

**ORAL COMMUNICATION  
AND LANGUAGE LITERACY  
SYLLABUS |  
*Aromatawai-ā-waha  
me te Marautanga Reo*  
**2024****



Speech New Zealand  
Founded 1964  
as New Zealand Speech Board  
Incorporated as a Charitable Trust

## *Oral Communication and Language Literacy Syllabus*

# *Aromatawai-ā-waha me te Marautanga Reo*

2024

*Speech New Zealand have a selection of kaiako | teacher ngā rauemi | resources  
to support this marautanga | syllabus*

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## *He kākā waha nui*

This *whakataukī* | proverb is used to speak of the eloquent orator who knows to project his voice.  
Brougham, A.E. Reed, A.W. & Kāretu T. (2012). *The Raupō Book of Māori Proverbs (Rev. ed.)* Raupo Publishing.

*Pae tukutuku* | Website:  
[www.speechnz.co.nz](http://www.speechnz.co.nz)

Refer to our *pae tukutuku* | website for details of  
all *marautanga* | syllabi and *rauemi* | resources

Please direct enquiries to:

*Īmēra* | Email: [info@speechnz.co.nz](mailto:info@speechnz.co.nz)  
*Kawereo* | Telephone: (04) 498 9660

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## Ngā Take | Rationale

*Kōrero-ā-waha* | oral communication is a crucial skill for our *rangatahi* | young people to develop confidence in to enable them to build relationships, interact with the world around them and enhance learning.<sup>i</sup> This *marautanga* | syllabus is intended to provide *akoranga whanake* | learning progressions that develop and combine to make a vibrant whole. Each *akoranga whanake* | learning progression can also be used independently. The *marautanga* | syllabus is designed to be used by *ngā kaiako* | teachers working with *ngā ākonga* | students at a primary/intermediate level and for them to be able to enter their *ngā ākonga* | students at the various learning progressions that represent where they are at.

*Aromatawai-ā-waha* is the term Speech New Zealand has embraced for what were previously known as oral assessments.<sup>ii</sup> This reflects Speech New Zealand's commitment to celebrating *te reo Māori* and *mātauranga Māori* | Māori knowledge and ways of knowing, as well as our recognition of the value of this template to best provide useful feedback to our *ngā kaitono* | candidates and their *ngā kaiako* | teachers.

This *marautanga* | syllabus is designed to align with **Te Mātaiaho | The Curriculum Refresh**<sup>iii</sup> and has been developed in relation to:

### **Mātairangi: Guiding kaupapa | purpose**

Overarching *ngā kaupapa* | purpose that:

- Recognises the importance of *Te Tiriti o Waitangi* and its principles
- Honours Speech New Zealand's vision to empower confident communicators

### **Mātaiahikā: Connecting to place and community**

*Ngā ākonga* | students are encouraged to develop elements of local significance in all *ngā kaupapa* | options, including explicitly in *pūrākau* | storytelling, *kōrerorero* | talk and *whakawhitiwhiti kōrero* | discussion.

### **Mātaiaho: Weaving learning within and across curriculum areas**

*Ngā kaupapa* | options are designed to allow maximum flexibility for *ngā kaiako* | teachers and to enable learning from different curriculum strands to be woven in.

### **Mātainuku: Creating a foundation**

*Kōrero-ā-waha* | oral communication is understood to be a critical, foundational element of learning and prized as such.

**Mātaitu: Vision for young people**

A *marautanga* | syllabus that empowers *ngā ākonga* | students to become confident, capable communicators.

**Mātaire: Supporting progress**

*Marautanga* | syllabus designed to meet *ngā ākonga* | students where they are and to build their skills through iterative and recursive learning practices.

This *marautanga* | syllabus also relies upon the underpinning principles of:

**Te reo Māori | Māori language**

We value the protection and promotion of *te reo Māori* and *tikanga Māori* | Māori practices.

In this *marautanga* | syllabus we will:

- Use *te reo Māori* where possible
- Create opportunities for *ngā kaitono* | candidates to engage with *tikanga Māori*

**Manaakitanga | Kindness and respect for each other, *Whanaungatanga* | Kinship and *Kaitiakitanga* | Guardianship**

We recognise that our interactions must be *mana* enhancing to be beneficial.

In this *marautanga* | syllabus we will:

- Encourage *roopu* | group work
- Encourage our *ngā kaitono* | candidates to engage in *tuakana-teina* | mixed-stage learning
- Treat our *ngā kaitono* | candidates with respect and nurture this in our *aromatawai-ā-waha*
- Celebrate the successes of our *ngā kaitono* | candidates, including with *ngā tohu* | certificates and *tohu* | badges

### **Rangatiratanga and Toitū te mana | Independence and Self-Advocacy, and Advocacy for a Collective**

We recognise the value of our *rangatahi* | young people learning ways to assert and advocate for themselves and others.

In this *marautanga* | syllabus we will:

- Provide opportunities for our *ngā kaitono* | candidates to practice assertiveness and advocacy, especially at Phase 3
- Enable our *ngā kaitono* | candidates to take responsibility for their learning/performance
- Commit to seeking and implementing feedback on our *aromatawai-ā-waha*

### **Pūkengakitanga | Pursuit of excellence**

We provide an opportunity for *ngā ākongā* | learners to develop, flex and evaluate their skills and knowledge.

In this *marautanga* | syllabus we will:

- Encourage *ngā kaitono* | candidates to perform to the best of their ability in *aromatawai-a-waha*
- Provide robust feedback to *ngā kaitono* | candidates on their learning and performance, including with *ripoata* | reports

# *Te korowai o ngā aromatawai-ā-waha* | Overview for *aromatawai-ā-waha*

*Aromatawai-ā-waha* are carried out in *kura* | schools, *kura kāinga* | homeschool centres, and *hapori roopu* | recreation and community *roopu* | groups by *Kaiarotake* appointed by Speech New Zealand.

*Aromatawai-ā-waha* can be entered at the following:

Phase One Years 0-3	<i>Whero</i>   Red <i>Karaka</i>   Orange
Phase Two Years 4-6	<i>Kōwhai</i>   Yellow <i>Kākāriki</i>   Green <i>Kikorangi</i>   Light Blue
Phase Three Years 7-8	<i>Kahurangi</i>   Dark Blue <i>Waiporoporo</i>   Purple

There are seven *akoranga whanake* | learning progressions. The stage at which *ngā ākonga* | students are entered is at the discretion of the *kaiako* | teacher or organiser.

This *marautanga* | syllabus may be supplemented with Speech New Zealand's ***Communicating in Leadership*** *marautanga* | syllabus.

The *marautanga* | syllabus is designed to align with *Te Marautanga o Aotearoa* | New Zealand Curriculum to support the development of the key competencies:<sup>iv</sup>

### ***Using language symbols and texts, through:***

- Sharing information, ideas and experience with enthusiasm, fluency and creativity
- Interpreting texts for presentation in a range of contexts
- Making choices about the use of *reo* | language and texts for different *whakaminenga* | audiences

### ***Relating to others, through:***

- Actively listening
- Recognising different points of view
- Taking different roles in different situations

### ***Thinking, through:***

- Using creative and critical thinking skills
- Developing and reflecting upon knowledge



**Participating and communicating, through:**

- Presenting work developed with local communities in mind
- Creating opportunities for others in *roopu* | group

**Managing self, through:**

- Developing confidence in oral language as a communication tool
- Expressing original ideas

This *marautanga* | syllabus also aligns with *Te Mātaiaho* | The Curriculum Refresh and recognises the framework embedded of ‘understand - know - do’ and the interweaving of ‘big ideas’, ‘contexts’ and ‘practices’.

