

Oral Language: NZC English

Year 5

Year 6

Communicating Ideas and Information

Verbal reasoning

- narrate stories with intonation and expression to add detail and excitement for listeners

Presenting to others

- plan and organise the content and structure a talk so that the audience can make connections between points
- be aware of audience needs and expectations
- plan and adapt the content of a presentation for a specific audience and setting
- give supporting evidence (e.g., citing a text, a previous example, or a historic event)

Taking on roles

- make relevant contributions in different roles and adapt to evolving scenarios by maintaining a role

Verbal reasoning

- give well-structured descriptions, explanations, presentations, and narratives for different purposes, including for expressing their feelings

Presenting to others

- plan and construct a detailed argument or narrative
- anticipate and plan for audience needs and expectations, leading to more tailored and effective communication
- assess different viewpoints and present counter arguments
- use direct quotes or citations to support an argument or view

Taking on roles

- move discussion forward in different roles, and make contributions in different roles that keep others on task

Interpersonal Communication

Non-verbal communication:

- consider using body language and movement as they are presenting

Listening and responding to others

- actively participate in discussions by picking up on others' contributions and asking relevant questions
- identify off-topic discussions
- clarify and paraphrase information

Controlling voice using tone, volume and pace

- project their voice to a large audience and adjust tone, volume, and pace to suit the purpose and audience

Non-verbal communication:

- use posture and body language to develop a stage presence

Listening and responding to others

- challenge others' ideas with sensitivity
- identify similarities in perspectives and consider where collective agreement can be reached
- ask specific questions to clarify complex information
- develop an awareness of group dynamics and invite those who haven't spoken to contribute
- identify how their thinking has changed or solidified in response to discussion

Controlling voice using tone, volume and pace

- use tone, volume, and pace strategically to influence listeners and achieve communication goals in various informal and formal settings

Vocabulary and Grammar

Vocabulary

- carefully consider the words and phrasing they use to express their ideas and how this supports the purpose of their talk

Sentence structures and morphology

- communicate using a variety of sentence structures and lengths, employing short sentences for emphasis and longer sentences for detailed descriptions

Vocabulary

- understand and use idioms and expressions from their own and others' cultures

Sentence structures and morphology

- communicate using a variety of sentence structures, including rhetorical devices such as the [rule of three](#), repetition, and [alliteration](#) to enhance the impact and clarity of their message

Communication for Learning

Metacognition

- use discussion and self-talk to set specific learning goals and plan steps to achieve them

Self-regulation

- use precise, nuanced vocabulary to describe their emotions and reactions
- use discussion and self-talk to find solutions for challenges.

Metacognition

- use discussion and self-talk to monitor their progress and explain how they are adapting their learning strategies and goals in response

Self-regulation

- show empathy by using language to articulate the emotions of others
- use discussion and self-talk to find solutions for challenges.

Reading: NZC English

Year 5

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Word Recognition and Reading Enrichment

Decoding

- decode multi-syllable words by applying their knowledge of the alphabetic code, morphology, and syllables
- develop reading stamina and read longer texts independently

Fluency

- read [year-level texts](#) accurately and expressively, reflecting understanding of the text while maintaining a natural pace of reading, at oral fluency rates appropriate for year 5 students

Developing reader identity

- use strategies for identifying and selecting texts based on their interests
- identify their strengths and successes

Vocabulary

- infer from context clues and use an increasing knowledge of morphology to independently determine the meaning of words with more than one affix (e.g., 'exportable' is made up of 'ex' (out of) , 'port' (to carry), and 'able', turning it into an adjective describing an item that can be carried out of a place)
- use knowledge from other year 5 learning areas and topics to determine the meaning of base words, whole words, and phrases in a text

Decoding

- decode multi-syllable words by applying their knowledge of the alphabetic code, morphology, and syllables
- develop reading stamina and read longer texts independently

