline any key points notes that came about as the work was being completed, or from the contract period**

- Given the nature and extent of the changes to the Framework and the icons, the Refinement group felt it necessary to contact the original Ngā Kete Kōrero Framework Team and advise them of those changes. This was an opportunity that was well received by those members and they provided additional and valuable input.

## **RECOMMENDATIONS**

In light of the observations the Refinement group have made as a result of this project, we make the following recommendations:

1. That titles in the miscellanies (He Kohikohinga, Tautoko, Ngā Kōrero and Wharekura) be included in the revised Framework. This is an urgent piece of work given the small number of titles identified in the Framework in the Pīngao and Muka levels
2. That a 5 yearly review of the Ngā Kete Kōrero Framework and Record of Text Decisions to ensure material, content and context gaps remain current and are continually updated. This would also include a review of the exemplar texts and an analysis of text purposes as more text and material is produced.
3. That an assessment package be developed to support teacher judgements, especially in relation to reading comprehension at Kiekie to Muka levels. Selected titles from Te Huinga Raukura and the refreshed version of asTTle: Pānui are potential sources of high quality material that should be re-tasked (Te Huinga Raukura) or re-packaged (asTTle:Pānui) for assessment-only purposes. This may offset somewhat the risk identified in the section above (see number 4, *Identify any new risks that the Purchasing Agency should be aware of*: last bullet point
4. That the Ministry of Education give consideration to providing a platform to develop a technological interface that allows for manipulation of text when reading. This could include informational text that uses a scanner code whereby a reader could source further information about a given topic, or e-copies of text that could be accessed and read on digital devices such as tablets or ipads.
5. That a process be put in place to ensure consistency in the levelling of future texts, preferably by a group of specialists
6. That support be provided to schools and teachers to manage the transition to the revised Framework through a combination of national workshops, in-school support and online support and resources

# Appendix 1: Revised Ngā Kete Kōrero Framework

## HE MIHI

E ngā mana, e ngā reo, e ngā karangatanga maha – tēnā koutou katoa.

Tuatahi rā ka mihi ki a koutou i whakapau kaha nei ki te rangaranga i Ngā Kete Kōrero hei pou tarāwaho mō ngā pukapuka e tautoko ana i ngā mahi whakaora i tō tātou nei reo rangatira i roto i ngā kura. Nā koutou te mahi nui, nā koutou hoki te tūāpapa i whakatakoto, arā, nā koutou anō hoki te huarahi i para.

Ka rua, ka mihi ake ki Te Rōpū o Huia, nā koutou te mahi nui ki te āta wewete, ki te āta rangahau i Ngā Kete Kōrero kia whanake ake, kia whakaputaina he rautaki kia āta wānanga, kia āta whakatau i ngā taumata o tēnā tuhinga, o tēnā tuhinga.

Otirā, nō te tau nei mātou kua kōtuituia katoatia ngā mahi nō ērā wā kia puta ake a Ngā Kete Kōrero i tōna whānuitanga, i tōna hōhonutanga hei tuituinga whakaniko mō tātou katoa.

Nō reira, ki a koutou katoa, otirā ki ngā kaiako e whakapau kaha nei ki te hāpai i tō tātou nei reo rangatira, tēnā koutou, tēnā koutou, tēnā anō tātou katoa.

## EXPLANATION OF THE REFRESH OF NGĀ KETE KŌRERO LEVELLING FRAMEWORK

Ngā Kete Kōrero Levelling Framework organises texts designed to support ākonga learning to read in Māori into increasing levels of difficulty.

In this refresh of the Framework, the original eleven levels have been expanded to twenty with the addition of half, or transitional levels. This provides increased support to kaiako when matching the instructional needs of ākonga to texts and enables finer grained achievement information to be captured as ākonga progress through the levels.

The new kete symbols that reference the original design have been developed for Kete Harakeke to Kete Muka (previously referred to as Miro). The weaving of kete and the materials used provides the metaphor for 'learning to read'. The learner weaver begins the process of learning to weave with harakeke. As their skill level develops they will progress on to using more challenging materials such as; kiekie, pīngao and eventually muka. Kete Muka are considered by many to be the ultimate in kete weaving. Weaving muka requires the expert weaver to utilise all their skills and knowledge to combine each miro strand that forms the kete muka. The strands are likened to the skills and knowledge required by the developing reader to make meaning of the increasingly complex and challenging texts. The ākonga will draw on both their developing and consolidated knowledge as they advance through the reading levels.

The new symbols:



The symbols for transitional levels:



The associated colours the kete symbols



Harakeke  
(Green)



Kiekie  
(Buff)



Pīngao  
(Gold)



Muka  
(White)

Any texts deemed to be more difficult than Kete Pīngao O.Kete Muka are at Kete Muka level however, texts at Kete Muka level are yet to be differentiated into sublevels.

## EXEMPLARS

As part of the refresh, at least three exemplars have been identified for each of the twenty Ngā Kete Kōrero levels (refer to Table 1). These have been selected because they exemplify characteristics of high quality texts at those levels. At least three of the following criteria are needed in order for a text to qualify as an exemplar:

- Is child centred
- Has a Māori theme or reflects Māori experiences
- Interests, inspires and delights learners
- Readily supports Māori language and literacy acquisition (language function/āheinga reo, language resources/puna reo and language strategies/rautaki reo)
- The purpose of the text is evident to enable links to be made to broader language and literacy learning experiences particularly writing (tuhituhi) and oral language (reo ā-waha). Descriptions of these appear in Table 2.

## Notes about Kete Harakeke A (KHa) and Kete Harakeke A.Harakeke E (KH.a.e)

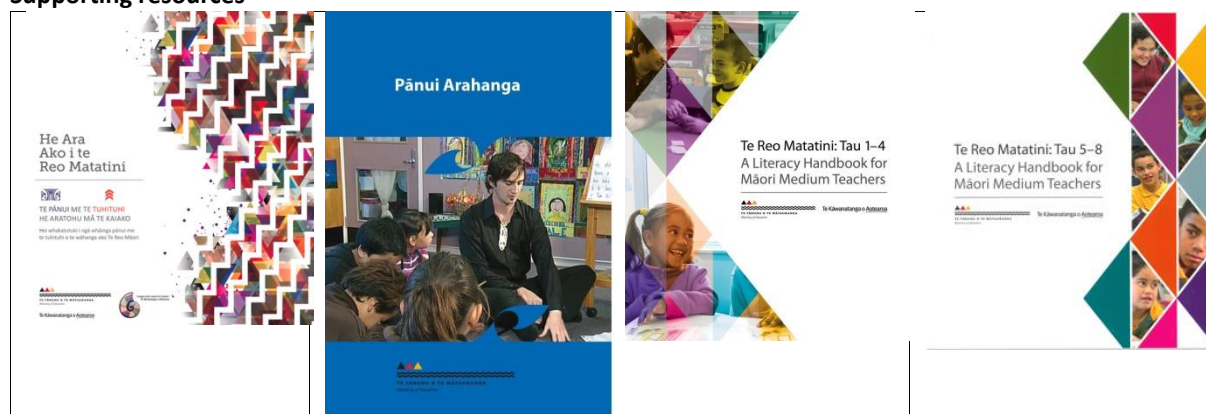
Exemplar texts for entry levels Kete Harakeke A and Harakeke A.E represent the range of high quality reading materials ākonga should be exposed to in order to support their emerging language and literacy development (see Table 1 below). Kete Harakeke A and Harakeke A.Harakeke E are generally associated with the first 6 to 12 months in the schooling of a year one ākonga. Harakeke E is an indication of the readiness of the ākonga to increasingly engage with texts at which point a pānui arahanga (guided reading) approach is appropriate.

How quickly an ākonga progresses through these levels will depend on their Māori language proficiency and the extent to which they have acquired foundation literacy skills and knowledge.

## Notes about the remaining levels Harakeke E (KHe) to Kete Muka (KM)

Exemplar texts for Kete Harakeke E to Kete Muka represent the range of high quality materials within each level to support reading instruction in a relatively systematic way by organising them into increasing levels of difficulty. The kete denote a text's best fit level for use with pānui arahanga (guided reading approach). The degree of challenge in a text should enable ākonga to practice, develop, apply and consolidate their developing literacy knowledge and skills. The appropriate matching of a text to the instructional level of the ākonga enables them to engage without the frustration of having to over process text in order to read with comprehension.

## Supporting resources



## Other uses of texts levelled under the Ngā Kete Kōrero Framework

Teachers will need to use their discretion in deciding whether a text is also suitable for either shared reading (pānui ngātahi) or independent reading (pānui takitahi). In general, texts higher than the instructional/guided reading level of an ākonga can be used for shared reading. Conversely, texts lower than the instructional/guided reading level of an ākonga are likely to be suitable for independent reading.

Texts identified in Ngā Kete Kōrero Framework also have wider applications and are rich and important sources of stimulus material for oral language (kōrero ā-waha) and writing (tuhituhi) instruction or to support learning across the curriculum.

**Table 1 Ngā Kete Kōrero Framework Exemplar Texts**

Ngā Kete Kōrero levels	Abbreviation	Taumata: TMOA	Texts that exemplify the level	Text purpose (Best fit)
Kete Harakeke A	KHa KHa.e	1 He Pīpī	Aa Arapureta (Kohinga Pīpī) Ara Pānui (Kohinga Pīpī) Tōku Manawa (Puka kupukore) Te Māra Kai a Koro (Puka kupukore) Hōhepa Te Pūru (Puka rahi) Te Taniwhā Me Te Poraka (Puka rahi) Te Tuatara Māngere (Tuhinga takitahi) Kei Hea Te Tuna (Rotarota/Waiata)	Not applicable Not applicable Tūhono Taki Whakangahau Whakangahau Whakangahau Whakangahau

Exemplar: Arapū texts	Exemplar: Textless books	Exemplar: Enlarged books
 	 	 

Exemplar: Individual titles	Exemplar: Poem/song
 	 

Ngā Kete Kōrero Level	Abbreviation	TMOA	Titles that exemplify the level	Text purpose (Best fit)
Kete Harakeke E	KHe	1 He Kaha	He Pōtae Te Rā Kura Kānga Papā	Whakaahua Taki Taki/Tohutohu
Kete Harakeke E. Kete Harakeke I	KHe.KHi		He Mamae Taku Teina Mōhio Ko Au Tēnei	Taki Whakaahua Tūhono
Kete Harakeke I	KHi	1 He Kaha Ake	Rite Tonu I te Pō Te Mahi Tōhi	Whakaahua Whakaahua Tohutohu

Kete Harakeke I. Kete Kiekie A	KHi.KKa		Ehara! Ngā Ringawera Te Awhiawhi Nāku	Whakaahua Whakaahua Taki Taki
Kete Kiekie A	KKa	1 He Pakari	Taku Tātaitai Mā Wai? Te Pāoro	Whakaahua Taki Whakangahau
Kete Kiekie A. Kiekie E	KKa. e		Te Whakataetae Waka Ama Pāpā, He Aha Tēnā? Hana Koko Ngā Mahi Rēhia	Taki Taki Taki Whakaahua
Kete Kiekie E	KKe	1 He Pakari - 2	Ko Te Wā Moe Kia mōhio ai ahau Me pēhea ahau?	Paki Taki Paki
Kete Kiekie E. Kiekie I	KKe.i		Ngā Mahi o te Rāhoroi Tā Mātou Haere ki Poneke Paru Kukū Te Mahi Aihikirīmi	Taki Taki Whiti whakangahau Tohutohu
Kete Kiekie I	KKi	2	Te Rou Mamao Māku te Mahi Nō Whea Ahau?	Paki Whakaari Whakangahau/ Tūhono
Kete Kiekie I. Kete Pīngao A	KKi.KPa		Engari, Mō te Aha? Taku Reme He Rangi Pai mō te Māngoingoi	Taki Taki Paki
Kete Pīngao A	KPa	2 - 3	I Aua Wā Hoki Te Waea Pūkoro Weiho mā te Tūrehu hei Utu	Whakaahua Taki Paki whakangahau
Kete Pīngao A.E	KPa.e		Tōku Koroua Hīanga Te Kiwi Kānga Kōpiro	Taki whakangahau Whakaahua Whakaahua/Tohutohu
Kete Pīngao E	KPe	3	I Roto i Tōku Wharenuī Kohokoho Kia Piri Mai	Tuhinga Tuhono Whakaahua/Taki Paki Whakangahau
Kete Pīngao E.I	KPe.i		Engari koe, Karukaru Te Tōtara Rangatira Ko Tiwha	Taki/Whakaahua Whakaahua Taki whakaahua

Kete Pīngao I	KPi	3 - 4	He Mana tō te Hau Ākuanei Koe i a Au Te Whakakai Ramarama	Whakaahua Paki Whakangahau Whakaahua
Kete Pīngao I.O	KPi.o		Te Tākaro Kaipara Ā Te Wā Ko Hinemoa rāua ko Tūtānekai He Kohikohinga 58	Taki Paki Whakangahau Paki Whakangahau
Kete Pīngao O	KPo	4	He Pai te Mahi Tahī Ka Piki a Tāwhaki ki te Rangi Te Tangi a Hinepūtehue He Kohikohinga 58, wh. 4-8	Whakangahau Paki whakamārama  Pūrākau whakamārama
Kete Pīngao O.Kete Muka	KPo.KM		Te Pō Whakangahau Te Tautoko 71, wh 12-17 Taniwha Tautoko 73, wh 2-8 Ki Ō Rahi Te Tautoko 70, wh 18 - 23	Whakaari whakangahau  Paki Whakamārama  Paki Whakamārama
Kete Muka A	KMa	4- 5	Te Pī Miere He Rotarota Poroporoaki ki a Hirini Melbourne He Kohikohinga 59	Takenga Pūtaiao Mihi/Poroporoaki