Each of the *ngā kaupapa* | options has been designed to aid in understanding of how:

**Language and literature give us insights into ourselves and others, through:**

- Acknowledging our *whakapapa* | history through our *mahi* | work
- Appreciating the perspectives of others

**The stories of Aotearoa New Zealand are unique *taonga tuku iho*, through:**

- Privileging the stories of Aotearoa New Zealand in our *mahi* | work
- Engaging with texts from *tangata whenua*, *tangata Tiriti* and *Te Moana-nui-a-Kiwa*

**Stories are a source of joy and nourishment, through:**

- Engaging with and experiencing stories as worthwhile in and of themselves
- Enriching and elevating this by creating and sharing stories

**Communication depends on shared codes and conventions, through:**

- Learning different codes and conventions and how these are used in different contexts

**Literature, language, and texts embody power relationships, through:**

- Recognising the ways in which literature, language and texts reflect and reinforce power relationships in Aotearoa New Zealand
- Encouraging advocacy for ourselves and others from Phase 3

While preparing for the *aromatawai-ā-waha*, *ngā kaiako* | teachers and *ngā kaitono* | candidates will work to explore contexts of:

***Ngā whāinga me ngā whakaminenga* | Text purposes and audiences**

- Thinking about why texts have been created and can be created, and who they are created for

***Ngā ariā* | Ideas within, across, and beyond texts**

- Enabling different texts and learning areas to be incorporated
- Thinking about our place in *Aotearoa* New Zealand and our role in honouring *Te Tiriti o Waitangi*
- Acting as 'literary critics'

***Ngā āhuatanga reo* | Features and structures of language**

- Making the most of choices within the texts in performance and presentation

Each of the *ngā kaupapa* | options has been designed to align with practices around:

- *Te whakamahi rautaki ki te whai māramatanga* | Comprehending and creating texts
- *Te tātari arohaehae* | Critical analysis
- *Te pānui hei whakangahau, hei whakapārekareka* | Reading for pleasure
- *Te tūhono mā te whakawhiti kōrero* | Connecting through storytelling

The *marautanga* | syllabus therefore allows *ngā kaiako* | teachers to use the *marautanga* | syllabus to scaffold learning in their English strands and Speech and Drama studios, and to apply this *mahi* | work to the *aromatawai-ā-waha*.

# Notes:

## Ngā Whakaotinga | Results

*Aromatawai-ā-waha* are designed to support teaching and learning. *Ngā kaitono* | candidates will be full participants in the creation and presentation of *ngā kaupapa* | options chosen.

At each level **Pūkenga | Honours, Kua Ea | Merit, Kua Oti Pai | Credit, Kua Oti | Pass or Kāore Anō Kia Tutuki | Not Achieved** may be given.

**Kua Oti | Pass:** Most *kai mate ururoa* | progress outcomes are met, at a basic level, but some require further development.

**Kua Oti Pai | Credit:** Most *kai mate ururoa* | progress outcomes are met adequately.

**Kua Ea | Merit:** Most *kai mate ururoa* | progress outcomes are met competently.

**Pūkenga | Honours:** Most *kai mate ururoa* | progress outcomes are mastered.

*Ripoata* | reports and *ngā tohu* | certificates or *tohu* | badges will be distributed by National Office and remain the property of the *ngā ākonga* | student.

Please check our *pae tukutuku* | website for details on *ngā whakaotinga* | results appeals.

## ***Whakaurunga* | Procedure for entry**

Details on *whakaurunga* | procedure for entry and requirements can be found on our *pae tukutuku* | website: **[www.speechnz.co.nz](http://www.speechnz.co.nz)**.

Those wishing to enter *ngā kaitono* | candidates for *aromatawai-ā-waha* should enter via the online entry form: **[www.online.speechnz.co.nz](http://www.online.speechnz.co.nz)**.

All *ngā ākonga* | students are encouraged to sit *aromatawai-ā-waha*.

Upon application, Speech New Zealand will award a *Tohu Whakawhiwhia* | Certificate of Attainment to *ngā kaitono* | candidates with any additional needs or *whaikaha* | disability please see our *pae tukutuku* | website for details and applications: **[www.speechnz.co.nz](http://www.speechnz.co.nz)**.

# ***Te whakaritinga mō ngā kaiako* | General guide for teachers**

The *aromatawai-ā-waha* may take place either in an *akomanga* | classroom, or a venue appropriate to the *roopu* | group concerned. Sections may be presented in any order. *Kaiarotake* will encourage and help *ngā ākonga* | students to do their best in a friendly, relaxed atmosphere.

## **Rauemi | Materials**

*Ngā kaitono* | candidates are encouraged to use texts from *Aotearoa* New Zealand wherever possible.

## **Ō tātou reo | Our languages**

*Aromatawai-ā-waha* are conducted in English. *Ngā kaitono* | candidates are encouraged to use *Aotearoa* New Zealand's official languages of *Te Reo Māori* and New Zealand Sign Language where appropriate. Other *reo* | languages of significance to the speaker may also be included with appropriate translations.

## **Ngā roopu | Group work**

This is encouraged throughout the *marautanga* | syllabus.

Each *kaitono* | candidate must be given an equal opportunity for their *mahi* | work. The overall time limit at the top of the *akoranga whanake* | progress outcome page is the combined total available for the *ngā kaupapa* | options chosen by each *kaitono* | candidate in the *aromatawai-ā-waha*.

## **Whakahaere tikanga | Supervision**

*Roopu* | groups should be attended in the *aromatawai-ā-waha* by their *kaiako* | teacher, or other appropriate supervisor. The role of the *kaiako* | teacher is to support the *kaitono* | candidate with matters such as costume changes, setting up *rauemi awhina* | visual aids etc. The *Kaiarotake* will maintain control of the *aromatawai-ā-waha*.

## **Rauemi awhina | Visual aids**

*Ngā kaitono* | candidates are encouraged to use *rauemi awhina* | visual aids which support key ideas and clarify these ideas for the *whakaminenga* | audience. These must be an integral part of the *kōrerorero* | talk.

*Rauemi awhina* | visual aids can include models, equipment, charts, diagrams, graphs, illustrations, slideshow presentations etc

It is the *kaitono* | candidate's responsibility to provide any equipment needed and ensure it is operated safely.

**Whakaminenga | Audiences**

*Whakaminenga* | audiences are welcomed for *aromatawai-ā-waha*. This is usually another small *roopu* | group doing the *aromatawai-ā-waha*. From time to time a trainee *Kaiarotake* will be present, and, under the direction of the *Kaiarotake*, may take part in the *aromatawai-ā-waha*.

**Kura | School responsibilities**

Please provide the following:

Suitable, well-lit room, large enough for *roopu* | group work

- Stable wi-fi connection and password for the *Kaiarotake* to use (if requested)
- Desk and comfortable chair for the *Kaiarotake*
- Clearly visible name tag for each *kaitono* | candidate
- A *kaiako* | teacher who is present in the room while the *aromatawai-ā-waha* take place
- Two printed copies of the timetable that clearly state the exam date, *kaitono* | candidate's full name and *akoranga whanake* | learning progression and has room for the *ngā whakaotinga* | results to be recorded beside each name
- A copy of the timetable via *īmēra* | email to National Office two weeks prior to the *aromatawai-ā-waha*

**Whakahokinga moni | Refunds**

A copy of Speech New Zealand's full policy on *whakahokinga moni* | refunds is available on our *pae tukutuku* | website or by contacting National Office. Speech New Zealand guidelines comply with the legal requirements of the various Consumer Protection Acts.