Fluency

- read [year-level texts](#) accurately and expressively, reflecting understanding of the text while maintaining a natural pace of reading, at oral fluency rates appropriate for year 6 students

Developing reader identity

- use strategies for identifying and selecting texts based on their interests
- identify their strengths and successes

Vocabulary

- independently infer from context clues and use morphology to understand challenging words
- use knowledge from other year 6 learning areas and topics to determine the meaning of base words, whole words, and phrases in a text
- understand and use idioms and expressions from their own and others' cultures

Comprehension

Text forms and genre

- recognise and describe the main differences between types of text, including cultural texts from their own and others' cultures

Text structure, style and features

- identify and discuss how authors use text features, language features, and structures in purposeful ways
- identify and discuss how authors use text features, language features, and structures in purposeful ways in texts from their own and others' cultures
- explore how language is used to effect within texts, including the use of figurative and literal language to convey meaning

Comprehension monitoring

- monitor and confirm their understanding across a range of texts by annotating, rereading, adjusting their reading rate, asking and answering questions, and visualising

Summarising and drawing conclusions

- identify the central theme or main idea of a text, summarise the key details that support the theme or idea, and draw a conclusion

Inferring using evidence

- make inferences, using explicit and implicit evidence from the text (including quotes or references to images) and prior knowledge, to extend the understanding of a text and the author's purpose

Text forms and genre

- compare and contrast different text forms and genres across a topic, including cultural texts from their own and others' cultures, and discuss how they are written for different audiences

Text structure, style and features

- compare and contrast the features and style of texts written for different purposes to explore the use of text, language, and visual features that are purposefully selected in texts from their own and others' cultures
- explore how language is used to effect within texts, including the use of figurative and literal language to convey meaning

Comprehension monitoring

- monitor and confirm their understanding across a range of texts and sources of information by annotating, rereading, adjusting their reading rate, asking and answering questions, and visualising

Summarising and drawing conclusions

- identify the central theme or main idea of a text, summarise how it is developed through the key details, and draw a supported conclusion

Inferring using evidence

- make inferences using explicit and implicit evidence, justify the inferences using evidence from the text, and compare their inferences with the interpretations of others

Critical Analysis

Identifying perspectives

- identify explicit and implicit perspectives and portrayals of groups of people in a range of texts, explaining how these perspectives are shown through the text creator's choice of language and visual elements, textual features, and decisions about what is and is not included, and the effect of these decisions

Making connections and interpretations

- make connections within and between texts, describing how the ideas in texts connect with their own topic knowledge, lived experiences, cultural knowledge, values, and practices
- respond to texts by sharing opinions and personal thoughts and feelings about ideas in texts
- acknowledge and extend others' contribution to text discussion, noting similarities and differences.

Identifying perspectives

- explain how groups of people are constructed or portrayed in texts, providing evidence, and discuss what world views and perspectives are presented or omitted by the text creator, and the effects of these decisions

Making connections and interpretations

- make connections within and between texts, explaining how the ideas in texts connect with their own knowledge, lived experiences, cultural knowledge, values, and practices, considering the interpretations and ideas of others
- share opinions about how topics are addressed in texts and how messages are conveyed, providing evidence from the text and their prior knowledge to support their opinions
- acknowledge and extend others' contributions to text discussions, noting the similarities and differences in the ways texts are interpreted and considering instances where collective agreement can be reached.

Writing: NZC English

Year 5

Year 6

Transcription Skills

Handwriting

- handwrite with ease and automaticity when writing longer texts
- consistently maintain a comfortable writing posture

Spelling

- spell words with:
 - <eigh> representing /long a/
 - <ie> representing /long e/
 - <ough> representing /long o/
 - <ue> representing /long u/
- spell words with <aw> and <au> representing /or/
- spell words with prefixes (semi-, sub-, mis-, multi-, pre-) and suffixes (-tion, -sion, -cion)
- spell contractions correctly
- spell words with apostrophes to show singular and plural possession, adding a possessive apostrophe after the s if a plural noun ends in s (e.g., the boys' sister)
- use less-common homophones correctly, distinguishing between queue, cue; minor, miner; you, ewe
- either keep the y or change to an i when adding a suffix