**Table 2: General Purpose Descriptions: He Kura Tuhituhi**

	<u>He Tuhinga Taki</u> Recounts 	<u>He Tuhinga Tohutohu</u> Instructions 	<u>He Tuhinga Whakaahua</u> Descriptions 	<u>He Tuhinga Takenga Pūtaiao</u> Scientific Explanations 	<u>He Tuhinga Tautohe</u> Arguments 
Purpose	To relate, in sequence, an event or events that have already occurred.	To instruct the reader how to carry out a task. The main objective is that the reader can follow the instructions.	To describe the appearance and the characteristics of a person, an animal or a thing and how it acts or is used.	To explain a natural phenomenon, or a phenomenon caused by human activity, from the viewpoint of a scientist by answering a research question.	To argue and to persuade the reader to see your point of view on an issue. The objective is that the reader will agree with your point of view.
Types of writing	Factual recount Imaginative historical recount	Instructions for how to carry out a task Instructions for how to play a game Directions for how to get to a destination	Personal description General description	Scientific explanation	Personal argument General argument



**Table 3: Māori Purpose Descriptions : He Manu Taketake**

	<p><u><b>He Tuhinga Tūhono</b></u> Writing to express collective identity</p> 	<p><u><b>He Tuhinga Mihi</b></u> Writing to acknowledge</p> 	<p><u><b>He Tuhinga Pānui</b></u> Writing to announce a kaupapa</p> 	<p><u><b>He Tuhinga Whakangahau</b></u> Writing to uplift and stimulate</p> 	<p><u><b>He Tuhinga Paki Whakamārama</b></u> Explanatory narratives</p> 	<p><u><b>He Tuhinga Pūrākau Whakamārama</b></u> Origin narratives</p> 
Purpose	To express writers' connections to their ancestors, their 'place to stand', their waka	To acknowledge and celebrate people or features of the natural world.	To invite people to come to support an important kaupapa.	To uplift and stimulate mind, body and spirit.	To explain an aspect of the natural world.	To explain the origin of aspects of the world and the benefits of those aspects for people.
Types of writing	<p><b>Te whakapapa</b> An expression of collective identity</p> <p><b>Te pepeha</b> An expression of collective identity</p> <p><b>Te paki tūhono</b> A narrative that explains a collective identity</p>	<p><b>Te mihi ki te taiao</b> An acknowledgement to the natural world</p> <p><b>Te mihi ki te hunga mate</b> An acknowledgment to the dead</p> <p><b>Te mihi ki te hunga ora</b> An acknowledgment to the living</p>	<p><b>Te pānui</b> An announcement</p>	<p><b>Te paki whakangahau</b> An entertaining narrative</p> <p><b>Te whakaari whakangahau</b> An entertaining play</p> <p><b>Te whiti whakangahau</b> An entertaining poem</p>	<p><b>Te paki whakamārama tuku iho</b> A traditional narrative that explains a feature of the natural world</p> <p><b>Te paki whakamārama pohewa</b> A narrative, which has been conceived and composed by the writer, that explains a feature of the natural world</p>	<p><b>Te pūrākau whakamārama</b> A narrative that explains the origin of aspects of our world</p>

**Table 4: Revised Ngā Kete Kōrero Chart To Support the Writing, Production and Levelling of Texts**

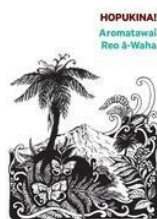
Level-Stage	Visual Links	Print Size and Spacing	Text volume and placement	Themes, Ideas and Concepts	Vocabulary and sentence structure
<b>Harakeke A</b> <b>Harakeke A/E</b>	<p><i>Arapū Texts:</i> The item representing the focus letter/sound is clearly identifiable and familiar to the ākonga</p> <p><i>Textless Books:</i> Pictures/illustrations provide strong contextual clues that support oral discussion, inspire, delight and invite personal responses</p> <p><i>Enlarged Books and Individual Titles:</i> Pictures/illustrations/diagrams strongly support the text and provide contextual clues: that facilitate meaning-making in general for predicting and confirming the meaning of words</p> <p><i>Poems/Songs</i> Illustrations reflect the theme</p>	<p><i>Arapū Texts:</i> Font size 24+</p> <p><i>Textless Books</i> Not applicable</p> <p><i>Enlarged Books:</i> Font size 48+</p> <p><i>Individual titles</i> Not applicable</p> <p><i>Poems and Songs</i> Font size 48+</p>	<p><i>Arapū Texts:</i></p> <ul style="list-style-type: none"> <li>Text placement is consistent on all pages</li> <li>Number of pages can vary</li> <li>Up to 50 running words</li> </ul> <p><i>Textless Books</i> Not applicable</p> <p><i>Enlarged Books and individual titles:</i></p> <ul style="list-style-type: none"> <li>Words are either consistently at the top or the bottom of the page</li> <li>Number of pages can vary</li> <li>Number of running words can vary</li> </ul> <p><i>Poems and Songs</i> Main body of text is consistently to the left or centred</p>	<p><i>Arapū Texts</i> Focus on familiar objects based on one easily distinguishable central theme or idea</p> <p><i>Textless Books:</i> One simple theme that highly appeals to ākonga and is relevant and appropriate to the age group</p> <p><i>Enlarged Books and Individual Titles:</i> Themes are of high interest and likely to inspire and delight</p> <p><i>Poems and Songs</i></p> <ul style="list-style-type: none"> <li>Themes are relevant, child centric of high interest and likely to inspire and delight</li> <li>There are strong elements of rhythm and rhyme.</li> <li>Likely to have actions that support meaning</li> </ul>	<p><i>Arapū Texts</i> Text comprises mainly labels or short nominal or verbal phrases</p> <p><i>Textless Books:</i> Not applicable</p> <p><i>Enlarged Books and Individual Titles:</i></p> <ul style="list-style-type: none"> <li>Language structures are mainly repetitive, predictable and include a small number of interest/novel words.</li> <li>Provide access to texts that are beyond ākonga reading capabilities</li> <li>Some texts can be rhythmic, and include rhyme</li> </ul> <p><i>Poems and songs</i></p> <ul style="list-style-type: none"> <li>Provide access to texts that are beyond ākonga reading capabilities</li> <li>Some texts can be rhythmic, and include rhyme</li> </ul>

Level-Stage	Visual Links	Print Size and Spacing	Text volume and placement	Themes, Ideas and Concepts	Vocabulary and sentence structure
<b>Harakeke</b>	<p>Pictures/illustrations/diagrams strongly support the text and provide contextual clues:</p> <ul style="list-style-type: none"> <li>that facilitate meaning-making in general</li> <li>for predicting and confirming the meaning of unknown words</li> <li>Print is organised, clearly formatted and distinguishable from illustrations / pictures/diagrams</li> </ul>	<ul style="list-style-type: none"> <li>Font size: 20</li> <li>Extra spacing between words to allow one-to-one matching of spoken and written</li> </ul>	<ul style="list-style-type: none"> <li>Mainly one sentence per page</li> <li>Words are either consistently at the top or bottom of the page</li> <li>20 – 100 running words</li> <li>Up to 8 pages of text</li> </ul>	<ul style="list-style-type: none"> <li>One or two simple themes or ideas set in highly familiar contexts</li> </ul>	<ul style="list-style-type: none"> <li>Simple language structures with mainly repetitive, predictable elements and a small number of interest/ novel words</li> <li>Text comprises mainly nominal phrases (He kurī) , verbal phrases (Kei te oma ia.), adjectival phrases (He ngata iti tēnā.) and locative phrases (Kei runga te manu i te rākau.)</li> </ul>
<b>Kiekie</b>	<p>Pictures/illustrations/diagrams support the text and provide contextual clues:</p> <ul style="list-style-type: none"> <li>that facilitate meaning-making in general</li> <li>for predicting and confirming the meaning of unknown words</li> </ul>	<ul style="list-style-type: none"> <li>Font size: 18</li> </ul>	<ul style="list-style-type: none"> <li>Up to 5 lines of text per page</li> <li>Words mainly at bottom of page but may include variation in placement either centered or to the left</li> <li>Up to 250 running words</li> <li>Up to 12 pages of text</li> </ul>	<ul style="list-style-type: none"> <li>Themes, plots or subplots are set in a combination of familiar and more unfamiliar/ novel contexts</li> </ul>	<ul style="list-style-type: none"> <li>Some variation in sentence starters and/or sentence structures /patterns including examples of passive voice (reo hāngū) although some repetitive, predictable elements remain</li> <li>Higher number of novel words and content specific words per page (particularly nouns and stative)</li> <li>There are strong contextual clues to support ākonga to deduce the meaning of any figurative language used in a text</li> </ul>

<b>Pīngao</b> (Early Fluency)	<ul style="list-style-type: none"> <li>In general, pictures/illustrations/diagrams loosely support text with the exception of texts that require specific diagrams and illustrations to support complex and abstract ideas</li> </ul>	<ul style="list-style-type: none"> <li>Font size: 12-16</li> </ul>	<ul style="list-style-type: none"> <li>Text placement can vary on a page and/or within a complete text</li> <li>Up to 400 running words</li> <li>Up to 20 pages of text (with the exception of chapter books or themed journals)</li> </ul>	<ul style="list-style-type: none"> <li>Some themes, plots and subplots are complicated and complex</li> <li>The links to and connections between ideas and information are not always obvious requiring high levels of analysis</li> </ul>	<ul style="list-style-type: none"> <li>A wider range and number of content-specific and novel vocabulary is present</li> <li>The level of sophistication of any figurative language used in a text requires ākonga to make inferences and deduce the meaning because of reduced contextual clues</li> </ul>
<b>Muka</b> (Fluency)	<ul style="list-style-type: none"> <li>Pictures loosely support text with the exception of texts that require specific diagrams and illustrations to support complex and abstract ideas</li> </ul>	<ul style="list-style-type: none"> <li>Font size: 10-14</li> </ul>	<ul style="list-style-type: none"> <li>Varied text volume and length with some texts in excess and well in excess of 400 words</li> </ul>	<ul style="list-style-type: none"> <li>Greater likelihood that there will be a variety of complex themes, plots and subplots</li> </ul>	<ul style="list-style-type: none"> <li>A wide range of content-specific and novel vocabulary is present</li> <li>A range of simple and complex sentences with sophisticated use of literal and figurative language and reduced contextual clues requiring high levels of deduction and inference</li> </ul>

### Description and examples of figurative language

These can be found on page 67 of Hopukina

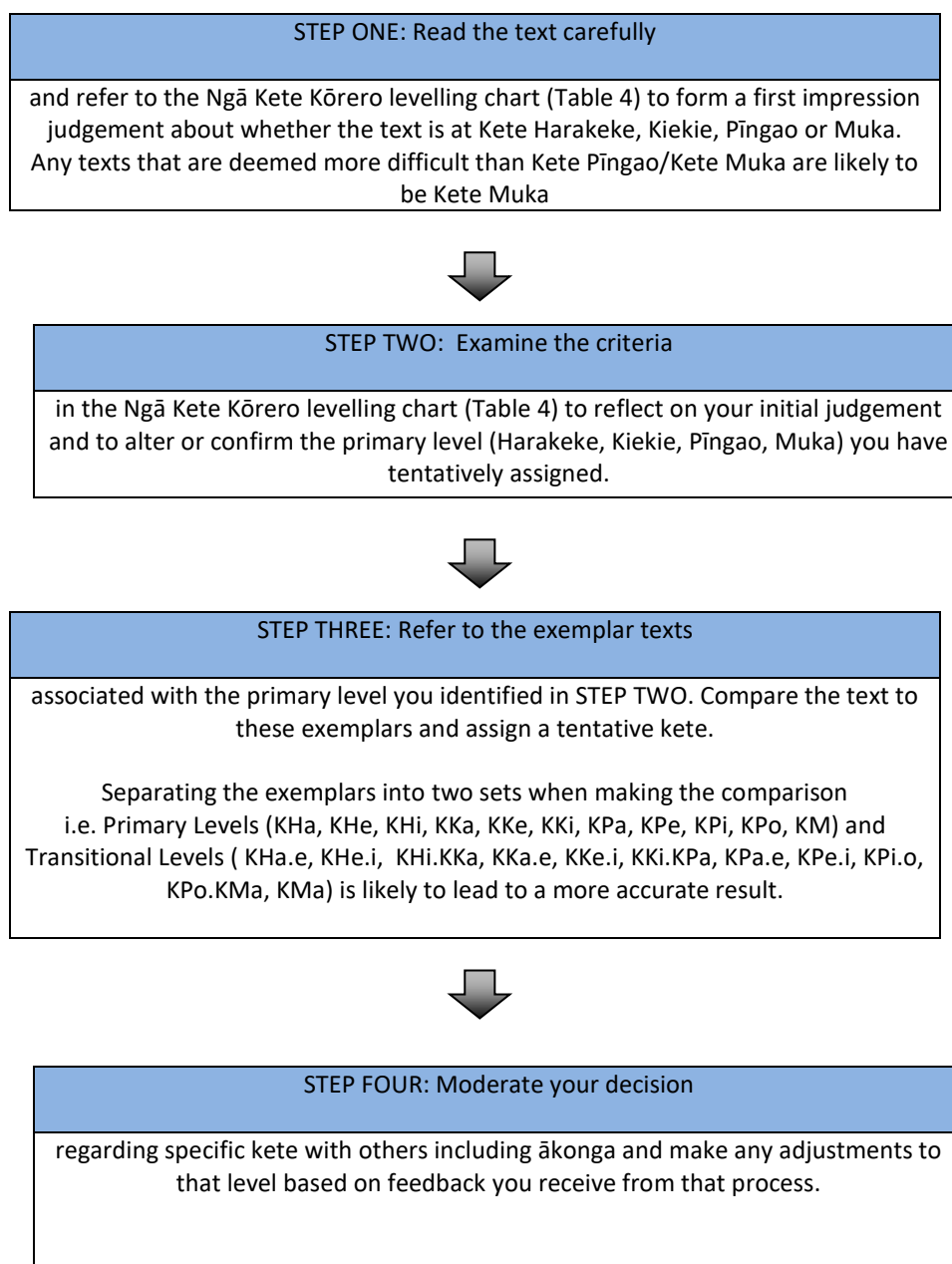




## GUIDELINES FOR PLACING TEXTS INTO THE FRAMEWORK

The following guidelines may be used by publishers and writers of new texts in Māori, by text levellers and by kaiako looking to place texts that currently sit outside the framework.