Please check the *pae tukutuku* | website for further entry information. [www.speechnz.co.nz](http://www.speechnz.co.nz)

# Notes:



# Notes:

## Ngā aronga mō ngā kaupapa | Guide to options

The following is intended as a guide to *ngā kaiako* | teachers about the accepted practice of the *ngā kaupapa* | options with Speech New Zealand. *Ngā kaitono* | candidates are encouraged to use their imagination and creativity when developing their *mahi* | work.

### **Pūrākau** | Storytelling

These should be told in the *kaitono* | candidate's own words. A balance of description, narration, direct speech and dialogue should be included.

*Ngā kaitono* | candidates may use visual representations to aid telling of the *pūrākau* | story.

### **Kōrerorero** | Talks

These should be extempore, with ideas presented in a natural, spontaneous style. This means the *kōrerorero* | talk is structured and prepared, but not written out, read or memorised. Cue cards or notes are not acceptable. The *kōrerorero* | talk should be prepared and presented as if for a specified *whakaminenga* | audience.

### **Kōrero ōpaki** | Social speeches

These should have a sense of formality and structure as appropriate to the *akoranga whanake* | Learning Progression. The *kōrero ōpaki* | **social speech** should be prepared and presented as if for a specified *kaupapa* | occasion.

### **Tuhinga whakaari** | Scripted drama

*Ngā kaitono* | candidates should have their script/lines memorised.

Costumes/props are optional and do not need to be elaborate; the *Kaiarotake* is only interested in how these are used.

*Ngā kaitono* | candidates should show belief in the character/situation.

A legible copy of the *tuhinga whakaari* | script being presented must be brought to the *aromatawai-ā-waha*.

### **Rurī** | Poetry

*Ngā kaitono* | candidates should have their *rurī* | poem memorised.

This should be delivered with understanding and the intention of engaging the interest of the *whakaminenga* | audience.

Clarity, audibility and control of pace are important.

The selection should be appropriate to the *akoranga whanake* | learning progression and may be an original work.

A legible copy of the *rurī* | poem being presented must be brought to the *aromatawai-ā-waha*.

**Kōrero a-waha | Reading aloud**

*Ngā kaitono* | candidates should read in an appropriate style for the *pukapuka* | book chosen and aim to capture the interest of the listeners.

Selections may be made from fiction or non-fiction.

A legible copy of the *pukapuka* | book being read must be brought to the *aromatawai-ā-waha*.

**Whakangārahu ataata | Devised drama**

Costumes/props are optional and do not need to be elaborate; the *Kaiarotake* is only interested in how these are used.

*Ngā kaitono* | candidates should show belief in the character/situation.

A legible copy of the script or plan of action must be submitted to the *Kaiarotake*.

**Whakaataata taurikura | Role-play**

*Whakaataata taurikura* | role-play approximates to real-life situations and uses communication skills for problem-solving.

**Whakawhitiwhiti kōrero | Discussion**

This will include exchanges between the *kaitono* | candidate(s) and the *Kaiarotake*.

The courtesies necessary to facilitate satisfactory *whakawhitiwhiti kōrero* | discussion, and the ability to think, listen and respond appropriately, are important.

# Whero | Red

Time: Approximately 5 minutes per *kaitono* | candidate.  
Choose TWO of the *ngā kaupapa* | options below.

## **TAHI | ONE: Pūrākau | Storytelling**

Tell a *pūrākau* | story about an experience

## **RUA | TWO: Kōrerorero | Talk**

Bring a favourite item to the *aromatawai-ā-wah* and *kōrerorero* | talk to the *Kaiarotake* and your *whakaminenga* | audience about it

## **TORU | THREE: Kōrero ōpaki | Social speech**

Give a speech of thanks

## **WHA | FOUR: Tuhinga whakaari | Scripted drama**

Participate in *roopu* | group drama by acting out a nursery rhyme, fairytale or myth

## **RIMA | FIVE: Rurī | Poetry**

Deliver a *rurī* | poem with action and movement

## **ONO | SIX: Kōrero a-waha | Reading aloud**

Show and explain a favourite page from a *pukapuka* | book you have read or had read to you

## **WHITU | SEVEN: Whakangārahu ataata | Devised drama**

Devise a presentation based on something you are learning at *kura* | school

## **WARU | EIGHT: Whakaataata taurikura | Role-play**

Participate in a *whakaataata taurikura* | role-play set by the *Kaiarotake* about making a request

## **IWA | NINE: Whakawhitiwhiti kōrero | Discussion**

Share ideas about something you have experienced/enjoyed

## *Kai Mate Ururoa* | Progress Outcomes

### Overall:

- Attempt clear and audible speech
- Share enjoyment
- Be courteous

### 1. *TAHI* | ONE: *Pūrākau* | Storytelling

Give the *pūrākau* | story a beginning, a middle and an end

Work as a *roopu* | group to share a *pūrākau* | story for a *whakaminenga* | audience

### 2 & 3. *Kōrerorero* | Talks

Present ideas in your own words (not read or memorised)

Have an introduction and a conclusion

Present as if for the specified *whakaminenga* | audience/*kaupapa* | occasion

### 2. *RUA* | TWO: *Kōrerorero* | Talk

Hold object so that it can be seen

Listen to questions asked and give relevant responses

### 3. *TORU* | THREE: *Kōrero ōpaki* | Social speech

Identify what you are thanking someone for

Share your gratitude

### 4. *WHA* | FOUR: *Tuhinga whakaari* | Scripted drama

Know the words

Attempt to create a structured scene with a beginning, middle and ending

Create characters using costume, props, sound effects etc

### 5. *RIMA* | FIVE: *Rurī* | Poetry

Memorise the words in the *rurī* | poem

Work as a *roopu* | group to present the *rurī* | poem

### 6. *ONO* | SIX: *Kōrero a-waha* | Reading aloud

Show the page so that it can be seen

Share what you like about this page

Listen to questions and give relevant responses

Continued...

## *Kai Mate Ururoa* | Progress Outcomes Continued

### 7. **WHITU** | **SEVEN: Whakangārahu ataata** | Devised drama

Know your cues

Attempt to create a structured scene with a beginning, middle and ending

Create characters using costume, props, sound effects etc

### 8. **WARU** | **EIGHT: Whakaataata taurikura** | Role-play

Create roles appropriate to the information given by the *Kaiarotake*

Show a situation that is 'true to life'

Make and respond to the request

### 9. **IWA** | **NINE: Whakawhitiwhiti kōrero** | Discussion

Share your own ideas about the topic

Give others the opportunity to *kōrerorero* | talk

# Notes:

# Karaka | Orange

Time: Approximately 7-8 minutes per *kaitono* | candidate.

Choose TWO of the *ngā kaupapa* | options below.

