

# LITERACY

## HOW TO HELP YOUR CHILD AT HOME

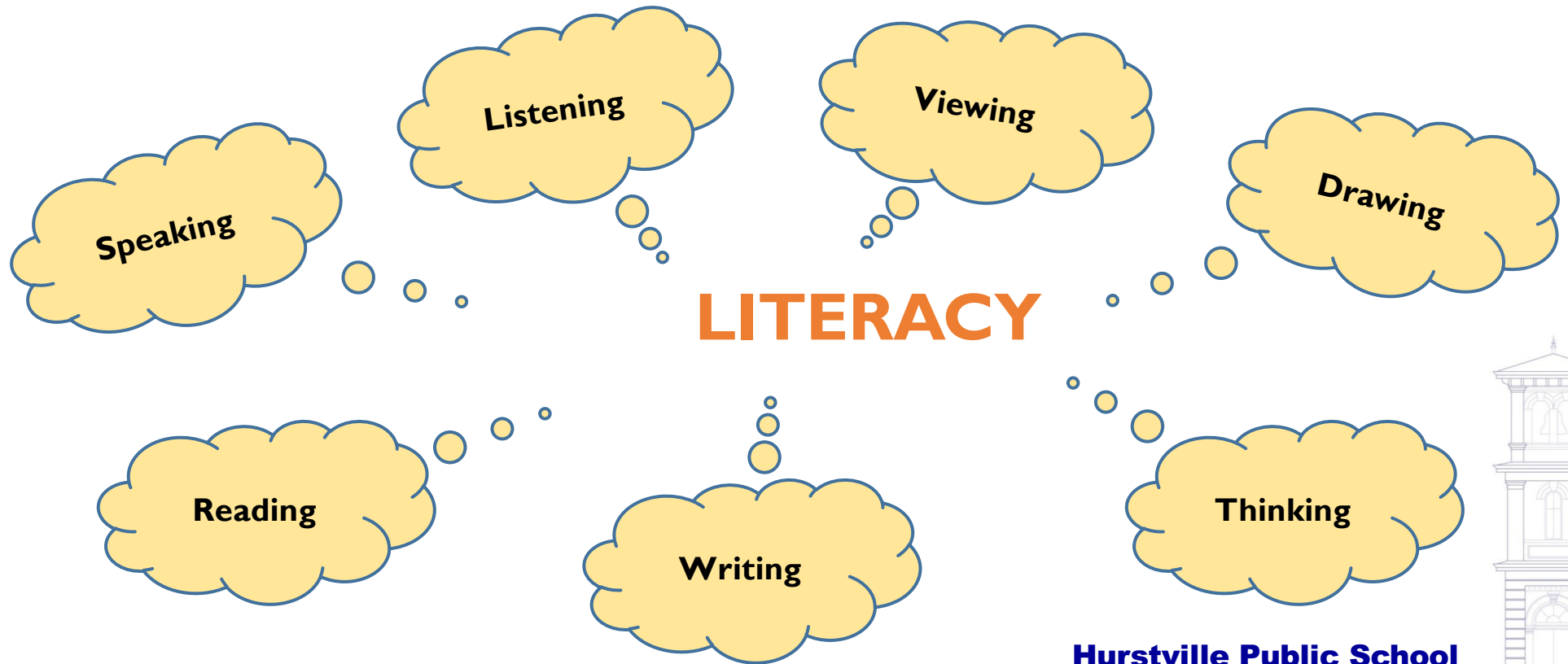


2020 Kindergarten Orientation  
Wednesday 30<sup>th</sup> October 2019

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Instructional Leader - Literacy



# LITERACY



## SPEAKING & LISTENING



- Speaking and listening develop the foundations of language learning.
- Through speaking and listening, children develop:
  - **vocabulary**
  - **knowledge of the world**
  - **confidence**
- Speak & listen to your child in **English** or your **home language** - whichever language is most comfortable for you.



