Parent Literacy Evening

Supporting Your Child's Reading Journey

The RefreShed New Zealand Curriculum...

- is clearer, more relevant and easier to use.
- gives teachers detailed guidance on what to teach your child and when.
- helps make sure every child has access to a world-leading education, no matter where they go to school.
- aligns with international standards, so our kids are ready to thrive in life and work.

It...

- Is a **knowledge-rich curriculum** clearly outlines what students should know and be able to do at each year level. It **builds a deep understanding over time by carefully sequencing content.** It connects learning across subjects.
- includes **important knowledge from New Zealand and the world** — including te ao Māori and our multicultural society.

Literacy

"Our aim is to help every child become a confident reader, writer, and speller who enjoys using literacy to learn about the world."

What is Literacy?

Literacy now has clear strands:

- 🔤 **Word-level skills**
  - 📖 **Reading**
  - ✍️ **Writing**
- 🗣️ **Oral language**

All four develop **together**, not separately.

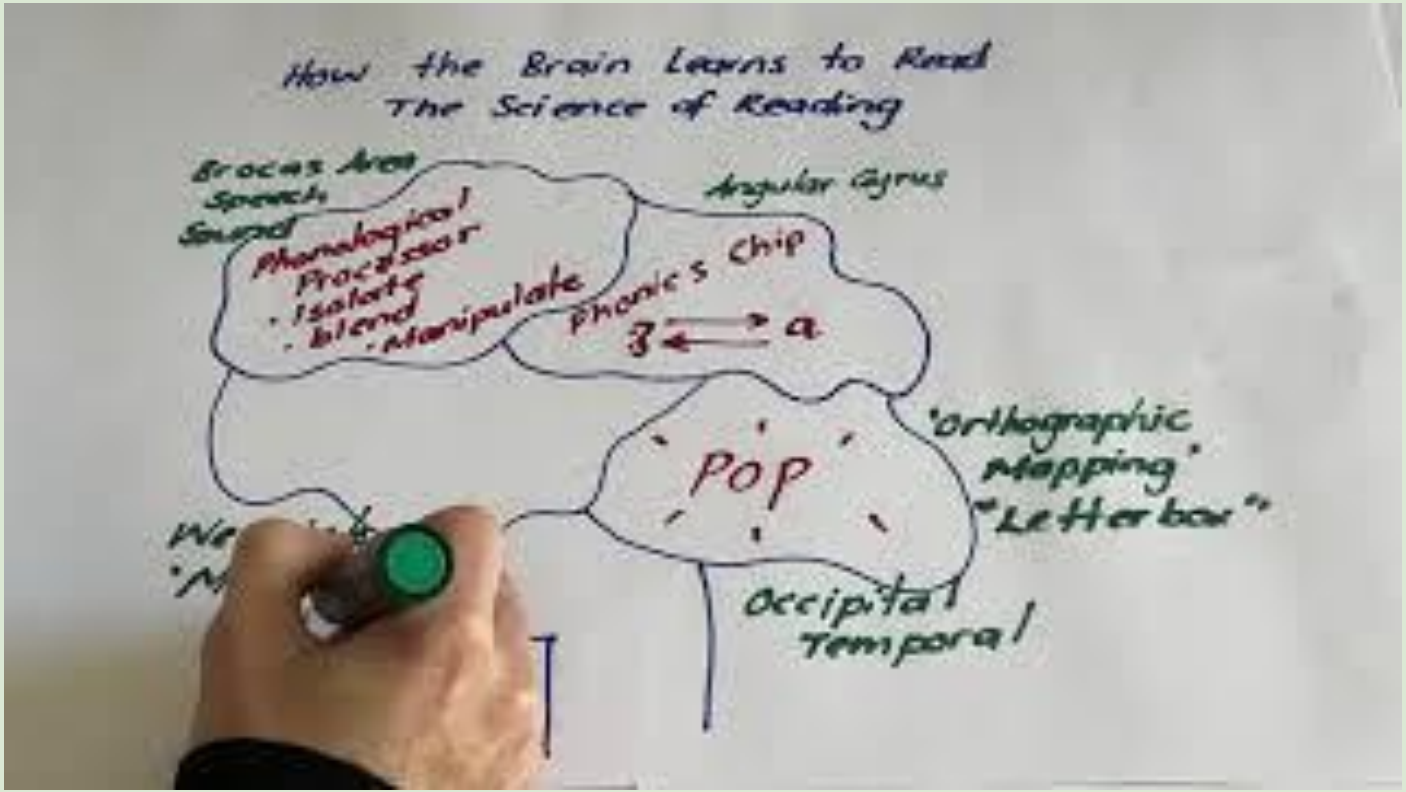
What is the Structured Approach?