Composition

Audience, purpose and task:

- plan and write with an audience and purpose in mind so that their writing is in the most appropriate genre and style
- justify their use of language register and word choices that best communicate the intended meaning to the identified audience
- consider how different audiences may be affected by the text they are creating

Sentence structures and punctuation

- demonstrate understanding of a dependent clause and an independent clause
- combine sentences orally to create a range of structures, and identify the impact of the different structures
- use a range of sentence structures and types to suit the purpose of the writing and avoiding repetition of certain structures
- expand sentences using adverbial phrases and appositives
- use beginning and ending sentence punctuation correctly and consistently when writing throughout the school day
- use commas correctly, for certain complex sentences, when using phrases, when using transition words, and when adding appositives, with some support
- use speech marks, commas, and other associated punctuation correctly for direct speech, with some support

Writing to entertain

- draw on their own experiences and knowledge, as well as acquired knowledge, to write texts to entertain that:
 - contain narrative elements: character, setting, problem/ purpose, plan, action, resolution, and conclusion
 - are organised into paragraphs
 - use time connectives
 - use sensory details to make their writing vivid and build the characters
 - use dialogue
 - provide a conclusion that follows naturally from the preceding events

Writing to inform:

- draw on their own experiences and knowledge, as well as acquired knowledge to write texts to inform that:
 - begin to use some simple visuals to support meaning (drawings, photos)
 - develop the topic with facts and related examples
 - use precise and domain-specific vocabulary
 - provide concluding sentences related to the information

Writing to persuade:

- draw on their own experiences and knowledge, as well as acquired knowledge, to write texts to persuade that:
 - introduce a topic and state an opinion on it, using the first person
 - organise writing into two or more paragraphs, grouping related opinions and reasons
 - support opinions with facts and details

Handwriting

- handwrite with ease and automaticity when writing for multiple purposes throughout the school day
- consistently maintain a comfortable writing posture when handwriting and using a keyboard

Keyboarding

- use efficient keyboarding to develop speed and accuracy

Spelling

- spell words with less-common vowel and consonant graphemes (e.g., <ough>, <eigh>, <aigh>, <augh>, <kn>, <mb>, <sc> as /s/, <wr> as /r/), noting the unusual correspondences and where these occur in the word
- use the three different spellings for the /air/ phoneme: <air>, <are>, <ear>
- spell words with prefixes indicating number (e.g., uni-, bi-, tri-, dec-) and suffixes that change words into a noun (e.g., -logy, -ism, -ment), and demonstrate understanding of their meanings
- spell words with apostrophes to show possession
- spell plurals of words ending in 'f' or 'fe' by changing the 'f' or 'fe' to 'ves' (e.g., leaf – leaves, knife – knives)

Audience, purpose and task:

- plan and write for an audience and purpose, making careful choices of the most appropriate genre and style, with language register and word choices selected, and justified, to communicate meaning to the identified audience
- make deliberate choices about what content to include or leave out in the texts they create, based on their understanding of how the writing may affect others

Sentence structures and punctuation

- demonstrate an understanding of the difference between a clause and an adverbial phrase, and identify these in sentences within a range of structures
- combine sentences orally to create a range of structures, choosing their preferred structure and justifying their choice
- use a range of sentence structures and types, rearranging the order of clauses and phrases for optimal effect
- expand sentences using adverbial and adjectival phrases and appositives
- use commas correctly, for certain complex sentences, when using phrases, when using transition words, and when adding appositives, independently
- use speech marks, commas, and other associated punctuation correctly for direct speech, independently

Writing to entertain

- draw on their own experiences and knowledge, as well as acquired knowledge, to write texts to entertain that:
- contain narrative elements: character, setting, problem/ purpose, plan, action, resolution, and conclusion
- are well structured into paragraphs
- develop the plot using transitional words or phrases
- develop characters by including actions and feelings
- may use shifts in time and several settings
- use sensory details
- provide a sense of closure that ends the story effectively

