Supporting your child’s learning through reading

Supporting Pasifika learners through dual language texts
Mālō e lelei and welcome to using the Ngāue Fakataha books with your children

These books are in two languages – lea faka-Tonga and English. They are for Tongan children who are just starting school. Your child’s teacher will share the books with your child at school. This booklet will help you use the books together at home. Read the stories to your child. Talk about the pictures with your child.

It is wonderful that your child knows some lea faka-Tonga. Your child can use this knowledge to help them learn to read and write. You know your child better than anyone. Share your knowledge about your child with the teacher.

Talk with the teacher about the things your child is interested in. Talk about things they like to do at home. Share the things they are good at and the languages you use at home and in your extended family. Share the reading and writing they do at home, at church, and other places.

Share your own stories and read as many books to your child as you can. Reading to your child every day will help them with their learning.
**Talk with your child in your strongest language**

Use your strongest language – the language you feel most comfortable using. If your strongest language is lea faka-Tonga, keep using it. Look for opportunities for your child to speak – in any language – about things that are important to them.

Maintaining your language and culture will help your child to be successful. This will help your child with English at school. Children who know more than one language are good at learning.

The Ngāue Fakataha books give you a choice. You can read to your child either in lea faka-Tonga, or in English, or in both languages.
Talking helps learning

Talking with children helps them with:

- thinking and working things out together
- expressing ideas (for example, ask what your child thinks about what they should have in their school lunch and why)
- listening and speaking (for example, talking about what’s on TV).

It is important to listen to your child while they explain their thoughts. Listen carefully when they explain something and read what they write.
Talking with and listening to your child can happen anywhere at any time – at home, at church, at a Tongan language nest, in the playground, at the shops, and when you are doing things with family and friends.

All the people who care for your child can share in this talking.

- Make talking together part of everything you do with your child.
- Make the talking and learning (about the things that you do that are important to you and your family) fun, loving, and meaningful.
- Extend your child’s talk by saying things like “Tell me more about…”, “Explain…”, and “What do you think?”.
- When you talk, use lots of words. Teach your child new words by drawing their attention to them.
- Take turns speaking and answering questions. Give interesting explanations when you answer questions.
- Listen to your child and talk with them about their interests.
- Encourage your child to write with you (for example, write a shopping list together).
Talk with your child about stories, reading, and writing

Use the Ngāue Fakataha books to help your child notice some of the things that are the same and some of the differences between lea faka-Tonga and English.

When children are learning to read and write, they learn:

• how to use their own lives and experiences to make sense of stories
• that books tell stories and give information
• that thinking and discussing the story helps them learn to read and write
• that they can write and share stories about their own lives
• that you can help them with the hard parts
• that books have punctuation.

Read the books to your child using an interesting voice.
**Reading to children, reading with children, and reading by children**

Here are some ways you can support your child’s learning. This isn’t a lesson though. Keep everything fun. Use lea faka-Tonga or English – whichever is your stronger language.

Before reading a book, talk with your child about what the story might be about. Read the title and look at some of the pictures together. Help your child to think about what could be happening on each page. Think about what might be on the next page. Do this for each page.

**Reading to**

- Read books and tell stories to your child. This will help them learn how books work.
- Talking with them about the story will help their thinking and learning.
- Read and re-read books to improve your child’s learning.

**Reading with**

- Encourage your child to join in the story and talk about it as you go.
- Talking with them about the story will help their thinking and learning.

**Reading by**

- After you have read the story to them, they may want to try some parts of it by themselves.
- Talking with them about these parts of the story will help their thinking and learning.

Read their favourite stories to them again and again.
Talk about what the stories are about

Talk about what the story is about before reading, during reading, and after reading. Talk in a way that helps your child to think about what you are reading to them. Use your strongest language.

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<th>Ideas for you to try</th>
<th>Examples of what to say</th>
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| Children read to interpret the story to find out what the writer means. | Talk about some of the less obvious things that are happening in the story. Ask both open and closed questions. | “What might have happened if…?”  
“Who could have…?”  
“How could…?”  
“Why is…?”  
“Why do you think…?”  
“In this picture, why is...?” |
| Children read to think about things in the story and they connect them with other things they know. | Make connections between the story and your child’s life, as well as your own. | “They do it like that in their family. How do we do it in our family?”  
“This picture reminds me that I used to...”  
“What would you do if this happened to you?” |
| Ask who, what, when, where, how, and why questions. | “What is this story about?”  
“Who could have...?”  
“How could...?”  
“Why is...?”  
“Why do you think...?”  
“In this picture, why is...?” |

*Remember, keep reading fun! Both of you should enjoy it!*
Learning happens everywhere, not just at school

Children learn to listen, talk, read, and write in lots of places – at home, with extended family, and in the community.