**Figure 1: Guidelines for placing texts into Ngā Kete Kōrero Framework**



## GUIDELINES FOR SELECTING TEXTS FOR ASSESSMENT PURPOSES

### Kete Harakeke

#### KHa, KHa.e

##### Select texts that the ākonga is highly familiar with including:

Simple caption books. Ensure there are more basic words in the text, than novel or unfamiliar words in the text

##### Dictated texts:

These are provided by the ākonga using any of the following stimuli to generate their 'version':

- textless books
- personal experiences
- reconstructions of parts of texts from the instructional programme (enlarged books and individual titles)

Write the words the ākonga provides into a sentences or two leaving sufficient space between the words to allow for 1 to 1 matching. Spreading the words across two or more lines will also allow for return sweep.

##### Characteristics of the ākonga at Harakeke A and Harakeke A.E<sup>2</sup>. The ākonga:

Displays 'reading like' behaviours when interacting with texts, such as scanning pages, turning books page by page, and talking about the story. They rely heavily on topic knowledge, pictures and memorisation when 'reading' texts they have previously listened to. They may not yet be able to consistently match spoken words to written words.

##### Check in particular that the ākonga:

- Knows where to start reading
- Reads from left to right
- Returns to the first word in the second line ( i.e. return sweep) where the text comprises two or more lines of text
- Can match some spoken words to written words
- Can identify one or two basic words when prompted
- Will provide a word that still makes sense in context, even when that word is different to the one in the text (semantics)
- Is willing to give unfamiliar words a go

#### KHe, KH.i, KHi, KHi.KKa

##### Characteristics of the ākonga at Harakeke E+. The ākonga<sup>3</sup>:

Uses memory of familiar, predictable texts and their developing sound/letter knowledge to match some spoken words with written words. They are focussed on gaining an overall meaning of texts rather than reading all words accurately. They read and comprehend texts with support and use personal knowledge, known vocabulary and illustrations to gain an understanding of texts.

##### Select a text or ask the ākonga to select a text they have recently been supported to read using guided instructional approach.

These texts should have a simple and familiar theme, repetitive, predictable text structure and an acceptable ratio of interest/novel words to high frequency words (approximately 1 interest word to every 5 high frequency words).

##### Check in particular that the ākonga:

- Is matching spoken words to written words fairly consistently
- Will provide a word that still makes sense in context, even when that word is different to the one in the text (semantics)
- Will refer to the picture to confirm or predict words or meaning (semantics)
- Uses their knowledge of letters and sounds to attempt to read an unknown word (visual)
- Makes an attempt to correct an error
- Has enough oral language proficiency to talk about the text by retelling it or relating it to their own experiences

<sup>2</sup> These descriptions were taken and adapted from Te Tāhuhu o Mātauranga, (2011). *Literacy Learning Progressions: Reading and Writing Guide for Teachers: Meeting the Reading and Writing Demands of the Learning Area te Reo Māori*. Wellington:Huia Publishers

<sup>3</sup> Ibid

## Kete Kiekie

KKa, KKa.KKe, KKe, KKe.KKi, KKi, KKi.KPa

### Characteristics of the ākonga at Kiekie. The ākonga<sup>4</sup>:

Recognises a bank of frequently used words and uses a small range of strategies to comprehend texts. Reading of familiar texts may be slow and deliberate as they focus on every word, using sounding out as a primary word identification strategy.

### Select a text or ask the ākonga to select a text they have recently been supported to read using guided instructional approach (i.e. a seen text).

These texts should consist mainly of repetitive sentence patterns comprising one to two sentences per page and/or up to 5 lines of text. The ratio of interest/novel words to high frequency words is approximately 1 interest word to every 5 high frequency words. Look for texts ranging from 100 to 150 words with the expectation the text can be read in one sitting.

### Check in particular that the ākonga:

- Is consistently matching spoken words to written words
- Provides a word that makes sense in context and either resembles the word in the text (e.g. has similar letters, beginning, or medial and/or end) or reflects correct Māori language structure (syntax) when making errors
- Refers to the picture to confirm or predict words or gain meaning when challenged with an unfamiliar word/phrase in the text (semantics)
- Uses their knowledge of letters and sounds to decode an unknown word (visual)
- Recognises an error and attempts to correct it

## Kete Pīngao

KPa, KPa.KPe, KPe, KPe.KPi, KPi, KPi.KPo, KPo, KPo.KMa

### Characteristics of the ākonga at Pīngao. The ākonga<sup>5</sup>:

Has mastery over the letter-sound relationship to the extent that they are able to accurately decode most or all words in a text, even highly unfamiliar ones. They are increasingly integrating various strategies to comprehend text and can discuss the effectiveness of these strategies.

### Select a text or ask the ākonga to select a text they have recently been supported to read using guided, shared instructional or independent approach (i.e. a seen text).

Look for complete texts that range from 250 to 400 words. A complete text is one that has a beginning and an end within the specified (250 - 400) word limit. The ākonga should read the first 100 words before any formal assessment observation is made. The next 150 to 300 words are generally when we can better observe how the ākonga manages challenges and/or where an over reliance on visual cues (decoding) is their primary strategy. (Refer to the list below of behaviours that indicate a text is more difficult than oral reading of it suggests). You might also want to present a text to the ākonga that they are less familiar with using the same word limit and guidelines for a seen text. In this instance, allow them a little time to independently preview the text. 'Unseen' texts can add valuable information and indicate how well they are integrating knowledge skills and strategies under more challenging circumstances.

### Check in particular that the ākonga:

- Provides a word that still makes sense in context and either resembles the word in the text (e.g. has similar letters, beginning, or medial and/or end) or reflects correct Māori language structure (syntax) when making errors
- Will refer to the picture to confirm or predict words or meaning (semantics)
- Uses their knowledge of letters and sounds to decode an unknown word (visual)
- Recognises an error and successfully corrects it

**Check in particular for behaviours that indicate the text is more difficult than their oral reading of it suggests: These behaviours include:**

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<sup>4</sup> Ibid

<sup>5</sup> Ibid



- Slow and laboured rate of reading for substantial parts of the text where they decode the words by breaking them into sound clusters
- Mispronunciation of words due to incorrect intonation or because parts of the word are incorrectly stressed
- Providing a 'nonsense' word in māori that looks similar to the word in the text being substituted
- Instances where parts of the reading do not make sense because for example, punctuation is ignored
- Lack of detail and limited ability to talk comprehensively about the text or convey their understanding of it.

## Kete Muka

### KMa+

#### **Characteristics of the ākonga at Muka. The ākonga:**

Uses a flexible repertoire of comprehension strategies and critical thinking skills to comprehend texts and to solve problems that arise from unfamiliar structure and vocabulary. They are able to fluently read complex and abstract texts. They can access the layers of information and meaning in a text according to their reading purpose. They read and evaluate multiple texts to revise and refine their understanding.

#### **Select a text or ask the ākonga to select a text they have recently read using the independent approach.**

Look for complete texts that range from 300 to 500 words. A complete text is one that has a beginning and an end within the specified word limit. The ākonga should read the first 100 words before any formal assessment observation is made. The next 200 to 400 words are generally when we can better observe how the ākonga manages challenges and/or where an over reliance on visual cues (decoding) is their primary strategy. (Refer to the list below of behaviours that indicate a text is more difficult than oral reading of it suggests).

#### **Check in particular that the ākonga:**

- Provides a word that still makes sense in context and either resembles the word in the text (e.g. has similar letters, beginning, or medial and/or end) or makes reflects correct Māori language structure (syntax) when making errors
- Will crosscheck to confirm or predict words or meaning (semantics)
- Uses their knowledge of letters and sounds to decode an unknown word (visual)
- Recognises an error and successfully corrects it

#### **Check in particular for behaviours that indicate the text is more difficult than their oral reading of it suggests:**

##### **These behaviours include:**

- Slow and laboured rate of reading for substantial parts of the text where they decode the words by breaking them into sound clusters
- Mispronunciation of words due to incorrect intonation or because parts of the word are incorrectly stressed
- Providing a 'nonsense' word in Māori that looks similar to the word in the text being substituted
- Instances where parts of the reading do not make sense because for example, punctuation is ignored
- Lack of detail and limited ability to talk comprehensively about the text or convey their understanding of it.

# Āpitihanga 2: Ngā Kete Kōrero: Te Anga Whakahoutanga

## HE MIHI

E ngā mana, e ngā reo, e ngā karangatanga maha – tēnā koutou katoa.

Tuatahi rā ka mihi ki a koutou i whakapau kaha nei ki te rangaranga i Ngā Kete Kōrero hei pou tarāwaho mō ngā pukapuka e tautoko ana i ngā mahi whakaora i tō tātou nei reo rangatira i roto i ngā kura. Nā koutou te mahi nui, nā koutou hoki te tūāpapa i whakatakoto, arā, nā koutou anō hoki te huarahi i para.

Ka rua, ka mihi ake ki Te Rōpū o Huia, nā koutou te mahi nui ki te āta wewete, ki te āta rangahau i Ngā Kete Kōrero kia whanake ake, kia whakaputaina he rautaki kia āta wānanga, kia āta whakatau i ngā taumata o tēnā tuhinga, o tēnā tuhinga.

Otirā, nō te tau nei mātou kua kōtuituia katoatia ngā mahi nō ērā wā kia puta ake a Ngā Kete Kōrero i tōna whānuitanga, i tōna hōhonutanga hei tuituinga whakaniko mō tātou katoa.

Nō reira, ki a koutou katoa, otirā ki ngā kaiako e whakapau kaha nei ki te hāpai i tō tātou nei reo rangatira, tēnā koutou, tēnā koutou, tēnā anō tātou katoa.

## HE WHAKAMĀRAMATANGA O TE ANGA WHAKAHOUTANGA

Ko tā te Anga he whakaraupapa i ngā pukapuka e tautoko ai i ngā ākonga e ako ana mā te reo Māori mai i ngā tuhinga māmā tae noa atu ki ngā tuhinga uaua.

I tēnei whakahoutanga, kua whakawhānuitia ngā taumata mai i te tēkau mā tahi ki te rua tekau, ā, kua āpitihia he kete whakawhitiwhiti. Ko te pūtake o ngā kete whakawhitiwhiti hou ko te ārahi i te kaiako kia hāngai pū rawa ngā taumata whakaako ki ngā taumata ako o ngā ākonga, nā konā e āhei ai te kaiako ki te kapo i ngā taipitopito ako o tēnā ākonga, o tēnā ākonga kia tika tana kauneke haere i te poutama pānui.

Kua tāngia he tohu hou, e mau tonu nei i te ia o ngā tohu o mua mō ngā Kete Harakeke tae noa ki te Kete Muka (Ko Miro kē i te anga o mua). Kua whakatauritehia ngā taumata pānui ki tō te ako i te raranga arā, ka tīmata te tauira kairaranga i te harakeke, whanake ake, whanake ake, ka whiri i te kiekie, i te pīngao, i te muka anō hoki, nā wai rā ka ringa rehe. Kāore i tua atu i te kete muka otirā he tino taonga. Me he mātanga whatu muka koe he tino pūkenga ōu, he mātauranga anō tōu kia kōtuituia katoatia ngā miro hei kete. Kua whakatauritehia ngā miro ki ngā rautaki reo matatini kei taumata kē, kia āhei ai ngā ākonga ki te whai māmāmatanga i tā rātou i pānui ai. He pērā anō te whiri o te ākonga i ōna mōhiohio reo matatini hei whāriki, hei tūāpapa kia piki ai ia i te poutama pānui.

Ngā tohu hou:



Ngā tohu kete whakawhitiwhiti:



Ko ngā tae e hāngai ana ki ngā kete whānui:



Kei te Kete Muka ngā tuhinga i tua atu i te Kete Pīngao O.Kete Muka. Heoi anō, kāore anō kia whakarōpūtia ngā tuhinga Kete Muka ki ōna kete whānui, ki ōna kete whakawhitiwhiti hoki.

