



## Forms and Functions of Literacy



## Sione explores vehicles

This assessment example illustrates one way that **Kōwhiri Whakapae** can be used to inform your assessment practices. You will see connections to Kōwhiri Whakapae, and *Te Whāriki* highlighted in the annotations.

### Introduction

**The following series of learning notes follow four-year-old Sione who attends his local kindergarten five days a week.**

Sione has attended kindergarten since he was three-years-old and is part of the Kōwhiri whānau group at his kindergarten. Sione lives with his mother, father, and three older step-siblings. His father is a truck driver and Sione has had an enduring interest in all kinds of vehicles and how they work.

Over the last four months, kaiako at Sione's kindergarten have been utilising Kōwhiri Whakapae to strengthen their understanding and practices relating to **Forms and Functions of Literacy**. After spending some time embedding the 'cultural literacy forms and functions' lay the groundwork practice, they have decided to shift their focus to 'social literacy forms and functions'. After reading the information on Kōwhiri Whakapae, kaiako have reviewed their current practices and talked with kindergarten whānau about the ways literacy is used in daily life. They have organised weekly visits from their local mobile library and regularly borrow reference books relating to children's interests. They also identified some suitable online



reference sources that can be used to deepen children's investigations. In addition, they have added a range of social literacy forms throughout the centre, including mini traffic signs, recipe cards, maps, greeting cards alongside the writing and drawing resources already available.

Kaiako have noticed the addition of mini traffic signs had resulted in a marked increase in vehicle-related play amongst a number of children. In particular, they notice Sione has shown a strong interest in the reference books on vehicles (particularly cars and trains) and has been exploring the meaning and use of the mini road signs in his play.

The following learning notes document kaiako planning and assessment relating to Sione's vehicle investigations over a period of three months. As you read, you can see links to *Te Whāriki* and the **Forms and Functions of Literacy** sub-area of Kōwhiri Whakapae: Oral language & literacy.

### **Te Whāriki & Kōwhiri Whakapae links**

## **LEARNING NOTES:**

AUGUST 2024

(compiled by kaiako Atarangi - Kōwhiri group)

### **DESCRIBE: (notice)**

12 August '24 - Atarangi

Today I set up a display with a range of library books on different kinds of vehicles. Sione looked through them straight away and was very interested in the book on trains. He spent quite a while looking through it with Blair.

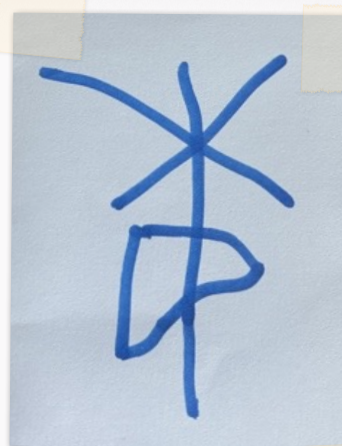
13 August '24 - Atarangi

Sione asked me to read the book on trains with him. We talked about the tracks, how they work, and differences between roads and train tracks.

These observations show Atarangi implementing aspects of the Kōwhiri Whakapae: Forms and Functions of Literacy 'lay the groundwork' practice - 'Social literacy forms and functions' including providing a range of literacy resources, and support to children to explore these to communicate and create meaning.

14 August '24 - Atarangi

Sione, Ethan, Lui, Blair building roads and train tracks in block area - adding the mini road signs. Sione showed me the railway crossing signs in the train book, told me we need some. After wondering what we could do, he decided to draw some, copying the ones in the book. I found our small wooden stands to hold up his signs and he added them to his track.



Sione's railway crossing sign.

## DESCRIBE: (notice)

19 August - Nicole

Sione, Ethan, Lui, Blair are building train tracks in the sandpit with lots of discussion and problem-solving as they build tunnels and bridges for their trains. Sione is adding small sticks to his track. He told me they are 'for the track to go on', then showed me train sleepers in the train book.