Many children go to church and Sunday school. Many attend a Tongan language nest. In these places, they learn language by:

- singing
- praying
- memorising
- listening to Bible and traditional Tongan stories
- talking about what these stories mean
- reading and writing.

They keep doing this learning at home, too.

These ways of learning are valuable. They give children knowledge and skills that help them to learn to read and write. At the same time, they learn about themselves, their family, and Tongan culture.

Many Tongan children grow up in families where there are several languages and cultures. Some children are using new technologies to communicate – such as computers, iPads, iPhones, and Skype. These technologies are good things to talk about and use to solve problems together.

All of these different ways of learning are great. Be proud of what you can do with your child. We are all learning new things together.
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Ko e koloa ‘a e Nāunau ki he Ako’.
Ngaahi faka'ekte'ekte fai ki he kautaha pulusi’.

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Kātaki o hiki ‘a e fika 16080.
Mālō e lelei mo e tali fiefia ke ngāue‘aki ‘a e ngaahi tohi Ngāue Fakataha´ mo ho‘o fānau´


Talanoa mo e faiako´ fekau‘aki mo e ngaahi me’a ‘oku manako ai ho‘o fānau´. Talanoa ki he ngaahi me’a ‘oku nau sa’ai ke fai ‘i ‘api’. Tala ‘a e ngaahi me’a ‘oku nau sai ai’ pea mo e ngaahi lea ‘oku mou ngāue‘aki ‘i ‘api’ mo e ngaahi va‘ava’a ‘o e fāmili’. Fakahā ‘a e lautohi mo e tohi ‘oku fai ‘e he fānau’ ‘i api’, ‘i he ‘api lotu’, mo e ngaahi feitu‘u kehe´.

Lea ki hoʻo fānau ‘i he lea ‘oku ke poto taha ai´


Ko e talanoaʻ ‘oku ne tokoniʻi ‘a e akoʻ

Ko e talatalanoa ki he fānauʻ, ‘oku tokoniʻi ‘enau:
• fakakaukau mo e fikaʻi fakataha ha ngaahi meʻa
• fakahāloto (hangē ko ‘eniʻ, ‘eke ki he fānauʻ pe ko e hā e meʻa ‘e kau ‘i heʻenau fakahoʻataaʻ mo e ‘uhinga) ʻoko mahuʻinga ke ke fakafanongo ko hoʻo fānauʻ lolotonga ‘enau talanoaʻi ‘enau ngaahi fakakaukau`. Fanongo ‘aki ‘a e loto tokanga ‘i he taimi ‘oku nau fakamatalaʻi ai ha meʻa pea ke vakai ki he meʻa kuo nau hiki tohiʻ.

Ko e kotoa ‘o kinautolu ‘oku nau kau ‘i hono tokanga’i ho’o fānau’, te nau kau ‘i hono vahevahe ‘o e fepōtalanoa‘aki.

• ‘Ai ‘a e fepōtalanoa‘aki mo ho’o fānau’ ke kau ‘i he me’a kotoa pe ‘oku ke fai mo e fānau’.
• ‘Ai ‘a e talanoa mo e ‘ako (fekau‘aki mo e ngaahi me’a ‘oku mou fai ‘oku mahu‘inga kia kimoutolu mo e fāmili’) ke fakafiefia, māfana, mo ‘uhingamālie.
• Fakalahi ‘a e ‘ilo talanoa ho’o fānau’ ‘aki ha’o pehē atu, “Tala mai ke lahi ange...”, “Toe fakamatala ange ki he...”, mo e “Ko e hā ha’o lau?”.
• Taimi ‘oku ke talanoa ai, ngāue‘aki ha ngaahi fo’i lea ‘oku lahi. Ako’i ha ngaahi fo’i lea fo’ou ki ho’o fānau’ ‘aki ha’o fusi ke nau tokanga ki ai.
• Mou taufetongi ‘i he lea mo e tali fehu’i’. ‘Ai ke mālie ho’o tali ‘a e ngaahi fehu’i’.
• Fanongo mo talanoa mo ho’o fānau’ ki he ngaahi me’a ‘oku nau manako ai’.
• Fakalotolahi ‘i ho’o fānau’ ke nau hiki tohi mo koe (hangē ko hono, hiki tohi ‘a e lisi ki he sōpingi’).
Talanoa mo ho‘o fānau´ fekauʻaki mo e ngaahi foʻi talanoa´, lautohi´, pea mo e tohi´

Ngāueaki ‘a e ngaahi tohi Ngāue Fakataha´ ke tokoni’i ho‘o fānau´ ke nau fakatokanga‘i ‘a e ngaahi me’a ‘oku tatau mo e ngaahi me’a ‘oku kehekehe ‘i he lea faka-Tonga mo e lea ‘Ingilisi.