- Teachers teach in a clear, carefully planned way.
- The materials are all organised across the school.
- The language and skills used are consistent across the school.
- Children know exactly what they are learning and why.

- Skills are modelled first- (“I do”), then we practise together (“We do”), before students try independently (“You do”).

- Students get multiple opportunities to practise correctly.
- We revisit learning to strengthen memory and confidence.

The iDeal Platform and the Science of Reading



Key Points

- Every classroom at Kaikorai teaches using iDeal, following the same scope and sequence, systematically building on the year before.
- All teachers teach in an explicit way- taking the guesswork out of learning.
- This structured approach is helpful for all children- so no children get left behind.
- The Science of Reading tells us that all brains learn to read in the same way, and we were not born to read, so connections need to be created in the brain

Spelling

We use IDEAL to provide:

- Structured phonics-based learning
- Targeted word patterns
- Individualised practice
- Sentence Dictation
- Building vocabulary

Spelling

- Ee - tree
- Ea - seat
- E - me
- Y - happy
- Ie - chief
- Ei - ceiling
- E_e - these

Welcome to iDeaL

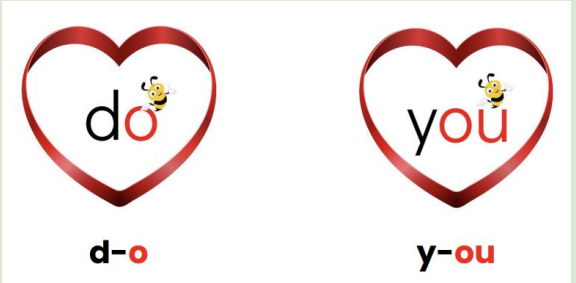
Aligning Evidence Based Education Across Stakeholders

Powered by Learning MATTERS

Why **not** traditional weekly spelling lists?

Research shows:

- Memorising lists does not equal long-term spelling ability
- Children need to learn patterns and sounds



iDeal spelling lists teach spelling through sound–letter relationships and spelling patterns. We also learn irregular words (heart words).

Each of the weekly spelling lists have whānau tips at the top so you can see what concept your child is learning about. A little practice each night is helpful.

Whānau tips

This week your child is learning words that contain consonant blends. Blends are the groups of 2 or 3 consonant sounds we sometimes hear before or after a vowel sound. Read through the list with them first. Your child will be able to sound out all of these words.

Consonant Blends...

Spelling words

jump

rest

trip

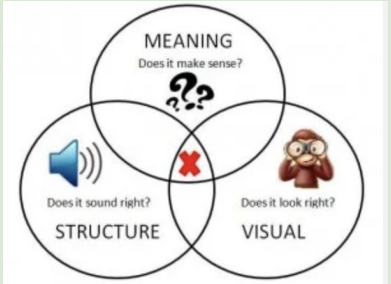
Reading in our Classrooms

Reading Time includes:

- Vocabulary instruction
- Fluency practice
- Whole-class and small group reading instruction
- Comprehension strategies
- Discussion and questioning
- Phonics + phonological awareness
- Love of reading and books

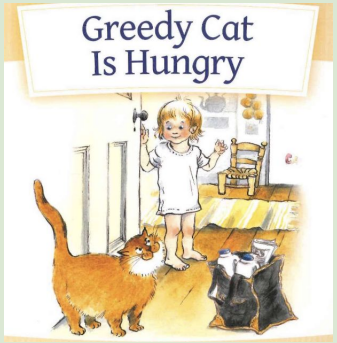
Can you read this?

Ti saw a drak nad tosrym hignt enhw eth amn rrdavie ni eth ookysp asclet. A blto fo ntggliinh nanondeuc sih rivalra.



The answer

It was a dark and stormy night when the man arrived in the spooky castle. A bolt of lightning announced his arrival.

Letter / Sound Practice	Decodables	Authentic Texts
Automatic recall of each letter and the sound/s it makes is important for reading and writing success. Children in the Junior and Middle teams practice their sound pack regularly throughout the week.	Decodable texts encourage children to sound out words using decoding strategies, rather than guessing from pictures or predicting from other cues.	Texts in which the vocabulary and sentence complexities have not been altered to achieve a specific readability level.
		