## **TAHI | ONE: Pūrākau | Storytelling**

Tell a *pūrākau* | story about someone in your *whānau* | family

## **RUA | TWO: Kōrerorero | Talk**

Bring a picture/photograph to the *aromatawai-ā-waha* and *kōrerorero* | talk to the *Kaiarotake* and your *whakaminenga* | audience about it

## **TORU | THREE: Kōrero ōpaki | Social speech**

Give a speech of thanks

## **WHA | FOUR: Tuhinga whakaari | Scripted drama**

Participate in *roopu* | group drama by acting out a character

## **RIMA | FIVE: Rurī | Poetry**

Deliver a *rurī* | poem with action and movement

## **ONO | SIX: Kōrero ā-waha | Reading aloud**

Show and explain a favourite page from a *pukapuka* | book you have read or had read to you

## **WHITU | SEVEN: Whakangārahu ataata | Devised drama**

Devise a presentation based on something you are learning at *kura* | school

## **WARU | EIGHT: Whakaataata taurikura | Role-play**

Participate in a *whakaataata taurikura* | role-play about being part of a group

## **IWA | NINE: Whakawhitiwhiti kōrero | Discussion**

Share ideas about somewhere you have been



## *Kai Mate Ururoa* | Progress Outcomes

### Overall:

- Attempt clear and audible speech
- Share enjoyment and confidence
- Be courteous

### 1. *TAHI* | ONE: *Pūrākau* | Storytelling

Give the *pūrākau* | story a beginning, a middle and an end

Share interest in the *pūrākau* | story

Work as a *roopu* | group to share a *pūrākau* | story for a *whakaminenga* | audience

### 2 & 3. *Kōrerorero* | Talks

Present ideas in your own words (not read or memorised)

Have an introduction and a conclusion

Present as if for the specified *whakaminenga* | audience/*kaupapa* | occasion

### 2. *RUA* | TWO: *Kōrerorero* | Talk

Hold photograph/picture so that it can be seen

Speak in a lively and spontaneous way

Listen to questions asked and give full and relevant responses

### 3. *TORU* | THREE: *Kōrero ōpaki* | Social speech

Identify what you are thanking someone for

Share your gratitude with warmth

### 4. *WHA* | FOUR: *Tuhinga whakaari* | Scripted drama

Know the words

Attempt to create a structured scene with a beginning, middle and ending

Create believable characters using costume, props, sound effects etc

### 5. *RIMA* | FIVE: *Rurī* | Poetry

Memorise the words in the *rurī* | poem

Understand the *rurī* | poem and the words used in it

Work as a *roopu* | group to present the *rurī* | poem

Continued...

## *Kai Mate Ururoa* | Progress Outcomes Continued

### 6. *ONO* | SIX: *Kōrero a-waha* | Reading aloud

Show the page so that it can be seen

Share what you like about this page

Listen to questions and give full and relevant responses

### 7. *WHITU* | SEVEN: *Whakangārahu ataata* | Devised drama

Know your cues

Attempt to create a structured scene with a beginning, middle and ending

Create believable characters using costume, props, sound effects etc

### 8. *WARU* | EIGHT: *Whakaataata taurikura* | Role-play

Create roles appropriate to the information given by the *Kaiarotake*

Give the scene a beginning, middle and ending

Show a situation that is 'true to life'

### 9. *IWA* | NINE: *Whakawhitiwhiti kōrero* | Discussion

Share your own ideas about the topic

Give others the opportunity to *kōrerorero* | talk

Relate your comments to the place you have been

## Notes:

## Kōwhai | Yellow

Time: Approximately 10 minutes per *kaitono* | candidate.  
Choose THREE of the *ngā kaupapa* | options below.

### **TAHI | ONE: Pūrākau | Storytelling**

Tell a *pūrākau* | story about an event you have participated in

### **RUA | TWO: Kōrerorero | Talk**

Give a *kōrerorero* | talk about an experience

### **TORU | THREE: Kōrero ōpaki | Social speech**

Make an announcement

### **WHA | FOUR: Tuhinga whakaari | Scripted drama**

Participate in *roopu* | group drama by acting out a character

### **RIMA | FIVE: Rurī | Poetry**

Deliver a *rurī* | poem

### **ONO | SIX: Kōrero a-waha | Reading aloud**

Read aloud a prepared extract from a *pukapuka* | book you bring to the *aromatawai-ā-waha*

### **WHITU | SEVEN: Whakangārahu ataata | Devised drama**

Devise a presentation based on something you are learning at *kura* | school

### **WARU | EIGHT: Whakaataata taurikura | Role-play**

Participate in a *whakaataata taurikura* | role-play set by the *Kaiarotake* about conveying a message

### **IWA | NINE: Whakawhitiwhiti kōrero | Discussion**

Share ideas about something you have read or had read to you

## *Kai Mate Ururoa* | Progress Outcomes

### Overall:

- Attempt clear and audible speech
- Share enjoyment and confidence
- Be courteous

### 1. *TAHI* | ONE: *Pūrākau* | Storytelling

Give the *pūrākau* | story a beginning, a middle and an end

Share interest in the *pūrākau* | story

Identify and use some structures and devices to develop the *pūrākau* | story

Work as a *roopu* | group to share a *pūrākau* | story for a *whakaminenga* | audience

### 2 & 3. *Kōrerorero* | Talks

Present ideas in your own words (not read or memorised)

Have an introduction and a conclusion

Make a connection with the *whakaminenga* | audience

Present as if for the specified *whakaminenga* | audience/*kaupapa* | occasion

### 2. *RUA* | TWO: *Kōrerorero* | Talk

Speak in a lively and spontaneous way

Listen to questions asked and give full and relevant responses

If using *rauemi awahina* | visual aids, these must be an integral part of the *kōrerorero* | talk

### 3. *TORU* | THREE: *Kōrero ōpaki* | Social speech

Include all the relevant information your *whakaminenga* | audience would need

### 4. *WHA* | FOUR: *Tuhinga whakaari* | Scripted drama

Know the words

Attempt to create a structured scene with a beginning, middle and ending

Create believable characters using costume, props, sound effects etc

### 5. *RIMA* | FIVE: *Rurī* | Poetry

Memorise the words in the *rurī* | poem

Understand the *rurī* | poem and the words used in it

Show sensitivity to the *rurī* | poem's meaning

Work as a *roopu* | group to present the *rurī* | poem

Continued...

## *Kai Mate Ururoa* | Progress Outcomes Continued

### 6. *ONO* | SIX: *Kōrero a-waha* | Reading aloud

Before beginning, give the title and author of the *pukapuka* | book  
Help the listener to understand the extract by phrasing for meaning  
Listen to questions and give full and relevant responses

### 7. *WHITU* | SEVEN: *Whakangārahu ataata* | Devised drama

Know your cues  
Demonstrate understanding of the scene being performed  
Attempt to create a structured scene with a beginning, middle and ending  
Create believable characters using costume, props, sound effects etc

### 8. *WARU* | EIGHT: *Whakaataata taurikura* | Role-play

Create roles appropriate to the information given by the *Kaiarotake*  
Give message accurately  
Give the scene a beginning, middle and ending  
Show a situation that is 'true to life'

### 9. *IWA* | NINE: *Whakawhitiwhiti kōrero* | Discussion

Share your own ideas about the topic  
Give others the opportunity to *kōrerorero* | talk  
Relate your comments to the text being discussed

## Notes:

## Kākāriki | Green

Time: Approximately 10 minutes per *kaitono* | candidate.  
Choose THREE of the *ngā kaupapa* | options below.

### **TAHI | ONE: Pūrākau | Storytelling**

Tell a myth or legend

### **RUA | TWO: Kōrerorero | Talk**

Give a *kōrerorero* | talk about an activity or skill which includes demonstration

### **TORU | THREE: Kōrero ōpaki | Social speech**

Make an announcement

### **Wha | Four: Tuhinga whakaari | Scripted drama**

Participate in *roopu* | group drama by acting out a character

### **RIMA | FIVE: Rurī | Poetry**

Deliver a *rurī* | poem

### **ONO | SIX: Kōrero a-waha | Reading aloud**

Read aloud a prepared extract from a *pukapuka* | book you bring to the *aromatawai-ā-waha*

### **WHITU | SEVEN: Whakangārahu ataata | Devised drama**

Devise a presentation based on something you have watched/read

### **WARU | EIGHT: Whakaataata taurikura | Role-play**

Participate in a *whakaataata taurikura* | role-play about friendship

### **IWA | NINE: Whakawhitiwhiti kōrero | Discussion**

Share ideas about something you have read



## *Kai Mate Ururoa* | Progress Outcomes

### Overall:

- Use clear and audible speech
- Share enjoyment and confidence
- Be courteous

### 1. *TAHI* | ONE: *Pūrākau* | Storytelling

Work as a *roopu* | group to share a *pūrākau* | story for a *whakaminenga* | audience