## SPEAKING & LISTENING

- **Speak to** your child and **with** your child.
- **Ask questions** about their school day, friends & interests.
- Share & discuss **experiences** – at home, at school, outside.
- Talk about what you are doing and ask questions at the park/shops/library about things you see.
- **Listen** to your child
- Play board games & games like 'I spy'
- Sing nursery rhymes



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# PHONICS



c a t ~ cat

- Students learn to read and write using a ‘**synthetic phonics**’ approach.
- They systematically **learn letter sounds** > then learn to **blend these sounds together** to make words.
- Students develop **phonemic awareness** (the ability to hear and say sounds in words) and learn the **link between these sounds** and the **spelling patterns** that represent them.
- Tricky, common words you cannot sound out (decode), are called ‘**camera words**’ or ‘**sight words**’. Children imagine taking a photo of the word with their ‘mind’s eye’.
- Help by:
  - encouraging your child to memorise the tricky part
  - making flash cards of these words to practise.



# PHONICS & PHONEMIC AWARENESS

- Children need to know **letter names**.
- More importantly, for successful reading, writing & spelling, they need to **learn the sounds** that letters make.
- *If a child memorises ten words, the child can read only ten words, but if a child learns the sounds of ten letters, the child will be able to read 350 three-sound words, 4320 four-sound words and 21,650 five-sound words.*  
Dr Martin Kozloff, 2002.
- **Phonics song:** <https://www.youtube.com/watch?v=saF3-f0XWAY>
- **Ants in the Apple Alphabet Phonics song (Australian):**  
<https://www.youtube.com/watch?v=WpsxMiDCeGk>

Vowel Chart

	short		long	
a	 apple	 cat	 acorn	 cake
e	 elephant	 net	 eagle	 leaf
i	 igloo	 pig	 ice cream	 kite
o	 octopus	 dog	 ocean	 soap
u	 umbrella	 sun	 unicorn	 glue


























# PHONICS & PHONEMIC AWARENESS

- Practise sounds
- Blend sounds together
- Find words with the same beginning sound (green, grass, grape, grow)
- Play rhyming games (cat, hat, mat)
- Chunk words into syllables - clap



## My Blends Chart

<b>bl</b>  blow	<b>cl</b>  clown	<b>fl</b>  fly	<b>gl</b>  glue	<b>pl</b>  plane
<b>sl</b>  slide	<b>br</b>  brush	<b>cr</b>  crab	<b>dr</b>  drum	<b>fr</b>  frog
<b>gr</b>  grapes	<b>pr</b>  pretzel	<b>tr</b>  tree	<b>wr</b>  write	<b>thr</b>  throw
<b>st</b>  star	<b>sp</b>  spider	<b>sn</b>  snail	<b>sc</b>  scared	<b>sk</b>  skate
<b>sm</b>  smile	<b>sw</b>  swing	<b>tw</b>  twins		

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# READING

- One of the most important predictors of school success.
- Gateway skill to other learning.
- Stimulates imagination, curiosity, discussion & play.
  
- **Effective reading requires:**
  - Phonemic awareness (the ability to hear and say sounds in words)
  - Phonics (learning the sound-spelling relationships)
  - Fluency (reading should sound like talking)
  - Vocabulary knowledge (very important for reading comprehension)
  - Text comprehension (understanding is the ultimate goal of reading)





# READING – CONCEPTS ABOUT PRINT

- Where to start
- Read left to right
- Return sweep
- Use the picture
  
- Lower case and capital letters
- Letters, words, sentences
- Punctuation ., ? ! “ ”

I put my apple  
into my bag.



“Mum likes breakfast in bed  
on Mother’s Day,” said Emma.

“Here is the tray,”  
said Dad.