21 Aug - Louisa

Sione, was unhappy about putting away his train track so I suggested he could make a map of it like the ones in the book. He drew this picture ...



'This is the track, and that's the train with lots of carriages. That's Blair' - Sione 21/9/24

22 August '24 - Atarangi

Sione drew another train map today. He explained that the triangles are 'give way' signs and the crosses are railway crossing signs.



Sione's train track 'map' - 22 August '24

Here, Sione is demonstrating metacognition (the process of thinking about one's own thinking and learning). He also shows an understanding of the usefulness and meanings of texts and is connecting this to his own experiences and explorations. This reflects Te Ao Mārama phase of Forms & functions of literacy.

Here, Sione shows an understanding of the purpose of signs and symbols - reflecting the Mana Reo | Communication learning outcome - 'Recognising print symbols and concepts and using them with enjoyment, meaning and purpose'.



## WHAT DOES THIS MEAN? (recognise)

- *Sione has been exploring and building his working theories about trains and train tracks.*
- *He is also discovering that books (including reference books) can be useful ways to 'find out' and learn new things.*
- *Sione has used this new knowledge in his creations – e.g. making railway sleepers and crossing signs.*
- *His train track maps also reflect Sione's growing awareness that drawing can be a useful way to record and revisit ideas.*

Drawing on the Forms and Functions of Literacy sub-area of Kōwhiri Whakapae, kaiako recognise Sione is demonstrating some Te Ao Mārama capabilities in relation to his innovative use of social literacy forms for a range of purposes including creativity, expression, and discovery.

## WHĀNAU VOICE:

*Sione's been talking a lot about trains at home. It's great to see him learning new things from books at kindergarten.*

Kaiako share their observations and interpretation with Sione's whānau and invite their input - reflecting the *Te Whāriki* principle of Whānau tangata | Family and community.

## LINKS TO *TE WHĀRIKI*

*Sione is developing his capabilities in relation to the following learning outcomes of *Te Whāriki*:*

- *Mana aotūroa / Exploration – 'Using a range of strategies for reasoning and problem solving' and 'Making sense of their world by generating and refining working theories.'*
- *Mana tangata / Contribution – 'Using a range of strategies and skills to play and learn with others.'*
- *Mana reo / Communication – 'Recognising print symbols and concepts and using them with enjoyment, meaning and purpose.'*

Kaiako have also connected Sione's learning to a range of *Te Whāriki* learning outcomes.

## WHAT NEXT? (respond)

*To support Sione to deepen his investigations into trains we will:*

- *Plan a visit to the local train museum with the kōwhiri group in the next fortnight.*
- *Support the kōwhiri group to record and share their experiences on this trip – e.g. creating a book or similar - following the children's lead.*
- *Provide other resources relating to trains – e.g. story books, web sites, songs, tickets, timetables.*

To support Sione ongoing exploration, communication and contribution kaiako draw on the Forms and Functions of Literacy Te Ao Mārama 'respond' practices - 'social literacy forms and functions' and 'retelling and creating stories'.



## LEARNING NOTES:

SEPTEMBER 2024

(compiled by kaiako Atarangi - Kōwhai group)

### DESCRIBE: (notice)

12 September '24 - Atarangi

Today Kōwhai group went on the bus to the train museum. Sione was fascinated in all the different train carriages and engines. We talked about diesel and steam engines and even got to sit in the train driver's seat. It was a fantastic visit.

13 September '24 - Atarangi

Kōwhai group - We talked about our trip to the train museum. Sione talked about the bus ride and compared the bus to the train carriages we saw.

After talking about ways we could record our trip, the children decided to make a book. I suggested they each draw a picture of their favourite part and then we could put them all together into a book. Sione drew the bus.



Sione - 'We got on a bus and everyone had to sit down. The driver had a big steering wheel. I talked to the driver. He was nice'.