Identify and use some structures and devices to develop the *pūrākau* | story

Develop a clear climax to the *pūrākau* | story

Share interest in the *pūrākau* | story

### 2 & 3. *Kōrerorero* | Talks

Present ideas in your own words (not read or memorised)

Have a logical structure

Make a connection with the *whakaminenga* | audience

Present as if for the specified *whakaminenga* | audience/*kaupapa* | occasion

### 2. *RUA* | TWO: *Kōrerorero* | Talk

Speak in a lively and spontaneous way

Clearly demonstrate the skill/activity

Listen to questions asked and give full and relevant responses

If using *rauemi awahina* | visual aids, these must be an integral part of the *kōrerorero* | talk

### 3. *TORU* | THREE: *Kōrero ōpaki* | Social speech

Include all the relevant information your *whakaminenga* | audience would need

Use a logical structure

### 4. *WHA* | FOUR: *Tuhinga whakaari* | Scripted drama

Know the words

Create a structured scene with a beginning, middle and ending

Create believable characters using costume, props, sound effects etc

Create your character with movement and speech

Continued...

## *Kai Mate Ururoa* | Progress Outcomes Continued

### 5. *RIMA* | FIVE: *Rurī* | Poetry

Memorise the words in the *rurī* | poem  
Understand the *rurī* | poem and the words used in it  
Show sensitivity to the *rurī* | poem's meaning  
Work as a *roopu* | group to present the *rurī* | poem

### 6. *ONO* | SIX: *Kōrero a-waha* | Reading aloud

Before beginning, give the title and author of the *pukapuka* | book  
Help the listener to understand the extract by phrasing for meaning  
Use different voices for different characters  
Listen to questions and give full and relevant responses

### 7. *WHITU* | SEVEN: *Whakangārahu ataata* | Devised drama

Know your cues  
Demonstrate understanding of the scene being performed  
Create a structured scene with a beginning, middle and ending  
Create believable characters using costume, props, sound effects etc  
Create characters with movement and speech

### 8. *WARU* | EIGHT: *Whakaataata taurikura* | Role-play

Create roles appropriate to the information given by the *Kaiarotake*  
Clearly distinguish the characters/roles  
Give the scene a beginning, middle and ending  
Show a situation that is 'true to life'

### 9. *IWA* | NINE: *Whakawhiwhiti kōrero* | Discussion

Share your own ideas about the topic  
Give others the opportunity to *kōrerorero* | talk  
Relate your comments to the text being discussed  
Contribute to progressing the *whakawhiwhiti kōrero* | discussion and involving everybody

# Notes:

## Kikorangi | Light Blue

Time: Approximately 12 minutes per *kaitono* | candidate.  
Choose THREE of the *ngā kaupapa* | options below.

### **TAHI | ONE: Pūrākau | Storytelling**

Tell a myth or legend of local significance

### **RUA | TWO: Kōrerorero | Talk**

Give a *kōrerorero* | talk to inform

### **TORU | THREE: Kōrero ōpaki | Social speech**

Give a speech in welcome

### **WHA | FOUR: Tuhinga whakaari | Scripted drama**

Participate in *roopu* | group drama by acting out a character

### **RIMA | FIVE: Rurī | Poetry**

Deliver a *rurī* | poem

### **ONO | SIX: Kōrero a-waha | Reading aloud**

Read, at sight, an extract chosen by the *Kaiarotake* from a *pukapuka* | book you bring to the *aromatawai-ā-waha*

### **WHITU | SEVEN: Whakangārahu ataata | Devised drama**

Devise a presentation based on a person of local significance

### **WARU | EIGHT: Whakaataata taurikura | Role-play**

Participate in a *whakaataata taurikura* | role-play about a challenge

### **IWA | NINE: Whakawhiwhiti kōrero | Discussion**

Participate in an interview

## *Kai Mate Ururoa* | Progress Outcomes

### Overall:

- Use clear and audible speech
- Share enjoyment and confidence
- Be courteous

### 1. *TAHI* | ONE: *Pūrākau* | Storytelling

Work as a *roopu* | group to share a *pūrākau* | story for a *whakaminenga* | audience  
 Identify and use some structures and devices to develop the *pūrākau* | story  
 Incorporate the significance of the myth or legend to your locale  
 Share interest in the *pūrākau* | story

### 2 & 3. *Kōrerorero* | Talks

Present ideas in your own words (not read or memorised)  
 Have a logical structure  
 Make a connection with the *whakaminenga* | audience  
 Present as if for the specified *whakaminenga* | audience/*kaupapa* | occasion

### 2. *RUA* | TWO: *Kōrerorero* | Talk

Speak in a lively and spontaneous way  
 Include relevant facts and evidence of your research  
 Be able to discuss information given in your *kōrerorero* | talk  
 If using *rauemi awahina* | visual aids, these must be an integral part of the *kōrerorero* | talk

### 3. *TORU* | THREE: *Kōrero ōpaki* | Social speech

Include all the relevant information your *whakaminenga* | audience would need  
 Create a sense of welcome  
 Lead applause, if appropriate, for guest

### 4. *WHA* | FOUR: *Tuhinga whakaari* | Scripted drama

Know the words  
 Create a structured scene with a beginning, middle and ending  
 Create believable characters using costume, props, sound effects etc  
 Create your character with movement and speech  
 Begin to show an understanding of elements, techniques and conventions of drama

Continued...

## *Kai Mate Ururoa* | Progress Outcomes Continued

### 5. *RIMA* | FIVE: *Rurī* | Poetry

Memorise the words in the *rurī* | poem

Understand the *rurī* | poem and the words used in it

Show sensitivity to the *rurī* | poem's meaning, mood and message

Show awareness of the *rurī* | poem's shape

Work as a *roopu* | group to present the *rurī* | poem

### 6. *ONO* | SIX: *Kōrero a-waha* | Reading aloud

Before beginning, give the title and author of the *pukapuka* | book

Look ahead and respond to clues in the text

Help the listener to understand the extract by phrasing for meaning

Use different voices for different characters

Listen to questions and give full and relevant responses

### 7. *WHITU* | SEVEN: *Whakangārahu ataata* | Devised drama

Know your cues

Demonstrate understanding of the scene being performed

Create a structured scene with a beginning, middle and ending

Create believable characters using costume, props, sound effects etc

Create characters with movement and speech

Incorporate the significance of your locale to your presentation

### 8. *WARU* | EIGHT: *Whakaataata taurikura* | Role-play

Create roles appropriate to the information given by the *Kaiarotake*

Clearly distinguish the characters/roles

Give the scene a beginning, middle and ending, with the challenge defined and overcome

Show a situation that is 'true to life'

### 9. *IWA* | NINE: *Whakawhitiwhiti kōrero* | Discussion

Use credible *whakaataata taurikura* | role-play for interviewer and interviewee

Show good listening skills

Show appropriate courtesies

Bring to a definite ending

# Notes:

# Kahurangi | Dark Blue

Time: Approximately 15 minutes per *kaitono* | candidate.

Choose THREE of the *ngā kaupapa* | options below.

