



Forms and Functions of Literacy

Te Korekore

Within an enabling environment, children develop awareness and interest in literacy forms and their functions.

Practices to help you respond at Te Korekore:

- › Use these practices to work one-on-one with a child (or small group) based on what you've noticed.
- › Talk with others about what these practices might look like in your setting.
- › Test your thinking by looking at adjacent phases.
- › Note that these practices are not exhaustive, and you might think of others.

1

Cultural literacy forms and functions

Provide many opportunities for mokopuna to experience and explore the forms and functions of cultural literacies.

- Model the use of cultural literacies, such as karakia kai, lotu, mihi/pepeha, during everyday routines and experiences.
- Provide frequent open-ended opportunities for children to explore cultural literacies such as kōwhaiwhai patterns, dance traditions, using multiple senses. Tune in to children's focus and provide descriptive language that reflect their experiences.

2

Social literacy forms and functions

Provide opportunities for mokopuna to experience and explore social literacy forms and functions.

- Let children observe, or participate in their own way, in the social literacy practices required to document routines and experiences such as sleep charts, reading instructions and signage.
- Draw attention to social literacy forms and functions in the environment, e.g. discuss photos, point to labels and talk about what they say.
- Make connections with children's social literacy experiences at home and in the community. Introduce language and resources that reflect people, places, and things familiar to each child.



3 Retelling and creating stories

Provide regular opportunities for children to actively engage in retelling and creating stories.

- a. Invent stories out of children's everyday experiences, e.g. "It was a rainy day. We slowly put on our coats, hats and gumboots and went out to splash in puddles. Then guess what ...". Match your storytelling to the children and the context, e.g. make it exciting or calming. Let children add to the stories you tell in their own way.
 - b. Respond to children's requests for stories including those that reflect their home and culture. Follow children's lead when selecting stories and deciding when to end story reading.
 - c. Provide opportunities for children to engage in storytelling, involving all the senses, e.g. utilise puppets and props that integrate speech, sound, movement, sight, and touch.
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4 Thinking critically about texts

Support mokopuna to think critically about texts.

- a. Offer a range of literacy forms and modes of expression, including photos, picture books, waiata, and supporting tactile resources that reflect familiar people, places, and things.
- b. Encourage children to make choices about literacy experiences they engage in. Follow their lead, responding to their focus and decisions about what, how and how long they engage.
- c. While reading books or sharing stories, highlight the connections and similarities to children's lives and your own, e.g. "Look, Moana is laughing. You like to laugh too don't you. So do I".