What parents might notice

- Book bags/home readers

- Re-reading the same book (building fluency)
- Books not coming home every night
- Talking about the story, not just decoding

Structured Reading Strategies:

- Keeping our eyes on the word
- Examine every piece of the word
- Read right through the entire word
- Read every word

How parents can help:

- Read nightly (5–10 mins is enough)
- Talk about new words, pictures and meaning
- Celebrate effort, not just speed
- Make reading enjoyable
- Encourage children to read aloud (at any year level)
- Ask “why” and “how” questions

- Good readers don’t guess
- Good readers read every sound
- Good readers have great phonemic and phonological awareness

Writing in our Classrooms

Writing is explicitly taught through:

- Handwriting and correct letter formation
- Sentence structure progression
- Grammar and punctuation
- Planning before writing
- Editing and improving

What we focus on

- Oral storytelling first
- Sentence structure
- Sounds → words → sentences
- Fine motor skills
- Purposeful writing (lists, recounts, stories, messages)

Writing in our Classrooms

What it looks like

- Writing daily
- Modelled/shared writing
- Drawing + writing
- Invented spelling encouraged

We value children having a go. Spelling doesn't need to be perfect for ideas to matter.

At home

- Encourage drawing + writing
- Grocery lists, cards, notes
- Praise ideas and effort

Oral language is the foundation of literacy, because when children can confidently speak, listen, and express their ideas, they are better prepared to read with understanding and write with clarity.

Oral Language in our Classrooms

- Structured talk
- Partner discussions, sharing time
- Presentations
- Rich vocabulary building
- Drama and games

“Strong talkers become strong readers and writers.”

At home:

- Conversations at dinner
- Retelling the day
- Asking open questions
- Family discussions
- Storytelling
- Explaining ideas aloud

How we assess progress

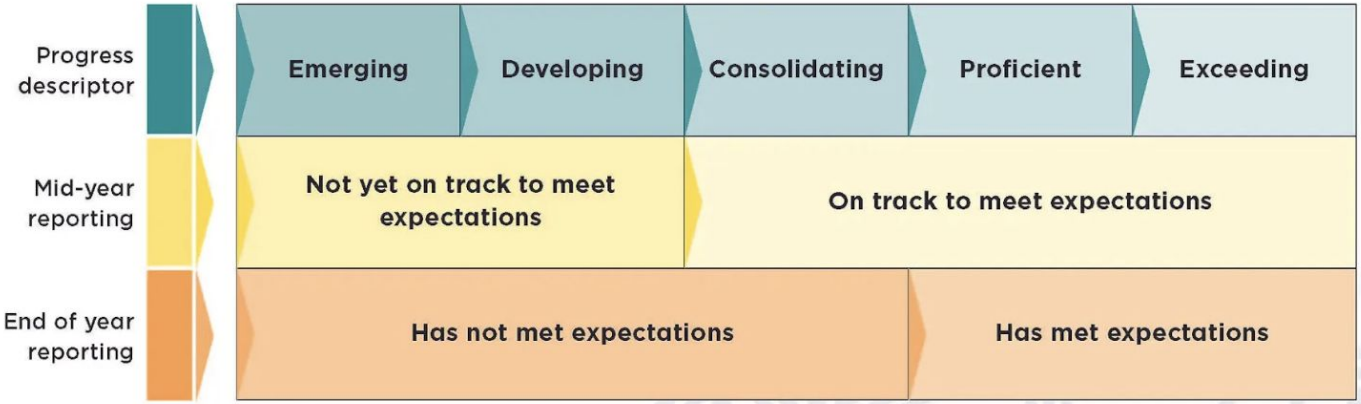
- Ongoing classroom observations
- Writing samples
- Reading checks
- Vocabulary and spelling progress
- Running records
- Spelling checks
- Curriculum progressions

Key things to note:

- Children grow at different rates
- We track progress over time
- Early support is provided if needed

Describing progress for mid and end of year reporting using five descriptors

The progress descriptors describe student progress across the school year. A student who has achieved proficiency is prepared for the next year of learning.



“If your child feels confident and enjoys literacy, the learning usually follows. Our job is to build both skills and a love of learning.”

Maths at Kaikorai
Parent Information Evening 2026

MATHEMATICS & STATISTICS SCHOOL CURRICULUM

At Kaikorai Primary School, we believe...
It is important to provide an environment where children continue developing a love of learning and respect for others.

Our vision is to create happy, confident, and connected lifelong learners.

All classes use and have access to and use the Oxford Maths Programme

New Zealand Maths Curriculum

Key Things to Note

There are 3 phases. Two of these will be covered while your children are at primary school.

- Phase 1 (Year 1-Year 3)
- Phase 2(Year 4-Year 6)
- Phase 3 (Year 7-Year 8)

-There is a shift to a "Back to Basics" and Structured Approach: The new curriculum emphasises a structured, knowledge-rich approach to maths, focusing on mastering foundational concepts.
-The approach is based around the science of learning-what we know about the brain. See it, Say it, Do it

Key Things to Note

There are clearer learning progressions and expectations.