## NGĀ TUHINGA TAUAROMAHĪ

Kua tautohua kia toru ngā tuhinga tauaromahi mō ia o Ngā Kete Kōrero (Tirohia te ripanga 1). Ko ngā tuhinga kua kōwhiria e whakatauria ana i ngā āhuatanga o ngā tuhinga whai kōunga. Kia tohua tētahi tuhinga hei tauaromahi e tika ana kia whakaatuhia kia toru neke atu rānei ngā paearu nei:

- E aro ana ki te ao o te tamaiti
- He kaupapa Māori tō te tuhinga
- Ka whakahihiko, ka whakahirahira, ā, ka whakarekareka i te ākonga
- Ka tautoko i te ako i te reo Māori (āheinga reo, puna reo, rautaki reo)
- Ka mārama te pūtake o te tuhinga kia rangarangahia whānuitia ki marau kē, otirā ki te taha tuhi, ki te reo ā-waha hoki (He whakamāramatanga kei te ripanga 2)

### He pitopito kōrero mō te Kete Harakeke A (KHa) me te Kete Harakeke A.Harakeke E (KHa.e)

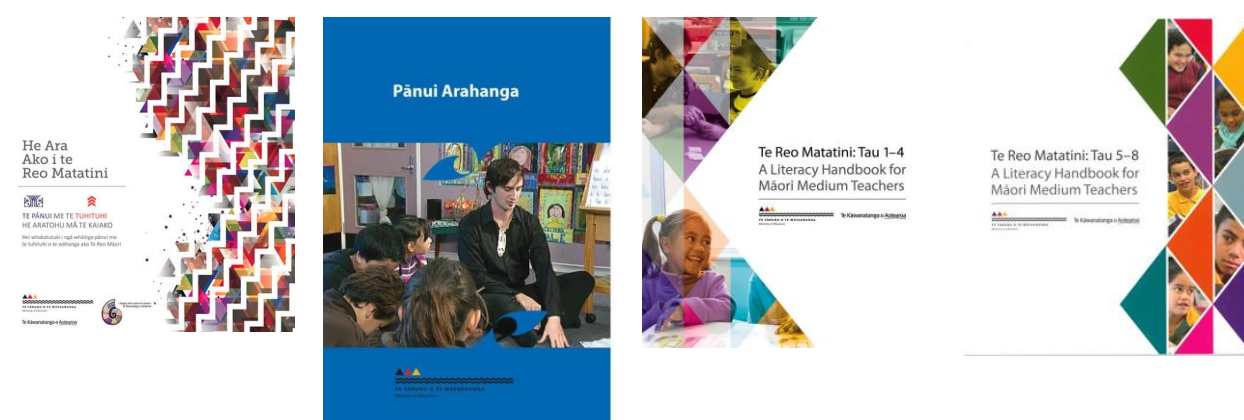
Ko ngā tauira whai kōunga o ngā taumata KHa me te KHa.e e whakaatu ana i te whānuitanga o ngā momo tuhinga kia whakahihiri i ngā whakaaro me te wairua o ngā ākonga ki te pānui (Tirohia te ripanga 1 i raro iho nei). E hāngai ana ngā tuhinga KHa me te KHa.e ki ngā ākonga kātahi anō ka tīmata ki te ako i te reo Māori i te kura arā, i tana tau tuatahi. Kia piki te ākonga ki te KHe e tohu ana kua tae ki te wā kia whakaakona te pānui mā te pānui arahanga.

Mā te taumata o te reo Māori me ōna mōhiohio reo matatini e tohu i te roa, i te poto rānei o te wā akoako ā te ākonga ki tētahi taumata, ki tētahi taumata.

### He pitopito kōrero mō ngā Kete Harakeke E (KHe) ki te Kete Muka (KM)

Ko ngā tuhinga tauaromahi o ngā Kete Harakeke E ki te Kete Muka e whakatauria ana i ngā tuhinga whai kōunga o ia taumata e tautoko ai i te whakaako i te pānui mā te whakapoutama. Ko ngā kete e tohu ana i te taumata o te tuhinga hei whakamahinga mā te pānui arahanga. Mā te taumata o te tuhinga e āhei ai te ākonga ki te whakawai, ki te whakawhanake, ki te whakahiato i ngā pūkenga me ngā mōhiohio reo matatini. Mā te tika o te whakahāngai ki ngā taumata whakaako ā tēnā ākonga, ā tēnā ākonga e taea ai e rātou te whakamahi i ō rātou pūkenga kia pūrangiaho ai te pānuitanga.

## Ngā Rauemi hei Tautoko



### He whakamahinga kē o ngā tuhinga Ngā Kete Kōrero

Mā te kaiako anō e āta whiriwhiri ina e whai painga ana te tuhinga mō te pānui ngātahi, mō te pānui takitahi rānei. Waihoki, ko ngā tuhinga kei tua o te taumata whakaako/taumata pānui arahanga o te ākonga e taea ana

te whakamahi ei tuhinga pānui ngātahi. Huri hāngai anō hoki, ko ngā tuhinga kei raro iho i te taumata whakaako/taumata pānui arahanga o te ākonga e taea ana te whakamahi hei tuhinga pānui takitahi.

Ahakoia te momo marautanga e arotahingia ana, arā anō te whakamahinga whānuitia o ngā tuhinga Ngā Kete Kōrero hei rauemi whakapiki mōhiotio, whakahihiko hinengaro ki te ako i te reo ā-waha me te tuhituhi.

### Ripanga 1 Ngā Tuhinga Tauaromahi Ngā Kete Kōrero

Ngā Taumata Kete Kōrero	Tohu Poto	Taumata: TMOA	Ngā Tuhinga e Whakatauiria ana i ngā Taumata	Te Momo Tuhinga
Kete Harakeke A	KHa KHa.e	1 He Pīpī	Aa Arapureta (Kohinga Pīpī) Ara Pānui (Kohinga Pīpī) Tōku Manawa (Puka kupukore) Te Māra Kai a Koro (Puka kupukore) Hōhepa Te Pūru (Puka rahi) Te Taniwhā Me Te Poraka (Puka rahi) Te Tuatara Māngere (Tuhinga takitahi) Kei Hea Te Tuna (Rotarota/Waiata)	Kāore he pānga Kāore he pānga Tūhono Taki Whakangahau Whakangahau Whakangahau Whakangahau

<p>Tauira: Tuhinga Arapū</p>	<p>Tauira: Puka Kupukore</p>	<p>Tauira: Puka Rahi mō te Pānui Ngātahi</p>
<p>Tauira: Tuhinga Takitahi mō te Pānui/ Pānui Ngātahi</p>	<p>Tauira: Ngā Rotarota/Waiata mō te Pānui ā-Tira</p>	

Ngā Taumata Kete Kōrero	Tohu Poto	Taumata: TMOA	Ngā Tuhinga e Whakatauirā ana i ngā Taumata	Te Momo Tuhinga
Kete Harakeke E	KHe	1 He Kaha	He Pōtae Te Rā Kura Kānga Papā	Whakaahua Taki Taki/Tohutohu
Kete Harakeke E. Kete Harakeke I	KHe. i		He Mamae Taku Teina Mōhio Ko Au Tēnei	Taki Whakaahua Tūhono
Kete Harakeke I	KHi	1 He Kaha Ake	Rite Tonu I te Pō Te Mahi Tōhi	Whakaahua Whakaahua Tohutohu
Kete Harakeke I. Kete Kiekie A	KHi.KKa		Ehara! Ngā Ringawera Te Awhiawhi Nāku	Whakaahua Whakaahua Taki Taki
Kete Kiekie A	KKa	1 He Pakari	Taku Tātaimai Mā Wai? Te Pāoro	Whakaahua Taki Whakangahau
Kete Kiekie A. Kiekie E	KKa. e		Te Whakataetae Waka Ama Pāpā, He Aha Tēnā? Hana Koko Ngā Mahi Rēhia	Taki Taki Taki Whakaahua
Kete Kiekie E	KKe	1 He Pakari - 2	Ko Te Wā Moe Kia Mōhio ai Ahau Me Pēhea Ahau?	Paki Taki Paki
Kete Kiekie E. Kiekie I	KKe. i		Ngā Mahi o te Rāhoroi Tā Mātou Haere ki Poneke Paru Kukū Te Mahi Aihikirīmi	Taki Taki Whiti Whakangahau Tohutohu
Kete Kiekie I	KKi	2	Te Rou Mamao Māku te Mahi Nō Whea Ahau?	Paki Whakaari Whakangahau Tūhono
Kete Kiekie I. Kete Pīngao A	KKi.KPa		Engari, Mō te Aha? Taku Reme He Rangī Pai mō te Māngoi	Taki Taki Paki
Kete Pīngao A	KPa	2 - 3	I Aua Wā Hoki Te Waea Pūkoro Weiho mā te Tūrehu hei Utu	Whakaahua Taki Paki Whakangahau
Kete Pīngao A. Pīngao E	KPa.e		Tōku Koroua Hīanga Te Kiwi Kānga Kōpiro	Taki whakangahau Whakaahua Whakaahua/Tohutohu
Kete Pīngao E	KPe	3	I Roto i Tōku Wharenuī Kohokoho	Tuhinga Tūhono Whakaahua/Taki

			Kia Piri Mai	Paki Whakangahau
Kete Pīngao E. Pīngao I	KPe.i		Engari koe, Karukaru Te Tōtara Rangatira Ko Tiwha	Taki/Whakaahua Whakaahua Taki Whakaahua
Kete Pīngao I	KPi	3 - 4	He Mana tō te Hau Ākuanei Koe i a Au Te Whakakai Ramarama	Whakaahua Paki Whakangahau Whakaahua
Kete Pīngao I. Pīngao O	KPi.o		Te Tākaro Kaipara Ā Te Wā Ko Hinemoa rāua ko Tūtānekai He Kohikohinga 58	Taki Paki Whakangahau Paki Whakangahau
Kete Pīngao O	KPo	4	He Pai te Mahi Tahi Ka Piki a Tāwhaki ki te Rangī Te Tangi a Hinepūtehue He Kohikohinga 58, wh. 4-8	Whakangahau Paki Whakamārama Pūrākau Whakamārama
Kete Pīngao O. Kete Muka	KPo.KM		Te Pō Whakangahau Te Tautoko 71, wh 12-17 Taniwha Te Tautoko 73, wh 2-8 Ki Ō Rahi Te Tautoko 70, wh 18 - 23	Whakaari Whakangahau  Paki Whakamārama Paki Whakamārama
Kete Muka A	KMa	4- 5	Te Pī Miere He Rotarota Poroporoaki ki a Hirini Melbourne, He Kohikohinga 59	Takenga Pūtaiao Mihi/Poroporoaki

## Ripanga 2: Whakaahuaranga: He Kura Tuhituhi

	<a href="#">He Tuhinga Taki</a>	<a href="#">He Tuhinga Tohutohu</a>	<a href="#">He Tuhinga Whakaahua</a>	<a href="#">He Tuhinga Takenga Pūtaiao</a>	<a href="#">He Tuhinga Tautohe</a>
					
<b>Te Pūtake</b>	He whakatakoto, he whakaraupapa i tētahi mahi kua oti kē te mahi.	He tohu atu ki te kaupānui me pēhea te mahi i tētahi mahi. Ko te mea nui ka taea e tētahi atu te whai i ngā tohutohu.	He whakaahua i te āhua, i ngā mahi me ngā āhuatanga o tētahi tangata, o tētahi kararehe, o tētahi atu mea rānei.	He whakamārama mai i te tirohanga a te kaupūtaiao, mā te whakautu pātai rangahau, i tētahi tū āhuatanga o te taiao, i tētahi tū āhuatanga rānei nā te mahi a te tangata i puta ai.	He tautohe, he whakawhere i te kaupānui kia kite ia i tāu ake tirohanga mō tētahi take. Ko te hiahia kia whakaae te kaupānui ki tāu tirohanga.
<b>Ngā Momo Tuhinga</b>	Te taki whaiaro Te taki whānui Te taki pohewa tuku iho	Te tohutohu mō te mahi i tētahi mahi Te tohutohu mō te tākaro kēmu Te tohutohu mō te haere ki tētahi wāhi	Te whakaahua whaiaro Te whakaahua whānui	Te takenga pūtaiao	Te tautohe whaiaro Te tautohe whānui

### Ripanga 3: He Manu Taketake

	<p><u><a href="#">He Tuhinga Tūhono</a></u></p> 	<p><u><a href="#">He Tuhinga Mihi</a></u></p> 	<p><u><a href="#">He Tuhinga Pānui</a></u></p> 	<p><u><a href="#">He Tuhinga Whakangahau</a></u></p> 	<p><u><a href="#">He Tuhinga Paki Whakamārama</a></u></p> 	<p><u><a href="#">He Tuhinga Pūrākau Whakamārama</a></u></p> 
<b>Te Pūtake</b>	He whakaatu i ngā hononga o te kaituhi ki ōna tīpuna, ki tōna tūrangawaewae, ki tōna whenua, ki tōna waka rānei.	He tūhono, he whakaoho, he mihi, he whakamihi, he whakanui hoki i ngā āhuatanga o te tangata, o te taiao rānei.	He tono atu ki tētahi, ki ētahi rānei, kia haere mai ki tētahi kaupapa whakaharahara.	He whakahiki, he whakaoho i te ngākau, te hinengaro, te tinana me te wairua o te tangata.	He whakamārama i tētahi āhuatanga o te taiao.	He whakamārama i te takenga mai o ngā āhuatanga o te ao me te hua o aua āhuatanga ki te tangata.
<b>Ngā Momo Tuhinga</b>	Te whakapapa Te pepeha Te paki tūhono	Te mihi ki te taiao Te mihi ki te hunga mate Te mihi ki te hunga ora	Te pānui	Te paki whakangahau Te whakaari whakangahau Te whiti whakangahau	Te paki whakamārama tuku iho Te paki whakamārama pohewa	Te pūrākau whakamārama



**Ripanga 4: Te Anga Whakahoutanga: Ngā Kete Kōrero Hei Tautoko I Ngā Kaituhi Me Ngā Kaiwhakaputa Ki Te Whakataumata I Ngā Tuhinga.**

He aratohu ngā kōrero kei te ripanga 4 hei ārahi i te kaituhi ki te whakaputa tuhinga ehara i te mea me noho pūmau ki ēnei aratohu.