Taimi ‘oku ako ai ‘e he fānau´ ke nau lautohi mo tohi, ‘oku nau ako:

• faka’aonga‘i ‘enau mo’ui tonu mo e ngaahi taukei´ ke ‘uhingamālie ‘a e ngaahi talanoa´

• ko e ngaahi tohi´ ‘oku ma‘u ai ‘a e ngaahi talanoa pea ma‘u mo e ngaahi fakamatala

• ko hono fakakaukau‘i mo hono tālanga‘i ‘o e fo‘i talanoa´, ‘oku tokoni ke nau ako ke lautohi pea ke tohi

• ‘oku malava ke nau fatutohi mo vahevahe mai ha ngaahi talanoa fekau‘aki mo ‘enau mo’ui taki taha

• ‘oku malava ke ke tokoni‘i kinautolu ‘i he ngaahi konga faingata‘a´

• ko e ngaahi tohi talanoa´ ‘oku ‘asi ai ‘a e fakahinihino ki he anga hono lau´.

Lau ‘a e ngaahi tohi´ ki ho‘o fānau´ ‘aki ha le‘o ‘oku ongomālie.
Ko e lautohi ki he fānau´, lautohi mo e fānau´, pea mo e lautohi fai ‘e he fānau´


Kimu’a ho’o lau ha tohi, talanoa mo ho’o fānau´ pe ko e fo‘i talanoa nai ki he hā. Lau ange ‘a e taitolo pea mou sio fakataha ki ha ni’ihi ‘oe ngaahi fakatātaa’. Tokoni‘i ‘a e fānau´ ke nau ‘ilo ‘a e me’a ‘oku ngalingali hoko ‘i he peesi taki taha. Vakai atu pe ko e hā e me’a nai ‘e hoko ‘i he peesi te ‘ū huke ki ai´. Ngāue‘aki ‘a e fourunga tatau ki he peesi taki taha.

Lautohi ki he
- Lau ange ha ngaahi tohi mo fai ha ngaahi talanoa ki ho‘o fānau´. ‘E lava tokoni ke nau ako e fa‘ununga ‘oe tohi´.
- Ko e talanoa mo kinautolu fekau‘aki mo e fo‘i talanoa´, ‘e tokoni ki he‘enau fakakaukau‘ mo e ako´.
- Lau mo toe lau ‘a e ngaahi talanoa´ ke fakalakalaka ‘a e ako ho‘o fānau´.

Lautohi mo e
- Fakaafa‘e‘i ho‘o fānau´ ke nau kau mai ki he lele ‘a e fo‘i talanoa´ mo ke fakamatala‘i.
- Ko e talanoa mo kinautolu fekau‘aki mo e fo‘i talanoa´, ‘e tokoni ki he‘enau fakakaukau‘ mo e ako´.

Lautohi fai ‘e he
- Ko hono talanoa‘i mo kinautolu ‘a e ngaahi konga ko ‘eni´ ‘oe talanoa´, ‘e tokoni ki he‘enau fakakaukau‘ mo e ako´.

Toutou lau ‘enau ngaahi talanoa manakoa kia kinautolu.
**Talanoaʻi pe ko e ngaahi talanoa nai ki he hā**

Fakamatalaʻi pe ko e talanoa ki he hā pea ke toki lau, lolotonga hoʻo lau pea hili hoʻo lau. Lea i ha founga ʻe ala tokoni ki hoʻo fânauʻke nau fakakaukau ki he me’a ʻoku ke lau kia kinautolu. Ngāueʻaki hoʻo lea ʻoku ke poto ange ai.