The new curriculum provides specific knowledge points and learning objectives for each year level (Years 0-8).

Introduction of New Resources and Workbooks: To support the new curriculum, and to ensure that there is a more structured approach to maths.

Number

Number	Knowledge *The facts, concepts, principles, and theories to teach.*				Practices *The skills, strategies, and applications to teach.*			
	During the first six months	**During the first year**	**During the second year**	**During the third year**	**During the first six months**	**During the first year**	**During the second year**	**During the third year**
Number structures	• The whole numbers from 0 to 20 form a sequence. • Each whole number has a unique name and numeral. • The names of numbers between 13 and 19 use the '–teen' suffix. • Numbers in counting order are ordered from smallest to largest. • Numbers can be placed on a number line to show order and magnitude. • Numbers can be used to represent ordinal position in sequences (e.g. 1st, 2nd, 3rd).	• The whole numbers from 0 to 100 form a sequence. • The base 10 number system is organised by place value (tens and ones for two-digit numbers). • The names of numbers between 20 and 99 use the '–ty' suffix. • Ordinal suffixes (e.g. –st, –rd, –nd, –th) can be used to represent a position in a sequence (e.g. 2nd, 3rd). • Te reo Māori number naming is based on place value (e.g. rua tekau mā tahi — two 10s and 1).	• The whole numbers from 0 to 120 form a sequence. • The base 10 number system is organised by place value (hundreds, tens, and ones for three-digit numbers). • The names of numbers between 101 and 120 use 'one hundred and –' phrasing. • The place value of digits helps with comparing and ordering.	• The whole numbers from 0 to 1000 form a sequence. The base 10 number system is organised by place value (thousands, hundreds, tens, and ones for four-digit numbers).	• Reading and writing whole numbers up to 20 • Counting forwards or backwards from any whole number between 1 and 10, and then between 1 and 20 • Comparing and ordering whole numbers up to 20 and ordinal numbers up to 5th, using words • Locating whole numbers on a fully labelled number line	• Reading and writing whole numbers up to 100, and representing them using base 10 structure • Counting forwards or backwards from any whole number between 1 and 20, and then between 1 and 100 • Comparing and ordering whole numbers and ordinal numbers using representations, words, or numerals, and suffixes to 100 • Using te reo Māori for numbers up to 30 • Locating numbers on a partially labelled number line (e.g. 17 on a number line labelled in 5s)	• Reading and writing whole numbers up to 120, and representing them using base 10 structure • Comparing and ordering whole numbers up to 120 • Using te reo Māori for numbers up to 100 • Recognising the place value of each digit in a two-digit number, and a three-digit number up to 120 • Approximately locating numbers up to 120 on a partially labelled number line (e.g. 61 on a number line labelled in tens)	• Reading and writing whole numbers up to 1,000, and representing them using base 10 structure • Comparing and ordering whole numbers up to 1,000 • Recognising the place value of each digit in a three-digit number
	• Small collections can be recognised without counting. • When counting collections, each object is counted once and only once (the one-to-one principle). • The last number counted is the number of objects in the collection (the cardinality principle).	• Counting can be organised in groups (e.g. ten ones can be renamed as one 10). • The same value can be represented with different groupings (e.g. 12 is six pairs or 12 ones or one 10 and two ones).	• Arranging objects into groups can help when finding their total. • Groups of 10s are used to structure and count larger collections. • Ten 10s can be renamed as one 100.	• Groups of 10s and 100s are useful ways to structure and count large numbers. • Ten 100s can be renamed as one 1,000.	• Subitising (recognising without counting) the number of objects in a small collection (3–5 objects) • Counting collections of up to 10 objects using one-to-one correspondence • Recognising when a quantity is greater than, less than, or the same as another quantity	• Subitising (recognising without counting) smaller groups of objects within a larger collection (e.g. 3 and 5 in a group of 8 objects) • Counting collections of objects using one-to-one correspondence, and then by pairs, for up to 20 objects • Finding the total number of objects up to 20 by grouping (using pairs, 5s, or 10s)	• Finding the total number of objects up to 120 by separating them into groups (e.g. groups of ten)	• Finding the total number of objects beyond 120 by first separating them into groups (e.g. groups of 10 or 100)
			• Rounding to the nearest 10 depends on the value of the ones place; a number line supports this	• Rounding to the nearest 100 depends on the value of the 10s place; a number line supports this • Numbers can be rounded to support estimation before calculating.			• Rounding numbers up to 120 to the nearest 10	• Rounding numbers to the nearest 10 or 100 • Estimating the answer to a calculation
		• Counting in 2s from zero or an even number produces even numbers. • Counting in 2s from an odd number produces odd numbers.	• Sequences generated by counting can overlap (e.g. counting in 2s and counting in 5s overlap for numbers that are multiples of 2 and 5). • Counting in 3s produces alternating patterns of odd and even numbers. • Numbers ending in the digits 0, 2, 4, 6, and 8 are even and numbers ending in 1, 3, 5, 7, and 9 are odd.			• Counting forwards and backwards in 2s and 10s from any whole number between 0 and 100	• Counting forwards in 3s from multiples of 3s • Counting forwards and backwards in 2s, 5s, and 10s from any whole number between 0 and 120 • Identifying odd and even numbers up to 120	• Counting forwards and backwards in 2s, 3s, 4s, 5s, and 8s from multiples of these numbers (e.g. 20, 15, 10, 5; 8, 16, 24, 32) • Counting forwards and backwards in 10s and 100s from any whole number between 0 and 1000