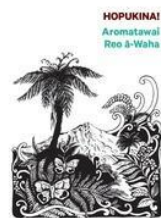
Taumata	Ngā mokamoka ā-karu	Te Rahinga o te Tuhi me ngā Āputa	Te tatau o ngā kupu me te whakanoho i te whārangi	Ngā Horopaki, ngā Ariā me ngā Aroro	Te Puna Kupu me te Hanga Rerenga
<b>Harakeke A</b> <b>Harakeke A.E</b>	<p><i>Ngā Tuhinga Arapū :</i> E mārama ana ki te ākonga te hononga o te pikitia/whakaahua ki te pū e arotahingia ana</p> <p><i>Ngā Puka Kupukore:</i> E āta tautoko ana ngā pikitia/whakaahua i te ākonga kia whakaputa whakaaro ki te kaupapa</p> <p><i>Ngā Puka Rahi me ngā Tuhinga Takitahi:</i> E āta tautoko ana ngā pikitia/whakaahua/hoahoa i te ākonga kia matapae, kia aroturuki, kia whakaū māramatanga</p> <p><i>Ngā Rotarota /Ngā Waiata</i> E kīnaki ana ngā pikitia/whakaahua i te kaupapa.</p>	<p><i>Tuhinga Arapū</i> Te rahinga tuhi: 24+</p> <p><i>Puka Kupukore</i> Kāore he pānga</p> <p><i>Puka Rahi:</i> Te rahinga tuhi: 48+</p> <p><i>Tuhinga Takitahi</i> Kāore he pānga</p> <p><i>Ngā Rotarota me Ngā Waiata</i> Te rahinga tuhi: 48+</p>	<p><i>Tuhinga Arapū:</i></p> <ul style="list-style-type: none"> <li>• Rite tonu te whakanoho o te tuhi ki ia whārangi</li> <li>• He rerekē pea te tatauranga o ngā whārangi</li> <li>• E 50 heke iho ngā kupu</li> </ul> <p><i>Puka Kupukore</i> Kāore he pānga</p> <p><i>Ngā Puka Rahi me ngā Tuhinga Takitahi</i></p> <ul style="list-style-type: none"> <li>• Kua tāngia ngā tuhinga ki te taha runga, ki te taha raro rānei o te whārangi</li> <li>• He rerekē pea te tatauranga o ngā whārangi</li> <li>• He rerekē te tatauranga o ngā kupu tuhinga</li> </ul> <p><i>Ngā Rotarota me Ngā Waiata:</i></p> <ul style="list-style-type: none"> <li>• Kua tāngia ngā tuhinga matua ki te taha mauī, ki waenganui rānei</li> </ul>	<p><i>Tuhinga Arapū:</i> He māmā, he mārama te horopaki, ka mutu he kaupapa e taunga ana ki te ākonga.</p> <p><i>Puka Kupukore:</i> Kotahi noa te kaupapa e hāngai ana ki te pakeke, ki ngā hiahia hoki o te ākonga</p> <p><i>Ngā Puka Rahi me ngā Tuhinga Takitahi</i> He horopaki whakaihiihi hei whakahihiko, hei whakaweawe i te ākonga</p> <p><i>Ngā Rotarota me Ngā Waiata</i></p> <ul style="list-style-type: none"> <li>• He horopaki whakaihiihi hei whakahihiko, hei whakaweawe i te ākonga</li> <li>• He reo rotarota, he reo huarite tō ētahi o ngā tuhinga</li> <li>• Kāore e kore he mahi ā-ringa kia tautoko atu</li> </ul>	<p><i>Tuhinga Arapū:</i> He kupu, he kīanga ingoa poto, he kīanga mahi poto rānei ngā tuhinga</p> <p><i>Puka Kupukore:</i> Kāore he pānga</p> <p><i>Ngā Puka Rahi me ngā Tuhinga Takitahi:</i></p> <ul style="list-style-type: none"> <li>• Kua tāruaruatia ngā hanga rerenga kia māmā te whai a te ākonga, ā, he torutoru ngā kupu tauhou</li> <li>• Ka whai pānga ngā tuhinga kei tua i ngā taumata whakaako ā ngā ākonga</li> <li>• He reo rotarota, he reo huarite tō ētahi o ngā tuhinga</li> </ul> <p><i>Ngā Rotarota me Ngā Waiata:</i></p> <ul style="list-style-type: none"> <li>• Ka whai pānga ngā tuhinga kei tua i ngā taumata whakaako ā ngā ākonga</li> <li>• He reo rotarota, he reo huarite tō ētahi o ngā tuhinga</li> </ul>

Taumata	Ngā Mokamoka ā- Karu	Te Rahinga o te Tuhi me ngā Āputa	Te Tatau o ngā Kupu me te Whakanoho i te whārangi	Ngā Horopaki, ngā Ariā me ngā Aroro	Te Puna Kupu me te Hanga Rerenga
<b>Harakeke</b>	<p>E āta tautoko ana ngā pikitia/whakaahua/hoahoa i te ākonga kia:</p> <ul style="list-style-type: none"> <li>• whai māramatanga</li> <li>• matapae me te whakaū māramatanga mō ngā kupu hou</li> <li>• Kua āta whakatakotohia, kua raupapahia te tānga kupu kia rerekē ai i ngā whakaahua/pikitia/hoahoa</li> </ul>	<ul style="list-style-type: none"> <li>• Te rahinga tuhi: 20</li> <li>• He whānui ngā āputa</li> </ul>	<ul style="list-style-type: none"> <li>• Kotahi noa te rerenga i ia whārangi.</li> <li>• Kua tāngia ngā tuhinga ki te taha runga, ki te taha raro rānei o te whārangi</li> <li>• E 20 – 100 ngā kupu tuhinga</li> <li>• E 8 heke iho ngā whārangi whai tuhinga</li> </ul>	<ul style="list-style-type: none"> <li>• Kotahi noa, e rua rānei ngā kaupapa e taunga ana ki te ākonga</li> </ul>	<ul style="list-style-type: none"> <li>• He rerenga māmā kua tāruaruatia kia mārama te whai atu ā te ākonga, arā, he torutoru ngā kupu tauhou</li> <li>• Ko te reo o te tuhinga he kīanga ingoa poto (He kuri), he kīanga mahi poto (Kei te oma ia), he kīanga tūāhua poto (He ngata iti tēnā), he kīanga tūwāhi poto rānei (Kei runga te manu i te rākau</li> </ul>
<b>Kiekie</b>	<p>E tautoko ana ngā pikitia/whakaahua/hoahoa i te ākonga kia:</p> <ul style="list-style-type: none"> <li>• whai māramatanga</li> <li>• matapae me te whakaū māramatanga mō ngā kupu hou</li> </ul>	<ul style="list-style-type: none"> <li>• Te rahinga tuhi: 18</li> </ul>	<ul style="list-style-type: none"> <li>• E 5 heke iho ngā rārangi tuhinga o ia whārangi</li> <li>• Kua tāngia ngā tuhinga ki te taha raro o te whārangi heoi, tērā pea kei waenganui, kei te taha mauī rānei</li> <li>• E 250 heke iho ngā kupu tuhinga</li> <li>• 12 heke iho ngā whārangi whai tuhinga</li> </ul>	<ul style="list-style-type: none"> <li>• He tauhou, he taunga rānei ngā horopaki o ngā raupapatanga mahi mātāmua me ngā raupapatanga mahi tautoko</li> </ul>	<ul style="list-style-type: none"> <li>• He rerekē pea ngā tīmatanga rerenga kōrero, ngā hanga rerenga, ā, ka kitea te reo hāngū heoi kua tāruaruatia tonutia ētahi āhuatanga reo</li> <li>• He maha ake ngā kupu tauhou me ngā kupu e hāngai ana ki te horopaki (Ko ngā tūingoa me ngā tūoti)</li> <li>• Arā noa ngā tīwhiri o te horopaki hei tautoko i te ākonga kia mārama ai te tikanga o te reo peha i te tuhinga</li> </ul>

<b>Pīngao</b>	<ul style="list-style-type: none"> <li>I te whānuitanga o ngā tuhinga tēnā pea e tautoko ana ngā pikitia/whakaahua/hoahoa i te ākongā kia whai māramatanga, hāunga anō ngā tuhinga e whai ana i ngā hoahoa whāiti me ngā whakaahua hei tautoko i ngā whakaaro tāwhiwhi me ngā ariā waitara</li> </ul>	<ul style="list-style-type: none"> <li>Te rahinga tuhi: 12-16</li> </ul>	<ul style="list-style-type: none"> <li>He rerekē pea te takoto o ngā tuhinga ki te whārangi/ki te katoa rānei o ngā whārangi</li> <li>E 400 heke iho ngā kupu</li> <li>E 20 ngā whārangi whai tuhinga (Hāunga anō i ngā pukapuka pakimaero, i ngā puka pito kōrero)</li> </ul>	<ul style="list-style-type: none"> <li>He uaua, he matatini ētahi o ngā horopaki, ngā raupapatanga mahi mātāmua me ngā raupapatanga mahi tautoko</li> <li>He uaua ka kite i ngā hononga o ngā ariā o te tuhinga, heoi mā te arohaehae, mā te ārohi ka whai māramatanga</li> </ul>	<ul style="list-style-type: none"> <li>He whānui, he huhua ngā kupu e hāngai ana ki te horopaki me ngā kupu tauhou</li> <li>He torutoru noa iho ngā tīwhiri e hāngai ana ki te horopaki nā reira mā te hīkaro, mā te mahi hirikapo e mārama ai te reo peha</li> </ul>
<b>Muka</b>	<ul style="list-style-type: none"> <li>Tēnā pea e tautoko ana ngā pikitia/whakaahua/hoahoa i te ākongā kia whai māramatanga hāunga anō ngā tuhinga e whai ana i ngā hoahoa whāiti me ngā whakaahua hei tautoko i ngā whakaaro tāwhiwhi me ngā ariā waitara</li> </ul>	<ul style="list-style-type: none"> <li>Te rahinga tuhi: 10-14</li> </ul>	<ul style="list-style-type: none"> <li>He rerekē te nui, te roa hoki o ngā tuhinga, tērā pea e 400 neke atu rānei ngā kupu i ētahi tuhinga</li> </ul>	<ul style="list-style-type: none"> <li>Kāore e kore he huhua, he matatini ngā horopaki, ngā raupapatanga mātāmua, me ngā raupapatanga mahi tautoko</li> </ul>	<ul style="list-style-type: none"> <li>He whānui rawa, he huhua ngā kupu e hāngai ana ki te horopaki me ngā kupu tauhou</li> <li>He whānui ngā rerenga māmā me ngā rerenga matatini, ā, he reo ihiihi, he reo peha tō te tuhinga nā reira mā te mahi hirikapo, mā te hīkaro e mārama ai</li> </ul>

## He whakamāramatanga me ngā tauira o te reo peha

Kei te whārangi 67 - Hopukina



## He Rārangi Kupu Wetewete

Kīanga tūingoa	
	<p>Ko au. Ko au tēnei. Ko taku maunga tēnei. He keke. He kaipatu ahi ahau. Anei nga kākahu tika mō te kauhoe. “Āe, e tama, anei taku pene rākau,” te kī a Pāpā.</p>
Kīanga āhua	
	<p>He mamae tōna waewae. He kurī pango. He tino pai taku Pāpā ki ahau.</p>
Kīanga mahi	
Reremahi māmā	<p>Kei te kata ia. E peita ana ia.</p>
Reremahi	<p>Nāku i tango. Nāna i poke ngā parāoa rēwana hei kai mā ngā manuwhiri.</p>
Rerehāngū	<p>Māku ngā kumara e horoi, e Kui. Ka mihia ia e tōna koroua. Ka taea e Pāpā te hanga pōtae.</p>
Reremahi whakataurite	<p>I hikoi ahau pēnei i te arewhana.</p>
Rerenga mārō	<p>Titiro ki ngā ngeru, kei te mitimiti rāua.</p>
Whakahau/Tohutohu	
	<p>Piki ake, heke iho. Kia tupato heihei. Kuhuna he karapu. Tikina, e Kanu Me pēnei te pani parāoa. Kei nui rawa te pata, ka kore koe e kai.</p>
Kīanga tūwāhi	
	<p>E rua ngā manu i runga i te rakau. Kei muri te taniwha i te toka.</p>
Pātai māmā, whakautu māmā	
	<p>“He aha tēnei, Nan?” “He pūrerehua, e Moko.”</p>
Rerenga matatini	
	<p>Harikoa ana taku ngākau i te mea kua tae mai tōku koroua ki te whakanui i tōku rā whakahirahira. He tinana nui tō te pī tāmumu engari he iti noa ōna parirau. “Ko te wā moe”, te kī a Māmā, engari kāore a Awanui i te rongo.</p>