<table>
<thead>
<tr>
<th>‘Oku lautohi ‘a e fânauʻke...</th>
<th>Ngaahi fakakaukau ke mou ‘ahi‘ahi</th>
<th>Ngaahi fakaafao ke mou lea ‘aki</th>
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| ‘Oku lautohi ‘a e fânauʻke nau fakaʻuhinga‘i ‘a e talanoa pea ke ʻiloʻa e ‘uhinga ‘a e faʻutohi. | Talanoaʻi ha ngaahi me’a ‘oku hoko, ka ʻoku ‘ikai hā mahino ‘i he fo‘i talanoa. Fehu‘i ha ngaahi fehu‘i tali ‘io pe ‘ikai pe ha fehu‘i ‘oku lahi hono ‘ū tali. | “Ko e hā e me’a na ‘e mei hoko kapau...?”  
“Ko hai na’a ne lava ke...?”  
“Lava fēfē...?”  
“Ko e hā e me’a oku...?”  
“Ko e hā e me’a ‘oku ke pehē...?”  
“ ‘I he fakatātā ko ‘eni, ko e hā e me’a ‘oku...?” |
| ‘Oku lautohi ‘a e fânauʻke nau fakakaukau‘i ‘a e ngaahi me’a ‘i he talanoa pea nau hanga leva ʻo fakafehokotaki mo e ngaahi me’a kuo nau ‘osi ‘ilo’. | Fakafekau‘aki ‘a e fo‘i talanoaʻmo e mo‘ui ho‘o fânauʻ, pea mo ho‘o mo‘ui foki. | “ ‘Oku nau fai pehē ‘i honau fāmili. ‘Oku fēfē ‘etau ‘ai ‘akitaotolu ‘i hotau fāmili?”  
“Ko e fakatātā ‘eni ‘oku ne fakamanatu mai na’a ku...”  
“Ko e hā te ke fai kapau na’e hoko eni kia koe?” |
| Fehu‘i ko hai, ko e hā, ‘anefē, ‘i fē, fēfē, mo e hā hono ‘uhinga. | | “Ko e talanoa eni ki he hā?”  
“Ko hai na’a ne lava ke...?”  
“Lava fēfē...?”  
“Ko e hā e me’a ‘oku...?”  
“Ko e hā e me’a ‘oku ke pehē...?”  
“ ‘I he fakatātā ko ‘eni, ko e hā e me’a ‘oku...?” |

*Manatuʻi, ‘ai ke fakafiefia ‘a e lautohi!*  
*Tonuʻke mou fakatou sa‘ia ai!*
Ko e ako´ ‘oku fai ‘i he feitu‘u kotoa pe, ‘ikai ko ‘apiako pē

‘Oku ako ‘a e fânau’ ke fanongo, talanoa, lautohi, pea mo tohi ‘i he ngaahi feitu‘u lahi – ‘i ‘api, ‘i he fâmili‘ mo e kāinga’, pea ‘i he komiuniti’.

‘Oku tokolahi ‘a e fânau ‘oku ō ki he lotu’ mo e lautohi faka-Sāpate’. Tokolahi ‘oku nau kau ki ha kamata‘anga ako Tonga. ‘I he ngaahi feitu‘u ko ‘eni’ ‘oku nau ako lea ‘aki ‘a e:

• hiva
• lotu
• ako ma‘uloto
• fanongo ki he Folofola mo e ngaahi talanoa tupu’a ‘o Tonga
• talanoa‘i ‘a e ‘uhinga ‘o e ngaahi talanoa ni
• lautohi mo e tohi.

‘Oku hoko atu pe ‘a e ako ko ‘eni’ ‘i ‘api.

‘Oku mahu‘inga ‘a e ngaahi founga ako ko ‘eni’. ‘Oku ma’u ai ‘e he fânau‘ ‘a e ‘ilo mo e taukei ke tokoni ke nau lautohi mo tohi. ‘I he taimi tatau, ‘oku nau ako fekau‘aki mo kinautolu pe, honau fâmili’, pea mo e ‘ulungāanga fakafonua Tonga’.

‘Oku lahi ha fânau Tonga ‘oku nau tupu hake ‘i he ngaahi fâmili ‘oku tuifio ai ha ngaahi matakali mo e lea ‘e ua pe tolu. Fânau ‘e ni‘ihi ‘oku nau ngāue‘aki ‘a e ngaahi tekinolosia fo‘ou ke fakafetu‘utaki – hangē ko e komipiuta, iPad, iPhone, mo e Skype. ‘Oku lelei ke talanoa‘i ‘a e ngaahi tekinolosia ko ‘eni’ pea ke ngāue‘aki ke solova fakataha ha ngaahi palopalema.

‘Oku tōtōatu ‘a e ngaahi founga ako kehekehe ko ‘eni’. Laukau'aki ‘a ho‘o malava ke tokoni‘i ho‘o fânau’. ‘Oku tau ako fakataha ha ngaahi me‘a fo‘ou.