Key Things to Note

Increased Expectations for Students: The previous curriculum saw higher percentages of students meeting expectations, the new curriculum is more demanding, and it may take time for overall achievement levels to rise.

More Emphasis on Parental Involvement and Clear Communication: The changes aim to provide parents with a clearer understanding of their child's learning pathway.

Maths Practice Site for students

For students from Year 3-Year 6

Parent Portal

Addition/Subtraction

2007

NZ Curiulum Level 1	NZ Curriculum Level 2	NZ Curriculum Level 3	NZ Curriculum Level 4
Use a range of counting, grouping, and equal-sharing strategies with whole numbers and fractions.	Use simple additive strategies with whole numbers and fractions.	Use a range of additive and multiplicative strategies with whole numbers, fractions, decimals and percentages.	Use a range of multiplicative strategies when operating on whole numbers. Understand addition and subtraction of fractions, decimals and integers. *+ve –ve integers*

3 + 2
5 + 4
9 + 7
30 + 40
62 + 30
231 + 245
53 + 21
49 + 7
58 + 17
98 + 50
147 + 35
2.4 + 0.3
Include vertical methods
8,532 + 5094
2876 + 735
3.352 + 2.86
0.26 + 1.7
214.41 + 38.7
-4 + -7

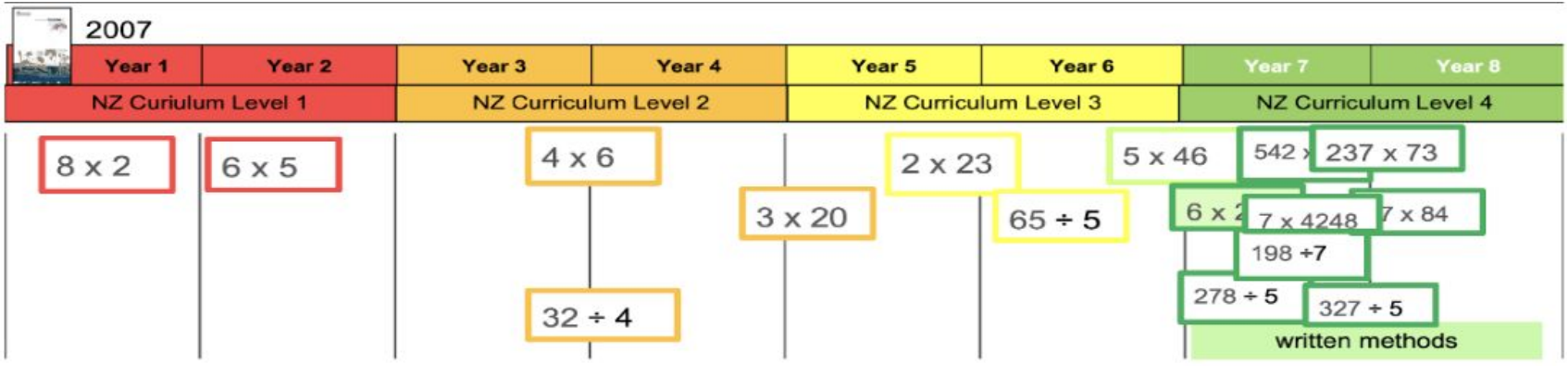
6 months	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8

