## The New Zealand Curriculum Reading Levels

| LEVEL 3 | LEVEL 4 | |
|---|---|---|
| By the end of Year 6 | By the end of Year 7 | By the end of Year 8 |
| By the end of Year 6, students will read, respond to and think critically about texts in order to meet the reading demands of the New Zealand Curriculum at Level 3.<br><br>Students will locate, evaluate and integrate information and ideas within and across a small range of texts appropriate to this level as they generate and answer questions to meet specific learning purposes across the curriculum. | By the end of Year 7, students will read, respond to and think critically about texts in order to meet the reading demands of the New Zealand Curriculum at early Level 4.<br><br>Students will locate, evaluate and synthesise information and ideas within and across a range of texts appropriate to this level as they generate and answer questions to meet specific learning purposes across the curriculum. | By the end of Year 8, students will read, respond to and think critically about texts in order to meet the reading demands of the New Zealand Curriculum at Level 4.<br><br>Students will locate, evaluate and synthesise information and ideas within and across a range of texts appropriate to this level as they generate and answer questions to meet specific learning purposes across the curriculum. |

## The New Zealand Curriculum Writing Levels

| LEVEL 3 | LEVEL 4 | |
|---|---|---|
| By the end of Year 6 | By the end of Year 7 | By the end of Year 8 |
| By the end of Year 6, students will create texts in order to meet the writing demands of the New Zealand Curriculum at Level 3. Students will use their writing to think about, record and communicate experiences, ideas and information to meet specific learning purposes across the curriculum. | By the end of Year 7, students will create texts in order to meet the writing demands of the New Zealand Curriculum at early Level 4. Students will use their writing to think about, record and communicate experiences, ideas and information to meet specific learning purposes across the curriculum. | By the end of Year 8, students will create texts in order to meet the writing demands of the New Zealand Curriculum at Level 4. Students will use their writing to think about, record and communicate experiences, ideas and information to meet specific learning purposes across the curriculum. |

## The New Zealand Curriculum Mathematics Levels

| LEVEL 3 Mathematics and Statistics<br><br>*During these school years, number should be the focus of 50-70 percent of mathematics teaching time.* | | LEVEL 4 Mathematics and Statistics<br><br>*During these school years, number should be the focus of 40-60 percent of mathematics teaching time.* |
|---|---|---|
| **By the end of Year 6**<br><br>*By the end of Year 6, students will be achieving at Level 3 of the New Zealand Curriculum* | **By the end of Year 7**<br><br>*By the end of Year 7, students will be achieving at early Level 4 of the New Zealand Curriculum* | **By the end of Year 8**<br><br>*By the end of Year 8, students will be achieving at Level 4 of the New Zealand Curriculum* |
| In contexts that require them to solve problems or model situations, students will be able to:<br><br>• Additive and simple multiplicative strategies flexibly to:<br>- Combine or partition whole numbers, including performing mixed operations and using addition and subtraction as inverse operations.<br>- Find fractions of sets, shapes and quantities. | In contexts that require them to solve problems or model situations, students will be able to:<br><br>• Apply additive and multiplicative strategies flexibly to whole numbers, ratios and equivalent fractions (including percentages).<br>• Apply additive strategies to decimals.<br>• Balance positive and negative amounts. | In contexts that require them to solve problems or model situations, students will be able to:<br><br>• Apply multiplicative strategies flexibly to whole numbers, ratios and equivalent fractions (including decimals and percentages).<br>• Use multiplication and division as inverse operations on whole numbers.<br>• Apply additive strategies flexibly to decimals and integers. |