Writing to inform:

- draw on their own experiences and knowledge, as well as acquired knowledge to write texts to inform that:
- introduce a topic clearly, and group related information logically into paragraphs
- include headings and visual elements to support the meaning of their writing
- develop the topic with facts, definitions, details, and examples that support the main idea
- use precise language and domain-specific vocabulary
- begin to use words and phrases to clarify, illustrate, or compare ideas (e.g., especially, for example, in contrast)
- provide concluding sentences related to the information or explanation

Writing to persuade:

- draw on their own experiences and knowledge, as well as acquired knowledge, to write texts to persuade that:
- introduce a topic and clearly state a position taken on it

- use linking words and phrases (e.g., in addition, for instance) to connect the opinion with the reasons - provide concluding sentences related to the opinion Digital Texts: • begin to use digital tools, including word-processing programs, to create and edit texts with a mixture of print, visual, and audio content	• organise writing into three or more paragraphs that have logically grouped ideas • order ideas/paragraphs that are supported by facts/details from strongest to weakest • use emotive words and phrases to persuade the reader to adopt their position • use a range of linking words (e.g., consequently, specifically) to link the opinion and reasons • provide a concluding paragraph related to the position taken on the topic Digital Texts: • use a range of digital tools to create and edit texts with a mixture of print, visual, and audio content
Writing Craft	
Word Choice • select and use words and phrases that clearly express actions, feelings, situations, or conditions Language features and devices • deliberately and carefully select and use literary devices, including simile, metaphor, and personification, to create vivid images and effects to engage the reader • explain how the devices they have used help create meaning for the intended audience	Word Choice • select and use words and phrases that clearly express differences, additions, and other logical connections Language features and devices • deliberately select and use a range of literary techniques, including imagery, personification, figurative language, alliteration, and idioms, to meet the purpose of the writing and engage the reader • explain how the devices they have used help create meaning for the intended audience
Writing Processes	
Planning • use organisers (e.g., graphic organisers or mnemonics), suitable to the text structure, to organise and plan writing • make notes, organising key information into categories • set and work towards specific writing goals based on reflection on their own writing content and processes Drafting • transfer organised information from planning into draft paragraphs for each category or idea • write multi-paragraph non-fiction texts which include an introduction, sub-topics, and a conclusion • use layout conventions to indicate paragraphs (each begins on a new line and is indented from the margin) Revising • read and check continuously while writing • make revisions to the content of draft texts to improve clarity and focus for the intended audience and purpose (e.g., seeking audience and peer feedback and deleting or improving words, phrases, or sentences) • notice errors in grammar and meaning and make corrections as they write, with support from the teacher Editing • make edits to draft, multi-paragraph texts using known punctuation and layout conventions • use a simple or online dictionary to find the spellings of unknown words • seek and respond to audience and peer feedback.	Planning • choose and use the most appropriate graphic organiser or mnemonic for the writing task • make notes by gathering key information from a range of print and digital sources and organising it into categories • set and work towards specific writing goals based on reflection on their own writing content and processes Drafting • transfer organised information from planning, and ensure there are links between paragraphs and cohesion across the text • write multi-paragraph texts for a range of purposes, organising the information and ideas to best suit their intended purpose, using headings and subheadings appropriately • use layout conventions to indicate paragraphs (each begins on a new line and is indented from the margin) Revising • independently read and check continuously while writing, throughout the school day across all learning areas • make revisions at the word, sentence, and text structure levels, with the purpose and audience in mind • notice errors in grammar and meaning and independently make corrections as they write Editing • make edits to improve the clarity of a range of texts using known punctuation and layout conventions • use a physical or online dictionary to find or confirm the spellings of unknown words • selectively accept or reject audience and peer feedback and justify their decision.