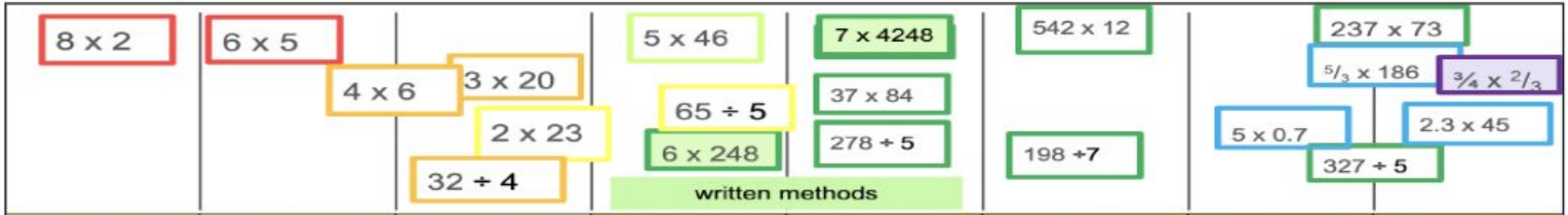
October 2024

3 + 2
5 + 4
9 + 7
30 + 40
58 + 17
62 + 30
53 + 21
49 + 7
98 + 50
Include vertical methods
231 + 245
147 + 35
2.4 + 0.3
2876 + 735
0.26 + 1.7
8,532 + 5094
214.41 + 38.7
3.352 + 2.86
4.412 + 31.7041
-4 + -7

6 months	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8
	use estimation to predict and to check the reasonableness of calculations			use rounding and estimation to predict and to check the reasonableness of calculations				
join and separate groups of up to a total of 10 objects, by grouping and counting	join and separate groups of up to a total of 20 objects, and find the difference between groups by grouping and counting (e.g., 9+6, 7+_ = 11)	add and subtract numbers up to 100 without renaming (e.g., 53 + 21; 55 – 32)	Add and subtract numbers up to at least 100 (e.g., 43-28; 37+18)	add and subtract 2- and 3-digit numbers add and subtract decimals to one decimal place (e.g., 1.3 + 0.2)	add and subtract whole numbers up to 10,000 add and subtract decimals to two decimal places (e.g., 32.55 -21.21= 11.34)	add and subtract any whole numbers add and subtract whole numbers and decimals to two decimal places (e.g., 250.11+135.29=385.4)	Add decimals to three places, with an emphasis on estimating before calculating. Order, compare, and locate integers on a number line, and explore adding and subtracting integers	Add decimals to with an emphasis on estimating before calculating. Order, compare, add, and subtract integers

Multiplication/Division





Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8
	mult/div facts for 2s, 5s, and 10s	mult/div facts for 2s, 3s, 4s, 5s, 8s, and 10s	mult/div facts for 2s to 10s	mult/div facts for 2s to 12s			
multiply by making equal groups or counting for products and dividends within 20	Identify the relationship between skip counting and multiplication facts for 2s, 5s, and 10s Multiplying with products up to 100	Multiplying a 1 or 2-digit number by a 1-digit number (e.g. 4 × 6; 2 × 23)	Multiplying 2-digit and 3-digit numbers by a 1-digit number	Multiplying 3-digit and 4-digit numbers by a 1-digit number and multiplying two 2-digit numbers	Multiplying any whole number by a 2-digit number (e.g. 542 × 12)	Multiplying whole numbers Multiplying whole numbers by fractions Multiplying decimals by whole numbers (e.g. 0.7 × 5 and 0.7 × 50)	Multiplying whole numbers Multiplying whole numbers by fractions Multiplying fractions Multiplying positive decimals (e.g. 2.3 × 45)

Assessment

- Twice-yearly standardised maths assessments-Progressive Achievement Test (PAT) Term 1 and Term 3
- Snapshots-one each term across the whole school
- Basic facts assessments.-same across the school
- Oxford Pre Tests and Post Tests

These assessments will help identify students who are falling significantly behind and inform small group interventions to provide targeted support.

STRANDS & SUB STRANDS

NUMBER	ALGEBRA	MEASUREMENT	GEOMETRY	STATISTICS	PROBABILITY
Number Structure	Equations & Relationships	Measuring	Shapes	Problem Plan Data Analysis Conclusion	Probability Investigations
Operations	Algorithmic Thinking	Perimeter, Area & Volume	Spatial Reasoning		Critical Thinking
Rational Numbers			Pathways	Statistical Literacy	
Financial Maths					