## **TAHI | ONE: Pūrākau | Storytelling**

Tell an original *pūrākau* | story

## **RUA | TWO: Kōrerorero | Talk**

Give a *kōrerorero* | talk to instruct

## **TORU | THREE: Kōrero ōpaki | Social speech**

Give a speech of introduction

## **WHA | FOUR: Tuhinga whakaari | Scripted drama**

Participate in *roopu* | group drama by acting out a character

## **RIMA | FIVE: Rurī | Poetry**

Deliver a *rurī* | poem

## **ONO | SIX: Kōrero a-waha | Reading aloud**

Read, at sight, an extract chosen by the *Kaiarotake* from a *pukapuka* | book you bring to the *aromatawai-ā-waha*

## **WHITU | SEVEN: Whakangārahu ataata | Devised drama**

Devise a presentation based on a place of local significance

## **WARU | EIGHT: Whakaataata taurikura | Role-play**

Participate in a *whakaataata taurikura* | role-play about resolving conflict

## **IWA | NINE: Whakawhitiwhiti kōrero | Discussion**

Share ideas and opinions about an issue of local, regional or national importance



## *Kai Mate Ururoa* | Progress Outcomes

### Overall:

- Use clear and audible speech
- Share enjoyment and confidence
- Be courteous
- Be creative in your presentation of items

### 1. *TAHI* | ONE: *Pūrākau* | Storytelling

Work as a *roopu* | group to share a *pūrākau* | story for a *whakaminenga* | audience

Identify and use some structures and devices to develop the *pūrākau* | story

Bring the *pūrākau* | story to life

Share interest in the *pūrākau* | story

### 2 & 3. *Kōrerorero* | Talks

Present ideas in your own words (not read or memorised)

Have a logical structure

Make a connection with the *whakaminenga* | audience

Present as if for the specified *whakaminenga* | audience/*kaupapa* | occasion

### 2. *RUA* | TWO: *Kōrerorero* | Talk

Speak in a lively and spontaneous way

Explain what needs to be done to achieve the goal of the instruction, including how and why

Include advice, suggestions and warnings throughout

Recap the main steps in the conclusion

Be able to discuss elements of instruction from your *kōrerorero* | talk

If using *rauemi awhina* | visual aids, these must be an integral part of the *kōrerorero* | talk

### 3. *TORU* | THREE: *Kōrero ōpaki* | Social speech

Include all the relevant information your *whakaminenga* | audience would need, including introducing by name

Refer to any useful background information

Lead applause, if appropriate, for guest

### 4. *WHA* | FOUR: *Tuhinga whakaari* | Scripted drama

Know the words

Create a structured scene with a beginning, middle and ending

Create believable characters using costume, props, sound effects etc

Create your character with movement and speech

Use elements, techniques and conventions of drama

Continued...

## *Kai Mate Ururoa* | Progress Outcomes Continued

### 5. **RIMA** | FIVE: *Rurī* | Poetry

Memorise the words in the *rurī* | poem

Understand the *rurī* | poem and the words used in it

Show sensitivity to the *rurī* | poem's meaning, mood and message

Show awareness of the *rurī* | poem's shape and use pause, including suspensory pause, for meaning

Work as a *roopu* | group to present the *rurī* | poem

### 6. **ONO** | SIX: *Kōrero a-waha* | Reading aloud – Reading at sight

Before beginning, give the title and author of the *pukapuka* | book

Look ahead and respond to clues in the text

Help the listener to understand the extract by phrasing for meaning

Use different voices for different characters

Share fluently while turning to a new page

Listen to questions and give full and relevant responses

### 7. **WHITU** | SEVEN: *Whakangārahu ataata* | Devised drama

Know your cues

Demonstrate understanding of the scene being performed

Create a structured scene with a beginning, middle and ending

Create believable characters using costume, props, sound effects etc

Create characters with movement and speech

Incorporate the significance of place to your presentation

### 8. **WARU** | EIGHT: *Whakaataata taurikura* | Role-play

Create roles appropriate to the information given by the *Kaiarotake*

Clearly distinguish the characters/roles

Give the scene a beginning, middle and ending

Demonstrate and resolve the conflict

Show a situation that is 'true to life'

### 9. **IWA** | NINE: *Whakawhitihiti kōrero* | Discussion

Define the issue

Support your ideas and opinions with facts and examples

# Notes:

## Waiporoporo | Purple

Time: Approximately 15 minutes per *kaitono* | candidate.

Choose THREE of the *ngā kaupapa* | options below.

### **TAHI | ONE: Pūrākau | Storytelling**

Tell an original *pūrākau* | story

### **RUA | TWO: Kōrerorero | Talk**

Give a *kōrerorero* | talk to persuade

### **TORU | THREE: Kōrero ōpaki | Social speech**

Give a speech in tribute

### **WHA | FOUR: Tuhinga whakaari | Scripted drama**

Participate in *roopu* | group drama by acting out a character

### **RIMA | FIVE: Rurī | Poetry**

Deliver a *rurī* | poem

### **ONO | SIX: Kōrero a-waha | Reading aloud**

Read, at sight, and comment on an extract chosen by the *Kaiarotake* from a publication you bring to the *aromatawai-ā-waha*

### **WHITU | SEVEN: Whakangārahu ataata | Devised drama**

Devise a presentation based on a place of local significance

### **WARU | EIGHT: Whakaataata taurikura | Role-play**

Participate in a *whakaataata taurikura* | role-play about standing up for someone or something

### **IWA | NINE: Whakawhitiwhiti kōrero | Discussion**

Share ideas and opinions about an issue of local, regional or national importance

## *Kai Mate Ururoa* | Progress Outcomes

### Overall:

- Use clear and audible speech
- Share enjoyment and confidence
- Be courteous
- Be creative in your presentation of items

### 1. *TAHI* | ONE: *Pūrākau* | Storytelling

Work as a *roopu* | group to share a *pūrākau* | story for a *whakaminenga* | audience  
 Identify and use some structures and devices to develop the *pūrākau* | story  
 Bring the *pūrākau* | story to life  
 Share interest in the *pūrākau* | story  
 Express original ideas

### 2 & 3. *Kōrerorero* | Talks

Present ideas in your own words (not read or memorised)  
 Have a logical structure  
 Make a connection with the *whakaminenga* | audience  
 Present as if for the specified *whakaminenga* | audience/*kaupapa* | occasion

### 2. *RUA* | TWO: *Kōrerorero* | Talk

Use persuasive language  
 Include a call to action  
 Be able to discuss how you attempted to be persuasive

### 3. *TORU* | THREE: *Kōrero ōpaki* | Social speech

Include all the relevant information your *whakaminenga* | audience would need, including introducing achievements and/or qualities of recipient  
 Refer to any useful background information  
 Share with sincerity

### 4. *WHA* | FOUR: *Tuhinga whakaari* | Scripted drama

Know the words  
 Create a structured scene with a beginning, middle and ending  
 Create believable characters using costume, props, sound effects etc  
 Create your character with movement and speech  
 Use elements, techniques and conventions of drama effectively

Continued...

## *Kai Mate Ururoa* | Progress Outcomes Continued

### 5. **RIMA** | FIVE: *Rurī* | Poetry

Memorise the words in the *rurī* | poem

Understand the *rurī* | poem and the words used in it

Show sensitivity to the *rurī* | poem's meaning, mood and message

Show awareness of the *rurī* | poem's shape and use pause, including suspensory pause, for meaning

Work as a *roopu* | group to present the *rurī* | poem and show an awareness of the *whakaminenga* | audience

### 6. **ONO** | SIX: *Kōrero a-waha* | Reading aloud - Reading at sight

Before beginning, give the title and author of the publication

Look ahead and respond to clues in the text

Help the listener to understand the extract by phrasing for meaning

Use different voices for different characters

Share fluently while turning to a new page

In commenting, share your own ideas and opinions about the extract you have read

### 7. **WHITU** | SEVEN: *Whakangārahu ataata* | Devised drama

Know your cues

Demonstrate understanding of the scene being performed

Create a structured scene with a beginning, middle and ending

Create believable characters using costume, props, sound effects etc

Create characters with movement and speech

Incorporate the significance of the issue to your presentation

### 8. **WARU** | EIGHT: *Whakaataata taurikura* | Role-play

Create roles appropriate to the information given by the *Kaiarotake*

Clearly distinguish the characters/roles

Clearly demonstrate the scenario

Give the scene a beginning, middle and ending

Show a situation that is 'true to life'

### 9. **IWA** | NINE: *Whakawhitiwhiti kōrero* | Discussion

Define the issue

Support your ideas and opinions with facts and examples

Explain your ideas and opinions clearly and logically

# Notes:

## Kuputaka | Glossary

Speech New Zealand is on a journey alongside those living in *Aotearoa* New Zealand to revitalise the official language of *te reo Māori*. We have endeavoured to utilise terms as follows and encourage all users of our *marautanga* | syllabus to join us in adopting them.