16 September '24 - Atarangi

Kōwhai group - today we made a book with everyone's drawings. I wrote down what each child said about their picture and then we decided where each picture should go in the book.

### Te Whāriki & Kōwhiri Whakapae links

Supporting the children to design, create and revisit their own the story of this trip reflects the Forms and Functions of Literacy Te Ao Mārama 'respond' practices - 'Social literacy forms and functions', and 'Retelling and creating stories'.

This supports children's growing emergent literacy including understanding that words can be written down (concepts of print), and that stories often follow a logical structure (story comprehension). See the Emergent literacy area of Kōwhiri Whakapae: Oral language & literacy for more information.

## DESCRIBE: (notice)

17 September '24 - Atarangi

Sione brought his dad into kindergarten this morning and insisted he look at our book before he left. Sione's dad told me he had been very excited about the bus trip last week and talked about it all weekend.

19 Sept - Nicole

Sione, Ethan and Ella made a bus using rows of chairs. They even had a card scanner and used cards for tickets. Ella wanted to be the driver, but the boys said only boys can be bus drivers. Responding in the moment I asked "Why not girls?" to prompt thinking and discussion. Sione insisted 'only men drive busses'. I told Sione both me and his mum can drive a car and asked if driving cars is different to driving busses? Sione wasn't convinced, so I suggested we see if we have a look on the internet. I searched for 'bus drivers New Zealand' and we looked at the images. We saw lots of men but women drivers too. Sione thought for a while and decided maybe girls can drive busses.

Here, Nicole gently challenges Sione's working theory about gender roles and encourages him to reflect on his thinking and consider other perspectives. This supports the *Te Whāriki* goals of Mana tangata | Contribution and Mana aoturoa. Nicole also draws on the Forms and Functions of Literacy Te Ao Mārama respond practice - 'Thinking critically about texts'.

23 September '24 - Marama

Sione has looked at our trip book several times over the last week. Today he was looking at it with 3 other children from Kōwhai group, taking turns talking about each picture.

## WHAT DOES THIS MEAN? (recognise)

- Our train museum trip has supported Sione to expand and refine his working theories about vehicles.
- Sione was confident to share his experiences and perspective both visually and orally with the Kōwhai group as we created the story of our trip.
- Sione has continued to explore and revisit this trip through his play, drawing and storytelling alongside his friends.
- The discussion about who can drive busses also shows Sione is able to express his opinions and can consider other views to revisit his working theories about gender roles.

Drawing on the Forms and Functions of Literacy sub-area of Kōwhiri Whakapae, kaiako recognise Sione is demonstrating some Te Ao Mārama capabilities in relation to his innovative use of social literacy forms for a range of purposes including creativity, expression, and discovery.

## WHĀNAU VOICE:

We've heard ALL about the trip to the train museum from Sione. I'm surprised he said only boys can drive busses. What you said was good. I'll ask his father if he knows any women truck drivers.

Regular communication with Sione's whānau support shared understandings reflecting the *Te Whāriki* principle of Whānau tangata | Family and community.

## LINKS TO TE WHĀRIKI

Sione's abilities continue to expand, particularly in relation to the following strands of *Te Whāriki*:

- Mana reo | Communication – 'Enjoying hearing stories and retelling and creating them.'
- Mana aotūroa | Exploration – 'Making sense of their world by generating and refining working theories.'
- Mana tangata | Contribution – 'Treating others fairly and including them in play' and 'Using a range of strategies and skills to play and learn with others.'

Kaiako connect Sione's learning to a range of *Te Whāriki* learning outcomes.

## WHAT NEXT? (respond)

Continue to build on Sione's interest in vehicles to provide opportunities for Sione and his peers to deepen their explorations and thinking by:

- researching information in books and online,
- using strategies such as wondering, comments and questions to help deepen their critical thinking,
- encouraging and supporting them to record / create stories about their experiences and ideas.
- We will also look for further opportunities for Sione and his peers to create individual and collaborative stories.