Aa Bb Cc Dd Ee Ff Gg  
Hh Ii Jj Kk Ll Mm Nn  
Oo Pp Qq Rr Ss Tt Uu  
Vv Ww Xx Yy Zz



# READING

- At school, students learn to read through **shared reading, guided reading** and **independent reading**.
- **Fiction** and **Non-fiction** texts: They learn the different structures of texts and how to gain meaning and understanding from what they are reading.
- **Fluent reading** sounds like talking, with appropriate expression and intonation. Fluent reading leads to good comprehension and greater confidence.
- When learning to read, it is important for children to look at the **pictures** – these help children to understand the meaning.



# READING

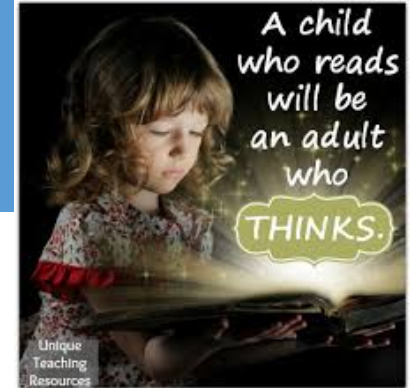


- **Reading at home** is important to consolidate reading strategies learnt in the classroom. **It is important to read with your child EVERY DAY.**
- The reader your child brings home will be at a slightly lower level than the readers they use with the teacher at school. This is their **independent reading level**, which they can usually read with little difficulty.
- This allows your child to increase **fluency** and develop reading **confidence** and **enjoyment** of reading.



## READING AT HOME – EVERY DAY!

- Read **WITH** your child.
- Read **TO** your child in whichever language is most comfortable for you.
- Let them **SEE YOU** reading & share your enjoyment of reading.
- Make home reading time **fun** and **enjoyable**.
- Allow time to process – pause, prompt, praise.
- Talk about the story and the pictures. Ask questions and make connections.
- Look at environmental print – point out letters and words on food labels, signs, street names, shopping lists etc.



# READING - COMPREHENSION

- You can help your child, by asking questions and discussing books you read together.

<b>Before reading:</b>	<ul style="list-style-type: none"><li>• Talk about the cover, title and pictures</li><li>• Encourage your child to guess what the book may be about</li></ul>
<b>During reading:</b>	<ul style="list-style-type: none"><li>• Discuss the story so far</li><li>• Encourage your child to guess (predict) what may happen next</li><li>• Ask your child questions about the story and the characters</li></ul>
<b>After reading:</b>	<ul style="list-style-type: none"><li>• Talk about the story (summarise)</li><li>• Ask questions about the story and the pictures</li><li>• Relate parts of the story to your child's own experiences (making connections)</li></ul>



## READING – ASK QUESTIONS

- **What** do you think this book is going to be about?
- **Why** do you think ...?
- **Did** you like the ending? **Why/Why not?**
- **How** were ... and ... alike/different?
- **Can** you think of another way the problem could be solved?
- **Who** was your favourite character? **Why?**
- **Has** this happened to you before? Tell me about it.
- **Can** you use the pictures to tell part of the story?
- **Can** you put the main events in order?
- **Tell me the story** in your **own words**.