Whakakāoretanga	
	<p>Oho mai a Hinemāia i te ata me te whakaaro,  “Kīhai ōku ringa i tēnei ata.”</p> <p>Kāore e taea e au te rere pēnā i te manu.</p>

Kupu Māori	Kupu Pākehā
Ariā waitara	Abstract ideas
Aroro	Concept
Hoahoa whāiti	Specific diagrams
Hoahoa	Design
Kete matawaenga	Tentative level
Kete whakawhitiwhiti	Transitional level
Kete whānui	Primary level
Kupu ā-horopaki	Content specific
Kupu tauhou	Interest/novel words
Kupu tuhinga	Running words
Mahi hirikapo	Deduce
Mōhiohio ā-kaupapa	Semantics
Mokamoka ā-karu	Visual links
Pakimaero	Chapter book
Puka kupukore	Textless books
Puka pito kōrero	Themed journal
Rārangi tuhinga	Lines of text
Raupapatanga mahi mātāmua	Plot
Raupapatanga mahi tautoko	Subplot
Reo ihiihi	Sophisticated language
Reo Peha	Figurative language
Takinga tuhinga	Dictation
Tānga	Print
Tuhinga tauaromahi	Exemplar text
Wetekupu	Decode
Whakaaro tāwhiwhi	Complex ideas
Whārangi whai tuhinga	Pages with text

## HE ARATOHU HEI WHAKATAUMATA I NGĀ TUHINGA KI TE ANGA WHAKAHOUTANGA: NGĀ KETE KŌRERO

He aratohu ēnei mā ngā kaitā tuhinga me ngā kaituhi o ngā puka hou ki te reo Māori. Ka whai pānga hoki ki te hunga whakataumata tuhinga me ngā kaiako e whakataumata ana i ngā pukapuka kei tua i te anga.

MAHI TUATAHI: Āta pānuihia te tuhinga
ka whakamahi anō ai i Te Anga Whakahoutanga (Ripanga 4) kia whakatauria tētahi kete whānui arā, Kete Harakeke, Kiekie, Pīngao, Muka rānei. Ko ngā tuhinga i tua atu i te Kete Pīngao O.Kete Muka A ka whakatauria ki te Kete Muka.



MAHI TUARUA: Āta tirohia ngā paearu
i Te Anga Whakahoutanga (Ripanga 4) kia tautoko, kia whakarerekē rānei i tāu i whakatau tuatahi ai (Harakeke, Kiekie, Pīngao, Muka).



MAHI TUATORU: Tirohia ngā tuhinga tauaromahi
e hāngai ana ki ngā Kete Whānui kua whakatauhia i runga ake nei. Whakauritehia te tuhinga ki ngā tuhinga tauaromahi ka whakatau ai i tētahi kete matawaenga.  Mā te whakarōpū i ngā tuhinga tauaromahi ki ngā taumata whānui me ngā taumata whakawhitiwhiti e mārama ai te whakataunga. Kete Whānui (KH <sub>a</sub> , KH <sub>e</sub> , KH <sub>i</sub> , K <sub>a</sub> , K <sub>e</sub> , K <sub>i</sub> , KP <sub>a</sub> , KP <sub>e</sub> , KP <sub>i</sub> , KP <sub>o</sub> , KM <sub>a</sub> ) Kete Whakawhitiwhiti (KH <sub>a</sub> .e, KH <sub>e</sub> .e, KH <sub>i</sub> .K <sub>a</sub> , K <sub>a</sub> .e, K <sub>e</sub> .i, K <sub>i</sub> .KP <sub>a</sub> , KP <sub>a</sub> .e, KP <sub>e</sub> .i, KP <sub>i</sub> .o, KP <sub>o</sub> .KM <sub>a</sub> )

MAHI TUAWHĀ: Whakauriteritehia tō whakataunga
mā te wānanga tahi ki ngā hoa mahi ki ngā ākonga hoki, ā, whakatauhia, whakarerekēhia rānei e ai ki ngā kōrero i whakapuakina.

## Ngā aratohu kia kōwhiri i tētahi tuhinga aromatawai

### Kete Harakeke

#### KHa, KHa.e

##### Kōwhiritia ngā tuhinga e taunga ana ki ngā ākonga:

Ngā puka kupukore, tuhinga māmā. Kia nui kē ngā kupu waiwai i ngā kupu ā-kaupapa, i ngā kupu tauhou rānei.

##### He tuhinga takinga:

Mā ngā ākonga te rerenga kōrero e whakapuaki hei pānuitanga mā te whakamahi i ngā momo:

- puka kupukore
- wheako whaiaro
- tāruaruatanga hanga rerenga (Mai i ngā puka rahi me ngā tuhinga takitahi)

Mā te kaiako te rerenga e āta tuhi kia whānui ngā āputa kia māmā ai te hono i te kupu ā-waha ki te kupu ā-tuhi. Mā te tuhi kia rua ngā rārangi tuhinga e āhei ana te ākonga ki te whakatauiria i tōna mōhio ki te pānui mai i te taha mauī ki te taha matau me te hoki whakararo.

##### Ngā āhuatanga o te kaupānui kei te Kete Harakeke A me te Harakeke A.E.

##### Ko tā te ākonga<sup>6</sup>:

kei ēnei kete whāiti, kete whakawhitiwhiti hoki ko te whakaatu i ngā whanonga ‘anō nei he kaupānui ia’ pēnei me te tiroiro haere i ngā whārangi, te huri i ia whārangi o te tuhinga me te kōrerorero i ngā kaupapa o te tuhinga. He kaha ki te whakamahi i ōna ake mōhiotanga, i ōna ake maharatanga me ngā pikitia hei āwhina i tana māramatanga i a ia e taki toro ana ki ngā tuhinga kua mōhiotia kētia. E kore pea e taea te hono i te kupu ā-waha ki te kupu ā-tuhi.

##### Ngā mōhiotanga mātāmua o te ākonga:

- Ka tohua te tīmatatanga o te rerenga
- Ka pānui mai i te taha mauī ki te taha matau
- Ka pānui mai i te taha mauī ki te taha matau me te hoki whakararo ki te taha mauī
- Ka hono i ētahi kupu ā-waha ki ētahi kupu ā-tuhi
- Ka āhukahuka i ētahi kupu waiwai
- Ka whakaputa i tētahi kupu whai tikanga ki te horopaki, ahakoa he rerekē ki te kupu ā-tuhi
- Ka ngana ki te pānui i ngā kupu tauhou

#### KHe, KHe.i, KHi, KHi.KKa

##### Ngā āhuatanga o te kaupānui kei te Kete Harakeke E+.

##### Ko tā te ākonga<sup>7</sup>:

Kei ēnei kete ko te whakamahi i ōna ake maharatanga ki ngā tūmomo tuhinga e mōhiotia ana me te whanaketanga o tōna mōhio ki ngā oro o ngā pū hei tūhono i ētahi kupu kōrero ki ētahi kupu kua tuhia. Ko tōna aronga matua ko te whai i te nako o te kōrero hāunga anō te pānui i ia kupu, ia kupu. Ka pānui ka mārama hoki te ākonga ki te tikanga o te tuhinga mā te toro ki ōna ake mōhiotanga, ki tōna ake puna kupu me ngā pikitia.

**Kōwhiria tētahi tuhinga, tukuna rānei mā te ākonga kē e tohu. Heoi anō me whai tuhinga kua kitea kētia ā-pānui arahanga.**

<sup>6</sup> Mai i Te Tāhuhu o Mātauranga, (2011). *He Ara Ako i te Reo Matatini: Te Pānui me te tuhituhi: He Aratohu mā te Kaiako: Hei Whakatutuki i ngā Whāinga Pānui me Te Tuhituhi o te Wāhanga Ako Te Reo Māori*. Wellington:Huia Publishers

<sup>7</sup> Ibid

He māmā te hanga me ngā kaupapa o ngā tuhinga, ā, kua tāruaruatia te reo me te hanga o ngā rerenga kōrero. Kei te uru mai ētahi kupu ā-kaupapa, heoi anō kia kotahi noa iho te kupu ā-kaupapa ki ia rima kupu auau te puta.

**Ngā mōhiotanga mātāmua o te ākonga:**

- Ka honohono i te kupu ā-waha me tōna āhua ā-tuhi i ētahi wā
- Ka whakaputa i tētahi kupu whai tikanga ki te horopaki, ahakoa he rerekē ki te kupu ā-tuhi (mōhiotia ā-kaupapa)
- Ka whai māramatanga mai i ngā pikitia hei whakaū, hei whakatau rānei i tāna i whakaaro ai (mōhiotia ā-kaupapa)
- Ka whakamahi i ōna mōhiotia ki te arapū me ngā oro kia ngana ki te pānui i ngā kupu tauhou (ā-kitenga)
- Ka ngana ki te whakatika i ētahi o āna hapa
- Ka whakamahi i ōna pūkenga reo ā-waha ki te kōrero mō ōna wheako whaiaro e hāngai ana ki ngā kaupapa kua whakapuakina

## Kete Kiekie

KKa, KKa.KKe, KKe, KKe.KKi, KKi, KKi.KPa

**Ngā āhuatanga o te kaipānui kei te Kete Kiekie.**

**Ko tā te ākonga<sup>8</sup>:**

kei ēnei kete ko te āhukahuka i ētahi kupu e rangona kahatia ana me te whakamahi hoki i ētahi rautaki e mārama ai te tuhinga. He āta pānui tana tino mahi me te aro nui hoki ki ia kupu me te āta tātaku i ngā oro o ia kupu te rautaki matua e tautohu ai ia i te kupu.

**Kōwhiria tētahi tuhinga, tukuna rānei mā te ākonga kē e tohu. Heoi anō me whai tuhinga kua kitea kētia ā-pānui arahanga.**

Kua tāruaruatia te nuinga o ngā kupu tuhi me te hanga o ngā rerenga kōrero. Kia kotahi, kia rua rānei ngā rerenga kōrero kei ia whārangi, ā, kia rima, heke iho rānei ngā rārangi kōrero. Kei te whakamahi i ngā kupu ā-kaupapa, heoi anō kia kotahi noa iho te kupu ā-kaupapa ki ia rima kupu auau te puta. Ko ngā pukapuka whai painga mō te aromatawai i ēnei kete ko ēra e whai ana kia 100-150 ngā kupu ā-tuhi, ka mutu ko ēra pukapuka ka kapingia katoatia te mahi i tētahi wā poto.

**Ngā mōhiotanga mātāmua o te ākonga:**

- Ka honohono i te kupu ā-waha me tōna āhua ā-tuhi i ngā wā katoa
- Ka whakaputa i tētahi kupu whai tikanga ki te horopaki, arā he āhua rite ki te kupu ā-tuhi (hei tauira: he rite ētahi o ngā pū i te tīmatatanga/te puku/te mutunga o te kupu), ka tika tonu rānei te takotoranga Māori ka hapa ana
- Ka whai māramatanga mai i ngā pikitia hei whakaū, hei whakatau rānei i tāna i whakaaro ai ina kitea ai tētahi kupu/kianga tauhou (mōhiotia ā-kaupapa)
- Ka whakamahi i ōna mōhiotia ki te arapū me ngā oro kia ngana ki te pānui i ngā kupu tauhou (ā-kitenga)
- Ka ngana ki te whakatika i ētahi o āna hapa
- Ka whakamahi i ōna pūkenga reo ā-waha ki te kōrero mō ōna wheako whaiaro e hāngai ana ki ngā kaupapa kua whakapuakina
- Ka whakamahi i ōna mōhiotia ki te arapū me ngā oro ki te wetekupu i ngā kupu tauhou
- (ā-kitenga)
- Ka mōhio ina hapa ai, ā, ka ngana ki te whakatika

<sup>8</sup> Ibid



## Kete Pīngao

KPa, KPa.KPe, KPe, KPe.KPi, KPi, KPi.KPo, KPo, KPo.KMa

### Ngā āhuatanga o te kaipānui kei te Kete Pīngao.

#### Ko tā te ākonga<sup>9</sup>:

kei ēnei kete e matatau ana ki te wetekupu ahakoa kupu waiwai, kupu tauhou, kupu ā-kaupapa rānei. Ka whai whakaaro te ākonga ki te whakamahi me te kōwhiriwhiri tika i ngā tūmomo rautaki ā, ka matapaki kōrero mō te painga o aua rautaki.

#### Kōwhiria tētahi tuhinga, tukuna rānei mā te ākonga kē e tohu. Heoi anō me whai tuhinga kua kitea kētia ā-pānui arahanga, ā-pānui takitahi rānei.