Basic Facts and times tables have moved to number

PHASE 1

NUMBER	ALGEBRA	MEASUREMENT	GEOMETRY	STATISTICS	PROBABILITY
Number Structure • Subitise • Count forward & back • Id, read, write • Compare & order • Partition	Equations & Relationships • Number sentences • Patterns	Measuring • Estimate then measure • Compare & order • Turns • Days, weeks, months • Time	Shapes • Id, describe & sort • Angles	Problem Plan Data Analysis Conclusion	
Operations • Estimation • Rounding • Add & subtract • Add/sub facts • Mult/div Facts • Multiply & divide	Algorithmic Thinking • Step-by-step instructions	Perimeter, Area & Volume	Spatial Reasoning • Compose & decompose • Transformation		
Rational Numbers • Identify, read & write • Compare & order • FInd • Add & subtract	No probability at this phase the focus is on statistics and language of 'more' and 'less'.		Pathways • Instructions • Pictures, diagrams & maps	Statistical Literacy	
Financial Maths					

PHASE 2

NUMBER	ALGEBRA	MEASUREMENT	GEOMETRY	STATISTICS	PROBABILITY
Number Structure • Skip Counting • Id, read, write • Factors & square numbers	Equations & Relationships • Number sentences • Recognise & describe a rule/ relationship	Measuring • Estimate then measure • Appropriate units • Metric system • Angles • Duration	Shapes • Id, describe & sort • Angles	Problem Plan Data Analysis Conclusion	Probability Investigations
Operations • Predicting • Rounding & estimating • Add & subtract • Mult/div Facts • Multiply & divide • Order of operations	Algorithmic Thinking • Patterns, procedures or pathways		Spatial Reasoning • Compose & decompose - Nets • Transformation	Statistical Literacy	Critical Thinking
Rational Numbers • Identify, read & write • Compare & order • Divide by 10 & 100 • Convert • Find • Add & subtract • Scale		Perimeter, Area & Volume	Pathways • Grid references • Maps		
Financial Maths • Make • Estimate & calculate					

-Financial Literacy woven into measurement and number.
-Fractions and decimals-higher expectations
-Negative numbers.

PHASE 3

NUMBER	ALGEBRA	MEASUREMENT	GEOMETRY	STATISTICS	PROBABILITY
Number Structure • Id, read, write, compare • Factors & square numbers • Exponents, prime & composite	Equations & Relationships • Linear Equations • Expression of Formula • Commutative, distributive, associative properties • Rules & patterns	Measuring • Estimate then measure • Metric system • Convert • Speed & distance • Timetables & charts • Time	Shapes • Classify & name • Angles	Problem Plan Data Analysis Conclusion	Probability Investigations
Operations • Rounding & estimating • Mult/div Facts • Multiply & divide • Order of operations • Integers			Spatial Reasoning • Nets • Transformation	Statistical Literacy	Critical Thinking
			Pathways • Maps, scales & compass		
Rational Numbers • Identify, read & write • Compare, order & convert • Divide by 10, 100, 1000 • Equivalent • Multiply • Percentages • Add & subtract • Proportional Reasoning	Algorithmic Thinking • Create, test & revise algorithms	Perimeter, Area & Volume			
Financial Maths • Calculate • Percentages					

What do our Teaching and Learning Programmes Look Like?

We have developed a comprehensive teaching and learning programme based around the new curriculum and Oxford Maths to meet the needs of our Kaik Kids.

Our programmes have the following components:

- explicit teaching
- positive relationships with mathematics and statistics
- rich tasks/Thinking Classrooms activities
- communication in mathematics and statistics.

Classroom Practice

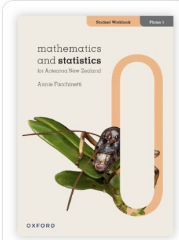
-All teachers use Oxford Maths and have access to the online platform.

-Lessons start with a warm up. The warm up ensures that learners are frequently visiting all of the mathematics strands.

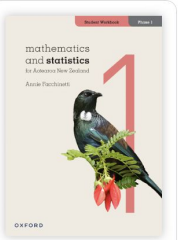
-Students work at their current year level.

-Junior classes have maths homework,

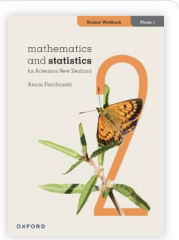
-Tasks can be accessed for all levels through the Ministry of Education online portal.



