

## Key information

- Teach reading for an average of an hour a day, **including** a dedicated lesson (ie. at least 50 minutes using the structure below) **and** integrated into learning areas.
- The 60 minutes can be broken up throughout the day to maximise students' engagement during dedicated lessons.
- Reading and writing are interrelated. Teaching them together is a good way to build skills and knowledge.
- Some students will engage in reading and writing using alternative forms of communication.
- Reading and writing are built on oral language (which includes AAC and NZSL). This means that teachers must actively support oral language learning alongside reading and writing.
- The proportion of time spent on individual elements of reading instruction will change as students gain skills and knowledge.
- During all lessons teachers notice and recognise students' strengths and next steps. Teachers respond to support students progress. Assessment takes place during the reading hour. This can include standardised assessments when appropriate.

## In a typical lesson

### Planning

- Plan for **what** reading concepts you will teach explicitly, drawing on the draft progress outcomes for English and draft literacy and communication progress steps.
- Set out specific commitments for **which** concepts will be taught and **how much** time will be spent on each concept including phonemes, phoneme-grapheme correspondences, syllable patterns, morphology, vocabulary, sentence and paragraph structure, and text structure, fluency, comprehension strategies and responding to texts.
- Commit time to making links to and revising prior learning about reading that suits the purpose of the lesson.

### During the lesson

- Spend most of each lesson extending previous learning or introducing new concepts in ways that suit the purpose of the lesson, including: reading-to and/or shared reading, explicitly teaching and modelling reading skills and knowledge, a focusing question or prompt for discussion, or a game or task that activates prior knowledge.
- In small groups, independently, or as a whole class, support students to develop, explore and consolidate reading skills and knowledge, grounded in learning area contexts where appropriate, through a gradual release of responsibility.
- Explicitly teach and model reading skills and knowledge when introducing new learning and when misunderstandings or gaps have been identified.
- Provide targeted, guided practice and development of reading skills and knowledge that meets the learning needs of each student.
- Facilitate students' independent practice to consolidate learning.
- Provide opportunities for students to process, communicate, engage with, and share their learning, thinking and reasoning in a range of ways.
- Use effective questioning and discussion to make students' thinking visible, clarify it, and identify next steps and refer back to the purpose of the lesson.

### Make informed choices about using a blend of pedagogical approaches to meet the needs of the learning and the learners:

- Purposefully teach knowledge, skills, and strategies using explicit and intentional teaching.
- Motivate students' engagement in and enjoyment of literacy and communication by focusing on relationships with literacy and communication.
- Provide opportunities for teachers and students to share and respectfully engage with others' ideas through rich interactions.
- Support students to recognise how texts influence them by analysing inclusion, exclusion, and representations through critical literacy.
- Use culturally responsive teaching to respond to students' diverse ethnicities, languages, and cultural practices.
- Engage students in active learning by providing reciprocal and interactive experiences in a rich environment.
- Provide opportunities for students to make meaning through multiple modes and in multiple contexts using multiliteracies.
- Recognise and value the diverse languages and literacy and communication practices of students, including augmentative and alternative communication (AAC) and NZSL, through linguistic responsive teaching.
- Use assessment to identify progress and the impact of teaching, and to guide next steps.

**The structure of your school day or week may vary due to the needs and aspirations of your learners and communities etc. Further advice can be found in our Frequently Asked Questions resource.**



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- Develop further understanding in learning areas through exploring and recognising the integrated reading.
- Collaboratively plan across learning areas in order to explicitly make connections to the reading.
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- The proportion of time spent on individual elements of writing instruction will change as students gain skills and knowledge.
- During all lessons teachers notice and recognise students' strengths and next steps. Teachers respond to support students progress. Assessment takes place during the writing hour. This can include standardised assessments when appropriate.

## In a typical lesson

### Planning

- Plan for **what** writing concepts you will teach explicitly, drawing on the draft progress outcomes for English and draft literacy and communication progress steps.
- Set out specific commitments for **which** concepts will be taught and **how much** time will be spent on each concept including phonemes, phoneme-grapheme correspondences, syllable patterns, morphemes, spelling vocabulary, sentence and paragraph structure, handwriting and text structure.
- Commit time to making links to and revising prior learning about reading that suits the purpose of the lesson.