Kia 250-400 ngā kupu ā-tuhinga. Kōwhiria tētahi tuhinga ka kapi katoa ngā āhuatanga mai i te timatatanga tae atu ki te mutunga i roto noa i ngā kupu (250-400). Tukuna te ākonga kia pānui i ngā kupu 100, kātahi ka timata ai te aromatawai. Ko ngā kupu 150 – 300 e whai muri tata nei e kitea ai ngā pūkenga, ngā rautaki ōna /mehemea rānei ko te kitenga (wetekupu) te rautaki matua e ārahi haere ana i tana mahi pānui (Tirohia ngā whakamārama kei raro iho nei e tohu ana kei tua te taumata tuhinga i ngā āheinga pānui ā te ākonga).

Āpiti atu ki tēnei, ka whai painga hoki te tuku i te ākonga kia pānuitia tētahi tuhinga tauhou ki a ia, heoi me ū tonu ki ngā kupu 250-400. Tēnā, tukua rātou kia pānui takitahi kia taunga ai. He huarahi anō tēnei e wero ana i te ākonga kia kitea ai ngā pūkenga me ngā rautaki pānui ōna.

#### Ngā mōhiotanga mātāmua o te ākonga:

- Ka whakaputa i tētahi kupu whai tikanga ki te horopaki, arā he āhua rite ki te kupu ā-tuhi (hei tauira: he rite ētahi o ngā pū i te timatatanga/te puku /te mutunga o te kupu) ka tika tonu rānei te takotoranga Māori ka hapa ana
- Ka whai māramatanga mai i ngā pikitia hei whakaū, hei whakatau rānei i tāna i whakaaro ai ina kitea ai tētahi kupu/kīanga tauhou (mōhiotia ā-kaupapa)
- Ka whakamahi i ōna mōhiotia ki te arapū me ngā oro kia ngana ki te pānui i ngā kupu tauhou (he kitenga)
- Ka mōhio ina hapa ai, ā, ka whakatikangia

#### Ngā āhuatanga pānui e tohu ai kei tua te taumata tuhinga i ngā āheinga pānui ā te ākonga:

##### Ngā āhuatanga pānui ō te ākonga:

- Ka pōturi, ka āta pānui i ētahi wāhanga o te tuhinga ina wāwāhi ia i ngā kupu ki ngā oropū
- Ka hē te whakahua o te kupu nā te hē o te mita, o te haukaha rānei o te kupu
- Ka whakaputaina he kupu 'nenekara' i te reo Māori i te mea he rite te āhua ki tō te kupu ā-tuhi
- Ka ngaro te ia o te kōrero i ētahi wāhanga i te kore aro ki ngā kārawarawatanga
- He papaku noa ngā kōrero whakamārama, otirā tē taea te kōrero i ngā hōhonutanga me te whānuitanga ō te tuhinga.

<sup>9</sup> Ibid

## Kete Muka

### KMa +

#### Ngā āhuatanga o te kaipānui kei te Kete Muka.

##### Ko tā te ākonga:

kei ēnei kete ko te whakamahi i ētahi o ngā tini rautaki kua mau i a ia me ngā pūkenga whakaaro hōhonu kia mārama pai ina rehurehu ai te māramatanga nā te tauhou o te hanganga o te tuhinga me ngā kupu ā-kaupapa, kupu tauhou rānei. He matatau ki te pānui i ngā tuhinga matatini me ngā tuhinga waitara. Ka mārama ki ngā tini pārongo, tikanga hoki o tētahi tuhinga i runga anō i te pūtake o tana pānui. Ka pānui, ka arotake hoki i ngā tuhinga maha hei whakahou me te whakamahine i ōna ake māramatanga.

#### Kōwhiria tētahi tuhinga, tukuna rānei mā te ākonga kē e tohu. Heoi anō me whai tuhinga kua kitea kētia ā-pānui takitahi.

Kia 300-500 ngā kupu ā-tuhinga. Kōwhiria tētahi tuhinga ka kapi katoa ngā āhuatanga mai i te timatatanga tae atu ki te mutunga i roto noa i ngā kupu (300-500). Tukuna te ākonga kia pānui i ngā kupu 100, kātahi ka timata ai te aromatawai. Ko ngā kupu 200 – 400 e whai muri tata nei e kitea ai ngā pūkenga, ngā rautaki ōna /mehemea rānei ko te kitenga (wetekupu) te rautaki matua e ārahi haere ana i tana mahi pānui (Tirohia ngā whakamārama kei raro iho nei e tohu ana kei tua te taumata tuhinga i ngā āheinga pānui ā te ākonga).

##### Ngā mōhiotanga mātāmua o te ākonga:

- Ka whakaputa i tētahi kupu whai tikanga ki te horopaki, arā he āhua rite ki te kupu ā-tuhi (hei tauira: he rite ētahi o ngā pū i te timatatanga/te puku o te kupu/te mutunga o te kupu) ka tika tonu rānei te takotoranga Māori ka hapa ana
- Ka whai māramatanga mā te pūrui hei whakaū, hei whakatau rānei i tāna i whakaaro ai ina kitea ai tētahi kupu/kianga tauhou (mōhiohio ā-kaupapa)
- Ka whakamahi i ōna mōhiohio ki te arapū me ngā oro kia ngana ki te pānui i ngā kupu tauhou (he kitenga)
- Ka mōhio ina hapa ai, ā, ka whakatikangia

##### Ngā āhuatanga pānui e tohu ai kei tua te taumata tuhinga i ngā āheinga pānui ā te ākonga:

##### Ngā āhuatanga pānui ō te ākonga:

- Ka pōturi, ka āta pānui i ētahi wāhanga o te tuhinga ina wāwāhi ia i ngā kupu ki ngā oropū
- Ka hē te whakahua o te kupu nā te hē o te mita, o te haukaha rānei o te kupu
- Ka whakaputaina he kupu 'nenekara' i te reo Māori i te mea he rite te āhua ki tō te kupu ā-tuhi
- Ka ngaro te ia o te kōrero i ētahi wāhanga i te kore aro ki ngā kārawarawatanga
- He papaku noa ngā kōrero whakamārama, otirā tē taea te kōrero i ngā hōhonutanga me te whānuitanga o te tuhinga.

## APPENDIX 3a: Excel spreadsheet: Extract from All texts

ISBN number	Title	Publisher	Year published	Series	Original Level	Revised level	Recommendations	Description of change	Text purpose	Linguistic features	Indicative themes
<b>KHe</b>											
0477041493	He Kuri	Learning Media	1984/1994	He Purapura						Nominal + adjectival/stative phrases He kuri whero...	Pets
1877241741	He Kuri Ārahi	Huia	2000	Ngā Kete Kōrero	KHe	KHe	Retain unchanged	N/A	Whakaahua		
0908975511	He Pōtae	Huia	1998	Ngā Kete Kōrero	KHi	KHe	Retain with changes (describe)	Level Change	Taki	Verbal phrases Nominal/adjectival phrases	Guide dogs Blindness
1887289078	Hoihoi Tahi	Kia Ata Mai	2002	Ngā Kete Kōrero	KHe	KHe	Retain unchanged	N/A	Whakaahua	He pōtae kōwhai Use of kiwaha - Hoihoi tahi	Dressing up
090897535X	Kānga Papā	Huia	1997/2007	Ngā Kete Kōrero	KHe	KHe	Retain unchanged	N/A	Taki	He tohutohu whakatūpato	Family life
1877289167	Kanohi Māheniheni	Kia Ata Mai	2002	Ngā Kete Kōrero	KHe	KHe	Retain unchanged	N/A	Taki/tohutohu	Nominal phrases He kānga	Kai
1877266035	Kei Roto, Kei Waho	Huia	2000	Ngā Kete Kōrero	KHe	KHe	Retain unchanged	N/A	Taki	Verbal phrases Tohutohu hāngū/Passive commands	Hygiene
1877241210	Kei te Rekareka	Huia	1999	Ngā Kete Kōrero	KHe	KHe	Retain unchanged	N/A	Taki	Horoia tō ihu Locative phrases	Parts of the face
1877241814	Kei te Whare o te Nāhi ā Niho	Huia	2000	Ngā Kete Kōrero	KHe	KHe	Retain with changes (describe)	Add subject ia to all pages. Pg 4. Delete causative Whaka-change to māku pg 7. Kua maroke ia (check this fits with pikitia) Level Change Change title- Longer than half of the book pg2. Ka kake ake ia/a .... p3. Ka huakina tōna waha. p4. Ka tirohia ōna niho. p5. ka raraphia ōna niho. p6. Ka horoia ōna niho. p7. Ka heke iho ia/a ....	Taki/Whakaahua	Verbal phrases - Kei te noho	Water play
187728906X	Kotahi te Whiore	Kia Ata Mai	2001	Ngā Kete Kōrero	KHi	KHe	Retain with changes (describe)		Taki	Verbal phrases Ka kake	Visit to the dentist
0-908975-39-2	Kua Mau	Huia Publisher	1997	Ngā Kete Kōrero	KHe	KHe	Retain unchanged	N/A	Whakaahua	Counting phrases E rua ngā waewae	Taniwha
1887289159	Ngā Kete	Kia Ata Mai	2002	Ngā Kete Kōrero	KHe	KHe	Retain unchanged	N/A	Whakaahua	Kupu ingoa, pronoun tōku, ōku; singular / plural nominal phrase; first person(?) reo tautahi	Clothing, child dressing in morning
1-877241-79-2	Pēpi	Huia	2000	Ngā Kete Kōrero	KHe	KHe	Retain unchanged	N/A	Whakaahua	Nominal phrases He kete harakeke	Kete
1877266280	Piki Ake, Heke Iho	Huia	2000	Ngā Kete Kōrero	KHi	KHe	Retain with changes (describe)	Add subject: either te pēpi/ a Pēpi.	Taki	Verbal phrases Ka whanawhana Locative/directional phrases	Babies
1877241873	Poiuka	Huia	2000	Ngā Kete Kōrero	KHe	KHe	Retain unchanged	N/A	Taki	Piki Ake	Sports and leisure
					KHe	KHe	Retain unchanged	N/A	Whakaahua	Verbal phrases E tū ana	Sports and leisure

## APPENDIX 3b: Excel spreadsheet: Extract from Texts with no changes

ISBN Number	Title	Publisher	Year Published	Series
<b>KHe</b>				
0477041493	He Kuri	Learning Media	1984/1994	He Purapura
0908975511	He Pōtae	Huia	1998	Ngā Kete Kōrero
1887289078	Hoihoi Tahi	Kia Ata Mai	2002	Ngā Kete Kōrero
090897535X	Kānga Papā	Huia	1997/2007	Ngā Kete Kōrero
1877289167	Kanohi Māheniheni	Kia Ata Mai	2002	Ngā Kete Kōrero
1877266035	Kei Roto, Kei Waho	Huia	2000	Ngā Kete Kōrero
187728906X	Kotahi te Whiore	Kia Ata Mai	2001	Ngā Kete Kōrero
0-908975-39-2	Kua mau	Huia Publisher	1997	Ngā Kete Kōrero
1887289159	Ngā Kete	Kia Ata Mai	2002	Ngā Kete Kōrero
1877266280	Piki Ake, Heke Iho	Huia	2000	Ngā Kete Kōrero
1877241873	Poiuka	Huia	2000	Ngā Kete Kōrero
1 877 28912 4	Te Hāngī	Huia	2001	Ngā Kete Kōrero
1877289086	Te Kohi Anga	Kia Ata Mai	2003	Ngā Kete Kōrero
1877289086	Te Ponga	Kia Ata Mai	2001	Ngā Kete Kōrero
1877289019	Te Pōwhiri	Kia Ata Mai	2001	Ngā Kete Kōrero
1877283061	Te Rā Kura	Huia	2001	Ngā Kete Kōrero
188728923X	Te Raumati	Kia Ata Mai	2002	Ngā Kete Kōrero
1877266043	Tōku Marae	Huia	2001	Ngā Kete Kōrero
<b>KHe.KHi</b>				
<b>KHi</b>				
1-887289-34-5	He Taonga ki Ahau	Kia Ata Mai	2003	Ngā Kete Kōrero
Online	I Te Kura	Pou Taki Kōrero	2007	Te Huinga Raukura
1887289027	I te Pō	Kia Ata Mai	2002	Ngā Kete Kōrero
0908975880	Kei Hea a Kirikiri Kioro?	Huia	1998	Ngā Kete Kōrero
1877241237	Kei Roto i Te Ngāwhā	Huia	1999	Ngā Kete Kōrero
090897518X	Kia Tūpato	Huia	1996	Ngā Kete Kōrero
0908975902	Kua Timu te Tai	Huia	1998	Ngā Kete Kōrero
Online	Me Oma Tāua	Pou Taki Kōrero	2007	Te Huinga Raukura
1877289094	Ngā Kākahu Tika	Kia Ata Mai	2002	Ngā Kete Kōrero
0477041485	Ngā Manu i Runga i te Rākau	Learning Media	1984	He Purapura
0908975406	Nō Wai Ēnei Hū?	Huia	1997	Ngā Kete Kōrero
0478236182	Nō Wai Tēnei Whare?	Huia	1999	Ngā Kete Kōrero
1877241849	Rite Tonu	Huia	2000	Ngā Kete Kōrero
0908975473	Taku Poi E	Huia	1998	Ngā Kete Kōrero
9780790318196	Te Kea Matekai	Pou Taki Kōrero	2007	Te Huinga Raukura
1877241733	Te Mahi Tōhi	Huia	2000	Ngā Kete Kōrero
1877289035	Te Waeroa	Kia Ata Mai	2001	Ngā Kete Kōrero
Online	Te Whare Tākaro	Pou Taki Kōrero	2007	Te Huinga Raukura
0908975546	Tinana Kori	Huia	1998	Ngā Kete Kōrero
1877241784	Tokohia ngā Tamariki	Huia	2000	Ngā Kete Kōrero
0478236190	Tōku Wharenuī	Huia	1999	Ngā Kete Kōrero