Kaiako draw on Forms and functions of literacy Te Ao Mārama 'respond' practices to expand and deepen Sione's learning in the areas of communication, exploration and contribution.



## LEARNING NOTES:

OCTOBER 2024

(compiled by kaiako Atarangi - Kōwhai group)

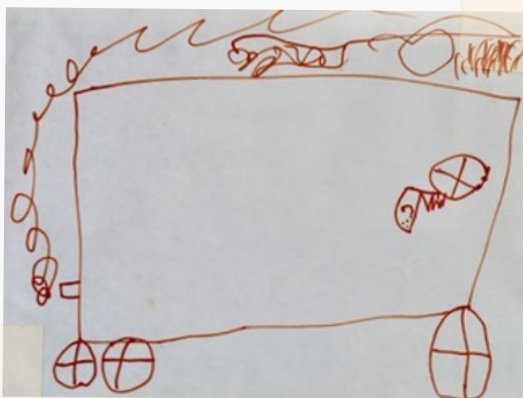
### DESCRIBE: (notice)

### Te Whāriki & Kōwhiri Whakapae links

7 October '24 - Atarangi

I set up a provocation table today, with some story and reference books about vehicles, photographs of different vehicles, and a car manual, along with some paper and coloured pens. Sione spent a long time looking through the books and pictures, and we talked about the various parts of his cars, including steering wheel, tyres, wheel hubs, lights and exhaust pipes.

'Mum's car.  
It has a steering  
wheel, tires and  
an exhaust pipe'.  
Sione -  
7/10//24



Atarangi has used the Kōwhiri Whakapae: Forms and Functions of Literacy Te Ao Mārama 'respond' practice 'social literacy forms & functions' to encourage children to explore a range of texts and record their ideas - fostering their exploration and communication.

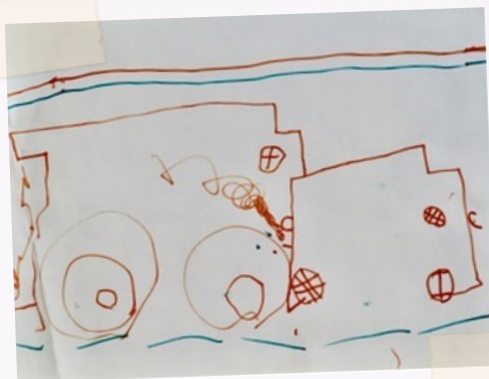
11 October '24 - Atarangi

I told Fiafia about Sione's explorations of cars and she said Sione got very excited at seeing a car with two exhaust pipes on the way to kindergarten this morning. Sione and his father are going to the stock cars on the weekend. Sione was very excited!

Regular informal chats with Sione's whānau supports kaiako and whānau to see connections between Sione's home, community and kindergarten experiences.

14 October - Nicole

Sione told me all about going to watch the stock cars over the weekend with his dad. He said they were really noisy and fast. Apparently the fastest cars had two exhausts pipes! I encouraged him to draw a picture of the stock cars.



'I watched the stock cars with my dad. They were really loud and fast. It was cool!' -  
Sione - 14/10//24

Nicole fosters Sione's communication capabilities by encouraging him to retell his story in a range of ways. Here she has drawn on the Kōwhiri Whakapae: Forms and Functions of Literacy Te Ao Mārama 'respond' practice - 'Retelling and creating stories'.

## DESCRIBE: (notice)

16 October '24 - Atarangi

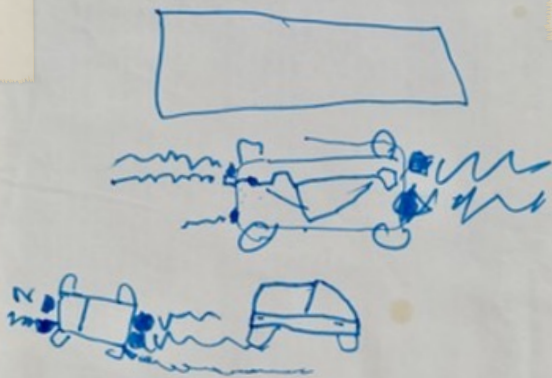
Sione was looking at the book on how cars work and wanted to know more about exhaust pipes. So I found some images and videos on the internet that showed car exhaust systems and we identified different parts, including the exhaust pipe, muffler, and catalytic converter.