### During the lesson

- Spend most of each lesson extending previous learning or introducing new concepts in ways that suit the purpose of the lesson, including: model texts and/or shared writing, explicitly teaching and modelling writing skills and knowledge, a focusing question or prompt for discussion, or a game or task that activates prior knowledge.
- In small groups, independently, or as a whole class, support students to develop, explore and consolidate writing skills and knowledge, grounded in learning area contexts where appropriate, through a gradual release of responsibility.
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# Writing

Phase 2  
Years 4–6  
**60**  
minutes

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## In a typical lesson

### Planning

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- Commit time to making links to and revising prior learning about reading that suits the purpose of the lesson.

### During the lesson

- Spend most of each lesson extending previous learning or introducing new concepts in ways that suit the purpose of the lesson, including: model texts and/or shared writing, explicitly teaching and modelling writing skills and knowledge, a focusing question or prompt for discussion, or a game or task that activates prior knowledge.
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- The proportion of time spent on individual elements of writing instruction will change as students gain skills and knowledge.
- Develop further understanding in learning areas through exploring and recognising the integrated writing.
- Collaboratively plan across learning areas in order to explicitly make connections to the writing.
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# Maths

Phase 1  
Years 0–3  
**60**  
minutes

## Key information

- Teach maths for an average of an hour a day, **including** a dedicated lesson (i.e. approximately 30 minutes using the structure below) **and** integrated into other learning.
- The 60 minutes can be broken up throughout the day to maximise students' engagement during dedicated lessons.
- Design learning experiences that, over the year, incorporate all strands of maths and the maths processes.
- Intentionally plan for maths to be integrated and explicitly used to reinforce maths procedures, concepts, and language, at the appropriate year level.
- Recognise that some students will engage in maths learning experiences using alternative forms of communication.
- During all lessons teachers notice and recognise students' strengths and next steps. Teachers respond to support students progress. Assessment takes place during the maths hour. This can include standardised assessments when appropriate.

## In a typical dedicated lesson

(These times can be separated by breaks):

### Get started 5–10 mins

- Extend previous learning or introduce new concepts using: focus activity, group challenge, problem solving, or a task that activates prior knowledge and interest.
- Make links to prior learning that suit the purpose of the lesson.

### Work time 15–25 mins

- In small groups, independently, or as a whole class, students explore, develop, and consolidate procedures and concepts using: investigations, 'low floor, high ceiling' tasks, open-ended tasks, exercises, problem solving, or games.
- Students share their thinking and reasoning.
- Targeted, guided maths instruction that meets the learning needs of each student.
- Students undertake independent practice to consolidate learning and inform next steps.

### Connect and reflect 5–10 mins

- Make clear connections to the purpose of the lesson.
- Summarise or review learning by discussing, sharing, and analysing learning pathways and findings.
- Check conceptual understanding, emphasising procedures, language, and representations.
- Notice and highlight curiosity, resilience, perseverance, challenge, and progress.

### Make informed choices about using a blend of pedagogical approaches to meet the needs of the learning and the learners:

- Purposefully teach knowledge, skills, and strategies using explicit and intentional teaching.
- Motivate students' engagement in and enjoyment of maths by focusing on relationships with maths.
- Provide opportunities for teachers and students to share and respectfully engage with others' ideas through rich interactions.
- Support students to develop as critically aware mathematical and statistical thinkers.
- Use culturally responsive teaching to respond to students' diverse ethnicities, languages, and cultural practices.
- Provide opportunities for students to explore situations and use maths to make sense of the world through planned investigations.
- Support students to formulate questions and use maths processes by thinking and working mathematically.
- Use assessment to identify progress and the impact of teaching, and to guide next steps.

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(These times can be separated by breaks):

### Get started 15–20 mins

- Extend previous learning or introduce new concepts using: focus activity, group challenge, problem solving, or a task that activates prior knowledge and interest.
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### Work time 25–35 mins

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