We acknowledge that spelling, pronunciation and translation may differ between different *mīta* | local dialects and encourage participants to use their local *mīta* where possible.

<i>Akomanga</i>	Classroom
<i>(Ngā) Ākongā</i>	Student(s)
<i>Akoranga whanake</i>	Learning progressions
<i>(Ngā) Aromatawai-ā-waha</i>	Assessment(s) of the oral communication and language literacy skills
<i>Īmēra</i>	Email
<i>Kai mate ururoa</i>	Progress outcomes
<i>(Ngā) Kaiako</i>	Teacher(s)
<i>Kaiarotake</i>	Person taking the oral assessment
<i>(Ngā) Kaitono</i>	Candidate(s)
<i>Kaupapa</i>	Topic/theme/occasion/purpose
<i>Kawereo</i>	Telephone
<i>Kōrero-a-waha</i>	Reading aloud   Oral communication
<i>Kōrero ōpaki</i>	Social speech
<i>Kōrerorero</i>	Talks
<i>Kua ea</i>	Merit
<i>Kua oti</i>	Pass
<i>Kua oti pai</i>	Credit
<i>Kuputaka</i>	Glossary
<i>Kura</i>	School
<i>Mahi</i>	Work
<i>Marautanga</i>	Syllabus
<i>Mātauranga</i>	Knowledge
<i>Mīta</i>	Local dialect
<i>Ngā kaupapa</i>	Options
<i>Ngā take</i>	Rationale
<i>Ngā tohu</i>	Certificates
<i>Ngā whakaotinga</i>	Results
<i>Ō tātou reo</i>	Our languages
<i>Pae tukutuku</i>	Website
<i>Pūkenga</i>	Honours
<i>Pūrākau</i>	Story/storytelling



<i>Rangatahi</i>	Young people
<i>(Ngā) Rauemi</i>	Material(s)/resource(s)
<i>Rauemi awhina</i>	Visual aids
<i>Ripoata</i>	Report
<i>Roopu</i>	Group
<i>Rurī</i>	Poem
<i>Te korowai o ngā aromatawai-ā-waha</i>	Overview of oral <i>aromatawai-ā-waha</i>
<i>Te whakaritinga mō ngā kaiako</i>	General guide for teachers
<i>Tohu</i>	Badges
<i>Tohutoro</i>	Reference
<i>Tohu Whakawhiwhia</i>	Certificate of Attainment
<i>Tuhinga whakaari</i>	Scripted drama
<i>Whakahaere tikanga</i>	Supervision
<i>Whakaminenga</i>	Audience
<i>Whakangārahu ataata</i>	Devised drama
<i>Whakapapa</i>	History
<i>Whakataukī</i>	Proverb
<i>Whakawhiwhiti kōrero</i>	Discussion

## Tohutoro | References

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<https://tewhariki.tki.org.nz/en/teaching-strategies-and-resources/communication/talking-together/talk-information/understanding-oral-language/>  
<https://theeducationhub.org.nz/oral-language-a-moral-imperative-for-our-education-system/>
- ii <https://www.nzqa.govt.nz/assets/Providers-and-partners/Assessment-and-moderation/MNA-in-schools/APOA/Aromatawai-and-the-Principles-of-Assessment.pdf>
- iii [https://curriculumrefresh-live-assetstorages3bucket-l5w0dsj7zmbm.s3.amazonaws.com/s3fs-public/2023-05/CO3101\\_MOE\\_English-A3\\_MAY-007-sgl\\_0.pdf?VersionId=PLfD3TcYbZe97iy.5FU1CvMLcOFIMP\\_](https://curriculumrefresh-live-assetstorages3bucket-l5w0dsj7zmbm.s3.amazonaws.com/s3fs-public/2023-05/CO3101_MOE_English-A3_MAY-007-sgl_0.pdf?VersionId=PLfD3TcYbZe97iy.5FU1CvMLcOFIMP_)
- iv <https://nzcurriculum.tki.org.nz/Key-competencies>
- v <https://nzcurriculum.tki.org.nz/Strengthening-local-curriculum/Leading-local-curriculum-guide-series/Assessment-for-learning>

Speech New Zealand offers the following *marautanga* | syllabi

**Oral Communication and Language Literacy Syllabus |  
Aromatawai-ā-waha me te Marautanga Reo**  
**Communicating in Leadership**  
**English Language Learners**  
**Flexi Speaking and Performing**  
**Professional Speaking**  
**Public Speaking and Communication**  
**Speech and Drama**  
**Theatre in Action**

**Aromatawai-ā-waha** are carried out in *kura* | schools, *kura kainga* | homeschools, *hapori roopu* | recreation and community *roopu* | groups.

There are seven *akoranga whanake* | learning progressions which support the **oral communication** curriculum in *Aotearoa* New Zealand *kura* | schools.

**Communicating in Leadership** is designed for *rangitahi* | young leaders, or can be readily adapted to suit adult situations.

**English Language Learners** *maruatanga* | syllabus allows for the different needs of *ngā ākonga* | students for whom English is not their first language.

**Professional Speaking** is directed to those in the workplace, in business, a profession, or wanting to develop speaking skills to a professional level.

**Theatre in Action** supports the drama curriculum in *kura* | schools.

The **Public Speaking and Communication, Flexi Speaking and Performing** and **Speech and Drama** syllabi have eight grades. From there, *ngā kaitono* | candidates can complete a Diploma (ASB), Advanced Diploma (Adv ASB), Licentiate (LSB) and Fellowship (Fellow NZSB) in *Public Speaking and Communication* or *Speech and Drama*

Speech New Zealand

PO Box 12 023

Wellington 6144

*Kawere* | Telephone: 04 498 9660

*Īmera* | Email: [info@speechnz.co.nz](mailto:info@speechnz.co.nz)

*Pae tukutuku* | Website: [www.speechnz.co.nz](http://www.speechnz.co.nz)

# Akoranga Whanake | Learning Progressions

<b>Task / Level</b>	<b>Pūrākau   Storytelling</b>	<b>Kōrerorero   Talk</b>	<b>Kōrero ōpaki   Social speech</b>	<b>Tuhinga whakaari   Scripted drama</b>	<b>Rurī   Poetry</b>	<b>Kōrero ā-waha   Reading aloud</b>
<b>Whero   Red</b>	Tell the story of an experience	Show and tell about a favourite item	Thank you	Act out a nursery rhyme or fairy tale	Poetry speaking	Show and explain a favourite page from a book
<b>Karaka   Orange</b>	Tell a story about family	Show and tell about a picture/ photo	Thank you	Act a character	Poetry speaking	Show and explain a favourite page from a book
<b>Kōwhai   Yellow</b>	Tell the story of an event	Talk about an experience	Announcement	Act a character	Poetry speaking	Read a prepared extract
<b>Kākāriki   Green</b>	Tell a myth/ legend	About an activity/skill (including a demo)	Announcement	Act a character	Poetry speaking	Read a prepared extract
<b>Kikorangi   Light Blue</b>	Tell a myth/ legend of local significance	Talk to inform	Welcome	Act a character	Poetry speaking	Read at sight
<b>Kahurangi   Dark Blue</b>	Tell an original story	Talk to instruct	Introduction	Act a character	Poetry speaking	Read at sight
<b>Waiporoporo   Purple</b>	Tell an original story	Talk to persuade	Tribute	Act a character	Poetry speaking	Read at sight and comment