22 October '24 - Atarangi

Sione drew these amazing car diagrams yesterday and today. Sione explained the different parts, including the exhaust system, front and back lights, wheels, and doors.

They show cars from the top, side and underneath, including front and back lights, wheels and exhaust system. He has also written 'cars' on the underneath view of his yellow car. Such detail!

This is another example of Atarangi encouraging Sione to explore a range of texts and record his ideas as suggested in Kōwhiri Whakapae: Forms and Functions of Literacy Te Ao Mārama 'respond' practice on 'social literacy forms & functions'. This also supports the Mana aotūroa | Exploration learning outcome - 'Using a range of strategies for reasoning and problem solving'.



'A blue car'  
- Sione - 21/10/24



'A yellow car'  
- Sione - 22/10/24

## WHAT DOES THIS MEAN? (recognise)

- *Sione is a car enthusiast and researcher! He has keen observational skill and is motivated and excited to discover new information and deepen his understandings drawing on books, the internet, and his own experiences.*
- *Sione's detailed pictures of cars show he is able to express his complex ideas and understandings through drawing.*
- *Sione's blue and yellow car drawings also reflect his ability to use drawing to help him to visualise his thinking and represent objects from different perspectives - an important aspect of maths.*

Kaiako recognise that Sione's Forms and Functions of Literacy Te Ao Hōu capabilities are continuing to deepen.

They also draw on the 'Create & communicate maths' sub-area of Kōwhiri Whakapae to better understand his maths capabilities.

## WHĀNAU VOICE:

*Sione talks a lot about cars at home. He's quite observant and can tell the make of a car by looking at the hub caps. We didn't know drawing cars related to maths!*

## LINKS TO TE WHĀRIKI

*Sione's abilities continue to expand, particularly in relation to the following strands of Te Whāriki:*

- *Mana aotūroa | Exploration - 'Making sense of their world by generating and refining working theories' and 'Using a range of strategies for reasoning and problem solving'*
- *Mana reo | Communication - 'Recognising print symbols and concepts and using them with enjoyment, meaning and purpose', 'Recognising mathematical symbols and concepts and using them with enjoyment, meaning and purpose', and 'Expressing their feelings and ideas using a wide range of materials and modes'.*

Kaiako have identified how Sione's learning in relation to a range of Te Whāriki learning outcomes is expanding.



## WHAT NEXT? (respond)

*We will continue to support Sione's learning by:*

- *encouraging Sione to reflect on and evaluate his investigations so far.*
- *providing a wider range of texts (e.g., reference books, car manuals, story books, images, art, legends) relating to a wider range of vehicles (trucks, waka, ships, aeroplanes, bikes ...) - and encourage Sione to use these to further his investigation and document his thinking.*
- *To support Sione's mathematical thinking and modelling, perhaps we can also provide some provocations and resources to encourage his exploration of three-dimensional models.*

Kaiako draw on Forms and Functions of Literacy Te Ao Hōu 'respond' practices - 'Social literacy forms and functions', and 'Retelling and creating stories' - to inform their plan.

Kaiako also draw on the Kōwhiri Whakapae: Maths content, including the Space & measurement, and Create and communicate maths sub-areas better understand how they can foster his learning in this area.

## REVISIT:

*After implementing the 'social literacy forms and functions' practice over a three-month period, kaiako 'revisit' by evaluating how this has helped strengthen learning for all children. To support this evaluation, they consider a range of assessment documentation, including from Sione's learning portfolio.*