# Terminology Activity

Place the terms below into the spaces provided where you think they would fit the best

Teaching Considerations / Substrand / Progress Steps / Strand

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**Vāito'anga**
Measurement

Reinga | Phase
1
Pupu 1-3

| | During the first 6 months<br>*Informed by prior learning, teach students to:* | During the first year<br>*Informed by prior learning, teach students to:* | During the second year<br>*Informed by prior learning, teach students to:* | During the third year<br>*Informed by prior learning, teach students to:* |
|---|---|---|---|---|
| Measuring | | | • estimate and use an informal unit repeatedly to measure the length, mass (weight), volume, or capacity of an object | • estimate and then reliably measure length, capacity, and mass (weight) using whole-number metric units (e.g., from tools with labelled markings) |
| | • directly compare two objects by an attribute (e.g., length, mass (weight), capacity) | • compare the length, mass (weight), volume, or capacity of objects directly or indirectly (e.g., by comparing each of them with another object, used repeatedly) | • compare and order several objects using informal units of length, mass (weight), volume, or capacity | • compare and order objects using metric units of length, mass (weight), or capacity |
| | | | • turn, and describe how far an object or person has turned, using full, half, and quarter turns as benchmarks | • turn, and describe how far an object or person has turned, using full, half, quarter, and three-quarter turns as benchmarks |
| | • connect days of the week to familiar events and daily routines (e.g., the class timetable). | • identify how the passing of time is measured in years, months, weeks, days, hours name and order the days of the week, and sequence events in a day using everyday language of time | • name and order the months and seasons, and describe the duration of familiar events using months, weeks, days, and hours | • identify the duration of events using years, months, weeks, days, hours, minutes, and seconds |

Explain estimation, using the language of 'about', 'more or less', and 'close to' to help students reflect on what the quantity or measure might be.

Investigate practical estimating and measuring situations, using appropriate measuring tools (e.g., at year 2, balance scales, capacity containers, informal units; at year 3, rulers, measuring jugs and cups, scales).

At year 3, explain how to construct and use measurement devices, particularly rulers, measurement containers, and balance scales. Demonstrate how to accurately measure length in centimetres, mass (weight) in grams, and capacity in millilitres (at year 3).

Investigate practical measuring situations to compare and order objects – for example:

› which is longer or shorter, is heaver or lighter, or holds more or less (at 6 months)
› comparing and ordering up to three objects (at year 1)
› explaining how identical informal units need to be used when measuring (at year 2)
› using tools like rulers, measurement containers, and scales (at year 3).

Use mathematical language to explain and justify comparative measurement attributes (e.g., long and short; heavy, heavier, and heaviest; the same as; full and empty; more and less; wide, wider, and widest). Include descriptive te reo Māori Kuki Airani that makes the properties of objects and shapes clear.

Investigate and explain situations involving angles as 'how far an object or person has turned.' Have students turn physical objects and themselves.

Connect turns with fractions (e.g., half, a quarter, three quarters).

Use visual representations to support the sequencing of events (e.g., pictorial daily timetables, calendars, day-and-month cards).

Explore estimating the duration of everyday events using minutes and seconds (e.g., "How long is it until the bell rings?"). Practise recalling a sequence of events in the past and predicting future events.

Use mathematical language to explain and justify comparisons of duration and points in time (e.g., before, after, soon, later, next, today, tomorrow, yesterday, 1st, 2nd, 3rd).

Investigate using a calendar to work out the number of days, weeks, or months until important events (e.g., the number of days until Ui Ariki Day or Gospel Day, the number of weeks until the end of term).

Explore informal ways of measuring short periods of time to identify which events last longer.

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# Terminology Activity

Place the numbers where you think they would fit the best

1. Aspect   2. Teaching Considerations   3. Substrand   4. Progress Steps   5. Strand

## Tatau'anga
## Reading

Reinga | Phase
1
Pupu 1-3

| | | During the first 6 months<br>*Informed by prior learning, teach students to:* | During the first year<br>*Informed by prior learning, teach students to:* | During the second year<br>*Informed by prior learning, teach students to:* | During the third year<br>*Informed by prior learning, teach students to:* |
|---|---|---|---|---|---|
| Word recognition | Decoding | | • decode two-syllable words with a closed-syllable pattern (e.g., rapid and picnic), using their phonics knowledge | • decode two- and three-syllable words with all taught correspondences (e.g., costume and lightning), using their phonics and morpheme knowledge | • decode multi-syllable words, including words with unstressed syllables, using their syllable, morpheme, and word knowledge |
| | | • read the most common high-frequency words in decodable texts at their year level | • read the most common high-frequency words in decodable texts at their year level | • read the most common high- frequency words in decodable texts at their year level | • use their phonics and morpheme knowledge to read words that are not entirely regular, including high-frequency words |
| | | • self-correct their decoding attempts using taught grapheme-phoneme knowledge | • self-correct their decoding attempts using grapheme-phoneme knowledge | • adjust their decoding attempts by varying pronunciation, making use of different phonemes represented by the graphemes, and confirming with oral vocabulary | • adjust their decoding attempts by applying the variety of phonemes that graphemes can represent, including the schwa sound in unstressed syllables, and confirming with oral vocabulary |

Use your chosen phonics scope and sequence responsively, adapting your teaching to meet the needs and strengths of your students:

- For students who need additional teaching to accelerate their decoding skills, continue to provide frequent, explicit practice of targeted knowledge and skills. Regular formative assessment and observation will help identify students who would benefit from additional support. Use more detailed diagnostic skills assessments to find out what students already know and need to learn next. These will assist you to form flexible small groups around specific needs.
- Provide students who reach decoding mastery more quickly with opportunities for enrichment and extension in other literacy domains, such as vocabulary and comprehension, and give them ample opportunities to read increasingly challenging texts.

Consider the best books to support students' developing skills:

- Decodable texts support students to apply and practise taught grapheme-phoneme correspondences.
- Monitor when students can accurately decode text with most consonant spellings and have learned long-vowel patterns from early in the chosen phonics scope and sequence. Then continue to use decodable texts for new learning, and begin to use carefully selected, less-controlled texts in ways that align with structured literacy approaches.
- Engaging with less-controlled texts promotes the statistical learning required for reading proficiency. In the context of reading, statistical learning is the ability to recognise patterns and regularities in written language. It is a form of implicit learning and includes becoming aware of the probability that a particular grapheme will correspond to a particular phoneme.