Character actions

Main ideas

Retelling

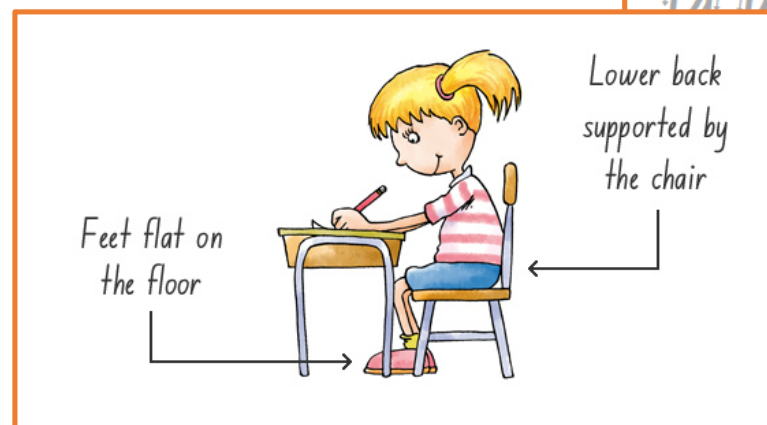
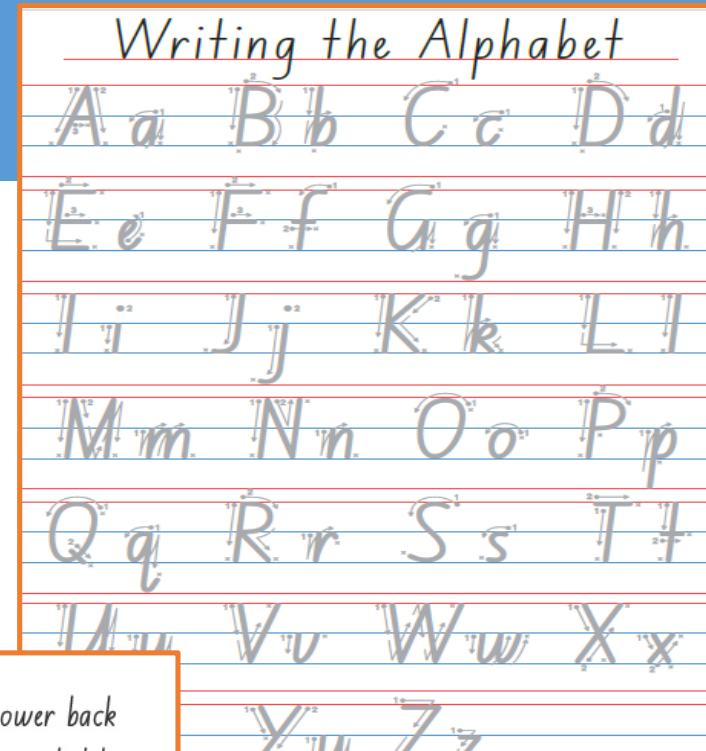
Sequencing

Opinions



# HANDWRITING

- Pencil grip
- Correct posture
- Correct letter formation
- Practise tracing letters



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# WRITING & DRAWING

## Help your child to:

- Think of the sentence they want to write & say it aloud.
- Write from left to right.
- Return sweep.
- Leave spaces between words.
- Begin a sentence with a capital letter and finish with a full stop.
- Say the word aloud. What sounds can you hear?
- Develop a known word writing vocabulary.
- Use drawing to stimulate or support writing.





# WRITING & DRAWING



## Help your child to:

- Draw and write using pens, pencils, crayons, markers, paint etc.
- Practise writing their name.
- Write some letters/words or write their name on artworks they create.
- Use playdough to make the letters of the alphabet and talk about the letter names and the sounds they make.
- Use magnetic letters on the fridge to make words.
- Record more complex sentences by scribing for them.



## USEFUL WEBSITES/APPS

- **Learning Potential: Australian Government website to support learning at home** – Includes resources, activities & online games: <https://www.learningpotential.gov.au/>
  - **Learning Potential App**
- **NSW Department of Education: Practical Help for Parents:** <https://education.nsw.gov.au/public-schools/practical-help-for-parents-and-carers/>
  - Year by Year – Starting primary school
- **Raising Children Network – School aged children:** <https://raisingchildren.net.au/school-age/school-learning>
- **ABC Education:** Resources, Videos, Games <http://education.abc.net.au>
- **Five from Five:** Parent resources & activities to develop literacy <https://www.fivefromfive.org.au/parent-resources/>
- **Storyline Online:** Stories read by actors: <http://www.storylineonline.net/>



## MAKE LITERACY LEARNING ENJOYABLE

- Help your child **love literacy** and develop a lifelong **love of learning!**
- Make reading time a special time.
- Give books as presents or rewards.
- Visit the local library and let them choose their books.
- Praise your child's efforts.
- **Make literacy learning fun and enjoyable!**



Thank you

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