<b>Whakangārahu ataata   Devised drama</b>	<b>Whakaataata taurikura   Role-play</b>	<b>Whakawhitiwhiti kōrero   Discussion</b>	<b>Total Tasks</b>	<b>Time per kaitono   Candidate</b>
Devise a presentation based on something you are learning at <i>kura</i>   school	Role-play about making a request	Share ideas about something you have experienced/enjoyed	2	5 - 7 minutes
Devise a presentation based on something you are learning at school	Role-play about a group	Share ideas and opinions about a place you have been	2	7 - 8 minutes
Devise a presentation based on something you are learning at <i>kura</i>   school	Role-play about conveying a message	Share ideas and opinions about something you have read or had read to you	3	10 minutes
Devise a presentation based on something you have watched or read	Role-play about friendship	Share ideas and opinions about something you have read	3	10 minutes
Devise a presentation based on a person of local significance	Role-play about a challenge	Interview	3	12 minutes
Devise a presentation based on a place of local significance	Role-play about resolving conflict	Evaluate a process or decision	3	15 minutes
Devise a presentation based on an issue of local significance	Role-play about standing up for someone or something	Share ideas and opinions about an issue of local, regional or national importance	3	15 minutes

## *Kai Mate Ururoa* | Progress Outcomes

<b>Task / Level</b>	<b>Pūrākau   Storytelling</b>	<b>Kōrerorero   Talk</b>	<b>Kōrero <i>ōpaki</i>   Social speech</b>	<b>Tuhinga <i>whakaari</i>   Scripted drama</b>	<b>Rurī   Poetry</b>
<b>Whero   Red</b> <i>Attempt clear and audible speech</i> <i>Share enjoyment</i> <i>Be courteous</i>	Give the story a beginning, a middle and an end. Work as a group to share a story for an audience	Present ideas in own words (not read or memorised) Have intro and conclusion Hold object so it can be seen Listen to questions asked and give relevant responses Presented for specified audience/ occasion	Present ideas in own words (not read or memorised) Have intro and conclusion Identify what you are thanking someone for Share your gratitude For specified occasion	Know the words Attempt to create a structured scene with a beginning, middle and ending Create characters using costume, props, sound effects etc	Memorise the words Work as a group to present the poem
<b>Karaka   Orange</b> <i>Share enjoyment and confidence</i>	Share interest in the story	Speak in a lively and spontaneous manner Listen to questions asked and give full and relevant responses	Share your gratitude with warmth	Create believable characters	Understand your poem and the words in it
<b>Kōwhai   Yellow</b>	Identify and use some structures and devices to develop the story	Make a connection with the audience	Include all relevant information your audience would need	Create a structured scene with a beginning, middle and ending	Show sensitivity to the poem's meaning

<b><i>Kōrero ā-waha</i>   Reading aloud</b>	<b><i>Whakangārahu ataata</i>   Devised drama</b>	<b><i>Whakaataata taurikura</i>   Role-play</b>	<b><i>Whakawhitihiti kōrero</i>   Discussion</b>	<b>Total Tasks</b>	<b>Time per <i>kaitono</i>   Candidate</b>
Show the page so that it can be seen Share what you like about this page Listen to questions asked and give relevant responses	Know your cues Attempt to create a structured scene with a beginning, middle and ending Create characters using costume, props, sound effects etc	Create roles appropriate to the information given by the <i>Kaiarotake</i> Show a situation that is 'true to life' Make and respond to the request	Share ideas about something you have experienced/enjoyed Give others the opportunity to talk	2	5 - 7 minutes
Share what you like about this page with enthusiasm Demonstrate knowledge of the book as a whole Listen to questions asked and give full and relevant responses	Create believable characters	Give your scene a beginning and ending	Relate your comments to the place	2	7 - 8 minutes
Before beginning, give title and author Help listeners to understand by phrasing for meaning	Demonstrate understanding of the scene being performed	Give message accurately	Relate your comments to the text being discussed	3	10 minutes

## Kai Mate Ururoa | Progress Outcomes

Task / Level	Pūrākau   Storytelling	Kōrerorero   Talk	Kōrero <i>ōpaki</i>   Social speech	Tuhinga <i>whakaari</i>   Scripted drama	Rurī   Poetry
<b>Kākāriki   Green</b>	Develop a clear climax to the story	Clearly demonstrate the skill/activity Use logical structure	Use logical structure	Create a character using movement / speech	Show sensitivity to the poem's meaning, mood and message
<b>Kikorangi   Light Blue</b>	Incorporate the significance of the myth /legend to your locale	Include relevant facts and evidence of research Be able to discuss information given in your talk	Create a sense of welcome Lead applause if appropriate	Begin to show an understanding of elements, techniques and conventions of drama	Show awareness of the poem's shape
<b>Kahurangi   Dark Blue</b>	Bring the story to life	Explain what needs to be done to meet the goal of the instruction, including how and why Include advice, suggestions and warnings throughout Recap the main points Be able to discuss elements of instruction from your talk	Introduce and welcome by name Refer to any useful background information	Use elements, techniques and conventions of drama	Use pause, including suspensory pause, for meaning



<i>Kōrero ā-waha</i>   Reading aloud	<i>Whakangārahu ataata</i>   Devised drama	<i>Whakaataata taurikura</i>   Role-play	<i>Whakawhitiwhiti kōrero</i>   Discussion	Total Tasks	Time per <i>kaitono</i>   Candidate
Attempt different voices for different characters	Create characters with movement / speech	Clearly distinguish the characters / roles	Contribute to progressing the discussion and involving everybody	3	10 minutes
Look ahead and respond to clues in the text	Incorporate the significance of your locale to the presentation	Show the challenge defined and overcome	Use credible role-play for interviewer and interviewee Show good listening skills Show appropriate courtesies Bring to a definite ending	3	12 minutes
Share fluently while turning to a new page	Incorporate the significance of place to your presentation	Demonstrate and resolve the conflict	Define the issue Support your ideas and opinions with facts and examples	3	15 minutes

## *Kai Mate Ururoa* | Progress Outcomes

<b>Task / Level</b>	<b><i>Pūrākau</i>   Storytelling</b>	<b><i>Kōrerorero</i>   Talk</b>	<b><i>Kōrero ōpaki</i>   Social speech</b>	<b><i>Tuhinga whakaari</i>   Scripted drama</b>	<b><i>Rurī</i>   Poetry</b>
<b><i>Waiporoporo</i>   Purple</b>	Express original ideas	Use persuasive language Include a call to action Be able to discuss how you attempted to be persuasive	Include achievements and/or qualities of recipient Share with sincerity	Use elements, techniques and conventions of drama effectively	Share with an awareness of audience

<i>Kōrero ā-waha</i>   Reading aloud	<i>Whakangārahu ataata</i>   Devised drama	<i>Whakaataata taurikura</i>   Role-play	<i>Whakawhitihiti kōrero</i>   Discussion	Total Tasks	Time per <i>kaitono</i>   Candidate
In commenting, share your own ideas and opinions about the extract	Incorporate the significance of the issue to your presentation	Clearly demonstrate the scenario	Express your ideas and opinions clearly and logically	3	15 minutes

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