

# 1 Introduction



*“Ki te rere te manu me whai huruhuru.”  
To fly, the fledging needs to grow feathers.*

This well-known whakatauki is like a metaphor for this book. It aims to help you ‘fly’ and so be successful with the foundation literacy reading and writing skills. This book will help you ‘grow those feathers’ and so feel more confident to develop the necessary knowledge and understanding to be successful with these national Unit Standards.

These necessary skills and understandings around the Literacy standards are not acquired in ‘one go’ after one reading of this book. Nor does this book aim to replace good teaching in the classroom. Its purpose is to offer you some guidance and possible strategies to enhance what you are already learning.

Effective literacy learning is an all-round and on-going process to connect ‘Big Learning Ideas’ with specific language skills. This book is set out with this in mind.

## General Introduction to new Literacy Co-requisite Standards

Literacy skills are ‘life-skills’ and are among the foundations of lifelong learning and full participation in society.

These skills allow you to make meaning, think critically and creatively, and be able to successfully complete national qualification assessments at Level 1 and above.

The Literacy Co-requisite Standards involve two assessments – one for **Reading** and one for **Writing**.

This workbook offers some insight for these new standards, and supporting details to help you be successful in the assessments.

## The Literacy Reading 32403 standard

The new Reading standard requires you to be able to read and understand a **variety of texts** of different types and varying lengths. The topics range from social and environment issues, health and safety situations, media coverage, sports events, school and community events and stories about famous people.



You are expected to make sense of a variety of text types, understand different purposes and be critically aware of how language has been deliberately used.

The questions may require you to match words, label ideas, and answer multiple-choice responses.

In particular you will be required to identify writer’s purpose, understand the structure of text types, locate information, identify main ideas, critically assess how certain language features are used, identify bias and misinformation, make basic inferences and predictions, and recognise and select correct and appropriate words.

Quite a lot of knowledge and skills really!

## The Literacy Writing 32405 standard

The new Writing standard requires you to write **two different types** of texts of between 150-350 words in length. One text will be more formal than the other. You need to make sure you plan your ideas and write directly to the purpose required by the task.

You will also be asked some short answer questions to show correct use of punctuation, grammar, appropriate word choice, and spelling.

You need to structure your ideas clearly, develop these and adopt an appropriate tone and manner that the task requires. As well, the language features you select must clearly contribute to different purposes and show a ‘convincing’ writer position. And you must use writing conventions (spelling, punctuation and sentence structures) accurately.



**How this book is set out**

There is an old saying “which came first? The chicken or the egg?” It’s a metaphor to describe a situation where it’s not clear which one of two ideas or actions should be considered first, and which is the result, or second.

We learned to read from written text. To write, we have to be able to read. So the two actions are a paired process and the knowledge and skills for effective reading are often the same skills for effective writing.

This book gives you ideas and skills for reading on a page with a **green background**. Similar ideas and skills for writing will often be shown on a facing page or a nearby page with an **orange background**. Then there are some other writing resource pages near the end of the book.



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