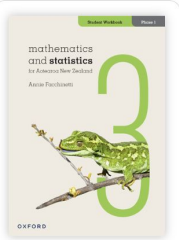
Mathematics and Statistics for Aotearoa New Zealand Year 0



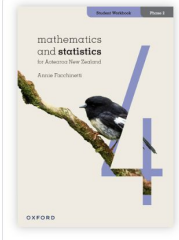
Mathematics and Statistics for Aotearoa New Zealand Year 1



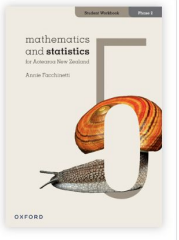
Mathematics and Statistics for Aotearoa New Zealand Year 2



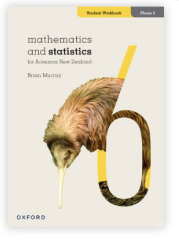
Mathematics and Statistics for Aotearoa New Zealand Year 3



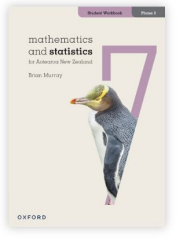
Mathematics and Statistics for Aotearoa New Zealand Year 4



Mathematics and Statistics for Aotearoa New Zealand Year 5



Mathematics and Statistics for Aotearoa New Zealand Year 6



Mathematics and Statistics for Aotearoa New Zealand Year 7

Why Oxford Maths?

-It aligns with the New Zealand Maths Curriculum

-Ready made lesson plans and sequences

-Differentiated Learning: It uses a "low-floor, high-ceiling" approach, meaning all students work on the same topic but at different depths (Support, Core, or Extension).

-Science of Learning: It applies cognitive load theory, using explicit instruction and regular "retrieval" (reviewing old concepts) to help kids move information into long-term memory.

-Interactive Lessons: Includes topic Introductions and digital manipulatives (virtual tools) to help visualise abstract concepts.

-Teacher Dashboard: Provides lesson plans, and curriculum mapping

-Read to me feature

-Pre Test and Post feature to help teachers track and monitor progress.

Oxford Workbooks

-Clear and colourful structured layout.

-Guided Practice: Scaffolding to help the student through the first few problems with the teacher.

-Independent Practice: Standard problems to build fluency and confidence.

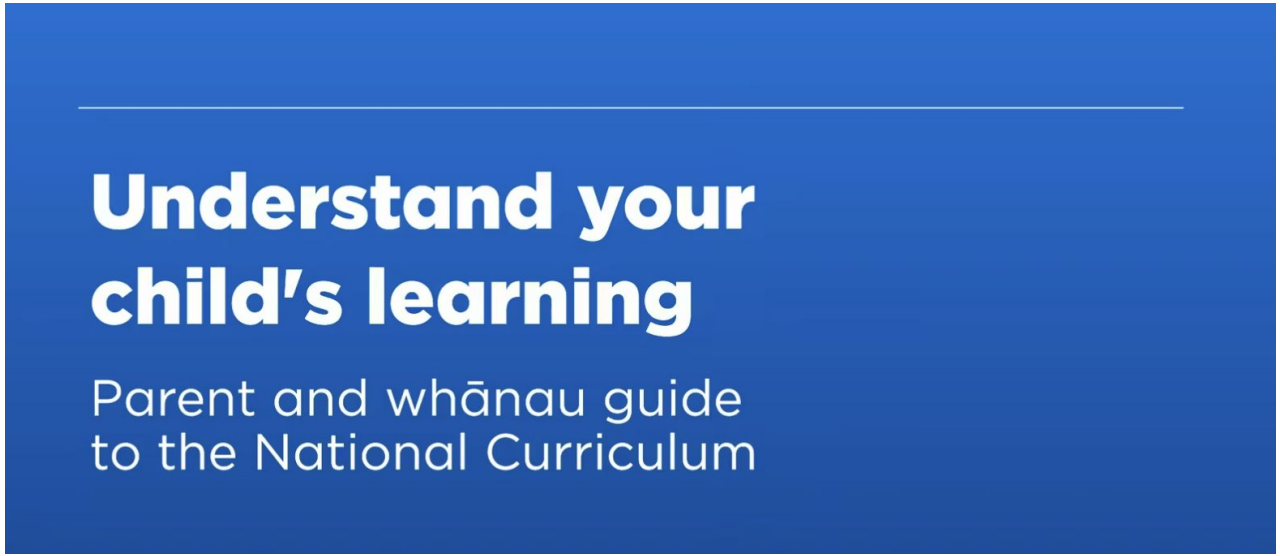
-Extended Practice: Problem-solving and reasoning tasks that require students to apply what they've learned in a new or "real-world" context.

-Mastery Tasks to extend learners.

-Concepts aren't just taught once and forgotten; the workbooks are "spiralled," meaning a topic like place value is revisited multiple times throughout the year at increasing levels of difficulty.

-The books use a consistent set of icons and visual cues (like bar models or number lines) to help students recognise patterns in how problems are solved.

Parent Portal Video



It's like walking through a field of long grass. The first time you learn something, there is no path. If you only walk the path once, the grass grows back. It is about walking that same path repeatedly and deliberately until it becomes a clear, permanent path in the brain.