



## Information Guide for Whānau: CAA Reading and Writing

The Common Assessment Activities (CAA) for **Writing** and **Reading** are important steps in ensuring that all ākonga (students) meet the new NCEA literacy requirements. Below is an overview of what is assessed and some practical ways you can support your child at home.

### Writing (US32405) – What’s Assessed?

Students are expected to show that they can:

- **Write for different purposes** – e.g., persuading, informing, entertaining.
- **Write different types of texts** – such as essays, instructions, reports, or creative pieces.
- **Write for different audiences** – knowing how to adapt style and tone.
- **Plan and structure writing** – brainstorming, using outlines, or sequencing ideas.
- **Use appropriate planning and drafting methods** – e.g., storyboards, mind maps.
- **Choose the right text structure** – essays, reports, or letters.
- **Use accurate word choice, grammar, and forms** – e.g., correct tenses, suitable vocabulary.
- **Edit and proofread their work** – checking spelling, punctuation, and clarity.

### How Whānau Can Help?

- Encourage your child to **talk about ideas** before writing – discussing helps generate content.
- Remind them to **plan before they write** (e.g., bullet points, diagrams, storyboards).
- Support them in **editing** by asking them to read aloud what they’ve written.
- Encourage practice with **different types of writing** – e.g., emails, letters, short stories, or instructions for a game.
- Provide opportunities for **feedback at home** – ask, “Does this persuade me?” or “Is this clear?”

### Reading (US32403) – What’s Assessed?

Students are expected to demonstrate that they can:

- **Decode words accurately** – recognise and understand vocabulary.
- **Use strategies for meaning** – e.g., re-reading, looking at diagrams, or using context clues.
- **Understand how texts are structured** – recognising introductions, headings, or summaries.
- **Recognise different text types** – e.g., a timetable vs. a news article.
- **Use grammar and sentence knowledge** – e.g., noticing how connectives like “because” signal meaning.
- **Work out unfamiliar words in context** – using surrounding clues or breaking the word into parts.

### How Whānau Can Help?

- **Encourage regular reading** – newspapers, online articles, books, or even instruction manuals.
- Talk with them about what they are reading – ask questions like:
  - “What is the main idea here?”
  - “What kind of text is this?”
  - “What words do you not know, and how can we work them out?”
- Help them practise **skimming and scanning** – for example, looking up bus times, recipes, or sports scores.
- Encourage them to **summarise** what they’ve read in their own words.