## APPENDIX 3c: Excel spreadsheet: Extract from Texts with minor changes

ISSN number	Title	Publisher	Year published	Series	Revised level	Recommendations	Description of change
<b>KPe</b>							
1 86969 108 3	E oho Pāua	Huia	2004	Ngā Kete Kōrero	KPe	Retain with changes (describe)	Change 'tōu tāua - tō tāua' (pp 6), and Āpōpō change to Hei āpōpō (last page). Number all pages.
0908975953	Hangarua 3	Huia	1998	Ngā Kete Kōrero	KPe	Retain with changes (describe)	Add glossary
187724130X	Hangarua 4	Huia	1999	Ngā Kete Kōrero	KPe	Retain with changes (describe)	Level change Add glossary All text needs to be in Te Reo Māori
0478055498	He Hū mō te Hōiho	Learning Media	1991	He Purapura	KPe	Retain with changes (describe)	Level change; Check the use of '...koa...' and possible change to 'Tēnā koa, homai he hū.' (pg 5)
9780790335162	He Taonga anō te Kai	Te Pou Taki Kōrero	2010	He Purapura	KPe	Retain with changes	Add glossary
9780790326207	He Taonga Tōku Karani	Te Pou Taki Kōrero	2008	He Purapura	KPe	Retain with changes (describe)	Add glossary
0478029780	He Tino Kuia Taku Kuia	Learning Media	1996	No series recorded	KPe	Retain with changes (describe)	Level change Add glossary
186969175	Ko Boo	Huia	2005	Ngā Kete Kōrero	KPe	Retain with changes (describe)	Level change Change name - no English Add glossary

## APPENDIX 3d: Excel spreadsheet: Extract from Texts with major changes

ISBN number	Title	Publisher	Year published	Series	Original Level	Revised level	Recommendations	Description of change
<b>KKi.KPa</b>								
0478029888	E Ruku E Hika E	Learning Media	1996	He Purapura	KKi	KKi.KPa	Retain with changes (describe)	Level change Kia reo Māori te kupu taka Move text at bottom of pg 3 or remove starfish from picture
0908975376	Taku Rorohiko	Huia	1997	Ngā Kete Kōrero	KPe	KKi.KPa	Retain with changes (describe)	Level change Update photographs and text very outdated-kōpae (pg3) Add glossary
ISBN number	Title	Publisher	Year published	Series	Original Level	Revised level	Recommendations	Description of change
<b>KPa</b>								
0478236719	He Pai te Purei Whutupōro	Te Pou Taki Kōrero	1999	Ngā Kete Kōrero	KPe	KPa	Retain with changes (describe)	Level change Age of children in images does not match the age of students reading at this level. Consider changing pictures to reflect text level
1869690419, 9781	Te Papa Rarepapa	Huia	2003	Ngā Kete Kōrero	KPa	KPa	Retain with changes (describe)	Change illustrations - subject material (Lollipop Land) may not appeal to older readers
ISBN number	Title	Publisher	Year published	Series	Original Level	Revised level	Recommendations	Description of change
<b>KPa.KPe</b>								
0 478 02803 2	Te Haere ki te Hoko Rohi	Te Pou Taki Kōrero	1990	He Purapura	KPo	KPa.KPe	Retain with changes (describe)	Update photos used in book. The book has no climax, and needs to be extended to include a resolution to the issue.
047823663	Te Tamaiti Pātaimai	Te Tahuu o Maturanga	1999	Nga Kete Korero	KPo	KPa.KPe	Retain with changes (describe)	Level change Consider adding more age appropriate children in the images Add glossary
ISBN number	Title	Publisher	Year published	Series	Original Level	Revised level	Recommendations	Description of change
<b>KPe</b>								
ISBN number	Title	Publisher	Year published	Series	Original Level	Revised level	Recommendations	Description of change
<b>KPe.KPi</b>								
478028938	He Tūtaki Tata	Te Pou Taki Kōrero	1996	Te Pou Taki Kōrero	No level recorded	KPe.KPi	Retain with changes (describe)	Translated text - English to Māori and reads as a direct copy of English in some places. Some hapa i.e. pg 3. Kātahi anō a Adam kia kite i ngā aihe... pg.5. Kāore rātou ki te whakahoahoa ināianei. pg 7 E te tekau mita ... Reo audit needed.

# APPENDIX 4: Recommendations for future material produced under Ngā Kete Kōrero Framework

The following recommendations should be considered alongside the information on [INSERT URL REFERENCE TO TKI WHEN IT BECOMES AVAILABLE](#)

## NATURE OF TEXTS CONSIDERED IN NGĀ KETE KŌRERO REFINEMENT

Texts in the refined Framework are those that have been funded and published by the Ministry of Education including:

- Ngā Kete Kōrero,
- He Purapura,
- Ready to Read,
- Ngā Tamariki o Aotearoa,
- Te Huinga Raukura (online titles only)

Note that because of low numbers of single titles for levels Kete Pīngao O. Kete Muka A and Kete Muka A, two titles from the Tautoko series and one title from He Kohikohinga have been used as exemplars.

Out of scope of this project are the miscellanies which have never been levelled

- He Kohikohinga,
- Tautoko,
- Te Wharekura
- Ngā Kōrero
- The hardcopy versions of Te Huinga Raukura series. In the latter case, the online versions which have been listed in the refined framework have had substantial text changes made from the original. We also note that not all titles appear to have been digitised. For example, there are some texts in the original Harakeke and Pīngao set that do not have an online version in Amokura and Kahukura respectively and only one title has been digitised from Atakura for Pīngao level.

Also out of scope are

- Whakawhiti series,
- Chapter books, Manukura,
- Koiri,
- Eke Panuku,
- Haumi E,
- Taiki E,
- Toi Te kupu, and
- Graphic novels.

Series published and made available for purchase by various companies have also not been included in the list of texts in the Framework. This includes:

- Storybox,
- Galaxy,
- PM Readers
- Book Bank
- Bud-E (Huia Publishers)



## RECOMMENDATIONS RE RESOURCE TYPES

The following recommendations are the result of:

- Analyses of texts from February to November 2016 by Ngā Kete Kōrero Refinement group.
- Four trials carried out by up to 14 Reo Matatini Professional Learning and Development specialists for each trial.
- Feedback from writers and publishers.

### Future texts for Ngā Kete Kōrero:

- Should be original and not a reversioning of English language texts.
- Should be age/stage appropriate. A number of texts particularly at the late Kiekie and Pīngao levels reflect the experiences and interests of younger students
- Should reflect a broader range of text purposes and text types as described in He Manu Tuhituhi resource, particularly culturally based texts such as *tūhono*, *paki whakamārama* and *pūrākau whakamārama* for all NKK levels.
- Should reflect the structure and language/linguistic elements that are characteristic of specific text purposes. Many of the current texts classified as *whakaahua* are simple descriptions. Future texts to meet this purpose need to include a range of higher quality *kupu āhua* particularly at Harakeke and Kiekie levels
- Should be more representative of the different family types (solo parents, same sex, etc)
- Should be designed with the specific purpose of supporting ākonga to gain a sight vocabulary of high frequency/basic words for Harakeke E, Harakeke E.I and Harakeke I only. This should be a distinguishable set/series. PM graded readers are an example in English
- Should include humour
- Should inspire and delight
- Should present themes and experiences related to the digital world - apps, texting etc
- Should represent a range of dialects. This might comprise the same story written in a range of dialects

## RECOMMENDATIONS RE LEVEL

The following recommendations are the result of analysis of 433 texts during February to November 2016 by Ngā Kete Kōrero refinement group

The following numbers are based on the premise that recommended minor changes required for some texts will be actioned.

Note the 23 texts recommended for de-commission are excluded in these calculations.

The following additions would bring the minimum number of titles at each level to 25.

KHe	an additional 2 titles required
KKa.e	an additional 7 titles required
KKe.i	an additional 2 titles required
KPe.i	an additional 7 titles required
KPi	an additional 11 titles required
KPi.KPo	an additional 19 titles required
KPo	an additional 23 titles required
KPo.KMa	an additional 22 titles required
KMa	an additional 23 titles required



Note that the average number of texts for KHe to Miro levels was 23 and the range was 2 (the number recorded at Kete Muka A) to 46 (the number recorded at Kete Pīngao E level). Note also that while the number of titles for levels Kete Pīngao E.I to Muka A are low by comparison, what is unknown is the number of texts in the miscellanies that may be at these levels.

See below for a summary of text numbers at each level at 18 November 2016.

**Table 2:** Summary of text numbers

LEVEL	TOTAL NUMBER OF TEXTS AT EACH LEVEL
KHe	23
KHe. i	32
KHi	32
KHi. KKa	26
KKa	36
KKa. e	18
KKe	36
KKe .i	23
KKi	27
KKi. KPa	27
KPa	32
KPa . KPe	32
KPe	46
KPe. KPi	16
KPi	12
KPi.o	6
KPo	2
KPo. KMa	5
KMa	2

## **APPENDIX 5: Open-ended Questionnaire for writer and publisher feedback**

1. Is there sufficient detail and scope in the guidelines or you to produce material for Ngā Kete Kōrero Framework about

- Text level
- Language/linguistic composition
- Theme/content

2. Do you have any suggestions/comments/questions?

3. What (if any) additional information (if any) do you require to enable you to write/produce/publish material?

4. What other types of materials do you think should be produced?

# APPENDIX 6: On-line questionnaire for feedback from writers and publishers

11/17/2016

Ngā Kete Kōrero Framework Refinement

## Ngā Kete Kōrero Framework Refinement

Ngā mihi o te wā ki a koe.

Kia Ata Mai Educational Trust has been tasked with completing the refinement of Ngā Kete Kōrero Framework. We acknowledge the comprehensive work already carried out by Huia Publishers (2010) and Aronui Ltd 2014 which has informed the current near final draft.

As a writer, or publisher of materials in te reo Māori, we would like your feedback as a potential end user of the Framework. The attached information will appear on the Ministry of Education website and we ask that you take some time to read it and complete this brief questionnaire.

\* Required

### 1. Q. 1. Name \*

.....

### 2. Q. 2. Your role \*

Check all that apply  
*Check all that apply.*

- ☐ I am a writer of materials in te reo Māori
- ☐ I am a publisher of materials in te reo Māori
- ☐ I use Ngā Kete Kōrero materials in the course of my work
- ☐ Other:

### 3. Q. 3a. Page 1: Explanation of the Refresh \*

Please bear in mind that the information has been designed to be viewed online and therefore we have tried to keep descriptions brief  
*Mark only one oval per row.*

	Yes	No
Is the explanation clear and easy to understand?	<input type="radio"/>	<input type="radio"/>
Does the explanation contain sufficient detail?	<input type="radio"/>	<input type="radio"/>

### 4. Q. 3b. If you replied NO to any of the questions above, please elaborate

.....

.....

.....

.....

**5. Q. 4a. Pages 2 - 8: Exemplars \***

Please bear in mind that the information has been designed to be viewed online and therefore we have tried to keep descriptions brief  
*Mark only one oval per row.*

	Yes	No
Is the explanation clear and easy to understand?	<input type="radio"/>	<input type="radio"/>
Does the explanation contain sufficient detail about the exemplar texts at Kete Harakeke A and Harakeke A/E levels?	<input type="radio"/>	<input type="radio"/>
Does the explanation contain sufficient detail about the exemplar texts at Kete Harakeke E to Miro levels?	<input type="radio"/>	<input type="radio"/>
Is the connection between Table 1 and the description section of the exemplars clear?	<input type="radio"/>	<input type="radio"/>
Is the connection between Tables 2 & 3 and the description section of the exemplars including Table 1 clear?	<input type="radio"/>	<input type="radio"/>

**6. Q. 4b. If you replied NO to any of the questions above, please elaborate**

.....

.....

.....

.....

**7. Q. 5a. Page 9 : Table 4. Harakeke A/Harakeke A/E \***

Consider the headings and content for these levels  
*Mark only one oval per row.*

	Yes	No
Are the details about visual links sufficiently useful?	<input type="radio"/>	<input type="radio"/>
Are the details about print size and spacing sufficiently useful?	<input type="radio"/>	<input type="radio"/>
Are the details about text volume and placement sufficiently useful?	<input type="radio"/>	<input type="radio"/>
Are the details about print themes, ideas and concepts sufficiently useful?	<input type="radio"/>	<input type="radio"/>
Are the details about vocabulary and sentence structure sufficiently useful?	<input type="radio"/>	<input type="radio"/>

**8. Q. 5b. If you replied NO to any of the questions above, please elaborate**

.....

.....

.....

## APPENDIX 7: Ngā Kete Kōrero Icons

### Colour Palette



### The Levels

Harakeke, Kiekie, Pīngao, Muka



### Primary Levels

KHa, KHe, KHi, KKa, KKe, KKi, KPa, KPe,  
KPi, KPo, KMa



### Transition Levels

KHa.e, KHe.i, KHi.KKa, KKa.e, KKe.i,  
KKi.KPa, KPa.e, KPe.i, KPi.o, KPo.KMa



